

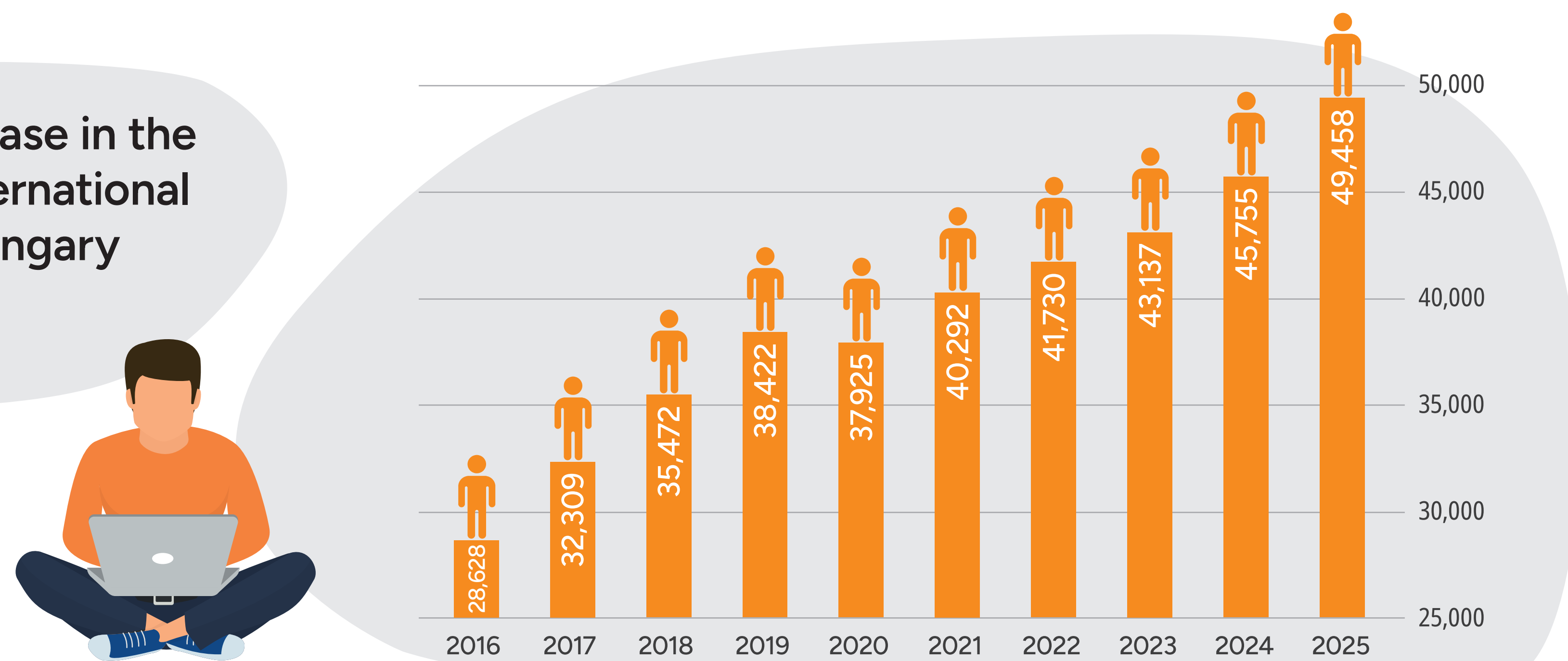
LEARNING TOGETHER:



