UNIVERZA V LJUBLJANI
FAKULTETA ZA DRUŽBENE VEDE

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Razvoj kompetenc s pomočjo mednarodne študentske mobilnosti: primerjava Slovenija - Združene države Amerike

Competence development through international student mobility: comparison between Slovenia and United States

Doktorska disertacija

Ljubljana, 2012

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Many of the things you can count don't count.
Many of the things you can't count really count.

Albert Einstein

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Last but not least I would like to express my deepest gratitude to my husband Urban, his patience, support and excellent kitchen, as well as my two wonderful boys, Nace and Lovro, for their unlimited dedication and love, a charger for my batteries after long working hours.

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ABSTRACT

Mobility - as a process and philosophy of modern way of living - has gained an important impact on the contemporary society. By strengthening the freedom of movement of persons, it is understood as a tool to promote employment, reduce poverty, and enhance (promote) active European citizenship by improving mutual and intercultural understanding in the EU and boosting economic, social and regional cohesion. Governments as well as economic sector (employers and employees) recognize that future global workforce should include well-trained, globally aware professionals with international work experience able to solve current and future economic, social and environmental problems.

Experiencing a study or internship period abroad might enhance student's employability or increase his or her career opportunities on the international labour market. In order to make the individual person's mobility efficient and meaningful, a systematic and careful preliminary analysis of his/her specific skills and competences, developed during the study period abroad, need to be defined and valued by the labour market.

Besides direct experience in the concrete labour market environment, student mobility offers the experience of a different study environment, based on the new cultural, social and academic values and creates opportunities for personal and professional growth.

The concrete objectives of European education systems give special emphasis on student mobility. In the majority of key policy documents and papers, the mobility phenomenon has been understood and presented as the prerequisites for an open and dynamic European educational area, assisting European integration and labour market mobility. The core political rationale for its promotion is based on assumption that experiences and competencies that students acquire through their international mobility correspond to the needs of a modern labour market, where the knowledge-based economy clearly expressed the need of competencies gained by the systematic encouragement of studying abroad.

In spite of the efficient and large scaled promotion activities, adequate financial support and constant growing of the number of persons included in mobility projects, we observe the lack of concrete and systematic assessments of the impact of student mobility. The importance of such analysis is still underestimated. In the majority of cases, the impact of mobility process was only assessed in terms of certain competence, (i.e. language improvement, intercultural and global competences, personal development, etc.) but not as a wholesome approach, including the whole range of competencies foreseen to be developed through mobility. Very rarely analyses were focussed on the impact of practical arrangements (preparation, support during mobility, etc) on the competence development.

With my research I intended to analyse the question whether international mobility actually brings benefits to the participating students and contribute to the development of competencies, enabling them easier entrance to the labour market. I measured these benefits through the type of competencies developed and based on self-assessment and scaled by students themselves. The aim was to determine whether international mobility actually brings benefits to participating students

and helps developing competencies that enable them easier entrance to the labour market. I measured these benefits through the type of competencies developed and based on self assessment of their scale by students themselves.

I analysed the possible discrepancies on the type and method of competence development when acquired only at home or additionally deepened and enlarged by the decision of a young person to go abroad for study or practical training. Further on I tried to identify the connection between the motivation and quality of individual student's preparation and support and the competence development. Living in a foreign country for several months differs a great deal from visiting it as a tourist. Some practitioners consider the preparatory phase as the hardest part of the international mobility experience. The lack of the quality preparatory phase of an international mobility could result in students' general negative experience and concrete facts that neither student expectations nor competence developments goals are met.

The last part of analysis is focussed on the comparison of the findings from Slovene and American students to find out whether there exist crucial differences on competence development between the two groups.

The results confirmed the fact that there are statistically significant differences between competence development of study abroad and internship students, mostly in terms of competences that are expected to be strengthening through internship (practical knowledge and skills, working methods, organisation of work). Important differences were also observed in the range of general competencies, such as responsibility and organisation of own work. Factor analysis aimed at sharpening the most effected competences through both mobility types showed that study abroad additionally develops students autonomy and interaction with heterogeneous groups, whereas internship adds to students entrepreneurial abilities and interactive use of knowledge. These results refer only to Slovene students sample as the number of US students being on internships was too weak to enable the conduction of the analysis.

As far as the practical elements of mobility are concerned (preparation, motivation, support, etc.) significant statistical differences were identified, with its quality adding to student's competences. In both groups the most important element was the support during mobility that influenced practically all competence groups.

The comparison of Slovene and US students showed that the mobility has the similar impact on the type of competencies in both groups: language development and intercultural awareness. The third competence, significantly influenced through mobility was for the personal and professional growth for the Slovene students' career related items for US students.

The results of the analysis confirmed the presumption that mobility can significantly add to students' competence development especially if supported by quality and efficient preparation and support offered to students while abroad.

Key words
Study mobility, internship, competencies, employability, preparation, motivation, career, EU programmes

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POVZETEK

Mobilnost ima poleg tega, da omogoča prost pretok oseb tudi pomembno dimenzijo učinka na večjo zaposljivost, zmanjšanje revščine in promocijo aktivnega Evropskega državljanstva. Izboljšuje in krepi skupno in medkulturno razumevanje Evrope in spodbuja ekonomsko, družbeno in regionalno kohezijo. Vlade, kot tudi delodajalci prepoznavajo njen pomen, saj se zadevajo, da mora bodoča globalna delovna sila vključevati dobro usposobljene strokovnjake z mednarodnimi delovnimi izkušnjami, ki bodo sposobni reševati tekoče in bodoče ekonomske, socialne in okoljske probleme.

Izkušnje, pridobljene z mednarodno študentsko mobilnostjo lahko povečajo zaposlitveni potencial mladega človeka in pomembno vplivajo na njegovo karierno pot. Vendar pa mora to dodano vrednost študentske mobilnosti, ki pomembno vpliva na razvoj kompetenc, znanj in spretnosti, prepoznavati in priznavati tudi trg dela. Tovrstna mobilnost nudi izkušnje v drugačnih študijskih in delovnih okoljih, oblikovanje novih kulturnih, družbenih in akademskih vrednot ter omogoča nadaljnji osebni in strokovni razvoj.

Lizbonska strategija, sprejeta leta 2000 je izobraževanje in usposabljanje postavila kot enega ključnih razvojnih elementov EU. V ta namen so se države članice, ki so bile pozvane, da identificirajo konkretne cilje svojih izobraževalnih sistemov v veliki meri osredotočile na promocijo mednarodne učne mobilnosti. Evropa je to odločitev podprla tudi s precejšnjimi sredstvi v podporo mednarodni mobilnosti mladih, saj jo prepoznava kot nujen element za doseganje odprtega in dinamičnega Evropskega izobraževalnega prostora, ki prispeva k Evropski integraciji ter tudi mobilnosti trga delovne sile. Promocija in podpora učni mobilnosti temelji predvsem na predvidevanju, da z njo pridobljene izkušnje in kompetence ustrezajo dejanskim potrebam trga dela, saj Evropa znanja potrebuje kompetence, ki se z mednarodno mobilnostjo krepijo in razvijajo.

Vendar pa je le malo študij o dejanskih učinkih mednarodne mobilnosti študentov. Obstoječe študije se večinoma osredotočajo predvsem na eno od dimenzij mednarodne mobilnosti, kot na primer samovrednotenje izboljšanja jezikov (Maiworm & Teichler, 2002), mednarodnega (Carlson et al., 1990) in samo zavedanja (Williams 2006), osebnostnega in kognitivnega razvoja (Thomas 2005, Graban 2007) ter medkulturnih in globalnih kompetenc (Patterson 2006; Fernandez 2006; Emert 2008).

Namen pričujoče študije je tako analizirati ali je mednarodna mobilnost študentov dejansko učinkovito orodje, ki doprinaša k samousmerjenem raziskovanju in spoznavanju, večanju kariernih možnosti ter samozavedanja, vrednot, ciljem in odločitev.
Z raziskavo vpliva mednarodne mobilnosti na kompetence študentov želim analizirati ali tovrstna izkušnja mlademu človeku dejansko pomaga razvijati kompetence, potrebne za lažji vstop na trg dela. Kompetence so namreč več kot le kombinacija znanj in spretnosti. Zajemajo tudi spodobnost sprejemanja kompleksnih odločitev, mobilizacije psihosocialnih resursov (vključno s spretnostmi in

vrednotami) v določenem kontekstu. Zato sem skušala izmeriti te učinke na posamezne tipe kompetenc s pomočjo samovrednotenja učinkov s strani študentov.

Glede na to, da so študenti na praksi v tujini izpostavljeni veliko bolj zahtevnem učnem (delovnem) okolju, ki od njih zahteva tako uporabo strokovnih znanj, kot tudi odzivanje na spremembe, delo v mednarodnem timu in sprejemanje odločitev sem pričakovala in tudi dokazala, da so učinki praktičnega usposabljanja v tujini na kompetence večji od učinkov študija v tujini.

Za raziskavo je bila pripravljena spletna anketa v kateri so sodelovali študenti in mladi diplomanti, ki so sodelovali v mednarodni mobilnosti v letih 2008 do 2010. V Sloveniji so to bili udeleženci programov Erasmus Individualna mobilnost študentov ter Leonardo mobilnost Osebe na trgu dela. V ZDA so bili to študenti Univerze Stanford, Univerze države Washington ter IES (Inštituta za mednarodno izobraževanje študentov) ki so bili na študiju ali praksi v Evropi.

Iz rezultatov lahko sklepamo, da obstajajo statistično značilne razlike med vplivom na kompetence med študenti na praksi ali študiju v tujini. Pri iskanju odvisnosti med motivacijo in učinki na kompetence nisem zaznala statistično pomembnih razlik, medtem, ko je pomemben element vpliva na kompetence tudi priprava, ki jo je študent deležen pred odhodom v tujino.

Ključne besede
Študentska mobilnost, študij, praksa, kompetence, zaposljivost, priprava, motivacija, kariera, EU programi

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1 INTRODUCTION

Due to increased internationalisation and globalisation, the trends in education and labour market and their relation are constantly changing, resulting in the development of appropriate competencies with which individuals need to be equipped. These competences (however) are of decisive importance to enable individuals to face the demands of the contemporary society. Europe is, namely, getting more and more aware of the importance of the level of knowledge and competencies of higher education graduates and their role for their future life. The concept of lifelong learning, offering citizens large opportunities to adopt the key competences acquired during his/her formal education and training process to the changing work and living environments, is underlined as one of the key factors for one's personal growth and general economic development which become fundamentally interconnected.

Mobility in its broader sense has a high value for further implementation of "knowledge society" and is understood as key mechanism of higher education policy and of great public interest. It is also perceived as an important tool in the fight against youth unemployment. Study abroad programs foster intellectual growth, language and communication skills and competences as well as cognitive and personal growth. Mobility "as a way of living and learning" has grown out of a simple idea and overgrow to a complex issue, where social, economic, financial and cultural issues have to be considered.

Therefore both, Europe and United States set ambitious goals to make lifelong learning and learner mobility a reality for everyone. They both put big emphasis to support mobility politically and strategically and parallel to it strengthen the mechanisms contributing to their efficiency. In spite of the positive impact already achieved, it becomes more and more obvious, that in order to get a realistic picture of the added value of the process, it is necessary to compare, to evaluate and to implement efficient policies at national and European levels and with this in view, ensure the necessary data and statistics on student mobility.

But even though the financial incentives in mobility are constantly growing, studies and assessments of the impact of student mobility are still rather underrepresented. In the majority of

cases, the impact is only assessed in terms of a certain competence, (i.e. language improvement, intercultural and global competences, personal development, etc) but not on the whole set of competencies that we expect to be developed through mobility. Only sporadically, the impact of practical arrangements (preparation, support during mobility, etc) on the competence development represents the integral part of the study.

The focus of my research will be the analysis of a set of competences, aiming to determine whether international mobility actually brings benefits to participating students, additionally developing their competencies that enable them easier entrance to the labour market. I will measure these benefits through student's self-assessment of competence development.

As I surveyed two types of mobility, study and internship, I first analysed whether there are any differences on competence development when a young person go abroad for study or practical training, as well as whether mobility could also influence the type and level of competences to be developed. I expect higher impact of mobility on internship student's competences, since they are exposed to more demanding working environment that request from them to deal with changes, to learn from experience and think and act with a critical distance in comparison to the colleagues involved in study abroad. Therefore I assume that the impact on the development of their key competencies is more significant than in studying abroad situations.

I further on analysed how the level and the efficiency of preparation and support given to students affect their competence development. Living in a foreign country for several months differs a lot from mere visiting a foreign country as a tourist. Some practitioners see preparation as the hardest part of the international mobility experience. International mobility of students that are not properly prepared can result that student expectations and competence developments goals are not met and study abroad is seen as a negative experience.

In the last part of analysis I compared the findings from Slovene and American students to see whether there are any differences on competence development between the groups. Slovenia is rather new in the mass mobility programmes (since 2000), whereas United States institutions are already well experienced and mature in this kind of academic cooperation. As both Slovenia and

United States set ambitious goals for the future years, with the current participation rate of enrolled students in international mobility being about the same (less than 2%) I compared whether there are any significant differences on the type and level of competencies of Slovene and US students gained through international mobility.

1.1 HYPOTHESES, RESEARCH QUESTIONS AND METHODOLOGICAL FRAMEWORK

1.1.1 Research hypothesis

I base my research on three research hypotheses.

Firstly I expect that **international learning mobility has a significantly important impact on student's competences (H1).** The mechanisms and opportunities available through EU programmes in Slovenia or within bilateral and international cooperation in United States offer a large range of opportunities on a graduate and undergraduate level for one's personal development, social as well as professional and academic development.

Secondly **I assume that there is relationship between the type of international study mobility (study, internship) and its impact on competencies type where the impact is stronger in case of internships (H2).** Since internship students are more exposed to external (working) world, the type of experiences provided through internship results in development and stronger impact on personal, social, professional a career related competencies.

Thirdly I assume that **practical issues, such as preparation, motivation and support during the mobility determine the level of successful experience of a mobility** of a young person, bringing on all benefits expected before leaving home country (**H3**).

Since mobility is a universal tool, bringing benefits to a young person in terms of developing his/her personal, social, intercultural and professional competences I also assume that the impact of the **mobility on competences of Slovene and United states students** (studying or doing internship in Europe) **should be similar (H4)**.

1.1.2 Research questions

Q1: On which competencies the international study mobility has the strongest impact?

With this research question I would like (I decide, I intend) to gather the information on which competencies students rate the impact of their international mobility as the strongest.

Q2: Is the impact of international experiences on key competencies of students participating in international internships higher in comparison to studying abroad students?

With this research question I would like (I intend to) to gather the information on which competencies students rate the impact of their international mobility as the strongest and what are the differences between both mobility types (study, internship) competence developments.

Q3: Is there a link between preparation, motivation and support during mobility and its impact on competencies?

With this research question I would also like to analyse whether the motives to participate the mobility project and preparation offered to students prior their departure abroad is related to the impact on competence development through the international mobility.

Q4: Are there any differences in regards to the above three research questions comparing the Slovene and US students

With this research question I expect the confirmation of the fact that in spite of different cultural and educational systems background the study/internship abroad experience result in a comparable level of impact on both (Slovene and US students) key competences.

1.1.3 Methodological approach

To be able to answer on the research questions set and hypothesis testing I use quantitative and qualitative methods of sociological research.

First I hereby I present (hereby) the relevant theoretical background and I analyse available literature.

The basis of my research presents the analysis of conducted survey with open and closed questions, Linkert scale, ranking and options of choice between two statements. The survey consisted of 45 questions, divided in four parts. The first part aims at gathering more general facts about the respondents mobility, the second on is focused on preparation and expectations phase, the third

one on the assessment of the impact of international mobility and the fourth on career related elements of these experiences and students opinions on employers view of study mobility.

1.1.4 Research sample

Research sample consisted of HEI students and young graduates participating in mobility activities from 2008 to 2010:

- In Slovenia: students and young graduates participating in mobility programmes Erasmus Individual mobility and Leonardo Mobility People in Labour market
- In U.S.: students in Europe from U.S. Universities: Stanford, Duke and Washington State; students of IES (Institute for the International Education of students), Lexia study abroad programme and FUBiS (International Summer University of Freie Universität Berlin).

Survey took place from April 1st to 25th 2011. It comprised 409 answers from Slovene and 64 from American students in Europe.

1.1.5 Definition of Variables

Table 1.1: Hypothesis and variables

Hypothesis	Independent variable	Dependent variable
H1: On which competencies the international study mobility has the strongest impact?		V2
H2: Is the impact of international experiences on key competencies higher for students participating in international internships compared to study abroad students?	V1	V2
H3: Is there a link between preparation, motivation and support during mobility and its impact on competencies?	V1	V2
H4: Are there any differences in regards to the above three research questions comparing Slovene and US students	V3	V2, V4

Variables of interest within the research are:

V1: Type of study mobility (study, internship)

V2: Type of competencies (personal, language, social, professional, career related, etc.)

V3: Country of origin (Slovenia, US)

V4: Practical issues of mobility (quality and type of preparation, pre-departure information, motivation and support during mobility)

1.1.6 Limitation of the methodology

Methodology selected gives some limitations, expressed mostly in two dimensions.
First is the fact that the survey was conducted after the mobility already took place, so the assessment of the expectations prior mobility can be biased. At the time when answering the questions, students already experiences changes on personal, social, cultural, professional and career competencies and their self-assessment related to pre-departure expectations before departure expectations might not be accurate with the concrete situation before mobility. To improve this, students should be surveyed also prior to their departure abroad in order to enable us with a more objective self-assessment.

Second limitation resulted in the fact that the impact on competencies is valued and measured exclusively on students self assessment with no external assessments of competencies. In an ideal situation and in order to have a more accurate comparison on the actual impact of mobility, competence development should be tested before and after international mobility.

In addition to the above mentioned and more content related limitations, the sampling procedure of students itself have some weak points in terms of United States students. In comparison with the Slovene sample, which is more uniform and focused on rather homogenous group of Slovene mobility students, the U.S. student sample was more heterogeneous, collecting answers from different international and bilateral cooperation schemed of U.S. universities, European Centres of U.S. Universities and summer schools. With this in view, some of the data gathered can be influenced by the type of programme or University strategic goals themselves.

2 THEORETICAL BACKGROUND AND OVERVIEW

2.1 INTRODUCTION

Europe is getting more and more aware of the importance of the level of knowledge and competencies of HE graduates and their role in the world of work and society. One of the Europe 2020 goals is to make lifelong learning and learner mobility a reality for everyone. With this in view, the complex goal set was adopted within the Bologna process in July 2011 in order to reach the challenging target enabling at least 20% of European HE students to experience study or training period abroad by 2020.

In United States the importance of international mobility is underlined in the bipartisan Lincoln Commission issued recommendations, which foresee that within the next decade, one million American students will study abroad annually in quality programs around the globe.

Mobility has therefore a high value for the European "knowledge based society" and is understood as key mechanism of more efficient education policy and of great public interest as well as an important tool to fight against youth unemployment. As both countries are aware of positive effects of international mobility there are also significant financial incentives allocated to support student mobility as a part of their study process.

In this context I will analyse the international mobility of students and young graduates as a situation-based learning process that supplement the formal (information processing) learning offered by HEI, where learning is not a social, but individual process. Situation-based learning underlines, that the learning is an interaction/observation in social contexts building a relationship between people and his or her environment, which is one of the main impacts of study or internship abroad. International mobility foster intellectual growth, language and communication skills, and also develops cognitive, interpersonal, and intrapersonal growth and, when well structured, reinforce a student's learning and personal growth at least as much as any other aspect of an academic program.

Competencies needed for an individual to effectively perform his/her work tasks relate to a diversified range of activity areas. Global labour market has become a knowledge market and effective higher education is seen as s prerequisite for a successful economy and society. Successful global workers have advanced, highly specialised knowledge and skills from their professional fields, but are however also flexible, able to take challenges or to adapt to changes not liked their field of work.

To achieve knowledge, skills and competencies needed when entering the field of work both learning dimensions are important. The trends and needs in labour market are changing constantly due to the increased internationalisation and globalisation, the development of appropriate competencies with which individuals need to be equipped is crucial. Only with their combination students can act as competent global workers, competitive on the labour market and being able to perform their tasks and develop their career.

In my thesis I will first describe the field of international study or internship mobility and its main issues and challenges in general, as well as similarities and differences among Slovenia and United States in this field. On further I will present the theories and models of knowledge, learning and competencies that will consists the basis of my empirical analysis, by reviewing Slovene and foreign literature from this field.

Theoretical part will be followed by empirical analysis that presents the basis of my thesis. Analysis is based on the online survey that focuses on Slovene and US students and recent graduates that participated in study or internship abroad between 2008 and 2010 with the use of SPSS and Excell programmes.

The survey data include 400 answers of Slovene and 63 U.S. students or young graduates. In the analysis the basic description of the data is followed by a division into two groups: study and internship and comparison of their specifics. The basis of the empirical part represents the analysis of the impact of study or internship abroad on student's competencies and whether this impact differs in regards to the type of mobility (study, internship).

The aim of the thesis is to identify those competencies needed on the labour market which are specifically, above average influenced and developed through the international mobility experiences and to analyse whether both types of mobility give the same results. In addition the thesis compares the impact on the competences identified between Slovene and the U.S. students as the two groups came from a very different academic worlds.

With statistical qualitative analysis I intended to identify those competencies that are above average sensible to be upgraded through international mobility. The modern society and labour market request competencies that can only be developed by experiences and practice-based learning and international mobility represent this type of learning. Due to the amount of financial resources allocated to support study or internship abroad it is important to know what actually its impact is and what mechanisms might even improve it.

Analysing this I am checking my hypothesis. First, I assume that international study mobility has the greatest impact on personal, social and language competencies and less on professional and career related competencies. The mechanisms and opportunities available through EU programmes in Slovenia or bilateral and international cooperation in United States offered on a graduate and undergraduate level give higher stimulus for personal development than actual upgrade in terms of professional and academic development.

Secondly I assume that there is a relationship between the type of international study mobility (study, internship) and its impact on competencies type where the impact is stronger in case of internships. The type of experiences provided through internship result in development and stronger impact on personal, social, professional a career related competencies.

To be able to analyse the impact of international learning mobility on students and young graduates' competencies I will first introduce theoretical considerations that my work will be based on. Theoretical considerations presented in this chapter describe, each from its perspective, the field of knowledge and competencies in relation to external factors that can influence them. They represent the basis to define the knowledge, learning and competences impact of international learning mobility as a real-life learning context in terms of developing new concepts, cultures,

values and view. For all the theories presented it is in common that they underline the importance of knowledge and competence development by testing it them different settings and real-life context in order to enhance further learning and to be able to use them more interactively and autonomously. I will focus on theories and definitions of knowledge, learning and competences.

In the second part of this chapter I will present theories related to study abroad and impact of mobility on competence development. I will present the role of mobility and the mechanisms of its promotion by EU and US policies and strategies as well as some key mechanism and actions available to students. At the end of this chapter I will also identify some of the key issues and problems related specifically to student participating in learning mobility process.

2.2 KNOWLEDGE

The question "What is knowledge" has preoccupied minds of philosophers for centuries. The definitions changed and evolved through time. One of most common distinctions in the knowledge literature is distinction between knowledge, information and data. Data are raw numbers; images, words and information represent data arranged in a meaningful way with some intellectual input to existing data. Knowledge emerges from the analysis, application and productive use of data and/or information, where meaning is attached to them and in structured with existing systems of beliefs.

Understanding the distinctions and relations between data, information and knowledge is crucial is many areas, also in education. In order to deliver correct information to the user it is important to know what the learner will use the information for. The concrete use and the applicable value of the information are the basic criteria for defining the content of the information and the ways how to acquire it. Education plays an important role in setting the frameworks for what people learn before entering the labour market especially in HE that held responsibility to proper educate their students "In an economy where the only certainty is uncertainty, the sure source of lasting competitive advantage is knowledge" (Nonaka and Takeuchi 1997).

2.2.1 The objectivist perspective on knowledge

Through history different epistemological perspectives on knowledge were developed. Objectivists saw knowledge as an object, commodity that people possess and that can exist independently of people in a codifiable form (documents, diagrams, computer systems, etc).
This polarised understanding of knowledge is as referred by Nonaka based on work of M. Polanyi (Polanyi 1958).

Tacit knowledge is what we know but cannot say and is incorporated into individuals' experiences (Senker 1993; Polanyi 1966; Nonaka and Takeuchi 1995). Tacit knowledge comprises a range of conceptual and sensory information and images that can be brought to bear in an attempt to make sense of something (Hodgkin, 1991). Many bits of tacit knowledge can be brought together to help form a new model or theory.

Consistent to Polanyi's distinction of Tacit and explicit, Garud (1997) made a distinction between "know how" (knowledge that is based on experience) and "know that" (theoretical knowledge). However, they both underlined that all above types of knowledge are inter-connected. To make "know that" useful requires appropriate "know how" and similarly "know how" usually derives from precepts and rules (Samiotis 2002).

Competence in Polanyi´s sense implies the ability of know-how within a certain domain and the ability not only to submit to the rules but also by reflection influence the rules of the domain or the tradition. Competence is thus not a property but a relation between individual actors and a social system of rules. From the educational point of view his theory was used as basis for the work of Donald Schön, one of the first theorists that helped to define debates around the so called learning society (Ranson 1998).

2.2.1.1 Nonaka and Takeuchi knowledge management cycle

In early 90's Nonaka and Takeuchi argued that the effectiveness of knowledge work depends on way how the new knowledge is created and transferred. They turned to epistemology for inspiration particularly Polanyi and his concept of Tacit Knowledge. They underline the necessity of

integrating the cultural, epistemological, and organizational points of views in order to acquire new cultural and operational tools for better knowledge-creating organizations.

They proposed a model of the knowledge creating process to understand the dynamic nature of knowledge creation, and to manage such a process effectively: the SECI model. The acronym SECI stands for a four-phase knowledge development cycle. It represents the spiral of emergence of explicit knowledge from tacit knowledge in the workplace. There is a spiral of knowledge involved in their model, where the explicit and tacit knowledge interact with each other in a continuous process. This process leads to creation of new knowledge. The central thought of the model is that knowledge held by individuals is shared with other individuals so it interconnects to a new knowledge. The spiral of knowledge or the amount of knowledge grows all the time when more rounds are done in the model. For Nonaka and Takeuchi the knowledge creation consists of a social process between individuals in which knowledge transformation is not simply a unidirectional process but it is interactive and spiral. In this model, knowledge is continuously converted and created as users practice and learn.

Table 2.1: Knowledge Assets

Experiental knowledge assets Tacit knowledge through common experiences ▪ Skills and know-how of individuals ▪ Care, love and trust ▪ Energy, passion and tension	**Conceptual knowledge assets** Explicit knowledge articulated through images, symbols and language ▪ Product concepts ▪ Design ▪ Brand equity
Routine knowledge assets Tacit knowledge routinized and embedded in actions and practices ▪ Know-how in daily operations ▪ Organizational routines ▪ Organizational culture	**Systemic knowledge assets** Systemized and packaged explicit knowledge ▪ Documents, specifications, manuals ▪ Database ▪ Patents and licenses

Source: De Geytere, 2005.

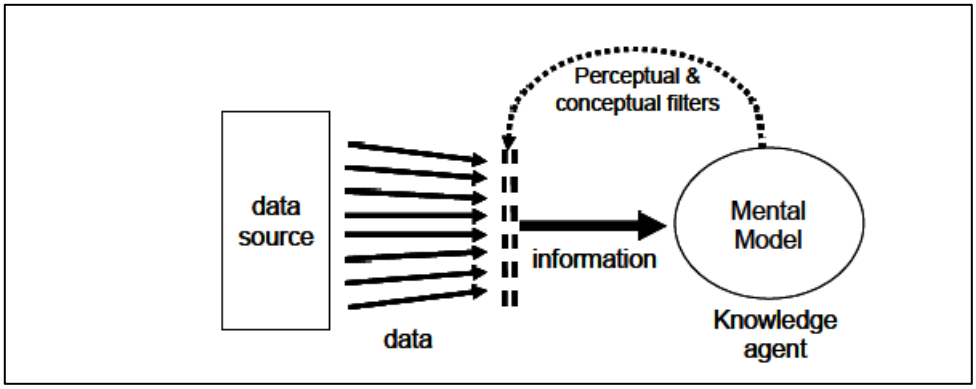
2.2.1.2 Boisot model

Boisot (1987) builds further on the Nonaka theory and defines relations between data, information and knowledge. For Boisot, information is a link between the data (from external (objective) world) and knowledge (within an individual). Data is the raw input material, information the pattern that we extract from data. That enables us to replace high number of data with single information.

Translation of data into information is performed by individuals, which emphasise active nature of knowledge (knowledge always involved in doing something for a purpose).

New knowledge is created by internationalisation of data by an individual (knowledge agent), by placing it within his existing knowledge structure. To share his knowledge an individual needs to reduce his/her knowledge to main elements (abstraction) and to express it in an explicit way (codification). Boisot's model (Boisot 1998) is based on the key concept of «information good« that differs from a physical asset. Each dimension describes a complex system defining certain kind of knowledge. The ranges for the dimensions according to Boisot (1998) are codification (from un-codified to codified), abstraction (from concrete to abstract) and diffusion (from un-diffused to diffused).

Figure 2.1: The original Boisot model



Source: Hales, 2003.

The model links the content, information and knowledge management, taking into account also links between organisational knowledge and social learning cycle. Training and experience produce mental model that enable individual to manage and understand data and information. It acts as filters that extract valuable information from the variety of data from outside.

2.2.1.3 Sveiby model

Sveiby developed a concept of knowledge management system between different structures. He was the first to recognize the need to measure human capital dimension of intellectual capital and also introduced the term competence as a sum of knowledge, skills and abilities at the individual level. He noted that an increasingly competitive world with its emphasis on technology and

knowledge workers highlights the importance of factoring in intangible capacities that are more value-driven and behaviour-based (Sveiby 1997). Sveiby defines competencies as the collective skills, experience, education, and social skills of all the employees in an organization. For Sveiby (1997) much higher quality is achieved by un-codifying knowledge by demonstration and/or observation than by reading written information (books, internet), and the highest by experiencing knowledge in cooperation and interaction with others.

Given three families of intangible assets, Sveiby identified nine knowledge transfers. These knowledge transfers can occur within a family and between families, as illustrated in Figure 2.2. In our study, Sveiby's transfer of knowledge can be translated also as knowledge transfer between students, traditional learning environment (HEI) and practical experiences through international study mobility.

Each of the nine knowledge transfers can be also explained in terms of student's knowledge development linked to international mobility (adopted from Gottschalk 2007):

Knowledge transfers between individuals relates on how to best establish the communication between students and HEI. The strategic question is: How can we improve the transfer of knowledge between students and academic staff? Activities for knowledge capital management focus on trust building, enabling team activities, induction programs, job rotation and internship scheme. All these activities are also a part of international mobility experience.

Knowledge transfers from individuals to external structure concern how the university students transfer their knowledge to the outer world. The strategic question is: How can students improve their relation with their future employers? Activities for knowledge capital of HEI should consist of universities as institutions promoting students knowledge, skills and competencies to the employees to help them learn about their potential. Also this transfer can be strengthened through international mobility.

Knowledge transfers from external structure to individuals occur when students learn from employer's feedback through ideas, new experiences and new technical knowledge. The strategic

question is: How can employers improve the competence of the students? Activities for knowledge capital management focus on creating and maintaining good personal relationships between the HEI (including students) and people outside the organization (employers). Here international mobility can be used as a tool to establish and maintain such relationships.

Knowledge transfers from competence to internal structure concern the transformation of human capital into more permanent structural capital through documented work routines, intranets and data repositories. The strategic question is: How can we improve the conversion from individually held competence to systems, tools and templates? Activities for knowledge capital management focus on tools, templates, process and systems so they can be shard more easily and efficiently. In my case this transfer relates to mechanisms and tools developed to enable their participation in international mobility easy and efficient.

Knowledge transfers from internal structure to individual competence are the counterpart of the above. Once competence is captured in a system it needs to be made available to other individuals in such a way that they improve their capacity to act. The strategic question is: How we improve individuals' competence by using systems, tools and templates? Activities for knowledge capital management focus on improving action-based learning processes, simulations and interactive environments which are all supported by international mobility.

Knowledge transfers within the external structure concern what employers and others tell each other about the "service" of a HEI. The strategic question is: How can we enable the conversations among employers so they improve their competence? Activities for knowledge capital management focus on partnering and alliances, improving the image of HEIs, improving the quality of the offering.

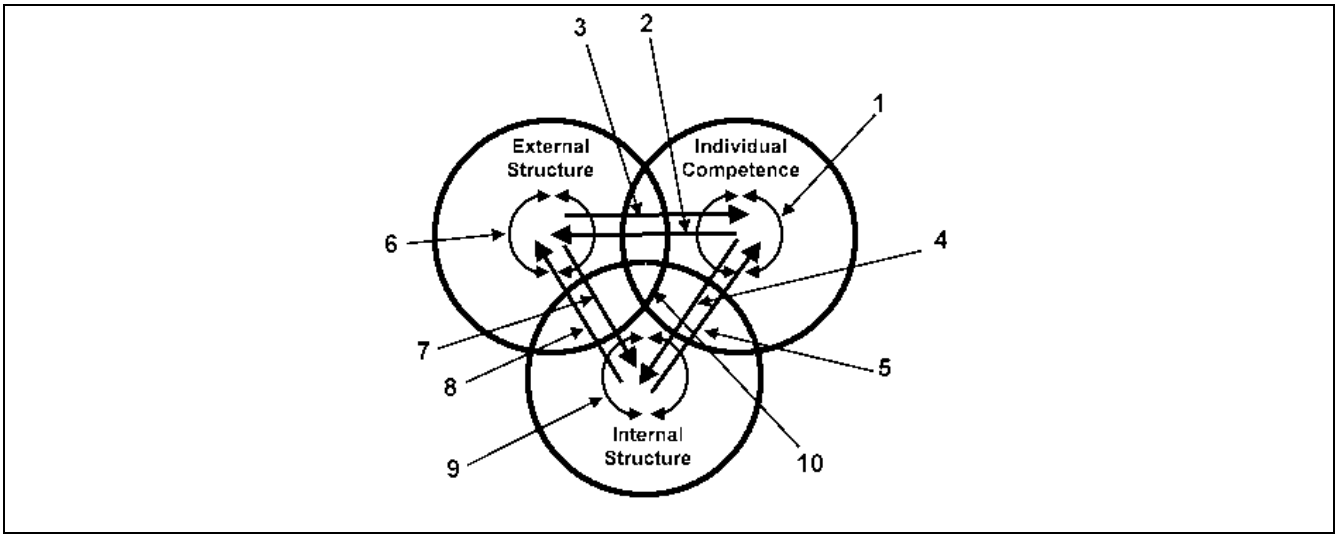
Knowledge transfers from external to internal structure concern what knowledge the HEI can gain from the external (labour market) world and how the learning can be converted into action. The strategic question is: How can competence of employers improve the HEI systems, tools, processes and products? Activities for knowledge capital management focus on empowering university-enterprise alliances to generate ideas for new programmes, study fields and research.

Knowledge transfers from internal to external structure are the counterpart of the above. The strategic question is: How can the HEI's systems and products improve the competence of employers? Activities for knowledge capital management focus on making the HEI's systems, tools and processes effective in servicing employers by providing students with knowledge that fit best to their needs.

Knowledge transfers within the internal structure in which the internal structure is the backbone of the organization. The strategic question is: How can the HEI's systems, tools, processes and products be effectively integrated? Activities for knowledge capital management focus on streamlining databases, building integrated information technology systems and improving the HEI's layout.

Maximize Value Creation – See the whole

Figure 2.2: Knowledge Transfer Within and Between Families of Intangible Assets



Source: Sveiby, 2001.

Pavlin and Svetlik (2008) argue that in the knowledge cycles beside the quality of knowledge gained by personal experience also the speed and amount of knowledge transferred is important. Individual ability to learn is limited by time and space, so the combination of situation-based and information-processing knowledge is essential.

2.2.2 The practice-based perspective of knowledge

Practice-based perspective of knowledge is an alternative answer to the definition of knowledge in regards to objectivistis approach. Here knowledge is not seen as a codifiable objective, but depends on the extent to which is embedded within and inseparable from practice. Practice-based theorists argue that tacit and explicit aspect of knowledge represent two inseparable aspects of knowledge that are mutually constituted (Tsoukas 1996, Werr and Stjenberg 2003). In a critique of Nonaka, Tsoukas further argues that tacit knowledge is not explicit knowledge internalised. For him Tacit knowledge is inseparable from explicit knowledge since tacit knowledge is the necessary component of all knowledge.

In practice-based theory people's knowledge develops as they conduct activities and gain experience. For apprentice to learn from the master craftsman requires efficient communication, interaction and to work together with the master craftsman over a longer period of time. For Tsukas knowledge involve active agency of people making decisions of the specific circumstances in which they find themselves. Therefore existing values and assumptions influence these decisions and filtering of information on what is considered relevant both influence knowledge interpretation and use.

Learning associated with practice-oriented knowledge results in higher levels of knowledge and understanding of the labour market arrangements and relations (conceptual learning). Combination of learning and work means an interaction between theory and practice. There are two dimensions that form the basis of the process of work-based learning: theory and practice modes of learning and explicit and tacit forms of knowledge (Raelin 1997).

2.3 LEARNING

In this chapter I will examine learning as a product and as a process. Theorists from 1960s and 1970s defined learning as a change in behaviour. They approached it as an outcome of a process that can be recognized or seen. These theories highlight the change as a crucial aspect of learning. The most common definition, (Anderson 1995) defines learning as a process that result in a relatively permanent changes in behaviour and results of experiences.

For my work, the most important is the situation-based learning, which is, beside information-processing type of learning, one of the two most important cognitive theories of learning. Their focus lies in gaining knowledge or ability through the use of experience and to understand the ways in which people understand, or experience, or conceptualize the world around them (Ramsden 1992, 4).
However, not all changes resulting from experience involve learning. We can speak about learning only when experiences gained have been used in some way.

Säljö (1979) carried out a research, asking a number of adult students what they understood by learning. Their responses fell into five main categories. Three of them (learning as acquiring information and a quantitative increase in knowledge; learning as memorising and learning as acquiring facts, skills, and methods) represent a less complex view of learning, seeing learning as something external to the learner. However two of them (learning as making sense or abstracting meaning and learning as interpreting and understanding reality in a different way) seems to be more internal or personal aspect of learning, seeing learning as something that you do in order to understand the real world. In the five categories that Säljö identified we can see learning appearing as a process.

The differences between these five categories also involve what Gilbert Ryle (1949) has termed 'knowing that' and 'knowing how'. Säljö's five level view of learning is hierarchical - each higher conception implies all the rest beneath it. It moves from 'knowing that' within the first two categories to 'knowing how' first represented in the third category. This means that students that see learning as understanding reality are also able to see it as increasing their knowledge' (Ramsden 1992, 27). Similarly Pavlin and Svetlik (2009, 33) also define 'knowing what' as knowledge of facts, and 'knowing how' as use of knowledge within organisations and on work place. Lundvall and Johson (Eurydice 2002, 12) added also terms 'knowing why' and 'knowing who'. For them 'knowing what' is codified knowledge that can be transferred and 'knowing how' the ability of an individual to perform certain tasks. 'Knowing why' for Lundvall and Johnson refers to scientific understanding and impact of science on human kind and 'knowing who' on knowledge about which people has the need to 'know what', 'know why' and 'know how'.

Learning theories, explaining how or why change occurs, focus on four different orientations. The four orientations can be summed up in the Figure 2.9. with an additional information about the role of educators within certain learning theories.

International mobility stipulates an internal mental process of participants (including insight, information processing, memory, perception) enabling students to act to fulfil potential and interact/observe in social contexts. It moves them from the periphery to the centre of a community of practice. As can be seen from the Table 2.1 we can claim that international study mobility span over three out of four aspects of learning (behaviourist, cognitive and humanist social and situational).

Table 2.2: Four orientations to learning

Aspect	Behaviourist	Cognitivist	Humanist	Social and situational
Learning theorists	Thorndike, Pavlov, Watson, Guthrie, Hull, Tolman, Skinner	Koffka, Kohler, Lewin, Piaget, Ausubel, Bruner, Gagne	Maslow, Rogers	Bandura, Lave and Wenger, Salomon
View of the learning process	Change in behaviour	Internal mental process (including insight, information processing, memory, perception	A personal act to fulfil potential.	Interaction /observation in social contexts. Movement from the periphery to the centre of a community of practice
Locus of learning	Stimuli in external environment	Internal cognitive structuring	Affective and cognitive needs	Learning is in relationship between people and environment.
Purpose in education	Produce behavioural change in desired direction	Develop capacity and skills to learn better	Become self-actualized, autonomous	Full participation in communities of practice and utilization of resources
Educator's role	Arranges environment to elicit desired response	Structures content of learning activity	Facilitates development of the whole person	Works to establish communities of practice in which conversation and participation can occur.

Source: after Merriam and Caffarella 1991: 138 in Smith, 1999.

Four orientations to learning proposed by Merriam and Caffarella (1998) also define the educator's role within each of the theories. They define that within the three theoretical orientations relevant for international mobility educators role is not only limited to structuring the content of learning activity, but also to facilitate development of the students personalities and establish communities of practices with active participation and communication. This underlines the importance of proper involvement of educators in the learning process of international study mobility to achieve the results expected.

2.3.1 Formal and non-formal learning

Learning can be applied in different forms. The most often understanding of learning is linked to formal type of learning that takes place in classroom. Formal learning is intentional learning that takes place in an institutionalised environment aimed at education and learning. Learning goals and aims are defined and recognised and education is offered by experts specialised in education. Knowledge gained within this formal type of learning is usually a part of national educational system. International mobility in the form of study abroad therefore fits under the formal type of learning as is a part or formal educational system, since only regularly enrolled students in HEIs are eligible to participate.

Formal learning can be comprised from information-processing as well as situation-based type of learning. In Slovenia higher education is (with the exception of higher vocational education) is mostly based on information-processing type of learning. Therefore international study mobility can enrich students learning with a situation-based learning, where knowledge gained at school can be implemented and used in different environments and educational and social contexts.

Non-formal learning is intentional, but volunteering learning that can take place in different environments and situations where education and learning are not necessary the main activity. It is usually focused on a well defined, limited target group with learning goals are usually recognised only by certifications system. Learning process of international internship represent a non-formal type of learning, since it takes place outside formal learning environments and is performed by experts from professional fields that are usually not specialised educators.

2.3.2 Situation-based learning

All types of activities analysed in my thesis fit under situation-based learning. The situation-based learning theory assumes that individual can best learn when his/her knowledge and understanding is created in an active way. They underline that learning in a real world differs from learning in school. Whereas the first theorists only focused on an individual and creation of knowledge within his mind, the modern theories also incorporate the creation of knowledge based on cultural and social factors (Vigotski 1977). Situation-based learning is described as creation of norms, skills, knowledge, beliefs, language and opinions of certain society. The knowledge gained is often specific in regards to the situation within which was (Handley at al. 2007).

Anderson (1996) underlines the importance of situation-based learning in regards to the discrepancy between classical school learning and situation in the real world (as is workplace). Therefore we should give more emphasis on the relation between what we learn in school and what we need outside classroom. Lave and Wenger (1998) identified participation as the basis of situation-based learning, where an individual develops his/her identities and practices in participation they are experiencing.

Situation-based learning is the type of learning supported especially with international internships where knowledge is gained through working tasks. It request from students to perform their knowledge within different situations and social context. This experience however also generates new knowledge as a result of social interactions as well as interaction with other learners (workers), as well as context and task contents.

2.4 COMPETENCES

The term of competence was developed through time. According to Longman's "Dictionary of Contemporary English", competency is the "ability to do what is needed" (Longman 1987, 204).
Whereas the knowledge is a broader and more abstract term, and has been discussed by philosophers for ages, a competence is a more specific term which was first based on concepts of scientific management introduced by Taylor in the early 20th century (Taylor 1911), and only later referred and used in terms of work performance (McClelland 1973; Boyatzis 1982). McClelland

moved away from traditional attempts to describe competency in terms of knowledge, skills and attitudes and to focus instead on the specific self-image, values, traits, and motive dispositions (i.e. relatively enduring characteristics of people) that are found to consistently distinguish outstanding from typical performance in a given job or role. Boyatzis on the other hand defined that a capacity that exists in a person leads to behaviour that meets the job demands within parameters of organizational environment, and in turn brings the desired results.

Later on Chomsky (1965) made a distinction between a person's knowledge of language (competence) and use of it (performance). His definition of competence refers to a speaker's knowledge of his language as manifest in his ability to produce and to understand a theoretically infinite number of sentences most of which he may have never seen or heard before. Performance refers to the specific utterances, including grammatical mistakes and non-linguistic features like hesitations, accompanying the use of language.

Svetlik defines competencies as ability of an individual to activate, use and connect his knowledge in a complex, different and unpredictable situations (Pezdirc ed. 2005, 13). A competence is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. Competence is a basic characteristic in human beings, and can be considered as a permanent part of an individual’s personality. Specific competencies enable an individual to excel and secure efficient performance at work. Individuals cannot show their competencies unless facing new situations and contexts, not even they can be sure whether they can posses them (Pezdirc ed. 2005, 23).

Mayer (2003) defines competencies as values, desires; personal characteristics, abilities; skills, treatments, knowledge and other that can serve an individual to develop such samples of knowledge that enables him efficient and effective work performance. They are based on certain physical and social potential, knowledge, skills, values, believes and is performed in the ability to effectively use resources available. For Mayer the constituent parts of a competence are motivation, ability, self-perception, knowledge, skills and social role of an individual. They define ability of individual to perform certain task in an effective and efficient way.

The concept of 'competencies' overcomes, to a certain extent, the debates about skills versus knowledge by suggesting that skills, knowledge, attitudes and values are all integrated in performance (OECD 2003). Competencies can apply to a wide range of life contexts (key competencies) or a limited number of contexts (specific competencies). They help to understand why some people perform better than others. Each individual always use both key and specific competencies together. Individuals also need a 'complex and richly structured knowledge base' to support the development of more complex cognitive and metacognitive competencies and expertise in some areas (Gillespie 2002).

From the labour market perspective generic competence can be defined as abilities and qualities of people that are relevant for many jobs. These are for example: being able to learn and adapt, to communicate and to work together, and some personal attitudes, such as independence, or responsibility (Semeijn 2005). Specific competence may be defined as a more job specific skills and knowledge; skills and knowledge that are especially relevant for one or only a few jobs. Despite the lack of empirical studies on competence and competence development in education, mainly two different points of view on the role of education for the labour market can be distinguished. On one hand Human capital theory (Schultz, 1961) assumed that education develops competence that is directly relevant for individual's productivity on labour market. On other hand, screening and sorting theories (Thurow 1975) emphasized that education selects students based on their generic competencies. In some of these theories it is argued that generic competence may be developed in education (Psacharopoulos 1979; Bills 2003), while others argue that education does not develop productive specific or generic competences, but sorts on generic competences that are already present before education. In this respect educational credentials can serve as an indicator which candidate involves the lowest training costs for employer (Thurow 1975, Semeijn 2005).

In my thesis I argue that the international mobility significantly develops generic competencies. They are independent from context or professional field and as such can be used in different situations and useful to perform a wide variety of jobs. Since the majority of educational systems are based on facts and information based knowledge ('knowing what' and 'knowing why') international mobility can contribute to develop the 'knowing how' and 'knowing who' dimension of learning and knowledge.

HEI are currently under the influences of some strong factors from external world. One is growing emphasis on HEI 'market' and second the development of new, more open knowledge production systems. The result is on one hand a traditional HEI production rooted in traditional academic culture and on the other new modes of production, rooted in the culture of the market. Then there is the development of so-called 'knowledge society' in which the knowledge is more defined as 'property', leading further to consumerist mentality among students. They "often see their higher education as just another form of consumption and the tendency of (many) states become to redefine higher education as private good from which individual graduates derive the predominant advantage rather as a public god from which society at large benefits" (Scott in Enders and de Weert (Ed.) 2008, 67).

There is also a growing awareness in Europe and wider world that universities play an important role by producing highly skilled graduates able to respond the needs of labour market (Andrews and Higginson 2008; Dunning 2002; Harvey et al. 2002; Weil 1999; Sleezer et al. 2004). The education they offer should therefore incorporate also possibilities for students to experience whether their skills and capabilities fit the requirements and demands of the work environment. As the majority of the higher educational programmes in Slovenia do not offer such experiences within their academic programmes, this opportunity should be explored through international mobility where student's competencies can be tested not only in working, but also different cultural and social environment.

In general, all "knowledge" stakeholders (students, teachers, employers, parents, government) want students to leave school able to pursue a constructive life-path, which, according to their viewpoints, requires a combination of:

- Skills, primarily literacy, communication, teamwork, and numeracy
- Attitudes/values, primarily self belief/esteem, confidence, motivation, reliability, and positive attitude to learning
- Knowledge (Brewerton, 2004).

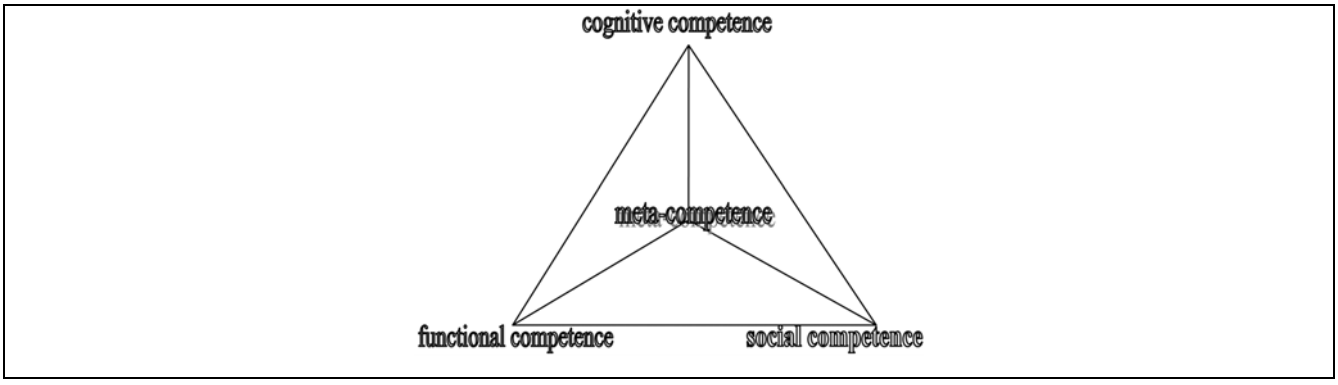
First empirically based and researched book on competency models was published by Boyatzis in 1982 where he discussed that certain characteristics or abilities of a person that enable him/her to demonstrate the appropriate specific actions.

The development of an appropriate typology of competence is therefore an important element of education and training process bringing together the needs of labour market and mobile workers. Delamare le Deist and Winterton (2005) explored various definitions and usage of competence, contrasting three dominant approaches in the USA, UK and Europe (France, Germany and Austria) which developed more or less independently, and try to clarify the concept by incorporating knowledge, skills, competences and competencies within a holistic competence typology.

Delamare le Deist and Winterton (2005) believe that a holistic typology is useful in understanding the combination of knowledge, skills and social competences that are necessary for particular occupations. For them the cognitive, functional and social competences are fairly universal. Thus, knowledge (and understanding) is captured by cognitive competence, skills are captured by functional competence and 'competencies' (behavioural and attitudinal) are captured by social competence. Meta-competence is rather different from the first three dimensions since it is concerned with facilitating the acquisition of the other substantive competences.

Delamare le Deist and Winterton (2005) describe the holistic competence model as a tetrahedron, reflecting the unity of competence and the difficulty of separating cognitive, functional and social dimensions in practice. In Figure 2.3 the holistic competence model is represented as a tetrahedron in plain view. Meta-competence is presented as an over-arching input that facilitates the acquisition of output competences at the base of the tetrahedron. Practical competences may be thought of as situated on the faces of the tetrahedron, combining elements of the dimensions of competence in varying proportions.

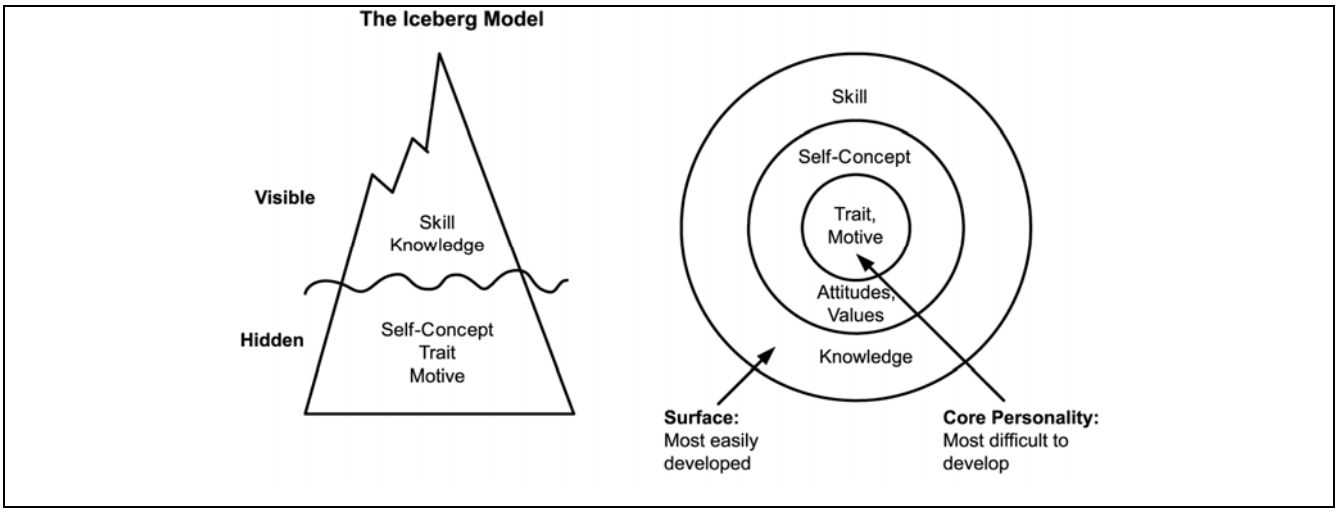
Figure 2.3: Holistic model of competence



Source: Delamare le Deist and Winterton, 2005.

They find the multi-dimensional holistic competence approach to better align educational and work-based provision as well as exploiting the synergy between formal education and experiential learning to develop professional competence. As students that participate in international study mobility has to use their cognitive, social and functional competencies we could claim that international mobility, especially internship abroad develops such multi-dimensional holistic competence as described by Delamare le Deist and Winterton.

Figure 2.4: The Iceberg model of the competence



Source: Spencer and Spencer, 1993. p. 11.

Spencer and Spencer (1993) identified five features of competency including motives, traits, self perception, knowledge and skills. Motives are the forces that a person consistently thinks about them. Motives lead behaviours towards specific activities or goals. Traits are physical features which give constant responses to a position or information. Self-perception is a personal attitude, value or self-scrutiny. Knowledge includes information that a person has in the range of his own. Finally, skill is the ability to perform a specific mental or physical work. Knowledge and skills competencies can focus on evident and superficial features and self-perception and motivations characteristics can concentrate on characteristics and deep or hidden features of individuals, respectively. Figure XX shows superficial and central competencies.

An individual is in the centre of observation and competencies are defined as a set of knowledge, personal abilities, motivation, self perception and values (Spencer and Spencer 1993). In this

respect it is very important to define key competencies that respond to the changing nature of work.

Some scholars defined competences as cognitive (e.g. knowledge and skills), affective (e.g. attitudes and values), behavioural and motivational (e.g. motivation) characteristics and dispositions of a person which enables him or her to perform well in a specific situations (Ley 2006; Boyatzis 1982).

Andrews and Higson (2008, 413) synthesised available literature of transferable skills and competencies that are integral to graduate employability as a list of eleven competencies. All of them are included also in Brown's (2003) list 17 foundational skills needed by students entering the work force in the 21st Century:

- Basic skills: reading, writing, mathematics, speaking, listening.
- Cognitive skills: creative thinking, problem solving, decision making, visualization.
- Interpersonal relationship skills: communication, negotiation, leadership, ability to work as a team member, ability to function effectively in a multicultural setting.
- Personal qualities: self-esteem, self-management, responsibility.

Svetlik (2006) similarly defined skills within eight groups as presented in the Table 2.3.

Table 2.3: Competence groups

Name of competence group	Description
Social	Ability to establish good relations with others, working in teams, community, etc
Language	Reading in terms of information processing, written and verbal communication, communication of ideas and information
Critical thinking	Critical thinking, creativity, problem solving
New technologies	Information and communication technologies
Intercultural	Knowing own and other cultures and knowledge of at least one foreign language
Personal development	Self-learning, planning of own life path
Numbers	Mathematics and analytical thinking
Entrepreneurial	Ability to organise, plan, lead, make decisions, etc.

Source: Svetlik, 2006

I believe that students competencies as described above (Brown 2003; Svetlik 2006) are significantly improved and influenced by the participation in the international mobility programmes. With this in view, mobility as situation-based education process can positively affect the knowledge and skills of students. As the above list fits well with the list of competencies analysed in my research I intend to answer, with the analysis itself, whether the international learning mobility experience can be used as a tool to further develop them. As several competencies and skills can only be developed in a "real-time" situation, I expect that international internships should be an important tool to develop self-discovery and critical analysis. This is also in line with Sveibys theory that in an increasingly competitive world with its emphasis on technology and knowledge workers highlights the importance of factoring in intangible capacities that are more value-driven and behaviour-based (Sveiby 1997). Also in this aspect international learning mobility can be used as an important tool to develop self-confidence, tolerance, flexibility and adaptability and value-reflective thinking that can strengthen their career potential.

2.4.1 Defining Key competencies

In 1999 Drucker postulated that the most urgent management issue for the 21st Century is to make the knowledge worker more productive. A year later Europe agreed to become "the most competitive knowledge based economy in the world by 2010 and in 2003 the World Bank underlined that to be competitive in the global economy requires investment in knowledge and skills of the new generation of working individuals. It was logical to expect the increased participation in higher education and, consequently, have a higher level of education as the key asset for competitive labour force (Müller and Gangl 2003).

With this global shift towards knowledge workers and knowledge economy it become important to determine what are the key competences agreed by majority of knowledge countries. Defining competencies that will support individuals in the complexity and challenges of their working and personal lives can improve assessments of how well are young people and adults prepared for life's challenges, as well as to identify the goals of educational systems in the context of lifelong learning. The recent shift of the knowledge society towards learning for life, with education options centred on the individual, means that individuals need to actively make choices about their life pathways needed to take them where they want to go.

A central question underlying this process was whether it is possible to identify a set of competencies that can be considered as the core across countries that differ in culture and perspective, or even across cultures that coexist within individual countries. Key competencies should focus on the learning outcomes that may serve as the drivers for desired global learning and working outcomes.

Attempts for operationalization of key competencies vary in regards to their use. In the United States the key competencies were mostly defined for the field of management (Schroder 1989; Boyazits 1982, Robotham and Jubb 1996). EU on the other hand defined learning outcomes in terms of the knowledge, skills, and competencies to be acquired, and considered more as statements of what a learner knows, understands and is able to do on completion of a learning process (European Parliament 2006). Eight key competencies for lifelong learning are a combination of knowledge, skills and attitudes particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment. These are communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness. With the exception of mathematical competence and communication in mother tongue international mobility can significantly strengthen the other five.

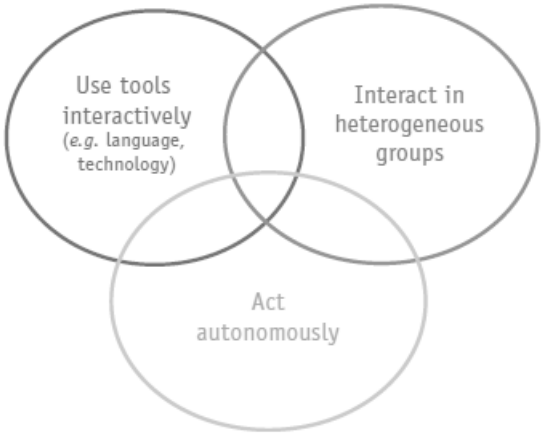
Other international efforts to make outcome measures more useful for policy resulted in an OECD project called Definition and Selection of Competencies: Theoretical and Conceptual Foundations or DeSeCo for short (2006). The aim was to develop a broader vision of the endpoint of education that could guide the development indicators of educational outcomes. The project explored whether a limited set of key competencies could be indentified that could serve as a guide for the development of broader measures of teaching and learning outcomes and more generally for the formulation of education policy and practice. The goal was to create a broad overview of the topic or a frame of reference, which would ground debate about the goals of education pragmatically (i.e., in what people need to be able to do as individuals in a modern society); facilitate a common understanding; and support the development of indicators, policy, and practice (Salganik and Provasnik 2019).

Key competences as defined by DeSeCo (2006) are based on some key concepts as defined by Rychen et al. (2000). First is that they are multifunctional. This means that each of the key competence has to meet a range of different and important demands of daily, professional and social life. They have to achieve different important goals and to solve multiple problems in various contexts. They also have to be transversal across social fields. The term transversality refers to competencies that transverse various sectors of human existence. For Rychen et al. (2000) they are relevant for effective participation not only in school and the labour market, but also in the political process, social networks and interpersonal relations including family life, and most generally, for developing a sense of personal well-being. Their importance depends on the individual or social goals in question therefore they are defined as a combination of interrelated mental prerequisites and dispositions such as cognitive and practical skills, knowledge (including tacit knowledge), motivation, value orientation, attitudes, and emotions (Rychen 2002).

In these terms DeSeCo identified a set of competencies in three broad categories based on theoretical understanding of basic elements that each competency must comprise:

- Contribute to valued outcomes for societies and individuals;
- Help individuals meet important demands in a wide variety of contexts; and
- Be important not just for specialists but for all individuals (DeSeCo 2005).

Figure 2.5: Three broad categories of competencies



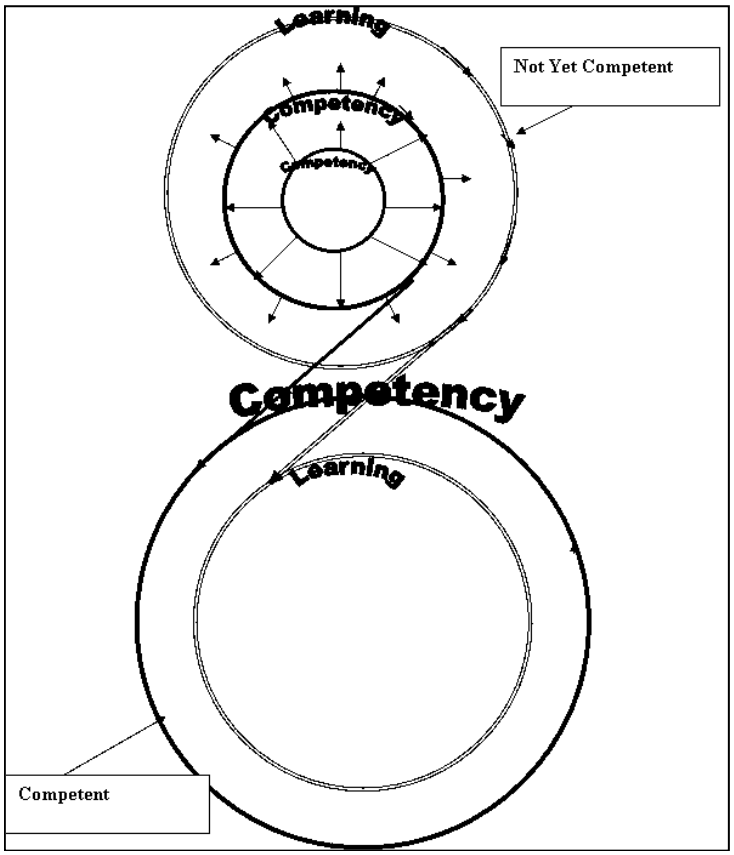
Source: DeSeCo, 2005.

Competency Category 1 “using tools interactively” refer to interactive use of language, symbols and texts, interactive use of knowledge and information and interactive use of technology.
Competency Category 2 “interacting in heterogeneous groups” includes good relation to others, cooperation and working in teams and management and conflict solving.
Competency Category 3 “acting autonomously” refers to acting within the big picture, forming and conduction life plans and personal projects and ability to defend and assert rights, interests, limits and needs.

The need for individuals to think and act reflectively is central to this framework of competencies. It includes the ability to deal with change, learn from experience and think and act with a critical stance. All three are interrelated, and collectively form a basis for identifying and mapping key competencies. Their importance depends on the individual or social goals in question. Attitudes, values and motivations in this model are integral components of competency, which was not the case in some earlier key competencies initiatives. In the past, attitudes, values and motivation to learn were not seen as a part of key competency models. Kearns (2001) observed that most countries did this shift because they realised that competencies cannot be separated from attitudes and values and noted that this is also the case in wider international area, such as for example USA, where the model of work place basic skills include also personal attributes , values and ethics.

Azemikhah (2005) describes the learning process towards a competent learner with double loop (Figure 2.6). When transposed from learning to competency the learner is able to apply performance criteria to new problems or cases independently. He/she is able to examine new cases, identify, and study new concepts, and using acquired skills to perform in accordance with the requirements of the unit of competency independently. At that point for Azemikhah ‘learning to competency’ is transposed into ‘competency to learning’. With that learner becomes competent. At the point of transposition, the learner enters into the new stage or cycle of learning where the learning depends entirely on the learner’s competency and thus learning becomes the function of the competency itself (Azemikhah 2005, 10).

Figure 2.6: The transposition of competency and learning (Competency theory)



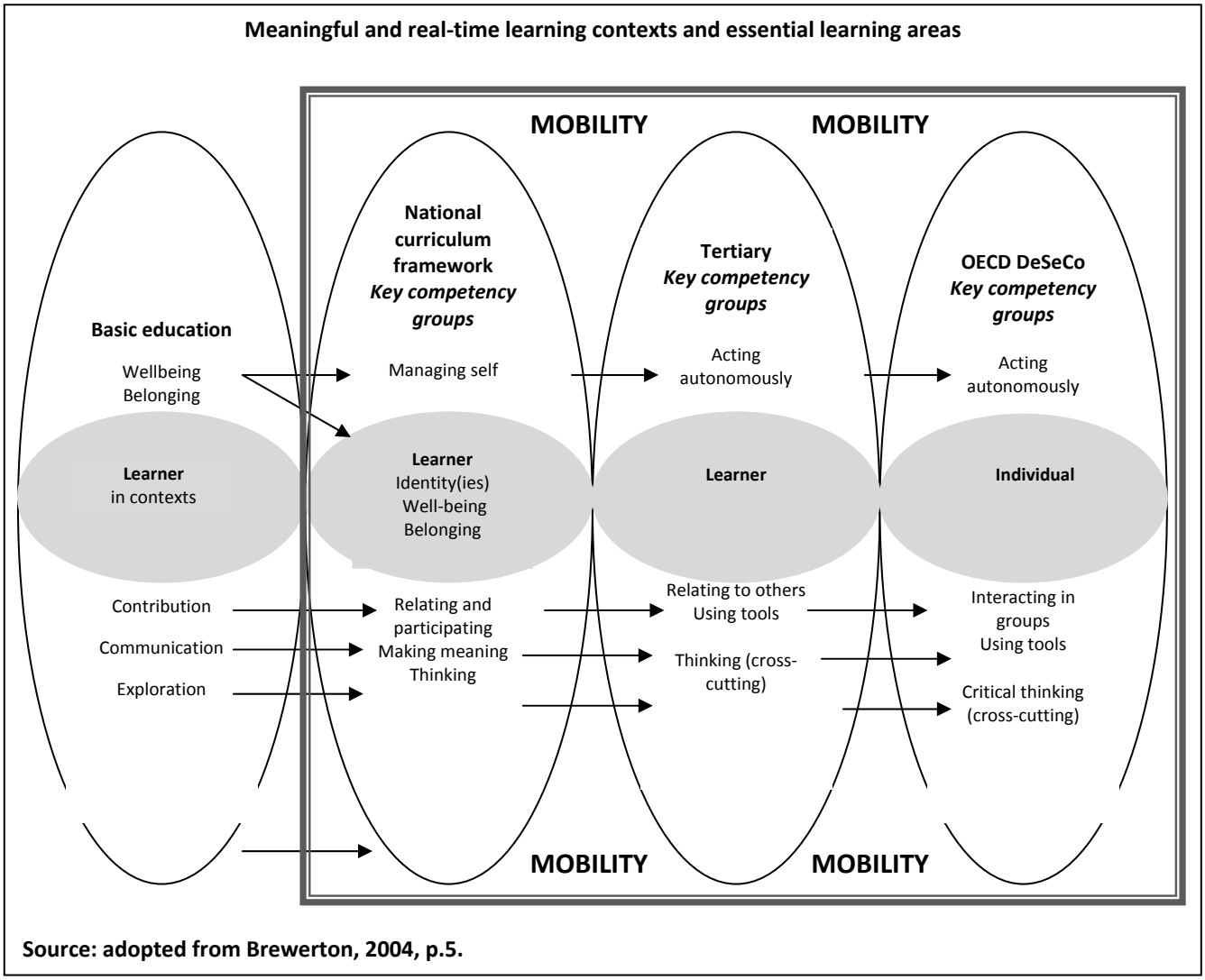
Source 1: Azemikhah, 2005.

If we want learning mobility to have the impact expected, students should gain - before entering the concrete mobility project - the adequate level of competency, self reliance, self awareness and ability to act independently and responsible when confronted with new cases or concepts. The effective preparation (teaching) of students is thus fundamental for the effective mobility. By neglecting and underestimating this preparatory phase, we would risk achieving the overall outcomes of the project and the benefits and concrete influence on students' future life and career paths. Effective learning begins in a classroom with a student's own knowledge, connected with their experience and sense of identity; moves on through co-construction of new competencies with the teacher scaffolding the learning; and must be meaningful to the learner, and therefore connected to their experiences and the 'real world'.

In some countries, like in New Zeeland for instance, Ministries build up upon the DeSeCo definition of key competencies that become the starting point for the exploration of competencies within

their curriculum. Rutherford (2005) argues that drafting key competency statement encourages certain pedagogical practices. These processes, including assessment practices, are expected to enable learners to take responsibility for their own learning and to see themselves as lifelong learners. The inclusion of key competencies within the redeveloped curriculum serves a number of purposes. Exploring the characteristics of a successful school leaver, Bewerton (2004) presented the four key competencies with the added component of "belonging" as a central feature. They reflect current research on effective teaching and learning and are consistent with DeSeCo statements where the individual learner and the learning environment are closely connected in dynamic ways (Carr 2004, Rutherford 2005). Brewerton (2004) in her model of key competencies underlines the importance of the environment in establishing the conditions for learning (Brewerton, 2004). If we consider study or internship abroad as a learning experience contributing to the development of the above described key competencies, the establishment of proper conditions and preconditions for this kind of learning is of crucial importance.

Figure 2.7: Lifelong learning framework of key competency groups



Source: adopted from Brewerton, 2004, p.5.

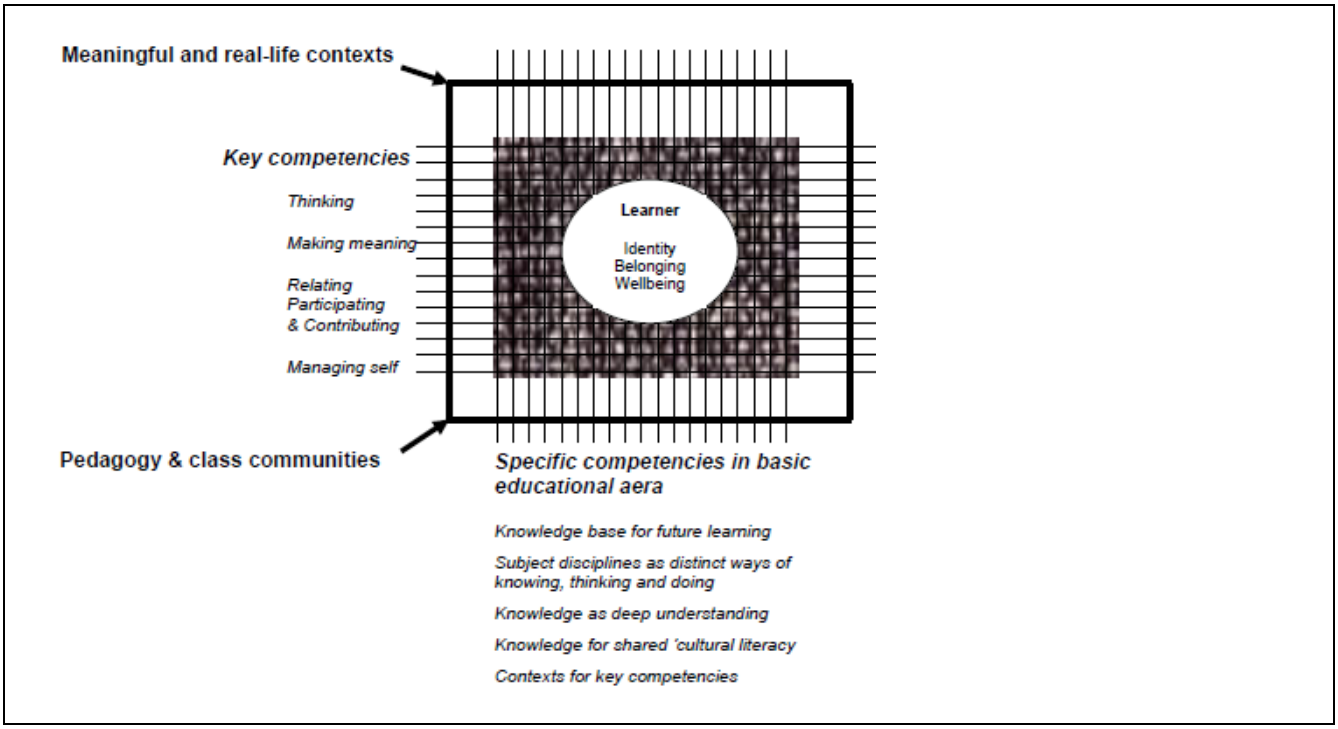
If we want learning mobility to have the impact expected, students should gain - before entering the concrete mobility project - the adequate level of competency, self reliance, self awareness and ability to act independently and responsible when confronted with new cases or concepts. The effective preparation (teaching) of students is thus fundamental for the effective mobility. By neglecting and underestimating this preparatory phase, we would risk achieving the overall outcomes of the project and the benefits and concrete influence on students' future life and career paths. Effective learning begins in a classroom with a student's own knowledge, connected with their experience and sense of identity; moves on through co-construction of new competencies with the teacher scaffolding the learning; and must be meaningful to the learner, and therefore connected to their experiences and the 'real world'.

In a slightly modified version of this model (Figure 2.8) it is illustrated how international mobility supported by proper learning contexts can contribute to the development of key competencies in the lifelong learning process. Participation in international mobility can be an important element influencing student life pathways and career building. Students however should have proper learning environment as well as be competent to take proper decisions when choosing between options.

They also should be competent to act autonomously, being able to cooperate with others, to resolve conflicts and act within bigger picture than home situation.

To ensure this essential learning area student need to be equipped not only with knowledge and skills, but also prepared as independent learners, able to cope with an increasing amount of information and learning needs. Brewerton (2004) described this process as weaving, where learner's knowledge is a thread of key competencies, meaningful and real-life context, pedagogy and class communities and specific competencies (Figure 2.8). The key learning objectives of each individual could therefore only be met through a range of learning opportunities, based on real-life and/or meaningful learning contexts.

Figure 2.8: Teaching and learning as weaving.



Source: Brewerton, 2004.

Similar are the findings of analysis of Bryce and Withers (2003). They identified five key elements of learning programmes that focus on lifelong learning and recommend that ownership of the need to learn and of its content should be given to individuals, that learning should be about learning how to think rather than what to think, and that teachers should be mentors and models of lifelong learning more than dispensers of knowledge.

With their participation in international mobility students can attain mastery in their obtained competencies and bring their level of competency and professionalism on a higher level. This process continues until the learner arrives at the point of transposition of competency and learning.

NASULGC Task Force on International Education report (NASULGC 2004) underline the importance to advocate for international education also throughout the institution, and among a broad range of communities, as well as engaging in policy advocacy to preserve international student and faculty exchange. They underline that such leadership will not result simply by adding more study-abroad scholarships or refining their international recruiting. International study must move from

the periphery to the centre of institutional teaching, research, and engagement commitment (NASULGC 2004, 5).

A framework of key learning that will support effective choice and successful transitions into working life for students could only be met through a range of learning opportunities based on real-life and/or meaningful learning contexts. A successful life-long learner is someone able to continue learning in other contexts. He needs a positive sense of self as learner, and key competencies related to 'learning to learn' and to make effective decisions involving judgement and other cognitive competencies.

As the knowledge is not absolute, but dependent from concepts, theories and methodologies by which we view the world (Govin and Alvarez 2005) international experiences can significantly contribute to knowledge growth and development of conceptual models (Perkins and Unger 1999) that simplify and facilitate the understanding of knowledge.

Brewerton (2004) suggested that learning at school therefore requires an integrated combination of key learning integrating comprising from key competencies (thinking, managing self, relating and contributing, and making meaning and specific competencies that are subject and/or sector related (covering learning needed for a shared 'cultural literacy', providing opportunities for learners to develop different ways of 'knowing', 'thinking' and 'doing' and providing for depth and supporting interests). They however need to be supported by teaching and environments which support and build identities, belonging and well-being and provide meaningful, real-life contexts related to interests, family, community, work etc.

2.5 INTERNATIONAL LEARNING MOBILITY

In this chapter I will discuss some main issues related to international mobility. First I will introduce some policy goals and strategies in Europe and United States that set the basis for the expansion of the mobility of higher education students and graduates. I will present the importance that mobility is given as a tool to ensure the knowledge global workforce to be properly equipped with the skills and competencies needed for the future and describe some of the mechanisms available to support this type of mobility.

Further on I will describe some studies and research focused on measuring the impact of study mobility on students learning, cultural and personal development as well as their career and transition to the area of work.
In the last part I will discuss some key issues that affect heavily the mobility outcome and have often been not paid enough attention too.

2.5.1 Policy goals and strategies

Mobility has had an important impact on freedom of movement of persons and has been understood as an important tool to promote employment, reducing poverty, and promoting active European citizenship by improving mutual and intercultural understanding in the EU and boosting economic, social and regional cohesion.
Governments and employers recognize that the workforce of the future should include well-trained, globally aware professionals with international work experience who can solve economic and social problems. At the same time, students and faculty are becoming increasingly interested in spending time in different academic environments, often in foreign surroundings (Junor and Usher 2008).

Experiencing a study period abroad might enhance the employability of an individual or increase his/her opportunities for employment in international labour market. Nevertheless to make the mobility meaningful and efficient on the individual level, specific skills and competences developed during the study period abroad should be identified in order to be relevant and valued by the labour market. Furthermore student mobility offers the experience of a different study environment, which forms new cultural, social and academic values and creates opportunities for personal growth. Experience of cultural and academic diversity promotes tolerance and reduces discrimination. Mobility plays an important role in developing and maintaining a democratic culture and creating the global society in a multicultural context (ESIB 2007).

European countries have benefited for the past two decades from a regional student mobility initiative known as Erasmus (European Action Scheme for the Mobility of University Students). This program, which will be discussed in greater detail later in the paper, is the operational framework

for the European Commission's initiatives in higher education and in some cases makes transfer of credit across national borders easier than transfer of credits within them (Junor and Usher 2008).

