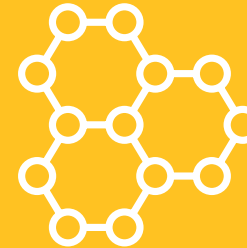


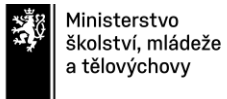
Czech National Agency for International Education
and Research (DZS)

Dimensions of internationalisation of Czech higher education



Michal Janíčko

Presented online at ES talks, April 16, 2026

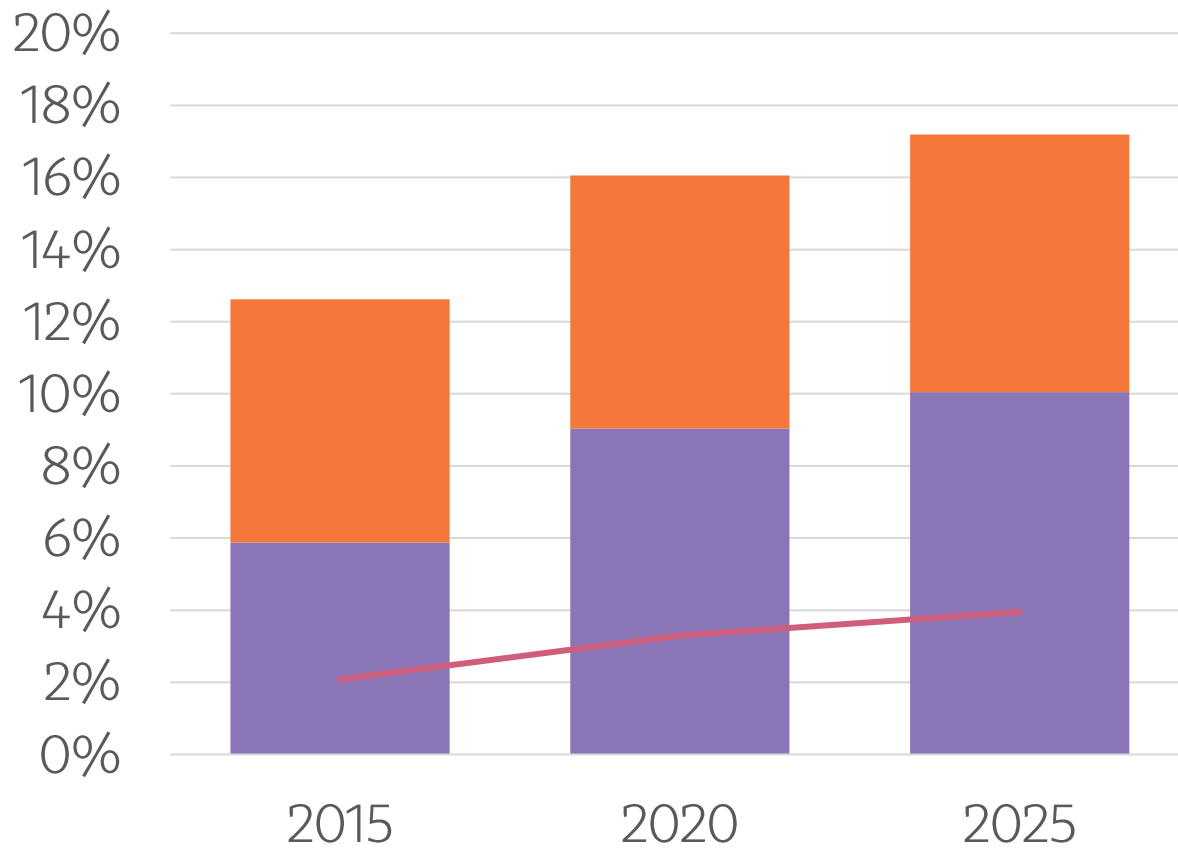


Purpose of the presentation



- Present the national approach to measuring internationalisation of HED in ES9
- Share preliminary exploration of the results
- Discuss possible links between various dimensions of internationalisation and the role of social background in access to international experience

