



Factors impacting international students' retention: Strategies and policy actions to increase international talent

Charles Mathies

The Guild of European Research-Intensive Universities
29.11.2021



**Higher Education
Studies**

Finnish Institute for
Educational Research



Migration, Mobilities &
Internationalization
(miGroup)

JYU. Since 1863. 1

Support of Research

- Academy of Finland Research Fellowship: International student migration and mobility in Finland & Europe; Research Council for Culture and Society – Grant #310508, 9.2017-8.2022
- Part of research project HCLA-RED (Human capital, labour markets, & regional development) @ JSBE



Overview

- What do we know?
Research & data on
International student
retainment in Finland
- National policy goals
- Disconnect of infrastructure
investment & policy goals
- National level actions



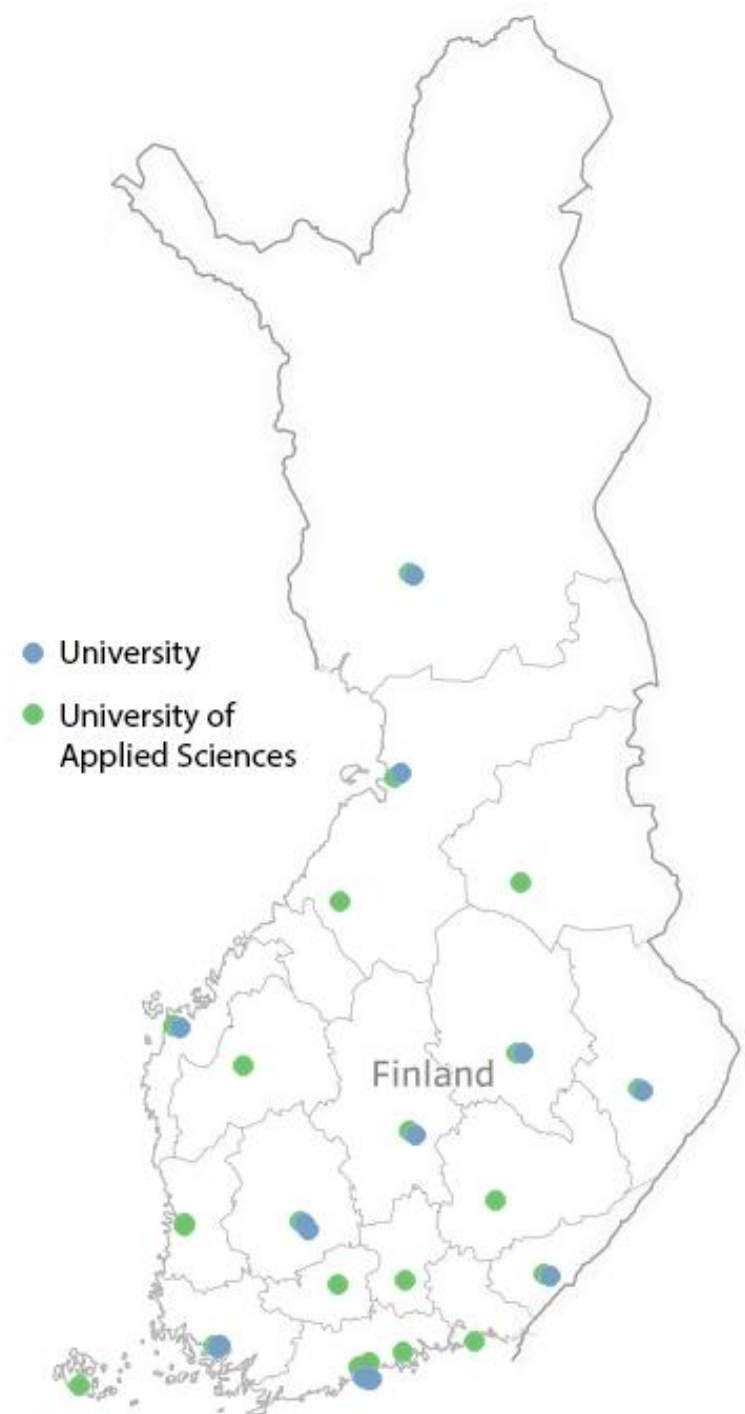


Rationale for retaining Intl Students

- Attracting Intl students is a way to increase the number of skilled workers (EC 2010, Riaño et al., 2018)
- Are “ideal” immigrants as they are skilled & most are in prime employment age (Mosneaga & Winther 2013)
- Are attractive to host countries because (Hawthorne 2018, Robertson 2013, Ziguras & Law 2006):
 - / They have been trained for that country’s labour market
 - / Cheaper to recruit than international degree holders
 - / Do not require a lengthy or complex process to recognize qualifications (degrees) as those earned overseas would
 - / Offer a premium over migrants educated (or trained) elsewhere

Finnish HE

- Binary System
 - / 14 Universities & 24 UAS
- Univ – 2021:
 - / 158k students, 7.2% Intl
- UAS – 2021:
 - / 158k students, 6.1% Intl
- Finland has the highest share of degree programmes offerings in English of any non-English speaking European country (Wächter & Maiworm 2014, 40)
- Tuition Fees Fall 2017

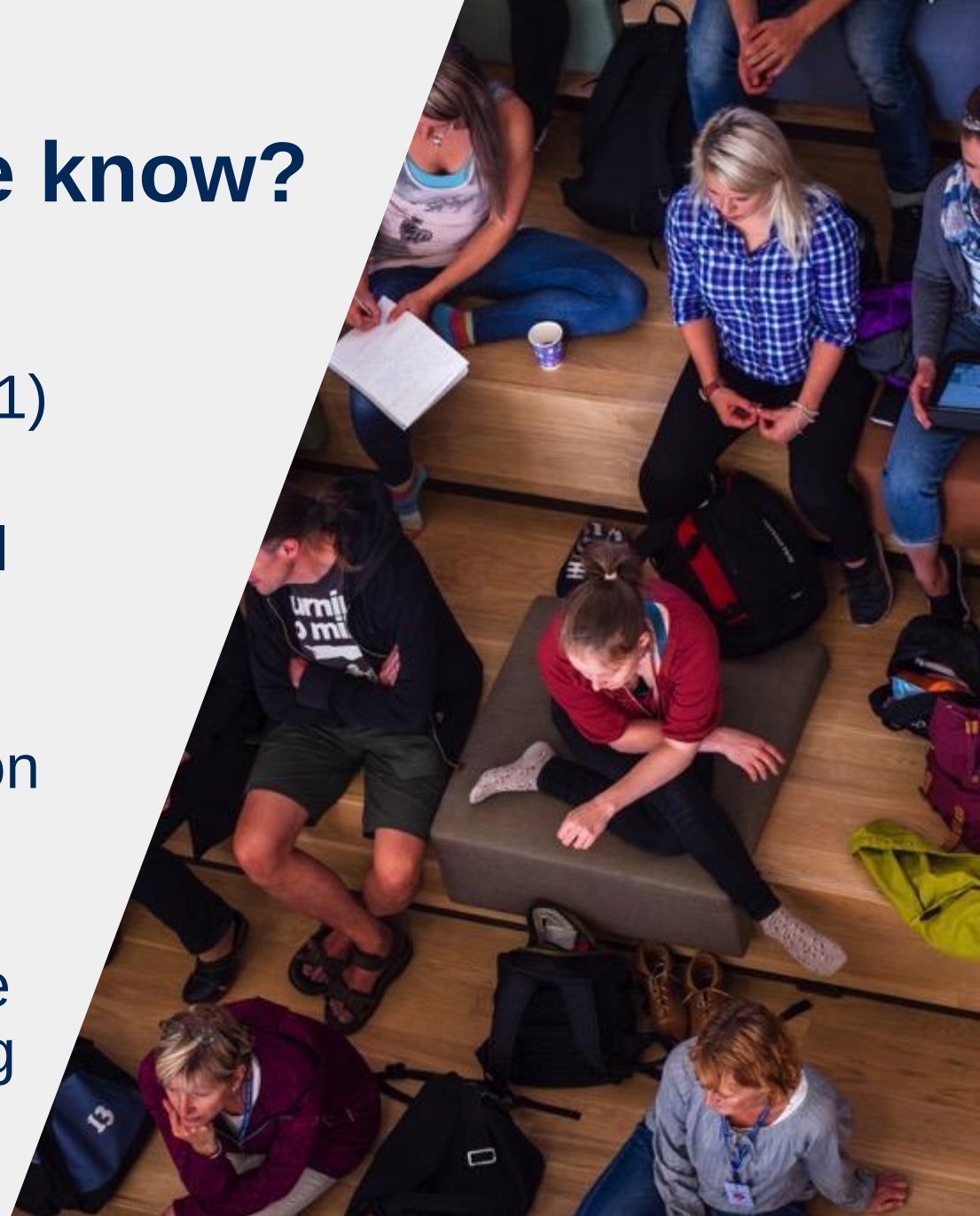




What do we know?

Source: 3 papers (2020-21)

- Do they stay or go?
Analysis of international students in Finland
- International degree students after graduation in Finland: A view from statistics (in Finnish)
- ISM in Finland: The role of graduation on staying
- W/ Hannu Karhunen



Research Design

- Note – Lots of data protections!
- Combined data from national registries
 - By personal ID (Henkilötunnus) via Stat Finland
 - Track for 3 years after graduation (papers 1 & 2)
 - Track for 5 years after initial enrolment (paper 3)
- Student data, Census files, Employment files, Income Distribution (taxes/benefits)
- Studies use *ISM* theory as framework

Findings - Summary

- Finland has high stay rates: ~66% stay 3 years after grad or 5 years after start
- Family ties (spouse, child, parents) & employment were + factors for retention
- Inverse relationship between degree type (bachelor, master, PhD) & stay rate: higher degree level tied to lower stay rate
- Living in Study Region → Retention
 - Capital(~85%), Large City(~60%) Other(30-50%)

Findings - Summary

- Differences in earnings & employment between Intl & Finnish grads
- In general, Finnish grads earn more & employed at higher rates than Intl grads
- WC employ only → In most cases earnings differences between Finnish & Intl grads reduced or went away
- All International graduates are economical positive (€2,390 – €9350)
 - Cost educating Intl = €7000 year (CIMO 2015)



