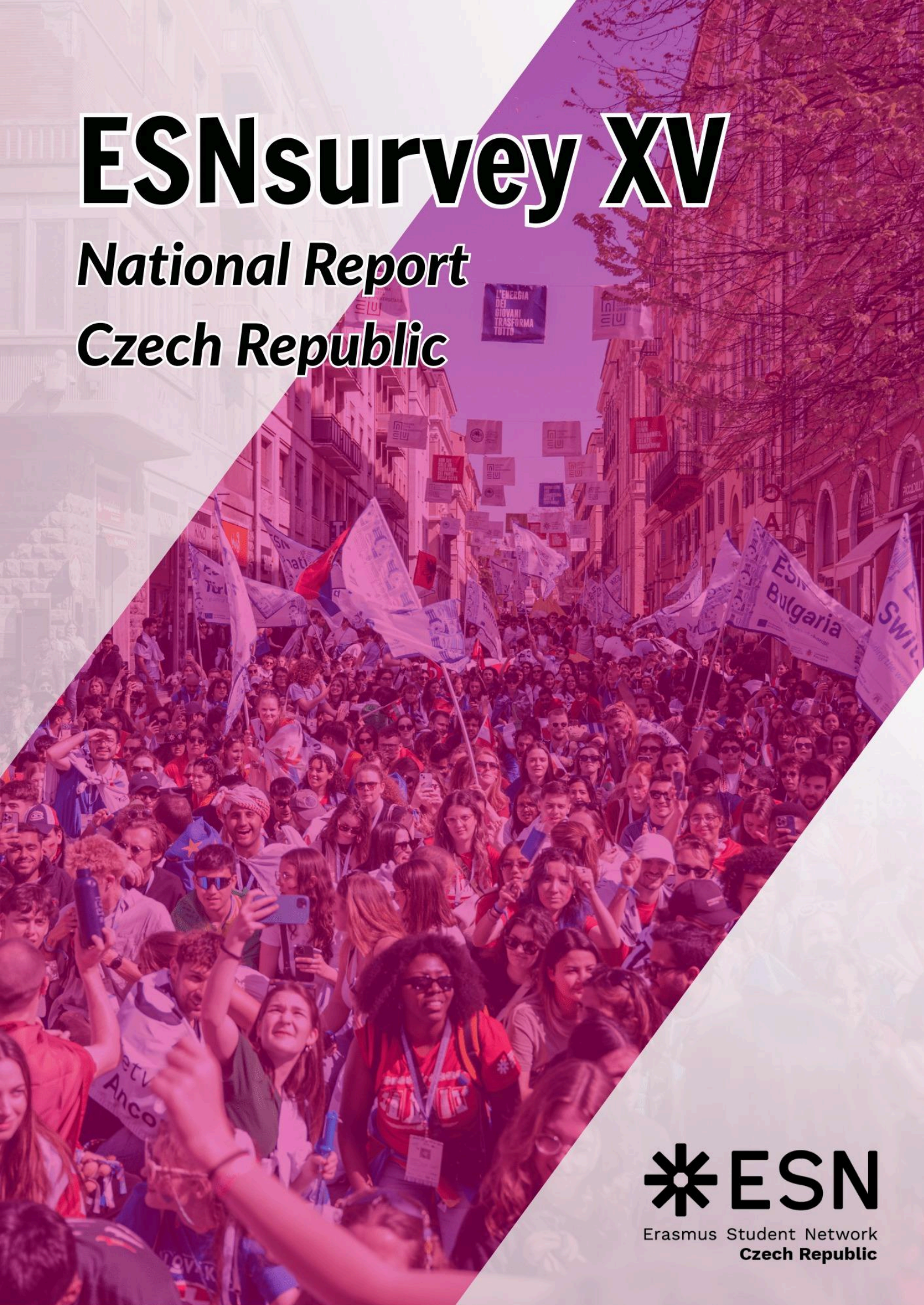


ESNsurvey XV

National Report Czech Republic



Erasmus Student Network
Czech Republic

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Foreword

International student mobility has become one of the most transformative experiences available to young people today. As higher education evolves in an increasingly interconnected world, understanding how students perceive, experience, and benefit from studying abroad is essential for shaping policies, improving support systems, and ensuring inclusive access for all. The ESNsurvey, now in its fifteenth edition, remains one of the most comprehensive tools for capturing these realities from the students' perspective.

This year's edition provides valuable insights into both incoming and outgoing mobility, offering a detailed look at motivations, expectations, challenges, and the broader impact of international exchange on personal development, academic progress, and civic engagement. The findings confirm long-standing trends—such as the dominance of the Erasmus+ programme and the importance of intercultural learning—while also reflecting new dynamics in areas like digital tools, sustainability, mental health, and the changing socioeconomic landscape influencing students' decisions.

The survey results highlight not only the positive influence of mobility on students' skills, identities, and global awareness, but also the areas where institutions—sending and hosting alike—can strengthen their support. Issues such as financial barriers, administrative complexity, unequal access to information, and difficulties integrating into local communities remain central challenges. At the same time, students report significant gains in communication, adaptability, language proficiency, and personal growth, underscoring the enduring value of mobility experiences.

We hope that this report will serve as a meaningful resource for universities, policymakers, student organisations, and all stakeholders committed to improving international mobility. By amplifying students' voices, the ESNsurvey contributes to shaping a more inclusive, accessible, and high-quality mobility ecosystem across Europe and beyond.

We extend our gratitude to all respondents who took the time to share their experiences. Their contributions ensure that international mobility continues to evolve not only as an academic opportunity, but as a life-changing journey that strengthens Europe's cultural, social, and civic society.

Incoming Students

Basic information

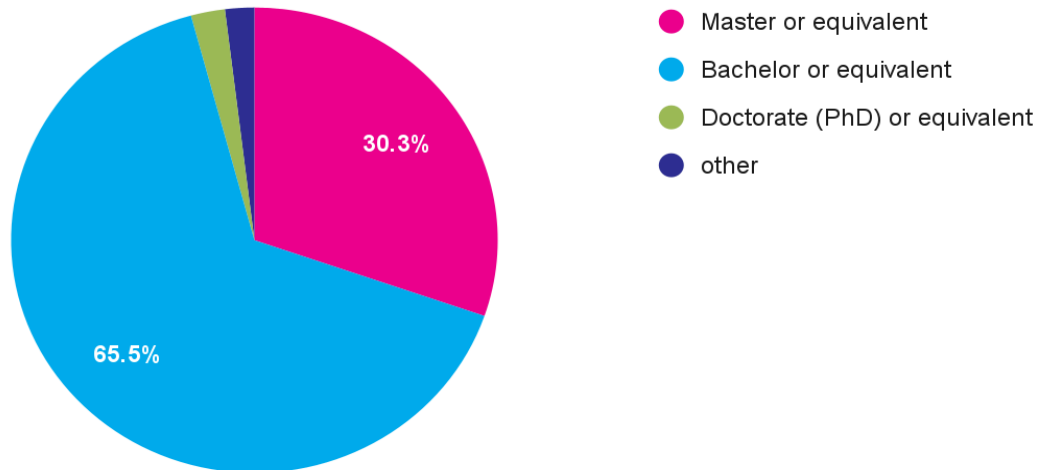
1. Did you participate (or are you currently) in international student mobility in your higher education?

All 928 respondents stated that they participated or are currently participating in international student mobility as exchange students. None of the respondents reported a lack of international experience during higher education. This clearly shows that the dataset is fully focused on students with mobility experience. As a result, the data allow a detailed evaluation of internationally mobile students, but the results cannot be generalised to students without mobility experience. This also confirms that international exchange programmes are a significant and accessible opportunity for the surveyed group.

2. What was/is your study level during your stay abroad?

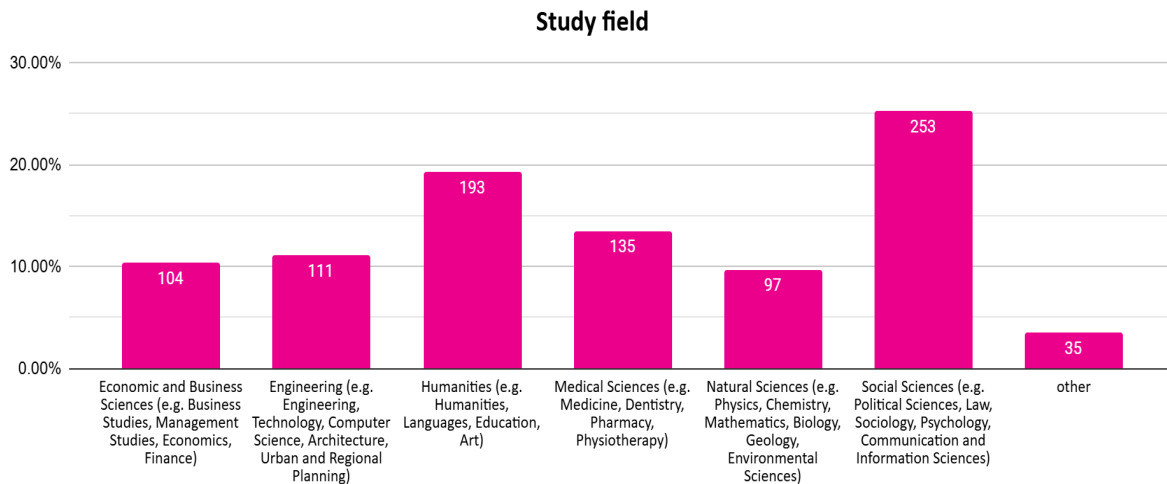
Most respondents participated in mobility during their Bachelor studies (608 students, 65.5%), followed by Master level (281 students, 30.3%). Only a small number of students took part during doctoral studies (21 respondents, 2.3%) or other specific educational formats (18 respondents, 1.9%). This distribution shows that international mobility was most frequently undertaken by Bachelor students, with a significant proportion also at the Master level. This indicates that international mobility is most common at earlier stages of higher education. Bachelor and Master students may have more flexibility in their study plans and fewer academic or professional obligations, which makes participation in exchange programmes easier. This suggests that universities mainly promote and support mobility at these levels.

Level of study during stay aboard



3. Which study field were you enrolled in when going on exchange?

Respondents came from a wide range of study fields. The largest group represented Social Sciences (253 students, 27.3%), followed by Humanities (193 students, 20.8%) and Medical Sciences (135 students, 14.5%). Engineering fields accounted for 111 students (12%), while Economic and Business Sciences represented 104 students (11.2%). Natural Sciences were reported by 97 students (10.5%). Other fields were represented only marginally (35 students, 3.8%). This distribution shows that student mobility is especially popular in disciplines with more flexible curricula and broader international relevance. Fields such as medicine and engineering are also present but to a lesser extent, which may be due to stricter study requirements and limited recognition of courses abroad.

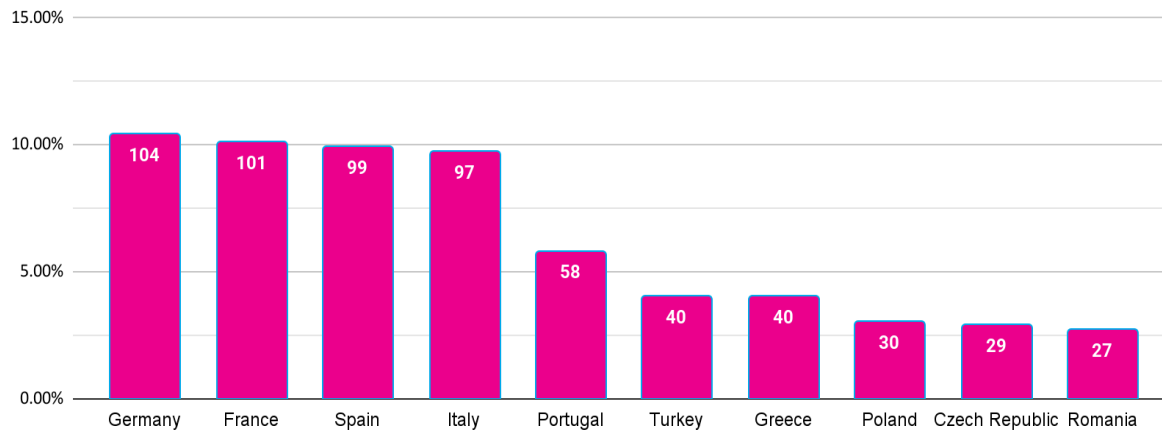


4. Select the country of your SENDING institution from the list.

The most common sending countries were Germany (11.21%), France (10.88%), Spain (10.67%) and Italy (10.45%), each contributing a similar number of participants. Other countries with notable representation include Portugal (6.25%), Turkey (4.31%) and Greece (4.31%). Smaller but still relevant groups came from Poland (3.23%), the Czech Republic (3.13%) and Romania (2.91%).

In addition, students came from a wide range of other countries across Europe and beyond, including Asia, Africa, and Latin America. This indicates that international student mobility is strongly rooted in Europe but is also becoming more globally diverse. Countries with long-standing participation in exchange programmes appear to send the highest number of students. This distribution shows a broad geographic diversity across European sending institutions.

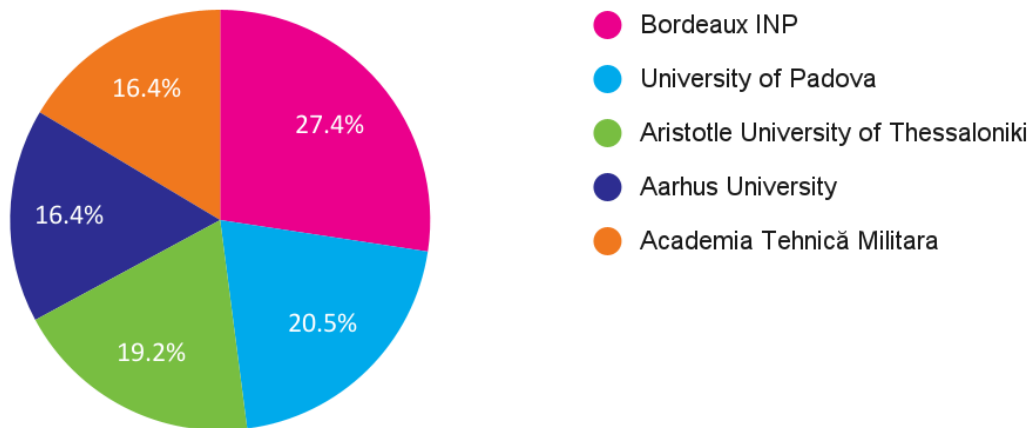
Top 10 sending countries



5. Please share the name of your SENDING institution.

The graph presents the results of Question 5, which asked respondents to share the name of their sending institution. A total of 928 respondents participated in the survey, and 1 respondent did not answer this question, resulting in 927 valid responses. For clarity, only the five universities with the highest number of responses were selected for the graph. Bordeaux INP was the most frequently mentioned sending institution with 20 respondents, representing approximately 2.2% of all valid responses. It was followed by the University of Padova with 15 respondents (about 1.6%) and the Aristotle University of Thessaloniki with 14 respondents (around 1.5%). Aarhus University and Academia Tehnică Militară were each selected by 12 respondents, accounting for approximately 1.3% each. These institutions were followed by other universities with lower numbers of respondents, which together made up the remaining responses.

Top 5 sending institutions

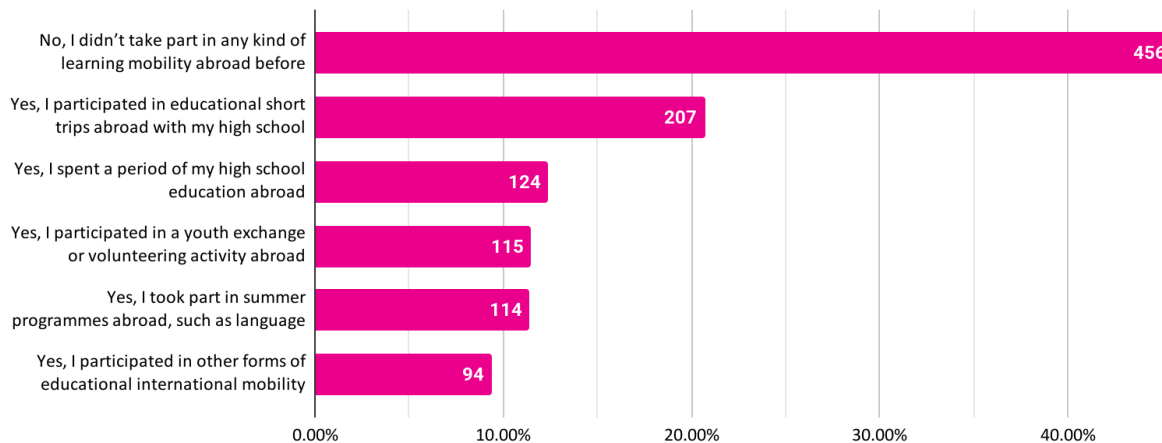


6. Prior to starting your higher education studies (university), did you take part in any exchange experience abroad as part of an educational programme?

Many respondents reported having international experience even before starting higher education. The most commonly selected option was participation in other forms of educational international mobility (456 respondents), followed closely by summer programmes abroad (207 respondents), youth exchanges or volunteering abroad (124 respondents), and spending part of high school education abroad (115 respondents).

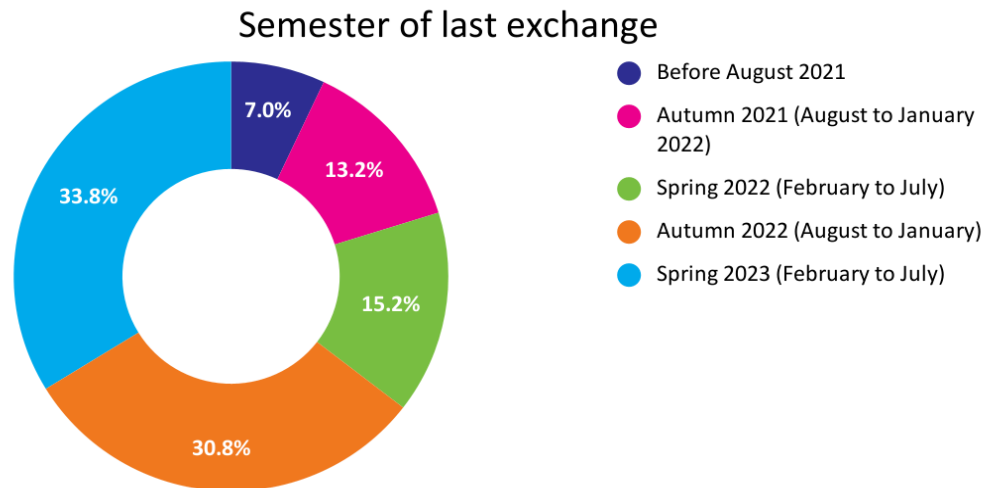
A smaller but still substantial group participated in short educational trips abroad (114 respondents). Only 94 respondents indicated that they had no international learning mobility before university.

Take part in any exchange experience abroad as part of an educational programme



7. Please choose the semester(s) during which you had your last exchange:

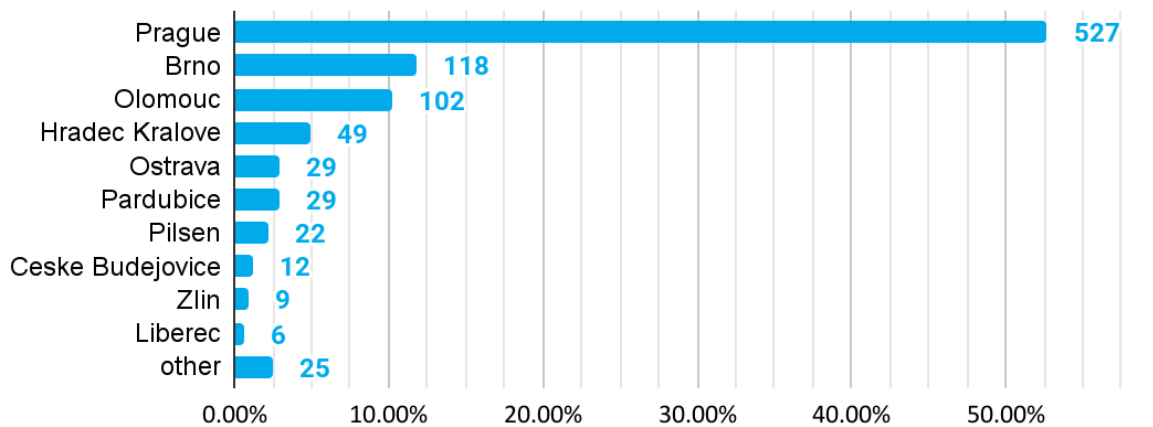
Most respondents completed their last exchange in spring 2023 (361 students, 33.8%) and autumn 2022 (329 students, 30.8%). Fewer students participated in earlier periods, such as before August 2021 (7%) or during 2021 (13.2%) and early 2022 (15.2%). This distribution shows a clear increase in student mobility after 2021, which likely reflects the recovery of international exchanges following the COVID-19 pandemic. The data suggest that student mobility has not only returned to pre-pandemic levels but has also grown in recent years, indicating renewed interest and improved conditions for international exchange.



8. Please, share the name of the city where you lived during your mobility

The majority of respondents lived in Prague (527 students, 55.3%) during their mobility. Other important host cities include Brno (118 students, 12.38%) and Olomouc (102 students, 10.7%), followed by Hradec Králové, Pardubice, Pilsen, and Ostrava. Only a small number of students lived in smaller cities or outside the Czech Republic. This result indicates a strong concentration of international students in major academic centres, especially the capital city. Larger cities likely attract more students due to a wider range of universities, study programmes, cultural activities, and international communities. Overall, Prague clearly stands out as the dominant host destination.

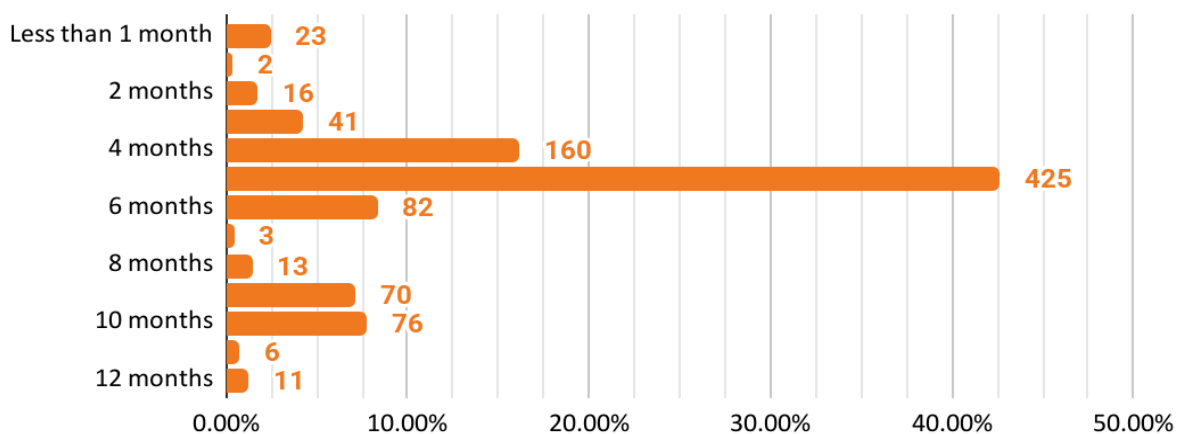
Top 10 cities for living during mobility



9. Please, indicate the duration of your exchange

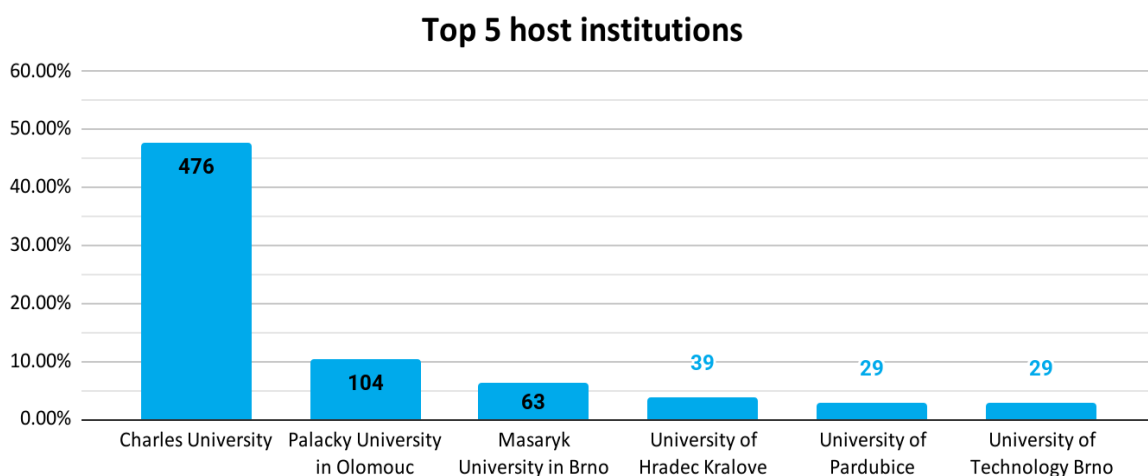
Most exchanges lasted 5 months (425 students) or 4 months (160 students), which corresponds to a typical academic semester. Longer stays of 9 or 10 months were also relatively common, while very short exchanges (less than 1 month) were rare. This shows that international mobility is mainly semester-based and integrated into regular study programmes. The dominance of medium-length stays suggests that students prefer exchanges that allow sufficient academic and cultural immersion without significantly extending their overall study duration.

Duration of the exchange



10. Please, share the name of your HOST institution.

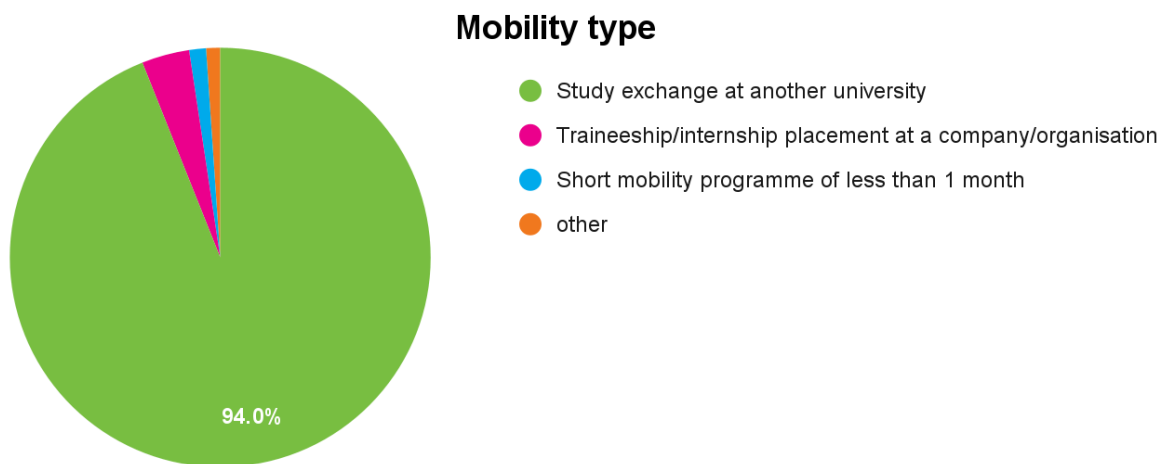
In total, 928 respondents participated in the survey, and 13 of them did not answer this question, resulting in 915 valid responses. For clarity, the graph includes only the five universities with the highest number of responses. Charles University was the most frequently mentioned host institution, chosen by 476 respondents, which represents approximately 51.3% of all valid responses. It was followed by Palacký University in Olomouc with 104 respondents (about 11.2%) and Masaryk University in Brno with 63 respondents (around 6.8%). The University of Hradec Králové was selected by 39 respondents (approximately 4.2%), and the University of Pardubice by 29 respondents (about 3.1%). These universities were followed by other institutions with lower numbers of respondents, such as Mendel University in Brno, Czech Technical University, the University of Chemistry and Technology, and several others, which together accounted for the remaining responses.



11. Select your mobility type.

The vast majority of respondents (872 students, 94%) participated in a study exchange at another university. Only a small number took part in traineeships/internships (34 students, 3.7%), short-term mobility programmes (12 students, 1.3%), or other forms of mobility (10 students, 1.1%). This indicates that international mobility is still primarily academically oriented and focused on formal university study. Alternative mobility formats exist but remain

less common, suggesting potential for further development and promotion of practical or blended mobility opportunities. This shows that study exchanges were the main type of mobility.

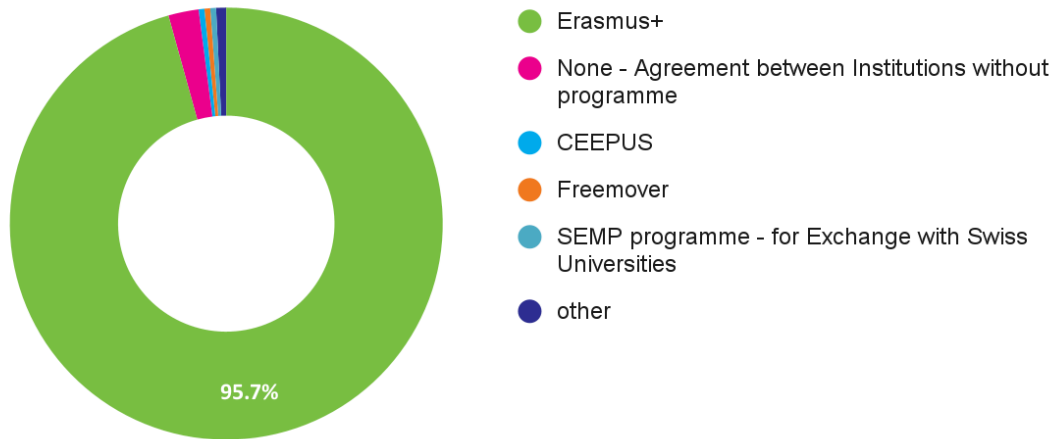


12. Select your exchange programme:

The vast majority of respondents participated in the Erasmus+ programme (888 students out of 928, 95.7%). Only a small number of students took part in other types of exchange programmes, such as institutional agreements without a formal programme (21 students), CEEPUS (4), freemover exchanges (4), or SEMP for Swiss universities (4). Other programmes were mentioned only rarely.

This result clearly shows that Erasmus+ is the dominant framework for international student mobility among the respondents. The strong prevalence of this programme suggests that Erasmus+ is widely accessible, well-structured, and strongly supported by both sending and host institutions. At the same time, the low number of students in alternative programmes indicates that non-Erasmus mobility options are less visible or less attractive. This implies that universities and policymakers may consider promoting a wider range of exchange programmes to diversify mobility pathways and reach students who cannot participate in Erasmus+.

