

School of Management and Governance
University of Twente

2010

INTEGRATION OF GERMAN STUDENTS AT THE
UNIVERSITY OF TWENTE



A descriptive and explanatory research on the integration of German
students at the University of Twente

Author:	Robert Laun February 2010, Enschede
Supervisor:	Dr. M.R.R. Ossewaarde
Co-reader:	Dr. M.M. Gerven van-Haanpää

Table of Contents

1. Introduction.....	3
2. Theories and Concepts.....	6
2.1 Migration.....	6
2.2. Integration.....	9
2.2.1 Assimilation.....	10
2.2.2 Multiculturalism.....	11
2.2.3 The meaning of integration within this research.....	12
2.3 Key variables.....	13
3. Methodology.....	15
3.1 Data collection.....	15
3.2 The research question.....	17
3.3 The sub-questions and data analysis.....	17
3.4 Chapter conclusion.....	19
4. Analysis.....	20
4.1 General outcomes.....	20
4.2 Sub-question (1).....	21
4.3 Sub-question (3).....	26
4.4 Sub-question (2).....	30
4.5 Chapter conclusion.....	33
5. Conclusion & Discussion.....	34
5.1 Conclusion.....	34
5.2 Discussion.....	36
6. References.....	38
7. Appendix (part 1).....	i
(part 2).....	vvi

1. Introduction

This bachelor thesis will pick up a topic which has become more and more important due to the rising number of German students at Dutch Universities. Already in 2008 the discussion about the massive influx of German students at Maastricht, Enschede and Groningen showed that this topic could be interesting to analyze. Year by year the figures are increasing and the discussion about taking measures has become a current one. There are several important points which are made within the debates.

First there is the question why German students come to the Netherlands for study purposes, second the economic issue is called into question. On the one hand there is a European subsidy for students from the EU following a study outside their own country (Benelux-Bologna-Secretariat, 2009) and on the other hand there are immense costs for the Dutch government. According to the report of 'internationalisering in het onderwijs in Nederland 2007' the Dutch government spends over 100 million euros on German students (Novum, 2009). However these numbers are totally out of balance compared to the low number of approximately 1,700 Dutch students in Germany (Novum 2009). 16,790 German students studied in the Netherlands (Europees-Platform, 2007) in the study year 2007-2008. To have a comparable number on foreign students in the Netherlands, the Chinese occupy the second place with 4,570 and students from Belgium the third with 2,450. Of the international students the most (more than 4,300) study at the University of Maastricht, followed up by Fontys and Saxion Hogescholen (Europees-Platform, 2007).

The University of Twente does not belong to the Top 10 when looking at the total numbers of foreign students but it has some interesting features other universities do not have: in Enschede most of the Bachelor studies are taught in Dutch and not in English and therefore new German students have to take a language course. There are some exceptions but the main teaching language is Dutch. Compared with Maastricht and/or Groningen the English study offer is small (four Bachelor studies in English from 2010 at the University of Twente).

On 1st December, 2008, official data from the University's statistics show 698 international Bachelor students (Universiteit Twente, 2008) at the university where with exception of European Studies you can only start a Bachelor if you have followed a Dutch language course by the IBgroep¹. European Studies' international students are mainly German, only a handful come from other non-Dutch countries. The total number of Bachelor students at the University of Twente is 5,409 of which almost all the 698 international students (12.9%) are Germans (Universiteit Twente, 2008)².

This can be linked to the field I am interested in because it seems that German students prefer the Netherlands to other countries as a place to study abroad. Even if the cultural differences and the distance to Germany are smaller for the mostly northern German students than to other

¹ IB-groep: De Informatie Beheer Groep voert als zelfstandig bestuursorgaan in opdracht van de minister van Onderwijs, Cultuur en Wetenschap (OCW) een aantal onderwijswetten en - regelingen uit. www.ibgroep.nl

²Compare p.8: Germans have fewer difficulties learning Dutch. Due to that hardly any high school graduates from other countries consider studying at the University of Twente (This is not true for English study programmes).

countries there should be some issues of integration. The European Higher Education Area aims at facilitating the mobility of students and graduates, preparing students for future careers, high quality education, better comparable grades and easier studies abroad within the European Union and worldwide (Benelux-Bologna-Secretariat, 2009).

But is the issue of integration of students who stay in another country for a longer period discussed sufficiently? The low amount of academic literature on (foreign) students' integration shows the under-researched topic I want to look into. For this research I will concentrate on German students facing an abroad study at the University of Twente in Enschede in the Netherlands. The University of Twente offers 22 study tracks, four taught in English and 18 taught in Dutch³. For the Dutch studies there are special language courses for German students which enable them to study efficiently.

My intention is to take a closer look at the level of integration of German students, their willingness to integrate at all and to find out whether there are comparable features to what is known about immigration and integration in the theories applied to non-student migrants. This can be tested by looking at sporting, social behaviour, integration feelings, student life participation, friendships and many others. The University of Twente offers a good opportunity to research into the question if and how Germans are integrated because the various situations of German students at the University of Twente depend on the different studies. Psychology, European and Communication Studies e.g. show very high numbers of German students which stands in contrast to very few German students in e.g. (technical) Business Administration, Chemical Engineering or Electric Engineering. Referring to these facts it could be possible to study how German students enforce their process of integration from their own perspective and how the Dutch fellow students see themselves and the German students' integration status. Possibly the studies with lower numbers of Germans have higher integration levels than those in which Germans are in the majority or at least form a big group. So the research will try to study the integration of German students subscribed at the University of Twente for a Bachelor program of three years. The resulting research question is:

What is the status of integration of German students following a three years Bachelor Program at the University of Twente in the Netherlands?

To answer the main research question the following sub-questions are important:

- To what extent are German students integrated in Twente (Enschede) student life?
- Why are there differences in integration patterns in Twente student life among German and Dutch students?
- What are the expectations of Dutch students in opposition to those of German students concerning integration in Twente student life?

³ The Dutch study tracks require a Dutch language test on second high level for foreigners with non-Dutch school diploma. After the test they can understand lectures, read books and talk to their fellow students.

The main research question can be answered by taking a look at what it means to be a Dutch student and how integration can be measured. It will be necessary to stress the factors which make Dutch student life what it is and how integration is possible, therefore it will be necessary to define Dutch student life at the University of Twente (in the city of Enschede).

After establishing a frame of Dutch student life the question of integration concerning German students remains. The survey might throw a light on the students' feelings and characteristics and on their general situation in Enschede. Consequently the second sub-question asks why there are differences in integration patterns in Twente student life between German and Dutch students. Third it seems interesting and important to have a look at what the students expect from each other. This leaves room to identify in which respect German and Dutch students define integration differently. Sub-question 3 might be integrated into sub-question 2 but after taking into consideration all the pros and cons I decided to keep the third sub-question because to my mind both questions play a great role in integration. The status of integration is obviously not defined by the expectations of the host culture (society) but by things like language, housing, interaction and etc. but if the host society shows low acceptance and high expectations for the migrants, real integration can hardly be achieved no matter how hard the migrants try to adapt to the host society.

To answer these questions a survey was set up and distributed to German students from various studies at the University of Twente. The survey contained different questions about their private life, school life and how and if they participate in social activities such as sport, culture or gregariousness. It is necessary to have various students from different studies such as the studies with high percentages of German students (Psychology, European Studies and Communication Studies) and studies with much lower percentages of German students (Technical Business Administration, Chemical Engineering or Electric Engineering) to strengthen the results.

The survey was as well distributed to Dutch fellow students to get information on their expectations and on Dutch student life. Furthermore it is important to know what Dutch students do in their study, social and free time to see wherever German and Dutch students differ. There is a possibility that students in Enschede are as well inactive. For that reason it was necessary to ask the Dutch students parallel to their German colleagues. For a sufficient result 147 responses are necessary at best but due to trouble with the survey distribution I knew I could only expect around 50 of each group (Dutch and German Students) to respond. I expected the students to be interested and therefore more likely to participate than in (for them) less interesting surveys.

In classes with a high number of German students and a low number of Dutch students I expected higher alienation and less assimilation, such as in European Studies, and I thought multicultural characteristics would be greater than in mainly Dutch studies. In contrast to the higher numbers of Germans in social behavior science studies and the potentially resulting problems, the lower percentages of Germans in technical studies at the University of Twente were expected to lead to better integrated German students than in studies with a lot of German students. I presumed that German students with little contact to Dutch students are less integrated

than German students with a great deal of contact to the Dutch. Furthermore I expected to find out that the expectations of the Dutch fellow students concerning their German colleagues' integration would presumably be much higher than the German students see as sufficient.

2. Theories and Concepts

This part of the paper will frame the theory for my bachelor thesis. I decided to include the theory of migration to illustrate where the whole topic derives from. First the term is explained and then the theory of migration is connected to the paper's issue of German students' integration status. The second part of the chapter deals with integration, including assimilation and multiculturalism because I argue that assimilation can be seen as the full integration into a new society/ culture and multiculturalism can be seen as the complement because it describes the parallel existence of at least two different cultures next to each other in one society (compare Columbia Encyclopedia, 2008). This chapter will end with a concept where the various theories are connected to my research interest. For some readers this might look like a list of theories, I understand these theories as basis to the topic of student migration. Of course, not everything might appear to be important at first sight but it should help to understand how I came to my questions and my survey.

2.1 Migration

Migration (lat.migrare: engl. to walk) in terms of human migration means *'the permanent change of residence by an individual or group; it excludes such movements as nomadism, migrant labour, commuting, and tourism, all of which are transitory in nature'* (Britannica, 2009). Even if in social science there is no uniform definition of migration, it is rather a multidimensional and empirical term.

Today migration means much more than an individual action to change for the reasons of labour or refuge because it became a collective action (Castles, 1993). Castles describes some common theories about migration, the first one is based on economic factors, he argues that in economic theories of migration people move from "densely to sparsely populated areas, or from low- to high-income areas, or link migrations to fluctuations in the business cycle" (Castles, 1993). What Castles describes there is also known in theory as *push-pull factors*. The push-pull model which is the main theory of neo-classical migration cannot explain why certain groups prefer certain countries to others (Castles, 1993). For instance Algerians migrate to France and Turks to Germany but there is no simple explanation by means of the push-pull model. The neo-classical theory of migration therefore does not explain the cause for migration due to the fact that the neo-classical market model rarely functions in the way its theory describes it (Castles, 1993).

It could be that Germans see the Dutch educational system (University level) as advanced in comparison to the German system due to the fact that the Bachelor/Master system introduced by the European Union at the Bologna process was already introduced in the Netherlands in 2001 and much later in Germany. Furthermore the financial subsidies of the Dutch government and the resulting facilities and services (example: University of Twente) could move students to study in the Netherlands. Further push-pull factors could be: cost/quality ratio, non existing Numerus Clausus and shorter study duration.

Apart from the neo-classicists' approach there is the historical-structural approach which is rooted in the Marxist political economy and in world systems economy. Therefore migration was seen primarily as a way of mobilizing cheap labour for capital. Castles argues that neo-classicist and historical-structural approach seemed 'too one-sided to explain the great complexity of contemporary migrants' (1993).

Another theory called migration systems theory works hand in hand with a new interdisciplinary approach to explain a wide range of disciplines and to cover all dimensions of migration experience. This migrations systems theory suggests that migration commonly works by means of 'existence of prior links between sending and receiving countries' (Castles, 1993). This theory for example can explain why Algerians come to France, namely through colonization, political influence and language. One explanation for German students to go to the Netherlands for study purposes instead of going to other countries with equally good universities could be that Germans can learn Dutch quickly. The migration theory with its interdisciplinary approach argues that macro-, meso- and micro-structures are linked and there are no definite lines which divide one structure from another. Therefore no single cause is ever sufficient to explain why people determine when to immigrate to another country and leave their country of origin (Castles, 1993). Castles shows some, from his view, important questions to understand the migratory process: '1. What economic, social, demographic, environmental or political factors have changed so much that people feel a need to leave there are of origin? 2. What factors provide opportunities for migrants in the destination area?' (Castles, 1993).

As already mentioned studying in the Netherlands provides certain opportunities. The studies include more practical lessons, smaller groups, and some German students might like the idea that their study fees are a better investment in Dutch than in German universities. In this case the student would choose better economic factors which a migrant intending to move to a certain area would do as well.

