



EUROSTUDENT SI 2010

Economic, Social and Housing Conditions, and the International Mobility of Students in Slovenia

The survey is incorporated
into the European project Eurostudent IV

Ministry of Higher Education,
Science and Technology

Preface

We are presenting the results of the survey on economic, social and housing conditions, and the international mobility of students in Slovenia. The survey entitled Eurostudent SI 2010 was conducted in the academic year 2009/2010. The project was organized and led by the Ministry of Higher Education, Science and Technology of the Republic of Slovenia, and the survey was carried out by the Faculty of Education of the University of Maribor.

Technical support and the technology for online data collection was provided by the Dutch research organisation ITS ResearchNed under the aegis of the Ministry of Education, Culture and Science (Ministerie van Onderwijs, Cultuur en Wetenschap) of the Kingdom of the Netherlands. At this opportunity, we would express our sincere thanks for their support.

The survey Eurostudent SI 2010 is based on the joint European project entitled Eurostudent IV (Set of Core Questions), whose main goal is to collate comparable data on the social and economic conditions of student life in Europe. The set of core questions allowed us to develop key indicators for the Slovene student population.

In the survey 6249 full-time and part-time students from all Slovenian universities and independent higher education institutions were included. 2198 students (35.2%) responded, whereas 1325 students (21.2%) provide complete answers to the questionnaire, which is slightly less than expected, considering the fact that the survey was administered online and that students also received reminders re-inviting them to participate.

The results were divided in six sections. The first section presents the student population in relation to its studies, study programme, status and other related issues. The second section offers insight into the educational background, while the third, fourth, fifth and the sixth section shed light on housing conditions, student mobility, personal data and family background, respectively.

The findings of this survey were compared with the findings of the previous survey Eurostudent SI 2007, which was conducted parallel to the international project Eurostudent III, and with the survey Eurostudent from 2005. Many positive trends were identified, especially in terms of larger enrolment in new Bologna programmes, a younger student population, better housing conditions in dormitories, increased mobility and improved knowledge of foreign languages. Unfortunately, rising cost of living and greater expenses in general were also observed.

Maribor, August 2010

Contents

1. Current Study Situation	p. 4
1.1 Programme type	p. 4
1.2 Student status — full-time and part-time students	p. 6
1.3 Distance learning	p. 7
1.4 Programmes according to the International Standard Classification of Education ISCED-97	p. 8
1.5 Location of the educational institution	p. 9
1.6 Further education	p. 11
1.7 Languages, in which the programme is being conducted	p. 12
1.8 Satisfaction score	p. 13
2. Study Background	p. 16
2.1 Statistical region of the permanent residence at the time of completing secondary education	p. 16
2.2 College admission requirements	p. 17
2.3 Year of fulfilling the college admission requirements	p. 17
2.4 Year of first college enrolment	p. 18
2.5 Year of enrolment in the current study programme	p. 19
2.6 Work experiences prior to college enrolment	p. 19
2.7 At least one year off after graduating from high school	p. 22
3. Living Conditions	p. 23
3.1 Type of students' residence	p. 23
3.2 Proportion of students living in dormitory	p. 23
3.3 Type of student's residence by age	p. 24
3.4 Type of residence of 21 year-old students	p. 24
3.5 Type of students' residence by place of study	p. 25
3.6 Costs of accommodation by the type of accommodation and source of payment	p. 25
3.7 Students' satisfaction with accommodation	p. 26
3.8 Total income of students maintaining their own household	p. 26
3.9 Total income of students living with parents or relatives	p. 27
3.10 Structure of income of students maintaining their own household	p. 27
3.11 State assistance for students according to parental education	p. 29
3.12 Distance and time needed from home to the Higher Education Institution (HEI)	p. 29
3.13 Average monthly income according to the source of income	p. 30
3.14 Percentage of students obtaining the scholarship or loan	p. 33
3.15 Students' earnings from employment by parental education	p. 34
3.16 Students' earnings from employment by age	p. 35
3.17 Profile of students' living costs	p. 36
3.18 Students' living costs according to the place of study	p. 37
3.19 Students' satisfaction with the disposable income	p. 38
3.20 Satisfaction with the disposable income of students maintaining their own household and those who live with their parents	p. 39

3.21 State assistance for students	p. 40
3.22 Total income in relation to obligatory payments to HEI for students maintaining their own household	p. 40
3.23 Income profile of students living alone by parental educational background	p. 42
3.24 Student employment rate during the term by the type of programme and gender	p. 42
3.25 Students working during their holidays/vacations	p. 43
3.26 Importance of study compared to other activities	p. 44
3.27 Weekly timetable of students	p. 44
3.28 Time budget for study-related activities	p. 45
3.29 Students' satisfaction with weekly arrangement of time	p. 45
4. International Mobility	p. 46
<hr/>	
4.1 Study abroad	p. 46
4.2 Study abroad as part of organized international programmes	p. 46
4.3 Financial sources for studying abroad	p. 47
4.4 Importance of studying abroad and fulfilment of expectations	p. 49
4.5 Obstacles for studying abroad	p. 53
4.5.1 Students who are going to study abroad	p. 53
4.5.2 Students who are not going to study abroad	p. 55
4.6 Other study related activities during the study programme	p. 57
4.7 Student mobility depending on the year of study	p. 58
4.8 Mobility of students according to the educational level of their parents	p. 59
4.9 Language skills and students' mobility	p. 61
4.10 Students mobility related to the study area	p. 63
5. Personal Details	p. 64
<hr/>	
5.1 Age of students	p. 64
5.2 Gender of students	p. 65
5.3 Place of birth – students	p. 65
5.4 Place of birth – parents	p. 66
5.5 Students and their language skills	p. 66
5.6 Students and their children	p. 68
5.7 Number of children the students have	p. 69
5.8 Age of the youngest child	p. 69
5.9 Health problems impairing the study	p. 70
5.10 Impairments taken into account in the study	p. 71
6. Family Background	p. 72
<hr/>	
6.1 The highest level of education the parents have obtained	p. 72
6.2 Current status of parents' job	p. 73
6.3 Type of the most recent or former parents' occupations	p. 74
6.4 Social standing of parents	p. 75
Questionnaire	p. 77
<hr/>	

1. Current Study Situation

1.1 Programme type

Students answered to the question 1.1: In which study programme are you currently enrolled? (see the attachment).

We gathered the following data:

Percentage of students enrolled in first-cycle Bologna programmes	47.1%
Percentage of students enrolled in university study programmes (adopted before 11. 6. 2004)	40.0%
Percentage of students enrolled in second-cycle Bologna programmes	5.8%
Percentage of students enrolled in vocational study programmes (adopted before 11. 6. 2004)	6.3%
Percentage of students enrolled in third-cycle Bologna programmes or non-Bologna master's or doctoral programmes	0.8%

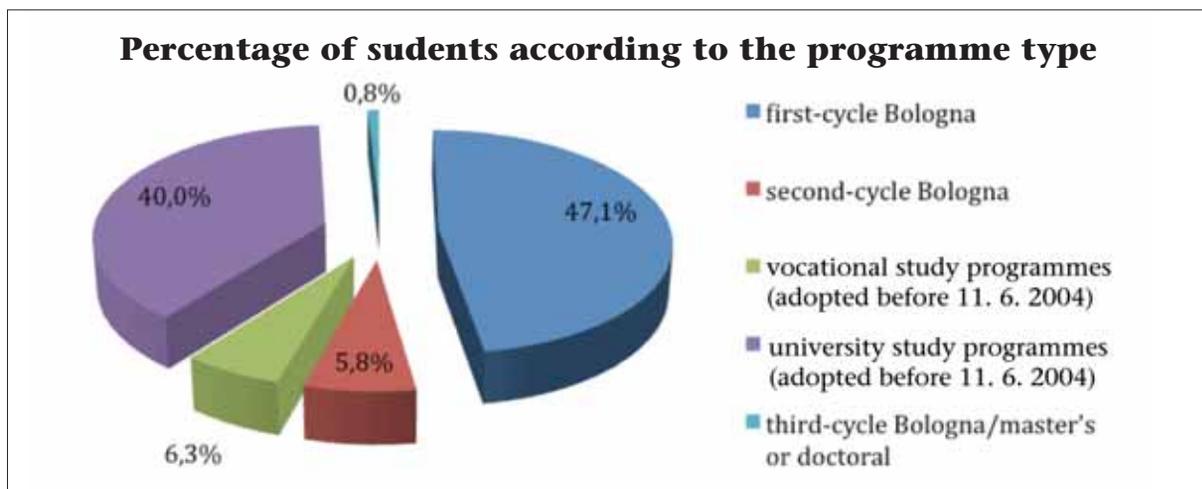


Chart 1: Percentage of students of higher education according to the programme, in which they are enrolled in the academic year 2009/2010.

In accordance with the Bologna guidelines, first-, second-, and third-cycle Bologna programmes were introduced gradually (for the first time in the academic year 2005/2006). In the academic year 2009/2010, only Bologna programmes were conducted in the first year, whereas old programmes were still implemented in subsequent years. Due to the fact that Bologna programmes were introduced gradually, the statistical analysis includes data on students enrolled in old (non-Bologna) programmes (undergraduate programmes: university and vocational programmes; postgraduate programmes: programmes for acquiring specialization, a master of science or a doctoral degree) as well as data on students enrolled in Bologna programmes (undergraduate first-cycle programmes and postgraduate second- and third-cycle programmes). A look at the statistical data of the Ministry for Higher Education, Science and Technology on the percentage of students according to the programme type in the academic year 2009/2010 (*Držna Slovenija: na poti v družbo znanja; Statistični podatki o visokem šolstvu, MVZT, 2010*) reveals that the majority is enrolled in first-cycle Bologna programmes (40.7%), while 31% are enrolled in old vocational or university programmes. Almost 7.4% are enrolled in second-cycle Bologna programmes, and almost 6.5% are enrolled in third-cycle Bologna programmes or old specialist, master's and doctoral programmes. 14.5% are enrolled in junior colleges.

If results of this survey are compared with the data of the Ministry for Higher Education, Science and Technology on the actual percentage of students enrolled in tertiary education programmes (*Držna Slovenija: na poti v družbo znanja; Statistični podatki o visokem šolstvu, MVZT, 2010*),

it can be concluded (as shown in Chart 1) that the majority of survey participants (47.1%) is indeed enrolled in first-cycle Bologna programmes, while 46.3% are enrolled in old programmes (vocational or university programmes). This percentage includes only students enrolled in second or subsequent years since enrolment in non-Bologna programmes was no longer an option in the academic year 2009/2010. 5.8% are enrolled in second-cycle Bologna programmes. The percentage of survey participants enrolled in third-cycle Bologna programmes and non-Bologna master's or doctoral programmes is relatively low (0.8%) and deviates more significantly from the actual percentage enrolled in the aforementioned programmes. Students enrolled in junior colleges did not participate in this survey.

Below, the correlation between student enrolment and parents' educational level is presented.

Level of education:

1. Up to lower secondary (ISCED 0- 2),
2. Upper secondary (ISCED 3),
3. Post-secondary non-tertiary (ISCED 4),
4. First stage of tertiary education (ISCED 5B, vocational),
5. First stage of tertiary education (ISCED 5A, academic),
6. Second stage of tertiary education (ISCED 6).

	ISCED 0-2	ISCED 3	ISCED 4	ISCED 5B	ISCED 5A	ISCED 6
First-cycle Bologna	44.4%	50.9%	49.6%	47.8%	38.9%	33.3%
Second-cycle Bologna	16.7%	7.9%	5.2%	6.0%	8.6%	6.1%
Post-secondary vocational programme	16.7%	12.3%	5.8%	4.3%	3.0%	4.5%
University programme	22.2%	28.9%	38.7%	41.3%	47.5%	54.6%
Third-cycle Bologna/ master's or doctoral programme	0.0%	0.0%	0.7%	0.6%	2.0%	1.5%

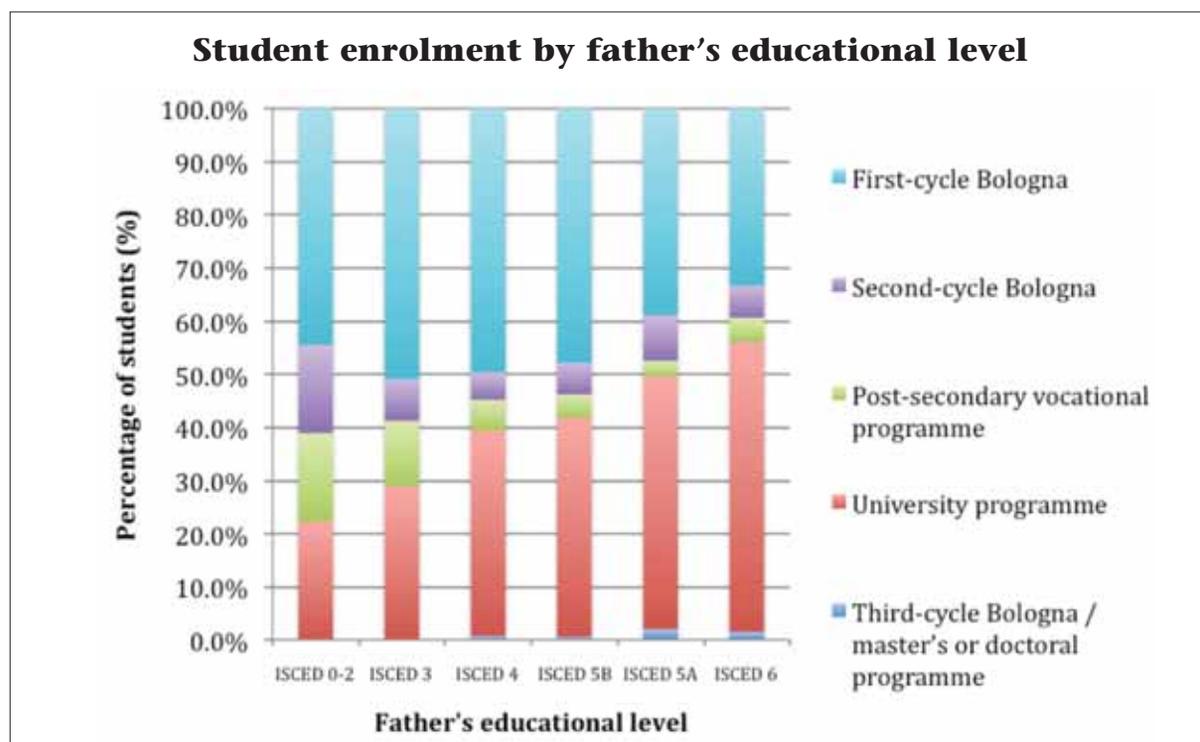


Chart 2a: Student enrolment by father's educational level.

Student enrolment by mother’s educational level:

	ISCED 0-2	ISCED 3	ISCED 4	ISCED 5B	ISCED 5A	ISCED 6
First-cycle Bologna	61.1%	51.6%	50.4%	42.1%	40.3%	34.0%
Second-cycle Bologna	11.1%	5.2%	5.5%	7.1%	8.5%	6.0%
Post-secondary vocational programme	5.6%	9.8%	6.4%	5.0%	1.9%	6.0%
University programme	22.2%	33.3%	37.0%	44.2%	47.9%	54.0%
Third-cycle Bologna/ master’s or doctoral programme	0.0%	0.0%	0.6%	1.7%	1.4%	0.0%

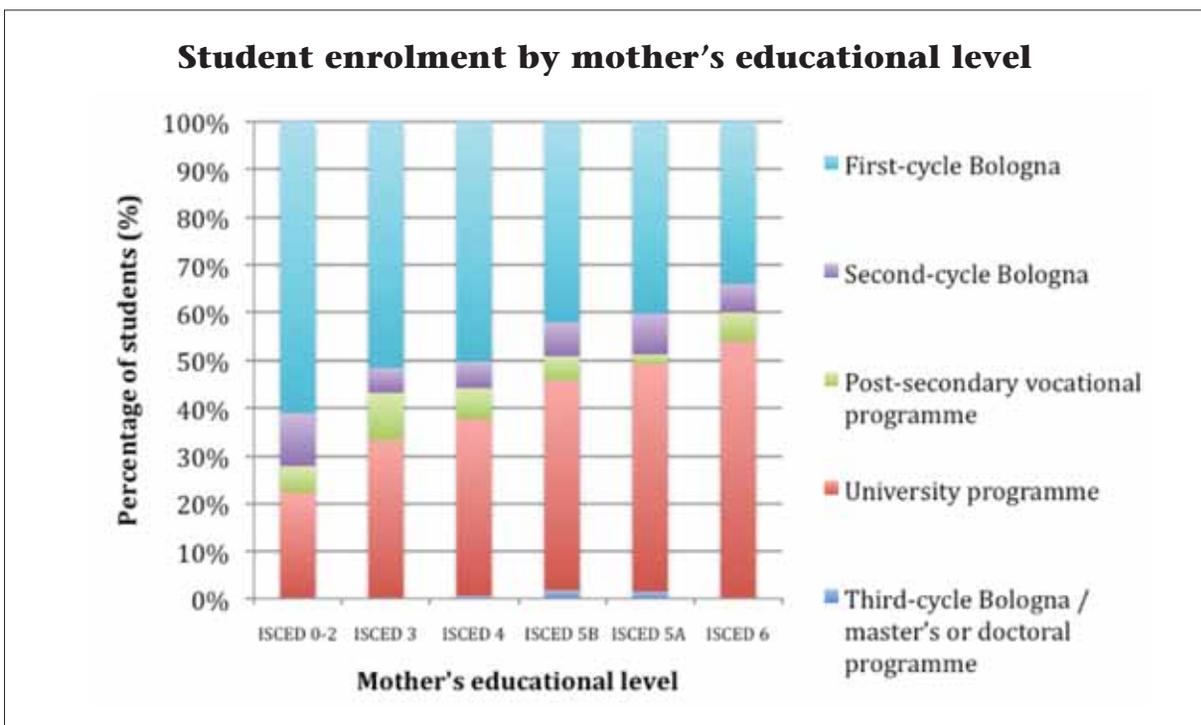


Chart 2b: Student enrolment by mother’s educational level.

Charts 2a and 2b show a positive correlation between programme enrolment and parents’ level of education. If parents have a higher level of education, their children are more likely to enrol in university programmes (a slightly smaller percentage of survey participants whose parents have a higher level of education is enrolled in post-secondary vocational programmes). It is also evident that parents of students enrolled in third-cycle Bologna, master’s and doctoral programmes have a higher level of education.

1.2 Student status — full-time and part-time students

Students answered to the question 1.2: What is your current student status? (see the attachment).

We gathered the following data:

Percentage of full-time students	83.3%
Percentage of part-time students	14.6%
Other (e.g. interruption of studies, without status)	2.1%

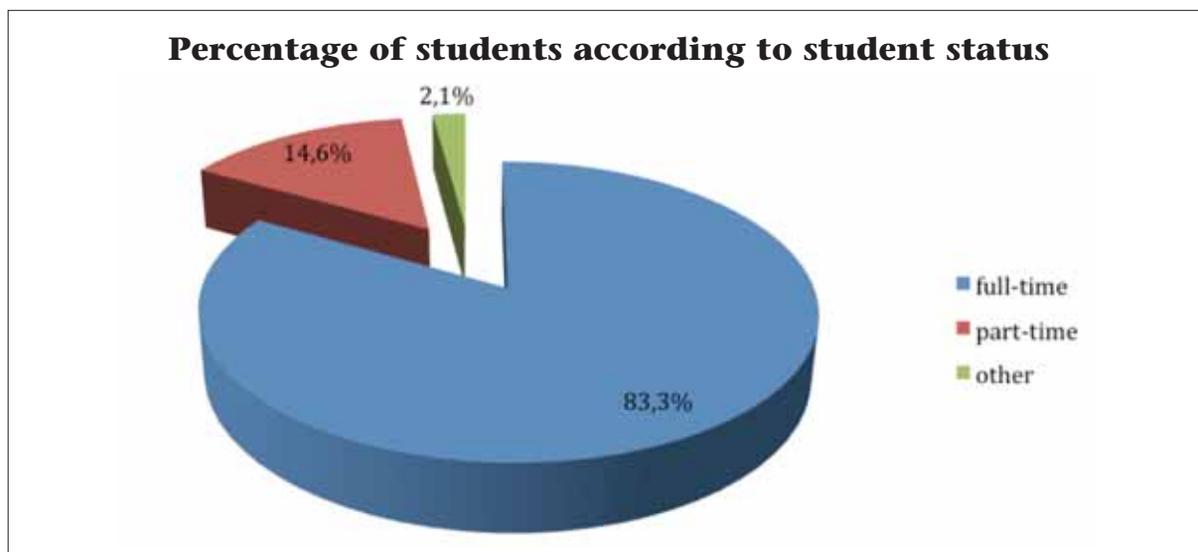


Chart 3: Percentage of students according to their student status in the academic year 2009/2010.

Chart 3 shows the structure of higher education students according to their student status. The majority of survey participants are full-time students (83.3%), while part-time students make up for 14.6%. 2.1% are without student status for various reasons. The actual student structure according to status in the academic year 2009/2010 is 70% full-time versus 30% part-time students (*Držna Slovenija: na poti v družbo znanja; Statistični podatki o visokem šolstvu, MVZT, 2010*).

1.3 Distance learning

Students answered to the question 1.3: Do you participate in distance learning? (see the attachment).

We gathered the following data:

Percentage of students participating in distance learning	4.4%
Percentage of students not participating in distance learning	95.6%

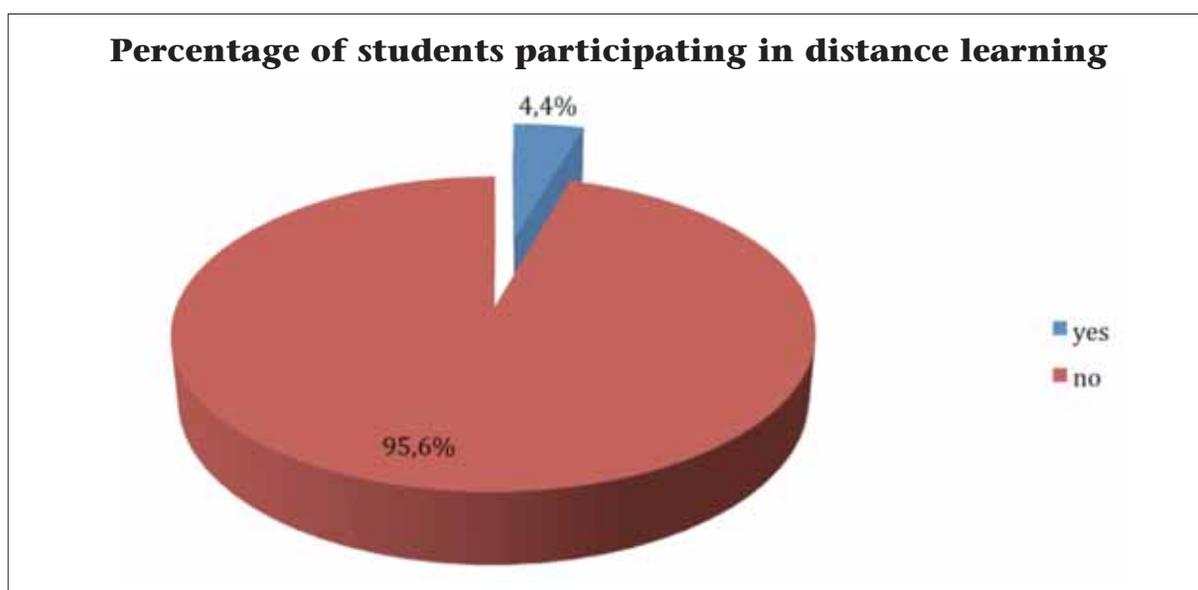


Chart 4: Percentage of students enrolled in distance learning programmes in the academic year 2009/2010.

The development of information and communication technologies has contributed to the increasing number of programmes that are being implemented in form of distance learning. Only 4.4 % of survey participants attend distance learning courses, while the remaining 95.6% are enrolled in programmes that are being conducted in the traditional form. Part-time students make up for a larger percentage of distance learning students. 7.4 % of part-time students are enrolled in programmes that are being conducted in form of distance learning in comparison to 3.9 % of full-time students. Such a result has been expected as part-time students are often employed or have other responsibilities, and distance learning enables them to coordinate their obligations easier, especially in terms of time and space.

1.4 Programmes according to the International Standard Classification of Education ISCED-97

Students answered to the question 1.4: In which programme are you enrolled? (see the attachment).
We gathered the following data:

Study programmes according to the International Standard Classification of Education ISCED-97	Percentage (%)
1 Teacher training and education science	5.69
14 Teacher training and education science	5.69
2 Humanities and Arts	17.83
21 Arts	2.05
22 Humanities	15.79
3 Social sciences, business and law	34.17
31 Social and behavioural sciences	20.34
32 Journalism and information	1.50
34 Business and administration	7.73
38 Law	4.60
4 Science	10.15
42 Life sciences	6.60
44 Physical sciences	0.64
46 Mathematics and statistics	0.45
48 Computing	2.46
5 Engineering, manufacturing and construction	12.01
52 Engineering and engineering trades	5.14
54 Manufacturing and processing	3.28
58 Architecture and building	3.59
6 Agriculture, forestry, fishery and veterinary	6.96
62 Agriculture, forestry and fishery	2.59
64 Veterinary	4.37
7 Health and welfare	6.60
72 Health	5.14
76 Social services	1.46

Study programmes according to the International Standard Classification of Education ISCED-97	Percentage (%)
8 Services	
84 Transport services	4.78
85 Environmental protection	0.09
86 Security services	1.73

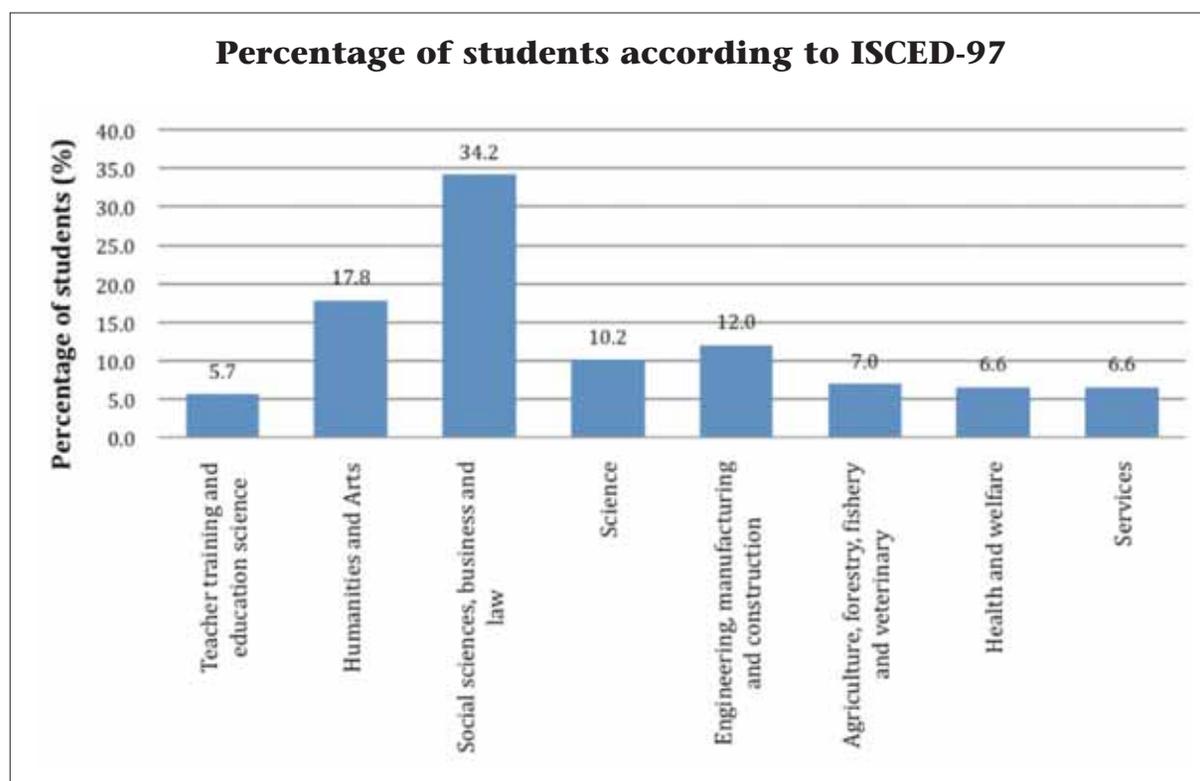


Chart 5: Percentage of students enrolled in programmes according to the International Standard Classification of Education ISCED-97.

Chart 5 shows the percentage of students enrolled in programmes classified according to the International Standard Classification of Education ISCED-97. The majority of survey participants studies social sciences, business and law (34.2%). They are followed by students of humanities and arts (17.8%); engineering, manufacturing and construction (12.0%); natural sciences, mathematics and computing (10.2%); agriculture, forestry, fishery and veterinary (7.0%); health and welfare (6.6%). The smallest percentage of students (5.7%) is enrolled in programmes in the field of teacher training and education science. When comparing this classification with the data on the actual student population according to disciplines, it can be established that the majority does indeed study social sciences, business and law (36.5% of the entire Slovene student population in the academic year 2009/2010) (*Držna Slovenija: na poti v družbo znanja; Statistični podatki o visokem šolstvu, MVZT, 2010*).

1.5 Location of the educational institution

Students answered to the question 1.5: Please indicate the location of the educational institution you are attending (see the attachment).

We gathered the following data:

Percentage of students studying in Ljubljana	66.8%
Percentage of students studying in Maribor	17.6%
Percentage of students studying in Celje	4.4%
Percentage of students studying in Koper	2.5%
Percentage of students studying in Kranj	2.4%
Percentage of students studying in Nova Gorica	1.8%
Percentage of students studying in Portorož	1.5%
Percentage of students studying in Jesenice	0.8%
Percentage of students studying in Krško	0.6%
Percentage of students studying in Novo Mesto	0.6%
Percentage of students studying in Hoče	0.3%
Percentage of students studying in Ajdovščina	0.2%
Percentage of students studying in Izola	0.2%
Percentage of students studying in Bled	0.1%
Percentage of students studying in Slovenj Gradec	0.1%
Percentage of students studying in Velenje	0.1%

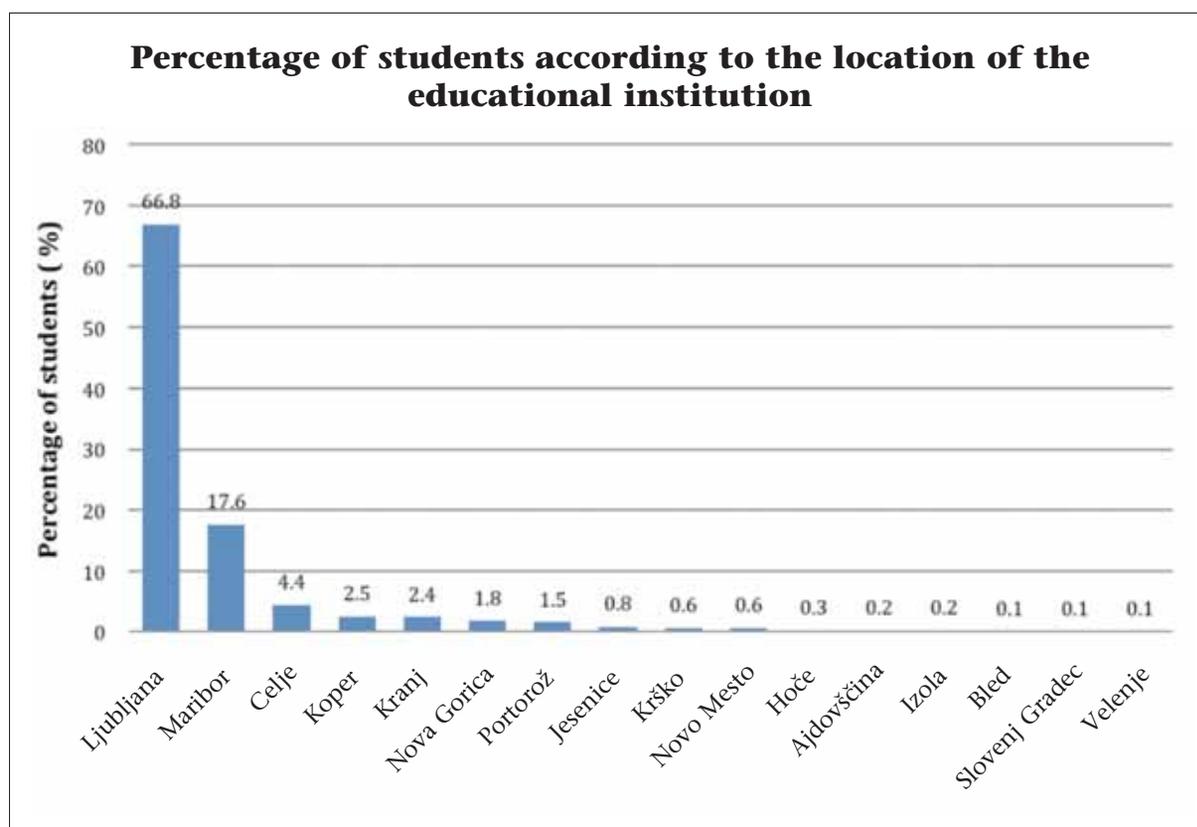


Chart 6: Percentage of students in the academic year 2009/2010 according to the location of the education institution.

Chart 6 shows that more than two thirds of survey participants (66.8%) study in Ljubljana, while 17.6% attend educational institutions in Maribor. The percentage of students studying in other cities is smaller. However, it should be taken into account that the abovementioned percentages could be greater since some universities and independent institutions conduct the educational process at different locations (e.g. the University of Maribor conducts the educational process within the framework of its members in Maribor, Celje, Kranj, Hoče, Krško, etc.).

1.6 Further education

Students answered to the question 1.6: Are you planning to pursue further education after completing the programme you are enrolled in? (see the attachment).

We gathered the following data:

	Percentage of students planning to continue their studies after completing the programme they are enrolled in (%)
Yes, I plan to enrol in a first-cycle Bologna programme in Slovenia	4.0
Yes, I plan to enrol in a first-cycle Bologna programme abroad	0.1
Yes, I plan to enrol in a second-cycle Bologna programme in Slovenia	22.9
Yes, I plan to enrol in a second-cycle Bologna programme abroad	2.7
Yes, I plan to enrol in a third-cycle Bologna programme in Slovenia	3.1
Yes, I plan to enrol in a third-cycle Bologna programme abroad	1.2
Yes, but I plan to enrol in a programme different from the ones listed here	5.8
No, I do not plan to pursue further education	13.4
I do not know yet	46.9

Chart 7 presents that more than a third (39.8%) of survey participants is planning to pursue further education at the first, second or third Bologna level or under some other programme either in Slovenia or abroad. The majority (25.6%) plans to continue their studies at the second Bologna level — 22.9% in Slovenia and 2.7% abroad. Students planning to pursue further education at the third Bologna level make up for the largest percentage (1.2%) of those that intend to continue their studies abroad, as compared to those that intend to continue their studies at the same level in Slovenia (3.1%). This result was expected since international experiences are extremely important at this level of education. 60.2% of survey participants are either not planning to pursue further education (13.4%) or have not reached such a decision yet (46.8%).

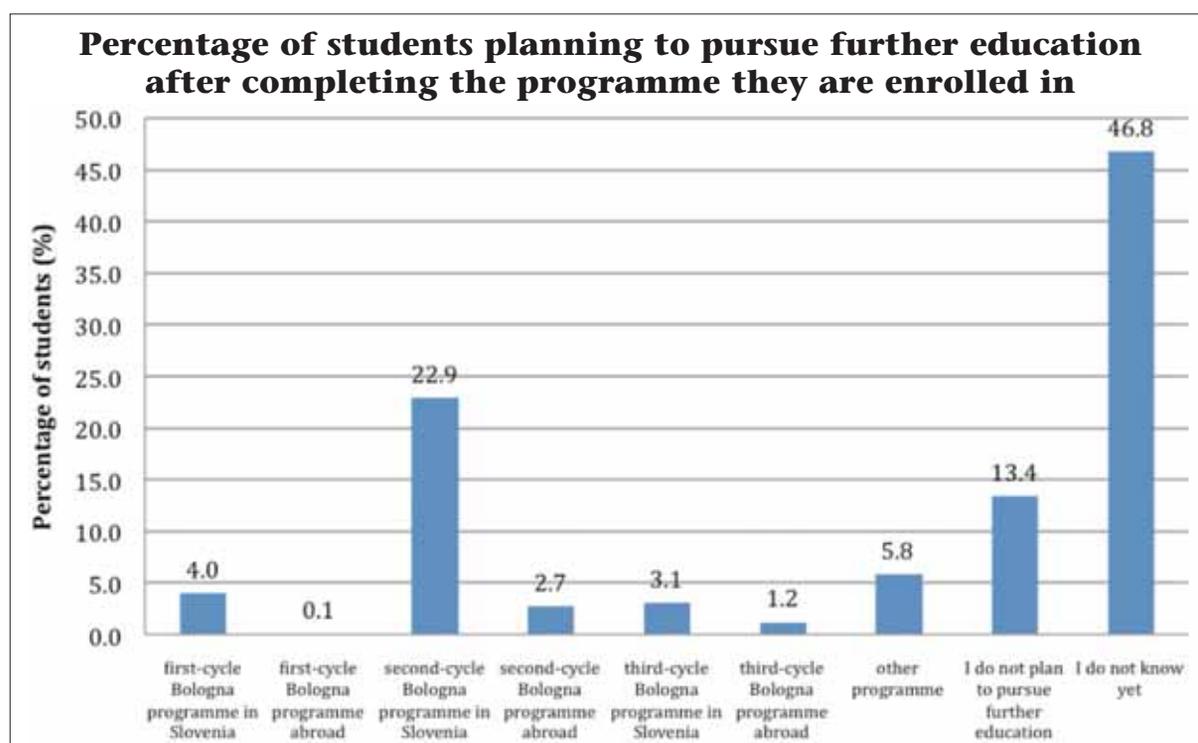


Chart 7: Percentage of students planning to pursue further education after completing the programme they are enrolled in.

1.7 Languages, in which the programme is being conducted

Students answered to the question 1.7: In which language is your study programme being conducted? (see the attachment).

