



ERASMUS+ STUDENT AND ALUMNI ASSOCIATION

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# INTERNATIONALISATION AT HOME

**Interactions between Mobile and Local Students  
- Benefits and Opportunities**



**PRESENTED BY:**

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**IN COOPERATION WITH:**

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## I INTRODUCTION

Student mobility has been shown to provide mobile students with social, economic and cultural benefits (Rundstrom Williams, 2005; Carlson & Widaman, 1988; Clarke, Flaherty, Wright, & McMillan, 2009). However, there are only a limited number of students who are able to go on mobility. 'Internationalisation at Home' (IaH) is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments (Beelen & Jones, 2015). Within these integrated practices, non-mobile students are given the opportunity to interact with international peers. However, the nature of interactions between non-mobile and mobile students have yet to be studied in depth. To fill in this research gap, the Erasmus+ Student and Alumni Association (ESAA) conducted an online survey targeted at both mobile and local students. The survey project seeks to address the following research questions:

- In what ways do local and mobile students interact with each other? How often and where do these interactions take place?
- What kind of relationships develop between local and mobile students (e.g., close friendships and romantic relationships)?
- How do local students benefit from these interactions with regard to their interest in mobility, intercultural skills, career plans and intercultural awareness?
- What keeps local and mobile students from interacting with each other?
- What can be improved to enhance interactions between local and mobile students?

The answers to these questions will help characterise these interactions in more detail and identify trends for future research. Additionally, the results will shed light on the benefits of Internationalisation at Home on local students and lead to recommendations, e.g., for universities, policy makers and student organizations, on how to foster interactions between local and international students.

## II EXECUTIVE SUMMARY

The following provides a summary of the key results that were gained from the present research project. Since the primary goal of the study is to give an overview of the topic and identify areas for future research, the findings mainly rely on descriptive statistics. At times, the descriptive statistics are complemented by more in-depth statistical analyses, which can be found in the result section of this report. The chapter “Methodology” provides an overview of the statistical analyses that were carried out.

### Interactions between local and mobile students

The survey participants, *mobile students* and non-mobile students<sup>1</sup> (i.e. *local students*), were asked with how many students of the opposite group they had interacted so far and how often these interactions usually occurred. According to the participants, 89% of the *currently abroad students* and 89% of the *returned students* had interacted with a local student at least once. In contrast, 56% of the local students reported they had interacted with a mobile student (at least once). Furthermore, the number of interaction partners of mobile students was, on average, higher than the number of interaction partners of local student: the median for both mobile student groups was 5, the median for the local students was 1. In line with this, the mobile students also reported interacting more frequently with local students than local students did with mobile students: about 80% of the currently abroad and returned students interacted with local students at least once a week. Nevertheless, the finding that the majority of local students did report they had interacted with a mobile student at least once should be considered noteworthy. Further, the percentage of local students who interacted with mobile students on a regular basis was substantial, too: more than 40% of the local students interacted with mobile students at least once a week.

The survey participants were further asked if and how often they usually interacted with students of the opposite group in each of the following settings: in shared/joint lectures, during common group work, during events organised by student organisations, during events organised by international offices, in private settings (e.g., at parties or in clubs), and in shared living arrangements. The responses of the participants showed that interactions mostly occurred during shared/joint lectures and in private settings whereas they relatively rarely took place in shared living arrangements. The settings in which interactions occurred with the highest frequency (measured by interactions per week) were, again, shared/joint lectures and private settings. Interactions occurred with relatively low frequency during activities and events organised by local student organisations and international offices.

Additionally, it was of interest to learn if the students generally interacted more often in academic or in non-academic settings. The analysis of the data revealed that interactions occurred about as often in non-academic settings as in academic settings. Furthermore, the students who interacted in non-academic settings were mostly the same ones as those who interacted in academic settings. There was a significant and strong correlation between the frequency of interactions in academic and in non-academic settings (especially in the case of the local students). When the students were asked who usually initiated interactions between mobile and local students, they reported that the interactions were mostly initiated by themselves or by other students (either mobile or local). From the perspective of the mobile students, student organisations and international offices appeared as initiators of interactions, however they reached only few local students.

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1) Terms written in **italics** carry a specific meaning and are explained in the chapter “Terminology”.

### Relationships between local and mobile students

Another subject of the study was the quality of the relationships between mobile and non-mobile students. Students who reported they had met students of the opposite group in private settings were asked a series of questions about their closest friend among the students of the opposite group and their romantic relationships (if applicable). The data revealed that local and mobile students generally kept in touch after their study abroad: seventy-one percent (71%) of the local students and 72% of the mobile students reported they had either “often” or “sometimes” been in contact with their closest friend after the study abroad. When asked if they had ever engaged in a romantic relationship with a student of the opposite group, 15% of the local students, 31% of the currently abroad students and 46% of the returned students affirmed this question. The percentage of local students that had paid visits to their closest friend (27%) and their romantic partners (38%) after their stay abroad is substantial and suggests that relationships with mobile students encourage a certain degree of mobility. Some of the local students also came into contact with the family members of their closest friends (24%) and, in case they had been in a romantic relationship, of their partners (26%).

### Impact of interactions on local students

It was of central interest whether and to what extent the interactions between local and mobile students had an impact on the local students, or, to put it differently, to what degree local students had experienced internationalisation. The following areas were examined: the local students’ plans to study abroad, their career plans, their intercultural skills and their awareness of intercultural differences. The data revealed that the local students experienced substantial changes in all of the examined areas. In more detail:

- After interacting with mobile students, the local students were more accepting of the idea to study abroad. The data suggests that the motivation of non-mobile students to study abroad is strongly influenced by mobile students.
- During their contact with mobile students, the idea of working in an international environment became more imaginable to the local students.
- Local students experienced substantial increases in their intercultural skills. Compared to the other examined areas, the changes in local students’ intercultural skills were especially high.
- Local students were generally aware of cultural differences even before they had met mobile students. Nevertheless, they experienced substantial increases in this area.

The mobile students who were, in turn, asked if they had observed any changes in the local students during their study abroad confirmed all of the above. Correlations between the perceived changes in the aforementioned attributes (i.e., the changes in the local students’ plans to study abroad, their plans to work in an international environment, their intercultural skills and attitudes) and potentially influencing factors (i.e., the number of mobile students with whom they had interacted, the duration of contact with mobile students, age) were analysed. The correlations between the perceived changes and the number of mobile students the local students had interacted with were found to be significant, but weak, in almost all cases. Correlations between the perceived changes and the time since their first contact with mobile students were significant in some cases. However, the fact that all correlations were found to be rather weak suggests that even though these associations most likely exist, the influence of the examined factors is rather small.





### Reasons for not interacting

It was of further interest to examine why 44% of the local students and 11% of each mobile student group had never interacted with students of the opposite group. Hence, they were asked if they were generally interested in meeting students of the opposite group. The data revealed that the majority of the students who had never interacted with students of the opposite group were, nevertheless, interested: sixty-five percent (65%) of the local students, 69% of the currently abroad students and 61% of the returned students stated they were either “fairly” or “very interested”.

The students who reported they were at least “fairly interested” in meeting students of the opposite group were offered a selection of reasons (e.g., lack of confidence, lack of time, cultural differences, uncondusive infrastructure) to evaluate on a scale from 1=“does not apply” to 5=“fully applies”. Local students and mobile students differed in their reasons for not meeting each other. From the perspective of the local students, “lack of time” ( $M=2.97$ ) and the mobile students being “difficult to approach” ( $M=2.76$ ) were the most important reasons, from the perspective of the mobile students, the local students being uninterested (currently abroad students:  $M=3.24$ ; returned students:  $M=3.07$ ) and “uncondusive accommodation” (currently abroad students:  $M=2.96$ ; returned students:  $M=2.83$ ) were the most important. According to all student groups, social differences in culture or economic status were not a strong factor that prevented them from meeting.

As for the students who reported being less than “fairly interested”, these were offered a selection of reasons why they were not interested and asked to evaluate each of these. Generally speaking, all three student groups (currently abroad students, returned students and local students) attached more importance to a lack of interest (either common or of the opposite student group) than to other offered reasons (e.g., not being able to derive any benefits from these encounters or cultural differences). The observation that a lack of interest prevented the students from meeting was especially pronounced in the mobile students. Generally speaking, having made bad experiences with mobile/local students was not a primary reason why the students did not interact with each other.

### Improvement suggestions

Finally, in order to learn how to best encourage interactions between local and mobile students, all participating students were asked to rate how much certain areas needed improvement. These areas included, for example, intercultural training seminars, language classes, mentoring programs or shared living arrangements. There were no specific areas where improvements were considered especially necessary. The students rather found all of the areas to be needing improvement to a moderate extent. Local students saw a slightly higher need for improvement than mobile students. Even though the survey shows that there is a lot of interaction taking place between the students, all student groups saw the necessity to further encourage interactions between local and mobile students.

### III METHODOLOGY

#### 1 Survey design and execution

The present report is based on the collected quantitative data of a cross-sectional online survey which was carried out from 28 June to 9 October 2017. The survey was targeted at current and former students of the European higher education area. The link to the online survey was distributed through requests to National Agencies (within the EU) and Erasmus offices (outside the EU) asking them to forward the survey to their higher education institutions. The higher education institutions were then, in turn, asked to send the survey to their student body. An additional social media campaign was carried out through postings on the communication channels of several student and alumni associations belonging to the extended network of Erasmus+ (Erasmus+ Student and Alumni Association, Erasmus Mundus Students and Alumni Association, Erasmus Student Network, garagErasmus and OCEANS Network). Interested students were able to participate in a prize draw if they had completed their questionnaire<sup>2</sup>. During the survey period, responses were collected from 3,997 students<sup>3</sup> and former students. The specific survey design was chosen because of its ease and economy of execution and the ability to reach a broad scale of participants that were geographically dispersed. The quantitative approach made it possible to test for significant correlations and differences.

#### 2 Questionnaire

The questionnaire used in this study was designed by the Survey Task Force of ESAA. The initial survey was piloted by 66 participants, who provided feedback on question clarity and the survey taking experience. The questionnaire was designed in English and subsequently translated into seven different languages, thereby making it possible to reach a large number of local students. The questionnaire was translated into French, German, Italian, Latvian, Polish, Romanian and Spanish. The members of the Task Force and the translation teams are mentioned in chapter VIII, “Acknowledgements”.

A screening section at the beginning of the questionnaire divided the survey participants into three groups: Local students (current students who had never studied abroad) were asked about the circumstances of their interactions with international students at their home universities. Currently abroad students (students who had been studying abroad for at least one month at the time of the survey) and returned students<sup>4</sup> (students or alumni who had returned from their study abroad period and were not studying abroad at the time of the survey), were asked about the circumstances of their interactions with the local students at their host universities.

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2) The prizes included an iPad Mini and 10 Amazon vouchers worth 75 € each. For legal reasons, participants in Poland were excluded.

3) This is the number of completed questionnaires. In this report only the responses of completed cases are taken into account.

4) Students who were studying abroad at the time of the survey but not as part of an Erasmus+ study programme were asked if they had formerly taken part in an “Erasmus+ study programme”. If they had done so, they were assigned to the returned student group otherwise they were assigned to the currently abroad student group. Students who had been studying abroad less than one month and did not have any prior study abroad experience were screened out of the survey. The term “Erasmus+ study programme” was explicitly defined as “any form of study abroad organized by Erasmus, such as Erasmus credit mobility exchanges, Erasmus Mundus programmes etc.”



The questionnaire contained over 100 questions for each of the student groups with answering options varying from rating scales<sup>5</sup> to categorical questions. The average interview length was 14 minutes. The questions for the three student groups were (with few exceptions) the same with a slightly different phrasing wherever the question made it necessary. For instance, in order to make the answers of the different student groups comparable, returned students were always asked to state their answers with regard to their “most recent completed study abroad period” (and not with regard to their study abroad experiences as a whole). Currently abroad students, on the other hand, were asked to answer with regard to their “current stay abroad”. In the following, the responses of the three student groups will be reported and compared. Conclusions can and will be drawn based on the observed differences and similarities. The responses of the currently abroad students and returned students are at times aggregated and compared to the responses of the local students. In this case, the first two groups will be referred to as mobile students or international students<sup>6</sup>.

The questionnaire was divided into five sections for all three student groups which are reported in the chapter “Results”. The first section examines the interactions of the students with the “opposite group”. In the case of the local students the “opposite group” consisted of the visiting international students; in the case of the international students the “opposite group” consisted of the local students at their host universities. The main questions of interest in this section were: Had the students interacted with members of the “opposite group” and if so with how many of these? Where did these interactions take place and how frequently? The second section examines the relationships between local and international students with particular attention to the students’ closest friends and romantic relationships with members of the “opposite group”. The third section is concerned with the impact the mutual encounters had on the local students. Local students were asked to what extent certain skills and attitudes had changed between the time they had first met international students and the time of the survey. Mobile students, on the other hand, were asked to evaluate to what extent the local students they had met had changed during the time of their study abroad. In section four, mobile and local students who had not engaged in any interactions were asked for the reasons why they had not interacted. Finally, in section five, all student groups were asked to suggest how to encourage interactions between international and local students.

Filtering was used wherever only a subset of the sample needed to be examined. For instance, at the beginning of the questionnaire the students were asked whether they had previously engaged in any meaningful interactions<sup>7</sup> with the “opposite group”. Subsequently, the reported questions in the sections “Interactions in private settings” and “Impact” were only addressed at students who had previously met and interacted with the “opposite group”. The following section “Missed opportunities to interact” was, in turn, directed only at students who had not engaged in any interactions. Wherever filtering occurs, this is indicated in the caption of the charts.

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5) Data reported in sections 1 and 2 derive from questions with various ordinal rating scales and categorical questions. Data reported in sections 3, 4 and 5 derive from Likert scales using 5-point Likert items.

6) The definitions of terms used in the questionnaire and in this report are included under “Terminology”. In general, the survey questions often made use of specific vocabulary which was explicitly defined in the online questionnaire by way of mouse overs wherever it appeared necessary.

7) In the questionnaire interactions were always “meaningful interactions” a term which was explicitly defined as “meaningful interaction / relationship / friendship”.

### 3 Statistical Analyses

The aim of this study is to give an overview of the topic and potentially identify trends. Consequently, the analysis of the present survey is mostly concerned with the description of the data. A more complex statistical analysis would imply a scientific accuracy and focus that the study cannot, and should not, have. However, in future studies it will be possible and desirable to take a more analytical and in-depth approach to the research subject.

Methods used in the analysis of the collected data include:

- Chi-squared tests of equal distribution of (nominal) variables to analyse if local students who did not interact differed from students who did interact in one of the following: field of study, residence, number of travels abroad. In order to avoid the problem of cumulated alpha errors, the critical alpha values were corrected with the (quite conservative) method of Bonferroni. [Section 1]
- An analysis of Spearman's rank-order correlations (Spearman's  $\rho$ ) between changes in skills and attitudes of the local students and the following variables: number of interactions, number of interactions in private settings, elapsed time since first interaction with an international student and age. Spearman's  $\rho$  allows to look for a monotonous correlation between two (at least ordinal) variables. [Section 3]
- A Wilcoxon rank test in order to test the perceived changes for significance. [Section 3]

In each of these cases the reported significant differences and relationships are most likely not due to chance. However, any given possible explanations are merely hypothetical and must be further tested in future surveys. The aforementioned tests are non-parametric, without any assumptions regarding the distribution of the variables or differences.

### 4 Limitations

There are a number of limitations to the study design that prevent us from drawing any causal conclusions from our results. Firstly, the data comes from a non-representative sample and we do not have information about survey non-response rates. A primary method of participant recruitment was through a solicitation passed through national agencies and then universities before reaching students. Data is not available on which national agencies and universities chose to participate and share the survey with their students. Because this is a cross-sectional survey, the before and after comparisons in section 3 are based on self-reported retrospective responses from participants. Self-reported data and retrospective data are susceptible to bias, such as social desirability and memory bias. Returned students with multiple study abroad experiences were asked to limit their responses to their most recent study abroad period. Therefore, their answers are only reflective of their last study abroad period (and not, for instance, their initial experiences nor their impression of studies abroad on the whole). However, the group of mobile students with multiple abroad experiences were not found to differ from those with only one mobile experience. Finally, the students were asked if they had engaged in any romantic relationships during their stay (with international students, respectively). As the phrase "romantic relationship" was not exactly defined it was up to the students to judge whether their encounters could be counted as a "romantic relationship" or not.

## 5 Sample

The following tables offer a description of the collected data. The tables show the distribution of the most important sociodemographic data among all participants (first column) as well as among the different student groups. In order to save space, the distribution of nationalities includes only the ten most common countries.

Table 1: Age

Age								
	all students		local students		currently abroad students		returned students	
under 19	240	6.0%	211	11.6%	7	1.4%	22	1.3%
19-21	1,321	33.0%	834	45.8%	161	33.0%	326	19.3%
22-24	1,256	31.4%	484	26.6%	153	31.4%	619	36.6%
25-27	485	12.1%	152	8.4%	68	13.9%	265	15.7%
28-30	259	6.5%	48	2.6%	46	9.4%	165	9.8%
above 30	425	10.6%	86	4.7%	48	9.8%	291	17.2%
No answer	11	0.3%	5	0.3%	5	1.0%	1	0.1%
<b>Total</b>	<b>3,997</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,689</b>	<b>100.0%</b>

Table 2: Gender

Gender								
	all students		local students		currently abroad students		returned students	
Female	2,562	64.1%	1,190	65.4%	313	64.1%	1,059	62.7%
Male	1,357	34.0%	589	32.4%	167	34.2%	601	35.6%
No answer	78	2.0%	41	2.3%	8	1.6%	29	1.7%
<b>Total</b>	<b>3,997</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,689</b>	<b>100.0%</b>

Table 3: Ten most common nationalities of the participants

Nationalities of the participants (ten most common)								
	all students		local students		currently abroad students		returned students	
Italy	1,411	35%	838	46%	135	28%	438	26%
Spain	590	15%	249	14%	28	6%	313	19%
Portugal	434	11%	287	16%	32	7%	115	7%
Slovakia	168	4%	20	1%	12	2%	136	8%
Latvia	135	3%	102	6%	3	1%	30	2%
Russian Federation	101	3%	77	4%	4	1%	20	1%
Ukraine	72	2%	13	1%	6	1%	53	3%
Germany	64	2%	1	0%	29	6%	34	2%
Armenia	51	1%	31	2%	3	1%	17	1%
Albania	47	1%	22	1%	10	2%	15	1%
...	...	...	...	...	...	...	...	...
<b>Total</b>	<b>3,997</b>	<b>100%</b>	<b>1,820</b>	<b>100%</b>	<b>488</b>	<b>100%</b>	<b>1,689</b>	<b>100%</b>

Table 4: Length of study abroad period

Length of study abroad period (so far)								
	all students		local students		currently abroad students		returned students	
1-3 months	547	25.1%			271	55.5%	276	16.3%
4-6 months	787	36.2%			52	10.7%	735	43.5%
7-12 months	560	25.7%			70	14.3%	490	29.0%
13-24 months	204	9.4%			53	10.9%	151	8.9%
more than two years	77	3.5%			42	8.6%	35	2.1%
No answer	2	0.1%			0	0.0%	2	0.1%
<b>Total</b>	<b>2,177</b>	<b>100.0%</b>			<b>488</b>	<b>100.0%</b>	<b>1,689</b>	<b>100.0%</b>

Table 5: Field of study

Field of study (at time of study abroad)								
	all students		local students		currently abroad students		returned students	
Agriculture	71	1.8%	29	1.6%	5	1.0%	37	2.2%
Business administration	549	13.7%	227	12.5%	109	22.3%	213	12.6%
Computer and information sciences	191	4.8%	78	4.3%	22	4.5%	91	5.4%
Education	128	3.2%	50	2.7%	12	2.5%	66	3.9%
Engineering, manufacture and construction	347	8.7%	133	7.3%	53	10.9%	161	9.5%
Fine arts and music	98	2.5%	70	3.8%	6	1.2%	22	1.3%
Health and welfare	228	5.7%	93	5.1%	14	2.9%	121	7.2%
Humanities	360	9.0%	198	10.9%	37	7.6%	125	7.4%
Languages	480	12.0%	193	10.6%	46	9.4%	241	14.3%
Law	226	5.7%	126	6.9%	32	6.6%	68	4.0%
Mathematics and statistics	89	2.2%	58	3.2%	9	1.8%	22	1.3%
Natural sciences	259	6.5%	85	4.7%	30	6.1%	144	8.5%
Social sciences and history	362	9.1%	148	8.1%	52	10.7%	162	9.6%
Veterinary medicine	21	0.5%	14	0.8%	0	0.0%	7	0.4%
Other	492	12.3%	224	12.3%	61	12.5%	207	12.3%
No answer	96	2.4%	94	5.2%	0	0.0%	2	0.1%
<b>Total</b>	<b>3,997</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,689</b>	<b>100.0%</b>



## IV TERMINOLOGY

**Currently abroad students:** one of the three target groups<sup>8</sup>; students who were studying abroad at the time of the survey

**Erasmus+ study programme:** explicitly defined as “any form of study abroad organized by Erasmus+, such as Erasmus+ credit mobility exchanges, Erasmus Mundus programmes etc.” in the questionnaire

**Interaction:** explicitly defined as “meaningful interaction / relationship / friendship”

**Interactors (vs. non-interactors):** Students who had interacted with members of the opposite group at least once (vs. students who had never interacted with members of the opposite group)

**International students<sup>9</sup>:** visiting foreign students from the perspective of the local students

**Local students :** one of the three target groups; students that had never before studied abroad

**Mobile students:** currently abroad and returned students

**Opposite group:** from the perspective of the mobile students the local students; from the perspective of the local students the mobile students

**Private settings:** explicitly defined as “private settings (e.g., dinners, homes)” in the questionnaire

**Reference period:** most questions referred to a fixed time period. For the local students this was the time between their first contact with international students and the time of the survey. For the returned students this was their most recent study abroad period. For the currently abroad students this was the time they had been studying during their stay abroad.

**Returned students:** one of the three target groups; students or former students who had studied abroad in the past

**Students:** in this context, the participants of the survey regardless of whether they were currently studying

**Study abroad:** explicitly defined as: “stays abroad where your main purpose is situated at the university (e.g., attending classes or conducting research, as opposed to working for a company).”; if students were taking part in a study programme that involved stays in several countries (e.g., Erasmus Mundus), they were asked to answer with regard to their most recent stay. Stays abroad also had to be at least one month to count.

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8) See chapter “Methodology” for the selection process used in the screening section of the questionnaire

9) At times, the mobile students were asked to make statements with regard to the “local students” at their host universities. The local students from the perspective of the mobile students are not necessarily the same as what the report refers to as the target group of “local students”, because “local students” from the perspective of the mobile students are – in a broader sense – students who normally studied at their host universities and these may have studied abroad.



## V RESULTS

### 1 Interactions between local and mobile students

The following section analyses the interactions of the students with members of the opposite group: Mobile (i.e., currently abroad and returned) students were asked about their interactions with the local students at their host universities during their study abroad period<sup>10</sup>, whereas local students were asked about their interactions with visiting mobile students at their home universities. Areas of interest were: the number of people the students had interacted<sup>11</sup> with, the frequency of these interactions and the settings in which they had occurred. The analyses mostly rely on frequency distributions of the answers.

#### 1.1 How much do local and mobile students interact overall?

Figure 1 shows how many members of the opposite group the students had interacted with.<sup>12</sup> The great majority of both mobile student groups (89% in both cases) reported they had had at least one meaningful interaction with a local student during their stay abroad. In comparison, 66% of the local students had had at least one (meaningful) interaction with an international student during their studies. The distribution of answers shows that the mobile students tended to interact with more people than the local students did. The proportion of mobile students that reported having had meaningful interactions with a great amount of people (i.e., 10-19 and above 20) is higher than the proportion of local students that reported having meaningful interactions with a similar amount of people. This finding is supported by Figure 2 which shows the average numbers of interactions for the different student groups.<sup>13</sup> For both mobile student groups the median was 5, and for the local students the median was 1. Figure 1 shows the distribution of answers on the whole continuum. Generally speaking, the mobile students had interacted with more local students than the other way around.<sup>14</sup>

**Please estimate how many local (international) students you have had a meaningful interaction/relationship/friendship with (during your study abroad period).**

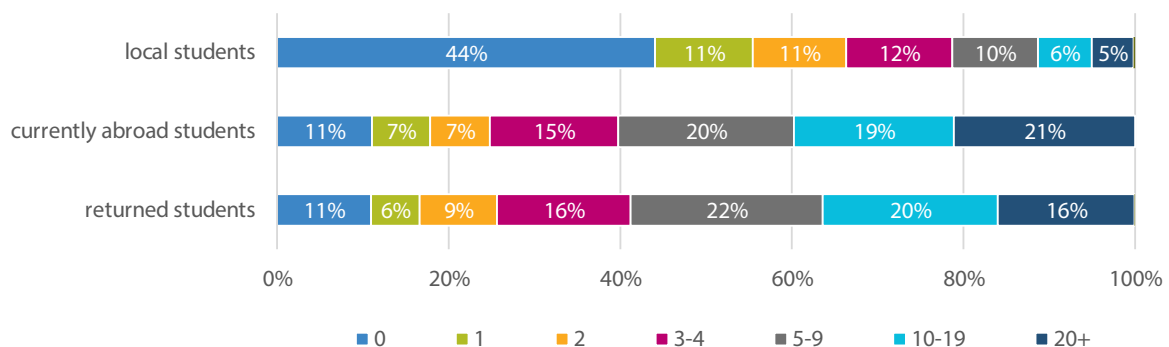


Figure 1: Number of students interacted with (categories)

All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

- 10) In the case of the returned students, this was their “most recent completed study abroad period”. See the “Terminology” for a definition of the reference period.
- 11) Whenever the phrase “interaction” is used in this report, it always refers to “meaningful interactions”, a term which was explicitly defined in the questionnaire as “meaningful interaction / relationship / friendship”.
- 12) This is not the total number of interactions the students had had but rather the total number of people the students had (meaningfully) interacted with.
- 13) In order to limit the influence of extreme outliers, answers to this question were trimmed to a maximum value of 100. This concerns Figure 1 to 6.
- 14) This result should be expected, because – aside from other possible factors such as representativity – the number of local students the mobile students are exposed to is much higher than the other way around.