A fourth theory by Castles is the transnational theory which circumscribes new linkages between societies based on migration which got attention at the end of the 1990s. Terms like 'transnationalism' and 'transnational communities' became important in the newer discussion of migration under the aspects of globalization. Globalization boosted migration due to the simplification of communication and transport since because of it migrants can have close links to their origins (Castles, 1993). Globalization and/or the European Union have made studying abroad easier, cheaper and more attractive; therefore Germans have better possibilities to start a study in the Netherlands. That could be seen as a factor of globalization and easier travel through

Europe. Castles states that the term ‘transmigrant’ may be used to identify whose existence is shaped through participation in transnational communities based on migration (1993). The definition of such a ‘transmigrant’ is very difficult because he is neither a labor migrant who joins a country temporarily and communicates with his home and visits his family there nor a permanent migrant who leaves his country of origin forever. Castles’ key definition is that transnational activities are the central aim of such a migrant and if a group does that, the term community can be used (Castles, 1993).

In general Castles argues that migration is made up of economically based movement and forced migration. The German student is not forced to study abroad but economic factors such as a second labor market and language skills push the economic power of the student which could be comparable to a migrant who looks for a better economic situation in a foreign country. This forms different groups with young, economically active people on the one hand and people of different age who are forced to migrate on the other (Castles, 1993). Tiemann extends the definition of forced migration by saying that ‘so-called migration of refuge is occurring when the decision for migration is forced, e.g. through disregard of human rights, persecution, threat of minorities, war or civil war, environmental catastrophes or pauperization’ (Tiemann, 2004). Castles points out that migration is a ‘powerful internal dynamic process’ that ‘often confounds expectations of participants and undermines the objectives of policy makers in as well sending and receiving countries’ (Castles, 1993). Often family reunion, permanent settlement by the migrants is not intended but governments try to regulate such issues of migration which sometimes is almost impossible due to the self-sustaining movement (Castles, 1993).

The massive influx of German students in the Netherlands on the one hand and the low numbers of Dutch students in Germany on the other weren’t predictable. The idea of the European Union to simplify studying abroad should be somehow just and also lead to equal distribution but we can seriously speak of unequal numbers between the Netherlands and Germany. The claim that migration is an individual response to market factors can be a mistake as well and the belief that migration can be regulated by closing immigration by changing policies seems to be ineffective (Castles, 1993). This can be underlined by the example of the Western European ‘guestworkers’ who were invited for labor migration but later stayed permanently due to policy changes. Similarly German students are also permitted to stay for work due to their language ability. Castles illustrates the different forms of migration with one central argument:

“Migration and Settlement are closely related to other economic, political and cultural linkages being formed between different countries in an accelerating process of globalization. International migration – in all its different forms – must be seen as an integral part of contemporary world developments. It is likely to grow in volume in the years ahead, because of the strong pressures continuing global integration” (Castles, 1993).

2.2. Integration

Integration [lat. integratio = rearrangement of the whole] is one of the terms with which one immediately gets into contact when discussing immigration. Adrian Favell states that almost every individual nation-state in Europe faces ‘more or less similar questions on integration of different ethnic minorities and immigrants’ (Favell, 2001). The term ‘integration’ which is used for manifold issues of migration could be derived from classical approaches by Durkheim who theorized integration on regional and complex inter-societal level⁴. Integration itself means a lot and can be defined by more precise words like harmonization, conflict, dispute, communication and the search for similarities and differences. Therefore integration forms the opposite to assimilation and does not demand the abandonment of cultural identity. Tiemann summarized this as the four dimensions of integration. First there is the structural integration which describes the status of membership, second the cultural integration which describes the process of learning of societal life, third there is social integration dealing with attendance of social activities and fourth the interdisciplinary integration accessing the personal identification with the host country (Tiemann, 2004).

Favell argues that integration accepts permanent settlement, and ‘is dealing with, trying to distinguish, a later stage in a coherent societal process: the consequences of immigration’. It could be that in the future more German students stay in the Netherlands to work since the past years have shown that quite a number of graduated German students have found profitable jobs in the Netherlands. Furthermore integration stands for a mix of other terms which are often unwanted in political discussions: for instance assimilation⁵, absorption, acculturation, accommodation, incorporation, inclusion, participation, cohesion, enfranchisement and toleration (Favell, 2001).

For specific and more detailed answers it is necessary to discuss two more important terms: assimilation and multiculturalism. Assimilation somehow got a slightly negative image in immigration discussions because ‘assimilation’ is the term for the belief that cultural minorities should give up their so-called ‘heritage’ cultures and take on the culture of the destination country (Wallace, 1990). Consequently the term ‘multiculturalism’ is often used and discussed nowadays. One might say that it is the ultimate term to describe behaviors of migrants, others might strongly disagree. As some scholars would argue assimilation and multiculturalism do not form a part of integration theory but several articles about assimilation and multiculturalism suggest that both can be considered as a part of integration, at least for this paper which is the reason I included assimilation and multiculturalism in the theory chapter. According to Wallace assimilation differs strongly from multiculturalism which represents the view that groups should maintain their heritage cultures as much as possible while establishing themselves in their new society.

⁴ Ferdinand Tönnies is a German sociologist whose theory reconciled the organic and social-contract conceptions of society. Emile Durkheim is a French social scientist who developed a vigorous methodology combining empirical research with sociological theory (compare Britannica 2009)

⁵ Assimilation stands in contrast to integration, the term integration is as well used to describe the overall process of immigration. Therefore assimilation and integration are not the same.

2.2.1 Assimilation

Some social science or cultural studies experts do talk about assimilation as a possible integration theory. First that looks awkward but assimilation turned from the traditional approach which was straight-line assimilation with gradual adaption to host society culture or transitive with the conversion to new citizens, to the ‘new assimilation’ approach. This ‘new assimilation’ according to Brubaker is intransitive based on developing commonalities instead of becoming similar. Such generic instead of specific approach with many domains for such commonalities returned as assimilation in many European countries, e.g. the Netherlands, France and Germany (Brubaker, 2003). Scholars often name America when talking about assimilation which originates from the old idea of the ‘melting pot’ in America’s society where Mexicans, Europeans and other cultures formed one America by adopting to the principles of liberality (Wallace, 1990).

Nathan Glazer describes assimilation by means of ‘the American, the new man’ who is a European or at least a descendent. Glazer quotes Philip Gleason who pictures this man as the grandson of an Englishman and his Dutch wife with a son married to a French woman who in turn both are the parents of ‘the American, the new man’. Finally this ‘new man’ has four children, each married to wives from various nations⁶ (Glazer, 1997). This form of assimilation was often referred to the American way of becoming an American by only caring about the commitment of the immigrant to the political ideology ‘centered on the abstract ideals of liberty, equality, and republicanism, no matter which nation he came from, which linguistic, religious, or ethnic background he had’ (Glazer, 1997).

This perspective could perhaps be transferred to the situation of the University of Twente in Enschede and the surrounding area - close to the German border and centered in the EUREGIO⁷. One might say that the EUREGIO is a region in the Netherlands and Germany where ideals of economics, development, etc are planned together, which German students then integrate into.

Glazer adds that early writings about American immigration changed after 1980, when, for example, it became apparent that American Indians and blacks remained excluded (Glazer, 1997). Milton Gordon can be seen as the first who proved that assimilation is not a straight process concerning changes of values and behavior, but that actually the heart of the matter is what position in the social institutions the immigrant attains in the country of resettlement (Plym-Rissanen, 2000). He further divided assimilation into seven types: cultural, structural, marriage, identification, attitudes, behavior and societal values from which Gordon considered structural and cultural assimilation to be the most important ones (Plym-Rissanen, 2000). Even earlier than Gordon considered these matters, Robert E. Park developed his model called ‘race relation cycle’⁸ which was created in the 1920s. This model included the concept of accommodation and

⁶ Originally by Philip Gleason, cited by Glazer, N. in “We are all multiculturalists now” (see reference)

⁷ EUREGIO: The EUREGIO counts 3.4 million citizens. 2/3 of them belong to Germany and 1/3 to the Netherlands. There are 131 districts. The chambers of commerce and the various provinces (NL) and federal states (D) have made certain agreements and communicate with each other (www.euregio.nl; page: ‘over euregio’)

⁸ The race relation cycle by Park has for phases, the first describes isolation and contact where the immigrant stays within their ethnic group and the contact to the host society is peaceful. The second phase is dominated by

has four phases following the contact between two groups. Park names these four phases: contact, conflict and competition, accommodation, assimilation whereby assimilation is the final outcome of the cycle (Park, 1950a) (Plym-Rissanen, 2000). Furthermore Park considered it as one-dimensional and does not include diverse cultures or separate ethnic society at large.

2.2.2 Multiculturalism

Multiculturalism in theoretical books about cultural pluralism describes *'the coexistence of many cultures in a locality, without any one culture dominating the region. By making the broadest range of human differences acceptable to the largest number of people, multiculturalism seeks to overcome racism, sexism, and other forms of discrimination'* (Columbia Encyclopedia, 2008). The upswing and frequent use of the term multiculturalism can be dated back to the end of assimilation discussions in America and the failure of the idea of the melting-pot in the US (compare Glazer, 1997). Multiculturalism can be explained in many ways and there are numerous examples of governments trying to apply multicultural politics, e.g. Canada, the Netherlands and America. Multiculturalism became significant in American society in the 1970s and 1980s as African-Americans, Latinos, and other ethnic groups explored their own history where multiculturalism was seen as the view that the various cultures in a society merit equal respect and scholarly interest (Dictionary.com, 2005).

In the Netherlands multiculturalism was not known until the 1970s. Until then only selected Indonesian 'repatriates' from Indonesia were incited to assimilate to the Dutch society (Entzinger, 2006). In the Netherlands this principal of creating separate facilities based on identity of communities was not new because religious and ideological communities in the Netherlands had their own institutional arrangements for a long time (Entzinger, 2006). These institutional arrangements could be schools, hospitals, social support agencies, newspapers, trade unions, political parties, radio and television. Until the 1970s these so-called 'pillars' were a privilege of Catholics, Protestants, Jews, socialists and liberals. Entzinger underlines that multiculturalism in the 1980s was not 'as common as it is today' (2006) but even if the government did not use the term itself many of the policies at that time can be labelled as multicultural (Entzinger, 2006). At that time pillarisation in the Netherlands was coined by minority policies when immense public funds provided institutional arrangements (Entzinger, 2006). The minority policies which had great multicultural aspects were very often criticized by various people, even today's political agenda deals with leftovers from that time and great immigrant numbers in the Netherlands⁹.

It can be concluded that multiculturalism is not a simple term for one issue or theory. There are various definitions and a lot of different views. The theory of multiculturalism therefore is

competition and conflict, e.g. on job positions, housing. Local separation, discrimination and riots are possible. The third phase is characterized by social and economical balance with ongoing ethnical division of work, including discrimination. This leads to the last phase of adjustment of material, cultural and ethnic issues (disbandment) (compare Park 1950a).

⁹ In 2005 about 11 percent from 16.3 million people were foreign born, when including the second generation this number went up to 20 percent (Entzinger, 2006).

difficult to summarize but for my paper multiculturalism as it is described in many encyclopedias works out. For this paper and the question of integration of students at the University of Twente, the term multiculturalism describing the “*coexistence of many cultures in a locality [...] by making the broadest range of human difference acceptable to the largest number of people*” (Dictionary.com, 2005) is adequate.

2.2.3 The meaning of integration within this research

Through globalization integration has become a manifold used term in daily politics and discussions. Not only globalization but also the establishment and expansion of the European Union contributed to massive movement of people inside the Union. Among students there were no measures taken with exception of the ERASMUS programme where first measures were made in the 1980s. Since the establishment of ERASMUS students are supported to follow a time of their study abroad to gain international experience. This caused movement among students and migration was no longer only a term for work migrants or asylum-seekers even if the term is never used corresponding to the lack of literature and documents about student migration. I presume that I am one of the first who tries to combine the theory of students and migrants which according to the theory does not seem so unimaginable.

At the beginning of theory chapter I already picked up some examples of how the theory of (non-student) migration might be linked to student migration. Before trying to answer the research questions it is crucial to define what it means to be integrated. It has to be said that a clear definition appears to be impossible. While doing my research I read articles by several scientific and governmental institutions which couldn't give a clear definition of integration or an answer to the question *when integration is successful*. For this paper I tried to adapt to the patterns of the theory and based my style of survey questions on them. Therefore I won't offer invariable definitions but several patterns which belong to specific groups¹⁰.