Foreign students at Czech HEIs



■ Slovakia

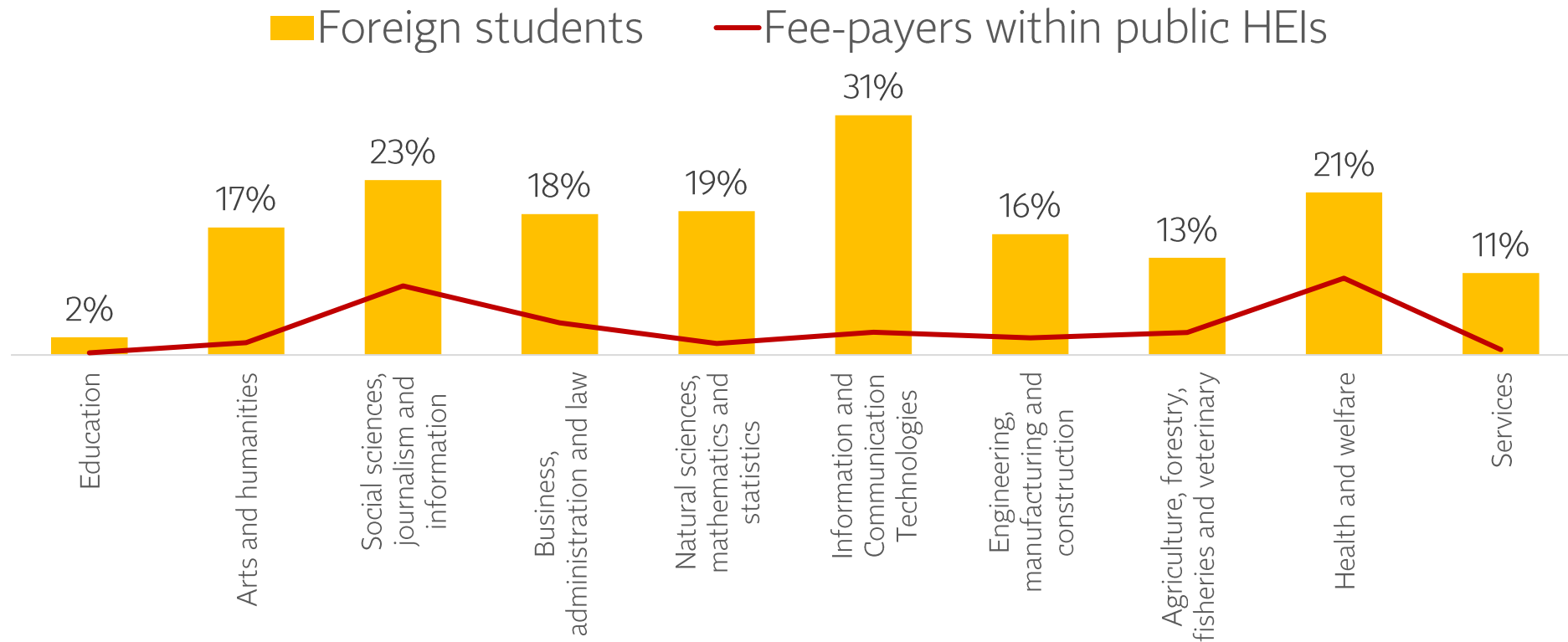
■ Other foreign countries

— Fee-payers within public HEIs

~ participants of programmes in a foreign language

Source: Ministry of Education of Czechia

Foreigners in study fields (ISCED-F)



Data for 2025
Source: Ministry of Education of Czechia

National questions on internationalisation in ES9



How often do you meet foreign students during the current semester?

During class

Outside the classroom in your university environment

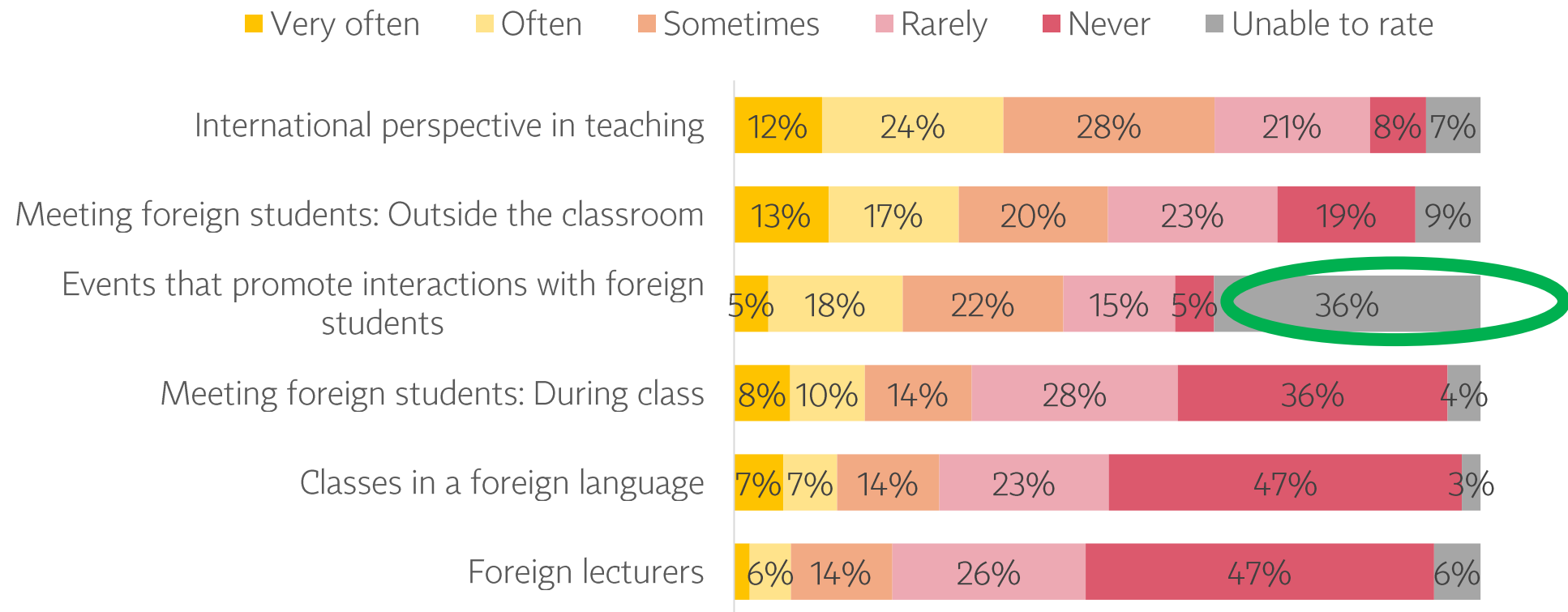
How often do events or activities take place at your university that promote interactions between Czech and foreign students?

How often do you participate in classes that are taught in a language other than Czech during the current semester?

How often this semester are you taught by non-Czech lecturers?

How often do your lecturers use an international perspective in their teaching?

Foreign students easier to be met outside the class



Source: ES9. Czech students only.

Links between the answers



	Meeting foreign students: During class	Meeting foreign students: Outside the classroom	Classes in a foreign language	Foreign lecturers
Meeting foreign students: Outside the classroom	0,40			
Classes in a foreign language	0,30	0,10		
Foreign lecturers	0,29	0,16	0,43	
International perspective in teaching	0,14	0,11	0,18	0,22

Spearman Rho correlation coefficients
Source: ES9. Czech students only.