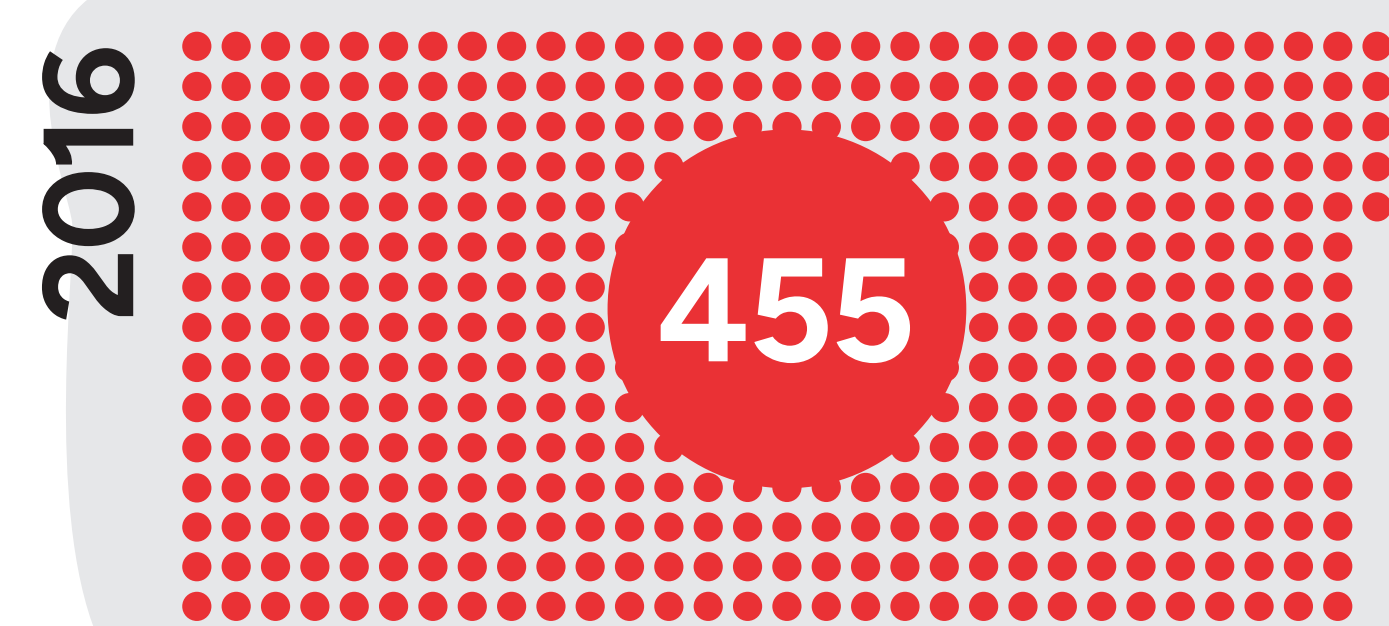
1. Internationalisation Has Reshaped Hungarian Higher Education

Sustained Growth in International Student Enrolment

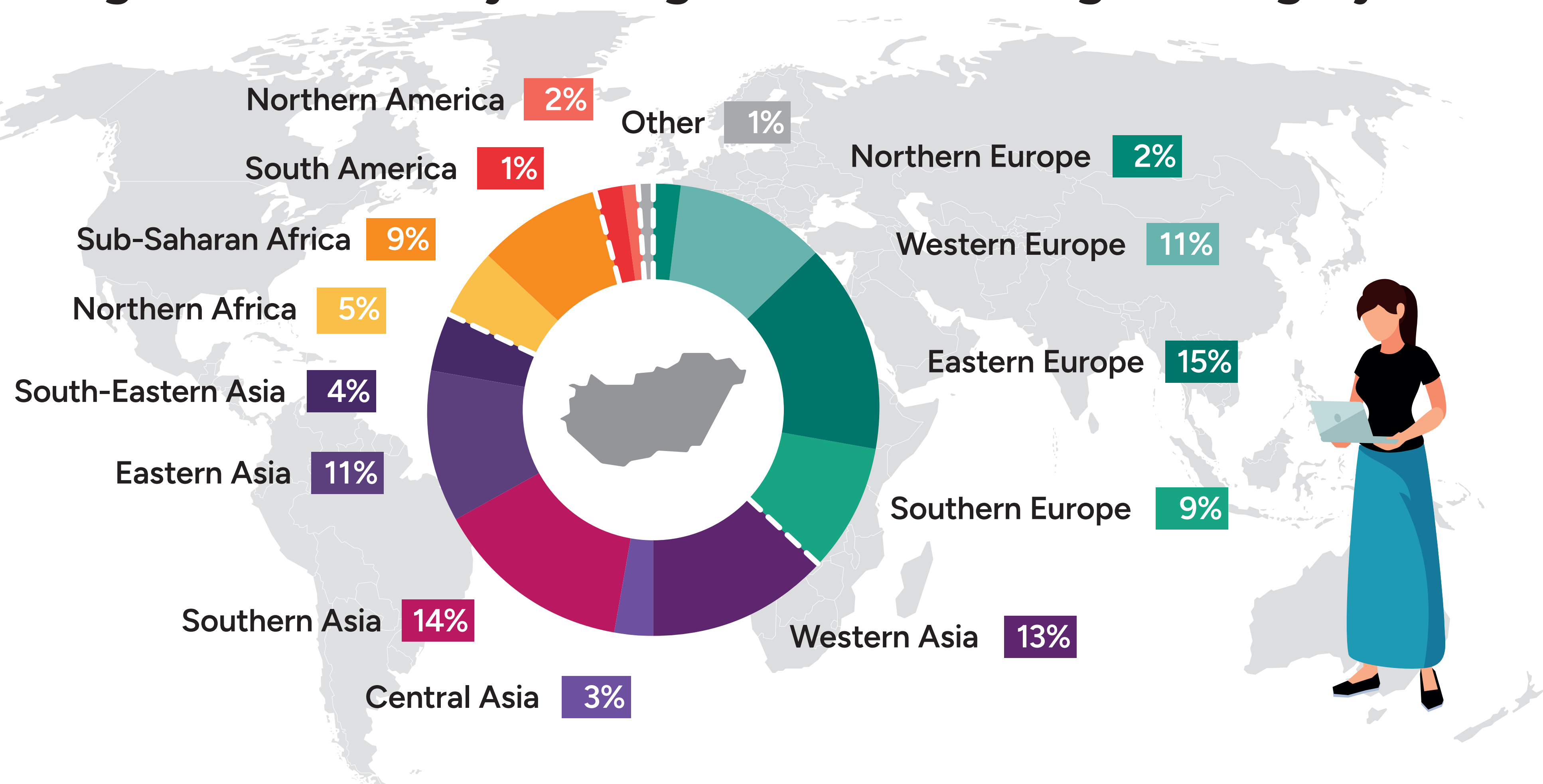
Dramatic Increase in the Number of International Students in Hungary (2016–2026)



