Norway is the first choice for three out of four students. They perceive the country as peaceful and safe, technologically advanced, and with high quality in education and research.

International students report a high level of satisfaction with teaching staff and facilities. The students find that dealing with the climate is much easier than dealing with the living costs.

55 percent consider staying on in Norway, and the majority wants to get a job. The Norwegian labour market is considered highly attractive in terms of career possibilities and salary.

Report series

"Norway is the best place in the world" - Foreign students' perception of Norway as a study destination 2014.
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Preface

The Norwegian Centre for International Cooperation in Education (SIU) is a government agency reporting to the Norwegian Ministry of Education and Research (KD). SIU is Norway's official agency for international programmes and initiatives related to higher education and primary and secondary education, and is commissioned by several domestic and international public bodies. SIU coordinates national initiatives according to official Norwegian policy within the field of internationalisation, and is responsible for promoting internationalisation, cultural communication and international mobility within the realm of education. Through various internationalisation measures, it shall contribute to raising the quality of Norwegian education. As a centre of expertise, one of SIU’s most important tasks is to broaden and strengthen the knowledge base for further internationalisation of Norwegian education through reporting and analysis. The purpose of SIU's reports is to provide the authorities and the sector itself with a better framework for developing initiatives and strategies for internationalisation.

Since 2008 SIU has been collecting and analysing the motivations, expectations, and experiences of foreign students in Norway. The study is indispensable for SIU’s pursuits to heighten Norway’s profile as an attractive study destination internationally, and aids both SIU and the higher education institutions in their efforts to draw highly qualified students from all over the world. The reflections and reactions of foreign students who are exposed to and engage with Norwegian society both through their studies and through their prolonged stay in the country provide important information for the Norwegian reputation management effort in general.

This is SIU’s fourth report on foreign students’ perception of Norway as a study destination, and the first to be published in English. The findings in this study are based on the voluntary participation of the foreign students who have responded to a questionnaire distributed by SIU with assistance from the higher education institutions. The questionnaire used in this year’s study has been revised in order to make some aspects of the study more nuanced compared to earlier studies.

The data and analyses provided in this study were collected and conducted in cooperation with Jannecke Wiers-Jenssen at the Nordic Institute for Studies in Innovation, Research and Education (NIFU). Svein Ivar Angell and Hogne Lerøy Sataøen at the Department of Administration and Organization Theory and Department of Archaeology, History, Cultural Studies and Religion (UiB) have provided valuable insight into the development and analysis of this study.

Alf Rasmussen, Director General
Executive summary

Norway is an attractive country for international students, according to the findings of the 2014 study of foreign students’ perception of Norway as a study destination. The number and variety of English taught degree programmes and courses are a major draw, particularly for exchange students. Almost equally important, however, is the fact that the respondents see Norway as a peaceful and safe society; close to 70 per cent of the respondents rate this as an important or very important factor that motivated them to choose Norway as a study destination. It is interesting to note that on average, respondents from China, India, and Russia rate this as the most important motivating factor for choosing to study in Norway.

Individual answers to open-ended questions show that Norway’s reputation as a welfare state is familiar to respondents from all over the world. These answers also show that technologies and research related to natural resource extraction and management are major draws for respondents from a wide variety of countries. In this year’s study almost 40 per cent of the respondents study within the fields of natural sciences and technology.

As many as 57 per cent of the respondents report that dealing with the high costs of living in Norway is more challenging than they thought it would be. 54 per cent report that getting to know Norwegians is more difficult than they expected. Nevertheless, more than half of the respondents – and 70 per cent of the degree students – consider staying on in Norway after they finish their current study programme. The Norwegian labour market is a major draw here; 61 per cent of those who consider staying on in Norway do so because they want to find a job. Good career opportunities and high wages are the main attractions for those who are considering working in Norway.

Other key figures

• 73 per cent of the respondents have Norway as their first choice study destination
• 68 per cent report that their impression of Norway has changed in a positive or very positive direction since they arrived in the country
• 77 per cent of the respondents are satisfied or very satisfied with the teachers’ ability to teach in English
• 51 per cent of the respondents attend Norwegian language training courses while studying

1 This percentage is not necessarily representative for the total population of international students in Norway. According to the Database for Statistics on Higher Education (DBH), 4,652 of the 19,104 international students registered in the spring of 2014 were registered as enrolled on programmes related to natural sciences and technology.
NORWAY
A UNIQUE STUDENT EXPERIENCE.
Introduction

The Norwegian Centre for International Cooperation in Education (SIU) has carried out the fourth national study on how international students perceive and experience Norway as a study destination.

The aim of this study is twofold. It maps Norway’s reputation as a study destination and explores the motivations of international students who choose Norway and Norwegian institutions of higher education. The study also investigates the degree of satisfaction among international students and looks at how the students make use of sources of information on higher education institutions in Norway.

The study enables SIU to keep track of Norway’s reputation as a study destination and to improve our communication with different international target groups. The results of this study will help expand and improve knowledge in relation to national reputation management. An insight into international students’ motivation, expectations and experiences as well as their preferred channels of information is important and is of high value to Norwegian universities and university colleges in their reputation management work, their communication strategies and their strategies for recruiting international students. The study focuses on both academic and social aspects, on how international students experience the quality of the education, teaching environment and facilities, and on how they experience life as students in Norway socially and culturally.

The questionnaire that forms the basis for this year’s study has been revised in order to generate more nuanced findings. This means that some of the results from this year’s study may be difficult to compare with findings from previous studies.

This study has been carried out in cooperation with Norwegian institutions of higher education. The institutions have supplied contact information for the students and encouraged their international students to participate in the study. All the institutions that have participated in the study receive a copy of the data material concerning their students, provided that the number of respondents is sufficient to protect their anonymity.²

² The data material is also made available at Norwegian Social Science Data Services (NSD).
Reputation management in Norway

I decided to study here in order to discover the Norwegian model of the welfare state, to compare it with my home country.

French exchange student

I hardly have information about Norway but I heard that the country is beautiful and has good welfare.

Thai exchange student

In the words of the Norwegian Ministry of Foreign Affairs (UD), “[a] clear and positive image of Norway is our most important asset when we are promoting Norwegian interests abroad. Our reputation is managed by every one of us – and it has a pivotal place in our foreign policy”.

The concern over how Norway appears internationally is not a new one, but the efforts and resources spent on nation branding have increased rapidly over the last decades. This increase can be seen in relation to the discourse of globalisation which “heralds a new, very market-oriented world order where nations are forced to compete against each other for resources”.

Tasked with improving Norway’s chances against this competition, the UD must carefully and strategically manage the country’s reputation in order to increase its standing and trust internationally.

The UD has formulated a goal for how Norway should be perceived among its partner countries, namely, as “an attractive, resourceful, and committed partner” in all political, cultural, and economic relations. The country’s natural riches, both in terms of resources and scenery, as well as key sociocultural characteristics – a democratic welfare state with far-reaching equal opportunities where wealth is relatively evenly distributed – are presented as constituting the main dimensions of the nation’s ethics. Norwegian reputation management is advanced by promoting these values; “the Norwegian Model” is held up as an example to be emulated and also in an attempt to attract attention and achieve international recognition.

Reputation management and international students in Norway

This study takes these factors into consideration when asking international students what motivated them to choose Norway as a study destination. “Norway is a peaceful and safe society” is the second most important factor in their motivation. In answers to open-ended questions, respondents from countries as diverse as Mexico, Thailand, France, China, Cyprus, Ethiopia and Japan mention the Norwegian welfare system as a reason for coming to Norway to study or as a factor that has made a significant impression on them during their study visit. “Norway is a technologically advanced society” is the fourth most important motivation factor, and “the unspoilt countryside” is the sixth most important.

The longer I live in this country, the more I found the positive sides of the country: Well-functioning social welfare system and accessible nature resources.

Chinese degree student

I have a good impression of Norway: Democratic, peace loving, welfare system.

Ethiopian degree student

Calm place to study, good courses to study social welfare system in Scandinavia, a lot of nature.

Japanese exchange student

International students are exposed to and engage with Norwegian society through their prolonged stay in the country, but also through the studies themselves. In this year’s study, the fields of natural sciences and technology are the most popular among the respondents – 38 per cent report that they study within these fields. In answers to open-ended questions, respondents especially highlight studies related to petroleum and natural resource management as fields they think Norway excels in.

I study petroleum technology. Norway is one of the best in this area, and I intend to work in Norway after I finish my degree.

Brazilian exchange student

I came here because Norway has the world’s best technology in petroleum engineering.

Russian degree student

Norway offers the best possible practical and theoretical training in my discipline, i.e. petroleum engineering.

Indian degree student

I’m not completely delighted about the handling and exploitation of nature and natural resources in Norway. I was not aware of that before. The good “green” reputation abroad doesn’t match the country’s actual behaviour.

German degree student

From a reputation management point of view the expectations and experiences of international students are important for several reasons. These students are

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1. The Ministry of Foreign Affairs 2013.
4. Also referred to as “the Nordic Model”.

Foreign students’ perception of Norway as a study destination / SIU:07/2014
Not at all friendly people, very self centered and ignorant of the rest of the world. Super boring life style, everybody stays by himself in his/her bedroom when not jogging around.

Romanian Master’s student

I did not have any expectations… And I was overwhelmed by positive feeling about almost everything, very soon after my arrival.

Czech Master’s student

It is very hard to be a foreigner in Norway, never expected it to be so racist and intolerant. There is no value in diversity and the Norwegian culture is extremely patronizing!

Argentine Master’s student

I enjoy everything.

Mexican Bachelor’s student

I enjoy everything.

potential ambassadors for Norway in their home countries, and may not only help recruit future students but also share their impression of the level of education and of the country’s nature, society, and culture. They bring their talent to the country for a shorter or longer period, and some of them choose to remain and work in Norway. For the nation in general and for the higher education institutions in particular, attracting the best brains and the most competent people is an important goal.

