

Internationalization of Hungarian Higher education – the contribution of the cooperation with foreign missions

Laura Kovacs Ph.D.
Georgina Tweneboah, M.A.
Tempus Public Foundation

Abstract

In the last five years, the number of international students has increased significantly in Hungary, motivating the creation of a clear promotional strategy and involvement of other agents, such as foreign missions. The role of the national coordinating body, namely Tempus Public Foundation (National Agency, TPF), is inevitable in building a diplomat network with the contribution of foreign missions that could result in knowledge diplomacy. TPF is in charge of the management of most international mobility programs and grants in Hungary; it also manages the Study in Hungary initiative supporting the promotion of Hungarian HE abroad. TPF has started to build. The paper outlines the main trends and changes in the internationalization of Hungarian Higher Education, with the special focus on the role of cooperation of the national agency and foreign missions in supporting HEIs to boost their internationalizing activities.

Keywords: internationalization, foreign missions, promotion of higher education abroad, diplomat network

Internationalization is an essential part of the development strategies of Hungarian HEIs, therefore they become more and more active in the field of international cooperation, within Europe, and throughout the world.

Tempus Public Foundation is the national coordinating body in charge of the management of most international mobility programs and grants in Hungary. TPF has also managed the Study in Hungary initiative since 2013, with the aim to support the promotion of the Hungarian HE abroad. In the last 5 years, the number of international students increased significantly in Hungary, therefore there was a strong need to make a clear promotional strategy, and involve other agents, such as foreign missions. TPF has started to build a diplomat-network with the contribution of foreign missions that could result a knowledge diplomacy, knowledge transfer in certain respects. Regional diplomacy forums, national diplomats involved in regional promotion of the Hungarian HE, their participation in global educational expos, national workshops as common platforms for HEIs, and diplomats for discussing HE issues achieve a much more intensive and extended network based on personal connections and professional interest. Involving national diplomats, consulates and embassies could be an efficient way to expand general presence in a focus region of the world.

The purpose of this paper is to describe possible ways of cooperation with national consulates and embassies in country promotion from the practical point of view of a National

Agency by providing a brief history of the internationalization goals and recent processes of Hungarian Higher education.

Internationalization of Hungarian higher education

In recent decades, the European integration and the Bologna processⁱ have provided a strategic framework in Hungarian higher education settings by which universities could define their internationalization schemes. By joining the EU, Hungary has further increased its internationalization of Higher Education, and has also increased both its use of national funds and EU funds to enable international co-operation.

In its 2010 missive "Europe 2020 - A strategy for smart, sustainable, and inclusive growth," the European Commission identified the development of a knowledge and innovation-based economy as one of its priorities. The Commission has also launched a flagship initiative entitled "Youth on the Move" to increase the performance and international attractiveness of European higher education institutions to students from other nations by combining excellence and equity, encouraging the mobility of young people and improving their employment opportunities, and improving the quality of all levels of education and training (European Commission, 2010).ⁱⁱ This has made international mobility in higher education one of the EU's highest strategic priorities.

International student mobility is the most visible facet of higher education internationalization (Hudzik 2015). In the last decades, especially the 1990s through 2010, the intensity of international student mobility strengthened, and internationalization became the prevailing trend in higher education. According to OECD data, international student mobility has been expanding in the past twenty years, and as of 2018, 5.6 million international students pursue higher education abroad, more than twice the number in 2005 (OECD EAG 2020).

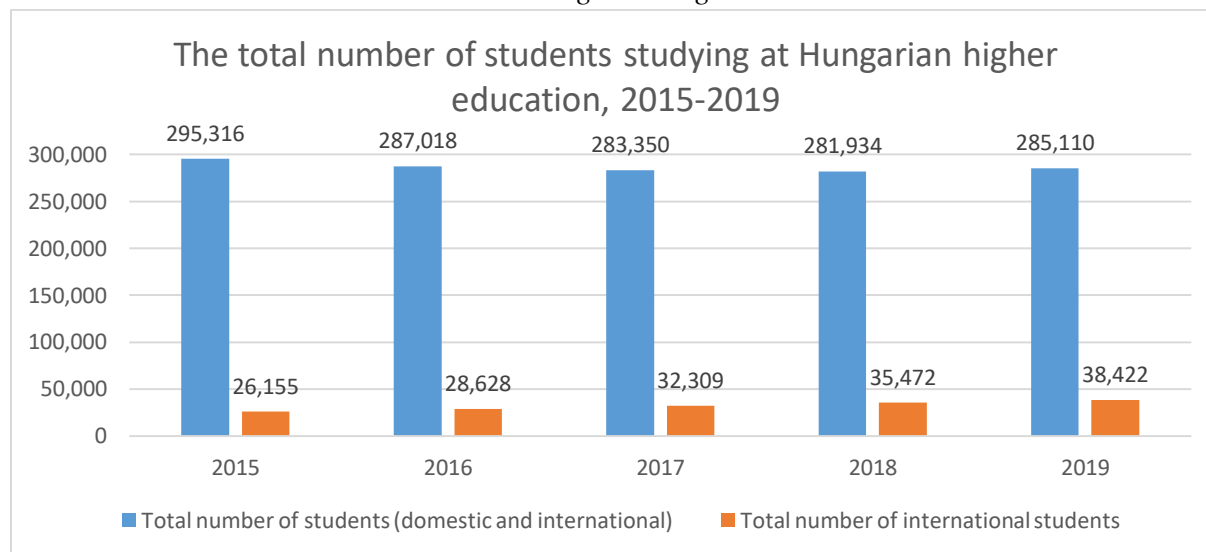
Especially in the past decades, Hungarian universities have faced major structural and strategic challenges. These changes have resulted in significant transformations in the governance, the organization, and the scope of the higher education institutions' international and national mission and activities (Kovács & al. 2018). Nevertheless, in these last few decades, internationalization in higher education institutions has been supported by many national and international initiatives. At the national level, it was a significant step that in 2013 the Hungarian government set up the Stipendium Hungaricum Scholarship Program, which aimed at supporting inbound student diploma and credit mobility from outside the EU, mainly from Asian and African countries. The increasing number of international students has had a considerable impact on the practices and policies of higher education institutions, and it has triggered changes at the system and at institutional level as well. Besides, between 2012 and 2015, the Campus Hungary, and later in 2015 the Campus Mundi Program was launched (co-financed by EU and the Hungarian government), with the aim of supporting higher education institutions in their internationalization activities and enhancing outbound student mobility as well (Kovács-Kasza, 2018).