Exchange programme



Perception and awareness about Erasmus+

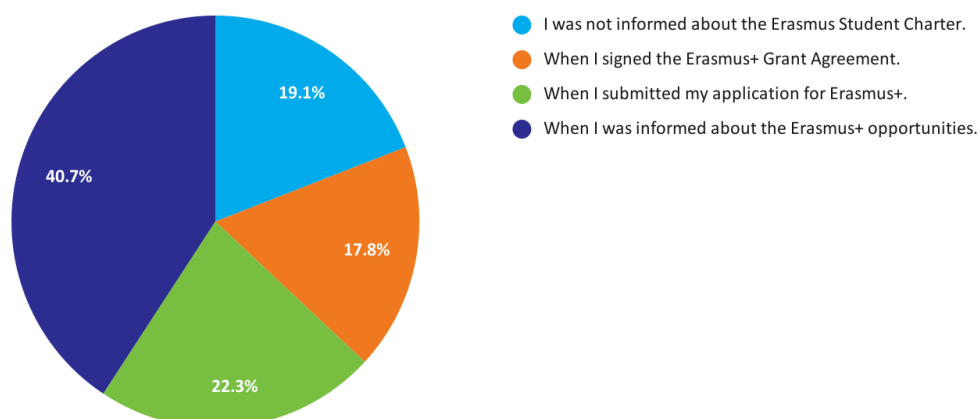
13. Were you informed of the rights of Erasmus students included in the Erasmus Student Charter during your mobility?

In total, 928 respondents answered the survey, but 91 of them did not answer this question.

Most respondents reported that they were informed about the Erasmus Student Charter, mainly when they were informed about Erasmus+ opportunities (341 students out of 837, 40.74%) or during the application process (187 students, 22.34%). A smaller group received this information when signing the Erasmus+ Grant Agreement (149 students, 17.8%). However, 160 students stated that they were not informed at all, and 91 respondents did not answer the question.

These results suggest that information about student rights is generally provided, but not in a consistent way. The relatively high number of students who were not informed or did not respond indicates potential gaps in communication. This implies that institutions could improve transparency and ensure that all students receive clear and timely information about their rights before starting their mobility.

Informed of the rights of Erasmus students (Erasmus Student Charter) during mobility



14. To what extent do you agree with the following statements about the Erasmus+ programme?

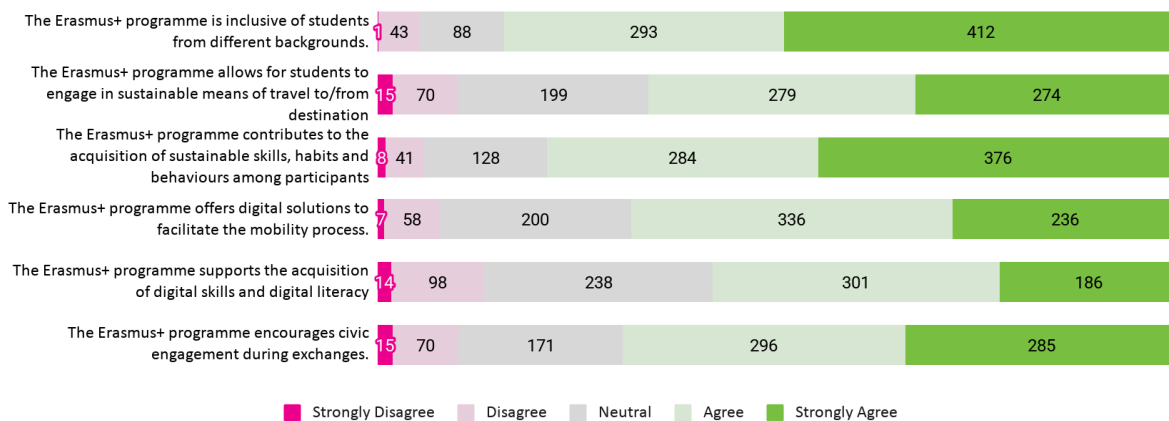
Students were asked how much they agree with several statements about the Erasmus+ programme. Most answers are positive.

- **Inclusiveness:**
Most students agreed that the Erasmus+ programme is inclusive for students from different backgrounds.
293 students agreed and 412 strongly agreed, while very few disagreed.
- **Sustainable travel:**
Many students felt that the programme allows them to use sustainable travel options.
Most answers were agree (279) or strongly agree (274), although some students chose neutral (199).
- **Sustainable skills:**
Most students thought that Erasmus+ helps them develop sustainable skills and habits.
284 students agreed and 376 strongly agreed.
- **Digital solutions:**
Many students believed that Erasmus+ offers useful digital tools for the mobility process.
336 agreed and 236 strongly agreed.
- **Digital skills:**
Students also said that Erasmus+ helps them gain digital skills.
The most common answers were agree (301) and strongly agree (186), but some chose neutral (238).
- **Civic engagement:**
Many students agreed that the programme encourages civic engagement.
296 students agreed and 285 strongly agreed.

In total, 928 people took part in the survey, but 91 of them did not answer this question.

Overall, the results show that most students have a positive opinion of the Erasmus+ programme.

Statements about the Erasmus+ programme

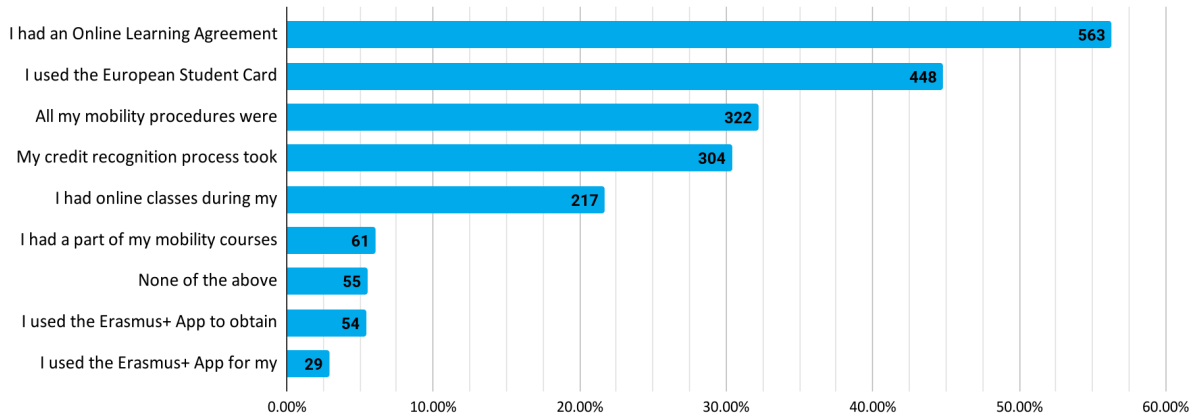


15. Which tools did you use as part of your Erasmus+ journey?

Students used different digital tools during their Erasmus+ mobility. The most commonly used tool was the Online Learning Agreement (563 students), followed by the European Student Card (448). Many respondents also reported that their mobility procedures (322), including credit recognition (304), took place fully or partly online. A significant number of students experienced online or blended learning formats during their exchange (217).

Only a small group reported using the Erasmus+ App (54), either for information or for the application process, and 55 students did not use any of the listed tools. This suggests that digital tools are widely integrated into Erasmus+ mobility, especially for administrative processes, but some newer tools, such as the Erasmus+ App, are not yet fully adopted. This implies that further promotion and user support could increase the effective use of digital solutions and improve the overall student experience.

Tools used as a part of Erasmus+ journey

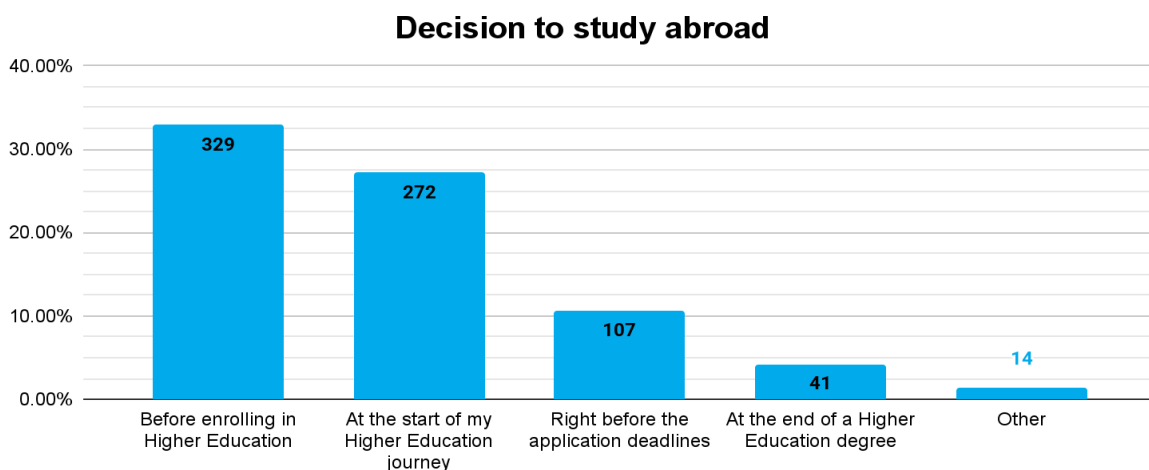


Motivations to go on an exchange

16. When did you decide you wanted to study abroad?

In total, 763 students answered, and 164 did not answer. Among respondents who answered this question, the most common moment for deciding to study abroad was before enrolling in higher education (329 students, 43.1%) or at the start of their higher education journey (272 students, 35.6%). Fewer students made the decision right before application deadlines (107 students, 14.0%) or towards the end of their degree (41 students, 5.4%). Only a small number selected other specific situations (14 students, 1.8%).

This suggests that the idea of studying abroad often exists early in students' educational paths. Early decision-making may allow students to better plan their studies and prepare academically and financially for mobility. The relatively high number of blank responses may indicate uncertainty, difficulty recalling the exact timing, or a less conscious decision-making process. Overall, this shows that early awareness and promotion of mobility opportunities can strongly influence participation.



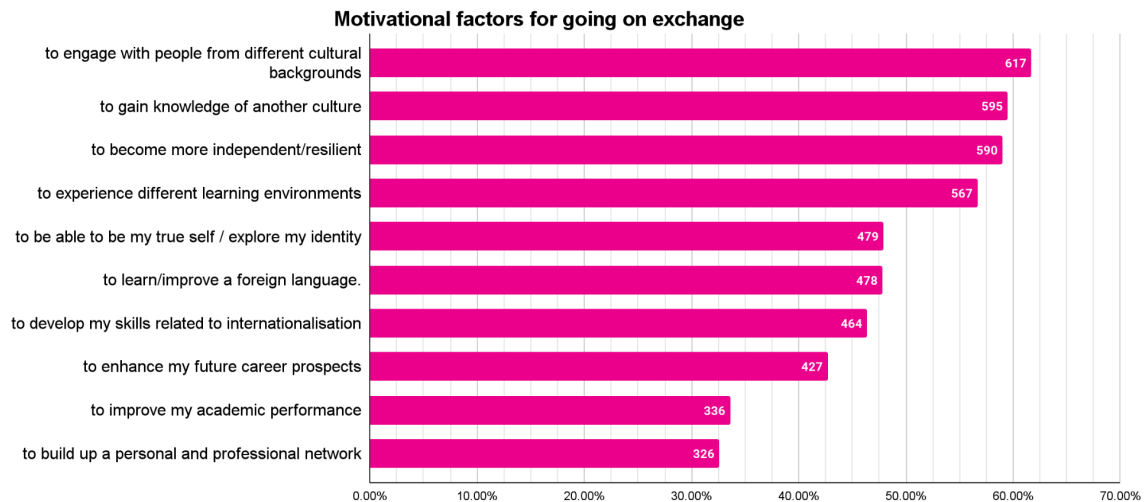
17. Select what were the motivational factors for going on exchange:

The strongest motivations for going on exchange were engaging with people from different cultural backgrounds (617, 80.9%), gaining knowledge of another culture (595, 78.0%), and becoming more independent and resilient (590, 77.3%). Academic and personal development factors, such as experiencing different learning environments (567, 74.3%), language improvement, and developing international skills, were also highly rated. Career-related motivations, while still important, were slightly less dominant.

Other motivations were:

- be a more inclusive and happier person;
- to experience life in another city (Prague), that I wanted to go back to ever since I first visited;
- to experience living abroad for the first time;
- to gain access to courses and topics that are not available in my own university;
- to improve my English skills and development my research project;
- to improve the confidence I had in myself.

These results indicate that students are primarily motivated by personal growth and intercultural experiences rather than purely academic or career benefits. This suggests that international mobility is seen as a holistic life experience. Institutions may therefore strengthen promotion by highlighting not only academic outcomes but also personal and intercultural development.



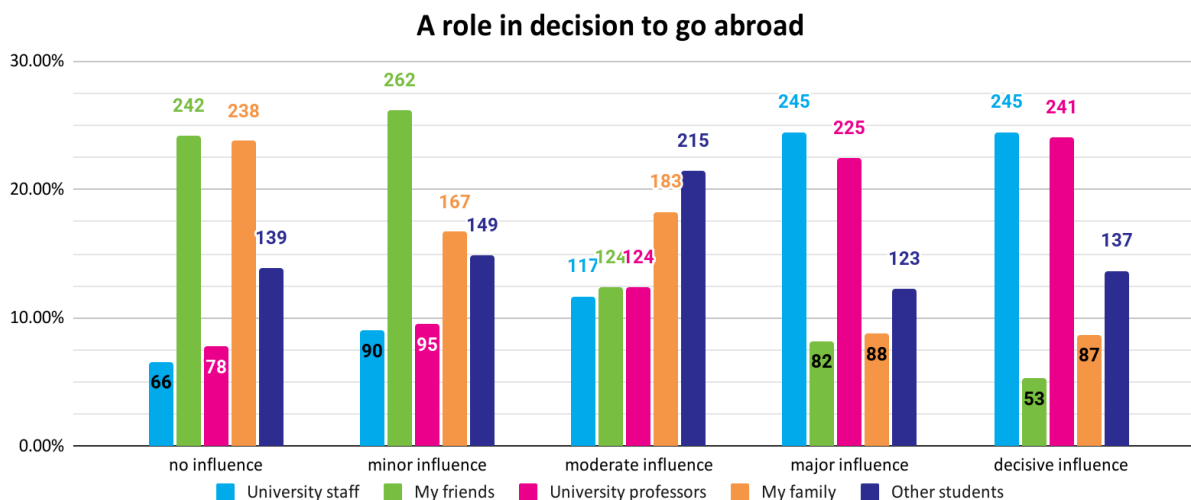
18. Who played a role in your decision to go abroad?

Students rated the influence of different people (1 = no influence, 5 = very strong influence). University staff and university professors were rated as highly influential by many respondents, especially at the higher end of the scale. Friends and family tended to have a more mixed influence, often rated as low to moderate. Other students, such as exchange alumni, also played a noticeable role but were not the primary decision-makers.

This shows that institutional actors play a key role in encouraging student mobility. Professional guidance and academic support appear to be more influential than personal networks. This implies that universities have a strong responsibility in actively informing and motivating students to participate in exchange programmes.

- University staff: 245 rated 5 (very influential);
- Friends: mostly rated 1–2 (lower influence), only 53 rated 5;
- University professors: 241 rated 5;
- Family: 238 rated 1 (low) and 87 rated 5;
- Other students: mixed responses, 137 rated 5.

This shows that university staff and professors had a strong influence, while friends and family had mixed influence.



19. How important were the following factors when choosing your exchange destination?

The most important factors were affordability of the hosting city and matching courses that can be recognised by the home institution. Academic reputation and language of instruction were also considered important by many students. In contrast, factors such as career aspirations in the destination country or the destination being the only option offered were generally rated as less important.

Most students considered these factors important or very important:

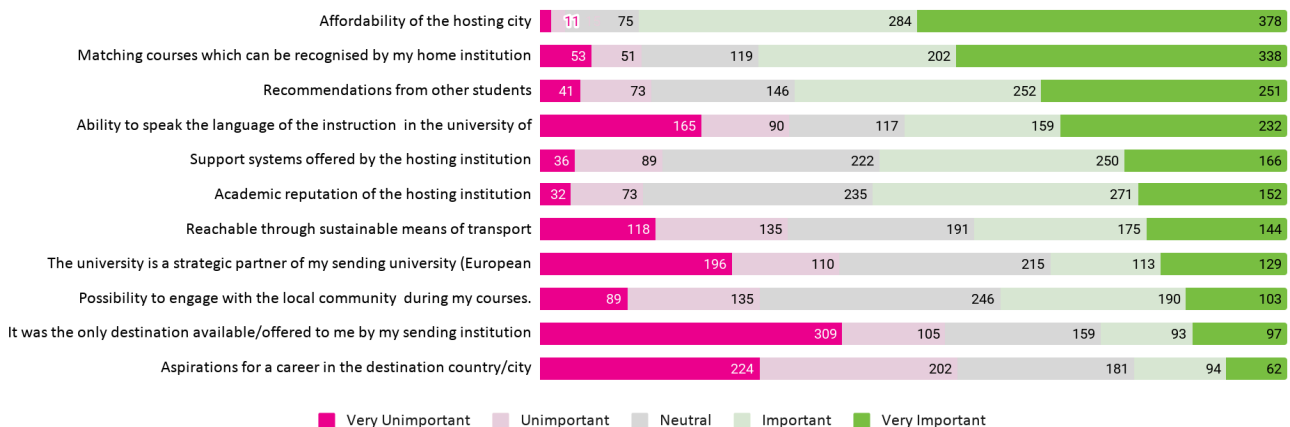
- Affordability of the city (284 + 378 = 662 students, 86.8%);
- Academic reputation (271 + 152 = 423, 55.4%);
- Matching courses for recognition (202 + 338 = 540, 70.8%);
- Recommendations from other students (252 + 251 = 503, 65.9%).

Less important factors included:

- It was the only destination available;
- Career aspirations in the destination country;
- Strategic partnership of the university.

These findings suggest that students make pragmatic decisions when choosing their exchange destination. Financial feasibility and academic recognition are key conditions for participation. Sustainability and community engagement were moderately important, indicating growing awareness but not yet decisive influence. Universities can therefore increase participation by ensuring transparent course recognition and providing financial support.

Importance of factors choosing exchange destination



20. Did you participate in any of the below information activities? How effective were they?

Group information sessions and social events with an international focus were most often rated as effective or very effective by participants. Individual meetings with university staff were also positively evaluated. Study abroad fairs received more mixed evaluations and had a high number of “not applicable” responses, suggesting lower participation. In total, 927 students answered, and 164 did not answer these questions.

Students rated different activities for effectiveness:

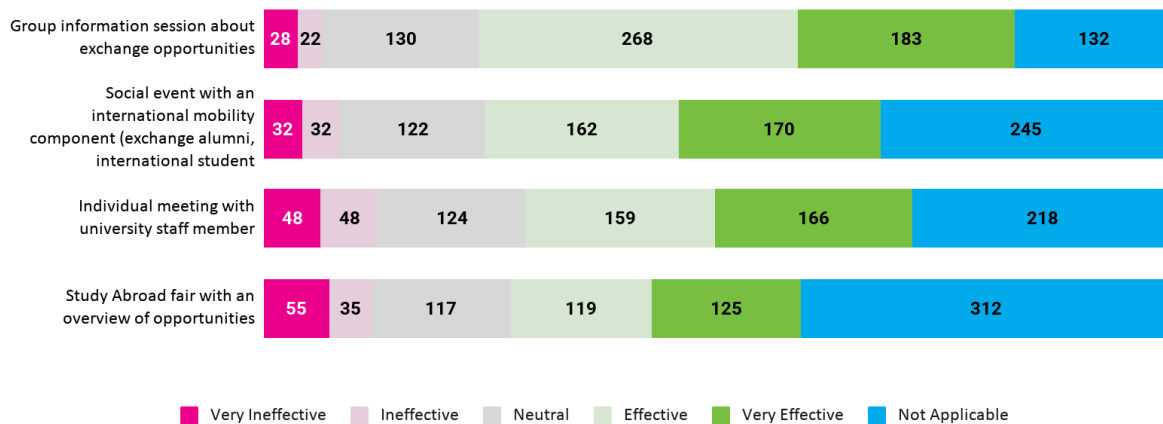
- Group information sessions: most found them effective or very effective (268 + 183 = 451, 59.1%);
- Social events with international students: 162 + 170 = 332 (43.5%);
- Individual meetings with staff: 159 + 166 = 325 (42.6%);

- Study Abroad fair: 119 + 125 = 244 (32%).

Some students marked Not Applicable for each activity.

These results indicate that direct and interactive forms of communication are the most effective in supporting student decision-making. Personal contact and peer interaction appear to be more impactful than large-scale events. This implies that universities should continue investing in targeted information activities and personalised support.

Effectivity of participation in information activities



Pre-departure support and initial guidance

21. Which pre-departure support do you find important to receive?

The most important type of pre-departure support for respondents was information about financial support (662 students). This was followed by support with the application process, information on available programmes, and hearing from students who have already been abroad. Academic-related information, such as courses offered by host universities and the impact of exchange on grades, was also considered important, but slightly less frequently.

Students said the most important support before going abroad was:

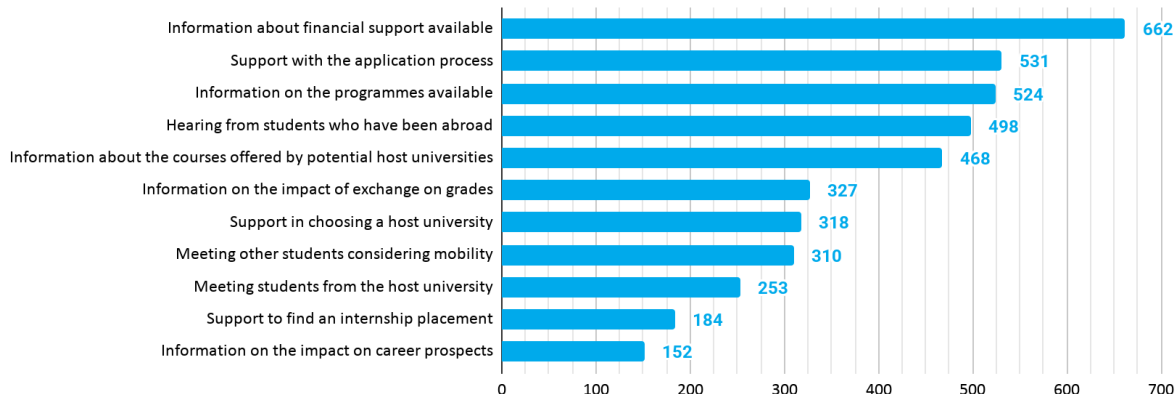
- Information about financial support (662 students);
- Help with the application process (531);
- Information on programmes available (524);
- Hearing from students who have been abroad (498);
- Information about courses at host universities (468).

Less important were:

- Support to find an internship (184);
- Information on career prospects (152).

Each option was answered by a different number of students, and the rest did not answer. In total, 928 students answered at least some of these questions. These results show that students primarily need clear and practical information before going abroad. Financial clarity and administrative guidance are key factors that can reduce uncertainty and stress. The importance of peer experience also suggests that students value informal and experience-based information alongside official guidance. This implies that institutions should combine administrative support with student-led information activities.

Importante pre-departure support



22. How satisfied were you with the following services and support provided by your SENDING institution before departure?

In total, 928 students answered, but 165 did not answer each question. Overall, respondents expressed moderate to high satisfaction with most services provided by their sending institutions. Information on mobility opportunities, funding, learning agreement preparation, and grade recognition were generally rated as satisfactory or very satisfactory. Linguistic and intercultural support received more mixed evaluations, with many neutral and “not applicable” responses.

Students rated services before departure. Most students were satisfied or very satisfied with:

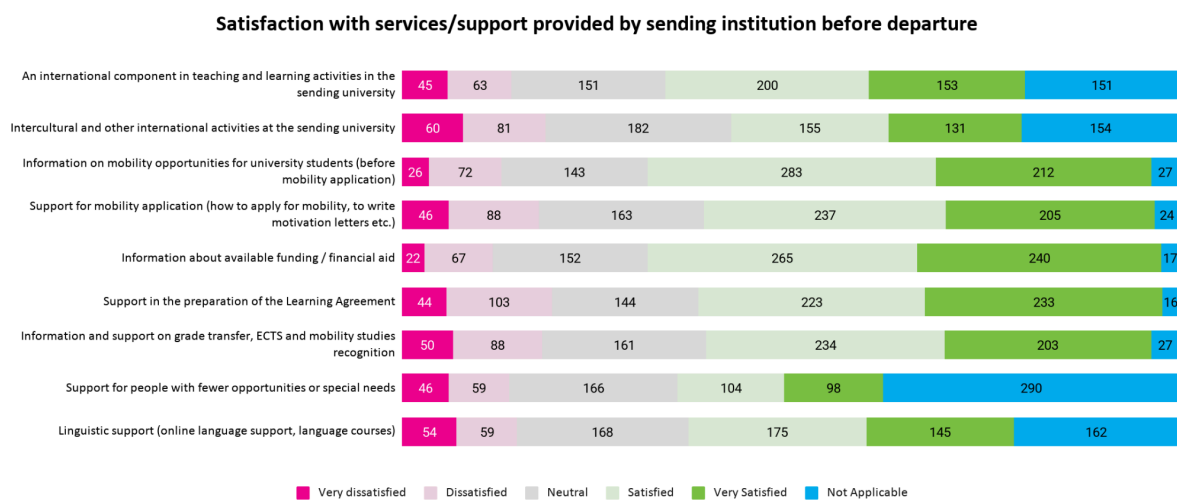
- Information on mobility opportunities (283 + 212 = 495 students);
- Financial aid information (265 + 240 = 505);
- Support for the Learning Agreement (223 + 233 = 456);
- Support for mobility application (237 + 205 = 442).

Some services had lower satisfaction, for example:

- Support for people with fewer opportunities or special needs (104 + 98 = 202 satisfied/very satisfied);

- Linguistic support (175 + 145 = 320 satisfied/very satisfied).

Support for students with fewer opportunities or special needs had a particularly high number of “not applicable” responses, which may indicate limited awareness or limited access to this type of support. These findings suggest that while core administrative support functions well, additional services related to inclusion, language support, and internationalisation could be strengthened. Institutions may benefit from better visibility and promotion of these support measures.



23. Do you have any positive comments about the services provided by your SENDING institution?

The positive comments highlight several recurring themes. Respondents frequently praised professional, friendly, and fast support from international offices and Erasmus coordinators. Many students appreciated clear communication, quick email responses, well-organised application processes, and help with Learning Agreements and course selection. Financial support, availability of partner universities, pre-departure meetings, and language support were also mentioned positively.

These comments suggest that personal engagement and efficient communication significantly improve the student experience. When support staff are accessible and proactive, students feel

more confident and supported throughout the mobility process. This underlines the importance of well-trained and motivated international office staff.

24. Do you have any negative comments about the services provided by your SENDING institution?

Negative comments mainly focused on administrative issues, such as disorganisation, slow communication, unclear or confusing information, and delays in financial support. Several respondents reported problems with credit recognition and course validation, as well as difficulties with Learning Agreements. Some students also felt that mobility opportunities were not sufficiently promoted or that personal support was lacking.

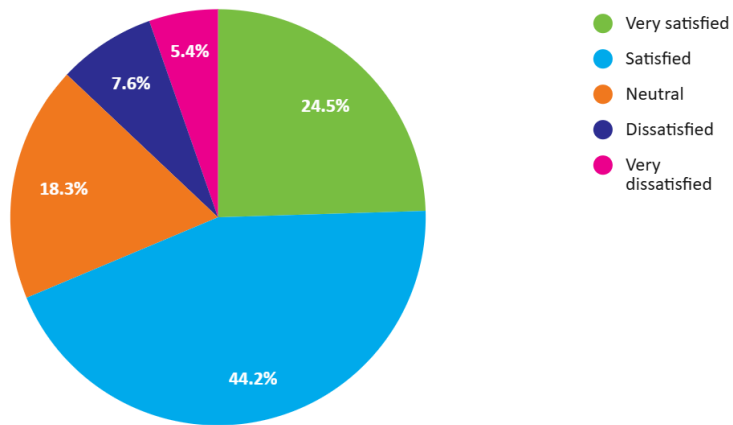
These criticisms indicate that while many institutions perform well, inconsistencies in organisation and communication can significantly affect student satisfaction. Delays in financial support and unclear academic procedures appear to be particularly problematic. This suggests a need for more transparent processes, clearer guidelines, and stronger coordination between faculties and international offices.

25. Overall satisfaction with services provided by SENDING institution?

Among respondents who answered this question, the majority reported being satisfied (337 students, 44.2%) or very satisfied (187 students, 24.5%) with the services provided by their sending institution. A smaller group expressed a neutral opinion (140 students, 18.3%), while 99 students (13%) reported dissatisfaction or strong dissatisfaction.

These results indicate that overall satisfaction with sending institutions is generally positive. Most students felt adequately supported during the preparation and organisation of their mobility. However, the presence of dissatisfied respondents and a relatively high number of blank answers suggests that experiences were not fully consistent across institutions. This implies that while many sending institutions provide high-quality support, there is still room for improvement, particularly in terms of communication, administrative efficiency, and financial procedures, which were highlighted in earlier questions.

Satisfaction with services provided by sending institution



Exchange experience

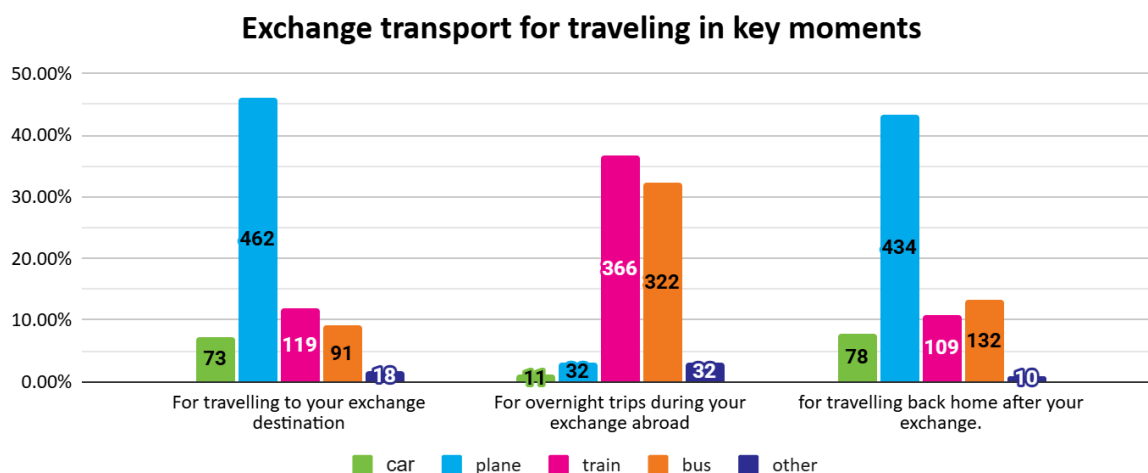
26. What means of transport did you use for travelling at these three key moments of your exchange?