It is within the remit of the Ministry of Education and Research (KD) to promote Norway internationally as an attractive country for a shorter or longer period, and some of them choose to remain and work in Norway. For the nation in general and for the higher education institutions in particular, attracting the best brains and the most competent people is an important goal.

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Argentine Master’s student

I enjoy everything.

Mexican Bachelor’s student

I enjoy everything.

International cooperation in higher education, the following countries are considered priority countries: USA, Canada, Brazil, Russia, India, China, South Africa, and Japan. Furthermore, the Nordic countries are prioritised, as well as the EU. Within the EU, France and Germany are highly prioritised.

In the following analysis, particular attention will be paid to respondents from these countries, with two exceptions. Since the number of respondents from Japan and South Africa is very low (N = 9 and 4 respectively), in-depth analysis of these countries has not been undertaken as it could potentially impinge upon the anonymity of the respondents.

Methodology and data gathering process

SIU asked higher education institutions in Norway for access to the e-mail addresses of their international degree or exchange students at Bachelor's and Master's level who had started their studies in Norway in the spring term or autumn term of 2013, or in the spring term of 2014. The students' contact information, in the form of e-mail addresses, was provided by the Common Student System (FS) with assistance from the University Center for Information Technology (USIT). Some of the institutions do not participate in FS and these sent the contact information directly to SIU. Students undertaking web-based courses in their home countries provided by Norwegian institutions were not included in the study.

The questionnaire was distributed to 8,022 students and elicited 3,216 responses. This amounts to a response rate of 40 per cent. This response rate is similar to that of the 2012 study, but this year’s study elicited 1,100 more responses than the previous one.

The survey lasted from 1 April until 1 May 2014. Three reminders were sent out, and the survey was accessible by computer, tablet and smartphone. The questionnaire used in SIU’s previous studies on international students’ perception of Norway as a study destination has been revised and developed in cooperation with the Nordic Institute for Studies in Innovation, Research and Education (NIFU) in order to make some aspects of the study more nuanced. The changes make it difficult to compare some of the results of this year’s study with those of previous years. These difficulties will be discussed throughout the report.

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1 SIU 2015a.
2 St.meld.nr.14 2009 and Meld.St. 18 2011.
3 Make note that USA was inadvertently not included as an option for the question on home country (Q3) in the first distribution of the survey. This error was solved by adding USA to the list of alternative answers and redistributing the survey to the students from the United States. Three respondents who answered the original survey have been recoded in the published dataset, from Canada (33) to the United States (196), on the basis of comments in open questions (Q20 and Q44). We cannot rule out, however, that more than these three respondents stated a different home country in the original survey without expressing this in the open questions.
The questionnaire contains 46 questions, six of which are open-ended. The questions are organised into the following eight sections: Background, student classification, motivation for choosing Norway, motivation for choosing institution, funding, information sources, expectations and outcomes, and future plans.

The questionnaire was distributed using the data gathering and analysis tool Questback. The questionnaire is anonymous and the confidentiality of the students protected. This protection has been extended throughout the report when reproducing quotes from open-ended questions so the source of the quote cannot be identified. The respondents have had the opportunity to register their contact details separately from the survey, firstly in order to share their experiences on the www.studyinnorway.no website, and secondly in order to participate in an iPad draw as a prize for completing the survey.

**Definition and demography**

According to the Norwegian Database for Statistics on Higher Education (DBH), the total number of international students in Norway in the spring of 2014 was in excess of 19,000. The DBH data are based on reports from institutions of higher education and include all students in Norway with non-Norwegian citizenship. Not all these students initially came to Norway in order to study. For example, some of them have originally come for work purposes and later on decided to study, and some are immigrants and children of immigrants who for various reasons have retained their original citizenship. Students who attend internet-based courses at Norwegian institutions from their home countries are also registered in this database, although they may never have set foot in Norway. This study defines an international student as someone who is registered at a Norwegian institution of higher education but who is not a Norwegian citizen. Taking some of the abovementioned issues into consideration, the respondents were asked whether they had moved to Norway in order to study or whether they were already living in Norway when they applied for higher education. 86 per cent of the respondents had come to Norway to study, while 14 per cent had come for other reasons and decided to study at a later point in time.

**Institutions represented in this study**

All accredited institutions of higher education as well as institutions that offer accredited study programmes were invited to participate in this study. Students from 34 different institutions have responded. These institutions are:

- Bergen Academy of Art and Design (KHiB)
- Bergen School of Architecture
- Bergen University College
- BI – Norwegian Business School
- Betanien University College
- Buskerud and Vestfold University College
- Diakonhjemmet University College
- Glavik University College
- Harstad University College
- Hedmark University College
- Lillehammer University College
- Molde University College
- Narvik University College
- NHH – Norwegian School of Economics
- NLA University College
- Norwegian School of Information Technology (NITH)
- Norwegian School of Sport Sciences (NIH)
- Norwegian University of Life Sciences (NMBU)
- Norwegian University of Science and Technology (NTNU)
- Oslo and Akershus University College of Applied Sciences
- Oslo School of Architecture and Design (AHO)
- Queen Maud University College of Early Childhood Education
- Sogn og Fjordane University College
- Stord/Haugesund University College
- Sør-Trøndelag University College
- Telemark University College
- University of Agder (UIA)
- University of Bergen (UiB)
- University of Nordland (UiN)
- University of Oslo (UiO)
- University of Stavanger (UiS)
- University of Tromsø (UIT), the Arctic University of Norway
- Volda University College
- Østfold University College

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10 The Database for Statistics on Higher Education (DBH).
11 Wiers-Jenssen 2013.
12 For an overview of these institutions, please see: The Norwegian Agency for Quality Assurance in Education (NOKUT). The various military academies and higher education institutions, the police academy, and the Correctional Service of Norway Staff Academy are not part of this study.
13 On 1 January 2014 Buskerud University College and Vestfold University College officially merged, forming Buskerud and Vestfold University College.
14 On 1 January 2014 NMBU was officially merged with the Norwegian School of Veterinary Science.
15 On 1 August 2013 Finnmark University College merged with the University of Tromsø, forming the Arctic University of Norway. Respondents who have reported that they study at the University Centre in Svalbard (UNIS) are also included in this institution.
Germany and France continue to top the list

The respondents in this study come from all over the world, representing 124 countries. This is 25 more countries than in SIU’s 2012 reputation management study. 91 of the countries in the present study are represented with 28 respondents or fewer, which in each case corresponds to one per cent or less per country of the total survey population. Of the remaining 33 countries, 21 are European, and the majority of the respondents – 65 per cent – come from Europe.

Just as in the three earlier studies on students’ perception of Norway as a study destination, German and French students top the list of respondents. Chinese students have previously come third. In 2014 they have dropped to sixth place behind the Russians, the Italians and the Spanish. This may partly be explained by the fact that the overall number of Italian and Spanish students in Norway increased in 2013, while at the same time there was a slight decrease in the number of Chinese students.* That being said, the change seen in this study may also be of a more arbitrary nature. Although the questionnaire that this study is based on was distributed to all students who started their studies in the spring term of 2013 or later, responding to it was voluntary. This results in a differentiated response rate from country to country. For Chinese students the response rate is 37 per cent, while for Russian students it is 61 per cent, for Italian students 62 per cent, and for Spanish students 39 per cent.*

Increasing share of degree students
The distribution of respondents according to student status is fairly even, in particular when compared to earlier studies.* The category “exchange student” includes students who have come as part of an exchange programme and students who have not (so-called free movers).*

This overview also shows that response rates among Swedish and Danish students are particularly low. It may be that students from those countries perceive Norway as a country that is relatively similar to their own and therefore to a lesser extent see themselves as “international students” and consequently decide that they are not within the “real” target segment of this study. Another factor that may account for the result is that many of the Swedish and Danish students have not necessarily come to Norway to study but have lived here for some years and decided to study at a later stage. Their affiliation with Norway is therefore not first and foremost as students, and they decide that the study does not apply to them. These are speculations, however.

The material from this study does not explain the low response rate among Swedish and Danish students.

* The number of Russian students increased significantly in 2011, but around 600 of them pursued web-based courses from Russia and were thus not included in this study. See figures from the Database for Statistics on Higher Education (DBH).

* These response rates are calculated based on the address lists from FS supplied by the institutions. A couple of institutions have not registered the nationality of their students, and at most institutions there are a few students whose nationality is not registered. The percentages given here are as good an approximation as it is possible to get.

* The three previous studies operated with these four categories: “Exchange student”, “Full degree student”, “Ph.D. student”, and “Other”. This year’s study uses the following categories: “Studying for a full Bachelor’s or Master’s degree at a Norwegian institution”, “Taking courses/subjects at a Norwegian institution through an exchange agreement”, “Taking courses/subjects at a Norwegian institution without an exchange agreement”, and “Other”. For comparative purposes, the categories “Ph.D. student” and “Other” from the 2008–2012 studies have been merged, as have the two exchange student categories from this year’s study.

* The exchange student respondents who have come as part of an exchange programme greatly outweigh those who have not (946 vs. 86 respondents).
degree students in Norway since 2012, while the number of exchange students has remained fairly similar in the same period. The overall increase in degree students may be partially attributed to the fact that Sweden introduced student fees for degree students outside the EU/EEA in 2011. It may also be the result of an effort on the part of Norway and Norwegian institutions to attract more degree students, in particular by increasing the number of English taught Master’s degree courses.

The 1,425 respondents who are degree students represent 117 different countries. Compared to the country distribution of the total number of respondents, Europe is far less prominent as a region of origin among the degree student respondents compared to the total number of respondents. Exchange students number 1,634 students from a total of 88 countries. The top ten countries are almost totally dominated by Europe, reflecting the well developed means of intra-European student exchange. In total the degree student respondents constitute a more international group than the exchange student respondents.