Since the European Union subsidizes studies abroad by regulations which reduce public University fees and since the Bologna Process introduced the Bachelor and Master degrees within the European Union studying abroad has become popular. For my research I chose the German students who moved to the Netherlands for study purposes because these students do or do not integrate into Dutch student life. Therefore there are more similar patterns which in theory are referred to in connection with harmonization, conflict, dispute, communication and the search for similarities and differences. For example some students live (completely) separated from Dutch student life and others join student life and assimilate/integrate into it.

Students are considered to be integrated if they are willing to learn or speak Dutch, participate in sports and non-study courses at the University and have contact to Dutch students. That could as well be described as assimilation even if the terms assimilation and integration are both forms of integration. Assimilation is, as derived from the theory, a term for the belief that cultural minorities should give up their so-called 'heritage' cultures and take on the culture of the

¹⁰ Model specific groups

destination country (Wallace, 1990). Therefore assimilated German students probably wouldn't 'practice' their own culture but would become a part of the Dutch student culture. So the use of the German language would be little and cultural identities of Germany such as food, behavior, music taste would preferably be identical to the Dutch student culture. To sum this up in this paper: multiculturalism is not seen as a form of 'being integrated' and assimilation is seen as a form of extreme integration. Therefore German students are not expected to assimilate but to partly integrate without living in a multicultural society.

Tiemann penned a *4 dimension integration system*: first structural integration describing the status of membership, second social integration dealing with attendance of societal activities, third cultural integration describing the process of learning of societal life and fourth interdisciplinary integration accessing the personal identification to the host country (2004). These four dimensions provide a good way to describe the status of integration of German students in this paper, e.g. German students score high at structural and social integration but score low at cultural and interdisciplinary integration. Therefore I define the status of 'being integrated' in accordance with Tiemann's four dimensions and the definition of integration as harmonization, dispute, communication and search for similarities and differences because they could occur in Dutch student life. Wallace sees multiculturalism as contrasting to assimilation and integration because groups maintain their heritage cultures as much as possible while establishing themselves in the new society (Wallace, 1990).

The difference between the mid 20th century 'melting-pot' in America and the establishment of pillarisation in the Netherlands in his essential operation time between 1920 and 1970 (Steininger, 1975) can be used to describe the difference between assimilation (melting-pot) and multiculturalism (pillarisation). Both are somehow outermost situations. The melting-pot was a society where people from various nations formed a society by adopting the principles of liberty and cultural difference (Wallace, 1990) and the pillarisation was the extreme contrast to this situation. Each culturally different group (Protestants, Catholics, etc.) had its own schools, TV, newspaper, clubs and more and lived 'separated', parallel next to each other in one country.

The differences are made upon the questionnaire handed out to German and the Dutch students. The students were asked where they live and how, if they sport or follow non-study related courses, are a member of a student association and if they are interested in student life. Further they were asked if they think that speaking Dutch is necessary. To see wherever the integration expectations differ students were asked if they think that the involvement of German students is sufficient or not. There are also questions about the University marketing and if both groups (German and Dutch students) would like to have a limitation of German students and if they think that it is positive that German students come to the University of Twente.

2.3 Key variables

To answer the main research questions it was necessary to set variables I wanted to test the respondents on. Therefore the survey as well as the sub-questions tries to show the respondents' opinion on the integration of German students by means of the theory of migration and

integration. The respondents are Dutch and German students, that is because I want to see where and to which extent German students are integrated. To measure this, Dutch students in some cases can be seen as a comparison scale. In my opinion this is important because there is insufficient literature on the situation of Germans studying in the Netherlands and therefore I need data to be able to draw comparisons.

By combining subjective values and objectives I hope to strengthen the argumentation in the analysis. Some variables include both subjective and objective values because they can be determined by the numerical involvement and the participation in percentage but as well by quality and feelings. The objective variables are typical issues of immigrants which can be objectively analyzed. For that reason the survey contains questions about their living conditions, language situation and personal characteristics. These variables are transformed from the theory of immigration and migration.

Castles states that movement from low to high income areas is an example of a push-pull factor among immigrants (1993). Transferred to students that could mean that students look for the best education. Therefore their living and studying conditions change. There are more personal issues which can be classified as push-pull factors such as the benefit of studying abroad and at the same time not being very far from the home country.

Secondly language is a very important variable, since without understanding the language a migrant cannot find work. The same is true for students: without speaking the language the student cannot study at a university of his choice or communicate to people. Of course English might be a solution here but when living for at least three years¹¹ in another country speaking the national language seems somehow obligatory. So the migrant needs to learn the language, in this research we only cooperate with German students who come to study in the Netherlands and will learn Dutch which for Germans is much easier than for other nationalities (language overlap).

Next to the objective variables there are subjective variables. These variables describe some situations of the students in Enschede. In the theoretical chapter several types of immigration are listed. Alongside the image of German students at the University of Twente, the relationship between Dutch and German students and their personal interest in integration can describe their status of integration.

¹¹ normal duration of a Bachelor programme at a University

3. Methodology

This part of the paper is about the methodology which is necessary for this research. The theory is not predominantly concerned with students who move to another country for their study except the last part which theorizes student migration. The theory mostly concentrates on cultural differences between known types of migrants. For example Dutch literature often deals with immigrants from Morocco, Turkey and colonized countries which in case of the Dutch would be Indonesia and India, Surinam and the Dutch Antilles whereas German literature focuses on immigrants of Turkish or East-European origin.

In general theory of immigration, integration, and assimilation does not deal with students and connected issues while migration from one country to another as argued by King & Ruiz-Gelices 'recent key text on the history and theory of migration say absolutely nothing about student migration, or mention it only in a couple of lines' (King & Riuz-Gelices, 2003). My main research question asks 'What is the status of integration of a German student following a three years Bachelor Program at the University of Twente in the Netherlands?' To answer this question I already pointed out the important sub-questions in my introduction. First I will shortly present the research question. Then the key variables will be explained by means of my developed model followed by the sub-questions. This chapter will explain how I got information on the topic of student integration, the method of collecting data and how I analyzed the data I gathered.

3.1 Data collection

In this paper I make use of descriptive and explanatory research. The questionnaire was put online on a special survey site on the internet named '*enquetemaken.be*'. The students received a mail with an introduction to the topic of this research. In this mail there was a link the students could click on to have access to the questionnaire. On the site where the questionnaire was stored additional information was given to each of the six parts of the questionnaire. The research benefits from this method because answering is faster than sending printed versions to the students or a word-file attached to a mail, nothing has to be sent back, costs are low and the questionnaire is always online and the import into a statistic program is more efficient. Occasionally the expected response rate is higher than with other methods of data-collection. The survey consists of 53 questions, subdivided into six parts (The last few questions belong to the first part but are asked at the end of the survey for strategic purposes; to ensure unbiased answers I decided to ask about political orientation and personal favorite form of integration in the last part of the survey).

The first and last part deal with personal information and situation such as age, nationality, study course, level of graduation and reasons for studying at the University of Twente. To ensure unbiased answers I decided to ask about political orientation and personal favorite form of integration in the last part of the survey. The second part deals with the students' living conditions: where they live, what kind of housing they have and how their contact to housemates

is. The third part deals with participation in Enschede student life which includes social activities, sport, student associations, national and international friendship, interest and contact to students. The fourth part deals with language as I consider language to be a very important aspect of integration because without knowledge of the national language social contact and interaction is uncertain. Therefore students are asked to answer questions about learning other languages, language at the University and their personal usage of languages. Part five asks about personal interest in integration and positions towards others as that seems to be important when speaking about such a special situation of migration and integration (for questions of this part see the full survey in the appendix). Part six asks in just a few short questions about the University's marketing in Germany to see whether the students are in favor of migration.

I decided on a questionnaire with close-ended questions with predefined answers and partly provided answer possibilities of 'yes' and 'no', numerical definitions (age, year) and a standard Likert-scale as well as a modified Likert-scale to avoid the problem of giving unspecific answers on a scale of 1 to 5 which would be 3 then. The resulting data and the used theory of my work will be the fundament for the argumentation answering the research question.

As partially already mentioned above 12.9% of the Bachelor students at the University of Twente are German and 87.1% of the students are Dutch (other nationalities are not considered here due to the fact that some Dutch and some Germans have other citizenships but speak either Dutch or German and can be considered as Dutch or German students). If I take 5409 students as the real size of students at the University of Twente it is difficult to give a complete and significant picture of all students.

Due to the unwillingness of some University institutions the spread of e-mails for research was difficult, so I had to rely on my private mailing and mailing to associations, mailing lists, clubs, blackboard¹², etc. I sent out 325 mails of which 137 were returned (131 count, six were incomplete). The response rate of 40.3% can be considered as quite good which I explain with the interest of the students. The questionnaire could be filled in between the beginning of December and the Christmas holidays (24.12.2010), so the answering time frame was around four weeks. I decided not to remind the students to fill in the survey to avoid spam. On the one hand there were fast responses after mailing the link to the students and some students gave me feedback with which they indicated interest in the survey. From the 131 usable responses 57.3% are German and 39.7% are Dutch (3.0% others)¹³. Here you can see that the sample does not show the same values as the real population. 55.7% are female and 44.3% are male. It can be concluded that the sample consists for a big part of the students of European Studies (62.6%) which has to do with the bad distribution of the mails but at least 17.3% of them are Dutch. Overall there are respondents from 11 out of 20 study programmes.

¹² Blackboard is the University of Twente online portal for subjects, information spread, etc.

¹³ Total numbers: Germans (75), Dutch (52), Other (4)

3.2 The research question

The precondition of every research paper is to carefully define the topic and crucial aspects. This is done by means of a main research question and resulting, linked sub-questions.

Research question:

What is the status of integration of German students following a three years Bachelor Program at the University of Twente in the Netherlands?

In this descriptive and explanatory research I want to apply the theory of integration to the topic of student integration which includes general migration, assimilation and multiculturalism. As this research focuses on a relatively small group, namely German students at the University of Twente, it might well be that the answers found by researching this topic won't apply to other examples of German students studying in the Netherlands. Due to the limitation of time and the size of the paper I decided on a smaller unit of analysis (German students at the University of Twente) and a very concentrated place (Enschede / University of Twente).

3.3 The sub-questions and data analysis

The sub-questions are an outcome of the key variables in my research in combination with theory and the main research question. It was important that both sides (German and Dutch students) answered the survey. I hoped to collect knowledge about their opinions on multiculturalism, assimilation and integration and to compare them to each other. If Germans thought they were integrated, for example, the survey would show that they were by stating high levels of contact hours to fellow students, living together with and/or being friends with Dutch students. Even if Dutch students had the feeling that German students were not integrated they still could be integrated according to the theory.

Theory says that integration, multiculturalism and assimilation are terms which can be broadly interpreted and more or less lead to the question of what it means to be integrated. Therefore German students' integration at the University of Twente could be theoretically existing and at the same time subjectively not true for the rest of the students participating in Dutch student life in Enschede. That is why it is important to measure the attitude of the students towards integration of (German) students at the University of Twente and that is the reason for handing out the questionnaire to Dutch students as well as to German students. Apart from that this procedure appeared to be the only way to gather extensive figures and facts to ensure a maximum of objectivity as both groups are important to see wherever the theory and the study setting will result in satisfactory answers.

I decided to do a questionnaire in combination with a theoretical analysis of its applicability. The theory tells a lot about migration, including the three theoretical aspects integration, assimilation and multiculturalism as they are explained in the theory chapter. Any form of secondary analysis was not an option due to the lack of specific literature and analyses of student integration. Therefore I tried to adapt patterns from migration researches for which enough

literature exists. Even if not every sentence of the theory finds a place in the questionnaire or analysis it plays a role in the background.

Secondly only analyzing statistics such as those concerning membership and subscription of German students seemed to me too theoretical and far from real life and that explains my personal interest in the specific group of students (the students at the University) and their answers to the questionnaire. I wanted to see where and whether the answers of both Dutch and Germans students to specific questions about migration and integration were similar or alike.

Survey research is a fast and broad possibility to ask many questions about this topic which gave me good flexibility in my analysis. Interviews would have been another option due to their ability to analyze social structures in depth, something questionnaires cannot provide in the same way. Nevertheless questionnaires can develop a feeling for the life situation of students in Enschede. One could argue as well that survey research and its need to standardize questionnaire items exclude individual results but in a way this is a kind of pioneer work on student migration and integration and the result will hopefully give first insight into this research field all the same.

