

STUDYING AND LIVING IN CZECHIA FROM THE PERSPECTIVE OF INTERNATIONAL STUDENTS II

REPORT ON RESEARCH AT CZECH
HIGHER EDUCATION INSTITUTIONS
2024



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**Study in
Czechia**



**Czechia
Alumni**

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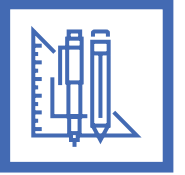
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PART I. INTRODUCTION

Focus of the survey **7**

**International students at Czech higher
education institutions** **9**



FOCUS OF THE SURVEY

International students who are currently studying full-time at all levels, i.e., bachelor's, master's, and doctoral-degree students, were approached through higher education institutions with an **on-line questionnaire in both Czech and English**. Data were collected from October 2022 to February 2023 **from a total of 52 higher education institutions**, including 26 public, 25 private, and one state-run HEI. Evaluation of the survey data took place in the first half of 2023.

In its substance, the survey focused on four main areas. The first two followed the path taken by international students to reach a Czech higher education institution, and thus focused on the part of the process that is completed by the students before starting their higher education studies. These sections map promotional activities and the support that students receive from higher education institutions before arriving in Czechia. The second two sections focus on evaluating the study-related and social aspects of international students' stay in Czechia.

The first section focuses on **how international students learn about the opportunities to study in Czechia and the factors that influence their decision to study in Czechia**. This area provides crucial information for decision-making on selecting and setting the method of promotion, which is currently being done nationally within the Study in Czechia initiative, and also within consortia of schools or within individual promotion activities of each higher education institution.

The second area focuses on support for international students who have already decided to study in Czechia and are now struggling with the **procedures associated with entering a Czech higher education institution**, such as the admission procedure, recognition of previous education, or the visa process. It is typical for this section that these are long-term processes that have been put in place at the system level and are tied to laws, decrees, methodological guidelines, or directives. This is an area that is not primarily related to education and cannot be influenced much by the higher education institutions themselves. This is therefore an inter-departmental area, particularly in the area of visas.

The third area monitors perceptions of the **actual quality of studies**, i.e., whether it meets the expectations with which international students arrived at Czech higher education institutions. Another important issue is whether the degree programmes take into account the specific needs of international students – such as the language of instruction, study materials, or cultural differences.

In the fourth area, the survey focuses on the **living and social needs of international students and the conditions that higher education institutions create for these students** based on their different needs. International students arrive in a foreign country where they lack not only the language skills, but also the social connections and background they normally have in their home country, as well as knowledge of the environment they are in and its written and unwritten

This national report presents the results of a questionnaire survey conducted in late 2022 and early 2023. The aim of the study was to **assess the current situation of higher education in Czechia from the perspective of international students, to evaluate the promotional activities of Czechia as a study destination, and to monitor the quality of degree programmes and the availability of support services from higher education institutions**. The research was carried out by the **Czech National Agency for International Education and Research (DZS)**, a semi-budgetary organisation under the **Ministry of Education, Youth and Sports of Czechia (MEYS)**, in co-operation with higher education institutions in accordance with the **Internationalisation Strategy** for the period from 2021¹ and as part of implementing the **Strategic Plan for the Higher Education Sector** for 2023 and 2024². In addition, the research is in line with the Ministry of Industry and Trade's Czech Export Strategy for the period 2023–2033³, which emphasises the importance of international co-operation and of attracting skilled international staff.

This survey was conducted for the first time in 2020, which makes it possible – to some extent – to compare the results and monitor the changes that have occurred over the years and to observe the development trends in individual parameters in various areas related to international students' education and stays at Czech higher education institutions.

The survey results will be particularly useful for individual higher education institutions, which may find the results helpful in developing a strategy for their international activities. The data obtained will also be a valuable source of information for the promotional activities of the **Study in Czechia** national initiative. It is part of DZS and its aim is to introduce international students to opportunities for study at higher education institutions in Czechia and to support Czech higher education institutions in their international activities.

^{1/} Source: <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/strategicky-zamer>

^{2/} Source: <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/strategicky-zamer>

^{3/} Source: <https://www.mpo.cz/cz/zahranicni-obchod/podpora-exportu/exportni-strategie/exportni-strategie-cr-2023-2033--276506/>

rules and procedures. The integration of international students into the student community and Czech society at large is therefore a major topic. Besides social factors, this section of the survey also centred on economic factors such as housing and work-related issues.

Clearly, students from different countries and regions view the situation differently. Their answers reflect the education system and the economic, social, and cultural situation of their home country, but also the organisation of processes in the host country, whether these be internal procedures or Czechia's approach to the country concerned (for example, in the area of visas or recognition of studies). The perception of Czechia and its higher education system and institutions, as well as the expectations that are associated with studying in Czechia, also play an important role. This is one of the reasons why the **report also includes a chapter on regional differences**. Specific regions are often represented by only a few countries with the highest proportions of international students and therefore tend to reflect attitudes in those countries. Even so, the similarity of countries and the behaviour of students in those regions means that this sample is still useful for transferring the survey results to the regional level.

Each of the above sections also includes a comparison with the results of the same survey conducted in 2020. The main differences are described and the changes that have occurred in the responses are explained.



INTERNATIONAL STUDENTS AT CZECH HIGHER EDUCATION INSTITUTIONS

To put the survey results into context, it is convenient to present basic statistical data on international students. In Czechia, an **international student** is considered to be a student with non-Czech citizenship. According to statistical data from the Combined Information of Student Registers (SIMS), there were **54,770 such students⁴** at Czech higher education institutions as of 31 December 2022. **They accounted for 18% of the total number of students of Czech higher education institutions, which was 304,518 as of the same date.** These international students sought education at both private and public higher education institutions, with an overall ratio of 9:1 in favour of public schools. Among private higher education institutions, the most frequent choices were Metropolitan University Prague, AMBIS and the University of Finance and Administration, while among public higher education institutions these were primarily Charles University, Masaryk University, and the Czech University of Life Sciences Prague.

⁴/ Source: https://dsia.msmt.cz/vystupy/vu_vs_f1.html

Table 1:
Public higher education institutions with the largest number of international students (over 1,000 students)⁵

Name of institution	Number of international students
Charles University	11,213
Masaryk University	7,985
Czech University of Life Sciences Prague	5,756
Brno University of Technology	4,506
Prague University of Economics and Business	3,937
Czech Technical University in Prague	3,243
Palacký University Olomouc	2,641
Mendel University in Brno	1,504
VŠB – Technical University of Ostrava	1,397
Tomas Bata University in Zlín	1,008

Source: SIMS as at 31 December 2022

Table 2:
Private higher education institutions with the largest number of international students (over 500 students)⁶

Name of institution	Number of international students
Metropolitan University Prague	651
AMBIS	643
University of Finance and Administration	620
University College Prague	606

Source: SIMS as at 31 December 2022

^{5/} Source: https://dsia.msmt.cz/vystupy/vu_vs_f1.html

^{6/} Source: https://dsia.msmt.cz/vystupy/vu_vs_f1.html

In 92% of cases, these students chose the full-time form of study. As of 31 December 2022, more than half of the international students at Czech higher education institutions were in bachelor's programmes, 14% were in non-structured master's programmes, almost a quarter were in follow-up master's programmes, and the remaining one tenth were in doctoral programmes.

Table 3:
Classification of international students by form of study⁷

Form of study	Number of international students	Percentage
Full-time study	50,631	92.4%
Part-time study	4,244	7.7%

Source: SIMS as at 31 December 2022

Table 4:
Classification of international students by type of degree programme⁸

Type of degree programme	Number of international students	Percentage
Bachelor's degree programme	28,828	52.6%
Master's degree programme, 4 to 6 years	7,926	14.5%
Master's degree programme, 1 to 3 years (following a Bachelor's programme)	12,623	23.0%
Doctoral degree programme	5,637	10.3%

Source: SIMS as at 31 December 2022

^{7/} Source: https://dsia.msmt.cz/vystupy/vu_vs_f1.html

^{8/} Source: https://dsia.msmt.cz/vystupy/vu_vs_f1.html

The number of international HEI students in Czechia has been growing in the long term, which is evident from SIMS statistics that have been tracking this trend since 2000. In contrast, the **proportion of HEI students with Czech citizenship continues to decline**, which is likely a consequence of the demographic trends of the Czech population⁹. The number of HEI students with Czech citizenship can therefore not be expected to increase until the arrival of the “stronger” birth years.

Breaking international students down by country of origin, **students from Slovakia have long been the largest group**. As of 31 December 2022, 20,920 Slovaks were studying in Czechia, accounting for **38% of the total number of international students**. Mirroring the decline in the number of Czech students, the number of Slovak students has also been declining in the long term. At the time of the last survey, i.e., in 2019, there were 21,105 Slovak students studying in Czechia, which represents 45% of the total number of all international HEI students in Czechia. While there has been a decline in the number of Slovak students, they are still the largest group of international students and therefore have a significant influence on the statistics. However, Slovak students are quite a specific group. This is due to their country’s historical development, its cultural proximity to the Czech culture, and the non-existence of a language barrier. In many respects they are similar to Czech students and therefore need special consideration when assessing statistics.

Another prominent group of international students at Czech higher education institutions is **students from the countries of the former Soviet Union** – mainly from Russia, Ukraine, Kazakhstan, and Belarus. Combined, these four countries represent **32% of all international students** at Czech higher education institutions.

Table 5:
Number of international students from the most represented countries of the former USSR (over 1,000 students)¹⁰

Country	Number of international students	Percentage
Russia	7,645	14.0%
Ukraine	6,224	11.4%
Kazakhstan	2,747	5.0%
Belarus	1,074	2.0%

Source: SIMS k 31. 12. 2022

^{9/} Source: <https://www.czso.cz/csu/czso/vysoke-skoly-v-cesku-studuje-cca-300-tisic-studentu-klesa-zajem-o-techniku-v-kurzu-je-zdravotnictvi>

^{10/} Source: <https://statis.msmt.cz/statistikyvs/vykonyVS1.aspx>

This group is also specific in that their numbers have been steadily growing over the past few years and their overall share is increasing. This primarily applies to Ukrainian students, whose numbers have doubled in the past five years.

Other countries with a significant number of students at Czech higher education institutions are, in descending order: India, Germany, Italy, China, Iran, Turkey, Vietnam, Israel, the United States, Ghana, Bangladesh, Azerbaijan, Nigeria, Poland, and the United Kingdom¹¹. The number of international students from most of these countries has been growing continuously for the past few years. Besides Ukraine, it is notable that the number of students coming from Bangladesh has almost tripled over the past five years. Twice as many students are coming from Nigeria as five years ago, and the number of students coming from Turkey and India has increased by more than 150%. Conversely, the numbers of students from some of the most represented countries are declining. Of particular note are students from Great Britain at Czech higher education institutions – their number is down almost 10% compared to last year and almost 40% compared to five years ago. The number of students from Vietnam is doing slightly better, and although the number of students from Vietnam has decreased by a quarter over the last five years, it has increased by almost 10% in the past year.

^{11/} Together with Slovakia, Russia, Ukraine, Kazakhstan and Belarus, they make up the top 20 countries with the largest shares of international students at Czech higher education institutions.

Table 6:
Change (%) in the number of international students from the top 20 countries¹²

Country	Number of international students*	Percentage change over 1 year	Percentage change over 5 years
Slovakia	20,920	0.3%	-2.6%
Russia	7,645	-5.3%	32.9%
Ukraine	6,224	42.2%	104.0%
Kazakhstan	2,747	7.1%	68.3%
India	1,815	23.3%	165.4%
Belarus	1,074	4.7%	43.0%
Germany	871	-6.6%	17.4%
Italy	785	14.6%	110.5%
China	669	3.7%	63.6%
Iran	573	8.9%	185.1%
Turkey	511	20.8%	156.8%
Vietnam	486	8.2%	-25.6%
Israel	484	13.9%	57.7%
United States	430	-2.1%	32.7%
Ghana	378	8.9%	51.2%
Bangladesh	369	57.0%	476.6%
Azerbaijan	362	3.1%	82.8%
Nigeria	357	44.0%	210.4%
Poland	351	6.4%	0.0%
United Kingdom	337	-8.9%	-38.8%

* These are the numbers of international students who were studying at Czech higher education institutions as of 31 December 2022.

Source: SIMS as at 31 December 2022

The group of fields that international students most often choose at Czech universities is **business, administration and law**. Overall, these fields were chosen by 21% of international students, specialising primarily in business and administration. The second most frequent group of fields is health and welfare (17%). Specifically, students most often choose the fields of health and medicine. Information and communication technologies are also very popular (14%). Similarly popular are social sciences, journalism and information, engineering, manufacturing and construction, arts and humanities, natural sciences, mathematics and statistics – each of these groups of fields accounts for 10% to 11% of international students.

¹²/ Source: <https://statis.msmt.cz/statistikyvs/vykonyVS1.aspx>

Table 7:

Classification of international students by field of study, as per the CZ-ISCED-F 2013/4 Classification of Education¹³

Code	ISCED – broad fields	Number of international students	Share of international students
1	Education	930	2%
2	Arts and humanities	5,319	10%
3	Social sciences, journalism and information	5,859	11%
4	Business, administration and law	11,757	21%
5	Natural sciences, mathematics and statistics	5,259	10%
6	Information and communication technologies (ICTs)	7,601	14%
7	Engineering, manufacturing and construction	5,802	11%
8	Agriculture, forestry, fisheries and veterinary	1,757	3%
9	Health and welfare	9,153	17%
10	Services	1,685	3%

^{13/} Source: https://www.czso.cz/documents/10180/37519282/cz_isced_f_metodika.pdf/

Code	ISCED – the most represented narrow fields (top 10)	Number of international students	Share of international students
21	Art	1,959	4%
23	Languages	1,769	3%
31	Social and behavioural sciences	5,254	10%
41	Business and administration	9,979	18%
51	Biological and related sciences	1,822	3%
53	Physical sciences	2,017	4%
61	Information and communication technologies (ICTs)	6,660	12%
71	Engineering and engineering trades	3,021	6%
73	Architecture and construction	2,037	4%
91	Health care	8,889	16%

Source: SIMS as at 31 December 2022



PART II. METHODS AND ANALYTICAL PROCEDURE

Classification criteria	21
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This publication is based on the findings of a questionnaire survey of international students at Czech higher education institutions that was conducted from October 2022 to February 2023. During this period, all public, state and private higher education institutions were approached and given the opportunity to send the questionnaire to all their international students. Out of a total of 62 higher education institutions that are based in Czechia¹⁴ and that were attended by 54,770¹⁵ international students at the time of data collection, at least one response was obtained from 52 of them. During the survey, 8,561 respondents accessed the questionnaire and 5,216 of them fully completed it. Only the responses of those who completed at least the entire first section of the questionnaire were used in the analysis itself – the analysis is therefore based on 6,388 responses. The entire survey's average return rate was 15.6%. After data collection, the data of Slovak students did not correspond to their share according to SIMS (Combined Information of Student Registers), which is why weights were applied to increase their representation in the data to 39%.

As regards graphical materials, the publication includes not only tables and basic pie and bar charts, but also plenty of classification charts. The text presents multiple types of such detailed charts that vary according to the different classification criteria (see the subchapter Classification Criteria). The type of the classification chart is always chosen so that it points to an important difference between the groups. Therefore, only selected types of classification are often used for the issues being addressed.

¹⁴/ Source: https://dsia.msmt.cz/vystupy/vu_vs_f1.html

¹⁵/ Source: SIMS MEYS, data as of 31 December 2022



CLASSIFICATION CRITERIA

Four types of classification are used in the publication. In some cases, these classifications are only superficially mentioned in the text to add context, and a chart is offered to the reader when a more comprehensive view is needed.

The **first type of classification chart** includes three basic indicators: country of origin, language of study, and level of study. Wherever this type of chart is used, all three classification indicators are included.

The first indicator divides students into two groups according to their country of origin: Slovakia and other countries. This division was chosen because of the large number of Slovak students in the data (Slovak students make up 39% of the total sample). In addition, this is a group of respondents that differs significantly from all others, due to linguistic, geographical and cultural affinity as well as because of a shared history.

The language of study was selected as the second indicator. It again divides respondents into two groups – in this case according to whether they study in Czech or English. The main specific factor that may influence the responses and the different perception of some topics is the possibility to study programmes in Czech at public and state higher education institutions entirely free of charge (in contrast, programmes in English are charged for). However, such a student must have adequate proficiency in the language to be able to work with the materials provided and to meet their study requirements. Given the above reasons, it is not surprising that there is a considerable overlap between two groups of the first and second indicator: namely, between international students of programmes taught in Czech and students of Slovak origin.

The third indicator divides respondents into bachelor's, master's, and doctoral students. It was chosen because students have different needs, problems, and views across the different phases of study (and life) in which they find themselves.

The **second type of classification chart** divides respondents into 15 categories according to their field of study. As a starting point, the ISCED-F 2013 classification was used: in some cases, the basic 10 groups of fields were subdivided in more detail so that the newly created groups better mirror the structure of fields of study at higher education institutions in the Czech environment.

The **third type of classification chart** focuses on the country of origin. Specifically, it shows the seven countries with the largest representation of respondents (respondents from these seven countries account for 74% of all responses). These are Slovakia (N = 2,427), Russia (N = 895), Ukraine (N = 639), India (N = 266), Kazakhstan (N = 246), Belarus (N = 152) and Germany (N = 105).

The **fourth and final type of classification chart** divides respondents into twelve regional units based on geographical, linguistic, and cultural similarities. These units include Slovakia (N = 2,427), Russia (N = 895), Western Europe (N = 445), EU-Eastern

Europe (N = 100), Eastern and Southeastern Europe (N = 1 028), East Asia (N = 113), Central Asia (N = 297), South and Southeast Asia (N = 428), the Middle East (N = 201), Africa (N = 247), Latin America (N = 97) and North America (N = 103).

Slovakia is one of two countries that are referred to as separate regions in the publication. This designation was chosen both because of the high number of Slovak students and because of the strong cultural and linguistic affinity with Czech students. It is the minimal language barrier and the ability to navigate the Czech environment that puts Slovak students in a completely different position compared to students from other countries. Therefore, they must be seen as a separate regional entity that is very different from the others in terms of experience and views.

The second country that forms a separate region in the publication is **Russia**. Data from Russian students are not merged with other countries mainly because they are the second largest group of international students at Czech universities after Slovakia. In addition to the fact that Russian students represent 14% of international students in our dataset, they also differ from other regions in that they very often choose Czech-language degree programmes.

The **Western Europe** region includes students from the European Union and the United Kingdom, as well as students from the European Free Trade Association (EFTA) countries that are geographically and economically close. In the data, this region comprises a total of 20 countries, namely: Austria, Belgium, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Malta, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, and the United Kingdom.

EU – Eastern Europe includes 9 countries from the 5th, 6th, and 7th enlargement of the European Union. Specifically, these are Bulgaria, Croatia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania and Slovenia.

The last European region, referred to as **Eastern and Southeastern Europe**, comprises 13 countries that are neither EU nor EFTA members. They are Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Kosovo, Moldova, Montenegro, North Macedonia, Serbia, Turkey, and Ukraine.

The **East Asia** region is made up of some of the most developed countries on the Asian continent. These are China, Hong Kong, Japan, Korea, and Taiwan.

The **Central Asia** region includes Afghanistan, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan, and Uzbekistan.

South and Southeast Asia includes Bangladesh, Cambodia, India, Indonesia, Laos, Malaysia, Myanmar, Nepal, Pakistan, the Philippines, Singapore, Sri Lanka, Thailand, and Vietnam.

The **Middle East** comprises the following Asian countries: Iran, Iraq, Israel, Jordan, Lebanon, Palestine, Saudi Arabia, the Syrian Arab Republic, the United Arab Emirates, and Yemen.

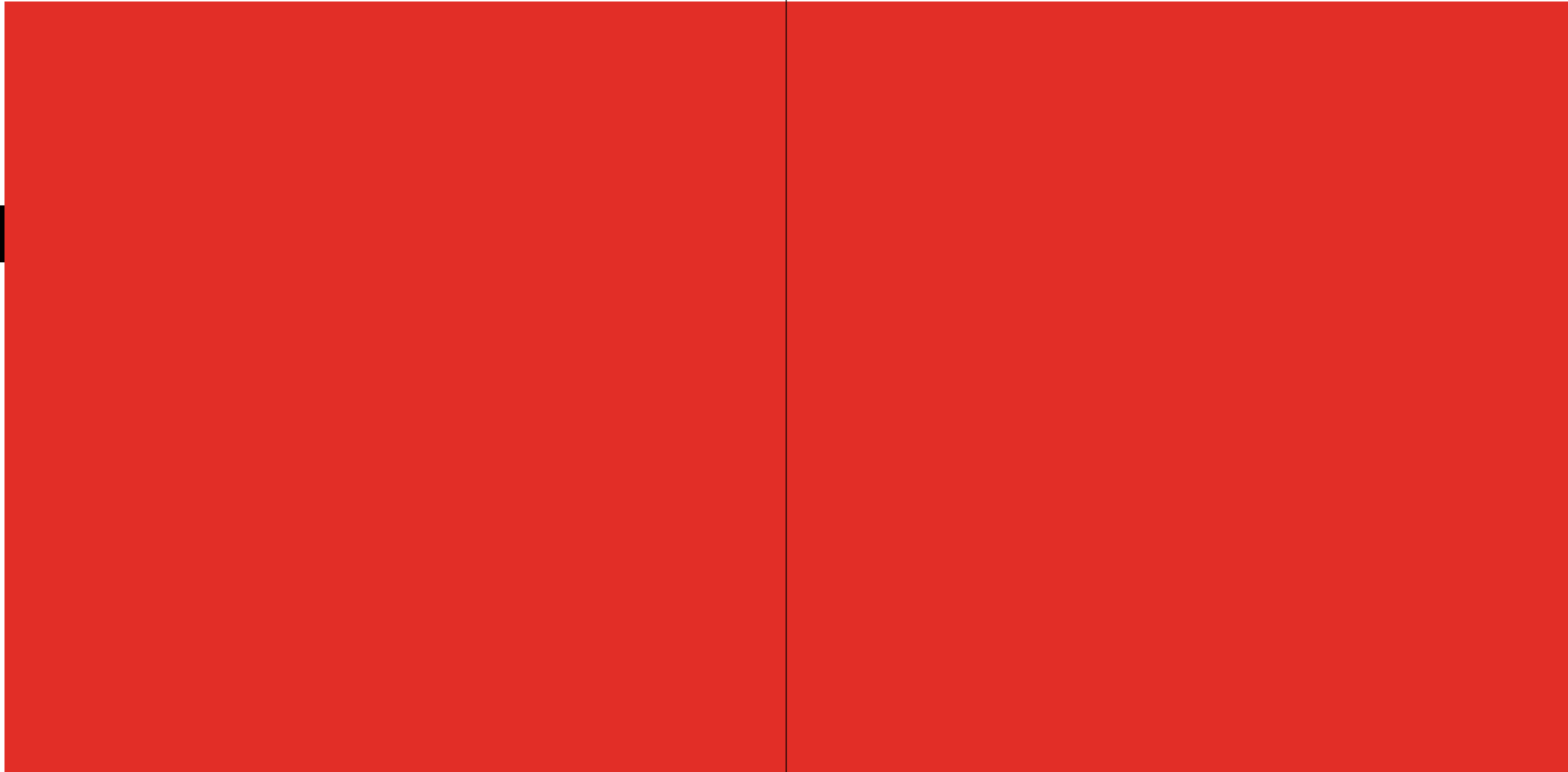
The **Africa** region included all African countries whose students participated in the research. These were 28 countries in total: Algeria, Angola, Botswana, Burkina Faso, Cameroon, Cape Verde, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Kenya, Libya, Mali, Morocco, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, Tunisia, Uganda, Zambia, Zimbabwe, and Chad.

Last but not least, the sorting includes two regions that represent the American continent. These are the **Latin America** region, which comprises students from South and Central America, i.e., students from Argentina, Bolivia, Brazil, Colombia, Costa Rica, Chile, Cuba, the Dominican Republic, Ecuador, Grenada, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, Panama, Peru, El Salvador, and Venezuela.

The **North America** region includes the United States and Canada.

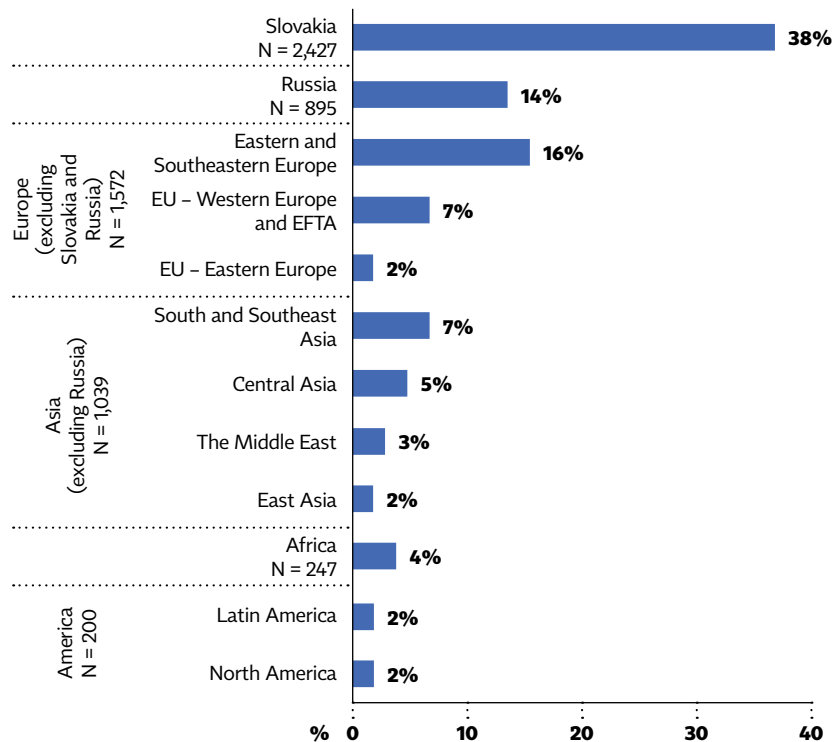


PART III. DESCRIPTION OF RESPONDENTS



In terms of country of origin, the largest numbers of students in the dataset are from **Slovakia (38%)**, **Russia (14%)** and **Ukraine (10%)**. In addition to the above three countries, the Eastern and Southeastern Europe region also includes Belarus, which accounts for 2% of the respondents. Students from Western Europe mainly come to Czechia from Germany, Italy, and France. The region of South and Southeast Asia is mostly represented by India, East Asia by China, and Central Asia by Kazakhstan. Students from Africa come to Czech higher education institutions mostly from Ghana and Nigeria, while the Middle East is mainly represented by respondents from Iran and Israel. Most students from Latin America come from Colombia and Mexico, while North America is mostly represented by students from the United States.

Chart 1:
Share by region (N = 6,388)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Table 8:
Share by region and shares of the total number of international students in Czechia**

Country of origin	Number of international students in Czechia	Share of students out of the total number of international students in Czechia*	Number of respondents	Share of respondents in the questionnaire
Slovakia	20,920	38.2%	2,427	38.0%
Russia	7,645	14.0%	895	14.0%
Ukraine	6,224	11.4%	639	10.0%
Kazakhstan	2,747	5.0%	246	3.8%
India	1,815	3.3%	266	4.2%
Belarus	1,074	2.0%	152	2.4%
Germany	871	1.6%	105	1.6%
Italy	785	1.4%	78	1.2%
China	669	1.2%	71	1.1%
Iran	573	1.0%	75	1.2%

* The table shows only those countries with a share of international students higher than 1%.

** As of 31 December 2022, the number of international students in Czechia totalled 54,770.

Source: SIMS as at 31 December 2022

In 2022, a total of 54,770 international students studied at Czech universities (according to information current as of 31 December 2022)¹⁶. The research analysed the responses of 6,388 of these students. In terms of country of origin, the proportions of foreign students coming to Czechia are very similar to the distribution of respondents in the dataset.

Table 9:
Actual number of international students in 2022, number of completed questionnaires and return rate for each HEI

Name of higher education institution	N actual	N questionnaire	Return rate
Charles University	11,213	1380	12.3%
Masaryk University	7,985	720	9.0%
Czech University of Life Sciences Prague	5,756	498	8.7%
Brno University of Technology	4,506	771	17.1%
Prague University of Economics and Business	3,937	691	17.6%
Czech Technical University in Prague	3,243	32	1.0%
Palacký University Olomouc	2,641	275	10.4%
Mendel University in Brno	1,504	150	10.0%
VŠB – Technical University of Ostrava	1,397	219	15.7%
Tomas Bata University in Zlín	1,008	113	11.2%
University of Chemistry and Technology, Prague	987	106	10.7%
University of Ostrava	963	140	14.5%
University of South Bohemia in České Budějovice	813	111	13.7%
University of West Bohemia in Plzeň	667	63	9.4%

¹⁶/ Source: https://dsia.msmt.cz//vystupy/vu_vs_f2.html

Name of higher education institution	N actual	N questionnaire	Return rate
Metropolitan University Prague	651	87	13.4%
AMBIS	643	62	9.6%
University of Finance and Administration	620	57	9.2%
University College Prague	606	3	0.5%
University of Pardubice	531	108	20.3%
University of Veterinary Sciences Brno	511	90	17.6%
Technical University of Liberec	503	105	20.9%
Pan-European University	450	26	5.8%
NEWTON University	367	32	8.7%
Jan Evangelista Purkyně University in Ústí nad Labem	346	9	2.6%
Silesian University in Opava	333	42	12.6%
Academy of Performing Arts in Prague	332	31	9.3%
University of New York in Prague	299	67	22.4%
University of Economics and Management	250	51	20.4%

Name of higher education institution	N actual	N questionnaire	Return rate
Škoda Auto University	249	46	18.5%
Unicorn University	195	36	18.5%
University of Hradec Králové	188	32	17.0%
Anglo-American University	175	50	28.6%
Prague School of Creative Communication	153	32	20.9%
College of Logistics	149	6	4.0%
Janáček Academy of Performing Arts	140	24	17.1%
College of Polytechnics Jihlava	130	17	13.1%
Academy of Arts, Architecture and Design in Prague	122	10	8.2%
Institute of Technology and Business in České Budějovice	94	15	16.0%
ART & DESIGN INSTITUTE	88	8	9.1%
ARCHIP, s. r. o.	75	12	16.0%
Medical College	68	6	8.8%
Academy of Fine Arts in Prague	43	3	7.0%

Name of higher education institution	N actual	N questionnaire	Return rate
Jan Amos Komensky University Prague	37	12	32.4%
CEVRO Institute	31	3	9.7%
College of Physical Education and Sport PALESTRA	24	2	8.3%
Film Academy of Miroslav Ondříček in Písek	22	3	13.6%
Prague College of Psychosocial Studies	20	0	0.0%
Moravian College Olomouc	9	1	11.1%
PRIGO University College	4	1	25.0%
Prague City University	x	21	x
Academia Rerum Civilium – College of Political and Social Sciences	2	0	0.0%
College of European and Regional Studies	2	1	50.0%
College of Applied Psychology	2	0	0.0%

Source: SIMS as at 31 December 2022

The largest number of responses came from Charles University in Prague, Masaryk University in Brno, and the Czech University of Life Sciences Prague, probably because they are among Czechia's largest higher education institutions and have the highest numbers of international students.

The overall return rate of the questionnaire is 15.6% on average. In terms of return rates, higher education institutions with low numbers of international students are the greatest outliers: the number of responses received from them was generally significantly higher or lower than the average.

Two thirds of the respondents study a programme taught in Czech, one third a programme taught in English. One of the reasons why programmes in Czech are popular among international students at higher education institutions is that they are free of charge (as is the case for domestic students). This makes the cost of living in a foreign country more affordable for international students. However, this form of study requires at least a basic knowledge of the Czech language, which is why programmes in Czech are most often attended by students from countries that are relatively close to Czechia in terms of language (and culture). More than half of the respondents who study a programme in Czech come from Slovakia (55%). The second most common country of origin is Russia (19%), followed by Ukraine (13%) and Kazakhstan (5%).

The chart above shows the breakdown of international students by current level of study. If we compare the shares of international students¹⁷ at the individual levels of study at Czech higher education institutions with the shares of Czech students¹⁸ (Bachelor's degree – 53% versus 62%, Master's degree – 38% versus 33% and Doctoral degree – 10% versus 6%), it is clear that international students are more likely to aspire to higher levels of study than Czech students. At the same time, the higher the level of study, the more likely respondents are to study a programme taught in English (specifically, 21% of students in bachelor's, 42% of students in master's and 65% of students in doctoral degree programmes).

The largest number of respondents in the dataset study social sciences, journalism, and information (18%). Also, students often come to study health and welfare, which is partly due to the fact that in some countries studying such fields is less accessible due to the complexity of the admissions procedure or the high financial requirements. The third most popular field is natural sciences.

Since most of the respondents come to study degree programmes in Czech, most of the courses that are attended by such students are taught in Czech. An exception in this respect is the field of agriculture, forestry, fisheries and veterinary, where 51% of students are English-speaking.

The current year of study of the respondents was also determined as part of the survey. Two-thirds of respondents are in their first two years. However, it should be stressed that this is not the total length of their studies at higher education institutions, but rather the year in their current degree programme. Thus, the first two years of study in the chart include bachelor's, master's and doctoral students.

¹⁷/ Source: https://dsia.msmt.cz/vystupy/vu_vs_f1.html

¹⁸/ Source: <https://www.czso.cz/csu/czso/studenti-a-absolventi-vysokych-skol-v-ceske-republice-gr402tsw19>

On the other hand, students in the top years are most likely students of non-structured master's degree programmes such as medicine or law.

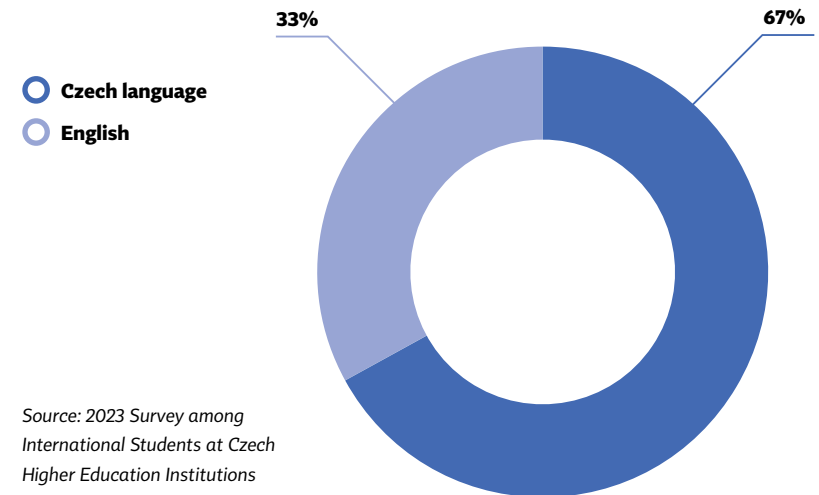
According to demographic indicators, **women (56%)** are overall more likely than **men (42%)**¹⁹ to come to study in Czechia.

The difference is more pronounced in programmes in Czech: women account for 60%, men for 38%. The same is true for Slovak students (59% women, 39% men). The ratio of women to men is more balanced in fields in English, where the students are 49% men and 48% women. The data shows that female international students are more likely to come from Europe, North America, and Central Asia. Men are more likely to come from South and Southeast Asia, Africa, and the Middle East.

Most international students fall into the younger age category: half of the respondents are **aged up to 22 years, 23% are aged between 23 and 25, and a quarter of the respondents are 26 and older.**

More than half of respondents have lived in Czechia for less than two years. On the other hand, almost a fifth of respondents have lived here for more than 5 years. Since the data does not indicate that all of the respondents who have been living in Czechia for more than five years have also been studying at a higher education institution all this time, it is quite reasonable to conclude that a significant proportion of international students are recruited from graduates of lower levels of education or from foreigners living permanently in Czechia.

