

# Attracting and retaining international students in the EU

## Common Template for EMN Study 2018

Final version: 5<sup>th</sup> September 2018

**Subject:** Common Template for the EMN Study 2018 on “*Attracting and retaining international students in the EU*”

**Action:** EMN NCPs are invited to submit their completed Common Templates by **4<sup>th</sup> December 2018**.

If needed, further clarifications can be provided by directly contacting the EMN Service Provider (ICF) at [emn@icf.com](mailto:emn@icf.com) and to Veronika Vasileva ([veronika.vasileva@icf.com](mailto:veronika.vasileva@icf.com)) and Norma Rose ([norma.rose@icf.com](mailto:norma.rose@icf.com)).

### 1 BACKGROUND AND RATIONALE FOR THE STUDY

In view of growing labour market challenges, the EU and its Member States have increasingly looked at migration as a means to address ageing populations, sustain welfare systems and find skilled workforce. According to the OECD, the EU welcomes more migrants than any other single OECD destination, with more than two million permanent-type migration flows to EU countries in 2016.<sup>1</sup> Labour migrants comprise about one in three new migrants to the EU, however, at the same time, third-country migrants only comprise 4% of the total EU working-age population between the ages of 15 and 64.<sup>2,3</sup>

One way to tackle this shortage in skills is through the attraction and retention of third-country nationals who choose the EU for the purpose of higher education. While the EU/EFTA as a whole is becoming an increasingly attractive destination for international students, with a 4% increase of flows in 2016, the competition with other OECD countries, such as the United States, Australia and Japan persists.<sup>4</sup> The retention of international students in the EU also remains a challenge, as only a small fraction of graduates reside in an EU Member State to take up employment. In recent years, the EU and its Member States have been working on several comprehensive strategies to enhance the attractiveness of Europe’s higher education system. The most prominent example at EU level is the EU’s new students and researchers directive adopted in 2016 (Directive (EU) 2016/801),<sup>5</sup> which notably seeks to improve and harmonise minimum legal standards for welcoming and retaining international students. At national level, some Member States have developed new national strategies for the attraction of students and many universities have increased their efforts to attract international students, for instance by organising information campaigns in third countries and increasing their social media presence. In parallel, Member States have concluded bilateral and multilateral agreements with third countries, with the aim of facilitating the admission of third-country national students to the EU.

A number of studies have been carried out in recent years on the topic of attracting international students (see “Relevant sources and literature” below). Most importantly, the 2012 EMN Study on “Immigration of international students to the EU” and the 2013 EMN Study on “Attracting highly qualified and qualified third-country nationals” looked into the immigration and mobility policies of (Member) States, as well as the policies and concrete practical measures in place that aim to attract (highly) qualified third-country nationals. The 2018 study aims to update this information and complement it with retention policies. This topic was also touched upon by the 2015 EMN Study on “Changes in immigration status and purpose of stay: an overview of EU Member States’ approaches”, by outlining the conditions that regulate the changes of status between different categories of third-country nationals.

Particularly in view of the deadline to transpose the 2016 Students and Researchers Directive by 23 May 2018, it is assumed that changes to Member States’ policies with regard to attracting and retaining students have taken place recently, which this study aims to capture.

<sup>1</sup> OECD, *International Migration Outlook*, OECD Publishing, Paris. [https://read.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook-2018\\_migr\\_outlook-2018-en#page24](https://read.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook-2018_migr_outlook-2018-en#page24)

<sup>2</sup> OECD/EU (2016), *Recruiting Immigrant Workers: Europe 2016*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264257290-en>

<sup>3</sup> Please note that a complete statistical overview will be presented in the Synthesis Report.

<sup>4</sup> OECD, *International Migration Outlook*, OECD Publishing, Paris. [https://read.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook-2018\\_migr\\_outlook-2018-en#page34](https://read.oecd-ilibrary.org/social-issues-migration-health/international-migration-outlook-2018_migr_outlook-2018-en#page34)

<sup>5</sup> Directive (EU) 2016/801 of the European Parliament and of the Council of 11 May 2016 on the conditions of entry and residence of third-country nationals for the purpose of research, studies, training, voluntary service, pupil exchange schemes or educational projects and au pairing (recast).

## 2 STUDY AIMS AND OBJECTIVES

The overall aim of this study is to explore what national practices are in place in Member States to attract and retain third-country national students. The Study will only focus on legal migrants issued with a residence permit or long-stay visa for the reason of studies, and will thus not include beneficiaries of international protection.

More specifically, the Study aims to:

- Provide a statistical overview of the number of third-country national students present in EU Member States and Norway from 2012-2017 and 2018 data if available, the duration of studies, the number of graduates who reside in the Member States after their studies, etc.
- Examine the incentives in place in EU Member States and Norway to attract and retain third-country national students;
- Describe the admission criteria of Higher Education Institutions (HEIs), language requirements and the process for recognition of diplomas;
- Provide an overview of the bilateral and multilateral cooperation agreements in place with third countries covering international students;
- Outline the challenges and good practices of EU Member States and Norway with regard to the attraction and retention of international students.

## 3 SCOPE OF THE STUDY

The overall focus of this Study are third-country nationals who are granted residence permits or long-stay visas for reasons of studies, and/or are undertaking a higher education degree (Bachelor, Masters or PhD level<sup>6</sup>). For the purpose of this study, higher education comprises tertiary education programmes at levels 5, 6, 7 and 8 of the International Standard Classification of Education (ISCED). The study only focuses on full-time students. The Study covers the period from 2013-2017 for statistics and 2012-September 2018 for policy developments, to take into account changes made as a result of the transposition deadline of the Students and Researchers Directive.

For abbreviation purposes, the terms ‘international students’ is used in the study in the meaning of third-country national students from non-EU/EEA countries. The definitions should be read in line with Articles 3 (3) of the Students and Researchers Directive.

The following categories are excluded from the scope of this study: researchers, part-time students, third-country national family members of EU citizens, vocational post-secondary education students, trainees and apprentices, au pairs and beneficiaries of international protection.

## 4 EU LEGAL AND POLICY CONTEXT

The importance of attracting international students is well-recognised by the European Union. Promoting the mobility of third-country nationals to the EU for the purpose of study has been part of the EU’s policy since 1994 with the adoption of the Council Resolution on the admission of third-country nationals to the territory of the Member States of the EU for study purposes. This is also in the context of the Bologna Process, launched with the Bologna Declaration of 1999, which is one of the main voluntary processes at European level, as it is nowadays implemented in 48 states. The Bologna Process led to the establishment of the European Higher Education Area (EHEA). The 2015 European Agenda on Migration reiterated the need for promoting the mobility of international students, calling for the EU to provide a safe haven for those fleeing persecution and at the same time also to feature as an attractive destination for the talent and entrepreneurship of students, researchers and workers.<sup>7</sup> In line with this objective, the international dimension of the Erasmus + Programme encourages student mobility from third countries, providing an opportunity for students from eligible partner countries to study in an EU Member State.

In terms of the legislative framework, in October 2002, the European Commission put forward a proposal for a Directive establishing common entry and residence conditions for the purposes of studies, pupil exchange, unremunerated training or voluntary service. The Directive entered into force in December 2004 with a transposition deadline for Member States of January 2007.

The Council and the European Parliament adopted in 2016 the Students and Researchers Directive, which is the result of the recast of the 2004 Directive on the conditions of admission of third-country nationals for the

<sup>6</sup> Please note that the inclusion of PhD students in this study depends on whether they fall within the realm of students at national level.

<sup>7</sup> COM(2015) 240 final

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purposes of studies, pupil exchange, unremunerated training or voluntary service and the 2005 Directive on researchers, based on the 2011 evaluations of these Directives by the Commission.<sup>8</sup>

The Students and Researchers Directive clarifies the admission and residence requirements by setting out general conditions for admission, and specific conditions for researchers, students, school pupils, trainees, volunteers and au pairs. The new Directive still follows a sectoral approach. While it sets uniform and binding rules on conditions for admission for students, researchers, trainees and volunteers participating in the EU's voluntary scheme, provisions on other volunteers, school pupils and au-pairs are optional.

The Study is very topical in light of the transposition deadline of the Directive. The Directive aims to make the EU a more attractive destination for students, in particular by improving their mobility conditions, allowing them to stay at least nine months after the completion of the studies period and allowing them to work (for at least 15 h/week). Furthermore, procedural guarantees have been reinforced for all categories (decision on an application within 90 days and provision of a justification of a negative decision).

## 5 PRIMARY QUESTIONS TO BE ADDRESSED BY THE STUDY

The Study will aim to address the following:

- To what extent is the attraction and retention of students a policy priority for Member States?
- What is the number of students coming to the Member States for the purpose of studying? How many remain in the EU after finalising their studies to take up employment? What is the legal and policy framework in place in Member States and what recent changes have been made to policies and practices?
- In light of Article 7 and Article 11 of the recast Students and Researchers Directive, how are the admission and reception criteria for third-country national students implemented in practice by Member States (e.g. tuition fees, procedure to be granted a residence permit, recognition of diplomas, etc.)? For those Member States, which do not apply the Directive, what are the admission and reception conditions in place?
- In light of Articles 24 and 25 of the recast Students and Researchers Directive, how are the conditions<sup>9</sup> for access to the national labour market or self-employment for third-country nationals while being enrolled as a student and after completion of studies implemented in practice by Member States? For those Member States, which do not apply the Directive, what are these conditions?
- Have Member States concluded bilateral or multilateral cooperation agreements with third countries covering third-country national students? If so, how do these incentivise students to take up higher education in the EU?
- What is the role of universities, companies, local governments etc. in the retention of international students (e.g. scholarships, traineeship programmes, apprenticeship contracts)?
- What challenges do Member States face with regard to attracting and retaining third-country national students?
- Which good practices are in place in Member States related to the attraction and retention of students?

