

International Mobility and the Quality of Life of Foreign Students in the City of Zagreb

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Abstract

This paper primarily sought to determine the overall satisfaction with the quality of life of foreign students in the City of Zagreb who, as participants in higher education mobility, come to study at the University of Zagreb. The paper defines the following terms: student mobility, exchange programmes (Erasmus+, CEEPUS and bilateral agreements) as well as prerequisites for the development of mobility. Part of the paper deals with the concept of quality of life of exchange students, including an analysis of some challenges they encounter during mobility, but also the advantages and positive aspects of coming to the University of Zagreb. The case study in which the City of Zagreb is presented in this analysis is based on a survey of foreign students to determine the satisfaction with the quality of life in Zagreb, or whether there are significant differences in their responses considering the area (region) of Europe they come from. The results of this research could be used in the creation of strategic documents and documents on international mobility and activity plans of higher education institutions regarding foreign students involved in student exchange in Croatia.

Keywords: *bilateral agreement; CEEPUS; Erasmus survey research.*

Introduction

Student exchange, i.e., mobility, is as present as the university itself. Although the practice of exchange between universities is almost a century old, a new paradigm of student mobility that was institutionalized and defined within university and programme acts among countries emerged in the late 1980s and further preconditions and instruments such as the Bologna Process were developed. Mobility is defined in several ways and

is organised in several programme frameworks, of which the most important for Croatia are Erasmus+, CEEPUS and bilateral agreements (at the national and inter-university level). Student mobility in this paper refers to the temporary cross-border activity of implementing part of the study programme for the purpose of learning. The concept is still being developed and numerous researches are being conducted that include the aspect of internationalization of higher education institutions and mobility, where the experience of the quality of mobility plays a very important role. Since the concept of student exchange is almost impossible to follow separately, it is important to include all other elements that affect the quality of the programme and the user experience itself. In this way, the obstacles that students encounter during mobility are manifested and they indirectly affect the experience of the destination, i.e., the quality of life. The EUROSTUDENT VI study (<http://database.eurostudent.eu/>) identified these obstacles, but the case study of Zagreb shows a deviation from the research, revealing that the programme beneficiaries in Zagreb encounter very few obstacles and do not perceive them as having a significant impact on the quality of their mobility. There is very little research on the quality of life regarding exchange students, so this paper tries to explore and define the satisfaction with the quality of life of students in Zagreb. Furthermore, it tries to determine the attractive factors influencing the choice of Zagreb as a destination for mobility. By conducting a survey on the satisfaction of foreign students with the quality of life, the elements students are most satisfied with were determined in addition to revealing aspects which should be improved. The analysis of mobility data identified regional differences in terms of satisfaction with the factors that affect the quality of life of foreign students. The quality of life has an important impact on the quality of stay of foreign students, and its improvement and prevention of hindrances can increase the number of incoming students in a certain city, including Zagreb.

Research methodology and scope

The spatial scope of the research includes the City of Zagreb, i.e., the analysis of the responses of incoming students in the student exchange in the City of Zagreb and coming from the European Union, but also some non-European countries, i.e., countries included in the European Higher Education Area (EHEA). Since the EHEA is in fact a concept created by the Bologna Process, it includes 48 countries that, in addition to European countries, includes the Caucasus and Eurasian countries - Turkey and the Russian Federation. A part of the paper focuses on the analysis of spatial factors that affect the quality of life of foreign students and includes the results obtained by a survey conducted among students from EHEA countries.

Several research methods were used during the preparation phase, such as the analysis of domestic and foreign literature, collecting (statistical) data, primarily in the area of student mobility of the Croatian Agency for Mobility and European Union Programmes, the European Commission (data related to mobility programmes in

the organizational framework of the European Union), Croatian Agency for Science and Higher Education and others. Part of the data was collected by inspecting the EUROSTUDENT (VI) research database. An important part of the methodology also refers to the survey of foreign incoming students in Zagreb. The aim of the survey was to examine the attitudes of students about the quality of life in Zagreb during their exchange and to determine which obstacles they encountered during mobility. This research also seeks to understand the reasons for choosing Zagreb as a mobility destination. The survey was conducted by sending e-mails to incoming foreign students who provided their contact information upon arrival and gave consent to their use for the purpose of scientific research. In this case, all of the respondents could be foreign incoming students who spent their mobility in Zagreb for the purpose of studies in the academic year 2018/2019 and in the winter semester of the academic year 2019/2020. The survey was conducted between January 8th and 12th, 2020. Participation in the survey was anonymous, and the research utilised non-probability convenience sampling. Data were collected through an online questionnaire in English created using the Google Forms tool distributed via email. In the continuation of the paper, the results are analysed, tabulated and presented textually and graphically.

In order to determine the regional differences in the opinions of the respondents about the quality of life in Zagreb, the countries of origin are grouped into six regions (Fig. 1). The regions are based on a modified division according to the EuroVoc glossary used by the European Union institutions, that is, on the classical geographical regional division of Europe which is ubiquitous and accepted in geographical research. Given this, the Western Europe region includes France, Belgium, the Netherlands and the United Kingdom; Southern Europe includes Portugal, Spain, Italy and Greece; Central Europe includes Germany, Austria, Switzerland and Slovenia; Poland, the Czech Republic, Slovakia, Ukraine, Russia and Georgia are included in Eastern Europe. Northern Europe includes Estonia, Latvia, Lithuania, Finland and Sweden, and Southeastern Europe includes Serbia, North Macedonia, Albania, Romania, Bulgaria and Turkey.

Turkey is the only country here that is not included in European regionalization in geographical research, but for the purposes of this paper and the inability to analyse it separately (which would lead to incorrect conclusions), and given that Turkey is part of the European Higher Education Area, it is included in the region of Southeastern Europe. It should also be noted that an additional reason for this regionalization is the small share of students from individual (incoming) countries.

The main goal of the research was to determine the overall satisfaction with the quality of life of foreign students and try to determine whether there are regional differences among respondents regarding different elements of quality of life. Considering the analysis of student mobility, quality of life and individual subjective opinions of surveyed foreign students, the secondary goal was to determine the prerequisites for the development of student mobility in general, describe which mobility programmes are most represented at Croatian universities, and perceive what affects the exchange,

that is, the obstacles that students encounter. Based on the responses of the surveyed students, this paper will try to identify aspects which the organizers and providers of mobility and local actors should work on to improve the quality of life of foreign students.

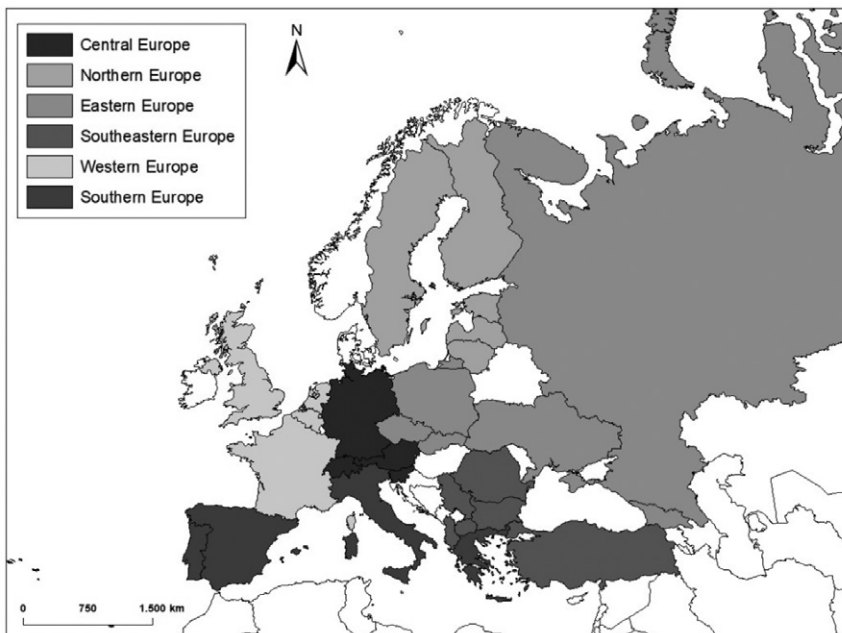


Figure 1. Regional division of Europe for the purpose of interpreting the research results

In accordance with the goals and purpose of the research, four hypotheses have been set in the paper, which will be confirmed or refuted on the basis of the research:

- 1 Foreign incoming students from the countries of Western and Central Europe who come to Zagreb for exchange are more satisfied with the overall quality of life in Zagreb than students from Northern, Southern, Eastern and Southeastern Europe.
- 2 The most notable differences in the satisfaction of foreign incoming students in Zagreb are related to the adequacy of financial resources to cover the cost of living.
- 3 The largest number of students choose Zagreb as a destination for mobility due to its geographical location, i.e., the proximity of tourist destinations (Vienna, Ljubljana, Budapest, Belgrade, Sarajevo, Prague, etc.) and the Croatian coast.
- 4 There is no clear difference in the spatial distribution of the expressed satisfaction with the elements of quality of life of students on mobility in the City of Zagreb.

Defining academic student mobility and some characteristics of student mobility in Croatia

Academic mobility in terms of crossing territorial borders and international academic employment is not a modern age phenomenon. In early medieval Europe, for example,

mobility was transnational, unregulated and oriented towards the acquisition of professional skills. During this period, many students travelled to universities in Southern Europe to qualify for one of the well-paid occupations in law, medicine, or education (Kim, 2009). As this is a concept that is still being developed, so far it has often been covered and described by implementing organizational acts and frameworks, and less so in the segment of the scientific research. There are several different understandings of mobility, ranging from language courses lasting a few weeks to definitions that encompass full degrees in another country.

Student mobility refers to studying at the host institution after which the student returns to the home institution and completes the enrolled study programme. Mobility can be realized within the framework of incoming mobility where students from partner universities abroad spend an exchange period at a Croatian higher education institution; and within the framework of outgoing mobility where students enrolled at a Croatian higher education institution go to a foreign university. Issues of implementation and organization of mobility are resolved by various acts/regulations at the national level and at the level of individual universities (Čavić et al., 2012). One of the fundamental preconditions for the development of the concept of mobility for learning purposes was the harmonization of the higher education system in Europe. In order to be able to meet the conditions for the recognition of acquired knowledge and competencies of the outcomes and activity of international mobility at the home institution upon return, it is necessary to create a common framework for quality assurance of teaching programmes.

The right to free movement within the European Union, established by the Treaties of Rome¹, prompted the European Union authorities to reduce obstacles to student mobility, in particular by recognizing qualifications, introducing the European Credit Transfer and Accumulation System (ECTS) for Erasmus exchange students. The beginning of a new era of European cooperation and student exchanges began with the adoption of major European programmes in the late 1980s such as Comett (1986), Erasmus (1987), Lingua (1989), Tempus (1990) and Socrates (1995). The need to create a joint plan to reform the higher education system was formally defined by the signing of the Sorbonne Declaration in 1998. The signing of this declaration is one of the first steps towards higher education reform in Europe.

In 1999 in Bologna, 29 countries signed a joint declaration of European Ministers of Education known as the “Bologna Declaration” which further developed the concept proposed by the Sorbonne Declaration. The Bologna Declaration sets specific goals that will create the basis for the realization of the European Higher Education Area

¹ The Treaties of Rome were signed in 1957, creating the European Economic Community and Euratom. The aim of the European Economic Community was to establish a common market based on four freedoms: free movement of goods, persons, capital and services, and one of the provisions of the treaty includes “developing closer links between Member States” (<https://www.europarl.europa.eu/factsheets/hr/sheet/1/prvi-ugovori>).

in the period from 2000 to 2010 and the strengthening of the competitiveness of the elements of European higher education. The Bologna Declaration therefore lays the foundations for the creation of a common framework as a key precondition for mobility, including recommendations for the creation of harmonized higher education systems, confidence building and quality development, affirmation of the proposed recognition tools (ECTS) and removal of all other barriers.

European Higher Education Area

The creation of the European Higher Education Area (EHEA) is one of the fundamental goals of the Bologna Process and a major precondition for strengthening and development of student mobility in Europe. The concept is mentioned in the Sorbonne Declaration, where it is considered an important way to promote the mobility of citizens, while the Bologna Declaration puts it at the centre as the end result of the set goals and thus lays the foundation for the development and formal creation of the European Higher Education Area. The concept became a reality with the signing of the Budapest-Vienna Declaration on March 12, 2010. The members of the EHEA are 48 countries, including Croatia. The Bologna Process that resulted in the EHEA is an example of regional and cross-border cooperation in the field of higher education and the engagement of all signatories to the Bologna Declaration for the system of reform. The European Higher Education Area has led to far-reaching changes that facilitate study and training abroad (European Commission, n.d.)

Student exchanges can be organized and conducted in several ways. One of the basic conditions is that student mobility is defined by acts of higher education institutions that regulate their own solutions or get involved in national and international initiatives and regulations. The participation of higher education institutions in mobility programmes also implies prior preparation to ensure the necessary preconditions, such as the establishment of an international relations office, training of persons in charge of informing and recognition of mobility such as Erasmus or CEEPUS and ECTS coordinator, adoption of mobility regulations, etc. Although there is a possibility to organize mobility in the student's own arrangement, Croatian higher education institutions are most often involved in several important programmes that organize mobility for the purpose of learning. The programmes with most participants are Erasmus+, the Central European Exchange Program for University Studies and inter-university and interstate bilateral agreements in the field of student mobility. Each of these programmes defines the rights and obligations of students and higher education institutions, benefits such as financial support and the time frame for spending exchanges abroad.