The priority countries are well represented among both the top 10 degree student respondents and the top 10 exchange student respondents.

An overview of the ratio between degree and exchange student respondents in select countries shows that in some cases the distribution is quite imbalanced. In many cases this imbalance has prevailed since SIU’s first reputation management study in 2008. That year 96 per cent of the French respondents and 93 per cent of the German respondents were exchange students. In 2012 the figures were 89 per cent and 87 per cent respectively. These figures indicate that the increase in degree student respondents from France and Germany in this year’s study is part of a trend that has developed over time.

Most students come to Norway to study
The vast majority of the respondents came to Norway specifically for studies. Unsurprisingly, almost all the exchange students

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**See also SIU 2014, p. 22**
came to Norway in order to study, while three quarters of the degree students came to Norway in order to study.

The majority of the respondents in this study, 80 per cent, are between 21 and 30 years of age. This age distribution is similar to the three previous studies.

There is a slight majority of female respondents. The female to male ratio in the total population of international students in Norway is 58 per cent female/42 per cent male. This is in line with the global trend that women attend higher education in increasing numbers and in many countries outnumber men. In this study female respondents outnumber male respondents to a greater extent among exchange students than among degree students.

88 per cent of the respondents have spent one year or less in Norway at the time when they responded to the questionnaire. It is important to keep this time-frame in mind when looking at issues such as the motivations the respondents cite for choosing Norway as a study destination.

Academic levels

With respect to academic levels, the respondents are fairly evenly distributed in this year’s study. The number of respondents at Bachelor’s level has increased by more than 10 per cent compared to the earlier SIU-studies on reputation management. In contrast to the previous three questionnaires, this year’s questionnaire did not include an “Other” option.

If we look at the distribution of Master and Bachelor students in the priority countries, the following picture emerges:

![Diagram: Master’s/bachelor’s ratio, selected countries]

While both Sweden and India have a high proportion of degree student respondents (71 and 75 per cent respectively), Indian respondents are mostly studying at Master’s level while Swedish respondents are mostly studying at Bachelor’s level. There may be several explanations for this. One is funding — it may be that Indian students in Norway mostly have access to funding for Master’s programmes. Another explanation has to do with the availability of courses and programmes in English. Most Bachelor’s programmes are taught in Norwegian, which is not much of a challenge to Swedish students.

One in three study at a university

All eight universities in Norway figure among the top ten institutions in this study. The top ten institutions here do not necessarily correspond to the largest institutions (in terms of student numbers) in Norway, but they do correspond to the institutions with the largest number of respondents per institution.

![Diagram: Respondents per institution, top 10]

The eight universities in Norway are University of Oslo, Norwegian University of Science and Technology, University of Bergen, University of Tromsø, University of Stavanger, Norwegian University of Life Sciences, University of Agder, University of Nordland.
I have fallen in love with the country. Everyone I have met has been incredibly nice, and the lifestyle here is amazing.

American Bachelor’s student

I would say that Norwegians are some of the nicest people I have ever met, but I was hoping to make more solid and last relationships with them outside of my working relationships.

American Master’s student

Norway is social–democracy with liberal values: it gives equal opportunities, at least in education.

Russian Master’s student

Norway is a paradise for me. The climate is warm enough, low crime rate, high standard of living, people respect each other.

Russian Bachelor’s student

Sources of funding

Almost two thirds of the respondents (63 per cent) study at a university and almost two thirds (65 per cent) study in one of Norway’s three largest cities – Oslo, Bergen, and Trondheim.

Natural sciences and technology more and more popular

If we combine the three categories “Computer Science and IT”, “Natural Sciences”, and “Engineering, Technology and Petroleum” that were used in SIU’s previous studies on international students’ perception of Norway as a study destination, we find that in 2012, 29 per cent of the respondents reported that they studied within these fields. This year the category “Natural Sciences and Technology” encompasses all these three categories, with 38 per cent of the respondents studying within this field.

Five per cent of the respondents in the 2012 study reported that they studied within the field of “Education, Teacher Training, Pedagogy”, a result which is similar to the percentage who report that they study within the field “Pedagogy and Teaching” in this year’s study. In 2012, 4 per cent of the respondents reported that they studied within the field “Medical Sciences and Health Care”. In this year’s study 8 per cent of the respondents indicate that they study within the field of “Health and Care”.

Personal resources important source of funding

Asking respondents to choose maximum two main sources of funding, the study found that the majority of respondents wholly or partially relied on personal and/or family funding to meet the cost of their studies in Norway. This was true for both exchange and degree student respondents. In addition, exchange students tended to rely on home country or EU/international grants and/or scholarships, while degree students to a greater extent relied on grants or scholarships from Norway as well as income from employment during their studies in Norway.

The cost of living is very very expensive! It is difficult for an Erasmus student to survive in Norway.

French exchange student

The figure to the left reflects the reality of funding opportunities available, and it indicates that most international students in Norway supplement their scholarships and grants with private funds. Degree student respondents rely on such resources to a slightly lesser extent than exchange student respondents. This may have to do with the fact that one third of the degree student respondents are funded by Norwegian grants or scholarships that should be somewhat better tailored to meet their needs in a high-cost country than other grants or scholarships. The fact that more degree student respondents than exchange student respondents help finance their studies by working can most likely be put down to the fact that it is easier for those who stay longer to find a job.

Foreign students’ perception of Norway as a study destination / SIU 07/2014 17

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a Database for Statistics on Higher Education (DBH), number of international students per institution spring term 2014: University of Oslo: 3,451; Norwegian University of Science and Technology: 2,076; University of Bergen: 1,453; University of Tromsø: 1,322; BI Norwegian Business School: 1,314; Oslo and Akershus University College of Applied Sciences: 1,139; University of Stavanger: 970; Norwegian University of Life Sciences: 737; University of Agder: 623; University of Nordland: 602.

b This percentage is uncertain since two of the institutions included here – Diakonhjemmet University College (DUC) and NLA University College – have multiple campuses, two of which are located away from the three largest cities. The number of respondents from these two institutions is quite low, however, so this should not affect the figures cited to any significant degree.

c Due to the differences in categories, it is difficult to adequately compare the results from previous studies with this year’s results. The “comparisons” mentioned here should therefore be read with this in mind.
Access to information about studies in Norway

An important element in the process of recruiting international students is to identify the best channels through which to reach them. This knowledge is also crucial because it tells us something about where prospective students receive their impressions of Norway, from before they decide to travel and take up their studies. Norwegian institutions need this type of data in order to find out whether their recruitment strategies are on the right track and whether there are challenges they need to address. This section will look first at where international students access information about study opportunities in Norway, then at the channels they prefer to access this information through, and finally at the extent to which the students are satisfied with the information they get about Norway as a study destination.

Institutions’ website most important source

SIU’s earlier studies on international students’ perception of Norway as a study destination have shown us that preferences for information access have remained more or less similar since 2008. The websites of universities and university colleges have consistently been singled out as the most important source of information about study opportunities in Norway. In this year’s study the respondents were asked to identify the sources from which they first received information about studying in Norway. Again, the websites of the institutions in Norway come out on top. This result leaves no doubt that websites remain an important source of information for international students, but whether or not they actually constitute the very first point of access for prospective students in order to familiarise themselves about study opportunities in Norway is another issue. It is reasonable to assume that students who access these websites already have some information about studying in Norway in order to know which institutional websites to access. Consequently, it is also reasonable to assume that the respondents have interpreted this question as concerning the most important and/or adequate information source.

The information I found online about studying in Norway and studying at the university was incredible! There are so many useful websites as well as Facebook-groups. Especially the website of the university was impressive for me, since I consider it to be way better organized and filled with useful information than the website of my home university. I really appreciate the fact that there is so much information in English and that the staff is able to speak English so well. Keep up the good work!

Austrian exchange student

Fellow students are rated as the second most important source from which the respondents first received information about studying in Norway. The third most important source is information meetings at the home institution. The fact that international students turn to Norwegian institutions’ websites for information should be an encouragement to the institutions to keep up the significant work they are doing in that respect. At the same time it should be noted that the second, third and fourth most important sources of information involve various forms of direct interaction with people at the home institution.

Other web-based sources of information, such as www.studyinnorway.no and social networking sites, are rated as far less significant as first-hand information sources. This may be because at the initial stage of the information-gathering process, many respondents had not yet heard about www.studyinnorway.no or explored resources such as the Facebook pages or Twitter accounts of the Norwegian institutions they were interested in. At the early stage of information-gathering it seems that many of the respondents have preferred sources that could provide them with immediate answers to their questions, more tailor-made to their needs than what generic information on the internet is able to supply.
When we look at how degree students and exchange students rate the sources from which they first received information about studying in Norway, interesting differences appear. The fact that exchange students rate information meetings at their home institution significantly higher than do degree students, is down to such information meetings being readily available from most of the larger exchange programmes. In addition, exchange students rate information from fellow students and academic and administrative staff at their home institutions as important first-hand sources to a greater degree. This may be because the employees at the institutions are the ones who will inform students about existing exchange agreements and encourage students to apply. Fellow students with prior exchange experience serve as an important source of personal information about studying abroad.

As previously mentioned, degree students are a more mixed group with respect to their geographic origin. The reasons why and means by which they come to Norway to study are more varied. They tend to seek out information on a more individual basis and rely on web-based sources of information to a greater extent than exchange students. Since they are usually planning to spend several years studying in Norway, they are generally more interested in finding out more about the studies offered and the facilities at the institutions they want to study at.

