DADIU
THE NATIONAL ACADEMY OF DIGITAL
INTERACTIVE ENTERTAINMENT

DADIU
Alumni Survey 2023
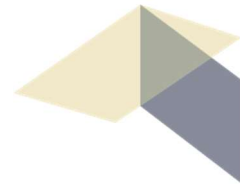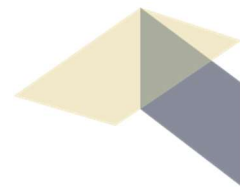
TABLE OF CONTENT

1. Welcome

Since 2005, over 1000 students from universities and art schools across Denmark have participated in DADIU. As we approach our twentieth anniversary in 2025, we take great pride in seeing that students continue to incorporate DADIU into their curriculum, and almost all would recommend participating in DADIU.

Despite several years of experience, DADIU is still in its teenage years, but it is maturing and assuming the responsibilities that come with adulthood. Six years ago, in 2017, we conducted our first-ever alumni survey to assess the impact of our one-semester network program and provided valuable insights into our graduates and their careers. With this second alumni survey, we can clearly see that DADIU is continuously improving. 88% of respondents reported that DADIU met their expectations, 85% stated that DADIU enhanced their skills in game development, and 91% reported improvements in their teamwork abilities.

However, the survey also raises some concerns. In 2017, the alumni were roughly divided into three categories: one third working in the game industry, one third in a related industry, and one third in a different sector. Today, almost half of the surveyed alumni work outside of the game industry. They express three main reasons for this shift: difficulty in entering the industry leading them to give up, unattractive working conditions or rumors thereof, or a deliberate choice to pursue other interests.

These findings call for action, and we have already taken steps to address them. Last year, DADIU initiated a Human Resources seminar with the aim of fostering closer connections between the industry and students. Additionally, we introduced

an entrepreneurship seminar to expose students to various game companies, ranging from those with extensive experience to newly-founded ventures.

There is also work to be done in the area of diversity. Women still represent a minority in both game development and DADIU. Over the past years, women have accounted for an average of 21% of the students, indicating a need for increased focus within DADIU and the industry as a whole. However, it is encouraging to note that the percentage of women participating in the survey has increased a little. In 2017, 15% of the respondents were women whereas the percentage of female respondents for this survey is 20%. Additionally, the percentage of respondents who do not identify as female or male has increased from 1% to 2%.

The Danish game industry is experiencing a significant boom. According to a recent survey[1], there has been a remarkable 100% increase in turnover for Danish game development companies from 2020 to 2021. The industry continues to improve as an art form and as an industry. As a result, there is a consistent demand for new and skilled game developers across all fields.

It is crucial for the network of educational institutions, the industry, and society at large to actively promote and support favorable working conditions and diversity, equity, and inclusion within the game industry. By doing so, we can ensure that this dynamic industry flourishes and continues to attract talented individuals while fostering an environment that is inclusive and supportive of all.

Anne Mette Thorhauge, Chair

---

[1] State of the Nation I Den Danske Spilbranche, September 2022
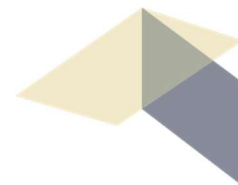
2. INTRODUCTION

The National Academy of Digital Interactive Entertainment (DADIU) was established in 2005 as a collaboration between ten education programs from seven universities and art schools in Denmark.

From 2005 to the spring of 2011, DADIU consisted of two game productions of one-month's duration, which were spread out over a two-year span with the first in May of the first year and the second in March of the following year.

Since the fall of 2011, DADIU became a full semester program. As part of this development, DADIU evolved from being focused solely on productions to also include dedicated master classes in all of the disciplines included in DADIU.

Since the beginning in 2005, the students have been admitted to DADIU and placed in specific roles. The original roles were Game Designer, Game Director, Project Manager, Art Director/Visual Designer, Audio Designer, CG Artist, Animator, and Programmer. Later, Level Designer and QA & UR Manager (initially QA & UX Manager) were introduced and Project Manager was replaced by Producer. Most recently, the role of Composer has been introduced.

In 2017, the first alumni survey was done with the aim to check how the alumni were doing, where they were back then, and to evaluate DADIU.

Alumni are always asked to evaluate their experience right after their participation in DADIU, but this may change in the light of time, and we can benefit in our current development of DADIU by understanding their retrospective evaluation.

After five years, it seemed relevant to conduct a new alumni survey. Partly with the same aim as in 2017 and partly because it might provide important and insightful movements and trends.

When reading the survey, it must be kept in mind that DADIU is just one component of many in the students' education.

The first part of the survey focuses on where the alumni are now. The last part asks them to evaluate DADIU.
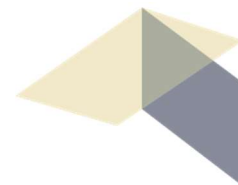
3. OVERVIEW – THE MAIN FINDINGS

DADIU IS AN AMAZING LEARNING EXPERIENCE
88% find that DADIU lived up to their expectations, and 89% would recommend participating in DADIU to others. Asking only the alumni from the past six years, who has not answered the survey before, 90% say that DADIU lived up to their expectations (yes, greatly and yes, somewhat).
The respondents see DADIU as a unique learning experience, a great place for networking and preparing you for working life and your future career in general. They also state that DADIU is a career kick-starter.

When asked if there was anything they wished DADIU had prepared them better for, most answers focus on entrepreneurship, a general understanding of business and industry, marketing, and how to raise funding.

EMPLOYMENT
84% currently have a job. 8% currently own their own company.
A total of 6% (or 22) are currently unemployed – two of those graduated in 2021 or later.

GETTING THE FIRST JOB
Within six months, 68% had secured their first job and, within a year, 81%. For 71%, the first job was on a permanent contract. 25% had secured a job before graduating.

In 2017, 33% of the respondents secured their first job in the games industry. In this survey, only 25% of the respondents secured their first job in the games industry. Most of the respondents not working in the games industry as their first job describe the reason as being unable to enter the industry as a junior, or that they did not pursue it.
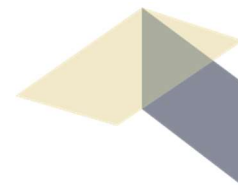
IN OR OUT OF THE GAMES INDUSTRY
The respondents are currently working in three categories: one third in the games industry, one fourth in a directly related industry, and approx. half of the respondents work outside the industry.

There is a movement from the first job to the current one—the respondents seem to shift from the related industry to either the games industry or a completely different industry. The number of respondents working in the games industry increases from 25% to 31%, with a drop in the number of respondents working in a related industry from 32% to 25%. For the respondents working in a completely different industry the number goes from 43% to 45%.

ENTREPRENEURS
8% of the respondents currently own a company. The number of employees ranges from none to twenty.
65% of the company owners describe their business as being part of the games industry.

4. METHOD

The DADIU Alumni survey was emailed to the 1183 former students, from the last ten years (2012-2022). Six emails were returned immediately due to the email addresses being inactive.

Of the 1183 recipients receiving the email, two asked not to be contacted further, leaving 1175 recipients able to answer the survey. The recipients were reminded about the survey four times via email and, in the end, approx. 40% (or 474 respondents) answered the survey. 4% (or 48 respondents) only finished part of the survey, leaving 36% (or 426 respondents) who completed the survey. We have chosen not to include the answers from the 4% for the sake of consistency and to improve the basis for comparison.