Even though each EU Member State is responsible for its own education and training system the member states agreed, to cooperate within the EU framework in order to achieve common goals and challenges such as ageing societies, skills deficits among the workforce, and global competition. These areas demand joint responses and countries can benefit from sharing experiences.

The launching of the Lisbon strategy in 2000 made education and training of key importance to the EU. States agreed that mobility provide participants with a new view on the world a different perspective on the learning process, and the possibility for teachers and trainers to share good practice with their foreign colleagues, and to learn from each other. Mobility Action Plan endorsed by the 2000 Nice Council and the Recommendation of the European Parliament and the Council in July 2001 gave the impetus for a series of measures to be taken by the Member States and the Commission.

Since then the importance put on student mobility in promoted in European key policy documents and papers. Student mobility and accompanying academic recognition are assumed to be necessary prerequisites for an open and dynamic European educational area that will aid European integration and labour market mobility. Education and Training 2020 (ET 2020, adopted in May 2009) defined priorities for cooperation between member states, with making lifelong learning and mobility a reality for all European citizens. Europe 2020 (adopted in June 2010) defined the general political agenda for the EU to achieve “smart, sustainable and inclusive” growth including headline benchmarks. The most recent Agenda for New Jobs and New Skills (adopted in November 2010) focused on delivering right skill mix, anticipating skills needs and bring together fields of work and education. Even though these are different strategies they all complement each other.

In addition, a European flagship initiative was adopted in September 2010, focusing on education and training and youth employment that support Europe 2020 and ET2020 objectives. This flagship initiative was prepared to help to achieve Europe 2020 targets by responding the challenges that young people face and help them succeed in the knowledge economy. With youth unemployment

over 20% in 2010 of those under 25, the need to improve education and training was brought into even sharper focus to ensure young people to have proper skills and competences needed for the labour market. Cross border learner mobility should become the norm, rather than the exception that it is today. It is an essential element of lifelong learning and for building people's employability and adaptability.

In the field of higher education reform in Leuven/Louvain-la-Neuve Communiqué, adopted in April 2009 the Ministers responsible for higher education in the 46 countries agreed that student-centred learning and mobility will help students develop the competences they need in a changing labour market and will empower them to become active and responsible citizens. In relation to mobility they underlined that "*mobility of students, early stage researchers and staff enhances the quality of programmes and excellence in research; it strengthens the academic and cultural internationalization of European higher education. Mobility is seen as important for personal development and employability; it fosters respect for diversity and a capacity to deal with other cultures. It encourages linguistic pluralism, thus underpinning the multilingual tradition of the European Higher Education Area and it increases cooperation and competition between higher education institutions"*. Therefore, it shall be the hallmark of the European Higher Education Area. The goal is "*that in 2020, at least 20% of those graduating in Europe should have had a study or training period abroad*" (Leuven/Louvain-la-Neuve Communiqué 2009, 4).

To enhance the importance of the quality of the existing and future mobility programmes, the European Quality Charter for Mobility was prepared to constitute the quality reference document for education and training stays abroad. It is aimed to ensure that mobility participants always have a positive experience both in the host country and in their country of origin on their return, and that the number and depth of education and training exchanges are stepped up. It also gives some guidance in regards to participants' expectations as regards pre-departure information, suitable infrastructure in the host country and the exploitation of acquired knowledge following their return to their country of origin. It addresses also the issue of the legitimate requirements of education bodies and institutions, mainly in the host country, which expect that mobility participants will not arrive without being properly prepared and that their mobility period will be positive both for themselves and for the host body, institution or company.

In the US the international mobility is more known as study, exchange or internship abroad. Similar to the EU also in United States the federal role in education is limited, with most education policy decided at the state and local levels. The Office of Postsecondary Education however initiates or coordinates some federal postsecondary education policy and administers programs that address critical national needs in support to increase access to quality postsecondary education.

Also in United States public officials, as well as academic leaders are more and more aware of the dependence of America's economic competitiveness and global leadership from the knowledge and skills of next generation of students. Their concern is very much oriented towards understanding foreign cultures and languages, as well as acquiring self-confidence, independence, and leadership qualities as a result from studying abroad. A survey conducted by the American Council on Education found that also 90 percent of the U.S. public agreed that knowledge about international issues would be important to careers of younger generations (Siaya et al. 2002).

In NAFSA report (2008) it is similar to Europe strategic documents underlined that study abroad programs provide opportunities for learning that are critical to the education of American students equipping them with essential tools of citizenship and leadership in the 21st century.

Beside American campuses providing opportunities for students to have an international experience also government sponsor a wide range of activities to help them to gain access to international experiences. What are even more important, U.S. institutions, along with governments and other organizations, are beginning to address some of the barriers to participation in study abroad, and are making efforts to diversify the types of students that study abroad and the fields in which they study.

United States Strategic Task Force Report on Education Abroad ("Securing America's Future") in November 2003 called for national attention to the importance of enabling more Americans to study abroad. As a respond on this report in 2005, the congressionally and federally appointed Commission on Abraham Lincoln Study Abroad Fellowship Program issued recommendation that introduced study abroad as a topic for national discussion. This bi-partisan Commission recommended a national program to increase the number of Americans studying abroad,

particularly in diverse locations and so demonstrated the priority the US government gave to Americans becoming better educated about the rest of the world.

The Abraham Lincoln Commission underlined that there are demonstrable benefits of study abroad and they accrue both to individuals and to the nation. Gains in language competence, understanding of cultures not one's own, and knowledge and skills critical to globally-networked professions have been documents in research on the outcomes of study abroad. Recent studies have also examined other outcomes that are of great advantage to the U.S. national interest, such as flexibility in approach to problem solving, self-directed learning, and the ability to operate successfully in an environment of cultural and ethnic diversity.

The Lincoln Commission sees having citizens and workforce that understands other cultures a prerequisite for living and working effectively within these new global realities. Effective interaction begins with a knowledge and understanding of others. Direct experience in living and working in other cultures is by far the most effective means for acquiring both practical knowledge and effective skills. Having citizens and workforce with such experience is not just in the national interest, but is a national imperative (Lincoln Fellowships Commission 2004, B-2).

2.5.2 EU and US mechanisms to promote students mobility

Student mobility in Europe is promoted through the mobility tools, such as Erasmus. Erasmus is a well known exchange programme available for student and teacher mobility since 1987. Since 2007 Erasmus offers to students (besides study) also a possibility for cross-border internships.

Since its inception in 1987 the EU ERASMUS programme has enabled over 2.2 million students and 250,000 members of university staff to participate in the mobility programme scheme in Europe. Currently, over 180,000 students study and work abroad each year through the ERASMUS scheme. While the number of students who participate in the programme has been constantly increasing, the participation rate is still below 4% in most countries (European Parliament 2010).

AS the main political and strategic tools for internationalisation of HEI in EU member states, Erasmus programme is considerably institutionalised. The prerequisite for its concrete

implementation is the mutual agreement between partner HEIs from EU countries and the precondition of each mobility project is the preliminary application to the Erasmus University Charter (EUC) from the side of each participating Higher education institution. Charter provides the general framework for all European co-operation activities a higher education institution may carry out within the Erasmus Programme. It also sets out the fundamental principles and the minimum requirements underlying the Erasmus activities a higher education institution has to respect. Before entering the mobility project, each student has to sign a tripartite agreement, signed by himself and the host and home HEI (so called Learning Agreement). Based on these prerequisite 52 Slovene universities and higher educational institution participate in Erasmus programme.

Beside Erasmus young HEI graduates have the possibilities to participate in Leonardo da Vinci mobility schemes. The Leonardo da Vinci is a European program for the field of vocational education and training. It aims at improving the transnational mobility of young people in education and to generate innovation in vocational and further training.
As it is focused on training, graduated students often use it to gain additional possibilities in practical trainings in other countries.

The results of the analysis of the Effects of Leonardo da Vinci programme (2007) confirmed that the participants rated their stay abroad as a positive experience, referring, in particular, to improving their language skills (75%), the chance of going abroad (64%), gaining new impressions (72%), knowledge of other lifestyles (68%), and inter-cultural exchange (65%).

Leonardo da Vinci mobility is, as well based on an institutional approach; however it is open to all types of institutions from the field of education and training. In Slovenia quite a large range of institutions are involved in the mobility programmes, from small private companies to universities. Less than 20 institutions participate in Leonardo mobility per year.

In Slovenia these two programmes represent the only tools supporting international mobility and involve approximate 1800 students and graduates (around 500 for internship and 1300 for study). From 2000 to 2010 around 11.000 young people participated in international mobility in total (11% for internship and 89% for study). After the formal membership of EU in 2007 the amount of

financial resources available to support mobility increased significantly. In the first seven years since Erasmus has been present in Slovenia (from 2000) approximate 4400 students and graduates have participated in mobility projects. In the four years after (2007 – 2011) the number of persons involved grew to 6800.

EU is one of the most popular destinations for United States students going to study abroad. Similar as in EU the majority of the enrolment growth has been in programs of one-semester's duration, with the larger part of students from either humanities or social sciences.

In US there exists a number of study abroad programmes and initiatives, most of them offered by individual university or college. Comparable to Erasmus and Leonardo da Vinci programme could be the Lincoln Act (adopted in 2010) that provides a legislation background to establish a program to expand study abroad participation through a competitive grant model. The specific goals of the program are to have one million U.S. students studying abroad each year within the next ten years, to encourage diversity in student participation in study abroad, to diversify locations of study abroad, particularly in non-traditional countries and to encourage a greater commitment by institutions of higher education to expand study abroad opportunities.

The Lincoln Commission report clearly underlined the importance of the increasing number of students with international experience for America's competitiveness and national security. It lays an ambitious goal of sending 1 million students abroad each year, while currently education-abroad programs, still involve only 3 percents of undergraduates annually. The benchmark is similar to the one in EU (adopted in 2011 from EHEA) foreseeing at least 20 % of those graduating in the European Higher Education Area should have had a study or training period abroad by 2020. In Slovenia the current percentage of mobile students (compared to the number of enrolled) is about 1.8%.

2.5.3 Impact of study abroad

Study abroad is seen as an advantage per se, and is in this respect also promoted and encouraged by HEI and other players in higher education policy field. It becomes an increasingly important educational experience in global learning and development environment, enhancing intercultural competence, intercultural maturity, and intercultural sensitivity of students. Study abroad

programmes are intended to broaden the students' self-experience such as career education, psychosocial development, personal, professional, cultural or intercultural identity beyond a classroom (Myers 2005; Spiering and Erickson 2006).

There exists abundant evidence of the benefits of students' mobility programmes. Several longitudinal studies of Erasmus mobility undertaken by Teichler and his colleagues conclude that students see their time abroad as overwhelmingly valuable. Specific benefits tend to mirror the motivations mentioned above: cultural awareness, foreign language proficiency, personal development (Maiworm and Teichler 1996; Maiworm et al 1991; Teichler and Maiworm 1994, 1997). A large-scale study on American students abroad reached similar conclusions: students returned intellectually enhanced, with better work habits, and with more empathy for other cultures (Carlson et al, 1990).

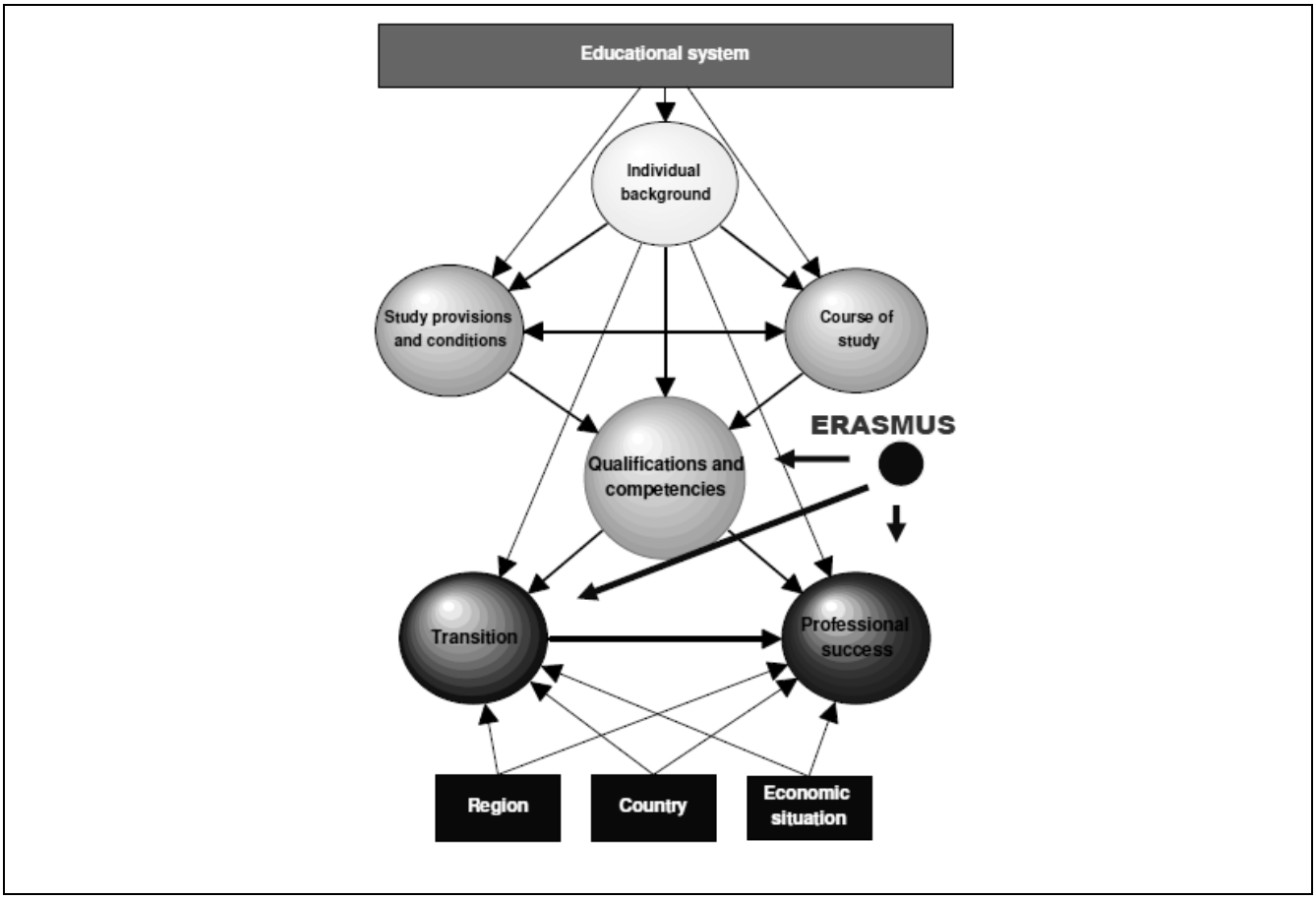
The impact of students period abroad was also assessed in terms of self-assessed language improvement (Maiworm and Teichler, 2002), international (Carlson et al., 1990) and self-awareness (Williams 2006), personal and cognitive development (Thomas 2005, Graban 2007) and on intercultural and global competences (Patterson 2006; Fernandez 2006; Emert 2008).

Breskam et al. (2009) research of existing literature showed that evidence exists that education abroad is a powerful influence on student's attitudes, intercultural skills, learning within a discipline, and views of an education abroad experience, (Dwyer 2004; Paige et al. 2004; Vande Berg et al. 2004). Nevertheless, only little is known about the potential influence of education abroad on holistic and global learning and development (King and Magolda 2005). Breskam et al. (2009) also refer to Steinberg (2002) and his argument, that focus should be more towards assessment on holistic student development. Graban (2007) focused his study on the self-perceptions of students regarding the value of their experience abroad. Results were significantly towards development of professional career.

In 2004 American Council for International Education conducted research on American alumni of its study abroad programs over a 25-year span (Davidson and Lehmann 2004). The primary purpose of the survey was to gain a perspective on the long-term impact of the study abroad experience on

both personal and career development. The vast majority of alumni ranked their study abroad experiences among the top three most significant learning experiences, and virtually no alumni rated the experience as negative or disappointing. The three most commonly mentioned outcomes beyond language learning were having a broader world view, gaining cultural knowledge, and developing increased adaptability.

Figure 2.9: A Model for the Explanation of Professional Success



Source: Jahr and Teichler, 2000.

A study by Akande and Slawson (2000) by the Institute for the International Education of Students (IES), reported these long-term benefits of the education abroad experience. Responses from nearly 3000 study abroad alumni showed that nearly half had worked or volunteered abroad since graduating, 59 percent reported having returned to visit or work in the country where they had studied; 69 percent of students who held internships during education-abroad programs said their internships had influenced their career choices. More than 30 percent of alumni said the language skills gained on education-abroad programs continue to serve them today.

Important motivations for choosing international mobility are the expectation it can lead to employment abroad or an international career (Opper et al. 1990; Wiers-Jenssen 2003). Students emphasize the 'added value' of studying abroad and expect that extracurricular skills such as linguistic and cultural competence will be appreciated by employers (Wiers-Jenssen 2003; Krzaklewska and Krupnik 2006). However, HEFCE (2010) literature review showed that to a large extent the relationship between mobility and employability is not well supported by quantitative data. Their literature review pointed out that students think that the experience of studying abroad will give them an edge in the employment stakes. This view is reinforced, and perhaps reified, by the 'Erasmus discourse' and by enthusiastic study-abroad officers in universities and HEIs the length and breadth of the country (HEFCE 2004, 27-29; NUS 2010, 23). Results showed that 75% said that their current employer would be more likely to employ someone who had studied abroad; 87% said their experience abroad had made their interview more successful; 86% used evidence from their study abroad in their CV; 98% said that their time abroad had improved their cultural awareness.

Research done by Jahr and Teichler (2000) is one of the rare studies that compare labour market outcomes of mobile and non-mobile students. Their results showed that mobile students more often than non-mobile students gather working experience abroad, and that mobile students have more international work assignments. Same are the findings from Wiers-Jennsen (2006) in her research on Norway students and findings emerged from questionnaire surveys of matched mobile and non-mobile student samples from a UK university (King and Ruiz-Gelices 2003). They also show that former exchange students have a smoother school to work transition process. Employability and overseas placement, studied by Marini (1998) in relation to her own experience as a former exchange student also states that there is a direct link between placements abroad and employability, that it helps students develop skills that today's employers want, that students will be much better-suited to go abroad after graduation and that they can receive a true global experience.

In addition, a broader study of the professional value of Erasmus mobility across the EU was performed, called the VALERA study (Bracht et al. 2006). This study was large in scale and scope and conducted in a way to make results comparable to two previous surveys of Erasmus graduates.

Bracht et al. (2006) suggest that, as time passes and European labour markets become more globalised and international work-tasks more commonplace, the specific qualities of an Erasmus experience have less value, also because there are many more Erasmus and other mobility-rich students around now than in the past.

Trooboff et al (2007) carried out a study in which employer attitudes towards study abroad and, more broadly, international education was examined in terms of specific set of skills and qualities. The results showed that there is an inverse relationship between those skills and qualities most valued by employers and those most thought by employers to be enhanced by an international experience. While gained experiences may be helping students build the human capital and general skills and qualities sought by employers, neither the inclusion of an international education experience on a recent graduate's resume, nor the recent graduate themselves in their own words, are drawing connections for the employer between those experiences and the value they provide for the employer. Therefore, in terms of human capital and potential, simply putting an international internship on a resume sends only a weak signal regarding the recent graduate's value to employers.

While there is strong belief about high value of international internships, the value statement being received by the business community remains weak. With this in view, students need to be prepared how to articulate the transferrable skills and competencies learned and draw connections with concrete examples about what value those skills represent for the employer. They must learn how to contextualize and articulate their experiences for employers instead of making broad statements about their time abroad, which may lead employers to dismiss their experiences as skill building and human capital development platforms. Internship is to supplement the work experience with an academic component in which the student is guided through the concrete experience and reflective observation stages of learning in order to make these connections and formulate thoughtful applications for their experiences in the "real world" (Tillman 2005).

Also in US the Institute for the International Education of Students (IES) conducted a large survey of study abroad alumni to determine the impact of study abroad on the career path of its participants (Peters 2004). It collected responses from more than 3.700 alumni who studied abroad between

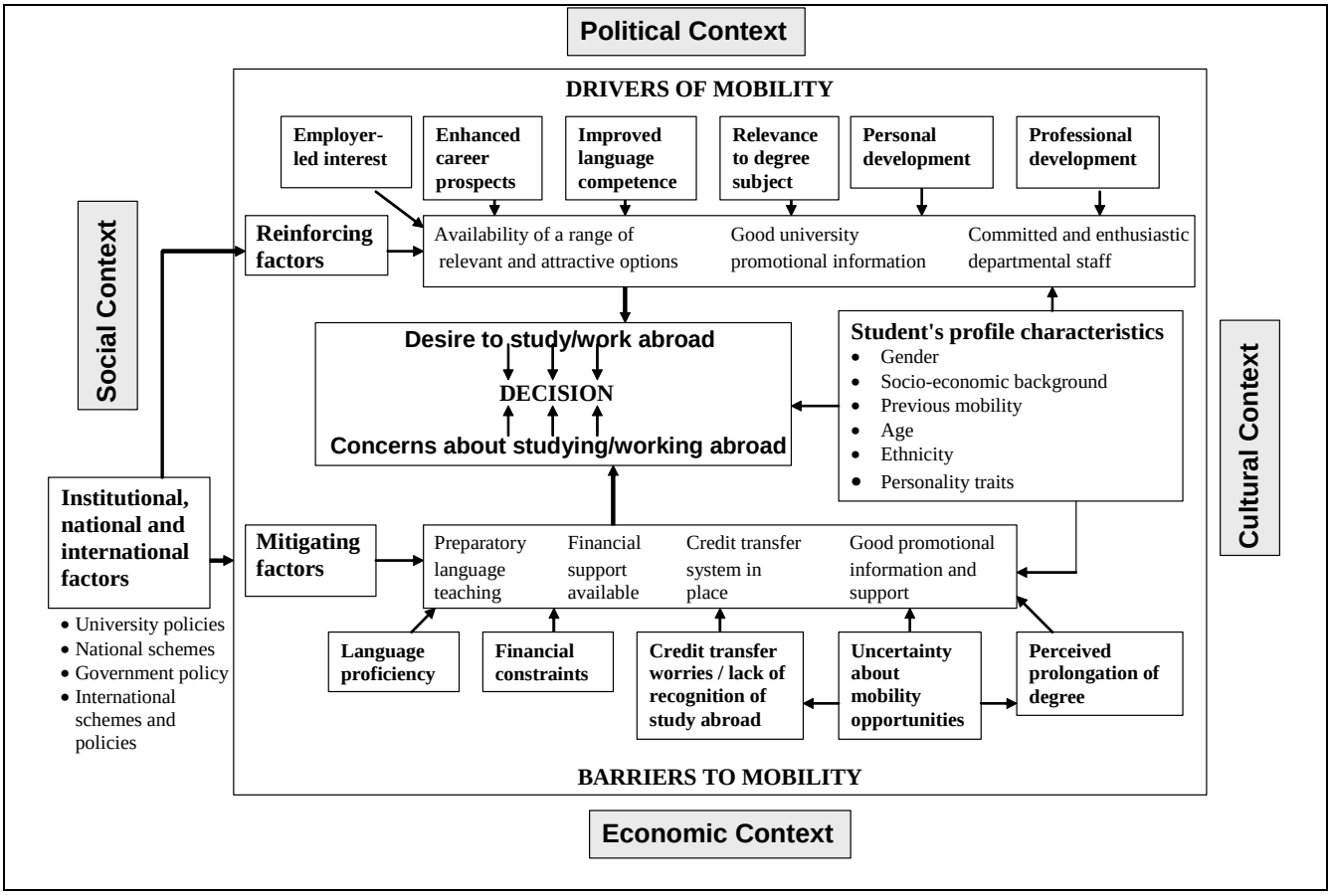
1950 and 1999. More than half of survey respondents (62%) stated that studying abroad ignited interest in a career direction, 12% said that study abroad caused a change in their career plans, and 17% said that the experience motivated them to get a job overseas. The survey also showed that the influence of study abroad on future career goals and choices is even more profound for those students who participated in an internship for academic credit while abroad. These students were more likely to pursue international careers, obtain jobs overseas, and develop international business contacts. Seventy percent of internship respondents reported that study abroad had ignited interest in a career direction, compared to 60% of non-internship respondents. In addition, 83% said that their experiences provided skill sets that influenced their career paths, compared to 75% who did not participate in internships. Another benefit of interning while abroad showed through the survey result was reaching higher levels of intercultural understanding. Compared to students who had not interned, students with internships were 8% more likely to continue contact with host country friends and 6% more likely to explore other cultures.

For quality study abroad impact it is important that all supporting measures are communicated clearly and in a timely manner so that students possess the information they need to make an informed decision. Information about campus policies related to study abroad should be articulated to the student as part of the program advising and enrolment process. This information should be widely available through the study abroad office and other communication vehicles, such as Web sites and advising handbooks or guides. Pre-departure orientation should emphasize this information, and also inform students of issues such as managing academic status and financial aid while abroad, supply information on course registration and approval and housing applications, and address other key issues (NAFSA 2008).

Tillman (2005) underlined that students too frequently accumulate international experiences in an ad hoc fashion, without any clear relationship to their curricular choices and unrelated to their career goals. Even with the best of intentions, students often have difficulty in articulating in job interviews how their travel, study or work abroad experience informs their overall career decision-making.

Based on their own survey outcomes, the Sussex Centre for Migration Research and Dundee Centre for Applied Population Research (HEFCE 2004) developed a model of student mobility comprising the drivers and barriers to mobility evident from their survey. They define factors that influence student decision-making when considering international mobility.

Figure 2.10: A model of the student decision-making process



Source: adopted after Morgan 2003 in HEFCE, 2004.

The drivers and barriers to mobility summarised in Figure 2.10 are seen as key drivers of mobility, but ones that are not within the power of student's decision-making ("outside the box"). It indicates that for each of the students, several drivers seem to be important in encouraging them to consider mobility. However there are equally many forces discouraging movement: the barriers in the model. For students "inside the box", specific profile characteristics (such as gender, socio-economic background, previous mobility history) can either increase or decrease their likelihood of responding positively to the drivers of mobility or negatively to the barriers to movement (HEFCE, 2004, 42).

Benefits of the overseas placement defined by various authors are improved students interpersonal and social skills and personal development (Bates in Linklater 1987,60); improved employment opportunities (Haddad 1997) in relating the experiences of undergraduate engineers undertaking overseas projects suggests that graduates pointed to their overseas experience as having a role in offers of employment and promotions. They are also diverse, according to Reeve, Schultz and Laslett (1997, 26) in terms of experience living and working in a foreign country, social and personal development, challenge, access to jobs not available in their home country, enhanced employability upon graduation, preparing for the global economy, broadening horizons and perspectives. They also raise self-confidence and enhancement of career prospects (Coll and Chapman 1998).

2.5.4 Study mobility related issues and problems

A core political rationale for promotion of student mobility rests on the assumption that the international learning and study experience that students studying abroad acquire corresponds to the needs of a modern labour market, that the knowledge-based economy needs international competencies that foreign studies can provide (Wiers-Jenssen 2006).

Student mobility is important for a number of reasons: international knowledge transfer and knowledge exchange, as an important part of the internationalisation strategies of HEIs, an appropriate means to enhance academic cooperation, increasing linguistic and cultural skills. Both on the individual level as well as the society level, the benefits are reflected in the increasing mutual understanding and European integration. However policy makers and HEIs often reduce their concerns and policies on the quantitative aspects (counting and increasing the number of mobile students) and neglecting the qualitative aspects, having long term influence on the individual – personal growth and broader social environment.

At the recent Bologna Conference in Ireland Kelly (2010) underlined the importance of creating and using student out-of-class experiences as a platform for self-reflexive and academic learning. She also pointed out that policy makers believe the ultimate goal of study abroad is to create more productive workers-teach skills useful for the marketplace, including foreign language competency.

Quality of study mobility is dependent from several issues, as presented in Figure 2.10. As there are significant public financial resources invested in supporting it, we should strengthen all mechanisms influencing its impact on equipping people with the knowledge, skills, competences and attitudes needed to enter successfully in the labour market.
The lack of adequate financial resources has often been identified as one of the barriers for students not participating in mobility, as the grants available to students are rather low (about 400 EUR per month in Slovenia) as well as problems with credit recognition.

While deciding to go abroad, students want to gain skills necessary in living and working in international surroundings, but also we the mobility as a possibility for an academically and culturally meaningful period abroad. This process should be made flexible in such a way that a student could make genuine choices: whether to study abroad or to find the desirable international skills from the home institution. Thus internationalisation of higher education is very much linked to the quality of higher education. Gaining most advantages from mobility should be on the agenda of both the mobile person and the institution; mobility should be seen as a positive academic resource for the institution (ESU 2008).

International mobility should therefore not be seen as only as a definite period of study carried out abroad. It should adequately incorporate the period before actual mobility takes place, when efforts should be made towards providing proper information and preparation. Insufficient information on study possibilities outside one's local area may prevent students from gaining the advantage of studying away from home. HEI are often weak in providing enough and right information on mobility opportunities and thus assure students that they will receive the necessary support before going abroad, during their studies at foreign institutions and after their return.

With this in view, the post–mobility period, when students should be able to reflect the changes, synthesize their international experience and identify what aspects of their experience should be integrated and adjust their values, is of extreme importance: first, it is necessary to train students how to incorporate and present what they have learned abroad in their CVs and job applications, and appropriately describe them in their employment interviews. Second, it should be the right

information for the HEI how to improve the wholesome arrangements for further improvement of the mobility projects and their implementation into the pedagogical practice.

In the next chapter I will analyse responses from Slovene and US students based on the same survey. I will study and compare their mobility experience developed competences to those foreseen by themselves and described by scholars and research findings in this chapter. In analysing the results I will try to find out to which extend the preparatory activities (preparation and information of students before the mobility project) affect their competence development as well as the support they had during mobility. I will also analyse whether study abroad affect different competences than internship. Finally I will compare all the (those) results between both groups (Slovene and US students).

3 ANALSYIS OF EMPIRICAL DATA

3.1 INTRODUCTION

In this chapter I will analyse the results from the online survey on competence development through international mobility of Slovene and American students. The sample of Slovene students was focused on young graduates participating in Erasmus and Leonardo mobility projects in the years 2008 to 2010 who had already finished their mobility. In United States the survey collected answers from American students being on study or internship in Europe through different programmes and at different Universities (Stanford in Berlin, Duke in Berlin, Washington State University, IES, Fubis and Lexia). The selection criteria was based on the fact that the questionnaire focussed primarily on questions dealing with the pre-departure issues, so I consider that the information gathered about the mobility programmes taking place more than two years ago would not be relevant for an objective estimation. On the other hand I estimate as very important the experiences described by the student population completing the mobility programmes at least half a year ago, as it included some concrete reflection about the changes and impact of the mobility on their further study or current employment situation.

The online questionnaire comprised 45, to a great extent, closed questions. To achieve the highest possible response rate of the questionnaire overall, all questions were optional, so the responders could decide whether to answer the questions or not. The percentages taken into account in my research are calculated on the basis of responses on a particular question. Respondents were able to fill out the survey only once, since this process was monitored by cookie. The survey was conducted in April 2011.

First I will present the results of Slovene and then of American students. I will discuss the main aspects of the survey and present findings in terms of my research focus: the differences between study and internship impact and effect of preparation and support mechanisms on competence development. In the last part I will compare results of the Slovene and the American group.

3.2 ANALYSIS OF SLOVENE STUDENT SAMPLE

Invitations to answer the questionnaire were was sent to all students and young graduates participating in Erasmus and Leonardo mobility projects in the years 2008 to 2010 who had already finished their mobility. For Erasmus this means mobility within academic years 2008/2009 to 2009/2010 and for Leonardo da Vinci mobility finished within the call years 2008, 2009 and 2010. All together, this represented 2526 email addresses, 2235 of which were Erasmus students and 291 Leonardo graduates.

In Slovenia students have the possibility to participate in Erasmus programme (Individual mobility action) for study abroad or internship. However as students internship is very underrepresented within the Erasmus student's mobility actions (only 18.27% of all Erasmus students in academic year 2009/10 went abroad for internship) I decided to survey also Leonardo internship for young graduates (Leonardo action People in the labour market) – i.e. students after graduation, when they are not anymore eligible for Erasmus grant. This offered me a larger (bigger) pool of experiences gained also through the internship. To simplify I will further on use the term students to cover the whole group of participants (students and young graduates).

From 2526 email addresses I received 54 replies on message delivery failure, so in total the questionnaire reached 2472 participants. By the end of the survey period I received 409 answers (all valid), representing 16.54% answer rate. The response rate of less than 20% was expected, as response rates of web surveys are usually lower in comparison with other types of surveys (Lozar Manfreda et al. 2007). Although the survey was addressed to the entire population of the relevant years, the impact will be estimated on 16.54% of the returned questionnaires in order the respondents could be treated as a sample.

At the end of the survey period I examined the structure of answers. I noticed that there were four students that did not choose between the type of mobility that participated in (study or internship). As the comparison of the impact on competencies between these two groups is one of my key research questions I had to exclude those four responses from the analysis. Besides, I excluded one of the responses where the student explained, that a 3 months internship was planned, but later

cancelled, as well as 3 responses where the student explained that he/she was on both, internship and study abroad. Finally, 399 responses represent the core of further analysis.

The overview of Slovene answers to the main questions is analysed in Annex 1. In this chapter I will discuss the main elements of the answers and work on some comparisons between the answers within the type of mobilities (study, internship). Where appropriate I will also comment some characteristics of the differences between internship within each of the mobility programmes (Leonardo, Erasmus). Connected to the above issues, I will then focus on some of the key elements connected to the pre-departure preparation of students and information activities carried out for students regarding the definite international mobility they had been entering. In the separate chapter I will analyse the impact of international mobility on competences since this presents the main focus of my research.

3.2.1 Overview of the Slovene sample

Out of 399 responses I analysed 150 responses belong to Leonardo da Vinci and 249 to Erasmus students. By the type of the mobility I analysed 167 responses from students study abroad and 232 participating in internship abroad. As in Leonardo da Vinci programme only internships are possible, this means that in total I surveyed 82 students being on internships within Erasmus and 150 within Leonardo.

It is important to underline that taking into account the type of the programme, I got only 11.09% response from Erasmus and 51.55% from Leonardo students. This could be probably explained by the fact that Leonardo participants have to submit their final reports through an online system provided by Slovene National agency (NA for short). They are therefore more in contact with the NA what also resulted in the fact that when receiving my survey invitations (as a NA representative) they took it more seriously than Erasmus students. Erasmus students on the other hand have no direct links with the NA. The contact point for them is their home institution, where they are enrolled. They contact the NA more or less only in cases of difficulties that cannot be solved through their universities counterparts. Additional reason for lower Erasmus response rate could aslo be the fact that Erasmus students are very frequently surveyed from different national or international research organisations, public bodies as well as European Commission. They often ask

whether the participation in the survey is their formal obligation, as they have recently responded some other similar questionnaires.

Figure 3.1: Length of learning mobility by type/programme of mobility

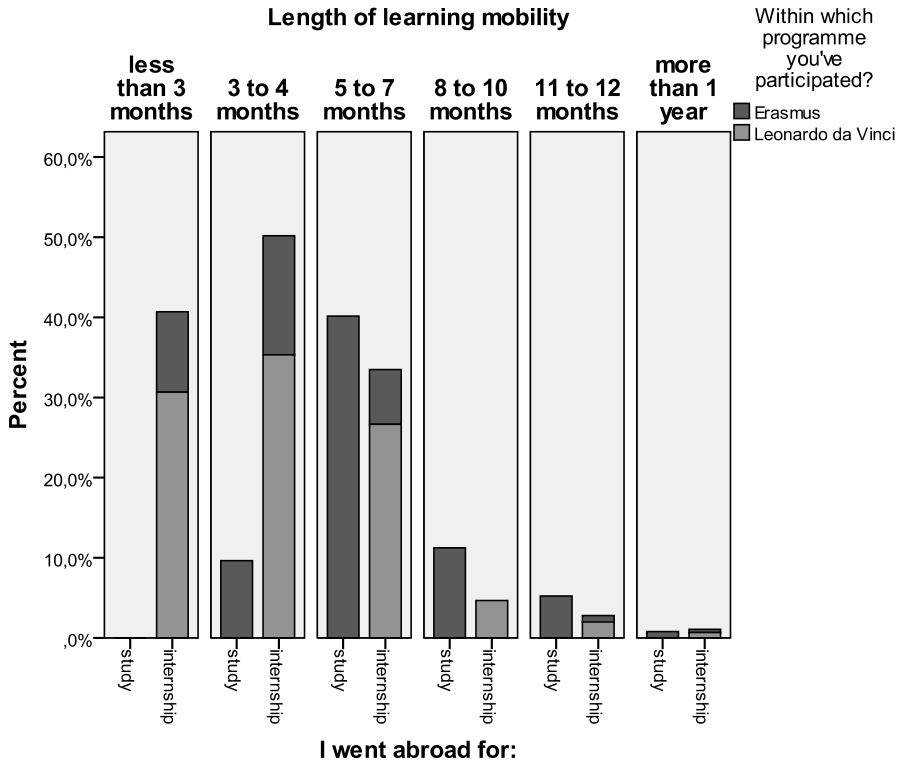
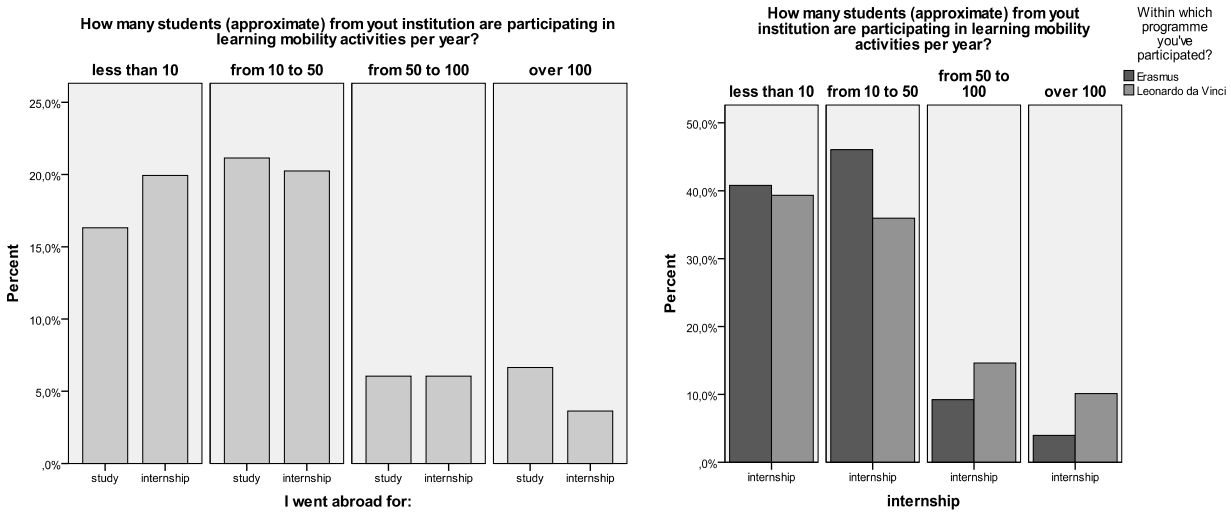


Figure 3.2: Approximate number of student mobility per year per institution (by type of mobility and by programme)



Most frequent duration of mobility was between 3 to 6 months. Shorter durations (up to 4 months) were mostly internships in majority within Leonardo programme. For study most students stayed

abroad for about 1 semester (between 5 to 7 months). Longer mobility periods (over 10 months) presented less than 20% of the sample population for study and less than 10% for internships.

Students were also asked to specify approximate number of students that participate in international mobility within their institution. Even though this is not an accurate number, as the actual numbers can differ from students estimations, this provides us with additional indication about the size of institution. Based on these estimations the majority of students came from smaller size institutions which send abroad up to 50 students per year. These institutions represented almost 78% of all student population of the sample.

Study fields analysed (Fields of study analysed) were classified in nine bigger fields as presented in **Error! Reference source not found.** (Pavlin, 2009).

Concerning the study fields analysed the majority of respondents comes from social sciences (41.3% of all responders). Other fields, such as humanistic, engineering and natural sciences are represented with relatively lower percentage (less than 15%), whereas agriculture, services, health and education represent study fields with less than 5% of responders. This shows that the sample we got reflects the actual field distribution within learning mobility.

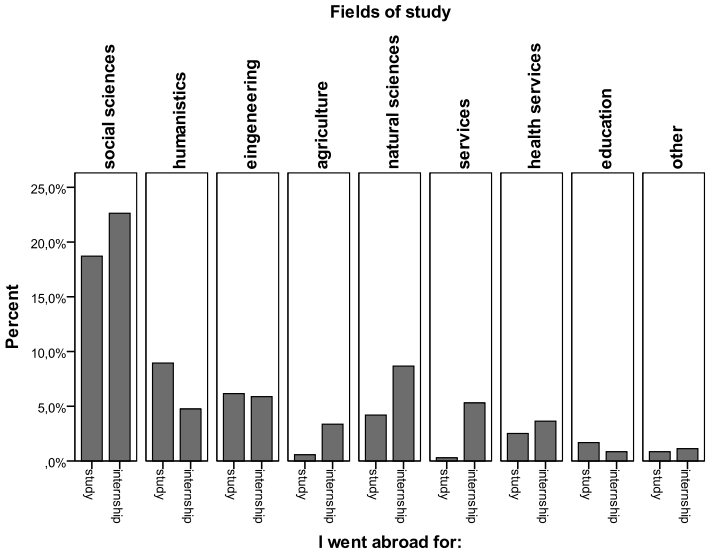
Table 3.1: Fields of study

International classification of main study fields	Study field name used in the analysis
Social sciences, business sciences, law (including economy, organisational sciences, management)	Social sciences
Humanities and art	Humanities
Engineering, production and construction (including architecture, construction building, mechanical engineering, electrical engineering, etc.)	Engineering
Education	Education
Agriculture and veterinary	Agriculture
Science, mathematics, computer science (including biotechnology, geodesy, etc.)	Natural sciences
Services (including transport, tourism, etc)	Services
Health and welfare (including pharmacy, social work, medicine, health care, etc.)	Health

Source: adopted after Pavlin, 2009.

The analysis within internships by programme shows that a surprisingly higher percentage of students of social sciences and humanistic are represented also within the Leonardo internship. The reason could lie in the fact that the possibilities for gaining practical experiences during the course of study within these two areas are rather limited, so the students seek for additional opportunities within Leonardo programme after their graduation.

Figure 3.3: Fields of study by type of mobility (SI)



3.2.2 Pre-departure issues

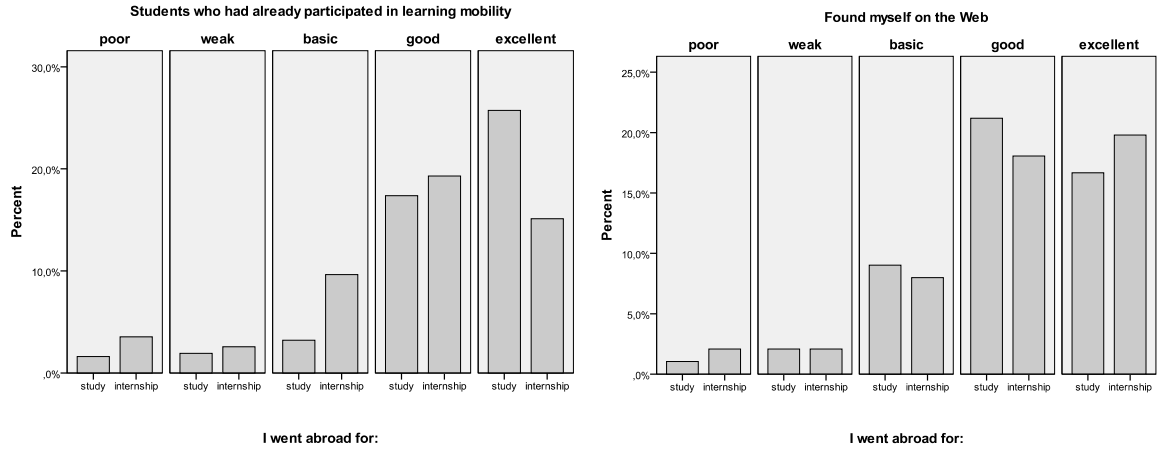
In the first part of the survey responders answered the questions related to pre-departure issues (motivation to go abroad, information and preparation received, conditions for participation and their expectations about the impact of the study mobility).

To assess the quality of information or preparation received, students had the possibility to rank the quality of preparatory activities from 5-point Linkert scale (1-poor, 2-weak, 3-basic, 4-good, 5-excellent). Selection of question subtopic was optional.

In this part of the survey we tried to identify the specific source where students learnt or hear about the possibilities to participate in international mobility students. To evaluate this phase, students had the possibility to decide between nine options and to choose the level of quality of information they received. In general, students valued information available for them as mostly

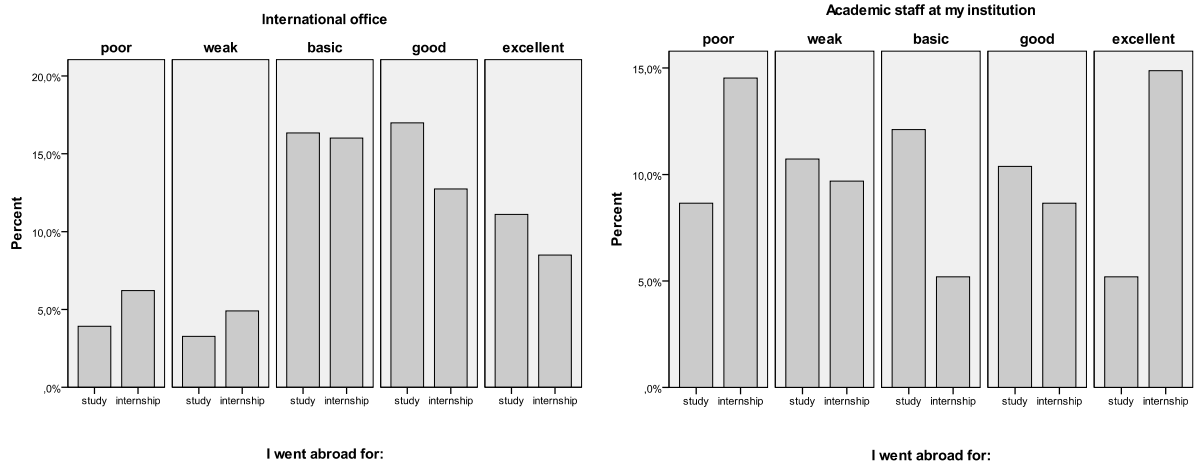
basic (22.4%) or good (27.2%). They found alumni students as the best source of information about mobility as well as also the information retrieved by themselves from the Web.

Figure 3.4: Sources of information about mobility (alumni studens, Web)



Also information provided by international offices is valued as a good source; however they tend to provide better information for study than internship. Career centres, academic and non-academic staff, announcements on boards within HEI and media announcements seems to be rather poor source of mobility information available, however also here the quality differ in regards to the type of mobility. For this group only about 10% of respondents rated the information provided by them as good or excellent.

Figure 3.5: Sources of information about mobility (international office, academic staff)



In order to get the feedback whether students believed they were properly prepared for their stay abroad they had the possibility to choose between different providers and were asked to rate the quality of the preparation received.

The answers about the quality of their preparation are rather equally represented between poor (24.6%), basic (25.9%) and good level (22.2%), comprising about one quarter of opinions each. This shows that the quality of preparation vary significantly. There are, however also differences between the type of study, internship or programme, where within Leonardo interns a bigger proportion thought that they were prepared "good".

Figure 3.6: Quality of preparation by type of mobility (academic staff, and language school)

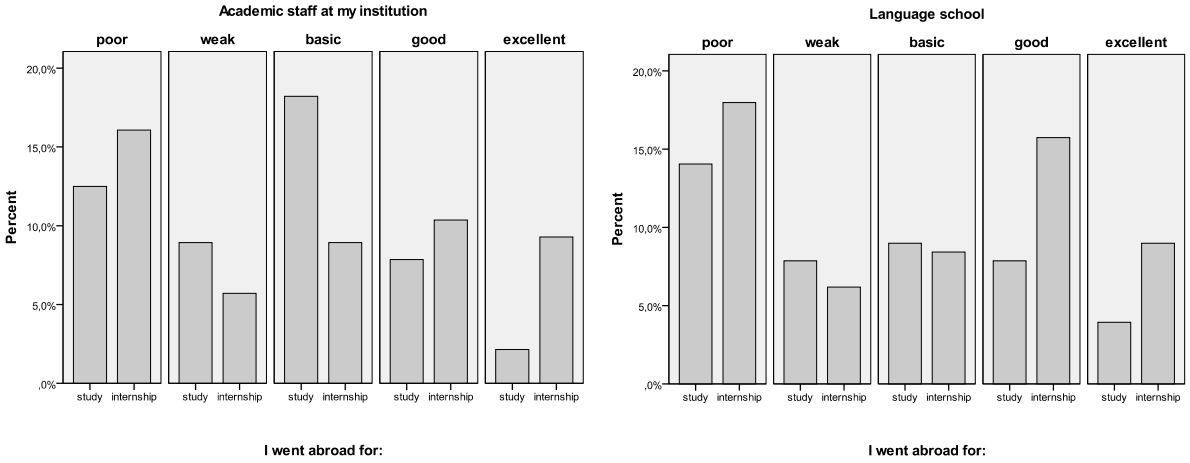
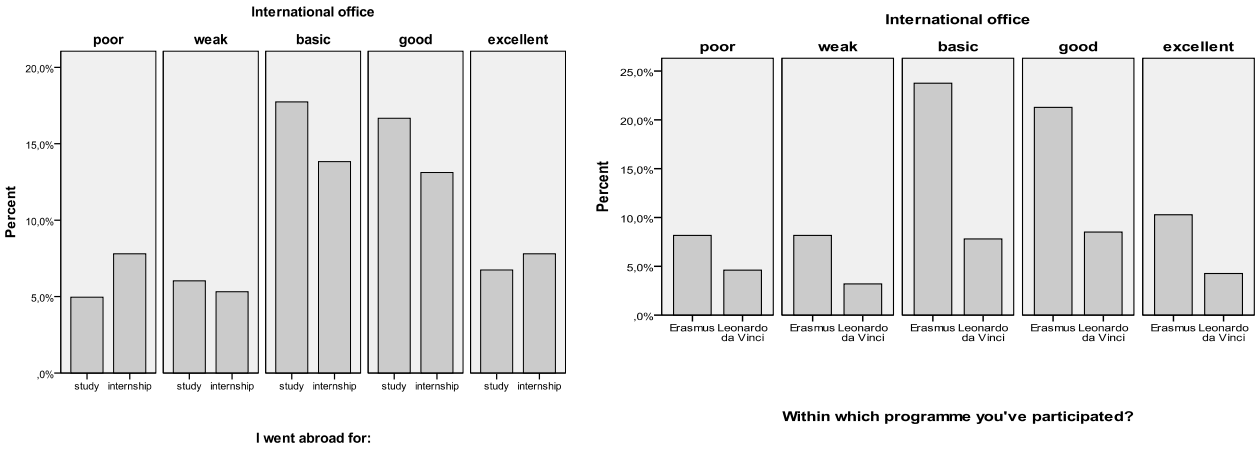


Figure 3.7: Quality of preparation (international office) by type of mobility and by programme



Preparation by the academic staff is rated as basic, with its quality more dispersed for internships. Erasmus studying abroad students seems to receive the poorest preparation from all providers,

with the best preparation being offered by academic staff as agreed by 20% of respondents from this group. On the contrary about 40% of Erasmus internship students considered for each of the five providers that they prepared them well, with academic staff also here being the best preparation providers.

Preparation of host school/company is rated as proper and language schools seems to prepare better for internships than study for students that consider their preparation as good or excellent. This could be related to the fact that within internship, language courses tend to be more profession specifics, including also some practical and cultural guidance about the host country.
From all five preparation providers the quality of preparation was in average the highest for preparation by international office.

Table 3.2: Quality of preparation by length of mobility

Do you think you were appropriately prepared for your stay abroad?
q_3*$Q10M_Multiple Crosstabulation

			Q10M_Multiple[a]					
			poor	weak	basic	good	excellent	Total
Length of learning mobility	less than 3 months	Count	19	11	38	51	44	163
		% within q_3	11,7%	6,7%	23,3%	31,3%	27,0%	
		% within $Q10M_Multiple	7,1%	7,3%	12,9%	16,5%	25,0%	
		% of Total	1,6%	,9%	3,2%	4,3%	3,7%	13,6%
	3 to 4 months	Count	89	50	78	104	61	382
		% within q_3	23,3%	13,1%	20,4%	27,2%	16,0%	
		% within $Q10M_Multiple	33,5%	33,1%	26,4%	33,5%	34,7%	
		% of Total	7,4%	4,2%	6,5%	8,7%	5,1%	31,9%
	5 to 7 months	Count	108	65	130	116	58	477
		% within q_3	22,6%	13,6%	27,3%	24,3%	12,2%	
		% within $Q10M_Multiple	40,6%	43,0%	44,1%	37,4%	33,0%	
		% of Total	9,0%	5,4%	10,9%	9,7%	4,8%	39,8%
	8 to 10 months	Count	28	21	24	27	9	109
		% within q_3	25,7%	19,3%	22,0%	24,8%	8,3%	
		% within $Q10M_Multiple	10,5%	13,9%	8,1%	8,7%	5,1%	
		% of Total	2,3%	1,8%	2,0%	2,3%	,8%	9,1%
	11 to 12 months	Count	13	3	22	10	4	52
		% within q_3	25,0%	5,8%	42,3%	19,2%	7,7%	
		% within $Q10M_Multiple	4,9%	2,0%	7,5%	3,2%	2,3%	
		% of Total	1,1%	,3%	1,8%	,8%	,3%	4,3%
	more than 1 year	Count	9	1	3	2	0	15
		% within q_3	60,0%	6,7%	20,0%	13,3%	,0%	
		% within $Q10M_Multiple	3,4%	,7%	1,0%	,6%	,0%	
		% of Total	,8%	,1%	,3%	,2%	,0%	1,3%
Total		Count	266	151	295	310	176	1198
		% of Total	22,2%	12,6%	24,6%	25,9%	14,7%	100,0%

Percentages and totals are based on responses.
a. Group

While observing the level (distribution) of satisfaction with the preparation in relation to the length of mobility it is interesting that the most satisfied seem to be students that went abroad for less than 3 months. The percentage of respondents considering their preparation as “good” or “excellent” is dropping (decreasing) relatively with the length of their mobility. As the stay abroad is probably getting more complex and diverse with the length of the mobility, the concrete necessity for a more complex and structured information is expected from the side of students. .

Further on, students were asked to give information about what type of preparation they received prior their departure abroad. The majority of the answers confirmed the fact that they had got the support in the administrative procedure (76.7 % of all respondents). As for other types of preparatory activities, they were represented with much lower percentage: language preparation (26.6 %), practical preparation (33.6 %), cultural (11.3 %) and pedagogical preparation (8.5 %) and counselling in regards to field/host country choice (17.3 %). Erasmus interns received very little preparation in languages but received more counselling regarding the selection of host country or field/company. However all of those were received by less than a third of population within each of the mobility groups.

Considering the size of institutions, smaller institutions (sending abroad between 10 and 50 students per year) put more emphasis on language, practical and country/field specific preparation in comparison to others. However, for the vast majority (regardless the size on institutions) the support in preparation of students for their stay abroad was only limited to administrative (application) procedures.

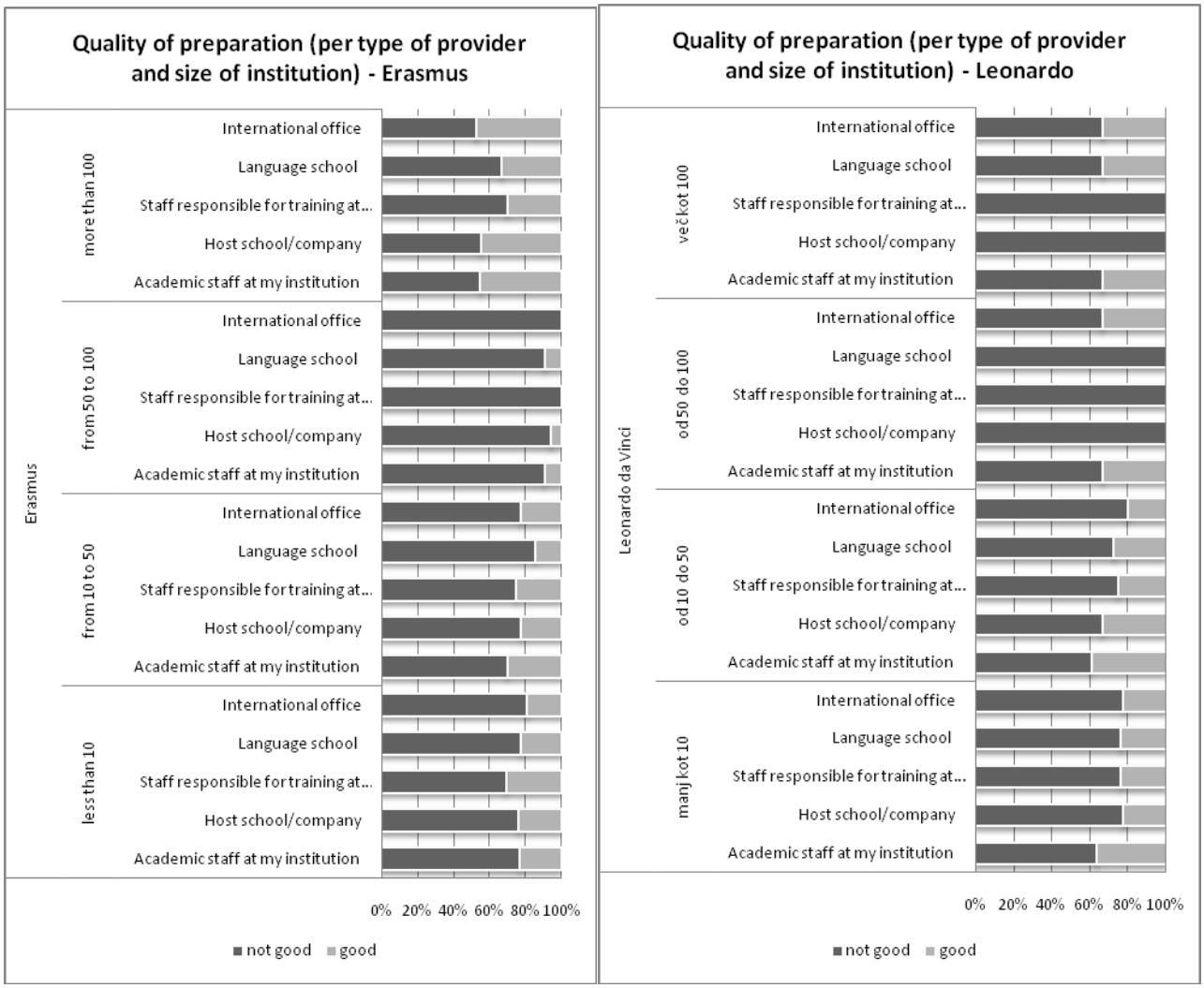
As for each individual student, practical issues are of a great concerns before the departure itself, students were asked in which way they got the assistance and help in finding their concrete study or internship abroad as well as accommodation.

Almost half (48.9%) of students had to find their accommodation by themselves. Within study mobility this represents 44.2% and within internships 52.5% of all respondents. Students who were on study had a stronger support in finding place to live also at theirs host institution, which is not

the case for students being on internships. They had some support in this regard from their employer in host country, but at lower scale.

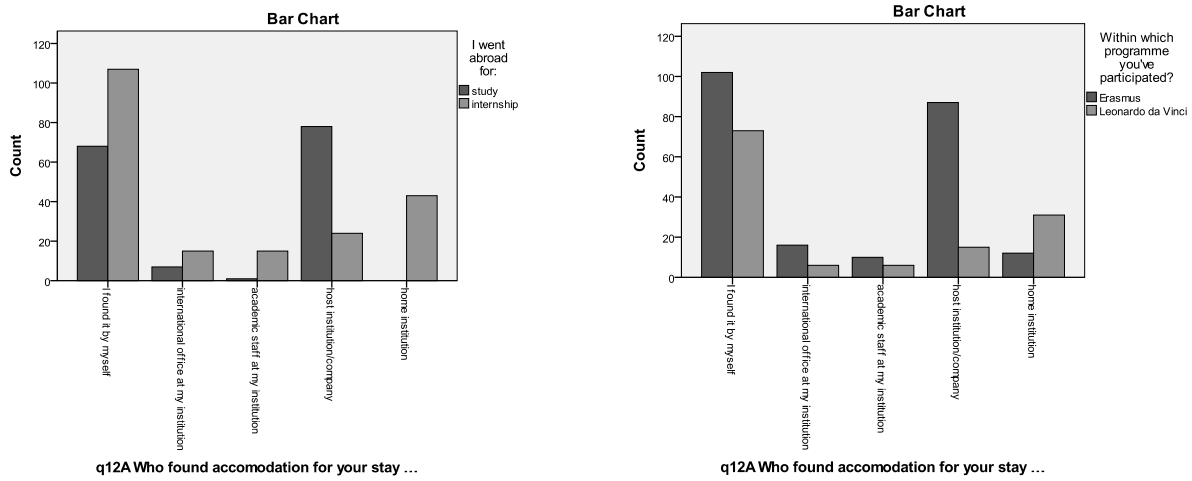
Similar is the situation with students searching for the internship abroad. They are usually left on their own (53.1% of all respondents). This means that they had to search and address a company abroad, present themselves, their knowledge and abilities and persuade the company to take them for internship. Already this step requires a very structured approach with lots of effort, as some of the students report that they have written up to few hundreds of letters before they were accepted by a company. Only 15% had adequate support from academic staff in their institution.

Figure 3.8: Quality of preparation by programme and size of institution



Same situation can be found out regarding students search for the most appropriate study field or host country. Here, 58.9% of all students going on mobility found their study field or host country by themselves. Following the Erasmus programme rules, this means to find the adequate study fields at the institution which had already signed the agreement with the home institution. All what we had found out so far from the concrete information confirmed the necessity of a systematic, well organised preparatory programme, including adequate professional guidance and lifelong counselling. In spite the fact that Erasmus programme stipulates institutional approach to enable the highest impact and quality of mobility, students decision where to study is left to them (after the agreement between the institutions is signed and places are available.) This also explains the fact that almost 45% Slovene students in academic years 2009/10 went for mobility in either Spain, Germany and Portugal (CMEPIUS, 2011), considering the fact that the decision is probably mostly influenced by alumni mobility students information about the quality of extracurricular life, weather and ratio between the cost of living and mobility grant available.

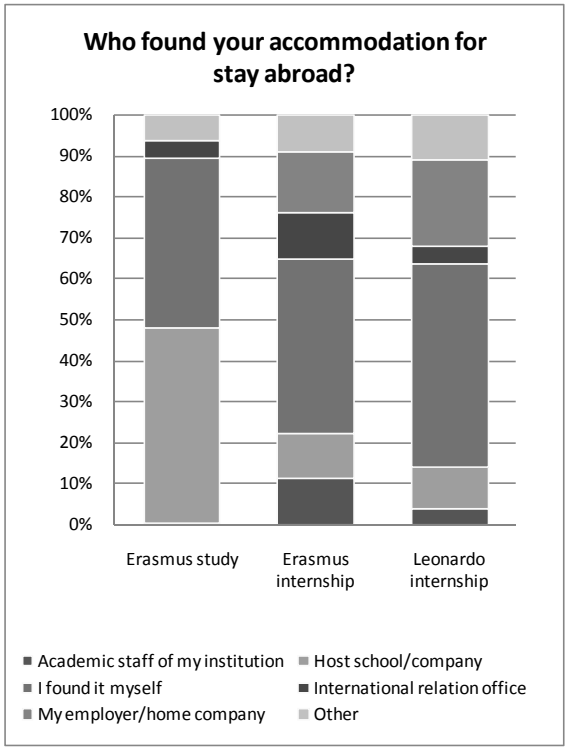
Figure 3.9: Who helped to find accommodation by type of mobility

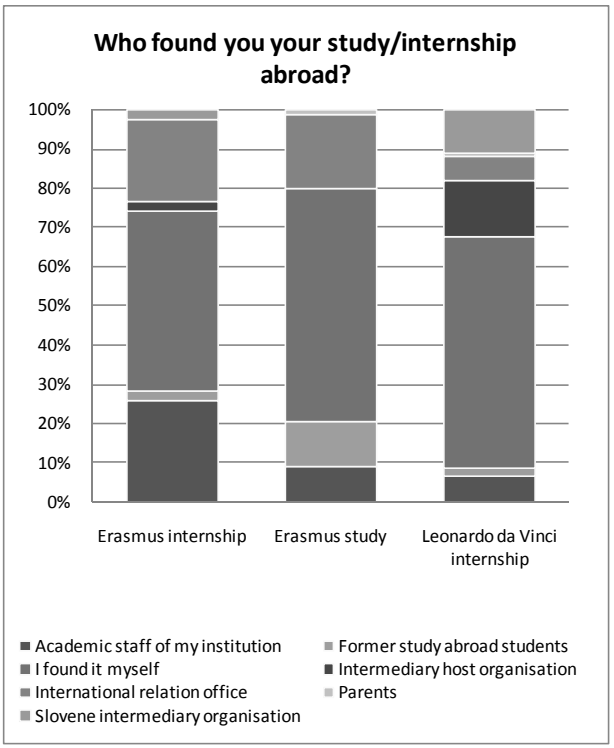


If we compare the support in finding the internship between both programmes (Erasmus, Leonardo) we see that the Leonardo internships international offices (5.9% for Leonardo) as well as academic staff (8.8% for Leonardo) at HEI are much more helpful Erasmus internships (20.8% for international office and 26% for academic staff). This confirms the assumptions that being a part of institutional cooperation is regarded as the advantage in strengthening the quality and support offered to the students. On the other hand intermediary organisations are more active in Leonardo,

what is logical due to the programme regulation requiring from them to find abroad an adequate company where students can do the internship.

Figure 3.10: Who found accommodation and study place abroad by programme





Further on students were asked to define whether they have received information connected to some issues important for the quality of their international experience (purpose of study/internship abroad, how it will be assessed, their responsibilities in this regard, etc.). They were expected to explain whether they had been informed about the pre-offered groups of topics. If the answer was positive, they were also asked to rate the quality of these information (1-not at all, 2- poor, 3- weak, 4- appropriate, 5- good, 6- excellent).

Within all groups (Erasmus study and internship and Leonardo internship) there were about 20% of students that received no information in this regard. Among Erasmus studies only 26.9% of students thought they received good or excellent information of this kind, whereas within Erasmus internships this opinion is shared with 33.9%, half of them with excellent information provided. In Leonardo this percentage is even higher (37.3%). Organisers of Leonardo internship seem to put more emphasis on providing proper pre-departure information for their students.

In spite of the fact that in general, the quality of information received was appropriate or higher for the majority of students, there exist considerable differences in quality between study and internships.

The preparation is foremost important for internship students, as they enter a new working and culture environment and should be clearly aware what are the habits and cultural specifics in the host countries in order to be able to perform a successful and well functioning working life in all aspects. Unfortunately institutions still seem to underestimate the importance of this kind of preparation. No information on these issues were received by 14.69% of study abroad and 17.23% of internship students which confirms that this aspects are not considered as an important integral part of the mobility project at all.

Figure 3.11: Quality of pre-departure information (purpose of study, responsibilities) by type of mobility

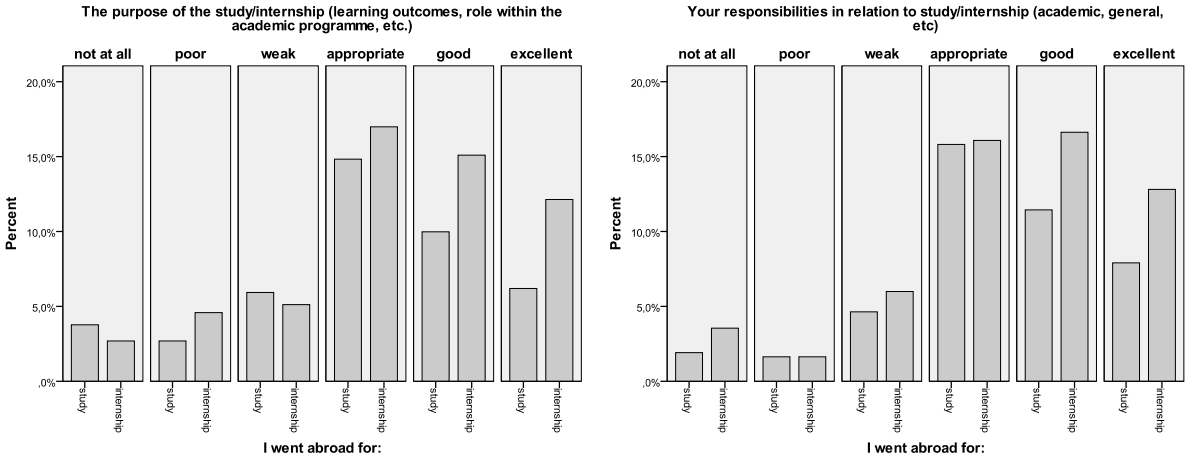
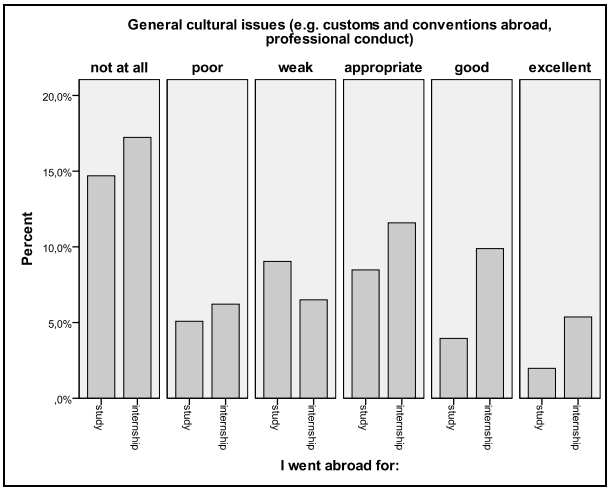


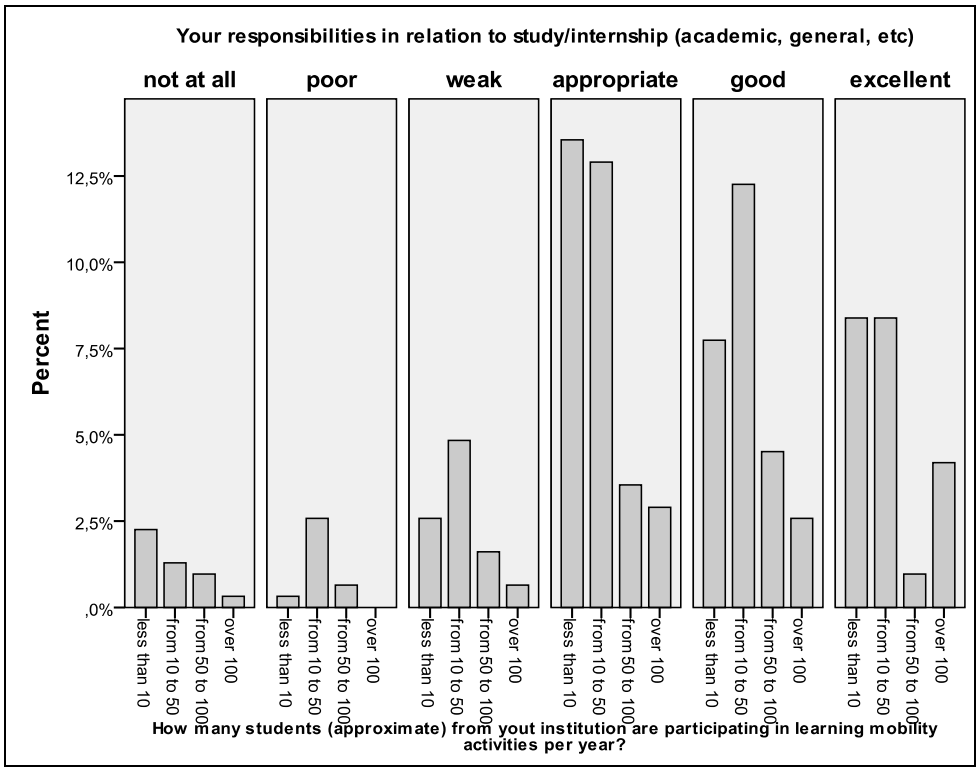
Figure 3.12: Quality of pre-departure information (general cultural issues) by type of mobility



Especially large institutions (sending abroad over 100 students) provide good quality information for over 40% of study abroad students; yet, it is not the case for all the interns they send abroad. It

is true that the complexity of information differs from one type of internship to another and some internships students might be more demanding in this respect. But the key topics such as the contribution of the learning mobility to grades or degree, the responsibilities in relation to mobility, its accreditation and purpose, planned outcome are the issues that should be explained to each individual student sent abroad to consider this mobility as a learning process.

Figure 3.13: Quality of information (responsibility)by size of institution



Within the scope of pre-departure issues I was also interested to know whether there were any selection criteria or procedure for the participation in the international mobility and whether there are any differences between the both types of mobility. Almost half of students did not have any special requirements to be eligible to participate in the mobility (42% of all respondents). Second most common criteria was the selection of »best candidates« (23% of all respondents), followed by testing language (15%) and field specific (13%) skills.

The internship students had to participate in a test in much higher percentage (62.5%) than those going to study. The percentage is even higher in regards to preparation activities prior to departure, where participated 83.3% of all internship students and only 16.7% going for study. Language

knowledge testing is more balanced in regards to both programme as well as the principle of "best candidate" selection. Surprisingly the professional knowledge was only requested as selection criteria for internship cases (98.2%) whereas the study mobility had no such selection criteria (study only for 1.8%). Less than half of all respondents stated that there were no selection criteria for them to participate in mobility.

When studying the distribution of the participation requirements by type of mobility as well as programme we can see that for internships the requirements are more systematically implemented than for study. Expert skills are more often tested in selection of students for Leonardo (9.78%) than Erasmus internships (3.91%).

3.2.3 Expected impact on competences prior departure

Students were also asked to rate their expectations in regards to the impact of their mobility experience on certain competences before they actually went abroad. I consider it as an optimal way to ask students about their expectations before they actually went abroad. This would provide much more reliable data to compare the actual difference that the mobility had on their competencies. But as I was limited to interview students only after their returned, I decided to include this question in the questionnaire. But as students taking part in the survey had gone abroad not more than three years ago, I assumed that they still remember what their expectations were. I am aware that the answers on this question can be biased with the actual influence of the mobility.

Students had the possibility to choose among the following impact values: weak, moderate, stronger, significant impact or no impact at all.
For all 30 listed competences respondents expected significant impact on these competencies was higher for internship students, however comparing also Erasmus and Leonardo interns it was the highest summative impact expected by Erasmus interns.

The ratio of respondents that anticipated significant impact on the listed competencies also increased parallel to the length of mobility.

Table 3.3: Expected impact on competencies by type of mobility

q_1*$Q16_17M_multiple Crosstabulation

			Q16_17M_multiple[a]					
			no impact	weak impact	moderate impact	stronger impact	significant impact	Total
I went abroad for:	study	Count	174	339	869	1086	1157	3625
		% within q_1	4,8%	9,4%	24,0%	30,0%	31,9%	
		% within $Q16_17M_multiple	43,2%	43,8%	44,5%	41,8%	43,9%	
		% of Total	2,1%	4,1%	10,4%	13,0%	13,8%	43,3%
	internship	Count	229	435	1084	1512	1479	4739
		% within q_1	4,8%	9,2%	22,9%	31,9%	31,2%	
		% within $Q16_17M_multiple	56,8%	56,2%	55,5%	58,2%	56,1%	
		% of Total	2,7%	5,2%	13,0%	18,1%	17,7%	56,7%
Total		Count	403	774	1953	2598	2636	8364
		% of Total	4,8%	9,3%	23,4%	31,1%	31,5%	100,0%

Percentages and totals are based on responses.
a. Group

Table 3.4: Expected impact on competencies by length of mobility

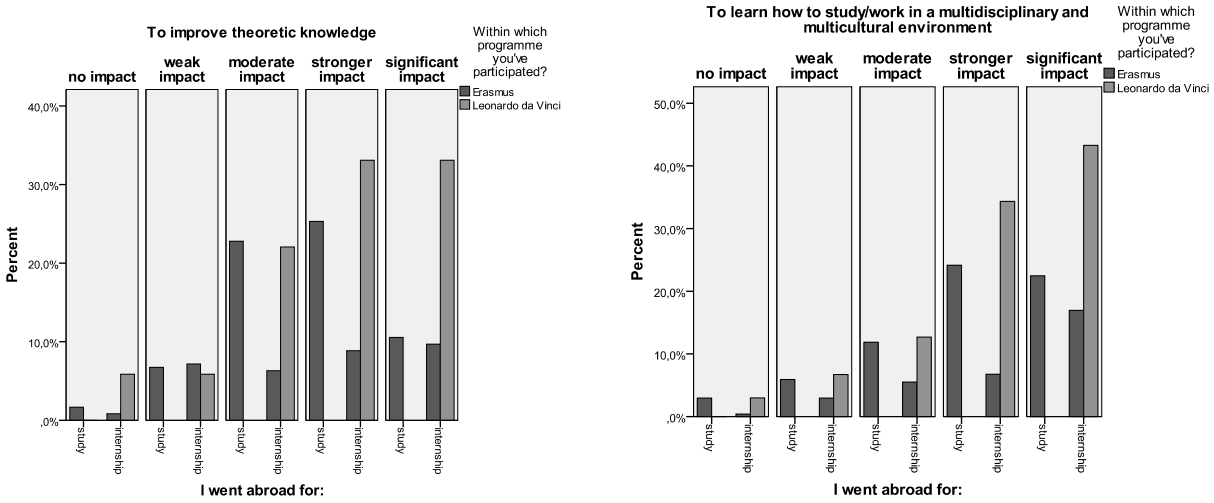
q_3*$Q16_17M_multiple Crosstabulation

			Q16_17M_multiple[a]					
			no impact	weak impact	moderate impact	stronger impact	significant impact	Total
Length of learning mobility	less than 3 months	Count	147	168	328	418	342	1403
		% within q_3	10,5%	12,0%	23,4%	29,8%	24,4%	
		% within $Q16_17M_multiple	36,5%	21,7%	16,8%	16,1%	13,0%	
		% of Total	1,8%	2,0%	3,9%	5,0%	4,1%	16,8%
	3 to 4 months	Count	85	225	588	775	714	2387
		% within q_3	3,6%	9,4%	24,6%	32,5%	29,9%	
		% within $Q16_17M_multiple	21,1%	29,1%	30,1%	29,8%	27,1%	
		% of Total	1,0%	2,7%	7,0%	9,3%	8,5%	28,5%
	5 to 7 months	Count	136	298	766	1097	1074	3371
		% within q_3	4,0%	8,8%	22,7%	32,5%	31,9%	
		% within $Q16_17M_multiple	33,7%	38,5%	39,2%	42,2%	40,7%	
		% of Total	1,6%	3,6%	9,2%	13,1%	12,8%	40,3%
	8 to 10 months	Count	29	42	187	197	301	756
		% within q_3	3,8%	5,6%	24,7%	26,1%	39,8%	
		% within $Q16_17M_multiple	7,2%	5,4%	9,6%	7,6%	11,4%	
		% of Total	,3%	,5%	2,2%	2,4%	3,6%	9,0%
	11 to 12 months	Count	0	33	72	92	159	356
		% within q_3	,0%	9,3%	20,2%	25,8%	44,7%	
		% within $Q16_17M_multiple	,0%	4,3%	3,7%	3,5%	6,0%	
		% of Total	,0%	,4%	,9%	1,1%	1,9%	4,3%
	more than 1 year	Count	6	8	12	19	46	91
		% within q_3	6,6%	8,8%	13,2%	20,9%	50,5%	
		% within $Q16_17M_multiple	1,5%	1,0%	,6%	,7%	1,7%	
		% of Total	,1%	,1%	,1%	,2%	,5%	1,1%
Total		Count	403	774	1953	2598	2636	8364
		% of Total	4,8%	9,3%	23,4%	31,1%	31,5%	100,0%

Percentages and totals are based on responses.
a. Group

Looking closer at each of the competence listed it was surprisingly that more expectations in regards to strength of the impact on theoretical knowledge was expressed by Leonardo interns (33.09% of significant impact expectations) in comparison to Erasmus study abroad students (10%). The same situation was found for multicultural aspects of the mobility where the stronger or significant impact of study abroad students is expected by around 20% for each level, while from Leonardo interns the significant impact on this dimension is expected by over 40% of participants from the sample. Impact on professional skills and new working method was anticipated by more internship students than those studying abroad, as it could be expected from the type of mobility.

