



2012

# Attracting and retaining international students in the EU

## Common Template for EMN Study 2018

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

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

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

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

### 1 BACKGROUND AND RATIONALE FOR THE STUDY

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

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

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

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

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

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

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

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States have concluded bilateral and multilateral agreements with third countries, with the aim of facilitating the admission of third-country national students to the EU.

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

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

## 2 STUDY AIMS AND OBJECTIVES

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

More specifically, the Study aims to:

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

## 3 SCOPE OF THE STUDY

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

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

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

## 4 EU LEGAL AND POLICY CONTEXT

The importance of attracting international students is well-recognised by the European Union. Promoting the mobility of third-country nationals to the EU for the purpose of study has been part of the EU's policy since 1994 with the adoption of the Council Resolution on the admission of third-country nationals to the

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

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

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

The Council and the European Parliament adopted in 2016 the Students and Researchers Directive, which is the result of the recast of the 2004 Directive on the conditions of admission of third-country nationals for the purposes of studies, pupil exchange, unremunerated training or voluntary service and the 2005 Directive on researchers, based on the 2011 evaluations of these Directives by the Commission.<sup>8</sup>

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

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

## 5 PRIMARY QUESTIONS TO BE ADDRESSED BY THE STUDY

The Study will aim to address the following:

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

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

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

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

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- What challenges do Member States face with regard to attracting and retaining third-country national students?
- Which good practices are in place in Member States related to the attraction and retention of students?

## 6 RELEVANT SOURCES AND LITERATURE

### **EMN Studies**

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

### **EMN AHQs**

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

### **Other studies and reports**

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

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

## 7 AVAILABLE STATISTICS

### **International level**

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

### **EU level**

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

### **National level**

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

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

## 8 DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

## 9 ADVISORY GROUP

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

- ★ COM: [Magnus.OVILIUS@ec.europa.eu](mailto:Magnus.OVILIUS@ec.europa.eu); [Helene.CALERS@ec.europa.eu](mailto:Helene.CALERS@ec.europa.eu)
- ★ EMN Service Provider: [emn@icf.com](mailto:emn@icf.com); [veronika.vasileva@icf.com](mailto:veronika.vasileva@icf.com); [norma.rose@icf.com](mailto:norma.rose@icf.com)
- ★ Odysseus Expert (Philippe de Bruycker): [debruyck@ulb.ac.be](mailto:debruyck@ulb.ac.be)
- ★ AT EMN NCP: [mbassermann@iom.int](mailto:mbassermann@iom.int)
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- ★ NL EMN NCP: [h.k.van.der.linden@ind.minvenj.nl](mailto:h.k.van.der.linden@ind.minvenj.nl); [m.i.stegink@ind.minvenj.nl](mailto:m.i.stegink@ind.minvenj.nl); [j.j.roelofs@ind.minvenj.nl](mailto:j.j.roelofs@ind.minvenj.nl)
- ★ SE EMN NCP: [bernd.parusel@migrationsverket.se](mailto:bernd.parusel@migrationsverket.se)

## 10 TIMETABLE

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

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

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| Date                           | Action   |
|--------------------------------|--|
| 23 <sup>rd</sup> July 2018     | Circulation of the <u>revised Common Template</u> for the Study to COM and EMN NCPs                                      |
| 13 <sup>th</sup> August 2018   | Deadline for comments revised template for the Study from EMN NCPs   |
| 22 <sup>nd</sup> August 2018   | Circulation of the final draft Common Template to EMN NCPs and COM   |
| 5 <sup>th</sup> September 2018 | Finalisation of the Common Template and official <u>launch</u> of the Study  |
| 4 <sup>th</sup> December 2018  | <u>Submission of National Reports</u> to EMN Service Provider by EMN NCPs  |
| 31 <sup>st</sup> January 2019  | Circulation of <u>Version 1 of the Synthesis Report</u> for the Study to COM and AG Members                              |
| 11 <sup>th</sup> February      | Circulation of the <u>revised Synthesis Report</u> for the Study to COM, AG members and EMN NCPs                         |
| March                          | <u>Finalisation</u> of the Synthesis Report for the Study and of the National Reports for publication on the EMN website |

## 11 TEMPLATE FOR NATIONAL CONTRIBUTIONS

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

## Common Template of EMN Study 2018

# Attracting and retaining international students in the EU

### National Contribution from Croatia\*<sup>14</sup>

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

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

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

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

The number of international students in Croatia is small (911 international students in the academic year 2017/2018 at both public and private higher education institutions out of a total of 173.642 students in Croatia).