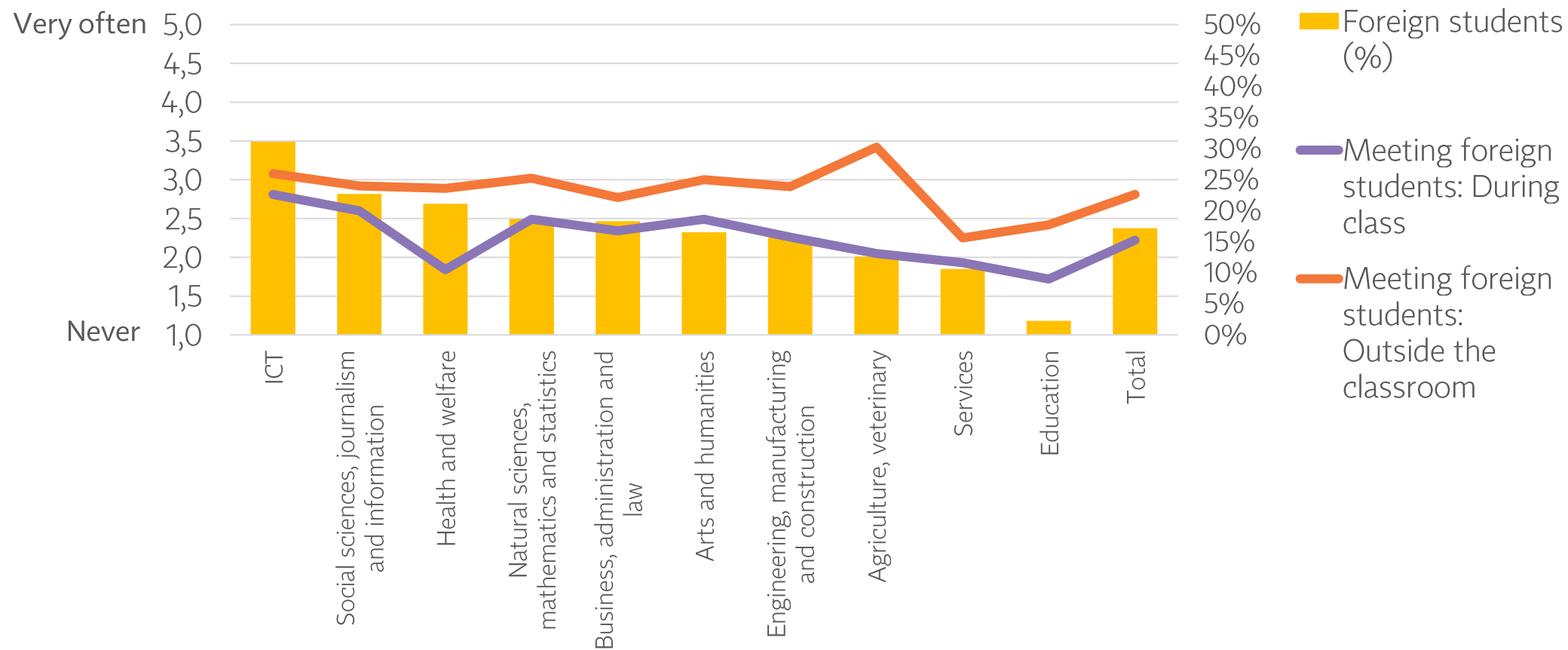
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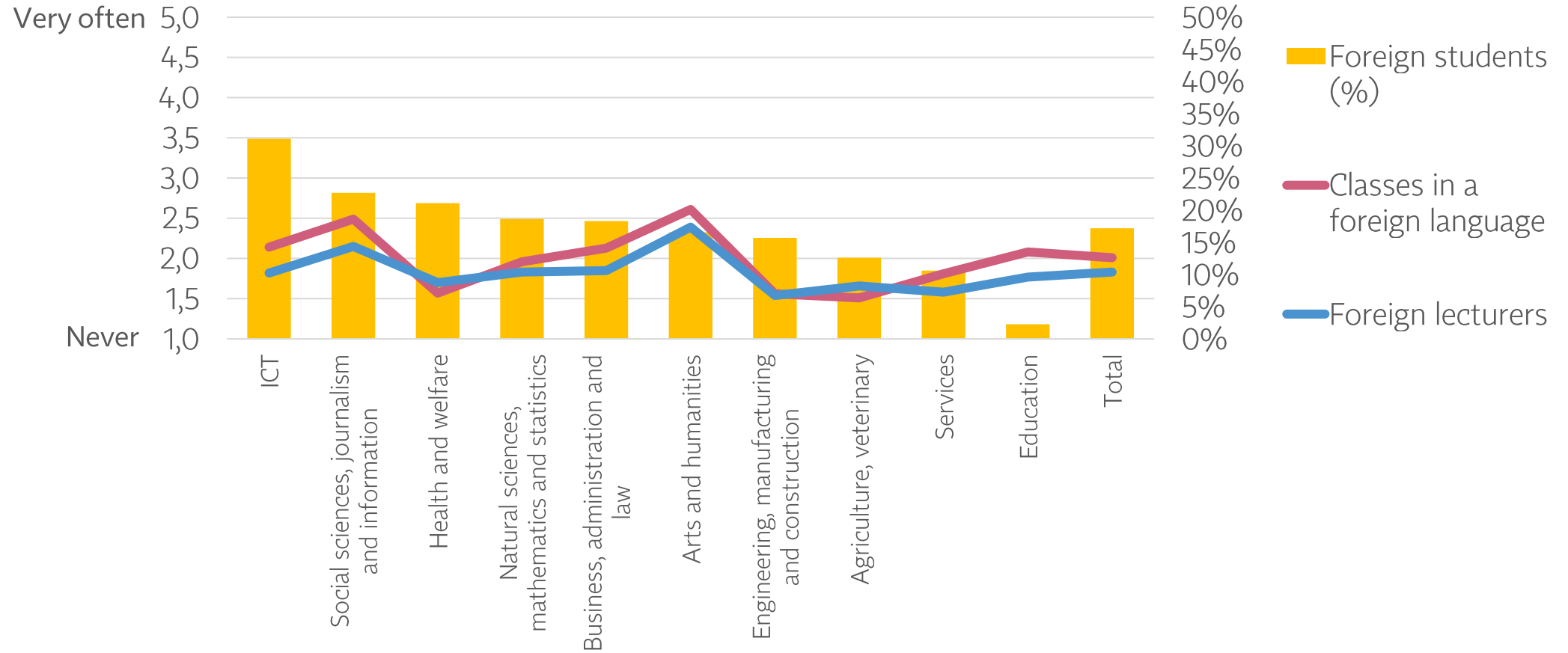
Spearman Rho correlation coefficients
Source: ES9. Czech students only.

High share of foreign students does not always mean interaction with them



Source: ES9 (Czech students only), Ministry of Education

Foreign-taught classes as a tool in the hands of the universities



Source: ES9 (Czech students only), Ministry of Education.