Breaking down the local students into a group of students that had had at least one meaningful interaction (“interactors”: 56%) and a group of those without any interactions (“non-interactors”: 44%) and further associating these groups with other characteristics reveals a differentiated picture. For example, significant differences were found when comparing fields of study. Fields of study of non-interactors were more often “Computer and Information Sciences” and “Mathematics and Statistics”. Local students studying “Languages”, on the other hand, tended to be interactors. This suggests a possible relationship between these fields of study and a student’s likelihood to interact with international students.

Local students who had travelled abroad for non-academic reasons a lot (“more than 20 times”) were significantly more often interactors than non-interactors. On the other hand, local students who had never travelled abroad were significantly<sup>15</sup> more often non-interactors than interactors. This suggests a possible relationship between the extent of past travel abroad and a student’s likelihood to interact with international students. However, the observed differences are only significant for the above mentioned groups (i.e., for students who had never travelled abroad and students who had travelled abroad more than 20 times). Furthermore, there was no significant correlation found between the number of travels abroad and the number of interactions.

The aforementioned significant<sup>16</sup> differences were found using Chi-squared tests. For the time being, conclusions based on these findings should be drawn with care, as the collected data is not representative of the populations and there are potential alternative explanations for the effects than the ones suggested. For example, differences in the particular environment of the respective home universities may account for some of the observed differences. Future research is needed to investigate this in more depth.

**Please estimate how many local (international) students you have had a meaningful interaction/relationship/friendship with (during your study abroad period).**

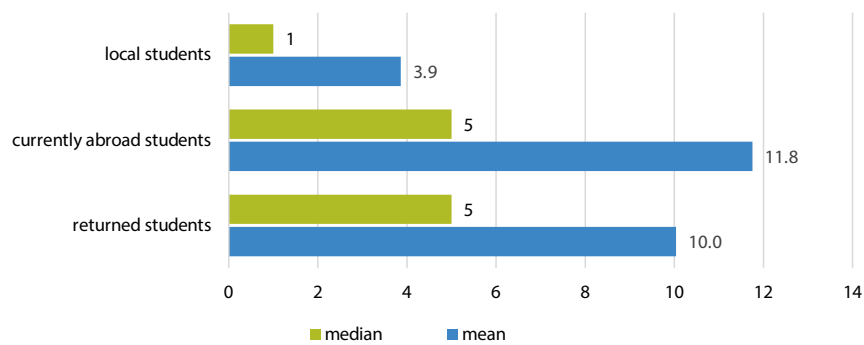


Figure 2: Number of students interacted with (averages)  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

15) On an alpha = 0.05 level

16) On an alpha = 0.05 level

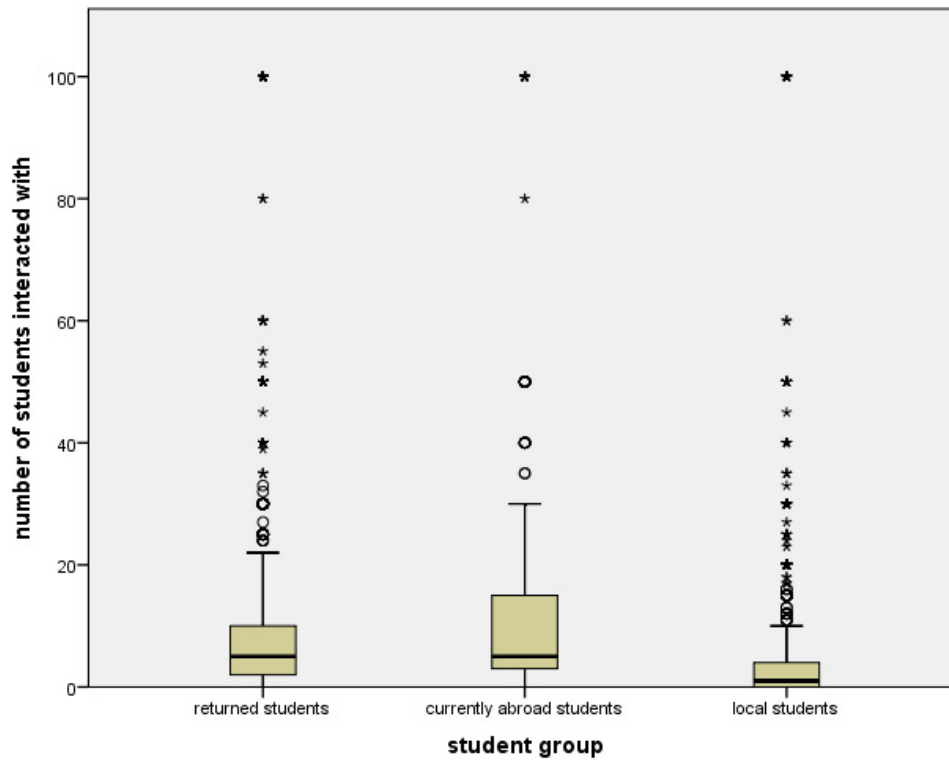


Figure 3: Number of students interacted with (box plot)  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)  
 Legend: Circles and asterisks represent outliers and extreme outliers.<sup>17</sup>

## 1.2 How much do local and mobile students interact in private settings?

Figure 4 shows how many members of the “opposite group” students had interacted with in private settings (e.g., homes, dinners). As one might expect, mobile students were more in contact than local students: seventy-eight percent (78%) of the returned students and 73% of the currently abroad students compared to only 39% of the local students reported having had meaningful interaction with at least one member of the opposite student group.

**Please estimate how many local (international) students you interacted with in private settings (e.g., homes, dinners).**

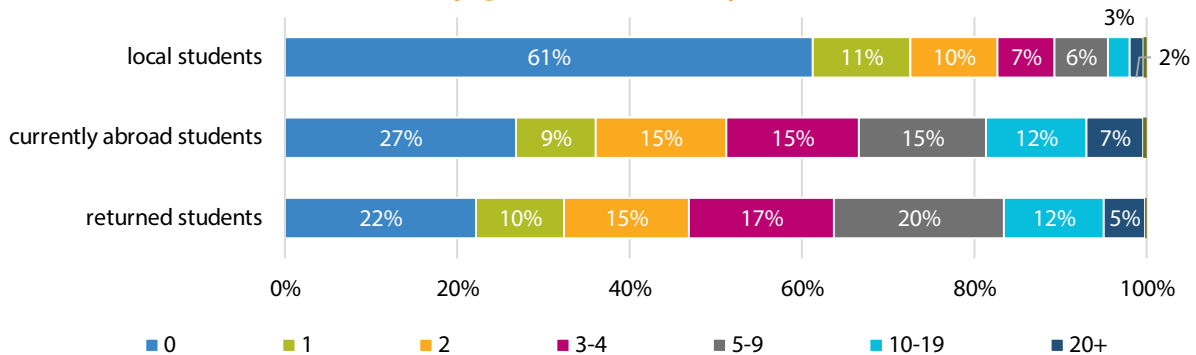


Figure 4: Number of students interacted with in private settings (categories)  
 All students: local students (n= 1,813); currently abroad students (n=486); returned students (n= 1,686)

17) An outlier is defined as a value greater than the 3. quartile (Q3) plus 1 step where a step is 1.5 x Interquartile Range (Q3-Q1). An extreme outlier is defined as a value greater than Q3 plus 2 steps.

Furthermore, as Figure 5 indicates, the average number of local students that mobile students had interacted with is higher than the number of mobile students that local students interacted with.<sup>18</sup> The median for the current students was 2 while the median for the returned students was 3. In other words, more than half of the returned students had had interactions with three local students in private settings. In the case of currently abroad students, more than half had had interactions in private setting with two local students. For local students, however, the analysis shows that more than half (to be more precise, exactly 61%) had not had interacted with international students at all in private settings.

**Please estimate how many local (international) students you interacted with in private settings (e.g., homes, dinners).**

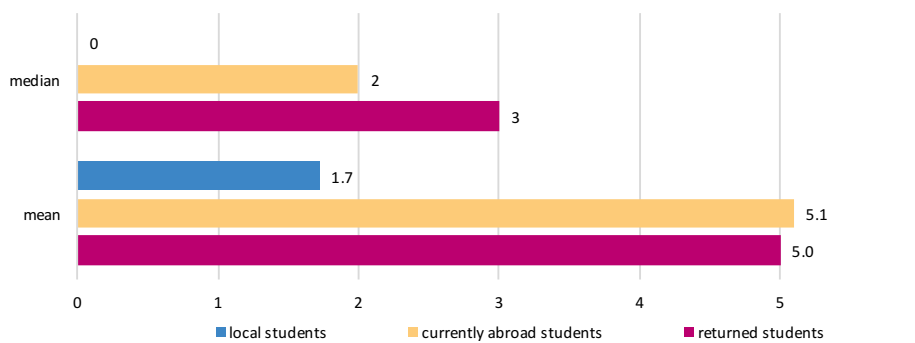


Figure 5: Number of students interacted with in private settings (averages)  
 All students: local students (n= 1,813); currently abroad students (n=486); returned students (n= 1,686)

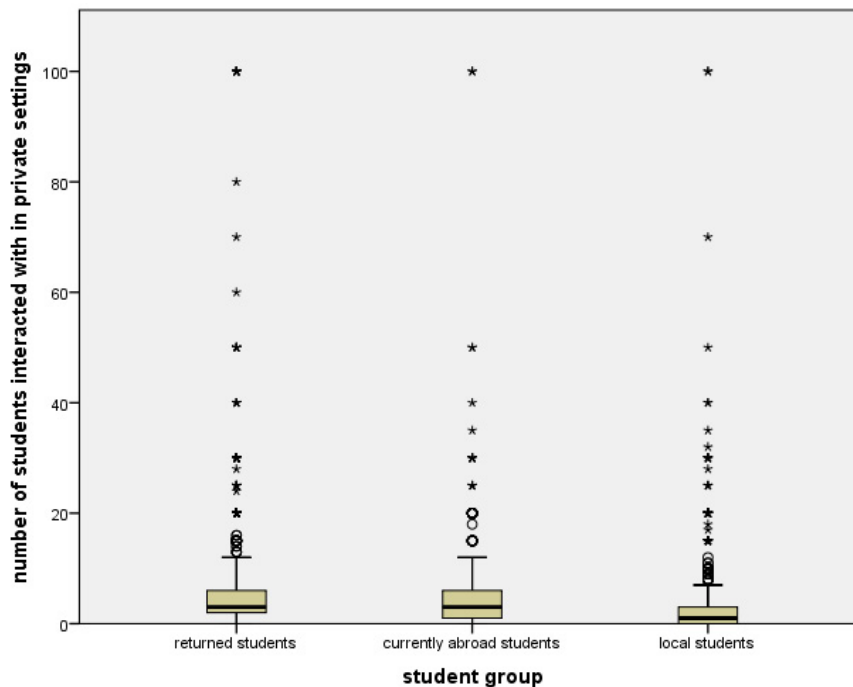


Figure 6: Number of students interacted with in private settings (box plot)  
 All students: local students (n= 1,813); currently abroad students (n=486); returned students (n= 1,686)  
 Legend: Circles and asterisks represent outliers and extreme outliers.<sup>19</sup>

18) In order to limit the influence of extreme outliers, answers to this question were trimmed to a maximum value of 100. This concerns Figure 1 to Figure 6.

19) An outlier is defined as a value greater than the 3. quartile (Q3) plus 1 step where a step is 1.5 x Interquartile Range (Q3-Q1). An extreme outlier is defined as a value greater than Q3 plus 2 steps.

### 1.3 Where do these interactions usually take place?

The participants were subsequently asked how often they usually interacted<sup>20</sup> with students of the opposite group in different settings. Figure 7 shows the settings in which interactions took place and sorts these by the number of local students who interacted there. Generally speaking, in all of the settings, more mobile students reported interacting with local students than the other way around. Comparing only the settings within each of the groups, it can be observed that local students reported most commonly<sup>21</sup> interacting with international students in shared lectures (43%) or in private settings (43%). On the other end, the numbers of local students that interacted with international students in shared living arrangements (21%) and during events and activities organised by the international office (23%) were comparably small. Comparing the different settings in which the mobile students interacted, the picture is very much the same as for the local students: the percentage of mobile students who reported interacting with local students in private settings was the highest (currently abroad: 80%; returned: 84%) followed by shared lectures (currently abroad: 78%; returned: 76%). The percentage of mobile students who indicated they (meaningfully) interacted with local students in shared living arrangements was comparably small (currently abroad: 57%; returned: 63%).

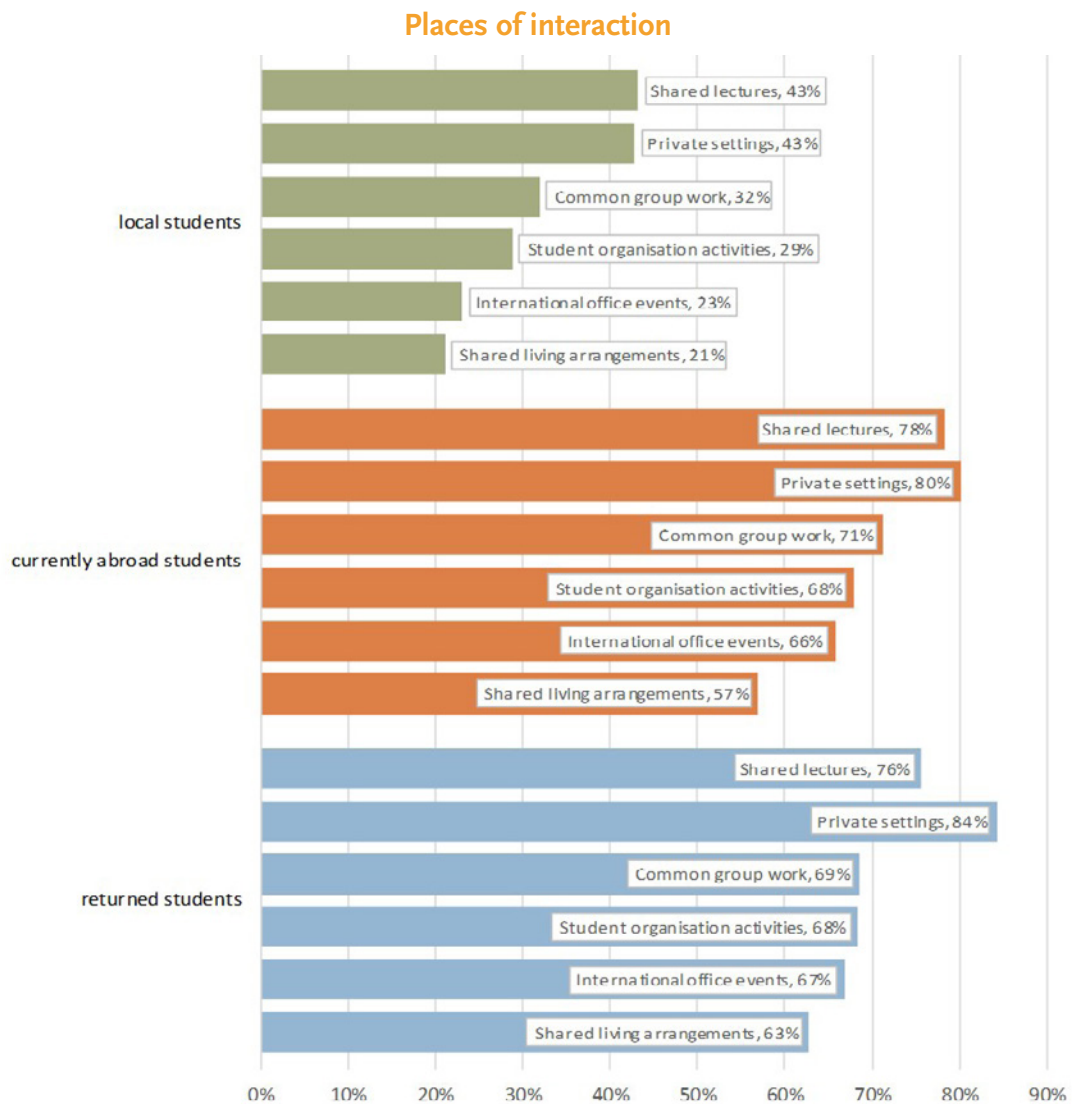


Figure 7: Places of interaction  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

20) Again, here and in the following, reported interactions are always “meaningful interactions“. In contrast to the section before, the following examines the number of interactions, not the number of people the students interacted with.

21) “commonly” as opposed to “frequently”, i.e. in this setting there were the most interactors

## 1.4 How often of local and mobile students interact with each other in different settings?

The subsequent charts (Figure 8 to Figure 11) show the proportion of students that “usually”<sup>22</sup> interact with the opposite student group as well as how “frequently” these interactions took place. Figure 8 examines the frequency of interactions between local and international students in shared/joint lectures, i.e., in classes or lectures they attended at the same time. More than half (57%) of the participating local student answered they never<sup>23</sup> interacted with international students in shared/joint lectures or, looking at it from the other side, less than half (43%, also to be seen in Figure 7) stated they did usually, (however often), interact there. The same 43% of the local students that stated they did interact in this setting indicated doing so frequently compared to the other settings: twenty-nine percent (29%) of all participating local students reported they had interacted with international students at least once a week in this setting.

In contrast to the local students, the great majority of mobile students stated they usually interacted with local students in shared/joint lectures (currently abroad: 78%; returned: 76%). The mobile students also reported interacting with members of the opposite group frequently: Sixty-four percent (64%) of the currently abroad students and 62% of the returned students reported interacting with local students at least once a week in shared/joint lectures. Across all three student groups, shared/joint lectures was the setting in which interactions took place most frequently (i.e., in this context: the setting where most students usually interacted at least once a week).

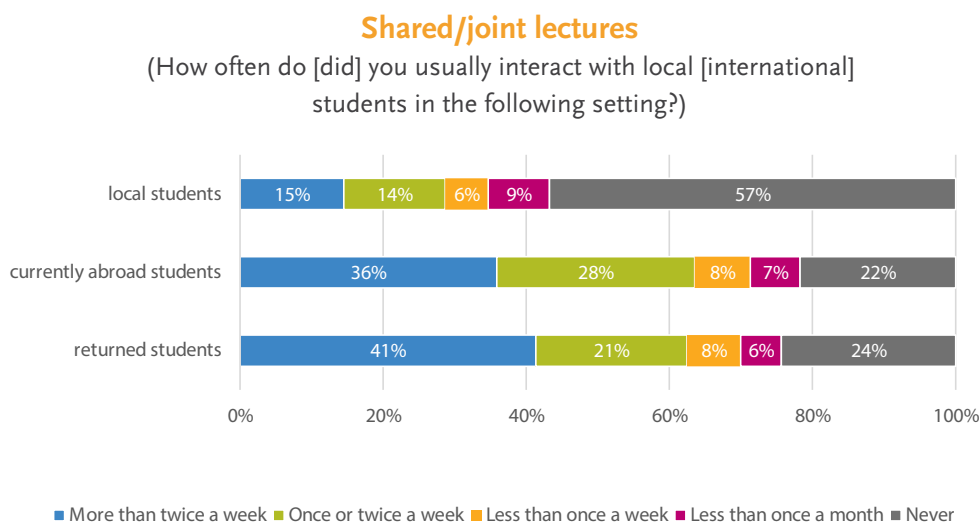


Figure 8: Frequency of interactions in shared lectures  
All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

22) This refers to all students who did not indicate that they “never” interacted with the opposite students group.

23) “Never” takes students into account that did not interact with students of the opposite group at all (not only in the relevant setting).

Thirty-two percent (32%) of the local students stated they usually interacted with international students during common group work (Figure 9). Only 13% of the local students interacted with international students at least once a week in common group work. Again, in comparison, more mobile students usually interacted in this setting than local students: seventy-one percent (71%) of the currently abroad students and 69% of the returned students reported usually interacting with local students during common group work. When the mobile students interacted, they also did so relatively frequently. Forty-three percent (43%) of the currently abroad student group and 42% of the returned student group reported interacting with local students during common group work at least once a week.

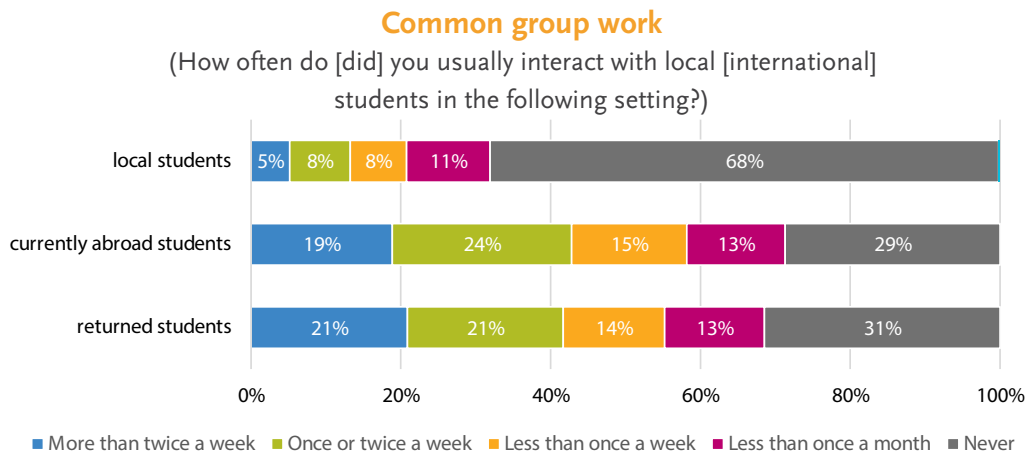


Figure 9: Frequency of interactions in common group work  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

Figure 10 shows that a lot more mobile students interacted during activities or events organised by the international office compared to local students. Only 23% of the local students reported usually interacting with international students in this setting. Those local students that did interact did so rather rarely. Of all local students, only 7% stated they interacted weekly with international students during events organised by the international office. However, these small percentages are not surprising. It is likely that students do not get as many opportunities to meet each other in this setting because these events might not take place very often. While mobile students also rather rarely interacted with local students in this setting compared to other settings (only 19% of the currently abroad students and 24% of the returned students stated they interacted with local students in the international office at least once a week), still a substantial number of mobile students did usually interact here: sixty-six percent (66%) of the currently abroad students and 67% of the returned students reported this.

### International Office (e.g., events, workshops, classes, mentor programmes organized by the international offices)

(How often do [did] you usually interact with local [international] students in the following setting?)

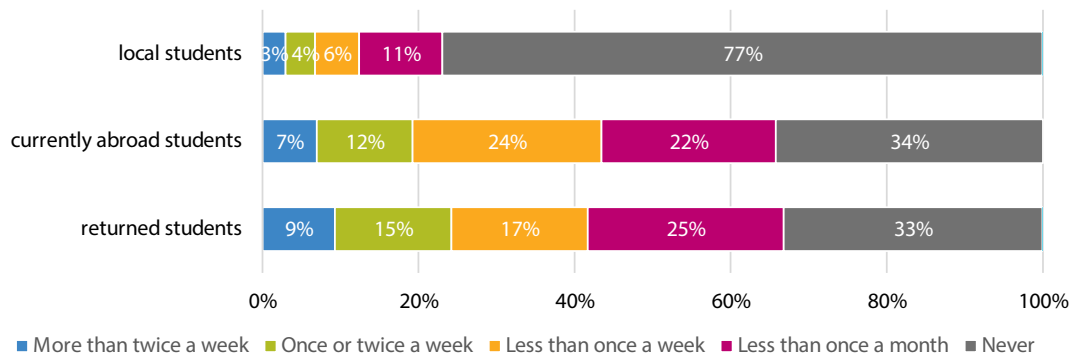


Figure 10: Frequency of interactions in the international office  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

Similar to what was observed regarding events organised by the international office, compared to other settings, mobile and local students did not interact as often during student organisation activities (Figure 11). Only 29% of the local students indicated they usually interacted with international students in this setting. Furthermore, of all local students, only 8% reported interacting with students of the opposite group during student organisation activities at least once a week. However, similar to what was said about the international office, it is not known how often student organisation activities take place and how often the students actually get a chance to meet students of the opposite group in these settings. Therefore, in this light, the above reported figures might not be too small.

In contrast to the local students, the percentage of mobile students who reported usually interacting with local students during student organisation activities was, again, much higher (68% for both mobile student groups). Twenty-three percent (23%) of the currently abroad and 28% of the returned students stated they interacted with local students during student organisation activities at least once a week.