Erasmus+ is the largest European Union programme in the field of student mobility and includes all European and international programmes and initiatives of the European Union in the field of education (general education, higher education,

adult education), training (vocational education and training), youth and sports. The Erasmus+ programme and all previous versions have developed the concept of academic mobility in Europe and currently includes 34 participating countries. The program also enables students from other, so-called partner² countries to participate in student exchanges in Europe, therefore they have the possibility of mobility between programme and partner countries on the basis of inter-institutional agreements that allow students to participate in student mobility for studies (Croatian Agency for Mobility and European Union Programmes, n.d.). Beneficiaries of student mobility programmes within the Erasmus+ programme for the purpose of study and traineeships are entitled to financial support, i.e., a scholarship, which covers a part of the living costs. The monthly financial support from Erasmus+ for the programme countries is divided into three categories, depending on the country to which the student is going. Funding is provided by the Croatian Agency for Mobility and European Union Programmes, i.e., the European Commission.

The “Central European Exchange Program for University Studies” (CEEPUS) is a regional academic mobility program that began in 1994. Croatia signed the CEEPUS Agreement in 1995, and Agreement in 1995, and Austria, Bulgaria, Bosnia and Herzegovina, Montenegro, the Czech Republic, Hungary, North Macedonia, Poland, Romania, Slovakia, Slovenia and Serbia have been participating in the programme alongside Croatia. In the academic year 2009/10, the University of Pristina also joined the program followed by Moldova which joined in 2011/12. The amounts of scholarships and other benefits (free accommodation, subsidized meals, health insurance, etc.) for different categories of beneficiaries are specified by the participating countries each year by determining the quota of available scholarships for incoming mobility. Scholarships depend on the standard of living in each country and must be sufficient for mobility needs (Agency for Mobility and European Union Programmes, n.d.).

The implementation of bilateral cooperation in mobility programmes in the system of higher education is based on bilateral agreements, programmes and other international acts of Croatia. Scholarships are an integral part of the bilateral agreement between the countries. Thus, it is possible to spend one or two semesters abroad or complete the entire undergraduate, postgraduate or doctoral study abroad. Scholarships under bilateral student mobility programmes often cover the cost of living, but the amounts vary from country to country, depending on the concluded contracts. Croatian students participating in the exchange program are also covered for travel expenses. A separate open call is announced for each country with separate regulations and at different times, mostly at the beginning of the calendar year for the next calendar year (<http://>

² The Erasmus+ program is open to “programme countries” - EU member states and North Macedonia, Turkey, Serbia, Iceland, Norway and Liechtenstein, while other countries, the so-called partner countries may participate in some activities of the Program, in accordance with specific criteria or conditions (Erasmus+: Programme Guide, 2019).

www.mobilnost.hr/hr/sadrzaj). As part of bilateral academic mobility programmes, Croatian students have the opportunity to apply through the Ministry of Science and Education, and open calls are periodically announced by countries on the basis of bilateral agreements (Agency for Mobility and European Union Programmes, n.d.).

Internationalization of higher education institutions and “internationalization at home”

In order to develop student mobility and gain a strategic approach in the development of education and in the creation of values of international knowledge exchange and cooperation, it is necessary to develop a defined framework with clear strategic goals at the local, national and international levels. Higher education institutions play a key role as stakeholders in organizing and implementing student mobility (but also the mobility of teaching and administrative staff).

De Wit (2015) as cited by Slabinec and Revančić (2016, p, 149) interprets internationalization (of higher education) as “a deliberate process of integrating the international, intercultural or global dimension for the purpose and implementation of higher education, in order to increase the quality of education and research for all students and staff and make a meaningful contribution to society”.

Knight (2004), as cited by Slabinec and Revančić (2016), states that internationalization at the institutional level can be carried out through activities, outcomes, motives, processes and the so-called internationalization at home and internationalization abroad. The term internationalization at home implies activities that take place at the university, aimed at developing international understanding and intercultural skills needed for active involvement of all students in the globalized world (internationalization of curricula, programmes, learning outcomes, research, etc.), while internationalization abroad includes all forms of education that take place abroad (mobility of students, teaching and administrative staff, projects, study programmes, higher education institutions, etc.).

In Croatia, there is no significant progress in the internationalization of higher education, except for the adoption of documents and initiatives of higher education institutions. The tender of the Ministry of Science and Education “Internationalization of Higher Education” from 2018 within the operational program “Effective Human Resources 2014 - 2020” states that “given the small number of studies in foreign languages and joint studies conducted by Croatian and foreign universities, this operation is a key precondition for further internationalization of the higher education system in Croatia as well as for improving the quality of higher education through internationalization”. Furthermore, the explanation states that “European higher education institutions have accepted the process of internationalization, which has led to an overall increase in the quality of education and accelerated development of scientific research, so the

internationalization of Croatian higher education institutions is a strategic goal for their development.” The specific objective of the tender is defined as “increasing the number of joint studies in foreign languages by strengthening the competencies of students and staff at higher education institutions” and “increasing the number of educational and/or study programmes and courses in foreign languages by strengthening the competencies of students and staff at higher education institutions” (European Structural and Investment Funds, n.d.).

According to the Croatian Agency for Science and Higher Education, out of 48 higher education institutions in Croatia, only three higher education institutions are not holders of the Erasmus Charter for Higher Education. This accounts for 94 % of higher education institutions with the Charter. Spatially, higher education institutions (holders of the Charter) are present in all counties, most of which are located in the City of Zagreb, which is proportional to the gravitational influence and the number of potential students. With the signing of the agreement between the Croatian Agency for Mobility and European Union Programmes and the European Commission on the 30th of January 2009, Croatia entered the preparation period. For the first time Croatian universities were given the opportunity to participate in the Erasmus programme, starting from the academic year 2009/2010. The preparation period continued in the following academic year, 2010/2011, and in the same year (2011) Croatia became a full member of the Programme (Agency for Mobility and European Union Programmes, 2019).

When it comes to research and creation of comparative data between countries in the total number of mobile students, one of the problems lies in the fact that most databases do not include mobility alone in the narrow sense, i.e., for the period spent studying abroad (credit mobility). In other words, data collection and processing do not methodologically coincide in the field of mobility statistics of statistical offices and countries. Data on foreign students are often based on nationality or country of origin as a characteristic for mobility, which creates a methodological error for Croatia, i.e., prevents comparability of data because according to UNESCO data, the most mobile students in higher education in Croatia are those from Bosnia and Herzegovina.

According to the available data (referring to the period spent studying abroad in order to acquire ECTS credits) on student mobility in Croatia since 2009 (Table 1), there is a continuous accumulative increase in the number of outgoing and incoming students at higher education institutions in three programme frameworks - Erasmus (under the Lifelong Learning Programme and Erasmus+), bilateral agreements and CEEPUS. There is a noticeable change in the number of incoming students compared to outgoing students in the Erasmus+ programme, where the number of incoming students exceeds outgoing students in the academic year 2015/2016 and 2016/2017. Of the exchange programmes, most participants spent the mobility period within the Erasmus+ programme, followed by CEEPUS and lastly bilateral exchange programmes.

Table 1

Number of incoming and outgoing students in the Republic of Croatia according to academic year and mobility programme³

Programme	Erasmus (Lifelong Learning Programme) and Erasmus+							
Academic year	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Outgoing students	235	545	882	1.124	1.403	1.679	1.716	1.778
Incoming students	0	13	377	700	987	1.548	1.897	2.097
Programme	Central European Exchange Program for University Studies (CEEPUS)							
Outgoing students	/	/	15	0	0	52	161	228
Incoming students	/	/	1	136	122	138	145	175
Programme	Programme of bilateral scholarships							
Outgoing students	/	/	2	31	29	25	22	20
Incoming students	/	/	0	47	42	30	13	31
Total outgoing students	235	545	899	1.155	1.432	1.756	1.899	2.026

Source: Agency for mobility and EU programmes; open source data, Review of the number of registered and realized mobilities according to the sector area of higher education within the Erasmus+ programme framework (tenders from 2014 to 2016), Central European Exchange Programme for University Students (CEEP US) and Programme of bilateral grants (ac. Year 2011/2012 to 2016/2017), https://www.mobilnost.hr/hr/sadrzaj/info-kutak/pristup-informacijama/portal-otvorenih-podataka/_Europska_komisija_2017_Erasmus+Annual_Report_Factsheets_Croatia_Erasmus+2017_in_numbers_https://ec.europa.eu/programmes/erasmus-plus/resources/documents/erasmus-annual-report-factsheets-croatia_en

If we compare the total number of outgoing students with the number of students in Croatia between 2013 and 2017, there is a noticeable increase in the share of students involved in outgoing mobility at Croatian higher education institutions (Table 2).

Table 2

Students enrolled in higher education institutions in Croatia by comparison with the number of outgoing students between academic years 2013/2014 and 2016/2017

Academic Year	2013/2014	2014/2015	2015/2016	2016/2017
Number of students	166.061	162.022	162.017	165.197
Number of outgoing students	1.432	1.756	1.899	2.026
Share (%)	0,86	1,08	1,17	1,23

Source: Agency for Science and Higher Education, <https://www.azvo.hr/hr/visoko-obrazovanje/statistike/>

According to the Eurostudent VI survey (2017), 63 % of participants in international mobility used the organizational framework of European Union programmes, 19 % of respondents used other cross-border programmes, and 18 % organized their mobility independently. In Croatia, the share of students who used EU programmes is 76.1 %, other programmes 16.4 %, while 7.5 % of students organized their mobility independently.

³ Note: Data refer to the student mobility for studies (credit mobility).

According to the research results, the share of students who temporarily studied abroad is the highest in Finland, Norway, Sweden, Denmark and Germany, and the lowest in Serbia, Poland, Croatia, Greece and Romania (Table 3). Therefore, it is possible to determine the spatial regularity where the four Nordic countries lead with a share higher than 10 %.

Table 3

Share of students by temporary study abroad in %

Country	Students who have been temporarily enrolled abroad	Students who have not been enrolled abroad but plan to	Students who have not been enrolled abroad and do not plan to
Finland	12.9	22.8	64.3
Norway	12.9	21.4	65.7
Sweden	10.9	19.7	69.4
Denmark	10.8	25.9	63.3
Germany	10.1	18.7	71.2
Iceland	9.6	29.5	60.9
Lithuania	9.4	21.6	69.0
Austria	8.9	30.7	60.4
France	8.9	34.6	56.5
Latvia	8.7	24.6	66.7
Italy	8.5	63.8	27.7
Malta	8.5	28	63.5
Czech Republic	8.2	26.5	65.3
The Netherlands	8.1	21.4	70.5
Slovenia	7.9	31.5	60.6
Estonia	7.3	22.3	70.4
Switzerland	7.0	25.3	67.7
Ireland	6.3	25.6	68.1
Hungary	5.9	27.8	66.3
Portugal	5.5	27.8	66.7
Turkey	5.5	55.9	38.6
Slovakia	4.3	20.8	74.9
Albania	3.9	27.4	68.7
Romania	3.9	34.5	61.6
Greece	3.5	50.9	45.6
<i>Croatia</i>	2.7	30	67.3
Poland	2.6	25.5	71.9
Serbia	1.6	44.7	53.7

Source: Eurostudent VI, 2017, International student mobility, Temporary enrolment abroad, <http://database.eurostudent.eu/>

Quality of life of exchange students in Europe

Quality of life as a personal perception, and in general as a universal concept, is the subject of research in various scientific disciplines and is related to the specific field of research of these sciences. As such, it is difficult to find a single comprehensive definition. Confirmation of that is the Croatian Encyclopaedia (Hrvatska enciklopedija, n.d.), which states that “quality of life is a term used in different professions in different meanings.” Wish (1986), as cited by Slavuj Borčić and Šakaja (2017), concludes that the only common denominator among many scientific conceptualizations of quality of life is the fact that the concept of quality of life usually includes external situations or conditions that an individual perceives and then transforms into different levels of welfare.

The concept of quality of life, therefore, includes the comprehensiveness of different external conditions, i.e., aspects that affect the perception of an individual about his quality of life according to various indicators in relation to space. Space is a key term here that connects the definition of quality of life with geography and as such makes it independent (in geographic aspect) of other scientific disciplines. Quality of life as part of geographical research includes clear visualization of space and distribution of selected indicators. Therefore, computer software is gaining an increasing role, especially Geographic Information Systems which facilitates the processing of large amounts of data and has become an important tool for most geographical measurements of quality of life. By introducing the spatial dimension into the analysis of the quality of life, it becomes easier to identify certain spatial regularities and, on that basis, to act within different professions or policies (Slavuj Borčić & Šakaja, 2017).

When compiling reports on the quality of life of citizens in the European Union, Eurostat uses nine dimensions (which can be statistically measured) to represent various complementary aspects of quality of life. The dimensions considered are as follows: material living conditions, employment, health, education, leisure and social interactions, economic security and physical safety, governance and basic rights, natural and living environment and overall experience of life. In the analysis, objective and subjective indicators are used (Eurostat, Statistics explained, 2019).

During the development of quality of life research, scientists have concluded that objective and subjective measures are not mutually exclusive and that it is best to apply both types of indicators in order to better understand the concept. The parallel use of objective and subjective indicators in research is important especially for methodological reasons because their joint application reduces the shortcomings of a particular type of measurement and provides alternative views on the quality of life (Slavuj, 2012).

The same space will be perceived differently by persons who permanently live in it, i.e., who are connected to it (e.g., culturally), and persons who are temporarily staying in a certain city, e.g., for the purpose of student exchange. This changes the basic settings in which the perception and understanding of quality of life is influenced by

the cultural background, i.e., learned patterns in social, environmental, administrative, educational and other dimensions. This approach is partly related to the selected European regions on which the analysis of student responses in this paper is based.