As a result of internationalizing efforts, the proportion of international students studying in Hungarian higher education is becoming more and more significant: in the 2019/20 academic

year, their number is already 38,000, which is 10,000 more than just three years prior; they now represent 13.5% of all students (Figure 1). They come from nearly 164 countries, most of them from Germany, Serbia, and China; but also a significant number, more than a thousand, are from Slovakia, Romania, Turkey, Jordan and Iran. The number of Hungarians studying abroad is approximately 10,000.

Figure 1

International and Domestic Students in Hungarian higher education 2015-2019



Source: Educational Authority, Higher Education Information System

A vision for Hungarian higher education in 2030

With regard to internationalization of Hungarian higher education, supporting two-way mobility of students and higher education institution staff between Hungary and other countries is an essential strategic step. This support includes scholarship programs, international marketing of higher education and the promotion of studies abroad of Hungarian students and outbound staff mobility that contribute to the international engagement of Hungarian HEIs, offers new learning opportunities and develops innovation.

Over the past 25 years, access to higher education has expanded, the institutional system and training structure of Hungarian HE has developed, and the need for quality development in higher education has emerged. However, this process of transformation took place in a way that led to a low-efficiency system in almost every element of higher education.

The Hungarian higher education needed to adapt the requirements of the global world by the renewal of training output requirements in terms of content and structure, focusing on to establish a higher education system that based on economic needs. This means that higher education institutions fulfill their role if the knowledge provided by them is relevant to the labor market. This is, ideally, beneficial to both society and the national economy. Since higher education acts as a catalyst for a certain regional, urban areas, it can become the engine of developments taking place around it, and its activities can have an impact on the environment.

Reducing the high drop-out rates in Hungarian higher education is also a central element of transformation. (Government of Hungary, 2016)

The government resolution on the adoption of the “Medium-Term Policy Strategy for Higher Education 2016” (1785/2016. (XII. 16.)ⁱⁱⁱ makes it clear that growth in the quality of higher education is expected to increase by 2030. These expectations are related to the social and economic trends of recent years, such as technological revolution, globalization, demographic processes, and social needs.

The higher education strategy has four major areas of reform, the so-called support processes that contribute to the achievement of these strategic goals. The first major area is profile refinement and specialization. This means that it is necessary to reevaluate the educational and research focuses of the institutions to assess quality and goal compliance. The objectives for this area include the restructuring of training programs and the differentiation of the profile and designation of each institution. (e.g. the differences between a university and a university of applied sciences).

The next focus area is the transformation of the institutional system into one better geared to support regional cooperation between institutions, the pooling of resources, and the division of tasks. The objectives for this area include the rationalization of the institutional network, the development of Hungarian cross-border education, and the involvement of Hungarian institutions in international competition. A further objective in this context is to increase the mobility of students and teachers, which should also serve to strengthen relations with strategic partner countries.

Educational innovation--as a process of support--involves transformations designed to enable higher education to respond to the challenges of the 21st century, such as demographic changes, more intensive learning experience, methodological renewal, and spread of non-traditional forms of training. The last support process needed to achieve this innovation is the effective management of institutions and the adaptation of new business models (Government of Hungary, 2016).

The next section briefly introduces the National Agency and presents its two ongoing programs that strongly contribute to advance the internationalization of Hungarian higher education institutions.