Concerning the reliability of the research it is necessary to explain the design (process) I used for this research. When I began with my work I focused on finding material and literature on integration of students which wasn't successful due to the lack of literature. So I started looking for literature about migration and integration of non-student migrants. This was more successful even if a clear definition cannot be made on basis of the literature. For this reason it was necessary to form a theory applicable to the problem of student migration and integration. Most of the issues of migration and integration discussed and studied in literature can be transferred to student migration. The literature therefore influenced the way I analyzed my data on student migration.

To gather the data I planned to mail all bachelor students enrolled at the University of Twente but since it proved much more difficult to get the addresses than it seemed before I asked the faculties. The result was not very satisfying because the faculties did not want to mail the students because of anti-spam policies. Therefore I used all addresses which were accessible to me via Blackboard, subjects and mailing lists.

After collecting the data of the students I imported the digital answers into SPSS and renamed the variables and made sure they were complete. As some of the open answers were filled in with different words for the same meaning I filled in similar terms (standardized English terms) for all of the respondents, e.g. the answers to the question on which study they follow were partly answered in shortcuts, English and Dutch language, etc. As well I automatically recoded the data to get the data ready for frequencies, descriptive and crosstabs. The data then were arranged with the right tags and the Likert-scale answers were aligned to compare most of the results by their mean and standard deviation. The first general questions from the survey formed the 'filter' for the research, therefore only German and Dutch Bachelor students at the University of Twente have been taken into consideration for the research. No difference was made because of double citizenships as long as at least one was either Dutch or German. The remaining 127 completely filled in questionnaires were analyzed.

As I argued in the theory chapter of this paper the questions of the questionnaire are the result of what is often defined as important in the specific literature. The first sub-question is analyzed on the basis of nationality, age, living-conditions (housing, sort of living, housemates), interest in student-life in connection with nationality and place of living, contact to fellow students from both nationalities (contact to Dutch and/or German students), participation in non-study courses and sports, membership in a student association, contact to the other nationality and learning Dutch. These variables are compared with help of SPSS, thus the means and standard deviations have been computed and crosstabs were made. To compare both groups each variable was measured by nationality¹⁴. The outcomes then were compared to corresponding statistics of the SCP report and the final argumentation roots on Tiemann's four dimensions and the theory developed in this paper.

The second sub-question was answered by analyzing the mean, standard deviation and especially crosstabs with percentiles to compare the outcomes of both groups. Therefore different variables were again compared by nationality. The variables used for this sub-question were: duration of staying in Enschede, interest in staying in the Netherlands after graduation, differences between both groups, living conditions, time spent with housemates and having dinner together, assimilation to host country, international contacts and enjoyment of these, Dutch language and its necessity and finally the question whether Germans should learn Dutch, use of English, German and Dutch, participation in non-study courses and sports at the university, interest in student life and expectations of their study. Based on these variables the theory was applied again and by the means of the four dimension model conclusions were taken.

The third sub-question was answered by the same procedure as question one and two. The variables in the third part are: the general necessity to learn Dutch, the question whether German students should learn Dutch, English as the teaching language, English as the major language of the University of Twente, involvement of Dutch and German students, acceptance of Dutch cultural habits, influence of Germans on the university, influence of Dutch on German students, membership of a student association.

3.4 Chapter conclusion

This chapter provides the methodological basis for the research and describes the procedure of data collection by means of a questionnaire to collect quantitative data to answer the main research question. The response rate of 40.3% can be considered as rather good. The distribution of gender and nationality are satisfying even if they do not meet the real numbers. The spread of respondents from different study programmes is rather small which has to be taken into consideration when making generalizations (overrepresentation of some studies compared to others). To analyze the data 15 questionnaire items (variables) were used for sub-question (1), 18 items for sub-question (2) and 9 items for sub-question (3). These variables correspond to the

¹⁴ (variable Nationality) x (other variables)

characteristics of integration and each can be derived from the theory. The data is analyzed by comparing means and interpreting crosstabs with percentiles.

4. Analysis

This chapter presents the results of my questionnaire and answers the sub-questions of my research of German student's integration status among bachelor students at the University of Twente in Enschede. The first part of this chapter shows the general outcomes, the second answers sub-question (1) *'To what extent are German students integrated in Twente (Enschede) student life?'* by looking at the outcome of the survey and comparing it to the known theories presented in chapter two. In the third part of this chapter sub-question (3) *"What are the expectations of Dutch students opposite to the German students?"* is discussed. Here the different expectations of German and Dutch students are compared on the basis of part six of the survey. The fourth part answers sub-question (2) *'Why are there differences in integration patterns?'*. Therefore the different outcomes of several questions will be compared. Examples of the factors are living-conditions, language abilities, study programme, student-life interaction, etc.

4.1 General outcomes

131 respondents answered the survey completely. Of them 127 were counted valid because four respondents weren't Dutch or German. From these 127 respondents 52 are Dutch and 75 are German and 55.1% of them are female and 44.9% male. The biggest group of respondents came from European studies, Public Administration, Health Science and Chemical Engineering. It would have been interesting to see how other studies react on the survey but due to the problem of the mailing I am still confident because there are several studies included here, in total there are respondents from 11 out of 20 study programmes you can sign up for at the University of Twente.

Most of the respondents are studying in their third year (33.1%), followed by the second (20.5%) and fourth year (19.7%) students. When asked for the respondents' political orientation there were various results but two political orientations scored highly: social democratic with 38.6% and liberal with 24.4%. When the students were asked if they are used to different cultures they agree that that they are and have enough knowledge to answer the survey. On a scale of 1-5 the mean was 4.09 to the question if they are used to different cultures and 4.01 for the questions if they had enough knowledge and contact to fellow and international students. Furthermore 20.0% of the German students came to the university because of its smallness and quality, 14.7% because of international character and 13.3% because they were looking for a University in the Netherlands. Even if the last aspect does not apply to the Dutch students, they

chose the University because of the quality and smallness with 34.6% and because it is close to their parents' place (17.3%). But the majority of both groups answered that their personal reason is not listed among the closed-ended questions of the survey¹⁵ so there must be other reasons why students choose the University which cannot be evaluated here.

4.2 Sub-question (1)

In the last years more and more German students went to the Netherlands to follow a Bachelor or Master study instead of studying in Germany. Since the first German students arrived at Dutch Universities some time has gone and the situation changed from a few students in the beginning to a trend among German pupils and students who decide to go to the Netherlands for study purposes. This subchapter is limited to answer the question '*to what extent are German students integrated in Twente (Enschede) student life?*' and therefore deals only with German students at the University of Twente in Enschede and the student life around this institution.

In the questionnaire this question is divided into several variables, based on the theory on immigration. The annual report of integration of 2009 by the Social and Cultural Bureau (SCP) looked at several aspects how non-western migrants in the Netherlands are integrated. Therefore housing, living, contact to fellow citizens, free-time use, criminality were studied. As already argued before the questionnaire in my research concentrates on place of living, living conditions, housemates, non-study courses, sport participation, student-association membership, contact to different nationalities, especially Germans and Dutch students, friendship, free-time investments and interest in integration.

The results show that 72.0% of the German students questioned live in Enschede and 28.0% live in Germany. That reveals that more than one quarter of the German students do not live in the student environment of the University of Twente. Some of these students live in the closer surrounding, especially Gronau can be seen as place where German students sometimes stay during their study. 28.0% of the Germans often miss out on integration with the other students, mostly due to absence, but it can be argued that this group is not interested in integrating or participating in Dutch student life. This can be argued when comparing the students who live in Enschede with the students living somewhere else.

Of the German students who don't live in Enschede 52.4% think that it is not necessary to speak Dutch while studying at the University of Twente. This group shows the lowest interest in student life, 47.6% has low or very low interest in student life¹⁶. It has to be said that this group of non-interested students not living in Enschede and thinking that Dutch is unnecessary to speak is very small in the studied sample but a connection between these variables can be found. Because we have to cooperate with students and not with migrants it might be important to show that Dutch students who do not live in Enschede often live at their parents' house and have a rather low interest in student life.

¹⁵ Dutch: 36.5% / German: 29.3%

¹⁶ Low interest: 38.1%, very low: 9.5%

Figure 4.2.1 Interest in student life * nationality / place living (n=127)

Nationality of students	Living in Enschede	Mean	N	Std. Deviation
Dutch	No	3.00	7	.816
	Yes	3.33	45	.826
	Total	3.29	52	.825
German	No	2.76	21	1.044
	Yes	3.11	54	.816
	Total	3.01	75	.893
Total	No	2.82	28	.983
	Yes	3.21	99	.824
	Total	3.13	127	.873

Of the German students who do not live with their parents 79.1% answered that they live in a student's flat and 20.9% answered that they live alone which seems to be normal for students in Enschede because the Dutch group of students show almost the same patterns. Of the students living in Enschede German students prefer smaller flat-share ratios, only 7.0% of the German students live together with 8 or more housemates (Dutch: 30.6%). This could indicate that Germans look for a smaller group of students within the process of integration, which is in accordance with Tiemann's 4 dimension model (the first dimension of structural integration includes living, membership and language).

This step seems to be fulfilled by most German students. They live together in flat shares and are interested in student life. According to Castles the migration procedure is a self-sustaining one which often does not work out as it is written down on paper. Therefore it is difficult to determine the integration of German students in Twente student life by referring to this factor, it rather functions as a first indicator. From this number I conclude that 75% of the German students are willing to integrate into (Dutch) Twente student life. On the other hand the group of less than 25% does not take the first step to structurally integrate.

According to Tiemann's 4 dimensions language plays a big role within structural integration. 62.7% of the German students say that speaking the Dutch language is a necessity. The SCP asked non-western immigrants from Morocco, Turkey, Dutch-Antilles, Surinam and native Dutchmen the same question if speaking Dutch is necessary. These groups answered with 95% or higher that it is necessary. Interpreting the result of my survey of 62.7% from the German view I argue that language is an important issue on the way to being integrated even if the German students' view doesn't reach the one of the SCP research. One explanation for this could be the fact that all institutions and several study programmes do not demand the Dutch language but for integration purposes language is important and most of the Germans can speak enough Dutch to communicate with people even if they have not completed a language course before their study.

On the one hand the time German students living in flat-shares spend with housemates is rather high with 41.7%, on the other hand in comparison 17.3% within the Dutch group also have much

contact with their housemates (0% very much). Dinner in student flats can be seen as standard part of daily student life in Twente. Therefore almost every Dutch student asked in the survey has dinner with his housemates (97.0%) but only 65 percent of the German students do. To me that is interesting because the 'dinner together'-event can be seen as cultural event among Dutch (Twente) students whereas the Germans do not seem to be fully integrated. I therefore conclude that Germans and Dutch students probably have different contact structures whereby German students see the general contact to their housemates as relation maintenance and Dutch students see the dinner together as relation maintenance. It is difficult to say whether this plays a role in the process of integration but it might be important as a German student to have dinner together with Dutch colleagues if that is a Dutch student tradition in Twente. Here integration the struggle for harmonization and the search for similarities and differences becomes obvious as argued in the theory.

To put it in a nutshell, most of the German students do score quite well in terms of structural (partly social) integration. To determine if the German students further integrate except for their study environment the students were asked if they participate in non-study courses. 24.0% of the German students follow a non-study relevant course which can be considered as not much. This allows more than one conclusion. It might be that Germans have to cope with other things, see their study as more important, freely enjoy their leisure-time or that the courses do not meet their requirements and interest. Due to the fact that 54.7% of the German students do sports at the University of Twente one might argue that the non-study relevant courses are of lower interest to German students.

In general it is often said that German students take their study more seriously than Dutch students, at least to some degree. That might be an explanation for the lower participation of German students in student life. To make a decision about the degree of integration the Dutch numbers are good comparable values. Of the Dutch students 67.3% do sports and 44.2% of the Dutch follow a non-study course at university. Comparing the numbers shows that German students do quite well when participating in both things. This fact leads to the conclusion that both things belong to the social integration as I argue on the basis of Tiemann's 4 dimension model.

The SCP report illustrates that immigrant children and adults sport much less in clubs than Dutch natives. The report argues that there are several reasons, e.g. money, religion (especially female immigrants) and lower knowledge about sport clubs (SCP, 2009, p. 304). The last one could play a role among students, too. Maybe the German students do not know that there are non-study courses and do not know how to attain a membership in a sport club at the University. In addition the necessity of a sport card, fees or contributions could reduce the numbers of German students going to sport at the University due to their expenses on studying abroad.