We gathered the following data:

Percentage of students that indicated the language in which their study programme is being conducted (%)

Slovene	75.9
English	15.0
German	2.5
Italian	1.2
French	1.0
Croatian	0.7
Spanish	0.7
Russian	0.5
Serbian	0.4
Japanese	0.3
Macedonian	0.2
Chinese	0.2
Portuguese	0.2
Dutch	0.1
Arabic	0.04
Other	1.1

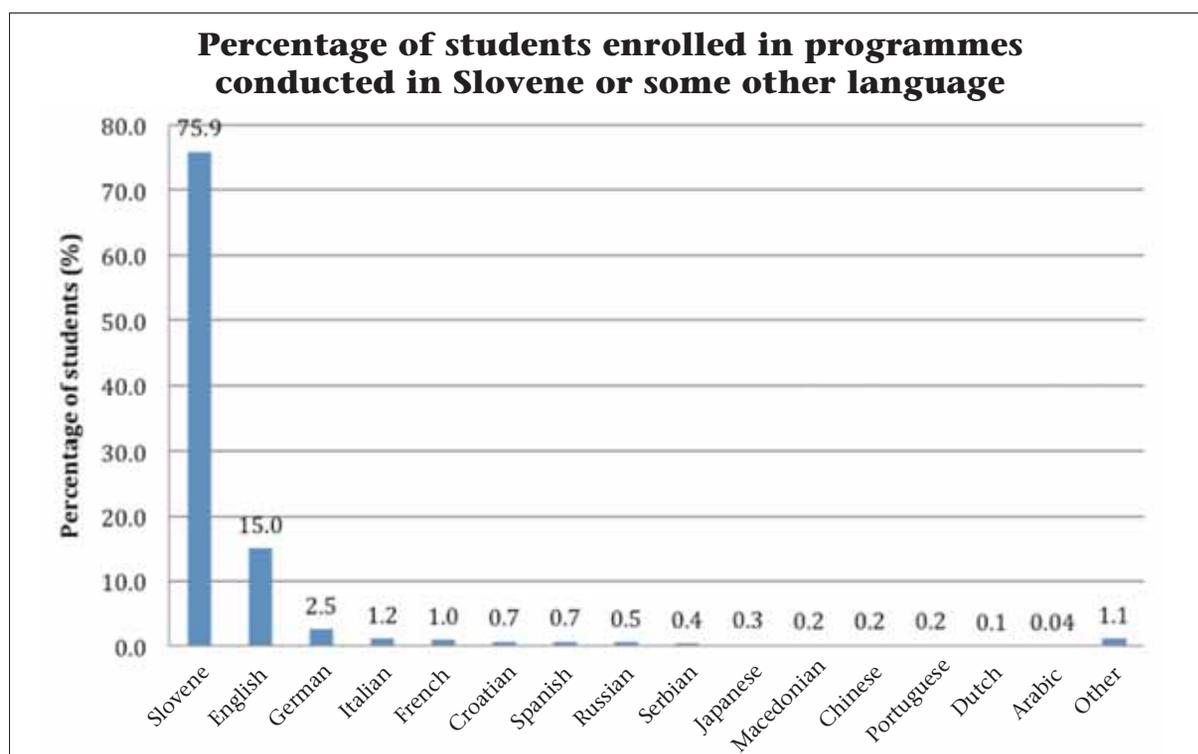


Chart 8: Percentage of students enrolled in programmes conducted in Slovene or some other language.

The majority of survey participants (75.9%) are enrolled in programmes that are being conducted in Slovene, their mother tongue. 15%, 2.5%, 1.2%, and 1.0% are enrolled in programmes

that are being conducted in English, German, Italian, and French respectively. The percentage of students enrolled in programmes that are being conducted in other languages is smaller (less than one percent per language). Parts of the educational process are sometimes being conducted in foreign languages, especially for students of languages and cultures.

1.8 Satisfaction score

Students answered to the question 1.8: *What are your expectations regarding your studies and how well does the chosen programme match them? (see the attachment).*

The survey identified student's expectations regarding their studies and the extent to which the chosen programme meets these expectations. The students had to evaluate two statements in terms of importance and the programme's contribution to the achievement of the stated aim.

1. *The chosen programme is a good basis for first employment.*

How important do you consider this?

How well does the chosen programme contribute to the achievement of this aim?

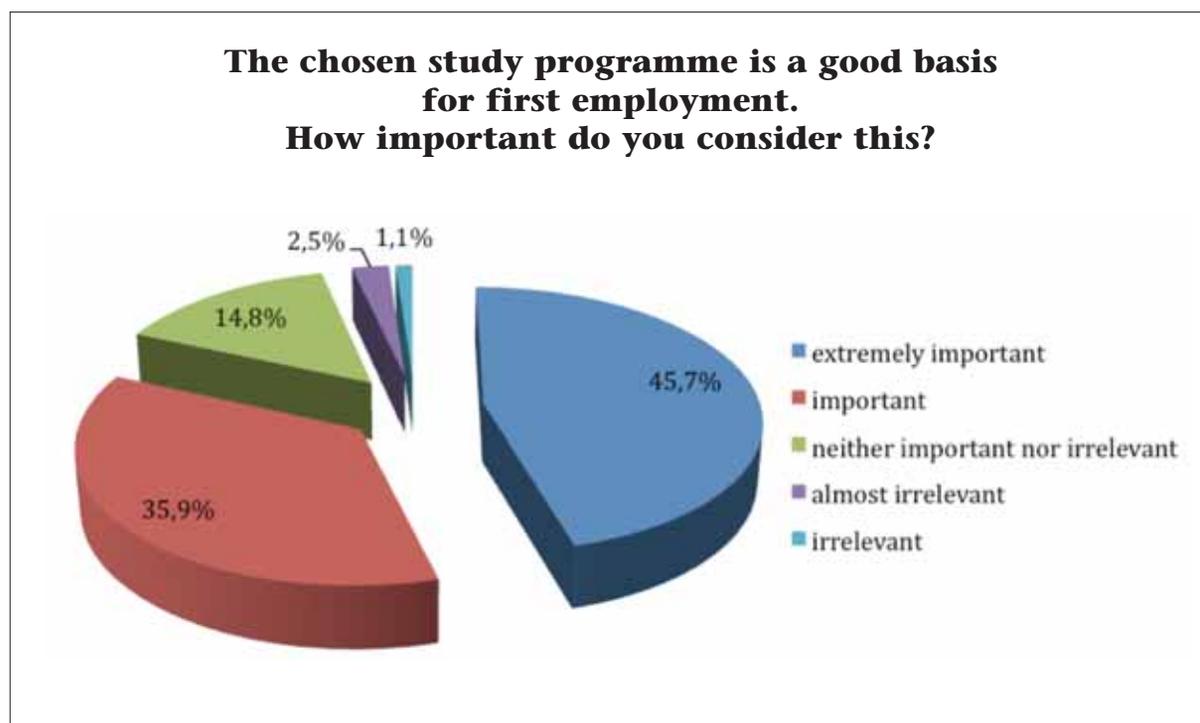


Chart 9a: Percentage of students according to their evaluation of the statement "The chosen programme is a good basis for first employment. How important do you consider this?" on a five-point scale.

As shown in Chart 9a, 81.6% of survey participants are convinced that it is extremely important or at least important that their chosen programme enables a good basis for first employment. 14.8% consider this neither important nor irrelevant, while 3.6% consider this almost irrelevant or irrelevant. Undoubtedly, study programmes should be designed so as to enable students to gain knowledge and skills required in the labour market.

Chart 9b shows that 55.9% of students are convinced that their study programme represents either an excellent or at least a good basis for first employment. 28.1% believe that their study programme represents neither a good nor a bad basis, while 16.0% believe that it represents either a bad or an extremely bad basis for first employment.

**The chosen programme is a good basis for first employment.
How well does the chosen programme contribute to the achievement of this aim?**

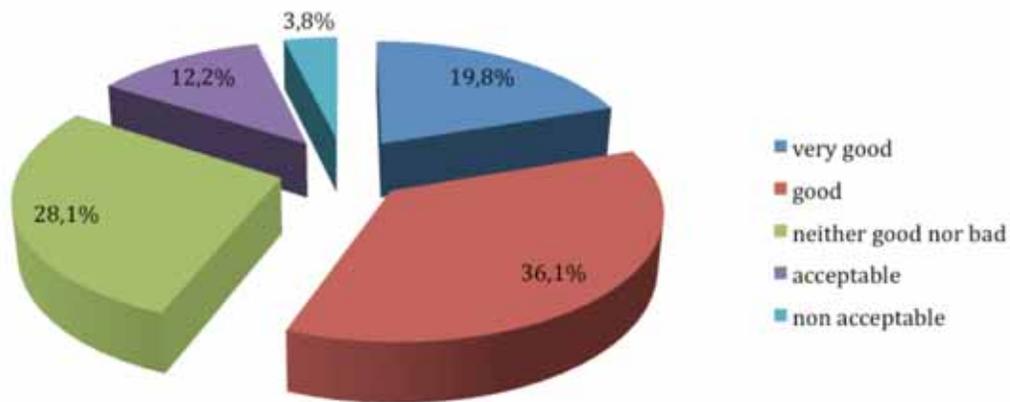


Chart 9b: The percentage of students according to their evaluation of the statement “The chosen programme is a good basis for first employment. How well does the chosen programme contribute to the achievement of this aim” on a five-point scale.

2. The chosen study programme is a good basis for personal development.

How important do you consider this?

How well does the chosen programme contribute to the achievement of this aim?

**The chosen programme is a good basis for personal development.
How important do you consider this?**

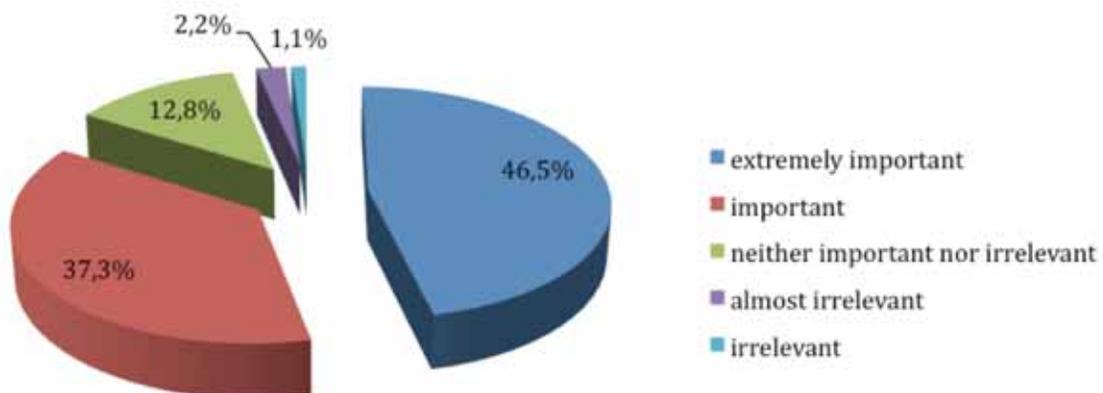


Chart 9c: Percentage of students according to their evaluation of the statement “The chosen programme is a good basis for personal development. How important do you consider this?” on a five-point scale.

83.8% of survey participants consider it either extremely important or important for the study programme to contribute to their personal development, while only 3.4% consider this either almost irrelevant or irrelevant. 12.8% consider it neither important nor irrelevant.

In comparison with the results show in Chart 9c, a smaller percentage (61.9%) believes that the chosen programme represents either a great or a good basis for personal development. The

**The chosen programme is a good basis for personal development.
How well does the chosen programme contribute to the
achievement of this aim?**

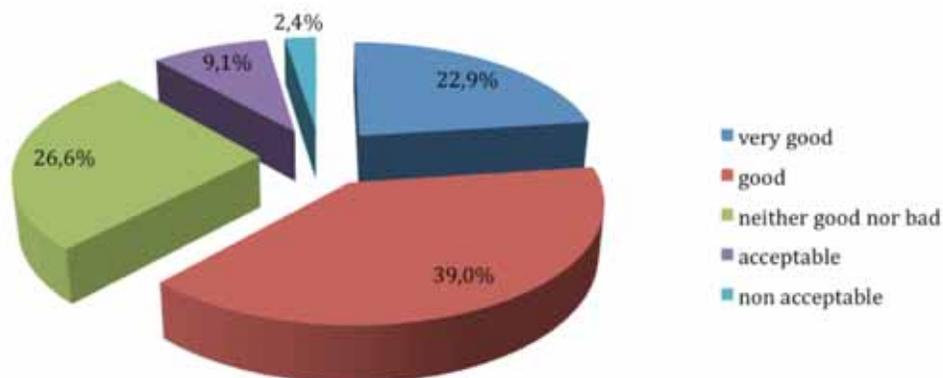


Chart 9d: Percentage of students according to their evaluation of the statement "The chosen programme is a good basis for personal development. How well does the chosen programme contribute to the achievement of this aim?" on a five-point scale.

percentage of students who believe that their study programme represents neither a good nor a bad basis for personal development is greater (26.6%) in comparison with the results shown in Chart 9c. The percentage of those who believe that their study programme represents either a bad or an extremely bad basis is also greater (11.5%) in comparison with the results from Chart 9c.

2. Study Background

2.1 Statistical region of the permanent residence at the time of completing secondary education

Students answered to the question 2.1: *Where did you live when completing secondary education?* (see the attachment).

We gathered the following data:

Statistical region	Percentage (%)
Podravska	28.12
Osrednjeslovenska	22.79
Obalno-kraška	4.46
Pomurska	5.82
Koroška	3.96
Gorenjska	7.69
Savinjska	9.28
Jugovzhodna Slovenija	6.55
Notranjsko-kraška	2.59
Spodnjeposavska	1.87
Zasavska	1.77
Goriška	3.78

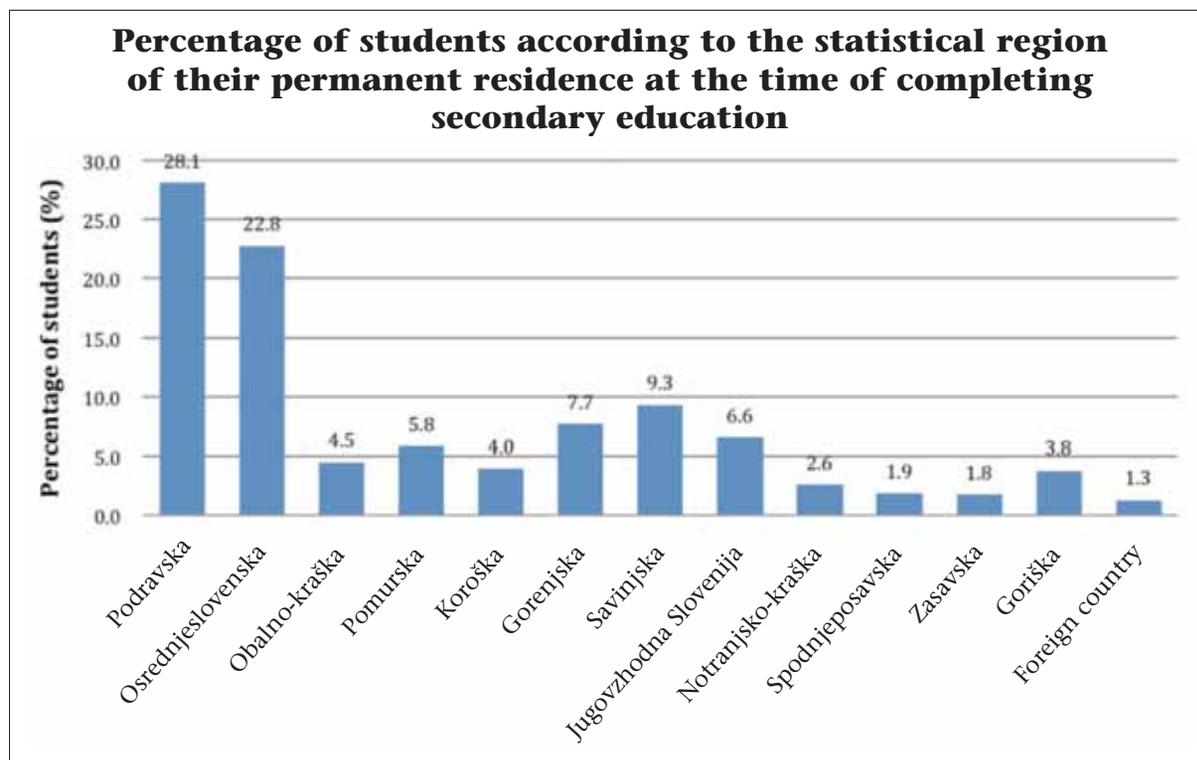


Chart 10: Percentage of students according to the statistical region of their permanent residence at the time of completing secondary education.

Chart 10 indicates the percentage of survey participants according to their permanent residence when completing secondary education. Towns and villages were classified into relevant statistical regions in accordance with the Nomenclature of Territorial Units for Statistics at the level

NUTS-3. The majority of survey participants (28.1%) lived in the Podravska region when completing secondary education. Podravska region is followed by Osrednjeslovenska region (22.8%), the Savinjska region (9.3%), Gorenjska (7.7 %) and Jugovzhodna Slovenija region (6.6%). A small percentage of students (1.3%) lived in a foreign country. Chart 6 shows that the majority of survey participants study in Ljubljana, which means that many move or commute daily between home and the seat of the educational institution.

2.2 College admission requirements

Students answered to the question 2.2: *What were the college admission requirements? (see the attachment).*

We gathered the following data:

Percentage of students that have been admitted on the basis of the school leaving exam called "matura"	76.3 %
Percentage of students that have been admitted on the basis of the vocational "matura"	15.7 %
Percentage of students that have been admitted on the basis of the final exam	2.6 %

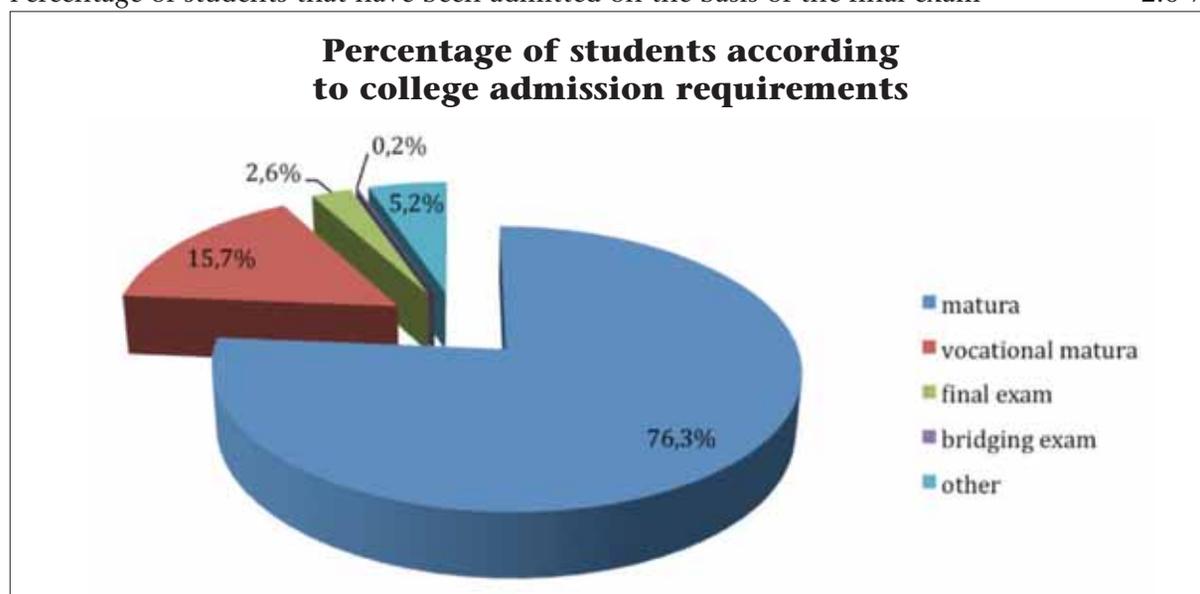


Chart 11: Percentage of students according to college admission requirements.

As shown in Chart 11, the majority of survey participants (76.3%) have been admitted on the basis of the general school leaving exam called "matura". 15.7% and 2.6% have been admitted on the basis of the vocational "matura" and the final exam respectively, while 0.2% had to take a bridging exam to be admitted to a particular college.

2.3 Year of fulfilling the college admission requirements

Students answered to the question 2.3: *When did you satisfy the college admission requirements (when did you pass the general "matura", vocational "matura" or final exam)? (see the attachment).*

Chart 12 shows that the majority of survey participants (17%) satisfied the admission requirements (e.g. general "matura", vocational "matura", final exam) in 2008. 15.6%, 13.3%, 12.7% and 12.6% met the admission requirements in 2007, 2009, 2006, and 2004 respectively. The majority of survey participants (76.3%) in the entire period between 1960 and 2009 passed the matura exam. Students that passed the vocational matura during this period make up for 15.7%.

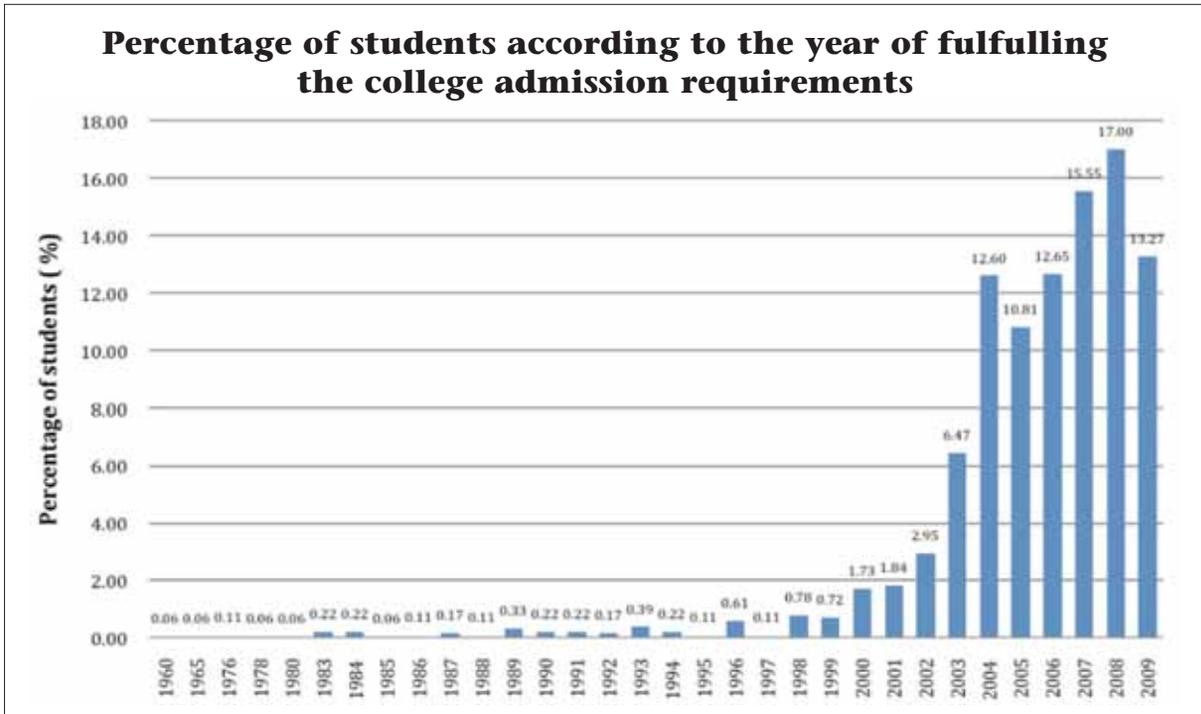


Chart 12: Percentage of students according to the year of fulfilling the college admission requirements.

2.4 Year of first college enrolment

Students answered to the question 2.4: When did you enrol in a college for the first time? (see the attachment).

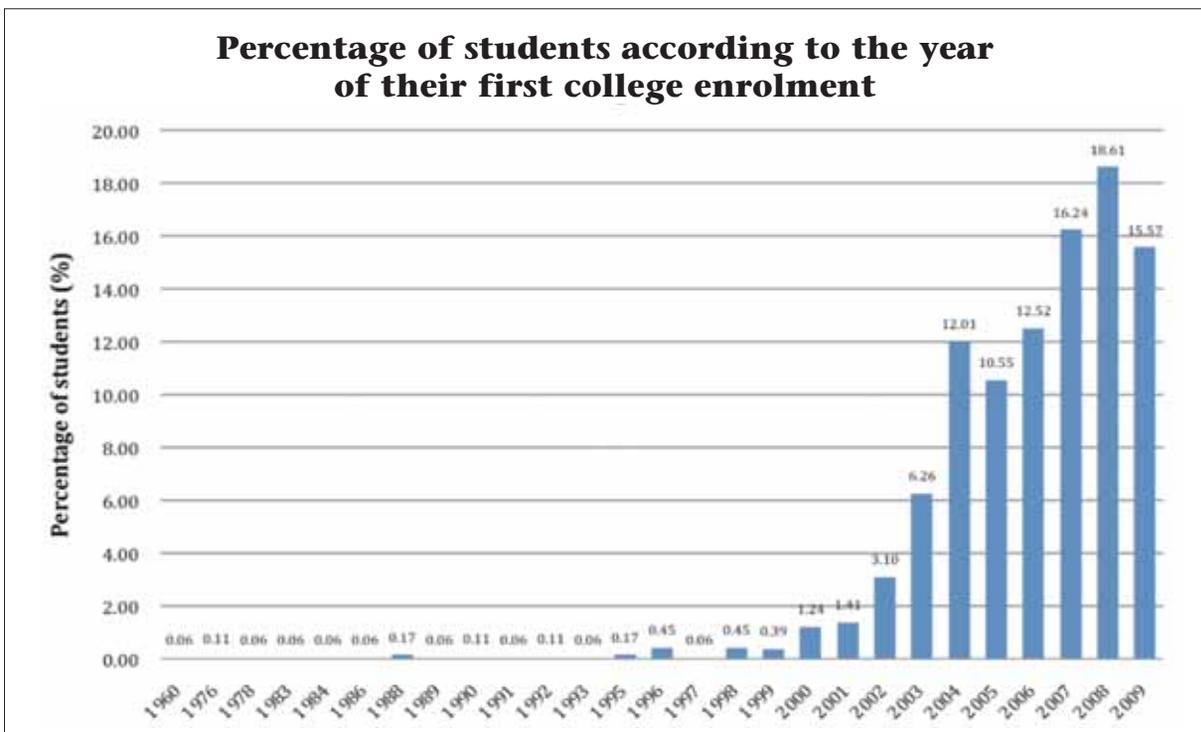


Chart 13: Percentage of students according to the year of their first college enrolment.

If we compare the results from Charts 12 and 13 showing the percentage of students according to the year of fulfilling the college admission requirements and the percentage of students that enrolled in a college for the first time in the period between 1960 and 2009 respectively, we see that, in both categories, the last three analyzed years prevail. Most survey participants enrolled in a college for the first time in 2008 (18.6%), 2007 (16.2%) and 2009 (15.6%).

2.5 Year of enrolment in the current study programme

Students answered to the question 2.5: *When did you enrol in your current programme of study?* (see the attachment).

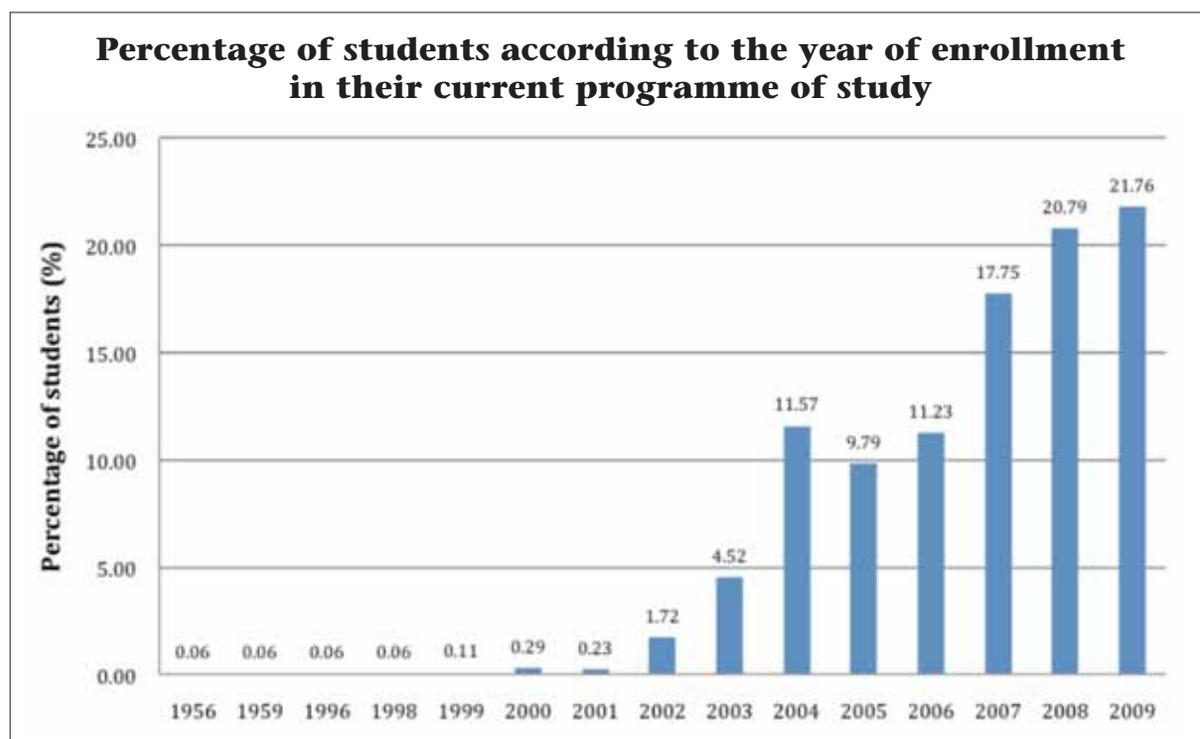


Chart 14: Percentage of students according to the year of enrolment in their current programme of study.

The majority of survey participants (21.8%) enrolled in their current programme of study in 2009. A smaller percentage began to study in 2008 (20.8%) and 2007 (17.8%). Results from Chart 12 and 13 show that, in 2008, the majority of survey participants satisfied the admission requirements (17.0%) and enrolled in a college for the first time (18.6%). The majority of survey participants (21.8%) enrolled in their current programme of study in 2009, which means that some of them did not begin to study right after passing the general “matura”, the vocational “matura” or the final exam.

2.6 Work experiences prior to college enrolment

Students answered to the question 2.6: *Did you have any work experiences before enrolling in a college?* (see the attachment).

We gathered the following data:

Percentage of students with full-time employment prior to enrolment in a college (at least one year and at least 20 hours per week)

10.1 %

Percentage of students with part-time employment prior to enrolment in a college (less than one year and less than 20 hours per week)	43.8 %
Percentage of students that underwent practical training prior to enrolment in a college	6.0 %
Percentage of students without work experiences prior to enrolment in a college	40.1 %

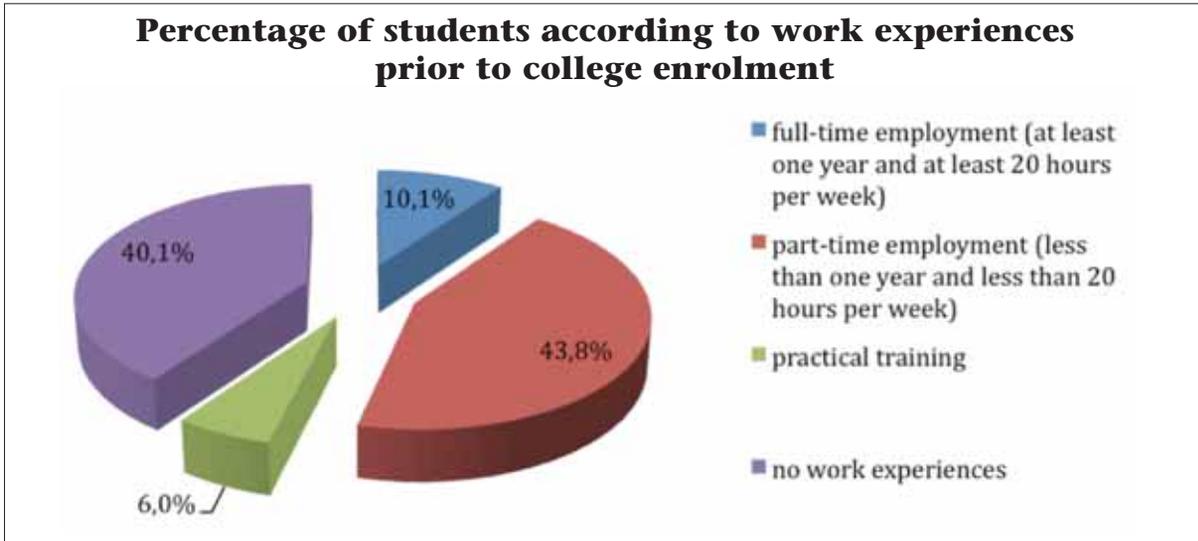


Chart 15: Percentage of students according to work experiences before college enrolment.

The majority of survey participants (43.8%) gained their first work experiences in form of part-time employment (less than one year and less than 20 hours per week), which can be attributed to the fact that such employment can be obtained easily via student employment brokerage services. Only 10.1% worked full-time before enrolling in a college (at least one year and at least 20 hours per week). 6.0% gained their first work experiences in form of obligatory practical training, while 40.1% had no prior work experiences.

As expected, the majority of survey participants that worked full-time (at least one year and at least 20 hours per week) before enrolling in a college are now part-time students (6.8%). Only 3.3% of full-time students worked full-time before enrolling in a college. In comparison to part-time students (4.2%), more full-time students (38.9%) took up part-time employment before enrolling in a college. The share of students without work experiences is larger among full-time (36.3%) than part-time students (2.9%).

Below, the correlation between students' work experience and parents' educational level is presented.

Level of education:

- | | |
|---|--|
| 1. Up to lower secondary (ISCED 0- 2), | 4. First stage of tertiary education (ISCED 5B, vocational), |
| 2. Upper secondary (ISCED 3), | 5. First stage of tertiary education (ISCED 5A, academic), |
| 3. Post-secondary non-tertiary (ISCED 4), | 6. Second stage of tertiary education (ISCED 6). |

Students' work experience by father's educational level:

	ISCED 0-2	ISCED 3	ISCED 4	ISCED 5B	ISCED 5A	ISCED 6
Full-time employment	38.9%	21.1%	10.5%	6.0%	7.1%	4.5%
Temporary employment	11.1%	35.1%	47.9%	48.3%	46.5%	51.6%
Practical training	16.7%	10.5%	6.9%	4.9%	4.5%	0.0%
No work experience	33.3%	33.3%	34.7%	40.8%	41.9%	43.9%

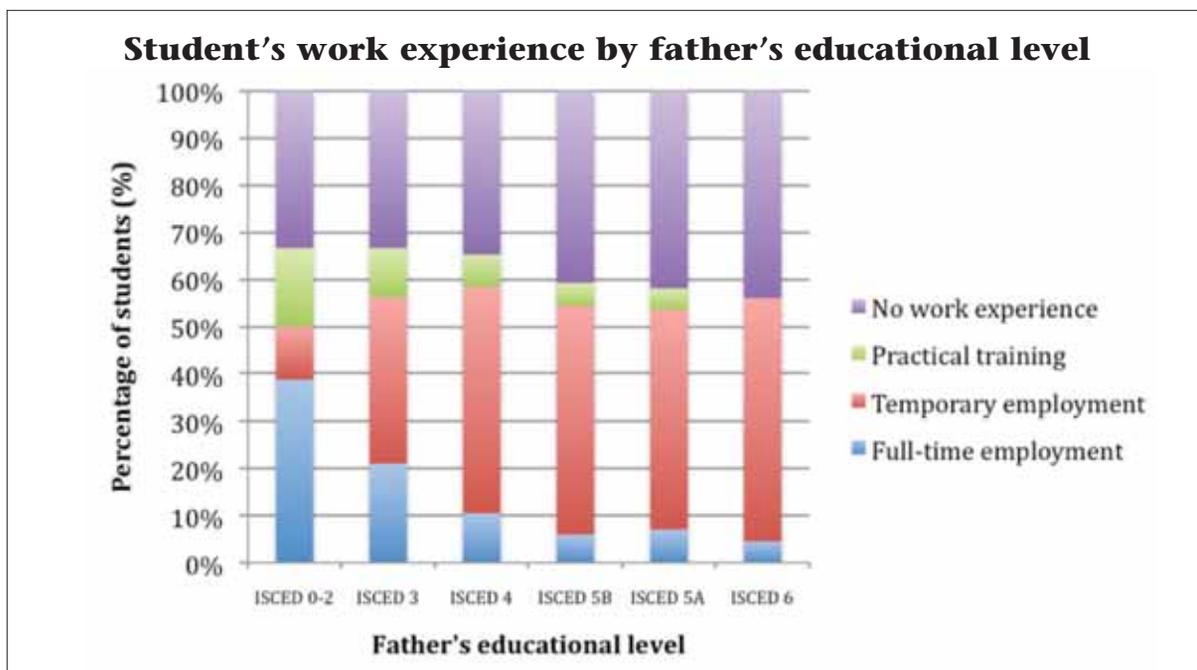


Chart 16a: Student's work experience by father's educational level.

Student's work experience by mother's educational level:

	ISCED 0-2	ISCED 3	ISCED 4	ISCED 5B	ISCED 5A	ISCED 6
Full-time employment	27.8%	19.6%	10.5%	5.8%	5.7%	12.0%
Temporary employment	22.2%	34.6%	46.2%	53.3%	47.9%	46.0%
Practical training	22.2%	11.1%	7.1%	3.8%	2.8%	2.0%
No work experience	27.8%	34.6%	36.2%	37.1%	43.6%	40.0%

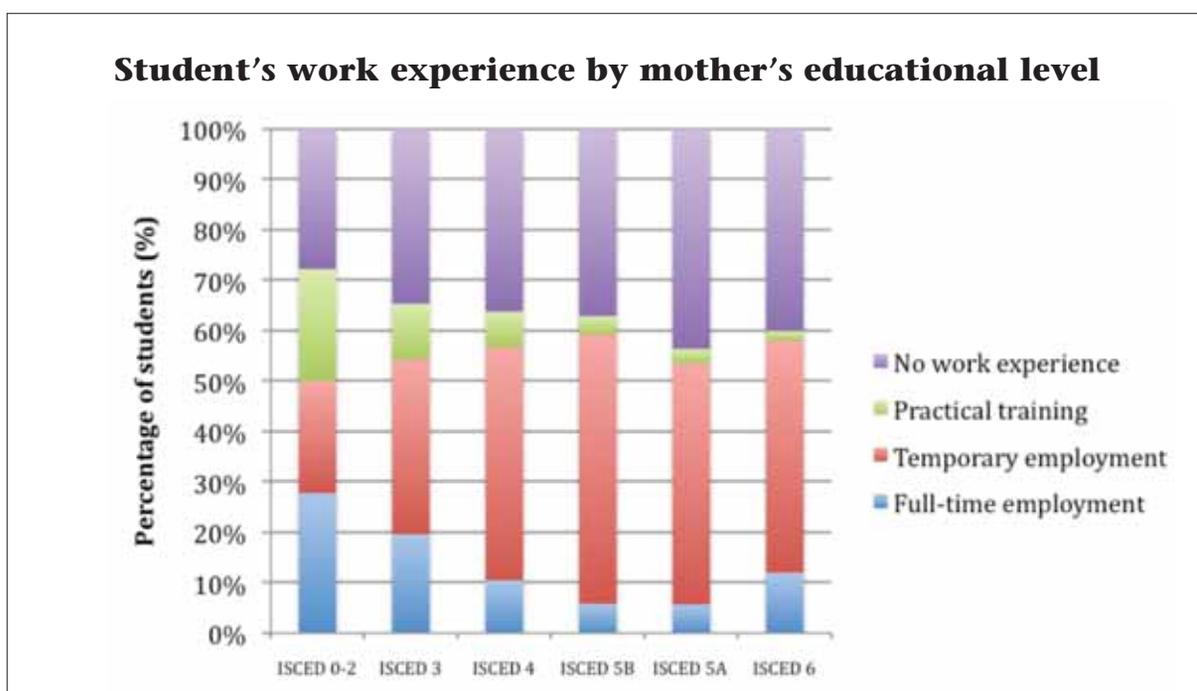


Chart 16b: Students' work experience by mother's educational level.

The correlation between students' work experience and the mother's educational level on the one hand and the father's educational level on the other is very similar. It is evident that more students acquired full-time employment (at least 20 hours per week) if parents have a lower level of education. If temporary employment is also taken into account, the distribution appears extremely even. A slightly higher percentage of students, whose parents have a higher level of education, has no work experience, but these differences are minor.

2.7 At least one year off after graduating from high school

Students answered to the question 2.7: Did you take at least one year off after graduating from high school? (see the attachment).