Each question was answered by 928 students, and 165 did not answer. The most frequently used means of transport across the different travel moments was the plane, followed by train and bus. Cars were used less often, mainly in combination with other transport modes. Only a very small number of respondents reported using boats or other uncommon options.

Students mainly used:

- To travel to the exchange destination: Plane (462), Train (119), Bus (91), Car (73);
- For overnight trips during exchange: Train (366), Bus (322), Plane (32), Car (11);
- To travel back home: Plane (434), Bus (132), Train (109), Car (78).

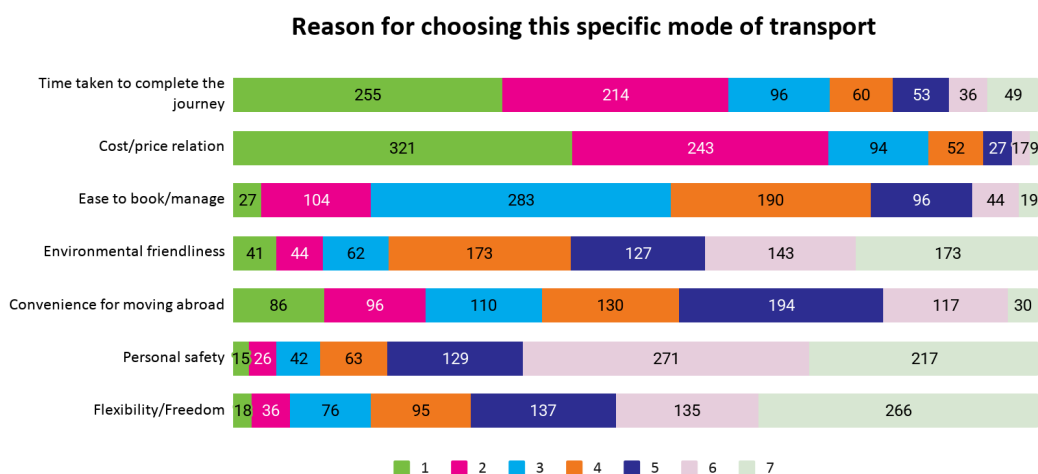
This result suggests that students mainly prioritised speed and practicality, especially for long-distance travel to and from the host country. Although more sustainable options such as trains and buses were used by a significant number of students, air travel clearly remained dominant. This indicates that sustainability is a consideration, but often secondary to time, distance, and cost constraints.



27. What are the most important reasons for choosing this specific mode of transport?

Among 763 respondents, personal safety (63.96% rating 6–7) and flexibility (52.6%) were the strongest motivations. Environmental friendliness also stood out, with 41.41% rating it highly. In contrast, only 11.14% considered travel time highly important and just 3.41% did so for price–cost relation, even though these two had the highest number of low ratings (time: 61.49%, cost: 73.92% rating 1–2). Ease of booking was relatively unimportant, with only 8.26% giving it a high score.

These findings show that students make pragmatic travel decisions. While sustainability is present in students’ thinking, financial and safety considerations remain more influential. This suggests that if sustainable travel options are to be used more often, they must also be affordable, safe, and time-efficient. Overall, safety and freedom played a much stronger role than speed or cost.

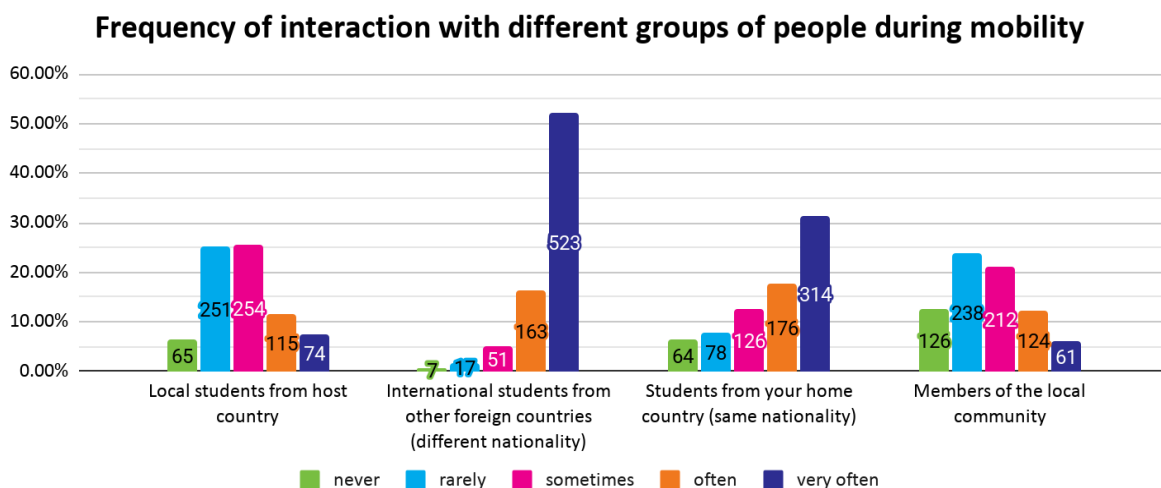


Due to limited space in the chart, textual labels were replaced with numerical values. Each factor is therefore represented by a number. Below is a brief mapping of the individual criteria and their corresponding values:

- | | |
|----------------------------|-------------------------|
| 1. Not important at all | 4. Moderately important |
| 2. Very slightly important | 5. Important |
| 3. Slightly important | 6. Very important |
| | 7. Extremely important |

28. How frequently did you engage with these groups of people during your mobility?

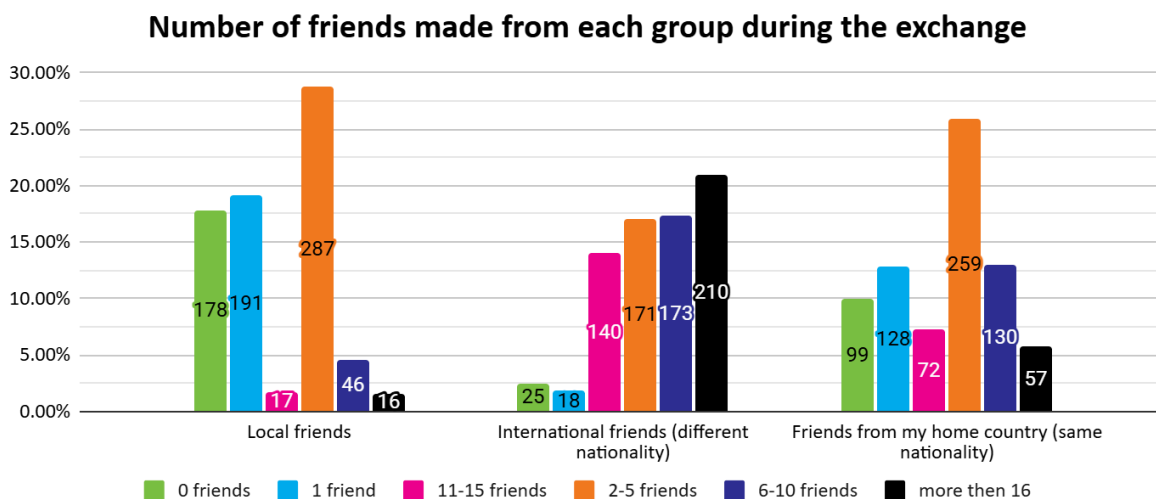
International students were by far the most frequent social group: 88.0% interacted with them very often and another 27.4% often. Students also met peers from their own country regularly (53.4% very often). In contrast, engagement with local students was low, as only 12.5% interacted with them very often, while 41.63% did so rarely or never. Contact with the local community was even weaker, with 48.0% engaging rarely or never and only 10.3% very often. This pattern suggests that international mobility tends to create strong international student networks, while integration into the local community is more limited. Language barriers, cultural differences, or structural separation between local and international students may explain this gap. Universities may need to create more opportunities for meaningful contact with local students and communities. This shows a strong international circle but minimal integration with locals.



29. How many friends did you make from each group during your exchange?

Friendships with international students were strongest: 28.49% made more than 16 friends, and over 23.47% made more than six. Local friendships were more limited - 24.22% made none, while 39.05% made 2-5 friends. Only 2.18% reported more than 16 local friends. Students from the same home country ranked in the middle: 34.77% made 2-5 friends, but 13.29% made none.

These results confirm that international exchanges strongly support international social networks, but integration with local students remains a challenge. This implies that mobility programmes are successful in creating multicultural environments, but less effective in fostering deep local integration. Overall, forming international friendships was very easy, especially compared to local ones.

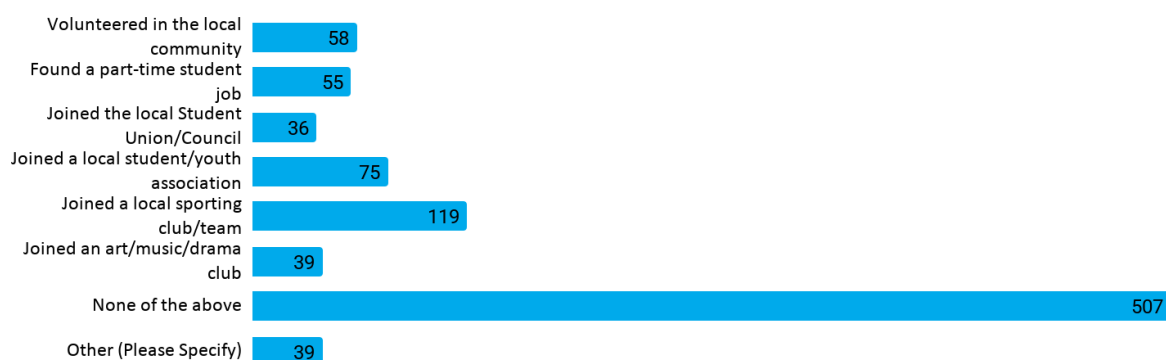


30. While on exchange, which actions did you do in the local community or HOST institution?_Volunteered in the local community

Out of all 928 respondents, 57.03% did not join any listed activity, making this the dominant answer. The most common engagement was joining a sports club (13.39%), followed by local student/youth associations (8.44%) and volunteering (6.52%). Very few joined student councils (4.05%) or arts-related clubs (4.39%). However, open responses show additional activities such as university events, ESN events, museums, festivals or language teaching, suggesting informal participation was higher than the official numbers indicate.

This suggests that while informal participation exists, structured civic or community engagement during exchanges is relatively low. Students may lack time, information, or motivation to engage more actively. This indicates potential for universities to better promote extracurricular and community-based opportunities for exchange students.

Participants who volunteered in the local community during their exchange

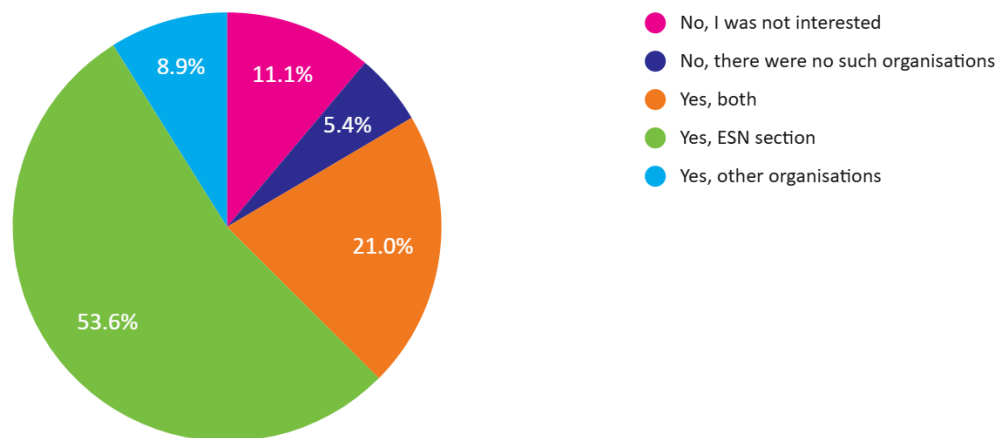


31. Did you attend activities organised by the local ESN section or other organisations working with international students?

Among 763 respondents, participation in ESN activities was very high: 53.6% joined ESN events, and 20.97% joined both ESN and other organisations. Only 11.14% were not interested, and 5.37% reported that no organisations existed. Participation in other organisations alone reached 8.91%. These results show that almost 75% of students engaged in organised activities, with ESN being the key provider of social opportunities.

These results highlight the important role of ESN and similar organisations in supporting social integration and student engagement. Their activities appear to be a key entry point into social life for international students, especially at the beginning of the exchange.

Attendance in activities from ESN section and other organization

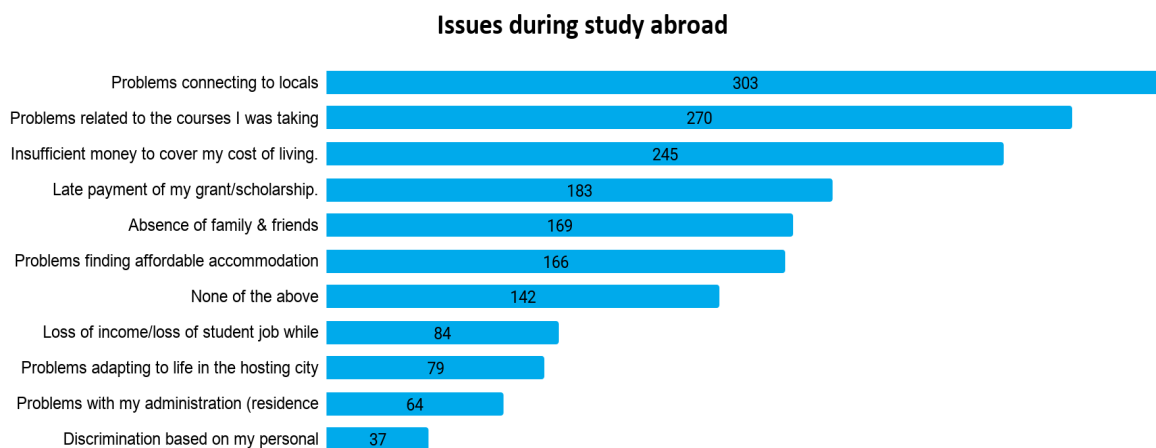


32. Did you experience any of the following issues during your study abroad?

The most common problem was difficulty connecting with locals (32.65%), followed by course-related issues (29.09%) and financial difficulties (26.41%). In contrast, discrimination was rare (3.99%). Problems with accommodation and missing family affected around 18% of

respondents. About 15.31% reported no issues at all. Open answers mentioned extra problems, such as COVID restrictions, language barriers, landlord disputes, and healthcare complications, showing a wide range of challenges beyond the listed options. Fewer students reported administrative problems or discrimination.

These findings show that international mobility involves both practical and emotional challenges. Financial insecurity and academic uncertainty appear to be major stress factors. This implies that better financial planning, clearer academic procedures, and stronger social support could significantly improve the student experience.

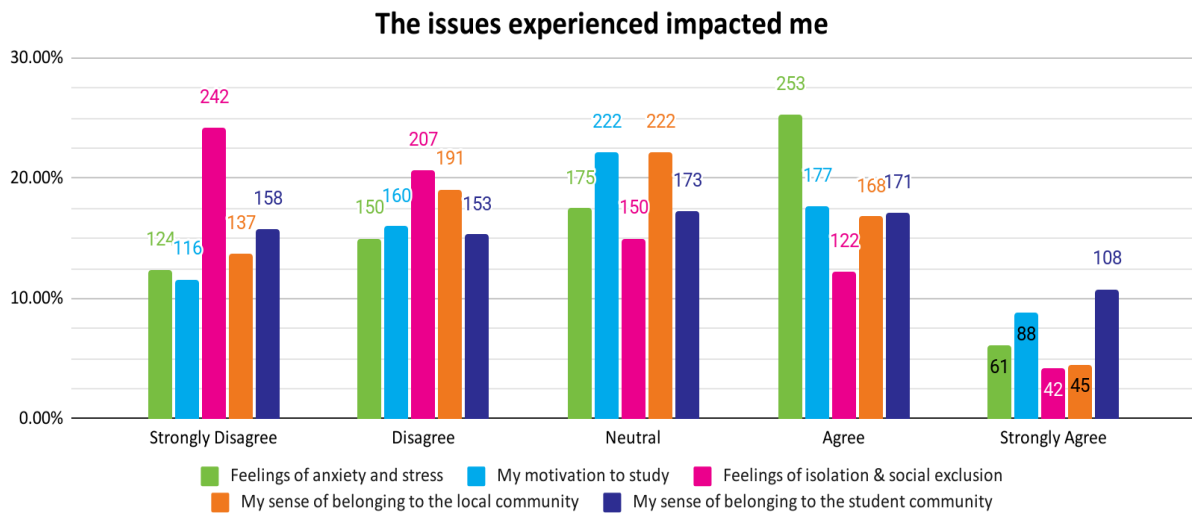


33. The issues experienced impacted me in the following way:

Stress and anxiety were the most common impacts, with 41.15% agreeing or strongly agreeing. Motivation to study decreased for 34.73%, though many stayed neutral (29.09%). Feelings of isolation were less common (21.49% agree), and most students disagreed with feeling socially excluded (58.85%). A sense of belonging to the local community was low (27.92% agree), while belonging to the student community was higher (36.57% agree) but still mixed. Overall, emotional impact existed but was not universal.

These results indicate that challenges during mobility can have a real emotional and academic impact, even if not all students experience them in the same way. This underlines the

importance of mental health support, academic guidance, and social integration measures during exchange periods.

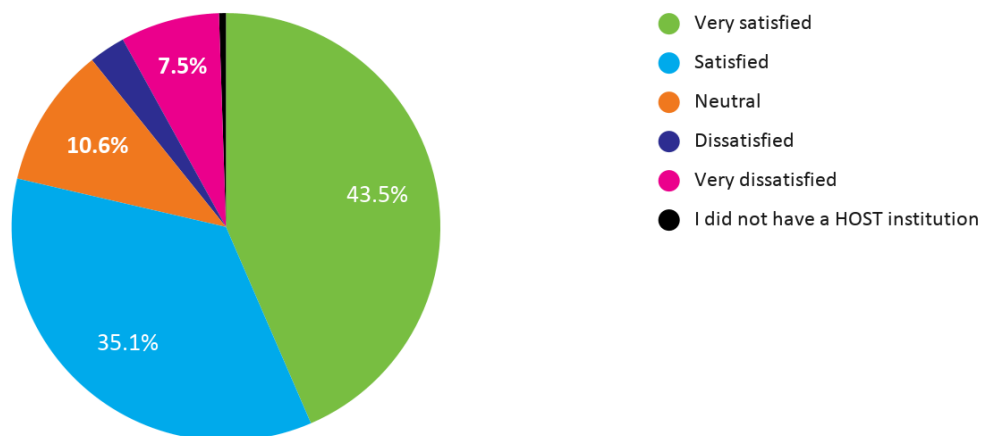


Support received by the host HEI

34. Overall satisfaction with services provided by HOST institution

When evaluating overall satisfaction with host institutions, most students expressed positive experiences. Out of 928 respondents, 332 students reported being very satisfied (43.51%) and 268 were satisfied (35.12%), showing that a majority were happy with the services. Neutral responses were given by 81 students (10.62%), while dissatisfaction was less common, with 57 very dissatisfied (7.47%) and 21 dissatisfied (2.75%). Four students indicated they did not have a host institution. This suggests that, in general, host institutions effectively support incoming students, but there is still a small portion of students who felt their needs were not fully met. Overall, almost 79% of students reported being satisfied or very satisfied, showing that the host institutions generally offered a positive experience.

Satisfaction with services provided by HOST institution



35. How satisfied were you with the following services and support provided by your HOST institution before arrival?

Support in finding accommodation (670 responses)

High satisfaction was strong: 39.10% agreed or strongly agreed. Only 9.55% disagreed. 5.97% strongly disagreed, while 16.72% were neutral. This shows accommodation support was one of the better-rated services.

Insurance assistance (670 responses)

Satisfaction was moderate, with only 16.42% agreeing or strongly agreeing. The majority 32.69% selected “Not applicable,” suggesting many students did not use this service. Negative responses (strongly disagree + disagree) reached 14.63%.

Visa & residence permit assistance (668 responses)

This service had mixed results: 24.55% agreed or strongly agreed, while 7.63% disagreed or strongly disagreed. However, 53.74% chose “Not applicable,” meaning many students did not require this support.

Information about cost of living (666 responses)

A total of 42.19% agreed or strongly agreed, while 12.01% disagreed and 7.06% strongly agreed. Neutral responses were common (26.73%), showing that information quality varied.

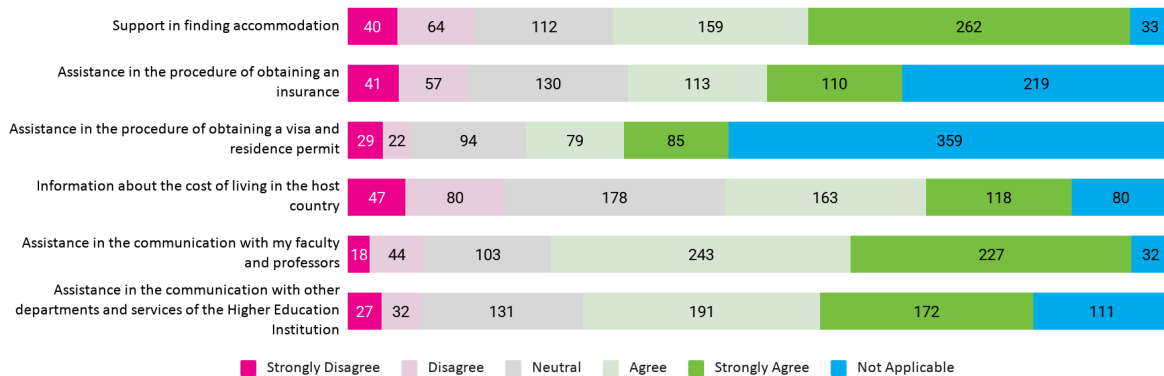
Communication with faculty & professors (667 responses)

This was one of the strongest areas: 70.46% agreed or strongly agreed, and only 9.30% disagreed. Neutral responses (15.44%) were low, showing generally positive communication.

Communication with other university services (664 responses)

High satisfaction reached 54.67%, while disagreement remained low at 8.89%. However, 16.72% chose “Not applicable,” indicating limited use of these services.

Satisfaction with services and support provided by the host institution before arrival

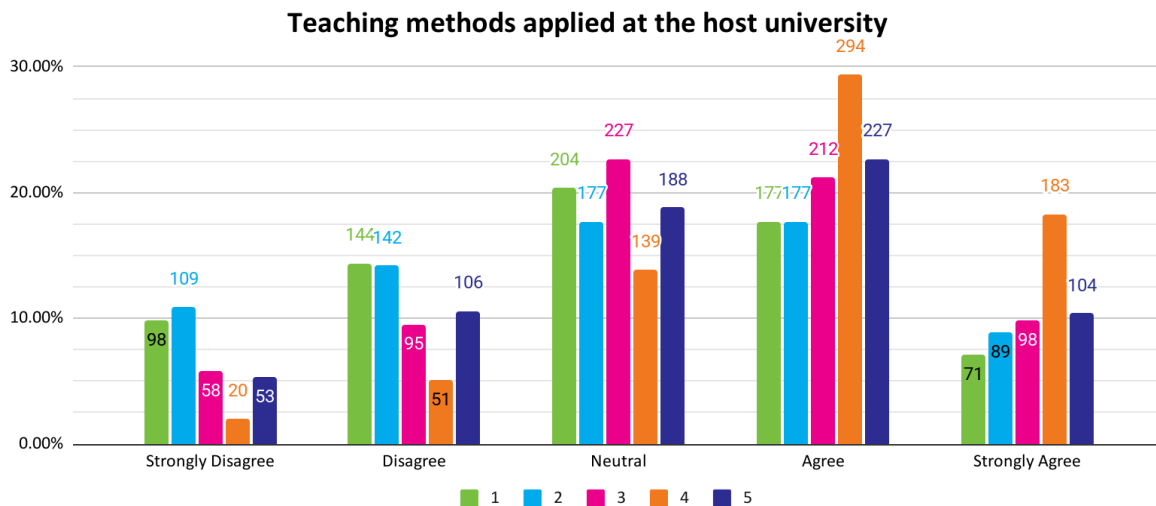


36. Teaching methods applied in your host university?

Teaching methods were experienced differently by students. Most students agreed that their courses enhanced critical thinking, with 294 agreeing and 183 strongly agreeing. Innovative digital approaches were also appreciated, with 227 agreeing and 104 strongly agreeing. Methods related to community engagement and environmental sustainability were less consistently applied, with many students neutral or disagreeing. Challenge-based education received mixed ratings as well. This indicates that while academic skills like critical thinking are well fostered, some universities could strengthen practical and socially-oriented teaching methods.

In the graph, the original category labels were replaced with numbers for clarity. The numbers represent the following items:

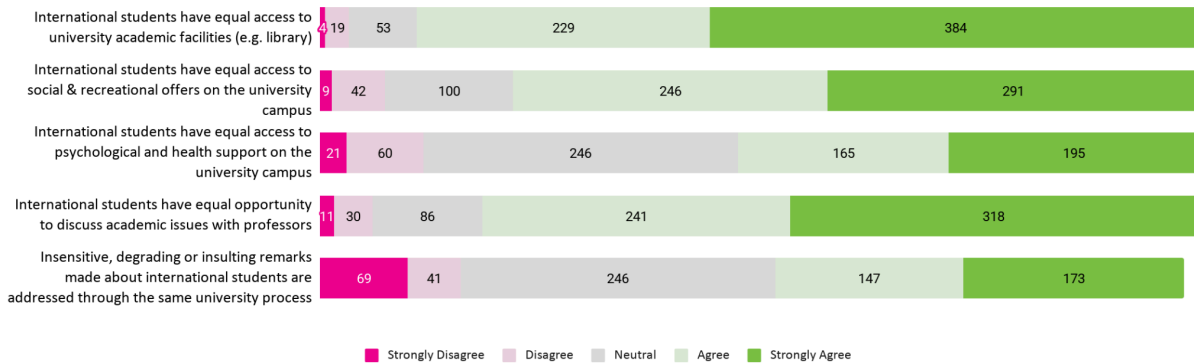
- Number 1 refers to “Teaching methods included engaging with the local community”.
- Number 2 represents “Teaching methods discussed environmental sustainability across subjects”.
- Number 3 corresponds to “Teaching methods included societal challenge-based education”.
- Number 4 stands for “Teaching methods enhanced critical thinking”.
- Number 5 indicates “Teaching methods used innovative digital approaches”.



37. Agree or disagree that they reflect your experience of being an international student at your host university in comparison to the local student population

The strongest area was access to academic facilities, where 88.97% agreed or strongly agreed that access was equal. Social and recreational access was also positive, with 78.05% agreement. The weakest area was psychological and health support: only 52.40% agreed or strongly agreed, while 11.79% disagreed and strongly disagreed. Opportunities to discuss academic issues were rated highly (81.49% agreement). The lowest trust appeared in the handling of insensitive or discriminatory remarks: only 47.34% agreed, while 16.27% disagreed or strongly disagreed, showing uncertainty about these procedures.

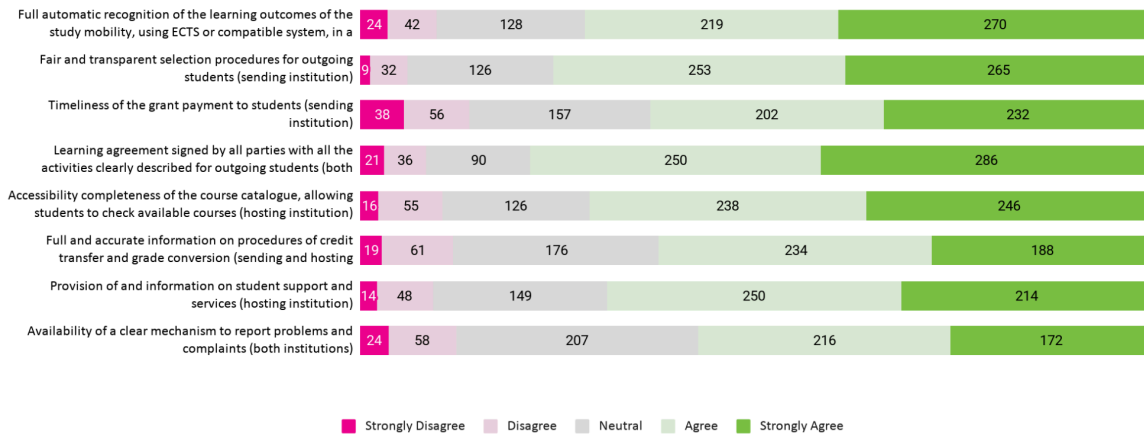
International vs. local student experience - agreement levels



38. To which extent do you agree that your sending and hosting institutions have respected the following responsibilities of Higher Education Institutions towards exchange students?

Students generally felt that both sending and hosting institutions respected their responsibilities. Recognition of learning outcomes, fair selection procedures, and learning agreements were positively evaluated, with large numbers agreeing or strongly agreeing. The course catalogue, credit transfer information, and availability of student support were also appreciated. Some administrative tasks, such as grant payments and problem reporting mechanisms, had slightly lower ratings, highlighting areas where delays or unclear processes affected students. Overall, institutions mostly fulfilled their obligations, but efficiency and clarity could be improved.