One out of four Dutch students (25.0%) is member of a student association in Enschede and 12 percent of the German students answered that they are a member of a student association. 12 percent seems to be a low value at first, but considering the number of German students the figure is actually surprisingly high in comparison to the other student groups. It has to be made

clear that student associations are a truly Dutch student cultural habit. For a part of Dutch students student associations make up an ultimate under-graduating days' experience. German students at the University of Twente who are a member of a student association can therefore be considered as structurally, socially and culturally integrated student immigrants. A German student who is a member can be seen as well-integrated in the point of accepting the new country's culture. In this case it isn't the whole country's culture but the culture of the student life and therefore student associations and being one of their members shows patterns of assimilation to another culture which Wallace describes as giving up the so-called 'heritage' culture and taking on the culture of the destination country (Wallace, 1990).

The German students were then asked about their contact with Dutch students. The SCP report measures the contact to native Dutch and immigrants from 1994 to 2006 and comes to the conclusion that not much has changed in 12 years, in some points Moroccans got a little bit more into contact with people outside their own circle. For me it was notable to see where German students are in contact with their own fellow citizens or Dutchmen outside university but we have to keep in mind that migrant and student groups differ very much, so I expected the numbers between the SCP studied group and the German students to be different.

But do the German students show patterns of 'normal' immigrants? 61.1% of the German students live in a house with a 50 percent German/Dutch proportion and the number of German students who live with only Dutch natives is 33.3%. In contrast the part of German students who answered that they live in a house with more than 50 percent Germans is 42.1% and 29.8% of all questioned German students live with only German housemates. Very interesting are the answers to the survey question on how many of their friends, that is people with whom they frequently get in contact, are German and Dutch. The German students answered with 70.7% that up to one quarter of their friends are Dutch and 44.0% said that up to three quarters are German (see table below).

Figure 4.2.2 German stud. * contact to Dutch / German students (n=75)

			Contact to Dutch students				Total
			0 - 25 %	26 - 50 %	51 - 75 %	76 - 100 %	
nationality	German	Count	53	15	5	2	75
		% within nationality	70.7%	20.0%	6.7%	2.7%	100.0%
			Contact to German students				
		Count	3	13	26	33	75
		% within nationality	4.0%	17.3%	34.7%	44.0%	100.0%

In figure 4.2.2 you can see the distribution of contact between German students and Dutch and German students. The SCP report states that people from the Dutch Antilles and Surinam who answered that they often have contact to Dutch natives in their free-time is around 40 percent, the group of Moroccans and Turkish immigrants answered that they have contact to Dutch natives with around 20 percent (SCP, 2009, p. 229). If we compare both numbers to figure 4.2 we can see a pattern of German students which is much better in terms of having contact.

Another aspect which in some cases reduces the interest in contact seems to be the age difference between those German and Dutch students at the University of Twente who answered the questionnaire. The greatest part of German students is 20-22 years old (60.0%) and 34.7% are 23-25 years old. The Dutch in this sample are younger which can lead to the conclusion that German students have different age-based interests in institutions and traditions of Dutch student-life.

Figure 4.2.3 age of student * nationality of students (in %, n=127)

		nationality of students		Total
		Dutch	German	
age of student	17 - 19	11.5%	2.7%	6.3%
	20 - 22	53.8%	60.0%	57.5%
	23 - 25	17.3%	34.7%	27.6%
	na	17.3%	2.7%	8.7%
Total		100.0%	100.0%	100.0%

To put it into a nutshell, almost 3 out of 4 German students at the University of Twente live in Enschede of them more than 50 percent sport at the University and one quarter visits courses which are not obligatory for their study. German students are in general older than Dutch students at the University of Twente. The numbers indicate that often German students are friends with their housemates and therefore spend more time with them than the average Dutch student in Twente. However, German students who have dinner with their housemates is around 65 percent which, as we take into consideration that having dinner is a quite usual Dutch student life habit, can be viewed as a high outcome and leads to the conclusion that German students try to accept the student life habits in this case. And it is as well remarkable that of the group of European Studies students that answered the questionnaire still more than 62 percent think that learning Dutch is a necessity even though the University is handing out information in English and the teaching language in their study is English, too. In my opinion that shows a high interest in integration and is very different to the situation within immigrant circles, of course not forgetting that the generations make a difference¹⁷.

It can be concluded that German students look for contact to Dutch students via their close surrounding and are tend less to join a student association or non-study courses. One possible explanation may be that the associations and courses do not provide enough information and therefore discourage German students. This would also account for the fact that German students are less active in non-study related things such as being a board-member of an association or club or being a member of a work-commission for a study-trip, special event or organizational issues.

¹⁷ The generations of immigrants have show high differences in integration patterns and therefore a comparison is very difficult. Furthermore there are several other factors such as education, money, family, etc. This is hardly taken into consideration here.

4.3 Sub-question (3)

As we now have seen there are differences in integration patterns and German students don't do badly but what do Dutch students in Twente think about the integration proceedings of German students? For this reason I raised the question "*What are the expectations of Dutch students opposite to the German students?*" as a sub-question for this paper to figure out what Dutch students expect from German students when they decide to study in the Netherlands. At the same time I asked German students what they think is *the* way of integration for them.

As I already pointed out in subchapter 4.2 the group of Dutch students thinks that it is necessary to learn Dutch while studying at the University (71.2%). The German students also support this idea but the majority is smaller (62.7%) than with Dutch students. So the majority of both groups say that speaking Dutch is a necessity. When taking a look at the question if German students should learn Dutch both groups agree that they should, of the Dutch 90.4% said yes and of the German students even slightly more (92.0%) did, too. Next both groups were asked if they would like English as the major language at the University of Twente. Almost 60 percent of the Dutch and little more than 45 percent of the German students answered that they do not want English as major language¹⁸.

The last question about language use and the University explores if all study courses should be taught in English. From both groups only one quarter is in favour of this statement and the majority of the Dutch disagrees (61.5%). Half of the German students disagree and do not want all courses in English (48.0%), of the German students the missing 28 percent couldn't decide or think that it does not matter if the courses are in English or Dutch¹⁹. This outcome illustrates that one great factor of integration, namely language, is seen as important by the German students.

It is argued by many governmental policies that learning the country's language is the first step to integration for immigration to prevent (social) exclusion from the society. The Dutch civic integration act states that people who want to immigrate to the Netherlands and are between 18 and 65 years old have to follow an integration course and a language course with examination (IND & DUO, 2010). To study most of the courses at the University of Twente the students have to follow special language courses. I argue that for the students and as well in governmental policies language plays a big role and therefore it can be concluded that German students show the willingness to learn Dutch by scoring high percentages for learning and using Dutch while being a student at the University of Twente.

I connected social and cultural integration to language, sport and cultural habits such as students associations and student life. Both groups were asked various questions about these social and cultural characteristics. In general the Dutch students rate the involvement of German students lower than the German students themselves. 34.6% of the Dutch students think that they are involved only a 'little' and 40.4% think that is 'just about right' and only 15.4% think that they are much involved in student life. The German students think that they are more involved, therefore they answered 'much' with one third and 41.3% think that it is 'just about right'. No

¹⁸ English as major language at University of Twente: (No) Dutch 57.7%, Germans 45.3%

¹⁹ All courses in English: Germans, do not know: 10.7%; does not matter 17.3%

German student answered ‘very little’ and only 20 percent answered ‘little’. That states that Dutch students and German students have different views but both groups do not differ enough to be able to speak of no integration. For example, the respondents answered that in total 82.7% are not a member of a student association. All the same 12.0 percent of the German and 25.0% of the Dutch students are a member of a student association. If we compare this outcome to the outcome of the questions 35) and 38) in figure 4.3.1(2) Dutch students agree that their German colleagues should be a member of a student association ($\mu=3.35$) as well as the Dutch students themselves ($\mu=3.45$).

It was interesting to see that German female respondents weren’t sure if Germans should join a student association whereas the majority of male students agreed that Germans students should join one. In turn female students showed the same pattern to the question if Dutch students should join a student association but the German male respondents agreed slightly less that Dutch students should do so, too. The Dutch female and male respondents showed quite the same characteristics and no noticeable difference. In total male students tend to agree that for a male student a student association is something a German and especially a Dutch student should do.

Figure 4.3.1 Answers by Dutch students

	N	Minimum	Maximum	Mean	Std. Deviation
33) Do you think Germans are actively involved at the UT?	52	1	5	2.63	.908
34) Should Germans do more voluntary committee work?	51	1	5	3.31	.905
35) Should Germans be a member of student associations?	51	1	5	3.35	.890
36) Do you think Dutch students are actively involved at the UT?	52	1	5	3.92	.763
37) Should Dutch students do more voluntary committee work?	51	1	5	3.41	.898
38) Should Dutch students be a member of student associations?	51	1	5	3.45	1.064
43) Do Germans have to accept Dutch cultural habits?	52	1	5	3.58	1.054

Figure 4.3.2 Answers by German students

	N	Minimum	Maximum	Mean	Std. Deviation
33) Do you think Germans are actively involved at the UT?	75	1	5	3.24	.836
34) Should Germans do more voluntary committee work?	74	1	5	3.07	.926
35) Should Germans be a member of student associations?	75	1	5	3.28	.924
36) Do you think Dutch students are actively involved at the UT?	74	1	5	4.01	.958
37) Should Dutch students do more voluntary committee work?	74	1	5	2.91	.863
38) Should Dutch students be a member of student associations?	75	1	5	3.28	.980
43) Do Germans have to accept Dutch cultural habits?	75	1	5	4.00	1.090

The questions 33, 34, 35, 36, 37, 38 and 43 resemble a mixture of the characteristics of the theory and Tiemann’s 4 dimension model. I argue that voluntary committee work, student involvement are a mixture of social and cultural integration whereby membership in a student association or acceptance of Dutch cultural habits are a combination of cultural and interdisciplinary integration. Student associations in their form as they occur in Enschede can be

considered as interdisciplinary integration component of Dutch student-life. The numbers in tables 4.3.1 and 4.3.2 dealing with the answers from both groups towards the involvement of German students at the University of Twente differ to a great extent. Dutch students show a mean of 2.63 on the 5-point Likert-scale which stands in stark contrast to the opinion of the German students who show a mean of 3.24. From that it can be derived that either the Dutch students' expectations of the German students are too high or that the German students' idea of integration does not meet with that of the Dutch students. The latter corresponds with the student association outcome according to which the majority of Dutch students think that German students should join a student association although only one quarter of the Dutch students has a membership.

It is rather difficult to make a decision upon these results but I claim that the Dutch expectations are higher than what the Germans think is necessary. Actually questions 34 and 37 show the same pattern even though they are less significant. The German students answered that Dutch students do not have to do more voluntary committee work like for example working in a study trip or a sports club tournament commission. The German respondents also seem to think that Germans do not have to do more voluntary work either ($\mu=3.07$). This disagrees with what Dutch students think who say that Germans and Dutch students should both do more committee work²⁰.

The answers to question 43 are not less interesting because the German respondents agree and say that German students should accept Dutch cultural habits ($\mu=4.00$). The Dutch respondents agree as well but are not as convinced as the Germans resulting in a lower mean of 3.58. To adopt the host countries cultural habits and to identify with them clearly belongs to the fourth dimension (Tiemann/integration model). This shows that the Germans have the willingness to integrate and see the need to adopt cultural habits from the host society: the Twente student-life but not (yet) meet the expectations of the Dutch. That results in a misunderstanding which in turn can be seen in the lower numbers of satisfaction with the German involvement in student life. Here other words for integration such as named in the theory like harmonization, conflict, dispute, communication and the search for similarities and differences are valid because we can observe a process of integration.

To test whether there is harmony or dispute I asked if the German students should learn from the Dutch, vice-versa or from each other. The German students are in favour of learning from each other (90.7%) and the Dutch as well with a slight modification. Dutch students answered with 19.2% that German students should learn from the Dutch fellows. Some of the Dutch students therefore suggest that German students can learn from them to integrate better. Of course this question is very broad and quite simple but the majority did answer this question quietly. Only a few respondents weren't satisfied with the question and noted that the question seemed irrelevant but because I was curious to check whether the students would say anything I had not expected before, but nothing very noteworthy happened.

²⁰ The Dutch students even show a slightly higher mean for their own national group than for Germans and show a higher level of agreement to this question (for Dutch $\sigma=.898$ and for Germans $\sigma=.908$).

