



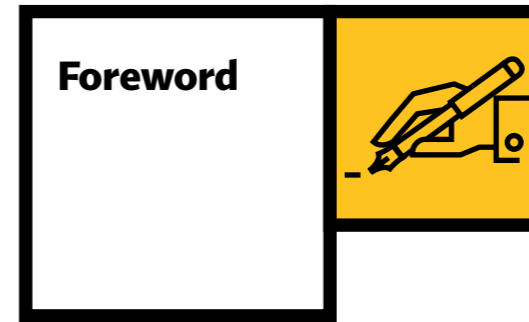
CZECH NATIONAL AGENCY  
FOR INTERNATIONAL EDUCATION AND RESEARCH

# **International Education in Figures and Visuals II**

CZECH NATIONAL AGENCY  
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# **International Education in Figures and Visuals II**





International education is no longer a marginal episode in a student's educational journey. It is becoming a standard that determines the quality of schools, Czechia's competitiveness, and how we respond to a world of rapid change. Looking back, we can see the growing number of opportunities, higher levels of participation, and an increasing awareness of the importance of internationalisation and its concrete impact. Forms of cooperation are expanding, partnerships between institutions are deepening, and access to international experience is widening. In short, the international dimension is becoming an integral part of everyday educational reality. This is also reflected in this publication, which maps the development and trends in international education through figures and visuals.

The Czech National Agency for International Education and Research (DZS) plays a key role in this process and works to ensure the systematic development of international education in Czechia. We support mobility and partnerships, strengthen the environment for incoming international students, and promote the good name of Czechia abroad. We also promote

the Czech language and culture worldwide. At the same time, we develop further activities, networks, and platforms that connect schools, universities, professional communities, and partners across the education sector. How these efforts are reflected in practice, and where international education in Czechia is heading, is set out on the following pages.

I am confident that we will continue to fulfil our shared vision of education – one that opens up the world while strengthening society at home. When we look back in another ten years, I hope we will see even more opportunities and stories that push the boundaries of quality, cooperation, and ambition.

**Michal Uhl**

Director, Czech National Agency for International Education and Research

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**Additional support provided by DZS**

**DZS**  
Czech National  
Agency for  
International  
Education  
and Research



We are the national agency and a key institution for the development of international education in Czechia. We actively promote the internationalisation of the Czech education system and bring essential international experience to students, teachers, researchers, institutions, and individuals.

We administer the Erasmus+ programme, the European Solidarity Corps, and nearly twenty other programmes and networks that enable schools, companies, and non-profit organisations to send pupils, students, teachers, and experts abroad. We promote Czech higher education worldwide and support the recruitment and integration of international students and researchers in Czechia. We also promote the Czech language and culture in compatriot communities and send Czech language lecturers to universities abroad. Our in-house analytical work enables us to assess the impact of international education, track global trends, and provide strategic recommendations.

We connect Czech education and research institutions with the European environment through our Brussels office, CZELO. This body monitors developments in EU education policy and creates opportunities for networking and cooperation with key partners in Brussels.

We are a subsidised organisation under the Ministry of Education, Youth and Sports. We play a role in shaping education policy and international cooperation, promote European values, and work closely with the European Commission.



[dzs.cz](https://dzs.cz)



## HISTORY

- 1961 ● **UNIVERSITY OF 17 NOVEMBER**  
The University of 17 November is established as a Czechoslovak higher education institution for students from developing countries.
- 1974 ● **JIŘÍ WOLKER HOUSE**  
Teaching is transferred to Charles University. Activities related to the organisation and administration of studies are taken over by a new organisation, Jiří Wolker House.
- 1979 ● **FOREIGN RELATIONS CENTRE**  
With the renaming to the Institute for Foreign Relations, the abbreviation DZS is introduced. Its core activities include providing support to international students from countries such as Ethiopia, Angola, Syria, and Afghanistan, as well as from socialist countries including the GDR, Mongolia, and particularly Vietnam.  
DZS also sends students abroad, primarily to the USSR and the GDR, as well as to Poland, Hungary, Bulgaria, and elsewhere.
- 1995 ● **FOREIGN SERVICES CENTRE**  
The organisation is renamed the Institute for Foreign Services. The National Agency for European Educational Programmes is incorporated, and, under the authority of the Ministry of Education, Youth and Sports, becomes part of DZS.  
It coordinates the Lifelong Learning Programme and other European education programmes in Czechia. In 2011, its activities are expanded to include Eurydice (which continues to this day) and the implementation of the PIAAC survey.
- 2021 ● **CZECH NATIONAL AGENCY FOR INTERNATIONAL EDUCATION AND RESEARCH**  
The organisation was renamed to the Centre for International Cooperation in Education when it incorporated the Czech National Agency for Youth and the Eurodesk network in 2013. In 2019, the name was changed to the Czech National Agency for International Education. Since 2021, the Czech Liaison Office for Education and Research has also been part of DZS, a change reflected in the agency's name.



## OUR VISION

The Czech National Agency for International Education and Research is synonymous with international education in Czechia. We are a publicly recognised organisation with an important and widely respected mission. Our aim is to shape the development of education in Czechia and across Europe and to help set the agenda for internationalisation wherever it is relevant.

We are a strong voice advocating for and explaining the benefits of internationalisation. In the field of international cooperation, we consciously set European trends, bring forward new ideas and approaches, and maintain the highest possible standards of quality and professionalism in the activities entrusted to us.

We contribute to defining a shared European identity, promote European values, and implement horizontal priorities such as inclusion and diversity, digital transformation, environmental sustainability, and participation in democratic life. We are widely recognised as a leader in innovation, creativity, and quality in public administration. As a result, we contribute not only to the good name of the education sector in Czechia, but also to the reputation of Czechia in Europe and of Europe globally.

We contribute to ensuring that international experience in education becomes a natural and integral part of everyday life in Czechia. No disadvantage should stand in the way of an individual gaining international experience. Our long-term goal is for every individual to be involved in an international environment during their educational journey, whether in formal or non-formal education.

We contribute to the development of Czechia as a knowledge-based economy built on strong attractiveness for international students and researchers. Our aim is to move towards an optimal share of international students, around one third of the total number of students, and to increase the participation of Czech research and education institutions in European projects. A high share of international students and stronger international cooperation enrich and broaden our academic and research environment and the labour market. In cooperation with other entities, we support Czech compatriot communities and cultural heritage worldwide, so that Czechs living abroad remain connected to their country of origin. We support the teaching of Czech so that it is taught at leading universities around the world.



## AREAS WE FOCUS ON

### INTERNATIONAL PROGRAMMES



Through programmes such as Erasmus+ and scholarship opportunities, we enable students, young people, and professionals to gain valuable international experience — from study and placements to lifelong learning projects and a wide range of youth activities. These programmes not only broaden horizons, but also bring global perspectives into our communities.

### INTERNATIONAL STUDENTS IN CZECHIA



Czechia needs international students and graduates who enhance the quality of education, modernise the economy, and help address the demographic crisis. For more than twenty years, the Study in Czechia initiative connects Czech universities with the world, facilitates the integration of international graduates, and strengthens our position in international education.

### CZECH LANGUAGE AND CZECHS ABROAD



We help preserve Czech language and culture in compatriot communities and at universities around the world. In doing so, we strengthen Czech identity, ties among Czechs living abroad, and increase the visibility of our country.

### OTHER ACTIVITIES IN EDUCATION AND RESEARCH



Our Brussels office, CZELO, connects the Czech research and education community with the European environment. It serves as both an information hub and a strategic partner for those seeking to make full use of European cooperation opportunities.

We are also involved in a number of networks that bring diverse opportunities from the field of international education.



## OVERVIEW OF INTERNATIONAL PROGRAMMES AND NETWORKS

**We administer a wide range of international programmes and networks. While some support cooperation between European Union countries, others focus on specific regions or on promoting Czech education, culture, and language abroad.**



### Erasmus+

A European programme that supports cooperation at all levels of formal education, from nursery schools to universities, as well as in non-formal youth education, adult education, and sport. It funds individual stays abroad and long-term cooperation projects between institutions. It enables students, teachers, academics, young people, and staff of educational institutions to go abroad on various types of stays (study stays, work placements, job shadowing, youth exchanges, participatory projects, activities under programmes such as DiscoverEU, and others).



### European Solidarity Corps

This programme is intended for organisations and young people aged 18–30, who can take part in volunteering and solidarity projects. Young people can carry out their own solidarity projects in Czechia, while organisations can apply for funding for projects supporting volunteering.



### Study in Czechia

The Study in Czechia initiative promotes Czech higher education abroad and supports internationalisation. It presents opportunities for higher education study in Czechia to international applicants. It works actively with international graduates and with ambassadors, and supports Czech higher education institutions in their international activities.



### Support Programme for Czechs and Czech Language Abroad

Under this programme, teachers of Czech are sent each year to Czech diaspora communities, and lecturers in Czech language and literature work at educational institutions abroad. In addition to teaching Czech, they introduce students to Czech culture, history, and contemporary life. Courses in Czech are organised for members of Czech compatriot communities around the world, who may also take part in Czech language teaching at public universities. Teachers also have the opportunity to attend courses in Czech language teaching methodology.



### EEA and Norway Grants

Through the EEA Grants Education Programme, Czech schools, non-profit organisations, and public institutions working in education can cooperate with partners from Iceland, Liechtenstein, and Norway. Together, they innovate teaching and support modern citizenship education.

## SCHOLARSHIP AND EXCHANGE PROGRAMMES

### AKTION Czech Republic – Austria

This programme supports cooperation in science and education through scholarships and cooperation projects. In Czechia, students and academic staff of public higher education institutions can take part. It offers scholarships for research and teaching stays, as well as for study stays.

### Barrande Fellowship Programme

This programme enables Czech and French doctoral students to undertake short-term research stays and doctoral study under joint supervision (cotutelle).

### CEEPUS

The Central European Exchange Programme for University Studies (CEEPUS) is an exchange programme supporting regional cooperation between higher education institutions in Central and South-eastern Europe. Students and academic staff at participating institutions can receive scholarships for teaching and study stays, specialist excursions, and summer schools.

### Academic Information Agency

The Academic Information Agency provides information on opportunities for scholarship stays abroad, primarily for students, employees, and graduates of higher education institutions.

### Government and intergovernmental scholarships

These scholarships enable international students and academics from selected countries to study or conduct research at Czech universities.

## INTERNATIONAL NETWORKS

### Eurydice

A European information network that collects, monitors, processes, and disseminates reliable and easily comparable information on education systems and education policy across Europe.

### eTwinning

eTwinning supports the development of online cooperation between pupils and teachers in nursery, primary, and secondary schools in Europe and beyond. It also enables the professional development of school staff and the exchange of experience with colleagues abroad.

### EPALE

The EPALE network provides a space for sharing professional materials in adult education, for discussion and for establishing cooperation, and offers a calendar of lifelong learning events across EU countries.

### Eurodesk

An official information network for young people and those working with youth. It manages the European Youth Portal, which provides information and opportunities for young people across Europe. It also has a network of regional partners.

### EUN

A European network focused on supporting the use of digital technologies in teaching and on developing innovative approaches to mathematics and science education.



## WHO CAN TAKE PART

Programmes are open to everyone from pupils and students, teachers who want to gain international experience, and volunteer organisations, to those who wish to continue learning throughout their lives.

PUPILS  
IN NURSERY SCHOOLS



- **Erasmus+**  
The youngest children can travel abroad and experience international education from an early age.
- **eTwinning**  
The eTwinning online platform enables children in nursery schools to gain their first experience of an international environment with the support of teachers.

PUPILS  
IN PRIMARY SCHOOLS



- **Erasmus+**  
Primary school pupils have the opportunity to go abroad not only to improve their foreign language skills, but also to gain experience of cooperation in an international environment.
- **eTwinning**  
Through the eTwinning platform, pupils can develop their language skills online and learn to cooperate in an international environment.
- **European Schoolnet**  
Through the European Schoolnet network, pupils can experience innovative teaching methods and work with digital technologies.

PUPILS IN SECONDARY  
(VOCATIONAL) SCHOOLS



- **Erasmus+**  
Pupils of secondary and vocational schools can travel abroad to improve their skills and competences in an international environment.
- **eTwinning**  
At secondary schools, pupils can engage intensively in international projects.

YOUNG PEOPLE  
AGED 13–30



- **Erasmus+**  
Supports non-formal education and activities for young people aged 13–30. It offers international youth exchanges, participatory activities, and other projects that support the active involvement of young people in society.
- **European Solidarity Corps**  
A programme for young people aged 18–30 that enables them to change the world for the better, whether through solidarity projects or through involvement in international volunteering or humanitarian activities.
- **Eurodesk**  
A European information network providing young people with information about international opportunities.

STUDENTS OF HIGHER  
EDUCATION INSTITUTIONS  
AND ACADEMIC STAFF



- **Erasmus+**  
The programme supports study stays, work placements, projects, and the sharing of experience in an international environment.
- **Academic Information Agency**  
Provides information on scholarship opportunities offered by the Ministry of Education, Youth and Sports for stays abroad.
- **AKTION Czech Republic – Austria**  
A programme supporting scholarship stays and cooperation projects between Czechia and Austria.
- **Barrande Fellowship Programme**  
A programme supporting study and research stays for students, academics, and researchers in France.
- **CEEPUS**  
An exchange programme supporting regional cooperation between higher education institutions in Central and South-eastern Europe.

TEACHERS  
AND SCHOOL STAFF



- **eTwinning**  
Teachers in nursery, primary, and secondary schools can use the online platform to involve their pupils in international cooperation in teaching.
- **European Schoolnet**  
The network enables teachers to introduce innovation in teaching and to broaden their experience through international cooperation.
- **Erasmus+**  
The programme offers a wide range of opportunities for developing skills, including opportunities to go abroad and to take part in professional training with foreign colleagues.
- **Programme for the Support of Czech Cultural Heritage Abroad**  
Provides opportunities to teach Czech and to promote Czech cultural heritage in diaspora communities, or to teach Czech at universities around the world.

ADULTS, LECTURERS,  
AND THOSE WORKING  
IN YOUTH AND SPORT



- **EPALE**  
An electronic platform for adult education in Europe that provides space for sharing materials, discussion, and establishing cooperation in the field of adult education.
- **Erasmus+**  
A programme supporting lifelong learning, training, and the professional development of adults, as well as the mobility of those working with young people and in amateur sport.
- **Eurodesk**  
A European information network that enables those working with young people to engage them in activities and to provide information on opportunities in non-formal education.



In addition to mobility abroad, programmes, networks, and projects also offer opportunities to develop international cooperation.



## IMPACT OF INTERNATIONAL EDUCATION



### ON INDIVIDUALS

Greater ability to work in an international environment

More frequent use of foreign languages at work

Stronger position in the labour market

Stronger pro-European values

Higher earnings (+12%)

23% higher level of language skills

Stronger network of professional contacts



### ON CZECHIA

Improved quality of education

Support in addressing demographic decline

Economic contribution: international students contribute CZK 17 billion to Czechia's GDP



### ON INSTITUTIONS

New ways of working

80% of schools see internationalisation as a key driver of development

Inspiration from abroad

Improved skills among staff

Reduced risk of staff burnout



### ON REGIONS

Meeting educational needs and strategic plans

Partnerships with companies, media, and cities abroad

Strengthening international cooperation between regions



## TRENDS IN INTERNATIONALISATION

### 1. ONLINE MOBILITY AND BLENDED EXCHANGES

Educational exchanges now make it possible to gain international experience without the need to travel. This trend is growing thanks to the availability of modern technologies, which enable cooperation between students and teachers from different parts of the world. Blended mobility involves shorter stays abroad, such as an in-person meeting at the start of a project, with the remainder taking place online.

### 2. INTERNATIONALISATION AT HOME

Those who travel abroad enrich not only themselves, but also bring the experience they gain back to their school or home institution. The educational environment is also internationalised through the arrival of international students and academics. This has a positive institutional, economic, and social impact. It is further supported by international electronic networks and platforms for the exchange of experience.

### 3. JOINT STUDY PROGRAMMES AND PARTNERSHIPS

Universities are increasingly creating international study programmes and strategic partnerships. A significant development is the emergence of European university alliances, which connect institutions from different European countries and enable students to gain international experience across multiple institutions. Partnerships also give rise to joint projects that have an impact on institutions or on the education system as a whole.

### 4. JOINT EUROPEAN DEGREE LABEL

For joint study programmes, appropriate conditions must be ensured for participating higher education institutions. The European Commission has therefore launched a joint European degree label. A pilot phase is now testing the conditions and criteria for its future development.

### 5. QUALITY AND RECOGNITION OF QUALIFICATIONS

The creation of a new European framework for the recognition of qualifications may simplify the process of recognising diplomas and improve the quality of education across Europe. This activity will facilitate students' mobility and their professional development.

### 6. MOBILITY AND DIVERSIFICATION

Traditional long-term mobility remains popular, but demand is also growing for short-term and blended mobility. These flexible forms of mobility enable students and teachers to engage in an international educational environment without the need for long-term stays abroad.

### 7. IMPROVING CONDITIONS FOR ACADEMICS

Initiatives are emerging that focus on lifelong learning and the professional development of academics. They include support for professional development and the creation of favourable working conditions for high-quality research and teaching at European universities.

### 8. GLOBALISATION AND DIPLOMACY

European universities are increasingly active on the global stage and are strengthening their diplomacy. Cooperation with non-European institutions contributes to the spread of European values and supports innovation in education and research.

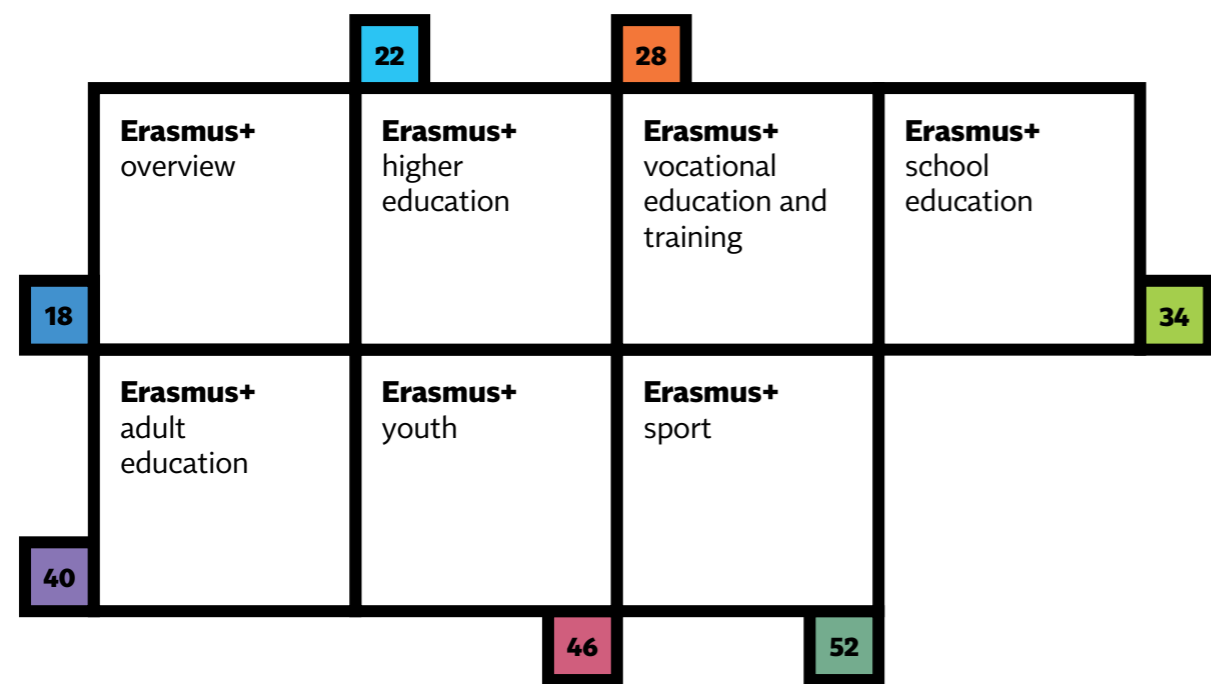
### 9. SUSTAINABILITY AND INCLUSION

There is a growing emphasis on an inclusive approach to mobility and on ensuring equal access to international experience for all students, including those from disadvantaged backgrounds.

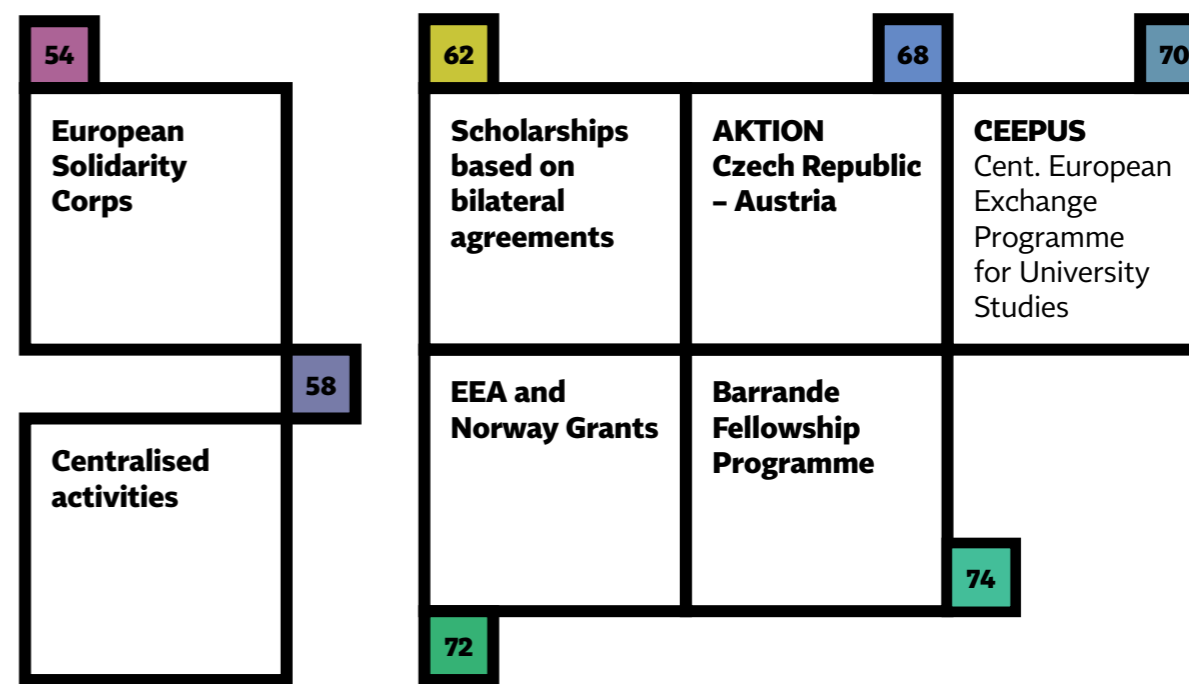
## SECTION 1

# International Programmes

### ERASMUS+ AND THE EUROPEAN SOLIDARITY CORPS



### BILATERAL AND MULTILATERAL COOPERATION



## Erasmus+ overview



Erasmus+ is a European programme that supports cooperation at all levels of formal and non-formal education and sport. It funds individual stays abroad and long-term cooperation projects between institutions. It enables students, teachers, and those working in education to go abroad for study stays or work placements. It offers a unique opportunity to gain new experience, improve foreign language skills, and build international friendships and professional contacts.



### WHO THE PROGRAMME IS FOR

Pupils and students

Young people

Graduates

Teachers and school staff

Education professionals

Youth workers

Those working in sport



### PARTICIPATING COUNTRIES

Worldwide



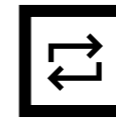
### PROGRAMME AREAS

Stays abroad and projects

Not only students and teachers can take part, but also people from educational institutions, volunteers, and those leading youth or amateur sports organisations.



[dzs.cz/program/erasmus](https://dzs.cz/program/erasmus)



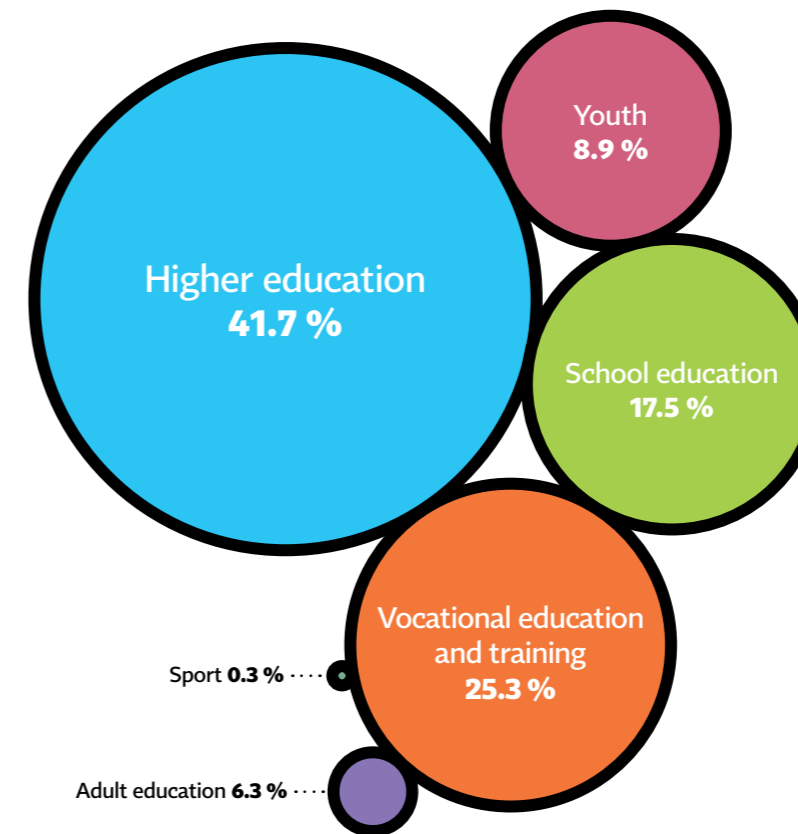
### ERASMUS+ BUDGET FOR CZECHIA

2025

Budget for Czechia in 2025

**EUR 103,903,116**

CZK 2.5 billion



**452,900**

people have travelled abroad under Erasmus+ since 1998, when Czechia joined the programme

**489,700**

people have chosen Czechia as their destination since 1998, when Czechia joined the programme

**41,719**

people travelled abroad under Erasmus+ in 2024 to gain international experience

**39,793**

people chose Czechia as their destination under Erasmus+ in 2024

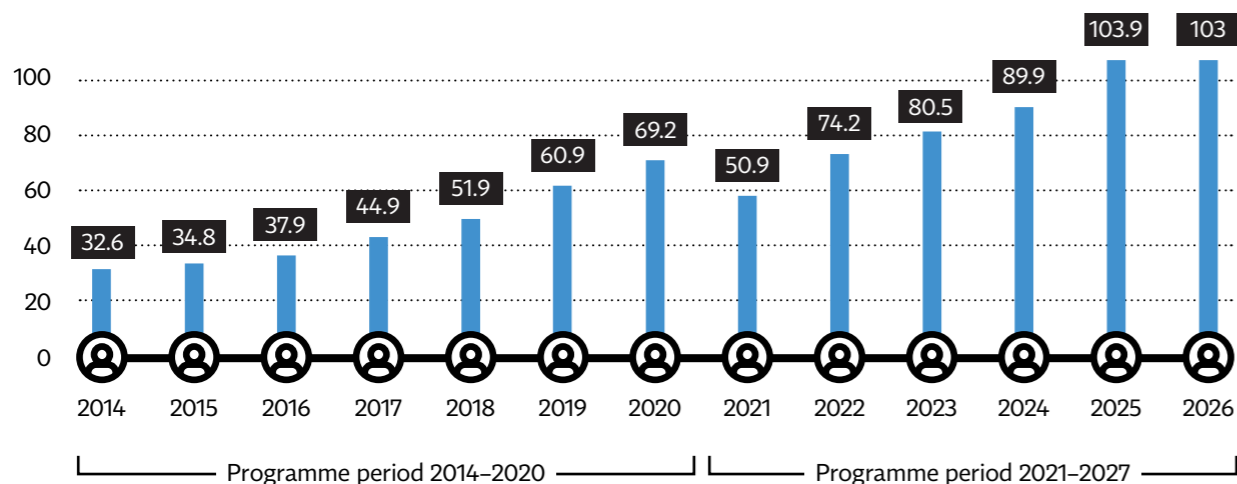


## ERASMUS+ BUDGET CZECHIA



The Erasmus+ budget has grown steadily over the past decade. In 2021, a transition to a new programme period took place, tied to the EU's multiannual financial framework.