As for other similar research on the topic of quality of life during student exchanges, they are not numerous. One of the few analyses that (indirectly) relates to this issue is closely linked / or is concerned with the general experience of European students while studying abroad within the Erasmus exchange system. The authors are scientists from the Jagiellonian University in Poland, and in their 2006 research they investigated the motivation to go abroad to study, activities during exchanges and the dimension of non-formal learning. In addition, they also list some aspects of student satisfaction such as the financial situation, but also satisfaction with the host country (Krupnik & Krzalewska, 2015).

A study by Eurostudent V, entitled “Social and Economic Conditions of Student Life in Europe”, also deals with certain conditions (of the quality) of student life, and refers to the period from 2012-2015. It ranges from the characteristics of national student populations, types and models of studies, continues with employment, student costs, and ends with mobility, internalization and student assessments as well as their future plans (Haushchildt et al., 2015).

Temporary residence in another country, therefore, requires a certain adjustment and the creation of new patterns of living, i.e., getting out of the so-called comfort zone. During mobility, students encounter various obstacles such as additional financial burdens, lack of information that may be related to academic but also administrative problems (residence applications, bank accounts, contracts, etc.), problems related to the study that require some adjustment to a different way of teaching (language, methods, literature, content, etc.), but also the limited accommodation during the studies that they may encounter.

Zagreb case study

In the city of Zagreb, currently there are 17 higher education institutions from the “Erasmus Charter for Higher Education” in operation. . The largest higher education institution is the University of Zagreb with 34 constituent units. In 2001, Croatia signed the Bologna Declaration, thus joining the creation of the European Higher Education Area. In May 2014, a comprehensive “Strategy for the Internationalization of the University of Zagreb” (Internacionalizacija Sveučilišta u Zagrebu, Sveučilište u Zagrebu, n.d.) was adopted. According to the latest available data on the Erasmus programme from 2017, the university with the largest number of outgoing students in Croatia was the University of Zagreb.

In accordance with the aims and purpose of the research, i.e., determining the quality of life of foreign students in Zagreb, a survey was conducted. The survey questionnaire was sent to foreign students by e-mail and the answers were collected in the period between January 8th and 12th, 2020. A total of 1281 questionnaires were sent by e-mail

(part of which were not delivered due to incorrectly entered e-mail addresses as well as those that are no longer used). Of the 187 persons who replied to the survey, 73 (39.04 %) were male and 114 (60.96 %) were female. The surveyed students range from 19 to 45 years in age. The largest number of respondents, 47 (25.13 %), are 22 years old, 38 (20.32 %) respondents are 23 years old, and 37 of them (19.79 %) are 21 years old (Figure 2).

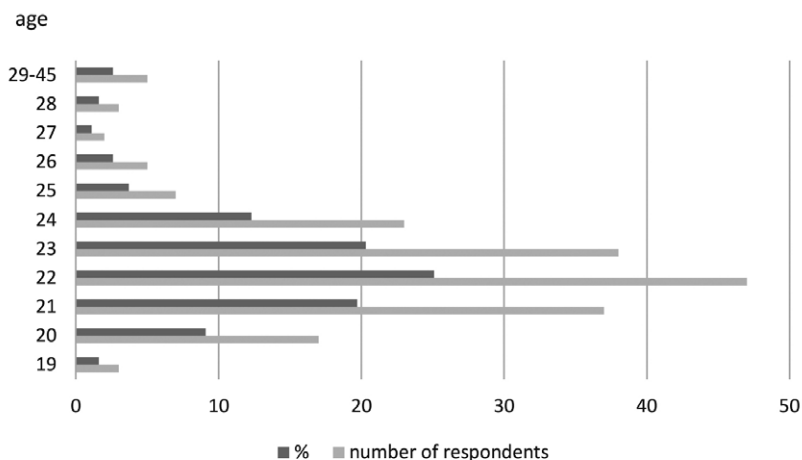


Figure 2. Distribution of respondents by age

The surveyed students are from 35 countries, of which 30 (16.04 %) are from Spain, 22 from Italy and Germany (11.76 %), followed by 17 students from France and Poland respectively. There are 14 respondents from Portugal (7.49 %), 10 (5.35 %) from Turkey, 6 (3.21 %) from Belgium, 4 (2.14 %) from the Czech Republic and Ukraine respectively. Three students come from Canada, China, Austria, the Netherlands, Slovakia and Slovenia (1.65 %), 2 students from Lithuania and one from other countries (USA, Bulgaria, Chile, Finland, Georgia, Greece, Japan, Latvia, North Macedonia, Mexico, Korea, Romania, Russia, Serbia, Singapore, Sweden, the United Kingdom and Albania). Due to the small number of surveyed students who participated in the research and who live outside Europe (USA, Canada, China, Chile, etc.), their answers were not taken into consideration in this analysis.

In terms of the mobility program framework, 13 (6.95 %) students are in Zagreb as a result of bilateral agreements, and 174 (93.05 %) stay within the Erasmus+ programme. None of the surveyed students participated in the CEEPUS programme. Furthermore, in terms of bilateral agreements, and within the European Higher Education Area, one student comes from Germany, Italy, the Netherlands, Switzerland and Ukraine each. Under the Erasmus+ programme, most participants come from Spain (30), Germany (21), Italy (21), France (17), Poland (17), Portugal (14) and Turkey (10).

When asked about the city they come from, most respondents, i.e. 57 (30.48 %), answered that they come from a large university centre (more than 100,000 students),

43 (22.99 %) from a city with between 20,000 and 50,000 students, 40 (21.39 %) from a city with between 5,000 and 20,000 students. There are 24 (12.83 %) respondents who come from a city with up to 5,000 students, and the smallest number, i.e. 23 of them (12.30 %), are from a city with between 50,000 and 100,000 students, or from a university centre that is most similar to Zagreb in terms of number of students.

The largest number of students study in the following areas⁴: economics and related branches, such as management and business, 39 respondents (20.86 %); law 22 respondents (11.76 %); political science, including regional political studies, 16 respondents (8.56 %); philology, information and communication sciences and tourism. The results show that the largest number of incoming students study in the field of social sciences and humanities.

Regarding the reasons for choosing Zagreb as a destination for student mobility (Table 4), the surveyed students were asked two questions - one closed and the other open-ended type. In addition to the reasons for choosing Zagreb as a place of study, within the questions asked, students were asked to point out some of the obstacles they encountered in the City of Zagreb, which is elaborated in more detail in Table 6. Regarding the very reason for choosing Zagreb according to the answers in the closed type of questions, a quarter of respondents, i.e. 48 respondents (25.67 %), chose Zagreb due to low living costs. Culture, gastronomy and heritage are in the second place, for 45 respondents (24.06 %), while in the third place is the location of Zagreb, for 43 surveyed students (22.99 %) (close to well-known tourist destinations). The quality of teaching is stated by 16 respondents (8.56 %), and this reason is in the fourth place. In addition to education, eight respondents cited other academic reasons (mentor or professor recommendation, university popularity, and academic interests in general). Reasons related to education (related to the quality of teaching and academic reasons) were given by 24 respondents.

Table 4
Reasons for choosing Zagreb as a mobility destination

Reason	Number of respondents	Share (%)
Low living costs	48	25.67
Culture, gastronomy and heritage	45	24.06
Proximity to well-known tourist destinations (Vienna, Budapest, Sarajevo, Prague, etc.)	43	22.99
Quality of teaching	16	8.56
Administrative reasons	9	4.81
Academic reasons	8	4.28
Language	7	3.74
Connecting with family roots	6	3.21
Other and undefined	5	2.67
Total	187	100

⁴ The analysis of the answers of the surveyed foreign students regarding the study program is based on the classification of the "Regulation on scientific and artistic areas, fields and branches".

The largest number of respondents, 45 of them (24.06 %), specified culture and heritage as the reason for choosing Zagreb. Some students directly state culture as a reason. So, a student from Switzerland states the following reason: *I have not been to Croatia before... the general interest in Croatia and Eastern European cultures.*

A student from France states that her reason is: *...to discover a new culture in a European country.*

A student from Spain says that: *Croatia is one of the most attractive countries in Europe. Not only because of the beauty of the coast, but also because of historical reasons and conflicts.*

Although some students compare Croatia with neighbouring countries, respondents directly mention Croatian culture, heritage (including natural), lifestyle, city and the like. A student from Estonia states: *I want to know more about Croatia.*

When all the answers are taken into account, it can be concluded that the broader aspect related to culture and heritage is the primary reason, including lifestyle, language, history, historical and natural heritage, architecture and the like.

In the second, open-ended type question, 39 students (20.86 %) stated academic reasons. They directly cite the courses (because they are compatible or in English) as the reason, while some answers are more elaborate, as of a medical student who states: *Because I really liked the exchange program and research study I had to do at the School of Medicine of the University of Zagreb. Really interesting thing.*

A student from France states the following: *I chose Zagreb because of specialized journalism courses.*

Another open-ended question referred to the geographical position of Croatia. It was cited as the reason for choosing Zagreb by 32 respondents (17.11 %). Answers include: *a good position in Europe; proximity to the Adriatic coast; location in the centre of Europe; I wanted to see Croatia, its position is very good between the Balkans and other European countries.*

Satisfaction with the quality of life in Zagreb

Satisfaction with the contents and services during the student exchange in Zagreb was collected by a questionnaire where the surveyed students were offered a total of 11 elements that could potentially affect the quality of life during the exchange. The attitudes of the respondents were measured using a Likert scale with five possible answers, where number 1 represents very dissatisfied, and number 5 very satisfied (Table 5).

Table 5

Satisfaction of foreign students with contents and services in Zagreb in percentage (%)

Element (in %)	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Average grade
Feeling of security	1.07	1.60	11.23	29.95	56.15	4.39
Social Content (Cinema, Bars, Theatre, Concerts, Nightlife)	1.60	3.74	18.72	36.36	39.57	4.09
Public transportation	2.67	5.88	20.86	31.55	39.04	3.98
Teaching at the faculty	2.67	9.63	19.79	32.62	35.29	3.88
Faculty in general	1.60	8.56	21.93	37.43	30.48	3.87
Cost of living	1.60	8.02	24.06	34.76	31.55	3.87
Number and equipment of shops	0.00	9.09	24.60	41.71	24.60	3.81
Sufficiency of financial resources	1.07	9.09	25.67	39.57	24.60	3.78
Distance of the faculty from your accommodation	4.28	11.76	28.34	20.86	34.76	3.7
Quality of health services	6.95	8.02	47.06	24.06	13.90	3.3
Administration (bank, post, police office, etc.)	7.49	18.18	29.41	28.88	16.04	3.28
Overall satisfaction with the quality of life in Zagreb	0.00	3.21	5.88	42.78	48.13	4.36

Regarding the obstacles encountered by foreign students during the mobility in Zagreb (Table 6), the results are quite interesting, since the average grade does not exceed 3, which is significantly less than the expected results. A score of 1 means that the respondent did not perceive the assumed obstacle as an obstacle at all, while a score of 5 represents a major obstacle. The smallest obstacle is participation in lectures, marked with an average grade of 2.01, and in the second place is the additional financial

burden. The biggest obstacle for foreign students is the integration with local students, with a grade point average of 2.84, followed by a lack of information from faculties, with a grade of 2.39.

Table 6
Obstacles to foreign students during mobility in Zagreb

Obstacle	Average grade	Standard deviation
Participation at lectures	2.01	1.2
Additional financial burden	2.12	1.02
Finding accommodation	2.22	1.25
Study program in Zagreb does not align with my study at home	2.29	1.32
Lack of information from the faculty	2.39	1.18
Integration with local students	2.84	1.32

Note: grade 1 is considered as no obstacle and grade 5 is considered as a big obstacle

A more detailed analysis of the results (Table 5) found that respondents from Serbia (grade 1), Slovakia and Spain gave the lowest score for satisfaction with the feeling of security (in the commentary they state the aggressiveness of local alcoholics towards foreign students). Spatially, the highest score was given by respondents from Central and Western Europe, and the lowest from Southern Europe (Figure 2). When stating the number of respondents for each group of countries, i.e., region (because the “weight” of each assessment depends on it), the results are as follows: Southeastern Europe – 15 respondents, Central Europe – 29 respondents, Western Europe – 27 respondents, Southern Europe – 68 respondents, Eastern Europe – 29 respondents and Northern Europe – 6 respondents.