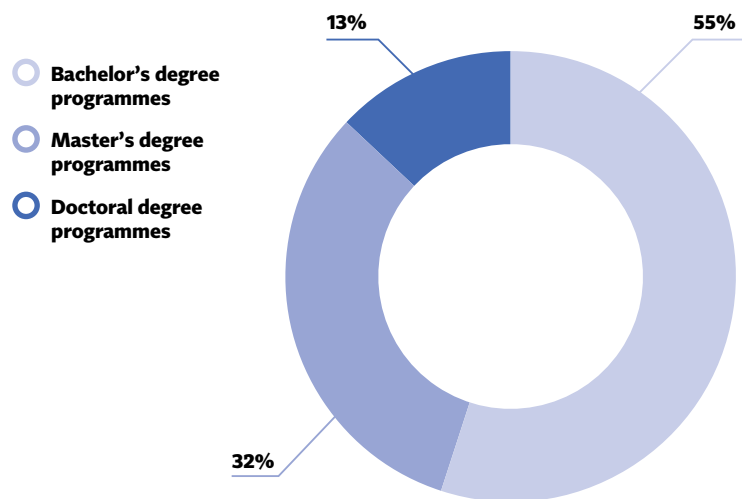
Chart 2:
Share by language of degree programme (N = 6,388)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

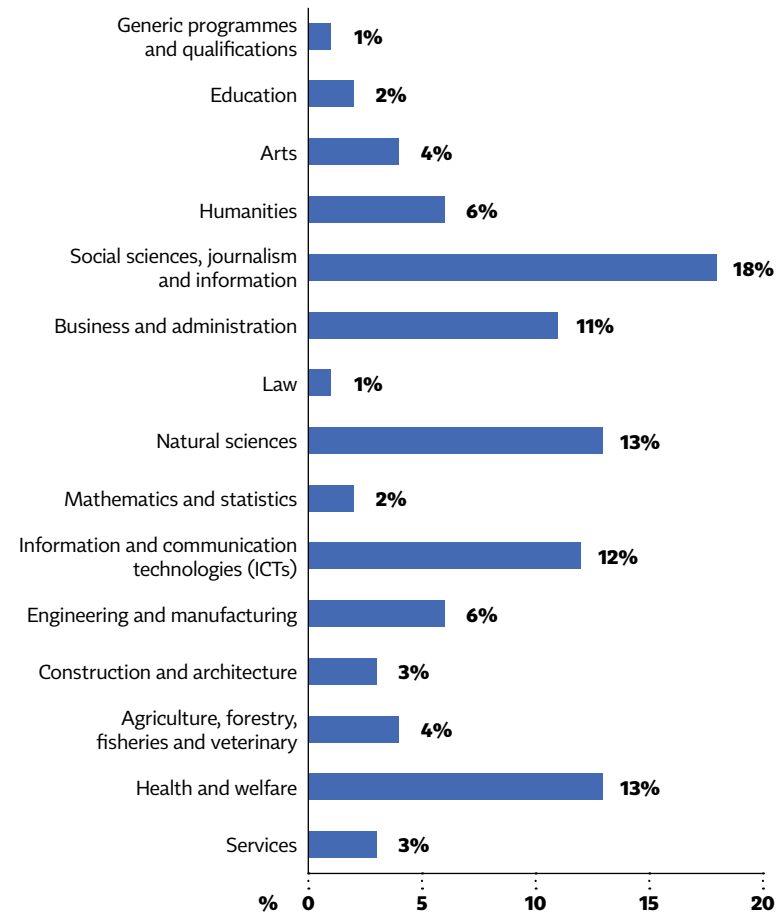
¹⁹/ 2% of respondents did not wish to answer this question

Chart 3:
Share by level of degree programme (N = 6,388)



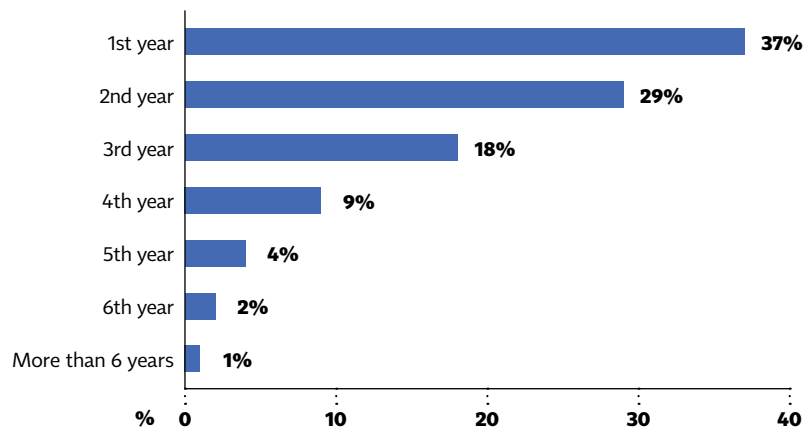
Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 4:
Share by field of study (N = 6,039)



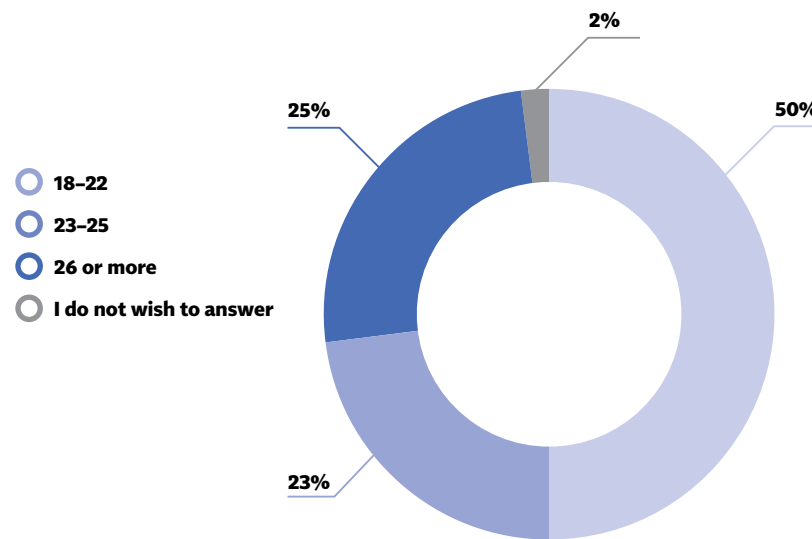
Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 5:
Share by year of study (N = 5,177)



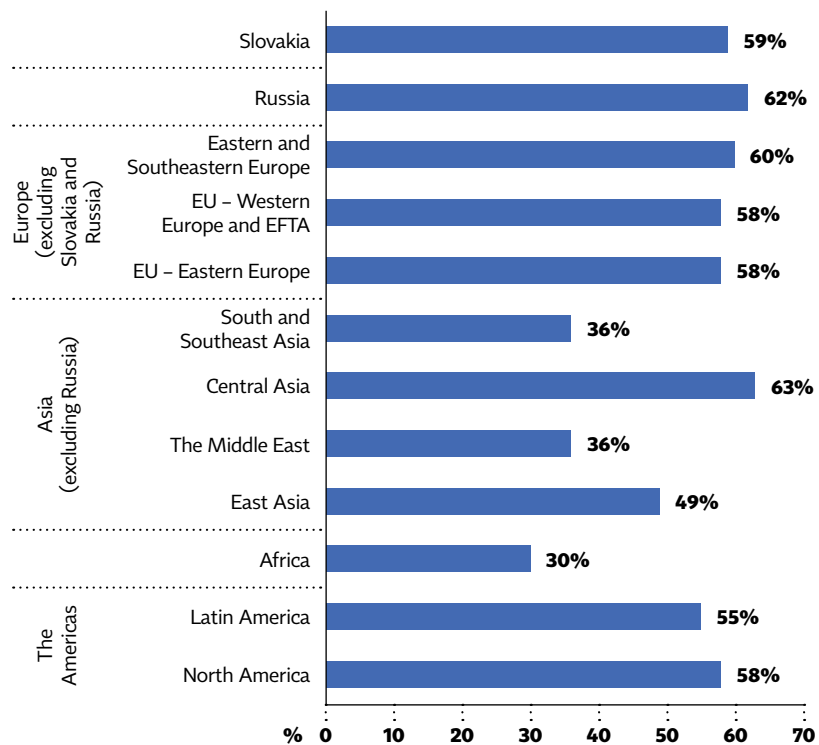
Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 6:
Share by age (N = 5,177)



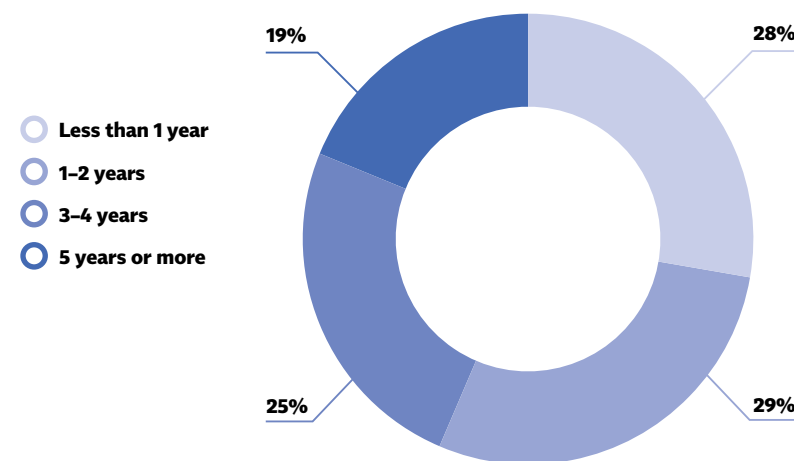
Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 7:
Share of women, by region (N = 2,896)

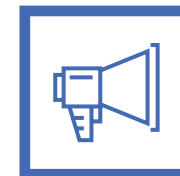


Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 8:
Length of stay in Czechia to date (N = 5,177)



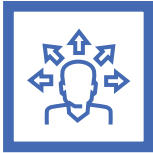
Source: 2023 Survey among International Students at Czech Higher Education Institutions



PROMOTION OF CZECHIA AND CZECH HIGHER EDUCATION

PART **IV.** ABROAD

Reasons for studying in Czechia	42
Other countries under consideration	54
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Summary	73



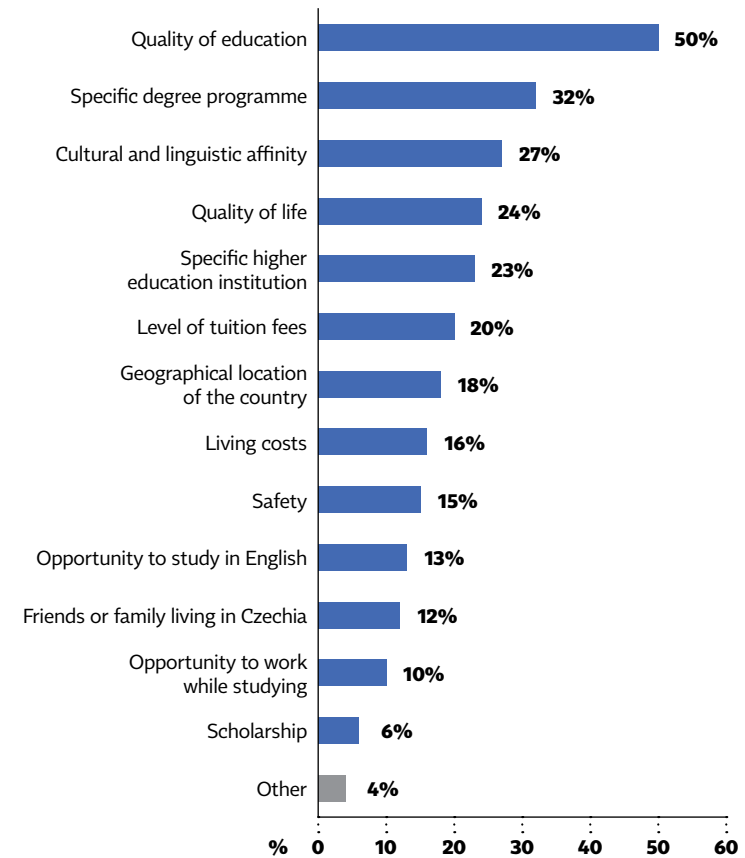
REASONS FOR STUDYING IN CZECHIA

For **half of the respondents, the quality of education** is the most important criterion when choosing Czechia as a study destination. International **university rankings** aim to evaluate and, to some extent, guarantee the quality of the fields offered. For example, according to the *QS EECA (Emerging Europe and Central Asia) University Rankings*, 2 Czech HEIs ranked in the top 100 in 2022²⁰. According to the *QS World University Rankings 2023*, 3 Czech HEIs ranked in the top 500, and according to *The Times Higher Education World University Rankings 2023*²¹, 3 HEIs ranked in the top 1 000. Focusing exclusively on European universities, the *QS World University Rankings: Europe 2024* ranks 15 Czech universities in the top 500, starting with 86th place.

^{20/} The ranking includes 10 indicators, including citations per faculty, proportion of international students, and academic and employer reputation.

^{21/} The ranking includes 13 indicators that measure the institution's performance in four areas: teaching, research, knowledge transfer and international outlook.

Chart 9:
Reasons for studying in Czechia (N = 6,388)*



* Up to three options could be selected.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

Another key factor for choosing Czechia is the **specific degree programme (32%)** – its importance increases with higher levels of study (the specific programme is crucial for 28% of bachelor's, 36% of master's, and 38% of doctoral students). More than a **quarter** of respondents also take into account the **cultural and linguistic affinity** between their country of origin and Czechia. When deciding, applicants are least likely to factor in scholarships, with only 6% of respondents considering scholarships important.

In general, **scholarships play a surprisingly small role** in the decision to choose Czechia as a study destination, but this may be mainly due to the fact that the **cost of study is relatively low**, or that studying in the Czech language for free is not perceived as a scholarship.



The reason for choosing Czechia – other:

Country, culture:

“I like Czechia as a country where I would like to spend my life and start a family.”

“I wish to stay and live in Czechia after completing my studies.”

Previous experience:

“I have already studied at the same faculty as an Erasmus student.”

Dissatisfaction in the home country:

“Dissatisfaction with the cultural, social and political direction of my country.”

“The appalling condition of the education system in my home country.”

A specific teacher:

“I knew my Czech supervisor before my studies, so I decided to start my doctoral studies under his guidance.”

Europe:

“The opportunity to then work in the European Union.”

“With a European education, it will be easy for me to find a job in my home country.”

Language:

“It was easy to learn Czech and then it is possible to study for free.”

The **quality of education** is most likely to be important for students at **lower levels of study** (bachelor's programmes 54%, master's programmes 51%). This option was selected by one third of doctoral students: the lower share for this group may be due to their previous experience of studying in Czechia, i.e., they already know what quality to expect, and they focus on other topics.

As a group of respondents, **doctoral students** are also specific in terms of **scholarships**: a **quarter** of them consider the possibility of this financial support to be crucial (although overall this factor comes out as the least important in the process of choosing a country). This fact is probably **due to the age** of this group of students, as they are already at the point where they want to start families, and a financial income is necessary for them. In other countries, it is common that doctoral students do not pay for their studies but are instead paid. However, in the case of Czechia, these financial conditions are still **not very favourable²²** for students of doctoral programmes.

Cultural and linguistic affinity is much more important for students who study their degree programme in **Czech** (39%) and for those who come from **Slovakia** (43%). **Slovaks** are also more likely to choose a **specific higher education institution** (36%) compared to students from other countries (16%), and they make their decision directly on the basis of the given **degree programme** (a key consideration for 41% of Slovaks compared to 26% of students from other countries).

Safety as a factor is not a decisive indicator for Slovak students, only 2% chose it. However, this issue plays a major role for students from **Russia and Belarus** (both 32%), **Kazakhstan** (30%) and **Ukraine** (29%). Russians and Central Asians also come to Czechia because of the **quality of life**. **The level of tuition fees** is a key factor for **North American** respondents (68%) in the context of the usual level of tuition fees in their home country. This group also cares about the possibility to study in **English** (34%), the **cost of living** in Czechia and the **geographical location of the country of study** (both 31%).

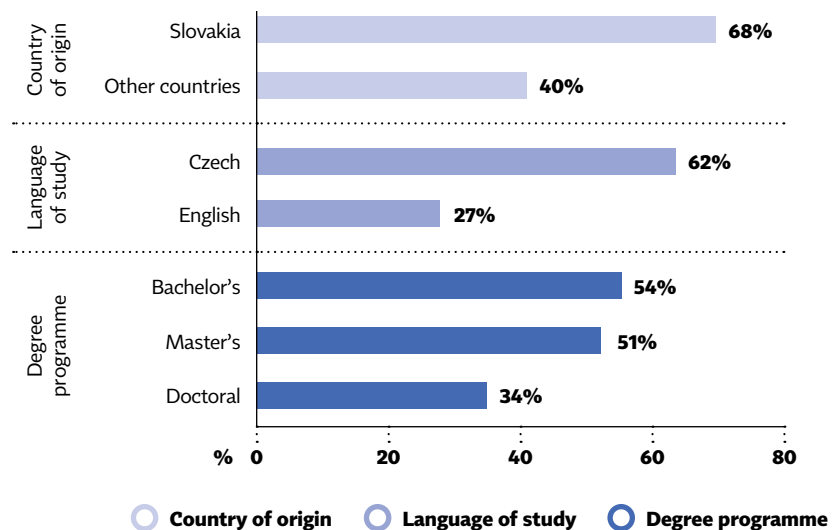
Quality education is most likely sought by students of **law** (76%), **construction and architecture** (67%) and **information and communication technologies** (61%). As for the other fields, quality is the least likely to be important to **teachers and students of social sciences and journalism**, even though the share of respondents is relatively high (42%). A **specific higher education institution** is most likely sought by **law** (34%), **health** (34%) and **arts** (29%) students.

^{22/} For further information, please see the Strategic Plan of the Ministry for Higher Education for the period from 2021 <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/strategicky-zamer>.

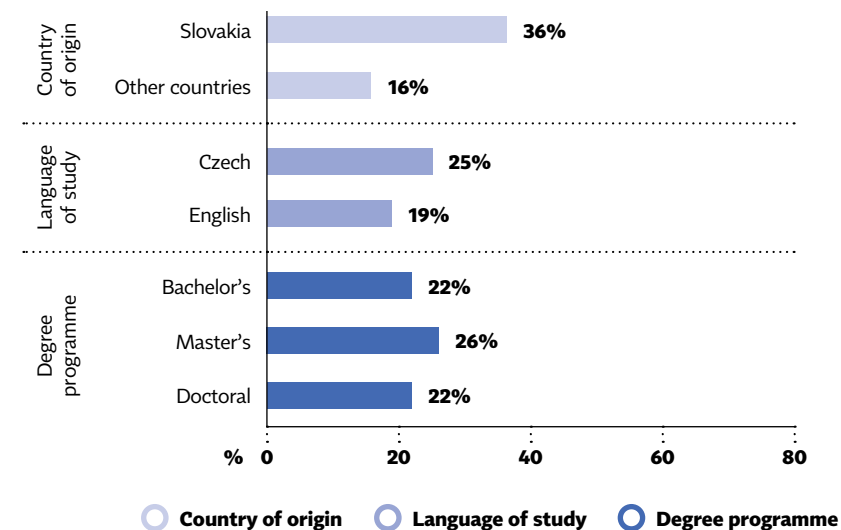
Chart 10:

Reasons for studying in Czechia, by selected indicators (N = 6,388)

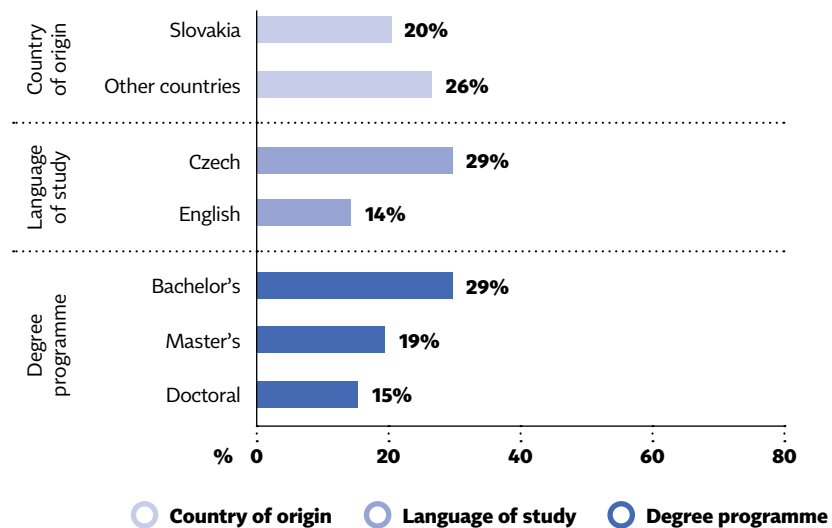
Quality of education



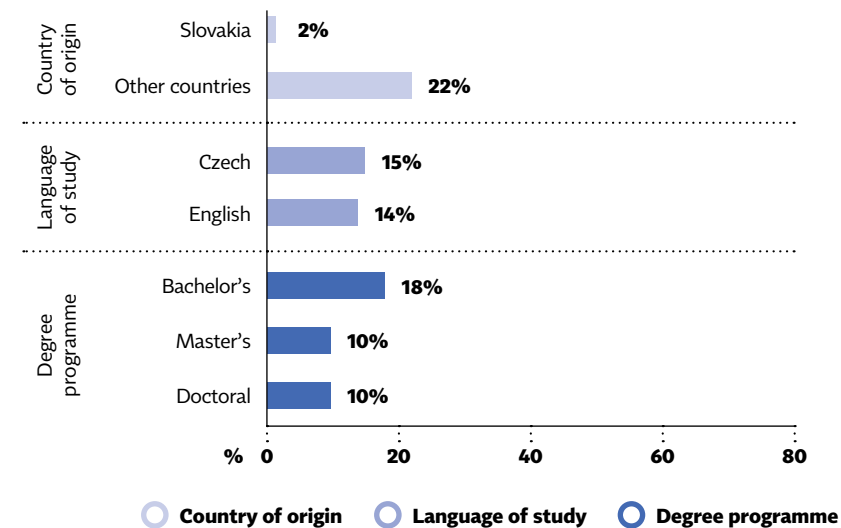
Specific higher education institution



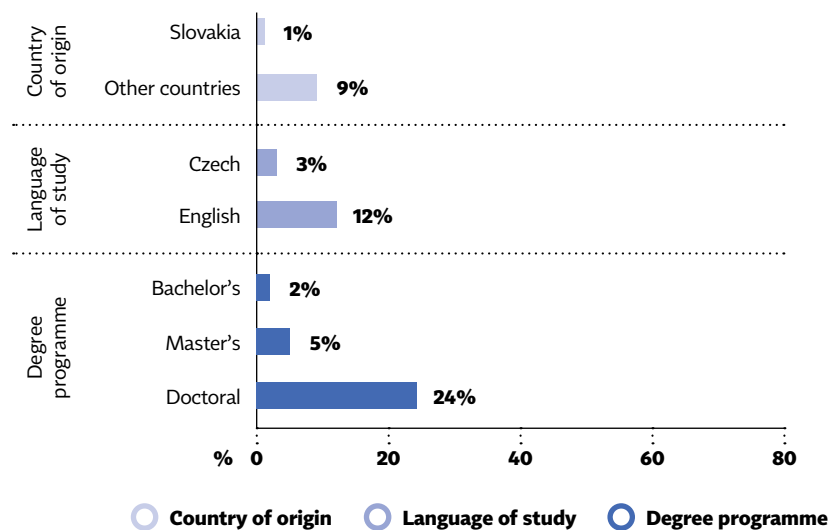
Quality of life



Safety



Scholarship

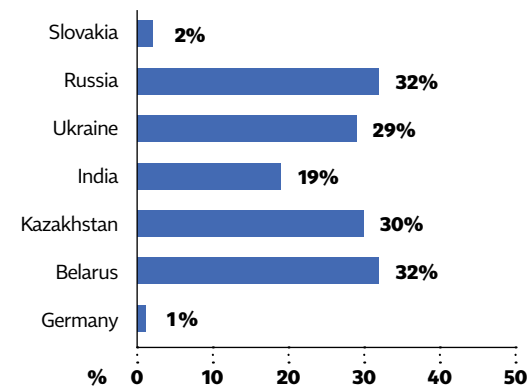


Source: 2023 Survey among International Students at Czech Higher Education Institutions

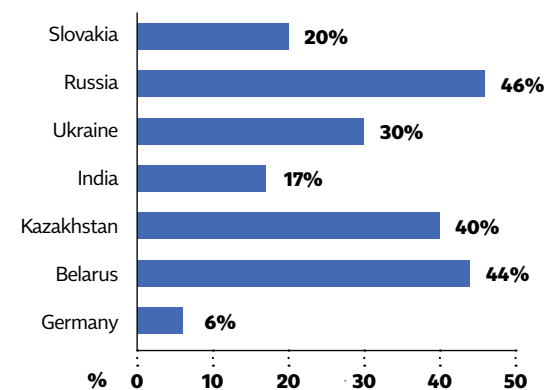
Chart 11:

Reasons for studying in Czechia, by selected countries (N = 6,388)

Safety



Quality of life

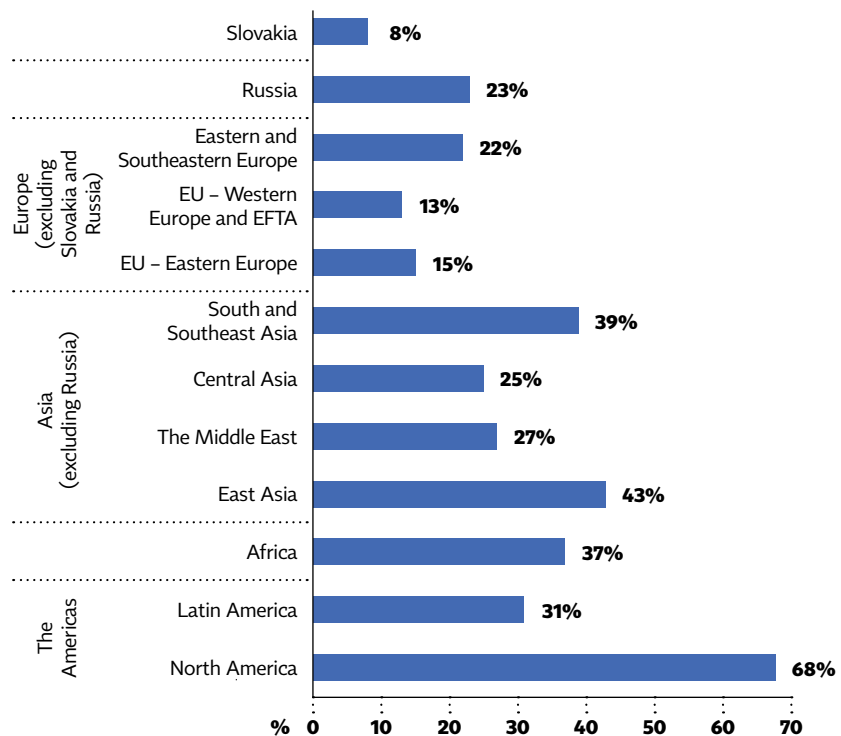


Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 12:

Reasons for studying in Czechia, by region (N = 6,388)

Level of tuition fees



Quality of life

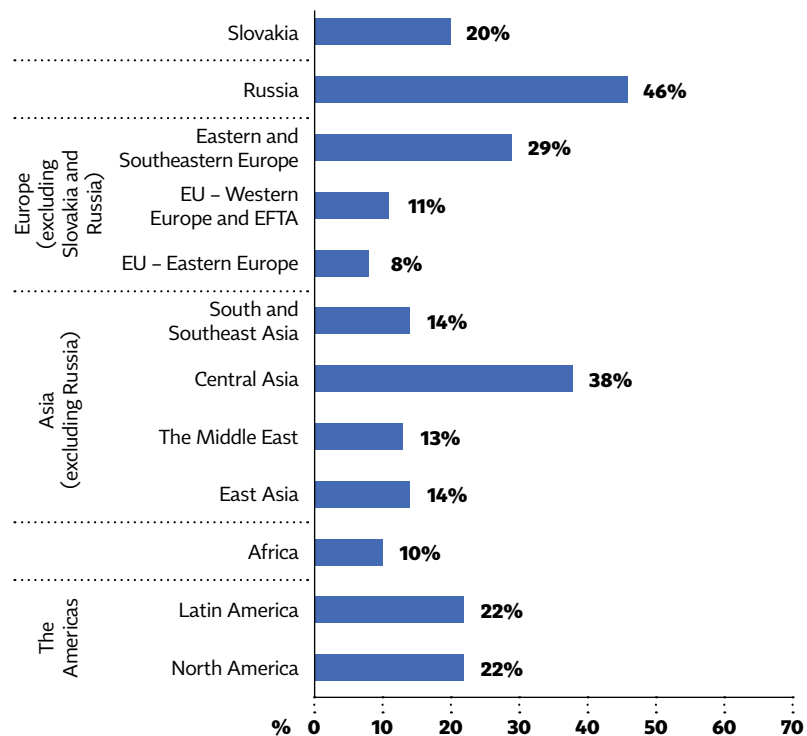
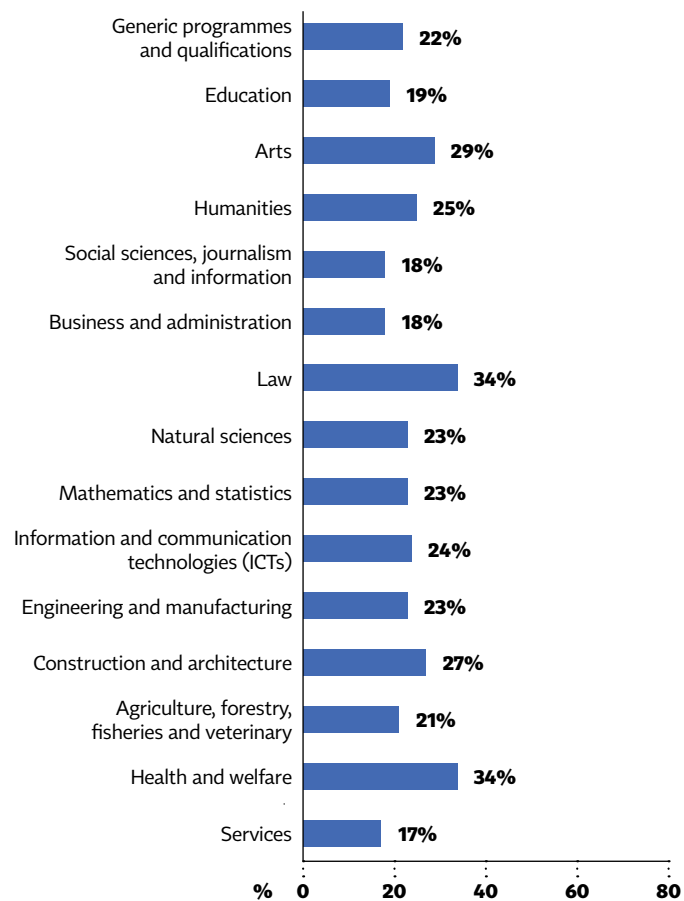


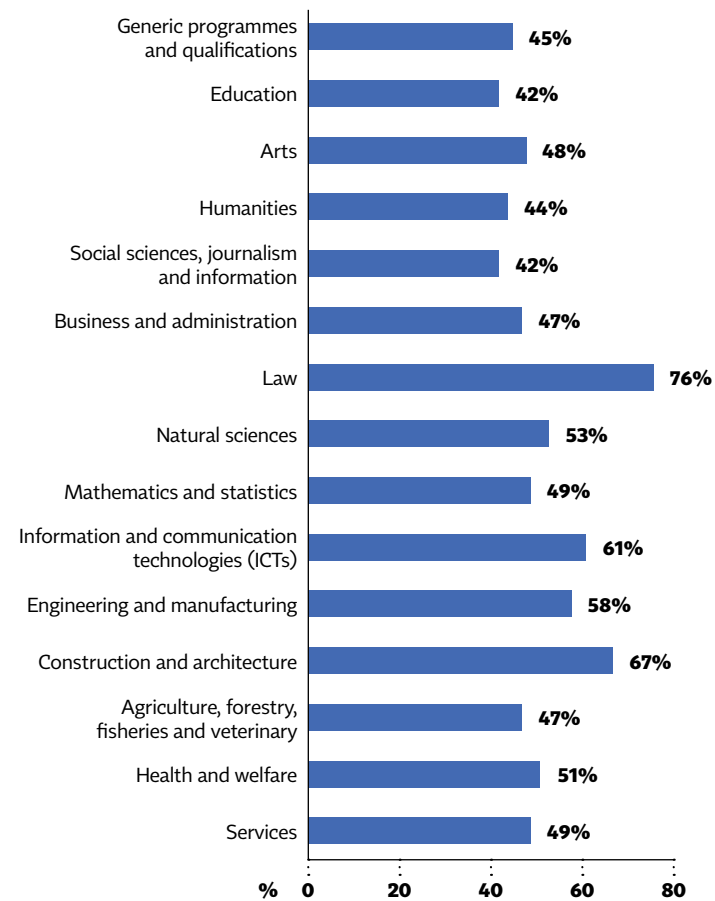
Chart 13:

Reasons for studying in Czechia, by degree programmes (N = 6,388)

Specific higher education institution



Quality of education



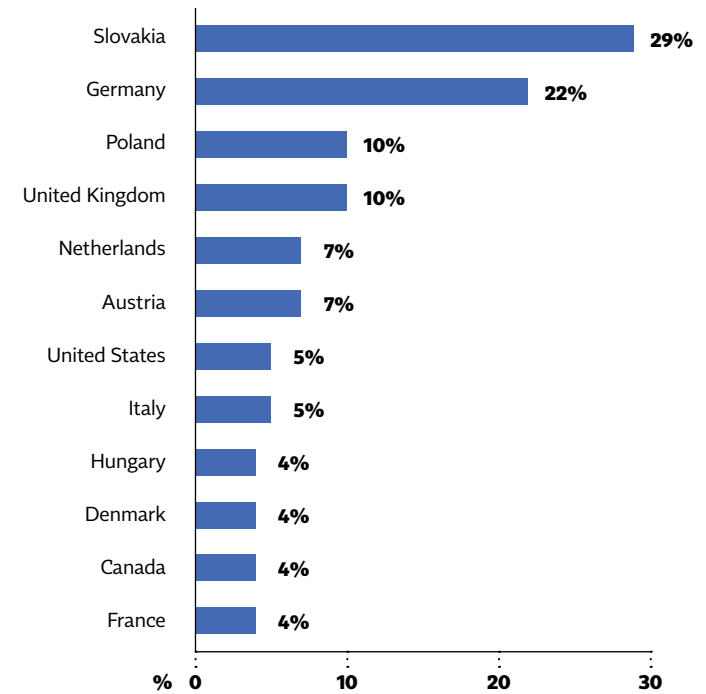
Source: 2023 Survey among International Students at Czech Higher Education Institutions



OTHER COUNTRIES UNDER CONSIDERATION

Besides Czechia, nearly a **third of** respondents also considered studying in **Slovakia** (these were mainly Slovak respondents – 88%), a **quarter** found Germany attractive and **one in ten** also considered **Poland**. In terms of location, all these countries are very close to Czechia, so it makes sense that students also focus on these countries in addition to Czechia. Great Britain was mentioned as often as Poland. The majority of the countries that were most likely to be considered are also in the European Union, so being admitted to such a higher education institution opens up a “door” to the Western world for the students. A **significant difference** from the general trend was found among **Slovak students**, as only just under 4% of them chose Germany. Also, Slovaks showed very little interest in studying in Poland (1%) and were more likely to consider Great Britain and Denmark (each 8%).

Chart 14:
Other countries considered (N = 6,221)*



* The chart summarises responses to the open-ended question.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

Respondents answered this question in free text form and their answers were then quantified. The original quotes have been used to illustrate and provide a deeper understanding of the different items in the chart. The quotes include not only the countries mentioned, but also the factors that influenced this choice. When choosing a country, students focused on financial considerations, the degree programme or whether they had a friend/acquaintance in Czechia, which also corresponds with the responses in the previous question.



What other countries besides Czechia they considered:

Only Czechia:

“It is my dream country, so I did not apply for any other country.”

“I didn’t consider any other country (at the time) because I believed Czechia had the perfect balance between quality of life, cost of living and location.”

“I have wanted to study in Prague since I was 14 years old, so I did not consider any other country.”

Europe:

“Other European countries, but the Czech government offered the best opportunities for people from developing countries.”

“I was looking for schools within the EU (tuition fees in the UK and US are too high) with the option to study in English, but most schools didn’t offer the field I wanted to study.”

