Social and Economic Conditions of Student Life in Europe

National Profile of Slovak Republic

eurostudent IV

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	
Survey method	anonymous questionnaire (paper)
Size of final sample	3,489 respondents
Sampling method	stratified quota sample
Return rate	88%
Reference period of survey (semester, year)	September-December 2009
Weighting scheme	By formal status of students (full-time and part-time), study location, tertiary education institution, field of study, year of study and gender.
Project sponsor	Ministry of Education, Science, Research and Sport of the Slovak Republic
Implementation	Institute of Information and Prognoses of Education, Bratislava

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

methodical issues or considerations for data interpretation:

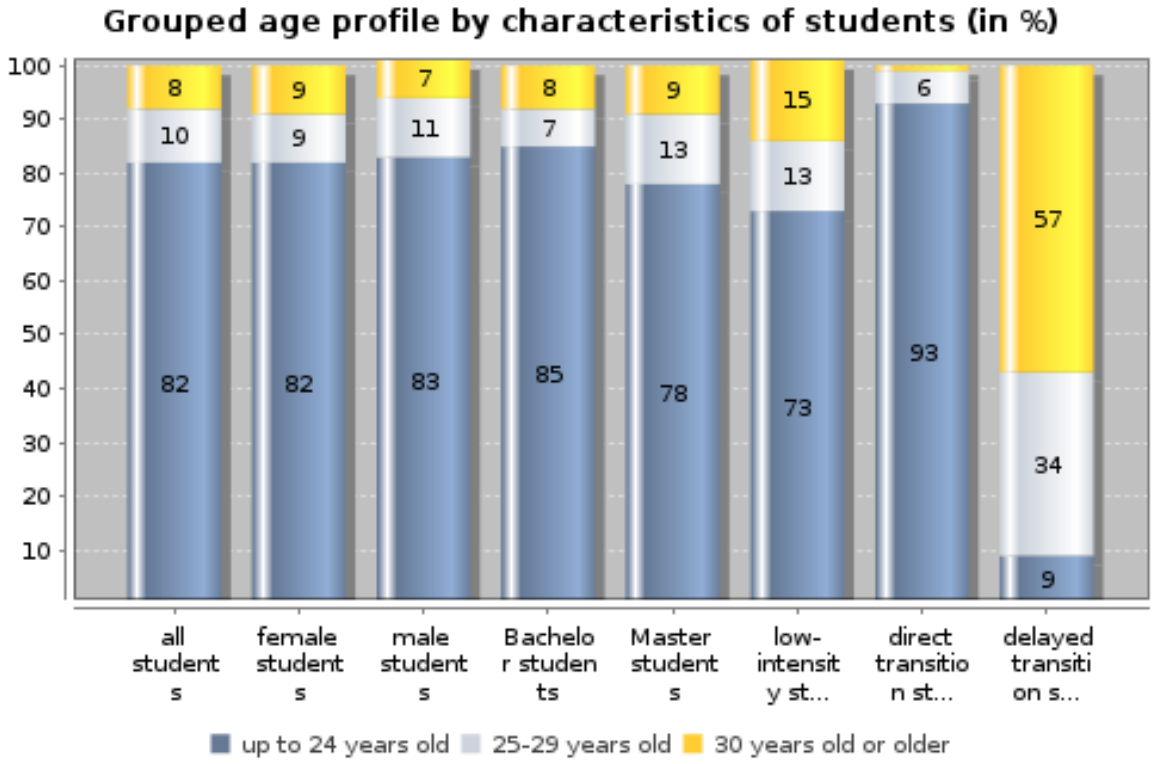
Final sample makes up 2% of standard target group of student population in Slovakia. Sample was designed according to official statistics about students of tertiary education in Slovak Republic 2008 (printed in 2009). Return is so high because data collection was made by student representatives and they received finances if collection was successful, so they were motivated for quality performance.

national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	22.8
Average age (median) in years - all students	22.0
Average age (arithm.mean) in years - female students	22.8
Average age (arithm.mean) in years - male students	22.7
Average age (arithm.mean) in years - BA students	21.9
Average age (arithm.mean) in years - MA students	24.0
Average age (arithm.mean) in years - low-intensity students	23.6



details on missing data:

Missing type A: 0 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

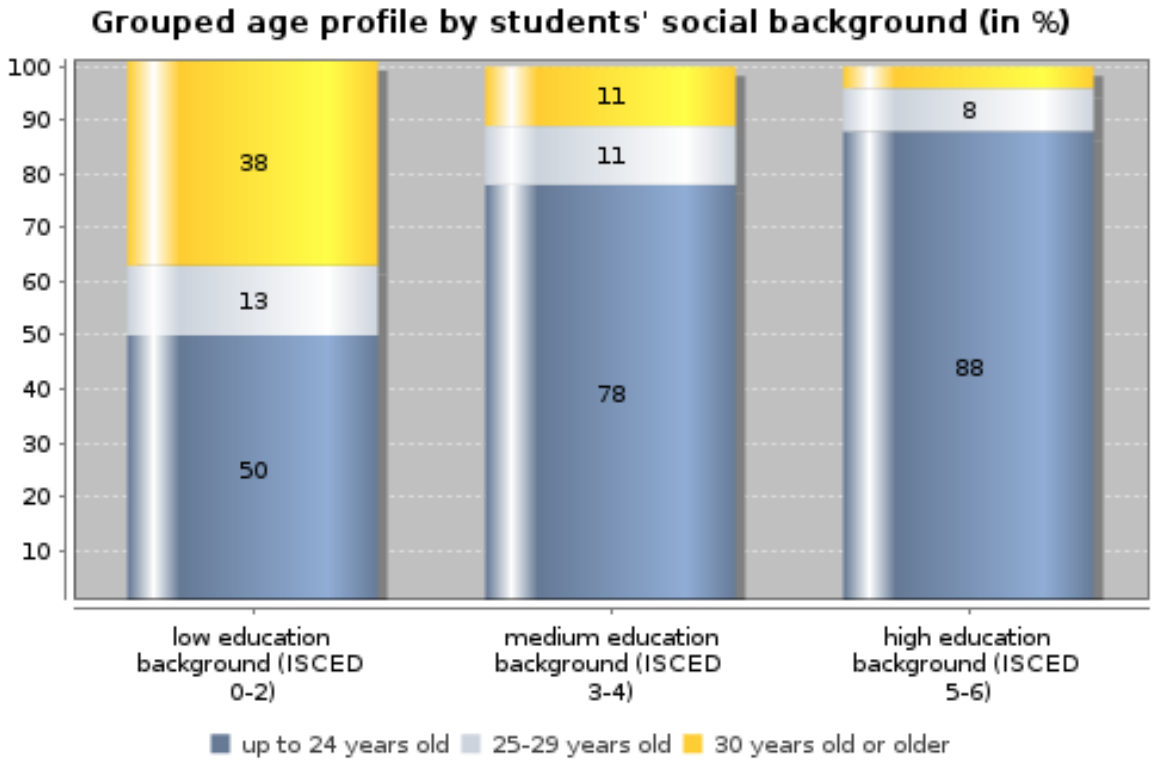
Most of students who study at secondary school finish this level of education at the age of 19, therefore it is very little number of students who commence to study educational level ISCED 5A at the age of 18.

Most of student population study at this level of education at the age between 19 and 24, excepting delayed transition students who are mostly part-time students. Age profile between male and female students is similar.
Comparison with EUROSTAT data: EUROSTAT data include all students: studying in public, private and state higher education institutions; slovak and foreign students. Survey EUROSTUDENT IV only includes students in public higher education institutions and resident students. We can compare survey data with the latest official statistics of students on ISCED level 5A in public tertiary education institutions, resident students in Slovakia (2008/2009 data, so far unpublished, 13.01.2011): students up to 24 years old (first group): 74.3%; students 25-29 years old (second group): 11.2%; students 30 years old or over (third group): 14.5%. So first group is overrepresented, second and third group are underrepresented. This can be caused by the fact that according official statistics for Slovakia the share of full-time students is 72.3% and for part-time students it is 27.7%. Survey EUROSTUDENT IV: the share of full-time students is 75.6% and for part-timers it is 24.4%, so full-time students are underrepresented and part-timers are overrepresented. Most of full-time students were up to 24 years old (94.6%), arithmetic age of part-time students was 28.2 years.

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators	
Average age (arithm.mean) in years - low education background (ISCED 0-2)	25.5
Average age (median) in years - low education background (ISCED 0-2)	25.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	22.3
Average age (median) in years - high education background (ISCED 5-6)	22.0



details on missing data:

Missing type A: 0 cases of all students

methodical issues or considerations for data interpretation:

Total for students with parental highest educational attainment at level up to lower secondary is very little - only 24, because most of people in Slovakia achieve at least educational level ISCED 3B or 3C. We think that these data aren´t reliable.

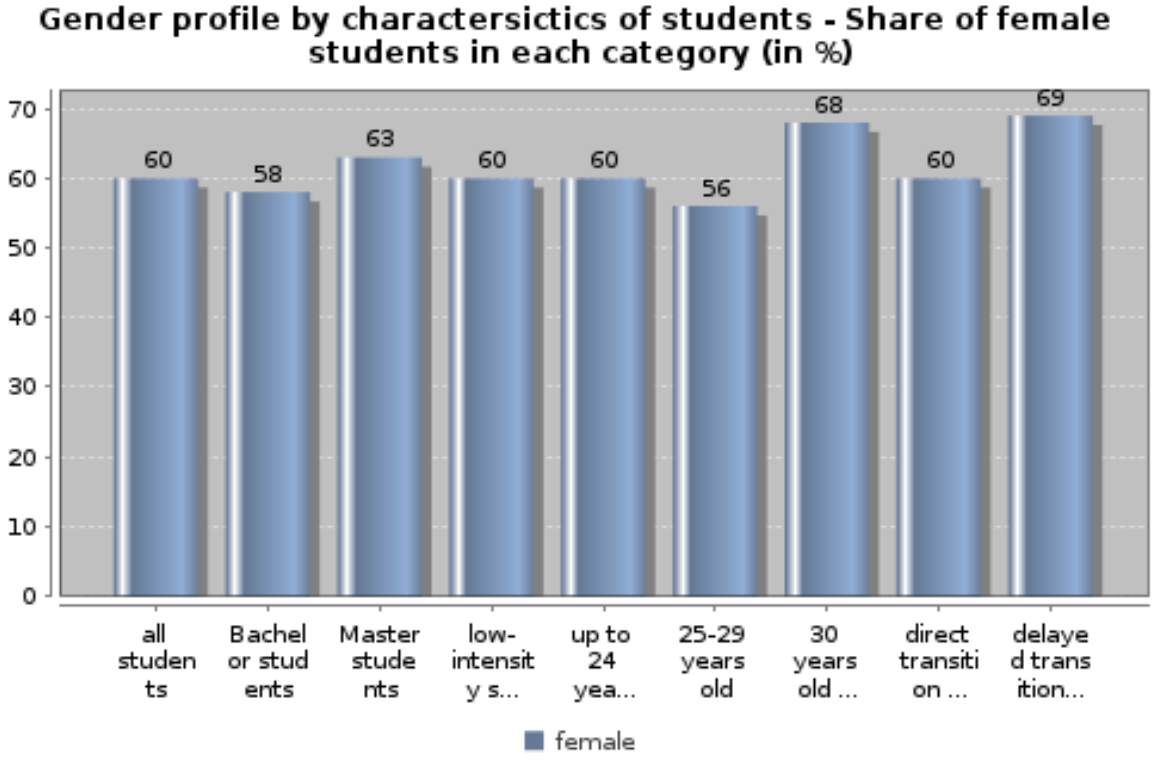
national interpretation of the results of the data analysis:

The highest educational level of whole slovak population at the age 40 - 60 is mostly non-tertiary and this is also true for tertiary students parents. Average age of students with non-tertiary and tertiary educational attainment is very similar, median is the same.

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators	
Share of females among all students, in %	60.1
Share of females among BA students, in %	58.2
Share of females among MA students, in %	62.6
Share of females among low-intensity students, in %	59.7
Share of females among the 30 years old or older, in %	68.0



details on missing data:

Missing type A: 0 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

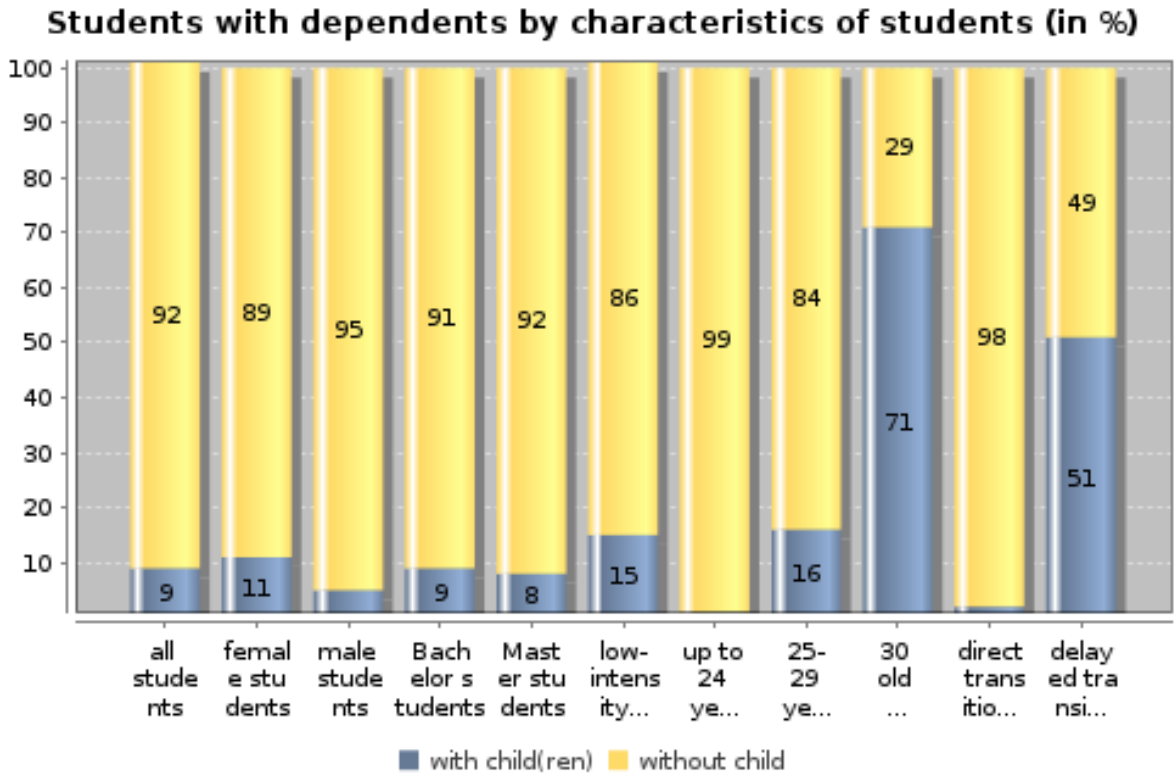
Rate of female is approximately 60% for almost all categories. This rate is going up to nearly 70% for group 30 years old or over and delayed transition students. We can say that tertiary education undertake in age 30 or over particularly female students. In many cases it is because higher education attainment requires their employer for increasing the level of qualification. Some female enter tertiary education in

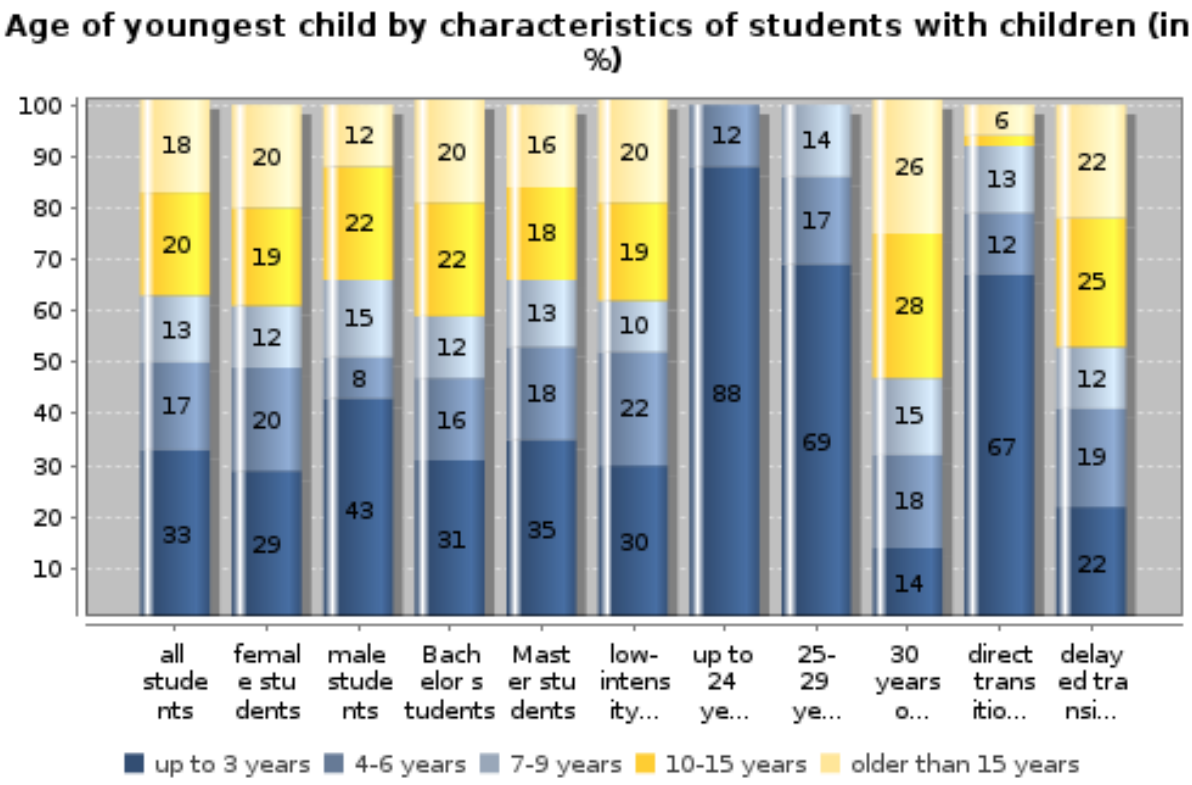
age 30 or over
for their ambitiousness. Males mainly want to earn money and raise practical occasions in this age.
We can compare gender profile (survey data) with the latest official statistics of students on ISCED level 5A
in public, private and state tertiary education institutions, slovak and foreign students together (2008/2009 data, so far unpublished, 13.01.2011): the share of female students aged 30 years old or over was 70.9%. The share of female students in public higher education institutions was 82.3% of all female students on ISCED level 5A, so there is high probability that the survey result (only students from public HE institutions) reflects reality quite exactly.

Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators	
Share of students with children among all students, in %	8.5
Share of students with children among female students, in %	10.6
Share of students with children among male students, in %	5.4
Share of students with children among MA students, in %	8.1
Share of students with children among up to 24 years old, in %	1.2
Students with children up to the age of 3 years of all students with children, in %	32.5
Students with children between the ages of 4 to 6 of all students with children, in %	16.8





details on missing data:

Question 5.6: Missing type A: 25 cases of all students; Question 5.7: Missing type A: 5 cases of all students

Question 5.8: Missing type A: 7 cases of all students

methodical issues or considerations for data interpretation:

Total of group "up to 24 years old" is only 34, so we think that these data aren´t reliable.

national interpretation of the results of the data analysis:

In almost all focus groups majority of students have no children. The rate is nearly 50%:50% in case of delayed transition students, because many of them study at tertiary institution alongside job and already have their own family. This is true particularly for 30 years old or over, even nearly 70% of them have child(ren). Most

of students in age up to 24 years old have the youngest child in age up to 3 years (88.2%), with increasing

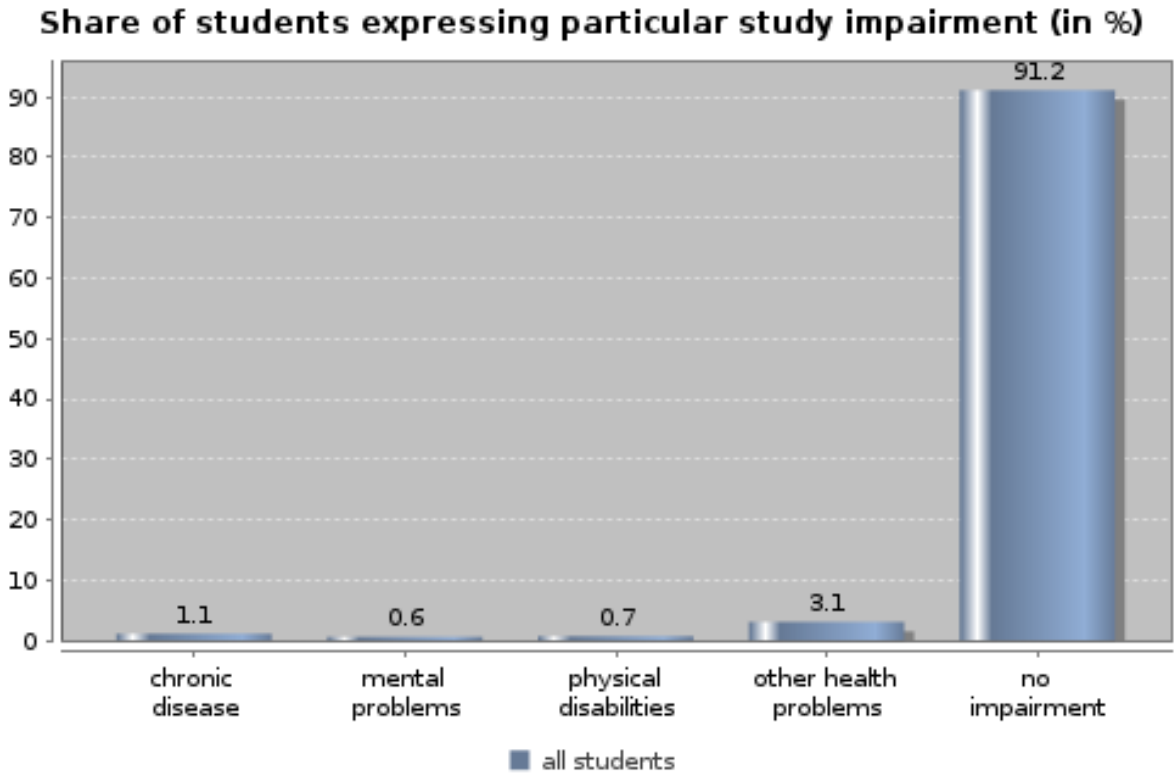
the age of students the proportion of youngest child age is changing - roughly 50% of students 30 years old

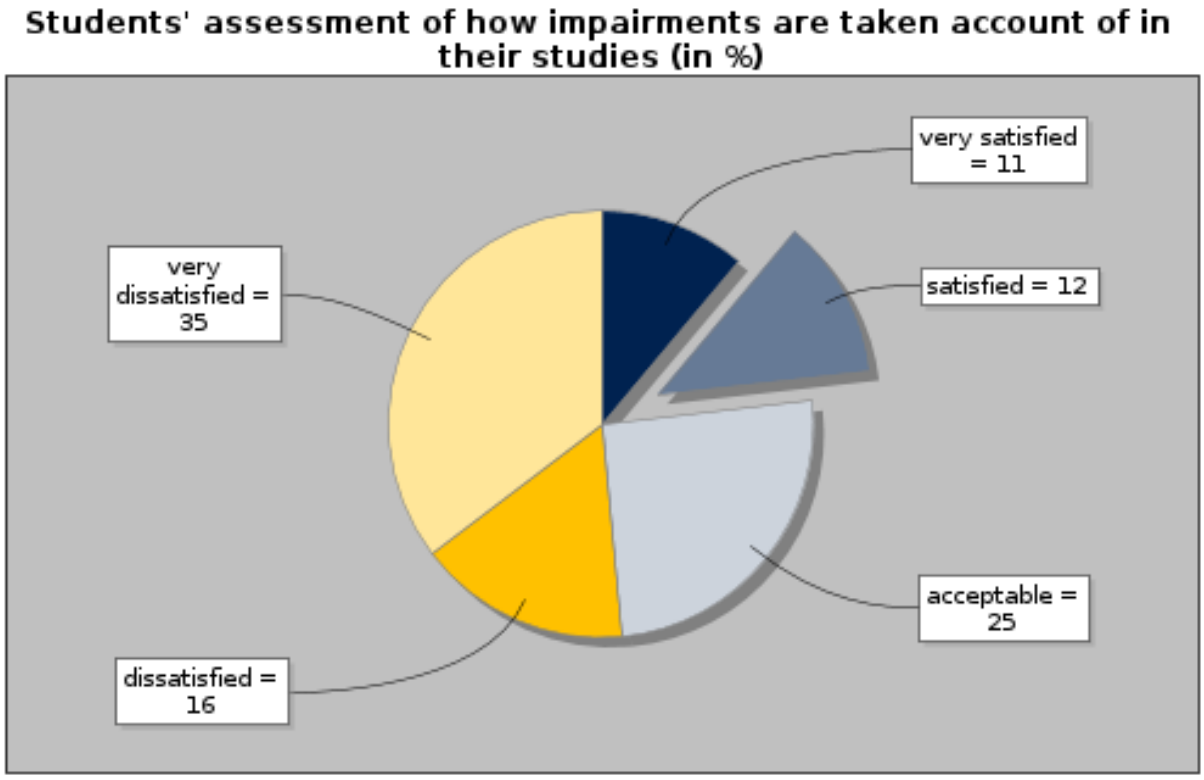
or over have the youngest child in age 10 or over, what is absolutely natural.

Topic: A. Demographic Characteristics

Subtopic 5: Students' assessment of study impairment and of how it is taken account of

Key Indicators	
Students who feel impaired in their studies in %	8.8
Students who are (very) satisfied with the way their impairments are taken account of in %	23.7
Students who are (very) dissatisfied with the way their impairments are taken account of in %	50.8





details on missing data:

Question 5.9: Missing type A: 132 cases of all students; Question 5.10: Missing type A: 0 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

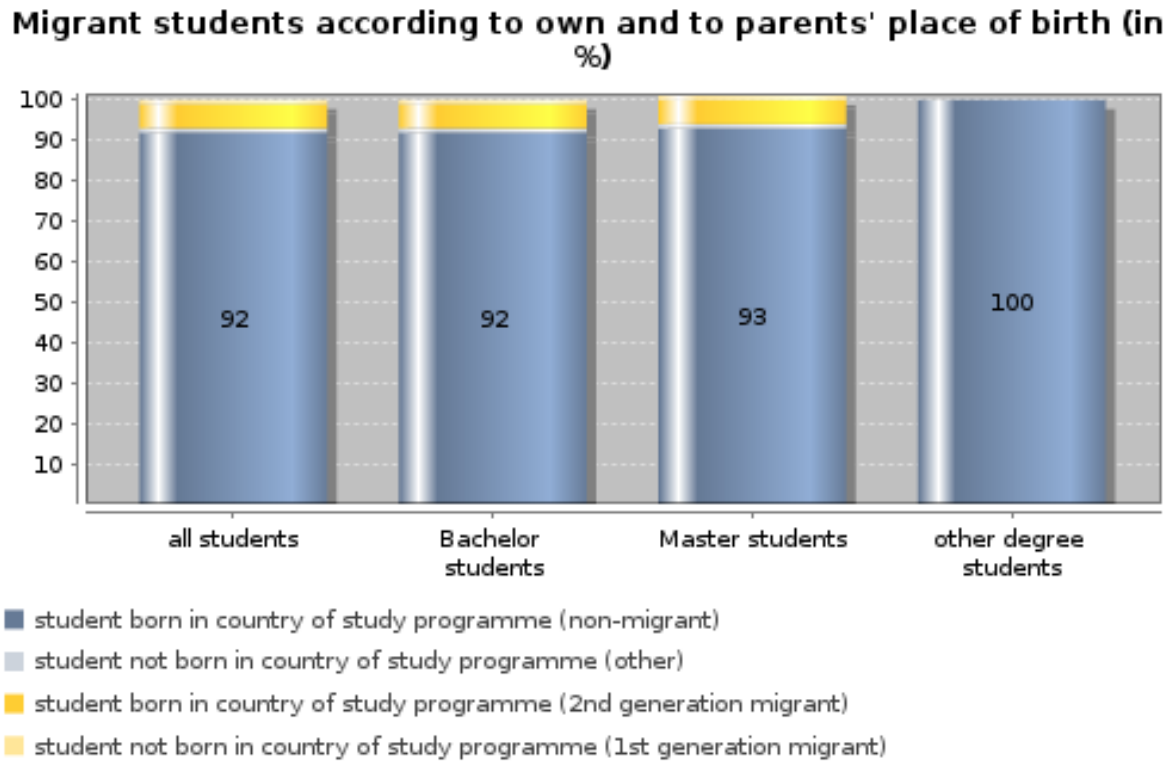
The students with some learning impairment are rather exception. On the one hand it can be very good message about health of student body or generally young people in Slovakia. Other question is if impaired entrants apply

for tertiary education. Roughly one half of this students are (very) dissatisfied how is impairment taken account of in their studies and it is very sad.

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators	
Share of non-migrants among all students, in %	92.2
Share of non-migrants among all BA students, in %	92.0
Share of non-migrants among all MA students, in %	92.6
Share of 2nd generation migrants among all students, in %	6.1
Share of 2nd generation migrants among all BA students, in %	6.2
Share of 2nd generation migrants among all MA students, in %	5.9
Share of 1st generation migrants among all students, in %	0.9
Share of 1st generation migrants among all BA students, in %	1.0
Share of 1st generation migrants among all MA students, in %	0.8



details on missing data:

Question 5.3: Missing type A: 2 cases of all students; Question 5.4: Missing type A: 20 cases of all students

Migration (Question 5.3 and Question 5.4): Missing type A: 22 cases of all students

methodical issues or considerations for data interpretation:

Total for group "other degree students" is only 5, so we think that these data aren´t reliable.

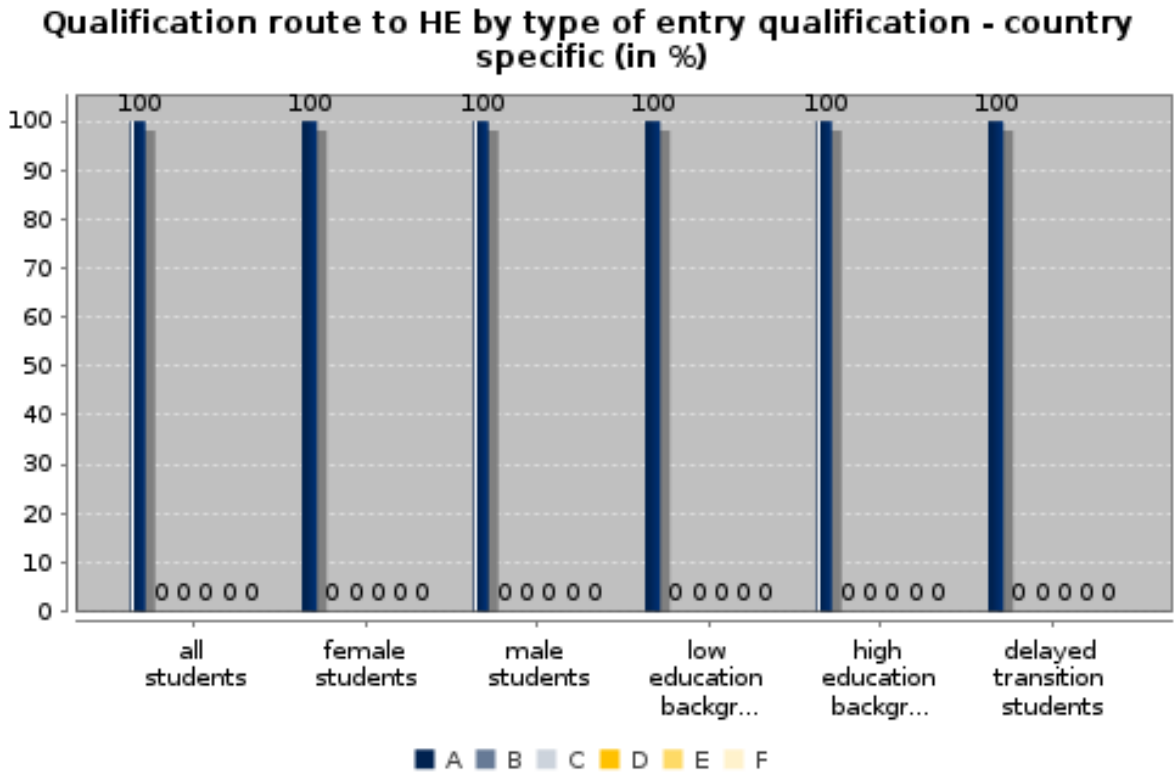
national interpretation of the results of the data analysis:

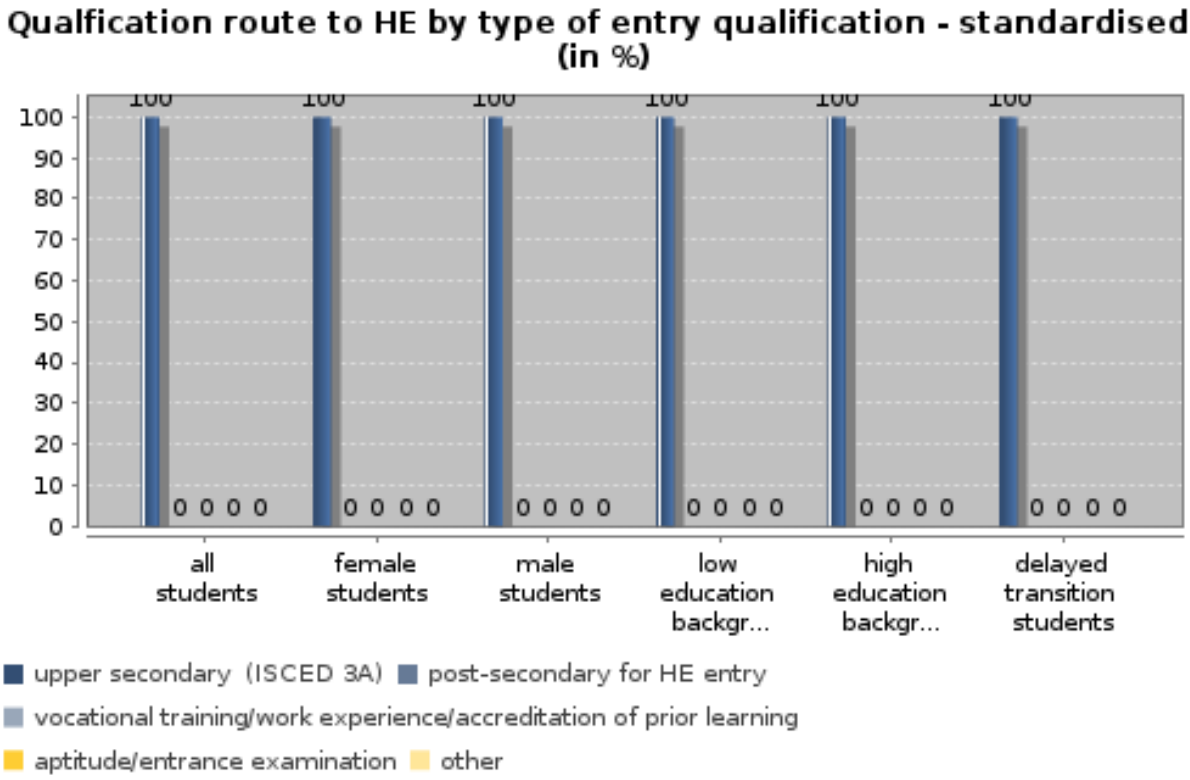
Most of students are non-migrants. Roughly 6% of them are second generation migrants. There are only negligible differences between all students, bachelor and master in this result. It is clear exception if tertiary education student wasn´t born in Slovakia. It indicate that are very few migrants in our country in general, especially
in age 40 or over.

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	100.0
Female students via upper secondary in %	100.0
Male students via upper secondary in %	100.0
Students with low education background (ISCED 0-2) via upper secondary in %	100.0
Students with high education background (ISCED 5-6) via upper secondary in %	100.0
Students with delayed transition via upper secondary in %	100.0





details on missing data:

Missing type A: 21 cases of all students

methodical issues or considerations for data interpretation:

Total for students with low education background is only 24, so we think that these data aren´t reliable.

national interpretation of the results of the data analysis:

1. Essential condition for applying to tertiary education is achievement Certificate on maturita examination

by studying on ISCED level 3A. There are no nontraditional routes to higher education in Slovakia, only work experience is not sufficient.

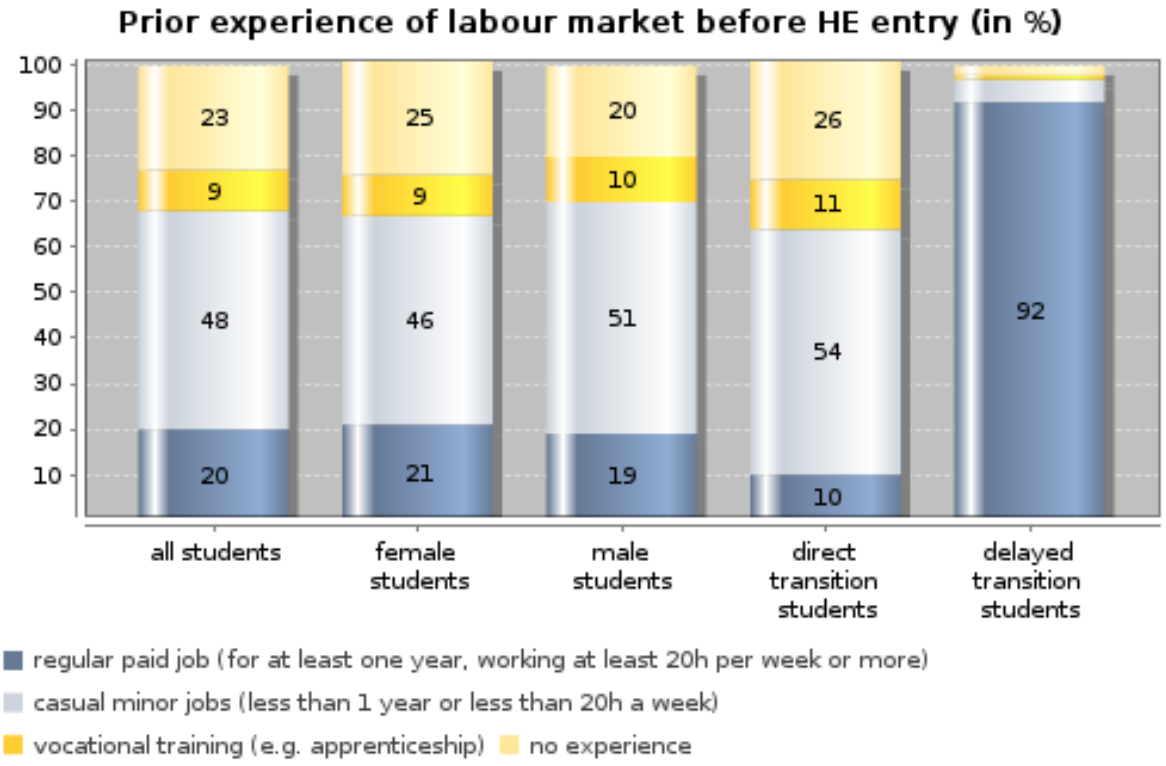
2. If student successfully completed only vocational secondary school programme without maturita (lower secondary

or secondary education on ISCED level 3C), he/she can achieve Certificate Maturita after it, mostly by studying while working and then can apply for study to higher education.

Topic: B. Access and entry to higher education

Subtopic 2: Prior experience of the labour market before entering higher education

Key Indicators	
All students with regular paid job before entering HE in %	19.9
Females with regular paid job before entering HE in %	20.5
Males with regular paid job before entering HE in %	19.0
Direct transition students with regular paid job before entering HE, in %	9.6
Delayed transition students with regular paid job before entering HE, in %	92.4
All students without labour market experience before entering HE in %	22.8
Females without labour market experience before entering HE in %	24.7
Males without labour market experience before entering HE in %	20.0



details on missing data:

Missing type A: 4 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The largest group of students had casual minor job before entering to higher education - approximately 50% - this is survey result for every focus group excepting delayed transition students. Majority of this group had regular paid job before HE entry (92.4%). These students are particularly part-timers and most of them have paid job alongside their study on tertiary level.

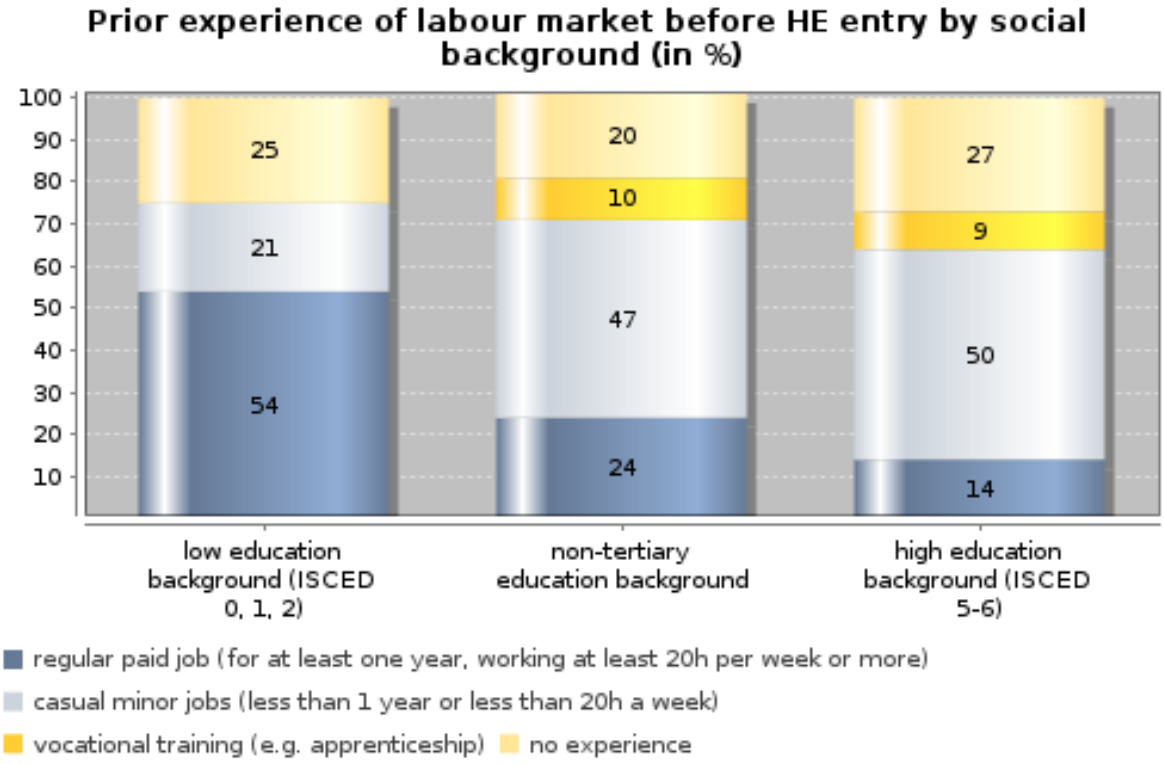
Direct transition students - only 9.2% of them interrupted their education career between graduating secondary education and entering higher education for at least one year; roughly 86.1% of them didn´t interrupt their education at all.

Delayed transition students - most of them (82.1%) interrupted their education career between graduating secondary education and entering higher education for at least one year (95.2% of them had regular paid job before entering higher education) and only 16.6% of them didn´t interrupt their education at all.

Topic: B. Access and entry to higher education

Subtopic 3: Prior experience of the labour market before entering higher education by social background

Key Indicators	
Students without labour market experience and low education background (ISCED 0-2) in %	25.0
Students without labour market experience and high education background (ISCED 5-6) in %	26.7



details on missing data:

Missing type A: 4 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

We think the results for students with educational attainment of their parents up to lower secondary are not reliable, because the total of this group is only 24. To achieving only this level of education is rare

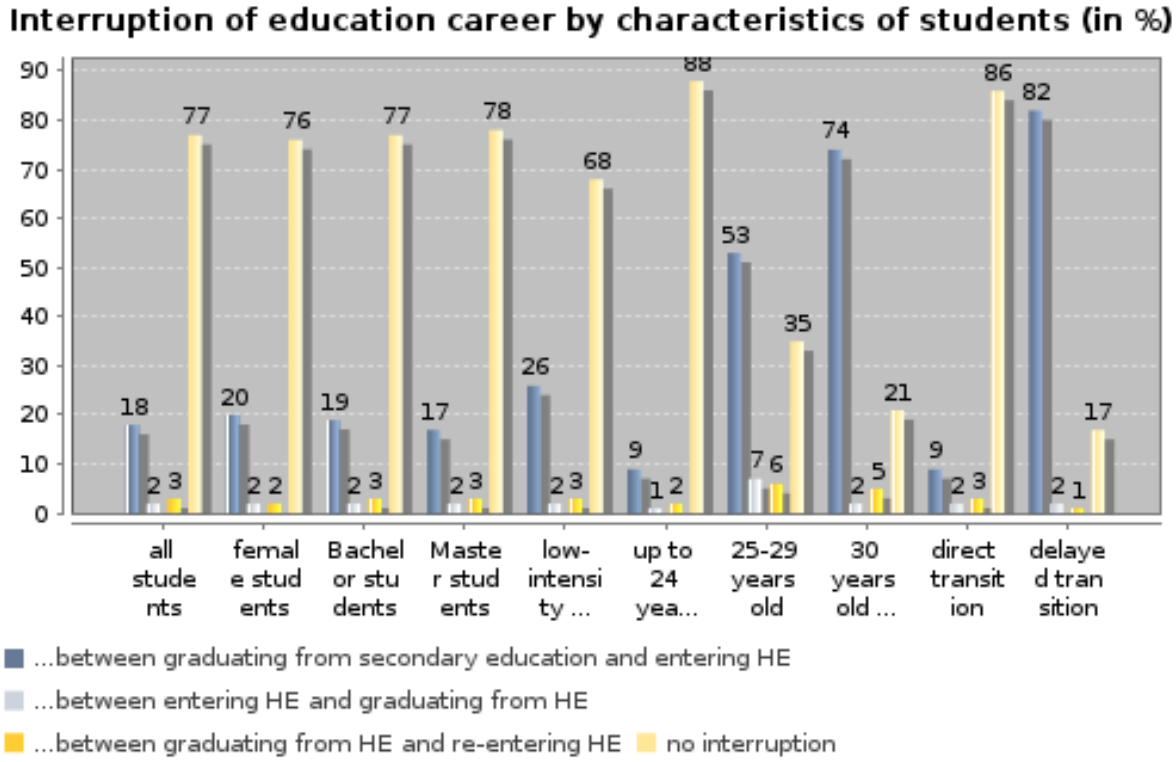
in Slovakia. Two further groups of students differ only a little. Regular paid job had approximately 10% more students with non-tertiary educational attainment of parents. It can be caused also by economic conditions

of these families, which are in general likely less good as in families with tertiary education background.

Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators	
BA students with interruption between graduating from secondary education and entering HE, in %	19.3
BA students with interruption between entering HE and graduating from HE, in %	1.9
BA students without interruption, in %	76.5



details on missing data:

Missing type A: 5 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The biggest rate of most focus groups is maked up by students who didn´t interrupt their study. Different situation is with students 25 to 29 years old, 30 years old or over and delayed transition. The biggest rate

of them interrupted their study between graduating from secondary education and entering higher education. It is in coincidence with the fact that students graduating from secondery school usually at the age of 19 and if they study at higher education institution at the age 25 or over, they do it with

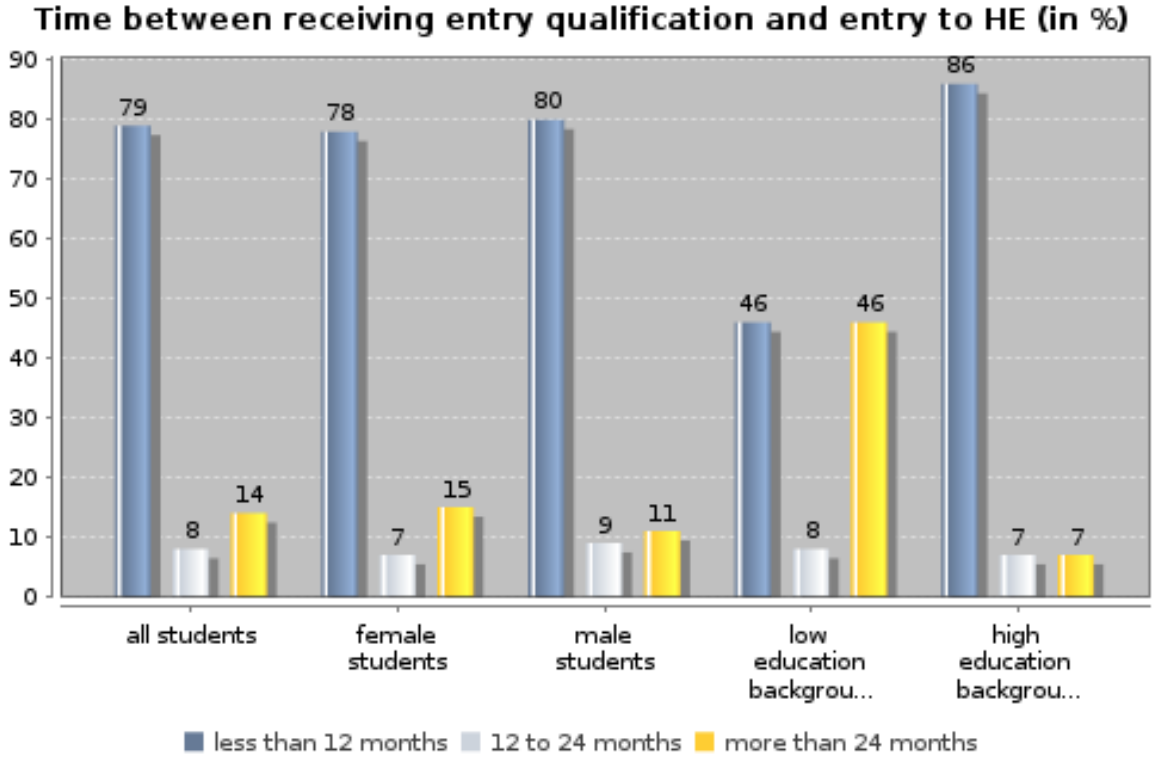
interruption and it is done less often between entering and graduating one study programme, what confirm also these results.

Topic: B. Access and entry to higher education

Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators

Average time between HE qualification and HE entry in months (arithm. mean)	
all students	20.6
female students	23.4
male students	16.3
low education background (ISCED 0-2)	93.1



details on missing data:

Question 2.3 Month: Missing type A: 120 cases of all students; Question 2.3 Year: Missing type A: 56 cases of all students; Question 2.4 Month: Missing type A: 47 cases of all students; Question 2.4 Year: Missing type A: 26 cases of all students; Time between qualification and entry in months: Missing type A: 41 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Most of students (approximately 80%) commenced to study at tertiary level in time less than 12 month after they had received entry qualification - this is survey result for all students, female, male and high education background students. This is in compliance with median - it is 4 months for these four groups.

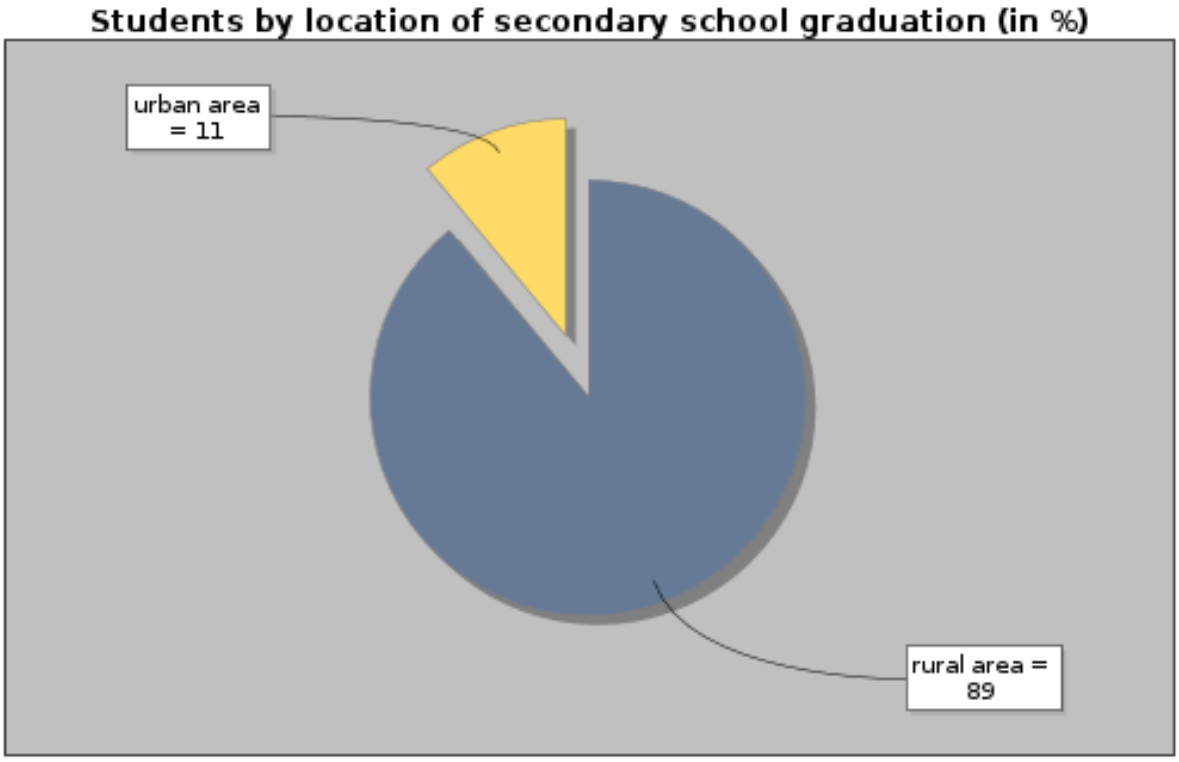
We can say that prevailing strategy for majority of students is continuous study without any interruption. We think that the results for low education background students are not reliable, because the total of them is only 24.

Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from secondary education in rural ares, in %	88.6



details on missing data:

Missing type A: 32 cases of all students

methodical issues or considerations for data interpretation:

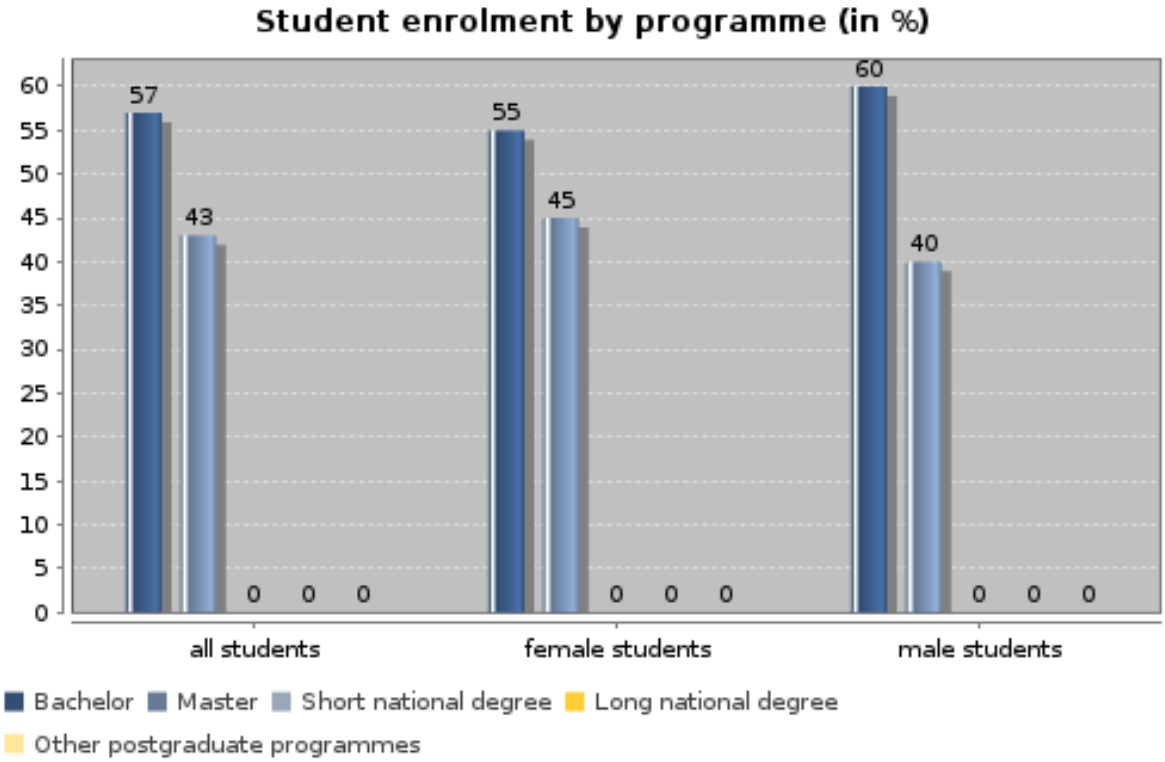
national interpretation of the results of the data analysis:

Slovakia has only one urban area - it´s Bratislava region with population density 300 inhabitants per square kilometre. All other regions belong to rural area - population density for all of them is less than 150 inhabitants per square kilometre. We calculated the average population density of rural area as arithmetic mean of population density of all regions except Bratislava region. Slovakia is a country with generally rural character. More than 57% of the population live in a town.

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators	
All students studying for BA, in %	57.1
All students studying for MA, in %	42.7
All students studying for other national degrees, in %	0.1



details on missing data:

Missing type A: 0 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

More than one half of all, female and male students were bachelor, roughly 40% each of these groups were master and only exceptionally long national degree students. These results reflect real proportion of these three groups of students in ISCED level 3A in Slovakia. Long national degree (included in survey) - medicine and pharmacy.

Most of Bachelor students want to continue in Master programme after successfull completion of Bachelor programme (eight out of ten). People with Master qualification have much better chances to have job on achieved level

of education, because it is not many years for possibility to achieve tertiary level of education

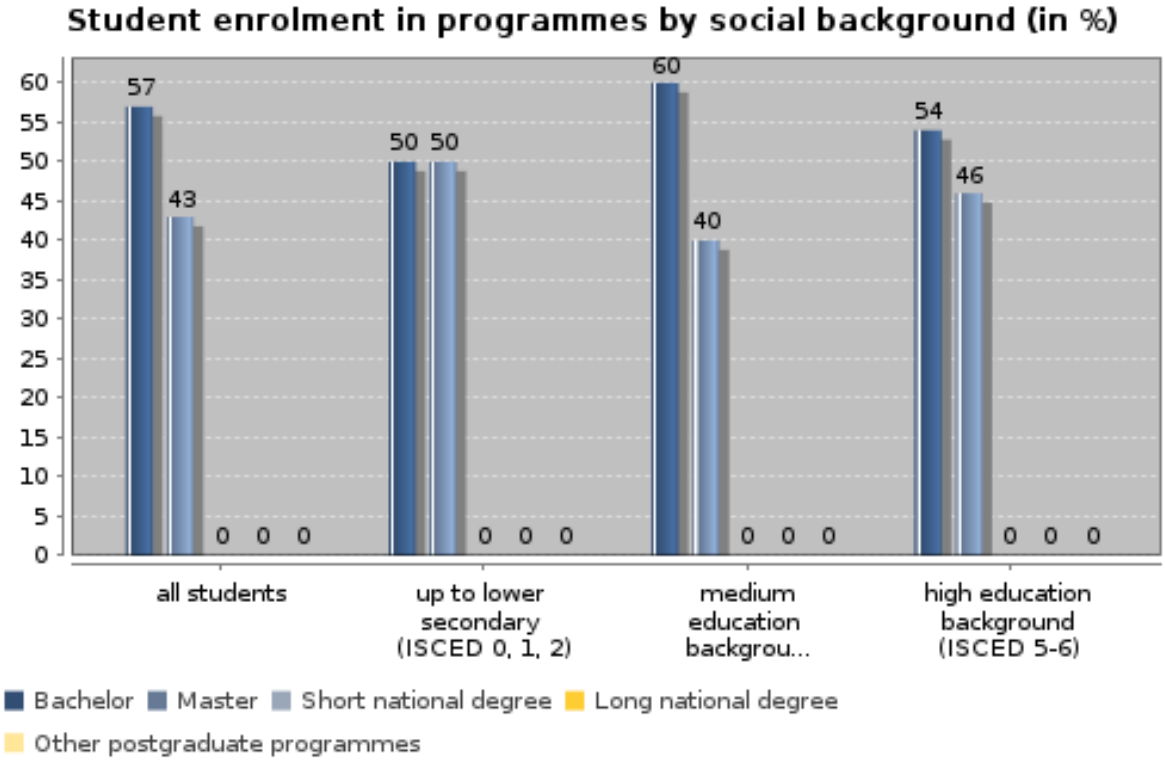
with qualification Bachelor (less than 10 years) and there are not many positions for people with this

qualification on the labour market. Official statistics about students in public higher education institutions, resident students in Slovakia 2009 (Source: Institute of Information and Prognoses of Education): Bachelor students 63.7%; Master students 31.3% and other programmes on ISCED level 5A 5.0%.