Figure 3.14: Motivation by type of mobility and programme



To compare whether there are any significant differences between the two groups (study, internship) in terms of expected impact I used the SPSS calculated a Wilcoxon-Mann-Whitney test used to compare differences between two independent groups when the dependent variable is interval and not normally distributed.

In ranks table that provides information regarding the output of the actual Mann-Whitney U Test and shows mean rank and sum of ranks for the two groups tested (study and internship) we can see the means of ranks per competence in regards to the type of mobility.

Table 3.5: Test statistics for expectations in regards to study mobility impact on competencies (by type of mobility)

Ranks

	I went abroad for:	N	Mean Rank	Sum of Ranks
To improve my professional skills	Study	160	161,91	25905,00
	internship	213	205,85	43846,00
	Total	373		
To improve theoretic knowledge	Study	159	172,86	27485,00
	internship	214	197,50	42266,00
	Total	373		
To get to know new working methods	Study	160	158,37	25339,00
	internship	215	210,05	45161,00
	Total	375		
To learn how to work in a multidisciplinary and multicultural environment	Study	159	170,99	27187,50
	internship	211	196,43	41447,50
	Total	370		
To better understand my own and other cultures and problems	Study	159	196,83	31296,50
	internship	209	175,12	36599,50
	Total	368		
To be more responsible	Study	157	194,77	30578,50
	internship	205	171,34	35124,50
	Total	362		
To be able to make decisions	Study	156	200,06	31210,00
	internship	201	162,65	32693,00
	Total	357		

Test Statistics[a]

	To improve my professional skills	To improve theoretic knowledge	To get to know new working methods	To learn how to work in a multidisciplinary and multicultural environment	To better understand my own and other cultures and problems	To be more responsible	To be able to make decisions
Mann-Whitney U	13025,000	14765,000	12459,000	14467,500	14654,500	14009,500	12392,000
Wilcoxon W	25905,000	27485,000	25339,000	27187,500	36599,500	35124,500	32693,000
Z	-4,129	-2,269	-4,848	-2,395	-2,023	-2,234	-3,579
Asymp. Sig. (2-tailed)	,000	,023	,000	,017	,043	,026	,000

a. Grouping Variable: I went abroad for:

Based on the results we see that the groups (study, internship) are statistically significant for their expectation in regards to seven competencies listed in Table 3.5. The expectations were higher for internship students regarding the competencies: “professional skills”, “new working methods”, “working in a multidisciplinary and multicultural environment” and surprisingly also for “theoretic knowledge”. Study abroad students expected higher impact on “understanding cultures”, “responsibility” and “decision making”.

Comparing the differences between expectations of Erasmus and Leonardo students they are statistically significant differences for competencies as described in Table 3.6:

Table 3.6: Test Statistics of expectations in regards to study mobility impact on personal, language and professional competencies between Erasmus and Leonardo participants

Ranks

	Within which programme you've participated?	N	Mean Rank	Sum of Ranks
To improve my professional skills	Erasmus	235	171,97	40414,00
	Leonardo da Vinci	138	212,59	29337,00
	Total	373		
To improve theoretic knowledge	Erasmus	237	176,20	41758,50
	Leonardo da Vinci	136	205,83	27992,50
	Total	373		
To get to know new working methods	Erasmus	238	175,96	41878,00
	Leonardo da Vinci	137	208,92	28622,00
	Total	375		
To learn how to solve conflicts / problems	Erasmus	230	189,56	43599,50
	Leonardo da Vinci	129	162,95	21020,50
	Total	359		
To learn on how to adopt different thinking / ways of thinking	Erasmus	230	186,96	43000,00
	Leonardo da Vinci	127	164,59	20903,00
	Total	357		
To be more responsible	Erasmus	233	190,76	44448,00
	Leonardo da Vinci	129	164,77	21255,00
	Total	362		
To be able to make decisions	Erasmus	231	192,30	44422,00
	Leonardo da Vinci	126	154,61	19481,00
	Total	357		

Test Statistics[a]

	To improve my professional skills	To improve theoretic knowledge	To get to know new working methods	To learn how to solve conflicts / problems	To learn on how to adopt different thinking / ways of thinking	To be more responsible	To be able to make decisions
Mann-Whitney U	12684,000	13555,500	13437,000	12635,500	12775,000	12870,000	11480,000
Wilcoxon W	40414,000	41758,500	41878,000	21020,500	20903,000	21255,000	19481,000
Z	-3,722	-2,655	-3,010	-2,422	-2,046	-2,395	-3,474
Asymp. Sig. (2-tailed)	,000	,008	,003	,015	,041	,017	,001

a. Grouping Variable: Within which programme you've participated?

Statistically significant different expectations were stated between Erasmus and Leonardo students for seven competencies. For “professional skills”, “theoretic knowledge” and “new working methods” expectations were higher for Leonardo students, whereas Erasmus students expected more impact on “solving conflicts/problems”, “different thinking”, “responsibility” and “decision making”.

3.2.4 Preparation in motivation

At question No. 18 students ranked the reasons for their decision to go abroad from the most to the least important. As evident from the answers, the main reason to go abroad is to widen their

horizons (36.32%), followed by interests to be more employable at home (23.42%) or abroad (11.84).

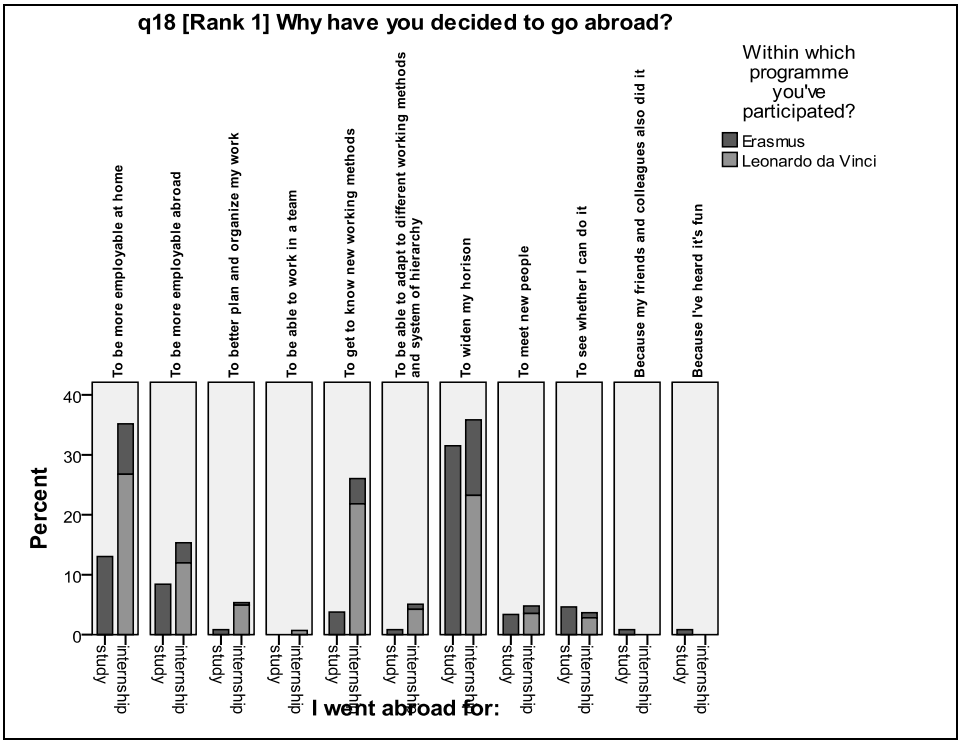
It is interesting to compare these motives with the results of a study by Maiworm and Teichler in 2002. In that study, the surveyed Erasmus students being abroad in academic year 1998–99 were mostly motivated to learn foreign language and to explore the opportunity for self-development (87% each).

Comparing the motives to participate in the mobility by type of this experience (internship or study) we see that the motives differ significantly (Figure 3.15). We can see that the leading motives for students going for study are: to get a feeling of an international world (46.3%), followed by the motive to make them more employable at home (19.14%) or abroad (12.35%). Motives of internship students on the other hand are more equally dispersed between students wanting to feel how it looks like to work abroad (29.22% of all internship students), to be more employable at home (26.48%) and to get to know new working methods (18.72%).

Comparing the internship students by the programme they participated in (Erasmus, Leonardo) it is obvious, that the percentage of internship students going abroad to widen horizon is in majority contributed by Erasmus internship students (39.47%), whereas a rather high percentage of Leonardo internship students are additionally motivated to go abroad to get to know new working methods (21.83).

For all internship students (approx 26% within both programmes), being more employable at home is also a strong motivation. While observing the reasons to participate in international mobility we can estimate, that internship students are more rationally deciding why to go abroad and what do they want to achieve with. Students in study programmes are usually taking the international opportunities as a challenge, an interesting part of a student life, without really linking these experiences to their professional or career development.

Figure 3.15: Motives to go abroad



Both, Erasmus and Leonardo da Vinci programme underline the importance of the preparatory phase in ensuring higher quality of the mobility experience and as a consequence also higher impact on competence development (European Commission, 2004). Nevertheless, high percentage of respondents received no language or cultural preparation (49.18%) before going abroad. The percentage is slightly higher for study (50.98%) then internship (48.08%), and much higher for Erasmus (59.46%) than Leonardo (42.11%) internships. Only 30% of students received this kind of preparation, within Erasmus internships only 21.62%.

3.2.5 Support during stay abroad

Next section was oriented on the period when students were already abroad. First they were asked about the support they've received during their mobility. In overall 23.8% of students considered the support as basic, 31.7% as good and 28.9% as excellent.

The best support during mobility ("excellent") was offered by the largest institutions (35.8%), whereas support from all other institutions was for the majority of respondents considered as "good" (Table 3.16).

Respondents also compared study/workload, quality of supervision and autonomy in organising own study/work abroad with situation at home. Internship students in majority considered workload abroad as heavier than at home, whereas they remain rather uncertain for supervision and autonomy. Study abroad students on the other hand valued mostly supervision abroad as better, being uncertain about the comparison of study workload and autonomy with home situation Financial situation seems to be rather unfavourable for socially weaker students as majority of students (82.1%) reported that they had to add more than 200 EUR per month from their own resources to survive abroad.

Table 3.16: Support during stay abroad

Support during stay abroad[a]
q_7*$Q25M_Multi Crosstabulation

			Support during stay abroad[a]					
			Not at all	Weak	Basic	Good	Excellent	Total
How many students (approximate) from your institution are participating in learning mobility activities per year?	less than 10	Count	36	35	85	114	114	384
		% within q_7	9,4%	9,1%	22,1%	29,7%	29,7%	
		% within $Q25M_Multi	40,9%	40,7%	32,6%	31,8%	35,6%	
		% of Total	3,2%	3,1%	7,6%	10,2%	10,2%	34,5%
	from 10 to 50	Count	37	26	121	168	129	481
		% within q_7	7,7%	5,4%	25,2%	34,9%	26,8%	
		% within $Q25M_Multi	42,0%	30,2%	46,4%	46,9%	40,3%	
		% of Total	3,3%	2,3%	10,9%	15,1%	11,6%	43,2%
	from 50 to 100	Count	12	13	27	49	38	139
		% within q_7	8,6%	9,4%	19,4%	35,3%	27,3%	
		% within $Q25M_Multi	13,6%	15,1%	10,3%	13,7%	11,9%	
		% of Total	1,1%	1,2%	2,4%	4,4%	3,4%	12,5%
	over 100	Count	3	12	28	27	39	109
		% within q_7	2,8%	11,0%	25,7%	24,8%	35,8%	
		% within $Q25M_Multi	3,4%	14,0%	10,7%	7,5%	12,2%	
		% of Total	,3%	1,1%	2,5%	2,4%	3,5%	9,8%
Total		Count	88	86	261	358	320	1113
		% of Total	7,9%	7,7%	23,5%	32,2%	28,8%	100,0%

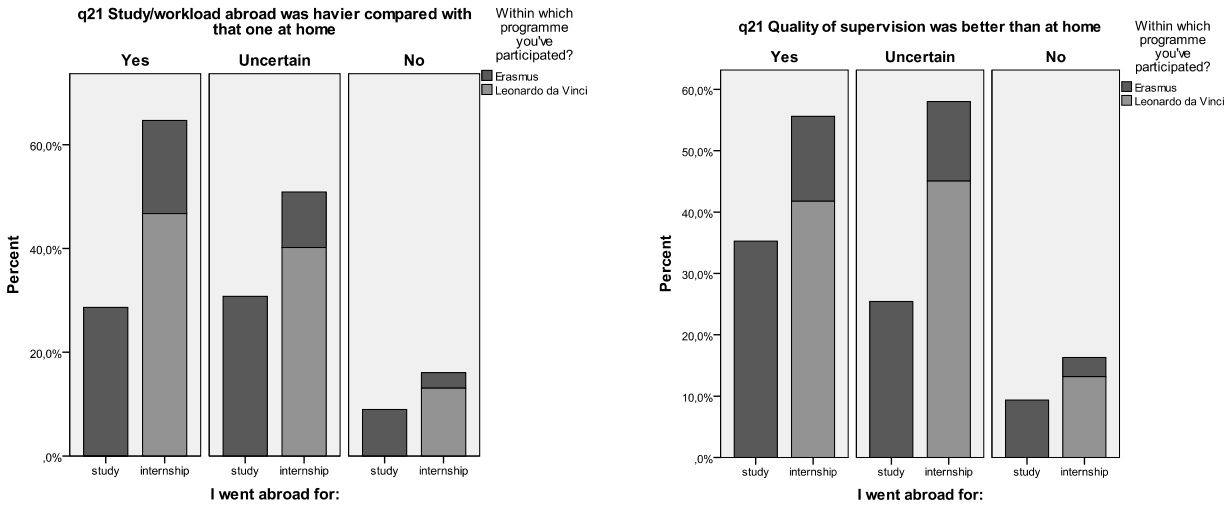
Percentages and totals are based on responses.
a. Group

Even though the mobility grants are not very high (approx 400 EUR per month) more than half of respondents valued it as essential and additional quarter of them thought that it made all the difference, as they would have struggled without it. The importance of Leonardo or Erasmus grants can be seen also from responses where from all respondents for 52.4% it was crucial and would not survive without it or would have severe difficulties (26.9%).

Financial situation seems to be rather unfavourable for socially weaker students as majority of students (82.1%) reported that they had to add more than 200 EUR per month from their own resources to survive abroad.

Even though the mobility grants are not very high (approx 400 EUR per month) more than half of respondents valued it as essential and additional quarter of them thought that it made all the difference, as they would have struggled without it. The importance of Leonardo or Erasmus grants can be seen also from responses where from all respondents for 52.4% it was crucial and would not survive without it or would have severe difficulties (26.9%).

Figure 3.17: Compared workload and supervision at home and abroad



Students also had the possibility to rank (in order of importance) what they consider the most important impact of their mobility (question No. 32). As the most important impact they consider obtaining professional experiences and language skills improvement (Figure 3.18). Analysis by type of mobility (study, internship) shows that high percentage in regards to professional development is mostly contributed by internship students, and language skills by study abroad students (Figure 3.19).

Figure 3.18: The most significant impact of mobility

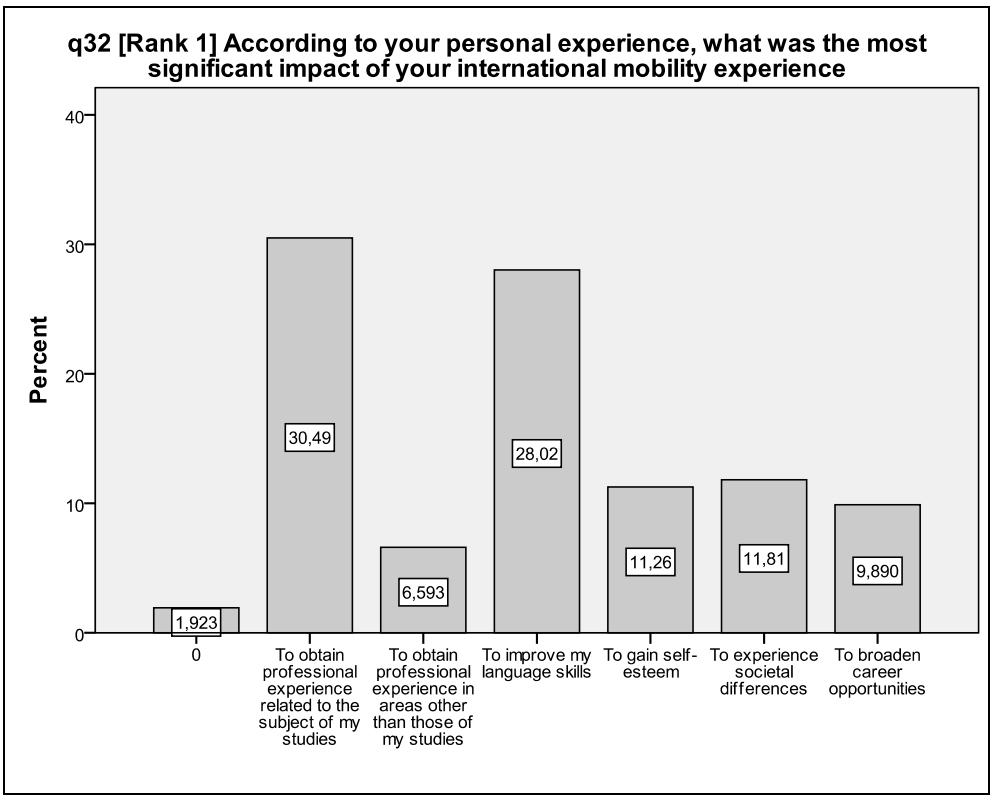
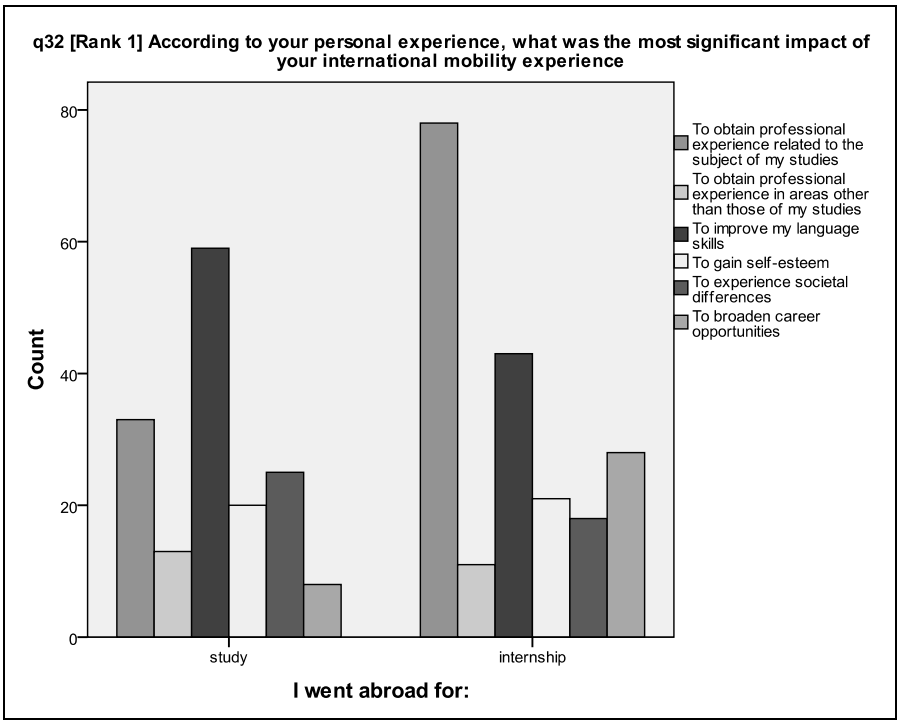
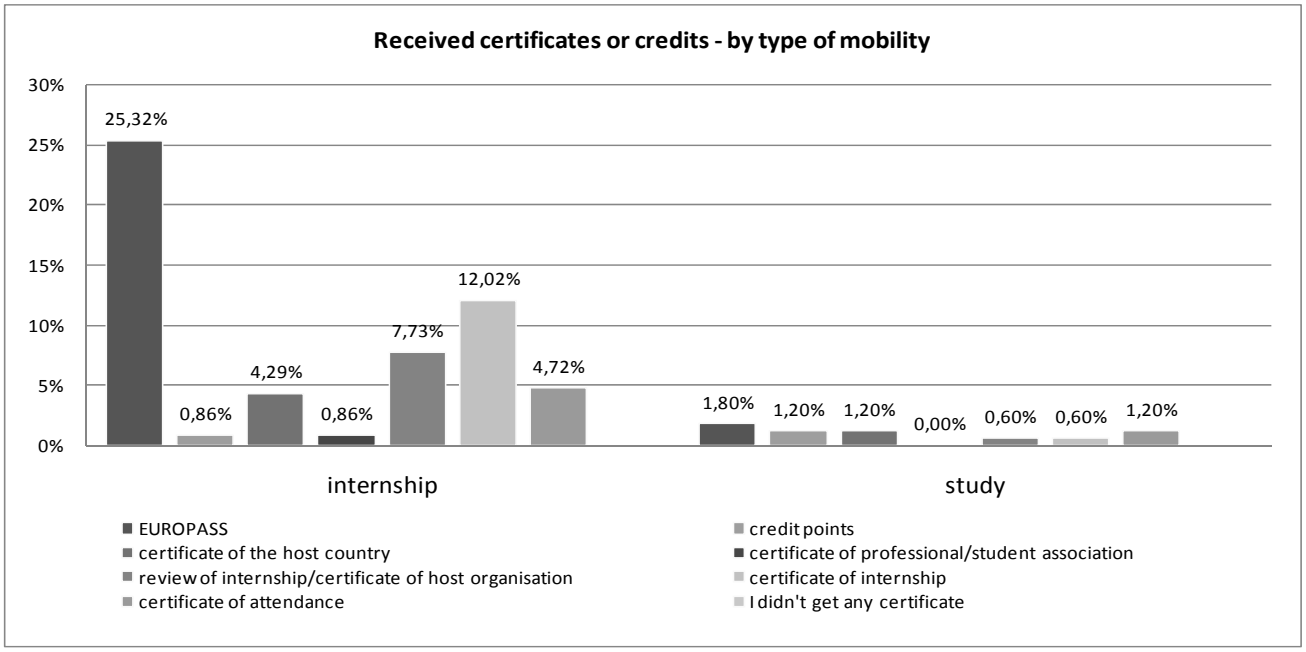


Figure 3.19: The most significant impact of mobility by type of mobility (study, internship)



For the mobility programmes supported by EU instruments it is almost a prerequisite that the period abroad should be formally recognized in one way or another. These documents should help young people to chronicle their skills and competences in a coherent manner, assisting them when planning to enrol an education or training programme, looking for a job, or getting another experience abroad. This could be either Europass (a document that aims to help people make their skills and qualifications clearly and easily understood in Europe, thus facilitating the mobility of both learners and workers) or other forms of certificates or other types of documents. Within Erasmus "full recognition" is the prerequisite to any properly undertaken Erasmus student mobility. That's why the Erasmus mobility is preceded by a Learning Agreement which has to be accepted by the three participating parties: the Student, the Home and the Host institutions. The home university should therefore give credit to the Erasmus student in a manner or amount specified in the Learning Agreement. An Erasmus student should therefore not suffer any loss of progress toward the achievement of the degree or diploma at the home university, in terms of time lost, credit lost or in any other way, as a consequence of satisfactorily completing an Erasmus mobility period. So within Erasmus at the first place recognition (in the form or credits or other certificates) should be of no problem. Within Leonardo, where projects are submitted by different organisations and the mobility is less strategically performed, the expectations would be no credit recognition, but mostly certifications of different kinds.

Figure 3.20: Received certificates or credits by type of mobility (study, internship)



The analysis of the answers connected to the certificates or credits showed that credit points were received only by 2% of all respondents. The only adequate percentage of certificates received is within internships, where 25.32% of students received Europass document (Figure 3.20).

When asked about plans for their future arrangements the respondents had seven options at their disposal and were asked to rate the probability of these actions. The majority of internship would not decide for another internship abroad (65%) whereas the plans of study abroad students were distributed between "not very likely" (45%), probably (36%) and for sure (42%). The option of searching for job abroad both groups (65% of study abroad and 53% of internship students) will probably look for a job abroad. The question arises, whether we do not support international mobility to export our future workforce and in this way weaken our own economy? Even if this global impact may be a European interest it for sure not a national one.

Further study or training abroad is "for sure" planned by the same percentage within both groups (2%% for study and 23% for internships), as well as for "probably" (47%). The majority of internship students are "not very likely" to search for study or training opportunities in other countries (63%), within study group this percentage is bit lower (47%).

Study or training abroad is planned as most probably (44%) and for sure (41%) by majority study abroad students. 36% of study abroad students will most probably not search for further study opportunities at home. This is not very likely for majority of internship students (54%), but probably for 40% and most likely for 35% of them.

There is no doubt international mobility has an important impact on further plans for the improvement of language knowledge and communication within both groups. It is evident that students got aware of the importance of language competences for their future as the "for sure" plans within both groups are very high (88% for study and 80% for internships). They will not improve only the knowledge of foreign languages they already speak, but also plan to invest in learning other foreign languages (78% "for sure" within study group and 62% "for sure" and 47% "most probably" for internship group).

Mobility projects and activities had so far, already resulted in concrete changes in students' academic, professional or working life. 19.48% of internship students found job based on experiences gained abroad (7.74% of students from study abroad group) and additional 10.39% got job or training opportunities abroad. For internship students a measurable impact was also on getting more active in education (9.09%). While comparing internships within each of the programmes 15.00% of Erasmus and 22.00% of Leonardo internship students got a job. Higher percentage in Leonardo can be explained by the fact that Leonardo participants are graduates, so they are on the market already, whereas Erasmus students might not yet finished their studies.

Internship students will "for sure (51%)" or "most probably (50%)" search for job at home, but in an international environment. Within study group "most probably" was the answer of 57% of students.

87.84% of students »enjoyed this experience very much« or »meant a lot to them« and less than 3% »didn't like it much« or »were not satisfied«. There were however several remarks in a free text box by respondents that the experience was great, but weak from academic point of view.

3.3 ANALYSIS OF MOBILITY IMPACT ON COMPETENCE DEVELOPMENT IN SLOVENIA

Assessment of the impact of international learning mobility on student's competence development was the main goal of my research. In the continuation I will try to answer to the first three of the research questions. The comparison between Slovene and U.S. students (research question No. 4) will be dealt with in the Chapter 4.

I will first try to find out on which competencies international mobility has the strongest impact. Then I will analyse whether there are any statistically significant differences ($p<0.05$) within the study and internship group. To find whether there are also any latent factors that can better describe both groups I will also perform factor analysis of study abroad and internship groups' competencies. At the end I will analyse what is the impact of preparation, motivation and support before and during mobility on the students' competence development.

First I will analyse the estimated impact of mobility on competencies as a group (multiple response analysis with SPSS). From survey questions 29 to 31 formed the competences groups based on a modified list of competences made by Svetlik (2006) as presented in Chapter 1.

Table 3.7: Competence groups

Name of competence group	Competence as listed in survey
Social	I trust others more I am more tolerant I am more committed I can work in team I can adapt to different working methods and system of hierarchy
Language	I improved my language skills I improved my written communication I improved my oral communication
Critical thinking	I am better in solving conflicts/problems I am able to evaluate my work I am more creative I can better negotiate
Information processing	I can more efficiently search and process the information
Intercultural	I am better in working in a multidisciplinary environment I understand better my own and other cultures and problems I can work with people from different backgrounds
Personal development	I am more self-confident I adapt easier to changes I can better manage my time I am more independent at work I can adopt different thinking/ways of thinking I am more responsible
Career	I am more employable at home I am more employable abroad
Entrepreneurial	I am more able to take decisions I can plan and organise my work I know new working methods
Professional	I improved my skills I improved my theoretic knowledge I got to know new working methods and skills

Frequencies analysis tables are presented in Annex 1. Looking at the level of "significant impact" we can see that the impact is the strongest on language competencies (43.5%), followed by intercultural competencies (38.3%), personal (34.3%) and professional competencies (31.8%). For other competencies groups the percentage of students thinking their impact was significant is below 30%. The lowest percentage on "significant" level is for career related issues, where only

15% of respondents believed that their mobility experience significantly influenced their employability.

Looking at the impact per individual type of mobility and programme the impact on language competences was those that was by majority students valued as significant, but this percentage was the lowest for Leonardo interns (Erasmus stud: 45.7%, Erasmus internship: 44.2% and Leonardo: 40.6%).

Impact on social competences for Erasmus study abroad students was rather equality distributed between moderate (27.7%), stronger (26.9%) and significant (24.3%). For interns the impact was higher for Erasmus internship students (stronger: 39.1%, significant: 26.9%), than those participating in Leonardo (moderate: 31.1%, stronger: 32.5%).

Similar were the estimations of the impact on intercultural and personal competences. For intercultural competencies students agreed that the impact was significant for 36.5% of Erasmus study and 42.1% of Erasmus internship students. For Leonardo significant impact on these competences was rated by 34.9%.

Mobility significantly contributed to personal development mostly for Erasmus students (study: 36.7%, internship: 37.9%), whereas for Leonardo this impact was estimated as stronger (31.3%).

Professional and entrepreneurial competences were mostly developed through both internship options, on mostly stronger level.

Critical thinking and career competence were the least affected through mobility. Competence on critical thinking was estimated by Erasmus study abroad students and Leonardo interns mostly only on moderate level (Erasmus study: 31.6%, Leonardo: 33.3%). For Erasmus interns' mobility impact was somehow higher (stronger: 34%). Mobility impact on career competences was on the other hand rated by all three groups of students as stronger (Erasmus study: 32.9%, Erasmus internship: 31.9%, Leonardo: 30.5%), but was as significant rated by less than 18% of students.

3.3.1 Statistical tests for comparison between study and internship groups

Comparison between study and internship group show that the percentage of significant impact is the highest for language competencies (45.7% for study and 41.9% for internship). These are followed by intercultural competencies (38.7% for study, 38.0% for internship). Comparison between study and internship shows that within internship the impact of mobility is significant also on professional competencies (35.2%, study 27%) whereas for study it is stronger on personal competencies (36.7%, internship 32.5%). Other percentages on significant levels are lower than 25%, with career impact being the lowest.

In order to establish whether there are statistically significant differences between the two of the samples of students population I will use statistical tests with the use of SPSS. Normality was tested by Kolmogorov-Smirnov Test showing that the data distribution is not normal. For analysis of differences between study and internship groups I will use Mann-Whitney U Test. This test is used to compare differences between two independent groups when the dependent variable is either ordinal or interval but not normally distributed. Statistically significant difference between the groups exist for ($p<0.05$) and which impact is higher can be seen from comparing mean ranks for these competencies.

Analysis of impact on competencies between students being abroad for study or internship as well as within both programmes showed there are statistical significant differences for individual competences as presented in Table 3.8: Statistically significant differences for competences between study and internship groupsTable 3.9: Test statistics for statistical significant differences between study and internship groups

Comparing mean ranks for these competencies it can be further concluded that the difference of the impact of internship is statistically significant it, namely higher than for the study abroad group except responsibility.

Table 3.8: Statistically significant differences for competences between study and internship groups

Ranks				
	I went abroad for:	N	Mean Rank	Sum of Ranks
I improved my practical knowledge and skills	study	152	163,53	24856,50
	internship	209	193,71	40484,50
	Total	361		
I got to know new working methods and skills	study	151	167,27	25258,00
	internship	210	190,87	40083,00
	Total	361		
I am more responsible	study	147	188,18	27662,50
	internship	202	165,41	33412,50
	Total	349		
I can plan and organize my work	study	149	162,72	24245,50
	internship	201	184,97	37179,50
	Total	350		
I can work in a team	study	149	160,02	23843,50
	internship	199	185,34	36882,50
	Total	348		
I know new working methods	study	150	158,86	23829,50
	internship	202	189,60	38298,50
	Total	352		

Ranks				
	I went abroad for:	N	Mean Rank	Sum of Ranks
I improved my practical knowledge and skills	Study	152	163,53	24856,50
	Internship	209	193,71	40484,50
	Total	361		
I got to know new working methods and skills	Study	151	167,27	25258,00
	Internship	210	190,87	40083,00
	Total	361		
I am more responsible	Study	147	188,18	27662,50
	Internship	202	165,41	33412,50
	Total	349		
I can plan and organize my work	Study	149	162,72	24245,50
	Internship	201	184,97	37179,50
	Total	350		
I can work in a team	Study	149	160,02	23843,50
	Internship	199	185,34	36882,50
	Total	348		
I know new working methods	Study	150	158,86	23829,50
	Internship	202	189,60	38298,50
	Total	352		

Table 3.9: Test statistics for statistical significant differences between study and internship groups

Test Statistics[a]

	I improved my practical knowledge and skills	I got to know new working methods and skills	I am more responsible	I can plan and organize my work	I can work in a team	I know new working methods
Mann-Whitney U	13228,500	13782,000	12909,500	13070,500	12668,500	12504,500
Wilcoxon W	24856,500	25258,000	33412,500	24245,500	23843,500	23829,500
Z	-2,852	-2,217	-2,185	-2,105	-2,397	-2,894
Asymp. Sig. (2-tailed)	,004	,027	,029	,035	,017	,004

a. Grouping Variable: I went abroad for:

3.3.2 Latent factors within both types (study, internship) of mobility

Factor analysis is used to determine the extent to which a group of measures share common variance. I will use it to extract the underlying components (or factors) from initial set of observed variables and detect latent (hidden) variables that might exist within the study and internship groups.

To decrease the level of variables within the questions related to impact on competencies (Q29-Q31) within each of mobility type (study, internship) I have calculated factor analysis with support of SPSS. Details of the analysis are available in Annex 3.

Table 3.10: Factors grouped after Oblimin rotation for study abroad students

STUDY (Oblimin)		
FACTOR1: Acting autonomously	FACTOR 2: Interacting in heterogeneous groups	FACTOR 3: Employability
I got to know new working methods and skills I am able to evaluate my work I am more creative I am more responsible I am more able to take decisions I can better negotiate I am more independent at work I am more committed	I am more self confident I adapt easier to changes I improved my language skills I improved my oral communication I am more tolerant I understand better my own and other cultures and problems I trust others more	I am more employable at home I am more employable abroad

Five factors were determined with the method of main components to explain 100% of all variance for study abroad students and six for factors for internship students. For both groups KMO and Barttlet Tests were significant ($p<0.01$, $KMO>0.9$). As for both groups over 84% of variance is explained by the first three factors I performed Oblimin rotation for three factors.

For **study group** we have got three factors that can be grouped as: Acting autonomously (factor 1), Interacting in heterogeneous groups (factor 2), Employability and entrepreneurship (factor 3).

For **internship group** we have also got three factors that can be grouped as: Autonomous acting and entrepreneurship (factor 1), Use knowledge and technology interactively (factor 2), Interacting in heterogeneous groups (factor 3). For internship group the results are presented in Table 3.11.

Comparison between both descriptors show that the main elements of all factors remained the same, however strengthen the main elements developed with international mobility of each type of mobility. For study abroad this resulted in “acting autonomously”, “Interacting in heterogeneous groups” and “Employability”. For internships these resulted to be “entrepreneurship”, “use knowledge interactively” and “language and communication”.

Table 3.11: Factors grouped after Oblimin rotation for internship students

INTERNSHIP (Oblimin)		
FACTOR1: Entrepreneurship	FACTOR 2: Use knowledge interactively	FACTOR 3: Language and communication
I am better in solving conflicts / problems I can work under stress I am more tolerant I can more efficiently search and process the information I am able to evaluate my work I am more creative I can better manage my time I can better negotiate I am more independent at work I am more committed I can adopt different thinking / ways of thinking I am more responsible I am more able to take decisions	I improved my practical knowledge and skills I improved my theoretic knowledge I got to know new working methods and skills I know new working methods	I improved my language skills I improved my written communication I improved my oral communication

Component correlations Matrix for both groups are presented in Table 3.13.

Table 3.12: Test statistics after rotation (Oblimin) - study

Component Correlation Matrix[a]

Component	Acting autonomously	Interacting in heterogeneous groups	Employability
Acting autonomously	1,000	-,497	,384
Interacting in heterogeneous groups	-,497	1,000	-,205
Employability	,384	-,205	1,000

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Only cases for which I went abroad for: = study are used in the analysis phase.

Table 3.13: Test statistics after rotation (Oblimin) - internship

Component Correlation Matrixa

Component	Entrepreneurship	Use knowledge interactively	Language and communication
Entrepreneurship	1,000	,443	,517
Use knowledge interactively	,443	1,000	,378
Language and communication	,517	,378	1,000

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Only cases for which I went abroad for: = internship are used in the analysis phase.

We can see that factors within each type of mobility are strongly correlated. For study the correlation is positive for autonomy and employability, and negative for autonomy and interaction as well as interaction and employability. For internship group all factors are positively correlated.

3.3.3 The impact of preparation, motivation and support during mobility on competence development

To carry out the analysis about the differences between the impact groups influenced by different variables I will further use the Kruskal-Wallis Test that can be used for K independent samples. With Kruskal-Wallis test I will first establish whether there is a relation between certain test variables. As Kruskal-Wallis only tells us that there are differences between groups I will further on use also Mann-Whitney U test to establish how they differ in comparison to each other.

3.3.3.1 Preparation issues

The Impact of preparation of students before they go abroad on competence development will be assessed in terms of quality of preparation, type of preparation and quality of information students receive in regards to the purpose of mobility, their responsibilities and general cultural issues.

Quality of preparation will be analysed for the three most common preparation providers: academic and international office staff of home institution and language school. Type of preparation will be focused on analysis of the impact of cultural, pedagogical (i.e. handling of conflicts) and counselling in regards to selection of study field/host country.

As it is important for students to be properly informed before they started their mobility experience I will concentrate on how the quality of information offered to students about the purpose of study/internship (learning outcomes, role within the academic programme, etc), their responsibilities in relation to mobility (academic activities, general or working conduct, etc) and general cultural issues (customs and conventions abroad, professional conduct, etc.) affect competence development.

To assess quality respondents had the possibility to assess on a five point scale (1=poor, 2=weak, 3=basic, 4=good, 5=excellent). For further analysis with Mann-Whitney U Test I have grouped these

five answers in two groups “weak preparation” (comprising “poor”, “weak” and “basic”) and “good preparation” (“good”, “excellent”).

First I have analysed the impact of quality of preparation on students’ competencies. To analyse this I used questions 10, 11, 13 and 15 from the survey.

3.3.3.1.1 Quality of preparation

Within question 10 respondents had the possibility to assess on a five point scale (1=poor, 2=weak, 3=basic, 4=good, 5=excellent) the quality of preparation they have received from different preparation providers. As the most important actors in preparing students properly for international mobility are academic staff, international office and language school I will analyse how the quality of preparation offered by each of them influence the impact of mobility on students competencies.

Table 3.14: Impact on competencies by quality of preparation by academic staff at home institution

Do you think you were appropriately prepared for your stay abroad?
Ranks

	Academic staff at home institution	N	Mean Rank	Sum of Ranks
I improved my practical knowledge and skills	weak	182	120,05	21849,00
	good	74	149,28	11047,00
	Total	256		
I got to know new working methods and skills	weak	182	120,72	21971,00
	good	74	147,64	10925,00
	Total	256		
I am better in solving conflicts / problems	weak	175	115,60	20230,50
	good	74	147,22	10894,50
	Total	249		
I am more tolerant	weak	173	114,05	19731,50
	good	72	144,49	10403,50
	Total	245		
I am more commited	weak	175	113,69	19896,50
	good	73	150,40	10979,50
	Total	248		
I am more employable at home	weak	175	115,87	20277,50
	good	71	142,30	10103,50
	Total	246		
I know new working methods	weak	177	117,74	20840,50
	good	74	145,75	10785,50
	Total	251		

For **academic staff at home institution** the quality of its preparation statistically significant influences the competencies listed in Table 3.14.

The analysis of what is the actual impact on competences between students with “weak” and “good” preparation from academic staff shows that the impact on these seven competencies is statistically significantly higher for students with good preparation by academic staff of their institution.

Table 3.15: Test statistics - Impact on competencies by quality of preparation by academic staff at home institution

Test Statistics[a]

	I improved my practical knowledge and skills	I got to know new working methods and skills	I am better in solving conflicts / problems	I am more tolerant	I am more commited	I am more employable at home	I know new working methods
Mann-Whitney U	5196,000	5318,000	4830,500	4680,500	4496,500	4877,500	5087,500
Wilcoxon W	21849,000	21971,000	20230,500	19731,500	19896,500	20277,500	20840,500
Z	-3,008	-2,755	-3,315	-3,179	-3,826	-2,707	-2,877
Asymp. Sig. (2-tailed)	,003	,006	,001	,001	,000	,007	,004

a. Grouping Variable: Academic staff at my institution] Do you think you were appropriately prepared for your stay abroad?

Preparation by **language school** influences statistical significant differences on competences listed in Table 3.16).

Table 3.16: Impact on competencies by quality of preparation by language school

Ranks

	Language school	N	Mean Rank	Sum of Ranks
I adapt easier to changes	weak	106	74,97	7947,00
	good	54	91,35	4933,00
	Total	160		
I improved my written communication	weak	107	71,70	7671,50
	good	55	100,57	5531,50
	Total	162		
I improved my oral communication	weak	106	73,52	7793,00
	good	56	96,61	5410,00
	Total	162		
I improved my practical knowledge and skills	weak	107	72,68	7776,50
	good	56	99,81	5589,50
	Total	163		
I improved my theoretic knowledge	weak	106	68,11	7219,50
	good	56	106,85	5983,50
	Total	162		
I got to know new working methods and skills	weak	107	73,74	7890,00
	good	55	96,60	5313,00
	Total	162		
I can more efficiently search and process the information	weak	101	70,09	7079,50
	good	53	91,61	4855,50
	Total	154		
I am able to evaluate my work	weak	102	68,14	6950,00
	good	51	94,73	4831,00
	Total	153		
I am more creative	weak	102	71,76	7320,00
	good	54	91,22	4926,00
	Total	156		
I can better manage my time	weak	102	71,15	7257,50
	good	53	91,18	4832,50
	Total	155		

I can better negotiate	weak	102	72,02	7346,50
	good	54	90,73	4899,50
	Total	156		
I am more independent at work	weak	102	72,18	7362,00
	good	54	90,44	4884,00
	Total	156		
I am more commited	weak	101	71,36	7207,00
	good	54	90,43	4883,00
	Total	155		
I can adopt different thinking / ways of thinking	weak	102	73,53	7500,00
	good	54	87,89	4746,00
	Total	156		
I can work in a team	weak	102	71,04	7246,50
	good	55	93,75	5156,50
	Total	157		
I know new working methods	weak	103	70,44	7255,50
	good	55	96,46	5305,50
	Total	158		
I can adapt to different working methods and system of hierarchy	weak	102	69,84	7123,50
	good	55	95,99	5279,50
	Total	157		

Quality of preparation by language school makes statistically significant differences on 17 competencies (Table 3.18). Higher quality level resulted in higher impact on competencies for all of them.

Third preparation provider for most of the students is international office of their institution. Here its quality impact even 20 of the listed competencies (Table 3.19).

Table 3.17: Test statistics - Impact on competencies by quality of preparation by language school

Test Statisticsa

	I adapt easier to changes	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more committed	I can adopt different thinking / ways of thinking	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	2276,000	1893,500	2122,000	1998,500	1548,500	2112,000	1928,500	1697,000	2067,000	2004,500	2093,500	2109,000	2056,000	2247,000	1993,500	1899,500	1870,500
Wilcoxon W	7947,000	7671,500	7793,000	7776,500	7219,500	7890,000	7079,500	6950,000	7320,000	7257,500	7346,500	7362,000	7207,000	7500,000	7246,500	7255,500	7123,500
Z	-2,240	-3,877	-3,227	-3,668	-5,195	-3,082	-2,976	-3,643	-2,656	-2,720	-2,544	-2,497	-2,623	-1,970	-3,090	-3,519	-3,572
Asymp. Sig. (2-tailed)	,025	,000	,001	,000	,000	,002	,003	,000	,008	,007	,011	,013	,009	,049	,002	,000	,000

a. Grouping Variable: Language school

Table 3.18: Test statistics - Impact on competencies by quality of preparation by international office

Test Statistics[a]

	I am more self confident	I adapt easier to changes	I improved my written communication	I improved my oral communication	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I am more tolerant	I can work with people from different backgrounds	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more employable at home	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	7577,000	6322,000	6936,500	6600,000	7028,500	7116,000	6954,000	7033,000	6536,000	6099,000	5485,500	6461,000	6408,500	5754,500	5927,500	5715,000	6451,000	6139,500	6649,500	6256,500
Wilcoxon W	17730,000	16333,000	16947,500	16753,000	17324,500	16986,000	16545,000	16624,000	15852,000	15279,000	14938,500	15641,000	15588,500	14934,500	15380,500	14760,000	15904,000	15319,500	15965,500	15572,500
Z	-1,178	-3,121	-2,305	-2,866	-2,209	-1,903	-1,667	-1,503	-2,003	-2,607	-4,010	-2,023	-2,142	-3,258	-3,124	-3,098	-2,350	-2,737	-2,001	-2,509
Asymp. Sig. (2-tailed)	,239	,002	,021	,004	,027	,057	,096	,133	,045	,009	,000	,043	,032	,001	,002	,002	,019	,006	,045	,012

a. Grouping Variable: International office

Table 3.19: Impact on competencies by quality of preparation by international office

Ranks

	International	N	Mean Rank	Sum of Ranks
I am more self confident	weak	142	124,86	17730,00
	good	116	135.18	15681.00
	Total	258		
I adapt easier to changes	weak	141	115,84	16333,00
	good	114	143,04	16307,00
	Total	255		
I improved my written communication	weak	141	120,20	16947,50
	good	117	140,71	16463,50
	Total	258		
I improved my oral communication	weak	142	117,98	16753,00
	good	115	142,61	16400,00
	Total	257		
I got to know new working methods and skills	weak	143	121,15	17324,50
	good	116	140,91	16345,50
	Total	259		
I am better in working in a multidisciplinary environment	weak	140	121,33	16986,00
	good	117	138,18	16167,00
	Total	257		
I understand better my own and other cultures and problems	weak	138	119,89	16545,00
	good	114	134,50	15333,00
	Total	252		
I trust others more	weak	138	120,46	16624,00
	good	114	133,81	15254,00
	Total	252		
I am better in solving conflicts / problems	weak	136	116,56	15852,00
	good	112	134,14	15024,00
	Total	248		
I am more tolerant	weak	135	113,18	15279,00
	good	111	136,05	15102,00
	Total	246		
I can work with people from different backgrounds	weak	137	109,04	14938,50
	good	111	143,58	15937,50
	Total	248		
I can better negotiate	weak	135	115,86	15641,00
	good	112	133,81	14987,00
	Total	247		
I am more independent at work	weak	135	115,47	15588,50
	good	112	134,28	15039,50
	Total	247		
I am more commited	weak	135	110,63	14934,50
	good	111	139,16	15446,50
	Total	246		
I can adopt different thinking / ways of thinking	weak	137	112,27	15380,50
	good	111	139,60	15495,50
	Total	248		
I am more employable at home	weak	134	110,15	14760,00
	good	110	137,55	15130,00
	Total	244		
I can plan and organize my work	weak	137	116,09	15904,00
	good	113	136,91	15471,00
	Total	250		
I can work in a team	weak	135	113,48	15319,50
	good	113	137,67	15556,50
	Total	248		
I know new working methods	weak	136	117,39	15965,50
	good	114	135,17	15409,50
	Total	250		
I can adapt to different working methods and system of hierarchy	weak	136	114,50	15572,50
	good	112	136.64	15303.50
	Total	248		

Also here the quality of preparation offered result in a statistical higher impact for all competencies listed in Table 3.19.

Analysis of the impact of quality of preparation within each of mobility types and programme is presented in Annex 4.

3.3.3.1.2 Type of preparation received

Type of preparation students received was covered under question 11. Here students had the possibility to choose between different types of preparation: administrative, cultural, pedagogical (such as handling of conflicts), counselling and advice in regards to selection of host country of field of study/internship, and others.

Table 3.20: Impact on competencies by type of preparation (cultural)

Ranks

	q11 Cultural preparation	N	Mean Rank	Sum of Ranks
I adapt easier to changes	No	317	174,87	55432,50
	Yes	39	208,04	8113,50
	Total	356		
I improved my written communication	No	322	176,33	56779,50
	Yes	38	215,80	8200,50
	Total	360		
I trust others more	No	314	171,33	53799,00
	Yes	39	222,62	8682,00
	Total	353		
I am better in solving conflicts / problems	No	311	170,96	53168,50
	Yes	39	211,71	8256,50
	Total	350		
I can work under stress	No	309	170,67	52737,50
	Yes	39	204,83	7988,50
	Total	348		
I am more tolerant	No	306	168,58	51587,00
	Yes	38	204,03	7753,00
	Total	344		
I can better manage my time	No	310	170,69	52913,50
	Yes	38	205,59	7812,50
	Total	348		
I can better negotiate	No	308	169,86	52316,50
	Yes	39	206,71	8061,50
	Total	347		
I can adopt different thinking / ways of thinking	No	309	169,91	52503,00
	Yes	39	210,85	8223,00
	Total	348		
I can plan and organize my work	No	311	171,71	53401,00
	Yes	39	205,74	8024,00
	Total	350		
I can work in a team	No	309	169,15	52267,50
	Yes	39	216,88	8458,50
	Total	348		
I know new working methods	No	313	172,80	54086,50
	Yes	39	206,19	8041,50
	Total	352		

Already in the theoretical part of my thesis it is underlined that cultural and pedagogical preparation is very important before students depart for mobility, to be able to really benefit from their international experience. Besides, it is also important that students are given appropriate counselling in regards to their choice of host country and study/work field to be able to use mobility as a career building step. Therefore I will analyse the difference between groups of students that received or not received this type of preparation.

Table 3.21: Test statistics - Impact on competencies by type of preparation (cultural)

Test Statistics[a]

	I adapt easier to changes	I improved my written communication	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can better manage my time	I can better negotiate	I can adopt different thinking / ways of thinking	I can plan and organize my work	I can work in a team	I know new working methods
Mann-Whitney U	5029,500	4776,500	4344,000	4652,500	4842,500	4616,000	4708,500	4730,500	4608,000	4885,000	4372,500	4945,500
Wilcoxon W	55432,500	56779,500	53799,000	53168,500	52737,500	51587,000	52913,500	52316,500	52503,000	53401,000	52267,500	54086,500
Z	-2,013	-2,308	-3,076	-2,474	-2,057	-2,150	-2,084	-2,220	-2,497	-2,050	-2,881	-1,996
Asymp. Sig. (2-tailed)	,044	,021	,002	,013	,040	,032	,037	,026	,013	,040	,004	,046

a. Grouping Variable: q11 Cultural preparation

Mann_Whitney U Test showed that whether the students received cultural preparation or not influenced on statistically significant differences within impact on 12 of the above listed competencies (Table 3.21). Among the types of preparation this showed to be the most important preparation as it affected a high number of competencies.

Pedagogical preparation influenced only two competencies (“ability to solve problems” and “commitment”) and counselling on selection of country/fields influenced three (“tolerance”, “negotiation” and “employability at home”). For these the impact was statistically significantly higher for students receiving this type of preparation in regards to those not receiving it.

3.3.3.2 Information received prior departure

Under question 13 several types of information were listed which I consider to be important for students to receive prior their mobility. From the list I will choose and analyse the three of them that I consider the most important. These are: the purpose of the study/internship (learning outcomes, role within the degree programme), students’ responsibilities in relation to the

study/internship (academic activities, general conduct, etc) and general issues (customs and conventions abroad, professional conduct).

To answer this question students had - beside the five point scale - also an additional option “not received at all”. With this in view I therefore add an additional group “not received” to the groups “weak” and “good”.

3.3.3.2.1 Purpose of the study/internship (learning outcomes, role within the degree programme)

Kruskal-Wallis Test showed that the quality of information in regards to the purpose of their study or internship made statistical significant differences of the sample for the impact on 19 competencies.

Table 3.22: Impact on competencies by quality of pre-departure information (purpose of the mobility)

The purpose of the study/internship (learning outcomes, role within the academic programme, etc.)
Ranks

		N	Mean Rank	Sum of Ranks
I improved my oral communication	weak	170	146,50	24904,50
	good	149	175,41	26135,50
	Total	319		
I improved my practical knowledge and skills	weak	170	143,86	24455,50
	good	149	178,42	26584,50
	Total	319		
I improved my theoretic knowledge	weak	168	142,89	24006,00
	good	149	177,16	26397,00
	Total	317		
I got to know new working methods and skills	weak	169	146,60	24776,00
	good	150	175,09	26264,00
	Total	319		
I understand better my own and other cultures and problems	weak	165	144,34	23816,50
	good	147	170,15	25011,50
	Total	312		
I am better in solving conflicts / problems	weak	164	138,11	22650,50
	good	145	174,10	25244,50
	Total	309		
I am more tolerant	weak	162	140,75	22801,50
	good	143	166,88	23863,50
	Total	305		
I can work with people from different backgrounds	weak	163	139,02	22660,00
	good	145	171,90	24926,00
	Total	308		
I can more efficiently search and process the information	weak	164	139,16	22822,50
	good	144	171,97	24763,50
	Total	308		
I am able to evaluate my work	weak	164	136,34	22359,50
	good	143	174,26	24918,50
	Total	307		
I am more creative	weak	165	143,08	23608,50
	good	144	168,66	24286,50
	Total	309		
I am more commited	weak	161	139,42	22446,50

	good	147	171,02	25139,50
	Total	308		
I can adopt different thinking / ways of thinking	weak	163	142,97	23303,50
	good	145	167,47	24282,50
	Total	308		
I am more employable at home	weak	160	135,06	21610,00
	good	144	171,88	24750,00
	Total	304		
I am more employable abroad	weak	158	140,32	22170,50
	good	140	159,86	22380,50
	Total	298		
I can plan and organize my work	weak	165	138,54	22859,00
	good	146	175,73	25657,00
	Total	311		
I can work in a team	weak	163	139,15	22682,00
	good	146	172,69	25213,00
	Total	309		
I know new working methods	weak	165	139,53	23023,00
	good	146	174,61	25493,00
	Total	311		
I can adapt to different working methods and system of hierarchy	weak	163	136,87	22310,50
	good	144	173,39	24967,50
	Total	307		

Further analysis with Mann-Whitney U Test showed that comparing the impact on competencies between students that received good or weak information in this regards confirmed the statistically significant difference for all competencies as listed in the Table 3.25. For all of them the impact was higher for students that received this information.

3.3.3.2.2 Responsibilities in relation to the study/internship (academic activities, general conduct, etc)

Considering the quality of information received in regards to students' responsibility while abroad I found statistically significant differences on impact of 14 competencies (Table 3.26).

Table 3.23: Impact on competencies by quality of pre-departure information (responsibilities)

Your responsibilities in relation to study/internship (academic, general, etc)
Ranks

		N	Mean Rank	Sum of Ranks
I improved my written communication	weak	154	149,35	23000,00
	good	165	169,94	28040,00
	Total	319		
I improved my oral communication	weak	153	147,64	22589,00
	good	165	170,50	28132,00
	Total	318		
I improved my theoretic knowledge	weak	152	147,19	22372,50
	good	164	168,98	27713,50
	Total	316		
I got to know new working methods and skills	weak	155	145,22	22509,50
	good	164	173,97	28530,50
	Total	319		
I am better in solving conflicts / problems	weak	151	140,81	21262,50

	good	159	169,45	26942,50
	Total	310		
I can work with people from different backgrounds	weak	149	140,27	20900,50
	good	160	168,72	26994,50
	Total	309		
I can more efficiently search and process the information	weak	150	142,37	21355,00
	good	158	166,02	26231,00
	Total	308		
I am able to evaluate my work	weak	150	139,66	20949,00
	good	158	168,59	26637,00
	Total	308		
I am more committed	weak	148	141,08	20880,50
	good	161	167,79	27014,50
	Total	309		
I am more employable at home	weak	146	134,03	19569,00
	good	160	171,26	27402,00
	Total	306		
I can plan and organize my work	weak	150	140,71	21107,00
	good	163	171,99	28034,00
	Total	313		
I can work in a team	weak	149	139,90	20845,00
	good	164	172,54	28296,00
	Total	313		
I know new working methods	weak	151	137,64	20784,00
	good	164	176,74	28986,00
	Total	315		
I can adapt to different working methods and system of hierarchy	weak	149	142,35	21210,50
	good	161	167,67	26994,50
	Total	310		

3.3.3.2.3 General issues (customs and conventions abroad, professional conduct)

Quality of information on general issues statistically significantly influenced the differences on 10 competencies (Table 3.27).

Table 3.24: Impact on competencies by quality of pre-departure information (general issues)

General cultural issues (e.g. customs and conventions abroad, professional conduct)
Ranks

		N	Mean Rank	Sum of Ranks
I improved my oral communication	weak	154	105,02	16173,00
	good	66	123,29	8137,00
	Total	220		
I improved my practical knowledge and skills	weak	154	102,05	15715,50
	good	66	130,22	8594,50
	Total	220		
I improved my theoretic knowledge	weak	153	103,06	15768,00
	good	65	124,66	8103,00
	Total	218		
I got to know new working methods and skills	weak	153	104,00	15911,50
	good	66	123,92	8178,50
	Total	219		
I am able to evaluate my work	weak	149	97,08	14465,50
	good	63	128,77	8112,50
	Total	212		
I am more creative	weak	149	100,70	15005,00
	good	65	123,08	8000,00
	Total	214		
I can better negotiate	weak	150	101,91	15286,50

	good	65	122,05	7933,50
	Total	215		
I am more commited	weak	150	101,42	15212,50
	good	65	123,19	8007,50
	Total	215		
I know new working methods	weak	149	101,88	15180,50
	good	66	121,81	8039,50
	Total	215		
I can adapt to different working methods and system of hierarchy	weak	147	101,21	14878,00
	good	66	119,89	7913,00
	Total	213		

Analysis of the impact of quality of pre-departure information within each of mobility types and programme is presented in Annex 1.

Table 3.25: Test statistics - Impact on competencies by quality of pre-departure information (purpose of the mobility)

Test Statistics[a]
"weak" - "good" Q13A_1

	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I understand better my own and other cultures and problems	I am better in solving conflicts / problems	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I am more committed	I can adopt different thinking / ways of thinking	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	10369,500	9920,500	9810,000	10411,000	10121,500	9120,500	9598,500	9294,000	9292,500	8829,500	9913,500	9405,500	9937,500	8730,000	9609,500	9164,000	9316,000	9328,000	8944,500
Wilcoxon W	24904,500	24455,500	24006,000	24776,000	23816,500	22650,500	22801,500	22660,000	22822,500	22359,500	23608,500	22446,500	23303,500	21610,000	22170,500	22859,000	22682,000	23023,000	22310,500
Z	-3,016	-3,527	-3,437	-2,886	-2,646	-3,687	-2,683	-3,428	-3,361	-3,897	-2,608	-3,236	-2,517	-3,737	-2,031	-3,775	-3,411	-3,554	-3,742
Asymp. Sig. (2-tailed)	,003	,000	,001	,004	,008	,000	,007	,001	,001	,000	,009	,001	,012	,000	,042	,000	,001	,000	,000

a. Grouping Variable: The purpose of the study/internship (learning outcomes, role within the academic programme, etc.)

Table 3.26: Test statistics - Impact on competencies by quality of pre-departure information (responsibilities)

Test Statistics[a]
"weak" - "good" Q13A_4

	I improved my written communication	I improved my oral communication	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in solving conflicts / problems	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more committed	I am more employable at home	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	11065,000	10808,000	10744,500	10419,500	9786,500	9725,500	10030,000	9624,000	9854,500	8838,000	9782,000	9670,000	9308,000	10035,500
Wilcoxon W	23000,000	22589,000	22372,500	22509,500	21262,500	20900,500	21355,000	20949,000	20880,500	19569,000	21107,000	20845,000	20784,000	21210,500
Z	-2,085	-2,395	-2,192	-2,916	-2,931	-2,960	-2,428	-2,972	-2,736	-3,766	-3,164	-3,293	-3,936	-2,582
Asymp. Sig. (2-tailed)	,037	,017	,028	,004	,003	,003	,015	,003	,006	,000	,002	,001	,000	,010

a. Grouping Variable: Your responsibilities in relation to study/internship (academic, general, etc)

Table 3.27: Test statistics - Impact on competencies by quality of pre-departure information (general issues)

Test Statistics[a]

"weak" - "good" Q13A_6

	I am more self confident	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more committed	I can adopt different thinking / ways of thinking	I am more employable at home	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	4939,000	4238,000	3780,500	3987,000	4130,500	3290,500	3830,000	4435,500	3961,500	4384,500	3887,500	4105,500	4034,000	4325,500	4005,500	4000,000
Wilcoxon W	16874,000	16173,000	15715,500	15768,000	15911,500	14465,500	15005,000	15610,500	15286,500	15709,500	15212,500	15280,500	14474,000	15351,500	15180,500	14878,000
Z	-,165	-2,122	-3,184	-2,393	-2,248	-3,594	-2,528	-,836	-2,250	-1,224	-2,461	-1,853	-1,807	-1,555	-2,250	-2,131
Asymp. Sig. (2-tailed)	,869	,034	,001	,017	,025	,000	,011	,403	,024	,221	,014	,064	,071	,120	,024	,033

a. Grouping Variable: General cultural issues (e.g. customs and conventions abroad, professional conduct)

3.3.3.3 Motivation

To analyse the relation between motivation of students to go abroad and the impact on their competencies I will analyse question No. 18. Here students had to rank the list of eleven reasons from 1-most important to 11-least important. For analysis I will use the first choice selection distribution of motivation reasons.

Kruskal-Wallis test showed that there are statistical significant differences within competence impact in regards to the motivation reasons for 15 competencies (Table 3.28).

Table 3.28: Impact on competencies by motivation

Test Statistics[a,b]

	I am more self confident	I adapt easier to changes	I improved my oral communication	I got to know new working methods and	I understand better in working in a multidisciplinary environment	better my own and other cultures and	I can work under stress	I am more tolerant	I can work with people from different	I am more independent at work	I can adopt different thinking / ways	I am more responsible	I am more employable abroad	I can work in a team	different working methods and system of
Chi-Square	28,592	26,588	28,475	20,609	18,030	32,579	22,075	18,265	26,034	19,716	22,351	18,822	23,480	17,526	19,509
df	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
Asymp. Sig.	,001	,003	,002	,024	,054	,000	,015	,051	,004	,032	,013	,043	,009	,064	,034

a. Kruskal Wallis Test

b. Grouping Variable: q18 [Rank 1] Why have you decided to go abroad?

Table 3.29: Impact on competencies by motivation (employable at home - widen horizons)

Ranks

To be employable at home versus to widen my horizon

	q18 [Rank 1] Why have you decided to go abroad?	N	Mean Rank	Sum of Ranks
I got to know new working methods and skills	To be more employable at home	81	122,29	9905,50
	To widen my horizon	133	98,49	13099,50
	Total	214		
I understand better my own and other cultures and problems	To be more employable at home	79	114,65	9057,50
	To widen my horizon	129	98,28	12678,50
	Total	208		
I am more independent at work	To be more employable at home	79	113,13	8937,50
	To widen my horizon	126	96,65	12177,50
	Total	205		
I can adapt to different working methods and system of hierarchy	To be more employable at home	79	114,77	9067,00
	To widen my horizon	126	95,62	12048,00
	Total	205		

As we are dealing with eleven groups I will analyse with Mann-Whitney U test only some of the most interesting relationships. I will look at differences between the four most frequent students

reasons to go abroad: to widen the horizon (36.32%), to be more employable at home (23.42%), to get to know new working methods (13.6%) and to be more employable abroad (11.84%).

Comparison between the two motives to go abroad to be more employable at home and the other two - to widen their horizon resulted in four statistically significant different impact on competencies (Table 3.29 and Table 3.30).

Table 3.30: Test statistics - Impact on competencies by motivation (employable at home - widen horizons)

Test Statistics[a]
To be employable at home versus to widen my horizon

	I got to know new working methods and skills	I understand better my own and other cultures and problems	I am more independent at work	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	4188,500	4293,500	4176,500	4047,000
Wilcoxon W	13099,500	12678,500	12177,500	12048,000
Z	-2,846	-2,016	-2,012	-2,335
Asymp. Sig. (2-tailed)	,004	,044	,044	,020

a. Grouping Variable: q18 [Rank 1] Why have you decided to go abroad?

For all four competencies listed above the impact is significantly higher for students deciding to go abroad to become more employable at home.

Table 3.31: Impact on competencies by motivation (employable abroad - widen horizons)

Ranks
To be employable at abroad versus to widen my horizon

	q18 [Rank 1] Why have you decided to go abroad?	N	Mean Rank	Sum of Ranks
I adapt easier to changes	To be more employable abroad	40	104,04	4161,50
	To widen my horizon	132	81,19	10716,50
	Total	172		
I got to know new working methods and skills	To be more employable abroad	42	105,08	4413,50
	To widen my horizon	133	82,61	10986,50
	Total	175		
I am better in working in a multidisciplinary environment	To be more employable abroad	42	99,80	4191,50
	To widen my horizon	130	82,20	10686,50
	Total	172		
I can work under stress	To be more employable abroad	39	101,36	3953,00
	To widen my horizon	128	78,71	10075,00
	Total	167		
I am more independent at work	To be more employable abroad	40	96,75	3870,00
	To widen my horizon	126	79,29	9991,00
	Total	166		
I am more employable abroad	To be more employable abroad	41	94,39	3870,00
	To widen my horizon	122	77,84	9496,00
	Total	163		

By using Mann-Whitney U Test to identify the differences between the group participating in mobility to become more employable abroad with the group that went abroad to widen their

horizon one showed statistical significant differences of the impact on six competences (Table 3.31). Also here the impact is lower for the group not thinking about their future employability (Table 3.32).

Table 3.32: Test statistics - Impact on competencies by motivation (employable abroad - widen horizons)

Test Statistics[a]
To be employable at abroad versus to widen my horizon

	I adapt easier to changes	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I can work under stress	I am more independent at work	I am more employable abroad
Mann-Whitney U	1938,500	2075,500	2171,500	1819,000	1990,000	1993,000
Wilcoxon W	10716,500	10986,500	10686,500	10075,000	9991,000	9496,000
Z	-2,725	-2,613	-2,103	-2,644	-2,079	-2,020
Asymp. Sig. (2-tailed)	,006	,009	,035	,008	,038	,043

a. Grouping Variable: q18 [Rank 1] Why have you decided to go abroad?

Analysis of impact of international mobility on competencies between the group motivated to get to know new working methods and those to widen horizon showed that there are statistical significant differences for the eight competences listed in the Table 3.33.

However here, the impact is rather unexpectedly higher for the group going abroad to widen the horizon for all eight competences (Table 3.33).

Table 3.33: Impact on competencies by motivation (new working methods - widen horizons)

Ranks

	q18 [Rank 1] Why have you decided to	N	Mean Rank	Sum of Ranks
I am more self confident	To get to know new working methods	47	69,65	3273,50
	To widen my horizon	133	97,87	13016,50
	Total	180		
I improved my oral communication	To get to know new working methods	46	72,50	3335,00
	To widen my horizon	132	95,42	12596,00
	Total	178		
I understand better my own and other cultures and problems	To get to know new working methods	47	68,03	3197,50
	To widen my horizon	129	95,96	12378,50
	Total	176		
I am more tolerant	To get to know new working methods	46	69,27	3186,50
	To widen my horizon	127	93,42	11864,50
	Total	173		
I can work with people from different backgrounds	To get to know new working methods	45	69,83	3142,50
	To widen my horizon	128	93,04	11908,50
	Total	173		
I can adopt different thinking / ways of thinking	To get to know new working methods	47	72,54	3409,50
	To widen my horizon	128	93,68	11990,50
	Total	175		
I am more responsible	To get to know new working methods	45	73,74	3318,50
	To widen my horizon	129	92,30	11906,50
	Total	174		
I am more employable abroad	To get to know new working methods	43	69,22	2976,50
	To widen my horizon	122	87,86	10718,50
	Total	165		

Table 3.34: Test statistics - Impact on competencies by motivation (new working methods - widen horizons)

Test Statistics[a]
To get to know new working methods - To widen my horizon

	I am more self confident	I improved my oral communication	I understand better my own and other cultures and problems	I am more tolerant	I can work with people from different backgrounds	I can adopt different thinking / ways of thinking	I am more responsible	I am more employable abroad
Mann-Whitney U	2145,500	2254,000	2069,500	2105,500	2107,500	2281,500	2283,500	2030,500
Wilcoxon W	3273,500	3335,000	3197,500	3186,500	3142,500	3409,500	3318,500	2976,500
Z	-3,346	-2,751	-3,351	-2,907	-2,821	-2,537	-2,224	-2,274
Asymp. Sig. (2-tailed)	,001	,006	,001	,004	,005	,011	,026	,023

a. Grouping Variable: q18 [Rank 1] Why have you decided to go abroad?

Comparing the group motivated "to be more employable at home or abroad" only one impact on the competence is found as statistical significant by Mann-Whitney U Test. Here the impact is in favour of the "to be employable abroad" group.

Table 3.35: Impact on competencies by motivation (employable at home - abroad)

Ranks

	q18 [Rank 1] Why have you decided to go abroad?	N	Mean Rank	Sum of Ranks
I adapt easier to changes	To be more employable at home	79	55,74	4403,50
	To be more employable abroad	40	68,41	2736,50
	Total	119		

Test Statistics[a]
To be more employable at home - abroad

	I adapt easier to changes
Mann-Whitney U	1243,500
Wilcoxon W	4403,500
Z	-2,057
Asymp. Sig. (2-tailed)	,040

a. Grouping Variable: q18 [Rank 1] Why have you decided to go abroad?

3.3.3.4 Support during mobility

The answers concerning the support students received during their mobility were collected within Question 25. Students were asked to assess the quality of support they have been offered by home institution, fellow students and host institution on either academic and non-academic issues. Here again, the quality was assessed on a five point Linkert scale (1-not at all, 2-weak, 3-basic, 4-good, 5-excellent) that was for Mann-Whitney U Test grouped into three groups: "none" (1-not at all), "weak" (2-weak, 3-basic) and "good" (4-good, 5-excellent).

Table 3.36: Impact on competencies by support during mobility (by home institution, weak - good)

Ranks				
	home	N	Mean Rank	Sum of Ranks
I am more self confident	weak	124	112.87	13995.50
	good	132	143.19	18900.50
	Total	256		
I adapt easier to changes	weak	124	108,63	13470,50
	good	130	145,50	18914,50
	Total	254		
I improved my language skills	weak	123	115,24	14174,00
	good	132	139,89	18466,00
	Total	255		
I improved my written communication	weak	124	118,81	14732,50
	good	132	137,60	18163,50
	Total	256		
I improved my oral communication	weak	122	111,41	13592,50
	good	133	143,21	19047,50
	Total	255		
I got to know new working methods and skills	weak	125	117,06	14632,00
	good	132	140,31	18521,00
	Total	257		
I am better in working in a multidisciplinary environment	weak	122	115,64	14108,50
	good	131	137,58	18022,50
	Total	253		
I understand better my own and other cultures and problems	weak	121	113,40	13721,50
	good	133	140,33	18663,50
	Total	254		
I trust others more	weak	121	111,92	13542,00
	good	133	141,68	18843,00
	Total	254		
I am better in solving conflicts / problems	weak	119	112,97	13443,50
	good	133	138,61	18434,50
	Total	252		
I am more tolerant	weak	117	111,41	13034,50
	good	132	137,05	18090,50
	Total	249		
I can work with people from different backgrounds	weak	117	103,65	12127,50
	good	132	143,92	18997,50
	Total	249		
I can more efficiently search and process the information	weak	118	111,65	13174,50
	good	131	137,03	17950,50
	Total	249		
I am able to evaluate my work	weak	119	110,49	13148,00
	good	130	138,28	17977,00
	Total	249		
I am more creative	weak	118	109,03	12866,00
	good	133	141,05	18760,00
	Total	251		
I am more independent at work	weak	117	115,81	13549,50
	good	133	134,03	17825,50
	Total	250		
I am more committed	weak	116	106,67	12373,50
	good	132	140,17	18502,50
	Total	248		
I can adopt different thinking / ways of thinking	weak	118	110,22	13006,50
	good	131	138,31	18118,50
	Total	249		
I am more able to take decisions	weak	114	113,00	12881,50
	good	131	131,71	17253,50
	Total	245		
I can adapt to different working methods and system of hierarchy	weak	120	111,65	13398,00
	good	132	140,00	18480,00
	Total	252		

Kruskal-Wallis Test for K-parameters showed that considering the quality of support students received from their home institution there are statistical significant differences for all competencies except “practical knowledge and skills”, “theoretical knowledge”, “stress”, “time management”, “home employability”, “planning and organising work”, “team work” and “working methods”. All other competences (22) are significantly influenced by thin kind of support.

Table 3.37: Impact on competencies by support during mobility (by home institution, none - good)

Ranks

	home	N	Mean Rank	Sum of Ranks
I am more self confident	none	38	68,01	2584,50
	good	132	90.53	11950.50
	Total	170		
I adapt easier to changes	none	37	63,43	2347,00
	good	130	89,85	11681,00
	Total	167		
I improved my written communication	none	38	66,83	2539,50
	good	132	90,88	11995,50
	Total	170		
I improved my oral communication	none	38	66,01	2508,50
	good	133	91,71	12197,50
	Total	171		
I got to know new working methods and skills	none	38	68,76	2613,00
	good	132	90,32	11922,00
	Total	170		
I understand better my own and other cultures and problems	none	36	69,24	2492,50
	good	133	89,27	11872,50
	Total	169		
I trust others more	none	36	65,00	2340,00
	good	133	90,41	12025,00
	Total	169		
I am better in solving conflicts / problems	none	36	64,69	2329,00
	good	133	90,50	12036,00
	Total	169		
I am more tolerant	none	36	67,88	2443,50
	good	132	89,03	11752,50
	Total	168		
I can work with people from different backgrounds	none	36	62,99	2267,50
	good	132	90,37	11928,50
	Total	168		
I am more creative	none	35	69,10	2418,50
	good	133	88,55	11777,50
	Total	168		
I am more independent at work	none	36	69,14	2489,00
	good	133	89,29	11876,00
	Total	169		
I am more committed	none	36	70,38	2533,50
	good	132	88,35	11662,50
	Total	168		
I can adopt different thinking / ways of thinking	none	36	67,65	2435,50
	good	131	88,49	11592,50
	Total	167		
I can adapt to different working methods and system of hierarchy	none	37	64,30	2379,00
	good	132	90,80	11986,00
	Total	169		
I can better negotiate	none	36	67,17	2418,00
	good	132	89,23	11778,00
	Total	168		
I am more employable abroad	none	36	68,83	2478,00
	good	127	85.73	10888.00
	Total	163		

There are some differences in regards to some specific competencies (Table 3.36 and Table 3.37) when comparing groups “none-good” and “weak-good”. However it is obvious that support and its quality received from home institution significantly affect competence development of students during their mobility.

The next analysis will focus on establishing the differences on competence development resulting in the concrete support offered by host institution. First was in regards to academic and then also non-academic issues. Kruskall-Waliss Test showed that support students receive from host institution is one of the crucial determinants affecting actually all 30 competences I have analysed. In regards to academic matters the only exception where there are no statistically significant differences due to the quality of this support: “language skills” and “responsibility”. In regards to non-academic support only within “employability at home” there are no statistically significant differences found by this method.

Differences between the groups that did not receive such support (“none”) or received it at a high quality (“good”) are presented in the Table 3.37.