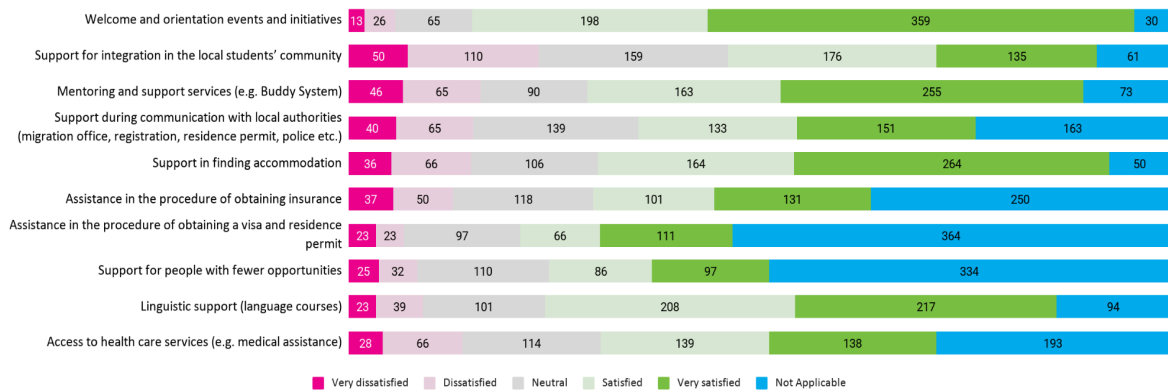
Perceived fulfillment of institutional responsibilities toward exchange students



39. How satisfied were you with the following services and support provided by your HOST institution?

Specific services at the host institution were generally well-rated. Welcome and orientation activities were highly rated, with 51.95% very satisfied. Linguistic support also performed strongly, with 45.6% satisfied or very satisfied. Mentoring services were well-received: 47.4% were satisfied or very satisfied. The weakest area was support for people with fewer opportunities, where only 12.57% satisfied, and 48.83% selected “Not applicable,” showing limited relevance. Help with legal/administrative authorities had split results, with 9.65% satisfied but 3.36% dissatisfied. Accommodation support again rated high, with 62.39% positive responses.

Satisfaction with services and support provided by the host institution



40. Do you have any positive comments about the services provided by your HOST institution?

Students shared many positive experiences, highlighting friendly and helpful international offices, quick email responses, and smooth pre-arrival and arrival procedures. They appreciated clear guidance on accommodation, supportive buddy systems, welcoming campus environments, and effective communication with professors. The ESN community was praised, and many students mentioned that they felt equally treated as international students compared to locals. This shows that personal support, clear communication, and social integration are key factors in positive student experiences.

41. Do you have any negative comments about the services provided by your HOST institution?

Despite generally positive experiences, some challenges were reported. Many students noted that courses were only in the native language, making it difficult for non-native speakers. Administrative procedures, such as registration for exams, communication with professors, and course catalogue systems, were sometimes inefficient. Accommodation quality was criticized, and limited interaction with local students reduced integration. Language barriers and occasional rudeness from staff or buddies were also mentioned. These negative experiences suggest that while host institutions provide good overall support, improvements could be made in accessibility, communication, and integration of international students.

Financing

42. What was your average monthly cost of living?

The average reported monthly cost of living was €699.60. The lowest reported cost was €0, while the highest reached €6000, showing very large variation among respondents. The high range suggests different living standards, different cities, and possibly different interpretations of what costs should be included (e.g., rent, travel, personal spending).

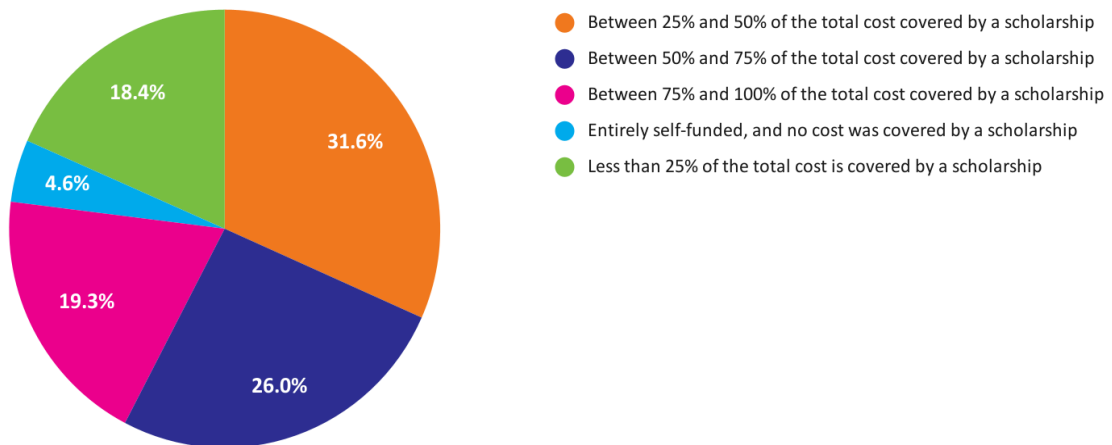
43. Approximately, what percentage of your budget did you spend on the following categories during your exchange?

Students spent the largest portion of their budget on accommodation and housing-related bills, averaging 71.28%. Other living costs, such as food and bills, accounted for about 49.59% of the budget. Transportation, including travel to the host destination and local transport, made up roughly 23.84%. Spending on cultural activities, sightseeing, and sport averaged 24.64%, and other expenses represented about 25.77%. Some students reported very high maximum amounts (e.g., 2100 for accommodation), while some reported spending nothing in certain categories.

44. How was your mobility period funded? Please consider “total cost” to include accommodation, travel, food and pocket money.

Most students received partial funding for their exchange. Specifically, 31.65% (213 of 673) had between 25% and 50% of their costs covered by a scholarship, 26% (175 of 673) had between 50% and 75% covered, and 19.32% (130 of 673) had between 75% and 100% of costs covered. Only 4.61% (31 of 673) were entirely self-funded, and 18.42% (124 of 673) had less than 25% covered by a scholarship.

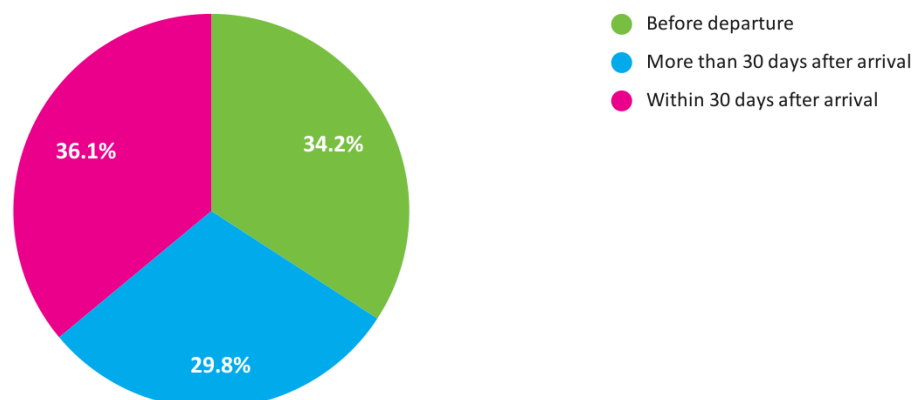
Source of funding for mobility periods



45. When did you receive the scholarship?

Scholarships were received by students at different times. 34.17% (218 of 638) received their scholarship before departure, 29.78% (190 of 638) more than 30 days after arrival, and 36.05% (230 of 638) within 30 days after arrival.

Timing of scholarship receipt

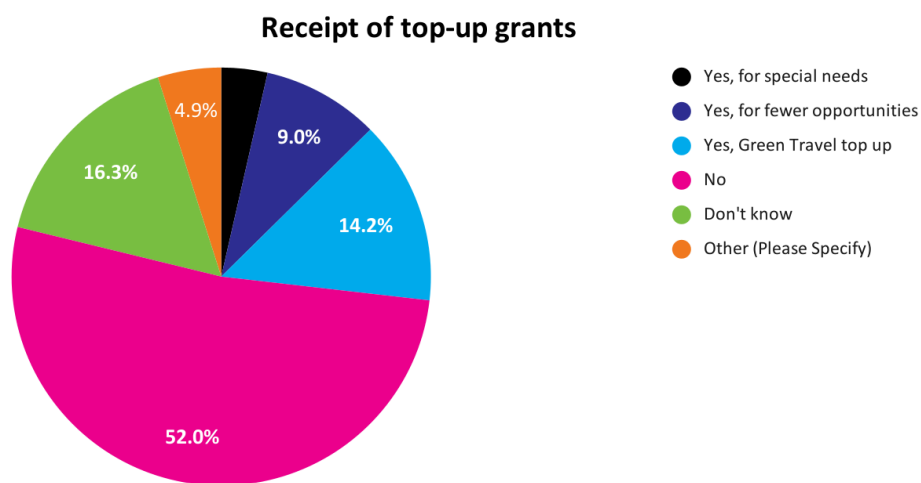


46. How much did/will you receive as a scholarship per month?

On average, students received 483.66 EUR per month. The maximum amount reported was 3900 EUR, while some students reported receiving no scholarship.

47. Did you receive a top-up grant?

A small number of students received top-up grants. Specifically, 3.56% (24 of 675) received a grant for special needs, 9.04% (61 of 675) for fewer opportunities, and 14.22% (96 of 675) received a Green Travel top-up. Most students, 52% (351 of 675), did not receive any top-up grant. Additionally, 16.3% (110 of 675) did not know if they received one, and 4.89% (33 of 675) selected other grants, such as accommodation grants, regional grants, or academic excellence scholarships.



48. Which other sources of financing did you use?

Out of the total number of 928 respondents, 295 did not provide an answer to this question. Therefore, the following analysis is based on 633 respondents who answered.

Respondents evaluated the involvement of different sources of financing using a five-point scale. Based on the distribution of responses and the context of Erasmus mobility, lower scale

values appear to correspond to more frequent use of a given financial source, whereas higher values indicate minimal or no use.

The results indicate that **family contribution** was the most commonly used additional source of financing. A total of 374 respondents strongly agreed that they used family support, while a further 112 respondents agreed. This shows that family support played a significant role in financing student mobility.

Personal savings also represented an important source of funding. In total, 281 respondents agreed and 129 respondents strongly agreed that they used their own savings to finance their mobility period.

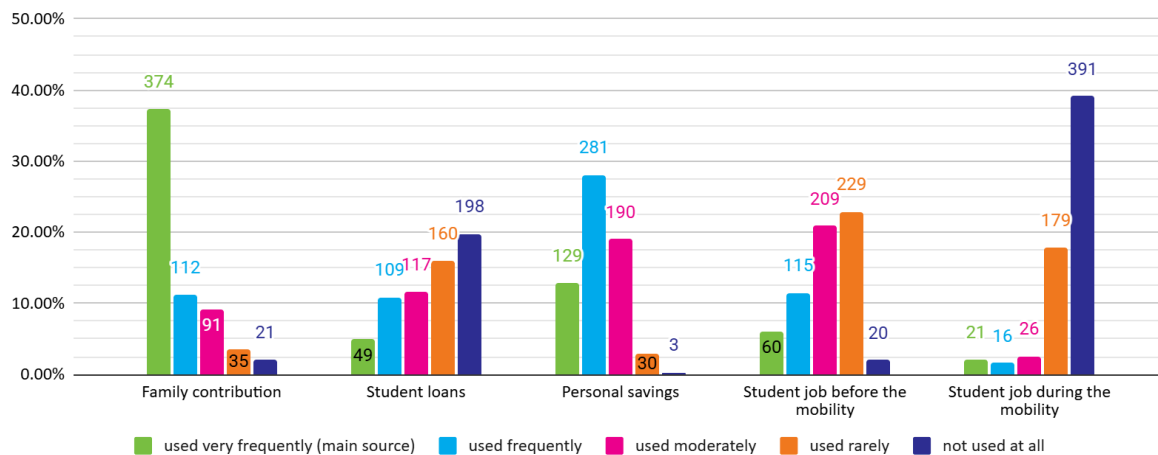
Income from a **student job before the mobility** was another frequently used source. A majority of respondents reported using this option, with 209 respondents agreeing and 229 respondents strongly agreeing.

In contrast, **student loans** were used less frequently. Only 49 respondents strongly agreed that they relied on student loans, while a substantial proportion of respondents disagreed (160) or strongly disagreed (198), indicating limited use of this financing source.

Similarly, a **student job during the mobility** was not commonly used. Most respondents strongly disagreed (391) or disagreed (179) with using this option.

In conclusion, the analysis shows that students primarily relied on family support, personal savings, and income from student jobs prior to mobility. On the other hand, student loans and employment during the mobility period played a relatively minor role in financing student mobility.

Additional Sources of financing used by participants



49. How satisfied were you with the following services and support provided by your SENDING institution after the end of your exchange?

Students were generally satisfied with the support received. 35.2% (220 of 869) were very satisfied with the recognition of ECTS credits, and 26.72% (167 of 869) were satisfied. For support in understanding the benefits of the exchange, 27.68% (173 of 874) were very satisfied, and 29.76% (186 of 874) were satisfied. However, support in linking the exchange with employment opportunities received lower satisfaction: only 14.08% (88 of 788) were very satisfied, and 18.08% (113 of 788) were satisfied. Reintegration activities were less appreciated, with only 11.2% (70 of 732) very satisfied, and 11.68% (73 of 732) satisfied.

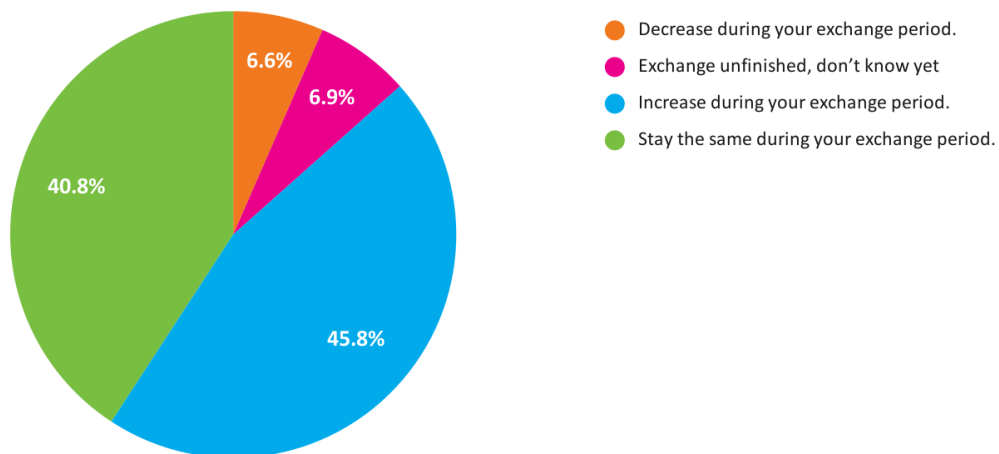
Satisfaction with post-exchange services and support from the sending institution



50. Did your grades increase, decrease or stay on par during your mobility period?

Most students experienced either no change or improvement in their grades. 45.76% (286 of 625) reported an increase, while 40.8% (255 of 625) said their grades stayed the same. Only 6.56% (41 of 928) reported a decrease, and 6.88% (43 of 625) did not know yet.

Changes in academic performance during the mobility period



51. Recognition of learning: How many credits you take & how much did your university recognize? Number of ECTS applied for in your Learning Agreement before your exchange started

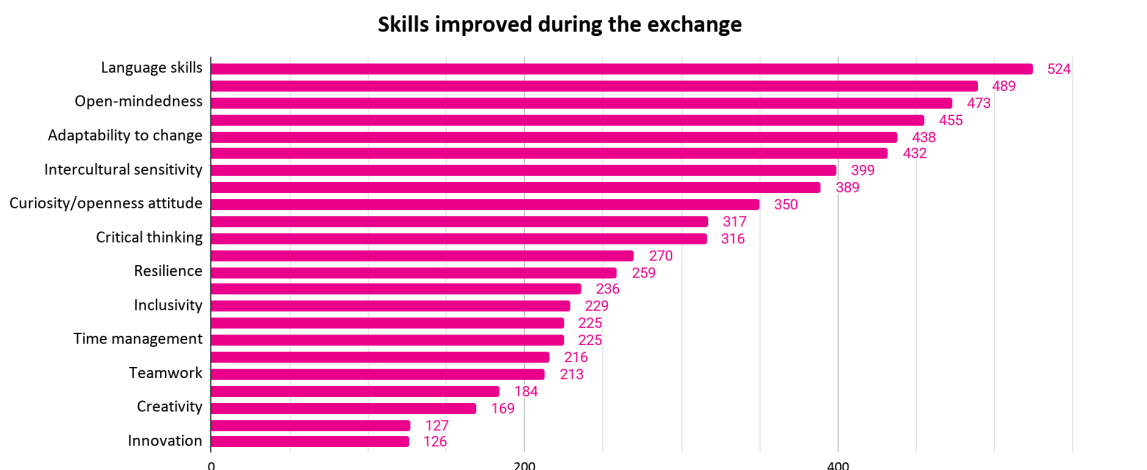
On average, students had to change 14.63 ECTS in their Learning Agreement upon arrival. They passed 33.13 ECTS at the host university, and 32.50 ECTS were recognized by their home university. Maximum values were unusually high, showing that some students had large variations in recognition.

52. If there was no recognition or some ECTS were not recognized, why was this the case?

Some ECTS credits were not recognized due to differences in curriculum, completed courses prior to the exchange, failed parts of subjects, cancelled courses, language availability, or courses taken for personal interest rather than academic credit.

53. Which skills do you believe you improved during your exchange?

The most commonly improved skills were language skills (7.36%), communication (6.87%), open-mindedness (6.65%), cultural awareness (6.07%), and social skills (6.39%). Other improvements included adaptability to change (5.47%), critical thinking (4.44%), stress management (3.79%), budget management (4.45%), and curiosity (4.92%). Leadership (1.78%), innovation (1.77%), and entrepreneurship (0.8%) were less commonly reported.

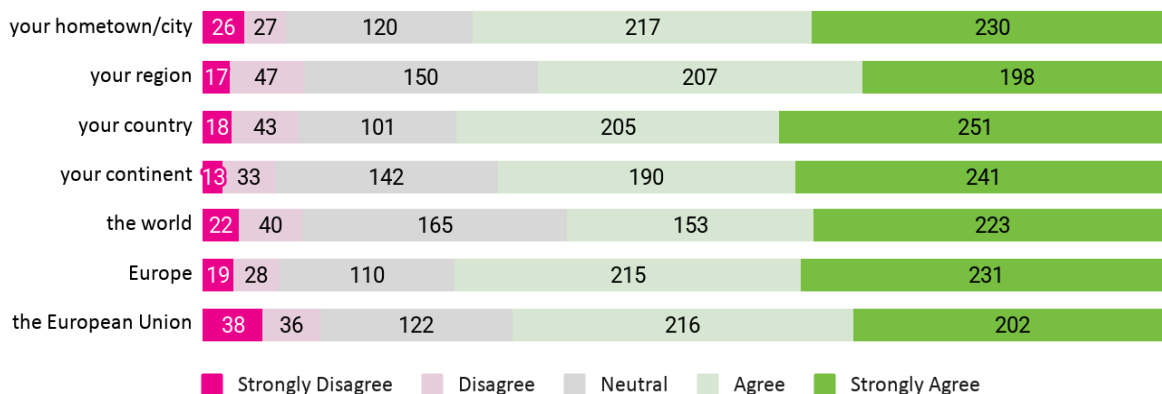


54. BEFORE your exchange: to what extent do you agree that you identify as a citizen of...?

Before the exchange, most students identified strongly or agreeably with their hometown or city, with 37.10% (230 of 620) strongly agreeing and 35% (217 of 620) agreeing. Identification with their region was slightly lower, with 31.99% (198 of 619) strongly agreeing and 33.44%

(207 of 619) agreeing. Identification with their country was higher, with 40.61% (251 of 618) strongly agreeing and 33.17% (205 of 618) agreeing. Fewer students strongly identified with their continent, 38.93% (241 of 619), while 30.69% (190 of 619) agreed. For the world, 36.98% (223 of 603) strongly agreed, and 25.37% (153 of 603) agreed. Identification with Europe was 38.31% (231 of 603) strongly agreed and 35.66% (215 of 603) agreed. The European Union had slightly lower numbers, with 32.9% (202 of 614) strongly agreed and 35.18% (216 of 614) agreed.

Pre-exchange identification with various citizen identitiesly agree

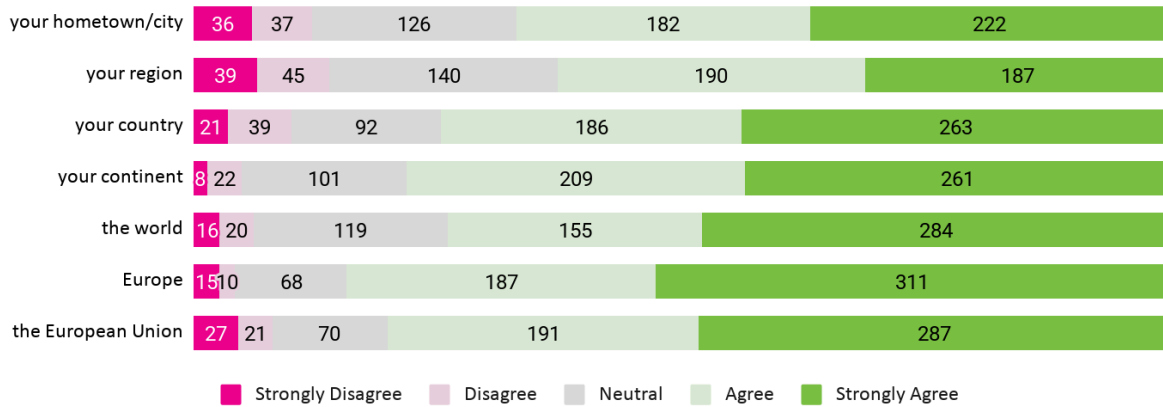


55. AFTER your exchange: to what extent do you agree that you identify as a citizen of...?

After the exchange, students identified most strongly as citizens of Europe and the European Union. Europe received the highest number of “Strongly Agree” responses 52.62% (311 of 591), followed by the European Union 48.15% (287 of 596) and the world 47.81% (284 of 594). Identification with their country was also relatively high, with 43.76% (263 of 601) students strongly agreeing and 30.95% (186 of 601) agreeing.

In contrast, identification with more local levels, such as hometown/city and region, was weaker. These categories had the highest numbers of neutral and disagreeing responses. For example, 20.90% (126 of 603) students were neutral about identifying with their hometown/city, while 23.29 (140 of 601) were neutral about their region.

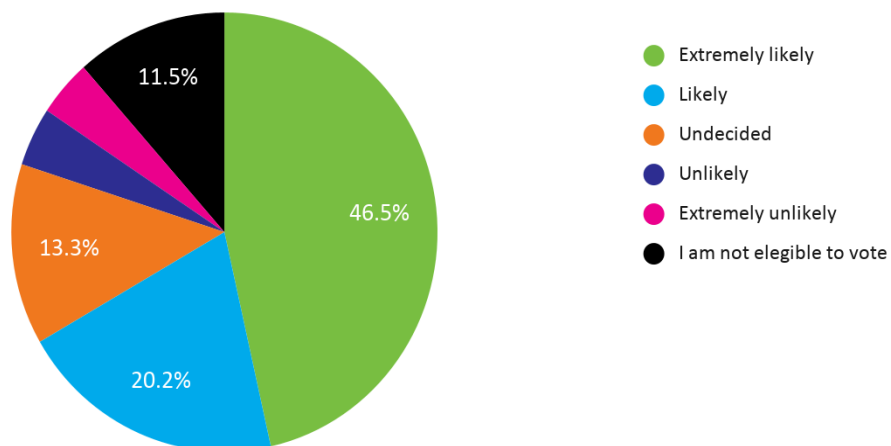
Post-exchange identification with various citizen identities



56. How likely is it that you would vote in the European Parliament elections in June 2024?

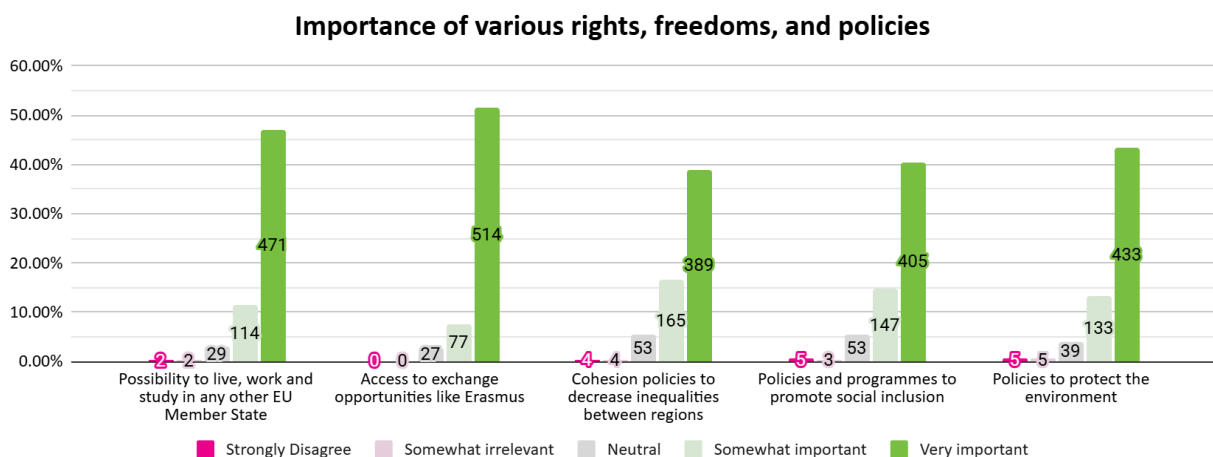
The likelihood of voting reflected a similar pattern. 46.5% (279 of 600) were extremely likely to vote, 20.2% (121 of 600) were likely, 13.3% (80 of 600) were undecided, 4.33% (26 of 928) were unlikely, 4.17% (25 of 600) were extremely unlikely, and 11.5% (69 of 600) were not eligible to vote.

Likelihood of voting in the June 2024 European Parliament elections



57. How important are the following rights, freedoms and policies for you?

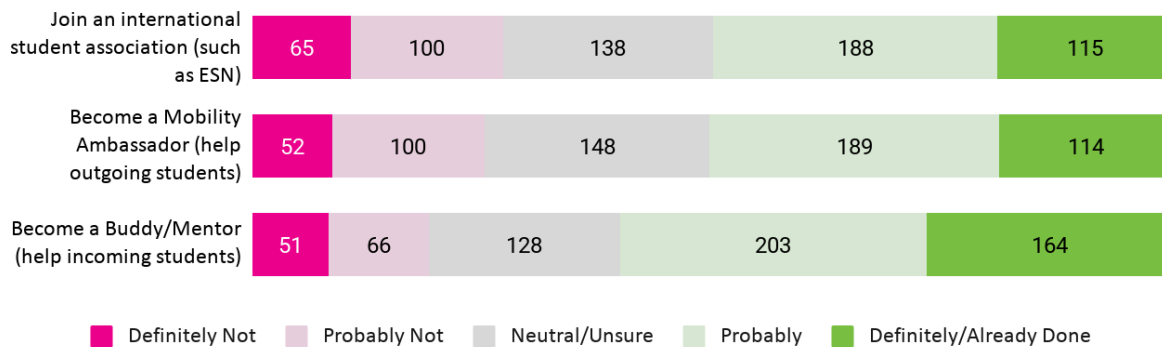
Students considered access to exchange opportunities like Erasmus very important, with 83.17% (514 of 618) rating it as very important and 12.46% (77 of 618) as somewhat important. The possibility to live, work, and study in any EU Member State was very important for 76.21% (471 of 618) and somewhat important for 18.45% (114 of 618). Policies to protect the environment were very important for 70.41% (433 of 615), and somewhat important for 21.63% (133 of 615). Policies promoting social inclusion were very important for 66.07% (405 of 613) and somewhat important for 23.98% (147 of 613). Cohesion policies to decrease inequalities between regions were very important for 63.25% (389 of 615) and somewhat important for 26.83% (165 of 615).



58. After your mobility would you consider to/did you... ?

Many students considered becoming active in student or exchange communities. 31.02% (188 of 606) would probably join an international student association, and 18.98% (115 of 606) already did or would definitely join. Becoming a Mobility Ambassador was considered probably by 31.34% (189 of 603) and definitely or already done by 18.91% (114 of 603). Becoming a Buddy or Mentor was considered probably by 33.17% (203 of 612) and definitely or already done by 26.80% (164 of 612).

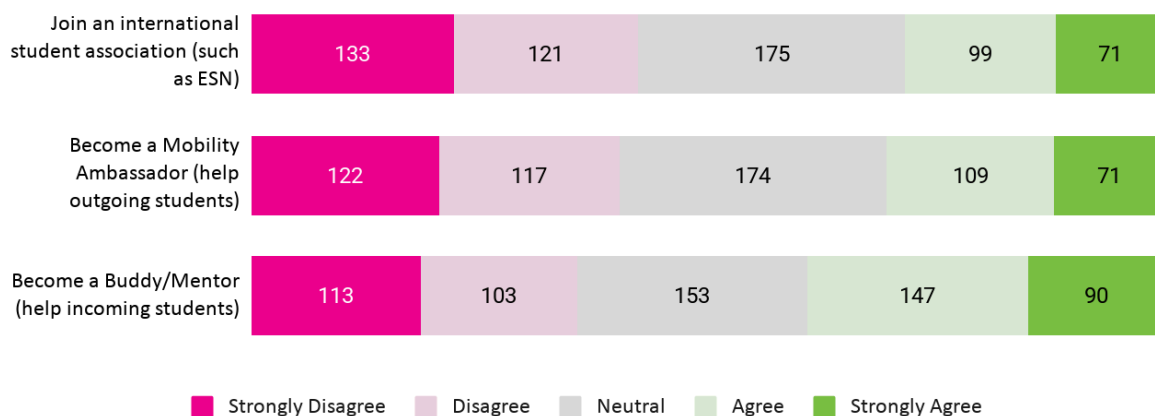
Post-mobility intentions and actions



59. To which extent would you agree that your SENDING institution encouraged you to...?

The sending institution encouraged students to a moderate degree. For joining an international student association, 11.85% (71 of 599) strongly agreed that they were encouraged, and 16.53% (99 of 599) agreed. Becoming a Mobility Ambassador received 11.97% (71 of 593) strong agreement and 18.38% (109 of 593) agreement. Becoming a Buddy or Mentor received 14.85% (90 of 606) strong agreement and 24.26% (147 of 606) agreement.