The role of a national agency in internationalization of Higher Education

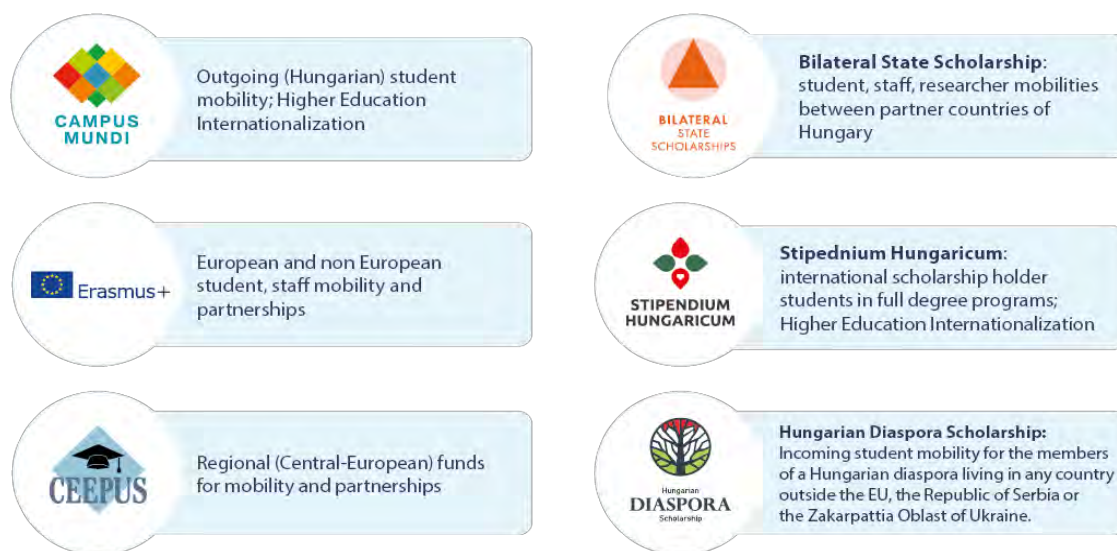
Tempus Public Foundation^{iv} – established in 1996 by the Hungarian government- is the national coordinating body in charge of the management of most international mobility programs and grants in Hungary.

TPF's role has been crucial in advancing the internationalization of Hungarian HEIs by encouraging international cooperation and mobility; the modernization and quality improvement of education, training, and human resources development; and the strengthening of European dimensions in these fields. (Tempus Public Foundation, n.d.)

Some of the most important programs managed by the national agency are displayed in Figure 2. Erasmus+ is the EU's program to support education, training, youth and sport in Europe that provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad. (Tempus Public Foundation, n.d.) The Hungarian Diaspora Scholarship was established by the Hungarian Government for those who live in a Hungarian diaspora outside of Europe and wish to study at a Hungarian higher education institution to develop their personal, professional and cultural relations to Hungary. (Tempus Public Foundation, n.d.) Bilateral state scholarships are based on scientific and educational cooperation agreements signed by the governments of two countries. Similarly, to the foreign partner, the Hungarian side offers scholarships for foreign students, researchers or lecturers in higher education institutions or in scientific or art institutions. (Tempus Public Foundation, n.d.) CEEPUS is a mobility scholarship program in the field of higher education, designed to support student and teacher exchanges, the organization of summer schools, special courses and student excursions by developing long-term academic co-operation between partner institutions within the participating countries. (Tempus Public Foundation, n.d.) Campus Mundi and Stipendium Hungaricum programs will be discussed separately in the following sections.

Figure 2

Programs for internationalization of Hungarian HE implemented by Tempus Public Foundation



Source: Developed by Tempus Public Foundation

TPF has also been managing the Study in Hungary initiative since 2013, with the aim of supporting the promotion of Hungarian HE abroad. The Study in Hungary Division of the Tempus Public Foundation coordinate the unified participation of Hungarian HE at several international events in close cooperation with the Hungarian higher education institutions. It also

facilitates the cooperation between national promotion agencies, foreign affairs associates of the Hungarian Embassies, and international representatives of the Hungarian higher education institutions. (Tempus Public Foundation, n.d.)

Following the internationalizing goals, TPF is actively involved in encouraging foreign higher education institutions to cooperate with Hungarian partners. In addition, it is an important task how to make Hungarian higher education more widely known and to enhance its international visibility. Therefore, in the last years, TPF has developed its capacities in promoting Hungarian higher education and supporting HEIs to increase their international visibility. Under these activities, the promotion of Hungarian higher education abroad takes place under the unified Study in Hungary brand that enhances the coordinated effort to promote higher education abroad. Moreover, TPF has an extensive international network and cooperation with other national agencies; for example, the foundation usually organizes common events and receptions with the national agencies of the Visegrad Group^v (Tempus Public Foundation, n.d.).

The main goal of these internationalization efforts is to support the international visibility of Hungarian higher education institutions, the Campus Mundi and Stipendium Hungaricum programs strongly contribute to the achievement of this goal.

Stipendium Hungaricum Scholarship Program

Foreign missions support the promotion of the Stipendium Hungaricum program which is an important segment of the internationalization of Hungarian higher education since currently approximately 70 partner country are engaged with the program from diverse part of the world. Hungarian HEIs do not have the opportunity to present their course offers personally in each partner countries therefore the active participation of foreign missions is essential in provide information about Hungarian higher education and scholarship opportunities to students potentially interested.