Figure 4.3.3 influences from both groups

Answers by Dutch students:	N	Minimum	Maximum	Mean	Std. Deviation
influence of German students on University	52	1	5	3.29	.997
influence of Dutch on German students	52	1	5	3.04	.862
Answers by German students:					
influence of German students on University	75	1	5	3.41	.840
influence of Dutch on German students	75	1	5	3.47	.844

As it can be seen in figure 4.3.3 the answers of Dutch and German respondents towards influences of German students on the University of Twente and the influence of Dutch students on German students differ. I observe that Dutch students think that their influence on German students is quite normal ($\mu=3.04$) and not noteworthy but the German student themselves agree that the Dutch have quite an influence on German students ($\mu=3.47$), both groups' spread of answers is lower ($\sigma=.862$ and $.844$) than the ones I observed on other variables. The means of both groups to the question if there is influence from the German students at the University are closer to each other (see table). Actually further research could be done on this point because I think that the reason that both groups think that Germans influence the University highly depends on the study programme they follow. I assume that the influence of Germans in courses with a great proportion of German students is rated higher than in courses with less than two or three Germans. Further research could make this point clearer by looking at the differences between e.g. European Studies, Psychology, Communication Studies and Industrial Design, Civil Engineering, Applied Physics.

To put it in a nutshell, a great majority of both groups think that Germans should learn Dutch even if the Germans do not fully agree that it is a necessity. This might be an individual feeling among the students due to the great offer of English material and English speaking employees at the University. German students themselves think that they are involved enough in committee work. The Dutch fellows do not agree and have higher expectations concerning German involvement. According to the Dutch Germans should as well become a member of a student association. This shows willingness to accept Germans in association and expresses the wish to have more Germans involved here, too. That is the case even if only one quarter of the Dutch students is a member of a student association. From both groups the males show a higher interest in student associations.

When asked about the German and Dutch participation in voluntary committee work (e.g. sports, study, culture associations) the German students are confident that they do enough; the Dutch, however, want more participation from the Germans, too. To the question if German students have to accept cultural habits of the Dutch - which can be interpreted broadly - the Germans have a high tendency to agree. In general it seems that the German students estimate their influence, involvement and participation in several parts of student life higher than what the Dutch experience. That could originate from too high expectations from the German students by the Dutch on the one hand, and in the different degree of involvement in student life next to your obligatory study time on the other.

4.4 Sub-question (2)

Starting with the years the students live in Enschede, it becomes apparent that German students' duration of stay is lower than that of Dutch students and that the majority of the German students show little (37.3%) or very little (34.7%) interest in staying in the Netherlands after they have finished their study. Only 24 percent would like to stay in the Netherlands, e.g. for work.

This interest in staying makes students a different group than the normal immigrants the Dutch and other European countries have to deal with (compare Favell, 2001). Favell argues that integration accepts permanent settlement and 'is dealing with a [...] societal process: the consequences of immigration' (Favell, 2001). First I stated in the theory that it may apply to Germans who will work in the Netherlands after their study, the outcome shows that it seems that only one quarter of the German students have plans to stay in the Netherlands which in contrasts with the Moroccan or Turkish immigrants who mostly search for permanent settlement. This idea of a stay only for their study might make integration appear less necessary among the German students staying for a period of three years only for study purposes. Both groups of students seem to feel this which is clearly stated in the outcome of the question on the main differences between the Dutch and German students as seen by each group.

In general both Dutch and German students see some quite significant differences between each other²¹. Only the Dutch students show a bit of disagreement with this statement (19.2%). The means of the two groups underline this, for German students the mean is 3.97 ($\sigma=0.885$) and for Dutch students 3.50 ($\sigma=1.245$). The German students show much more agreement on this statement than their Dutch fellows. The majority of both groups answered that the biggest difference was the 'attitude towards study'²². German students also answered that they think the age difference plays a role (13.3%). When looking for the differences in integration patterns it is again interesting to see where the patterns of living differ between both groups. From the data I can state that between the German and Dutch students there is no difference in the type of place they live in, around 20 percent of the Dutch and German students live alone and around 70 percent (slightly higher in the German group) live in a students' flat.

In contrast to the German students 11.5% of the Dutch respondents indicate that they still live at their parents' place which could be explained by the fact that a small group likes to study close by their parents and/or live there as well. From the students who spend their student life in students' flats the German group spend more time with housemates than the Dutch students but in turn the outcome of the Dutch group shows that almost everybody has dinner with his housemates even if they normally do not spend so much time together. Some German students don't seem to care about having dinner with their housemates.

I interpret that the dinner as something cultural in student circles is often seen as obligatory to German students who then can be classified as integrated at least on the level of the third dimension of the integration model. It might well be that the message of an obligatory dinner connected with dinner time at strictly around 6 o'clock culturally influences the Germans. At

²¹ Dutch: agree 42.3% and strongly agree 21.2% / German: agree 53.3% and strongly agree 26.7%

²² Dutch students: 51.9% / German students:45.3%

least they answered with a higher agreement that Dutch cultural habits should be respected and accepted which actually the Dutch see differently when they judge the acceptance of Dutch habits by German students as less important.

Anyway the Dutch respondents seem to handle the issue of culture more than their eastern neighbours because the Dutch answered the question ‘*would you give up your heritage culture when going to another country?*’ differently from the German students. 44.2% of the Dutch students would do so and 21.2% aren’t sure. Only 16.0% of the German students agree, 37.3% disagree and 21.3% even strongly disagree. Based on these numbers it seems that Germans prefer something like a multicultural regulation instead of regulations with a clearer assimilation pattern which in turn seems to be preferred by the Dutch students because the German students would not like to give up their heritage culture and the Dutch would rather like to take on the culture of the host country. The majority of both groups agrees or strongly agrees that they are acclimatized²³.

The questionnaire also contained questions on the students’ international contacts. Both groups show the same numbers for the group of students which have little international contact (35.0%). The German students declared that their international contact is high because 40.0% answered that they have much contact and 17.3% state that they have very much contact to foreigners. Dutch students show a different pattern because they only answered ‘much’ with 19.2% and ‘very much’ with 25.0%.

This alone does not say that much due to the individual interpretation of the values ‘*very low, low, much, very much*’ which is not a problem because we can derive from that that the German students may feel that their surrounding is more international than the Dutch one. It seems that German students tend to say that their study in Enschede is international but that the Dutch who hold contact to German students do not feel that these contacts are international. Another question about international contact posed to the respondents was whether they enjoy their international contacts. The answers to this question showed that German students who have more international contact show higher satisfaction in terms of enjoyment of these contacts.

Figure 4.4.1 int. contact enjoyment

	N	Minimum	Maximum	Mean	Std. Deviation
German students	74	1	5	4.64	.587
Dutch students	51	1	5	4.06	.759

Questions about the University marketing in Germany and wherever the Dutch students think that the German influx is a good or bad thing did not show any noteworthy difference, whereas at the start of this study I thought that there would be at least some students who want to reduce the number of German students. The numbers tell another story because active marketing in Germany by the University doesn’t seem to bother anybody. Both groups strongly disagree or disagree that the University of Twente should put an end to its strategies from which I conclude

²³ Dutch agree: 42.3%, strongly agree: 32.7% ($\mu=4.02$; $\sigma=.896$)/ Germans agree: 44.0%, strongly agree: 38.7% ($\mu=4.15$; $\sigma=.865$)

that the German group is welcome at the University. Both groups agree that it is a good thing that Germans come here for study purposes whereas the agreement of the German students is stronger which is quite understandable. Something on which both groups agree too is the issue of learning Dutch while being in the Netherlands even if it isn't absolutely necessary.

As shortly reported in part 4.3 the necessity to speak Dutch while studying here divides the German from the Dutch students. Whereas 71.2% of the Dutch think that it is necessary, 62.7% of the German students say so. 19.2% of the Dutch students think it is unnecessary and slightly more than 30 percent (30.7%) of the German group gave this answer²⁴. But when it comes to the question if the German students should learn Dutch while there are here both groups pull on the same rope and answer with a great majority that German students should do so. The Dutch say this with 90.4% and the Germans do with 92.0%. These numbers seem to be a quite usual answer to this question because according to the SCP report from 2009 the four biggest immigrant groups in the Netherlands show this tendency towards learning Dutch²⁵ as well. It has to be said that a normal migrant may use Dutch more than a university student who stays in the Netherlands for just a period of three years but it is still interesting which language the students seem to use in their daily life.

When asked to estimate their use of English, German and Dutch in a scale from one (1) to four (4), the percentage of German students who speak very much (4) German is 58.7%. Of the Dutch students mostly use Dutch in student life (88.5% 'very much') (4). To make this clearer figure 4.4.2 shows the means of these questions. The higher percentage of students using English can be explained by the fact that a great part of the German students follow a study programme taught in English and may weigh speaking English higher than their Dutch colleagues due to societal use of English in the Netherlands and the better education in English in Dutch schools. According to the *Eurobarometer* the Dutch show a high knowledge of English as second language²⁶ which is much higher than the German knowledge.

Figure 4.4.2 language use * nationality

language use:		N	Minimum	Maximum	Mean	Std. Deviation
German students	German	75	1	5	3.89	1.457
	Dutch	75	1	5	2.71	1.343
	English	73	1	5	3.29	1.369
Dutch students	German	52	1	5	3.04	1.171
	Dutch	52	1	5	4.73	.795
	English	51	1	5	2.65	1.573

In addition to the language the differences between Dutch and German students can be seen in their integration in various fields of student life. Therefore the survey embodied some questions about their participation. The group of Dutch students who do a non-study course at the

²⁴ The rest of both groups answered that they do not know (Dutch 9.6% / German: 6.7%)

²⁵ See p. 228f of the SCP report 2009

²⁶ greater than 95 percent, see (Eurobarometer, 2006)

university with 44.2% is greater than the group of German students who do so (24.0%). With sports the differences appear to be smaller because 67.3% of the Dutch and 54.7% of the German students do sports at the university. The group of students who are member of a student association is small in both groups. From the Dutch students one quarter indicated that they are a member, only 12 percent of the Germans did so. It is interesting to see with reference to the modified four dimension model that it seems that there are German students who fulfill all characteristics of the integration model and even interdisciplinarily integrate into Dutch student life.

The whole interest in student life of both groups in general is high. The answers of the German students show a wide spread but at least more than half of the Germans show high or very high interest in student life. Student life of course can be interpreted quite widely but to students the term 'student life' forms a rather clear picture. Anyway the conclusion here is that the Dutch are more enthusiastic about student life which may have to do with the age of the students and the difference of the whole school system since the German school system includes one year more than the Dutch system. Therefore sixth-formers are one year older and start their university education one year later. A second issue is the still existing army draft²⁷ for men in Germany which costs another year. In this time the pupils/soldiers/civilian servants thus don't spend their life at university. They go to parties and do things Dutch pupils / students do at the beginning of their study. This could result in a different interest and expectation of their study.

When University marketing was started the students were told that beer on Thursday nights in Enschede is cheaper for students and whereas this was an interesting fact for attracting Dutch students the potential German freshmen were more interested in study quality and content. This seems to be one great difference between German and Dutch students which in turn influences the way German students integrate into Twente student life.

4.5 Chapter conclusion

This chapter answers the three sub-questions by analyzing the questionnaire by the means of the theory. Almost 3 out of 4 German students at the University of Twente live in Enschede. Of these more than 50 percent sport at the University and one quarter visits courses which are not obligatory for their study. German students are in general older than Dutch students at the University of Twente. The numbers indicate that often German students are friends with their housemates and therefore spend more time with them than the average Dutch student in Twente. It can be concluded that German students look for contact to Dutch students via their close surrounding and tend less to join a student association or non-study courses. One possible explanation may be that the associations and courses do not provide enough information and therefore discourage German students.

²⁷ The army draft can be performed as civilian service in charitable, non-profit, community institutions

A great majority of both groups think that Germans should learn Dutch and German students themselves think that they are involved enough in committee work. The Dutch fellows do not agree and have higher expectations concerning German involvement. When asked about the German and Dutch participation in voluntary committee work (e.g. sports, study, culture associations) the German students are confident that they do enough; the Dutch, however, want more participation from the Germans. In general it seems that the German students estimate their influence, involvement and participation in several parts of student life higher than what the Dutch experience.

All in all the conclusion of the last part is that the Dutch are more enthusiastic about student life which may have to do with the difference in age between German and Dutch students. It can be argued that the Germans have more experience when going to study than the Dutch students which could result in a different interest and expectation of their study.