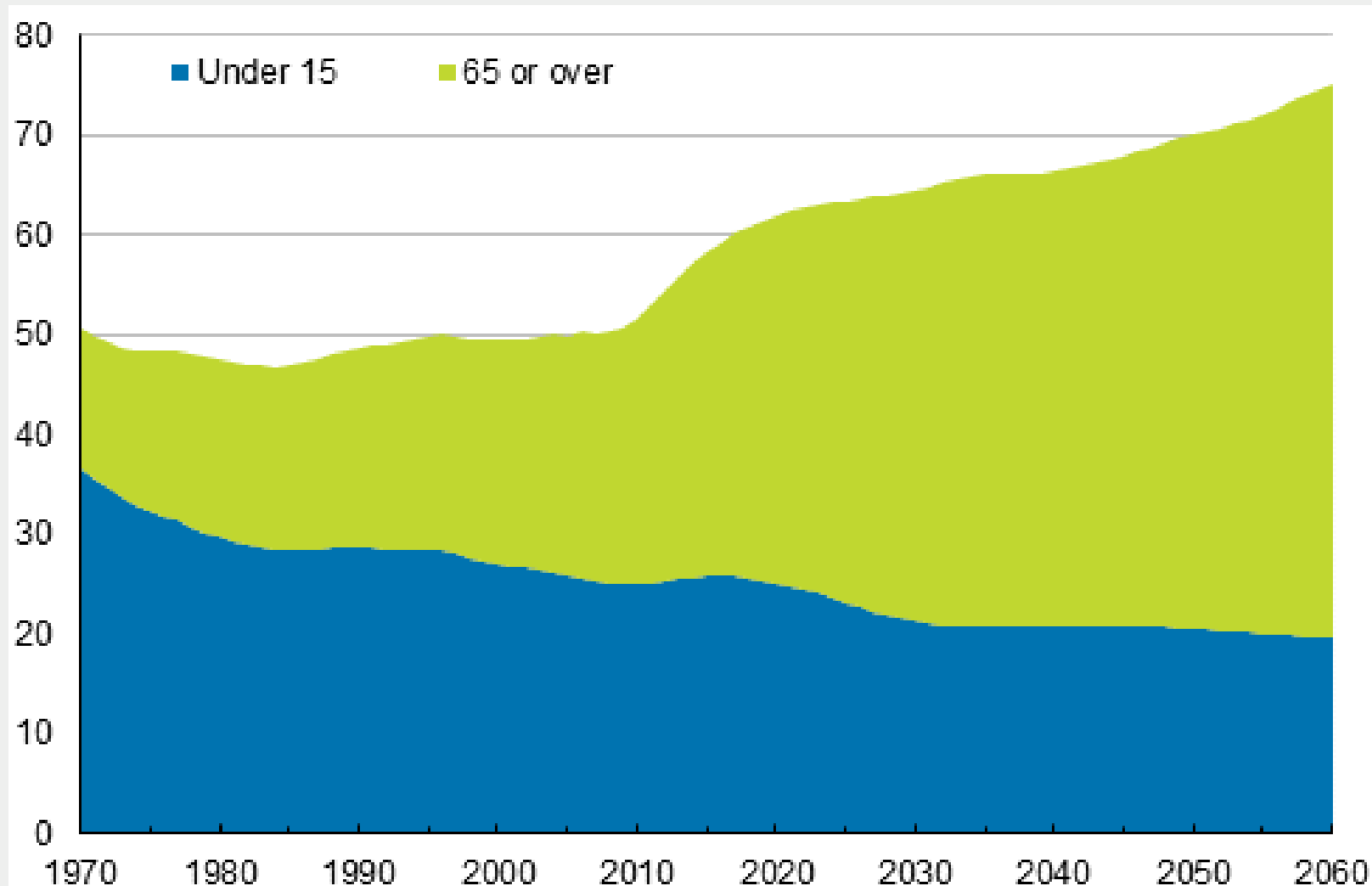
Policy goals

- Traditionally, Finland has been a country of emigration, particularly to other Western countries, and not one of immigration (Heikkilä 2012)
- Since 2001, Finland's government has enacted numerous policies aimed to attract, retain, & integrate international students into Finland (Jokila et al., 2019)
- In Finland, it is seen as essential for economic development "... that international students who graduate from Finnish higher education institutions will remain in Finland and become integrated in the society and the labor market" (CIMO, 2015 p. 6)
- Triple # of new Intl students by 2030 (retain 75%) & double work-related immigration by 2035 (OKM 2021)
- Europe's fastest aging population (Razvadauskas 2016)



Demographic Dependency ratio 1970-2060

youth & elder per 100 working population (Statistics Finland 2019)



Disconnect between Policy goals & investment

- Despite being highly desirable by governments, recruitment of Intl students into local & national labour markets require context-bound knowledge & embeddedness into that culture (Alho 2020)
- Intl students searching for employment in Finland have limited understanding of and access to networks (professional and informal), & that these networks, particularly the informal, are extremely important in securing employment in Finland (Alho 2020)
- Finland: instruction is one language (English), while the labour market is another (Finnish/Swedish); Finnish firms reluctant to hire non-Finnish speakers
- Finland is a challenging place for migrants & Intl students to live due to racism & discrimination (European Union agency for fundamental rights 2018)



National Policy Actions

- The Finnish government has a clear goal of attracting and retaining international students (Prime Minister's Office 2015)
- Roadmap for education-based & work-based immigration 2035 (OKM 2021)
 - / Increase English-language daycare centres/schools
 - / Provide Intl recruitment services for Finnish Firms
 - / Include forecasts of immigration needs w/ forecasts of skills needed at national level
 - / Develop & introduce service packages for HEIs to promote integration & employability of grads
 - / Support (w/business community) recognition of skills & qualifications earned abroad
 - / Increase (w/business community) Finnish/Swedish language learning (job training) w/employment duties



National Policy Actions

- Migri (Finland's migration services)
 - / Finland allows Intl grads 2-year visa (renewable to 4) to search for employment (Ministry of Interior 2018)
 - / Expanded hours/staff in April 2021 to deal with increase demand for visas & processing
 - / Increased digitalising residence permit process
 - / Goal → 1 month processing time for Ed permits
- Talent Boost Finland initiative (2017)



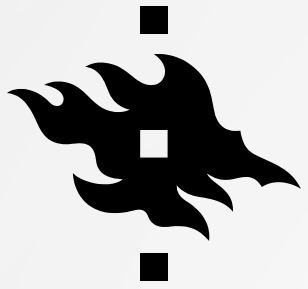
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STRATEGIES FOR INTEGRATING INTERNATIONAL STUDENTS TO THE LABOR MARKET

Eric Carver
University of Helsinki, Finland

29.11.2021 @ The Guild and University of Tartu seminar:
The role of universities in integrating international students to the local labour market



AGENDA

1. University strategy and cooperation in the Helsinki Area to support labor market integration of international students
2. The Talent Boost programme and related initiatives
3. Experiences from the Career Services: a Career Counselor perspective
4. **Questions to consider**
(from Eric Carver and Charles Mathies)



Eric Carver

I am currently responsible for graduate tracking in the University of Helsinki. Other duties include quality assurance of education and policy of guidance at the university level.

I worked as a Career Counselor at the University of Helsinki Career Services 2009-2015. During that time I worked closely with international degree programmes and international students.

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LONG TERM STRATEGIC COMMITMENT

UNIVERSITY OF HELSINKI STRATEGY 2021-2030

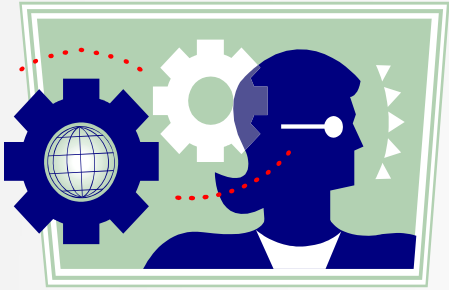
A diverse and multilingual community will inspire engagement

- A diverse university safeguards the equality of researchers in all disciplines as well as encourages a dialogue respectful of different opinions. We will ensure that regardless of their language or cultural background, everyone will be able to function as active, full members of the community and advance in their careers.
- We will also support the integration of international students and staff into the University community and Finnish society by providing instruction in the national languages of Finland. The University will be an example of genuine multilingualism.



STRATEGIC ACTION

WE WILL STRENGTHEN STUDENTS' ACADEMIC IDENTITY, CAREER SKILLS AS WELL AS CIVIC AND ENTREPRENEURIAL SKILLS



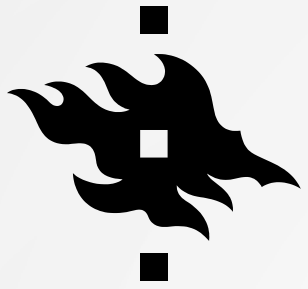
“We will enhance the availability of education related to **academic identity, career skills** as well as **civic and entrepreneurial skills**, as well as the **recognition of student skills** by integrating these especially into the subject-specific studies of degree programmes.”

“Based on a pilot carried out in the academic year 2020–2021, we will establish the operations of the HelsinkiUni International Talent programme designed for students in English-language master’s programmes. We will participate in the **development of an ecosystem of international experts in the Helsinki Metropolitan Area.**”

“We will offer students **projects and project-based courses carried out in collaboration with businesses, alumni and other partners.** We will develop concepts and support services for degree programmes to implement project-based courses. The above measures will **integrate alumni and business collaboration more closely with teaching** (in master’s programmes) and boost student’s career skills.”

“We will **intensify cooperation between different sectors both in Finland and abroad and increase collaboration with employers,** especially on the master’s and doctoral levels.”





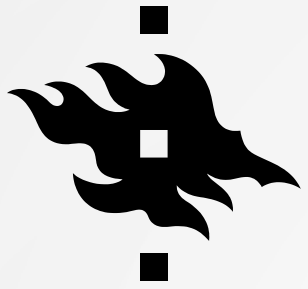
HELSINKI ROADMAP FOR IMMIGRATION BASED ON WORK, STUDIES AND ENTREPRENEURSHIP 2021-2025

- The City of Helsinki decided in August 2020 that the city, in co-operation with companies and key stakeholders, would start drawing up a Roadmap for Immigration based on Work, Studies and Entrepreneurship. The aim of the roadmap work is to determine the long-term goals regarding the attraction and retention of international talent to the region, as well as to specify the main goals of the activities and their indicators, main target groups and responsible parties.
- [The City Strategy 2021-2025](#) outlines that Helsinki's goal is to **be attractive to international experts and their families** as well as to those moving from other parts of Finland. According to the strategy, Helsinki will play an increasingly active role in attracting entrepreneurs, companies and employees to the area and supporting settling down. **The city provides English-language services and supports the integration of foreign workers' spouses and international students into the region's economy. The availability of a skilled workforce and high skills will be secured, among other things, by reforming recruitment practices, increasing language training and intensifying co-operation with universities and educational institutions in the region.**



THE TALENT BOOST PROGRAMME AT UNIVERSITY OF HELSINKI

- Talent Boost is a cross-sectoral programme initiated by the Finnish government in 2017. It's designed to support the attraction and retention of international senior specialists, employees, students and researchers.
- The University of Helsinki is committed to furthering the Talent Boost agenda as part of the strategic development goals 2021-2024.
- The commitment includes several measures which support the employability of international students on MA and PhD level, as well as the spouses of international staff. Measures in brief include **increased career management training, more Finnish language courses, mentoring and networking possibilities, as well as more traineeship positions.**
- The aim is to integrate the measures into the **curriculums to ensure long-term impact.**
- Collaboration with external stakeholders is crucial in reaching the Talent Boost goals. **UH will continue to be an active member of the Talent Boost ecosystem, which includes state and municipal actors, other higher education institutions and most importantly labour market representatives.**



SIMHE, LANGUAGE BOOST AND OTHER RELATED PROJECTS

SIMHE (Supporting Immigrants for Higher Education)

- Advising and career guidance

AKVA (Academic readiness)

- Provides training and guidance that will improve participants' chances of being accepted to study at university or another higher education institution. The programme aims to develop the skills necessary for studying and working in Finland.

Language boost

- The goal of this effort is to make language education better meet the language proficiency needs of international experts to be recruited to Finland and those already in the country.
- The development project strives to boost independent language acquisition and support activity in multilingual work communities. In its implementation, the emphasis is on research-based development of digital solutions for language learning and instruction.