There is little variation between respondents at Master’s and Bachelor’s level, apart from the fact that respondents at Bachelor’s level rely on information meetings at their home institution (36 per cent) to a greater extent than do respondents at Master’s level (26 per cent). Respondents at Master’s level show a preference for web-based sources, both www.studyinnorway.no (17 per cent compared to 11 per cent for Bachelor’s level respondents) and institution websites (56 per cent compared to 52 per cent for Bachelor’s level respondents). This may be related to the age and maturity of the students, since Master students tend to be older than Bachelor students. Older, more mature students may prefer to look for information individually, whereas younger, less mature students may to a greater extent prefer to receive information in an organised group. It may also be related to the fact that 60 per cent of the exchange student respondents with an exchange agreement are at Bachelor’s level and thus more likely to have access to information meetings at their home institution.

A significant proportion of respondents from China (50 per cent), Germany (52 per cent), Sweden (55 per cent), Canada (56 per cent), the US (57 per cent), Brazil (59 per cent), France (59 per cent), and India (60 per cent) received the first information about study opportunities from the websites of Norwegian institutions. This indicates that the websites communicate well with students from very different countries and with varying English language skills. Russian respondents rated other students as the primary source of first-hand information (46 per cent) and information meetings as the secondary source (42 per cent).

Not surprisingly, the institution’s website is to an even greater extent the preferred first source of information about the institution the respondents study at. As many as 73 per cent of German respondents and 71 per cent of Canadian respondents report that they first received information
about the institution they study at from the institution’s website. Only 35 per cent of Russian respondents report the same.

**One in three have heard about www.studyinnorway.no**

Many more degree student respondents (45 per cent) than exchange student respondents (25 per cent) are familiar with www.studyinnorway.no. 38 per cent of the respondents at Master’s level are familiar with the website, while only 20 per cent of Chinese and 23 per cent of French respondents report the same.

Those who were familiar with www.studyinnorway.no were asked to rate the information found on the website according to the criteria of usefulness, relevance, and whether or not it was inspiring on a scale from 1 to 5 where 5 was “very useful/relevant/inspiring” and 1 was “not at all useful/relevant/inspiring”. 78 per cent of the respondents rated the website to be useful or very useful, and 75 per cent rated it to be relevant or very relevant. The website scored somewhat lower on the criterion “inspiring”, as 57 per cent of the respondents rated the website to be inspiring or very inspiring. The fact that respondents found www.studyinnorway.no not to be more useful and relevant than inspiring indicates that prospective students consult this website more for practical information and to a lesser extent for input on what to study and where.

**Facebook considered most effective social networking site**

The large majority of the respondents think that Facebook is the most effective social networking site for reaching potential students from their home countries.

When it comes to the priority countries, the degree to which the respondents are familiar with www.studyinnorway.no varies considerably. As many as 53 per cent of Brazilian and 49 per cent of Indian respondents are familiar with the website, while only 20 per cent of Chinese and 23 per cent of French respondents report the same.

This year’s study does not differ from the previous studies in this respect. LinkedIn is the second most frequently suggested social media/networking site, followed by Twitter and Instagram. On an open-ended question, however, respondents from China and Russia suggested “local” social media alternatives.

Respondents from Russia and former Soviet republics suggested www.vk.com (Vkontakte, which is similar to Facebook), while Chinese respondents suggested www.weibo.com (similar to Twitter), www.renren.com (similar to Facebook), www.chasedream.com (a website with information on higher education), www.kina.cc (a website that caters to the Chinese community in Europe), and www.qq.com (similar to MSN).

Even when asked specifically about social networking sites, many respondents nevertheless stated that they thought the websites of the Norwegian institutions were the best channel through which to reach potential students from their home country. Looking at what the respondents say, social networking sites are not their destination of choice for initial information about either study opportunities in Norway or Norwegian institutions. Social networking sites may still be useful for up-to-date information on activities and important messages throughout their studies. If institutions choose to use social networking sites as channels of information for international students, several of the respondents stress that the information needs to be presented in English.

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**Familiar with www.studyinnorway.no?**

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<tbody>
<tr>
<td>66%</td>
<td>34%</td>
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These countries are considered priority countries in international cooperation in higher education in Norway: USA, Canada, Brazil, Russia, India, China, South Africa, and Japan. Furthermore, the Nordic countries are prioritised, as well as the EU. Within the EU, France and Germany are highly prioritised.
FOREIGN STUDENTS’ PERCEPTION OF NORWAY AS A STUDY DESTINATION

STUDY.

PLAY.
Three out of four chose Norway first

This section looks into the various reasons why the respondents chose to come to Norway to study. Norway was the first-choice country to study in for nearly three quarters of the respondents, and the reasons why they had Norway as the first choice will be discussed in detail below. The section also looks at the reasons given by those who did not have Norway as the first-choice country to study in. Not all of them regretted that they came to Norway to study after all.

Why Norway was the first choice

73 per cent of the respondents have Norway as their first-choice country to study in. Compared to the previous three SIU-studies on international students’ perception of Norway as a study destination, there is little fluctuation in the distribution between those who have Norway as their first-choice country to study in and those who do not. There is no great variation between degree students and exchange students on this question.

The respondents who reported that Norway was their first-choice were asked to explain why. This was an open question, and many respondents listed several different reasons for why they had chosen Norway. The reasons can be roughly grouped into the following six categories:

- Quality and reputation of education
- Language
- Nature and the outdoors
- Socioeconomic reasons
- Degrees obtained from here are regarded highly across the world.
- Socioeconomic reasons

Norway is one of the most developed countries in the world; it has very good healthcare system.

Latvian exchange student

Language

The respondents that gave language as a reason for choosing Norway did so for two contrasting reasons: On the one hand, there were those who wanted to study somewhere where they had the opportunity to learn a language that was not English. Among those were the ones who specifically wanted to learn Norwegian or a Nordic language either for study reasons, for work opportunities, or simply due to linguistic interest. On the other hand, there were those who had chosen to come to Norway in order to improve their English language skills, both because they had heard that English was widely spoken in Norway and because they had learnt that there were many English taught courses at Norwegian institutions. Among those were students who made the point that they regarded it as easier to improve their English language skills among non-English native speakers.

Norsk is easier to learn than German or French.

Bangladeshi degree student

Nature and the outdoors

Norwegian nature figured frequently among the reasons why the respondents had chosen Norway as a study destination. Some focused on the landscape’s unspoilt character, the cleanliness of the air and water; and the tranquillity of even larger cities such as Oslo and Trondheim. In addition to this, some respondents focused on the opportunities for outdoor activities, mentioning skiing, mountaineering, kayaking, and rafting, for example. Specific characteristics of Norwegian nature, such as the midnight sun, the fjords, and the aurora borealis, were also mentioned by some.

### Degrees obtained from here are regarded highly across the world.

Zambian degree student

Socioeconomic reasons

Respondents, especially those from the developing world, mentioned the fact that they were given Norwegian scholarships as the main reason for choosing to study in Norway. Some respondents also mentioned the fact that higher education was free, that the welfare system in general and the health care system in particular were well developed as reasons why Norway was their first-choice country of study.

- A thorough analysis of more than 2,000 open-ended answers is not within the scope of this study. This superficial overview should be regarded as information to supplement the statistical findings discussed below.
Adventure and exoticism
A sense of adventure and exoticism also characterises the answers of many of the respondents. Among them are those who have chosen Norway not because they have heard a lot about it, but because they know very little about the country. The majority, however, have some idea that Norway is different in many aspects, in terms of both the climate and the culture. In particular European respondents say they have chosen Norway because they wanted to experience something very different without having to travel outside Europe.

I thought that I could have less social life here than in my country due to the climate but it is not true.
Spanish Bachelor’s student

I feel more peaceful, beautiful and friendly.
Chinese Master’s student

It’s actually better than pictures.
French Master’s student

Norway is beautiful, people are good, education is good. The place is a little expensive but it’s worth being here and studying here.
Nepalese Master’s student

The climatic situation is very hard and I am a sun liker. The daily living is very expensive and there is not a big choice of products.
German Master’s student

English teaching language important motivator
The study has mapped the respondents’ motivations for choosing Norway as a study destination by asking them to rate 18 factors on a scale from 1 to 5, where 1 equated “not important” and 5 equated “very important”. Overall, the following three factors were most frequently rated “very important” or “important” (meaning that the respondents rated the factor as 5 or 4): English taught degree programmes and courses (73 per cent); Norway is a peaceful and safe society (69 per cent); improve career opportunities in home country (65 per cent).

It’s very hard to live in the city when shopping centres in the weekend are barely open and on Saturday everything is closed.
Italian Master’s student

Norway is a very good country, and the atmosphere of gender equality here changes my way of thinking.
Chinese Bachelor’s student

The climate can be more difficult to manage than I expected, but also more beautiful.
American Bachelor’s student

I had a fairytale view of Norway before coming here. When I came here I realized that most people are quiet, stare a lot, and are not racially literate.
American Bachelor’s student

I thought that I could have less social life here than in my country due to the climate but it is not true.
Spanish Bachelor’s student

I feel more peaceful, beautiful and friendly.
Chinese Master’s student

It’s actually better than pictures.
French Master’s student

Norway is beautiful, people are good, education is good. The place is a little expensive but it’s worth being here and studying here.
Nepalese Master’s student

The climatic situation is very hard and I am a sun liker. The daily living is very expensive and there is not a big choice of products.
German Master’s student

Ties to Norway
The respondents who mention that they chose Norway because they have some connection to the country can be separated into two main categories. The first category consists of respondents with Norwegian relations, most commonly a parent or a partner/spouse, but also ancestry that goes further back. The second category consists of respondents who have lived in or visited Norway earlier as tourists, high school exchange students or for work purposes, for example.