We gathered the following data:

Percentage of students who took at least one year off after graduating from high school and before enrolling in college	12.7 %
Percentage of students who took at least one year off between enrolling in college and graduating	8.7 %
Percentage of students who took at least one year off after graduating from college and before enrolling in another programme of study	2.4 %
Percentage of students who did not take any time-off	76.2 %

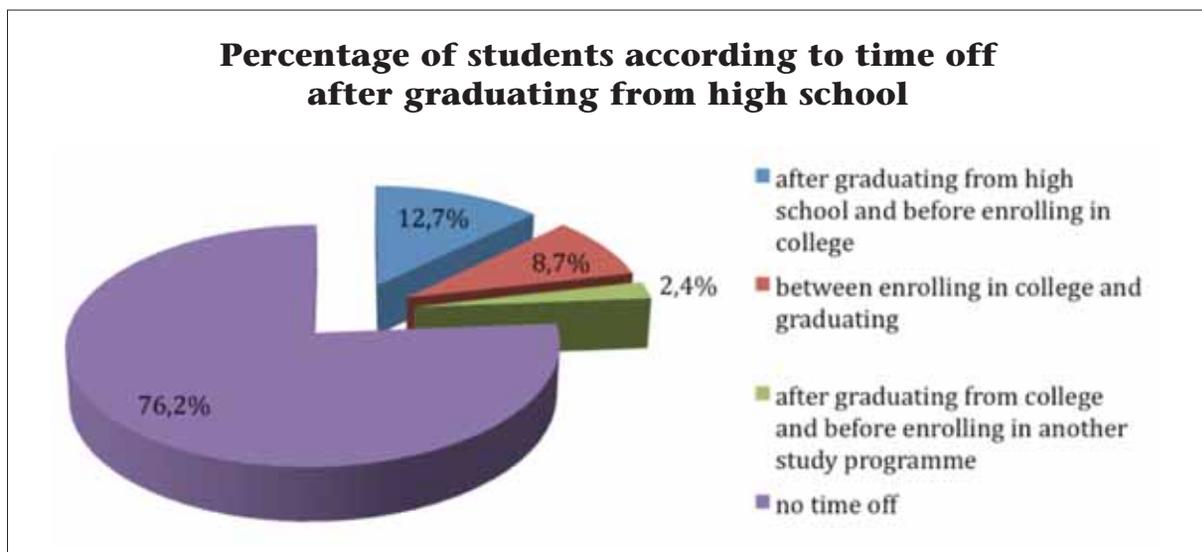


Chart 17: Percentage of students according to time off after graduating from high school.

The majority of survey participants (76.2%) did not take any time off after graduating from high school. 12.7% took some time off after finishing high school and before enrolling in college, while 8.7% took some time off between enrolling in college and graduating. 2.4% took time off after graduating and before enrolling in another higher education programme of study.

3. Living Conditions

3.1 Type of students' residence

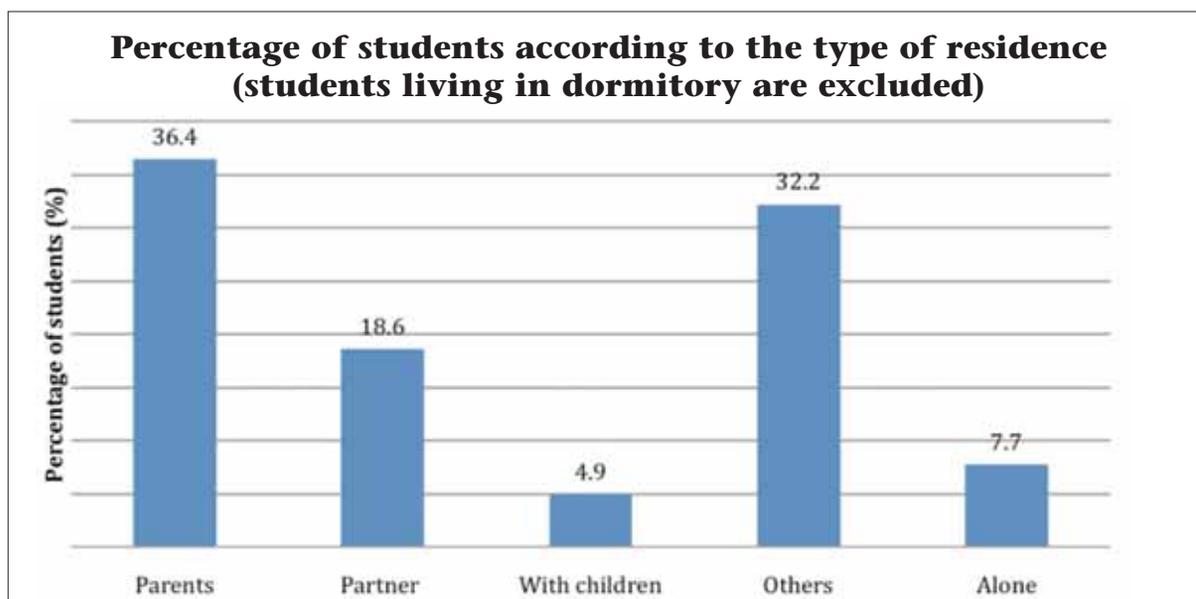


Chart 18: Percentage of students living with parents, partner, children, with other persons or alone during the week (from Monday till Friday).

Chart 18 indicates that the majority of students (those who live in student dormitory are excepted from this chart) lives with their parents (36.4 %). The proportion of students living with other people (for example with other students) is slightly smaller (32.2 %), while 18.6 % of students live with the partner, 7.7 % alone and 4.9 % with children. Doubtlessly, living in private flat can be expensive, also the accommodation capacities in student-halls are limited, that is why the majority of students lives with their parents/relatives during their study-week.

3.2 Proportion of students living in dormitory

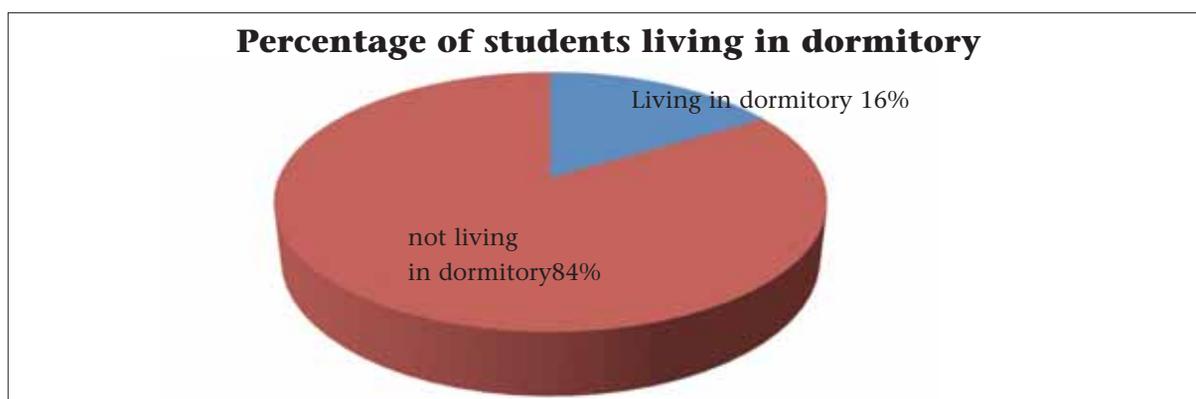


Chart 19: Percentage of students living in student dormitory.

Chart 19 shows that the majority of students (84 %) does not live in student dormitory, the proportion of students living in dormitory is only 16 %. We can assume that students use different types of transport daily to reach the higher education institution (HEI) where they study. Another reason could be that living capacities in the students' dormitories are limited.

3.3 Type of student’s residence by age

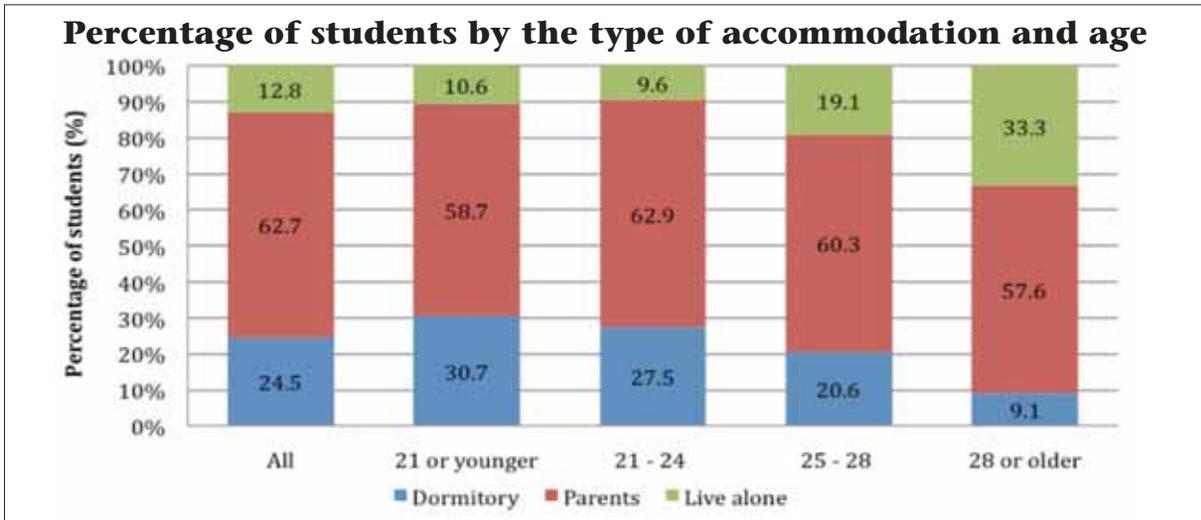


Chart 20: Percentage of students according to the type of accommodation and age.

Chart 20 shows that more than a half of students in each age category lives with their parents. Concerning all students, most of them (62.7 %) live with the parents, 24.5 % of them live in the student dormitory and 12.8 % alone. The highest proportion of students living with parents is in the age group 21-24 years old, followed by the age groups of 25-28 (60.3 %), 21 or younger (58.7 %) and 28 or older (57.6 %). In the group of 28 years old and older students we can notice the highest proportion of students living alone (33.3 %) and the lowest proportion of students living in the dormitory (9.1 %). The percentage of students living in student dormitory decreases with the age of students.

3.4 Type of residence of 21 year-old students

Chart 21 shows that there is only slightly difference between the proportion of 21 years old students and the whole population of students in this research according to the type of accommodation. Also more than the half of 21 year old students (62.7 %) lives with their parents, 28.6

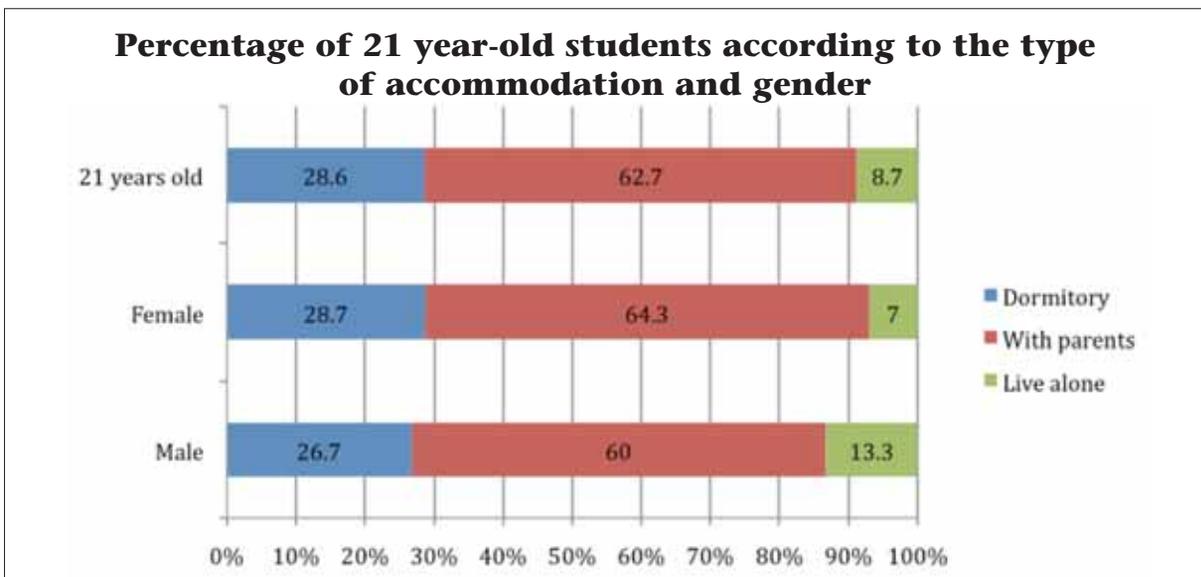


Chart 21: Percentage of 21 year-old students according to the type of accommodation and gender.

% in the dormitory and 8.7 % alone. There are also some differences by the gender. We can see that more male students live alone and less with parents compared to female students.

3.5 Type of students' residence by place of study

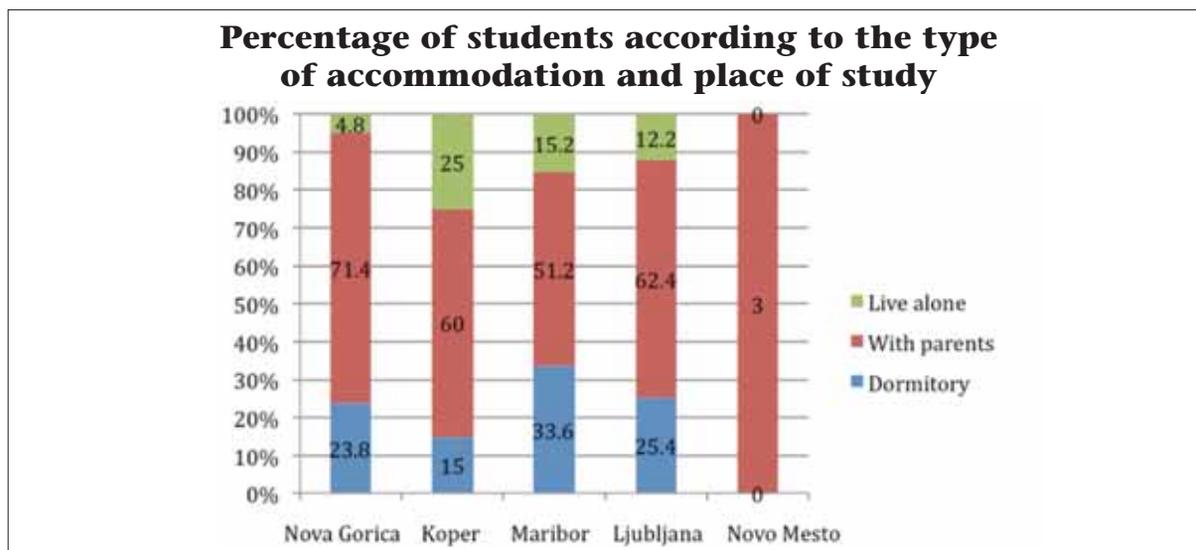


Chart 22: Percentage of students according to the type of accommodation and place of study.

Chart 22 presents the percentage of students according to the type of accommodation and place of study. We took into the research five big cities where students study (Nova Gorica, Koper, Maribor, Ljubljana and Novo Mesto). Notice that data for Novo Mesto are not reliable, because the number of students that answered to the question is very small and all of them live with parents. The results for other four cities are following; Koper – the lowest percentage of students lives in the dormitory and the highest alone, Nova Gorica – the lowest percentage of students lives alone and the highest with parents. Maribor and Ljubljana have similar structure of students according to the type of accommodation, slightly more students live in the dormitory and alone and less with parents in Maribor compared to Ljubljana.

3.6 Costs of accommodation by the type of accommodation and source of payment

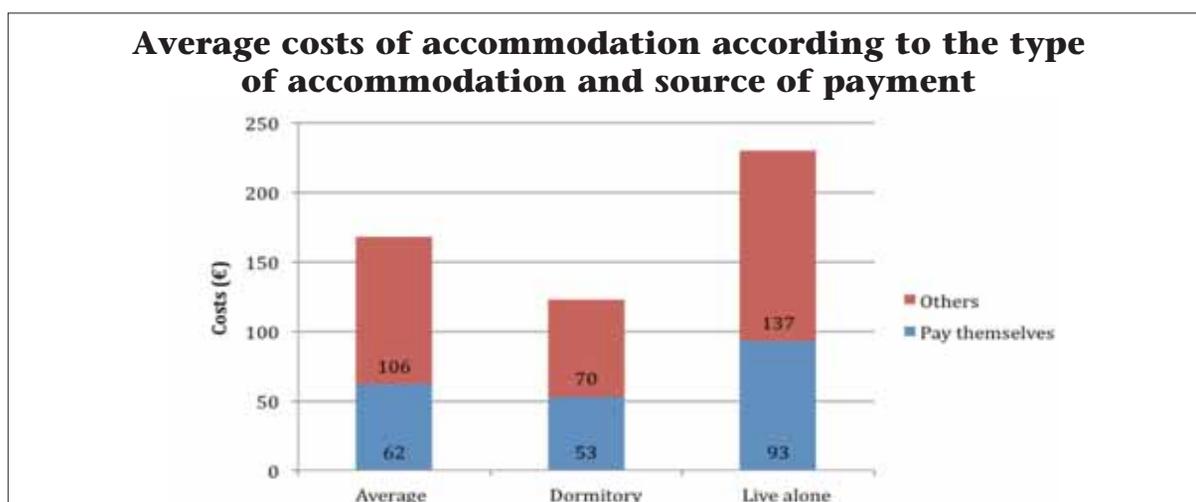


Chart 23: Costs of accommodation according to the type of accommodation and source of covering costs (in 2).

Chart 23 shows that other persons (most likely parents) contribute large amount of money for covering students' accommodation costs. Parents of the students living alone cover higher share of students' accommodation costs than those of the students living in the dormitory. In both cases the financial participation of others (most likely parents) is higher than participation of students themselves.

3.7 Students' satisfaction with accommodation

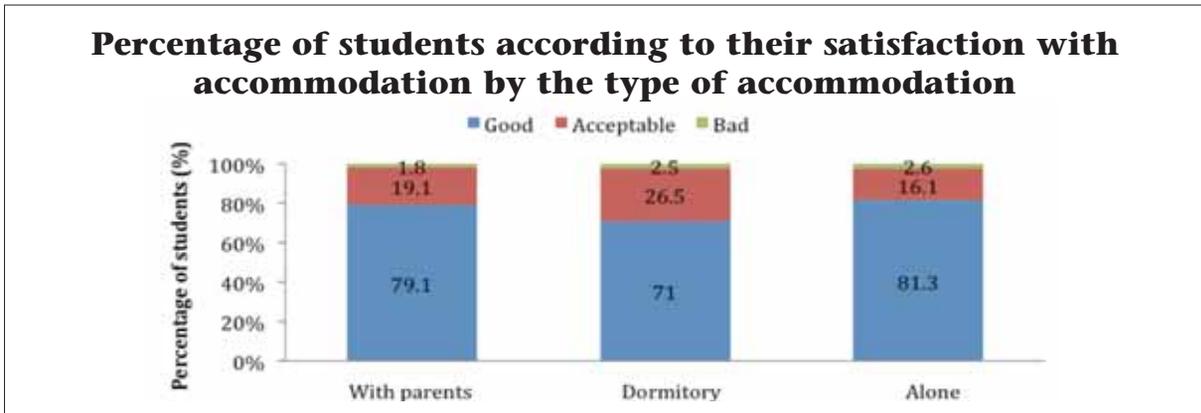


Chart 24: Percentage of students according to their satisfaction with accommodation by the type of accommodation.

Most students are satisfied with the type of accommodation where they live. If we compare the data from the chart 24 with results in the research Eurostudent SI 2007, we notice some differences. Fewer students are happy with living at home, while the percentage of students living in dormitory increased in 2010 compared to 2007. We can see that students are getting more independent, 81.3 % of students from this research live alone during the study. There are also fewer students that are unhappy with the living conditions in the dormitory.

3.8 Total income of students maintaining their own household

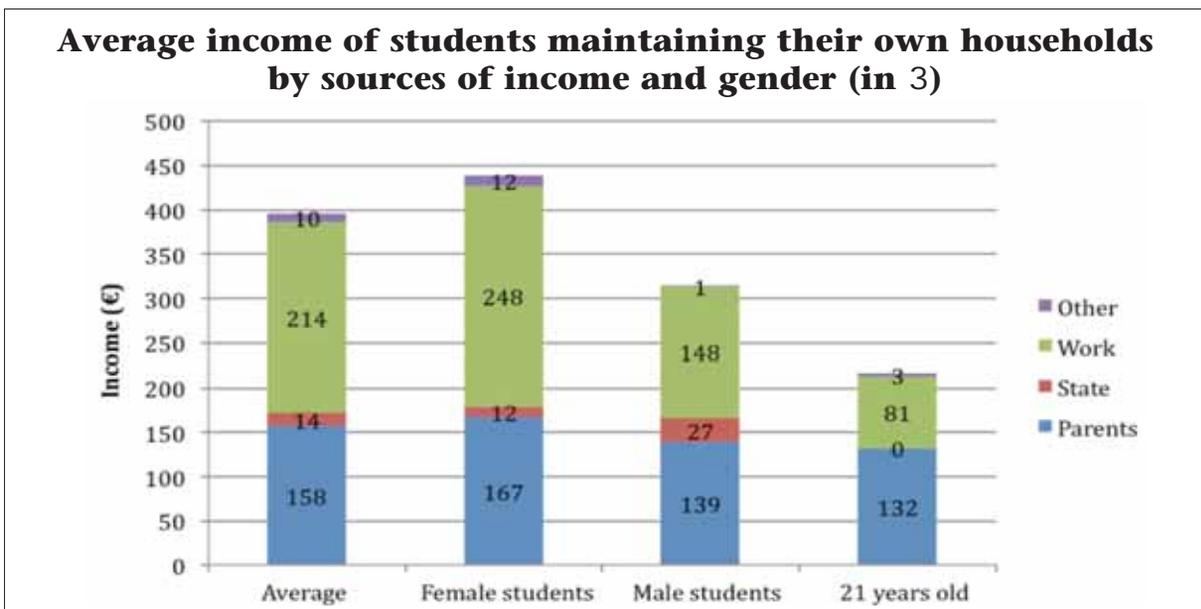


Chart 25: Average income of students living alone by sources of income and gender (in 2).

Chart 25 presents the calculation of average income of students maintaining their own household. On average, the most important source of students' income is their job activity, the second most important source in their budget are parents, very low amount of money comes from the state support and other resources. We can see that female students earn more money by working than male students, but in both cases job activity contributes to the total students' budget more money than students' parents (in absolute terms). The situation is inverted by 21 year-old students where the amount of income received from the parents is higher than the amount earned by working.

3.9 Total income of students living with parents or relatives

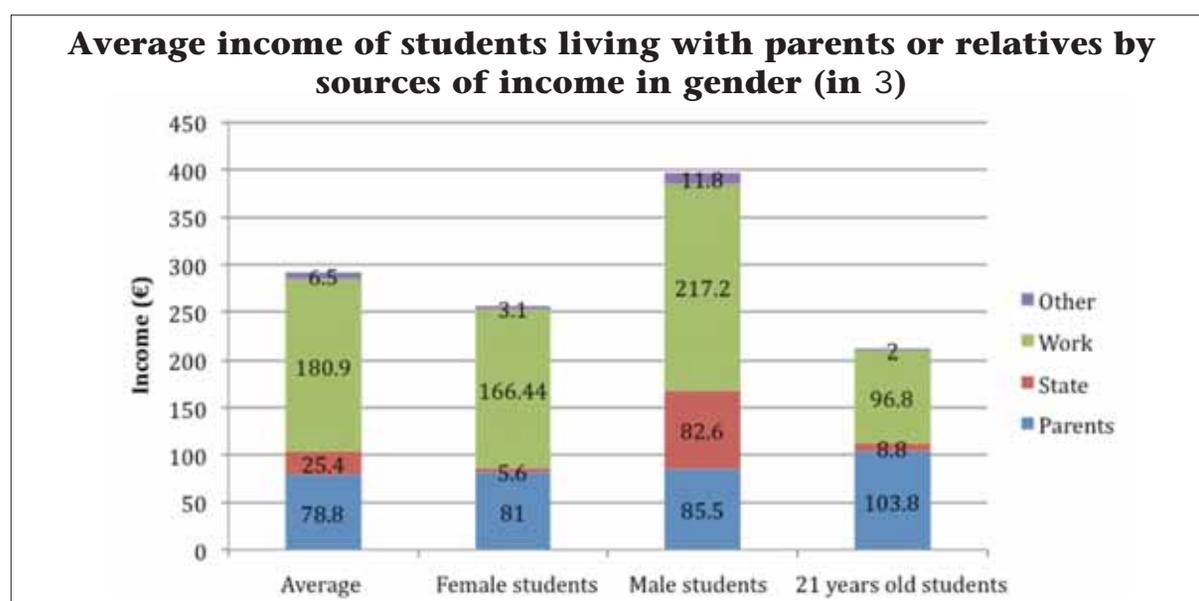


Chart 26: Average income of students living with parents or relatives by sources of income and gender (in 2).

If we compare the charts 25 and 26 we find out that the average income of the students living with parents or relatives is lower than of the students maintaining their own household. Students living alone earn more money by working and also obtain more money from parents than students living with parents or relatives. Expectedly, students who live alone and maintain their own household have higher living expenses in average than those who live at home, with parents or relatives. Total income of male students living with parents/relatives is higher than that of female students, also state financial support is higher by male than female students. 21 year-old students obtain more money from their parents and less by working than the average.

3.10 Structure of income of students maintaining their own household

Chart 27a (related to the chart 25 where the income of students living alone is presented in absolute values) shows the structure of income of students maintaining their own household by sources of income and gender. In average, job activity (54.0 %) and parents (39.9 %) present the main proportion of students' budget. The percentage of state support (3.6 %) and other resources (2.5 %) compounded the students' income is lower. 21 year-old students and male students are more supported by parents than on average.

Chart 27b (related to the chart 26 where the income of students living with parents or relatives is presented in absolute values) shows the structure of income of students living with par-

ents or relatives by sources of income and gender. In average, job activity presents the main proportion of students' budget (62.0 %), less parents (27.0 %). The percentage of state support (8.8 %) and other resources (2.2 %) compounded the students' income is lower. 21 year-old students and female students are more supported by parents than in average, while male students work (54.7 %) and are state supported (20.8 %) to the larger extent.

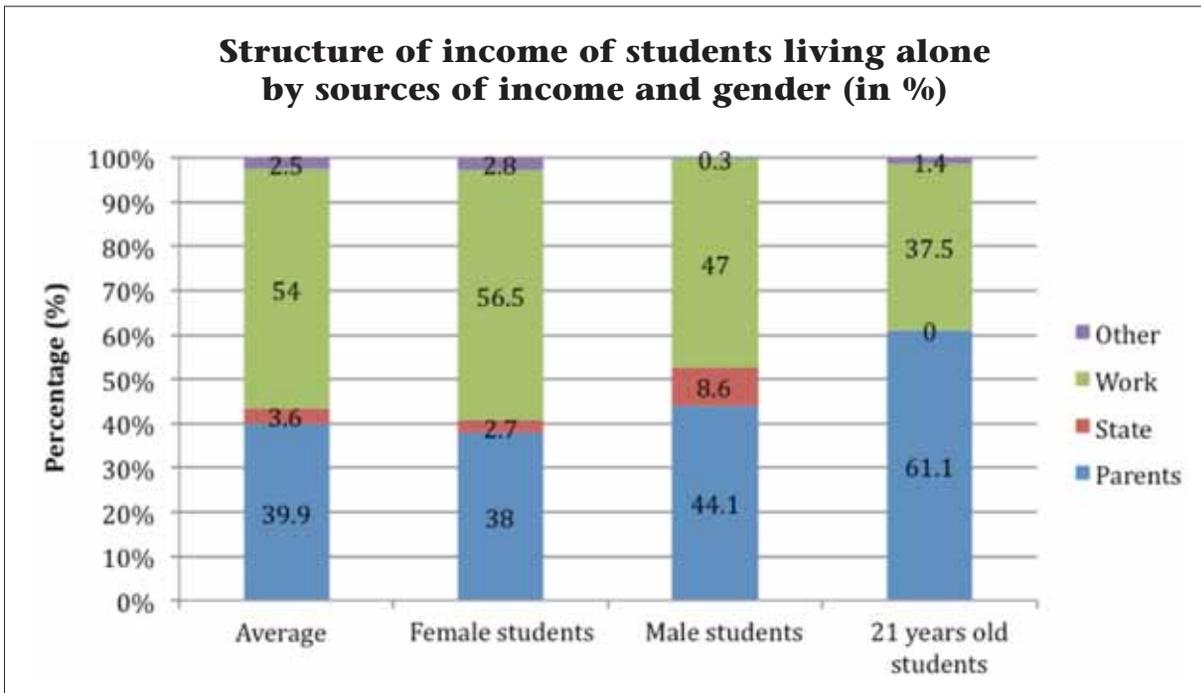


Chart 27a: Structure of income of students maintaining their own household by sources of income and gender (in %).

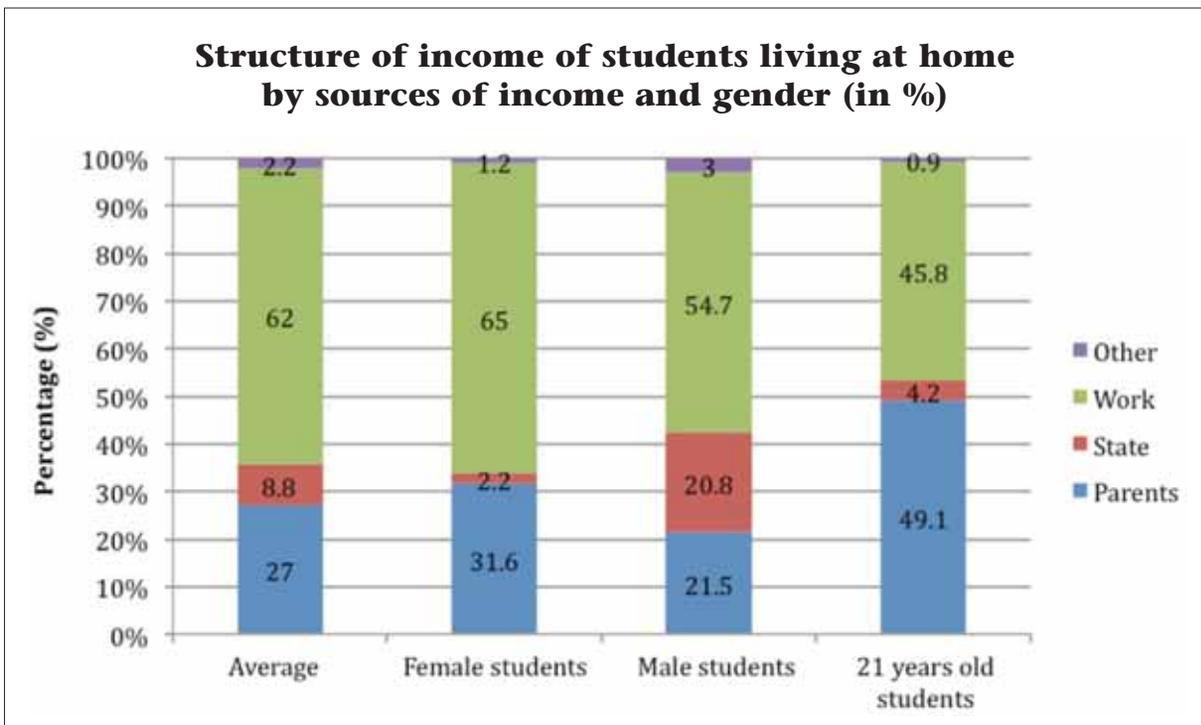


Chart 27b: Structure of income of students living at home by sources of income and gender (in %).

3.11 State assistance for students according to parental education

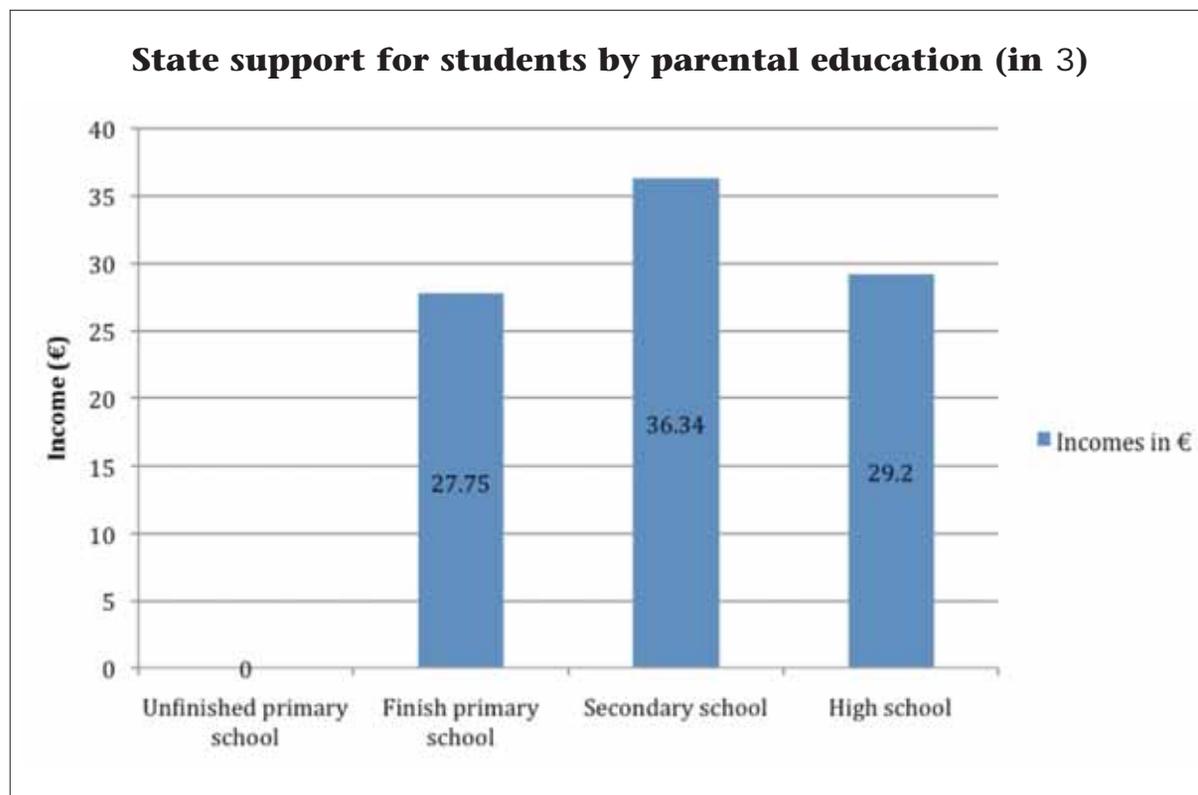


Chart 28: State assistance for students according to their parents' education (in 2).

Chart 28 presents the absolute values (in 2) of state support distributed to the students according to their parents' education. The highest state financial support get students whose parents have secondary education (in comparison, in 2007 the highest financial state support got students whose parents finished high school). If we compare this data with the data from Eurostudent survey 2007 we also find out that there is less similarity between parental education categories. We gathered no data about financial state assistance for students whose parents have unfinished primary school.

3.12 Distance and time needed from home to the Higher Education Institution (HEI)

Chart 29a shows that 19% of students live less than 10 minutes away from HEI. We can assume that these students live in the city where they study. Students who need to the HEI more than 30 minutes (32 %), probably do not live in the city where they study. We can assume that these students have the highest costs of transportation.

Chart 29b is similar to the previous one; the difference is only in data. Chart 29b presents the percentages of students according to the distances from home to the HEI. The majority of students (58 %) lives 10 or less kilometres away from the HEI where they study, the lowest percentage (9 %) of students lives more than 50 kilometres away from HEI. Again we can assume that students who have less than 10 kilometres to the HEI probably live in the city where they study. Meanwhile, students who have more than 20 kilometres to the HEI, probably live in other towns or cities different from the place where they study.

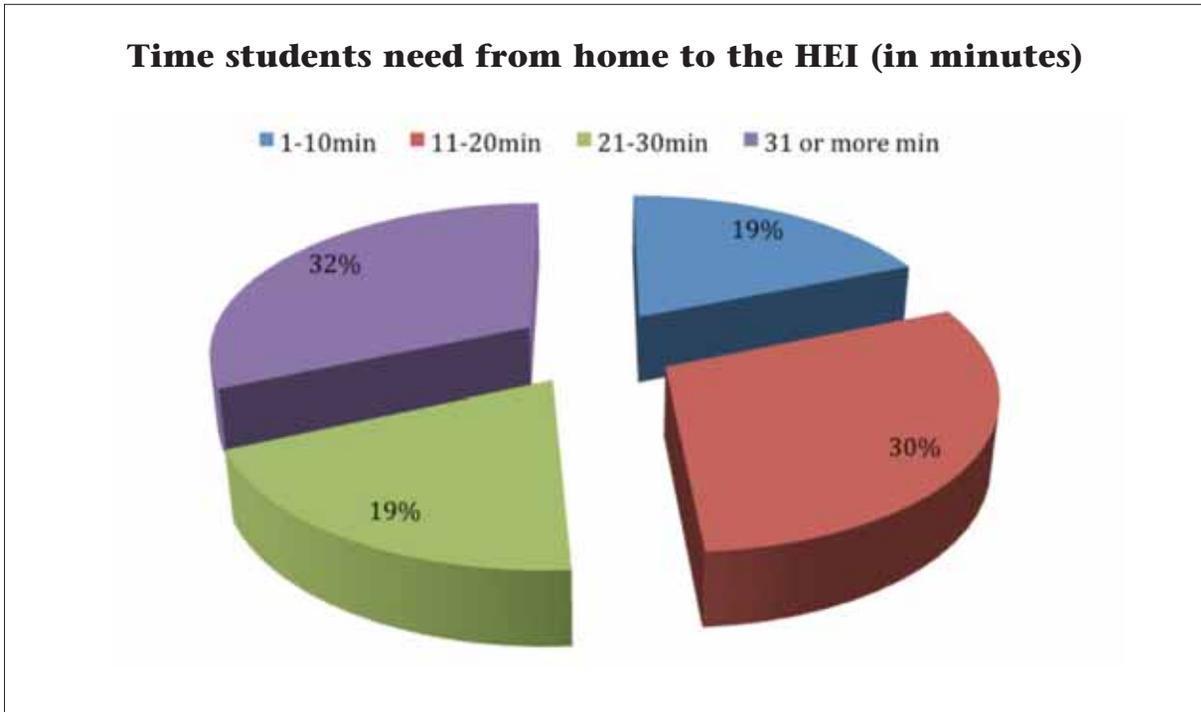


Chart 29a: Time students need from home to the HEI.