Degree programme:

“I was looking for a specific programme and subjects, regardless of the country.”

Financial considerations:

“In a country where the cost of living is lower.”

“Somewhere in Europe where it’s completely free of charge.”

Contacts in Czechia:

“I have family in Czechia, so it was logical to continue my studies here.”

“We chose Czechia because we have friends here who helped us settle down.”

The specific country was not a priority when deciding:

“I didn’t care about the country, only about the research topic.”

“I sent applications to Canada, USA, the Netherlands, Germany, Slovakia and South Africa.”

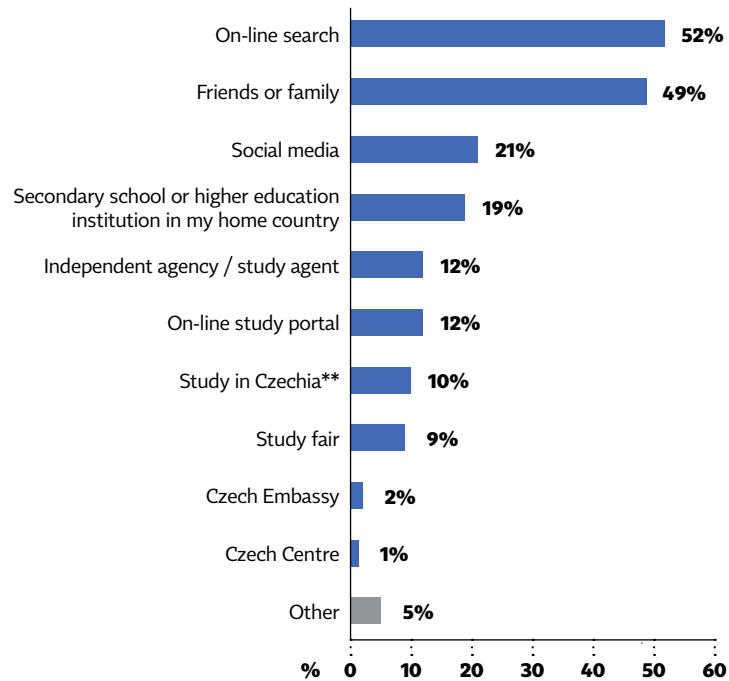


AWARENESS OF STUDYING IN CZECHIA

The main source of information about studying in Czechia is the **on-line environment** (52%), followed closely by **consulting friends or family** (49%). **Social media** (21%) are a relatively popular information platform, as well as information **provided by secondary schools or higher education institutions in the home country** (19%). Compared to the previous survey, the importance of information from friends or family has decreased from 57% to 49%, as has the importance of information from educational institutions in the home country (previously 27%, now 19%). Further regional differences are discussed in the chapter on Regional Differences at the end of the publication. The issue of promoting Czechia has already been dealt with in earlier research.²³

^{23/} Source: <https://www.dzs.cz/statistiky/studium-zivot-v-ceske-republi-ce-pohledem-zahranicnich-studentu>

Chart 15:
Awareness of studying in Czechia (N = 6 388)*



* Up to three options could be selected.

** Web, social media, national fair, etc.

Source: 2023 Survey among International Students at Czech Higher Education Institutions



Where students learnt about the possibility of studying in Czechia – other:

Recommendations:

“A colleague who used to study here.”

Promotional activities:

“Professors from Mendel University and Masaryk University came to my higher education institution to promote studying in Czechia at their higher education institution.”

“The higher education institution has a good English version of its website, which led me to study in Czechia.”

Previous experience:

“Before starting my master’s studies, I came to Czechia under the Erasmus programme.”

“Initially, I was at the University of Ostrava as an Erasmus student. When the war started in Ukraine, the teachers from the higher education institution offered us a safe place and the opportunity to study at the higher education institution.”

From a teacher or school:

“I learnt about Erasmus opportunities from my home higher education institution.”

“It was through my current supervisor of my doctoral studies. I first met him at a conference in India.”

Travel:

“When I visited Czechia as a tourist ten years ago, our guide introduced the higher education institution as part of a field trip.”

“I learned about opportunities for studying through travelling around Czechia.”

Research:

“I was attracted by the quality of the research activities and the system.”

General knowledge:

“It is common for Slovaks to study in Czechia.”

It is clear that **Slovaks** (35%) are more likely to be influenced by **information from educational institutions in the home country**. This is further supported by data on students who study a degree programme in **Czech**, 23% of whom also obtain information from the same source. One in two students from **Slovakia** also takes into account information **from family or friends**. In the case of **bachelor's students**, there is no significant difference in the choice between information from the **on-line environment and from people close to them (both 53%)**. As students progress through their studies, the variance in the choice of information sources increases: while **on-line searches** (49%) remain predominant for **doctoral students, friends and family** (36%) lose their dominant influence. In Slovakia, almost none of the respondents chose information from an independent agency.

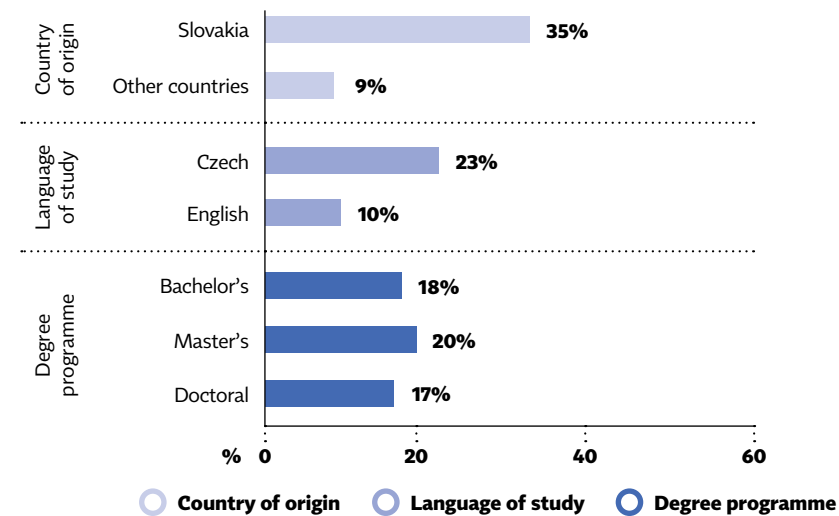
When looking at the other countries, **Kazakhstan** is interesting – while here, too, students are most likely to obtain information from **people close to them and from on-line searches; independent agencies** rank in third place (38%). This source of information is also quite popular in **Russia** and **Germany** (each 26%), and German students are even as likely to choose this source as they are to choose information from family and friends. Although the overall results show that only **one in ten respondents** gets their information through the **Study in Czechia platform**, two regions display a different trend. A quarter of students from **South and Southeast Asia** and a fifth of respondents from **Africa** get their information from this source. This is a long-standing phenomenon, with the same two regions standing out in the last survey on this topic. Among other things, this is because South and Southeast Asia has been a **priority region for Study in Czechia** in the long term, and the platform focuses its activities here, including participation in career fairs, on-line student fairs, and marketing campaigns. Last but not least, the activities of the National On-line Fair and informative webinars are also oriented towards this region.

As far as the **Africa** region is concerned, the **embassy activities** and the offer of **government scholarships** administered by the Czech National Agency for International Education and Research play a key role.

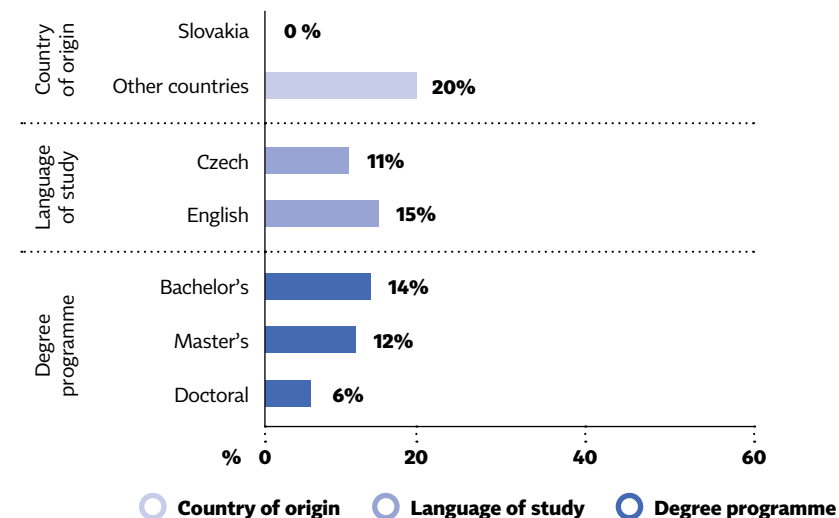
Chart 16:

Awareness of studying in Czechia, by selected indicators (N = 6,388)

Secondary school or higher education institution in my home country



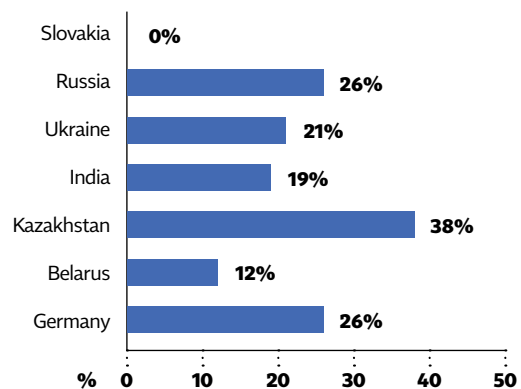
Independent agency / study agent



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 17:
Awareness of studying in Czechia, by selected countries (N = 6,388)

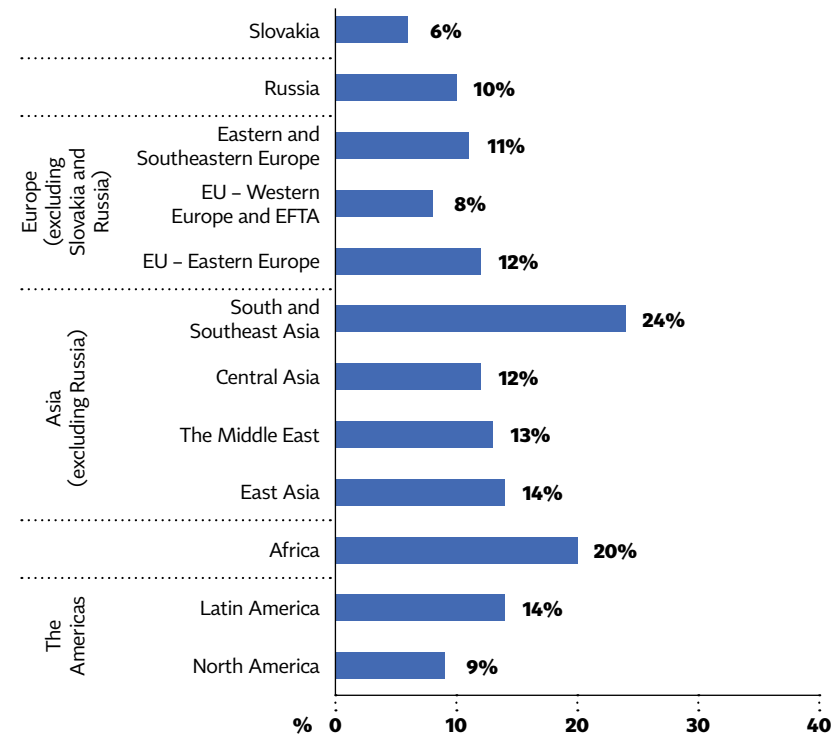
Independent agency / study agent



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 18:
Awareness of studying in Czechia, by region (N = 6,388)

Study in Czechia (web, social media, national fair, etc.)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

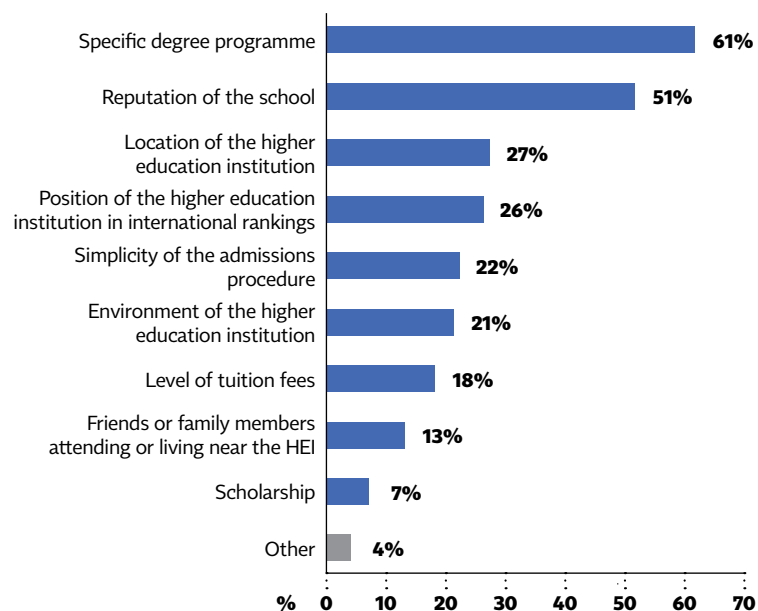


REASONS FOR CHOOSING A HIGHER EDUCATION INSTITUTION

When choosing a higher education institution, students are most likely to consider the **degree programme** offered (61%), which corresponds with the findings for the reasons for studying in Czechia, where the percentage was lower, but still significant. The **reputation of the higher education institution** is a key factor for every second respondent, which is also related to **the school's rankings in international comparisons**, which are considered by a quarter of respondents. Compared to the last survey, the biggest change occurred in higher education institutions' position in international rankings. In the current survey, this criterion dropped in importance from the original 36% to a new 26%. While the location of the higher education institution is important to a quarter of respondents, unfortunately it cannot be influenced or changed. A fifth of respondents also considered the **complexity of the admissions procedure** when choosing a higher education institution.

Chart 19:

Reasons for choosing a specific higher education institution (N = 6,388)*



* Up to three options could be selected.

Source: 2023 Survey among International Students at Czech Higher Education Institutions



Reasons for choosing a higher education institution – other:

Recommendations:

“Good experience of my friend who has already graduated from this higher education institution.”

Quality of teachers:

“The main teacher of the course is one of the best in the world.”

“The quality of teachers who are invested in students’ success.”

“I found a great supervisor for my doctoral studies.”

Quality of the degree programme:

“Better quality of studies and foreign languages.”

“I was impressed by the school and its reviews at a student fair.”

Research:

“The opportunity to work on a project in a diverse international team.”

Previous experience:

“I originally got a grant to do an internship in Czechia. I didn’t choose the school, the school chose me. After my internship, I started my master’s studies at the same school.”

Inclusive environment:

“A high level of teachers’ social intellect and tolerance for my visual impairment.”

Location of the school:

“Close to a hospital, a convenient location.”

Specific situation:

“I couldn’t do conventional nostrification because of COVID, so I looked for schools with institutional accreditation.”

“Openness and solidarity with Ukraine and Ukrainians.”

Students of **programmes in English** are much more likely to consider **tuition fees** (35%) and the **amount of the scholarship** (14%) compared to students of programmes **in Czech** (9% and 3%), which may be due to the fact that the cost of studying in these countries is higher compared to the lower tuition fees in Czechia. A very similar percentage difference was found in the case of respondents from Slovakia compared to respondents from other countries, which may be due to their similar mindset and economic situation. In contrast, the location of the country and the higher education institution are more important to students of programmes in Czech (32%) as compared to students of programmes in English (17%), which again corresponds with the responses of Slovak respondents, 36% of whom mentioned location as one of the three main reasons **for choosing their school**.

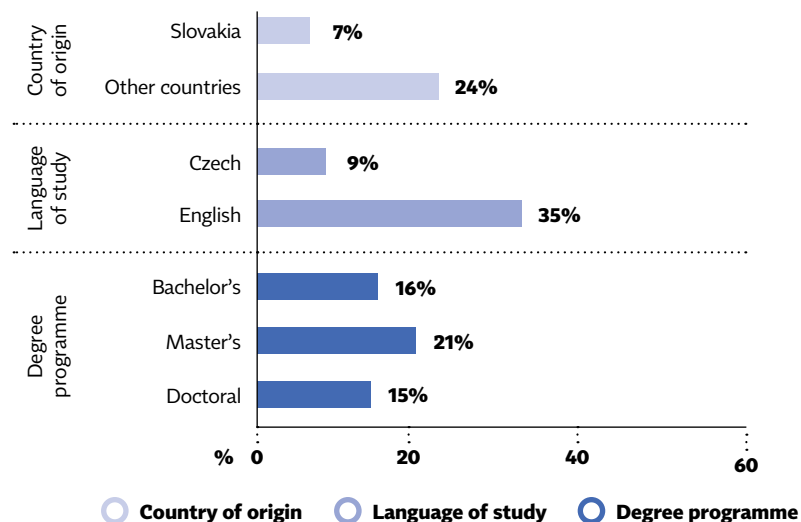
When looking at the **level of study**, the biggest difference is in the case of **scholarships**, which play the biggest role for **doctoral students** (25%). In contrast, students in **bachelor's** and **master's programmes** give little consideration to additional **financial support** (3% and 5% respectively). A similar trend can be observed in the question dealing with reasons for studying in Czechia in general. For a quarter of respondents in **bachelor's programmes**, the **simplicity of the admissions process** is important. The reason for this proportion of respondents may be the **younger age** of this group, their **inexperience** with admissions procedures and the **need for more support in decision-making**. This is also supported by the downward trend, where this criterion was indicated by **18% of master's students** and only **15% of doctoral students**.

In terms of **regions**, the **reputation of the higher education institution** is most likely to be considered by respondents from **Slovakia** (63%), **Russia** (53%) and **India** (53%). **Tuition fees** are most important to students from **North America** (57%), where higher education is very expensive and for many unaffordable. The **level of fees** is also likely to be considered by students from **South and Southeast Asia** (44%), **Latin America** (40%) and **Africa** (37%).

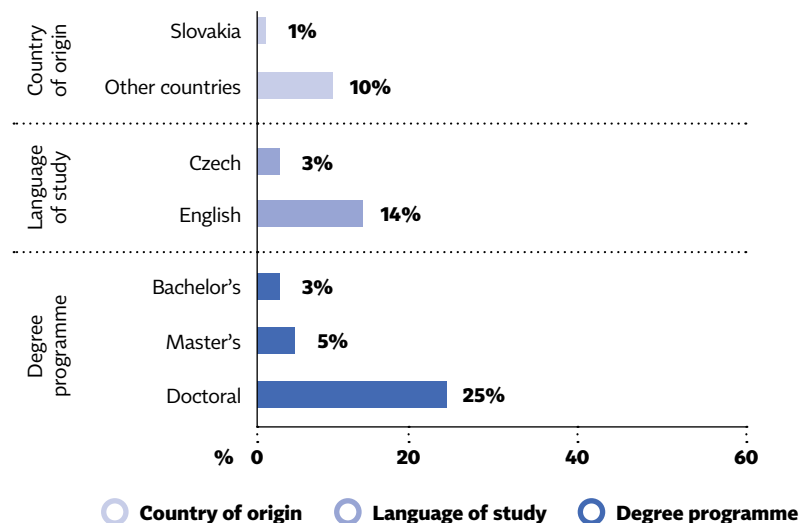
In the data, there are no distinct differences between the various fields of study. The **specific degree programme** is most important to students of arts (74%), services (71%) and **agriculture, forestry, fisheries and veterinary** (71%). That said, the variance is very low here: while students of health fields are the least interested in this issue, one in two students considers the degree programme. A greater variety of results can be observed in the **international ranking of the higher education institution**. In contrast to the previous criterion, this is most likely to be considered by **health students** (41%), followed by students of **law** (34%) and **mathematics and statistics** (32%). **Art students** are the least likely to consider international rankings (10%).

Chart 20:
Reasons for choosing a specific higher education institution, by selected indicators (N = 6,388)

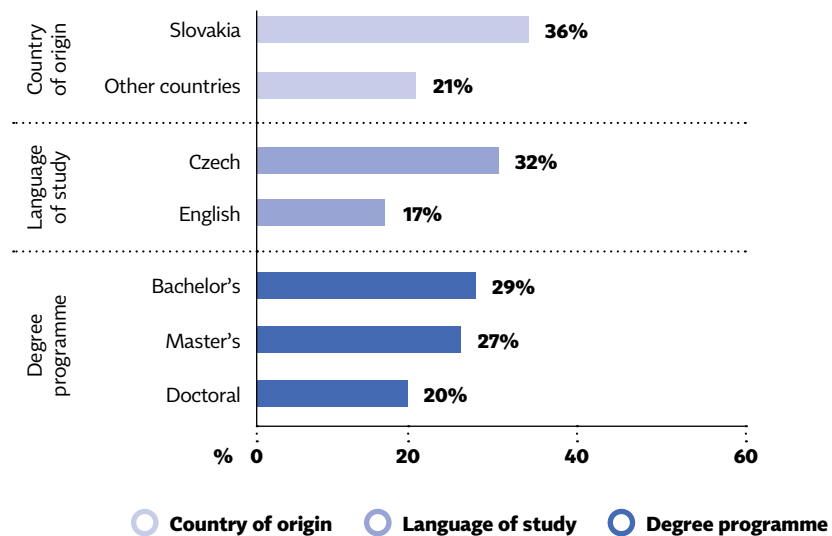
Level of tuition fees



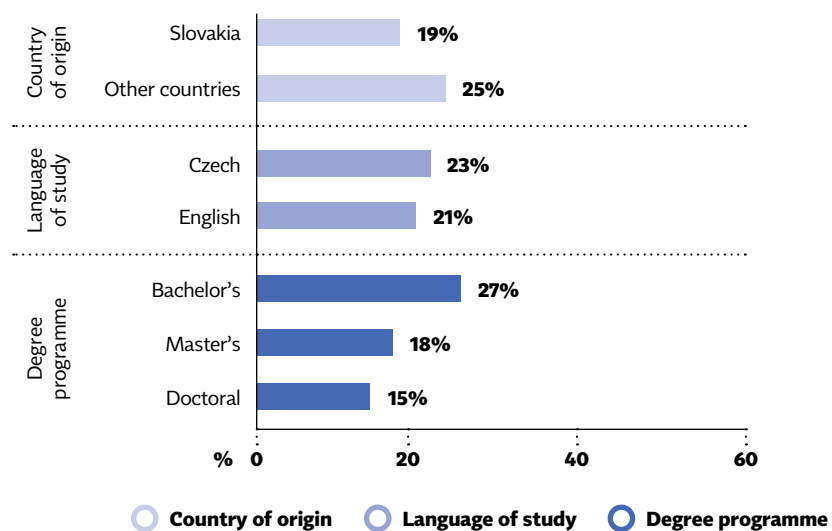
Scholarship



Location of the higher education institution



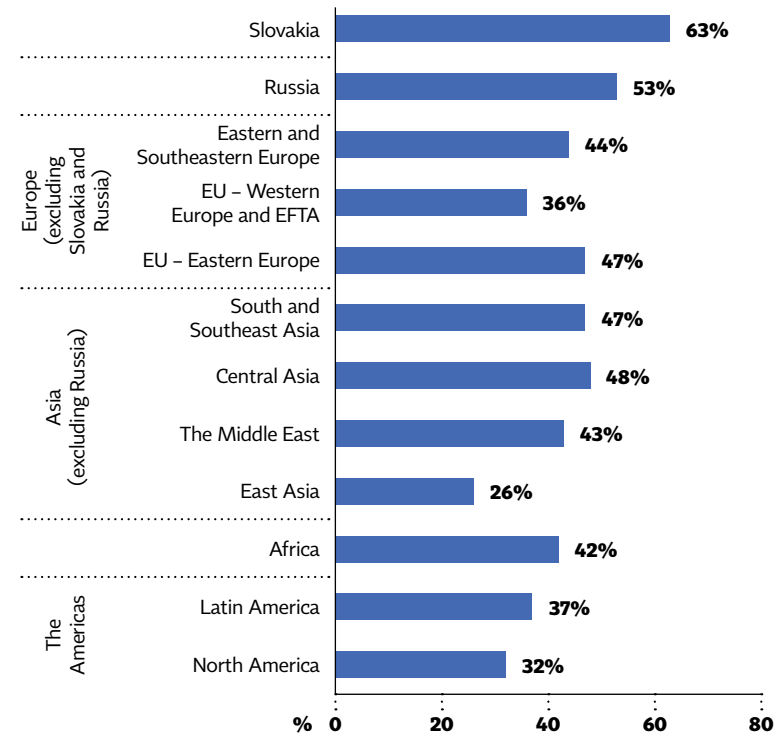
Simplicity of the admissions procedure



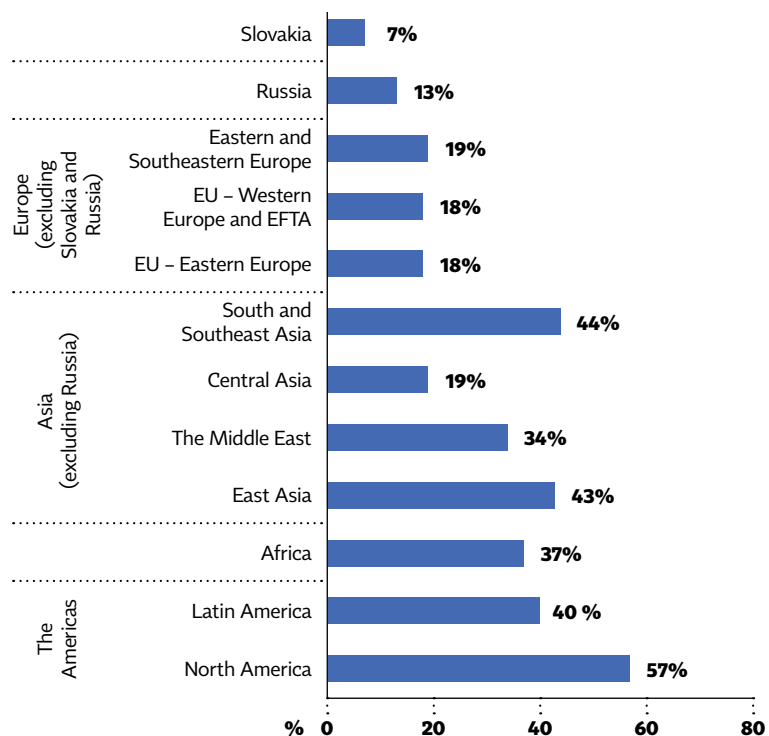
Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 21:
Reasons for choosing a specific higher education institution, by region
(N = 6,388)

Reputation of the school



Level of tuition fees

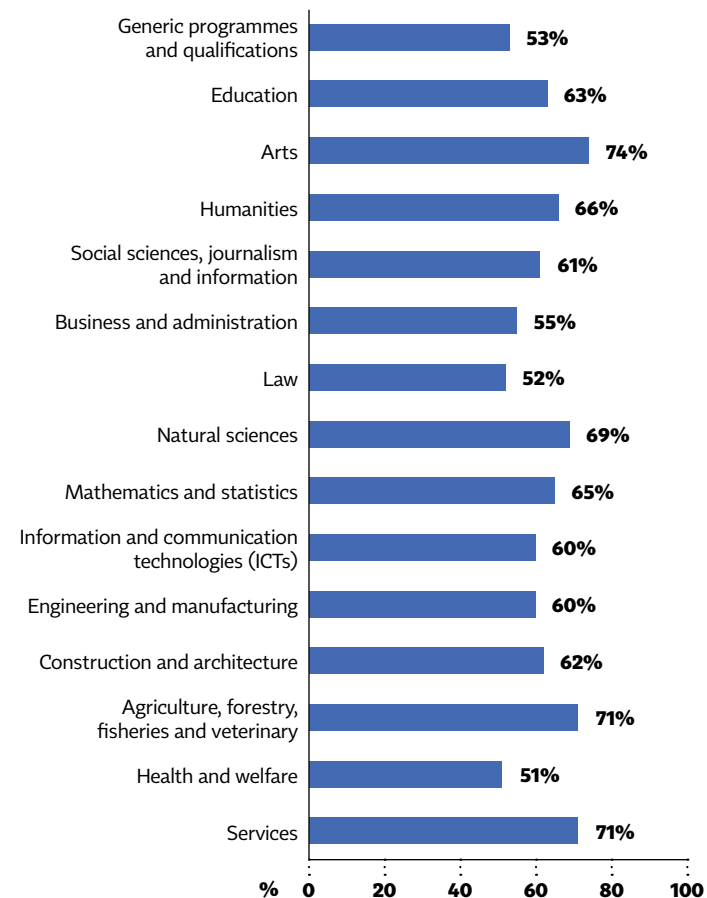


Source: 2023 Survey among International Students at Czech Higher Education Institutions

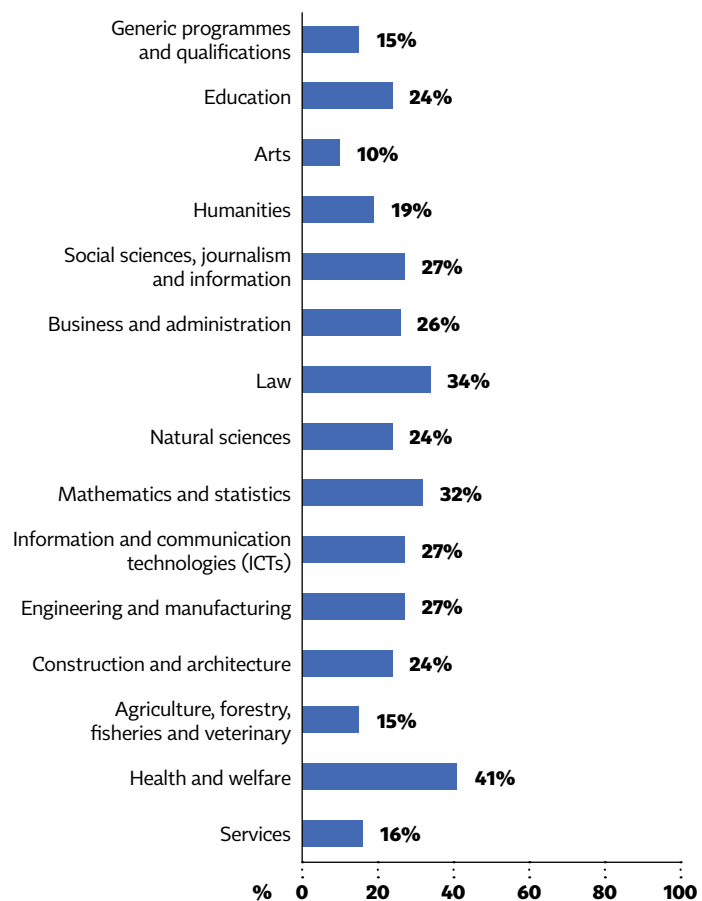
Chart 22:

Reasons for choosing a specific higher education institution, by degree programme (N = 6,388)

Specific degree programme



Position of the higher education institution in international rankings



Source: 2023 Survey among International Students at Czech Higher Education Institutions



SUMMARY

The most common reason for choosing **Czechia as a study destination is the quality of education**. In contrast, **scholarship** is generally the **least important criterion (except for doctoral students)**. The data show that **Slovak students** are attracted to studying in Czechia by **cultural affinity** and are more likely to focus on a **specific higher education institution and degree programme** than students from other countries. Slovak students' awareness and understanding are probably due to the strong ties and close co-operation that have existed between Czechia and Slovakia for many years. The **degree programme offered** and the **reputation of the specific higher education institution** are key factors when choosing a particular higher education institution.

The most common **sources of information about studying in Czechia** are **online searches** and **information from friends and family**. **Slovaks** also frequently use **educational institutions in their home country** to learn about opportunities. In contrast, **independent agencies** are more popular in countries outside Slovakia, namely mainly in **Kazakhstan, Germany and Russia**.



PRE-ARRIVAL SUPPORT OF INTERNATIONAL STUDENTS

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Process of recognition of prior learning **87**

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Summary **90**

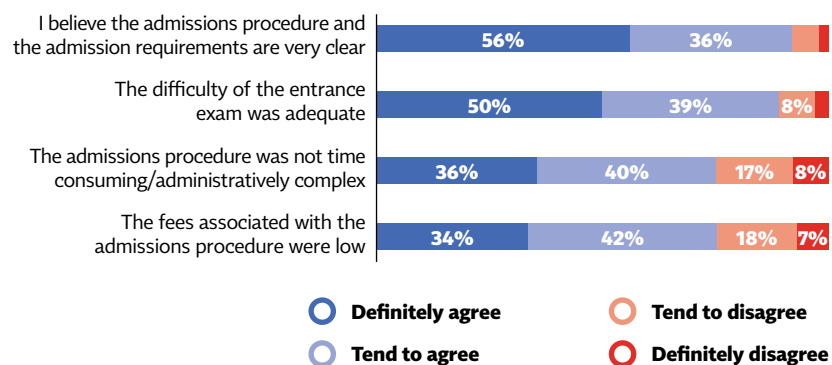


ADMISSIONS PROCEDURE

The admissions procedure itself and the admission requirements are **clear and easy to understand** for 9 out of 10 respondents. The **difficulty of the entrance exam** is also perceived positively, with 89% of respondents considering it adequate.

Problematic elements related to the admissions procedure include the **fees and the time-consuming nature and administrative complexity** of the process. A quarter of respondents consider the **fees** associated with the admissions procedure to be **high**. A quarter of respondents also perceive negatively the complexity of the admissions procedures to Czech higher education institution.

Chart 23:
Complexity of admissions procedure (N = 5,959)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

It is in the **time-consuming nature and administrative complexity** of the admissions procedure that we can observe **noticeable differences compared to the 2020 survey**. In the previous questionnaire, **41% of respondents** perceived the admissions procedure as **time-consuming**, while **this year** only a **quarter of respondents** reported the same attitude. In addition, more respondents consider the fees for the admissions procedure to be high (up from 21% to 25%). Other indicators remained more or less similar.

The change in the perception of complexity may be partly due to the different wording of the question – this year the statement was worded **positively**: “the admissions procedure **was not** time-consuming or administratively complex”, whereas

in the previous survey the statement was worded negatively: “the admissions procedure was time-consuming and administratively complex”. However, the improvement may also be largely attributed to the **development of digitalisation** at higher education institutions and the related projects funded by national as well as European sources (e.g., the optimisation of the on-line application form, which simplified and unified the processes). **Digitalisation** has also been accelerated by the **COVID pandemic**, during which schools started to pay more attention to making their websites easier to navigate for applicants, launched webinars and video tutorials for applicants and admitted students, etc.

The **time-consuming nature and administrative complexity** of the admissions procedure are greater for respondents studying degree programmes taught in **English**, with a difference of 12% compared to students of degree programmes in **Czech**. Similarly, students from **countries other than Slovakia** perceive the administrative complexity and time-consuming nature of the admissions procedure **significantly more** negatively than students from Slovakia. **82% of Slovaks** believe that the admissions procedure was not complex – compared to **72% of respondents from other countries**. The administrative process of the admissions procedure is usually the same for both programmes in English and programmes in Czech, but especially the **language barrier** and the **inability to enrol electronically** may be obstacles for students of programmes in English.

In terms of the degree programmes, the differences between the various categories are on the order of a few percent.

Compared to other countries, **Slovak students** show a relatively **high level of satisfaction** with the **complexity of the admissions procedure** and there are only subtle differences in this aspect when compared to the 2020 survey. The differences are inherent, because requirements vary depending on the country of origin of the applicants. **Most international applicants** who apply for **degree programmes in Czech** come from **Slovakia** and only need to provide **proof of completion of previous education** without having to certify it pursuant to the treaty on legal aid.²⁴ Having a diploma **certified** by **apostille or super-legalisation** is a much more administratively complex process that is required of the **vast majority** of applicants applying to degree programmes taught in **English**. In the vast majority of cases, admissions procedures for applicants to degree programmes taught in **English** are therefore **more administratively complex**. Most applicants to degree programmes in English must present proof of their previous education, which must be properly certified. The level of certification is determined by international treaties (it thus depends on where the applicant received their previous education).