## 6 RELEVANT SOURCES AND LITERATURE

### **EMN Studies**

- EMN (2015): Changes in immigration status and purpose of stay: an overview of EU Member States approaches. [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european\\_migration\\_network/reports/docs/emn-studies/emn-studies-00.emn\\_study\\_on\\_the\\_change\\_of\\_status\\_final.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european_migration_network/reports/docs/emn-studies/emn-studies-00.emn_study_on_the_change_of_status_final.pdf)
- EMN (2013): Attracting Highly Qualified and Qualified Third-Country Nationals. [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european\\_migration\\_network/reports/docs/emn-studies/attracting/emnsr\\_attractinghqworkers\\_finalversion\\_23oct2013\\_publication.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european_migration_network/reports/docs/emn-studies/attracting/emnsr_attractinghqworkers_finalversion_23oct2013_publication.pdf)
- EMN (2012): Immigration of International Students to the EU. [https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european\\_migration\\_network/reports/docs/emn-studies/immigration-students/0\\_immigration\\_of\\_international\\_students\\_to\\_the\\_eu\\_sr\\_24april2013\\_final\\_en.pdf](https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/networks/european_migration_network/reports/docs/emn-studies/immigration-students/0_immigration_of_international_students_to_the_eu_sr_24april2013_final_en.pdf)

<sup>8</sup> COM(2011) 587 final and COM(2011) 901 final.

<sup>9</sup> Article 25 of the Students and Researchers Directive

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**EMN AHQs**

- 2017.1234 – **Talent mobility** – requested 11 October 2017
- 2017.1233 – **Implementation of the Directive (EU) 2016/801 (research, studies, training)** – requested 26 July 2017
- 2017.1189 – **Retaining TCN Students** – requested 26 May 2017<sup>10</sup>
- 2017.1136 – **Transposition of Directive (EU) 2016/081** – requested on 27 January 2017
- 2016.1111 – **Verification of the reliability of potential students** – requested 25 October 2016

**Other studies and reports**

- The Conference Proceedings of the EE EMN Annual Conference on “The EU in the global race for talents: Challenges and solutions in strengthening the EU’s competitiveness”, held on 21-22 September 2017. <http://emn.ee/wp-content/uploads/2016/10/nr9.pdf>
- OECD/EU (2016), Recruiting Immigrant Workers: Europe 2016, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264257290-en>. A study on the intra-EU mobility of third country nationals, by Yves Pascouau, Senior Adviser to EPC (European Policy Centre, a think-tank based in Brussels) on migration and mobility policies (2013) [http://www.epc.eu/documents/uploads/pub\\_3496\\_intra-eu\\_mobility\\_of\\_third-country\\_nationals.pdf](http://www.epc.eu/documents/uploads/pub_3496_intra-eu_mobility_of_third-country_nationals.pdf)
- A study by the Migration Policy Centre on “A Comprehensive Labour Market Approach to EU Labour Migration Policy” (2015) <https://publications.europa.eu/en/publication-detail/-/publication/824e91bc-d642-4626-9267-676945e15053/language-en>
- A report on learning mobility, by the JRC (Joint Research of the European Commission) (2015) [http://publications.jrc.ec.europa.eu/repository/bitstream/JRC99969/learning%20mobility%20technical%20report\\_pubsy\\_pdf.pdf](http://publications.jrc.ec.europa.eu/repository/bitstream/JRC99969/learning%20mobility%20technical%20report_pubsy_pdf.pdf)
- A study by OECD (Organisation for Economic Co-operation and Development), “The Impact of the Implementation of Council Directives on Labour Migration Flows from Third Countries to EU Countries” (2016) <http://www.oecd-ilibrary.org/docserver/download/5jlwxbzkbv1-en.pdf?expires=1519893945&id=id&accname=quest&checksum=C2DDC88488C17F6BEEC76D45022311EB>

<sup>10</sup> Please see the 2017 EMN Inform on Retaining third-country national students in the EU: <http://emn.ee/wp-content/uploads/2016/10/Inform-student.pdf>

## 7 AVAILABLE STATISTICS

### International level

Statistics on international mobility of students are provided by UNESCO<sup>11</sup> and OECD.<sup>12</sup>

### EU level

Statistics are available through Eurostat on the number of residence permits issued to third-country nationals by reason, including education reasons. The Synthesis Report will also make reference to the Erasmus Plus/Erasmus Mundus Programme in the section outlining the EU policy framework and will present some general data on the number of international students who took part in these exchange programmes. This will be developed by the EMN Service Provider (ICF).

### National level

Subject to availability, the following statistical data sources should be included insofar as possible:

- Statistics on the number of international students enrolled in HEIs in Member States and Norway;
- Statistics on the number of international students who have graduated in the Member State and Norway.
- Statistics on the number of international students remaining in the Member State and Norway after graduation per reason.

## 8 DEFINITIONS

The following key terms are used in the Common Template. The definitions are taken from the EU 2016 Students and Researchers Directive and the EMN Glossary Version 6.0.<sup>13</sup>

**‘Employer’** means any natural person or any legal entity, for or under the direction or supervision of whom or which the employment is undertaken;

**‘Family members’** mean a third-country national, as specified in Art. 4(1) of Directive 2003/86/EC (normally members of the nuclear family – i.e. the spouse and the minor children), who has entered the territory of the European Union for the purpose of family reunification;

**‘Higher education institution’ (HEI)** means any type of higher education institution recognised or considered as such in accordance with national law which, in accordance with national law or practice, offers recognised higher education degrees or other recognised tertiary level qualifications, whatever such establishments may be called, or any institution which, in accordance with national law or practice, offers vocational education or training at tertiary level. The term ‘higher education’ encompasses all tertiary institutions which may include, inter alia, universities, universities of applied science, institutes of technology, *grandes écoles*, business schools, engineering schools, IUTs, colleges of higher education, professional schools, polytechnics and academies.

**‘International student’** means a third-country national who has been accepted by a higher education institution and is admitted to the territory of a Member State to pursue as a main activity a full-time course of study leading to a higher education qualification recognised by that Member State, including diplomas, certificates or doctoral degrees in a higher education institution, which may cover a preparatory course prior to such education, in accordance with national law, or compulsory training. Member States will be asked to state at the beginning of their national contribution and in the statistics provided whether doctoral candidates (PhD students) are included when referring to “students” or not;

**‘Long-stay visa’** means an authorisation issued by a Member State as provided for in Article 18 of the Schengen Convention or issued in accordance with the national law of Member States not applying the Schengen acquis in full;

**‘Residence permit’** is defined as “an authorisation issued using the format laid down in Regulation (EC) No 1030/2002 entitling its holder to stay legally on the territory of a Member State”;

**‘Third-country national’** is defined as “any person who is not a citizen of the European Union within the meaning of Art. 20(1) of TFEU and who is not a person enjoying the Union right to free movement, as defined in Art. 2(5) of the Schengen Borders Code”;

<sup>11</sup> <http://data.uis.unesco.org/>

<sup>12</sup> <https://data.oecd.org/education.htm>

<sup>13</sup> [https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/glossary/](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/glossary/)

## 9 ADVISORY GROUP

An “Advisory Group” (AG) has been established within the context of this Study for the purpose of providing support to EMN NCPs during the development of the specifications for the Study, as well as the drafting of the Synthesis Report. In addition to COM, and the EMN Service Provider (ICF and Odysseus), the members of the AG for the Study include EMN NCPs from AT, DE, EE, ES, FR, LT, LU and NL. EMN NCPs are thus invited to send any requests for clarification or further information on the Study to the following representatives of the AG:

- ★ COM: [Magnus.OVILIUS@ec.europa.eu](mailto:Magnus.OVILIUS@ec.europa.eu); [Helene.CALERS@ec.europa.eu](mailto:Helene.CALERS@ec.europa.eu)
- ★ EMN Service Provider: [emn@icf.com](mailto:emn@icf.com); [veronika.vasileva@icf.com](mailto:veronika.vasileva@icf.com); [norma.rose@icf.com](mailto:norma.rose@icf.com)
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- ★ EE EMN NCP: [marion.pajumets@tlu.ee](mailto:marion.pajumets@tlu.ee)
- ★ ES EMN NCP: [mariacristina.sierra@meyss.es](mailto:mariacristina.sierra@meyss.es)
- ★ FR EMN NCP: [anne-cecile.jarasse@interieur.gouv.fr](mailto:anne-cecile.jarasse@interieur.gouv.fr), [tamara.buschek-chauvel@interieur.gouv.fr](mailto:tamara.buschek-chauvel@interieur.gouv.fr); [christelle.caporali-petit@interieur.gouv.fr](mailto:christelle.caporali-petit@interieur.gouv.fr)
- ★ LU EMN NCP: [adolfo.sommarribas@uni.lu](mailto:adolfo.sommarribas@uni.lu); [david.petry@uni.lu](mailto:david.petry@uni.lu)
- ★ LT EMN NCP: [aurelija@iom.lt](mailto:aurelija@iom.lt)
- ★ NL EMN NCP: [h.k.van.der.linden@ind.minvenj.nl](mailto:h.k.van.der.linden@ind.minvenj.nl); [m.i.stegink@ind.minvenj.nl](mailto:m.i.stegink@ind.minvenj.nl); [j.j.roelofs@ind.minvenj.nl](mailto:j.j.roelofs@ind.minvenj.nl)
- ★ SE EMN NCP: [bernd.parusel@migrationsverket.se](mailto:bernd.parusel@migrationsverket.se)

## 10 TIMETABLE

The following tentative timetable has been proposed for the Study going forward:

Date	Action
9 <sup>th</sup> February 2018	1 <sup>st</sup> Advisory Group meeting
27 <sup>th</sup> February 2018	Circulation of <u>Version 1 of the Common Template</u> for the Study to COM and AG members
22 <sup>nd</sup> June 2018	2 <sup>nd</sup> Advisory Group meeting
6 <sup>th</sup> July 2018	Circulation of the revised Common Template for the Study to COM and AG members
13 <sup>th</sup> July 2018	Deadline for comments on revised template from COM and AG members
23 <sup>rd</sup> July 2018	Circulation of the <u>revised Common Template</u> for the Study to COM and EMN NCPs
13 <sup>th</sup> August 2018	Deadline for comments revised template for the Study from EMN NCPs
22 <sup>nd</sup> August 2018	Circulation of the final draft Common Template to EMN NCPs and COM

## Attracting and retaining international students in the EU

Date	Action
5 <sup>th</sup> September 2018	Finalisation of the Common Template and official <u>launch</u> of the Study
4 <sup>th</sup> December 2018	<u>Submission of National Reports</u> to EMN Service Provider by EMN NCPs
31 <sup>st</sup> January 2019	Circulation of <u>Version 1 of the Synthesis Report</u> for the Study to COM and AG Members
11 <sup>th</sup> February	Circulation of the <u>revised Synthesis Report</u> for the Study to COM, AG members and EMN NCPs
March	<u>Finalisation</u> of the Synthesis Report for the Study and of the National Reports for publication on the EMN website

## 11 TEMPLATE FOR NATIONAL CONTRIBUTIONS

The template provided below outlines the information that should be included in the National Contributions of EMN NCPs to this Study. The indicative number of pages to be covered by each section is provided in the guidance note. For National Contributions, the total number of pages should **not exceed 35-40 pages**, including the questions and excluding the Statistical Annex. A limit of **25-30** pages will also apply to the Synthesis Report, in order to ensure that it remains concise and accessible.

## Common Template of EMN Study 2018

# Attracting and retaining international students in the EU

### National Contribution from Member State\*<sup>14</sup>

***Disclaimer:** The following information has been provided primarily for the purpose of contributing to a Synthesis Report for this EMN Study. The EMN NCP has provided information that is, to the best of its knowledge, up-to-date, objective and reliable within the context and confines of this study. The information may thus not provide a complete description and may not represent the entirety of the official policy of the EMN NCPs' Member State.*

### Top-line factsheet [max. 1 page]

The top-line factsheet will serve as an overview of the **National Contribution** introducing the Study and drawing out key facts and figures from across all sections, with a particular emphasis on elements that will be of relevance to (national) policy-makers. Please add any innovative or visual presentations that can carry through into the synthesis report as possible infographics and visual elements.

Please provide a concise summary of the main findings of Sections 1-5:

In the Czech Republic, the International Standard Classification of Education (ISCED) at levels 5-8 is classified as follows:

5 – short cycle of tertiary education, last two years of conservatory,

6 – bachelor's study at university, study at higher vocational school,

7 – master's study at university,

8 – doctoral study at university.

The system for higher education and vocational school education at conservatories<sup>15</sup> is laid down by the Education Act (Act No. 561/2004 Coll.), as it is also for education at lower levels.

The higher education system is defined by Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts (Universities Act).

Four types of university exist in the Czech Republic (hereinafter CR): public, state, private and foreign. Provision of university education for foreign nationals in the Czech Republic, the status and obligations of foreign Higher education institutions (hereinafter HEIs) and branches thereof is addressed in Section 93a to Section 93i of Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts (Universities Act), as amended.

HEIs in the CR are to a great extent autonomous, e.g. in determining the number of applicants for study to admit, the conditions for admission to study and decision-making in the admissions process. Independence in decision-making also includes international students, their admission and study.

Higher education for international students is supported by the state in cases where study takes place at a public HEI in courses conducted in the Czech language. Such study is free of charge for all students, both Czech and students from third countries.

The Ministry of Education, Youth and Sports (hereinafter MEYS) defined its priorities in the area of higher education in the **Long-term Plan for Educational, Scientific, Research, Development and Innovation, Artistic and other Creative Activities for the Area of HEIs for the period 2016-2020**, where priority goal 3 is internationalisation, specifically provision of clearly internationally-g geared tuition and creative activities of HEIs. **Although attraction and retention of international students falls within this goal, it is not a priority in itself.**

Furthermore, MEYS issued its **International Cooperation in Education Development Strategy until 2020** which addresses encouragement of international educational mobility. However, it does not directly focus on the matter of attracting and retaining international students.

<sup>14</sup> Replace highlighted text with your **Member State** name here.

<sup>15</sup> Only the last two years of study at a conservatory, therefore only part of studies, fall within ISCED level 5.

### Attracting and retaining international students in the EU

One organisation focusing on international students and operating in the CR is the **Centre for International Cooperation in Education** (hereinafter *DZS*), especially its **Internationalisation of Study in the CR Department** which administers the Czech government scholarship programme and organises the initiative **“Study in the Czech Republic”**. The aim of the Study in the Czech Republic initiative is to promote Czech higher education system through various channels and tools, e.g. through several social networks profiles and pages, a website in three languages, informational videos, articles, etc. Even more important is then participation at significant exhibitions and conferences, both for professionals and potential students, held all around the world.

The project **Fast Track Procedure for Granting Residence Permits to Foreigners – Foreign Students from Third Countries** has been operating since 2013, supporting the arrival of foreign students to this country, is focused on student migration by foreign scholarship holders. The main objective of the project is to streamline the entry procedure for students who have been admitted to study in the Czech Republic under selected scholarship programmes on the basis of international agreements (bilateral or multilateral) or on the basis of decisions of the Government of the CR (offered on the basis of a Government Resolution for the group developing countries or Czech countrymen). Under this project, such persons are issued a long-term visa or long-term residence permit for study purposes in an accelerated procedure.

To further streamline the visa procedure for selected university students, the project **Student Mode** was designed for providing selected students who satisfy the prescribed conditions fast-track access to the embassy and to filing a visa application. It is intended exclusively for applicants for study in accredited university study programmes. The aim of Student Mode is to create conditions that facilitate an increase in the number of international students, including students paying their study costs in full.

Motivation to remain in the Czech Republic after successful completion of studies should be boosted by an amendment to the **Act on the Residence of Foreign Nationals** which allows students and researchers to remain in the territory of the Czech Republic for the purpose of job seeking or initiating entrepreneurial activities. The amendment is expected to come into effect in the first half of 2019.

## Section 1: National legal and policy framework in the Member State

## Attracting and retaining international students in the EU

*This section aims to provide an overview of the national policies in the Member States and Norway related to entry and residence of third-country nationals as students. The focus should be put on the recent changes that have been introduced in Member States and Norway since 2012.<sup>16</sup>*

*Please note: Statistics provided in Annex 1.1, 1.2 and 1.3 will be used to contextualise the national legal and policy framework reported on by Member States in this section.*

**Q1a.** What is the **transposition status** of Directive (EU) 2016/801 in your national law?

*[Possible visual element: map indicating transposition status in each Member State]*

transposition completed.

in process: completion of transposition expected by: *Impossible to estimate. Originally completion was expected by the end of 2018, but all depends on the speed of the legislative procedure in the Parliament. A more realistic estimate would be more like the first half of 2019.*

other, please specify:

**Q1b.** Are **doctoral candidates** (PhD students) treated as students or researchers under national law? *Please note that if doctoral candidates fall within the category of researchers, these should not be considered in the answers to the subsequent questions.*

PhD students are treated as students

PhD students are treated as researchers

Other

*Please elaborate:*

*According to Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts (Universities Act), as amended, doctoral study programme students are considered to be students. However, they may also be considered to be research workers. The applicants themselves, or their hosting/accepting organisation, decide this. If a doctoral candidate submits a confirmation of study issued by an HEI, he/she shall be considered to be a student, but if he/she submits a hosting agreement which fulfils all requirements, he/she shall be considered to be a researcher.*

**Q1c.** What are the **main changes** to: (a) law, (b) policy and (c) practice since 2012 with regard to international students? Please specify whether these changes were made in response to Directive (EU) 2016/081 or other national policy priorities.

*Please describe briefly:*

*a) The main change is the awaiting amendment to the Act on the Residence of Foreign Nationals which implements the obligations arising from Directive 2016/801. The greatest new aspect is the regulation of intra-union mobility.*

**Q1d.** Are **any changes planned** to law/ policy/ practice regarding international students in your Member State? Such planned changes could relate both to the transposition of the Students and Researchers Directive or other changes not pertaining to the Directive.

Yes, changes planned related to the transposition of the Directive.

Yes, changes planned not pertaining to the Directive.

No changes planned

*If you have answered yes, please provide details about the changes planned and the approximate timeframe, i.e. are these changes planned for the short- or long-term?:*

*The changes concern transposition of the Directive.*

**Q1e.** Is attracting and retaining international students a **national policy priority, either within the national migration policies or compared to other national policies**? Please explain why.

Yes, this is a national policy priority.

<sup>16</sup> The last EMN studies related to this public were published in 2013 (see the study on Highly qualified migrants at [https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/reports/studies\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/reports/studies_en))

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No, this is not a major national policy priority.

Other, please explain:

Please elaborate:

The Ministry of Education, Youth and Sports defined its priorities in the area of higher education in the **Long-term Plan for Educational, Scientific, Research, Development and Innovation, Artistic and other Creative Activities for the Area of Universities for the period 2016-2020**, where priority goal 3 is internationalisation, specifically provision clearly internationally-g geared tuition and creative activities of HEIs. Although attraction and retention of international students falls within this goal, it is not a priority in itself.