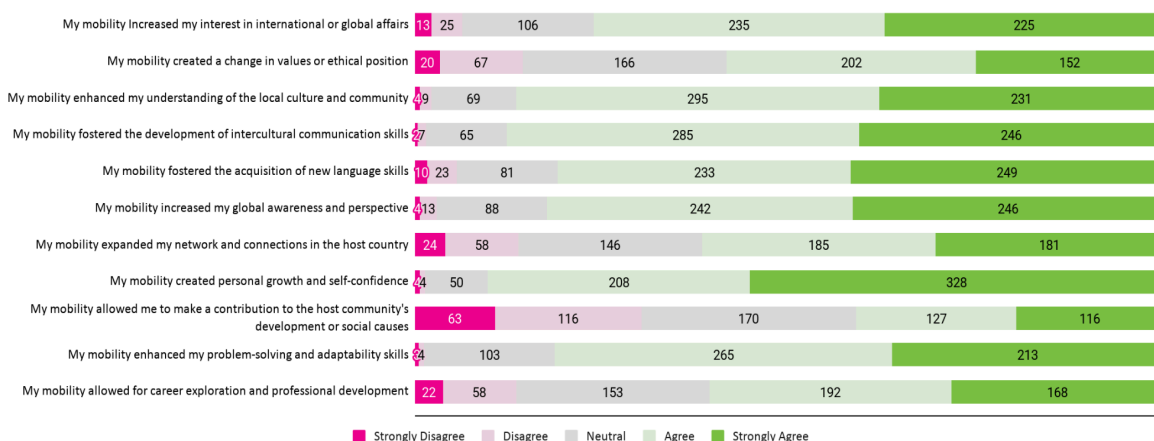
Extent of encouragement by sending institution



60. Do you agree or disagree with these statements about the impact of your mobility experience?

Students reported significant positive impacts. Their interest in international or global affairs increased for 38.91% (235 of 604) who agreed and 37.25% (225 of 604) who strongly agreed. Understanding of local culture and community improved for 48.52% (295 of 608) who agreed and 37.99% (231 of 608) who strongly agreed. Intercultural communication skills improved for 47.11% (285 of 605) who agreed and 40.66% (246 of 605) who strongly agreed. Language skills were improved for 39.09% (233 of 596) who agreed and 41.78% (249 of 596) who strongly agreed. Global awareness and perspective increased for 40.81% (242 of 593) who agreed and 41.48% (246 of 593) who strongly agreed. Personal growth and self-confidence were reported by 35.02% (208 of 594) who agreed and 55.22% (328 of 594) who strongly agreed. Problem-solving and adaptability skills were enhanced for 45.07% (265 of 588) who agreed and 36.22% (213 of 588) who strongly agreed. Career exploration and professional development were reported for 32.38% (192 of 593) who agreed and 28.33% (168 of 593) who strongly agreed. Contribution to the host community was lower, with only 21.45% (127 of 592) agreeing and 19.59% (116 of 592) strongly agreeing.

Agreement with statements on the impact of the mobility experience



Outgoing Students

Basic information

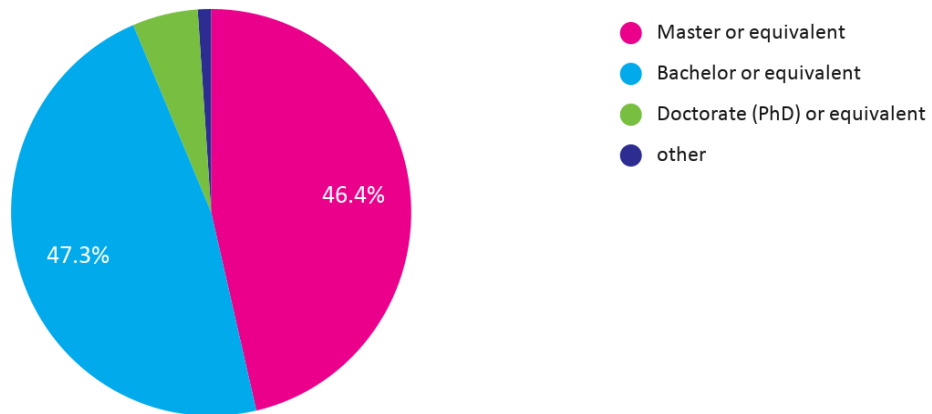
1. Did you participate (or are you currently) in international student mobility in your higher education?

The vast majority of respondents, 1017 out of 1020 (99.71%), have participated in international student mobility as exchange students, which shows an exceptionally high level of engagement with mobility programmes. Only 3 students (0.29%) reported not having any international experience during their higher education studies. This suggests that almost all respondents have direct experience with mobility, making the dataset highly representative of exchange student perspectives.

2. What was/is your study level during your stay abroad?

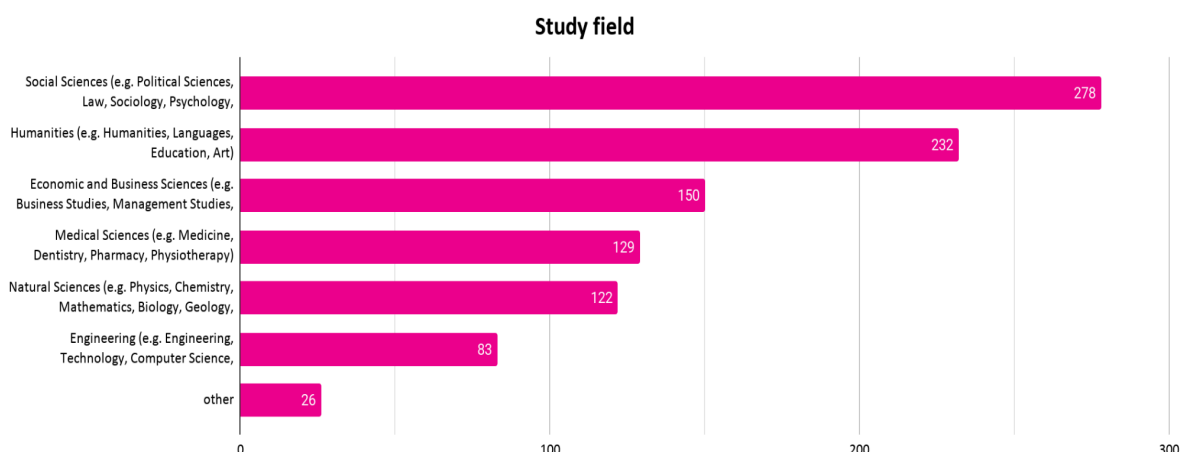
Students participating in mobility were almost equally divided between bachelor and master levels, with 482 students (47.25%) at the bachelor level and 473 (46.37%) at the master level. A smaller group of 54 students (5.29%) were pursuing doctorate studies, while 11 respondents (1.08%) indicated other study levels, including high school or combined programs. This distribution shows that international mobility is most common during undergraduate and master's studies, reflecting the typical design of exchange programs. Doctoral and other specialized programs are less represented, highlighting potential opportunities to expand mobility for PhD students.

Level of study during stay aboard



3. Which study field were you enrolled in when going on exchange?

Social sciences were the most common field among participants, with 278 students (27.25%), followed closely by humanities with 232 students (22.75%). Economic and business sciences attracted 150 students (14.71%), medical sciences 129 (12.65%), and natural sciences 122 (11.96%). Engineering fields had 83 participants, while other fields, including niche programs like applied physical education, international relations, and law, accounted for 26 responses. This indicates that mobility programs are particularly popular in social sciences and humanities, while STEM and specialized fields have lower representation, which could reflect differences in curriculum flexibility or institutional partnerships.



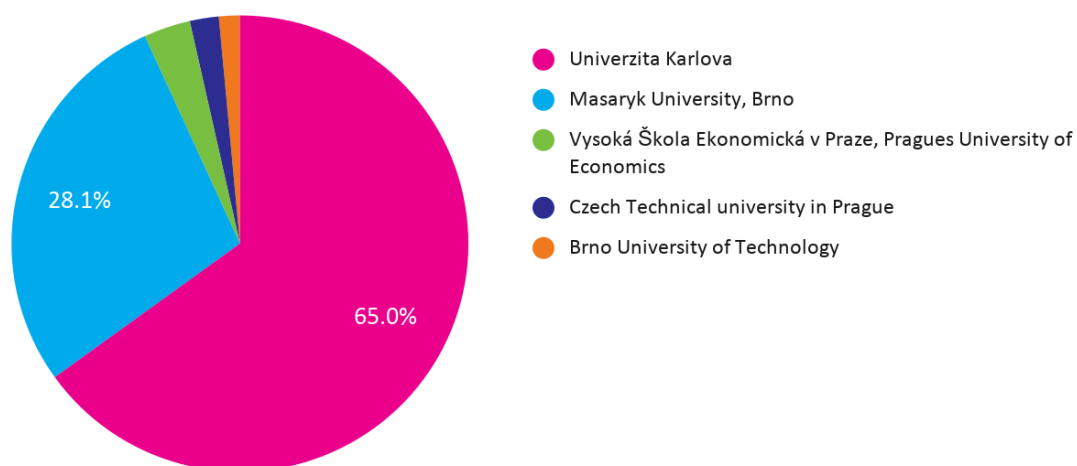
4. Select the country of your SENDING institution from the list.

All respondents (1020) reported that their sending institution was in the Czech Republic. This demonstrates that the dataset is fully focused on Czech higher education students, providing a clear national context for analyzing international mobility experiences.

5. Please share the name of your SENDING institution

Most respondents came from the largest Czech universities. Charles University was the sending institution for 55.98% (571 of 1020) students, Masaryk University in Brno for 24.22% (247 of 1020) , Prague University of Economics for 29 (2.84%), Czech Technical University in Prague for 18 (1.76%), and Brno University of Technology for 13 students (1.27%). Smaller numbers of students came from other institutions, while 2 respondents did not specify their sending university. This indicates that international mobility is concentrated at the major Czech universities, likely reflecting both student numbers and the presence of active international offices.

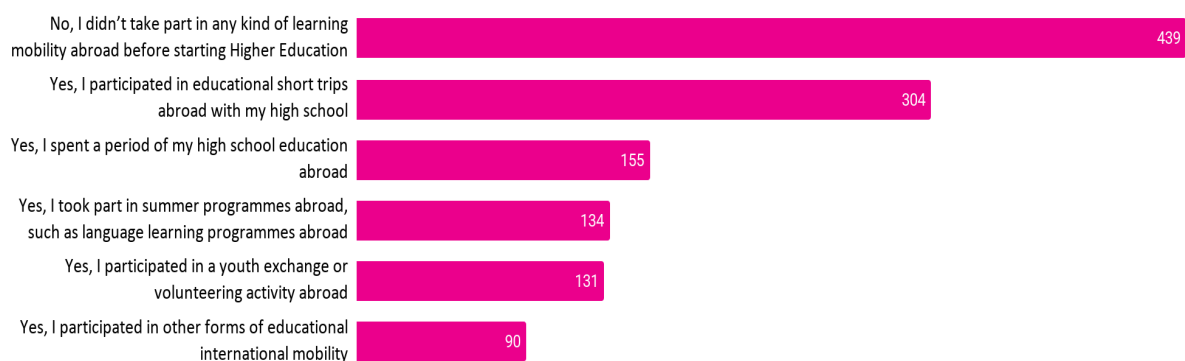
Top 5 sending institution



6. Prior to starting your higher education studies (university), did you take part in any exchange experience abroad as part of an educational programme?

Before entering higher education, a significant portion of students had no previous mobility experience, with 439 reporting no participation in learning mobility. However, many students had prior international exposure: 304 participated in short educational trips during high school, 155 spent a period of high school abroad, 134 attended summer programmes such as language courses, 131 took part in youth exchanges or volunteering, and 90 engaged in other forms of educational mobility. This suggests that while nearly half of the students started higher education without prior mobility experience, a large proportion had earlier exposure to international activities, potentially influencing their interest in university-level exchange programs.

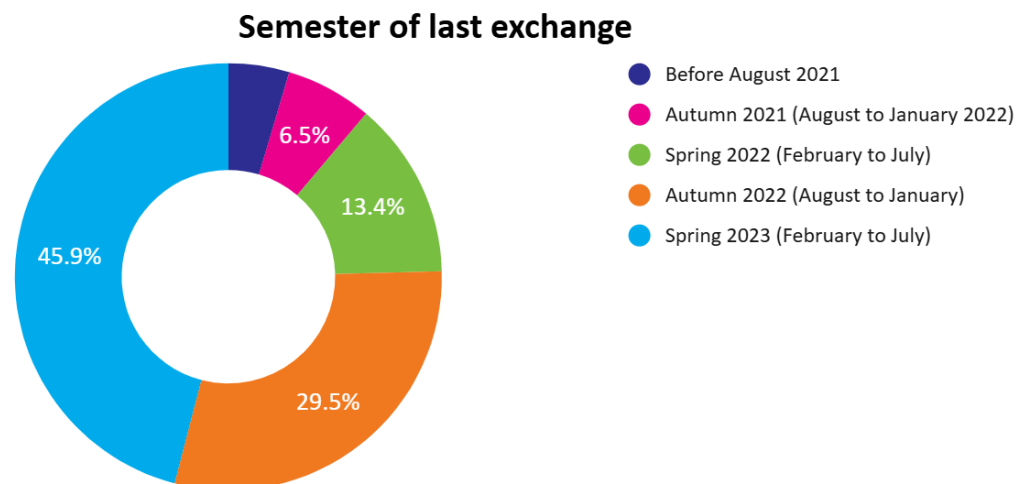
Take part in any exchange experience abroad as part of an education programme



7. Please choose the semester(s) during which you had your last exchange:

Most students completed their mobility during the most recent semesters, with 527 respondents (45.9%) attending in spring 2023 and 338 (29.5%) in autumn 2022. Earlier semesters were less common: spring 2022 had 154 participants (13.40%), autumn 2021 had 75 (6.5%), and only 53 students went abroad before August 2021. This indicates a clear upward

trend in mobility participation, suggesting that international exchanges have been increasingly popular or more accessible in recent years, possibly recovering after pandemic-related restrictions.

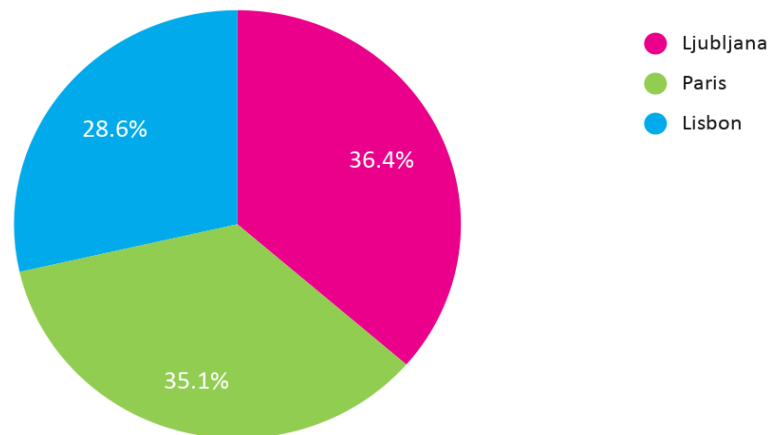


8. Please, share the name of the city where you lived during your mobility

A total of 1020 respondents participated in the survey. Out of these, 13 respondents (1.3%) did not answer this question, resulting in 1007 valid responses. The answers were highly diverse, reflecting a wide range of mobility destinations. Despite this diversity, several cities were mentioned more frequently. The five most commonly reported cities were Ljubljana with 28 respondents (2.8%), Paris with 27 respondents (2.7%), Lisbon with 22 respondents (2.2%), and Rome and Porto, each with 19 respondents (1.9%).

This shows a preference for central European and Western European destinations, which are likely chosen for their strong universities, cultural appeal, and language opportunities. Other cities were less frequently chosen, indicating that while mobility is diverse, a few popular destinations dominate. Students may prioritize cities with established exchange programs or where the hosting universities have strong international recognition.

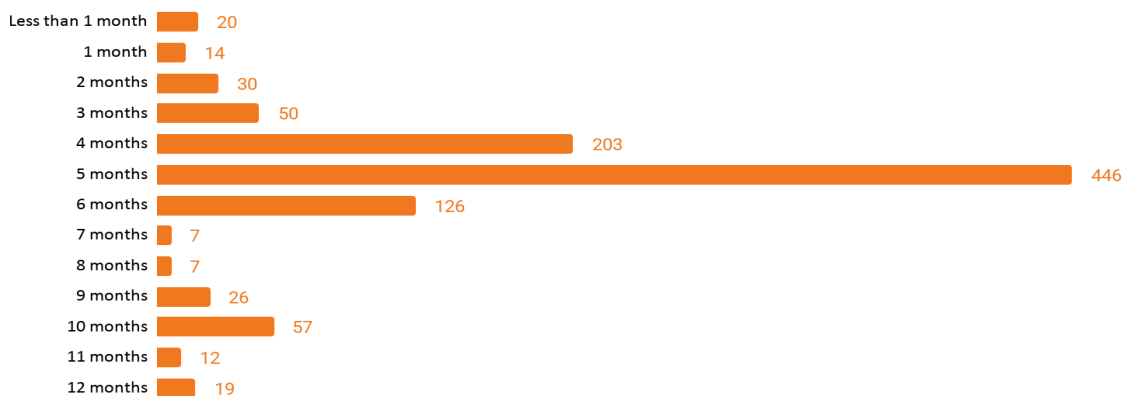
Top 3 cities for living during mobility



9. Please, indicate the duration of your exchange.

The most common exchange duration was 5 months, chosen by 43.85% (446 of 1017). Four months was reported by 19.96% (203 of 1017), 6 months by 12.39% (126 of 1017), 10 months by 5.6% (57 of 1017), 3 months by 4.92% (50 of 1017), 2 months by 2.95% (30 of 1017), 12 months by 1.87% (19 of 1017), 11 months by 1.18% (12 of 1017), and shorter durations (less than 1 month to 1 month) made up 1.97% (20 of 1017). Seven and eight months were the least common, with 0.69% (7 of 1017) each.

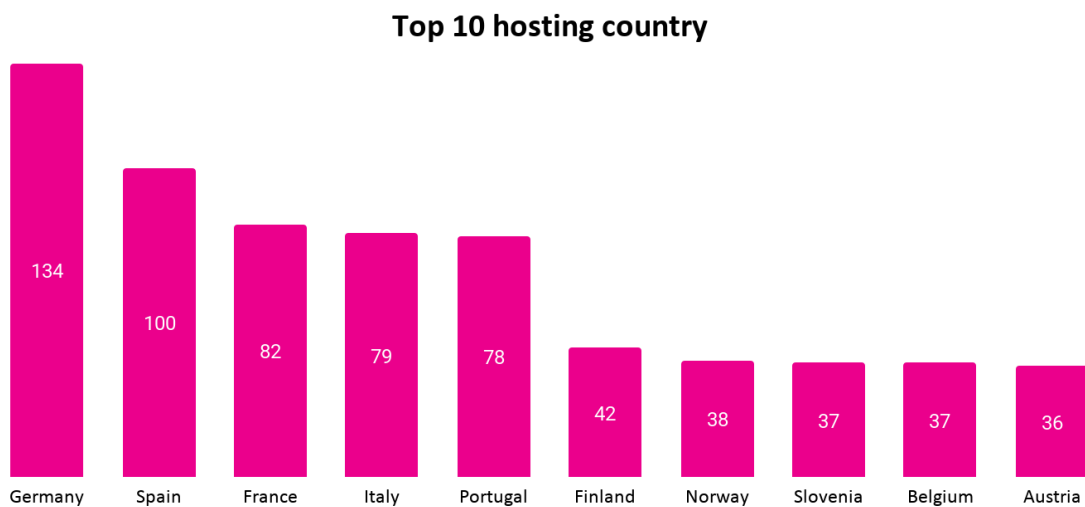
Duration of the exchange



10. Please, choose the country of your HOST institution from the list

Germany was the most popular host country, 13.14% (134 of 1020), followed by Spain, 9.80% (100 of 1020), France 8.04% (82 of 1020), Italy 7.75% (79 of 1020), and Portugal 7.65% (78 of 1020). These countries clearly dominate compared to others in the list. Other host countries included Finland, Norway, Slovenia, Belgium, Austria, Netherlands, Sweden, Czech Republic, Denmark, United Kingdom, and many others with smaller percentages.

This shows that students mainly choose countries with strong higher education systems and many partner universities. Southern and Central European countries are especially attractive, possibly due to climate, culture, and lifestyle. From this, we can conclude that both academic quality and living conditions influence students' country choices.

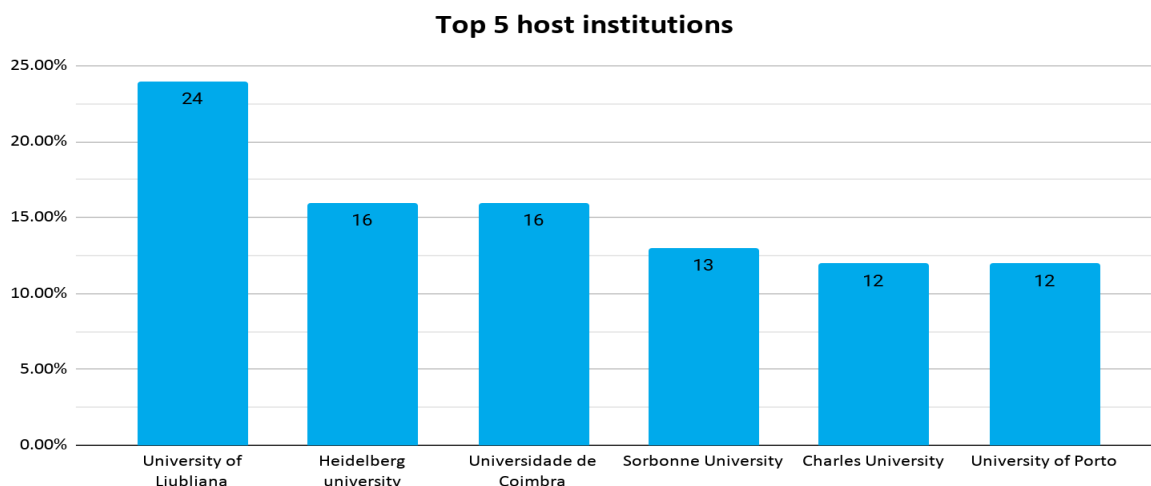


11. Please, share the name of your HOST institution

In total, 1,020 respondents participated in the survey, and 3 of them did not answer this question, resulting in 1,017 valid responses. For clarity, only the five universities with the highest number of responses were selected for the graph. The University of Ljubljana was the most frequently mentioned institution with 24 respondents, representing approximately 2.4% of all valid responses. Heidelberg University and the Universidade de Coimbra followed, each

chosen by 16 respondents (about 1.6%). Sorbonne University was selected by 13 respondents, accounting for around 1.3%, while Charles University was mentioned by 12 respondents, which corresponds to approximately 1.2%. These institutions were followed by other universities with lower numbers of responses, such as the University of Copenhagen, Norwegian University of Science and Technology, Aristotle University of Thessaloniki and several additional host institutions.

These universities are well-established and internationally recognised institutions. Their popularity suggests strong cooperation agreements and positive experiences from previous students. This indicates that institutional reputation and existing exchange networks strongly affect where students decide to go.

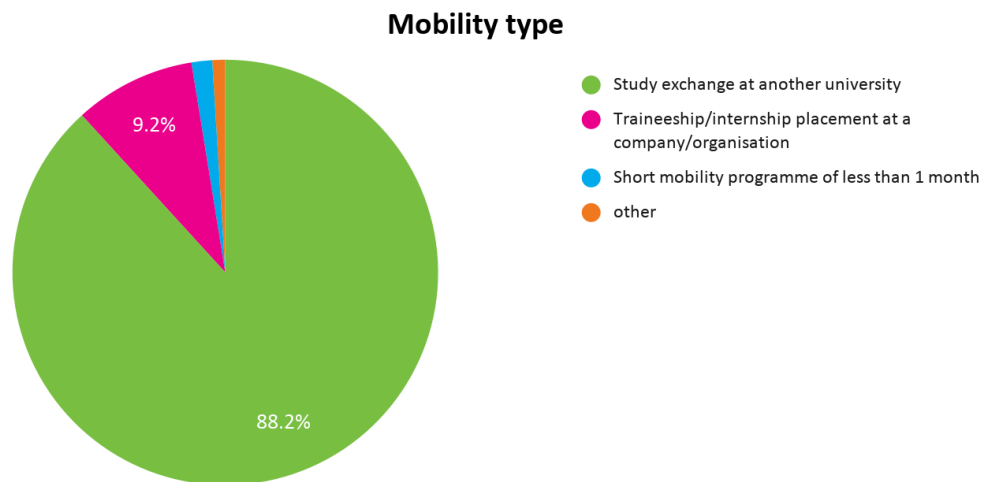


12. Select your mobility type

Most students participated in a study exchange at another university, 88.24% (900 of 1020). Traineeship or internship placements were reported by 9.22% (94 of 1020), short mobility programs under 1 month by 1.57% (16 of 1020), and other types by 0.98% (10 of 1020), including Erasmus programs, internships, volunteer programs, or longer exchanges.

This result shows that traditional study exchanges remain the dominant form of international mobility. Although practical experience abroad is available, students still primarily focus on

academic study. This suggests potential for future development of traineeship programmes, as they are currently underused compared to study exchanges.

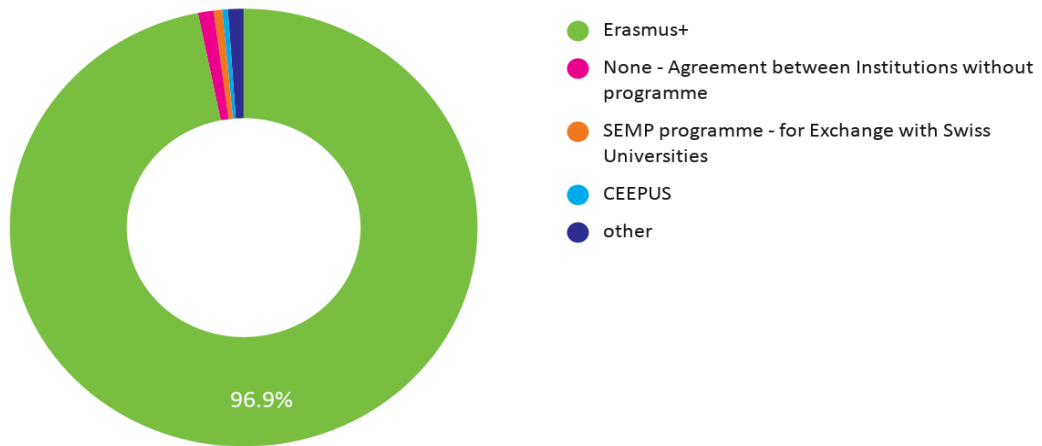


13. Select your exchange programme:

The data show that the Erasmus+ programme was by far the most used exchange programme, chosen by 988 respondents (96.86%). All other programmes were represented only marginally. Small numbers of students participated in programmes such as institutional agreements without a formal programme (1.08%, 11 of 1020), SEMP (0.59%, 6 of 1020), CEEPUS (0.39%, 4 of 1020), or other specific initiatives (1.08%, 11 of 1020). Only 3 respondents did not answer this question.

This clearly indicates that Erasmus+ dominates international student mobility. The very low use of alternative programmes suggests that students either have limited access to them or are less informed about their existence. From this, we can conclude that Erasmus+ is the key pillar of student mobility, while other programmes play only a complementary role.

Exchange programme



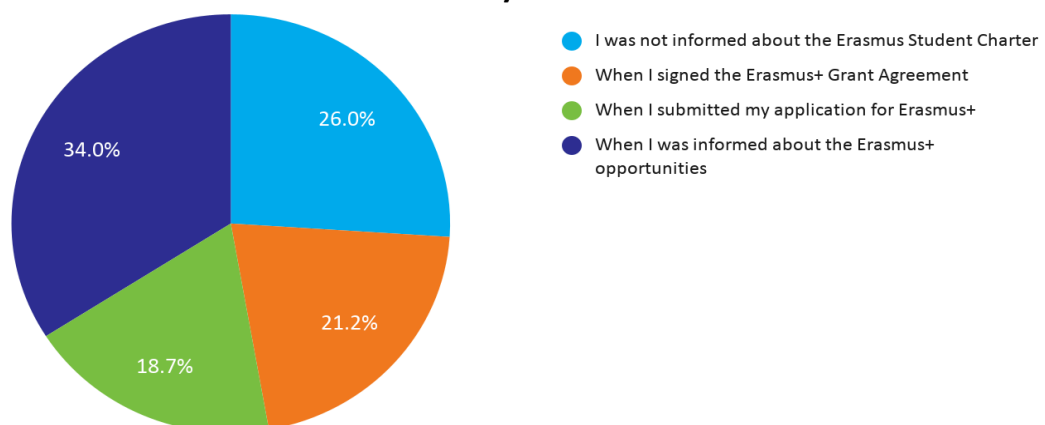
Perception and awareness about Erasmus+

14. Were you informed of the rights of Erasmus students included in the Erasmus Student Charter during your mobility?

A significant number of students, 26.02% (243 of 934), reported that they were not informed about the Erasmus Student Charter during their mobility. Some students, 21.2% (198 of 934), were informed when they signed the Erasmus+ Grant Agreement, while 18.74% (175 of 934) were informed when they submitted their Erasmus+ application. The largest group, 34.05% (318 of 934), stated that they learned about their Erasmus+ rights when they were informed about the Erasmus+ opportunities. A total of 86 respondents did not answer this question.

This result shows that although information about student rights is generally provided, the timing and consistency differ significantly. A relatively high number of uninformed students suggests gaps in communication. This implies that institutions could improve the clarity and visibility of information about student rights to ensure equal awareness among all participants.

Informed of the rights of Erasmus students (Erasmus Student Charter) during mobility

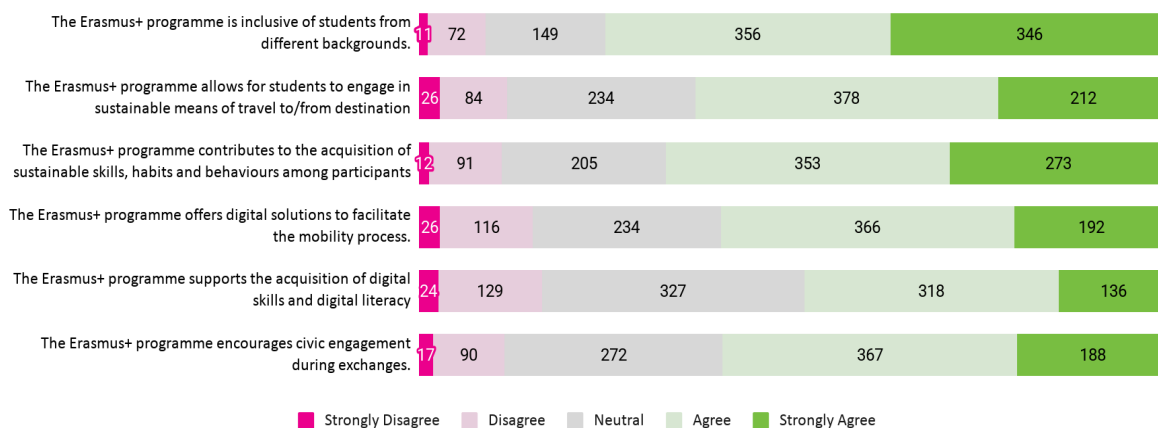


15. To what extent do you agree with the following statements about the Erasmus+ programme?

Most students evaluated the Erasmus+ programme positively. Regarding inclusivity, 38.12% agreed and 37.04% strongly agreed that the programme is inclusive of students from different backgrounds. In terms of promoting sustainable travel, 40.47% agreed and 22.70% strongly agreed, while a smaller percentage disagreed. When it comes to acquiring sustainable skills, 37.79% agreed and 29.23% strongly agreed that Erasmus+ helps participants develop sustainable habits. For digital solutions, 39.19% agreed and 20.56% strongly agreed that the programme provides helpful digital tools, while 34.05% agreed and 14.56% strongly agreed that it supports digital competence. Lastly, 39.29% agreed and 20.13% strongly agreed that Erasmus+ encourages civic engagement during exchanges.