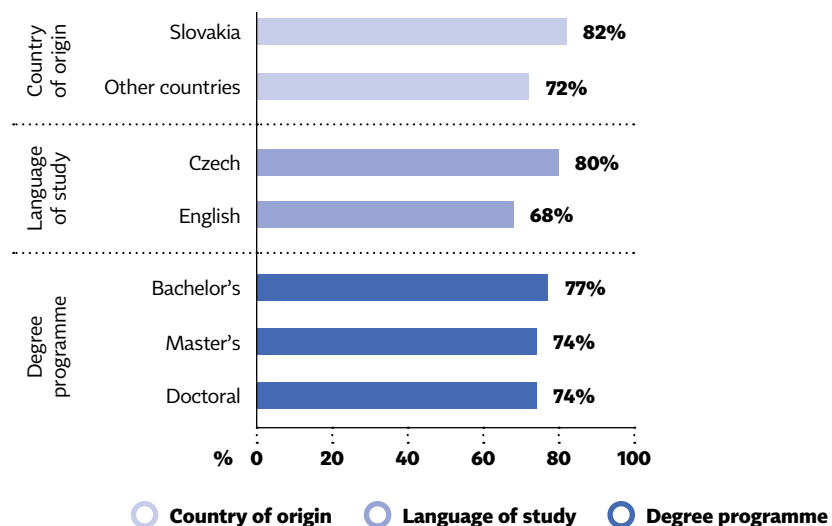
More **pronounced differences** are evident in the case of students **from other countries** (a shift from 49% to 72%), in the case of degree programmes in English (a shift from 46% to 68%) and also in the case of students who came to study a programme in **Czech** (a shift from 66% to 80%). Again, it should be noted that the wording of the statement has changed compared to the previous survey.

^{24/} This also applies to some other countries (e.g. Ukraine, Vietnam, some post-Soviet etc.)

Chart 24:

Complexity of admissions procedure, by selected indicators (N = 5,959)*

The admissions procedure was not time consuming/administratively complex.



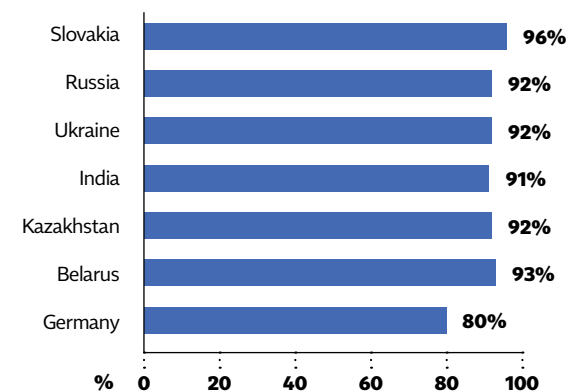
* The chart shows the sum of "Strongly agree" and "Somewhat agree".

Source: 2023 Survey among International Students at Czech Higher Education Institutions

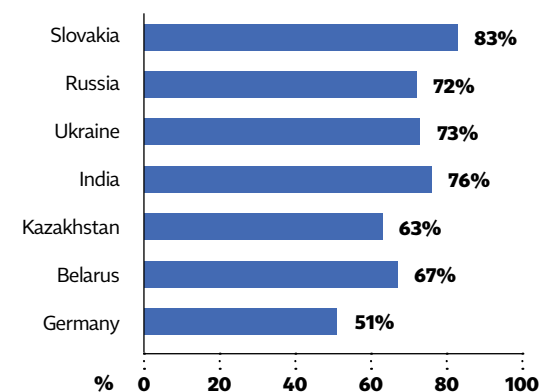
Chart 25:

Complexity of admissions procedure, by selected countries (N = 5,959)*

I believe the admissions procedure and the admission requirements are very clear.



The fees associated with the admissions procedure were low.



* The charts show the sum of "Strongly agree" and "Somewhat agree".

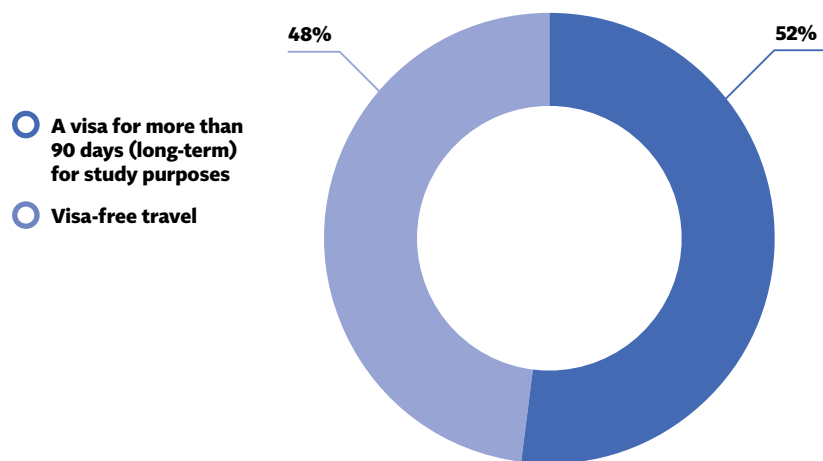
Source: 2023 Survey among International Students at Czech Higher Education Institutions



THE VISA PROCESS

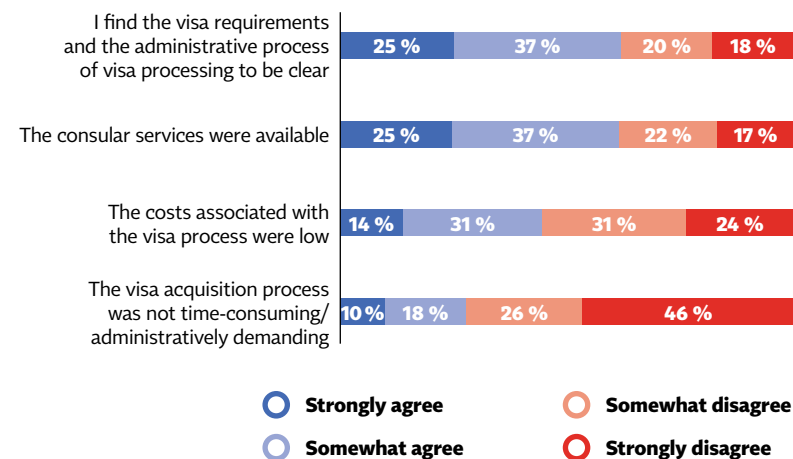
Visa-free travel is used by countries that, like Czechia, are **part of the European Union. Non-EU countries** thus account for half of the respondents, who have to apply for **long-term residence**. 71% of students studying in **English** and 43% of students studying in **Czech** used **visas for study stays longer than 90 days**. This represents a big difference from the 2020 survey, when long-term visas were used by 89% of students studying in English and 95% of students studying in Czech. It can be assumed that this difference was caused by the massive influx of Ukrainian students into Czech **higher education after February 2022, when they were provided temporary protection in Czechia**.

Chart 26:
Visa type (N = 6,035)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 27:
Visa processing and acquisition – excluding EU countries (N = 2,967)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

The **visa process** can be difficult for international students, and Czechia is no exception. Nearly three-quarters of respondents found applying for a visa **time-consuming or administratively demanding** – there are also notable **regional differences** in this indicator. Students from **Asia and Africa** view the visa process as **less demanding**, while students from **North America and Western Europe** consider it to be **highly time consuming**. In the case of students from Western Europe, this involves students coming from Great Britain, which had not been subject to a visa requirement until recently, so the visa process may be an inconvenient novelty for them. By contrast, African and Asian countries are included in the visa process facilitation scheme titled Student Facilitation Programme²⁵ which may be perceived positively by students themselves. However, the situation in each of the countries included in the Student Facilitation Programme must be assessed on an individual basis. The high number of students applying for visas, especially in India, Ghana, Nigeria, Kazakhstan or Pakistan, may actually slightly delay the visa process, as embassy capacities are limited. Another difficulty is the **fees associated with the visa process** – they are considered high by more than half of respondents. 62% of respondents believe that **visa requirements are easy to understand and consular services are available**.

Students still consider the visa process to be **time consuming and administratively complex**, but a comparison of data between the **2020 and 2023 surveys**

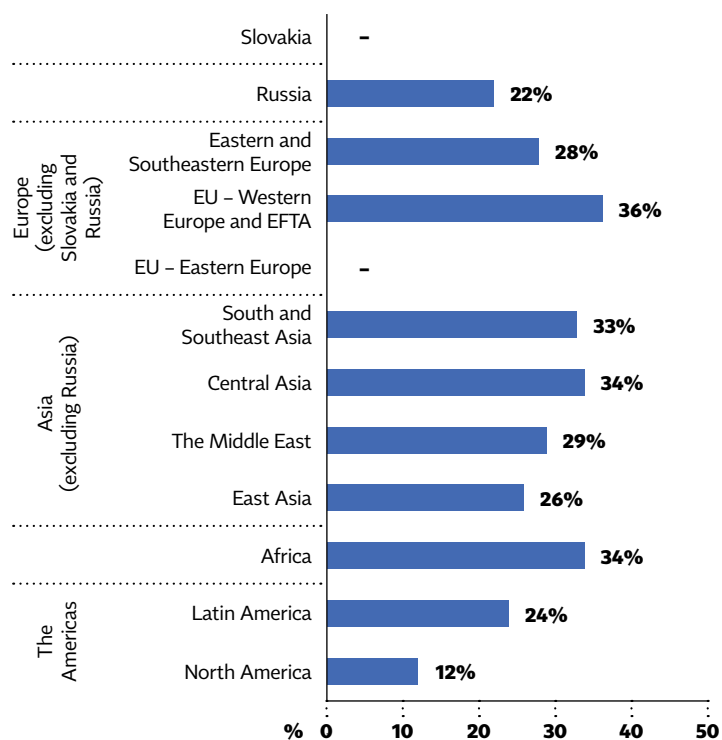
²⁵ Source: <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/rezim-student>

allows us to conclude that this indicator has **improved for several groups of respondents**. The general time-consuming nature of the visa process showed a decline by **10 percentage points** compared to 2020. This shift is particularly noticeable among students of degree programmes **in English**, where this indicator **improved by 14 p.p.** From a regional perspective, the improvement is evident among students from **Asia**, especially those from **India**. This is the country with the highest quota for nominating students to the Student Facilitation Programme (100 students per month), which aims to facilitate the visa procedure. Again, the wording of the statement has changed from negative to positive compared to the previous survey.

Chart 28:

Visa processing and acquisition – excluding EU countries, by region (N = 2,904)*

The visa acquisition process was not time-consuming/administratively demanding.



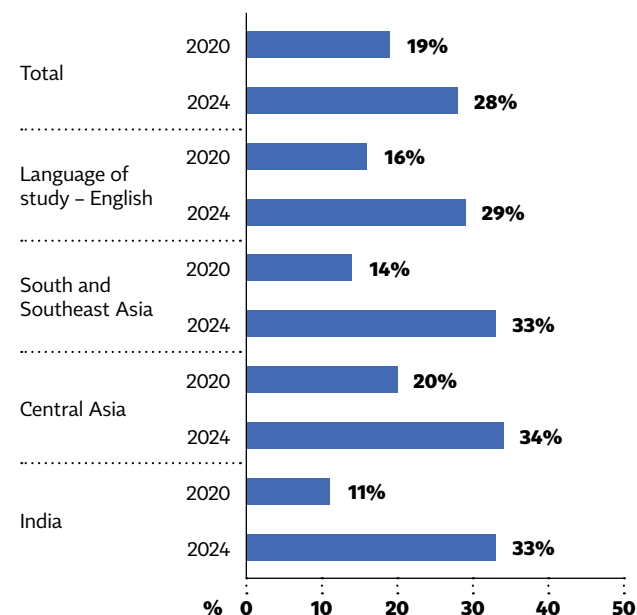
* The chart shows the sum of “Strongly agree” and “Somewhat agree”.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 29:

Visa processing and acquisition – excluding EU countries, by selected indicators (N = 2,904)*

The visa acquisition process was not time-consuming/administratively demanding (2020 vs 2024).



* The chart shows the sum of “Strongly agree” and “Somewhat agree”.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

Specific visa-related problems

In an open question, respondents were generally most likely to cite the **slow processing of visa applications**. According to the Act on the stay of foreigners of more than 90 days, the time limit **for processing a visa application is 60 days**. Based on testimonials from students, it is safe to say that in some cases this time limit was **even exceeded**, which could be the reason why the slow process was the most frequently mentioned comment.



The visa acquisition process:

Positive experience and satisfaction with visa application:

“It was very easy, as the higher education institution itself started the application process.”

Slow visa processing:

“I think that the visa process is very lengthy. For about 8 years, I kept submitting the same documents to the Ministry of the Interior, but then I waited maybe half a year to get my visa.”

“Wait for resolution is too long (currently 7 months).”

Unclear information and poor communication:

“I feel that the requirements for obtaining a visa should be more clearly spelled out and specified on the website.”

Overcrowded or poorly functioning embassies:

“The queues are too big, sometimes there are no appointments available even a month in advance.”

High costs:

“Getting a visa is always an extremely difficult process. It is very exhausting, stressful and financially demanding.”

Unhelpful or rude officials:

“Visa approval takes a very long time (more than 4 months) and the staff are usually very unpleasant.”

Language barrier:

“I believe that public administration employees should learn a foreign language rather than speak only Czech.”

“There is no Czech translator in my country, so I had to spend a lot of time and money sending documents to Czechia to have them officially translated.”

Problems with visa extensions:

“It would be more convenient to provide students with longer-term visas corresponding to the duration of the programme in which they are enrolled.”

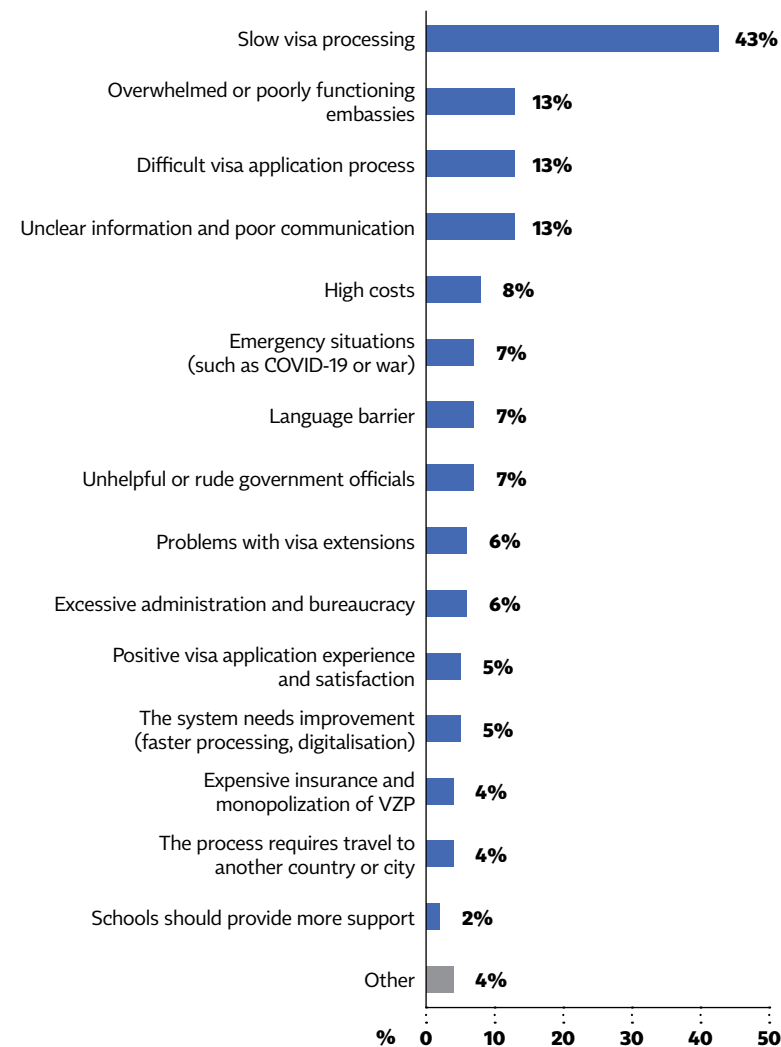
The need to improve the visa application system (e.g., faster processing, digitisation):

“The student always has to submit everything in person, it is not possible at all to send the application or certificates by post, nor is it possible to have the newly issued residence permit card delivered by post.”

Chart 30:

Specific visa-related problems (N = 807)*

If you encountered significant problems in the processing of your visa, please describe them.



* The chart summarises responses to the open-ended question.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

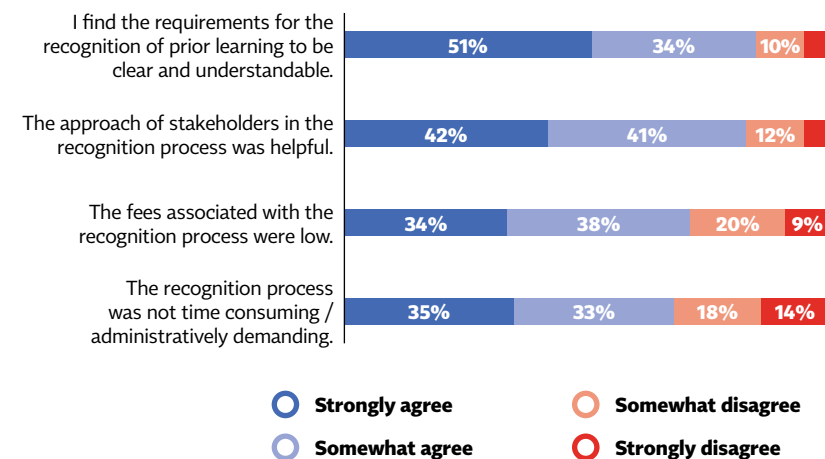
In the specific comments, some interesting regional differences can be observed. While there has been an improvement compared to the previous survey in the case of students from Asia, they are more likely than students from other regions to complain about the lengthy visa process. Students from Russia, the Middle East, and Southern and Southeastern Europe have also expressed dissatisfaction with the visa process. In these regions, this is the most pressing problem. Compared to the regions mentioned above, students from Latin America, North America, and Africa view the slow visa process as a smaller, though not negligible, obstacle. In the Americas, unclear information about the visa process is more common, most notably among North American students (44%). A third of respondents from Africa point to overcrowded or poorly functioning embassies at the point of visa application. Other frequently cited pitfalls include a difficult visa application process (East Asia 28%), the language barrier (Middle East 21%, East Asia 18%) and unhelpful officials (Latin America 16%).



PROCESS OF RECOGNITION OF PRIOR LEARNING

The **process of recognition of prior learning** also confirms a trend that is noticeable across the chapter and is evident in each of the categories, namely that pre-arrival processes prove to be **time-consuming or administratively complex (32%) and are associated with fees (28%)**, which is **problematic**. Most respondents found the **process of recognition of prior learning clear and easy to understand**, and **respondents considered the approach of the parties involved to be helpful**.

Chart 31:
Process of recognition of prior learning (N = 5,051)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

The data show a **significant difference** between **Slovak students and students from other countries** in how they perceive the process of recognition of prior learning. **Fees are low according to 89% of respondents from Slovakia compared to 63% from other countries.** 87% of Slovaks (as opposed to 58% of students from other countries) believe that the recognition of prior learning was not time-consuming or administratively complex. Based on the data obtained, it is safe to conclude that the **recognition of prior learning is easier** for those who come **to study for free in the Czech language** (Slovakia, Russia, Ukraine, Kazakhstan). Students of degree programmes **in Czech** are **more likely to be satisfied** than **those studying in English**, namely in several categories: they **consider fees to be low** (75% vs 64%), they **do not consider processes to be time-consuming or administratively complex** (72% vs 60%), and **requirements are clear and easy to understand** (89% vs 79%).

When **compared with the previous 2020 survey**, the perceived difficulty of having prior learning recognised has improved (**from 45% to 68%**). The greatest progress is then seen in countries other than Slovakia (**from 34% to 58%**), especially in India (**from 31% to 68%**), Africa (**from 32% to 67%**) and South and Southeast Asia (**from 31% to 64%**).

It is likely that this improvement has been influenced by the possibility of **institutional accreditation**, which allows accredited higher education institutions to assess applicants' prior learning from foreign secondary schools or bachelor's programmes. Previously, the process of nostrification of secondary education was entirely the responsibility of regional authorities, where the applicant often had to appear in person and, in some cases, take a 'differential' examination. Currently, institutional accreditation is held by 18 schools²⁶ and, according to their representatives, this procedure has **greatly simplified** the admission of applicants, especially to bachelor's degree programmes. However, the research data has not **clearly confirmed** a statistical difference in the complexity of the recognition of prior learning between schools with and without institutional accreditation. The process of nostrification is procedurally more complex and time-consuming than the actual assessment of prior learning by the higher education institution. This assessment is always only valid **for the admissions procedure at the higher education institution in question**. In contrast, the advantage of **nostrification** is that it allows its holder to study at **any higher education institution in Czechia**. This issue is rather about higher education institutions' understanding of how to use the possibility of recognising diplomas outside the general nostrification process, and how to inform students about it.

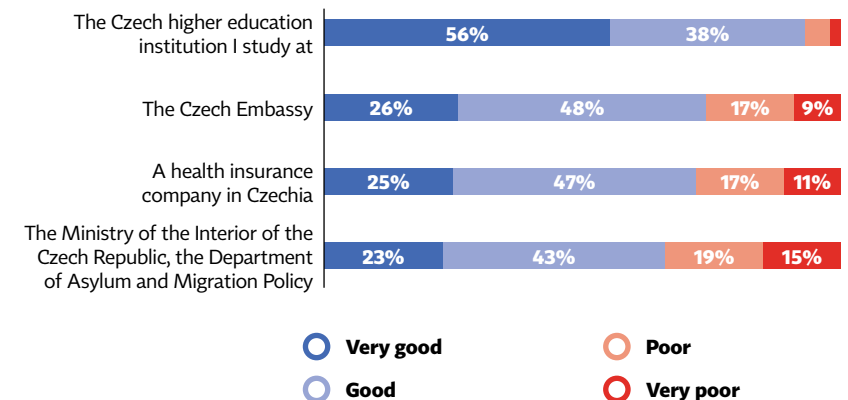
26/ Source: <https://www.msmt.cz/vzdelavani/vysoke-skolstvi/vysoke-sko-ly-s-institucionalni-akreditaci>



COMMUNICATION WITH INSTITUTIONS

The chart shows that, for all the institutions selected, **higher education institutions** are doing **best** in communicating with students. **More than half of respondents** consider their school's communication to be **very good**, only 1% consider it to be very poor. Three quarters of respondents evaluate **communication with the Czech Embassy** positively. The most problematic is communication with the **Asylum and Migration Policy Department**, in which case a **third of respondents described the communication as poor or very poor**.

Chart 32:
Quality of communication with Czech institutions (N = 5,446)



Source: 2023 Survey among International Students at Czech Higher Education Institutions



SUMMARY

Most international students find **pre-arrival processes** to be **clear and easy to understand**. The **visa process** is perceived as **problematic**, with the highest **levels of dissatisfaction across all statements** compared to other categories. **In general, international students** are concerned about the **time-consuming nature and administrative complexity of pre-arrival processes and the fees associated with them** – these two statements had the **highest proportions of negative responses** in all three categories surveyed. In the open-ended question concerning the visa process, respondents repeatedly mentioned **the slow processing of visa applications, unclear information and poor communication**. Their answers often point to specific regional differences, which tend to be influenced by the language of study or whether the students come from Slovakia or another country. It is safe to conclude that students of degree programmes in **Czech** express a **higher level of satisfaction** with pre-arrival processes than those studying in **English**. This difference may be due to the fact that respondents studying **in Czech** come from countries that share a much **greater cultural and linguistic affinity** with Czechia (Slovaks, who mostly study in Czech, play a major role here) than students from Germanic or Asian countries. Even though the processes are time-consuming and administratively demanding, **compared to the 2020 survey** there is a noticeable **shift for the better** in all three of the categories mentioned above – however, this could be partly attributed to a change in the wording of the question in the questionnaire. **Higher education institutions are doing well in communicating with newly arrived students. In contrast, communication with the Asylum and Migration Policy Department is problematic.**





QUALITY OF DEGREE PROGRAMMES AT CZECH HIGHER EDUCATION INSTITUTIONS

PART VI. INSTITUTIONS

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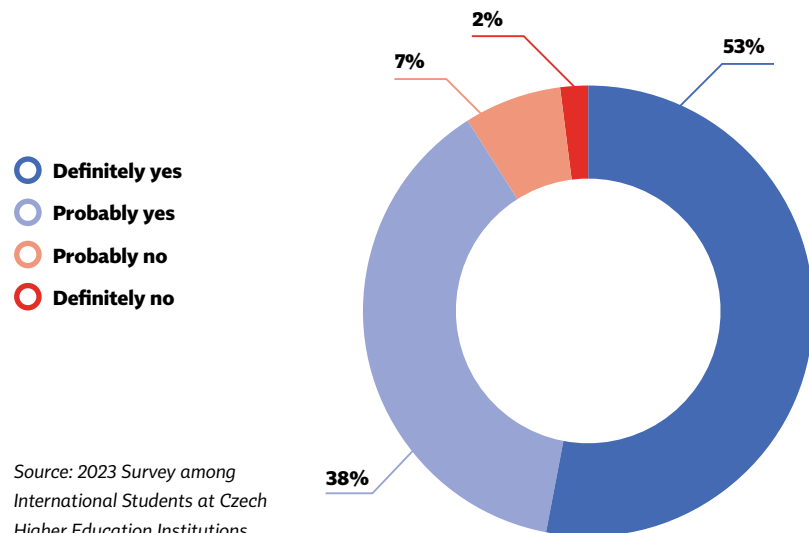
QUALITY OF DEGREE PROGRAMMES

9 out of 10 international students consider their **degree programmes at Czech higher education institutions** to be of high quality. A closer look at the individual indicators reveals that students of degree programmes **in Czech** express a **higher level of satisfaction** (94%) with the quality of degree programmes at higher education institutions in Czechia compared to students studying in **English** (88%). Within the various regions, the **highest level of satisfaction** with the programmes is expressed by students from **Slovakia and Africa** (95%), while the **lowest** level is reported by students from **North America** (77%).

8 out of 10 international students believe that **teachers** in their field of study **have adequate proficiency in the English Language**. A closer look at the ranking by field of study reveals significant differences between the different indicators. **Teachers of humanities and law are the best at communicating in English** (93% each). In contrast, the **worst** performers are teachers specialising in **health and welfare** (68%) and **architecture** (73%).

Chart 33:
Quality of degree programme (N = 5,347)

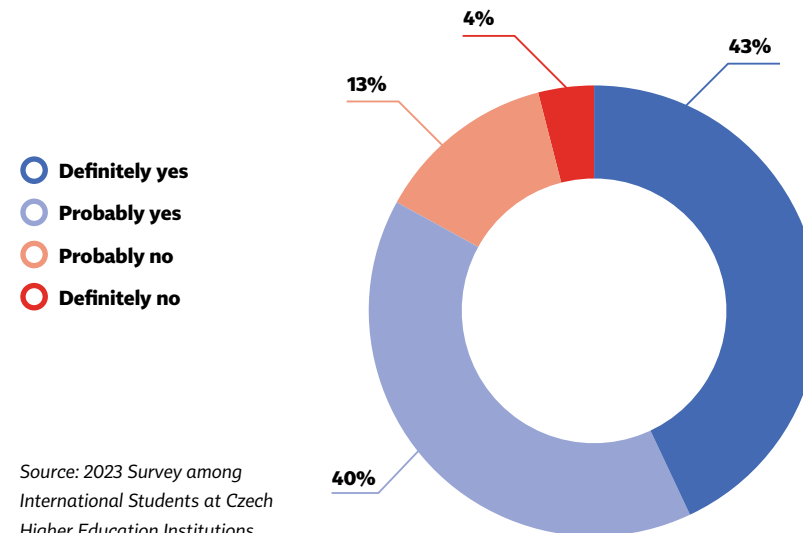
I consider my degree programme to be of high quality.



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 34:
Language proficiency of teachers (N = 4,594)

Teachers in my degree programme have adequate proficiency in English.



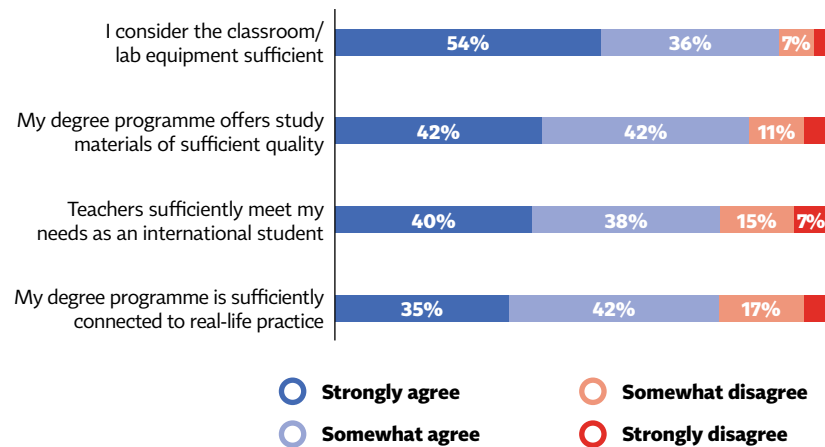
Source: 2023 Survey among International Students at Czech Higher Education Institutions



EVALUATION OF DEGREE PROGRAMMES

9 out of 10 international students consider the **equipment and facilities** at Czech higher education institutions to be adequate. Also, respondents express relative satisfaction in other statements – the **study materials are of sufficient quality** (84%), the **teachers adequately meet the needs of international students** (78%) and the **degree programme is sufficiently connected to real-life practice** (77%). In this context, faculties have started to make more effort to **improve teaching equipment and facilities, involve students more in hands-on teaching** and generally **modernise the curriculum**.

Chart 35:
Evaluation of degree programme (N = 5,283)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

In terms of nationality, **Slovak students** in particular show **greater satisfaction** when evaluating their degree programme. As regards the language of the degree programme, students of programmes **in Czech** are more satisfied. In both cases, **cultural and linguistic affinity** certainly plays a major role, as it can **make the adaptation process much easier** for the students.

85% of Slovaks said that **teachers were sufficiently meeting their needs as international students**, which is **10 percentage points higher than for students from other countries**. Students studying degree programmes in Czech (80%) are also **more satisfied** than those studying in **English** (75%). A closer look at individual countries reveals interesting differences. Besides Slovaks, greatest satisfaction with **the teachers' approach** is expressed by students from **Ukraine** and **India** (both 81%), while students from **Germany** (59%) and **Kazakhstan** (70%) are the **least satisfied**. From the regional perspective, **teachers' attitude towards the needs of international students is perceived as negative** by students from **Western Europe**, where dissatisfied Germans are a major group, but in this case they are joined by international students from several other regions. Significantly **lower satisfaction** than average is evident among respondents from the **Middle East** (65%), **North America** (68%) and **Central Asia** (71%). Students who come to Czechia to study **health or welfare** express a **lower level of satisfaction with the attitude of their teachers** (66%) compared to **other fields**, where satisfaction is **around 80%**.

The **quality of study materials** is better in degree programmes in **Czech**. **88% of Slovak** respondents and **87% of Czech-speaking respondents** were **satisfied** with the quality, compared to **82% of international students from other countries** and **78% of English-speaking students**. Again, a closer look at the different countries shows the following trend: **German students are significantly less satisfied** with the conditions of study in Czechia (57%), which represents a **substantial difference from the other top 7 countries** (e.g. Kazakhstan 80%, India 84%, Ukraine 89%).

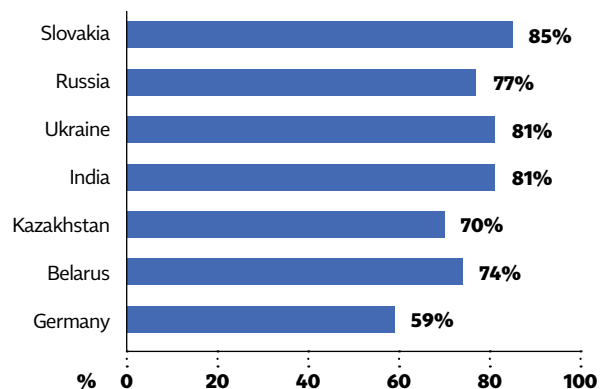
According to the students surveyed, **connection with real-life practice** is better in degree programmes in **English**: **82%** of students of programmes in English agree, as compared to **75%** of those studying in Czech. This corresponds to a higher percentage of satisfaction among students from countries other than Slovakia (who are more likely to study in English).

This statement also shows how students perceive **the gradual shift of their studies towards a greater connection with real-life practice**. While **75% of bachelor's** and **77% of master's** students are satisfied with the practical orientation of their studies, respondents attending **doctoral studies** are **satisfied in 87% of cases**. In addition, significant differences can be observed between the various fields of study. The **best-rated** field is **services** (84%), followed by **natural sciences** (83%), **law** (82%) and **arts** (81%). The **worst performers** are humanities (66%) and **mathematics and statistics** (66%).

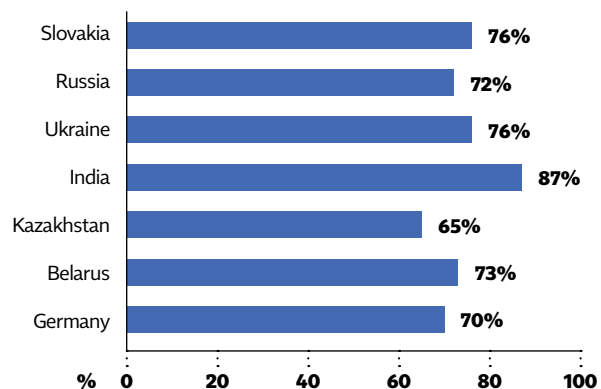
Chart 36:

Evaluation of degree programme, by selected countries (N = 5,283)*

Teachers sufficiently meet my needs as an international student.



My degree programme is sufficiently connected to real-life practice.



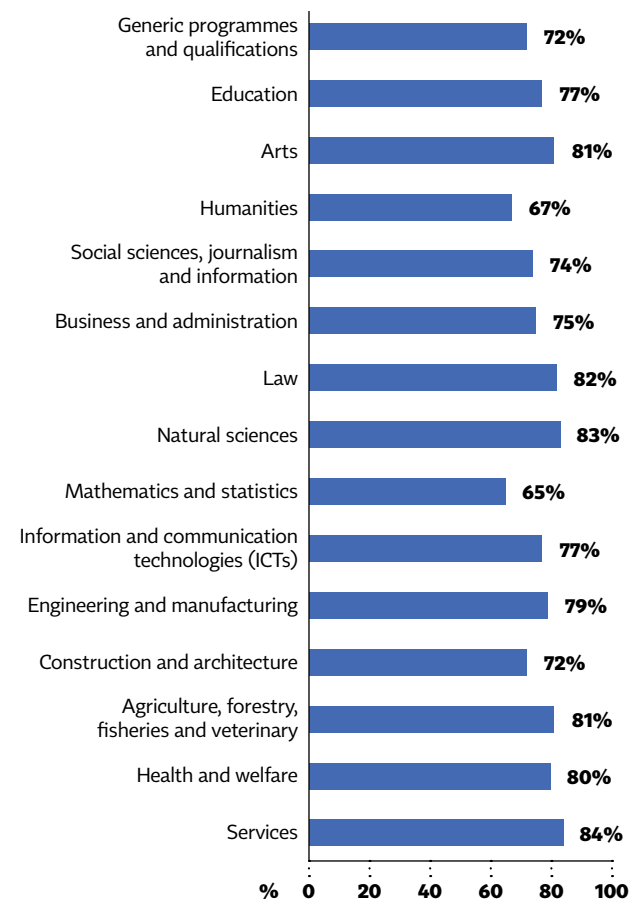
* The charts show the sum of "Strongly agree" and "Somewhat agree".

Source: 2023 Survey among International Students at Czech Higher Education Institutions

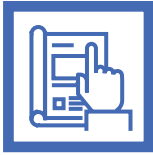
Chart 37:

Evaluation of degree programme, by degree programme (N = 5,205)

My degree programme is sufficiently connected to real-life practice.