The survey questions are an exact copy of the survey from 2017 and the questions have not been edited prior to sending out the survey. Hence, it enhances the basis for comparison. We have included some of the significant differences between the first survey and this one. Further, because we asked DADIU alumni ten years back, approx. half of the respondents (2012–2016) have received the survey before, and the other half (2017–2022) have not. We have compared the answers from the two groups and included the most significant differences. The comparisons are found in chapter 11.

Fig. 1: Distribution of the respondents' roles and participation year. Note that the role of the QA & UX Manager/QA & UR Manager was introduced in 2013 and the Project Manager was renamed Producer in 2021.

	22	21	20	19	18	17	16	15	14	13	12	Other[2]	Total
Animator	0	1	0	1	0	0	1	1	2	3	2	0	**2.6%**
Art Director	3	2	1	4	1	2	1	2	3	3	3	1	**6.1%**
Audio Designer	3	6	2	4	3	3	2	1	2	2	2	0	**7.0%**
CG Artist	5	5	9	1	4	4	1	2	2	2	4	0	**9.2%**
Game Designer	5	9	4	3	2	3	5	2	2	3	1	1	**9.4%**
Game Director	3	4	2	0	4	1	1	3	1	1	0	0	**4.7%**
Game Artist	1	1	0	1	0	1	0	1	1	0	1	0	**1.6%**
Programmer	9	11	8	9	11	11	11	10	11	5	8	0	**24.4%**
Lead Programmer	4	4	3	2	3	5	2	4	2	4	4	0	**8.7%**
Level Designer	0	0	1	3	2	1	3	4	3	1	1	0	**4.5%**
Project Manager/Producer	2	4	4	5	5	3	2	3	3	4	4	0	**9.2%**
QA & UX/UR	1	1	6	4	5	1	2	6	5	2	-	-	**7.7%**
Visual Designer	1	0	0	1	0	0	0	0	0	0	0	0	**0.5%**
Composer	0	0	0	1	0	1	0	1	0	0	0	0	**0.7%**
Other	0	5	1	4	0	1	1	1	2	0	0	1	**3.8%**
Total	**37**	**53**	**41**	**43**	**40**	**37**	**32**	**41**	**39**	**30**	**30**	**3**	**426**

---

[2] "Other" refers to respondents who do not remember which year they attended.

*Fig. 2: Which educational backgrounds do the respondents come from:*

	Respondents	Percent
Aalborg University (combined)	120	28%
Aarhus University (combined)	48	11%
University of Southern Denmark	4	1%
University of Copenhagen (combined)	29	7%
IT University of Copenhagen	66	15%
Technical University of Denmark	40	9%
National Film School of Denmark	11	3%
Royal Danish Academy of Fine Arts School of Architecture, Design, and Conservation	33	8%
The Animation Workshop	5	1%
Truemax Academy	49	12%
Royal Academy of Music/The Danish Institute of Electronic Music (DIEM)	2	0%
Sonic College	8	2%
Other	11	3%
Total	**426**	**100.0%**

USE OF PERCENTAGES
When using percentage in this report, it refers to the percentage of the 426 respondents unless otherwise stated.

COMMENTS
In chapters 9 and 10, respondents' comments are edited for typos but otherwise left unedited.
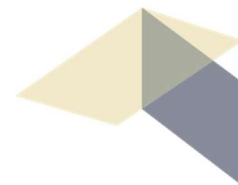
5. DEMOGRAPHICS

GENDER AND AGE
Of the 426 respondents, 78% are male, 20% are female, and 2% do not wish to inform.

The average age is 31. Almost half of the respondents (41%) are in the age category 26–30. Another well-represented age category is 31–35 (40%). 8% of the respondents are in the age category 18–25. The youngest participant is 19 years old, and the oldest 49.

The percentage of respondents from DADIU years 2012–2022 is somewhat even, ranging from 7–12%. 7% of the respondents participated in DADIU in 2012 and 2013, and 12% of the respondents graduated in 2021.

CURRENT RESIDENCE
Most of the respondents currently reside in the Capital Region of Denmark (52%), The North Denmark Region (14%), the Central Denmark Region (12%), and the Southern Denmark Region (3%).
It is also worth mentioning that 15% currently live abroad.

INCOME
The income of DADIU alumni who are still studying is not included in the following data.

Of the income categories in the survey, most (29%) had an income between DKK 400,000–599,999 before tax, including employer-paid pension plans in 2022, if applicable. 25% had an income between DKK 200,000–399,000, while 10% had an income of less than DKK 100,000.

9% had an income between DKK 600,000–799,000 in 2022.

Respondents who had the roles of Lead Programmer and Game Programmer are the highest paid according to this survey.
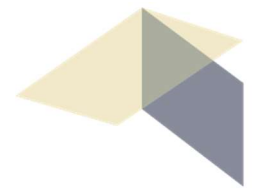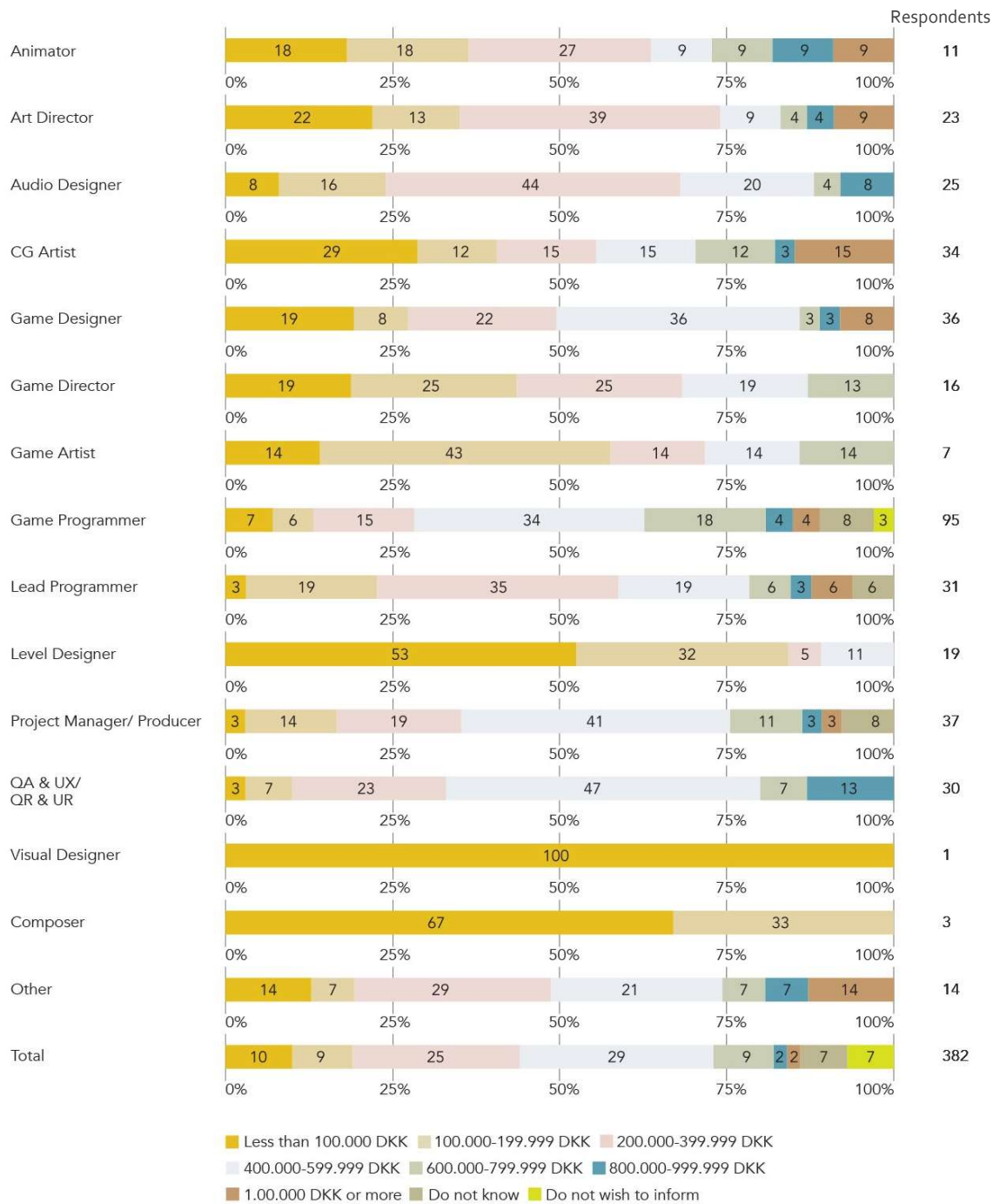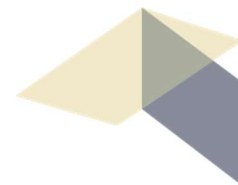
Fig. 3: Personal income before tax but including employer-paid pension, if applicable.