Connection between internationalisation at home and temporary study stays abroad



Temporary mobility destinations from
Czechia (Erasmus + top six countries)



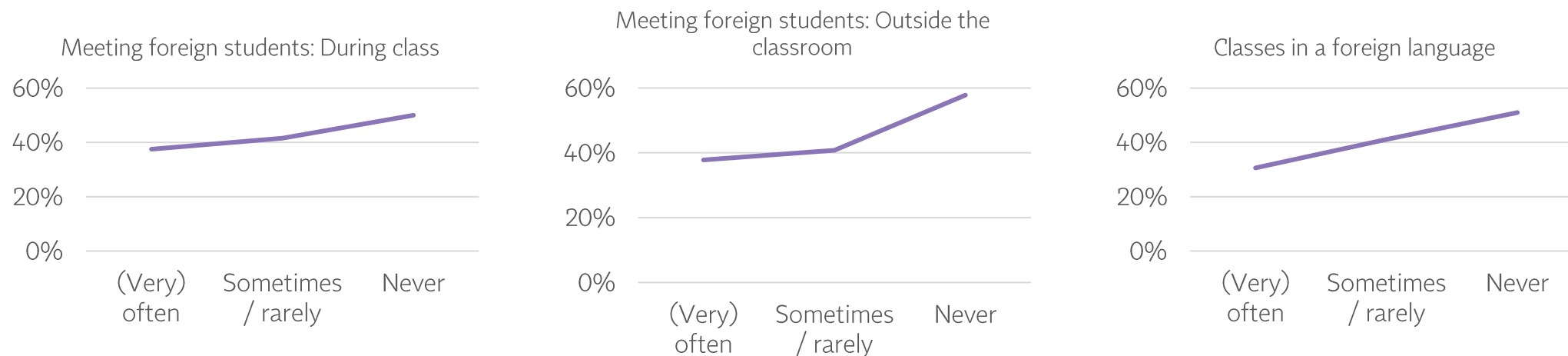
Foreign full-degree students in
Czechia (top six countries of origin)



Connection between internationalisation at home and temporary study stays abroad

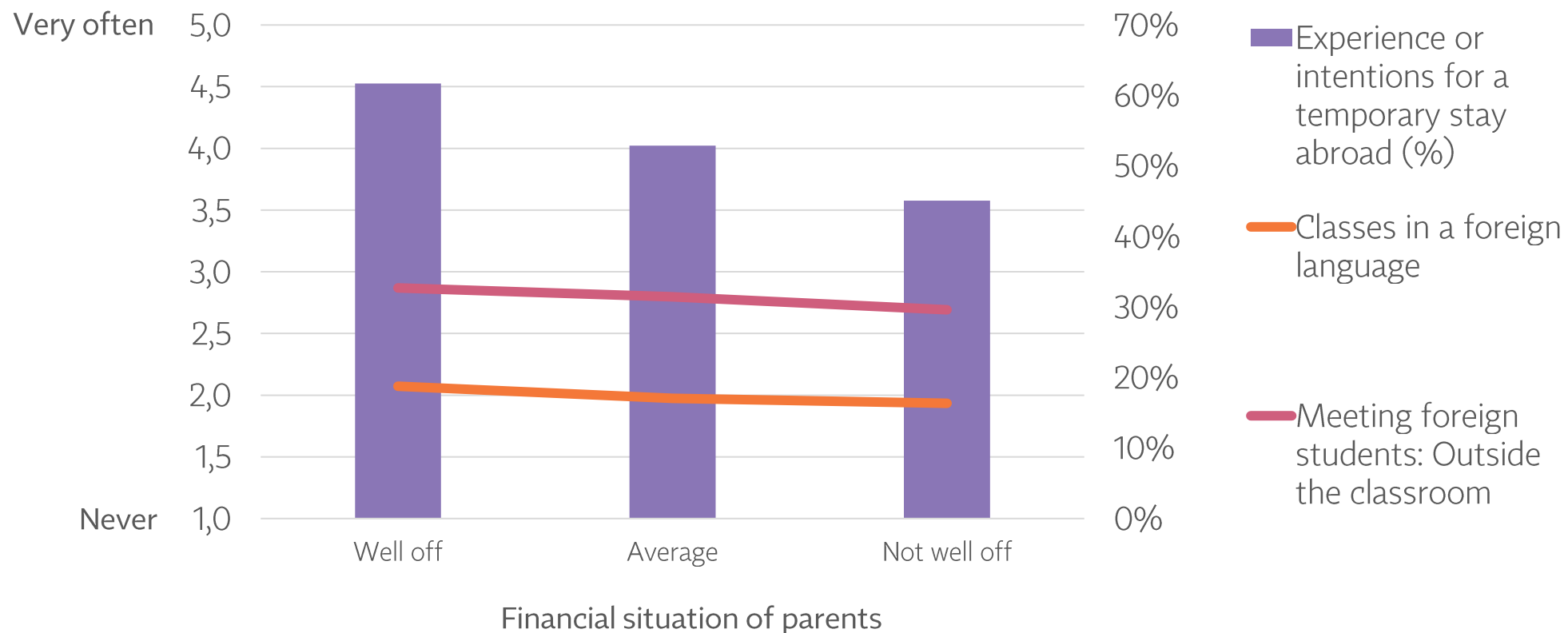


Share of students with NO INTENTIONS and NO EXPERIENCE with temporary mobility abroad by intensity of international experience at home university:



Source: ES9 (Czech students only)

International experience at home university seems to be less socially selective than mobility abroad



Source: ES9 (Czech students only)

What to research next?



- Any more dimensions of internationalisation to be covered?
- How can universities be encouraged to use the potential of foreign students for the benefit of local students
- How to avoid a „segregated“ type internationalisation at universities (health fields)
- Does a more „integrated“ type of internationalisation help to motivate local students to study abroad?
- Can a contact with international environment at home reduce the socio-economic bias in student mobility abroad?