● in EUR million



## PROGRAMME PRIORITIES

### PRIORITIES FOR THE PROGRAMMING PERIOD 2021-2027

**Inclusion and diversity:** engaging the widest possible range of organisations and individuals in international education

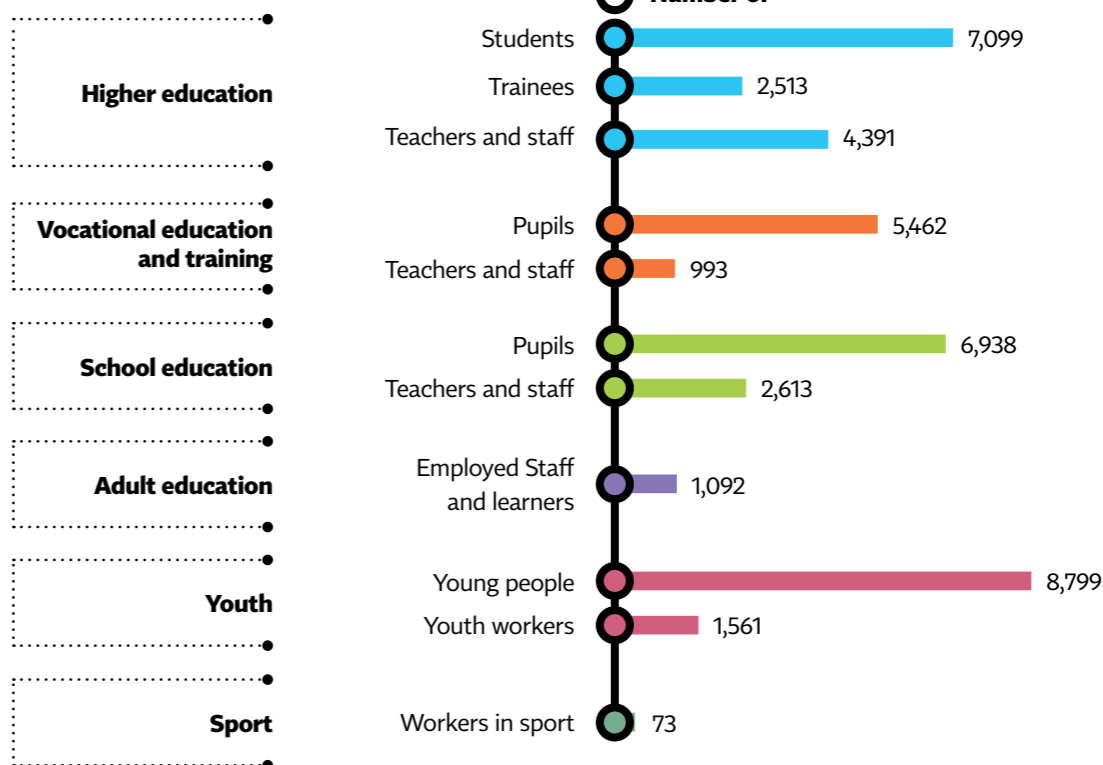
**Sustainability:** delivering projects in an environmentally sustainable way and raising awareness of environmental issues

**Digitalisation:** enabling blended mobility across all sectors and supporting the digitalisation of projects and digital learning methods

**Participation:** supporting active citizenship, participation in democracy, and strengthening European identity



## PEOPLE WHO WENT ABROAD THROUGH THE PROGRAMME 2024



These priorities play a key role in the planning and delivery of all projects. They ensure the greater quality and effectiveness of educational projects. They also contribute to building a more inclusive, digitally skilled, sustainable, and resilient Europe. Within the DZS strategy, these priorities play a central role. Their implementation is managed through action plans by responsible staff.

Data in the sections devoted to Erasmus+ are based on data from the European Commission Dashboard. For 2014, this source is not complete; the data used therefore come from DZS archives and calculations.

**Erasmus+**  
higher  
education



Not only students, but also staff of higher education institutions can take part in mobility abroad. The data presented therefore cover all groups. Erasmus+ also offers opportunities to share experience through projects with international partners.

**192,703** 

students and staff of higher education institutions travelled abroad from Czechia between 1998, when the country joined the programme, and 2024

 10,940 ↗ **14,003**

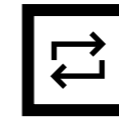
increase in the number of outgoing participants between 2014 and 2024

 10,858 ↗ **17,353**

increase in the number of incoming participants between 2014 and 2024



Thanks to the quality of study programmes, Czechia's location, and its level of safety, it is one of the most popular study destinations in Europe.



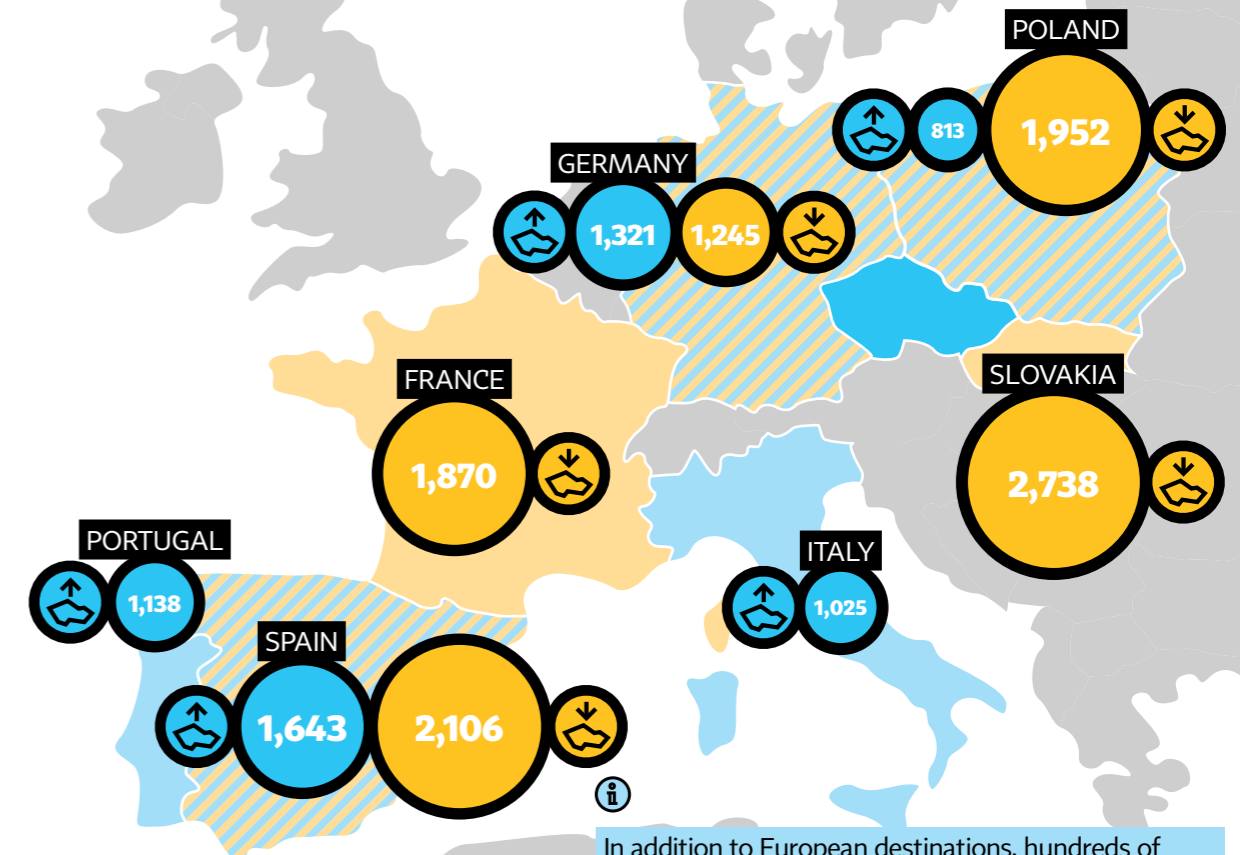
**WHERE PEOPLE ARE TRAVELLING TO AND FROM 2024**



Top 5 countries people most frequently travelled to in 2024



Top 5 countries people most frequently came from in 2024

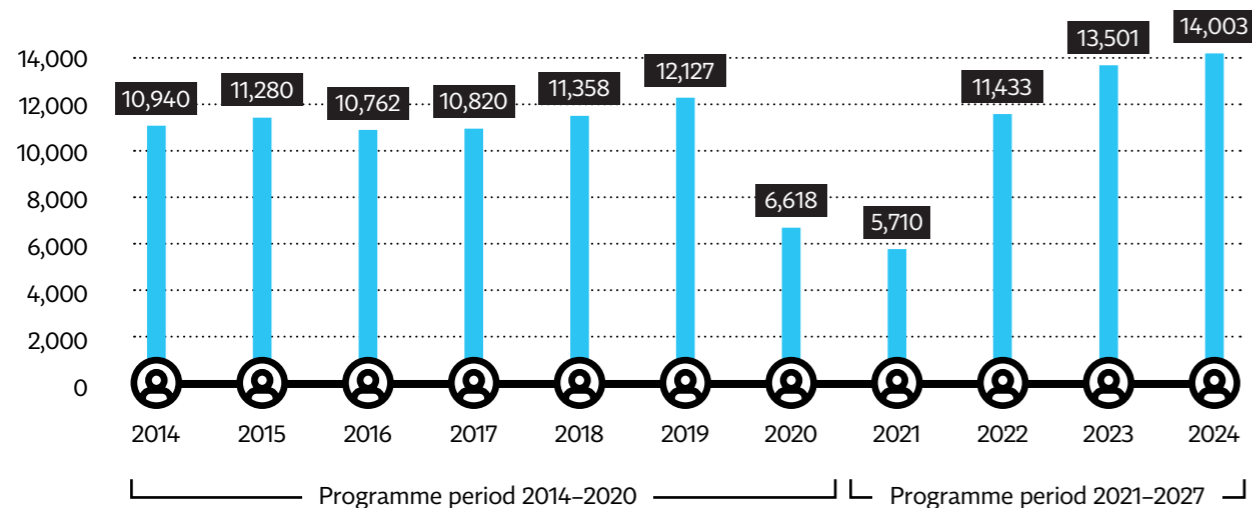


In addition to European destinations, hundreds of students and staff of higher education institutions travel each year to Asia, Africa, and North and South America.



## MOBILITY SINCE 2014

### STUDENTS AND STAFF OF HIGHER EDUCATION INSTITUTIONS GOING ABROAD



The years 2020 and 2021 were affected by the COVID-19 pandemic.

### IN 2024, THE FOLLOWING WENT ABROAD

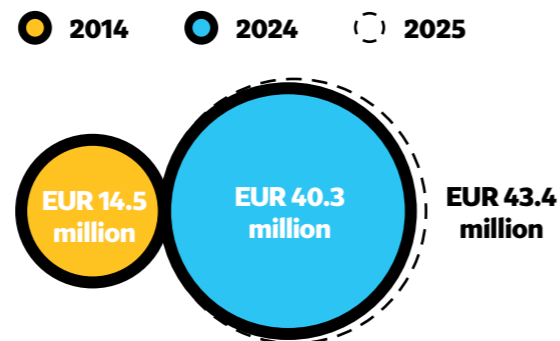
**7,099** students on study stays

**2,513** students on work placements

**4,391** staff on teaching stays and training

**2,635** staff on training

### Comparison of the Erasmus+ budget for the sector in 2014 and 2024



## WHO GOES ABROAD FROM HIGHER EDUCATION INSTITUTIONS

Average age of students studying at higher education institutions

**22.9 years**

Average age of staff working at higher education institutions

**42.4 years**

**1/3**

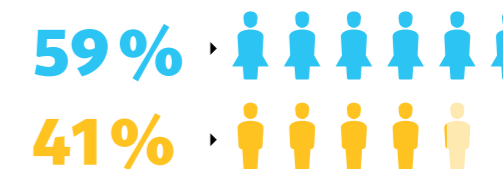
of students choose a work placement for their stay abroad

**107**

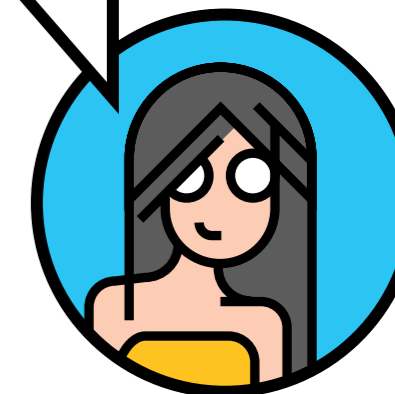
opportunities for placements in diplomacy in the academic year 2026/2027

**12 months**

after completing their studies, people can still go abroad through Erasmus+ for graduate placements



Since 2021, it has been possible to go abroad with **Erasmus+** for just a few days, for example for a summer school or a workshop.

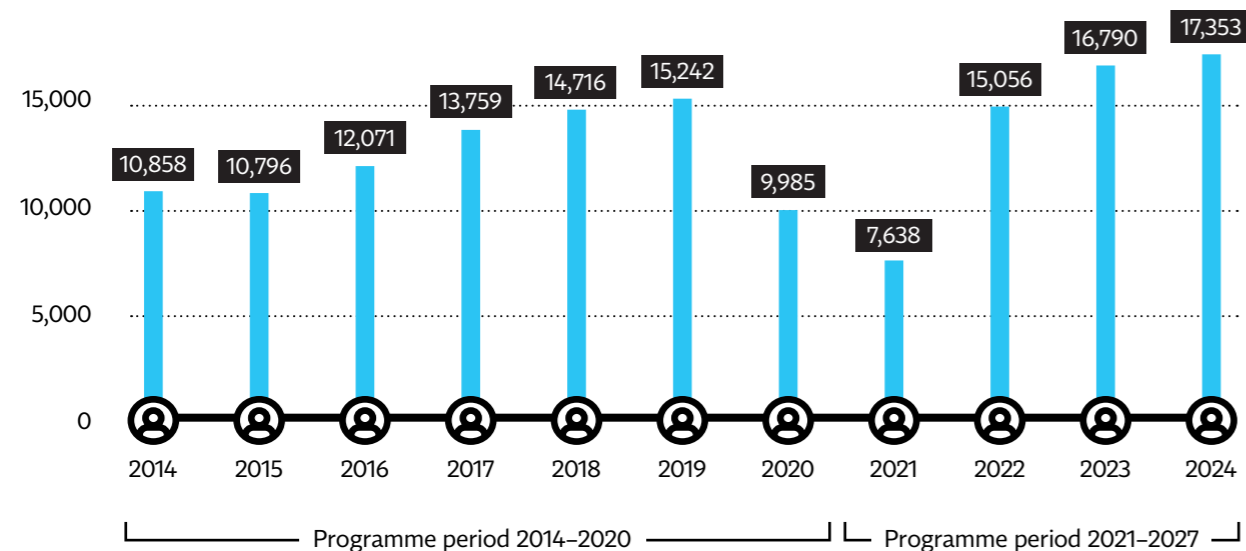




## NUMBER OF PEOPLE COMING TO STUDY AT CZECH HIGHER EDUCATION INSTITUTIONS

2014–2024

### INCOMING STUDENTS AND STAFF OF HIGHER EDUCATION INSTITUTIONS



The years 2020 and 2021 were affected by the COVID-19 pandemic.

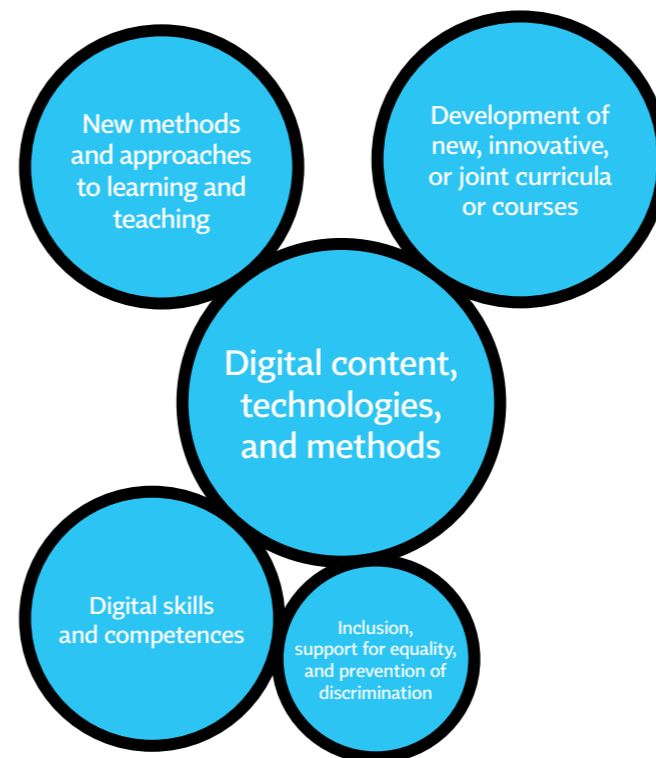
In 2021, Erasmus+ expanded to almost the entire world. It is now possible to travel to almost any destination. Students have since been coming to Czechia from countries such as Uruguay, Namibia, and Nepal.



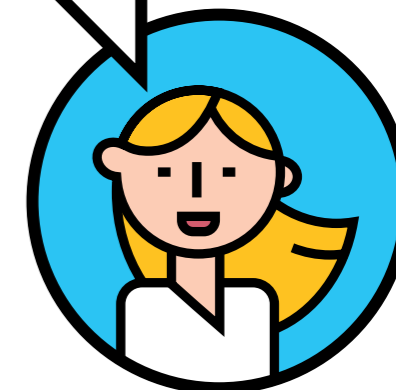
## MOST COMMON PROJECT THEMES

### COOPERATION PARTNERSHIP PROJECTS IN THE PROGRAMME PERIOD 2021–2027

... In these projects, organisations and institutions cooperate to address themes defined in advance.  
 ... Mobility is not their primary objective.



As in the previous programme period, the most common theme of international cooperation projects was the **innovation of courses and curricula**. Cooperation partnership projects **cover a very wide range of themes and fields**, from medical disciplines to the **arts and forestry**.



Institutions and organisations form cooperation partnerships within these projects.

**Erasmus+ vocational education and training**



Secondary vocational schools, post-secondary vocational schools, and other organisations can, through Erasmus+, send their students and staff abroad to gain experience, either through mobility projects or cooperation partnerships.

**74,200**



pupils, students, and staff of schools went abroad from Czechia within the scope of vocational education and training between 1998 and 2024



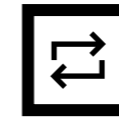
2,744 ↗ 6,455

increase in the number of outgoing participants between 2014 and 2024



2,181 ↗ 5,300

increase in the number of incoming participants between 2014 and 2024



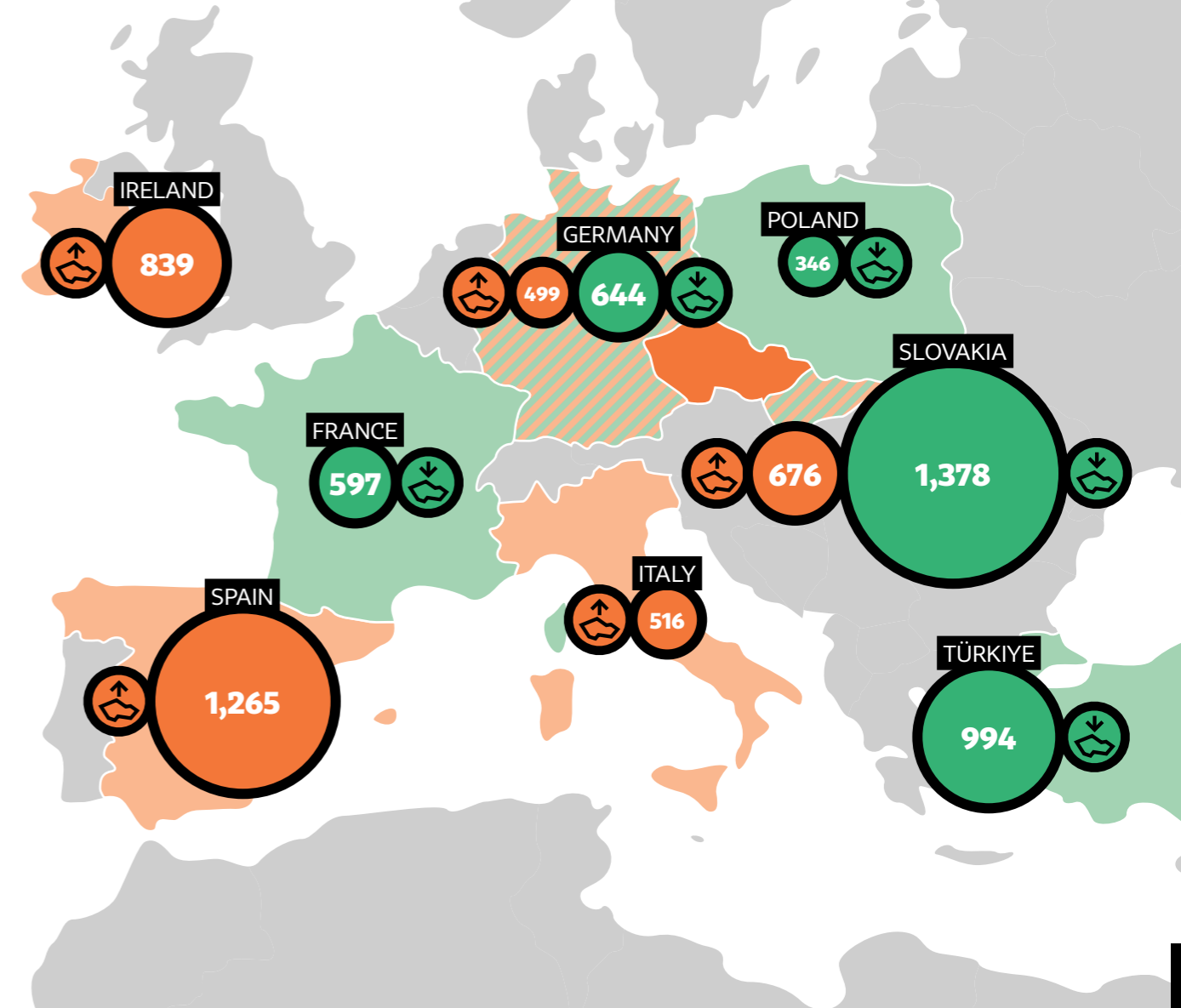
**WHERE PEOPLE ARE TRAVELLING TO AND FROM 2024**



Top 5 countries people most frequently travelled to in 2024



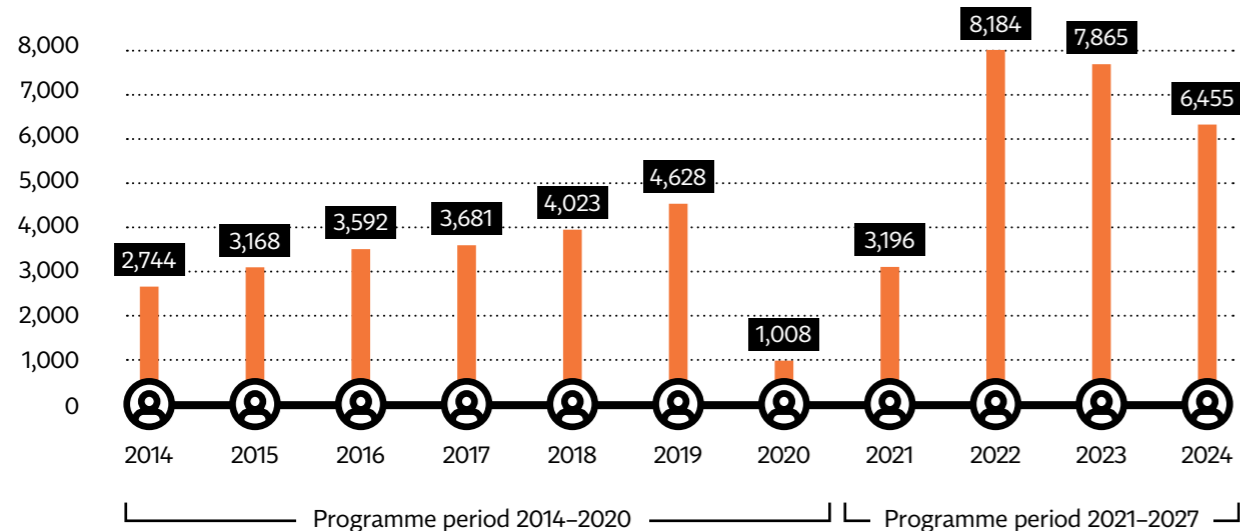
Top 5 countries people most frequently came from in 2024





## MOBILITY SINCE 2014

### PUPILS, STUDENTS, AND STAFF OF SCHOOLS AND ORGANISATIONS GOING ABROAD



The years 2020 and 2021 were affected by the COVID-19 pandemic and by the transition to a new programme period

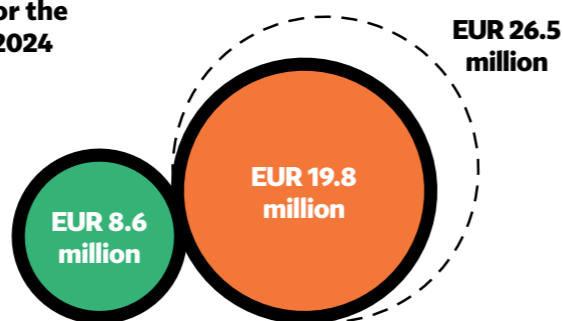
### IN 2024, THE FOLLOWING WENT ABROAD

**5,462**  
pupils

**993**  
school staff

### Comparison of the Erasmus+ budget for the sector in 2014 and 2024

- 2014
- 2024
- 2025



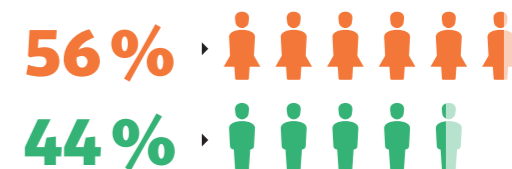
## WHO GOES ABROAD FROM SECONDARY AND POST-SECONDARY VOCATIONAL SCHOOLS

### Average age of students

**18.4 years**

### Average age of school teachers and staff

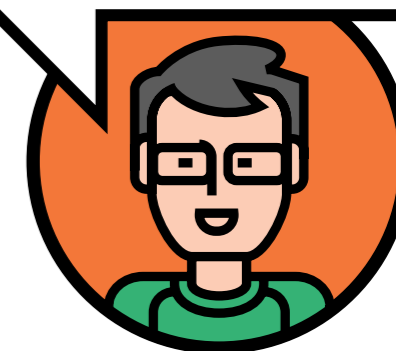
**47.3 years**



### MOST COMMON FIELDS OF STUDY

1. Hotel and gastronomy
2. Business and administration
3. Information and communication technologies
4. Motor vehicles and other means of transport
5. Mechanical engineering and metalworking

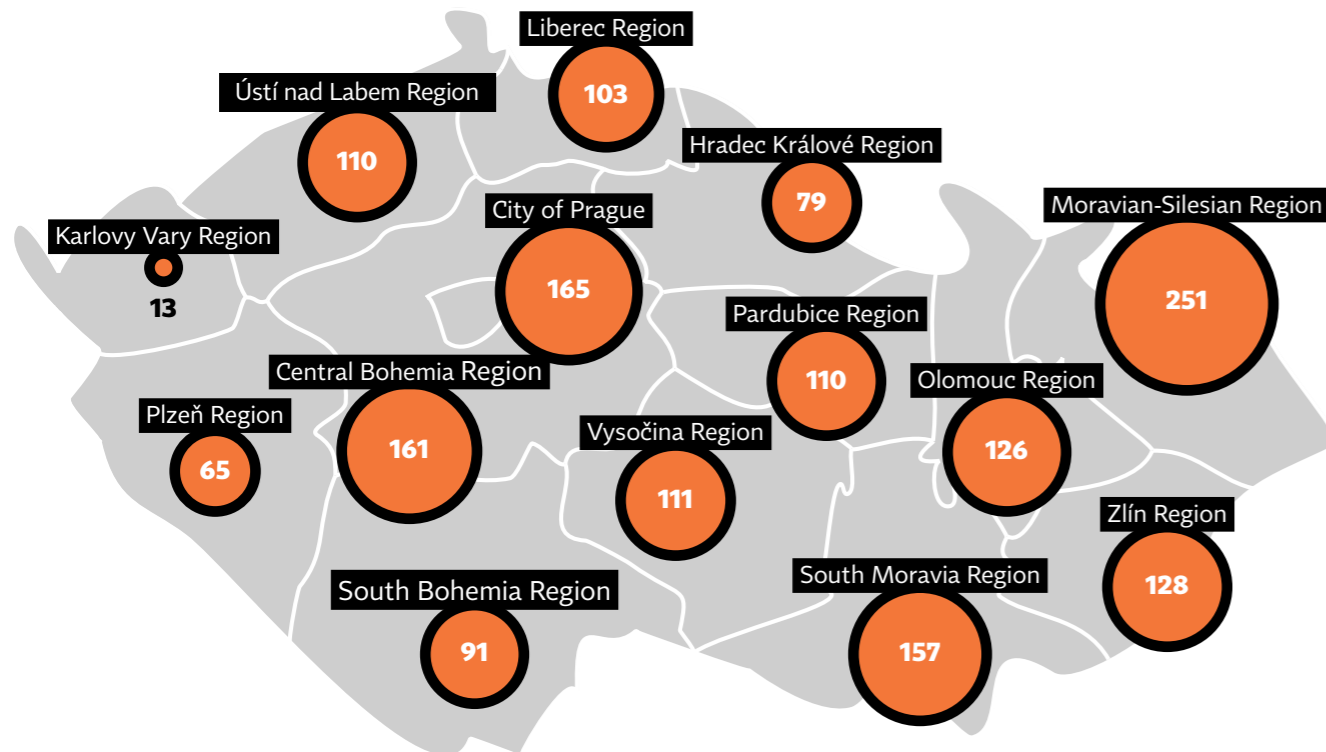
Since 2009, the **ECVET system** (European Credit System for Vocational Education and Training) has been in place in Europe, contributing to the transfer and recognition of knowledge, skills, and competences acquired during study or work placements. In 2021, a new network of experts, the **National VET Team**, was established to support the promotion and improvement of the quality of vocational education and training.