A major change is related to the Croatian accession to the EU in 2013 when EU students acquired the right to the same benefits as students with the citizenship of the Republic of Croatia. These benefits refer to: tuition fees, accommodation at the student dormitories, subsidized meals at students' restaurants and state scholarship. These benefits do not apply to international students (There are some exceptions e.g. international students with permanent residence in Croatia, descendants of Croatian emigration and students under the international protection etc.).

General information for international students is available at the portal of the Ministry of Science and Education 'Study in Croatia': <http://www.studyincroatia.hr/>.

Admissions to undergraduate study programmes in Croatia are administered through a central online application system. The Central Application Office is hosted by the [Agency for Science and Higher Education](#). Academic recognition for the purpose of continuation of higher education on graduate or postgraduate study programmes in Croatia is performed by Offices for Academic Recognition of Foreign Higher Education Qualifications at Croatian higher education institutions.

Scholarships for international students are available in the framework of government bilateral programmes concluded by the Ministry of Science and Education, through university bilateral agreements, as well as in the framework of multilateral government programmes, notably CEEPUS (Central European Exchange Programme for University Studies) and Erasmus.

In the framework of the European Social Funds (ESF), in October 2018 the Ministry of Science and Education concluded 30 contracts with higher education institutions for introducing study programmes in foreign languages. This ESF operation is expected to contribute significantly to the internationalization of higher education in Croatia, notably to attracting international students.

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



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

*This section aims to provide an overview of the national policies in the Member States and Norway related to entry and residence of third-country nationals as students. The focus should be put on the recent changes that have been introduced in Member States and Norway since 2012.<sup>15</sup>*

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

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

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

- transposition completed.
- in process: completion of transposition expected by 31 December 2018
- other, please specify:

The transposition of the Directive (EU) 2016/801 includes two by-laws of the Ministry of Science and Education:

- By-laws on the manner of establishing technical conditions for adequate accommodation of pupils and documents required for submitting a request for approval of the temporary residence for the purpose of secondary education (Official Gazette 99/2018) (“Pravilnik o načinu utvrđivanja tehničkih uvjeta za primjeren smještaj učenika i dokumentaciji koju je potrebno priložiti zahtjevu za odobrenje privremenog boravka u svrhu srednjoškolskog obrazovanja kroz program razmjene učenika”).

- By-laws on the manner of concluding contracts for guest researchers from the third countries, to be adopted by 31 December 2018 (“Pravilnik o načinu sklapanja ugovora o gostovanju u svrhu istraživanja za državljane trećih zemalja”).

**Q1b.** Are **doctoral candidates** (PhD students) treated as students or researchers under national law?

*Please note that if doctoral candidates fall within the category of researchers, these should not be considered in the answers to the subsequent questions.*

- PhD students are treated as students
- PhD students are treated as researchers
- Other

*Please elaborate:*

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

*Please describe briefly:*

A major change is related to the Croatian accession to the EU in 2013 when EU students acquired the right to the same benefits as students with the citizenship of the Republic of Croatia. These benefits refer to: tuition fees, accommodation at the student dormitories, subsidized meals at students' restaurants and state scholarship.

These benefits do not apply to international students.

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

<sup>15</sup> The last EMN studies related to this public were published in 2013 (see the study on Highly qualified migrants at [https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/reports/studies\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/reports/studies_en))

## Attracting and retaining international students in the EU

- Yes, changes planned related to the transposition of the Directive.
- Yes, changes planned not pertaining to the Directive.
- No changes planned

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

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

- Yes, this is a national policy priority.
- No, this is not a major national policy priority.
- Other, please explain:

*Please elaborate:*

There is one category of international students that has been discussed at the national level: international students of Croatian origin that are mostly from third countries (descendants of Croatian emigration, they do not hold Croatian citizenship, but they have been issued a certificate that they pertain to the Croatian community abroad. These certificates are being issued by the Central State Office for the Croats Abroad ("Državni ured za Hrvate izvan RH").