Rapid Expansion of English taught Programmes



Increasing Global Diversity Among Students Coming to Hungary



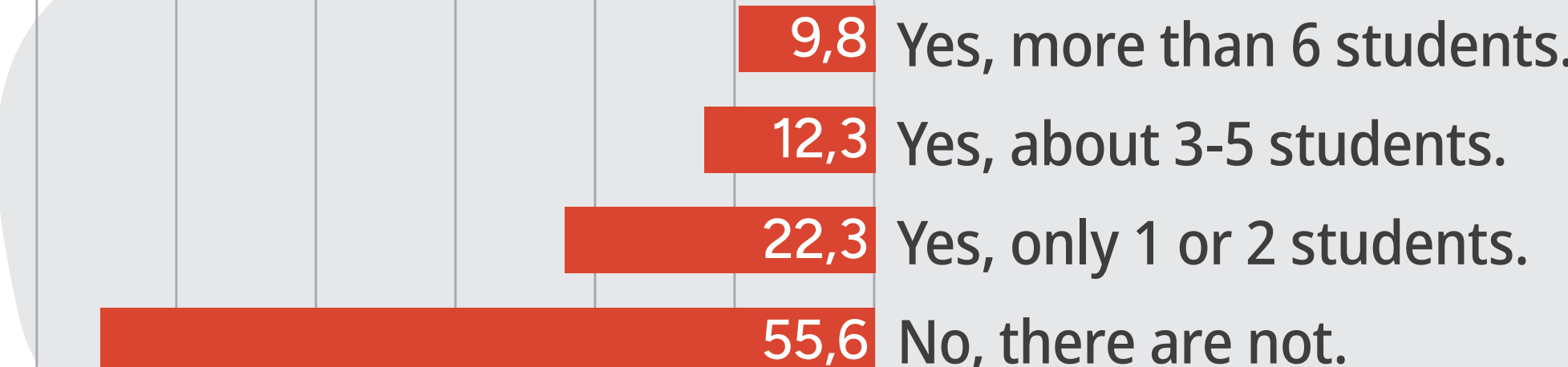
Collaboration Between International and Domestic Students

2. Integration Requires Intentional Design

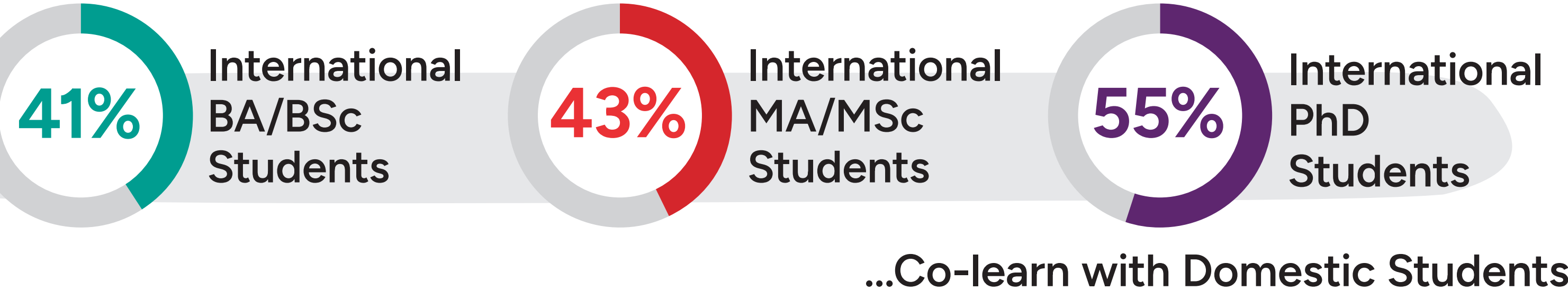
Structural Growth Does Not Ensure Integration into University and Academic Life

Are there any Hungarian students in your student group? Please answer this question based on your experience in the first semester. (SHTrack, 2023, n=1605, %)

44% study together with Hungarian students



Integration varies by degree level



Extracurricular settings work better

Integration improves when collaboration is structured and facilitated



Integrated Support Systems

Builds a holistic, student-centred support ecosystem that integrates academic, psychological, and social assistance for both local and international students.