## SUPPORTED OUTGOING MOBILITY PROJECTS IN CZECHIA

2014–2024



# 1,670

supported projects for the mobility of students and staff of vocational schools

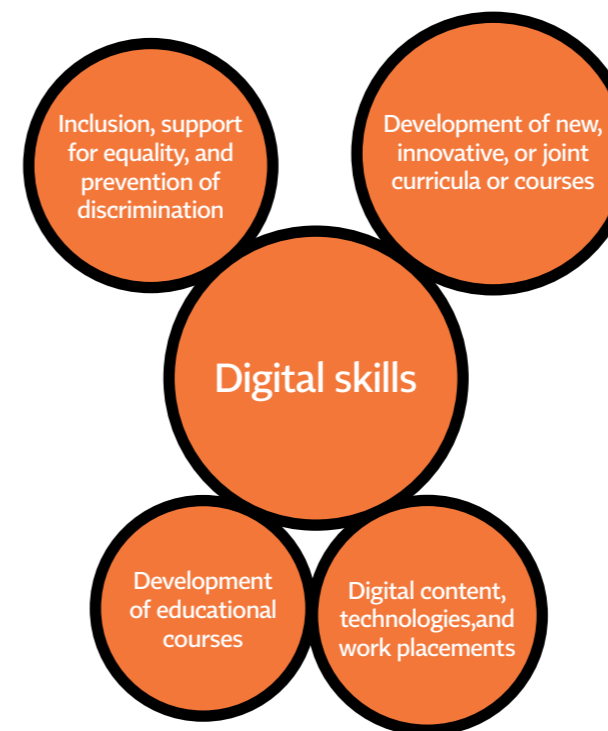


Pupils can, through supported projects, gain experience via short- and long-term educational mobility or group mobility and international competitions. School staff can take part in job shadowing, courses and professional training, or teaching and training stays.



## MOST COMMON PROJECT THEMES

### COOPERATION PARTNERSHIP PROJECTS IN THE PROGRAMME PERIOD 2021–2027



Institutions and organisations involved in cooperation partnership projects establish cooperation partnerships or small-scale partnerships.



All projects can be viewed on the Erasmus+ website

In addition to mobility projects and cooperation partnerships in vocational education, the **EuroApprentices network** has operated since 2017 and includes agencies from 12 countries, including Czechia. Ambassadors drawn from students of vocational schools promote different opportunities.



# 182

supported cooperation partnership projects in 2014–2024

## Erasmus+ school education



Staff of nursery schools, primary schools, and grammar schools can, through Erasmus+, gain experience on teaching stays abroad, as well as through courses, training, or job shadowing. Pupils travel abroad either with their whole class or individually. Schools can also invite international experts or future teachers.

# 43,702



pupils, teachers, and staff of nursery schools, primary schools, and grammar schools travelled abroad from Czechia within the scope of school education between 1998 and 2024



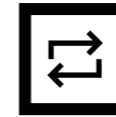
383 ↗ 9,551

increase in the number of outgoing participants between 2014 and 2024



406 ↗ 9,467

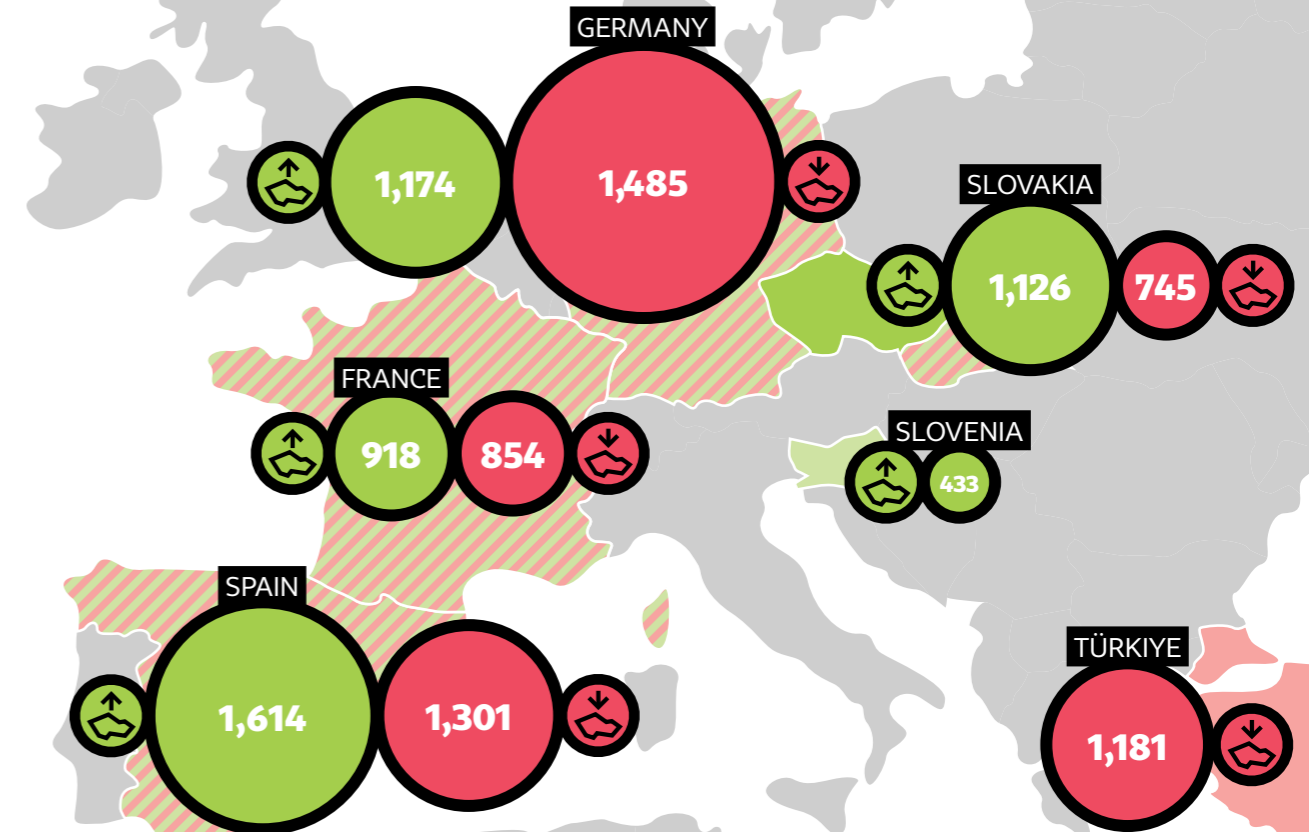
increase in the number of incoming participants between 2014 and 2024



## WHERE PEOPLE ARE TRAVELLING TO AND FROM 2024



In the previous programme period, long-term mobility of one month or more involved only several dozen pupils. Since the start of the current programme period, this number has risen to 441 pupils.



Top 5 countries people most frequently travelled to in 2024

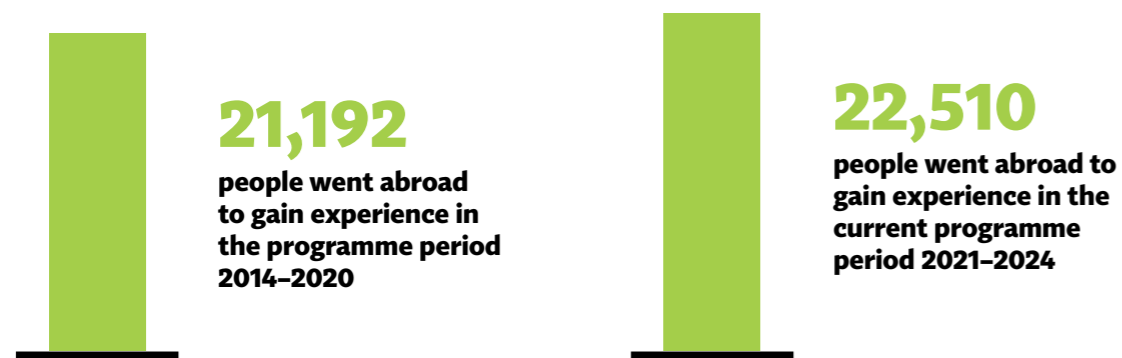


Top 5 countries people most frequently came from in 2024



## MOBILITY SINCE 2014

### PUPILS AND STAFF OF SCHOOLS AND ORGANISATIONS GOING ABROAD

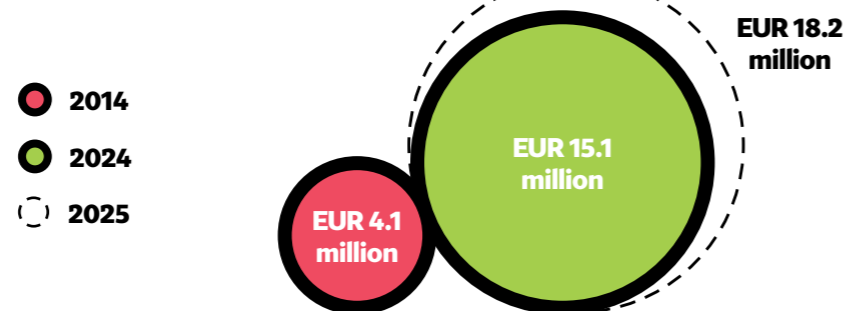


### IN 2024, THE FOLLOWING WENT ABROAD

**6,938**  
pupils

**2,613**  
school staff

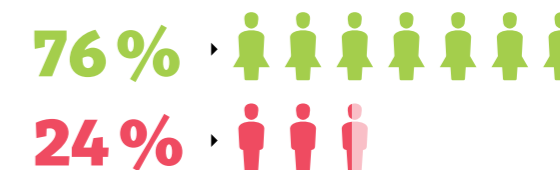
### Comparison of the Erasmus+ budget for the sector in 2014 and 2024



## WHO GOES ABROAD FROM NURSERY, PRIMARY, AND SECONDARY SCHOOLS

### Average age of pupils

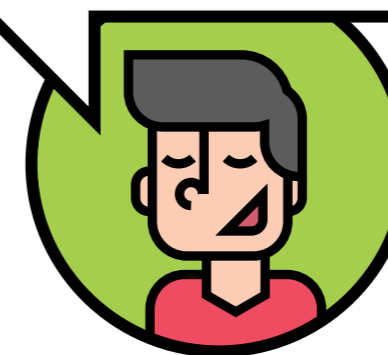
**14.8 years**



### Average age of school teachers and staff

**44.6 years**

In 2014-2020, pupils went abroad only within KA2 projects (i.e. cooperation partnerships) between schools. Given the nature of these projects, it is not possible to provide specific figures for individual years.



### CONSORTIA

In recent years, the number of organisations that are members of consortia has been increasing. A consortium is a group of organisations from the same country – including nursery schools, primary art schools, and grammar schools. Organisations engage in mobility on the basis of a shared Erasmus Plan.

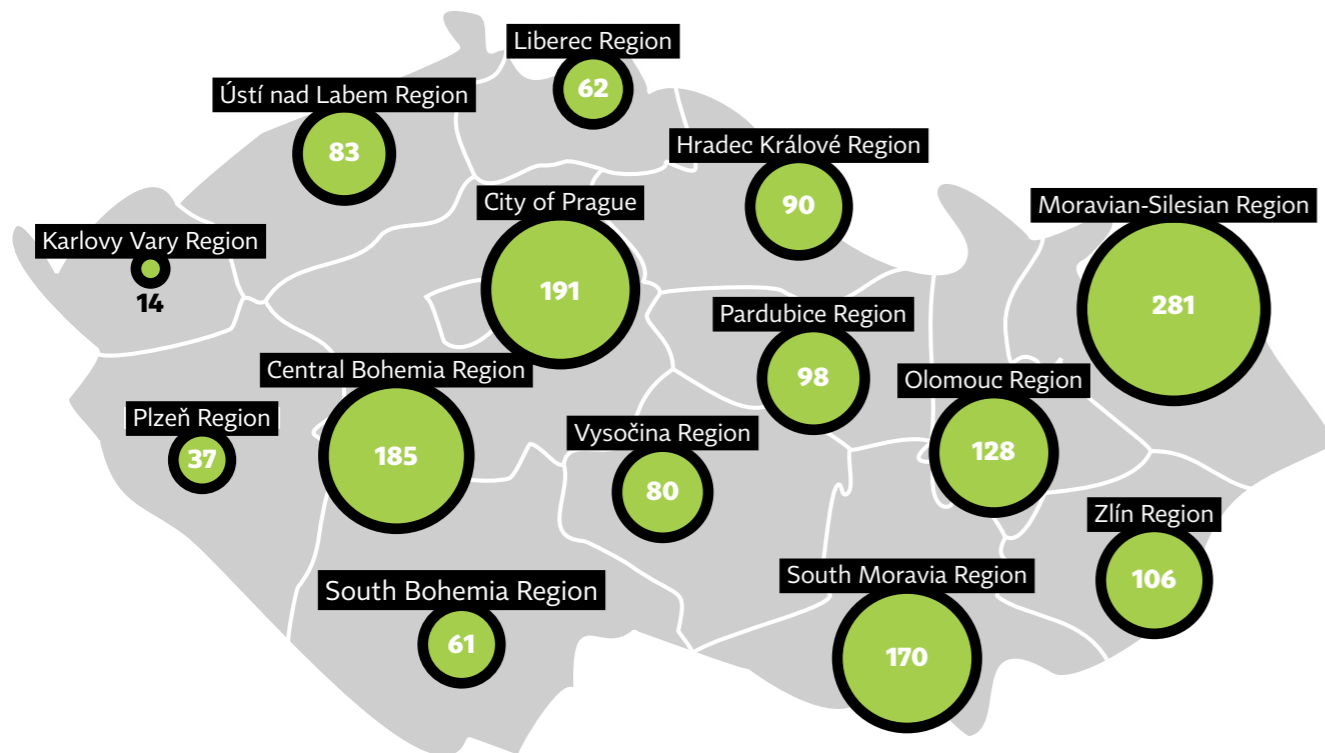
**139** ↗ **494**

**increase in the number of organisations in consortia between 2021 and 2024**



## SUPPORTED OUTGOING MOBILITY PROJECTS IN CZECHIA

2014–2024



# 1,586

supported projects for outgoing mobility at nursery, primary, and secondary schools



Pupils can, through Erasmus+, take part in group mobility or in short- and long-term mobility abroad. Staff in schools gain international experience through courses and professional training, job shadowing, or teaching and training stays.



## MOST COMMON PROJECT THEMES



All projects can be viewed on the Erasmus+ website

### COOPERATION PARTNERSHIP PROJECTS IN THE PROGRAMME PERIOD 2021–2027

- In these projects, organisations and institutions cooperate to address themes defined in advance.
- Mobility is not their primary objective.



# 499

supported cooperation partnership projects in 2014–2024

## Erasmus+ adult education



The programme enables organisations active in adult education to send their staff abroad for training stays, job shadowing, or courses and training. Adult learners can also take part in educational activities abroad. Erasmus+ also supports projects of international cooperation involving different types of organisations, such as museums, foundations, research centres, and others.

# 10,092



people travelled abroad from Czechia  
for purposes of adult education  
between 1998 and 2024



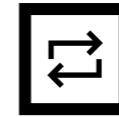
99 ↗ 1,092

increase in the number  
of outgoing participants  
between 2014 and 2024



46 ↗ 778

increase in the number  
of incoming participants  
between 2014 and 2024



## WHERE PEOPLE ARE TRAVELLING TO AND FROM 2024



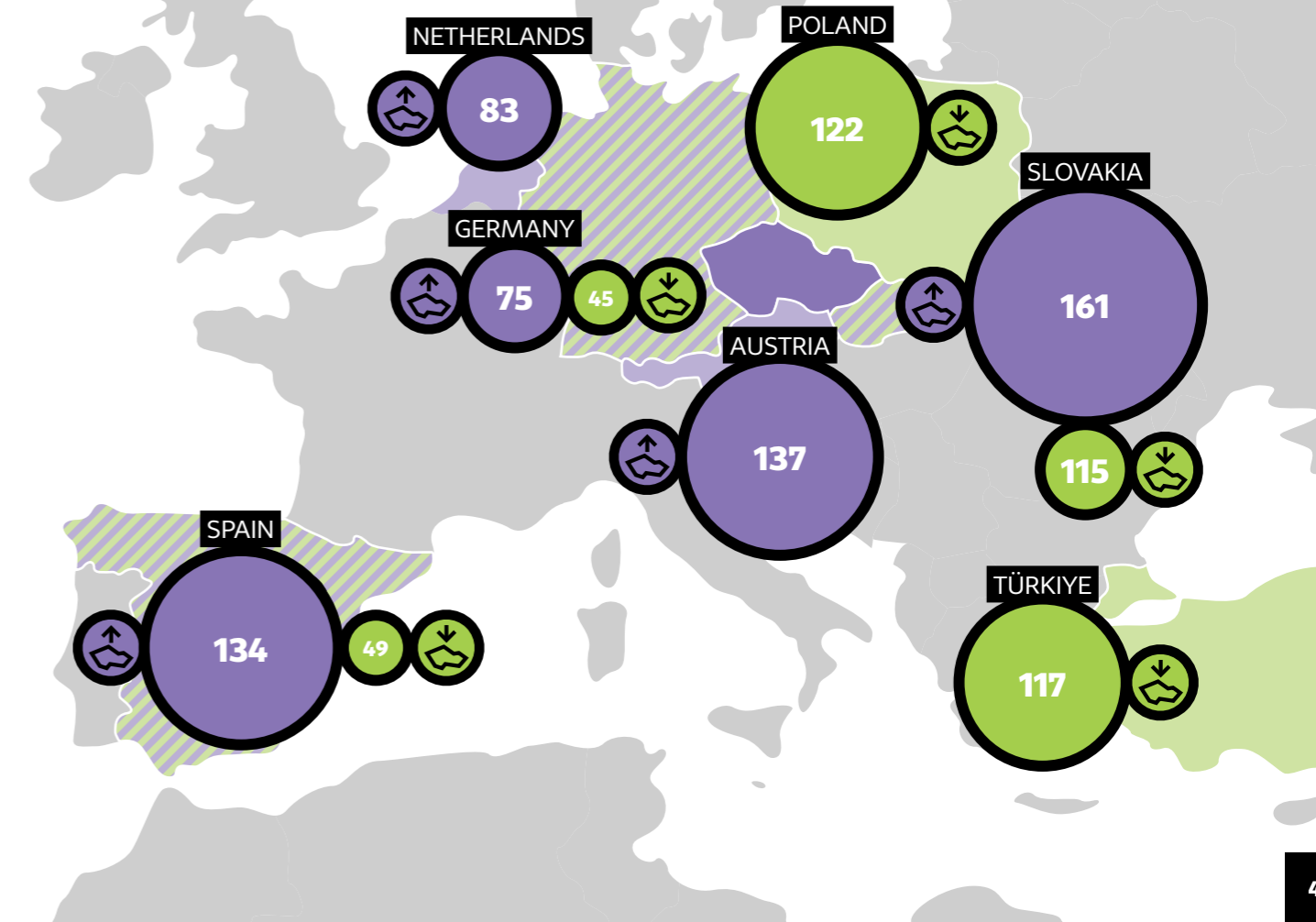
Job shadowing is the most popular activity, during which participants travel abroad to learn about the methods and practices used by the host organisation.



Top 5 countries people  
most frequently  
travelled to in 2024



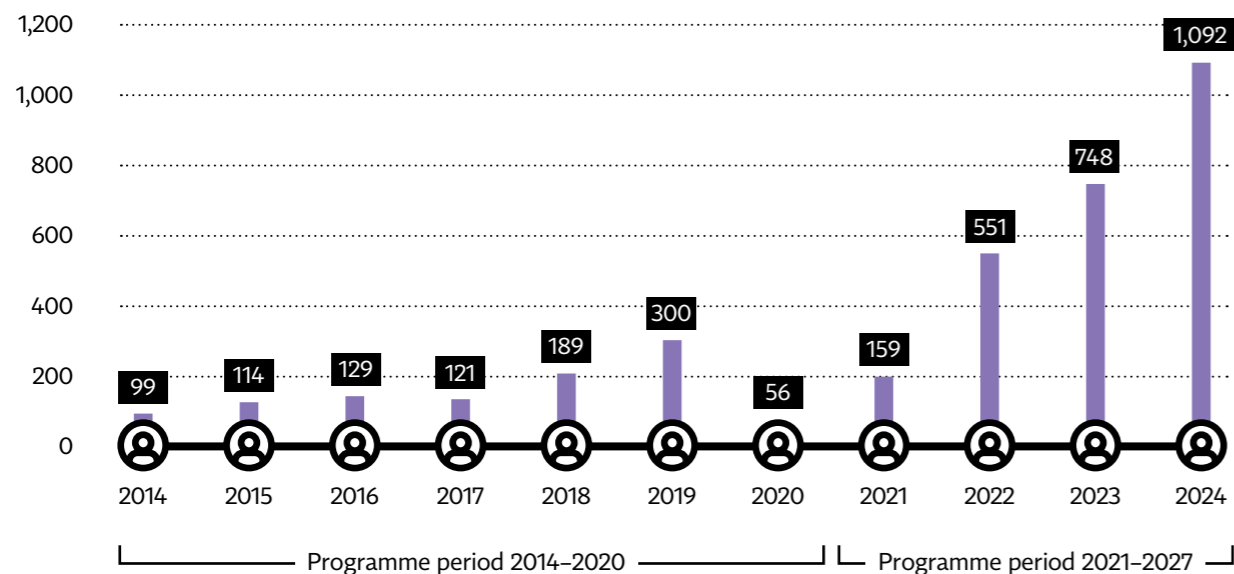
Top 5 countries people  
most frequently came  
from in 2024





## MOBILITY SINCE 2014

### ADULT LEARNERS AND STAFF OF ORGANISATIONS GOING ABROAD



The years 2020 and 2021 were affected by the COVID-19 pandemic.

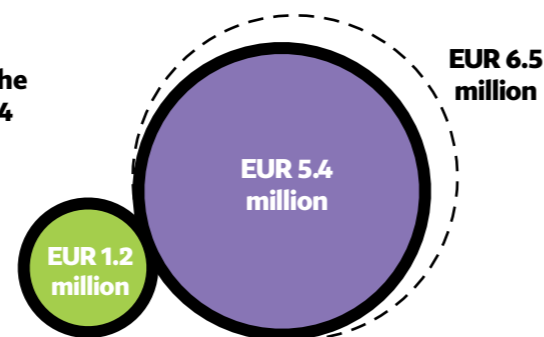
### IN 2024, THE FOLLOWING WENT ABROAD

**157**  
adult learners

**935**  
staff of organisations

### Comparison of the Erasmus+ budget for the sector in 2014 and 2024

- 2014
- 2024
- 2025



## WHO GOES ABROAD IN ADULT EDUCATION

### Average age of participants

**41.2 years**

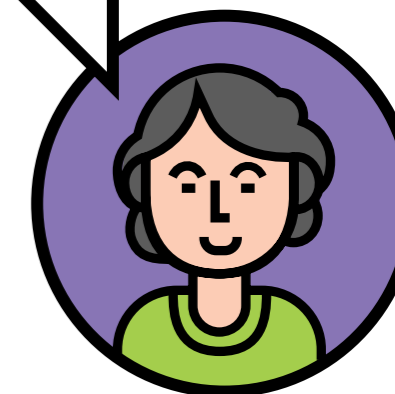


### MOST COMMON THEMES OF INDIVIDUAL MOBILITY

#### IN THE PROGRAMME PERIOD 2021–2027

1. New methods and approaches to teaching and learning
2. Development of key competences
3. Digital skills
4. Inclusion, support for equality, and prevention of discrimination
5. Environment and climate change

The **highest age** at which someone from Czechia has gone abroad is **85 years**.





## SUPPORTED OUTGOING MOBILITY PROJECTS

2014–2024



The programme enables adult learners to gain international experience through group mobility or short-term mobility. Staff of applicant organisations go abroad for job shadowing, courses and professional training, or teaching and training stays.

# 297

**supported projects for individual mobility across different types of organisations**



## MOST COMMON PROJECT THEMES



All projects can be viewed on the Erasmus+ website

### COOPERATION PARTNERSHIP PROJECTS IN THE PROGRAMME PERIOD 2021–2027

- In these projects, organisations and institutions cooperate to address themes defined in advance.
- Mobility is not their primary objective.



Institutions and organisations involved in cooperation partnership projects establish cooperation partnerships or small-scale partnerships.

# 147

**cooperation partnership projects in 2014–2024**

## Erasmus+ youth



The programme supports young people (aged 13–30), youth workers, and organisations in developing skills, experience, and cooperation through projects with an impact in Czechia and abroad. Participation is open to organisations working with young people as well as informal groups of young people from at least two countries. Through non-formal education, participants share know-how, seek innovation, and implement a wide range of projects.

# 121,360



people participated in the non-formal youth education programme between 1998 and 2024

 3,741 ↗ **10,360**

increase in the number of outgoing participants between 2014 and 2024

 4,186 ↗ **6,234**

increase in the number of incoming participants between 2014 and 2024



## WHERE PEOPLE ARE TRAVELLING TO AND FROM 2024



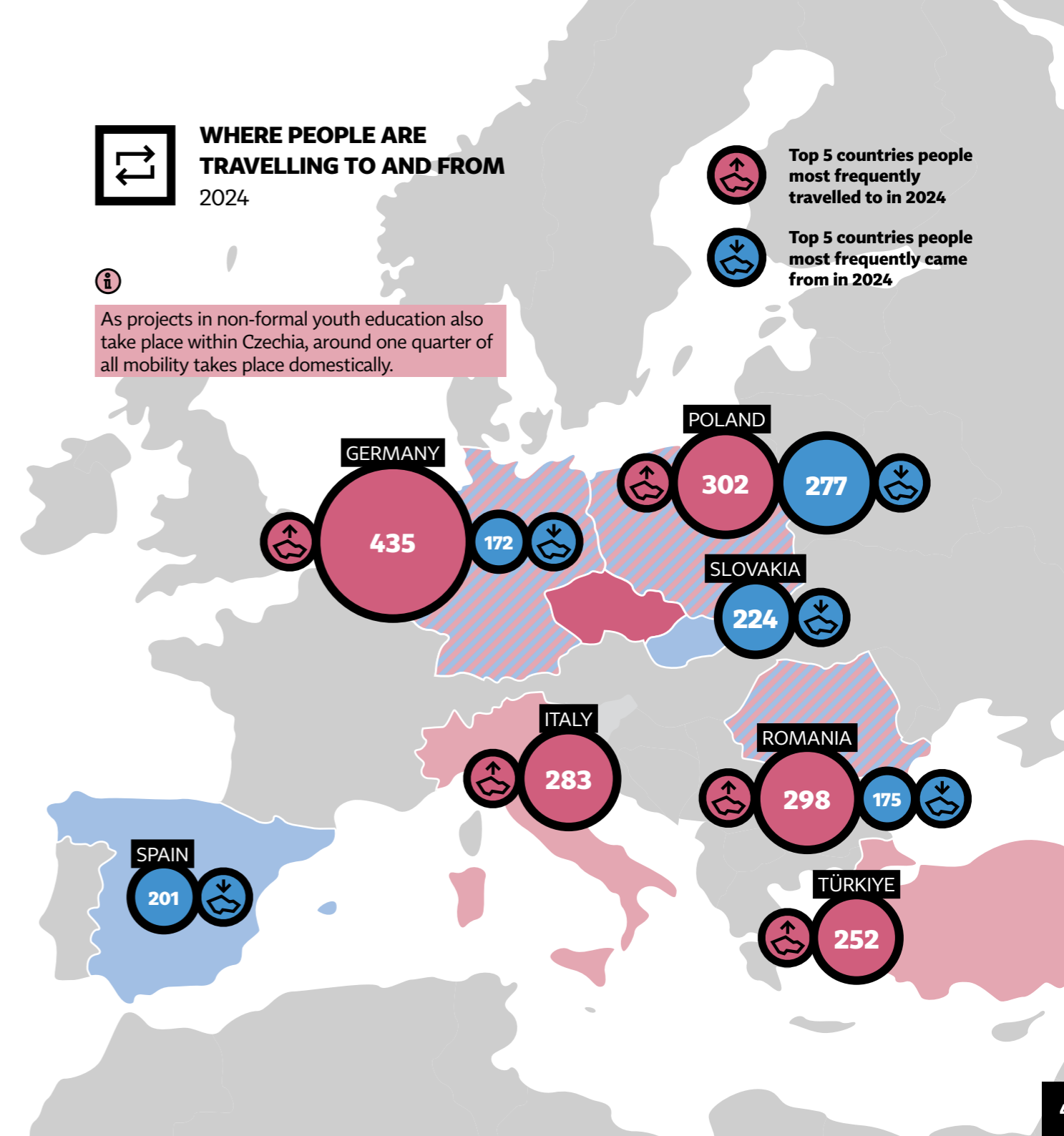
As projects in non-formal youth education also take place within Czechia, around one quarter of all mobility takes place domestically.