**Thank you
for your attention.**

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

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Incoming students

Preliminary results from national questions in EUROSTUDENT 9
in Sweden

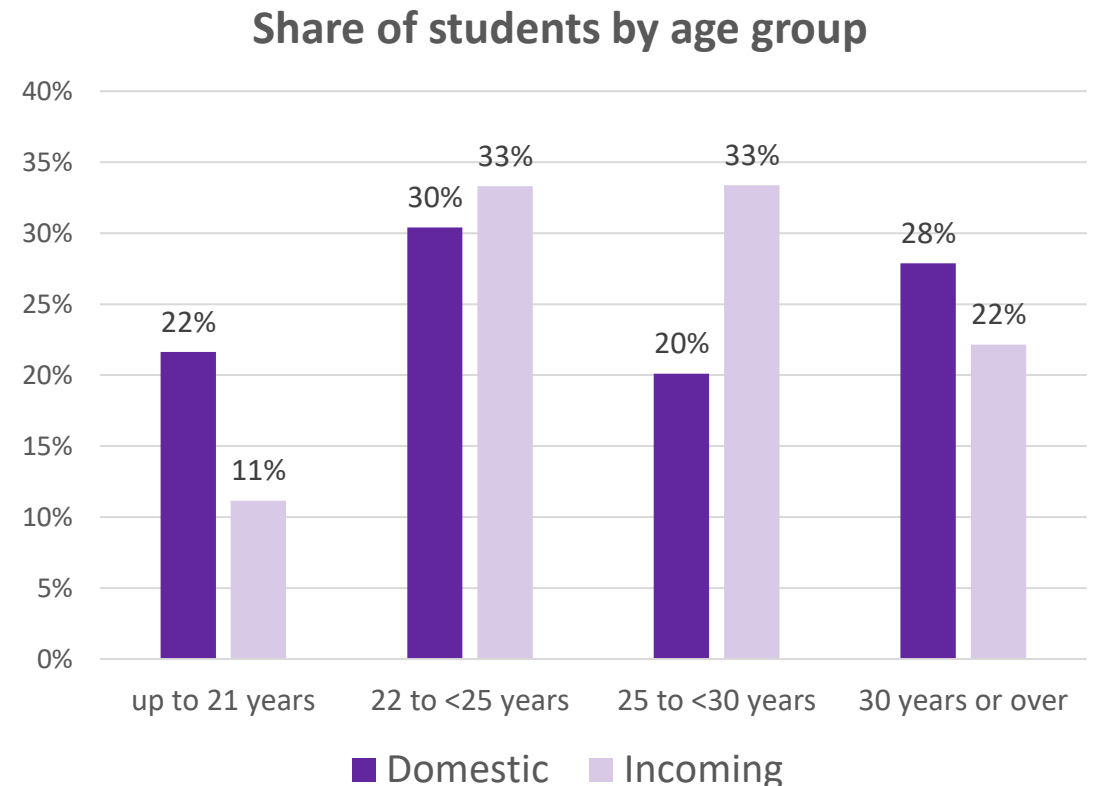


Incoming students in Sweden

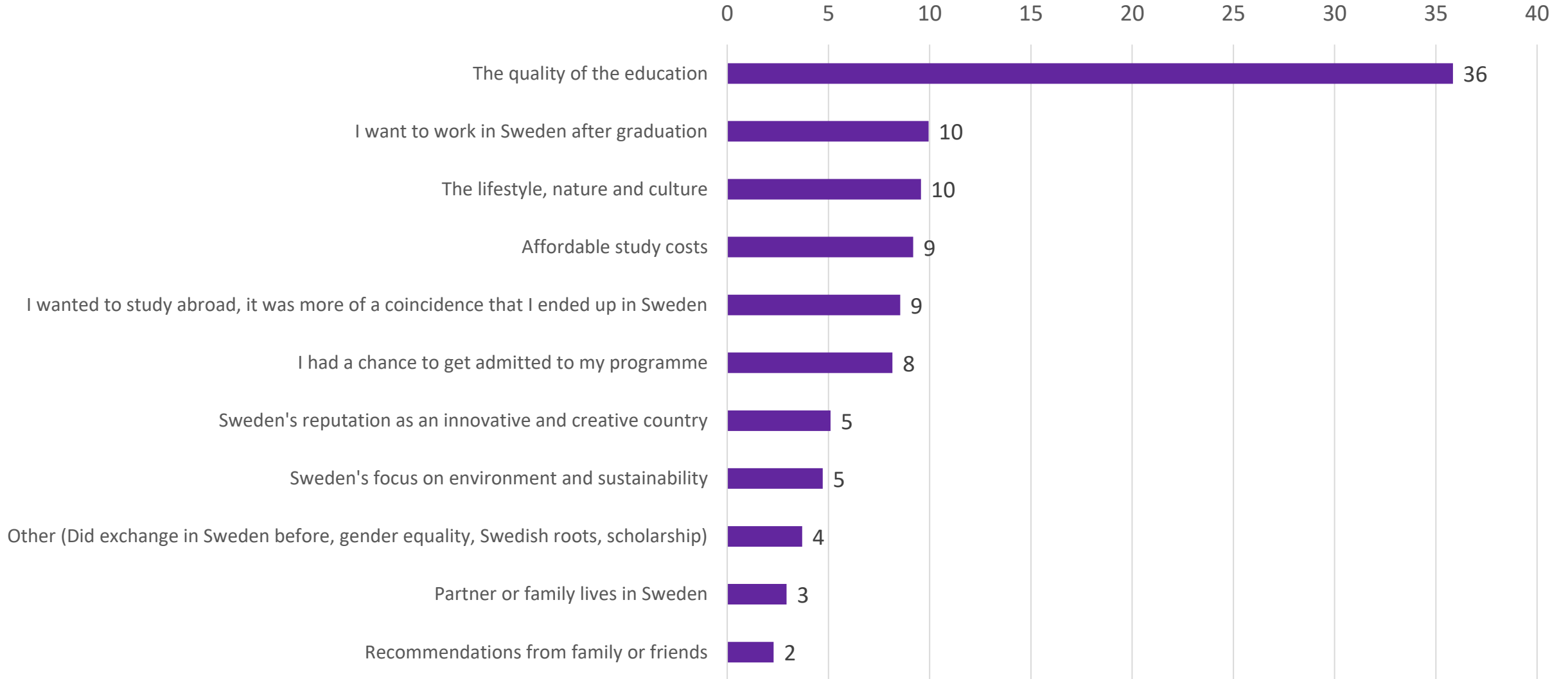
- Sweden has a lack of highly educated people, especially with STEM background
- In 2026: 109 000 applicants for international master programmes
- Number of applicants increasing, compared to the year before: 9 % increase (constant increase since 2011)
- 73 % of applicants are from Asia and Africa (largest groups from Nigeria and Pakistan)
- STEM subjects are especially popular