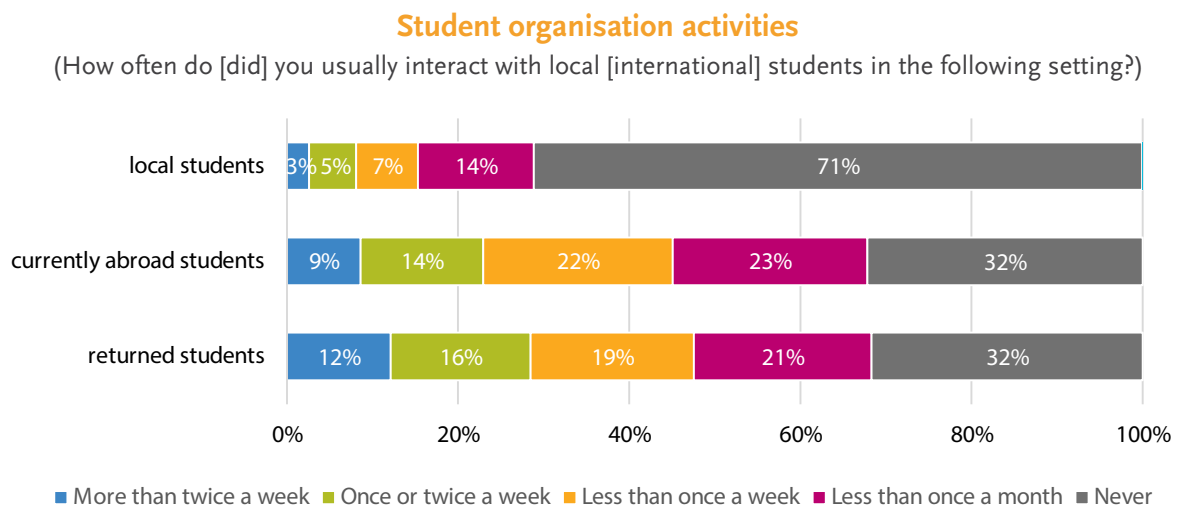


Figure 11: Frequency of interactions during student organisation activities  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

Figure 12 examines how often the students interacted with each other in shared living arrangements. Across all examined settings and all three student groups, this was the setting in which the students least commonly interacted with each other: of the local students, only 21% stated they usually interacted with international students in shared living arrangements, whereas the same was true for 57% of the currently abroad students and 63% of the returned students. On the other hand, while the number of interactors was lower in this setting compared to others, the frequency in which these interactions took place was not: thirty-three percent (33%) of the currently abroad students and 39% of the returned students claimed they interacted with international students very frequently (i.e., more than twice a week) in shared living arrangements (the same was reported by 8% of the local students, also a rather large percentage compared to other settings). In general, compared to the other settings, the number of mobile students interacting in shared living arrangements was low, the frequency, however with which these interactions took place, was high.



### Shared living arrangements

(How often do [did] you usually interact with local [international] students in the following setting?)

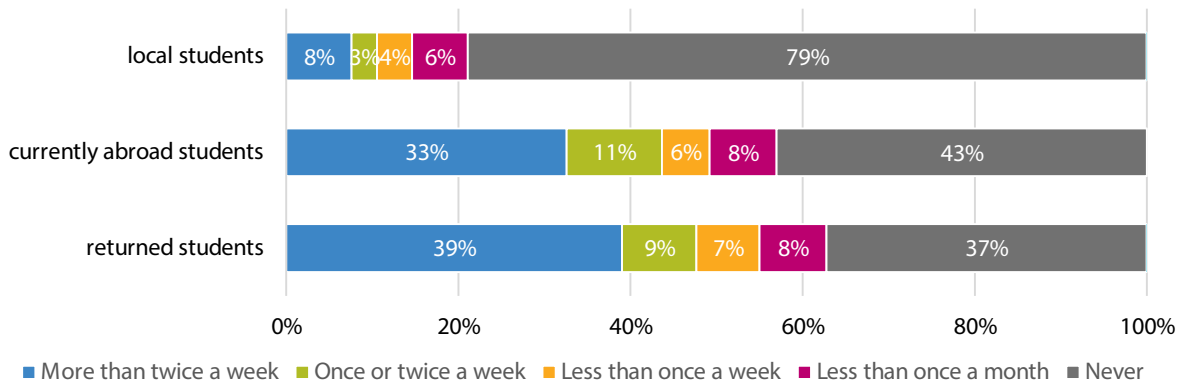


Figure 12: Frequency of interactions in shared living arrangements  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

Figure 13 depicts the frequency of interactions in private (non-academic) settings (e.g., parties, social clubs, sports). Forty-three percent (43%) of the local students claimed they usually interacted with international students in this setting. Compared to other settings, the number of local students interacting in private settings was the highest (along with shared/joint lectures). The percentage of local students that interacted frequently in this setting was also relatively high: Seventeen percent (17%) of all local students reported interacting with international students at least once a week. Similarly, the percentage of mobile students who interacted in this setting was the highest compared to other settings (currently abroad: 80%; returned: 84%). Moreover, mobile students also interacted frequently in this setting: forty-six percent (46%) of the currently abroad students and 56% of the returned students answered they interacted with local students in private settings at least once a week.

### Private (non-academic) settings (e.g., parties, social clubs, sports)

(How often do [did] you usually interact with local [international] students in the following setting?)

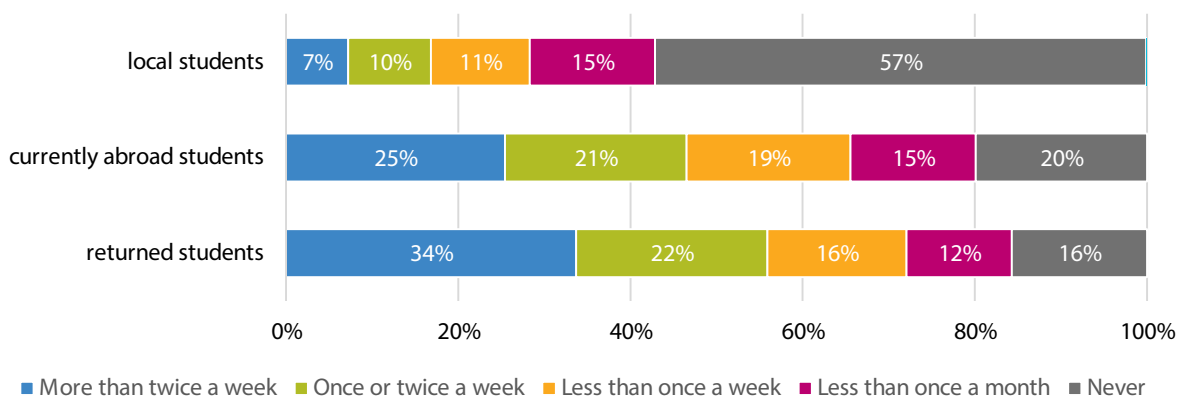


Figure 13: Frequency of interactions in private settings  
 All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688)

In summary of the above results, it can be stated that:

- More mobile students usually interact with local students and also do so more frequently than the other way around.
- Most local students reported that they usually interacted with international students in private settings or during shared/joint lectures compared to other settings. The interactions most frequently took place in shared/joint lectures. They least frequently took place during events and activities organised by the international office and by student organisations. Comparing all settings, the number of local students that usually interacted with international students in shared living arrangements and during events organised by the international office was the lowest.
- Most mobile students reported that they usually interacted with local students in private settings. However, a large percentage also interacted with local students during shared/joint lectures and if they did so, they did this relatively frequently. Compared to the other settings, mobile students least frequently interacted with international students during events and activities organised by the international office and by student organisations. Moreover, the number of local students that usually interacted with international students in shared living arrangements was the lowest. However, mobile students who shared living arrangements with the local students generally came into contact with these frequently.
- In general, shared/joint lectures and private settings were the places where interactions took place the most often, whereas they least often took place during events and activities organised by the international office and by student organisations.

### 1.5 How often do local and mobile students interact with each other in academic vs. non-academic settings?

Furthermore, it was of interest to see whether the students generally interacted more often in academic or in non-academic settings. In order to do this, the reported settings were combined to two groups:

1. **“Academic settings”** comprised shared/joint lectures, common group work, international office
2. **“Non-academic settings”** comprised student organisation activities, shared living arrangements, private settings

Figure 14 depicts the highest frequencies that participants indicated across the different settings within the respective groups (e.g., if a student interacted with other students twice a week in the international office but not at all in the other academic settings, “twice a week” was the considered value for academic settings).<sup>24</sup> The ratio of non-interactors and interactors is roughly the same in academic and non-academic settings and across the three student groups. In other words, the number of students who had contact in academic settings is about the same as the number of students who had contact in non-academic settings (for students of all groups). However, the frequency of these interactions was (slightly) higher in academic than in non-academic settings: of the currently abroad students, at least<sup>25</sup> 72% had weekly contact with local students (returned students: at least 71%) while only at least 62% (69%) had weekly contact in non-academic settings. The relative difference is even higher among the local students: While at least 32% of the local students interacted with international students at least once a week in academic settings, only at least 23% did this in non-academic settings.

It was of further interest to determine if the students who interacted in academic settings were the same as the ones interacting in non-academic settings. All in all, this was found to be true: seventy-seven percent (77%) of the local

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24) This method of aggregating the answers was chosen because it was not possible to add up the frequencies on the offered ordinal scale. For instance, if a student reported interacting less than once a month in setting A and less than once a month in setting B, the number of interactions in both settings would still be unknown. The highest frequency is the only value that can be derived with certainty. This implies that the frequencies depicted in Figure 14 and Figure 15 are minimum values, the true frequencies might be higher.

25) The frequencies depicted in Figure 14 and Figure 15 are minimum values, the true frequency (except for “never”) might be higher. Hence, the wording “at least”.

students who interacted with international students did this in academic as well as in non-academic settings. Of the remaining share of local students who interacted with international students (23%), one half interacted only in academic while the other half interacted only in non-academic settings. In other words, the number of local students who interacted only in academic settings was not higher than the number of local students who interacted only in private settings, contrary to what one might expect. Compared to the local students, even more mobile students<sup>26</sup> interacted in both settings: 94% of the mobile students who interacted with local students did this in academic as well as in non-academic settings. The remaining share of interacting mobile students (i.e., the mobile students that interacted only in academic or in non-academic settings) was lower: four percent (4%) of the mobile students interacted only in non-academic settings while as little as 2% interacted only in academic settings. Once again, the number of students who interacted exclusively in academic settings was not higher than the number of local students who interacted only in private settings. Instead, quite the opposite is true: more mobile students interacted exclusively in non-academic compared to the number of mobile students that only in academic settings, contrary to what one might expect.

Furthermore, correlations between the frequencies of interactions in academic and non-academic settings were analysed. For both mobile and local students the relationship between the frequencies of interactions in academic and non-academic settings proved to be highly significant<sup>27</sup>. This relationship was especially strong in the case of the local students (local students: Spearman's  $\rho=0.697$ ; mobile students: Spearman's  $\rho=0.484$ ). This suggests that the more frequently students (especially the local students) interact in academic settings, the more frequently they interact in non-academic settings and vice-versa.

To summarise the above results, the following can be stated: while the number of interactors was approximately the same in academic settings and in non-academic settings, the students (especially the mobile students) who interacted in academic settings were mostly also the ones who interacted in non-academic settings. The number of students who interacted only in academic settings did not prove to be higher than the number of students who interacted only in private settings (for both local and mobile students), rather slightly lower. Interactions took place slightly more frequently in academic settings than in non-academic settings. Finally, there was a strong correlation between the frequency of interactions in both settings (especially in the case of the local students).

### Frequency of interactions between local and mobile students in non-academic settings (highest frequencies)

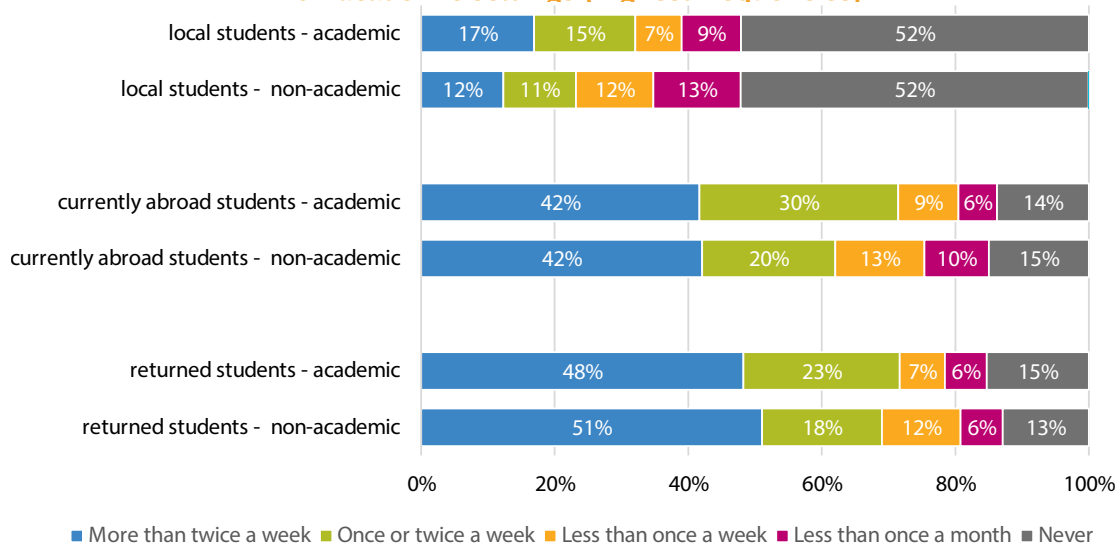


Figure 14: Frequency of interactions in academic and non-academic settings (highest frequencies)

All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688); distribution of answers using the highest frequency out of academic settings (shared lectures, common group work, international office) and non-academic settings (student organisation activities, shared living arrangements, private settings)

26) The numbers for the mobile students take both the currently abroad as well as the returned students into account.

27) On an alpha = 0.001 level.

## 1.6 How often do local and mobile students interact with each other overall?

Taking into account both academic and non-academic settings, Figure 15 provides an approximation of how often the students usually interacted with each other in general. Again, only the highest frequency (this time out of all settings) was considered. Fifty-four percent (54%) of the participating local students usually interacted with international students in one of the above settings and still a substantial number (of at least 40%) did this at least once a week. Looking, in turn, at the mobile students, the great majority of these (89%) usually interacted with local students in one of the given settings while at least 80% of the currently abroad and at least 83% of the returned students interacted with local students at least once a week.

### Frequency of interactions between local and mobile students in all settings (highest frequencies)

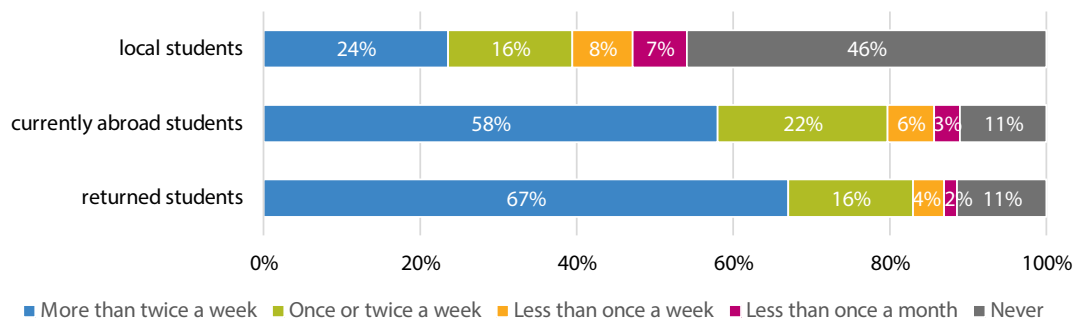


Figure 15: Frequency of meaningful interactions in all settings (highest frequencies)

All students: local students (n=1,820); currently abroad students (n=487); returned students (n=1,688); Distribution of answers using the highest frequency out of all settings (i.e., shared lectures, group work etc.)

These findings confirm what was already stated above with regard to the different settings: Mobile students interacted with local students much more commonly and frequently. Nevertheless, still a substantial percentage of local students (56%) usually interacted with international students (however rarely). Those local students that did interact, also did this relatively often.

## 1.7 Who usually initiates the interaction?

Figure 16 examines who usually initiated the interactions between local and international students. The answers are sorted from most important to least important initiators (from the perspective of the local students). Over two-thirds of the responding local, currently abroad and returned students answered they initiated these interactions themselves (at least to some degree, as this question was a multiple-choice question). According to both mobile student groups, local students and other international students were also frequent initiators of meaningful interactions: around every second student in these groups stated this. From the perspective of the local students, other local students rather tended to be initiators than international students. Compared to the mobile students, few local students reported the international office or a local student organisation had initiated their interactions with international students. To put it differently, while student organisations and international offices do appear as initiators, they do not seem to reach as many local students as mobile students. This is in accordance to what was stated before: Activities and events organized by student organisations and international offices are settings in which local and international students indeed meet, but mobile students attend these more often. All response options were chosen more often by the mobile students than by the local students. This suggests<sup>28</sup> that mobile students find themselves in an environment that is more geared towards bringing local and international students together (i.e., in an environment with more initiators). These results indicate that student organisations (and to a lesser extent international offices) have the potential to bring local and international students together by investing in social events that appeal to both local and international students and activities that primarily focus on connecting these two groups. Further, both student groups (i.e., locals and internationals) should be actively invited to these activities.

<sup>28</sup>) It is also conceivable that local students found the response options to be insufficient. However, there was also an “other”-response option to this question (not shown in the chart) which was used by the local students as often as by mobile students (4%).

### Who initiates these interactions?

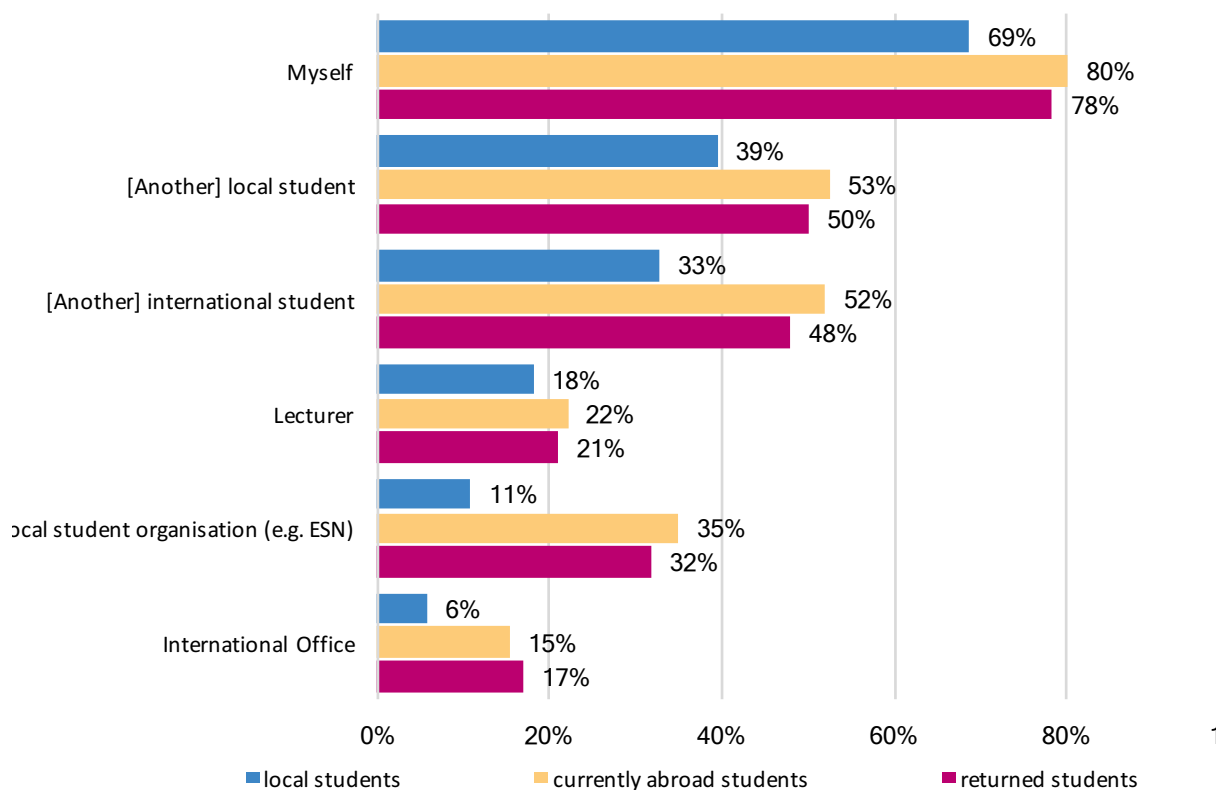


Figure 16: Initiators of interactions between local and international students  
 Students that had at least one meaningful interaction: local students (n=1,018); currently abroad students (n=434); returned students (n=1,504);  
 multiple choice (no limitation on number of choices)

## 2 Relationships between local and mobile students

Having analysed the number, frequency and places of interactions, the subsequent section of the report focuses on the nature of the relationships between local and international students. The following questions were of particular interest: Had the students kept contact after the study abroad? Had they met each other's family? Did they engage in romantic relationships? If so, how long did these relationships last? The analyses mostly rely on frequency distributions of the answers.

### 2.1 What kind of friendships develop between local and mobile students?

Students who indicated that they had had at least one meaningful contact in private settings (see section 1) were further asked to answer a series of questions with regard to their closest friend among the opposite student group. Figure 17 shows how often the students had met their closest friend after the end of their/their closest friends' study abroad period. The answers of the local students are largely in accordance with the answers of the returned students. When asked about the frequency of contact with their closest friend after finishing their respective stay, the great majority of both the returned (95%) and local students (93%) reported that they have been in contact with their closest friend at least once. In more detail, about a third of both groups reported having been in contact "often" (returned students: 34%; local students: 30%), while 38% of the returned students and 41% of the local students reported having been in contact "sometimes". Less than a quarter of both groups reported having been in contact "rarely".

#### How often have you been in contact with this person via e-mail, telephone, Skype etc. since you (he/she) finished your (his/her) stay? (closest friend)

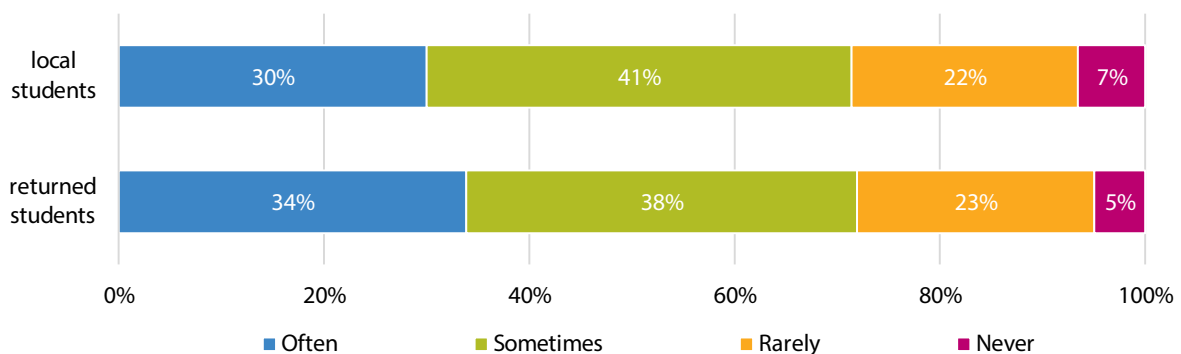


Figure 17: Frequency of contact after the study abroad  
Students that had interactions in private settings; local students whose closest friend had ended his/her stay: local students (n= 290); returned students (n= 1,314)

After the mobile students had returned from their stay, (or: after the closest friend of the local students had finished his or her stay), 38% of the returned students and 27% of the local students had visited their closest friend (Figure 18). All in all, the returned students reported having paid more visits to their closest friends of the opposite student group than the local students did after their stay abroad.<sup>29</sup>

**How many times did you visit this person since you finished your stay (local: since he/she finished his/her stay)? (closest friend)**

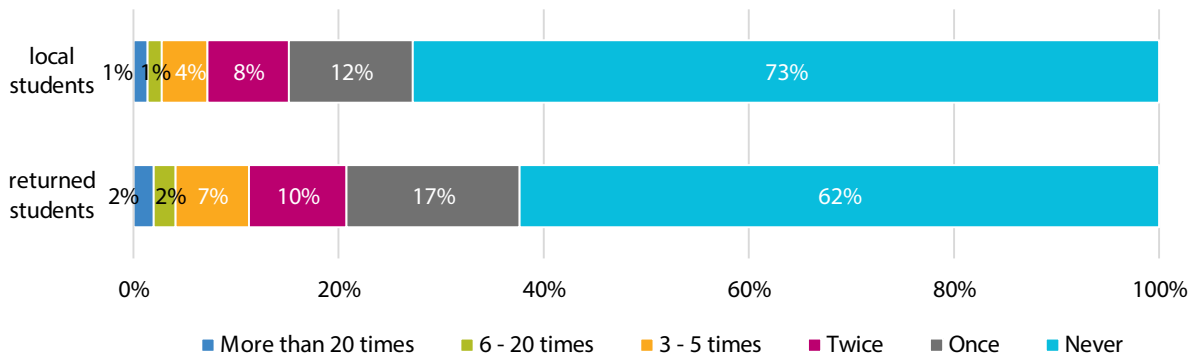


Figure 18: Number of visits to the closest friend  
 Students that had interactions in private settings; local students whose closest friend had ended his/her stay: local students (n= 290); returned students (n= 1,314)

Figure 19 shows whether the students had met the family of their closest friends. Among the three student groups this was most often answered in the affirmative by the returned students (39%), while about a quarter of local and currently abroad students affirmed that question. A possible explanation for these differences lies in the fact that currently abroad students might still get the chance to meet the family members of their closest friend at the time of their study abroad period with limited travelling. For the local students, however, meeting their closest friend’s family members possibly involved travelling and therefore some effort.