Qualification training

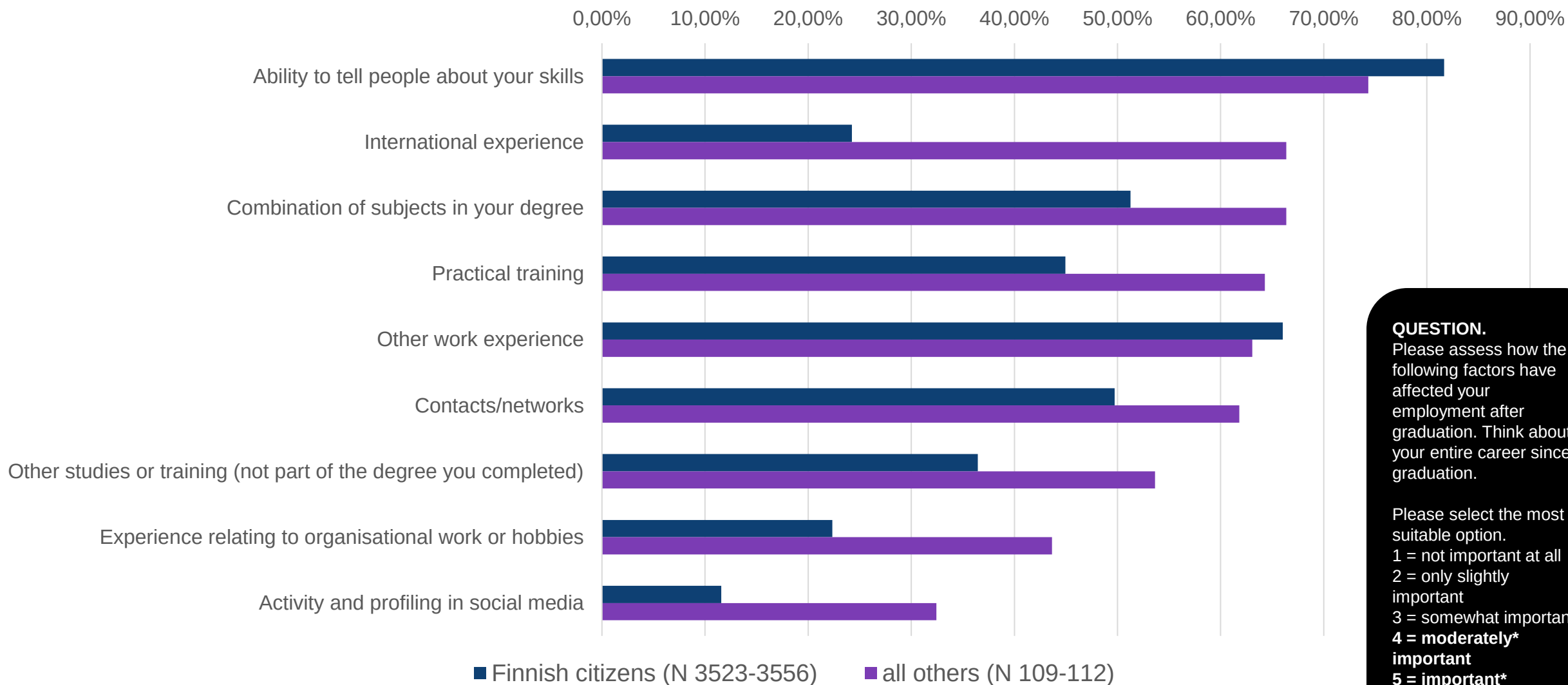
- Study paths in the education sector
- Qualification training for doctors and dentists



■ EXPERIENCES FROM THE CAREER SERVICES: A CAREER COUNSELOR PERSPECTIVE

How different factors have affected your employment after graduation?

University of Helsinki Master's graduates 2013-2015. Surveyed 5 years after graduation. Finnish citizens and all others. Share of respondents that value the factor at least moderately

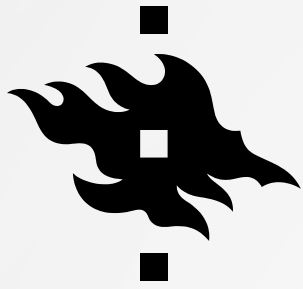


QUESTION.

Please assess how the following factors have affected your employment after graduation. Think about your entire career since graduation.

Please select the most suitable option.

- 1 = not important at all
- 2 = only slightly important
- 3 = somewhat important
- 4 = **moderately* important**
- 5 = **important***
- 6 = **very important***
- 0 = not applicable



STRATEGIC OPTIONS FOR EMBEDDING THE UNIVERSITY CAREER SERVICES (WATTS 1997)



Academic Faculty



Students

The integrated guidance model

The careers services becomes an integral part of a continuous guidance process available to students throughout their studies from entry to graduation.

The curriculum model

The careers services becomes part of a delivery vehicle for, or of a service designed to support academic departments in, incorporating employability skills and career management skills into course provision. This may involve a consultancy and/or delivery role.

My view: you need all 3.

Career Services

The integrated placement model

The careers service's concern for placement on graduation becomes part of an integrated placement operation which also includes course-related placements (for example traineeships and project courses)

The learning organization model

The careers services becomes part of a service designed to foster the career development of all members of the institution: contract researchers and other staff, as well as students..



Employers



University



THE CAREER SKILLS APPROACH IN THE CURRICULUM FROM 2004 ONWARDS

2004-2017

- University of Helsinki introduced *working-life orientation studies* to bachelor's and master's level degrees as a mandatory part of the degrees during the degree reform of 2004. It was determined that there should be 2 study credits' worth of work-life orientation at the bachelor's level and 5 credits at the master's level. In many cases, the bachelor's level work-life orientation was operationalized as a career planning course and as a traineeship at the master's level.

2017→

- The University of Helsinki conducted a major degree reform in 2015-2017. It was decided that all degrees (bachelor's, master's and doctorates) should include career planning support for the respective students.

Career Skills Model used in University of Helsinki (based on Sampson et. al 2004 & Watts 2006)

Skills described in Career Management Skills Self-evaluation Form
(Uni. Helsinki career services 2015)

1. Self-assessment skills

- knowledge of your skills and competences
- knowledge of your values, motivational factors, personal goals and personality

2. Opportunity awareness

- Knowledge of the needs, expectations and trends in the labor market
- Knowledge of different career opportunities and options after graduation
- Knowledge of the labor market situation in general and specifically in your own field.

3. Decision making and action planning

- The ability to make study and career related choices
- The ability to plan your own actions
- Knowledge of how you make decision and choices
Knowledge of your own orientation and view towards planning your future

4. Job hunting skills/ Transition skills

- knowledge of job hunting strategies and channels
- the ability to write a cover letter and a CV
- the ability to prepare for a job interview & perform in a job interview
- the ability to use social media in job hunting

Important

1. Career skills are relevant to all students.
2. Identify what international students need (not a homogenous group!).
3. Focus on the individual, the group(s) and understand *their context*.



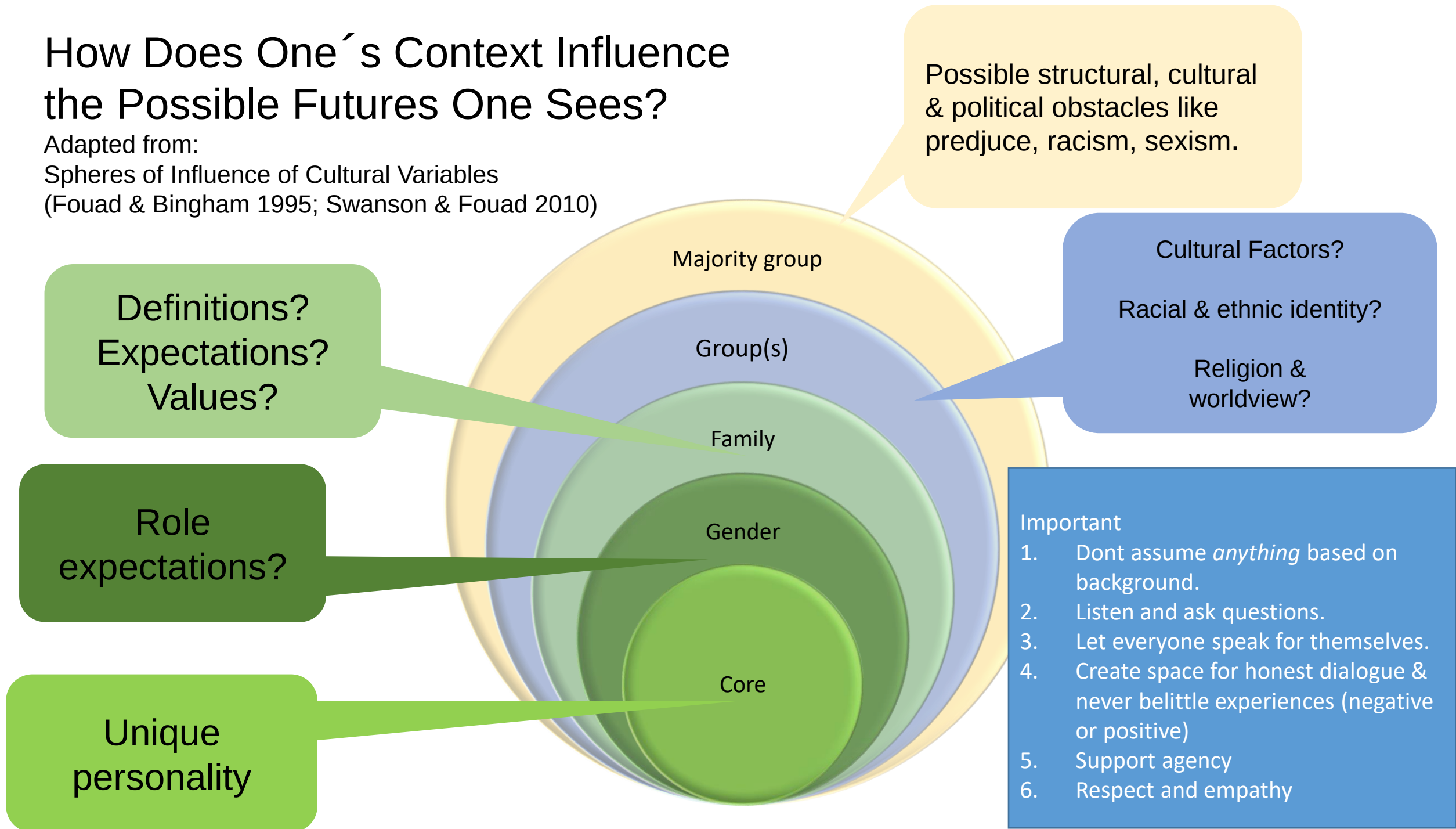
Based on Sampson, James P. & al. (2004) and Watts, A. G (2006)

How Does One's Context Influence the Possible Futures One Sees?