Source: 2023 Survey among International Students at Czech Higher Education Institutions

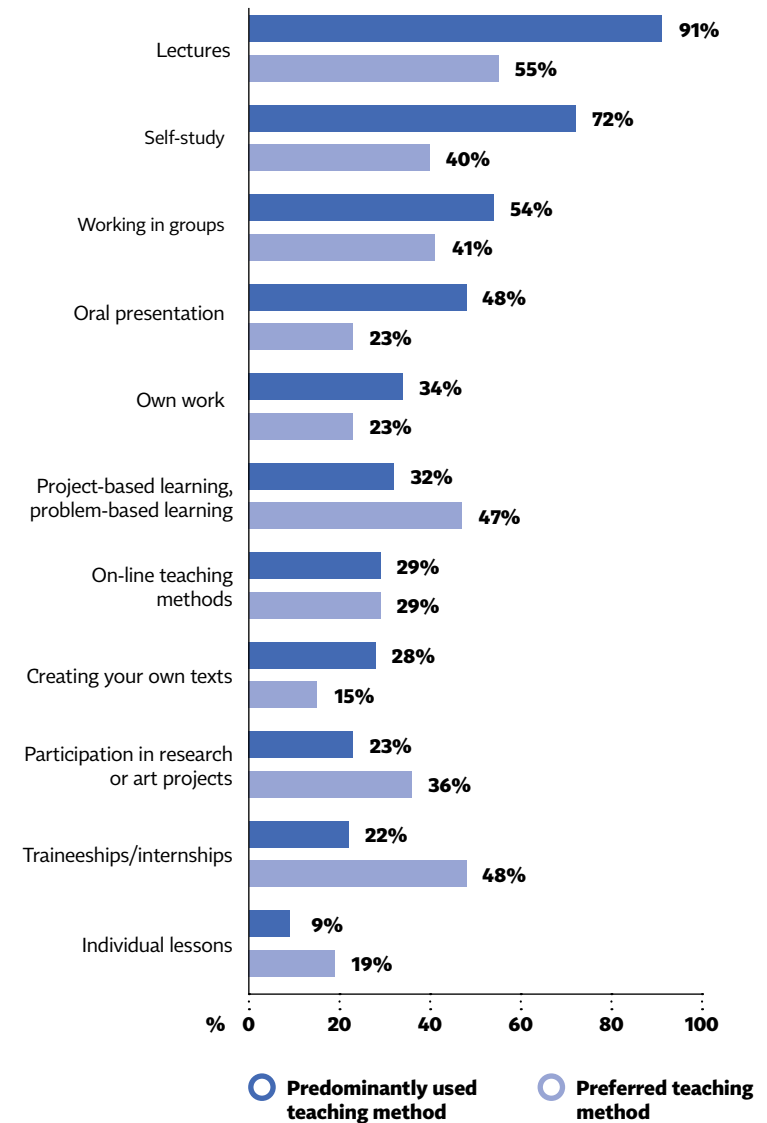


TEACHING METHODS

In terms of **teaching methods**, there is a **large split between the most commonly used methods and those most preferred** by international students. Unsurprisingly, **lectures are the most commonly used method (91%)** and, at the same time, the **method most preferred by students (55%)**. Students would like teaching to be a combination of different methods. Besides theoretical lectures, they would add **ways to apply the newly acquired knowledge in practice**. The options preferred by almost half of respondents are **internships (48%)** and **project-based learning (47%)**, which would allow students to experience real-life situations. **Coincidentally, 40% indicated group work and self-study**. It is **self-study** that students would like to see significantly **reduced**: while it is the **second most important** part of study in terms of the methods actually used at Czech higher education institutions, it only **ranks fifth** among the preferred teaching methods. Similarly, the use of **oral presentations (48%)** differs considerably from students' preference (only **23%**). Also, **production of own texts** is not very popular with students: only **15%** want it to be part of teaching.

Chart 38:
Teaching methods (N = 5,347)*

A comparison of most commonly used and most preferred teaching methods



* Multiple options could be selected.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

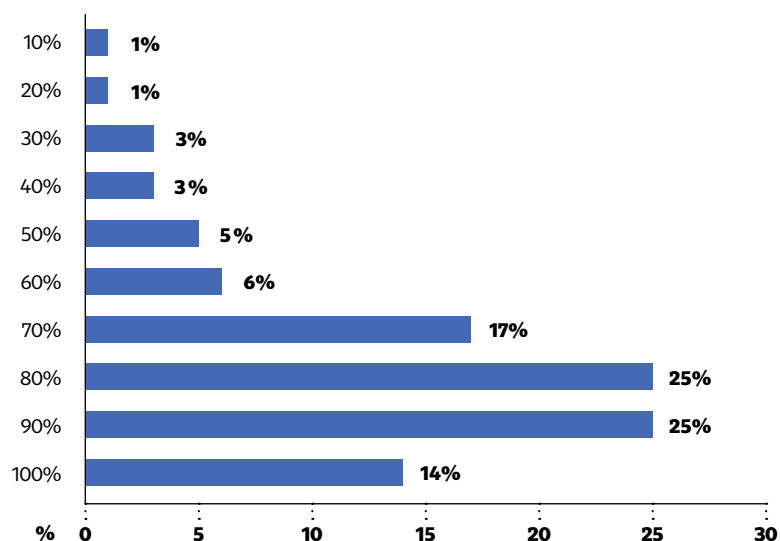


SATISFACTION WITH THE QUALITY OF TEACHERS

Czech higher education has plenty of high-quality teachers.²⁷ This is confirmed by the international students surveyed. 8 in 10 believe that the share of high-quality teachers in their field of study is 70% or higher. Only 8% of students report that there are 40% or less high-quality teachers in their field. **Differences** in the number of high-quality teachers are mainly evident by the **language of study**. While respondents put the **share of poor-quality teachers for studies in Czech at around 6%, this figure is twice as high** for studies in English. In terms of regions, respondents from **Eastern Europe** (19%) and the **Middle East** (18%) are the most critical, followed by students from **Germany** (17%) and **North America** (14%).

Chart 39:
Evaluation of teachers (N = 5,287)

Please rate the share of high-quality teachers in your degree programme.



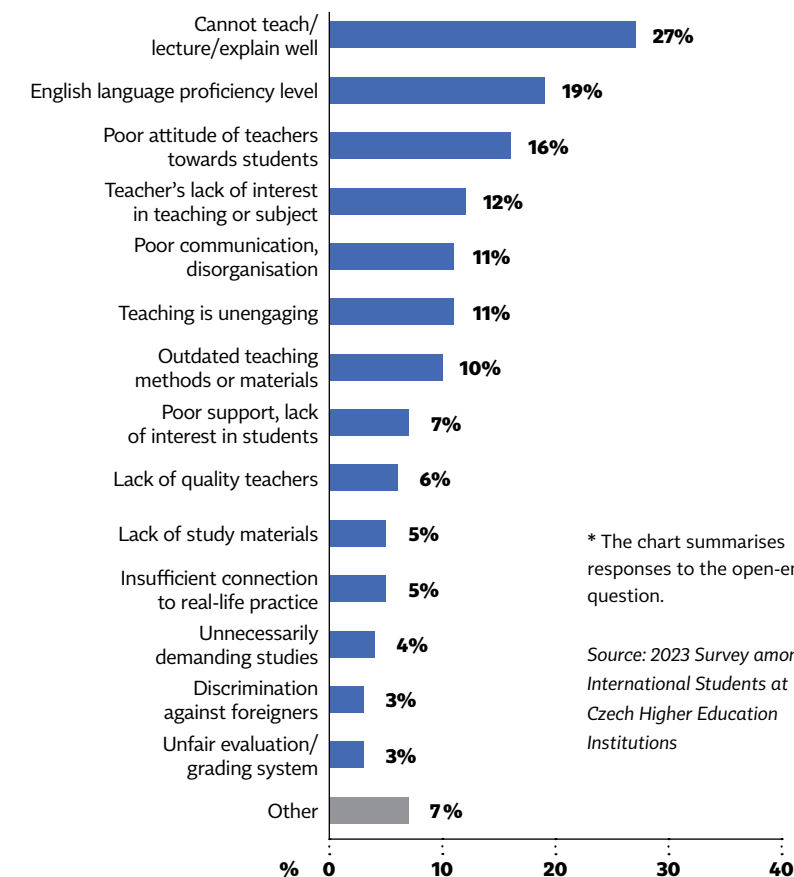
Source: 2023 Survey among International Students at Czech Higher Education Institutions

²⁷ The term “high-quality teacher” was not further specified in the questionnaire, so this is a subjective evaluation by individual students.

Reasons for dissatisfaction

In an open-ended question, respondents who were not satisfied with the quality of teachers could name the **main reasons for their dissatisfaction**. More than a quarter of them mentioned the **inability of teachers to pass knowledge to students comprehensibly** (27%). 8 out of 10 students studying in **English** said that their teachers’ proficiency in English was adequate. However, for students who are not satisfied with the quality of teachers, language proficiency is the **second most cited reason for dissatisfaction**. Respondents also reported **poor attitude towards students** (16%) and a **lack of interest from teachers**. 7% of students listed other reasons as well, including **too low requirements for course completion**.

Chart 40:
Reasons for dissatisfaction with poor-quality teachers (N = 1,377)*



* The chart summarises responses to the open-ended question.

Source: 2023 Survey among International Students at Czech Higher Education Institutions



The main reasons for dissatisfaction with teachers:

The teacher cannot teach/lecture/explain:

"They may be experts on the subject, but they are not able to pass knowledge to students, and they are often unable to clearly articulate the exam requirements."

Level of English:

"Materials are not adapted to English-speaking students, teachers often lack experience in teaching in English."

"Inability to explain the issues thoroughly due to poor English."

Poor attitude of teachers towards students:

"Some teachers are arrogant, unusually strict on unimportant details and constantly poker-faced."

Poor support, lack of interest in students:

"They don't pay attention when I ask questions about the issues being discussed, they just refer me to the literature and don't address the issue any further."

"The English programme receives less attention than the same programme in the Czech. Some courses or offers are missing entirely."

Teaching is unengaging:

"Most teachers don't know how to make their teaching engaging, they just read the text from their slides."

"They are too conservative and do not use progressive teaching methods. They do not reflect the needs of real post-university life."

Obsolescence of teaching or materials:

"Old materials, lack of practical knowledge."

Lack of connection with real-life practice:

"Most of our courses are taught by teachers who have never worked in the given field."

"With some teachers, it is evident that they do not enjoy teaching their course. They are not willing to give any extra information, or they have no experience from practice, so they can't answer these questions."

The studies are unnecessarily difficult:

"The examiner has very high requirements, there is a huge amount of self-study."



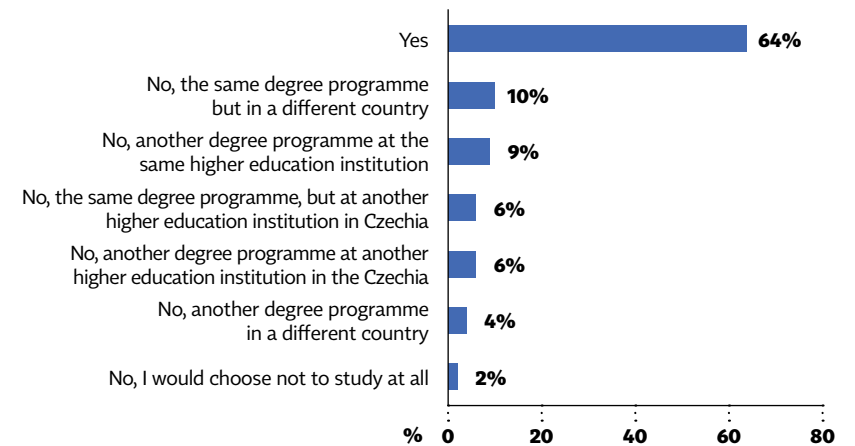
EVALUATION OF THE CHOICE OF STUDIES

If the students surveyed could **choose again, 85% of them would choose Czechia. Two-thirds of respondents were satisfied with their choice of both field of study and country. One in ten students would choose another degree programme**, but still in **Czechia**. Similarly, **6%** would choose **another programme at another higher education institution or another field of study at another school in Czechia. One in ten students would go to study their field to another country.**

Chart 41:

Evaluation of the choice of studies (N = 5,269)

If you had the chance to decide again, would you choose the same degree programme and the same higher education institution in Czechia?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

If we look at whether international students would choose Czechia for their studies again, we see a similar trend as for the individual statements. Overall, it is clear that **students of degree programmes in English are more likely to change their choice of Czechia than students of degree programmes in Czech**. While **three quarters** of international students studying in English would choose Czechia again, respondents of Czech-language study programmes would make the same choice in **9 out of 10** cases. From the regional perspective, students from **Western Europe and North America were the most likely** to change their choice, namely **3 out of 10 students** would do so.

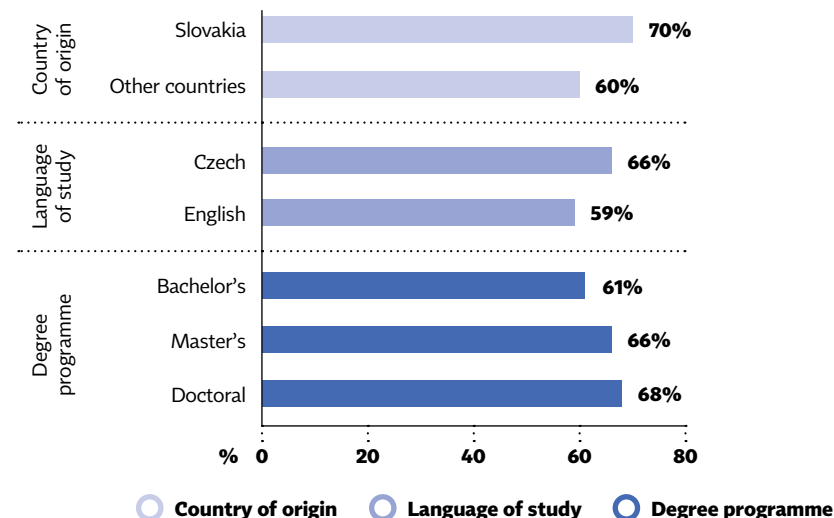
Slovak students are one of the most satisfied groups of respondents: **70%** of them said they would not **change their choice** (compared to 60% of students from countries other than Slovakia). There is also a difference between students attending degree programmes in Czech (where 66% agreed) and degree programmes in English (59%). Looking at the different levels of studies, it is safe to say that the **higher the level, the greater the satisfaction** with the choice among respondents. While 61% of students in bachelor's programmes stand by their choice, for doctoral studies it is 68%. This statement does not show any major regional differences – the **satisfied Slovaks** are followed by **students from Africa** (67%) and **Latin America** (65%), while respondents from East Asia (51%) and North America (52%) represent the other end of the spectrum. The rest of the regions surveyed range slightly above 60%. Nor are there any profound differences between the fields: **Law students are the most satisfied** (78%), with other fields ranging around 65%.

In contrast to the previous statement, the **opposite trend** emerges for students who would choose the same field but in a different country. In retrospect, students from countries other than Slovakia who study in English are the most likely to choose another country and the same field of study. This is true for 18% of English-speaking students and 13% of non-Slovak students. Only 5% of students studying in Czech and Slovak students would make a different choice. In this case, the higher the level of studies, the higher the percentage of those who would reconsider their choice of country. 15% of doctoral students, 11% of master's students and 8% of bachelor's students would make a different choice. In this statement, a closer look at the various regions and countries reveals interesting differences. The **least satisfied with their choice of country are students from more economically developed regions**, who tend to choose regions other than Central Europe for their studies abroad. This applies to students from **Western Europe, East Asia, the Middle East, and North America**. It is not surprising that a quarter of German students and a fifth of Indian students (who often have higher requirements compared to other students from the seven most represented countries) would make a different choice if they could choose again. In contrast, a relatively small percentage of students from Eastern and Southeastern Europe (9%), Central Asia (8%) and Africa (9%) would reconsider their choice. **Health and welfare** students (19%) are significantly more likely to change their choice. Apparently, students of services and humanities perceive their experience with Czech higher education institutions as positive, with only 6% saying they would go to study their field of study in a different country.

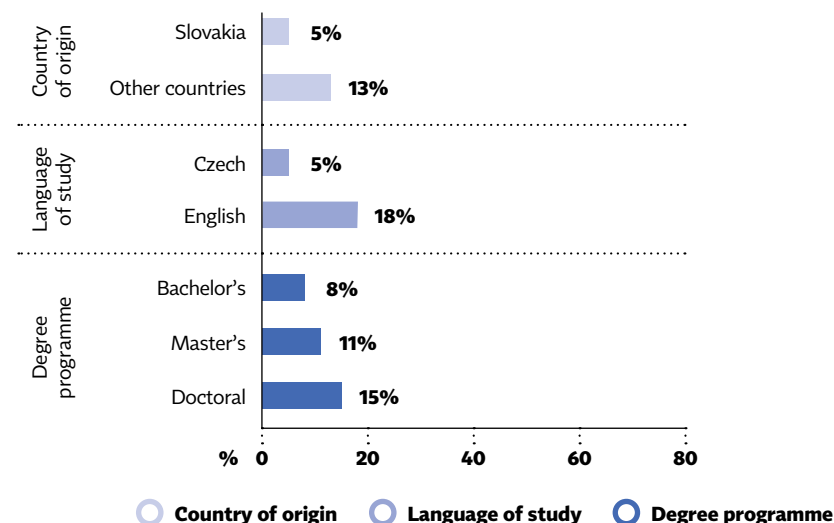
Chart 42:

Evaluation of the choice of studies, by selected indicators (N = 5,269)

Yes, I would choose the same degree programme and the same Czech higher education institution.



No, I would choose the same degree programme but in a different country.

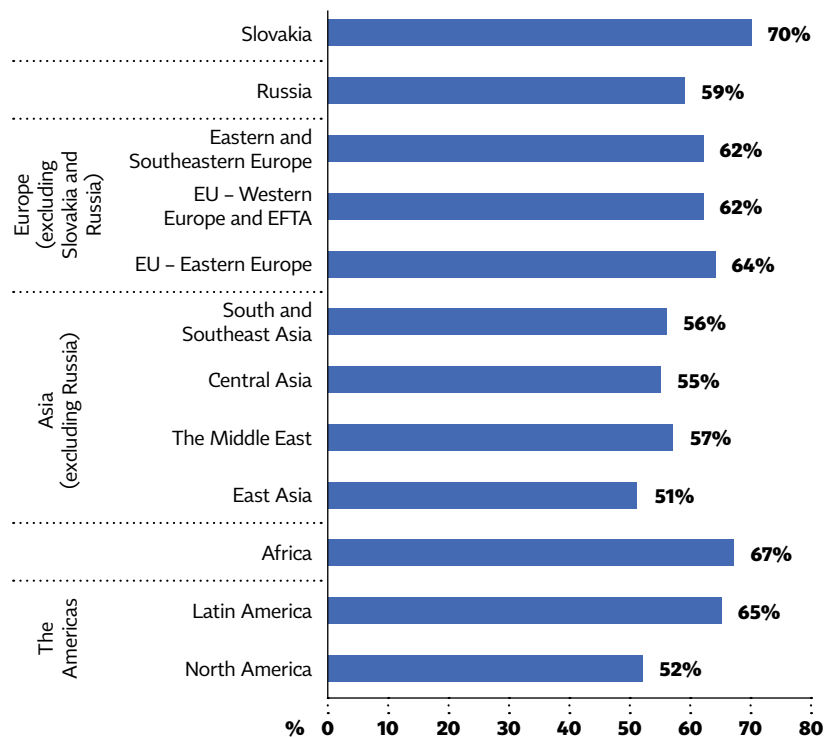


Source: 2023 Survey among International Students at Czech Higher Education Institutions

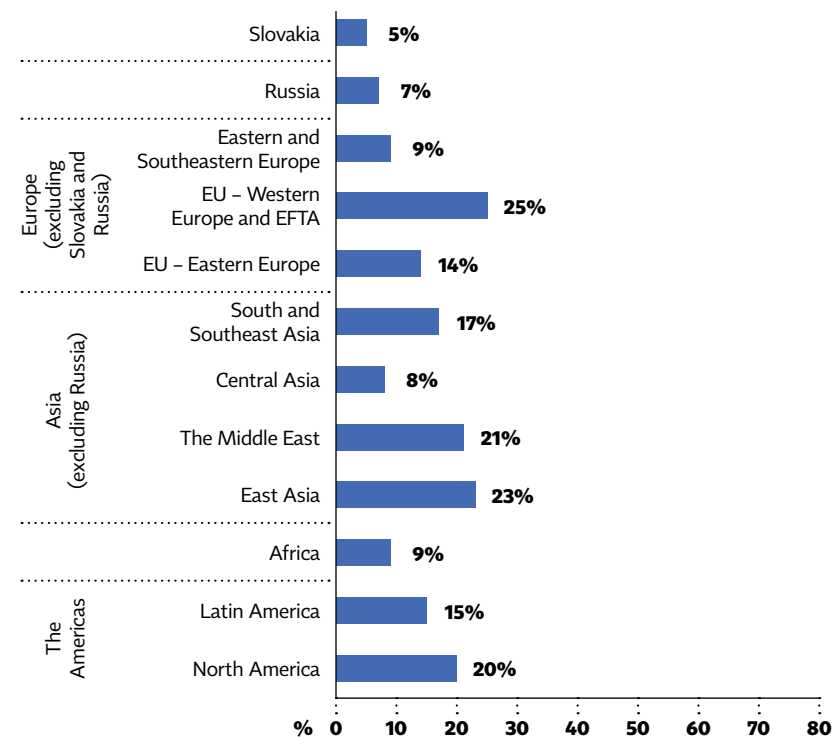
Chart 43:

Evaluation of the choice of studies, by region (N = 5,269)

Yes, I would choose the same degree programme and the same Czech higher education institution.



No, I would choose the same degree programme but in a different country.



Source: 2023 Survey among International Students at Czech Higher Education Institutions

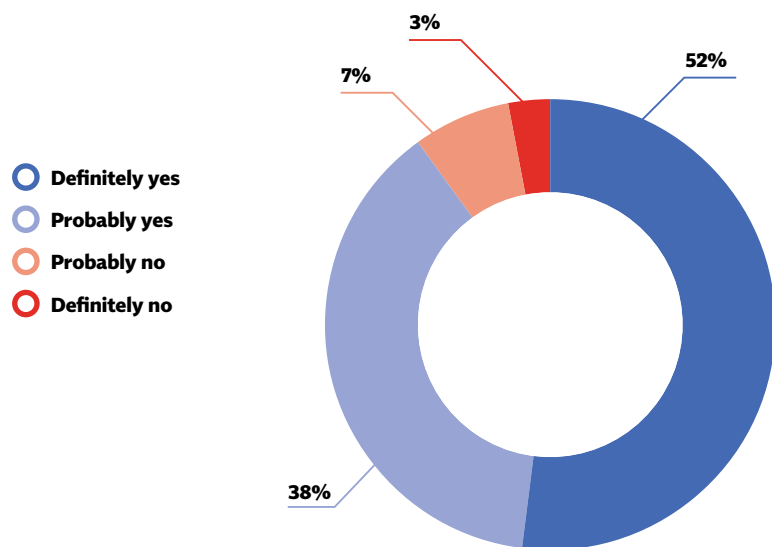


RECOMMENDING STUDIES IN CZECHIA TO OTHERS

Based on the data collected, it is clear that the vast **majority of respondents take away a positive experience from their studies in Czechia**. As can be seen from the previous chapters and categories, studying in Czechia has its pitfalls, and there are students from regions who are less satisfied at Czech higher education institutions than students from other countries. Despite that, **9 out of 10 international students** said they would **recommend studying in Czechia to their friends or family**. The good news is that the percentages for this statement have remained the same compared to the previous 2020 survey.

Chart 44:
Recommending studying in Czechia (N = 5,269)

Would you recommend studying in Czechia to your friends or family?

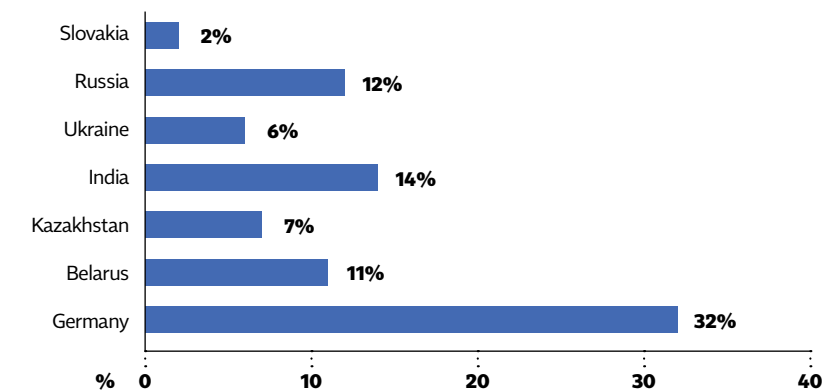


Source: 2023 Survey among International Students at Czech Higher Education Institutions

Students who come to study in Czech are more likely to give recommendations to their families or friends than those studying in English. Almost all **Slovak students would recommend** studying in Czechia, with only a small group (2%) recommending studying at higher education institutions in a different country. **Students from Ukraine, Kazakhstan, Belarus and Russia** would also provide positive feedback to their friends or family. Compared to students from Western Europe, students from Eastern Europe generally view Czech higher education institutions more positively. **91%** of respondents from **Eastern Europe** (non-EU countries) would recommend studying, while **only 73% from Western Europe would**. Among the top seven countries with the highest numbers of students coming to study in Czechia, a closer look at German students is interesting. Compared to other countries, they are significantly less likely to recommend studying in Czechia. Only **68% of German respondents** take away a good enough experience of Czech higher education institutions to encourage other German students to study in Czechia. Of these seven countries, Indians are the second least satisfied group, but 86% of them would recommend studying.

Chart 45:
Recommending studying in Czechia, by selected countries (N = 5,269)

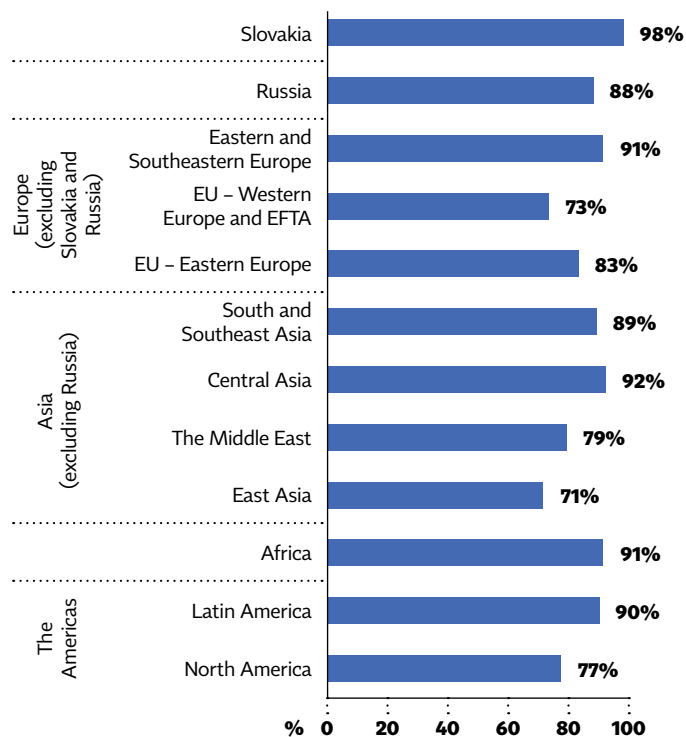
No, I would not recommend studying in Czechia.



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 46:
Recommending studying in Czechia, by region (N = 5,269)

Yes, I would recommend studying in Czechia.

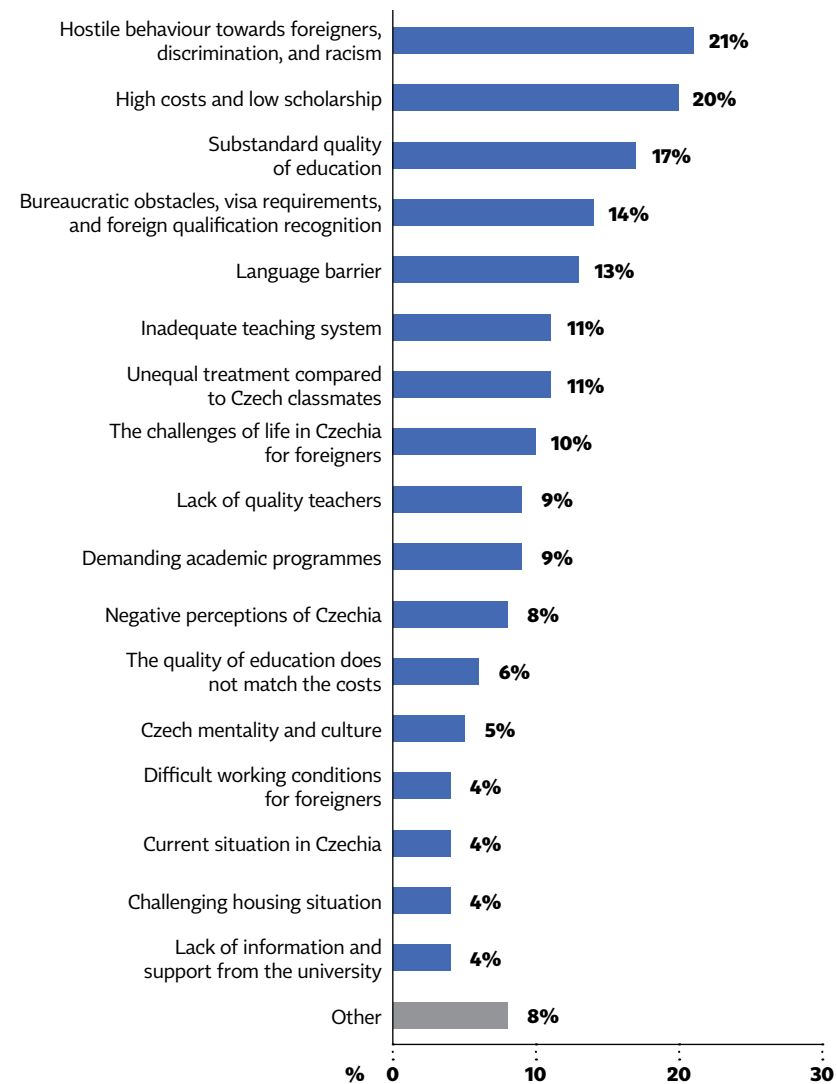


Source: 2023 Survey among International Students at Czech Higher Education Institutions

Reasons for not recommending studying in Czechia

Respondents who would **not recommend** studying in Czechia were encouraged to name the main **reasons** for this decision in an open-ended question. Based on the most common answers, it can be said that, in terms of its attitude towards foreigners, Czech society could be more tolerant towards and show greater respect for all individuals regardless of their race, ethnic origin or nationality.

Chart 47:
Reasons for not recommending studying in Czechia (N = 482)*



* The chart summarises responses to the open-ended question.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

In their responses, **102 respondents** mentioned that they had **encountered hostile behaviour, discrimination or racism** during their studies in Czechia. This was the most frequently mentioned area, accounting for a fifth of the responses. In **56 cases** (11%), respondents also pointed to **unequal treatment of international students as compared to their Czech classmates**.

Another reason is closely linked to the economic situation in Czechia. Inflation has increased severalfold since July 2021, which may be one of the reasons why students often mentioned high **prices and low scholarships** in their answers.

When classifying international students, it is necessary to distinguish between **'self-payers'**, i.e., students who pay tuition fees and study degree programmes in foreign languages, and international students who study degree programmes taught in **Czech**. Self-payers' studies are based on the premise that the studies will not be subsidised, but rather paid for by the students. The payment of scholarships in Czech-taught degree programmes (e.g., doctoral, accommodation or social scholarships) is largely governed by the conditions set and the contribution provided by the Ministry of Education, Youth and Sports.

The expectation of low prices and affordable accommodation, complicated mainly by external factors, may be **one of the reasons for dissatisfaction with the financial requirements of studying in Czechia**. Another reason that is often cited is an **inadequate quality of education**, which may be related to students expecting a **quality of education comparable to their country of origin**, which appears problematic especially for students from **more economically advanced countries** such as **Germany** or **North America**. This is also linked to an **inadequate education system**, which was mentioned by 11% of respondents, and **poor-quality teachers** (9%).



Reasons for not recommending studying in Czechia – other:

The visa process:

“The visa process is complicated and lengthy, the approval of recognition of prior learning takes a long time.”

“The visa process is a nightmare.”

Language barrier:

“The necessity to learn Czech in order to study free of charge.”

“The inability to communicate in English at some points, and the high level of bureaucracy encountered after moving to Czechia.”

Perceptions of international students:

“The country and the mindset of the society are not ready to have foreigners here.”

“There is almost no integration into the Czech (and thus the main) part of the higher education institution, no information about sports classes, no student groups, etc.”

Quality of education:

“The quality is not as high as they say.”

“The state exams are too demanding. The system is overly conservative.”

Financial considerations:

“High rental prices for both apartments and dormitories, a high cost of living.”

“Expensive rents and tuition fees, few job opportunities for students.”

“The scholarship for doctoral students is not sufficient and does not cover their living costs in Czechia. Given the rate of inflation and rental growth, it should be higher.”

“The existence of fees for studying in English is not justified by the quality of the services provided. Czech students can apply for accommodation scholarships, but international students cannot.”

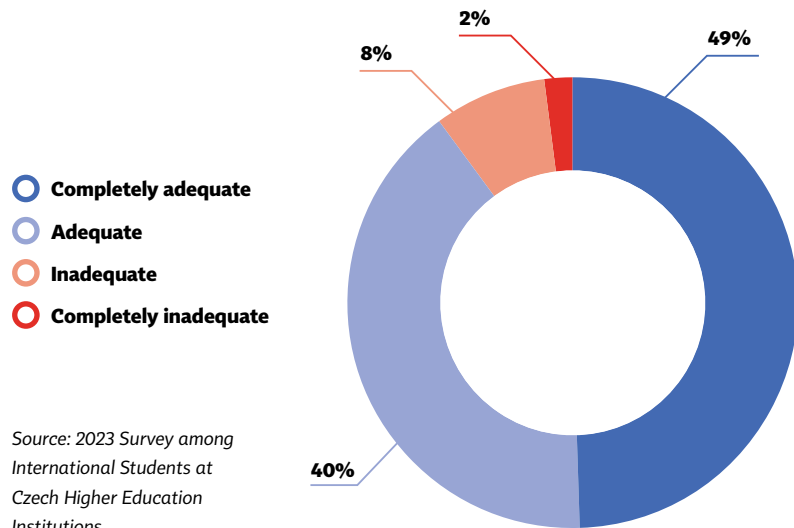


THE QUALITY-PRICE RATIO OF THE DEGREE PROGRAMME

In **Czechia**, higher education is free as long as the student comes to study in **Czech** at a public education institution. For studies in **English**, the vast majority of tuition fees range from EUR 0 to EUR 6 000 per year²⁸. Tuition fees for arts and humanities or medicine may range from EUR 8 500 to EUR 19 000 per year²⁹. Students of degree programmes in **Czech** perceive the **quality-price ratio very positively – 95%** of those studying in Czech, and by nationality, these are mainly **Slovak students (94%)**. On average, 9 out of 10 students are satisfied with the value for money in terms of the ratio between tuition fees and the quality of education offered by higher education institutions, only **79% of English-speaking students share this view**. In this statement, students from **Western Europe (70%)**, the **Middle East (74%)** and **East Asia (75%)** express **lower levels of satisfaction**. The language of study thus affects the perceived quality of studies.

Chart 48:

Evaluation of the quality of degree programme relative to the level of tuition fees (N = 5,347)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

^{28/} Based on information that universities enter into the Study in Czechia degree programme portal <https://portal.studyin.cz/en/>.

^{29/} Source: <https://portal.studyin.cz/en/>



SUMMARY

The way international students perceive the quality of studies at Czech higher education institutions is closely linked to the language of their studies. In general, students who come to study in **Czech** report a much higher level of satisfaction than those who study in **English**. However, this is not true of all regions – for example, students from **Africa** are more satisfied than others in many statements. The same is true for students from **Asia**, especially for the **South and Central Asia** regions, whose students would recommend studying in Czechia in **9 out of 10 cases**. The regions where students are **less satisfied** with their choice of Czechia are **Western Europe** and **North America**. In Western Europe, these are mainly students from Germany who would reconsider their choice in a third of cases. Attention should be given to the testimonies of students who have experienced hostile behaviour, discrimination or racism. In general, 9 out of 10 students consider their degree programme to be of high quality.