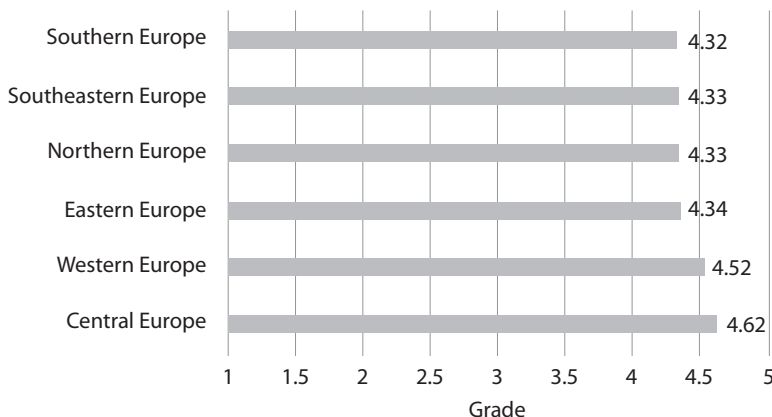


Figure 3. Satisfaction with the feeling of security in Zagreb

Satisfaction with social content is in second place, which is not surprising given the diversity of the offer in the capital but also given the presence of volunteer organizations that specialize in organizing content and helping incoming students,

such as Erasmus Student Network Zagreb, (ESN Zagreb) which was mentioned nine times. In third place, according to the expressed satisfaction with certain facilities or services, is public transportation with an average score of 3.98. The highest score was given by respondents from Western Europe (4.22), followed by Southern Europe (4.13), Southeastern Europe (4.0), then from Central Europe (3.93), and the lowest from Eastern (3.55) and Northern (3.50) Europe. Only a few respondents commented on public transportation. In regard to public transportation, students gave the following comments: *very unclear public transport system (especially due to the lack of multilingual ticket machines), also the lack of a subway system, but transport is cheap; cheap monthly tram ticket; night trams are also good; public transport is often too crowded; the only thing that bothered me was that the trams go where the cars go, it made travelling slower and the distances seem longer.*

Satisfaction with education is in the 4th and 5th place, where the respondents expressed satisfaction with teaching at the faculty with an average grade of 3.88, and with the faculty in general 3.87 (Figure 4). In both cases, the distribution of respondents' answers according to the area they come from is almost the same. The greatest satisfaction with the teaching at the faculty was expressed by the respondents from Northern Europe, with an average grade of 4.33, and Eastern Europe (4.14). Their satisfaction with the faculty was rated with an average grade of 4.00. Respondents from Central Europe rated satisfaction with teaching with 3.97 and the faculty overall with 3.93. The least satisfied were the surveyed students from Western Europe, who expressed satisfaction with the teaching and the faculty in general with a grade of 3.63. Participation in lectures is listed as the smallest obstacle (2.01) mentioned by the participants.

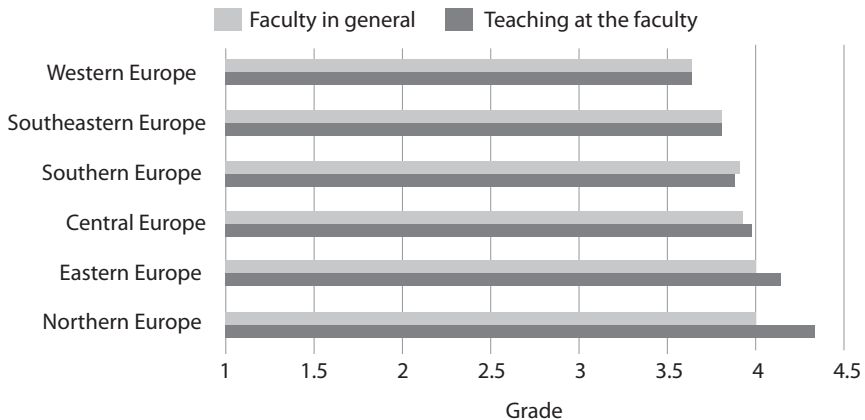


Figure 4. Satisfaction with teaching at the faculty and the faculty in general in Zagreb

In financial terms, the satisfaction of respondents with the cost of living is in the fifth place, with an average score of 3.87, while satisfaction with the adequacy of financial resources is in the seventh place, with an average score of 3.78 (Table 5). The financial element is thus rated medium, with the additional financial burden as an obstacle, have a score of 2.12. In this case, only two students defined it as a big obstacle,

accounting for only 1.07 % of respondents. This data is very interesting since, in the EUROSTUDENT VI survey, an average of 42.4 % of the respondents stated that the additional financial cost created an obstacle for them during mobility. In terms of satisfaction with the cost of living, the most satisfied respondents are from Central, Western and Northern Europe (average score 4.00), followed by Southern Europe (average score 3.91), Eastern Europe (3.59) and Southeastern Europe with a score of 3.47. Thus, here it comes to the fore that those who come from countries with lower living costs are on average more dissatisfied with the cost of living in Zagreb.

Regarding satisfaction with the adequacy of financial resources, the highest score was given by respondents from Central Europe (4.24), Western (4.00), followed by Eastern (3.69), Southern (3.60) and Southeastern Europe (3.53), while the least satisfied are respondents from Northern Europe (3.50). Additional financial burden was stated as the smallest obstacle (Table 6) by the surveyed students from Northern Europe (1.83), Western (1.85), Central (1.86), Eastern (2.03) and Southern Europe (2, 31), while it was cited as the biggest obstacle by respondents from Southeastern Europe (2.73).

A student from France says: *The prices were low so I was able to participate in a lot of activities*; and a student from Sweden: *There are a decent number of good restaurants at an affordable price*. A surveyed student from Poland comments: *My life in Zagreb is fine, since there are a lot of student discounts, student dormitory is cheap, transportation is cheap, and food in the canteen is cheap*.

Satisfaction with the distance of the faculty from the accommodation is near the end of the scale, with an average score of 3.7, and the greatest dissatisfaction with this element was expressed by respondents from Northern Europe, with a score of 2.67, while respondents from Central Europe gave the highest score: 4.03.

The quality of health services is in the penultimate place with an average score of 3.30. Respondents state: *I didn't understand why every baker or bartender speaks English, but it was so hard to find a doctor who spoke it in the hospital*; and other relates to an obstacle during mobility: ... *finding a doctor without going to the emergency room*.

The greatest dissatisfaction with the administration was expressed by respondents from Northern Europe with a score of 3.00, followed by Southern (3.24), then Southeastern (3.27), Eastern (3.31), Western (3.33), and least from Central Europe (3.45). Although s Regarding that no average grade exceeds 3, i.e., very few respondents encountered big obstacles. The biggest obstacle during mobility is integration with local students, which has an average grade of 2.84. Although many comments say that the quality of life was positively influenced by the attitude of the local population.

Lack of information from the faculty ranks second as the biggest obstacle students encountered, with a score of 2.84. This obstacle was rated 5 (big obstacle) by 5.88 % of respondents, which is much less than the data in the EUROSTUDENT VI survey, where 24.8 % of respondents stated lack of information from the faculty as a major obstacle. The overall satisfaction of the respondents with the overall quality of life in Zagreb was rated very high, with an average score of 4.36. 90 participants were very satisfied (48%), while no student gave a grade for extreme dissatisfaction (Figure 5).

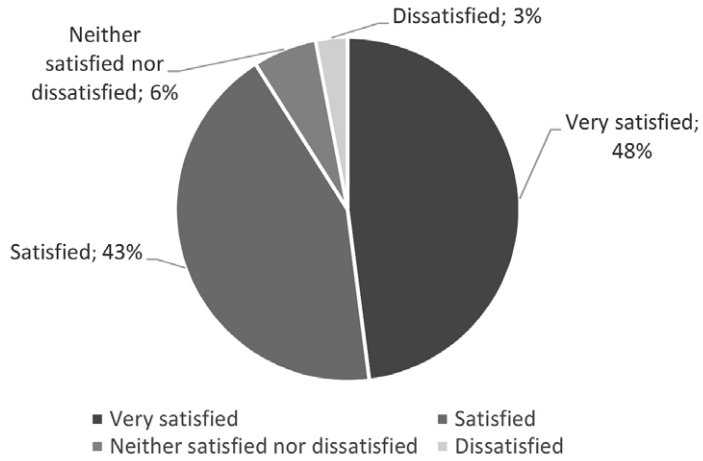


Figure 5. Overall satisfaction with the quality of life in Zagreb

In regional terms (Figure 6), Southeastern Europe stands out, given that respondents from that area rated the quality of life in Zagreb the worst, with an average score of 4.13. Although this score is relatively high, the surveyed students from Southeastern

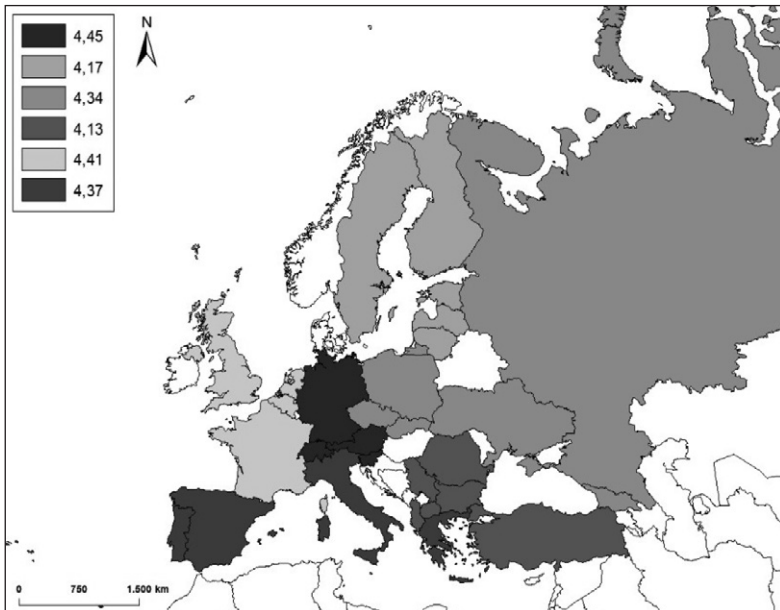


Figure 6. Regional division according to the overall satisfaction with the quality of life in Zagreb

Europe expressed the greatest dissatisfaction with the cost of living. They are the second most dissatisfied with the adequacy of financial resources and assessed the additional financial burden (compared to other regions) as the biggest obstacle. Their

satisfaction with social content was also rated the lowest. The highest score (4.45) was given by the participants from Central Europe, followed by respondents from Western Europe with a score of 4.41, Southern Europe with a score of 4.37, Eastern Europe (4.34) and Northern Europe (4.17). According to the results, it can be clearly concluded that in Europe, there is no clear spatial regularity in expressing satisfaction with the overall quality of life.

When analysing the overall satisfaction with the quality of life in Zagreb according to the countries represented in this study with the most surveyed students, the situation is as follows: Spain - the average grade is 4.40; Germany - average grade is 4.32; Italy - average grade 4.23; France - average grade 4.53, and Poland - 4.24.

Conclusion

The analysis of foreign students' satisfaction with the quality of life in Zagreb showed very interesting results and pointed out that the obstacles they encounter are minor, both according to the average grade and in relation to the EUROSTUDENT VI research. By conducting an analysis of all data and the research results in accordance with the objectives of this research, the hypotheses set at the beginning of the paper are confirmed or rejected below.

Relative to the results of the research, hypothesis H1 is rejected because the difference in the responses of the research participants from Southern, Eastern, Southeastern and Northern Europe compared to the participants from Western and Central Europe is minimal, and the overall assessment of the quality of life and satisfaction with it does not represent a clear spatial distribution.

Hypothesis H2 is rejected because the largest spatial differences are related to satisfaction with the distance between faculty and accommodation, especially between research participants from Central, Northern and Southeastern Europe, respectively. This is followed by a difference in the expressed satisfaction with social content, where the biggest differences are between Central and Southeastern Europe. Although previous research such as EUROSTUDENT VI states that the additional financial burden is a major obstacle to student mobility, this is not the case for respondents who spend their mobility in Zagreb. Furthermore, in terms of satisfaction with the adequacy of financial resources and the cost of living, participants from Western and Central Europe expressed the greatest satisfaction compared to other regions.

Hypothesis H3 was rejected since the majority of respondents cited an aspect related to culture and heritage as the reason for choosing Zagreb as a destination for student mobility. Nevertheless, it cannot be said that the geographical position, i.e., the proximity of known destinations, does not have a great influence when choosing Zagreb as a mobility destination.

Hypothesis H4 is partially confirmed because there are indeed no visible significant differences between certain elements of quality of life or even obstacles encountered

by respondents during mobility. It is partially confirmed because there are almost always minimal differences in a particular element.

In conclusion, student mobility is a concept that is still evolving, as is the quality of mobility. According to the results of this research, foreign students are quite satisfied with the quality of life in Zagreb and very rarely encounter obstacles during mobility. There is room for improvement, especially in terms of strengthening the process of internationalization at home and increasing the interaction of local and foreign students during classes and when organizing teaching tasks and projects.

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Međunarodna mobilnost i kvaliteta života stranih studenata u gradu Zagrebu

Sažetak

Ovim radom nastojalo se primarno utvrditi ukupno zadovoljstvo kvalitetom života stranih studenata u gradu Zagrebu, koji kao sudionici visokoškolske mobilnosti dolaze na studije visokih učilišta u Zagrebu. U radu su definirani sljedeći pojmovi: mobilnost studenata, programi razmjene (Erasmus+, CEEPUS i bilateralne suradnje) kao i preduvjeti za razvoj mobilnosti. Dio rada odnosi se na koncept kvalitete života studenata na razmjeni uključujući i analizu nekih od izazova na koje nailaze tijekom mobilnosti, ali i prednosti i pozitivne strane dolaska na Sveučilište u Zagrebu. Studija slučaja za koju je u ovoj analizi prikazan grad Zagreb, temelji se na provedenom anketnom istraživanju stranih studenata kako bi se utvrdilo zadovoljstvo kvalitetom života u Zagrebu, odnosno postoje li značajnije geografske razlike u odgovorima anketiranih s obzirom na to iz kojeg područja (regije) Europe dolaze. Rezultati ovoga istraživanja mogli bi se koristiti prilikom stvaranja strateških i dokumenata o međunarodnoj mobilnosti te plana aktivnosti visokih učilišta za strane studente na studentskoj razmjeni u Hrvatskoj.