5. Conclusion and Discussion

This chapter presents the answers found to the research question of this study and functions as conclusion to my research. After the conclusion a short discussion follows. In this discussion possible explanations are written down but do not have to be confused with other (statistical) outcomes of this research including elaboration on the limitations of this study and recommendations for further research.

5.1 Conclusion

The purpose of this research is to indicate the status of integration of German students at the University of Twente. The focus lies on the German students but to give proper answers Dutch students are analyzed in the same way to see whether they themselves are integrated in Twente student life. This is necessary because the lack of literature on student migration forced me to determine - based on the theory of non-student migration - factors, levels and characteristics of integration. As there is no scale by which the results of the questionnaire could be measured it was necessary to introduce at least a model. Therefore I managed with Tiemann's 4 dimension model which I expanded with characteristics I found in the literature about (non-student) migration. On basis of this four dimension model I tried to define the status of integration of German students.

To put it in a nutshell the German and the Dutch students show differences in integration into Dutch student life. On the one hand there are the Dutch students and the Dutch student life and on the other the German students who integrate into this student life. As I argued in the analysis it became obvious that the German students somehow show a different idea of studying. Whereas the Dutch students like to do other non-study related things such as sport, voluntary

work at the University, non-study courses, or be a member of a student association, etc, German students have their focus more on studying. This does not mean that Dutch students do worse in their study but explains the lower activity of the German students in non-study related student-life issues. This is quite significant in the data which prove that both groups think that they differ from each other and the statistical numbers of the study also show that Dutch students are more willing to do (Dutch) student-life activities than the Germans.

These facts are strengthened by the outcome of the question on what is the biggest difference between both groups, namely 'attitude towards study'. But even if the German and Dutch students differ as far as studying is concerned the Germans show patterns of integration which lead to the conclusion that the majority of the students would like to integrate into the Dutch student-life as far as they think it is necessary. This is concluded by looking at the numbers of German students who live, study and spend their free time in the same way as the Dutch. The great majority of the German students live in Enschede, most of them together in flat-shares with Dutch students and more than the half of the respondents sport at the university. Considerably high are the numbers of German students who have much contact to their housemates in comparison to the Dutch, even if the German students do not have dinner with their housemates very often the German students seem to look for integration via their housemates.

The answers of the German students towards the question if they are interested in Dutch student-life were various but they show that partially the German students are interested. This probably has to do with the differences between German students. Around one quarter of the German students who study at the University of Twente would like to stay for work in the Netherlands but a big part of the German students just come to the University of Twente for their period of education.

In the answers to the questionnaire it became apparent that Dutch students would give up their (cultural) habits when studying abroad. The German students respond more in a more reserved way and rather want to keep their habits. The statistics of the questionnaire showed that German students still use their language quite often but use English and Dutch frequently, too. Referring to the four dimension model we can see that almost all German students are structurally integrated which means that they live under the same conditions and in the same place as the Dutch, speak the language of the host country and have some sort of membership (being a student at the University). Almost three quarters of the German students live in Enschede and of the German students who do not live with their parents and almost eighty per cent answered that they live in a student's flat. Considering social integration the German students do quite well too.

Over half of them often do sports at the university and participate in collegial (social) activities and about one quarter even follows free-time courses. Of the Dutch students slightly more than two thirds do sports and little less than half of the Dutch follow a non-study course at university. This shows that a great number of the Germans do not differ that much from the Dutch students and/or that they are integrated. With regard to the third dimension 'cultural integration' the identification as I argue is not that clear anymore and hard to measure. From the collected data

and the intentions which come with these German students it can partially be concluded that some characteristics of cultural integration are met by one part and others by another part.

As I argue on the basis of Tiemann's four dimensions model the aspects language, culture, food, and especially interaction with students in Enschede student life are all important properties of cultural integration. It seems, however, that the private or personal interaction with Dutch students is less than the general integration concerning characteristics such as food, culture and societal life. That seems reasonable because both cultures follow the standards of western societies. The last of the four dimensions of the integration model (interdisciplinary integration) is not reached by the majority of the German students. I come to this conclusion because the personal identification with the host country is often missing among the German students. Considering all the facts the status of integration of German students in Twente student life it is reasonable to say that German students are integrated to an extent the theory would ask it from them. Even if the Dutch students in some cases seem to be dissatisfied with the German willingness to integrate, the statistical data show that the difference between both groups is way smaller than what is felt by the Dutch students.

If we tried to explain the situation of German students in Enschede student life we could say that a great part of these students shows patterns of assimilation to the Dutch student culture but there is also the other part which does not do so and shows patterns of living in mostly German-speaking surroundings outside the study halls. Of course assimilation and multiculturalism shouldn't be understood as what theory tells about in non-student integration but more as indicators and patterns an argumentation can be done on.

5.2 Discussion

Because this research is based on literature, theories, models and concepts from various authors and situations of migration and integration it is difficult to determine the validity of this research. The issue of migration and integration of Moroccan, Turkish or other people is obviously different from the migration and integration of German students who come for study purposes to the University of Twente. The idea to look at the integration of German students in Dutch student life resulted from the manifold researches previously done which inspired me. Due to the limits of this research in time and its complexity the outcomes leave questions about the significance and applicability but in my opinion the study opened first sight into the topic of student migration. I tried to build a theoretical frame and to look if students meet (these) integration criteria. Although it is obvious that German students are not comparable with Moroccan or Turkish immigrants in the Netherlands problems and issues of integration to some extent remain the same. Language and interaction of both groups as well as prejudices persist.

Further research must show whether the integration of students is changing. As well there are options for more in-depth research for instance concerning student associations or voluntary work in committees, etc. This research should then be more specific on some of the variables I have brought up in this paper. As well it would surely be interesting to compare the (statistical) figures of Twente with the figure of other Dutch universities who cope with comparable issues.

The Universities of Maastricht and Groningen are only two examples. In my opinion this field leaves room for more interesting research which could become necessary when Europe's students start moving more frequently in the future than ever before.

In terms of practical implications I argue that the integration of German students could be boosted by improving the information distribution about typical student matters such as student associations, board-functions, etc. This information distribution could be best done via people from the closer surroundings of the German students, for instance via their housemates, as the research has shown that German students interact a lot with them. If, for instance, the Dutch would like German students to take over a function in a sport club or study associations, it might be better to inform the German students via their housemates and other fellow students because that way the information would be given by a familiar person to which according to the research outcomes Germans have a closer relationship. The second issue of age difference and the result of a difference in the students' life experience remains difficult as most things at Dutch universities are made for Dutch students and should be kept as they are. However, the German students could possibly be motivated more if there were groups of older students who formed an association or a circle of friends they could turn to.

Furthermore I would advise studying the integration of German students again in the upcoming years to see wherever changes occur. And what is more I would suggest doing the same at other Dutch universities with also great numbers of German students in order to find out whether the results found at the University of Twente in Enschede are comparable to other universities in the Netherlands since the issue is of great importance to the Dutch university landscape.

6. References

- Benelux-Bologna-Secretariat. (2009). *bologna process* Retrieved 15. September, 2009
- Britannica. (Ed.) (2009) Encyclopedia Britannica.
- Brubaker, R. (2003). The Return of Assimilation? Changing Perspectives on Immigration and its Sequels in France, Germany and the United States. In J. a. Morawska (Ed.), *Toward Assimilation and Citizenship: immigrants in Lederal Nation-States* (pp. pp. 39-58). Hampshire: Palgrave.
- Castles, S. (1993). The Migratory Process and the Formation of Ethnis Minorities *The Age of Migration* (3rd ed.). New York, London: The Guilford Press.
- Columbia Encyclopedia. (Ed.) (2008) The Columbia Encyclopedia.
- Dictionary.com. (Ed.) (2005) The American Heritage New Dictionary of Cultural Literacy (Third Edition ed.). Houghton Mifflin Company.
- Entzinger, H. (2006). Changing the rulse while the gam is on; From multiculturalism to assimilation in the Netherlands. In M. Bodemann & G. Yurkadul (Eds.), *Migrations, Citizenship, Ethnos: Incoporation regimes in Germany, Western Europe and North America*. New York: Palgrave MacMillan.
- Eurobarometer. (2006). *Special Eurobarometer 243: Europeans and their Languages*. Brussel: European Commission.
- Europees-Platform. (2007). Internationalisering in het onderwijs in Nederland. (internationaliseren in onderwijs). Retrieved from www.nuffic.nl
- Favell. (2001). *Integration policy and integration research in Europe: a review and critique*. Los Angeles: Sociology, UCLA.
- Glazer, N. (1997). *We are all Multiculturalists now*. Cambridge, Massachusetts London, England: Harvard University Press.
- Imbusch, P., & Heitmeyer, W. (2009). *Ein Reader zur Ordnungsproblematik moderner Gesellschaften*. Wiesbaden: Verlag für Sozialwissenschaften, GWV Fachverlage GmbH.
- IND, & DUO. (2010). inburgeren, naturalisatie, hetbeginmettaal.nl. Retrieved 24.01.2010, 2010, from http://www.ind.nl/nl/inbedrijf/overdeind/veelgesteldevragen/Wet_inburgering_naturalisatie.asp & <http://www.inburgeren.nl/inburgeraar/examen/examen.asp>

- King, R., & Riuz-Gelices, E. (2003). International Student Migration and the European 'Year Abroad': Effects on European Identity and Subsequent Migration Behaviour. *International Journal of Population Geography*, 9, 229-252.
- Novum. (2009, 7 jul 2008, 08:16 h). 'Duitse student kost Nederland miljoenen'. *dag.nl*. Retrieved from <http://www.dag.nl/overige/duitse-student-kost-nederland-miljoenen-55929>
- Park, R. E. (1950a). *Race and Culture (The Collected Papers of Robert Ezra Park)* (Vol. Volume 1). Glencoe: The Free Press.
- Plym-Rissanen, L. (2000). *Immigrant Women and Work*. University of Jyväskylä.
- SCP. (2009). *Jaarrapport integratie*. Den Haag: Sociaal en Cultureel Planbureau.
- Steininger, R. (1975). Polarisierung und Integration. *Vergleichende Untersuchung der strukturellen Versäulung der Gesellschaft in den Niederlanden und in Österreich*. Hain, Meiseinheim am Glan: Universität zu Köln.
- Tiemann, S. (2004). *Die Integration islamischer Migranten in Deutschland und Frankreich: Ein Situationsvergleich ausgewählter Bevölkerungsgruppe*: Wostok Verlag.
- Universiteit Twente. (2008). Feiten en Cijfers. from UT:
<http://www.utwente.nl/feitenencijfers/onderwijs/opleidingen/internationaal.doc/>
- Wallace, L. (1990). Assimilation vs. Multiculturalism, Views from a Community in France. *Sociological Forum*, Vol. 5(No. 3), pp. 387-411.

7. Appendix (part 1)

Integration of German students at the University of Twente

This research will hopefully give some new insights into a not yet researched topic: integration of students. Every student at the University of Twente recognized the influx of German students. For Germans it is really popular to study in the Netherlands and one might have had some thoughts about their intention and their behavior. Often German students are seen as different from Dutch students but why? What could be possible differences? This exploratory research which will be my Bachelor thesis in the end will indicate some facts of integration of Germans students? Do they really differ? Are Germans less active in voluntary committee work? Do Dutch students have a wrong image or do both sides misunderstand each other? Are there parallels to migrants?

GENERAL QUESTIONS TO YOUR PERSON AND YOUR SITUATION:

- 1) How old are you?
 17 - 19 20 - 22 23 - 25 other _____
- 2) Nationality _____
- 3) What are you studying at the University of Twente? (e.g.: Physics, Psychology, Informatics, etc.) _____
- 4) Gender male female
- 5) Which level? BSc MSc other _____
- 6) In which study year are you? _____
- 7) Why did you choose for the University of Twente?
 because it is small and qualitatively good
 offered the best facilities
 for its international character
 because I just wanted to study in the Netherlands
 it is close to where I come from
 my reason is not listed here

THE FOLLOWING QUESTIONS DEAL WITH YOUR LIVING CONDITIONS:

- 8) For how many years have you been living in Enschede? _____ years
- 9) Do you live in Enschede? Yes other _____
- 10) How do you live?
- with parents
 - alone
 - in students' flat
- 11) If you live in a student flat how many housemates do you have?
- 1 – 4
 - 4 - 7
 - 8 and more
- 12) How many of your housemates are of the following nationality (you may estimate it)?
- German _____ in %
 - Dutch _____ in %
 - Other _____ in %
- 13) How much time do you spend with your housemates?
- 1
 - 2
 - 3
 - 4
- 14) Do you eat dinner together? Yes No
- 15) Do you share a living room? Yes No

THESE QUESTIONS DEAL WITH YOUR INVOLVMENT AND INTERACTION IN STUDENT LIFE:

- 16) Do you participate in non-study-related courses at the University of Twente (e.g. Theater, drum lessons, dancing, welding, etc.)?
- Yes
 - No
- 17) Do you do sports at the University?
- Yes
 - No

18) Are you a member of a student association?