I chose Norway because it was completely different from my own country.
Spanish exchange student

I’m studying in petroleum engineering and Norway is probably the best European country in this field. I want to improve my English and it is known that Norwegian people are good in English too. Norway, from the French point of view, is regarded as a perfect society where everybody’s satisfied. So I wanted to know how they achieve this.
French exchange student

The fact that Norway has no tuition fees was ranked as the eighth most important factor; 57 per cent of the respondents rated this as a very important or important motivation for choosing Norway as a study destination. 68 per cent
Foreign students’ perception of Norway as a study destination

Motivations for choosing Norway

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English taught degree programmes, courses</td>
<td>73%</td>
</tr>
<tr>
<td>Peaceful and safe society</td>
<td>69%</td>
</tr>
<tr>
<td>Improve career possibilities, home country</td>
<td>65%</td>
</tr>
<tr>
<td>Technologically advanced society</td>
<td>62%</td>
</tr>
<tr>
<td>Improve career opportunities in other countries</td>
<td>61%</td>
</tr>
<tr>
<td>Unspoilt countryside</td>
<td>58%</td>
</tr>
<tr>
<td>Reputation of teaching</td>
<td>57%</td>
</tr>
<tr>
<td>No tuition fees</td>
<td>57%</td>
</tr>
<tr>
<td>Improve career opportunities in Norway</td>
<td>56%</td>
</tr>
<tr>
<td>Reputation of research</td>
<td>53%</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>52%</td>
</tr>
<tr>
<td>Reputation of student social life</td>
<td>57%</td>
</tr>
<tr>
<td>Sporting opportunities</td>
<td>56%</td>
</tr>
<tr>
<td>Gender equality</td>
<td>54%</td>
</tr>
<tr>
<td>Opportunities for work</td>
<td>53%</td>
</tr>
<tr>
<td>while studying</td>
<td>53%</td>
</tr>
<tr>
<td>Family, friends, partner living in Norway</td>
<td>34%</td>
</tr>
<tr>
<td>Arts and music</td>
<td>17%</td>
</tr>
<tr>
<td>Already living in Norway</td>
<td>16%</td>
</tr>
</tbody>
</table>

of US respondents, 81 per cent of Indian respondents, and 70 per cent of Russian respondents indicated that this was a very important or important motivation.

It is important to point out that the respondents rated these factors only after they had studied in Norway for some time. In consequence, the rationalisation behind the choice may have been altered – consciously or subconsciously – to fit with the impressions that the respondents had formed during the time they spent in the country.

Some of the factors the respondents could choose between are closely related to Norwegian reputation management and nation branding. The factors “peaceful and safe society” and “gender equality” are part of what is presented as “the Norwegian model” – a democratic welfare state with far-reaching equal opportunities where wealth is relatively evenly distributed. Equal opportunities between men and women are often held to be an indispensable part of the Norwegian model. It is interesting to note, then, that relatively few respondents rate “gender equality” as “important” or “very important”.

RESEARCH. REFRESH.
The factors “technologically advanced society” and “unspoilt countryside” are both related to Norway’s reputation management efforts to present a country “powered by nature”. Part of the nation branding consists of promoting the advanced technology – and research – relating to the extraction and processing of these resources.

“Peaceful and safe society” and “no tuition fees” were both ranked “important” or “very important” by 72 per cent of degree student respondents. “Improving career possibilities in Norway” was ranked “important” or “very important by 68 per cent. 81 per cent of the exchange student respondents ranked “English taught degree programmes and courses” as “important” or “very important”, while “improve career opportunities in home country” came second with 68 per cent and “peaceful and safe society” came third with 67 per cent.

In order to compare the motivations of respondents from various priority countries, we have combined all the ratings (1 to 5) of respondents from each country and divided the result by the number of respondents to find the average rating for each factor. This way we find that on average, it is the Chinese and Indian respondents who rate “peaceful and safe society” the highest (4.5), and that this is the most highly rated factor among these students as well as among the Russian respondents. Brazilian, Canadian, and French respondents rated “English taught degree programmes and courses” as the most important motivating factor (4.4). For German respondents, “unspoilt countryside” was rated the highest (4.0). For a full overview and comparison between the priority countries, please view table 1 in the appendix.

If not Norway, then where?
The 27 per cent who did not choose Norway first were asked to indicate which country they would rather have studied in, and why.

41 per cent of the respondents had an English-speaking country (Australia, the UK, the USA, Canada, South Africa, Ireland) as their first-choice country of study. Apart from studying in an English-speaking country, the reasons these countries were the first choice varied, but in particular American and British institutions of renown and the quality of the education in these countries were mentioned. Those who would rather study in Canada often argued that Canada was relatively similar to Norway, but English-speaking, more culturally and ethnically diverse, and with more renowned institutions. Overall, 22 per cent would rather have studied in another Nordic country. Particular institutions in Sweden and Denmark were mentioned as reasons why these countries were preferred, with reference to the academic
credentials and international renown of these institutions.

Other, more general reasons other countries were first-choice countries included the weather, the conviction that it would be easier to find a job after their studies in English-speaking countries, and the impression that most other countries have lower living costs compared to Norway.

I study international relationship and I thought that Belgium could give me opportunity for my future in the European institutions. But today I’m very happy to have chosen Norway, and if I could go back it would be my first choice.

Italian exchange student

I had two alternatives when applying, based on the courses available, Brazil and Norway. As I come from Finland, I chose the more exotic one, Brazil. Ended up in Norway and have been happy with it.

Finnish exchange student
The main problem here in Norway is to find the professional job related to our studies because we do not have perfect written and spoken Norwegian language. I think it will be easier to develop our career in Australia.

Nepalese Master’s student

Canada is a country where diversity is valued and immigrants can get used to the new life quickly despite of their original ethnicity, religion... I did not have any experience of living in Norway before coming here but right now if I compare Canada and Norway I would say in Canada it was easier to be socialized.

Iranian Master’s student

Institutions selected for programmes and courses

One in three respondents study at one of the eight Norwegian universities, and one in three study in one of the three largest Norwegian cities – Oslo, Bergen, and Trondheim. When it comes to the choice of institution in Norway and what motivated this choice, the findings resemble those that were presented above regarding motivation for choosing to study in Norway.

90 per cent of the respondents had the Norwegian institution they currently study at as their first choice. The fact that more respondents appear to be studying at their first-choice institution than in their first-choice country (73 per cent had Norway as their first-choice country to study in) can be put down to the ambiguity of the question posed in the survey. It is highly likely that many of the respondents interpreted the question “was the university or college you are enrolled at your first choice?” as meaning their first choice among the Norwegian institutions rather than among the institutions in their first-choice country.

For degree student respondents, the most important factor for choosing the institution was the programmes and courses offered at the institution (76 per cent), followed by English taught degree programmes and courses (68 per cent). Facilities at the institution followed as the third most important factor (56 per cent). For exchange student respondents, the most important factor for choosing the institution in Norway was the existence of an exchange agreement with their home institution (85 per cent). English taught degree programmes and courses were rated “important” or “very important” by 79 per cent of these respondents, and programmes offered at the institution was rated “important” or “very important” by 71 per cent of these respondents.

It is interesting to note that a lower percentage of the respondents rate “academic ranking” as “important” or “very important” compared to “reputation of research” and “reputation of teaching”. This may indicate that respondents think that academic rankings in many cases do not give an adequate picture of the qualities of an institution, preferring instead to listen to the experiences of students and academic staff.

![Motivations for choosing institution](image_url)
Over two thirds have a more positive impression of Norway

A substantial part of the respondents report that their overall impression of Norway has changed in a positive or very positive way during their studies. 9 per cent report that their impression has changed in a negative or very negative way. For the remaining 23 per cent there has been no particular change in their overall impression of Norway. These figures will be examined more closely later on in this section.

SIU’s previous three studies on international students’ perception of Norway as a study destination, have asked the respondents to rate their general experiences as foreign students in Norway on a scale from 1 to 5 where 1 is “very dissatisfied” and 5 is “very satisfied”. Since the first study in 2008 the percentage of respondents who have reported that they are “satisfied” or “very satisfied” increased from 80 per cent to 88 per cent in the 2012 study. The present study has posed no such question, opting instead to ask the respondents to rate their experiences in a more detailed way. This study focuses on the respondents’ satisfaction with teaching and academic counselling, the study environment, and workload and formal requirements.

Generally high level of satisfaction

When it comes to satisfaction with aspects related to teaching and academic counselling, 77 per cent of the respondents report that they are satisfied or very satisfied with the teachers’ ability to teach in English. Only 7 per cent report that they are dissatisfied (1 or 2 on the rating scale) with this aspect. 51 per cent report that they are satisfied or very satisfied with the individual student counselling, while 20 per cent report that they are dissatisfied with this aspect.

The teachers’ ability to explain lectures is very good, their social skills are also great, the equipment is excellent, sometimes it seems like the workload is not that heavy and the course tempo is a bit too slow.

German exchange student

There is very little variation between degree and exchange student respondents in the rating of aspects related to teaching and academic counselling. The only exception concerns the teachers’ ability to teach in English, where 84 per cent of the exchange student respondents reported that they were satisfied or very satisfied, compared with 71 per cent of the degree student respondents.

When it comes to aspects related to the study environment, the overall level of satisfaction is somewhat higher than is the case with aspects related to teaching and academic counselling. It is clear that the respondents are generally more satisfied with the material aspect of the study environment than with relations to fellow students and with induction programmes.

I find the teaching method here ineffective. Having many classes during the semester and then a two hour exam is not an adequate way to measure how someone is learning.

American degree student

There is very little variation between degree and exchange student respondents in...
You need to improve the information about the formal requirements about the expected formats of papers. What should I talk about? How? Are there any imposed steps? I have very little indications about all this and wasted a lot of time.

French exchange student

Overall, degree student respondents tend to find the workload and formal requirements more demanding than do exchange student respondents. 35 per cent of degree student respondents agree that the amount of time allocated to teaching and organised activities is too great, compared to 24 per cent of the exchange students. 42 per cent of the degree student respondents find that the volume of required reading is too great compared with 31 per cent of the exchange student respondents. 30 per cent of the degree student respondents think that the required submissions for written work are too demanding, while 19 per cent of the exchange student respondents do so.

Workload could be a little burden-less.