Co-learning Models

Transforms diversity into a pedagogical asset: learning with and from each other through collaboration, reflection, and intercultural dialogue.



Reimagined Community and Cultural Spaces

Extends learning beyond the classroom, creating informal and social spaces (dormitories, art hubs, clubs) as inclusive co-learning environments.



Art- and Experience-Based Approaches

Uses artistic, emotional, and experiential learning processes to promote empathy, self-reflection, and cultural awareness.



Systemic Bilingualism and Inclusion

Embeds bilingual communication, accessibility, and inclusiveness in all levels of institutional operation – making inclusion structural, not optional.

3. Win-Win Impact

Co-learning between international and domestic students strengthens the entire institutional ecosystem.

INTERNATIONAL STUDENTS

- Higher satisfaction
- Better well-being
- Academic success
- Strong alumni networks

DOMESTIC STUDENTS

- Language development
- Intercultural competence
- Interpersonal skills
- Labour-market skills

UNIVERSITIES

- Stronger international profile
- Improved recruitment
- Higher programme quality
- Better positions in rankings

ACADEMIC STAFF

- New methodological skills
- International perspective
- Professional development



The Role of the Tempus Public Foundation (TPF)

Integration becomes sustainable when supported at system level.

Research & Monitoring

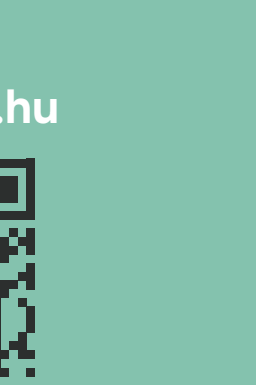
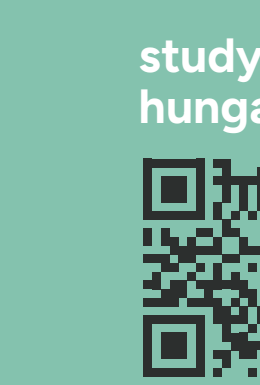
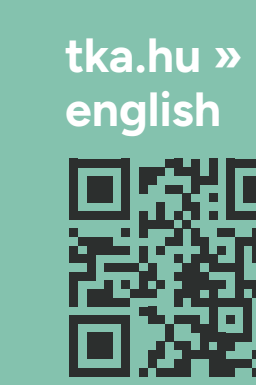
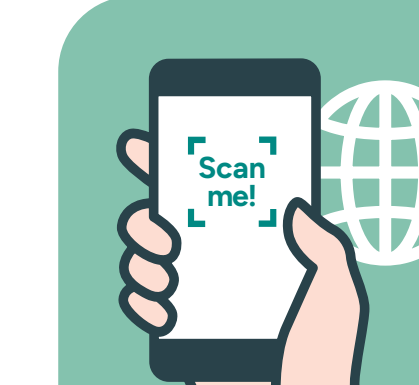
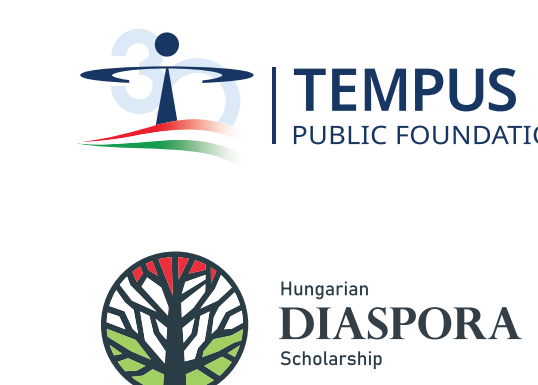
- Student satisfaction surveys (2016–2025)
- First-year integration studies (2021, 2023–2025)
- Well-being & adaptation research (2024)

Capacity Building and Networking

- Workshops & training
- Annual coordinator meetings
- Conferences
- Digital forums

Counselling for HEIs (since 2014)

Georgina Kasza PhD | Head of Unit for Internationalisation in Higher Education, Directorate for Study in Hungary, Tempus Public Foundation



Find us at booth 433