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

- Yes, national strategy in place.
- Yes, lower level strategy in place.
- No, a national strategy is not in place.

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

Some higher education institutions have included attracting of international students into their institutional strategies/mission statements.

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

- Yes, specific fields of studies are targeted for the attraction of international students.
- Yes, specific fields of studies are targeted for the retention of international students.
- No specific fields of studies are targeted.

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

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

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

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

## Attracting and retaining international students in the EU

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

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

*Please explain:*

Admissions to undergraduate study programmes in Croatia are administered through a central online application system. The Central Application Office is hosted by the [Agency for Science and Higher Education](#). The basis for the admissions ranking are secondary school grades and success at the State Matura (or a recognised equivalent from countries that have external evaluation of secondary education), implemented at state level.

Admissions to graduate and postgraduate study programmes in Croatia are administered by higher education institutions.

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

- Yes, migration authorities cooperate with HEIs.  
 No, migration authorities do not cooperate with HEIs.

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

Yes, the residence permit procedure carried out by the migration authorities involves higher education institutions.

**Q3c.** Is there an approval procedure<sup>16</sup> in place in your Member State for public/private HEIs for the purpose of hosting international students? If so, are international students only allowed to study in those HEIs?

- Yes.  
 No.

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

The Ministry of Science and Education of the Republic of Croatia has not introduced the approval procedure for HEIs according to the Article 15 of the Students and Researchers Directive.

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

- Yes, higher education is state-sponsored for third-country nationals.  
 No, higher education is not state-sponsored for third-country nationals.  
 Other (e.g. state support depends on the student's country of origin):

*Please elaborate:*

In general higher education is not state-sponsored for third country nationals. However there are some exceptions related to the international students of Croatian origin and international students that have been awarded a scholarship based on the bilateral or multilateral government agreement.

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<sup>16</sup> Article 15 of the Students and Researchers Directive

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

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

### 2.1 Admission conditions for international students

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

*Please elaborate:*

Foreign nationals intending to study in Croatia must regulate their temporary residence for the purpose of studying if their stay in Croatia is longer than 90 days.

Nationals of countries subject to the visa requirement also need to procure an entry visa for Croatia (Visa C). Information on countries subject to the visa requirement can be found on the web site of the Ministry of Foreign and European Affairs.

Detailed information is available at:

<http://www.studyincroatia.hr/living-in-croatia/student-residence-permit>

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

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

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

**Q4b.** Is a proof of **acceptance** by HEI required in your Member State in order to obtain the visa/residence permit?<sup>17</sup>

Yes.

No.

*If you have answered yes, please elaborate:*

One of the documents that must be submitted with the application for a temporary residence for the purpose of studying is a proof of admittance issued by a higher education institution in Croatia (in the Croatian language).

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

Recognition of degrees carried out centrally.

Recognition of degrees carried out by each HEI.

Other.

*Please explain:*

Prospective students who wish to apply **for graduate or postgraduate study programmes** and have a foreign higher education qualification or degree, need to undergo the process of academic recognition. Academic recognition for the purpose of continuation of higher education on graduate or postgraduate study programmes in Croatia is performed by Offices for Academic Recognition of Foreign Higher Education Qualifications at Croatian higher education institutions.

<sup>17</sup> Article 11 (1) of the Students and Researchers Directive

## Attracting and retaining international students in the EU

**Q4d.** What are the **level of tuition fees for third-country nationals** in your Member State? <sup>18</sup> *If applicable, please distinguish between the different qualifications levels (ISCED levels 5-8).*

- If possible, please provide here a range of the level of tuition fees per academic year in euro/national currency:
- Tuition fees for study programmes in Croatia are determined by each higher education institution. The level of tuition fees vary significantly and depend on the following criteria:
  - type of higher education institution (public or private),
  - language of instruction (Croatian language or foreign languages),
  - type of study programme (university or professional),
  - field of study (e.g. STEM is in the upper level, while the humanities are in the lower level of tuition fees).

