

INTERNATIONALISATION OF HIGHER EDUCATION IN HUNGARY

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Abstract

The most important aim of this study is to give a brief overview on the internationalisation of the Hungarian higher education system. The European policies and programmes that are significant in the internationalisation of Hungarian higher education will be explained herein. The national agency for internationalisation and its programmes with a special emphasis on its flagship programme, the Stipendium Hungaricum Scholarship programme will be described. With the help of statistical databases from the Education Office, and Tempus Public Foundation (TPF), significant trends will be analysed based on the most updated data in the field of incoming and outgoing student mobility. We will also use the Hungarian subsample (N= 7547) from the Eurostudent VII database, and discuss study mobility experiences of both domestic and international students from several aspects; demographics, transition and access, types and modes of study and socio-economic background. We will also provide international comparison from some aspects. Our findings confirm the results about the unbalanced nature of inbound and outbound mobility and the existing differences in the field of access.

Keywords: higher education, internationalisation, students

Discipline: sociology, education

Absztrakt

A MAGYAR FELSŐOKTATÁS NEMZETKÖZIESEDÉSE

A tanulmány célja, hogy átfogó módon mutassa be a magyar felsőoktatási rendszer nemzetköziesedésének folyamatát. A jelenség alaposabb megértéséhez az európai oktatási célkitűzéseket és programokat tekintjük át a tanulmány első részében, majd ezeknek a területeknek a magyar aspektusait is megvizsgáljuk – különös tekintettel a Stipendium Hungaricum ösztöndíj programra. A nemzetköziesedés legfontosabb trendjeit az Oktatási Hivatal és a Tempus Közalapítvány statisztikai adataival illusztráljuk – kitérve a mobilitás mindkét irányára. Az Eurostudent VII. adatbázis magyarországi almintájának segítségével (N = 7547) áttekintjük a hallgatók mobilitási tapasztalatait a demográfiai jellemzőik, a felsőoktatásba való bekezdésük körülményeik, a tudományterületük, képzési szintjük és más háttérváltozók mentén. Bizonyos vizsgált területek esetén a magyar adatokat nemzetközi összehasonlításban vizsgáljuk meg. Eredményeink megerősítik, hogy a kimenő és a bejövő mobilitás trendjei nem illeszkednek egymáshoz, illetve a mobilitáshoz való hozzáférés beágyazott az egyenlőtlenségekbe.

Kulcsszavak: felsőoktatás, nemzetköziesedés, hallgatók

Diszciplínák: szociológia, pedagógia

Introduction

Internationalisation, which can be considered a proactive response to the globalized world (Knight, 1999), is a global phenomenon that affects various aspects of higher education in countries all around the world. Its meaning is different from region to region, institution to institution. Scholars have defined this new concept in different ways, including De Wit and Hunter (2015a, p. 27) who stated; “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”. Although the definition of internationalisation” is different from scholar to scholar, no one can deny that it evolves over time, incorporating new forms, dimensions, and approaches.

Knight (1999) suggested four separate approaches to internationalisation with special emphasis on the fact that they do not contradict but complement each other. These are the activity-, the competency-, the ethos- and the process approaches. The first approach tends to describe internationalisation

dimensions in terms of specific activities and programmes such as international students, student/faculty exchange, technical assistance, and curriculum. The second approach emphasized the development of international competencies of the academic community- students, staff and faculty. The focus of the third approach is encouraging and fostering the development of international and intercultural values and initiatives in an institution, and the last one, the process approach, however, stresses to integrate international dimension into teaching, research and service by incorporating a broad array of activities, procedures and policies (Knight, 1999). Furthermore, multifaceted dimensions of internationalisation include mobility, export of academic systems and cultures, research cooperation, knowledge transfer and capacity building, student and staff exchange, internationalisation of the curriculum and of learning outcomes, cross-border delivery of programmes, projects and institutions, and virtual mobility (De Wit & Hunter, 2015b).

Among these dimensions, the international mobility of students, staff, and researchers, as well as exchange programmes is the most visible aspect

of internationalisation in higher education around the world, including in Europe, and the same is true for the internationalisation of higher education in Hungary. And hence, this paper will highlight the incoming and outgoing mobility of Hungarian higher education in the later sessions.

A Brief Overview of Internationalisation of Hungarian Higher Education

The situation of Hungary seems to be specific from a lot of aspects. Hungary belongs to the post-socialist countries and this element shapes the current characteristic of institutions. Before the fall of the Communist regime, universities and colleges were massively separated from international networks, scientific space and scientific paradigms, and those activities which refer to internationalisation were limited to the Communist bloc. In the 90s this situation naturally changed, but every actor (students, lecturers, staff, management etc.) had their barriers and lags – especially in the field of language-learning (Dabney-Fekete, 2020). Deficiencies in the field of foreign language skills is typical in Hungary if we compare the data with most of the European countries (I1). During the transformation and the expansion after the Millennium, the process of differentiation became typical and the “lower segment” of institutions hardly got involved in the progress of internationalisation (Rédey, 2009). The higher level of internationalisation was typical at first in medical courses (Derényi, 2018). The situation of Hungary is specific due to another important fact – there are Hungarian minorities in the neighbouring countries – a significant part of the ‘international’ students’ body belongs to this group. Students, lecturers, and staff during their ongoing mobility can use the Hungarian language, as well. Universities have a mixed character from the aspect of working method: the competitiveness and market-oriented method (which also connect with the participation