This pattern indicates a high level of satisfaction with Erasmus+. Students generally perceive the programme as modern, inclusive, and aligned with current societal challenges such as sustainability and digitalisation.

Statements about the Erasmus+ programme



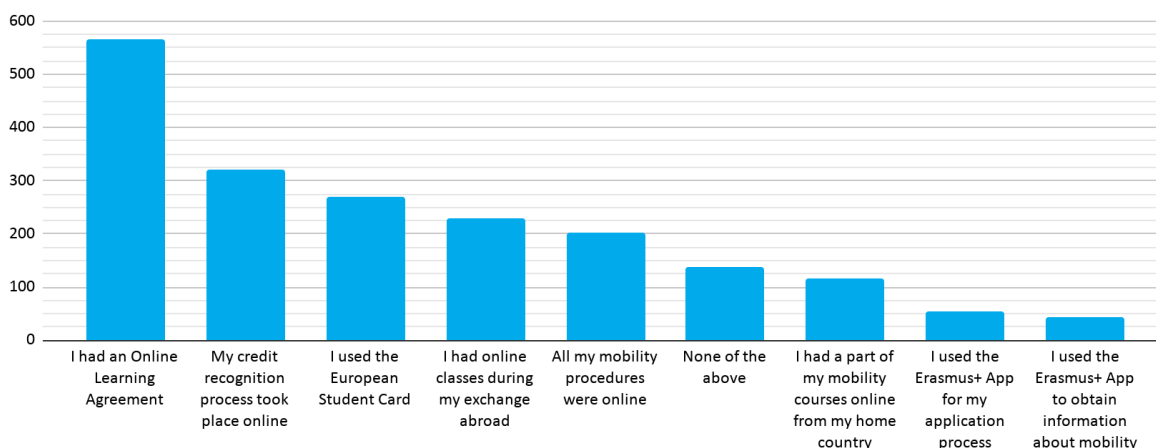
16. Which tools did you use as part of your Erasmus+ journey?

Many students used online tools during their mobility. 29.22% (566 of 1020) had an Online Learning Agreement, and 16.56% (320 of 1020) reported that their credit recognition process took place online. The European Student Card was used by 13.89% (269 of 1020).

Some students attended online classes abroad, 11.82% (229 of 1020), while 10.43% (202 of 1020) stated that all their mobility procedures were conducted online. A smaller number, 6.04% (117 of 1020), had part of their mobility courses online from their home country. The Erasmus+ App was used less frequently: 2.74% (53 of 1020) for the application process, and 2.22% (43 of 1020) to obtain mobility information. 7.12% (138 of 1020) did not use any of these tools.

These findings suggest that digital tools are an important part of the Erasmus+ experience, especially for administrative processes. However, the limited use of the Erasmus+ App and the relatively high number of students who used none of the tools indicate that digital solutions are not yet fully integrated or consistently promoted. This shows potential for further digital development and better communication of available tools.

Tools used as a part of Erasmus+ journey

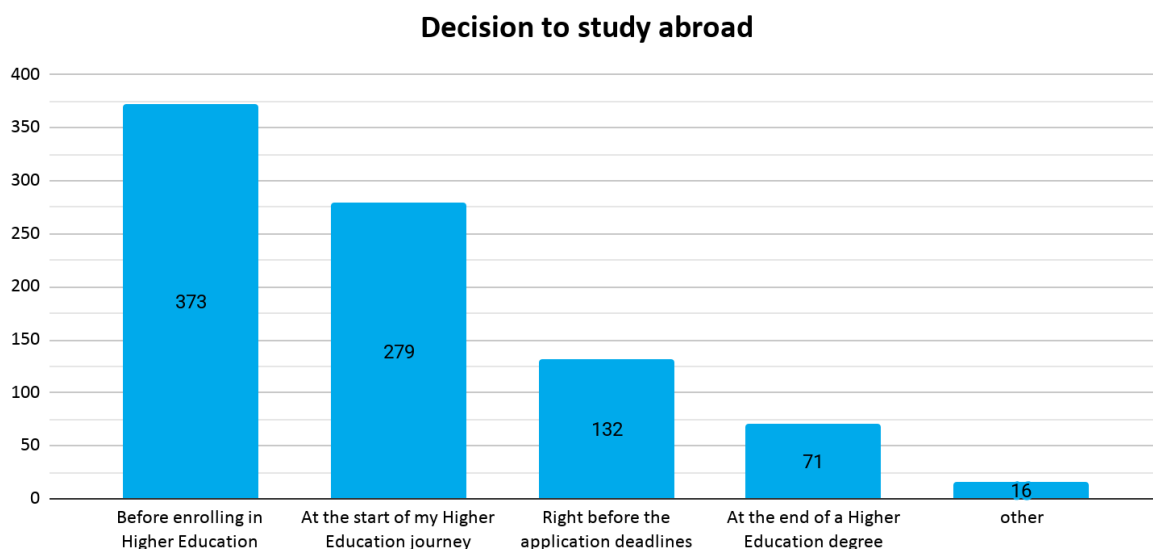


Motivations to go on an exchange

17. When did you decide you wanted to study abroad?

Most students decided to study abroad before enrolling in higher education, 42.82% (373 of 871). Another 32.03% (279 of 871) made the decision at the start of their higher education journey. A smaller group, 15.15% (132 of 871), decided right before the application deadlines, and 8.15% (71 of 1020) made the decision at the end of their degree. Only 1.84% (16 of 871) indicated “other” reasons or timings, which included doctoral studies, mandatory programme requirements, or personal circumstances. A total of 149 respondents did not answer this question.

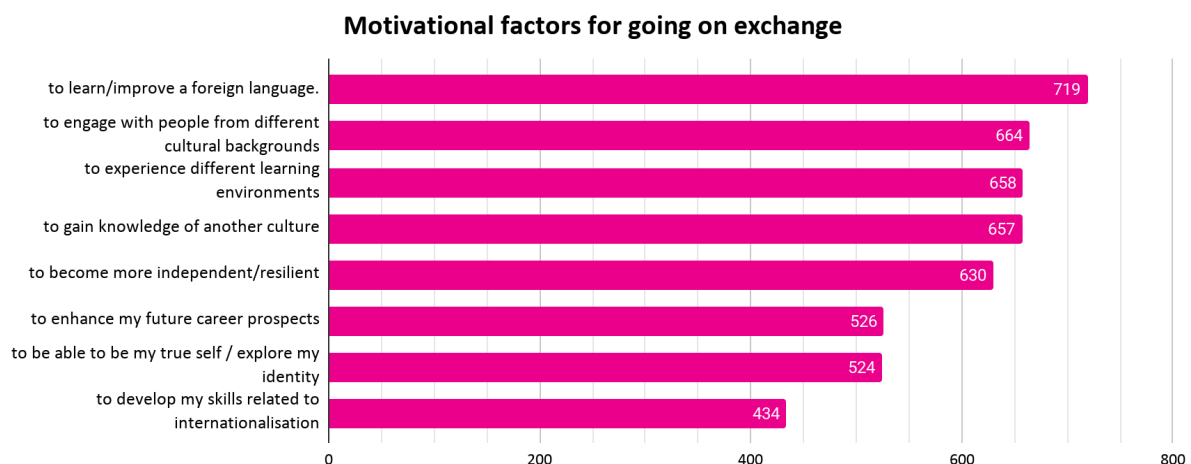
This indicates that the intention to study abroad is often formed long before the actual application process. Early decision-making suggests that international mobility is seen as a planned and desirable part of academic life rather than a last-minute choice. From this, it can be concluded that early promotion of mobility opportunities can be highly effective.



18. Select what were the motivational factors for going on exchange:

The main motivation for going on exchange was to learn or improve a foreign language, chosen by 70.49% of students. Following this, many sought to engage with people from different cultural backgrounds (65.10%), experience different learning environments (64.51%), and gain knowledge of another culture (64.41%). Other motivations included becoming more independent (61.76%), enhancing career prospects (51.57%), and exploring personal identity (51.37%). Many also aimed to develop internationalization-related skills (42.55%), improve academic performance (37.16%), and build personal or professional networks (34.71%).

Results show that students are primarily motivated by cultural, linguistic, and personal experiences rather than purely academic or financial reasons. This suggests that exchange programmes should continue to highlight personal development and intercultural learning as key benefits of mobility.



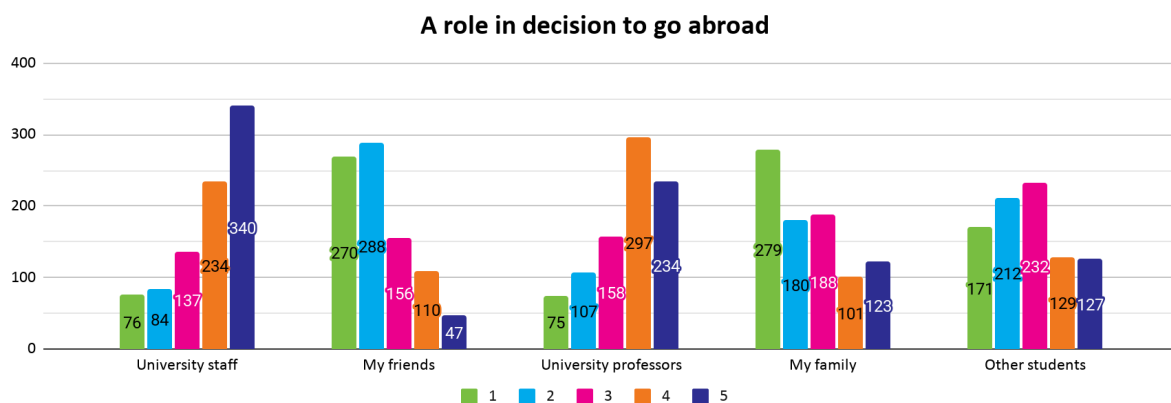
19. Who played a role in your decision to go abroad?

The decision to go abroad was influenced by various people. University staff played a strong role, with 39.04% (340 of 871) rating them very influential and 26.87% (234 of 871) rating them influential. University professors were also important, with 26.87% (234 of 871) rating them very influential and 34.10% (297 of 871) rating them influential.

Friends influenced 31% (270 of 871) of respondents moderately, while only 5.4% (47 of 871) considered friends very influential. Family had a strong influence on 14.12% (123 of 871) of students, while 32.03% (279 of 871) considered family moderately influential. Other students were rated very influential by 14.58% (127 of 871) and moderately influential by 14.81% (129 of 871). A total of 149 respondents did not answer this question.

To simplify the presentation of data, the graph displays numbers instead of full category labels. These numbers represent the following factors:

- Number 1 - played a very significant role.
- Number 2 - played a significant role.
- Number 3 - played a moderate role.
- Number 4 - played a minor role.
- Number 5 - played no role at all.



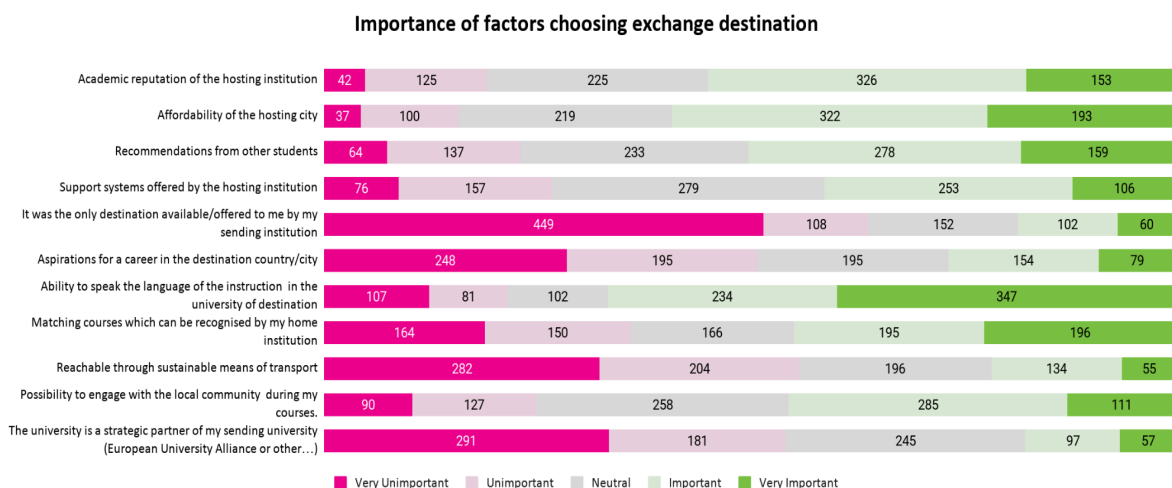
20. How important were the following factors when choosing your exchange destination?

The academic reputation of the host institution was very important for 17.57% (153 of 871) and important for 37.43% (326 of 871). Affordability of the host city was very important for

22.16% (193 of 871) and important for 36.97% (322 of 871). Recommendations from other students were very important for 18.25% (159 of 871) and important for 31.92% (278 of 871).

Factors like support systems at the host university were rated very important by 12.17% (106 of 871) and important by 29.05% (253 of 871). For language ability at the host university, 39.84% (347 of 871) considered it very important and 26.87% (234) important. Matching courses were very important for 22.5% (196 of 871) and important for 22.39% (195 of 871).

Less important factors included whether the destination was the only option available (51.55%, 449 rated very unimportant) and the university being a strategic partner (33.41%, 291 rated very unimportant). Sustainable transport options were very unimportant for 32.38% (282 of 871) of students. A total of 149 respondents did not answer this question.

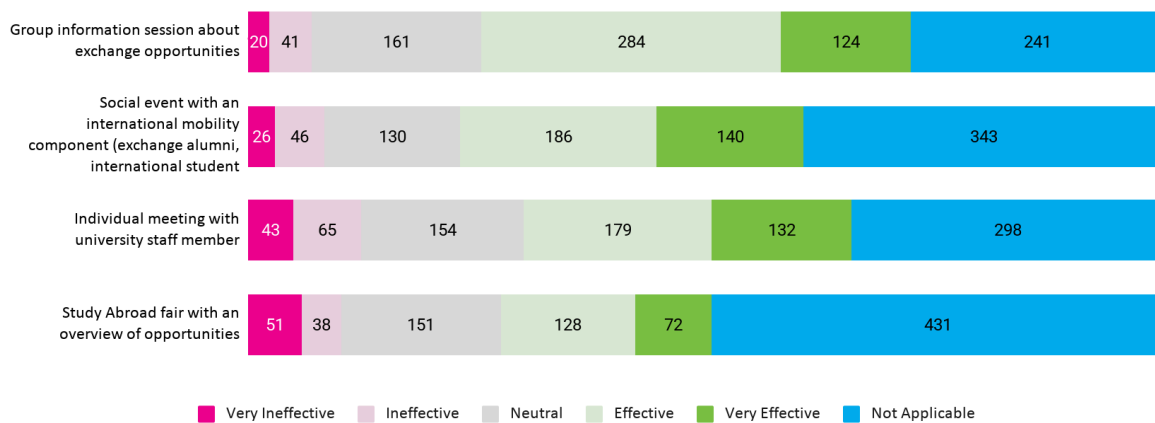


21. Did you participate in any of the below information activities? How effective were they?

Students engaged in various information activities before and during their exchange. Group information sessions were considered effective by 32.61% (284 of 871) and very effective by 14.24% (124 of 871). Social events with an international mobility component were rated effective by 21.35% (186 of 871) and very effective by 16.07% (140 of 871).

Individual meetings with university staff were seen as effective by 20.55% (179 of 871) and very effective by 15.15% (132 of 871). Study abroad fairs had lower perceived effectiveness, with 14.7% (128 of 871) rating them effective and 8.27% (72 of 871) very effective. The “Not applicable” option was high across all activities, showing that many students did not attend all events (241–431 responses). A total of 149 respondents did not answer this question. This shows that personalised and direct forms of information are more effective than large-scale events. From this, it can be concluded that universities should focus more on targeted guidance and individual support rather than relying mainly on general fairs.

Effectivity of participation in information activities

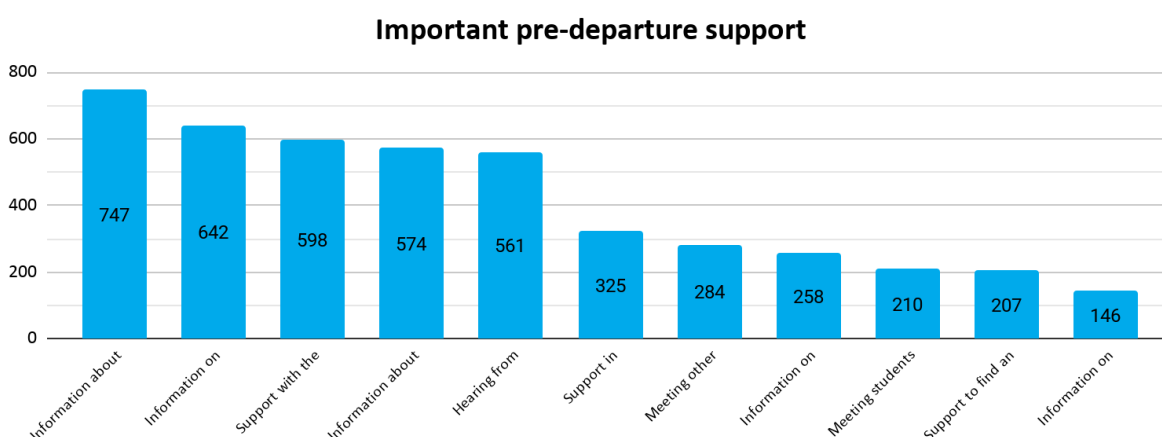


Pre-departure support and initial guidance

22. Which pre-departure support do you find important to receive?

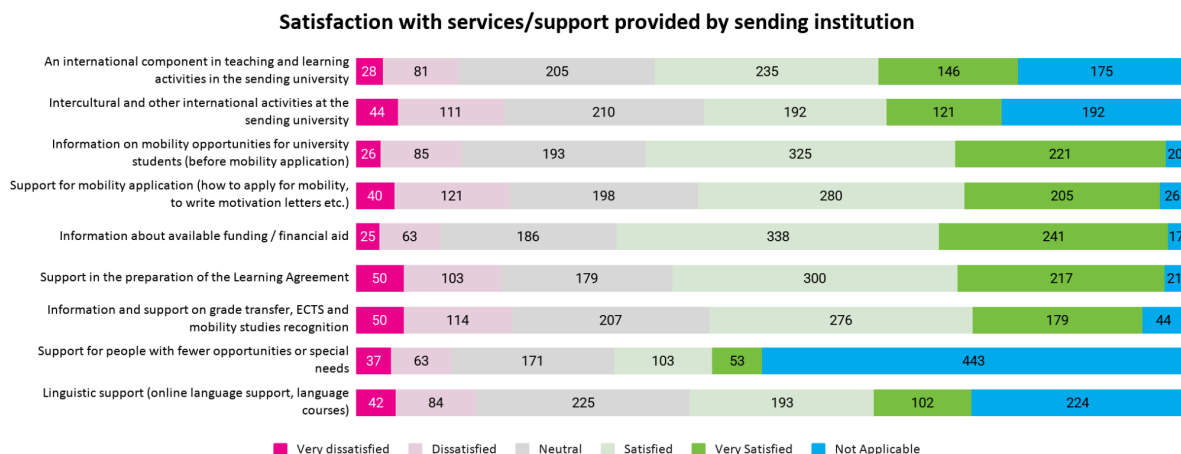
The respondents highlighted that the most important support before departure was information about financial support, chosen by 747 students, which is 73.24% of all 1020 respondents. Other highly valued support included information on available programmes (62.94%), help with the application process (58.63%), and information about courses offered by potential host universities (56.27%). Hearing experiences from students who have been abroad was also important for 561 students (55%). Less important aspects were support in choosing a host university (31.86%), meeting other students considering mobility (27.84%), and support to find an internship placement (20.29%). The information on the impact of exchange on career prospects was considered the least important, selected by only 146 students (14.31%).

Overall, it shows that students mainly need clear, practical, and timely information before departure. Financial clarity and academic planning are key priorities. From this, it can be concluded that effective pre-departure support should focus on transparency, clear guidance, and real-life student experiences.



23. How satisfied were you with the following services and support provided by your SENDING institution before departure?

Students expressed the highest satisfaction with information about available funding or financial aid, where 579 students (56.76%) reported being satisfied or very satisfied. Similarly, information on mobility opportunities before applying received high satisfaction from 546 students (53.53%), and support in the preparation of the Learning Agreement was appreciated by 517 students (50.69%). On the other hand, the lowest satisfaction was reported for support for people with fewer opportunities or special needs, with only 156 students (15.29%) feeling satisfied or very satisfied. Intercultural and other international activities at the sending university also had relatively lower satisfaction (313 students, 30.68%). The results show that practical administrative support is more appreciated than additional or inclusive activities.



24. Do you have any positive comments about the services provided by your SENDING institution?

Most positive comments focused on good communication, helpful coordinators, and clear information. Respondents appreciated digitalised processes, quick responses, and the availability of online webinars. Many students also highlighted the support from international offices and former Erasmus students.

These comments suggest that personal support and efficient communication strongly shape positive student experiences. When processes are clear and staff are responsive, students feel supported and confident. This underlines the importance of human interaction alongside digital systems.

25. Do you have any negative comments about the services provided by your SENDING institution?

Negative feedback mainly concerned communication problems and administrative complexity. Students mentioned chaotic or slow communication, confusion about procedures, and difficulties related to credit transfer. Too much paperwork and complicated administration were recurring themes.

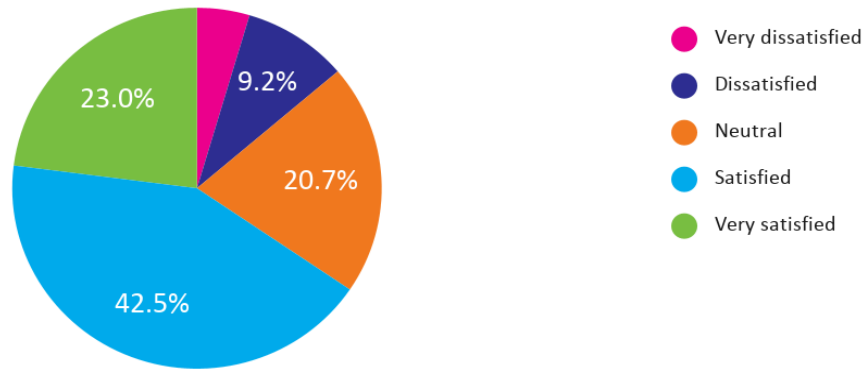
These responses indicate that administrative burden remains a significant challenge. Even when support exists, unclear or inconsistent communication can reduce its effectiveness. From this, it can be concluded that simplification of processes and clearer guidance would significantly improve student satisfaction.

26. Overall satisfaction with services provided by SENDING institution?

When asked about overall satisfaction, 200 students (23%) were very satisfied and 370 students (42.5%) were satisfied. Neutral responses were given by 180 students (20.7%), while 80 students (9.2%) were dissatisfied and 40 students (4.6%) were very dissatisfied. These results indicate that most students were satisfied with the support, but about 14% expressed dissatisfaction or very low satisfaction.

Despite specific issues related to administration and communication, students generally evaluate institutional support positively. The data suggest that sending institutions are performing well overall, but targeted improvements in communication and administrative clarity could further increase satisfaction.

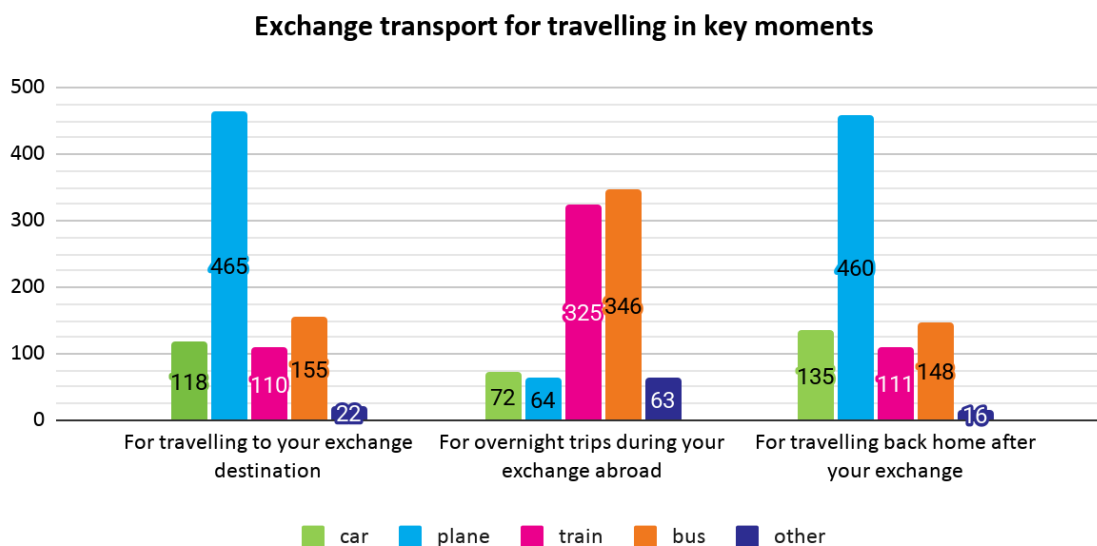
Satisfaction with services provided by sending institution



Exchange experience

27. What means of transport did you use for travelling at these three key moments of your exchange?

For traveling to their exchange destination, most students opted for a plane (465 students, 53.45%), followed by car (118 students, 13.56%), bus (155 students, 17.82%), and train (110 students, 12.64%). Some also used combinations of transport or alternative options like boats or Flixbus. During overnight trips abroad, bus (346 students, 39.77%) and train (325 students, 37.36%) were the most common choices, with fewer students using planes (64 students, 7.36%) or cars (72 students, 8.28%). For the return journey home, 460 students (52.87%) traveled by plane, 148 (17.01%) by bus, 135 (15.52%) by car, and 111 (12.76%) by train. Overall, air travel was the preferred choice for long-distance travel, while buses and trains were more popular for shorter trips during the exchange.



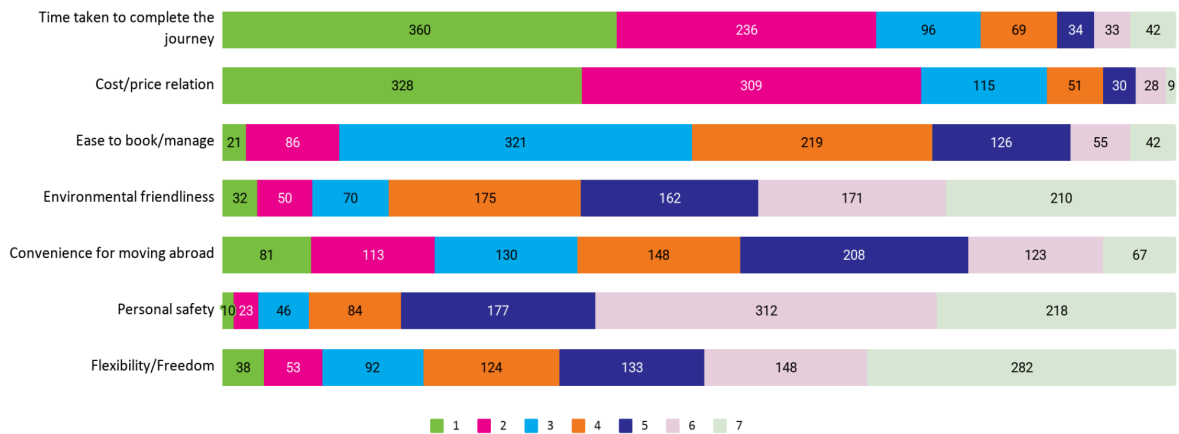
28. What are the most important reasons for choosing this specific mode of transport?

When choosing their mode of transport, students prioritized speed and cost. The fastest journey time was the top factor for 360 students (41.38%), and it ranked within the top three for over 690 respondents. The cost or price-to-value ratio was also crucial, with 328 students (37.7%) selecting it as their main reason, and 637 students ranking it highly. Ease of booking or managing the trip was ranked third by 321 students (36.9%), while environmental friendliness was less important, being ranked as the least important by 210 students (24.14%). Personal safety and flexibility were also valued, with safety ranking highly for 312 students (35.86%). Overall, speed and cost were the most significant factors in transport choices, while convenience and environmental concerns were secondary.