Respondents

Role	Chart	Respondents
Animator	18 / 18 / 27 / 9 / 9 / 9 / 9	**11**
Art Director	22 / 13 / 39 / 9 / 4 / 4 / 9	23
Audio Designer	8 / 16 / 44 / 20 / 4 / 8	25
CG Artist	29 / 12 / 15 / 15 / 12 / 3 / 15	34
Game Designer	19 / 8 / 22 / 36 / 3 / 3 / 8	36
Game Director	19 / 25 / 25 / 19 / 13	**16**
Game Artist	14 / 43 / 14 / 14 / 14	7
Game Programmer	7 / 6 / 15 / 34 / 18 / 4 / 4 / 8 / 3	95
Lead Programmer	3 / 19 / 35 / 19 / 6 / 3 / 6 / 6	31
Level Designer	53 / 32 / 5 / 11	**19**
Project Manager/ Producer	3 / 14 / 19 / 41 / 11 / 3 / 3 / 8	37
QA & UX/ QR & UR	3 / 7 / 23 / 47 / 7 / 13	30
Visual Designer	100	1
Composer	67 / 33	3
Other	14 / 7 / 29 / 21 / 7 / 7 / 14	14
Total	10 / 9 / 25 / 29 / 9 / 2 / 2 / 7 / 7	382

Legend:
- Less than 100.000 DKK
- 100.000-199.999 DKK
- 200.000-399.999 DKK
- 400.000-599.999 DKK
- 600.000-799.999 DKK
- 800.000-999.999 DKK
- 1.00.000 DKK or more
- Do not know
- Do not wish to inform

6. CURRENT JOB

In this section and the next, all percentages refer to 350 respondents, leaving out the respondents who are still studying (a total of 44) and thus have not entered the workforce yet[3].

84% (or 294) currently have a job. 8% (or 30) of them own their own company.

Of the 294 respondents who are employed, 39% (or 117) still work at the same workplace where they started their first job, either with the same title/job description (24%) or in a different job (15%).

UNEMPLOYMENT
A total of 6% (or 21) are currently unemployed. Two out of the 49 respondents who completed their education in 2022 are currently unemployed (4%). Five respondents are currently on leave.

## IN, RELATED TO, OR OUTSIDE THE GAMES INDUSTRY
In relation to their current jobs, the respondents were asked to determine which industry they work in: within the games industry, in an industry related to the games industry (where the survey gave examples such as teaching games, development of e-learning, apps or other software, the film or advertising industry), or an industry unrelated to the games industry.

Fig. 4: Which industry?

Which industry best decribes your current job?

- Within the games industry (31%)
- In an industry related to the games industry (25%)
- None of the above (45%)

---
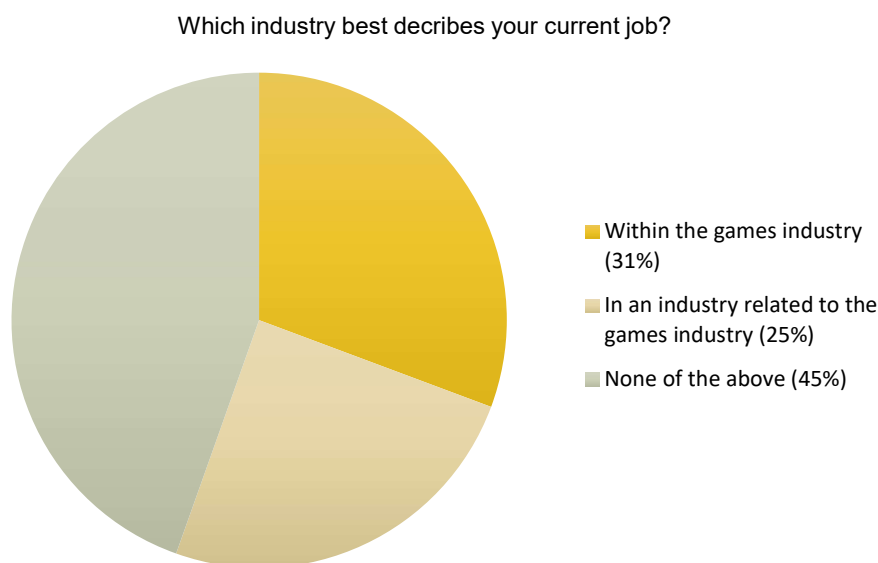
[3] Deducted from this number of respondents are also the ones who answered "I have not had a job since" and those who are on maternity, paternity, or sick leave: 426 - 44 currently studying - 30 - 2 = 350.
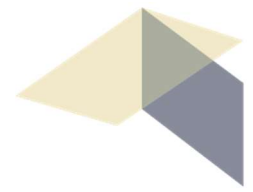
7. FIRST JOB