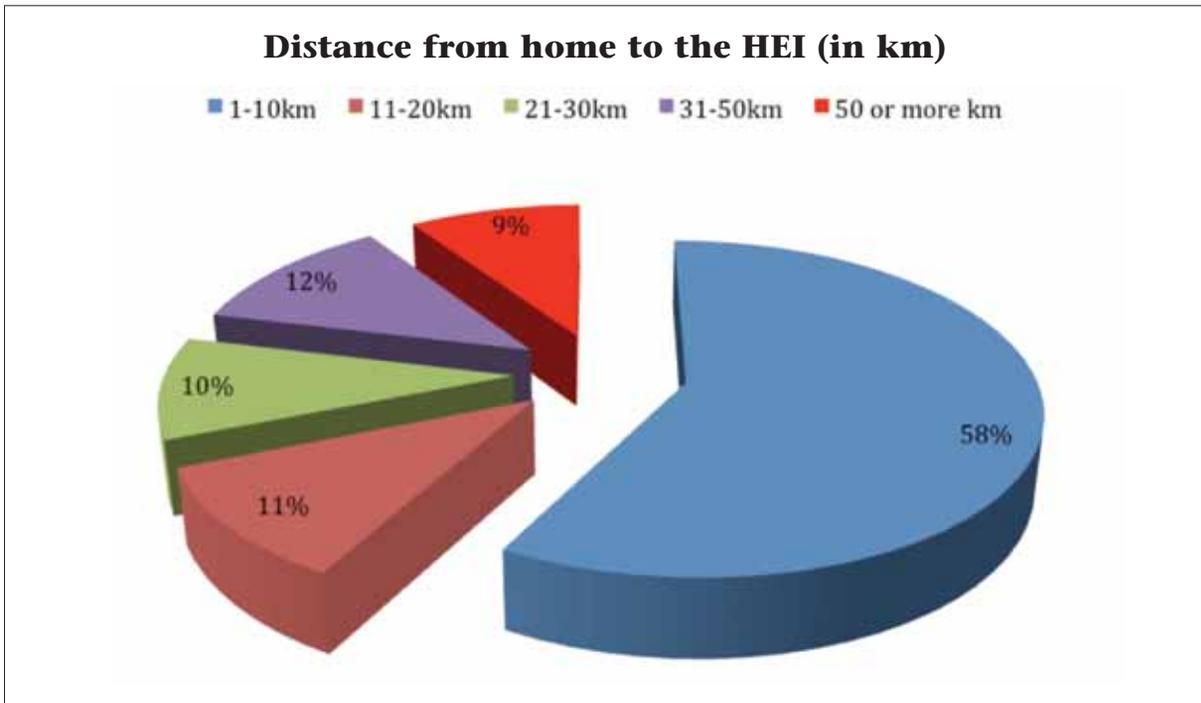
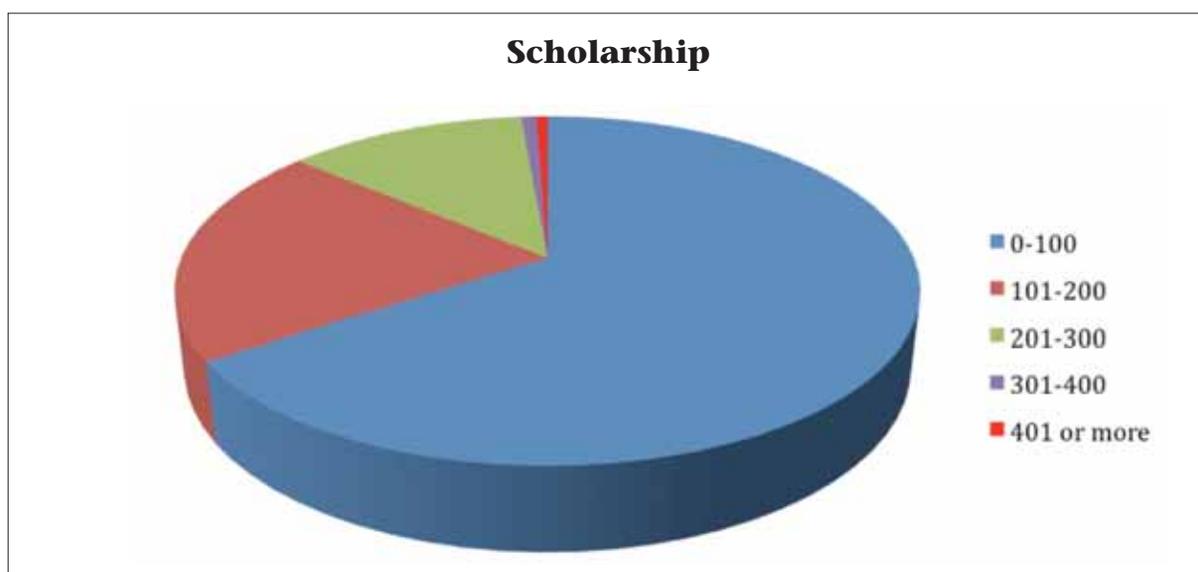
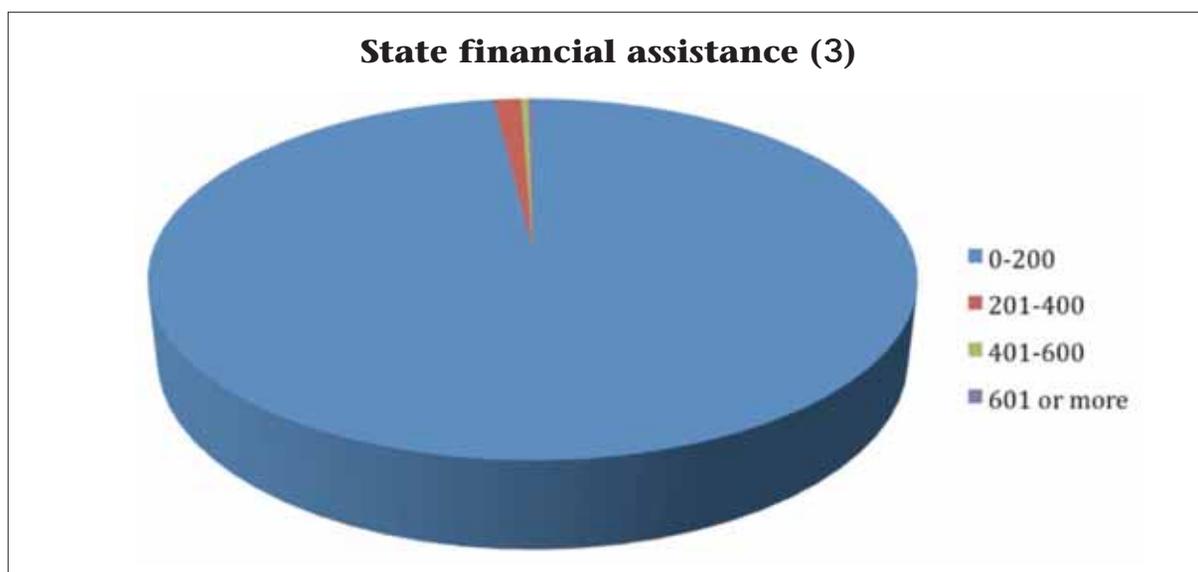
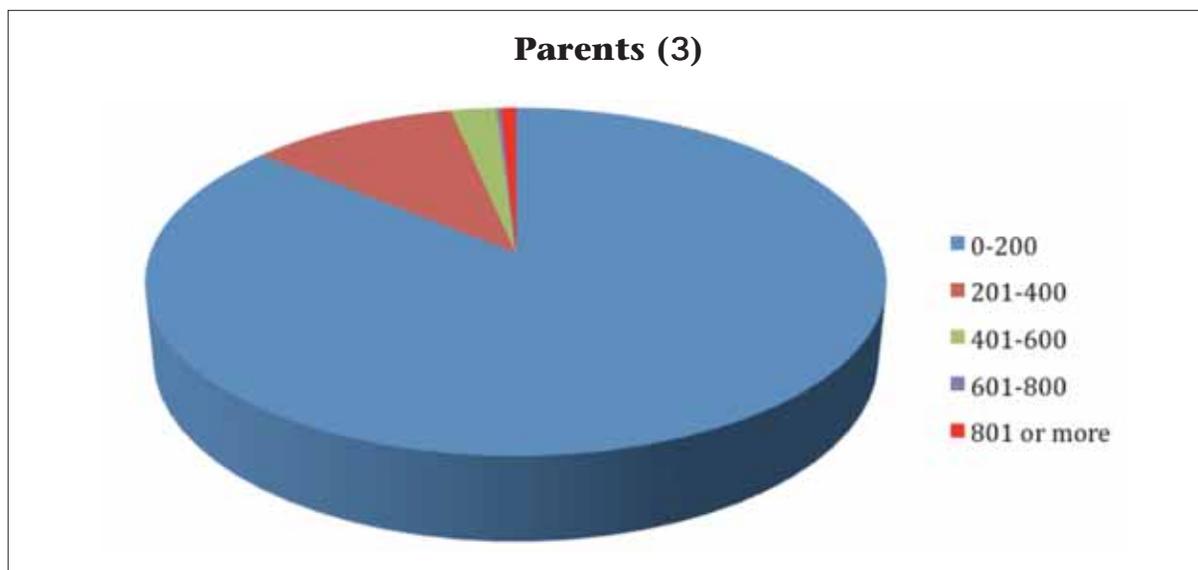


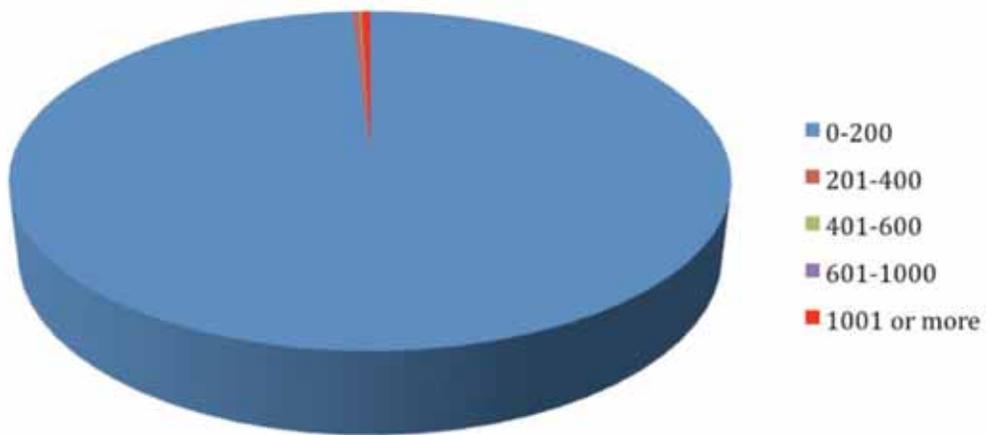
Chart 29b: Distance from home to the HEI (in km).

3.13 Average monthly income according to the source of income

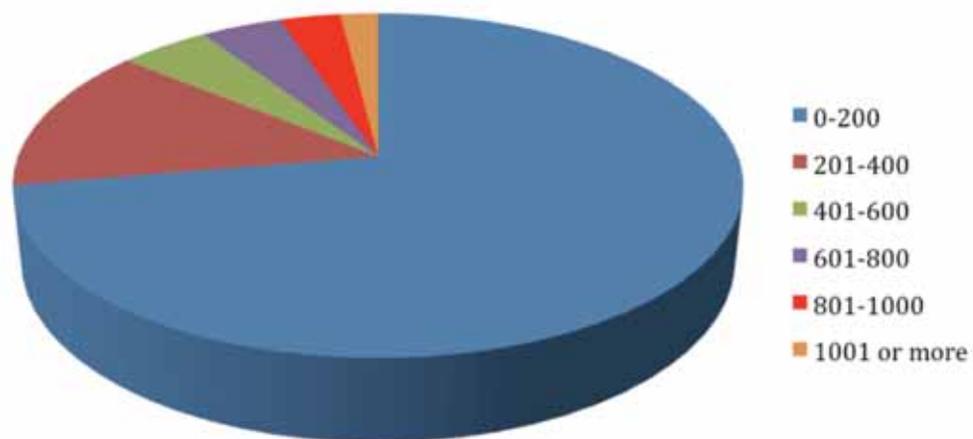
Charts 30 a-h show the disposable income of students per month according to the source of income. Most of the students are in the lowest category concerning the amount of income per month and each source of income.



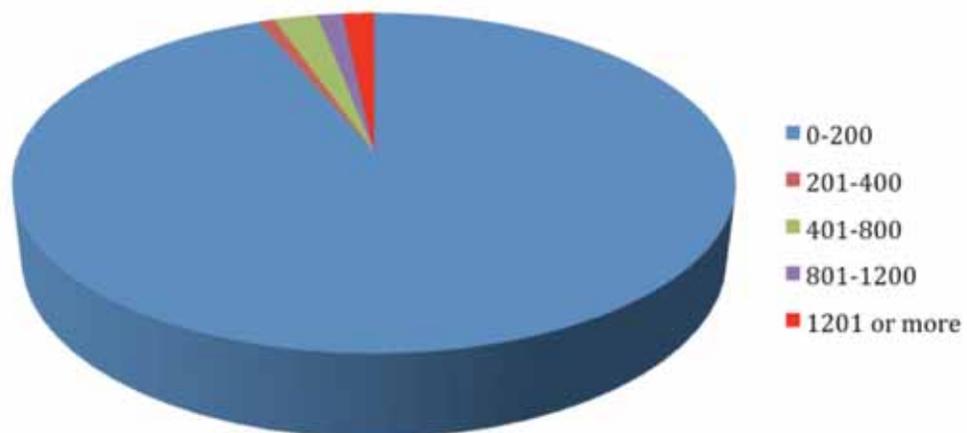
Loans (3)

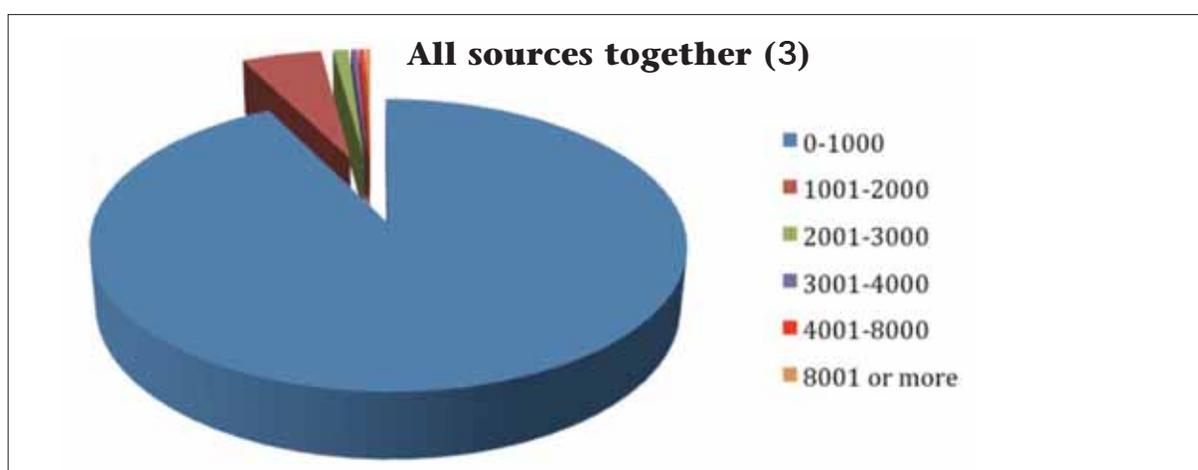
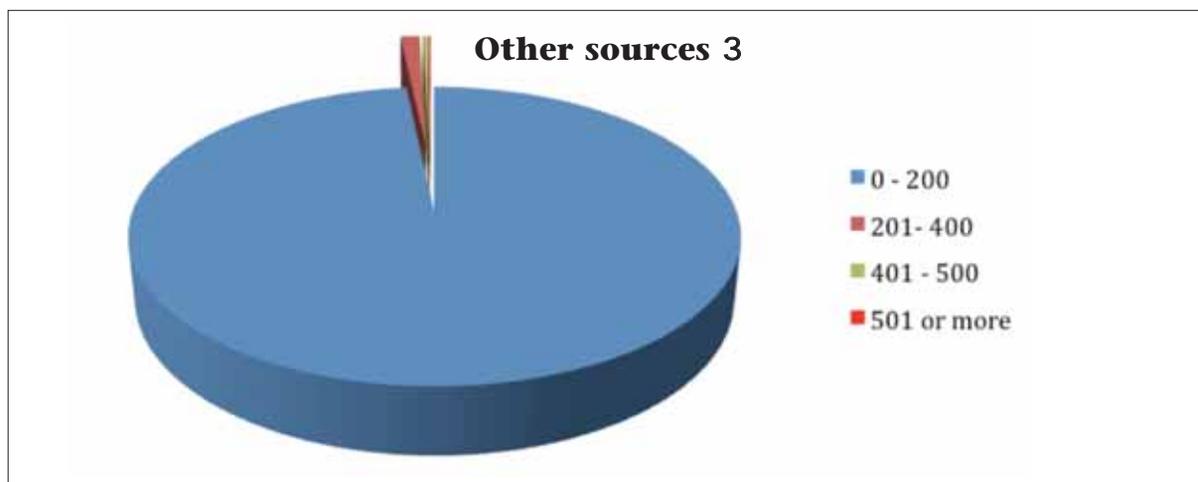


Payed work (3)



Savings (3)





Charts 30 a, b, c, d, e, f, g, h: Average income of students according to the source of income.

Charts 30 a-h show the disposable income of students per month according to the source of income. Most of the students are in the lowest category concerning the amount of income per month and each source of income.

3.14 Percentage of students obtaining the scholarship or loan

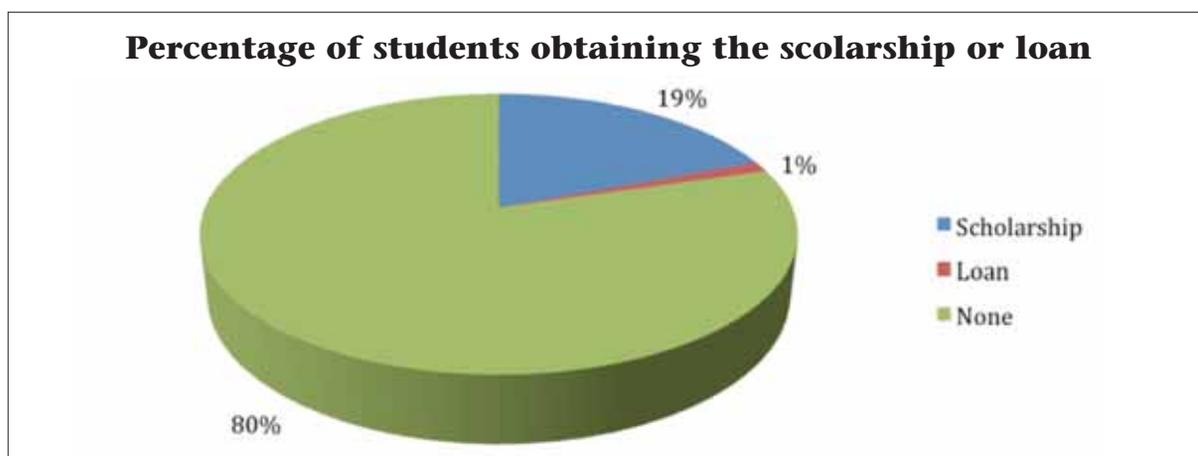


Chart 31: Percentage of students obtaining the scholarship or loan.

Scholarship is beside work and parents' support one of the most important students' financial sources even in the categories with higher incomes (more than 200 € monthly); that is why we looked at it in greater details. Most of the students (79.6 %) do not obtain scholarship or loans. In general, there are few students who get scholarship or loan. Less than one fifth of the students (19.2 %) obtain scholarship and 1.2 % loans. If we look at the absolute values in previous charts we find out that around two thirds of students are in the lowest category concerning their income budget per month (between 0 and 200 €).

3.15 Students' earnings from employment by parental education

We gathered the following data:

Percentage of students that work, and parents have lower education is (+ 7.1 percentage points compared to the survey 2007).	72.1 %.
Percentage of the students that work, and parents have higher education is (+ 4.2 percentage points compared to the survey 2007).	65.2 %.

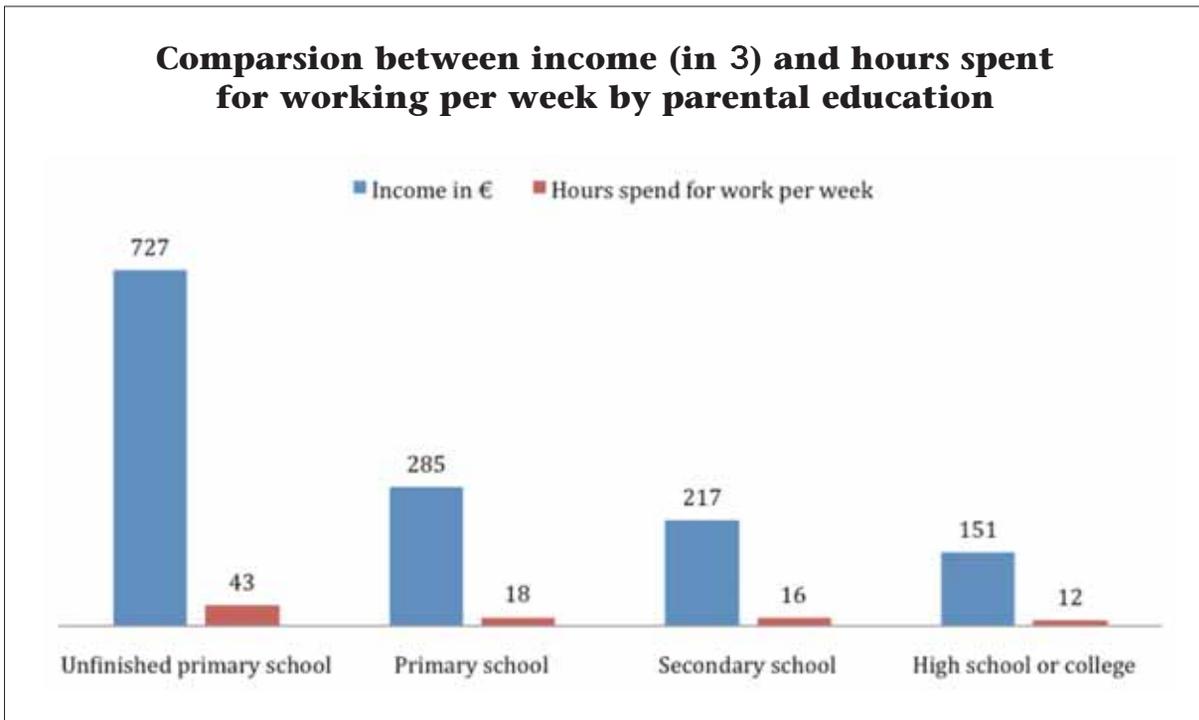


Chart 32: Comparison between income (in €) and number of hours spent for working per week according to parental education.

There are only students who work (33.2 %) included in the analysis in the chart 32. In both categories, with lower and higher parental education there is increase in the amount of earnings and number of hours spent for working per week compared to the survey 2007.

Chart 32 shows the number of hours students spent for working and the amount of money they earn according to their parents' education. Students whose parents have lower education earn the most by working and adequately spend the highest number of hours for working. Students whose parents have higher education work less (expressed in the number of hours) and they also earn less money. The percentage of students who do not work is 33.2 %.

3.16 Students' earnings from employment by age

We gathered the following data:

Percentage of students in the age of 21 years or younger who works is (+ 15.4 percentage points compared to the survey 2007).	50.4 %.
Percentage of students in the age of 28 years or older who works is (- 8.1 percentage points compared to the survey 2007).	90.1 %.

There are only students who work (33.2 %) included in the analysis in the chart 33. In some age groups there are changes detected compared to the survey 2007.

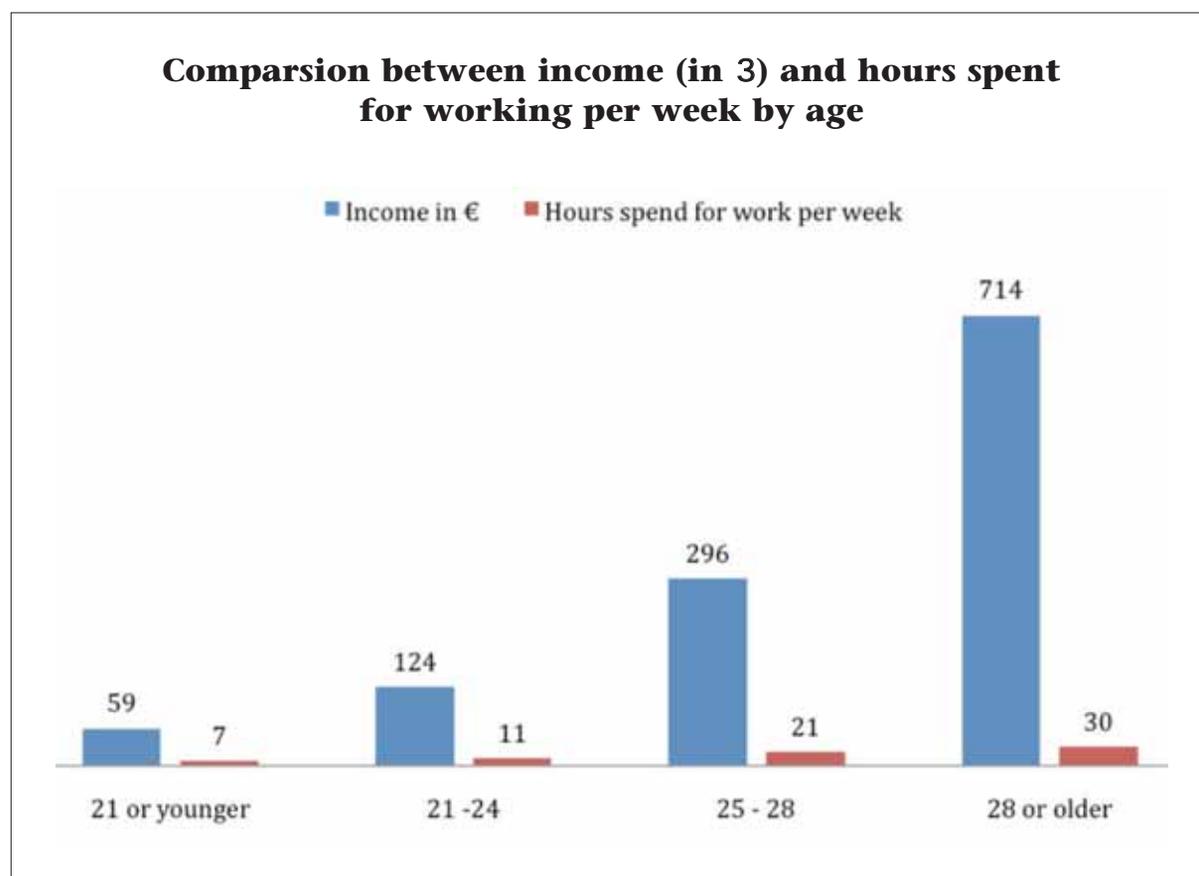


Chart 33: Comparison between income (in 2) and number of hours spent for working per week according to age category.

Chart 33 presents the number of hours students spent for working and the amount of money they earn according to their age. Students were split into four age groups: 21 years old or younger, in the age between 21 and 24, in the age between 25 and 28, and 28 years old or older. We can see that the amount of money earned by working rises with the age of students. 21 years old student or younger earn the lowest amount of money by working and adequately spend the lowest number of hours working. Comparison with the results from the survey 2007 shows that students spend fewer hours for working and they also earn less money.

3.17 Profile of students' living costs

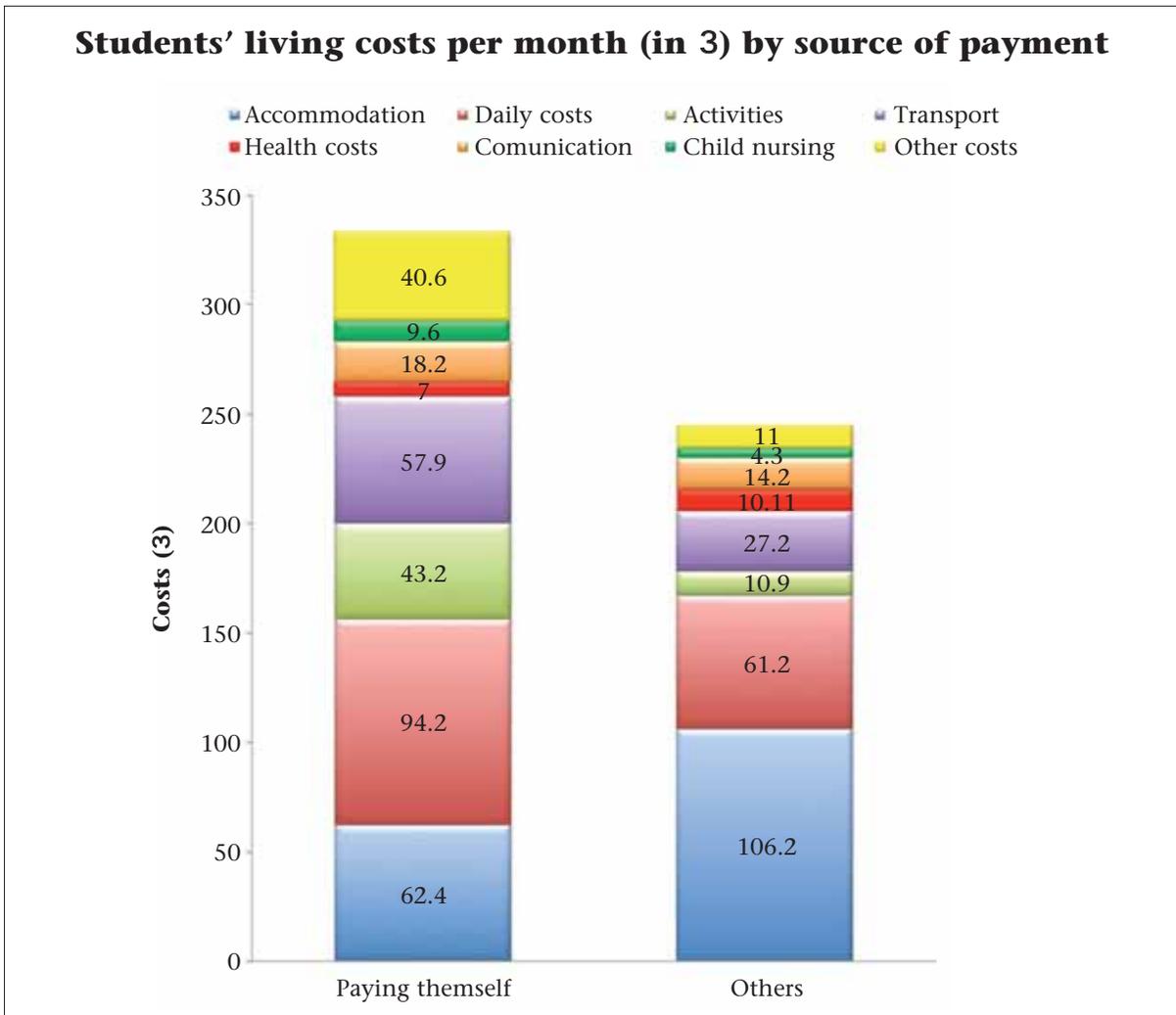


Chart 34a: Students' living costs per month (in 2) by source of payment.

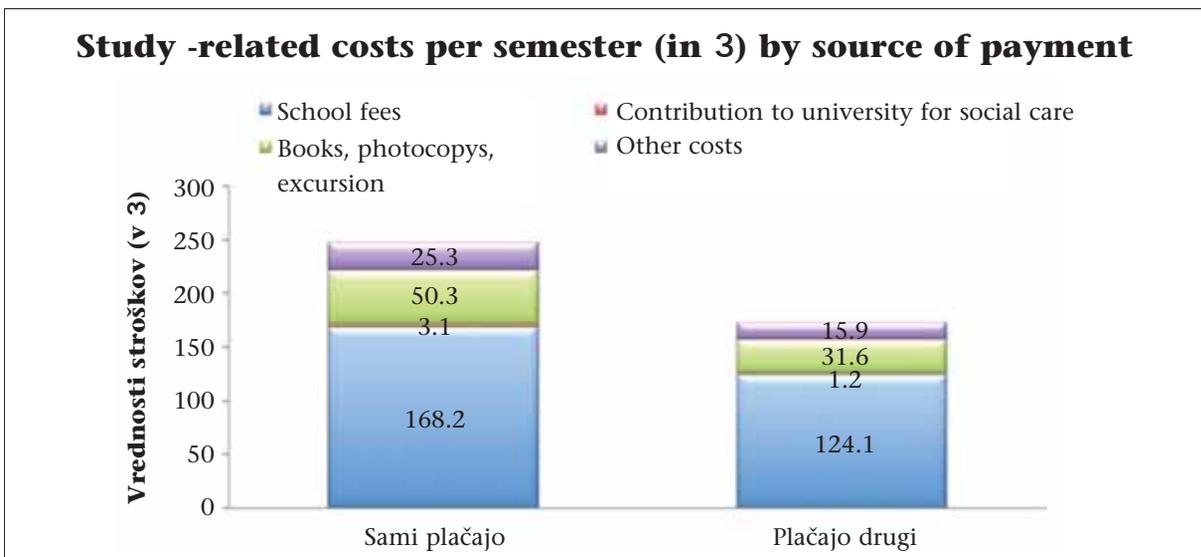


Chart 34b: Study-related costs per semester (in 2) by source of payment.

Chart 34a shows that the accommodation and daily costs are the students' highest living expenses per month regardless of source of payments. The third highest type of living expenses are transportation costs.

Chart 34b presents study-related costs per semester by source of payment. The highest part of study-related costs falls to the school fees and books/photocopies/excursions. Compared to the results from the survey 2007 study-related costs are higher in 2010.

3.18 Students' living costs according to the place of study

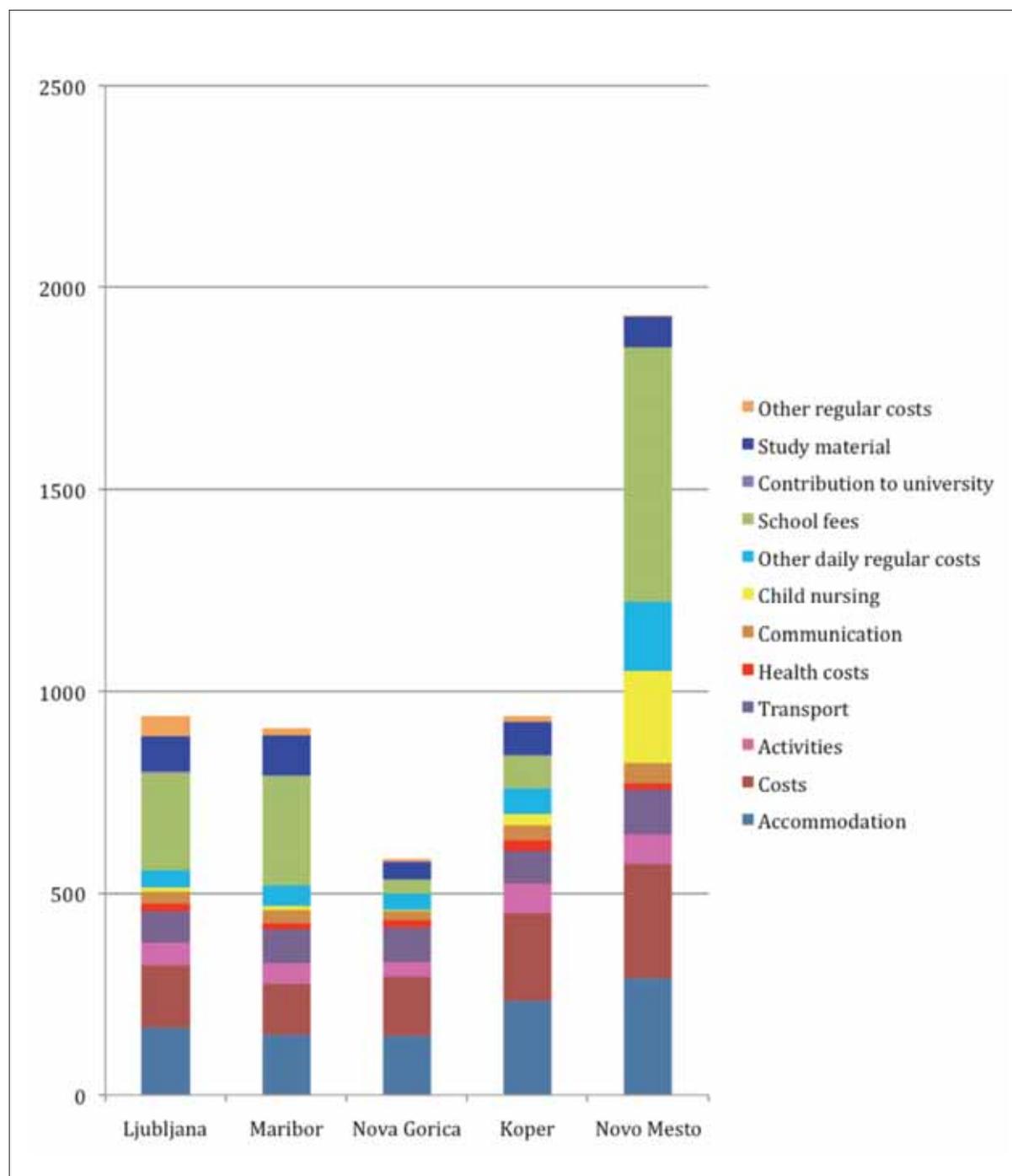


Chart 35: Students' living costs (in 2) according to the place of study.

Chart 35 denotes the comparison between the living costs in different cities where students study. Total living costs are the lowest in Nova Gorica and the highest in Novo Mesto. Concerning accommodation and daily costs we find out that they are the most expensive in Novo Mesto and Koper, while study material and school fees are the cheapest in Nova Gorica.

We present the detailed data about average amounts of living costs (in €) per month by different cost category and place of study in the table below:

Type of costs/City	Ljubljana	Maribor	Nova Gorica	Koper	Novo mesto
Accommodation	167,87	149,58	148,03	233,12	288,57
Costs	155,32	128,11	146,22	218,24	284,72
Activities	54,12	49,29	34,78	73,12	71,67
Transport	79,86	84,72	86,96	80,46	112,78
Health costs	16,25	15,24	17,17	26,33	15,63
Communication	31,44	32,69	22,97	38,29	50,63
Child nursing	9,58	10,38	3,25	27,53	226,79
Other daily regular costs	42,34	50,75	40,38	64,09	170,0
School fees	240,93	271,54	33,86	81,53	630,55
Contribution to university	5,1	1,98	0,0	0,8	0,0
Study material	85,63	98,44	44,23	81,73	77,78
Other regular costs	50,56	15,76	7,31	14,08	1,88

3.19 Students' satisfaction with the disposable income

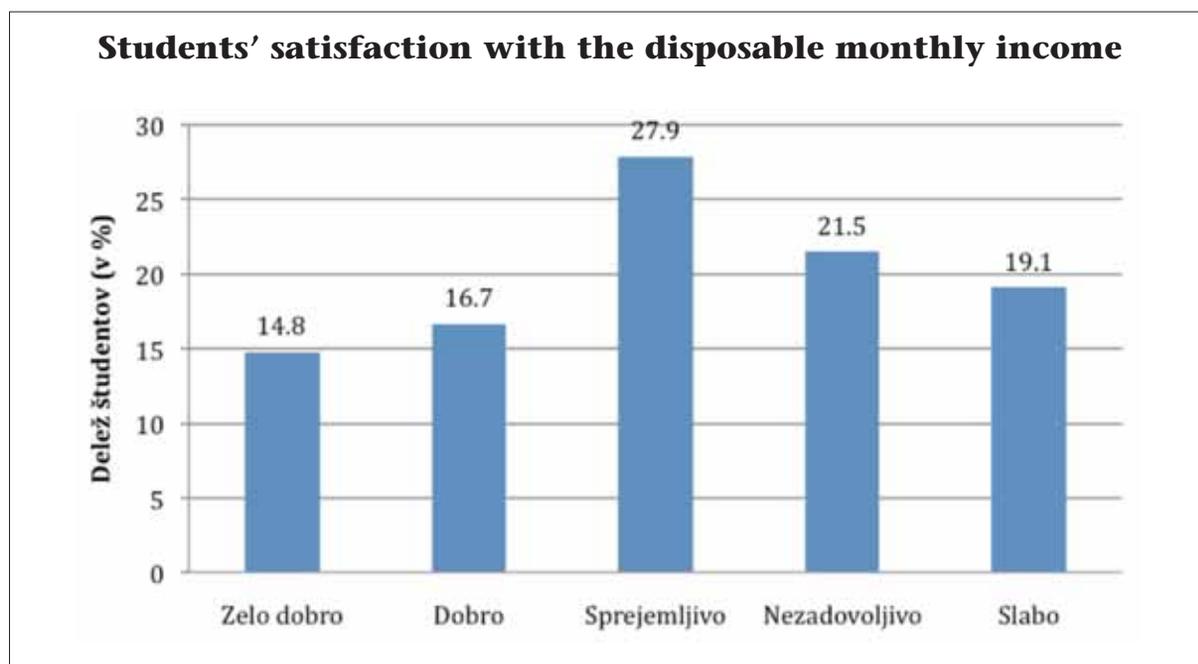


Chart 36: Students' satisfaction with the disposable monthly income.