Top 5 countries people most frequently travelled to in 2024



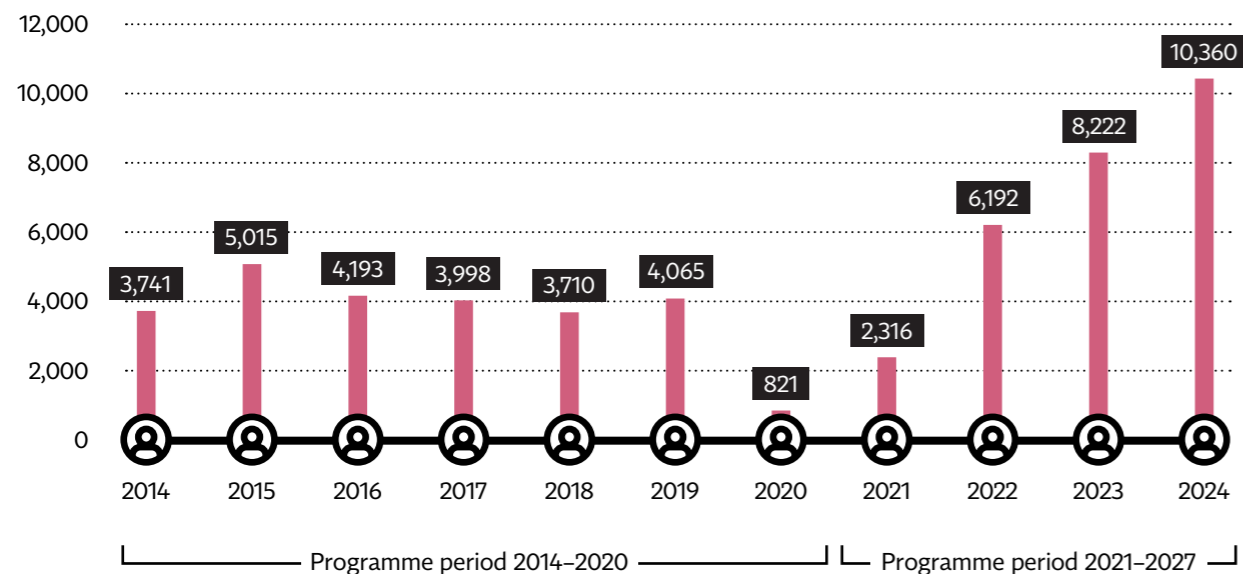
Top 5 countries people most frequently came from in 2024





## MOBILITY SINCE 2014

### OVERVIEW OF OUTBOUND MOBILITY 2014-2024



The years 2020 and 2021 were affected by the COVID-19 pandemic.

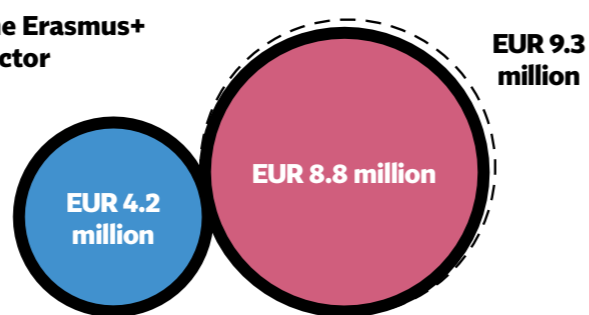
### IN 2024, THE FOLLOWING PARTICIPATED IN MOBILITY

**8,799**  
young people

**1,561**  
youth workers

### Comparison of the Erasmus+ budget for the sector in 2014 and 2024

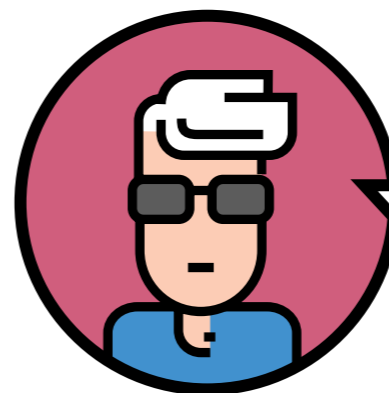
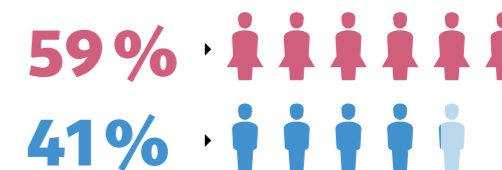
- 2014
- 2024
- 2025



## WHO GOES ABROAD IN NON-FORMAL YOUTH EDUCATION

### Average age of participants

**26.4 years**



For eighteen-year-olds, the European Commission organises the **DiscoverEU** competition each year. It enables young people to explore cities across Europe, mainly by train, learn more about its cultural heritage, and establish new international contacts. Between 2018 and the end of 2024, a total of 8,136 young people from Czechia received a train pass.

There is a so-called learning cycle, under which meetings are organised across Europe for holders of the train passes.



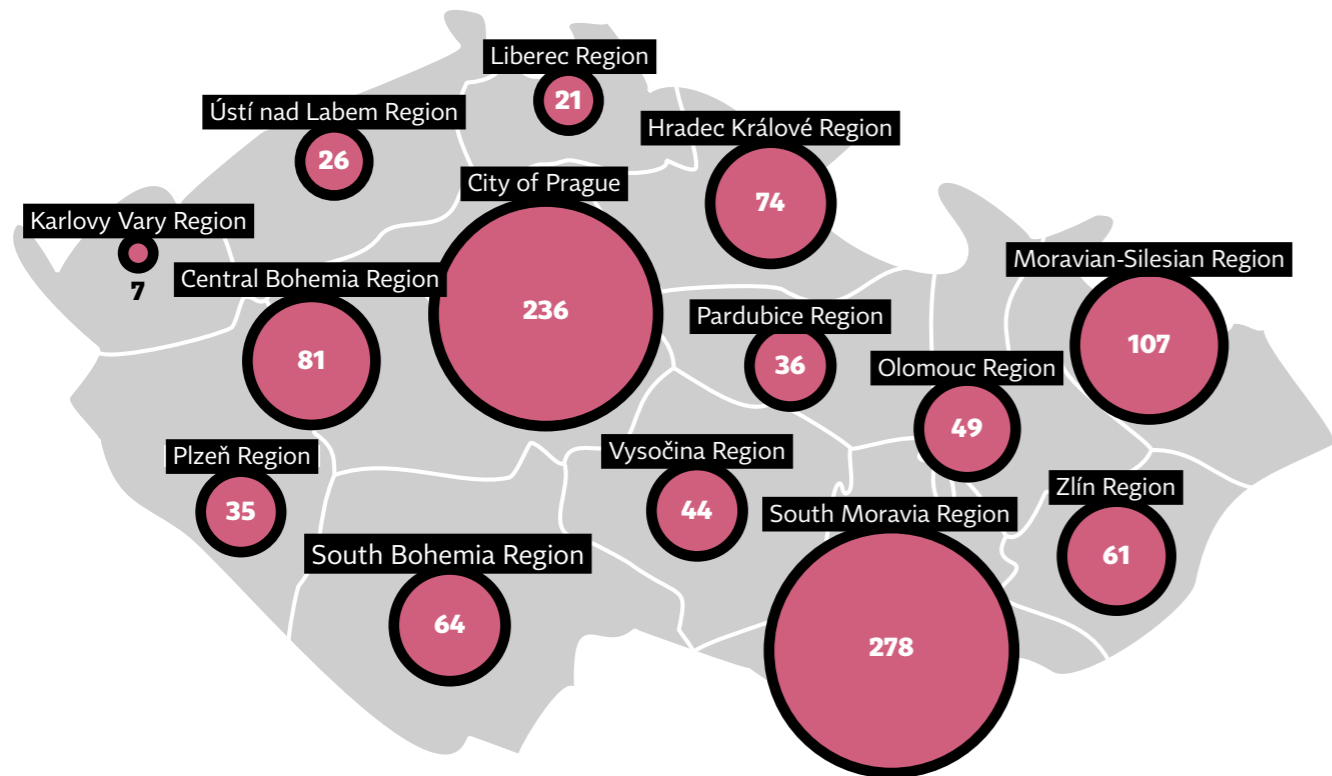
Through Erasmus+, young people also have more opportunities to engage in civic life and improve life in their communities. For example, the Europe Goes Local project offers funding for activities such as improving public spaces or providing support in care homes.

- As an inclusive complement to the DiscoverEU competition, a new grant opportunity – DiscoverEU Inclusion Action – was introduced in 2022. This enables young people with fewer opportunities to travel and explore Europe. It supports efforts to combat stereotypes and promote tolerance and mutual understanding.



## SUPPORTED OUTGOING MOBILITY PROJECTS

2014-2024



# 1,119

supported projects through which young people and youth workers were able to gain experience in Czechia or abroad



Young people take part in participatory activities or youth exchanges abroad, as well as in DiscoverEU Inclusion Action. Youth workers develop their skills through professional development activities.



## MOST COMMON PROJECT THEMES



All projects can be viewed on the Erasmus+ website

### COOPERATION PARTNERSHIP PROJECTS IN THE PROGRAMME PERIOD 2021-2027

In these projects, organisations and institutions cooperate to address themes defined in advance. Mobility is not their primary objective.



# 184

cooperation partnerships in 2014-2024

## Erasmus+ sport



Projects supporting international mobility for coaches, trainers, and other staff working in sport are aimed at public and private organisations active in grassroots sport. The aim is to build and develop capacity in the sport sector across Europe. The opportunity to take part in mobility abroad was introduced with the new programme period in 2023.

# 73



people working in sport went abroad in 2024

# 137

people working in sport went abroad in 2023-2024

# 13%

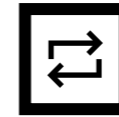
year-on-year increase in outgoing participants from Czechia between 2023 and 2024

### MOST COMMON PROJECT THEMES

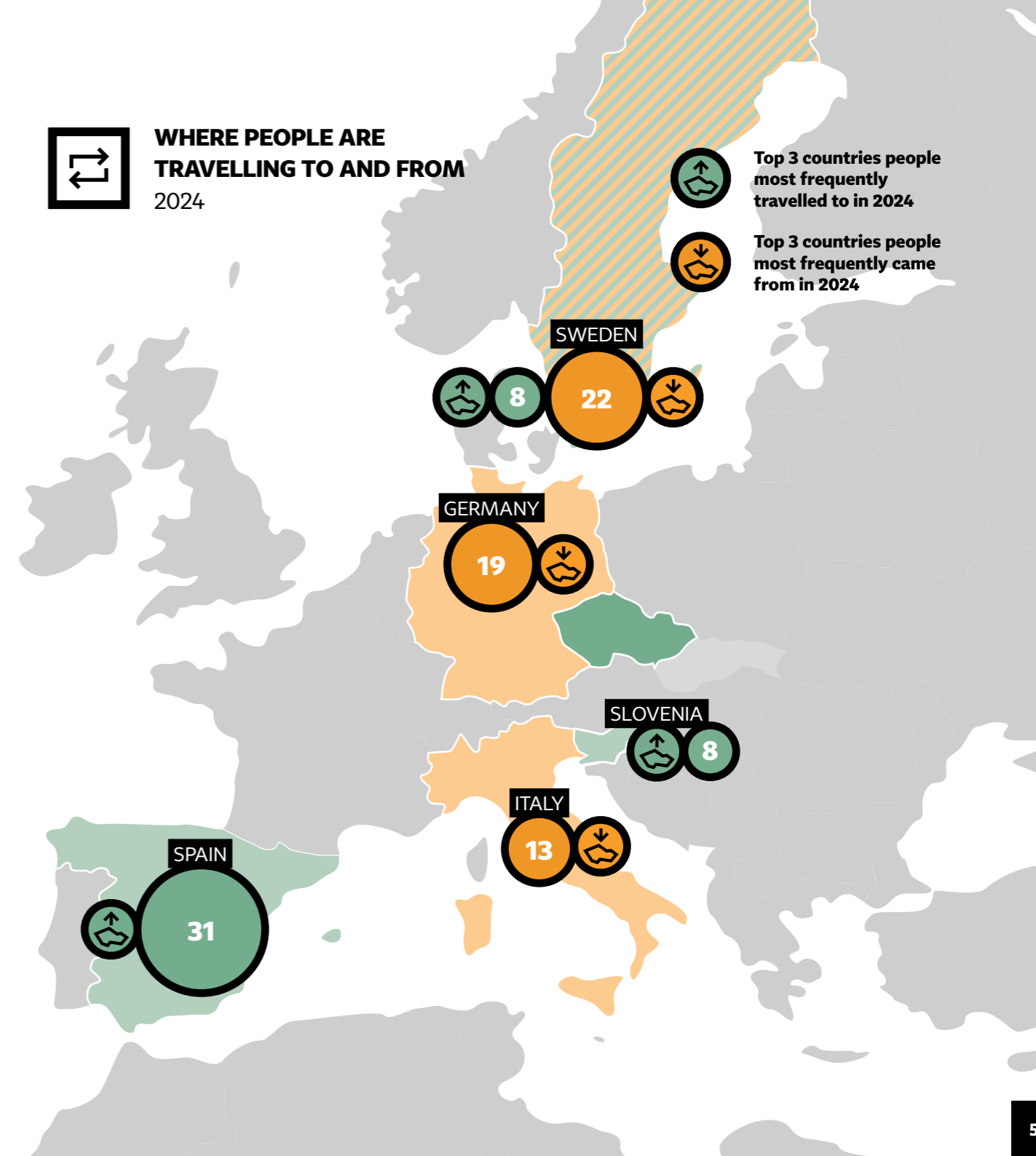
1. Innovative coaching methods
2. Support for amateur sport
3. Initial and continuing education for people working in sport

# 28

supported projects for the mobility of coaches, trainers, and people working in sport in 2023-2024



### WHERE PEOPLE ARE TRAVELLING TO AND FROM 2024



## European Solidarity Corps



This programme offers people aged 18 to 30 the opportunity to respond to social challenges in local communities and to help where this is needed. Since 2018, public and private organisations and institutions have been able to host both international and national volunteers and involve them in their activities. This follows on from the period before 2018, when volunteering formed part of Erasmus+ under the name European Voluntary Service.

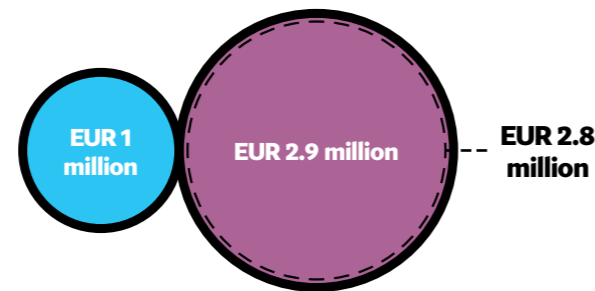
# 1,970



volunteers hosted by Czech organisations between 2014 and 2024

### Growth in the budget of the European Solidarity Corps between 2018 and 2024

- 2018
- 2024
- 2025



# 442



volunteering projects supported between 2014 and 2024

### Volunteering projects

These projects enable young people to respond to important social needs while allowing volunteers to gain useful experience. They can take part either individually or as part of a volunteer team. Organisations apply for funding, which provides grants for hosting volunteers. Those interested apply for opportunities through an online database.

# 250

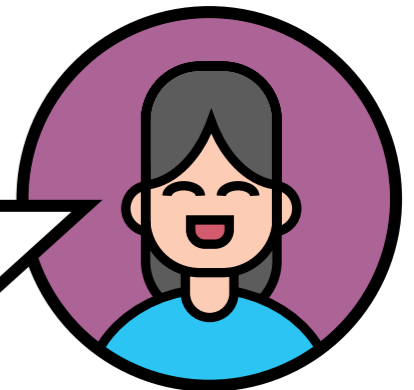


solidarity projects supported between 2018 and 2024

### Solidarity projects

Through solidarity projects, groups of young people can contribute to positive change in local communities. The aim is to find solutions to current and future societal challenges and to support the development of an inclusive society. Young people thereby gain valuable skills and experience in project management.

An example of a solidarity project is the **DIGibabi + DIGIděda** initiative in Kopřivnice. Through workshops, joint meetings, and an online platform, a group of young people familiarised seniors with digital technologies, in terms of safety and everyday use of smartphones.





## WHO THE VOLUNTEERS ARE

Average age of participants

**24.2 years**



### AREAS OF ACTIVITY

#### Individual volunteering

Social inclusion

Environment

Culture

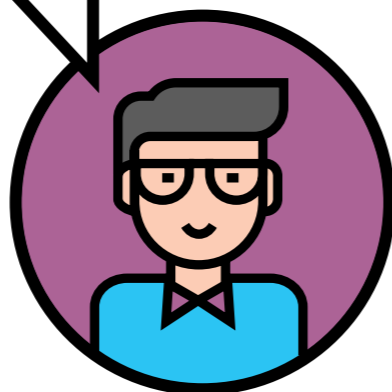
#### Team volunteering

Restoration of cultural heritage damaged by natural disasters

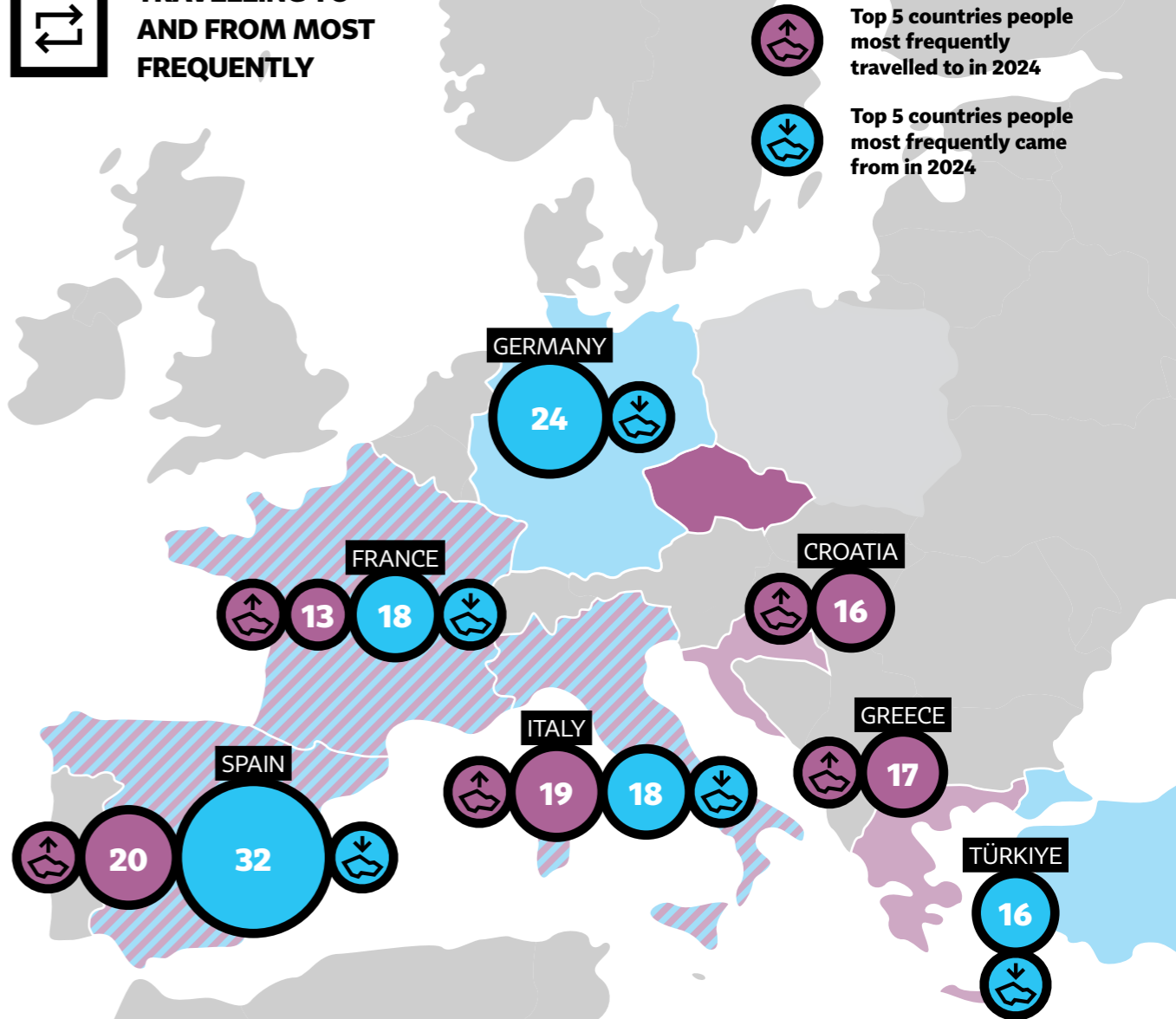
Protection of endangered species

Organisation of educational activities

In 2024, more than 40% of participants in volunteering mobility were people classified as having limited opportunities.



## TRAVELLING TO AND FROM MOST FREQUENTLY



## Centralised activities



Some activities under the Erasmus+ programme and the European Solidarity Corps are managed directly by the European Education and Culture Executive Agency (EACEA). They focus primarily on the priorities of the programme periods – digitalisation, inclusion, sustainability, participation, and support for systemic change in education. The Czech National Agency for International Education and Research serves as an information source for all applicants in relation to these activities.

### CENTRALISED ACTIVITIES 2021-2024

# 236



projects implemented with the participation of a Czech organisation

# 28



types of centralised activities within Erasmus+ and the European Solidarity Corps



### SELECTED CENTRALISED ACTIVITIES



#### JEAN MONNET

Jean Monnet projects contribute to the dissemination of knowledge about the European Union and support teaching and research in EU studies worldwide. They are intended for higher education institutions, as well as primary and secondary schools, where they promote a better understanding of how the EU functions and of European topics.



#### ERASMUS MUNDUS

The aim of Erasmus Mundus is to promote excellence and the global internationalisation of higher education through Master's-level study programmes. These programmes are jointly delivered by higher education institutions based in Europe and are also open to institutions in other parts of the world. They are intended for students from around the world and enable them to study at multiple universities as part of a joint curriculum.



#### CAPACITY BUILDING

Capacity Building projects can be implemented in the fields of higher education, vocational education and training, youth, and sport. These are international cooperation projects based on partnerships between organisations active in these fields of education. Their aim is to improve the quality of education in third countries not associated with Erasmus+, support economic recovery in these countries, develop the capacities of educational institutions, and strengthen the economy and society.



## ROLE OF ORGANISATIONS IN CENTRALISED ACTIVITIES



### COORDINATOR

The lead organisation where the main project idea originates and which manages the entire project.



### PARTNER

An organisation that actively participates in the implementation of the project and works with the coordinator to achieve shared objectives.



### ASSOCIATE PARTNER

These organisations are often involved in the project to a lesser extent than partners and are not entitled to financial support.

**4,545** projects implemented worldwide

**121** unique Czech organisations that have taken on the role of coordinator or partner in projects

## How international education is changing the world

Programmes such as Erasmus+ and the European Solidarity Corps have a positive impact on skills, careers, openness to the world, and the ability of participants to work together. At the same time, they are a key part of addressing major educational and socio-economic challenges faced by Czech and European society.

### REDUCING REGIONAL INEQUALITIES IN EDUCATION



- Equal access to quality education regardless of school facilities or equipment
- Support for sharing good practice and innovation
- Expanding opportunities for schools and pupils from less developed regions

### INCREASING THE COMPETITIVENESS OF CZECHIA AND EUROPE



- Accelerating the transition to a knowledge-based economy
- Promoting innovation, workforce flexibility, and regional development
- Strengthening the resilience of economic sectors and Europe's position globally

### DEEPENING UNDERSTANDING OF EUROPE AND ITS VALUES



- Bringing the functioning of the EU closer through international mobility and projects
- Strengthening civic responsibility, cooperation, and respect for diversity

### STRENGTHENING RESILIENCE TO DISINFORMATION



- Developing skills in working with information, critical thinking, and media literacy
- Reducing susceptibility to disinformation

### CONNECTING SCHOOLS, BUSINESSES, AND RESEARCH



- Strengthening links between schools, employers, and research institutions through international projects
- Development of joint curricula, placements, and solutions to the needs of regions and sectors

### PREPAREDNESS FOR A CHANGING LABOUR MARKET



- Promoting lifelong learning and closing skills gaps through short training courses
- Developing entrepreneurship
- Increasing employability during studies through practical placements and innovative teaching

## Scholarships based on bilateral agreements



The range of scholarships is based on international agreements on cooperation in education, through which it is possible to obtain a scholarship in around 25 partner countries. Scholarships are funded either by the Czech Ministry of Education or by the partner country. Intergovernmental cooperation makes it possible to support motivated individuals in travelling for education and gaining new experience.

# 1,946

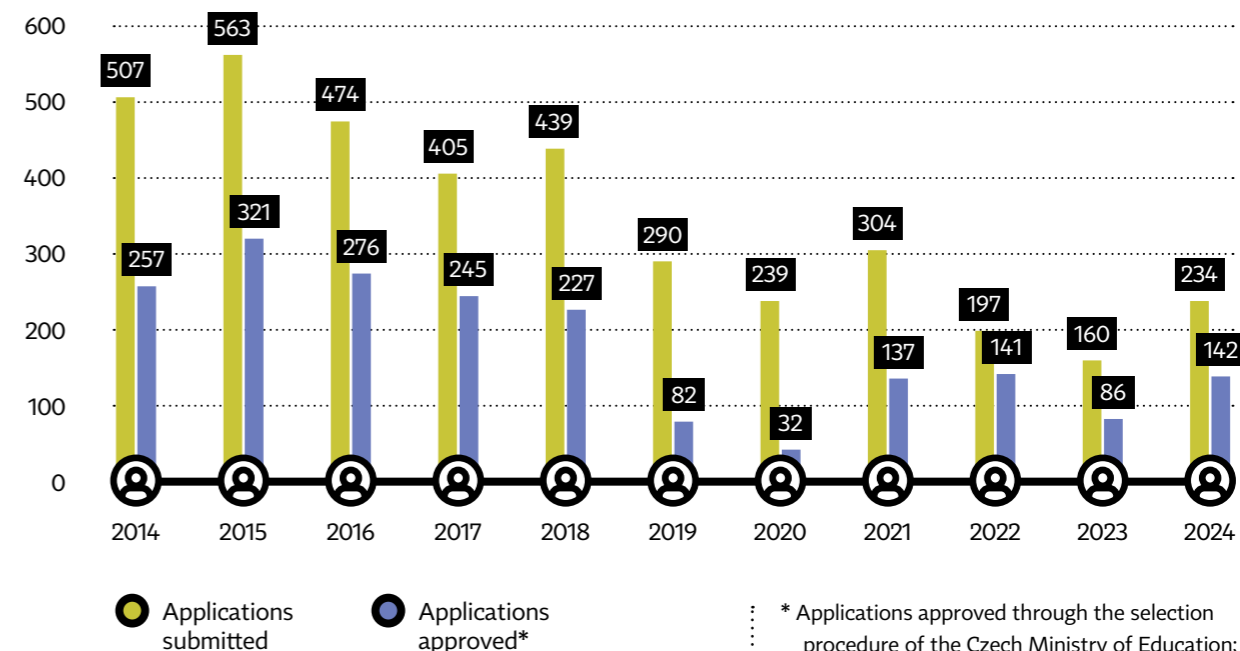


approved scholarship applications in 2014–2024

This opportunity for students and staff at Czech public higher education institutions is administered by the Academic Information Agency (AIA). Scholarships are intended for summer courses of up to one month or for study and research stays abroad lasting up to one academic year (exceptionally for the full duration of a degree programme). The AIA also provides information on opportunities to study at secondary schools in France and Germany.