As mentioned in the previous chapter, the percentages in this section refer to the 350 respondents, leaving out the respondents who have not landed their first job, are on maternity, paternity, or sick leave, or are still studying.
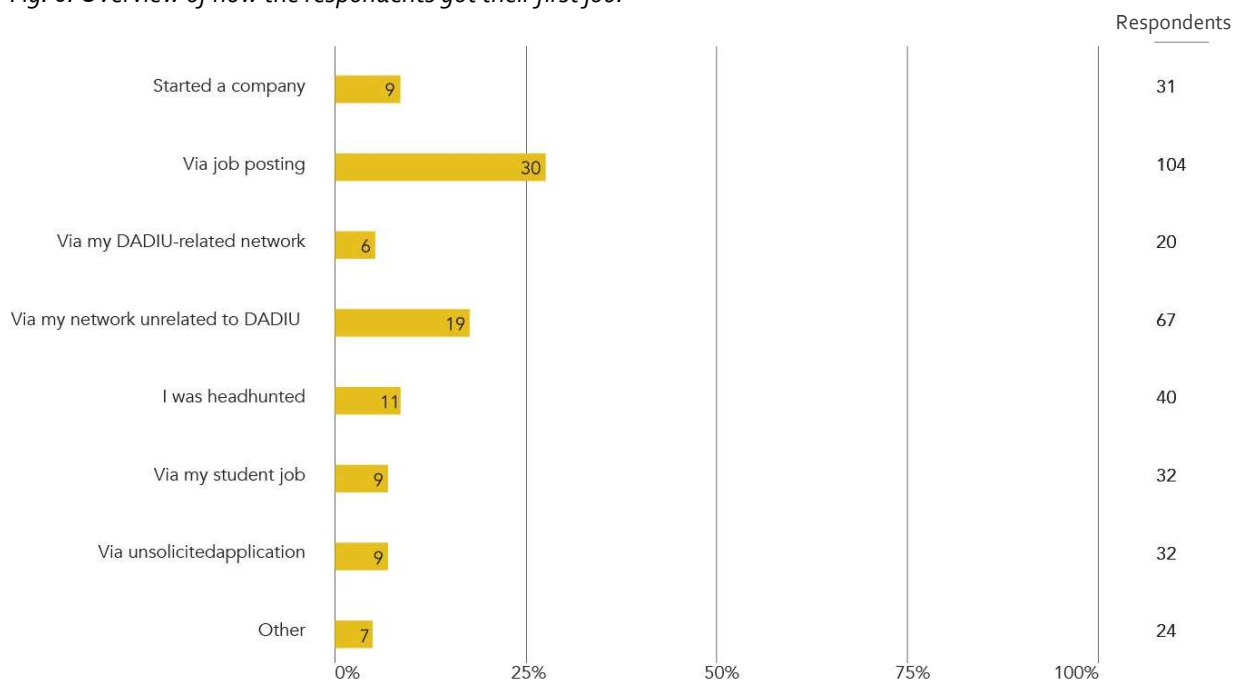
GETTING THE FIRST JOB
Within six months, 68% had secured their first job. Within a year, 81% were working. 25% got their first job before completing their last education program.

71% characterize their first job as permanent employment.

Fig. 5: How soon after graduating did you secure your first job?

	Respondents	Percent
Before completing my last education program	94	25%
After 0–1 month	62	16%
After 2–6 months	103	27%
After 7–12 months	50	13%
After more than 12 months	41	11%
I have not had a job since	30	8%
I have been on maternity, paternity, or sick leave	2	0%
Total	**382[4]**	**100.0%**

Fig. 6: Overview of how the respondents got their first job.

Respondents

	Chart	Respondents
Started a company	9	31
Via job posting	30	104
Via my DADIU-related network	6	20
Via my network unrelated to DADIU	19	67
I was headhunted	11	40
Via my student job	9	32
Via unsolicited application	9	32
Other	7	24

[4] In this chart, the total number of respondents differs because the two categories "I have not had a job since" and "maternity, paternity, or sick leave" are included.
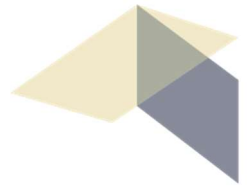
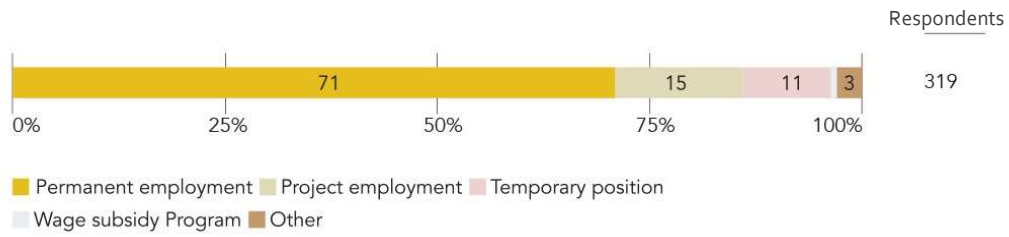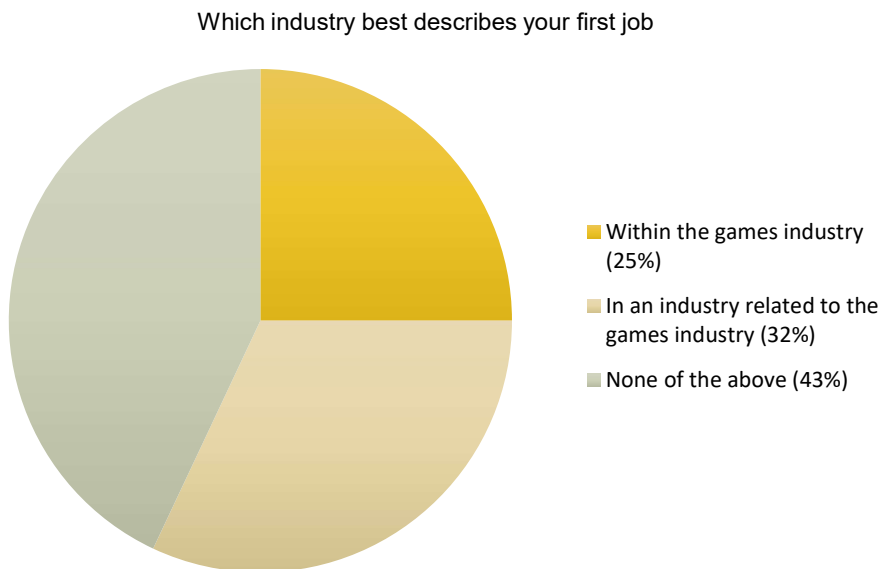*Fig. 7: What kind of employment best describes your first job?[5]*

Respondents

Permanent employment	Project employment	Temporary position	Other
71	15	11	3

0%   25%   50%   75%   100%

319

■ Permanent employment ■ Project employment ■ Temporary position
■ Wage subsidy Program ■ Other

Fig. 8: Which industry

Which industry best describes your first job

■ Within the games industry (25%)

■ In an industry related to the games industry (32%)

■ None of the above (43%)

---

[5] The explanation of how the number goes from 350 to 319 is as follows: of the 350 respondents, 31 started a company as their first job, leaving: 350-31 = 319.
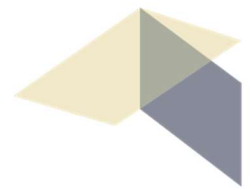
8. ENTREPRENEURS

8% (or 30 respondents) currently own a company. 31 respondents created a company as their first job. 18 still own and manage the same company today. 12 have set up a new company. 11 started a company after having been an employee for a while.

The number of employees ranges from 1 to 20 employees for companies in the games industry and between 1–4 in a related industry.

50% of the company owners describe their business as within the games industry. That is a bit higher than the employees, where 31% are in the games industry.

When asked about why they started a company, the respondents predominantly answer: 1. A wish for more freedom (64%), 2. To utilize my knowledge in the best possible way (55%), and 3. More flexible life and work planning (45%).