The Stipendium Hungaricum Scholarship Program,^{vi} which provides tuition-free education, monthly stipends, housing allowances, and health insurance for applicants from partner countries, was launched by the Hungarian government in 2013 with the declared purpose of improving the quality of higher education through internationalization, and strengthening the Hungarian scientific elite's international relations by increasing the cultural diversity of higher education institutions. The program is implemented in accordance with the Hungarian government's strategic goals regarding the structural development of higher education, and being a governmental program, its legislative background is set forth by a governmental decree. (Stipendium Hungaricum Scholarship Program, n.d.)

In line with the core idea of the initiative, the scholarship program aims not only to increase the number of incoming foreign students, but also to intensify higher education cooperation with international partner organizations. In 2019, 68 sending partners from 4 different continents participated in the Stipendium Hungaricum program. The selection of the participating Hungarian universities is based on tender: the call for application is open every two years, and the institutions are qualified to take part in a program after the assessment of their

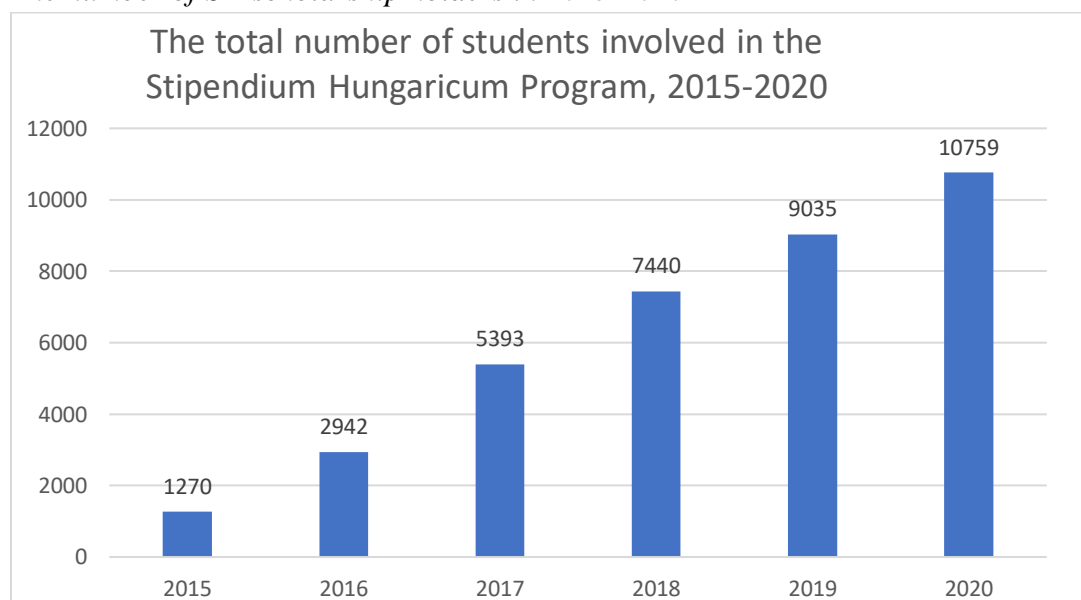
submitted proposal by independent external evaluators. In the 2018/2019 academic year, 28 universities took part in the program. (Stipendium Hungaricum Scholarship Program, n.d.)

In line with the increasing number of international students, the number of study programs taught in foreign languages (primarily in English) has grown significantly in all of the participating institutions, and internationalization has become a central issue of institutional development strategies.

Figure 3 shows the significant rise in number of incoming students with Stipendium Hungaricum Scholarship. In the 2020/21 academic year, their number is already 1059, which is 9489 more than just five years prior.

Figure 3

The number of SH scholarship holders in 2015-2020



Source: Educational Authority, Higher Education Information System

As a response to the increasing number of incoming students, universities have taken serious measures to cope with the emerging demands of their new inhabitants: curriculum development, quality assurance of student services, and increased intercultural awareness are just a few of the internationalization-related demands.

Campus Mundi Program

Since 2015, the beginning of the Campus Mundi Program foreign missions have played more and more important role in supporting the international visibility of Hungarian higher education. In line with the aims of the Program the representatives of foreign missions assist in making more attractive the Hungarian higher education for foreign students.

In recent years, the role of the foreign missions has been expanded. Beyond their participation in international expos and student recruitment fairs, they have provided assistance in organizing several joint events (e.g. forums, alumni events, campus visits). Additionally, they

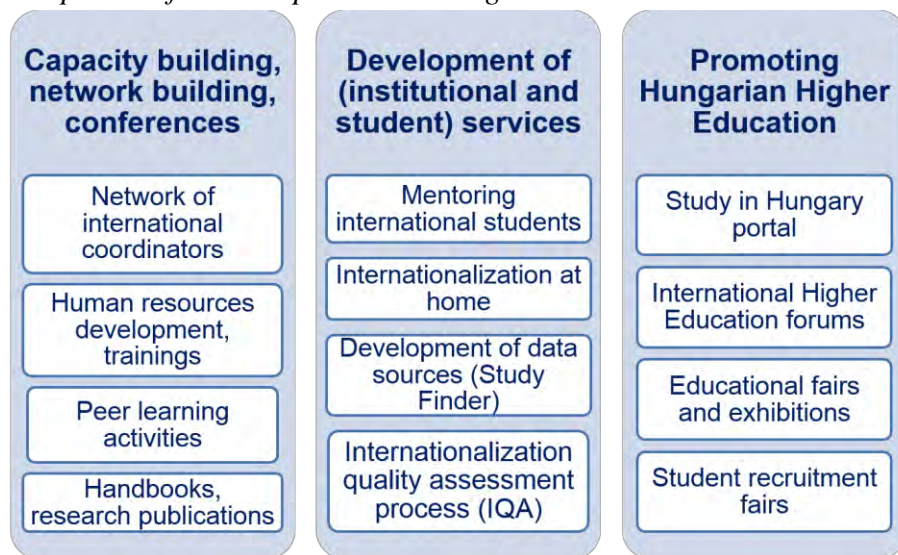
represented the Hungarian higher education in exhibitions independently, (without the participation of Hungarian HEIs and the national agency) in physical and virtual events as well. In 2020, this activity was limited to virtual events only during the pandemic.