Ghanaian degree student

The academic level of the students is lower compared to my home institution, the teaching is worse, the exam tasks do not seem to be seriously thought through. However, there is more freedom and students seem to be more intrinsically motivated. You have more the feeling that you learn for your life and not only for you exam. On the other hand, this seems to have caused a huge gap between those who are motivated and those who are not.

German exchange student

Russian and Chinese respondents most satisfied

Looking at the satisfaction rates of respondents from priority countries, the Russian respondents are most satisfied with both teaching/academic counselling and the study environment. Combining all the ratings (1 to 5) of the Russian respondents and dividing this by the number of respondents, we find that, on average, the Russian students gave all the six factors related to teaching and academic counselling and all the five factors related to the study environment a rating of 4 or higher. Chinese respondents are on average the second most satisfied group, and rate “the teachers’ ability to facilitate one’s understanding of difficult subject matters” (4.1) higher than do Russian respondents (4.0).

The factor “teachers’ ability to teach in English” is an exception here; US and Canadian respondents rate this factor 4.1 and 4.0 respectively. In general, all respondents – both native and non-native English speakers – are highly satisfied with the English teaching abilities of teachers at Norwegian institutions. Swedish and Danish respondents are the least satisfied; they rate this factor 3.2 and 3.3 respectively. The reason for this may be that many of these respondents follow teaching in Norwegian and do not have a lot of exposure to the English teaching skills of the academic staff. It may also be that Swedish and Danish respondents expect teachers at Scandinavian institutions of higher education in general to have advanced English teaching skills and are therefore not as easily impressed as respondents who do not share these expectations.

Norwegian academic culture is characterised by a relatively low level of hierarchy and quite informal relations between academic staff and students. At the same time, students are given a relatively great amount of freedom in shaping their academic texts and exams. They are also expected to develop their own critical assessment and reasoning without relying too much on input from the teaching staff. Being used to a wide variety of academic modes, respondents from different countries experience these aspects of the Norwegian system differently. In terms of respondents’ satisfaction with factors related to the study environment, respondents from the UK and Sweden appear to be the least satisfied on average.

In addition to the Russian and Chinese respondents, Indian respondents are also among the most satisfied with the study environment. There are two exceptions: The first one being that 71 per cent of the exchange student respondents are satisfied or very satisfied with the induction arrangements for international students, compared to 61 per cent of the degree student respondents. This variation can be put down to representatives of the various exchange programmes at the different institutions taking it upon themselves to host such programmes, and having experience in doing so. Similar arrangements may not be as readily available to degree students.

The second exception is that 64 per cent of the exchange student respondents are satisfied or very satisfied with the programme’s student groups as a social environment, compared to 59 per cent of the degree student respondents. This variation may be related to the first exception: If respondents have experienced a successful induction programme, then this may have had positive consequences for their experiences with the social environment of their programme’s student group as a whole.

With respect to formal requirements and workload, the respondents are fairly evenly distributed when it comes to whether they agree, disagree, or remain neutral with regard to the suggestions presented in the questionnaire. It is noteworthy that more than half of the respondents disagree or strongly disagree that it is difficult to understand formal requirements for exams and submissions. Some respondents would like the requirements to be clearer, however.

There should be more information regarding academic requirements and expectations e.g. minimum grade required to pass, referencing systems, what is expected in an essay/exam, specific questions for assignments not broad ‘you can write about anything’ papers.

Irish exchange student

Experience – workload and formal requirements

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of time for teaching and organised activities is too great</td>
<td>29%</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>Volume of required reading (curriculum) is too great</td>
<td>36%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>Required submissions for written work are too demanding</td>
<td>25%</td>
<td>33%</td>
<td>42%</td>
</tr>
<tr>
<td>Difficult to understand formal requirements for exams, submissions</td>
<td>22%</td>
<td>23%</td>
<td>51%</td>
</tr>
</tbody>
</table>
environment. For a full overview and comparison consult tables 2, 3, and 4 in the appendix.

**Living costs more challenging than climate**

The respondents were asked to rate their experience of coping with six factors during their studies on a scale from 1 to 5 where 1 equated “much easier than expected” and 5 equated “much more demanding than expected”. 57 per cent of the respondents found dealing with the costs of living more demanding or much more demanding than they had expected, and 54 per cent found getting to know Norwegians more or much more demanding than they had expected. Neither academic demands nor the climate posed that much of a challenge compared to living costs and reserved Norwegians.

On average, it is the Indian respondents who find dealing with the living costs most challenging (4.1), followed by the US and Chinese respondents (both 3.8). Indian, Chinese, and German respondents face the same average challenge relating with Norwegians (3.7), while Danish and Swedish respondents find this easiest (2.9). Those who, on average, found coping with academic demands most difficult were Chinese respondents (3.4), while those who found this least difficult were Canadian respondents (2.5). For a total overview of and comparison between priority countries, see table 5 in the appendix.

Despite these challenges, more than two thirds of the respondents report that their overall impression of Norway has changed in a positive or very positive direction during their stay. 77 per cent of Indian respondents report that their overall impression of Norway has changed in a positive or very positive way. 75 per cent of Chinese and 73 per cent of Brazilian respondents report the same.

**I have been positively surprised the cost of living in Norway. Not only there is a very good balance between the prices I pay in Norway and the quality**

![Experiences](image)

53 per cent of Swedish respondents and 58 per cent of Canadian respondents report that their impression of Norway has changed in a positive or very positive way. This is low compared to the other priority countries. It is likely that Swedish respondents had relatively realistic impressions of Norway to begin with: 39 per cent of them report that their impression of Norway has not changed much one way or another. This is at least 10 percentage points more than any of the other priority countries.

It is less straightforward to explain the Canadian respondents’ relatively mediocre impressions, but some of them suggested that their expectations may have been a bit too high.

---

* Brazilian exchange student

I have been living in Norway for a year, slowly making some Norwegian friends and getting to understand the difference between their culture and upbringing with that of mine.

**Indian exchange student**

I had an outrageously positive perception of Norway before I arrived, so it could only really go down.

**Canadian degree student**

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* Except for Danish respondents, where 30 per cent reported that their impression of Norway had not changed.
More than half consider staying on in Norway

An important aspect of Norwegian reputation management in higher education, and an important rationale for recruiting international students, is recruiting highly skilled internationals as productive members of the workforce. This study shows that Norway is an attractive country for the respondents: 55 per cent of them contemplate staying on after they have completed their studies. As many as 70 per cent of the degree student respondents consider staying, compared to 42 per cent of the exchange student respondents. 70 per cent of those who consider staying on in Norway do so because they want to find one (61 per cent) or because they already have a job (9 per cent). In 2012 six out of ten respondents said they considered looking for a job in Norway.

Both degree students and exchange students consider staying in Norway to work

A greater percentage of degree student respondents who consider staying in Norway do so because they have or want to find a job (75 per cent) compared to exchange student respondents (60 per cent). Among the exchange student respondents who consider staying, 29 per cent say they want to continue studying. For future studies it could be worthwhile exploring which proportion of these respondents considers continuing to study in order to find a job in Norway at a later stage.

I would definitely want to go for a job here. Working environment is good here as I had worked here for a few years.
Pakistani degree student

Even if I came to Norway for further studies, I have to learn their language and this may be challenging. It is also very hard for an Asian to stay and work in Norway.

Chinese exchange student

The abovementioned factors partially explain why only 46 per cent of the Swedish respondents report that they want to find a job in Norway. 21 per cent of those who consider staying in Norway also report that they initially came to Norway for other purposes than studying. In the case of Swedish respondents, having a prior connection to Norway probably increases the chances of their considering staying in Norway after they finish their studies.

Among Chinese respondents, 94 per cent of those who report that they consider staying in Norway came to the country specifically to study. The figure for both Russian and US respondents is 79 per cent. It is therefore quite significant when 49 per cent of Russian respondents and 55 per cent of Chinese respondents report that they would like to find a job in Norway.

More than half of all Chinese respondents want to find a job in Norway

An overview of all respondents from a select number of countries shows a significant variation in the percentage who considers staying in Norway. When it comes to Swedish respondents, 64 per cent of those who report that they consider staying in Norway also report that they initially came to Norway for other purposes than studying. In the case of Swedish respondents, having a prior connection to Norway probably increases the chances of their considering staying in Norway after they finish their studies.
that of those who report that they consider staying in Norway, the majority do so because they want to find a job here."

**Norwegian language considered an obstacle to work**

In answers to the open-ended questions some respondents consider their lack of Norwegian language abilities an obstacle to finding a job in Norway. Overall, 51 per cent of the respondents report that they participate in Norwegian language courses during their stay. Among those who consider staying in Norway in order to find a job, 61 per cent report that they are taking Norwegian courses.

Norwegian companies need to open their minds to give more chances to international students, even though we cannot speak norsk right now. That we can’t speak norsk does not mean we do not want to learn it, but we need TIME, we have to find ways to stay here first and then, learn norsk. If we only have a one-year visa, and we are always rejected by Norwegian employers because we don’t speak norsk, then we will never have chance to learn it. It is unfair.

Chinese degree student

Our school doesn’t provide Norwegian lessons so I have needed to pay for lessons privately. I believe it is important to learn the language and culture, but it has been expensive and difficult to do this, and I cannot afford to spend more on my language classes than I do for my school fees.

British degree student

You need to offer Norwegian language courses to ALL who want it – there has been a huge lack of available spaces in these courses. Every other country offers language courses to all international students who want to learn the language, regardless of their reasons, but NOT Norway.

American degree student

International students should be considered as regards the language. It’s difficult and expensive to learn. The school stopped teaching intermediate and advanced which is unfair considering the students before us were granted the privilege to learn up to advanced level. And it’s difficult to get a job without the language, it’s quite frustrating.

Nigerian degree student

Another reason for considering staying in Norway is an economic crisis in my home country. That is the reason why I'm thinking of working abroad, and the reasons for choosing Norway are high wages and un-stressful working environment.