The most important principle of funding of public HEIs from the State Budget is that the Ministry of Science and Education subsidizes costs of full-time students in the following categories: nationals of Croatia, nationals of the EU Member States, third-country nationals with permanent residence in Croatia and international students who have been granted the status of persons under international protection. The subvention does not include students enrolled into in the study programmes in English.

- Is the level of fees for third-country nationals determined centrally (e.g. by the state) or by each HEI?  
No.

*Please explain:*

Third-country nationals apply within the quota for foreigners (there are two types of quota: the first one refers to citizens of Croatia and other EU Member States, while the second one refers to the third-country nationals, the so-called 'quota for foreigners'). The level of tuition fee in the quota for foreigners is determined by each higher education institution.

- Is evidence of payment an admission condition?  
 Yes.  
 No.
- Are the fees capped in your Member State (i.e. is there a higher/lower threshold limit imposed)?  
 Yes.  
 No.

In case of categories of students not subsidized from the State Budget (the categories elaborated under Q4d.), public higher education institutions determine the tuition fees by their internal acts regulating enrolment and tuition fees. This right results from the autonomy of HEIs.

Although the tuition fees at public HEIs are not capped, in general the tuition fees at public higher education institutions are lower than the tuition fees at private higher education institutions.

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

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<sup>18</sup> See Article 11(1)(b) of the Students and Researchers Directive

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*If you have answered no, please elaborate:*

Fees for citizens of Croatia and other EU Member States are lower than the fees for international students (third-country nationals). They apply to the so-called 'quota for foreigners' and are subject to tuition fees determined by higher education institutions.

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

Yes.

No.

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

International students who are beneficiaries of the aid for the least-developed and low-income countries are exempt from tuition fees. The participation in this programme applies to all EU Member States.

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

*Please elaborate:*

Third-country nationals pay administrative fees in the same amount as students subsidized by the Ministry of Science and Education. The amount of administrative fees is determined by internal acts of HEIs (e.g. enrolment fee app 50 EUR).

**Q4f.** Are international students required to provide a proof of sufficient **knowledge of the language** of the course?<sup>19</sup> If so, what is the required level? Does the student have to provide an attestation (e.g. TOEFL test)?

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

A proof is required for specific courses.

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

*If proof is required (either in general or for specific courses), please elaborate and specify the required level, using the levels defined by the CEFR:<sup>20</sup>*

*Please elaborate:*

Foreign citizens (citizens of EU member states and third country nationals) are required to take the standardized Croatian language test at Level B2 before entering the first or the second year of undergraduate or graduate study, in accordance with the decision made by a respective higher education institution.

The higher education institution selects study programmes that require the Croatian language test at Level B2 (the test is not obligatory for all study programmes).

– The student has to provide an attestation.

Yes, an attestation is required for all courses.

An attestation is required for specific courses.

No.

The Croatian language test is not the only attestation accepted for this purpose. The candidate is not required to take the test if they have passed the similar test of this level earlier or if they can provide other

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

<sup>20</sup> <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

## Attracting and retaining international students in the EU

evidence of their knowledge of the Croatian language. The decision on the type of attestation is made by a respective higher education institution.

**Q4g.** Are international students automatically qualified for **health insurance**?<sup>21</sup>

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

*Please elaborate:*

During their stay in Croatia, all international students with temporary residence must have health insurance. A valid health insurance is a prerequisite for granting a temporary residence.

More information is available at:

<http://www.studyincroatia.hr/living-in-croatia/health-care>

**Q4h.** Is there a pre-determined level of **sufficient resources** for international students at national level?<sup>22</sup> If so, what is the level of sufficient resources and what type of resources are accepted?

- Yes.
- No.

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

*Please explain:*

One of the documents that has to be submitted with the application for temporary residence for the purpose of studying is a proof of sufficient funds: a scholarship or a proof of having access to funds in the amount of at least 1.000 Kuna (app. 300 EUR) per month during 12 months.

The proof of receiving a scholarship should be issued by the legal entity granting the scholarship while the proof of funds should be issued by a bank in the form of a bank statement.