The Campus Mundi program (co-funded by the European Union and the Hungarian government) - beyond providing outbound mobility opportunities for Hungarian students-mostly focuses on the strategic internationalization of higher education institutions. The aim of the Campus Mundi program is to improve the quality of higher education, to support the mobility of students and to strengthen the international reputation of Hungarian higher education institutions before its expiration in 2021. (Campus Mundi Program, n.d)

Figure 4 shows the pillars of the Campus Mundi Program that supports the internationalization of the Hungarian higher education. These actions are grouped around three priorities: capacity building, development of institutional and student services, promotion of Hungarian higher education. These activities provide the basis for stimulating cooperation among the national agencies, the higher education institutions and foreign missions, such as international promotion, training courses, workshops. Besides the other elements of the program, the activities of the third pillar, namely promoting Hungarian higher education contributes the most to tightening cooperation. This topic will be explained further in section: Main areas of cooperation.

Figure 4

The pillars of the Campus Mundi Program



Source: Developed by Tempus Public Foundation

Cooperation with foreign missions

How can higher education institutions strengthen their competitive position among universities while intending to extend their professional networks? How can a national agency support this internationalization process while the competition is getting stronger, both locally

and globally? These questions made it necessary to search for ways to increase the effectiveness of existing and new partnerships.

In order to create a strong internationalization effort, the systematic cooperation of the National Agency with the various networks of foreign missions is an extremely important tool. The infrastructure of foreign representation for the development of international educational relations consists of the Network of Science and Technology (S&T) attachés, the Network of the Diplomats for Culture and Education, and the Hungarian Cultural Institutes.

Network of science and technology (S&T) attachés

Hungary delegates S&T attachés to the partner countries that are the most important from the perspective of its scientific and technological policies. The attachés are primarily responsible for cultivating bilateral relations, coordinating RDI efforts, promoting the economic utilization of research achievements, networking, exploiting capacities, and sharing information between the partner countries. The network of S&T attachés works to the benefit of the entire Hungarian scientific community. Their activities include the representation of research in natural sciences and engineering, technological and product development, and innovation. The S&T attachés serve the institutions of Hungarian scientific research and management and the Hungarian research community as a whole. The network is operated jointly by the National Research and Innovation Office^{vii} and the Ministry of Foreign Affairs and Trade. Like other diplomats, the attachés are directly subordinate to the ambassador or consul general in charge of the foreign representation. S&T attachés are currently delegated to the following 12 host cities: Berlin, Brussels, London, Moscow, New York, Paris, Beijing, San Francisco, Seoul, Tel Aviv, Tokyo, and New Delhi.^{viii} (Network of Science and Technology (S&T) Attachés, n.d.)

Hungarian Cultural Institutes

Hungarian cultural institutes abroad are important international institutions of cultural diplomacy. Minister of Religion and Public Education Count Kuno von Klebelsberg founded the first foreign Hungarian cultural institutes, the so-called Collegium Hungaricum, in the 1920s in order to build Hungary's international scientific relations (Vienna, Berlin 1924, Rome, Paris 1927).

The most important task of the Collegium Hungaricum is to improve international relations between Hungary and the host country in the field of cultural diplomacy, to foster international cooperation in the fields of culture and sciences, to preserve and popularize of national cultural heritage.

In addition to performing their cultural, educational, and scientific organization tasks, some of the institutes maintain other service attributes as well, for example, a library, a Hungarian language teaching center, or a gallery. Today, the network of Hungarian institutes abroad represents Hungarian cultural and educational policy in 24 countries worldwide with 26 institutes. (Cultural Diplomacy, n.d.)

The network of the diplomats for culture and education

Diplomats specializing in education and culture operate in those countries where there is no cultural institute, but the improvement of educational and cultural relations is a priority for Hungary. At present, educational and cultural diplomats work at the following foreign representations: Amman, Baku, Hanoi, Kiev, Madrid, Shanghai, São Paulo, Tel-Aviv. (Cultural Diplomacy, n.d.) Educational and cultural diplomats also can provide assistance in cultivate an increase in international students wishing to study in Hungary and in the number of joint research projects in higher education and to build relationships between educational and research institutes in Hungary and the recipient countries that support student and teacher exchange.

