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Content



- **Key Facts** on the International Dimension of Higher Education in Hungary
- What **Studies Show**
- **Institutional Practices** Supporting Collaboration between International and Domestic Students
- How to Plan and Deliver **Successful Co-learning Activities?**
- How can Tempus Public Foundation (TPF) **Support and Strengthen this Process?**



Key terms



International students

International students who come to Hungary to earn their degrees complete their full course of study within the country. Our experiences are primarily drawn from the Stipendium Hungaricum Program.



Co-learning, collaboration

A collaborative learning approach where international and Hungarian students learn from and with each other, creating mutually transformative experiences that benefit all participants and the university community.



Integration

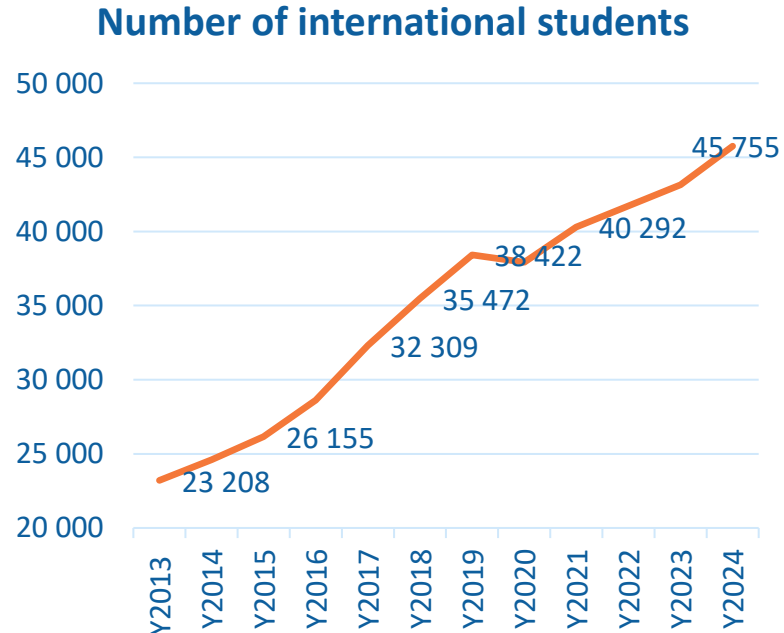
Integration is “the process of becoming a full member of a group or society, and becoming completely involved in its activities” (Bergman et al., 2024). It covers key aspects such as sense of belonging, adjustment, and student engagement.

Key Facts on the International Dimension of Higher Education in Hungary

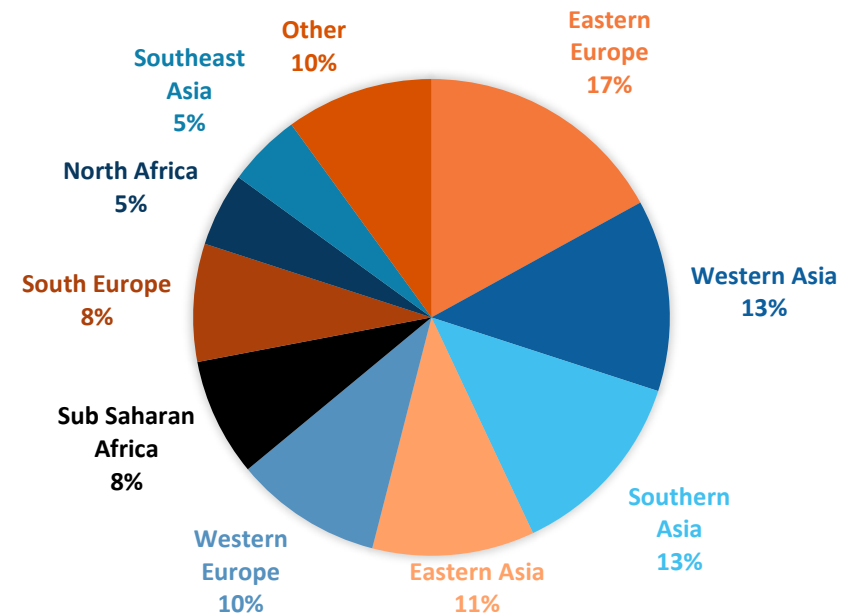
INBOUND INTERNATIONAL MOBILITY



Dramatic increase in the number of international students in Hungary, 2013-2024



Heterogeneous student body at universities in Hungary (2024)