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators	
Students with low education background (ISCED 0-2) studying for BA, in %	50.0
Students with low education background (ISCED 0-2) studying for MA, in %	50.0
Students with high education background (ISCED 5-6) studying for BA, in %	53.9
Students with high education background (ISCED 5-6) studying for MA, in %	45.8



details on missing data:

Missing type A: 0 cases of all students

methodical issues or considerations for data interpretation:

We think that results for parents´ educational background "up to lower secondary" are not reliable, because the total is only 24.

national interpretation of the results of the data analysis:

There are no big differences in rate bachelor and master between focus groups for all, non-tertiary and tertiary students. Most of students in Slovakia plan to graduate tertiary education in master program, not

only bachelor. Enrolment in program (bachelor, master, etc.) is not significantly affected by social background in our country.
Long national degree (included in the survey) - medicine and pharmacy.

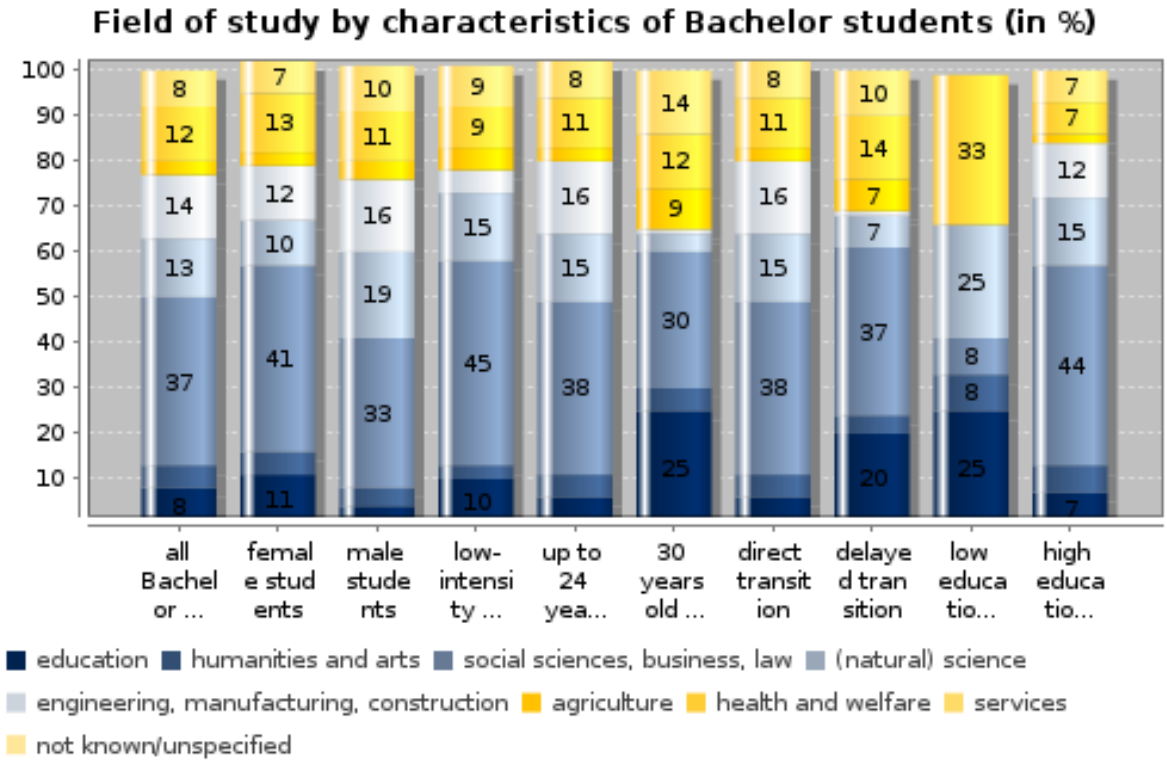
Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators

Students in engineering disciplines among all BA students, in %	13.8
Students in humanities and arts among all BA students, in %	4.5
Students in social sciences, business and law among all BA students, in %	37.3

BA students from lowest education backgrounds in engineering disciplines, in %	BA students from lowest education backgrounds in humanities and arts, in %
8.3	BA students from lowest education backgrounds in social sciences, business and law, in %



details on missing data:

Missing type A: 1 case of all BA students

methodical issues or considerations for data interpretation:

Total for students with low education background is only 12, so we think that these data aren´t reliable.

national interpretation of the results of the data analysis:

There are some differences between female and male students - first of them have higher percentage in education and social sciences, business and law (10.5% and 40.8%; respectively). Male study more often (natural) science and engineering, manufacturing, construction (18.6% and 16.3%; respectively).

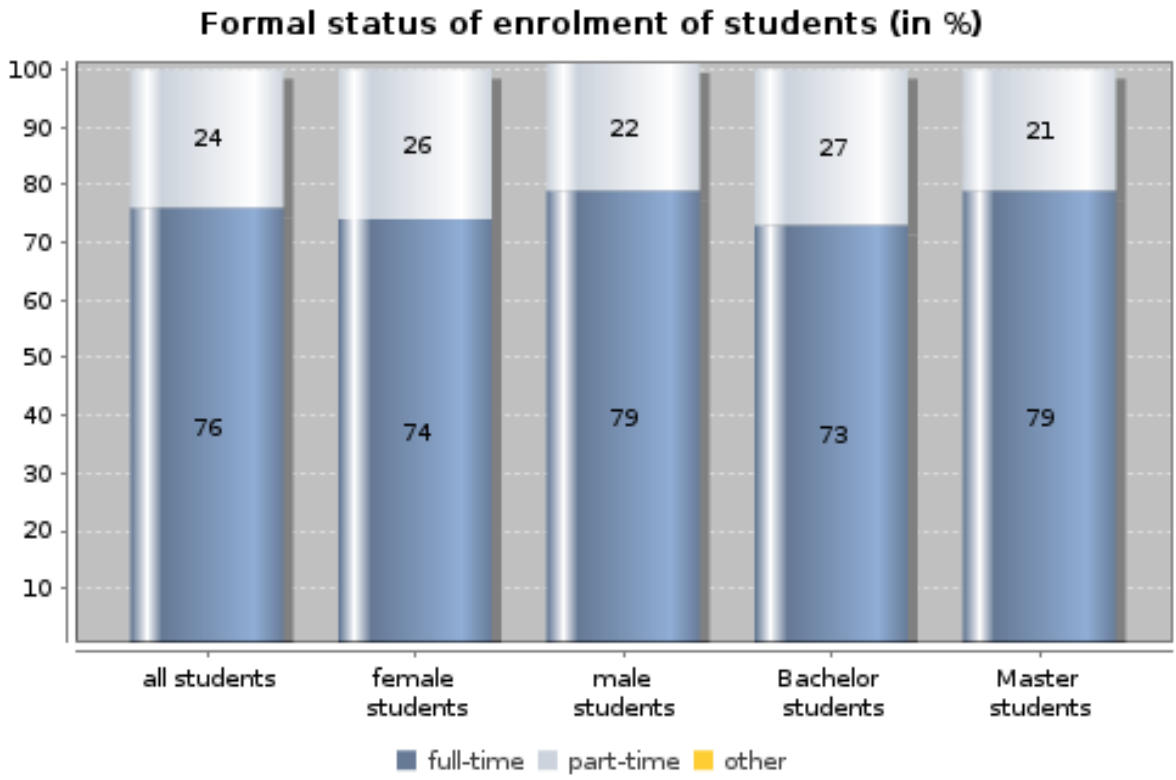
These results reflect general difference in choice of field of study between male and female. Almost one half of low-intensity students study social sciences, business and law (45.1%). It is caused likely by not many lessons (taught studies), where the presence of students is required. Students who are 30 years old or over and delayed transition students are markedly overrepresented in education. Most of these students are part-timers, they have paid job alongside study
and the main reason for study for many of them is requirement of employer to achieve tertiary education qualification. We think that the results for low education background students are not reliable, because the total is only 12. Official statistics about students in public, private and state tertiary education institutions, slovak and foreign students in Slovakia 2008/2009 (so far unpublished data 14.01.2011, source: Institute of Information and Prognoses of Education): Bachelor students, field of study Social sciences, business and low: 31.2%. Survey data only relate to students in public higher education institutions and resident students.

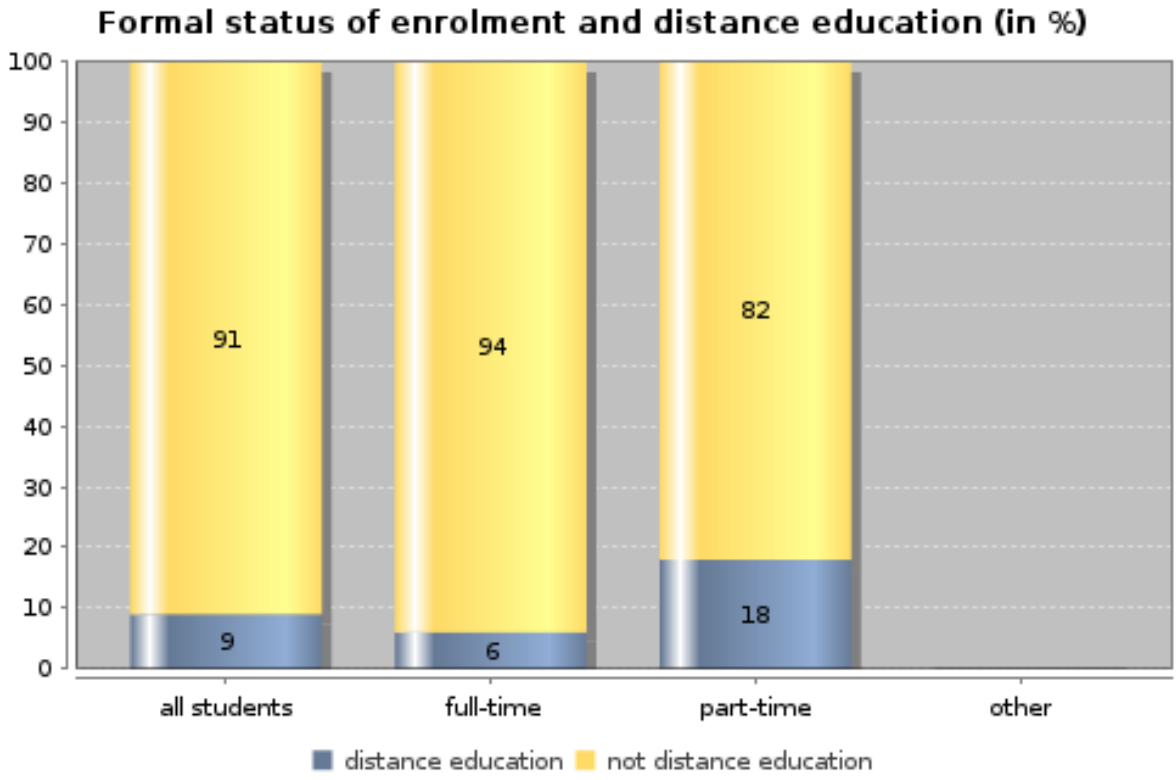
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	24.4
Share of part-time students among BA students, in %	26.9
Share of part-time students among MA students, in %	21.2





details on missing data:

Question 1.2: Missing type A: 4 cases of all students; Question 1.3: Missing type A: 218 cases of all students

methodical issues or considerations for data interpretation:

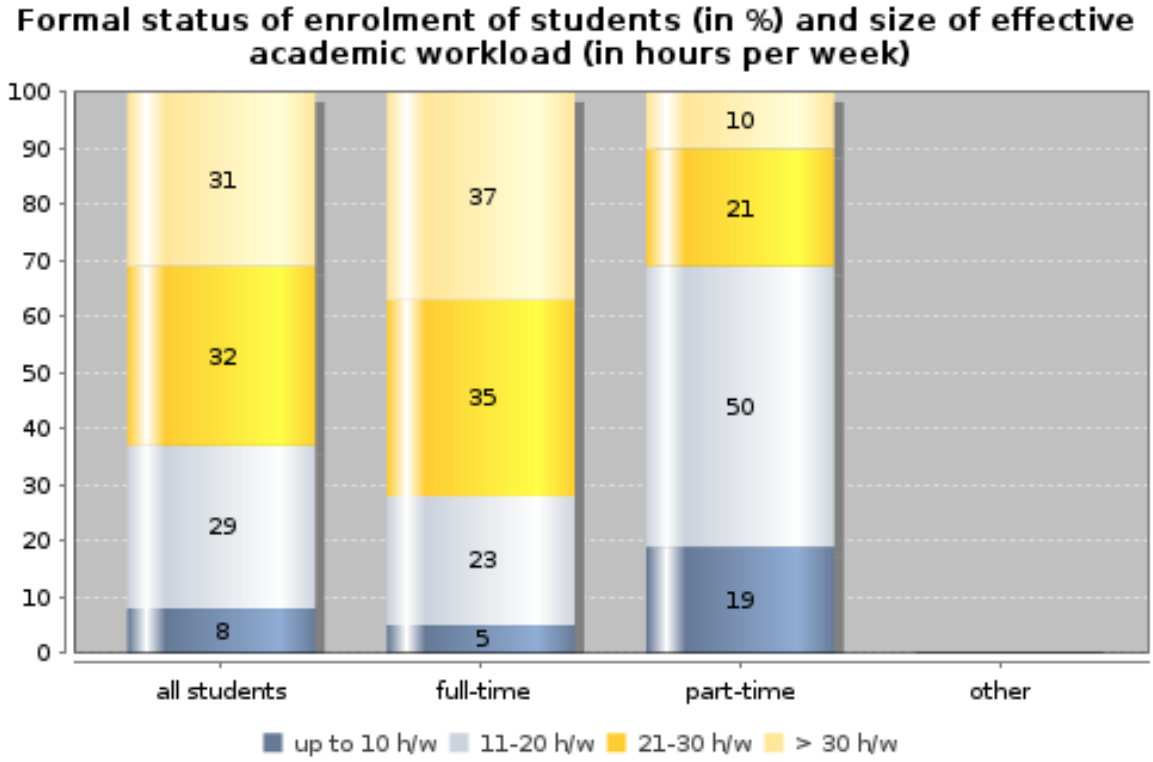
national interpretation of the results of the data analysis:

There are no big differences in rate of full-time and part-time students between focus groups. These results quite rightly reflect real rates of full-timers and part-timers among all students, female and male. There are only these two forms of formal status within ISCED level 5A in Slovakia. Most of students don´t study by distance education. There is higher percentage of these students among part-timers as among full-timers (17.7% vs. 5.9%; respectively). Many programmes of full-time education is not possible to study by distance education, because it is necessary
to take part in seminars, labs, etc.

Topic: B. Access and entry to higher education

Subtopic 11: Formal status of enrolment by size of academic workload

Key Indicators	
All students with study-related activities up to 20 hours per week, in %	37.2
Students with full-time status and study-related activities up to 20 hours per week, in %	27.7
Students with part-time status and study-related activities of 21 hours or more per week, in %	31.3



details on missing data:

Missing type A: 194 cases of all students

methodical issues or considerations for data interpretation:

Sum of full-time and part-time students is 3291, 4 respondents didn´t state their formal status.

national interpretation of the results of the data analysis:

There is big difference in size of academic workload between full-time and part-time students. Roughly three

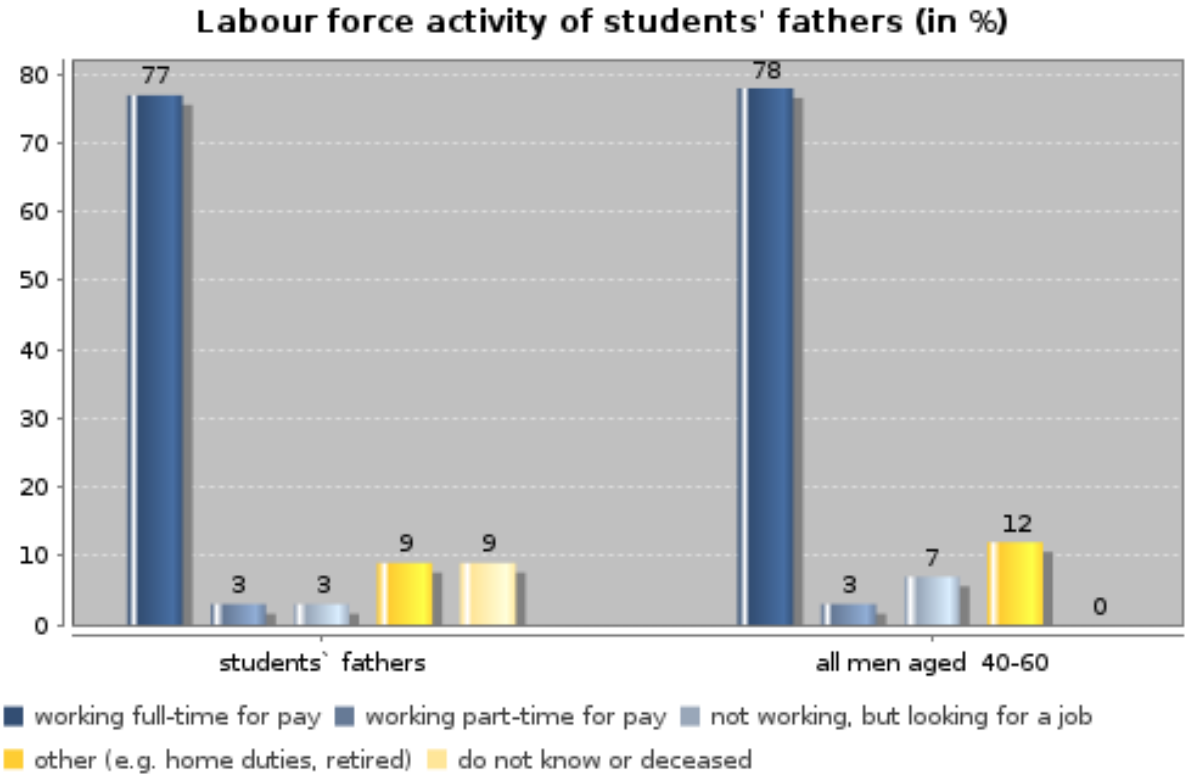
in four full-timers (72.2%) spend around 21 to 30 hours per week (35%) or more than 30 hours (37.2%) on study-related activities. On the other hand one in two part-time students spends on these activities

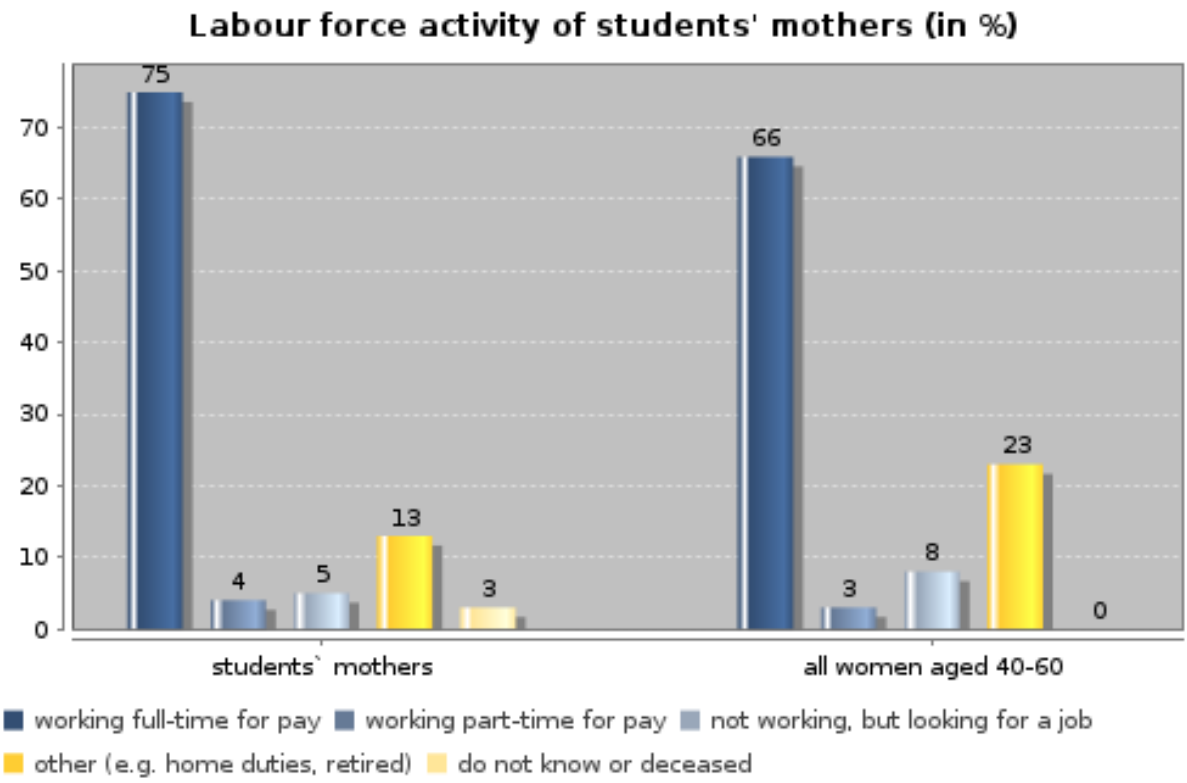
around 11 to 20 hours weekly (50.1%). These differeces lie in completely different strategy of study for these two groups of students. Part-timers have their taught studies usually only one day weekly, most often on Saturday and most of them have regular paid job alongside the study. There is no other formal enrolment status in Slovakia.

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	79.6
Share of economically active students' mothers in %	79.7
Ratio of economically active students' fathers to corresponding male population	1.0
Ratio of economically active students' mothers to corresponding female population	1.1





details on missing data:

Fathers: Missing type A: 44 cases of all students; Mothers: Missing type A: 39 cases of all students

methodical issues or considerations for data interpretation:

Data source on the economically activity of the total population: Labour Force Sample Survey; Results in the Slovak Republic for the 2-nd Quarter 2009; age category is 40-59.

national interpretation of the results of the data analysis:

Most of students´ fathers and mothers working full-time for pay (77.1% and 75.3%; respectively). This data we can explain by the fact that most of them are aged under 60 and thus they have to be economically active.

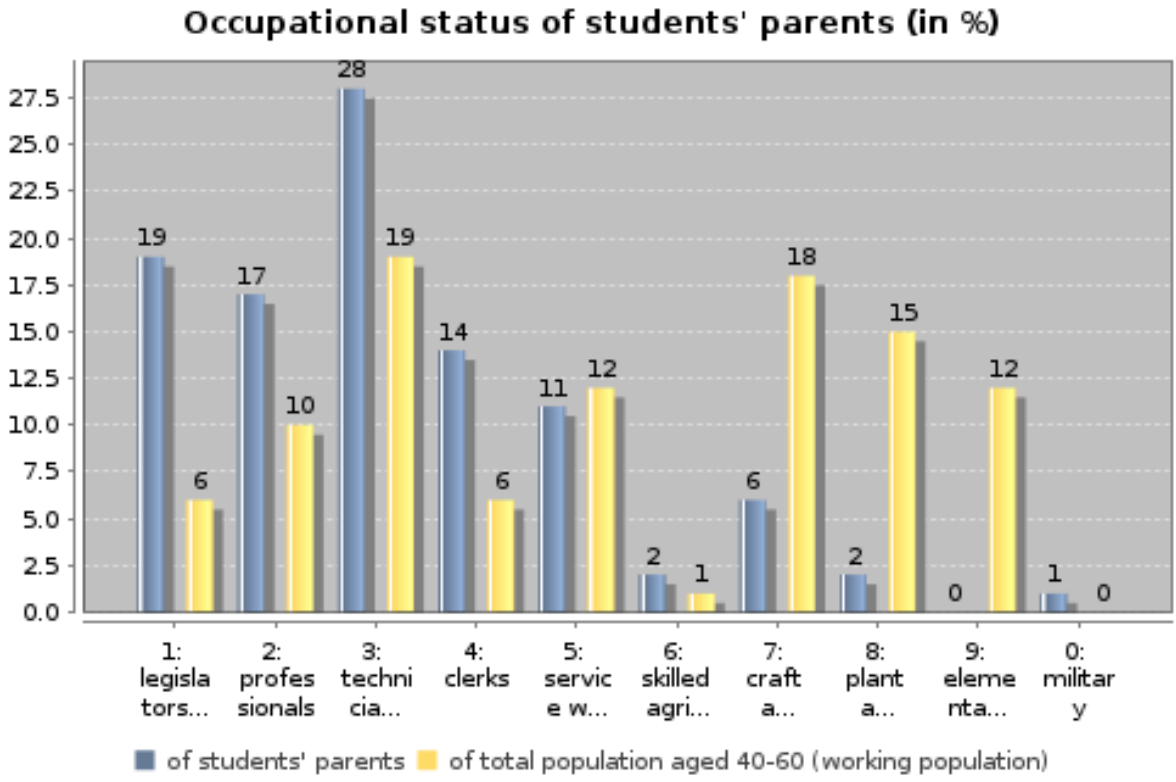
The share of other categories is very little. The data for students´ fathers and all men aged 40 - 60 is very similar, so we can say that labour force activity of students´ fathers well reflect the situation of all men

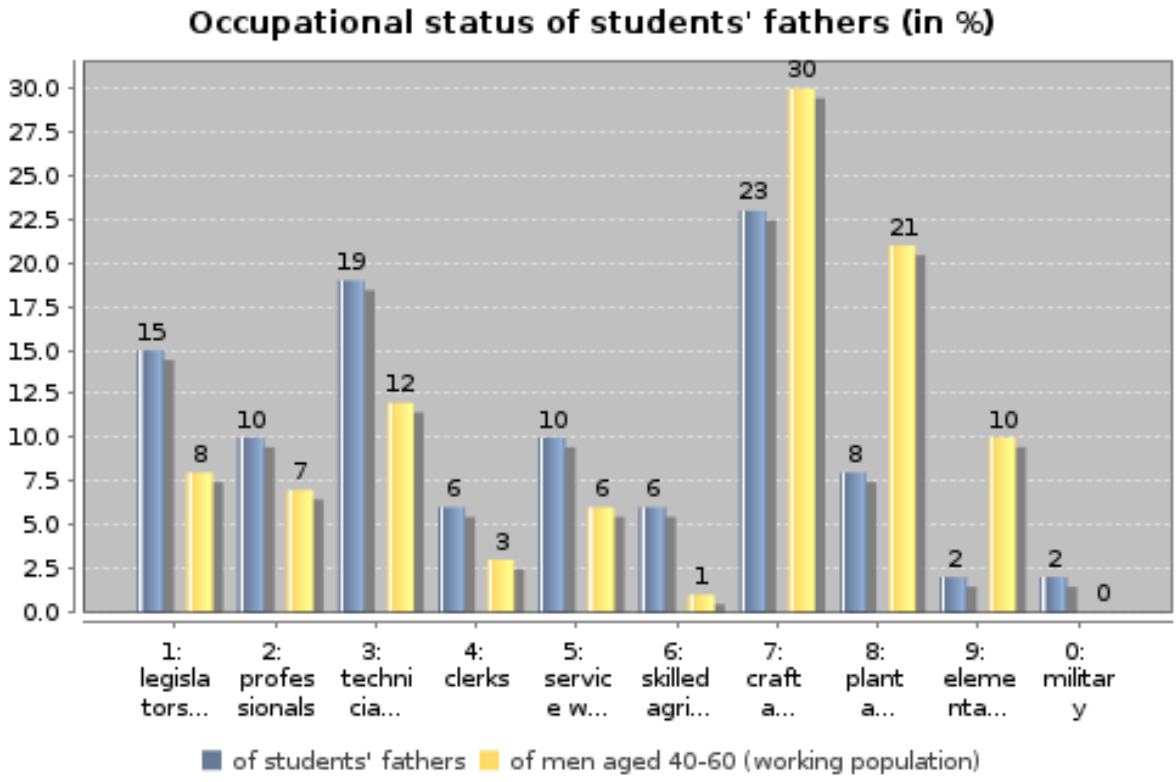
in respective age group. The data for mothers and all women aged 40 - 60 are more different. Comparing these two groups we can say that there is lower share of women in respective age group working full-time for pay (66% versus 75.3%; respectively) and larger share of not vocationally active - retired or home duties (22.7% versus 12.6%; respectively). Comparing with data EUROSTUDENT III: differences aren´t caused by new definition, but there are changes.

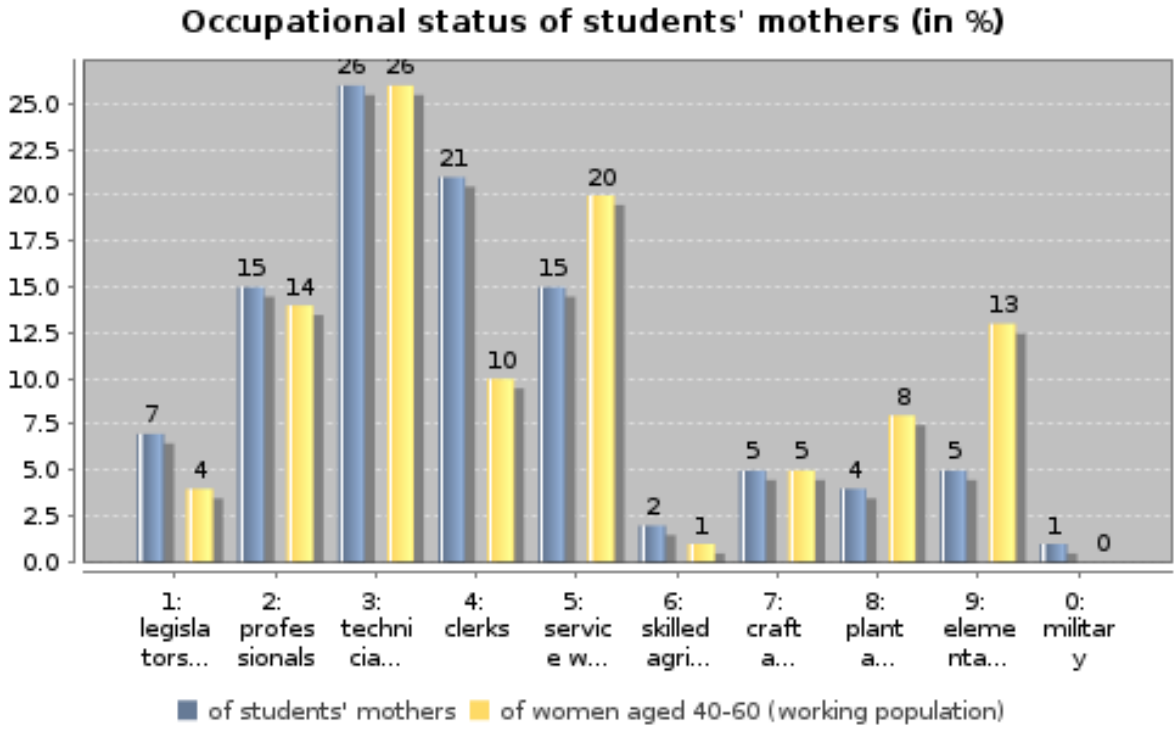
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators	
Students' parents with blue-collar occupation in%	10.6
Students' fathers with blue-collar occupation in %	37.5
Students' mothers with blue-collar occupation in %	15.5
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.6
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	0.6







details on missing data:

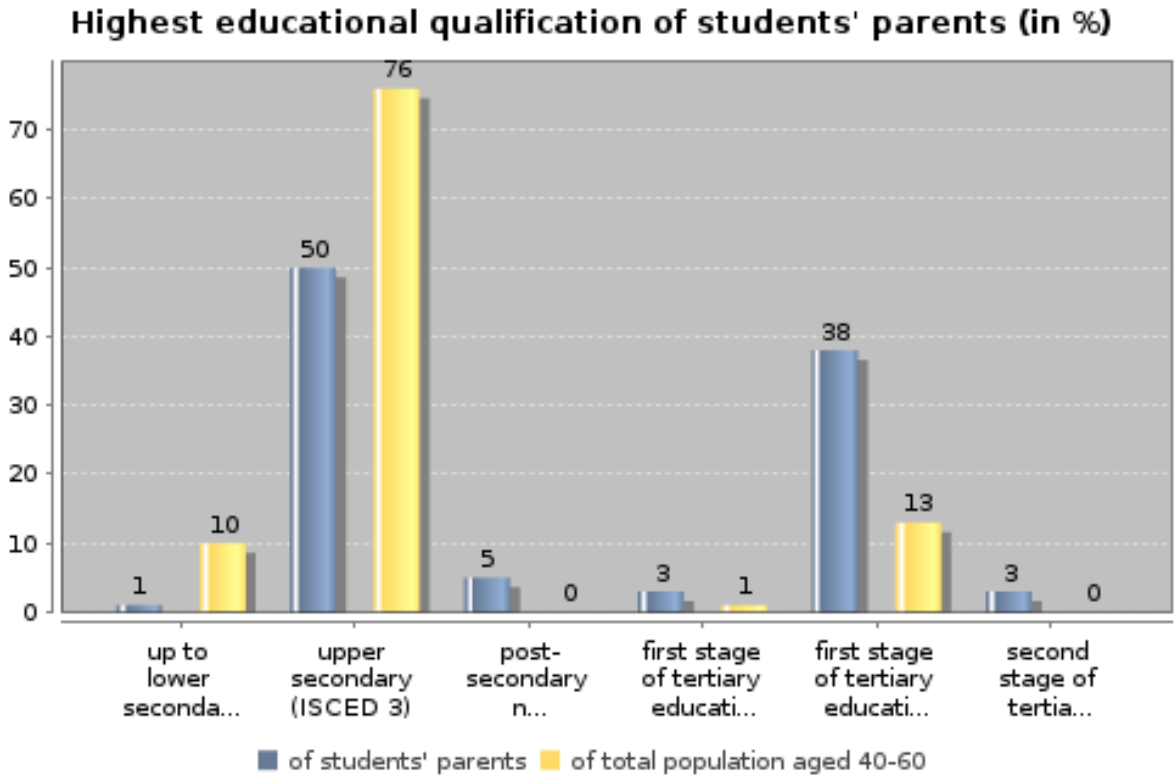
Students´ parents: Missing type A: 510 cases of all students; Students´ fathers: Missing type A: 166 cases of all students, answer I don´t know: 192 cases of all students; Students´ mothers: Missing type A: 170 cases of all students, answer I don´t know: 143 cases of all students

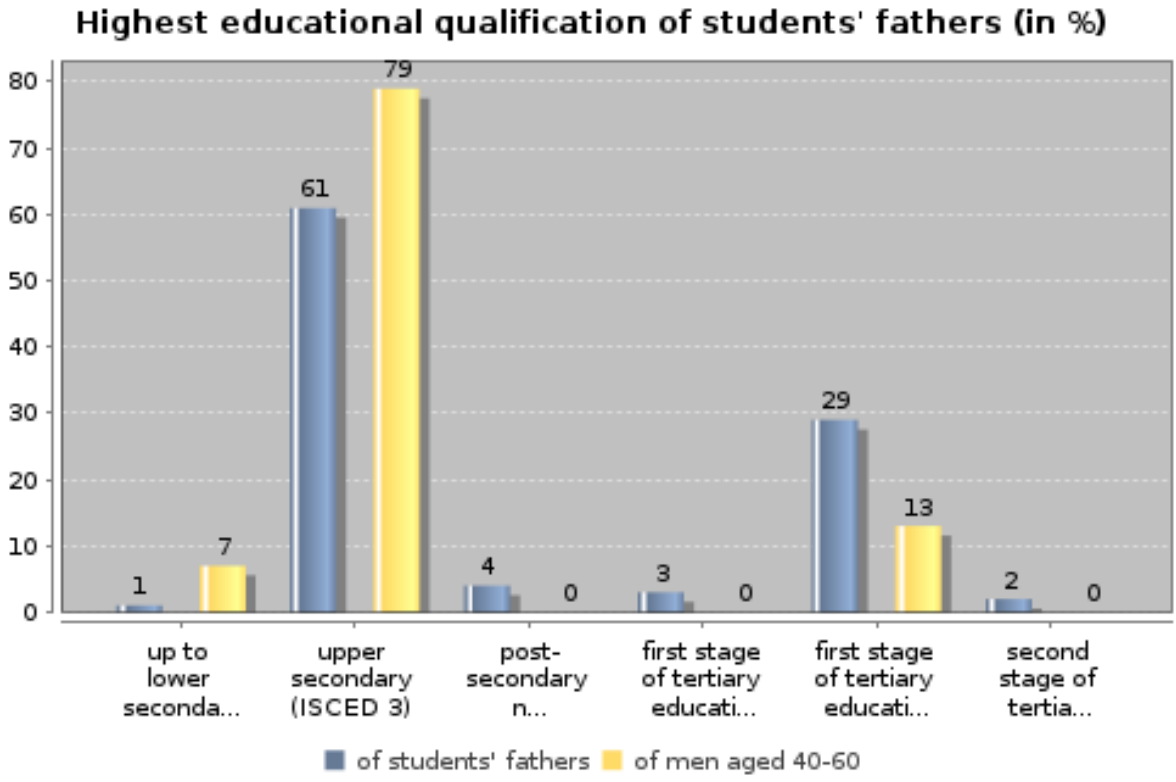
methodical issues or considerations for data interpretation:
Occupation of students´ parents: if student didn´t put occupation or his answer was "Do not know" for at least one of his/her parents, we concluded occupation of his/her parents as missing.
national interpretation of the results of the data analysis:
Most of students´ fathers worked as "craft and related trades workers" (22.6%), then as "technicians and associate professionals" (18.8%) and third most reportet occupational status was "legislator, senior official and manager" (14.9%). Most of students´ mothers had a job in the category "technicians and associate professionals" (25.8%), then "clerks" (21.2%), occupational status "professionals" and "service workers/sales workers" were represented by almost equal share (14.9% and 14.7%; respectively). Only very few fathers had job in the category "elementary occupations" and "military" (1.6% and 2.1%; respectively). Mothers worked only exceptionally in military or as "skilled agricultural and fishery workers" (0.7% and 2.1%; respectively). Comparison between students´ fathers and men aged 40 - 60: The share of students´ fathers is larger in most of occupational positions; this share is lower in only three subcategories, all of them from "blue collar" category (7,8 and 9). The share of fathers with "blue collar" position is 37.5%, but this indicator is much more higher among men aged 40 - 60 (63.1%), what might suggest unequal access to tertiary education. Comparison between students´ mothers and women aged 40 - 60: there is bigger difference only in three subcategories, two from "white collar" category (4 and 5) and one from "blue collar" category (9); the share of students´ mothers is higher in only one of them (subcategory "clerks"). The share of students´ mothers with "blue collar" occupation is 15.5%, this indicator is 26% for all women aged 40 - 60. Ratio of students´ fathers/mothers with blue collar position to couterparts aged 40 - 60 is the same (0.6). So we can say that occupational status of students parents is generally higher
as in the whole population aged 40 - 60. Higher occupational status is generally connected with higher salary, students from lower educated families could be deterred from study at tertiary level for worse financial situation of their parents. We used the same definitions as for EUROSTUDENT III, so the changes occured.

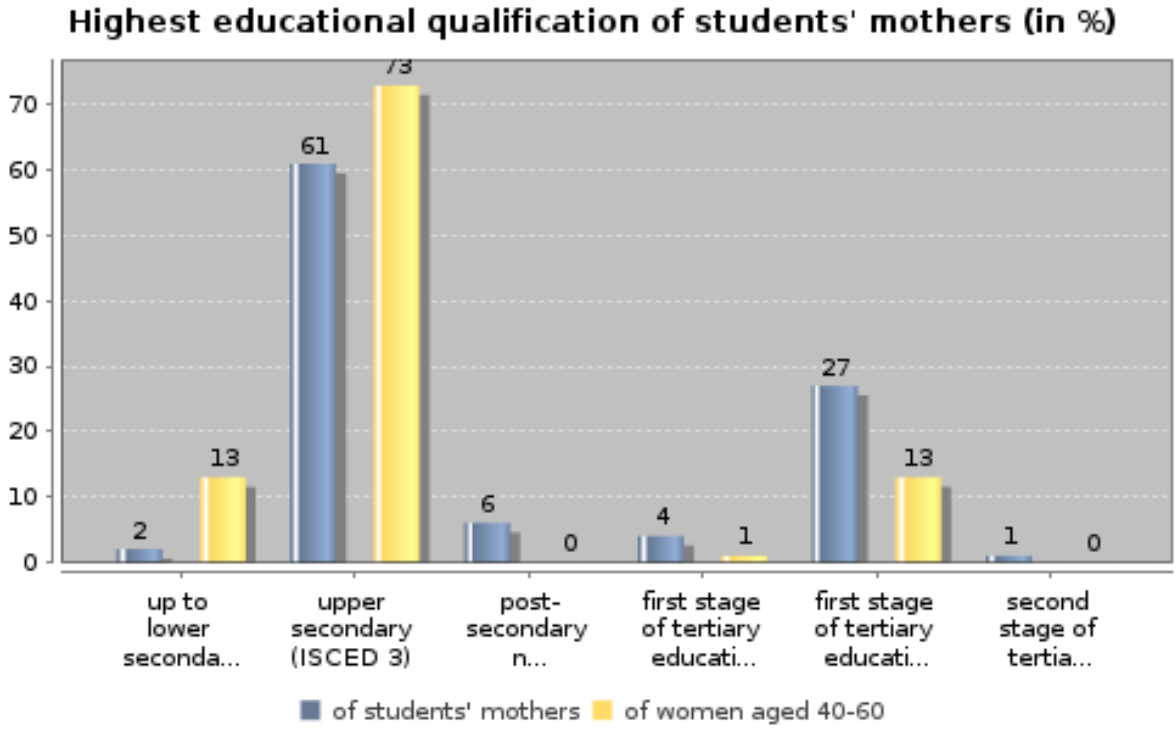
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

Key Indicators	
Students' parents without tertiary education (not ISCED 5-6) in %	56.3
Students' fathers without tertiary education (not ISCED 5-6) in %	66.3
Students' mothers without tertiary education (not ISCED 5-6) in %	68.6
Ratio students' fathers without tertiary education to counterparts in total population	0.8
Ratio students' mothers without tertiary education to counterparts in total population	0.8







details on missing data:

Students´ parents: Missing type A: 88 cases of all students; Students´ fathers: Missing type A: 32 cases of all students, answer I don´t know: 44 cases of all students; Students´ mothers: Missing type A: 26 cases of all students, answer I don´t know: 30 cases of all students

methodical issues or considerations for data interpretation:

Educational background of students´ parents: if student didn´t answer the highest level of education or his answer was "Do not know" for at least one of his/her parents, we concluded that educational background of parents is missing. Data source on the economically activity of the total population: Labour Force Sample Survey; Results
in the Slovak Republic for the 2-nd Quarter 2009; ISCED 4 isn´t produced in data collection in the Slovak Republic (included in ISCED 3).

national interpretation of the results of the data analysis:

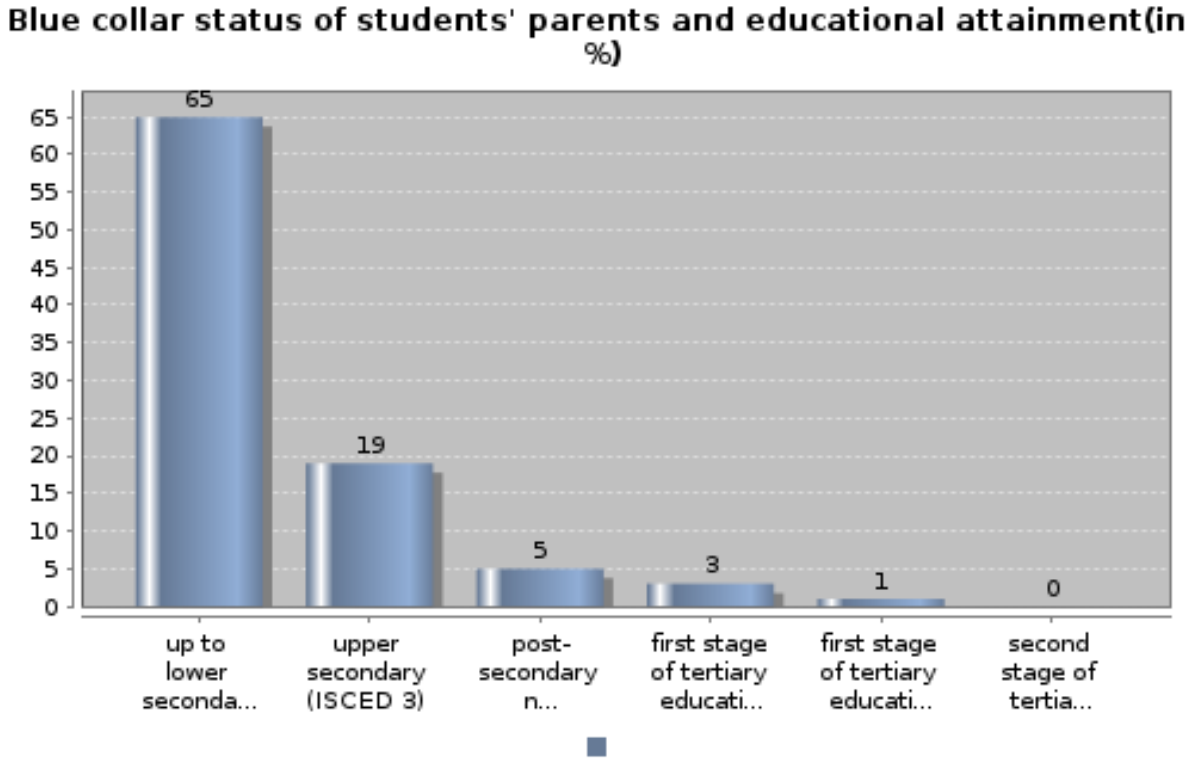
The highest educational attainment for roughly three in four of total population aged 40 - 60 is upper secondary (75.9%). This rate of other levels of educational qualification is only low. The situation of students´ parents is different; the highest level for one half of them is upper secondary education (50.2%) and approximately four in ten achieved first stage of tertiary education (37.7%). So we can say that educational qualification
of students´ parents don´t reflect this situation in total population aged 40 to 60. Comparing these two groups there are markedly overrepresented parents with first stage of tertiary education - this rate is approximately three fold higher as in total population aged 40 to 60 (37.7% vs. 12.8%). The levels up to lower secondary and upper secondary are underrepresented among students´parents; we can´t compare students´ parents and total population in post-secondary non-tertiary level but we suppose that this rate is not high in total population.

The results for students´ fathers/mothers comparing with men/women aged 40 to 60 is similar with results
for students´ parents. We used the same definitions as for EUROSTUDENT III, so the changes occured.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	94.0
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	3.5



details on missing data:

Students´ parents: Missing type A: 510 cases of all students

methodical issues or considerations for data interpretation:

The total of the students who refered levels of educational attainment of parents is not the same as the total

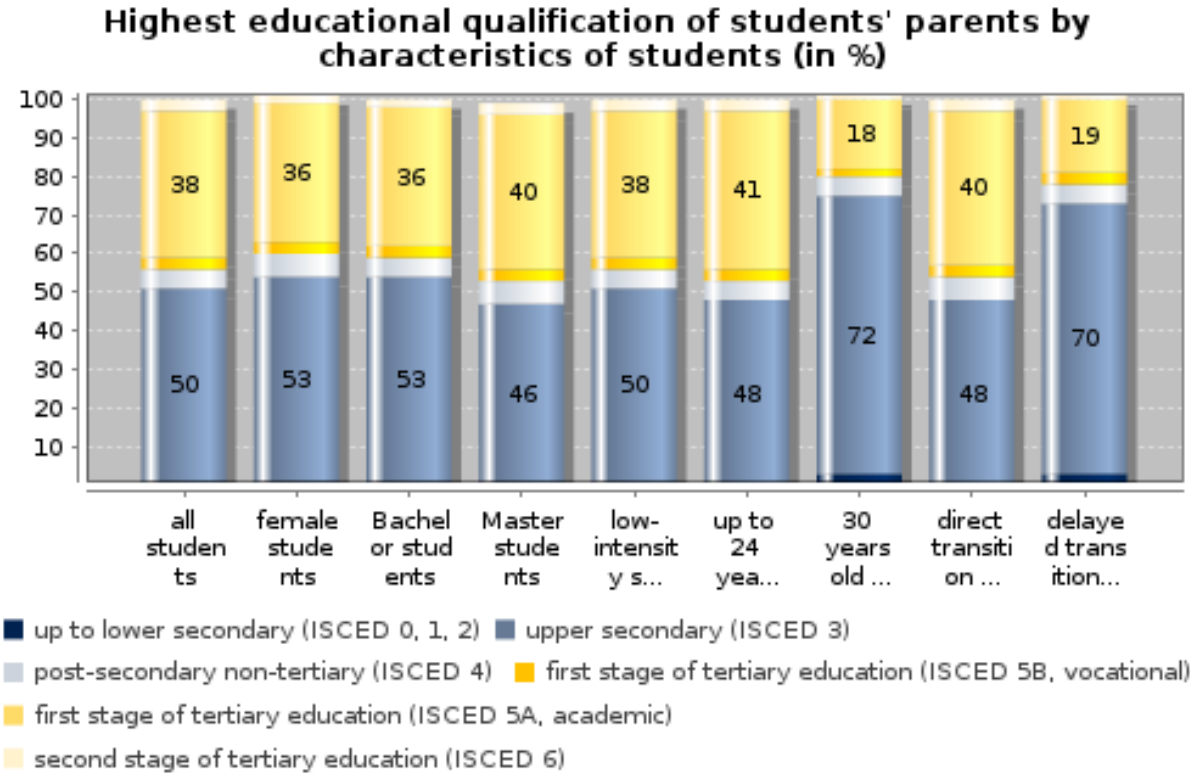
of students. This difference covers the respondents, who didn´t refer the highest level of education or chose option "do not know" for at least one parent; we concluded that educational background of parents is missing in this cases. Total of group with the highest educational attainment "up to lower secondary" is only 17, so we think that these data aren´t reliable. We suggest to exclude these data from the analysis.

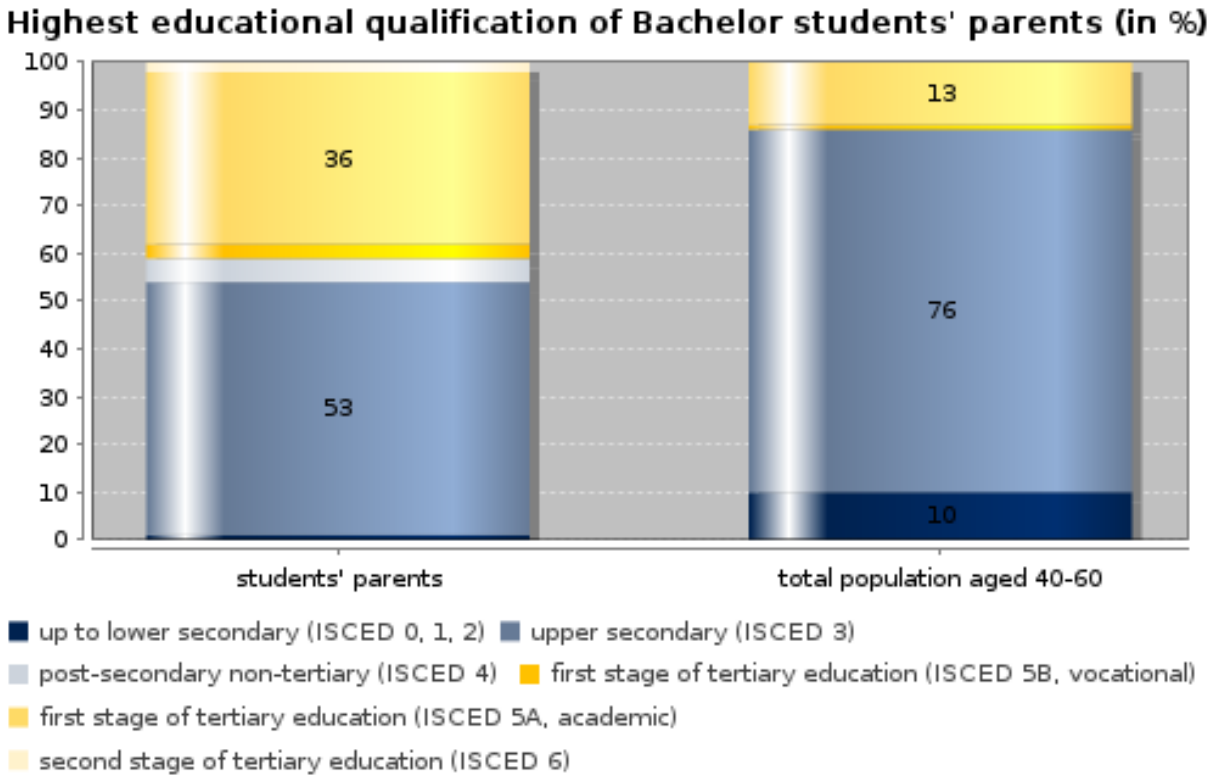
national interpretation of the results of the data analysis:
The share of blue collar workers decreases with increasing level of educational attainment of students´ parents, what is logical. The highest share of parents with blue collar status is in the category "upper secondery level
of education" (19,4%). Education background of parents generally affects amount of earnings and hence also
the social background of the family. The higher education of parents, the higher earnings and higher social background generally, but it also depends on the sector in which they work. It can occur the situation that man/woman with secondary education who works in private sector can have higher salary than man/women with tertiary education who works in public sector. We used the same categories of occupational status in EIV and EIII.

Topic: C. Social background of student body

Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators	
Share of all students' parents without tertiary education (ISCED 5-6), in %	56.3
Share of BA students' parents without tertiary education (ISCED 5-6), in %	58.7
Share of MA students' parents without tertiary education (ISCED 5-6), in %	53.3
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	55.9
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	79.8
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	78.1





details on missing data:

All students´ parents: Missing type A: 88 cases; BA students´ parents: Missing type A: 54 cases

methodical issues or considerations for data interpretation:

Educational background of students´ parents: if student didn´t refer the highest level of education or his answer was "Do not know" for at least one of his/her parents, we concluded that educational background of parents is missing. Data source on the economically activity of the total population: Labour Force Sample Survey; Results

in the Slovak Republic for the 2-nd Quarter 2009; ISCED 4 isn´t produced in data collection in the Slovak Republic (included in ISCED 3).

national interpretation of the results of the data analysis:

Roughly one in two students from focus groups refered as the highest educational attainment of parents upper secondary, excepting 30 years old or over and delayed transition students, where this share was approximately 70%. On the other hand first stage of tertiary education ISCED 5A as parents´ highest education refered roughly 40% of students from focus groups, again excepting 30 years old or over and delayed transition students, where this share get on for approximately 20%. Other levels of educational background of students´ parents reached only small percentage. These results reflect that students who decided to study at tertiary level ISCED 5A even couple years after graduation from secondary education, more often come from families with the highest education lower or upper secondary. Delayed study in this cases can be caused by less good economic situation of their parents

or weaker educational tradition in this families. Bachelor students refered as the highest educational level

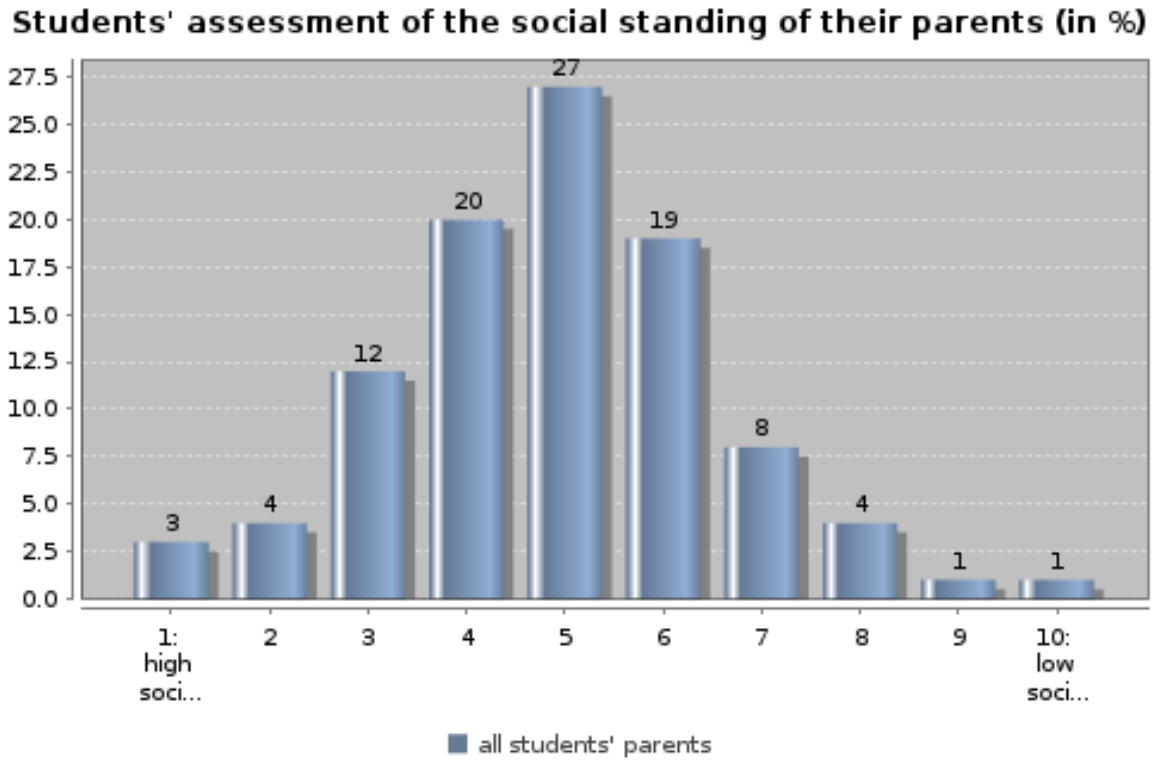
of parents tertiary level ISCED 5A approximately three fold higher as it is in total population aged 40 to

60. Big difference was in percentage of parents with the highest educational attainment on secondary level (lower plus upper)- it was much higher in total population than among students´ parents (86.2% vs. 53.8%; respectively).
It can be caused by the fact that total population consists more retired or marginalized people, who more often achieved only low educational level.

Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators	
Students' parents with higher social standing (1-5)	66.4
Students' parents with lower social standing (6-10)	33.7



details on missing data:

Missing type A: 41 cases

methodical issues or considerations for data interpretation:

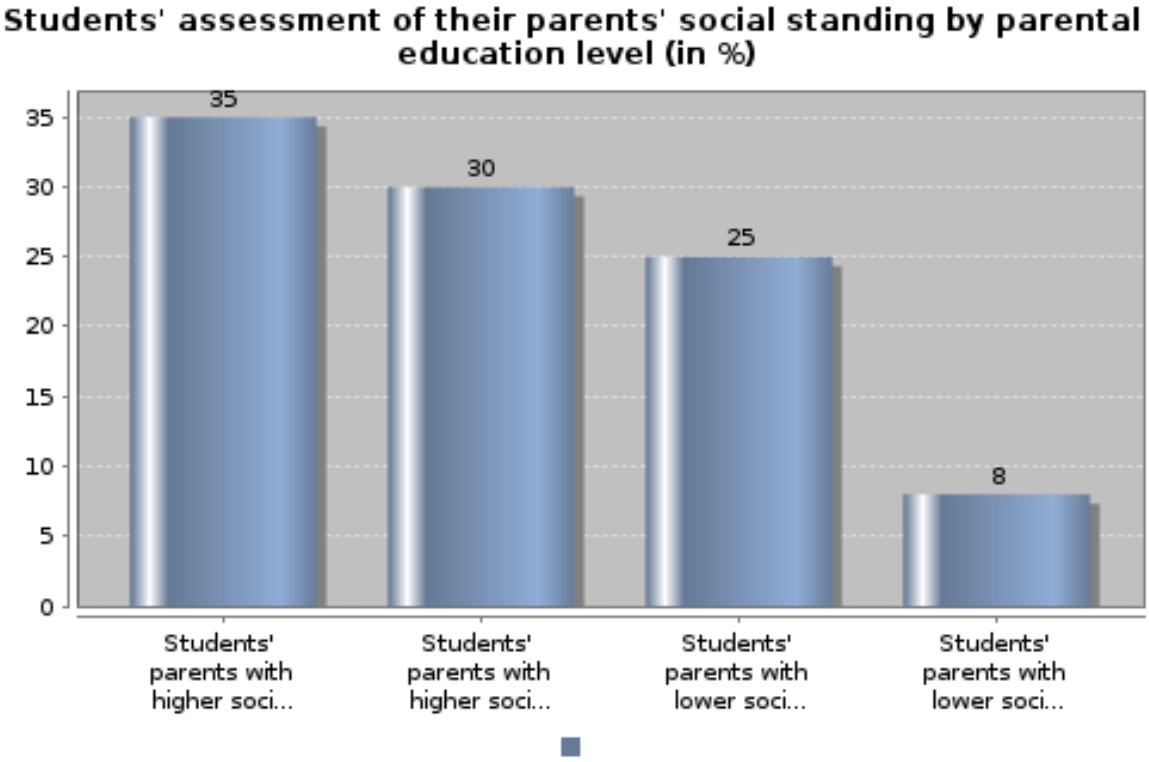
national interpretation of the results of the data analysis:

The results on social standing almost rightly reflect curve of normal distribution. This data refer only subjective evaluation, but its similarity with normal distribution suggests that data may near to real situation on the social standing truly rightly.

Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators	
Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	34.7
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	30.3
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	24.8
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	8.0



details on missing data:

Missing type A: 41 cases of all students

methodical issues or considerations for data interpretation:

The value of all students´ parents in each row doesn´t equal the sum of the columns of levels of the highest educational attainment. This difference represents the respondents, who didn´t refer the highest

level
of education at least one parent or chose option "do not know". The data for the group "up to lower secondary education" are not reliable, because the total is only 24.

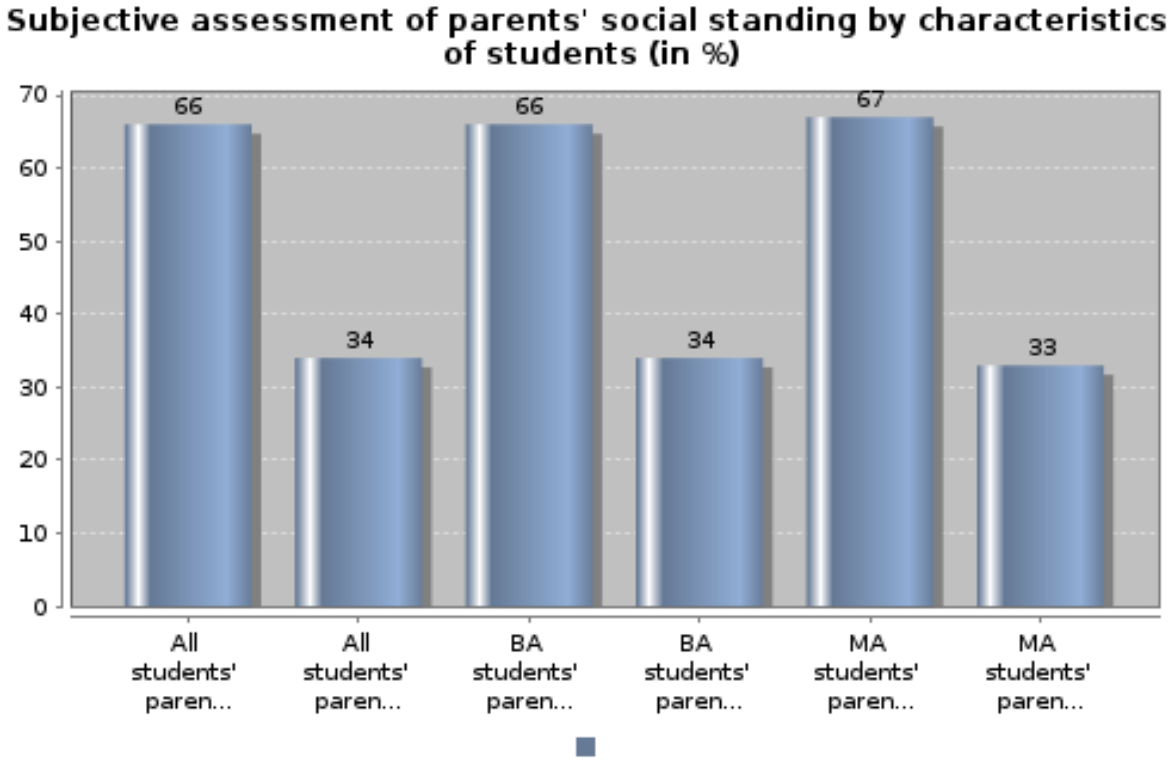
national interpretation of the results of the data analysis:

The share of students´ parents with high social standing (1-5) and without tertiary education is 46.6% (1044/2240). So we can say that also families without tertiary education of parents can be on high social level, it depends on their skills, language proficiency, tenacity, perseverance and risk appetite. The people without tertiary education who work in private sector can have a higher salary than tertiary educated people who work
in public sector, but the legislation does not impose a very favorable business conditions for entrepreneurs and freelancers. Comparing the shares of three the highest levels of social standing of students´ parents (row 1+2+3), there are big differences, particularly between upper secondary alternatively ISCED 5B level, ISCED 5A and ISCED 6 (10.3%, 30.8% and 50.6%; respectively). This suggests that level of social standing markedly goes up as increases the level of the highest educational attainment of parents. Educational level and social standing is most consistent in families with educational level of parents ISCED 6.

Topic: C. Social background of student body

Subtopic 8: Assessments of social standing of parents by characteristics of students

Key Indicators	
All students' parents with higher social standing (1-5), in %	66.4
All students' parents with lower social standing (6-10), in %	33.7
BA students' parents with higher social standing (1-5), in %	65.6
BA students' parents with lower social standing (6-10), in %	34.3
MA students' parents with higher social standing (1-5), in %	67.3
MA students' parents with lower social standing (6-10), in %	32.6



details on missing data:

Missing type A: 41 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Comaparing percentage of higher and lower social standing between focus groups, there are no big differences generally. The lowest share of higher social stading was in category 30 years old or over

and delay transition students (14.1%, 14.2%; respectively). These students commenced to study at tertiary level ISCED 5A already
a couple years after they had received leaving certificate from secondary education. So delayed commencement
in these students could be caused also by less good social situation of their families.

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

39.6

Share of all students not living with parents, in %

60.4

Share of all students living in student halls, in %

35.9

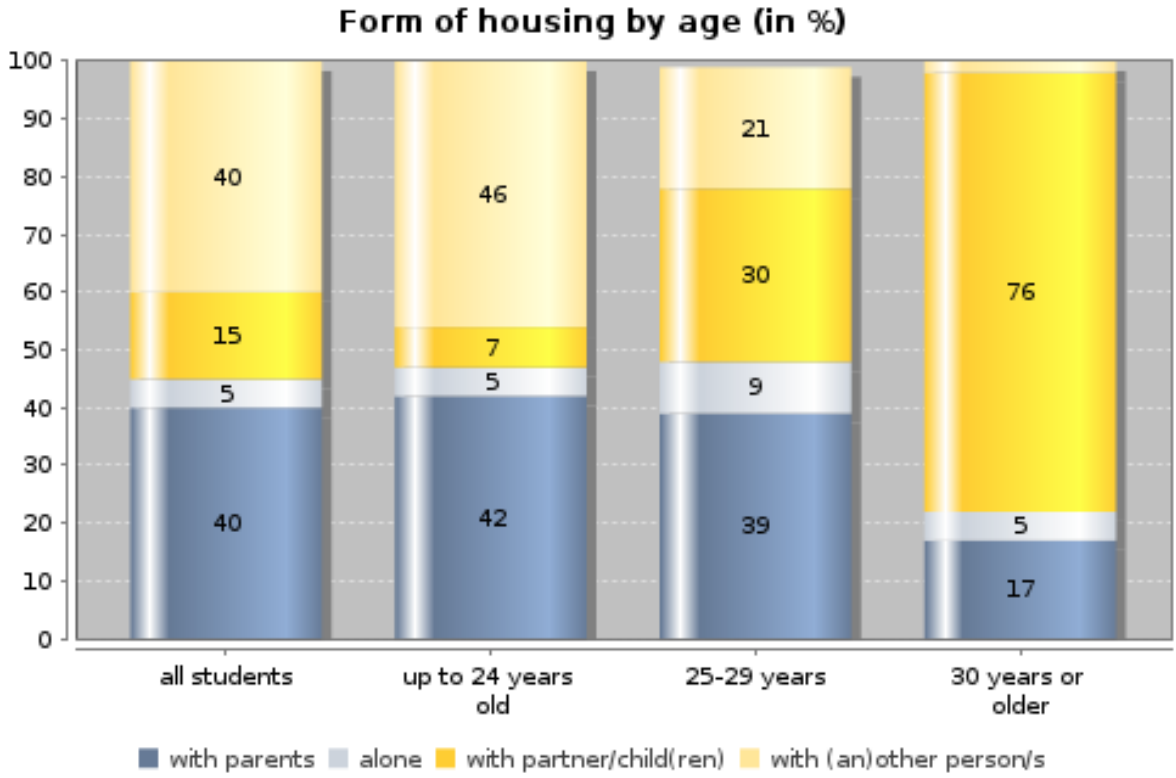
Share of students up to 24 years old living in the most frequent type of housing, in %

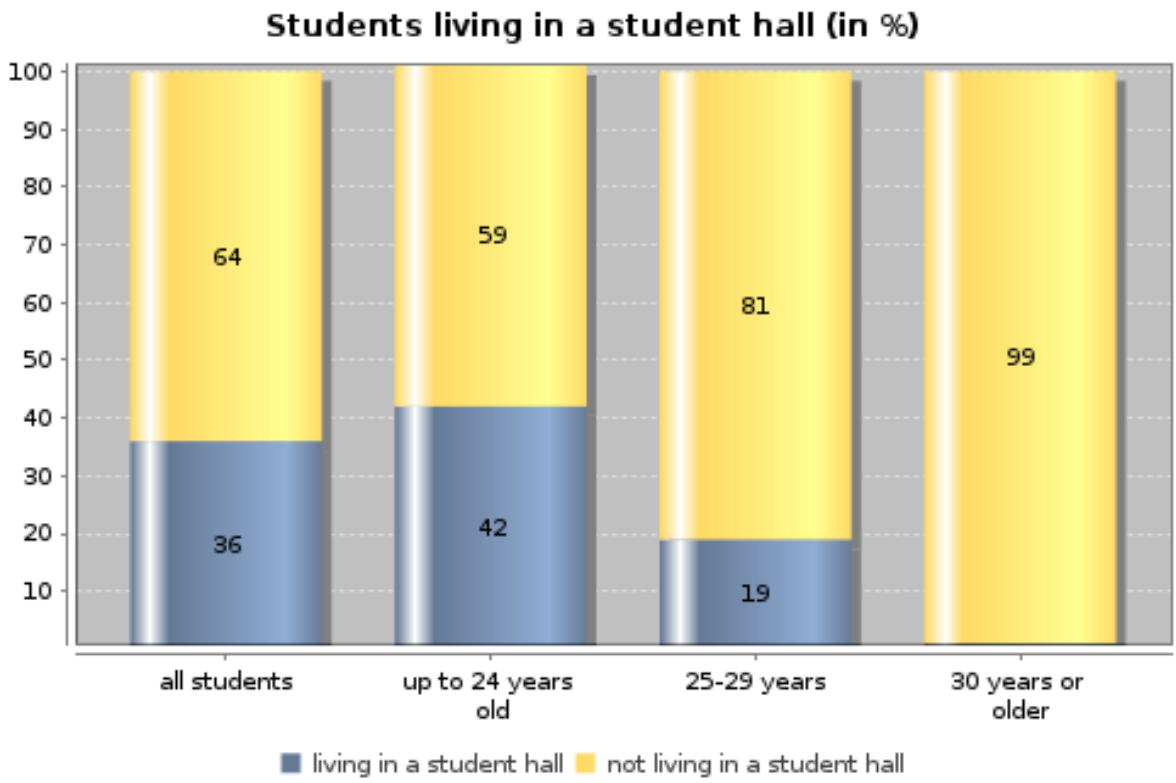
4.0

Share of students 30 years or older living in the most frequent type of housing, in %

46.1

3.0





details on missing data:

Question 3.1: Missing type A: 58 cases of all students; Question 3.2: Missing type A: 9 cases of all students

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The share of students living with parents is markedly lower among students 30 years or over than in categories

up to 24 years old or 25 to 29 years (17.2%, 42%, 39.4%; respectively). It is natural, because most of these students have regular paid job, study alongside it and their formal status is part-time. The share of students living with partner increases with raising age markedly (see Figure Form of housing by age). So it is also natural, because with increasing age raises the percentage of students in stable partnership, so also raises

the percentage of students who share one household with partner and decreeses the proportion of students who live with another person/s or in a student hall (see Figure Students living in a student hall). Compared to E:III

the share of all students living with parents has increased markedly (the opposite is true for all students not living with parents). This is due to increased share of full-time students living with parents. This share

is for EIII 24.2% and for EIV it is 38.7%. The largest increase of this share is found in study locations

up to 100,000 inhabitants (Nitra, Zvolen, Zilina). The share of the students studying in these locations, who were living in the region of these locations when they graduated from secondary education, range between

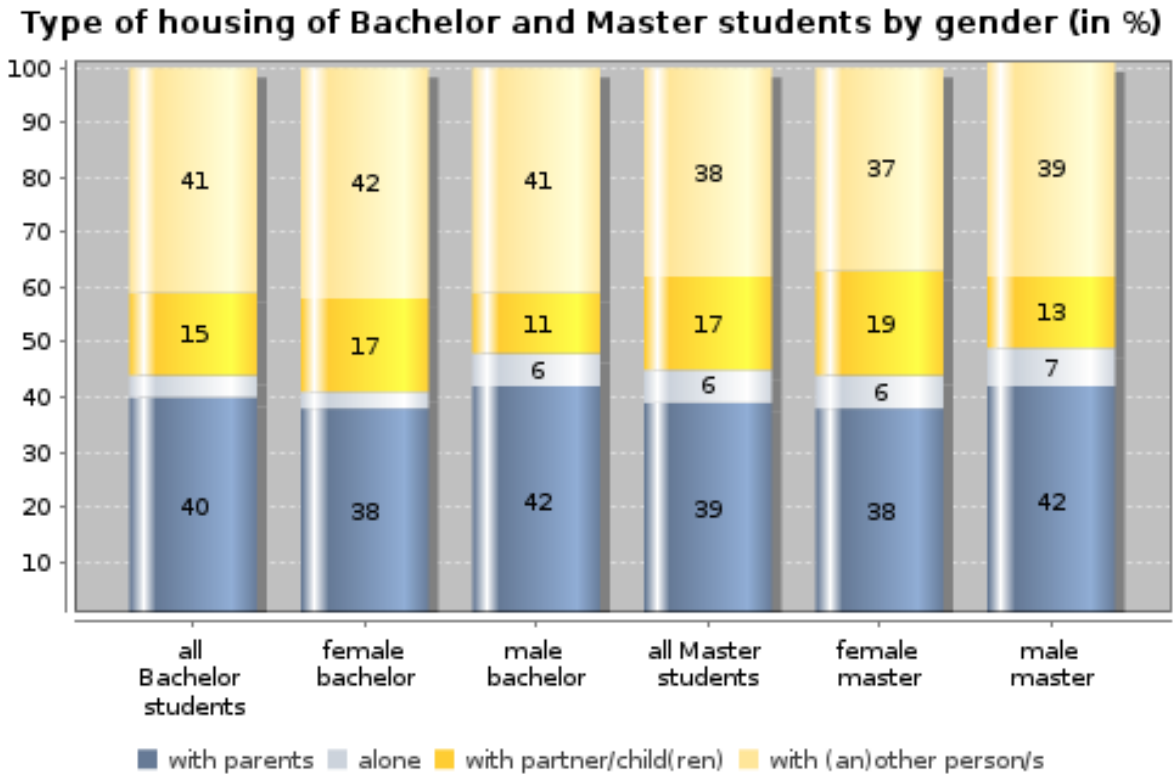
55.6% - 62.6% (EIV data), so many of them can live with parents during term-time and travel to higher education institution every day. The choice to study in location not far from the home, to live with parents and thus save money might be partially caused by economic crisis.

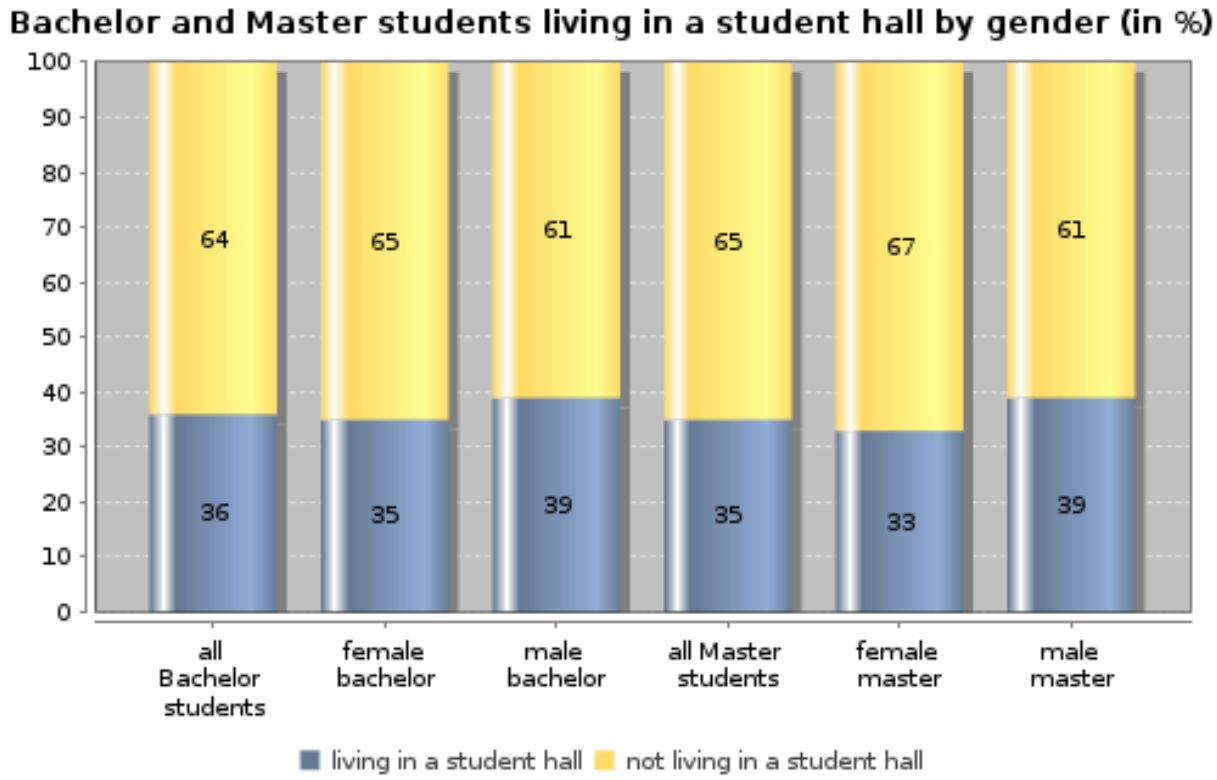
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	40.0
Share of all Bachelor students living in student halls, in %	36.3
Share of all Master students living with parents, in %	39.3
Share of all Master students living in student halls, in %	35.3





details on missing data:

All bachelor students: Question 3.1: Missing type A: 39 cases; Question 3.2: Missing type A: 4 cases;
All master students: Question 3.1: Missing type A: 19 cases; Question 3.2: Missing type A: 5 cases;

methodical issues or considerations for data interpretation:

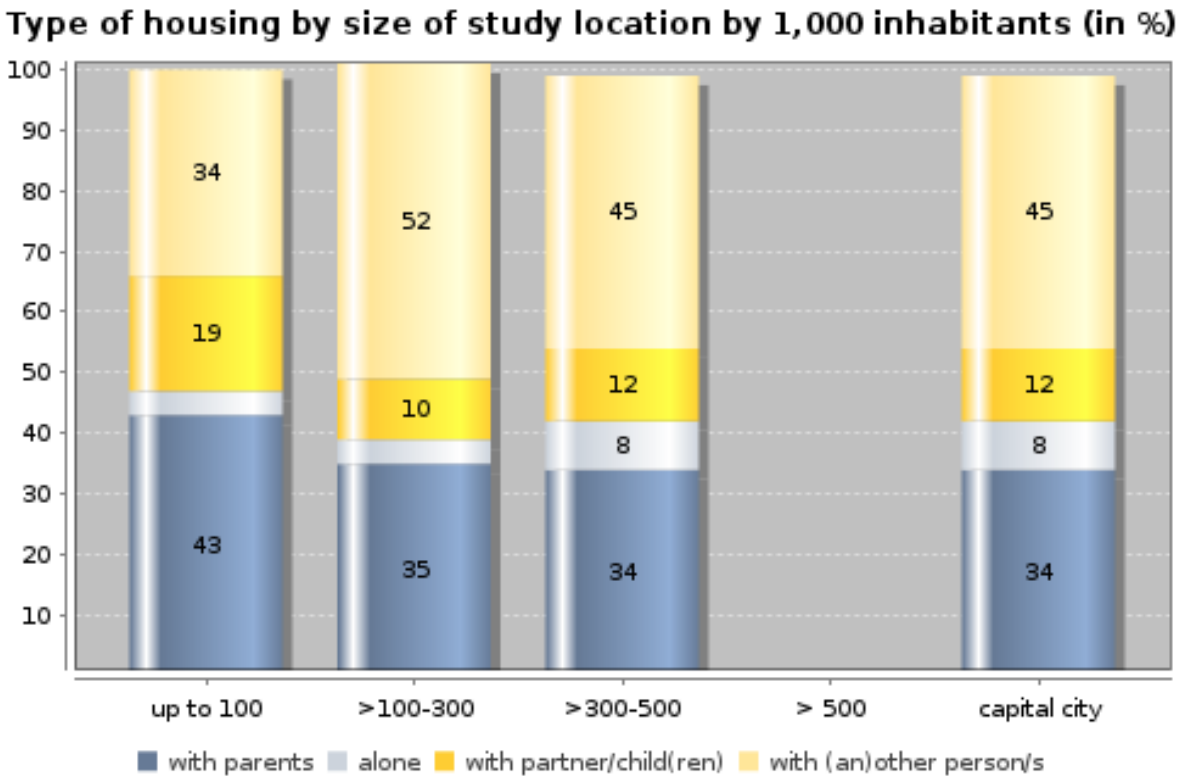
national interpretation of the results of the data analysis:

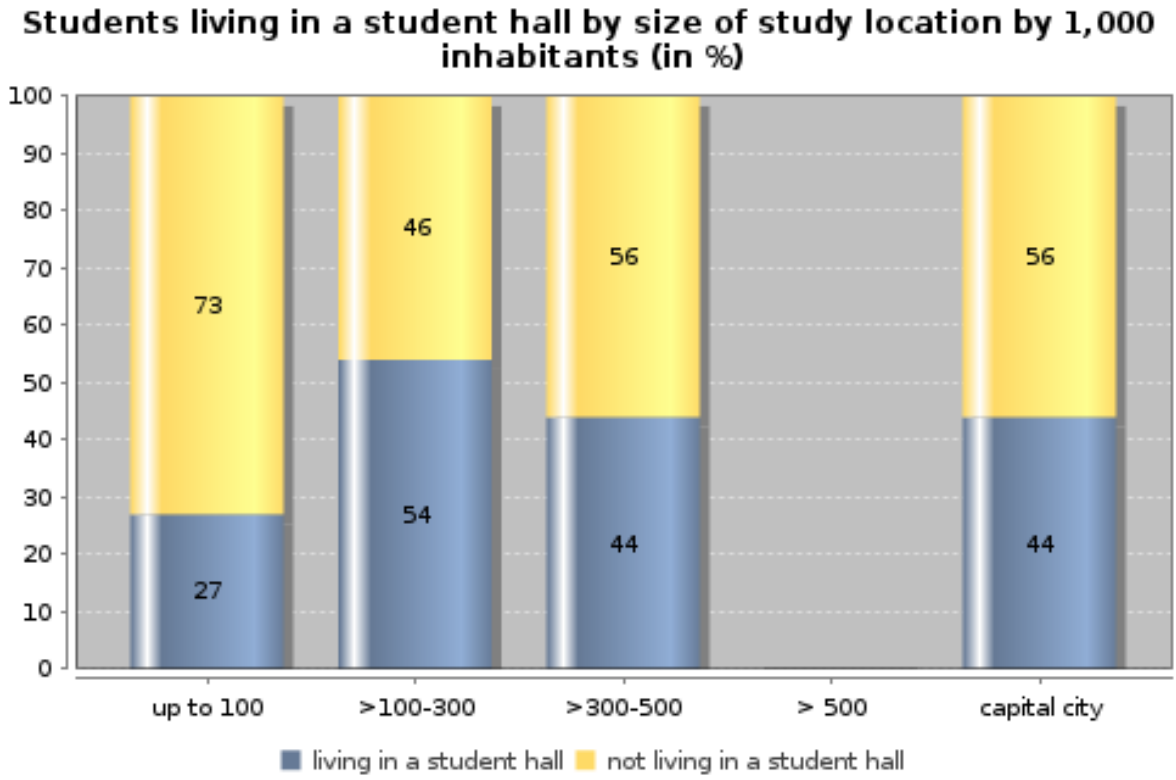
There are only very small differences in shares of types of housing between focus groups. The percentage
of females who live with partner/child(ren) is higher as in males in bachelors and masters (16.8% vs. 11.2%,
19% vs. 12.6%; respectively). It can be caused by earlier maturation of females as males generally and thus they live in stable partnership and have children in earlier age. Male bachelors and masters live more often in a student hall as their counterparts (38.6% vs. 34.6% and 38.6% vs. 33.4%; respectively).

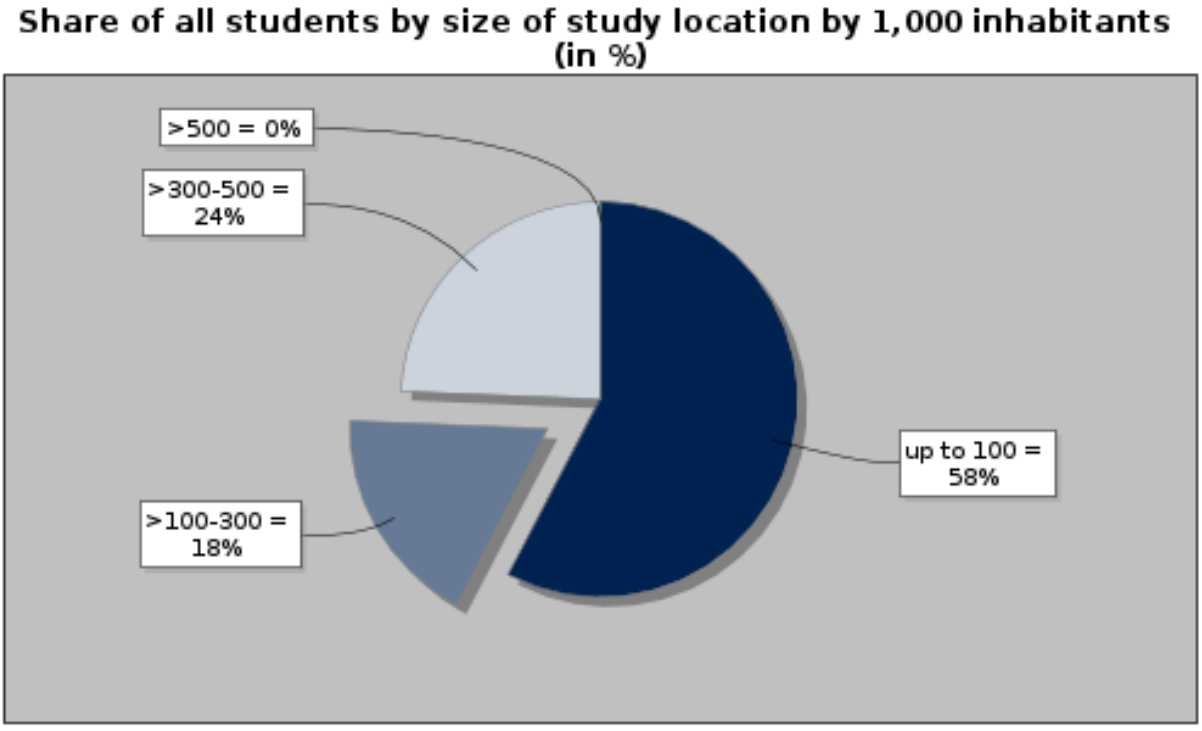
Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

Key Indicators	
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	1.3
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	1.9
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	1.9
Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in capital city







details on missing data:

Question 1.5: Missing type A: 0 cases of all students; Question 3.1: Missing type A: 58 cases of all students; Question 3.2: Missing type A: 9 cases of all students

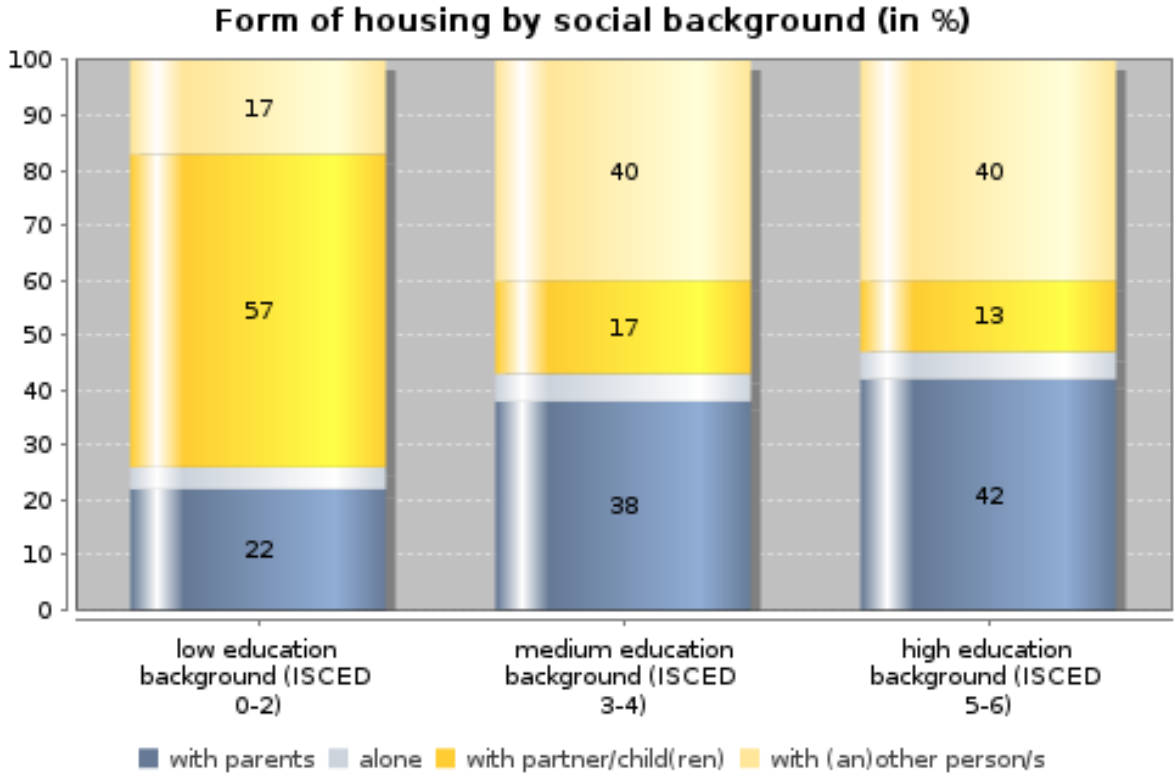
methodical issues or considerations for data interpretation:
Study location > 300 - 500 thousand inhabitants is only capital city of Slovakia - Bratislava. There is no study location with more than 500,000 inhabitants according to official statistics in Slovakia.
national interpretation of the results of the data analysis:
The highest share of students studying in locations up to 100,000 inhabitants lives with parents (43.4%). It can be caused by the fact that the distance from home to higher education institution is not great and thus they can stay to live with parents. In locations with size from 100,000 to 300,000 inhabitants and from 300,000 to 500,000 inhabitants the biggest group of students lives with another person (51.5% and 45.4%; respectively). There
in the first of mentioned group approximately one half of students lives in a student hall (53.7%), in the second mentioned group more than one half of them don´t live in this type of housing (56.1%). Rent or own flat/house is the type of housing mostly for the students studying in the locations up to 100,000 inhabitants (29.6%). Most
of them are likely part-time students. They usually have regular paid job and study alongside it. In this size
of study location is also the biggest share of students who live with partner/children (18.5%).

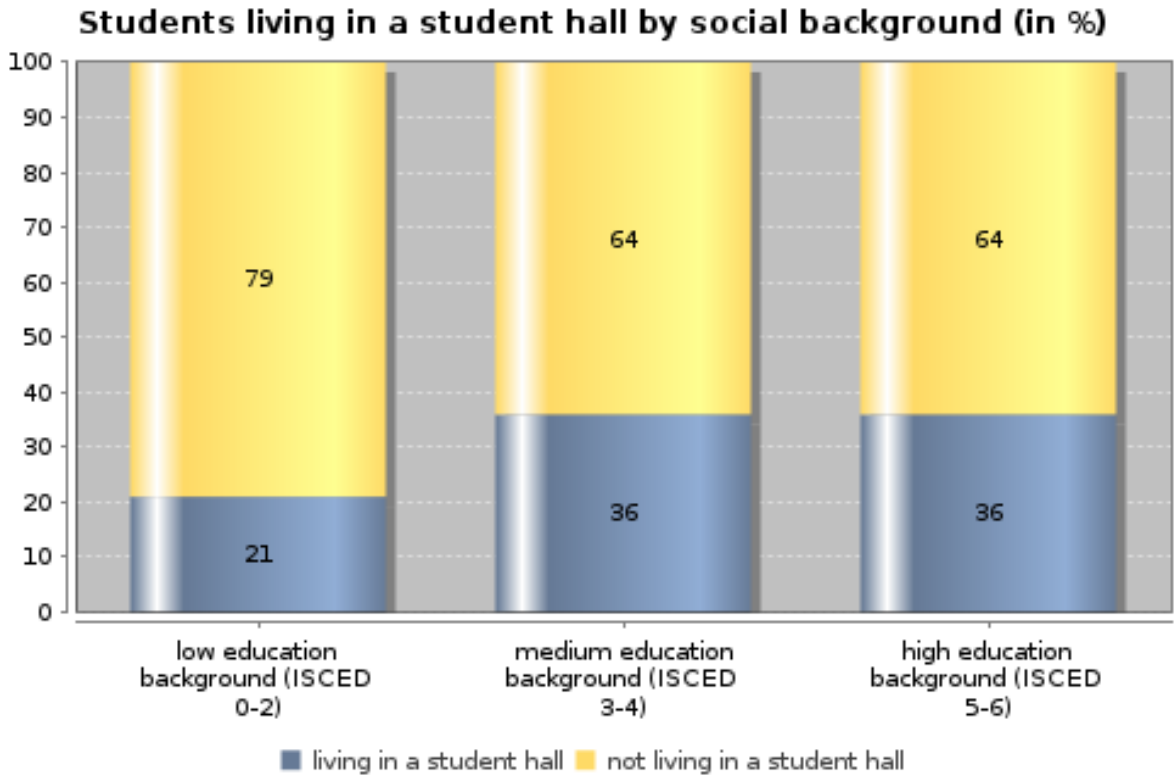
Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	21.7
Share of all students from low education background (ISCED 0-2) living in student halls, in %	20.8
Share of all students from high education background (ISCED 5-6) living with parents, in %	41.9
Share of all students from high education background (ISCED 5-6) living in student halls, in %	36.2





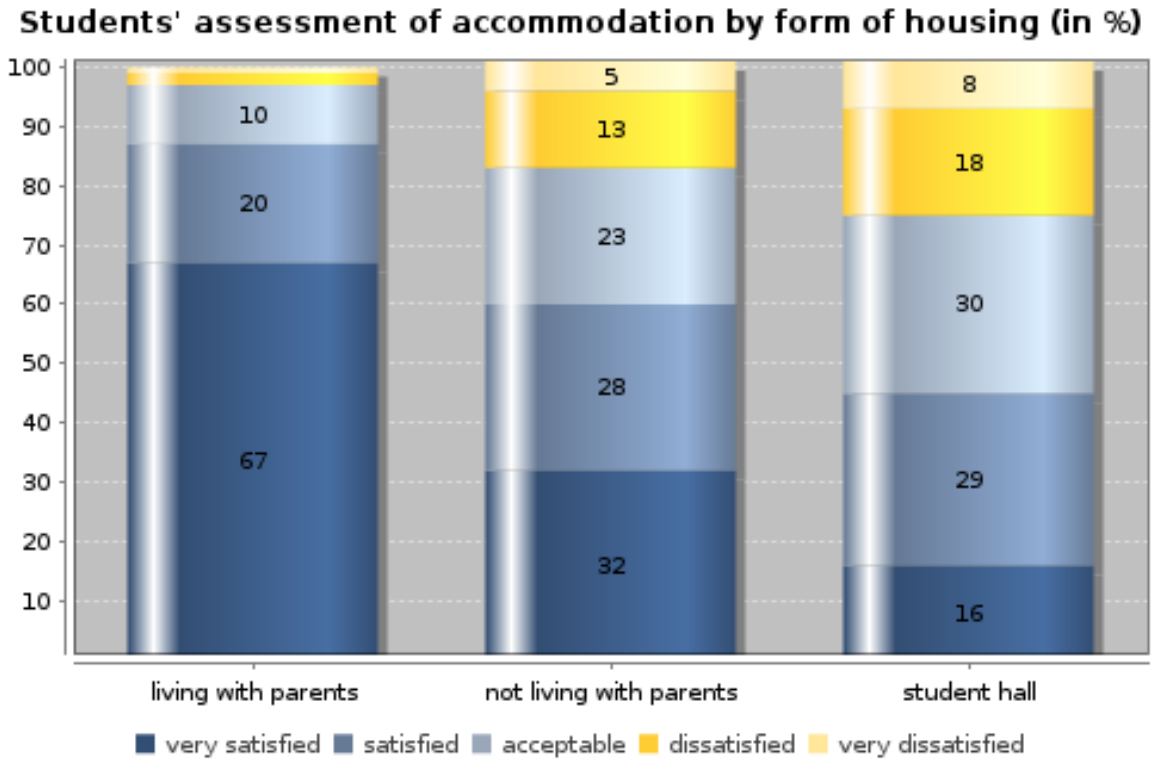
details on missing data:
Question 3.1: Missing type A: 58 cases of all students
Question 3.2: Missing type A: 9 cases of all students

methodical issues or considerations for data interpretation:
We think that results for group of students "up to lower secondary education" are not reliable, because the total is only 24. So we compare only two remaining groups.
national interpretation of the results of the data analysis:
There are only very small differences in the shares of forms of housing between these groups by social background. So it seems that form of housing and social background are unrelated.

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators	
Students living with parents, who are (very) satisfied in %:	87.0
Students not living with parents, who are (very) satisfied in %:	59.5
Students residing in student halls, who are (very) satisfied in %:	44.5
Students living with parents, who are (very) dissatisfied in %:	3.6
Students not living with parents, who are (very) dissatisfied in %:	17.9
Students residing in student halls, who are (very) dissatisfied in %:	25.6



details on missing data:

Question 3.3: Missing type A: 174 of all students

methodical issues or considerations for data interpretation:

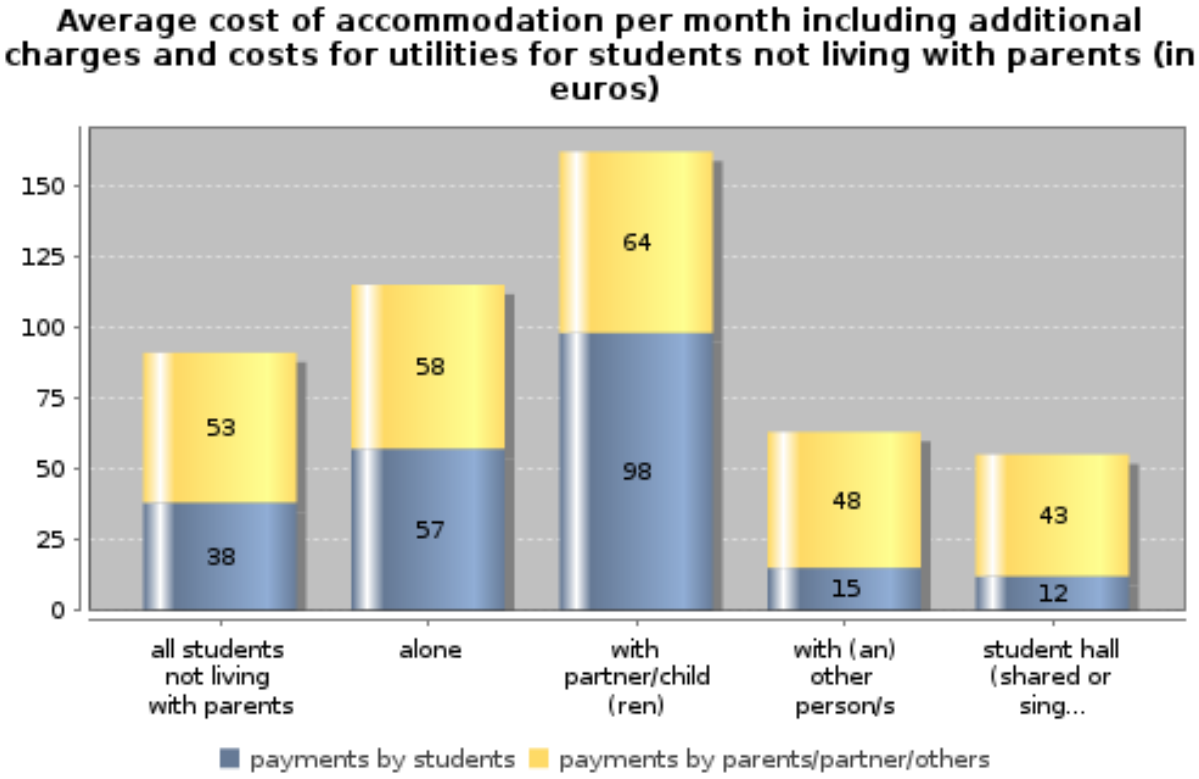
The sum of the totals of the categories "living with parents" and "not living with parents" doesn´t equal the total for all students, because not all students assessed the accomodation (174 answers was missing and 58 was missing concerning the question 3.1).

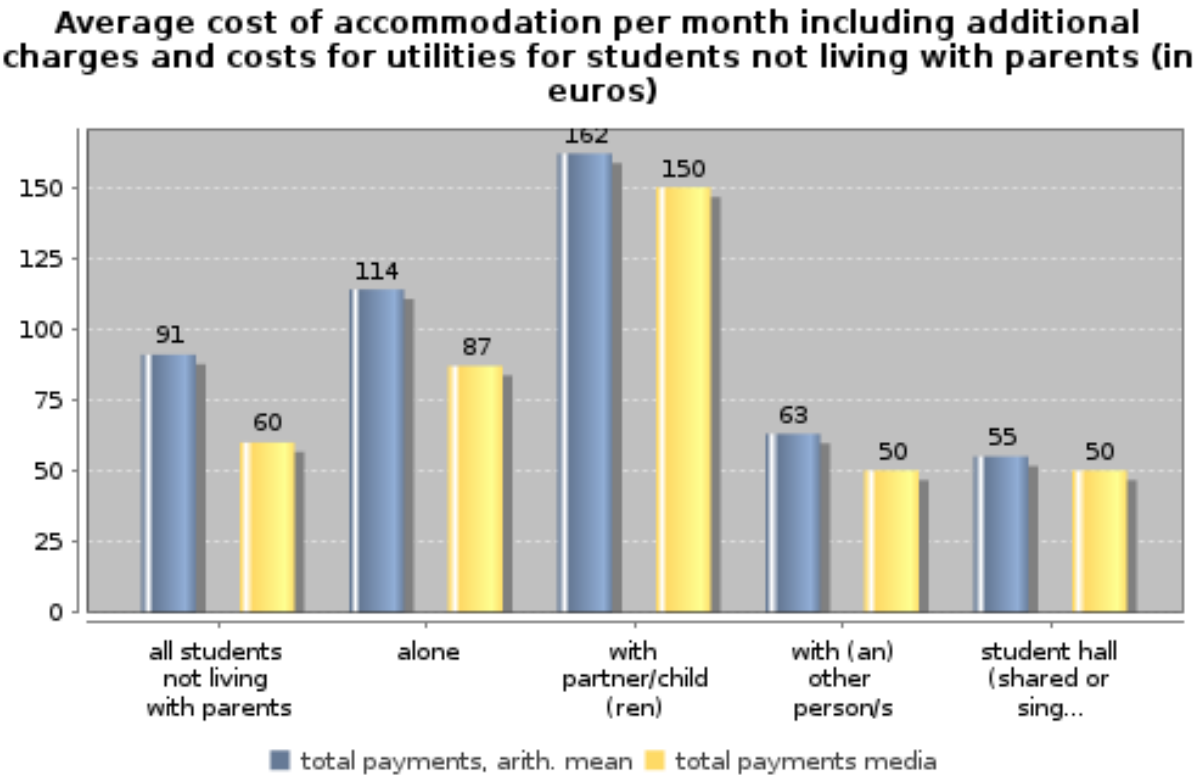
national interpretation of the results of the data analysis:
Most of students who live with parents are (very) satisfied with their accomodation (87%). It is natural, because there they usually have comfort and welfare. In the category "not living with parents" the share of (very) satisfied students decreases (59.5%) and among students living in a student hall it is less than one half (44.5%). Even one in four students living in a student hall is (very) dissatisfied (25.6%). This is probably due by the fact that conditions of accomodation in a hall, particularly equipment and furniture, are usually (very) modest.

Topic: D. Accommodation

Subtopic 6: Cost of accommodation for students not living with parents

Key Indicators	
Average monthly rent (total payments, median)	
all students not living with parents	60.0
student hall	50.0
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	91.0
student hall	55.0
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.5





details on missing data:
Payments by students: Missing type A: 110 ; Missing type B: 492
Payments by parents/partner/others: Missing type A: 137 ; Missing type B: 272
Total payments: Missing type A: 149; Missing type B: 25

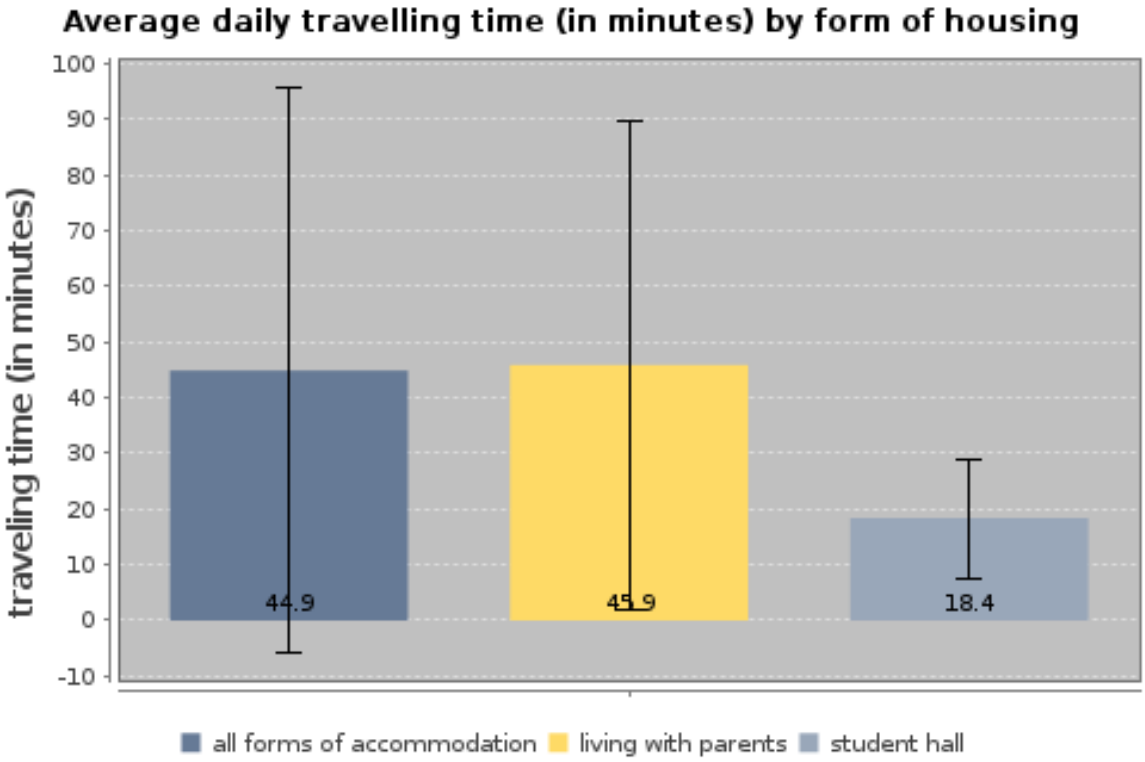
methodical issues or considerations for data interpretation:
To the category "I pay out of my own pocket" belong finances in cash, which students obtain particularly from paid job and state, except finances from parents, partner and wider family. To the category "paid by parents/partner/others for me" belong finances from parents/partner/wider family, no matter if they are in cash or in kind.

national interpretation of the results of the data analysis:
Total payment for accomodation is the highest for students who live with partner/child(ren). Most of them live
in rented or own flat/house and comparing with other forms of accomodation there is the highest cost. The lowest cost pay students for living in a student hall, because there is also state support for this form of accomodation and halls don´t belong to private sector. Other options include living in private flat/house and also in student-hall, therefore the cost is between the highest and the lowest value. For students living in student halls median and arithmetic mean differ very little, also standard deviation of total payments for this type of accomodation is clearly the lowest from all categories (29.5 Euro; for other it is higher than 50.0 Euro). This very little difference is probably caused by the fact that cost of accomodation in students halls varies least of all types of accomodation.

Topic: D. Accommodation

Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators	
Travelling time from home in minutes (median)	
all forms of accommodation	30.0
living with parents	30.0
student hall	17.0



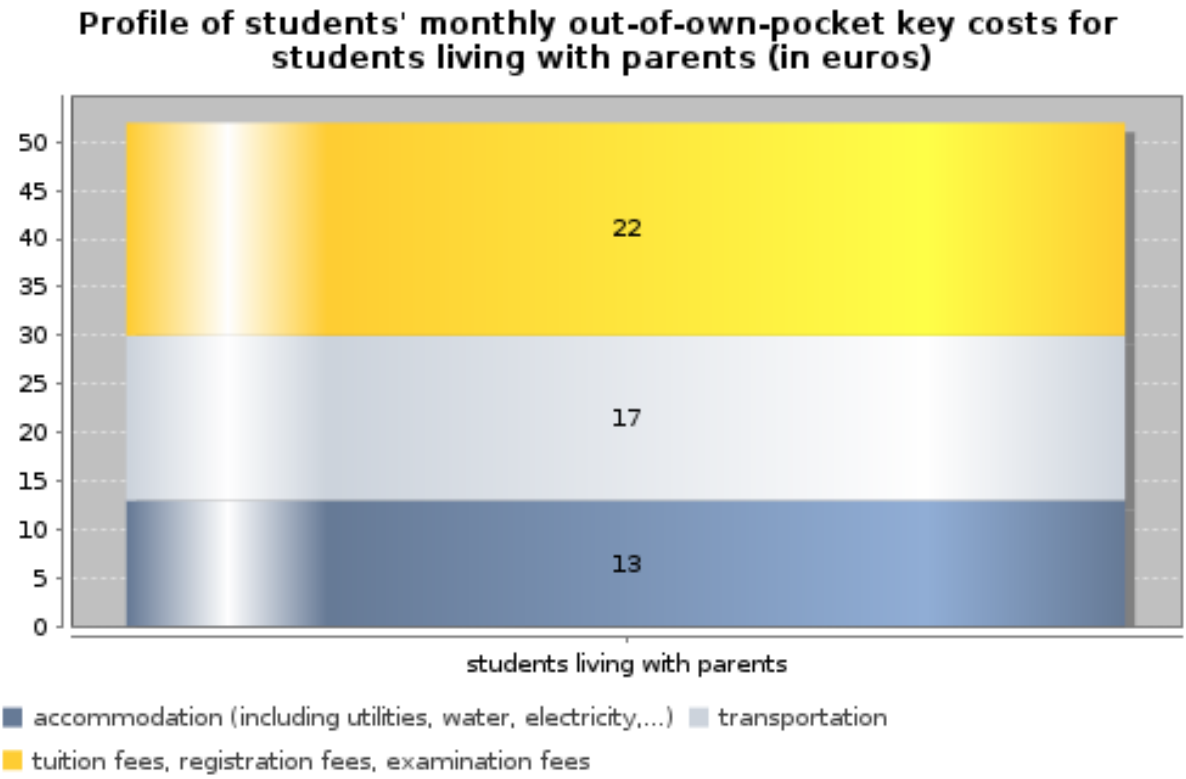
details on missing data:
Missing type A: 824 of all students
methodical issues or considerations for data interpretation:
We asked the Question 3.4 in following wording: What is the time and distance you cover from your residence during term-time to higher education institution? Just 739 of respondents (21.2%) refered (very) long distance
(for example 200 km) and they lived in student-hall, we concluded that this is the distance from their settlement to higher education institution, so we excluded these answers.
national interpretation of the results of the data analysis:
Student halls are usually built close to higher education institution, so travelling time and also variance is the shortest for this form of accommodation. For students living with parents the distance from home

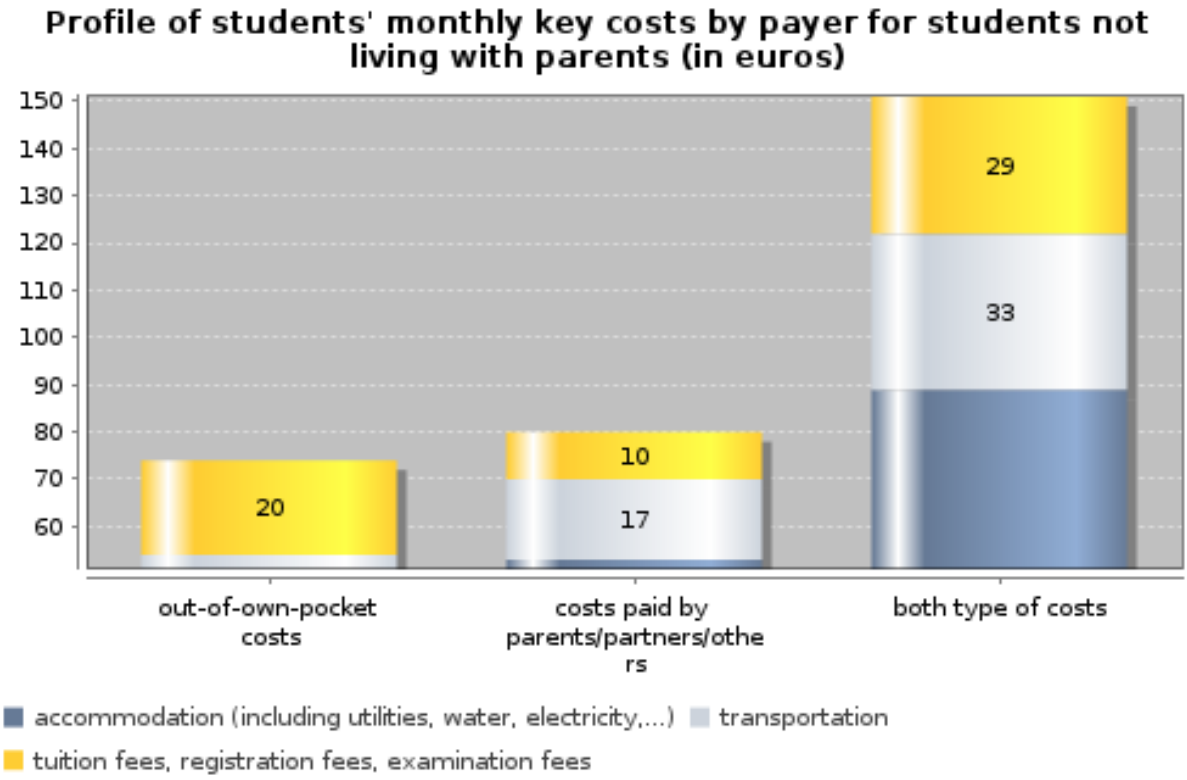
to higher education institution is usually not very long. Part-time students take part on taught studies usually one day weekly and for some of them is the distance from home to higher education institution many kilometres. Most
of these students don´t live with parents or student hall.

Topic: E. Living costs

Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators	
Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	13.5
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	10.3
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	10.3
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	8.4
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	8.0
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	20.1





details on missing data:

Monthly spending profile of students living with parents, out-of-own-pocket costs, total: Missing type A: 94; Missing type B: 172; Monthly spending profile of students not living with parents: out-of-own-pocket costs,

total: Missing type A: 124 Missing type B: 346; costs paid by parents/partner/others, total: Missing type A: 169; Missing type B: 198; both types of costs, total: Missing type A: 240; Missing type B: no

methodical issues or considerations for data interpretation:

To the category "I pay out of my own pocket" belong finances in cash, which students obtain particularly from paid job and state, except finances from parents, partner and wider family. To the category "paid by parents/partner/others for me" belong finances from parents/partner/wider family, no matter if they are in cash

or in kind.

national interpretation of the results of the data analysis:

Considering both type of costs for students not living with parents the biggest share of total is make up by accommodation and then living/daily expenses. This data reflect real situation of students, mentioned items take truly large share of the budget, because they are rather expensive, on the other hand they are essential for life. Other items take much less finances.