Adapted from:

Spheres of Influence of Cultural Variables

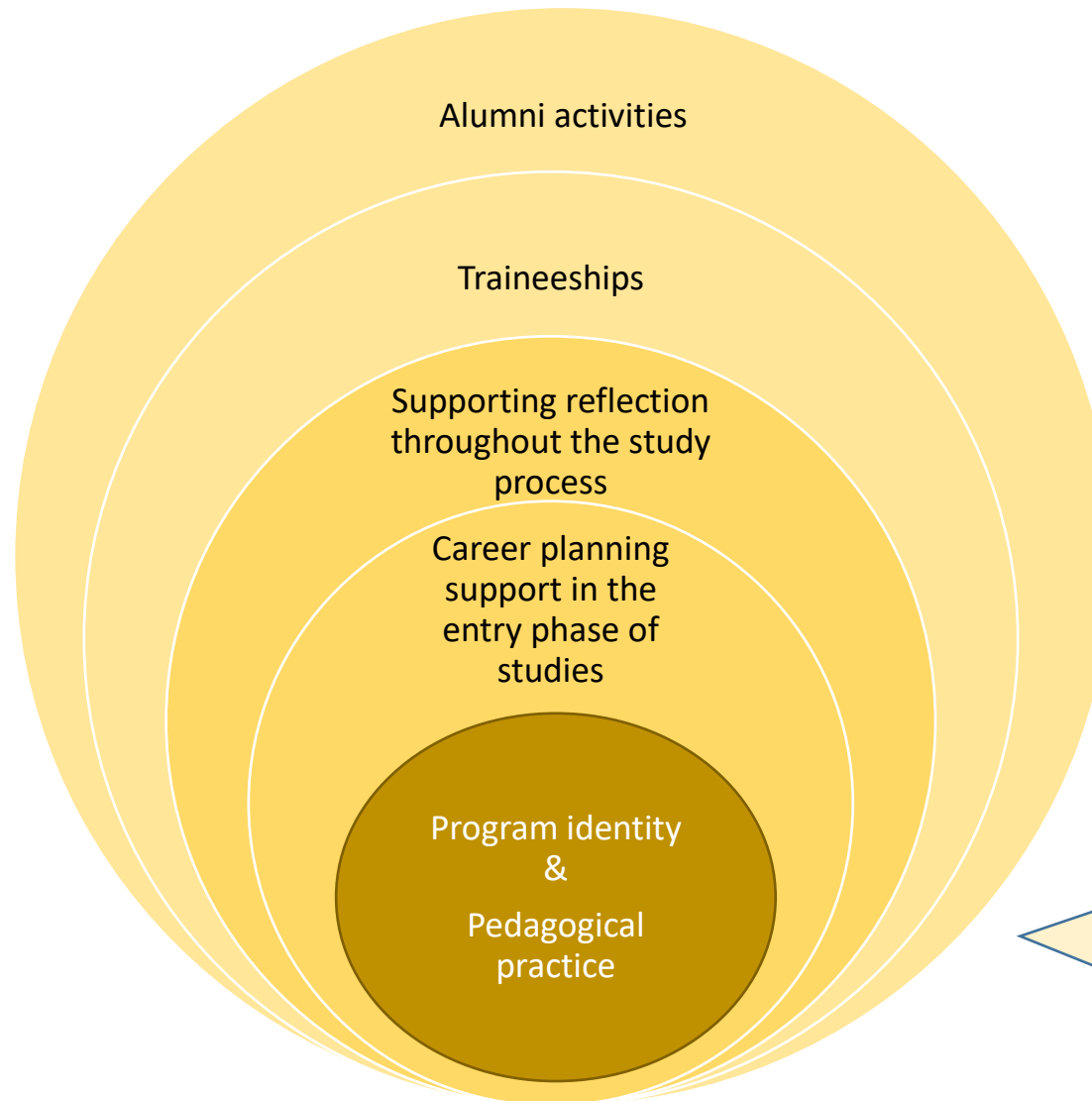
(Fouad & Bingham 1995; Swanson & Fouad 2010)



Strategic Approach to Straighten Career Planning Support in Master's Programmes

1. Pedagogical baseline analysis of the programme needed periodically

- Profile and skills and competence goals
- Key concepts, research methodologies
- Ethos and values
- Career narratives: Where the previous graduates are and where students are expected to go after graduation?



3. Creating and nurturing spaces in the programme environment that support students' individual identity development and professional growth.

2. Maintaining and developing pedagogical practices that support the development of career skills.



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QUESTIONS TO CONSIDER (FROM CARVER & MATHIES)

National, regional and local policies and practices

- Immigration policy – same for everyone or targeted actions for particular groups and needs?
- What is the (right and effective) role of universities in the local, regional and national immigration policy (subject, object, partner, critical friend or all of the above)?
- Language and culture studies – before, during and/ or after graduation (university, employer, city/state/3rd sector dialogue and cooperation)?
- How do you make your policy system responsive to feedback from international students? How do you listen to, understand, respect and learn from their lived experiences?

University policies and practices

- Expectation management and marketing – how do you do it (and how does it affect the experiences of intl. students)?
- Programme design: what is it for (and how do you do it)?
- What is your language strategy (and how does it affect your intl. students and their career prospects)?
- How do you integrate international students to the university community?
- How do you support career planning & career management skills development (and understand the heterogeneity of your international student body while you do it)?
- How do you create opportunities, connections and networks for your international students (internships, project courses, mentoring programmes, career courses, events, fairs...)?

The Guild and University of Tartu seminar: The role of universities in integrating international students to the local labour market

Intro

Aart van Bochove is a sociologist, working as a private policy consultant with Blaauwberg, www.blaauwberg.nl, based in Leiden, The Netherlands. He is author of a report about regional incentives to raise the stayrate of foreign graduates from Dutch higher education:

<https://www.epnuffic.nl/en/publications/find-a-publication/welcome-to-work.pdf>

I graduated from Groningen University in 1987 and moved to Leiden, at that time one of the poorest cities in the country, with a derelict industrial cityscape. I witnessed the city rise to the status of a 'knowledge tiger' in just 25 years. Around 60% of the working population has a degree from higher education. The regional power house is the science park, with biobased industries. Around 30% of the population has an international background, half of them as students or 'knowledge workers'. My feeling is that the number of 'internationals' will stabilize around 40%.

To typecast this situation:

- Statistically, the population of the city is replenished every twelve years. It has become an 'Arrival City'
- Neighbouring Alphen – nearly as many inhabitants as Leiden - is replenishing its population every 34 years, typical for a 'Destination City'
- The difference between Arrival Cities and Destination Cities is one of the main characteristics of Dutch society: liberal outlook on life, high educated population, internationally minded, local economies with extreme high value adding in the Arrival Cities; more conservative or populist attitudes, more traditional industries and a feeling of 'left behind' in the Destination Cities.

The rise of knowledge hubs

My own analysis is strongly influenced by Michael Porter and his 'The Competitive Advantage of Nations'. The book dates back to 1990, but really good books don't get obsolete!

The assumption is that in an ageing society, well educated, entrepreneurial and young people are the main capital for a knowledge-based economy. To get and keep that capital, you need a cluster of five conditions:

1. Higher education or other knowledge hubs (private campuses or laboratories)
2. Attraction to young people who want to study and develop themselves in those institutions
3. Companies offering jobs to those young people after graduation or opportunities for creating your own start-up

4. Material conveniences which make life agreeable for young professionals, such as culture, sports facilities, air connections, outdoors life
5. Immaterial or symbolic conveniences or values, such as tolerance for individualism and identity, a welcoming climate, an experiment happy atmosphere, room for 'handmade urbanism'. Studying, working and 'self-development' combined.

This cluster of five conditions really is a motor. If all five are interacting properly, that motor cannot easily be stopped.

But often, they don't. Maastricht, for example, has a young university in a beautiful city. But it lacks the popular support for young talents. It has a strong regional culture, putting up a shield to the outside world. Young people leave the region after graduation and potential employers go after them. The third and the fifth cluster condition are lacking.

The critical factor

In my observation, that fifth cluster condition is getting more and more important: the values and identity of being an open minded world citizen. Even the symbolic fact of being welcomed – people saying hello and making contact with you – can spark a long term alliance with the guest city. There is no need to pamper foreign students and scholars. They are ambitious and independent minds. But there is an absolute need to say 'nice to have you with us' to them and to challenge their skills and professional aspirations.

The most successful cities in Europe exchange a lot of people, ideas and proposals. In my own city, Italians are the fastest growing group. I expect to see a lot of Indians the coming five years.

I heard that the archipelago of knowledge hubs is already compared to the Hanseatic League from the 15th century: cities exchanging commodities, people and information, regardless of their immediate surroundings.

The archipelago of the new Hanseatic League is developing its own life style. As an inhabitant of Leiden, I am glad to see my city attract all those young people. As a citizen of The Netherlands, I am more concerned. There is braindrain going on from the depopulating countryside. That is not good for the political stability of the country. We need to connect the dynamics of the city with the surrounding region.



university of
 groningen



Integrating international students in the regional labour market: the case of the University of Groningen in the North of The Netherlands

Jouke van Dijk

Professor of Regional Labour Market Analysis, University of Groningen,
Faculty of Spatial Sciences, Department Economic Geography

Presentation for the Guild virtual seminar series 'National strategies and the role of universities in integrating international students to the local labour market', University of Tartu, online seminar, November 29, 2021.

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Outline

- Geographical and regional economic setting, COVID19
- Regional labour market situation
- Student mobility University of Groningen (UG)
- Braindrain versus integrating international students
- Policy initiatives in Groningen
- Conclusions



Netherlands

17 million inhabitants





university of
 groningen



City of Groningen

- ✓ City since 1040
- ✓ Cultural & economic capital of the North, two hours from Schiphol Airport with every half hour a train connection
- ✓ University City: 220.000 inhabitants, 50% younger < 35 yr
- ✓ 66.000 students, (11.000 from abroad) at University of Groningen (UG) and Hanze University of Applied Sciences
- ✓ Lively and cosmopolitan
- ✓ Nearly everyone speaks

English





university of
groningen



University of Groningen

- ✓ Founded in 1614, 140.000 alumni,
- ✓ Top 100 Research University (ARWU 64, THE 84)
- ✓ Nobelprize 2016 Chemistry: Ben Feringa
- ✓ 34.000 students, 6.000 staff, 120 nationalities
- ✓ International: 8.400 student (24%) from abroad
- ✓ 120 English-taught Master's and 35 Bachelor programmes;
4.350 PhD candidates (51% international)
- ✓ Recognize differences in talent and ambition
- ✓ Stimulate cross-border research and education





Regional economic setting, March 2020: COVID19!!



Changes in GDP 2000-2021



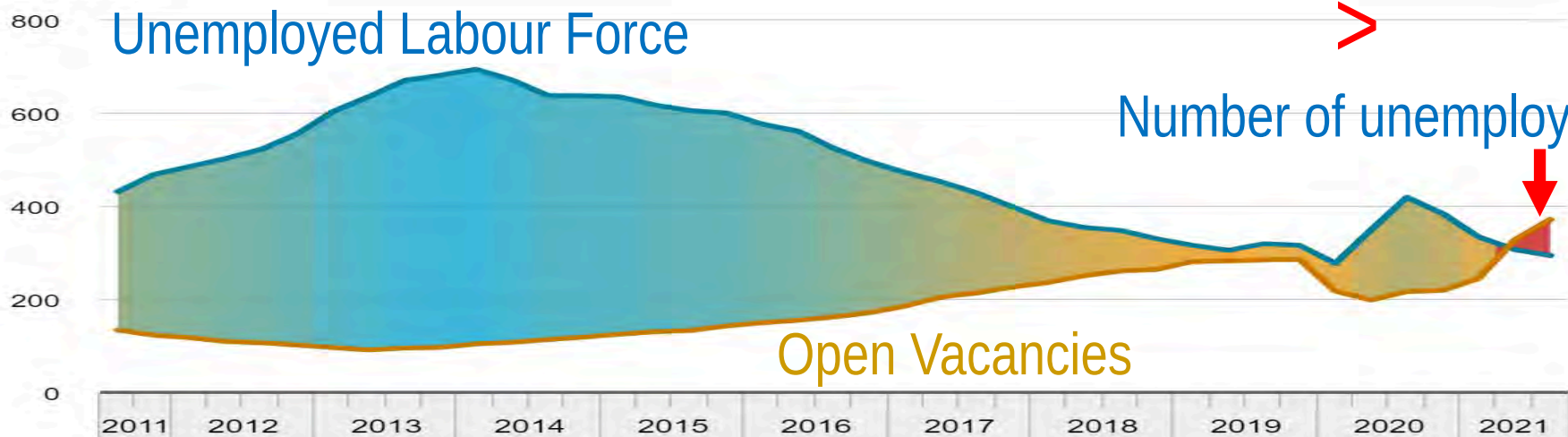
Economische groei en krimp 2000-2021



Tension on the labour market 2011-2021

Openstaande vacatures en werkloze beroepsbevolking
(seizoengecorrigeerd)

x 1 000



- Lage - hoge spanning
- Meer vacatures dan werklozen
- Werkloze beroepsbevolking (seizoengecorrigeerd)
- Openstaande vacatures (seizoengecorrigeerd)