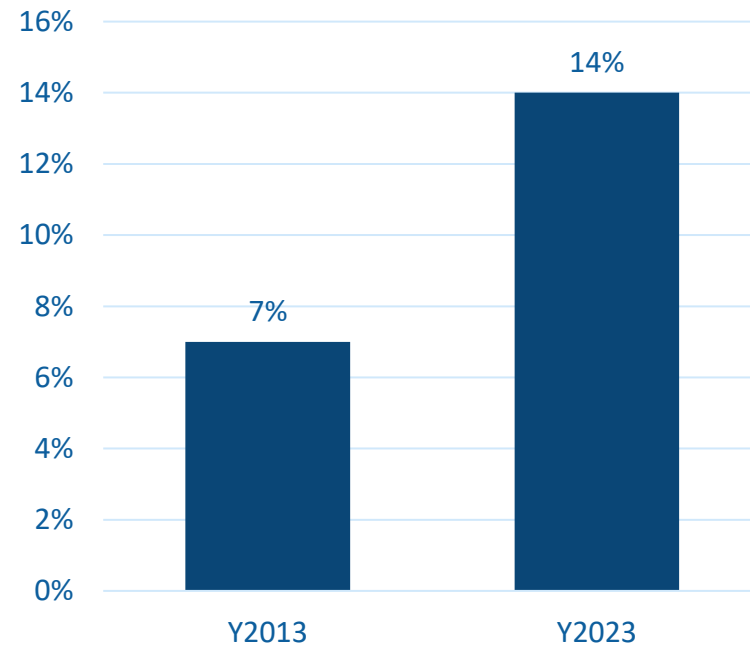


Source: Higher Education Information System, 2013–2025

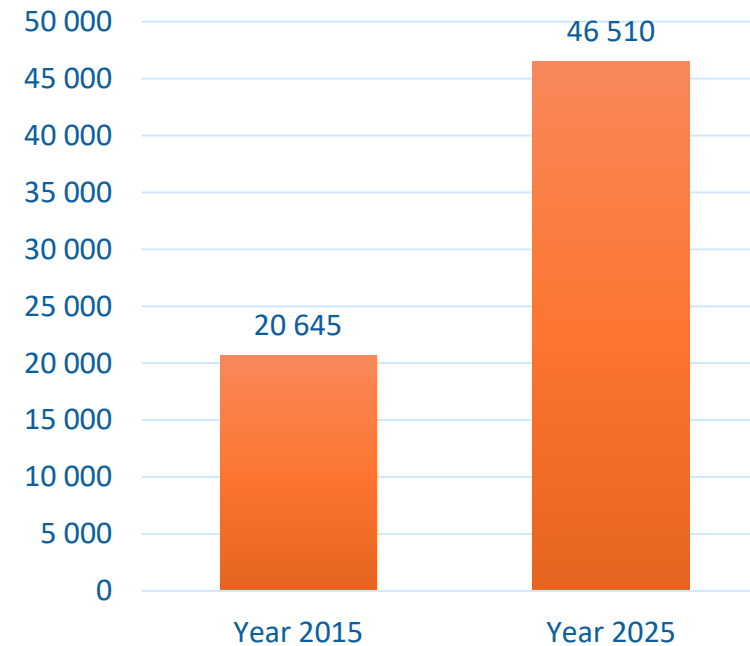
INBOUND INTERNATIONAL MOBILITY



Share of international or foreign students among all tertiary students



Number of students enrolled in study programs taught in English or other foreign languages



Source: Higher Education Information System, 2013–2025

Three main groups of international degree-seeking students



Cross-border mobility

Cross-border mobility is a longstanding and significant form of mobility.

19% of international students come from **Romania, Serbia, Slovakia, and Ukraine** (Hungarian students).

Student numbers are **stable**, with **6,520 enrolled in 2023**.

Most popular study fields: **Economics, Humanities, and Medicine & Health**.

International students supported by grants

Stipendium Hungaricum launched in **2013**, grew rapidly after 2016, but **stagnated recently**.

In **2023**, **11,666 SH scholarship students** studied in Hungary from a **diverse range of countries**.

Plays a **key role in doctoral programs** and in fields like **electrical engineering**.

Majority are **undergraduate students**.