**Q1f.** Does your Member State have a **national strategy**, or a **lower level (e.g. ministerial, regional) strategy**, for attracting and/or retaining international students?

Yes, national strategy in place.

Yes, lower level strategy in place.

No, a national strategy is not in place.

If you have answered yes, please indicate whether the strategy focuses on attraction, retention or both, and provide details about the main elements of the strategy (e.g. name, policy goals, year of adoption):

The Ministry of Education, Youth and Sports also issued its **International Cooperation in Education Development Strategy until 2020** which addresses encouragement of international educational mobility in tertiary education, effective use of membership in international organisations for improving the Czech education system and supporting development of Czech culture abroad. However, it does not directly focus on the matter of attracting and retaining international students.

**Q1g.** Does your Member State target **specific fields of studies/subject areas** (outside bilateral/multilateral cooperation) as regards the attraction and/or retention of international students? If so, please briefly elaborate on the reasons why these fields of studies/subject areas are targeted. Please select all boxes that apply.

Yes, specific fields of studies are targeted for the attraction of international students.

Yes, specific fields of studies are targeted for the retention of international students.

No specific fields of studies are targeted.

If you have answered yes, please provide a list of the study fields targeted and the reasons. Please differentiate clearly between attraction and retention:

Sometimes in subjects such as Mechanical Engineering, Electrical Engineering, IT, Civil Engineering, Economics. However, this only applies very rarely in the Czech Republic, only in the case of some HEIs. Most of them do not target any specific fields of studies.

**Q2.** Is there a current or recent **public debate** (i.e. within the past year) with regard to international students in your Member State (e.g. in Parliament, media, etc.)?

Yes, there is a public debate at national level.

No, there is no significant public debate at national level.

If you have answered yes, please elaborate on the main issues of the debate:

Significant debate at a national level is not being conducted, but sometimes MEYS is consulted on the possibilities of introducing a charge for studies conducted in Czech language for foreign students.

**Q3.** What is the **structure and governance of the national higher education system** in your Member State? Please answer by elaborating on the following aspects:

The system for higher education and vocational school education at conservatories<sup>17</sup> is laid down by the Education Act (Act No. 561/2004 Coll.), as it is also for education at lower levels. Higher vocational education develops and deepens the knowledge and skills gained by the student at secondary school and provides general and professional education and practical training for performing skilled jobs. Higher vocational education at conservatories in

<sup>17</sup> Only the last two years of study at a conservatory, therefore only part of studies, fall within ISCED level 5.

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addition trains pupils to perform skilled artistic or artistic and art-pedagogical activities in the fields of music, dance, singing and musical drama.

In the Czech Republic, higher vocational schools may be set up by the following entities:

- a) a self-governing regional unit (Region),
- b) a private entity,
- c) a registered church or religious society granted authorisation to exercise the right to set up a church school,
- d) the State, or governmental department (Interior, Defence).

Similarly there are conservatories set up by the Regions, private entities, registered churches and by the Ministry of Education, Youth and Sports.

The higher education system is defined by Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts (Universities Act).

Four types of HEIs exist in the Czech Republic:

- a) public,
- b) state,
- c) private,
- d) foreign.

Public HEIs are established under a special act. According to Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts, they lie in the sphere of competence of the Ministry of Education, Youth and Sports.

State HEIs are established under a special act, and according to Sections 94-95 of Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts, they lie in the sphere of competence of the Ministry of the Interior and the Ministry of Defence.

Private HEIs are legal entities to which the Ministry has granted its consent to operating as a private university (according to Section 39 of Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts). Their activities are specifically addressed in Sections 39-43 of Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts.

The provision of foreign higher education in the territory of the Czech Republic, the status and obligations of foreign HEIs and branches thereof is addressed in Section 93a to Section 93i of Act No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts (Universities Act), as amended.

**Q3a.** Is there a specific **public entity(ies)** at national level which is responsible for international students in regards to their studies and what are they competent for? What is its role in the application process/supervision of these students?

Please explain:

No, authority is not addressed at national level.

According to Acts No. 561/2004 Coll, Education Act and No. 111/1998 Coll., on Universities and on amendment of and addition to certain other Acts, HEIs have autonomous scope in determining the number of applicants for study to admit, the conditions for admission to study and decision-making in the admissions process. Therefore HEIs decide on international students, their admission and study independently.

For the pre-application process, a relevant entity is the **Study in the Czech Republic** initiative, which is an official resource for information about higher education in the Czech Republic operated by the Centre for International Cooperation in Education (DZS). It provides essential information about the higher education system, study opportunities and student's life in the Czech Republic.

Through its Department of Internationalization of Studies in the Czech Republic, the DZS also provides various services, however, again, only to the Czech government scholarship holders. Its staff is responsible for managing the online registry, within which the application process for scholarships is processed. The whole process is managed in close cooperation with Ministry of Education, Youth and Sports and Ministry of Foreign Affairs of the Czech Republic. Subsequently, this department of the DZS also provides consultations to these students during their studies with many various issues that might arise.

**Q3b.** Do migration authorities cooperate with HEIs? If yes, in what ways do they cooperate? Is there an institutionalised cooperation mechanism?

Yes, migration authorities cooperate with HEIs.

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No, migration authorities do not cooperate with HEIs.

*If you have answered yes, please explain the ways in which they cooperate:*

*Cooperation between migration authorities and HEIs takes place in via the **Student Mode** programme, amongst other channels. The aim of the programme is to streamline the visa/residence permit process for selected foreign nationals admitted to study at HEIs in the CR participating in Student Mode, by ensuring flexible cooperation of such selected HEIs with the relevant administrative authorities in the CR, involving provision of quality information to foreign nationals on the part of the HEIs with an aim to filing applications for authorisation of stay in the CR for over 90 days without formal and factual errors and accelerating access to embassies for selected applicants. The Ministry of Education, Youth and Sports, the Ministry of Foreign Affairs and the Ministry of the Interior are all co-participating authorities.*

**Q3c.** Is there an approval procedure<sup>18</sup> in place in your Member State for public/private HEIs for the purpose of hosting international students? If so, are international students only allowed to study in those HEIs?

Yes.

No.

*Please explain. If you have answered yes, please indicate whether international students are only allowed to those in those HEIs:*

*HEIs are independent bodies that are responsible for their own international cooperation and for admitting international students.*

**Q3d.** Is higher education for third-country nationals funded by the state (i.e. state-sponsored) in your Member State?

Yes, higher education is state-sponsored for third-country nationals.

No, higher education is not state-sponsored for third-country nationals.

Other (e.g. state support depends on the student's country of origin):

*Please elaborate:*

*Higher education for international students is supported by the State in situations where they study at a public HEI in a study programme conducted in the Czech language – this study is free of charge for all students, both Czech and those from third countries. Fees are charged for higher vocational education for programmes conducted both in Czech or another language.*

*Third-country nationals can be also supported by the state if they are holders of government scholarship. This depends on: a) whether the third-country has a bilateral agreement with the Czech Republic, b) whether the third-country appears in the list of countries eligible to receive so-called government scholarships within the Foreign Development Assistance Programme.*

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<sup>18</sup> Article 15 of the Students and Researchers Directive

## Section 2: Measures and incentives to **attract** international students

This section examines the measures and incentives to attract international students in place in the Member States in terms of admission conditions; hosting and welcoming international students; special incentives and measures; external factors; challenges and good practices in attracting international students.

### 2.1 Admission conditions for international students

**Q4a.** Which are the common immigration **admission conditions** applicable for all international students determined by the immigration authorities for the purpose of residence in the territory of your Member State?

Please elaborate:

*The documentation required for applying for a long-term residence permit for study purposes is listed in Section 42d of the Act on the Residence of Foreign Nationals.*

*Students are authorised to file an application at an embassy if they intend to stay temporarily in Czech territory for a period in excess of 3 months and if it is a form of study as specified in Section 64 of Act No. 326/1999 Coll., with the exception of primary, secondary and conservatory education not taking place under an exchange programme or professional experience performed for remuneration.*

*An application for a long-term residence permit for study purposes may also be filed in the Czech Republic at a Ministry of the Interior office, if the student is already staying in Czech territory on a visa for a stay in excess of 90 days for the same purpose.*

*Along with the application for issuance of a long-term residence permit, the student must submit:*

**a. a travel document,**

**b. a document confirming purpose of stay in the country,**

**c. a document proving secured accommodation in the country for the duration of the stay,**

**d. photographs,** *this does not apply if an image of the foreign national is to be taken,*

**e. parental consent,** *or potentially the consent of another legal guardian or custodian, to a child staying in the territory, the consent of a parent, legal guardian or custodian is not required if the parent, legal guardian or custodian filed the application or will stay in the country together with the child, and also if the foreign national proves that he/she is unable to submit such consent for reasons against his/her control, or if the child is already present in the territory on a long-stay visa or long-term residence permit for a different purpose,*

**f. proof of available funds for the stay in the country,** *in the case of study at an HEI or unpaid professional experience, in other cases, proof that costs of stay will be covered by the hosting organisation,*

**g. on request, a document similar to an extract from the Penal Register,**

**h. on demand, proof of compliance with the requirements of measures in place against bringing a contagious disease into the country.**

*The documentation required for the application must not be older than 180 days, with the exception of the foreign national's travel document and photograph if it corresponds with his/her actual appearance.*

*If an application made at an embassy is accepted, before the visa for a stay in excess of 90 days for the purpose of collecting a long-term residence permit is inserted into his/her travel document, the applying student is required to submit proof of travel health insurance and also, on request, to submit proof of payment of the insurance premium indicated on the travel insurance certificate.*

Are the following **admission conditions** listed under Q4b-Q4i required in your Member State? Please answer with Yes/No and shortly describe the admission condition.