When assessing the **quality of degree programmes**, respondents perceived both **study materials and classroom equipment** as adequate. On the other hand, the **connection of the degree programme to real-life practice** and the **ability of teachers to reflect the needs of international students** may be problematic in some cases (both perceived as **insufficient by approximately one-fifth of respondents**). Teachers' attitudes are perceived negatively mainly by students from more developed regions – Western Europe, North America and the Middle East.

The survey also suggests that higher education institutions could focus more on **adjusting the education system** to more closely align with students' expectations in terms of the ideal ratio between the **use of the various teaching methods**, thus potentially making the studies more attractive to international students. At present, students perceive the **excessive use of self-study and lectures** as a problem; on the contrary, they lack more opportunities to **apply theoretical knowledge in practice** through **internships and project- or problem-based learning**.



PART **VII.** SERVICES AND
LIVING CONDITIONS

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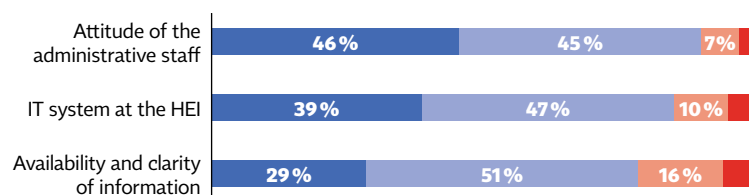
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INFORMATION SERVICES AT HIGHER EDUCATION INSTITUTIONS

Students perceive the **services** provided by Czech higher education institutions **rather positively**. In particular, they appreciate the **attitude of the administrative staff**, with **9 in 10** international students stating they are satisfied. Respondents also express **positive** views about **information technologies and systems**. While the **availability and clarity of information** may appear slightly more problematic, **8 out of 10** respondents are still satisfied in this statement.

Chart 49:
Evaluation of information services at higher education institutions
(N = 5,085)



Source: 2023 Survey among International Students at Czech Higher Education Institutions



Differences between the various indicators are mainly evident in the statement concerning the **clarity and availability of information**. While students from **Slovakia** are satisfied in 87% of cases, **other countries** only express satisfaction in 76% of cases. Students of degree programmes in **English** express satisfaction in 71% of cases. They find access to information more difficult than their peers studying in **Czech** (85% satisfaction). A closer look at the various regions and countries reveals more significant differences. **Less than half** (43%) of students coming from **North America** are satisfied with the **clarity of information**. The US is a specific market that is greatly influenced by **high tuition fees**, which bring high expectations for the service provided by higher education institutions. **Services and information** at Czech higher education institutions are normally provided on request rather than automatically, as is the case in the United States. Respondents from countries in **Western Europe** (57%) and **Eastern Europe** (62%), which are part of the EU, rate **information** slightly better. Even though the **average sat-**

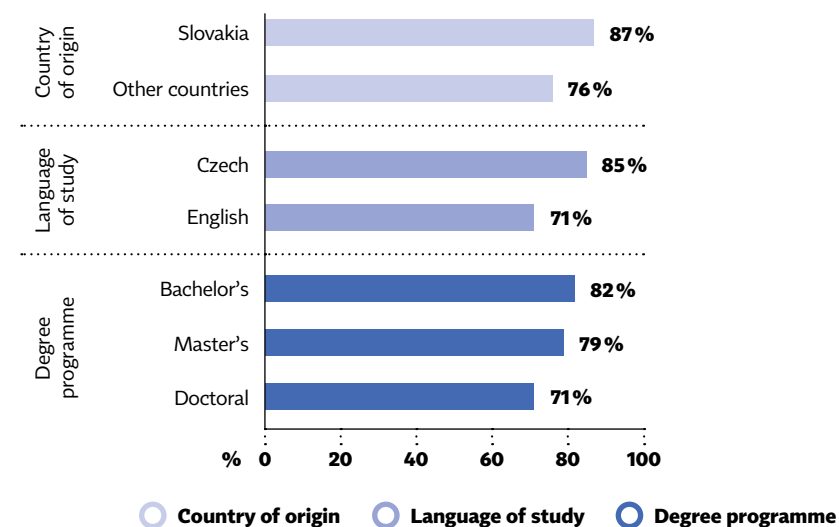
isfaction rate exceeds 80%, the research shows that it is desirable for higher education institutions to pay attention to how they **communicate** with international students. The primary focus should be on making the **information** that is conveyed to students **as clear as possible**. This is particularly true for students of degree programmes in **English**, as the **language barrier** seems to be a **significant problem** for them.

For communication with international students, it is essential that **higher education institutions have a good-quality website in English**. **The structure and content should be adapted to an international audience**. However, it is not only about improving the quality of websites, it is also important to **adapt the information to the specific needs of each target group**. **Finding the right channel** for specific information is also an important factor. While a website is a good medium for a comprehensive summary of information, it is not sufficient as the only source of information transfer between school and student.

For the other two statements, the differences between Slovaks and students from other countries are minimal. The same is true for both language and the level of study.

Chart 50:
Evaluation of information services at higher education institutions,
by selected indicators (N = 5,085)*

Availability and clarity of information



* The chart shows the sum of "Very good" and "Good".

Source: 2023 Survey among International Students at Czech Higher Education Institutions

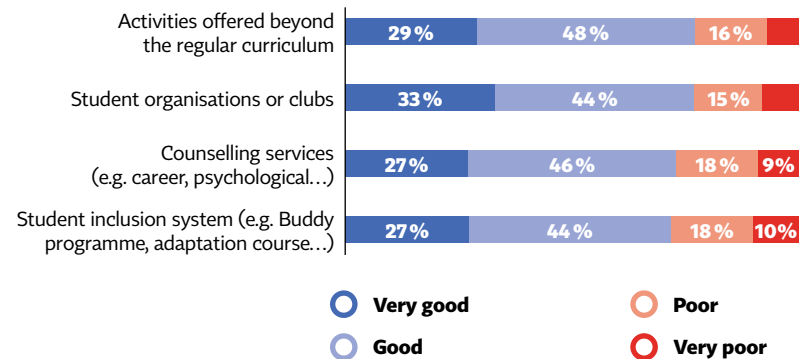


INTEGRATION SERVICES AT HIGHER EDUCATION INSTITUTIONS

77% of the students surveyed consider both **student organisations or clubs** and **activities beyond the regular curriculum** to be of high quality. Satisfaction with **counselling services** such as **psychological help or career counselling** is only a few percentage points lower. The integration of new international students, which includes, for example, a **buddy programme or adaptation courses**, is rated positively by 7 out of 10 respondents.

Chart 51:

Evaluation of integration services at higher education institutions (N = 4,317)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

For these particular statements, the **average values** can be misleading because each statement shows a **large difference in satisfaction with integration services** between students studying in **Czech** and those studying in **English**. It is not surprising that the **adaptation process is much easier** for students who **share cultural or linguistic affinity with Czechia**. However, the data shows that **non-Czech-speaking** students perceive integration services as **highly problematic** and that especially students from specific regions find the integration process very problematic. This may also be due to personal experience with counselling/support services at HEIs in the student's home country, and fear of 'losing face' when asking for help may also play a role.

As usual, **Slovak** students express a **high level of satisfaction**. This is confirmed by the fact that **9 out of 10** Slovaks consider **student organisations or clubs** to be of sufficient quality. This view is only shared by **7 out of 10** students **from countries other** than Slovakia. A comparison by **language of study** is also **more favourable** for students in **Czech**. Only **66%** of respondents studying in **English** are satisfied with the activities of student organisations or clubs, compared with **84% of those studying in Czech**. From a regional perspective, students from the **Middle East** (56%), **North America** (62%) and **Western Europe** (62%) are the **least satisfied**. In terms of the top seven most represented countries, the most satisfied students (apart from Slovaks) are from **Belarus** (81%) and **Ukraine** (82%).

83% of Czech-speaking students are satisfied with **activities beyond the regular curriculum**, while only **66%** of students of degree programmes in **English** are satisfied. From a regional perspective – as with the previous statement – respondents from the **Middle East** (56%) and **North America** (58%) are the least satisfied. Of the top 7 countries, these students are joined by Germans, of whom only **54%** are satisfied.

Also, the **quality of counselling services** is **noticeably lower** according to respondents studying in **English**, with only **64%** indicating they are satisfied. It can also be concluded that **the higher the level of study, the worse the rating of the services provided**. Students' actual expectations may also play a role here. **Bachelor's degree** students are more likely to turn to counsellors with **problems that are easier to solve** such as deciding which programme to choose next, learning difficulties, homesickness, etc. For **master's students**, these are usually **more complex problems** where solutions cannot always be found at the faculty, and third-party follow-up services for foreigners are not always sufficient in Czechia.

While 76% of **bachelor's students** are satisfied, only 70% of **master's students** and 65% of **doctoral students** state they are satisfied. A **lower level of satisfaction** with the counselling services provided is expressed especially by respondents who come to study in Czechia from countries where **such care is generally of a higher standard at higher education institutions** and is already **considered a common practice** at most of them. This is evident among students from **North America** (44% are satisfied) and **Western Europe** (54%). The **adaptation process** can be **complex and psychologically challenging** for students, especially if they come from a different cultural background. It is therefore important that Czech higher education institutions reflect international students' critical perception of the quality of the counselling services provided. For example, **high-quality psychological help** may be crucial in the adaptation process, especially since **cases of mental health problems** among higher education students are becoming ever more **prevalent**.³⁰ It should be noted that, in this respect, the situation is **improving** at Czech schools in terms of the services offered. With the **increasing number of students** (not only international students) with **psy-**

³⁰ FORBES-MEWETT, Helen a SAWYER, Maree. International Students and Mental Health. Online. In: Journal of International Students Volume 6, Issue 3 July/August (2016), s. 661–677

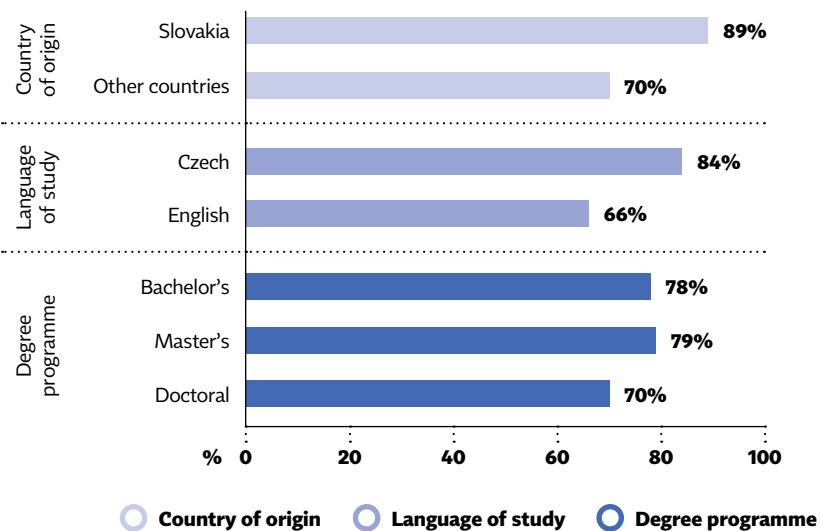
chological problems, Czech schools are more aware of the need to offer psychological support, and most of them offer the **services of a psychologist as part of their counselling services**. Also, higher education institutions are increasingly interested in establishing the position of an **ombudsman**. It can be recommended that employees providing counselling services at HEIs should complete **training in intercultural communication**. A better understanding of the **specific needs of international students will help improve the quality of care and support**.

The last statement in this category refers to the **system of integrating students into everyday life at the higher education institution**, with **7 out of 10** international students stating they are satisfied with the system. In terms of the language of study, this result is **no exception from the established trend**. **76% of Czech-speaking** students and only **65% of English-speaking** students are satisfied with their integration. For this statement, there are noticeable differences by level of study. **Bachelor's and master's students** rate the services provided as of sufficient quality in **73%** of cases. For **doctoral** students, this is only **63%**. Respondents who come from **economically stronger regions** and, in turn, may have **higher expectations** about the **services provided by the higher education institution** are more critical of the level of inclusion of students in the community. Therefore, students from **Western Europe** (51%) are satisfied), **the Middle East** (51%) and **North America** (52%) would expect a **high-quality** of support programmes offered by the higher education institution.

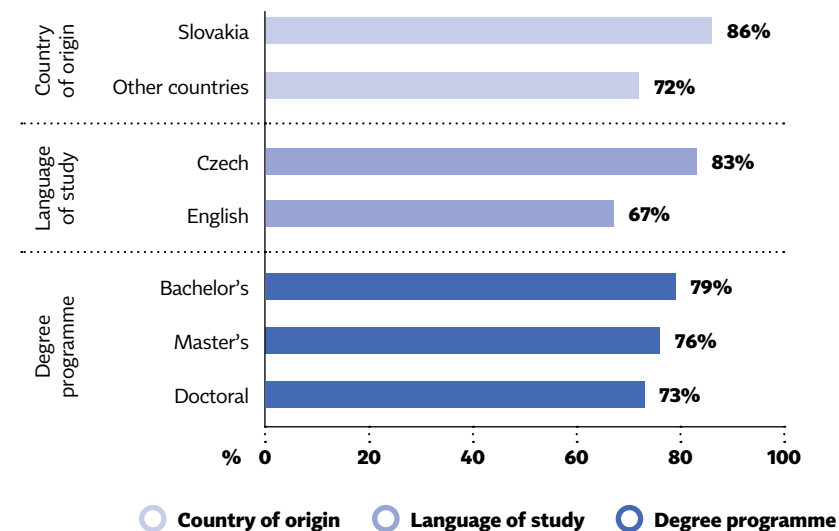
Chart 52:

Evaluation of integration services at higher education institutions, by selected indicators (N = 4,317)*

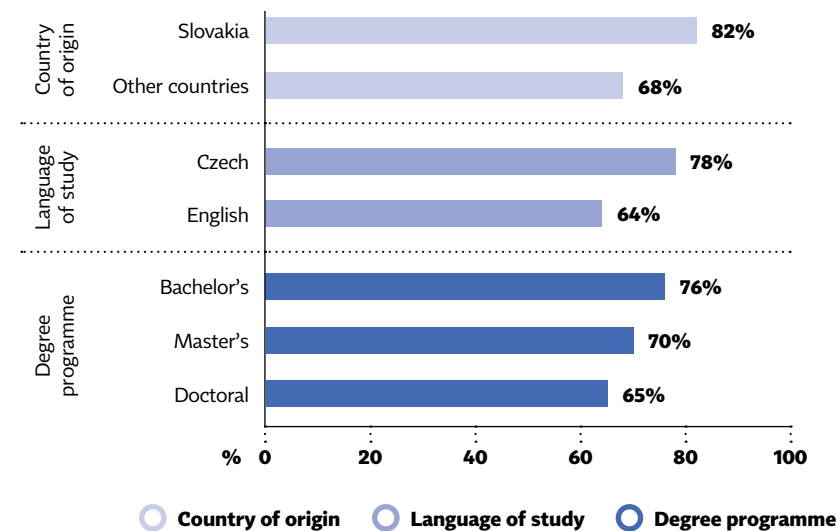
Student organisations or clubs



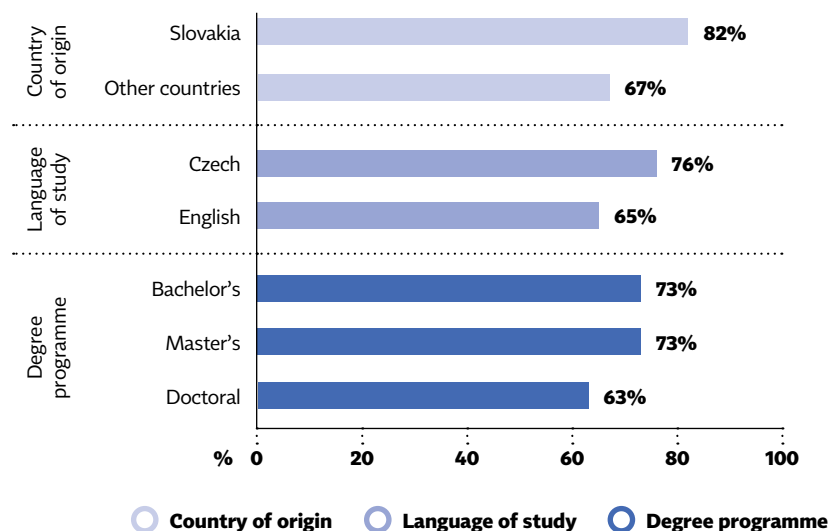
Activities offered beyond the regular curriculum



Counselling services (e.g. career, psychological...)

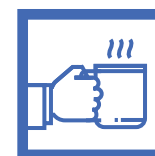


Student inclusion system (e.g. Buddy programme, adaptation course...)



* The charts show the sum of "Very good" and "Good".

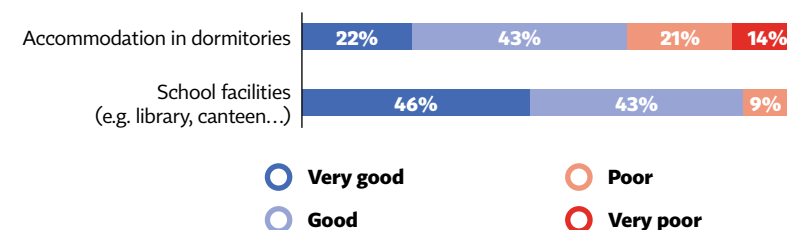
Source: 2023 Survey among International Students at Czech Higher Education Institutions



INFRASTRUCTURE SERVICES AT HIGHER EDUCATION INSTITUTIONS

According to 9 out of 10 international students, the facilities at higher education institutions are of a good quality. Fewer respondents, namely two thirds, are satisfied with their accommodation in dormitories.

Chart 53:
Evaluation of infrastructure services at higher education institutions (N = 5,085)



Source: 2023 Survey among International Students at Czech Higher Education Institutions

92% of students attending degree programmes in Czech find libraries, school canteens and other facilities to be of high quality. English-speaking students are more critical of HEI facilities, with 82% of respondents stating they are of adequate quality. The regions with the lowest satisfaction rates are North America (72%), the Middle East (72%) and Western Europe (77%).

65% of respondents, and only 56% of those studying in **English**, consider the quality of **accommodation in dormitories** to be good. **The expectations for accommodation in dormitories increase with the level of study and the age of the student.** The higher the level, the higher the requirements for decent accommodation. **67% of bachelor's** students, **65% of master's** students and only **57%** of doctoral students are satisfied with their accommodation. Furthermore, students from regions whose expectations may have been significantly influenced by the standard of accommodation at higher education institutions in their country of origin also see room for improvement. These include **Western Europe**, with only **43%** of respondents stating they are satisfied with the dormitories, as well as **Middle East** (45%) and **North America** (50%). **Strong dissatisfaction** with the accommodation offered is expressed by students coming from **Germany**, with only **35%** of them being satisfied.

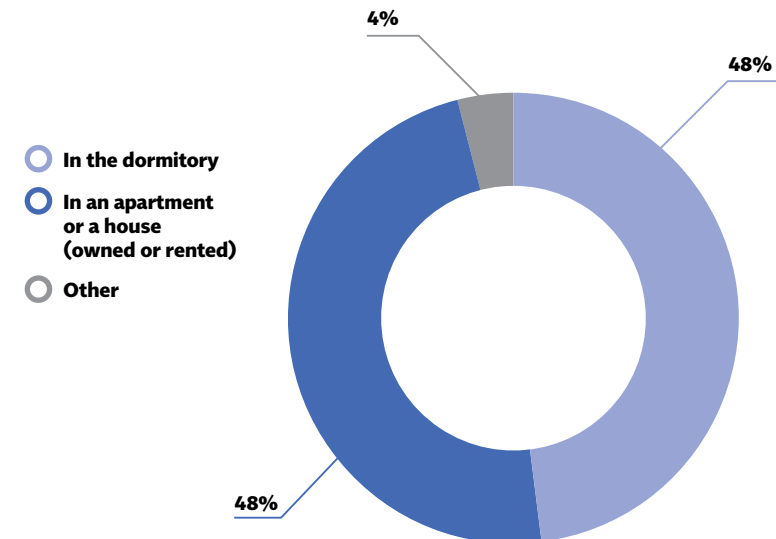


ACCOMMODATION DURING STUDIES

International students are evenly split between **accommodation in dormitories and private apartments**, with each type of accommodation accounting for **48%** of respondents. The remaining students often use distance learning or commute to Czechia for their studies, and when they need accommodation they stay at a hotel or with friends or acquaintances. Although there is an even split, there are regional differences that more or less reflect the opinions regarding the quality of dormitories. Students from some regions are significantly more critical of accommodation in dormitories. Within these regions, private accommodation is a more common choice.

Chart 55:
Accommodation (N = 5,200)

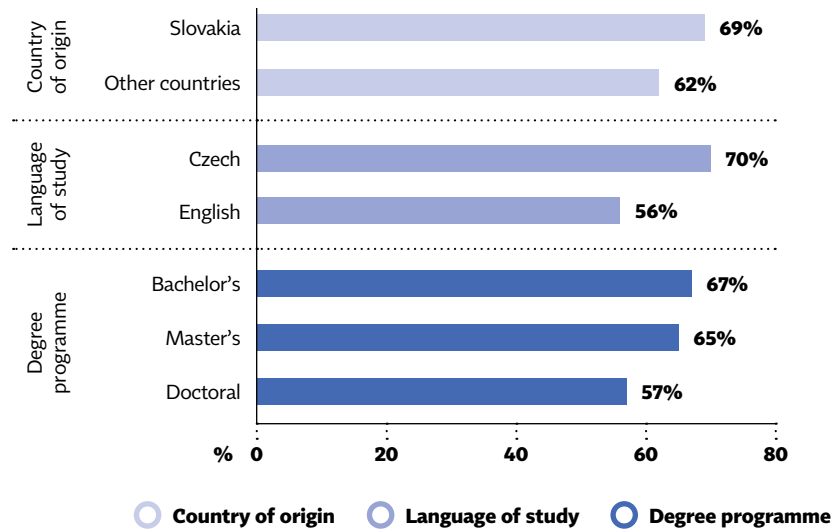
Where do you live during your studies?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 54:
Evaluation of infrastructure services at higher education institutions, by selected indicators (N = 5,085)**

Accommodation in dormitories



* The chart shows the sum of "Very good" and "Good".

Source: 2023 Survey among International Students at Czech Higher Education Institutions



Where do you live during your studies? – other:

“I lived in the dormitory for three years, but the price is so high that it’s more economical to rent an apartment.”

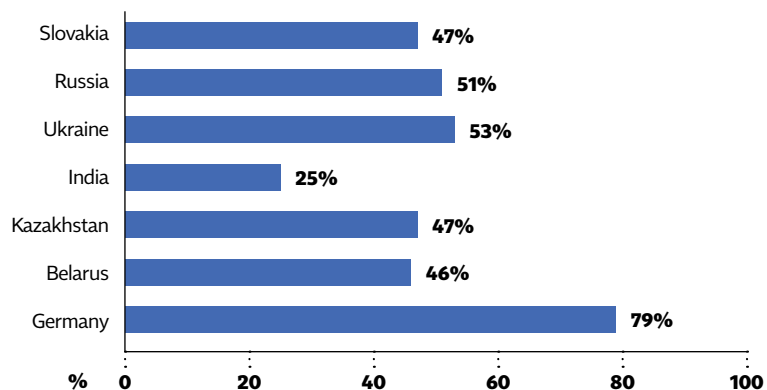
“I lived in the dormitory during my bachelor’s studies, and in an apartment during my master’s studies.”

“At first in the dormitory, then I had to move to an apartment because of lack of capacity.”

The majority of students from the **European Union** countries, both from Western and Eastern Europe, as well as from **North America** use a **private apartment**. More than **three-quarters of German students** who have chosen to study in Czechia also live in apartments. **Dormitories** are chosen by respondents from **South and Southeast Asia and Africa**. Also, dormitories are very often used by students from **India**. **The higher the level of study**, the more likely students are to **exchange dormitories for apartments**. After arriving in Czechia, **bachelor’s** students choose dormitories in **half of the cases**, while **doctoral** students only in **a third of the cases**.

Chart 56:
Accommodation, by selected countries (N = 5,200)

In an apartment or a house (owned or rented)



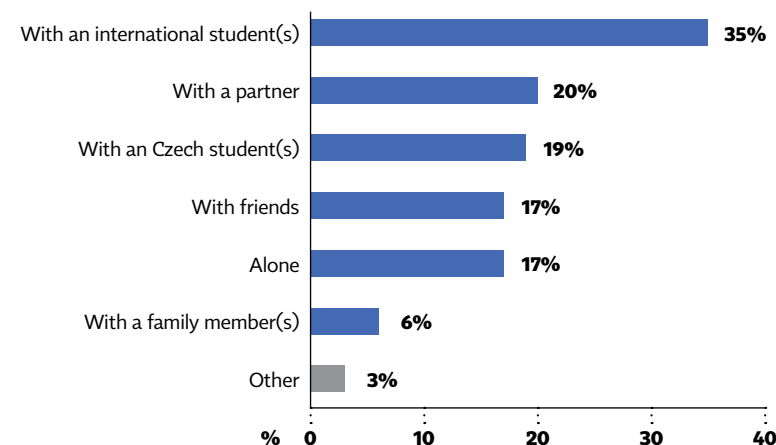
Source: 2023 Survey among International Students at Czech Higher Education Institutions

Shared accommodation

More than a third of international students **share accommodation with other international students**. **Two-fifths** of respondents live either with a **partner** or with **Czech students**. **17% of respondents live alone**, and **the same percentage live with friends**. **The higher the level of study**, the more often students live **alone** or with a **partner**.

Chart 57:
Shared accommodation (N = 5,200)

Who do you currently live with?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Bachelor’s students most often share an **apartment or dormitory with other international students** (38%) or with **Czech students** (22%). As with bachelor’s students, in their **master’s** studies respondents often live with other **international students**, but they are much more likely to live **alone** (19%) or with a **partner** (21%). More than half of **doctoral** students live either **as a couple** (25%) or **alone** (29%).

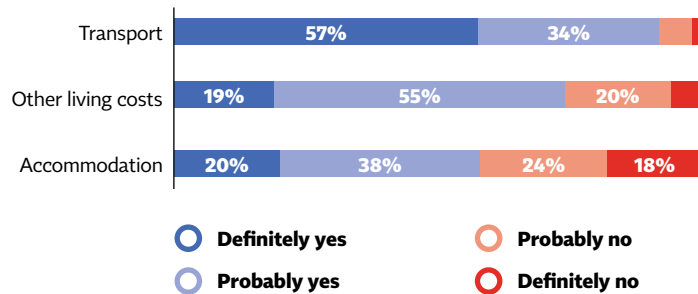


THE QUALITY-PRICE RATIO OF SERVICES

According to international students, Czechia has good-quality **public transport**, which is confirmed by 9 out of 10 respondents. In contrast, only 58% of respondents are satisfied with **accommodation options**. Three quarters of international students are satisfied with **other costs** that are associated with their stay in Czechia.

Chart 58:
The quality-price ratio of services (N = 5,049)

In your opinion, does the quality of the following services correspond to their price?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

The quality of services offered relative to their price is perceived slightly better by students of programmes in English. As many as 94% of those studying in English are satisfied with transport.

Other costs associated with living in Czechia are considered more expensive by respondents from **Eastern European countries**. This is especially true for **Belarusians** (60% are satisfied) and **Russians** (67%). Ukrainians are an exception, with three-quarters expressing satisfaction. **Western Europe**, as a region whose respondents are **generally critical in the different statements**, considers the price of services **to be adequate**. **8 out of 10** respondents from that region and **9 out of 10 Germans** think so.

Compared to other services, the **price-quality ratio** of accommodation is **clearly perceived most negatively** by international students. Ensuring the uniform **quality of accommodation** facilities may be a problematic point. The financing of dormitories in Czechia is different from other European countries. **Dormitories do not receive any subsidies** or other funds from the government or HEI budget. In addition, larger **higher education institutions** usually **have more accommodation facilities**, which **may vary in quality**. This situation should then be reflected in **different prices**. **The number of international students** in Czechia keeps **increasing**, so **it is currently not possible to provide single rooms** for capacity reasons, which can cause frustration among students and their dissatisfaction with the quality of accommodation. **Funding and government priorities** within investment projects also have an inherent effect on the **construction or renovation of dormitory facilities**. **The average satisfaction rate among respondents is 58%**. Most of the individual indicators are within several percent of the average level and, in general, there are only a few indicators that differ significantly in this particular statement. One such indicator is students from **Germany**, who are unusually satisfied (70%) with the price level of accommodation in Czechia compared to students from other countries. Another exception is respondents from Ukraine (65% are satisfied).

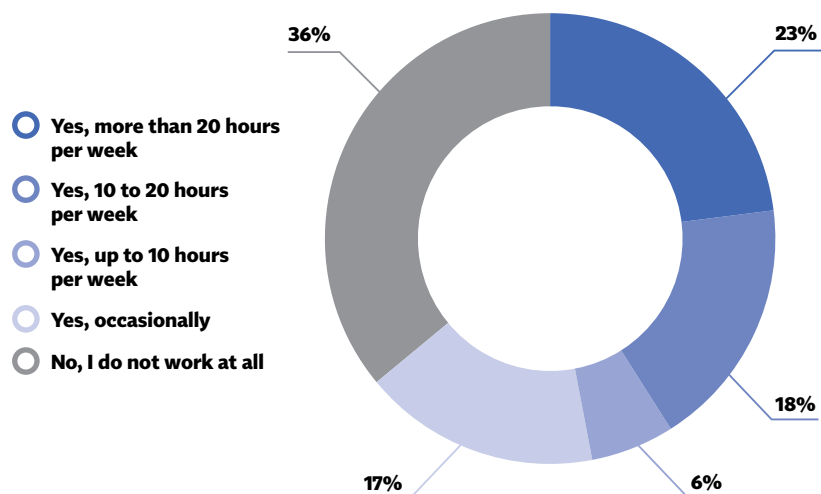


WORKING WHILE STUDYING

Only **36%** of respondents do not **work at all** during their studies. Almost a **quarter** of students **combine their studies with more than 20 hours of work a week**, and **18%** work between **10 and 20 hours a week**. A closer look at the data shows that the differences in the number of hours a student works are most evident by **region of origin** and also by **level of study**.

Chart 59:
Working while studying (N = 5,200)

Do you work during your studies?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

It is worth mentioning here that **students from third countries** who study **full-time** in a degree programme accredited by the Ministry of Education, Youth and Sports in Czechia **do not need a work permit**. In other words, if a student has a long-term residence permit for the purpose of studies, the determinative aspect for the purposes of free access to the labour market is, in particular, whether these are accredited higher education studies that can be considered as “continuous preparation for a future profession” pursuant to Section 5 of the Employment Act³¹. In these cases, foreigners have **free access to the labour market** under Section 98 of the Act.

The older the student and the more advanced the degree, the more likely they are to combine study and work. 38% of doctoral students, 24% of master’s students and 18% of bachelor’s students work more than 20 hours per week.

It is also worth noting that almost **half** of all international students who come to Czechia to study programmes in **English do not work at all** during their studies. In contrast, **less than a third** of students of programmes in **Czech** do not work. This difference is also noticeable across the various countries. Students who come to Czechia from **economically weaker** countries work **significantly more** than students from **economically strong** regions or countries. In percentage terms, students from regions whose students are more likely to study a programme in **Czech** are the most likely to work, which may be due to the fact that, given the **linguistic and cultural affinity** they share with Czechia, it is much easier for them to **participate in the labour market**. **31%** of respondents from **Eastern Europe (EU)**, **29%** from **Latin America**, **28%** from **Eastern and Southeastern Europe (non-EU)** and **26%** from **Russia** work **more than 20 hours**. In the above regions, **almost half** of all respondents work **more than 10 hours**. In terms of the **top 7 countries**, students from **Belarus** (55%), **Kazakhstan** (49%) and **Russia** (48%) are the most likely to work **more than 10 hours** a week. In contrast, **nearly half of students from Western Europe, South and Southeast Asia and East Asia** do not work at all. For the **Middle East**, as many as 63% of the students do not work at all.

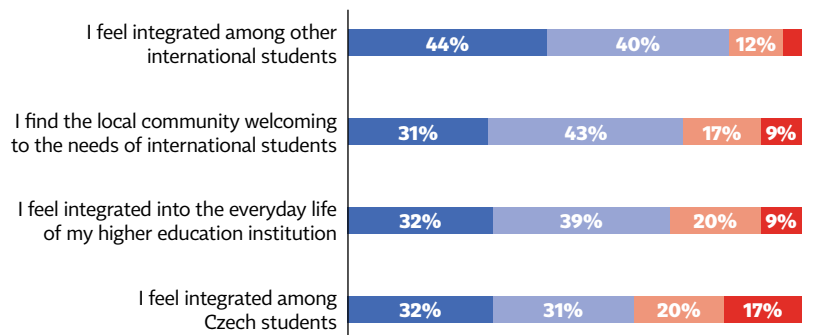
^{31/} Source: <https://www.mpsv.cz/aktualni-zneni>



INTEGRATION OF INTERNATIONAL STUDENTS

Integration into the community can be crucial for international students, both during the adaptation process and for the successful completion of their studies. As is evident from the data collected, integration among other international students is quite successful, **with 84% of respondents feeling integrated into the community of other international students. Three quarters of respondents rate the local community as welcoming.** The level of integration of international students among Czech students is essentially the same as in the previous survey. For example, the activities of student organisations and clubs, which are quite widespread at schools, could help to improve the situation. Organisations and clubs could offer more activities for international students and not create organisations for international students separately, they could also organise more meetings for both Czech and international students and co-operate more with local community associations and civic initiatives. Also, it is then up to the higher education institution to provide organisations and clubs with the right conditions for such networking. **71% of students consider themselves to be successfully integrated into the higher education environment.** It is clearly more difficult for international students to integrate into the community of **Czech students**, with **only 6 out of 10 respondents feeling part of it.**

Chart 60:
Integration of international students (N = 5,006)



Source: 2023 Survey among International Students at Czech Higher Education Institutions



International students feel part of the community of other international students, which is true for both English-speaking (89%) and Czech-speaking students (82%). In general, there are only minimal deviations from the average values in this statement and it can be seen that **integration into the community of international students is satisfactory across the board, regardless of language of study or region.**

69% of English-speaking and 72% of Czech-speaking students feel integrated into the **everyday life of their higher education institution.** In contrast, students from Belarus (47%), Kazakhstan (51%) and Russia (53%) are particularly critical of the success of integration into the higher education environment. In terms of the different fields, law schools are successful at integrating students, with 87% of respondents feeling integrated.

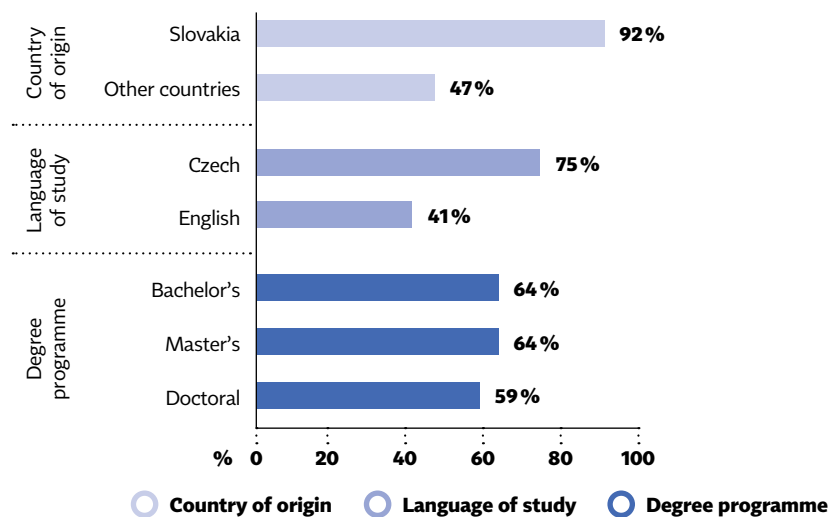
More marked differences can be found in the statement regarding how international students rate the **friendliness of the local community.** While **83% of respondents studying in Czech rate the attitude of locals positively, only 53% of students of programmes in English** do. The difference is certainly in part due to the language barrier, which affects those studying in Czech much less. It is thus logical that 93% of Slovaks rate the approach of the local community as welcoming. In contrast, 63% of students who come from a country other than Slovakia rate the statement in the same way. Especially students from the Middle East (45%), Latin America (45%) and North America (52%) are critical of the local community. Students from Western Europe are an exception – despite sharing a common EU space with Czechia, only 46% of them rate the approach of the local community positively.