Main areas of cooperation

In 2017, TPF started working with foreign missions to build a diplomat network designed to facilitate knowledge transfer—a sort of knowledge diplomacy, perhaps. Working with the previously mentioned existing networks of diplomats, including regional diplomacy forums, national diplomats' involvement in regional promotion of the Hungarian HEIs in global educational expos and national workshops as common platforms for HEIs and diplomats to discuss HE issues achieves an intensive and extended network based on personal connections and professional interest. Involving national diplomats, consulates, and embassies could be an effective way to expand the general presence of Hungarian HEIs in a focus region. There are several points of contact in which cooperation with foreign missions can make the implementation of the “Study in Hungary” concept more effective, increase the representation of Hungary at various international events, and arouse foreign students' interest in Hungarian higher education. (Tempus Public Foundation, 2021)

International visibility of higher education

As a part of the Campus Mundi program, a Hungarian booth can be organized at global educational expos and fairs in diverse parts of the world at least 6 times a year. In the last few years, the representatives of foreign missions were actively involved in both directions of international exhibitions (student recruitment fairs and institutional-focused expos) in order to support the “Study in Hungary” exhibitors.

As shown in Figure 5, below, between 2013-2019 the national agency organized the participation of Hungarian higher education institutions at 161 international event worldwide. This number is divided into 115 student recruitment fairs, 27 exhibitions and 19 forums and alumni events.

Figure 5
International events from 2013-2019



Source: Developed by Tempus Public Foundation

In the framework of institutional-focused exhibitions, institutions have the opportunity to present themselves in an international environment and to build partnerships that will develop student and teacher mobility opportunities and to develop joint training programs. Hungarian HE is annually represented at NAFSA, APAIE, and EAIE exhibitions, taking the advantage of their related conferences in order to disseminate internationally the Hungarian higher education system’s offerings. The diplomats are able to effectively support the institutional representatives’ participation and negotiation in order to gain successful and long-term institutional relationships.

Connected to the institutional partnership building several side events and international forums are also regularly organized jointly with foreign missions to support Hungarian higher education institutions in strengthening existing partnerships and developing new ones. Examples in the United States include the Hungary Higher Education Forum (Philadelphia 2018) and Branding for Success: How to become a TOP 15 destination for US students (Washington, D. C. 2019).

The student recruitment fairs are the most important aspect, of the joint work, allowing the institutional representatives to present their foreign language training to those interested (students, parents, teachers) and to reach potential students with a number of promotional tools. During the recruitment work, in addition to the professional representation of Hungarian higher education institutions in the participating partner countries, special attention is paid to the introduction and promotion of the mobility scholarship programs such as the Stipendium Hungaricum and the Erasmus+ programs.

Due to the situation caused by the coronavirus, the number of virtual fairs has increased significantly. Previously, there were one or two virtual exhibitions per year, but in response to the pandemic, the largest exhibition’s organizers had to restructure their annual plans and put a new emphasis on recruiting via the internet. In the fall semester of 2020, in addition to the

exhibiting institutions, foreign missions took part in several online exhibitions in Latin America, the Southeast Asian region, and the countries of the Indian subcontinent.

Related to the student recruitment fairs, Tempus Public Foundation, in cooperation with foreign missions and local partners, also organizes other professional events such as workshops, campus visits, student briefings, and alumni meetings.

The joint work is well documented by the numbers of exhibitions on which foreign missions have participated. Figure 6 shows the rising number of the representatives of foreign missions in the different types of international events between 2016-2020. Although in recent years there has been an increase in the participation of foreign missions for all types of events, it can be said that more intense growth is observed in this regard at student recruitment and virtual student recruitment fairs.

Figure 6

Participation of foreign missions in international events

| | 2016 | | 2017 | | 2018 | | 2019 | | 2020 | |
|---|------------------|---------------------------------|------------------|---------------------------------|------------------|---------------------------------|------------------|---------------------------------|------------------|---------------------------------|
| | number of events | foreign mission's participation | number of events | foreign mission's participation | number of events | foreign mission's participation | number of events | foreign mission's participation | number of events | foreign mission's participation |
| conference and expo | 2 | 0 | 4 | 0 | 5 | 4 | 7 | 4 | - | - |
| student recruitment fair | 4 | 3 | 5 | 5 | 8 | 5 | 10 | 9 | - | - |
| forum, workshop | 2 | 2 | 3 | 3 | 3 | 3 | 12 | 12 | - | - |
| virtual student recruitment fair | - | - | - | - | 1 | 0 | 2 | 0 | 8 | 1 |
| virtual conference and expo | - | - | - | - | - | - | - | - | 3 | 0 |
| student recruitment fair with the participation of foreign mission only | - | - | - | - | - | - | 12 | 12 | 2 | 2 |
| virtual student recruitment fair with the participation of foreign mission only | - | - | - | - | - | - | - | - | 6 | 6 |

Source: Developed by Tempus Public Foundation

Exchange of experiences

In the past three years, TPF has had the opportunity to assemble the Hungarian foreign affairs associates from around the world by inviting them to an annual workshop where they could pool their substantial knowledge of the Hungarian higher education system, the possibilities for recruiting students in their regions, and how to aid the HEIs in building institutional partnerships. (Tempus Public Foundation, 2021)

The main goal of these conferences is to provide the opportunity to the representatives of HEIs and foreign missions to discuss the plenty of issues they have in common. This platform serves as a direct communication channel and information flow between the participants.