Fig. 9: What is the main reason you became self-employed? (maximum of 3 marks)[6]

	Respondents	Percent
A wish for more freedom	7	64%
More flexible life and work planning	5	45%
To utilize my knowledge in the best possible way	6	55%
Income	1	9%
I had a good idea	3	27%
I was not able to get a job elsewhere	0	0%
I bought a share in a company	1	9%
Other	1	9%
Total	**24**	**218.0%**

---

[6] Note: The total of 24 respondents refers to the 12 who chose the option "started a new company" when asked about their current work situation. The respondents could choose more than one answer, so the total percentage is higher.
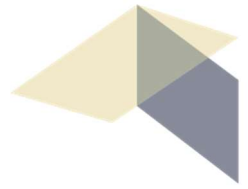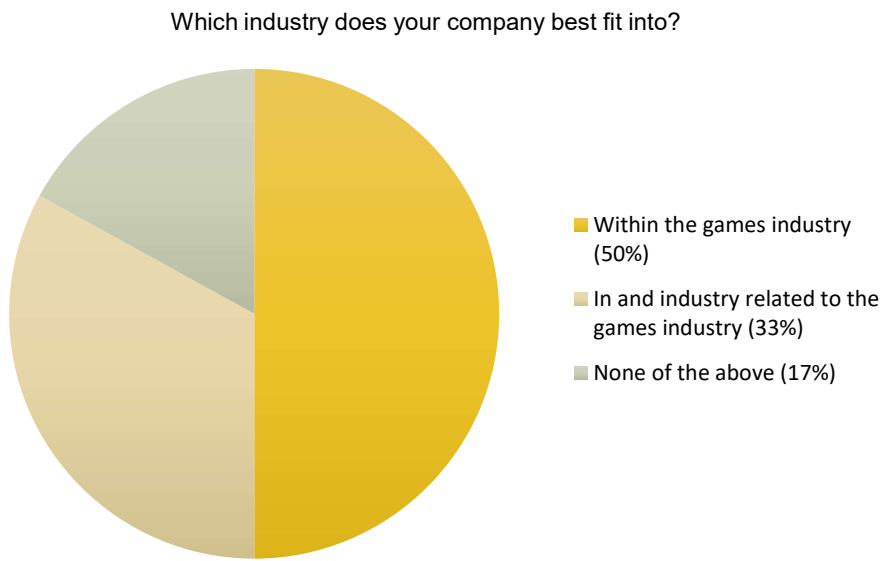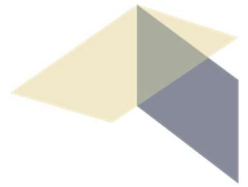
Which industry does your company best fit into?

- Within the games industry (50%)
- In and industry related to the games industry (33%)
- None of the above (17%)

9. IN OR OUT OF THE GAMES INDUSTRY

Even though DADIU's title is The National Academy for Digital Interactive Entertainment, the focus has always been predominantly on digital games.
The respondents were asked to answer in what area they work. The choices were "In the games industry", "In a directly related industry" (where the survey gave examples such as teaching games, development of e-learning, apps, or other software, the film or advertising industry) or in an entirely different area. See fig. 4, fig. 8, and fig. 10 in earlier chapters.

The respondents are working in three categories: one third in the games industry, almost a third in a directly related industry, and approx. half of the respondents work outside the industry.
The number is somewhat stable from the first job to the current—however, there is a movement from related industries to either the games industry or a completely different industry, increasing the number of respondents working in the games industry by 6% (from 25% to 31%). The number of respondents working in a related industry has dropped by 7% (from 32% to 25%). For the entrepreneurs, the games industry is represented significantly higher (50%).

Fig. 11: Overview of industry split into roles in DADIU.
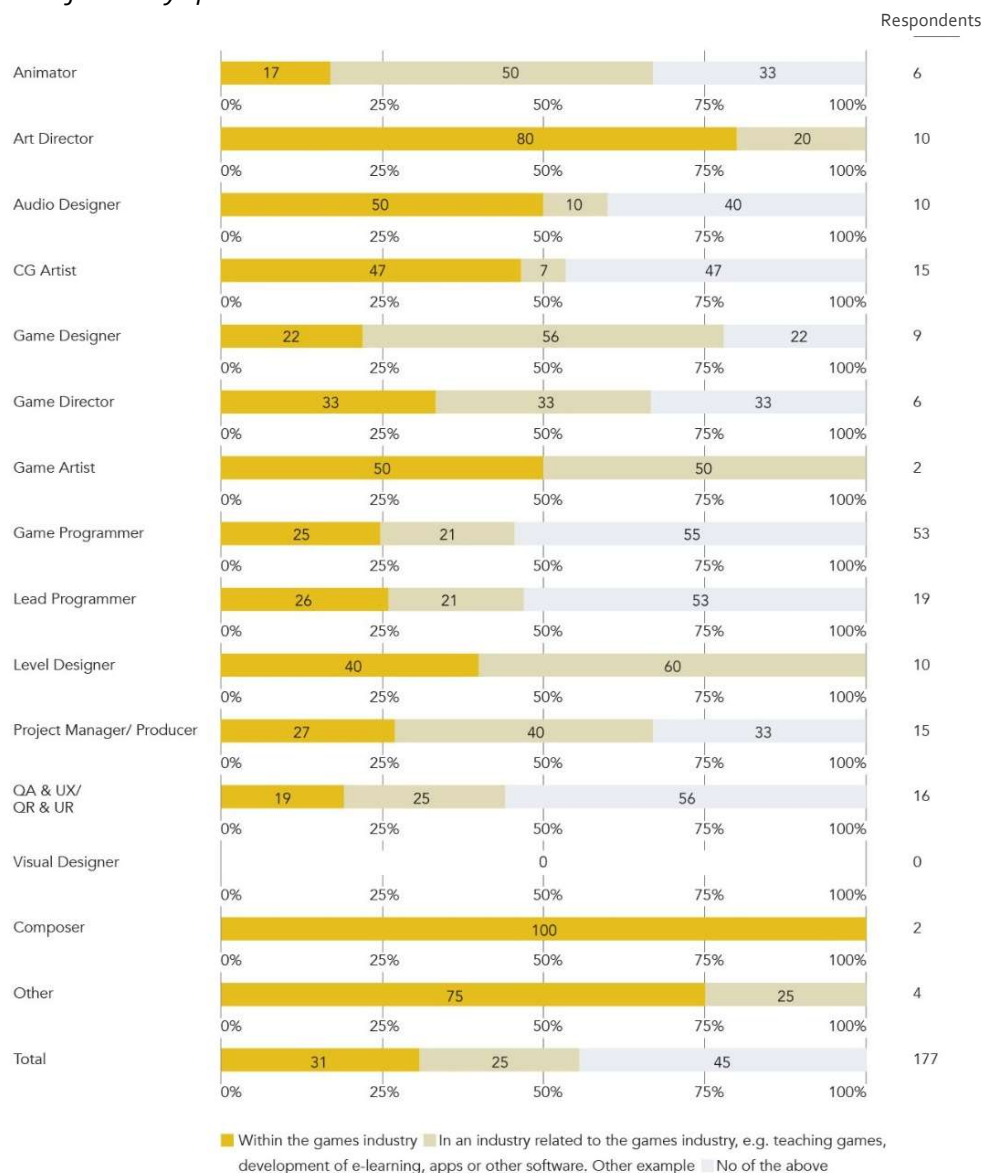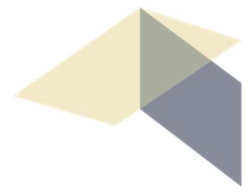
It is noteworthy that respondents who had the role of Art Director is the group with the largest percentage of first jobs in the games industry (80%). If you include related industries, the number is 100%. For Game Designers, the total number is 22% but rises to 78% if you include related industries.
For Game Artists and Audio Designers, half have their first job in the industry and approx. half are outside the industry.