Comparison of EIII and EIV data: There in EIII National Profile of Slovak Republic in Subtopic 37 is category students maintaining own household - we counted to this category students who lived in rented/own flat/house.

In EIV is category students not living with parents, in which we counted students living in a student hall and students living in rented/own flat/house according Technical manual. So we don´t suggest to

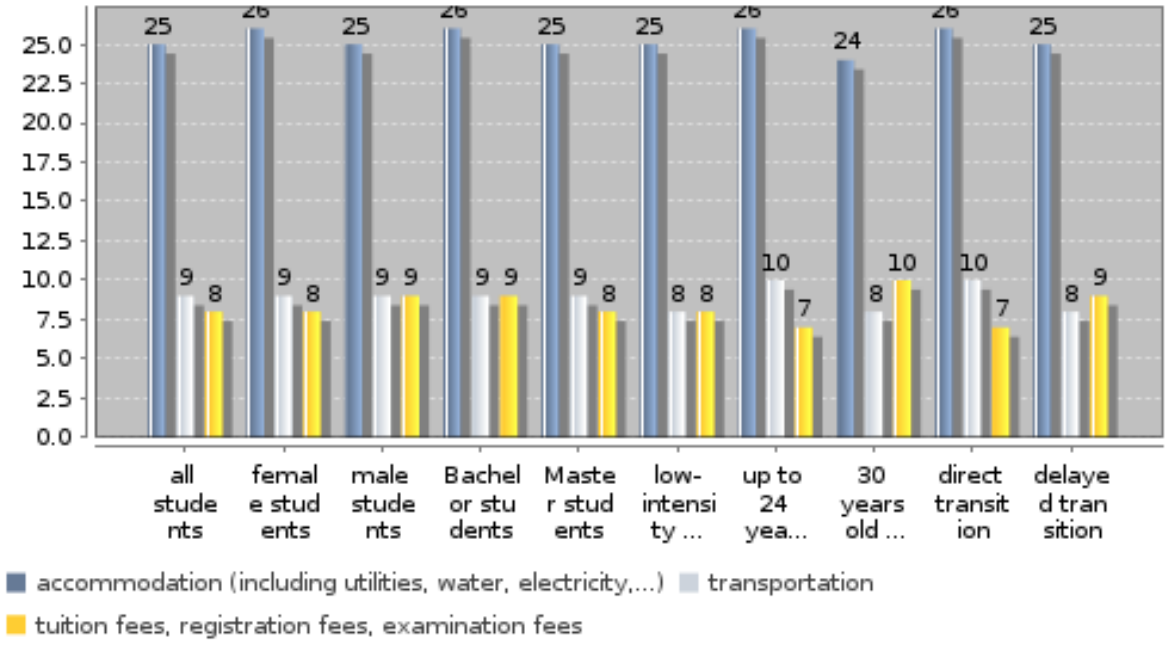
compare profile
of students´ expenditure of these categories of EIII and EIV.

Topic: E. Living costs

Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for BA students, in %	8.5
Fees to higher education institution as share of total costs for MA students, in %	8.1
Fees to higher education institution as share of total costs for low-intensity students, in %	8.4
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	25.6
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	24.1

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by characteristics of students not living with parents (in % of total expenditure)



details on missing data:

Total expenditure: Missing type A: 240; Missing type B: no

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

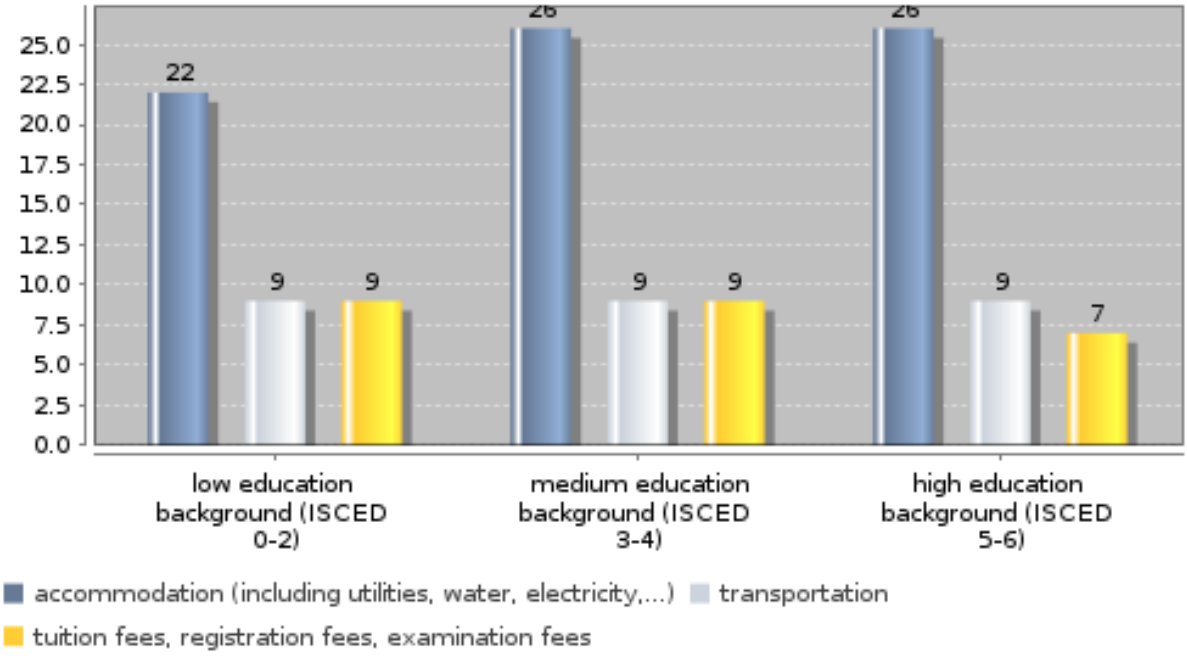
It can be a little surprising, that there are very small differences in spending profile among the categories all students, female, male, bachelor and master students. All categories are mixed groups consisting of students, whose situation differs quite a lot (full-timers and part-timers). The group 30 years old or over and delayed transition students are much more homogeneous groups. They have much more higher expenditure in every key item and also total expenditure. Most of them are part-timers, not living with parents, but in rented or own flat/house and many of them pay tuition fees, which cost a lot of money. However the percentage of key items is very similar
as in other categories, so their total income is usually much higher comparing with other groups. Full-time students usually don´t pay tuition fees. We can´t compare the amount of tuition fees, because this fee is counted with registration fees and examination fees to one item (in the Questionnaire EIV). So we can compare only
the total of these three types of fees together. There is remarkable difference particularly between the amount
of fees for full-time students and part-time students. Comparison of monthly amount of fees between categories (all of them relate to students not living with parents): full-time students, BA: 11.5 Euro;
full-time students, MA: 7.4 Euro; part-time students, BA: 81.7 Euro; part-time students, MA: 106.6 Euro. Resident BA and MA students, who study in Slovakia or abroad and did not complete whole higher education programme (BA plus MA) in the past, can receive a loan, if they have excellent academic results or is impaired in studies by serious illness or disability or receive scholarship based on social and economic conditions of their family or monthly income of the member of their family is lower than legal monthly minimum wage, but there is no specific loan scheme for students who pay tuition fees. Students who pay tuition fees are usually part-time students (PT), most of them work regularly during term-time (76.9%), so their monthly income is generally much more higher than among full-time students (FT)(510 Euro vs. 170 Euro; respectively). The share of FT and PT students who receive a loan, is less than 1.0% of them (0.8% and 0.3%; respectively). Since academic year 2010/2011 students can receive a loan in the amount of tuition fees.

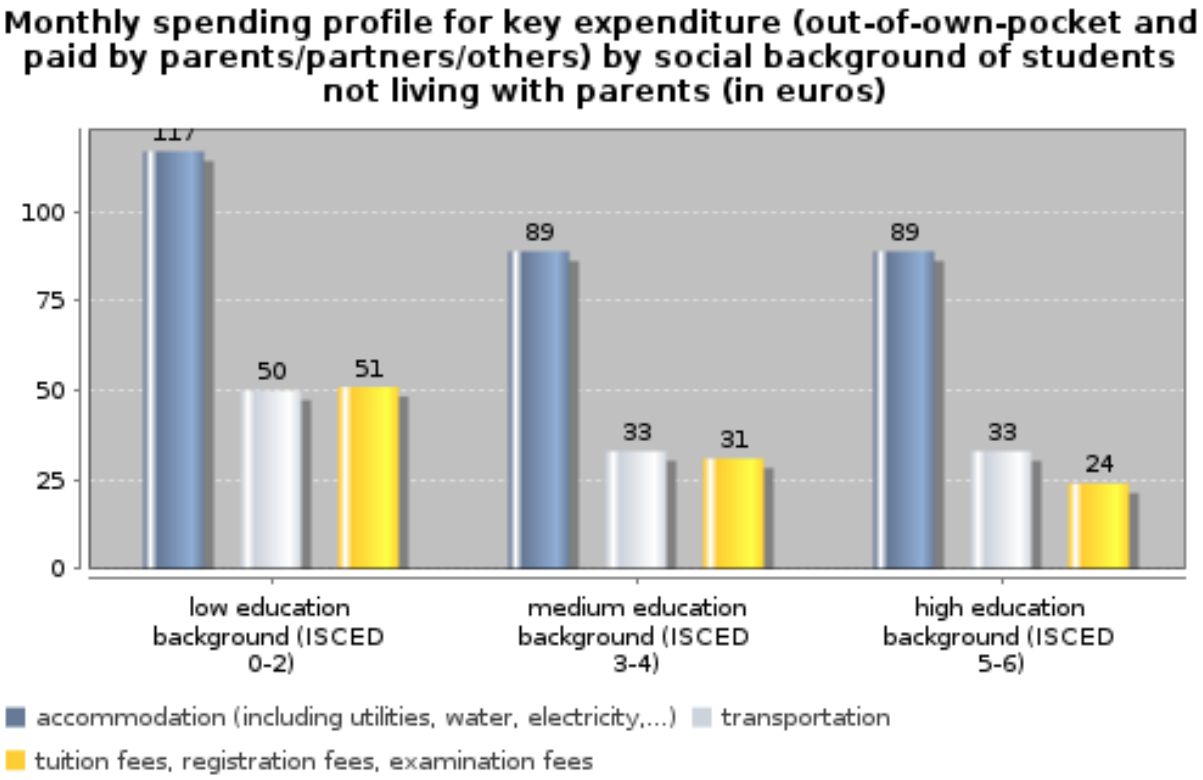
Topic: E. Living costs

Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	9.4
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	7.0
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	21.9
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	25.6

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in % of total expenditure)





details on missing data:

Total expenditure: Missing type A: 240; Missing type B: no

methodical issues or considerations for data interpretation:

The total of students not living with parents, with educational background "up to lower secondary" is only 18,

so we think that data for this group are not reliable.

national interpretation of the results of the data analysis:

The differences in spending profile of key expenditures between groups non-tertiary education and tertiary education are very slight. It is not surprising, because the cost of these items is not strongly affected

by social background of students. The total expenditure is also nearly equal, so it seems that economic situation

of students not living with parents is not affected by social background of them. The amount of fees depends

on formal status of students (full-time students usually don´t pay tuition fees, many of part-time students pay tuition fees). Social background, particularly income of family affects receiving scholarship based on social and economic situation of students and their families. This type of scholarship can receive only full-time students. Parents´ education is not taken into account when approving the scholarship at all. Loan can receive resident BA and MA students, who study in Slovakia or abroad and did not completed whole higher education programme (BA plus MA) in the past, if they have excellent academic results or they are impaired in studies by serious illness

or disability or they receive scholarship based on social and economic conditions of their family or

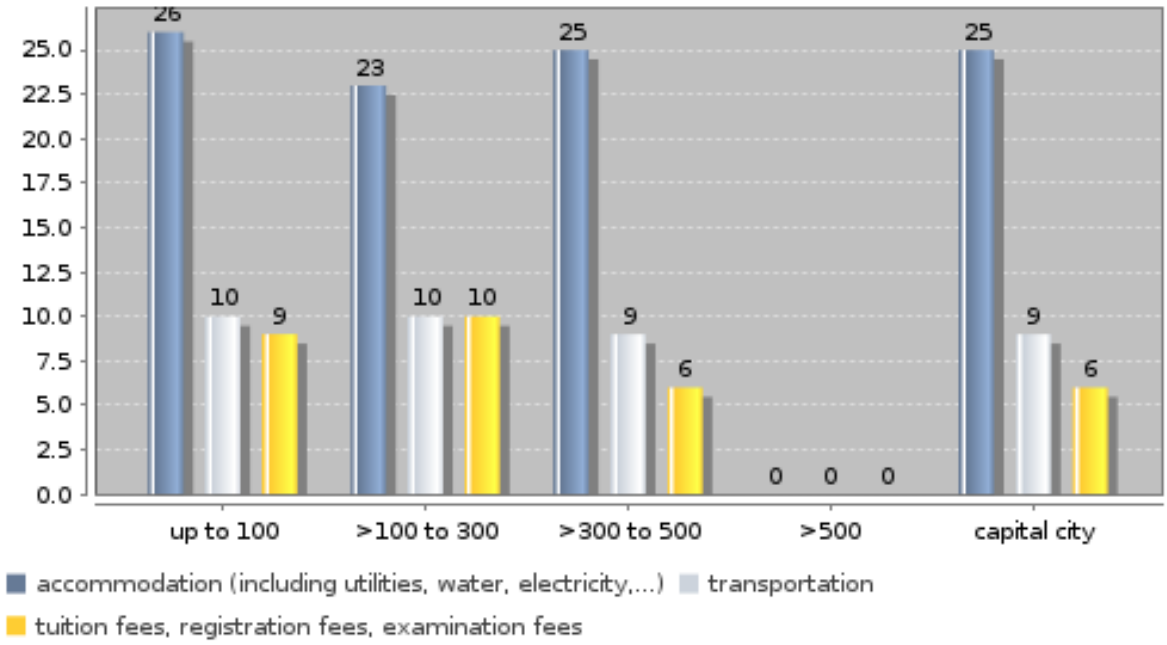
monthly income of the member of their family is lower than legal monthly minimum wage. Since academic year 2010/2011 students can receive a loan in the amount of tuition fees.

Topic: E. Living costs

Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

Key Indicators	
Total expenditure for students in study locations with up to 100,000 inhabitants, amount	375.0
Total expenditure for study locations in capital city, amount	376.0
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	26.3
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	24.7

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by size of study location (by 1,000 inhabitants) for students not living with parents



details on missing data:

Total expenditure: Missing type A: 240; Missing type B: no

methodical issues or considerations for data interpretation:

There is no study location with more than 500,000 inhabitants according official statistics in Slovakia.

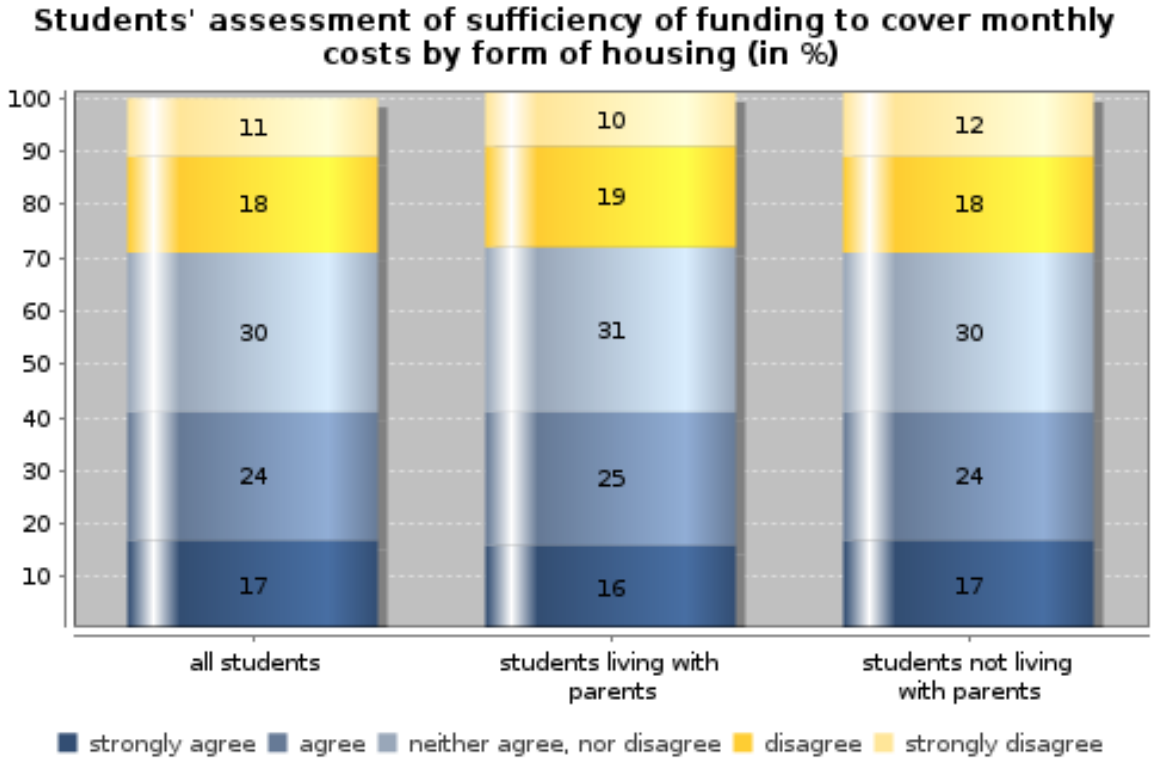
national interpretation of the results of the data analysis:

Roughly one half of students not living with parents study in locations up to 100,000 inhabitants (54.0%). Comparing monthly cost for accommodation, transportation and fees by size of study location, key expenditure are the highest for mentioned group. It can be caused by the fact, that in this group is the largest share of part-time students (32.8%, the first group), in the location with 100,000-300,000 inhabitants it is 11.1% (the second group), in the location with 300,000-500,000 inhabitants it is 17.5% (the third group) and also the largest share of students who live in rent/own flat/house (54.5%, in the second group it is 19.8% and in the third group it is 33.8%), so their accommodation is generally most expensive. Part-time students usually work regularly during term-time while studying, many of them have to pay tuition fees, which means a lot of money. Full-time students usually don´t have to pay tuition fees. Study location with size from 300,000 to 500,000 inhabitants is only capital of Slovakia - Bratislava.

Topic: E. Living costs

Subtopic 5: Students' assessment of their financial situation by form of housing

Key Indicators	
(Strong) agreement of all students that funding is sufficient, in %	40.8
(Strong) disagreement of all students that funding is sufficient, in %	29.1
(Strong) agreement of students living with parents that funding is sufficient, in %	41.3
(Strong) disagreement of students living with parents that funding is sufficient, in %	28.1
(Strong) agreement of students not living with parents that funding is sufficient, in %	40.5
(Strong) disagreement of students not living with parents that funding is sufficient, in %	29.7



details on missing data:

All students: Missing type A: 71

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are only slight differences in share of students who chose options of (dis)agreement on sufficiency

of funding to cover their costs between groups. So it´s good, that also students not living with parents are comparatively satisfied with their economic situation as their classmates living with parents, although they have to pay cost for accommodation, buy more food, toiletries and other, so they usually have higher expenditure.

Comparison of data EIV and EIII: : We found decreasing share of option "neither agree, nor disagree" for category all students (EIII:41.0% and EIV:30.0%) and for students living with parents (EIII:37.0% and EIV:30.6%) and increasing share of option "strongly disagree" again for all students (EIII:4.0% and EIV:10.8%) and for students living with parents (EIII:4.0% and EIV:9.5%). There are no significant political debates currently going

on in Slovakia concerning the students´ financial situation. Recent change in the student financing system

in Slovakia: since academic year 2010/2011 students can receive a loan in the amount of tuition fees. A loan can receive resident BA or MA students, who study in Slovakia or abroad and did not complete whole higher education programme (BA plus MA) in the past, if they have excellent academic results or is impaired in studies by serious illness or receive scholarship based on social and economic conditions of their family or monthly income

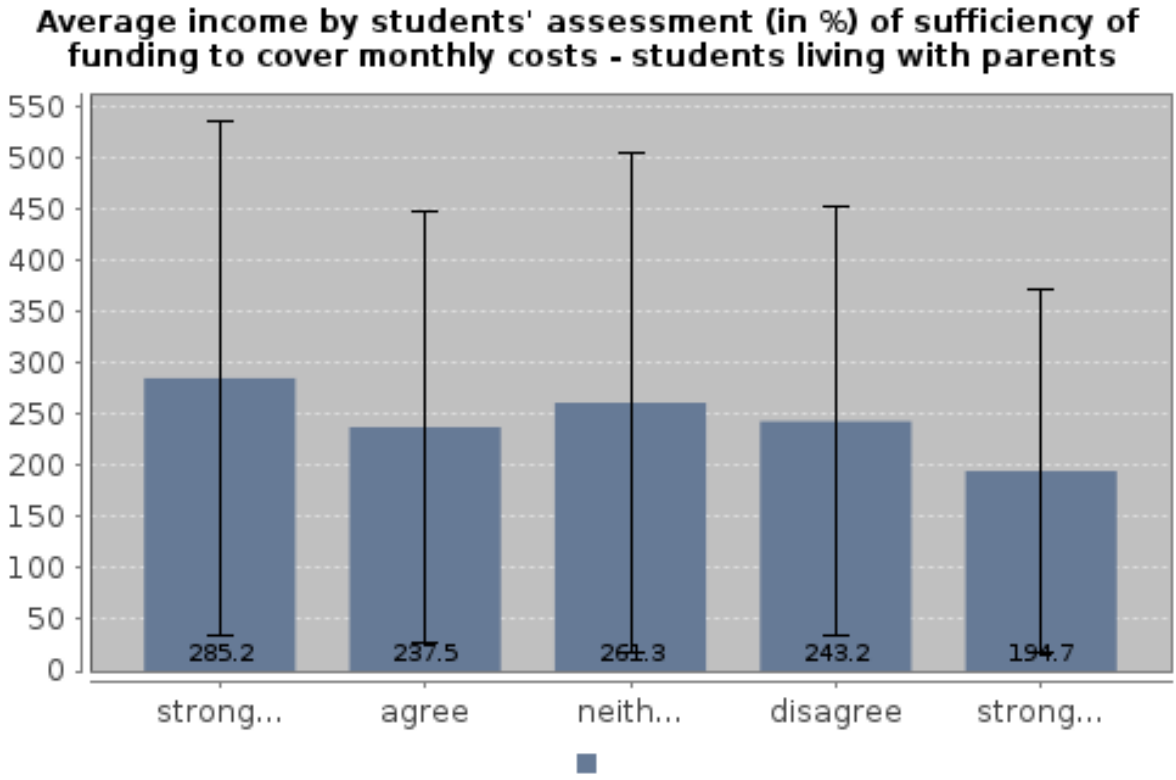
of the member of their family is lower than legal monthly minimum wage. Students who pay tuition fees are usually part-time students (PT), most of them work regularly during term-time (76.9%), so their monthly income is generally much more higher than among full-time students (FT)(510 Euro vs. 170 Euro; respectively). The share

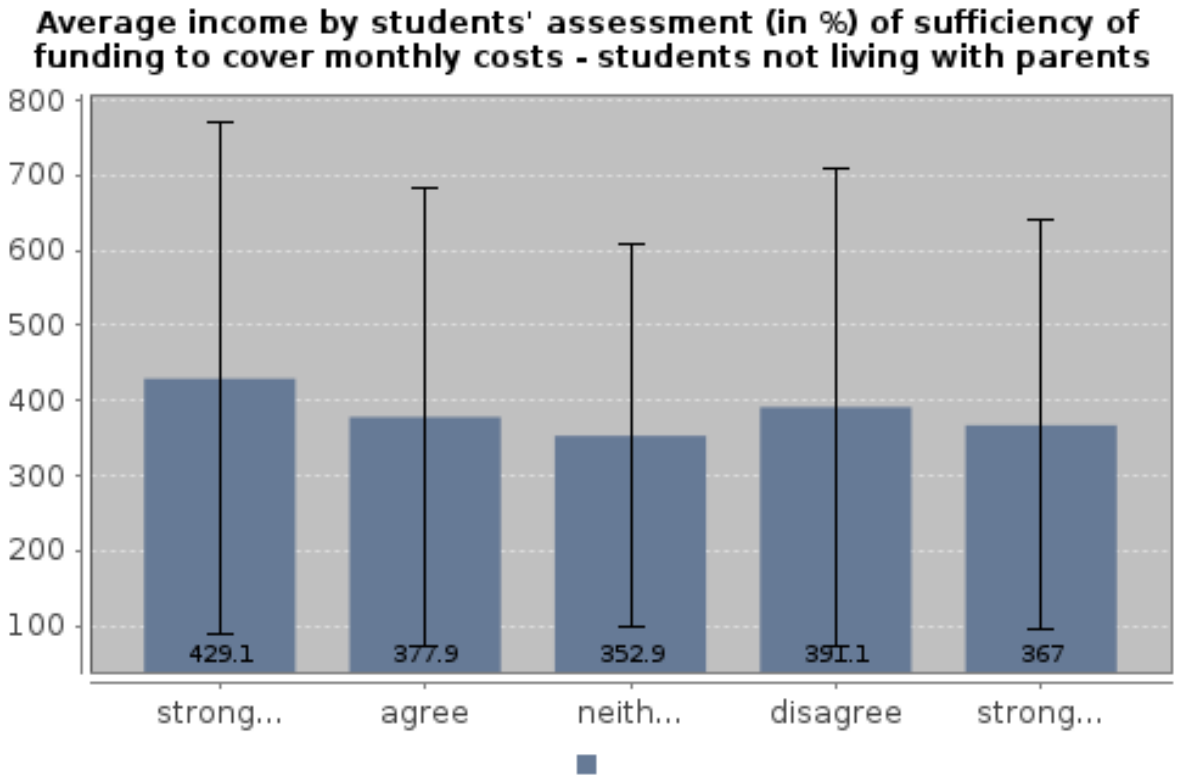
of FT and PT students who receive a loan, is less than 1.0% of them (0.8% and 0.3%; respectively). It´s so very low share, because the students are reluctant into debt.

Topic: E. Living costs

Subtopic 6: Students' assessment of their financial situation and average income by form of housing

Key Indicators	
students living with parents	
Median income of students with very strong agreement that funding is sufficient, amount	200.0
Median income of students with very strong disagreement that funding is sufficient, amount	140.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	300.0
Median income of students with very strong disagreement that funding is sufficient, amount	280.0





details on missing data:

Students living with parents: Assessment: Missing type A: 33; Income: Missing type A: 260, Missing type B: no

Students not living with parents: Assessment: Missing type A: 36; Income: Missing type A: 518, Missing type B: no

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Satisfaction with financial situation decreases with decreasing median value of income for students living

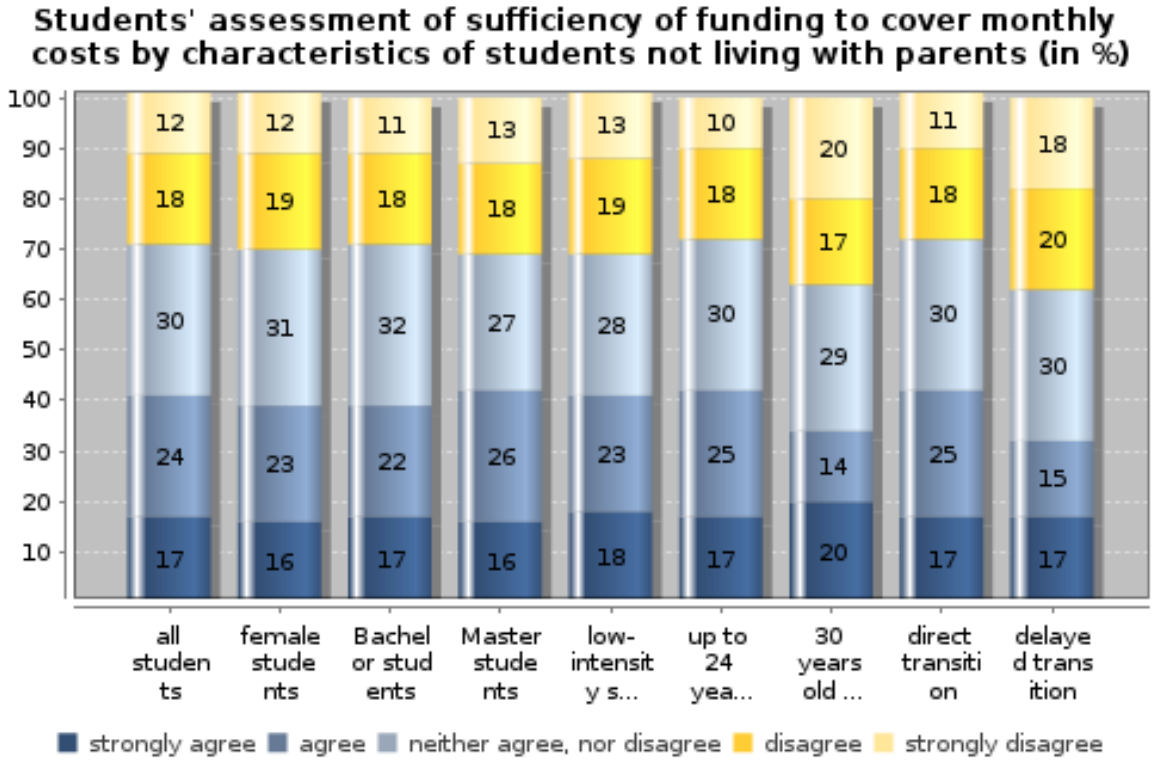
with parents. This relation was not found among students not living with parents, so it seems that the assessment of financial situation is more subjective in this group; average income and also standard deviation are higher

as in group of students living with parents, so their economic situation is more varied, too. I think that income values for the categories agreement and disagreement can be sufficient to explain the dissatisfaction of students for the category "living with parents". In the category "students not living with parents" is probably more to it which is not reflected by the figure.

Topic: E. Living costs

Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

Key Indicators	
(Strong) agreement that funding is sufficient of low-intensity students, in %	41.0
(Strong) disagreement that funding is sufficient of low-intensity students, in %	31.5
(Strong) agreement that funding is sufficient of up to 24 years old, in %	42.1
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	27.9
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	33.8
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	36.8



details on missing data:

Missing type A: 36 of all students not living with parents;

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

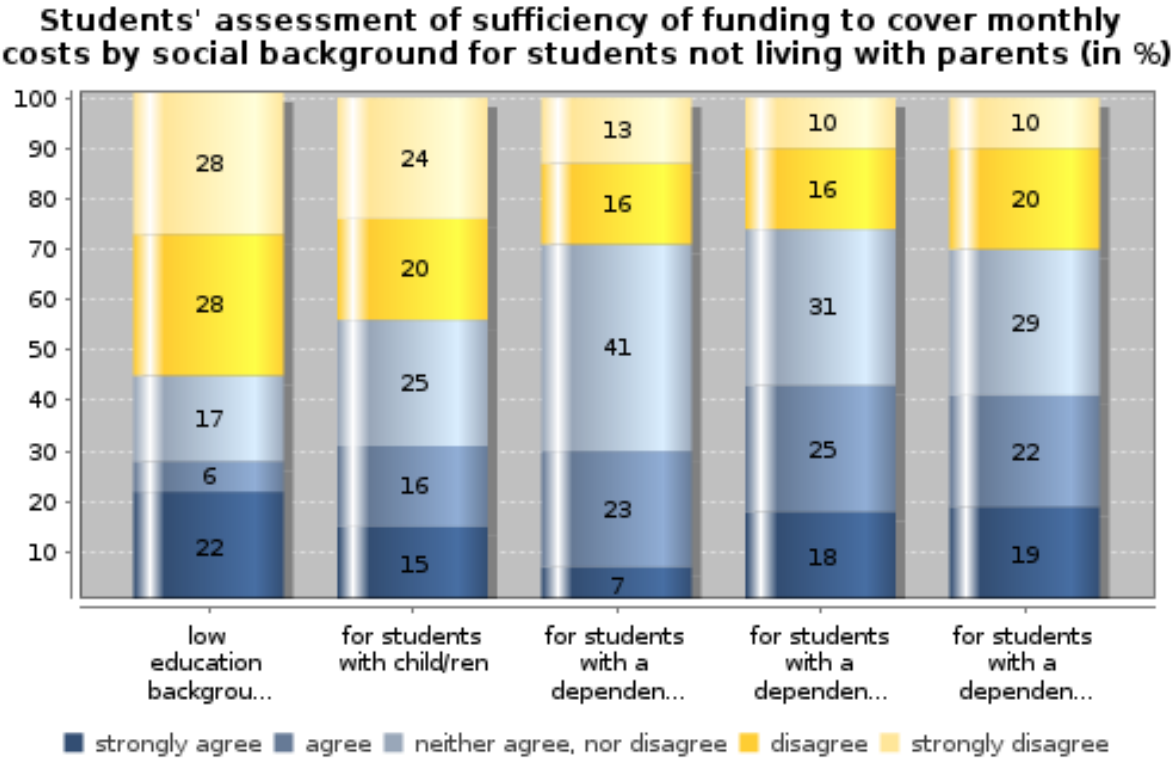
The lowest share of (strongly) agreement and the highest share of (strongly) disagreement with financial situation reported notably students 30 years old or over and delayed transition students. Most

of these two categories are part-timers (98.3% and 89.1%; respectively). These students usually work regularly during term-time while studying. They have taught studies ordinarily one day weekly, usually on Saturday. Many of them have to pay tuition fees, what is generally a lot of money. Most of students aged 30 years or over, who have chosen option (strongly) disagree, already have child/ren (74.5%), among delayed transition students it was 57.1%. There is no age limit for public support (scholarship or loan) to students in Slovakia, it is conditional upon other conditions. The students have to provide document with required data (e.g. about income of family or excellent performance) in order to continuously receive public support.

Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators	
(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	55.6
(Strong) disagreement that funding is sufficient for students with child/ren, in %	43.9
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	28.9
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	29.9



details on missing data:

Missing type A: 36 of all students not living with parents;

methodical issues or considerations for data interpretation:

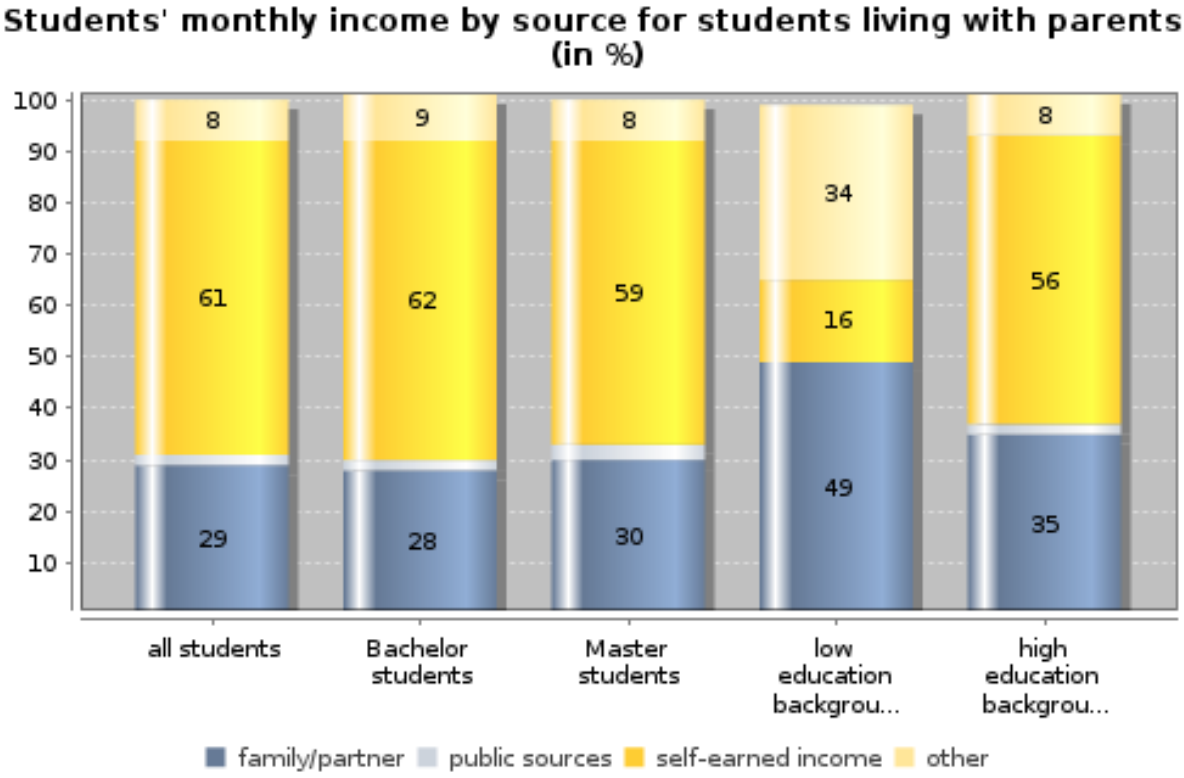
We think that data for students with low educational background are not reliable, because the total is only 18.

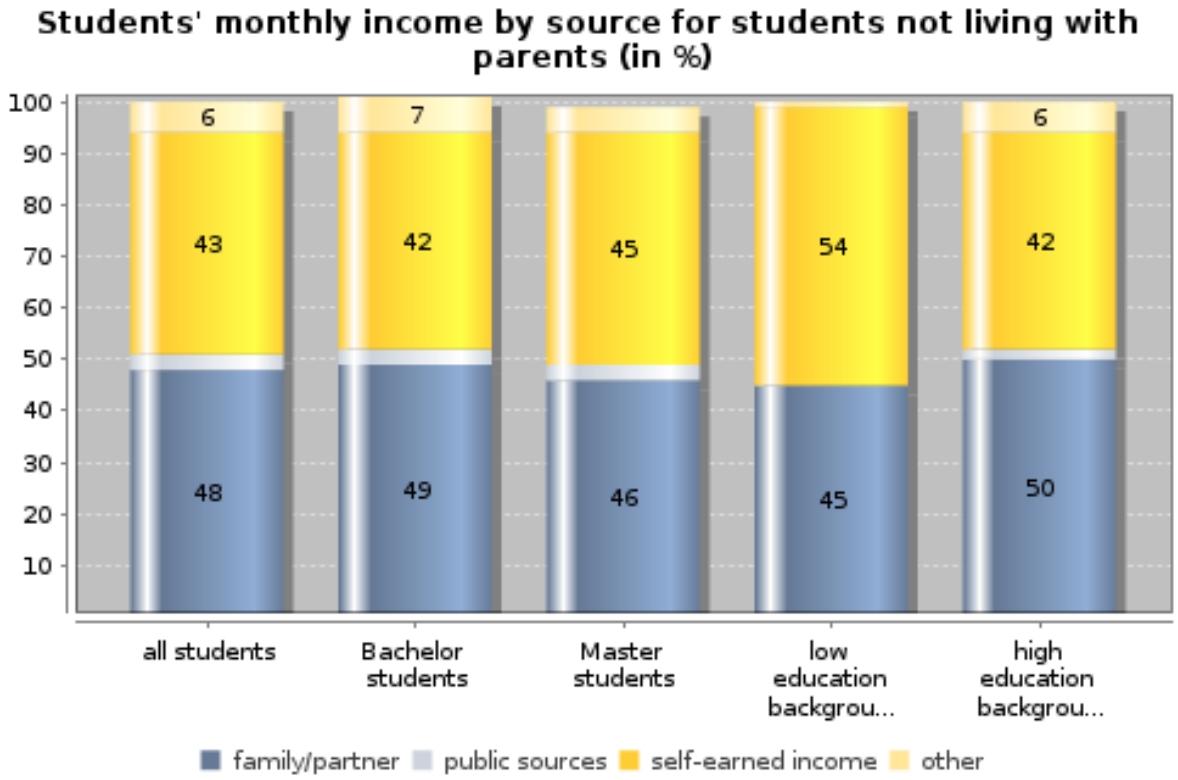
national interpretation of the results of the data analysis:
(Strongly) disagreement with financial situation expressed particularly students with child/ren (43.9%). Most
of them lived during term-time also with partner/wife/husband (78.6%), so they have to take care not only
of yourself, but also for the family and this situation requires much more finances as if the student is single. On the other hand (strongly) agreement expressed particularly students dependent on parental support or on paid employment (43.4% and 41.4%; respectively). We can suppose that these students have enough finance and welfare. There is neither special public support program for students with children nor political debate going on for more support for students with children in Slovakia.
In country comparison the share of students from low-education background who (strongly) disagree is very high. We don´t suggest to include data of this category in the analysis, because total is only 18, which is very little, so we think that the shares of this category are not reliable.

Topic: F. Funding and state assistance

Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators	
Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	47.8
Family/partner contribution for Bachelor students, in %	48.9
Family/partner contribution for students with low education background (ISCED 0-2), in %	45.3
Family/partner contribution for students with high education background (ISCED 5-6), in %	49.5
Job contribution for all students, in %	43.1
Job contribution for Bachelor students, in %	41.5
Job contribution for students with low education background (ISCED 0-2), in %	53.8
Job contribution for students with high education background (ISCED 5-6), in %	42.4





details on missing data:

All students living with parents, total income: Missing type A: 260; Missing type B: no

All students not living with parents, total income: Missing type A: 518; Missing type B: no

methodical issues or considerations for data interpretation:

First table: students with low education background, living with parents - only 4 valid responses;

Second table: students with low education background, not living with parents - only 12 valid responses.

So we think that data for this group of students are not reliable.

national interpretation of the results of the data analysis:

There are only small differences in composition of monthly income between focus groups for students living

with parents. The largest share of total income makes up self-earned finance (approx. 60%). So we can suppose that students could have major problems with covering their costs without this source of income generally. Most

of these students (79.7%) obtain also contribution from family/partner, which makes up approximately 30% of total income. Support from the state makes up particularly scholarship, but this type of financial support obtain very small share of students. There are two main types of it: the scholarship based on socio-economic conditions

of students - it can receive only full-timers. Approval of this financial aid is based on social and particularly economic conditions of students´ parents (single students) or husband/wife (married students). Second type is scholarship based on merits (excellent knowledge valuation, sport or artistic success). The share of finance

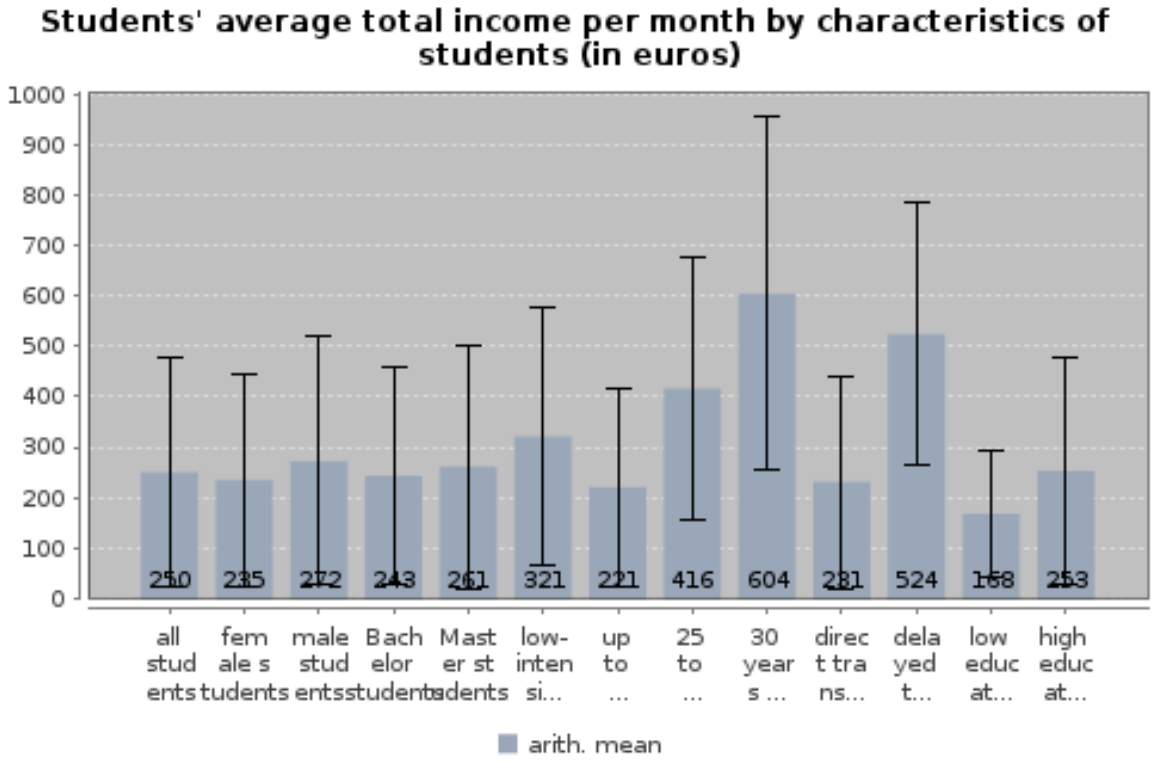
from single sources is different for students not living with parents, but it is very similar between focus

groups. Contribution from family/partner makes up roughly 50% of total income and almost just large is the share of self-earned income, which ranges between 41% - 46%. The main difference among students living with parents and not living with parents particularly makes up amount and share of family/partner contribution. It can be caused
at least to some extent by the methodological directive to calculate amount from this source as sum of cash and kind income for students not living with parents. I added transfers in kind to income category family/partner
for students not living with parents. Parents are legally obligated to support their children until they are able to feed themselves. The necessity for gainful employment of students alongside their studies generally isn´t considered a problem in Slovakia.
Comparison of EIII and EIV data: There in EIII National Profile of Slovak Republic in Subtopic 29 is category students maintaining own household - we counted to this category students who lived in rented/own flat/house.
In EIV is category students not living with parents, in which we counted students living in a student hall and students living in rented/own flat/house according Technical manual. So we don´t suggest to compare composition
of students´ income of these categories between EIII and EIV.

Topic: F. Funding and state assistance

Subtopic 2: Total monthly income by characteristics of students for students living with parents

Key Indicators	
median income all students, amount	177.0
median income Bachelor students, amount	170.0
median income Master students, amount	190.0
median income low-intensity students, amount	250.0
median income 25-29 years old, amount	400.0



details on missing data:

All students living with parents, total income: Missing type A: 260; Missing type B: no

methodical issues or considerations for data interpretation:

Group of aged 30 years old or over: only 38 valid responses;

Group of students with low education background: only 4 valid responses. So we thing that data about these two groups are not reliable.

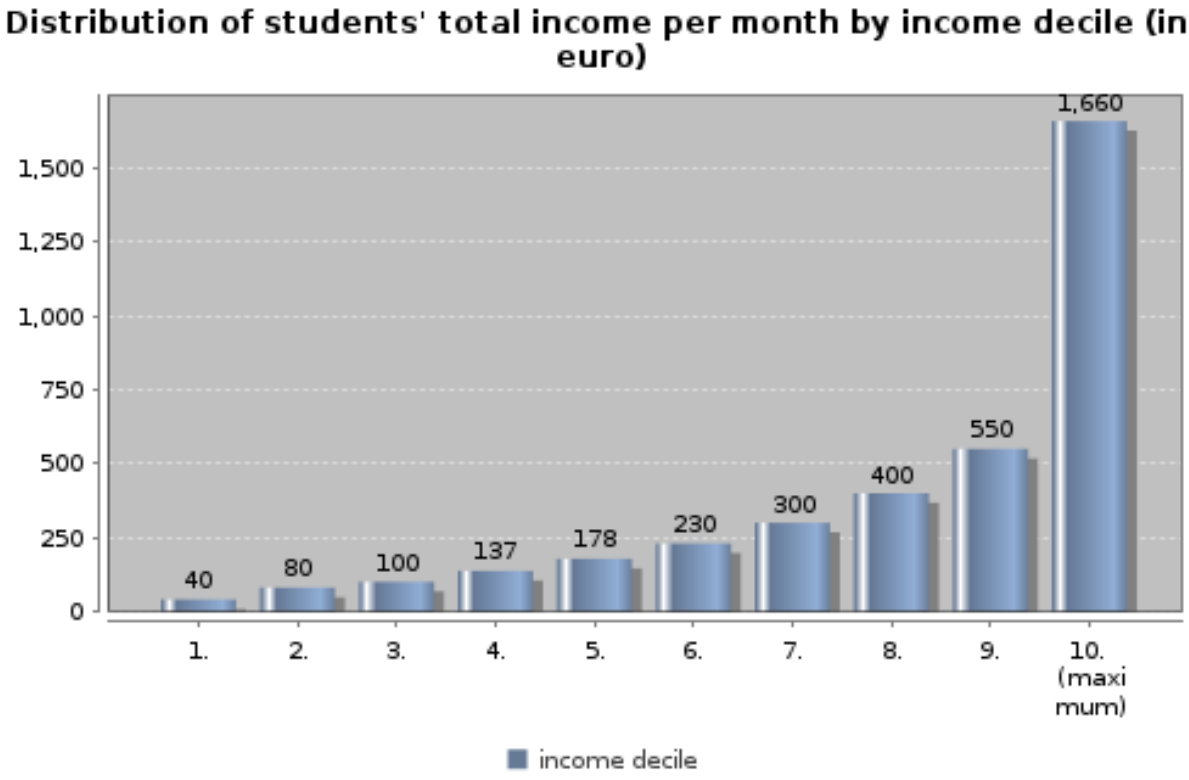
national interpretation of the results of the data analysis:

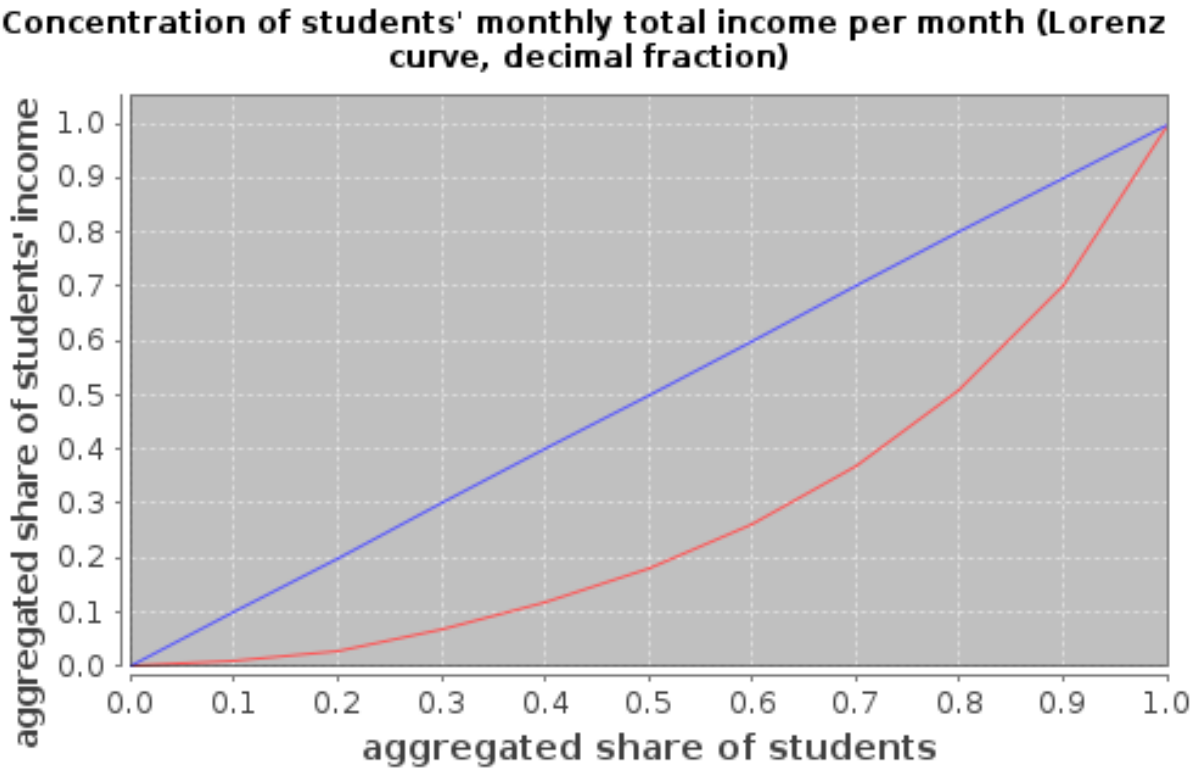
Student groups whose median income is deemed to be very high are delayed transition students and students aged 25 to 29 years (500.0 Euro and 400.0 Euro; respectively). Most of them are part-time students (82.5% and 62.6%; respectively). More than one half of them work regularly during term-time and study alongside it, usually only one day weekly, on Friday or Saturday (77.7% and 53.4%; respectively), so they are not typical students.
Comparison EIII and EIV data: For exact deeper analysis we need data about particular sources of income. EIII National Profile contains data about sources of income in arithmetic mean, not median, so we can compare this data. Total average income in EIII is only slightly higher than in EIV (276 Euro versus 250 Euro; respectively). There in EIII National Profile of Slovakia, Subtopic 28 are exact data about family/partner contribution and self-earned income. We found larger but not considerable difference in self-earned income (174 Euro in EIII versus 154 Euro in EIV). So we can assume that decrease
of total income is probably caused particularly by decrease of self-earned income, which can be consequence of economical crisis.

Topic: F. Funding and state assistance

Subtopic 3: Distribution and concentration of total monthly income for students living with parents

Key Indicators	
Income cut-off point for lowest 20% of students, amount	80.0
Gini coefficient	0.43





details on missing data:

All students living with parents, total income: Missing type A: 260; Missing type B: no

methodical issues or considerations for data interpretation:

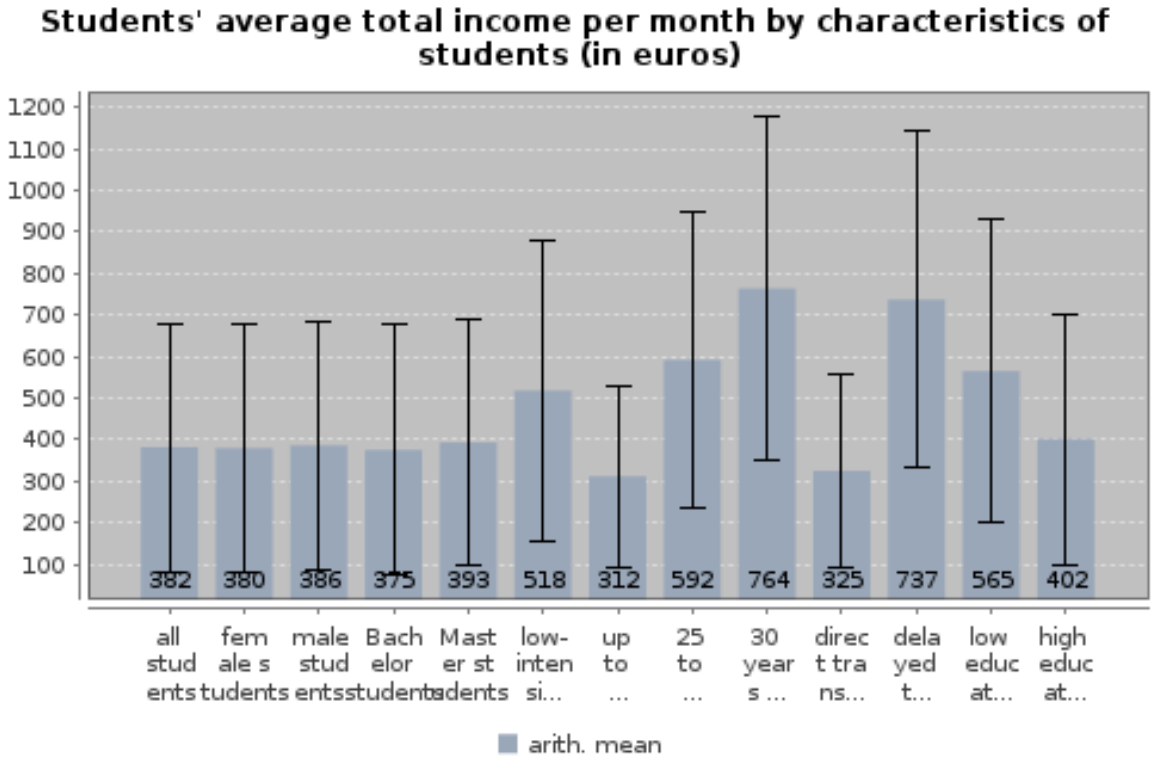
national interpretation of the results of the data analysis:

The largest gap among income deciles is between 9th and 10th (550.0 Euro and 1,660.0 Euro; respectively). Median income for full-timers living with parents is 130.0 Euro and for part-timers it is 450.0 Euro. So high 10th income decile is likely caused by higher incomes of part-timers. These students usually have regular paid job and study alongside it, generally one day weekly, on Friday or Saturday. To my knowledge, it hasn´t been a discussion about
the distribution and concentration of student income in Slovakia. About five years ago there were plans to introduce tuition fees for full-time students with changed system of scholarship and before voting of Members
of Parliament there is usually a debate in the Parliament. The value for the Gini coefficient for the whole receivers of income is 0.27 (mid-2000s; source: OECD webside
http://www.oecd.org/document/53/0,3343,en_2649_33933_41460917_1_1_1_1,00.html Growing Unequal? Income Distribution and Poverty in OECD Countries
So the Gini coefficient for the student income is higher (0.43) as for the whole receivers of income in Slovakia.
EIII data: Income cut-off point for lowest 20% of students living with parents/relatives was 5,500.0 SKK (Slovac Crown)= 147.7 Euro. This amount is for EIV 80.0 Euro, so we found remarkable changes in this indicator.

Topic: F. Funding and state assistance

Subtopic 4: Total monthly income by characteristics of students for students not living with parents

Key Indicators	
median income all students, amount	275.0
median income Bachelor students, amount	255.0
median income Master students, amount	300.0
median income low-intensity students, amount	400.0
median income 25-29 years old, amount	549.0



details on missing data:

All students not living with parents, total income: Missing type A: 518; Missing type B: no

methodical issues or considerations for data interpretation:

The total for students with low education background is only 18, so we think that the data for this group are not reliable.

national interpretation of the results of the data analysis:

There are three groups of students whose median income is deemed to be very high - students aged 30 years old or over, delayed transition student (for both group this amount was 700.0 Euro) and students

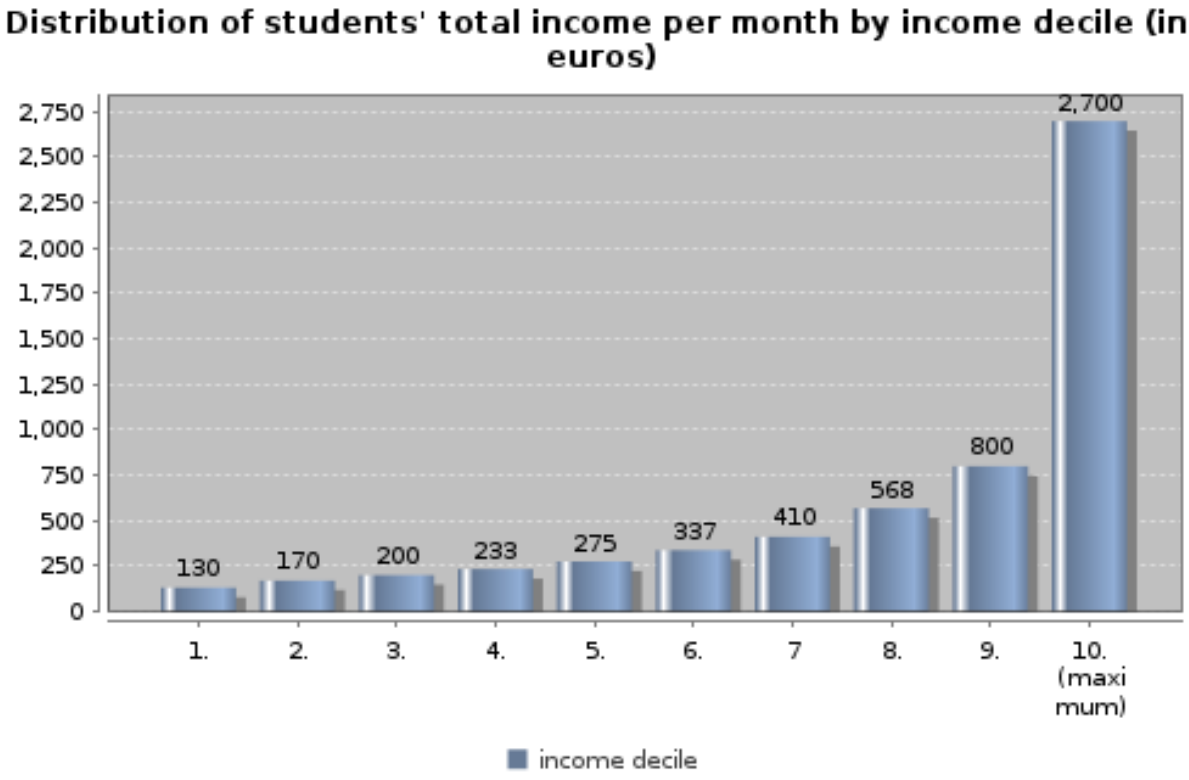
aged 25 to 29 years (median income level is 549.0 Euro). These groups have also very high value of arithmetic mean and standard deviation, so their income has also very large variability. Most of these students are part-time students (98.8%, 91.6% and 57.1%; respectively), work regularly during term-time (90.3%, 82.0% and 59.7%; respectively) and study alongside it, generally one day weekly, on Friday
or Saturday, so they are not typical students.