Even more marked differences are found in the statement regarding **integration among the community of Czech students. Three quarters of those who study in Czech feel included**, while **only 40%** of their peers studying programmes in English feel included. Linguistic proximity as a factor conducive to a higher degree of integration is also true in this statement, with 92% Slovaks feeling part of the community of Czech students. In contrast, only 46% of students from a country other than Slovakia experience similar feelings. While the fact that there are differences between these two groups of students may not be surprising, there is considerable room for greater integration of non-Czech-speaking students into the local community and among Czech students. One way to address this problem could be for higher education institutions to better promote and provide a **buddy programme** where a international student can register in the system before arrival and is then assigned a (mostly) Czech fellow student. This gives the international student the opportunity to get friendly help from a peer even before arriving in Czechia. The Welcome Centres and their support services also play a major role in helping students integrate.

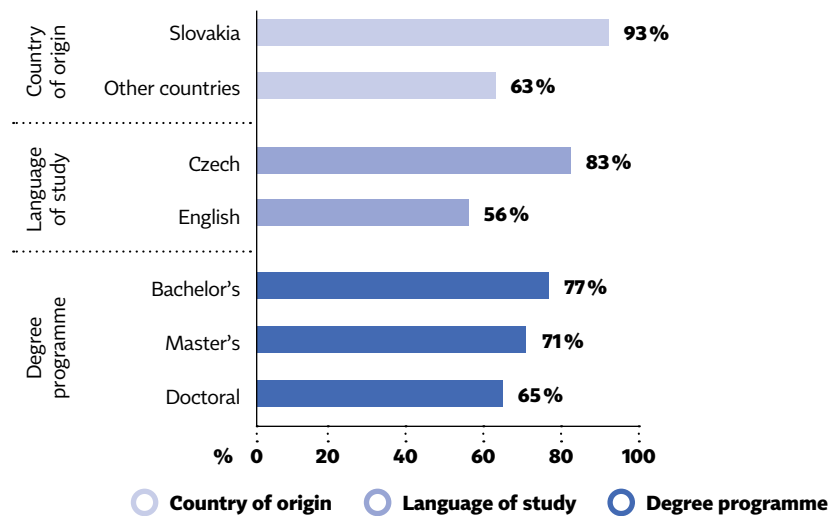
The least integrated regions are similar to those in the previous statement, i.e., Western Europe (29%), the Middle East (35%) and North America (36%). Focusing on the countries most represented in the survey, we find that Germany deviates significantly from the views of students from other countries: only a quarter of respondents feel integrated. Of the other seven most represented countries, respondents from India are second to last, but 46% of them feel integrated.

Chart 61:
Integration of international students, by selected indicators (N = 5,006)*

I feel integrated among Czech students.



I find the local community welcoming to the needs of international students.

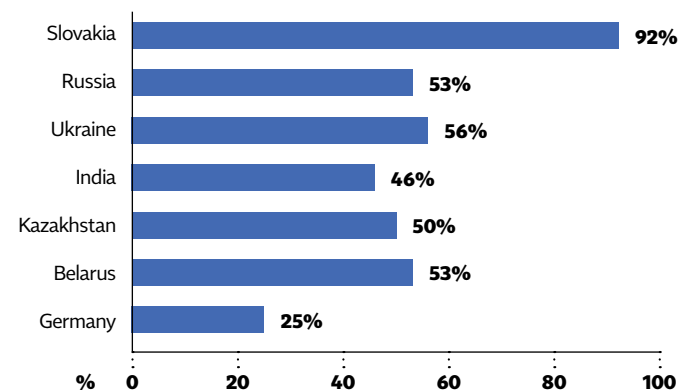


* The charts show the sum of "Strongly agree" and "Somewhat agree".

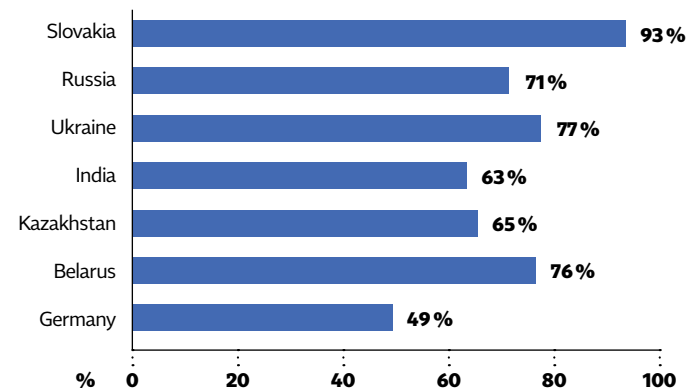
Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 62:
Integration of international students, by selected countries (N = 5,006)*

I feel integrated among Czech students.



I find the local community welcoming to the needs of international students.



* The charts show the sum of "Strongly agree" and "Somewhat agree".

Source: 2023 Survey among International Students at Czech Higher Education Institutions



INAPPROPRIATE BEHAVIOUR

16% of respondents experienced inappropriate behaviour by an employee of the higher education institution, 72% of whom did not report the incident to the appropriate authorities. 17% decided to address the situation and report the behaviour. In only a quarter of the reported cases did students feel that the school was able to address the situation adequately. The concept of inappropriate behaviour was defined in general terms in the questionnaire. Students who had personally experienced such behaviour also specified the specific forms of inappropriate behaviour in an open-ended question.

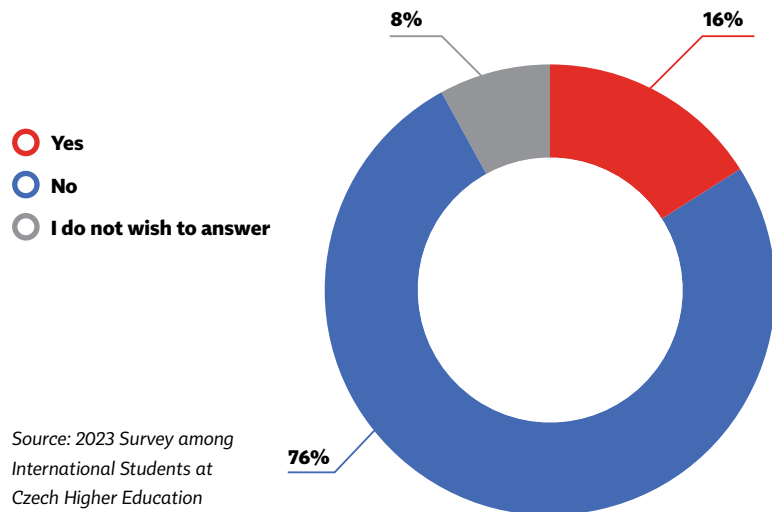
It is important to note that schools often also lack enough trained staff to address these issues, e.g., even the institution of the ombudsman is a relatively young concept. In the case of extremely inappropriate behaviour, addressing the incident is no longer up to the school, but rather it may involve co-operation with the relevant law enforcement authorities. If the student refuses to address the matter outside of their school, the school may have limited options in finding appropriate solutions. Ideally, schools

should have a methodology in English outlining the steps that international students should take if they experience inappropriate behaviour, and the guidance should also include contacts for the relevant HEI authorities, including the ombudsman, the legal advice centre, etc. If necessary, the Welcome Centres can also assist in dealing with these situations. The situation would also benefit from sustained campaigns raising awareness of the support available from the higher education institution.

63% of the students who experienced inappropriate behaviour from school representatives believe that the school did not address the situation adequately. **Two thirds of all respondents do not know whether their higher education institution has official procedures in place** for dealing with such cases (which may also be one of the reasons why a large number of international students did not report inappropriate behaviour). Only 3 out of 10 respondents know that their school has official procedures for dealing with inappropriate behaviour.

Chart 63:
Experience of inappropriate behaviour (N = 5,347)

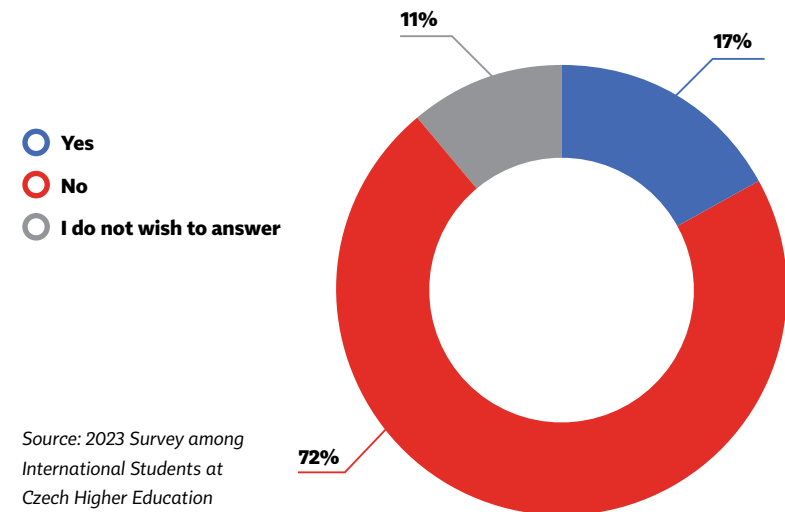
Have you personally experienced inappropriate behaviour from school employees?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 64:
Reporting inappropriate behaviour (N = 852)

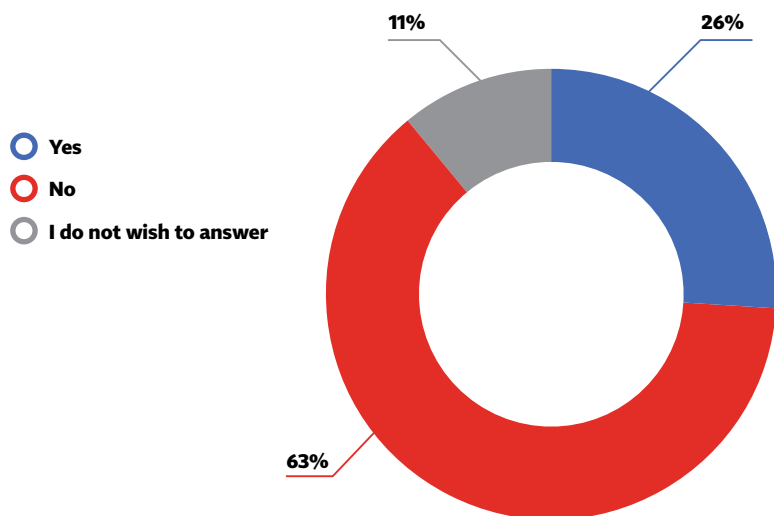
Have you reported this behaviour to an employee at your school?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 65:
Resolving inappropriate behaviour (N = 144)

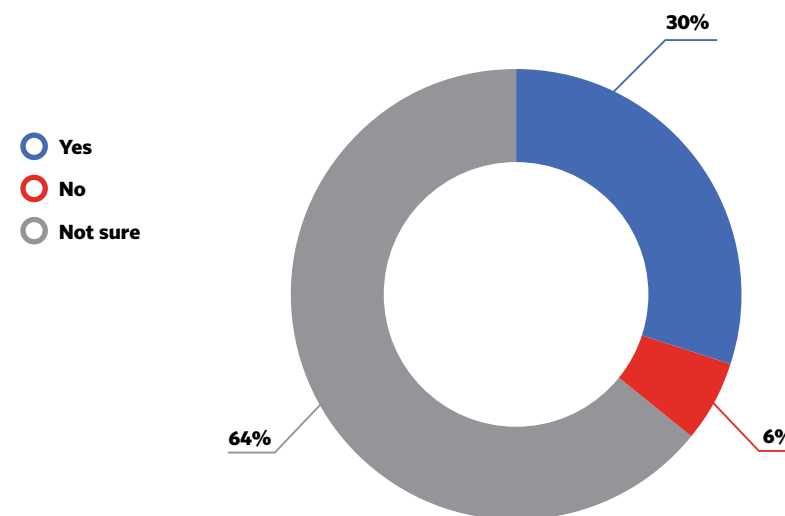
In your opinion, did the higher education institution address this situation in a satisfactory manner?



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 66:
Official procedure for inappropriate behaviour (N = 5,302)

Does your school have an official procedure in place for dealing with inappropriate behaviour from employees?

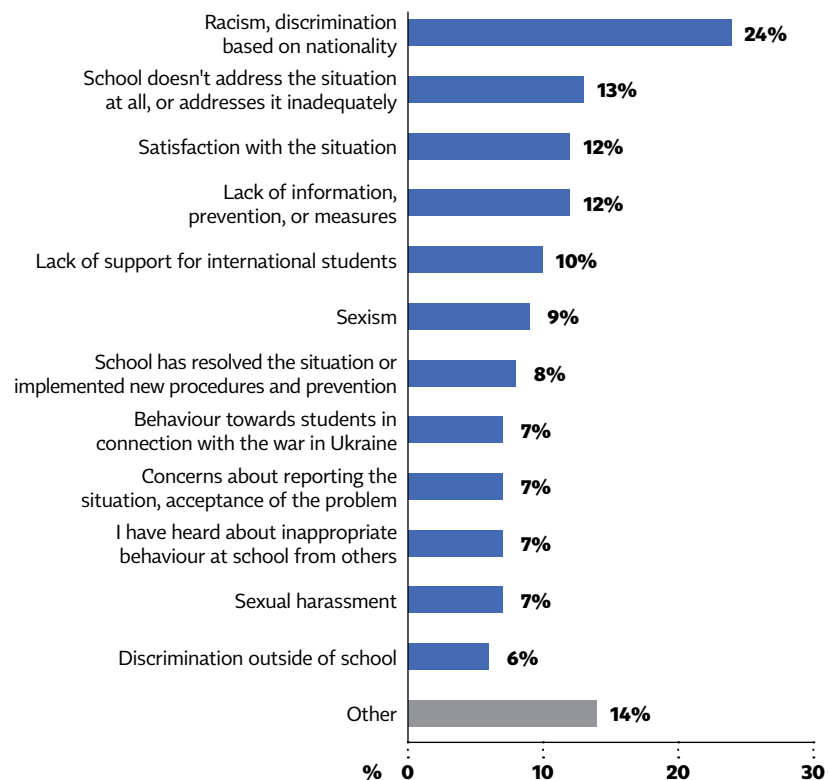


Source: 2023 Survey among International Students at Czech Higher Education Institutions

Students who stated they had experienced inappropriate behaviour from a school employee were given the **opportunity to comment further on the situation in an open question**. The responses indicate that schools should still consider racism and discrimination based on nationality to be a problem. Of the 363 responses, 87 respondents mentioned this specific problem, which is almost a quarter. In terms of inappropriate behaviour, 32 international students also mentioned cases of sexism, and 27 mentioned incidents of sexual harassment. Other frequent comments included complaints about the school's inadequate handling of the situation or insufficient information, prevention or action concerning inappropriate behaviour at the higher education institution.

Chart 67:

Comments on the occurrence of inappropriate behaviour (N = 363)*



* The chart summarises responses to the open-ended question.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

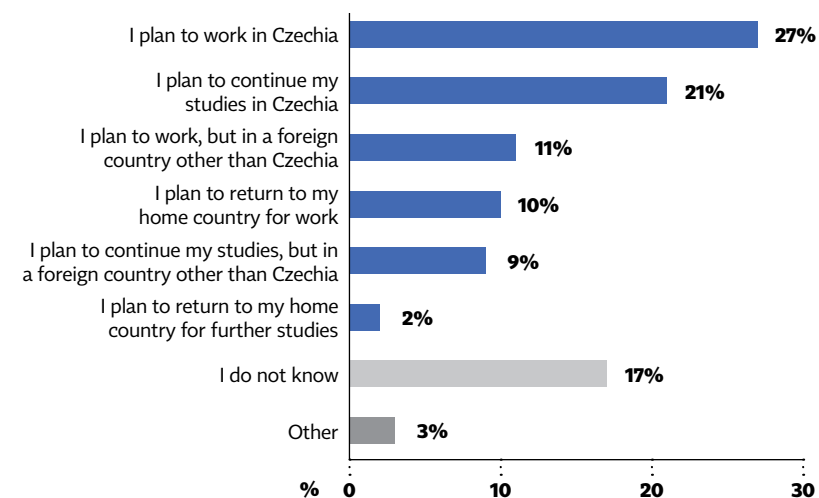


PLANS FOR THE FUTURE

After completing their studies, international students most often plan to **stay in Czechia and try to succeed in the labour market** (27%). One fifth of respondents plan to continue their studies in Czechia. In contrast, one third of respondents plan to leave Czechia. 17% of students remain undecided.

Chart 68:

International students' plans after completing their studies (N = 5,200)



Source: 2023 Survey among International Students at Czech Higher Education Institutions



Plans after completion of studies – other:

Working in Czechia:

“I already work full-time in Czechia, and I plan to continue in the same position.”

“I plan to gain further education abroad and then return to work in Czechia (depending on job opportunities).”

Depending on job offers:

“It depends on the job offers I get. If I have the opportunity to stay in Olomouc, I will stay, if not, I will look for something in Belgium or Germany.”

“I will be looking for job offers and it doesn't matter which country they are for.”

Telecommuting:

“I would like to find a remote job, try moving to another country for half a year, maybe somewhere warmer, to get new experience.”

Overall, **48% of respondents plan to stay** in Czechia, either for work or study. A large proportion are **students of programmes in Czech**, with 58% planning to stay in Czechia. In the case of programmes in English, only 29% of respondents plan to stay. On average, 13% of respondents want to return to their home country. These are mainly respondents studying in English, of whom 19% intend to return to their country of origin (only 9% of those studying in Czech want to return). A fifth of respondents want to go to a foreign country other than Czechia, namely 32% of respondents studying in English and 14% of those studying in Czech.

Especially respondents who attend **degree programmes taught in the Czech language (31%)** have **ambitions to find a job in Czechia**. These students are much more likely to stay in Czechia than their peers from programmes in English, of whom one fifth would like to work in Czechia after their studies. Especially future master's and doctoral graduates wish to stay and work in Czechia. Not all students of master's degree programmes have ambitions to go on to doctoral studies. This is why these students plan to work in Czechia more often than others, with 36% of master's, 21% of bachelor's, and 31% of doctoral students wishing to start working in Czechia. A closer look at the various regions reveals differences especially for students from Western Europe, of whom only 6% would like to work in Czechia. In contrast, **regions such as Russia (39%), Latin America (39%) and Central Asia (36%) see staying in Czechia as a great opportunity**. In terms of the different fields, **law students** stand out the most, with **60% of them planning to stay and work** in Czechia. Respondents studying business and administration are the second most likely to want to work in Czechia (36%).

Intention to continue studies in Czechia shows a similar trend to the previous statement. **27% of respondents studying in Czech would like to continue their**

current studies in Czechia, while only 9% of students of programmes in English would like to continue. A third of bachelor's students, 9% of master's students, and only 4% of doctoral students would like to continue their studies in Czechia (however, the possibilities for doctoral students to continue their studies are very limited, so the low percentage is not surprising). Slovaks are a separate group entirely – due to their linguistic affinity, it is logical that they would like to continue their studies (as stated by 27% of them). In comparison, only 17% of students from countries other than Slovakia plan to do so in the future. In terms of the various regions, **students from Russia (25%), Central Asia (22%) and Africa (22%)** are the most likely to want to continue their studies in Czechia. **Students of mathematics and statistics (36%) and general education (34%)** would like to extend their education in Czechia.

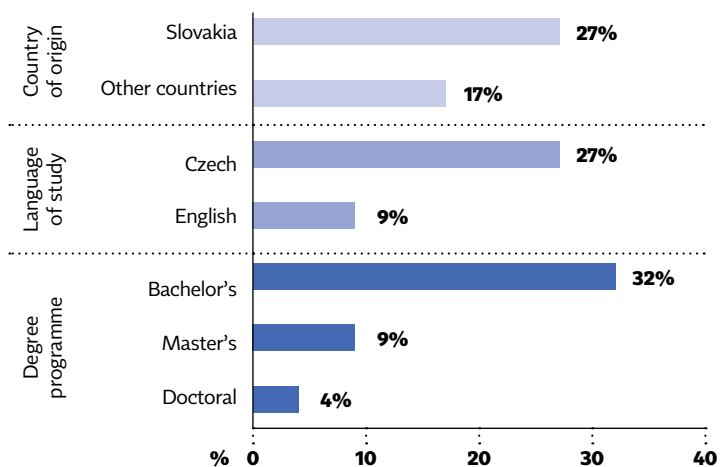
One in five international students who have come to study in Czechia would like to **go to another foreign country** after completing their studies, either to work (11%) or to study (9%). Doctoral students are the most likely to look for opportunities in another foreign country (26%), and these would be mainly employment opportunities (19%). 20% of bachelor's students and 19% of master's students would choose to do so. Bachelor's students would be more likely to seek study opportunities, and master's students employment offers. From a regional perspective, students from Western Europe (39%) and India (33%) are most likely to want to try another country. In terms of the different fields of study, future graduates of agriculture, forestry, fisheries and veterinary (28%) and health and welfare (27%) are the most likely to plan to exchange Czechia for another foreign country.³²

13% of respondents plan to return to their home country, in most cases to work. 17% of master's students, 16% of doctoral students and only 9% of bachelor's students intend to return. Only a small percentage of students coming from Russia and Belarus plan to return, namely 2%. In contrast, respondents from Western Europe (31%) are most likely to plan to return to their home country, especially those from Germany, of whom nearly a half are preparing to return. Since half of German students come to Czechia to study health and welfare, it is not surprising that – of all the fields – future doctors and social workers are the most likely to plan to return to their home country, with a quarter wishing to do so. At the same time, a fifth of respondents studying agriculture, forestry, fisheries and veterinary will return home (21%).

^{32/} In 2021, a pilot survey was conducted focusing on international graduates of Czech higher education institutions: <https://www.dzs.cz/statistiky/vyzkum-mezizahranicnimi-absolventy-ceskych-vysokych-skol>

Chart 69:
International students' plans after completing their studies, by selected indicators (N = 5,200)

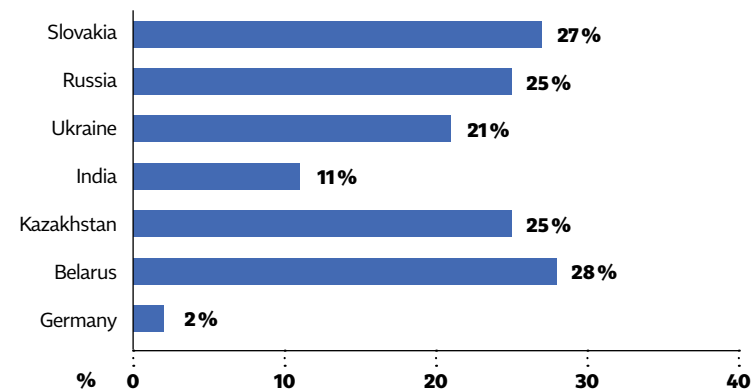
I plan to continue my studies in Czechia.



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Chart 70:
International students' plans after completing their studies, by selected countries (N = 5,200)

I plan to continue my studies in Czechia.

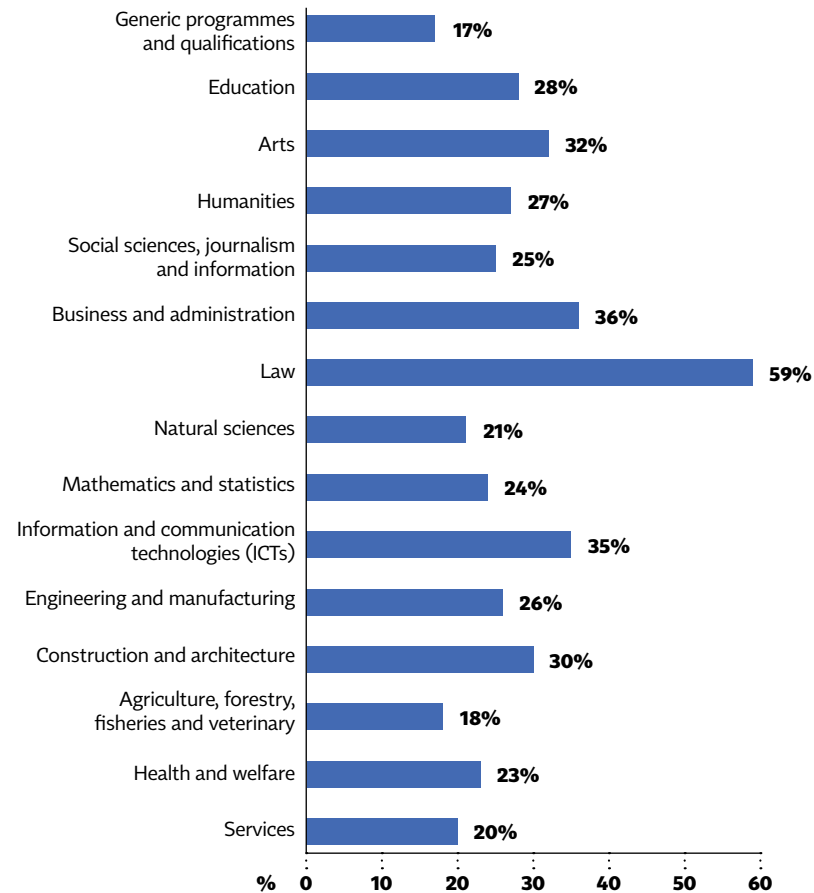


Source: 2023 Survey among International Students at Czech Higher Education Institutions



Chart 71:
International students' plans after completing their studies, by field of study
(N = 5,200)

I plan to work in Czechia.



Source: 2023 Survey among International Students at Czech Higher Education Institutions

Services provided by higher education institutions to international students are **evaluated positively** by respondents. Generally, respondents studying programmes in Czech and students from Slovakia are more satisfied with the services offered. The good news for Czech higher education institutions is that respondents mainly **praise the attitude of HEI employees**, who help them with the administrative tasks related to their stay at the school. At the same time, one fifth of the students point out that the **availability and clarity of the information** they receive from their higher education institution is not always good.

In the survey, students also evaluated the **quality of integration services** at higher education institutions. Even though the average rating of the services does not suggest that international students are deeply dissatisfied with their quality, it can be concluded that the **quality of integration services is more problematic for students of programmes in English**. This is particularly true of the statement regarding career and psychological counselling. It is evident that the inadequate quality of counselling services is a problem mainly for students in whose countries these services are commonly available. If these services are not of sufficient quality, are poorly accessible or completely absent at the higher education institution, this problem can be significantly reflected in the final evaluation.

The **price-quality ratio of services in Czechia** is perceived positively by international students, especially in the case of transport. Respondents clearly appreciate the **availability and price of urban and intercity transport** in Czechia and consider it to be of high quality. Other living costs are most likely to be viewed as adequate by respondents who come from traditionally wealthier regions (Western Europe, North America). In contrast, for students coming from countries east of Czechia, the prices could be lower relative to their quality. Of all the services in Czechia, **accommodation** is the most problematic for international students, as its quality is the least adequate relative to its cost.

While students are **satisfied with the equipment and facilities of higher education institutions** (canteens, libraries, etc.), they are more likely to **reflect negatively on the quality of accommodation in dormitories**. Students who study bachelor's programmes, and, in turn, are often in Czechia for a short period of time, are much more likely to live in dormitories. Private apartments are mainly used by students at more advanced levels of study who are looking for stability and a higher standard that dormitory housing cannot provide. International students most often share an apartment with other international students. Bachelor-degree students are most likely to live with Czech students (this number decreases with higher levels of study). The older the student, the more likely they are to live alone or with a partner.

While studying at Czech higher education institutions, **students at higher levels of study** than the bachelor's degree and **students of programmes in Czech** spend **the most time working**. In contrast, students who came to study in English work significantly less and half of them do not work at all. In general, students who come to Czechia from economically weaker regions are significantly more likely to work and work more hours than students from economically strong regions or countries.

The data shows that international students feel significantly **better integrated among other international students** than among local communities or Czech students. In terms of integration, there is a noticeable difference between students studying in English (whose adaptation is clearly more difficult) and respondents attending programmes in Czech (the latter have a great advantage due to the linguistic and cultural affinity they share with Czechia).

After completing their studies, international students are most likely to **plan to stay in Czechia**, which is especially true for those who have come to study degree programmes in Czech. Respondents studying in English are more likely to plan to go to a foreign country other than Czechia and are also much more likely to plan to return to their home country.

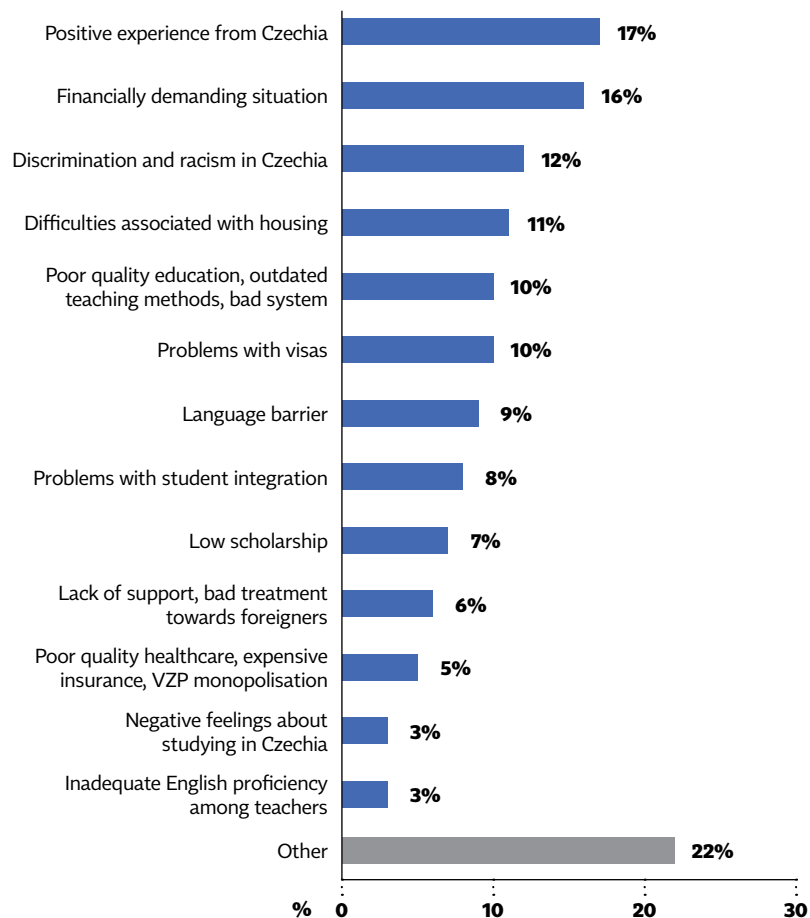


STUDENTS' FINAL
COMMENTS
AND MESSAGES



At the end of the survey, respondents were given the opportunity to **express their comments, observations, opinions, and messages**. This was an open-ended question, and students were not restricted in any way. Comments were collected from 483 respondents. The responses were then coded and divided into 14 categories.

Chart 72:
Final comments (N = 483)*



* The chart summarises responses to the open-ended question.

Source: 2023 Survey among International Students at Czech Higher Education Institutions

The comments included very few complaints about financially challenging situations related to staying in Czechia (16%).

The percentages for those who stated they had experienced **discrimination, racism or inappropriate behaviour** towards foreigners add up to 18%. Compared to the previous survey, this figure is slightly lower (previously 22%), but it is still alarming, and this issue warrants further attention.

The language barrier, problems with health insurance, or complaints about **teachers' poor proficiency in English** were less common. However, since these were not pre-defined categories, but rather respondents were free to comment on any issue, even responses with low percentages should be taken into consideration.

It is worth noting that these are final comments, not an overall assessment of student satisfaction. It is still true that 9 out of 10 respondents would recommend studying in Czechia to others, but even so, there are many aspects that need improvement.



Positive experience:

“Generally speaking, Czechia is a great country to visit and study in. Many higher education institutions offer high-quality programmes in both Czech and English.”

“In my opinion, you have a beautiful country, great higher education institutions, and I feel better here than at home! I am very grateful for the opportunity to study, live and travel in Czechia!”

“Despite my origin, studying in Czechia has made me feel integrated into the Czech environment. My higher education institution and my teachers, who were very understanding and supportive to me, helped me a lot.”

Low quality of studies:

“Prague and Czechs are great, but my faculty is outdated, it teaches little and demands a lot with very little help and resources provided. I believe that the amount of teaching materials and resources we get does not compare at all with those made available to Czech students (books, lectures, duration of physical practical experience).”

“Some teachers are not open to discussion and do not have up-to-date information. Fortunately, it only happens occasionally. Not all courses have a teacher, sometimes it is only an expert.”

Financial considerations:

“In general, I would say that studying in Czechia suits me quite well, but as an in-

ternational student, I have noticed that the cost of living for an undemanding student in Prague is not compatible with the current amount of the basic scholarship (the doctoral scholarship at our faculty is quite low). Inflation and rising prices are certainly not making life easier.”

“I wish it was easier to find a job. I can't afford to live here without the support of my family. Other than that, I haven't had any problems.”

Visa:

“Please, speed up the visa process. I like Czechia very much, but the time required to issue visas is not very convenient for international students. I am still waiting for a visa in my home country.”

“I think the visa application process should be much simpler, and counselling sessions should be available for students.”

Integration of international students:

“I would like to have more opportunities to get to know Czech students and culture. It is important for us to really settle in. This will help us to get to know the local people even better.”

“Czechia is a pleasant country to study and stay in, and the higher education institution is fantastic. It offers high-quality education, teaching and good facilities. My main observation is that the level of integration of Czech students with the locals is very low, mainly because of the language barrier. Czech and Slovak students prefer to socialise with their Czech

peers rather than with international students, perhaps this is a cultural thing.”

Prejudice, discrimination:

“I perceive discrimination against foreigners from Czech-speakers. Especially from the older generation.”

“It is a common joke among foreigners that if you have to move out of a rented apartment for any reason, you are literally guaranteed not to get your security deposit back. This happens exclusively to foreigners – none of my Czech friends have this experience and they don't even believe me until they talk to the landlords themselves. Taking advantage of the fact that someone does not speak my language, that is not something I am used to from my country. Moreover, a significant portion of foreigners are very young and inexperienced, and so they go through this repeatedly, which makes it quite frustrating. It is probably the only reason why I wouldn't recommend someone to study in Czechia.”

Language barrier:

“I wish there was more support for learning the Czech language. I know there are lessons offered, but I haven't had any

luck registering for them. I get help mostly from my co-workers. Other than that, I don't experience much interaction.”

“I speak Slovak, which definitely helped me integrate into society. I know that my peers who only speak English have had problems because, even though the courses are taught in English, a lot of administrative and everyday life things have to be done in Czech.”

Health insurance:

“I am concerned about the cost of health insurance. It is difficult to pay, and I don't even need it to that extent. Financially, a monopoly on the health insurance market for foreigners is definitely not something I appreciate.”³³

“I think the biggest problem for international students is health insurance. We don't know where to turn for medical help, despite the high cost of insurance. Therefore, we often feel totally unprotected. It is not possible to register as a patient with a general practitioner, yet everyday life, work, school or internships require medical documentation and examinations, which is effectively impossible for us. Almost no facility co-operates with the alien insurance that is mandated by the state.”

33/ A five-year monopoly of the VZP Insurance Company in commercial insurance for foreigners long-term resident in Czechia came into force in August 2021. However, thanks to an amendment to the Act on the residence of foreign nationals of August 2023, the monopoly ceased to exist in September 2023. Foreigners can now choose the insurance that suits them best. Source: <https://www.zdravotnickydenik.cz/2023/08/monopol-pojis-teni-cizincu-pojistovnou-vzp-skonci-potvrdil-senat/>



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SLOVAKIA

Overall, **Slovak students are one of the most satisfied groups** coming to study in Czechia. This is due to several factors. One of the most significant is the cultural and linguistic affinity they share with Czechs. It is thus logical that **95% of Slovak students study a degree programme in Czech**. The fact that they have little trouble communicating in Czechia helps Slovaks both during the process that precedes their studies (obtaining information about studies, submitting applications, the admissions procedure, etc.) and during their integration among other students. Also, the process of recognition of prior learning is much simpler for Slovak students as it is recognised as equivalent under the equivalence agreement. The minimal language barrier also makes it easier for them to **participate in the labour market**, which can have a significant impact on their plans after completing their studies.