Chart 36 shows the level of students' satisfaction with the disposable monthly income. 27.9 % of students are reasonably good satisfied with the disposable income they have per month. Compared with the survey 2007 we find out that the percentage of students who assess that their monthly income is good is lower in 2010, meanwhile the percentage of students with acceptable and unacceptable incomes is higher in 2010.

3.20 Satisfaction with the disposable income of students maintaining their own household and those who live with their parents

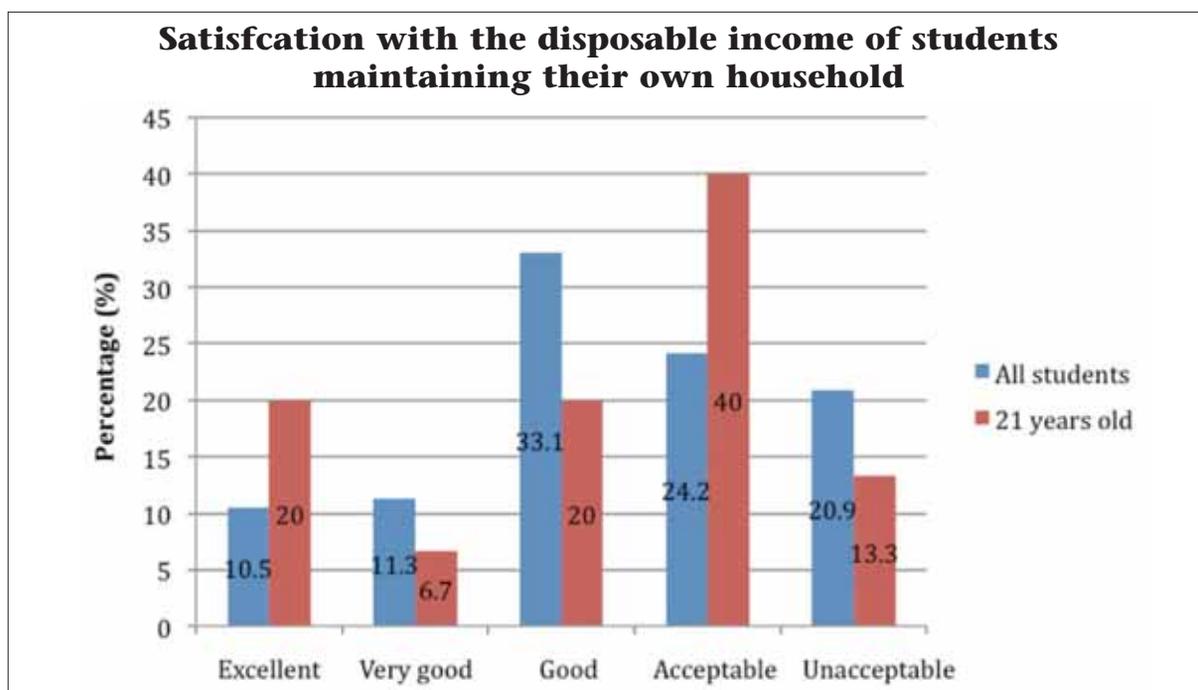


Chart 37a: Satisfaction with the disposable income of students living alone.

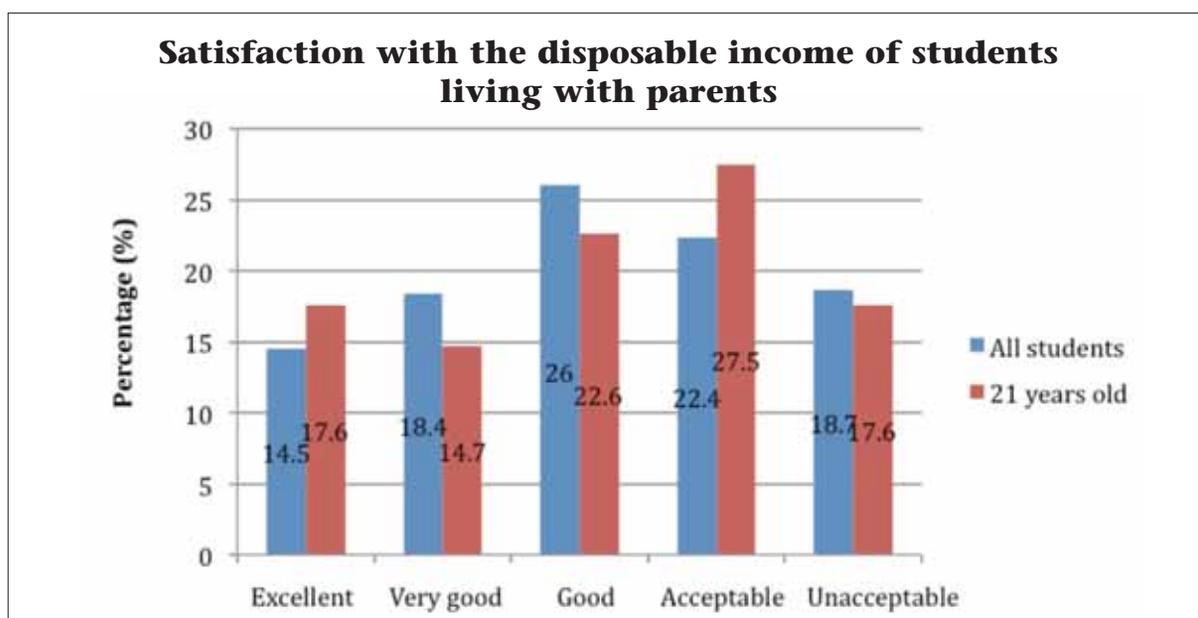


Chart 37b: Satisfaction with the disposable income of students living with parents.

Charts 37a and 37b show that around 20 % of students are extremely unhappy with the disposable monthly income; there is only slightly difference between students living alone and students living with parents. The highest percentage of students (33.1 % of students living alone and 26 % of students living with parents) is quite satisfied with the amount of their disposable income per month.

3.21 State assistance for students

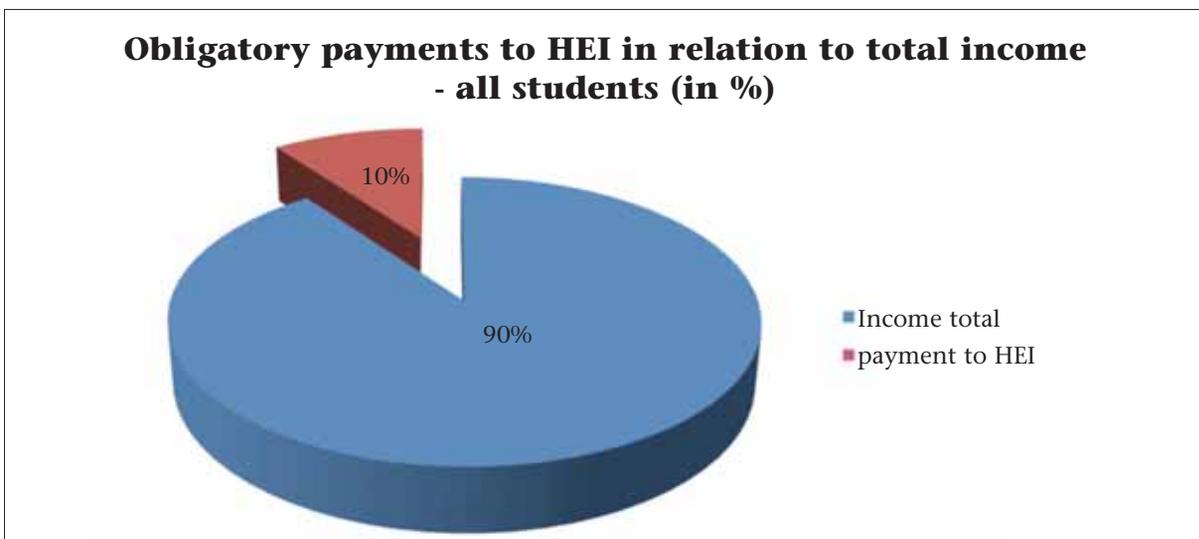
Among types of state assistance for students, as shown in the chart 38, the biggest percentage refers to the scholarships (95 %), only 4 % refers to loans, and only 1 % of students from this research obtain both types of state assistance.



Chart 38: Structure of state assistance for students (in %).

3.22 Total income in relation to obligatory payments to HEI for students maintaining their own household

There are presented only the students maintaining their own household in the display 3.22.



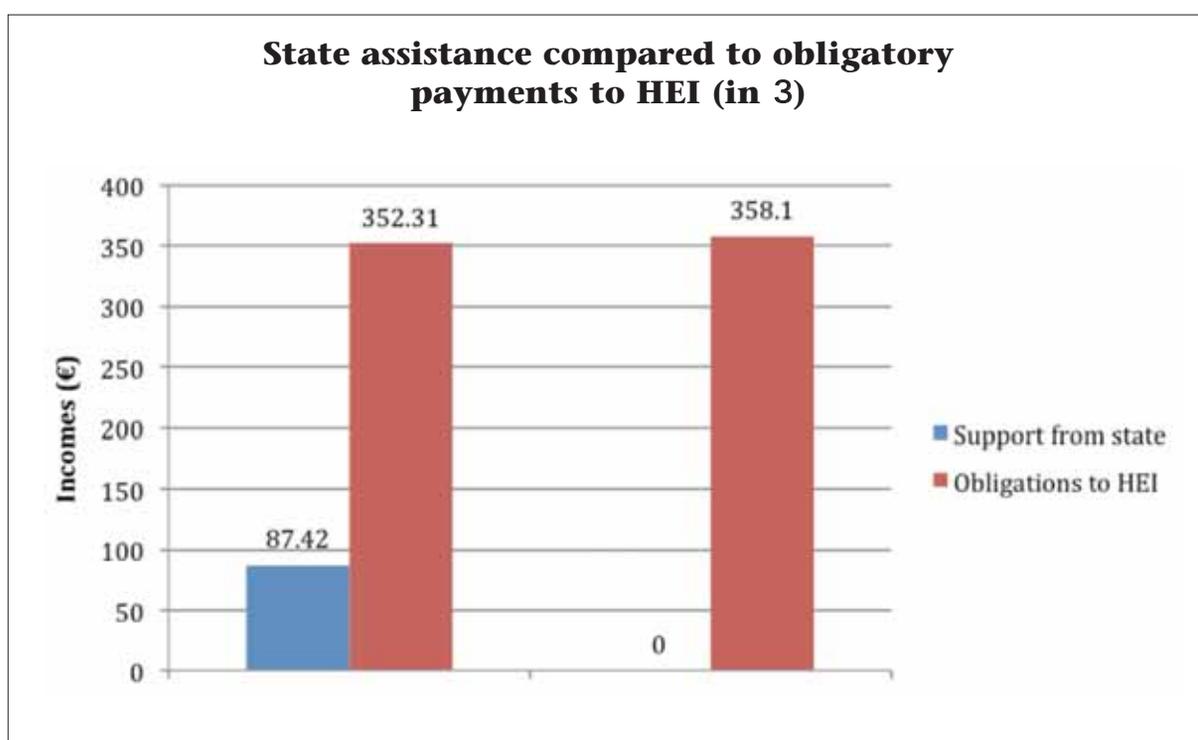
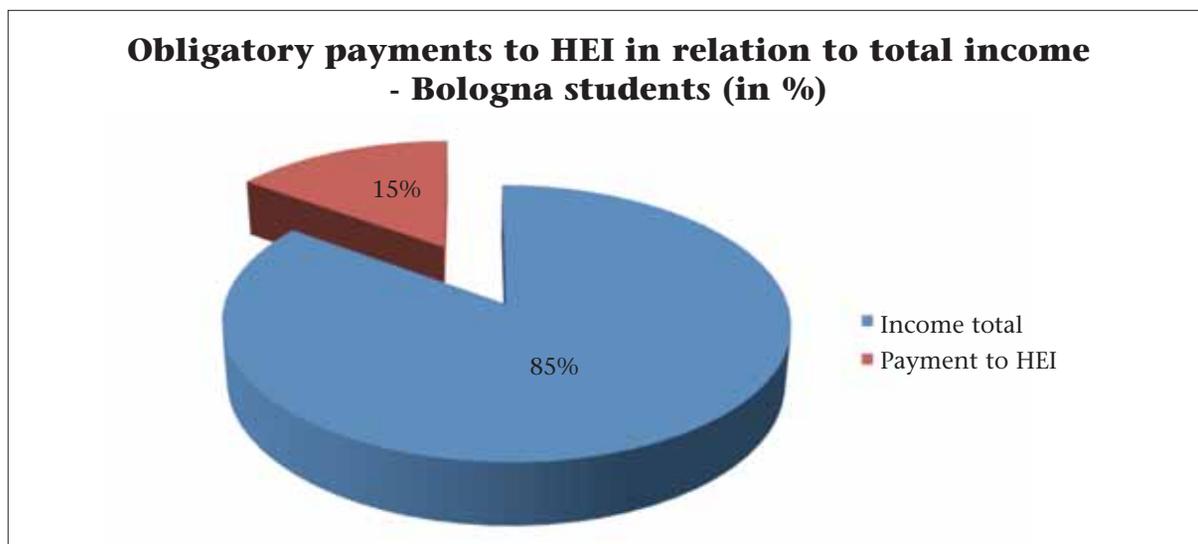


Chart 39 a, b, c: Obligatory payments to HEI and representation of state assistance (for all and Bologna students).

Charts 39a and 39b show the percentage of obligatory payments to the HEI in relation to the total income for all students and Bologna students; the proportions are similar to those in the survey 2007. Chart 39c shows that the state assistance in relation to the amount of obligatory payments to HEI is low, especially for Bologna students. There is also the decrease compared to the survey 2007.

3.23 Income profile of students living alone by parental educational background

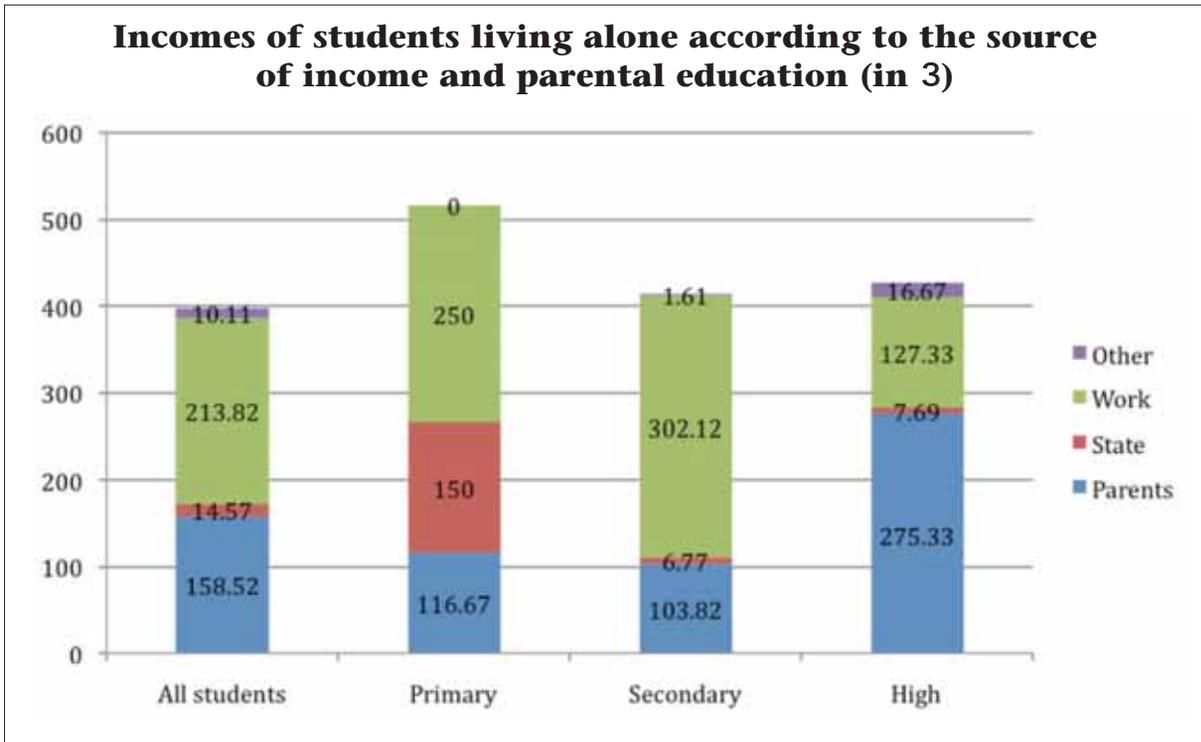
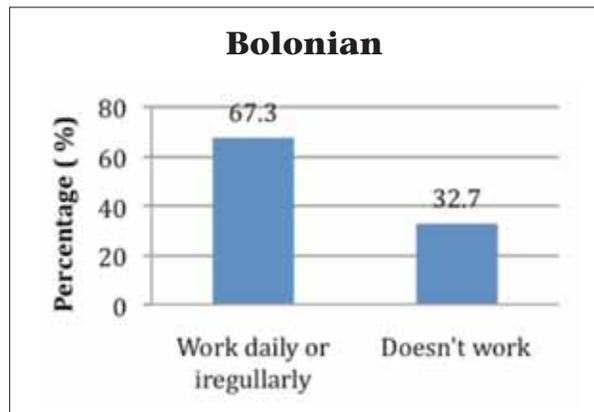
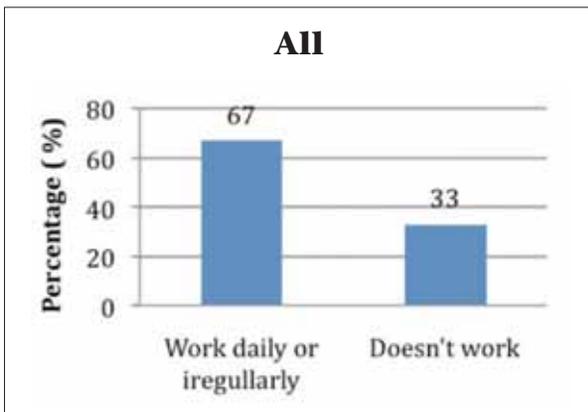
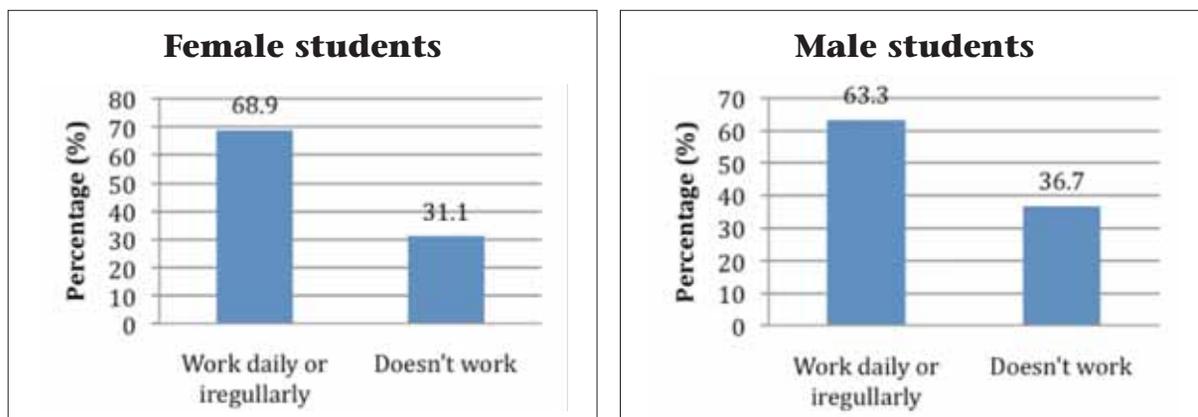


Chart 40: Incomes of students maintaining their own household according to the source of income and parental education (in 2).

The analysis is based only on the population of students maintaining their own household in relation to their parents' education and source of income. Chart 40 shows that students whose parents have the lowest educational background obtain higher amount of state assistance compared to the groups of students with secondary and higher educational background of their parents. Those students have to work more and earn the higher proportion of income by job activity or from parents.

3.24 Student employment rate during the term by the type of programme and gender





Charts 41a, b, c, d: Proportion of students working during the term by the type of programme and gender (in %).

On the charts 41a, b, c, d we can see the proportion of students having the job during the term. 67 % of all students in this research work daily or irregularly, there is no difference in the group of Bologna students. Slightly difference becomes evident if we compare male and female students; more female students (68.9 %) than male students (63.3 %) work daily or occasionally. The results in the survey 2007 are similar.

3.25 Students working during their holidays/vacations

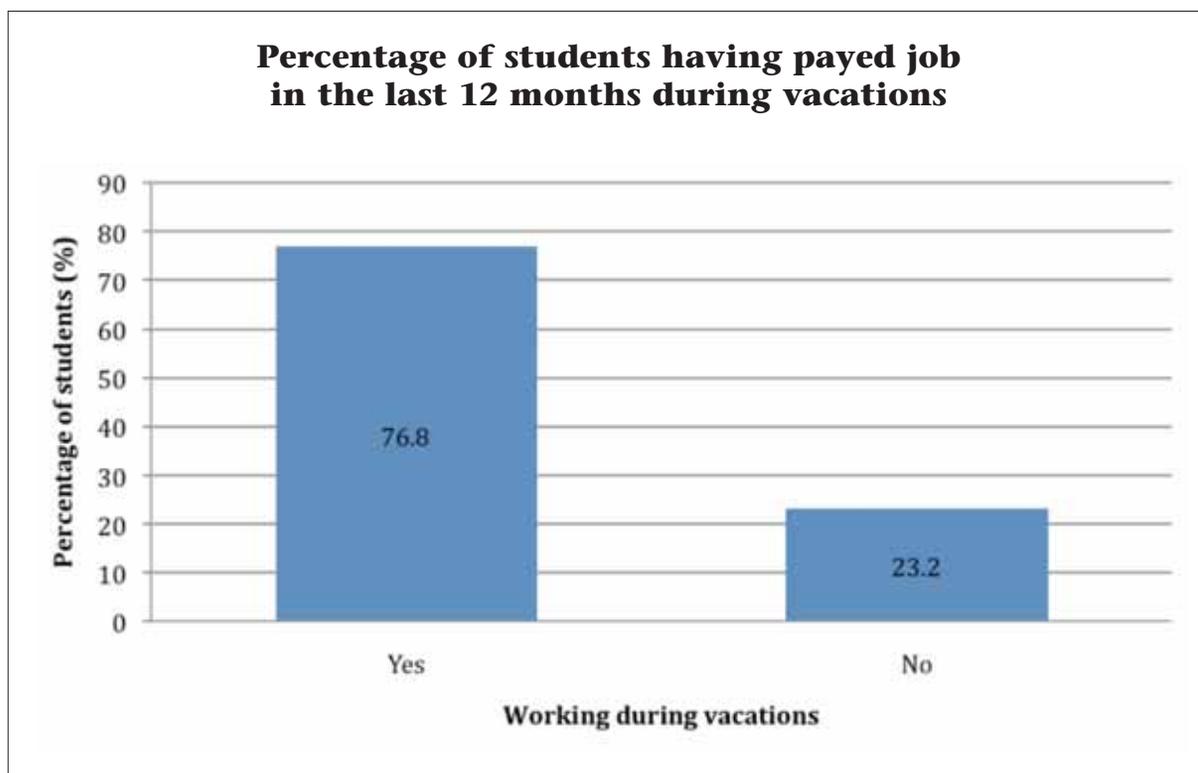


Chart 42: Percentage of students having payed jobs in the last 12 months during their holidays/vacations (in %).

Chart 42 shows that 76.8 % of students worked during their holidays/vacations in the period of the last 12 months, only 23.2 % of them did not work.

3.26 Importance of study compared to other activities

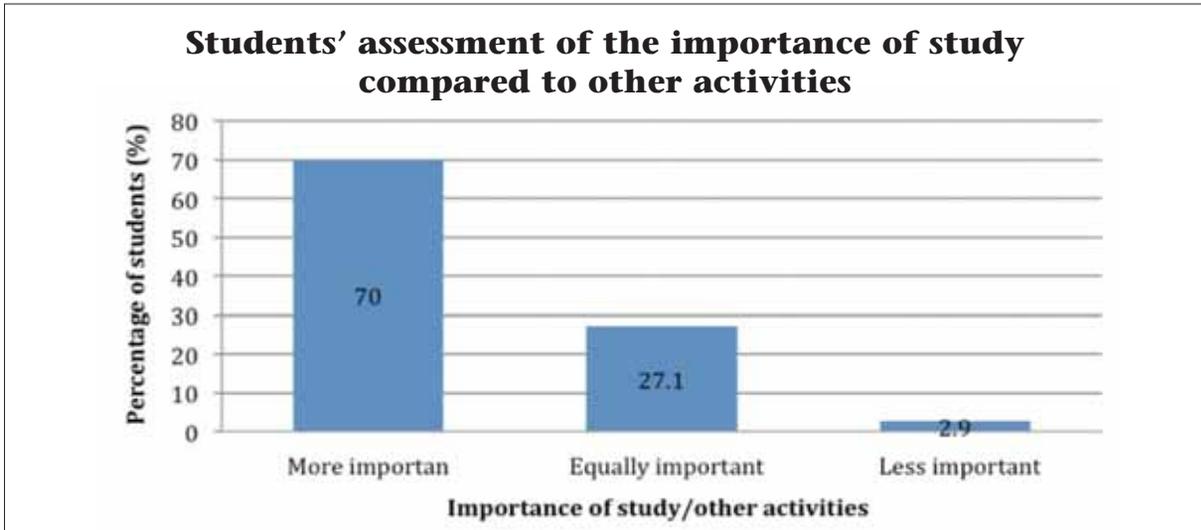


Chart 43: Students' assessment of the importance of study compared to other activities.

We can conclude from the chart 43 that for the most of the students (70 %) study is the priority. The majority of the students are aware of the importance of the study for their career. The percentage of students for whom the study related activities are less important than other activities is small (2.9 %).

3.27 Weekly timetable of students

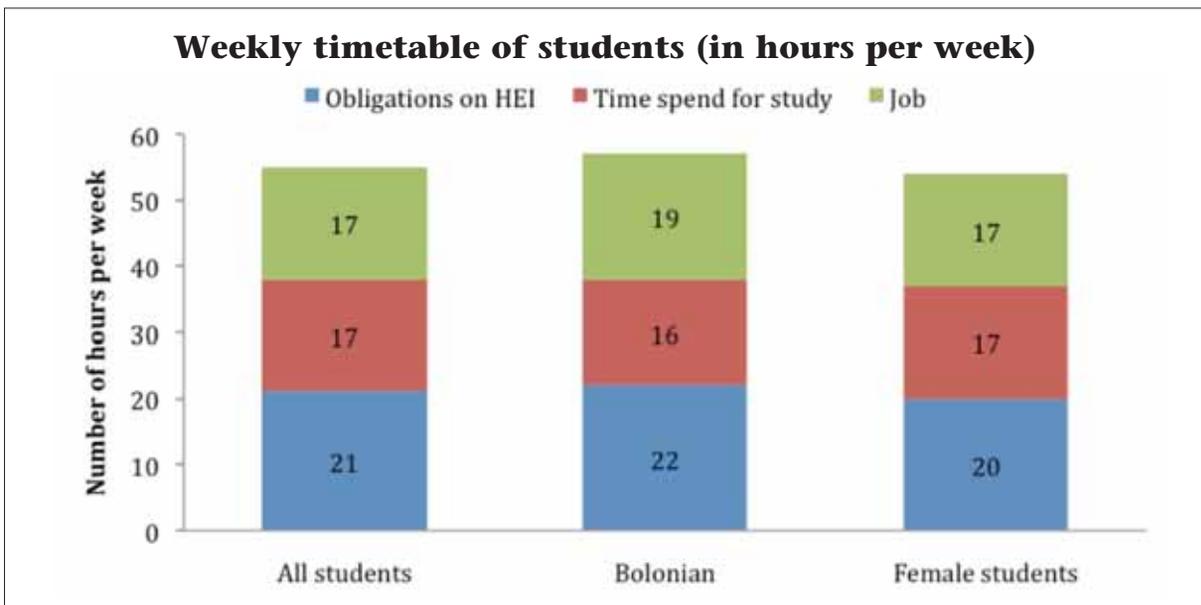


Chart 44: Weekly timetable of students in hours per week.

Chart 44 presents the weekly timetable of students in hours per week; the number of hours students spend for different activities. The most of their time students devote to different study obligations held on the HEI (21 hours per week), less for studying (17 hours per week) and working (17 hours per week). There are no significant differences by gender and type of study programme.

3.28 Time budget for study-related activities

Part of the students, that spend for study or other activities connected with study to 20 hours per week, is 43%.

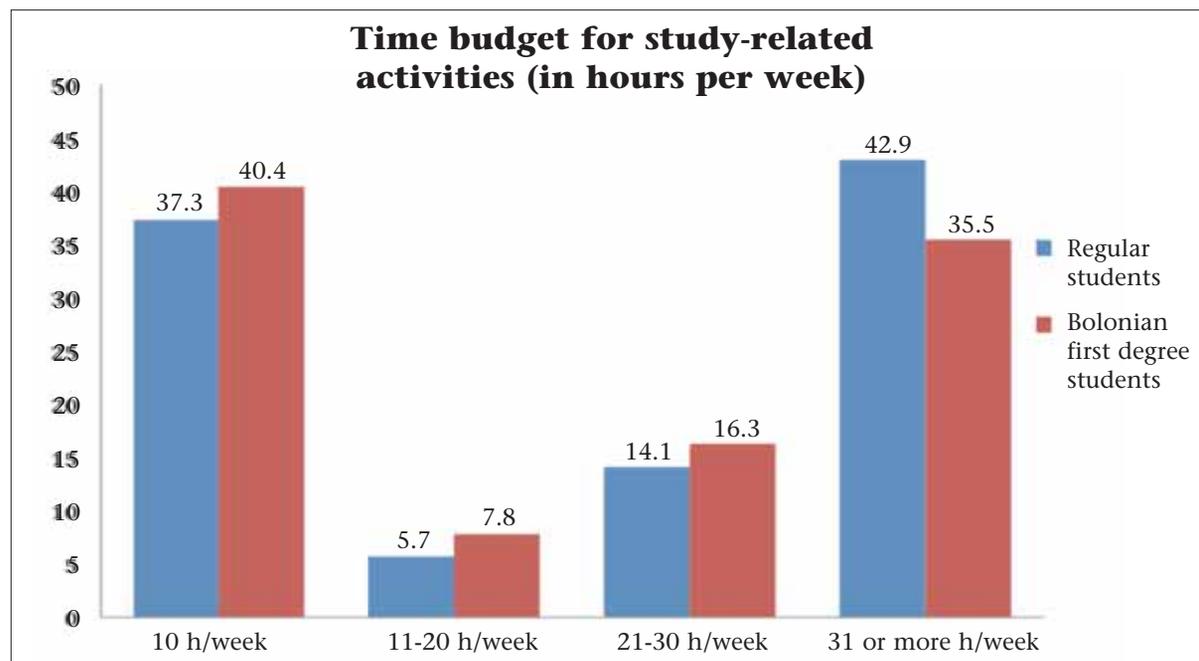


Chart 45: Time budget for study and other study-related activities of the students (in hours per week).

The proportion of students who spend for studying and other study-related activities up to 20 hours per week is 43 % if we consider all regular students and 48.2 % if we consider only Bologna first-cycle students. The percentage of students who study 31 or more hours per week is 42.9 % for all regular students and 35.5 % for Bologna first-cycle students. Compared to the survey 2007 only 23.1 % of regular students and 18.6 % of Bologna first-cycle students spend up to 20 hour per week for studying and other study-related activities.

3.29 Students' satisfaction with weekly arrangement of time

Chart 46 shows that the highest proportion of students (38 %) assesses their level of satisfaction with weekly distribution of time between studying and working as good, 20.4 % as acceptable, 19.7 % as very good and only 10.5 % as excellent and 11.4 % as extremely unacceptable.

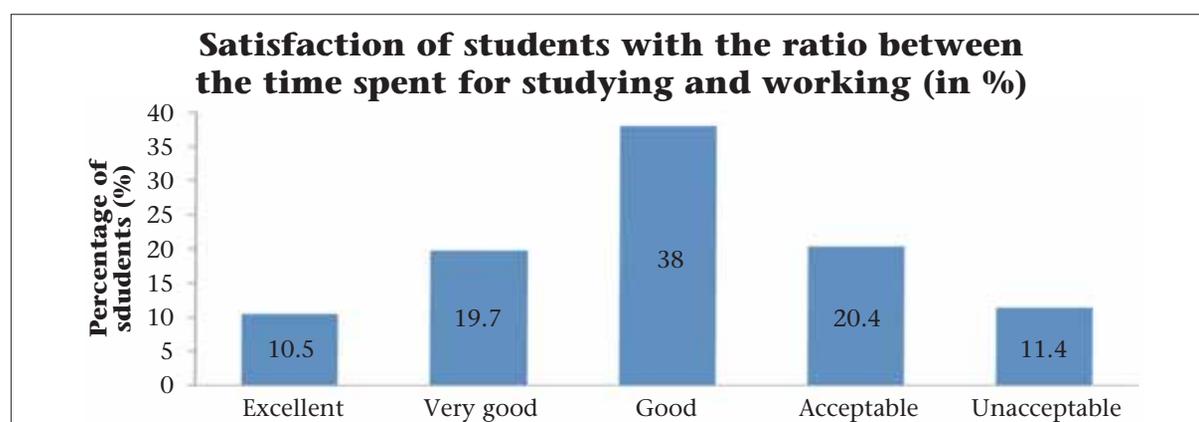


Chart 46: Satisfaction of students with the ratio between the time spent for studying and working (in %).

4. International Mobility

4.1 Study abroad

Students were asked if they have been enrolled abroad in a regular course of study.

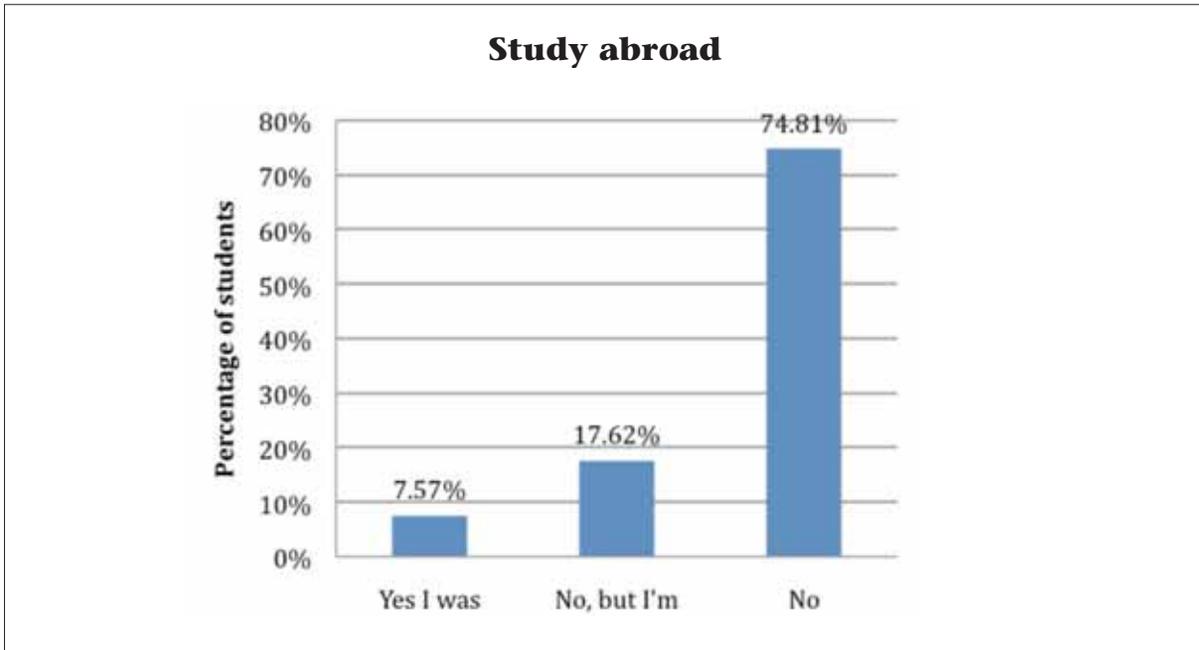


Chart 47: Students studying abroad.

The majority of students (74.8%) have never been enrolled abroad in a regular course of study, and they also do not have any intention to do that. Another 17.6% of students have also never been enrolled abroad; however, they are going to do that, and 7.6% of students already realised one of student-mobility programs.

To summarise, approximately only one quarter of students are using student mobility programs and study abroad. The rest of the students did not decide to make an experience of studying abroad. As the main obstacle they noted additional costs.

4.2 Study abroad as part of organized international programmes

The students provided information if their enrolment abroad was part of any of the following programmes:

- Part of their study programme (international programme)
- TEMPUS
- ERASMUS (MUNDUS)
- LINGUA
- Other EU-programme
- Other
- No programme

For this part of the survey we considered only students being abroad. The results show that most of the students (92.5%) are not enrolled in study programs in which studying abroad would be mandatory. Studying abroad was required only for 7.5% of students.

The students didn't use TEMPUS or LINGUA programmes. ERASMUS (MUNDUS) was the most preferred program; 67.3% of students were using it. 5.6% of students used other EU programs, and 12.1% of students used other possibilities like:

- *Holiday learning in London (30 days)*
- *Tech music schools*
- *After secondary school I went to study abroad*
- *Self-funded study in China*
- *EU-Australia Exchange Project*
- *EF College (English course)*
- *DAAD*
- *CEEPUS, bilateral agreement between Czech republic and Slovenia and bilateral agreement between University of Ljubljana and University of Belgrade.*
- *BWL Wirtschaftsakademie*

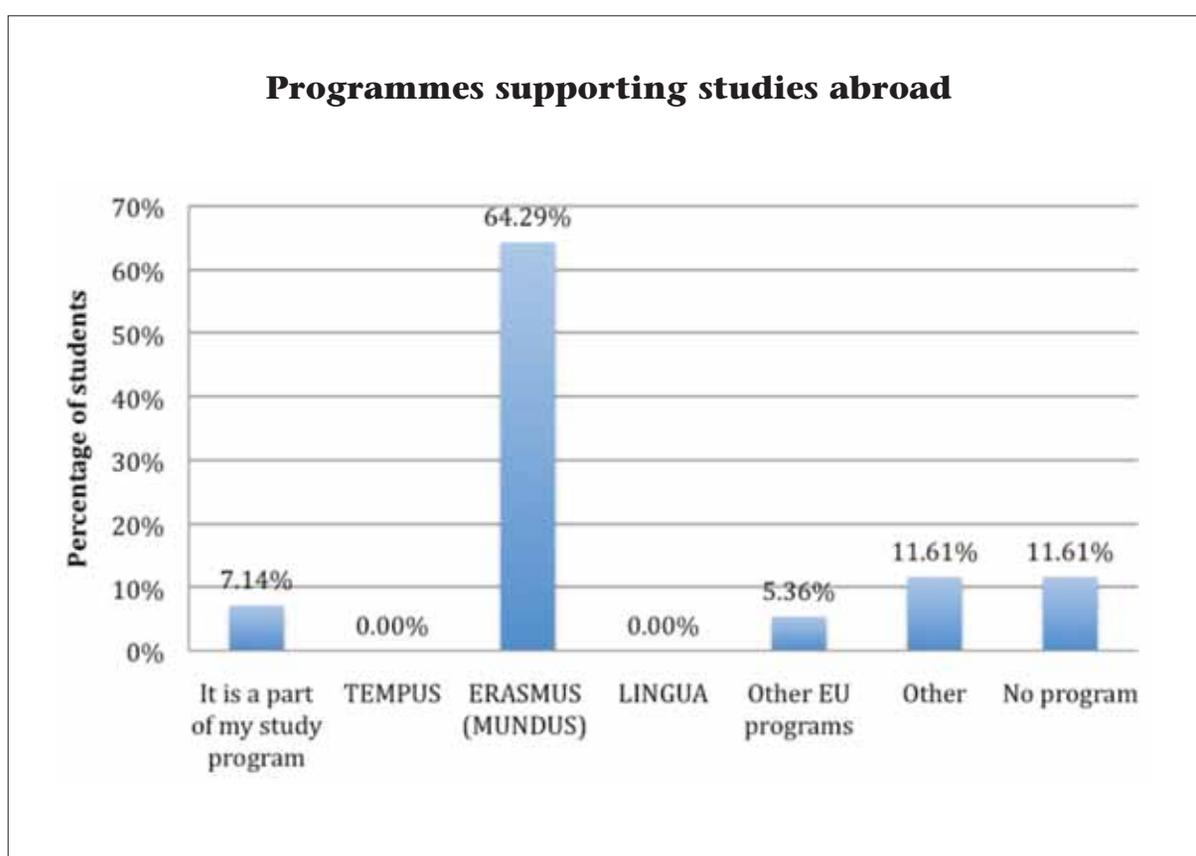


Chart 48: Programs supporting studies abroad.