To simplify the presentation of data, the graph displays numbers instead of full category labels. These numbers represent the following factors:

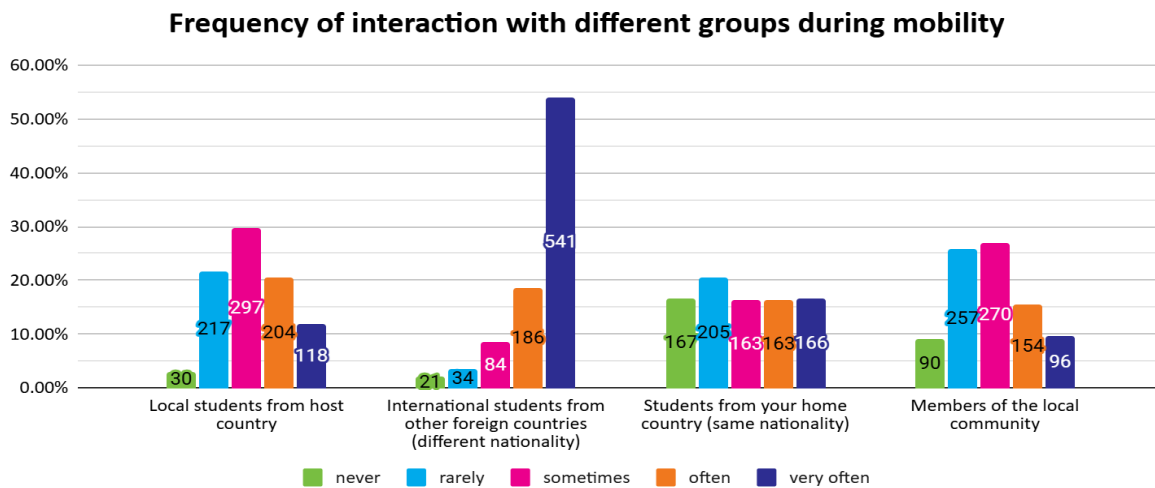
- Number 1 - *extremely important.*
- Number 2 - *very important.*
- Number 3 - *important.*
- Number 4 - *moderately important.*
- Number 5 - *slightly important.*
- Number 6 - *barely important.*
- Number 7 - *not important at all.*

Reason for choosing this specific mode of transport



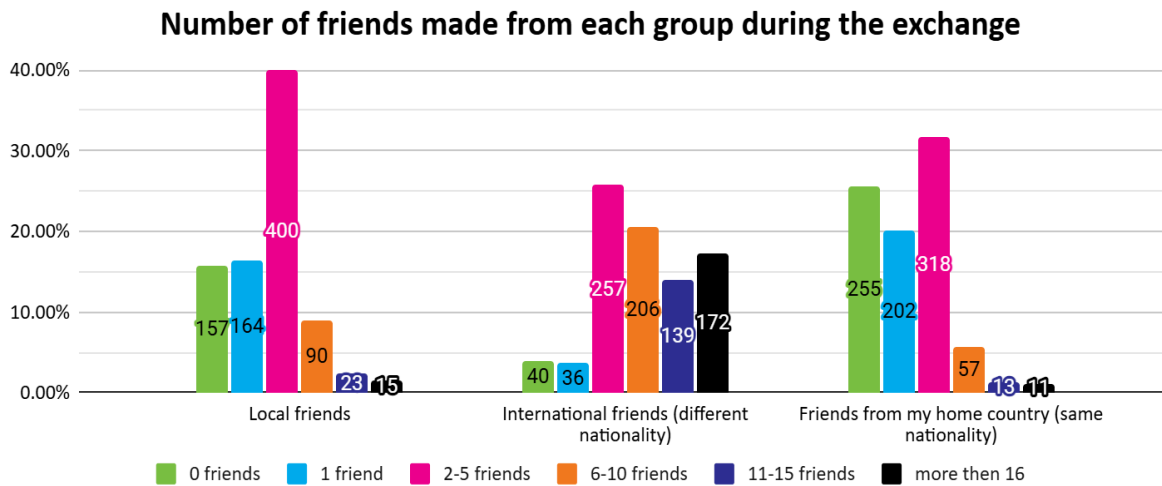
29. How frequently did you engage with these groups of people during your mobility?

During their exchange, students primarily engaged with international peers. A total of 541 students (62.47%) interacted with international students “very often,” and 186 students (21.48%) “often.” In comparison, local students were engaged “sometimes” by 297 students (34.3%) and “often” by 204 students (23.56%). Students from their home country were less frequently met, with 167 students (19.33%) never meeting them and 163 students (18.87%) engaging often. Interaction with the local community was lower, with 270 students (31.14%) meeting “sometimes” and 257 students (29.64%) “rarely.” This suggests that international students were the main social group, while local integration was more limited.



30. How many friends did you make from each group during your exchange?

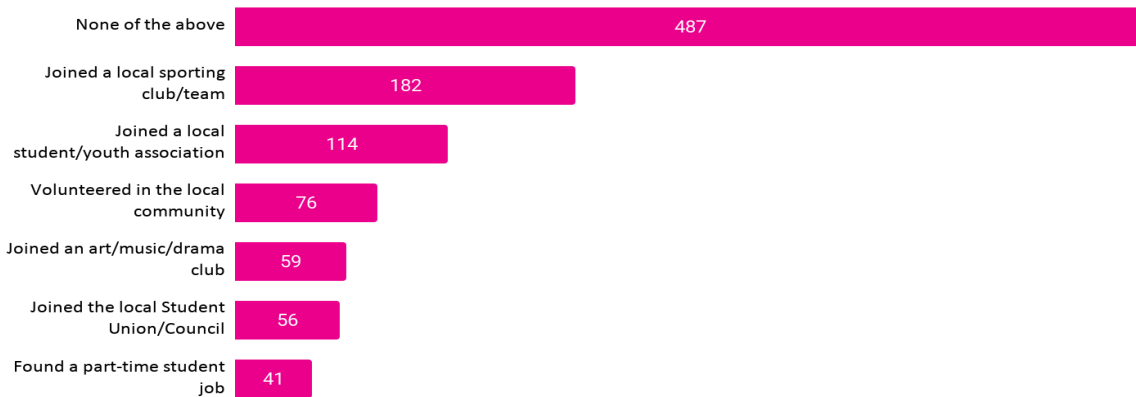
During their exchange, students made different numbers of friends depending on the group. Most made 2–5 local friends (400 students, 47.11%), while 18.49% (157 students) did not make any local friends. Friendships with other international students were often larger: 30.24% (257 students) made 2–5 friends, 24.24% (206 students) made 6–10 friends, and 20.24% (172 students) made more than 16 friends. For peers from their home country, many made no new friends (29.79%, 255 students) or only 1–5 friends (202 and 318 students, together 60.75%). Overall, students built the biggest networks with other international students, then locals, and the fewest with fellow home-country students.



31. While on exchange, which actions did you do in the local community or HOST institution?

Almost half of the respondents (487 students, 47.75 %) did not engage in any activities in the local community or host institution. Among those who participated, the most common activities were joining a local sporting club or team (182 students, 17.84%) and participating in local student or youth associations (114 students, 11.18%). Other activities included volunteering in the local community (76 students, 7.45%), joining art, music, or drama clubs (59 students, 5.78%), joining the local Student Union/Council (56 students, 5.49%), and finding a part-time student job (41 students, 4.02%). Additionally, students reported other activities such as ESN events, academic conferences, political meetings, environmental activism, internships, and local cultural clubs. Overall, while a significant number of students did not participate in formal activities, those who did were engaged in a wide range of social, cultural, and volunteer experiences.

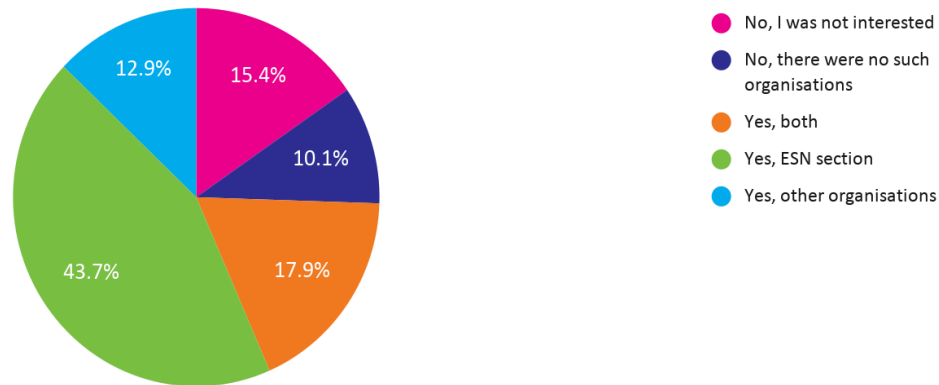
Participants who volunteered in the local community during their exchange



32. Did you attend activities organised by the local ESN section or other organisations working with international students?

During their mobility, 380 respondents (43.68%) attended activities organised by the local ESN section, while 112 respondents (12.87%) participated in events organised by other international student organisations. Some students attended both types of activities, with 156 respondents (17.93%) reporting this. On the other hand, 134 respondents (15.40%) were not interested in such activities, and 88 respondents (10.11%) indicated that there were no such organisations available at their host location. Overall, this shows that more than half of the respondents engaged with local support organisations in some way.

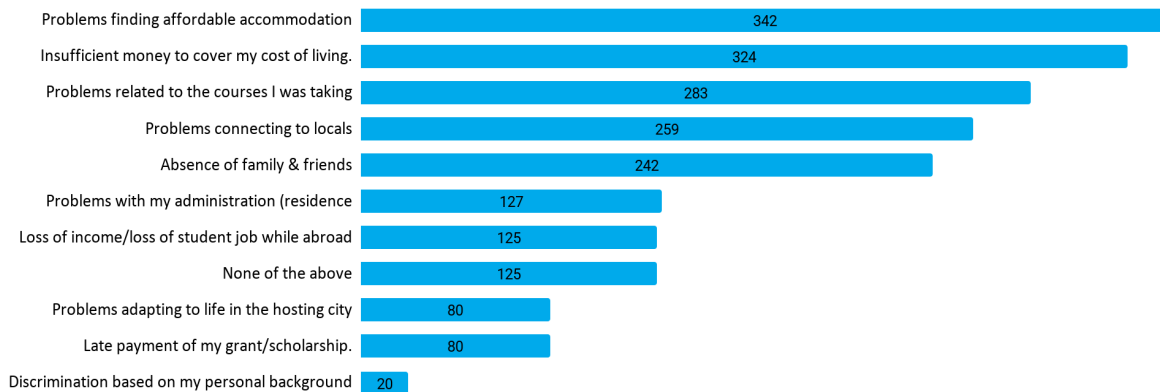
Attendance in activities from ESN section and other organization



33. Did you experience any of the following issues during your study abroad?

During their study abroad, students faced several challenges. The most common problem was finding affordable accommodation, reported by 33.53% of respondents (342 students). Financial difficulties were also frequent, affecting 31.76% (324 students). Academic issues, such as course enrollment or exams, affected 27.75% (283 students). Social challenges included trouble connecting with local people (25.39 %, 259 students) and missing family or friends (23.73%, 242 students). Administrative difficulties and loss of income were less common, while 12.25% (125 students) reported no issues. Discrimination was rare, mentioned by only 1.96% (20 students).

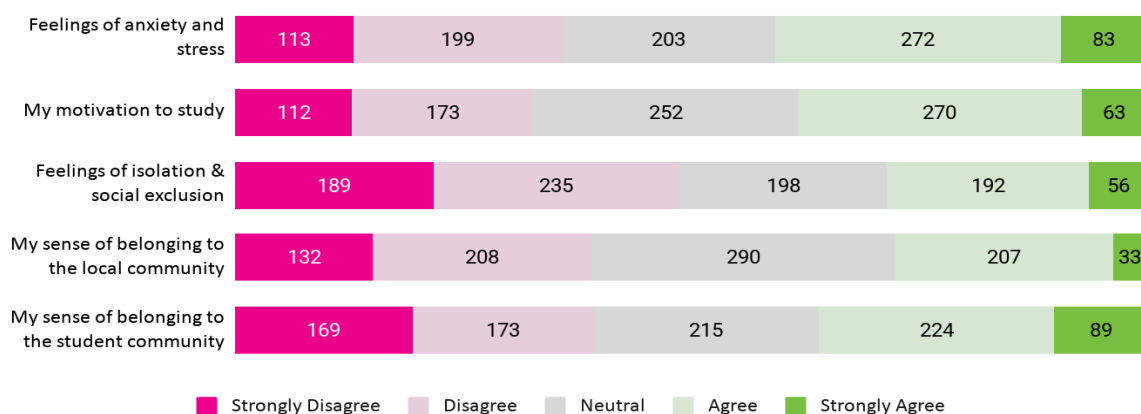
Issues during study abroad



34. The issues experienced impacted me in the following way:

The problems students experienced during their exchange affected their wellbeing and studies in different ways. Anxiety and stress were reported by 40.80% of respondents (272 agreed, 83 strongly agreed), and motivation to study was affected for 38.28% (270 agreed, 63 strongly agreed). Feelings of isolation were lower, with 28.51% agreeing or strongly agreeing. A sense of belonging to the local community was affected for 27.59%, and 35.98% felt their connection to the student community was impacted. Overall, stress and motivation were the most affected areas.

The issues experienced impacted me

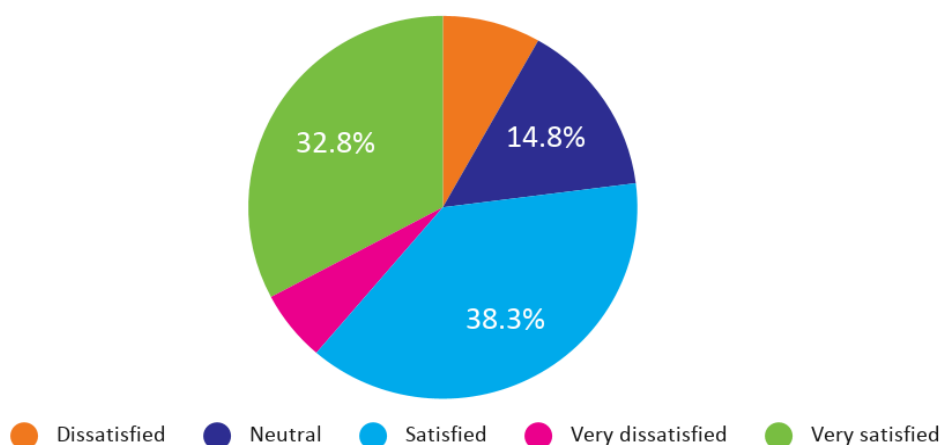


Support received by the host HEI

35. Overall satisfaction with services provided by HOST institution

Out of the 870 respondents who answered this question, most students reported positive experiences with their host institution. A total of 333 students (38.28 %) said they were satisfied and 285 students (32.76%) were very satisfied. Together, this represents more than 71% satisfaction. However, 129 students (14.83%) felt neutral, while 71 (8.16%) were dissatisfied and 52 (5.98%) were very dissatisfied. This shows that although the majority of students had a positive experience, a small group still faced challenges at their host institution.

Satisfaction with services provided by HOST institution



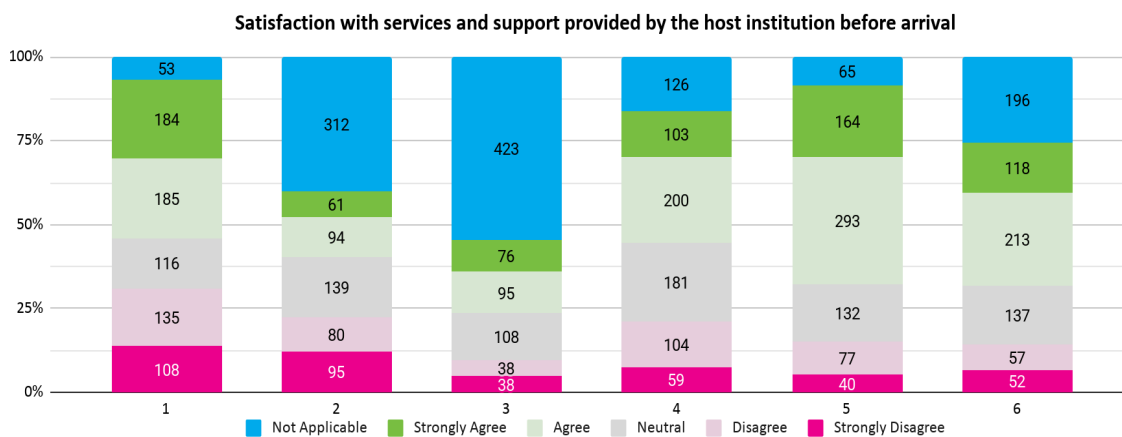
36. How satisfied were you with the following services and support provided by your HOST institution before arrival?

Students had mixed satisfaction with support from their host institution before arrival. Finding accommodation was satisfactory for 23.56% of respondents, while 17.29% were dissatisfied. Help with insurance and visas was less relevant, but among those who rated it, 9.77% and 12.21% were satisfied, respectively. Information about living costs received 25.87%

satisfaction. The strongest support was in communication with faculty, where 38% felt well assisted, and 27.55% were satisfied with communication from other departments.

Due to the length of the response options, they are represented by numbers in the graphs. The meaning of each number is explained below:

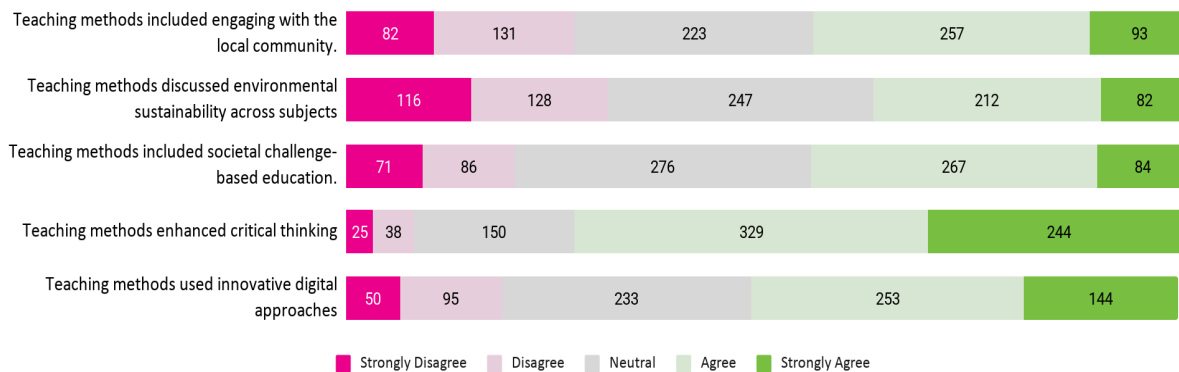
1. Support in finding accommodation
2. Assistance in the procedure of obtaining insurance
3. Assistance in the procedure of obtaining a visa and residence permit
4. Information about the cost of living in the host country
5. Assistance in communication with my faculty and professors
6. Assistance in communication with other departments and services of the higher education institution



37. Teaching methods applied in your host university?

Most students felt that teaching methods at their host university supported academic development. Critical thinking improved for 72.9% of respondents (agree + strongly agree), and 51.23% appreciated innovative digital approaches. Engagement with the local community received mixed feedback, with 32.70% agreeing it was encouraged and 28.37% neutral. Teaching on environmental sustainability also had varied responses, with 27.01% agreeing and 31.46% neutral. This shows that experiences differed depending on the university.

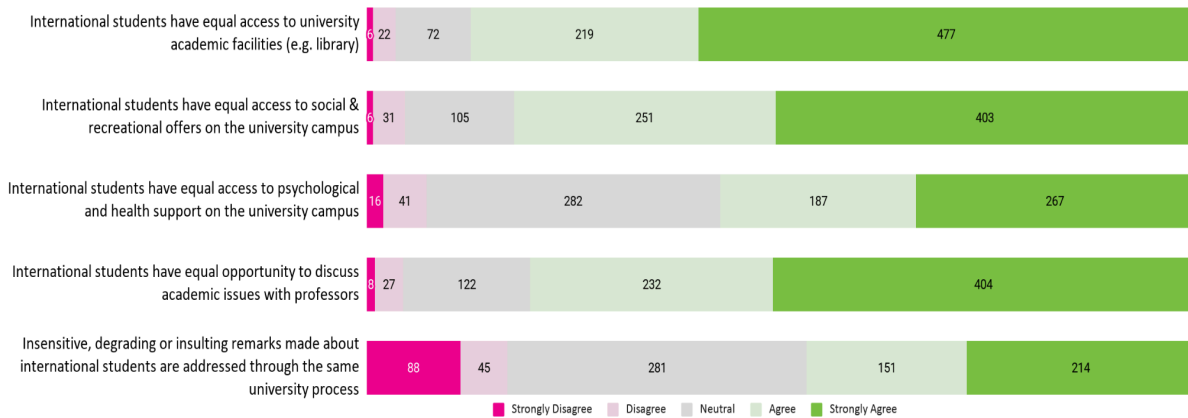
Teaching methods applied at the host university



38. Agree or disagree that they reflect your experience of being an international student at your host university in comparison to the local student population

Overall, students felt they were treated similarly to local students at their host university. Access to academic facilities was rated very positively, with 87.44% agreeing or strongly agreeing, and social and recreational access was also high at 82.16%. Psychological and health support received more mixed feedback, with 23.58% agreeing it was adequate and 35.56% neutral. Academic communication with professors was considered fair by 80.2% of students. However, only 46.85% felt that insensitive or degrading remarks were properly addressed, suggesting this area may need improvement.

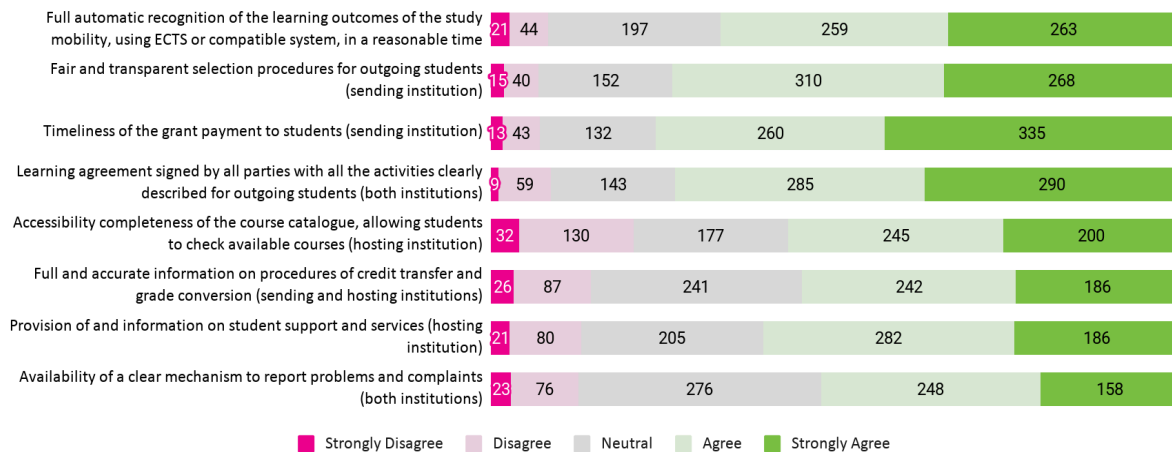
International vs. local student experience - agreement levels



39. To which extent do you agree that your sending and hosting institutions have respected the following responsibilities of Higher Education Institutions towards exchange students?

Students generally felt that both sending and hosting institutions met their responsibilities. Full recognition of learning outcomes was appreciated by 66.58% of students, while fair and transparent selection procedures were rated positively by 73.63%. Timely grant payments received the highest approval at 75.99%, and clarity of learning agreements was valued by 73.16%. However, course catalogue accessibility received more mixed feedback, with only 56.76% agreeing. Information on credit transfer and grade conversion was less clear, though 54.73% agreed it was adequate. Support services at the host institution were positively rated by 60.47%, and reporting mechanisms had moderate approval at 51.98%.

Perceived fulfillment of institutional responsibilities toward exchange students



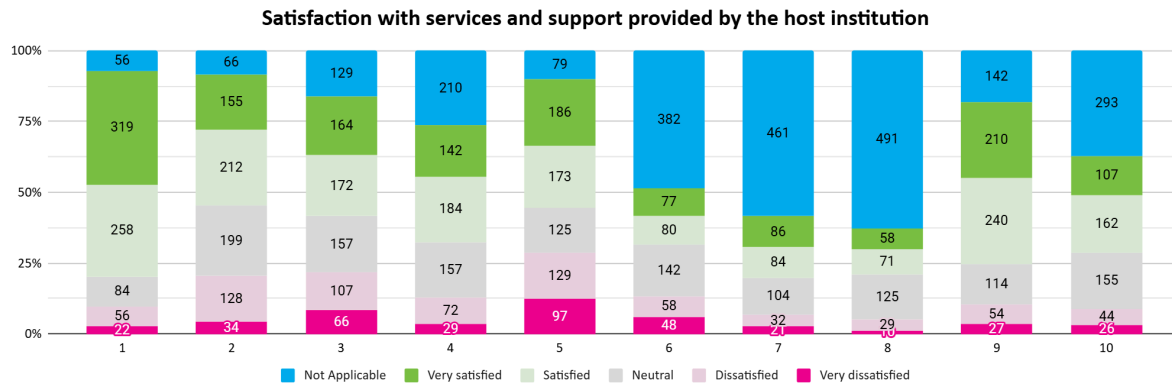
40. How satisfied were you with the following services and support provided by your HOST institution?

Welcome and orientation events received strong satisfaction, with 577 students (72.58%) saying they were satisfied or very satisfied. Integration support in the local student community had more mixed results, with 367 students (46.22%) satisfied and very satisfied, but 199 (25.06%) neutral.

The Buddy System and mentoring services were generally appreciated, with 336 respondents (42.26%) satisfied or very satisfied, though a large number selected "Not Applicable." Support with local authorities also showed mixed results: 326 students (41.06%) were satisfied, while 101 (12.72%) were dissatisfied or very dissatisfied.

Accommodation support showed divided experiences; 359 students (45.5%) were satisfied or very satisfied, but 226 (28.64%) were dissatisfied and very dissatisfied. Visa and insurance support had many (58.50%) "Not Applicable" responses, but satisfaction levels among those who used these services moves around 21.57%.

Linguistic support was well received by 450 respondents (57.18%), showing that many students found language courses useful. Access to health care services was also positively rated by 269 students (34.18%), although many did not use this service.



41. Do you have any positive comments about the services provided by your HOST institution?

Students appreciated their host institutions for being friendly, supportive, and welcoming. The Buddy System was often highlighted as very helpful for integration and navigating academic tasks. Professors’ openness, fast communication, and well-organised welcome events were also praised. Many students valued the campus atmosphere, clubs, ESN support, and opportunities to improve language skills and experience new teaching methods.

42. Do you have any negative comments about the services provided by your HOST institution?

Some students reported problems with their host institution, especially regarding accommodation, which was often confusing to arrange. Communication with staff was sometimes slow or unclear, and administrative procedures took a long time. Language barriers and missing welcome events or buddy systems were also mentioned, along with too much paperwork and unclear academic procedures.

Financing

43. What was your average monthly cost of living?

Students reported an average monthly cost of living of €835,00. The lowest reported monthly cost was €0, while the highest reached €9.000, showing that living expenses varied widely depending on the host country, lifestyle, and available support. The average suggests that most students managed with a mid-range budget, but outliers indicate that some faced extremely high living costs.

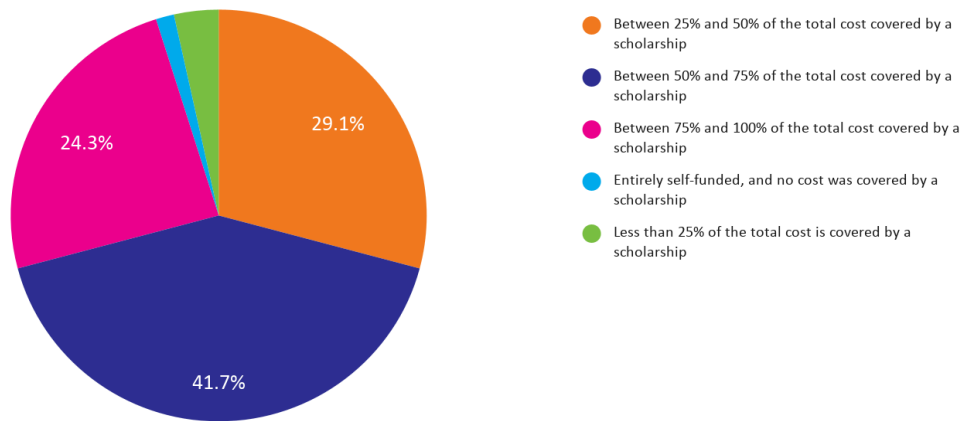
44. Approximately, what percentage of your budget did you spend on the following categories during your exchange?

During their exchange, students spent the largest part of their budget on accommodation, averaging 76.42%, some spent up to €1.880. Daily living costs, such as food and bills, averaged 43.91%, while transport averaged 17.75%. Cultural activities and sports cost around 18.02% on average, and other expenses about 12.15%. Overall, accommodation and food were the main budget items for students.

45. How was your mobility period funded? Please consider “total cost” to include accommodation, travel, food and pocket money.

Among the 779 respondents who answered, the majority received significant financial support. A total of 325 students (41.72%) had between 50% and 75% of their costs covered by a scholarship, while 227 students (29.14%) had 25–50% covered. Another 189 respondents (24.26%) had most of their costs (75–100%) covered. Only a small number—27 students (3.47%)—received less than 25%, and 11 students (1.41%) were completely self-funded. This shows that for most participants, scholarships played a major role in enabling their mobility.

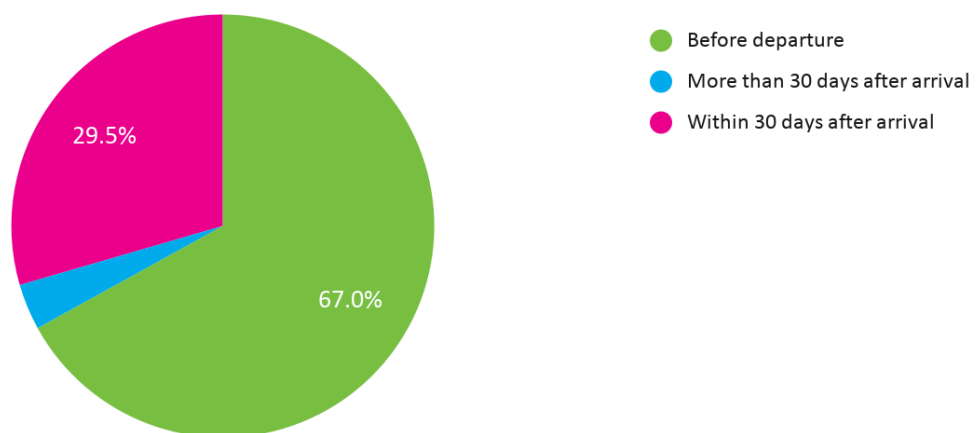
Source of funding for mobility periods



46. When did you receive the scholarship?

Of the 766 respondents who answered this question, most students received their scholarship before departure, which applied to 513 students (66.97%). Another 226 students (29.51%) received it within the first 30 days after arriving in the host country. Only 27 respondents (3.52%) received their scholarship more than 30 days after arrival. This indicates that most students had access to funding early enough to cover initial expenses.