Table 3.38: Test statistics - Impact on competencies by support during mobility (by home institution, weak - good)

Test Statistics[a]

Weak-good

	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communicat.	I improved my oral communicat.	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I am more independent at work	I am more committed	I can adopt different thinking / ways of thinking	I am more able to take decisions	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	6245,500	5720,500	6548,000	6982,500	6089,500	6757,000	6605,500	6340,500	6161,000	6303,500	6131,500	5224,500	6153,500	6008,000	5845,000	6646,500	5587,500	5985,500	6326,500	6138,000
Wilcoxon W	13995,500	13470,500	14174,000	14732,500	13592,500	14632,000	14108,500	13721,500	13542,000	13443,500	13034,500	12127,500	13174,500	13148,000	12866,000	13549,500	12373,500	13006,500	12881,500	13398,000
Z	-3,488	-4,257	-2,987	-2,128	-3,738	-2,629	-2,505	-3,070	-3,355	-2,902	-2,912	-4,664	-2,893	-3,177	-3,614	-2,067	-3,820	-3,210	-2,177	-3,205
Asymp. Sig. (2-tailed)	,000	,000	,003	,033	,000	,009	,012	,002	,001	,004	,004	,000	,004	,001	,000	,039	,000	,001	,029	,001

a. Grouping Variable: **home institution**

Table 3.39: Test statistics - Impact on competencies by support during mobility (by home institution, none - good)

Test Statistics[a]

none-good

	I am more self confident	I adapt easier to changes	I improved my written communication	I improved my oral communication	I got to know new working methods and skills	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I am more tolerant	I can work with people from different backgrounds	I am more creative	I am more independent at work	I am more committed	I can adopt different thinking / ways of thinking	I can adapt to different working methods and system of hierarchy	I can better negotiate	I am more employable abroad
Mann-Whitney U	1843,500	1644,000	1798,500	1767,500	1872,000	1826,500	1674,000	1663,000	1777,500	1601,500	1788,500	1823,000	1867,500	1769,500	1676,000	1752,000	1812,000
Wilcoxon W	2584,500	2347,000	2539,500	2508,500	2613,000	2492,500	2340,000	2329,000	2443,500	2267,500	2418,500	2489,000	2533,500	2435,500	2379,000	2418,000	2478,000
Z	-2,692	-3,181	-2,786	-3,130	-2,505	-2,316	-2,872	-2,923	-2,409	-3,233	-2,190	-2,277	-2,074	-2,418	-3,024	-2,481	-1,977
Asymp. Sig. (2-tailed)	,007	,001	,005	,002	,012	,021	,004	,003	,016	,001	,029	,023	,038	,016	,002	,013	,048

a. Grouping Variable: **home institution**

Table 3.40: Test statistics - Impact on competencies by support during mobility (by host institution academic matters, weak - good)

Test Statistics[a]

weak-good

	I am more self confident	I adapt easier to changes	I improved my written communication	I improved my oral communication	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	6102,000	6152,500	5940,500	6018,000	6037,500	5494,500	5663,000	5789,000	5783,500	6097,500	5620,500	5977,500	5385,000	5550,000	5754,500	6177,000	5878,000	5599,500	5444,000	5165,500	5051,000	5585,000	4819,500	5259,500	5699,000
Wilcoxon W	8587,000	8637,500	8425,500	8503,000	8593,500	8050,500	8219,000	8204,000	8198,500	8512,500	8035,500	8323,500	7800,000	7965,000	8169,500	8662,000	8224,000	7877,500	7790,000	7511,500	7397,000	8070,000	7165,500	7744,500	8114,000
Z	-2,634	-2,384	-2,868	-2,769	-2,782	-3,803	-3,344	-2,836	-2,817	-2,222	-2,931	-2,091	-3,379	-3,084	-2,669	-2,071	-2,328	-2,715	-3,075	-3,330	-3,382	-3,167	-4,202	-3,818	-2,860
Asymp. Sig. (2-tailed)	,008	,017	,004	,006	,005	,000	,001	,005	,005	,026	,003	,037	,001	,002	,008	,038	,020	,007	,002	,001	,001	,002	,000	,000	,004

a. Grouping Variable: host institution (academic)

Table 3.41: Test statistics - Impact on competencies by support during mobility (by host institution non-academic matters, weak - good)

Test Statistics[a]

	I am more self confident	I adapt easier to changes	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I can work with people from different background	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
Mann-Whitney U	7657,500	7653,000	7019,000	7531,500	8031,500	6940,500	7531,000	7088,000	7632,000	6956,500	6790,500	6887,500	7510,500	6657,000	7365,000	6349,000	7385,500	7415,000	7080,000	6797,500	7111,000	7004,000	6802,000	6586,500	7038,000	7223,000
Wilcoxon W	11398,500	11308,000	10847,000	11272,500	11859,500	10768,500	11272,000	10829,000	11373,000	10697,500	10360,500	10542,500	11251,500	10398,000	11020,000	10004,000	11126,500	11070,000	10735,000	10452,500	10852,000	10407,000	10457,000	10156,500	10693,000	10878,000
Z	-2,470	-2,155	-3,500	-2,656	-2,083	-3,632	-2,695	-3,187	-2,313	-3,336	-3,329	-3,216	-2,347	-3,691	-2,446	-4,023	-2,538	-2,337	-2,941	-3,429	-2,939	-2,058	-3,365	-3,507	-2,995	-2,608
Asymp. Sig. (2-tailed)	,014	,031	,000	,008	,037	,000	,007	,001	,021	,001	,001	,001	,019	,000	,014	,000	,011	,019	,003	,001	,003	,040	,001	,000	,003	,009

a. Grouping Variable: Host institution (non-academic)

As it is evident from the mean Ranks (Table 3.42 and Table 3.43) the impact on competencies development was significantly higher for those receiving good support, from host institution within both, academic and non-academic issues.

Table 3.42: Impact on competencies by support during mobility (by host institution academic matters, weak - good)

Ranks

	host institution (academic)	N	Mean Rank	Sum of Ranks
I am more self confident	weak	70	122,67	8587,00
	good	217	150,88	32741,00
	Total	287		
I adapt easier to changes	weak	70	123,39	8637,50
	good	214	148,75	31832,50
	Total	284		
I improved my written communication	weak	70	120,36	8425,50
	good	217	151,62	32902,50
	Total	287		
I improved my oral communication	weak	70	121,47	8503,00
	good	216	150,64	32538,00
	Total	286		
I improved my practical knowledge and skills	weak	71	133,15	9454,00
	good	218	148,86	32451,00
	Total	289		
I improved my theoretic knowledge	weak	71	121,04	8593,50
	good	216	151,55	32734,50
	Total	287		
I am better in working in a multidisciplinary environment	weak	71	115,76	8219,00
	good	213	151,41	32251,00
	Total	284		
I understand better my own and other cultures and problems	weak	69	118,90	8204,00
	good	214	149,45	31982,00
	Total	283		
I trust others more	weak	69	118,82	8198,50
	good	214	149,47	31987,50
	Total	283		
I am better in solving conflicts / problems	weak	69	123,37	8512,50
	good	213	147,37	31390,50
	Total	282		
I can work under stress	weak	69	116,46	8035,50
	good	211	148,36	31304,50
	Total	280		
I am more tolerant	weak	68	122,40	8323,50
	good	210	145,04	30457,50
	Total	278		
I can work with people from different backgrounds	weak	69	113,04	7800,00
	good	210	148,86	31260,00
	Total	279		
I can more efficiently search and process the information	weak	69	115,43	7965,00
	good	211	148,70	31375,00
	Total	280		
I am able to evaluate my work	weak	69	118,40	8169,50
	good	210	147,10	30890,50
	Total	279		
I am more creative	weak	70	123,74	8662,00
	good	210	146,09	30678,00
	Total	280		
I am more independent at work	weak	68	120,94	8224,00
	good	211	146,14	30836,00
	Total	279		

I am more committed	weak	67	117,57	7877,50
	good	212	147,09	31182,50
	Total	279		
I can adopt different thinking / ways of thinking	weak	68	114,56	7790,00
	good	210	147,58	30991,00
	Total	278		
I am more employable at home	weak	68	110,46	7511,50
	good	206	146,42	30163,50
	Total	274		
I am more employable abroad	weak	68	108,78	7397,00
	good	202	144,50	29188,00
	Total	270		
I can plan and organize my work	weak	70	115,29	8070,00
	good	211	149,53	31551,00
	Total	281		
I can work in a team	weak	68	105,38	7165,50
	good	211	151,16	31894,50
	Total	279		
I know new working methods	weak	70	110,64	7744,50
	good	213	152,31	32441,50
	Total	283		
I can adapt to different working methods and system of hierarchy	weak	69	117,59	8114,00
	good	212	148,62	31507,00
	Total	281		

Table 3.43: Impact on competencies by support during mobility (by host institution non-academic matters, weak - good)

Ranks

	Host institution (non-academic)	N	Mean Rank	Sum of Ranks
I am more self confident	weak	86	132,54	11398,50
	good	215	158,38	34052,50
	Total	301		
I adapt easier to changes	weak	85	133,04	11308,00
	good	212	155,40	32945,00
	Total	297		
I improved my written communication	weak	87	124,68	10847,00
	good	214	161,70	34604,00
	Total	301		
I improved my oral communication	weak	86	131,08	11272,50
	good	214	158,31	33877,50
	Total	300		
I improved my practical knowledge and skills	weak	87	136,32	11859,50
	good	216	158,32	34196,50
	Total	303		
I improved my theoretic knowledge	weak	87	123,78	10768,50
	good	215	162,72	34984,50
	Total	302		
I got to know new working methods and skills	weak	86	131,07	11272,00
	good	216	159,63	34481,00
	Total	302		
I am better in working in a multidisciplinary environment	weak	86	125,92	10829,00
	good	212	159,07	33722,00
	Total	298		
I understand better my own and other cultures and problems	weak	86	132,24	11373,00
	good	212	156,50	33178,00
	Total	298		
I trust others more	weak	86	124,39	10697,50
	good	212	159,69	33853,50
	Total	298		
I am better in solving conflicts /	weak	84	123,34	10360,50

problems	good	212	158,47	33595,50
	Total	296		
I can work under stress	weak	85	124,03	10542,50
	good	211	158,36	33413,50
	Total	296		
I can work with people from different backgrounds	weak	86	130,83	11251,50
	good	209	155,06	32408,50
	Total	295		
I can more efficiently search and process the information	weak	86	120,91	10398,00
	good	210	159,80	33558,00
	Total	296		
I am able to evaluate my work	weak	85	129,65	11020,00
	good	210	155,43	32640,00
	Total	295		
I am more creative	weak	85	117,69	10004,00
	good	210	160,27	33656,00
	Total	295		
I can better manage my time	weak	86	129,38	11126,50
	good	210	156,33	32829,50
	Total	296		
I can better negotiate	weak	85	130,24	11070,00
	good	210	155,19	32590,00
	Total	295		
I am more independent at work	weak	85	126,29	10735,00
	good	211	157,45	33221,00
	Total	296		
I am more commited	weak	85	122,97	10452,50
	good	212	159,44	33800,50
	Total	297		
I can adopt different thinking / ways of thinking	weak	86	126,19	10852,00
	good	209	156,98	32808,00
	Total	295		
I am more employable abroad	weak	82	126,91	10407,00
	good	201	148,15	29779,00
	Total	283		
I can plan and organize my work	weak	85	123,02	10457,00
	good	211	158,76	33499,00
	Total	296		
I can work in a team	weak	84	120,91	10156,50
	good	210	158,14	33208,50
	Total	294		
I know new working methods	weak	85	125,80	10693,00
	good	211	157,64	33263,00
	Total	296		
I can adapt to different working methods and system of hierarchy	weak	85	127,98	10878,00
	good	209	155,44	32487,00
	Total	294		

The last analysis focuses on the impact of support available from fellow students. Kruskal-Wallis Test showed that there are differences for certain competences and now I will look within each of them in regards to the three quality groups within this variable. Here only the differences on whether students had none support or good support will be analysed.

Table 3.44: Impact on competencies by support during mobility (by fellow students, none - good)

Ranks

	fellow students	N	Mean Rank	Sum of Ranks
I am more self confident	none	25	75,20	1880,00
	good	172	102,46	17623,00
	Total	197		
I adapt easier to changes	none	25	70,30	1757,50
	good	169	101,52	17157,50
	Total	194		
I improved my written communication	none	25	75,72	1893,00
	good	170	101,28	17217,00
	Total	195		
I improved my oral communication	none	24	77,73	1865,50
	good	171	100,85	17244,50
	Total	195		
I am better in working in a multidisciplinary environment	none	25	75,98	1899,50
	good	169	100,68	17015,50
	Total	194		
I trust others more	none	24	69,58	1670,00
	good	169	100,89	17051,00
	Total	193		
I am better in solving conflicts / problems	none	24	66,69	1600,50
	good	168	100,76	16927,50
	Total	192		
I can better negotiate	none	24	63,67	1528,00
	good	165	99,56	16427,00
	Total	189		
I am more commited	none	24	68,58	1646,00
	good	164	98,29	16120,00
	Total	188		
I can work in a team	none	24	71,17	1708,00
	good	168	100,12	16820,00
	Total	192		

Table 3.45: Test statistics - Impact on competencies by support during mobility (by fellow students, none - good)

Test Statistics[a]

Fellow students

	I am more self confident	I adapt easier to changes	I improved my written communication	I improved my oral communication	I am better in working in a multidisciplinary environment	I trust others more	I am better in solving conflicts / problems	I can better negotiate	I am more commited	I can work in a team
Mann-Whitney U	1555,000	1432,500	1568,000	1565,500	1574,500	1370,000	1300,500	1228,000	1346,000	1408,000
Wilcoxon W	1880,000	1757,500	1893,000	1865,500	1899,500	1670,000	1600,500	1528,000	1646,000	1708,000
Z	-2,400	-2,776	-2,235	-2,064	-2,168	-2,673	-2,943	-3,094	-2,609	-2,470
Asymp. Sig. (2-tailed)	,016	,005	,025	,039	,030	,008	,003	,002	,009	,014

a. Grouping Variable: fellow students

As we can see also support from fellow students can significantly affect the competence development.

Analysis of the impact of quality of support during mobility within each of mobility types and programme is presented in Annex 1.

3.3.4 Conclusions for Slovene student sample

In terms of this division we can see that participation in international learning mobility resulted in significant impact on competence of Slovene student sample as presented in Table 3.46. It can be seen that for Slovene students self-estimation mobility significantly affect mostly language competencies (43.5%), followed by intercultural (38.3%), personal (34.3%). Professional competencies are only on the fourth place (31.8%), and career on the last place (15.5%), even though especially for HEI students' mobility is often promoted as a career shaping opportunity.

Table 3.46: Percentage of students estimated the impact of mobility on competences as significant

Slovene answers	% of students estimated the impact of mobility on competences as significant
Career	15,50%
critical thinking	20,30%
Entrepreneurial	24,00%
Intercultural	38,30%
Language	43,50%
Personal	34,30%
Professional	31,80%
Social	23,50%

Comparing differences between competence development of study abroad and internship students I proved that there are statistically significant differences ($p<0.05$) on the impact for five competencies:

- practical knowledge and skills
- new working techniques and skills
- responsibility
- organisation of own work
- team work

Following the division of competencies by Svetlik (2006) they represent a mixture of mostly professional and entrepreneurial competencies with some elements of personal and social

components. All six competences were strongly developed by internship students in comparison to the study abroad group.

With factor analysis I grouped competences developed by each of the type of mobility into larger clusters that describe also some latent elements of both groups. With three factors for each of the mobility type (study, internship) I've explained about 84% of variance (Table 3.47).

Table 3.47: Main components describing study abroad and internship impact on competencies (rotation factor analysis, Oblimin method)

Study abroad students	% of variance	Internship students	% of variance
Interacting in heterogeneous groups	48,01	Acting autonomously	53,083
Acting autonomously	7,38	Interacting in heterogeneous groups	6,392
Use knowledge and technology interactively	5,55	Use knowledge and technology interactively	5,293

We see that both types of mobility develop the same three competence groups, however with different strength and intensity. Internship abroad mostly develops autonomy of participants whether study abroad affect competencies related to interaction in heterogeneous groups. All three however fit very well to the key competences as defined by DeSeCo (2005) and described in Chapter 1. Therefore we can argue that international learning mobility is developing the key competencies needed for every individual to successfully perform his or her professional and personal life path.

Further analysis was focused on analysing the differences in competence development between well and not well prepared and supported students. The analysis was done on all 31 listed competences in regards to:

- quality of preparation: by academic staff, language school and international office
- type of preparation: cultural, pedagogical and counselling on selection of host country/study fields
- quality of pre-departure information: purpose of study/internship (learning outcomes, role within degree programmes), responsibilities in regards to mobility (academic, general) and general cultural issues (foreign customs and conventions, professional conduct) and

- support during mobility (by home institution, host institution on academic and non-academic issues, fellow students).

An overview of statistically significantly differences in regards to quality of preparation, information or motivation on competence development can be seen in Table 3.48. Here the competences are grouped based on the competence list as described by Svetlik (2006).

Table 3.48: An overview of statistically significantly differences in regards to quality of preparation, information or motivation on competence development

SLOVENE RESPONDENTS		STUDY/INTERNSHIP	QUALITY OF PREPARATION			TYPE OF PREPARATION			QUALITY OF PREDEPARTURE INFORMATION			MOTIVATION				SUPPORT DURING MOBILITY			
competences by Svetlik (2006)	competence list from survey	study/internship	academic staff	language school	international office	cultural	pedagogical	counselling on field/country selection	purpose of study	responsibility	general issues	between: employable at home- widen my	between: employable abroad- widen my	between: new working methods	between: employable at	by home institution (weak/good)	by host institution (academic, weak/good)	by host institution (non-academic, weak/good)	by fellow students
career	I am more employable at home		x		x			X	x	x	x						x		
career	I am more employable abroad								x				x	x			x	x	
critical thinking	I am better in solving conflicts / problems		x		x	x	x		x	x						x	x	x	x
critical thinking	I am able to evaluate my work			x					x	x	x					x	x	x	
critical thinking	I am more creative			x					x		x					x	x	x	
critical thinking	I can better negotiate			x	x	x		X			x							x	x
entrepreneurial	I can work under stress					x							x				x	x	
entrepreneurial	I am more able to take decisions															x			
entrepreneurial	I can plan and organize my work	x			x	x			x	x							x	x	
entrepreneurial	I know new working methods	x	x	x	x	x			x	x	x						x	x	
information search	I can more efficiently search and process the information			x					x	x						x	x	x	
intercultural	I am better in working in a multidisciplinary environment				x								x			x	x	x	x
intercultural	I understand better my own and other cultures and problems				x				x			x		x		x	x	x	
intercultural	I can work with people from different backgrounds				x				x	x				x		x	x	x	
language	I improved my language skills															x		x	
language	I improved my oral communication			x	x				x	x	x			x		x	x	x	x
language	I improved my written communication			x	x	x				x						x	x		x

personal	I am more self confident				x						x			x		x	x	x	x
personal	I adapt easier to changes			x	x	x							x		x	x	x	x	x
personal	I can better manage my time			x		x					x							x	
personal	I am more independent at work			x	x						x	x	x			x	x	x	
personal	I can adopt different thinking / ways of thinking			x	x	x			x		x			x		x	x	x	
personal	I am more responsible	x												x					
professional	I improved my practical knowledge and skills	x	x	x					x		x							x	
professional	I improved my theoretic knowledge			x					x	x	x						x	x	
professional	I got to know new working methods and skills	x	x	x	x				x	x	x	x	x			x	x	x	
social	I trust others more				x	x										x	x	x	x
social	I am more tolerant		x		x	x		X	x					x		x	x		
social	I am more commited		x	x	x		x		x	x	x					x	x	x	x
social	I can work in a team	x		x	x	x			x	x	x						x	x	x
social	I can adapt to different working methods and system of hierarchy			x	x				x	x	x	x				x	x	x	

As it is evident from the analysed elements (Table 3.48) most of the statistically significant differences on competence development can be achieved by providing weak or good support to students during their stay abroad. Good support, especially from host institution can result in significantly intensified impact on critical thinking, intercultural and language competences, personal and social development as well as more focussed influence on works oriented competences (career, entrepreneurial and professional).

Based on the analysis comprising the whole population sample of Slovene students, I separately analysed three elements that manifest more significant impact on students competence development within both mobility types (study, internship), as well as both programmes (Leonardo, Erasmus): the impact of the quality of preparation, pre-departure issues and support during mobility.

3.3.4.1 Quality of preparation

Quality of preparation received by students has a significant impact on critical thinking, social and professional competencies. The Impact on career and professional competencies as well as critical thinking and social competences is also very much dependent on the quality of pre-departure information available to students before going on mobility. Motivation can affect impact on competences (for example personal), however not with the same power as the other three elements of preparation and support.

If we look closer to find statistically significant differences of quality of practical issues within each of the mobility types and programmes we can identify that these influences are very different.

Quality of preparation by academic staff at home institution influences above all the Erasmus study abroad students. In this environment good preparation resulted in statistically significant increase for 15 competences, mostly language, intercultural and personal. For Erasmus interns the quality of preparation by academic staff resulted in significant difference only for four competences (oral communication, problem solving, creativity and employability at home. For Leonardo, this impacted only improvement of theoretical and practical knowledge and skills.

As far as the preparation by language school is concerned, the picture is opposite. Quality of their preparation mostly affected Leonardo interns (18 competencies) in terms of language, career, entrepreneurial and critical thinking. For Erasmus interns as well as study abroad this significantly affected only six competencies, however to a different extend. For interns these were adaptation to changes, theoretical knowledge, creativity, employability at home, new working methods and adaptation to new methods and hierarchy. For Erasmus study abroad students quality of this type for preparation resulted in increased impact on written communication, theoretical knowledge, evaluation of own work, management of own time, negotiation, and responsibility.

Preparation by international office with its quality mostly affects Erasmus students (8 within each type of mobility). For study students these are mostly within language competencies, however also tolerance, working with people from different background, commitment and team work. For interns these eight competences cover a variety of competence groups: adaptation to changes, communication, new working methods, employability at home, understanding different cultures, adaptation to different systems of hierarchy and working with people from different backgrounds. For Leonardo only three competences resulted in statistically significant differences: commitment, different thinking and employability at home.

3.3.4.2 Quality of pre-departure information

Within the pre-departure information analyses (purpose of stud/internship, responsibilities and general issues) good explanation and definition about the purpose of international learning mobility resulted in the most statistically significant differences for Leonardo students. Here 18 competences can be better developed, mostly related to communication, knowledge and skills development, entrepreneurial skills, critical thinking and career. For Erasmus students this impact is much less significant, influencing only 6 competences within each group. As for language school preparation the differences are observed also in this case. For study abroad students quality preparation in regards to the purposed of mobility resulted in significantly increased written communication, theoretical knowledge, evaluation of own work, time management, negotiation and employability at home. For Erasmus interns on the other hand this affected adaptation to changes, theoretical knowledge, creativity, employability at home, new working methods and working in different hierarchy.

When responsibilities are well presented to students they have less impact on statistically significant differences related to their quality level. For Erasmus study abroad students, where the competence development significantly differed the most this resulted in six competencies: written and oral communication, solving problems, working with people from different backgrounds, creativity and team work. Erasmus interns significantly differed within communication competence, as well as new working methods, creativity, employability at home and working within different systems of hierarchy. For Leonardo this impacted only four competences: theoretical knowledge, evaluation of own work, employability at home and knowing new working methods.

Qualitative preparation on general issues adds to competence development only for study abroad students. Here however they affect 12 competences, mostly the critical thinking, personal, social and professional. For internship students different level of quality of information presented no significant differences.

3.3.4.3 Support during mobility

Quality of support from home institution during mobility statistically significantly affected only Erasmus students and Leonardo interns. Within these two mobility groups high number of competences was affected (Erasmus study: 13, Leonardo interns: 20). Study abroad students receiving good quality of support during mobility from their home institution significantly improved their communication, social, personal and intercultural competences. Leonardo interns on the other hand significantly increased all competences except employability (home and abroad), confidence, stress, theoretical knowledge, written communication, negotiation and management of own time. All others were much more improved through mobility in comparison to their colleagues not receiving this kind of support.

Another important element for Leonardo interns is also quality of support offered by host institution on academic issues (15 competencies), compared to Erasmus interns (7 competencies) and Erasmus study abroad students (6 competencies). Whereas for Erasmus interns these were mostly related to knowledge, methods and work, for study abroad students they were related to communication, employability and team work. For Leonardo quality of this type of support affected

significant increase of knowledge and methods development competencies, as well as competences related to intercultural, personal and social growth.

Support by host institutions on non-academic issues on the contrary mostly affected Erasmus interns. 23 out of 30 competences were increased in comparison with the competence development of students with weak support on this field. Within Erasmus study abroad students only four competences (written communication, stress, creativity and team work) were affected. For Leonardo interns such statistically significant differences were found for seven competencies (theoretic knowledge, working methods and interdisciplinary environment, creativity, independent work and commitment).

Quality of support from fellow students has different impact on the competence development within all three analysed groups. The significant proved to be the impact on Leonardo interns. Here 16 competences were more developed for students with good support from fellow students. These span from language, personal, social, entrepreneurial to critical thinking competences. For Erasmus students this was important only in relation to working in international environment, whereas for Erasmus study abroad students for adaptation to changes, written communication, working with people from different backgrounds and team work.

Table 3.49: Percentage of statistically significant differences in competence development within array of analysed measures (competences adopted after Svetlik, 2006)

Slovene answers (competences adopted after Svetlik, 2006)	quality of preparation	type of preparation	quality of pre-departure information	motivation	support during mobility
Career	33,33%	16,67%	66,67%	25,00%	37,50%
critical thinking	50,00%	33,33%	66,67%		75,00%
Entrepreneurial	33,33%	25,00%	41,67%	6,25%	43,75%
Intercultural	33,33%		33,33%	33,33%	83,33%
Language	44,44%	11,11%	44,44%	8,33%	75,00%
Personal	44,44%	16,67%	27,78%	29,17%	62,50%
Professional	66,67%		88,89%	16,67%	50,00%
Social	66,67%	33,33%	66,67%	10,00%	80,00%

Based on the array determined by type of competences and type of preparation or support I have calculated the ration between the number of individual fields within the array and the number of fields with statistical significant differences in terms of competence development for the whole

sample of Slovene students' population. It is presented in Table 3.49 in percentage of significantly different fields and marked the field with percentage higher than 50%. These also visually show the importance of the quality of certain preparation or support measure.

If we group competences in arrays as defined by DeSeCo (2005) we get results presented in Table 3.50.

Table 3.50: Percentage of statistically significant differences in competence development within array of analysed measures (competences adopted after DeSeCo, 2005)

Slovene answers (competences adopted after DeSeCo, 2005)	quality of preparation	type of preparation	quality of pre-departure information	motiv ation	support during mobility
Acting autonomously	33,33%	15,15%	45,45%	15,91 %	49,09%
Interacting in heterogeneous groups	52,78%	27,78%	47,22%	18,75 %	80,00%
Using Tools Interactively	58,33%	8,33%	70,83%	9,38%	57,50%

We can see that the proper support during mobility significantly increase the efficiency and contribute to higher impact on all three key competencies as defined by DeSeCo (2005) can be achieved. Within key Competency Category 2 Interacting in heterogeneous groups) this even represented 80% of all fields. Quality of pre-departure information can significantly increase development of Competency Category 1 (Using Tools Interactively), whereas quality of preparation affects key Competence Categories 1 and 2.

Analysis of Slovene students' population in regards to the competence development showed that there are many elements that can support or further develop students' competences. From the amount of statistically significant differences we can argue that the quality of preparation, information and support offered to students vary significantly, resulting in much higher impact on competences for those being well prepared and informed. The pre-departure issue seems to be still underestimated and support during mobility is very often not offered to students.

3.4 ANALYSIS OF U.S. ANSWERS

Based on the rules of the U.S. Universities I did not have direct access to students' contacts, but have contacted them through their study abroad coordinators, after fulfilling their rules in regards to the human subject reviews and IRB. As the invitation was sent to students through different systems and communication channels I do not have the exact data of how many students were invited to the survey and therefore calculate the response rate.

3.4.1 Overview of US sample

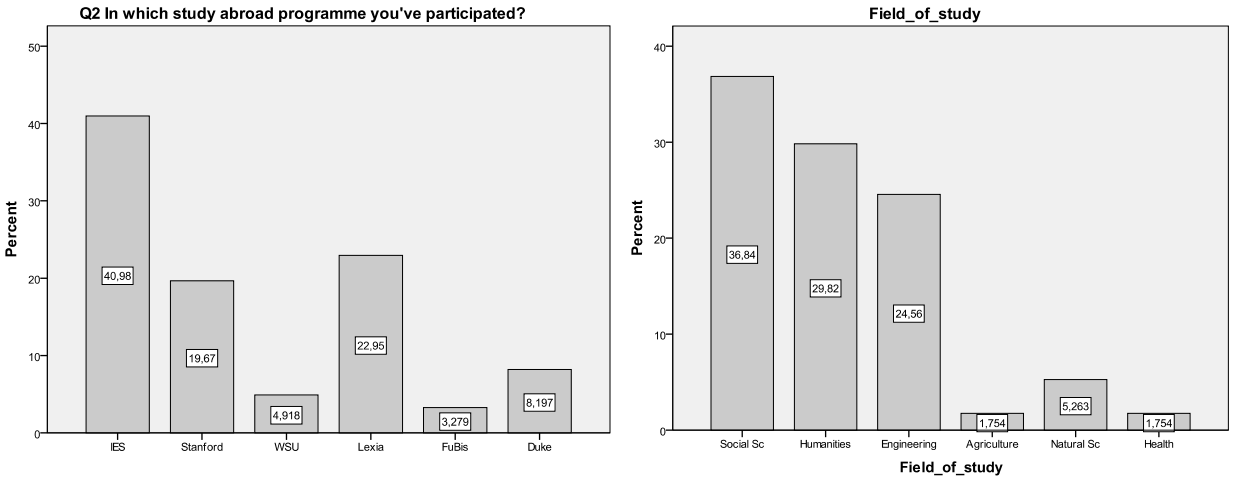
I was collecting the answers from U.S. students that were in Europe on either study or internship.
I have receives only 64 answers, with 2 of them being on the internship. Therefore the comparison between both groups (study, internship) will not be possible.

Table 3.51: US student sample composition by type of mobility

Q1 Did you go abroad for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	study	60	93,8	96,8	96,8
	internship	2	3,1	3,2	100,0
	Total	62	96,9	100,0	
Missing	System	2	3,1		
Total		64	100,0		

Figure 3.21: US student sample by mobility programme and field of study



The majority of respondents were studying in Europe through IES (The Institute for the International Education of Students), followed by Lexia Study abroad Programmes, Stanford in Berlin, Duke Study abroad programme, Washington State University (WSU) and FUBiS (International Summer University of Freie Universität Berlin). They also in majority came from institutions sending abroad over 100 students per year. Most of them went on three months and 6 months mobility.

Social sciences (as described in
Figure 3.21) represent the study field of 36.84% of US respondents, followed by 29.82% of those studying humanities and 24.56% engineering.

3.4.1.1 Pre-departure issues

Preparation received is valued as basic (30.8%), good (33.1%) or excellent (25.6%). They received mostly either administrative or practical preparation (both 32.1%), followed by language preparation (24.5%).

Table 3.52: Quality of preparation received (US, multiple answer)

$Q11M_multiple Frequencies

		Responses		
		N	Percent	Percent of Cases
Quality of preparation[a]	poor	6	4,5%	10,3%
	weak	8	6,0%	13,8%
	basic	41	30,8%	70,7%
	good	44	33,1%	75,9%
	excellent	34	25,6%	58,6%
Total		133	100,0%	229,3%

a. Group

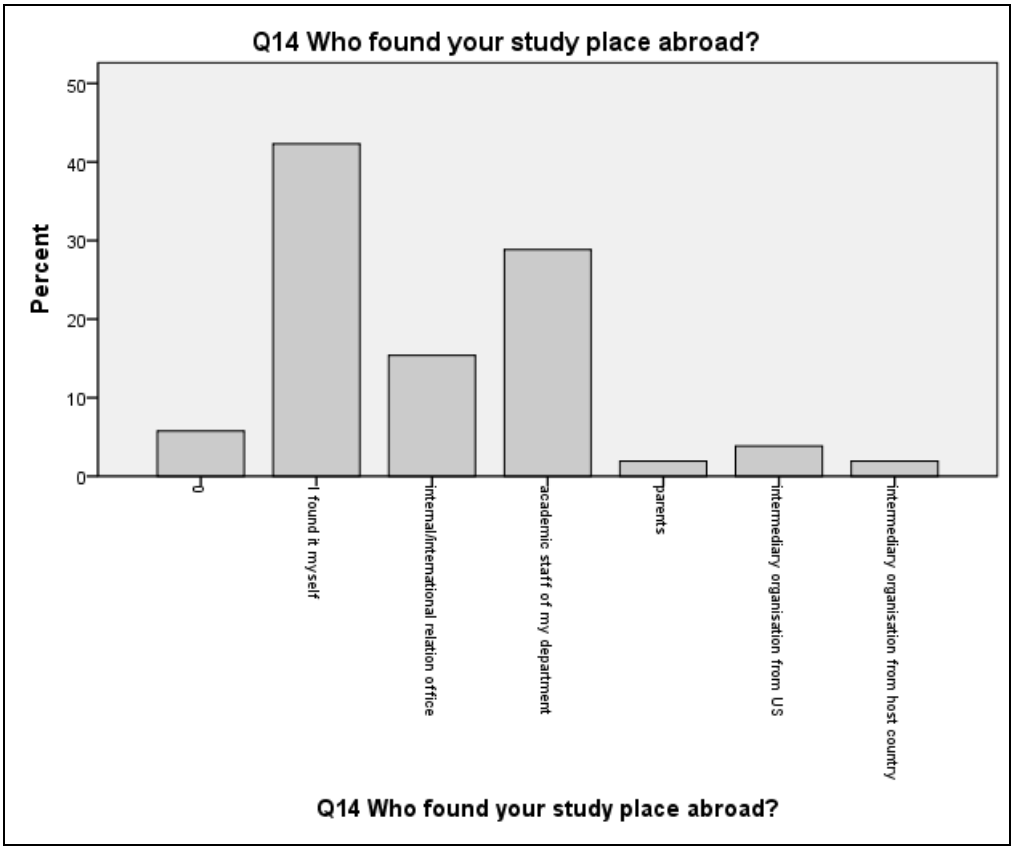
Table 3.53: Type of preparation received (US)

Q10 What kind of preparation did you receive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	administrative (application procedures)	17	26,6	32,1	32,1
	lingual preparation	13	20,3	24,5	56,6
	practical preparation (f.e. help with accomodation)	17	26,6	32,1	88,7
	cultural preparation	6	9,4	11,3	100,0
	Total	53	82,8	100,0	
Missing	System	11	17,2		
Total		64	100,0		

Also here the study place abroad was found by the students themselves (over 40%), whereas the search for accommodation was on the side of host institution for over 55% of students.

Figure 3.22: Who helped to found study place abroad (US)



Comparing with Slovene answers they value higher the quality of information they've received prior their departure.

Figure 3.23: Quality of pre-departure information (purpose of mobility and responsibilities)

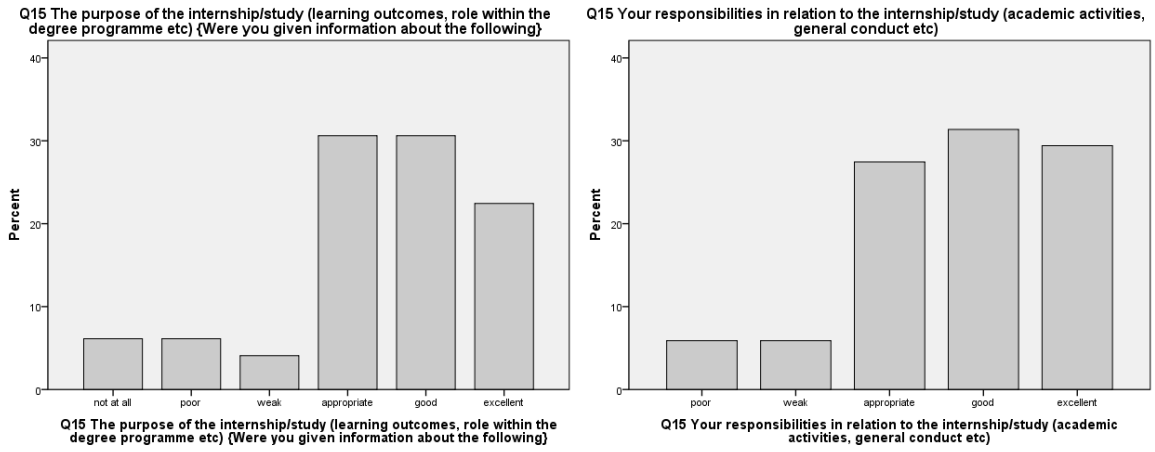
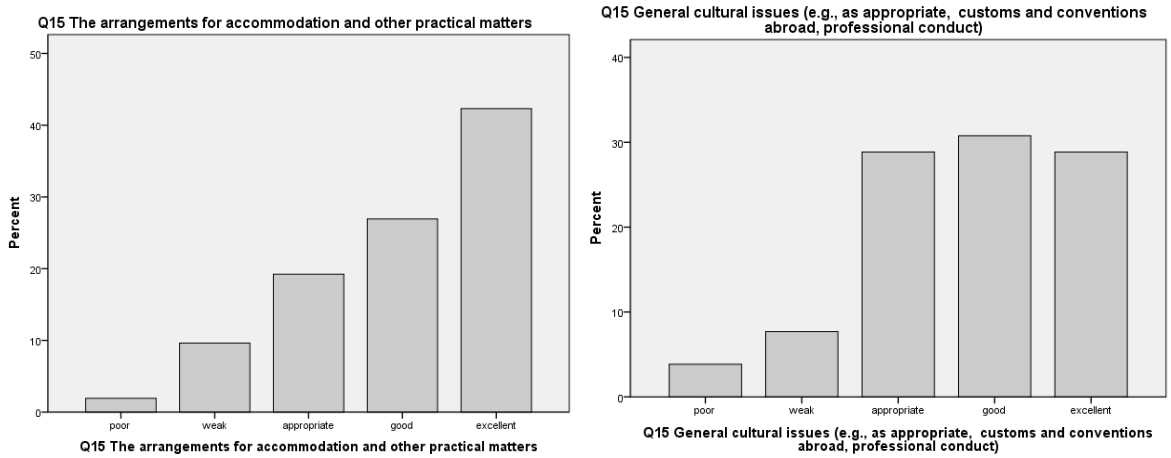


Figure 3.24: Quality of pre-departure information (practical matters and cultural issues)



In regard to the financing of their study abroad there were only two groups of students: one (60.9%) that had to add over 200 USD from their own resources and second (34.4%) that did not have to add any of their own money.

Table 3.54: Financial contribution from own resources (US)

Q22 Approximate how much money you had to add from your own resources?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	22	34,4	36,1	36,1
	more than 200 USD	39	60,9	63,9	100,0
	Total	61	95,3	100,0	
Missing	System	3	4,7		
Total		64	100,0		

The difference from the Slovene group was that they received excellent (31.7%) or good (29.3%) support while abroad.

Table 3.55: Support during mobility (US)

$Q27M_multiple Frequencies

		Responses		
		N	Percent	Percent of Cases
Support during mobility[a]	no support	15	7,2%	27,8%
	poor support	22	10,6%	40,7%
	appropriate support	44	21,2%	81,5%
	good support	61	29,3%	113,0%
	excellent support	66	31,7%	122,2%
Total		208	100,0%	385,2%

a. Group

3.4.1.2 Expected impact on competencies prior departure

The same as for Slovene respondents also for the US answers the estimated impact of mobility on competences was grouped into eight groups of competencies (adopted from Svetlik, 2006).

Results showed that students expected the most significant impact on language (45.9%), intercultural (37.7%), personal (32.1%) and career competences (31.9%). Critical thinking (12.7%) and **entrepreneurial** competencies (18.1%) were those ones where the expectation was the lowest.

3.4.1.3 Preparation and motivation

The motivation of US students to go abroad was for over 60% of respondents "to widen the horizon", followed by "to be more employable abroad" represented by only 9.4% and "to be more employable at home" and "because I've heard its fun" (both 6.3%).

Table 3.56: Motivation reasons to go abroad (1st choice, US)

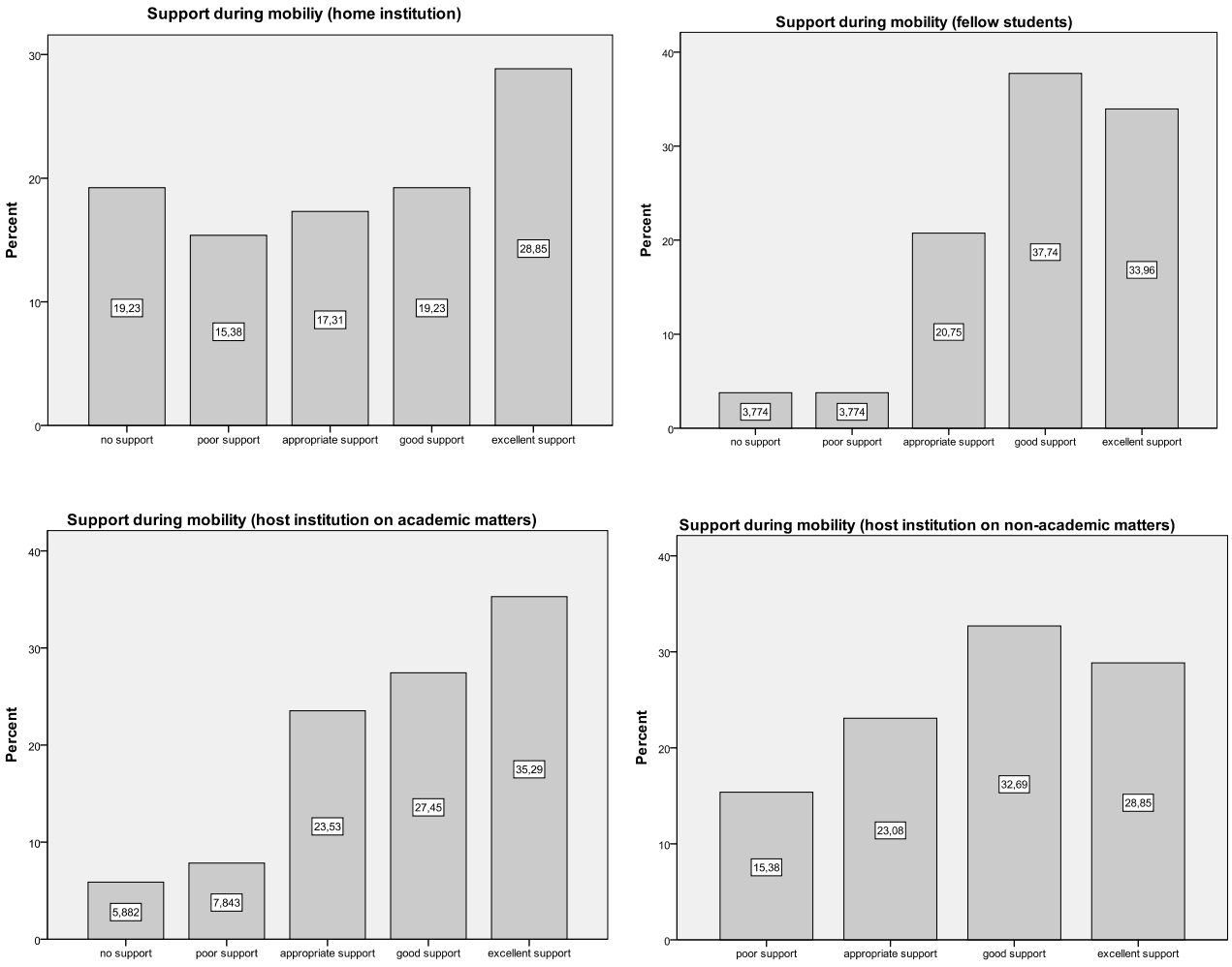
Q20 To be more employable at home {Why have you decided to go abroad? (choose only responses that are applicable for you)}

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	To be more employable at home	4	6,3	6,8	6,8
	To be more employable abroad	6	9,4	10,2	16,9
	To be able to work in a team	1	1,6	1,7	18,6
	To get to know new working methods	1	1,6	1,7	20,3
	To widen my horizon	40	62,5	67,8	88,1
	To meet new people	1	1,6	1,7	89,8
	To see whether I can do it	1	1,6	1,7	91,5
	Because my friends and colleagues also did it	1	1,6	1,7	93,2
	Because I've heard it's fun	4	6,3	6,8	100,0
	Total	59	92,2	100,0	
Missing	System	5	7,8		
Total		64	100,0		

3.4.1.4 Support during stay abroad

US students valued their support during their stay abroad as mostly excellent (31.7%) or good (29.3%).

Figure 3.25: Support received during mobility (US)



Per individual category was the highest (excellent) valued support on academic matters by host institution (35.29%).

3.5 ANALYSIS OF MOBILITY IMPACT ON US STUDENTS COMPETENCE DEVELOPMENT

Analysis of the impact of mobility on student's competencies will be done as described for Slovene answers. The comparison between study and internship group cannot, however be performed for the reason as only two students being on internship participated in the survey.

Similar to the Slovene sample also for U.S. students the percentage of estimated significant impact was the highest for language competencies (45.9%), followed by intercultural (37.7%) and career (31.9%).

3.5.1 The impact of preparation, motivation and support during mobility on competence development

Analysis of the influence of the preparation, motivation and support during mobility will follow the method as described in Chapter 3.3.3 for Slovene population sample.

3.5.1.1 Preparation

Analysing the differences on the impact of the quality of preparation received by certain type of preparation providers (Kruskal-Wallis Test) showed that there are no statistically significant differences ($P<0.05$) between students being good or weakly prepared by academic staff of their home institution, language school or international office.

Type of preparation they have received showed statistically significant differences only in regards to improvement of language skills.

Table 3.57: Impact of type of preparation on competence development (US)

Ranks

	Q10 What kind of preparation did you receive	N	Mean Rank
Q31 I improved my language skills	administrative (application procedures)	16	22,25
	lingual preparation	11	29,32
	practical preparation (f.e. help with accommodation)	14	24,96
	cultural preparation	5	10,60
	Total	46	

Test Statistics[a,b]

	Q31 I improved my language skills
Chi-Square	8,710
df	3
Asymp. Sig.	,033

a. Kruskal Wallis Test
b. Grouping Variable: Q10 What kind of preparation did you receive

There exist statistically significant differences within this competence between students receiving language and cultural preparation (higher impact for those being specially prepared in languages). There is however no statistically significant differences between students receiving administrative versus language preparation as would be expected. The mean rank of competence improvement however is still higher for language prepared students.

The quality of information received in regard to the purpose of study/internship (learning outcomes, etc) resulted in statistically significant differences for eleven competencies by Kruskal-Wallis Test. Also here quality of these information that was collected from students on y five point Linkert scale was grouped within “weak” and “good” groups as described for Slovene sample analysis.

Table 3.58: Impact of type of preparation on competence development: lingual – cultural preparation (US)

Ranks

	Q10 What kind of preparation did you receive	N	Mean Rank	Sum of Ranks
Q31 I improved mylingual preparation language skills		11	10,55	116,00
	cultural preparation	5	4,00	20,00
	Total	16		

Test Statistics[b]

	Q31 I improved my language skills
Mann-Whitney U	5,000
Wilcoxon W	20,000
Z	-2,837
Asymp. Sig. (2-tailed)	,005
Exact Sig. [2*(1-tailed Sig.)]	,009[a]

a. Not corrected for ties.
b. Grouping Variable: Q10 What kind of preparation did you receive

As there were only three respondents who did not received this kind of information I have compared the impact between those receiving "weak" or "good" quality of these information. Mann-Whitney U Test showed that statistically there is difference only for the "independence" competence, where students receiving good information on the purpose of their mobility experienced higher impact of mobility on this competence.

Table 3.59: Impact on competences by pre-departure information (purpose of mobility, weak-good)

Ranks

	Purpose of mobility	N	Mean Rank	Sum of Ranks
Q32 I am more independent at work	weak	11	11,95	131,50
	good	23	20,15	463,50
	Total	34		

Test Statistics[b]

	Q32 I am more independent at work
Mann-Whitney U	65,500
Wilcoxon W	131,500
Z	-2,317
Asymp. Sig. (2-tailed)	,020
Exact Sig. [2*(1-tailed Sig.)]	,023[a]

a. Not corrected for ties.
b. Grouping Variable: Purpose of mobility

High quality information on responsibilities resulted in indentified statistical significant differences for eleven competencies. All respondents within this question received information about their responsibilities, why the Mann-Whitney U Test could only be applied while comparing the differences between "weak" and "good" quality of these information.

Informing properly students about their responsibilities makes a statistically significant difference on the impact for a list of competencies. The impact was as expected in favour of those being well informed about their responsibilities.

Quality of information about general cultural issues had no statistically significant impact on any of the analysed competencies.

Table 3.60: Impact on competences by pre-departure information (responsibilities, weak-good)

Ranks

	Responsibilities	N	Mean Rank	Sum of Ranks
Q31 I improved my written communication	weak	16	15,72	251,50
	good	28	26,38	738,50
	Total	44		
Q31 I improved my skills	weak	16	13,09	209,50
	good	24	25,44	610,50
	Total	40		
Q31 I improved my theoretic knowledge	weak	15	12,27	184,00
	good	23	24,22	557,00
	Total	38		
Q31 I got to know new working methods and skills	weak	16	12,81	205,00
	good	25	26,24	656,00
	Total	41		
Q31 I am better in working in a multidisciplinary environment	weak	16	13,31	213,00
	good	23	24,65	567,00
	Total	39		
Q32 I am able to evaluate my work	weak	14	14,68	205,50
	good	25	22,98	574,50
	Total	39		
Q32 I can better manage my time	weak	14	11,46	160,50
	good	24	24,19	580,50
	Total	38		
Q32 I am more independent at work	weak	14	10,82	151,50
	good	25	25,14	628,50
	Total	39		
Q32 I am more responsible	weak	14	13,00	182,00
	good	24	23,29	559,00
	Total	38		
Q33 I know new working methods	weak	17	14,68	249,50
	good	25	26,14	653,50
	Total	42		
Q33 I can adapt to different working methods and system of hierarchy	weak	17	14,09	239,50
	good	25	26,54	663,50
	Total	42		

3.5.1.2 Motivation

Analysis of the impact of motivation on the differences in competence development showed that there are no statistically significant differences for any of the competences ($P<0.05$). Nevertheless it is important to note that within a rather small sample of answers (59 for this question) 40 of them (67.8%) has the same motivation element. Therefore the analysis between the groups is not very reliable.

3.5.1.3 Quality of support during mobility

Support received from home institution showed to be one of the most important factors influencing the impact on the efficiency mobility will have on students' competence development. Here Kruskal-Wallis Test found statistically significant differences in regards to the quality of this

support within fifteen competencies. Comparison between those received weak or good support resulted in statistically significant differences for all eleven of them, resulting in higher mean rank for those with good support from home institution.

Table 3.61: Impact on competences by support during mobility (home instituion, weak-good)

Ranks

	Home institution	N	Mean Rank	Sum of Ranks
Q31 I adapt easier to changes	Weak	14	13,61	190,50
	Good	23	22,28	512,50
	Total	37		
Q31 I improved my written communication	Weak	15	14,03	210,50
	Good	23	23,07	530,50
	Total	38		
Q31 I improved my theoretic knowledge	Weak	13	12,04	156,50
	Good	21	20,88	438,50
	Total	34		
Q31 I got to know new working methods and skills	Weak	13	12,31	160,00
	Good	22	21,36	470,00
	Total	35		
Q32 I am better in solving conflicts / problems	Weak	13	11,54	150,00
	Good	21	21,19	445,00
	Total	34		
Q32 I can work under stress	Weak	13	12,31	160,00
	Good	21	20,71	435,00
	Total	34		
Q32 I can more efficiently search and process the information	Weak	13	10,46	136,00
	Good	21	21,86	459,00
	Total	34		
Q32 I can better negotiate	Weak	13	11,58	150,50
	Good	19	19,87	377,50
	Total	32		
Q32 I am more commited	Weak	13	11,15	145,00
	Good	20	20,80	416,00
	Total	33		
Q32 I am more responsible	Weak	13	11,12	144,50
	Good	19	20,18	383,50
	Total	32		
Q32 I am more able to take decisions	Weak	13	11,50	149,50
	Good	20	20,58	411,50
	Total	33		
Q33 I can plan and organize my work	Weak	15	14,03	210,50
	Good	22	22,39	492,50
	Total	37		
Q33 I can work in a team	Weak	15	13,60	204,00
	Good	21	22,00	462,00
	Total	36		
Q33 I know new working methods	Weak	15	12,20	183,00
	Good	21	23,00	483,00
	Total	36		
Q33 I can adapt to different working methods and system of hierarchy	Weak	15	12,47	187,00
	Good	21	22,81	479,00
	Total	36		

Also for US students the support from fellow students is an important factor. Here the differences were found by Kruskall-Wallis Test for 16 competencies. As only one of the respondent answered

that he did not received this kind of support I will only analyse the differences between the “weak” and “good” support from fellow students. Mann-Whitney U test proved statistically significant differences for nine of them.

Table 3.62: Test statistics - Impact on competences by pre-departure information (responsibilities, weak-good)

Test Statistics[b] (Quality of information received)

Weak-good

	Q31 I improved my written communication	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q31 I got to know new working methods and skills	Q31 I am better in working in a multidisciplinary environment	Q32 I am able to evaluate my work	Q32 I can better manage my time	Q32 I am more independent at work	Q32 I am more responsible	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
Mann-Whitney U	115,500	73,500	64,000	69,000	77,000	100,500	55,500	46,500	77,000	96,500	86,500
Wilcoxon W	251,500	209,500	184,000	205,000	213,000	205,500	160,500	151,500	182,000	249,500	239,500
Z	-2,730	-3,414	-3,333	-3,604	-3,172	-2,245	-3,542	-3,867	-2,846	-3,075	-3,344
Asymp. Sig. (2-tailed)	,006	,001	,001	,000	,002	,025	,000	,000	,004	,002	,001
Exact Sig. [2*(1-tailed Sig.)]		,001[a]	,001[a]	,000[a]	,002[a]	,028[a]	,000[a]	,000[a]	,005[a]		

a. Not corrected for ties.

b. Grouping Variable: **Responsibilities**

Table 3.63: Test statistics - Impact on competences by support during mobility (home instituion, weak-good)

Test Statistics[b] (Support during mobility)

Weak-good

	Q31 I adapt easier to changes	Q31 I improved my written communication	Q31 I improved my theoretic knowledge	Q31 I got to know new working methods and skills	Q32 I am better in solving conflicts / problems	Q32 I can work under stress	Q32 I can more efficiently search and process the information	Q32 I can better negotiate	Q32 I am more commited	Q32 I am more responsible	Q32 I am more able to take decisions	Q33 I can plan and organize my work	Q33 I can work in a team	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
Mann-Whitney U	85,500	90,500	65,500	69,000	59,000	69,000	45,000	59,500	54,000	53,500	58,500	90,500	84,000	63,000	67,000
Wilcoxon W	190,500	210,500	156,500	160,000	150,000	160,000	136,000	150,500	145,000	144,500	149,500	210,500	204,000	183,000	187,000
Z	-2,543	-2,542	-2,593	-2,612	-2,882	-2,485	-3,321	-2,520	-2,892	-2,785	-2,703	-2,367	-2,415	-3,119	-2,995
Asymp. Sig. (2-tailed)	,011	,011	,010	,009	,004	,013	,001	,012	,004	,005	,007	,018	,016	,002	,003
Exact Sig. [2*(1-tailed Sig.)]	,017[a]	,013[a]	,010[a]	,011[a]	,005[a]	,016[a]	,001[a]	,013[a]	,004[a]	,006[a]	,007[a]	,020[a]	,018[a]	,002[a]	,003[a]

a. Not corrected for ties.

b. Grouping Variable: **Home institution**

Table 3.64: Test statistics - Impact on competences by support during mobility (fellow students, weak-good)

Test Statistics[b] (Support during mobility)

Weak-good

	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q32 I can work under stress	Q32 I can better negotiate	Q32 I am more independent at work	Q32 I can adopt different thinking / ways of thinking	Q32 I am more responsible	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
Mann-Whitney U	74,000	98,000	74,000	81,500	71,000	90,000	66,000	103,500	106,000
Wilcoxon W	140,000	164,000	129,000	136,500	126,000	145,000	121,000	169,500	172,000
Z	-2,956	-2,238	-2,559	-2,092	-2,531	-2,062	-2,631	-2,089	-2,020
Asymp. Sig. (2-tailed)	,003	,025	,010	,036	,011	,039	,009	,037	,043
Exact Sig. [2*(1-tailed Sig.)]	,004[a]	,030[a]	,013[a]	,040[a]	,012[a]	,049[a]	,010[a]	,042[a]	,052[a]

a. Not corrected for ties.

b. Grouping Variable: **Fellow students**

Table 3.65: Test statistics - Impact on competences by support during mobility (host instituion non-academic matters, weak-good)

Test Statistics[b] (Support during mobility)

Weak-good

	Q31 I am more self confident	Q31 I adapt easier to changes	Q31 I improved my oral communication	Q31 I improved my written communication	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q32 I am more tolerant	Q32 I can work with people from different backgrounds	Q32 I can better manage my time	Q32 I can better negotiate	Q32 I am more independent at work	Q32 I am more committed	Q32 I can adopt different thinking / ways of thinking	Q32 I am more responsible	Q32 I am more able to take decisions	Q33 I am more employable abroad	Q33 I can plan and organize my work	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
Mann-Whitney U	129,000	137,000	147,000	127,000	93,500	110,500	94,500	120,000	87,000	82,000	77,000	85,000	94,000	69,000	90,000	154,500	105,000	129,000	132,500
Wilcoxon W	265,000	273,000	300,000	280,000	198,500	246,500	230,500	256,000	223,000	218,000	213,000	221,000	230,000	205,000	226,000	274,500	258,000	282,000	285,500
Z	-2,626	-2,523	-2,515	-2,936	-2,947	-2,730	-3,044	-2,536	-2,858	-2,992	-3,260	-3,052	-2,948	-3,387	-2,884	-1,634	-3,217	-2,505	-2,420
Asymp. Sig. (2-tailed)	,009	,012	,012	,003	,003	,006	,002	,011	,004	,003	,001	,002	,003	,001	,004	,102	,001	,012	,016
Exact Sig. [2*(1-tailed Sig.)]									,005[a]	,003[a]	,001[a]	,003[a]	,004[a]	,001[a]	,004[a]				

a. Not corrected for ties.

b. Grouping Variable: Host institution (non-academic)

Table 3.66: Table 3.67: Test statistics - Impact on competences by support during mobility (fellow students, weak-good)

Ranks

	Fellow students	N	Mean Rank	Sum of Ranks
Q31 I improved my skills	weak	11	12,73	140,00
	good	32	25.19	806.00
	Total	43		
Q31 I improved my theoretic knowledge	weak	11	14,91	164,00
	good	32	24,44	782,00
	Total	43		
Q32 I can work under stress	weak	10	12,90	129,00
	good	31	23,61	732,00
	Total	41		
Q32 I can better negotiate	weak	10	13,65	136,50
	good	29	22,19	643,50
	Total	39		
Q32 I am more independent at work	weak	10	12,60	126,00
	good	30	23,13	694,00
	Total	40		
Q32 I can adopt different thinking / ways of thinking	weak	10	14,50	145,00
	good	31	23,10	716,00
	Total	41		
Q32 I am more responsible	weak	10	12,10	121,00
	good	29	22,72	659,00
	Total	39		
Q33 I know new working methods	weak	11	15,41	169,50
	good	32	24,27	776,50
	Total	43		
Q33 I can adapt to different working methods and system of hierarchy	weak	11	15,64	172,00
	good	32	24,19	774,00
	Total	43		

Analysis of support by host institution during mobility identified statistically significant differences for six competencies in regards to academic matters and twenty for non-academic matters.

Further analysis (Mann-Whitney U Test) showed that “weak” versus “good” support in academic terms resulted in differences within impact on four of those, all in favour of good support.

Table 3.68: Impact on competences by support during mobility (host instituion academic matters, weak-good)

Ranks

	Host institution (academic)	N	Mean Rank	Sum of Ranks
Q31 I improved my oral communication	weak	14	16,61	232,50
	good	29	24.60	713.50
	Total	43		
Q31 I improved my written communication	weak	14	15,64	219,00
	good	29	25,07	727,00
	Total	43		
Q31 I improved my theoretic knowledge	weak	14	13,75	192,50
	good	26	24,13	627,50
	Total	40		
Q32 I understand better my own and other cultures and problems	weak	14	14,00	196,00
	good	24	22,71	545.00
	Total	38		

Table 3.69: Test statistics - Impact on competences by support during mobility (host instituion academic matters, weak-good)

Test Statistics[b]

	Q31 I improved my oral communication	Q31 I improved my written communication	Q31 I improved my theoretic knowledge	Q32 I understand better my own and other cultures and problems
Mann-Whitney U	127,500	114,000	87,500	91,000
Wilcoxon W	232,500	219,000	192,500	196,000
Z	-2,081	-2,391	-2,767	-2,595
Asymp. Sig. (2-tailed)	,037	,017	,006	,009
Exact Sig. [2*(1-tailed Sig.)]			,006[a]	,019[a]

a. Not corrected for ties.

b. Grouping Variable: Host institution (academic)

By Kruskal-Wallis Test the support in non-academic matters was indicated to statistically differ for 20 competencies. Except one, they are all statistically significantly more influenced by mobility for students receiving "good" support in non-academic issues.

Table 3.70: Impact on competences by support during mobility (host instituion non-academic matters, weak-good)

Ranks

	Host institution (non-academic)	N	Mean Rank	Sum of Ranks
Q31 I am more self confident	Weak	16	16,56	265,00
	good	29	26,55	770,00
	Total	45		
Q31 I adapt easier to changes	weak	16	17,06	273,00
	good	30	26,93	808,00
	Total	46		
Q31 I improved my oral communication	weak	17	17,65	300,00
	good	30	27,60	828,00
	Total	47		
Q31 I improved my written communication	weak	17	16,47	280,00
	good	30	28,27	848,00
	Total	47		
Q31 I improved my skills	weak	14	14,18	198,50
	good	29	25,78	747,50
	Total	43		
Q31 I improved my theoretic knowledge	weak	16	15,41	246,50
	good	27	25,91	699,50
	Total	43		
Q32 I am more tolerant	weak	16	14,41	230,50
	good	26	25,87	672,50
	Total	42		
Q32 I can work with people from different backgrounds	weak	16	16,00	256,00
	good	27	25,56	690,00
	Total	43		
Q32 I can better manage my time	weak	16	13,94	223,00
	good	23	24,22	557,00
	Total	39		
Q32 I can better negotiate	weak	16	13,63	218,00
	good	23	24,43	562,00
	Total	39		
Q32 I am more independent at work	weak	16	13,31	213,00
	good	24	25,29	607,00
	Total	40		

Q32 I am more commited	weak	16	13,81	221,00
	good	24	24,96	599,00
	Total	40		
Q32 I can adopt different thinking / ways of thinking	weak	16	14,38	230,00
	good	25	25,24	631,00
	Total	41		
Q32 I am more responsible	weak	16	12,81	205,00
	good	23	25,00	575,00
	Total	39		
Q32 I am more able to take decisions	weak	16	14,13	226,00
	good	24	24,75	594,00
	Total	40		
Q33 I am more employable abroad	weak	15	18,30	274,50
	good	29	24,67	715,50
	Total	44		
Q33 I can plan and organize my work	weak	17	15,18	258,00
	good	28	27,75	777,00
	Total	45		
Q33 I know new working methods	weak	17	16,59	282,00
	good	27	26,22	708,00
	Total	44		
Q33 I can adapt to different working methods and system of hierarchy	weak	17	16,79	285,50
	good	27	26,09	704,50
	Total	44		

3.5.2 Conclusions for U.S. student sample

Students from United States rated the impact of mobility on their competences as mostly significant (26.4%), stronger (26.3%) or moderate (22.8%).

It can be seen that for them students self-estimation mobility significantly affect mostly language competencies (45.9%), followed by intercultural (37.7%), personal (32.1%) and career (31.9%) and professional (27.1%).

Table 3.71: Percentage of students estimated the impact of mobility on competences as significant

US answers	% of students estimated the impact of mobility on competences as significant
career	31.9
critical thinking	12.7
entrepreneurial	18.1
intercultural	37.7
language	45.9
personal	32.1
professional	27.1
social	20.0

Due to the limited number of responses from US internship students the comparison between study and internship students was not possible.

Further analysis was focused on elaborating the differences in competence development between well and not well prepared and supported students. The analysis was done on all 31 listed competences in regards to:

- quality of preparation: by academic staff, language school and international office
- type of preparation: cultural, pedagogical and counselling on selection of host country/study fields
- quality of pre-departure information: purpose of study/internship (learning outcomes, role within degree programmes), responsibilities in regards to mobility (academic, general) and general cultural issues (foreign customs and conventions, professional conduct) and
- support during mobility (by home institution, host institution on academic and non-academic issues, fellow students).

An overview of statistically significantly differences in regards to quality of preparation, information or motivation on competence development can be seen in Table 3.72. Here the competences are grouped based on the competence list as described by Svetlik (2006).

Among US respondents no statistically significant differences on competence impact was found in regards to quality of preparation, type of preparation and motivation.
The results of the elements analysed prove that (Table 3.72) for US students competences the most significant impact on competence development can be achieved by providing proper support to students during their stay abroad. Good support, especially from home institution and host institution on non-academic matters can result in significantly more impact on entrepreneurial, professional and personal competences.

The quality of preparation phase received (in majority in terms of responsibilities) has weaker impact, however also mostly on personal and professional competences.

Table 3.72: An overview of statistically significantly differences in regards to quality of preparation, information or motivation on competence development

U.S. respondents		QUALITY OF PREDEPARTURE INFORMATION		SUPPORT DURING MOBILITY			
competences by Svetlik (2006)	competence list from survey	purpose of study	responsibility	by home institution (weak/good)	by host institution (academic, weak/good)	by host institution (non-academic, weak/good)	by fellow students
career	I am more employable at home						
career	I am more employable abroad					x	
critical thinking	I am better in solving conflicts / problems			x			
critical thinking	I am able to evaluate my work		x				
critical thinking	I am more creative						
critical thinking	I can better negotiate			x		x	x
entrepreneurial	I can work under stress			x			x
entrepreneurial	I am more able to take decisions			x		x	
entrepreneurial	I can plan and organize my work			x		x	
entrepreneurial	I know new working methods		x	x		x	x
information search	I can more efficiently search and process the information			x			
intercultural	I am better in working in a multidisciplinary environment		x				
intercultural	I understand better my own and other cultures and problems				x		
intercultural	I can work with people from different backgrounds					x	
language	I improved my language skills						
language	I improved my oral communication				x	x	
language	I improved my written communication		x	x	x	x	
personal	I am more self confident					x	
personal	I adapt easier to changes			x		x	
personal	I can better manage my time		x			x	
personal	I am more independent at work	X	x			x	x
personal	I can adopt different thinking / ways of thinking					x	x
personal	I am more responsible		x	x		x	x
professional	I improved my practical knowledge and skills					x	x
professional	I improved my theoretic knowledge		x	x	x	x	x
professional	I got to know new working methods and skills		x	x			
social	I trust others more						
social	I am more tolerant					x	
social	I am more commited			x		x	
social	I can work in a team			x			
social	I can adapt to different working methods and system of hierarchy		x	x		x	x

In order to have an insight into the potential differences of the impact of support during mobility on competences within US students I have divided the responses into two groups: summer schools (Lexia, FUBiS and IES) and international programmes organised by universities (WSU, Stanford and Duke). Even though the sample is rather small to elaborate some serious statistical analysis we see (Annex 5) that all statistically significant differences that different quality of information of support brings in regards to differences in competence development are contributed from the summer schools students. University exchange students' competences were not affected with these differences.

As described for Slovene respondents I present in Table 3.73 the percentage of significantly different fields with marked fields higher than 50%. This also visually shows the importance of the quality of certain preparation or support measure.

Table 3.73: Percentage of statistically significant differences in competence developmen within array of analysed measures (competences adopted after Svetlik, 2006)

US answers	quality of pre-departure information	support during mobility
career	0%	12,50%
critical thinking	12,50%	25,00%
entrepreneurial	12,50%	56,25%
intercultural	16,67%	16,67%
language	16,67%	41,67%
personal	33,33%	45,83%
professional	33,33%	58,33%
social	10,00%	35,00%

If we look at the impact on competences as defined by DeSeCo (2005) the impact of analysed elements would be as presented in

As for US students' quality of preparation and type of preparation has no statistically significant impact on competence developed we can argue that the preparation they had received is rather equal for the whole group. The fact that motivation has no significant influence can be explained with very high percentage of one motivation element (widen horizon, 67.8%) in comparison to other motivation reasons (all lower than 11%) with a rather small sample of respondents (N=59).

Table 3.74. AS we can see for US students only DeSeCo's Competency Category 1 (Using Tools Interactively) is affected by support during mobility for 50% or more field within the array of analysed impacts.

As for US students' quality of preparation and type of preparation has no statistically significant impact on competence developed we can argue that the preparation they had received is rather equal for the whole group. The fact that motivation has no significant influence can be explained with very high percentage of one motivation element (widen horizon, 67.8%) in comparison to other motivation reasons (all lower than 11%) with a rather small sample of respondents (N=59).

Table 3.74: Percentage of statistically significant differences in competence developmen within array of analysed measures (competences adopted after DeSeCo, 2005)

US answers (competences adopted after DeSeCo, 2005)	quality of pre-departure information	support during mobility
Acting autonomously	22,73%	36,36%
Interacting in heterogeneous groups	8,33%	31,25%
Using Tools Interactively	25,00%	50,00%

The quality of pre-departure information impact relates almost only for information in regards to student's responsibilities as the quality of information in regards to the purpose of study affect significantly only one competence (independence at work). US students all came from institutions that have well defined learning outcomes and objectives for the study abroad, so the purpose of the study abroad is well known and defined.

4 CONCLUSIONS

4.1 ANALYSIS OF DIFFERENCES OF THE MOBILITY IMPACT ON COMPETENCIES BETWEEN SLOVENE AND U.S. STUDENTS

Although very different in their size, the samples representing both countries have quite a significant number of similarities that enabled the process of the comparison of the impact on competencies to be performed, with the exception of the comparison between study and internship related competencies, as we only have two internship students' responses from the U.S. students.

Both samples represent mostly students from social science fields (US: 36.84%, SI: 41.3%), followed by humanistic (US: 29.82%, SI: 13.7%) and engineering (US: 24.56%, SI: 12%). Mobility of students lasted mostly between 3 to 6 months (US: 70%, SI: 67.9%).

Quality of preparation was in total rated by students as mostly good (US: 33.1%, SI: 25.9%) or basic (US: 30.8%, SI: 24.6%). In regards to the type of preparation received both groups received mostly administrative, language and practical preparation.

Table 4.1: Quality of preparation (Slovene and US group)

Case Summary

SI	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q10M[a]	368	92,2%	31	7,8%	399	100,0%

a. Group

Case Summary

US	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q11M_multiple[a]	58	90,6%	6	9,4%	64	100,0%

a. Group

$Q10M Frequencies

SI		Responses		Percent of Cases
		N	Percent	
Quality of preparation[a]	poor	266	22,2%	72,3%
	weak	151	12,6%	41,0%
	basic	295	24,6%	80,2%
	good	310	25,9%	84,2%
	excellent	176	14,7%	47,8%
Total		1198	100,0%	325,5%

a. Group

$Q11M_multiple Frequencies

US		Responses		Percent of Cases
		N	Percent	
Quality of preparation[a]	poor	6	4,5%	10,3%
	weak	8	6,0%	13,8%
	basic	41	30,8%	70,7%
	good	44	33,1%	75,9%
	excellent	34	25,6%	58,6%
Total		133	100,0%	229,3%

a. Group

Considering the search for accommodation US students had more support from host institutions (55%) comparing with Slovene students, where 48.9% of them had to search for accommodation by themselves. Study place/field was within both groups found by students themselves (US: 42.3%, SI: 57.6%), followed by support from international office of home institution for Slovene students (18.2%) and academic staff for US students (28.8%).

Quality of pre-departure information US students rated as qualitative (appropriate: 27.7%, good: 29.9%, excellent: 26.4%) with only 2% not receiving any. Slovene students on the other hand rated it as mostly appropriate (25.3%) with 20% of not receiving and information in regards to the purpose of their mobility, their responsibilities, etc.

Main (first choice) motive for their decision to participate in the international mobility was for US students practically only "to widen horizon" (67.8%), whereas for Slovene students the motives were distributed between "widening horizon" (36.32%), "being more employable at home (23.42%) or abroad" (11.84%) and "to get to know new working methods (13.16%) within the whole sample. Looking at only the study abroad Slovene students, the percentage of those motivated to "widen horizon" was 46.3%.

Within both samples the majority of students (US: 63.9%, SI: 82.1%) had to add over 200 Eur (or USD) per months from their own resources. In Slovene samples there were also 12% of students that had to add between 100 and 200 EUR per months, whereas in the US group there were only participants that had to add over 200 USD per month or not adding any own money at all.

Table 4.2: Own financial contribution to support mobility (Slovene and US group)

q20 Approximate how much money you had to add from your own resources?

SI		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	up to 100 EUR	9	2,3	2,8	2,8
	between 100 and 200 EUR	48	12,0	15,1	17,9
	more than 200 EUR	261	65,4	82,1	100,0
	Total	318	79,7	100,0	
Missing	System	81	20,3		
Total		399	100,0		

Q22 Approximate how much money you had to add from your own resources?

US		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	22	34,4	36,1	36,1
	more than 200 USD	39	60,9	63,9	100,0
	Total	61	95,3	100,0	
Missing	System	3	4,7		
Total		64	100,0		

Quality of support (multiple responses analysis) received during their stay abroad was rated as mostly as good (US: 29.3%, SI: 31.7%) or excellent (US: 31.7%, SI: 28.9%).

Expectations in regards to competences development (multiple responses analysis) through mobility were lower for US students, where the most of them expected the impact to be moderate (30%). Slovene students expected the impact to be either stronger (31.1%) or significant (31.5%).

Table 4.3: Expectations in regards to competences (Slovene and US group)

$Q16_17M Frequencies

SI		Responses		Percent of Cases
		N	Percent	
Expected impact competencies[a]	onno impact	403	4,8%	106,6%
	weak impact	774	9,3%	204,8%
	moderate impact	1953	23,4%	516,7%
	stronger impact	2598	31,1%	687,3%
	significant impact	2636	31,5%	697,4%
Total		8364	100,0%	2212,7%

a. Group

$Q18_19M Frequencies

US		Responses		Percent of Cases
		N	Percent	
Expected impact competencies[a]	onno impact	120	9,9%	206,9%
	weak impact	138	11,4%	237,9%
	moderate impact	364	30,0%	627,6%
	stronger impact	302	24,9%	520,7%
	significant impact	288	23,8%	496,6%
Total		1212	100,0%	2089,7%

a. Group

Actual impact on competencies (in multiple response analysis) was similar for both groups: moderate (US: 22.8%, SI: 25.2%), stronger (US: 26.3%, SI: 30.2%) and significant (US: 26.4%, SI: 29.2%). Within each of the competence groups as described in my previous chapters students assessed significant changes for mostly language (US: 45.9%, SI: 43.5%) and intercultural (US: 37.7%, SI: 38.3%) competencies. After these two competence groups US students assessed significant impact also on their career related issues (31.9%) while Slovene students underlined personal (34.3%) and professional competencies (31.8%).

Valuing the most significant impact on Slovene students personal life they put highest their professional skills development, which was also the most important impact for the US students (SI: 28.02%, US: 41.82). For Slovene students the most important was development of their professional/study related experiences (30.49%), whereas for the US also experiences of societal differences was important for 27.27% of respondents.

Considerable differences can be detected in regards to certification of learning achievements gained abroad. In the US students population sample two types of groups dominate: those received credit points for their stay abroad (48.4%) and those not receiving any (23.4%). Slovene students on the other hand received a variety of certificates (Europass, credit points, certification of internship or attendance, etc), with only 4.65% claiming not receiving any. The majority of certificates received by Slovene students were however due to internships.

The great majority of students involved into the survey in both countries think that a big obstacle to participate in mobility programmes is the lack of money to afford it. Slovene students mentioned also other reasons, for instance the fear (lack of self reliance) from going abroad and leaving parents or partners. American students on the other hand see obstacles in academic reasons (missing in regular academic year, etc) as one of the problems for many of their colleagues. Both groups however think that many of their colleagues are not even aware of the possibilities they have to go abroad.

Table 4.4: Obstacles to participate in international mobility (Slovene and US group)

Slovene students	%	US students	%
Fear from going abroad	68.9	finances	59.4
Finances	64.9	Academic reasons	50.0
Parents/partners	43.6	Fear from going abroad	39.1
Lack of information	34.8	Lack of information	37.5
Recognition problems	23.1	Lack of time	34.4

Students from both countries underlined the financial issues when discussing the importance of mobility grant for their stay abroad. Here 52.41% of Slovene and 56.25% of US students considered that the grant was essential for their survival abroad. There were however 12.5% of US students that thought that it made no real differences, which was significantly higher than in Slovene sample (0.567%).

The two groups also differ in identifying the negative factors of mobility or in other words in enumerating things they disliked in mobility process. Student involved in the Slovene sample rang at the top of the negative experience (6.27%) the concrete dissatisfaction with improving their language skills, followed by 3.15% of students who think that the stay

abroad was too short. US students put too short mobility (37.5%) on the top, but also dislike no sufficient financial support (17.2%), or not improving language skills and insufficient planning and preparation (both 12.5%).

Differences are also evident from students' plans for the future. Internship abroad in not very likely to take place for 38.94% of Slovene students, but 26.73% will for sure try to use this possibility. In US the majority of students will possibly go for an internship (46.67%) and 20% for sure. The differences can be explained mostly in terms that in US sample there was practically no internship students. US students are also very motivated to search for an abroad job (possibly: 57.45%, for sure: 36.17%). The percentage of Slovene students with that interests is lower (possibly: 41.87%, for sure: 17.50%). Very similar situation is related to continuing study abroad, where this will be for sure done by only 17.33% of Slovene compared to 35.56% of US students. The majority of students will invest in further language improvement (SI: 60.24%, US: 71.74%) and learn an additional foreign language (SI: 50.3%, US: 55.32%). Mobility also motivated many students to be interested in a job at home, but in an international environment (for sure Si: 30.33%, US: 44.19%).

Mobility seems to shape the career path of US participants much more than those of Slovene students, as 43.8% of them received job because of their abroad experiences, compared to the situation in Slovenia where this number has been around 20.14%. About 40% of students from both countries improved their performance in education. Half of the Slovene surveyed students think their approach to education is more active after the mobility than before (US: 26.6%).

If we compare the educational and mobility characteristics we should admit that the employers should give more preference also to the experiences gained abroad when recruiting new candidates. The most striking difference is how they see the value of domestic diploma versus graduation abroad. US students think that is better to have domestic diploma (47.83%) or that this makes no difference (50%). The view of Slovene students is totally the opposite. Half of them (50%) think they would have more chances to get a job if graduated abroad and 34.71% think that both diplomas are of the same value for

employers. Students of both nationalities however believe that employers value higher international mobility experiences (study or internship) abroad than working experiences at home. This view is shared by higher percentage of US than Slovene students.
The illustration of the above comparison allows us to identify the similarities in both groups which enable us also to establish the concrete comparison between the statistically significant differences within both groups to see whether differences in quality of preparation and support as well as motivation result in the same competence development for the two student samples of both countries.

The impact on competences is however rather different. Whereas with Slovene students, competence development is heavily influenced by most of the analysed components, the US students' competences are significantly affected only by support they received during their stay abroad.

Table 4.5: Comparison of main elements resulting significant impacts on competence between Slovene and US students (competences adopted after Svetlik, 2006)

(competences adopted after Svetlik, 2006)	quality of preparation	quality of pre-departure information	support during mobility
Slovene students	critical thinking professional social	career critical thinking professional social	critical thinking intercultural language personal professional social
US students			professional entrepreneurial

Quality of preparation has not an important impact on competence development for US students, whereas for Slovene students it affects quite few competence groups. The quality of preparation can then be expected for US students to be rather standardised in terms of quality, whereas in Slovenia it differs a lot. As analysed throughout the thesis, the population of students that were very well prepared for mobility experienced significantly

stronger impact on their competence development, the preparation before departure should be seen as an important element of learning mobility.

Internships, service-learning, and field placements, in the context of a study abroad program, have an added international dimension which has not been yet recognized as an integral part of the regular academic programs. In the management and organisation of an institution students placement provides and paves the way towards new horizons, not only of the host society but broader social environment. Within these arrangements, besides their own personal grown and careers perspectives, students acquire the role of interfaces between the home institution and similar institutions abroad. They perform direct communication with different work cultures, social attitudes, gender relationships, organizational structures, legal arrangements, moral norms and many other unfamiliar patterns of behaviour, communication, and organization. Effective academic supervision should assist the students to understand the added value of his/her new, broader learning and living context. The academic component is necessarily interdisciplinary and multi-dimensional and the effective academic supervisor will need to have some knowledge of anthropology, sociology, social psychology, political science, and history in order to assist the student in comprehending the placement environment (Steinberg, 2002).

Table 4.6: Comparison of main elements resulting significant impacts on competence between Slovene and US students (competences adopted after DeSeCo, 2005)

competences adopted after DeSeCo, 2005)	quality of preparation	quality of pre-departure information	support during mobility
Slovene students	Interacting in heterogeneous groups Using Tools Interactively	Using Tools Interactively	Acting autonomously Interacting in heterogeneous groups Using Tools Interactively
US students			Using Tools Interactively

As we have seen with a closer analysis on US students sample divided by summer schools and international programmes of universities showed that summer schools students contribute to all statistically significant differences in relation to practical issues, whereas

students participating through mobility within universities cooperation seems to be well prepared with no major differences between the level of quality among different universities. For summer schools students' quality of information and preparation varies more and are therefore more similar to Slovene situation in regards students' mobility.
For Slovene students an important element influencing competence development is quality and complexity of information offered to them regarding the purpose of the mobility, their responsibilities and general cultural issues. For the US students on the other hand the quality of pre-departure information about purpose of mobility, responsibilities and general cultural issues plays no important role in competence development.