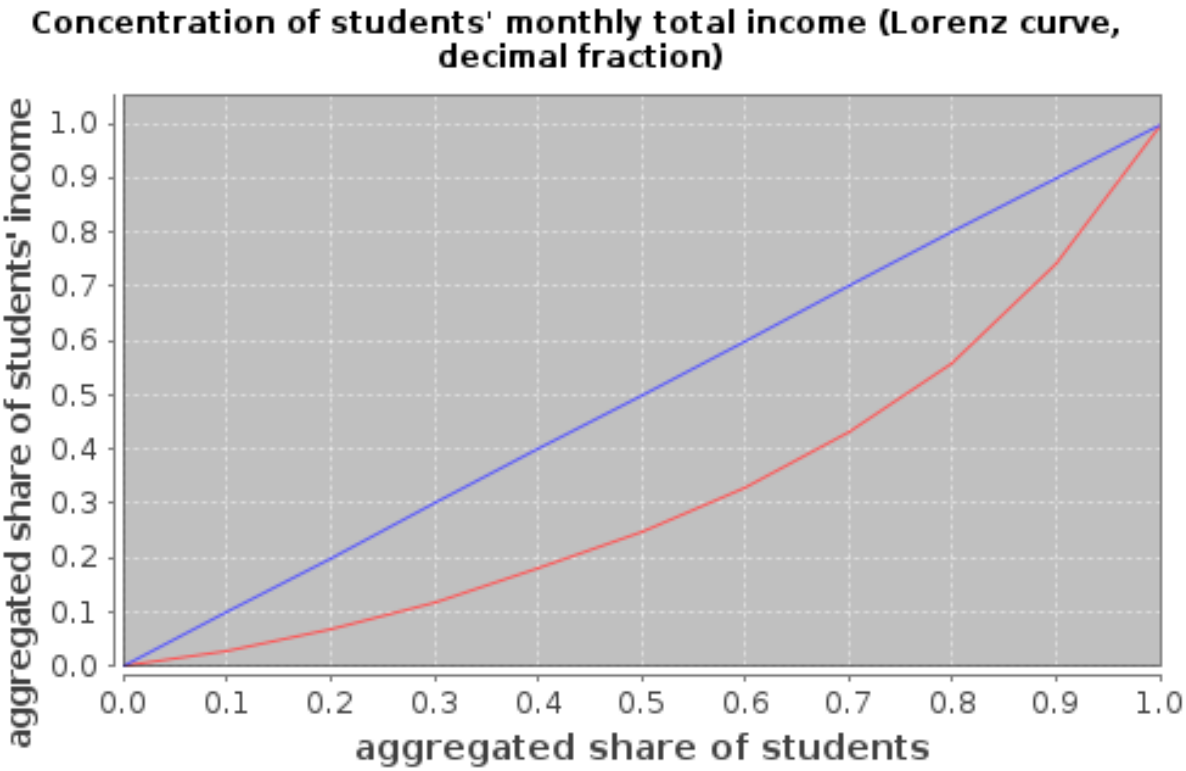
Topic: F. Funding and state assistance

Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	170.0
Gini coefficient	0.4





details on missing data:

All students not living with parents, total income: Missing type A: 518; Missing type B: no

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The biggest difference of total income is between 9th and 10th decile. It is caused likely by higher income

of part-time students in general - median value for this group is 700.0 Euro and for full-time students it is 232.5 Euro. Part-time students have usually regular paid job and study alongside it, generally one day weekly,

on Friday or Saturday. Gini coefficient is only slightly different as among students living with parents (0.40 vs. 0.43), so it seems that income disparity between these two groups is almost the same.

To my knowledge, it hasn´t been a discussion about the distribution and concentration of student income

in Slovakia. About five years ago there were plans to introduce tuition fees for full-time students with changed system of scholarship and before voting of Members of Parliament there is usually a debate in the Parliament.

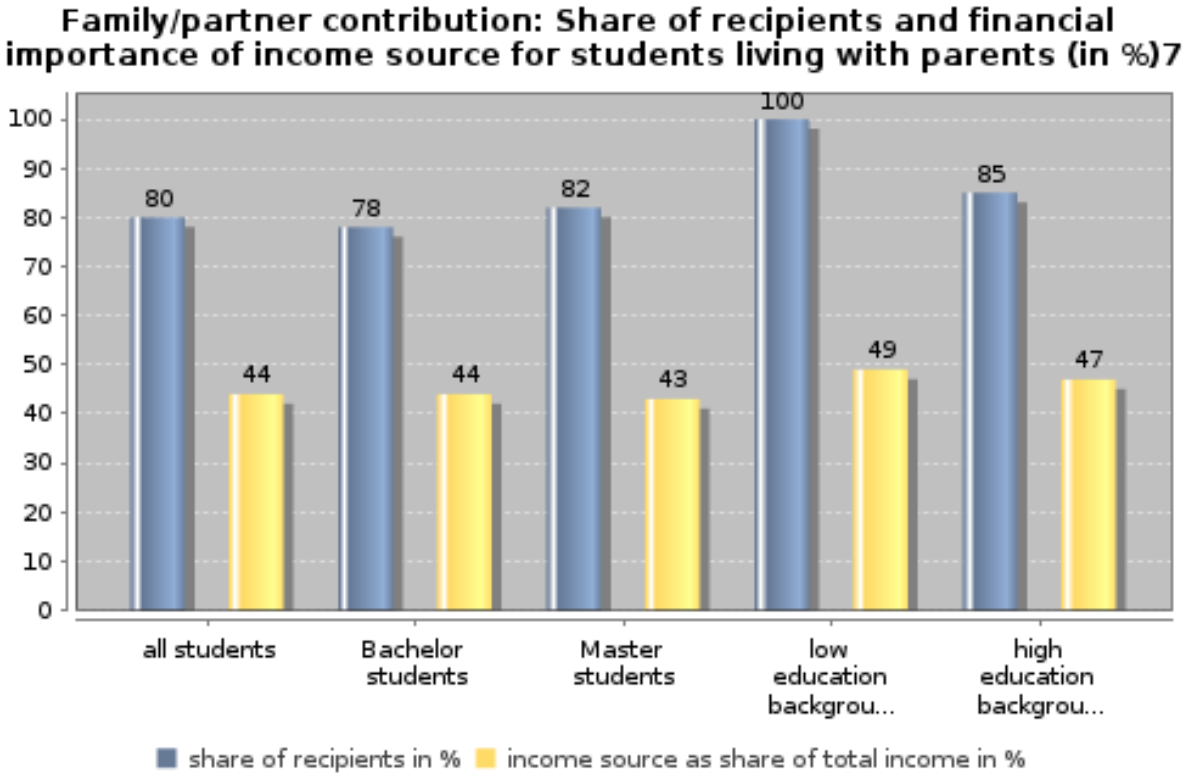
The value for the Gini coefficient for the whole receivers of income is 0.27 (mid-2000s; source: OECD webside

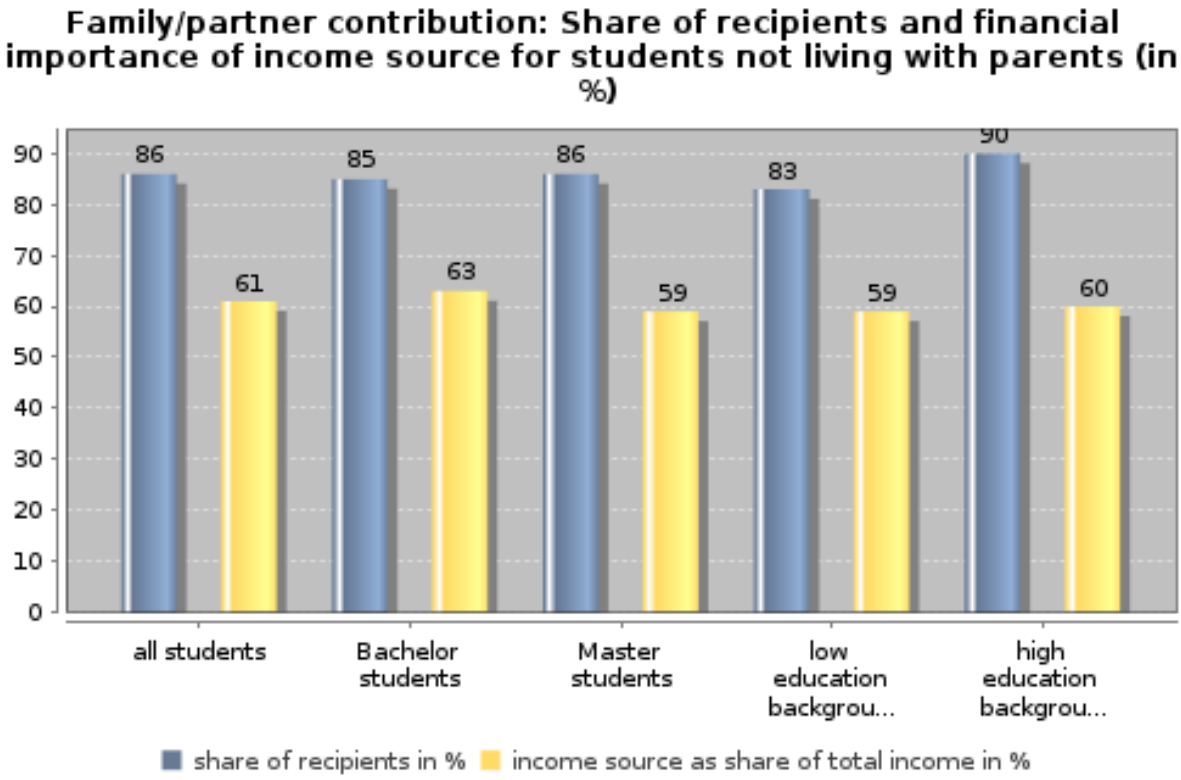
http://www.oecd.org/document/53/0,3343,en_2649_33933_41460917_1_1_1_1,00.html Growing Unequal? Income Distribution and Poverty in OECD Countries). So the Gini coefficient for the student income is higher (0.40) as for the whole receivers of income in Slovakia.

Topic: F. Funding and state assistance

Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators	
Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	85.6
Share of recipients of Bachelor students, in %	85.0
Share of recipients of students with low education background, in %	83.3
Share of recipients of students with high education background (ISCED 5-6), in %	90.2
Contribution to total monthly income of all students, in %	61.1
Contribution to total monthly income of Bachelor students, in %	63.0
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	59.0
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	60.3





details on missing data:
Family/partner contribution, students living with parents: Missing type A: 222; Missing type B: 139; Family/partner contribution, students not living with parents: Missing type A: 485; Missing type B: 136;

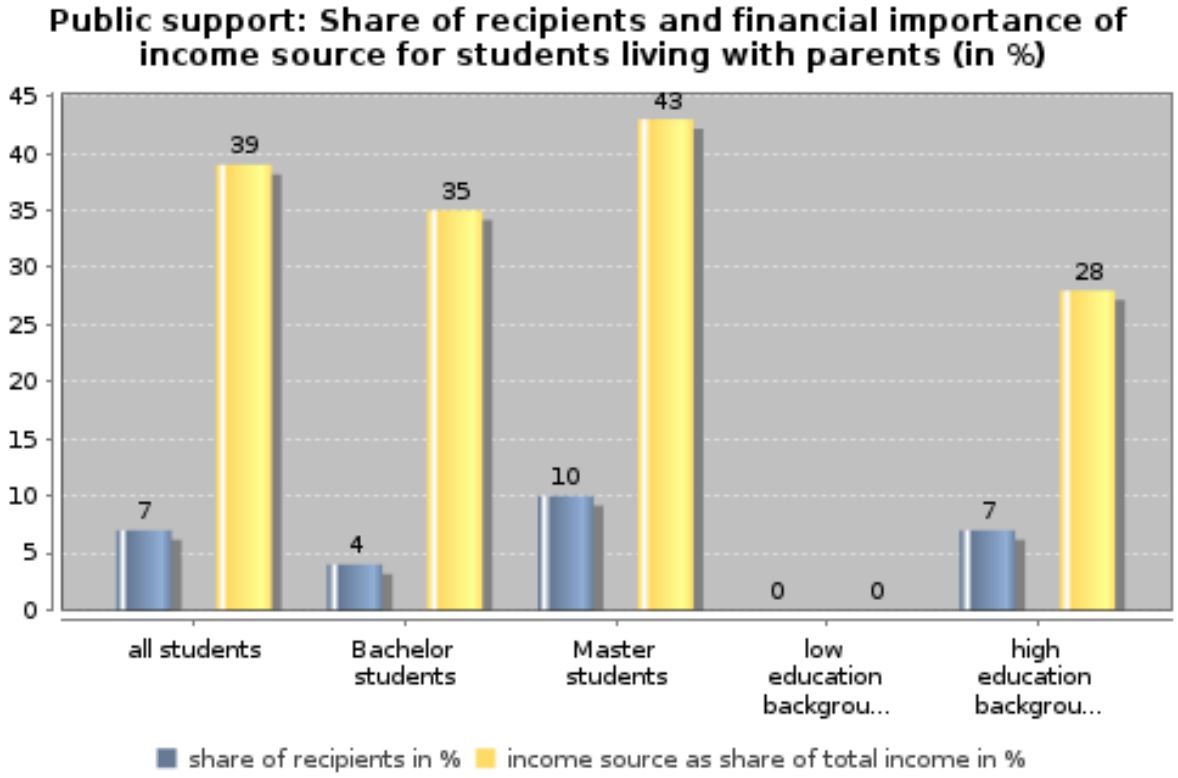
methodical issues or considerations for data interpretation:
Values for total income could be the same as in sheet 2 and 4, only if 100 % of students are recipients of family/partner contribution from the subgroup (living with parents or not living with parents). This sheet concerns to recipients and sheets 2 and 4 concers to recipients and also for nonrecipients.
national interpretation of the results of the data analysis:
There are no large differences between focus groups in share of recipients and also in monthly amount of contribution (we take into account separately students living with parents and not living with parents). The share of family/partner contribution of total income is higher among students not living with parents (approx. 60 % vs. 45 %; respectively). It is likely caused at least to some extent by the methodological rule
to calculate total income by adding transfers in kind to the disposable income in case of students not living
with parents. Parents are legally obligated to support their children until they are able to feed themselves. Parents are entitled to receive some kind of public support, if they are unemployed, retired, in disability pension etc. Public support for them isn´t associated with maintenance obligation to their child/ren.
Response to feedback: The share of family/partner contribution to income is about 44% for all students and BA students living with parents. This share is about 60% for these categories of students not living

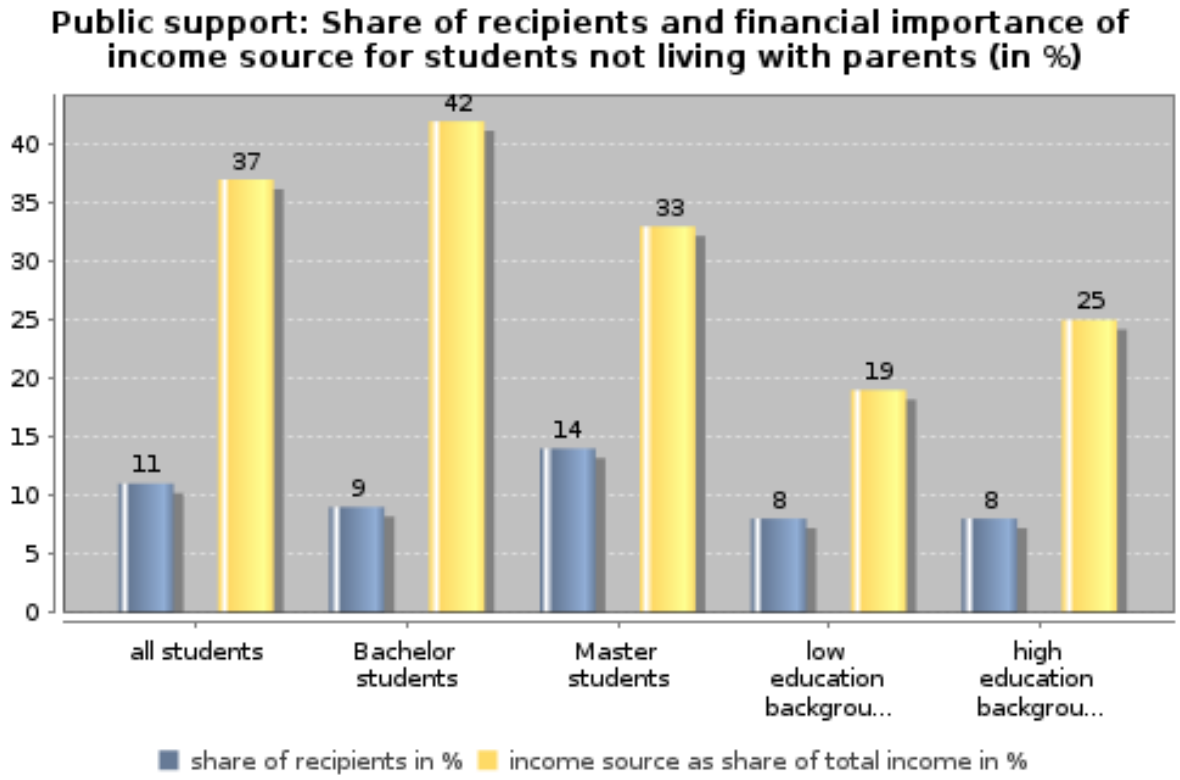
with parents (cash and kind). Only little share of all students receive state support (9.3%), about 42.1% of them don´t work during term-time, so most of them receive contribution from parents/family. Students with low education background, living with parents - only 4 valid responses; students with low education background, not living with parents - only 12 valid responses, so we think that these data are not reliable and we suggest to exclude this category from the analysis. For students living with parents share of recipients and amount for MA are higher than for BA (these data are also correct), but these differences are little and thus insignificant (4.8% and 6.8 Euro). For students not living with parents the share of recipients for MA is higher than for BA (that is also correct), but the difference is very little (1.2%), thus insignificant.

Topic: F. Funding and state assistance

Subtopic 7: Recipients of public support and importance of income source by form of housing

Key Indicators	
Public support for students not living with parents	
Share of recipients of all students, in %	10.7
Share of recipients of Bachelor students, in %	8.6
Share of recipients of students with low education background, in %	8.3
Share of recipients of students with high education background (ISCED 5-6), in %	8.0
Contribution to total monthly income of all students, in %	36.5
Contribution to total monthly income of Bachelor students, in %	41.5
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	18.7
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	25.1





details on missing data:

Public support, students living with parents: Missing type A: 209; Missing type B: 621;
Public support, students not living with parents: Missing type A: 356; Missing type B: 836

methodical issues or considerations for data interpretation:

Students with low education background, living with parents - only 4 valid responses; students with low education background, not living with parents - only 12 valid responses. Students with high education background, living with parents - 36 valid responses; bachelor students, recipients, living with parents - 27 valid responses. Master students, recipients, living with parents - 50 valid responses; total income of master students, recipients, living with parents - 46 valid cases. Students with low education background, recipient, not living with parents - 1 valid response. So we think that all these data are not reliable. Students with high education background, recipients, not living with parents - 55 valid responses. Values for total income could be the same as in sheet 2 and 4, only if 100 % of students are recipients of public support from the subgroup (living with parents
or not living with parents). This sheet concerns to recipients and sheets 2 and 4 concerns to recipients and also
for nonrecipients.

national interpretation of the results of the data analysis:

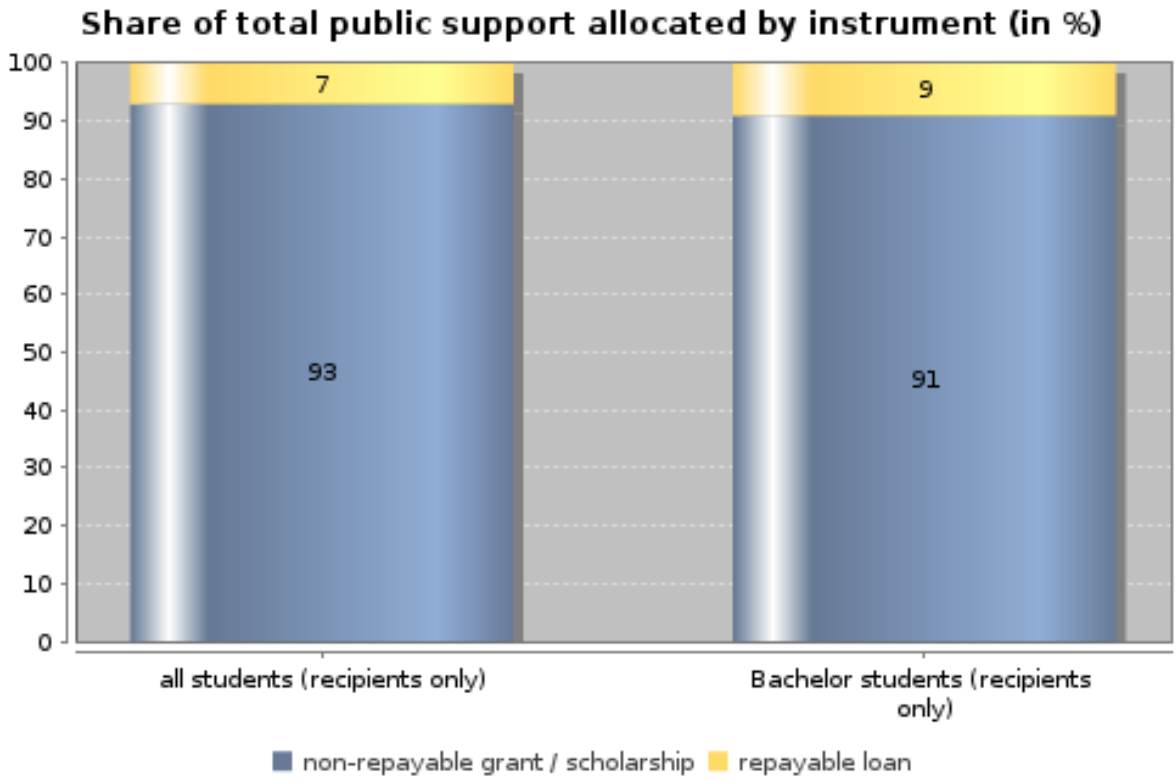
The difference in the share of recipients is between students living with parents and not living with parents
only a little (6.8% vs 10.7%; respectively), so only around one in ten students receives public support (9.3%),
which is truly little. The difference in this support as share of total income is between mentioned two

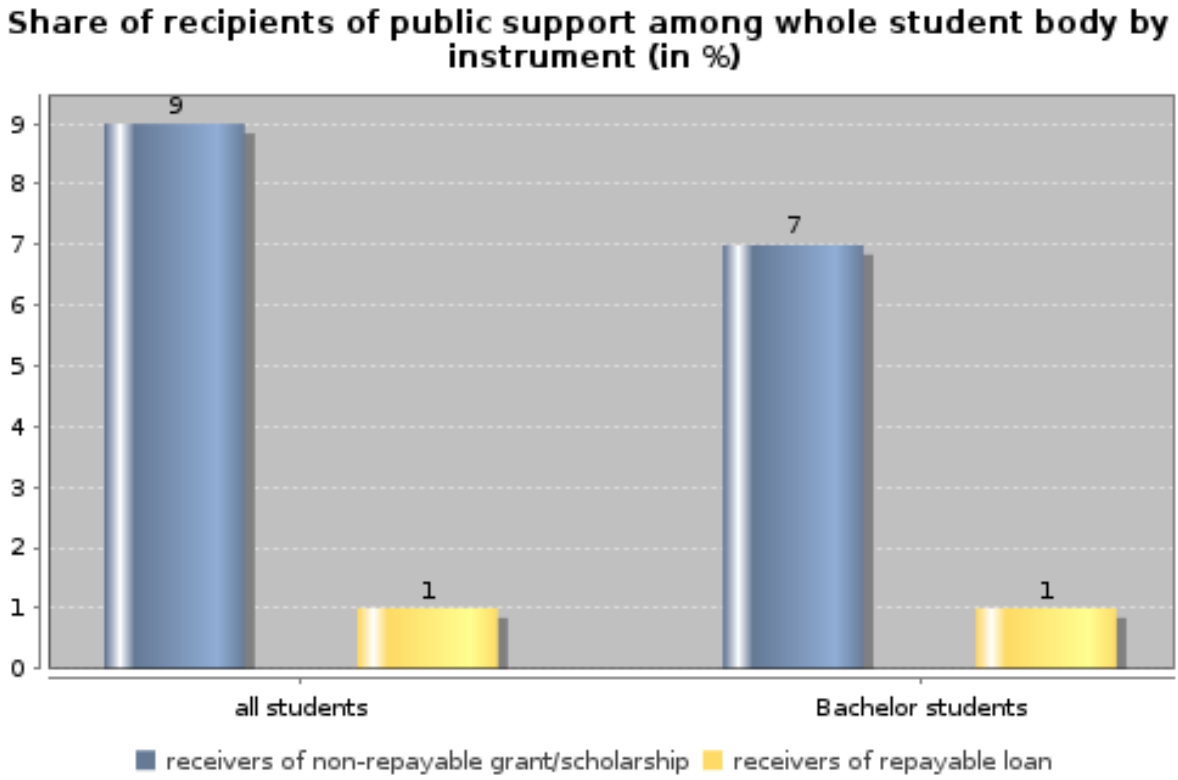
groups only a little (39.2% and 36.5%). Public support includes scholarship (in our country there are two main types
of this support: based on social and economic conditions of students´ family or based on students´ merits), non-repayable grant or repayable loan. Grant or loan are used only rarely. There are no big differences among share of recipients between bachelors and masters (we have taken into account separately students living with parents and not living with parents). Second mentioned group - there is no big difference in monthly amount of public support between bachelors and masters (115.2 Euro vs 101.0 Euro; respectively), but total monthly income
of recipients is slightly higher for masters (308.6 Euro vs 277.3 Euro), so public support as share of total income is slightly higher for bachelors (41.5 % and 32.7 %; respectively). According to my knowledge, there aren´t political debates going on in Slovakia concerning either the extent of public support as share of students´ total income or the share of students eligible for public support. This support is conditional by exact conditions of students (e.g. income for one member of students´ family). If student meets them, he is entitled to receive public support.
Compared to E:III the share of recipients of public support among all students has decreased from 21.2% in EIII to 9.3% in EIV (EIII National Profile of Slovakia, Subtopic 31). State contribution is 0.0% for students maintaining own household (EIII National Profile of Slovakia, Subtopic 29). We have included to this category students who lived in rented/own flat/house, so the data of this category aren´t equivalent to EIV data for students not living with parents and we don´t suggest to compare EIII and EIV data between these categories.

Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators	
Non-repayable public support as share of total public support for all students (recipients only), in %	92.7
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	90.9
Students who receive non-repayable support as share of whole student body, in %	8.8
Students who receive non-repayable support as share of all Bachelor students, in %	6.6
Students who receive repayable loans as share of whole student body, in %	0.7
Students who receive repayable loans as share of all Bachelor students, in %	0.7





details on missing data:

All students:

Non-repayable grant/scholarship: Missing type A: 582; Missing type B: 1483;

Repayable loan: Missing type A: 583; Missing type B: 1606

methodical issues or considerations for data interpretation:

Total student population in respective group - we have taken into account only valid responses.

national interpretation of the results of the data analysis:

Most of total public support make up non-repayable grant or scholarschip, becuase students are reluctant

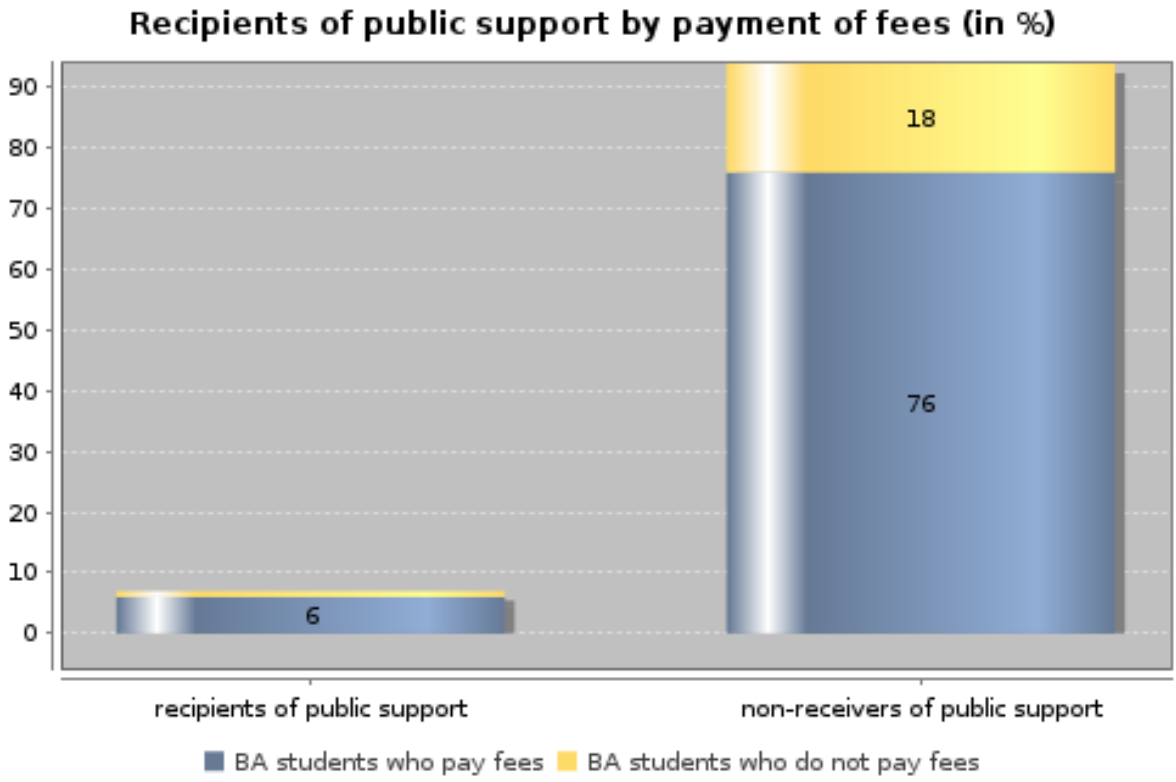
to encumber themselves with great debt. They consider as a better solution to work while studying and by this way to increase the income. The main criterion students have to meet in order to receive non-repayable needs-based scholarship is the income for one member of students´ family. For non-repayable merit-based scholarship it is excellent performance in study, sport, art etc. Repayable loans are publicly subsidised.

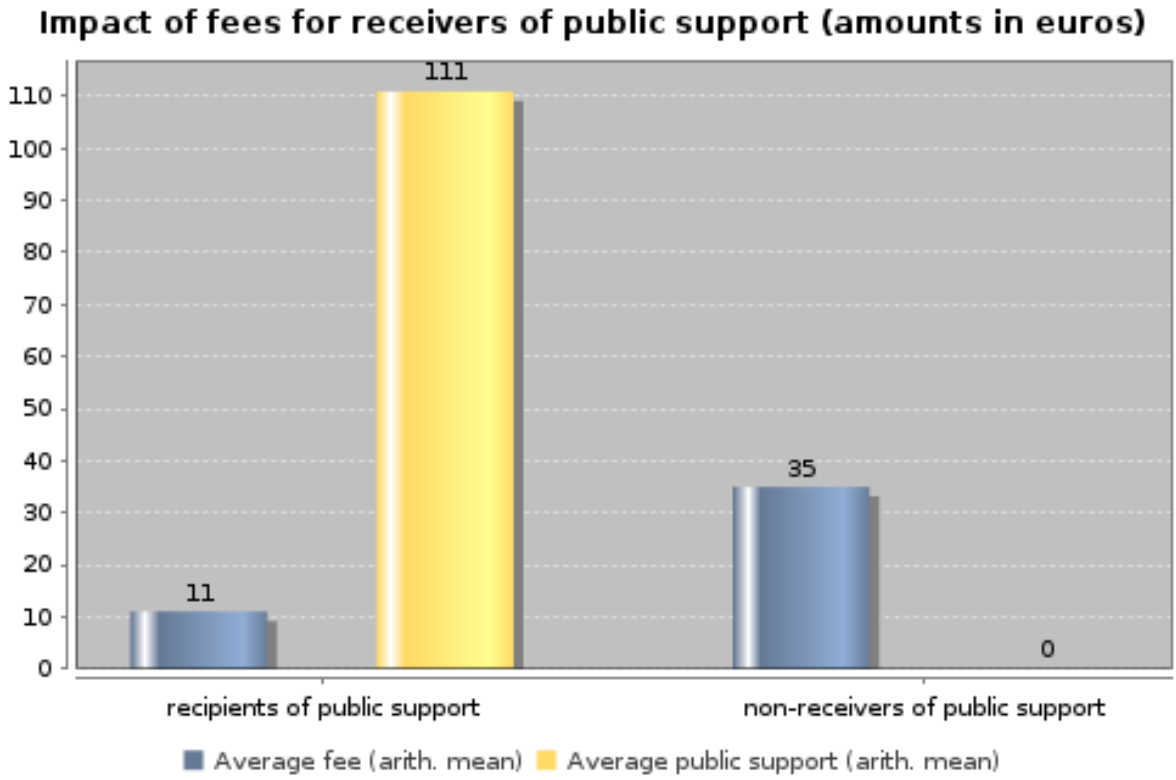
Comparison EIII and EIV data: non-repayable support as share of total public support for all students (recipients only) has increased markedly (81% versus 93%; respectively). This increase is probably mainly due to increasing share of recipients of public support who receive non-repayable scholarship (79% in EIII and 91% in EIV) and decreasing share of recipients of public support who receive repayable loan (19% in EIII and 7% in EIV).

Topic: F. Funding and state assistance

Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators	
Recipients of public support who pay fees, in %	5.8
Share of public support which covers fees for recipients of public support, in %	10.1





details on missing data:

All BA students:

Public support: Missing type A: 318, Missing type B: 881; Fees: Missing type A: 148, Missing type B: 261

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

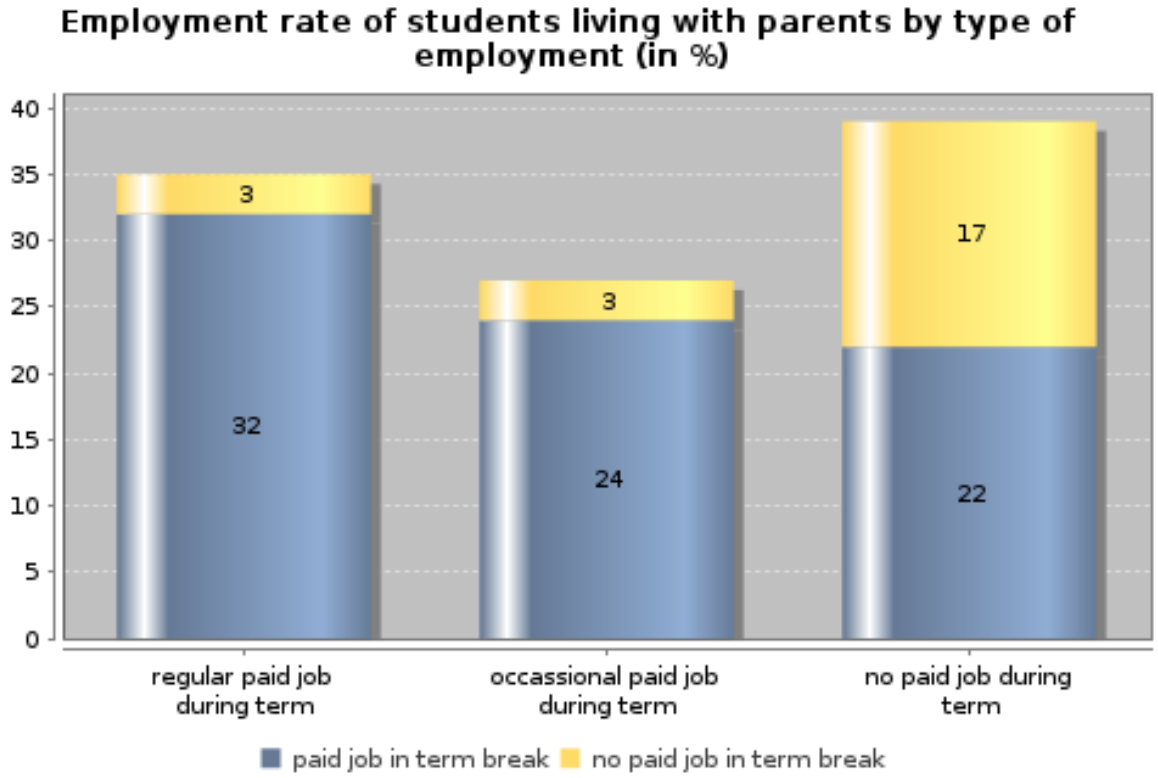
Most of Bachelors are non-receivers of public support (93.0%) and pay fees (81.4%). Recipients of this support are mostly full-time students (96.5%). They pay generally only registration fees, many of part-time students have

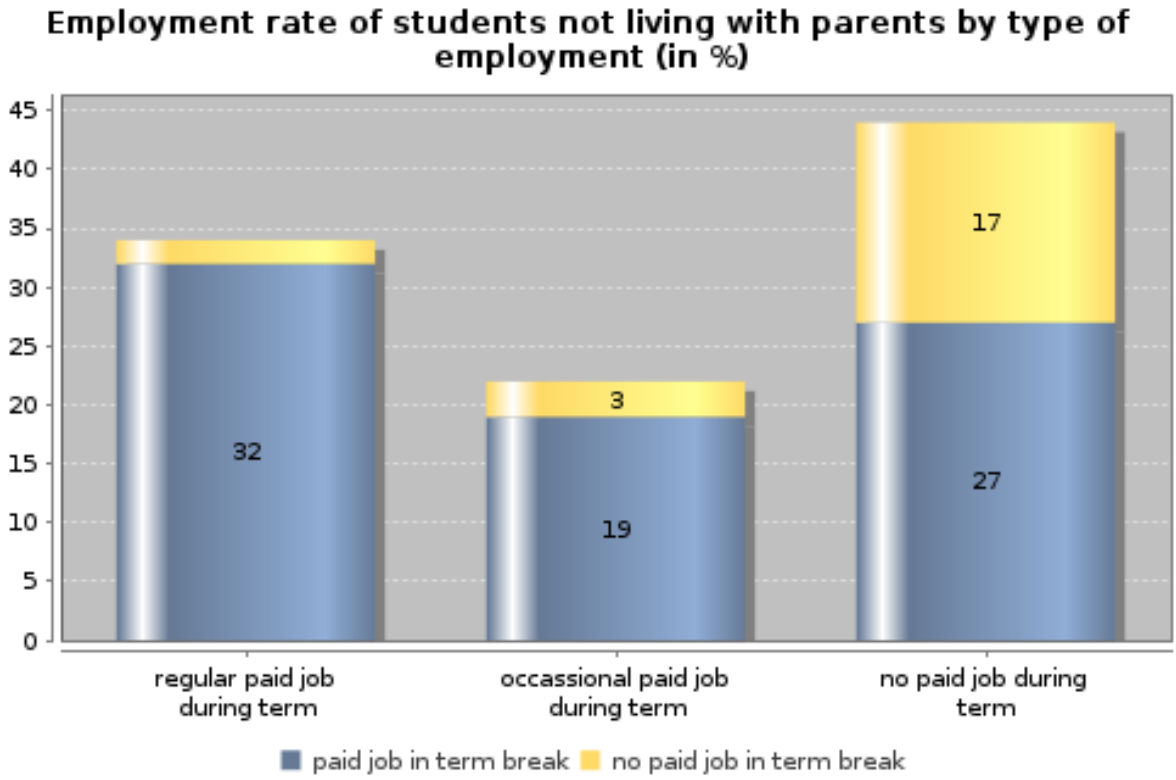
to pay tuition fees. Registration fees are low, tuition fees are relatively high. Full-time students can receive all forms of public support (scholarship, grant or loan). Part-time students can take out publicly subsidised repayable loan, if they study the first bachelor or master programme at tertiary institution. Non-repayable grants/scholarship or repayable loan receive only 12.0% of respondents. Tax-relief for students´ father or mother is support for families with student who studies in tertiary education institution. This support is much more widespread as scholarship or repayable loan in Slovakia.

Topic: G. Time budget and employment

Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators	
Employment rate of students not living with parents by type of employment:	
Regular paid job during term, in %	34.5
Occassional paid job during term, in %	21.4
Regular paid job during term and in term break, in %	32.4
Occassional paid job during term and in term break, in %	18.8
No paid job at any time, in %	17.2





details on missing data:

Students living with parents: Question 3.8: Missing type A: 5; Question 3.9: Missing type A: 7

Students not living with parents: Question 3.8: Missing type A: 10; Question 3.9: Missing type A: 16

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

There are no big differences in the shares of students who had regular/occasional/no paid job during term/term break between students living with parents and not living with parents. So it seems that type of housing

doesn´t affect job activity markedly. The largest share of students from both mentioned groups had no paid job during term (39.1% and 44.0%; respectively). Most of them, living with parents and not living with parents, were full-timers (89.2% and 94.4%; respectively). Roughly one in three students had regular paid job during term (34.4%). More than one half of them were part-timers (54.6%). Most of students who had occasional paid job, were full-timers (89.2%). These students have taught studies several days weekly, so opportunities to work are more limited as among part-timers, who have taught studies usually only one day weekly, mostly on Saturday. Roughly eight in ten students had paid job in term break (77.7%). It was 74.9% of full-timers and 86.1% of part-timers. According to my knowledge, there hasn´t been a discussion about the extent of gainful employment of students

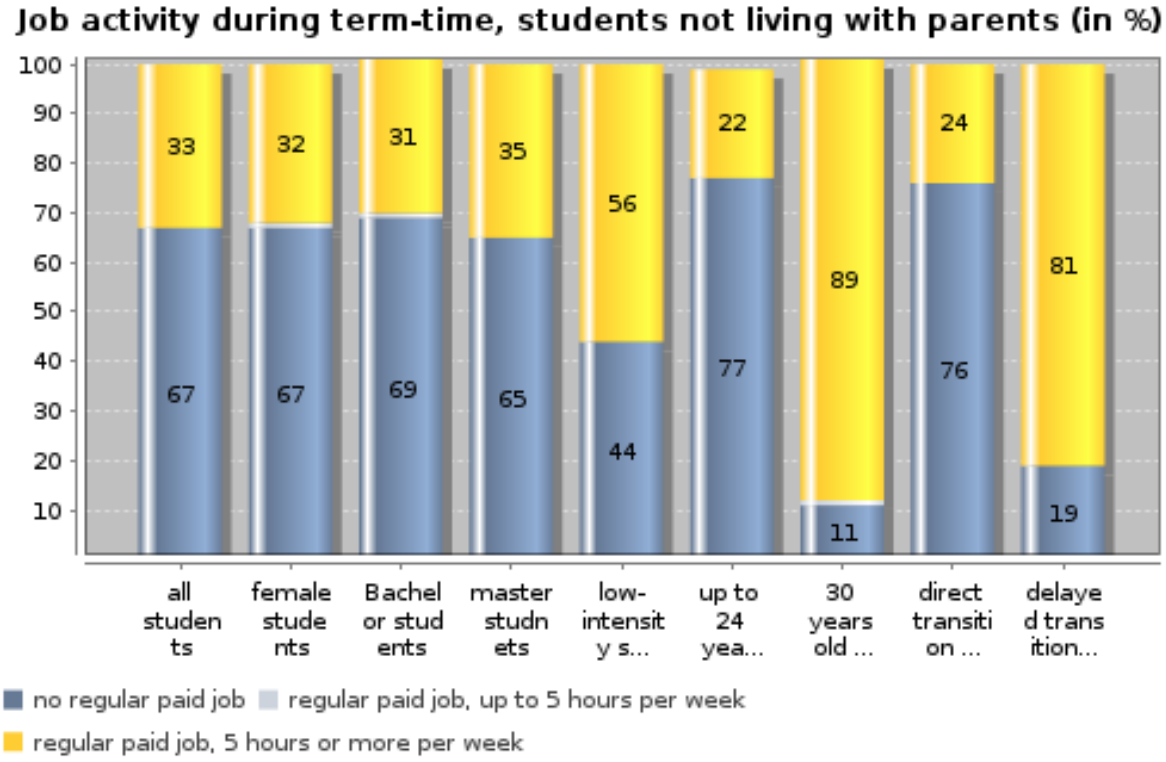
in Slovakia recently. Comparison of the results EIII and EIV, full-time students: we found the decrease of the share of students who worked during term-time (56.0% and 48.5%; respectively). The share of students who don´t work during term-time increased significantly particularly in field of study Education (35.5% and 56.0%; respectively), Engineering (35.5% and 56.4%; respectively), Social sciences, business and law (38.5% and 44.7%) and Health and welfare (54.5% and 61.2%; respectively). This

results can hint the influence of economic crisis.

Topic: G. Time budget and employment

Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators	
Regular paid job, 5 hours or more per week, all students, in %	32.6
Regular paid job, 5 hours or more per week, BA students, in %	30.7
Regular paid job, 5 hours or more per week, low-intensity students, in %	55.7
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	88.8



details on missing data:

All students not living with parents: Question 3.8: Missing type A: 10; Question 3.11, paid jobs: Missing type A: 82; Missing type B: 60

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

More than 60% of students of most categories had no regular paid job, except for low-intensity students,

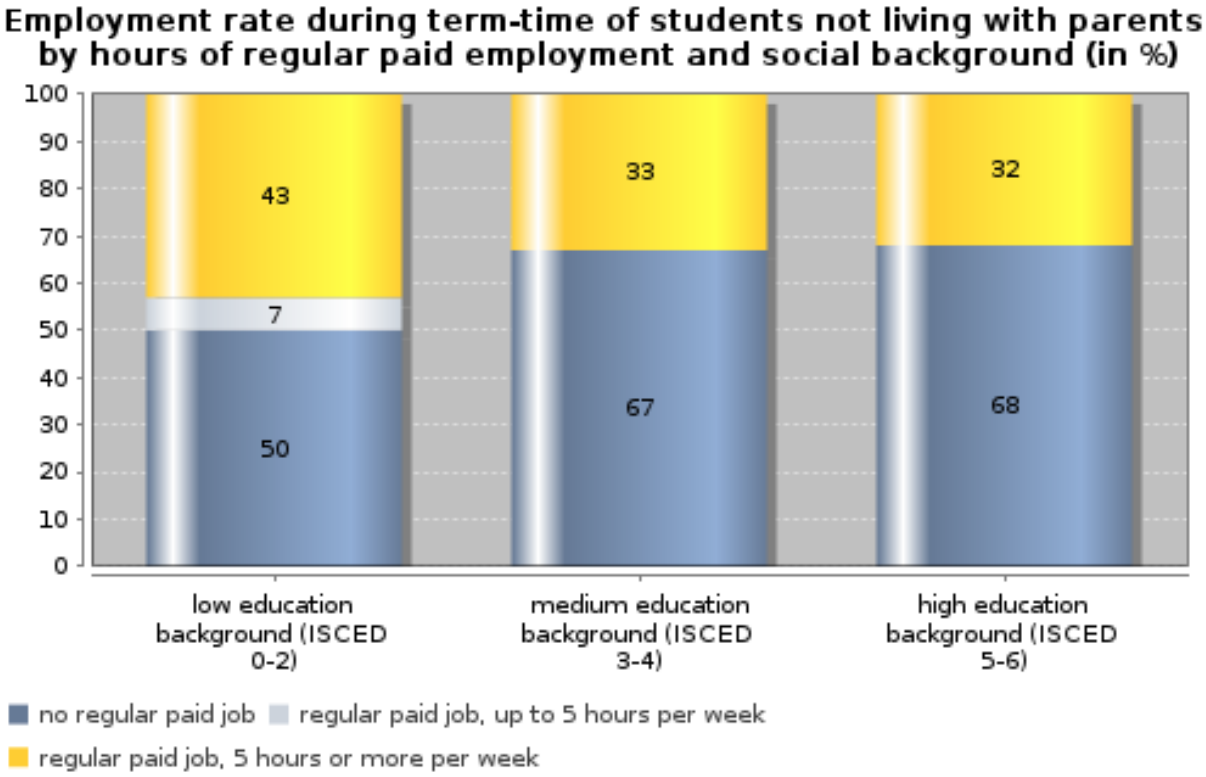
30 years old or over and delayed transition students. In all these groups the largest share of students had regular paid job, 5 hours or more per week (55.7%, 88.8% and 80.7%; respectively). Most of

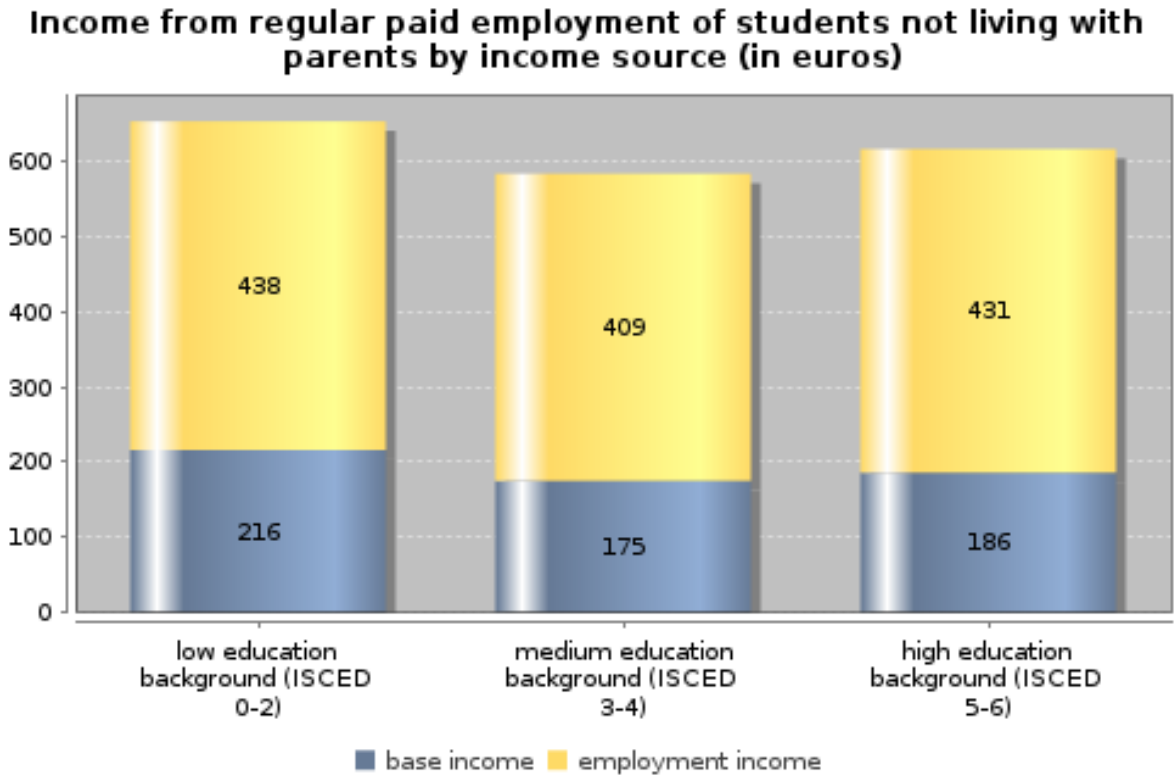
students with these characteristics were part-time students (72.1%, 99.5% and 98.2%; respectively). For more than one half of these students takes job activity 40 hours or more weekly (57.2%). The share of all students not living with parents with regular paid job during term who work 5 hours per week or more is deemed to be normal in our country. More than one half of them (58.6%) are part-time students, who usually work regularly 5 days weekly and study alongside it for 1 day weekly, mostly on Friday or Saturday. If I compare the shares for high intensity employment for low-intensity students and students who are 30 years old or over I expected this results. There are big differences
in the shares, it is probably caused by the share of part-time students: it´s for low-intensity students 46.6% and for 30 years old or over it´s 98.8%. Most of low-intensity students not living with parents with no regular paid job were full-time students (85.8%).

Topic: G. Time budget and employment

Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators	
Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	42.9
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	31.8
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	67.0
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	69.8





details on missing data:

All students not living with parents: Question 3.8: Missing type A: 10; Question 3.11, paid jobs: Missing type A: 82; Missing type B: 60; Total income: Missing type A: 518; Missing type B: no

methodical issues or considerations for data interpretation:

Students with up to lower secondary education background - only 14 valid responses for first table and only

8 valid responses for the second table, so we think that these data are not reliable.

national interpretation of the results of the data analysis:

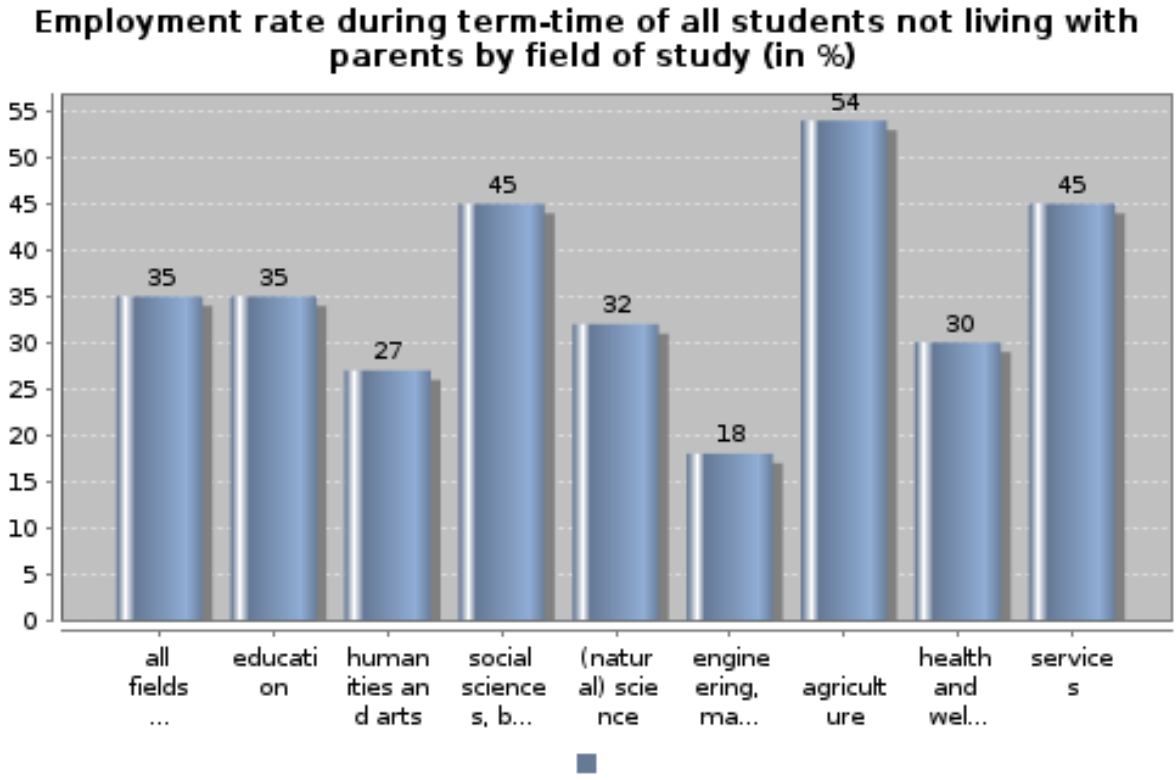
Regular paid employment during term (first figure): The shares of students with non-tertiary and tertiary education background are almost the same, so it seems that educational attainment of parents doesn´t affect regularity and extent of job activities of students. More than 90% of students from both mentioned groups, who had no regular paid job, were full-timers (FT, 93.3% and 94.8%; respectively). It can be explained by generally higher number of taught studies, which take place on weekdays in this form of study. Roughly two in three students who had regular paid job 5 hours or more weekly, with non-tertiary education background, were part-time students (66.0%), among students with tertiary education attainment was roughly one half of full-time students (54.0%). Income from regular paid employment (second figure): Most of share from total income for students with non-tertiary and tertiary educational attainment makes up employment income, which is almost equal for these two groups (70.0% and 69.9%; respectively). So large share of employment income is likely due to employment income of part-time students (PT), which is much higher among students with non-tertiary education background (500 Euro PT versus 160 Euro FT) and also tertiary education background (600 Euro PT versus 200 Euro FT). Part-time students generally have job activity 5 days weekly, taught studies take

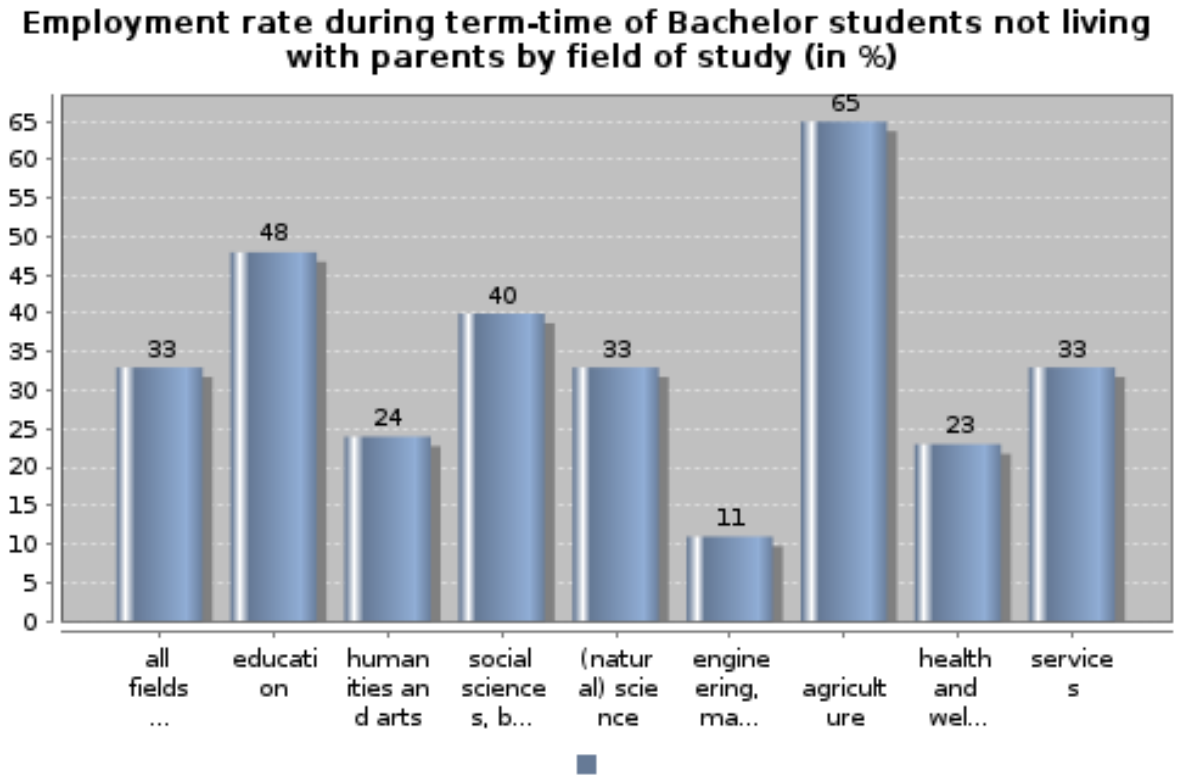
place usually one day weekly, on Saturday. Total income is higher for students with tertiary education background, but the difference is not very large. We think that comparison of data about students with low and high education background is not correct, because total of students with low education background is only 14. This subject is not to political debates in Slovakia.