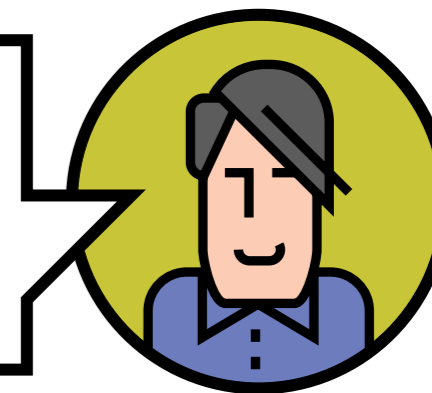
The AIA is also involved in administering study stays abroad under the auspices of the Ministry of Education, focused on the further education of foreign language teachers working in primary, secondary, and post-secondary vocational schools in Czechia.

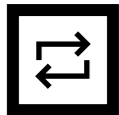
NUMBER OF SCHOLARSHIP APPLICATIONS 2014-2024



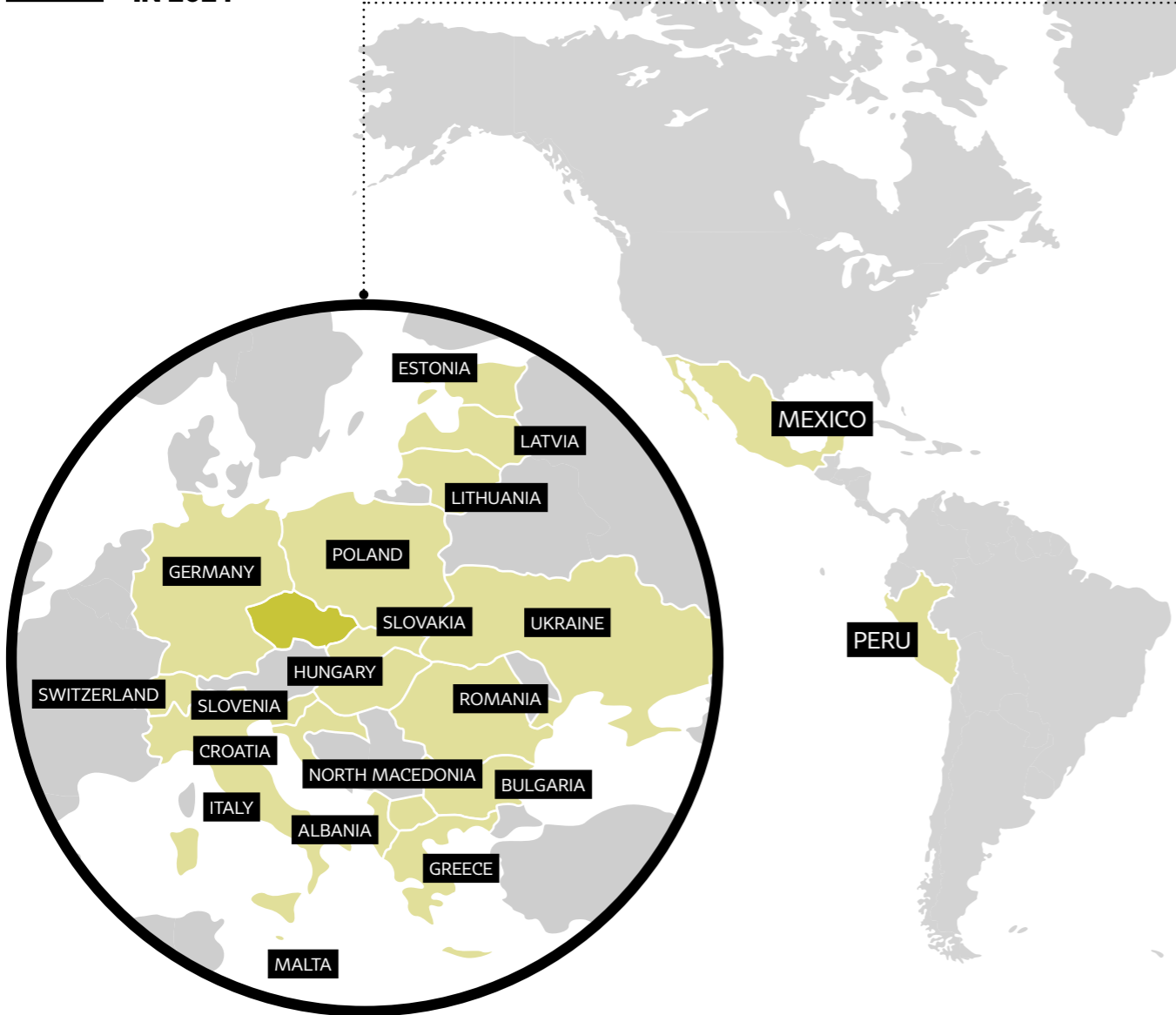
\* Applications approved through the selection procedure of the Czech Ministry of Education; data on subsequent approval by partner countries are not available.

Applicants for study stays are typically highly motivated individuals who already have a clearly defined destination country. They often have prior experience of studying abroad. These scholarships are suitable for independent students, who need to arrange their entire stay themselves.

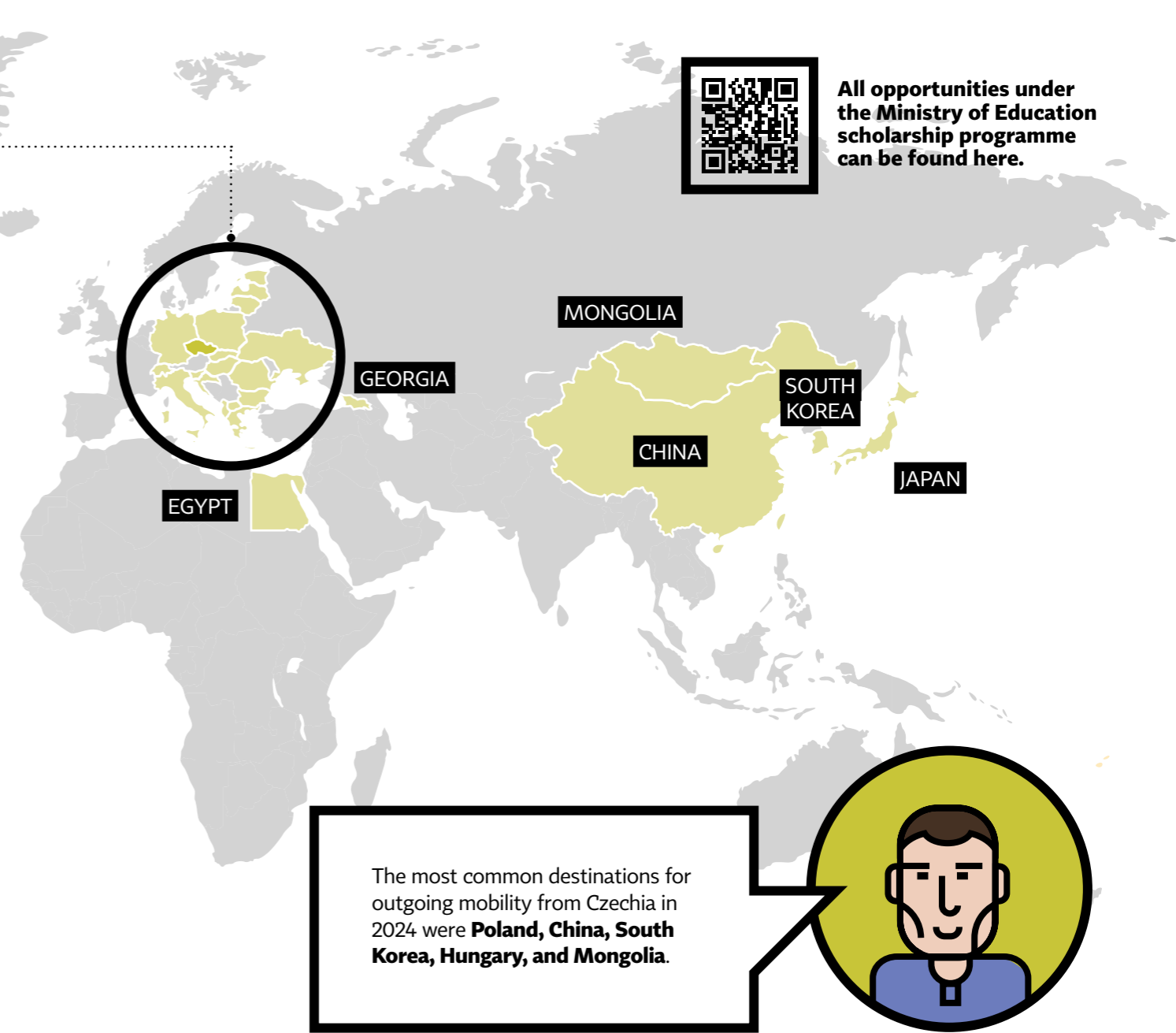




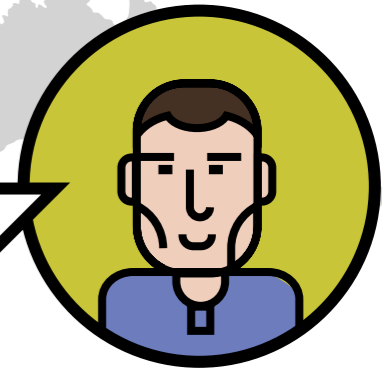
### COUNTRIES PARTICIPATING IN 2024



All opportunities under the Ministry of Education scholarship programme can be found here.



The most common destinations for outgoing mobility from Czechia in 2024 were **Poland, China, South Korea, Hungary, and Mongolia.**





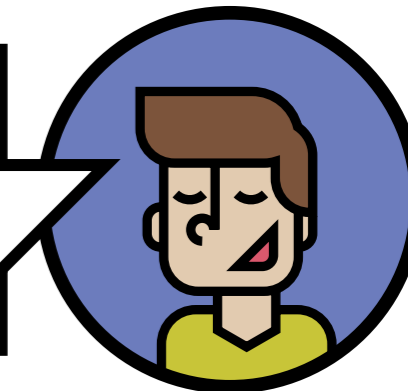
## INTERGOVERNMENTAL SCHOLARSHIPS FOR INTERNATIONAL STUDENTS



Students can also come to Czechia from abroad through intergovernmental scholarships provided by the Ministry of Education. Students of higher education institutions, graduates, and doctoral candidates from abroad thus have the opportunity to undertake study or research stays at one of the Czech public universities.

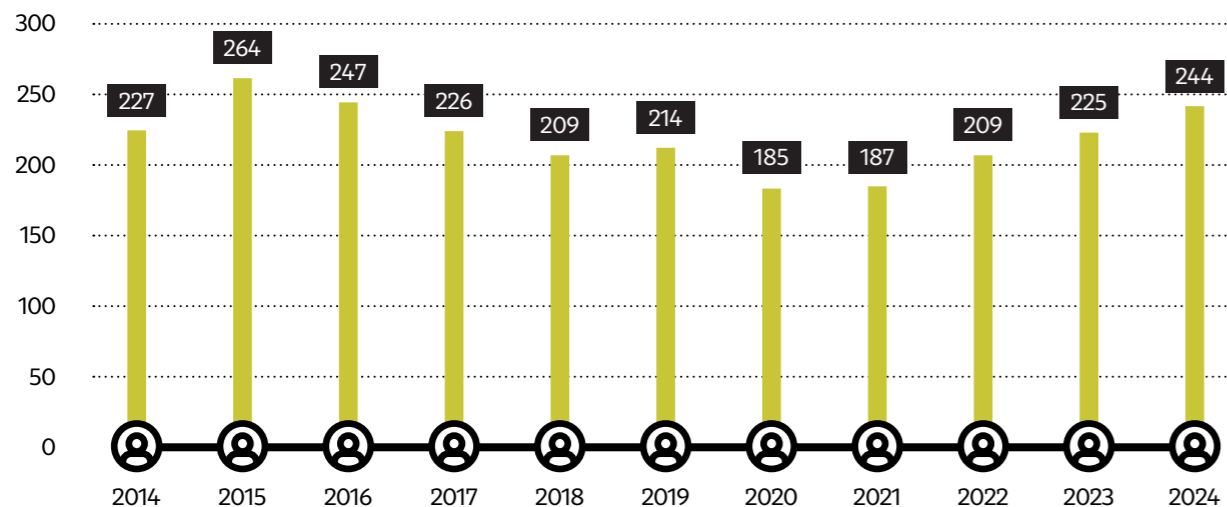


## OPPORTUNITIES FOR PUPILS IN LOWER SECONDARY AND UPPER SECONDARY EDUCATION



Pupils in lower secondary education have a unique opportunity to complete their school-leaving qualification through programmes in France or Germany. During their stay, they experience independent living, improve their language skills, and gain an insight into a different culture. The scholarship covers most of the costs.

NUMBER OF SCHOLARSHIP HOLDERS IN 2014–2024



### PIRNA (GERMANY)

The Friedrich Schiller Grammar School in Pirna has, for more than 30 years, opened one bi-national class each year, admitting up to 15 Czech pupils. In this class, these Czech pupils study together with German pupils.



### DIJON (FRANCE)

At the Czech section of the Carnot Lycée in Dijon, Czech pupils can study and obtain the French school-leaving qualification. The programme dates back to 1920.



### NÎMES (FRANCE)

The Lycée Alphonse Daudet in southern France offers Czech pupils the opportunity to complete a full upper secondary programme in accordance with the French curriculum, lasting three years.

## AKTION Czech Republic – Austria



The AKTION programme is established by the ministries of education of both countries and aims to promote mutual understanding between Czechia and Austria. It promotes cooperation in research and teaching, enables the organisation of specialist meetings, study visits for students and the organisation of summer language and subject-specific schools. It includes individual mobility for Master's and doctoral students, as well as for academic staff. Public universities may take part through cooperation projects.

# 724



**scholarship recipients travelled to Austria to gain international experience in 2014–2024**

# 155

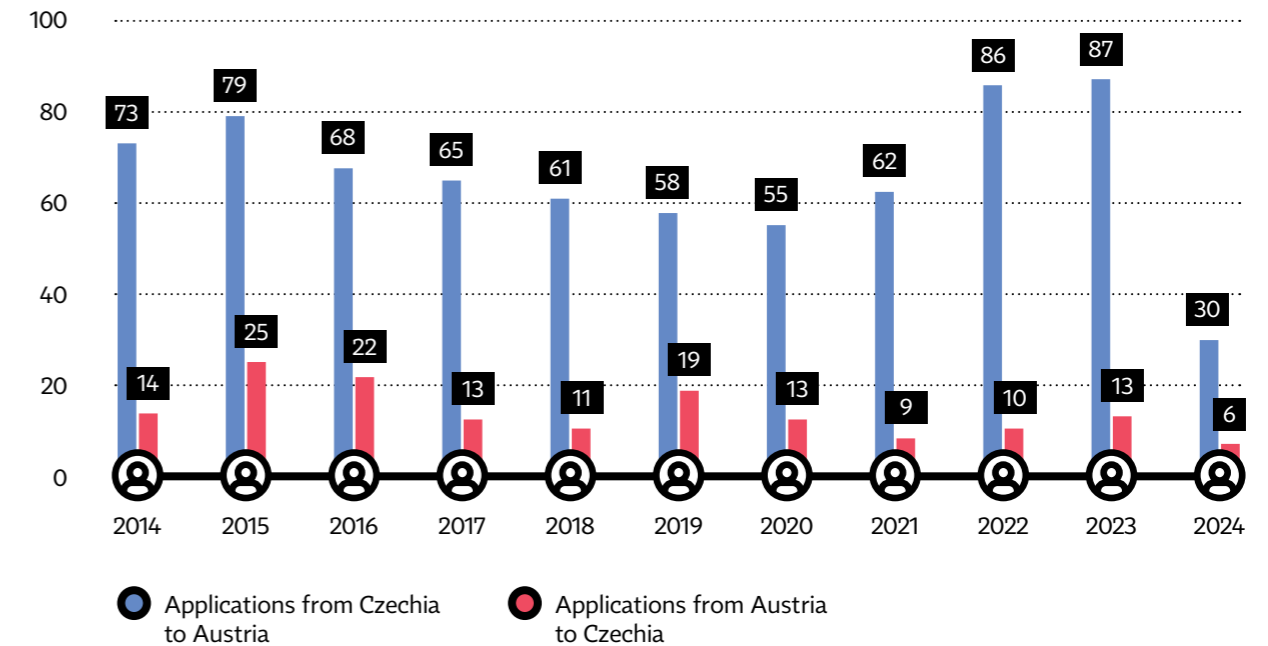


**scholarship recipients came to Czechia to gain international experience in 2014–2024**

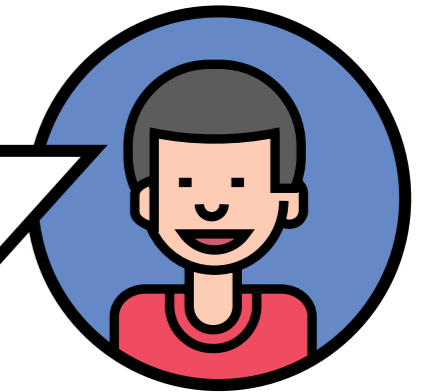
# 294

**cooperation projects between Czech and Austrian higher education institutions in 2015–2024 (data for 2014 are not available)**

**NUMBER OF SCHOLARSHIP APPLICATIONS 2014–2024**



A 2024 project, Competence – Resilience – Effectiveness: Joint Pathway Towards a Comprehensive Profile in the Education of Future Community Interpreters, brought together the University of Ostrava, the University of Vienna, and Constantine the Philosopher University in Nitra. It focused on strengthening the competences of future interpreters in intercultural communication and in working with people fleeing war. In doing so, it responded to the current situation in Europe and beyond.



# CEEPUS



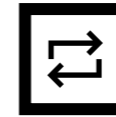
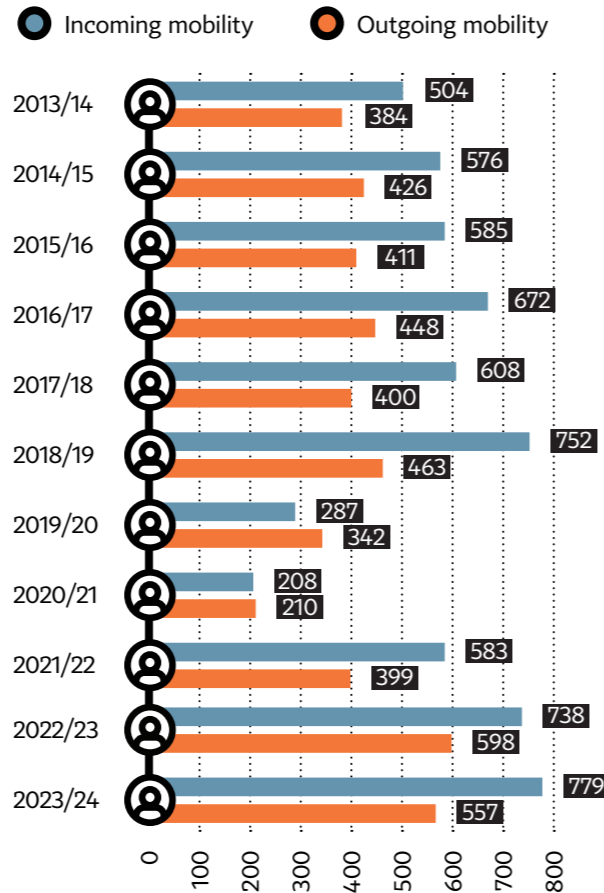
The Central European Exchange Programme for University Studies (CEEPUS) is a regional university exchange programme focused on cooperation within a network of universities. It enables the development of joint projects with partner higher education institutions, as well as stays for students and teaching staff, who can gain a new international perspective in their field. The programme thus contributes to strengthening the European Higher Education Area and the European Research Area.

# 864



supported projects (including ongoing projects) in the academic years 2013/14–2023/24

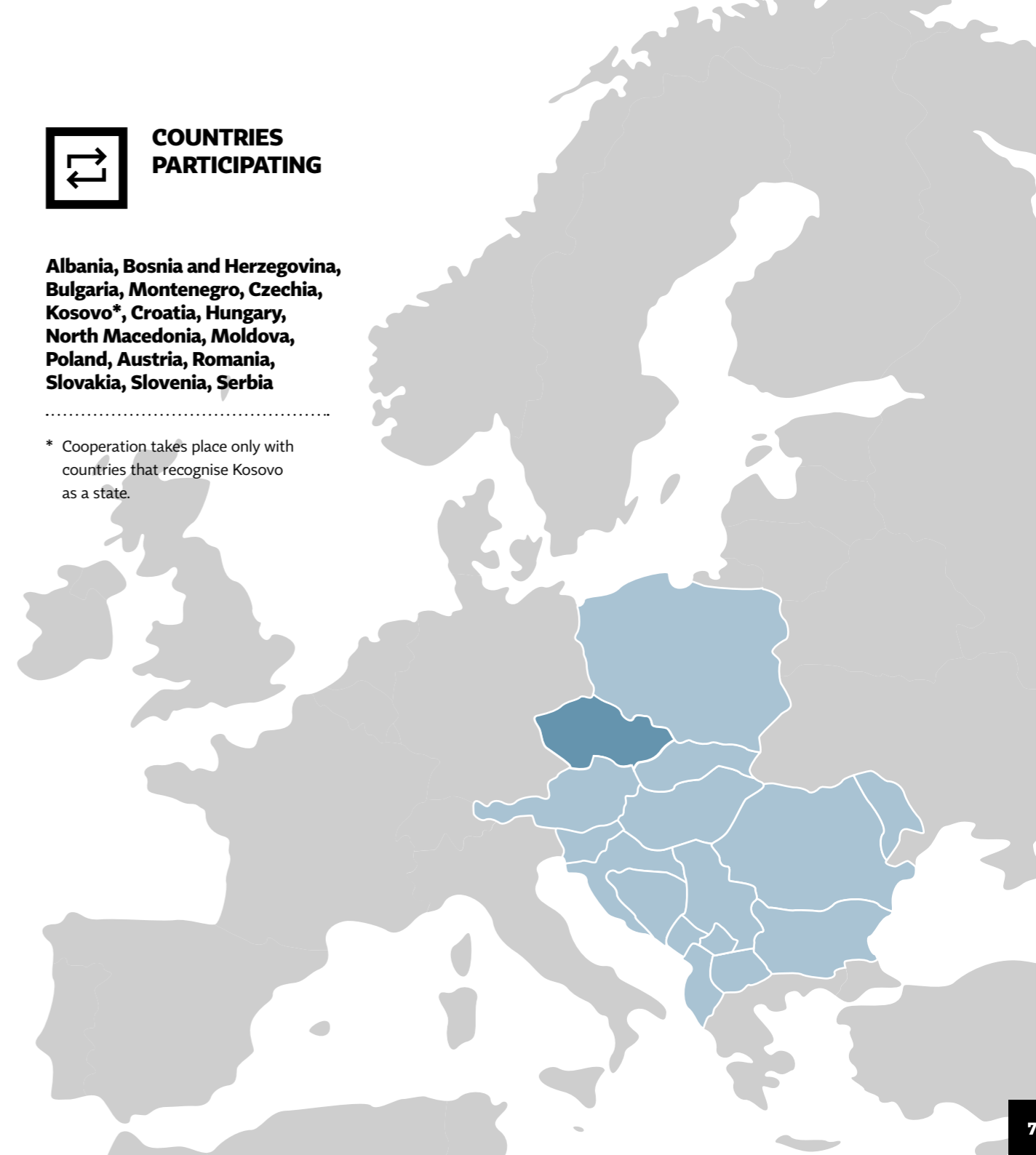
## NUMBERS OF OUTGOING AND INCOMING PARTICIPANTS 2013/14–2023/24



## COUNTRIES PARTICIPATING

Albania, Bosnia and Herzegovina, Bulgaria, Montenegro, Czechia, Kosovo\*, Croatia, Hungary, North Macedonia, Moldova, Poland, Austria, Romania, Slovakia, Slovenia, Serbia

\* Cooperation takes place only with countries that recognise Kosovo as a state.



## EEA and Norway Grants



The EEA and Norway Grants support mobility for students and staff in education and strengthen international cooperation between educational institutions in Czechia, Liechtenstein, Norway, and Iceland. Opportunities are available to schools at all levels of education – from pre-primary to universities – as well as to municipalities, regions, and non-profit organisations active in education.

# 1,347



supported international mobility placements in 2014–2024

# 107

supported projects under the Education Programme in 2014–2021

Czech organisations and institutions formed teams with partner organisations from the countries mentioned. This strengthened international cooperation among organisations, which gained unique know-how from their foreign partners. The third programme period of the Grants closed in 2021, although some projects continued until 2024. A new programme period is planned for 2026.

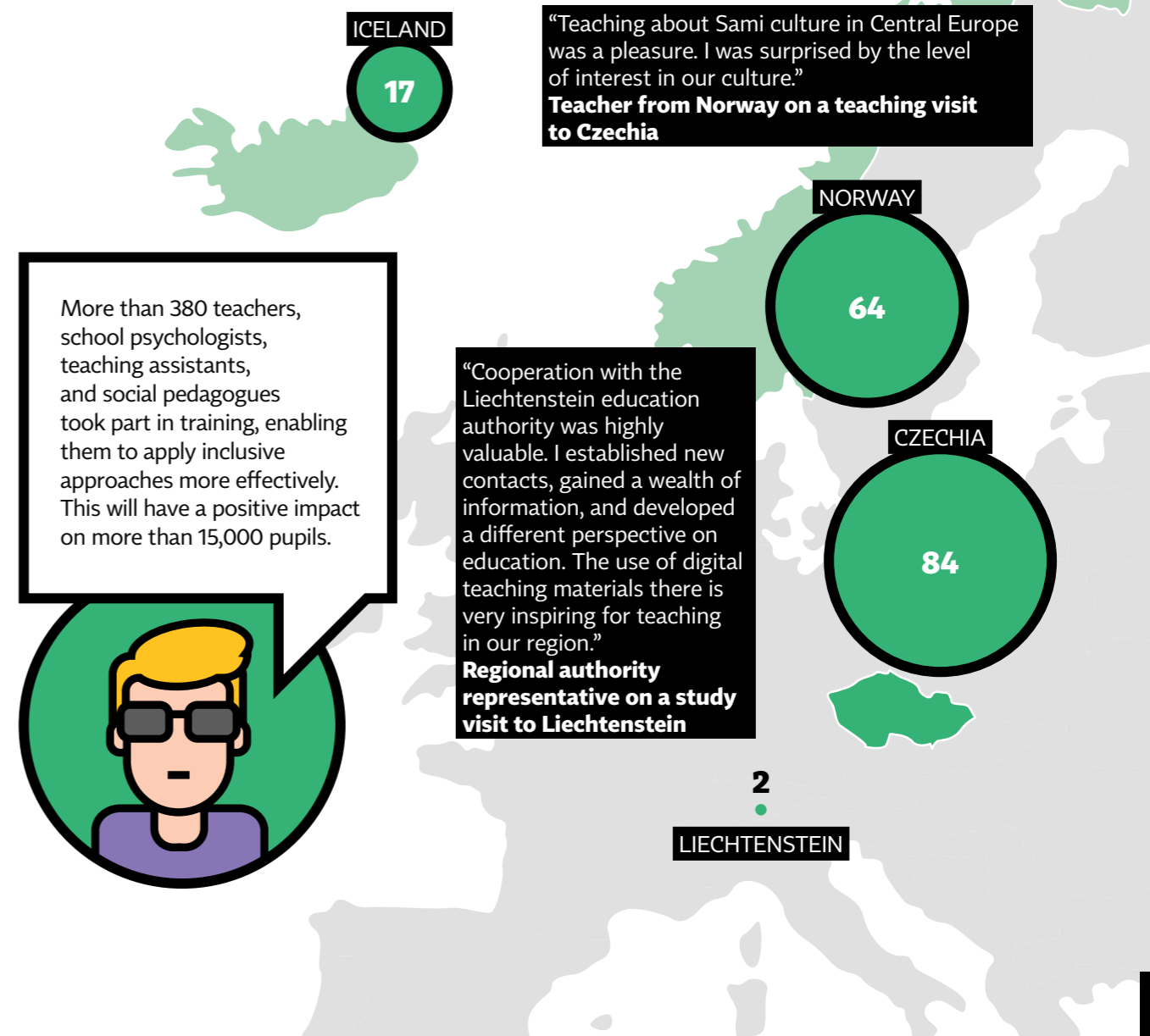
### PRIORITY PROJECT THEMES

Inclusive education

Democracy and active citizenship



## DISTRIBUTION OF PARTNER INSTITUTIONS IN THE EDUCATION PROGRAMME 2014–2021



## Barrande Fellowship Programme



The programme was established through the signing of a cooperation memorandum in 2019. Selected doctoral candidates are provided with financial support to carry out their research in the partner country – France or Czechia. This allows them either to undertake a short-term research stay of one to three months, or to pursue a jointly supervised doctoral programme (cotutelle) lasting up to three years.