Background for incoming students in E9

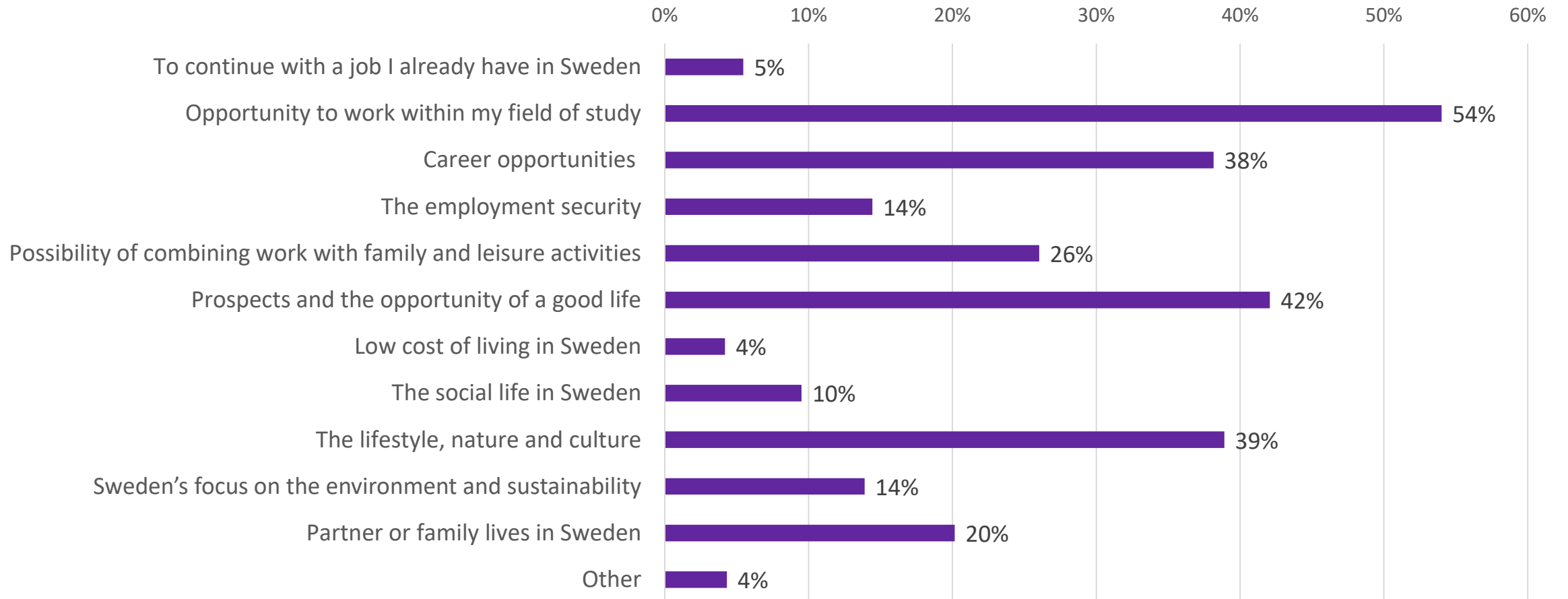
- Incoming students = came to Sweden maximum 2 years before starting their studies
- 1 765 incoming students
- Response rate for incoming students 14 %
- 59 % women, 41 % men (not weighted)



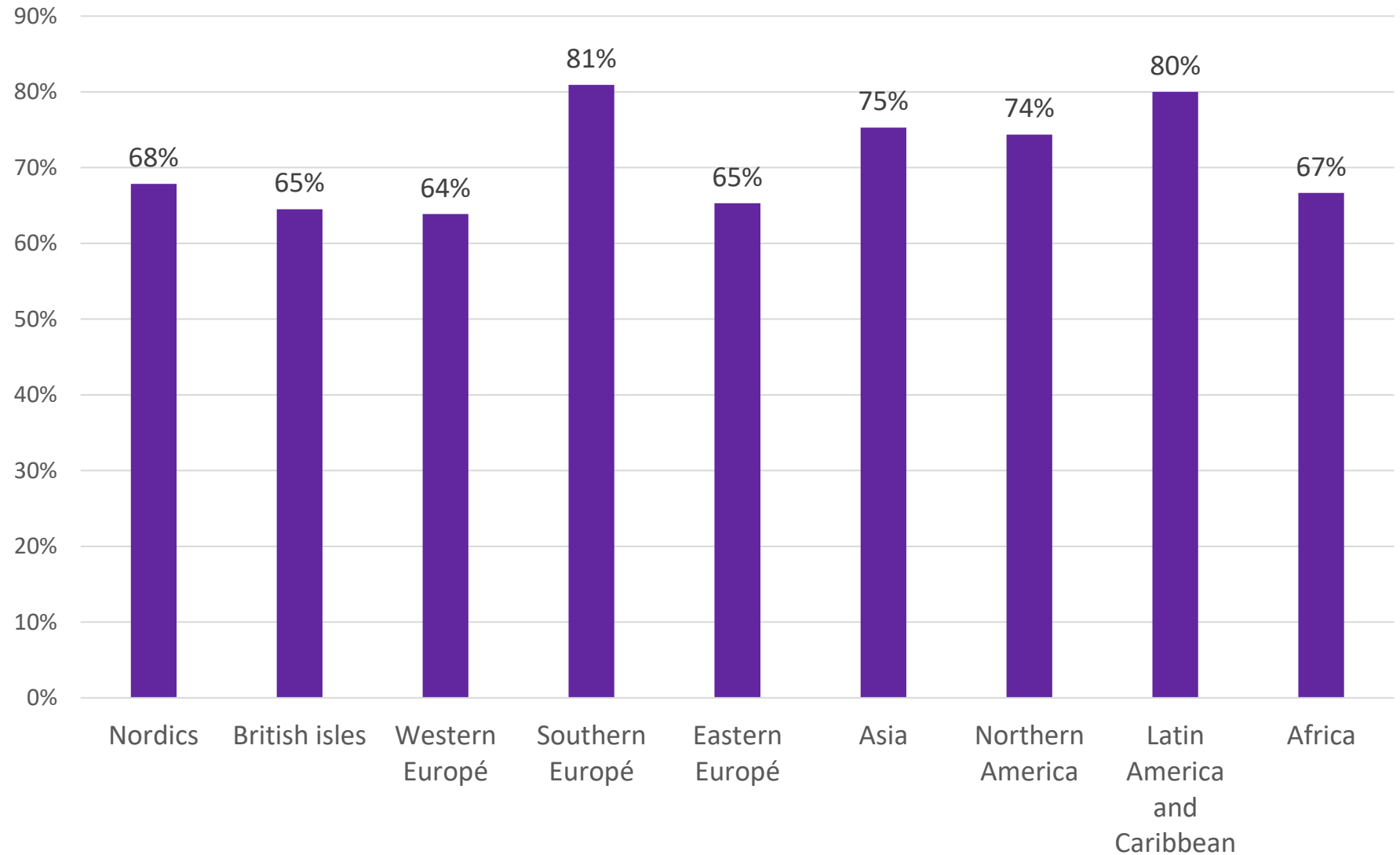
Why did you particularly choose to study in Sweden? Of the reasons, which was the main one? (percentage of answers)



What attracts you to stay and work in Sweden after your graduation?