**IMPORTANT:** Please explain also under each question Q4b-4i how each of the below listed admission conditions are considered to attract international students / are used to attract them / are used flexibly in order to attract international students, or are there some that are considered disincentives.

[Possible visual element: for the Synthesis Report, the applicable admission conditions (including fees) could be visualised in one infographic page]

**Q4b.** Is a proof of **acceptance** by HEI required in your Member State in order to obtain the visa/residence permit?<sup>19</sup>

Yes.

<sup>19</sup> Article 11 (1) of the Students and Researchers Directive

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No.

*If you have answered yes, please elaborate:*

*Each foreign national applying for any authorisation of stay must prove his/her intended purpose of stay. If they claim that they plan to study in this country, the proof of this is of course demanded, in this case confirmation of (admission to) study.*

**Q4c.** How is the **academic recognition** of foreign academic degrees regulated in your Member State? Is this done in a centralised manner (e.g. by a specific organisation) or by each HEI?

Recognition of degrees carried out centrally.

Recognition of degrees carried out by each HEI.

Other.

*Please explain:*

*Recognition of foreign higher vocational education is decided by:*

- 1. The Regional authority in cases where, under its international obligations, the Czech Republic is bound to recognise a foreign degree certificate as having equal weight as an degree certificate issued in the Czech Republic.*
- 2. In cases where the Czech Republic is not bound by international agreement to recognise certain foreign degree certificates as having equal weight as degree certificate issued in the Czech Republic, the Regional authority decides on nostrification upon request.*

*Recognition of foreign academic degrees is decided by:*

- 1. Public HEIs (private HEIs do not hold this power), in concrete situations an HEI which offers an accredited study programme with similar content.*
- 2. The Ministry of Education, Youth and Sports (HEI department) is the appellate authority for rejected applications. In the event of doubt, the Ministry stipulates which HEI is competent to decide on recognition of foreign degrees, or if such HEI does not exist in the Czech Republic, the Ministry makes the decision itself.*
- 3. The Ministry of Defence (education policy department) decides on academic degrees gained abroad in the field of warfare.*
- 4. The Ministry of the Interior (security research and police education department) decides in the field of security services.*

**Q4d.** What are the **level of tuition fees for third-country nationals** in your Member State? <sup>20</sup> *If applicable, please distinguish between the different qualifications levels (ISCED levels 5-8).*

- *If possible, please provide here a range of the level of tuition fees per academic year in euro/national currency:*

**Higher vocational schools** may charge tuition fees. *At public HEIs its maximum amount is stipulated in the Higher Vocational Schools Ordinance according to the financial demands of the field. Schools established by private entities charge tuition fees according to their tuition contract. In this case there is no difference between educational programmes conducted in Czech or another language, tuition fees are charged in both cases.*

*Education at **conservatories** involves a tuition fee only at conservatories established by private entities.*

*Education of foreign nationals is governed by the Education Act. Citizens of the European Union and their family members have access to education and educational services under the same conditions as citizens of the Czech Republic. Persons who are not citizens of the European Union have access to higher vocational education if they have authorisation to stay in the territory of the Czech Republic.*

*Study at **public HEIs** in study programmes conducted in Czech is free of charge and in study programmes conducted in other languages involves a tuition fee which the amount for Czech and international students is the same (thousands of EUR per academic year).*

**Private HEIs** determine their tuition fees independently and usually do not differentiate between Czech and international students.

<sup>20</sup> See Article 11(1)(b) of the Students and Researchers Directive

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- Is the level of fees for third-country nationals determined centrally (e.g. by the state) or by each HEI?

*Higher vocational schools and other HEIs set their fees themselves.*

*At higher vocational schools established by the State or the Regions, the maximum fee is stipulated by the Higher Vocational Schools Ordinance.*

*Please explain:*

- Is evidence of payment an admission condition?

Yes.

No.

*Higher vocational schools and other HEIs determine this themselves.*

- Are the fees capped in your Member State (i.e. is there a higher/lower threshold limit imposed)?

Yes.

No.

- Are the fees for international students the same as those for domestic students? If no, what is the difference (i.e. are they higher or lower)?

Yes.

No.

*If you have answered no, please elaborate:*

- Are specific groups of international students exempt from fees? Which ones and why?

Yes.

No.

*If you have answered yes, please elaborate on which groups are exempted and why:*

**Q4e.** What is the level of **administrative fees** for third-country nationals in your Member State? Please elaborate also on other types of fees (e.g. administrative fees at universities)

*Please elaborate:*

*As most of the other issues, also this one differs from institution to institution, as Czech HEIs have quite high level of autonomy. Some HEIs do not charge any or only very symbolic (12 EUR) administrative fees, in case of some others, there might appear administrative fee up to 150 – 200 EUR.*

**Q4f.** Are international students required to provide a proof of sufficient **knowledge of the language** of the course?<sup>21</sup> If so, what is the required level? Does the student have to provide an attestation (e.g. TOEFL test)?

Yes, proof of sufficient knowledge of the language of the course is required in general.

A proof is required for specific courses.

No, proof of sufficient knowledge of the language of the course is not required.

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<sup>21</sup> See Article 11(1)(c) of the Students and Researchers Directive

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Again, according to the Education Act and the Universities Act, it applies that admission of students to study lies in the autonomous competence of higher vocational schools and other HEIs. HEIs therefore set their admission conditions themselves.

Some do not even require any proof, nevertheless, the vast majority of the HEIs require sufficient language competence in general. Most of the HEIs accept minimum level B2, occasionally B1 or C1. Some HEIs require TOEFL or IELTS certificates, some also accept proof of previous study completed in English.

If proof is required (either in general or for specific courses), please elaborate and specify the required level, using the levels defined by the CEFR:<sup>22</sup>

Please elaborate:

The conditions are set by HEIs themselves.

- The student has to provide an attestation.
- Yes, an attestation is required for all courses.
- An attestation is required for specific courses.
- No.

**Q4g.** Are international students automatically qualified for **health insurance**?<sup>23</sup>

- Yes, students automatically qualify for health insurance.
- No, students need to submit proof of health insurance.

Please elaborate:

If an application made at an embassy is accepted, before the visa for a stay in excess of 90 days for the purpose of collecting a long-term residence permit is inserted into his/her travel document, the applying student is required to submit proof of travel health insurance and also, on request, to submit proof of payment of the insurance premium indicated on the travel insurance certificate. For applications made inside the territory, these documents should be submitted on the spot.

**Q4h.** Is there a pre-determined level of **sufficient resources** for international students at national level?<sup>24</sup> If so, what is the level of sufficient resources and what type of resources are accepted?

- Yes.
- No.

– What is the level of sufficient resources and what documents are accepted as proof?

Please explain:

Foreign nationals are required to prove sufficient resources equal to 15 times the existence minimum (according to Government Regulation 409/2011 Coll. – CZK 2,200) plus 2 times the existence minimum for each anticipated month of stay inside the territory (with the exception of the first month), therefore in the case of study at an HEI:

- 1 semester – for a stay from 1. 9. to 28. 2. this amount would be  $(15 \times 2200) + (5 \times 2 \times 2200) = 33,000 + 22,000 = \text{CZK } 55,000$ .
- 1 year – for a stay 1. 9. - 31. 8. this amount would be  $(15 \times 2200) + (11 \times 2 \times 2200) = 33,000 + 48,400 = \text{CZK } 81,400$ .

Method of proving sufficient resources for the purposes of a long-term stay

- **bank (or other financial institution) statement** (this need not be a bank or financial institution authorised to operate only within the CR) **for an account** held in the name of the foreign national which demonstrates that the foreign national has funds available to him/her of the required amount, it must be clear from the submitted document that the foreign national is authorised to access such funds in the

<sup>22</sup> <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

<sup>23</sup> See Articles 7(1)(c) and 11(2) of the Students and Researchers Directive

<sup>24</sup> See Articles 7(1)(e), 7(3) and 11(1)(d) of the Students and Researchers Directive

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territory of the Czech Republic. If access to funds in the CR is not unequivocally clear from this document (e.g. foreign bank account), it will be necessary also to prove this by presentation of an internationally recognised payment card linked to that account.

- **other document concerning financial security** from which it is clear that the foreign national may access funds of the required amount or that imbursement of the costs connected with his/her stay in the territory has been provided for.
- **valid internationally recognised payment card** unless its use in the CR is excluded. At the request of the administrative authority, the foreign national will be required at the same time to present a bank account statement which shows that during his/her stay in the territory the foreign national may access funds of the required amount.
- A foreign national who is to study in the territory (therefore apply for authorisation of stay, which is study according to Section 64 of the Act on the Residence of Foreign Nationals) may, as proof of sufficient resources for their stay, submit **a covenant issued by a state authority or legal entity** to provide for the foreign national's stay in the territory by provision of funds equal to the existence minimum for each month of his/her stay, or a document stating that all costs connected with his/her study and stay will be covered by the hosting organisation (school). If the amount in the covenant does not cover this amount, the foreign national will be required to submit proof of possession of funds of an amount equalling the difference between the existence minimum and the covenant for the total anticipated stay, at most 6 times the existence minimum. Proof of sufficient resources may be substituted by a grant allocation decision acquired due to an international agreement binding for the Czech Republic. Sufficient resources cannot be proven in this manner for applications for a long-stay visa for education purposes (i.e. where this is not study in the sense of Section 64 of the Act on the Residence of Foreign Nationals).

Proof of sufficient resources of the required level may be substituted by a document confirming payment for services connected with the foreign national's stay in the territory or a document confirming that the services will be provided free of charge or by submitting an invitation verified by the Foreign Police.