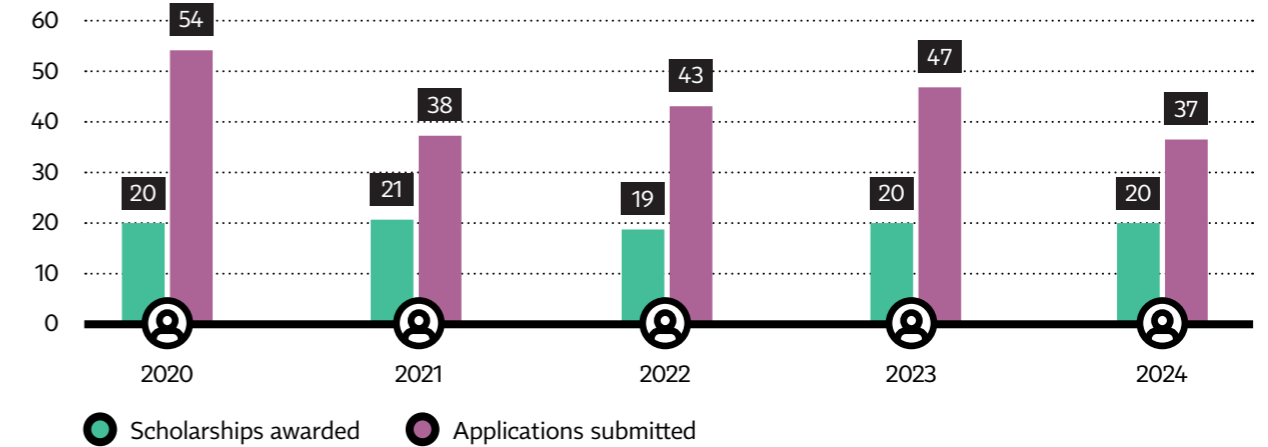
# 139



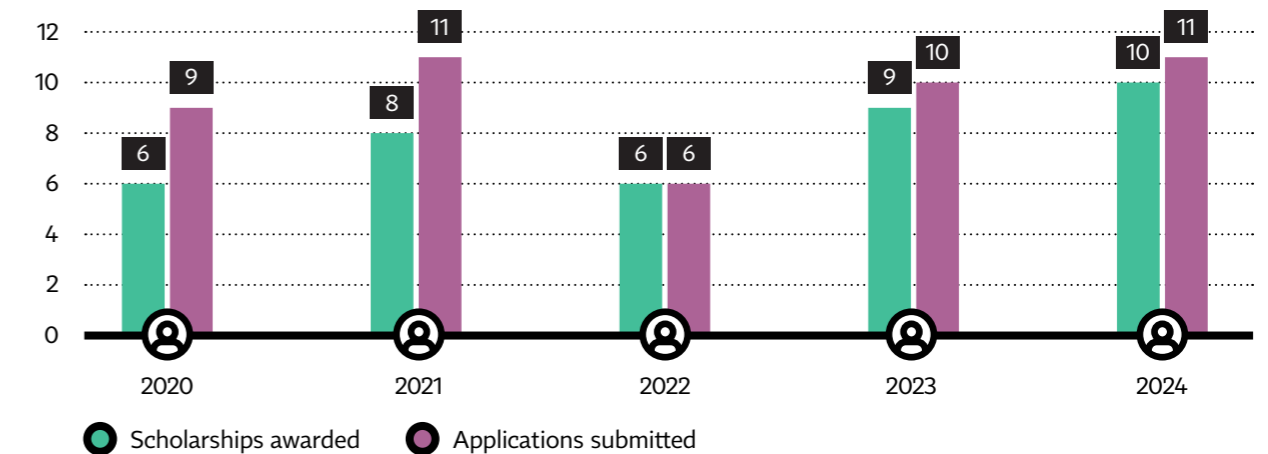
doctoral candidates from Czechia and France went abroad to gain international experience in 2020–2024

Scholarships are awarded each year by a decision of a selection committee composed of representatives of the Embassy of France in Czechia and the Czech Ministry of Education, Youth and Sports, based on recommendations from expert panels.

### SCHOLARSHIPS FOR STUDENTS FROM CZECHIA 2020–2024

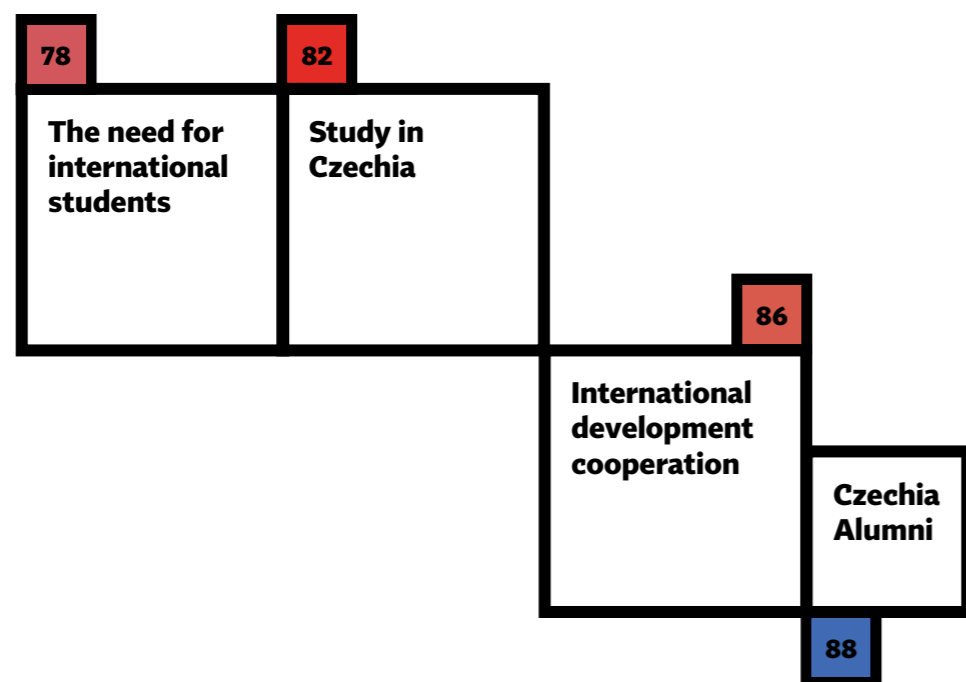


### SCHOLARSHIPS FOR STUDENTS FROM FRANCE 2020–2024



## SECTION 2

# International Students in Czechia



Higher education institutions in Czechia attract students from across the world. Many come for short-term study stays (ranging from one week to a full academic year), supported by opportunities under the Erasmus+ programme and other schemes within bilateral and multilateral cooperation between states or universities, as outlined in the previous section.

Summer schools are also a popular option. These may involve several weeks of intensive language tuition or other thematic courses, often with a practical element (such as participation in research, placements, or related opportunities).

An increasing number of students also come to Czechia for full degree programmes at bachelor's, master's, and postgraduate levels. This strengthens the internationalisation of higher education while also having a positive impact on society and the national economy. Study opportunities in Czechia are promoted through the Study in Czechia initiative.

## The need for international students



The benefits of international students extend beyond university campuses. By coming to Czechia, they have a positive impact on the national economy, bring new perspectives to culture and everyday life, and help address the demographic crisis.

In 2024 in Czechia:

↗ **121,200**

people died

↘ **84,300**

were born.

**82,000**

**will be the gap in 2039 between those retiring and those entering the labour market.**

In Czechia, there has long been a natural population decline – for many years, more people have died each year than have been born. At the same time, a large generation is approaching retirement, which younger cohorts will not be able to replace.

As a result, the workforce will continue to shrink in the coming years. Incoming international students can at least partially offset this negative demographic outlook.



## BENEFITS OF INTERNATIONAL STUDENTS

### ECONOMIC BENEFITS

**CZK 17 billion annually**

**is the contribution of international students to Czech GDP.** International students support the economy through tuition fees (in English-language programmes), accommodation, transport, and everyday living expenses. Their presence generates immediate revenue for the state.

**64 %**

**of international students work while studying.** A further advantage is the option to work part-time during their studies. Student status also means that international students do not require a work permit.

### BENEFITS FOR HIGHER EDUCATION INSTITUTIONS AND SOCIETY



**International dimension**



**Enhancement of academic standards**



**Innovation and globalisation of teaching**



**Economic benefits for universities and regions**



**Improved institutional reputation (THE, QS rankings, etc.)**



**Social and cultural enrichment of the community**



## STUDENTS IN HIGHER EDUCATION PROGRAMMES 2025

# 18 %



share of international students at Czech higher education institutions

# 9 out of 10



international students consider their study programme to be of high quality

# 16 %

share of international students at bachelor's level

# 19 %

share of international students at master's level

# 29 %

share of international students at doctoral level

# 8 out of 10



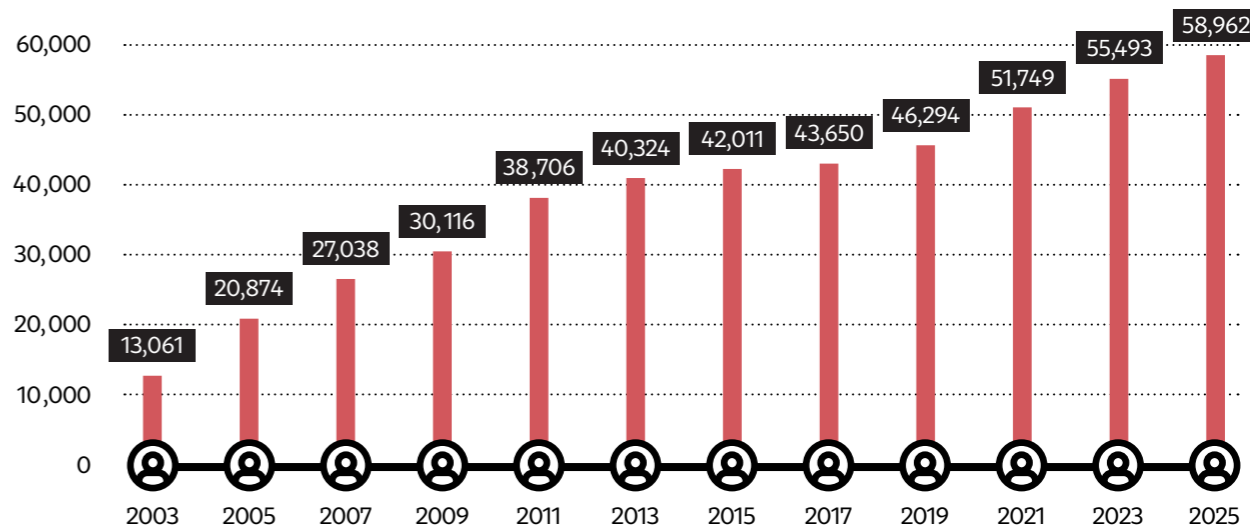
international students feel integrated among other international students

# 6 out of 10



international students feel integrated among Czech students

## NUMBER OF INTERNATIONAL STUDENTS IN CZECHIA 2025



### CRITERIA FOR CHOOSING CZECHIA FOR STUDY

1. Quality of programmes offered
2. Reputation of the institution
3. Cultural and linguistic proximity or the option to study in English
4. Cost of living
5. Geographical location
6. Tuition fees
7. Clarity of the admissions process

### TOP 3 FIELDS OF STUDY

1. Business and administration
2. Healthcare
3. Information and communication technologies

## CHANGES IN THE NUMBER OF INCOMING STUDENTS

2025

### Number of international students from the fifteen most represented countries

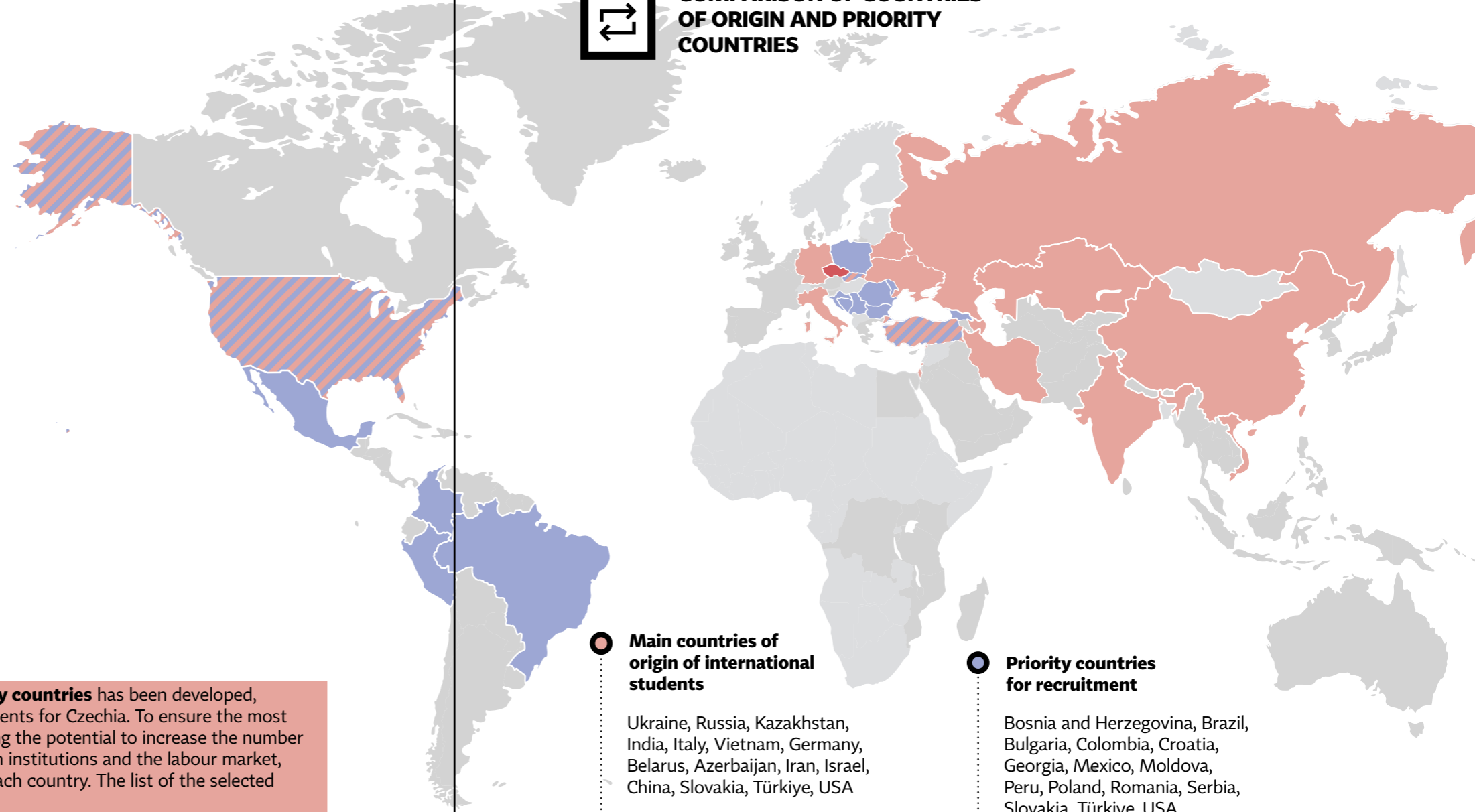
Country	Number of international students	Percentage change over 5 years
1. Slovakia	23,999	<b>14%</b>
2. Ukraine	8,442	<b>93%</b>
3. Russia	3,904	<b>-51%</b>
4. Kazakhstan	3,218	<b>35%</b>
5. India	2,005	<b>36%</b>
6. Vietnam	1,336	<b>198%</b>
7. Türkiye	951	<b>124%</b>
8. Italy	922	<b>35%</b>
9. Germany	835	<b>-11%</b>
10. Belarus	612	<b>-40%</b>
11. Azerbaijan	608	<b>73%</b>
12. USA	589	<b>34%</b>
13. Iran	557	<b>6%</b>
14. Israel	549	<b>29%</b>
15. China	465	<b>-18%</b>



Based on analysis and available data, a strategic **list of priority countries** has been developed, representing the most promising sources of international students for Czechia. To ensure the most effective recruitment, a set of key criteria was applied, including the potential to increase the number of talented students and graduates for Czech higher education institutions and the labour market, as well as cultural compatibility and the security situation in each country. The list of the selected countries is on the right page.



## COMPARISON OF COUNTRIES OF ORIGIN AND PRIORITY COUNTRIES



### Main countries of origin of international students

Ukraine, Russia, Kazakhstan, India, Italy, Vietnam, Germany, Belarus, Azerbaijan, Iran, Israel, China, Slovakia, Türkiye, USA

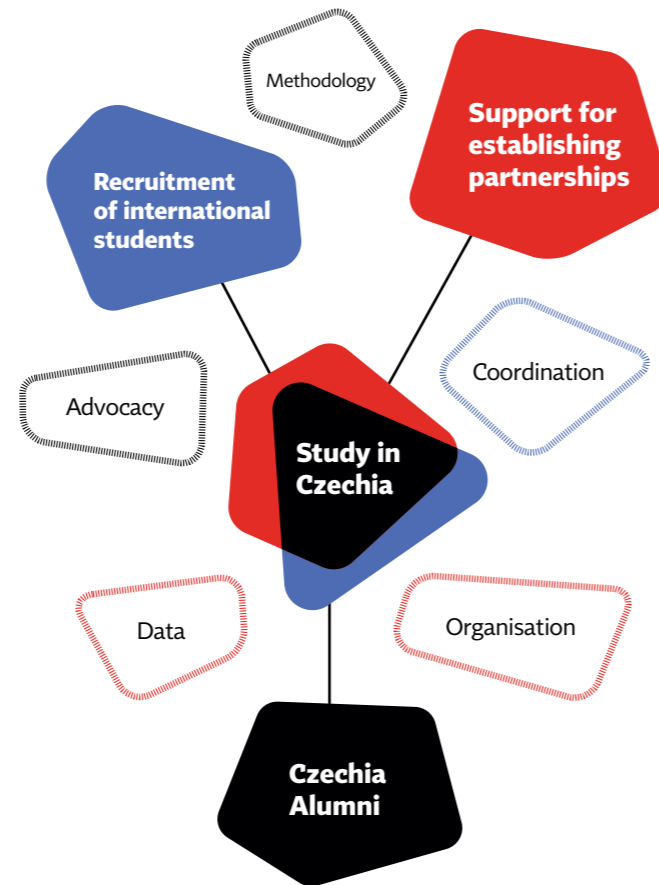
### Priority countries for recruitment

Bosnia and Herzegovina, Brazil, Bulgaria, Colombia, Croatia, Georgia, Mexico, Moldova, Peru, Poland, Romania, Serbia, Slovakia, Türkiye, USA

## Study in Czechia

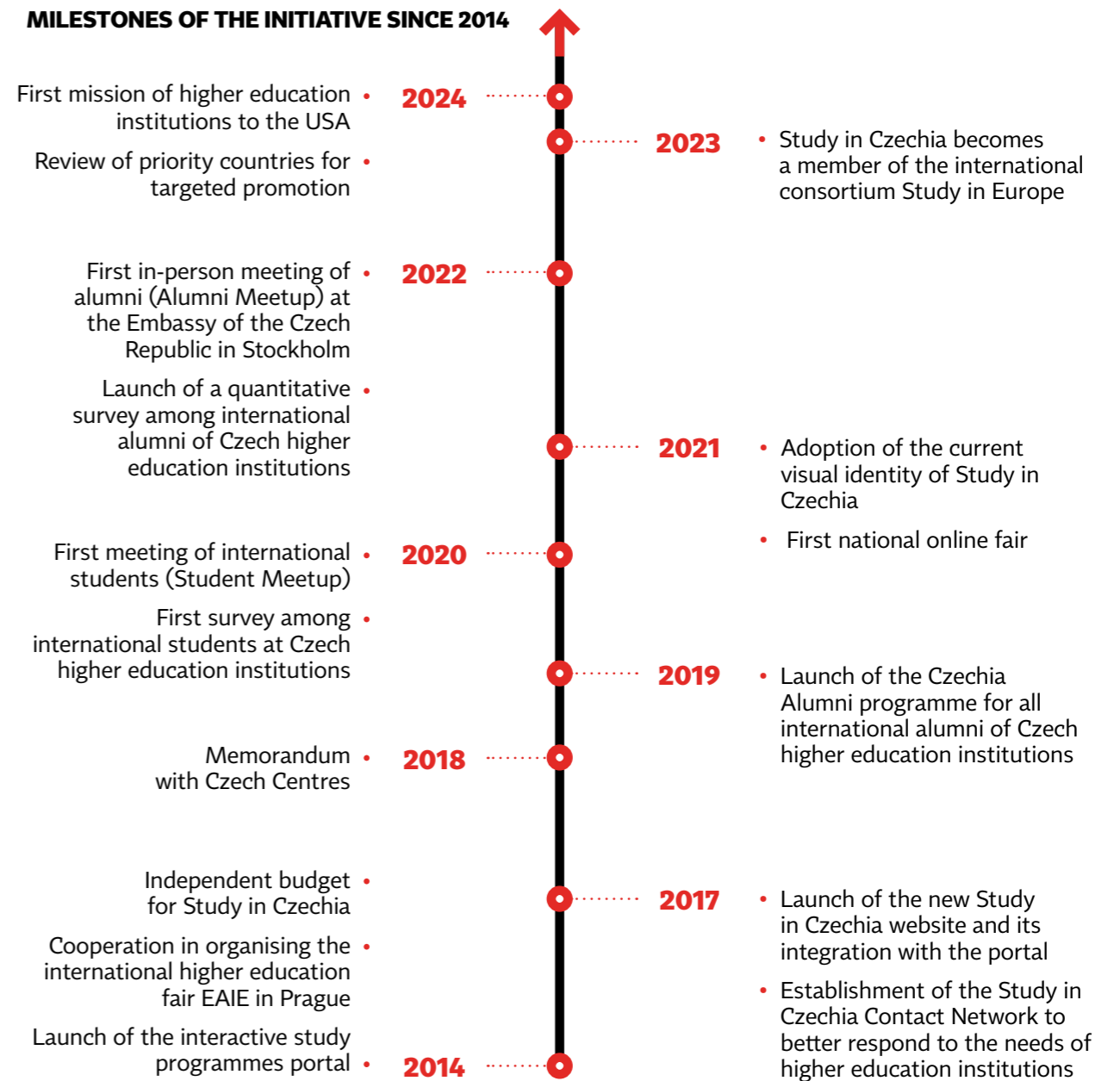


Study in Czechia is a national initiative supporting the internationalisation of Czech higher education. It promotes Czech higher education institutions abroad, provides prospective international students with information on study opportunities in Czechia, and supports universities in establishing international partnerships. It represents Czech higher education at international conferences and fairs and organises networking missions abroad for representatives of Czech higher education institutions.



The initiative's main benefits lie in enhancing the prestige, visibility, and international reach of Czech higher education institutions, with the aim of attracting more talented international students to Czechia and supporting universities in developing international cooperation.

### MILESTONES OF THE INITIATIVE SINCE 2014



## International development cooperation

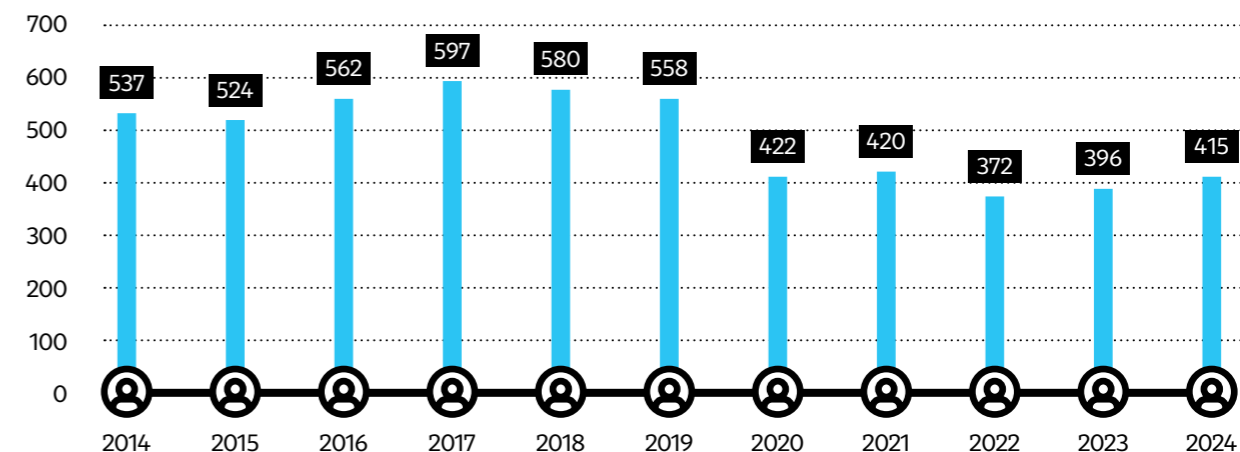


International development cooperation covers higher education studies and study stays at Czech public higher education institutions for individuals from selected countries. DZS thus fulfils tasks related to organising study and research stays for officially nominated scholarship holders.

Government scholarships of Czechia are awarded for the standard duration of study in selected programmes taught in Czech, preceded by a one-year preparatory course in the Czech language and subject-specific training, as well as for follow-on master's and doctoral programmes delivered in English. At least 130 government-funded scholarship places are offered each year to countries included on the list of eligible applicants; since 2019, this list has been based on the Czech Republic's Development Cooperation Strategy 2018–2030.

## SCHOLARSHIP STUDENTS (INCLUDING CONTINUING STUDENTS) 2014–2024

● Government scholarships

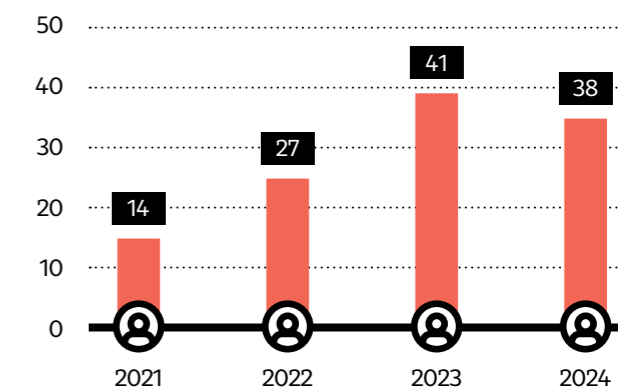


From the 2026/2027 academic year, government scholarships are offered to citizens of Bosnia and Herzegovina, Georgia, Ukraine, Belarus (democratic opposition), Ethiopia, Nigeria, Rwanda, Zambia, Cambodia, Sri Lanka, Guatemala, and Jordan.

## EU4Belarus

**In addition to development cooperation, the EU4Belarus programme is also in place. This is intended for Belarusian students who were forced to leave their country in 2020–2022 for political reasons and are currently studying at Czech higher education institutions.**

● Number of scholarship holders, including continuing recipients



## Czechia Alumni



The Czechia Alumni programme was established in 2019. It focuses on maintaining and developing relationships with international graduates of Czech higher education institutions. The aim is to retain talented individuals for the Czech labour market, maintain contact with alumni abroad, and promote Study in Czechia activities. The programme also strengthens Czechia's reputation abroad and supports the internationalisation of higher education.

### THE PROGRAMME HAS THREE MAIN OBJECTIVES:

- 1. Promote the retention and integration of international graduates in Czechia** – supporting career entry, social inclusion, and professional development through networking and career activities.
- 2. Maintain contact with alumni who return abroad** – enhancing Czechia's image, global connections, and cooperation opportunities through collaboration with embassies and Czech Centres.
- 3. Advocate** – promoting the recruitment of international students.

# 81%



of graduates found it easy to get a job or start a business

# 97%



of graduates would recommend studying at Czech higher education institutions

# 9 out of 10

graduates said that studying in Czechia had benefited their career.