Main fields: engineering (19%), economics (15%), computer science (12%).

Self-financed international students

50% of all international students are self-financed

Sending countries: Germany, China, Iran, Nigeria, Pakistan

Medicine, Pharmacy, Dentistry and Veterinary Medicine dominate, though interest varies by field.

Majority study at **Semmelweis University, University of Debrecen, Eötvös Loránd University, and University of Pécs** (each hosting 1,000+ international students).



What Studies Show

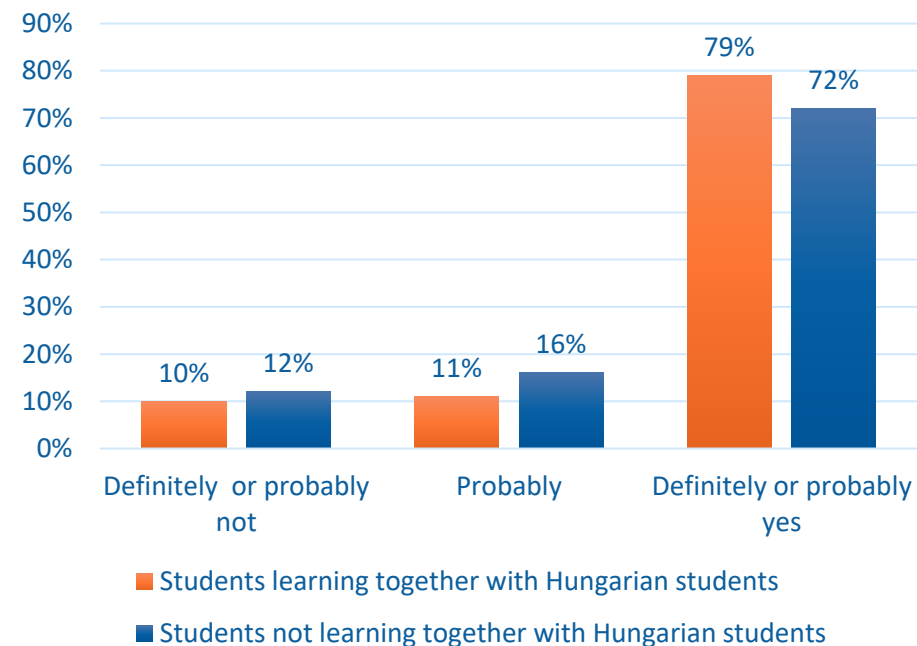


Why integration plays a crucial role

Impact of integration on various factors (satisfaction of students, students' well-being and students' academic achievement, Hungarian students' intercultural skills and foreign language knowledge)

Satisfaction with academic and university life can be an influential factor in predicting student dropout, as many studies show (Scheunemann et al., 2021; Nurmalitasari et al., 2023).

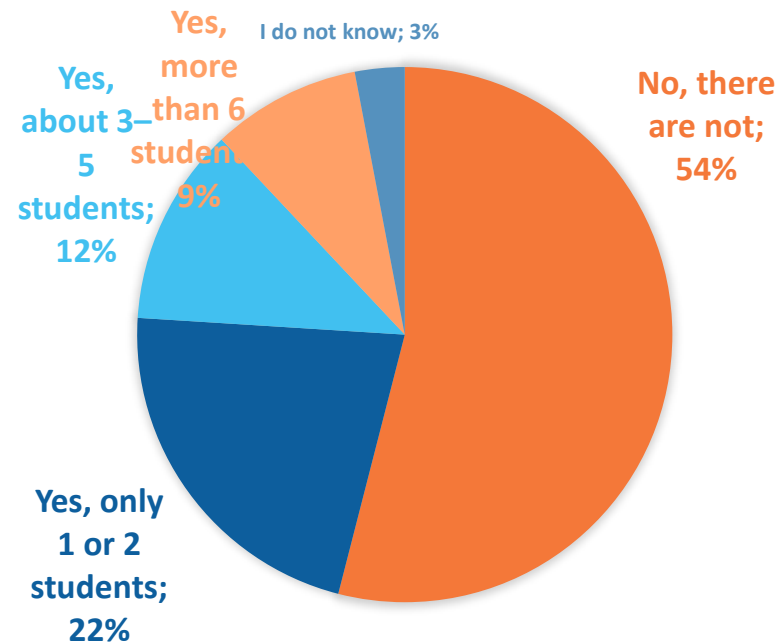
Connection between satisfaction and integration within classroom (Would you choose your university again?)