Topic: G. Time budget and employment

Subtopic 4: Employment rate during term-time by field of study

Key Indicators	
Employment rate of:	
all students in engineering disciplines, in %	17.7
all students in humanities and arts, in %	26.9
BA students in engineering disciplines, in %	11.2
BA students in humanities and arts, in %	23.9





details on missing data:

All students: Question 3.8: Missing type A: 15;

All BA students: Question 3.8: Missing type A: 10

methodical issues or considerations for data interpretation:

Enrolment - this data apply to students who complete the question 3.8, not automatically to all students or all BA students. Total for bachelor students in field of study Agriculture is only 40, so we think that these data aren´t reliable.

national interpretation of the results of the data analysis:

The largest share of all students who have regular paid employment are from the field of study agriculture (54.4%), after that services and social sciences, business and low (44.7% and 44.5%; respectively). Around seven in ten of these three groups of students are part-timers (68.1%), so most of them have taught studies only one day weekly, usually on Saturday and working while studying. BA students, who have regular paid job - more than one half of them are also part-timers (64.8%). Comparison of EIII and EIV data, full-time students: The share

of students who don´t work during term-time increased significantly particularly in field of study Education (35.5% and 56.0%; respectively), Engineering (35.5% and 56.4%; respectively), Social sciences, business and law (38.5% and 44.7%; respectively) and Health and welfare (54.5% and 61.2%; respectively). On the other hand we found significant decrease in the share of students who work regularly - it´s in the field of study Education (33.5% and 16.2%; respectively), Social sciences, business and law (39.5% and 27.5%; respectively) and Engineering (22.5% and 16.0%; respectively). This results can hint the influence of economic crisis.

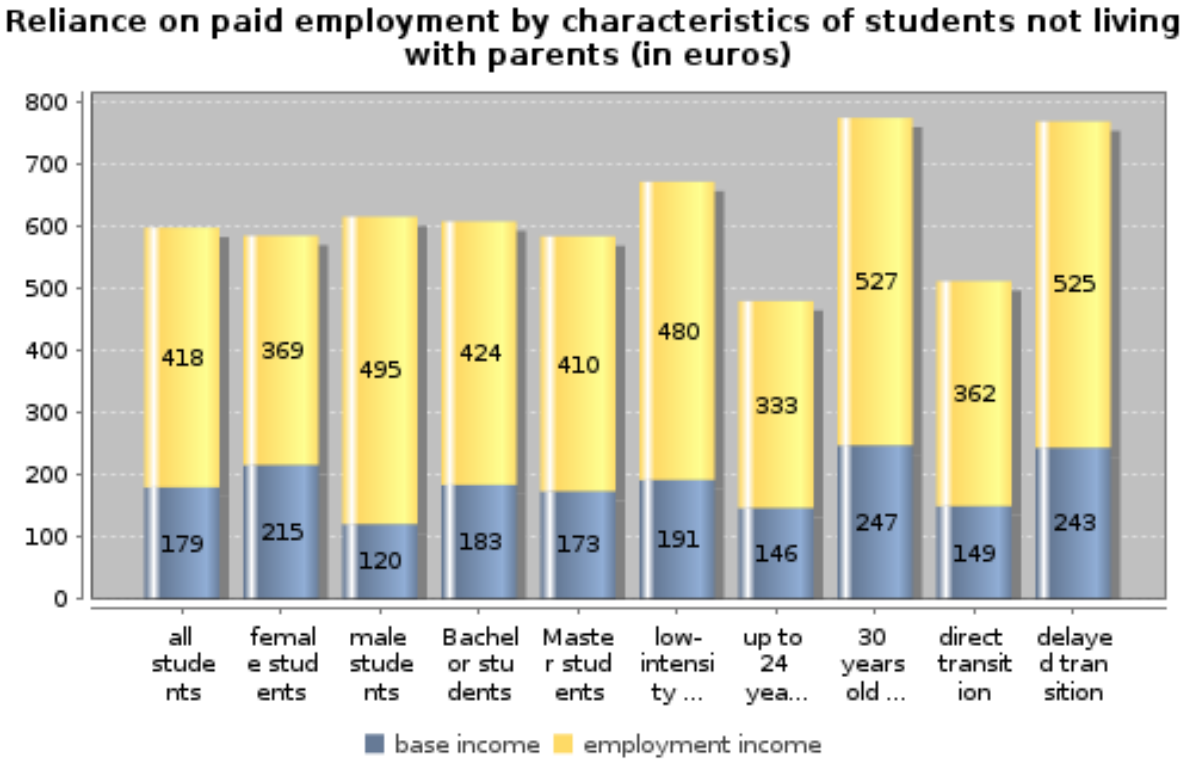
Comparison of EIII and EIV data: In EIII has been investigated employment rate of students, so we

counted all students who worked at least 1 hour weekly during semester. In EIV you ask about regular paid employment, so we counted students who responded that they work regularly during term-time. So we don´t suggest to compare this data between EIII and EIV.

Topic: G. Time budget and employment

Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

Key Indicators	
Income from employment as share of total income for all students, in %	70.1
Income from employment as share of total income for BA students, in %	69.9
Income from employment as share of total income for low-intensity students, in %	71.5
Income from employment as share of total income for 30 years old or above, in %	68.1



details on missing data:

All students not living with parents, total income: Missing type A: 518; Missing type B: no

methodical issues or considerations for data interpretation:

The values are calculated only for students who worked regularly during term-time.

national interpretation of the results of the data analysis:

Every category consists of full-time and part-time students whose situation is usually very different; it also affects the employment income. The biggest employment income have students 30 years old or older

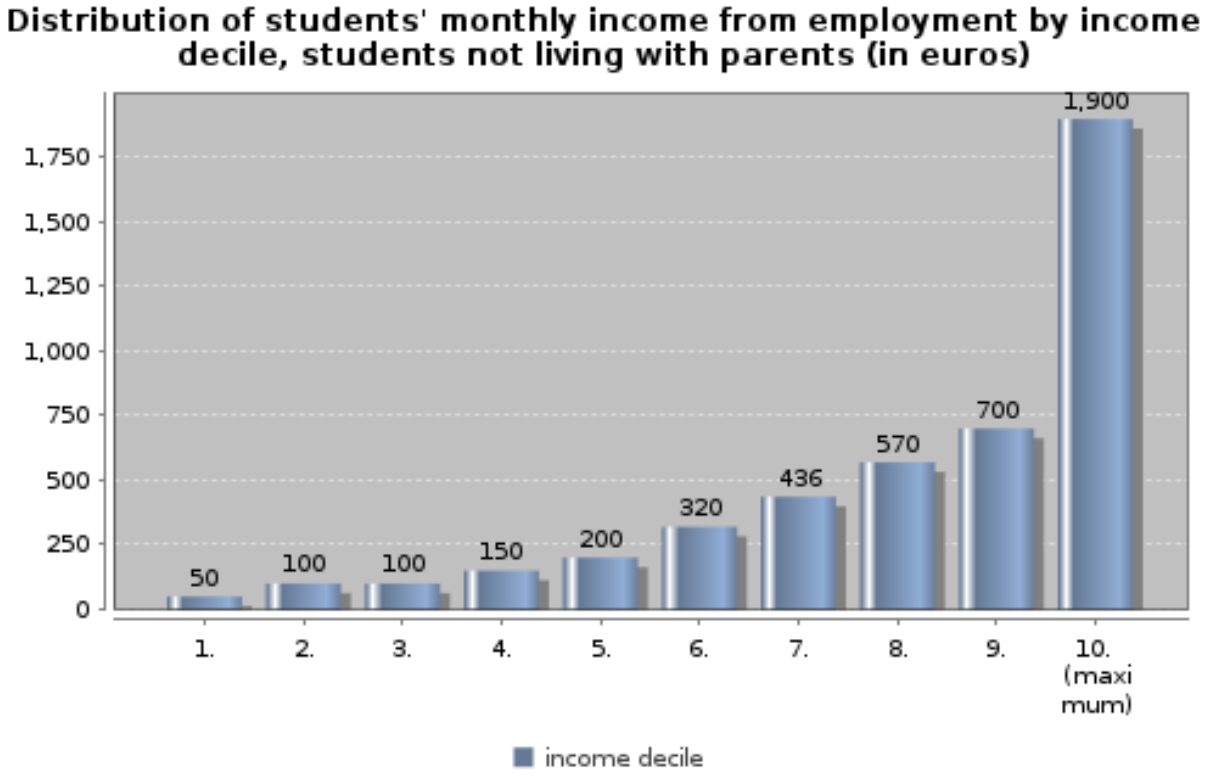
(526.6 Euro) and delayed transition students (524.7 Euro). Almost all of them are part-time students (99.5% and 98.3%; respectively). The largest share of employment income have males (80.5 %).
Amount of employment income as share of total income isn´t intended by education/social policy in Slovakia.
Comparison of EIII and EIV data: There in EIII, Subtopic 43 are data about students maintaining own household. We counted to this category students who lived in rented/own flat/house, not students living in a student hall.
In EIV is category students not living with parents - we counted to this category students living in a student hall and also students living in rented/own flat/house according Technical manual of EIV. So we don´t suggest
to compare these categories between EIII and EIV.

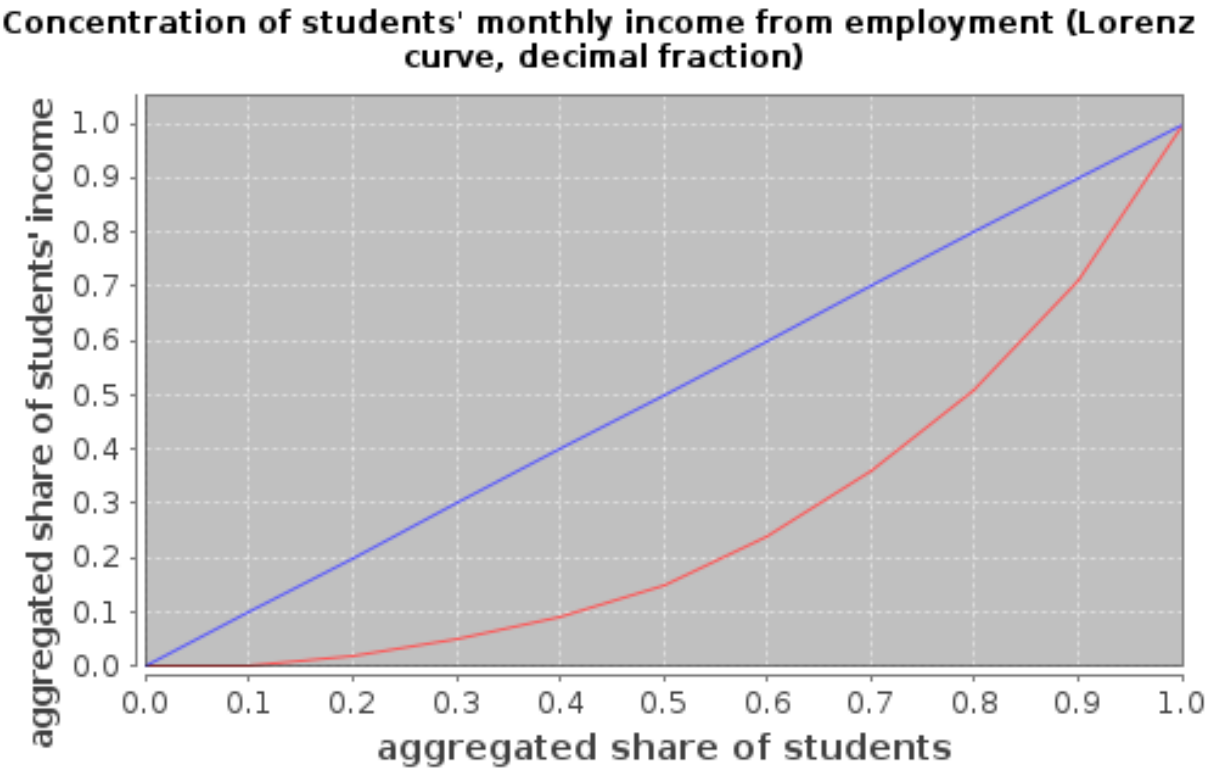
Topic: G. Time budget and employment

Subtopic 6: Distribution and concentration of students' monthly income from paid employment

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	100.0
Gini coefficient	0.47





details on missing data:

Income from paid job: Missing type A: 357; Missing type B: 438

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

To my knowledge, there hasn´t been a discussion about the distribution and concentration of student´s income

from paid employment in Slovakia. The value for the Gini coefficient for the student income is higher to that

for the entire labour force in our country, mid-2000s (0.47 versus 0.27; Source: Growing Unequal? Income Distribution and Poverty in OECD Countries; http://www.oecd.org/document/53/0,3343,en_2649_33933_41460917_1_1_1_1,00.html). The biggest difference is between 9th and 10th income decile (column total income). Sample consists of full-time (FT) and part-time (PT) students, whose situation is different. Part-timers spend in taught courses usually

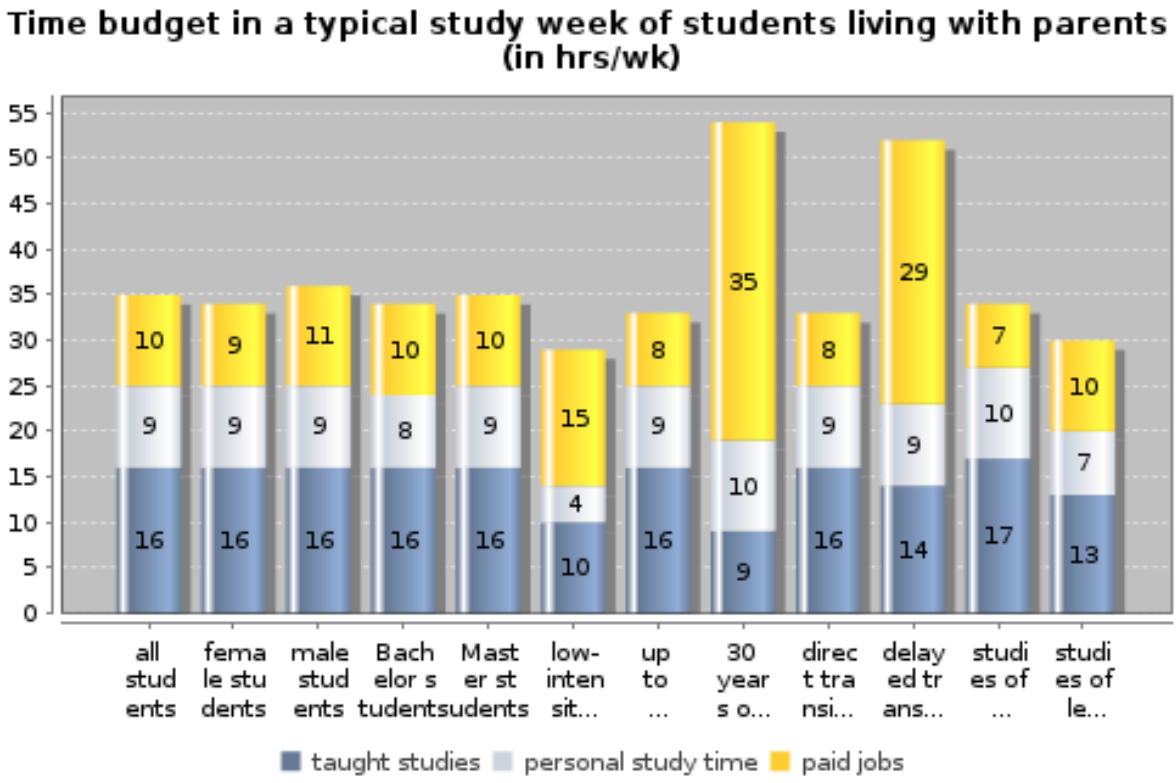
only one day weekly, generally on Saturday. Most of them have a paid job. Median income from paid job is for FT students 0.0 Euro (55.9% of these students have no income from this source), the highest salary was 1600 Euro. Median income from paid job of PT students is 438.5 Euro (86.9% of these students have income from this source), the highest salary was 1900 Euro. Hence so big difference between 9th and 10th decile is caused by generally higher income from employment of PT students. Gini coefficient is 0.47, so it suggest higher income disparity

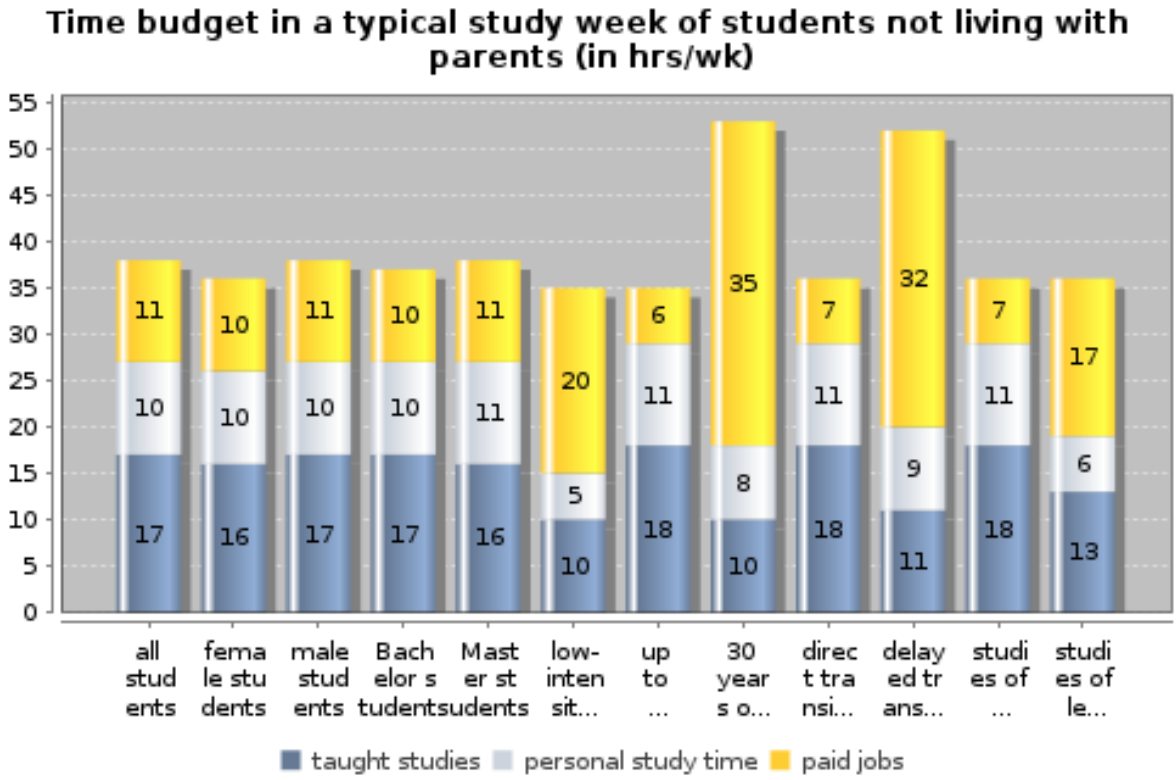
of students´ income in our country, but it is caused likely by different income from paid job between FT and PT students.

Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators	
Study-related activities of all students not living with parents, hrs/wk	27.0
Study-related activities of BA students not living with parents, hrs/wk	27.0
Study-related activities of MA students not living with parents, hrs/wk	26.0
Study-related activities of low-intensity students not living with parents, hrs/wk	14.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	29.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	19.0





details on missing data:
All students living with parents: Taught studies: Missing type A: 80; Missing type B: 3; Personal study time: Missing type A: 84; Missing type B: 3; Paid jobs: Missing type A: 58; Missing type B: 48
All students not living with parents: Taught studies: Missing type A: 104; Missing type B: 12; Personal study time: Missing type A: 102; Missing type B: 8; Paid jobs: Missing type A: 82; Missing type B: 60
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
Students aged 30 years old or older, living with parents - only 44 valid cases, so we think that these data are not reliable and we excluded this category from national interpretation of the results.
Students who consider their studies as less important: most of them are full-time students as formal status (69.1%), they are low-intensity students in general (arithmetic mean of study-related activities is 19.1 hours per week), they spend on job-related activities on average 15.7 hours per week. Most of them are male students (60.3%), average age of students in this category is 23.5 years, don´t have child/ren (89.1%), the highest educational level of their parents is tertiary for 51.3% of them.
The share of students who consider their studies as less important is very low (5.6%), it is simply accepted as a different attitute towards higher education, it doesn´t deem a problem in Slovakia.
There are no big differences in time budget between students living with parents and not living with parents in the categories (if we compare for example all students for these two types of housing etc.).
Students living with parents - most busy are delayed transition students - they spend on studies and job 51.5 hours weekly. If we consider study-related and job-related activities, they spend most hours on paid job (28.6 hours). About one half of them are part-time students as formal status (82.5%). On the

other hand low-intensity students spend on studies and job only 28.5 hours weekly. Most of them are full-time students as formal status (60.8%).
Students not living with parents - most busy are students 30 years old or older and delayed transition students - they spend on studies and job more than 50 hours weekly (53.6 and 51.8; respectively), they are at work more than 30 hours weekly
(35.4 and 32.0; respectively). Most of them are part-time students as formal status (98.8% and 91.6%; respectively).
Many students want to increase their income by paid job, because only 9.3% of them receive public support and family/partner contribution is often insufficient for financing all expenses. So if they have opportunity to work, many of them choose this option. This is situation especially for full-time students. Many of part-time students have regular paid job for 5 days weekly and they usually have taught studies one day weekly, on Saturday or several weeks per semester. So their situation is different.

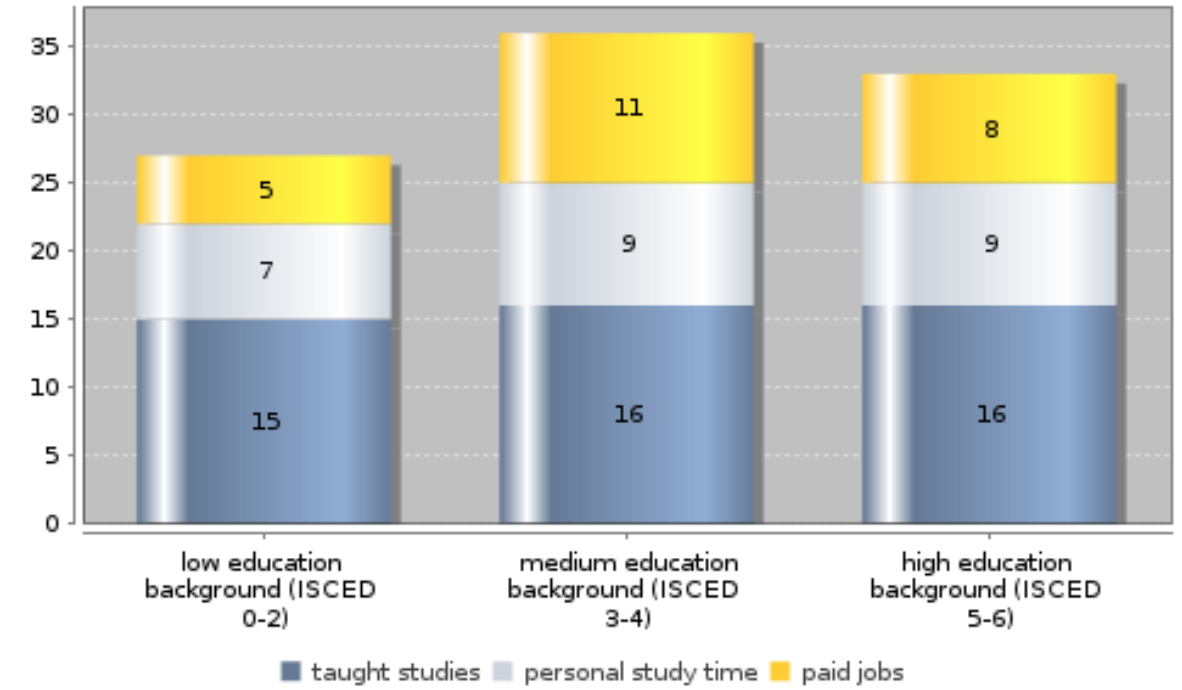
Topic: G. Time budget and employment

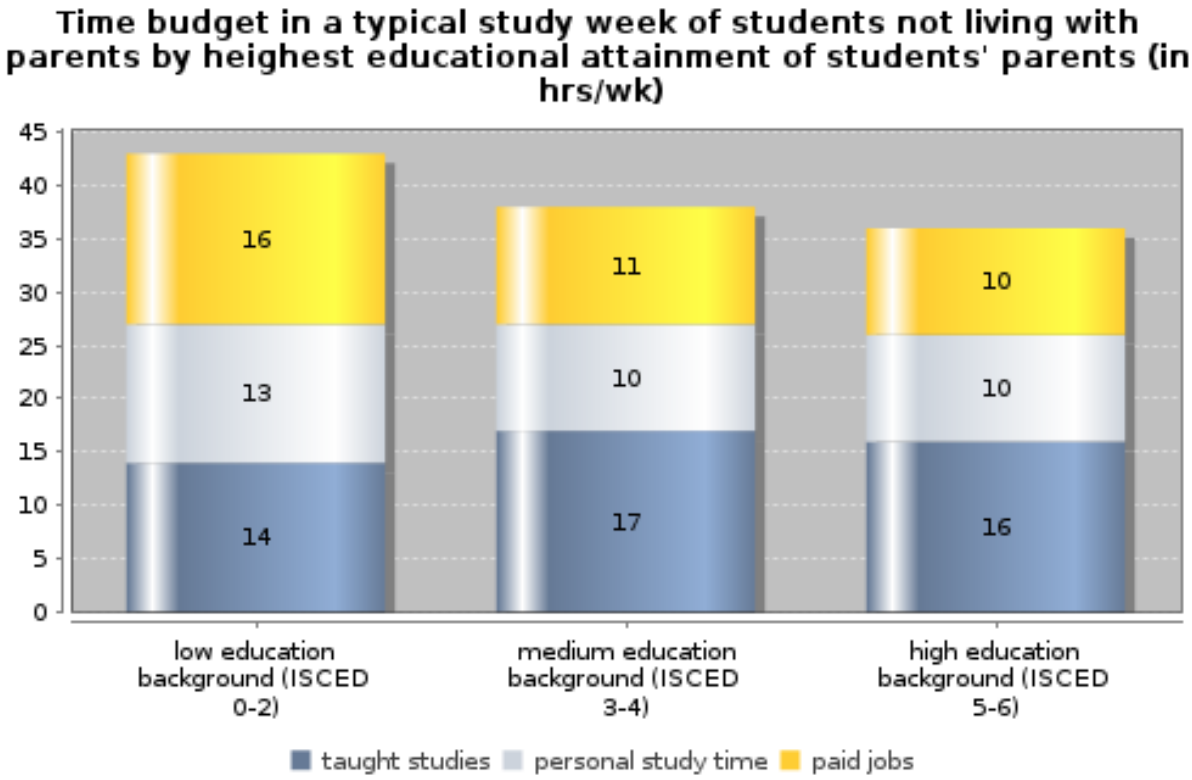
Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	26.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	27.0

Time budget in a typical study week of students living with parents by heighest educational attainment of students' parents (in hrs/wk)





details on missing data:

All students living with parents: Taught studies: Missing type A: 80; Missing type B: 3; Personal study time: Missing type A: 84; Missing type B: 3; Paid jobs: Missing type A: 58; Missing type B: 48

All students not living with parents: Taught studies: Missing type A: 104; Missing type B: 12; Personal study time: Missing type A: 102; Missing type B: 8; Paid jobs: Missing type A: 82; Missing type B: 60

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Students with low education background, not living with parents - only 12 valid responses; students with low education background, living with parents - only 4 valid responses. So we think that these data are not reliable and we excluded them from national interpretation of the results.

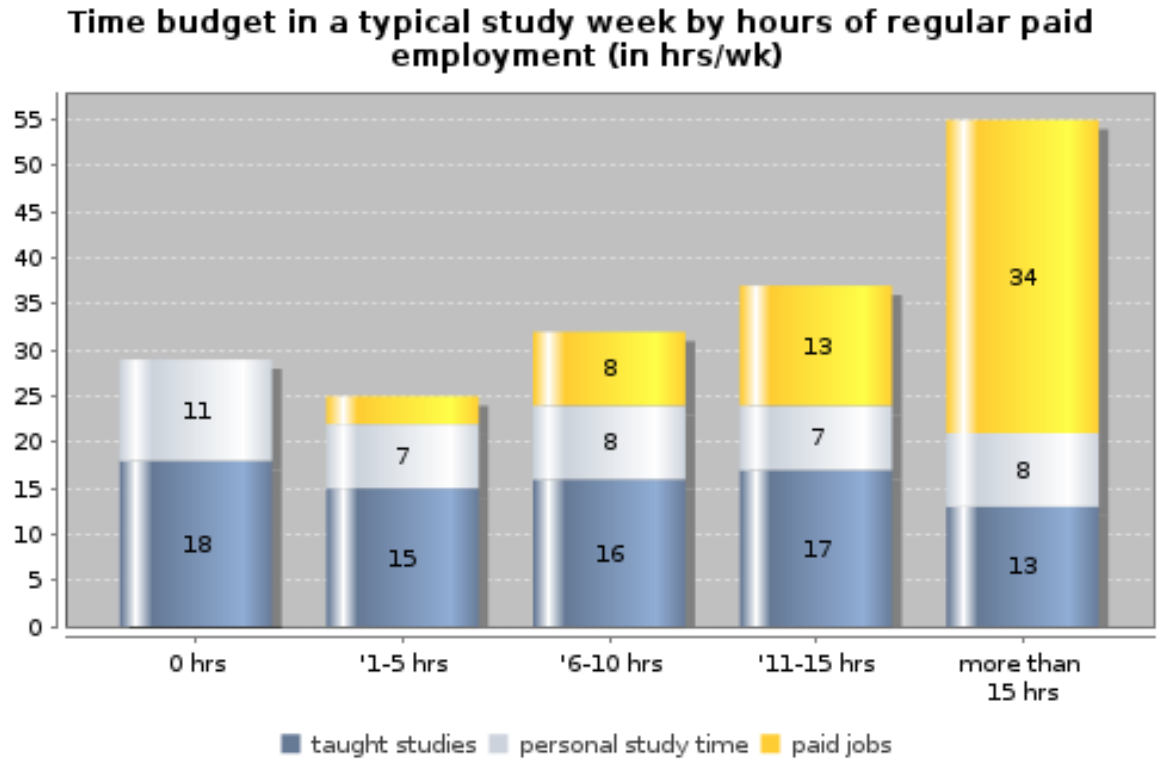
Comparison of data for students with medium and high education background: the difference is in the time spent

on paid job; for latter category it is less time for students living with parents and students not living with parents. So students with medium education background work more in general. It seems that education background doesn´t affect the time spent on taught studies and personal study time.

Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators	
Study-related activities of students with no paid employment, hrs/wk	29.0
Study-related activities of students, who work 1-5 hrs/wk	22.0
Study-related activities of students, who work 11-15 hrs/wk	24.0
Study-related activities of students, who work more than 15 hrs/wk	20.0



details on missing data:

Taught studies: Missing type A: 187; Missing type B: 15; Personal study time: Missing type A: 190; Missing type B: 11; Paid jobs: Missing type A: 141; Missing type B: 111

methodical issues or considerations for data interpretation:

Students who work regularly 1 - 5 hours weekly during semester - only 25 valid responses, so we think that these data are not reliable.

national interpretation of the results of the data analysis:

Most hours spend in taught courses and personal study students who don´t have regular paid job (28.7 hours),

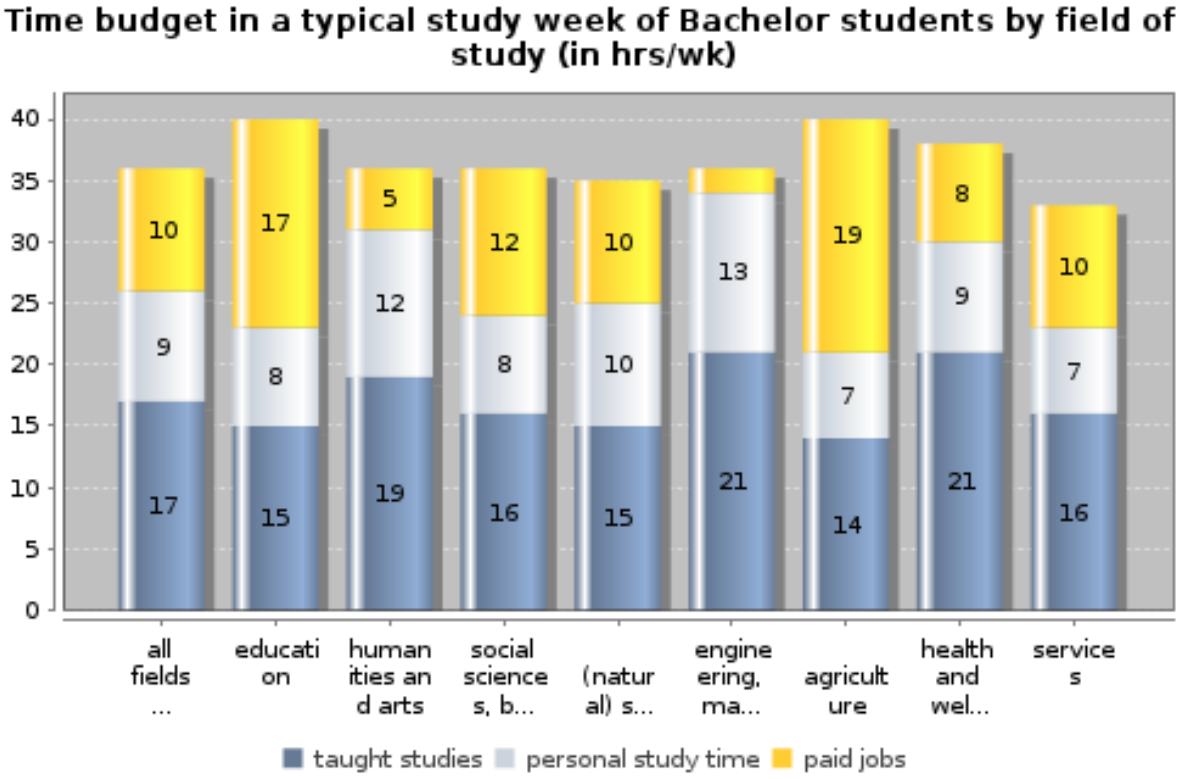
but it is not a lot of hours. Roughly 91.4% of them are full-time students as formal status and 8.6% are part-time students. On the other hand students who spend on study-related activities least time (20.0

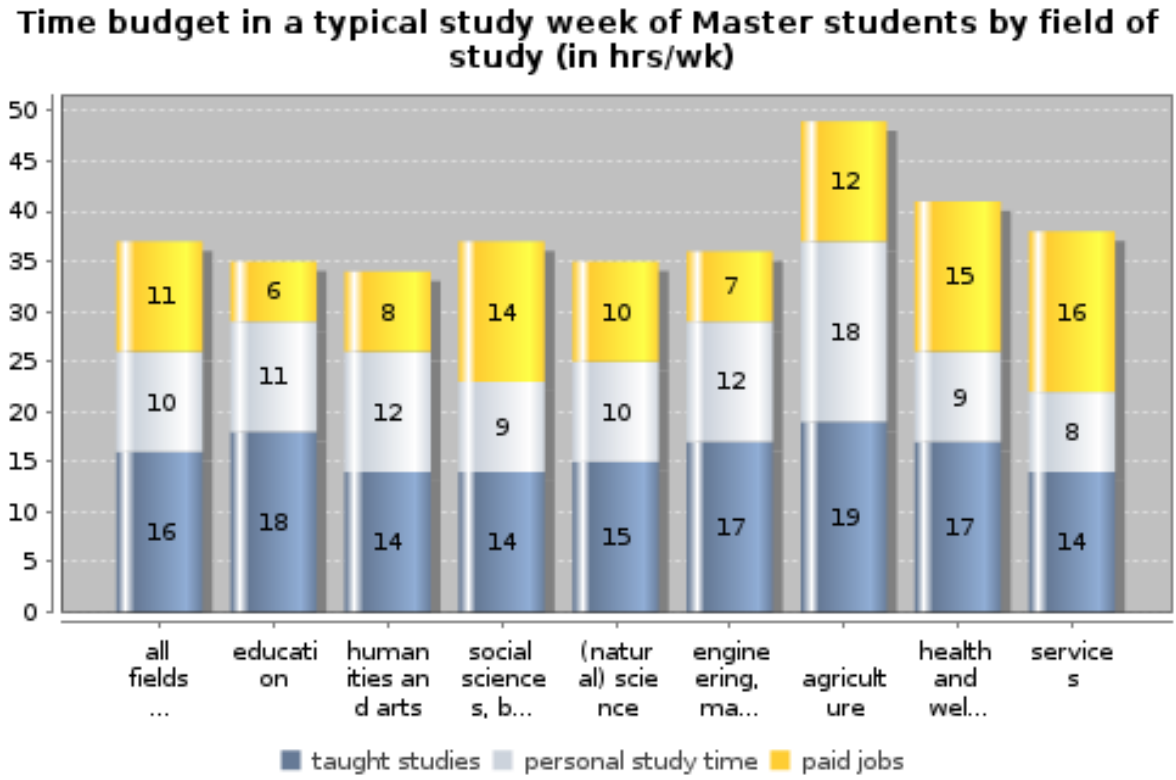
hours weekly), spend on paid employment even approximately 34.0 hours, what is clearly most from all groups. These students spend on study and job 54.0 hours weekly, so they are most busy. More than one half of them are part-time students (59.2%). These students have taught courses usually only one day weekly on Saturday or several weeks per semester.
The number for taught studies is relatively low for all categories. This may be due to the fact that attendance in lessons is not compulsory, so some students take part particularly on seminars or labs. Many of them spend time on studying just before the test or examination.

Topic: G. Time budget and employment

Subtopic 10: Time budget by field of study and study programme

Key Indicators	
Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	34.0
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	30.4
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	29.4
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	26.6





details on missing data:
Bachelor students: Taught studies: Missing type A: 107; Missing type B: 12; Personal study time: Missing type A: 109; Missing type B: 11; Paid jobs: Missing type A: 76; Missing type B: 82;
Master students: Taught studies: Missing type A: 80; Missing type B: 3; Personal study time: Missing type A: 81; Missing type B: 0; Paid jobs: Missing type A: 65; Missing type B: 29

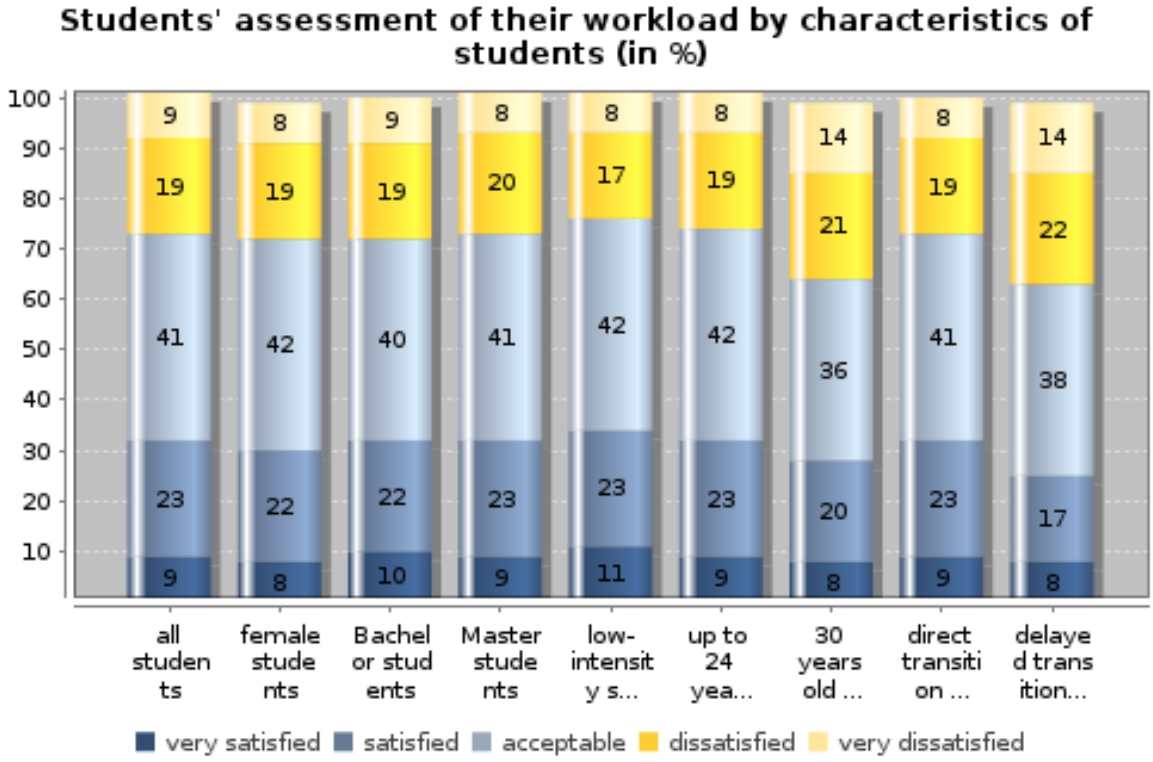
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Bachelor students - most time spent on taught courses and personal study was found among students studying engineering, manufacturing, construction, then humanities and arts and health and welfare (34.0; 30.4 and
30.2 hours weekly; respectively). Almost all students of the first mentioned group are full-time students (98.9%), they spend on paid employment only 2.2 hours weekly on average, what is least from all ISCED groups. It can be caused by most intensive study of all groups, in terms of time spent on taught courses and personal study. Most time spent on paid job was found in group agriculture (19.0 hours weekly). It is likely caused by the highest share of part-time students in this ISCED group (57.4%), who usually work regularly 5 days weekly and have taught courses only one day weekly, on Saturday or several weeks per semester.
Master students - field of study agriculture, master students - only 33 valid responses, so we think that these data are not reliable and we excluded this subcategory from national interpretation of the results. Students from ISCED categories services and social sciences, business and low spend on study-related activities least time (21.8 and 22.7 hours weekly; respectively). In the first mentioned group was

for almost half of students their formal status part-time (PT) (45.0%), what was clearly the highest share of PT students of all groups. On the other hand students studying services and health and welfare spend on paid job the highest number of hours weekly (15.9 and 15.3 hours; respectively).

Topic: G. Time budget and employment

Subtopic 11: Students' assessment of their workload by characteristics of students

Key Indicators	
Share of all students who are (very) satisfied, in %	31.6
Share of BA students who are (very) satisfied, in %	31.5
Share of low-intensity students who are (very) satisfied, in %	34.2
Share of 30 year olds or over who are (very) satisfied, in %	28.4



details on missing data:

Question 3.12: All students: Missing type A: 38

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The smallest proportion of (very) satisfied is in group delayed transition students (25.7%), there is also the largest proportion of (very) dissatisfied students (35.8%). Equally large share of (very) dissatisfied is also in group aged 30 years or over. Most of dissatisfied students of these two groups are part-time students (90.8% and 99.0%; respectively). These students spend in taught courses usually only one day weekly, on Saturday. Most

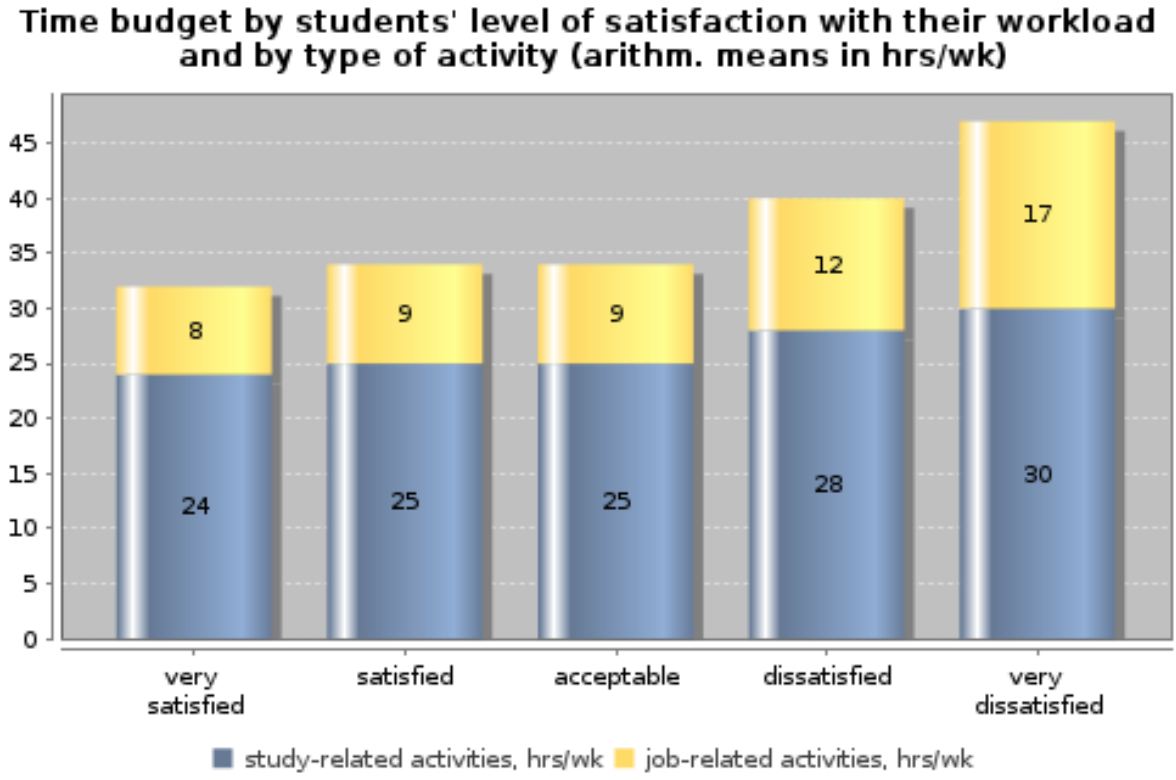
of them work regularly during term-time (83.1% and 92.2%; respectively).

Topic: G. Time budget and employment

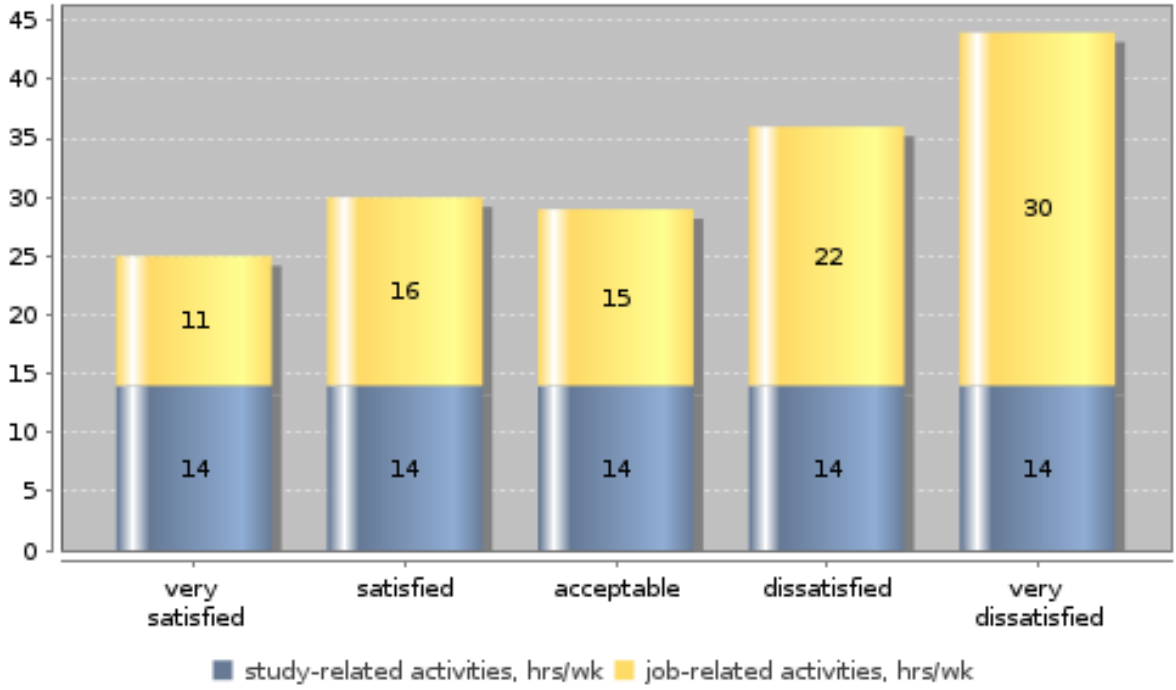
Subtopic 12: Time budget by students' level of satisfaction with their workload

Key Indicators

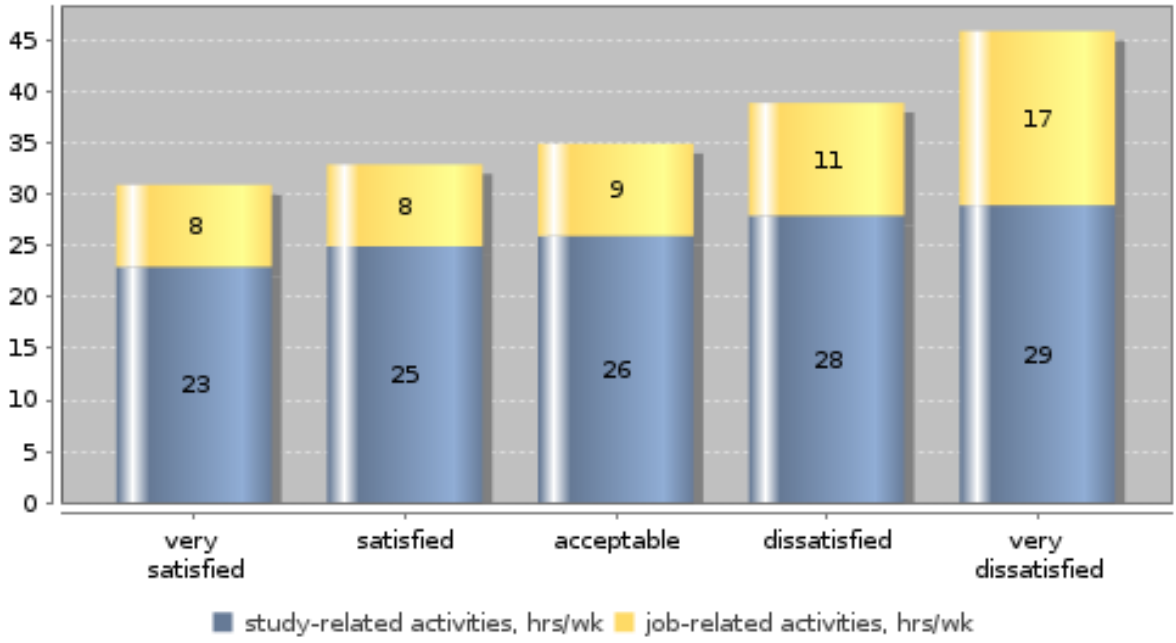
Total workload of all students who are very dissatisfied, in hrs/wk	47.0
Total workload of BA students who are very dissatisfied, in hrs/wk	46.4
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	43.8



Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



details on missing data:

All students: Question 3.12: Missing type A: 38; Study-related activities: Missing type A: 194; Missing type B: 1;

Job-related activities: Missing type A: 141; Missing type B: 111;

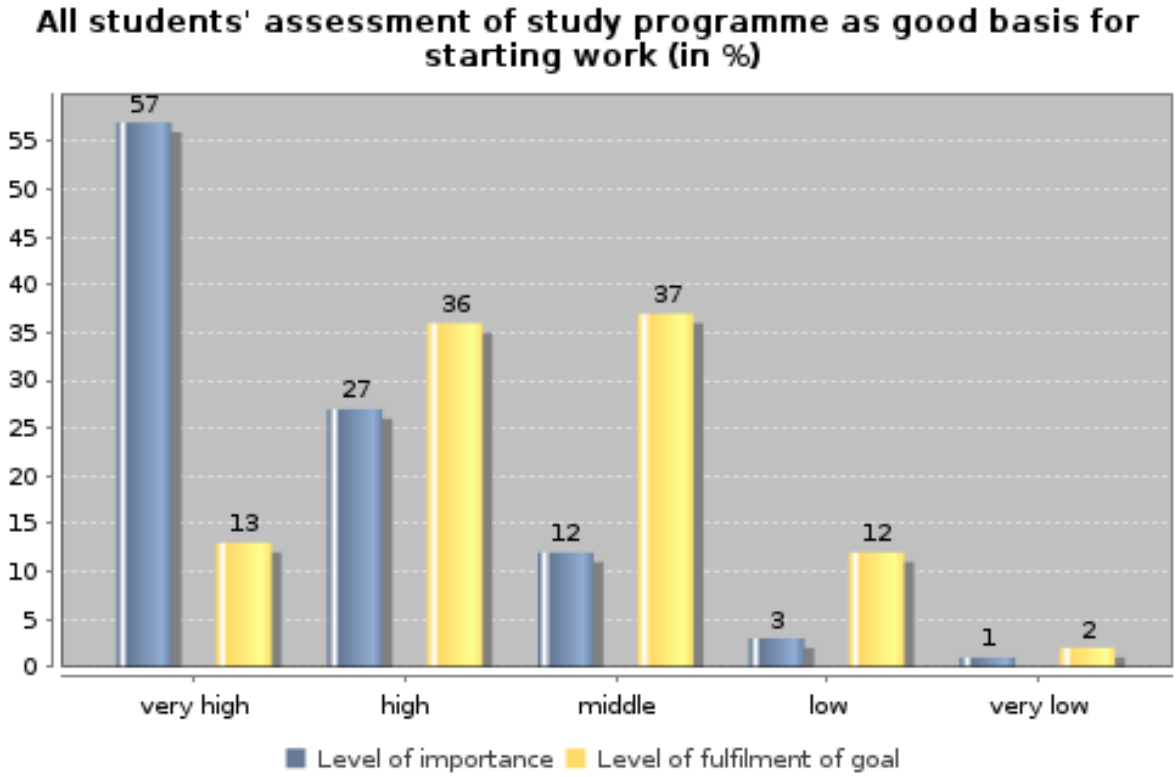
Low-intensity students: Question 3.12: Missing type A: 14; Study-related activities: Missing type B: 1; Job-related activities: Missing type A: 8; Missing type B: 14;
BA students: Question 3.12: Missing type A: 23; Study-related activities: Missing type A: 111; Missing type B: 1;
Job-related activities: Missing type A: 76; Missing type B: 82

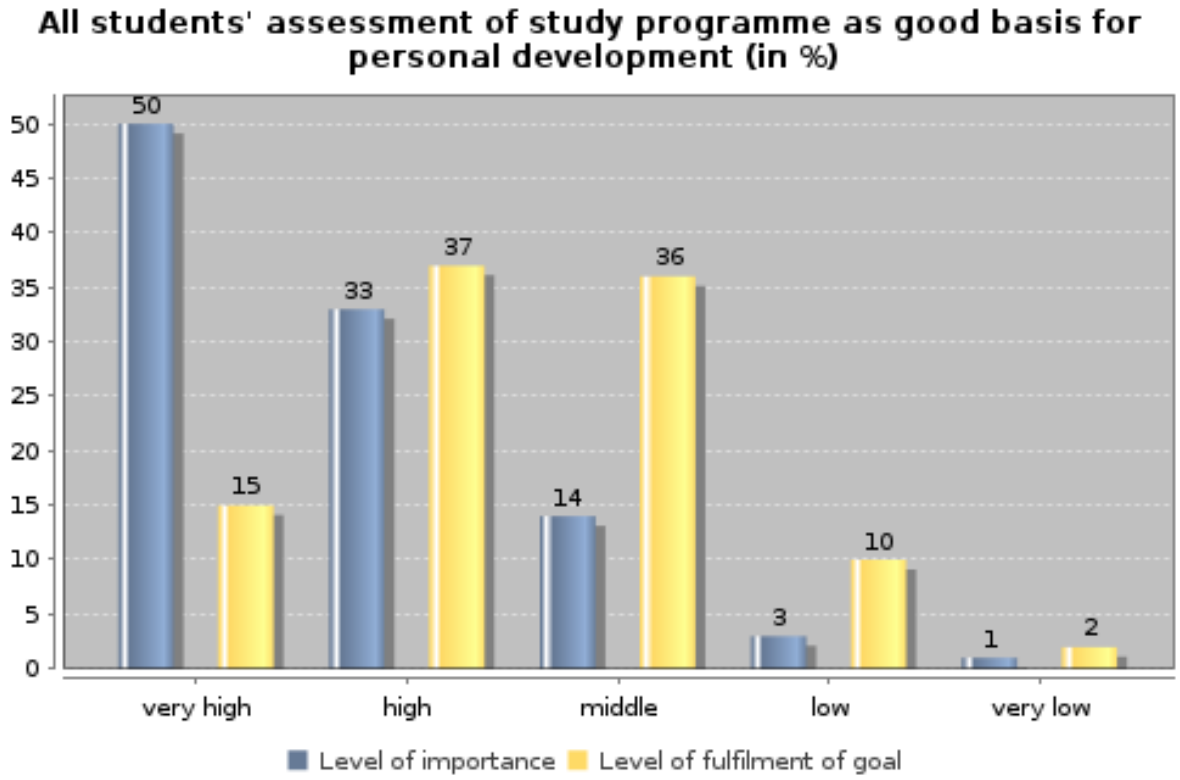
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
The level of satisfaction with workload decreases with an increasing hours of study-related and job-related activities.
All students - most of very dissatisfied students are full-time students (70.7%), approximately one half of them work regularly during term time (51.4%).
Low-intensity students - in all levels of satisfaction with workload they spend on study-related activities approximately 14 hours weekly, so they differ particularly in number of hours spent on job-related activities. The more they work, they are generally less satisfied with their workload. Very dissatisfied students: 43.5% full-time and 56.5% part-time students, 75.0% of them work regularly during term-time.
Bachelor students - the highest share of very dissatisfied students work regularly (49.5%), most of them are full-time students (69.7%).