Timing of scholarship receipt

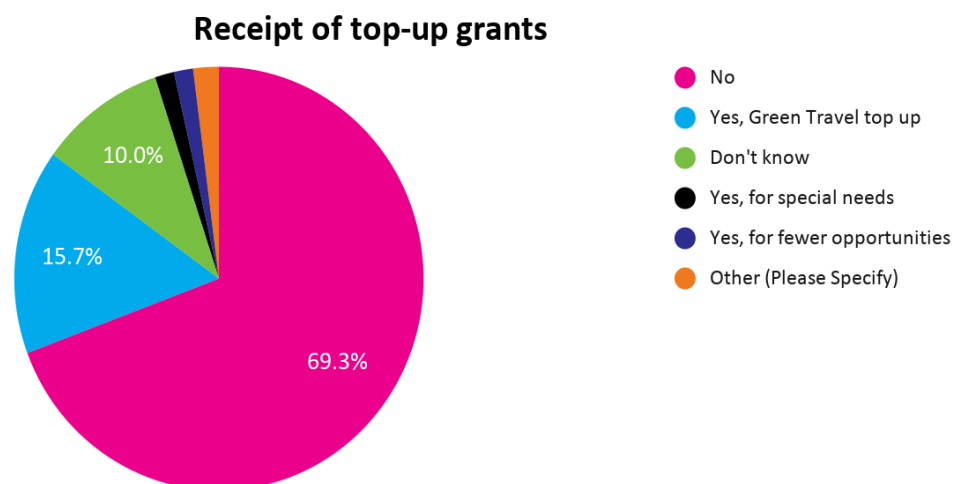


47. How much did/will you receive as a scholarship per month?

The average reported scholarship amount was €639,12 per month. The lowest monthly scholarship was €100, and the highest was €4.500, suggesting that financial support varied greatly depending on both the student's profile and the country where they studied. The average shows that most students received a mid-range financial contribution to help cover their living costs.

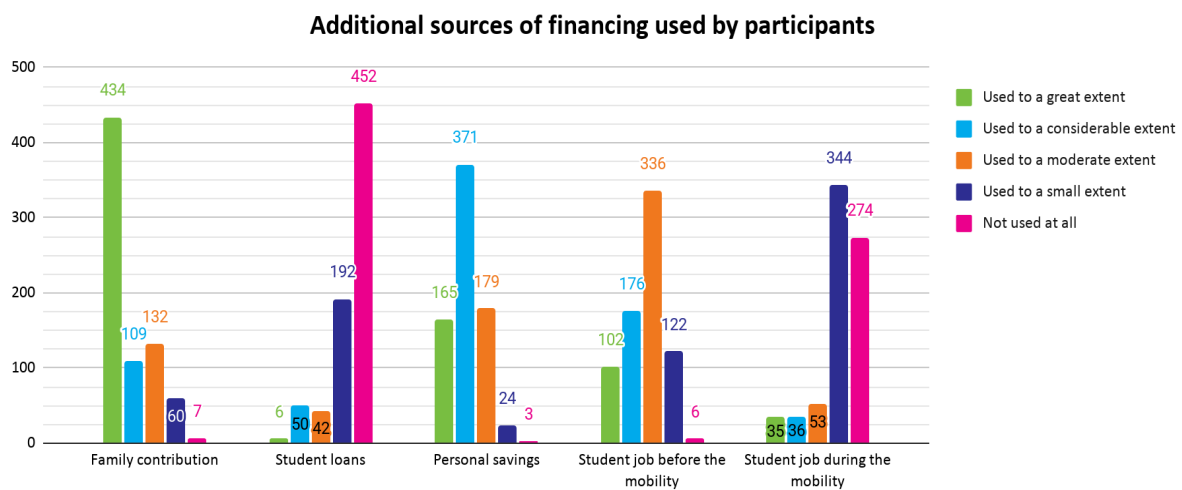
48. Did you receive a top-up grant?

Out of the respondents, 548 students (69.28%) did not receive any top-up grant. However, 124 students (15.68%) received the Green Travel top-up, and 12 students (1.52%) each received top-ups for special needs and for fewer opportunities. Additionally, 79 students (9.99%) were not sure whether they received a top-up, and 16 students (2.02%) selected “Other,” mentioning additional faculty scholarships, green travel support, PhD grants, or financial aid from the hosting institution. This shows that while top-ups existed, they reached only a smaller portion of the participants.



49. Which other sources of financing did you use?

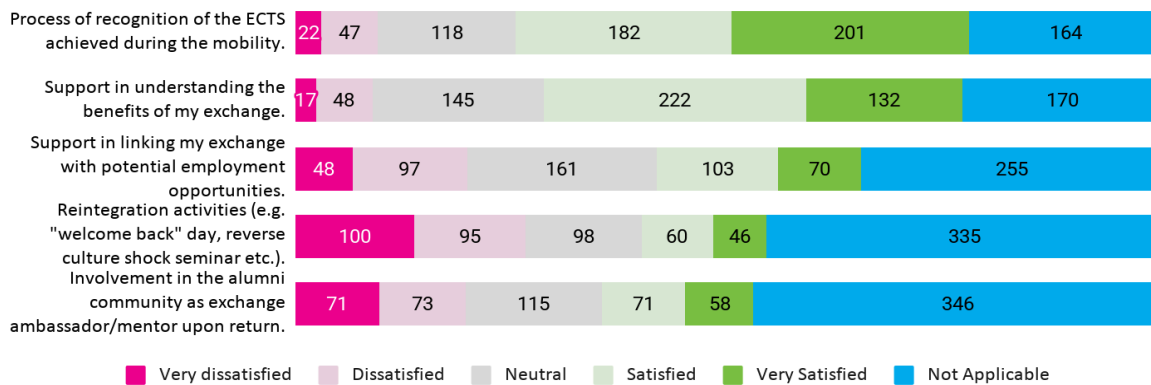
Students used multiple sources to finance their exchange. Family support was the most common first source, chosen by 434 students, followed by personal savings (165) and student jobs before mobility. Student loans were usually a last resort, ranked fifth by 452 students. Jobs during mobility also helped, with 618 students ranking them fourth or fifth. Overall, family and savings were the main funding sources, while loans were less preferred.



50. How satisfied were you with the following services and support provided by your SENDING institution after the end of your exchange?

Students' satisfaction with support from their sending institution varied. ECTS recognition received the highest satisfaction, with 52.18% satisfied or very satisfied. Understanding the benefits of exchange was also rated positively by 48.23%. Support linking mobility to job opportunities was lower, with only 23.57% satisfied. Reintegration activities and alumni involvement had the lowest satisfaction, 14.44% and 17.57% respectively. Overall, academic recognition works well, but career support and reintegration could improve.

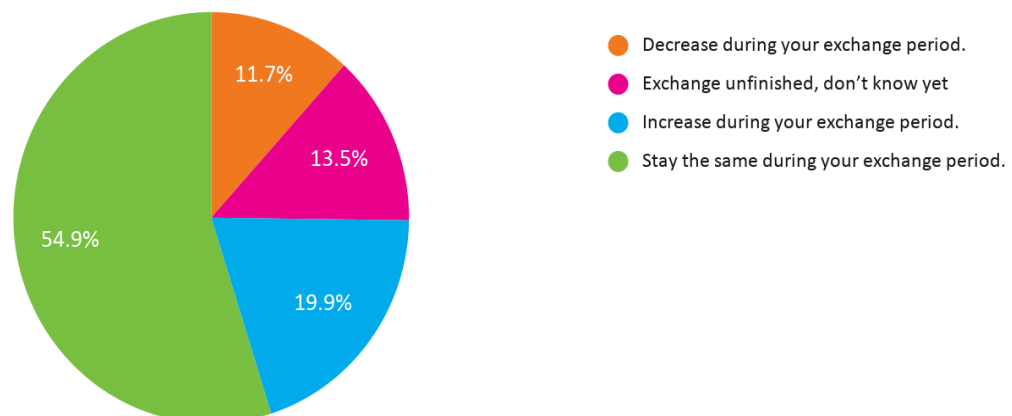
Satisfaction with post-exchange services and support from the sending institution



51. Did your grades increase, decrease or stay on par during your mobility period?

Among the 734 students who answered this question, most said their grades stayed the same. A total of 403 students (54.9%) reported no change, while 146 students (19.89%) experienced an improvement in their grades. Only 86 respondents (11.72%) said their grades decreased during the exchange. Another 99 students (13.49%) did not know yet, as their exchange was still in progress. These results show that for most students, studying abroad did not negatively affect academic performance, and for many it brought positive outcomes.

Changes in academic performance during the mobility period



52. Recognition of learning: How many credits you take & how much did your university recognise? Number of ECTS applied for in your Learning Agreement before your exchange started

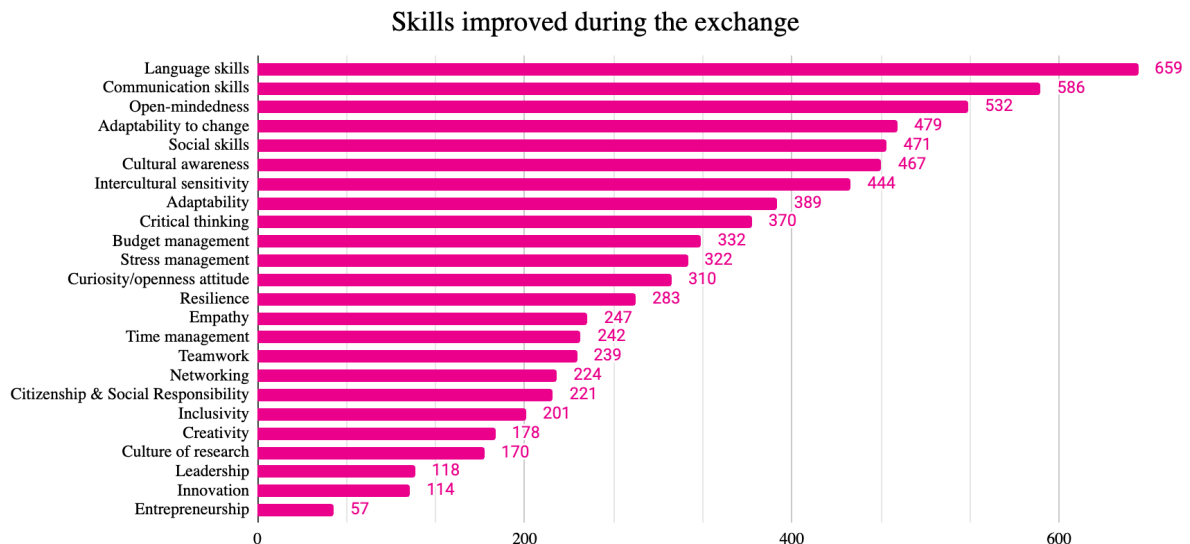
Students made changes to their Learning Agreement after arrival, averaging 13.90 ECTS, with a range from 0 to 225. On average, they passed 31.32 ECTS at the host university, and 26.24 ECTS were recognised by their home university. This shows that most students had the majority of their work recognised, though differences in credit systems and courses sometimes caused challenges.

53. If there was no recognition or some ECTS were not recognised, why was this the case?

Students reported that not all credits were recognised mainly due to differences between universities. Courses often had different credit values, syllabi, or were not offered at the home institution. Legal or administrative limits, failing some courses, or not needing certain credits also caused issues. Internships sometimes complicated recognition as well. Overall, academic system differences were the main reason for missing credit recognition.

54. Which skills do you believe you improved during your exchange?

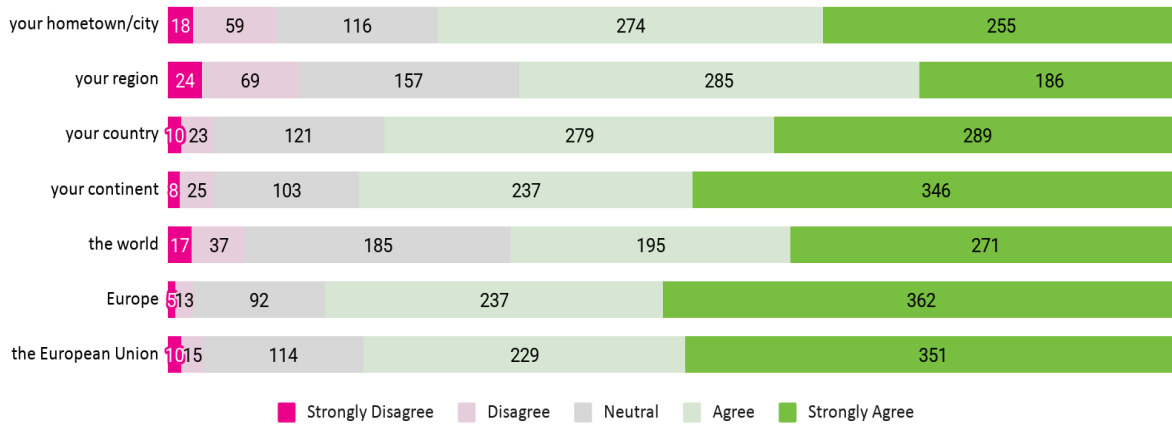
During their exchange, students reported improving many skills. Language ability was the most developed, with 64.61% of students noticing progress, followed by communication skills (57.45%). Open-mindedness, adaptability, social skills, and cultural awareness were strengthened for nearly half of respondents. Other skills such as critical thinking, stress management, and teamwork also improved. Fewer students reported growth in leadership, innovation, or entrepreneurship, but overall mobility strongly supported personal and professional development.



55. BEFORE your exchange: to what extent do you agree that you identify as a citizen of...?

Before the exchange, most students already felt connected to various levels of identity. For example, 529 students (73.27%) agreed or strongly agreed that they identified with their hometown or city. Identification with their country was even stronger, with 568 students (78.67%) agreeing or strongly agreeing. Many students also felt part of Europe (599 students; 84.49%) and the European Union (580 students; 80.67%). A notable number identified as global citizens as well, with 466 students (66.1%) agreeing or strongly agreeing. These results suggest that participants already had a sense of belonging at local, national, and international levels before starting their mobility.

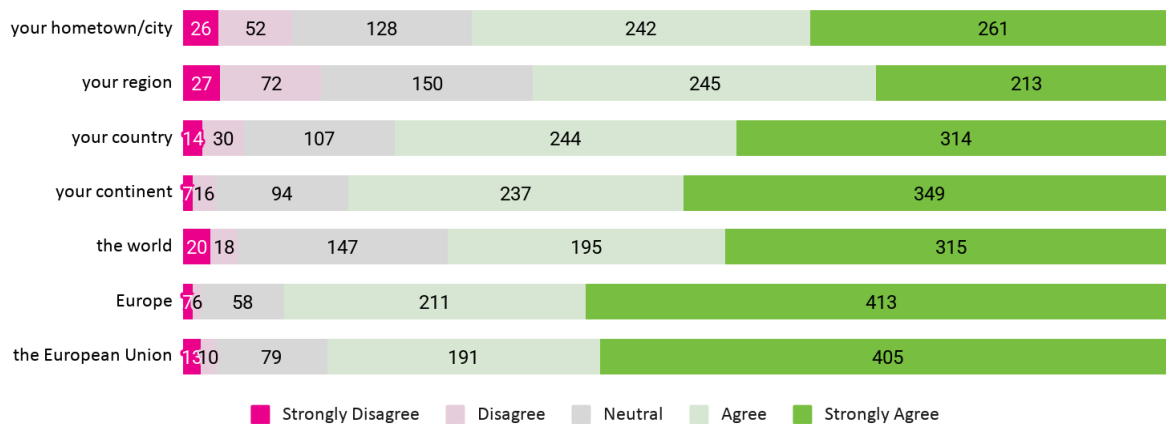
Pre-exchange identification with various citizen identitiesly agree



56. AFTER your exchange: to what extent do you agree that you identify as a citizen of...?

After the exchange, students’ sense of identity increased across almost all levels. Identification with their country grew to 558 students (78.7%), while identification with Europe strengthened even more, with 624 students (89.78%) agreeing or strongly agreeing. Global identity also increased, with 510 students (73.38%) feeling like citizens of the world. Local and regional identity remained strong, with more than half of respondents agreeing. These results suggest that studying abroad helped students develop a stronger sense of belonging both locally and globally, with the most notable growth in European and world citizenship.

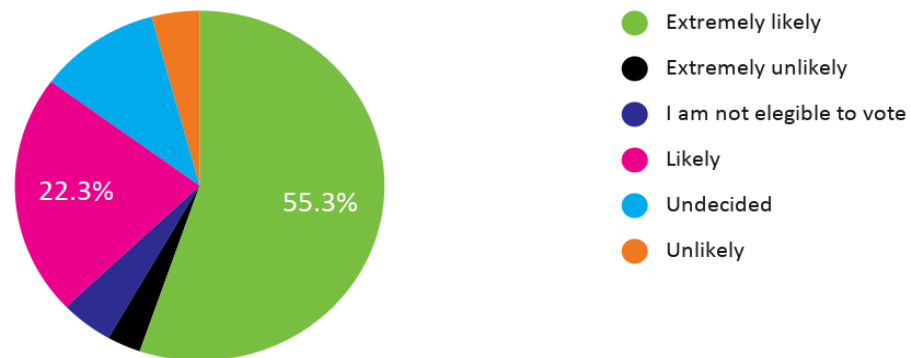
Post-exchange identification with various citizen identities



57. How likely is it that you would vote in the European Parliament elections in June 2024?

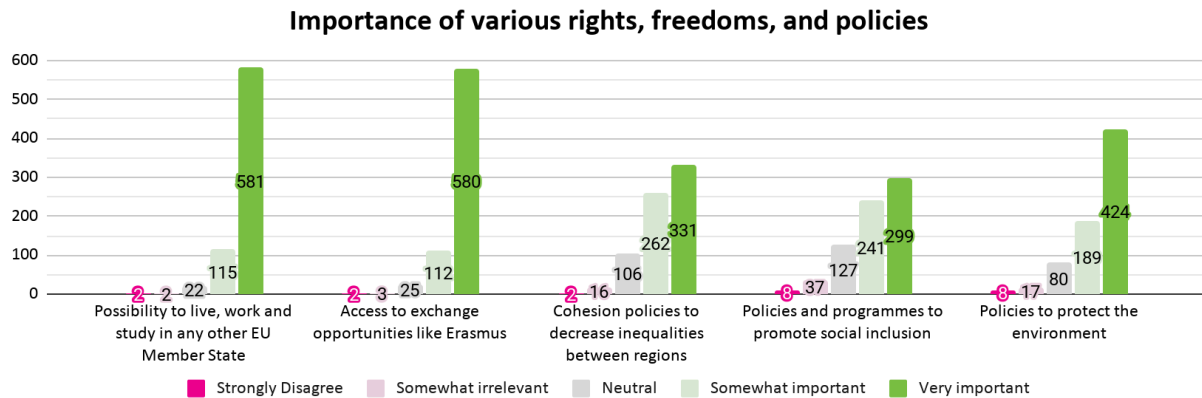
Among 713 respondents, the majority of students indicated a high likelihood of voting in the European Parliament elections. A total of 394 students (55.26 %) chose “extremely likely” and 159 (22.30 %) selected “likely.” Only a small share felt unlikely to vote, with 30 students (4.21 %) choosing “unlikely” and 21 (2.95%) “extremely unlikely.” About 76 students (10.66%) were undecided, and 33 (4.63%) reported being ineligible. These results suggest that Erasmus students generally show strong interest in European political participation.

Likelihood of voting in the June 2024 European parliament elections



58. How important are the following rights, freedoms and policies for you?

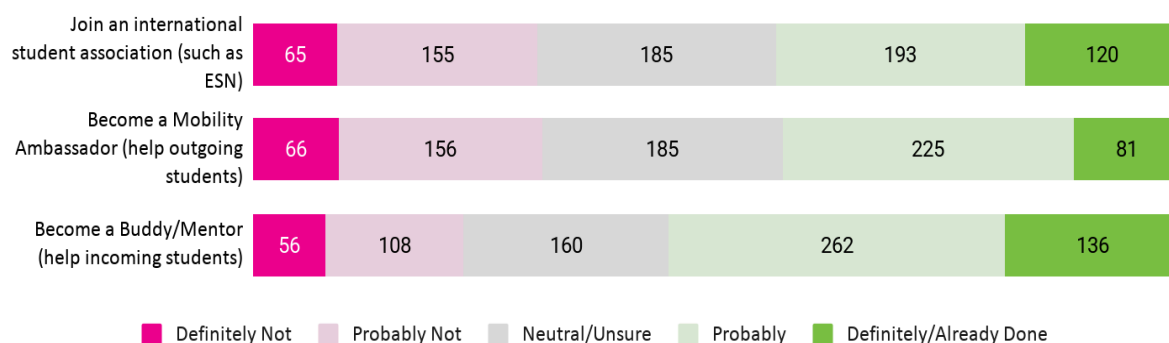
Regarding students' views on rights, freedoms, and policies, free mobility is highly valued. Among 720 respondents, 80.47% considered the possibility to live, work, and study in any EU country "very important," and 15.93% rated it "somewhat important." Similarly, access to Erasmus or exchange opportunities was seen as "very important" by 80.33% and "somewhat important" by 15.51%. Cohesion policies to reduce regional inequalities were considered "very important" by 46.16% and "somewhat important" by 33.85% of 715 respondents. Social inclusion policies were rated "very important" by 46.16% and "somewhat important" by 36.54% of 704 students. Environmental protection received strong support, with 59.05% of 710 respondents rating it "very important" and 26.32% "somewhat important" among Erasmus students.



59. After your mobility would you consider to/did you... ?

For joining an international student association such as ESN, 718 students responded. Around 26.88% said they would “probably” join, while 16.71% had already joined or would “definitely” join. Meanwhile, 25.76% were unsure and 30.78% were not interested (220 respondents), showing only moderate engagement. Interest in becoming a Mobility Ambassador was slightly lower: among 713 respondents, 31.56% would “probably” join and 11.36% would “definitely” or had already done so, while 31.44% were not interested. The strongest interest appeared in the Buddy/Mentor role. Of 722 respondents, 36.29% would “probably” join and 18.84% would “definitely” or had already done so, with only 22.81% not interested.

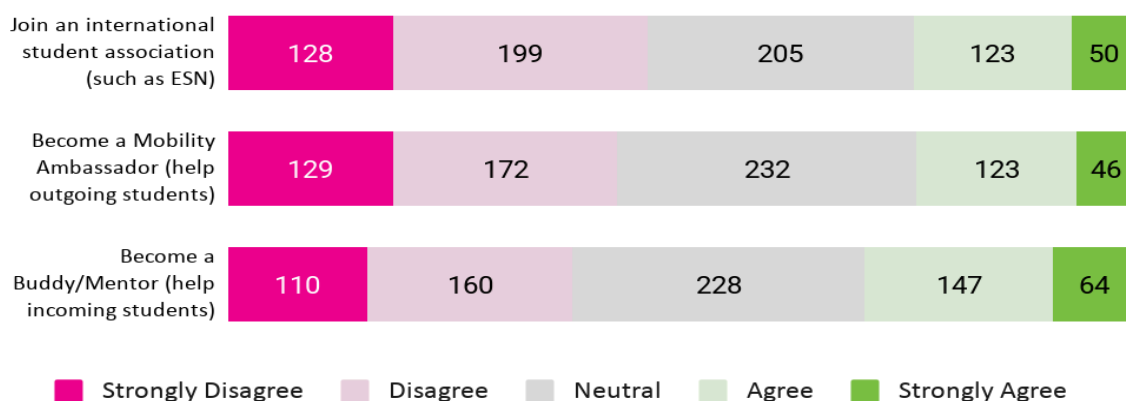
Post-mobility intentions and actions



60. To which extent would you agree that your SENDING institution encouraged you to...?

Across all three roles, students reported rather low encouragement from their sending institutions. For joining an international student association, only 24.54% felt encouraged, while 46.38% disagreed and 29.08% stayed neutral, suggesting limited institutional motivation. Becoming a Mobility Ambassador showed similar results, with just 24.07% feeling encouraged and 42.88% disagreed and 33.05% remained neutral. The Buddy/Mentor role received slightly stronger support: 29.76% agreed they were encouraged, though 38.08% disagreed and 32.16% remained neutral. Overall, students did not feel strongly supported in taking on these engagement roles.

Extent of encouragement by sending institution

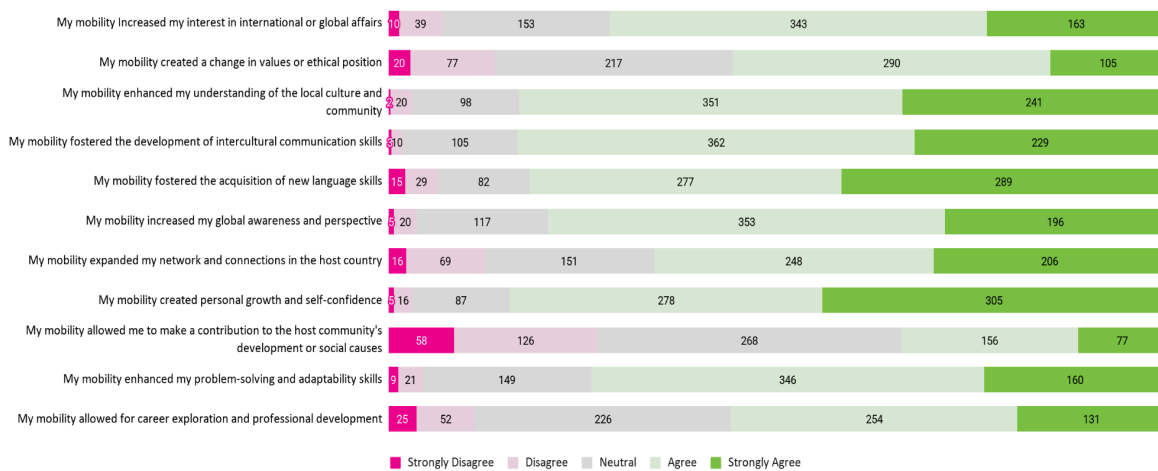


61. Do you agree or disagree with these statements about the impact of your mobility experience?

Most students reported positive impacts from their mobility experience across all statements. Interest in international or global affairs increased for 71.47% of respondents, and 55.71% also experienced changes in their values or ethical views. Understanding of the local culture (83.15%) and intercultural communication skills (83.36%) were among the strongest improvements, together with language development (81.79%). Students also reported higher

global awareness (79.45%), expanded networks (65.80%), and strong personal growth and self-confidence (84.37%). Problem-solving and adaptability improved for 73.87% of respondents, while contributions to the host community were less common, with only 34.01% agreeing they made an impact. And 55.96% of students felt that mobility supported their career exploration and professional development.

Agreement with statements on the impact of the mobility experience



Outcomes

Incoming Students

- 1. Incoming mobility is dominated by Erasmus+.**
95.7% of incoming students participated through the Erasmus+ programme.
- 2. Bachelor students form the largest incoming group.**
65.5% of respondents studied abroad during their Bachelor level.
- 3. Most incoming students come from major EU countries.**
The largest sending countries were Germany, France, Spain, and Italy.
- 4. The Czech Republic is the sole host country in the dataset.**
All incoming respondents selected the Czech Republic as their host country.
- 5. Prague dominates as the main host city.**
Over 70% of incoming students lived in Prague during their exchange.
- 6. Support from sending and host institutions is generally rated positively.**
Most students were satisfied or very satisfied with institutional support, especially communication with faculties and accommodation assistance.
- 7. Main challenges include integration with locals and academic/financial issues.**
32.65% struggled to connect with locals; financial and course-related issues were also common.
- 8. ESN plays a major integration role.**
More than half participated in ESN events, making ESN the most relevant social actor during mobility.
- 9. Mobility strongly improves soft skills and personal development.**
Students reported significant gains in communication, language, cultural awareness, and self-confidence.
- 10. Incoming students show higher European and global identity after mobility.**
Identification with Europe and the world increased compared to the pre-mobility period.

Outgoing students

- 1. Nearly all outgoing respondents have mobility experience.**
99.7% of students had participated in mobility abroad.
- 2. Outgoing mobility is balanced between Bachelor and Master levels.**
47% Bachelor and 46% Master students participated.
- 3. Czech universities are the sending institutions for all outgoing respondents.**
Charles University and Masaryk University are the main contributors.
- 4. Germany, Spain, France, Italy, and Portugal are top host countries.**
Germany alone hosted over 13% of outgoing students.
- 5. Study exchange is the dominant mobility format.**
88.24% participated in study exchanges; only 9.22% in traineeships.
- 6. Language learning is the strongest motivation to go abroad.**
Over 70% selected language improvement as a key motivation.
- 7. Financial and administrative issues are the biggest challenges.**
Finding affordable accommodation, financial stress, and academic admin were major issues.
- 8. Most students relied heavily on scholarships and family support.**
Over 40% had 50–75% of their costs covered; family and savings were key additional sources.
- 9. Outgoing students report strong skill development.**
Language, communication, intercultural understanding, and adaptability improved for the majority of students.
- 10. Mobility increases civic engagement and European identity.**
Students became more likely to vote in the European elections and felt stronger European/global belonging.

Data Source

The analysis presented in this report is based exclusively on the **raw dataset of ESNsurvey XV (Czech Republic sample)** conducted in summer 2023, provided directly by Erasmus Student Network (ESN) International for the purpose of this report. All findings, figures, and interpretations rely solely on the responses collected within this dataset, without the use of any external statistical sources, literature, or complementary datasets.

In total, responses were collected from **928 incoming** students and **1,020 outgoing** students.

The ESNsurvey XV is a large-scale quantitative study conducted by ESN International one in every two years, capturing the experiences, challenges, and outcomes of student mobility. For this report, only the incoming and outgoing student responses related to the Czech Republic were analysed. No additional country data or global datasets were used.

All data reflect students' self-reported experiences during their mobility period and may include subjective perceptions alongside quantitative indicators. ESN International remains the sole owner and provider of the dataset.

Report Processors

The data processing for this report was carried out exclusively by members of the **National Level of ESN Czech Republic for the mandate 2025/2026**, ensuring methodological accuracy and full alignment with ESN's internal data-handling standards.

The primary data analyst for the Czech Republic subset of ESNsurvey XV was **Veronika Kroupová**, who serves as the Data Analyst within the IT Manager's Support Team of ESN Czech Republic 2025/26. Her work included compiling, cleaning, and structuring the dataset, as well as conducting the initial statistical interpretation.

The analysis was supervised by **Šimon Slabý**, the IT Manager of ESN Czech Republic for 2025/2026, who ensured methodological consistency, data integrity, and compliant handling of all sensitive information throughout the analytical process and quality review of the analytical output.

A final revision was conducted by **Veronika Plchová**, the President of ESN Czech Republic for the mandate 2025/2026. Her role included verifying the correctness of interpretations, improving clarity, and ensuring the report aligns with ESN's standards for communication and representation.

Together, these individuals formed the core data-processing team responsible for transforming the raw Czech ESNsurvey XV dataset into the structured findings presented in this report.

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