Mostly the students were using ERASMUS program for studying abroad. The students didn't use TEMPUS and LINGUA. A significant percentage of students use their own funds. It is also evident that most of the study programs do not require making a part of the study abroad.

4.3 Financial sources for studying abroad

The students provide the following information according to question 4.3 (see the attachment):

	Financial sources that students use for studying abroad	Primary source of funding
Contribution from parents/family	29.04%	40.95%
Own income from previous job	23.10%	8.57%
By working during the studies abroad	7.26%	3.81%
Study grants/loans from host country	17.16%	20.00%
Support by home state loan (repayable)	0.99%	0.00%
Support by home state grant (non-repayable)	9.90%	9.52%
EU study grants	8.91%	13.33%
Other	3.63%	3.81%

Financial sources for studying abroad

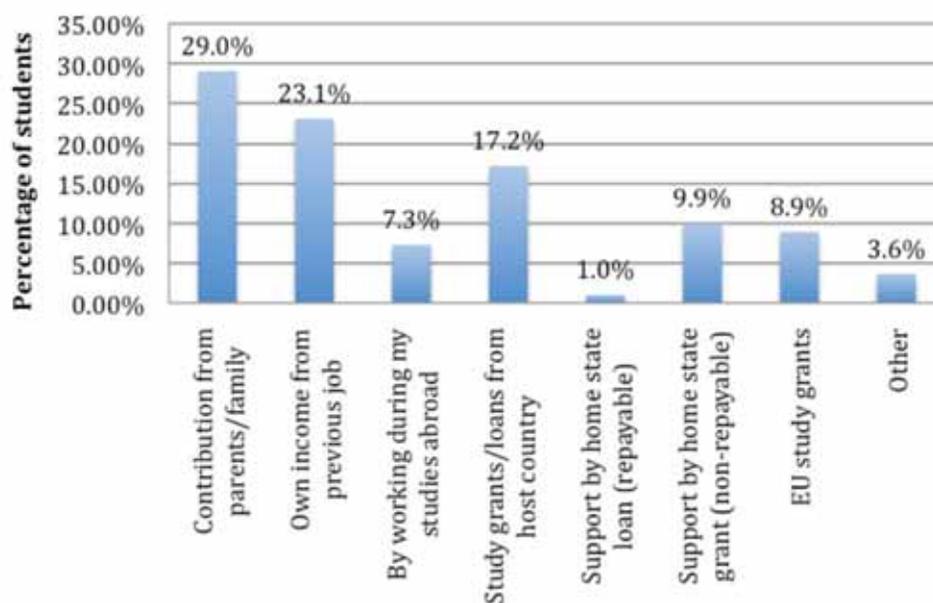


Chart 49: Financial sources for studying abroad.

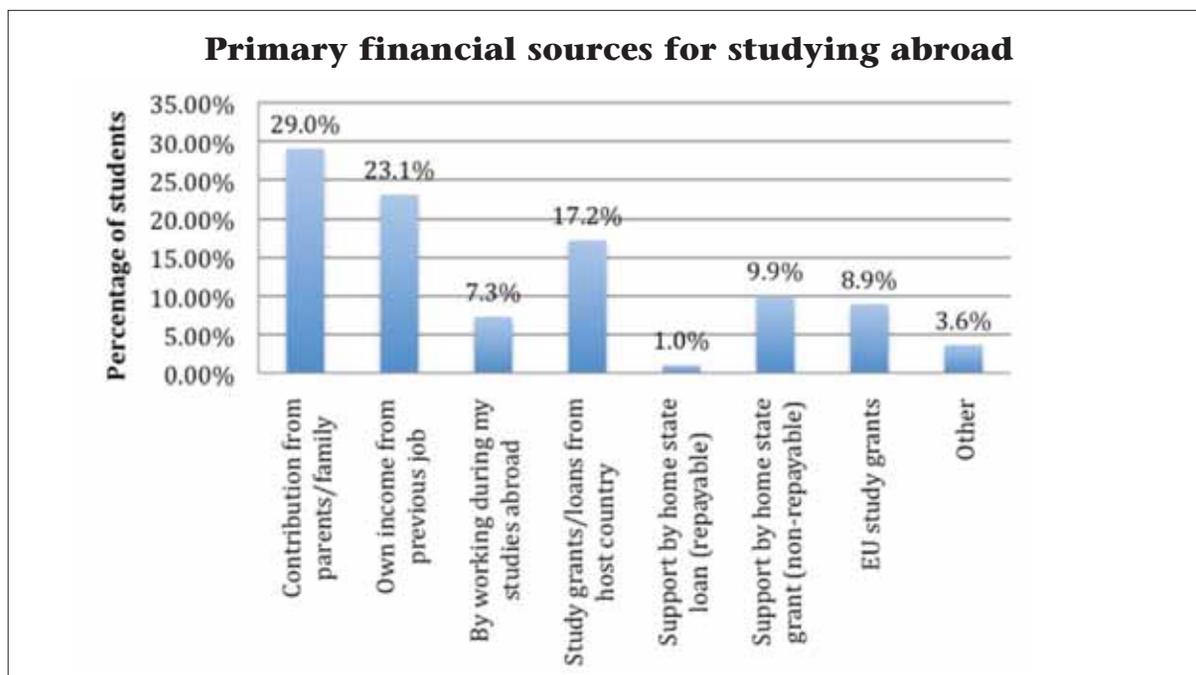


Chart 50: Primary financial sources for studying abroad

Our results show that the students studying abroad were primarily financed by their parents. The second financial source was their income. Study grants from the host country were on the third place and the rest consists of government funds and other EU study grants. Primary sources of funding the studies abroad are parents and study grants from the host countries.

We found that studying abroad still mainly depends on the financial resources of the family. All other sources are only supporting these actions.

4.4 Importance of studying abroad and fulfilment of expectations

The students provided information concerning question 4.4 (see the attachment).

Here we normalize the data by calculating the average. We use a scale between 1 and 5, meaning: 1 – most important and 5 – least important.

		Average
Importance	Personal development	1.22
	Language improvement	1.29
	Quality of education	1.63
	Level of education	2.25
	Social integration	1.68
	Service from host institution	2.01
Fulfilment of expectations	Personal development	1.44
	Language improvement	1.51
	Quality of education	1.96
	Level of education	2.13
	Social integration	1.82
	Service from host institution	2.23

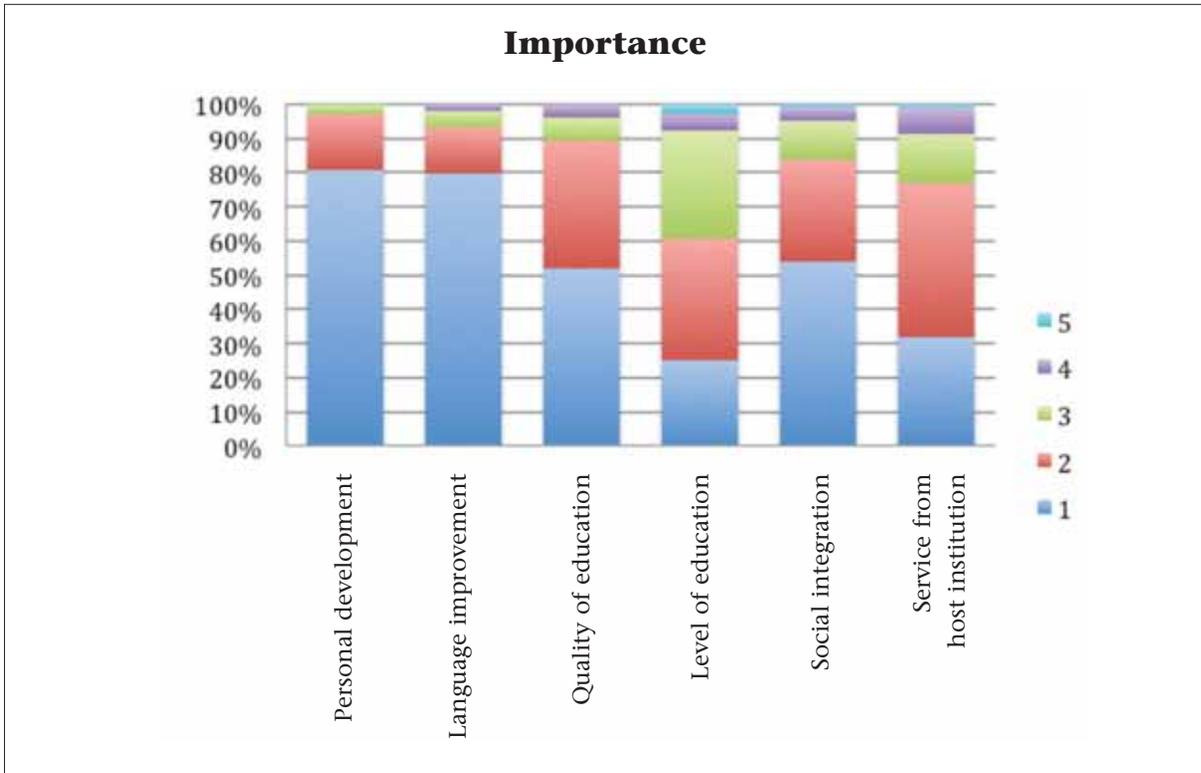


Chart 51: What is important for students studying abroad (1 – most important, 5 – least important).

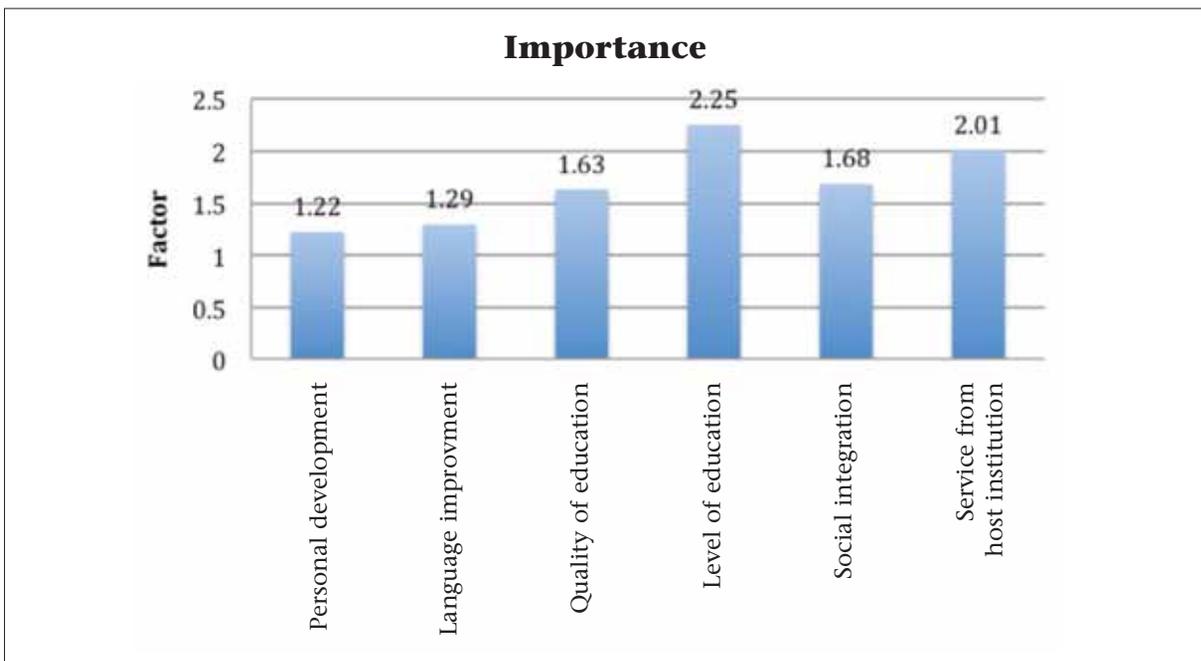


Chart 52: Normalized values of factors that influence importance of studying abroad (1 – most important, 5 – least important).

The results show that concerning the studying abroad the personal development is of highest importance for the students. Improvement of language is on the second place, and then follow the quality of education and social integration.

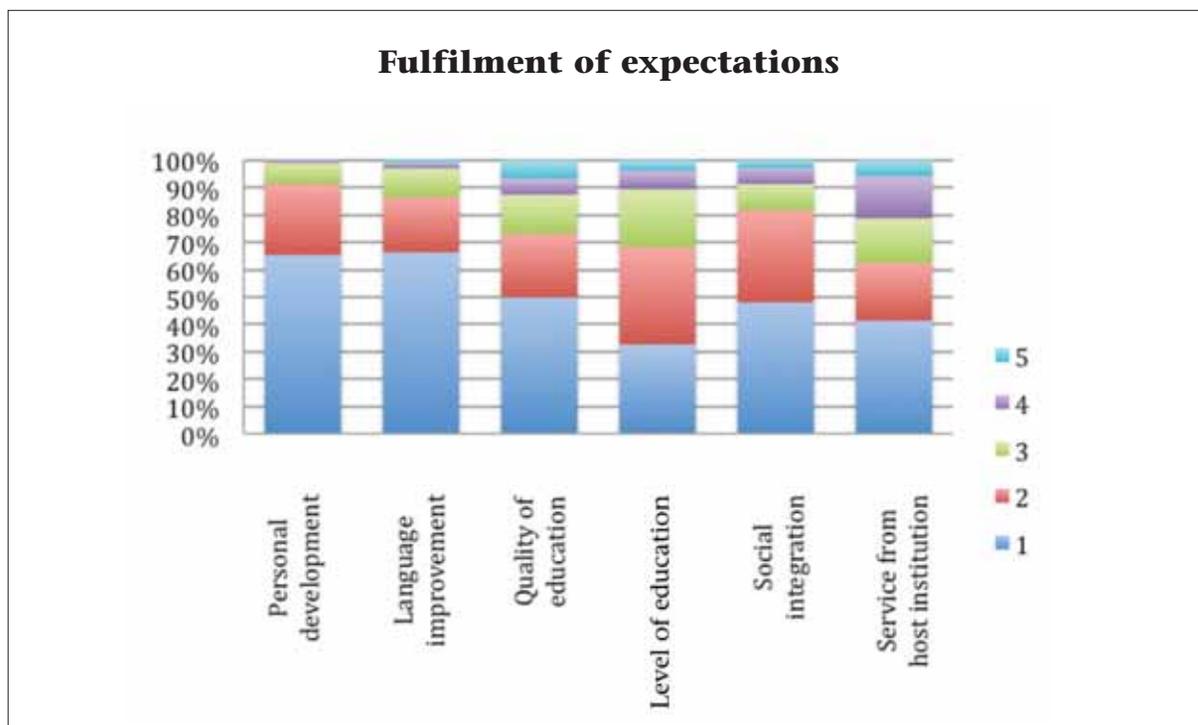


Chart 53: Fulfilment of expectations (1 – most important, 5 – least important).

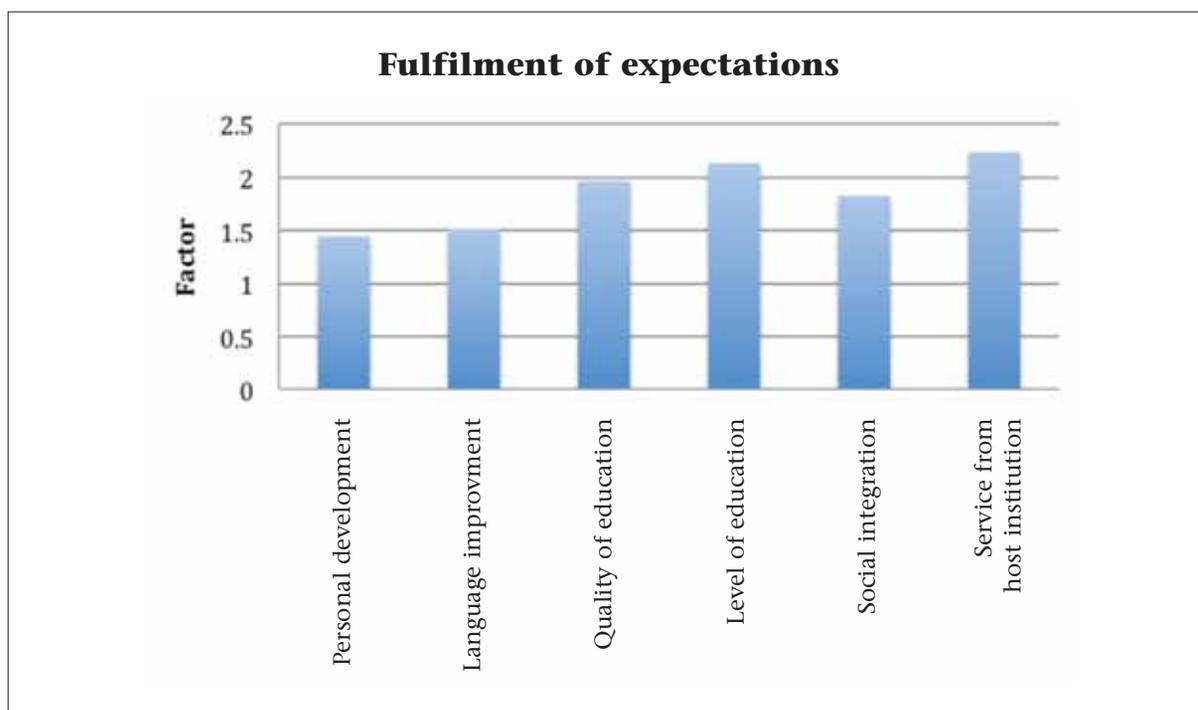


Chart 54: Normalized values for fulfilment of expectation (1 – most important, 5 – least important).

In general the students were satisfied with their studies abroad. Their expectations were fulfilled in accordance with their importance. In the following chart we compare the importance of studying abroad with the fulfilment of their expectations.

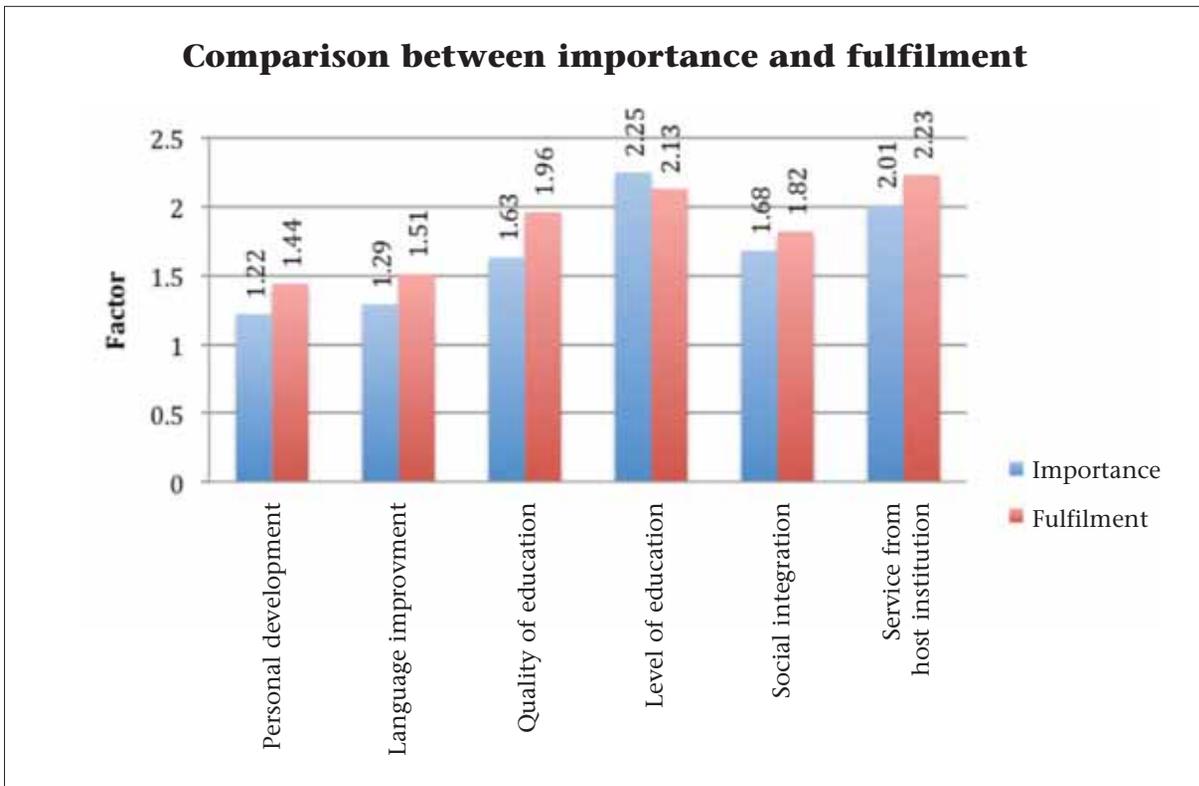


Chart 55: Comparison between normalized values of importance and the fulfilment of expectations (1 – most important, 5 – least important).

By comparing both sets of data in Chart 55 we found that the correlation between the datasets is high (0.93).

In general the students expected slightly more than they actually profit by studying abroad. Only in case of level of education the opposite is true. The biggest difference between normalized values is in the quality of education. It could be concluded that the studies at home and abroad are nearly at equal quality and the students were a bit over-optimistic concerning their expectations.

4.5 Obstacles for studying abroad

Students provided information about the obstacles for studying abroad. We conducted two analyses for two different groups of students. The first group represents students who have an intention to study abroad in the future, and the second group concerns students who are not going to study abroad.

	Big obstacle	Medium obstacle	Neutral	Little obstacle	No obstacle
Insufficient skills in foreign language	5.79%	7.85%	20.66%	20.25%	45.45%
Difficulties in getting information	7.44%	18.60%	28.51%	24.79%	20.66%
Problems with accommodation in the host country	12.81%	32.23%	25.21%	17.36%	12.40%
Separation from partner, child(ren), friends	14.46%	20.25%	24.38%	18.18%	22.73%
Loss of social benefits (e.g. child allowance, price discounts for students)	11.57%	19.01%	24.38%	15.70%	29.34%
Loss of opportunities to earn money	22.73%	20.25%	20.66%	10.33%	26.03%
Expected additional financial burden	40.08%	33.47%	16.12%	5.37%	4.96%
Lack of personal drive	2.89%	6.20%	14.05%	25.62%	51.24%
Presumed low benefit for my studies at home	7.85%	20.66%	29.34%	19.01%	23.14%
Expected delay in progress in my studies	17.36%	19.01%	21.49%	21.49%	20.66%
Problems with recognition of results achieved in foreign countries	26.03%	23.14%	23.14%	14.46%	13.22%
Limited access to mobility programmes in home country	11.57%	21.90%	33.47%	19.42%	13.64%
Problems with access regulations to the preferred country (visa, residence permit)	3.31%	8.68%	23.14%	26.03%	38.84%
Limited admittance to the preferred institution and/or study programme in foreign country	15.70%	28.10%	26.03%	16.53%	13.64%
It doesn't fit into the structure of my programme	7.85%	14.46%	27.69%	21.07%	28.93%

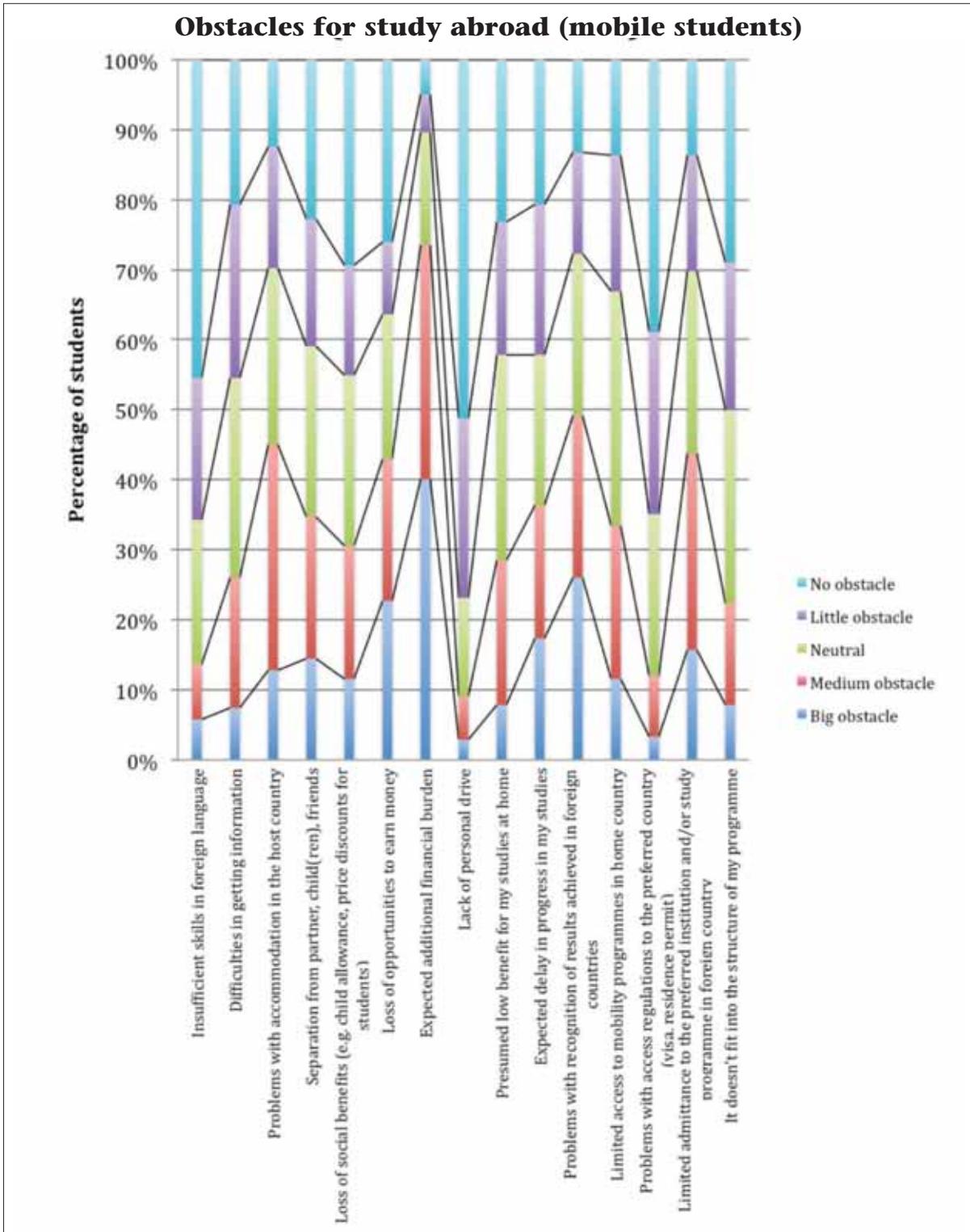


Chart 56: Obstacles for studying abroad – students who would like to study abroad in the future.

4.5.1 Students who are going to study abroad

The biggest obstacles for students who are going to study abroad are the additional financial costs. To our experience the students usually consider the financial costs as total costs for living abroad. However, they should also take into account the costs for living at home. Anyway, we do

not have any reliable data about this background of students' responses and it may even be true that the students in the current situation are indeed not able to cover these additional expenses.

The problem is also the recognition of achievements at the host institution. Most probably this is due to some incompatibilities between the study programmes. For example, the problem is if one course at home institution has fewer points than the one at the host institution. The question arises how to handle subjects having fewer ECTS abroad than at home institution and if they are mandatory for this particular study program. All these questions are still an issue for further discussions.

On the other hand, we can see that the students have no problems with personal motivation and language. Also the problems related to acquiring the documents are of minor importance.

	Big obstacle	Medium obstacle	Neutral	Little obstacle	No obstacle
Insufficient skills in foreign language	14.20%	11.05%	18.44%	18.54%	37.77%
Difficulties in getting information	7.50%	16.37%	28.70%	21.01%	26.43%
Problems with accommodation in the host country	18.24%	25.64%	27.91%	14.50%	13.71%
Separation from partner, child(ren), friends	36.79%	20.81%	16.77%	10.95%	14.69%
Loss of social benefits (e.g. child allowance, price discounts for students)	15.88%	16.67%	23.77%	14.40%	29.29%
Loss of opportunities to earn money	26.43%	19.03%	19.82%	13.41%	21.30%
Expected additional financial burden	48.72%	25.54%	14.89%	5.92%	4.93%
Lack of personal drive	10.26%	16.77%	27.71%	19.63%	25.64%
Presumed low benefit for my studies at home	11.34%	16.27%	39.64%	16.47%	16.27%
Expected delay in progress in my studies	19.72%	22.39%	25.84%	14.89%	17.16%
Problems with recognition of results achieved in foreign countries	24.65%	25.94%	25.84%	11.24%	12.33%
Limited access to mobility programmes in home country	12.43%	16.57%	39.35%	16.67%	14.99%
Problems with access regulations to the preferred country (visa, residence permit)	6.21%	9.17%	23.08%	22.78%	38.36%
Limited admittance to the preferred institution and/or study programme in foreign country	13.41%	17.06%	33.83%	19.23%	16.47%
It doesn't fit into the structure of my programme	10.26%	11.93%	35.40%	17.55%	24.85%

Obstacles for study abroad (non-mobile students)

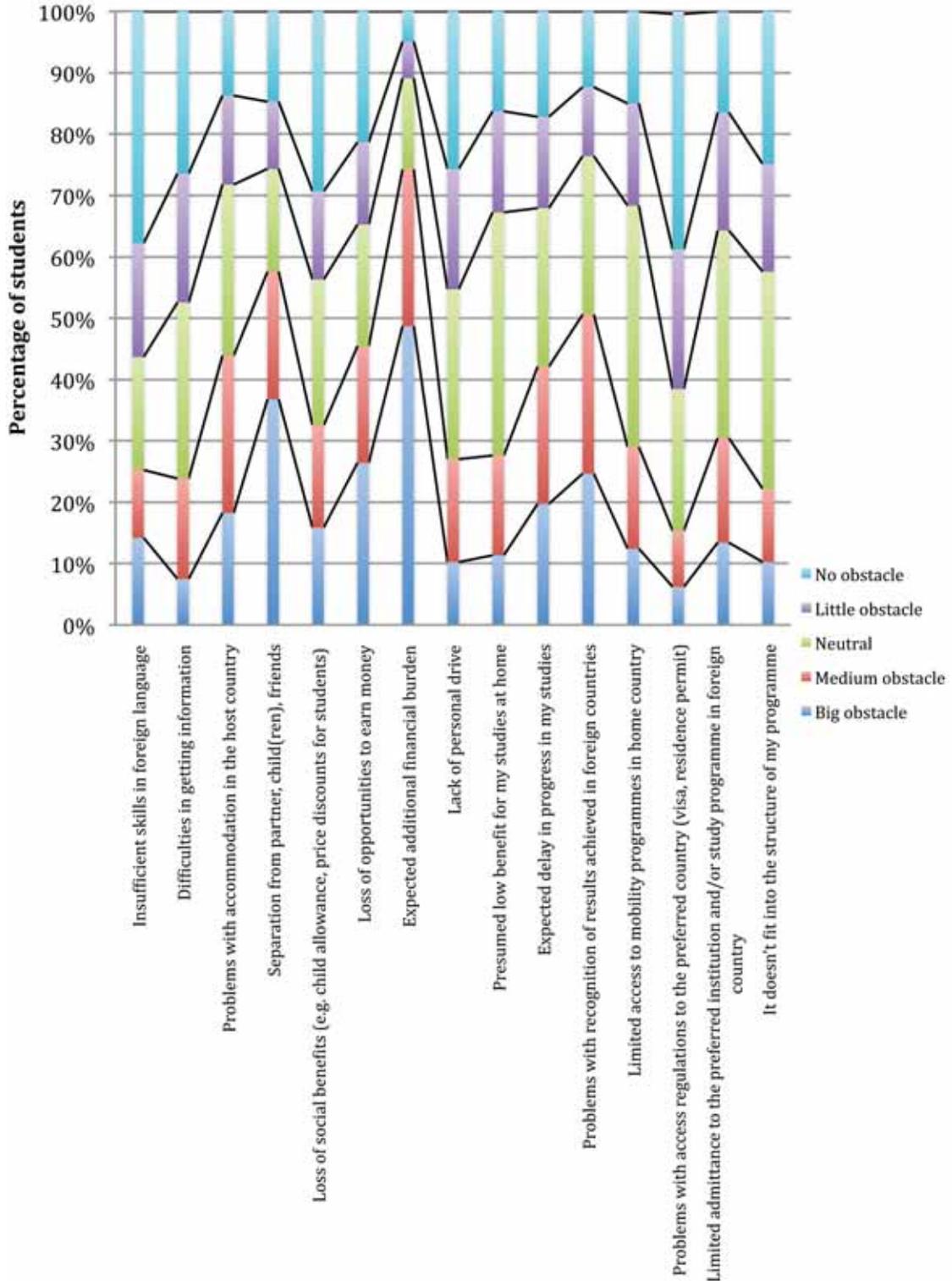


Chart 57: Obstacles for studying abroad – students who are not going to study abroad.

4.5.2 Students who are not going to study abroad

As expected, also for students planning to study abroad, the biggest obstacle is related to the additional financial costs. The second biggest problem is living apart from their partners, child(ren), friends, etc. Students are also afraid of losing the opportunities to earn money. A closer look to this problem shows that this is particularly problematic for the population of part-time students where 41.67% of students claim this is a big obstacle and 22.43% of them this is a medium obstacle. There are some differences between males and females. In the male part-time student population 30.19% of students stated that this is a big obstacle and in the female part-time student population 44.66% of students stated this is a big obstacle.

In the full-time students' population this is almost evenly distributed. 23.6% of students stated this is a big obstacle and 22.7% of students stated that this is no obstacle at all.

4.6 Other study related activities during the study programme

	Number of months abroad															
	0	1	2	3	4	5	6	7	8	9	10	12	20	24	36	
Research	53.3%	6.7%	3.3%	6.7%	0.0%	10.0%	10.0%	0.0%	0.0%	3.3%	3.3%	0.0%	3.3%	0.0%	0.0%	
Internship / work placement	60.0%	6.7%	3.3%	3.3%	3.3%	13.3%	3.3%	0.0%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Summer school	66.7%	25.9%	7.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Language course	37.8%	16.2%	8.1%	10.8%	13.5%	2.7%	0.0%	0.0%	5.4%	2.7%	0.0%	0.0%	2.7%	0.0%	0.0%	
Other	45.7%	14.3%	0.0%	5.7%	0.0%	17.1%	0.0%	0.0%	0.0%	0.0%	8.6%	2.9%	0.0%	2.9%	2.9%	

The students provided information about other study related activities during their study programme:

The data were classified into 6 categories:

- Less than a month (0)
- One month (1)
- Up to three months (3)
- Up to half a year (6)

	Number of months					
	0	1	3	6	12	več kot 12
Research	53.30%	6.70%	10.00%	20.00%	6.70%	3.30%
Internship / work placement	60.00%	6.70%	6.70%	20.00%	6.70%	0.00%
Summer school	66.70%	25.90%	7.40%	0.00%	0.00%	0.00%
Language course	37.80%	16.20%	18.90%	16.20%	8.10%	2.70%
Other	45.70%	14.30%	5.70%	17.10%	11.40%	5.70%

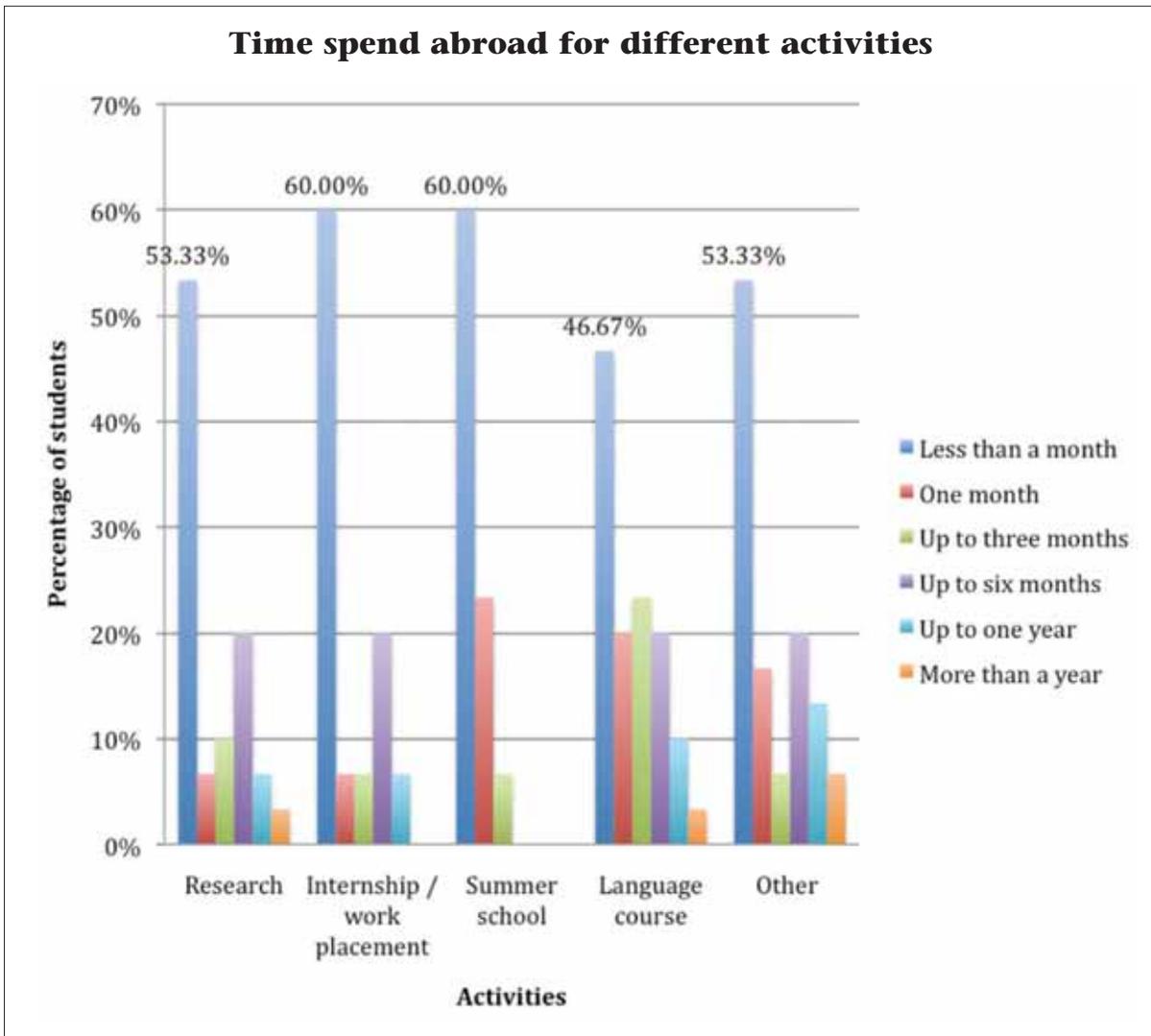


Chart 58: Time spent abroad for different activities.