Ključne riječi: *anketno istraživanje; bilateralna suradnja; CEEPUS; Erasmus*

Uvod

Studentska razmjena, odnosno mobilnost postoji gotovo koliko i sama sveučilišta. Iako je praksa razmjene između sveučilišta gotovo stoljetna, nova paradigma studentske mobilnosti koja je institucionalizirana i definirana u okvirima sveučilišnih i programskih akata među državama, pojavljuje se krajem 1980-ih godina te se razvijaju daljnji preduvjeti i instrumenti kao što je bolonjski proces. Mobilnost se definira na nekoliko načina i organizirana je u nekoliko programskih okvira od kojih su za područje Hrvatske najvažniji Erasmus+, CEEPUS te bilateralne suradnje (na nacionalnoj i međusveučilišnoj razini). Mobilnost studenata u ovom radu odnosi se na privremenu prekograničnu aktivnost provedbe dijela studijskoga programa u svrhu učenja. Koncept se i dalje razvija, provode se brojna istraživanja koja uključuju aspekt internacionalizacije visokoobrazovnih institucija i mobilnosti, gdje vrlo važnu ulogu ima doživljaj kvalitete mobilnosti. Budući da je koncept studentske razmjene

gotovo nemoguće zasebno pratiti, važno je uključiti sve ostale elemente koji utječu na kvalitetu programa i samog doživljaja korisnika. Na taj način očituju se prepreke na koje studenti nailaze tijekom mobilnosti, koje posredno utječu na doživljaj određene destinacije, odnosno na kvalitetu života. Istraživanje EUROSTUDENT VI (<http://database.eurostudent.eu/>) identificiralo je te prepreke, no studija slučaja Zagreba pokazuje odmak od istraživanja, gdje korisnici programa u Zagrebu nailaze na vrlo malo prepreka i pritom ih ne doživljavaju značajnim utjecajem za kvalitetu njihove mobilnosti. Istraživanja o kvaliteti života studenata na razmjeni vrlo je malo, stoga ovaj rad pokušava istražiti i definirati kakvo je zadovoljstvo kvalitetom života studenata u Zagrebu, ali i koji su to privlačni faktori koji utječu na odabir Zagreba kao destinacije za mobilnost. Provođenjem istraživanja o zadovoljstvu stranih studenata kvalitetom života utvrđeno je kojim su elementima studenti najviše zadovoljni, no također i na kojim bi se aspektima trebalo poraditi. Analizom podataka o mobilnosti utvrđene su regionalne razlike u pogledu zadovoljstva čimbenicima koji utječu na kvalitetu života inozemnih studenata. Kvaliteta života ima važan utjecaj na kvalitetu boravka stranih studenata te njezino unaprjeđenje i prevencija prepreka mogu povećati broj dolaznih studenata u nekom gradu, pa tako i u Zagrebu.

Metodologija i obuhvat istraživanja

Prostorni obuhvat istraživanja uključuje grad Zagreb odnosno analizu odgovora dolaznih studenata koji borave u gradu Zagrebu na studentskoj razmjeni i koji dolaze iz Europske unije, ali i nekih izvaneuropskih država, odnosno država uključenih u europski prostor visokoga obrazovanja (*European Higher Education Area – EHEA*). Budući da je EHEA zapravo koncept nastao bolonjskim procesom, u njezin sastav ulazi 48 država koji uz europske države uključuje kavkaske te euroazijske države – Tursku i Rusku Federaciju. Dio rada usmjeren je na donošenje zaključaka o prostornim zakonitostima glede zadovoljstva elementima kvalitete života stranih studenata te obuhvaća rezultate dobivene anketnim istraživanjem studenata iz država EHEA-e.

Tijekom izrade rada korišteno je nekoliko metoda istraživanja, od analize domaće i strane literature, prikupljanja (statističkih) podataka, prvenstveno u području studentske mobilnosti od Agencije za mobilnost i programe Europske unije, Europske komisije (podatci povezani s programima mobilnosti u organizacijskim okvirima Europske unije), Agencije za znanost i visoko obrazovanje i drugih. Dio podataka prikupljen je uvidom u bazu podataka istraživanja EUROSTUDENT (VI). Važan dio metodologije odnosi se i na anketno istraživanje kojim su ispitani strani dolazni studenti u Zagrebu. Cilj anketnoga istraživanja bio je ispitati stavove studenata o kvaliteti života u Zagrebu tijekom njihove razmjene te utvrditi na koje su prepreke naišli tijekom mobilnosti. Ovim istraživanjem također se žele shvatiti razlozi odabira Zagreba kao odredišta za mobilnost. Anketiranje je provedeno slanjem elektroničke pošte na adrese dolaznih stranih studenata koji su podatke o svojim kontaktima dostavili prilikom dolaska te dali privolu za njihovo korištenje u svrhu znanstvenih istraživanja. U navedenom slučaju

ispitanici za potrebe istraživanja mogli su biti svi strani dolazni studenti koji su u Zagrebu proveli mobilnost u svrhu studija u akademskoj godini 2018./2019. i zimskom semestru akademske godine 2019./2020. Anketiranje je provedeno u razdoblju između 8. i 12. siječnja 2020. godine. Studenti su sudjelovali anonimno, a uzorak korišten u istraživanju je neprobabilistički prigodni uzorak. Podatci su prikupljeni anketom putem *online* upitnika na engleskom jeziku izrađenoga pomoću alata *Google obrasci* koji je distribuiran putem elektroničke pošte. Rezultati su analizirani i prikazani u nastavku rada tekstualno, tablično i grafički.

Kako bi se utvrdile regionalne razlike u stavovima ispitanika o kvaliteti života u Zagrebu, države iz kojih dolaze anketirani studenti grupirane su šest regija (Slika 1). Regije se temelje na modificiranoj podjeli prema pojmovniku *EuroVoc* koji koriste institucije Europske unije odnosno na klasičnoj geografskoj regionalnoj podjeli Europe koja je sveprisutna i prihvaćena u geografskim istraživanjima. S obzirom na to, regija Zapadna Europa uključuje Francusku, Belgiju, Nizozemsku i Ujedinjenu Kraljevinu; Južna Europa uključuje Portugal, Španjolsku, Italiju i Grčku; Središnja Europa Njemačku, Austriju, Švicarsku i Sloveniju; dok su u Istočnu Europu uvrštene Poljska, Češka, Slovačka, Ukrajina, Rusija i Gruzija. Sjeverna Europa obuhvaća Estoniju, Latviju, Litvu, Finsku i Švedsku, a Jugoistočna Europa Srbiju, Sjevernu Makedoniju, Albaniju, Rumunjsku, Bugarsku i Tursku. Turska je ovdje jedina država koja se u geografskim istraživanjima ne uključuje u europsku regionalizaciju, ali je za potrebe ovoga rada i nemogućnosti da je analiziramo zasebno (što bi dovelo do pogrešnih zaključaka) te s obzirom na to da je dio europskoga prostora visokoga obrazovanja, uvrštena u regiju II Europe. Također je potrebno napomenuti da je dodatni razlog za ovakvu regionalizaciju i mali udio studenata iz pojedinih (dolaznih) država.

Slika 1.

Glavni cilj istraživanja u radu bio je utvrditi ukupno zadovoljstvo kvalitetom života stranih studenata i pokušati utvrditi postoje li u različitim elementima kvalitete života regionalne razlike među ispitanicima. Uzimajući u obzir analizu studentske mobilnosti i kvalitete života te individualne subjektivne stavove ispitanih stranih studenata, sekundarni cilj rada je utvrditi preduvjete za razvoj studentske mobilnosti općenito, opisati koji su programi mobilnosti najviše zastupljeni na hrvatskim visokim učilištima te uvidjeti što sve utječe na odvijanje razmjene, odnosno prepreke na koje studenti nailaze. Temeljem odgovora anketiranih studenata u radu će se pokušati identificirati na kojim bi aspektima organizatori i provoditelji mobilnosti te lokalni akteri trebali raditi kako bi unaprijedili kvalitetu života stranih studenata.

Sukladno ciljevima i svrsi istraživanja u radu su postavljene četiri hipoteze koje će se na temelju istraživanja potvrditi ili opovrgnuti:

1. Strani dolazni studenti iz država Zapadne i Središnje Europe koji dolaze na razmjenu u Zagreb zadovoljniji su sveukupnom kvalitetom života u Zagrebu od studenata iz Sjeverne, Južne, Istočne i Jugoistočne Europe.

2. Najveće razlike u zadovoljstvu stranih dolaznih studenata u Zagrebu vezane su uz dostatnost financijskih sredstava za pokrivanje troškova života.
3. Najveći broj studenata odabire Zagreb kao odredište mobilnosti zbog geografskoga položaja, tj. blizine turističkih destinacija (Beč, Ljubljana, Budimpešta, Beograd, Sarajevo, Prag i dr.) i hrvatske obale.
4. Ne postoji jasna razlika u prostornoj distribuciji izraženoga zadovoljstva elementima kvalitete života studenata na mobilnosti u gradu Zagrebu.

Definiranje akademske mobilnosti studenata i neka obilježja mobilnosti studenata u Hrvatskoj

Akademska mobilnost u smislu prelaska teritorijalnih granica i međunarodno akademsko zapošljavanje nije pojava modernoga doba. U ranosrednjovjekovnoj Europi, npr. mobilnost je bila transnacionalna, neregulirana i orijentirana prema stjecanju stručnih vještina. U tom razdoblju mnogi su studenti putovali na sveučilišta u južnoj Europi kako bi se kvalificirali za jedno od dobro plaćenih zanimanja u području prava, medicine ili obrazovanja (Kim, 2009). Budući da se radi o konceptu koji se još uvijek razvija, do sada je često bio obuhvaćen i opisan provedbenim organizacijskim aktima i okvirima, a manje u znanstveno-istraživačkom segmentu. Postoji nekoliko različitih shvaćanja mobilnosti koji se kreću od jezičnih tečajeva u trajanju od nekoliko tjedana, do definicija koje obuhvaćaju cjeloviti studij u drugoj državi.

Mobilnost studenata odnosi se na studiranje na instituciji domaćina nakon čega se student/ica vraća na matičnu instituciju i dovršava upisani studijski program. Mobilnost može biti realizirana u okvirima dolazne mobilnosti gdje studenti s partnerskih sveučilišta u inozemstvu provode period razmjene na hrvatskom visokom učilištu te u okvirima odlazne mobilnosti gdje studenti upisani na hrvatskom visokom učilištu odlaze na inozemno sveučilište. Pitanja ostvarivanja i organizacije mobilnosti riješena su raznim aktima/pravilnicima na nacionalnoj razini te na razini pojedinih sveučilišta (Čavić i sur., 2012). Jedan od temeljnih preduvjeta razvoja koncepta mobilnosti u svrhu učenja bilo je usklađivanje sustava visokoga obrazovanja u Europi. Kako bi ishodi i aktivnost međunarodne mobilnost mogli ispunjavati uvjete priznavanja stečenoga znanja i kompetencija na matičnoj instituciji po povratku, potrebno je stvoriti zajednički okvir osiguravanja kvalitete izvođenja programa nastave.

Pravo na slobodno kretanje unutar Europske unije, utemeljeno Rimskim ugovorima¹, potaknulo je vlasti Europske unije da smanje prepreke mobilnosti studenata, osobito priznavanjem kvalifikacija, uvođenjem Europskoga sustava prijenosa i prikupljanja bodova (ECTS) za studente na razmjeni u okvirima programa Erasmus. Početak nove ere europske suradnje i studentskih razmjena započinje usvajanjem značajnih europskih

¹ Rimski ugovori potpisani su 1957. čime je stvorena Europska ekonomska zajednica i Euratom. Cilj Europske ekonomske zajednice bio je uspostava zajedničkoga tržišta zasnovanoga na četiri slobode: slobode kretanja robe, osoba, kapitala i usluga, a jedna od odredbi ugovora uključuje „razvijanje bliskijih veza među državama članicama“ (<https://www.europarl.europa.eu/factsheets/hr/sheet/1/prvi-ugovori>).

programa krajem 1980-ih godina kao što su Comett (1986.), Erasmus (1987.), Lingua (1989.), Tempus (1990.) i Sokrat (1995.). Potreba za stvaranjem zajedničkoga plana reformiranja sustava visokoga obrazovanja formalno je definirana potpisivanjem Sorbonske deklaracije 1998. godine. Potpisivanje deklaracije jedan je od prvih koraka u reformi visokoga obrazovanja u Europi.

U Bolonji, 1999. godine 29 država potpisalo je zajedničku deklaraciju europskih ministara obrazovanja poznatu kao Bolonjska deklaracija koja nadalje razvija koncept predložen Sorbonskom deklaracijom. Bolonjska deklaracija postavlja konkretne ciljeve koji će u razdoblju od 2000. do 2010. stvoriti podlogu za ostvarivanje Europskoga prostora visokog obrazovanja i jačanje kompetitivnosti elemenata europskoga visokog obrazovanja. Bolonjska deklaracija stoga postavlja temelje za stvaranje zajedničkoga okvira kao ključan preduvjet mobilnosti uključujući preporuke za stvaranje ujednačenih sustava visokoga obrazovanja, stvaranje povjerenja i razvoja kvalitete, afirmaciju predloženih alata za priznavanje (ECTS) te uklanjanje svih ostalih zapreka.