# Up to 83%

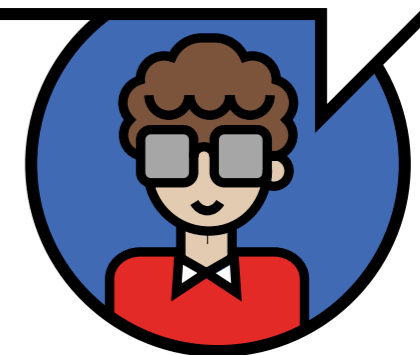
work in the same field they studied, or in a related field.

## Did you know...?

**King Norodom Sihamoni of Cambodia studied in Prague and still speaks fluent Czech.** He has long referred to Czechoslovakia as his "second home".

**Ghanaian academic leader Samuel Darkwah studied in Czechoslovakia and later held a leadership position at a university there.** His career shows how knowledge and experience gained in Czechia can support the development of partner countries.

**American Major General Dagvin Anderson of the United States Air Force studied at Masaryk University in Brno.** Today, he is among the most prominent alumni of Czech higher education institutions abroad.





## Czech language and Czechs abroad



We promote the Czech language and Czech culture worldwide through lectorates, compatriot communities, and European Schools. In doing so, we strengthen the Czech presence abroad and give teachers the opportunity to gain new experience in an international environment.

### Programme for the Support of Czech Cultural Heritage Abroad

Czech teachers are sent to compatriot communities, and Czech language lecturers to universities abroad. In this way, we promote the Czech language and culture worldwide and help people with Czech roots maintain contact with contemporary Czech society. At the same time, teachers abroad gain invaluable experience. Czech language teaching is complemented by cultural and educational activities, such as screenings of Czech films, theatre performances, sports events, celebrations, and other activities. The programme operates on the basis of a resolution of the Czech Government.

#### European Schools

Teachers from Czechia also work at European Schools, which mainly educate the children of employees of European Union institutions.



The number of lecturers and teachers in compatriot communities and at European Schools changes over time. Between 2013/2014 and 2023/2024, the number of lectorates worldwide decreased from 43 to 35, while the number of teachers in compatriot communities increased from 13 to 14.

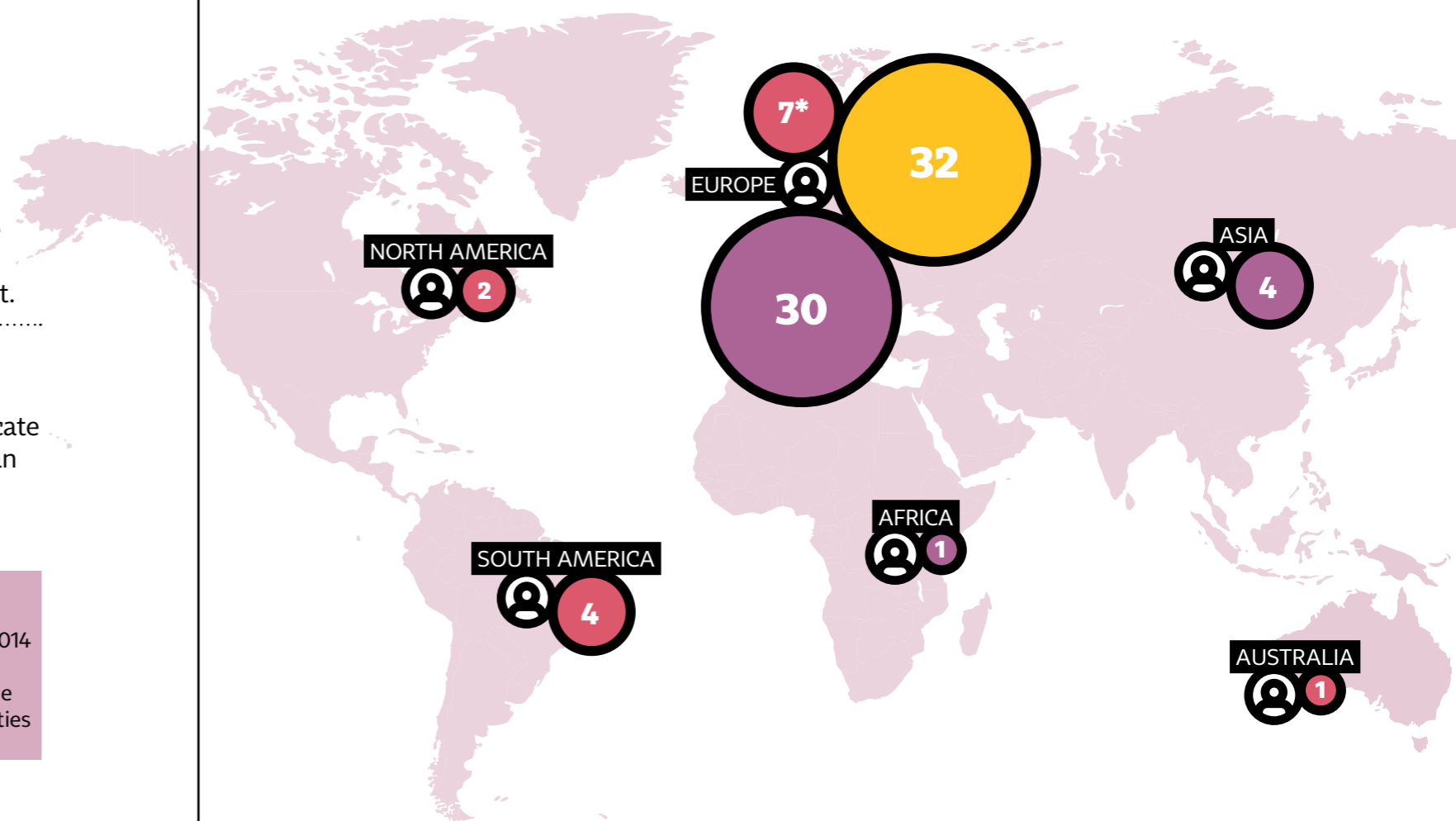


### LOCATIONS OF TEACHERS AND LECTORS WORLDWIDE

#### ACADEMIC YEAR 2024/2025

- Lectorates
- Teachers in compatriot communities
- European Schools

\* Since the start of the war in Ukraine, teaching for local compatriot communities has taken place online



## Programme for the Support of Czech Cultural Heritage Abroad

Czech Language & Literature Lectorates Programme

Lectorates are based at foreign higher education institutions, where lectors teach Czech. In addition to language, literature, and area studies, lectors at foreign universities also promote Czech culture and language by organising cultural and educational events. They cooperate with authorities representing Czechia in the given country, as well as with other relevant institutions

# 7,754



**students have attended in Czech lectorates over the past seven years**  
(data available for academic years 2018/19 to 2024/25)

# 35



**lectorates where Czech language teaching is currently provided**

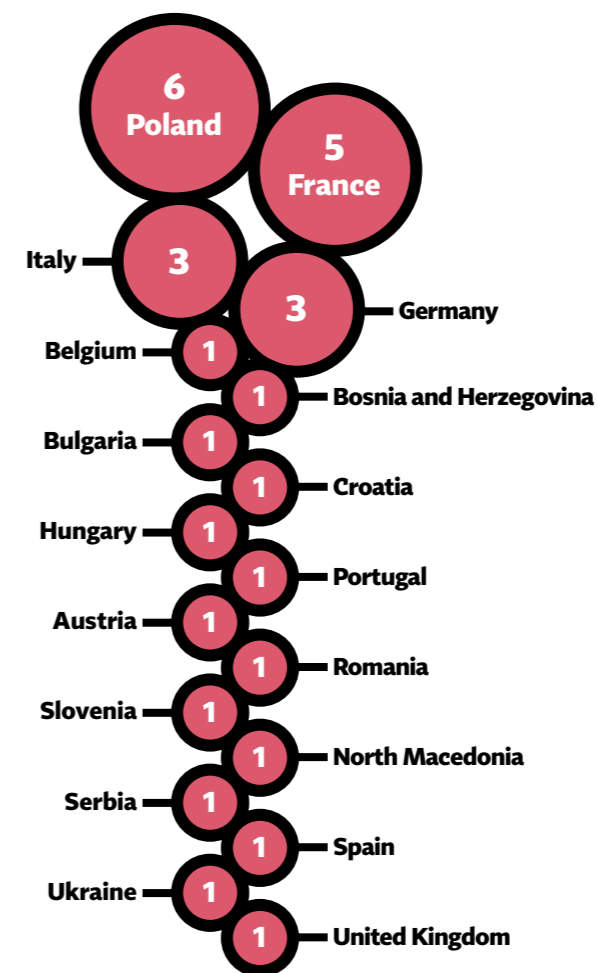
Lectors are an important source of information about Czechia for academic communities (mainly higher education institutions) abroad. Through their focus, lectorates fulfil bilateral commitments in the field of higher education cooperation between Czechia and partner countries.



## NUMBER OF LECTORATES BY COUNTRY

**CURRENT STATUS** (ACADEMIC YEAR 2024/2025)

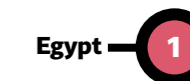
### EUROPE



### ASIA



### AFRICA





## TOP 10 LARGEST LECTORATES BY NUMBER OF STUDENTS

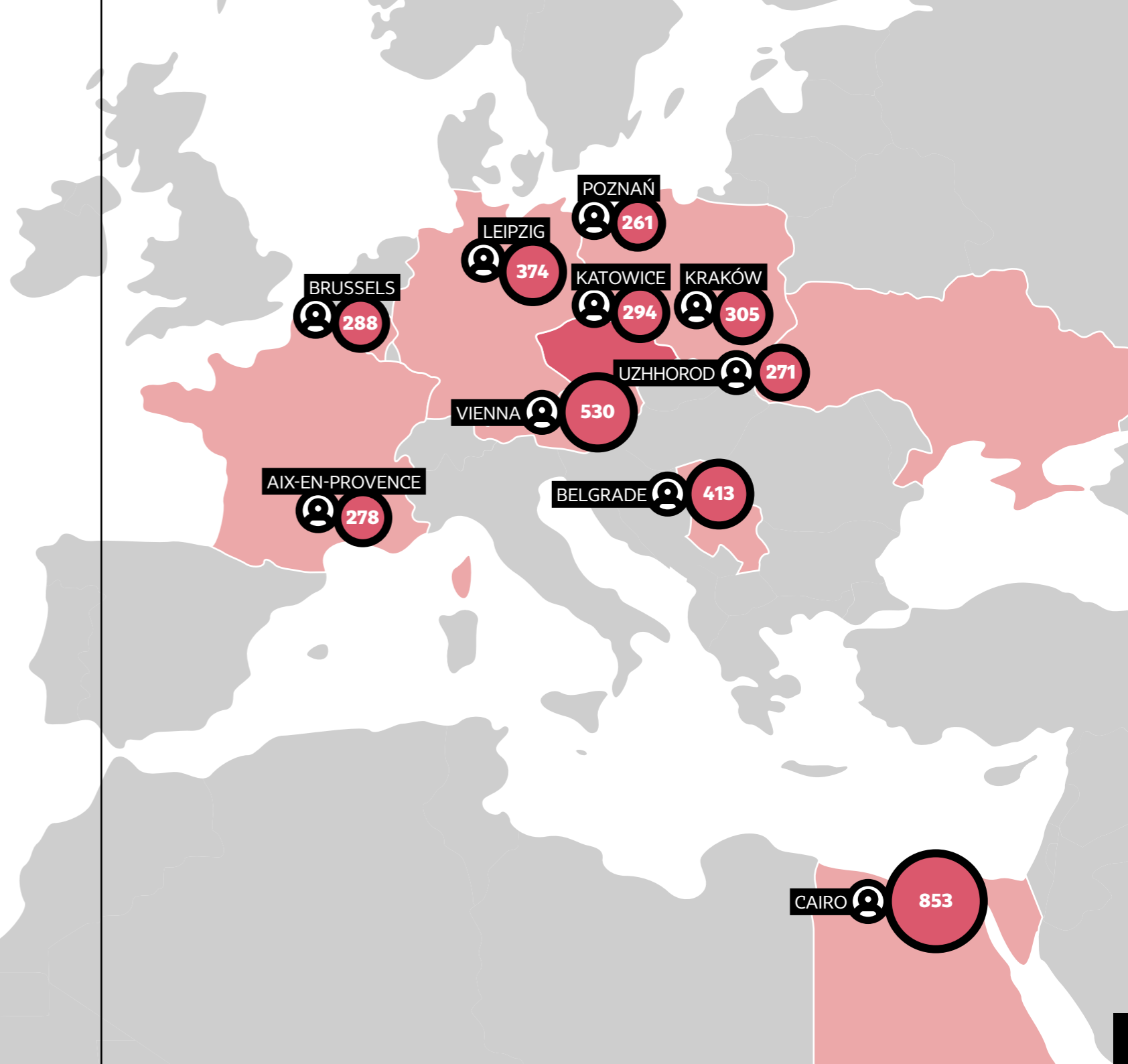
(2018/19 TO 2024/25)

There were previously also two lectorates in Russia – in Moscow and Yekaterinburg. Following the invasion of Ukraine by Russian troops, their activities were discontinued. Altogether, 235 people studied Czech there up to the 2021/22 academic year.

Other lectorates previously operated in Nebraska in the United States and in Beijing, China. The number and location of lectureships are determined by the Ministry of Foreign Affairs and the Ministry of Education, Youth and Sports.



Until the 2023/24 academic year, the lectorate in Cairo had the highest number of students each year. In the most recent academic year, it was overtaken by the lectorate in Vienna, with 100 students.



Compatriot Education Programme



Teachers teach Czech to compatriots of all age groups and at the same time present Czech culture to local people with an interest in it. They organise a wide range of extracurricular activities – screenings of Czech films, theatre performances, festivals, sports events, celebrations, the publication of magazines, and similar activities. Members of Czech compatriot communities from around the world also have the opportunity to study at Czech public higher education institutions and to take Czech language courses and courses in Czech language teaching methodology in Czechia.

19,662



members of the Czech diaspora and other learners of Czech took part in lessons in 2014–2024

1,427



members of the Czech diaspora and other learners of Czech took part in lessons in 2024

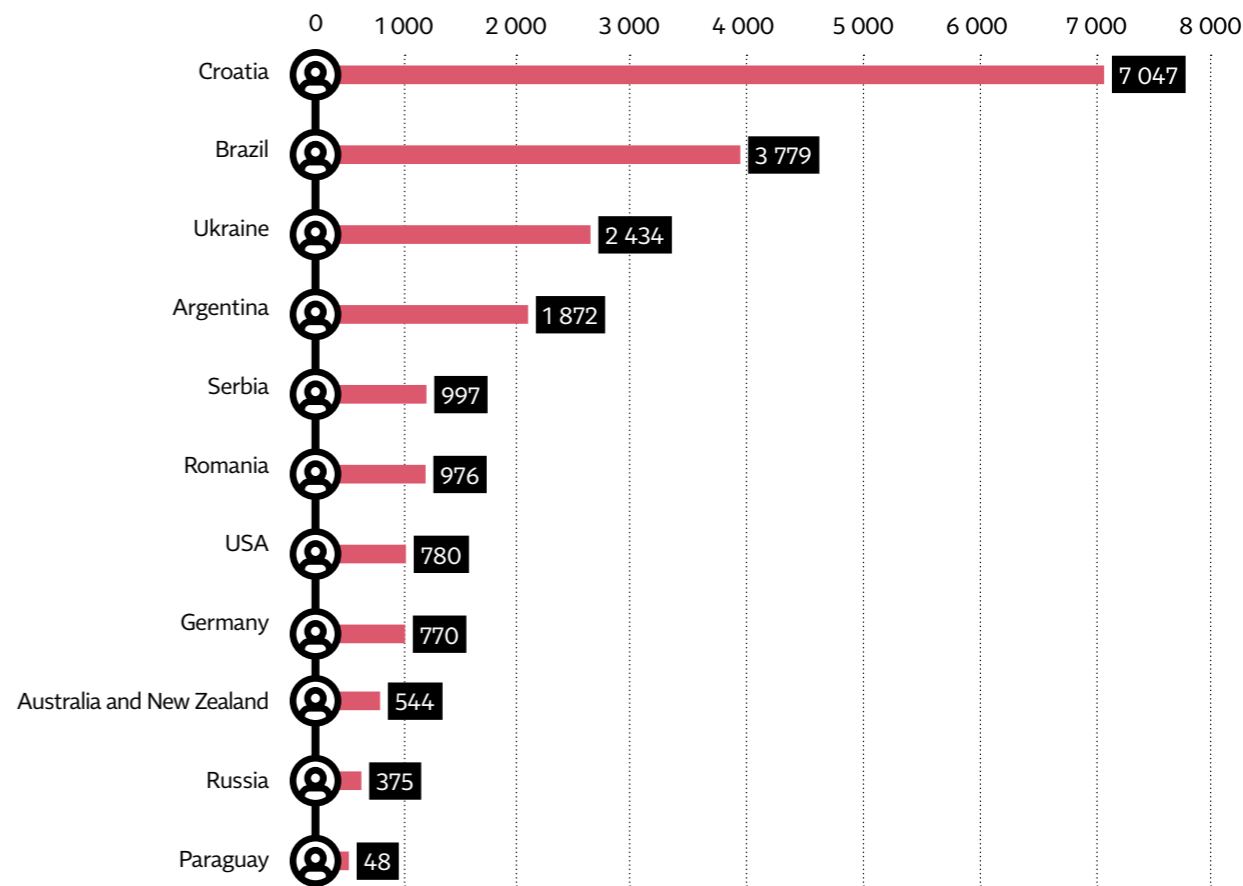
14



teachers currently promoting the Czech language and culture in diaspora communities

**NUMBER OF PUPILS IN DIASPORA COMMUNITIES**

In some locations, teaching did not take place throughout the entire period 2014–2024.



The figures for students do not fully capture the situation, as, alongside Czech language teaching, clubs and other activities presenting Czech culture also take place in these communities and are also attended by local residents. The overall impact is therefore even greater.



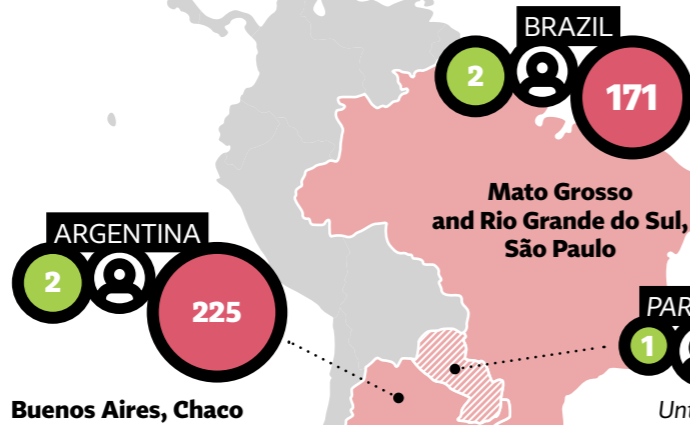
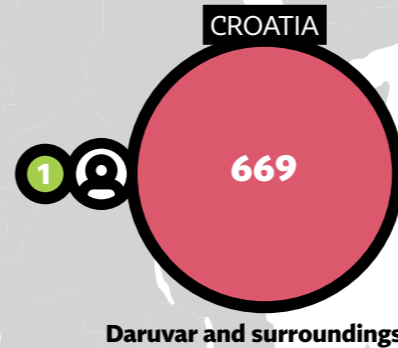
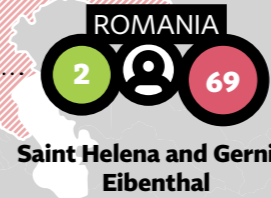
# COMPATRIOT COMMUNITIES AROUND THE WORLD

2024

- Number of teachers in the country
- Number of students
- Teaching no longer takes place



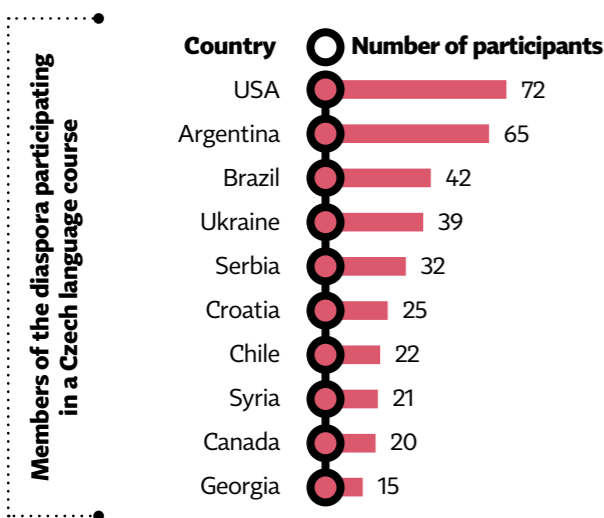
In some countries, teaching moved online in 2020 due to the pandemic. In some places, that blended format continues to this day.



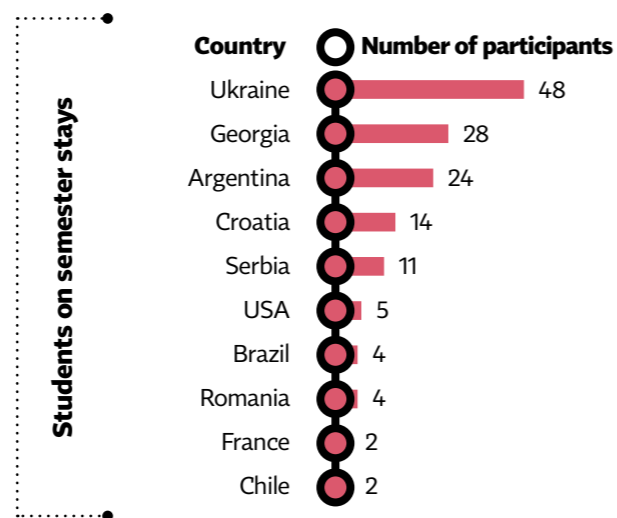


## PARTICIPANTS IN CZECH LANGUAGE COURSES AND COURSES IN CZECH TEACHING METHODOLOGY, AND COMPATRIOTS STUDYING AT CZECH HIGHER EDUCATION INSTITUTIONS 2014–2024

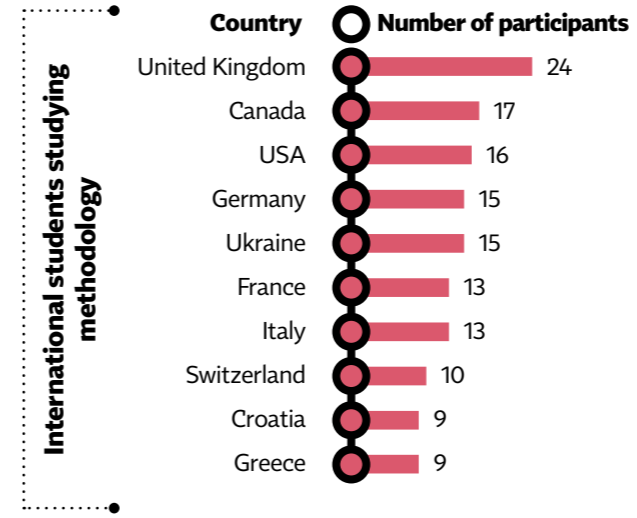
### TOP 10 COUNTRIES OF ORIGIN



Members of the diaspora aged 18 and over take part in a four-week Czech language and culture course during their stay in Czechia.

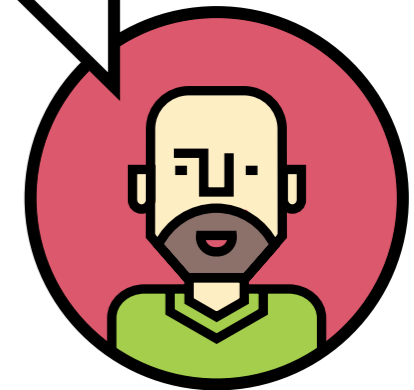


Members of the diaspora who already have a good command of Czech undertake semester studies at public higher education institutions in Czechia, where they further develop their knowledge of the language and Czech culture.



Teachers from diaspora communities take part in a two-week intensive course in Czech language teaching methodology, aimed at improving and stabilising teaching methods, particularly in places where teachers are not directly posted.

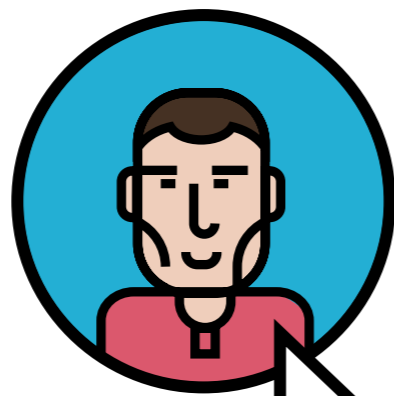
One of the locations with the highest number of students is the town of Batayporã (state of Mato Grosso do Sul, Brazil), where teaching even takes place in primary schools. Batayporã is named after Jan Antonín Baťa, and descendants of the original settlers from Czechoslovakia still live there today.



## Teachers at European Schools



Teachers at European Schools educate the children of employees of European Union institutions, for whom education at these schools is free of charge. European Schools may also be attended by children of employees of private companies, although in such cases the companies cover the fees. The schools provide five years of primary education equivalent to the first stage of basic education, seven years of the second stage (lower-secondary education), and full upper-secondary education culminating in the European Baccalaureate.



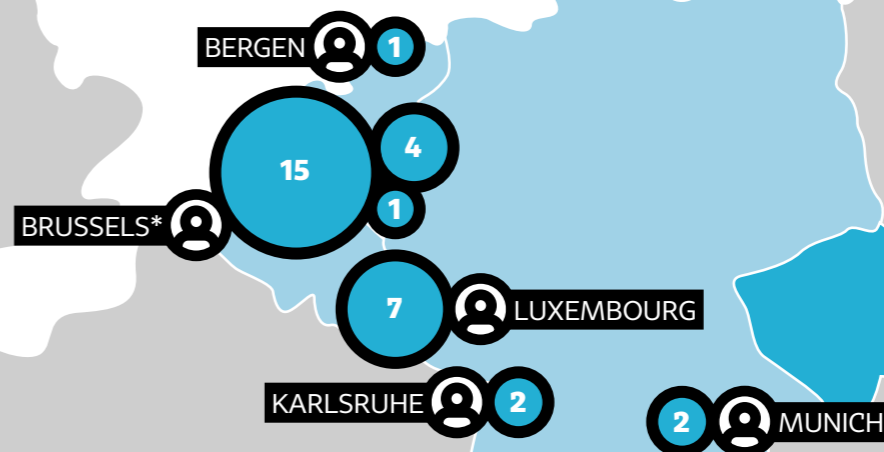
Each school comprises several separate language sections, in which pupils are taught in their mother tongue. Teachers are seconded and paid by the Member States, while additional remuneration, known as the European allowance, is paid from the European Schools budget to align their salaries with those in the country where the European School is located. Teachers, headteachers and their deputies may work at European Schools for a maximum of nine years, with the possibility of a three-year extension. Czech teachers work only in some of these schools. In total, European Schools are established in six EU countries.



## TEACHERS AT EUROPEAN SCHOOLS FROM CZECHIA

IN 2024/25

Numbers of teachers in European Schools



19 Czech teachers at European Schools work in the secondary cycle. This is followed by the primary cycle, where eight teachers work. Three serve as educational coordinators, and two work in the pre-primary cycle.

\* Teachers working across multiple schools

SECTION 4

## Other Activities and Networks in Education and Research

		110	112	
108	<b>CZELO</b> Czech Liaison Office for Education and Research in Brussels	<b>EPALE</b> Electronic Platform for Adult Learning in Europe	<b>eTwinning</b> European platform for online learning	<b>European Schoolnet</b>
116	<b>TCA and NET activities</b>	<b>Eurodesk</b> European youth information network	<b>Eurydice</b> European information network	114
		118	119	

## CZELO

Czech Liaison  
Office for  
Education and  
Research  
in Brussels



Among the office's main activities are supporting Czech institutions in EU research and education programmes (through information and advisory services), ensuring access to up-to-date information on developments in research and education at European level, and raising the visibility of inspiring Czech experts, projects, and initiatives.