It is noteworthy, too, that Programmers, Level Designers and QA/UR Managers are the ones who have the highest number of respondents working in a completely different industry.

ELABORATION FROM RESPONDENTS EMPLOYED IN AN INDUSTRY RELATED TO THE GAMES INDUSTRY
The respondents were asked to elaborate on their choice to work outside the games industry in a related industry. For 52% of the respondents, this was a conscious choice. A number of the respondents working in a related industry state that they did not pursue the games industry directly but wanted to work with software or tools related to the games industry. Others say that the working conditions in the games industry kept them away. Several ended up in the position purely by chance. Below are the comments in their own words.

Did not pursue the games industry directly

- Though I like making games, during my education, I learned that I like to create software in general. So I wanted a more stable job with better pay than the games industry was known for.

- The job related to the part of games production that I was mainly interested in.

- I was happy to fulfill my dream of studying and actually be a programmer of a game, but I felt that I wanted to have a greater impact and to actually bring my contribution in making the world a better place. I wouldn't have refused a game programmer position but it wasn't the first element that captured my attention at the time.

- I think it was close enough "to home" as it was working with VR/AR. Didn't want to go work on someone else's game, anyway.

Working conditions kept them away

- I like working with games technologies but want to avoid the crunch culture which the games industry is notorious for.

- I never had any ambition of working in the games industry, straight out of university. I found the pay to be uncompetitive compared to other UX Design-positions, software development positions and similar. The same goes for job stability, and working conditions. I don't know if this is/was completely true, but that is the impression I got from my network within the industry. I do have ambitions of entering the games industry at some point, but I doubt it will become my primary income, and I do wish to build more seniority regarding project management and software development first. I have not yet regretted *not* going into the games industry.

- The games industry is unregulated and underpaid.

- I was afraid working in the games industry will kill my love for games, and also I have heard many times about the crunch times and how a programmer (as an example) might be paid less in the games industry than in the software industry, even though they have the same level of skill. I did not want to risk going into an industry like that.

It was a coincidence

- I was offered the job before applying, so it wasn't really a conscious choice.

- I was applying both within and without the games industry, and would take either. My first priority was a job in the games industry, but I landed a very good job in applications management and has been very content with it ever since.

- I tried going into the industry directly, but then I got this job and liked it.
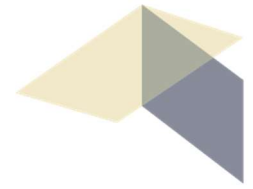
ELABORATION FROM RESPONDENTS EMPLOYED IN ENTIRELY DIFFERENT INDUSTRIES

A number of respondents working in entirely different industries state that an expectance of poor working conditions in the games industry kept them away. Some never pursued the games or a related industry. Almost half of the respondents elaborating on this question state that breaking into the games industry is very tough. Comments in their own words below.

Working conditions are better outside

- Games industry could not offer the same wage and flexibility offered elsewhere.

- The pay as a programmer in the games industry is much lower than in any other industry. People want to work with games because it's their dream, which means the pay is lower because programmers are willing to go down in pay, to work their dream job. Getting a job in the industry is also very hard. There aren't a lot of job postings, and there are a lot of really amazing applicants competing for a very limited amount of openings.

- Mostly due to generally lower wages and poorer working conditions in the games industry. I just wanted to do programming, not specifically game programming.

- Two things: 1. Wanted to try a "normal" job first. 2. A bit scared of the work culture, crunch etc. in the gaming industry.

Never pursued the games or related industry

- The DADIU course made me realize that I most likely did not want to work with game development. Partly because I felt it removed some of my enthusiasm for playing games. It made me associate games with work.

- I've always loved games and to play them, but I don't really mind whether my job is related to games or not, as long as I have them in my spare time.

Breaking into the games industry is impossible

- It was impossible to get a first job in the industry at the time I graduated. Almost no new hires, and only the top 1% of newly graduated could get hired.

- Hard to find a job within the industry.

- Gaming industry seems very hard to get into without having particularly good employment benefits.

I applied within the game industry but didn't get hired and there were in general few openings for jobs.

- Too hard to get a foot in the door with few positions with limited experience with games development.

- Applied for jobs within and outside the games industry. I was only offered a position outside of that industry, as it seems the games industry jobs available wanted candidates to have more experience in the games industry.
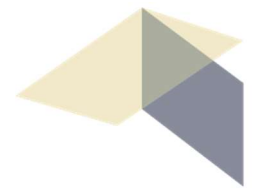
10. EVALUATION OF DADIU

The respondents were asked to evaluate DADIU – both the program itself and if they utilize the knowledge in their current career.

DADIU LIVES UP TO EXPECTATIONS
88% (or 375) answer that DADIU lived up to their expectations ("Yes, greatly" or "Yes, somewhat).

ALMOST ALL ALUMNI WOULD RECOMMEND PARTICIPATING IN DADIU
89% (or 378) would recommend participating in DADIU to others. ("Yes, greatly" or "Yes, somewhat).

DADIU PREPARES YOU FOR THE GAMES INDUSTRY
85% (or 362) think DADIU prepared them for working in the games industry ("Yes, greatly "or "Yes, somewhat).
61% (or 261) think DADIU prepared them for the job market in the games industry ("Yes, greatly" or "Yes, somewhat).
However, only 64% (or 271) thinks DADIU prepared them for working in other industries ("Yes, greatly" or "Yes somewhat).

DADIU DEVELOPS YOUR SPECIFIC COMPETENCES
76% (or 325) think DADIU developed their skills in their specific competence (as Game Designer, Animator, Programmer, etc.)

DADIU IMPROVES YOUR TEAM SKILLS
91% (or 387) think DADIU developed their skills to work in a team. ("Yes, greatly" or "Yes, somewhat).

DADIU DEVELOPS YOUR COMMUNICATION SKILLS
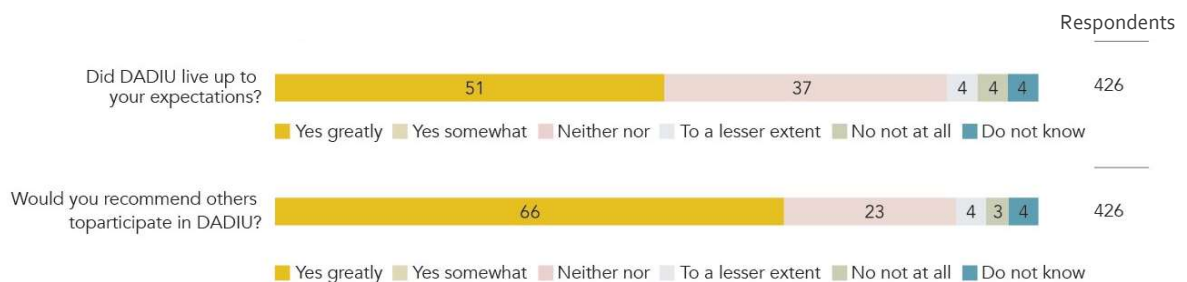80% (or 343) think that DADIU developed their communication skills ("Yes, greatly" or "Yes, somewhat).