Slovaks most often choose Czechia because of the quality of Czech higher education institutions (68%), followed by cultural and linguistic affinity (43%) and specific field of study (41%). The main reason for choosing a **particular higher education institution** is its **reputation and the field of study it offers (62%)**. They most often obtain information about study opportunities through friends or family (56%) and on-line via Google or other search engines (54%). **Compared to other regions, secondary schools and higher education institutions in the home country are an unusually common source of information** (35%). This may be due to the participation of Czech higher education institutions in the Gaudeamus Fair, which is visited by more than 60% of secondary school students from Czechia and Slovakia every year.³⁴ Along with secondary school students, the main groups of visitors include secondary school teachers and counsellors.³⁵ It can therefore be assumed that it is they who inform students in the secondary school environment about the Fair and, consequently, about study opportunities at Czech higher education institutions. At the higher education level, the significant role of higher education institutions in informing Slovaks can be attributed to the large number of inter-university agreements that exist between Slovakia and Czechia.³⁶ **Slovaks most often come to study the field of information and communication technologies (15%), followed by natural sciences (14%) and social sciences, journalism, and information (13%)**.

Given that **95% of respondents from Slovakia consider their chosen degree programme to be of high quality**, it is not surprising that Slovaks also have high

^{34/} Source: <https://gaudeamus.cz/o-nas>

^{35/} Ibid.

^{36/} Source: <https://www.msmt.cz/mezinarodni-vztahy/seznam-meziuниверзитnich-dohod>

percentages in other statements. They have a positive perception of the price-quality ratio. This may be due to the fact that Slovaks mostly study degree programmes in Czech, which are in the vast majority of cases free of charge³⁷. At the same time, **9 out of 10 Slovaks would choose Czechia again**, while 7 out of 10 would choose the same field in Czechia. Based on their experience to date, **98% of the Slovaks surveyed would recommend studying** at Czech universities, which is the highest number when compared to the 12 selected regions.

Compared to other regions, Slovaks are specific in their level of integration into the local community. **92% of Slovaks feel integrated among Czech students**. 93% of Slovak respondents consider the local community to be welcoming. 87% of Slovaks feel integrated into the everyday life of their higher education institution. The second most integrated group are students from Eastern Europe (EU), yet only 56% feel part of the community.

More than half of Slovaks (54%) plan to stay in Czechia (either for work or study). 27% of them want to continue their studies, while 26% plan to work. 13% of respondents want to use their knowledge in their country of origin and 13% of Slovaks want to try another foreign country.



RUSSIA

Russian students come to Czechia mainly because of the quality of their studies, specifically, in half of the cases. The overall **quality of life** (46%) in Czechia is also important in their decision. The third most common reason for choosing Czechia is **linguistic and cultural affinity** (37%), for which the strong Russian diaspora in Czechia may also be an important factor. Compared to students from other regions, a third of Russians come to study in Czechia for safety reasons, which is a consideration shared with other countries of the former Soviet Union – in this case, Belarus and Ukraine. **When choosing a specific higher education institution, the degree programmes offered (62%) and the reputation of the school (53%) play a major role**. Russian students most often turn to friends and family (53%) for information about studying abroad. In addition, students often use the internet (50%) and social networks (33%). **Their most common field of study in Czechia is social sciences**,

^{37/} The exception may be if the period of free study is exceeded.

journalism, and information (23%). The second most common field is business and administration (17%), followed by information and communication technologies (15%).

For Russian students, **the visa process is quite demanding.** While 60% of Russian respondents consider the information provided to be clear, less than 40% perceive the fees associated with obtaining a visa to be low. Only a fifth of Russians state the process is not time consuming.

9 out of 10 Russian students consider their field of study to be of high quality, and the price-quality ratio is also perceived positively (95% are satisfied).

If given the opportunity to choose again, **87% of Russian students would choose Czechia.** 60% of respondents are fully satisfied with their choice, i.e., they would change neither their field of study nor their higher education institution. In contrast, 10% of respondents feel that their choice was not a good one, wishing to change both their field of study and higher education institution, but they would still choose Czechia as their study destination. 11% of Russians would prefer to go to another country.

A closer look at the statement regarding the integration of Russian students into the community of other international students reveals that 81% feel integrated, however, compared to the other selected regions, Russians (together with Slovaks) feel the least integrated. **53% feel integrated among Czech students.** 71% of Russian respondents consider the local community to be welcoming, the second highest percentage among the twelve regions surveyed.



WESTERN EUROPE

(Austria, Belgium, Cyprus, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Luxembourg, Malta, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, the United Kingdom)

The Western Europe region is represented by 445 responses in the dataset. **Students from Germany are the largest group**, accounting for almost a quarter of all respondents from the region. However, students from Italy (18%) and France (10%) also represent a significant share. Students from other countries account for around 50% of the responses.

Students from Western Europe **choose Czechia primarily because of a specific field of study and the possibility to study their chosen field in English** (both 42%). When **choosing a school**, students from Western European primarily look at whether the higher education institution offers their preferred **degree programme** (56%) and what is the **reputation of the school** compared to other schools (36%). Almost half of Western European students use on-line searches to find information about study opportunities, 29% seek information from family or friends and almost

a quarter use an independent agency. **In Czechia, they most often study the field of health and welfare (38%),** followed by natural sciences (17%) and social sciences, journalism and information (16%).

Students from Western Europe most often come to Czechia to study health-related fields. After the Middle East, they are the second group most likely to choose these fields. The study of medicine may be one of the reasons why, when choosing a country and a higher education institution, students focus on the degree programmes offered.

Western European students are **relatively satisfied with their studies at Czech higher education institutions: 83% of respondents consider their studies to be of high quality.** However, only 7 out of 10 respondents perceive the tuition fee as adequate relative to the quality of their studies, which is the lowest number among the selected regions. If the students could choose again, **68% of respondents would choose Czechia again** (together with North America, this is again the lowest percentage of respondents compared to other regions).

73% of respondents from Western Europe would recommend studying in Czechia (with East Asia being the only other region where students are even less likely to recommend studying in Czechia).

While there may be several factors underlying the relative dissatisfaction of Western European students, the statements regarding integration point to one of them. **Western European students are one of the groups of students most difficult to integrate into the local community.** Especially their integration among Czech students has not been successful, with only 29% of respondents considering themselves sufficiently integrated. Compared to other regions, they also have problems integrating into the local community, which only 47% of them rate as welcoming. On the other hand, they are very positive in rating their **level of integration into the community of other international students** (92%).

Only 8% of respondents plan to stay in Czechia after completing their studies. Almost a third want to return to their home country and 39% of respondents would like to seek further opportunities in another foreign country.

A specific group among students from Western Europe are Germans, **who are the least satisfied with their stay in Czechia.** Only 6% of them plan to stay in Czechia after completing their studies. The dissatisfaction of German students may be caused by a combination of factors specific to German higher education. One of them could be the tradition of free education – in this context, it is important to keep in mind that 9 out of 10 German students come to Czechia to study degree programmes in English, for which they have to pay. At the same time, the high standard of German higher education institutions can also play a role: they are often well-equipped and offer a specific approach to education.³⁸ If German students perceive qualitative differences between the standard of the services provided by German and Czech higher education institutions, these factors might contribute significantly to their dissatisfaction.

^{38/} Source: <https://www.expatica.com/de/education/children-education/education-in-germany-101611/>



EU – EASTERN EUROPE

(Bulgaria, Croatia, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia)

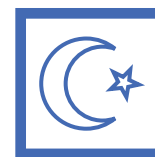
In the dataset, the EU – Eastern Europe region is represented by a total of 9 countries, from which 100 responses were collected. The **largest share of responses come from Polish students**, who represent one third of respondents from the region. Other well represented countries include Croatia (14%), Slovenia (14%) and Hungary (12%). About a quarter of respondents came from other countries in the region.

Students from Eastern European countries that are part of the European Union **primarily choose Czechia for their studies because of their preferred field of study (42%)**. However, almost a third of them also find **opportunities to study in English** important. In their choice of country, students from Eastern Europe are also strongly influenced by the role of family and friends. Respondents from this region are quite likely to choose Czechia because of its **geographical proximity to their country of origin** or because they have **family and friends** there. When **choosing a particular higher education institution**, students make their decision based on the availability of their **preferred field of study (69%)**, because of its **reputation (47%)** and **geographical location (31%)**. To search for information, students most often rely on on-line sources, i.e., in more than half of the cases. Respondents are almost equally likely to get information from family or friends (46%). **In terms of the fields of study, respondents are most likely to study humanities (23%), social sciences, journalism, and information (19%) and natural sciences (15%).**

8 out of 10 respondents from EU – Eastern Europe **consider their degree programme to be of high quality** (the second lowest percentage among the regions surveyed). The same number of students perceive the tuition fees as adequate relative to the quality of their field of study. In retrospect, **80% of respondents would choose Czechia again**. 65% would change neither the higher education institution nor the field of study. Based on their experience to date, **83% of students would recommend studying in Czechia**.

In the future, students from this region are **the most likely to plan to stay in Czechia (41%)**, especially to look for suitable job opportunities (30%), while 11% of respondents would like to extend their studies. 27% of respondents would like to try another foreign country and 9% plan to return home.

In contrast to students from Western Europe, students from Eastern EU countries **feel significantly more integrated among Czech students**, namely in two-thirds of cases. However, the sense of integration among international students is even higher (86%), as in all other regions except Slovakia.



EASTERN AND SOUTHEASTERN EUROPE

(Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Kosovo, Moldova, Montenegro, North Macedonia, Serbia, Turkey and Ukraine)

There are 13 countries from the Eastern and Southeastern Europe region in the dataset, representing a total of 1,028 responses. Ukraine is the **most represented country (639 responses)**, accounting for 62% of responses from the entire region. The second largest group of respondents are students from Belarus (15%), followed by Turkey (6%) and Azerbaijan (5%). The remaining 12% percent of responses within the region are from respondents from the remaining nine countries.

Students from Eastern and Southeastern Europe **choose Czechia mainly because of the quality of their studies (46%)**. However, **quality of life (29%)** and **safety (26%)** also play a major role. **When choosing a higher education institution**, the specific **degree programme (63%)** and the **reputation of the school (44%)** are important considerations. More than half of respondents learn about study opportunities in Czechia on-line (52%) or from family and friends (52%). **Students are most likely to come to Czech higher education institutions to study social sciences, journalism and information (22%)**. In addition, they also often choose business and administration (16%) and information and communication technologies (14%).

Respondents from the Eastern and Southeastern Europe region **consider studying in Czechia to be of good quality overall (90%)**, and they are also satisfied with the level of tuition fees (91%). Across the regions selected, these respondents are among the most satisfied when it comes to choosing Czechia as a study destination. **85% of respondents would choose to go to Czechia again**, 62% are satisfied with their choice of both field of study and higher education institution. **91% of students would recommend studying at Czech higher education institutions to friends or family**.

More than half of the respondents from Eastern and Southeastern Europe **feel integrated among Czech students**. As with most other regions, integration among other international students is higher (84%). The local community is considered welcoming by 71% of respondents.

After completing their studies, **52% of students** from Eastern and Southeastern Europe **plan to stay in Czechia** (students from Belarus are an outlier, with two-thirds of them stating they want to stay in Czechia). A third of students would like to start working in Czechia and a fifth plan to continue their studies. A fifth of students would like to go to another foreign country and only 8% of respondents plan to return to their home country.



(China, Hong Kong, Japan, Korea and Taiwan)

In the dataset, the Eastern Asia region is represented by 5 countries, from which 113 responses were collected. **Students from China account for the largest proportion of respondents from this region (62%).** Other relatively strongly represented countries are Japan (23%) and South Korea (8%).

Students from East Asian countries are specific in that they **are primarily interested in studying in Czechia for economic reasons.** As the most important factors when choosing a country, 43% of respondents indicate **affordable tuition fees** and 37% indicate **cost of living.** Equally important is the **opportunity to study in English (37%),** and last but not least, the **overall safety in the country (26%).** **When choosing a higher education institution,** the specific **degree programme** is decisive for half of respondents. 43% of respondents find the **level of tuition fees** important (so again, economic considerations play a role), and a fifth also make their decision based on **the reputation of the higher education institution.** Students from East Asia are most likely to learn about opportunities for study in Czechia on-line (49%), from family and friends (31%) or from an independent agency (28%). In terms of fields of study, health and welfare is the most represented (23%). **A fifth of respondents study social sciences, journalism, and information, and 14% study business and administration.**

East Asian students mostly rate their studies **at Czech higher education institutions as high quality (85% are satisfied).** **7 out of 10 respondents would recommend studying in Czechia to friends or family.** If students could choose again, the **7 out of 10 respondents would choose Czechia again,** the third lowest proportion among the selected regions. In retrospect, 51% of respondents would choose both the same school and field of study, which is the lowest percentage among the selected regions.

Since students from East Asia study primarily in English, again, their integration among Czech students is not very high in the case of this region. Almost **two-thirds do not feel integrated among Czech students.** In contrast, they feel strongly integrated among international students, namely in 83% of cases.

Only 29% of East Asian respondents **plan to stay in Czechia after completing their studies.** They are more likely to seek opportunities in the labour market (20%) than to continue their studies (9%). 29% of respondents would like to go to another foreign country. 27% of students plan to return to their home country.



(Afghanistan, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan and Uzbekistan)

Students from the Central Asia region come to Czechia from seven countries. In the survey, 297 responses were obtained from these students. **The largest proportion of respondents came mainly from Kazakhstan (83%).** Students from Kyrgyzstan (7%) and Uzbekistan (6%) are less represented.

For more than half of the students from Central Asian countries, the most important factor in **choosing Czechia** for their studies abroad is the **quality of their studies.** Other crucial considerations include the **quality of life** in Czechia (For 38% of respondents) and **safety in the country (28%).** When **choosing a higher education institution,** respondents mainly consider the specific **degree programme** offered (62%). Half of the students view the **reputation of the higher education institution** as a major factor, and a **simple admissions procedure** is important to nearly a third of them. Half of the respondents get information about studying in Czechia from friends or family, followed by on-line searches (45%) and independent study agencies (36%) as the third most common source. In Czechia, **respondents from Central Asia are most likely to study business and administration (21%) and social sciences, journalism, and information (21%),** as well as information and communication technologies (12%).

When choosing a country for their studies, a significant percentage of Central Asian respondents made their decision based on the **quality of their studies,** which **92%** of them rate positively based on their experience to date. Tuition fees are considered adequate by 95% of Central Asian respondents. **9 out of 10 respondents would recommend Czechia to their friends or family.**

If given the opportunity to **choose again, 86% of Central Asian respondents would choose Czechia,** which is the highest percentage among Asian regions and the fourth highest across all regions.

Integration among Czech students is lower (as in most other regions), with **half of respondents feeling integrated.** They feel better integrated into the international student community (87%). Compared to other Asian regions, they are also the most likely to view the local community as welcoming (68%).

Central Asian students' satisfaction with their studies in Czechia is also reflected in their plans for the future. **After completing their studies, 58% of future graduates want to stay in Czechia,** which is the second highest percentage of respondents after Russian students. 22% of respondents would like to go to another foreign country and 7% plan to return to Central Asia.



SOUTH AND SOUTHEAST ASIA

(Bangladesh, Cambodia, India, Indonesia, Malaysia, Myanmar, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand and Vietnam)

In the dataset, the South and Southeast Asia region is represented by 13 countries, from which 428 student responses were collected. **Most students are from India**, accounting for 62% of all respondents from this region. Also, respondents from Bangladesh, Pakistan and Vietnam are also well represented (9% of responses were received from each of the countries). 11% of responses come from the remaining 9 countries.

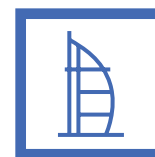
Students from South and Southeast Asia are most likely to choose to **study in Czechia** because of their preferred **degree programme**, with more than 42% indicating this factor. Another crucial consideration is the level of **tuition fees** (40%), which seems to be more acceptable to students from South and Southeast Asia compared to other regions. The **quality of studies** is also an important criterion (37%). The main reason for choosing a **particular higher education institution** (as well as country) is the availability of their preferred **degree programme** (55%). The **reputation of the higher education institution** (47%) and the level of **tuition fees** (44%) are equally important in the selection process. Respondents are most likely to obtain information about studies at Czech higher education institutions online (55%), from family and friends (36%) or on on-line student portals (24%). **In terms of the fields of study, students are most likely to study natural sciences (23%), social sciences, journalism, and information (18%) and health and welfare (15%).**

Respondents from the South and Southeast Asia region are generally satisfied with the **quality of studies** at Czech higher education institutions – **94% consider it to be of high quality**, and 87% consider the tuition fees to be adequate. **89% of respondents would recommend** studying in Czechia **to their friends or family**.

If given the opportunity to choose again, **76%** of students from South and Southeast Asia would **choose Czechia again**. 56% are satisfied with both their choice of degree programme and their choice of higher education institution.

In terms of integration among other students and communities, a similar trend can be observed as in other regions. Integration among international students is significantly higher than among Czech students. 9 out of 10 students from South and Southeast Asia feel integrated among international students, whereas **only half of the respondents are integrated into the community of Czech students**.

After completing their studies, **a third of respondents plan to stay in Czechia**. 30% of students from South and Southeast Asia want to go to a foreign country other than Czechia, and 15% intend to return to their home country.



THE MIDDLE EAST

(Iran, Iraq, Israel, Jordan, Lebanon, Palestine, Saudi Arabia, Syrian Arab Republic, United Arab Emirates and Yemen)

In the dataset, the Middle East region is represented by 10 countries, from which 201 responses were collected. **Students from Iran account for the largest proportion of respondents from this region** (37%). The second largest group of respondents are students from Israel (28%), followed by Iraq (10%) and Syria (9%). The remaining 16% percent of responses within the region are from respondents from the remaining 6 countries.

Students from the Middle East **come to** Czechia mainly because of the **opportunity to study in English** (37%). Other considerations include the specific **degree programme** (36%) and the **quality of studies** (33%). Students are most likely to choose a **particular higher education institution** because of the **degree programmes** offered (53%). Students from the Middle East also find it important how Czech higher education institutions compare to other schools around the world, with **reputation** (43%) being the second most common reason for choosing a higher education institution, followed by its **position in international rankings** (38%). As with most respondents from other regions, students are most likely to learn about the possibility of studying in Czechia through on-line searches (52%) and from friends or family (28%). There are also study agents or agencies operating in the region, which are the third most common source of information for students in this region. Students from the Middle East come to Czechia mainly to study **health and welfare, specifically, in half of the cases**. 16% of respondents study natural sciences.

88% of Middle Eastern respondents **rate their field of study as high quality**. However, only 74% state that the quality of studies in Czechia corresponds to the price, which may be due to the fact that a significant number of students come from Iran or Israel, where higher education institutions are of a good standard³⁹ and, in the case of Iran, even mostly free.⁴⁰ If given the opportunity to choose again, **73% of respondents would choose Czechia again**. 57% would change neither the country nor the field of study. **79% of respondents would recommend studying in Czechia**.

It is clear that students from the Middle East have very mixed feelings about studying in Czechia. Despite the fact that they consider their studies at Czech higher education institutions to be of high quality (although some perceive the studies as rather expensive relative to their quality), they have reservations mainly about other aspects

^{39/} Source: <https://www.timeshighereducation.com/world-university-rankings/2023/world-ranking>

^{40/} Source: <https://www.rocaply.com/study-in-iran/>

of life in Czechia. Their integration seems to be particularly problematic. **Only 35% of respondents feel integrated among Czech students**, which is the second lowest percentage across all regions. Only 45% of Middle Eastern students perceive the local community as welcoming, which is the lowest percentage of all regions.

Also, the future plans of students from the Middle East are mostly oriented outside Czechia. **After completing their studies, approximately one quarter of respondents want to stay in Czechia.** The largest proportion of students plan to leave Czechia and go to another foreign country (36%). 17% of respondents plan to return to their home country.



AFRICA

(Algeria, Angola, Botswana, Burkina Faso, Cameroon, Cape Verde, Chad, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Kenya, Libya, Mali, Morocco, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, Tunisia, Uganda, Zambia, Zimbabwe)

The Africa region was represented in the survey by 28 countries, from which a total of 247 responses were received. **The largest proportion of respondents are students from Ghana (23%) and Nigeria (22%).** Other relatively strongly represented countries are Egypt (10%) and Ethiopia (9%).

For students from African, the **quality of studies (43%)** and the degree programme offered (38%) are the most important factors when choosing a country. In addition, the **economic affordability of studying** in Czechia also plays a significant role, with 31% of respondents indicating tuition fees as a decisive factor. **When choosing a higher education institution**, the key considerations include the specific **degree programme (65%)**, the **reputation of the school (42%)** and the **level of tuition fees (40%)**. Students are most likely to get their information from on-line searches, with half of them indicating this option. Furthermore, they often obtain information from friends and family (47%), and a fifth of respondents also used the Study in Czechia website. In Czechia, the students are most likely to study the field of **social sciences, journalism and information (22%)**. Respondents also often study agriculture, forestry, fisheries and veterinary (13%), and information and communication technologies (12%).

Students from Africa rate the standard of higher education institutions as very high, which is reflected in multiple statements. **95% of respondents consider Czech higher education institutions to be of high quality** and 89% are satisfied with the cost of the studies relative to their quality. At the same time, **9 out of 10 respondents would recommend Czechia**, which is the third highest proportion

among the regions surveyed. If students were to choose again, **87% of respondents from Africa would choose Czechia again**, of which 67% would not change their field of study either.

Students from Africa are significantly better **integrated** into the community of other international students (87%) than among **Czech students (46%)**. However, integration among Czech students does not appear to be that problematic compared to other regions (namely, the Middle East and North America). The same is true for the rating of the local community. 59% of respondents perceive it as welcoming, which means that they are among the more satisfied respondents across all regions.

After completing their studies, **42% of African students plan to stay in Czechia:** 22% intend to continue their studies and 20% plan to start working here. 18% of students would like to return to their home country in order to use the experience gained in Czechia in their future employment (a relatively high percentage compared to other regions). One fifth of African students would like to find opportunities in other foreign countries.



LATIN AMERICA

(Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, Panama, Peru and Venezuela)

In the dataset, the Latin America region is represented by a total of 97 responses. **Colombia (26%), Mexico (23%) and Brazil (18%) account for the largest shares.**

The main reasons for **choosing Czechia are the possibility to study in English, the affordability of the country and the level of tuition fees.** Despite the fact that Latin American students come to study primarily programmes in English (for a fee), it is evident that they still find studying in Czechia affordable. **When choosing a particular higher education institution**, respondents decide primarily on the basis of the **degree programmes offered (56%)**. As with the choice of country, the level of **tuition fees (40%)** plays a major role. The third most common reason for choosing a higher education institution is its **reputation (37%)**. Nearly half of the respondents obtained information about studying in Czechia from on-line searches, while 30% of respondents got information from family and friends. On-line study portals were also helpful, with 16% of students using them to search for information.

92% of respondents from Latin America **rate their chosen field of study as high quality**, while 85% of respondents are satisfied with the quality of their degree programme relative to its price. Latin American students' overall satisfaction with the standard of their studies is also reflected in other statements. If they were

to choose again, **8 out of 10 Latin American respondents would choose Czechia again** (perhaps at a different higher education institution or field of study). 65% would choose both the same field of study and higher education institution. In retrospect, 18% of respondents would choose another country for their studies. **90% of respondents** coming from Latin America would recommend **Czechia** as a study destination. **One third of respondents come to Czechia to study social sciences, journalism, and information.** Respondents also often study information and communication technologies (12%) and natural sciences (10%).

Only 38% of respondents from Latin America **feel integrated among Czech students.** The same trend is noticeable as in the other regions from which respondents come to study primarily programmes in English: integration among other international students is significantly higher (89% in the case of Latin American students). Integration into the local community is also problematic for Latin American students, with only 45% of them perceiving the community as welcoming, which is the second lowest percentage among the regions surveyed, after students from the Middle East.

Almost half of Latin American students consider **staying in Czechia** after completing their studies. Only 8% of Latin American students are interested in continuing their studies in Czechia, but 4 out of 10 want to find work here (out of the regions surveyed, only Russian students are more interested in working in Czechia). At the same time, a quarter of students plan to exchange Czechia for another foreign country, either for work or for study. Only 9% of Latin American students intend to return to their home country.



NORTH AMERICA

(United States and Canada)

The North America region is represented by only two countries, the United States and Canada. In the dataset, this region is represented by 103 responses, **mostly from US students** (accounting for 90%).

For students from North America, the **economic aspect of studying in Czechia is the most important.** Low **tuition fees** (68%), the **opportunity to study in English** (34%) and an **affordable cost of living** (31%) are therefore key factors.

Similar motivations can be observed for **the choice of a particular higher education institution**, which students are most likely to choose because of **affordable tuition fees** (57%). They also consider the specific **degree programme** (52%) and the **reputation of the higher education institution** (32%). North American students mainly get information about studying in Czechia from the internet (58%) and

from friends (28%). The third most common source of information is social media (24%). **Respondents are most likely to study social sciences, journalism and information (37%).** The second most common field is arts and humanities (21%).

Of all the regions surveyed, the smallest percentage of students rate their studies in Czechia as high quality – **only 77% of North American respondents are satisfied with the quality of their chosen school.** 76% of students are satisfied with the level of tuition fees relative to the quality of their studies. Many North American higher education institutions consistently rank among the best in the world⁴¹. The high quality of higher education in the home country may therefore be one of the reasons why North American students are less satisfied with our education system.

77% of students would recommend Czech higher education institutions to their friends or family. If given the opportunity to choose again, students from North America – out of all the regions – would be the **least likely to choose studying in Czechia again**, namely **68%**. 52% of respondents would choose both the same school and field of study. One fifth would choose the same field of study but in another country, which points to students' dissatisfaction with the quality of fields of study in Czechia. Another 10% of respondents would choose a different field in a different country.

One of the reasons for the dissatisfaction of North American students may be the fact that most of them do not feel part of the **community of Czech students (only 36% feel integrated)** and only 52% of students consider the local community to be welcoming. In contrast, 87% feel integrated among other international students.

After completing their studies, **29% of North American students would like to stay in Czechia:** 6% want to continue their studies and 23% would like to enter the local labour market. 17% of respondents plan to return to their home country and 23% of North American respondents intend to travel to another country.

⁴¹/ Source: <https://www.topuniversities.com/university-rankings/world-university-rankings/2023>



PART **X.** MAIN FINDINGS

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This study provides a picture **of international higher education students in Czechia in late 2022 and early 2023**. The different chapters describe their **attitudes towards the issues they dealt with in connection with their studies before and after arriving in Czechia, as well as during their studies** there. Both their positive experiences and the problems they encountered are included. It turns out that **international students are generally satisfied with their studies in Czechia and would recommend studying in Czechia to their friends and family**. The Main Findings chapter presents a brief summary of each chapter, with an emphasis on individual statements and indicators.



PROMOTION OF CZECHIA ABROAD

For half of respondents, the **quality of education is the most important criterion when choosing** Czechia as a study destination. Another key factor is the **specific degree programme** (32%) and more than a quarter of respondents also take into account the **cultural and linguistic affinity**, with the large community of Slovak students playing a major role. They account for 38% of all responses collected. More than one-fifth of students also mentioned the quality of life (24%), the particular higher education institution (23%) and the cost of tuition (20%). While safety is important to students in 15% of cases, some countries consider this indicator increasingly important – namely Belarus (32%), Russia (32%), Kazakhstan (30%) and Ukraine (29%). The quality of education is most important for students at lower levels of study (bachelor's programmes 54%, master's 51%, doctoral 34%). The level of scholarships only plays a significant role for doctoral studies (24%). For other levels of study, it is not considered a priority, which may be due to the possibility to study in Czech for free.

International students are most likely to get information about studying in Czechia from on-line searches (52%), followed closely by **consultation with friends or family** (49%). Social network (21%) and secondary schools or higher education institutions in the home country (19%) are relatively popular information sources. It is clear that Slovaks (35%) are more likely to be influenced by information from educational institutions in the home country. Close co-operation between Czech and Slovak schools may play a role here.

When choosing a higher education institution, students mainly consider the **degree programme** offered (61%). The **reputation of the higher education institution** is a key factor for every second respondent, which is also related to the school's rankings in international comparisons, which are considered by a quarter of respondents. A fifth of respondents also considered the complexity of the admissions procedure when choosing a higher education institution. Students of programmes in English place more emphasis on tuition fees (35%) and the level of scholarships (14%) compared to students of programmes in Czech (9% and 3%).



PRE-ARRIVAL SUPPORT OF INTERNATIONAL STUDENTS

92% of respondents find the **admissions procedure to be clear and easy to understand**. The **difficulty of the entrance exam is considered adequate by 9 out of 10** international students. Problematic elements related to the admissions procedure include the **fees for and the time-consuming nature and administrative complexity of the process, with both factors being perceived as inadequate by a quarter of respondents**. The time-consuming nature and administrative complexity of the admissions procedure are greater for respondents studying degree programmes taught in English (68%), with a difference of 12% compared to students of degree programmes in Czech (80%).

Visa-free travel is used by countries that, like Czechia, are part of the European Union. Non-EU countries thus account for half of the respondents, who have to apply for long-term residence. 71% of respondents studying in English and 43% of those studying in Czech used visas for study stays longer than 90 days.

The visa process can be difficult for international students. Only **a quarter of respondents state they did not find applying for a visa time-consuming or administratively demanding**. Obtaining visas was particularly difficult for students from North America, with only 12% not finding the process time-consuming or administratively demanding. Students from Africa and Asia coped best with the visa process – 34% of students from Africa and 31% of students from Asia did not perceive the time-consuming nature and administrative complexity as a problem.

Another difficulty is the **fees associated with the visa process: they are considered high by more than half of respondents**. 62% of respondents believe that visa requirements are easy to understand and consular services are available.

Based on the data obtained, it is safe to conclude that the recognition of prior learning is easier for those who come to study for free in the Czech language (these are primarily Slovaks, Russians, Ukrainians, Kazakhstanis). **Students of degree programmes in Czech are more likely to be satisfied than their peers studying in English**, namely in several categories: they are more likely to consider fees to be low (75% vs 64%), to not consider processes to be time-consuming or administratively complex (72% vs 60%), and to view requirements as clear and easy to understand (89% vs 79%).

Students' responses show that, **out of all the relevant institutions** with which incoming students communicate immediately before or shortly after their arrival in Czechia, **higher education institutions are the best at communicating with students**. 93% of respondents are satisfied with the way their higher education institution communicates. Three quarters of respondents rate communication with the Czech Embassy positively, in the case of their health insurance company it is 72%. Communication with the Asylum and Migration Policy Department is rated the worst, with a third of respondents perceiving it as problematic.



QUALITY OF DEGREE PROGRAMMES AT CZECH HIGHER EDUCATION INSTITUTIONS

9 out of 10 international students consider their degree programmes at Czech higher education institutions to be of high quality. A closer look at the individual indicators reveals that students of degree programmes in Czech express a higher level of satisfaction (94%) with the quality of degree programmes at higher education institutions in Czechia compared to students studying in English (88%).

9 out of 10 international students consider the equipment and facilities at Czech higher education institutions to be adequate. 84% of respondents consider study materials to be of high quality. 78% of respondents state that teachers reflect their needs, and 77% of respondents feel that their degree programme is sufficiently connected to real-life practice.

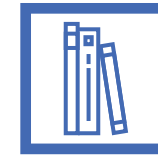
According to the students surveyed, this connection with real-life practice is better in degree programmes in English: 82% of students of programmes in English are satisfied, as compared to 75% of those studying in Czech. While 75% of bachelor's and 77% of master's students are satisfied with the practical orientation of their studies, respondents attending doctoral studies are satisfied in 87% of cases. In addition, significant differences can be observed between the various fields of study. The best-rated field is services (84%), followed by natural sciences (83%), law (82%) and arts (81%). Students of humanities (66%) and mathematics and statistics (66%) are the least likely to consider teaching to be practically oriented.

The most frequently used teaching methods are lectures (91%), self-study (72%) and group work (54%). There is a significant mismatch between the methods most used and those preferred by international students. More than half of respondents would keep lectures as part of their studies. However, students would appreciate if a similar proportion of their studies consisted in methods to apply newly acquired knowledge in practice. The **options preferred** by almost half of respondents are **internships (48%) and project-based learning (47%)**. Coincidentally, 40% indicated group work and self-study.

8 in 10 international students believe that the share of high-quality teachers in their field of study is 70% or higher. Only 8% of students report that there are 40% or less high-quality teachers in their field.

If students could choose again, **85% of respondents would choose Czechia.** Two-thirds of respondents were satisfied with both their choice of field of study and country. One-tenth of students would choose another degree programme, but still in Czechia. 1 in 10 students would go to study their field to another country. Students of degree programmes in English are more likely to change their choice of Czechia than students of degree programmes in Czech. Three-quarters of respondents studying in English and 9 in 10 students of programmes in Czech would choose Czechia again.

9 out of 10 international students said they would recommend studying in Czechia to their friends or family.



SERVICES AND LIVING CONDITIONS

Students are relatively satisfied with **information services at higher education institutions. In particular, they appreciate the attitude of the administrative staff, with 9 in 10 international students stating they are satisfied.** Respondents also express positive views about information technologies and systems. While the clarity of information is rated slightly less positively, 8 out of 10 respondents are still satisfied in this respect. Differences between the various indicators are mainly evident in the statement concerning the clarity and availability of information. While students from Slovakia are satisfied in 87% of cases, other countries only express satisfaction in 76% of cases. Similarly, students of degree programmes in English (71% are satisfied) find access to information more difficult than their peers studying in Czech (85%).

In the case of integration services, students are most positive about student organisations and clubs and activities beyond the regular curriculum (77% are satisfied with each). 73% of students are satisfied with counselling services and 71% are satisfied with the buddy programme or adaptation courses. Students from countries that share cultural or language affinity with Czechia find the adaptation process much easier, which is also reflected in the data collected. 83% of Czech-speaking students are satisfied with activities beyond the regular curriculum, while only 66% of students of degree programmes in English are satisfied. Also, the quality of counselling services is noticeably lower according to respondents studying in English, with only 64% indicating they are satisfied (76% of Czech-speaking students are satisfied).

Half of the students live in dormitories and half in private apartments or houses. The majority of students from the European Union countries (both from Western and Eastern Europe) and North America use private apartments. Dormitories are more likely to be chosen by respondents from South and Southeast Asia and Africa. The higher the level of study, the more likely students are to exchange dormitories for apartments. After arriving in Czechia, bachelor's students choose dormitories in half of the cases, while doctoral students only in a third of the cases. As regards sharing accommodation with others, more than a third of international students live with other international students. 20% of respondents live with a partner and 20% with Czech students. 17% of respondents live alone, and the same percentage share accommodation with friends.

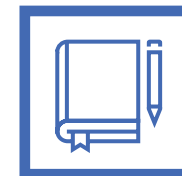
Only 36% of respondents do not work at all while studying. English-speaking students do not work in 47% of cases, as compared to 31% of Czech-speaking students. Almost **a quarter of students combine their studies with more than 20 hours of work a week**, and 18% work between 10 and 20 hours a week.

As is evident from the data collected, **integration among other international students is quite successful**, with 84% of respondents feeling integrated into the

community of other international students (there are only minimal differences between Czech- and English-speaking students). The rating of the friendliness of the local community reveals different attitudes. While 83% of respondents studying in Czech rate the attitude of locals positively, only 53% of students of programmes in English do. Even more marked differences are found in the statement regarding integration into the community of Czech students. Three quarters of those who study in Czech feel integrated, while only 40% of their peers studying programmes in English feel that way.

After completing their studies, international students most often plan to stay in Czechia and try to succeed in the labour market (27%). One fifth of respondents plan to continue their studies in Czechia. In contrast, one third of respondents plan to leave Czechia. 17% of students remain undecided. Especially respondents who attend degree programmes taught in the Czech language (31%) have ambitions to find a job in Czechia. Students of programmes in English would like to work in Czechia in one fifth of cases. In terms of the different fields, law students stand out the most, with 60% of them planning to stay and work in Czechia. Respondents studying business and administration are the second most likely to want to work in Czechia (36%).





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STUDYING AND LIVING IN CZECHIA FROM THE PERSPECTIVE OF INTERNATIONAL STUDENTS II

REPORT ON RESEARCH AT CZECH HIGHER EDUCATION INSTITUTIONS
2024

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