# 20+



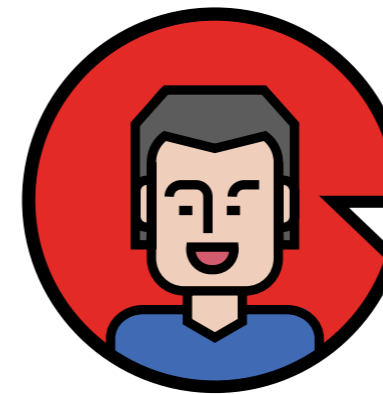
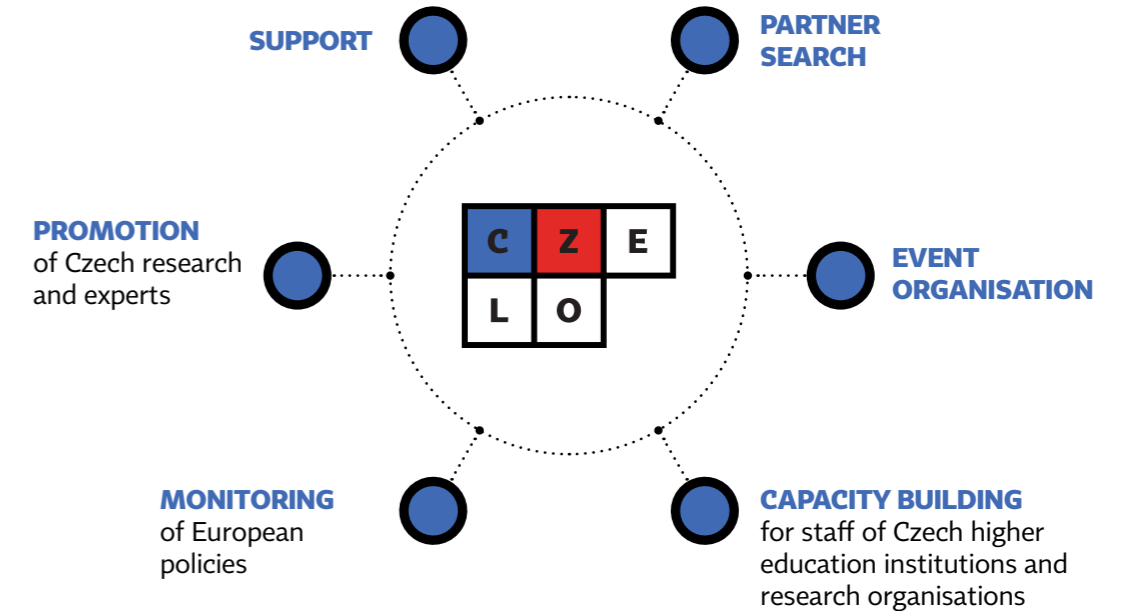
**events per year, at which CZELO promotes the Czech research and education ecosystem and provides information on developments and trends in international education and research.**

Since 2021, the office's activities have been delivered by the Czech National Agency for International Education and Research, and its remit has expanded to include education. Historically, CZELO builds on the work of the Czech Liaison Office for Research, Development and Innovation.

In the field of education, CZELO focuses primarily on the above-mentioned centralised activities of Erasmus+ and the European Solidarity Corps.



## CZELO ACTIVITIES



CZELO activities are available to representatives of organisations and institutions such as institutes of the Czech Academy of Sciences, public and private research institutions, innovation enterprises, public administration bodies, higher education institutions, non-profit organisations in education, and others.

## EPALE

Electronic  
Platform  
for Adult  
Learning



The EPALE network was launched in April 2015. Since then, it has provided a space for sharing professional materials in the field of adult education, for discussion, networking and cooperation, and it also offers a calendar of lifelong learning events across European Union countries. Users can present their own projects via the platform or take part in open online courses. Adult education is not limited to language courses. It is also delivered through courses and workshops organised by museums, galleries, libraries, planetariums and other organisations.



**HOW MANY PEOPLE  
USE EPALE**  
2015-2024

**2,739**



registered users in Czechia

**140,840**



registered users in Europe

**37**



participating countries

The EPALE Academy organises online webinars for trainers, as well as for methodologists and managers in the field of adult education.



**NUMBER OF DOCUMENTS  
ON THE PLATFORM**  
2015-2024

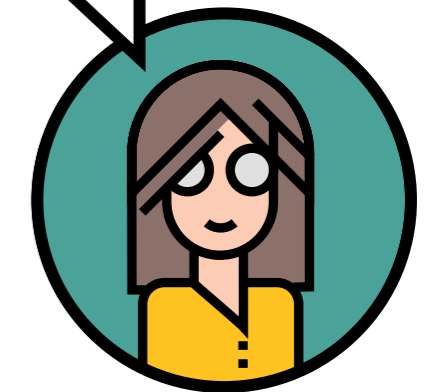


**4,452**  
posts



**1,649**  
resources

Through EPALE, users can also search for partners for cooperation, whether they already have an idea for a specific project or are looking for activities to get involved in.



### WHAT YOU CAN FIND ON THE PLATFORM

- Concrete examples of good practice
- Methodologies and publications
- Online courses and webinars
- Inspiration on how adult education works in other countries

## eTwinning

European platform for online learning



eTwinning supports online collaboration between pupils and teachers in nursery, primary and secondary education across Europe and beyond. This takes the form of eTwinning projects, in which two or more schools from different countries carry out educational activities remotely using digital technologies. It supports not only the development of pupils' skills, but also the exchange of experience among headteachers, teachers and other school staff.

# 1,614



**schools involved up to 2024**

# 5,826



**teachers involved**

eTwinning is also an effective tool within the Erasmus+ programme. It enables schools to find partners for projects and to communicate during the preparation of mobilities and the implementation of joint projects.



**ETWINNING  
ACTIVITIES**

# 2,400



**teachers trained per year**

### EACH YEAR WE ORGANISE



**70**  
**methodological  
seminars**

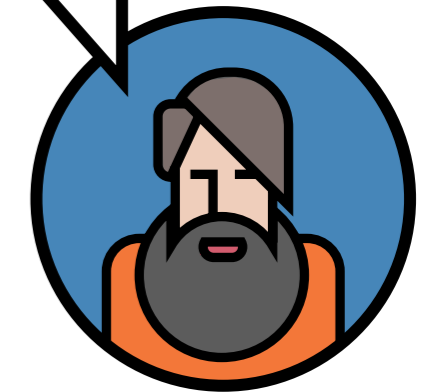


**35**  
**international  
events**



**20**  
**expert  
webinars**

Since 2005, 1,192 National Quality Labels have been awarded to projects. This means that the projects meet international quality standards and serve as examples of good practice. Over this period, 8,389 projects have been implemented in Czechia.



## European Schoolnet



European Schoolnet (EUN) is a network of 34 European ministries of education, with its headquarters in Brussels. The organisation supports the integration of digital technologies into education, the use of innovative teaching methods (particularly in mathematics and the natural sciences), and collaboration between European schools.

# 34



European ministries of education involved in the network

Schools can take part in pilot projects, competitions and campaigns. Teachers can engage in various forms of continuing professional development, use teaching materials, and share experience and examples of good practice with their European colleagues.

DZS also contributes to the preparation and translation of European studies and publications on current trends in education.



### SELECTED PROJECTS



#### CONTINUEUP

This project aims to support and sustain the professional development of teachers throughout their careers. Its objective is to raise awareness of how national systems for recognising continuing professional development can be reformed, and to strengthen the digital skills of future teachers, thereby linking initial teacher education with ongoing professional development. One of the outputs is the online course *Empowering Teachers as Digital Lifelong Learners*, which provides educators with practical tools and knowledge in digital education and cybersecurity, based on the *DigCompEdu* framework.



#### INTERACTIVE CLASSROOM WORKING GROUP

This group serves as a platform for national education institutions to share experience and address common challenges related to the use of technology in teaching. It regularly produces and publishes materials featuring examples of good practice and recommendations, based on classroom research, analysis, and the collection of insights from teachers and pupils across different schools. It also draws on examples and case studies from around the world.



#### CZECH PARTICIPATION IN 2024

The case studies focus on how school leadership teams design strategies to support the digital competences of teachers and pupils, and how these strategies are implemented. Two Czech schools were selected for the research: ZŠ Lesní in Liberec and Expeditionary Scio School.

## TCA and NET activities



TCA (Training and Cooperation Activities) and NET (Networking Activities) cover a wide range of national and international activities. These include contact seminars, study visits, thematic workshops and conferences, as well as international research studies.

TCA activities aim to contribute to the quality development of the Erasmus+ programme, while NET activities focus on the development of the European Solidarity Corps and have been implemented since 2018. Participants gain valuable skills and exchange experience in an international context.

# 1,076



**Czech participants in TCA activities abroad in 2014–2024**

# 97



**Czech participants in NET activities in 2018–2024**

# 557



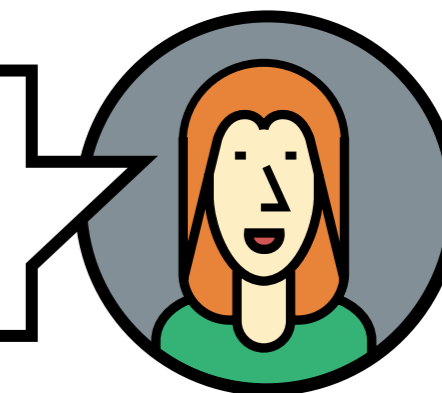
**participants in international TCA and NET events representing Czech schools and organisations**

Within TCA and NET, activities may be organised in Czechia or participants may take part in events abroad. The data shown on the right relate to participants who took part in activities abroad.

## PARTICIPANTS IN TCA ACTIVITIES ABROAD BY EDUCATION SECTOR 2014–2024

	Higher education	Vocational education and training	School education	Adult education	Non-formal youth education
<b>2014</b>	0	6	4	3	54
<b>2015</b>	0	8	4	0	98
<b>2016</b>	0	9	11	5	56
<b>2017</b>	2	13	11	2	38
<b>2018</b>	3	19	14	2	22
<b>2019</b>	11	18	16	5	52
<b>2020</b>	0	0	0	3	30
<b>2021</b>	17	8	19	2	18
<b>2022</b>	13	10	34	12	18
<b>2023</b>	31	23	51	17	52
<b>2024</b>	35	55	54	24	64
<b>Total</b>	<b>112</b>	<b>169</b>	<b>218</b>	<b>75</b>	<b>502</b>

Topics addressed at these events may include, for example: work with disadvantaged young people, digital competences, inclusion, innovation in teaching, contact seminars, well-being, and the impact of Erasmus+ projects.



**Eurodesk**  
European  
youth  
information  
network



Eurodesk operates as a support network for Erasmus+ and the European Solidarity Corps. It provides young people and youth workers with easy access to information on opportunities in Europe. It also manages the European Youth Portal, including the DiscoverEU competition. In Czechia, Eurodesk has a well-developed network of regional partners who ensure the availability of services at local level.

**3,013**



regional partners in Europe

**36**



European countries  
in which Eurodesk operates

**455**

events organised by regional partners  
in Czechia in 2024

**+1,500**

consultations organised by Eurodesk  
in Czechia in 2024



On the Eurodesk website,  
you can also find  
a database of European  
opportunities

**Eurydice**  
European  
information  
network

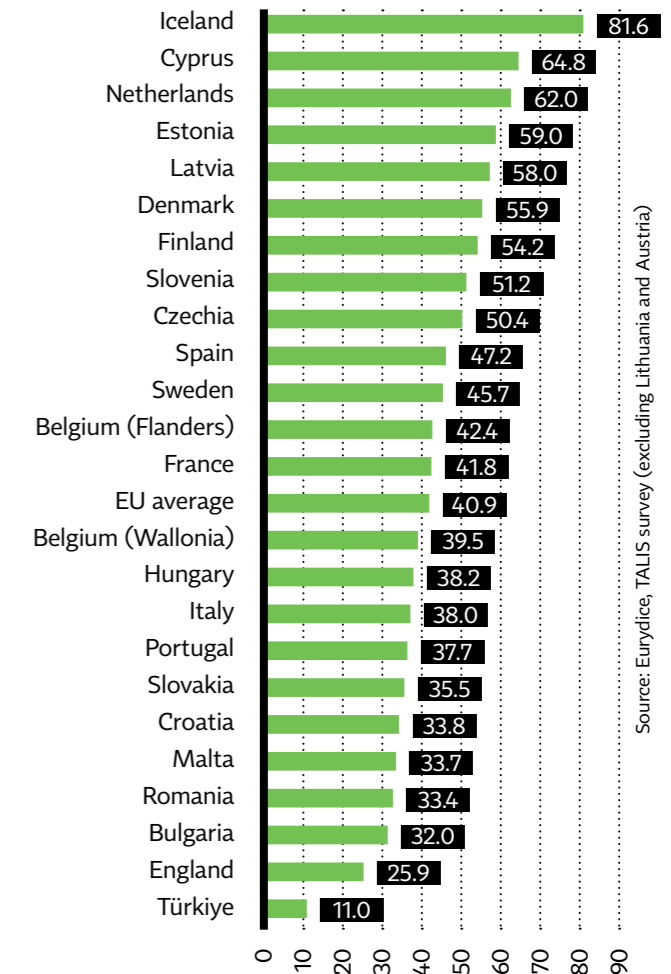


The Eurydice network aims to support education policy-makers in decision-making and to facilitate cooperation in education across Europe. It collects, monitors, analyses and disseminates reliable and easily comparable information on education systems and policies in Europe. It produces comparative studies on European education, manages interactive web tools with accessible data visualisations (Data and Visuals), and maintains the Eurypedia database of education systems.

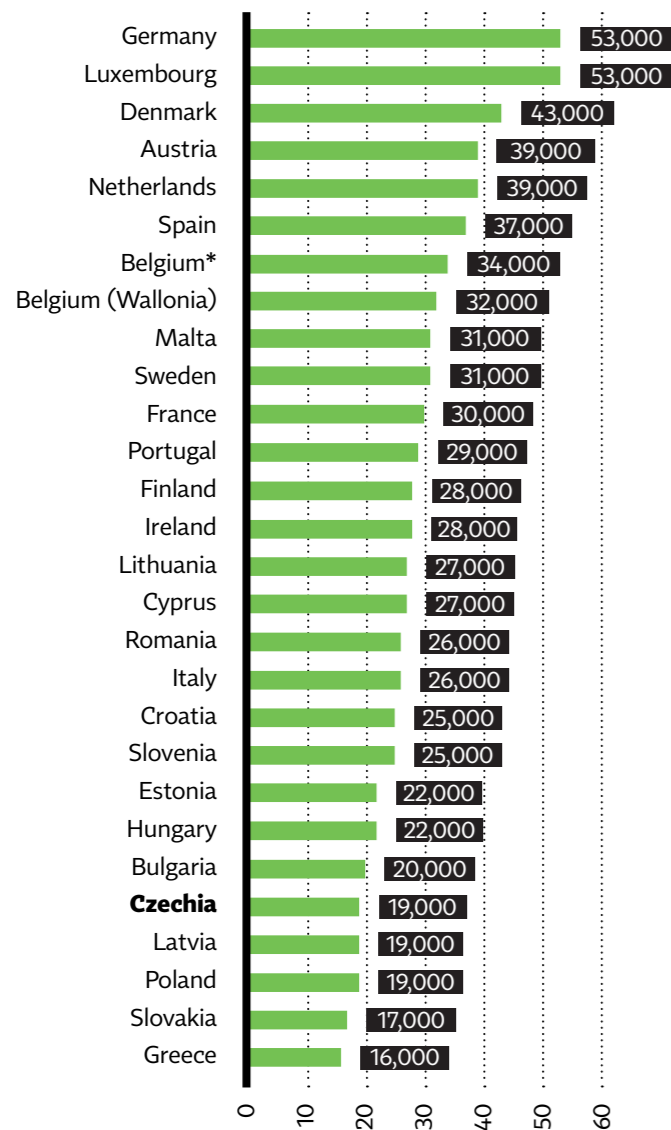


**WHAT DATA DOES EURYDICE  
PROVIDE?**

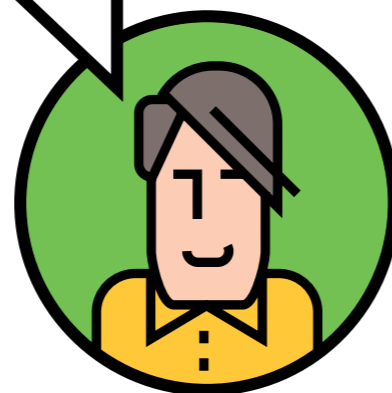
**SHARE OF TEACHERS IN LOWER-SECONDARY  
EDUCATION WHO SPENT TIME ABROAD  
IN 2018 (%)**



**STARTING GROSS ANNUAL SALARIES OF TEACHERS IN THE EU AT THE FIRST STAGE OF PRIMARY EDUCATION (STATUTORY SALARIES EXCLUDING ALLOWANCES) IN PURCHASING POWER STANDARDS (2023/2024)**



Purchasing power standard (PPS) is an artificial common currency unit used in the EU for international comparisons. It functions as a “theoretical euro”, for which the same volume of goods and services can be purchased in each country. This equalises differences in the cost of living. The latest Eurydice data do not yet reflect the current situation, in which teachers’ salaries in Czechia have risen by several per cent annually over the past two years.



\* Flemish and German-speaking Communities

Source: Eurydice / Data and Visuals



**AGE AT WHICH A PLACE IN EARLY CHILDHOOD EDUCATION AND CARE IS GUARANTEED 2024/2025**

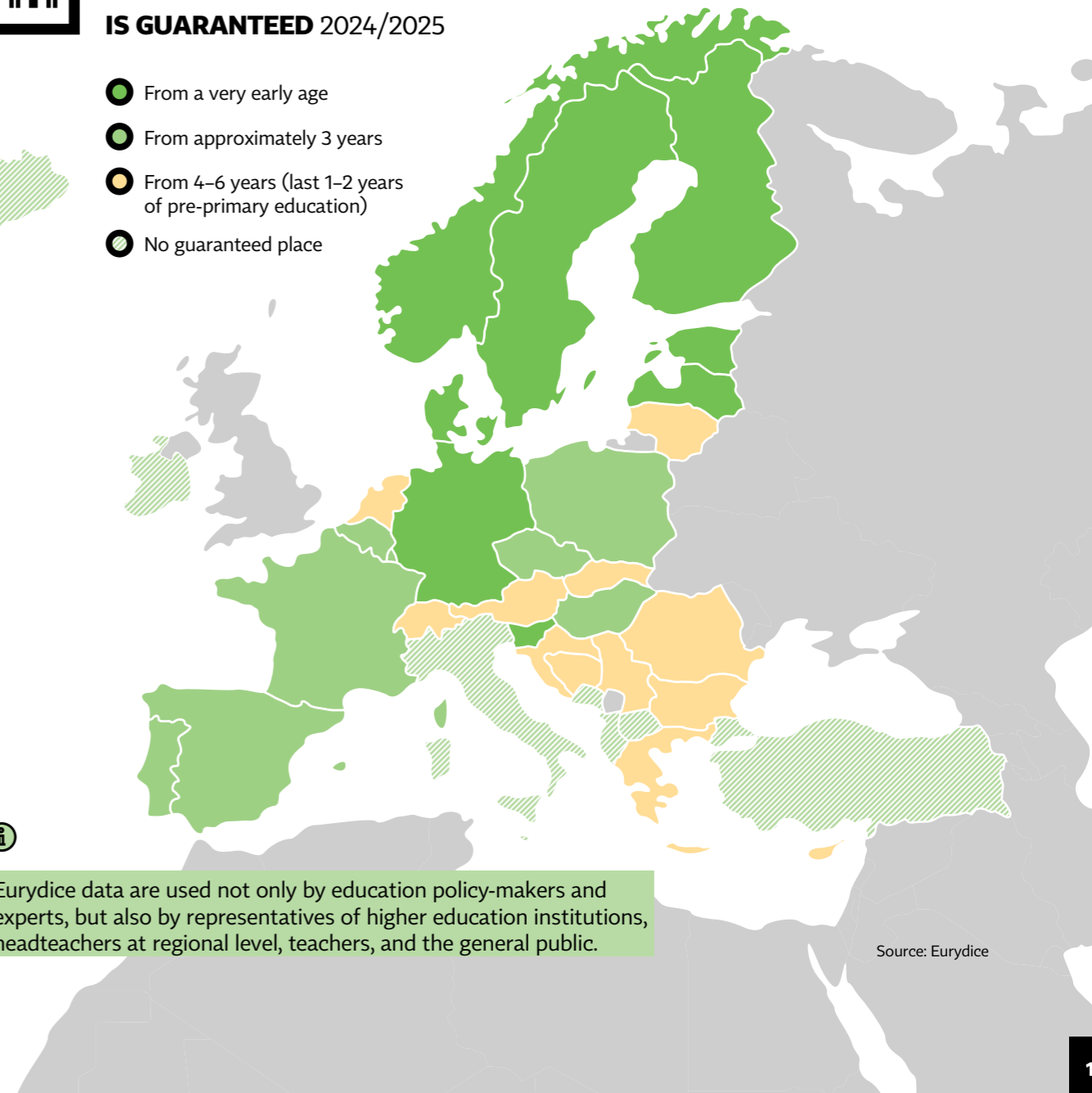


- From a very early age
- From approximately 3 years
- From 4–6 years (last 1–2 years of pre-primary education)
- No guaranteed place



Eurydice data are used not only by education policy-makers and experts, but also by representatives of higher education institutions, headteachers at regional level, teachers, and the general public.

Source: Eurydice



# Additional support provided by DZS



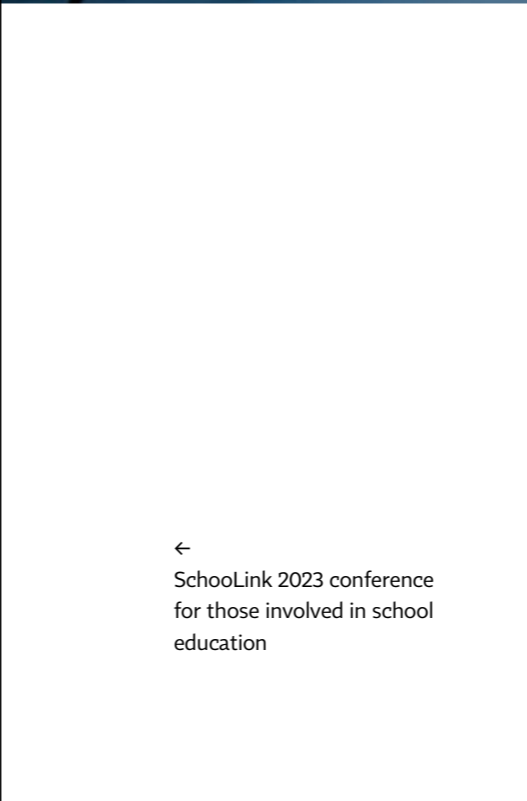
## ACTIVITIES FOR APPLICANTS AND BENEFICIARIES

Each year, DZS places an emphasis on improving the quality of the applications submitted. For applicant organisations, including those that already have experience of project funding, it regularly organises information seminars, expert conferences, learning activities, and informal meetings aimed at sharing experience.



← Next Stop: World 2024 – public event presenting opportunities in international education

↓ VET Forum 2023 Conference on vocational education and training



← Schoolink 2023 conference for those involved in school education





**FOR THE PROFESSIONAL  
PUBLIC AND INTERNATIONAL  
STUDENTS**

We believe that internationalisation is key across education, research, and sport. To enhance project quality, we organise a range of activities that support the sharing of know-how and the development of international connections among professionals from around the world.

At events for international students and alumni, we connect international talent with the business sector, helping to ensure a smooth transition into the Czech labour market.

↙  
Czech-Slovak EPALE Conference 2023  
for experts in the field of adult education

↓  
International CEEDUCON Conference 2025,  
which has long supported internationalisation  
in the higher education sector



↖ ↖  
Creative Erasmus+ Through *Theatre to Education* 2023, supporting education projects

↖  
European Solidarity Corps annual meeting, SolidVibe 2024, on volunteering and solidarity projects

←  
National eTwinning Conference 2024 for teachers and education experts



→ Delegation of Czech higher education institutions for a unique education and networking mission to New York and Texas in 2024

↘ Ostrava Student and Alumni Meetup, which brought together international students, alumni, universities, and regional partners

↗ Meeting of Czech, Norwegian, Icelandic and Liechtenstein education organisations marking the end of the EEA Funds programme period

↓ Alumni Meetup 2023 in Madrid, where successful alumni of Czech higher education institutions met with prospective students interested in studying in Czechia



↑ European Language Label Award Ceremony 2024, aimed at promoting high-quality and innovative projects in education

↖ Official opening of the Czech Liaison Office for Education and Research in Brussels in 2021

↖ Annual joint meeting of teachers in diaspora communities and Czech language lectors in 2024

← EAIE Fair 2023, the largest education fair in Europe, attended under the Study in Czechia banner by 22 Czech higher education institutions





## CONNECTING CZECH HIGHER EDUCATION INSTITUTIONS WITH THE WORLD

We deliver the DZS vision not only through the events we organise. Each year, we connect higher education institutions in Czechia with new international partners, support their internationalisation activities, and help ensure that international students have the right conditions to study and start their careers here. In doing so, we reduce costs for individual institutions and maintain clear, coordinated communication. These activities are delivered primarily through the Study in Czechia initiative.



### VISIBILITY AT INTERNATIONAL FAIRS

National stands at fairs, logistical support, and cost savings



### TARGETED FOREIGN MISSIONS

Regular missions to partners in the USA, missions to Asia and other destinations



### OPPORTUNITIES FOR INTERNATIONAL PARTNERSHIPS

Bilateral meetings with key partners, receptions with alumni and cooperation with the Ministry of Foreign Affairs



### SKILLS DEVELOPMENT

Training within the DZS Academy, sharing know-how through the contact network and co-organisation of conferences



### GLOBAL VISIBILITY AND PROMOTION

Targeted online campaigns and centralised handling of enquiries from international students



### PRESENTATION OF STUDY PROGRAMMES ON A SINGLE PLATFORM

Promotion of study programmes on a unified website, including the digitalisation of scholarships and micro-credentials



### RESEARCH, DATA AND MEDIA COVERAGE

Processing of data on international students and alumni to inform the internationalisation strategies of individual institutions



### SUPPORT IN MAINTAINING RELATIONS WITH INTERNATIONAL ALUMNI

Growing database of contacts, organisation of alumni events



### EXPERT SUPPORT

A comprehensive view of internationalisation, membership of prestigious organisations, and role in the Study in Europe initiative



### TARGETED RECRUITMENT

Recruitment of international students through marketing activities in selected priority countries

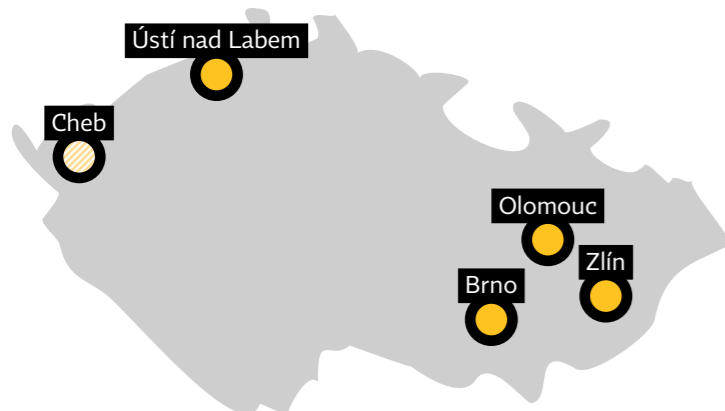


## REGIONAL COVERAGE

In 2022, we decided to expand into the regions. Three regional offices were established: in Brno, Zlín, and Olomouc. In 2025, we opened our newest branch in Ústí nad Labem. Regional representatives provide access to information and opportunities in international education not only for professionals in formal and non-formal education, but also for the general public.

Regional offices serve as an important link between the national and local levels. They help us better understand the specific needs of individual regions and, as a result, deliver DZS programmes and activities more effectively.

**almost 400** information sessions  
**more than 200** individual consultations



- Opened regional offices
- Office opened only in 2024 (pilot operation)

Thanks to our presence in the regions, we can respond more quickly to new challenges, support cooperation between institutions, and raise awareness of the benefits of international education. Regional offices are thus becoming natural hubs for inspiration, guidance, and support for anyone looking to broaden their horizons in education and personal development.



## PUBLIC PERCEPTIONS OF THE BENEFITS OF INTERNATIONAL EDUCATION

International education enjoys broad public support in Czechia, across age groups, social groups, and regions. Regular monitoring of public attitudes shows that most people believe experience gained abroad should be a natural part of the education system.

The analysis also indicates that international cooperation is seen as the right way to improve the quality of schools and an effective means of strengthening education across society. In the view of most people, the international dimension should become a standard part of the Czech education system, not only in higher education institutions, but also in vocational secondary education.

→ Data based on research reports prepared by the Czech National Agency for International Education and Research, 2023 and 2024.

**86%**



**of people agree that students at vocational secondary schools should go abroad for study stays or work placements**

**89%**



**of people agree that students at higher education institutions should go abroad for study stays or work placements**

**78%**



**of people believe international learning experiences should be a standard part of the education system**

## **International Education in Figures and Visuals II**

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