DADIU AND THE CURRENT JOB
62% (or 201) use the skills they acquired or enhanced at DADIU in their current job ("Yes, greatly" or "Yes, somewhat).
63% (or 206) use their specific competence from DADIU (as Game Designer, QA, or other) in their current job ("Yes, greatly" or "Yes, somewhat).
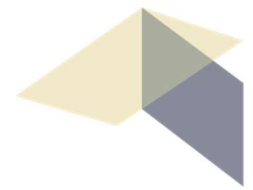
Fig. 12

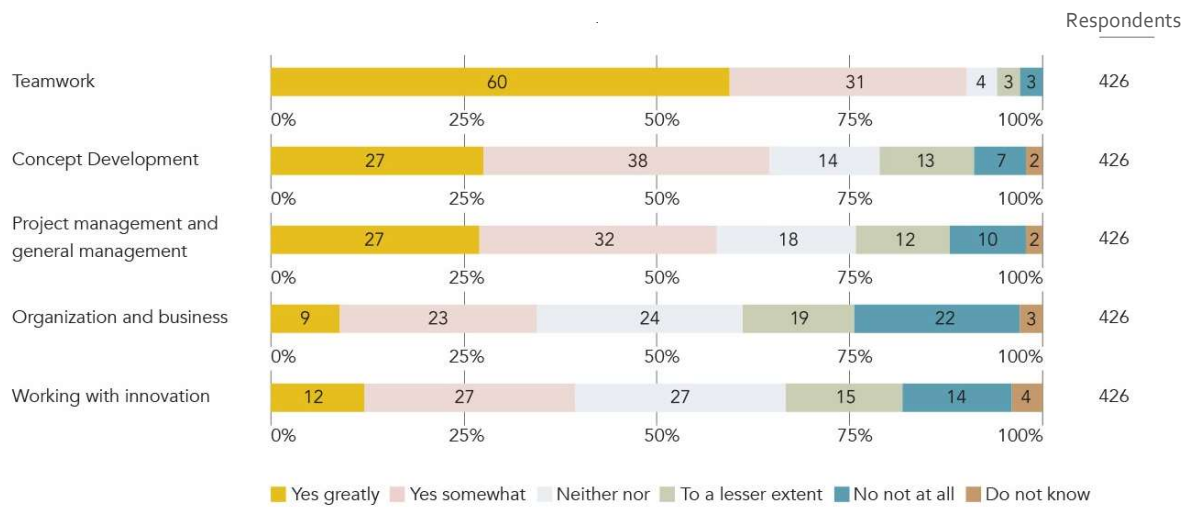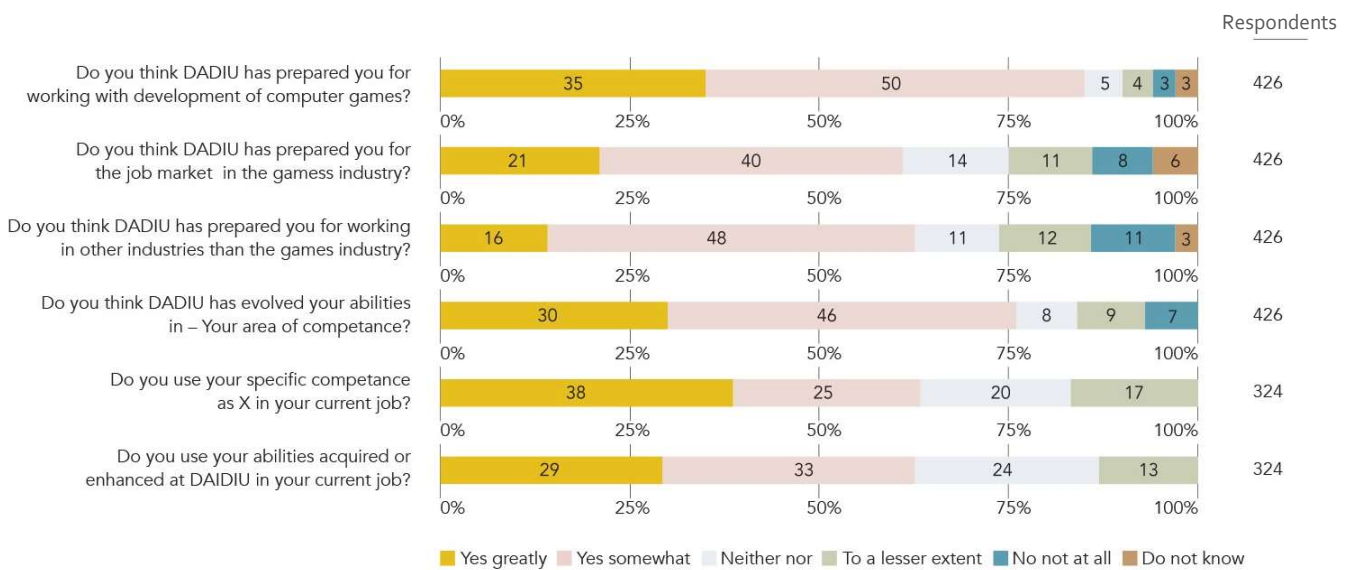*Fig. 13: Do you think DADIU has developed your abilities in ...*

Respondents

Ability	Yes greatly	Yes somewhat	Neither nor	To a lesser extent	No not at all	Do not know	Respondents
Teamwork	60	31	4	3	3		426
Concept Development	27	38	14	13	7	2	426
Project management and general management	27	32	18	12	10	2	426
Organization and business	9	23	24	19	22	3	426
Working with innovation	12	27	27	15	14	4	426

■ Yes greatly ■ Yes somewhat ■ Neither nor ■ To a lesser extent ■ No not at all ■ Do not know

Fig. 14 [7]

Respondents

Question	Yes greatly	Yes somewhat	Neither nor	To a lesser extent	No not at all	Do not know	Respondents
Do you think DADIU has prepared you for working with development of computer games?	35	50	5	4	3	3	426
Do you think DADIU has prepared you for the job market in the gamess industry?	21	40	14	11	8	6	426
Do you think DADIU has prepared you for working in other industries than the games industry?	16	48	11	12	11	3	426
Do you think DADIU has evolved your abilities in – Your area of competance?	30	46	8	9	7		426
Do you use your specific competence as X in your current job?	38	25	20	17			324
Do you use your abilities acquired or enhanced at DAIDIU in your current job?	29	33	24	13			324

■ Yes greatly ■ Yes somewhat ■ Neither nor ■ To a lesser extent ■ No not at all ■ Do not know

---

[7] Note: For the two last questions, the number of respondents is only 324. This is because it was possible to skip the question.
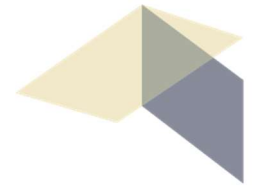
IN THE RESPONDENTS' OWN WORDS

274 chose to elaborate on whether they would recommend DADIU. Of these, 228 are very or predominantly positive. 21 are negative.

There are three main topics: DADIU as an amazing learning experience as a career kick-starter and preparation for working life in general, and that DADIU creates valuable networks and long-lasting friendships. Below, a selection.

DADIU is an amazing learning experience

- Dadiu is a once-in-a-lifetime experience for students to live and learn how to work together in a wide multidisciplinary team and together achieve the goal of thinking, dreaming, planning, executing and finishing a technical and creative product. A learning experience rarely seen in any educational programme.