Europski prostor visokoga obrazovanja

Stvaranje Europskoga prostora visokoga obrazovanja jedan je od temeljnih ciljeva bolonjskog procesa i glavni preduvjet za osnaživanje i razvoj studentske mobilnosti na prostoru Europe. Koncept se spominje od Sorbonske deklaracije, gdje se navodi kao važan način za promociju mobilnosti građana, dok ga Bolonjska deklaracija stavlja u središte kao krajnji ishod postavljenih ciljeva te time postavlja temelj za razvoj i formalno stvaranje Europskoga prostora visokog obrazovanja. Koncept je postao realnost potpisivanjem Budimpeštansko-bečke deklaracije 12. ožujka 2010. godine. Članove EHEA-e čine 48 država, među kojima je i Hrvatska. Bolonjski proces koji je rezultirao EHEA-om predstavlja primjer regionalne i prekogranične suradnje u području visokog obrazovanja i angažman svih potpisnica Bolonjske deklaracije za sustav reformi. Europski prostor visokoga obrazovanja doveo je do dalekosežnih promjena koje olakšavaju studiranje i osposobljavanje u inozemstvu (Europska komisija, n. d.).

Studentska razmjena može se organizirati i provesti na nekoliko načina. Jedan od temeljnih uvjeta je da studentska mobilnost bude definirana aktima visokoobrazovnih institucija koje reguliraju vlastita rješenja ili se uključuju u nacionalne i međunarodne inicijative i regulacije. Sudjelovanje visokih učilišta u programima mobilnosti podrazumijeva i prethodnu pripremu kako bi se osigurali potrebni preduvjeti, poput osnivanja ureda za međunarodnu suradnju, edukacije osoba zaduženih za informiranje i priznavanje mobilnosti kao što su Erasmus ili CEEPUS i ECTS koordinator, donošenje pravilnika o mobilnosti i slično. Iako postoji mogućnost organizacije mobilnosti u vlastitom aranžmanu studenta, hrvatska visoka učilišta najčešće se uključuju u nekoliko značajnih programa koji organiziraju mobilnost u svrhu učenja. Programi s najviše sudionika su Erasmus+, Srednjoeuropski program razmjene za sveučilišne studije (CEEPUS) te međusveučilišne i međudržavne bilateralne suradnje u području studentske mobilnosti. Svaki od navedenih programa definira prava i obveze studenata

i visokih učilišta, pogodnosti (kao što je financijska potpora) te vremenski okvir provođenja razmjene u inozemstvu.

Erasmus+ najveći je program Europske unije u području studentske mobilnosti i obuhvaća sve europske i međunarodne programe te inicijative Europske unije u području obrazovanja (opće obrazovanje, visoko obrazovanje, obrazovanje odraslih), osposobljavanja (strukovno obrazovanje i osposobljavanje), mladih te sporta. Program Erasmus+ i sve prethodne varijante razvile su koncept akademske mobilnosti u Europi, a obuhvaća 34 država sudionica. Program omogućava i studentima iz ostalih, tzv. partnerskih država sudjelovanje na studentskoj razmjeni u Europi, pa oni imaju mogućnost mobilnosti između programskih i partnerskih država² temeljem međuinstitucionalnih sporazuma koji studentima omogućuju mobilnost u svrhu studija (Agencija za mobilnost i programe Europske unije, n. d.). Korisnici programa studentske mobilnosti u okviru Erasmus+ programa u svrhu studijskoga boravka i stručne prakse imaju pravo na financijsku potporu, tj. stipendiju koja je pokriva dio troškova života. Mjesečna financijska potpora iz Erasmus+ za programske države raspodijeljena je u tri kategorije, ovisno o državi u koju student odlazi. Financijska sredstva osigurava Agencija za mobilnost i programe Europske unije, odnosno Europska komisija.

Srednjoeuropski program razmjene za sveučilišne studije (CEEPUS) regionalni je program akademske mobilnosti koji je počeo s provedbom 1994. godine. Hrvatska je potpisala Ugovor CEEPUS 1995. godine, a uz Hrvatsku u programu sudjeluju i Austrija, Bugarska, Bosna i Hercegovina, Crna Gora, Češka, Mađarska, Sjeverna Makedonija, Poljska, Rumunjska, Slovačka, Slovenija i Srbija, a od akademske godine 2009./10. programu je pristupilo i Sveučilište u Prištini, te od 2011./12. i Moldavija. Iznose stipendija i ostale pogodnosti (besplatan smještaj, subvencionirana prehrana, zdravstveno osiguranje i slično) za različite kategorije korisnika, države sudionice određuju svake godine tako što određuju kvotu raspoloživih stipendija za dolazne mobilnosti. Stipendije ovise o standardu života u pojedinoj državi i moraju biti dostatne za potrebe mobilnosti (Agencija za mobilnost i programe Europske unije, n. d.).

Provedba *bilateralne suradnje* u programima mobilnosti u visokoobrazovnom sustavu temelji se na bilateralnim ugovorima, programima i drugim međunarodnim aktima Hrvatske, a stipendije ulaze u sastavni dio bilateralnoga dogovora između država. Tako je moguće provesti jedan ili dva semestra u inozemstvu ili pak završiti cjelokupan preddiplomski, diplomski ili doktorski studij u inozemstvu. Stipendije u okviru bilateralnih programa studentske mobilnosti često pokrivaju životne troškove, a iznosi se razlikuju od države do države, ovisno o sklopljenim ugovorima. Hrvatskim studentima koji sudjeluju u programu razmjene pokrivaju se i putni troškovi. Za svaku državu raspisuje se zaseban natječaj sa zasebnim pravilima i u različito vrijeme,

¹ U programu Erasmus+ mogu sudjelovati „države sudionice u programu“– države članice Europske unije i Sjeverna Makedonija, Turska, Srbija, Island, Norveška i Lihtenštajn, dok su ostale države, tzv. partnerske države mogu sudjelovati u nekim aktivnostima Programa, u skladu s posebnim kriterijima ili uvjetima (Erasmus+: Vodič kroz program, 2019).

većinom početkom kalendarske godine za sljedeću kalendarsku godinu (<http://www.mobilnost.hr/hr/sadrzaj>). U sklopu bilateralnih programa akademske mobilnosti hrvatski studenti imaju mogućnost prijave preko Ministarstva znanosti i obrazovanja, a natječaje periodički raspisuju države temeljem bilateralnih ugovora (Agencija za mobilnost i programe Europske unije, n. d.).

Internacionalizacija visokoobrazovnih institucija i „internacionalizacija kod kuće“

Kako bi se studentska mobilnost razvila i dobila strateški pristup u razvoju obrazovanja i stvaranju vrijednosti međunarodne razmjene znanja i suradnje potrebno je na lokalnoj, nacionalnoj i internacionalnoj razini razviti definirani okvir s jasnim strateškim ciljevima. Visokoobrazovne institucije ovdje imaju ključnu ulogu kao dionici koji organiziraju i provode studentsku mobilnost (ali i mobilnost nastavnoga i administrativnoga osoblja).

De Wit (2015) prema Slabinec i Revančić (2016, 149) internacionalizaciju (visokoga obrazovanja) tumači kao „namjerni proces integriranja međunarodne, međukulturalne ili globalne dimenzije u svrhu i isporuku visokog obrazovanja, da bi se povećala kvaliteta obrazovanja i istraživanja za sve studente i osoblje te dao smislen doprinos društvu“.

Knight (2004.) prema Slabinec i Revančić (2016) navodi da se internacionalizacija na institucionalnoj razini može provesti putem aktivnosti, ishoda, motiva, procesa te tzv. internacionalizacije kod kuće i internacionalizacije u inozemstvu. Pojam internacionalizacija kod kuće podrazumijeva aktivnosti koje se odvijaju na visokom učilištu usmjerene na razvoj međunarodnoga razumijevanja i međukulturalnih vještina potrebnih za aktivno uključivanje svih studenata obrazovnoga procesa u globalizirani svijet (internationalizacija kurikula, programa, ishoda učenja, istraživanja i sl.), dok internacionalizacija u inozemstvu podrazumijeva sve oblike obrazovanja koji se odvijaju u inozemstvu (mobilnost studenata, nastavnoga i administrativnoga osoblja, projekata, studijskih programa, visokih učilišta i sl.).

U Hrvatskoj u pogledu internacionalizacije visokoga obrazovanja, osim donošenja dokumenata i inicijativa visokih učilišta, nema značajnijega napredovanja. U natječaju Ministarstva znanosti i obrazovanja „Internationalizacija visokog obrazovanja“ iz 2018. godine u sklopu operativnoga programa „Učinkoviti ljudski potencijali 2014. – 2020.“ navodi se da je „s obzirom na mali broj studija na stranim jezicima te združenih studija koje izvode hrvatska i inozemna visoka učilišta ova operacija ključan preduvjet za daljnju internacionalizaciju sustava visokoga obrazovanja u Hrvatskoj kao i za unapređenje kvalitete visokoga obrazovanja kroz internacionalizaciju“. Nadalje u obrazloženju se navodi da su „europska visoka učilišta prihvatila proces internacionalizacije, što je dovelo do ukupnoga povećanja kvalitete obrazovanja i ubrzanog razvoja znanstvenih istraživanja, pa je stoga internacionalizacija hrvatskih visokih učilišta strateški cilj njihova razvoja.“ Specifični ciljevi natječaja definirani su kao „povećanje broja združenih studija na stranim jezicima jačanjem kompetencija studenata i osoblja visokih učilišta“

i „povećanje broja obrazovnih i/ili studijskih programa i kolegija na stranim jezicima jačanjem kompetencija studenata i osoblja visokih učilišta“ (Europski strukturni i investicijski fondovi, n. d).

Prema podacima Agencije za znanost i visoko obrazovanje od 48 visokih učilišta u Hrvatskoj, samo tri visoka učilišta nisu nositelji Povelje Erasmus za visoko obrazovanje. To čini udio od 94 % visokoobrazovnih ustanova s Poveljom. Prostorno su visoka učilišta (nositelji Povelje) prisutna u svim županijama od kojih se najviše nalazi u gradu Zagrebu, što odgovara njegovom gravitacijskom utjecaju i broju potencijalnih studenata. Hrvatska je potpisivanjem ugovora između Agencije za mobilnost i programe Europske unije (AMPEU) i Europske komisije 30. siječnja 2009. godine ušla u pripremo razdoblje te je hrvatskim visokim učilištima po prvi put otvorena mogućnost sudjelovanja u programu Erasmus, počevši od akademske godine 2009./2010. Pripremo razdoblje trajalo je i sljedeće akademske godine 2010./2011., a te iste 2011. godine Hrvatska je postala punopravnom članicom Programa (Agencija za mobilnost i programe Europske unije, 2019).

Jedan od problema istraživanja i stvaranja usporednih podataka između država u ukupnom broju mobilnih studenata leži u činjenici da većina baza podataka ne uključuje razdoblje provedeno na studiju u inozemstvu (eng. *credit mobility*). Odnosno prikupljanje i obrada podataka metodološki se ne poklapaju u području statistike o mobilnosti između statističkih ureda i država. Podatci o stranim studentima često se temelje na nacionalnosti ili državi podrijetla kao karakteristici za mobilnost, što u pogledu Hrvatske stvara metodološku grešku, tj. onemogućava usporedivost podataka jer je prema podacima UNESCO-a najviše mobilnih studenata u visokom obrazovanju u Hrvatskoj - onih iz Bosne i Hercegovine.

Prema dostupnim podacima (odnose se na razdoblje provedeno na studiju u inozemstvu u cilju stjecanja ECTS bodova) o studentskoj mobilnosti u Hrvatskoj od 2009. godine (Tablica 1), vidljiv je kontinuirani akumulativni porast broja odlaznih i dolaznih studenata na visokim učilištima u tri programska okvira – Erasmus (u sklopu Programa za cjeloživotno učenje i Erasmus+), bilateralna suradnja te CEEPUS. Zamjetna promjena je u broju dolaznih u odnosu na odlazne studente u programu Erasmus+ gdje broj dolaznih studenata premašuje odlazne u akademskoj godini 2015./2016. i 2016./2017. Od programa razmjene najviše sudionika je period mobilnosti provelo u okviru Erasmus+ programa, potom CEEPUS-a i na posljednjem mjestu su bilateralni programi razmjene.

Tablica 1.

Usporedi li se ukupan broj odlaznih studenata s brojem studenata u Hrvatskoj između 2013. i 2017. zamjetan je porast udjela studenata uključenih u odlaznu mobilnost na hrvatskim visokoobrazovnim ustanovama (Tablica 2).

Tablica 2.

Prema istraživanju Eurostudent VI (2017.), 63 % sudionika međunarodne mobilnosti koristilo je organizacijski okvir programa Europske unije, 19 % ispitanika koristilo je druge prekogranične programe, a 18 % je svoju mobilnost organiziralo samo. U hrvatskim okvirima udio studenata koji je koristio programe EU iznosi 76,1 %, ostale programe 16,4 % dok je 7,5 % studenata svoju mobilnost organiziralo samostalno.

Prema rezultatima istraživanja, udio studenata koji su privremeno studirali u inozemstvu najviši je u Finskoj, Norveškoj, Švedskoj, Danskoj i Njemačkoj, a najmanji u Srbiji, Poljskoj, Hrvatskoj, Grčkoj i Rumunjskoj (Tablica 3). Stoga je na temelju rezultata istraživanja moguće utvrditi prostornu zakonitost gdje četiri nordijske države prednjače s udjelom višim od 10 %.

Tablica 3.

Kvaliteta života studenata na razmjeni u Europi

Kvaliteta života kao osobna percepcija i općenito kao opći koncept, predmet je istraživanja različitih znanstvenih disciplina te je povezan sa specifičnim područjem istraživanja tih znanosti. Stoga je teško pronaći jedinstvenu sveobuhvatnu definiciju, što potvrđuje i Hrvatska enciklopedija (Hrvatska enciklopedija, n. d.) gdje se navodi da je „kvaliteta života pojam koji se koristi u različitim strukama u različite značenju“. Wish (1986) prema Slavuj Borčić i Šakaja (2017) zaključuje da je jedini zajednički nazivnik među mnogobrojnim znanstvenim konceptualizacijama kvalitete života činjenica da se u koncept kvalitete života u pravilu uključuju vanjske situacije ili uvjeti koje pojedinac percipira te ih zatim transformira u različite stupnjeve blagostanja.