As Slovenia is rather young in terms of massive student mobility (available to Slovene students for less than 10 years) study mobility has not been incorporated into international strategies of higher institutions yet. Some of the more experienced institutions have already developed a well defined study abroad learning goals and strategies, usually described or explained in terms of institutional (strategic) and academic goals, underlying also the importance of incorporating mobility into career plans and promote different methods to prepare students for return (reflection on changes they have experienced).

4.2 CONTRIBUTION TO THE FIELD OF SCIENCE

One of the important role that education plays within the process of fostering social cohesion lies in its ability to equip people with the knowledge, skills, competences and attitudes needed to enter and remain in the labour market. As an essential element of lifelong learning, mobility has been recognized as key mechanism to enhance young people's employability and adaptability. Students' mobility should be designed with the objective to make periods of learning abroad useful and relevant to their future career and regarded, as a normal practice in the lifelong learning and employment, with activities of high quality and a lasting impact.

The declarations and communiqués adopted on the EU political agenda in the last decade clearly set out the significant importance mobility plays in developing the EHEA and the process of the internationalisation of European higher education. Ministers underlined the importance of mobility, seeing that the mobility of students, combined by mobility of HEI staff enhances the quality of programmes and strengthens internationalisation of higher education institution. Besides the internationalisation on the institutional level, mobility has become an important tool for overall personal development, leading into more successful and long-term employability, fostering diversity and a capacity to deal with other cultures. Therefore active information policies, full recognition of academic achievements and study support are necessary requirements.

As mobility is highly promoted and financial supported mechanism, it is necessary – from the viewpoint of short term and long term strategic development and planning - to find out which is the concrete impact of mobility process in the development of certain (definite) competencies, values as well enhancing career opportunities. This analysis is the first research work focusing on competence development through international learning mobility in Slovenia. In comparison to other analyses that might have been focusing on competence developments, none of them specifically analysed this issue within the context of the international mobility.

Our findings confirm that mobility helps people to acquire new knowledge, learn from different sources and test their own assumptions and competences in new situations. It offers them the possibility to interact with different cultures and promotes language learning. It triggers change by provoking questions about established way of seeing things, easing the rigidities in the local and personal patterns and consequently leads to a higher quality of life.

The study represents the first empirical analysis of international student learning mobility in Slovenia analysing the impact of mobility on the competence development within both major programmes for mobility (Erasmus and Leonardo da Vinci) as well as with both types of mobility (study and internship).

At the level of students the results show that in Slovenia the impact of mobility on young person's competences is high. Mobility has a positive impact, creating opportunities for personal and professional growth and high quality of mutual communication and understanding. . It therefore responds to the needs of European societies and strongly contributes to the strengthening the European dimension of the national systems of learning.

Experiencing education and/or practical training in another country provides a young person with a new cultural, social and academic experience and creates opportunities for personal and professional growth. International learning mobility enhances the employability of the students and makes them better equipped for both the national and international labour markets. It is evident obvious that international mobility can become an integral part an represent the added dimension to "classical" academic programs. Proper preparation, information and support can help students to understand their learning process in a broader context, equipping them with the right skills and with adaptability for future economic conditions.

The study however confirms the fact that administrative burden of organising mobility is very high and can represent the obstacle and reason for some students not to participate in

the mobility. Many of them may perhaps have wished to participate in the mobility programme but could not overcome the constraints resulting from their home environment: obligations at home (jobs, family, and friends), personal fears, and prejudice in their local environment. They may also expect problems with regard to recognition of study and work periods carried out in another country.

In order to motivate in the future more students to study or undertake a training abroad, and to make their visit a success, the preparation, monitoring and follow-up of the period spent abroad must be additionally improved. The scope of preparatory activities includes:

- promoting the advantages of a stay abroad,
- providing comprehensive information as well as advice
- providing support for mobile students before and during their stay,
- presenting the mobility experiences and competences obtained abroad in the learning outcomes
- document mobility experience in the diploma supplement.

Learning agreements should be used across the board and credits always associated with learning outcomes.

To achieve high quality implementation, full success and sustainability impact, mobility programs need to be organised as a part of a well-designed system. Too many students, namely, who take part in the current mobility programmes have not been offered an adequate support and are left to learn on their own while being abroad. Our analysis has shown that they learn much more effectively if teachers (sending institutions) intervene before, during and after students' experiences abroad. We have seen within the US sample that this is the case for US universities international programmes.

There is still much work to be done at the **institutional level.** So far, students' participations in mobility programs are (with some exceptions) very much scattered and based on self-motivation of students and their financial capability.

The improvement should be done not only in terms of improving the quality of preparation of the students, type of information they are offered before departure and the support during their stay abroad. Student mobility should be first addressed by HEI as a strategic issue, incorporated in their internationalisation goals with well defined quality criteria. It should be also defined in terms of learning mobility goals linked to the goals of overall academic programmes. Many factors contribute to the success of international study mobility, not only for the students, but also for the higher education institutions.

All HEI agree that the process of preparing today's student for key roles in the global economy, should include also the acquisition of knowledge in international domains which is one of the key – features for tomorrow's work force, playing a key role in the potential for global competencies to be acquired through students' international learning experiences. Within the international learning mobility the HEI staffs (teachers) are the ones who are setting the tone for the learning environment. Besides, the role of the institution should not be underestimated. The support of students' home and host institution plays a vital role in quantity/quality of the acquisition of acquired competences for study abroad students.

With this in view, an additional demand is the establishment of a formalised structure to debrief returning students after their return home enabling them to reflect on and discuss their experiences. After returning home students have difficulties in articulating what they had learned. The significance of their experiences is not properly and systematically evaluated. Although they identified a great deal that they had learnt on exchange, they have no opportunity for further reflection when they return, but are plunged back into their studies, or a new job, with the added pressures of readjusting to their old environment. They often feel isolated with their exchange experience, unable to share it with anyone.

Also at this point the universities and their international units or career centres can play a significant role in helping and assisting students to understand, consolidate and integrate their learning experiences. Without an adequate policy and practice to incorporate the study abroad experience into student learning at the home institution, students are not able to extend the learning experience and are thus reinforcing the marginal position of study abroad. Reflecting upon gained experiences provides the opportunity for students to reveal

how they can exhibit them in their future careers. Reflection provides the opportunity to see how actions are connected to the cultural norms, to the past experiences, and to the institutional histories. Only then the experiences gained through mobility could become important to the student in terms of professional and career experiences they will encounter in their future.

We can conclude that learning mobility in higher education can be seen as one of the best ways to prepare students for the global economy. Study abroad experiences provide students with rich cultural learning about other countries and insights about one's home culture. It enables students integrate international experience into their career development. The students however need a proper support and a more structured approach from the side of HEI in incorporating the learning mobility within their strategic goals and learning objectives.

HEI have a crucial role in assuring whether learning mobility will be successful or not. They influence the learning abroad programme (curriculum), they can be the sole motivator of students when anxiety and homesickness arises during their stay abroad, and when students must deal with their own personal struggles during this time of separation from family and friends. While we all agree that learning mobility is an important tool equipping students with global skill development, it is the HEI themselves that make possible the connection between the academic community and another culture. Without the proper support in this sense the expected impact of students' mobility will not be achieved.

The advantages of individual participants in mobility should also not be seen only as an individual gain. They can be transferred to the organisational level. Within the process of sending and receiving mobile individuals, organisations could significantly profit by new insights that challenge their established traditions and practices, what can also bring economic benefits and profit. Mobility should be seen as a tool to contribute to the pro - active circulation of knowledge and innovation potential and provides both cooperative and competitive advantages for the organisations involved and for society in general. . It is thus

not an overstatement (exaggerated to say that in the European context, mobility is becoming an important driver of changing and improving the society.

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GENERAL INDEX AND INDEX OF NAMES

ANNEXES

ANNEX A: STATISTICAL ANALYSIS OF SURVEYS
ANNEX A.1: ANALYSIS OF SLOVENE STUDENTS POPULATION

Type of mobility:

			Within which programme you've participated?		Total
			Erasmus	Leonardo da Vinci	
I went abroad for:	study	Count	167	0	167
		% within q_1	100.0%	.0%	
		% within q_2	67.1%	.0%	
		% of Total	41.9%	.0%	41.9%
	internship	Count	82	150	232
		% within q_1	35.3%	64.7%	
		% within q_2	32.9%	100.0%	
		% of Total	20.6%	37.6%	58.1%
Total		Count	249	150	399
		% of Total	62.4%	37.6%	100.0%

Percentages and totals are based on responses.

What was the duration of your study/internship?

Statistics

Length of learning mobility

N	Valid	399
	Missing	0

Length of learning mobility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3 months	71	17.8	17.8	17.8
	3 to 4 months	114	28.6	28.6	46.4
	5 to 7 months	157	39.3	39.3	85.7
	8 to 10 months	35	8.8	8.8	94.5
	11 to 12 months	18	4.5	4.5	99.0
	more than 1 year	4	1.0	1.0	100.0
	Total	399	100.0	100.0	

q_1*q_3*q_2 Crosstabulation

Within which programme you've participated?				Length of learning mobility					Total
				less than 3	3 to 4 months	5 to 7 months	8 to 10	11 to 12	
Erasmus	I went abroad for:	study	Count	0	24	100	28	13	165
			% within q_1	.0%	14.5%	60.6%	17.0%	7.9%	
			% within q_3	.0%	39.3%	85.5%	100.0%	86.7%	
			% of Total	.0%	9.8%	40.7%	11.4%	5.3%	67.1%
		internship	Count	25	37	17	0	2	81
			% within q_1	30.9%	45.7%	21.0%	.0%	2.5%	
			% within q_3	100.0%	60.7%	14.5%	.0%	13.3%	
			% of Total	10.2%	15.0%	6.9%	.0%	.8%	32.9%
	Total		Count	25	61	117	28	15	246
			% of Total	10.2%	24.8%	47.6%	11.4%	6.1%	100.0%
Leonardo da Vinci	I went abroad for:	internship	Count	46	53	40	7	3	149
			% within q_1	30.9%	35.6%	26.8%	4.7%	2.0%	
			% within q_3	100.0%	100.0%	100.0%	100.0%	100.0%	
			% of Total	30.9%	35.6%	26.8%	4.7%	2.0%	100.0%
	Total		Count	46	53	40	7	3	149
			% of Total	30.9%	35.6%	26.8%	4.7%	2.0%	100.0%

Percentages and totals are based on responses.

How many (approximate) students from your school participate in study/internship abroad per year?

I went abroad for: * How many students (approximate) from yout institution are participating in learning mobility activities per year? Crosstabulation

Count

		How many students (approximate) from yout institution are participating in learning mobility activities per year?				
		less than 10	from 10 to 50	from 50 to 100	over 100	Total
I went abroad for:	study	54	70	20	22	166
	internship	66	67	20	12	165
Total		120	137	40	34	331

Where from did you hear about the benefits of the mobility schemes? What was the quality of information you've received?

$Q8M_Multiple Frequencies

		Responses		
		N	Percent	Percent of Cases
Source of info about learning mobility[a]	poor	443	17,1%	116,0%
	weak	368	14,2%	96,3%
	basic	580	22,4%	151,8%
	good	704	27,2%	184,3%
	excellent	491	19,0%	128,5%
Total		2586	100,0%	677,0%

a. Group

Where did you hear about the possibilities to participate in international mobility?

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
International office	306	4	1	5	3,41	1,187	-,483	,139
Career centre	191	4	1	5	2,52	1,256	,313	,176
Academic staff at my institution	289	4	1	5	2,92	1,458	,072	,143
Non academic staff at my institution	227	4	1	5	2,55	1,327	,308	,162
CMEPIUS (EU Programmes National Agency Slovenia)	221	4	1	5	2,98	1,355	-,155	,164
Students who had already participated in learning mobility	311	4	1	5	4,04	1,087	-1,252	,138
Other students	258	4	1	5	3,33	1,268	-,490	,152
Announcements on boards within HEI	258	4	1	5	2,83	1,229	-,051	,152
Media announcements	237	4	1	5	2,46	1,191	,308	,158
Found myself on the Web	288	4	1	5	4,02	,993	-1,067	,144

What is your field of study?

Statistics

Fields of study

N	Valid	358
	Missing	41

Fields of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	social sciences	148	37.1	41.3	41.3
	humanistics	49	12.3	13.7	55.0
	engeneering	43	10.8	12.0	67.0
	agriculture	14	3.5	3.9	70.9
	natural sciences	46	11.5	12.8	83.8
	services	20	5.0	5.6	89.4
	health services	22	5.5	6.1	95.5
	education	9	2.3	2.5	98.0
	other	7	1.8	2.0	100.0
	Total	358	89.7	100.0	
Missing	System	41	10,3		
Total		399	100,0		

Within which programme you've participated?				Fields of study									Total
				s c	a n _	n e e	c u _	_ s c	v _ c	s e	c a t	t h e	
Erasmus	I went abroad for:	study	Count	67	32	22	2	15	1	9	6	3	157
			% within q_1	42.7%	20.4%	14.0%	1.3%	9.6%	.6%	5.7%	3.8%	1.9%	
			% within Q9A	76.1%	91.4%	81.5%	20.0%	51.7%	9.1%	60.0%	100.0%	60.0%	
			% of Total	29.6%	14.2%	9.7%	.9%	6.6%	.4%	4.0%	2.7%	1.3%	69.5%
		internship	Count	21	3	5	8	14	10	6	0	2	69
			% within q_1	30.4%	4.3%	7.2%	11.6%	20.3%	14.5%	8.7%	.0%	2.9%	
			% within Q9A	23.9%	8.6%	18.5%	80.0%	48.3%	90.9%	40.0%	.0%	40.0%	
			% of Total	9.3%	1.3%	2.2%	3.5%	6.2%	4.4%	2.7%	.0%	.9%	30.5%
	Total		Count	88	35	27	10	29	11	15	6	5	226
			% of Total	38.9%	15.5%	11.9%	4.4%	12.8%	4.9%	6.6%	2.7%	2.2%	100.0%
Leonardo da Vinci	I went abroad for:	internship	Count	60	14	16	4	17	9	7	3	2	132
			% within q_1	45.5%	10.6%	12.1%	3.0%	12.9%	6.8%	5.3%	2.3%	1.5%	
			% within Q9A	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
			% of Total	45.5%	10.6%	12.1%	3.0%	12.9%	6.8%	5.3%	2.3%	1.5%	100.0%
	Total		Count	60	14	16	4	17	9	7	3	2	132
			% of Total	45.5%	10.6%	12.1%	3.0%	12.9%	6.8%	5.3%	2.3%	1.5%	100.0%

Percentages and totals are based on responses.

International clasification of main study fields	Field name used in the analysis
Social sciences, business sciences, law (including economy, organisational sciences, management)	Social sciences
Humanities and art	Humanities
Engineering, production and construction (including architecture, construction building, mechanical engineering, electrical engineering, etc.)	Engineering
Education	Education
Agriculture and veterinary	Agriculture
Science, mathematics, computer science (including biotechnology, geodesy, etc.)	Natural sciences
Services (including transport, turism, etc)	Services
Health and welfare (including pharmacy, social work, medicine, health care, etc.)	Health

Have you been prepared for the stay abroad? If so, by whom? (*multiple answers*) How do you rate the quality of that preparation?

q_1*$Q10M_Multiple*q_2 Crosstabulation

Within which programme you've participated?				Q10M_Multiple[a]					Total
				poor	weak	basic	good	excellent	
Erasmus	I went abroad for:	study	Count	120	83	156	130	52	541
			% within q_1	22,2%	15,3%	28,8%	24,0%	9,6%	
			% within $Q10M_Multiple	64,5%	74,1%	73,6%	66,3%	47,7%	
			% of Total	14,7%	10,2%	19,1%	16,0%	6,4%	66,4%
		internship	Count	66	29	56	66	57	274
			% within q_1	24,1%	10,6%	20,4%	24,1%	20,8%	
			% within $Q10M_Multiple	35,5%	25,9%	26,4%	33,7%	52,3%	
			% of Total	8,1%	3,6%	6,9%	8,1%	7,0%	33,6%
	Total		Count	186	112	212	196	109	815
			% of Total	22,8%	13,7%	26,0%	24,0%	13,4%	100,0%
Leonardo da Vinci	I went abroad for:	internship	Count	80	39	83	114	67	383
			% within q_1	20,9%	10,2%	21,7%	29,8%	17,5%	
			% within $Q10M_Multiple	100,0%	100,0%	100,0%	100,0%	100,0%	
			% of Total	20,9%	10,2%	21,7%	29,8%	17,5%	100,0%
	Total		Count	80	39	83	114	67	383
			% of Total	20,9%	10,2%	21,7%	29,8%	17,5%	100,0%

Percentages and totals are based on responses.

q_1*$Q10M_Multiple*q_2 Crosstabulation

Within which programme you've participated?				Q10M_Multiple[a] poor	weak	basic	good	excellent	Total
Erasmus	I went abroad for:	study	Count	120	83	156	130	52	541
			% within q_1	22,2%	15,3%	28,8%	24,0%	9,6%	
			% within $Q10M_Multiple	64,5%	74,1%	73,6%	66,3%	47,7%	
			% of Total	14,7%	10,2%	19,1%	16,0%	6,4%	66,4%
		internship	Count	66	29	56	66	57	274
			% within q_1	24,1%	10,6%	20,4%	24,1%	20,8%	
			% within $Q10M_Multiple	35,5%	25,9%	26,4%	33,7%	52,3%	
			% of Total	8,1%	3,6%	6,9%	8,1%	7,0%	33,6%
	Total		Count	186	112	212	196	109	815
			% of Total	22,8%	13,7%	26,0%	24,0%	13,4%	100,0%
Leonardo da Vinci	I went abroad for:	internship	Count	80	39	83	114	67	383
			% within q_1	20,9%	10,2%	21,7%	29,8%	17,5%	
			% within $Q10M_Multiple	100,0%	100,0%	100,0%	100,0%	100,0%	
			% of Total	20,9%	10,2%	21,7%	29,8%	17,5%	100,0%
	Total		Count	80	39	83	114	67	383
			% of Total	20,9%	10,2%	21,7%	29,8%	17,5%	100,0%

Percentages and totals are based on responses.
a. Group

Case Summary

	Cases Valid N	Valid Percent	Missing N	Missing Percent	Total N	Total Percent
$Q10M[a]	368	92,2%	31	7,8%	399	100,0%

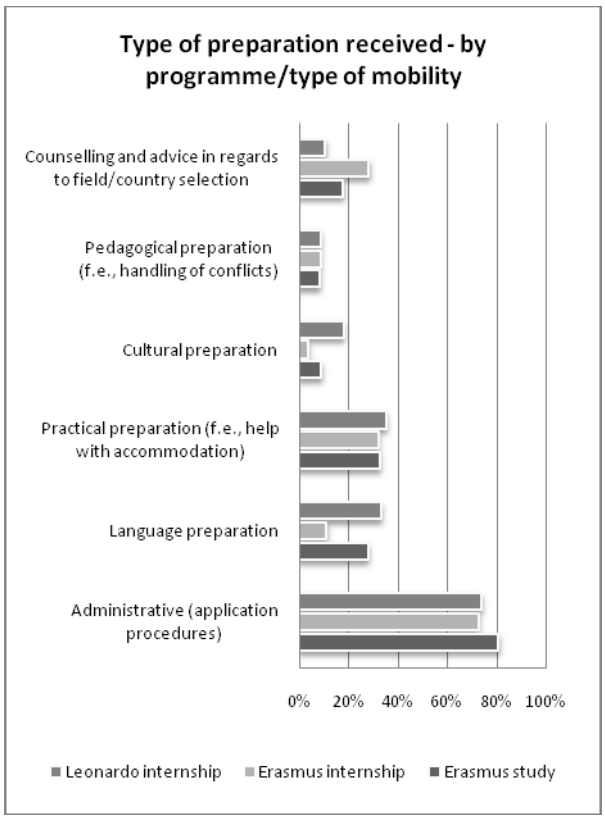
a. Group

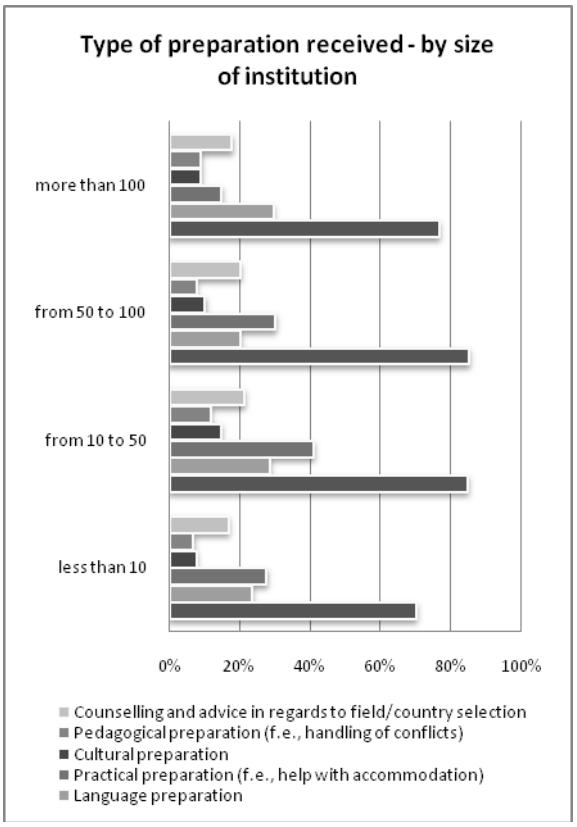
$Q10M Frequencies

		Responses N	Responses Percent	Percent of Cases
Quality of preparation prior departure[a]	poor	266	22.2%	72.3%
	weak	151	12.6%	41.0%
	basic	295	24.6%	80.2%
	good	310	25.9%	84.2%
	excellent	176	14.7%	47.8%
Total		1198	100,0%	325,5%

a. Group

What kind of preparation did you receive? (multiple answers)





Who found accommodation for your stay abroad?

Statistics

q12A Who found accomodation for your stay abroad?

N	Valid	358
	Missing	41
Mean		2,49
Median		2,00
Mode		1

q12A Who found accomodation for your stay abroad?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I found it by myself	175	43.9	48.9	48.9
	international office at my institution	22	5.5	6.1	55.0
	academic staff at my institution	16	4.0	4.5	59.5
	host institution/company	102	25.6	28.5	88.0
	home institution	43	10.8	12.0	100.0
	Total	358	89.7	100.0	
Missing	System	41	10,3		
Total		399	100,0		

			q12A Who found accomodation for your stay abroad?					Total
			I found it by	international	academic staff	host	home	
I went abroad for:	study	Count	68	7	1	78	0	154
		% within I went abroad for:	44.2%	4.5%	.6%	50.6%	.0%	100.0%
		% within q12A Who found	38.9%	31.8%	6.3%	76.5%	.0%	43.0%
		% of Total	19.0%	2.0%	.3%	21.8%	.0%	43.0%
	internship	Count	107	15	15	24	43	204
		% within I went abroad for:	52.5%	7.4%	7.4%	11.8%	21.1%	100.0%
		% within q12A Who found	61.1%	68.2%	93.8%	23.5%	100.0%	57.0%
		% of Total	29.9%	4.2%	4.2%	6.7%	12.0%	57.0%
Total		Count	175	22	16	102	43	358
		% within I went abroad for:	48.9%	6.1%	4.5%	28.5%	12.0%	100.0%
		% within q12A Who found	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

			q12A Who found accomodation for your stay abroad?					Total
			I found it by	international	academic staff	host	home	
I went abroad for:	study	Count	68	7	1	78	0	154
		% within I went abroad for:	44.2%	4.5%	.6%	50.6%	.0%	100.0%
		% within q12A Who found	38.9%	31.8%	6.3%	76.5%	.0%	43.0%
		% of Total	19.0%	2.0%	.3%	21.8%	.0%	43.0%
	internship	Count	107	15	15	24	43	204
		% within I went abroad for:	52.5%	7.4%	7.4%	11.8%	21.1%	100.0%
		% within q12A Who found	61.1%	68.2%	93.8%	23.5%	100.0%	57.0%
		% of Total	29.9%	4.2%	4.2%	6.7%	12.0%	57.0%
Total		Count	175	22	16	102	43	358
		% within I went abroad for:	48.9%	6.1%	4.5%	28.5%	12.0%	100.0%
		% within q12A Who found	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	48.9%	6.1%	4.5%	28.5%	12.0%	100.0%

Who helped you in finding internship abroad?

q12B Who helped you in finding internship abroad?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I found it by myself	113	28,3	53,1	53,1
	international office at my institution	24	6,0	11,3	64,3
	academic staff at my institution	32	8,0	15,0	79,3
	students already being on international mobility	5	1,3	2,3	81,7
	parents	1	,3	,5	82,2
	intermediary organisation from Slovenia	17	4,3	8,0	90,1
	intermediary organisation from host country	21	5,3	9,9	100,0
	Total	213	53,4	100,0	
Missing	System	186	46,6		
Total		399	100,0		

Who helped you in finding appropriate stufy programme abroad?

q12C Who helped you in finding appropriate study programme abroad?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	,5	1,2	1,2
	I found it by myself	98	24,6	57,6	58,8
	international office at my institution	31	7,8	18,2	77,1
	academic staff at my institution	18	4,5	10,6	87,6
	students already being on international mobility	19	4,8	11,2	98,8
	parents	2	,5	1,2	100,0
	Total	170	42,6	100,0	
Missing	System	229	57,4		
Total		399	100,0		

Were you given information about the following:

- The purpose of the internship/study (learning outcomes, role within the degree programme etc)
- The way in which the internship/study would be assessed and/or accredited
- The contribution which the internship/study would make to the marks for your degree classification (if applicable)
- Your responsibilities in relation to the internship/study (academic activities, general conduct etc)
- The arrangements for accommodation and other practical matters

- General cultural issues (e.g., as appropriate, customs and conventions abroad, professional conduct)
- Requirements and arrangements regarding insurance
- Training and guidance on health and safety matters

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q13M[a]	387	97,0%	12	3,0%	399	100,0%

a. Group

$Q13M Frequencies

		Responses		Percent of Cases
		N	Percent	
Quality of predeparture information[a]	not at all	564	20.0%	145.7%
	poor	253	9.0%	65.4%
	weak	384	13.6%	99.2%
	appropriate	711	25.3%	183.7%
	good	527	18.7%	136.2%
	excellent	375	13.3%	96.9%
Total		2814	100,0%	727,1%

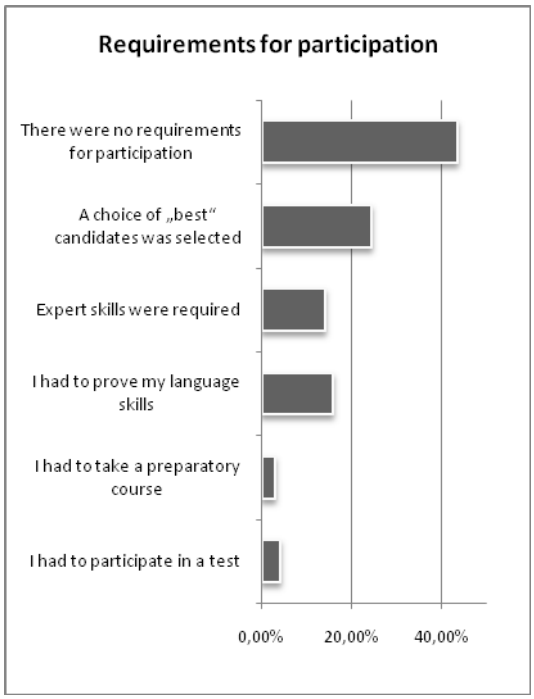
a. Group

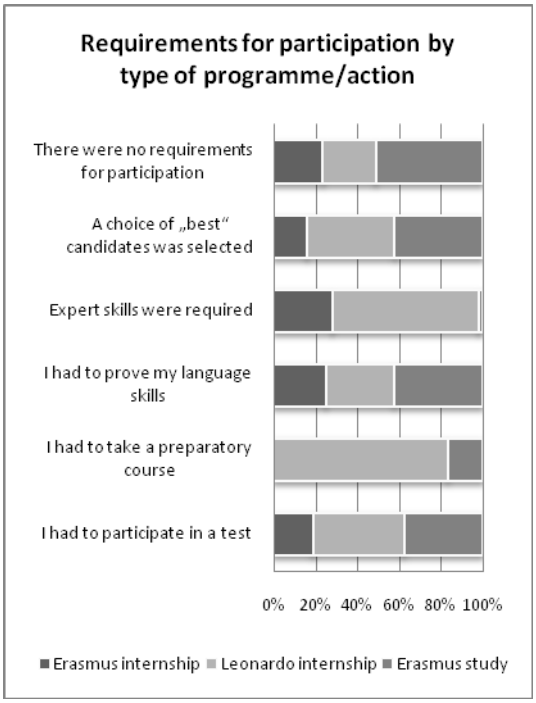
q_1*$Q13M_Multiple*q_2 Crosstabulation

Within which programme you've participated?					Q13M_Multiple[a]						Total
					not at all	poor	weak	appropriate	good	excellent	
Erasmus	I went abroad for:	study	Count		250	120	205	322	213	117	1227
			% within q_1		20.4%	9.8%	16.7%	26.2%	17.4%	9.5%	
			%	within	66.8%	67.0%	75.1%	69.1%	68.1%	53.2%	
			% of Total		13.7%	6.6%	11.2%	17.6%	11.7%	6.4%	67.2%
		internship	Count		124	59	68	144	100	103	598
			% within q_1		20.7%	9.9%	11.4%	24.1%	16.7%	17.2%	
			%	within	33.2%	33.0%	24.9%	30.9%	31.9%	46.8%	
			% of Total		6.8%	3.2%	3.7%	7.9%	5.5%	5.6%	32.8%
	Total		Count		374	179	273	466	313	220	1825
			% of Total		20.5%	9.8%	15.0%	25.5%	17.2%	12.1%	100.0%
Leonardo da Vinci	I went abroad for:	internship	Count		190	74	111	245	214	155	989
			% within q_1		19.2%	7.5%	11.2%	24.8%	21.6%	15.7%	
			%	within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
			% of Total		19.2%	7.5%	11.2%	24.8%	21.6%	15.7%	100.0%
	Total		Count		190	74	111	245	214	155	989
			% of Total		19.2%	7.5%	11.2%	24.8%	21.6%	15.7%	100.0%

Percentages and totals are based on responses.
a. Group

Which requirements were connected to your participation? (multiple answers)





What were your expectations regarding the influence of your stay abroad on your competencies:

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q16_17M[a]	378	94,7%	21	5,3%	399	100,0%

a. Group

$Q16_17M Frequencies

		Responses		Percent of Cases
		N	Percent	
Expected impact on competencies[a]	no impact	403	4.8%	106.6%
	weak impact	774	9.3%	204.8%
	moderate impact	1953	23.4%	516.7%
	stronger impact	2598	31.1%	687.3%
	significant impact	2636	31.5%	697.4%
Total		8364	100,0%	2212,7%

a. Group

$Expectations_personal_Comp Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	Expectations_personal_Comp[a]	no impact	39	4,1%	24,2%
			weak impact	84	8,9%	52,2%
			moderate impact	219	23,1%	136,0%
			stronger impact	280	29,6%	173,9%
			significant impact	325	34,3%	201,9%
		Total		947	100,0%	588,2%
internship	Erasmus	Expectations_personal_Comp[a]	no impact	26	5,7%	33,3%
			weak impact	25	5,5%	32,1%
			moderate impact	83	18,3%	106,4%
			stronger impact	148	32,6%	189,7%
			significant impact	172	37,9%	220,5%
		Total		454	100,0%	582,1%
	Leonardo da Vinci	Expectations_personal_Comp[a]	no impact	46	5,9%	33,1%
			weak impact	56	7,2%	40,3%
			moderate impact	201	25,8%	144,6%
			stronger impact	259	33,2%	186,3%
			significant impact	218	27,9%	156,8%
		Total		780	100,0%	561,2%

a. Group

$Expectations_critical_thinking_comp Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	Expectations_critical_thinking_comp[a]	no impact	49	7,9%	30,8%
			weak impact	80	12,9%	50,3%
			moderate impact	205	33,0%	128,9%
			stronger impact	177	28,5%	111,3%
			significant impact	110	17,7%	69,2%
		Total		621	100,0%	390,6%
internship	Erasmus	Expectations_critical_thinking_comp[a]	no impact	18	6,2%	24,0%
			weak impact	52	17,8%	69,3%
			moderate impact	83	28,4%	110,7%
			stronger impact	87	29,8%	116,0%
			significant impact	52	17,8%	69,3%
		Total		292	100,0%	389,3%
	Leonardo da Vinci	Expectations_critical_thinking_comp[a]	no impact	35	6,9%	26,3%
			weak impact	83	16,3%	62,4%
			moderate impact	183	36,0%	137,6%
			stronger impact	142	28,0%	106,8%
			significant impact	65	12,8%	48,9%
		Total		508	100,0%	382,0%

a. Group

$Expectations_intercultural_comp Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	Expectations_intercultural_comp[a]	no impact	19	4,0%	11,8%
			weak impact	35	7,4%	21,7%
			moderate impact	93	19,5%	57,8%
			stronger impact	154	32,4%	95,7%
			significant impact	175	36,8%	108,7%
		Total		476	100,0%	295,7%
internship	Erasmus	Expectations_intercultural_comp[a]	no impact	6	2,6%	7,7%
			weak impact	18	7,9%	23,1%
			moderate impact	41	18,1%	52,6%
			stronger impact	75	33,0%	96,2%
			significant impact	87	38,3%	111,5%
		Total		227	100,0%	291,0%
	Leonardo da Vinci	Expectations_intercultural_comp[a]	no impact	14	3,5%	10,1%
			weak impact	24	6,0%	17,4%
			moderate impact	83	20,9%	60,1%
			stronger impact	137	34,5%	99,3%
			significant impact	139	35,0%	100,7%

		Total		397	100,0%	287,7%

a. Group

$expectations_entrepreneur_comp Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	expectations_entrepreneur_comp[a]	no impact	10	3,1%	6,2%
			weak impact	25	7,9%	15,5%
			moderate impact	71	22,3%	44,1%
			stronger impact	99	31,1%	61,5%
			significant impact	113	35,5%	70,2%
		Total		318	100,0%	197,5%
internship	Erasmus	expectations_entrepreneur_comp[a]	no impact	4	2,6%	5,1%
			weak impact	9	5,9%	11,5%
			moderate impact	11	7,2%	14,1%
			stronger impact	60	39,5%	76,9%
			significant impact	68	44,7%	87,2%
		Total		152	100,0%	194,9%
	Leonardo da Vinci	expectations_entrepreneur_comp[a]	no impact	4	1,5%	2,9%
			weak impact	9	3,4%	6,5%
			moderate impact	48	18,0%	34,5%
			stronger impact	93	34,8%	66,9%
			significant impact	113	42,3%	81,3%
		Total		267	100,0%	192,1%

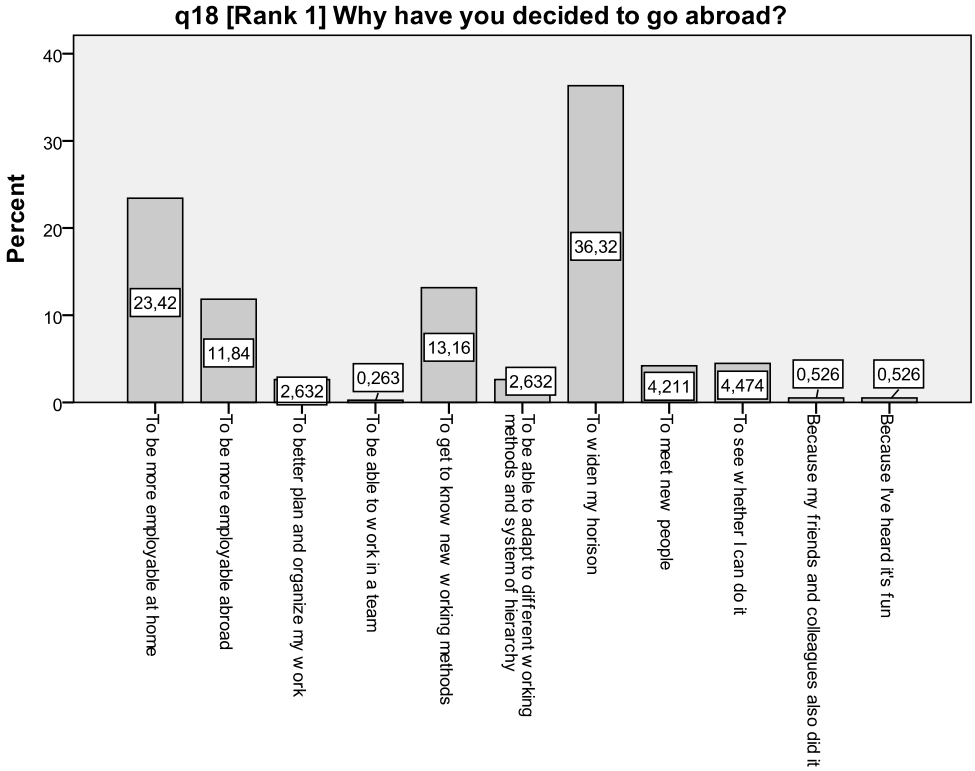
a. Group

$expectations_prof_comp Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	expectations_prof_comp[a]	no impact	11	2,3%	6,8%
			weak impact	46	9,6%	28,6%
			moderate impact	131	27,3%	81,4%
			stronger impact	175	36,5%	108,7%
			significant impact	116	24,2%	72,0%
		Total		479	100,0%	297,5%
internship	Erasmus	expectations_prof_comp[a]	no impact	4	1,7%	5,1%
			weak impact	28	12,1%	35,9%
			moderate impact	31	13,4%	39,7%
			stronger impact	74	32,0%	94,9%
			significant impact	94	40,7%	120,5%
		Total		231	100,0%	296,2%
	Leonardo da Vinci	expectations_prof_comp[a]	no impact	13	3,2%	9,4%
			weak impact	16	3,9%	11,5%
			moderate impact	62	15,1%	44,6%
			stronger impact	140	34,1%	100,7%
			significant impact	180	43,8%	129,5%
		Total		411	100,0%	295,7%

a. Group

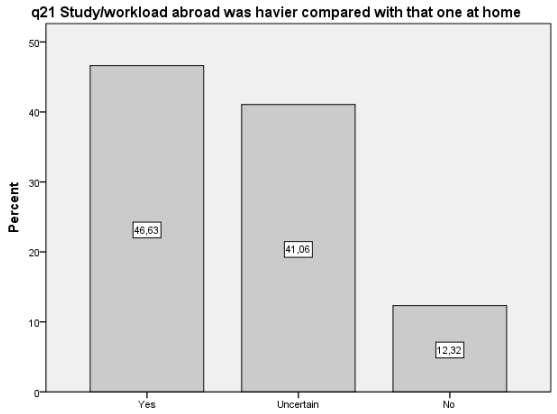
Why have you decided to go abroad?

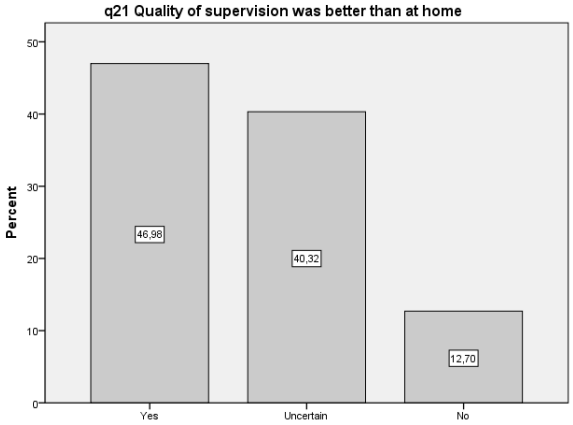


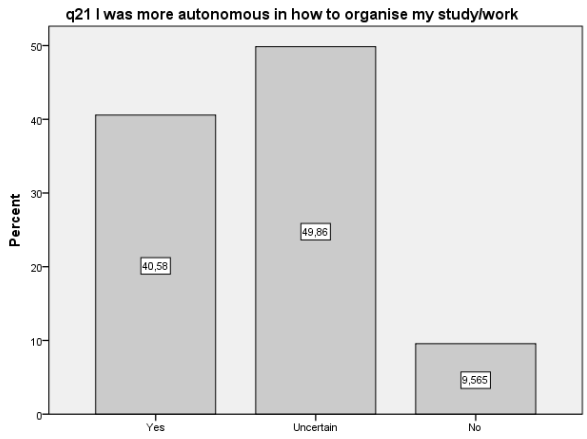
Approximate how much money you had to add from your own resources?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	up to 100 EUR	9	2,3	2,8	2,8
	between 100 and 200 EUR	48	12,0	15,1	17,9
	more than 200 EUR	261	65,4	82,1	100,0
	Total	318	79,7	100,0	
Missing	System	81	20,3		
Total		399	100,0		

21 How would you rate:







Who were you hanging around mostly with?

q22 Who were you hanging around mostly with?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local students	84	21,1	26,2	26,2
	Slovene students	34	8,5	10,6	36,8
	Other foreign students	203	50,9	63,2	100,0
	Total	321	80,5	100,0	
Missing	System	78	19,5		
Total		399	100,0		

Did you receive appropriate support during mobility?

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q25M[a]	352	88,2%	47	11,8%	399	100,0%

a. Group

$Q25M Frequencies

		Responses		
		N	Percent	Percent of Cases
Quality of preparation during stay abroa[a]	Not at all	101	7,9%	28,7%
	Weak	98	7,7%	27,8%
	Basic	303	23,8%	86,1%
	Good	404	31,7%	114,8%
	Excellent	368	28,9%	104,5%
Total		1274	100,0%	361,9%

a. Group

Support during stay abroad[a]

q_1*$Q25M_Multi*q_2 Crosstabulation

Within which programme you've participated?				Support during stay abroad[a] Not at all	Weak	Basic	Good	Excellent	Total
Erasmus	I went abroad for:	study	Count	31	51	161	199	173	615
			% within q_1	5,0%	8,3%	26,2%	32,4%	28,1%	
			% within $Q25M_Multi	58,5%	70,8%	71,2%	70,1%	66,8%	
			% of Total	3,5%	5,7%	18,0%	22,3%	19,4%	68,8%
		internship	Count	22	21	65	85	86	279
			% within q_1	7,9%	7,5%	23,3%	30,5%	30,8%	
			% within $Q25M_Multi	41,5%	29,2%	28,8%	29,9%	33,2%	
			% of Total	2,5%	2,3%	7,3%	9,5%	9,6%	31,2%
	Total		Count	53	72	226	284	259	894
			% of Total	5,9%	8,1%	25,3%	31,8%	29,0%	100,0%
Leonardo da Vinci	I went abroad for:	internship	Count	48	26	77	120	109	380
			% within q_1	12,6%	6,8%	20,3%	31,6%	28,7%	
			% within $Q25M_Multi	100,0%	100,0%	100,0%	100,0%	100,0%	
			% of Total	12,6%	6,8%	20,3%	31,6%	28,7%	100,0%
	Total		Count	48	26	77	120	109	380
			% of Total	12,6%	6,8%	20,3%	31,6%	28,7%	100,0%

Percentages and totals are based on responses.

a. Group

IMPACT N COMPETENCIES (on the scale 1 to 5: 1=no improvement, 5=significant improvement)

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q29_31M[a]	366	91,7%	33	8,3%	399	100,0%

a. Group

$Q29_31M Frequencies

		Responses N	Responses Percent	Percent of Cases
Impact on competencies[a]	no impact	670	6.2%	183.1%
	weak impact	1010	9.3%	276.0%
	moderate impact	2738	25.2%	748.1%
	stronger impact	3279	30.2%	895.9%
	significant impact	3168	29.2%	865.6%
Total		10865	100,0%	2968,6%

a. Group

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Impact_personal[a]	364	91,2%	35	8,8%	399	100,0%
$Impact_language[a]	362	90,7%	37	9,3%	399	100,0%
$Impact_professional[a]	362	90,7%	37	9,3%	399	100,0%
$Impact_intercultural[a]	363	91,0%	36	9,0%	399	100,0%
$Impact_social[a]	358	89,7%	41	10,3%	399	100,0%
$Impact_divergent_thinking[a]	354	88,7%	45	11,3%	399	100,0%
$Impact_enterpreneurship[a]	359	90,0%	40	10,0%	399	100,0%
$Impact_career[a]	346	86,7%	53	13,3%	399	100,0%

a. Group

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Impact_personal[a]	364	91,2%	35	8,8%	399	100,0%
$Impact_language[a]	362	90,7%	37	9,3%	399	100,0%
$Impact_professional[a]	362	90,7%	37	9,3%	399	100,0%
$Impact_intercultural[a]	363	91,0%	36	9,0%	399	100,0%
$Impact_social[a]	358	89,7%	41	10,3%	399	100,0%
$Impact_divergent_thinking[a]	354	88,7%	45	11,3%	399	100,0%
$Impact_enterpreneurship[a]	359	90,0%	40	10,0%	399	100,0%
$Impact_career[a]	346	86,7%	53	13,3%	399	100,0%

$Impact_personal Frequencies

		Responses		Percent of Cases
		N	Percent	
Impact_personal[a]	no impact	104	4,9%	28,6%
	weak impact	158	7,5%	43,4%
	moderate impact	512	24,3%	140,7%
	stronger impact	612	29,0%	168,1%
	significant impact	722	34,3%	198,4%
Total		2108	100,0%	579,1%

a. Group

		Responses		Percent of Cases
		N	Percent	
Impact_language[a]	no impact	37	3.4%	10.2%
	weak impact	48	4.5%	13.3%
	moderate impact	186	17.3%	51.4%
	stronger impact	338	31.4%	93.4%
	significant impact	469	43.5%	129.6%
Total		1078	100,0%	297,8%

a. Group

$Impact_intercultural Frequencies

		Responses		Percent of Cases
		N	Percent	
Impact_intercultural[a]	no impact	37	3.5%	10.2%
	weak impact	61	5.8%	16.8%
	moderate impact	229	21.7%	63.1%
	stronger impact	325	30.7%	89.5%
	significant impact	405	38.3%	111.6%
Total		1057	100,0%	291,2%

a. Group

$Impact_professional Frequencies

		Responses		Percent of Cases
		N	Percent	
Impact_professional[a]	no impact	62	5.7%	17.1%
	weak impact	76	7.0%	21.0%
	moderate impact	275	25.5%	76.0%
	stronger impact	324	30.0%	89.5%
	significant impact	343	31.8%	94.8%
Total		1080	100,0%	298,3%

a. Group

$Impact_social Frequencies

		Responses		Percent of Cases
		N	Percent	
Impact_social[a]	no impact	130	7.5%	36.3%
	weak impact	173	9.9%	48.3%
	moderate impact	480	27.6%	134.1%
	stronger impact	548	31.5%	153.1%
	significant impact	408	23.5%	114.0%
Total		1739	100,0%	485,8%

a. Group

$Impact_divergent_thinking Frequencies

		Responses		Percent of Cases
		N	Percent	
Impact_divergent_thinking[a]	no impact	97	7.0%	27.4%
	weak impact	160	11.5%	45.2%
	moderate impact	440	31.6%	124.3%
	stronger impact	412	29.6%	116.4%
	significant impact	283	20.3%	79.9%
Total		1392	100,0%	393,2%

a. Group

$Impact_enterpreneurship Frequencies

		Responses		Percent of Cases
		N	Percent	
Impact_enterpreneurship[a]	no impact	100	7.2%	27.9%
	weak impact	186	13.4%	51.8%
	moderate impact	377	27.1%	105.0%
	stronger impact	395	28.4%	110.0%
	significant impact	334	24.0%	93.0%
Total		1392	100,0%	387,7%

a. Group

$Impact_career Frequencies

		Responses		Percent of Cases
		N	Percent	
Impact_career[a]	no impact	87	12.9%	25.1%
	weak impact	119	17.7%	34.4%
	moderate impact	149	22.1%	43.1%
	stronger impact	214	31.8%	61.8%
	significant impact	104	15.5%	30.1%
Total		673	100,0%	194,5%

a. Group

$Impact_social Frequencies

				Responses		
I went abroad for:	Within which programme you've participated?			N	Percent	Percent of Cases
study	Erasmus	Impact_social[a]	no impact	60	8,1%	39,7%
			weak impact	96	13,0%	63,6%
			moderate impact	204	27,7%	135,1%
			stronger impact	198	26,9%	131,1%
			significant impact	179	24,3%	118,5%
		Total		737	100,0%	488,1%
internship	Erasmus	Impact_social[a]	no impact	20	5,4%	26,3%
			weak impact	26	7,1%	34,2%
			moderate impact	79	21,5%	103,9%
			stronger impact	144	39,1%	189,5%
			significant impact	99	26,9%	130,3%
		Total		368	100,0%	484,2%
	Leonardo da Vinci	Impact_social[a]	no impact	50	7,9%	38,2%
			weak impact	51	8,0%	38,9%
			moderate impact	197	31,1%	150,4%
			stronger impact	206	32,5%	157,3%
			significant impact	130	20,5%	99,2%
		Total		634	100,0%	484,0%

a. Group

$impact_language Frequencies

				Responses		
I went abroad for:	Within which programme you've participated?			N	Percent	Percent of Cases
study	Erasmus	impact_language[a]	no impact	13	2,9%	8,6%
			weak impact	17	3,8%	11,2%
			moderate impact	63	13,9%	41,4%
			stronger impact	153	33,8%	100,7%
			significant impact	207	45,7%	136,2%
		Total		453	100,0%	298,0%
internship	Erasmus	impact_language[a]	no impact	7	3,1%	9,3%
			weak impact	13	5,8%	17,3%
			moderate impact	38	17,0%	50,7%
			stronger impact	67	29,9%	89,3%
			significant impact	99	44,2%	132,0%
		Total		224	100,0%	298,7%
	Leonardo da Vinci	impact_language[a]	no impact	17	4,2%	12,6%
			weak impact	18	4,5%	13,3%
			moderate impact	85	21,2%	63,0%
			stronger impact	118	29,4%	87,4%
			significant impact	163	40,6%	120,7%
		Total		401	100,0%	297,0%

a. Group

$impact_critical_thinking Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	impact_critical_thinking[a]	no impact	33	5,7%	22,1%
			weak impact	83	14,3%	55,7%
			moderate impact	184	31,6%	123,5%
			stronger impact	162	27,8%	108,7%
			significant impact	120	20,6%	80,5%
		Total		582	100,0%	390,6%
internship	Erasmus	impact_critical_thinking[a]	no impact	18	6,1%	24,0%
			weak impact	25	8,4%	33,3%
			moderate impact	85	28,6%	113,3%
			stronger impact	101	34,0%	134,7%
			significant impact	68	22,9%	90,7%
		Total		297	100,0%	396,0%
	Leonardo da Vinci	impact_critical_thinking[a]	no impact	46	9,0%	35,4%
			weak impact	52	10,1%	40,0%
			moderate impact	171	33,3%	131,5%
			stronger impact	149	29,0%	114,6%
			significant impact	95	18,5%	73,1%
		Total		513	100,0%	394,6%

a. Group

$impact_intercultural Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	impact_intercultural[a]	no impact	18	4,0%	11,8%
			weak impact	30	6,7%	19,7%
			moderate impact	110	24,7%	72,4%
			stronger impact	125	28,0%	82,2%
			significant impact	163	36,5%	107,2%
		Total		446	100,0%	293,4%
internship	Erasmus	impact_intercultural[a]	no impact	6	2,7%	7,9%
			weak impact	10	4,5%	13,2%
			moderate impact	39	17,6%	51,3%
			stronger impact	73	33,0%	96,1%
			significant impact	93	42,1%	122,4%
		Total		221	100,0%	290,8%
	Leonardo da Vinci	impact_intercultural[a]	no impact	16	4,1%	11,8%
			weak impact	20	5,1%	14,7%
			moderate impact	90	22,8%	66,2%
			stronger impact	131	33,2%	96,3%
			significant impact	138	34,9%	101,5%
		Total		395	100,0%	290,4%

a. Group

$Impact_personal_development Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	Impact_personal_development[a]	no impact	32	3,6%	21,1%
			weak impact	82	9,3%	53,9%
			moderate impact	221	24,9%	145,4%
			stronger impact	226	25,5%	148,7%
			significant impact	325	36,7%	213,8%
		Total		886	100,0%	582,9%
internship	Erasmus	Impact_personal_development[a]	no impact	17	3,9%	22,4%
			weak impact	26	5,9%	34,2%
			moderate impact	88	20,1%	115,8%
			stronger impact	141	32,2%	185,5%
			significant impact	166	37,9%	218,4%
		Total		438	100,0%	576,3%
	Leonardo da Vinci	Impact_personal_development[a]	no impact	55	7,0%	40,4%
			weak impact	50	6,4%	36,8%
			moderate impact	203	25,9%	149,3%
			stronger impact	245	31,3%	180,1%
			significant impact	231	29,5%	169,9%
		Total		784	100,0%	576,5%

a. Group

$impact_career Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	impact_career[a]	no impact	39	13,6%	26,5%
			weak impact	48	16,8%	32,7%
			moderate impact	70	24,5%	47,6%
			stronger impact	94	32,9%	63,9%
			significant impact	35	12,2%	23,8%
		Total		286	100,0%	194,6%
internship	Erasmus	impact_career[a]	no impact	12	8,3%	16,4%
			weak impact	30	20,8%	41,1%
			moderate impact	30	20,8%	41,1%
			stronger impact	46	31,9%	63,0%
			significant impact	26	18,1%	35,6%
		Total		144	100,0%	197,3%
	Leonardo da Vinci	impact_career[a]	no impact	36	14,8%	28,6%
			weak impact	41	16,9%	32,5%
			moderate impact	49	20,2%	38,9%
			stronger impact	74	30,5%	58,7%
			significant impact	43	17,7%	34,1%
		Total		243	100,0%	192,9%

a. Group

$impact_entrepreneurial Frequencies

I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	impact_entrepreneurial[a]	no impact	31	7,0%	20,5%
			weak impact	60	13,5%	39,7%
			moderate impact	125	28,2%	82,8%
			stronger impact	115	26,0%	76,2%
			significant impact	112	25,3%	74,2%
		Total		443	100,0%	293,4%
internship	Erasmus	impact_entrepreneurial[a]	no impact	13	5,9%	17,1%
			weak impact	24	10,8%	31,6%
			moderate impact	35	15,8%	46,1%
			stronger impact	83	37,4%	109,2%
			significant impact	67	30,2%	88,2%
		Total		222	100,0%	292,1%
	Leonardo da Vinci	impact_entrepreneurial[a]	no impact	28	7,4%	21,2%
			weak impact	35	9,2%	26,5%
			moderate impact	109	28,8%	82,6%
			stronger impact	117	30,9%	88,6%
			significant impact	90	23,7%	68,2%
		Total		379	100,0%	287,1%

a. Group

$impact_professional Frequencies

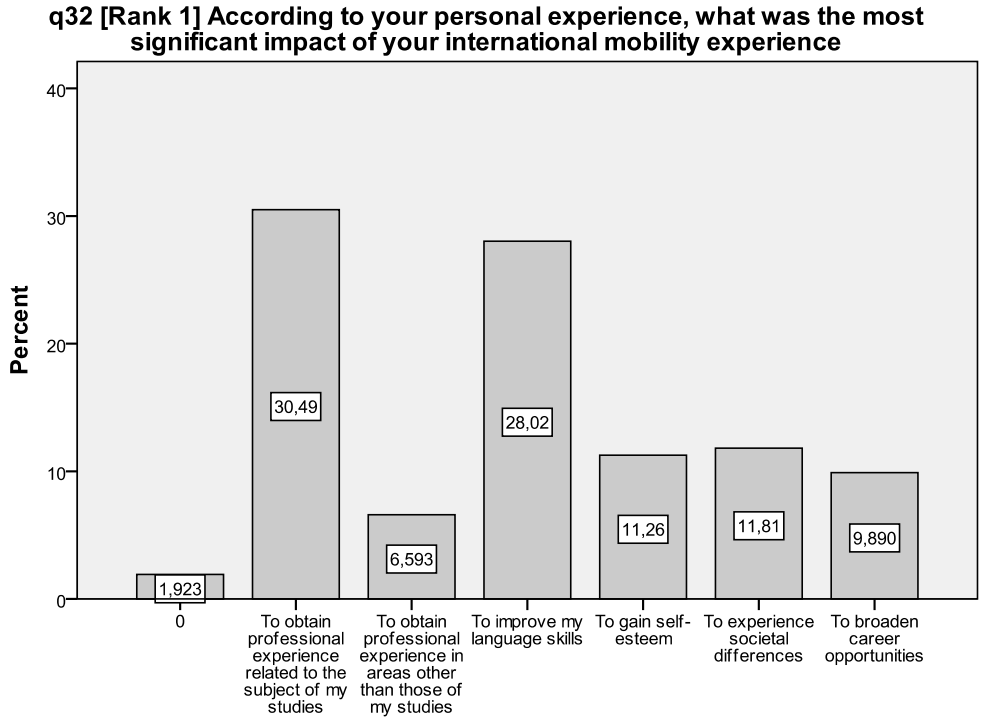
I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	impact_professional[a]	no impact	25	5,5%	16,4%
			weak impact	34	7,5%	22,4%
			moderate impact	139	30,5%	91,4%
			stronger impact	134	29,5%	88,2%
			significant impact	123	27,0%	80,9%
		Total		455	100,0%	299,3%
internship	Erasmus	impact_professional[a]	no impact	12	5,4%	16,0%
			weak impact	22	9,8%	29,3%
			moderate impact	36	16,1%	48,0%
			stronger impact	70	31,3%	93,3%
			significant impact	84	37,5%	112,0%
		Total		224	100,0%	298,7%
	Leonardo da Vinci	impact_professional[a]	no impact	25	6,2%	18,5%
			weak impact	20	5,0%	14,8%
			moderate impact	100	24,9%	74,1%
			stronger impact	120	29,9%	88,9%
			significant impact	136	33,9%	100,7%
		Total		401	100,0%	297,0%

$impact_entrepreneurial Frequencies

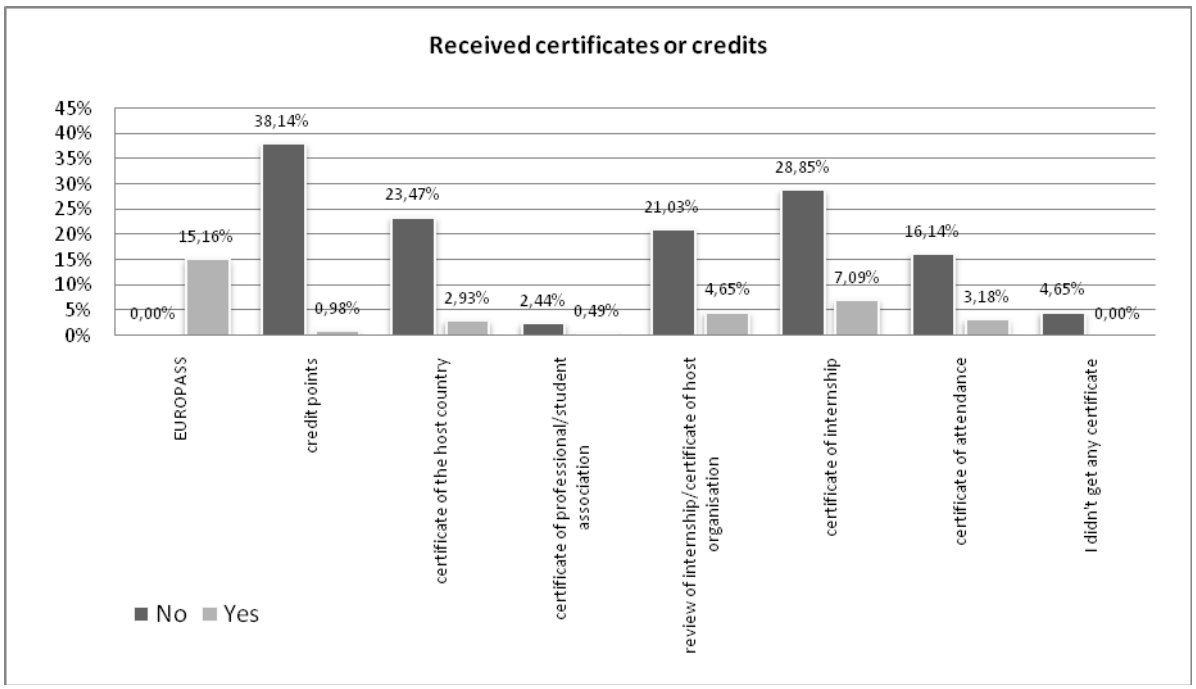
I went abroad for:	Within which programme you've participated?			Responses N	Responses Percent	Percent of Cases
study	Erasmus	impact_entrepreneurial[a]	no impact	31	7,0%	20,5%
			weak impact	60	13,5%	39,7%
			moderate impact	125	28,2%	82,8%
			stronger impact	115	26,0%	76,2%
			significant impact	112	25,3%	74,2%
		Total		443	100,0%	293,4%
internship	Erasmus	impact_entrepreneurial[a]	no impact	13	5,9%	17,1%
			weak impact	24	10,8%	31,6%
			moderate impact	35	15,8%	46,1%
			stronger impact	83	37,4%	109,2%
			significant impact	67	30,2%	88,2%
		Total		222	100,0%	292,1%
	Leonardo da Vinci	impact_entrepreneurial[a]	no impact	28	7,4%	21,2%
			weak impact	35	9,2%	26,5%
			moderate impact	109	28,8%	82,6%
			stronger impact	117	30,9%	88,6%
			significant impact	90	23,7%	68,2%
		Total		379	100,0%	287,1%

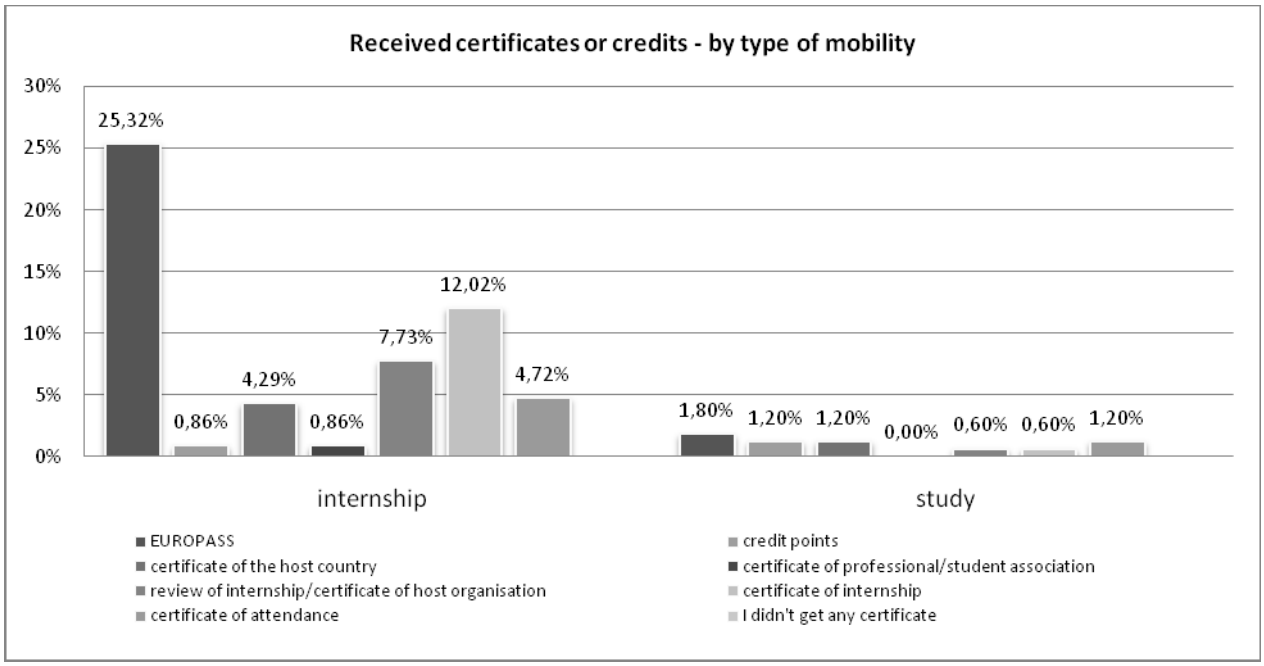
a. Group

According to your personal experience, what was the most significant impact of your international mobility experience?



Did you receive a certificate or credits after your stay abroad? What did you get? (multiple answers)





Why do you think some of your colleagues do not decide for mobility abroad experience?

Finances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	140	35.1	35.1	35.1
	Yes	259	64.9	64.9	100.0
	Total	399	100.0	100.0	

Academic/study reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	354	88.7	88.7	88.7
	Yes	45	11.3	11.3	100.0
	Total	399	100.0	100.0	

Recognition problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	307	76.9	76.9	76.9
	Yes	92	23.1	23.1	100.0
	Total	399	100.0	100.0	

Health/social reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	376	94.2	94.2	94.2
	Yes	23	5.8	5.8	100.0
	Total	399	100.0	100.0	

Parents/partners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	225	56.4	56.4	56.4
	Yes	174	43.6	43.6	100.0
	Total	399	100.0	100.0	

Lack of time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	355	89.0	89.0	89.0
	Yes	44	11.0	11.0	100.0
	Total	399	100.0	100.0	

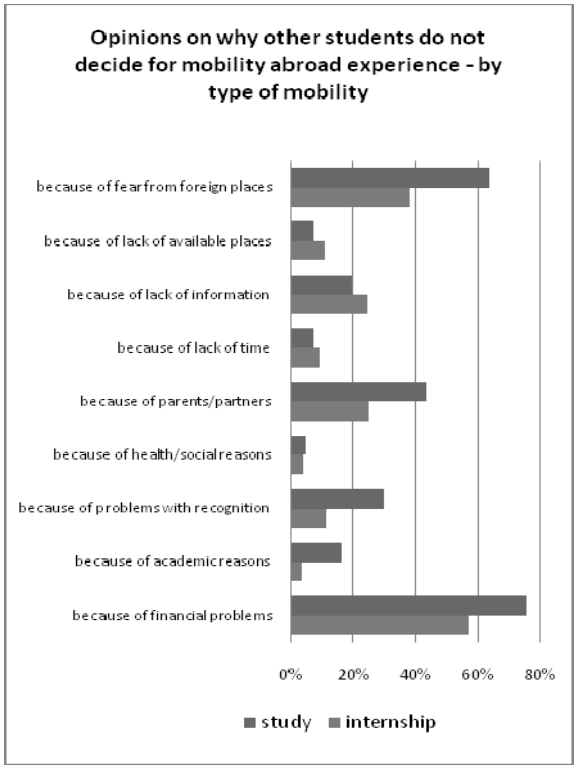
Lack of information

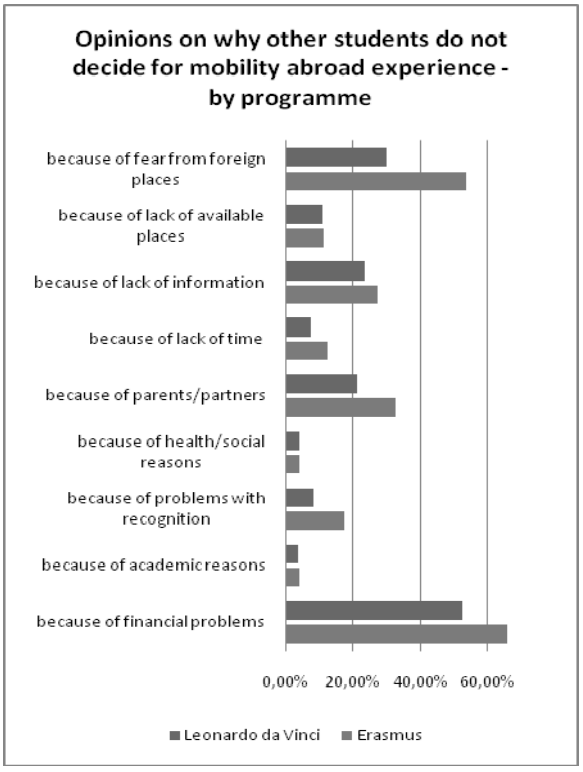
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	260	65.2	65.2	65.2
	Yes	139	34.8	34.8	100.0
	Total	399	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	355	89.0	89.0	89.0
	Yes	44	11.0	11.0	100.0
	Total	399	100.0	100.0	

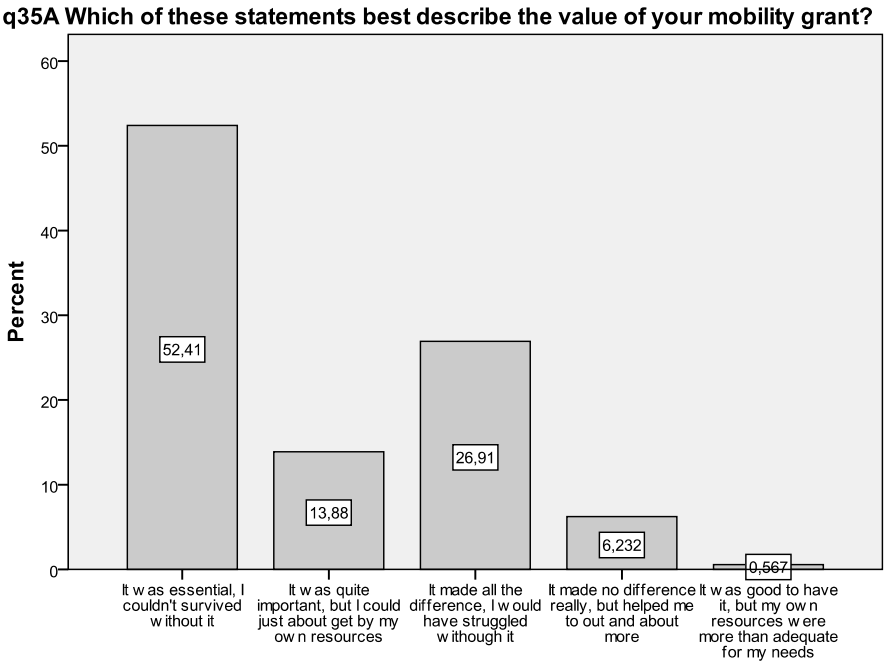
Fear from going abroad

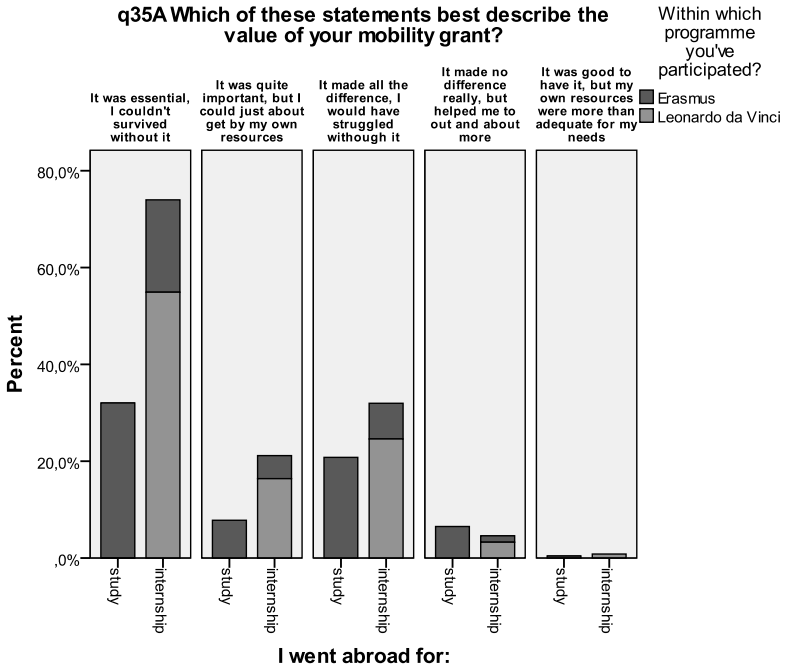
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not selected	124	31.1	31.1	31.1
	Yes	275	68.9	68.9	100.0
	Total	399	100.0	100.0	



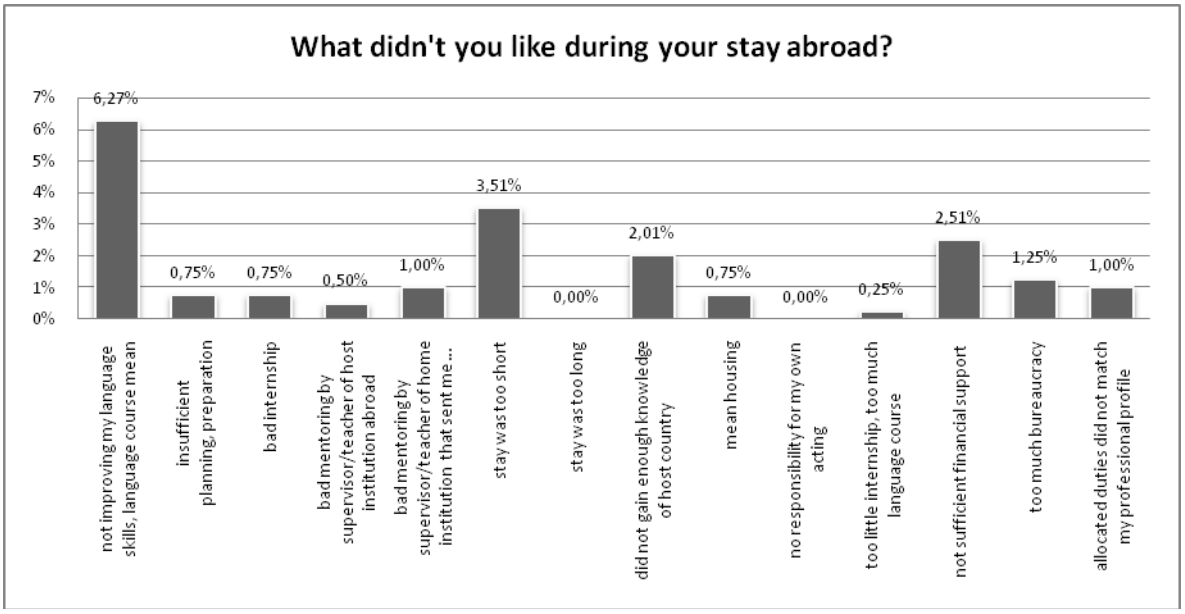


Which of these statements best describes the value of your Mobility Grant in helping you fulfil your placement/study? (Please tick one box)



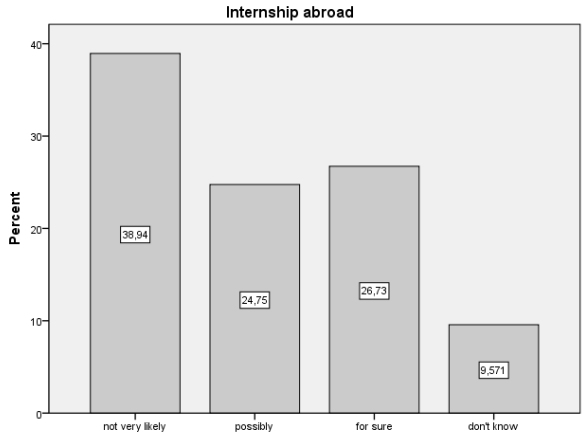


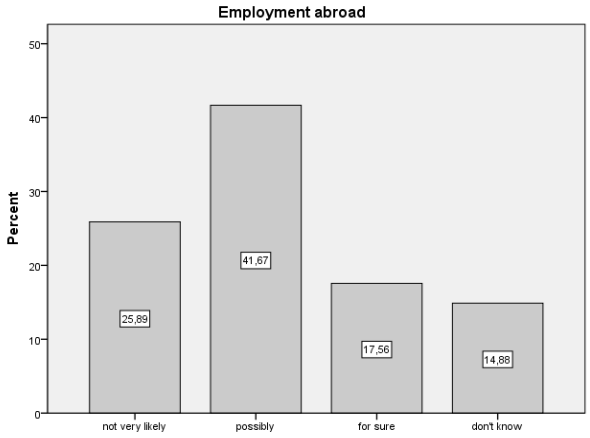
37 What didn't you like during your stay abroad? (multiple answers)

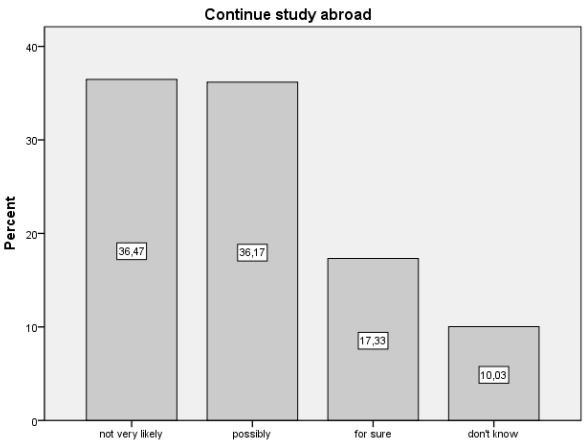


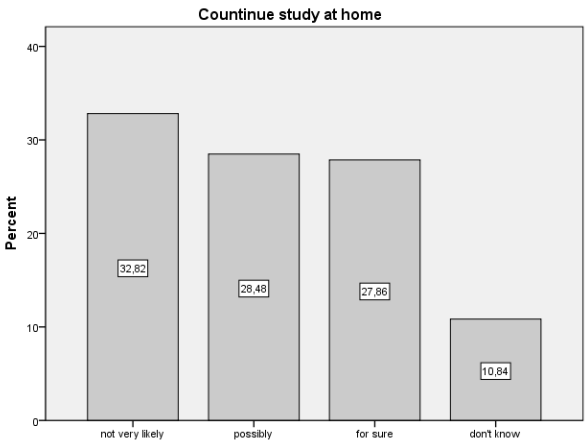
What are you going to do in future? How concrete is your planning? (1= not likely; 5 = for sure)

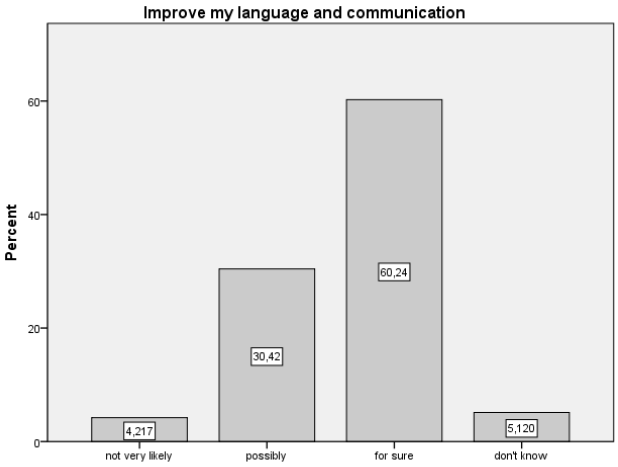
Please choose the appropriate response for each item:

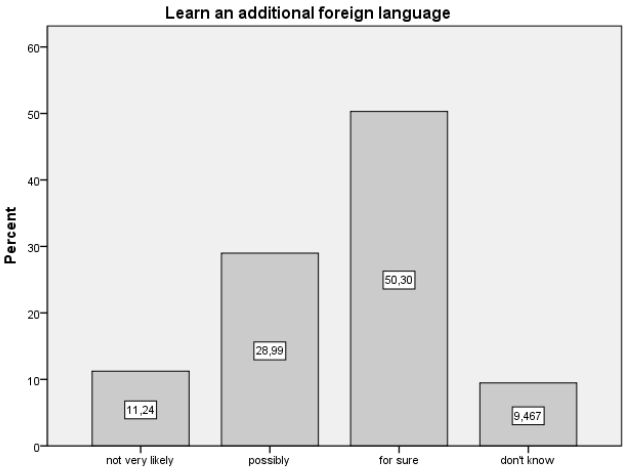


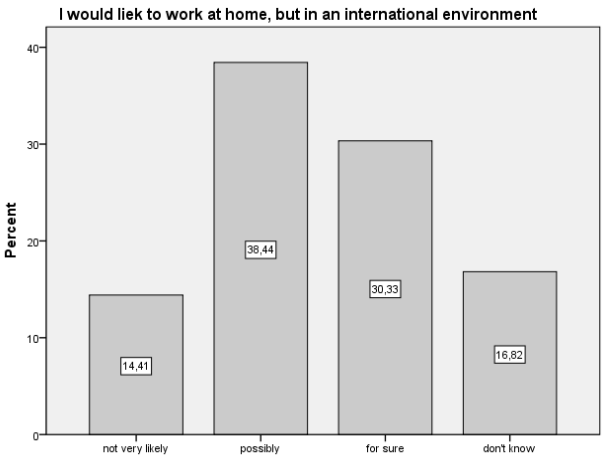


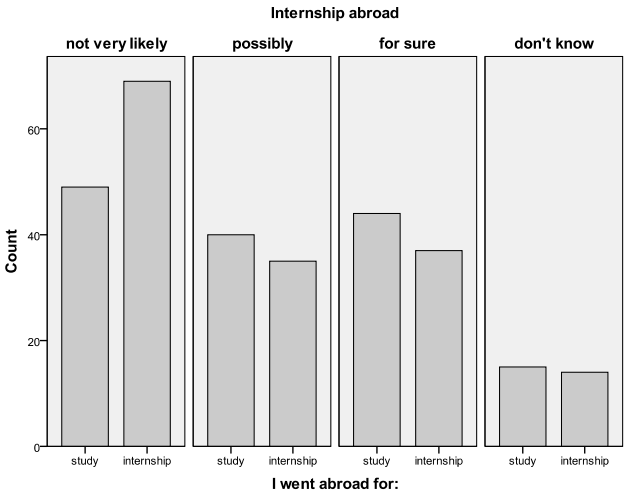

Continue study abroad
Percent
36,47
36,17
17,33
10,03
not very likely
possibly
for sure
don't know

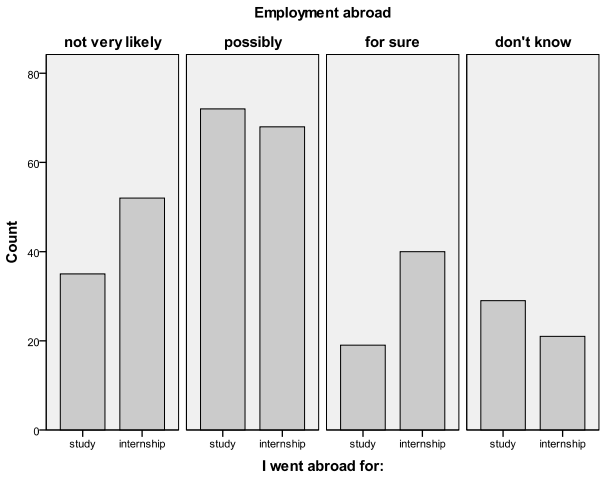

Countinue study at home
Percent
32,82
28,48
27,86
10,84
not very likely
possibly
for sure
don't know

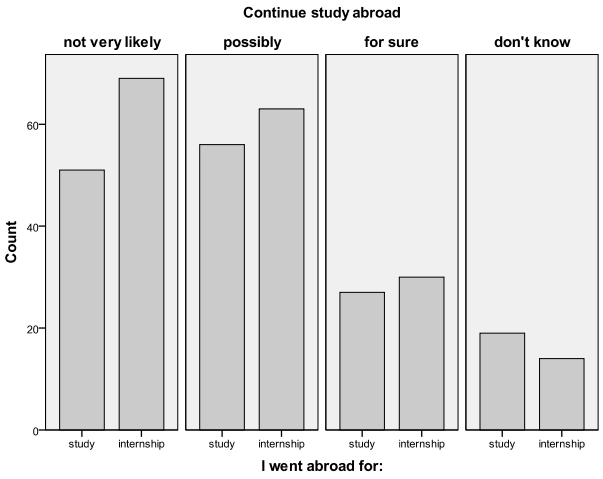

Improve my language and communication
Percent
4,217
30,42
60,24
5,120
not very likely
possibly
for sure
don't know

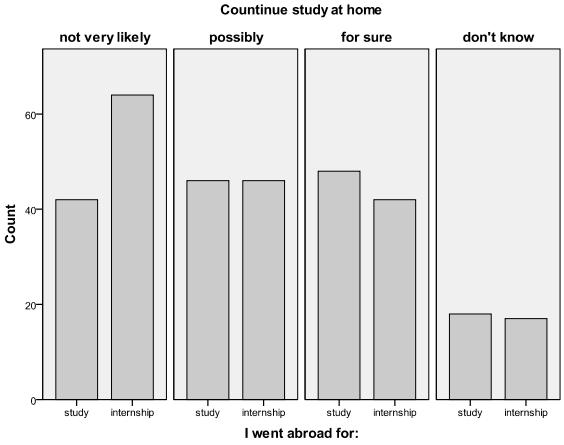

Learn an additional foreign language
Percent
11,24
28,99
50,30
9,467
not very likely
possibly
for sure
don't know

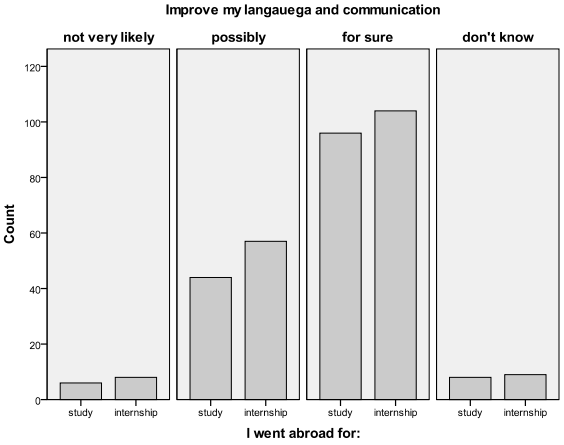

I would liek to work at home, but in an international environment
Percent
14,41
38,44
30,33
16,82
not very likely
possibly
for sure
don't know

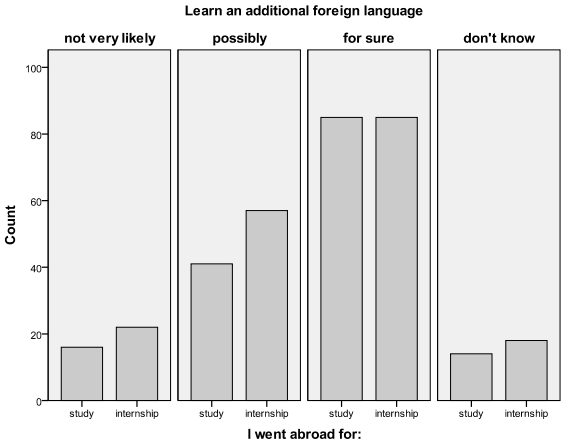

Internship abroad
not very likely
possibly
for sure
don't know
Count
study
internship
I went abroad for:

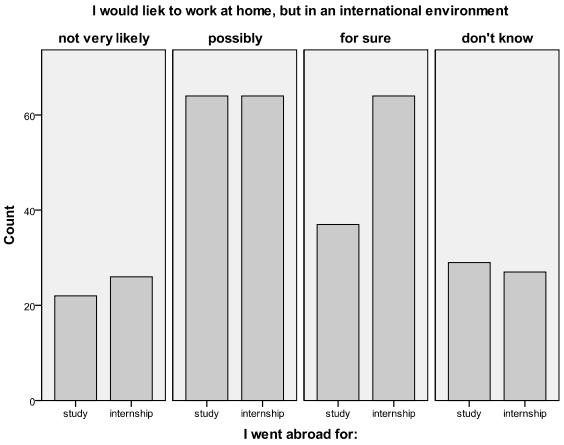

Employment abroad
not very likely
possibly
for sure
don't know
Count
study
internship
I went abroad for:


Continue study abroad
not very likely
possibly
for sure
don't know
Count
study
internship
I went abroad for:

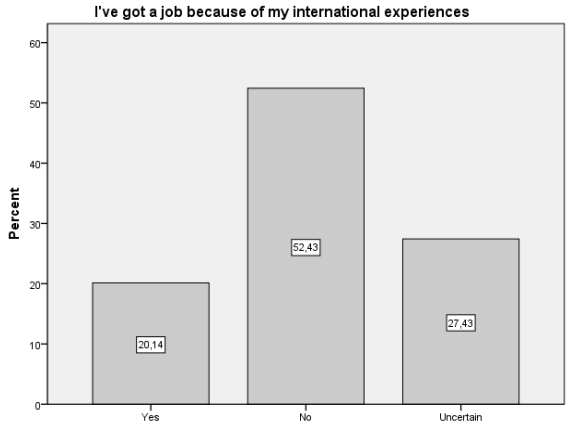

Countinue study at home
not very likely
possibly
for sure
don't know
Count
study
internship
I went abroad for:

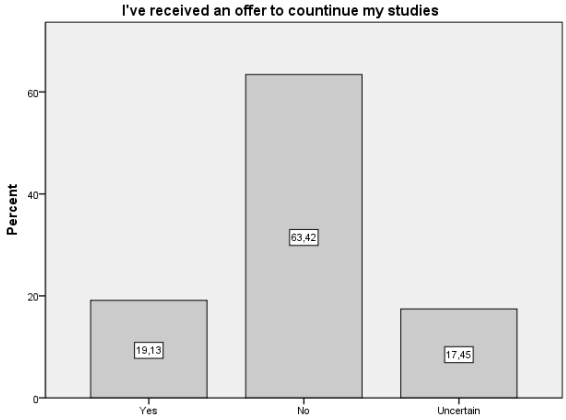

Improve my langauega and communication
not very likely
possibly
for sure
don't know
Count
study
internship
I went abroad for:

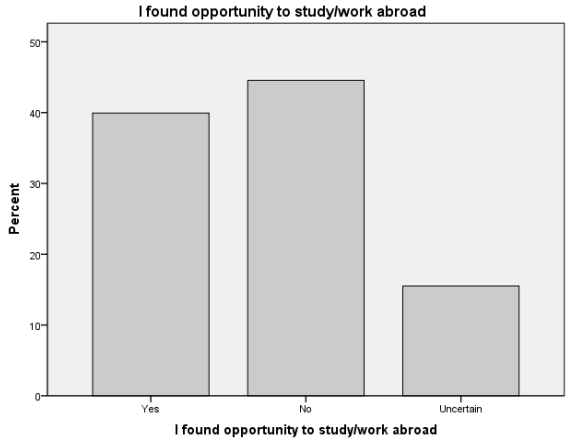

Learn an additional foreign language
not very likely
possibly
for sure
don't know
Count
study
internship
I went abroad for:

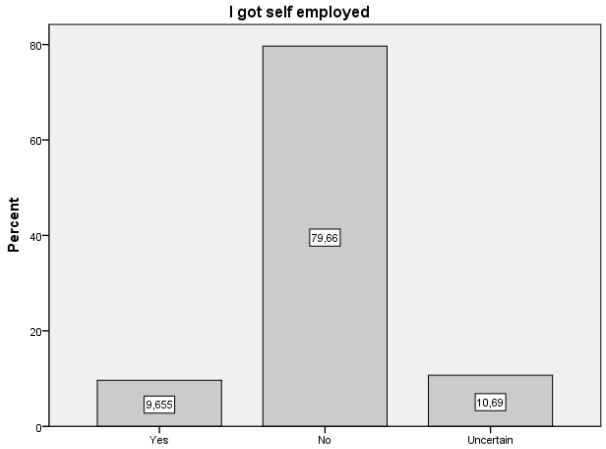

I would liek to work at home, but in an international environment
not very likely
possibly
for sure
don't know
Count
study
internship
I went abroad for:

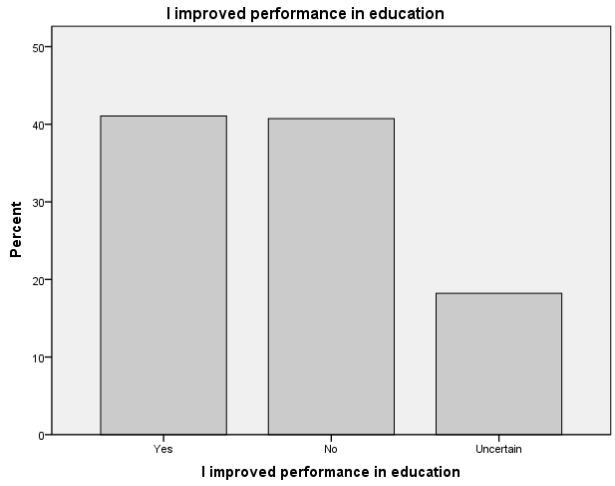
If you already experience changes: please rate if the statements beneath are true for your situation (please rate with marks from 1 to 5; 1= does not apply, 5= fully applies)

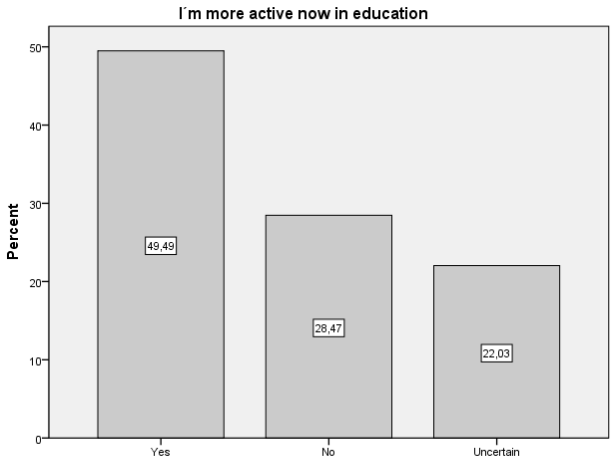




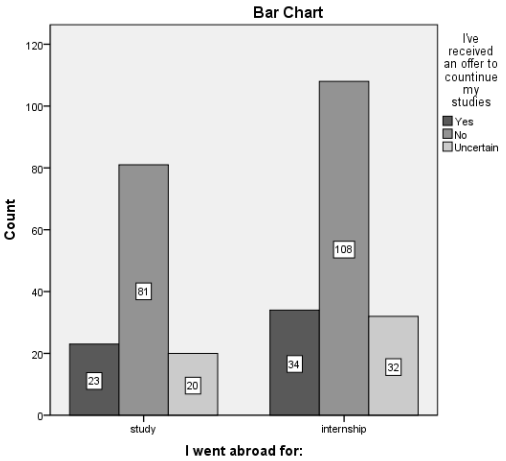


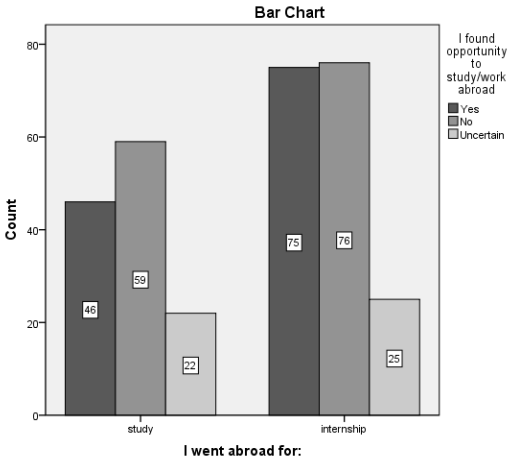


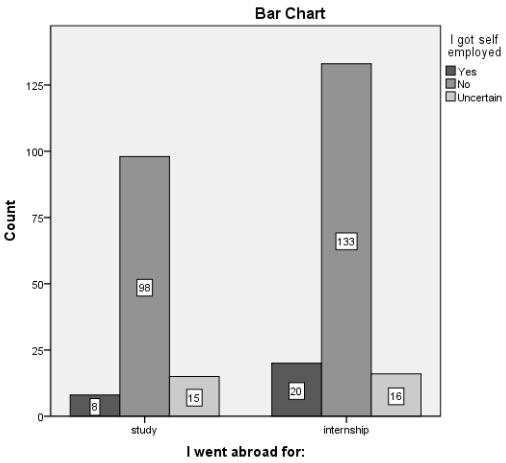


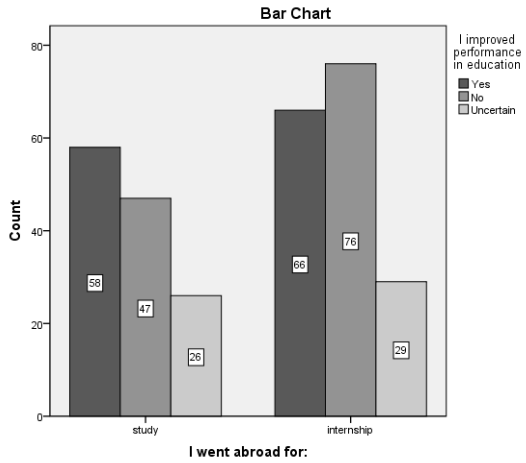


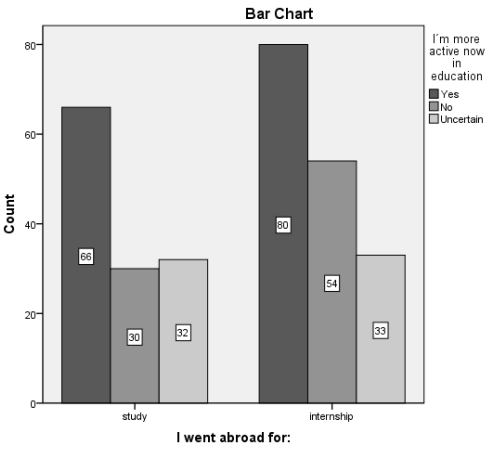
By type of mobility

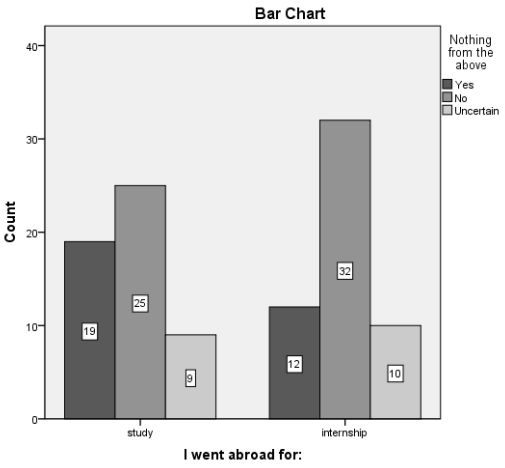












I went abroad for: * I've got a job because of my international experiences Crosstabulation

			I've got a job because of my international experiences			Total
			Yes	No	Uncertain	
I went abroad for:	study	Count	13	65	42	120
		% within I went abroad for:	10.8%	54.2%	35.0%	100.0%
		% within I've got a job because	22.4%	43.0%	53.2%	41.7%
		% of Total	4.5%	22.6%	14.6%	41.7%
	internship	Count	45	86	37	168
		% within I went abroad for:	26.8%	51.2%	22.0%	100.0%
		% within I've got a job because	77.6%	57.0%	46.8%	58.3%
		% of Total	15.6%	29.9%	12.8%	58.3%
Total		Count	58	151	79	288
		% within I went abroad for:	20.1%	52.4%	27.4%	100.0%
		% within I've got a job because	100.0%	100.0%	100.0%	100.0%
		% of Total	20.1%	52.4%	27.4%	100.0%

I went abroad for: * I've received an offer to countinue my studies Crosstabulation

			I've received an offer to countinue my studies			Total
			Yes	No	Uncertain	
I went abroad for:	study	Count	23	81	20	124
		% within I went abroad for:	18.5%	65.3%	16.1%	100.0%
		% within I've received an offer	40.4%	42.9%	38.5%	41.6%
		% of Total	7.7%	27.2%	6.7%	41.6%
	internship	Count	34	108	32	174
		% within I went abroad for:	19.5%	62.1%	18.4%	100.0%
		% within I've received an offer	59.6%	57.1%	61.5%	58.4%
		% of Total	11.4%	36.2%	10.7%	58.4%
Total		Count	57	189	52	298
		% within I went abroad for:	19.1%	63.4%	17.4%	100.0%
		% within I've received an offer	100.0%	100.0%	100.0%	100.0%
		% of Total	19.1%	63.4%	17.4%	100.0%

I went abroad for: * I found opportunity to study/work abroad Crosstabulation

			I found opportunity to study/work abroad			Total
			Yes	No	Uncertain	
I went abroad for:	study	Count	46	59	22	127
		% within I went abroad for:	36.2%	46.5%	17.3%	100.0%
		% within I found opportunity to	38.0%	43.7%	46.8%	41.9%
		% of Total	15.2%	19.5%	7.3%	41.9%
	internship	Count	75	76	25	176
		% within I went abroad for:	42.6%	43.2%	14.2%	100.0%
		% within I found opportunity to	62.0%	56.3%	53.2%	58.1%
		% of Total	24.8%	25.1%	8.3%	58.1%
Total		Count	121	135	47	303
		% within I went abroad for:	39.9%	44.6%	15.5%	100.0%
		% within I found opportunity to	100.0%	100.0%	100.0%	100.0%
		% of Total	39.9%	44.6%	15.5%	100.0%

I went abroad for: * I got self employed Crosstabulation

			I got self employed			Total
			Yes	No	Uncertain	
I went abroad for:	study	Count	8	98	15	121
		% within I went abroad for:	6.6%	81.0%	12.4%	100.0%
		% within I got self employed	28.6%	42.4%	48.4%	41.7%
		% of Total	2.8%	33.8%	5.2%	41.7%
	internship	Count	20	133	16	169
		% within I went abroad for:	11.8%	78.7%	9.5%	100.0%
		% within I got self employed	71.4%	57.6%	51.6%	58.3%
		% of Total	6.9%	45.9%	5.5%	58.3%
Total		Count	28	231	31	290
		% within I went abroad for:	9.7%	79.7%	10.7%	100.0%
		% within I got self employed	100.0%	100.0%	100.0%	100.0%
		% of Total	9.7%	79.7%	10.7%	100.0%

I went abroad for: * I improved performance in education Crosstabulation

			I improved performance in education			Total
			Yes	No	Uncertain	
I went abroad for:	study	Count	58	47	26	131
		% within I went abroad for:	44.3%	35.9%	19.8%	100.0%
		% within I improved performance	46.8%	38.2%	47.3%	43.4%
		% of Total	19.2%	15.6%	8.6%	43.4%
	internship	Count	66	76	29	171
		% within I went abroad for:	38.6%	44.4%	17.0%	100.0%
		% within I improved performance	53.2%	61.8%	52.7%	56.6%
		% of Total	21.9%	25.2%	9.6%	56.6%
Total		Count	124	123	55	302

	% within I went abroad for:	41.1%	40.7%	18.2%	100.0%
	% within I improved performance	100.0%	100.0%	100.0%	100.0%
	% of Total	41.1%	40.7%	18.2%	100.0%

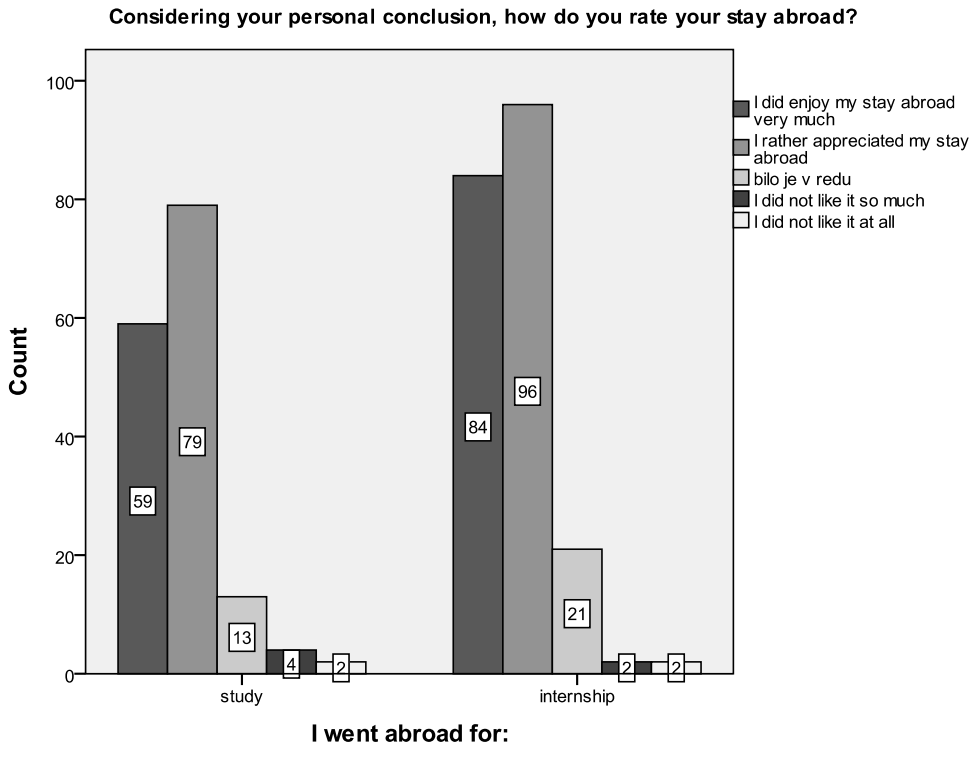
I went abroad for: * I´m more active now in education Crosstabulation

			I´m more active now in education			Total
			Yes	No	Uncertain	
I went abroad for:	study	Count	66	30	32	128
		% within I went abroad for:	51.6%	23.4%	25.0%	100.0%
		% within I´m more active now in	45.2%	35.7%	49.2%	43.4%
		% of Total	22.4%	10.2%	10.8%	43.4%
	internship	Count	80	54	33	167
		% within I went abroad for:	47.9%	32.3%	19.8%	100.0%
		% within I´m more active now in	54.8%	64.3%	50.8%	56.6%
		% of Total	27.1%	18.3%	11.2%	56.6%
Total		Count	146	84	65	295
		% within I went abroad for:	49.5%	28.5%	22.0%	100.0%
		% within I´m more active now in	100.0%	100.0%	100.0%	100.0%
		% of Total	49.5%	28.5%	22.0%	100.0%

I went abroad for: * Nothing from the above Crosstabulation

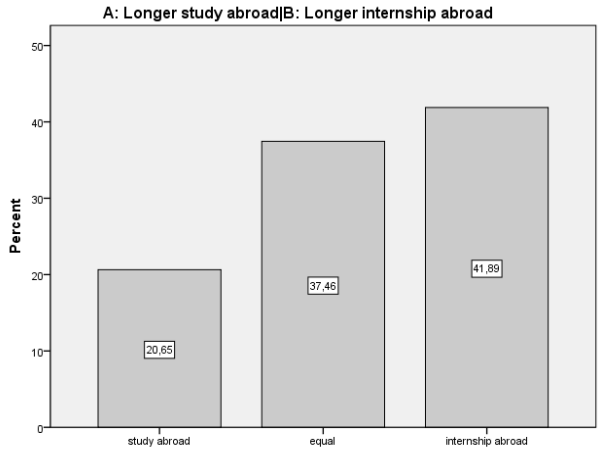
			Nothing from the above			Total
			Yes	No	Uncertain	
I went abroad for:	study	Count	19	25	9	53
		% within I went abroad for:	35.8%	47.2%	17.0%	100.0%
		% within Nothing from the above	61.3%	43.9%	47.4%	49.5%
		% of Total	17.8%	23.4%	8.4%	49.5%
	internship	Count	12	32	10	54
		% within I went abroad for:	22.2%	59.3%	18.5%	100.0%
		% within Nothing from the above	38.7%	56.1%	52.6%	50.5%
		% of Total	11.2%	29.9%	9.3%	50.5%
Total		Count	31	57	19	107
		% within I went abroad for:	29.0%	53.3%	17.8%	100.0%
		% within Nothing from the above	100.0%	100.0%	100.0%	100.0%
		% of Total	29.0%	53.3%	17.8%	100.0%

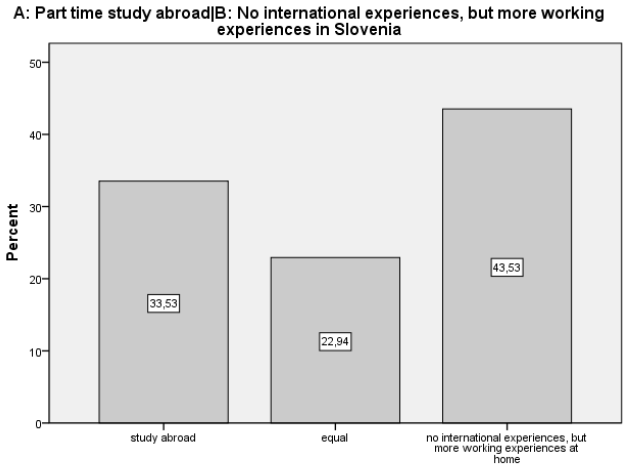
Considering your personal conclusion, how do you rate your stay abroad ?

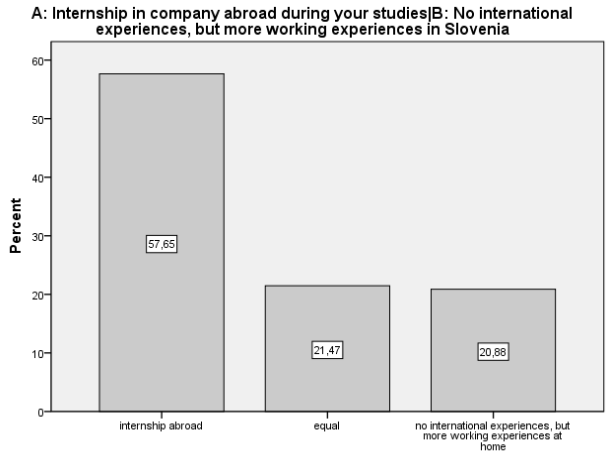


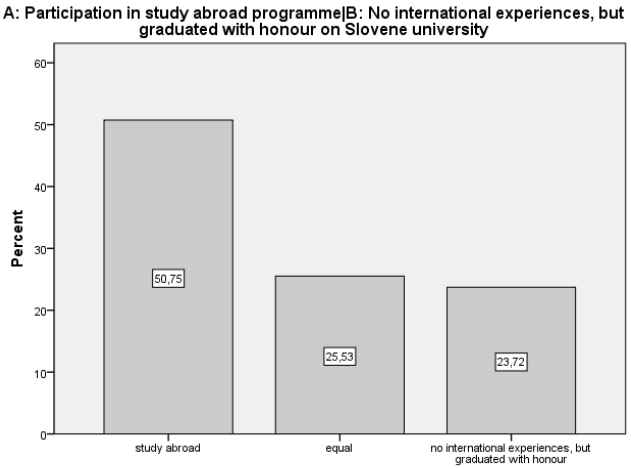
42 <u>Impact on future employment</u>

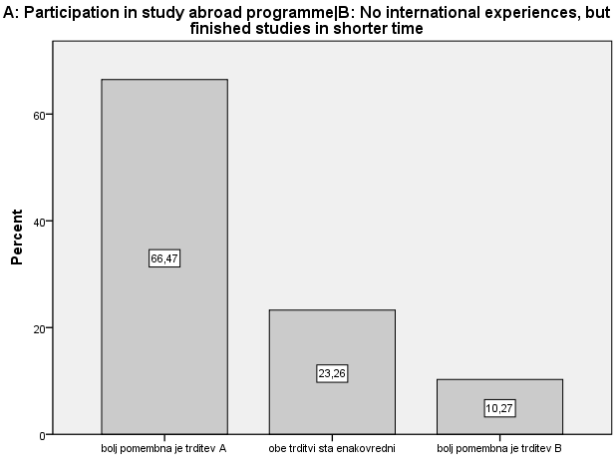
Below you are given pairs of statements. Please grade what do you consider is <u>more important</u> for employers when searching for your first job after the university. If you choose »0« they are both of same importance, if not grade them with marks 1 to 5 (1- not so important to 5-very important)

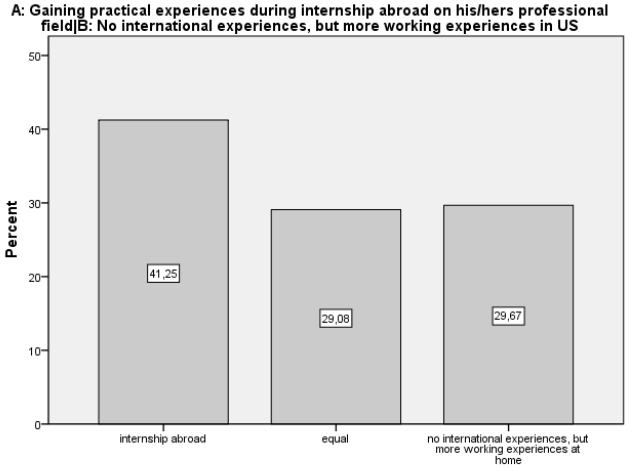


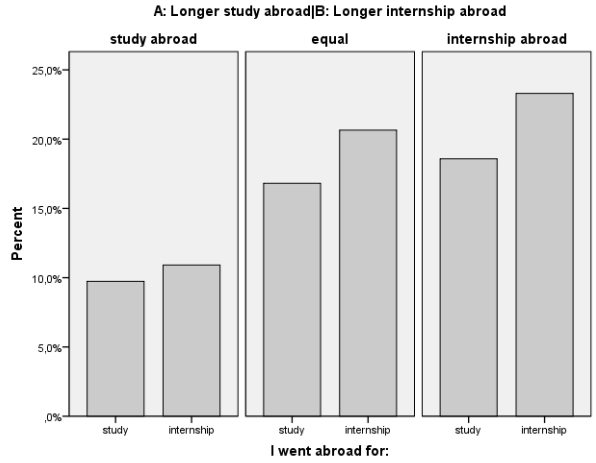


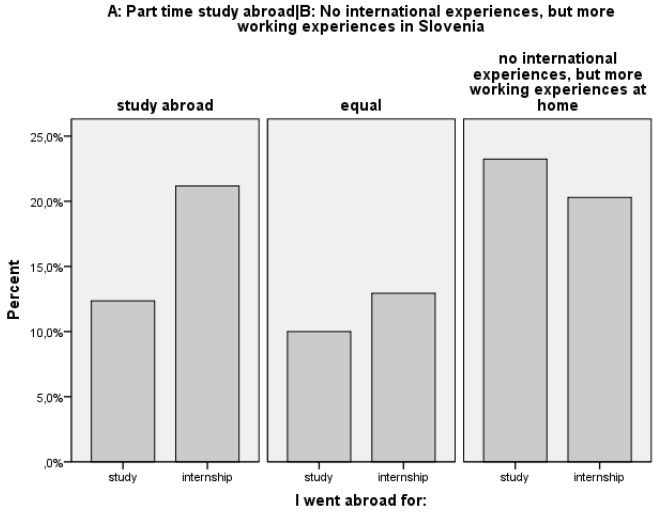


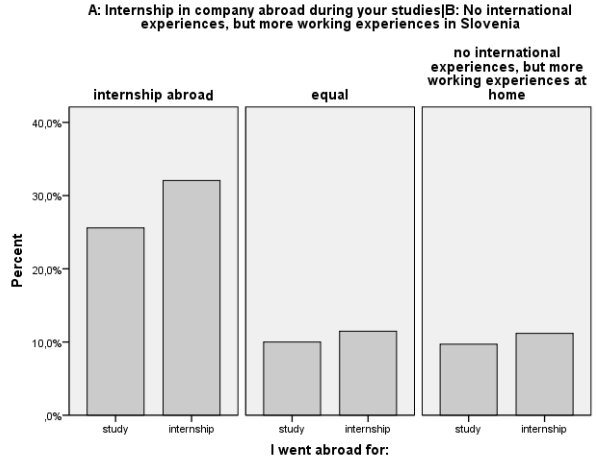


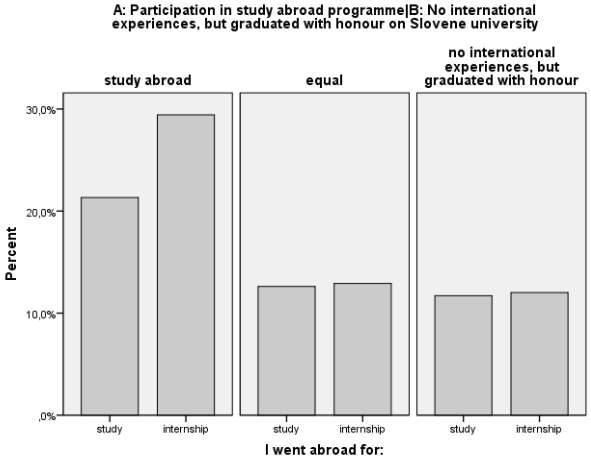

A: Participation in study abroad programme|B: No international experiences, but finished studies in shorter time
Percent
66,47
23,26
10,27
bolj pomembna je trditev A
obe trditvi sta enakovredni
bolj pomembna je trditev B

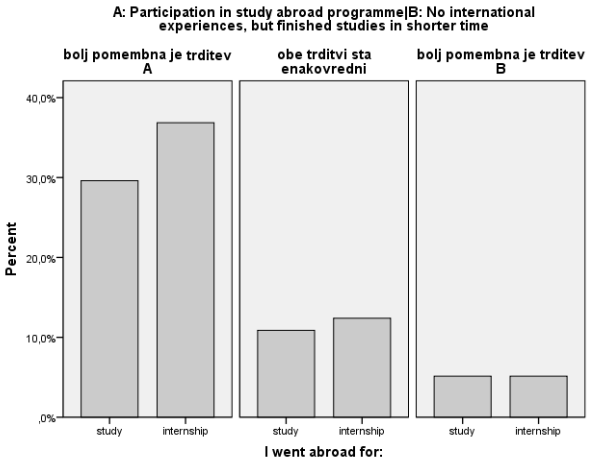

A: Gaining practical experiences during internship abroad on his/hers professional field|B: No international experiences, but more working experiences in US
Percent
41,25
29,08
29,67
internship abroad
equal
no international experiences, but more working experiences at home

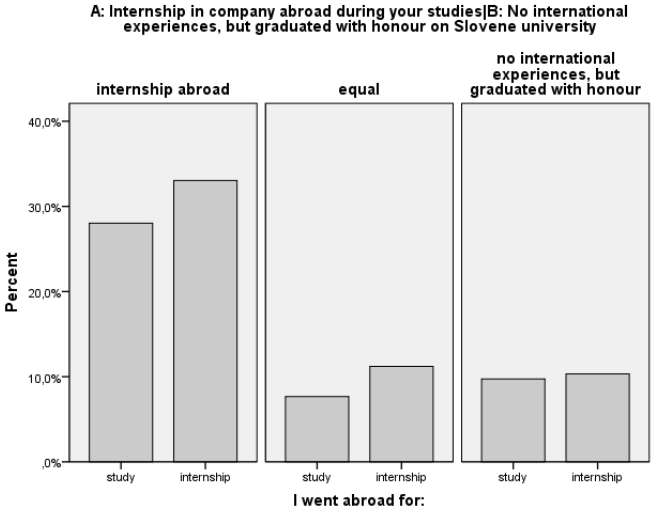

A: Longer study abroad|B: Longer internship abroad
study abroad
equal
internship abroad
Percent
study
internship
I went abroad for:

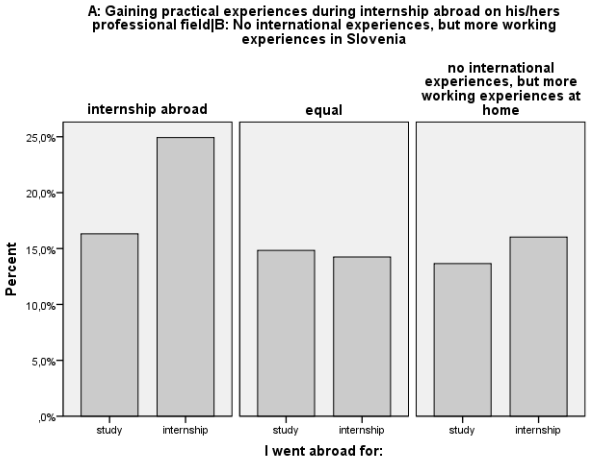

A: Part time study abroad|B: No international experiences, but more working experiences in Slovenia
study abroad
equal
no international experiences, but more working experiences at home
Percent
study
internship
I went abroad for:

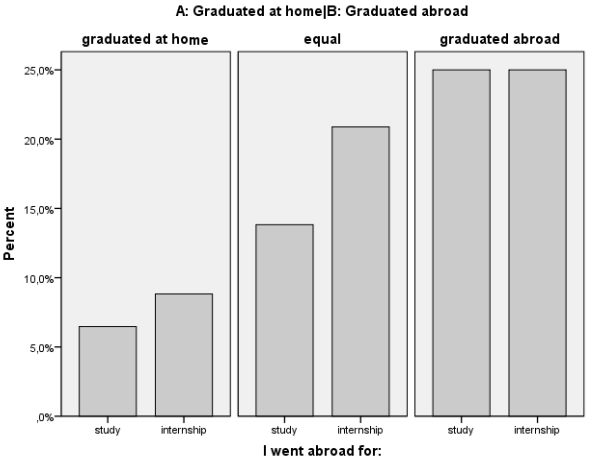

A: Internship in company abroad during your studies|B: No international experiences, but more working experiences in Slovenia
internship abroad
equal
no international experiences, but more working experiences at home
Percent
study
internship
I went abroad for:


A: Participation in study abroad programme|B: No international experiences, but graduated with honour on Slovene university
study abroad
equal
no international experiences, but graduated with honour
Percent
study
internship
I went abroad for:


A: Participation in study abroad programme|B: No international experiences, but finished studies in shorter time
bolj pomembna je trditev A
obe trditvi sta enakovredni
bolj pomembna je trditev B
Percent
40,0%
30,0%
20,0%
10,0%
,0%
study
internship
I went abroad for:


A: Internship in company abroad during your studies|B: No international experiences, but graduated with honour on Slovene university
internship abroad
equal
no international experiences, but graduated with honour
Percent
40,0%
30,0%
20,0%
10,0%
,0%
study
internship
I went abroad for:


A: Gaining practical experiences during internship abroad on his/hers professional field|B: No international experiences, but more working experiences in Slovenia
internship abroad
equal
no international experiences, but more working experiences at home
Percent
25,0%
20,0%
15,0%
10,0%
5,0%
,0%
study
internship
I went abroad for:


A: Graduated at home|B: Graduated abroad
graduated at home
equal
graduated abroad
Percent
25,0%
20,0%
15,0%
10,0%
5,0%
,0%
study
internship
I went abroad for:

ANNEX A.2: ANALYSIS OF UNITED STATES STUDENTS POPULATION

Type of mobility:

Statistics

Q1 Did you go abroad for

N	Valid	62
	Missing	2

Q1 Did you go abroad for

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	study	60	93,8	96,8	96,8
	internship	2	3,1	3,2	100,0
	Total	62	96,9	100,0	
Missing	System	2	3,1		
Total		64	100,0		

What was the duration of your study/internship?

Statistics

Q3 What was the duration of your study/internship?

N	Valid	40
	Missing	24

Q3 What was the duration of your study/internship?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3 months	3	4,7	7,5	7,5
	3 months	17	26,6	42,5	50,0
	6 months	11	17,2	27,5	77,5
	9 months	2	3,1	5,0	82,5
	12 months	7	10,9	17,5	100,0
	Total	40	62,5	100,0	
Missing	System	24	37,5		
Total		64	100,0		

How many (approximate) students from your school participate in study/internship abroad per year?

Statistics

Q7 How many students (approximately) from your school participate in study/internship abroad per year?

N	Valid	54
	Missing	10

Q7 How many students (approximately) from your school participate in study/internship abroad per year?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	1,6	1,9	1,9
	less than 10	4	6,3	7,4	9,3
	between 10 and 50	9	14,1	16,7	25,9
	between 50 and 100	5	7,8	9,3	35,2
	over 100	35	54,7	64,8	100,0
	Total	54	84,4	100,0	
Missing	System	10	15,6		
Total		64	100,0		

Where from did you hear about the benefits of the mobility schemes? What was the quality of information you've received?

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q8M[a]	45	70,3%	19	29,7%	64	100,0%

a. Group

$Q8M Frequencies

		Responses		
		N	Percent	Percent of Cases
Information about mobility possibilities[a]	poor	6	2,5%	13,3%
	weak	28	11,6%	62,2%
	basic	52	21,5%	115,6%
	good	98	40,5%	217,8%
	excellent	58	24,0%	128,9%
Total		242	100,0%	537,8%

a. Group

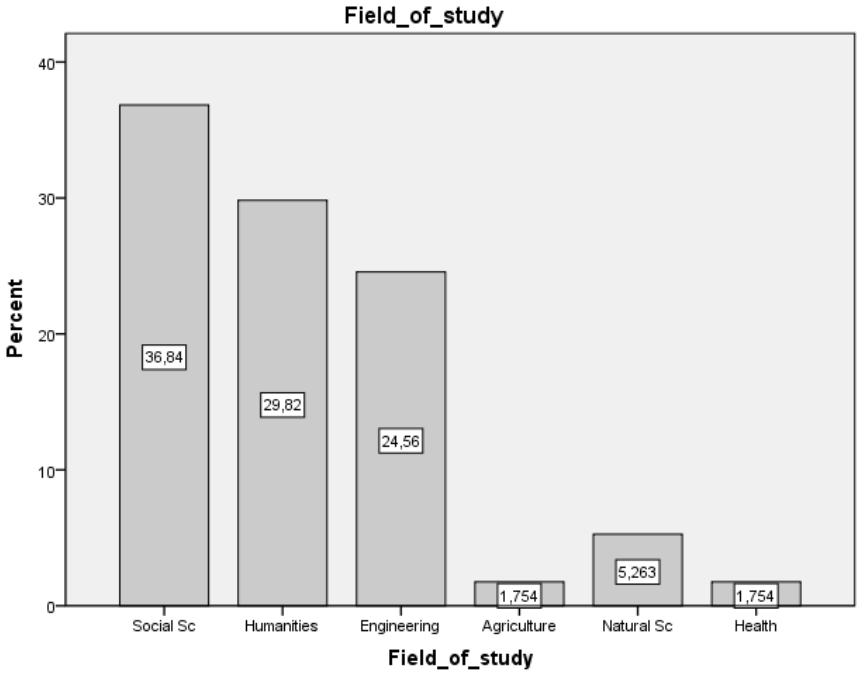
What is your field of study?

Statistics

Field_of_study

N	Valid	57
	Missing	7

International clasification of main study fields	Field name used in the analysis
Social sciences, business sciences, law (including economy, organisational sciences, management)	Social sciences
Humanities and art	Humanities
Engineering, production and construction (including architecture, construction building, mechanical engineering, electrical engineering, etc.)	Engineering
Education	Education
Agriculture and veterinary	Agriculture
Science, mathematics, computer science (including biotechnology, geodesy, etc.)	Natural sciences
Services (including transport, turism, etc)	Services
Health and welfare (including pharmacy, social work, medicine, health care, etc.)	Health



What kind of preparation did you receive? (Multiple answers)

Q10 What kind of preparation did you receive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	administrative (application procedures)	17	26,6	32,1	32,1
	lingual preparation	13	20,3	24,5	56,6
	practical preparation (f.e. help with accommodation)	17	26,6	32,1	88,7
	cultural preparation	6	9,4	11,3	100,0
	Total	53	82,8	100,0	
Missing	System	11	17,2		
Total		64	100,0		

Have you been prepared for the stay abroad? (*multiple answers*)

$Q11M_multi Frequencies

		Responses		
		N	Percent	Percent of Cases
Have you been prepared for staypoor abraod M[a]		6	4,5%	10,3%
	weak	8	6,0%	13,8%
	basic	41	30,8%	70,7%
	good	44	33,1%	75,9%
	excellent	34	25,6%	58,6%
Total		133	100,0%	229,3%

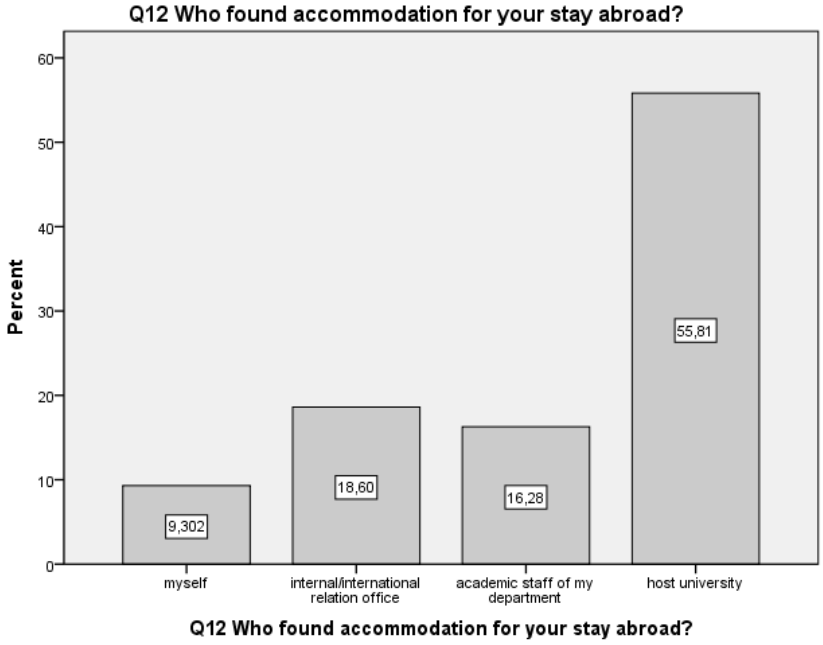
a. Group

Who found accommodation for your stay abroad?

Statistics

Q12 Who found accommodation for your stay abroad?

N	Valid	43
	Missing	21



Who helped you in finding appropriate study programme abroad?

Statistics

Q14 Who found your study place abroad?

N	Valid	52
	Missing	12

Q14 Who found your study place abroad?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	4,7	5,8	5,8
	I found it myself	22	34,4	42,3	48,1
	internal/international relation office	8	12,5	15,4	63,5
	academic staff of my department	15	23,4	28,8	92,3
	parents	1	1,6	1,9	94,2
	intermediary organisation from US	2	3,1	3,8	98,1
	intermediary organisation from host country	1	1,6	1,9	100,0
	Total	52	81,3	100,0	
Missing	System	12	18,8		
Total		64	100,0		

Were you given information about the following:

- The purpose of the internship/study (learning outcomes, role within the degree programme etc)
- The way in which the internship/study would be assessed and/or accredited
- The contribution which the internship/study would make to the marks for your degree classification (if applicable)

- Your responsibilities in relation to the internship/study (academic activities, general conduct etc)
- The arrangements for accommodation and other practical matters
- General cultural issues (e.g., as appropriate, customs and conventions abroad, professional conduct)
- Requirements and arrangements regarding insurance
- Training and guidance on health and safety matters

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q15M[a]	54	84,4%	10	15,6%	64	100,0%

a. Group

$Q15M Frequencies

		Responses		
		N	Percent	Percent of Cases
Quality of pre-departure information[a]	not at all	8	2,0%	14,8%
	poor	21	5,3%	38,9%
	weak	34	8,6%	63,0%
	appropriate	109	27,7%	201,9%
	good	118	29,9%	218,5%
	excellent	104	26,4%	192,6%
Total		394	100,0%	729,6%

a. Group

What were your expectations regarding the influence of your stay abroad on your competencies:

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q18_19M[a]	58	90,6%	6	9,4%	64	100,0%

a. Group

$Q18_19M Frequencies

		Responses		
		N	Percent	Percent of Cases
Expected impact on competencies[a]	no impact	120	9,9%	206,9%
	weak impact	138	11,4%	237,9%
	moderate impact	364	30,0%	627,6%
	stronger impact	302	24,9%	520,7%
	significant impact	288	23,8%	496,6%
Total		1212	100,0%	2089,7%

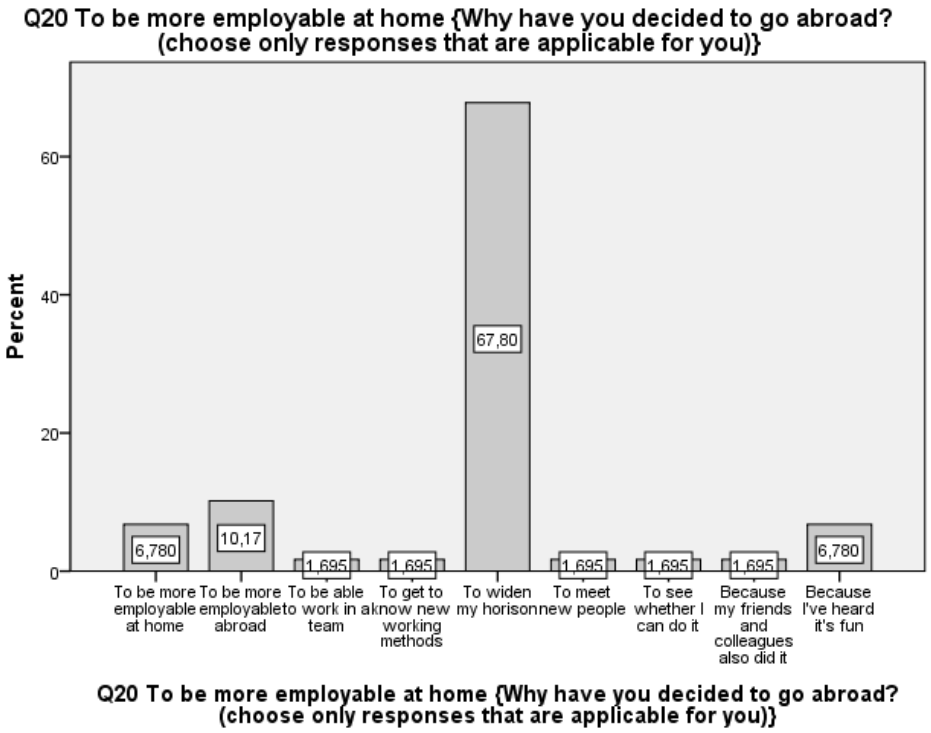
a. Group

Why have you decided to go abroad?

Statistics

Q20 Why have you decided to go abroad? (choose only responses that are applicable for you)}

N	Valid	59
	Missing	5

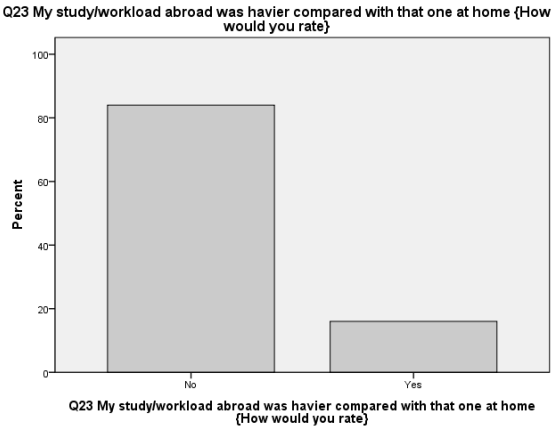


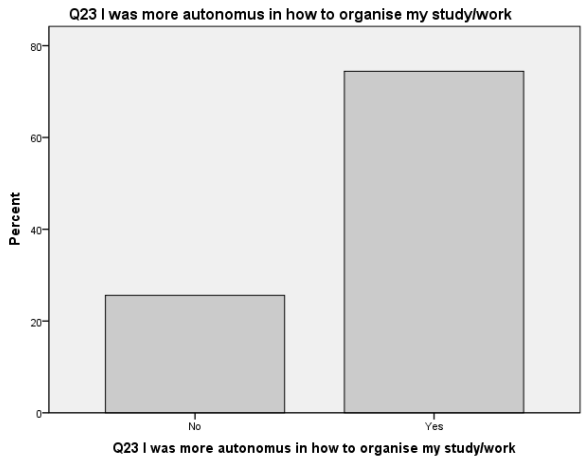
Approximate how much money you had to add from your own resources?

Q22 Approximate how much money you had to add from your own resources?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	22	34,4	36,1	36,1
	more than 200 USD	39	60,9	63,9	100,0
	Total	61	95,3	100,0	
Missing	System	3	4,7		
Total		64	100,0		

21 How would you rate:





Who were you hanging around mostly with?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Local students {Were you hanging around mostly with}	14	21,9%	50	78,1%	64	100,0%
American students	47	73,4%	17	26,6%	64	100,0%
other foreign students	22	34,4%	42	65,6%	64	100,0%

Did you receive appropriate support during the placement/study?

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q27M[a]	54	84,4%	10	15,6%	64	100,0%

a. Group

$Q27M Frequencies

		Responses		
		N	Percent	Percent of Cases
Quality of support during mobility[a]	no support	15	7,2%	27,8%
	poor support	22	10,6%	40,7%
	appropriate support	44	21,2%	81,5%
	good support	61	29,3%	113,0%
	excellent support	66	31,7%	122,2%
Total		208	100,0%	385,2%

a. Group

IMPACT ON COMPETENCIES (on the scale 1 to 5: 1=no improvement, 5=significant improvement)

Case Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
$Q31_33M[a]	52	81,3%	12	18,8%	64	100,0%

a. Group

$Q31_33M Frequencies

		Responses		
		N	Percent	Percent of Cases
Impact on competencies[a]	unchanged	214	15,1%	411,5%
	weak impact	134	9,4%	257,7%
	moderate impact	323	22,8%	621,2%

	stronger impact	373	26,3%	717,3%
	significant impact	375	26,4%	721,2%
Total		1419	100,0%	2728,8%

a. Group

$Personal Frequencies

		Responses		
		N	Percent	Percent of Cases
Personal[a]	unchanged	32	11,9%	65,3%
	weak impact	25	9,3%	51,0%
	moderate impact	53	19,8%	108,2%
	stronger impact	72	26,9%	146,9%
	significant impact	86	32,1%	175,5%
Total		268	100,0%	546,9%

a. Group

$Language Frequencies

		Responses		
		N	Percent	Percent of Cases
Language[a]	unchanged	3	2,7%	6,0%
	weak impact	4	3,6%	8,0%
	moderate impact	20	18,0%	40,0%
	stronger impact	33	29,7%	66,0%
	significant impact	51	45,9%	102,0%
Total		111	100,0%	222,0%

a. Group

$Professional Frequencies

		Responses		
		N	Percent	Percent of Cases
Professional[a]	unchanged	18	12,9%	36,0%
	weak impact	11	7,9%	22,0%
	moderate impact	34	24,3%	68,0%
	stronger impact	39	27,9%	78,0%
	significant impact	38	27,1%	76,0%
Total		140	100,0%	280,0%

a. Group

$Intercultural Frequencies

		Responses		
		N	Percent	Percent of Cases
Intercultural[a]	unchanged	10	7,2%	20,4%
	weak impact	6	4,3%	12,2%
	moderate impact	27	19,6%	55,1%
	stronger impact	43	31,2%	87,8%
	significant impact	52	37,7%	106,1%
Total		138	100,0%	281,6%

a. Group

$Social Frequencies

		Responses		
		N	Percent	Percent of Cases
Social[a]	unchanged	31	13,8%	62,0%
	weak impact	34	15,1%	68,0%
	moderate impact	54	24,0%	108,0%
	stronger impact	61	27,1%	122,0%
	significant impact	45	20,0%	90,0%
Total		225	100,0%	450,0%

a. Group

$Divergent_thinking Frequencies

		Responses		
		N	Percent	Percent of Cases
Divergent_thinking[a]	unchanged	42	24,3%	93,3%
	weak impact	23	13,3%	51,1%
	moderate impact	48	27,7%	106,7%
	stronger impact	38	22,0%	84,4%
	significant impact	22	12,7%	48,9%
Total		173	100,0%	384,4%

a. Group

$Enterpreneurial Frequencies

		Responses		
		N	Percent	Percent of Cases
Enterpreneurial[a]	unchanged	42	23,1%	87,5%
	weak impact	16	8,8%	33,3%
	moderate impact	55	30,2%	114,6%
	stronger impact	36	19,8%	75,0%
	significant impact	33	18,1%	68,8%
Total		182	100,0%	379,2%

a. Group

$Career Frequencies

		Responses		
		N	Percent	Percent of Cases
Career[a]	unchanged	7	7,4%	14,6%
	weak impact	6	6,4%	12,5%
	moderate impact	20	21,3%	41,7%
	stronger impact	31	33,0%	64,6%
	significant impact	30	31,9%	62,5%
Total		94	100,0%	195,8%

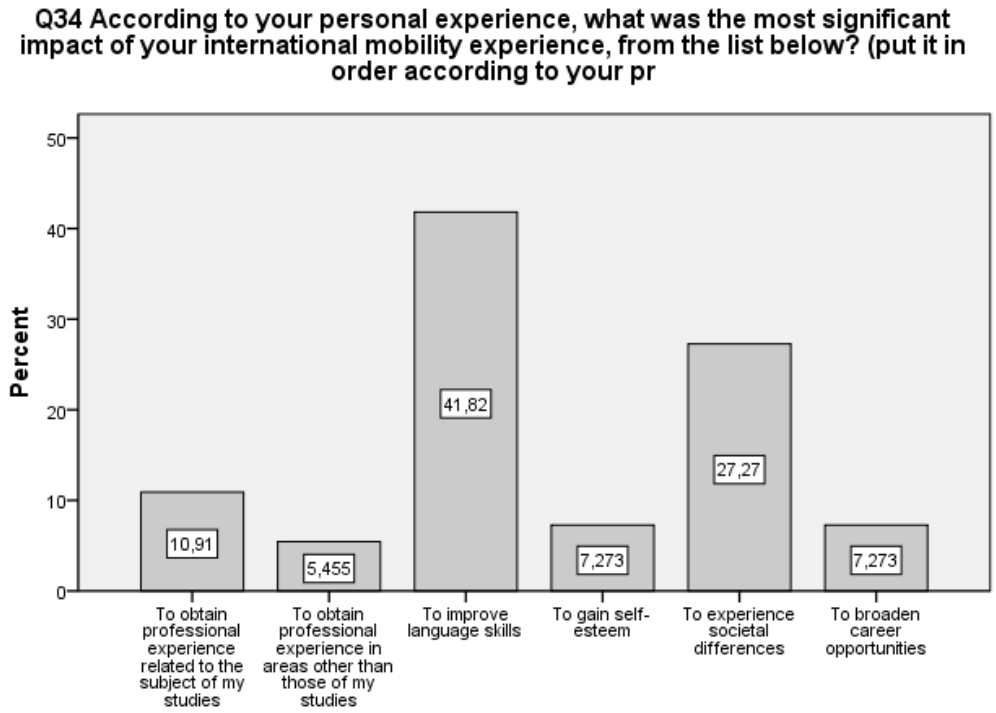
a. Group

According to your personal experience, what was the most significant impact of your international mobility experience?

Statistics

Q34 According to your personal experience, what was the most significant impact of your international mobility experience

N	Valid	55
	Missing	9



Did you receive a certificate or credits after your stay abroad? What did you get? (multiple answers)

Case Processing Summary

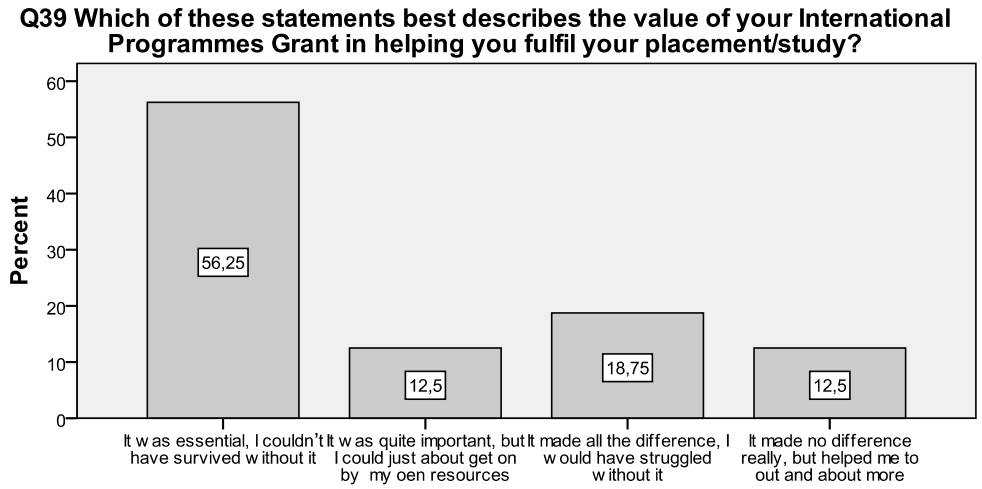
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Credit points	31	48,4%	33	51,6%	64	100,0%
certificate of the host country	2	3,1%	62	96,9%	64	100,0%
review of internship/certificate of host facility	1	1,6%	63	98,4%	64	100,0%
certificate of internship	3	4,7%	61	95,3%	64	100,0%
certificate of attendance	2	3,1%	62	96,9%	64	100,0%
I didn't get any certificate	15	23,4%	49	76,6%	64	100,0%

Why do you think some of your colleagues do not decide for mobility abroad experience?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
because of financial problems	38	59,4%	26	40,6%	64	100,0%
because of academic reasons	32	50,0%	32	50,0%	64	100,0%
because of problems with recognition	7	10,9%	57	89,1%	64	100,0%
because of health/social reasons	3	4,7%	61	95,3%	64	100,0%
because of parents/partners	17	26,6%	47	73,4%	64	100,0%
because of lack of time	22	34,4%	42	65,6%	64	100,0%
because of lack of information	24	37,5%	40	62,5%	64	100,0%
because of lack of available places	5	7,8%	59	92,2%	64	100,0%
because of fear from foreign places	25	39,1%	39	60,9%	64	100,0%

Which of these statements best describes the value of your Mobility Grant in helping you fulfil your placement/study? (Please tick one box)



Why do you think some of your colleagues do not decide for mobility abroad experience?

Q37 because of financial problems {Why do you think some of your colleagues do not decide for mobility abroad experience?}

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	60,9	100,0	100,0
Missing	System	25	39,1		
Total		64	100,0		

Q37 because of academic reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	50,0	100,0	100,0
Missing	System	32	50,0		
Total		64	100,0		

Q37 because of problems with recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	10,9	100,0	100,0
Missing	System	57	89,1		
Total		64	100,0		

Q37 because of health/social resons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	6,3	100,0	100,0
Missing	System	60	93,8		
Total		64	100,0		

Q37 because of parents/partners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	28,1	100,0	100,0
Missing	System	46	71,9		
Total		64	100,0		

Q37 because of lack of time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	34,4	100,0	100,0
Missing	System	42	65,6		
Total		64	100,0		

Q37 because of lack of information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	39,1	100,0	100,0
Missing	System	39	60,9		
Total		64	100,0		

Q37 because of lack of available places

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	7,8	100,0	100,0
Missing	System	59	92,2		
Total		64	100,0		

Q37 because of fear from foreign places

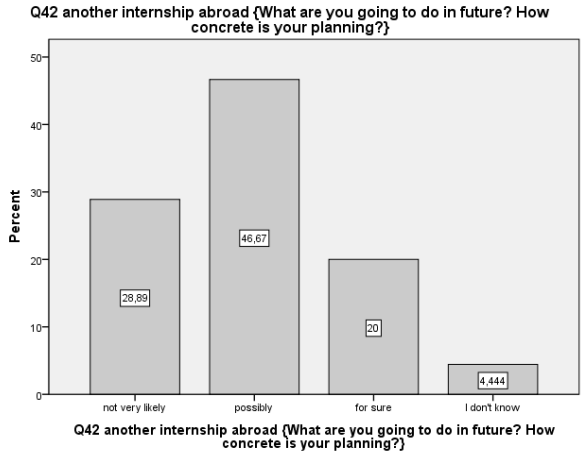
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	40,6	100,0	100,0
Missing	System	38	59,4		
Total		64	100,0		

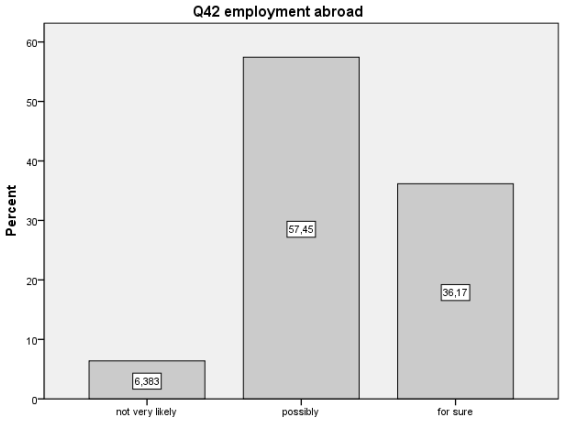
What didn't you like during your stay abroad? (Multiple answers)

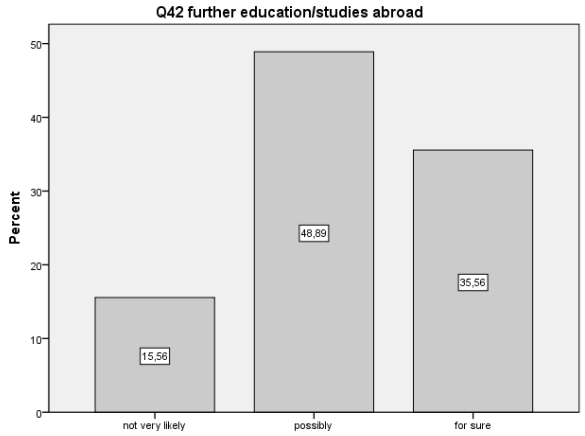
Case Processing Summary

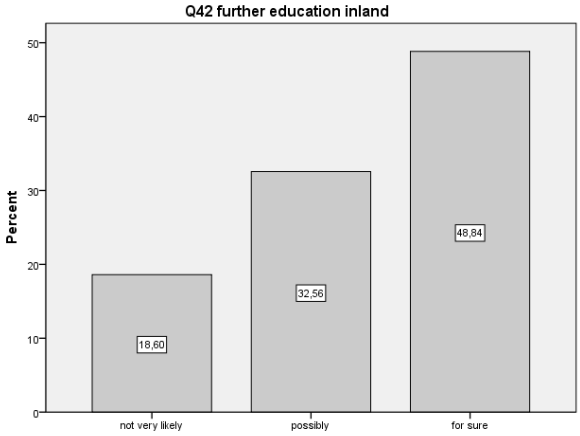
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
not improving my language skills, language course mean	8	12,5%	56	87,5%	64	100,0%
insufficient planning, preparation	8	12,5%	56	87,5%	64	100,0%
bad internship	3	4,7%	61	95,3%	64	100,0%
bad mentoring by supervisor/teacher of host institution abroad	7	10,9%	57	89,1%	64	100,0%
bad mentoring by supervisor/teacher of institution inland that sent me abroad	2	3,1%	62	96,9%	64	100,0%
stay was too short	24	37,5%	40	62,5%	64	100,0%
did not gain knowledge of host country	1	1,6%	63	98,4%	64	100,0%
mean housing, unfriendly host family	9	14,1%	55	85,9%	64	100,0%
no responsibility for my own acting	2	3,1%	62	96,9%	64	100,0%
too little internship, too much language course	2	3,1%	62	96,9%	64	100,0%
financial support not sufficient	11	17,2%	53	82,8%	64	100,0%
too much bureaucracy	3	4,7%	61	95,3%	64	100,0%
duties did not match my professional profile	1	1,6%	63	98,4%	64	100,0%

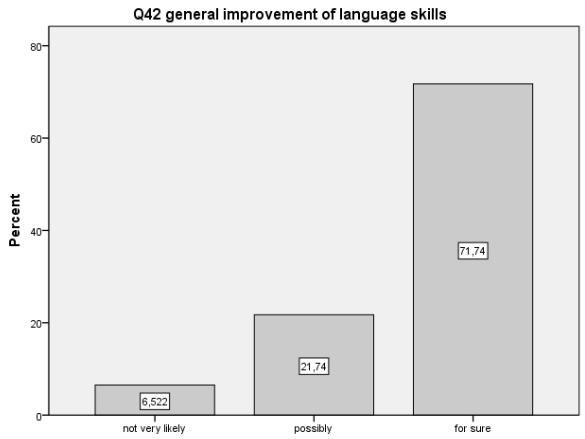
What are you going to do in future? How concrete is your planning? (1= not likely; 5 = for sure)

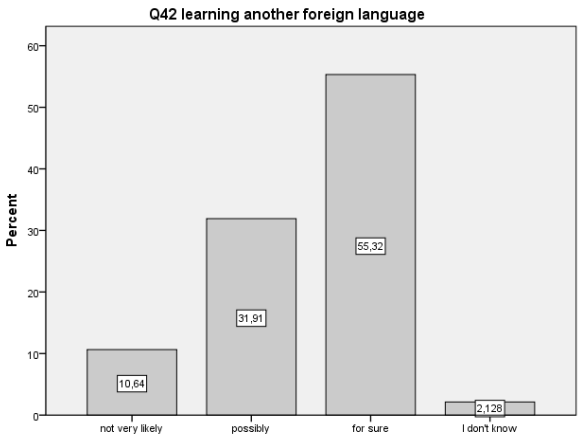


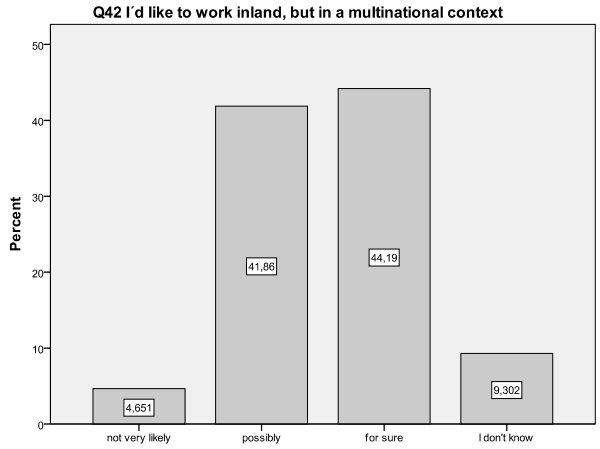




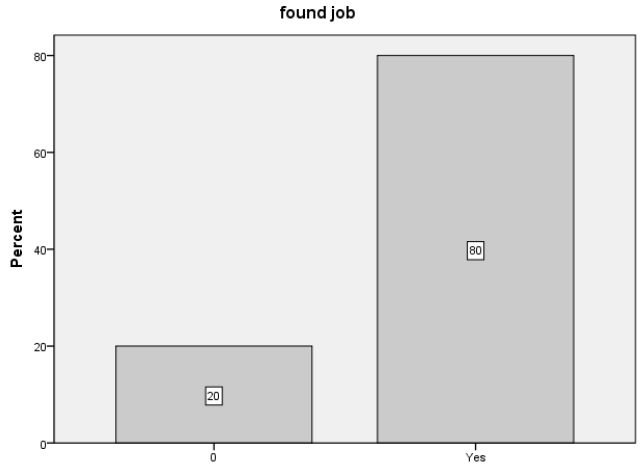


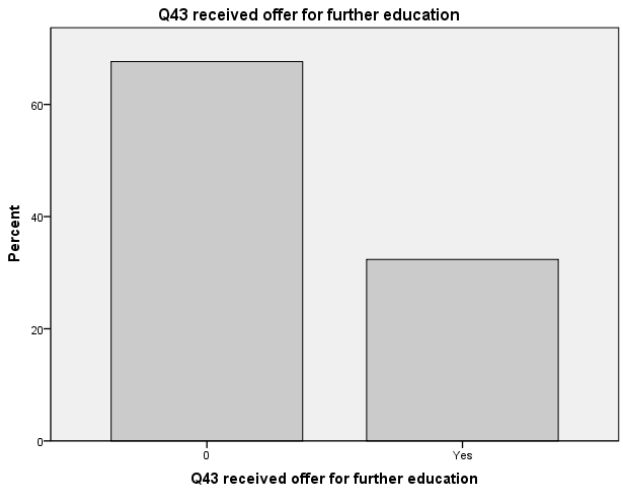


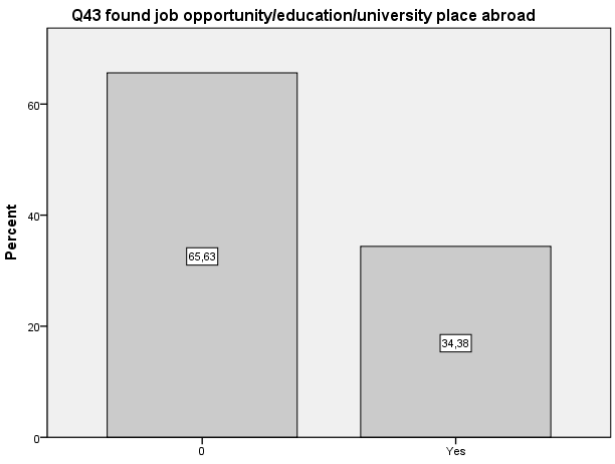


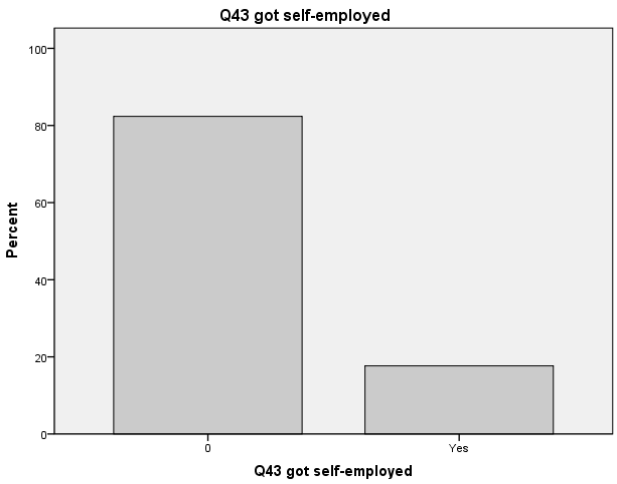


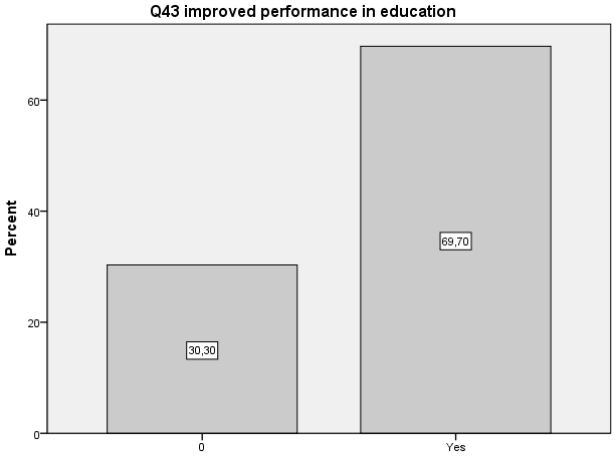
If you already experience changes: please rate if the statements beneath are true for your situation

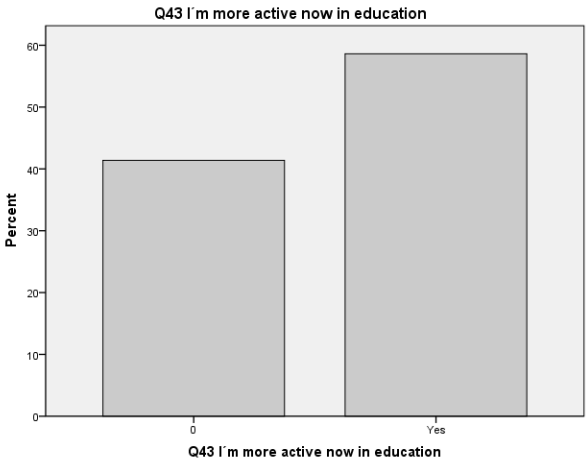












found job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	7	10.9	20.0	20.0
	Yes	28	43.8	80.0	100.0
	Total	35	54.7	100.0	
Missing	System	29	45,3		
Total		64	100,0		

received offer for further education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	23	35.9	67.6	67.6
	Yes	11	17.2	32.4	100.0
	Total	34	53.1	100.0	
Missing	System	30	46,9		
Total		64	100,0		

found job opportunity/education/university place abroad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	21	32.8	65.6	65.6
	Yes	11	17.2	34.4	100.0
	Total	32	50.0	100.0	
Missing	System	32	50,0		
Total		64	100,0		

got self-employed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	28	43.8	82.4	82.4
	Yes	6	9.4	17.6	100.0
	Total	34	53.1	100.0	
Missing	System	30	46,9		
Total		64	100,0		

improved performance in education

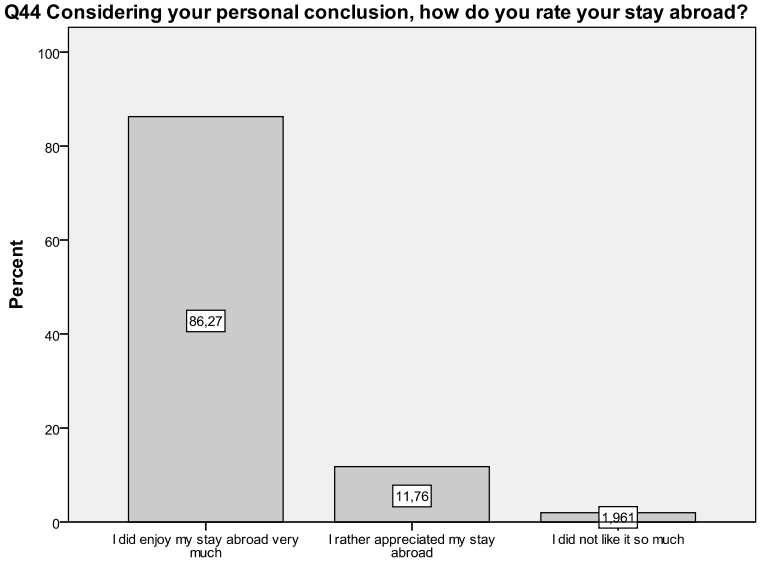
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	15.6	30.3	30.3
	Yes	23	35.9	69.7	100.0
	Total	33	51.6	100.0	
Missing	System	31	48,4		
Total		64	100,0		

I´m more active now in education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	12	18.8	41.4	41.4
	Yes	17	26.6	58.6	100.0
	Total	29	45.3	100.0	
Missing	System	35	54,7		
Total		64	100,0		

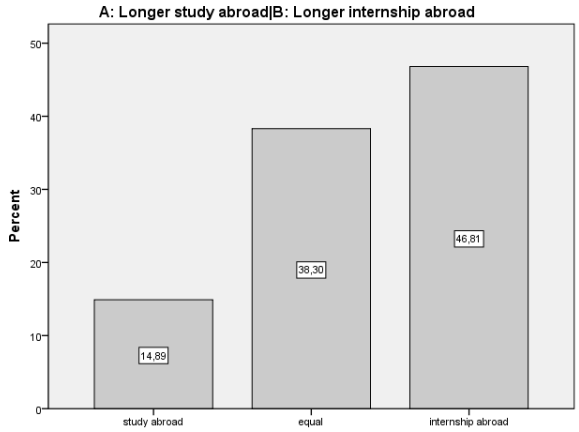
Considering your personal conclusion, how do you rate your stay abroad?