– What type of resource(s) are accepted by your Member State? Please check all applicable boxes.

- Bank statement.
- Guarantee by a third person.
- Other, please specify: *see above*

#### Q4i. Other admission conditions

If applicable, please describe any other admission conditions for the purpose of residence on the territory of your Member State:

*Please elaborate:*

## 2.2 Special incentives for attracting international students

**Q5.** Please indicate which of the incentives listed below (Q5a-Q5i) are in place in your Member State *and please provide a brief description*. What are the incentives/measures carried out 'centrally' or by individual HEIs. *If measures are carried out by the state/regional authorities, individual HEIs and/or private entities (e.g. companies, research organisations, etc.), please provide examples.*

**NB:** *Please also state whether measures to attract are targeted to a specific qualification level (ISCED levels 5-8) or sciences/fields of education (e.g. STEM<sup>25</sup>).*

<sup>25</sup> Science, Technology, Engineering and Mathematics

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*[Possible visual element to be included in the Synthesis report: the incentives used in Member States could be visualised in a one infographics page]*

**Q5a. Does your Member State carry out promotional activities and dissemination of information in the countries of origin?** Please select all boxes that apply and elaborate.

- Yes, carried out centrally.
- Yes, carried out by HEIs.
- Yes, carried out by other (educational) organisations.
- No.

*If you have answered yes, please explain/elaborate by giving 1-2 examples.*

*Centrally – DZS and namely its initiative **Study in the Czech Republic** provides support to Czech HEIs within the international environment. Its aim is to promote the Czech higher education system through various channels and tools, e.g. through several social networks profiles and pages, a website in three languages, informational videos, articles, etc. Even more important is then participation in significant exhibitions and conferences, both for higher education professionals and potential students, which take place all around the world. At these events, the Study in the Czech Republic initiative represents an umbrella for the Czech HEIs and presents Czech higher education sector under common visual identity.*

*HEIs – Each institution manages their promotional activities according to their individual preferences and strategies of internationalization.*

**Q5b. Are scholarships and bursaries available?** Please select all boxes that apply and elaborate by giving 1-2 examples (incl. the amount, type and length of the scholarship/bursary).

- Yes, provided by the state/regional authorities. Please elaborate by providing 1-2 examples:
- Yes, provided by HEIs. Please elaborate by giving 1-2 examples:
- Yes, provided by private entities. Please elaborate by giving 1-2 examples:
- No.

*By the state: Czech Government scholarships within the Foreign Development Assistance Programme. These government scholarships support students from developing countries who would like to study at public universities in the Czech Republic. The Czech Republic provides scholarships for studies pursued both in the Czech language (in Master's study programmes) and in the English language (in follow-up Master's and Doctoral study programmes).*

*The Ministry of Education, Youth and Sports of the Czech Republic annually offers scholarships to foreign nationals within the framework of intergovernmental exchange programmes arranged with a number of countries. These scholarships can only be granted to candidates officially recommended by the appropriate authorities in the eligible countries, e.g. Czech embassies abroad, ministries of education or other organizations active in the field of education.*

*By HEIs: scholarships and bursaries are not provided by all the institutions, but some of them provide various options, such as scholarships awarded to individuals with excellent study results, scholarships for full degree international PhD students, or simply any students studying in a foreign language, and many others.*

*In the general conditions of the Czech higher education system with regard to students from third countries, a distinction commonly is made between Czech government scholarship holders and those students who cover all the expenses by themselves – so-called self-payers. Self-payers do not enjoy the benefits of the government scholarship holders.*

*As for higher vocational schools, the school head may issue scholarship rules according to which they may provide a performance scholarship.*

**Q5c. Are there any other financial incentives or financial support** (e.g. loans, tax benefits, etc.) in place?

- Yes, provided by the state.
- Yes, provided by HEIs.
- Yes, provided by private entities.

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No.

*If you have answered yes, please elaborate by giving 1-2 examples:*

*An indirect form of support is the aforementioned fact that foreign students may study free of charge at Czech public HEIs in study programmes conducted in Czech. Students may also take advantage of discounts on public transport fares, museum entry fees etc.*

**Q5d. Are any incentives with regard to family reunification in place?**

- Do family members of international students have access to family reunification in your Member State?

Yes.

No.

- If yes, do family members have the right to work in your Member State?

Yes.

No.

*If you have answered yes, please explain:*

**Q5e.** Is any support targeted at **spouses and other family members of international students** offered in your Member State (e.g. counselling spouses to find employment, continue their education or engage in voluntary work, social and networking activities for spouses, help with enrolling children in kindergartens/schools)? *Please select all boxes that apply.*

Yes, support for spouses available.

Yes, support for children available.

Yes, support for other family members available (please specify which family members this includes when elaborating below).

No.

**Q5f. Are courses offered in English/other languages than the national language(s)?**

Yes.

No.

*If you have answered yes, please elaborate:*

*Yes, over 1 000 programmes are taught in English at private, state and public HEIs. There are even some very rare examples of programmes taught in Spanish, French, Russian, and German.*

*The official tuition language at higher vocational schools is Czech. However, the Education Act permits a foreign language to be a tuition language as well.*

**Q5g.** Are there any incentives from the state for HEIs providing **courses in other languages**?

Yes.

No.

*If you have answered yes, please elaborate:*

*The state provides public HEIs financing intended for internationalization which HEIs may use to finance the development of courses taught in a foreign language. Nevertheless, the matter of financing encourages HEIs to develop entire study programmes in a foreign language. HEIs charge a fee for study such study programmes and therefore this represents a source of income. The number of self-payer students is also one of the indicators for setting the level of financial support from the state.*

**Q5h.** Is there a possibility for a fast-track application for visa/residence permits?

Yes.

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No.

If you have answered yes, please elaborate:

In 2017, the **Student Mode** was approved by the Government of the Czech Republic: a concept for facilitating visa procedures for selected students. The aim of the programme is to streamline the visa/residence permit process for selected foreign nationals admitted to study at HEIs in the CR participating in Regime, by ensuring flexible cooperation of such selected HEIs with the relevant administrative authorities in the CR, involving provision of a high quality information to foreign nationals on the part of the HEIs with an aim to filing applications for authorisation of stay in the CR for over 90 days without formal and factual errors and accelerating access to embassies for selected applicants. The Ministry of Education, Youth and Sports, the Ministry of Foreign Affairs and the Ministry of the Interior are all co-participating authorities in the Student Mode programme.

**Fast Track Procedure for Granting Residence Permits to Foreigners – Foreign Students from Third Countries** - this project defines the rules and deadlines for fast-track entry for pre-defined groups of foreign nationals (scholarship holders admitted in the basis of bilateral international agreements, Resolutions of the Government of the CR - government scholarship holders from developing countries and Czech countrymen under multinational international agreements – CEEPUS and the International Visegrad Fund) for study purposes. The aim of the project is to accelerate the procedure of issuance of visas for a stay exceeding 90 days/long-term residence permits to increase student mobility. This applies to applications filed at a Czech embassy (first entry by the foreign national to the territory). When an error-free application for a visa / long-term residence permit for study purposes is filed, the application should be processed within 30 days. MEYS does not have information on how many applicants took advantage of this procedure. This year we have registered some problems with study stays based on bilateral international agreements.

**Q5i. Are any other incentives not listed above in place?**

If applicable, please describe any other incentives in place not mentioned above.

Answer: No

**2.3 Hosting international students: preparation, arrival and housing**

**Q6a.** What is the nature of the document issued (long-stay visa or residence permit)? Please indicate the type and length of the residence permit. Please select all relevant boxes.

Long-stay visa issued in the third country: Long-stay visas for study purposes are issued for the period covered by the confirmation of study, for a maximum of 1 year.

Residence permit issued (please specify the type and length of the permit):

Long-term residence permits are issued by the Ministry of the Interior valid for a period

1. necessary for achieving the objective that requires the student to stay in the territory, shorter than 1 year,
2. of 1 year in situations of temporary stay for study purposes with an anticipated length of stay of longer than 1 year.

Other (please specify):

- If your Member State issues a residence permit, is this issued in the territory of your Member State or in the third country?

Residence permit issued in the third country:

Residence permit issued in the territory of the Member State. If so, do you issue a long-stay visa in the third country first (yes/no)?: Yes

**Q6b.** What are **processing times for visa/residence permit applications** for third-country nationals in your Member State (minimum, maximum and average)?

Please elaborate:

The deadline for issuance of a decision on an application for long-term residence for study purposes is **60 days**. An identical deadline is set for issuance of a decision on an application for a visa for a stay exceeding 90 days for study purposes. The average length of the procedure for all processed applications for study purposes is **43 days** for visas and **51 days** for residence permits. See the table below for more information.

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Year 2017 study purposes	Average length of processing for successful applications	Average length of processing for unsuccessful applications	Average length of processing for all applications
Long-stay visa	40 days	60 days	<b>43</b> days
Residence permits from embassies	37 days	199 days	<b>51</b> days

Note: The CIS-TDU system which generates the average lengths of processing is not capable of recording cases of suspended procedure. For this reason, the above is only just a guide, cases where processing exceeded the legal deadline (60 days) might be due to suspension of procedure.

**Q6c.** What are the main requirements for the **renewal of a residence permit** for international students (e.g. does the student need to prove his/her attendance in HEI courses or is the study progress measured)?