Slovenian exchange student

**The Norwegian labour market is highly regarded**

Although nearly one fifth of the respondents who report that they already have or want to find a job in Norway do so because they have family, friends or a partner in the country, the majority – 63 per cent – do so based on their impressions of the Norwegian labour market. Comparatively high wages play an important role in these considerations, but twice as many of the respondents in this group consider the Norwegian labour market to offer “good career opportunities”.

Whether this last point is a reflection of a corresponding lack of career opportunities in the respondents’ home countries is a valid speculation. It may be argued that many of the respondents who think that Norway offers good career opportunities do not necessarily think of this in the narrow sense of quick advancement and rapidly increasing salaries, but rather in terms of job opportunities in a broader sense. Only 9 per cent reply that they want to find a job in Norway because it is difficult to find a job at home. This may mean that while there are jobs in their home countries, those are not necessarily the jobs the respondents look for, and that the working conditions are not
considered as good as the respondents want them to be.

Respondents within the fields of economics and business studies as well as natural sciences and technology are more likely to consider staying in Norway because they want to find a job. In particular respondents within the fields of natural sciences and technology consider the labour market in Norway to offer good career opportunities for them. Career opportunities emerge as the most important reason for considering working in Norway for respondents within almost all fields, except for respondents within the fields of health and care and pedagogy and teaching. This perception is partially at odds with future needs in the Norwegian labour market, where the need for employees in the health and care sector in particular is projected to increase over the next 15 years. It may be that these projections are not generally known to the respondents, but it may also be that jobs within these sectors are not considered “good career opportunities.”

The variations here may also be put down to differences in the respondent population within the various fields of study. 35 per cent of respondents within the field of health and care and 36 per cent of the respondents within the field of pedagogy and teaching report that they initially came to Norway for other reasons than studies. As a group, these respondents’ prior connection to Norway – due to work and/or family relations – is a lot stronger than that of respondents within the other fields. Only 12 per cent of respondents within the fields of natural sciences and technology as well as economics and business studies reported that they initially came to Norway for reasons other than studying.

---

### Why do you consider staying in Norway?

<table>
<thead>
<tr>
<th>Field</th>
<th>I want to continue as a student</th>
<th>I want to find a job in Norway</th>
<th>Already have a job in Norway</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural sciences and technology</td>
<td>19%</td>
<td>67%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Arts and humanities</td>
<td>31%</td>
<td>47%</td>
<td>7%</td>
<td>16%</td>
</tr>
<tr>
<td>Law and social sciences</td>
<td>27%</td>
<td>53%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Pedagogy/teaching</td>
<td>8%</td>
<td>46%</td>
<td>31%</td>
<td>14%</td>
</tr>
<tr>
<td>Health and care</td>
<td>12%</td>
<td>50%</td>
<td>23%</td>
<td>14%</td>
</tr>
<tr>
<td>Economics and business studies</td>
<td>15%</td>
<td>69%</td>
<td>7%</td>
<td>9%</td>
</tr>
</tbody>
</table>

---

### Why do you want to work in Norway?

<table>
<thead>
<tr>
<th>Field</th>
<th>Good career opportunities</th>
<th>High wage level</th>
<th>Difficult to find job at home</th>
<th>Family, friends or partner in Norway</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural sciences and technology</td>
<td>52%</td>
<td>18%</td>
<td>5%</td>
<td>15%</td>
<td>9%</td>
</tr>
<tr>
<td>Arts and humanities</td>
<td>26%</td>
<td>25%</td>
<td>19%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Law and social sciences</td>
<td>38%</td>
<td>21%</td>
<td>7%</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>Pedagogy/teaching</td>
<td>31%</td>
<td>8%</td>
<td>6%</td>
<td>47%</td>
<td>8%</td>
</tr>
<tr>
<td>Health and care</td>
<td>36%</td>
<td>17%</td>
<td>6%</td>
<td>39%</td>
<td>8%</td>
</tr>
<tr>
<td>Economics and business studies</td>
<td>40%</td>
<td>28%</td>
<td>7%</td>
<td>17%</td>
<td>9%</td>
</tr>
</tbody>
</table>

---

Texmon and Stølen 2009.
Sources


Appendix

TABLE 1:
To what degree was your decision to study in Norway influenced by the following factors?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Brazil</th>
<th>Canada</th>
<th>China</th>
<th>Denmark</th>
<th>France</th>
<th>Germany</th>
<th>India</th>
<th>Russia</th>
<th>Sweden</th>
<th>United Kingdom</th>
<th>United States</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peaceful and safe society</td>
<td>4.2</td>
<td>3.8</td>
<td>4.5</td>
<td>3.2</td>
<td>3.7</td>
<td>3.5</td>
<td>4.5</td>
<td>4.1</td>
<td>3.0</td>
<td>3.4</td>
<td>3.7</td>
<td>3.9</td>
</tr>
<tr>
<td>Technologically advanced society</td>
<td>3.9</td>
<td>3.2</td>
<td>4.1</td>
<td>3.1</td>
<td>3.4</td>
<td>3.4</td>
<td>4.2</td>
<td>4.0</td>
<td>2.7</td>
<td>2.6</td>
<td>3.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Unspoilt countryside</td>
<td>3.0</td>
<td>4.0</td>
<td>3.7</td>
<td>3.7</td>
<td>3.6</td>
<td>4.0</td>
<td>3.9</td>
<td>3.5</td>
<td>3.0</td>
<td>3.7</td>
<td>3.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Sporting opportunities</td>
<td>2.5</td>
<td>3.3</td>
<td>3.0</td>
<td>3.1</td>
<td>3.3</td>
<td>3.0</td>
<td>2.9</td>
<td>3.0</td>
<td>2.8</td>
<td>2.6</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>3.6</td>
<td>3.6</td>
<td>3.8</td>
<td>3.3</td>
<td>3.6</td>
<td>3.3</td>
<td>3.6</td>
<td>3.3</td>
<td>3.6</td>
<td>3.6</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>Arts and music</td>
<td>2.3</td>
<td>2.7</td>
<td>2.8</td>
<td>2.2</td>
<td>2.1</td>
<td>2.2</td>
<td>2.5</td>
<td>2.4</td>
<td>2.2</td>
<td>2.5</td>
<td>2.6</td>
<td>2.4</td>
</tr>
<tr>
<td>Family, friends, or partner living in Norway</td>
<td>1.9</td>
<td>1.9</td>
<td>2.4</td>
<td>2.9</td>
<td>1.5</td>
<td>1.7</td>
<td>2.4</td>
<td>2.3</td>
<td>2.3</td>
<td>2.7</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>Already living in Norway</td>
<td>1.7</td>
<td>1.4</td>
<td>1.8</td>
<td>2.1</td>
<td>1.2</td>
<td>1.4</td>
<td>2.0</td>
<td>1.9</td>
<td>2.9</td>
<td>2.0</td>
<td>1.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Gender equality</td>
<td>3.0</td>
<td>3.1</td>
<td>3.1</td>
<td>2.4</td>
<td>2.6</td>
<td>2.6</td>
<td>3.6</td>
<td>2.3</td>
<td>2.5</td>
<td>2.8</td>
<td>3.0</td>
<td>2.8</td>
</tr>
<tr>
<td>Reputation of the teaching</td>
<td>3.4</td>
<td>3.1</td>
<td>3.8</td>
<td>3.1</td>
<td>3.6</td>
<td>3.5</td>
<td>3.6</td>
<td>3.7</td>
<td>3.0</td>
<td>2.9</td>
<td>2.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Reputation of the research</td>
<td>3.8</td>
<td>3.0</td>
<td>3.8</td>
<td>2.8</td>
<td>2.9</td>
<td>3.2</td>
<td>3.8</td>
<td>3.7</td>
<td>2.7</td>
<td>2.6</td>
<td>2.7</td>
<td>3.4</td>
</tr>
<tr>
<td>Reputation of the student social life</td>
<td>2.8</td>
<td>2.6</td>
<td>3.3</td>
<td>2.8</td>
<td>3.1</td>
<td>3.1</td>
<td>3.2</td>
<td>3.3</td>
<td>2.5</td>
<td>2.2</td>
<td>2.3</td>
<td>3.0</td>
</tr>
<tr>
<td>English taught degree programmes and courses</td>
<td>4.4</td>
<td>4.4</td>
<td>4.3</td>
<td>2.1</td>
<td>4.4</td>
<td>3.8</td>
<td>4.3</td>
<td>4.0</td>
<td>1.9</td>
<td>3.7</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>No tuition fees</td>
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<td>3.2</td>
<td>4.3</td>
<td>2.8</td>
<td>3.2</td>
<td>3.1</td>
<td>4.2</td>
<td>4.0</td>
<td>3.0</td>
<td>3.2</td>
<td>3.7</td>
<td>3.5</td>
</tr>
<tr>
<td>Opportunity for part time work while studying</td>
<td>2.4</td>
<td>2.5</td>
<td>3.3</td>
<td>2.3</td>
<td>2.0</td>
<td>1.8</td>
<td>2.5</td>
<td>3.1</td>
<td>2.8</td>
<td>2.4</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Improve my career possibilities in my home country</td>
<td>4.2</td>
<td>3.6</td>
<td>3.9</td>
<td>3.5</td>
<td>3.8</td>
<td>3.3</td>
<td>3.5</td>
<td>3.7</td>
<td>3.2</td>
<td>3.5</td>
<td>3.4</td>
<td>3.7</td>
</tr>
<tr>
<td>Improve my career possibilities in Norway</td>
<td>3.8</td>
<td>3.1</td>
<td>3.8</td>
<td>3.3</td>
<td>2.8</td>
<td>2.9</td>
<td>3.8</td>
<td>4.0</td>
<td>3.8</td>
<td>3.4</td>
<td>3.1</td>
<td>3.5</td>
</tr>
<tr>
<td>Improve my career possibilities in other countries</td>
<td>4.0</td>
<td>3.5</td>
<td>3.6</td>
<td>3.1</td>
<td>3.8</td>
<td>3.2</td>
<td>3.8</td>
<td>3.7</td>
<td>3.3</td>
<td>3.4</td>
<td>3.0</td>
<td>3.6</td>
</tr>
<tr>
<td>N</td>
<td>44</td>
<td>45</td>
<td>122</td>
<td>70</td>
<td>239</td>
<td>327</td>
<td>52</td>
<td>167</td>
<td>114</td>
<td>45</td>
<td>99</td>
<td>3216</td>
</tr>
</tbody>
</table>
### TABLE 2:
**How satisfied are you with the teaching and academic?**