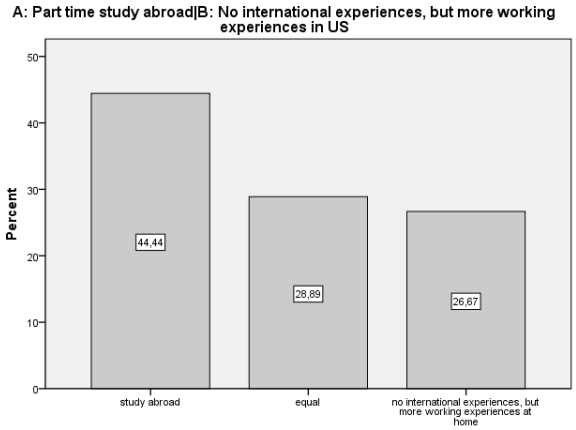
Q44 Considering your personal conclusion, how do you rate your stay abroad?

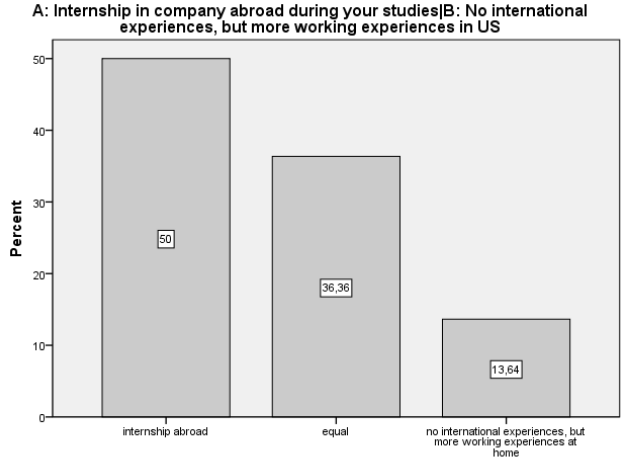


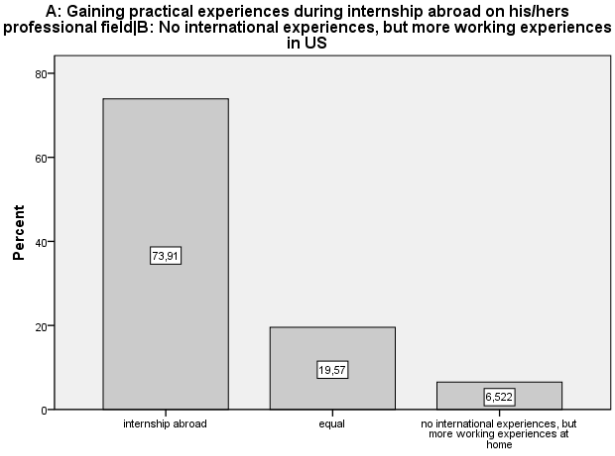
Impact on future employment

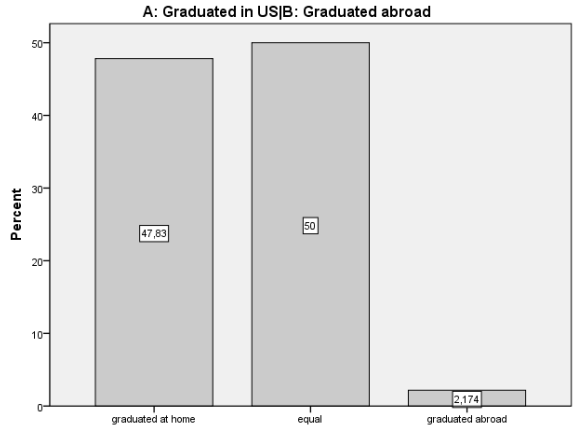
Below you are given pairs of statements. Please grade what do you consider is more important for employers when searching for your first job after the university. If you choose »0« they are both of same importance, if not grade them with marks 1 to 5 (1- not so important to 5-very important)











ANNEX A.3: FACTOR ANALYSIS

ANNEX A.3.1: VARIMAX METHOD

Total Variance Explained[a] – STUDY

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.562	59.362	59.362	3.562	59.362	59.362
2	,792	13,207	72,569			
3	,706	11,768	84,338			
4	,461	7,690	92,028			
5	,277	4,624	96,652			
6	,201	3,348	100,000			

Extraction Method: Principal Component Analysis.

a. Only cases for which I went abroad: = study are used in the analysis phase.

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,907
Bartlett's Test of Sphericity	Approx. Chi-Square	3145,803
	df	465
	Sig.	,000

a. Only cases for which I went abroad for: = study are used in the analysis phase.

Rotated Component Matrix[a,b]

STUDY	Component		
	1	2	3
I am more self confident		,685	
I adapt easier to changes		,723	
I improved my language skills		,703	
I improved my written communication			
I improved my oral communication		,731	
I improved my practical knowledge and skills			
I improved my theoretic knowledge			
I got to know new working methods and skills	,640		
I am better in working in a multidisciplinary environment			
I understand better my own and other cultures and problems		,782	
I trust others more		,699	
I am better in solving conflicts / problems		,618	
I can work under stress			
I am more tolerant		,725	
I can work with people from different backgrounds		,606	
I can more efficiently search and process the information			
I am able to evaluate my work	,616		
I am more creative	,737		
I can better manage my time			
I can better negotiate	,720		
I am more independent at work	,744		
I am more committed	,738		
I can adopt different thinking / ways of thinking		,612	
I am more responsible	,633		
I am more able to take decisions	,639		
I am more employable at home			,717
I am more employable abroad			,761
I can plan and organize my work			,631
I can work in a team			,661
I know new working methods			,627
I can adapt to different working methods and system of hierarchy			,509

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.
b. Only cases for which I went abroad for: = study are used in the analysis phase.

Component Transformation Matrix[a]

Component	1	2	3
1	,654	,618	,437
2	,372	-,765	,525
3	-,659	,180	,730

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Only cases for which I went abroad for: = study are used in the analysis phase.

Total Variance Explained[a] - INTERNSHIP

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.698	61.631	61.631	3.698	61.631	61.631
2	,789	13,150	74,781			
3	,600	10,003	84,783			
4	,410	6,836	91,619			
5	,268	4,466	96,086			
6	,235	3,914	100,000			

Extraction Method: Principal Component Analysis.
a. Only cases for which I went abroad: = internship are used in the analysis phase.

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,942
Bartlett's Test of Sphericity	Approx. Chi-Square	4329,478
	df	465
	Sig.	,000

a. Only cases for which I went abroad for: = internship are used in the analysis phase.

Rotated Component Matrix[a,b]

INTERNSHIP	Component		
	1	2	3
I am more self confident			,639
I adapt easier to changes			
I improved my language skills			,738
I improved my written communication			,655
I improved my oral communication			,676
I improved my practical knowledge and skills		,747	
I improved my theoretic knowledge		,748	
I got to know new working methods and skills		,759	
I am better in working in a multidisciplinary environment			
I understand better my own and other cultures and problems			,633
I trust others more			,616
I am better in solving conflicts / problems	,669		
I can work under stress			
I am more tolerant	,670		
I can work with people from different backgrounds			
I can more efficiently search and process the information	,666		
I am able to evaluate my work	,698		
I am more creative			
I can better manage my time	,758		
I can better negotiate	,735		
I am more independent at work	,745		
I am more committed	,716		
I can adopt different thinking / ways of thinking	,658		
I am more responsible	,747		
I am more able to take decisions	,772		
I am more employable at home			
I am more employable abroad			
I can plan and organize my work			
I can work in a team			
I know new working methods		,798	
I can adapt to different working methods and system of hierarchy		,657	

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 9 iterations.
b. Only cases for which I went abroad for: = internship are used in the analysis phase.

Component Transformation Matrix[a]

Component	1	2	3
1	,701	,501	,508
2	-,471	,860	-,199
3	-,537	-,099	,838

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Only cases for which I went abroad for: = internship are used in the analysis phase.

STUDY (Varimax)		
FACTOR1: Acting autonomously	FACTOR 2: Interacting in heterogeneous groups	FACTOR 3: Employability and entrepreneurship
I got to know new working methods and skills I am able to evaluate my work I am more creative I am more responsible I am more able to take decisions I can better negotiate I am more independent at work I am more committed	I am more self confident I adapt easier to changes I improved my language skills I improved my oral communication I understand better my own and other cultures and problems I trust others more I am better in solving conflicts / problems I am more tolerant I can work with people from different backgrounds I can adopt different thinking / ways of thinking	I am more employable at home I am more employable abroad I can plan and organize my work I can work in a team I know new working methods I can adapt to different working methods and system of hierarchy

Table 0.1: Factors grouped after rotation for internship abroad students

INTERNSHIP (Varimax)		
FACTOR1: Autonomous acting and entrepreneurship	FACTOR 2: Use knowledge and technology interactively	FACTOR 3: Interacting in heterogeneous groups
I am better in solving conflicts / problems I am more tolerant I can more efficiently search and process the information I am able to evaluate my work I can better manage my time I can better negotiate I am more independent at work I am more commited I can adopt different thinking / ways of thinking I am more responsible I am more able to take decisions	I improved my practical knowledge and skills I improved my theoretic knowledge I got to know new working methods and skills I know new working methods I can adapt to different working methods and system of hierarchy	I am more self confident I improved my language skills I improved my written communication I improved my oral communication I understand better my own and other cultures and problems I trust others more

ANNEX A.3.2: OBLIMIN METHOD

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,907
Bartlett's Test of Sphericity	Approx. Chi-Square	3145,803
	df	465
	Sig.	,000

a. Only cases for which I went abroad for: = study are used in the analysis phase.

Total Variance Explained[b]

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	16.456	53.083	53.083	16.456	53.083	53.083	14.307
2	1,982	6,392	59,475	1,982	6,392	59,475	8,570
3	1,641	5,293	64,768	1,641	5,293	64,768	9,546
4	1,289	4,157	68,925				
5	1,137	3,669	72,595				
6	,834	2,690	75,285				
7	,725	2,339	77,624				
8	,693	2,234	79,858				
9	,587	1,893	81,751				
10	,519	1,675	83,427				
11	,495	1,597	85,024				
12	,480	1,550	86,574				
13	,415	1,339	87,913				
14	,399	1,288	89,201				
15	,332	1,070	90,271				
16	,320	1,031	91,302				
17	,311	1,003	92,306				
18	,265	,855	93,160				
19	,249	,803	93,963				
20	,236	,762	94,726				
21	,217	,700	95,426				
22	,213	,686	96,112				
23	,182	,587	96,699				
24	,169	,544	97,243				
25	,159	,512	97,755				
26	,144	,465	98,220				
27	,130	,419	98,638				
28	,120	,386	99,024				
29	,109	,352	99,376				
30	,099	,319	99,695				
31	,095	,305	100,000				

Extraction Method: Principal Component Analysis.
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.
b. Only cases for which I went abroad for: = internship are used in the analysis phase.

KMO and Bartlett's Testa

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,942
Bartlett's Test of Sphericity	Approx. Chi-Square	4329,478
	df	465
	Sig.	,000

a. Only cases for which I went abroad for: = internship are used in the analysis phase.

Pattern Matrix[a,b]

internship	Component		
	1	2	3
I am more self confident			
I adapt easier to changes			
I improved my language skills			,771
I improved my written communication			,626
I improved my oral communication			,626
I improved my practical knowledge and skills		,703	
I improved my theoretic knowledge		,735	
I got to know new working methods and skills		,706	
I am better in working in a multidisciplinary environment			
I understand better my own and other cultures and problems			
I trust others more			
I am better in solving conflicts / problems	,690		
I can work under stress	,596		
I am more tolerant	,678		
I can work with people from different backgrounds			
I can more efficiently search and process the information	,683		
I am able to evaluate my work	,727		
I am more creative	,602		
I can better manage my time	,839		
I can better negotiate	,795		
I am more independent at work	,807		
I am more committed	,757		
I can adopt different thinking / ways of thinking	,661		
I am more responsible	,792		
I am more able to take decisions	,842		
I am more employable at home			
I am more employable abroad			
I can plan and organize my work			
I can work in a team			
I know new working methods		,753	
I can adapt to different working methods and system of hierarchy			

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 21 iterations.
b. Only cases for which I went abroad for: = internship are used in the analysis phase.

INTERNSHIP (Oblimin)		
FACTOR1: Entrepreneurship	FACTOR 2: Use knowledge interactively	FACTOR 3: Language and communication
I am better in solving conflicts / problems	I improved my practical knowledge and skills	I improved my language skills
I can work under stress	I improved my theoretic knowledge	I improved my written communication
I am more tolerant	I got to know new working methods and skills	I improved my oral communication
I can more efficiently search and process the information	I know new working methods	
I am able to evaluate my work		
I am more creative		
I can better manage my time		
I can better negotiate		
I am more independent at work		
I am more committed		
I can adopt different thinking / ways of thinking		
I am more responsible		
I am more able to take decisions		

Component Correlation Matrix[a]

Component	1	2	3
1	1,000	,443	,517
2	,443	1,000	,378
3	,517	,378	1,000

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Only cases for which I went abroad for: = internship are used in the analysis phase.

KMO and Bartlett's Test[a]

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,907
Bartlett's Test of Sphericity	Approx. Chi-Square	3145,803
	df	465
	Sig.	,000

a. Only cases for which I went abroad for: = study are used in the analysis phase.

Pattern Matrix[a,b]

STUDY	Component		
	1	2	3
I am more self confident		-,662	
I adapt easier to changes		-,681	
I improved my language skills		-,777	
I improved my written communication			
I improved my oral communication		-,733	
I improved my practical knowledge and skills			
I improved my theoretic knowledge			
I got to know new working methods and skills	,757		
I am better in working in a multidisciplinary environment			
I understand better my own and other cultures and problems		-,787	
I trust others more		-,659	
I am better in solving conflicts / problems			
I can work under stress			
I am more tolerant		-,668	
I can work with people from different backgrounds			
I can more efficiently search and process the information			
I am able to evaluate my work	,628		
I am more creative	,818		
I can better manage my time			
I can better negotiate	,770		
I am more independent at work	,791		
I am more committed	,774		
I can adopt different thinking / ways of thinking			
I am more responsible	,637		
I am more able to take decisions	,664		
I am more employable at home			,720
I am more employable abroad			,786
I can plan and organize my work			
I can work in a team			
I know new working methods			
I can adapt to different working methods and system of hierarchy			

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 19 iterations.
b. Only cases for which I went abroad for: = study are used in the analysis phase.

STUDY (Oblimin)		
FACTOR1: Acting autonomously	FACTOR 2: Interacting in heterogeneous groups	FACTOR 3: Employability
I got to know new working methods and skills I am able to evaluate my work I am more creative I am more responsible I am more able to take decisions I can better negotiate I am more independent at work I am more committed	I am more self confident I adapt easier to changes I improved my language skills I improved my oral communication I am more tolerant I understand better my own and other cultures and problems I trust others more	I am more employable at home I am more employable abroad

Component Correlation Matrix[a]

Component	1	2	3
1	1,000	-,497	,384
2	-,497	1,000	-,205
3	,384	-,205	1,000

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

Component Correlation Matrix[a]

Component	1	2	3
1	1,000	-,497	,384
2	-,497	1,000	-,205
3	,384	-,205	1,000

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.
a. Only cases for which I went abroad for: = study are used in the analysis phase.

Total Variance Explainedb

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	14.883	48.011	48.011	14.883	48.011	48.011	12.482
2	2,289	7,385	55,396	2,289	7,385	55,396	10,046
3	1,722	5,555	60,951	1,722	5,555	60,951	5,490
4	1,302	4,200	65,150				
5	1,279	4,124	69,275				
6	1,085	3,499	72,774				
7	,837	2,699	75,473				
8	,768	2,477	77,949				
9	,663	2,140	80,090				
10	,614	1,980	82,069				
11	,562	1,812	83,882				
12	,513	1,656	85,538				
13	,470	1,518	87,055				
14	,456	1,471	88,526				
15	,426	1,374	89,900				
16	,399	1,288	91,188				
17	,325	1,048	92,236				
18	,299	,965	93,201				
19	,283	,914	94,115				
20	,255	,824	94,939				
21	,225	,727	95,665				
22	,209	,673	96,339				
23	,201	,647	96,986				
24	,163	,525	97,511				
25	,151	,488	97,999				
26	,141	,456	98,455				
27	,122	,394	98,849				
28	,110	,356	99,205				
29	,101	,326	99,531				
30	,085	,274	99,804				
31	,061	,196	100,000				

Extraction Method: Principal Component Analysis.
a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.
b. Only cases for which I went abroad for: = study are used in the analysis phase.

ANNEX A.4: TEST STATISTICS IMPACT ON COMPETENCES
ANNEX A.4.1: SLOVENE STUDENTS

QUALITY OF PREPARATION

Q10A_1 Academic staff at my institution

Test Statistics[a]

I went abroad for:	Within which programme you've participated?		I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	1195,500	1202,000	1073,000	993,500	1041,500	1154,500	977,000	949,500	974,000	967,500	959,000	916,000	979,000	736,000	981,000	888,000	759,500	1088,500	801,500	1090,500	947,000	743,500	874,000	971,000	869,000	1098,000	1132,000	1136,500	1158,500	1014,000	952,500
		Wilcoxon W	6346,500	6252,000	6224,000	6043,500	6192,500	6305,500	6128,000	5999,500	5924,000	5917,500	5909,000	5669,000	5732,000	5489,000	5832,000	5641,000	5610,500	5939,500	5652,500	5843,500	5700,000	5496,500	5627,000	5822,000	5429,000	5754,000	5503,000	6086,500	6009,500	5964,000	5902,500
		Z	-1,036	-,923	-1,867	-1,936	-2,021	-1,274	-2,342	-2,452	-1,997	-2,044	-2,067	-2,244	-1,797	-3,114	-1,611	-1,867	-2,522	-,884	-2,754	-,797	-1,739	-3,087	-2,237	-2,001	-2,458	-,671	-,208	-,654	-,730	-1,706	-2,096
		Asymp. Sig. (2-tailed)	,300	,356	,062	,053	,043	,203	,019	,014	,046	,041	,039	,025	,072	,002	,107	,062	,012	,377	,006	,426	,082	,002	,025	,045	,014	,502	,835	,513	,465	,088	,036
internship	Erasmus	Mann-Whitney U	368,000	395,000	427,000	457,000	313,500	415,500	462,000	430,500	447,500	371,000	352,500	305,500	413,500	394,500	358,500	406,500	443,000	292,000	435,500	386,500	372,500	367,000	354,000	423,000	433,500	210,500	347,000	345,500	379,500	361,000	388,000
		Wilcoxon W	998,000	990,000	1057,000	1087,000	943,500	1010,500	840,000	1060,500	825,500	932,000	913,500	866,500	1008,500	922,500	919,500	967,500	1038,000	853,000	813,500	947,500	900,500	928,000	915,000	801,000	994,500	805,500	942,000	906,500	940,500	956,000	949,000
		Z	-1,368	-,491	-,454	-,228	-2,452	-,681	-,153	-,631	-,378	-1,389	-1,650	-2,353	-,911	-,604	-1,388	-,615	-,491	-2,562	-,154	-1,129	-1,181	-1,463	-1,438	-,557	-,192	-3,549	-1,465	-1,750	-1,246	-1,720	-1,119
		Asymp. Sig. (2-tailed)	,171	,623	,650	,820	,014	,496	,878	,528	,705	,165	,099	,019	,362	,546	,165	,538	,624	,010	,878	,259	,238	,143	,151	,577	,848	,000	,143	,080	,213	,085	,263
	Leonardo da Vinci	Mann-Whitney U	453,500	452,500	461,000	368,000	454,000	314,000	266,000	411,000	365,500	398,500	445,500	406,000	311,000	386,000	386,000	436,000	365,500	428,500	387,000	331,000	399,000	377,000	423,000	387,000	410,500	437,500	423,500	410,500	434,500	386,000	391,000
		Wilcoxon W	1581,500	1533,500	1589,000	1496,000	1582,000	1442,000	1347,000	1539,000	1493,500	608,500	655,500	1441,000	1301,000	1376,000	596,000	1471,000	1400,500	638,500	1422,000	1321,000	1434,000	1412,000	633,000	1422,000	1445,500	1472,500	633,500	1400,500	644,500	1376,000	601,000
		Z	-,242	-,112	-,138	-1,469	-,238	-2,270	-2,560	-,855	-1,518	-,774	-,067	-,662	-1,939	-,820	-,963	-,208	-1,255	-,173	-,925	-1,622	-,751	-1,088	-,403	-,287	-,260	-,182	-,402	-,450	-,084	-,816	-,747
		Asymp. Sig. (2-tailed)	,809	,911	,890	,142	,812	,023	,010	,393	,129	,439	,946	,508	,052	,412	,336	,835	,209	,862	,355	,105	,452	,277	,687	,774	,795	,855	,687	,653	,933	,415	,455

a.

Q10A_4: Language school

I went abroad for:	Within which programme you've participated?	Test Statistics[b]	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking									I am more responsible	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I can adopt different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	465,000	433,000	395,500	304,000	390,500	358,000	265,000	329,500	454,000	412,500	434,000	345,500	339,500	375,000	418,500	312,000	231,000	356,500	272,000	283,500	367,500	331,500	404,000	406,500	378,000	271,000	381,000	338,000	329,000	342,000	334,000
		Wilcoxon W	655,000	1708,000	1721,500	1630,000	1716,500	1684,000	1591,000	1655,500	1780,000	1687,500	605,000	1570,500	1614,500	1650,000	1693,500	1537,000	1506,000	1631,500	1547,000	1558,500	1642,500	1606,500	1679,000	1681,500	1653,000	1496,000	1557,000	1613,000	1604,000	1617,000	1609,000
		Z	-,269	-,592	-1,281	-2,194	-1,334	-1,740	-3,018	-1,834	-,419	-,543	-,230	-1,421	-1,279	-,384	-,098	-1,264	-2,347	-1,017	-1,980	-2,116	-,859	-1,398	-,314	-,283	-,717	-2,472	-,755	-1,613	-1,729	-1,542	-1,659
		Asymp. Sig. (2-tailed)	,788	,554	,200	,028	,182	,082	,003	,067	,675	,587	,818	,155	,201	,701	,922	,206	,019	,309	,048	,034	,390	,162	,754	,777	,474	,013	,450	,107	,084	,123	,097
internship	Erasmus	Mann-Whitney U	82,500	42,000	89,000	98,500	93,500	69,000	51,500	90,000	102,500	84,000	94,000	83,000	87,500	65,500	87,000	70,500	87,500	58,500	82,500	92,500	76,000	89,000	80,500	95,500	93,000	54,500	104,000	85,500	83,000	52,000	53,500
		Wilcoxon W	382,500	342,000	389,000	398,500	393,500	369,000	351,500	390,000	402,500	360,000	370,000	359,000	363,500	341,500	340,000	323,500	363,500	334,500	358,500	368,500	352,000	342,000	356,500	371,500	369,000	354,500	404,000	385,500	383,000	352,000	353,500
		Z	-,655	-2,134	-,352	-,409	-,637	-1,715	-2,370	-,797	-,243	-,885	-,420	-,901	-,691	-1,282	-,570	-1,353	-,711	-1,986	-,912	-,482	-1,224	-,468	-1,032	-,364	-,481	-2,252	-,168	-,967	-1,085	-2,467	-2,426
		Asymp. Sig. (2-tailed)	,513	,033	,725	,683	,524	,086	,018	,426	,808	,376	,674	,368	,489	,200	,569	,176	,477	,047	,362	,630	,221	,640	,302	,716	,630	,024	,867	,334	,278	,014	,015
		Exact Sig. [2*(1-tailed Sig.)]	,564[a]	,048[a]	,782[a]	,706[a]	,564[a]	,121[a]	,020[a]	,486[a]	,827[a]	,433[a]	,711[a]	,409[a]	,509[a]	,237[a]	,623[a]	,219[a]	,509[a]	,058[a]	,386[a]	,651[a]	,263[a]	,685[a]	,341[a]	,742[a]	,681[a]	,029[a]	,890[a]	,370[a]	,328[a]	,023[a]	,026[a]
	Leonardo da Vinci	Mann-Whitney U	386,500	346,500	352,500	221,000	240,000	266,000	213,000	317,000	319,500	398,000	316,500	312,000	274,000	292,000	373,500	261,000	246,500	305,000	298,500	276,000	252,500	252,500	279,000	223,000	252,500	403,500	373,000	298,000	253,500	280,500	259,500
		Wilcoxon W	882,500	874,500	848,500	749,000	736,000	794,000	709,000	845,000	815,500	833,000	751,500	777,000	709,000	698,000	838,500	726,000	681,500	740,000	733,500	711,000	687,500	687,500	714,000	688,000	687,500	809,500	838,000	763,000	659,500	715,500	665,500
		Z	-,771	-1,603	-1,478	-3,529	-3,218	-2,857	-3,524	-2,078	-1,848	-,137	-1,491	-1,786	-2,178	-1,714	-,764	-2,591	-2,487	-1,686	-1,785	-2,137	-2,551	-2,595	-2,135	-2,861	-2,196	-,264	-,546	-1,983	-2,393	-2,089	-2,283
		Asymp. Sig. (2-tailed)	,441	,109	,139	,000	,001	,004	,000	,038	,065	,891	,136	,074	,029	,086	,445	,010	,013	,092	,074	,033	,011	,009	,033	,004	,028	,792	,585	,047	,017	,037	,022

Q10A_5: international office

Test Statistics[a]	I went abroad for:	Within which programme you've participated?	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	2030,500	1727,500	1785,000	1696,000	1795,000	1941,000	2181,500	2012,000	1884,500	1966,500	1948,000	1771,000	1897,000	1467,000	1437,000	1838,000	2014,500	2060,000	1848,500	1640,500	1844,000	1621,500	1647,500	2018,000	1879,500	1883,000	1774,000	1729,000	1631,500	2030,000	1754,500
		Wilcoxon W	4586,500	4283,500	4341,000	4111,000	4351,000	3957,000	4197,500	4568,000	4299,500	4522,500	4504,000	4186,000	4382,000	3952,000	3922,000	4253,000	4499,500	4616,000	4404,500	4055,500	4259,000	4036,500	4132,500	4574,000	4294,500	4229,000	3485,000	4214,000	4046,500	4515,000	4239,500
		Z	-,974	-2,267	-2,214	-2,286	-1,983	-1,383	-,255	-,887	-1,377	-,792	-,872	-1,474	-,820	-2,914	-3,131	-,983	-,249	-,167	-1,192	-1,947	-,947	-2,055	-1,916	-,382	-,789	-,448	-,727	-1,941	-2,416	-,657	-1,810
		Asymp. Sig. (2-tailed)	,330	,023	,027	,022	,047	,167	,798	,375	,169	,428	,383	,140	,412	,004	,002	,326	,803	,868	,233	,052	,343	,040	,055	,702	,430	,654	,467	,052	,016	,511	,070
internship	Erasmus	Mann-Whitney U	272,000	157,000	261,000	324,000	199,500	240,000	276,500	198,000	253,500	207,500	278,000	251,000	259,000	270,000	185,000	299,500	286,000	242,000	270,000	276,000	228,000	244,500	252,000	296,500	269,000	134,000	257,000	230,000	250,000	172,500	196,000
		Wilcoxon W	768,000	622,000	757,000	820,000	695,500	705,000	772,500	694,000	749,500	672,500	743,000	716,000	724,000	705,000	650,000	509,500	751,000	707,000	735,000	741,000	663,000	679,500	717,000	761,500	734,000	599,000	722,000	695,000	715,000	637,500	661,000
		Z	-,796	-2,829	-1,061	-,029	-2,562	-1,575	-,940	-2,551	-1,461	-2,183	-,741	-1,271	-1,103	-,432	-2,487	-,011	-,588	-1,461	-,890	-,775	-1,591	-1,251	-1,021	-,074	-,662	-3,593	-1,150	-1,705	-1,321	-2,925	-2,410
		Asymp. Sig. (2-tailed)	,426	,005	,288	,977	,010	,115	,347	,011	,144	,029	,459	,204	,270	,666	,013	,992	,557	,144	,373	,439	,112	,211	,307	,941	,508	,000	,250	,088	,187	,003	,016
	Leonardo da Vinci	Mann-Whitney U	633,000	612,000	609,000	580,000	594,500	596,000	529,000	571,500	577,000	583,500	515,500	512,500	476,500	529,500	481,000	530,000	502,000	493,500	575,000	514,500	467,500	367,000	390,000	441,000	483,000	386,000	483,500	522,500	455,000	477,500	492,000
		Wilcoxon W	1453,000	1432,000	1429,000	1441,000	1414,500	1457,000	1270,000	1432,500	1397,000	1286,500	1218,500	1215,500	1179,500	1195,500	1184,000	1233,000	1205,000	1159,500	1278,000	1180,500	1170,500	1070,000	1093,000	1107,000	1186,000	1052,000	1149,500	1225,500	1121,000	1143,500	1158,000
		Z	-,319	-,568	-,394	-1,108	-,560	-,924	-,976	-1,208	-,973	-,337	-1,171	-,789	-1,022	-,599	-1,427	-,783	-1,134	-1,060	-,212	-,776	-1,561	-2,666	-2,737	-1,550	-1,163	-2,217	-,770	-,659	-1,142	-1,060	-,651
		Asymp. Sig. (2-tailed)	,750	,570	,694	,268	,576	,355	,329	,227	,331	,736	,242	,430	,307	,549	,154	,434	,257	,289	,832	,438	,119	,008	,006	,121	,245	,027	,441	,510	,254	,289	,515

Test Statistics[a]

I went abroad for:		Within which programme you've participated?	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	2030,500	1727,500	1785,000	1696,000	1795,000	1941,000	2181,500	2012,000	1884,500	1966,500	1948,000	1771,000	1897,000	1467,000	1437,000	1838,000	2014,500	2060,000	1848,500	1640,500	1844,000	1621,500	1647,500	2018,000	1879,500	1883,000	1774,000	1729,000	1631,500	2030,000	1754,500
		Wilcoxon W	4586,500	4283,500	4341,000	4111,000	4351,000	3957,000	4197,500	4568,000	4299,500	4522,500	4504,000	4186,000	4382,000	3952,000	3922,000	4253,000	4499,500	4616,000	4404,500	4055,500	4259,000	4036,500	4132,500	4574,000	4294,500	4229,000	3485,000	4214,000	4046,500	4515,000	4239,500
		Z	-,974	-2,267	-2,214	-2,286	-1,983	-1,383	-,255	-,887	-1,377	-,792	-,872	-1,474	-,820	-2,914	-3,131	-,983	-,249	-,167	-1,192	-1,947	-,947	-2,055	-1,916	-,382	-,789	-,448	-,727	-1,941	-2,416	-,657	-1,810
		Asymp. Sig. (2-tailed)	,330	,023	,027	,022	,047	,167	,798	,375	,169	,428	,383	,140	,412	,004	,002	,326	,803	,868	,233	,052	,343	,040	,055	,702	,430	,654	,467	,052	,016	,511	,070
internship	Erasmus	Mann-Whitney U	272,000	157,000	261,000	324,000	199,500	240,000	276,500	198,000	253,500	207,500	278,000	251,000	259,000	270,000	185,000	299,500	286,000	242,000	270,000	276,000	228,000	244,500	252,000	296,500	269,000	134,000	257,000	230,000	250,000	172,500	196,000
		Wilcoxon W	768,000	622,000	757,000	820,000	695,500	705,000	772,500	694,000	749,500	672,500	743,000	716,000	724,000	705,000	650,000	509,500	751,000	707,000	735,000	741,000	663,000	679,500	717,000	761,500	734,000	599,000	722,000	695,000	715,000	637,500	661,000
		Z	-,796	-2,829	-1,061	-,029	-2,562	-1,575	-,940	-2,551	-1,461	-2,183	-,741	-1,271	-1,103	-,432	-2,487	-,011	-,588	-1,461	-,890	-,775	-1,591	-1,251	-1,021	-,074	-,662	-3,593	-1,150	-1,705	-1,321	-2,925	-2,410
		Asymp. Sig. (2-tailed)	,426	,005	,288	,977	,010	,115	,347	,011	,144	,029	,459	,204	,270	,666	,013	,992	,557	,144	,373	,439	,112	,211	,307	,941	,508	,000	,250	,088	,187	,003	,016
	Leonardo da Vinci	Mann-Whitney U	633,000	612,000	609,000	580,000	594,500	596,000	529,000	571,500	577,000	583,500	515,500	512,500	476,500	529,500	481,000	530,000	502,000	493,500	575,000	514,500	467,500	367,000	390,000	441,000	483,000	386,000	483,500	522,500	455,000	477,500	492,000
		Wilcoxon W	1453,000	1432,000	1429,000	1441,000	1414,500	1457,000	1270,000	1432,500	1397,000	1286,500	1218,500	1215,500	1179,500	1195,500	1184,000	1233,000	1205,000	1159,500	1278,000	1180,500	1170,500	1070,000	1093,000	1107,000	1186,000	1052,000	1149,500	1225,500	1121,000	1143,500	1158,000
		Z	-,319	-,568	-,394	-1,108	-,560	-,924	-,976	-1,208	-,973	-,337	-1,171	-,789	-1,022	-,599	-1,427	-,783	-1,134	-1,060	-,212	-,776	-1,561	-2,666	-2,737	-1,550	-1,163	-2,217	-,770	-,659	-1,142	-1,060	-,651
		Asymp. Sig. (2-tailed)	,750	,570	,694	,268	,576	,355	,329	,227	,331	,736	,242	,430	,307	,549	,154	,434	,257	,289	,832	,438	,119	,008	,006	,121	,245	,027	,441	,510	,254	,289	,515

a. Grouping Variable: International office

PREDEPARTURE ISSUES Q13A_1: Purpose of study/internship abroad

Test Statistics[b]

I went abroad for:	Within which programme you've participated?		I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information
study	Erasmus	Mann-Whitney U	465,000	433,000	395,500	304,000	390,500	358,000	265,000	329,500	454,000	412,500	434,000	345,500	339,500	375,000	418,500	312,000
		Wilcoxon W	655,000	1708,000	1721,500	1630,000	1716,500	1684,000	1591,000	1655,500	1780,000	1687,500	605,000	1570,500	1614,500	1650,000	1693,500	1537,000
		Z	-,269	-,592	-1,281	-2,194	-1,334	-1,740	-3,018	-1,834	-,419	-,543	-,230	-1,421	-1,279	-,384	-,098	-1,264
		Asymp. Sig. (2-tailed)	,788	,554	,200	,028	,182	,082	,003	,067	,675	,587	,818	,155	,201	,701	,922	,206
internship	Erasmus	Mann-Whitney U	82,500	42,000	89,000	98,500	93,500	69,000	51,500	90,000	102,500	84,000	94,000	83,000	87,500	65,500	87,000	70,500
		Wilcoxon W	382,500	342,000	389,000	398,500	393,500	369,000	351,500	390,000	402,500	360,000	370,000	359,000	363,500	341,500	340,000	323,500
		Z	-,655	-2,134	-,352	-,409	-,637	-1,715	-2,370	-,797	-,243	-,885	-,420	-,901	-,691	-1,282	-,570	-1,353
		Asymp. Sig. (2-tailed)	,513	,033	,725	,683	,524	,086	,018	,426	,808	,376	,674	,368	,489	,200	,569	,176
		Exact Sig. [2*(1-tailed Sig.)]	,564[a]	,048[a]	,782[a]	,706[a]	,564[a]	,121[a]	,020[a]	,486[a]	,827[a]	,433[a]	,711[a]	,409[a]	,509[a]	,237[a]	,623[a]	,219[a]
	Leonardo da Vinci	Mann-Whitney U	386,500	346,500	352,500	221,000	240,000	266,000	213,000	317,000	319,500	398,000	316,500	312,000	274,000	292,000	373,500	261,000
		Wilcoxon W	882,500	874,500	848,500	749,000	736,000	794,000	709,000	845,000	815,500	833,000	751,500	777,000	709,000	698,000	838,500	726,000
		Z	-,771	-1,603	-1,478	-3,529	-3,218	-2,857	-3,524	-2,078	-1,848	-,137	-1,491	-1,786	-2,178	-1,714	-,764	-2,591
		Asymp. Sig. (2-tailed)	,441	,109	,139	,000	,001	,004	,000	,038	,065	,891	,136	,074	,029	,086	,445	,010

I went abroad for:	Within which programme you've participated?		I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking					I am more responsible / I am more able to take decisions	I am more employable at home / I am more employable abroad	I can plan and organize my work / I can work in a team	… methods / I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	231,000	356,500	272,000	283,500	367,500	331,500	404,000	406,500	378,000	271,000	381,000	338,000	329,000	342,000	334,000
		Wilcoxon W	1506,000	1631,500	1547,000	1558,500	1642,500	1606,500	1679,000	1681,500	1653,000	1496,000	1557,000	1613,000	1604,000	1617,000	1609,000
		Z	-2,347	-1,017	-1,980	-2,116	-,859	-1,398	-,314	-,283	-,717	-2,472	-,755	-1,613	-1,729	-1,542	-1,659
		Asymp. Sig. (2-tailed)	,019	,309	,048	,034	,390	,162	,754	,777	,474	,013	,450	,107	,084	,123	,097
internship	Erasmus	Mann-Whitney U	87,500	58,500	82,500	92,500	76,000	89,000	80,500	95,500	93,000	54,500	104,000	85,500	83,000	52,000	53,500
		Wilcoxon W	363,500	334,500	358,500	368,500	352,000	342,000	356,500	371,500	369,000	354,500	404,000	385,500	383,000	352,000	353,500
		Z	-,711	-1,986	-,912	-,482	-1,224	-,468	-1,032	-,364	-,481	-2,252	-,168	-,967	-1,085	-2,467	-2,426
		Asymp. Sig. (2-tailed)	,477	,047	,362	,630	,221	,640	,302	,716	,630	,024	,867	,334	,278	,014	,015
		Exact Sig. [2*(1-tailed Sig.)]	,509[a]	,058[a]	,386[a]	,651[a]	,263[a]	,685[a]	,341[a]	,742[a]	,681[a]	,029[a]	,890[a]	,370[a]	,328[a]	,023[a]	,026[a]
	Leonardo da Vinci	Mann-Whitney U	246,500	305,000	298,500	276,000	252,500	252,500	279,000	223,000	252,500	403,500	373,000	298,000	253,500	280,500	259,500
		Wilcoxon W	681,500	740,000	733,500	711,000	687,500	687,500	714,000	688,000	687,500	809,500	838,000	763,000	659,500	715,500	665,500
		Z	-2,487	-1,686	-1,785	-2,137	-2,551	-2,595	-2,135	-2,861	-2,196	-,264	-,546	-1,983	-2,393	-2,089	-2,283
		Asymp. Sig. (2-tailed)	,013	,092	,074	,033	,011	,009	,033	,004	,028	,792	,585	,047	,017	,037	,022

Q13A_4: responsibilities

I went abroad for:		Test Statistics[a] Within which programme you've participated?	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	2366,000	2041,000	2407,000	1966,500	1992,500	2324,000	2301,000	2137,500	2081,500	2198,000	2144,000	1821,000	2290,500	2206,500	1644,000	1887,000	1871,500	1850,000	2283,000	2042,000	2118,500	1868,000	2204,500	2301,500	2223,000	1942,000	1811,500	2041,000	1885,000	1959,500	2120,500
		Wilcoxon W	5292,000	4967,000	5333,000	4816,500	4842,500	5250,000	5227,000	5063,500	4856,500	5048,000	4994,000	4596,000	4306,500	4159,500	4345,000	4588,000	4646,500	4625,000	4236,000	4670,000	4746,500	4496,000	4905,500	4317,500	4779,000	4570,000	4296,500	4816,000	4586,000	4734,500	4895,500
		Z	-,457	-1,740	-,294	-2,078	-2,019	-,632	-,728	-1,285	-1,284	-,740	-,971	-2,161	-,040	-,258	-3,021	-1,728	-1,780	-2,001	-,050	-1,024	-,684	-1,834	-,271	-,138	-,064	-1,331	-1,697	-1,451	-2,144	-1,937	-1,092
		Asymp. Sig. (2-tailed)	,648	,082	,769	,038	,044	,527	,467	,199	,199	,459	,332	,031	,968	,796	,003	,084	,075	,045	,960	,306	,494	,067	,786	,890	,949	,183	,090	,147	,032	,053	,275
internship	Erasmus	Mann-Whitney U	527,000	527,500	460,500	553,500	439,500	459,500	558,500	405,500	514,500	461,500	541,500	466,500	584,500	513,000	420,000	464,000	507,500	384,000	523,000	570,500	514,500	499,000	462,000	523,500	534,000	286,500	470,000	438,000	450,000	394,000	414,000
		Wilcoxon W	1122,000	1088,500	1055,500	1183,500	1069,500	1054,500	1188,500	1035,500	1144,500	1091,500	1171,500	1096,500	1214,500	1074,000	1015,000	1094,000	1137,500	1014,000	1153,000	1200,500	1109,500	1129,000	1092,000	1084,500	1062,000	814,500	1031,000	1033,000	1045,000	989,000	1009,000
		Z	-,671	-,007	-1,593	-,515	-2,026	-1,562	-,450	-2,423	-1,031	-1,499	-,460	-1,416	-,130	-,429	-1,712	-1,268	-1,107	-2,474	-,479	-,088	-,620	-1,215	-1,296	-,699	-,344	-3,390	-1,183	-1,786	-1,644	-2,563	-2,105
		Asymp. Sig. (2-tailed)	,502	,994	,111	,606	,043	,118	,653	,015	,303	,134	,646	,157	,897	,668	,087	,205	,268	,013	,632	,930	,535	,224	,195	,484	,731	,001	,237	,074	,100	,010	,035
	Leonardo da Vinci	Mann-Whitney U	1301,000	1425,000	1325,000	1331,500	1364,500	1256,500	995,000	1240,000	1274,000	1188,000	1227,000	1098,000	1121,000	1196,000	1290,000	1168,000	1002,500	1254,500	1235,500	1180,500	1168,000	1054,000	1163,000	1198,500	1075,500	1030,000	1004,500	1083,000	1112,500	1053,500	1121,500
		Wilcoxon W	2247,000	2415,000	2271,000	2321,500	2310,500	2246,500	1856,000	2230,000	2220,000	2049,000	2088,000	2001,000	1941,000	2016,000	2193,000	2071,000	1863,500	2157,500	2096,500	2041,500	2029,000	1915,000	2024,000	2101,500	1936,500	1933,000	1865,500	1986,000	2015,500	1999,500	1982,500
		Z	-,775	-,176	-,650	-,770	-,363	-1,291	-2,272	-1,369	-,826	-1,110	-,844	-1,656	-1,100	-,719	-,505	-1,186	-2,005	-,604	-,649	-1,013	-1,112	-1,771	-1,281	-,852	-1,499	-2,073	-1,878	-1,869	-1,673	-2,135	-1,184
		Asymp. Sig. (2-tailed)	,438	,861	,516	,441	,717	,197	,023	,171	,409	,267	,399	,098	,271	,472	,614	,236	,045	,546	,516	,311	,266	,077	,200	,394	,134	,038	,060	,062	,094	,033	,236

Q13A_6: general cultural issues

Test Statistics[a]	I went abroad for:	Within which programme you've participated?	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	485,500	539,500	580,500	472,000	494,000	462,500	394,500	548,000	659,000	521,000	396,000	444,500	393,000	424,500	430,000	324,500	288,000	407,000	444,000	463,000	531,500	422,000	484,500	525,000	461,500	409,500	363,500	564,500	596,500	592,500	488,500
		Wilcoxon W	3335,500	3314,500	3430,500	3247,000	3344,000	3312,500	3244,500	3323,000	3509,000	3222,000	3097,000	3072,500	3094,000	3125,500	3131,000	3025,500	2916,000	3035,000	3145,000	3164,000	3232,500	3123,000	3112,500	3226,000	3089,500	2824,500	2709,500	3192,500	3224,500	3293,500	3189,500
		Z	-1,973	-1,317	-1,018	-1,693	-1,906	-2,172	-2,832	-1,217	-,163	-1,080	-2,418	-1,826	-2,427	-1,765	-2,065	-2,888	-2,973	-2,218	-1,557	-1,678	-,952	-2,123	-1,387	-1,055	-1,660	-2,290	-2,753	-1,219	-,881	-1,006	-1,742
		Asymp. Sig. (2-tailed)	,049	,188	,309	,090	,057	,030	,005	,224	,870	,280	,016	,068	,015	,078	,039	,004	,003	,027	,120	,093	,341	,034	,166	,291	,097	,022	,006	,223	,378	,314	,082
internship	Erasmus	Mann-Whitney U	233,000	211,500	204,500	244,500	194,500	189,500	264,500	189,500	227,500	244,000	199,000	214,500	262,000	255,500	226,000	262,000	205,000	213,000	266,000	188,000	260,000	229,500	186,000	230,500	257,500	182,500	208,500	232,000	227,000	203,500	189,000
		Wilcoxon W	353,000	316,500	799,500	839,500	789,500	784,500	859,500	784,500	822,500	874,000	829,000	844,500	398,000	375,500	821,000	382,000	835,000	843,000	861,000	818,000	890,000	859,500	781,000	366,500	393,500	777,500	769,500	862,000	857,000	833,500	819,000
		Z	-,532	-,658	-1,256	-,603	-1,869	-1,872	-,161	-1,834	-,991	-,775	-1,738	-1,400	-,378	-,157	-,690	-,011	-1,613	-1,435	-,129	-1,948	-,440	-1,092	-1,905	-,931	-,327	-1,910	-1,221	-1,025	-1,155	-1,649	-1,936
		Asymp. Sig. (2-tailed)	,594	,511	,209	,547	,062	,061	,872	,067	,322	,438	,082	,161	,705	,875	,490	,991	,107	,151	,897	,051	,660	,275	,057	,352	,743	,056	,222	,305	,248	,099	,053
	Leonardo da Vinci	Mann-Whitney U	637,000	707,500	671,500	669,500	684,500	668,000	613,500	665,000	714,500	657,500	562,000	615,000	619,000	624,500	643,000	660,000	542,000	612,000	655,000	619,500	652,000	593,000	686,000	607,000	565,500	588,000	471,500	617,500	649,000	588,000	597,500
		Wilcoxon W	1165,000	1235,500	1706,500	1704,500	1719,500	1703,000	1603,500	1700,000	1242,500	1185,500	1090,000	1111,000	1522,000	1152,500	1171,000	1563,000	1445,000	1515,000	1183,000	1522,500	1555,000	1496,000	1214,000	1072,000	1030,500	1116,000	967,500	1145,500	1510,000	1449,000	1125,500
		Z	-,902	-,137	-,541	-,550	-,393	-,584	-,768	-,604	-,061	-,342	-1,422	-,423	-,370	-,184	-,336	-,136	-1,474	-,682	-,192	-,591	-,228	-,904	-,023	-,275	-,602	-,778	-1,664	-,623	-,081	-,565	-,321
		Asymp. Sig. (2-tailed)	,367	,891	,588	,582	,694	,559	,442	,546	,951	,733	,155	,673	,712	,854	,737	,891	,140	,495	,848	,555	,819	,366	,982	,783	,547	,437	,096	,534	,935	,572	,748

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SUPPORT DURING MOBILITY Q25A_1: home institution

went abroad for:		Within which programme you've participated?	Test Statistics[a]	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U		1576,000	1423,500	1882,500	1661,500	1643,000	1824,000	1943,000	1851,500	1676,000	1716,500	1495,000	1684,000	1673,500	1557,000	1239,000	1662,500	1448,500	1497,500	1807,000	1598,500	1771,500	1402,000	1567,500	1868,000	1746,000	1684,000	1637,500	1691,500	1669,500	1858,000	1689,500
		Wilcoxon W		3854,000	3634,500	4160,500	3872,500	3854,000	4102,000	4221,000	4129,500	3821,000	3796,500	3575,000	3637,000	3564,500	3448,000	3130,000	3553,500	3401,500	3450,500	3760,000	3428,500	3601,500	3232,000	3458,500	3821,000	3516,000	3575,000	3407,500	3707,500	3622,500	3874,000	3705,500
		Z		-2,892	-3,518	-1,502	-2,212	-2,498	-1,686	-1,111	-1,401	-1,986	-1,795	-2,865	-1,669	-1,555	-2,142	-3,818	-1,624	-2,733	-2,575	-1,041	-1,787	-,913	-2,802	-1,981	-,756	-,910	-1,361	-1,320	-1,904	-1,987	-1,213	-1,899
		Asymp. Sig. (2-tailed)		,004	,000	,133	,027	,012	,092	,266	,161	,047	,073	,004	,095	,120	,032	,000	,104	,006	,010	,298	,074	,361	,005	,048	,450	,363	,173	,187	,057	,047	,225	,058
internship	Erasmus	Mann-Whitney U		312,000	302,000	294,000	357,500	296,000	329,000	377,500	297,500	362,500	328,500	368,500	309,500	345,000	294,000	289,500	345,500	348,000	326,500	332,500	362,000	378,000	331,000	298,500	361,500	337,000	229,000	364,000	370,500	357,500	285,500	330,000
		Wilcoxon W		690,000	680,000	672,000	763,500	674,000	707,000	783,500	675,500	768,500	706,500	746,500	687,500	751,000	672,000	640,500	723,500	726,000	704,500	738,500	768,000	784,000	682,000	676,500	739,500	715,000	607,000	715,000	776,500	763,500	691,500	736,000
		Z		-,986	-,946	-1,385	-,359	-1,559	-,895	-,009	-1,462	-,280	-,886	-,167	-1,202	-,572	-1,288	-1,207	-,347	-,535	-,910	-,566	-,279	,000	-,610	-1,216	-,055	-,509	-2,238	,000	-,371	-,594	-1,860	-1,064
		Asymp. Sig. (2-tailed)		,324	,344	,166	,719	,119	,371	,993	,144	,779	,376	,868	,230	,567	,198	,227	,729	,593	,363	,572	,780	1,000	,542	,224	,956	,611	,025	1,000	,711	,552	,063	,287
	Leonardo da Vinci	Mann-Whitney U		462,000	414,000	397,000	506,000	401,500	457,000	501,000	483,500	413,500	395,000	424,500	426,500	446,000	469,500	401,500	312,500	428,000	390,500	492,000	484,500	412,000	359,000	427,500	415,500	357,500	447,500	366,000	379,500	385,500	381,500	352,500
		Wilcoxon W		927,000	910,000	832,000	1002,000	836,500	953,000	966,000	979,500	878,500	860,000	889,500	891,500	911,000	904,500	866,500	777,500	893,000	825,500	957,000	949,500	877,000	824,000	892,500	850,500	763,500	853,500	744,000	814,500	791,500	816,500	787,500
		Z		-1,757	-2,400	-2,472	-1,396	-2,341	-2,020	-1,058	-1,677	-2,197	-2,566	-2,176	-2,140	-1,744	-1,407	-2,481	-3,450	-1,837	-2,408	-1,319	-1,247	-2,325	-2,856	-2,134	-2,087	-2,499	-1,124	-1,892	-2,257	-1,983	-2,082	-2,646
		Asymp. Sig. (2-tailed)		,079	,016	,013	,163	,019	,043	,290	,093	,028	,010	,030	,032	,081	,159	,013	,001	,066	,016	,187	,212	,020	,004	,033	,037	,012	,261	,058	,024	,047	,037	,008

a.

Q25A_2: fellow students

I went abroad for:		Within which programme you've participated? Test Statistics[a]	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	1784,000	1741,500	1947,000	1709,000	1802,000	1943,500	2128,500	1907,000	1910,000	1982,500	1861,000	1944,000	2013,000	1987,000	1507,000	1874,000	1931,500	1613,000	1998,500	1663,500	1764,000	1661,500	1710,500	1906,500	1823,500	1715,500	1701,000	1799,000	1637,000	1845,000	1883,500
		Wilcoxon W	2865,000	2822,500	6507,000	2790,000	2883,000	3024,500	6688,500	2988,000	2945,000	3017,500	2896,000	2934,000	3048,000	3022,000	2542,000	2909,000	2921,500	2603,000	6184,500	2698,500	2799,000	2696,500	2745,500	2941,500	2858,500	2705,500	2647,000	2834,000	2718,000	2926,000	2964,500
		Z	-1,870	-1,979	-1,179	-2,026	-1,732	-1,111	-,258	-1,178	-,867	-,525	-1,090	-,389	-,058	-,183	-2,543	-,732	-,240	-1,882	-,235	-1,640	-1,162	-1,665	-1,437	-,697	-,789	-1,191	-,973	-1,388	-2,231	-1,354	-1,084
		Asymp. Sig. (2-tailed)	,062	,048	,238	,043	,083	,266	,796	,239	,386	,599	,276	,697	,954	,855	,011	,464	,811	,060	,814	,101	,245	,096	,151	,486	,430	,234	,330	,165	,026	,176	,278
internship	Erasmus	Mann-Whitney U	401,500	442,000	471,000	410,000	468,500	447,000	438,000	404,500	359,500	487,000	370,500	431,000	481,000	457,500	460,500	449,500	400,500	413,000	482,000	426,000	450,000	435,000	456,500	456,500	435,500	397,500	462,000	450,500	418,000	440,500	479,500
		Wilcoxon W	779,500	820,000	849,000	816,000	874,500	853,000	844,000	810,500	765,500	1117,000	776,500	837,000	1111,000	835,500	866,500	855,500	806,500	819,000	1112,000	832,000	856,000	841,000	834,500	834,500	813,500	748,500	1092,000	856,500	824,000	846,500	885,500
		Z	-1,300	-,267	-,236	-1,323	-,526	-,832	-,917	-1,438	-2,091	-,044	-1,740	-,853	-,128	-,227	-,024	-,393	-1,303	-1,111	-,114	-,917	-,588	-,618	-,242	-,240	-,559	-,861	-,154	-,755	-1,227	-,912	-,346
		Asymp. Sig. (2-tailed)	,194	,789	,813	,186	,599	,405	,359	,150	,036	,965	,082	,393	,898	,820	,981	,694	,193	,267	,909	,359	,556	,537	,809	,810	,576	,389	,877	,450	,220	,362	,729
	Leonardo da Vinci	Mann-Whitney U	444,000	427,500	434,000	380,000	365,500	383,500	420,000	471,000	465,500	464,500	436,000	369,000	275,500	321,500	336,000	336,500	305,000	361,000	376,000	323,000	405,500	339,500	399,500	361,500	337,000	386,000	374,500	417,000	381,000	366,500	301,000
		Wilcoxon W	795,000	805,500	785,000	758,000	716,500	761,500	771,000	849,000	816,500	815,500	787,000	720,000	626,500	646,500	687,000	687,500	656,000	712,000	727,000	674,000	756,500	690,500	750,500	712,500	662,000	711,000	699,500	742,000	706,000	691,500	626,000
		Z	-1,217	-1,692	-1,435	-2,279	-2,341	-2,247	-1,507	-1,082	-,757	-,928	-1,324	-2,225	-3,430	-2,691	-2,685	-2,631	-2,948	-2,311	-2,097	-2,783	-1,707	-2,599	-1,797	-2,167	-2,158	-1,434	-1,639	-1,010	-1,670	-1,864	-2,808
		Asymp. Sig. (2-tailed)	,224	,091	,151	,023	,019	,025	,132	,279	,449	,353	,185	,026	,001	,007	,007	,009	,003	,021	,036	,005	,088	,009	,072	,030	,031	,152	,101	,312	,095	,062	,005

Q25A_3: host academic

I went abroad for:		Test Statistics[a]	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	2024,000	1754,500	1985,000	1349,000	1608,000	2090,000	1993,500	1820,000	1706,000	1860,000	1749,000	1651,500	1509,500	1755,500	1572,000	1502,500	1706,500	1745,000	1800,000	1690,500	1693,500	1642,500	1633,000	1893,000	1800,500	1518,500	1326,000	1717,500	1424,000	1656,000	1750,000
		Wilcoxon W	2885,000	2615,500	2846,000	2169,000	2469,000	2951,000	2854,500	2681,000	2567,000	2680,000	2569,000	2431,500	2329,500	2575,500	2352,000	2282,500	2526,500	2565,000	2620,000	2470,500	2473,500	2422,500	2413,000	6843,000	6456,500	2298,500	2067,000	2537,500	2244,000	2476,000	2570,000
		Z	-,411	-1,597	-,627	-3,308	-2,335	-,100	-,544	-1,260	-1,635	-,769	-1,287	-1,465	-2,182	-,990	-1,786	-2,103	-1,153	-1,041	-,867	-1,082	-1,073	-1,330	-1,387	-,434	-,608	-1,766	-2,473	-1,358	-2,740	-1,715	-1,192
		Asymp. Sig. (2-tailed)	,681	,110	,530	,001	,020	,920	,586	,208	,102	,442	,198	,143	,029	,322	,074	,035	,249	,298	,386	,279	,283	,184	,165	,664	,543	,077	,013	,174	,006	,086	,233
internship	Erasmus	Mann-Whitney U	155,500	176,500	240,000	248,000	213,000	213,000	171,500	124,000	202,000	185,500	203,000	228,500	263,000	179,000	184,500	211,500	220,000	222,000	263,000	271,500	190,000	175,500	178,500	270,500	269,000	169,000	221,000	155,500	185,500	131,000	168,500
		Wilcoxon W	221,500	242,500	306,000	326,000	291,000	291,000	249,500	202,000	280,000	263,500	281,000	306,500	341,000	245,000	262,500	289,500	298,000	300,000	1298,000	1352,500	268,000	241,500	256,500	348,500	347,000	247,000	299,000	233,500	263,500	209,000	246,500
		Z	-2,246	-1,490	-,412	-,667	-1,439	-1,427	-2,152	-3,269	-1,641	-1,844	-1,463	-,952	-,368	-1,581	-1,730	-1,214	-1,243	-1,082	-,142	-,089	-1,772	-1,763	-1,909	-,113	-,021	-2,110	-1,190	-2,478	-1,912	-3,101	-2,248
		Asymp. Sig. (2-tailed)	,025	,136	,681	,505	,150	,154	,031	,001	,101	,065	,143	,341	,713	,114	,084	,225	,214	,279	,887	,929	,076	,078	,056	,910	,983	,035	,234	,013	,056	,002	,025
	Leonardo da Vinci	Mann-Whitney U	385,500	503,000	437,000	555,500	495,000	534,000	370,500	356,500	364,000	330,000	366,500	477,000	365,500	443,500	376,000	453,000	373,000	456,500	478,500	528,000	465,500	408,000	363,000	425,500	384,000	378,000	387,500	438,000	302,500	394,500	401,000
		Wilcoxon W	556,500	674,000	590,000	726,500	648,000	705,000	541,500	527,500	535,000	483,000	519,500	648,000	518,500	596,500	547,000	624,000	526,000	627,500	631,500	681,000	618,500	561,000	516,000	596,500	537,000	531,000	558,500	609,000	438,500	565,500	554,000
		Z	-2,475	-1,221	-1,651	-,625	-,883	-,889	-2,525	-2,870	-2,675	-2,795	-2,369	-1,424	-2,289	-1,384	-2,564	-1,680	-2,208	-1,564	-1,043	-,475	-1,201	-1,860	-2,383	-1,978	-1,927	-1,975	-1,881	-1,610	-2,611	-2,112	-1,815
		Asymp. Sig. (2-tailed)	,013	,222	,099	,532	,377	,374	,012	,004	,007	,005	,018	,154	,022	,166	,010	,093	,027	,118	,297	,635	,230	,063	,017	,048	,054	,048	,060	,107	,009	,035	,070

a.

Q25A_4: host non-academic

I went abroad for:		Test Statistics[a]	I am more self confident	I adapt easier to changes	I improved my language skills	I improved my written communication	I improved my oral communication	I improved my practical knowledge and skills	I improved my theoretic knowledge	I got to know new working methods and skills	I am better in working in a multidisciplinary environment	I understand better my own and other cultures and problems	I trust others more	I am better in solving conflicts / problems	I can work under stress	I am more tolerant	I can work with people from different backgrounds	I can more efficiently search and process the information	I am able to evaluate my work	I am more creative	I can better manage my time	I can better negotiate	I am more independent at work	I am more commited	I can adopt different thinking / ways of thinking	I am more responsible	I am more able to take decisions	I am more employable at home	I am more employable abroad	I can plan and organize my work	I can work in a team	I know new working methods	I can adapt to different working methods and system of hierarchy
study	Erasmus	Mann-Whitney U	1914,500	1738,500	1989,000	1503,000	1676,000	2000,000	1768,000	1814,000	1766,500	1833,000	1867,000	1563,500	1494,000	1856,000	1553,000	1583,000	1719,000	1425,000	1745,000	1606,500	1706,500	1711,500	1684,000	1900,500	1703,500	1675,000	1468,500	1614,000	1489,000	1640,000	1586,500
		Wilcoxon W	2949,500	2728,500	3024,000	2538,000	2711,000	3035,000	2803,000	2804,000	2756,500	2823,000	2857,000	2466,500	2440,000	2802,000	2543,000	2573,000	2665,000	2371,000	2735,000	2552,500	2652,500	2657,500	2674,000	5816,500	5444,500	2665,000	2371,500	2604,000	2479,000	2630,000	2576,500
		Z	-,546	-1,216	-,186	-2,399	-1,665	-,122	-1,253	-,821	-,862	-,628	-,452	-1,576	-2,010	-,182	-1,949	-1,768	-,780	-2,359	-,955	-1,437	-,939	-,915	-1,169	-,183	-,773	-,894	-1,584	-1,620	-2,226	-1,567	-1,742
		Asymp. Sig. (2-tailed)	,585	,224	,852	,016	,096	,903	,210	,412	,388	,530	,651	,115	,044	,855	,051	,077	,435	,018	,340	,151	,348	,360	,242	,855	,439	,371	,113	,105	,026	,117	,081
internship	Erasmus	Mann-Whitney U	221,000	201,500	334,500	239,000	307,000	295,000	302,500	352,500	271,500	277,500	173,500	209,500	272,000	196,000	307,000	220,500	316,000	240,000	276,500	304,000	231,500	251,000	238,500	247,000	276,500	256,500	395,500	242,500	226,000	283,000	236,500
		Wilcoxon W	374,000	354,500	487,500	410,000	478,000	466,000	473,500	523,500	442,500	448,500	344,500	380,500	443,000	349,000	478,000	391,500	487,000	411,000	447,500	475,000	402,500	422,000	409,500	418,000	447,500	409,500	548,500	413,500	397,000	454,000	407,500
		Z	-2,981	-2,988	-1,113	-2,801	-1,907	-2,066	-1,821	-1,125	-2,419	-2,160	-3,748	-3,184	-2,279	-3,189	-1,514	-2,961	-1,656	-2,725	-2,019	-1,693	-2,912	-2,678	-2,708	-2,652	-2,087	-2,235	-,063	-2,784	-3,069	-2,310	-2,892
		Asymp. Sig. (2-tailed)	,003	,003	,266	,005	,057	,039	,069	,261	,016	,031	,000	,001	,023	,001	,130	,003	,098	,006	,044	,090	,004	,007	,007	,008	,037	,025	,950	,005	,002	,021	,004
	Leonardo da Vinci	Mann-Whitney U	756,000	920,000	738,000	790,000	737,000	794,000	541,500	596,000	604,000	729,500	640,500	745,500	748,500	832,500	859,000	717,000	689,000	652,000	713,500	777,500	690,000	563,500	701,500	684,500	737,500	690,000	632,500	703,000	689,000	686,000	831,500
		Wilcoxon W	1056,000	1220,000	1014,000	1090,000	1013,000	1094,000	841,500	896,000	904,000	1029,500	940,500	1045,500	1048,500	1108,500	1159,000	1017,000	989,000	952,000	1013,500	1077,500	990,000	863,500	1001,500	984,500	1013,500	943,000	908,500	979,000	942,000	962,000	1107,500
		Z	-1,492	-,133	-1,415	-1,287	-1,378	-1,281	-3,222	-2,898	-2,707	-1,626	-2,363	-1,499	-1,365	-,360	-,546	-1,721	-1,875	-2,194	-1,730	-1,118	-1,933	-2,978	-1,843	-1,906	-,999	-1,107	-1,606	-1,470	-1,216	-1,452	-,173
		Asymp. Sig. (2-tailed)	,136	,894	,157	,198	,168	,200	,001	,004	,007	,104	,018	,134	,172	,719	,585	,085	,061	,028	,084	,264	,053	,003	,065	,057	,318	,268	,108	,141	,224	,146	,863

ANNEX A.4.2: US STUDENTS

QUALITY OF PRE-DEPARTURE INFO: Responsibility

Test Statistics[b]

programmes_summer_schools		Q31 I am more self confident	Q31 I adjust easier to changes	Q31 I improved my language skills	Q31 I improved my oral communication	Q31 I improved my written communication	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q31 I got to know new working methods and skills	Q31 I am better in working in a multidisciplinary environment	Q32 I understand better my own and other cultures and customs	Q32 I trust others more	Q32 I am better in solving conflicts / problems	Q32 I can work under stress	Q32 I am more tolerant	Q32 I can work with people from different backgrounds	Q32 I can more efficiently search and process the information	Q32 I am able to evaluate my work	Q32 I am more creative	Q32 I can better manage my time	Q32 I can better negotiate	Q32 I am more independent at work	Q32 I am more commited	Q32 I can adopt different thinking / ways of thinking	Q32 I am more responsible	Q32 I am more able to take decisions	Q33 I am more employable at home	Q33 I am more employable abroad	Q33 I can plan and organize my work	Q33 I can work in a team	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
summer schools	Mann-Whitney U	87,500	91,000	102,000	114,000	72,000	35,500	44,500	32,000	39,000	96,500	84,000	67,000	70,000	73,000	56,000	43,000	45,000	40,500	27,000	37,500	26,000	44,000	62,500	53,500	60,500	80,000	76,000	66,000	75,000	52,000	45,500
	Wilcoxon W	192,500	196,000	255,000	219,000	177,000	140,500	149,500	137,000	144,000	216,500	175,000	158,000	161,000	164,000	147,000	134,000	136,000	131,500	118,000	128,500	117,000	135,000	153,500	144,500	151,500	216,000	212,000	202,000	211,000	188,000	181,500
	Z	-,809	-,923	-,764	-,210	-1,921	-2,980	-2,710	-3,426	-2,981	-,050	-,642	-1,716	-1,560	-1,405	-2,217	-2,736	-2,501	-2,706	-3,358	-2,862	-3,542	-2,728	-1,893	-2,081	-1,949	-1,622	-1,548	-2,419	-2,050	-2,983	-3,245
	Asymp. Sig. (2-tailed)	,419	,356	,445	,833	,055	,003	,007	,001	,003	,960	,521	,086	,119	,160	,027	,006	,012	,007	,001	,004	,000	,006	,058	,037	,051	,105	,122	,016	,040	,003	,001
	Exact Sig. [2*(1-tailed Sig.)]	,451[a]	,400[a]	,518[a]	,860[a]	,064[a]	,003[a]	,007[a]	,001[a]	,003[a]	,964[a]	,555[a]	,110[a]	,144[a]	,184[a]	,036[a]	,007[a]	,015[a]	,007[a]	,001[a]	,004[a]	,000[a]	,008[a]	,068[a]	,041[a]	,056[a]	,119[a]	,142[a]	,019[a]	,047[a]	,003[a]	,001[a]
university international programmes	Mann-Whitney U	7,500	7,500	6,500	1,500	2,000	4,000	1,000	7,000	5,000	6,000	2,500	9,000	2,000	2,500	5,500	1,000	1,500	8,000	1,000	4,000	1,500	3,000	2,500	,000	2,000	4,000	5,000	5,000	4,500	2,000	2,000
	Wilcoxon W	10,500	10,500	9,500	4,500	5,000	7,000	2,000	10,000	8,000	9,000	3,500	12,000	3,000	5,500	8,500	2,000	2,500	11,000	2,000	49,000	2,500	4,000	57,500	1,000	3,000	5,000	8,000	60,000	49,500	3,000	3,000
	Z	-,802	-,802	-1,204	-2,072	-1,849	-1,365	-1,225	-,501	-,822	-1,569	-,723	-,234	-,971	-1,674	-1,152	-1,310	-1,141	-,245	-1,323	-,179	-1,067	-,546	-,867	-1,695	-,913	-,341	-1,254	,000	,000	-,895	-,895
	Asymp. Sig. (2-tailed)	,422	,422	,228	,038	,064	,172	,221	,617	,411	,117	,470	,815	,332	,094	,249	,190	,254	,807	,186	,858	,286	,585	,386	,090	,361	,733	,210	1,000	1,000	,371	,371
	Exact Sig. [2*(1-tailed Sig.)]	,513[a]	,513[a]	,410[a]	,051[a]	,103[a]	,273[a]	,444[a]	,727[a]	,533[a]	,410[a]	,600[a]	,909[a]	,545[a]	,121[a]	,308[a]	,364[a]	,364[a]	,909[a]	,400[a]	1,000[a]	,400[a]	,800[a]	,545[a]	,200[a]	,600[a]	,909[a]	,364[a]	1,000[a]	1,000[a]	,600[a]	,600[a]

a. Not corrected for ties.
b. Grouping Variable: Responsibilities

SUPPORT DURING MOBILITY: Host instution – non academic

Test Statistics[b]

programmes_summer_schools		Q31 I am more self confident (Please state the impact of your stay abroad in regards to improvement of your personal, language and professional competencies)	Q31 I adjust easier to changes	Q31 I improved my language skills	Q31 I improved my oral communication	Q31 I improved my written communication	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q31 I got to know new working methods and skills	Q31 I am better in working in a multidisciplinary environment	Q32 I understand better my own and other cultures and customs (Please state the impact of your stay abroad in regards to improvement of your social and cultural competencies)	Q32 I trust others more	Q32 I am better in solving conflicts / problems	Q32 I can work under stress	Q32 I am more tolerant	Q32 I can work with people from different backgrounds	Q32 I can more efficiently search and process the information	Q32 I am able to evaluate my work	Q32 I am more creative	Q32 I can better manage my time	Q32 I can better negotiate	Q32 I am more independent at work	Q32 I am more commited	Q32 I can adopt different thinking / ways of thinking	Q32 I am more responsible	Q32 I am more able to take decisions	Q33 I am more employable at home (Please state the impact of your stay abroad in regards to improvement of your career related competencies)	Q33 I am more employable abroad	Q33 I can plan and organize my work	Q33 I can work in a team	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
summer schools	Mann-Whitney U	73,000	77,500	111,000	77,500	66,000	46,500	51,000	82,500	73,000	81,500	60,500	69,500	57,000	54,500	70,000	82,000	55,000	78,500	48,000	44,000	48,500	49,000	52,500	42,500	57,500	96,500	90,500	57,000	102,000	85,500	99,500
	Wilcoxon W	164,000	168,500	216,000	182,500	171,000	112,500	142,000	173,500	151,000	172,500	151,500	160,500	148,000	145,500	161,000	173,000	146,000	169,500	139,000	135,000	139,500	140,000	143,500	133,500	148,500	187,500	168,500	162,000	207,000	190,500	204,500
	Z	-2,058	-2,043	-1,123	-2,316	-2,667	-2,724	-2,856	-1,811	-1,903	-1,317	-2,153	-1,998	-2,516	-2,588	-1,974	-1,436	-2,405	-1,376	-2,690	-2,867	-2,827	-2,813	-2,691	-2,919	-2,435	-1,270	-1,190	-2,994	-1,368	-1,973	-1,469
	Asymp. Sig. (2-tailed)	,040	,041	,262	,021	,008	,006	,004	,070	,057	,188	,031	,046	,012	,010	,048	,151	,016	,169	,007	,004	,005	,005	,007	,004	,015	,204	,234	,003	,171	,048	,142
	Exact Sig. [2*(1-tailed Sig.)]	,054[a]	,052[a]	,323[a]	,027[a]	,009[a]	,007[a]	,005[a]	,080[a]	,070[a]	,229[a]	,035[a]	,056[a]	,016[a]	,011[a]	,062[a]	,170[a]	,020[a]	,183[a]	,008[a]	,004[a]	,005[a]	,006[a]	,008[a]	,003[a]	,016[a]	,221[a]	,255[a]	,003[a]	,192[a]	,056[a]	,158[a]
university international programmes	Mann-Whitney U	8,500	9,500	13,000	9,000	10,000	7,500	10,000	10,000	8,500	10,000	6,500	9,000	9,500	4,500	5,000	4,000	5,500	4,500	5,000	5,500	3,500	5,000	6,000	3,000	2,500	4,500	7,500	7,500	8,500	4,000	1,000
	Wilcoxon W	14,500	15,500	19,000	15,000	16,000	13,500	16,000	16,000	14,500	16,000	12,500	15,000	15,500	10,500	11,000	10,000	11,500	10,500	11,000	11,500	9,500	11,000	12,000	9,000	8,500	7,500	13,500	13,500	14,500	10,000	7,000
	Z	-1,262	-1,027	-,414	-1,085	-,897	-1,146	-,426	-,677	-,966	-,995	-,662	-,659	-,233	-1,586	-1,655	-1,524	-1,183	-1,425	-1,104	-,927	-1,457	-1,069	-1,110	-1,648	-1,729	-1,124	-1,234	-,968	-,473	-1,538	-2,227
	Asymp. Sig. (2-tailed)	,207	,304	,679	,278	,370	,252	,670	,498	,334	,320	,508	,510	,816	,113	,098	,128	,237	,154	,270	,354	,145	,285	,267	,099	,084	,261	,217	,333	,636	,124	,026
	Exact Sig. [2*(1-tailed Sig.)]	,287[a]	,371[a]	,811[a]	,371[a]	,469[a]	,282[a]	,776[a]	,600[a]	,373[a]	,600[a]	,548[a]	,630[a]	,833[a]	,133[a]	,145[a]	,183[a]	,267[a]	,183[a]	,381[a]	,381[a]	,167[a]	,381[a]	,383[a]	,167[a]	,095[a]	,327[a]	,282[a]	,376[a]	,667[a]	,183[a]	,033[a]