Please explain:

To support an application for extension of a residence permit for study purposes, the student must submit the following:

- a. **a travel document,**
- b. **a document confirming the purpose of stay in the territory,**
- c. **proof of secured accommodation for the duration of the student's stay in the territory,**
- d. **1 photograph** if the student's appearance has changed,
- e. **proof of travel health insurance** valid for the entire stay in the territory and, on request, proof of payment of the premium indicated on the proof of travel health insurance,
- f. to prove access to **sufficient resources for their stay** in the territory in cases of study at an HEI or unpaid professional experience, in other cases, a document proving that the costs of the foreign national's stay will be covered by the domestic hosting organisation,
- g. **parental consent**, or potentially the consent of another legal guardian or custodian, to a child staying in the territory, the consent of a parent, legal guardian or custodian is not required if the parent, legal guardian or custodian filed the application or will stay in the country together with the child, and also if the foreign national proves that he/she is unable to submit such consent for reasons against his/her control, or if the child is already present in the territory on a long-stay visa or long-term residence permit for a different purpose.

**Q7.** Please indicate if the **hosting initiatives and measures** listed below (Q7a-Q7e) are in place in your Member State. Please state which institution is responsible for these measures.

**Q7a. Is induction and orientation support provided in your Member State** (incl. opening a bank account, registering in the healthcare system, etc.)? Please select all relevant boxes.

- Yes, state-organised measures for support in place.
- Yes, support provided by HEIs.
- No.

If you have answered yes, please elaborate on the support measures provided:

Each HEI that receives international students provides some kind of orientation support. These take various forms, such as preparation courses, welcome weeks with rich cultural and informational programmes, etc.

Very popular and common are so called **International Student Clubs** (hereinafter ISC)– student offices supporting incoming students. Very often the ISCs are associated with the European Erasmus Student Network or with academic unions of individual universities or faculties. ISCs are run thanks to the work of volunteers during their studies.

The State itself does not provide such support.

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**Q7b.** Is support with finding housing and accommodation provided in your Member State? Please select all boxes that apply.

- Yes, state-organised measures for support in place.
- Yes, support provided by HEIs.
- Yes, support provided by other organisations.
- No, support not available.

*If you have answered yes, please elaborate on the type of support provided:*

*Regarding accommodation, the situation is very similar as in previous question. The HEIs are in most of the cases able to provide a room (shared or private) in a student residential hall or provide support with searching for other options. Again, the ISCs try to help as well, typically through the so-called **Buddy system**, where each international student is assigned to a local student, who is able to help with various issues. Other actors are private firms and organizations outside the academic environment dealing mostly with real estate. The State itself does not provide such support.*

*Scholarship holders who come to the Czech Republic on the basis of bilateral agreements and within the framework of its Foreign Development Assistance are given the opportunity of accommodation in the student halls of the university that admitted them to study.*

**Q7c.** Are preparatory courses (incl. language courses, orientation courses, multicultural sessions, intercultural awareness/diversity courses) offered in your Member State?

- Yes, state-organised measures for courses in place.
- Yes, courses provided by HEIs.
- Yes, support provided by other organisations.
- No.

*If you have answered yes, please elaborate on the courses provided:*

*The answer is the same as to the previous two questions in case of HEIs and other organisations. In this case, state provides Czech language preparation to government scholarship holders for the duration of one year. After this period, the students are able to study in Czech, and therefore they do not pay any tuition fees on public universities during their whole study. These courses are most commonly provided by some Czech HEIs, while the self-payers can join them as well at their own expense. However, there are also private language schools that offer Czech language courses for foreigners.*

**Q7d.** If applicable, please describe any other hosting initiatives and measures not mentioned above.

*Please elaborate:*

*Students can also use other integration measures. The most important tools in the Czech Republic for integration at Regional level are **Integration Centres**. The first Integration Centres were launched in the year 2009 and today 14 Integration Centres provide services in all 14 regions of the Czech Republic. The objective of the projects is to create opportunities for long-term, clearly structured and strategic support of integration. Integration Centres initiate, organize and carry out the activities supporting the social, legal, lingual and cultural situation of legally staying third-country nationals. Integration Centres mainly ensure information and consultancy activities in social and legal fields, organize courses of the Czech language, social-cultural courses and events with host society. They often closely cooperate with Universities.*

*In 2012, due to a close cooperation among NGOs, Integration Centres, the Ministry of the Interior, the Ministry of Foreign Affairs and IOM, was developed a special "Welcome to Czech Republic" course for newly arrived immigrants (training for lecturers and interpreters, brochure and documentary film - <http://www.mvcr.cz/docDetail.aspx?docid=21786075&doctype=ART>. Special short version was developed just for students of Universities.*

*Last, but not at least, students can use independent services of NGOs.*

## 2.4 Rights of international students

### **Q8. Right to work**

*Students who hold a valid long-term residence permit for study purposes do not require any special work permit.*

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**Q8a.** How many hours are international students allowed to work per week or months per year?<sup>26</sup>

[Possible visual element to be included in Synthesis report: map indicating the number of hours in each Member State.]

Please elaborate:

The weekly working limit is 40 hours a week, underground workers in the mining of coal, ores and minerals, mining and mining sites of geological survey 37.5 hours a week, with a three-shift and continuous working mode 37.5 hours a week, two-shift working mode 38.75 hours a week. Reduction of the specified weekly working hours without reduction of the wage below the stipulated scope can only be included in a collective agreement or internal regulation. For an employee under the age of 18, shift lengths on each day may not exceed 8 hours, and in multiple core labor-law relationships, weekly working limit may not exceed 40 hours a week.

There are no other limitations for international students.

**Q8b.** Are any restrictions in place in your Member State in terms of the **type/field of work international students** are allowed to work in?

Yes, restrictions in place.

No.

If you have answered yes, please elaborate on the type of restrictions in place:

**Q8c.** Do students need to obtain **prior authorisation** for the right to work in accordance with national law?

Yes, prior authorisation required.

No.

If you have answered yes, please elaborate on the purpose of this prior authorisation and the entity responsible for granting it:

**Q8d.** Are international students entitled to exercise **self-employed economic activity**

Yes, self-employment possible.

No.

If you have answered yes, please elaborate on the regulations in place:

Foreign students may perform work as a self-employed person according to the Trades Licensing Act, if the student satisfies the conditions stipulated by the Act.

**Q9.** Do students have the right to **carry out in parallel to their studies or defer their studies for a training or a job** in the Member State?

Yes, deferral of studies possible.

Yes, carrying out a training/job in parallel to studies possible.

No.

If you have answered yes, please elaborate on the regulations in place:

Even though no restriction exists in the Education Act and Universities Act with regard to students and jobs, international students who do not hold a valid long-term residence permit may not perform any work activities.

Student has a right to defer his/her study, but for this period, he/she loses the student status and thus also the long-term residence permit, which was issued for study purposes. Therefore, he/she is obliged to temporarily leave the country or obtain different type of residence permit.

In general, parallel study or training is allowed. Students can also participate in traineeships within the Erasmus+ scheme in Europe.

**Q10a.** Do students have to **complete their studies within a maximum period of time**?

Yes.

<sup>26</sup> See Article 24 of the Students and Researchers Directive.

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No.

*If you have answered yes, please indicate the period:*

*The education programmes of higher vocational schools involve full-time study lasting 3 years, healthcare programmes 3.5 years, including work experience.*

*The duration of education programmes at conservatories may be six or eight years, depending on the level of education reached beforehand (applicants for the six-year programme must have completed compulsory school attendance, while applicants for the eight-year course are only required to have successfully completed year five of primary school education).*

*The Universities Act specifies a standard length of study and stipulates fees to be charged in connection with exceeding such standard lengths of study by more than one year. HEIs may specify in their internal regulations the maximum possible length of study.*

**Q10b.** In accordance with Directive 2016/801 Article 21(3),<sup>27</sup> Member states may withdraw a visa/residence permit in case of a lack of progress in the relevant studies. Has your Member State transposed this provision?

Yes.

No.

*If you have answered yes, please elaborate on how the lack of progress is assessed by your Member State:*

**Q11.** Do the **number of years** an international student possesses a residence permit for the purpose of studying count towards being granted access to long-term residence or citizenship?

Yes.

No

*If you have answered yes, please elaborate on the regulations in place:*

*A permanent residence permit may be issued to a foreign national who has been staying in the territory for a continuous period of at least 5 years.*

***The continuous period of stay includes** one half of the period of stay in the territory on a long-stay visa and on a long-term residence permit issued for study purposes.*

### External factors affecting attracting international students

**Q12.** Based on existing national sources (evaluation reports, media reports, etc.), what are the **external factors** affecting the attraction of international students in your Member State? Please select all relevant boxes.

HEI rankings

Member State is a hub for specific fields

Language in which courses are taught

Culture

Socio-economic factors (e.g. living costs)

Other (please specify):

No information available.

*Please elaborate:*

*The importance of rankings while selecting one's future university is a worldwide trend very visible also in the Czech Republic. The Czech Republic offers an affordable cost of living in comparison with other Western European countries, while the quality of life and education is of very similar standard. The Czech Republic also has a long tradition and high quality of higher education, especially in Sciences, Engineering and Medicine. There is a rich and fascinating history, 12 UNESCO sites, unique culture, and a strategic position in the heart of Europe.*

<sup>27</sup> See Article 21(2)(f) of the Students and Researchers Directive

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Positive socio-economic factors include the fact that foreign students have the opportunity to study free of charge at public HEIs in programmes conducted in the Czech language.