Koncept kvalitete života stoga uključuje sveobuhvatnost različitih vanjskih uvjeta, odnosno aspekata koji utječu na percepciju pojedinca o njegovoj kvaliteti življenja prema različitim indikatorima u međuodnosu s prostorom. Prostor je ovdje ključan pojam koji definiciju kvalitete života povezuje s geografijom i kao takvom ju u geografskom aspektu čini neovisnom u odnosu na druge znanstvene discipline. Kvaliteta života u sklopu geografskih istraživanja uključuje jasnu vizualizaciju prostora i distribuciju odabranih indikatora. Stoga sve veću ulogu dobivaju računalni softveri, posebice geografski informacijski sustavi koji olakšavaju obradu velike količine podataka i postaju važnim alatom većine geografskih mjerenja kvalitete života. Uvođenjem prostorne dimenzije u analizu kvalitete života postaje lakše identificirati određene prostorne zakonitosti i na temelju toga djelovati u okvirima različitih struka ili politika (Slavuj Borčić i Šakaja, 2017).

Eurostat prilikom izrada izvješća o kvaliteti života građana u Europskoj uniji koristi 9 dimenzija (koje se mogu statistički izmjeriti) kako bi predstavljale različite komplementarne aspekte kvalitete života. U obzir se uzimaju materijalni životni uvjeti, zaposlenost, zdravlje, obrazovanje, slobodno vrijeme i socijalne interakcije, ekonomska i fizička sigurnost, vlast i osnovna prava, prirodno i životno okruženje i sveukupno životno iskustvo. Prilikom analize koriste se objektivni i subjektivni pokazatelji (Eurostat, Statistics explained, 2019).

Znanstvenici su razvojem istraživanja kvalitete života došli do zaključka da objektivne i subjektivne mjere nisu međusobno isključive te da je radi potpunijega razumijevanja koncepta najbolje primijeniti obje vrste pokazatelja. Paralelna upotreba objektivnih i subjektivnih pokazatelja u istraživanju važna je upravo zbog metodoloških razloga jer njihova zajednička primjena umanjuje nedostatke pojedine vrste mjerenja i omogućuje alternativne poglede na kvalitetu života (Slavuj, 2012).

Isti prostor će različito percipirati osobe koje stalno žive u njemu, odnosno koje su s njime povezane (npr. kulturološki) te osobe koje su na privremenom boravku u određenom gradu, npr. u svrhu studentske razmjene. Samim time mijenjaju se i osnovne postavke u kojima na percepciju i razumijevanje kvalitete života utječe i kulturološka pozadina, tj. naučeni obrasci u društvenim, okolišnim, administrativnim, obrazovnim i drugim dimenzijama. Ovakav pristup djelomično je povezan i s izdvojenim europskim regijama na temelju kojih je bazirana analiza studentskih odgovora u ovom radu.

Što se tiče drugih sličnih istraživanja o temi kvalitete života tijekom studentske razmjene, ona nisu brojna. Jedna od malobrojnih analiza koja se (indirektno) odnosi na ovu problematiku vezna je uz općenito iskustvo europskih studenata tijekom studiranja u inozemstvu u okviru sustava razmjene Erasmus. Autori su znanstvenici s Jagelonskog sveučilišta u Poljskoj, a u svojem istraživanju iz 2006. godine bave se istraživanjem motivacije odlaska studiranja u inozemstvo, aktivnostima tijekom razmjene te dimenzijom neformalnoga učenja. Uz to također navode i neke aspekte zadovoljstva studenata poput financijske situacije, ali i zadovoljstva zemljom domaćinom (Krupnik i Krzalewska, 2015).

Određenim uvjetima (kvalitete) života studenata također se bavi i jedno istraživanje EUROSTUDENT-a V, pod nazivom „Društveni i ekonomski uvjeti studentskog života u Europi”, a odnosi se na razdoblje od 2012. do 2015. U okviru njega kreće se od karakteristika nacionalnih studentskih populacija, tipova i modela studiranja, a nastavlja sa zaposlenošću, studentskim troškovima te završava mobilnošću, internalizacijom i studentskim procjenama kao i njihovim budućim planovima (Haushchildt, Gwosć, Netz, i Mishra, 2015).

Privremeni boravak u drugoj državi, dakle, zahtijeva određenu prilagodbu i stvaranje novih obrazaca življenja, tj. izlazak iz tzv. zone komfora. Studenti se tijekom mobilnosti susreću s različitim preprekama kao što su dodatna financijska opterećenja, nedostatak informacija koje mogu biti vezane za akademske, ali i za administrativne probleme (prijave boravišta, bankovni računi, ugovori i dr.), problemi vezani uz studij koji zahtijeva određenu prilagodbu drugačijem načinu izvođenja nastave (jezik, metode, literatura, sadržaj i slično), ali i ograničenost smještaja tijekom studija s kojim se mogu susresti.

Studija slučaja na primjeru Zagreba

Na području grada Zagreba djeluje 17 visokih učilišta iz Povelje Erasmus za visoko obrazovanje. Najveća visokoobrazovna institucija je Sveučilište u Zagrebu s

34 sastavnice. Hrvatska je 2001. potpisala Bolonjsku deklaraciju te se time pridružila stvaranju Europskoga prostora visokoga obrazovanja. U svibnju 2014. donosi se cjelovita Strategija internacionalizacije Sveučilišta u Zagrebu (Internacionalizacija Sveučilišta u Zagrebu, Sveučilište u Zagrebu, n. d.). Prema posljednjim dostupnim podacima o Erasmus+ programu iz 2017. godine, sveučilište s najvećim brojem odlaznih studenata u Hrvatskoj je Sveučilište u Zagrebu.

Sukladno ciljevima i svrsi istraživanja, odnosno utvrđivanju kvalitete života stranih studenata u Zagrebu, provedeno je anketno istraživanje. Anketni upitnik odaslan je stranim studentima putem elektroničke pošte te su odgovori prikupljeni u razdoblju između 8. i 12. siječnja 2020. godine. Ukupno je elektroničkom poštom odaslano 1 281 upitnik (od čega je dio bio neisporučen zbog nepravilno unesenih e-adresa kao i onih koje se više ne koriste), a ukupno ga je ispunilo 187 osoba, od kojih je 73 (39,04 %) muškoga, a 114 (60,96 %) ženskoga spola. Anketirani studenti su u dobnom rasponu između 19 i 45 godina. Najveći broj anketiranih, njih 47 (25,13 %) ima 22 godine, 38 (20,32 %) anketiranih ima 23 godine, a njih 37 (19,79 %) ima 21 godinu (Slika 2).

Slika 2.

Anketirani studenti porijeklom su iz 35 država, od kojih je 30 (16,04 %) iz Španjolske, potom iz Italije i Njemačke 22 (11,76 %), a na trećem su mjestu anketirani iz Francuske i Poljske, njih 17. Iz Portugala je 14 anketiranih (7,49 %), 10 (5,35 %) iz Turske, 6 (3,21 %) iz Belgije, 4 (2,14 %) iz Češke i Ukrajine. Po tri studenta dolaze iz Kanade, Kine, Austrije, Nizozemske, Slovačke i Slovenije (1,65 %), 2 studenta iz Litve te po jedan iz ostalih država (SAD, Bugarska, Čile, Finska, Gruzija, Grčka, Japan, Latvija, Sjeverna Makedonija, Meksiko, Koreja, Rumunjska, Rusija, Srbija, Singapur, Švedska, Ujedinjeno Kraljevstvo te Albanija). Zbog malog broja ispitanih studenata koji su sudjelovali u istraživanju, a koji žive izvan Europe (SAD, Kanada, Kina, Čile i dr.) njihovi odgovori nisu uzeti u razmatranje u ovoj analizi.

U pogledu programskoga okvira mobilnosti, 13 (6,95 %) studenata je u Zagrebu zahvaljujući bilateralnoj suradnji, a 174 (93,05 %) u okviru Erasmus+. U programu CEEPUS nije sudjelovao nitko od anketiranih studenata. Nadalje, u pogledu bilateralne suradnje, a u okviru Europskog prostora visokoškolskog obrazovanja, po 1 student dolazi iz Njemačke, Italije, Nizozemske, Švicarske i Ukrajine. U okviru Erasmus+ programa najviše sudionika iz Španjolske (30), Njemačke (21), Italije (21), Francuske (17), Poljske (17), Portugala 14 i Turske (10).

Na pitanje o gradu iz kojeg dolaze, najviše anketiranih, tj. 57 (30,48 %) odgovorilo je da dolazi iz velikog sveučilišnog centra (više od 100 000 studenata), 43 (22,99 %) iz grada s između 20 000 i 50 000 studenata, 40 (21,39 %) iz grada između 5 000 i 20 000 studenata. Iz grada s do 5 000 studenata dolazi 24 (12,83 %) ispitanika, a najmanji broj, tj. njih 23 (12,30 %) je iz grada koji ima između 50 000 i 100 000 studenata, odnosno iz sveučilišnoga centra koji je po broju studenata najbliži Zagrebu.

Najveći broj studenata studira iz sljedećih područja³: ekonomije i srodnih grana, poput menadžmenta i poslovanja 39 anketiranih (20,86 %), prava 22 anketiranih (11,76 %), politologije, uključujući političke znanosti te regionalne političke studije, 16 anketiranih (8,56 %) zatim filologije, informacijskih i komunikacijskih znanosti te turizma. Iz rezultata je vidljivo da je najveći broj dolaznih studenata iz područja društvenih i humanističkih znanosti.

U pogledu razloga odabira Zagreba kao odredišta studentske mobilnosti (Tablica 4) u istraživanju su anketiranim studentima postavljena 2 pitanja – jedno zatvorenoga, a drugo otvorenoga tipa. Uz razloge odabira Zagreba kao mjesta studiranja, u okviru postavljenih pitanja, od studenata se tražilo da ukažu i na neke prepreke s kojima su se susretali u gradu Zagrebu, što je detaljnije razrađeno u Tablici 6. Što se tiče samog razloga odabira odnosno dolaska u Zagreb, prema odgovorima u zatvorenom tipu pitanja, četvrtina ispitanika, odnosno 48 anketiranih (25,67 %) odabralo je Zagreb zbog niskih životnih troškova. Na drugom mjestu za 45 anketiranih (24,06 %) to je kultura, gastronomija i baština dok je treći razlog za 43 anketirana studenta (22,99 %) lokacija Zagreba (blizina poznatih turističkih destinacija). Kvalitetu nastave navodi 16 anketiranih (8,56 %) i ovaj je razlog na četvrtom mjestu. Nastavno na obrazovanje, 8 anketiranih navelo je druge akademske razloge (preporuka mentora ili profesora, popularnost sveučilišta i općenito akademski interesi). Razlozi vezani uz obrazovanje (odnose se na kvalitetu nastave i akademske razloge) uključuju 24 ispitanika.

Tablica 4.

Najveći broj anketiranih, njih 45 (24,06 %) navelo je kulturu i baštinu kao razlog odabira Zagreba. Neki studenti izravno navode kulturu kao razlog, pa tako student iz Švicarske navodi sljedeći razlog: *Nisam bio prije u Hrvatskoj i općeniti interes za Hrvatsku i istočnoeuropske kulture.*

Studentica iz Francuske navodi da je njezin razlog: *....otkriti novu kulturu u jednoj europskoj državi.*

Student iz Španjolske kaže da je: *Hrvatska jedna od najatraktivnijih zemalja u Europi. Ne samo zbog ljepote obale, već i zbog povijesnih razloga i konfliktata.*

Iako određeni studenti Hrvatsku uspoređuju s državama u susjedstvu, ispitanici navode izravno hrvatsku kulturu, baštinu (uključujući i onu prirodnu), stil života, grad i slično. Studentica iz Estonije navodi: *Želja da znam više o Hrvatskoj.*

Kada se uzmu u obzir svi odgovori, može se zaključiti da je širi aspekt vezan uz kulturu i baštinu primaran razlog, uključujući i stil života, jezik, povijest, povijesnu i prirodnu baštinu, arhitekturu i slično.

U drugom, otvorenom tipu pitanja, akademske razloge je navelo 39 studenata (20,86 %). Izravno navode kolegije (jer su kompatibilni ili su na engleskom jeziku)

³ Analiza odgovora anketiranih stranih studenata glede studijskoga programa temelji se na klasifikaciji Pravidnika o znanstvenim i umjetničkim područjima, poljima i granama.

kao razlog, dok su neki odgovori razrađeni, pa tako student medicine navodi svoj razlog odabira: *Jer mi se jako sviđao program razmjene i istraživačka studija koju sam morao napraviti na Medicinskom fakultetu Sveučilišta u Zagrebu. Stvarno zanimljiva stvar.*

Studentica iz Francuske navodi sljedeće: *Odabrala sam Zagreb zbog specijaliziranih kolegija novinarstva.*

Još jedno pitanje otvorenoga tipa odnosilo se i na geografski položaj Hrvatske. Njega je kao razlog odabira Zagreba navelo 32 anketiranih (17,11 %). Odgovori uključuju: *dobar položaj u Europi; blizina jadranske obale; smještaj u središtu Europe; želio sam vidjeti Hrvatsku, njezin položaj je jako dobar između Balkana i drugih europskih država.*

Zadovoljstvo kvalitetom života u Zagrebu

Zadovoljstvo sadržajima i uslugama tijekom studentske razmjene u Zagrebu prikupljeno je anketnim istraživanjem gdje je anketiranim studentima ponuđeno ukupno 11 elemenata koji potencijalno mogu utjecati na kvalitetu života tijekom razmjene. Stavovi anketiranih izmjereni su korištenjem Likertove ljestvice uz pet mogućih odgovora, gdje je broj 1 predstavlja izrazito nezadovoljan, a broj 5 izrazito zadovoljan (Tablica 5).