- Up to a year (12)
- More than a year (more than 12)

Concerning other study related activities, most of the students spent abroad less than one month. Students are evenly distributed among all activities. It should be pointed out that the study courses are not that short according to the number of students who attended them for less than one month.

One month of studying abroad is mostly related to summer schools, language courses and other activities, and less for research and internship / work placement.

The periods up to three months are mostly related to language courses and research work.

The periods up to six months are typical for research, internship / work placement, language course and others.

In the category up to one year we can see that most of the students were in other study activities.

The periods longer than one year are typical for research, language courses, and other study activities.

4.7 Student mobility depending on the year of study

	1996	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Yes I was	0.00%	0.00%	0.00%	1.00%	1.00%	2.90%	7.70%	17.30%	25.00%	17.30%	17.30%	3.80%	6.70%
No, but I'm going to	0.00%	0.00%	0.40%	0.00%	0.00%	1.30%	2.10%	6.80%	11.10%	8.90%	17.40%	20.90%	31.10%
No	0.10%	0.10%	0.10%	0.30%	0.20%	1.70%	4.20%	11.60%	8.60%	11.30%	18.20%	21.80%	21.70%

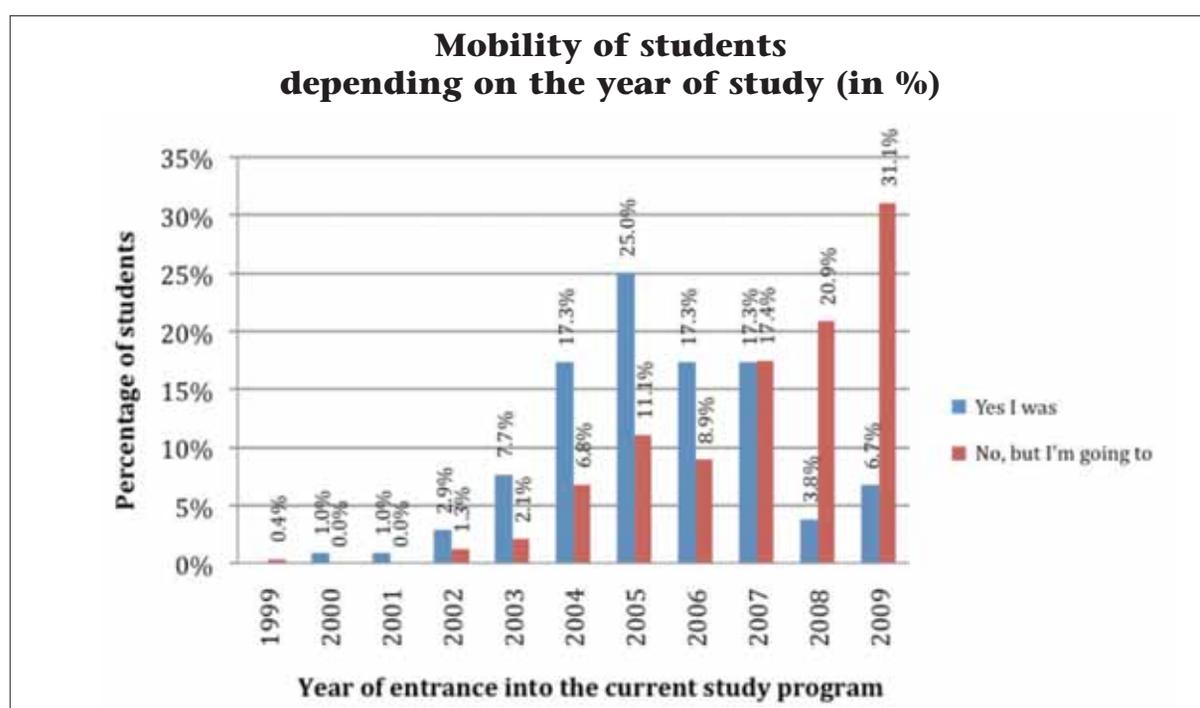


Chart 59: Mobility of students depending on the year of entrance into the current study program.

The period of study has been calculated on the basis of the year of enrolment.

This analysis is conducted only for students already studied abroad or they are planning to do that in the future. Most of students who have already been abroad entered their current study program in year 2005. These students should be in the fifth year of study. They should already finish their study and graduate but they are in the so-called state of additional year of study called "absolvent". Nearly the same percentages of students studying abroad are in the third (2007), fourth (2006) and the seventh (2004) year of study. We also have 7.7% students who studied abroad and they are in the eighth (2003) year of study. Students who are planning to study abroad are mostly in the first year of study (2009). The interest gradually drops according to the length of study.

4.8 Mobility of students according to the educational level of their parents

Fathers' education	Students' mobility		
	Yes I was	No, but I'm going to	No
ISCED 0, 1, 2	5.56%	5.56%	88.89%
ISCED 3	5.26%	7.89%	86.84%
ISCED 4	5.74%	16.25%	78.01%
ISCED 5B	8.70%	19.02%	72.28%
ISCED 5A	14.65%	24.24%	61.11%
ISCED 6	12.12%	28.79%	59.09%
Unknown	9.68%	22.58%	67.74%

Mothers' education	Students' mobility		
	Yes I was	No, but I'm going to	No
ISCED 0, 1, 2	5.56%	5.56%	88.89%
ISCED 3	5.23%	9.15%	85.62%
ISCED 4	5.64%	15.99%	78.37%
ISCED 5B	9.17%	22.50%	68.33%
ISCED 5A	11.85%	24.64%	63.51%
ISCED 6	24.00%	20.00%	56.00%
Unknown	0.00%	13.33%	86.67%

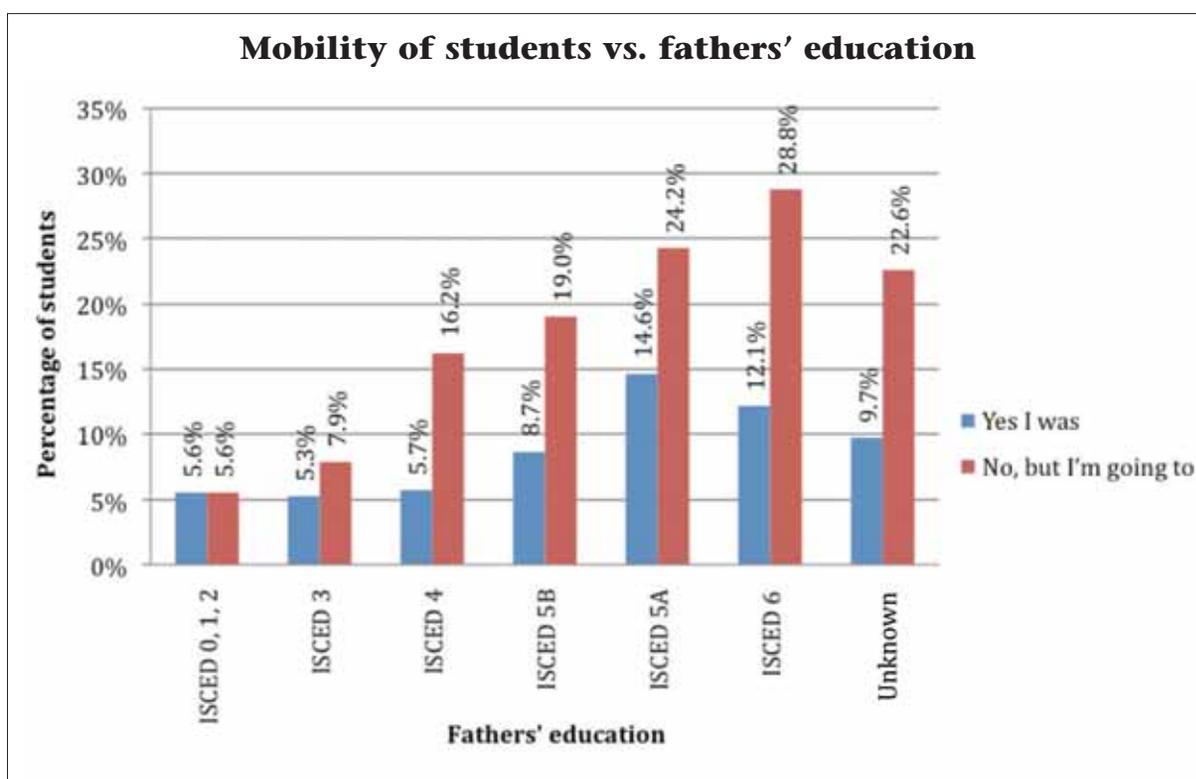


Chart 60: Mobility of students vs. fathers' level of education.

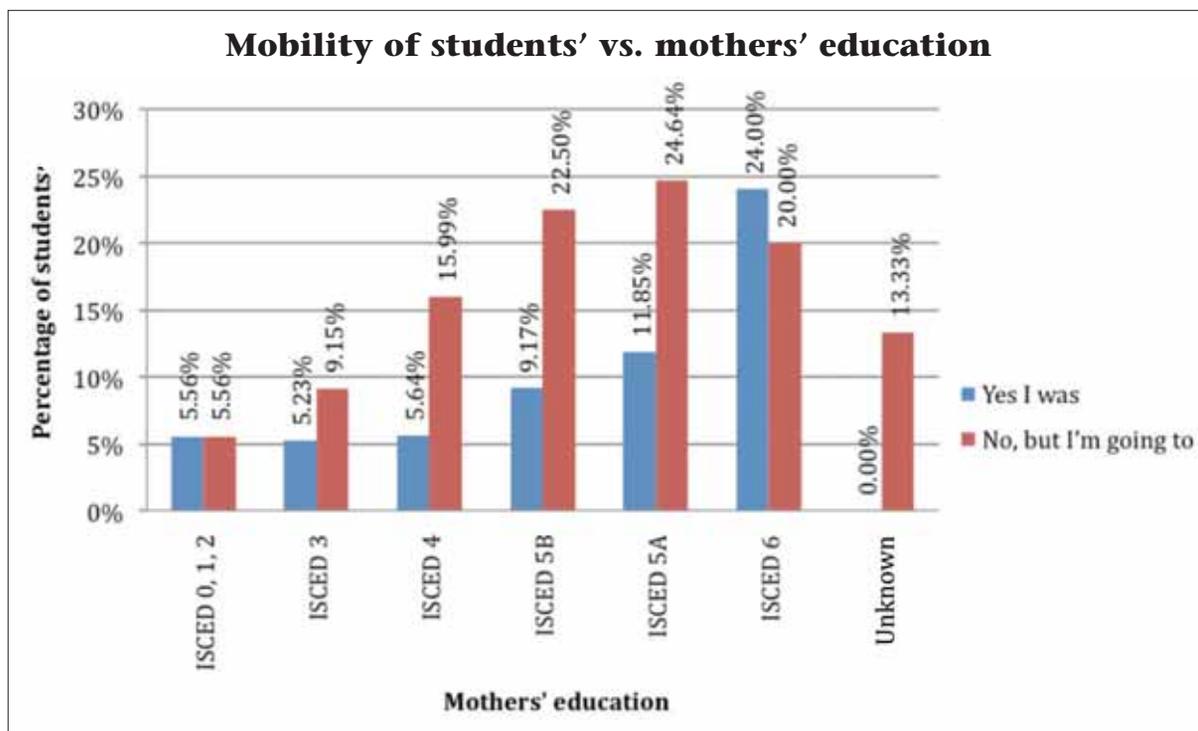


Chart 61: Mobility of students vs. mothers' level of education.

We have conducted analysis about the mobility of students depending on the father's and mother's levels of education.

We realised that most of the mobile students' parents have secondary education, then follow the university education (ISCED 5B) and the higher education (ISCED 5A).

We can see that the mothers' education is directly related to the mobility of students. Higher mothers' education corresponds to higher mobility.

4.9 Language skills and students' mobility

Students estimated their language skills on a scale from 1 to 6 (1 – mother tongue, 2 – very good, 3 – good, 4 – intermediate, 5 – bad, 6 – no knowledge). Those students who are studying

	Very good	Good	Intermediate	Bad	No knowledge
English	46.09%	30.56%	4.90%	1.33%	0.67%
Croatian	10.94%	19.44%	28.67%	11.33%	3.03%
German	10.16%	12.96%	18.88%	19.33%	6.73%
Italian	10.16%	1.85%	9.09%	18.67%	15.82%
Serbian	10.16%	17.59%	20.28%	13.33%	7.41%
Spanish	8.59%	11.11%	10.49%	13.33%	15.49%
French	2.34%	6.48%	5.59%	10.00%	23.91%
Russian	1.56%	0.00%	2.10%	12.67%	26.94%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

abroad are usually good in more than one language; therefore we took into account the language that most students speak very good or good. We decided to take English.

We calculated the average knowledge of languages across different languages in which students are mostly skilled (see the table above). We found that most of the students are very good

	Yes I was	No, but I'm going to	No	Total
Mother tongue	1.00%	0.00%	0.10%	0.10%
Very good	56.70%	42.00%	33.60%	36.90%
Good	31.70%	42.40%	40.40%	40.10%
Intermediate	6.70%	14.30%	21.30%	19.00%
Bad	1.90%	0.80%	3.40%	2.80%
No knowledge	1.90%	0.40%	1.10%	1.00%

in English, than in Croatian, German, Italian, Serbian and Spanish. If we take into account the two best grades for language skills (very good and good), English is on top. That's the reason why

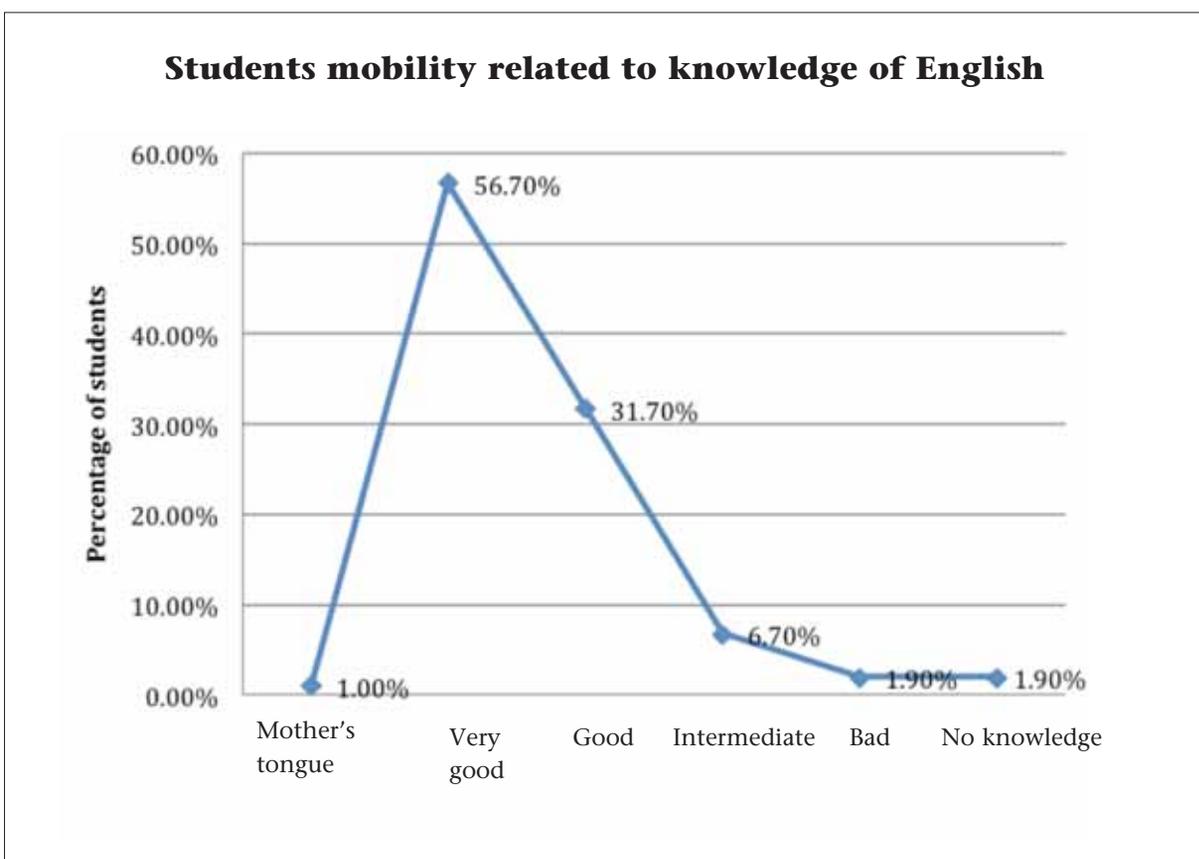


Chart 62: Students mobility related to knowledge of English.

we make the analysis of students mobility related to knowledge of English.

By using ANOVA we found that there is a significant difference between the groups ($F=14.599$, $p=0.000$).

Making a comparison with the survey from 2007 (Eurostudent SI 2007), we realise that the

results are well comparable and similar to some extent. The only difference is in the shape of the

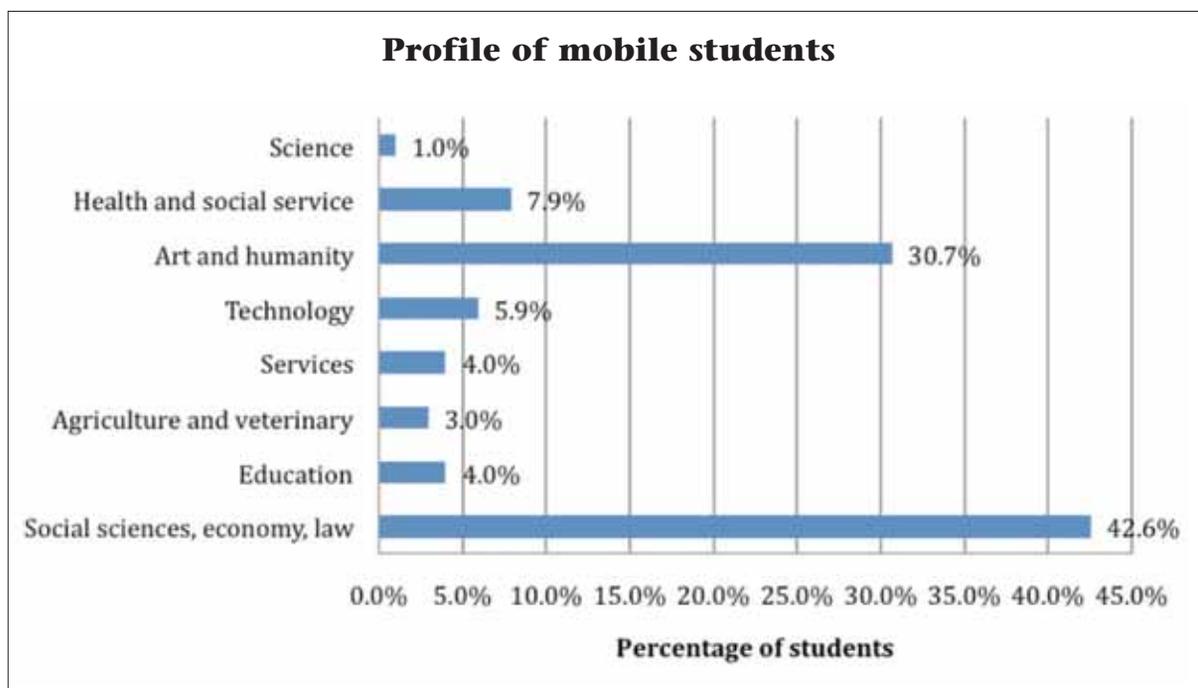


Chart 63: Profile of mobile students.

curve which is higher in the category “very good”, and lower in the categories “bad” and “no knowledge”. We might conclude, that the students who study abroad are more skilled in English than three years ago.

4.10 Students mobility related to the study area

Most students being involved in the mobility programmes are in areas of Social Science, Economy, and Law (42.6%). This category is followed by Art and humanity (30.7%). Comparing the results with those from the survey Eurostudent SI 2007 we realised that there are less students from other areas.

5. Personal Details

5.1 Age of students

Students provided us with the month and year they were born. For the purpose of this analysis only the year was taken into account. We conducted two charts, the first one showing the year students were born and the second one showing the age of students. All students of age 31 and more were put into one common category.

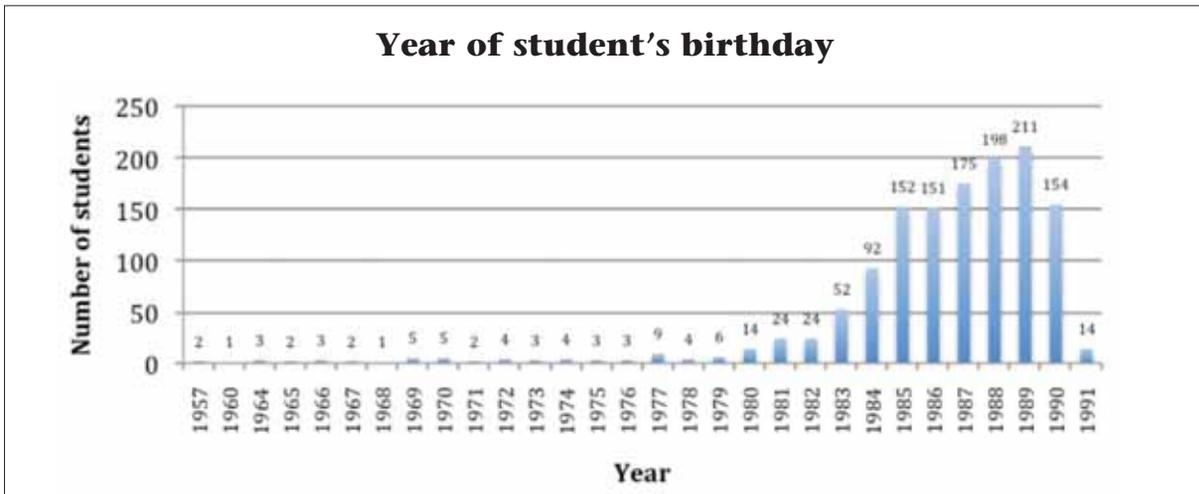


Chart 64a: Year of student's birthday.

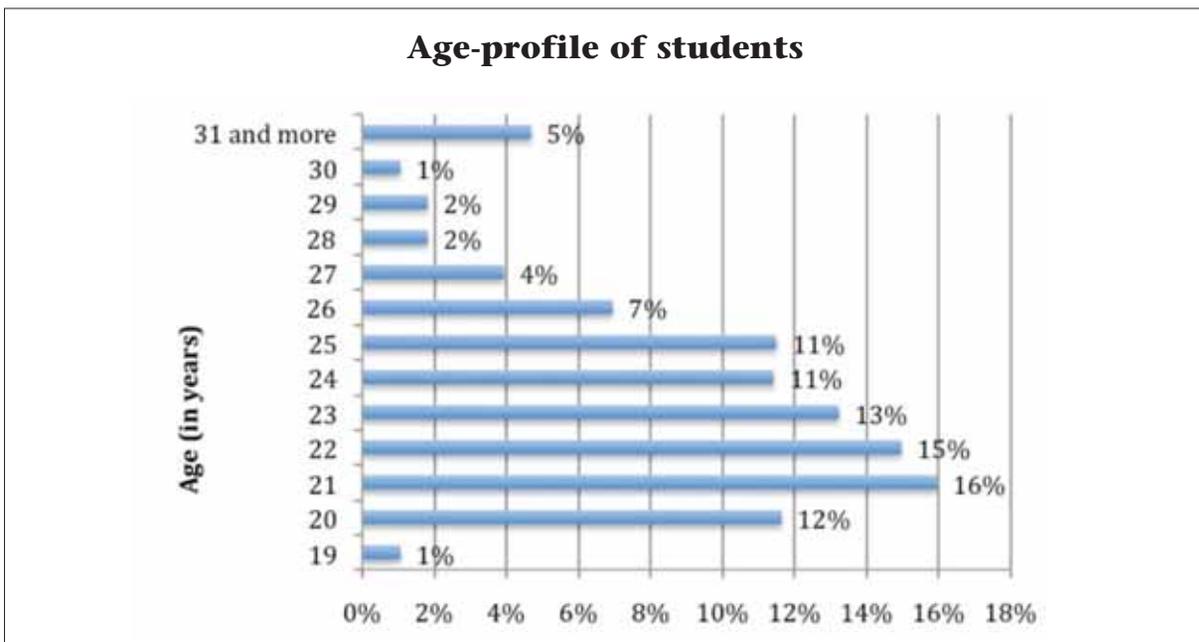


Chart 64b: Age of students.

The students' age-profile indicates that we are dealing with a very young students' population. The peak is at age 21, which represents a shift from age 22 comparing these results with the most recent previous survey Eurostudent SI 2007. A slightly bigger difference (reduction of number of students), comparing with the data from 2007, is evident at older students in the category 31 years and more.

5.2 Gender of students

In the preparatory phase of this survey special care was taken in order to provide a balanced, non-biased sample of students. However, according to the data obtained we have realised that more female than male students were participating in the survey.

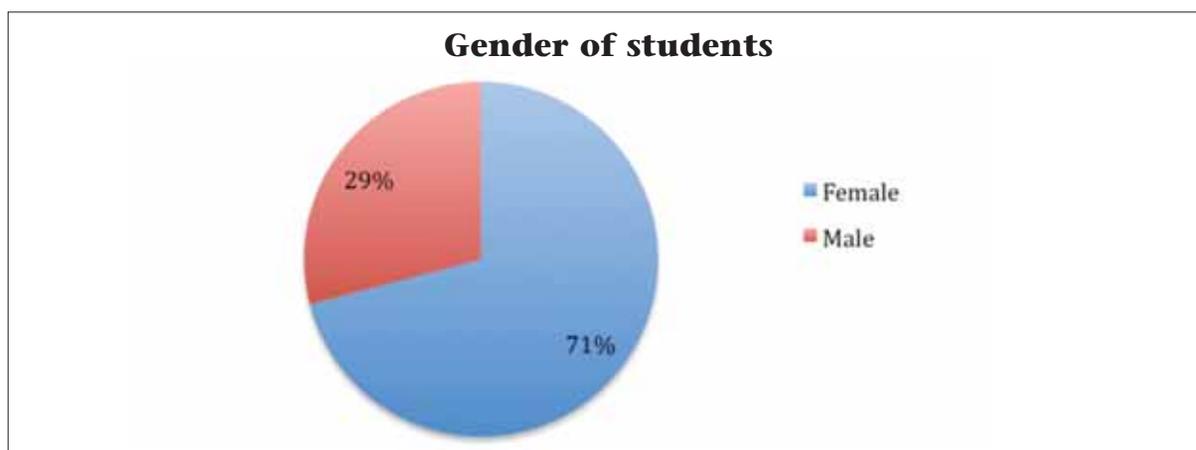


Chart 65: Females and males participating in the survey.

The results of this analysis show that more females (71%) than males (29%) were participating in the survey.

5.3 Place of birth – students

The students were asked if they were born in the country where they study.

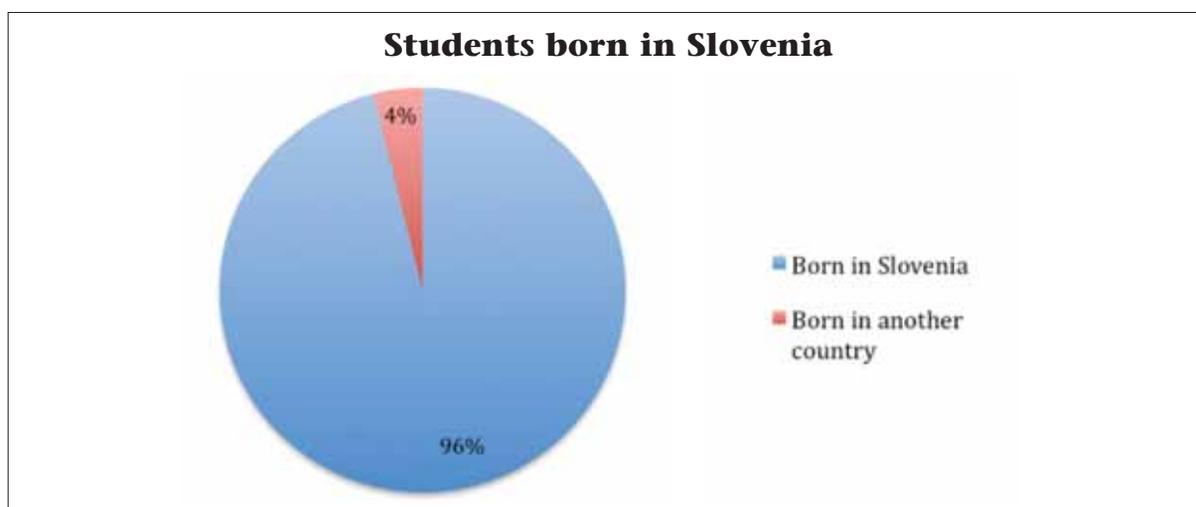


Chart 66: Students born in Slovenia.

The results, concerning the question if students were born in the country where they study, in our case in Slovenia, show that the majority (96%) of all the students being involved in this analysis were born in Slovenia. Only 4% of the students were born in other countries. It is not clear, however, if they moved to Slovenia because of the study or because of any other reasons. To obtain this information, in future studies it would be useful to include additional questions concerning this issue.

5.4 Place of birth – parents

The students were asked if both of their parents were born in the country where they study.



Chart 67: Parents born in Slovenia.

The results, concerning the question if parents were born in the country where the students recently study, in our case in Slovenia, show that the majority (83%) of all the parents were born in Slovenia. In other cases (17%) one or both of the parents were born in other countries. In comparison with the previous chart it can be seen that the mobility of parents is larger than that of the students.

5.5 Students and their language skills

Students estimated their language skills on a scale from 1 to 6: 1 – mother tongue, 2 – very good knowledge, ... 6 – no knowledge (see the attachment).

Comment to the question: We have realised some problems concerning the option “mother tongue”; namely, some students didn’t select their mother tongue at all. In most cases they selected “very good knowledge” of some of the listed languages. In cases, where it was no doubt that this “very good knowledge” means the mother tongue, the records were taken into account whereas all others were removed.

Analysis: First of all we analysed which language the students selected as their mother tongue. In most cases (97%) the mother tongue is Slovenian. Only 3% of students selected another



Chart 68: Students and their mother tongue.

er language as their mother tongue, mostly Croatian and Serbian. Some students selected two mother tongues; most probably due to different nationalities of their parents or the students were living as a child for a longer period in another country.

For better comparison of the results with those obtained in the previous survey from 2007 (Eurostudent SI 2007) we decided to make the same chart as it was made before (Chart 69). This direct comparison shows good results; in particular, it should be emphasised that we have very positive trends in better knowledge of languages.

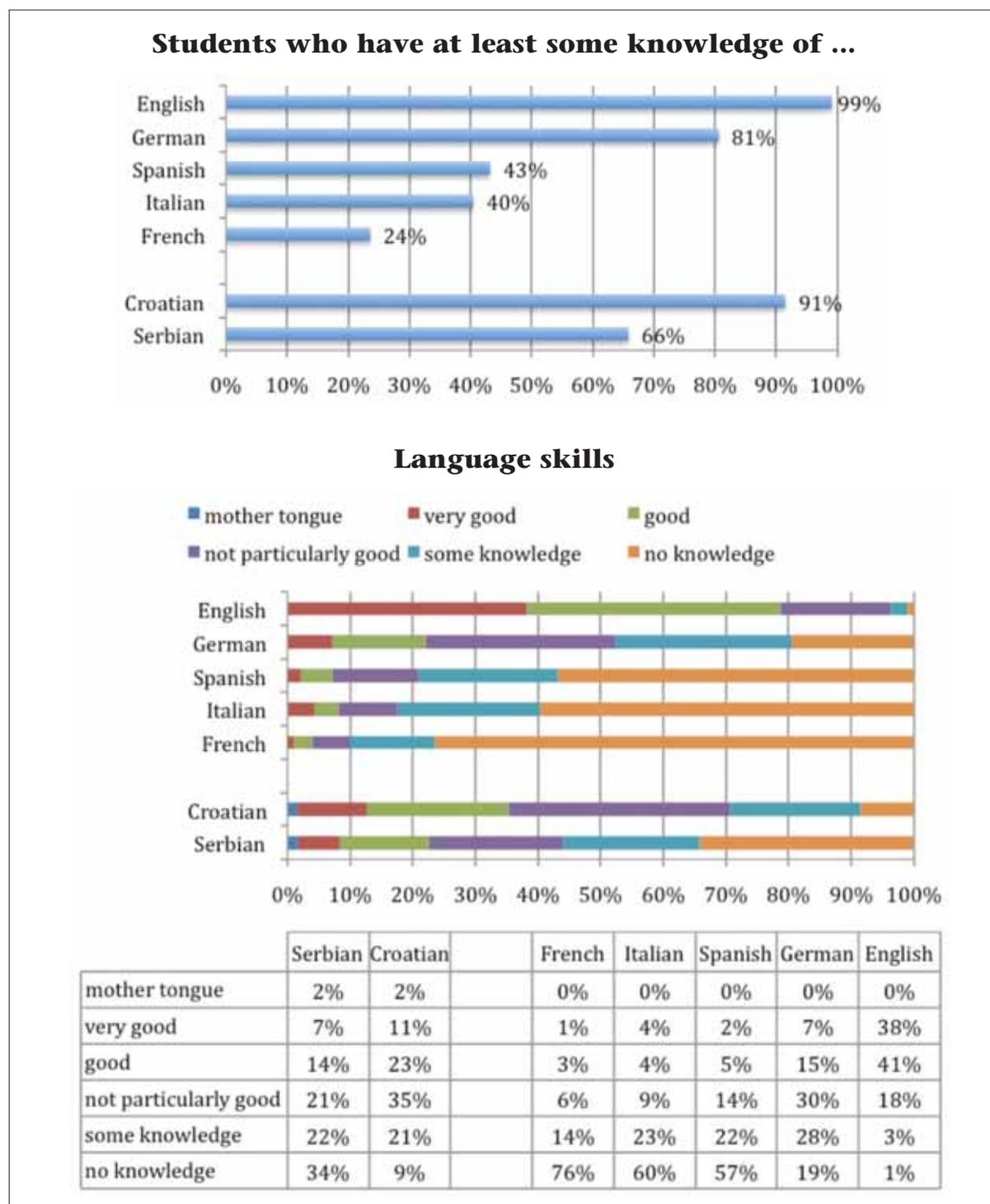


Chart 69: Language skills of students.

Students estimated their language skills on a scale from 1 to 6. The first chart represents students' knowledge of languages in an extent meaning that the students have at least some moderate knowledge of this particular language; all steps of knowledge were taken into account, only the category "6 – no knowledge" was excluded. The results show that in most cases the students have some knowledge of English (99%), and then follow German and Spanish. Spanish and Italian are ranked very tightly one to another, which is similar to the survey from 2007; however, the positions of these two languages are exchanged now. Learning Spanish is obviously a recent trend being present at least from the year 2005. Namely, the previous analysis Eurostudent SI 2007 shows an increase of 8 percentage points in comparison with the year 2005, and the recent results show a further increase by 15 percentage points in comparison with the data from 2007. The results concerning knowledge of Croatian and Serbian are nearly identical to those obtained in 2005 and 2007. These two languages would be ranked, the same as in 2005 and 2007, on the second and on the fourth place, respectively. The most important conclusion is that the knowledge of languages in general is continuously improved.

The results are presented in more detail for particular languages in the second chart.

5.6 Students and their children

Students provided data about their own children.

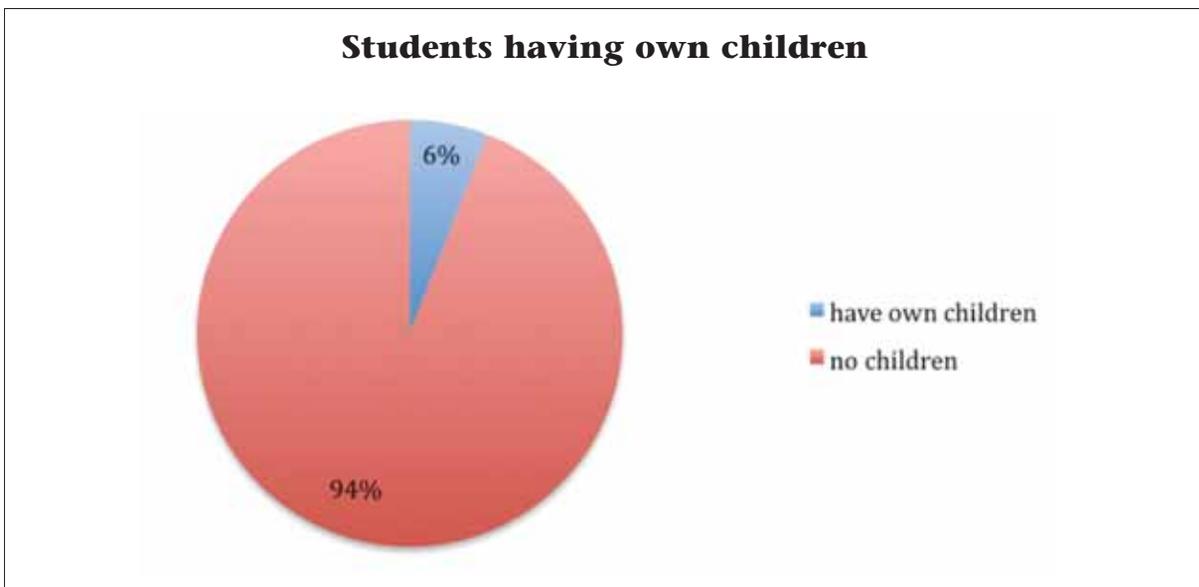


Chart 70: Students having their own children.

The results show that 6% of students have at least one child. There are some differences between male and female students' population:

6.5% for female population

4.7% for male population

In both cases, for male and female population, the values are slightly lower than those from the analysis Eurostudent SI 2007.

5.7 Number of children the students have

We show a more detailed analysis concerning the number of children the students have. The students answered the question, how many children they have.

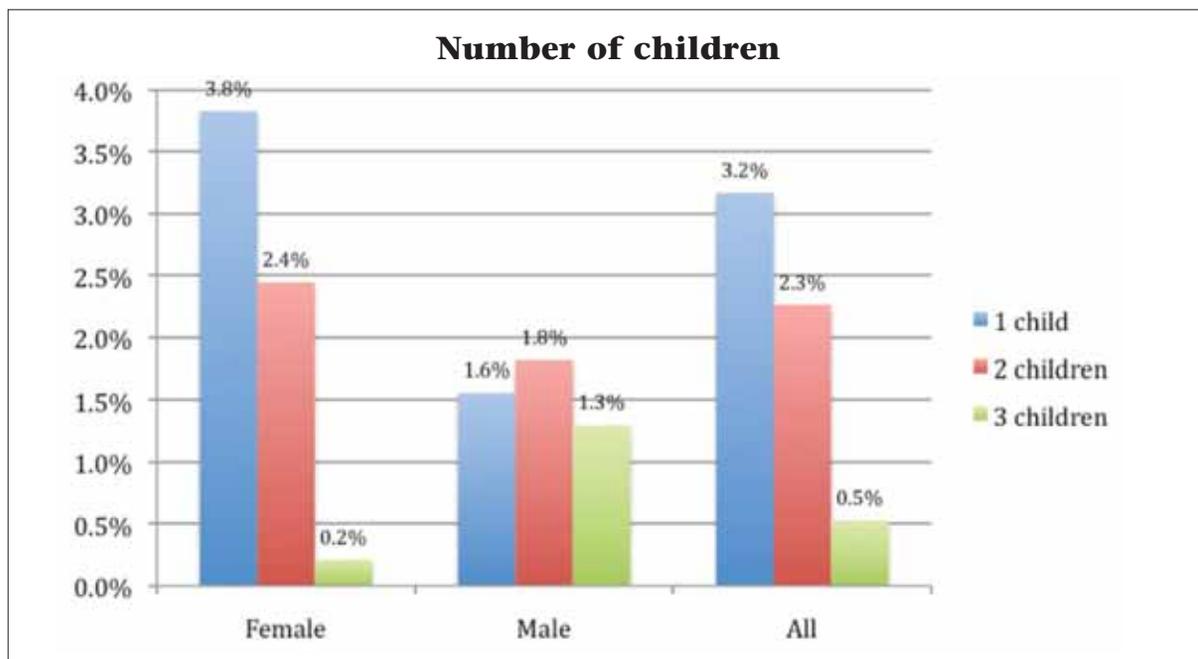


Chart 71: Number of children the students have.