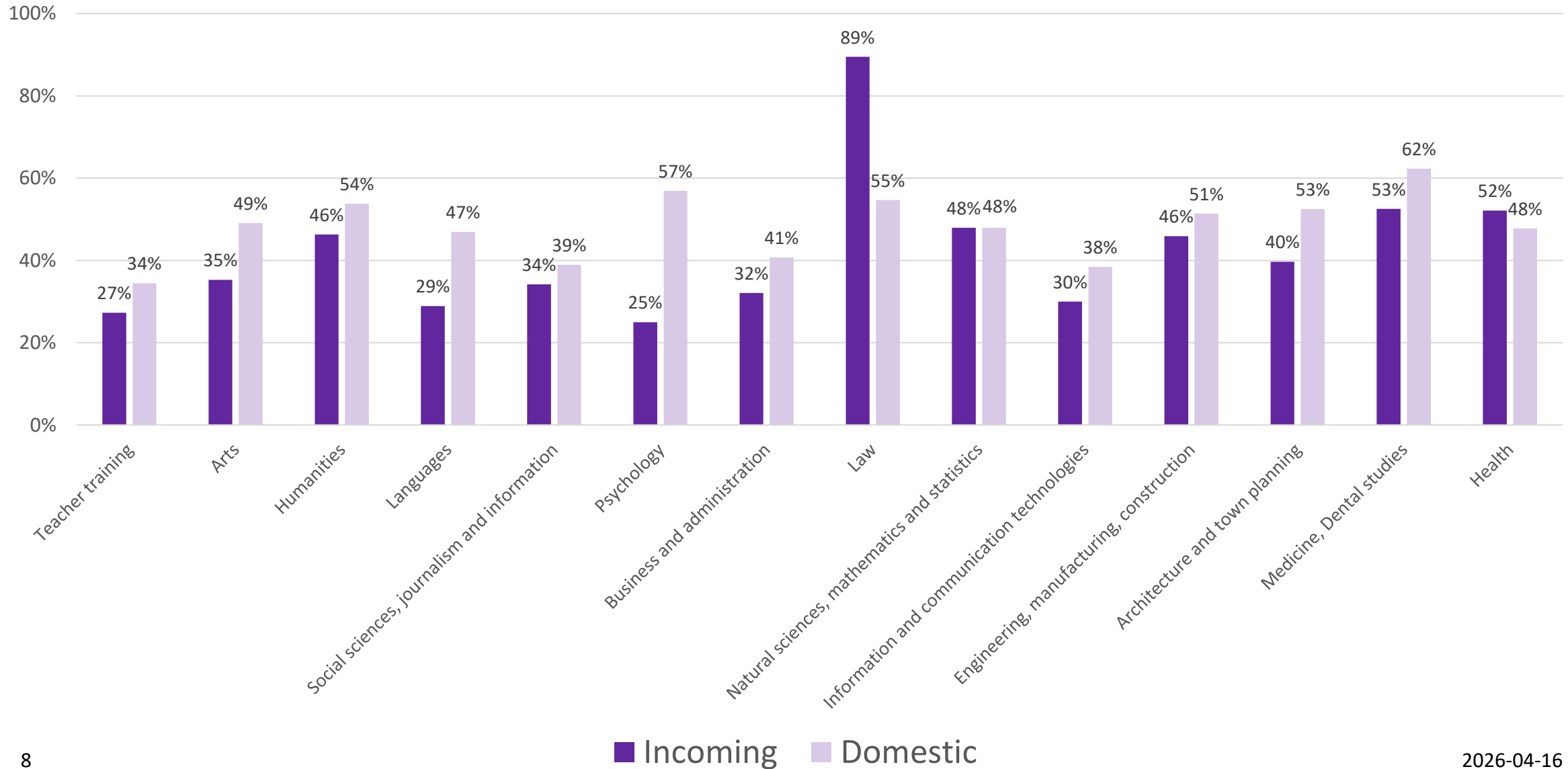
Share of incoming students considering working in Sweden after graduation (per region)