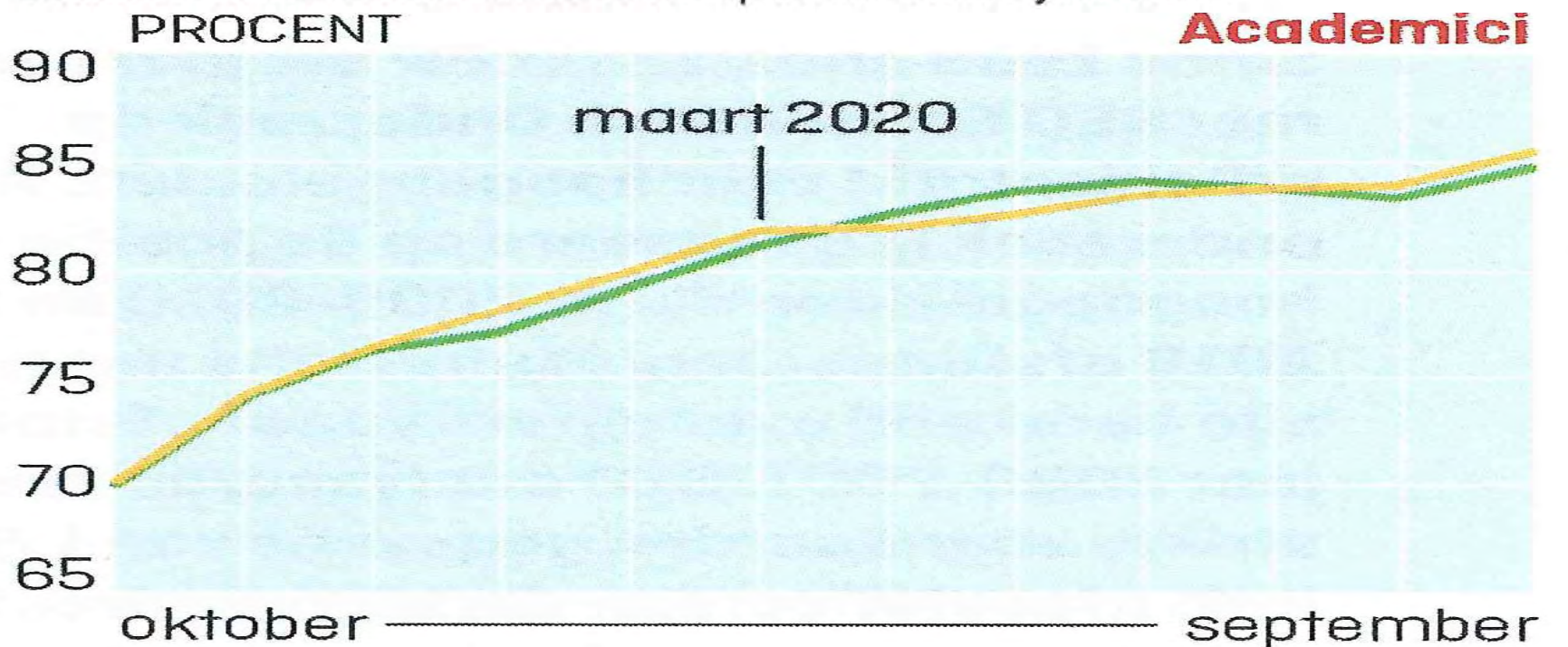
War for Talent!!



Probability to find a job for academic graduates: quick recovery after start COVID in March 2020

Herstel na coronadip

Baankansen van starters in 2020 ten opzichte van een jaar eerder



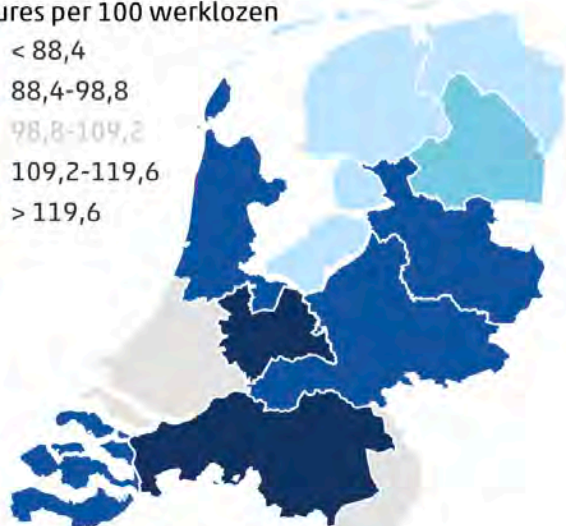


Labour shortages by region

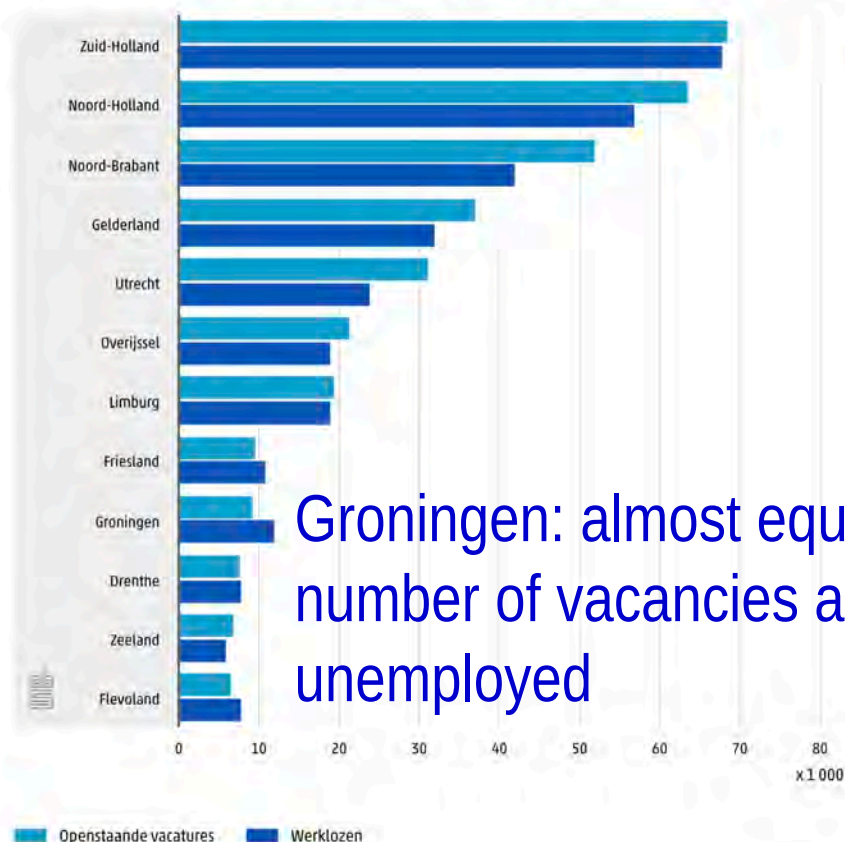
Spanning op de arbeidsmarkt, 2e kwartaal 2021

Klik op een provincie om de ontwikkeling te bekijken.

vacatures per 100 werklozen



Openstaande vacatures en werklozen, 2e kwartaal 2021



Groningen: almost equal
number of vacancies and
unemployed



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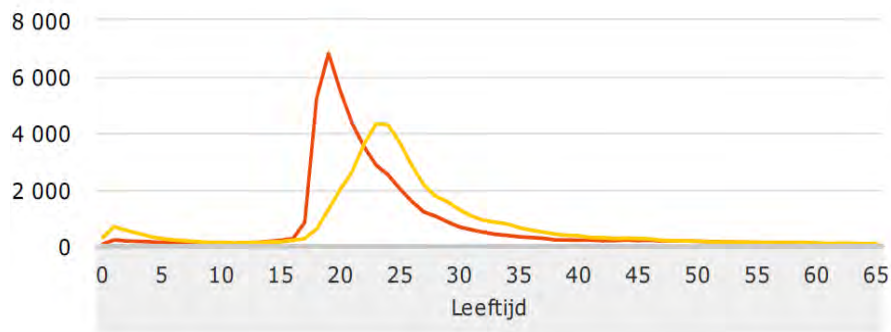
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Student mobility University of Groningen



Migration patterns to / from city of Groningen

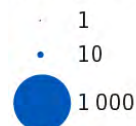
Binnenlandse verhuizingen van en naar de gemeente
Groningen, 2013-2016



— Vestiging — Vertrek Migration by age

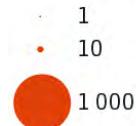
Netto migratie van en naar gemeente Groningen, 2013-2016

Meer vestigers in
Groningen dan vertrekkers

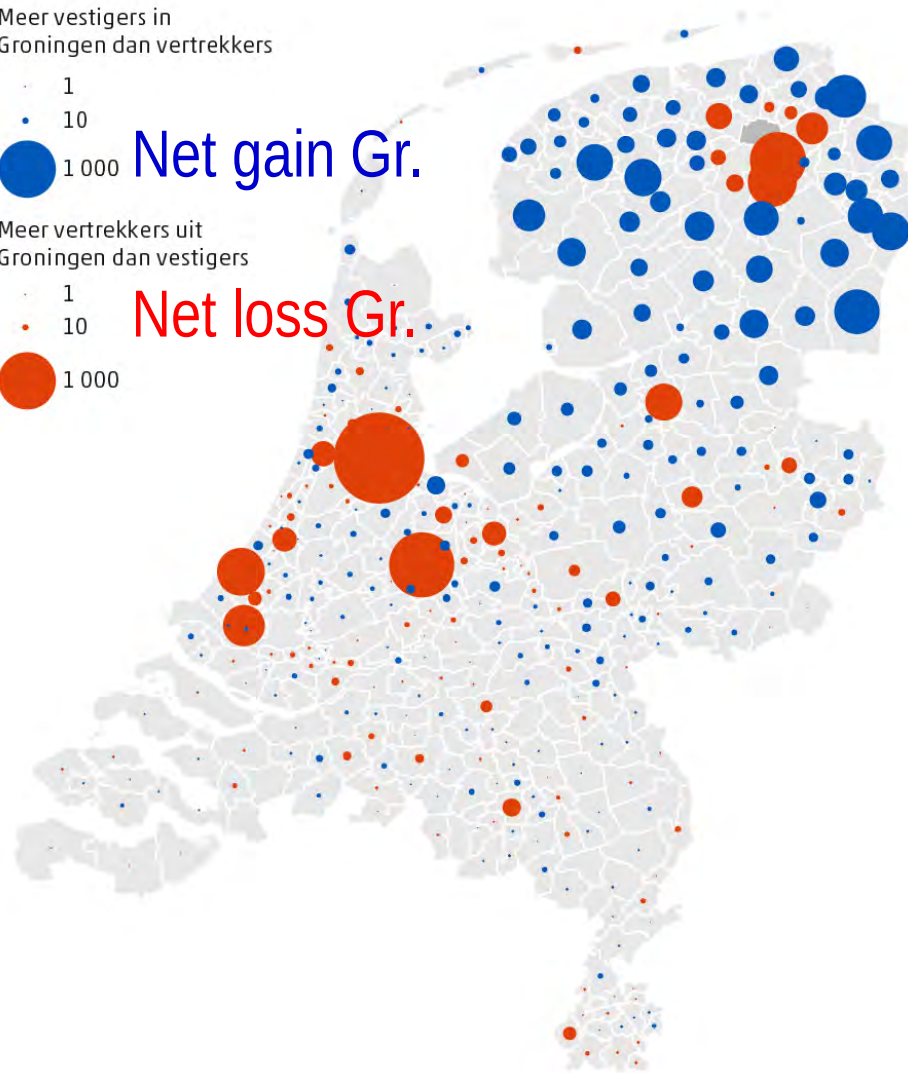


Net gain Gr.

Meer vertrekkers uit
Groningen dan vestigers



Net loss Gr.





Growing cities in a
shrinking surrounding
region:

The escalator-model

→ redistribution of
human capital mainly
within, but also **between**
regions!