Integration within classroom



Are there any Hungarian students in your student group?



Integration of International and Hungarian Students

A survey of international first-year students found that **44%** reported studying together with Hungarian students in their classes.

This rate varied by academic field, degree level.

Factors influencing integration:

- **Degree level:** BA: 59%, MA: 57%, PhD: 45% do not study together with Hungarian students
- **Field of study:** Engineering: 65%, Information Technology (ICT): 68%, Medical and Health Sciences: 83% → do not study together with Hungarian students
- **Group size:** Integration is lower in both smaller and larger groups.

Integration outside classroom



Main setting for integration:
Extracurricular activities.

Participation rates:

- 72% of international first-year students engage in extracurricular activities.
- Of these, 69% participate together with Hungarian students.

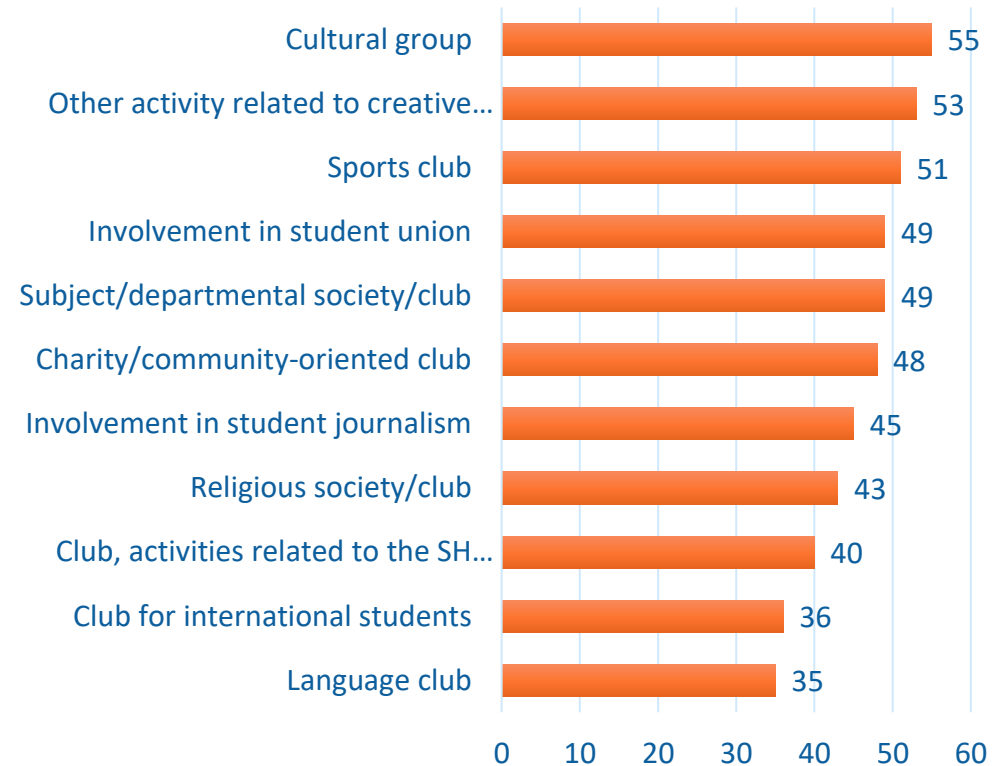
Most effective types of activities for integration:

- Departmental and subject-related clubs.
- Cultural groups.
- Creative hobby activities.
- Sports clubs.

Joint participation:

- In these activities, 50–55% of international students take part together with Hungarian peers.

Together with domestic and international students (%)



Institutional Practices Supporting Collaboration between International and Domestic Students

Institutional Approaches to Collaboration between International and Domestic Students



Innovation Type	Description
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.

How to plan and deliver successful co-learning activities?

Learning environment for collaboration between domestic and international students



Extracurricular activities:

Student clubs, cooking courses, sports, arts, volunteering

Co-learning outside the classroom:

Study groups, project work, research projects, academic competitions etc.

Formal learning:

courses and degree programmes



International degree programmes in English



**800+ full programmes in English
(bachelor, master and PhD levels)**

How have international programmes evolved?

- Full programmes in English
- International degree programmes in English for incoming international students
- Degree programmes for domestic and international students in English



International degree programmes in English: What works and what doesn't?