The conference also gives an excellent opportunity for exchanging accurate reports about new strategies, presenting updates on new communication tools, and sharing experiences, difficulties, and needs particular to different regions. This year, great emphasis was placed on exchanging experiences relative to the impact of the COVID-19 pandemic on higher education and on internationalization activities.

The role of the national agency in facilitate this dialogue involves many challenges to cope with. Knowing each stakeholder's needs at the time of occurrence (i.e.: different needs related to the specific regions, diverse focuses of HEIs) requires constant communication, information flow and feedback from all the stakeholders all year round. The monitoring of the effectiveness of the many different channels through the communication and information transfer can be realized is also needed.

The national agency's task also to pass useful, evidence based information in a clear, understandable form to the representatives of foreign missions, by extracting relevant knowledge from research reports. In addition, TPF intends to provide this information through a learning management system (canvas) in the form of info graphics and short factsheets. In order to gather practical material a manual was prepared to the foreign missions.

Aside from the annual reunions, there are forums for further knowledge-sharing each year on a regional level. The focus of these events is the trends of inbound and outbound student mobility in each region, region-specific partnership building with domestic higher education institutions, participation in student recruitment fairs, and involvement with the Alumni Hungary Network.

Due to the training provided to foreign missions, it has become common for diplomats to organize preparatory events for inbound scholarship holders. These events provide personal consultation for those who are interested in studying in Hungary by involving members of the Alumni Network Hungary^{ix}.

A website was designed for the representatives of foreign missions that supports them in the promotion of study abroad programs and provides online communication tools^x. In addition to online communication, the related printed publications ("Study in Hungary" leaflets, brochures with partnership building and student recruitment focus) are also important elements of the promotion that can be sent upon request. (Tempus Public Foundation, 2021)

It is essential that international students with positive experiences about the country may well become a kind of ambassador promoting Hungary's image (Császár, 2020). Within the framework of the Campus Mundi program, the international alumni network Alumni Hungary started in 2016, aiming to maintain contacts with international students who have completed higher-level studies in Hungary, and to strengthen and build Hungary's professional, scientific and economic relations. Foreign missions play an important role in communicating with international students returning to their home countries by organizing local programs for the

members. It is therefore a common interest for both Hungary and the foreign missions to integrate international students graduating in Hungary into the Alumni Hungary Network creating a unified database and a base for building a deliberate community. This platform, facilitates the communication between alumni members in order to build international collaborations. In this way the number of opportunities were increased for alumni members to participate actively in internationalization-related activities by organizing local meetings, holding lectures, and participating in international educational fairs as “student ambassadors.” The embassies regularly inform the alumni members about the news and opportunities in the form of embassy newsletters and local meetings (Tempus Public Foundation, 2021).

Conclusions

To conclude some lessons learned from the cooperation since 2017, the introduction of the annual conferences has made smoother the work and the direct exchange of experiences between the national agency the foreign missions and the Hungarian HEIs. However, it requires plenty of work, continuous monitoring, as well as collecting feedback and acting on it. The Hungarian higher education institutions wish to strengthen their ties with the representatives of foreign missions, in order to consulting regularly on substantial issues. (i.e.: recruitment agencies with whom it is worth to work with). Diplomats help to maximize the impact of a Hungarian HEI’s participation at international events and increase the chances of making high-quality connections. They do this by assisting in appointments between Hungarian and targeted foreign universities-

The process of internationalizing Hungarian universities can be aided by developing training in an online platform. This will have the effect of facilitating engagement by newly joined representatives of foreign missions. In addition, attention should be focused on creating interest from foreign missions of countries that do not often conduct international education expos.

In the past decades, following the internationalizing goals, higher education promotion activities have been carried out by several organizations, namely higher education institutions, national and international agencies, and foreign missions. However, there had not been a coordinated effort to increase the global visibility of Hungarian Higher Education. Since the 2010s, due to the various programs (e.g., Stipendium Hungaricum program, Campus Mundi program), the demand for integrated promotional activities has been strengthening. To achieve this goal, TPF, as a national agency, has taken an active role in developing the network of the various actors, namely diplomats, higher education institutions, moreover other national and international bodies, with the focus on the global visibility of higher education and the exchange of experiences. The study confirms that the roles and the importance of foreign missions in the promotion of higher education in the case of Hungary is inevitable, and it can include a various range of activities. It is essential to raise international student’s trust and confidence in Hungarian higher education in order to create partnership agreements between the Hungarian and

foreign higher education institutions. Foreign missions also have an important role to facilitate this process.