Test Statistics[b]

programmes_summer_schools		Q31 I am more self confident (Please rate the impact of your stay abroad in regards to improvement of your personal, language and professional competencies)	Q31 I adjust easier to changes	Q31 I improved my language skills	Q31 I improved my oral communication	Q31 I improved my written communication	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q31 I got to know new working methods and skills	Q31 I am better in working in a multidisciplinary environment	Q32 I understand better my own and other cultures and problems (Please rate the impact of your stay abroad in regards to improvement of your social and cultural competence)	Q32 I trust others more	Q32 I am better in solving conflicts / problems	Q32 I can work under stress	Q32 I am more tolerant	Q32 I can work with people from different backgrounds	Q32 I can more efficiently search and process the information	Q32 I am able to evaluate my work	Q32 I am more creative	Q32 I can better manage my time	Q32 I can better negotiate	Q32 I am more independent at work	Q32 I am more commited	Q32 I can adopt different thinking / ways of thinking	Q32 I am more responsible	Q32 I am more able to take decisions	Q33 I am more employable at home (Please rate the impact of your stay abroad in regards to improvement of your career-related competencies)	Q33 I am more employable abroad	Q33 I can plan and organize my work	Q33 I can work in a team	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
summer schools	Mann-Whitney U	73,000	77,500	111,000	77,500	66,000	46,500	51,000	82,500	73,000	81,500	60,500	69,500	57,000	54,500	70,000	82,000	55,000	78,500	48,000	44,000	48,500	49,000	52,500	42,500	57,500	96,500	90,500	57,000	102,000	85,500	99,500
	Wilcoxon W	164,000	168,500	216,000	182,500	171,000	112,500	142,000	173,500	151,000	172,500	151,500	160,500	148,000	145,500	161,000	173,000	146,000	169,500	139,000	135,000	139,500	140,000	143,500	133,500	148,500	187,500	168,500	162,000	207,000	190,500	204,500
	Z	-2,058	-2,043	-1,123	-2,316	-2,667	-2,724	-2,856	-1,811	-1,903	-1,317	-2,153	-1,998	-2,516	-2,588	-1,974	-1,436	-2,405	-1,376	-2,690	-2,867	-2,827	-2,813	-2,691	-2,919	-2,435	-1,270	-1,190	-2,994	-1,368	-1,973	-1,469
	Asymp. Sig. (2-tailed)	,040	,041	,262	,021	,008	,006	,004	,070	,057	,188	,031	,046	,012	,010	,048	,151	,016	,169	,007	,004	,005	,005	,007	,004	,015	,204	,234	,003	,171	,048	,142
	Exact Sig. [2*(1-tailed Sig.)]	,054[a]	,052[a]	,323[a]	,027[a]	,009[a]	,007[a]	,005[a]	,080[a]	,070[a]	,229[a]	,035[a]	,056[a]	,016[a]	,011[a]	,062[a]	,170[a]	,020[a]	,183[a]	,008[a]	,004[a]	,005[a]	,006[a]	,008[a]	,003[a]	,016[a]	,221[a]	,255[a]	,003[a]	,192[a]	,056[a]	,158[a]
university international programmes	Mann-Whitney U	8,500	9,500	13,000	9,000	10,000	7,500	10,000	10,000	8,500	10,000	6,500	9,000	9,500	4,500	5,000	4,000	5,500	4,500	5,000	5,500	3,500	5,000	6,000	3,000	2,500	4,500	7,500	7,500	8,500	4,000	1,000
	Wilcoxon W	14,500	15,500	19,000	15,000	16,000	13,500	16,000	16,000	14,500	16,000	12,500	15,000	15,500	10,500	11,000	10,000	11,500	10,500	11,000	11,500	9,500	11,000	12,000	9,000	8,500	7,500	13,500	13,500	14,500	10,000	7,000
	Z	-1,262	-1,027	-,414	-1,085	-,897	-1,146	-,426	-,677	-,966	-,995	-,662	-,659	-,233	-1,586	-1,655	-1,524	-1,183	-1,425	-1,104	-,927	-1,457	-1,069	-1,110	-1,648	-1,729	-1,124	-1,234	-,968	-,473	-1,538	-2,227
	Asymp. Sig. (2-tailed)	,207	,304	,679	,278	,370	,252	,670	,498	,334	,320	,508	,510	,816	,113	,098	,128	,237	,154	,270	,354	,145	,285	,267	,099	,084	,261	,217	,333	,636	,124	,026
	Exact Sig. [2*(1-tailed Sig.)]	,287[a]	,371[a]	,811[a]	,371[a]	,469[a]	,282[a]	,776[a]	,600[a]	,373[a]	,600[a]	,548[a]	,630[a]	,833[a]	,133[a]	,145[a]	,183[a]	,267[a]	,183[a]	,381[a]	,381[a]	,167[a]	,381[a]	,383[a]	,167[a]	,095[a]	,327[a]	,282[a]	,376[a]	,667[a]	,183[a]	,033[a]

a. Not corrected for ties.
b. Grouping Variable: Host institution (non-academic)

Host – academic issues

Test Statistics[b]

programmes_summer_schools		Q31 I am more self confident	Q31 I adjust easier to changes	Q31 I improved my language skills	Q31 I improved my oral communication	Q31 I improved my written communication	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q31 I got to know new working methods and skills	Q31 I am better in working in a multidisciplinary environment	Q32 I understand better my own and other cultures and problems	Q32 I trust others more	Q32 I am better in solving conflicts / problems	Q32 I can work under stress	Q32 I am more tolerant	Q32 I can work with people from different backgrounds	Q32 I can more efficiently search and process the information	Q32 I am able to evaluate my work	Q32 I am more creative	Q32 I can better manage my time	Q32 I can better negotiate	Q32 I am more independent at work	Q32 I am more commited	Q32 I can adopt different thinking / ways of thinking	Q32 I am more responsible	Q32 I am more able to take decisions	Q33 I am more employable at home	Q33 I am more employable abroad	Q33 I can plan and organize my work	Q33 I can work in a team	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
summer schools	Mann-Whitney U	88,500	87,500	87,500	86,500	67,000	64,000	47,500	67,500	68,000	58,000	73,000	85,500	89,000	77,000	71,500	65,000	51,500	64,000	57,000	71,500	74,000	49,500	65,500	66,500	70,500	97,000	101,500	87,500	107,000	89,000	95,500
	Wilcoxon W	154,500	165,500	165,500	164,500	145,000	130,000	125,500	145,500	146,000	136,000	151,000	163,500	167,000	155,000	149,500	143,000	129,500	142,000	135,000	149,500	152,000	127,500	143,500	144,500	148,500	287,000	167,500	178,500	198,000	180,000	186,500
	Z	-,733	-1,130	-1,416	-1,395	-2,126	-1,641	-2,636	-1,955	-1,759	-1,909	-1,097	-,761	-,598	-1,143	-1,422	-1,681	-2,134	-1,531	-1,859	-1,170	-1,275	-2,399	-1,689	-1,405	-1,425	-,711	-,134	-1,420	-,650	-1,371	-1,113
	Asymp. Sig. (2-tailed)	,464	,258	,157	,163	,033	,101	,008	,051	,079	,056	,273	,446	,550	,253	,155	,093	,033	,126	,063	,242	,202	,016	,091	,160	,154	,477	,893	,156	,516	,170	,266
	Exact Sig. [2*(1-tailed Sig.)]	,497[a]	,287[a]	,209[a]	,195[a]	,040[a]	,122[a]	,009[a]	,059[a]	,095[a]	,082[a]	,302[a]	,471[a]	,586[a]	,283[a]	,180[a]	,107[a]	,037[a]	,146[a]	,074[a]	,260[a]	,227[a]	,018[a]	,107[a]	,174[a]	,166[a]	,509[a]	,899[a]	,170[a]	,545[a]	,195[a]	,287[a]
university international programmes	Mann-Whitney U	6,500	2,500	5,500	2,500	7,000	5,000	5,000	4,500	6,500	4,500	5,000	7,000	4,500	4,000	8,000	6,500	4,500	3,500	4,000	5,000	3,500	5,000	6,000	4,500	4,500	1,500	8,000	7,000	3,500	6,000	4,000
	Wilcoxon W	9,500	5,500	8,500	5,500	10,000	8,000	8,000	7,500	9,500	7,500	8,000	10,000	7,500	7,000	44,000	9,500	7,500	6,500	7,000	26,000	6,500	26,000	34,000	7,500	7,500	46,500	53,000	10,000	31,500	9,000	7,000
	Z	-,650	-1,649	-1,049	-1,680	-,501	-,806	-,822	-1,118	-,615	-1,304	-,339	-,282	-,744	-,913	,000	-,150	-,751	-1,056	-,706	-,344	-,865	-,344	-,327	-,536	-,519	-1,118	-,261	-,280	-1,075	-,307	-,913
	Asymp. Sig. (2-tailed)	,516	,099	,294	,093	,617	,420	,411	,264	,539	,192	,734	,778	,457	,361	1,000	,881	,453	,291	,480	,731	,387	,731	,743	,592	,604	,264	,794	,780	,282	,759	,361
	Exact Sig. [2*(1-tailed Sig.)]	,582[a]	,145[a]	,436[a]	,145[a]	,727[a]	,533[a]	,533[a]	,327[a]	,582[a]	,400[a]	,857[a]	,889[a]	,500[a]	,500[a]	1,000[a]	,889[a]	,500[a]	,333[a]	,643[a]	,857[a]	,429[a]	,857[a]	,889[a]	,643[a]	,643[a]	,400[a]	,909[a]	,889[a]	,333[a]	,889[a]	,500[a]

a. Not corrected for ties.
b. Grouping Variable: Host institution (academic)

HOME INSTITUTION

Test Statistics[b]

programmes summer schools		Q31 I am more self confident	Q31 I adapt easier to changes	Q31 I improved my language skills	Q31 I improved my oral communication	Q31 I improved my written communication	Q31 I improved my skills	Q31 I improved my theoretic knowledge	Q31 I got to know new working methods and skills	Q31 I am better in working in a multidisciplinary environment	Q32 I understand better my own and other cultures and customs	Q32 I trust others more	Q32 I am better in solving conflicts / problems	Q32I can work under stress	Q32 I am more tolerant	Q32 I can work with people from different backgrounds	Q32 I can more efficiently search and process the information	Q32I am able to evaluate my work	Q32 I am more creative	Q32 I can better manage my time	Q32 I can better negotiate	Q32 I am more independent at work	Q32 I am more commited	Q32 I can adopt different thinking / ways of thinking	Q32 I am more responsible	Q32 I am more able to take decisions	Q33 I am more employable at home	Q33 I am more employable abroad	Q33 I can plan and organize my work	Q33 I can work in a team	Q33 I know new working methods	Q33 I can adapt to different working methods and system of hierarchy
summer schools	Mann-Whitney U	45,000	44,000	66,000	68,000	42,000	31,000	31,000	31,500	33,000	58,000	40,500	28,500	33,000	38,000	27,000	18,000	37,500	44,000	23,500	28,000	32,000	25,500	36,000	33,000	29,500	62,500	47,500	43,000	35,500	30,500	36,000
	Wilcoxon W	90,000	99,000	132,000	134,000	108,000	76,000	86,000	86,500	78,000	103,000	85,500	73,500	78,000	83,000	72,000	63,000	82,500	89,000	68,500	73,000	77,000	70,500	81,000	78,000	74,500	117,500	102,500	109,000	101,500	96,500	102,000
	Z	-1,231	-1,628	-,668	-,533	-1,982	-2,096	-2,162	-2,339	-1,974	-,037	-1,245	-2,289	-1,987	-1,628	-2,402	-2,914	-1,446	-,995	-2,391	-2,093	-2,001	-2,433	-1,805	-1,756	-2,164	-,456	-1,121	-1,905	-2,335	-2,627	-2,323
	Asymp. Sig. (2-tailed)	,218	,103	,504	,594	,047	,036	,031	,019	,048	,970	,213	,022	,047	,104	,016	,004	,148	,320	,017	,036	,045	,015	,071	,079	,030	,649	,262	,057	,020	,009	,020
	Exact Sig. [2*(1-tailed Sig.)]	,277[a]	,138[a]	,572[a]	,647[a]	,058[a]	,046[a]	,036[a]	,022[a]	,062[a]	1,000[a]	,235[a]	,028[a]	,062[a]	,124[a]	,023[a]	,003[a]	,164[a]	,357[a]	,017[a]	,043[a]	,053[a]	,016[a]	,096[a]	,096[a]	,033[a]	,666[a]	,284[a]	,066[a]	,021[a]	,009[a]	,025[a]
university international programmes	Mann-Whitney U	4,500	6,000	6,500	8,500	8,500	8,000	8,000	6,500	8,000	4,000	5,500	6,000	6,500	12,000	13,000	4,500	6,500	5,500	8,000	6,000	8,500	6,000	10,500	1,000	3,500	7,000	4,500	8,000	9,000	4,500	4,500
	Wilcoxon W	14,500	16,000	16,500	18,500	18,500	18,000	14,000	12,500	14,000	14,000	15,500	16,000	16,500	22,000	23,000	14,500	16,500	15,500	18,000	16,000	18,500	16,000	20,500	11,000	13,500	13,000	14,500	18,000	19,000	14,500	14,500
	Z	-2,302	-2,010	-2,038	-1,568	-1,533	-1,404	-,852	-1,163	-,852	-2,683	-1,439	-1,590	-1,451	-,392	-,532	-1,860	-1,494	-1,489	-,913	-1,316	-,763	-1,337	-,703	-2,460	-1,870	-1,081	-2,173	-1,422	-,979	-1,860	-1,838
	Asymp. Sig. (2-tailed)	,021	,044	,042	,117	,125	,160	,394	,245	,394	,007	,150	,112	,147	,695	,594	,063	,135	,137	,361	,188	,446	,181	,482	,014	,062	,280	,030	,155	,328	,063	,066
	Exact Sig. [2*(1-tailed Sig.)]	,034[a]	,076[a]	,076[a]	,148[a]	,148[a]	,214[a]	,497[a]	,279[a]	,497[a]	,048[a]	,171[a]	,164[a]	,164[a]	,788[a]	,683[a]	,073[a]	,164[a]	,171[a]	,476[a]	,257[a]	,476[a]	,257[a]	,527[a]	,019[a]	,067[a]	,376[a]	,048[a]	,214[a]	,412[a]	,073[a]	,073[a]

ANNEX B: QUESTIONNAIRES

ANNEX B.1: QUESTIONNAIRE FOR SLOVENE STUDENTS

Anketa o vplivu mednarodne mobilnosti na kompetence študentov

Vprašalnik je oblikovan z namenom, da bi s pomočjo vaših odgovorov ugotovili:

1. kakšen je obseg in kakovosti priprav, ki je na voljo študentom pred odhodom v tujino, ter
2. kakšni so učinki programa (Erasmus, Leonardo) na vaša znanja in spretnosti ter kompetence.

S pomočjo vaših odgovorov bomo program lahko izboljšali, zato vas prosimo, da si za izpolnjevanje vzamete nekaj minut in ga izpolnite čim bolj natančno in skrbno.

Vprašalnik je popolnoma anonimen.

Hvala.

V tej anketi je 45 vprašanj

Anketa o vplivu mednarodne mobilnosti na kompetence študentov

V tujino sem odšel na:

Prosimo, izberite **samo eno** izmed možnosti:

- študij
- prakso

2 [2]V katerem programu mednarodne mobilnosti ste sodelovali?

Prosimo, izberite **samo eno** izmed možnosti:

- Erasmus
- Leonardo da Vinci
- Drugo

3 [3]Koliko časa je trajala vaša mednarodna mobilnost (študij/praksa)?

Prosimo, izberite **samo eno** izmed možnosti:

- manj kot 3 mesece
- 3 mesece
- 6 mesecev
- 9 mesecev
- 12 mesecev
- Drugo

4 [4] Ali menite, da je bilo obdobje, ki ste ga preživeli v tujini:

Prosimo, izberite **samo eno** izmed možnosti:

- prekratko
- ustrezno dolgo
- predolgo

5 [5] Kako ste se ob koncu obdobja počutili v tujini?

Prosimo, izberite **samo eno** izmed možnosti:

- kot turist
- kot nekdo, ki mu je uspelo preživeti
- kot nekdo, ki tam stanuje
- skoraj kot domačin
- kot domačin

6 [6]Kakšno je po vašem mnenju optimalno in minimalno obdobje bivanja v tuji kulturi, da je izkušnja več kot samo turistična?

Prosimo, izberite **samo eno** izmed možnosti:

- približno 3 mesece
- 6 mesecev
- 9 mesecev
- 1 leto
- več kot 1 leto

7 [7] Koliko študentov (približna ocena) iz vaše šole/fakultete je letno vključenih v mednarodno mobilnost?

Prosimo, izberite **samo eno** izmed možnosti:

- manj kot 10
- od 10 do 50
- od 50 do 100
- več kot 100

8 [8] Kje ste izvedeli za možnosti sodelovanja v programu Erasmus oz. Leonardo? Kakšna je bila kakovost informacij, ki ste jih prejeli?

Izberite primeren odgovor za vsako trditev.

	slaba	pomanjkljiva	osnovna	dobra	odlična
Mednarodna pisarna šole/fakultete	○	○	○	○	○
Karierni center šole/fakultete	○	○	○	○	○
Profesorji na vaši šoli/fakulteti	○	○	○	○	○

	slaba	pomanjkljiva	osnovna	dobra	odlična
Drugo akademsko osebje	○	○	○	○	○
CMEPIUS (Nacionalna agencija programa v Sloveniji)	○	○	○	○	○
Študentje, ki so se že udeležili mobilnosti	○	○	○	○	○
Drugi študentje	○	○	○	○	○
Iz objav na oglasnih deskah univerze	○	○	○	○	○
Iz objav v medijih	○	○	○	○	○
Sam sem našel v spletu	○	○	○	○	○

9 [9] Kaj je področje vašega študija?

Prosimo, izberite **samo eno** izmed možnosti:

- kmetijstvo, ribištvo, gozdarstvo
- Arhitektura, urbanizem
- Umetnost in dizajn
- Management in poslovanje
- Izobraževanje, usposabljanje učiteljev
- Elektrotehnika, strojništvo, gradbeništvo
- Geografija, geologija
- Humanistika
- Jeziki
- Pravo
- Matematika, informatika
- Medicina
- Naravoslovje
- Družboslovje
- Računalništvo
- Druga področja študija
- Drugo

10 [10] Ste bili po vašem mnenju ustrezno pripravljeni na bivanje v tujini? Če je odgovor da, kdo vas je pripravil?
Kako ocenjujete kakovost priprave?

Izberite primeren odgovor za vsako trditev.

	slaba	pomanjkljiva	osnovna	dobra	odlična
Profesorji na šoli/univerzi	○	○	○	○	○
Izobraževanje je organiziralo podjetje/šola	○	○	○	○	○

	slaba	pomanjkljiva	osnovna	dobra	odlična
gostiteljica					
Delodajalec/oddelek za usposabljanje v podjetju	○	○	○	○	○
Jezikovna šola	○	○	○	○	○
Mednarodna pisarna	○	○	○	○	○

11 [11 Kakšne vrste priprave ste bili deležni?

Prosimo, izberite **vse** odgovore, ki ustrezajo:

- administrativna pomoč (postopek prijave)
- jezikovna priprava
- praktična priprava (npr. pomoč pri namestitvi)
- kulturna priprava
- pedagoška priprava (npr. reševanje konfliktov)
- svetovanje v zvezi z izbiro področja/države
- Drugo:

12 [12A] Kdo vam je pomagal iskati namestitev v državi gostiteljici?

Prosimo, izberite **samo eno** izmed možnosti:

- našel sem jo sam
- mednarodna pisarna na moji šoli/fakulteti
- profesor na moji šoli/fakulteti
- šola/univerza gostiteljica
- moj delodajalec
- Drugo

13 [12B]Kdo vam je glede na vaša znanja in potrebe pomagal pri iskanju ustrezne prakse v državi gostiteljici?

Na to vprašanje odgovorite samo, če je zadoščeno naslednjim pogojem:
° Odgovor je bil 'prakso' na vprašanje '1 [1]' (V tujino sem odšel na:)

Prosimo, izberite **samo eno** izmed možnosti:

- našel sem jo sam
- mednarodna pisarna na moji šoli/fakulteti
- profesor na moji šoli/fakulteti
- študenti, ki so že bili na praksi v tujini
- starši
- organizacija posrednica iz Slovenije
- organizacija posrednica iz tujine

14 [12C]Kdo vam je glede na vaša znanja in potrebe pomagal pri iskanju ustreznega študija v tujini?

Na to vprašanje odgovorite samo, če je zadoščeno naslednjim pogojem:
° Odgovor je bil 'študij' na vprašanje '1 [1]' (V tujino sem odšel na:)

Prosimo, izberite **samo eno** izmed možnosti:

- našel sem jo sam
- mednarodna pisarna na moji šoli/fakulteti
- profesor na moji šoli/fakulteti
- študenti, ki so že bili na praksi v tujini
- starši

15 [13] Ali ste pred odhodom v tujino prejeli ustrezne informacije glede:

Izberite primeren odgovor za vsako trditev.

	sploh ne	**slabe**	**pomanjkljive**	**ustrezne**	**dobre**	**odlične**
Namena prakse/študija (učni cilji, vloga v študijskem programu ipd.)	○	○	○	○	○	○
Načina ovrednotenja in/ali priznavanja prakse/študija	○	○	○	○	○	○
Prispevka prakse/študija pri oceni vaše diplome	○	○	○	○	○	○
Vaše odgovornosti v zvezi s prakso/študijem (akademske obveznosti, splošna pravila sodelovanja, ipd.)	○	○	○	○	○	○
bivanja in drugimi praktičnimi zadevami	○	○	○	○	○	○
Splošnih medkulturnih vprašanj (npr. običaji v tujini, poslovno obnašanje)	○	○	○	○	○	○
Zahtev in predpisov v zvezi z zavarovanjem	○	○	○	○	○	○
Usposabljanja in smernic povezanih z zdravjem in varnostjo	○	○	○	○	○	○

16 [14] Kaj od naštetega, vas je najbolj skrbelo pred odhodom v tujino? Označite vse, ki veljajo za vas.

Prosimo, izberite **vse** odgovore, ki ustrezajo:

- tuji jezik – komunikacija in praktična uporaba
- tuji jezik – akademska uporaba
- hrana
- nastanitev
- občutek domotožja/osamljenosti/izolacije
- ohranjanje stika z družino
- druženje z lokalnimi študenti
- prilagajanje na tujo kulturo/običaje
- finance
- pridobitev ali podaljšanje vizuma ter druge pravno-formalne zadeve
- prilagajanje na nove metode študija
- prilagajanje na novo delovno okolje

- vsebina izobraževanja/dela
- odnosi s profesorji/zaposlenimi v podjetju
- ocene (preverjanje znanja)
- zdravje
- priznavanje v tujini opravljenih obveznosti (izpitov, prakse) na matični šoli/univerzi
- nič od navedenega
- Drugo:

17 [15] Kakšni so bili pogoji z vašo udeležbo?

Prosimo, izberite **vse** odgovore, ki ustrezajo:

- moral sem opraviti preizkus
- moral sem na pripravljalni tečaj
- moral sem dokazati znanje jezika
- zahtevano je bilo strokovno znanje/veščine
- izbrani so bili »najboljši« kandidati
- ni bilo nobenih zahtev
- Drugo:

18 [16] Kakšna so bila vaša pričakovanja v zvezi z vplivom mednarodne mobilnosti na vaše <u>osebne, jezikovne in strokovne kompetence</u>

Izberite primeren odgovor za vsako trditev.

	ni vpliva	šibek vpliv	zmeren vpliv	kar nekaj vpliva	velik vpliv
samozavest	○	○	○	○	○
prilagajanje na spremembe	○	○	○	○	○
izboljšanje znanja jezikov	○	○	○	○	○
izboljšanje ustne komunikacije	○	○	○	○	○
izboljšanje strokovnega znanja	○	○	○	○	○
izboljšanje teoretičnega znanja, ki ga potrebujem za delo ali izobraževanje	○	○	○	○	○
spoznavanje novih metod dela in spretnosti	○	○	○	○	○
delo v multidisciplinarnem okolju	○	○	○	○	○

19 [17] Kakšna so bila vaša pričakovanja v zvezi z vplivom mednarodne mobilnosti na vaše <u>socialne in kulturne kompetence:</u>

Izberite primeren odgovor za vsako trditev.

	ni vpliva	šibek vpliv	zmeren vpliv	kar nekaj vpliva	velik vpliv
razumevanje svoje in tuje kulture	○	○	○	○	○
reševanje konfliktov/problemov	○	○	○	○	○
delo pod stresom	○	○	○	○	○
strpnost	○	○	○	○	○
delo z ljudmi iz različnih okolij	○	○	○	○	○
iskanje in upravljanje z informacijami	○	○	○	○	○
objektivno oceniti lastno delo	○	○	○	○	○
ustvarjalnost	○	○	○	○	○
upravljanje s časom	○	○	○	○	○
pogajanje	○	○	○	○	○
neodvisnost pri delu	○	○	○	○	○
osebna zavzetost	○	○	○	○	○
sprejemanje drugačnega načina mišljenja	○	○	○	○	○
odgovornost	○	○	○	○	○
sprejemanje odločitev	○	○	○	○	○

20 [18] Zakaj ste se odločili za odhod v tujino?

Prosimo, oštevilčite vsako polje glede na vaše preference od 1 do 11

- da bi bil bolj zaposljiv doma
- da bi bil bolj zaposljiv v tujini
- da bi znal bolje načrtovati in organizirati delo
- da bi bil sposoben delati v skupini
- da bi spoznal nove načine dela
- da bi bil sposoben prevzeti različne delovne metode in hierarhične sisteme
- da bi si razširil obzorja
- da bi spoznal nove ljudi
- da bi ugotovi, ali lahko to storim
- ker so enako storili prijatelji in sodelavci
- ker sem slišal, da je zabavno

21 [19] Kako ste financirali svoje bivanje v tujini?

Prosimo, izberite **samo eno** izmed možnosti:

- izključno s sredstvi programov Leonardo oz. Erasmus
- moral sem dodati še lastna sredstva

22 [20] Približno koliko lastnih sredstev ste morali dodati?

Na to vprašanje odgovorite samo, če je zadoščeno naslednjim pogojem:
° Odgovor je bil 'moral sem dodati še lastna sredstva ' na vprašanje '21 [19]' (Kako ste financirali svoje bivanje v tujini?)

Prosimo, izberite **samo eno** izmed možnosti:

- do 100 EUR
- med 100 in 200 EUR
- več kot 200 EUR

23 [21] Kako bi glede na razmere doma ocenili:

Izberite primeren odgovor za vsako trditev.

	lažje/boljše	**enakovredno**	**težje/slabše**
vaše delo/študij v tujini v primerjavi s študijem na vaši šoli/fakulteti	○	○	○
mentorstvo profesorjev na mobilnosti v primerjavi z mentorstvom doma	○	○	○
samostojnost pri organizaciji dela/študija glede na razmere doma	○	○	○

24 [22] S kom ste se najpogosteje družili?

Prosimo, izberite **samo eno** izmed možnosti:

- z lokalnimi študenti
- s slovenskimi študenti
- z drugimi tujimi študenti

25 [23] Kaj je bil po vašem mnenju najboljši del vaše mobilnosti v tujini?

Vpišite vaš odgovor:

26 [24] Kaj je bil po vašem mnenju najslabši del vaše mobilnosti v tujini?

Vpišite vaš odgovor:

27 [25] Ali menite, da ste med delom/študijem v tujini imeli ustrezno podporo za reševanje morebitnih problemov? Ocenite kakovost te podpore.

Izberite primeren odgovor za vsako trditev.

	nisem imel podpore	slaba	zadovoljiva	dobra	odlična
s strani mednarodne pisarne na vaši šoli/fakulteti	○	○	○	○	○
s strani kolegov študentov	○	○	○	○	○
s strani gostujoče organizacije s področja akademskih zadev	○	○	○	○	○
s strani gostujoče organizacije s področja neakademskih zadev	○	○	○	○	○

28 [26] Ali je bila jezikovna in kulturna priprava, ki ste je bili deležni (pred prakso/študijem ali med njo) ustrezna glede na vaše potrebe?

Prosimo, izberite **samo eno** izmed možnosti:

- Da
- Ne
- Delno
- nisem bil deležen nobenih priprav

29 [27] Ali je bila praksa/študij v skladu z vašimi željenimi oziroma pričakovanimi izobraževalnimi cilji?

Prosimo, izberite **samo eno** izmed možnosti:

- da
- ne

30 [28] Če je odgovor ne, prosimo pojasnite zakaj:

Na to vprašanje odgovorite samo, če je zadoščeno naslednjim pogojem:
° Odgovor je bil 'ne' na vprašanje '29 [27]' (Ali je bila praksa/študij v skladu z vašimi željenimi oziroma pričakovanimi izobraževalnimi cilji?)

Vpišite vaš odgovor:

31 [29Prosimo ocenite vpliv mednarodne mobilnosti na izboljšanje vaših <u>osebnih, jezikovnih in strokovnih kompetenc</u>

Izberite primeren odgovor za vsako trditev.

	nespremenjeno	šibek vpliv	zmeren vpliv	kar nekaj vpliva	velik vpliv
samozavest	○	○	○	○	○
prilagajanje spremembam	○	○	○	○	○

	nespremenjeno	šibek vpliv	zmeren vpliv	kar nekaj vpliva	velik vpliv
znanje jezikov	○	○	○	○	○
sposobnost pisne komunikacije	○	○	○	○	○
sposobnost ustne komunikacije	○	○	○	○	○
praktično znanje in spretnosti	○	○	○	○	○
teoretično znanje	○	○	○	○	○
nove metode dela	○	○	○	○	○
poznavanje načinov dela v multidisciplinarnem okolju	○	○	○	○	○

32 [30]Prosimo, ocenite vpliv mednarodne mobilnosti na razvoj vaših socialnih in kulturnih kompetenc. Izberite primeren odgovor za vsako trditev.

	nespremenjeno	šibek vpliv	zmeren vpliv	kar nekaj vpliva	velik vpliv
razumevanje svoje in tuje kulture	○	○	○	○	○
zaupanje drugim	○	○	○	○	○
reševanje konfliktov/problemov	○	○	○	○	○
delo pod stresom	○	○	○	○	○
strpnost	○	○	○	○	○
delo z ljudmi iz različnih okolij	○	○	○	○	○
iskanje in upravljanje z informacijami	○	○	○	○	○
ocenjevanje lastnega dela	○	○	○	○	○
ustvarjalnost	○	○	○	○	○
upravljanje s časom	○	○	○	○	○
sposobnost pogajanja	○	○	○	○	○
neodvisnost pri opravljanju dela	○	○	○	○	○
zavzetost	○	○	○	○	○
sprejemanje drugačnega načina mišljenja	○	○	○	○	○
odgovornost	○	○	○	○	○
sposobnost sprejemanja odločitev	○	○	○	○	○

33 [31] Prosimo, ocenite vpliv mednarodne mobilnosti na izboljšanje vaših kariernih kompetenc Izberite primeren odgovor za vsako trditev.

	nespremenjeno	šibek vpliv	zmeren vpliv	kar nekaj vpliva	velik vpliv
zaposljivost doma	○	○	○	○	○
zaposljivost v tujini	○	○	○	○	○
načrtovanje in organizacijsa svojega dela	○	○	○	○	○
delo v skupini (timu)	○	○	○	○	○
nove metode dela	○	○	○	○	○
prilagajanje različnim delovnim metodam in hierarhičnim sistemom	○	○	○	○	○

34 [32Glede na vašo osebno izkušnjo, kaj je bil najpomembnejši učinek vaše izkušnje mednarodne mobilnosti? Izberite iz spodnjega seznama glede na pomembnost.

Prosimo, oštevilčite vsako polje glede na vaše preference od 1 do 6

- pridobitev strokovnih izkušenj, povezanih z vašim študijem
- pridobitev strokovnih izkušenj, ki niso povezane z vašim študijem
- izboljšanje znanja jezikov
- pridobitev samozavesti
- izkušnja družbenih in kulturnih razlik
- širjenje kariernih možnosti

35 [33 Ali ste ob koncu bivanja v tujini prejeli potrdilo, kreditne točke ali kaj drugega?

Prosimo, izberite **vse** odgovore, ki ustrezajo:

- EUROPASS
- kreditne točke
- potrdilo države gostiteljice
- potrdilo strokovnega/študentskega združenja
- ocena prakse/potrdilo organizacije gostiteljice
- potrdilo o opravljeni praksi
- potrdilo o udeležbi
- nisem prejel nobenega potrdila
- Drugo:

36 [33A]Ali so vam bile ob vrnitvi nazaj vaše vnaprej dogovorjene učne obveznosti priznane?

Prosimo, izberite **samo eno** izmed možnosti:

- Da
- Da, ker sem že v dogovoru podpisal, da jih bo priznanih le del
- Delno
- Da, večina
- Ne
- Drugo

37 [34 Zakaj se po vašem mnenju nekateri vaši kolegi ne odločajo za udeležbo na mednarodni mobilnosti?

Prosimo, izberite **vse** odgovore, ki ustrezajo:

- zaradi finančnih sredstev
- iz akademskih/študijskih vzrokov
- zaradi nepriznavanja v tujini opravljenih obveznosti
- iz zdravstvenih/socialnih vzrokov
- zaradi staršev/partnerjev
- zaradi pomanjkanja časa
- zaradi pomanjkanja informacij
- zaradi pomanjkanja razpoložljivih mest
- zaradi strahu pred tujino
- Drugo:

38 [35 Kakšni so po vašem mnenju stroški bivanja v tujini glede na stroške doma?

Prosimo, izberite **samo eno** izmed možnosti:

- nižji
- enaki
- višji

39 [35A] Katera od spodnjih trditev najbolje opiše pomen vaše dotacije (Erasmus, Leonardo) za vaše sodelovanje v mednarodni mobilnosti?

Prosimo, izberite **samo eno** izmed možnosti:

- Bila je nujna, brez nje ne bi preživel.
- Bila je pomembna, vendar bi uspel preživeti tudi s svojimi viri.
- Brez nje bi imel velike težave.
- Ni pomenila veliko, vendar mi je prišla prav.
- Lepo jo je bilo imeti, vendar imam lastna sredstva, ki so več kot zadoščala za moje potrebe.

40 [37] Kaj vam pri bivanju v tujini ni bilo všeč?

Prosimo, izberite **vse** odgovore, ki ustrezajo:

- nisem izboljšal znanja jezika, slab jezikovni tečaj
- nezadostno planiranje in priprava
- neustrezna praksa
- neustrezno mentorstvo s strani organizacije gostiteljice
- neustrezno mentorstvo na domači šoli/univerzi, preko katere sem odšel v tujino
- mobilnost je bila prekratka
- mobilnost je bila predolga
- nisem dovolj spoznal države gostiteljice
- slaba nastanitev

- nihče ni skrbel zame
- premalo prakse, preveč jezikovnih tečajev
- nezadostna finančna podpora
- preveč birokracije
- dodeljene naloge in obveznosti niso ustrezale mojemu strokovnem znanju
- Drugo:

41 [38] Kakšen nasvet bi dali novincem?

Vpišite vaš odgovor:

42 [39] Kaj boste počeli v prihodnosti? Kakšna je stopnja uresničljivosti vašega načrta?

Izberite primeren odgovor za vsako trditev.

	malo verjetno	verjetno	zagotovo	ne vem
praksa v tujini	○	○	○	○
zaposlitev v tujini	○	○	○	○
nadaljnje izobraževanje/študij v tujini	○	○	○	○
nadaljnje izobraževanje doma	○	○	○	○
izboljšanje znanja jezika in komunikacije nasploh	○	○	○	○
učenje dodatnega tujega jezika	○	○	○	○
želim delati v domači državi, vendar v mednarodnem okolju	○	○	○	○

43 [40] Če ste že izkusili spremembe, kot posledico vaše mednarodne mobilnosti prosimo ocenite, ali veljajo spodnje izjave tudi za vas:

Izberite primeren odgovor za vsako trditev.

	da	neodločen	ne
zaradi svojih mednarodnih izkušenj sem dobil službo	○	○	○
prejel sem ponudbo za nadaljnje izobraževanje	○	○	○
našel sem možnosti zaposlitve/izobraževanja/študija v tujini	○	○	○
samozaposlil sem se	○	○	○
bolj sem se poglobil v študij	○	○	○
pri svojem učenju sem bolj proaktiven	○	○	○
nič od naštetega	○	○	○

44 [41] Kako bi glede na vaše izkušnje ocenili svojo mednarodno mobilnost?

Prosimo, izberite **samo eno** izmed možnosti:

- zelo sem užival
- bivanje v tujini mi je veliko pomenilo
- bilo je v redu
- ni mi bilo preveč všeč
- sploh mi ni bilo všeč
- Drugo

45 [42] Spodaj je navedenih nekaj izjav. Ocenite, katera je po vašem mnenju <u>pomembnejša za delodajalce</u>, ko po končanem študij iščete prvo zaposlitev.

Izberite primeren odgovor za vsako trditev.

	bolj pomembna je trditev A	**enakovredno**	**bolj pomembna je trditev B**	
A: študij na tuji univerzi/strokovni šoli	○	○	○	**B: praksa v tujini**
A: študij na tuji univerzi/strokovni šoli	○	○	○	**B: brez mednarodnih izkušenj, vendar več delovnih izkušenj v Sloveniji**
A: praksa v podjetju v tujini	○	○	○	**B: Brez mednarodnih izkušenj, vendar več delovnih izkušenj v Sloveniji**
A: študij na tuji univerzi/strokovni šoli	○	○	○	**B: brez mednarodnih izkušenj, vendar diploma z odliko na univerzi/šoli v Sloveniji**
A: študij na tuji univerzi/strokovni šoli	○	○	○	**B: brez mednarodnih izkušenj, vendar dokončanje študija v krajšem času.**
A: Praksa v podjetju v tujini	○	○	○	**B: brez mednarodnih izkušenj, vendar diploma z odliko na univerzi v Sloveniji**
A: Praksa v podjetju v tujini	○	○	○	**B: brez mednarodnih izkušenj, vendar več delovnih izkušenj v Sloveniji**
A: diplomiral v Sloveniji	○	○	○	**B: diplomiral v tujini**

Hvala za vaše odgovore.

Pošlji anketo.
Najlepša hvala za sodelovanje v anketi.

ANNEX B.2: QUESTIONNAIRE FOR UNITED STATES STUDENTS

Survey on impact of international mobility on students competencies

This questionnaire has been designed to help us determine the study abroad experience and its impact on your competencies. Please complete it as fully and conscientiously as possible. Thank you!
There are 44 questions in this survey

1 [1] Did you go abroad for:

Please choose **only one** of the following:

- study
- internship

2 [2]In which study abroad programme you've participated?

Please write your answer here:

3 [3] What was the duration of your study/internship?

Please choose **only one** of the following:

- less than 3 months
- 3 months
- 6 months
- 9 months
- 12 months
- Other

4 [4 Do you think this period abroad was:

Please choose **only one** of the following:

- too short
- appropriate
- too long

5 [5] How did you feel in the end in the local environment?

Please choose **only one** of the following:

- tourist
- survivor
- resident
- near citizen
- citizen

6 [6] What do you think is the optimal and the minimum length of stay in a foreign culture for the experience to be more than tourism?

Please choose **only one** of the following:

- arround 3 months
- 6 months
- 9 months
- 1 year
- over 1 year

7 [7] How many students (approximately) from your schoolparticipate in study/internship abroad per year?

Please choose **only one** of the following:

- less than 10
- between 10 and 50
- between 50 and 100
- over 100

8 [8] Where from did you hear about the benefits of the mobility schemes? What was the quality of information you've received?

Please choose the appropriate response for each item:

	poor	weak	basic	good	excellent
Internal/International Relation office?	○	○	○	○	○
Liaising/careers office?	○	○	○	○	○
Academic Staff of your department, responsible for mobility programmes promotion?	○	○	○	○	○
Other Academic Staff	○	○	○	○	○
Students who had already used such programmes	○	○	○	○	○
Other students	○	○	○	○	○
Announcements in certain boards within University	○	○	○	○	○
Media announcements	○	○	○	○	○
Found myself by searching Web	○	○	○	○	○

9 [9] What is your field of study?

Please choose **only one** of the following:

- Agricultural Sc.
- Architecture, Urban and regional planning
- Art & Design
- Business & Management

- Education, Teacher Training
- Engineering, Technology
- Geography, Geology
- Humanities
- Languages
- Law
- Mathematics, Informatics
- Medical Sc.
- Natural Sc.
- Social Sc.
- Communication & Information Sc.
- Other Areas of Study
- Other

10 [10] What kind of preparation did you receive?

Please choose **only one** of the following:

- Administrative (application procedures)
- lingual preparation
- practical preparation (f.e., help with accommodation)
- cultural preparation
- pedagogical preparation (f.e., handling of conflicts)
- counselling and advice in regards to field/country selection
- Other

11 [11] Have you been prepared for the stay abroad? If so, by whom? How do you rate the quality of that preparation?

Please choose the appropriate response for each item:

	poor	weak	basic	good	excellent
school/university professors	○	○	○	○	○
Company providing training	○	○	○	○	○
Employer/department of further training in my company	○	○	○	○	○
Language school	○	○	○	○	○
International department at my school / university	○	○	○	○	○
No special preparation	○	○	○	○	○

12 [12] Who found accommodation for your stay abroad?

Please choose **only one** of the following:

- Myself
- internal/international relation office

- academic staff of your department
- Host University
- My employer
- Other

13 [13]Who found you your internship abroad?

Only answer this question if the following conditions are met:
° Answer was 'internship' at question '1 [1]' (Did you go abroad for:)

Please choose **only one** of the following:

- I found it myself
- internal/international relation office
- academic staff of your department
- host school
- my employer
- alumni students of study abroad programmes
- intermediary organisation from U.S.
- intermediary organisation from host country
- Other

14 [14]Who found you your study place abroad?

Only answer this question if the following conditions are met:
° Answer was 'study' at question '1 [1]' (Did you go abroad for:)

Please choose **only one** of the following:

- I found it myself
- internal/international relation office
- academic staff of your department
- alumni students of study abroad programmes
- parents
- intermediary organisation from U.S.
- intermediary organisation from host country
- Other

15 [16] Were you given information about the following:

(Please rate the quality of received information)

Please choose the appropriate response for each item:

	not at all	poor	weak	appropriate	good	excellent
The purpose of the internship/study (learning outcomes, role within the degree programme etc)	○	○	○	○	○	○
The way in which the internship/study would be	○	○	○	○	○	○

	not at all	poor	weak	appropriate	good	excellent
assessed and/or accredited						
The contribution which the internship/study would make to the marks for your degree classification (if applicable)	○	○	○	○	○	○
Your responsibilities in relation to the internship/study (academic activities, general conduct etc)	○	○	○	○	○	○
The arrangements for accommodation and other practical matters	○	○	○	○	○	○
General cultural issues (e.g., as appropriate, customs and conventions abroad, professional conduct)	○	○	○	○	○	○
Requirements and arrangements regarding insurance	○	○	○	○	○	○
Training and guidance on health and safety matters	○	○	○	○	○	○

16 [16] Thinking back to when you were in your home country before you went abroad, which, if any of the following issues were a concern to you before you arrived in the foreign country?

Please choose **all** that apply:

- foreign language- social and practical use
- foreign language – academic use
- Food
- Accommodation
- Feeling homesick/lonely/isolated
- Keeping in touch with family back home
- Mixing with native students
- Adapting to foreign cultures/ customs
- Financial Problems
- Obtaining or extending your visa or other immigration issues
- Adapting to new study methods
- Adapting to new work environment
- Coping with course/work content
- Relationship with academic/company staff
- Assessments (examinations)
- Health
- None of the above
- Other:

17 [17] Which requirements were connected to your participation?

Please choose **all** that apply:

- I had to participate in a test
- I had to take a preparatory course
- I had to prove my language skills

- Expert skills were required
- A choice of „best“ candidates was selected
- There were no requirements for participation
- Other:

18 [18]What were your expectations regarding the influence of your stay abroad on your <u>personal, language and professional competencies:</u> Please choose the appropriate response for each item:

	no impact	weak impact	moderate impact	stronger impact	significant impact
to be more self confident	○	○	○	○	○
to adapt easier to changes	○	○	○	○	○
to improve my language skills	○	○	○	○	○
to improve my oral communication	○	○	○	○	○
to improve my professional skills	○	○	○	○	○
To improve theoretic knowledge I need for job or education	○	○	○	○	○
To get to know new working methods and skills	○	○	○	○	○
To work in a multidisciplinary environment	○	○	○	○	○

19 [19] What were your expectations regarding the influence of your stay abroad on <u>social and cultural competencies:</u> Please choose the appropriate response for each item:

	no impact	weak impact	moderate impact	stronger impact	significant impact
to better understand my own and other cultures and problems	○	○	○	○	○
to learn how to solve conflicts / problems	○	○	○	○	○
to facilitate work under stress	○	○	○	○	○
to be more tolerant	○	○	○	○	○
to learn how to work with people from different backgrounds	○	○	○	○	○
to learn how to	○	○	○	○	○

	no impact	weak impact	moderate impact	stronger impact	significant impact
search and process information					
to be able to evaluate my work	○	○	○	○	○
to learn how to be creative	○	○	○	○	○
to be able to better manage time	○	○	○	○	○
to be able to negotiate better	○	○	○	○	○
to be more independent at work	○	○	○	○	○
to improve my personal commitment	○	○	○	○	○
to learn on how to adopt different thinking / ways of thinking	○	○	○	○	○
to be more responsible	○	○	○	○	○
to be able to make decisions	○	○	○	○	○

20 [20]Why have you decided to go abroad? (choose only responses that are applicable for you)

Please number each box in order of preference from 1 to 11

- to be more employable at home
- to be more employable abroad
- to better plan and organize my work
- to be able to work in a team
- to get to know new working methods
- to be able to adapt to different working methods and system of hierarchy
- to widen my horison
- to meet new people
- to see whether I can do it
- because my friends and colleagues also did it
- because I've heard it's fun

21 [21] How did you finance your stay abroad?

Please choose **only one** of the following:

- exclusively via study abroad grant
- I had to add my own money

22 [22]Approximate how much money you had to add from your own resources?

Only answer this question if the following conditions are met:
° Answer was 'I had to add my own money' at question '21 [21]' (How did you finance your stay abroad?)

Please choose **only one** of the following:

- up to 100 USD
- between 101 to 200 USD
- more than 200 USD

23 [23] How would you rate:

Please choose the appropriate response for each item:

	Yes	Uncertain	No
My study/workload abroad was havier compared with that one at home	○	○	○
quality of supervision was better than at home	○	○	○
I was more autonomus in how to organise my study/work	○	○	○

24 [24] Were you hanging around mostly with:

Please choose **all** that apply:

- local students
- american students
- other foreign students

25 [25] What do you think was the best part of your mobility abroad?

Please write your answer here:

26 [26] What do you think was the worse part of your mobility abroad? Please write your answer here:

27 [27] Did you receive appropriate support during your stay abroad? Please rate the quality of support you've received. Please choose the appropriate response for each item:

	no support	poor support	appropriate support	good support	excellent support
the department at your University	○	○	○	○	○
fellow students	○	○	○	○	○
your placement/study hosts on academic matters	○	○	○	○	○
your placement/study hosts on non-academic matters	○	○	○	○	○

28 [28] Did the language and cultural preparation you received (prior to or during your placement/study) equip you effectively for the professional and social aspects of the placement/study?

Please choose **only one** of the following:

- Yes
- No
- Partly
- I received no language preparation prior going abroad

29 [29] Did the placement/study meet the intended learning outcomes?

Please choose **only one** of the following:

- Yes
- No

30 [30] If no, please explain why

Only answer this question if the following conditions are met:
° Answer was 'No' at question '29 [29]' (Did the placement/study meet the intended learning outcomes?)

Please write your answer here:

31 [31] Please rate the impact of your stay abroad in regards to improvement of your personal, language and professional competencies Please choose the appropriate response for each item:

	unchanged	weak impact	moderate impact	stronger impact	significant impact
I am more self confident	○	○	○	○	○
I adapt easier to changes	○	○	○	○	○
New answer option	○	○	○	○	○
I improved my language skills	○	○	○	○	○
I improved my oral communication	○	○	○	○	○
I improved my written communication	○	○	○	○	○
I improved my skills	○	○	○	○	○
I improved my theoretic knowledge	○	○	○	○	○
I got to know new working methods and skills	○	○	○	○	○
I am better in working in a	○	○	○	○	○

	unchanged	weak impact	moderate impact	stronger impact	significant impact
multidisciplinary environment					

32 [32] Please rate the impact of your stay abroad in regards to your improvement of social and cultural competencies Please choose the appropriate response for each item:

	unchanged	weak impact	moderate impact	stronger impact	significant impact
I understand better my own and other cultures and problems	○	○	○	○	○
I trust others more	○	○	○	○	○
I am better in solving conflicts / problems	○	○	○	○	○
I can work under stress	○	○	○	○	○
I am more tolerant	○	○	○	○	○
I can work with people from different backgrounds	○	○	○	○	○
I can more efficiently search and process the information	○	○	○	○	○
I am able to evaluate my work	○	○	○	○	○
I am more creative	○	○	○	○	○
I can better manage my time	○	○	○	○	○
I can better negotiate	○	○	○	○	○
I am more independent at work	○	○	○	○	○
I am more commited	○	○	○	○	○
I can adopt different thinking / ways of thinking	○	○	○	○	○
I am more responsible	○	○	○	○	○
I am more able to take decisions	○	○	○	○	○

33 [33] Please rate the impact of your stay abroad in regards to your career related competencies Please choose the appropriate response for each item:

	unchanged	weak impact	moderate impact	stronger impact	significant impact
I am more employable at home	○	○	○	○	○
I am more employable abroad	○	○	○	○	○
I can plan and organize my work	○	○	○	○	○
I can work in a team	○	○	○	○	○
I know new working methods	○	○	○	○	○
I can adapt to different working methods and system of hierarchy	○	○	○	○	○

34 [34] According to your personal experience, what was the most significant impact of your international mobility experience, from the list below? (put it in order according to your preference)

Please number each box in order of preference from 1 to 7

- To obtain professional experience related to the subject of your studies
- To obtain professional experience in areas other than those of your studies
- To improve your language skills
- To gain self-esteem
- To experience societal differences
- To broaden career opportunities
- Other

35 [35] Did you receive a certificate or credits after your stay abroad? What did you get?

Please choose **all** that apply:

- EUROPASS
- credit points
- certificate of the host country
- certificate of an association
- review of internship/certificate of host facility
- certificate of internship
- certificate of attendance
- I didn't get any certificate
- Other:

36 [37] Why do you think some of your colleagues do not decide for mobility abroad experience?

Please choose **all** that apply:

- because of financial problems
- because of academic reasons
- because of problems with recognition
- because of health/social reasons
- because of parents/partners

- because of lack of time
- because of lack of information
- because of lack of available places
- because of fear from foreign places
- Other:

37 [38] What did you think of the cost of living abroad?

Please choose **only one** of the following:

- Cheaper
- Same as at home
- more expensive

38 [39] Which of these statements best describes the value of your International Programmes Grant in helping you fulfil your placement/study?

Please choose **only one** of the following:

- It was essential, I couldn't have survived without it
- It was quite important, but I could just about get by on my salary
- It made all the difference, I would have struggled without it
- It made no difference really, but helped me to out and about more
- It was good to have, but my salary was more than adequate for my needs

39 [40] What didn't you like during your stay abroad?

Please choose **all** that apply:

- not improving my language skills, language course mean
- insufficient planning, preparation
- bad internship
- bad mentoring by supervisor/teacher of host institution abroad
- bad mentoring by supervisor/teacher of institution inland that sent me abroad
- stay was too short
- stay was too long
- did not gain knowledge of host country
- mean housing, unfriendly host family
- no responsibility for my own acting
- too little internship, too much language course
- financial support not sufficient
- too much bureaucracy
- duties did not match my professional profile
- Other:

40 [41] What advice would you give to newcomers? Please write your answer here:

41 [42] What are you going to do in future? How concrete is your planning? Please choose the appropriate response for each item:

	not very likely	**possibly**	**for sure**	**I don't know**

	not very likely	possibly	for sure	I don't know
another internship abroad	○	○	○	○
employment abroad	○	○	○	○
further education/studies abroad	○	○	○	○
further education inland	○	○	○	○
general improvement of language skills	○	○	○	○
learning another foreign language	○	○	○	○
I´d like to work inland, but in a multinational context	○	○	○	○

42 [43] If you already experience changes: please rate if the statements beneath are true for your situation.

Please choose the appropriate response for each item:

	Yes	Uncertain	No
found job	○	○	○
received offer for further education	○	○	○
found job opportunity/education/university place abroad	○	○	○
got self-employed	○	○	○
improved performance in education	○	○	○
I´m more active now in education	○	○	○
other	○	○	○

43 [44] Considering your personal conclusion, how do you rate your stay abroad?

Please choose **only one** of the following:

- I did enjoy my stay abroad very much
- I rather appreciated my stay abroad
- It was ok.
- I did not like it so much
- I did not like it at all
- Other

44 [45] Below you are given pairs of statements. Please grade what do you consider is <u>more importantfor employers</u> when searching for your first job after the university.

Please choose the appropriate response for each item:

A is more important for employers	both are of same importance	B is more important for employers

	A is more important for employers	both are of same importance	B is more important for employers	
A: Longer study abroad	○	○	○	**B: Longer internship abroad**
A: Part time study abroad	○	○	○	**B: No international experiences, but more working experiences in US**
A: Internship in company abroad during your studies	○	○	○	**B: No international experiences, but more working experiences in US**
A: Participation in study abroad programme	○	○	○	**B: No international experiences, but graduated with honour on US university**
A: Participation in study abroad programme	○	○	○	**B: No international experiences, but finished studies in shorter time**
A: Internship in company abroad during your studies	○	○	○	**B: No international experiences, but graduated with honour on US university**
A: Gaining practical experiences during internship abroad on his/hers professional field	○	○	○	**B: No international experiences, but more working experiences in US**
A: Graduated in US	○	○	○	**B: Graduated abroad**

Thank you for completing this study abroad questionnaire.

Submit your survey.
Thank you for completing this survey.

RAZVOJ KOMPETENC S POMOČJO MEDNARODNE ŠTUDENTSKE MOBILNOSTI (RAZŠIRJEN POVZETEK)

Mobilnost ima poleg tega, da omogoča prost pretok oseb tudi pomembno dimenzijo učinka na večjo zaposljivost, zmanjšanje revščine in promocijo aktivnega Evropskega državljanstva. Izboljšuje in krepi skupno in medkulturno razumevanje Evrope in spodbuja ekonomsko, družbeno in regionalno kohezijo. Vlade, kot tudi delodajalci prepoznavajo njen pomen, saj se zadevajo, da mora bodoča globalna delovna sila vključevati dobro usposobljene strokovnjake z mednarodnimi delovnimi izkušnjami, ki bodo sposobni reševati tekoče in bodoče ekonomske, socialne in okoljske probleme.

Izkušnje, pridobljene z mednarodno študentsko mobilnostjo lahko povečajo zaposlitveni potencial mladega človeka in pomembno vplivajo na njegovo karierno pot. Vendar pa mora to dodano vrednost študentske mobilnosti, ki pomembno vpliva na razvoj kompetenc, znanj in spretnosti, prepoznavati in priznavati tudi trg dela. Tovrstna mobilnost nudi izkušnje v drugačnih študijskih in delovnih okoljih, oblikovanje novih kulturnih, družbenih in akademskih vrednot ter omogoča nadaljnji osebni in strokovni razvoj.

Poleg neposrednih izkušenj v konkretnem delovnem okolju, nudi učna mobilnost študentov tudi izkušnjo študija v drugačnih študijskih okoljih in novih kulturnih, socialnih in akademskih vrednotah ter nudi možnost osebne in strokovne rasti mladega človeka.

Lizbonska strategija, sprejeta leta 2000 je izobraževanje in usposabljanje postavila kot enega ključnih razvojnih elementov EU. V ta namen so se države članice, ki so bile pozvane, da identificirajo konkretne cilje svojih izobraževalnih sistemov v veliki meri osredotočile na promocijo mednarodne učne mobilnosti. Evropa je to odločitev podprla tudi s precejšnjimi sredstvi v podporo mednarodni mobilnosti mladih, saj jo prepoznava kot nujen element za doseganje odprtega in dinamičnega Evropskega izobraževalnega prostora, ki prispeva k Evropski integraciji ter tudi mobilnosti trga delovne sile. Promocija in podpora učni

mobilnosti temelji predvsem na predvidevanju, da z njo pridobljene izkušnje in kompetence ustrezajo dejanskim potrebam trga dela, saj Evropa znanja potrebuje kompetence, ki se z mednarodno mobilnostjo krepijo in razvijajo.

Kljub učinkoviti in široki promociji učne mobilnosti in vedno večjega števila vanjo vključenih mladih pa primanjkuje ustreznih in sistematičnih analiz njenih učinkov. Učinek učne mobilnosti je pogosto analiziran le v dimenziji posameznih kompetenc (npr. izboljšanje znanja jezika, medkulturne in globalne kompetence, osebnostni razvoj, itd.) in ne kot celota, ki zajema celoten spekter kompetenc, ki naj bi jih učna mobilnost spodbujala, razvijala in krepila. Še posebej redko so raziskave usmerjene na učinek praktičnih elementov učne mobilnosti (npr. priprava in podpora med mobilnostjo) na razvoj kompetenc.

Namen pričujoče študije je tako analizirati ali je mednarodna mobilnost študentov dejansko učinkovito orodje, ki doprinaša k samousmerjenem raziskovanju in spoznavanju, večanju kariernih možnosti ter samozavedanja, vrednot, ciljem in odločitev. Mobilnost, je namreč prepoznana kot eden temeljnih principov, ki jih EU in ZDA zagotavljata in promovirata svojim državljanom, saj prispeva k njihovim strateškim ciljem in prinaša posameznikom številne prednosti.

Z raziskavo vpliva mednarodne mobilnosti na kompetence študentov je zato avtorica želela analizirati ali tovrstna izkušnja mlademu človeku dejansko pomaga razvijati kompetence, potrebne za lažji vstop na trg dela. Kompetence so namreč več kot le kombinacija znanj in spretnosti. Zajemajo tudi spodobnost sprejemanja kompleksnih odločitev, mobilizacije psihosocialnih resursov (vključno s spretnostmi in vrednotami) v določenem kontekstu. Zato je bil namen izmeriti te učinke na posamezne tipe kompetenc s pomočjo samovrednotenja učinkov s strani študentov.

Slovenski in ameriški študenti so bili spomladi 2011 povabljeni k izpolnjevanju dveh identičnih spletnih anket (ene v slovenskem in ene v angleškem jeziku). Namen je bil ugotoviti v kakšni meri mednarodna učna mobilnost dejansko vpliva na razvoj kompetenc študentov, katere izmed kompetenc se z mobilnostjo najbolj razvijejo ter kateri od

podpornih mehanizmov (priprava, informiranje, podpora med mobilnostjo) na ta razvoj kompetenc najbolj vpliva. Prav tako je bil namen ugotoviti morebitna razhajanja med vplivom študija oziroma prakse v tujini ter primerjati učinke mednarodne učne mobilnosti na slovenske in ameriške študente. Visokošolsko izobraževanje v ZDA je namreč veliko bolj kot slovensko osredotočeno na potrebe posameznega študenta, hkrati pa je tudi mednarodna učna mobilnost ustrezno umeščena v strateške in učne cilje visokošolskih institucij, ki jo izvajajo.

Za oba vzorca populacije (399 slovenskih in 64 ameriških študentov) so bile testirane zastavljene hipoteze s pomočjo kvantitativnih in kvalitativnih metod družboslovnega raziskovanja. Pokazalo se je, da mednarodna učna mobilnost občutno prispeva k razvoju kompetenc študentov (H1), da so ti učinki večji kadar gre za praktično delo v tujini (H2) ter da dobra priprava in podpora med samo mobilnostjo lahko pomembno vpliva na to, v kakšni meri se bodo te kompetence razvile (H3). Kompetence so bile analizirane tako individualno (30 kompetenc), kot tudi v skupini, kot jih je definirali Svetlik (2006) oziroma po sklopih ključnih kompetenc, ki jih je določi OECD (DeSeCo 2005). Primerjava med vzorci populacije posameznih držav (Slovenije in ZDA) je bila izvedena po istem principu.

Analiza je pokazala, da so glede prve hipoteze, da ima mednarodna učna mobilnost pomemben vpliv na razvoj kompetenc študentov, učinki podobni za obe skupini. Gledano v celoti so študenti ocenili te učinke kot zelo velike (ZDA: 26,4%, SI: 29,2%) oziroma velike (ZDA: 26,3%, SI: 30,2%). Učinke so študenti zaznali predvsem na področju jezikovnih (ZDA: 45,9%, SI: 43,5%) in medkulturnih (ZDA:37,7%, SI: 38,3%) kompetenc. Nadalje so ameriški študenti zelo visoko ocenili tudi učinek na s kariero povezane kompetence (31,9%), Slovenski študentje pa na osebnostne (34,3%) ter strokovne kompetence (31,8%). Na slovenski strani je mobilnost imela po mnenju študentov najmanj učinka na karierne kompetence, kjer 13% študentov meni, da na te kompetence ni bilo nikakršnega vpliva. Med ameriškimi študenti pa jih 24,3% ni zasledilo nobenega učinka na njihovo sposobnost kritičnega presojanja oziroma podjetništvo (23%).

Kljub temu, da se mobilnost promovira tudi kot korak k oblikovanju kariere je na slovenskih strani na nivoju »velikega vpliva« bil ta učinek na zadnjem mestu (15,5%). Na prvem mestu

na tej stopnji vpliva (»velik vpliv«) najdemo jezikovne (43,5%), medkulturne (38,3%) ter osebnostne (34,3%) kompetence, ki jim šele na četrtem mestu s precej nižjim odstotkom sledijo tudi strokovne kompetence (15,5%).

Hipoteza o večjem vplivu praktičnega usposabljanja, v primerjavi s študijsko mobilnostjo na razvoj kompetenc študentov je bila testirana le za slovenski vzorec študentov, saj je bil vzorec študentov na praksi na ameriški strani premajhen, da bi to analizo omogočal.
Utemeljevanje te hipoteze je temeljilo na analiziranih kompetencah združenih v devet skupin (Svetlik 2006). Pokazalo se je, da je kot »velik vpliv« največ študentov ocenilo vpliv na jezikovne kompetence, kjer je bil ta odstotek višji za študente za študijski mobilnosti (45,7%) kot študente na praksi (41,9%). Podobno velja tudi za medkulturne (študij: 38,7%, praksa: 38,0%) ter osebnostne (študij: 36,7%, praksa: 32,5%) kompetence. »Velik vpliv« na strokovne kompetence pa je ocenilo več študentov na praksi (praksa: 35,2%, študij: 27%).

Potencialne razlike med vplivom obeh vrst mobilnosti (študij, praksa) na razvoj kompetenc so bile tudi statistično identificirane. Na nivoju analize posameznih kompetenc (30) je statistična analiza pokazala, da obstajajo statistično značilne razlike med skupinama vzorcev študentov na praksi oziroma študiju na nivoju štirih kompetenc: »izboljšanje praktičnega znanja«, »novih delovnih metod«, »odgovornosti« ter »organizacija dela« in »timsko delo«. Za vse kompetence, razen »odgovornost« je bil vpliv večji na študente, ki so odšli na prakso. V primeru »odgovornosti«, pa je imela mednarodna mobilnost večji vpliv na študente na študiju v tujini.

Faktorska analiza z rotacijo je izluščila glavne karakteristike obeh skupin in jih strnila v tri glavne skupine za posamezno obliko mobilnosti. Za študente, ki so v tujino odšli na študij so to avtonomno delovanje (48% variance), sladita pa še interakcija v heterogenih skupinah (7,4%) in zaposljivost (5,6%). Študenti na praksi pa najbolj razvijejo svojo podjetnost (53% variance), sledita pa interaktivna uporaba znanja (6,4%) ter jezikovne in komunikacijske kompetence (5,3%).

S temi tremi faktorji smo pojasnili okoli 84% variance v obeh skupinah in dokazali, da mednarodna učna mobilnost ne glede na njeno obliko vpliva na enake skupine kompetenc, vendar z različno jakostjo. Praksa primarno razvija avtonomijo mladega človeka, medtem ko študij v tujini vpliva predvsem na sposobnost delovanja v heterogenih skupinah.

Kot je razbrati vse zgoraj navedene sovpadajo s ključnimi kompetencami, kot sta jih definirala DeSeCo (2005) oziroma Svetlik (2006). Tako lahko na podlagi teh ugotovitev trdimo, da mednarodna učna mobilnost dejansko razvija ključne kompetence, ki jih posameznik potrebuje za uspešno oblikovanje svoje profesionalne in osebne karierne poti.
Nadaljnja analiza je pokazala, da so v primeru praks vse tri komponente medsebojno pozitivno odvisne, torej se s povečevanjem ene izmed njih krepijo tudi ostale. Medtem, ko je za vzorec študentov, ki so bili v tujini na študiju ta korelacija negativna med avtonomnostjo in zaposljivostjo in v primeru zaposljivosti tudi precej šibka.

Nadalje je bila analizirana povezava med motivacijo in kakovostjo priprave študentov ter podpore, ki so jo le-ti bili deležni v obdobju njihovega bivanja v tujini ter razvojem kompetenc. Študij oziroma praksa v tujini se namreč precej razlikuje od turističnega obiska tujih držav. Pomanjkanje kakovostne priprave mladega človeka na to izkušnjo pa lahko rezultira v negativnih izkušnjah posameznika ter nedoseganju želenih učnih ciljev ter kompetenc. Zato je bil precejšen del pozornosti namenjen tudi analizi vpliva praktičnih elementov priprav in podpore in njihovega vpliva na razvoj kompetenc. Prav povezava med teorijami učenja in mednarodno mobilnostjo je namreč najpomembnejša, saj je pomen študentske mobilnosti v tem, da gre za posebno obliko učnega procesa. Učna mobilnost brez dvoma sodi med situacijske oblike učenja, kjer se znanje poglablja skozi različne oblike njegove uporabe in kjer je dodana vrednost tudi različno razumevanje in uporaba znanja med ljudmi iz različnih kulturnih in družbenih okoljih.

Najprej sta bili analizirani obe vzorčni skupini (slovenska in ameriška) ločeno, nato pa morebitne skupne značilnosti.

V tem sklopu je bil analiziran vpliv štirih sklopov praktičnih elementov v mobilnosti:

- kakovost priprave (s strani akademskega osebja, jezikovne šole in mednarodne pisarne);
- oblika priprave (kulturna, pedagoška ter svetovanje pri izbiri področja/države);
- kakovost informacij pred odhodom na mobilnost (cilji študija/prakse v tujini, odgovornost na mobilnosti in splošne kulturne zadeve) ter
- podpora med samo mobilnostjo (s strani domače institucije oziroma s strani tuje institucije na področju akademskih in ne-akademskih zadev).

Kot je pokazala analiza razmerij obstaja statistično značilno razmerje med zgoraj navedenimi praktičnimi elementi mobilnosti in njihovim vplivom na razvoj kompetenc študentov.

Kakovost priprave pred mobilnostjo tako pomembno vpliva na kritično mišljenje študentov ter na razvoj njihovih socialnih in profesionalnih kompetenc. Študenti, ki so bili pred odhodom v tujino deležni boljše priprave so te kompetence namreč razvili v precej večji meri, kot tisti, ki so bili na mobilnost slabo pripravljeni. Zanimivo je, da motivacija sicer ima nekaj vpliva na nekatere (na primer osebnostne) kompetence, vendar pa v neprimerljivo šibkejši meri, kot priprava, ki prej navedeni tri elementi priprave, ki so jo študenti pred mobilnostjo deležni. Torej je za večji učinek mobilnosti poleg same motivacije študentov, da se vključijo v mobilnost potrebno poskrbeti tudi za njihovo dobro pripravo, sicer lahko tudi dobro motiviran študent le slabo izrabi svojo mobilnost v smislu nadgradnje znanja, osebnega razvoja in oblikovanja svoje kariere.

Poleg analize vpliva priprave na celoten vzorec študentov je bil vzorec slovenske populacije proučevan tudi znotraj posameznega tipa mobilnosti (študij, praksa) ter med obema programoma, ki spodbujata mobilnost študentov v Sloveniji (Erasmus in Leonardo da Vinci).

Kakovost priprave s strani akademskega osebja najbolj vpliva na razvoj kompetenc Erasmus študentov, kar je glede na to, da gre za del rednega študijskega programa, ki ga opravi študent v tujini, razmeroma pričakovano. Hkrati pa je zelo pomembno vedeti, da je tu priprava s strani akademskega osebja, ki jo je žal bilo deležnih le majhno število študentov pomemben dejavnik pri doseganju želenih učinkov mednarodne mobilnosti. Poleg

akademskega osebja je pomemben element razvoja kompetenc študentov v povezavi z mednarodno mobilnostjo tudi kakovost priprave, ki jo študenti prejmejo s strani mednarodnih pisarn. Vpliv le-teh pa se v veliki meri medsebojno razlikujejo tako po velikosti institucij, kot tudi področju študija in v odvisnosti od dolžine trajanja mobilnosti, kar kaže na to, da njihova kakovost močno variira.

Priprava, ki jo nudijo jezikovne šole je pomemben element pri Leonardo praksah, saj njihova kakovost pomembno vpliva na razvoj strokovnih in kariernih kompetenc. Glede na to, da je za mlade, ki so v mobilnost vključeni v okviru Leonardo programa priprava s strani jezikovne šole edina strukturirana oblika priprave, saj v tej obliki mobilnosti sodelujejo že po zaključku študija je jasno, da je kakovost le-te pomemben element kakovosti celotne mobilnosti.

Kakovost priprave je bila tudi s strani študentov ocenjena precej nizko (»slaba« 22,2%, »osnovna« 24,6% ter »dobra« 25,9%) kar opozarja na to, da je tu še veliko prostora za izboljšanje. Priprava je namreč trenutno še prepogosto razumljena kot nekaj samoumevnega, ki je pač v domeni študentov samih in njihove lastne odgovornosti, da za to poskrbijo. Hkrati pa številne visokošolske institucije niti nimajo ustrezno usposobljenega kadra, ki naj bi študente na mobilnost ustrezno pripravil. Za ustrezno pripravo študentov mora tisti, ki jih pripravlja namreč imeti široko interdisciplinarno znanje s številnih področij (antropologije, sociologije, političnih ved, zgodovine, itd), da bi študentom lahko dejansko pomagal pri razumevanju celotne dimenzije mobilnosti. Vse to je še posebej pomembno za mlade, ki odhajajo v tujino na praktično delo, saj so izpostavljeni vsej kompleksnosti realnega delovnega okolja in neposredne vpetosti v tujo kulturo.

Drug sklop praktičnih elementov, ki vplivajo na mobilnost se je nanašal na kakovost informacij, ki jih študenti prejmejo pred odhodom v tujini in sicer v povezavi z namenom mobilnosti, odgovornosti ter splošnih kulturnih zadev. Kakovost informacij o namenu mobilnosti najbolj vpliva na razvoj kompetenc študentov na Leonardo praksi, čeprav bi bilo pričakovati, da bo vpliv primerljiv tudi za Erasmus prakse. Razlika verjetno izhaja iz dejstva, da prihajajo udeleženci Erasmus za razliko od Leonardo udeležencev iz strukturiranih okolij

visokošolskih institucij, kjer je namen njihove prakse vendarle del študijskega obdobja in je zato verjetno bolje umeščen in cilji bolj opredeljeni.

Tudi informiranje študentov o njihovih odgovornostih ter splošna kulturna priprava vpliva na nekaj kompetenc, vendar na nivoju statistično značilnih razlik le na Erasmus študente na študiju. Hkrati pa je potrebno omeniti, da več kot 20% od sodelujočih študentov v anketi pred odhodom ni prejelo nobene informacije z zgoraj navedenih področij.

Kot najpomembnejši element vpliva na razvoj kompetenc s pomočjo mednarodne mobilnosti pa se je za slovenske študente izkazala podpora, ki so jo študenti deležni med samo mobilnostjo. Dobra podpora s strani domače institucije je statistično značilno vplivala na višjo stopnjo razvoja kompetenc za Erasmus študente na študiju (za 13 od 30 kompetenc) in Leonardo prakse (20 od 30 kompetenc). Kot pomemben dejavnik kakovosti mednarodne učne mobilnosti pa se je izkazala tudi kakovost podpore s strani institucije gostiteljice na področju neakademskih zadev, kjer so se statistično značilne razlike v kakovosti pridobljenih kompetenc izkazale na kar 23 od 30 analiziranih kompetenc.

Analiza ameriškega vzorca je na drugi strani pokazala, da v razmerju vpliva kakovosti priprave, oblike priprave in motivacije ni statistično značilnih razlik med študenti. Razlike v stopnji vpliva na kompetence je najti le v razmerju do kakovosti podpore v času mobilnosti, kjer se je podpora domače institucije ter gostiteljske na področju ne-akademskih zadev izkazala kot zelo pomembna.

Ugotovitve so potrdile domnevo, da obstajajo statistično značilne razlike med učinkom na razvoj kompetenc glede na to ali gre za študij ali prakso v tujini, kjer gre predvsem za razvoj praktičnega znanja, delovnih metod ter organizacije dela. Pomembne razlike so bile ugotovljene tudi v primeru bolj generičnih kompetenc, kot je ne primer odgovornost. Faktorska analiza, ki je bila namenjena identifikaciji kompetenc, na katere študij oziroma praksa v tujin najbolj vpliva, je pokazala, da študij v tujini razvija predvsem avtonomnost študentov in njihovo sposobnost delovanja v heterogenih skupinah. Praksa, pa na drugi strani prispeva bolj k podjetniškim veščinam ter interaktivni uporabi znanja. Te ugotovitve se

nanašajo le na vzorec slovenske študentske populacije, saj je bil vzorec ameriških študentov na mednarodni praksi premajhen za tovrstno analizo.

Hkrati je raziskava je pokazala, da lahko kakovost praktičnih elementov mednarodne učne mobilnosti (kot so priprava, motivacija, podpora, itd.) pomembno prispeva k razvoju kompetenc študentov. V obeh skupinah, se je kot najpomembnejša pokazala kakovost podpore, ki je študentov na voljo med njihovim bivanjem v tujini, saj so študenti s slabšo podporo razvili občutno nižje kompetence kot tisti z dobro podporo s strani domače institucije ali institucije gostiteljice.

Pričujoča študija predstavlja prvo empirično analizo mednarodne učne mobilnosti študentov v Sloveniji, ki analizira vpliv mobilnosti na razvoj kompetenc študentov. Hkrati je tudi v širšem pogledu ena redkih raziskav mobilnosti, ki proučuje razlike med študijem in prakso v tujini, kot tudi razlike med obema glavnima programa mobilnosti v Evropi in Sloveniji (Erasmus in Leonardo).
Na nivoju študentov rezultati kažejo, da je tudi v Sloveniji učinek mobilnosti na kompetence mladih velik, saj ima pozitiven vpliv na osebnostni in strokovni razvoj ter razumevanje med posamezniki. S tem tudi prispeva h krepitvi evropske dimenzije nacionalnih izobraževalnih sistemov ter razvoj Evrope, kot družbe znanja.

Izkušnja študija ali prakse v drugi državi omogoča mlademu človeku vpogled v novo kulturno, družbeno in akademsko življenje in s tem odpira možnosti za njegovo osebno in strokovno rast. Mednarodna učna mobilnost povečuje zaposlitvene možnosti in jih opremi s prvimi delovnimi izkušnjami potrebnimi tako za domači, kot tudi mednarodni trg dela, zato je jasno, da lahko mednarodno učno mobilnost pojmujemo kot dodano vrednost »klasičnih« akademskih programov. Ustrezna priprava, informiranje in podpora pri tem lahko študentom pomaga, da razumejo celoten proces mobilnosti v širšem kontekstu in jih pri tem opremi z ustreznimi spretnostmi in s prilagodljivostjo potrebno za njihove bodoče ekonomske izkušnje.

Hkrati pa je študija pokazala na številne administrativne ovire, s katerimi se študenti srečujejo pri svoji mobilnosti. Le-te jih lahko dejansko tudi odvrnejo od sodelovanja, saj imajo mladi ljudje pogosto sicer interes, da se mobilnosti udeležijo vendar sami ne zmorejo premagati ovir, ki izhajajo iz njihovega lokalnega okolja ali osebnih stisk, kot tudi težav zaradi morebitnega nepriznavanja v tujini opravljenih obveznosti.

Da bi v samo mobilnost pritegnili še več študentov in bi njihovo sodelovanje v mobilnosti imelo kar največji učinek je potrebno predvsem izboljšati kakovost priprave in spremljanja mobilnosti. Le-to mora zajemati tako samo promocijo prednosti, ki jih prinaša mobilnost, kot tudi nudenje ustreznih informacij in priprave pred odhodom v tujino. Predvsem pa morajo biti mobilnost in njeni učinki ustrezno evidentirani v dodatku k diplomi ter ustrezno umeščeni v učne cilje, s katerimi bi morale biti povezane tudi ustrezne kreditne točke.

Da bi bili dejansko uspešni in učinkoviti pa morajo biti programi mobilnosti organizirati kot del večje celote. V Sloveniji je žal še vedno veliko študentov, ki je za sodelovanje v mobilnosti še vedno prepuščeno sami sebi. Naša raziskava je pokazala kako pomembno na kakovost mobilnosti in razvoj kompetenc vpliva to, da so profesorji institucije, ki pošilja študente na mobilnost vanjo s svojim strokovnim znanjem vključeni pred, med, pa tudi po mobilnosti.

Prav tako je še veliko dela potrebnega vložiti v institucionalni del mobilnosti, saj je trenutno (sploh v Sloveniji) študentska mobilnost z nekaj izjemami zelo razpršena in osnovana predvsem na samo-motivaciji študentov in njihovi sposobnosti lastne priprave, financiranja ter ne nazadnje tudi promocije učinkov mobilnosti pri iskanju prve zaposlitve.

Izboljšanje pa ni potrebno le v smislu izboljšanja kakovosti podpornih elementov (priprave, informacij. Itd). Mednarodna učna mobilnost mora biti najprej prepoznana kot ena od strateških usmeritev visokošolskih organizacij, vključena v njihov proces internacionalizacije in z dobro definiranimi kriteriji kakovosti. Prav tako mora biti mobilnost definirana z vidika njenih učnih ciljev, ki morajo biti povezani s splošnimi akademskimi cilji študijskih programov.

Pomemben element mobilnosti je tudi obdobje, ki sledi po vrnitvi študentov nazaj domov in ki mu za razliko od ameriških univerz v Sloveniji skorajda ne posvečamo nobene pozornosti. Študenti imajo po vrnitvi iz mobilnosti pogosto težave kako svoje izkušnje mobilnosti ustrezno umestiti in predstaviti delodajalcem ob iskanju svoje prve zaposlitve.

Tudi tu imajo visokošolske institucije in njihove mednarodne pisarne ter karierni centri pomembno vlogo, da študentom dajo možnost da razumejo, konsolidirajo in integrirajo svojo izkušnjo mobilnosti v študijski proces in kasneje tudi delovno okolje. Šele refleksija njihove mobilnosti mlademu človeku razkrije kako jo lahko uporabi v svoji nadaljnji karieri in kako je povezana z drugačnimi kulturnimi normami, preteklimi izkušnjami in institucionalnim ozadjem.

Zato lahko zaključimo, da je mednarodna učna mobilnost študentov eden od najboljših načinov s katerimi lahko bodoče iskalce zaposlitve pripravimo na vstop v globalno ekonomijo. Nudi možnost bogate kulturne izkušnje in povezuje mednarodne izkušnje s kariernim razvojem.

Visokošolske institucije imajo ključno vlogo pri določanju ali bo mednarodna učna mobilnost njihovih študentov uspešna ali ne. Vplivajo na učni program v tujini (kurikulum) in so ključni motivator študentov, kadar nastopijo njihove stiske zaradi ločitve od doma, staršev in prijateljev. Medtem ko se vsi strinjamo s tem, da je mednarodna učna mobilnost pomembno orodje, ki študente opremi z globalnimi kompetencami pa so visokošolske institucije tiste, ki to povezavo med akademskim svetom in drugimi kulturami dejansko omogočajo. Brez ustrezne podpore pa želenega učinka žal ni moč doseči.

Prednosti, ki jih prinaša mednarodna mobilnost ne smemo razumeti le kot dodano vrednost na individualni ravni, saj vplivajo tudi na raven institucij, ki v njej sodelujejo. S pošiljanjem in sprejemanjem mobilnih posameznikov institucije dobijo vpogled v izzive njihovih obstoječih tradicij in načinov kar lahko prispeva tudi v smeri ekonomskih prednosti in dobička. Mobilnost moramo razumeti kot orodje, ki prispeva h kroženju znanja in inovacijskega potenciala ter omogoča tako sodelovanje, kot konkurenčno prednost tako za sodelujoče

organizacije, kot tudi družbe na sploh. Zato lahko trdimo, da je v evropskem prostoru mednarodna učna mobilnost dejansko postala pomembno gonilo sprememb ter družbenega in gospodarskega razvoja.