More information is available at: <http://www.studyincroatia.hr/living-in-croatia/student-residence-permit>

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

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

### **Q4i. Other admission conditions**

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

*Please elaborate:*

Detailed admission conditions are available at:

<http://www.studyincroatia.hr/living-in-croatia/student-residence-permit>

## **2.2 Special incentives for attracting international students**

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

<sup>21</sup> See Articles 7(1)(c) and 11(2) of the Students and Researchers Directive

<sup>22</sup> See Articles 7(1)(e), 7(3) and 11(1)(d) of the Students and Researchers Directive

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**NB:** Please also state whether measures to attract are targeted to a specific qualification level (ISCED levels 5-8) or sciences/fields of education (e.g. STEM<sup>23</sup>).

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

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

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

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

Promotional activities in the country of origin include participation at higher education fairs.

A majority of activities related to the participation at higher education fairs in the countries of origin are carried out by higher education institutions. However, the Ministry of Science and Education is coordinating some of them under the slogan 'Study in Croatia'. The Ministry of Science and Education has established the Working Group for the Promotion of Croatian Higher Education Institutions Abroad, published a brochure 'Study in Croatia' and set up a portal 'Study in Croatia'.

According to the new Act on the Agency for Mobility and EU programmes (national Erasmus+ agency), the activity of promoting Croatian higher education institutions abroad has been included into the regular activity of the Agency so as of 2019 the Agency will be awarded a special fund for this purpose from the State Budget, intended for activities to be carried out centrally.

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

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

Scholarships for international students are available in the framework of government bilateral programmes concluded by the Ministry of Science and Education, through university bilateral agreements, as well as in the framework of multilateral government programmes, notably CEEPUS (Central European Exchange Programme for University Studies) and Erasmus+, both managed by the [Agency for Mobility and EU Programmes](#).

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

- Yes, provided by the state.
- Yes, provided by HEIs.
- Yes, provided by private entities.
- No.

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

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

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<sup>23</sup> Science, Technology, Engineering and Mathematics



## Attracting and retaining international students in the EU

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

Yes.

No.

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

Yes.

No.

*If you have answered yes, please explain:*

A third-country national is entitled to work in the Republic of Croatia upon obtaining the residence/labour permit („dozvola za boravak i rad“) or a certificate on registered labour („potvrda o prijavi rada“).

A third-country national is entitled to work in the Republic of Croatia based on the residence/labour permit or a certificate on registered labour, only with the employer that concluded a contract with the respective third-country national. Detailed information is available at:

<https://gov.hr/moja-uprava/pravna-drzava-i-sigurnost/strani-drzavljanu-u-rh/rad-stranaca/1724>

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

Yes, support for spouses available.

Yes, support for children available.

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

No.

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

Yes.

No.

*If you have answered yes, please elaborate:*

At present there are approximately 30 study programmes offered in foreign languages, mostly in English. A list of study programmes in foreign languages is available at:

<http://www.studyincroatia.hr/studying-in-croatia/institutions-and-programmes/teaching-language>

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

Yes.

No.

*If you have answered yes, please elaborate:*

The Ministry of Science and Education has announced a call for study courses in foreign languages to be funded from the European Social Fund (ESF). In October 2018 the Ministry concluded 30 contracts with the most successful applicants (higher education institutions). This ESF operation is expected to contribute significantly to the internationalization of higher education in Croatia, notably to attracting international students.)

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

- Yes.  
 No.

*If you have answered yes, please elaborate:*

Students submitting an application to the diplomatic mission or consulate of the Republic of Croatia in their home country should do so prior to their scheduled arrival in Croatia. The usual procedure can take three months or longer (including the time needed for all the necessary documents to be translated into Croatian). There is also a fast-track option for handling the application and students can request at the diplomatic mission or consulate, in which case they pay a higher fee.

Detailed information is available at:

<http://www.studyincroatia.hr/living-in-croatia/student-residence-permit>

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

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

*Answer: n/a*

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

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

- Long-stay visa issued in the third country:  
 Residence permit issued (please specify the type and length of the permit):  
 Other (please specify):

A third-country national coming to Croatia to study at a higher education institution as a full-time student at an undergraduate, graduate and postgraduate level can submit a residence permit application either to the diplomatic mission or consulate of the Republic of Croatia in the foreign national's home country, or to the relevant police department or police station upon entering Croatia.