**Did you meet this person’s family members? (closest friend)**

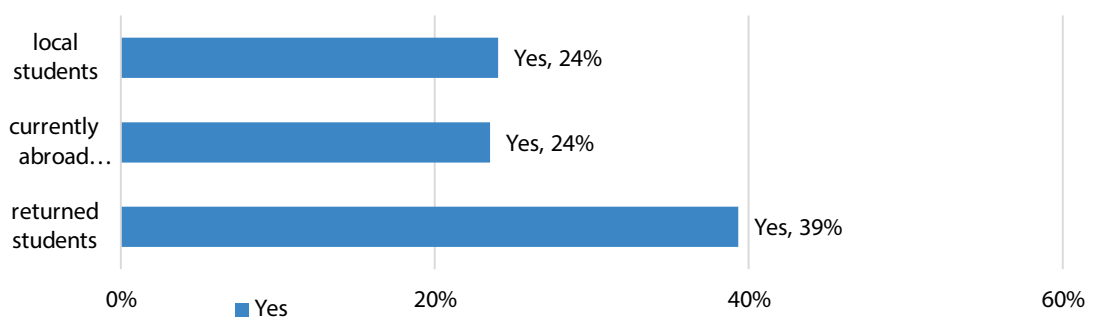


Figure 19: Meeting the family of the closest friend  
 Students that had interactions in private settings: local students (n= 703); currently abroad students (n=357); returned students (n= 1,314)

29) It was not explicitly asked if these visits had taken place abroad.

To get a clearer picture about the kind of involvement in the family, the students that had met their closest friends' family members were further asked how often they had attended "family events" of their closest friend. Figure 20 shows that this question was answered similarly by all three groups: Of the students that had met their closest friends' family members, 80% of each group also reported having attended family events. In more detail, more than half of the currently abroad and returned students attended their closest friends' family events at least twice (local students: 42%), while the biggest share of local students (38%) attended their closest friends' family events once.

### How often did you attend this persons family events? (closest friend)

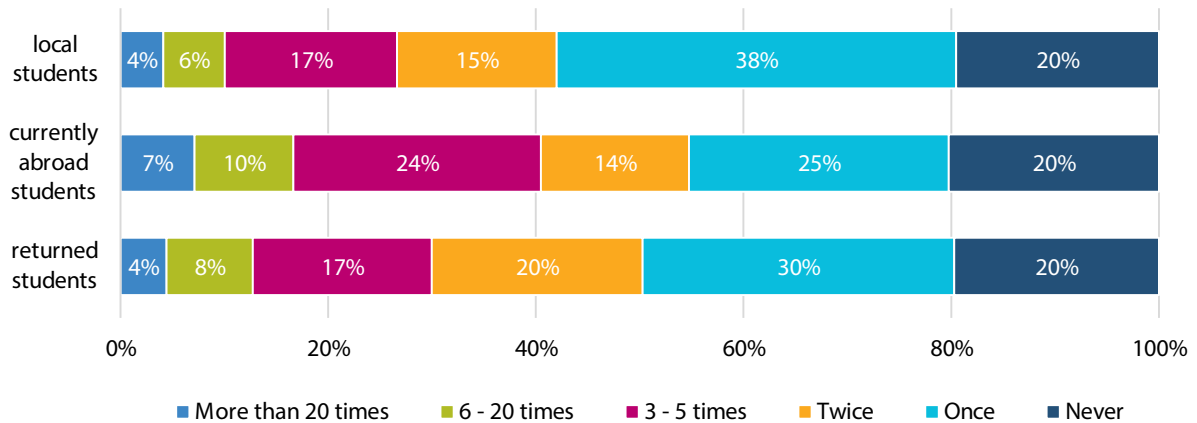


Figure 20: Attending family events of the closest friend  
 Students who had met family members of their closest friend: local students (n= 169); currently abroad students (n=84); returned students (n= 517)

## 2.2 What kind of romantic relationships develop between local and mobile students?

All students who had stated they had engaged in meaningful interaction in private settings, were asked whether they had had been in "a romantic relationship<sup>30</sup> with someone of different nationality" (in the case of the mobile students: during their stay). The answers are depicted in Figure 21. Nearly half of the returned students answered yes, while more than a quarter of currently abroad students and 15% of local students affirmed this question. This suggests that mobile students are more likely to have this kind of experience.

### Did you have at least one romantic relationship with someone of different nationality (local: with an international student) during your stay?

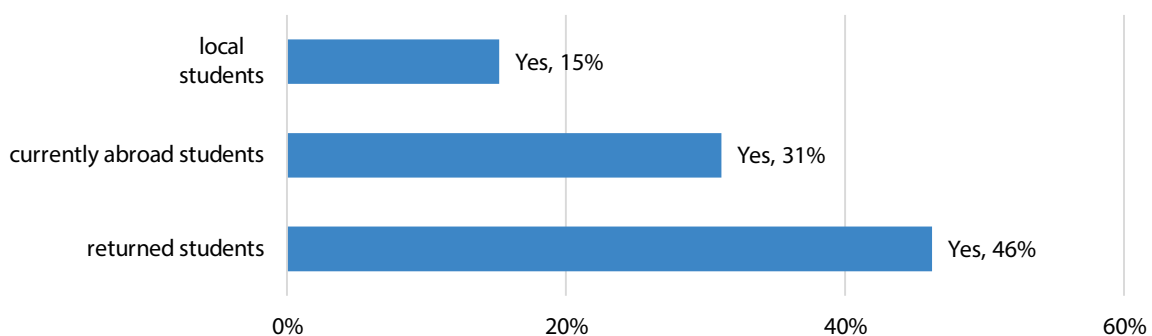


Figure 21: Romantic relationships  
 Students that had interactions in private settings: local students (n= 703); currently abroad students (n=411); returned students (n= 1,499)

30) The term „romantic relationship“ was not explicitly defined.



Of the mobile students who reported having been in a romantic relationship, about half of these (currently abroad students: 53%; returned students: 50%) stated this romantic partner<sup>31</sup> had been (or was) “a local person”. The following analyses only considers mobile students who had a romantic relationship with a local person.

Those students that reported having been in a romantic relationship with local people / international students were asked if they had met the family members of their partner (Figure 22). Fifty-three percent (53%) of the currently abroad and 42% of the returned students reported this, while also a substantial percentage (a quarter) of local students said this.

### Did you meet his/her family members?

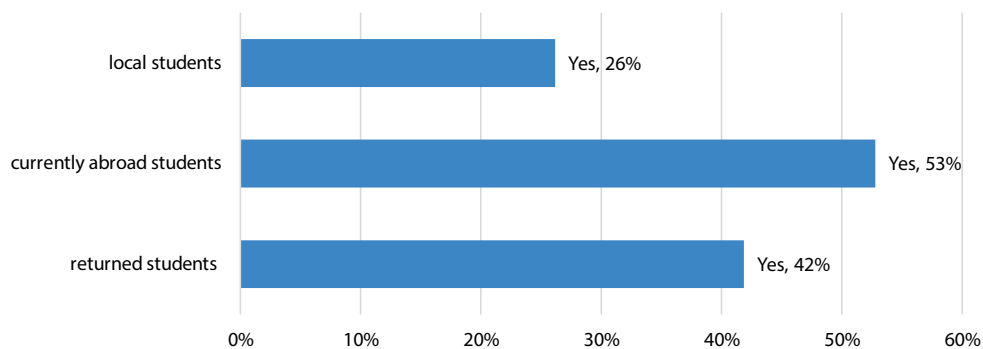


Figure 22: Meeting family members of the partner

Students who had engaged in a romantic relationship with someone of different nationality: local students (n= 107); currently abroad students (n=137); returned students (n= 752)

Students who came into contact with their partners' family members were asked if they had also attended events of their partner's family. The currently abroad students reported being quite involved in their partners' families: 95% of this group stated they had at least once attended family events (returned students: 82%; local students: 78%). If the students did attend family events of their partner, they did this relatively often: 24% of the currently abroad students reported having attended family events more than 20 times (returned students: 14%; local students: 14%).

### How often did you attend your partner's family events?

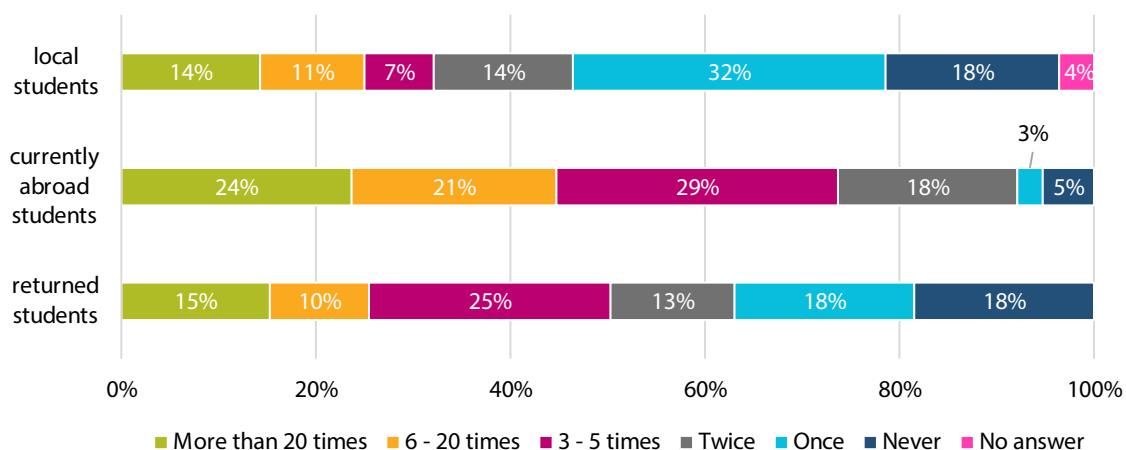


Figure 23: Attending family events of the partner

Students who had met family members of their partners: local students (n= 28); currently abroad students (n=51); returned students (n= 284)

31) If students had had more than one romantic relationship with someone of different nationality during their stay, they were asked to think of the person they were together with the longest.

18% of the returned students, 18% of the local students and 51% of the currently abroad students were still together with their partner at the time of the survey (Figure 24). Especially the substantial number of lasting relationships of the returned students should be considered very positive. However, there are, of course, also romantic relationships that do not last: 49% of the currently abroad students stated their<sup>32</sup> romantic relationship with a local student had ended. This indicates that the break-ups also occur during the mobile students' stay abroad.

### Are you still together?

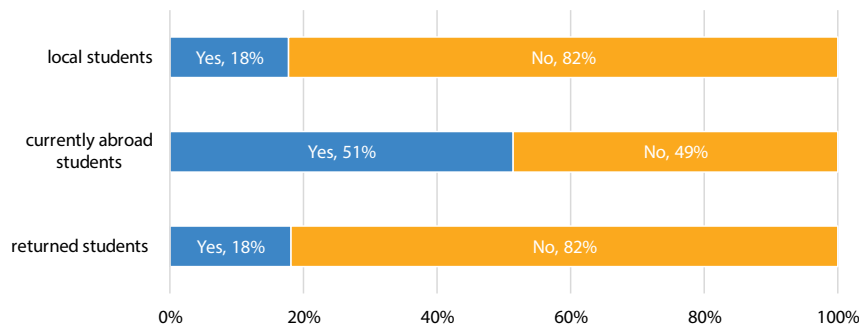


Figure 24: Romantic relationships – status quo

Students who had engaged in a romantic relationship with someone of different nationality: local students (n= 107); currently abroad students (n=137); returned students (n= 752)

When asked about the frequency of visits (see Figure 25), half of both the returned and local students reported to have visited each other after finishing their (his/her) stay. It is noteworthy that about every tenth returned or local student stated that they visited each other more than 20 times.<sup>33</sup>

In summary, the relationships between international and local students are long lasting. The percentage of local students that had paid visits to their closest friend and romantic partners after their stay abroad is substantial and suggests that relationships with international students bring in a certain degree of mobility. The local students also came quite often into contact with the family members of their closest friends and – if they had engaged in a romantic relationship – of their partners.

### How often did you visit each other after you finished your stay (local students: after the person finished his/her stay)?

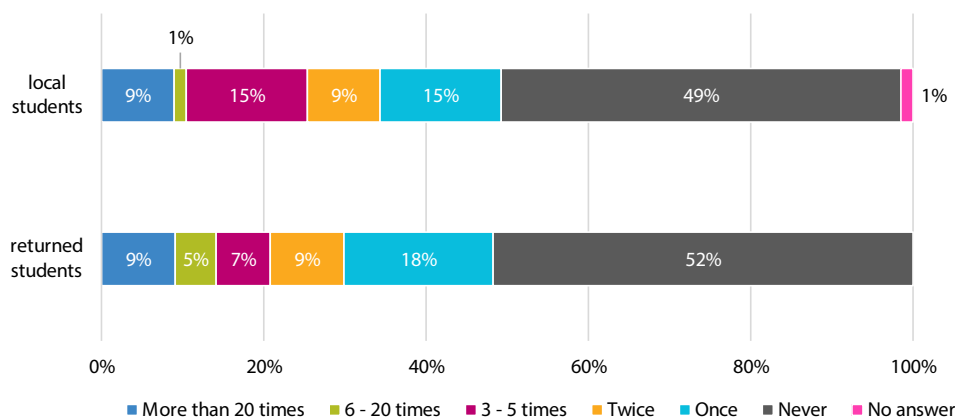


Figure 25: Visits to partner

Students who had engaged in a romantic relationship with someone of different nationality: local students (n= 67); returned students (n= 752)

32) if more than two: their longest

33) It was not explicitly asked if these visits had taken place abroad.

### 3 Impact of interactions on local students

In order to detect whether the interactions of mobile and local students had resulted in any changes in the local students' life plans, skills and attitudes, the respondents were asked to give a "before-after"<sup>34</sup> assessment of these attributes. The phrasing was different for each student group: Mobile students were asked to give an external assessment<sup>35</sup> with regard to the start and the end of their stay (currently abroad students: the start of their stay and the time of the survey). The local students were asked to give a self-assessment with regard to the time before they had first met an international student and the time of the survey. By comparing the average levels of these attributes at the two reference times it was possible to derive an estimation of the increase (or decrease) of this attribute in the local students. For example, in order to measure if the local students had developed their intercultural tolerance during the time they had been in contact with international students, they were asked to rate their level of intercultural tolerance on a scale from 1=very low to 5=very high at two reference times: (1) before they had first met an international student and (2) at the time of the survey. The mobile students, on the other side, were asked to estimate the level of intercultural tolerance of the local students they had met during their study abroad on the same scale. The mobile students were asked to give their estimates with regard to (1) the start of their stay and (2) the end of their stay.

The charts in the following section depict the mean<sup>36,37</sup> values of the assessed levels of the attributes "before" and "after", and the respective mean difference (increase or decline) of these two. On average, the level at the end of the reference period was always higher than the level at the beginning of the reference period.<sup>38</sup> In other words, the respondents generally felt that the local students had improved in all aspects during the reference period. This was not only the case for the local students who estimated how much they had improved in certain areas during the time in which they had been in contact with international students but also for the mobile students who estimated how much the local students had improved during their stay abroad.

There were consistent differences in the responses of the different student groups. On average, the local students had perceived a greater impact on themselves than the mobile students had observed on the local students. One possible explanation for this is that the reference period was not the same for the different student groups: The average stay abroad was 8 months (reference period of the mobile students) whereas the average time the local students had (potentially) been in contact with international students was 30 months (reference period of the local students). However, the self-assessments of the local students are largely corroborated by the assessments of the mobile students. Because of the difficulties in comparing the answers of the different student groups and in order to keep things simple, the report, consequently, draws solely on the assessments of the local students.

In order to determinate possible drivers for the reported changes, correlations will be looked into between the increases in the attributes and certain variables of interest (number of people the local students had meaningful interactions with, length of the reference period and age).

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34) Strictly speaking, this is not a before-after assessment, because the data was only collected at one point in time, and the respondents were asked to make their evaluation based on their memory. This wording is kept throughout the report for ease of reference.

35) The responses of the mobile students should be interpreted with caution, because they represent external assessments (and in the case of the returned students, it is unknown how much time has passed since their return, which makes it difficult to judge the accuracy of their assessments). As a countermeasure to this limitation, respondents were offered the response option "I don't know".

36) Please see the appendix for standard deviations and frequency distributions

37) All questions are five-point Likert items using the following scale: 1="very low", 2="below average", 3="average", 4="above average", 5="very high"

38) In order to test if the observed increases were statistically significant a Wilcoxon rank test was conducted. All observed increases proved to be highly significant ( $p < 0.001$ ).

### 3.1 How do interactions impact local students' interest in student exchanges?

Figure 26 shows how the local students evaluated their level of interest in participating in student exchange programmes before their first contact with international students and at the time of the survey. The interest in participating in student exchange programs was relatively high from the beginning: A combined 47% of the local students stated their interest in participating in student exchange programmes had been at least “above average” (top2<sup>39</sup>) before they met any international students. At the time of the survey 66% claimed their interest was at least “above average”.

**Please rate the level of your interest in participating in student exchange programmes before your first contact with international students and currently.**

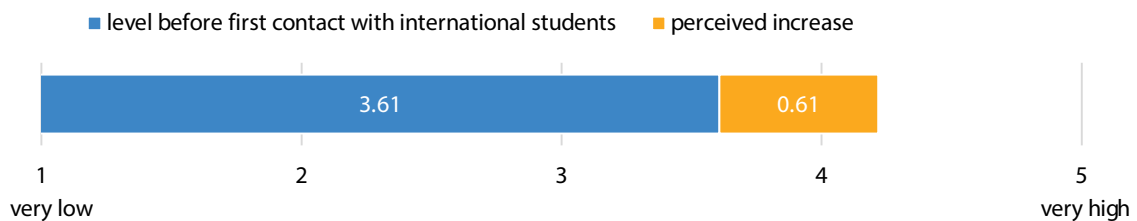


Figure 26: Interest in participating in student exchange programmes (local students) Local students who had interacted in private settings (n=703)

A Spearman correlation was run to determine the relationships between the local students' increase in their interest in student exchange programmes and several variables of concern: the number of people the local students had (meaningful) interactions with, the length of time between their first encounter with international students, the time of the survey (i.e., the reference period), and their age. There was a weak positive correlation between the perceived increase and the number of people the local students had (meaningful) interactions with, which was statistically significant<sup>40</sup> (Spearman's- $\rho=0.093$ ). This suggests that the more international students the local students are in contact with, the more they gain interest in student exchange programmes. The correlation might also work in the other direction: The more students are interested in student exchange programmes, the more they mingle with international students. However, while this correlation is statistically significant, the association is rather weak. Assuming that there is a causal relationship between the perceived increases and the number of international students the local students interacted with (which is plausible but not known with certainty), the influence of one on the other is only minor.

Having examined the interest of the local students in student exchanges and in how far they had been influenced by international students, the following chart (Figure 29) takes a look at the mobile students and in how far these, in turn, had been motivated to go abroad by international students at their home universities. Most mobile students stated they had been influenced at least “slightly” by their encounters with international students (top<sub>4</sub>=65%) and still a great deal of students claimed to have been influenced at least considerably (top<sub>2</sub>=47%). About a third of the students had not been in contact with international students when they decided to study abroad for the first time. Taking into account the answers of both the local students (Figure 26) and the mobile students (Figure 27: Influence on decision to study abroad) it can be noted that the interactions with international students inspire local students to study abroad.

39) In this context the “top2” represent the percentage of respondents who answered using one of either of the two response options on the top end of the scale, i.e. 4=“above average” or 5=“very high”; see the appendix for frequency distributions

40) Reported correlations are significant on the 0.05 level.

### When you decided to go on a study abroad period for the first time: How much do you think were you inspired to study abroad thanks to contact with international students?

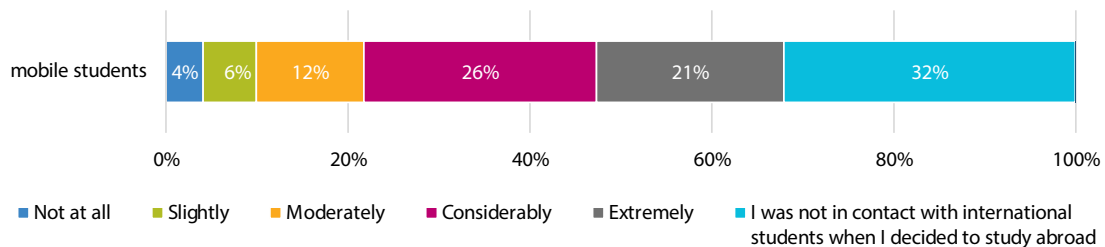


Figure 27: Influence on decision to study abroad (mobile students)  
 Mobile students who had interacted in private settings: currently abroad students (n=357); returned students (n=1,313)

### 3.2 How do interactions impact local students' career plans?

The following charts examine to what extent the interactions with international students had an influence on the local students' career plans. Figure 28 shows how the local students' evaluated their intentions to work in an international work environment before they had first met international students and at the time of the survey. According to the students, their intentions to lead their career in a more international direction increased notably in the reference period. Generally speaking, the local students were interested in working in international organisations and in working outside their home countries from the beginning, and their intentions to do so had still increased strongly. Their intentions to open a business outside their home country and the increase thereof was comparably low but still mentionable.

In order to determine which factors exactly had contributed to the reported gains, correlations were, again, examined. Statistically significant positive correlations were found between the perceived increases in the intentions of the local students and the number of people they had (meaningful) interactions with. These associations, however, are, again, quite weak: "Intention to work in an international company/organisation" (Spearman's  $\rho=0.097$ ), "Intention to open a business outside their home country" (Spearman's  $\rho=0.088$ ), "Intention to work outside their home country" (Spearman's  $\rho=0.082$ ). There was no statistically significant relationship between the reported increases and the length of the reference period or the age of the students.

In summary, during the time in which they had met international students, local students experienced notable gains in their intentions to work in an international environment. The correlation tests, however, indicate that this relationship is not very strong: The number of international students local students interact with is only a weak factor for leading their career in a more international direction, while the duration of contact with international students<sup>41</sup> does not seem to contribute at all.

#### Please rate the level of your professional intentions before your first contact with international students and currently.

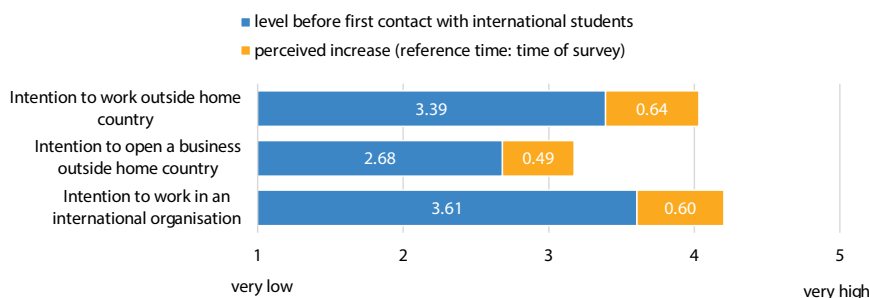


Figure 28: Intentions to work abroad or on an international level  
 Local students who had interacted in private settings (n=703)

41) The reference period starts with the first meaningful interaction with an international student. However, during this time the local students were not necessarily continuously in contact with international students.

### 3.3 How do interactions impact local students' intercultural skills?

Having examined to what extent the local students had changed their plans to study and work abroad, the following chart (Figure 29) shows how the local students assessed their gains in certain skills that can be important in an international professional environment. The perceived increases in all attributes are substantial. The level of “intercultural communication” increased the most (MD=0.82), the “curiosity (interest to learn new things)” (MD=0.56) the least, but even the latter aspect increased strongly and was on a high level from the beginning (top2<sup>42</sup> =90%).

Statistically significant positive correlations were found between the perceived increases in all of the examined attributes (except for “curiosity”) and the number of people the local students had (meaningful) interactions<sup>43</sup> with. The association was relatively strong for “teamwork in intercultural settings” (Spearman’s- $\rho=0.243$ ), “work productivity in intercultural settings” (Spearman’s- $\rho=0.237$ ), and “decision making in intercultural settings” (Spearman’s- $\rho=0.229$ ).<sup>44</sup> Weaker positive correlations were also found between the length of the reference period (time of first contact until time of survey) and the following variables (in order of strength): “foreign language proficiency” (Spearman’s- $\rho=0.139$ ), “problem solving in intercultural settings” (Spearman’s- $\rho=0.108$ ), “teamwork in intercultural settings” (Spearman’s- $\rho=0.094$ ), “work productivity in intercultural settings” (Spearman’s- $\rho=0.092$ ), and “decision making in intercultural settings” (Spearman’s- $\rho=0.085$ ). Generally speaking, the correlations between the perceived increases and the number of people the local students had interacted with were stronger than between the increases and the reference period.

The findings suggest that interactions with international students help local students gain important intercultural skills. Furthermore, assuming that there is a causal association, the number of people the local students have meaningful interactions with appear to be a bigger factor for building these intercultural skills than the duration of contact with international students.