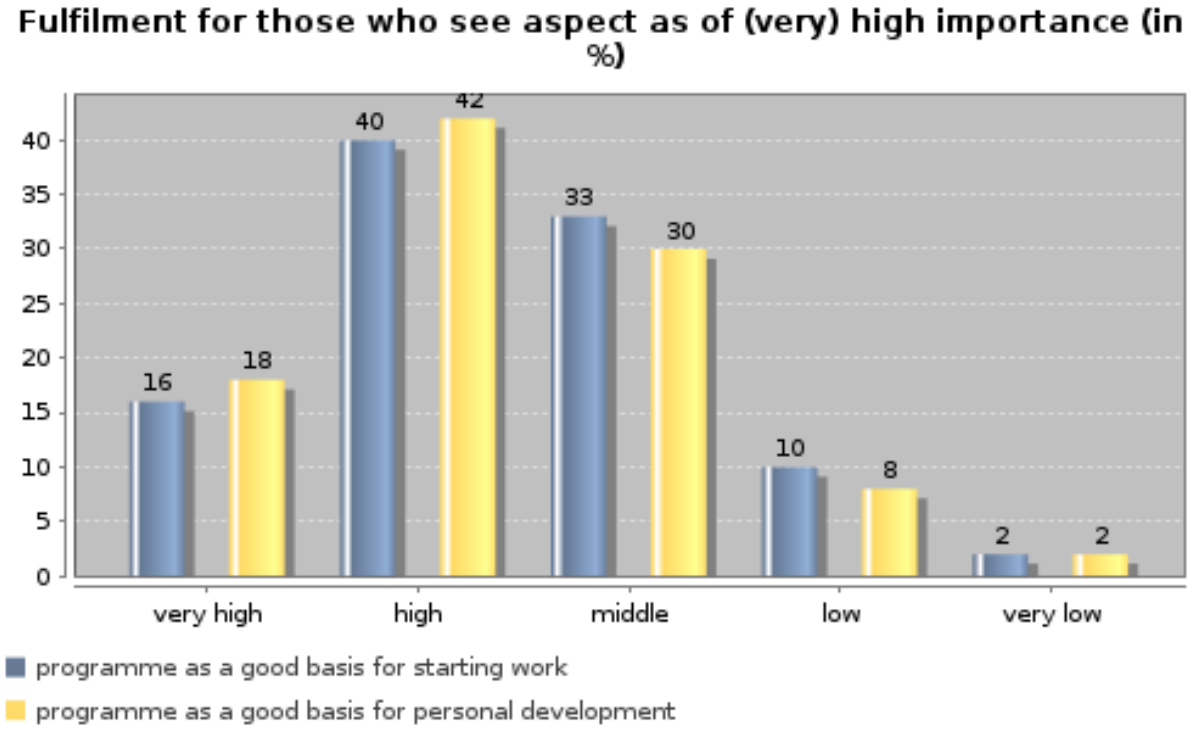
Topic: H. Assessment of studies

Subtopic 1: All students' assessment of general aspects of studies

Key Indicators	
Share of all students whose goals are met at (very) high level - basis for starting work, in %	49.5
Share of all students whose goals are met at (very) high level - basis for personal development, in %	52.3







details on missing data:

Programme is a good basis for starting work: Level of importance: Missing type A: 14; Level of fulfilment of goal: Missing type A: 15;

Programme is a good basis for personal development: Level of importance: Missing type A: 27; Level of

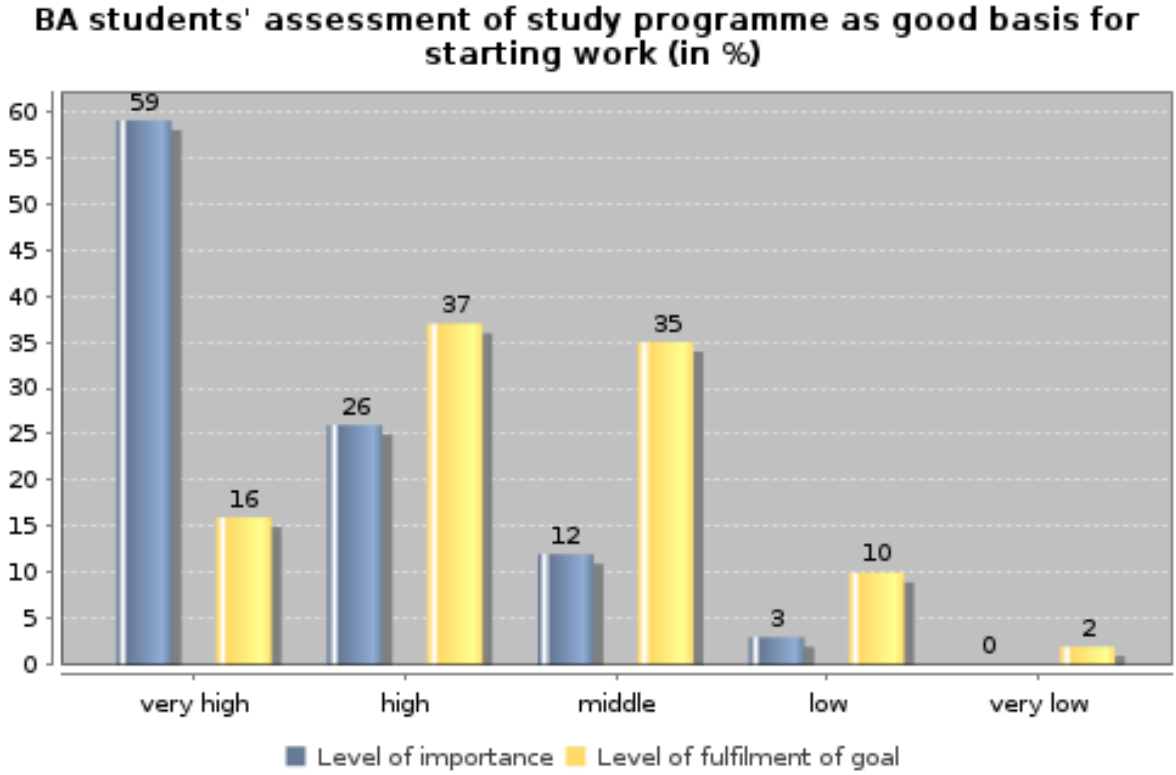
fulfilment of goal: Missing type A: 30;

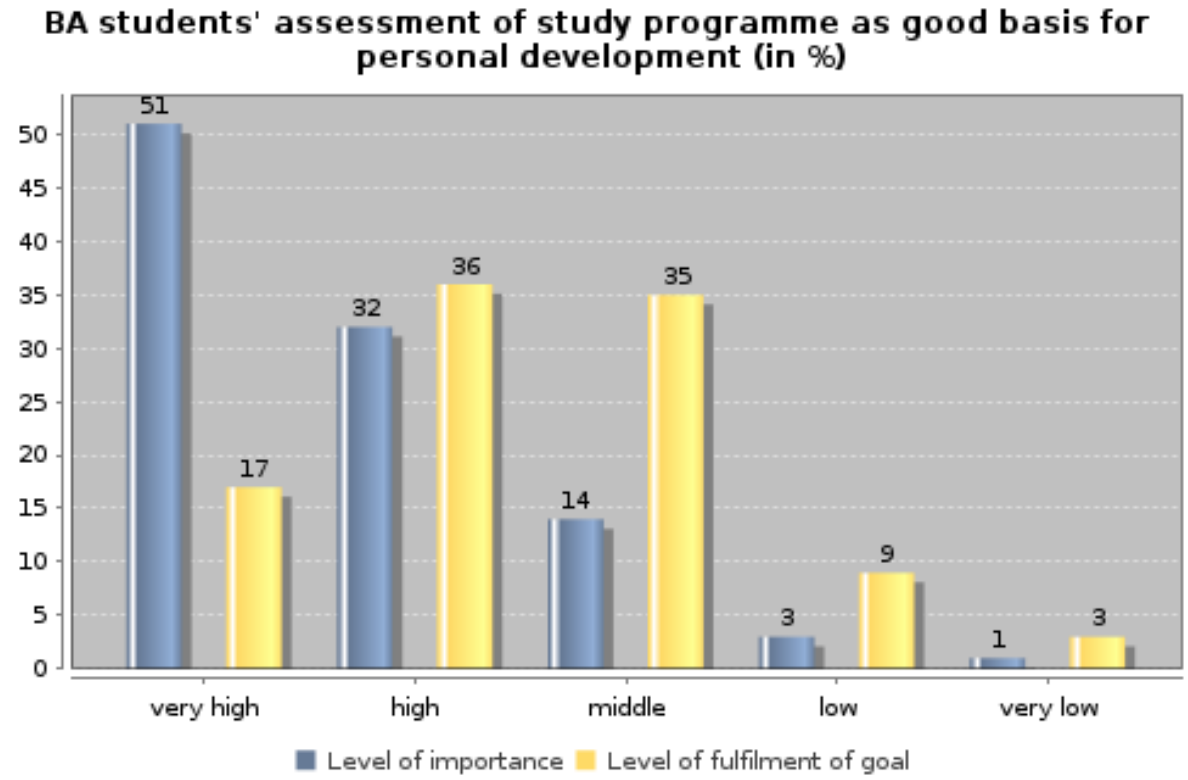
methodical issues or considerations for data interpretation:
The totals in rows in absolute numbers in table 3 are not precisely the same as the aggregated number of students in the categories "high" and "very high" in table 1, because not all students who assessed level of importance also assessed fulfilment of the goal.
national interpretation of the results of the data analysis:
The goal the programme is a good basis for starting work and for personal development is met at a (very) high level for about one half of all students (49.5% and 52.3%; respectively). This can be explained by different quality of study programmes and also by different demands and expectations of students.
All students´ assessment of study programme as good basis for starting work and for personal development - level of importance - the share of students decreases with decreasing level of importance of both aspects. Most students selected response "very high" or "high" importance (84.3% and 82.4%; respectively), both aspects are comparably important for students. Level of fulfilment of goals - assessment of both aspects is very similar, most students selected response "high" or "middle" for both aspects (72.9% and 72.7%; respectively). Fulfilment for those
who see aspect as of (very) high importance - most students selected response "high" or "middle" for both aspects (72.9% and 72.1%; respectively). So assessment of students who see aspects as of (very) high importance is similar as all students´ assessment of fulfilment for both aspects.

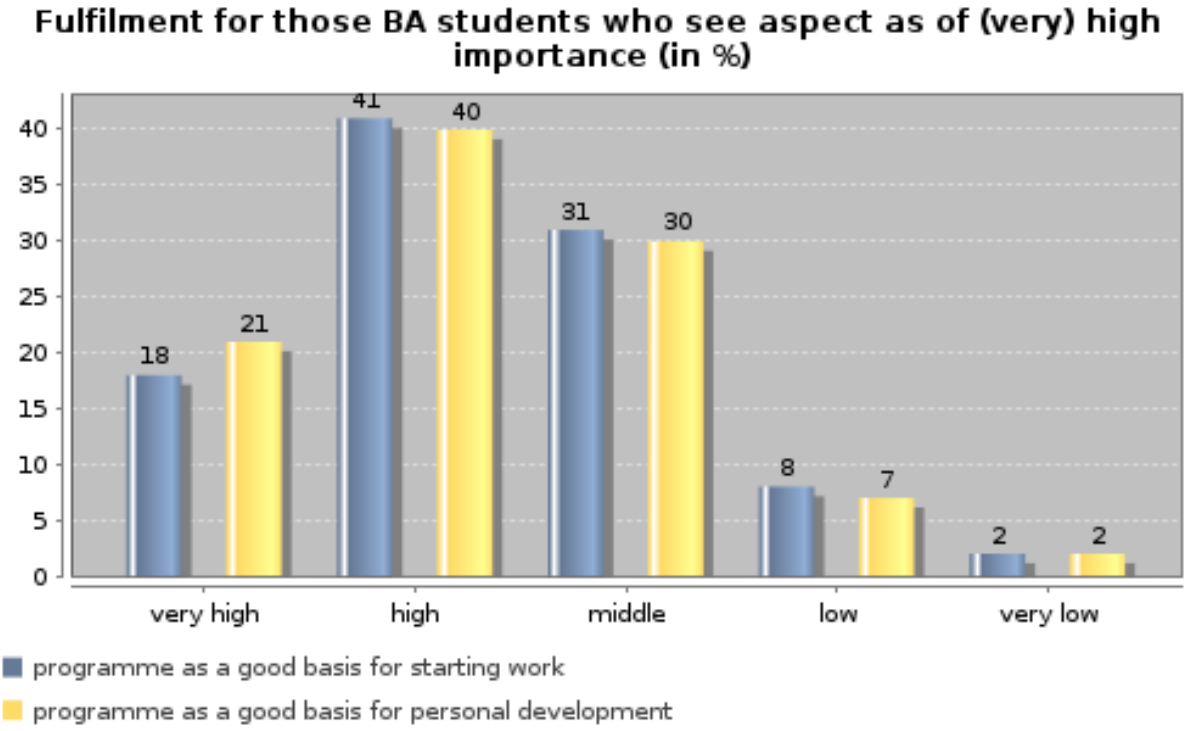
Topic: H. Assessment of studies

Subtopic 2: Bachelor students' assessment of general aspects of studies

Key Indicators	
Share of BA students whose goals are met at (very) high level - basis for starting work, in %	52.7
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	52.9







details on missing data:

Programme is a good basis for starting work: Level of importance: Missing type A: 10; Level of fulfilment of goal: Missing type A: 12;

Programme is a good basis for personal development: Level of importance: Missing type A: 20; Level of

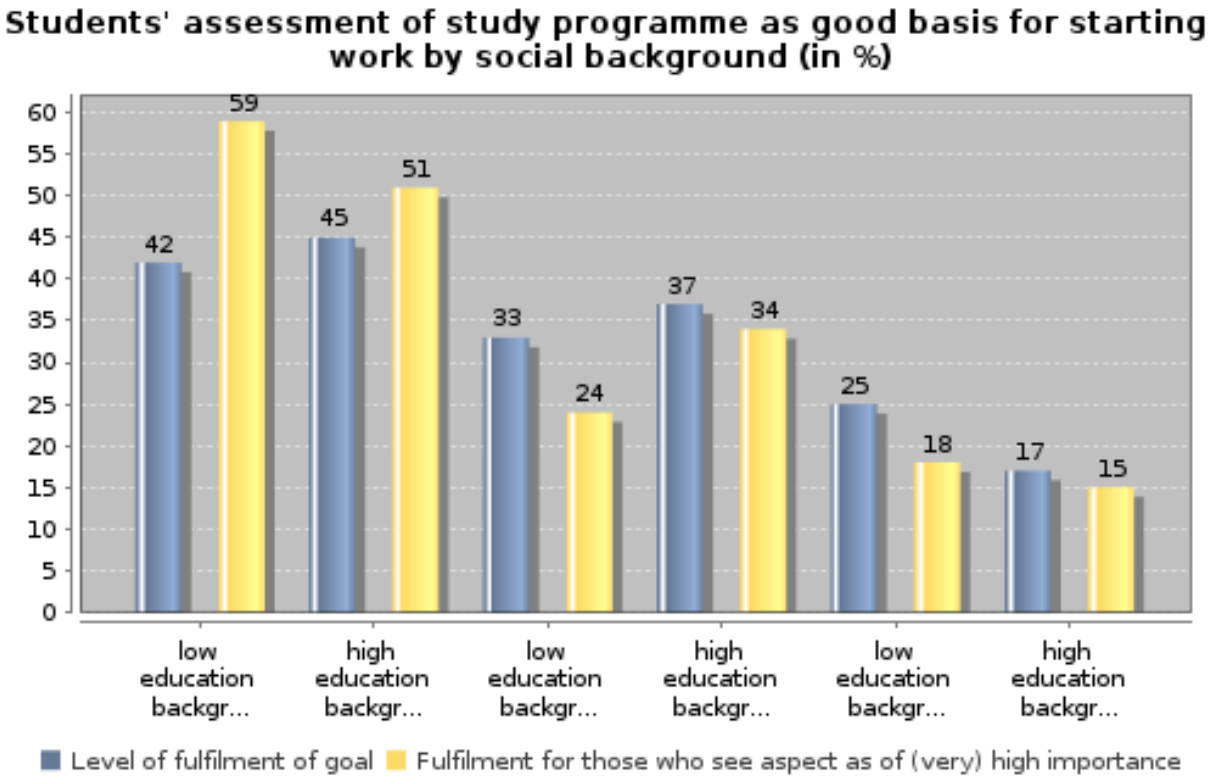
fulfilment of goal: Missing type A: 23;

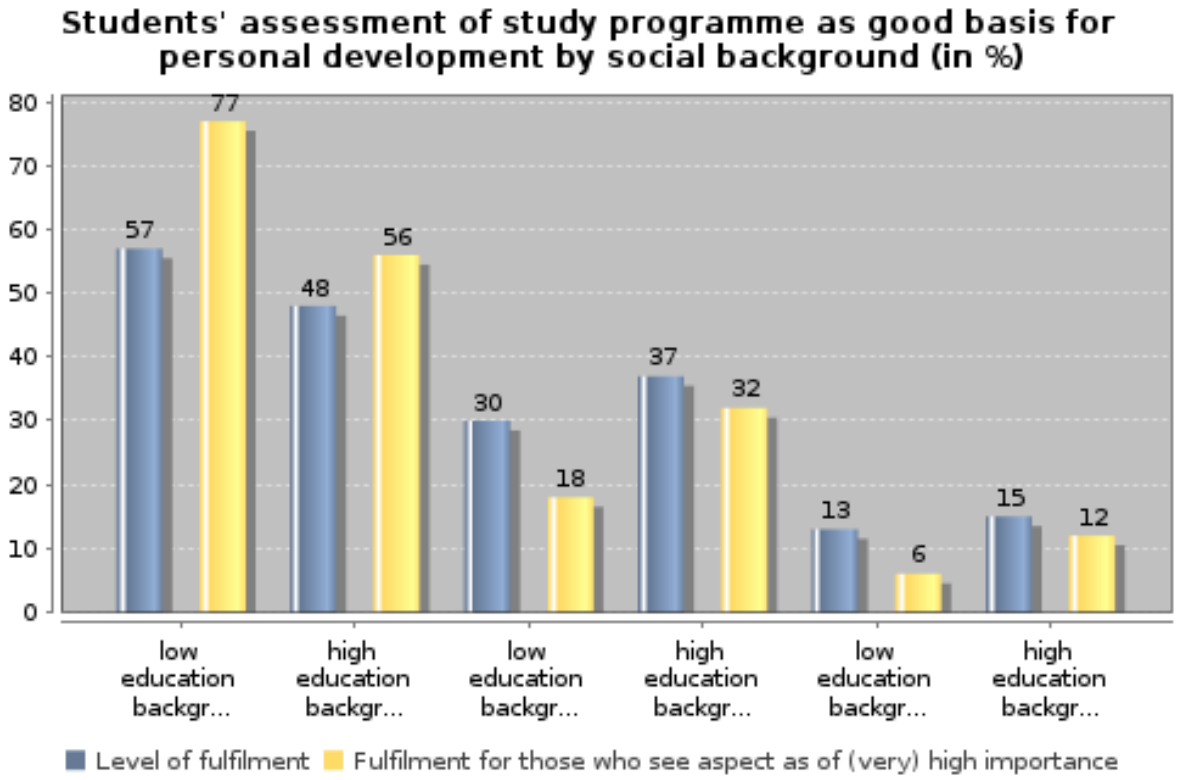
methodical issues or considerations for data interpretation:
The totals in rows in absolute numbers in table 3 are not precisely the same as the aggregated number of students in the categories "high" and "very high" in table 1, because not all students who assessed level of importance also assessed fulfilment of the goal.
national interpretation of the results of the data analysis:
The goal the programme is a good basis for starting work and for personal development is met at a (very) high level for about one half of all Bachelor students (52.7% and 52.9%; respectively). This can be explained
by different quality of study programmes and also by different demands and expectations of students.
Assessment of study programme as good basis for starting work and for personal development - level of importance - the share of students decreases with decreasing level of importance of both aspects. Most students selected response "very high" or "high" importance (85.1% and 82.6%; respectively), both aspects are comparably important for students. Level of fulfilment of goals - assessment of both aspects is very similar, most students selected response "high" or "middle" for both aspects (72.3% and 71.0%; respectively). Fulfilment
of those who see aspect as of (very) high importance - most students selected response "high" or "middle" for both aspects (72.2% and 70.3%; respectively). So fulfilment for those bachelor students who see aspects as of (very) high importance is similar as bachelor students´ assessment of fulfilment for both aspects.

Topic: H. Assessment of studies

Subtopic 3: Students' assessment of general aspects of studies by social background

Key Indicators	
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	41.7
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	56.5
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	45.4
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	47.8





details on missing data:
All students:
Programme is a good basis for starting work: Level of fulfilment of goal: Missing type A: 15;
Programme is a good basis for personal development: Level of fulfilment of goal: Missing type A: 30

methodical issues or considerations for data interpretation:
Students with low education background - only 24 valid responses, so we think that these data are not reliable and our proposal is not to do comparison between students with low and high education background.

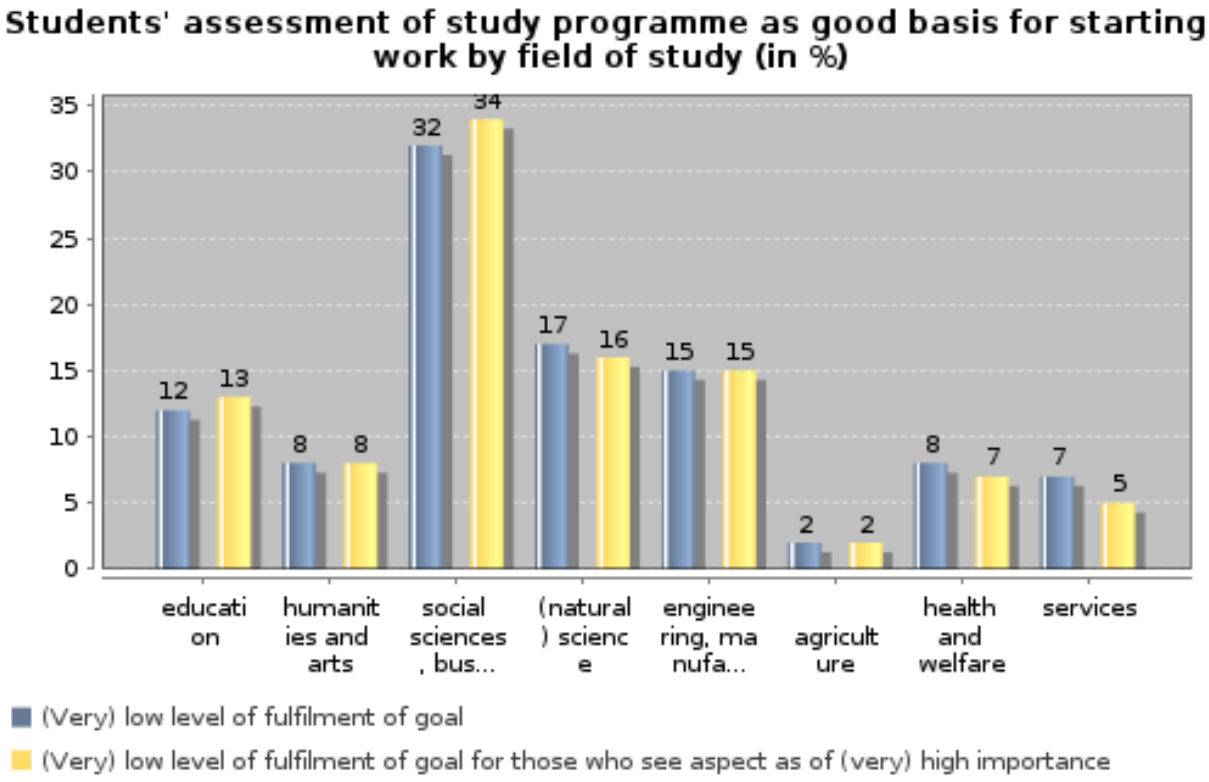
national interpretation of the results of the data analysis:
The goal the programme is a good basis for starting work and for personal development is met at a (very) high level for about one half of students with high education background (45.4% and 47.8%; respectively). This can be explained by different quality of study programmes and also by different demands and expectations of students.
We´ll take into consideration only the data for students with high education background. Level of fulfilment
of goals "Programme is a good basis for starting work" and "Programme is a good basis for personal development" - the largest share of them assess fulfilment of both goals as (very) high (45.4% and 47.8%; respectively). Assessment of both aspects is very similar, the share of students decreases with decreasing level of fulfilment
of goals. Fulfilment for those who see aspect as of (very) high importance - the largest share of them assess fulfilment of both goals as (very) high (50.9% and 55.6%; respectively). Assessment of both

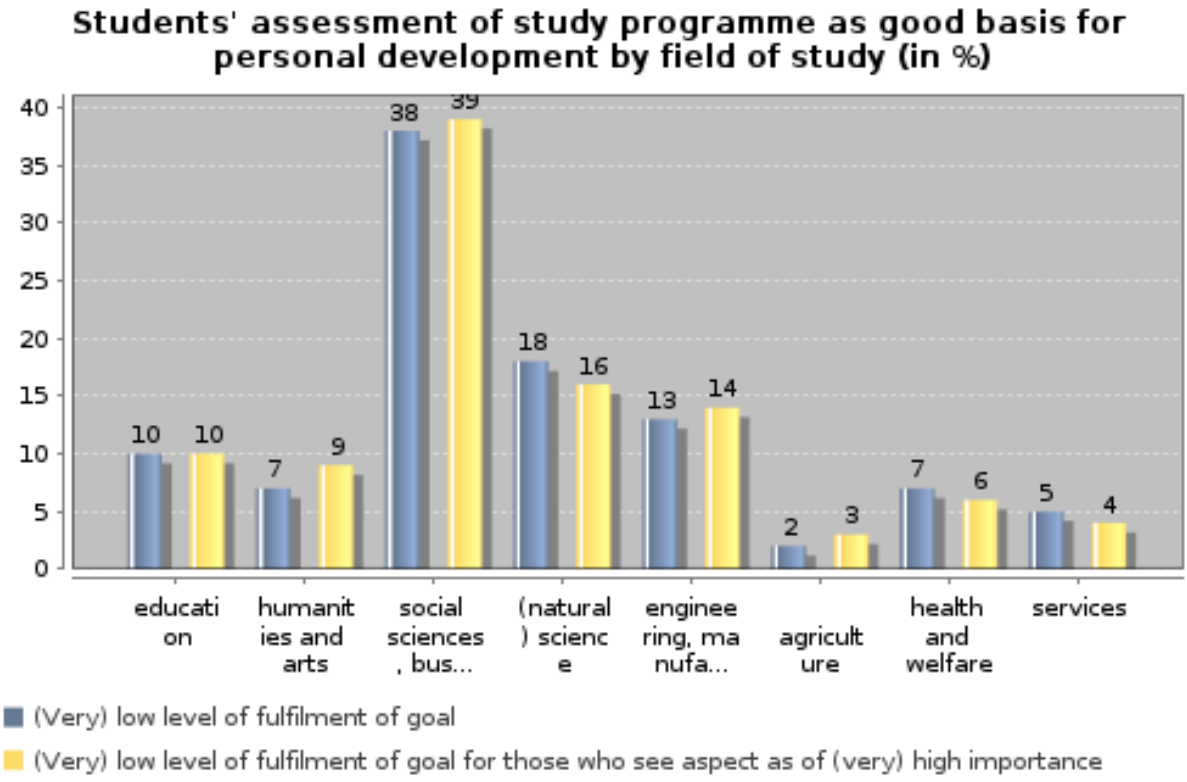
aspects is very similar, the share of students decreases with decreasing level of fulfilment of goals.

Topic: H. Assessment of studies

Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators	
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	7.7
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	9.0
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	15.2
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	13.5





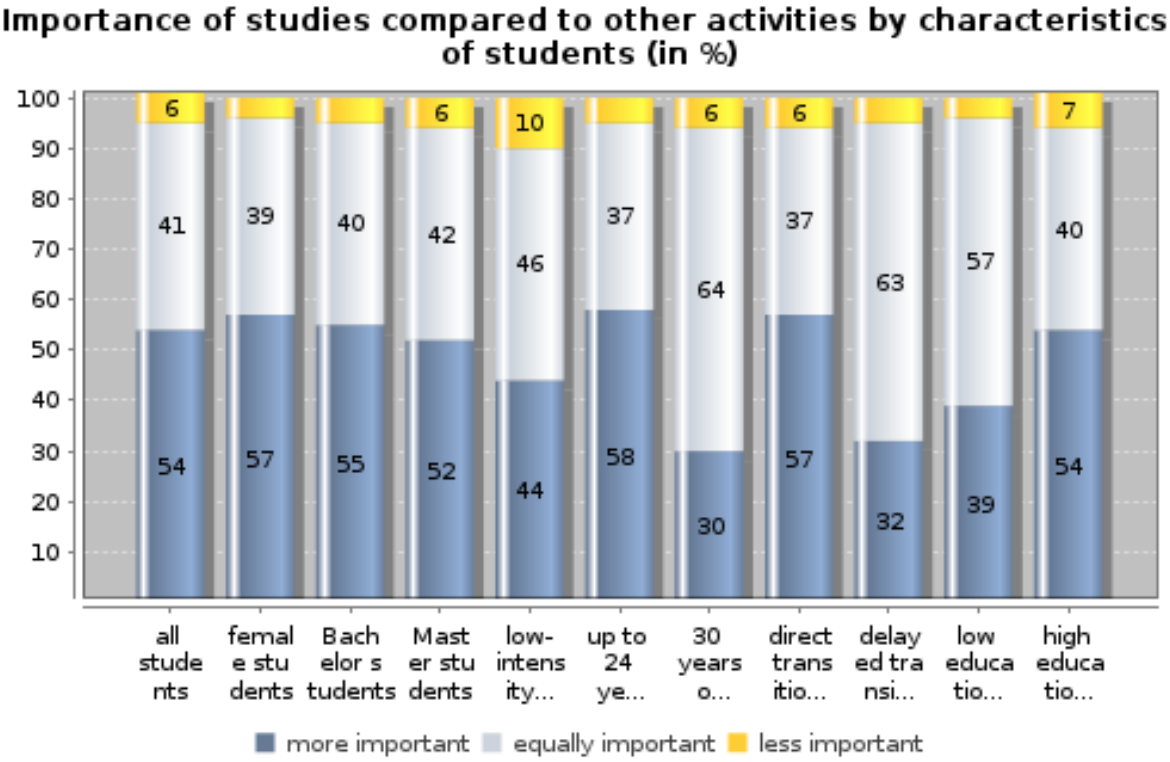
details on missing data:
All students:
Programme is a good basis for starting work: Level of fulfilment of goal: Missing type A: 15;
Programme is a good basis for personal development: Level of fulfilment of goal: Missing type A: 30

methodical issues or considerations for data interpretation:
We think that for data analysis is precisely to take into account totals of students in fields of study (total of education, total of humanities and arts, total of social sciences, business and low etc.) and these data to use in calculation of share of students who assessed that study programme fulfilled the goal at (very) low level.
For example: students who studied education = ((students who studied education and assessed that the programme fulfilled the goal at (very) low level)/(all students who studied education))*100. If we use this method, we achieve the results: Share of students who see (very) low level of fulfilment of goal "Programme is a goog basis for starting work: education = 13.9%; humanities and arts = 23.3%; social sciences, business, low = 12.8%; (natural) science = 17.5%; engineering, manufacturing, construction = 13.9%; agriculture = 10.0%; health and welfare = 10.9 and services = 11.2
national interpretation of the results of the data analysis:
The results reflect likely the shares of students of study fields in relation to all students and not the share
of students who assessed that study programme fulfilled the goal at (very) low level in relation to students
of the field of study.

Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators	
Share of all students for whom studies are more important, in %	53.8
Share of all students for whom studies are less important, in %	5.6
Share of BA students for whom studies are more important, in %	54.9
Share of BA students for whom studies are less important, in %	5.2
Share of low-intensity students for whom studies are more important, in %	43.8
Share of low-intensity students for whom studies are less important, in %	9.8
Share of 30 years old or older for whom studies are more important, in %	30.2
Share of 30 years old or older for whom studies are less important, in %	5.6



details on missing data:

All students: Question 3.10: Missing type A: 18

methodical issues or considerations for data interpretation:

The total of students with low education background is only 23, so we think that these data aren´t reliable.

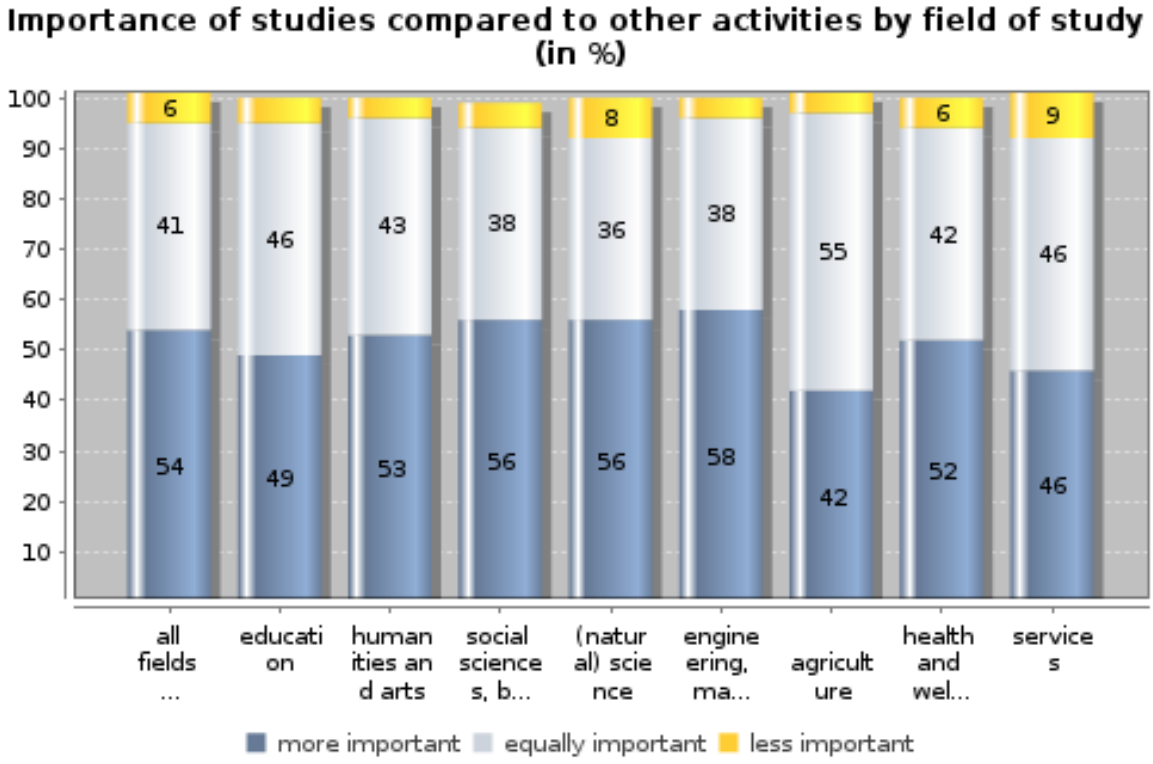
national interpretation of the results of the data analysis:

In most of focus groups the largest share of students see their studies as more important compared to other activities (52.4% - 57.8%), excepting low-intensity students, 30 years old or over and delay transition students. In all these three groups most students see their study as equally important compared to other activities. Whereas low-intensity students spend by study-related activities only less than 21 hours weekly, most of them have a paid job during term-time (71.7%) or spend time in other activities, such as hobbies, civic commitment etc. Most
of them haven´t child(ren) yet (85.5%). Almost all of 30 years old or over have paid job during term-time (92.8%) and have child/ren (70.8%). So they have also other important obligations. Also most of delay transition students have a paid job during term-time (86.1%) and half of them have child/ren (50.8%).

Topic: H. Assessment of studies

Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators	
Share of students in humanities and arts for whom studies are more important, in %	52.5
Share of students in humanities and arts for whom studies are less important, in %	4.4
Share of students in engineering disciplines for whom studies are more important, in %	58.2
Share of students in engineering disciplines for whom studies are less important, in %	3.6
Share of students in social sciences for whom studies are more important, in %	56.4
Share of students in social sciences for whom studies are less important, in %	5.2



details on missing data:

All students: Question 3.10: Missing type A: 18

methodical issues or considerations for data interpretation:

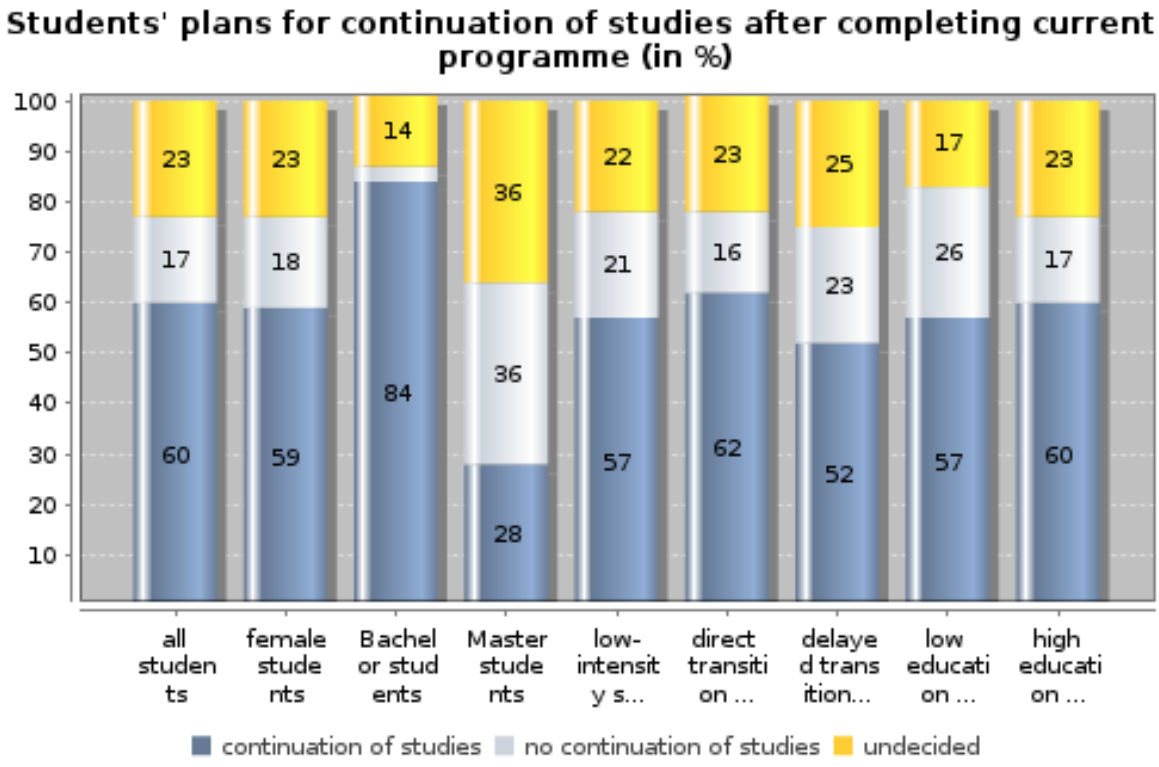
national interpretation of the results of the data analysis:

In most of fields of study the largest share of students see their studies as more important compared to other activities (52.1% - 58.2%), excepting education, agriculture and services. Most of students from these three groups, who see their studies equally or less important compared to other activities, have a paid job during term-time (64.4%; 78.0% and 72.2%; respectively). Also other activities may be important for them, such as hobbies, commitment in some association etc.

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators	
Share of all students with plans for future studies, in %	60.1
Share of all students who plan not to continue studies, in %	16.8
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	56.5
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	26.1
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	59.9
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	16.9



details on missing data:

All students: Question 1.6: Missing type A: 24

methodical issues or considerations for data interpretation:

The total of students with low education background is only 23, so we think that these data aren´t reliable.

national interpretation of the results of the data analysis:

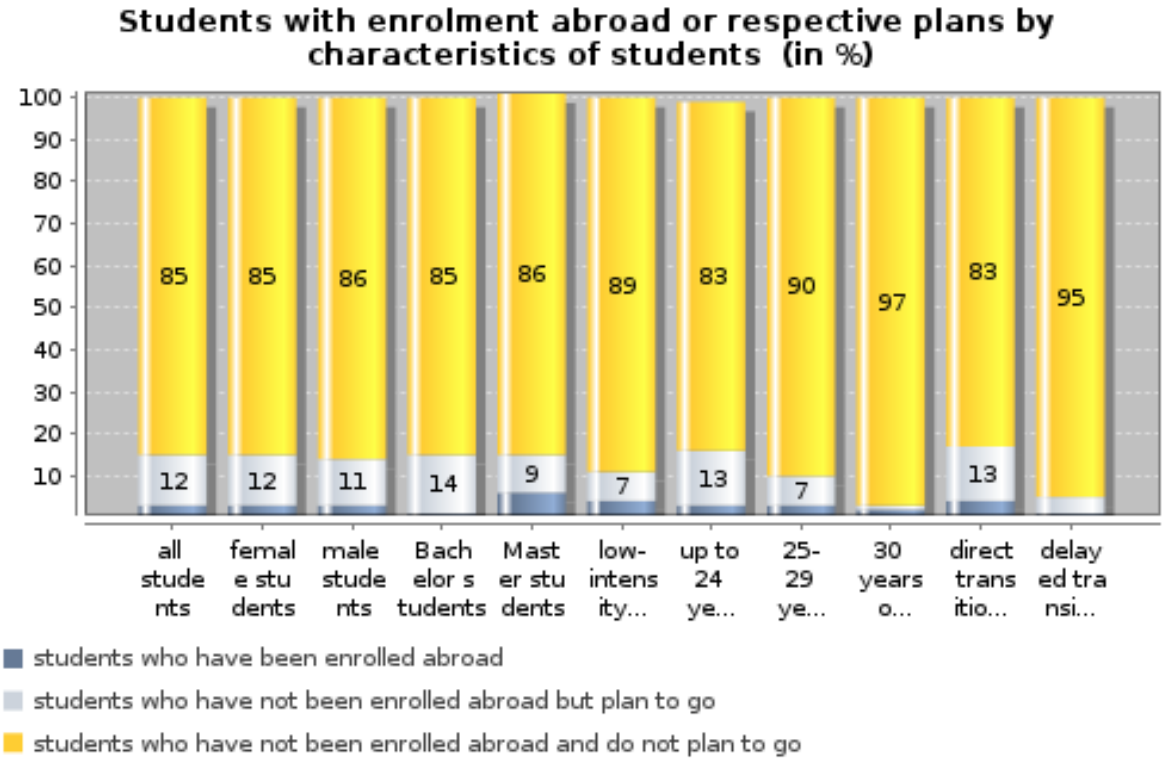
In most focus groups more than one half of students plan to continue studying after finishing their current programme, excepting master students - most of them don´t plan continue studying or aren´t decided yet (35.7% and 35.9%; respectively). Most of students finish their tertiary education by achieving master qualification.

It confirms also survey result that 77.2% of bachelor students plan to continue in master programme. Every focus group excepting bachelor and master students consists of these two groups according to studied qualification. Other qualification have studied only 0.1% of students of final sample.

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	3.2
Enrolment rate of female students, in %	3.3
Enrolment rate of Bachelor students, in %	1.3
Enrolment rate of Master students, in %	5.8
Plans for foreign enrolment of all students, in %	11.6
Plans for foreign enrolment of Bachelor students, in %	13.8



details on missing data:

Question 4.1: All students: Missing type A: 71

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

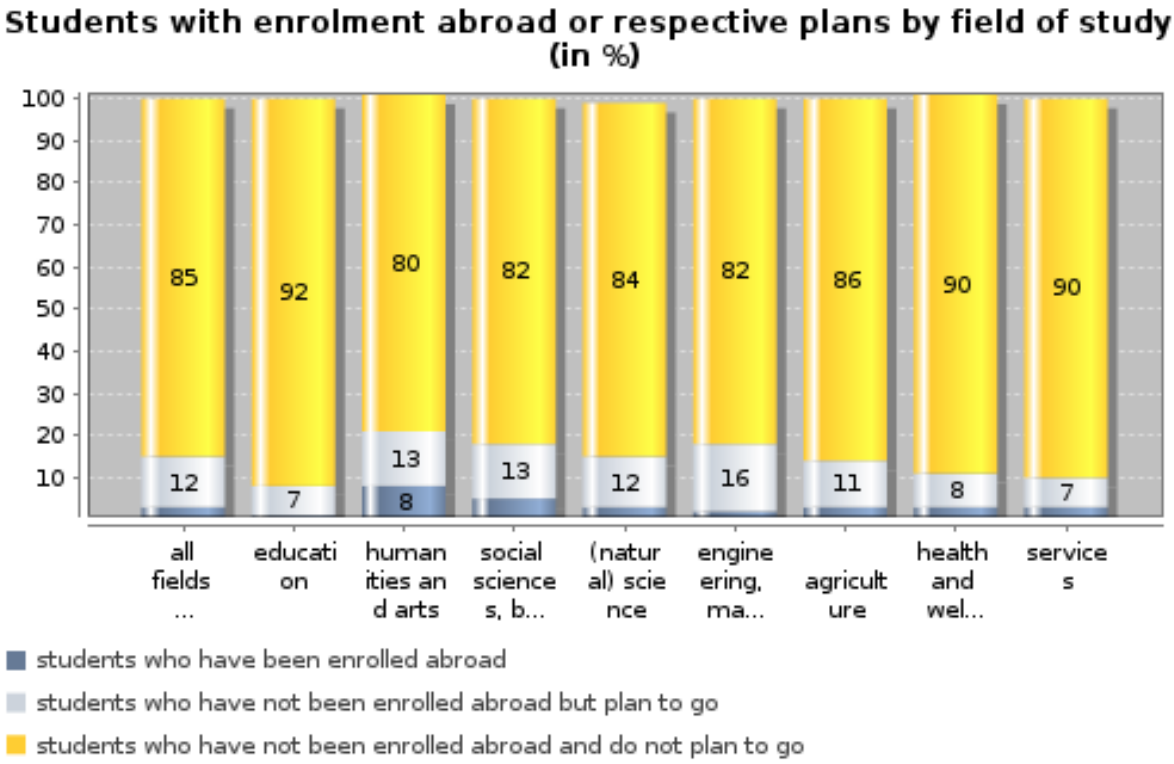
Most students from all categories haven´t been enrolled abroad and don´t plan to go (83.4% - 96.8%). It can be caused by many reasons: lack of information about opportunities to stay abroad, lack of opportunities to go abroad, financial difficulty staying abroad, lack of finances, lack of pesonal drive, lack of grant support, problems with recognition of results achieved in foreign county or non-acceptance study abroad, administrative, technical or organisational problems, lack of language competency, lack

or no opportunities to stay in preferred contries, sometimes unfair selection process for staying abroad etc. Non-response make up only 2% of all cases,
we have taken into account valid percent by entering the data to DDM.

Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators	
Enrolment abroad by field of study:	
humanities and arts, in %	7.6
social sciences, in %	4.5
(natural) science, in %	3.3
engineering disciplines, in %	1.5



details on missing data:

Question 4.1: All students: Missing type A: 71

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Most students from all fields of study haven´t been enrolled abroad and don´t plan to go (79.6% - 92.3%).

The largest share of students who completed enrollment abroad, are from the field humanities and arts (7.6%), most of them studied humanities (95.6%), in particular languages, so we can assume that their language competency is generally better than other students and it could be one of the reasons why more of them stayed abroad

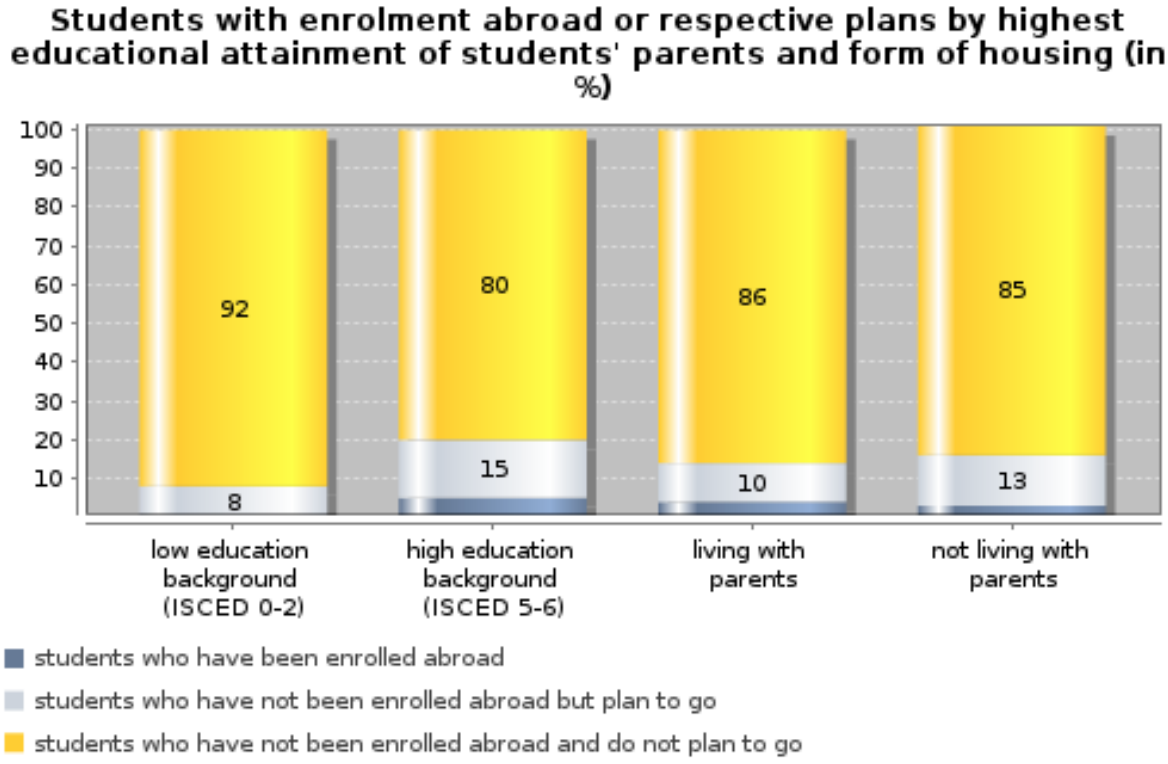
for enrollment. The largest share of students with plan to undergo enrollment abroad studied engineering, manufacturing, construction (16.2%).

Topic: I. Internationalisation and mobility

Subtopic 3: Enrolment abroad by social background and form of housing

Key Indicators

Enrolment rate of students, parents with high education background (ISCED 5-6), in %	
	4.7
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)



details on missing data:

Question 4.1: All students: Missing type A: 71

methodical issues or considerations for data interpretation:

Total for students with low education background is only 24, so we think that this data aren´t reliable and thus we

did´t compare data for students with low and high education background.

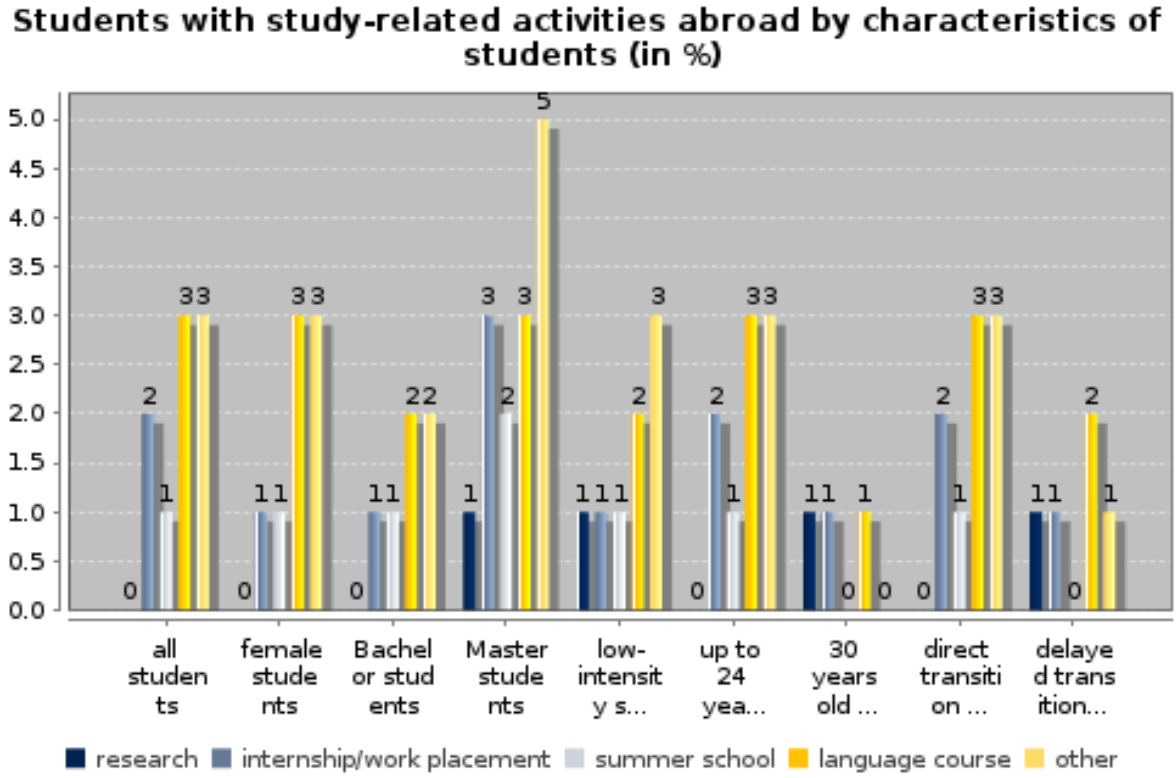
national interpretation of the results of the data analysis:

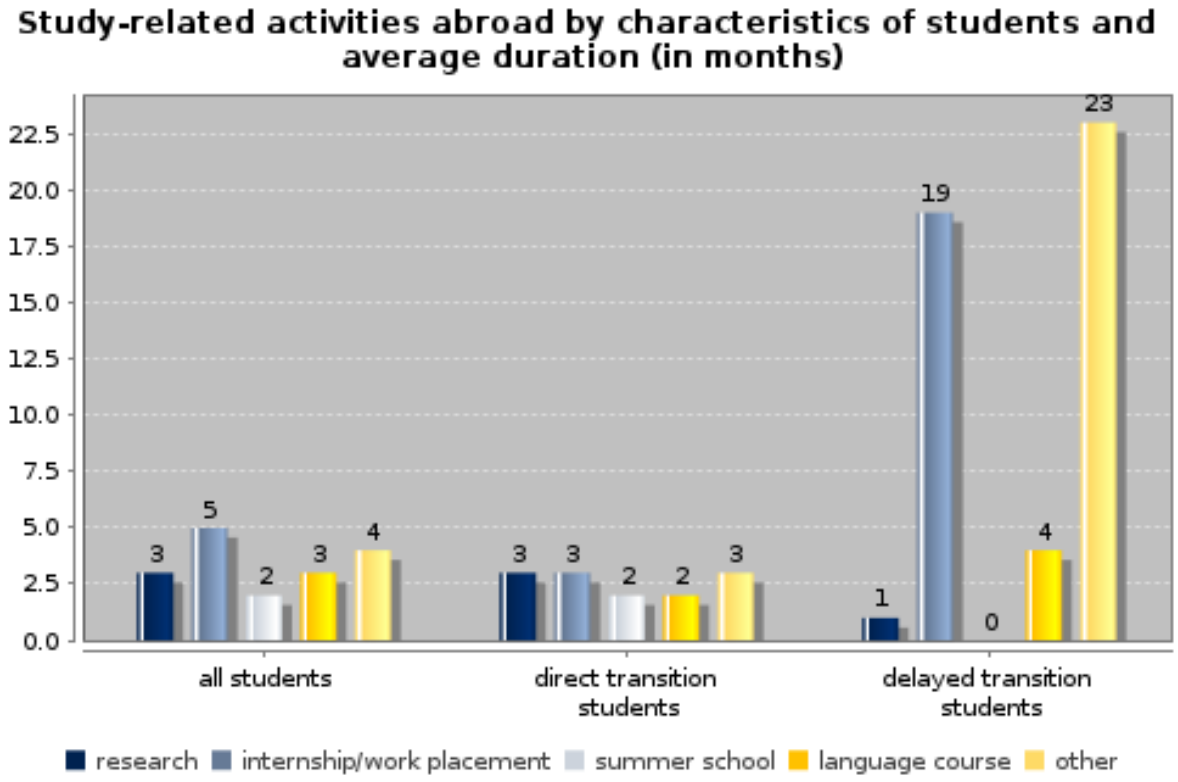
The percentage results for students living with parents and not living with parents are almost the same, so between enrollment abroad and form of housing isn´t a relation.

Topic: I. Internationalisation and mobility

Subtopic 4: Study-related activities abroad by characteristics of students

Key Indicators	
Internship/work placement abroad, all students, in %	4.6
Language course abroad, all students, in %	2.5
No acitivities abroad, all students, in %	92.3
No acitivities abroad, students up to 24 years, in %	92.0





details on missing data:

All students:

Question 4.6: Missing type A: no

Duration of activity: Research: Missing type A: no; Internship/work placement: Missing type A: no; Summer school: Missing type A: 1; Language course: Missing type A: 3

methodical issues or considerations for data interpretation:

Many of data concern to small number of respondents. If this number is smaller than 50, we didn´t consider it

as reliable. So we think that deeper analyze is correct only for group or subgroup which is bigger than 49 respondents.

national interpretation of the results of the data analysis:

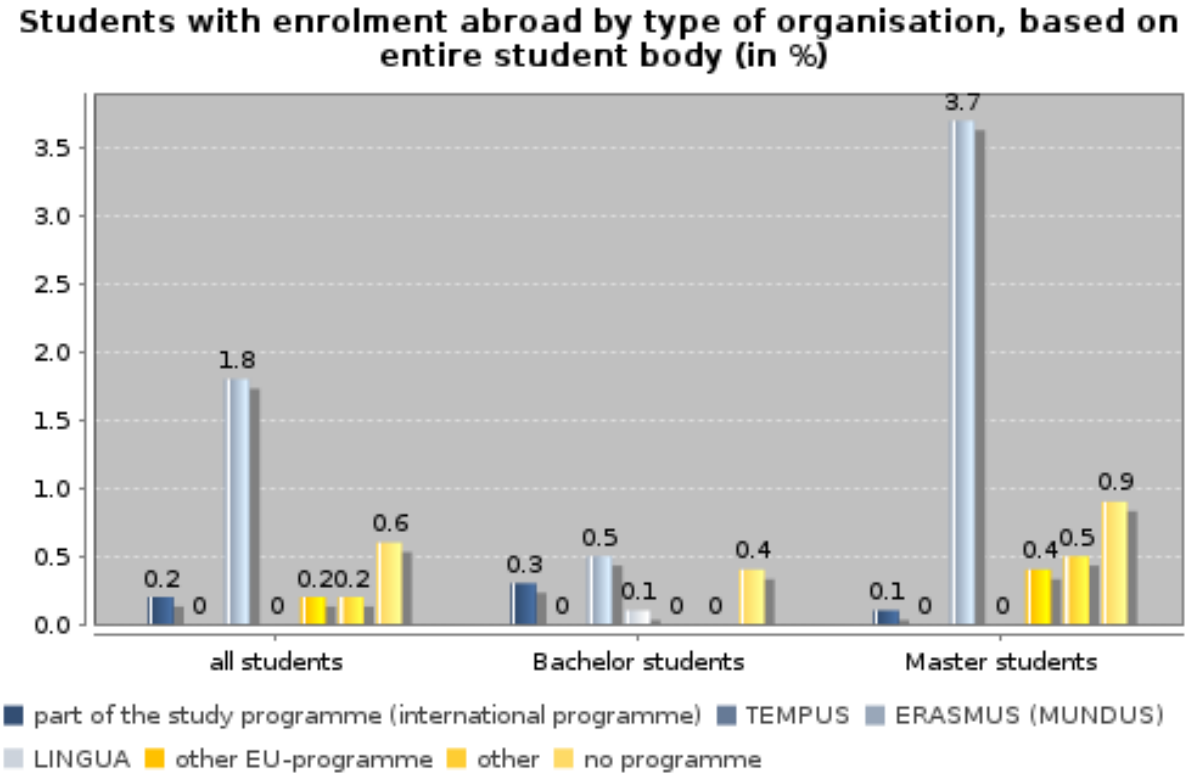
Most students from all focus group haven´t been abroad for study related activities (88.9% - 97.3%). It can be caused by many reasons: lack of information about opportunities to stay abroad, lack of opportunities to go abroad, financial difficulty staying abroad, lack of finances, lack of pesonal drive, lack of grant support, problems with recognition of results achieved in foreign county or non-acceptance study abroad, administrative, technical or organisational problems, lack of language competency, lack or no opportunities to stay in preferred country, sometimes unfair selection process for staying abroad etc. The largest share of students who have been abroad for study-related activity, were among master students (11.1%). These students already have attained qualification on tertiary level of education - bachelor, so they are generally more prepared to stay abroad than bachelor students. The smallest share of students who were abroad for study-related activity, were aged 30 years old or over (2.7%). Almost all of them study as part-time students (98.3%) and work regularly during term-time (90.0%).