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

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

The residence permit can be issued both in the third country, as well as in Croatia. Third-country nationals subject to the visa requirement also need to obtain an entry visa for Croatia ("Viza C"). Information on countries subject to the visa requirement can be found on the web site of the Ministry of Foreign and European Affairs.

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

*Please elaborate:*

Students submitting an application to the diplomatic mission or consulate of the Republic of Croatia in their home country should do so prior to their scheduled arrival in Croatia. The usual procedure can take up to three months (including time needed for all the necessary documents to be translated into Croatian). There is also a fast-track option for handling the application and students can request this at the diplomatic mission or consulate, in which case they pay a higher fee.

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Students submitting the application to the appropriate police department or police station in Croatia should do so upon entering Croatia and the procedure is faster.

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

*Please explain:*

A student should submit a letter issued by a higher education institution confirming his/her student status.

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

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

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

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

Majority of higher education institutions have established an international relations office or at least have an officer for international relations whose task is to provide support to foreign students.

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

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

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

Higher education institutions provide support in finding housing.

For example, please see the relevant information on the web page of University of Zagreb:

<http://www.unizg.hr/homepage/international-exchange/exchange-students/living-studying-in-zagreb/>

General information is available at the portal of the Ministry of Science and Education 'Study in Croatia':

<http://www.studyincroatia.hr/living-in-croatia/accommodation>

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

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

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

Several universities provide **Croatian language courses** for foreigners (at their faculties for humanities). The largest and the oldest is the Centre for Croatian as a Second and Foreign Language (Croaticum), engaged in teaching and research of Croatian as a second and foreign language. It is part of the Department of Croatian Language and Literature at the Faculty of Humanities and Social Sciences of the University of Zagreb. [http://croaticum.ffzg.unizg.hr/?page\\_id=4674](http://croaticum.ffzg.unizg.hr/?page_id=4674)

These preparatory language courses are mostly attended by foreign students and descendants of Croatian emigrants.

**Orientation courses** are offered by some higher education institutions. They are attended by foreign students, notably Erasmus students.

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

*Please elaborate:*

Some higher education institutions offer the so called 'buddy' programme. A buddy is a Croatian student assigned to a foreign student. The task of the 'buddy' is to assist a foreign student in various aspects.

## 2.4 Rights of international students

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

**Q8a.** How many hours are international students allowed to work per week or months per year?<sup>24</sup>

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

*Please elaborate:* International students are allowed to work without a residence permit up to 20 hours per week.

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

Yes, restrictions in place.

No.

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

International students are not allowed to work through the so-called student employment centres at universities.

International students fall under the legislation for foreign workers (they conclude a regular work contract with the employer).

A benefit of the contract concluded through the student employment centre is that the employer pays a very low income tax.

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

Yes, prior authorisation required.

No.

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

A third-country national is entitled to work in the Republic of Croatia upon obtaining the residence/labour permit („dozvola za boravak i rad“) or a certificate on registered labour („potvrda o prijavi rada“).

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

Yes, self-employment possible.

No.

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

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

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

- Yes, deferral of studies possible.
- Yes, carrying out a training/job in parallel to studies possible.
- No.

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

A deferral of studies is possible according to the internal acts of a respective higher education institution.

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

- Yes.
- No.

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

The Article 89 of the Act of Scientific Activity and Higher Education (the Official Journal of the Republic of Croatia no. 123/03, 105/04, 174/04, 2/07, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14) stipulates that a student will lose a student status if he/she does not complete the studies within the period stipulated in the statute of a higher education institution. The same provision applies to international students.

**Q10b.** In accordance with Directive 2016/801 Article 21(3),<sup>25</sup> Member states may withdraw a visa/residence permit in case of a lack of progress in the relevant studies. Has your Member State transposed this provision?

- Yes.
- No.

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

It should be taken into consideration that at the time of renewal of a temporary residence permit, a student should submit a proof of his/her student status issued by a higher education institution.