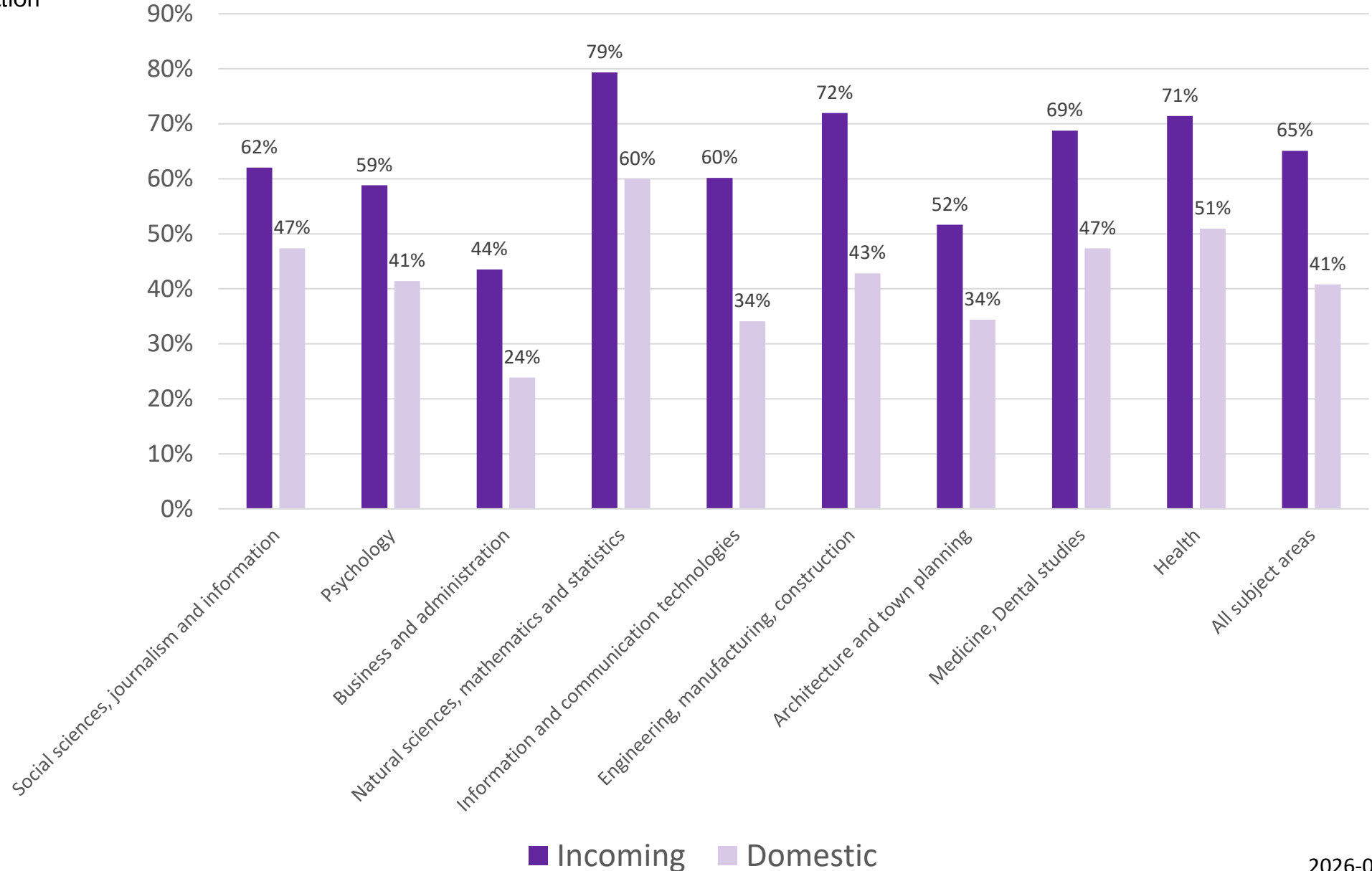
How far have you come in your considerations about working in Sweden?



Share of students who would strongly recommend their study programme (per subject area)



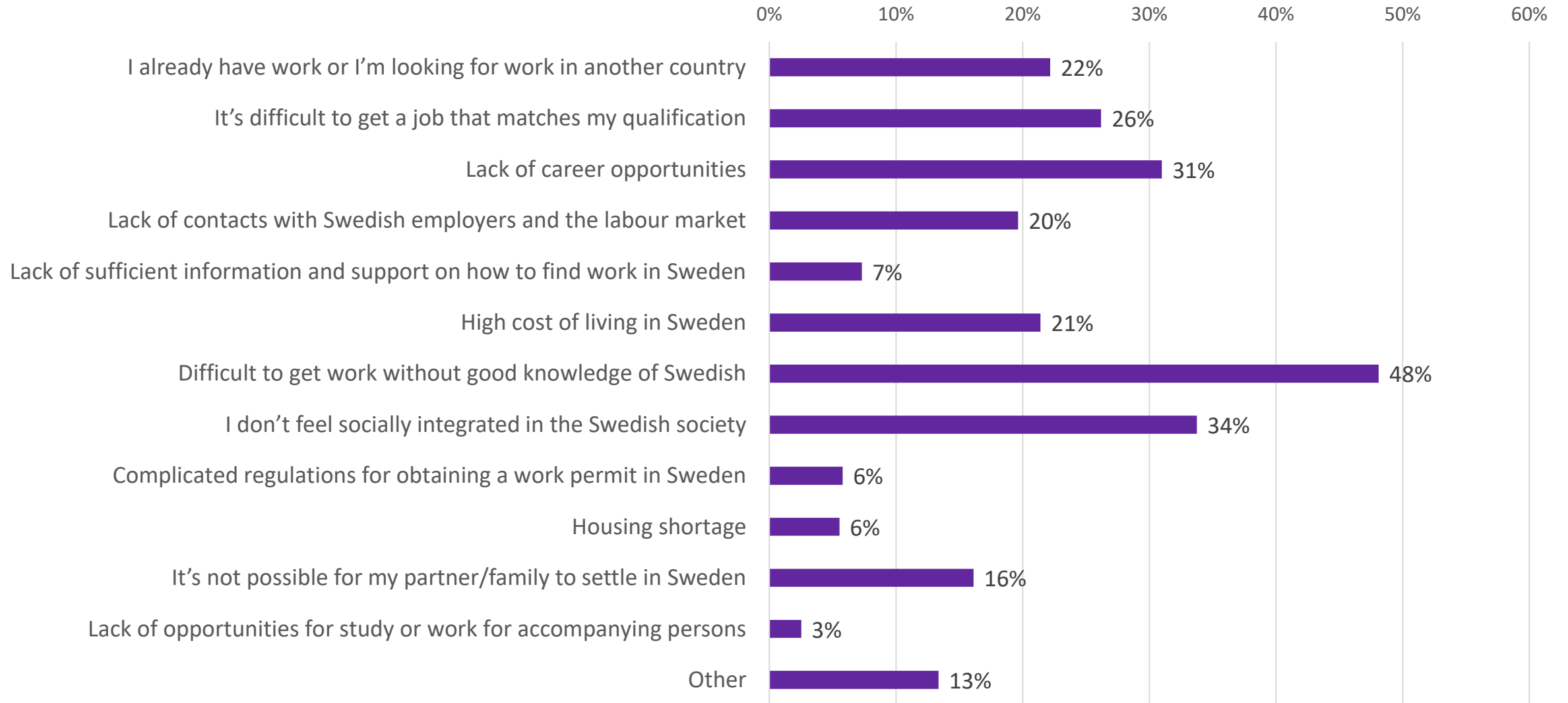
Share of Master level students interested in a research career



Share of satisfied students (%): How satisfied are you regarding the opportunities in Sweden to...



What would make you leave Sweden after graduation?





Swedish Council for
Higher Education

Thank you!
jari.rusanen@uhr.se