References

- Bilateral state scholarships (n.d) Tempus Public Foundation. <https://tka.hu/international-programmes/4127/bilateral-state-scholarships>
- Campus Mundi (n.d.) Tempus Public Foundation. <https://tka.hu/palyazatok/4811/campus-mundi>
- CEEPUS (n.d) Tempus Public Foundation. <https://tka.hu/international-programmes/1021/ceepus>
- Council Recommendation of 28 June 2011, ‘Youth on the move’ — promoting the learning mobility of young people, (2011/C 199/01) [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32011H0707\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32011H0707(01)&from=EN)
- Császár, Zsuzsanna (2020) Measuring of the economic impacts of inbound higher education mobility - Research Summary. https://tka.hu/docs/palyazatok/measuring_the_economic_impacts_of_inbound_he_mobility_sh.pdf
- Cultural Diplomacy (n.d). Deputy State Secretariat for Cultural Diplomacy. <https://culture.hu/en/budapest>
- Erasmus + (n.d) European Commission. https://ec.europa.eu/programmes/erasmus-plus/about_en
- Europe 2020 A strategy for smart, sustainable and inclusive growth <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52010DC2020>
- Hudzik, John K. (2015): Comprehensive internationalization: institutional pathways to success. Publisher: London; New York: Routledge, 2015.
- Hungarian Diaspora Scholarship (n.d) Tempus Public Foundation. <https://diasporascholarship.hu/>
- Kovács, Laura & Kasza Georgina (2018) Learning to Integrate Domestic and International Students: The Hungarian Experience. *International Research and Review*, 8-1, p26-43 Fall 2018.
- Kovács, Gergely & Temesi, József (2018) szerk.: A magyar felsőoktatás egy évtizede. 2008-2017. *Nemzetközi Felsőoktatási Kutatások Központja*, 2018, Budapest.
- Magyarország Kormánya (2016) Fokozatváltás a felsőoktatásban (*Government of Hungary: Medium-Term Policy Strategy for Higher Education 2016*) https://2015-2019.kormany.hu/download/c/9c/e0000/Fokozatvaltas_Felsooktatásban_HONLAPRA.PDF#!DocumentBrowse
- Network of science and technology (S&T) attachés. (n.d.). National Research, Development and Innovation Office. <https://nkfi.gov.hu/english-2017/diplomacy-at-foreign/network-of-diplomats>
- OECD (2020), Education at a Glance 2020: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/69096873-en>.
- Stipendium Hungaricum scholarship program. (n.d.). Tempus Public Foundation. <https://stipendiumhungaricum.hu/>

Tempus Közalapítvány (2021) Külügyi kézikönyv (*Tempus Public Foundation, Directorate for Study in Hungary, 2021: Handbook for foreign missions.*) Manuscript in preparation. Tempus Public Foundation. (n.d.). Tempus Public Foundation. <https://tka.hu/37/about-us>

About the Authors

Laura Kovács completed her Ph.D. in Political Science, at the University of Pécs. She obtained her MA degree in political science as well. Her academic interest revolves around the international cooperation of cities, how the concept of “networking” can be interpreted, and with the issues of multi-level governance and Europeanization. The research program of her thesis was supported by the State of Hungary in the framework of the National Excellence Program. Laura Kovács is the author of numerous articles and a member of many professional societies. She has been a guest lecturer at several higher education institutions in Hungary. She has been working in the field of internationalization of higher education since 2012.

Georgina Tweneboah completed her BA and MA studies in International relations. Throughout her studies, she has written two theses in connection with cultural policy (The development of the Hungarian-French cultural relations from 1919 to 2011 and the improvement of Hungary’s cultural relations from the change of regime up to now days). Georgina started to work in the field of internationalization of higher education institutions four years ago when she joined to the Study in Hungary department of Tempus Public Foundation. Besides organizing many recruitment fairs, she participated in numerous preparation training for representatives of higher education institutions and was involved in the network building of foreign missions.

ⁱ Since 1999, by launching the Bologna Process, internationalization has become one of the main policies in higher education. The central element of the Bologna model has been the strengthening of international student mobility. In 2009, the Leuven/Louvain-la-Neuve Communiqué – adopted by all 48 participating countries by 2012 – defined a new strategic goal related to student mobility. The goal aimed to increase mobility with a specific target: by 2020, at least 20 percent of the graduates would have pursued higher education abroad. As is mentioned above, this goal was adopted by national governments in the last years (www.ehea.info).

ⁱⁱ <https://eur-lex.europa.eu/legal-content/HU/TXT/?uri=celex:52010DC2020>

ⁱⁱⁱ <https://net.jogtar.hu/jogszabaly?docid=A16H1785.KOR&xtreferer=00000001.txt>

^{iv} <https://tka.hu/english>

^v The Visegrad Group (also known as the "Visegrad Four" or simply "V4") reflects the efforts of the countries of the Central European region to work together in a number of fields of common interest within the all-European integration. Czech Republic, Hungary, Poland and Slovakia have always been part of a single civilization sharing cultural and intellectual values and common roots in diverse religious traditions, which they wish to preserve and further strengthen. Further information: <https://www.visegradgroup.eu/about>

^{vi} <https://stipendiumhungaricum.hu/about/>

^{vii} <https://nkfih.gov.hu/about-the-office>

^{viii} <https://nkfih.gov.hu/english-2017/diplomacy-at-foreign/network-of-diplomats>

^{ix} <https://alumninetworkhungary.hu/>

^x <https://tka.hu/nemzetkozi/5815/kulugyi-munkatarsaknak>