Braindrain from The North?



ACHTERGROND

Wie zet de roltrap naar de Randstad stil?

Duizenden studenten stromen deze weken Groningen binnen. Wanneer de studie erop zit, verlaat het gros de stad weer net zo snel. Waarom?

CARLEEN DE JONG

Groningen staat tijdens de KEI-week in het teken van studenten. De komende weken barst de introductietijd los. Nieuwe studenten maken kennis met elkaar en met de stad die ze de komende paar jaar hun thuis noemen.

Maar wat gebeurt er daarna? Veel studenten verlaten na hun studie de provincie al snel. Uit een onderzoek van demograaf Jan Latten bleek dat de meeste jonge Groningers de Randstad zien als de plek waar banen zijn en waar geld kan worden verdiend, terwijl Groningen meer een 'roltrap naar de Randstad' is.

Politieke partij Student en Stad maakt zich zorgen over deze ontwikkeling en deed vorige maand een voorstel om een onderzoek starten. De partij wil erachter komen wat nodig is om ervoor te zorgen dat meer studenten in Groningen blijven.

Bijna of pas afgestudeerde studenten zijn de beste mensen om dit aan te vragen, dus deed *Dagblad van het Noorden* een rondgang en vroeg studenten van de Hanzehogeschool en de Rijksuniversiteit Groningen of zij de provincie gaan verlaten, en als zij dat doen, wat ervoor kan zorgen dat ze zouden blijven.

Laura (22 jaar) begint bijna aan haar laatste jaar verpleegkunde en weet wel wat er moet gebeuren om Groningen aantrekkelijker te maken als vaste woonplaats: „Groningen zou 200 kilometer naar beneden moeten!” zegt ze lachend. „Het is een geweldige stad, maar het ligt te ver bij alles vandaan. Als de locatie beter was geweest, was ik hier blijven wonen.” Voor haar toekomstige carrière maakt het niet uit waar ze woont, want „in de verpleegkunde kun je overal wel aan het werk.” Zij



Drukte van KEI-lopers voor het Academiegebouw tijdens de introductieweek. FOTO ARCHIEF DUNCAN WUTING



Sanne



Marit en Leonie FOTO'S CARLEEN DE JONG



Arianne

'Iedereen wil naar Amsterdam, dat is voor velen echt een soort Mekka'

Groningen en dat is zonde.”

Sanne studeert Midden Oosten Studies en Internationale Betrekkingen en wil graag bij een ambassade of niet-gouvernementele organisatie

kend maakte dat de werkloosheid in Groningen weer het hoogst lag van Nederland, namelijk 7,4 procent, neemt het wel af. Het aantal banen neemt ook toe, maar het is niet genoeg om elk jaar de enorme hoeveelheid afgestudeerden uit Groningen in de provincie aan het werk te zetten. En dat terwijl jonge mensen volgens het rapport nog het meest profiteren van deze toename in banen.

Het is niet alleen de zoektocht naar politieke banen of banen in het bedrijfsleven waar net afgestudeerden in Groningen weinig vertrou-

wen om een master in fysiotherapie in Utrecht of Amsterdam te gaan doen, maar in het Noorden te blijven wonen. „Het is maar twee dagen in de week, dus dan kan het.”

„Ik heb mijn hele leven hier gewoond en ik hou niet van de Randstad, dus daar zou ik niet willen wonen,” vertelt Leonie. Haar studiege-

noot Marit (23 jaar) is het daarmee eens: „Alles is hier, mijn familie, sport, vrienden. Ergens anders heb ik dat allemaal niet.” Groningen is hun thuis en dat gaan ze niet opgeven voor een baan in een grotere stad.

Wethouder wil onderzoek naar motieven vertrekkende studenten

Wethouder Joost van Keulen een fantastische stad om in

Who stops the escalator to the Randstad?

wil. Dat wordt echt als een soort Mekka gezien, terwijl dit een echte studentenstad is; een plek om te zijn totdat je klaar bent met studeren. Daardoor verdwijnt alle kennis uit

keijker kan zijn omdat dat met de auto dichterbij is vanuit de Randstad.”

Hoewel het Centraal Bureau voor de Statistiek in april van dit jaar be-

jammer, ik zou niet graag duiven wonen.”

Maar niet iedereen ziet de carrière-toekomst in Groningen met lede ogen aan. Leonie (26 jaar) is zelfs van

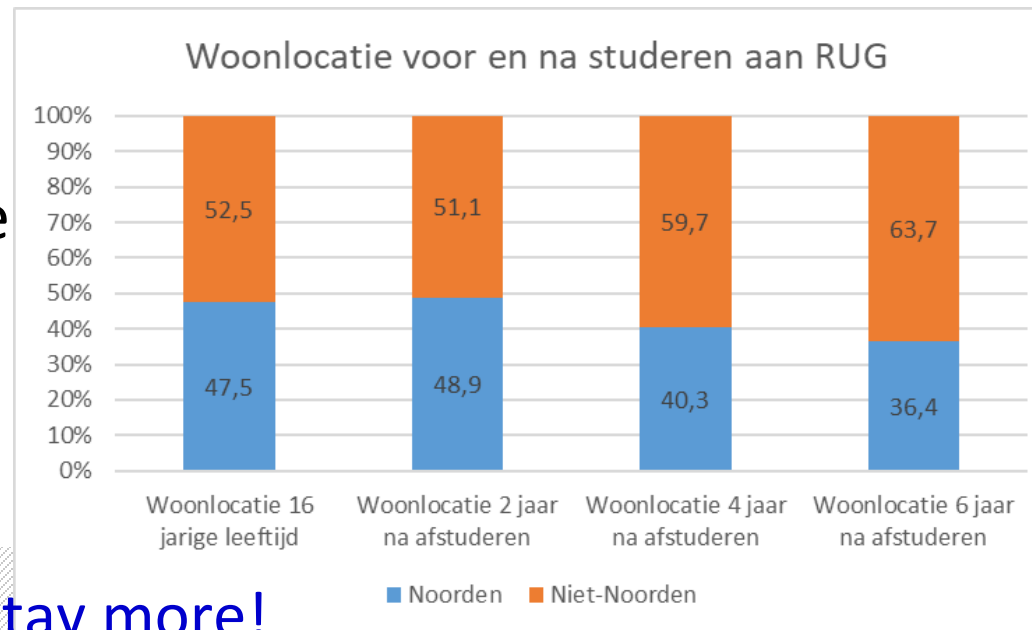
je na je studie gaat leven is belangrijk, het is dus een keus die je weloverwogen moet maken.” Van Keulen wijst op de mooie kanten van Groningen. „Ook na je studie is het

niet meer dan één, meestal Hooghoudt. Van de crème de la crème van hoogopgeleid Nederland mag je toch een bredere interesse verwachten.”



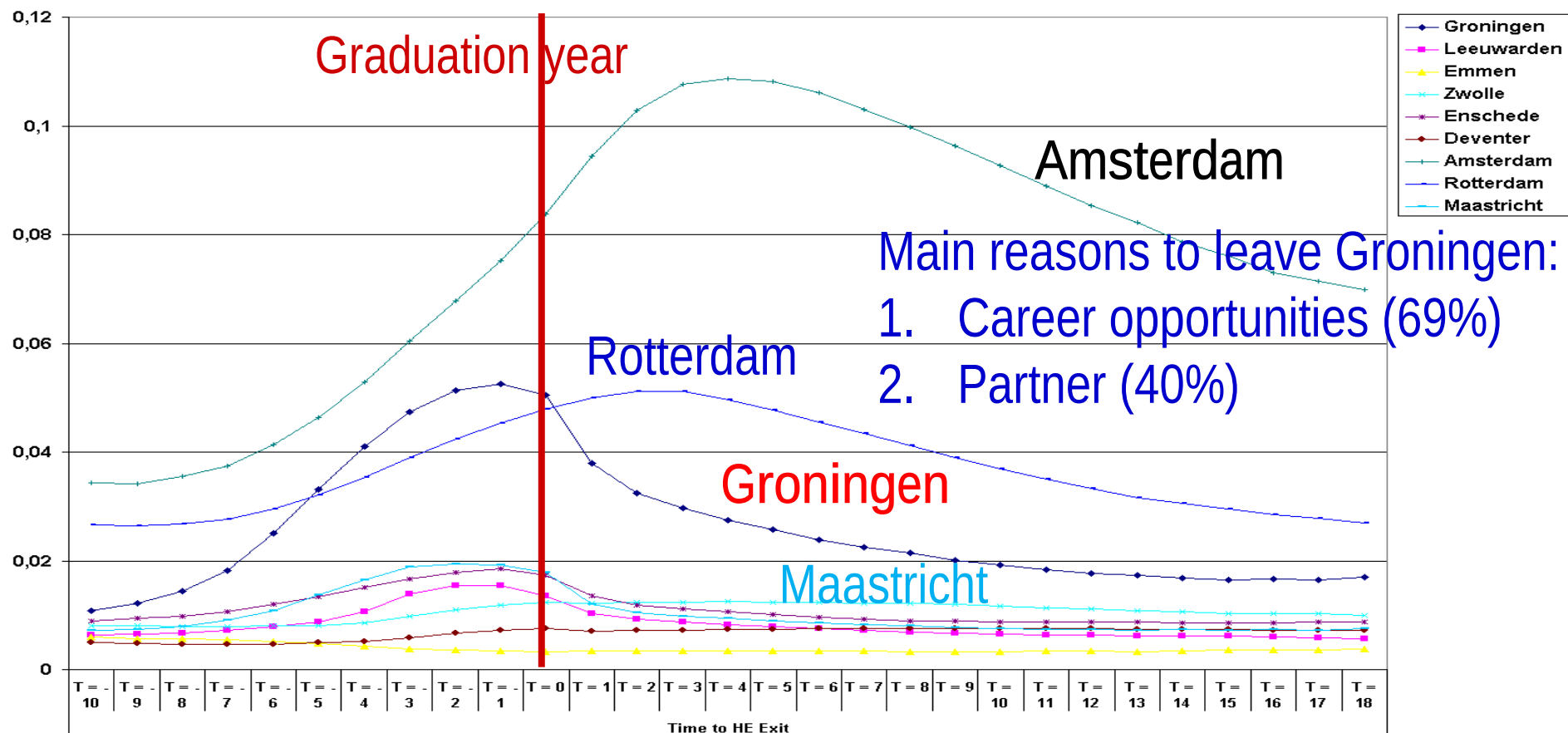
Where do UG students come from and go later?

- 65% of the graduates born in the North graduate from UG, **35%** goes elsewhere, mainly to Technology Universities
- 47% of the UoG students is born in the North and thus **53%** from outside the North
- Two year after graduation **49%** of the UG graduates lives in the North. Four-six year after graduation this lowers to respectively **40%** en **36%**.
- Those with Nordic roots stay more!