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

- Yes.
- No

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

According to the Article 93 of the Act on Foreigners (Official Journal of the Republic of Croatia, 74/13 and 69/17), a half of the period of temporary residence for the purpose of study shall be counted into the period requested for the long-term residence.

### External factors affecting attracting international students

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

- HEI rankings
- Member State is a hub for specific fields

<sup>25</sup> See Article 21(2)(f) of the Students and Researchers Directive

## Attracting and retaining international students in the EU

- Language in which courses are taught
- Culture
- Socio-economic factors (e.g. living costs)
- Other (please specify):
- No information available.

*Please elaborate:*

The fact that Croatia is an EU Member State with its higher education system aligned with the Bologna principles, i.e. the integration of Croatian higher education system into the European Higher Education Area attracts international students to Croatia.

In addition, since Croatia is known as a tourist country, some international students take this fact into consideration, notably in case of universities on the Adriatic coast.

In addition, international students are also attracted by costs of tuition fees at public higher education institutions.

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

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

a) Challenges: a lack of study programmes in foreign languages

*Please elaborate:*

A major challenge is that at present higher education institutions in Croatia carry out app. 30 study courses in foreign languages (out of 1.700 accredited study programmes).

b) Good practices: a government incentive to introduce study programmes in foreign languages

*Please elaborate:*

In the framework of the European Social Funds (ESF), in October 2018 the Ministry of Science and Education concluded 30 contracts with higher education institutions for introducing study programmes in foreign languages. This ESF operation is expected to contribute significantly to the internationalization of higher education in Croatia, notably to attracting international students.

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

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

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

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

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

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

*Please briefly outline the conditions:*

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- For what period of time does your Member State allow students to stay after studies in order to seek employment or set up a business?<sup>26</sup> What happens after this period?

This issue is stipulated by the Act on Foreigners which is under the jurisdiction of the Ministry of Interior.

*Please elaborate:*

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

Yes.

No.

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

- Does the international student require a minimum level of degree in order to be allowed to stay after studies in order to seek employment or set up a business?<sup>27</sup>

Yes.

No.

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

**Q14b.** Are there any other particular **policy measures** or incentives to retain international students in place? *Please select all relevant boxes:*

Lowered salary requirement for a work/residence permit.

Unrestricted access to the labour market.

Other incentive(s).

No.

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

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

Yes, initiatives implemented by HEIs.

Yes, initiatives implemented by the private sector.

Other initiatives.

No.

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

Some higher education institutions have set up career centres that assist students in identifying companies for the work-based learning that has been integrated into the study programme. These contacts between HEIs and the private sector are also used for identifying future employers after the completion of studies.

<sup>26</sup> See Article 25(1) of the Students and Researchers Directive

<sup>27</sup> See Article 25(2) of the Students and Researchers Directive

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

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

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

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

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

A) Challenges: a high youth unemployment rate in Croatia

*Please elaborate:*

There is a lack of work posts for recent graduates in Croatia.

B) Good practices: hiring the best international students who complete a PhD programme in Croatia at research institutes

*Please elaborate:*

The best PhD students are in some cases offered a position at public research institutes, notably if funds have been secured through EU funds (e.g. Horizon 2020, EU Regional and Development Fund etc.).

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

**Q18.** Has your Member State concluded and/or intends to conclude any **bilateral and/or multilateral agreements** with countries of origin concerning international students? Please distinguish between agreements in place with countries with developed economies and those with developing economies<sup>28</sup> as classified by the United Nations<sup>29</sup> and summarise and provide an overview of the type of agreements – without listing all the agreements and detailed provisions.

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

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

- The most common provisions of the agreements;
- Most common world regions/countries of origin with which agreements have been concluded;
- Are specific fields of studies or qualification levels covered in the agreements?
- Are specific categories of persons covered under the agreements? (e.g. specific age groups; gender; other socio-demographic characteristics).

The Ministry of Science and Education of the Republic of Croatia has concluded 30 bilateral agreements in the field of education, mostly with developed economies.

<sup>28</sup> This distinction is relevant as the objectives and purpose of such agreements could differ significantly between these two categories.