**Please rate the level of your skills/properties before your first contact with international students and currently.**

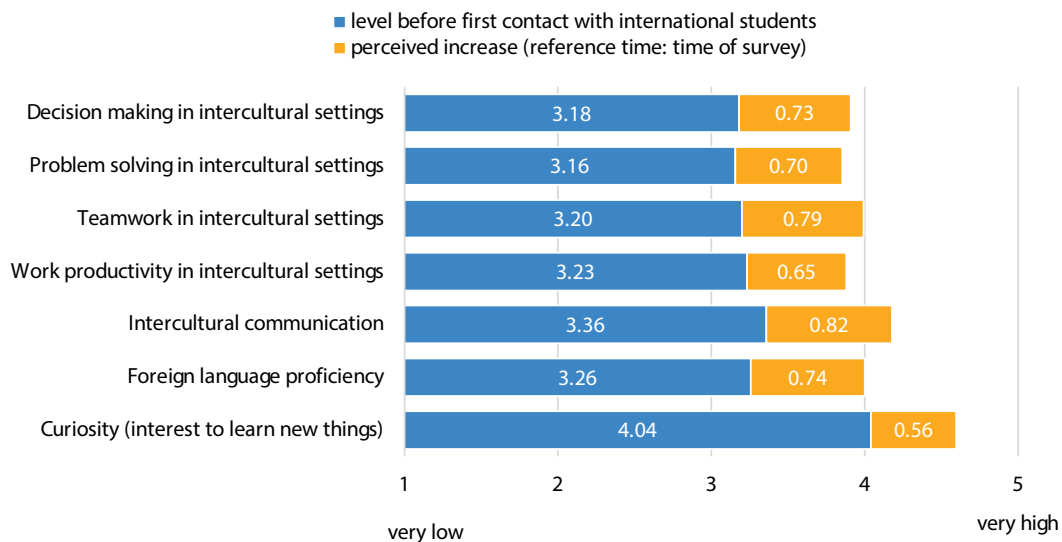


Figure 29: Intercultural skills  
Local students who had interacted in private settings (n=703)

42) Top2=“above average“ or “very high”

43) In all settings, not only in private settings. Generally speaking, the correlations that were found regarding interactions in all settings were also found in private settings but to a slightly lower extent.

44) Other significant correlations were: “Problem solving in intercultural settings” (Spearman’s- $\rho=0.214$ ); “Foreign language proficiency” (Spearman’s- $\rho=0.186$ ); “Intercultural communication” (Spearman’s- $\rho=0.169$ )

### 3.4 How do interactions impact local students' awareness of cultural differences?

Moving from the local students' intercultural skills to their awareness of cultural differences, Figure 30 shows how the local students assessed their gains in certain attitudes and abilities that are generally relevant in intercultural understanding. While the rise in the awareness of cultural differences stands out equally clearly compared to the previously examined attributes, there are differences among the measured aspects in this area. The greatest perceived increase was in "knowledge of other cultures" (MD=0.95), which was also the greatest gain across all surveyed attributes. The lowest increase regarding the aspect of awareness of cultural differences, was "intercultural tolerance" (MD=0.39). Here, it is important to note that the (after-)level of "intercultural tolerance" was still the highest of all examined aspects in this area (top2=84%). Local students therefore already perceived themselves as very tolerant and could therefore not develop this attitude as much as the other aspects.

**Please rate the level of your attitudes/properties before your first contact with international students and currently.**

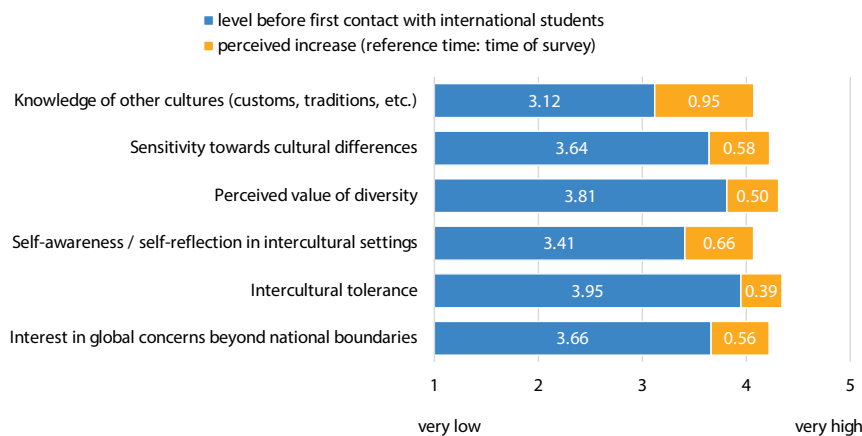


Figure 30: Awareness of cultural differences  
Local students who had interacted in private settings (n=703)

Rather weak significant positive correlations were found between the perceived increases in (ordered by strength of relationship): "knowledge of other cultures" (Spearman's  $\rho=0.149$ ), "perceived value of diversity" (Spearman's  $\rho=0.121$ ), "self-awareness and self-reflection in intercultural settings" (Spearman's  $\rho=0.100$ ) "sensitivity towards cultural differences" (Spearman's  $\rho=0.090$ ), and the number of people the local students had (meaningful) interactions with. The relationship of the increase in some of these attributes with the length of the reference period also proved to be statistically significant: "Interest in global concerns beyond national boundaries" (Spearman's  $\rho=0.107$ ), "intercultural tolerance" (Spearman's  $\rho=0.094$ ), and "perceived value of diversity" (Spearman's  $\rho=0.090$ ), and "knowledge of other cultures" (Spearman's  $\rho=0.082$ ) were all positively associated with the length of the reference period. However, these correlations are, once again, weak. There was also a statistically significant association between the age of the students and the perceived increase in their "intercultural tolerance". This relationship, however, is very weak (Spearman's  $\rho=0.078$ ).

In summary, the students saw themselves as being quite aware of cultural differences even before they had first met international students. Nevertheless, during the reference period they experienced notable gains in their awareness of cultural differences. Together with the above mentioned significant correlations, this indicates that the interactions students have with international students influence them in forming attitudes and abilities that are important for intercultural understanding. While the increases in "interest in global concerns" and "intercultural tolerance" rather correlate with the duration of contact with international students, the other aspects tend to correlate with number of people the students had meaningful interactions with.



Taking into account all analyses of the examined attributes, the results suggest that local students are indeed influenced by the visiting international students. The significant correlations which were found (i.e., the correlation of the increase in skills and attitudes with the number of international students interacted with or – to a milder degree – the reference period) suggest that the interactions with international students have an impact on the local students in almost all areas. Comparing the gains in the different attributes, the results suggest that the influence international students have on the professional intercultural skills of the local students is the highest (the correlations and mean differences were the strongest in this area). Generally speaking, the findings suggest that – across all examined areas – the improvements of the local students are more dependent on the number of international students they interact with than on the duration of contact with international students.<sup>45</sup> In other words, assuming causal relationships (which are plausible but unproven), in order to develop intercultural competencies it is more important to come into contact with a lot of international students than with a few international students for a longer period - contrary to what one might expect. While it is highly likely that the observed correlations are not due to chance and that these also exist outside the sample, the associations which were found were, in each of the cases, rather weak. It should therefore be noted that, assuming the found significant correlations represent causal relations, the influences of both the number of interactions and the duration of contact on the local students are most likely small. This suggests, that there are other important factors contributing to the internationalisation of local students. Future research should follow up on these results and aim at tracing these contributing factors.

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45) In addition to the correlation analyses, a row of multiple linear regression analyses were run with various predictors: number of students interacted with, time between first contact and time of survey, age, frequency of interactions (i.e., interactions per week), gender, times travelled abroad, total duration of studies, having been in a romantic relationship with international students or not. The analyses always revealed the same picture: the number of international students the local students had interacted with was the only characteristic that was significantly associated with the target variables (i.e., the increases in the different attributes).



## 4 Missed opportunities to interact

The participants who had stated they had not interacted with any local (international) students were asked if they were (or, in the case of the returned students, had been) generally interested in meeting these. Their answers are depicted in Figure 31. The distribution of answers is fairly similar across the different response options and student groups. Only a very small percentage of the students in each group claimed they were not interested at all: 2% of the local students and 5% of both mobile student groups. Furthermore, the majority of respondents across all three groups stated they were at least fairly interested (local students: 65%, returned students: 61%; currently abroad students: 69%). Subsequently, (at least “fairly”) interested students were asked for the reasons why they had experienced obstacles in meeting members of the opposite student group, whereas the rather uninterested (less than “fairly interested”) students were asked for reasons why they were not interested.

### Were/are you generally interested in meeting local students in private settings?

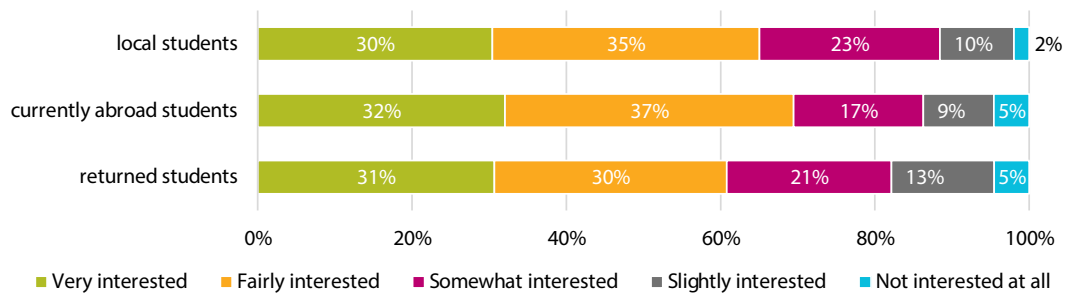


Figure 31: Interest in meeting local/international students

Students who did not have any meaningful interactions: local students (n=1,117); currently abroad students (n=131); returned students (n=375)

#### 4.1 What obstacles keep local and mobile students from interacting with each other?

Figure 32 and Figure 34 show to what extent the interested students found that certain aspects represented obstacles that prevented them from interacting with members of the opposite student group. Each aspect was evaluated separately on a five-point scale<sup>46</sup>. For a better overview and simple comparison, the students' answers are represented by the mean values of their responses.<sup>47</sup> Figure 32 sorts the reasons by order of the extent to which the local students found these to be true (i.e., "applying"). The chart is continued on the next page in Figure 33.

#### Which of the following are reasons that keep/kept you from meeting local students (international students) although you are/were interested?

- page 1 of 2 -

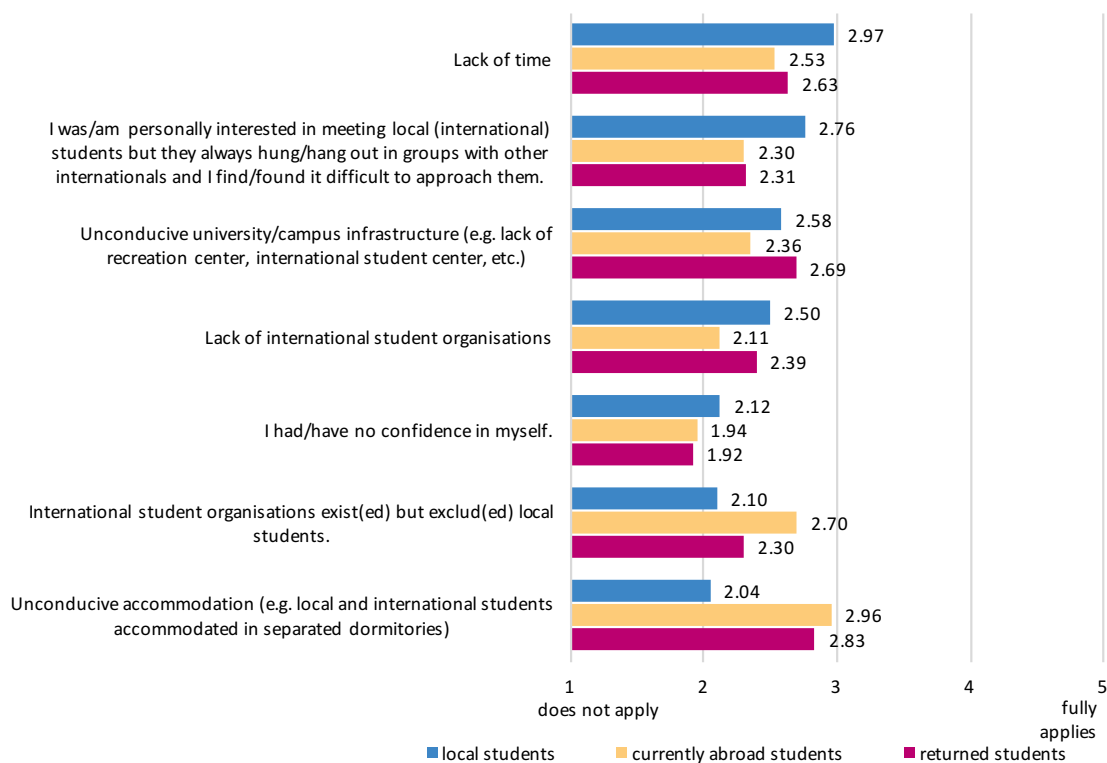


Figure 32: Reasons that keep interested students from meeting each other (1/2)

Students who did not have any meaningful interactions and were at least fairly interested in meeting students of the opposite group: local students (n=725); currently abroad students (n=91); returned students (n=228)

All in all, none of the provided reasons appears to be an especially relevant reason that kept students from interacting with each other. On average, almost all reasons were considered to be less than "somewhat" true ( $M < 3$ ). The only reason that was evaluated as being true more than "somewhat" ( $M > 3$ ) was "The local students were/are not interested in meeting me." But, while both mobile student groups, on average, found this to be "somewhat" true (returned:  $M=3.07$ ; current:  $M=3.24$ ), the local students found this to be only "slightly" true with regard to international students' attitude ( $M=1.92$ ).

46) All questions are five-point Likert items using the following scale: 1="does not apply", 2="slightly applies", 3="somewhat applies", 4="mostly applies", 5="fully applies".

47) Please see the appendix for standard deviations and frequency distributions

## Which of the following are reasons that keep/kept you from meeting local students (international students) although you are/were interested?

- page 2 of 2 -

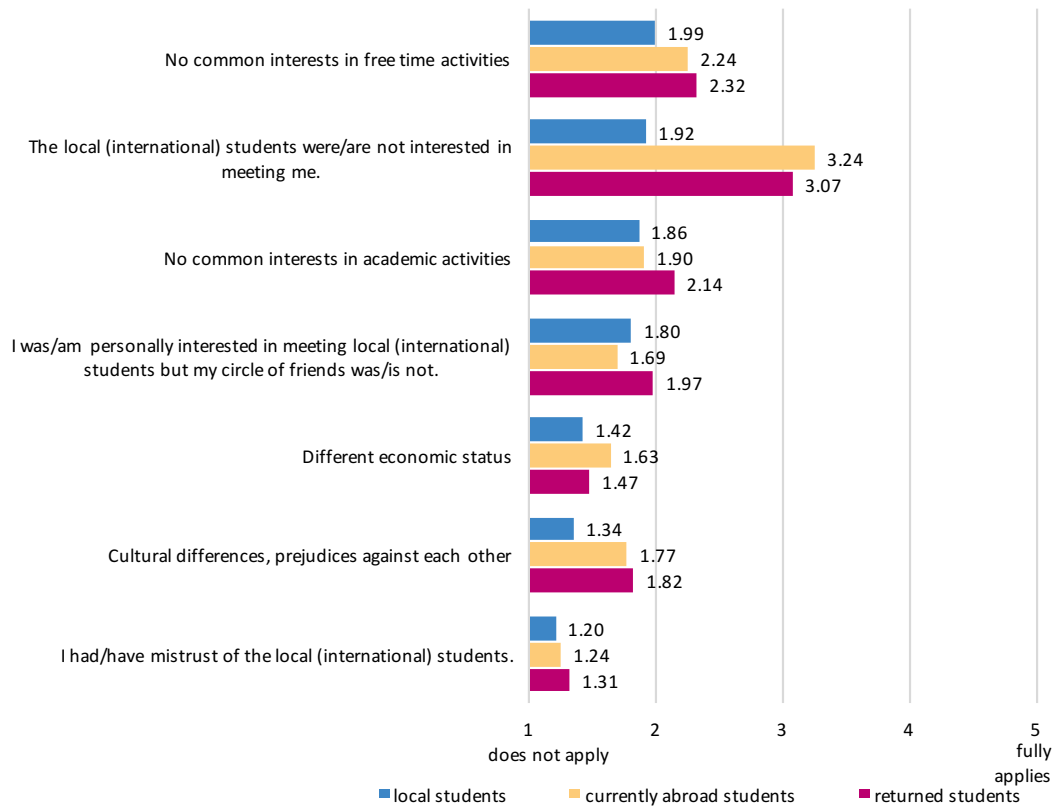


Figure 33: Reasons that keep interested students from meeting each other (continued: 2/2)

Students who did not have any meaningful interactions and were at least fairly interested in meeting students of the opposite group: local students (n=725); currently abroad students (n=91); returned students (n=228)

Considering the two response options on the top end of the scale (i.e., the top2: “mostly applies” and “fully applies”), the three most important reasons in the eyes of the local students were, in fact, “Lack of time” (top2=37%<sup>48</sup>), “International students always hang out in groups and I found it difficult to approach them” (top2=31%) and “Unconducive university/campus infrastructure” (top2=26%).

To the returned student group, the three most important reasons were: “The local students were not interested in meeting me.” (top2=43%), “Unconducive accommodation” (top2=38%) and “Unconducive university/campus infrastructure” (top2=33%).

According to the currently abroad students<sup>49</sup>, the three most important reasons were: “The local students are not interested in meeting me.” (top2=46%), “Unconducive accommodation” (top2=45%) and “International student organisations exist but exclude local students.” (top2=29%).

Social differences in culture or economic status were, on average, evaluated as unimportant reasons for not meeting students of the opposite group (across all student groups).

48) In this context the “top2” represent the percentage of respondents who answered using one of either of the two response options on the top end of the scale, i.e. 4=“mostly applies” or 5=“fully applies”; see the appendix for frequency distributions.

49) The sample size of this group is quite small (n=91), interpretations should, therefore, be drawn with caution.

## 4.2 Why are local and mobile students not interested in interacting with each other?

Figure 34 examines why the less than “fairly interested” students were not interested in meeting students of the opposite group. Again, a set of reasons was given and each reason was evaluated separately on a five-point scale<sup>50</sup>. For a better overview and simple comparison, the students’ answers are represented as mean values.<sup>51</sup> The reasons are sorted by order of the extent to which the local students found these to be true (i.e., “applying”). When interpreting the following results, it is important to keep in mind the small sample of this survey that indicated no interest in an interaction with the opposite student group: two percent (2%) of the local students and 5% of both mobile student groups.<sup>52</sup>

Generally, none of the listed reasons appears to be a main reason that kept students from interacting with each other. On average, students never indicated that a reason was more than “somewhat” true (i.e.,  $M > 3$ ) from their perspective.

Looking at the two response options on the top end of the scale, the three most important reasons for the local students were “No common interests in free time activities” (top2=25%)<sup>53</sup>, “No common interests in academic activities” (top2=22%) and “International students were/are not interested in my circle of friends.” (top2=16%).

In contrast, in the eyes of the returned students the three most important reasons were: “Local students were not interested in my circle of friends.” (top2=31%), “Local students were not interested in meeting me.” (top2=30%) and “No common interests in free time activities” (top2=26%).

According to the currently abroad students, the three most important reasons were: “No common interests in free time activities” (top2=35%), “The local students are not interested in meeting me.” (top2=30%) and both “The local students are not interested in my circle of friends” and “No common interests in academic activities” (top2=23%).

Generally speaking, all three student groups attached more importance to a lack of interest (either common or of the opposite student group) rather than to other given reasons (e.g., not being able to derive any benefits from these encounters, cultural differences). This was especially pronounced in the two mobile student groups, who attached slightly more importance to a lack of interest (both common and of the opposite group). In the previous section it was already observed that, when asked for the obstacles in meeting members of the opposite student group, more mobile students had made a lack of interest in the opposite group responsible than the local students did. Therefore, it is safe to say that more international students feel that a lack of interest among the local students keeps them from meeting each other than the other way round, i.e. that locals perceive a lack of interest among international students as an impediment to any meaningful interaction.

50) All questions are five-point Likert items using the following scale: 1=“does not apply”, 2=“slightly applies”, 3=“somewhat applies”, 4=“mostly applies”, 5=“fully applies”.

51) Please see the appendix for standard deviations and frequency distributions

52) Local Students (n = 390), returned mobile students (n = 147) and currently mobile students (n = 40)

53) These are the two response options on the top end of the scale (top2): 4=“mostly applies” or 5=“fully applies”; see the appendix for frequency distributions

### Which of the following are reasons why you are not (very) interested in meeting local students (international students) ?

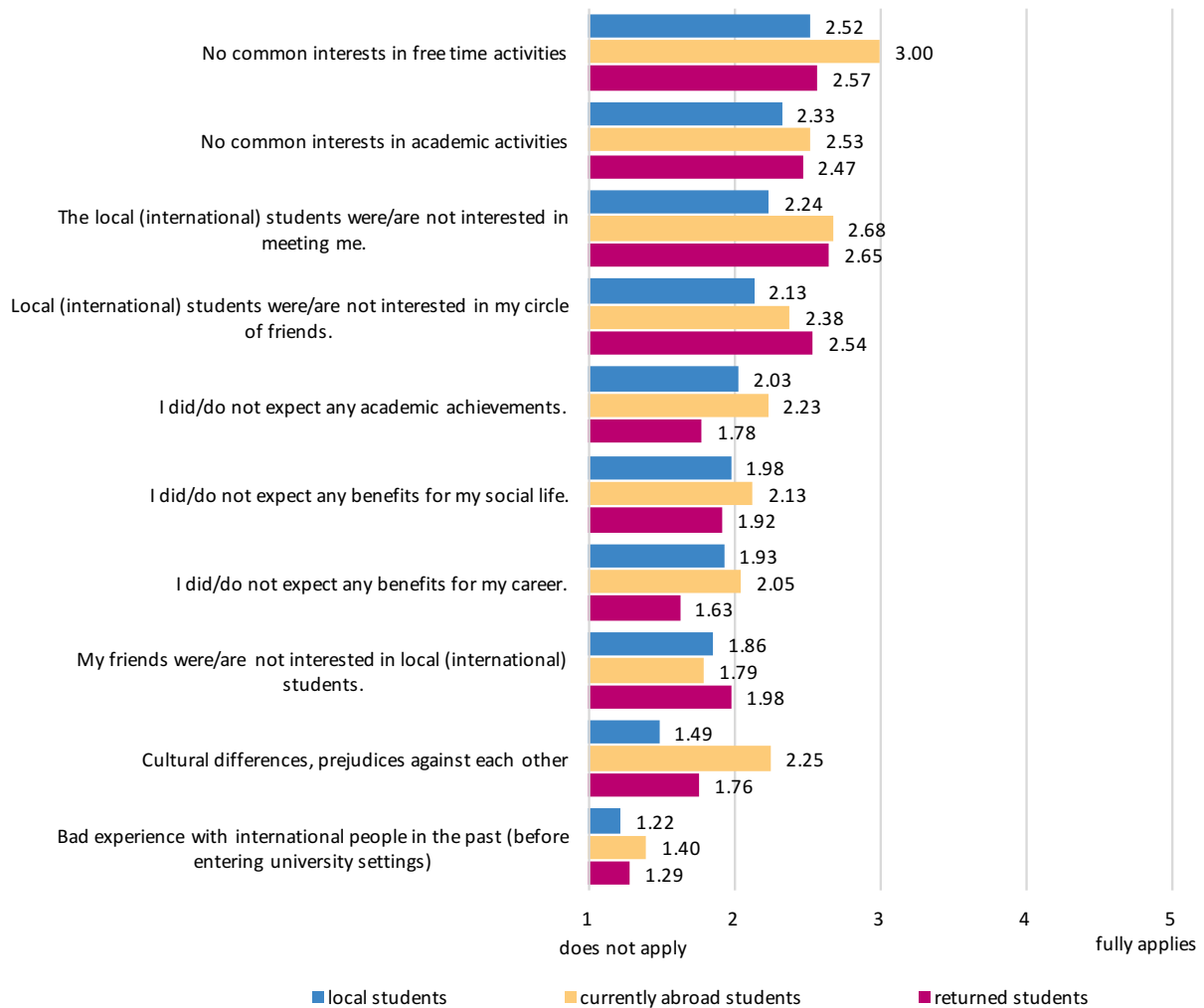


Figure 34 Reasons why students were not interested in meeting local (international) students  
 Students who did not have any meaningful interactions and were less than fairly interested (“somewhat”, “slightly” or “not at all”) In meeting students of the opposite group: local students (n=390); currently abroad students (n=40); returned students (n=147)



## 5 Suggestions for improvement

In order to learn how to best encourage interactions between local and international students, the respondents were asked to rate the need for improvement of certain aspects. The following charts (Figure 35, Figure 36) depict the mean values<sup>54,55</sup> of the extent that students indicated that an aspect needed to be improved. The aspects are sorted in descending order as per the extent to which local students rated the needed improvements. On average, students of all groups regarded improvements of all aspects as being needed at least to a moderate extent ( $M > 3$ ). However, no aspect was found to be needing improvement to more than a large extent ( $M < 4$ ). To be more specific, neither group rated any aspect as more worthy of improvement than 3.85 or less than 3.3 (on a scale from 1="not at all" to 5="to a very large extent"). Comparing the different student groups, local students saw a slightly greater need for improvement of all listed aspects with the exceptions of "Opportunity for international students to participate in local volunteer programmes" and "Local host family programmes to expand the accommodation of international students among local people".