Mobility of students from 10 years before till 18 years after graduation





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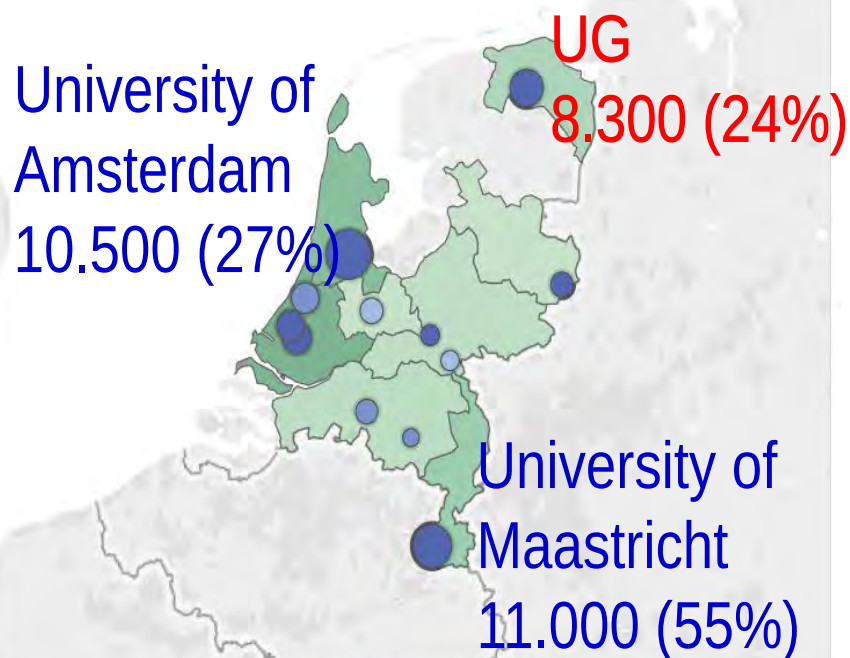
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International Student mobility **University of Groningen**



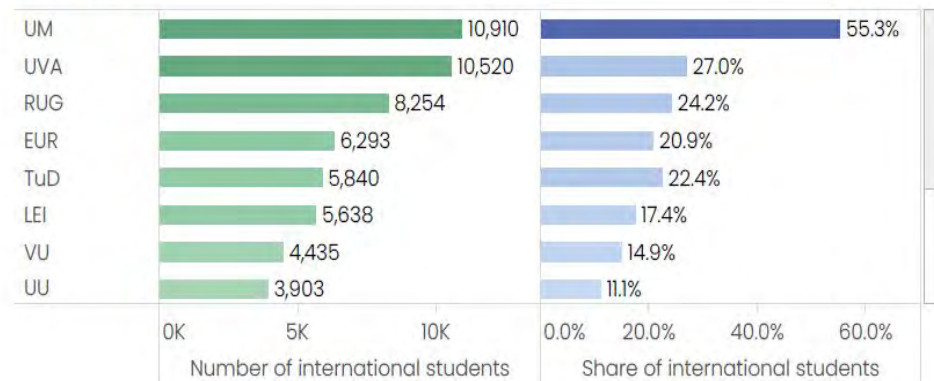
International students in The Netherlands

International degree students in the Netherlands in 2020-2021

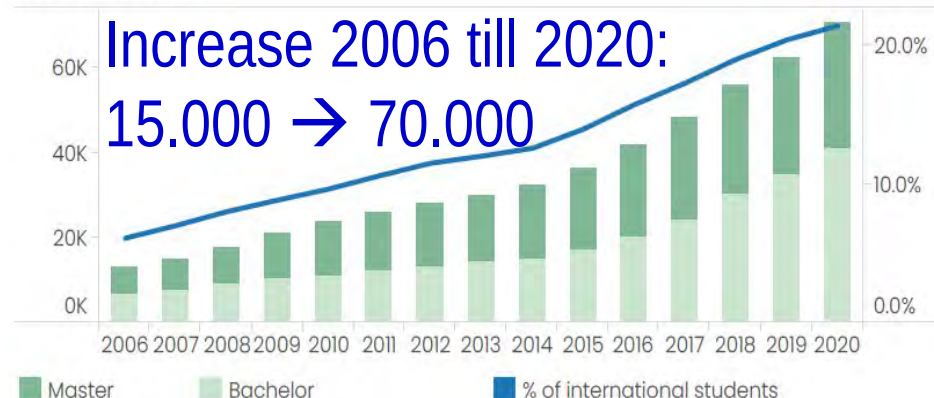


© 2021 Mapbox © OpenStreetMap

Number and share of international degree students by institution in 2020-2021



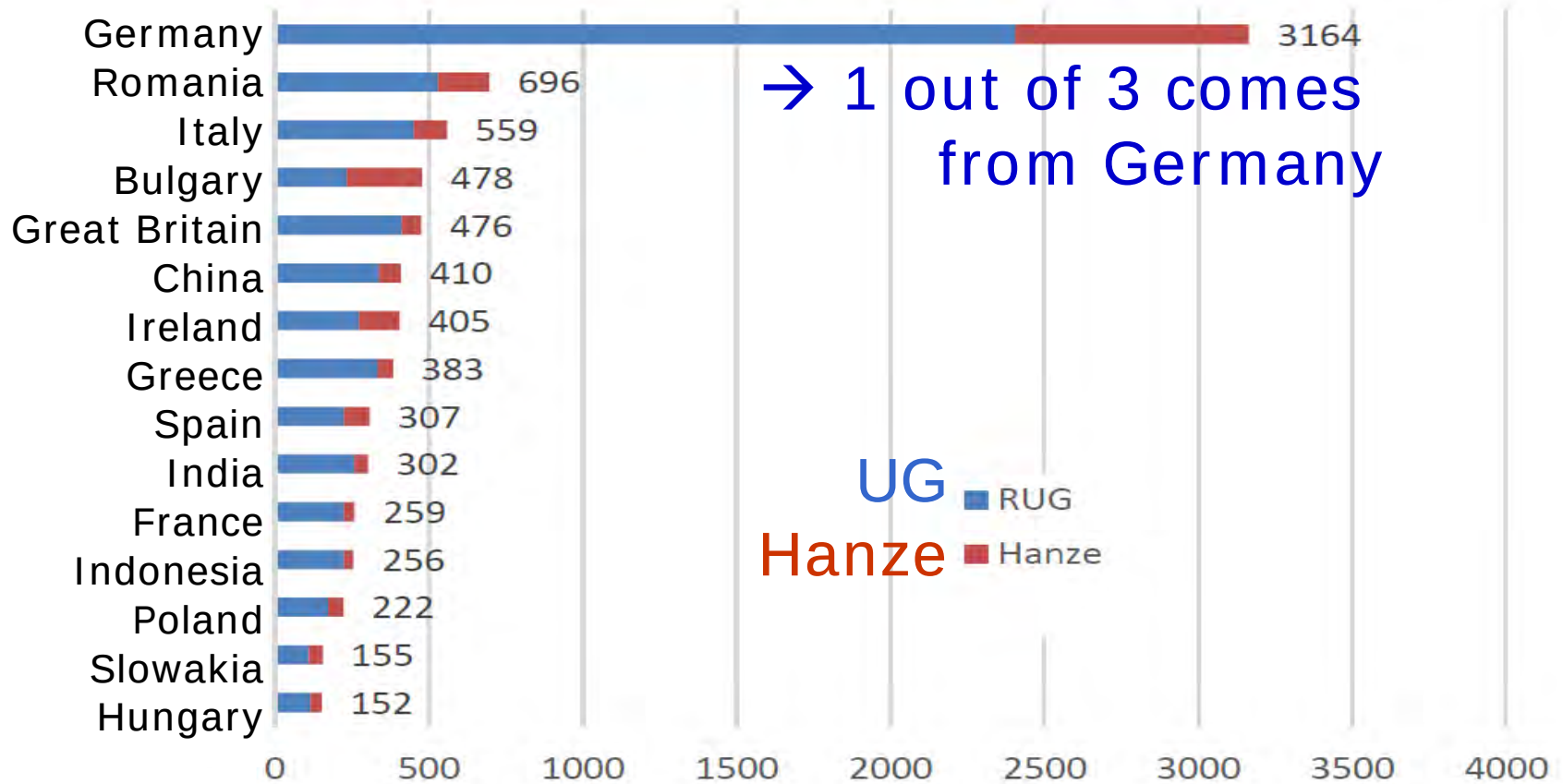
Trend over time: *





International students UG: increase 2015 - 2021
from 4.200 – 8.400; Countries of origin:

buitenlandse studenten naar land, top 15 landen, 2020-2021





Labour market position international students after graduation at UG

- Information is very scarce and fragmented!
 - Five year after graduation about 25% of the students from abroad still lives in The Netherlands, but mainly in the Amsterdam region. Only 3% is still in Groningen. If the international students stay in The Netherlands, they hardly stay in Groningen!
 - The North: mainly Small-Medium sized firms with limited career options. SME hesitate hiring International students due to language/cultural barriers
- Given the expected shortage of labour and the war for talent more policies are developed, but there is also a lot to win at the national market!



Policies for internationals

- Free Dutch courses for international students paid by UoG
- International Welcome Centre Groningen: one-stop shop for international people living in the North
- "Make it in the North" for Talent, Startups and Business in the North
- 30% income tax ruling for five years for employees who are recruited from abroad who bring specific skills to the Netherlands
- Campus eco-system for facilitating graduates and start-ups
- UG Career Services: career advice before, during and after the degree
- UG Corporate Academy for Talent development (Dean of Talent)
- Rosalind Franklin Fellowships programme promotes the advancement of excellent female international researchers
- Dual Career Support: What can the UG offer to my spouse/partner?
- International school for children of international staff
- The Northern Times with news from the North in English



UG pays for Dutch courses



Language Centre

Express yourself <> understand the world



Language courses ▾

Communication training ▾

E-learning ▾

Translation and correction ▾

Testing ▾

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Language courses ▸ Dutch ▸ Dutch for University of Groningen students, PhDs' and postdocs

▾ Dutch for University of Groningen students, PhDs' and postdocs

Dutch courses paid for by the University of Groningen

Intensive Dutch language courses in January

Regulations & registration procedure

Dutch courses paid for by the University of Groningen

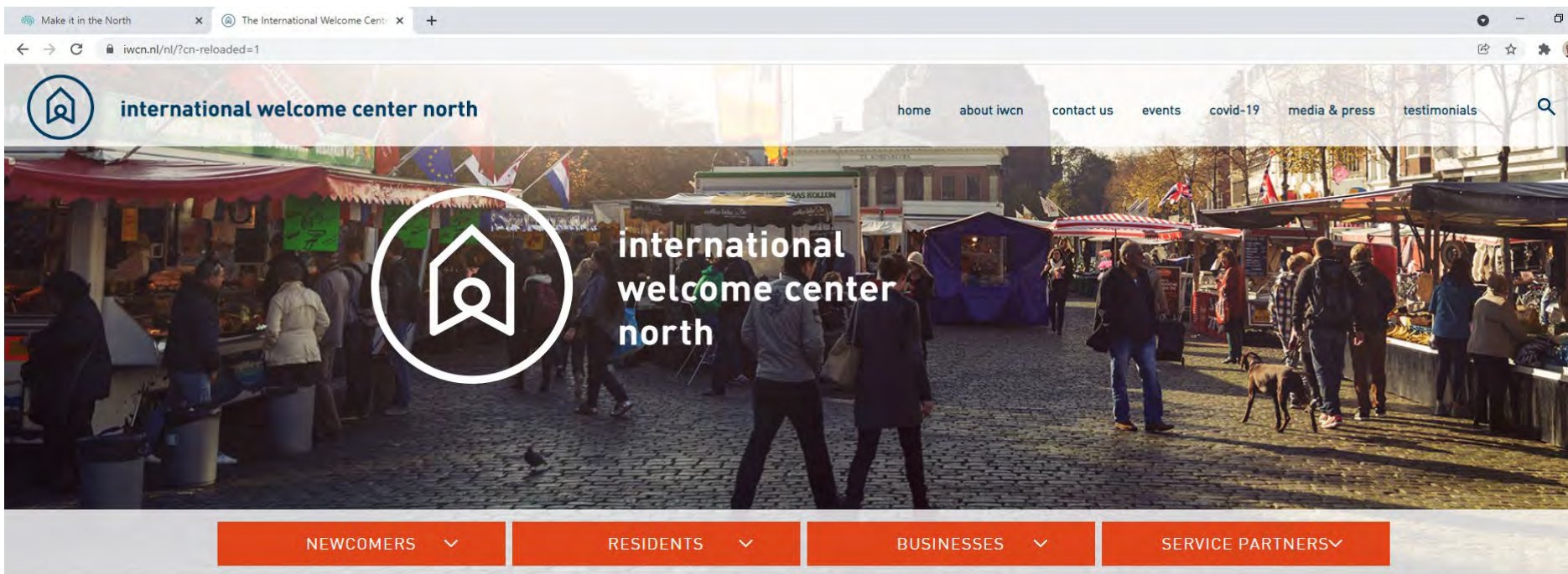


International students, PhDs' and postdocs of the University of Groningen are being offered Dutch courses at the Language Centre by the Board of the University of Groningen.