COURSE CONTENT

METHODOLOGY

Relevance of content and methodology

**Teaching integrated student groups
improves the quality of study programmes
& enrich the methodological practices
of academics**



Co-learning in international programmes: how to achieve WIN-WIN?



International students

- Wellbeing & better mental health+
- Success in studies
- Alumni in diplomacy and business

Domestic students

- IaH
- Competence-building: language, intercultural, labour-market and social skills

University

- Student recruitment: a satisfied student is the best advertisement
- International students - advancement in university rankings
- Improving the quality of education with international programmes (methodological and content development)

Academic staff

- New professional skills: language and methodology
- Improved international perspective
- Development of intercultural skills

Identified good practices for co-learning between domestic and international students



English Cafe &
English for Special
Purposes

Collage of
Advanced Studies:
Diplomacy Club

Joint research
projects

How can TPF support and strengthen this process?



Dissemination of good practices in learning together



Annual information events:

- Meeting of international coordinators
- Workshops / training for international office staff & academics
- International conference for HEIs
- Digital forums

Online publications

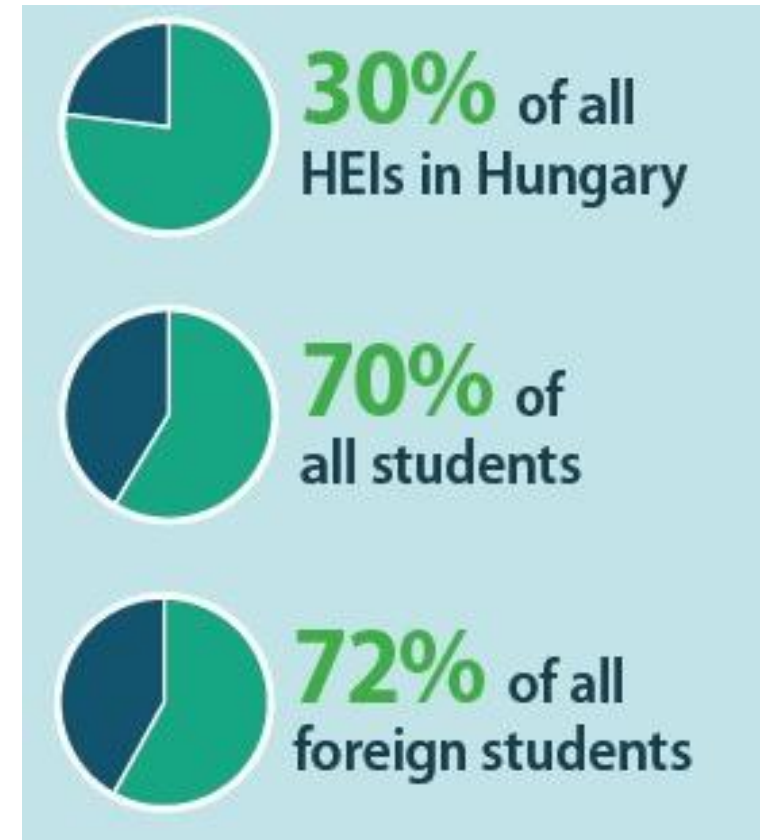


Counselling service for HEIs since 2014



To improve, strengthen and upgrade internationalisation of HE in Hungary

- gain deeper insight in successful internationalisation
- plan internationalisation strategy, action plan and monitor implementation
- successfully develop services for international students
- share knowledge and experience on internationalisation
- learn good practices & find solutions
- achieve better results in ranking



Research



Integration of international students: key focus of research coordinated by the Tempus Public Foundation (TPF).

To explore different dimensions of the international student experience in Hungary, *including adaptation, satisfaction, and overall well-being.*

- **Exploring the International Students' Views (2018)**, highlighted key challenges and enablers of successful integration.
- ongoing **Stipendium Hungaricum Student Satisfaction Survey (2016–2025)** valuable insights into evolving student perceptions and institutional practices.
- **Study of International First-year Students (2023, 2025)** comprehensive view of students' academic and social integration
- **Assessing the Adaptation, Student Success and Well-being of International Students Studying in Hungary (2024)**, particular emphasis on psychological and counselling dimensions of student success, marking a significant step toward a more holistic understanding of international student experiences in Hungary.



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