Considering only the top2 response options (i.e. "to a large extent" and "to a very large extent"), the locals saw the most urgent need for improvement in the following areas: "Group work between international and local students in class" (top2=62%), "International/multicultural events" (top2=61%) and "Promotion of international/local events" (top2=61%).

According to the returned students, the three aspects needing the most improvement were "Group work between international and local students in class" (top2=58%), "Mixed living arrangements" (top2=58%) and "Trips to meet local culture" (top2=57%).

In the opinion of the currently abroad students, improvements were foremost needed in the following areas: "International/multicultural events" (top2=51%), "Trips to meet local culture" (top2=51%) and "Promotion of international/local events" (top2=51%).

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54) Please see the appendix for standard deviations and frequency distributions

55) All questions are five-point Likert items using the following scale: 1="not at all", 2="to a small extent", 3="to a moderate extent", 4="to a large extent", 5="to a very large extent"

## To what extent do the following aspects need improvement in order to encourage interactions between international and local students?

- page 1 of 2 -

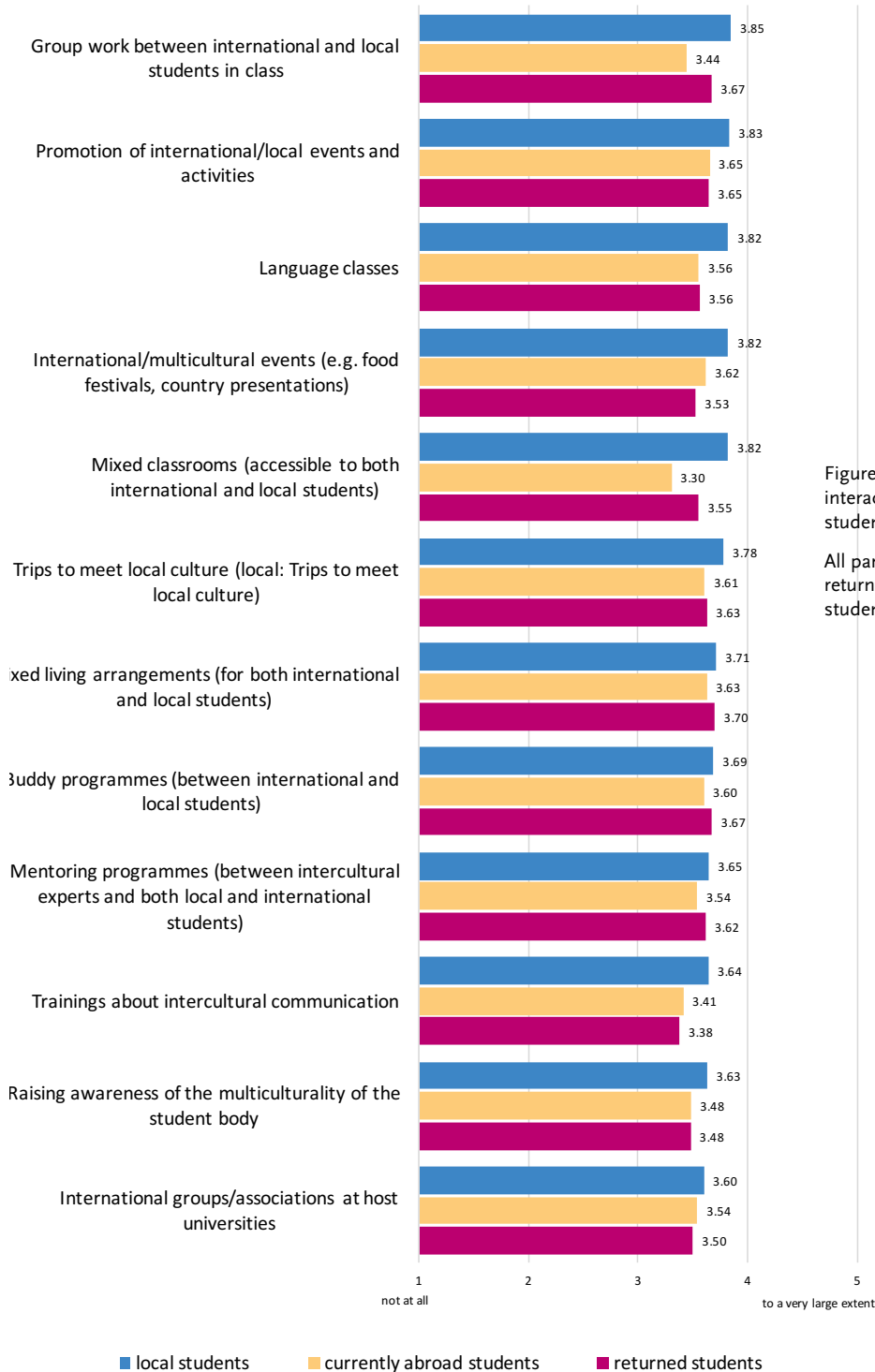


Figure 35: Suggestions on how to encourage interactions between local and international students (1/2)

All participants: local students (n= 1,820); returned students (n= 1,689); currently abroad students (n= 488)

## To what extent do the following aspects need improvement in order to encourage interactions between international and local students?

- page 2 of 2 -

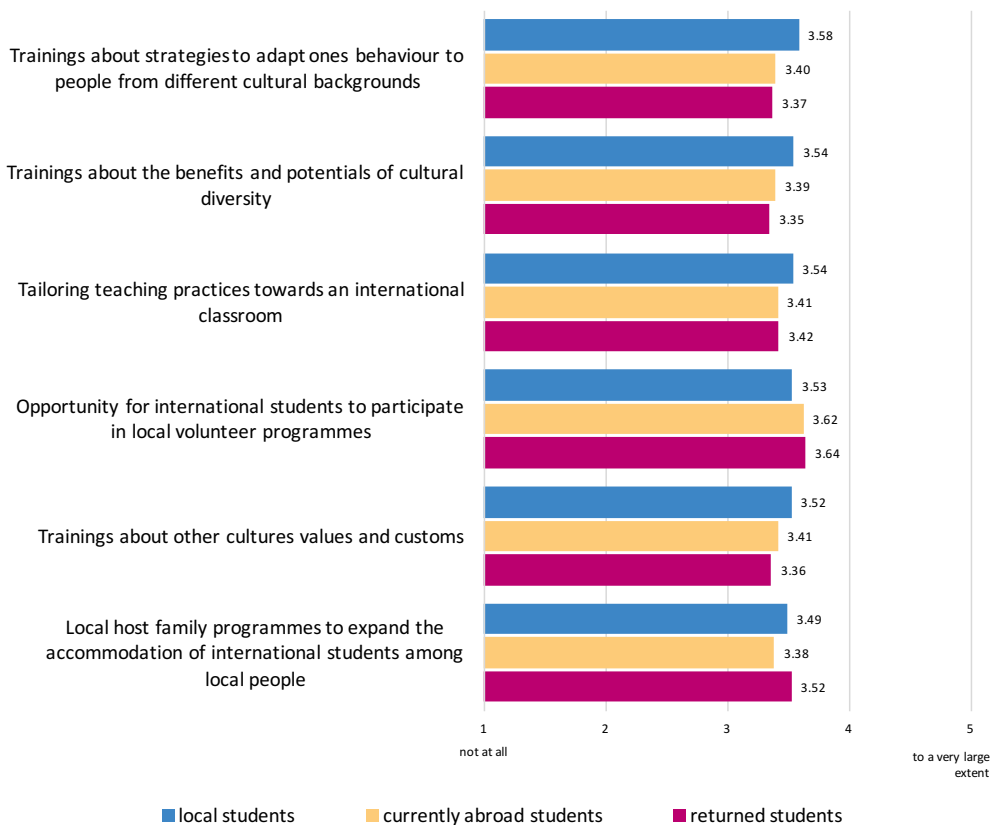


Figure 36: Suggestions on how to encourage interactions between local and international students (continued: 2/2)  
 All participants: local students (n= 1,820); returned students (n= 1,689); currently abroad students (n= 488)



## VI RECOMMENDATIONS

### Practical recommendations

Overall, this survey shows that local students benefit from interacting with international students, even when they are already internationally oriented. However, a lot of them do not interact with international students yet, despite mostly being interested in meeting international students. In conclusion, it appears worthwhile to invest in extending the interaction between local students and international students further.

How might this be achieved?

- According to the survey participants, there were no specific aspects that needed improvement, although they generally did see the need for improvement. This indicates that a variety of approaches can and should be taken and that a combination of efforts should be considered rather than placing the focus on one area. More research is necessary to investigate the effectiveness of individual efforts in further detail.
- From the responses of the survey participants it appears that once the students make contacts, it is likely that they make more and also more frequent contacts. In other words, initiating these interactions appears to be key and should lay the foundation for frequent interactions involving a lot of students.
- Interventions probably have the greatest impact at the beginning of the study abroad period. Attempts to integrate the arriving international students as soon as possible into an environment where they can interact with local students might prevent local students from thinking that international students only spend time with other international students (which was relatively often perceived by the local students). Events organised at the beginning of the mobile students' study abroad period could also prevent international students from thinking that local students are not interested (which was relatively often perceived by the mobile students). One possible way of achieving this could be involving local students more actively in the orientation programmes that are offered to international students when they arrive at their host universities. Involving local students even before the international students arrive (e.g., as virtual mentors, buddies, etc.) could be an additional method.
- Higher Education Institutions (HEIs) that struggle at initiating interactions between mobile and local students should identify the settings that are most promising in bringing the students together. For instance, shared classes offer a great opportunity for interaction and shared living arrangements offer a high potential for frequent interaction. HEIs should also consider how other settings might be improved so that more interactions between local and international students will take place there. Especially promising settings in this regard might be events and activities arranged by international offices. These seem to underutilize their potential so far and offer a lot of room for improvement. The wish for more international events and activities and the promotion thereof might be a cue how international offices can improve their efforts.
- Both international offices and student organisations should intensify their efforts to include local students when arranging international events. Apparently, this is often not the case, especially for the student organisations. International events and activities should be specifically designed to bring both student groups together. While most interactions are started by the students themselves, international offices and other international organisations in the environment of the universities can also serve as valuable sources for these interactions.
- Teachers of classes with local and international students should be made aware of the benefits of these interactions and how the classroom setting can be used to facilitate exchange.
- HEIs should consider how to facilitate interactions when they plan new infrastructure. This seems to be an area that so far hinders interactions. Possible ways of doing this might, for instance, be providing shared instead of separate accommodation (which is especially targeted at bringing local and international students together) as well as building more recreation and student centres where both local and international students get the opportunity to meet.



- Since a lack of time appears to be a major problem, time should be dedicated for the student groups to meet. This might be achieved by dedicating one day to integrating the international students in the student body at a time when no courses are taking place university-wide (e.g., at the beginning of the semester/trimester) and where the focus is on welcoming international students.
- HEIs or departments that struggle to find participants for their exchange programs should try to promote interactions between local students and international students. This would boost the interest of local students in student exchange programmes. Often, information events with fellow students who returned from their study abroad are the only source of information for the local students. However, foreign students who are currently on their study abroad might be an interesting source of information too.
- HEIs can use the fact that local and international students keep in touch and visit each other even after the study abroad. International students coming back to their former host countries to visit a friend or their partner could be invited to international events just as well as the international students that are currently abroad. HEIs could present these students as „success stories“ of internationalisation - they could make the value of establishing these relationships more visible to the wider student body (e.g., through leaflets or other marketing materials). Furthermore, non-mobile students visiting their friends who returned to their home countries after studying abroad should also be included in such events. This might interest the visiting non-mobile students in studying abroad (perhaps even at the home university of their friends abroad).
- Missing common interest was the reason that was most often mentioned why students were not interested in getting together. Finding areas of mutual interest and inviting students to activities and events where these interests can be shared might, therefore, be fruitful. One possibility of doing this could be arranging „speed friending“ type of events where local and international students can meet and identify common interests.

Some of the measures suggested above may involve substantial efforts and costs by HEIs, policy makers, student organisations, and others parties that need to be involved. However, the results from this survey show that these measures will most likely be successful and help foster Internationalisation at Home.



### Recommendations for further research

The present quantitative study was designed to lay the foundation for future research. More in-depth analysis will also be possible using the collected data of the present survey. Further quantitative research should be accompanied by qualitative work (e.g., case studies), in order to provide a more in-depth picture of the topic. Future research would also benefit from a longitudinal survey design which is a more suitable instrument to measure the degree of internationalisation that local students experience.

The following topics for future research are particularly conceivable:

- Does the degree of internationalisation vary between different HEIs and countries? Less successful HEIs and countries might be able to learn from more successful ones.
- The enablers and barriers of interactions should be studied in further detail to answer questions such as: Do the reasons why students do not interact with each other differ in terms of country of HEI, countries, study programmes etc.? What are further barriers that keep students from interacting with each other than the ones examined in this study (cf. section 4)? For this, a qualitative analysis will provide valuable insight in this topic and offer further suggestions for improvement.
- The results show that 11% of the mobile students did not interact with local students at all. How is it possible that such a large percentage does not come into contact with local students and how might this be prevented?
- More in-depth analyses should investigate the question: Which aspect of the interactions (e.g., academic or non-academic) is responsible for the gains in the intercultural skills of the local students?
- Are interactions starting in one area (academic vs. non-academic) and then spill over or do they co-develop?
- Which factors predict whether romantic relationships and friendships remain stable over time?
- Where and how do local students and international students meet for the first time?
- Another key research focus will be to also look at the involvement of policy makers in this topic, for example by investigating how important internationalisation is in national and institutional strategies and how they reflect into practices conducive to internationalisation.



## VII REFERENCES

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## VIII ACKNOWLEDGEMENTS

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## IX APPENDIX

Table 6: Nationality of participants

Nationality of participants								
	returned students		currently abroad students		local students		Total	
	n	%	n	%	n	%	n	%
<b>Africa</b>								
Algeria	16	0.9%	3	0.6%	23	1.3%	42	1.1%
Angola	0	0.0%	0	0.0%	1	0.1%	1	0.0%
Cameroon	0	0.0%	5	1.0%	0	0.0%	5	0.1%
Cape Verde	1	0.1%	1	0.2%	0	0.0%	2	0.1%
Chad	0	0.0%	2	0.4%	0	0.0%	2	0.1%
Congo	0	0.0%	0	0.0%	2	0.1%	2	0.1%
Egypt	10	0.6%	5	1.0%	1	0.1%	16	0.4%
Ethiopia	13	0.8%	2	0.4%	0	0.0%	15	0.4%
Ghana	3	0.2%	0	0.0%	2	0.1%	5	0.1%
Kenya	4	0.2%	0	0.0%	0	0.0%	4	0.1%
Lesotho	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Libya	1	0.1%	0	0.0%	1	0.1%	2	0.1%
Mauritius	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Morocco	1	0.1%	0	0.0%	1	0.1%	2	0.1%
Mozambique	0	0.0%	1	0.2%	0	0.0%	1	0.0%
Nigeria	10	0.6%	2	0.4%	1	0.1%	13	0.3%
Sao Tome & Principe	0	0.0%	0	0.0%	1	0.1%	1	0.0%
Senegal	1	0.1%	0	0.0%	1	0.1%	2	0.1%
South Africa	2	0.1%	0	0.0%	0	0.0%	2	0.1%
Tanzania	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Tunisia	1	0.1%	0	0.0%	1	0.1%	2	0.1%
Uganda	2	0.1%	0	0.0%	0	0.0%	2	0.1%
Zambia	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Zimbabwe	1	0.1%	0	0.0%	0	0.0%	1	0.0%
<b>East Asia</b>								
China	10	0.6%	6	1.2%	3	0.2%	19	0.5%
Japan	0	0.0%	1	0.2%	0	0.0%	1	0.0%
Korea South	2	0.1%	0	0.0%	0	0.0%	2	0.1%
Mongolia	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Taiwan	1	0.1%	1	0.2%	0	0.0%	2	0.1%

	returned students		currently abroad students		local students		Total	
	n	%	n	%	n	%	n	%
<b>Europe (EU)</b>								
Austria	9	0.5%	6	1.2%	0	0.0%	15	0.4%
Belgium	2	0.1%	7	1.4%	0	0.0%	9	0.2%
Bulgaria	5	0.3%	2	0.4%	0	0.0%	7	0.2%
Croatia	3	0.2%	1	0.2%	0	0.0%	4	0.1%
Cyprus	13	0.8%	3	0.6%	3	0.2%	19	0.5%
Czech Republic	1	0.1%	1	0.2%	0	0.0%	2	0.1%
Denmark	1	0.1%	3	0.6%	0	0.0%	4	0.1%
Estonia	4	0.2%	0	0.0%	0	0.0%	4	0.1%
Finland	2	0.1%	1	0.2%	0	0.0%	3	0.1%
France	13	0.8%	24	4.9%	2	0.1%	39	1.0%
Germany	34	2.0%	29	5.9%	1	0.1%	64	1.6%
Greece	11	0.7%	4	0.8%	3	0.2%	18	0.5%
Hungary	3	0.2%	0	0.0%	0	0.0%	3	0.1%
Ireland	5	0.3%	2	0.4%	2	0.1%	9	0.2%
Italy	438	25.9%	135	27.7%	838	46.0%	1,411	35.3%
Latvia	30	1.8%	3	0.6%	102	5.6%	135	3.4%
Lithuania	2	0.1%	2	0.4%	0	0.0%	4	0.1%
Luxembourg	4	0.2%	2	0.4%	2	0.1%	8	0.2%
Netherlands	5	0.3%	2	0.4%	0	0.0%	7	0.2%
Poland	11	0.7%	3	0.6%	0	0.0%	14	0.4%
Portugal	115	6.8%	32	6.6%	287	15.8%	434	10.9%
Romania	10	0.6%	3	0.6%	9	0.5%	22	0.6%
Slovakia	136	8.1%	12	2.5%	20	1.1%	168	4.2%
Slovenia	0	0.0%	3	0.6%	0	0.0%	3	0.1%
Spain	313	18.5%	28	5.7%	249	13.7%	590	14.8%
Sweden	2	0.1%	0	0.0%	0	0.0%	2	0.1%
United Kingdom	15	0.9%	1	0.2%	1	0.1%	17	0.4%
<b>Europe (non-EU)</b>								
Albania	15	0.9%	10	2.0%	22	1.2%	47	1.2%
Armenia	17	1.0%	3	0.6%	31	1.7%	51	1.3%
Azerbaijan	0	0.0%	1	0.2%	0	0.0%	1	0.0%
Belarus	1	0.1%	3	0.6%	0	0.0%	4	0.1%
Bosnia Herzegovina	6	0.4%	2	0.4%	0	0.0%	8	0.2%
Georgia	6	0.4%	2	0.4%	0	0.0%	8	0.2%
Iceland	6	0.4%	1	0.2%	15	0.8%	22	0.6%

	returned students		currently abroad students		local students		Total	
	n	%	n	%	n	%	n	%
<b>Europe (non-EU)</b>								
Kazakhstan	2	0.1%	0	0.0%	2	0.1%	4	0.1%
Kosovo	9	0.5%	2	0.4%	24	1.3%	35	0.9%
Macedonia	2	0.1%	0	0.0%	1	0.1%	3	0.1%
Moldova	3	0.2%	2	0.4%	4	0.2%	9	0.2%
Montenegro	1	0.1%	0	0.0%	1	0.1%	2	0.1%
Norway	0	0.0%	2	0.4%	0	0.0%	2	0.1%
Russian Federation	20	1.2%	4	0.8%	77	4.2%	101	2.5%
San Marino	0	0.0%	1	0.2%	0	0.0%	1	0.0%
Serbia	14	0.8%	1	0.2%	3	0.2%	18	0.5%
Switzerland	1	0.1%	2	0.4%	0	0.0%	3	0.1%
Turkey	5	0.3%	2	0.4%	2	0.1%	9	0.2%
Ukraine	53	3.1%	6	1.2%	13	0.7%	72	1.8%
Vatican City	1	0.1%	0	0.0%	0	0.0%	1	0.0%
<b>Latin America</b>								
Argentina	10	0.6%	2	0.4%	1	0.1%	13	0.3%
Bolivia	2	0.1%	1	0.2%	0	0.0%	3	0.1%
Brazil	28	1.7%	8	1.6%	0	0.0%	36	0.9%
Chile	2	0.1%	1	0.2%	1	0.1%	4	0.1%
Colombia	21	1.2%	2	0.4%	2	0.1%	25	0.6%
Costa Rica	5	0.3%	3	0.6%	0	0.0%	8	0.2%
Cuba	1	0.1%	0	0.0%	1	0.1%	2	0.1%
Dominican Republic	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Ecuador	3	0.2%	1	0.2%	1	0.1%	5	0.1%
El Salvador	2	0.1%	1	0.2%	0	0.0%	3	0.1%
Guatemala	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Mexico	19	1.1%	5	1.0%	0	0.0%	24	0.6%
Nicaragua	2	0.1%	0	0.0%	0	0.0%	2	0.1%
Paraguay	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Peru	2	0.1%	1	0.2%	2	0.1%	5	0.1%
Uruguay	0	0.0%	1	0.2%	0	0.0%	1	0.0%
Venezuela	0	0.0%	2	0.4%	0	0.0%	2	0.1%



	returned students		currently abroad students		local students		Total	
	n	%	n	%	n	%	n	%
<b>Middle East / Central Asia</b>								
Iran	8	0.5%	4	0.8%	1	0.1%	13	0.3%
Israel	3	0.2%	1	0.2%	0	0.0%	4	0.1%
Jordan	4	0.2%	1	0.2%	1	0.1%	6	0.2%
Kyrgyzstan	2	0.1%	1	0.2%	2	0.1%	5	0.1%
Lebanon	3	0.2%	6	1.2%	21	1.2%	30	0.8%
Palestine, State of	5	0.3%	0	0.0%	0	0.0%	5	0.1%
Syria	8	0.5%	2	0.4%	2	0.1%	12	0.3%
Tajikistan	0	0.0%	0	0.0%	1	0.1%	1	0.0%
Uzbekistan	6	0.4%	9	1.8%	7	0.4%	22	0.6%
<b>North America and Caribbean</b>								
Belize	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Canada	6	0.4%	2	0.4%	0	0.0%	8	0.2%
Jamaica	1	0.1%	0	0.0%	0	0.0%	1	0.0%
St Lucia	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Trinidad & Tobago	1	0.1%	0	0.0%	0	0.0%	1	0.0%
United States	16	0.9%	7	1.4%	0	0.0%	23	0.6%
Australia	1	0.1%	0	0.0%	0	0.0%	1	0.0%
New Zealand	1	0.1%	0	0.0%	0	0.0%	1	0.0%
<b>South Asia</b>								
Afghanistan	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Bangladesh	5	0.3%	2	0.4%	3	0.2%	10	0.3%
India	23	1.4%	10	2.0%	1	0.1%	34	0.9%
Nepal	2	0.1%	1	0.2%	1	0.1%	4	0.1%
Pakistan	11	0.7%	8	1.6%	6	0.3%	25	0.6%
Sri Lanka	1	0.1%	2	0.4%	0	0.0%	3	0.1%
<b>Southeast Asia</b>								
Indonesia	5	0.3%	3	0.6%	0	0.0%	8	0.2%
Laos	0	0.0%	0	0.0%	1	0.1%	1	0.0%
Malaysia	5	0.3%	0	0.0%	0	0.0%	5	0.1%
Myanmar	1	0.1%	0	0.0%	0	0.0%	1	0.0%
Philippines	6	0.4%	4	0.8%	1	0.1%	11	0.3%
Thailand	4	0.2%	0	0.0%	0	0.0%	4	0.1%
Vietnam	7	0.4%	4	0.8%	0	0.0%	11	0.3%
No answer	18	1.1%	11	2.3%	12	0.7%	41	1.0%
<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>	<b>3,997</b>	<b>100.0%</b>

Table 7: Level of interest in participating in student exchange programmes (means and standard deviations)

Please rate the level of your interest (the local students' interest) in participating in student exchange programmes before your first contact with international students (at the start of your stay) and currently (at the end of your stay).									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
Interest in participating in student exchange programmes (BEFORE)	3.58	1.13	1,210	3.49	1.14	314	3.61	1.17	682
Interest in participating in student exchange programmes (AFTER)	4.03	1.03	1,235	3.75	1.09	318	4.21	0.96	687
Interest in participating in student exchange programmes (INCREASE)	0.46	0.95	1,205	0.23	0.79	310	0.61	1.05	677

Table 8: Level of interest in participating in student exchange programmes (distribution)

Please rate the level of your interest (the local students' interest) in participating in student exchange programmes before your first contact with international students (at the start of your stay) and currently (at the end of your stay).							
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Interest in participating in student exchange programmes (BEFORE)	Very low	67	5.1%	21	5.9%	41	5.8%
	Below average	101	7.7%	26	7.3%	56	8.0%
	Average	424	32.3%	120	33.6%	239	34.0%
	Above average	295	22.5%	71	19.9%	140	19.9%
	Very high	323	24.6%	76	21.3%	206	29.3%
	Don't know	97	7.4%	39	10.9%	20	2.8%
	No answer	7	0.5%	4	1.1%	1	0.1%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Interest in participating in student exchange programmes (AFTER)	Very low	35	2.7%	14	3.9%	11	1.6%
	Below average	50	3.8%	17	4.8%	18	2.6%
	Average	276	21.0%	103	28.9%	139	19.8%
	Above average	356	27.1%	85	23.8%	164	23.3%
	Very high	518	39.4%	99	27.7%	355	50.5%
	Don't know	72	5.5%	35	9.8%	15	2.1%
	No answer	7	0.5%	4	1.1%	1	0.1%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