You can take Dutch courses up to level B1 (see below), [Dutch courses for German native speakers](#), and conversational courses up to [A2](#) and [B1](#).



International Welcome Centre Groningen



The International Welcome Center North (IWCN) is a one-stop shop for international people living in Groningen, Friesland and Drenthe.

We offer services in three areas: government formalities (residence permits and municipal registration); information (practical information and referrals to reliable service providers); and events (a chance to start building a social and/or business network during events).

All of this happens at one location, and we are open Monday through Thursday from 10:00 to 17:00 ([read more](#)).

*The IWCN will be open for limited services BY APPOINTMENT ONLY.
Regular formalities appointments will be held on Tuesdays and Thursdays.*

If we can't assist you via telephone, e-mail or online Chat, then face-to-face information appointments can be made by calling the IWCN.

Information about public health, business information, official matters and FAQs concerning the Coronavirus can be found at [this link](#).



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Make it in the North

**MAKE IT
IN THE NORTH**



[Research](#) [Education](#) [News](#) [Culture](#)

[Jobs](#) [Companies](#) [Sectors](#) [Career events](#) [Sign in](#)

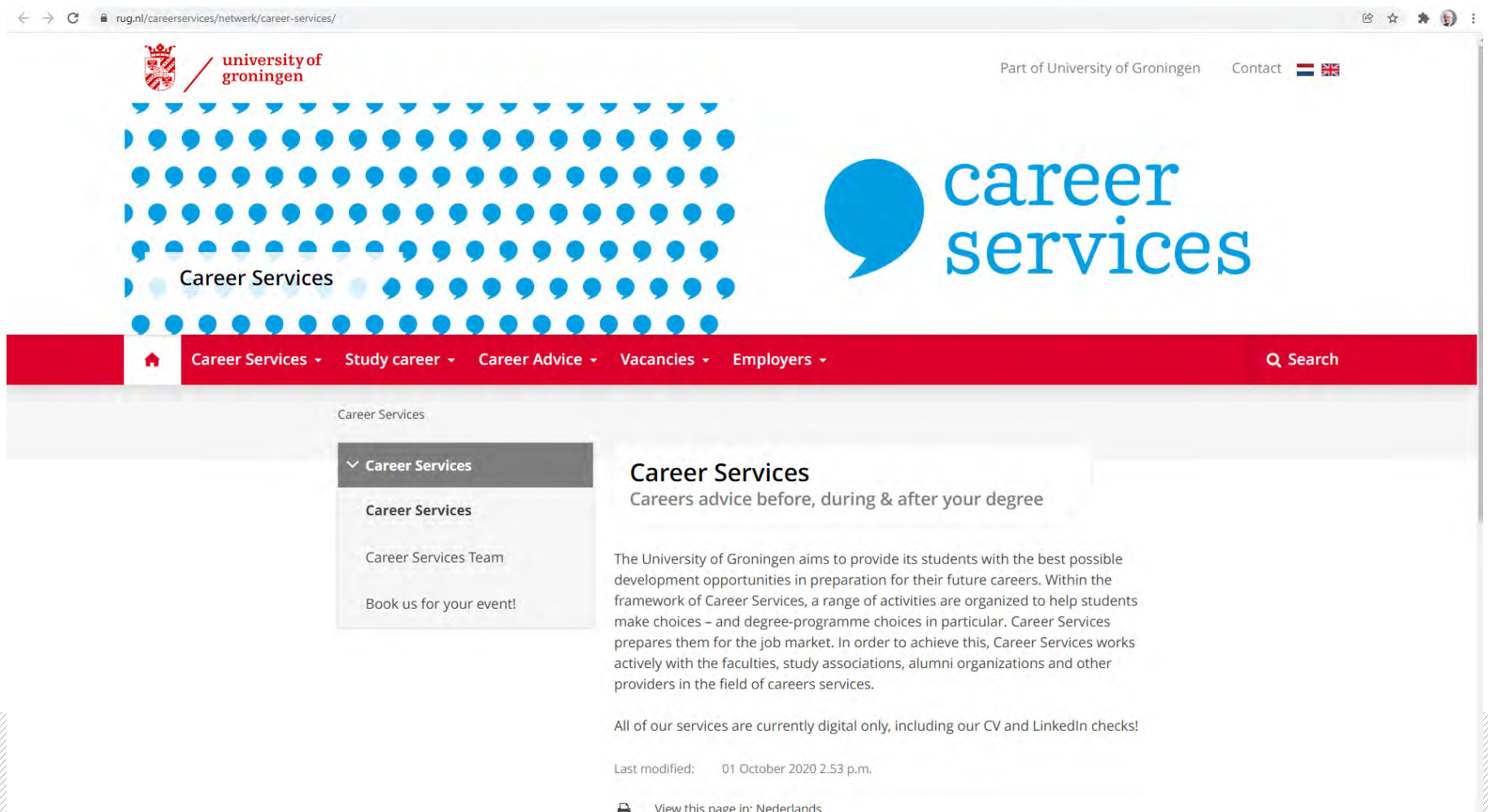
MORE THAN JUST A JOB PORTAL

For talent, startups and businesses
in the Northern Netherlands

[Sign up](#) >



UG provides Career Services



The screenshot shows the Career Services website of the University of Groningen. The header includes the university logo and name, a navigation bar with links like 'Career Services', 'Study career', 'Career Advice', 'Vacancies', and 'Employers', and a search bar. The main content area features a large blue speech bubble graphic with the text 'career services' and a section titled 'Career Services' with a description of the services provided. A sidebar on the left lists 'Career Services', 'Career Services Team', and 'Book us for your event!'.

rug.nl/careerservices/network/career-services/

Part of University of Groningen Contact

Career Services

career services

Career Services

Career Services Team

Book us for your event!

Career Services

Careers advice before, during & after your degree

The University of Groningen aims to provide its students with the best possible development opportunities in preparation for their future careers. Within the framework of Career Services, a range of activities are organized to help students make choices – and degree-programme choices in particular. Career Services prepares them for the job market. In order to achieve this, Career Services works actively with the faculties, study associations, alumni organizations and other providers in the field of careers services.

All of our services are currently digital only, including our CV and LinkedIn checks!

Last modified: 01 October 2020 2.53 p.m.

View this page in: Nederlands



Conclusions

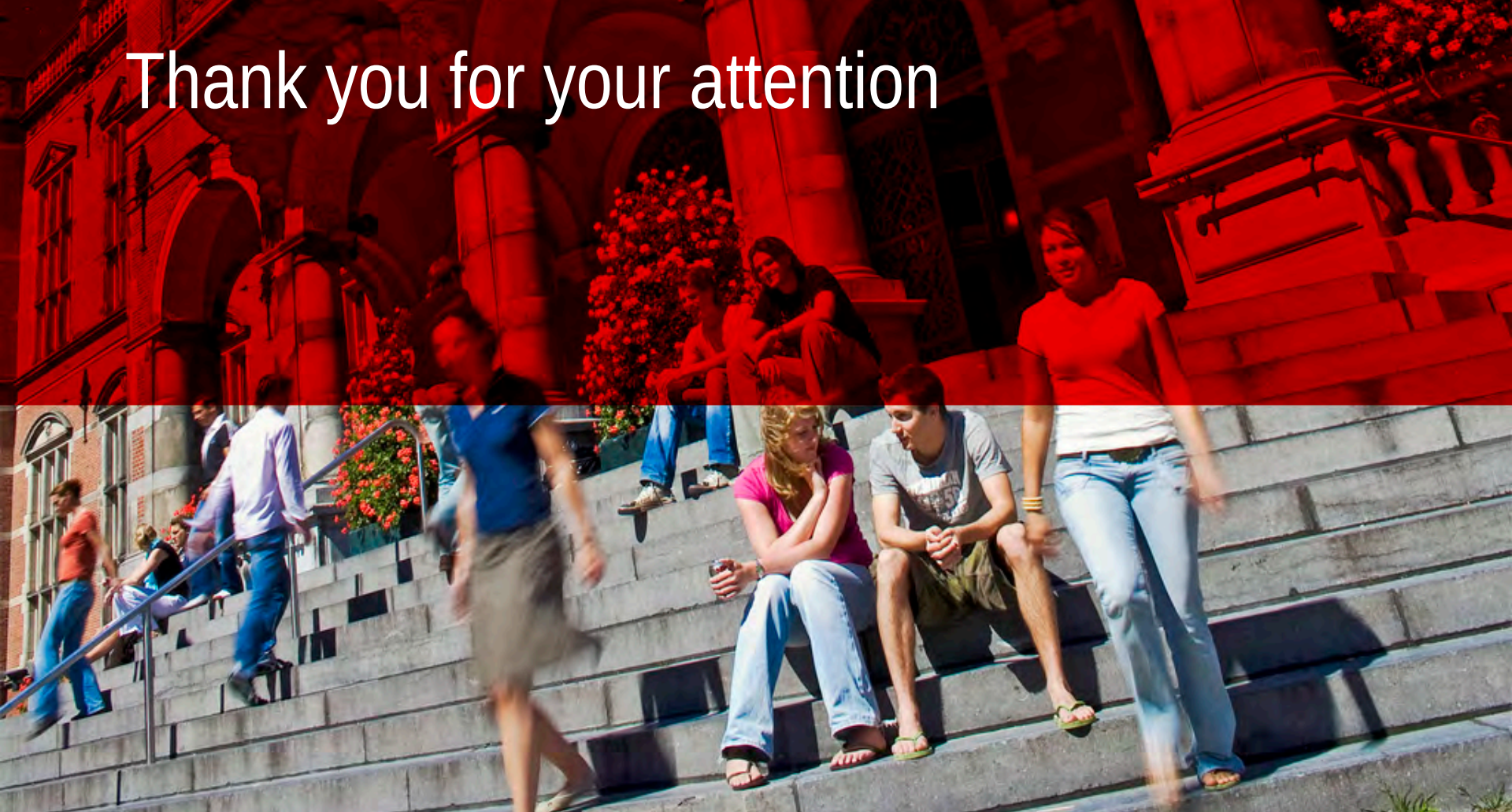
- Groningen: regional capital 200km from Amsterdam; 220.000 inhabitants; UG + Hanze: 66.000 students, 11.000 from abroad
 - UG top university, Nobel Prize winners. 120 English-taught Master's and 35 Bachelor programmes; 4.350 PhD candidates (51% abroad)
 - Regional labour market situation: number of vacancies equals unemployed, many vacancies for higher educated → **War for Talent!**
 - Half of the UG students come from outside the region and leave after graduation; Clean export product or braindrain?
 - More and more policy initiatives to keep and integrate national, but also international graduates; Many SME's hesitate to hire them.
- **Succes is not very clear until now, due to lack of data; the region can benefit from keeping more national and international graduates!**



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Thank you for your attention





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Integrating international students in the regional labour market: the case of the University of Groningen in the North of The Netherlands

Prof.dr Jouke van Dijk

Professor of Regional Labour Market Analysis, University of Groningen,
Faculty of Spatial Sciences, Department Economic Geography

Presentation for the Guild virtual seminar series 'National strategies and the role of universities in integrating international students to the local labour market', University of Tartu, online seminar, November 29, 2021.

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