- DADIU was an amazing and unique experience. I learned so much and it gave me a chance to break into an industry I otherwise had not thought possible.

- DADIU has been a dense learning experience in many fields, both technically and socially. I have learned more about software and game development in those six months than in years of study.

- While it was hard and chaotic, it was the best learning experience I have had on my education

- It's an incredible and intense learning experience. The tools, knowledge, and network gained from this one semester easily trumps any other semester of my study.

- DADIU was a great experience that gave me a greater understanding of and confidence in game development. It was definitely a highlight of my education.

Career kick starter and preparation for working life

- DADIU delivers hands-on experience with working in a full game development team, with all roles covered. It is the single best learning experience I've had with working in game development, and I would not have gotten my dream job as a game designer without it.

- It gives a direct insight in how the process and team dynamics are at a real workplace. I would never have walked the paths I have without DADIU.

- DADIU was an amazing experience. Even if I did not end up working with games, it gave me a lot of experience that is also very useful in my job today.

- DADIU was a super nice practical hands-on experience which you do not get from any other "normal" course.

It has prepared me greatly for my current job in terms of communicating and working together with people of different educational backgrounds and skill sets than my own.

- GREAT for networking, GREAT for experience, GREAT for developing your competences. DADIU has been one of the greatest assets in helping me get a job after my studies, no joke.

DADIU creates valuable network and friendships

- DADIU is great for networking and getting a taste of working in larger teams for a specific project.

- Not only did DADIU put me on my right path (project management & leadership) instead of Game Design, which was not meant for me, due to the program teaching me more about myself, my strengths, my skill set, etc., BUT it also brought colleagues and friendships that I still value highly. As well as contacts that I still keep in regular contact with.

Finally, you can only learn so much from regular university courses, DADIU was a much welcome glimpse of the real working world of business objectives, deadlines and reality. It made the inevitable day where I left university that less scary, and honestly, it also made me believe in myself.

- The single best education to gain knowledge and network in the games industry.

- Best project I did during my education. Learned a lot, had a great time, expanded my network a lot.
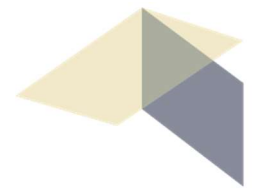
- DADIU creates an opportunity to experience working together in a larger team and get more familiar with how a team works together.

And on top of this DADIU also facilitates a massive networking potential by bringing so many students together from various educations.

The respondents were asked to state if there was anything they wished DADIU had prepared them for in relation to their current career. 125 of the 426 responded. 50 of those who commented either typed "no" or "not really" or said they had nothing to add. Most answers focus on entrepreneurship and marketing or career, business, and the games industry in general. Some also mention project managing and scoping. Below, a selection.

Entrepreneur and marketing

- While it's difficult to put a focus on, I think more publishing/marketing-oriented teaching could be incorporated into the program. Either as a new role or as part of the Producer's role (although probably a new role would make sense). While making games is really difficult, I think selling them and finding an audience is another aspect that's crucial for long-term success.

*- I think a common issue when it comes to game education is—explicitly—business. I'm not sure how much it should be DADIU's role to fill, but I have the impression that it's far easier to be taught how to make *some* game than it is to learn how to make games into a business.*

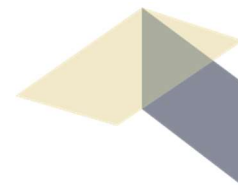*- I would have loved a more commercial/business perspective on DADIU.*

Career and game industry

- Better general understanding of the industry would have been nice.

- Maybe in how to apply for jobs? How to write cover letters and make portfolio websites. Tips for networking or maybe even host a networking event where game companies are invited and have an exhibition ground where you display the made DADIU games.

- How to make a portfolio and presenting skills targeting the gaming industry.

- DADIU should have a "meta" career talk, i.e. a long-term talk on the prospects that you will face when going into game development as a living. I.e. what are examples of what life could look like if you work for small studios (i.e. it's unstable) vs. big studios (more security, but probably lack of impact).

11. Comparisons and movements

Below, a recap of some of the most significant movements in the respondents' answers from the first survey to this one. Significant differences between the group that has received the survey once before and the group that has not are also included below.

The survey has 426 respondents. The survey from 2017 had 308 respondents. The category of alumni from 2012–2016 counts 198 respondents and the category of alumni from 2017–2022 counts 275 respondents.

DADIU CONTINUES TO LIVE UP TO EXPECTATIONS
In the survey from 2017, 87% of the respondents answered that DADIU lived up to their expectations ("Yes, greatly" or "Yes, somewhat"). In this survey, the number was 88%. Counting only the new respondents from the last six years who have not answered the survey before (alumni 2017–2022) the number is 90%.

GETTING THEIR FIRST JOB TAKES LONGER, BUT WHEN THEY DO, IT IS PERMANENT.
In the survey from 2017, 87% of the respondents secured their first job within a year. This time, only 81% of the respondents answered the same. However, the number of respondents who secured their first job on a permanent contract has gone from 62% to 71%.

The percentage of respondents being currently unemployed is 6%, whereas in 2017 it was 13%.

ENTREPRENEURSHIP
In the survey from 2017, 25 respondents owned their own company. In the 2022 survey, 30 respondents currently own a company.

In 2017, 40% of the company owners described their business as being part of the games industry. In this survey, the number of company owners who describes their business as being part of the games industry has increased to 50%.

IN OR OUT OF THE INDUSTRY
In 2017, 33% of the respondents secured their first job in the games industry. In this survey, only 25% of the respondents secured their first job in the games industry. Most of the respondents not working in the games industry as their first job describe the reason as being unable to enter the industry as a junior, or that they did not pursue it.

When comparing the number of respondents currently working in or out of the industry, the drop is the same. In 2017, 39% of the respondents answered that they were currently working in the games industry. In this survey, 31% answered the same.

Further, a bigger number of respondents are currently working outside the games industry compared to the survey form 2017. 45% of the respondents from this survey are currently working in an industry not related to the games industry. In the survey from 2017, it was 36% of the respondents.
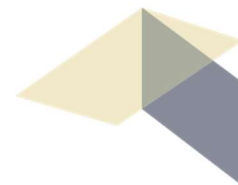
DEMOGRAPHICS
In 2017, 84% of the respondents were male, 15% were female, and 1% did not wish to inform. In this survey the respondents were 78% male, 20% female, and 2% did not wish to inform.

In 2017, the largest category when asked about their personal income were the respondents who had an income between DKK 200,000–399,999 (31%). In this survey, the category where most respondents are represented is that with an income between DKK 400,000–599,999 (29%).

SKILLS DEVELOPMENT AT DADIU[8]
85% of the respondents in this survey think that DADIU helped them prepare for working in the games industry. When asking only the respondents who attended DADIU 2012–2016, the percentage is 81%. When asking the respondents who recently attended DADIU (2017–2022), the percentage is 87%.

---

[8] All figures include the answers "Yes, greatly" or "Yes, somewhat".

When asked whether DADIU developed their abilities to work in a team, 88% of the DADIU 2012–2016 alumni answered "Yes, greatly" or "Yes, somewhat. When asking the DADIU 2017–2022 alumni, the percentage is 93%.

72% of the respondents who attended DADIU in 2012–2016 think that DADIU developed their communication skills, whereas for the respondents who attended DADIU in 2017–2022, the percentage is 85%.