<sup>29</sup> [http://unctadstat.unctad.org/EN/Classifications/DimCountries\\_DevelopmentStatus\\_Hierarchy.pdf](http://unctadstat.unctad.org/EN/Classifications/DimCountries_DevelopmentStatus_Hierarchy.pdf)



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The most common provisions refer to the following:

- scholarships for students of higher education institutions, teachers (of all levels of education) and researchers of both countries;
- bilateral research projects from all areas of science.
- teaching of Croatian language at HEIs abroad and teaching of foreign languages at HEIs in Croatia.

Bilateral agreements usually cover all qualification levels. Therefore, the scholarship categories include: undergraduate/graduate/postgraduate study programmes, study visits, summer courses. The call for all scholarships is announced once a year by the Agency for Mobility and EU programmes (national Erasmus+ agency).

Major multilateral government programmes are Central European Programme for University Studies (CEEPUS) and Erasmus+.

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

- The most common provisions of the agreements;
- Most common world regions/countries of origin with which agreements have been concluded;
- Are specific fields of studies or qualification levels covered in the agreements?
- Are specific categories of persons covered under the agreements? (e.g. specific age groups; gender; other socio-demographic characteristics).

No bilateral/multilateral agreements in place or planned.

Bilateral agreements have been also concluded with some developing economies, notably with neighbouring countries (e.g. Bosnia and Herzegovina, FYR of Macedonia, Serbia, Montenegro etc.).

The most common provisions refer to the following:

- scholarships for students of higher education institutions, teachers (of all levels of education) and researchers of both countries;
- bilateral research projects from all areas of science.
- teaching of Croatian language at HEIs abroad and teaching of foreign languages at HEIs in Croatia.

Bilateral agreements usually cover all qualification levels. Therefore, the scholarship categories include: undergraduate/graduate/postgraduate study programmes, study visits, summer courses. The call for all scholarships is announced once a year by the Agency for Mobility and EU programmes (national Erasmus+ agency).

Major multilateral student mobility programmes Erasmus+ (notably Erasmus Mundus) and CEEPUS include developing countries.

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

- Yes, measures related to brain drain in place.
- No.

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

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

Yes.

No.

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

There is a common practice that HEIs conclude bilateral agreements with HEIs all over the world (mostly with industrialized countries). Since the EU programme for Education, Training, Youth and Sport Erasmus+ is a major programme for student exchange, it should be noted that in the framework of Erasmus+ it is obligatory to conclude a bilateral agreement with foreign HEIs (there is an Erasmus+ template used for this purpose).

E.g. the University of Zadar, a medium-sized university for Croatian standards, has concluded app. 100 bilateral agreements with HEIs both in the EU and in the third countries ([www.unizd.hr](http://www.unizd.hr)).

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

A) Challenges: sustainability of cooperation in the framework of bilateral agreements concluded by HEIs

*Please elaborate:*

HEIs often conclude bilateral agreements encouraged by cooperation in the framework of some programme/project. Upon the completion of the project, there is a lack of funding to continue their cooperation.

B) Good practices: regular application to bilateral and multilateral government programmes

*Please elaborate:*

Multilateral government programme CEEPUS (Central European Programme for University Studies) is based on funding of networks composed of HEIs from Central and Eastern Europe that carry out study programmes in the same field. All countries signatories to the CEEPUS Agreement contribute to the CEEPUS budget by covering the costs of incoming students and teachers.

## Annex 1 National statistics

| Academic year | MS Nationals | EU Nationals | International Students | Total:  |
|---------------|--------------|--------------|------------------------|---------|
| 2017/2018     | 170.776      | 1.955        | 911                    | 173.642 |
| 2018/2019     | 163.294      | 1.368        | 697                    | 165.359 |

Source: Ministry of Science and Education of the Republic of Croatia, December 2018.

Data refer to the first and second cycle (Bachelor and Master) for both full-time and part-time students at all accredited public and private higher education institutions in Croatia. Postgraduate students are not included in the data base of the Ministry of Science and Education.

The number of students for the academic year 2017/2018 includes data for two enrolment deadlines (fall and spring).

The number of students for the academic year 2018/2019 includes data for one enrolment deadline (fall).

Enclosed: A list of international students in the academic year 2017/2018 according to their nationality, Source: Ministry of Science and Education, 2018