### 2.5 Challenges and good practices in attracting international students

**Q13.** What are the (a) **challenges** and (b) **good practices** that have been observed in your Member State on attracting international students and for whom is it considered a challenge/good practice (HEI, Member State, student, other)? For each challenge/good practice: why is this considered a challenge/good practice and is this based on input from experts (if so, which experts)/surveys/evaluation reports/interviews/other?

a) Challenges:

*Please elaborate:*

*Processing and issuance of authorisation to stay.*

*The Czech Republic is a small country, not very visible, especially outside the Europe in competition with other larger and seemingly more attractive countries.*

*The Czech language as the official language of the country and common language and cultural barriers in daily interaction within the Czech society.*

b) Good practices:

*Please elaborate:*

*The Study in the Czech Republic initiative – active support of Czech HEIs with their international activities and relations, attracting potential students worldwide online using various social networks, video channels and other tools, participation on prestigious both professional and student recruitment events, conferences, and exhibitions.*

*The increasing number of courses offered by HEIs in the English language. This helps to attract students who are incapable of studying in the Czech language or learning Czech in a short period.*

*Increasing active involvement of Czech HEIs in the field of international recruitment – participation at fairs, use of agents, due to special funding for internationalization provided by the government.*

*Quickly developing support systems at Czech HEIs, including support networks such as International Student Clubs / Erasmus Student Network. Students thus receive support from the HEI as well as from their HEI “buddies”.*

## Section 3. Measures and incentives to **retain** international graduates

### 3.1. Measures and incentives for the retention of international graduates.

*This section examines the measures and incentives to retain international graduates after their studies in place in the Member States. Statistics provided in Annex 1.4 and Annex 1.5 will be used to contextualise the measures and incentives reported on by Member States.*

**NB:** *in your answers to Q14-16, if applicable, please indicate whether the policy/offer/strategy differs between qualification levels (ISCED levels 5-8).*

**Q14.** Measures and incentives to **retain** international graduates in Member States.

*International graduates may enter the Czech labour market without any permission: Work permit, **Employment card** or **Blue card** is not required for the employment of a foreign national who received secondary or tertiary vocational education or tertiary vocational education at a conservatory pursuant to the Education Act or university education pursuant to the Higher Education Act.*

**Q14a.** What are the conditions for **access after study** to national labour market/ self-employment/ start up or spin-off activities/ research project?

*As far as the access to the labour market for international graduates is concerned, there is no time limit. Foreign nationals are not entitled to work in some areas where citizenship of the Czech Republic is required.*

*In accordance with Directive 2016/801/EU, graduates or researchers may remain a further 9 months in the territory of the CR for the purpose of finding employment or starting a business.*

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*So far, however, this Directive has not been implemented and so graduates are issued with long-term residence permits for "other" purposes and once the amendment to the Act on the Residence of Foreign Nationals has been passed, a special type of authorisation of stay will be introduced: long-term residence permit for the purpose of finding employment or starting a business.*

*Please briefly outline the conditions:*

- For what period of time does your Member State allow students to stay after studies in order to seek employment or set up a business?<sup>28</sup> What happens after this period?

*In accordance with Directive 2016/801/EU, graduates or researchers may remain a further 9 months in the territory of the CR for the purpose of finding employment or starting a business.*

*Please elaborate:*

- Does your Member State have any restrictions in place regarding the job field in which the international student can seek employment or set up a business?

Yes.

No.

*If you have answered yes, please elaborate on the restrictions in place:*

- Does the international student require a minimum level of degree in order to be allowed to stay after studies in order to seek employment or set up a business?<sup>29</sup>

Yes.

No.

*If you have answered yes, please indicate the minimum level required:*

**Q14b.** Are there any other particular **policy measures** or incentives to retain international students in place?

*Please select all relevant boxes:*

Lowered salary requirement for a work/residence permit.

Unrestricted access to the labour market.

Other incentive(s).

No.

*If you have answered yes, please briefly elaborate on the measures or incentives in place.*

**Q15.** Are there **initiatives of HEIs or the private sector** whereby support is provided to students following the completion of their studies? (e.g. in specialised or niche areas, in the form of counselling, contract with students to commence work with a company after the completion of their studies). Please also consider initiatives at a regional level. *Please select all relevant boxes and if applicable, please provide best practice examples of the initiatives of universities/HEIs, private sector, local governments, etc. in the retention of international graduates (e.g. in specialised and niche areas, in the form of scholarships, apprenticeship contracts, counselling, etc.).*

Yes, initiatives implemented by HEIs.

Yes, initiatives implemented by the private sector.

Other initiatives.

No.

*If you have answered yes, please elaborate and provide 1-2 examples of best practices:*

<sup>28</sup> See Article 25(1) of the Students and Researchers Directive

<sup>29</sup> See Article 25(2) of the Students and Researchers Directive

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HEIs often operate their own counselling centres where students can discuss their studies, career, and other issues with professionals in given field.

DZS, among others, performs the role of counsellor for government scholarship holders, students are always welcome, while the responsible employees do their best to assist and help them.

Other private firms and organisations also provide counselling services, but this solution is the costly one.

**Q16.** Does your government and/or HEIs implement any strategies in your Member State to **encourage former international graduates** (i.e. international alumni who have already left the Member State) to establish and/or maintain a connection to the national labour market)? *Please select all relevant boxes.*

- Yes, strategy implemented by HEIs.
- Yes, strategy implemented by the government.
- No.

*If you have answered yes, please elaborate on the main elements of the strategy:*

#### 3.2 Challenges and good practices in retaining international students

**Q17.** What are the (a) **challenges** and (b) **good practices** that have been observed in your Member State on retaining international students and for whom is it considered a challenge/good practice (HEIs, Member State, student, other)? For each challenge/good practice: why is this considered a challenge/good practice and is this based on input from experts (if so, which experts)/studies/evaluation reports/surveys/interviews/other? Please briefly summarise the input and findings of these experts/studies/evaluation reports/interviews/other.

A) Challenges:

*Please elaborate:*

*With respect to retaining international students-graduates, the challenge is the competitiveness of the conditions offered, e.g. in terms of wage provision at the level of foreign competitors, living standards, security background, etc.*

B) Good practices:

*Please elaborate:*

*Study at public HEIs in study programmes conducted in Czech language is free of charge. This motivates students to study Czech, which facilitates easier integration and access to the Czech labour market.*

## Section 4: Bilateral and multilateral cooperation with third countries

**Q18.** Has your Member State concluded and/or intends to conclude any **bilateral and/or multilateral agreements** with countries of origin concerning international students? Please distinguish between agreements in place with countries with developed economies and those with developing economies<sup>30</sup> as classified by the United Nations<sup>31</sup> and summarise and provide an overview of the type of agreements – without listing all the agreements and detailed provisions.

*[Possible visual element to be included in the Synthesis report: map indicating the regions/countries of origin with which agreements are in place.]*

Yes, bilateral/multilateral agreements in place or planned with industrialised countries. *Please elaborate on the aspects listed below):*

- *The most common provisions of the agreements, exchange of students, exchange of information.*
- *Most common world regions/countries of origin with which agreements have been concluded, Asia, South America.*
- *Are specific fields of studies or qualification levels covered in the agreements? May include supporting of the teaching of the Czech language in the third-country and supporting of the teaching of the language of the third-country in the Czech Republic.*

<sup>30</sup> This distinction is relevant as the objectives and purpose of such agreements could differ significantly between these two categories.

<sup>31</sup> [http://unctadstat.unctad.org/EN/Classifications/DimCountries\\_DevelopmentStatus\\_Hierarchy.pdf](http://unctadstat.unctad.org/EN/Classifications/DimCountries_DevelopmentStatus_Hierarchy.pdf)

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- Are specific categories of persons covered under the agreements? (e.g. specific age groups, gender, other socio-demographic characteristics). Students of public HEIs.

Yes, bilateral/multilateral agreements in place or planned with developing countries. Please elaborate on the aspects listed below):

- The most common provisions of the agreements, exchange of students, exchange of information.
- Most common world regions/countries of origin with which agreements have been concluded, Africa, Asia.
- Are specific fields of studies or qualification levels covered in the agreements? They may focus on language aspects.
- Are specific categories of persons covered under the agreements? (e.g. specific age groups, gender; other socio-demographic characteristics). Students of public HEIs.

No bilateral/multilateral agreements in place or planned.

**Q19.** Are there any measures or incentives in place to avoid **brain drain** in the country of origin when attracting and retaining international students?

Yes, measures related to brain drain in place.

No.

*If you have answered yes, please elaborate on the measures in place:*

*The aim of the programme of Czech Government scholarships within the Foreign Development Assistance Programme is to provide third-country students with education, so they can return to their homeland and use their knowledge to help the development process in their country.*

**Q20.** Do HEIs in your Member States have **initiatives and cooperation agreements with HEIs** in third countries in place? If so, what types of agreements and for which purpose (e.g. student exchange programmes)? *If there are many different agreements in place, please only provide 1-2 examples of agreements in place.*

Yes.

No.

*If you have answered yes, please elaborate on the initiatives/cooperation agreements in place and provide 1-2 examples:*

*Erasmus+ programme within its International Dimension*

*Memorandum of understanding*

*Bilateral and multilateral agreements between HEIs*

**Q21.** What are the (a) **challenges** and (b) **good practices** that have been observed in your Member State with regard to bilateral and multilateral agreements and for whom is this considered a challenge/good practice (HEIs, Member State, student, other)? For each challenge/good practice, why is it considered a challenge/good practice and is this based on input from experts (if so, which experts)/studies/evaluation reports/surveys/interviews/other? Please briefly summarise the input and findings of these experts/studies/evaluation reports/interviews/other

A) Challenges:

*Please elaborate:*

*Sometimes it might be difficult for the third-country to fulfil obligations stated in bilateral agreements, for example the act of reciprocity. This might be an obstacle not only for bilateral cooperation, but also for students who intend to travel to the third-country.*

*For students, it might be difficult to obtain visa to come to the Czech Republic due to the strict and demanding visa procedure.*

B) Good practices:

*Please elaborate:*

*Bilateral agreement can enable students to experience studies in a different environment, they can learn from the differences between both countries and they can achieve a high level of knowledge of the language of the other country.*