Table 9: Level of skills/properties (means and standard deviations)

Please rate the level of your skills/properties (the local students' skills/properties) before your first contact with international students (at the start of your stay) and currently (at the end of your stay).									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
Decision making in intercultural settings (BEFORE)	3.29	1.00	1,154	3.21	1.04	313	3.18	0.94	649
Decision making in intercultural settings (AFTER)	3.87	0.91	1,175	3.61	1.04	318	3.90	0.84	656
Decision making in intercultural settings (INCREASE)	0.59	0.88	1,152	0.42	0.80	312	0.73	0.84	646
Problem solving in intercultural settings (BEFORE)	3.28	1.03	1,137	3.17	1.02	318	3.16	0.98	643
Problem solving in intercultural settings (AFTER)	3.88	0.95	1,158	3.58	1.01	319	3.85	0.87	659
Problem solving in intercultural settings (INCREASE)	0.61	0.89	1,135	0.41	0.79	317	0.70	0.89	642
Teamwork in intercultural settings (BEFORE)	3.41	1.05	1,178	3.29	1.08	317	3.20	1.01	637
Teamwork in intercultural settings - end of stay (AFTER)	4.01	0.94	1,197	3.71	1.07	319	3.99	0.86	650
Teamwork in intercultural settings (INCREASE)	0.60	0.89	1,176	0.42	0.95	315	0.79	0.93	633
Work productivity in intercultural settings (BEFORE)	3.41	0.99	1,140	3.25	1.05	310	3.23	0.93	619
Work productivity in intercultural settings (AFTER)	3.91	0.94	1,156	3.63	1.00	316	3.88	0.84	634
Work productivity in intercultural settings (INCREASE)	0.50	0.84	1,136	0.39	0.83	308	0.65	0.90	619
Intercultural communication (BEFORE)	3.40	1.10	1,228	3.32	1.17	331	3.36	1.09	673
Intercultural communication (AFTER)	4.10	0.96	1,245	3.82	1.09	336	4.17	0.84	679

Please rate the level of your skills/properties (the local students' skills/properties) before your first contact with international students (at the start of your stay) and currently (at the end of your stay).									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
Intercultural communication (INCREASE)	0.70	0.98	1,225	0.50	0.87	329	0.82	0.97	672
Foreign language proficiency (BEFORE)	3.22	1.23	1,235	3.24	1.17	333	3.26	1.05	683
Foreign language proficiency (AFTER)	3.84	1.12	1,242	3.64	1.10	337	4.00	0.88	683
Foreign language proficiency (INCREASE)	0.63	0.89	1,233	0.41	0.82	331	0.74	0.88	680
Curiosity (interest to learn new things) (BEFORE)	3.74	1.09	1,239	3.66	1.19	333	4.04	0.99	681
Curiosity (interest to learn new things) (AFTER)	4.18	0.96	1,245	3.97	1.09	334	4.59	0.70	685
Curiosity (interest to learn new things) (INCREASE)	0.44	0.86	1,235	0.30	0.79	330	0.56	0.87	679

Table 10: Level of skills/properties (distribution)

Please rate the level of your interest (the local students' interest) in participating in student exchange programmes before your first contact with international students (at the start of your stay) and currently (at the end of your stay).							
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Decision making in intercultural settings (BEFORE)	Very low	52	4.0%	20	5.6%	33	4.7%
	Below average	150	11.4%	43	12.0%	83	11.8%
	Average	515	39.2%	143	40.1%	322	45.8%
	Above average	284	21.6%	66	18.5%	155	22.0%
	Very high	153	11.6%	41	11.5%	56	8.0%
	Don't know	133	10.1%	36	10.1%	37	5.3%
	No answer	27	2.1%	8	2.2%	17	2.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Problem solving in intercultural settings (BEFORE)	Very low	60	4.6%	23	6.4%	38	5.4%
	Below average	154	11.7%	34	9.5%	89	12.7%
	Average	487	37.1%	165	46.2%	311	44.2%
	Above average	282	21.5%	57	16.0%	145	20.6%
	Very high	154	11.7%	39	10.9%	60	8.5%
	Don't know	147	11.2%	31	8.7%	40	5.7%
	No answer	30	2.3%	8	2.2%	20	2.8%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Teamwork in intercultural settings (BEFORE)	Very low	53	4.0%	23	6.4%	38	5.4%
	Below average	143	10.9%	35	9.8%	89	12.7%
	Average	457	34.8%	134	37.5%	288	41.0%
	Above average	318	24.2%	76	21.3%	152	21.6%
	Very high	207	15.8%	49	13.7%	70	10.0%
	Don't know	104	7.9%	32	9.0%	49	7.0%
	No answer	32	2.4%	8	2.2%	17	2.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Work productivity in intercultural settings (BEFORE)	Very low	35	2.7%	17	4.8%	23	3.3%
	Below average	132	10.0%	50	14.0%	80	11.4%
	Average	486	37.0%	123	34.5%	310	44.1%
	Above average	299	22.8%	80	22.4%	142	20.2%
	Very high	188	14.3%	40	11.2%	64	9.1%
	Don't know	142	10.8%	38	10.6%	64	9.1%
	No answer	32	2.4%	9	2.5%	20	2.8%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Intercultural communication (BEFORE)	Very low	62	4.7%	30	8.4%	41	5.8%
	Below average	171	13.0%	39	10.9%	81	11.5%
	Average	444	33.8%	116	32.5%	262	37.3%
	Above average	318	24.2%	87	24.4%	173	24.6%
	Very high	233	17.7%	59	16.5%	116	16.5%
	Don't know	55	4.2%	17	4.8%	16	2.3%
	No answer	31	2.4%	9	2.5%	14	2.0%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Foreign language proficiency (BEFORE)	Very low	145	11.0%	29	8.1%	42	6.0%
	Below average	166	12.6%	51	14.3%	92	13.1%
	Average	423	32.2%	123	34.5%	291	41.4%
	Above average	278	21.2%	72	20.2%	164	23.3%
	Very high	223	17.0%	58	16.2%	94	13.4%
	Don't know	49	3.7%	16	4.5%	7	1.0%
	No answer	30	2.3%	8	2.2%	13	1.8%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Curiosity (interest to learn new things) (BEFORE)	Very low	47	3.6%	21	5.9%	16	2.3%
	Below average	96	7.3%	29	8.1%	25	3.6%
	Average	369	28.1%	98	27.5%	147	20.9%
	Above average	349	26.6%	79	22.1%	220	31.3%
	Very high	378	28.8%	106	29.7%	273	38.8%
	Don't know	47	3.6%	16	4.5%	8	1.1%
	No answer	28	2.1%	8	2.2%	14	2.0%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Decision making in intercultural settings (AFTER)	Very low	16	1.2%	14	3.9%	7	1.0%
	Below average	45	3.4%	18	5.0%	12	1.7%
	Average	347	26.4%	118	33.1%	187	26.6%
	Above average	436	33.2%	95	26.6%	282	40.1%
	Very high	331	25.2%	73	20.4%	168	23.9%
	Don't know	112	8.5%	31	8.7%	31	4.4%
	No answer	27	2.1%	8	2.2%	16	2.3%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Problem solving in intercultural settings (AFTER)	Very low	23	1.8%	12	3.4%	6	0.9%
	Below average	40	3.0%	19	5.3%	20	2.8%
	Average	342	26.0%	129	36.1%	213	30.3%
	Above average	401	30.5%	89	24.9%	250	35.6%
	Very high	352	26.8%	70	19.6%	170	24.2%
	Don't know	125	9.5%	30	8.4%	26	3.7%
	No answer	31	2.4%	8	2.2%	18	2.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Teamwork in intercultural settings - end of stay (AFTER)	Very low	14	1.1%	13	3.6%	8	1.1%
	Below average	56	4.3%	20	5.6%	11	1.6%
	Average	272	20.7%	102	28.6%	162	23.0%
	Above average	418	31.8%	95	26.6%	266	37.8%
	Very high	437	33.3%	89	24.9%	203	28.9%
	Don't know	85	6.5%	30	8.4%	35	5.0%
	No answer	32	2.4%	8	2.2%	18	2.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Work productivity in intercultural settings (AFTER)	Very low	17	1.3%	8	2.2%	5	0.7%
	Below average	52	4.0%	27	7.6%	10	1.4%
	Average	315	24.0%	109	30.5%	207	29.4%
	Above average	408	31.1%	103	28.9%	247	35.1%
	Very high	364	27.7%	69	19.3%	165	23.5%
	Don't know	123	9.4%	33	9.2%	49	7.0%
	No answer	35	2.7%	8	2.2%	20	2.8%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Intercultural communication (AFTER)	Very low	21	1.6%	14	3.9%	5	0.7%
	Below average	48	3.7%	23	6.4%	14	2.0%
	Average	243	18.5%	82	23.0%	118	16.8%
	Above average	410	31.2%	109	30.5%	265	37.7%
	Very high	523	39.8%	108	30.3%	277	39.4%
	Don't know	39	3.0%	12	3.4%	10	1.4%
	No answer	30	2.3%	9	2.5%	14	2.0%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

Please rate the level of your interest (the local students' interest) in participating in student exchange programmes before your first contact with international students (at the start of your stay) and currently (at the end of your stay).							
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Foreign language proficiency (AFTER)	Very low	63	4.8%	19	5.3%	8	1.1%
	Below average	82	6.2%	22	6.2%	20	2.8%
	Average	272	20.7%	103	28.9%	156	22.2%
	Above average	402	30.6%	109	30.5%	278	39.5%
	Very high	423	32.2%	84	23.5%	221	31.4%
	Don't know	40	3.0%	12	3.4%	7	1.0%
	No answer	32	2.4%	8	2.2%	13	1.8%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Curiosity (interest to learn new things) (AFTER)	Very low	21	1.6%	11	3.1%	6	0.9%
	Below average	36	2.7%	19	5.3%	2	0.3%
	Average	244	18.6%	80	22.4%	43	6.1%
	Above average	344	26.2%	84	23.5%	163	23.2%
	Very high	600	45.7%	140	39.2%	471	67.0%
	Don't know	39	3.0%	15	4.2%	5	0.7%
	No answer	30	2.3%	8	2.2%	13	1.8%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

Table 11: Level of professional intentions (means and standard deviations)

Please rate the level of your professional intentions (the local students' professional intentions) before your first contact with international students (at the start of your stay) and currently (at the end of your stay).									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
Intention to work outside their home country (BEFORE)	3.27	1.20	1,162	3.43	1.28	327	3.39	1.31	686
Intention to work outside their home country (AFTER)	3.80	1.14	1,198	3.79	1.18	331	4.03	1.11	687
Intention to work outside their home country (INCREASE)	0.54	0.97	1,156	0.38	0.98	326	0.64	1.11	683
Intention to open a business outside their home country (BEFORE)	2.58	1.21	912	2.64	1.29	263	2.68	1.36	641
Intention to open a business outside their home country (AFTER)	2.98	1.30	927	2.99	1.30	266	3.17	1.39	651
Intention to open a business outside their home country (INCREASE)	0.40	0.88	898	0.37	0.83	261	0.49	0.89	635
Intention to work in an international company/organisation (BEFORE)	3.59	1.10	1,099	3.72	1.17	317	3.61	1.20	673
Intention to work in an international company/organisation (AFTER)	4.04	1.03	1,121	4.12	0.99	320	4.21	1.00	678
Intention to work in an international company/organisation (INCREASE)	0.45	0.80	1,091	0.41	0.84	315	0.60	0.98	667



Table 12: Level of professional intentions (distribution)

Please rate the level of your professional intentions (the local students' professional intentions) before your first contact with international students (at the start of your stay) and currently (at the end of your stay).							
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Intention to work outside their home country (BEFORE)	Very low	114	8.7%	37	10.4%	77	11.0%
	Below average	161	12.3%	37	10.4%	97	13.8%
	Average	398	30.3%	84	23.5%	176	25.0%
	Above average	272	20.7%	88	24.6%	154	21.9%
	Very high	217	16.5%	81	22.7%	182	25.9%
	Don't know	131	10.0%	25	7.0%	14	2.0%
	No answer	21	1.6%	5	1.4%	3	0.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Intention to open a business outside their home country (BEFORE)	Very low	221	16.8%	68	19.0%	172	24.5%
	Below average	201	15.3%	51	14.3%	120	17.1%
	Average	313	23.8%	78	21.8%	175	24.9%
	Above average	98	7.5%	39	10.9%	88	12.5%
	Very high	79	6.0%	27	7.6%	86	12.2%
	Don't know	376	28.6%	89	24.9%	58	8.3%
	No answer	26	2.0%	5	1.4%	4	0.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Intention to work in an international company/organisation (BEFORE)	Very low	55	4.2%	18	5.0%	44	6.3%
	Below average	86	6.5%	28	7.8%	69	9.8%
	Average	390	29.7%	83	23.2%	196	27.9%
	Above average	289	22.0%	85	23.8%	163	23.2%
	Very high	279	21.2%	103	28.9%	201	28.6%
	Don't know	189	14.4%	35	9.8%	27	3.8%
	No answer	26	2.0%	5	1.4%	3	0.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Intention to work outside their home country (AFTER)	Very low	64	4.9%	20	5.6%	28	4.0%
	Below average	79	6.0%	27	7.6%	38	5.4%
	Average	300	22.8%	70	19.6%	128	18.2%
	Above average	340	25.9%	101	28.3%	182	25.9%
	Very high	415	31.6%	113	31.7%	311	44.2%
	Don't know	93	7.1%	21	5.9%	14	2.0%
	No answer	23	1.8%	5	1.4%	2	0.3%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Intention to open a business outside their home country (AFTER)	Very low	166	12.6%	46	12.9%	110	15.6%
	Below average	150	11.4%	45	12.6%	99	14.1%
	Average	297	22.6%	83	23.2%	166	23.6%
	Above average	168	12.8%	50	14.0%	124	17.6%
	Very high	146	11.1%	42	11.8%	152	21.6%
	Don't know	360	27.4%	86	24.1%	49	7.0%
	No answer	27	2.1%	5	1.4%	3	0.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Intention to work in an international company/organisation (AFTER)	Very low	29	2.2%	7	2.0%	18	2.6%
	Below average	47	3.6%	12	3.4%	21	3.0%
	Average	255	19.4%	61	17.1%	110	15.6%
	Above average	310	23.6%	96	26.9%	182	25.9%
	Very high	480	36.5%	144	40.3%	347	49.4%
	Don't know	168	12.8%	32	9.0%	23	3.3%
	No answer	25	1.9%	5	1.4%	2	0.3%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

Table 13: Level of attitudes/properties (means and standard deviations)

Please rate the level of your attitudes/properties (the local students' attitudes/properties) before your first contact with international students (at the start of your stay) and currently (at the end of your stay).									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
Knowledge of other cultures (habits, customs, traditions, values) (BEFORE)	2.96	1.08	1,236	3.00	1.10	332	3.12	0.99	687
Knowledge of other cultures (habits, customs, traditions, values) (AFTER)	3.85	0.93	1,251	3.56	1.01	336	4.07	0.75	692
Knowledge of other cultures (habits, customs, traditions, values) (INCREASE)	0.89	0.92	1,230	0.55	0.87	332	0.95	0.88	687
Sensitivity towards cultural differences (BEFORE)	3.35	1.08	1,227	3.30	1.12	332	3.64	1.01	678
Sensitivity towards cultural differences (AFTER)	3.87	0.99	1,247	3.67	1.05	336	4.22	0.84	687
Sensitivity towards cultural differences (INCREASE)	0.54	0.86	1,224	0.37	0.80	331	0.58	0.82	676
Perceived value of diversity (BEFORE)	3.54	1.06	1,186	3.46	1.12	317	3.81	1.02	682
Perceived value of diversity (AFTER)	3.99	0.96	1,201	3.79	1.07	318	4.31	0.83	689
Perceived value of diversity (INCREASE)	0.46	0.76	1,178	0.33	0.78	315	0.50	0.83	682
Self-awareness and self-reflection in intercultural settings (BEFORE)	3.38	1.00	1,115	3.29	1.07	307	3.41	0.96	654
Self-awareness and self-reflection in intercultural settings (AFTER)	3.88	0.93	1,134	3.66	1.05	309	4.05	0.81	663
Self-awareness and self-reflection in intercultural settings (INCREASE)	0.50	0.81	1,113	0.37	0.85	306	0.66	0.85	652
Intercultural tolerance (BEFORE)	3.75	1.02	1,231	3.64	1.12	328	3.95	1.02	682
Intercultural tolerance (AFTER)	4.10	0.93	1,252	3.92	1.00	332	4.34	0.83	690
Intercultural tolerance (INCREASE)	0.36	0.73	1,226	0.28	0.81	327	0.39	0.71	681
Interest in global concerns beyond national boundaries (BEFORE)	3.47	1.09	1,175	3.48	1.09	316	3.66	1.09	684
Interest in global concerns beyond national boundaries (AFTER)	3.92	1.00	1,187	3.79	1.08	321	4.21	0.87	687
Interest in global concerns beyond national boundaries (INCREASE)	0.44	0.77	1,165	0.31	0.72	315	0.56	0.81	683

Table 14: Level of attitudes/properties (distribution)

Please rate the level of your attitudes/properties (the local students' attitudes/properties) before your first contact with international students (at the start of your stay) and currently (at the end of your stay).							
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Knowledge of other cultures (habits, customs, traditions, values) (BEFORE)	Very low	138	10.5%	37	10.4%	41	5.8%
	Below average	231	17.6%	54	15.1%	116	16.5%
	Average	504	38.4%	145	40.6%	312	44.4%
	Above average	263	20.0%	63	17.6%	156	22.2%
	Very high	100	7.6%	33	9.2%	62	8.8%
	Don't know	55	4.2%	15	4.2%	7	1.0%
	No answer	23	1.8%	10	2.8%	9	1.3%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Sensitivity towards cultural differences (BEFORE)	Very low	75	5.7%	26	7.3%	20	2.8%
	Below average	145	11.0%	43	12.0%	51	7.3%
	Average	492	37.4%	120	33.6%	238	33.9%
	Above average	306	23.3%	92	25.8%	211	30.0%
	Very high	209	15.9%	51	14.3%	158	22.5%
	Don't know	62	4.7%	15	4.2%	15	2.1%
	No answer	25	1.9%	10	2.8%	10	1.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Perceived value of diversity (BEFORE)	Very low	56	4.3%	21	5.9%	15	2.1%
	Below average	98	7.5%	29	8.1%	39	5.5%
	Average	429	32.6%	119	33.3%	222	31.6%
	Above average	355	27.0%	80	22.4%	189	26.9%
	Very high	248	18.9%	68	19.0%	217	30.9%
	Don't know	101	7.7%	30	8.4%	10	1.4%
	No answer	27	2.1%	10	2.8%	11	1.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Self-awareness and self-reflection in intercultural settings (BEFORE)	Very low	45	3.4%	21	5.9%	25	3.6%
	Below average	111	8.4%	36	10.1%	47	6.7%
	Average	507	38.6%	129	36.1%	316	45.0%
	Above average	277	21.1%	76	21.3%	168	23.9%
	Very high	175	13.3%	45	12.6%	98	13.9%
	Don't know	168	12.8%	40	11.2%	39	5.5%
	No answer	31	2.4%	10	2.8%	10	1.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Intercultural tolerance (BEFORE)	Very low	36	2.7%	17	4.8%	13	1.8%
	Below average	80	6.1%	27	7.6%	34	4.8%
	Average	380	28.9%	102	28.6%	190	27.0%
	Above average	396	30.1%	93	26.1%	183	26.0%
	Very high	339	25.8%	89	24.9%	262	37.3%
	Don't know	56	4.3%	19	5.3%	10	1.4%
	No answer	27	2.1%	10	2.8%	11	1.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Interest in global concerns beyond national boundaries (BEFORE)	Very low	65	4.9%	17	4.8%	25	3.6%
	Below average	118	9.0%	30	8.4%	62	8.8%
	Average	423	32.2%	118	33.1%	225	32.0%
	Above average	332	25.3%	86	24.1%	180	25.6%
	Very high	237	18.0%	65	18.2%	192	27.3%
	Don't know	111	8.4%	31	8.7%	8	1.1%
	No answer	28	2.1%	10	2.8%	11	1.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Knowledge of other cultures (habits, customs, traditions, values) (AFTER)	Very low	25	1.9%	14	3.9%	3	0.4%
	Below average	58	4.4%	27	7.6%	10	1.4%
	Average	326	24.8%	112	31.4%	125	17.8%
	Above average	514	39.1%	124	34.7%	355	50.5%
	Very high	328	25.0%	59	16.5%	199	28.3%
	Don't know	39	3.0%	11	3.1%	2	0.3%
	No answer	24	1.8%	10	2.8%	9	1.3%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Sensitivity towards cultural differences (AFTER)	Very low	35	2.7%	14	3.9%	8	1.1%
	Below average	54	4.1%	21	5.9%	12	1.7%
	Average	333	25.3%	114	31.9%	101	14.4%
	Above average	439	33.4%	101	28.3%	268	38.1%
	Very high	386	29.4%	86	24.1%	298	42.4%
	Don't know	41	3.1%	11	3.1%	6	0.9%
	No answer	26	2.0%	10	2.8%	10	1.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Perceived value of diversity (AFTER)	Very low	24	1.8%	12	3.4%	7	1.0%
	Below average	45	3.4%	20	5.6%	6	0.9%
	Average	275	20.9%	91	25.5%	101	14.4%
	Above average	427	32.5%	96	26.9%	230	32.7%
	Very high	430	32.7%	99	27.7%	345	49.1%
	Don't know	85	6.5%	29	8.1%	4	0.6%
	No answer	28	2.1%	10	2.8%	10	1.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Self-awareness and self-reflection in intercultural settings (AFTER)	Very low	14	1.1%	14	3.9%	4	0.6%
	Below average	54	4.1%	20	5.6%	12	1.7%
	Average	323	24.6%	96	26.9%	138	19.6%
	Above average	409	31.1%	106	29.7%	299	42.5%
	Very high	334	25.4%	73	20.4%	210	29.9%
	Don't know	149	11.3%	38	10.6%	29	4.1%
	No answer	31	2.4%	10	2.8%	11	1.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Intercultural tolerance (AFTER)	Very low	19	1.4%	8	2.2%	10	1.4%
	Below average	38	2.9%	17	4.8%	5	0.7%
	Average	254	19.3%	82	23.0%	85	12.1%
	Above average	425	32.3%	113	31.7%	230	32.7%
	Very high	516	39.3%	112	31.4%	360	51.2%
	Don't know	34	2.6%	15	4.2%	3	0.4%
	No answer	28	2.1%	10	2.8%	10	1.4%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>
Interest in global concerns beyond national boundaries (AFTER)	Very low	23	1.8%	14	3.9%	5	0.7%
	Below average	73	5.6%	16	4.5%	14	2.0%
	Average	284	21.6%	95	26.6%	130	18.5%
	Above average	406	30.9%	96	26.9%	220	31.3%
	Very high	401	30.5%	100	28.0%	318	45.2%
	Don't know	97	7.4%	26	7.3%	5	0.7%
	No answer	30	2.3%	10	2.8%	11	1.6%
	<b>Total</b>	<b>1,314</b>	<b>100.0%</b>	<b>357</b>	<b>100.0%</b>	<b>703</b>	<b>100.0%</b>

Table 15: Reasons that prevented local and mobile students from meeting each other (means and standard deviations)

Which of the following are reasons that keep/kept you from meeting local students (international students) although you are/were interested in interacting with them?									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
Lack of time :	2.63	1.31	228	2.53	1.21	90	2.97	1.25	725
I was/am personally interested in meeting local (international) students but they always hung/hang out in groups with other internationals and I find/found it difficult to approach them.	2.31	1.41	228	2.30	1.24	89	2.76	1.33	717
Unconducive university/campus infrastructure (e.g. lack of recreation center, international student center, etc.) :	2.69	1.48	228	2.36	1.28	90	2.58	1.31	723
Lack of international student organisations :	2.39	1.41	228	2.11	1.20	90	2.50	1.23	719
Unconducive accommodation (e.g. local and international students accommodated in separated dormitories) :	2.83	1.55	228	2.96	1.54	90	2.04	1.23	718
The local (international) students were/are not interested in meeting me.	3.07	1.35	228	3.24	1.25	90	1.92	1.06	723
International student organisations exist(ed) but exclud(ed) local students.	2.30	1.38	227	2.70	1.29	90	2.10	1.21	710
Language barriers :	2.38	1.37	228	2.41	1.28	90	2.02	1.11	724
No common interests in free time activities :	2.32	1.22	228	2.24	1.19	90	1.99	1.04	725
I had/have no confidence in myself.	1.92	1.08	228	1.94	1.16	90	2.12	1.28	723
No common interests in academic activities :	2.14	1.22	227	1.90	1.05	90	1.86	1.01	723
I was/am personally interested in meeting local (international) students but my circle of friends was/is not.	1.97	1.18	228	1.69	1.09	89	1.80	1.08	717
Cultural differences, prejudices against each other :	1.82	0.98	228	1.77	1.09	90	1.34	0.69	724
Different economic status :	1.47	0.92	228	1.63	1.08	90	1.42	0.85	722
I had/have mistrust of the local (international) students.	1.31	0.70	228	1.24	0.59	90	1.20	0.56	723
Interest in global concerns beyond national boundaries (BEFORE)	3.47	1.09	1,175	3.48	1.09	316	3.66	1.09	684
Interest in global concerns beyond national boundaries (AFTER)	3.92	1.00	1,187	3.79	1.08	321	4.21	0.87	687
Interest in global concerns beyond national boundaries (INCREASE)	0.44	0.77	1,165	0.31	0.72	315	0.56	0.81	683

