Hydrology is a geophysical science and its research and findings are universally valid. However, countries experience a wide range of hydrological regimes and have quite different practices for teaching and applying the science. There are also marked differences between the level of education, depending in particular on the economic ability of countries to devote resources to the subject. As a result, the international dimension of hydrological education has many facets which, in a world of increasing global integration, pose a number of opportunities and challenging questions. These are explored and presented for discussion in the context of how IAHS and other international organizations might best promote improved education in the hydrological sciences.