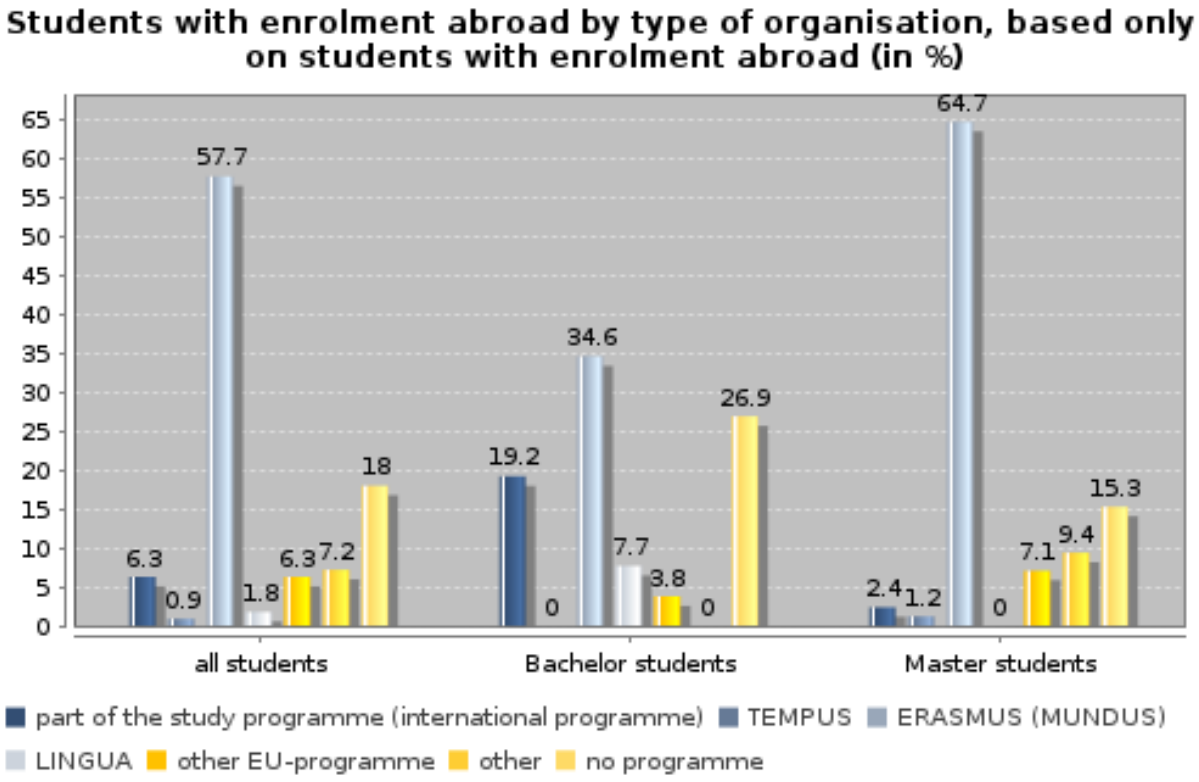
Part-time students have taught courses usually one day weekly, on Saturday. Study-related activities by average duration in months and characteristics of students - we think that better is doing no comparison, because at least two data of each column in the table aren´t reliable.

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	18.0
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	57.7
Bachelor students with enrolment abroad, who went abroad without a programme, in %	26.9
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	34.6





details on missing data:

Programme participation based only on all mobile students: Missing type A: 2

methodical issues or considerations for data interpretation:

Total number of students (with and without enrolment abroad) in respective group is not the same as in sheet 1, because not all students answered the question 4.1. Programme participation based only on mobile students - we think that data for bachelor students aren´t reliable, because total number is only 26, so we didn´t compare bachelor and master students.

national interpretation of the results of the data analysis:

Programme participation based on entire student body is slight, the largest share of programme participation was part of ERASMUS (MUNDUS) for all students, bachelor and master students (1.8%, 0.5% and 3.7%; respectively). When we consider only mobile students, more than one half of enrollment abroad among all and master students was organised by mentioned programme (57.7% and 64.7%; respectively).

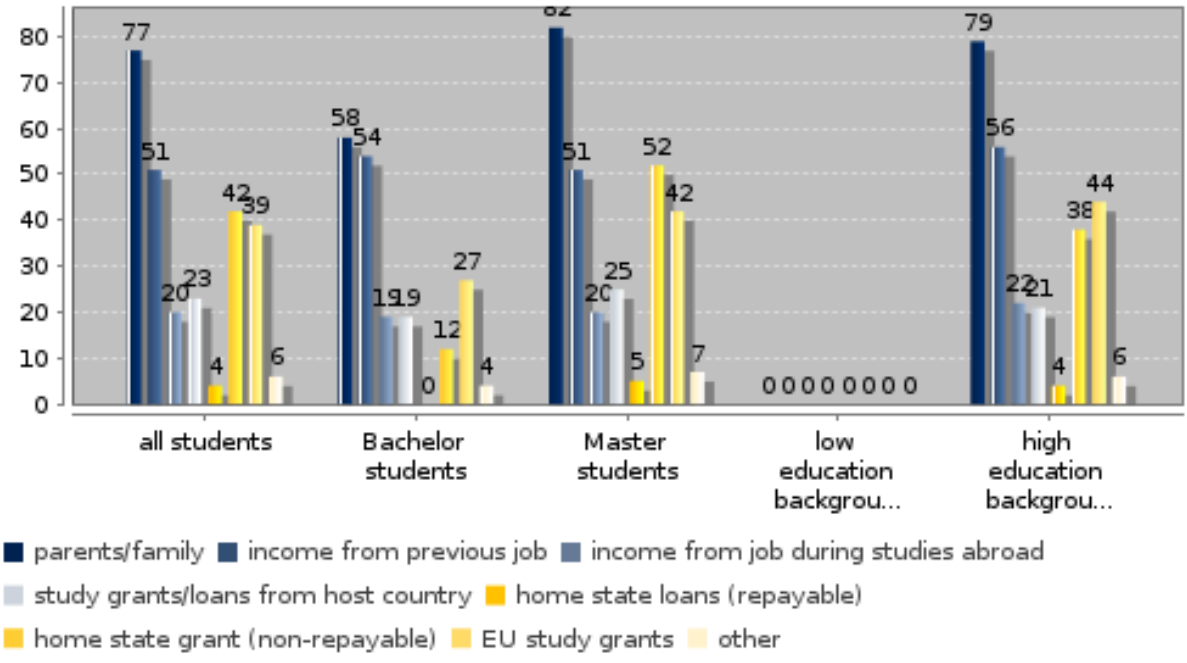
Topic: I. Internationalisation and mobility

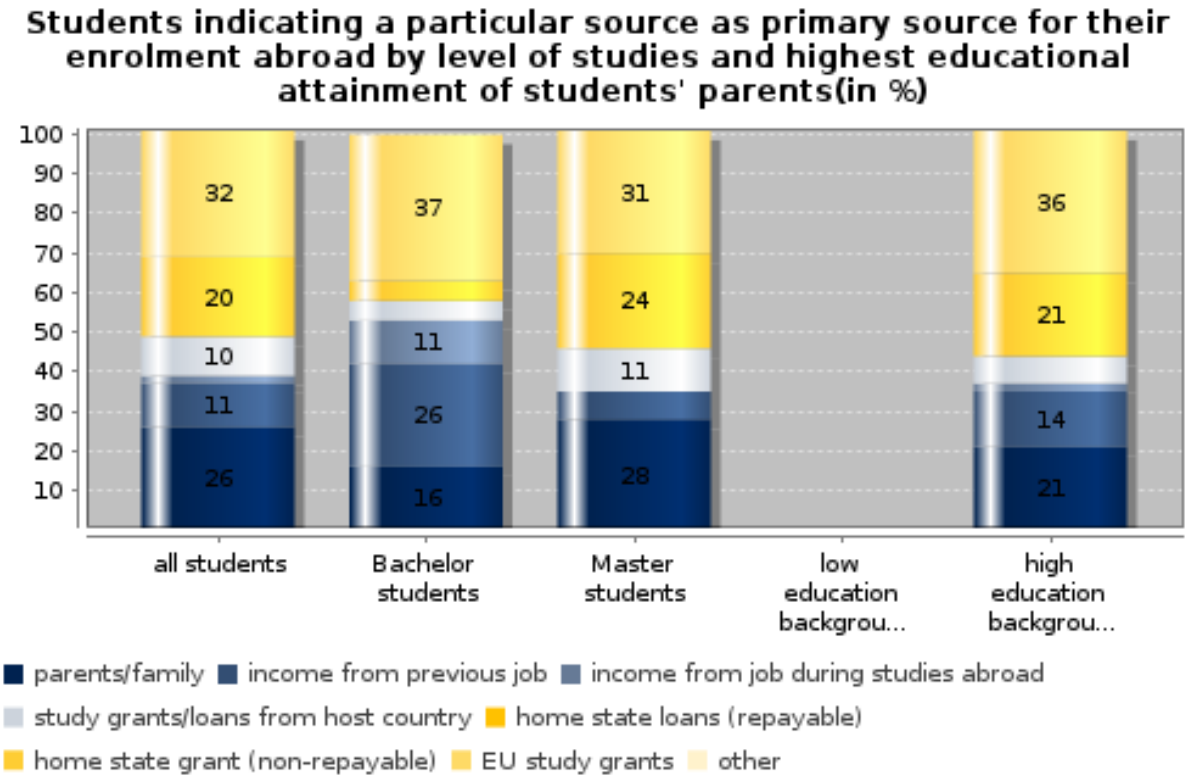
Subtopic 6: Sources of funding for enrolment abroad

Key Indicators

Share of students utilising their parents/family as a source of funding:	
all students, in %	76.6
BA students, in %	57.7
students with high education background (ISCED 5-6), in %	79.4
students with low education background (ISCED 0-2), in %	20.7
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	63.8
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	
students with low education background (ISCED 0-2), in %	

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)





details on missing data:

All students who have been enrolled abroad:

Utilising of sources of funding for enrolment abroad: Missing type A: 6

Students giving particular source as primary source of funding: Missing type A: 17

methodical issues or considerations for data interpretation:

Students with low education background - total is 24, nobody have been enrolled abroad in a regular course

of study. Bachelor students - only 26 of them have been enrolled abroad, so we think that these data aren´t reliable.

national interpretation of the results of the data analysis:

Most of students used contribution from parents/family - that is finding for all students, master students and students with high education attainment (76.6%; 82.4% and 79.4%; respectively). So parents/family can help

to finance enrollment abroad in most cases. This contribution is primary source for 20.7% - 28.0% of students

from target groups, so most of them have other primary source of funding for enrolment abroad. Income from previous job was the source for approximately one half of all students, master students and students with high education background (51.4%; 50.6% and 55.9%; respectively), but it´s primary source only for small share

of them (10.6%; 6.7% and 13.8%; respectively). Most of students with enrollment abroad were full-timers (85.6%), roughly 62.1% of them have a paid job during term-time, but it seems that most of self-earned money they spend

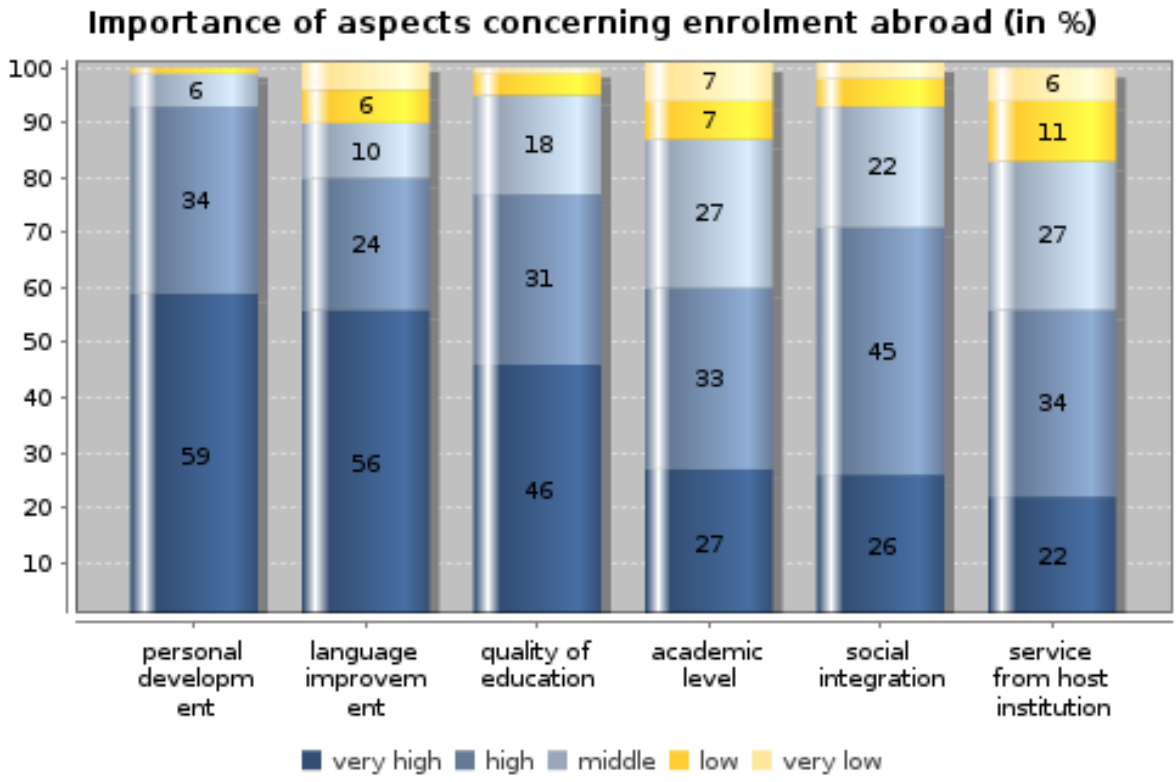
for other items. Home state grant and also EU study grant are used for approximately 40% of each focus group,
the share of home state grant users among master students is higher (51.8%). EU study grant is primary source
for approximately one third of all students, master students and students with high education attainment (31.9%; 30.7% and 36.2%; respectively), so this source makes the largest share from all kinds of primary sources for each focus group. Home state grant is primary source for roughly one fifth of all students and students with high education background (20.2% and 20.7%; respectively) and for approximately one quarter of master students (24.0%).

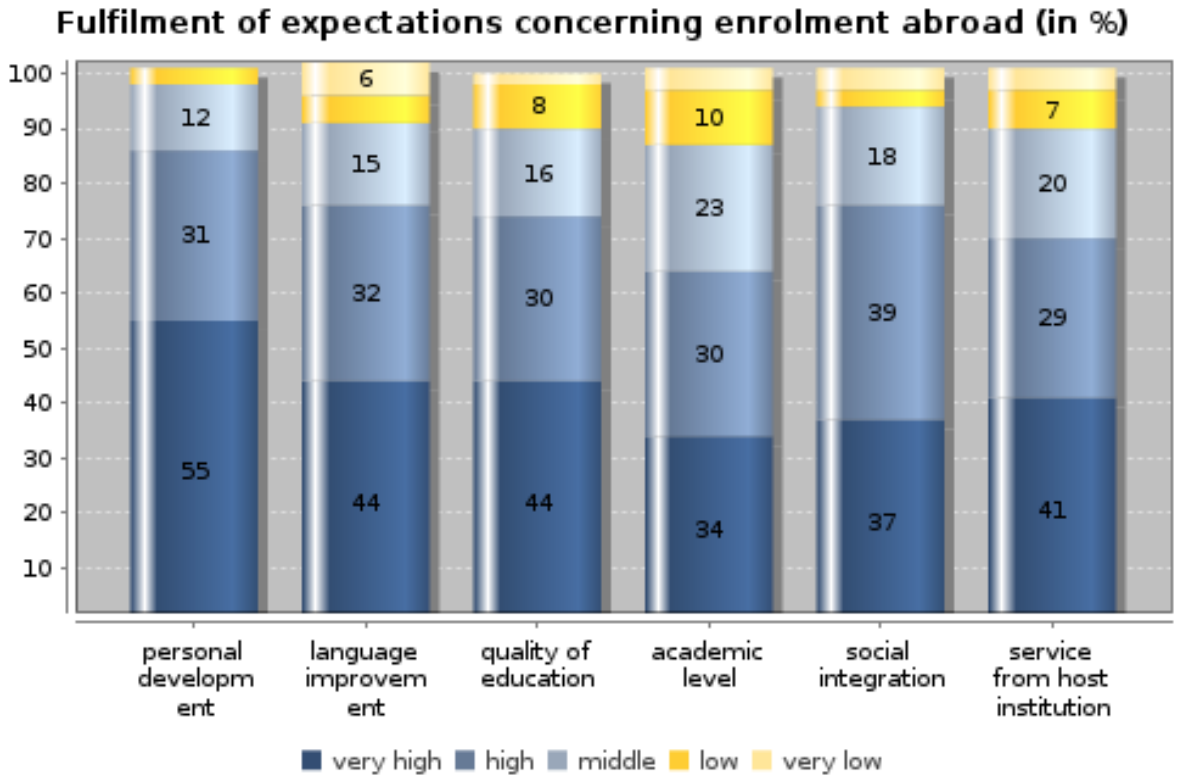
Topic: I. Internationalisation and mobility

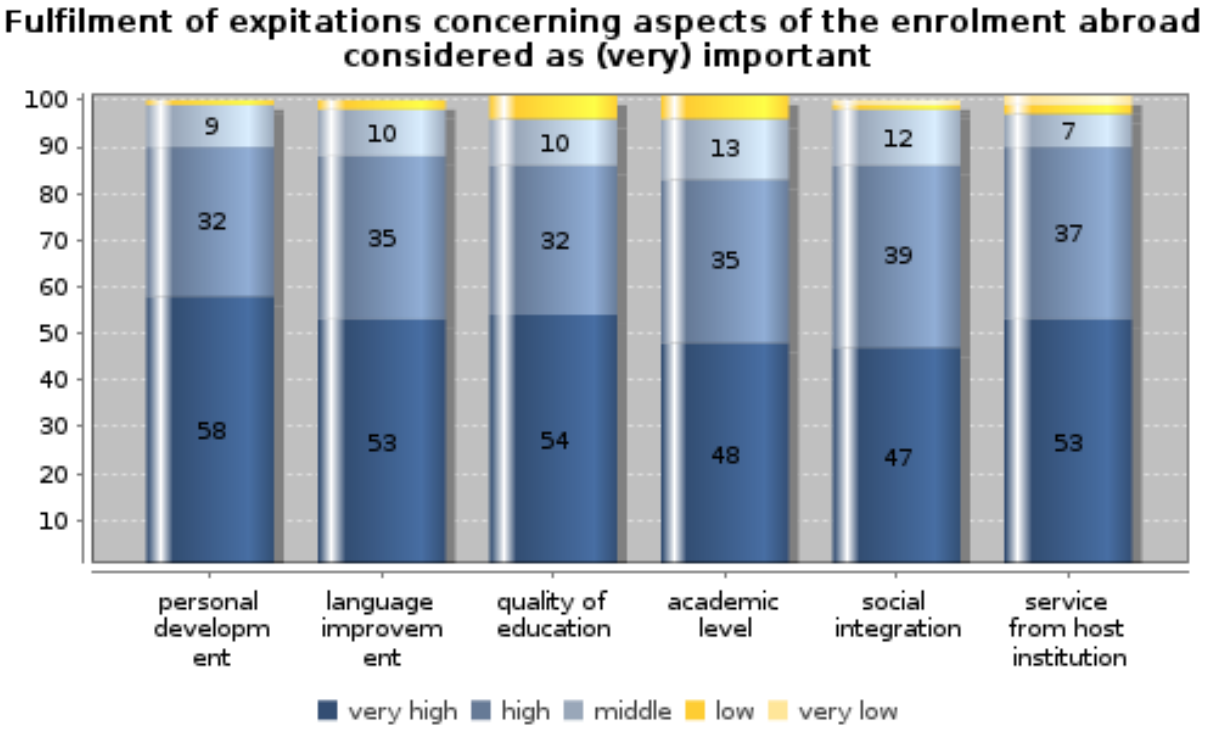
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	85.2
language improvement, in %	75.0
quality of education, in %	73.8
academic level, in %	63.8
social integration, in %	75.9
service from host institution, in %	69.4







details on missing data:

All students who have been enrolled abroad:

Importance of aspects concerning the enrollment abroad: Personal development: Missing type A: 1; Language improvement: Missing type A: 1; Quality of education: Missing type A: 1; Academic level:

Missing type A: 4; Social integration: Missing type A: 2; Service from host institution: Missing type A: 2; Fulfilment of expectations: Personal development: Missing type A: 3; Language improvement: Missing type A: 3; Quality of education: Missing type A: 4; Academic level: Missing type A: 6; Social integration: Missing type A: 3; Service from host institution: Missing type A: 3

methodical issues or considerations for data interpretation:

Tables "Importance of aspects concerning the enrolment abroad" and "Fulfilment of expectations" - totals in rows are not the same as in sheet 1, because not all students who were enrolled abroad also answered the question 4.4. Table "Fulfilment of high importance aspects" - the totals in rows are not the same as the aggregated number
of students in the categories "high" and "very high" in table 1 (excepting the category social integration), because not all students who answered the part "Importance" also answered the part "Fulfilment
of expectations".

national interpretation of the results of the data analysis:

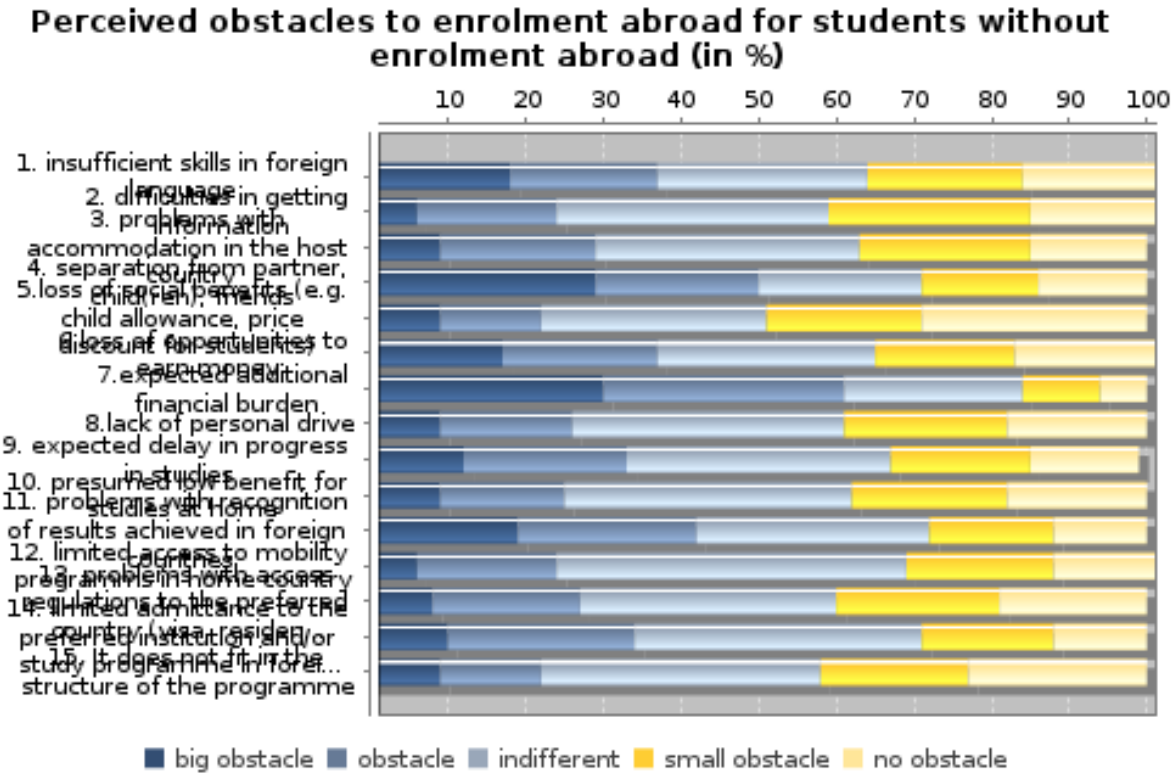
Every listed aspect concerning enrolment abroad see more than one half of students as important at (very) high level. They see personal development as most important aspect of them - it was (very) important for nine in ten students (92.7%), so they wish to have benefit by enrolment abroad in each area of their personality. On the other hand students are not so very keen on service from host institution and academic level. Expectations of all listed aspects were fulfilled on (very) high level for more than one half of students, mostly personal development - 85.2% of students have assessed it as (very) high. Fulfilment of high importance aspects was (very) high for most of students, it ranged between 82.5% and 90.0% for all aspects. We can say that students are generally satisfied concerning enrolment abroad in all aspects.

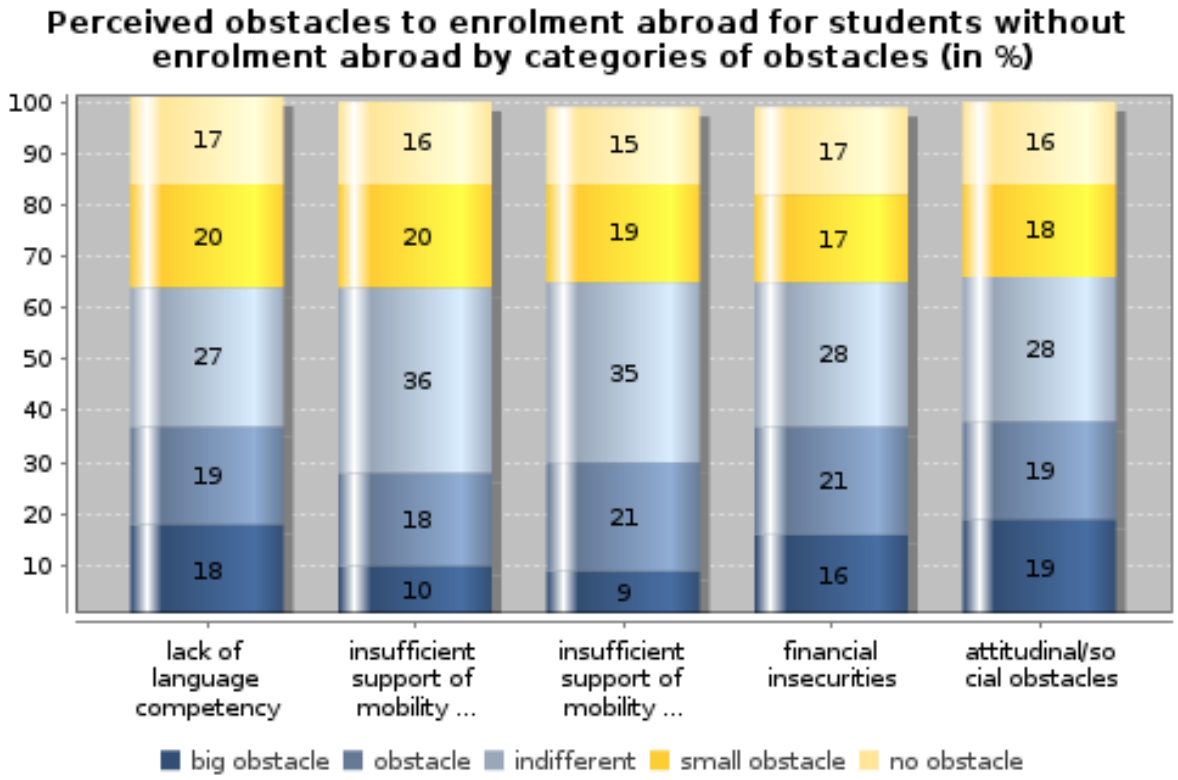
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	17.6
insufficient support in the home country, in %	10.2
insufficient support in the host country, in %	9.3
financial insecurities, in %	16.2
attitudinal/social abstacles, in %	19.3





details on missing data:

Perceptions of obstructions to enrolment abroad, all students who haven´t been enrolled abroad: Obstruction 1: Missing type A: 153; Obstruction 2: Missing type A: 187; Obstruction 3: Missing type A: 220; Obstruction 4: Missing type A: 201; Obstruction 5: Missing type A: 380; Obstruction 6: Missing type A: 208; Obstruction 7: Missing type A: 233; Obstruction 8: Missing type A: 234; Obstruction 9: Missing type A: 243; Obstruction 10: Missing type A: 226; Obstruction 11: Missing type A: 274; Obstruction 12: Missing type A: 236; Obstruction 13: Missing type A: 240; Obstruction 14: Missing type A: 239; Obstruction 15: Missing type A: 232

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

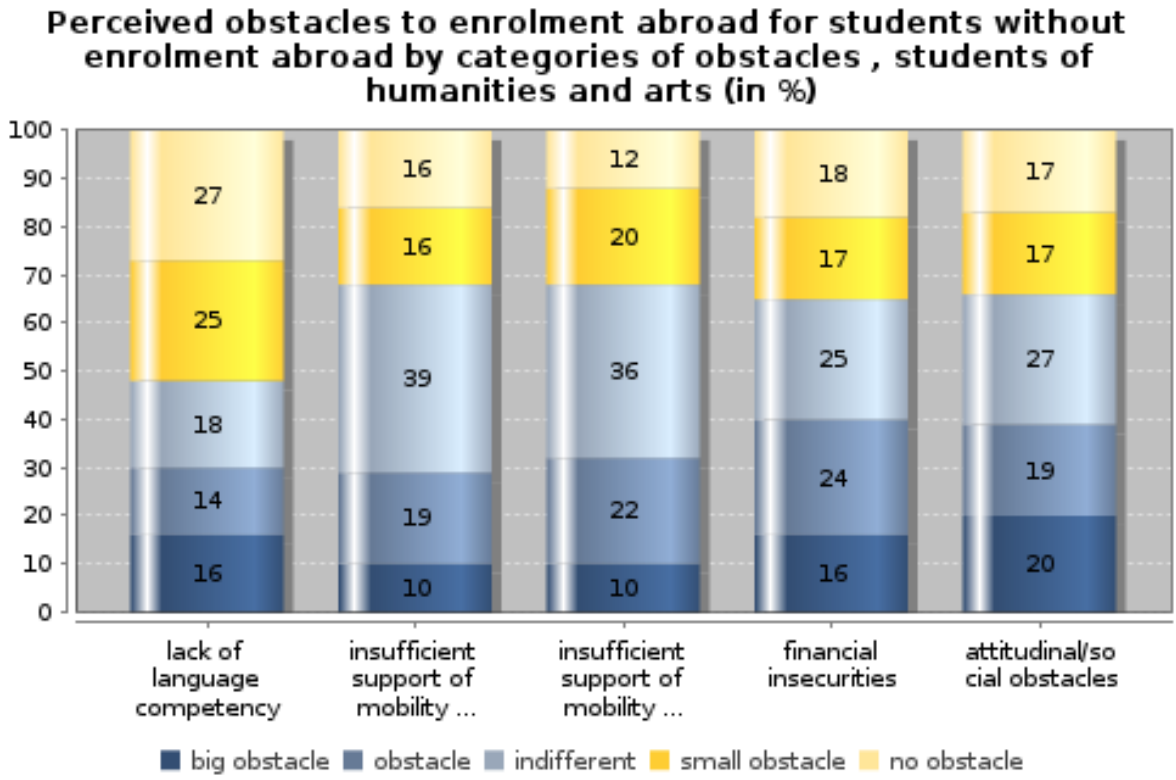
Students perceive as big obstacle to enrolment abroad particularly expected additional financial burden and separation from partner, child(ren) and friends (29.7% and 29.1%; respectively). So we can say that finance and good family relations are generally the biggest obstructions for enrolment abroad; expected additional financial burden have perceived already six in ten students as (big) obstacle (60.8%). On the other hand loss of social benefits is generally least dreaded - approximately one half of students perceive it as small or no obstacle (49.4%). There aren´t big differences between types of obstruction by grouped items. Lack of language competency, financial insecurities and attitudinal/social obstacles are generally perceived as bigger obstructions than insufficient support of mobility in home or host country.

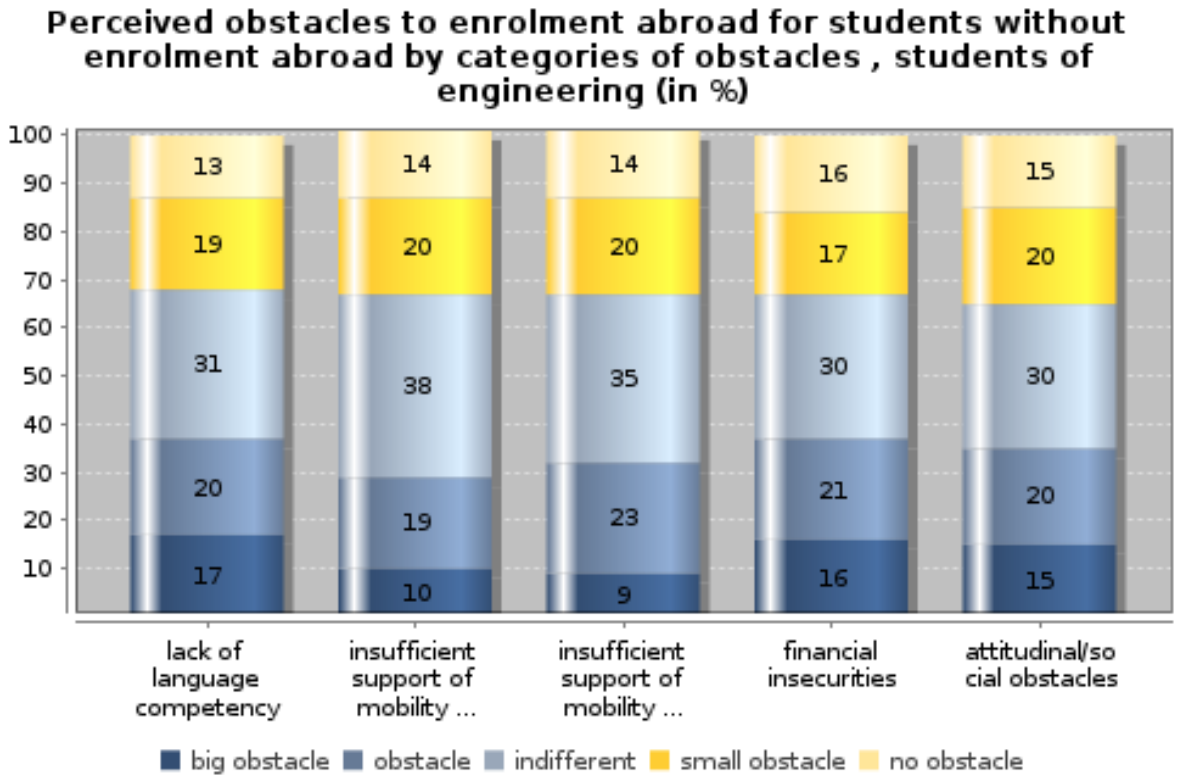
Topic: I. Internationalisation and mobility

Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	15.8
engineering disciplines - lack of language competency, in %	17.2
humanities and arts - insufficient support in the home country, in %	10.0
engineering disciplines - insufficient support in the home country, in %	9.9
humanities and arts - financial insecurities, in %	15.7
engineering disciplines - financial insecurities, in %	16.1





details on missing data:

Students who study humanities and haven´t undertaken enrolment abroad: Obstruction 1: Missing type A: 6; Obstruction 2: Missing type A: 5; Obstruction 3: Missing type A: 10; Obstruction 4: Missing type A: 7; Obstruction 5: Missing type A: 19; Obstruction 6: Missing type A: 7; Obstruction 7: Missing type A: 8; Obstruction 8: Missing type A: 8; Obstruction 9: Missing type A: 9; Obstruction 10: Missing type A: 9; Obstruction 11: Missing type A: 11; Obstruction 12: Missing type A: 7; Obstruction 13: Missing type A: 10; Obstruction 14: Missing type A: 10; Obstruction 15: Missing type A: 8

Students who study engineering and haven´t undertaken enrolment abroad: Obstruction 1: Missing type A: 10; Obstruction 2: Missing type A: 18; Obstruction 3: Missing type A: 24; Obstruction 4: Missing type A: 23; Obstruction 5: Missing type A: 43; Obstruction 6: Missing type A: 22; Obstruction 7: Missing type A: 21; Obstruction 8: Missing type A: 24; Obstruction 9: Missing type A: 21; Obstruction 10: Missing type A: 18; Obstruction 11: Missing type A: 28; Obstruction 12: Missing type A: 21; Obstruction 13: Missing type A: 22; Obstruction 14: Missing type A: 26; Obstruction 15: Missing type A: 24

Students who study humanities:

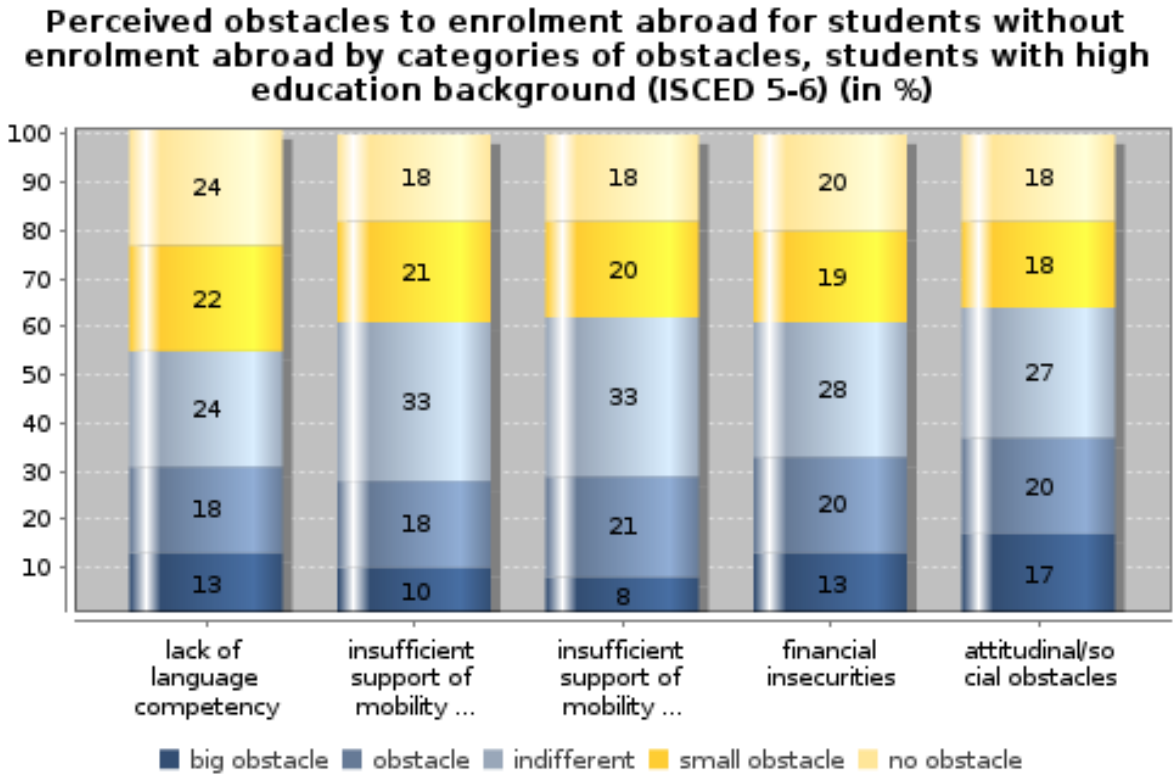
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
There is big difference in perception of obstruction lack of language competency and other grouped items
for students in humanities. About one half of them perceive this obstacle as small or no for enrolment abroad (51.8%). It´s likely becuase many of students in humanities study foreign languages, so they are generally good
in language skills. Perception of types of obstruction by grouped items is for students in enginnering similar than for all students, who have not undertaken enrolment abroad.

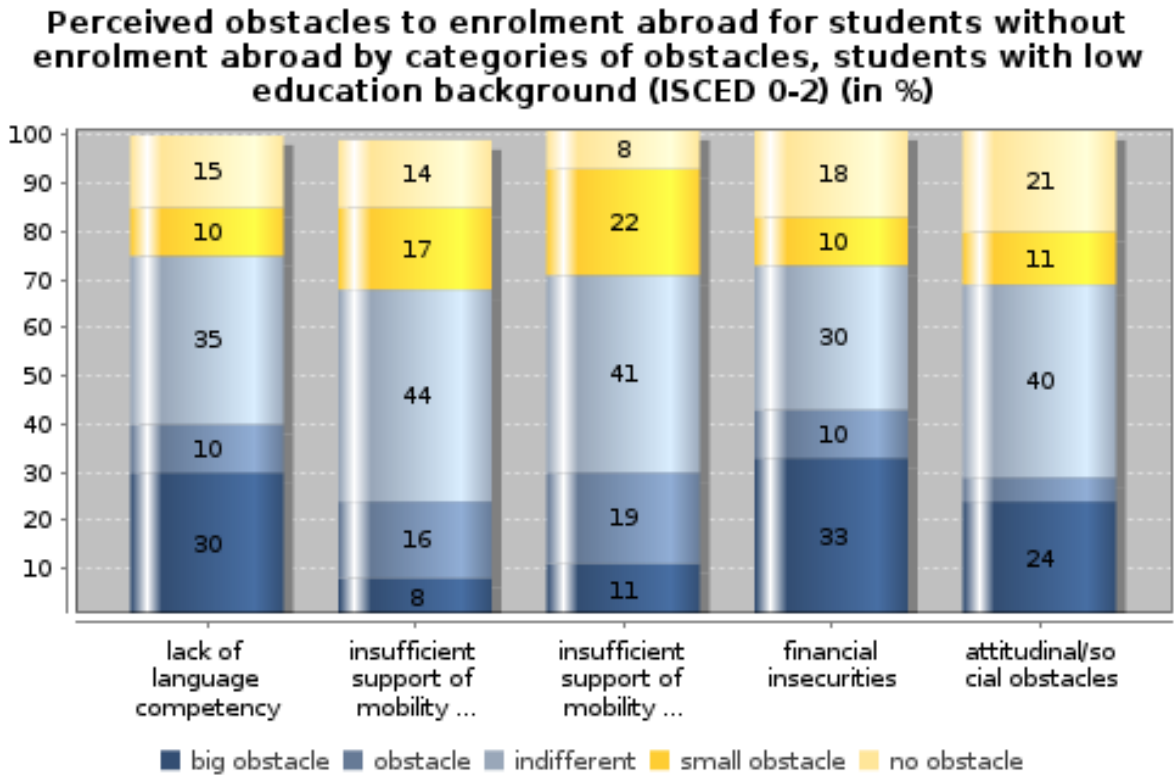
Topic: I. Internationalisation and mobility

Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:	
low education background (ISCED 0-2) - lack of language competency, in %	30.0
high education background (ISCED 5-6) - lack of language competency, in %	12.9
low education background (ISCED 0-2) - insufficient support in the home country, in %	7.9
high education background (ISCED 5-6) - insufficient support in the home country, in %	9.6
low education background (ISCED 0-2) - financial insecurities, in %	32.6
high education background (ISCED 5-6) - financial insecurities, in %	13.4





details on missing data:

Students with high education background who haven´t undertaken enrolment abroad: Obstruction 1: Missing type A: 58; Obstruction 2: Missing type A: 63; Obstruction 3: Missing type A: 76; Obstruction 4: Missing type A: 80; Obstruction 5: Missing type A: 132; Obstruction 6: Missing type A: 77; Obstruction 7: Missing type A: 93; Obstruction 8: Missing type A: 83; Obstruction 9: Missing type A: 91; Obstruction 10: Missing type A: 78; Obstruction 11: Missing type A: 95; Obstruction 12: Missing type A: 86; Obstruction 13: Missing type A: 86; Obstruction 14: Missing type A: 90; Obstruction 15: Missing type A: 85;

Students with low education background who haven´t undertaken enrolment abroad: Obstruction 1: Missing type A: 4; Obstruction 2: Missing type A: 4; Obstruction 3: Missing type A: 5; Obstruction 4: Missing type A: 4; Obstruction 5: Missing type A: 9; Obstruction 6: Missing type A: 4; Obstruction 7: Missing type A: 5; Obstruction 8: Missing type A: 6; Obstruction 9: Missing type A: 5; Obstruction 10: Missing type A: 5; Obstruction 11: Missing type A: 6; Obstruction 12: Missing type A: 6; Obstruction 13: Missing type A: 6; Obstruction 14: Missing type A: 5; Obstruction 15: Missing type A: 6

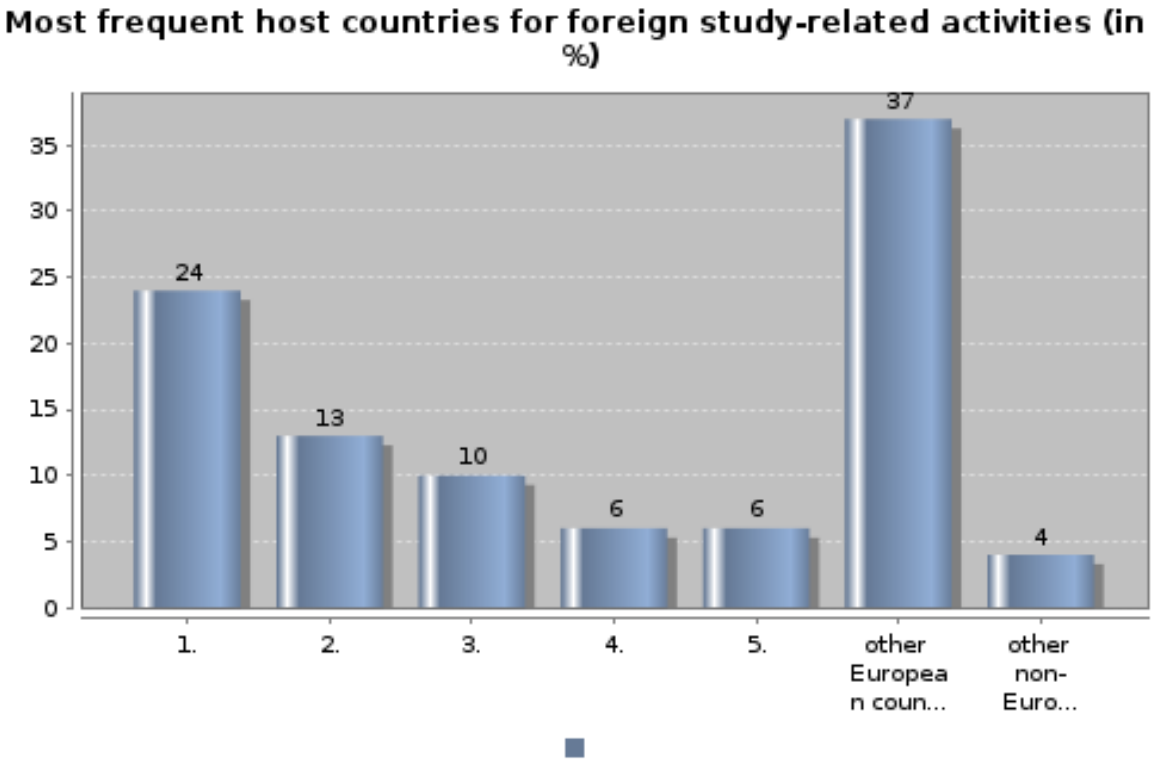
methodical issues or considerations for data interpretation:
Total for students with low education background is only 20, so we think that these data aren´t reliable and we didn´t compare data for students with low and high education background.
national interpretation of the results of the data analysis:
Even 45.2% of students with high education background perceive obstruction lack of language competency as small
or no. This share is higher than for all students who haven´t undertaken enrolment abroad (36.8%), thus students
with parents from high educational group are generally better in language skills than all students. All other grouped items are perceived as small or no obstacle by almost 40% of students with high educational background.
On the other hand attitudinal/social obstacles are considered as (big) obstacle for 36.9% of them and financial insecurities for approximately one third of them (33.6%).

Topic: I. Internationalisation and mobility

Subtopic 11: Choice of country for foreign study-related activities

Key Indicators

Students with study-related activities in most frequent host country, in %	45.0
	Students with study-related activities in second most frequent host country, in %
24.2	
17.0	12.6
Students with study-related activities in third most frequent host country, in %	11.0



details on missing data:

Missing type A: 1 case

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

First, second and third most frequent host country are european countries, situated on the west of Slovakia. About one quarter of visiting cases takes place in United Kingdom (24.2%). Visiting European countries make up

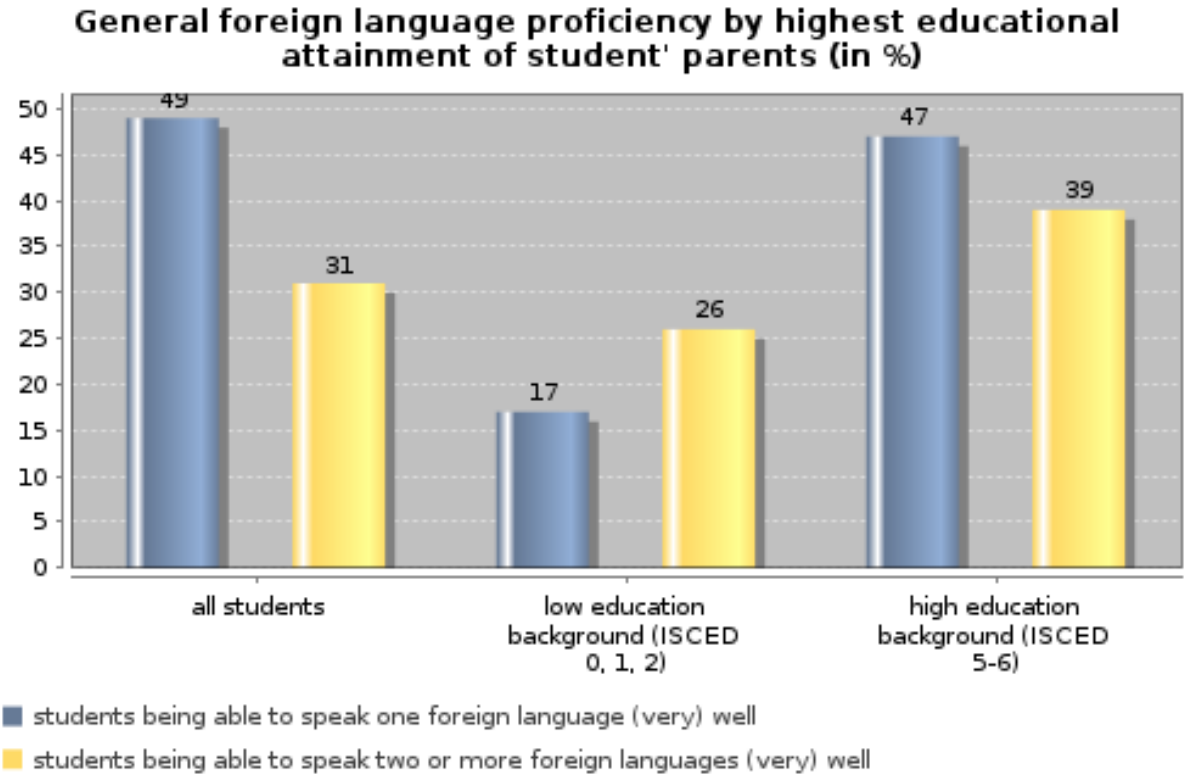
89.7% of all visiting cases, for non-European countries it is 10.3%.

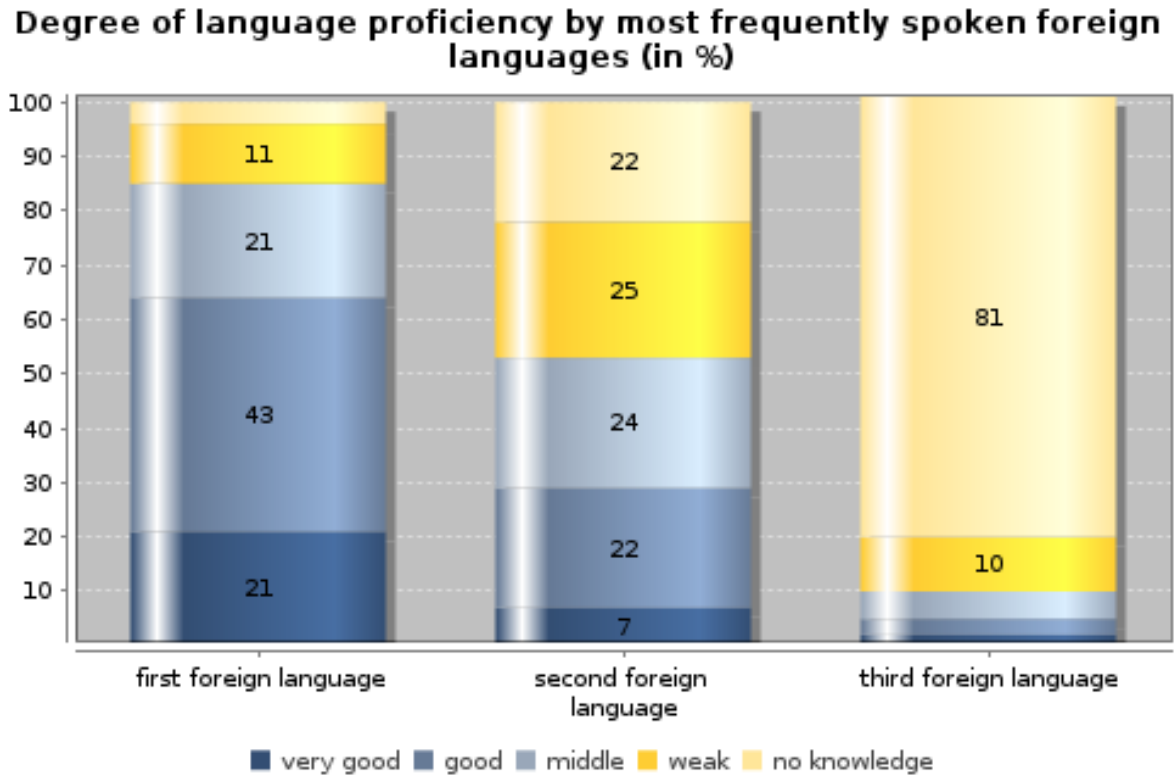
Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %	1.0
63.9	Share of students with (very) good proficiency in second most frequently spoken foreign language, in %
3.0	29.6
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %	2.0
4.6	Share of all students being able to speak two or more foreign languages (very) well, in %
	30.5





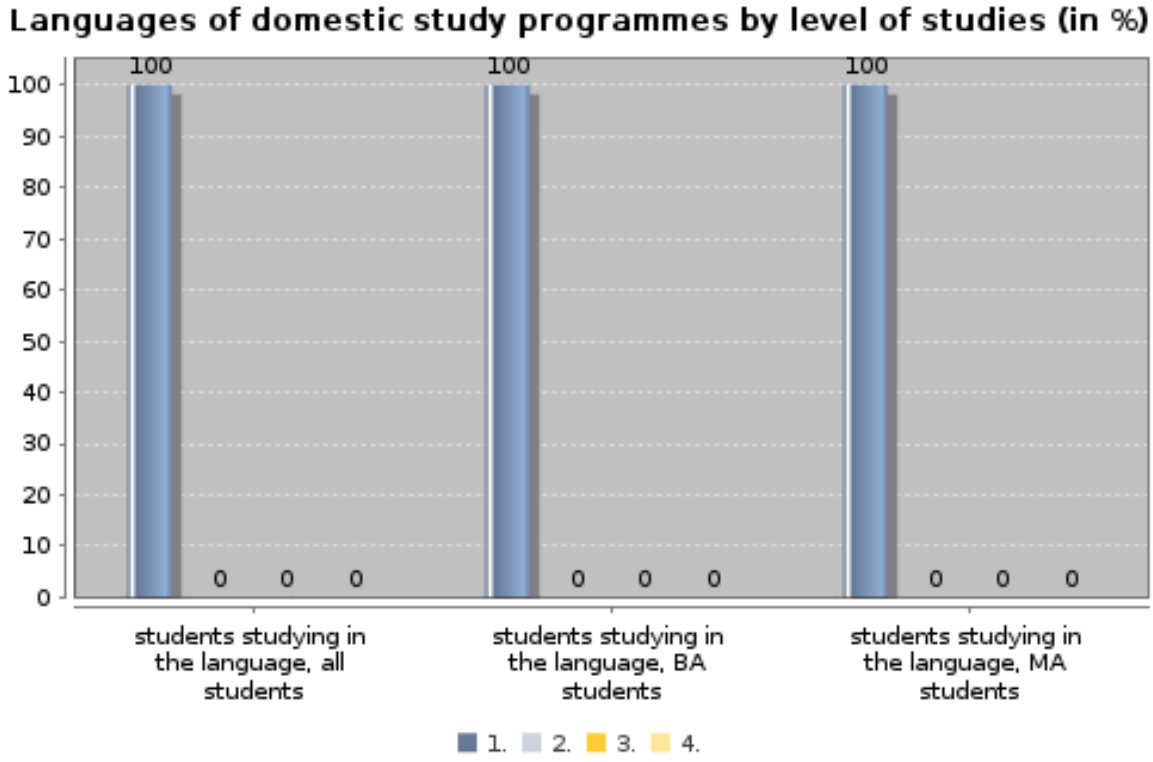
details on missing data:
All cases, missing type A:
English: 49, German: 94, French: 322, Spain: 358
methodical issues or considerations for data interpretation:
Total of students with low education background is only 23, so we think that these data aren´t reliable.
national interpretation of the results of the data analysis:
Students with high education background have generally better language proficiency, because the share of students who are able to speak two or more foreign languages well is for this group 38.9% and for all students it´s 30.5%. It can be caused by generally better financial and social situation of families from high educational group,
which can usually give more money for education of languages or traveling abroad for their children. The share
of students who are able to speak one foreign language well is almost the same in these two groups, it´s approximately one half of them. English as most frequently used foreign language can speak well roughly two
in three students (63.9%), for german as second most frequently used foreign language it´s only approximately one in three students (29.6%). The majority of students have no knowledge in third foreign language, which is french (80.5%). So we can say that students aren´t generally keen on speaking several foreign languages. It can be caused by the fact that courses of teritary eduacation aren´t generally focused on achieving well language proficiency
of students and it would be suitable to improve it.

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	0.0
100.0	2nd most frequent language of domestic study programmes, all students, in %
0.0	3rd most frequent language of domestic study programmes, all students, in %



details on missing data:

All students, missing type A: 5 cases

methodical issues or considerations for data interpretation:

Most frequent language of study programmes is slovak language.

national interpretation of the results of the data analysis:

There is possibility to study also in foreign language for some study programmes in Slovakia, but most of slovak students study in their mother language and this is also occurence of whole final sample of survey. Students can also study in english, french, german or russian language. If student studied e.g. programme "translation and interpretation", in which the main courses are taught in foreign language, we thought slovak language as correct answer for this question. However, there is also possibility to study many non-language focused programmes

in foreign language, e.g. medicine, pharmacy, management, veterinary medicine, civil engineering, tourism and many others, but this type of respondent hasn´t occured in survey sample EIV.