<table>
<thead>
<tr>
<th>AVERAGE SCORES: 5 = very satisfied 1 = dissatisfied</th>
<th>Brazil</th>
<th>Canada</th>
<th>China</th>
<th>Denmark</th>
<th>France</th>
<th>Germany</th>
<th>India</th>
<th>Russia</th>
<th>Sweden</th>
<th>United Kingdom</th>
<th>United States</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers’ ability to make the teaching stimulating</td>
<td>3.7</td>
<td>3.2</td>
<td>4.1</td>
<td>3.6</td>
<td>3.7</td>
<td>3.8</td>
<td>4.1</td>
<td>3.7</td>
<td>3.7</td>
<td>3.5</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>The teachers’ ability to facilitate one’s understanding of difficult subject matters</td>
<td>3.7</td>
<td>3.4</td>
<td>4.1</td>
<td>3.8</td>
<td>3.8</td>
<td>3.6</td>
<td>3.9</td>
<td>4.0</td>
<td>3.6</td>
<td>3.7</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>How well the teaching covers the curriculum</td>
<td>3.9</td>
<td>3.5</td>
<td>4.1</td>
<td>3.7</td>
<td>3.6</td>
<td>3.7</td>
<td>3.7</td>
<td>4.1</td>
<td>3.6</td>
<td>3.8</td>
<td>3.5</td>
<td>3.8</td>
</tr>
<tr>
<td>The quality of the feedback on your work</td>
<td>3.6</td>
<td>2.8</td>
<td>4.1</td>
<td>3.2</td>
<td>3.4</td>
<td>3.4</td>
<td>3.7</td>
<td>4.1</td>
<td>3.1</td>
<td>3.2</td>
<td>2.6</td>
<td>3.6</td>
</tr>
<tr>
<td>Individual student counselling</td>
<td>3.0</td>
<td>2.8</td>
<td>3.8</td>
<td>3.0</td>
<td>3.3</td>
<td>3.5</td>
<td>3.3</td>
<td>4.0</td>
<td>2.9</td>
<td>2.8</td>
<td>2.8</td>
<td>3.5</td>
</tr>
<tr>
<td>The teachers’ ability to teach in English</td>
<td>4.2</td>
<td>4.0</td>
<td>4.2</td>
<td>3.3</td>
<td>4.5</td>
<td>4.1</td>
<td>4.0</td>
<td>4.5</td>
<td>3.2</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>N</td>
<td>44</td>
<td>45</td>
<td>122</td>
<td>70</td>
<td>239</td>
<td>327</td>
<td>52</td>
<td>167</td>
<td>114</td>
<td>45</td>
<td>99</td>
<td>3216</td>
</tr>
</tbody>
</table>

### TABLE 3:
**How satisfied are you with the study environment?**

<table>
<thead>
<tr>
<th>AVERAGE SCORES: 5 = very satisfied 1 = dissatisfied</th>
<th>Brazil</th>
<th>Canada</th>
<th>China</th>
<th>Denmark</th>
<th>France</th>
<th>Germany</th>
<th>India</th>
<th>Russia</th>
<th>Sweden</th>
<th>United Kingdom</th>
<th>United States</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The programme’s student group as a social environment</td>
<td>3.3</td>
<td>3.8</td>
<td>3.9</td>
<td>3.4</td>
<td>3.7</td>
<td>3.8</td>
<td>3.6</td>
<td>4.0</td>
<td>3.5</td>
<td>3.2</td>
<td>3.5</td>
<td>3.7</td>
</tr>
<tr>
<td>The programme’s student group as an academic environment</td>
<td>3.8</td>
<td>3.6</td>
<td>3.9</td>
<td>3.4</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>4.0</td>
<td>3.4</td>
<td>3.5</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>Rooms for teaching and other study work</td>
<td>4.3</td>
<td>4.2</td>
<td>4.3</td>
<td>3.6</td>
<td>4.2</td>
<td>4.2</td>
<td>4.4</td>
<td>4.5</td>
<td>3.3</td>
<td>3.6</td>
<td>3.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Equipment and study tools</td>
<td>4.4</td>
<td>4.0</td>
<td>4.4</td>
<td>3.6</td>
<td>4.4</td>
<td>4.1</td>
<td>4.3</td>
<td>4.5</td>
<td>3.5</td>
<td>3.6</td>
<td>3.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Library and library services</td>
<td>4.3</td>
<td>3.8</td>
<td>4.4</td>
<td>4.0</td>
<td>4.4</td>
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<td>3.8</td>
<td>3.5</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>ICT tools and services (e.g. teaching platforms, internet and available PCs)</td>
<td>4.3</td>
<td>4.1</td>
<td>4.3</td>
<td>3.4</td>
<td>4.2</td>
<td>4.0</td>
<td>4.3</td>
<td>4.5</td>
<td>3.7</td>
<td>3.7</td>
<td>3.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Introductory arrangements for international students</td>
<td>3.9</td>
<td>3.6</td>
<td>4.1</td>
<td>3.0</td>
<td>3.9</td>
<td>4.0</td>
<td>4.1</td>
<td>4.3</td>
<td>2.9</td>
<td>3.2</td>
<td>3.3</td>
<td>3.9</td>
</tr>
<tr>
<td>N</td>
<td>44</td>
<td>45</td>
<td>122</td>
<td>70</td>
<td>239</td>
<td>327</td>
<td>52</td>
<td>167</td>
<td>114</td>
<td>45</td>
<td>99</td>
<td>3216</td>
</tr>
</tbody>
</table>
### TABLE 4:
With respect to workload and formal requirements, to what extent do you agree that:

<table>
<thead>
<tr>
<th>AVERAGE SCORES:</th>
<th>Brazil</th>
<th>Canada</th>
<th>China</th>
<th>Denmark</th>
<th>France</th>
<th>Germany</th>
<th>India</th>
<th>Russia</th>
<th>Sweden</th>
<th>United Kingdom</th>
<th>United States</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>The amount of time for teaching and other organised activities is too great</td>
<td>3.2</td>
<td>2.5</td>
<td>3.4</td>
<td>2.5</td>
<td>2.6</td>
<td>2.4</td>
<td>3.2</td>
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<td>2.6</td>
<td>2.4</td>
<td>2.4</td>
<td>2.9</td>
</tr>
<tr>
<td>The volume of required reading (curriculum) is too great</td>
<td>3.5</td>
<td>2.6</td>
<td>3.4</td>
<td>2.4</td>
<td>3.0</td>
<td>2.7</td>
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<td>2.7</td>
<td>2.5</td>
<td>2.6</td>
<td>3.1</td>
</tr>
<tr>
<td>Required submissions for own written work is too demanding</td>
<td>3.2</td>
<td>2.0</td>
<td>3.0</td>
<td>2.2</td>
<td>2.6</td>
<td>2.4</td>
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<td>2.9</td>
<td>2.3</td>
<td>1.9</td>
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<td>2.8</td>
</tr>
<tr>
<td>It is difficult to understand the formal requirements for exams and submissions</td>
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<td>2.9</td>
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<td>2.7</td>
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<tr>
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<td>44</td>
<td>45</td>
<td>122</td>
<td>70</td>
<td>259</td>
<td>327</td>
<td>52</td>
<td>167</td>
<td>114</td>
<td>45</td>
<td>99</td>
<td>3216</td>
</tr>
</tbody>
</table>

### TABLE 5:
How have you experienced the following issues?

<table>
<thead>
<tr>
<th>AVERAGE SCORES:</th>
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<th>Canada</th>
<th>China</th>
<th>Denmark</th>
<th>France</th>
<th>Germany</th>
<th>India</th>
<th>Russia</th>
<th>Sweden</th>
<th>United Kingdom</th>
<th>United States</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coping with academic demands</td>
<td>3.1</td>
<td>2.5</td>
<td>3.4</td>
<td>2.8</td>
<td>2.9</td>
<td>2.7</td>
<td>3.1</td>
<td>3.1</td>
<td>2.9</td>
<td>2.6</td>
<td>2.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Keeping up an active social life</td>
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<td>3.4</td>
<td>2.9</td>
<td>2.8</td>
<td>2.9</td>
<td>3.4</td>
<td>2.9</td>
<td>3.0</td>
<td>3.2</td>
<td>2.8</td>
<td>3.1</td>
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<tr>
<td>Getting to know Norwegians</td>
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<td>2.9</td>
<td>3.6</td>
<td>3.7</td>
<td>3.7</td>
<td>3.1</td>
<td>2.9</td>
<td>3.6</td>
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<td>2.8</td>
</tr>
<tr>
<td>Dealing with the costs of living</td>
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<td>3.6</td>
<td>3.5</td>
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<tr>
<td>Dealing with the climate</td>
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<td>2.8</td>
<td>2.6</td>
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<tr>
<td>Adapting to Norwegian lifestyle/culture</td>
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<td>2.8</td>
<td>2.8</td>
<td>2.7</td>
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<td>2.6</td>
<td>2.6</td>
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<tr>
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<td>259</td>
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<td>52</td>
<td>167</td>
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<td>45</td>
<td>99</td>
<td>3216</td>
</tr>
</tbody>
</table>