- Aegee Alpha
 Audentis Taste
 no member other _____

19) Are you an *active* member of a student association?

- Yes No

20) How many percent of your friends (people you frequently have contact with) are from the following nationalities?

German ____ in %
Dutch ____ in %
Other ____ in %

21) What is your level of interest in student life?

- 1 2 3 4

22) How often do you visit friends, have contact to other people at sports or other activities?

- 1 2 3 4

23) My contact to international people is...

- 1 2 3 4

24) How is the quality of the contact?

- 1 2 3 4

25) Do you enjoy international contacts?

- 1 2 3 4

26) What is your level of English (for keeping contact) ?

- 1 2 3 4

27) How strong is your interest in staying in the Netherlands after finishing your studies, e.g. for work?

- 1 2 3 4

THE QUESTIONS IN THIS BLOCK ARE ABOUT LANGUAGE:

28) Do you think that it is necessary to speak Dutch while studying in Enschede?

- necessary unnecessary do not know

29) Should Germans learn Dutch?

- Yes No Does not matter

30) Would you prefer English to be the major language at the University instead of Dutch?

- Yes No Does not matter

31) Should all courses of the University be taught in English?

- disagree does not matter agree do not know

32) How often do you use the following languages?

	very little	little	average	much	very much
German	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dutch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTION IN THE LIKERT SCALE FORMAT ABOUT GERMANS AND DUTCH STUDENTS AND THEIR ASSOCIATION / COMMUNITY WORK:

33) Do you think Germans are actively involved at the UT?

- 1 2 3 4 5

34) Should Germans do more voluntary committee work?

- 1 2 3 4 5

35) Should Germans be a member of student associations?

- 1 2 3 4 5

36) Do you think Dutch students are actively involved at the UT?

- 1 2 3 4 5

37) Should Dutch students do more voluntary committee work?

- 1 2 3 4 5

38) Should Dutch students be a member of student associations?

- 1 2 3 4 5

39) Do you consider Germans to be different from Dutch students?

- 1 2 3 4 5

40) If you agree what is the biggest difference?

- attitude towards study
 age
 lifestyle
 behavior
 culture

41) Do you think that Germans are influenced by the Dutch form of student life?

- 1 2 3 4 5

42) Do you think that the German students have any noticeable influence at the University of Twente?

- 1 2 3 4 5

43) Do Germans have to accept Dutch cultural habits?

- 1 2 3 4 5

44) Who should learn from whom?

- Germans from Dutch Dutch from Germans
 both from each other other _____

THE FOLLOWING QUESTIONS ARE ABOUT THE UNIVERSITY OF TWENTE AND THEIR MARKETING IN GERMANY:

45) Should the UT stop with active marketing in Germany?

- 1 2 3 4 5

46) Is it good that Germans come to the UT for study purposes?

1 2 3 4 5

47) Should there be a limit of German students at the UT?

1 2 3 4 5

48) Do you think that the UT students benefit from the international character of the University?

1 2 3 4 5

CONCLUDING SOME FURTHER DETAILS TO YOUR PERSON:

49) My political orientation is: left-wing socialist social-democratic
 Christian liberal conservative
 right-wing other _____

50) The best form of integration is:

minority adopts majority culture
 every group should follow their culture and rules
 the major culture dominates, minorities should integrate but do not necessarily have to assimilate completely or completely give up their own culture.

51) If you were to go to another country to live there for a longer time, would you give up your heritage/culture to fully integrate into the new society?

1 2 3 4 5

52) I am used to different cultures.

1 2 3 4 5

53) I have had enough contact to fellow students of all types (as friends, fellow students, international contacts etc.) to give well-founded answers to this survey

1 2 3 4 5

7.2 Appendix (part 2)

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
nationality * contacttoNL	127	100.0%	0	.0%	127	100.0%
nationality * contacttoDE	127	100.0%	0	.0%	127	100.0%

nationality * contacttoNL Crosstabulation

			contacttoNL				Total
			0 - 25 %	26 - 50 %	51 - 75 %	76 - 100 %	
nationality	German	Count	53	15	5	2	75
		% within nationality	70.7%	20.0%	6.7%	2.7%	100.0%
		% within contacttoNL	94.6%	68.2%	41.7%	5.4%	59.1%
		% of Total	41.7%	11.8%	3.9%	1.6%	59.1%
Dutch	Count	3	7	7	35	52	
	% within nationality	5.8%	13.5%	13.5%	67.3%	100.0%	
	% within contacttoNL	5.4%	31.8%	58.3%	94.6%	40.9%	
	% of Total	2.4%	5.5%	5.5%	27.6%	40.9%	
Total	Count	56	22	12	37	127	
	% within nationality	44.1%	17.3%	9.4%	29.1%	100.0%	
	% within contacttoNL	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	44.1%	17.3%	9.4%	29.1%	100.0%	

nationality * contacttoDE Crosstabulation

			contacttoDE				Total
			0 - 25 %	26 - 50 %	51 - 75 %	76 - 100 %	
nationality	German	Count	3	13	26	33	75
		% within nationality	4.0%	17.3%	34.7%	44.0%	100.0%
		% within contacttoDE	6.8%	68.4%	89.7%	94.3%	59.1%
		% of Total	2.4%	10.2%	20.5%	26.0%	59.1%
Dutch	Count	41	6	3	2	52	
	% within nationality	78.8%	11.5%	5.8%	3.8%	100.0%	
	% within contacttoDE	93.2%	31.6%	10.3%	5.7%	40.9%	
	% of Total	32.3%	4.7%	2.4%	1.6%	40.9%	
Total	Count	44	19	29	35	127	
	% within nationality	34.6%	15.0%	22.8%	27.6%	100.0%	
	% within contacttoDE	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	34.6%	15.0%	22.8%	27.6%	100.0%	

nationality of students * limitatio on Germans students Crosstabulation

			limitatio on Germans students					Total
			strongly disagree	disagree	not sure	agree	strongly agree	
nationality of students	Dutch	Count	11	20	9	7	5	52
		% within nationality of students	21.2%	38.5%	17.3%	13.5%	9.6%	100.0%
	German	Count	33	13	17	8	4	75
		% within nationality of students	44.0%	17.3%	22.7%	10.7%	5.3%	100.0%
Total	Count	44	33	26	15	9	127	
	% within nationality of students	34.6%	26.0%	20.5%	11.8%	7.1%	100.0%	

nationality of students * Place living Crosstabulation

			Place living		Total
			No	Yes	
nationality of students	Dutch	Count	7	45	52
		% within nationality of students	13.5%	86.5%	100.0%
	German	Count	21	54	75
		% within nationality of students	28.0%	72.0%	100.0%
Total	Count	28	99	127	
	% within nationality of students	22.0%	78.0%	100.0%	

nationality of students * conditions living Crosstabulation

			conditions living			Total
			alone	in students flat	with parents	
nationality of students	Dutch	Count	10	36	6	52
		% within nationality of students	19.2%	69.2%	11.5%	100.0%
	German	Count	15	57	3	75
		% within nationality of students	20.0%	76.0%	4.0%	100.0%
Total	Count	25	93	9	127	
	% within nationality of students	19.7%	73.2%	7.1%	100.0%	

gender of student

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	70	55.1	55.1	55.1
	male	57	44.9	44.9	100.0
	Total	127	100.0	100.0	

political orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	4	3.1	3.1	3.1
	conservative	11	8.7	8.7	11.8
	Don't know.	9	7.1	7.1	18.9
	green	4	3.1	3.1	22.0
	left-wing	14	11.0	11.0	33.1
	liberal	31	24.4	24.4	57.5
	right-wing	1	.8	.8	58.3
	social-democratic	49	38.6	38.6	96.9
	socialist	4	3.1	3.1	100.0
	Total	127	100.0	100.0	

doing sports at the UT * nationality of students Crosstabulation

			nationality of students		
			Dutch	German	Total
doing sports at the UT	No	Count	17	34	51
		% within doing sports at the UT	33.3%	66.7%	100.0%
		% of Total	13.4%	26.8%	40.2%
	Yes	Count	35	41	76
		% within doing sports at the UT	46.1%	53.9%	100.0%
		% of Total	27.6%	32.3%	59.8%
Total	Count	52	75	127	
	% within doing sports at the UT	40.9%	59.1%	100.0%	
	% of Total	40.9%	59.1%	100.0%	

doing non-study courses * nationality of students Crosstabulation

			nationality of students		
			Dutch	German	Total
doing non-study courses	No	Count	29	57	86
		% within doing non-study courses	33.7%	66.3%	100.0%
		% of Total	22.8%	44.9%	67.7%
	Yes	Count	23	18	41
		% within doing non-study courses	56.1%	43.9%	100.0%
		% of Total	18.1%	14.2%	32.3%

Total	Count	52	75	127
	% within doing non-study courses	40.9%	59.1%	100.0%
	% of Total	40.9%	59.1%	100.0%

member of studentascn * nationality of students Crosstabulation

			nationality of students		Total
			Dutch	German	
member of studentascn	member	Count	13	9	22
		% within member of studentascn	59.1%	40.9%	100.0%
		% of Total	10.2%	7.1%	17.3%
	no member	Count	39	66	105
		% within member of studentascn	37.1%	62.9%	100.0%
		% of Total	30.7%	52.0%	82.7%
Total		Count	52	75	127
		% within member of studentascn	40.9%	59.1%	100.0%
		% of Total	40.9%	59.1%	100.0%

nationality of students * necessity speaking Dutch Crosstabulation

		necessity speaking Dutch			Total
		do not know	necessary	unnecessary	
nationality of students	Dutch	5	37	10	52
	German	5	47	23	75
Total		10	84	33	127

nationality of students * Germans should learn Dutch Crosstabulation

		Germans should learn Dutch			Total
		Does not matter	No	Yes	
nationality of students	Dutch	3	2	47	52
	German	5	1	69	75
Total		8	3	116	127

having international contact * nationality of students Crosstabulation

			Nationality of students		Total
			Dutch	German	
having international contact	very little	Count	10	7	17
		% within having international contact	58.8%	41.2%	100.0%
		% of Total	7.9%	5.5%	13.4%

	little	Count	19	25	44
		% within having international contact	43.2%	56.8%	100.0%
		% of Total	15.0%	19.7%	34.6%
	much	Count	10	30	40
		% within having international contact	25.0%	75.0%	100.0%
		% of Total	7.9%	23.6%	31.5%
	very much	Count	13	13	26
		% within having international contact	50.0%	50.0%	100.0%
		% of Total	10.2%	10.2%	20.5%
Total		Count	52	75	127
		% within having international contact	40.9%	59.1%	100.0%
		% of Total	40.9%	59.1%	100.0%

nationality of students * Why UT? Crosstabulation

		Why UT?					Total	
		because I just wanted to study in the Netherlands	because it is small and qualitatively good	for its international character	it is close to where I come from	my reason is not listed here		offered the best facilities
nationality of students	Dutch	0	18	2	9	19	4	52
	German	10	15	11	9	22	8	75
Total		10	33	13	18	41	12	127

German students * interest in staying Crosstabulation

		interest in staying				Total	
		very little	little	much	very much		
German	Count	26	28	18	3	75	
	% within nationality of students	34.7%	37.3%	24.0%	4.0%	100.0%	
Total		36	40	30	21	127	
		% within nationality of students	28.3%	31.5%	23.6%	16.5%	100.0%

nationality of students * give up culture Crosstabulation

			give up culture				Total
			strongly disagree	disagree	not sure	agree	
nationality of students	Dutch	Count	6	12	11	23	52
		% within nationality of students	11.5%	23.1%	21.2%	44.2%	100.0%
	German	Count	16	28	19	12	75
		% within nationality of students	21.3%	37.3%	25.3%	16.0%	100.0%
Total		Count	22	40	30	35	127
		% within nationality of students	17.3%	31.5%	23.6%	27.6%	100.0%