Tablica 5.

U pogledu prepreka na koje su naišli strani studenti tijekom mobilnosti u Zagrebu (Tablica 6) rezultati su prilično zanimljivi, budući da srednja ocjena ne prelazi 3 što je znatno manje od očekivanih rezultata. Ocjena 1 znači da ispitanik pretpostavljenu prepreku nije uopće shvatio kao prepreku, dok ocjena 5 predstavlja veliku prepreku. Najmanju prepreku predstavlja sudjelovanje na predavanjima sa srednjom ocjenom od 2,01, a na drugom mjestu se nalazi dodatno financijsko opterećenje. Najveću prepreku je stranim studentima predstavlja integracija s lokalnim studentima srednje ocjene 2,84 iza koje dolazi nedostatak informacija od fakulteta s ocjenom 2,39.

Tablica 6.

Detaljnijom analizom rezultata (Tablica 5) utvrđeno je da su kod zadovoljstva osjećajem sigurnosti najmanju ocjenu pojedinačno dali ispitanici iz Srbije (ocjena 1) te Slovačke i Španjolske (u komentaru navode agresivnost alkoholiziranih domaćih stanovnika prema stranim studentima). Prostorno promatrano, najveću ocjenu dali su anketirani iz Središnje i Zapadne Europe, a najmanje iz Južne Europe (Slika 3). Kada se navede broj ispitanika za svaku grupu država, tj. regiju (jer i o tome ovisi „težina“ pojedine ocjene), rezultati su sljedeći: Jugoistočna Europa – 15 ispitanika, Središnja Europa – 29 ispitanika, Zapadna Europa – 27 ispitanika, Južna Europa – 68 ispitanika, Istočna Europa – 29 ispitanika, Sjeverna Europa – 6 ispitanika.

Slika 3.

Zadovoljstvo društvenim sadržajima nalazi se na drugom mjestu, što i ne čudi s obzirom na raznolikost ponude u glavnom gradu, ali i postojanjem volonterskih organizacija koje

se specijalizirano bave organizacijom sadržaja i pomoći dolaznim studentima poput Erasmus studentske mreže Zagreb (ESN Zagreb) koju su sudionici ispitivanja naveli devet puta. Na trećem mjestu prema iskazanom zadovoljstvu određenim sadržajima ili uslugama nalazi se javni prijevoz sa srednjom ocjenom od 3,98. Najveću ocjenu dali su anketirani iz Zapadne Europe (4,22), zatim iz Južne Europe (4,13), Jugoistočne Europe (4,0), potom iz Središnje Europe (3,93), a najmanju iz Istočne (3,55) i Sjeverne Europe (3,50). Svega nekoliko ispitanika komentiralo je javni prijevoz. U anketnom upitniku, vezano uz javni prijevoz, navedeni su sljedeći komentari: *jako nejasan sustav javnoga prijevoza (posebice zbog nedostatka višejezičnih automata za kupovinu karata), također nepostojanje sustava podzemne željeznice, ali prijevoz je jeftin, jeftina je i mjesečna karta za tramvaj; noćni tramvaji su također dobri; u javnom prijevozu je često previše gužve.*

Jedina stvar koja me smetala je što tramvaju idu gdje i auti, to je učinilo kretanje sporijim i udaljenosti se čine dužim.

Zadovoljstvo obrazovanjem nalazi se na 4. i 5. mjestu, pri čemu su ispitanici zadovoljstvo predavanjima na fakultetu izrazili srednjom ocjenom od 3,88, a fakultetom općenito 3,87 (Slika 4). U oba slučaja prostorna distribucija ispitanika u odgovorima gotovo je ista. Najveće zadovoljstvo predavanjima na fakultetu izrazili su ispitanici iz Sjeverne Europe s prosječnom ocjenom 4,33 i Istočne Europe (4,14) te je njihovo zadovoljstvo fakultetom ocijenjeno prosječnom ocjenom 4,00. Slijede ispitanici iz Središnje Europe koji su zadovoljstvo predavanjima ocijenili s 3,97, a fakultetom sveukupno s 3,93. Najmanje su zadovoljni anketirani studenti iz Zapadne Europe koji su ocjenom 3,63 izrazili zadovoljstvo predavanjima i fakultetom općenito. Sudjelovanje na predavanjima navodi se kao najmanja prepreka (2,01) koju su sudionici naveli.

Slika 4.

U financijskom pogledu, zadovoljstvo ispitanika životnim troškovima nalazi se na petom mjestu s prosječnom ocjenom 3,87, dok je zadovoljstvo dostatnošću financijskih sredstava sa srednjom ocjenom od 3,78 na sedmom mjestu (Tablica 5). Financijski element tako se nalazi srednje ocijenjen, uz to da dodatni financijski teret kao prepreka ima ocjenu od 2,12. U ovom slučaju, samo su ga dva studenta definirali kao veliku prepreku, što čini svega 1,07 % ispitanika. Taj podatak je vrlo zanimljiv budući da je u istraživanju EUROSTUDENT VI prosječno 42,4 % ispitanika izjavilo da im je dodatni financijski trošak stvarao prepreku tijekom mobilnosti. U vidu zadovoljstva životnim troškovima, najviše su zadovoljni ispitanici iz Srednje, Zapadne i Sjeverne Europe (srednja ocjena 4,00), potom iz Južne Europe (srednja ocjena 3,91), Istočne Europe (3,59) te Jugoistočne Europe s ocjenom 3,47. Dakle, ovdje dolazi do izražaja da su troškovima života u prosjeku nezadovoljniji oni koji dolaze iz država s nižim životnim troškovima.

Glede zadovoljstva dostatnošću financijskih sredstava, najvišu ocjenu su dali ispitanici iz Srednje Europe (4,24), Zapadne (4,00), potom Istočne (3,69), Južne (3,60) te Jugoistočne Europe (3,53), dok su najmanje zadovoljni anketirani iz Sjeverne Europe

(3,50). Dodatan financijski teret kao najmanju prepreku (Tablica 6) naveli su anketirani studenti iz Sjeverne Europe (1,83), Zapadne (1,85), Srednje (1,86), Istočne (2,03) i Južne Europe (2,31), dok su kao najveću naveli anketirani iz Jugoistočne Europe (2,73).

Studentica iz Francuske kaže: *Cijene su bile niske pa sam mogla sudjelovati na puno aktivnosti,*

a student iz Švedske: *Postoji pristojan broj dobrih restorana po pristupačnoj cijeni.*

Anketirana studentica iz Poljske komentira: *Moj život u Zagrebu je u redu, s obzirom da postoji puno studentskih popusta, dom je jeftin, prijevoz je jeftin i prehrana u menzi je jeftina.*

Zadovoljstvo udaljenošću fakulteta od smještaja je pri kraju ljestvice sa srednjom ocjenom od 3,7, a najveće su nezadovoljstvo ovim elementom izrazili ispitanici iz Sjeverne Europe s ocjenom 2,67, dok su ispitanici iz Središnje Europe dali najvišu ocjenu od 4,03.

Kvaliteta zdravstvenih usluga je na pretposljednem mjestu sa srednjom ocjenom od 3,30. Ispitanici navode: *Nisam shvatio zašto svaki pekar ili barmen govori engleski, ali bilo je toliko teško naći liječnika koji ga govori u bolnici;* a drugi se odnosi na prepreku tijekom mobilnosti: *pronaći liječnika bez odlaska na hitnu pomoć.*

Najveće nezadovoljstvo administracijom su iskazali ispitanici iz Sjeverne Europe s ocjenom 3,00, potom iz Južne (3,24), zatim Jugoistočne (3,27), Istočne (3,31), Zapadne (3,33), a najmanje iz Središnje Europe (3,45). Iako ni jedna srednja ocjena ne prelazi 3, odnosno vrlo malo ispitanika je nailazilo na veće prepreke, najveća izražena prepreka tijekom mobilnosti je integracija s lokalnim studentima koja ima prosječnu ocjenu 2,84, iako dosta komentara govori da im je na kvalitetu života pozitivno utjecao i odnos domaćega stanovništva.

Nedostatak informacija od fakulteta nalazi se na drugom mjestu kao najveća prepreka na koju su studenti naišli s ocjenom od 2,84. Ovu prepreku ocjenom 5 ocijenilo je 5,88 % ispitanika što je puno manje od navoda u istraživanju EUROSTUDENT VI gdje je 24,8 % ispitanika navelo nedostatak informacija od fakulteta kao veliku prepreku. Ukupno zadovoljstvo ispitanika sveukupnom kvalitetom života u Zagrebu ocijenjeno je vrlo visoko sa srednjom ocjenom 4,36. Izrazito zadovoljno je 90 sudionika, tj. 48 %, dok ocjene izrazito nezadovoljan nema (Slika 5).

Slika 5.

U regionalnom pogledu (Slika 6) ističe se Jugoistočna Europa s obzirom da su ispitanici iz tog prostora najlošije ocijenili kvalitetu života u Zagrebu - srednjom ocjenom 4,13. Iako je ta ocjena relativno visoka, anketirani studenti iz Jugoistočne Europe izrazili su najveće nezadovoljstvo životnim troškovima te su drugi najnezadovoljniji dostatnošću financijskih sredstava te su dodatan financijski teret (u usporedbi s ostalim regijama) ocijenili kao najveću prepreku. Također najniže su ocijenili i zadovoljstvo društvenim sadržajima. Najveću ocjenu (4,45) dali su sudionici istraživanja iz Srednje Europe, a iza njih slijede ispitanici iz Zapadne s ocjenom 4,41, Južne s ocjenom 4,37, Istočne (4,34)

i Sjeverne Europe (4,17). Iz rezultata jasno se može zaključiti da u Europi ne postoji jasna prostorna zakonitost u izražavanju zadovoljstva ukupnom kvalitetom života.

Kada se analizira sveukupno zadovoljstvo kvalitetom života u Zagrebu prema državama koje su u ovom istraživanju zastupljene s najviše ispitanih studenata, situacija je sljedeća: Španjolska – srednja ocjena je 4,40; Njemačka – srednja ocjena je 4,32; Italija – srednja ocjena 4,23; Francuska – srednja ocjena 4,53 i Poljska – 4,24.

Slika 6.

Zaključak

Analiza stranih studenata zadovoljstvom i kvalitetom života u Zagrebu, pokazala je vrlo zanimljive rezultate te je ukazala da su prepreke na koje nailaze vrlo male, kako prema prosječnoj ocjeni tako i u odnosu na istraživanje EUROSTUDENT VI. Provedenom analizom svih podataka i rezultata istraživanja u skladu s ciljevima istraživanja, hipoteze koje su na postavljene na početku rada u nastavku su potvrđene ili odbačene.

Prema rezultatima istraživanja, hipoteza H1 je odbačena s obzirom da je razlika u odgovorima sudionika istraživanja iz Južne, Istočne, Jugoistočne i Sjeverne Europe u odnosu na sudionike iz Zapadne i Središnje Europe minimalna te sveukupna ocjena zadovoljstva kvalitetom života ne predstavlja jasnu prostornu distribuciju.

Hipoteza H2 je odbačena jer su najveće prostorne razlike vezane za zadovoljstvo udaljenošću između fakulteta i smještaja posebno u razlici odnosa sudionika istraživanja iz Srednje i Sjeverne Europe, odnosno Jugoistočne Europe. Nakon toga, slijedi razlika u izraženom zadovoljstvu društvenim sadržajima gdje su najveće razlike između Središnje i Jugoistočne Europe. Iako prethodna istraživanja poput EUROSTUDENT VI navode da je dodatan financijski teret velika prepreka studentskoj mobilnosti, to kod ispitanika koji mobilnost provode u Zagrebu nije slučaj. Nadalje, u pogledu zadovoljstva dostatnošću financijskih sredstava i životnim troškovima sudionici iz Zapadne i Srednje Europe izrazili su najveće zadovoljstvo u odnosu na ostale regije.

Hipoteza H3 je odbačena budući da je većina ispitanika za razlog odabira Zagreba kao odredišta studentske mobilnosti navela aspekt vezan uz kulturu i baštinu. No usprkos tome ne može se reći da geografski položaj, odnosno blizina poznatih odredišta ima velik utjecaj prilikom odabira Zagreba kao odredišta mobilnosti.

Hipoteza H4 djelomično je potvrđena jer uistinu nema vidljivih značajnih razlika između određenih elemenata ili čak prepreka na koje nailaze ispitanici tijekom mobilnosti. Djelomično je potvrđena jer gotovo uvijek postoje minimalne razlike u određenom elementu.

Zaključno, studentska mobilnost je koncept koji se još uvijek razvija, jednako kao i kvaliteta mobilnosti. Prema rezultatima ovoga istraživanja, strani studenti prilično su zadovoljni kvalitetom života u Zagrebu te vrlo rijetko nailaze na prepreke tijekom mobilnosti. Prostora za napredak ima, posebno u vidu jačanja procesa internacionalizacije kod kuće i povećanja interakcije lokalnih i stranih studenata tijekom održavanja nastave i prilikom organiziranja nastavnih zadataka i projekata.