Table 16: Reasons that prevented local and mobile students from meeting each other (distribution)

		Which of the following are reasons that keep/kept you from meeting local students (international students) although you are/were interested in interacting with them?					
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Lack of time :	Does not apply	58	25.4%	23	25.3%	114	15.7%
	Slightly Applies	53	23.2%	22	24.2%	146	20.1%
	Somewhat applies	56	24.6%	24	26.4%	197	27.2%
	Mostly applies	37	16.2%	16	17.6%	181	25.0%
	Fully applies	24	10.5%	5	5.5%	87	12.0%
	No answer	0	0.0%	1	1.1%	0	0.0%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>
Language barriers :	Does not apply	87	38.2%	29	31.9%	304	41.9%
	Slightly Applies	44	19.3%	22	24.2%	217	29.9%
	Somewhat applies	43	18.9%	18	19.8%	113	15.6%
	Mostly applies	32	14.0%	15	16.5%	66	9.1%
	Fully applies	22	9.6%	6	6.6%	24	3.3%
	No answer	0	0.0%	1	1.1%	1	0.1%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>
The local (international) students were/are not interested in meeting me.	Does not apply	41	18.0%	11	12.1%	337	46.5%
	Slightly Applies	38	16.7%	13	14.3%	194	26.8%
	Somewhat applies	52	22.8%	24	26.4%	123	17.0%
	Mostly applies	58	25.4%	27	29.7%	54	7.4%
	Fully applies	39	17.1%	15	16.5%	15	2.1%
	No answer	0	0.0%	1	1.1%	2	0.3%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>
I had/have no confidence in myself.	Does not apply	109	47.8%	46	50.5%	328	45.2%
	Slightly Applies	57	25.0%	18	19.8%	151	20.8%
	Somewhat applies	40	17.5%	13	14.3%	122	16.8%
	Mostly applies	16	7.0%	11	12.1%	71	9.8%
	Fully applies	6	2.6%	2	2.2%	51	7.0%
	No answer	0	0.0%	1	1.1%	2	0.3%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>



		returned students		currently abroad students		local students	
		n	%	n	%	n	%
I had/have mistrust of the local (international) students.	Does not apply	182	79.8%	75	82.4%	622	85.8%
	Slightly Applies	26	11.4%	8	8.8%	68	9.4%
	Somewhat applies	16	7.0%	7	7.7%	26	3.6%
	Mostly applies	3	1.3%	0	0.0%	4	0.6%
	Fully applies	1	0.4%	0	0.0%	3	0.4%
	No answer	0	0.0%	1	1.1%	2	0.3%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>
Cultural differences, prejudices against each other :	Does not apply	114	50.0%	51	56.0%	544	75.0%
	Slightly Applies	58	25.4%	21	23.1%	130	17.9%
	Somewhat applies	41	18.0%	9	9.9%	35	4.8%
	Mostly applies	13	5.7%	6	6.6%	12	1.7%
	Fully applies	2	0.9%	3	3.3%	3	0.4%
	No answer	0	0.0%	1	1.1%	1	0.1%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>
No common interests in free time activities :	Does not apply	79	34.6%	32	35.2%	302	41.7%
	Slightly Applies	51	22.4%	23	25.3%	213	29.4%
	Somewhat applies	56	24.6%	20	22.0%	137	18.9%
	Mostly applies	31	13.6%	11	12.1%	63	8.7%
	Fully applies	11	4.8%	4	4.4%	10	1.4%
	No answer	0	0.0%	1	1.1%	0	0.0%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>
No common interests in academic activities :	Does not apply	94	41.2%	42	46.2%	352	48.6%
	Slightly Applies	55	24.1%	25	27.5%	194	26.8%
	Somewhat applies	46	20.2%	15	16.5%	113	15.6%
	Mostly applies	17	7.5%	6	6.6%	57	7.9%
	Fully applies	15	6.6%	2	2.2%	7	1.0%
	No answer	1	0.4%	1	1.1%	2	0.3%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Different economic status :	Does not apply	167	73.2%	60	65.9%	538	74.2%
	Slightly Applies	31	13.6%	15	16.5%	110	15.2%
	Somewhat applies	19	8.3%	5	5.5%	46	6.3%
	Mostly applies	6	2.6%	8	8.8%	13	1.8%
	Fully applies	5	2.2%	2	2.2%	15	2.1%
	No answer	0	0.0%	1	1.1%	3	0.4%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>
Unconducive university/campus infrastructure (e.g. lack of recreation centre, international student centre, etc.) :	Does not apply	75	32.9%	31	34.1%	200	27.6%
	Slightly Applies	34	14.9%	21	23.1%	167	23.0%
	Somewhat applies	43	18.9%	20	22.0%	164	22.6%
	Mostly applies	39	17.1%	11	12.1%	120	16.6%
	Fully applies	37	16.2%	7	7.7%	72	9.9%
	No answer	0	0.0%	1	1.1%	2	0.3%
	<b>Total</b>	<b>228</b>	<b>100.0%</b>	<b>91</b>	<b>100.0%</b>	<b>725</b>	<b>100.0%</b>

Table 17: Reasons why local and mobile students were not interested in meeting (means and standard deviations)

Which of the following are reasons why you are not (very) interested in meeting local students (international students)?									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
No common interests in free time activities :	2.57	1.28	147	3.00	1.30	40	2.52	1.30	389
The local (international) students were/are not interested in meeting me.	2.65	1.46	147	2.68	1.38	40	2.24	1.21	389
No common interests in academic activities :	2.47	1.29	147	2.53	1.22	40	2.33	1.28	389
local (international) students were/are not interested in my circle of friends.	2.54	1.42	147	2.38	1.35	39	2.13	1.22	389
I did/do not expect any academic achievements.	1.78	1.13	147	2.23	1.29	39	2.03	1.24	390
I did/do not expect any benefits for my social life.	1.92	1.16	147	2.13	1.36	38	1.98	1.23	390
My friends were/are not interested in local (international) students.	1.98	1.18	147	1.79	0.95	39	1.86	1.13	389
I did/do not expect any benefits for my career.	1.63	1.00	147	2.05	1.23	39	1.93	1.21	390
Cultural differences, prejudices against each other :	1.76	1.16	147	2.25	1.28	40	1.49	0.88	389
Bad experience with international people in the past (before entering university settings) :	1.29	0.79	147	1.40	0.78	40	1.22	0.63	389

Table 18: Reasons why local and mobile students were not interested in meeting (distribution)

Which of the following are reasons why you are not (very) interested in meeting local students (international students)?							
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
No common interests in academic activities :	Does not apply	46	31.3%	11	27.5%	138	35.4%
	Slightly Applies	33	22.4%	8	20.0%	98	25.1%
	Somewhat applies	32	21.8%	12	30.0%	67	17.2%
	Mostly applies	25	17.0%	7	17.5%	60	15.4%
	Fully applies	11	7.5%	2	5.0%	26	6.7%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
No common interests in academic activities :	Does not apply	46	31.3%	11	27.5%	138	35.4%
	Slightly Applies	33	22.4%	8	20.0%	98	25.1%
	Somewhat applies	32	21.8%	12	30.0%	67	17.2%
	Mostly applies	25	17.0%	7	17.5%	60	15.4%
	Fully applies	11	7.5%	2	5.0%	26	6.7%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
No common interests in academic activities :	Does not apply	46	31.3%	11	27.5%	138	35.4%
	Slightly Applies	33	22.4%	8	20.0%	98	25.1%
	Somewhat applies	32	21.8%	12	30.0%	67	17.2%
	Mostly applies	25	17.0%	7	17.5%	60	15.4%
	Fully applies	11	7.5%	2	5.0%	26	6.7%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
No common interests in academic activities :	Does not apply	46	31.3%	11	27.5%	138	35.4%
	Slightly Applies	33	22.4%	8	20.0%	98	25.1%
	Somewhat applies	32	21.8%	12	30.0%	67	17.2%
	Mostly applies	25	17.0%	7	17.5%	60	15.4%
	Fully applies	11	7.5%	2	5.0%	26	6.7%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
No common interests in academic activities :	Does not apply	46	31.3%	11	27.5%	138	35.4%
	Slightly Applies	33	22.4%	8	20.0%	98	25.1%
	Somewhat applies	32	21.8%	12	30.0%	67	17.2%
	Mostly applies	25	17.0%	7	17.5%	60	15.4%
	Fully applies	11	7.5%	2	5.0%	26	6.7%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
No common interests in academic activities :	Does not apply	46	31.3%	11	27.5%	138	35.4%
	Slightly Applies	33	22.4%	8	20.0%	98	25.1%
	Somewhat applies	32	21.8%	12	30.0%	67	17.2%
	Mostly applies	25	17.0%	7	17.5%	60	15.4%
	Fully applies	11	7.5%	2	5.0%	26	6.7%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
No common interests in academic activities :	Does not apply	46	31.3%	11	27.5%	138	35.4%
	Slightly Applies	33	22.4%	8	20.0%	98	25.1%
	Somewhat applies	32	21.8%	12	30.0%	67	17.2%
	Mostly applies	25	17.0%	7	17.5%	60	15.4%
	Fully applies	11	7.5%	2	5.0%	26	6.7%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
The local (international) students were/ are not interested in meeting me.	Does not apply	48	32.7%	11	27.5%	138	35.4%
	Slightly Applies	22	15.0%	8	20.0%	104	26.7%
	Somewhat applies	33	22.4%	9	22.5%	86	22.1%
	Mostly applies	21	14.3%	7	17.5%	37	9.5%
	Fully applies	23	15.6%	5	12.5%	24	6.2%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Cultural differences, prejudices against each other :	Does not apply	92	62.6%	17	42.5%	272	69.7%
	Slightly Applies	20	13.6%	5	12.5%	68	17.4%
	Somewhat applies	19	12.9%	11	27.5%	33	8.5%
	Mostly applies	10	6.8%	5	12.5%	9	2.3%
	Fully applies	6	4.1%	2	5.0%	7	1.8%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
Bad experience with international people in the past (before entering university settings) :	Does not apply	125	85.0%	30	75.0%	336	86.2%
	Slightly Applies	10	6.8%	5	12.5%	27	6.9%
	Somewhat applies	6	4.1%	4	10.0%	19	4.9%
	Mostly applies	4	2.7%	1	2.5%	6	1.5%
	Fully applies	2	1.4%	0	0.0%	1	0.3%
	No answer	0	0.0%	0	0.0%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
I did/do not expect any benefits for my social life.	Does not apply	76	51.7%	19	47.5%	204	52.3%
	Slightly Applies	30	20.4%	5	12.5%	68	17.4%
	Somewhat applies	23	15.6%	7	17.5%	61	15.6%
	Mostly applies	13	8.8%	4	10.0%	37	9.5%
	Fully applies	5	3.4%	3	7.5%	20	5.1%
	No answer	0	0.0%	2	5.0%	0	0.0%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
I did/do not expect any academic achievements.	Does not apply	87	59.2%	17	42.5%	191	49.0%
	Slightly Applies	25	17.0%	5	12.5%	77	19.7%
	Somewhat applies	21	14.3%	10	25.0%	67	17.2%
	Mostly applies	8	5.4%	5	12.5%	30	7.7%
	Fully applies	6	4.1%	2	5.0%	25	6.4%
	No answer	0	0.0%	1	2.5%	0	0.0%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
I did/do not expect any benefits for my career.	Does not apply	94	63.9%	20	50.0%	209	53.6%
	Slightly Applies	27	18.4%	4	10.0%	69	17.7%
	Somewhat applies	17	11.6%	9	22.5%	64	16.4%
	Mostly applies	5	3.4%	5	12.5%	26	6.7%
	Fully applies	4	2.7%	1	2.5%	22	5.6%
	No answer	0	0.0%	1	2.5%	0	0.0%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
My friends were/ are not interested in local (international) students.	Does not apply	71	48.3%	19	47.5%	216	55.4%
	Slightly Applies	33	22.4%	11	27.5%	65	16.7%
	Somewhat applies	25	17.0%	8	20.0%	68	17.4%
	Mostly applies	11	7.5%	0	0.0%	28	7.2%
	Fully applies	7	4.8%	1	2.5%	12	3.1%
	No answer	0	0.0%	1	2.5%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>
local (international) students were/are not interested in my circle of friends.	Does not apply	53	36.1%	15	37.5%	162	41.5%
	Slightly Applies	22	15.0%	6	15.0%	96	24.6%
	Somewhat applies	26	17.7%	9	22.5%	68	17.4%
	Mostly applies	31	21.1%	6	15.0%	43	11.0%
	Fully applies	15	10.2%	3	7.5%	20	5.1%
	No answer	0	0.0%	1	2.5%	1	0.3%
	<b>Total</b>	<b>147</b>	<b>100.0%</b>	<b>40</b>	<b>100.0%</b>	<b>390</b>	<b>100.0%</b>

Table 19: Improvement suggestions (means and standard deviations)

To what extent do the following aspects need improvement in order to encourage interactions between international and local students?									
	returned students			currently abroad students			local students		
	M	SD	n	M	SD	n	M	SD	n
Promotion of international/local events and activities :	3.65	1.15	1,646	3.65	1.13	468	3.83	1.02	1,699
Group work between international and local students in class :	3.67	1.27	1,625	3.44	1.37	464	3.85	1.13	1,705
Mixed living arrangements (for both international and local students) :	3.70	1.22	1,621	3.63	1.22	453	3.71	1.07	1,613
Trips to meet local culture (local: Trips to meet local culture)	3.63	1.14	1,633	3.61	1.13	469	3.78	1.04	1,661
Language classes :	3.56	1.25	1,612	3.56	1.25	467	3.82	1.12	1,707
Buddy programmes (between international and local students) :	3.67	1.15	1,575	3.60	1.20	442	3.69	1.07	1,425
International/multicultural events (e.g. food festivals, country presentations) :	3.53	1.18	1,643	3.62	1.13	473	3.82	1.04	1,700
Mixed classrooms (accessible to both international and local students) :	3.55	1.35	1,619	3.30	1.38	464	3.82	1.18	1,690
Mentoring programmes (between intercultural experts and both local and international students) :	3.62	1.14	1,567	3.54	1.15	436	3.65	1.05	1,537
Opportunity for international students to participate in local volunteer programmes :	3.64	1.08	1,558	3.62	1.11	453	3.53	1.06	1,566
International groups/associations at host universities :	3.50	1.11	1,600	3.54	1.08	454	3.60	1.02	1,542
Raising awareness of the multiculturalism of the student body :	3.48	1.21	1,592	3.48	1.21	459	3.63	1.14	1,639
Trainings about intercultural communication :	3.38	1.16	1,582	3.41	1.18	458	3.64	1.10	1,658
Local host family programmes to expand the accommodation of international students among local people :	3.52	1.21	1,495	3.38	1.28	429	3.49	1.11	1,553
Tailoring teaching practices towards an international classroom :	3.42	1.27	1,554	3.41	1.23	452	3.54	1.14	1,584
Trainings about strategies to adapt ones behaviour to people from different cultural backgrounds :	3.37	1.19	1,555	3.40	1.23	450	3.58	1.14	1,624
Trainings about the benefits and potentials of cultural diversity :	3.35	1.22	1,568	3.39	1.19	455	3.54	1.15	1,666
Trainings about other cultures values and customs :	3.36	1.15	1,601	3.41	1.14	460	3.52	1.17	1,678

Table 20: Improvement suggestions (distribution)

To what extent do the following aspects need improvement in order to encourage interactions between international and local students?							
		returned students		currently abroad students		local students	
		n	%	n	%	n	%
International groups/ associations at host universities :	Not at all	86	5.1%	15	3.1%	51	2.8%
	To a small extent	186	11.0%	57	11.7%	126	6.9%
	To a moderate extent	514	30.4%	157	32.2%	547	30.1%
	To a large extent	468	27.7%	117	24.0%	484	26.6%
	To a very large extent	346	20.5%	108	22.1%	334	18.4%
	Don't know	84	5.0%	33	6.8%	264	14.5%
	No answer	5	0.3%	1	0.2%	14	0.8%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Trips to meet local culture (local: Trips to meet local culture)	Not at all	88	5.2%	27	5.5%	56	3.1%
	To a small extent	177	10.5%	47	9.6%	123	6.8%
	To a moderate extent	413	24.5%	125	25.6%	423	23.2%
	To a large extent	532	31.5%	153	31.4%	587	32.3%
	To a very large extent	423	25.0%	117	24.0%	472	25.9%
	Don't know	51	3.0%	18	3.7%	145	8.0%
	No answer	5	0.3%	1	0.2%	14	0.8%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
International/multi- cultural events (e.g. food festivals, country presentations) :	Not at all	103	6.1%	20	4.1%	50	2.7%
	To a small extent	227	13.4%	60	12.3%	129	7.1%
	To a moderate extent	409	24.2%	123	25.2%	404	22.2%
	To a large extent	511	30.3%	147	30.1%	605	33.2%
	To a very large extent	393	23.3%	123	25.2%	512	28.1%
	Don't know	41	2.4%	14	2.9%	106	5.8%
	No answer	5	0.3%	1	0.2%	14	0.8%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Buddy programmes (between international and local students) :	Not at all	83	4.9%	30	6.1%	57	3.1%
	To a small extent	160	9.5%	54	11.1%	119	6.5%
	To a moderate extent	410	24.3%	102	20.9%	412	22.6%
	To a large extent	455	26.9%	133	27.3%	460	25.3%
	To a very large extent	467	27.6%	123	25.2%	377	20.7%
	Don't know	107	6.3%	45	9.2%	383	21.0%
	No answer	7	0.4%	1	0.2%	12	0.7%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>



		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Mentoring programmes (between intercultural experts and both local and international students) :	Not at all	84	5.0%	23	4.7%	55	3.0%
	To a small extent	170	10.1%	56	11.5%	133	7.3%
	To a moderate extent	423	25.0%	130	26.6%	489	26.9%
	To a large extent	476	28.2%	116	23.8%	485	26.6%
	To a very large extent	414	24.5%	111	22.7%	375	20.6%
	Don't know	115	6.8%	51	10.5%	271	14.9%
	No answer	7	0.4%	1	0.2%	12	0.7%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Local host family programmes to expand the accommodation of international students among local people :	Not at all	122	7.2%	44	9.0%	88	4.8%
	To a small extent	164	9.7%	62	12.7%	177	9.7%
	To a moderate extent	403	23.9%	114	23.4%	492	27.0%
	To a large extent	423	25.0%	103	21.1%	479	26.3%
	To a very large extent	383	22.7%	106	21.7%	317	17.4%
	Don't know	191	11.3%	58	11.9%	252	13.8%
	No answer	3	0.2%	1	0.2%	15	0.8%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Opportunity for international students to participate in local volunteer programmes :	Not at all	58	3.4%	17	3.5%	66	3.6%
	To a small extent	175	10.4%	56	11.5%	177	9.7%
	To a moderate extent	421	24.9%	127	26.0%	485	26.6%
	To a large extent	520	30.8%	134	27.5%	531	29.2%
	To a very large extent	384	22.7%	119	24.4%	307	16.9%
	Don't know	128	7.6%	34	7.0%	238	13.1%
	No answer	3	0.2%	1	0.2%	16	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Mixed classrooms (accessible to both international and local students) :	Not at all	183	10.8%	76	15.6%	104	5.7%
	To a small extent	192	11.4%	52	10.7%	124	6.8%
	To a moderate extent	314	18.6%	101	20.7%	349	19.2%
	To a large extent	407	24.1%	125	25.6%	505	27.7%
	To a very large extent	523	31.0%	110	22.5%	608	33.4%
	Don't know	66	3.9%	23	4.7%	114	6.3%
	No answer	4	0.2%	1	0.2%	16	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Group work between international and local students in class :	Not at all	137	8.1%	60	12.3%	85	4.7%
	To a small extent	173	10.2%	62	12.7%	124	6.8%
	To a moderate extent	328	19.4%	90	18.4%	364	20.0%
	To a large extent	438	25.9%	117	24.0%	525	28.8%
	To a very large extent	549	32.5%	135	27.7%	607	33.4%
	Don't know	61	3.6%	23	4.7%	99	5.4%
	No answer	3	0.2%	1	0.2%	16	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Tailoring teaching practices towards an international classroom :	Not at all	149	8.8%	40	8.2%	101	5.5%
	To a small extent	216	12.8%	56	11.5%	165	9.1%
	To a moderate extent	408	24.2%	142	29.1%	472	25.9%
	To a large extent	391	23.1%	106	21.7%	474	26.0%
	To a very large extent	390	23.1%	108	22.1%	372	20.4%
	Don't know	131	7.8%	35	7.2%	220	12.1%
	No answer	4	0.2%	1	0.2%	16	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Language classes :	Not at all	137	8.1%	40	8.2%	79	4.3%
	To a small extent	182	10.8%	51	10.5%	121	6.6%
	To a moderate extent	395	23.4%	119	24.4%	404	22.2%
	To a large extent	433	25.6%	123	25.2%	520	28.6%
	To a very large extent	465	27.5%	134	27.5%	583	32.0%
	Don't know	73	4.3%	18	3.7%	98	5.4%
	No answer	4	0.2%	3	0.6%	15	0.8%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Trainings about other cultures values and customs :	Not at all	109	6.5%	29	5.9%	110	6.0%
	To a small extent	245	14.5%	71	14.5%	202	11.1%
	To a moderate extent	507	30.0%	125	25.6%	469	25.8%
	To a large extent	441	26.1%	151	30.9%	493	27.1%
	To a very large extent	299	17.7%	84	17.2%	404	22.2%
	Don't know	84	5.0%	25	5.1%	125	6.9%
	No answer	4	0.2%	3	0.6%	17	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Trainings about inter-cultural communication :	Not at all	103	6.1%	33	6.8%	79	4.3%
	To a small extent	266	15.7%	72	14.8%	153	8.4%
	To a moderate extent	450	26.6%	120	24.6%	477	26.2%
	To a large extent	457	27.1%	140	28.7%	524	28.8%
	To a very large extent	306	18.1%	93	19.1%	425	23.4%
	Don't know	102	6.0%	27	5.5%	145	8.0%
	No answer	5	0.3%	3	0.6%	17	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Trainings about the benefits and potentials of cultural diversity :	Not at all	131	7.8%	39	8.0%	96	5.3%
	To a small extent	272	16.1%	59	12.1%	201	11.0%
	To a moderate extent	418	24.7%	134	27.5%	478	26.3%
	To a large extent	416	24.6%	130	26.6%	484	26.6%
	To a very large extent	331	19.6%	93	19.1%	407	22.4%
	Don't know	117	6.9%	31	6.4%	138	7.6%
	No answer	4	0.2%	2	0.4%	16	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Trainings about strategies to adapt ones behaviour to people from different cultural backgrounds :	Not at all	111	6.6%	38	7.8%	92	5.1%
	To a small extent	263	15.6%	67	13.7%	165	9.1%
	To a moderate extent	447	26.5%	127	26.0%	483	26.5%
	To a large extent	409	24.2%	115	23.6%	471	25.9%
	To a very large extent	325	19.2%	103	21.1%	413	22.7%
	Don't know	129	7.6%	35	7.2%	179	9.8%
	No answer	5	0.3%	3	0.6%	17	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Mixed living arrangements (for both international and local students) :	Not at all	114	6.7%	31	6.4%	65	3.6%
	To a small extent	157	9.3%	54	11.1%	126	6.9%
	To a moderate extent	373	22.1%	106	21.7%	456	25.1%
	To a large extent	435	25.8%	124	25.4%	525	28.8%
	To a very large extent	542	32.1%	138	28.3%	441	24.2%
	Don't know	65	3.8%	32	6.6%	190	10.4%
	No answer	3	0.2%	3	0.6%	17	0.9%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>

		returned students		currently abroad students		local students	
		n	%	n	%	n	%
Promotion of international/local events and activities :	Not at all	81	4.8%	21	4.3%	48	2.6%
	To a small extent	197	11.7%	50	10.2%	111	6.1%
	To a moderate extent	414	24.5%	130	26.6%	425	23.4%
	To a large extent	487	28.8%	137	28.1%	608	33.4%
	To a very large extent	467	27.6%	130	26.6%	507	27.9%
	Don't know	39	2.3%	17	3.5%	102	5.6%
	No answer	4	0.2%	3	0.6%	19	1.0%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>
Raising awareness of the multiculturalism of the student body :	Not at all	117	6.9%	39	8.0%	90	4.9%
	To a small extent	220	13.0%	48	9.8%	165	9.1%
	To a moderate extent	435	25.8%	138	28.3%	450	24.7%
	To a large extent	426	25.2%	121	24.8%	490	26.9%
	To a very large extent	394	23.3%	113	23.2%	444	24.4%
	Don't know	93	5.5%	26	5.3%	161	8.8%
	No answer	4	0.2%	3	0.6%	20	1.1%
	<b>Total</b>	<b>1,689</b>	<b>100.0%</b>	<b>488</b>	<b>100.0%</b>	<b>1,820</b>	<b>100.0%</b>