Our analysis shows that in most cases the students have one child, which is well understandable, depending on the age-profile of the students. There are some differences between the male and female students' population. In contrast to the data from 2007, the percentage of children is a bit higher for female students' population than for the male population.

5.8 Age of the youngest child

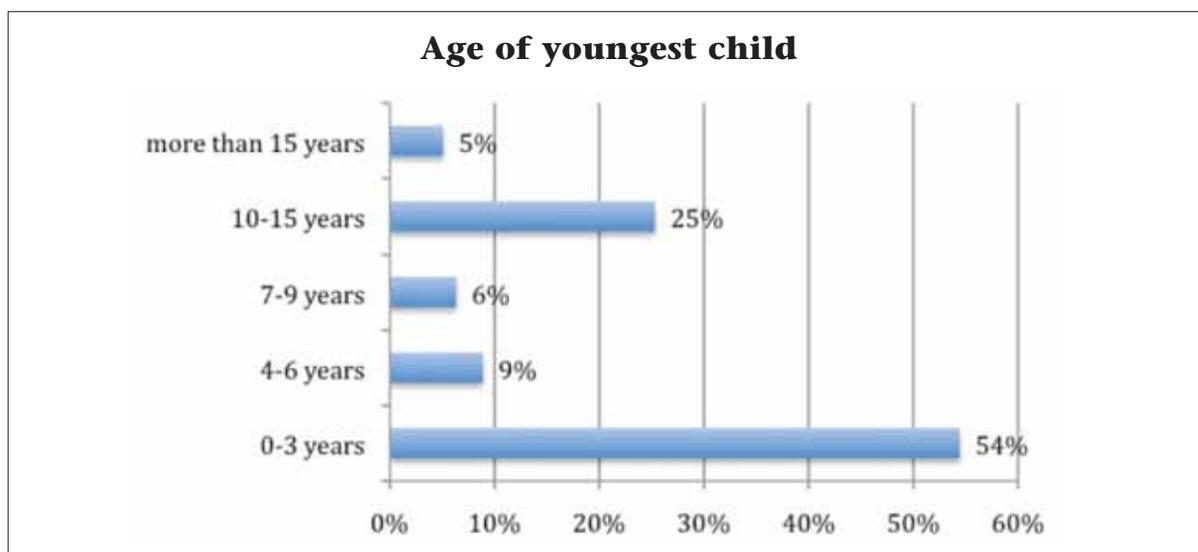


Chart 72: Age of the youngest child.

Similar to the analysis from 2007, a rather wide age-range of children is evident. In particular, most of children are younger than 3 years (54%), which is even a higher percentage than it was in 2007. Another 25% of children are in the age group between 10 and 15 years old. This percentage is slightly lower than it was in 2007. All these results resemble the younger students' population, as already stated before.

5.9 Health problems impairing the study

The students were asked if they have any health problems impairing their studies. The impairments were categorised in for different groups: chronic diseases, mental problems, physical disabilities, and other health problems.

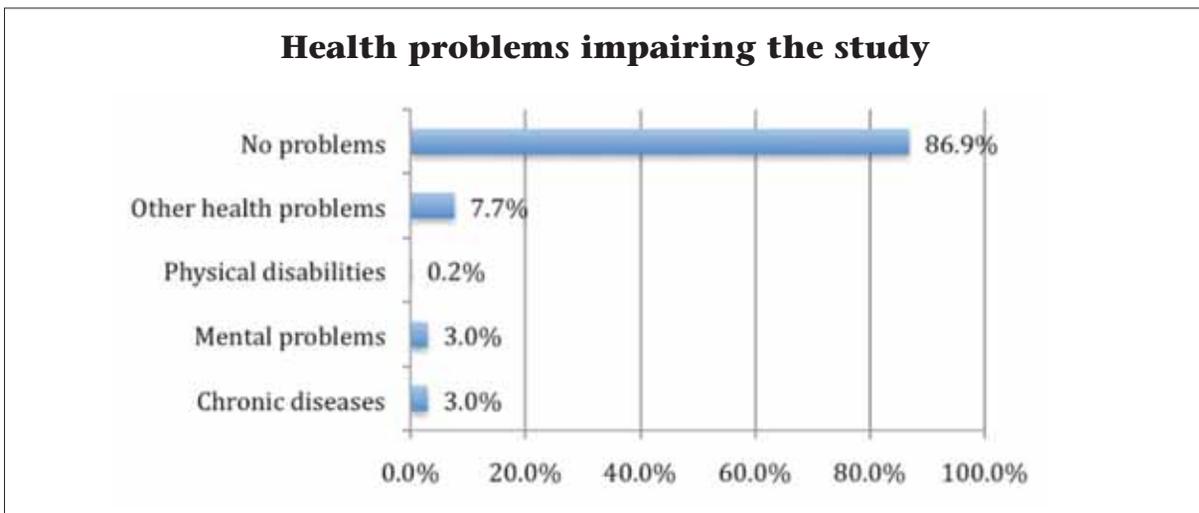


Chart 73a: Health problems impairing the study.

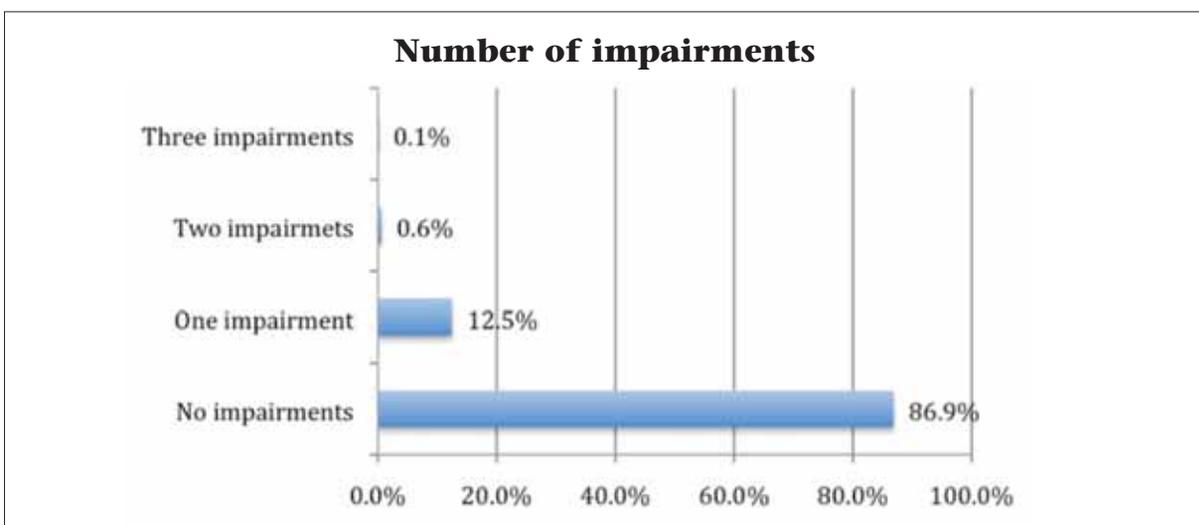


Chart 73b: Number of impairments.

The results show that around 13% of the students' population being involved in our survey have health problems impairing their studies. In most cases these health problems are related to one category of impairments; however, there are also students having problems associated with two or even three different categories.

5.10 Impairments taken into account in the study

On a scale between 1 (very poorly) to 5 (very well) the students estimated how they feel their impairments were taken into account in their studies. This chart shows that the majority of the

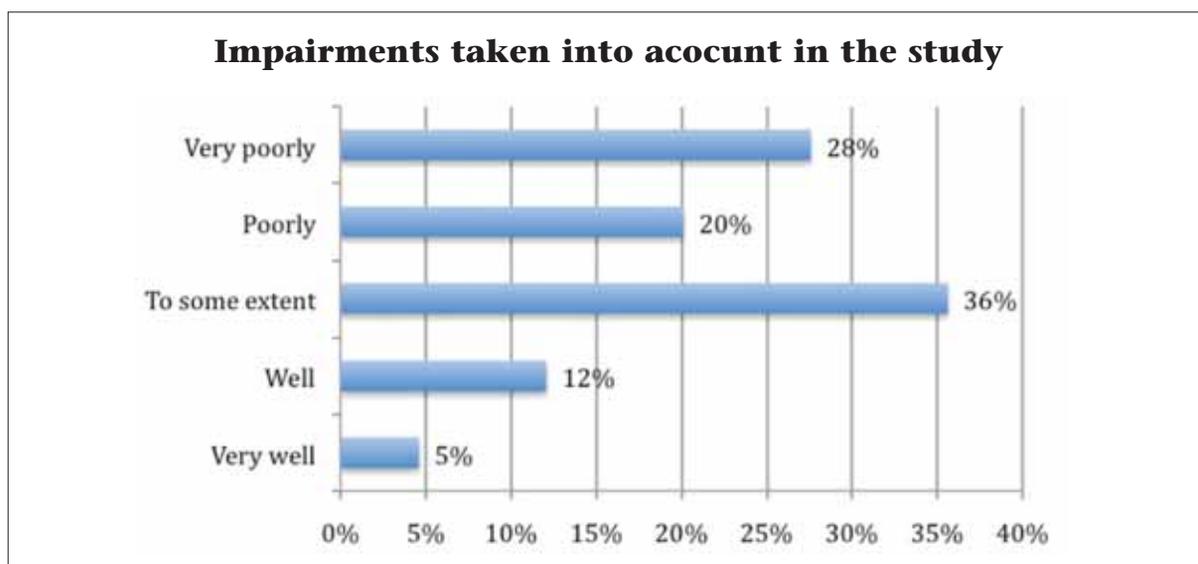


Chart 74: To what extent the impairments are taken into account in the study.

students (36%) estimates that their impairments are sufficiently, or at least to some extent, taken into account in their studies. Unfortunately, there is a rather high percentage of students (28%) being not satisfied at all; they feel their impairments were very poorly taken into account in their studies.

6. Family Background

In this section of the survey the students were asked about their family background. The questions concern the student's mother and father or those person(s) who are like a mother or father to them – for example, guardians, step-parents, foster parents, etc.

6.1 The highest level of education the parents have obtained

The students provided information about the highest level of education their parents have received. For this purpose the following categories were used:

- Up to lower secondary (ISCED 0- 2)
- Upper secondary (ISCED 3)
- Post-secondary non-tertiary (ISCED 4)
- First stage of tertiary education (ISCED 5B, vocational)
- First stage of tertiary education (ISCED 5A, academic)
- Second stage of tertiary education (ISCED 6)

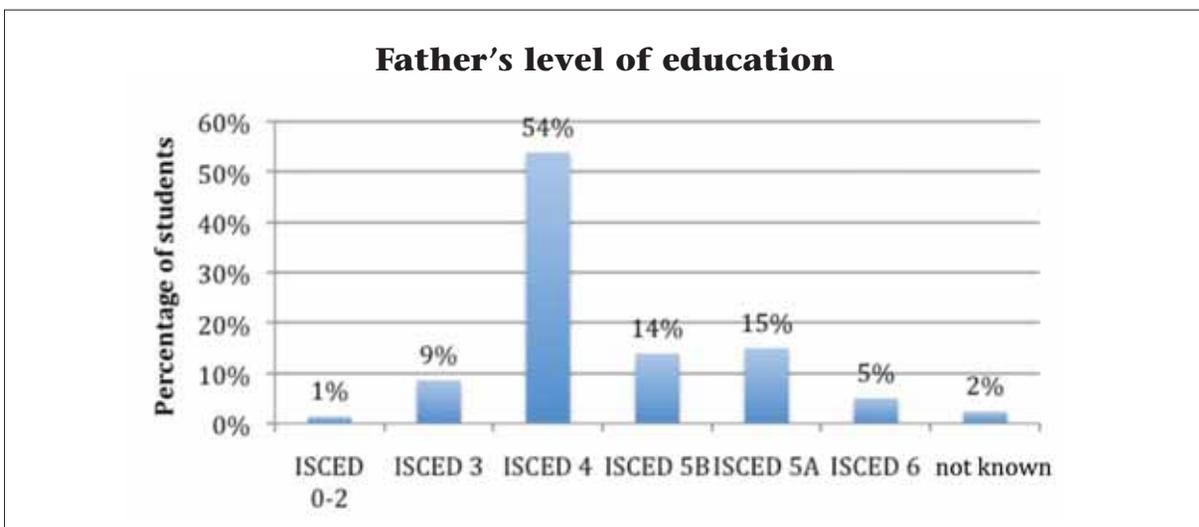


Chart 75a: Father's level of education.

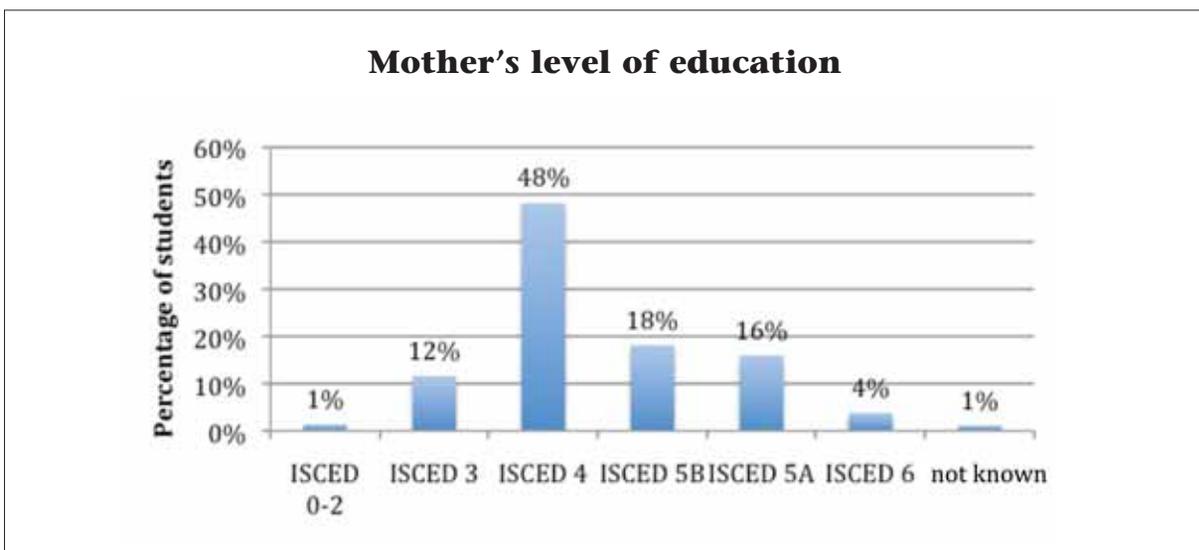


Chart 75b: Mother's level of education.

The results show that the educational levels of both parents are very similar. There are no significant differences in the educational levels between father and mother (on average). Mostly (around 50%) they have obtained post-secondary non-tertiary (ISCED 4) level of education. The rest is in other categories: larger part in the categories ISCED 5A and B and smaller parts in the others.

6.2 Current status of parents' job

The students provided information about the current status of their parents' job. For this purpose the following categories were used:

- Working full-time for pay
- Working part-time for pay
- Not working, but looking for a job
- Other (e.g. home duties, retired)

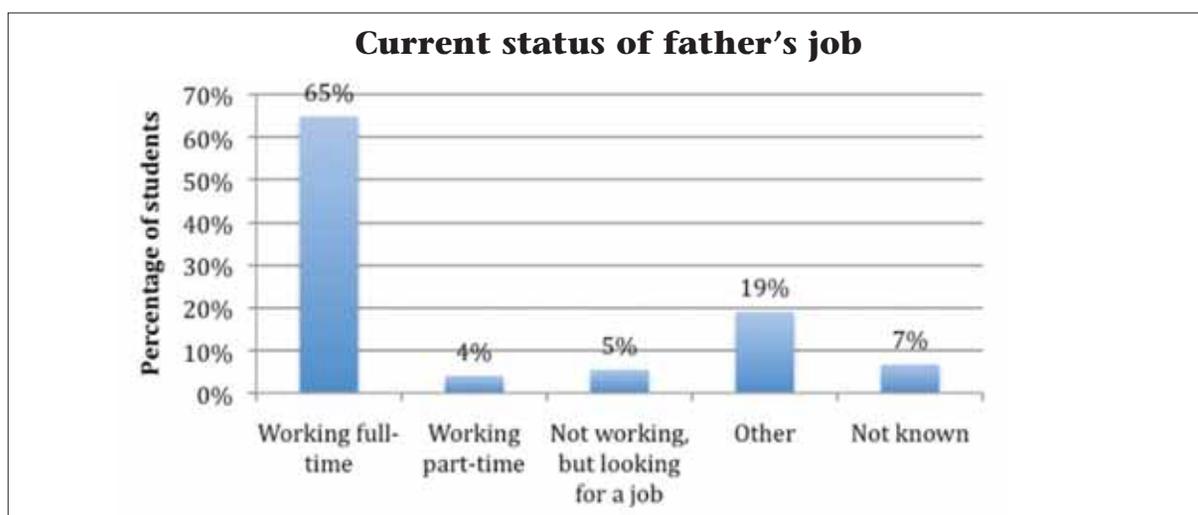


Chart 76a: Current status of father's job.

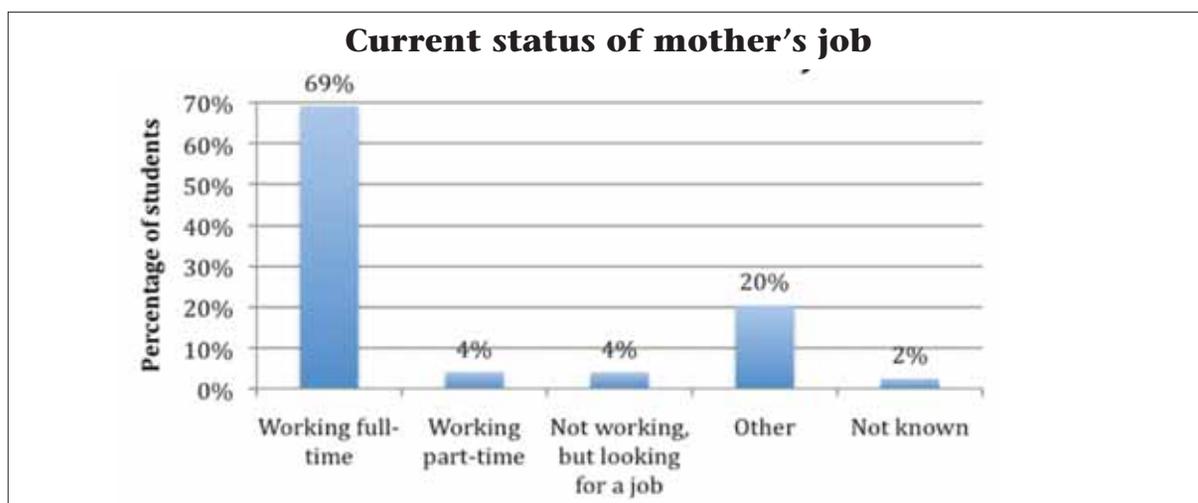


Chart 76b: Current status of mother's job.

The results show very similar profiles for fathers and mothers current working status. In both cases the majority is working full-time, for mothers this percentage is around 69% and for fathers it is around 65%.

6.3 Type of the most recent or former parents' occupations

The students provided information about the most recent or former parents' occupations. For this purpose the following categories of occupations were used:

- A: Legislators, senior officials and managers
- B: Professionals
- C: Technicians and associate professionals
- D: Clerks
- E: Service workers/sales workers
- F: Skilled agricultural and fishery workers
- G: Craft and related trades workers
- H: Plant and machine operators and assemblers
- I: Elementary occupations/domestic and related helpers
- J: Armed forces/military
- K: Not known

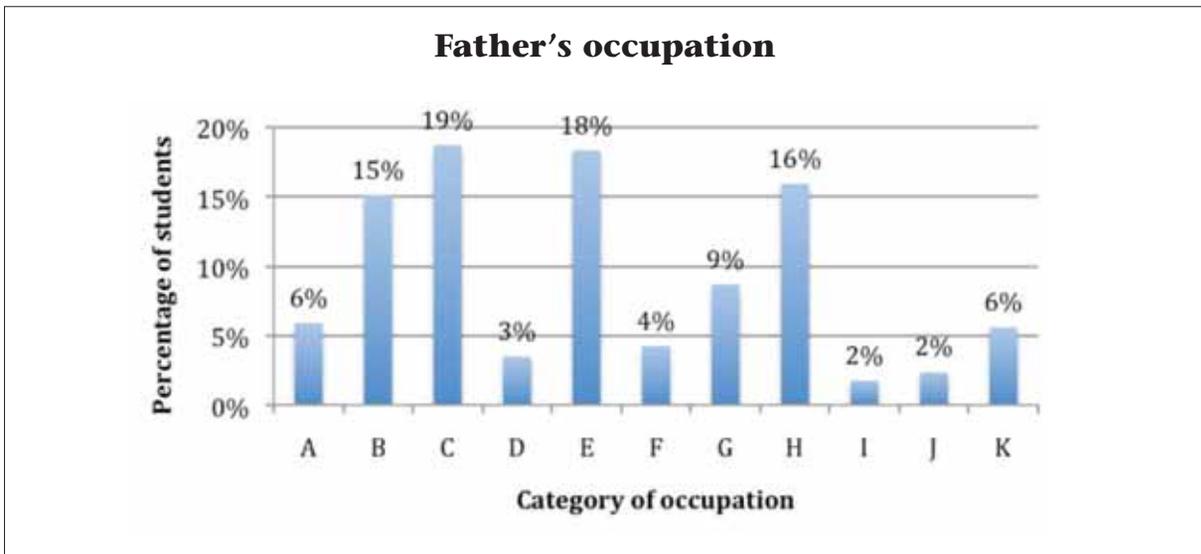


Chart 77a: Father's occupation.

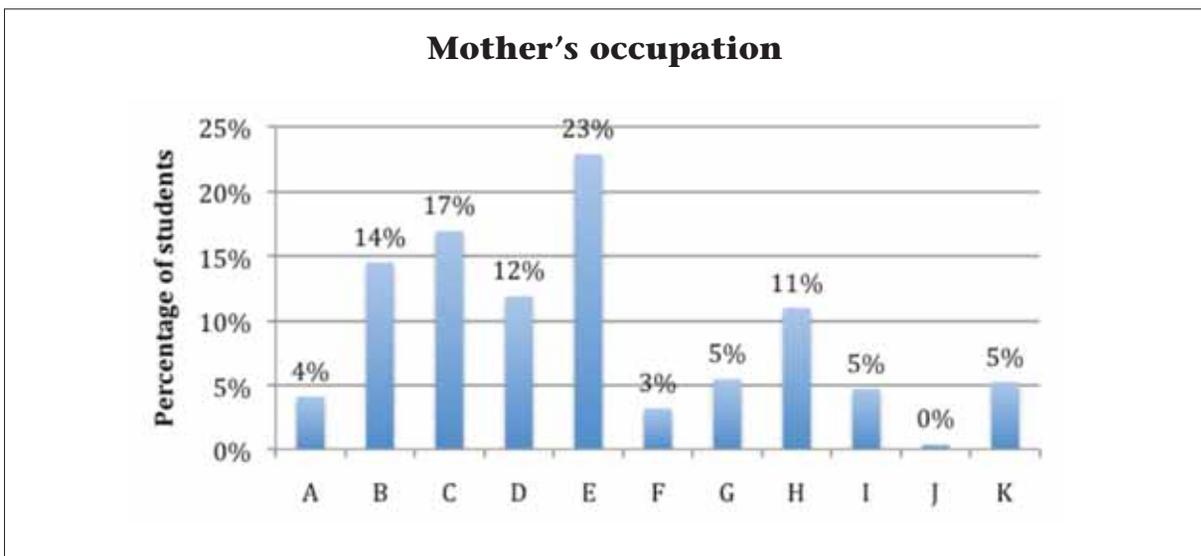


Chart 77b: Mother's occupation.

In charts 77a and 77b we are realising some differences in distributions of male and female occupations. For the male population the majority of occupations were classified into the categories of technicians and associate professionals (19%), and service and sales workers (18%). The categories that follow are: H – plant and machine operators and assemblers (16%) and B – professionals (15%).

Close to one fourth (23%) of the female population is employed as service and sales workers, then follow the categories: C – technicians and associate professionals (17%), B – professionals (14%), and D – clerks.

6.4 Social standing of parents

Some people are considered to have a high social standing and some are considered to have a low social standing. The students were asked to place their parents on a scale between 1 (indicating high social standing) and 10 (indicating low social standing).

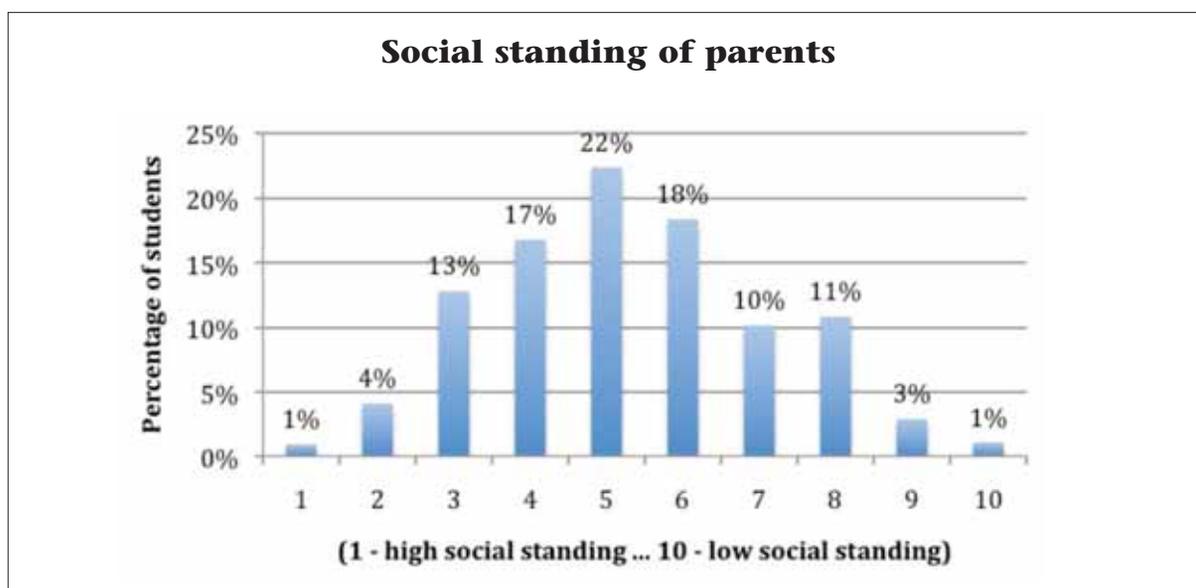


Chart 78: Social standing of parents.

The results in Chart 78 indicate a nearly Gaussian distribution of social standings. The majority (40%) is associated with the middle class, and in the middle four classes we have 2/3 (67%) of the whole population. By comparison of the upper five classes with the lower five classes, we can see that the larger part of the population (57%) is associated with the upper classes and the smaller part (43%) is associated with the lower classes.

Literature

Data obtained with the questionnaire.

Držna Slovenija: na poti v družbo znanja (publikacija 2/3). Statistični podatki o visokem šolstvu. 2010. Ministrstvo za visoko šolstvo, znanost in tehnologijo RS.

EUROSTUDENT SI 2010

Questionnaire

Definition of target group

Following a survey among administrators, researchers and users of the data and the discussions at the workshop in Vienna (10-11.12.08), we have defined a standard target group to be surveyed by all participating countries and optional groups that might be surveyed. The core report of EUROSTUDENT IV will only include data on the standard target group. However, if a minimum of countries can also provide data on any optional groups, we will consider including special chapters on these groups or producing special (online) reports on these groups.

In defining the standard group we have particularly taken note of previous rounds of EUROSTUDENT and of standard international practice (e.g. by Eurostat).

Standard target group to be covered by all participating countries (“minimum”):

Resident students. Resident students are students who have finished their prior education (school) in the respective country regardless of their nationality (not citizenship, which may be different), i.e. that have not crossed a border to enter HE.

Full-time and part-time students by status. (Not by study intensity, which may be different and will be included in the analysis of the data.)

Students in ISCED 5A-programmes (not postgraduate programmes above ISCED 5A, but Masters students, who are often categorised in the subtopics as an extra group)

All higher education institutions offering programmes at ISCED 5A and considered “normal”. In many cases this means only public, non-specialist institutions of higher education.

BA, MA and all national degrees corresponding to ISCED 5A (E.g. traditional diploma, Lizentiat, national degrees in medicine. Short courses only if they are based on ISCED 5A)

Distance students that study at a “normal” higher education institution, i.e. excluding institutions solely for long distance students like open universities, Fernuniversität Hagen and similar.

Optional groups:

- (Foreign) students in “diploma mobility”: Finished prior education in another country, but intend to graduate in the country of the survey, i.e. that have crossed a border to enter/complete HE.
- (Foreign) students in “credit point mobility”/ exchange students: Finished prior education in another country, stay a maximum of two semesters in the country, intend to graduate in another country.
- ISCED 5B, ISCED 6
- Higher education institutions not considered in the standard target group (e.g. private and/or specialist institutions).

Please adapt your national questionnaire to ensure you can identify exactly the standard target group even if you are surveying other groups of students as well.

1. Current Study Situation

1.1 Which programme are you currently enrolled in?

If you study more than 1 course at the same time, please fill-in the survey for your main course (and only 1 of these courses) and stick to this course throughout the whole questionnaire.

Qualification

- Bachelor
- Master
- Short national degree (up to 3 years)
- Long national degree (more than 3 years)
- Other postgraduate programmes

1.2 What is your current formal status as a student?

Formal status

- Full-time student
- Part-time student
- Other

1.3 Are you a student of distance education?

- Yes
- No

1.4 What is the programme you follow?

Name of programme: _____

1.5 Please name the location of the higher education institution you attend.

Name of the city / town / place: _____

1.6 Do you plan to continue studying after finishing your current programme?

- Yes, a BA in [my country]
- Yes, a BA in a foreign country
- Yes, a MA in [my country]
- Yes, a MA in a foreign country
- Yes, a PhD in [my country]
- Yes, a PhD in a foreign country
- Yes, but another programme not mentioned here
- No, I don't plan to continue my studies
- I don't know yet

1.7 What is the language of your programme?*Multiple answers possible.*

- Slovenian
- English
- Arabic
- Chinese
- Croatian
- Dutch
- Finnish
- French
- German
- Italian
- Japanese
- Macedonian
- Portuguese
- Russian
- Serbian
- Spanish
- Swedish
- Other

1.8 What expectations do you have for your studies and how well is your programme achieving these?**My study programme as a whole is a good basis for starting work.**

	😊				☹️
How important is this intention for you?	<input type="radio"/>				
How well is your programme fulfilling this goal?	<input type="radio"/>				

My study programme as a whole is a good basis for personal development.

	😊				☹️
How important is this intention for you?	<input type="radio"/>				
How well is your programme fulfilling this goal?	<input type="radio"/>				

2. Study Background**2.1 Where were you living, when you graduated from secondary education?**

District: _____

2.2 What qualification did you use for higher education entry?**Qualification / Certificate / Other initiatives (access courses)**

- leaving examination
- vocational leaving examination
- final examination
- differential examination
- other

2.3 When did you get the qualification used for entering higher education?

Month _____ Year _____

2.4 When did you enter higher education for the first time?

Month _____ Year _____

2.5 When did you start your current programme?

Month _____ Year _____

2.6 Before entering higher education, did you have any experience on the labour market?

- Yes, I had a regular paid job (for at least one year, working at least 20h per week)
- Yes, casual minor jobs (less than 1 year or less than 20h a week)
- Yes, through vocational training (e.g. apprenticeship)
- No, no experience

2.7 Did you ever interrupt your education career after graduating from secondary school for at least one year?

Multiple answers possible.

- Yes, I interrupted between graduating secondary education and entering higher education
- Yes, I interrupted between entering higher education and graduating from higher education
- Yes, I interrupted between graduating from higher education and re-entering higher education
- No

3. Living Conditions

3.1 Who do you live with during the study term/semester (Monday until Friday)?

Multiple answers possible.

- Parents
 Partner
 Child(ren)
 With another person/s not mentioned above
 I live alone

3.2 Do you live in a student-hall?

- Yes
 No

3.3 How satisfied are you with your accommodation?

- 


3.4 On a typical day, what is the time and distance you cover from your home to your higher education institution?

Home is here your place of living during term-time (Monday until Friday)

_____ minutes on average (one way)
 _____ kilometres on average (one way)

3.5 What is the average monthly income at your disposal from the following sources?

*At your disposal is the money which is meant for monthly consumption, no matter when it was earned. (National currency)

*Add a '0' or strike-out box if you did not receive any income from a certain source.

	Average Income
Provision from family/partner	
Financial support from public sources	
- non-repayable grant / scholarship	
- repayable loan	
Self-earned income through paid job	
Savings (e.g. previously earned money)	
Other sources (incl. other public or private support)	
Total income	

3.6 What are your average monthly expenses for the following needs?

Add a '0' or strike-out box if no money was spent on a certain type of costs.

A) Living costs per month	I pay out of my own pocket	Paid by parents/partner/others for me
Accommodation (including utilities, water, electricity,...)		
Living/ daily expenses (food, clothing/ toiletries etc.)		
Social and leisure activities		
Transportation		
Health costs (e.g. medical insurance)		
Communication (telephone, internet etc.)		
Childcare		
Other regular costs (tobacco, pets, insurance, debt payment...)		
Total		

B) Living costs per semester	I pay out of my own pocket	Paid by parents/partner/others for me
Tuition fees, registration fees, examination fees		
Social welfare contributions to the university/ college and student association		
Learning materials (e.g. books, photocopying, DVDs, fields trips)		
Other regular costs (e.g. training, further education)		
Total		

3.7 To what extent do you agree with the formulation?

I have sufficient funding in order to cover my monthly costs.



3.8 Do you have a paid job during the current semester?

- Yes, I work regularly during term-time
 Yes, I work occasionally during term-time
 No, I don't work during term-time

3.9 Did you have a paid job during the term break in the last 12 months?

- Yes
 No

3.10 How important are your studies compared to other activities for you?

- More important
Equally important
Less important

3.11 How many hours do you spend in a typical week in taught courses, personal study and on paid jobs?

(Try to remember day by day and fill in the sum of hours over the whole week including the weekend. Add a '0' or strike-out box if no hours were spent on an activity on the respective day.)

	MO	TU	WE	TH	FR	SA	SU
Taught studies (lessons, seminars, labs, tests, etc.)							
Personal study time (like preparation, learning, reading, writing homework)							
Paid jobs							

3.12 Looking at your total workload based on the time you spend in study-related activities and in paid work, please rate your satisfaction with your workload.**4. International Mobility****4.1 Have you been enrolled abroad in a regular course of study?**

- Yes, I have been (-> please go on to question 4.2)
 No, but I plan to go (-> please go on to question 4.5)
 No (-> please go on to question 4.5)

4.2 Was your enrolment abroad part of any of the following programmes?

Please specify the name of the programme. Multiple answers are possible.

- Part of my study programme (international programme)
 TEMPUS
 ERASMUS (MUNDUS)
 LINGUA
 Other EU-programme
 Other (Please, fill in the name of the programme: _____)
 No programme

4.3 Which of the following sources did you use to fund your enrolment abroad and which one of them was your primary source of funding?

Multiple responses expected! Please choose only one primary source of funding.

	Source of funding	Primary source of funding
Contribution from parents/family	<input type="radio"/>	<input type="radio"/>
Own income from previous job	<input type="radio"/>	<input type="radio"/>
By working during my studies abroad	<input type="radio"/>	<input type="radio"/>
Study grants/loans from host country	<input type="radio"/>	<input type="radio"/>
Support by home state loan (repayable)	<input type="radio"/>	<input type="radio"/>
Support by home state grant (non-repayable)	<input type="radio"/>	<input type="radio"/>
EU study grants	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

4.4 How important were the following aspects and were your expectations fulfilled concerning your enrolment abroad?

Importance					
Personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service from host institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Fulfilment of expectations					
Personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social integration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service from host institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(→ Prosimo, nadaljujte z vprašanjem 4.6)

4.5 To what extent are the following aspects an obstacle for an enrolment abroad to you?

	Velika ovira				Ni ovire
					
Insufficient skills in foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in getting information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with accommodation in the host country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separation from partner, child(ren), friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of social benefits (e.g. child allowance, price discounts for students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Velika ovira				Ni ovire
	☺				☹
Loss of opportunities to earn money	<input type="radio"/>				
Expected additional financial burden	<input type="radio"/>				
Lack of personal drive	<input type="radio"/>				
Presumed low benefit for my studies at home	<input type="radio"/>				
Expected delay in progress in my studies	<input type="radio"/>				
Problems with recognition of results achieved in foreign countries	<input type="radio"/>				
Limited access to mobility programmes in home country	<input type="radio"/>				
Problems with access regulations to the preferred country (visa, residence permit)	<input type="radio"/>				
Limited admittance to the preferred institution and/or study programme in foreign country	<input type="radio"/>				
It doesn't fit into the structure of my programme	<input type="radio"/>				

4.6 Have you ever been abroad for other study related activities during your study programme?

Fill in the duration in months and the country you have been to per activity.

If you've been abroad more than once per activity, please refer to your most recent stay abroad.

	Duration in months	Country
Research		
Internship / work placement		
summer school		
language course		
Other		

5. Personal details

5.1 When were you born?

Please provide month and year of your birthday.

Month _____ Year _____

5.2 What is your sex?

- Female
 Male

5.3 Were you born in the country in which you are now studying?

- Yes
 No

5.4 Were both of your parents born in the country in which you are now studying?

- Yes
 No

5.5 What are your language skills?

Please rate your grade of proficiency in the applicable language(s).

	Mother tongue	Very good 😊				No knowledge ☹️
Slovenian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arabic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chinese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Croatian	<input type="radio"/>	<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"/>	<input type="radio"/>
Finnish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
German	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Italian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Japanese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Macedonian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Portuguese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Russian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serbian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swedish	<input type="radio"/>	<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"/>	<input type="radio"/>

5.6 Do you have any children?

- Yes
 No (please go on to question 5. 9)

5.7 How many children do you have?

_____ child(ren)

5.8 How old is your youngest child?

_____ years of age

5.9 Are you impaired in your studies by any of the following?

Multiple answers possible.

6.3 What are the most recent or former occupations of your father and mother?

Please classify the job according to one of the following categories of occupation.

	father	mother
Legislators, senior officials and managers	<input type="radio"/>	<input type="radio"/>
Professionals	<input type="radio"/>	<input type="radio"/>
Technicians and associate professionals	<input type="radio"/>	<input type="radio"/>
Clerks	<input type="radio"/>	<input type="radio"/>
Service workers/sales workers	<input type="radio"/>	<input type="radio"/>
Skilled agricultural and fishery workers	<input type="radio"/>	<input type="radio"/>
Craft and related trades workers	<input type="radio"/>	<input type="radio"/>
Plant and machine operators and assemblers	<input type="radio"/>	<input type="radio"/>
Elementary occupations/domestic and related helpers	<input type="radio"/>	<input type="radio"/>
Armed forces/military	<input type="radio"/>	<input type="radio"/>
Do not know	<input type="radio"/>	<input type="radio"/>

6.4 Some people are considered to have a high social standing and some are considered to have a low social standing. Thinking about your family background, where would you place your parents on this scale if the top indicated high social standing and the bottom indicated low social standing?

- high social standing**
-
-
-
-
-
-
-
-
-
- low social standing**