in the international educational space) and their state-controlled nature (which may affect the process in a negative way). Some elements can push institutions toward the higher level of internationalisation, – e.g. the position in university rankings (e.g. QS World University Rankings, I2) or financial motives (Derényi, 2018). During the 2010s the expansion seems to have stopped at the Hungarian universities for various reasons – the number of the young cohort decreased and the educational policy was described with rather restrictive intentions. The higher proportion of incoming students may counterbalance this negative trend. The working conditions of academic staff is analysed by several authors (Neave, 2009; Fairweather, 2009; Henkel, 2010) and this profession can be described as a balancing among different fields (teaching, research, administration, management) and increasing workloads. The patterns of this balancing are shaped by the prestige of the institutions, gender, disciplines and a lot of other factors. Participating in a foreign scholarship or improving the level of language efficiency requires effort and time – and in some segments of higher education these resources are limited (e.g., in the case of the higher number of student population or high number of teaching lessons). Furthermore, students’ participation in internalization is embedded in individual and social circumstances alike. We can analyse the opportunities of students from the aspect of inequalities (economic capital or language proficiency), and some scholars have highlighted that we can use the notion of “mobility capital” whose extent is different in each social group (Dusa, 2016; 2020).

To sum up the features of Hungary, Polónyi (2022) stated that the level of internationalisation is in the middle of the Central European Countries. The rate of incoming mobility was increased in the 2010s, but this change concerns the students’ body and not the academic staff. The educational policy supports rather the incoming and not the outgoing

mobility - especially in the case of short term outgoing mobility.

European Policies and Programmes

The European programmes and policies initiated by the European Commission have been very influential in the transformation of higher education and internationalisation of higher education institutions. Here two major initiatives are highlighted: the Bologna process and the Erasmus programme. The Bologna process, which began in 1999, has brought about unprecedented changes in the European higher education arena and played a fundamental role in the emergence of the European Higher Education Area (EHEA), the European Research Area (ERA), as well as the growth of student, staff, and research mobility across Europe. Hungary signed the Bologna Declaration with 28 other EU countries and transformed the Hungarian higher education system based on the objectives set in Bologna (Derényi, n.d.).

For Hungary, Bologna has rendered significant changes to the higher education system, first of which was the introduction of multi-cycle degree programmes through legislative measures which were prepared and implemented in 2003, and thus the complete three-cycle structure came into existence in 2010 (Pusztai & Szabó, 2008). Concurrently, the Bologna tools for mobility and recognition, such as the Diploma Supplement, credit transfer and the accumulation system, were also introduced which promote both inward and outward mobility.

Other aspects of the restructuring include the formation of new committees and organizations, the formulation of new policies, the integration/separation of study programmes, faculties, and higher education institutions, as well as the institution management. Bologna added dramatic changes to the reforms in higher education that

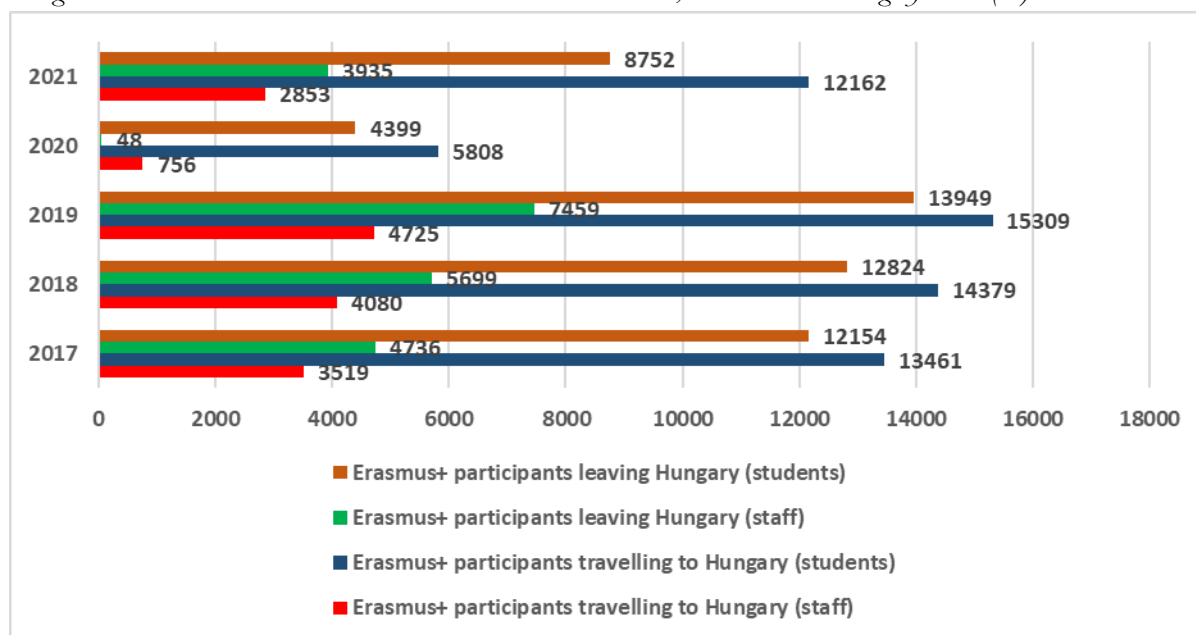
had already started before 1990 and hence the years following 1990 are regarded as the longest decades of Hungarian higher education (Fábri, 2000), or the massive reforming period in higher education. After two decades, it is apparent that Hungary has successfully achieved the Bologna goals. One evidence proving the attractiveness of Hungarian higher education institutions is the double increase in the percentage of international students between 2010 and 2017 (OECD, 2019).

The European Union and its motility programmes have played an enormous role in triggering international mobility on an unprecedented scale across Europe and beyond Europe.

One of the most successful programmes is the Erasmus Programme, which was launched in 1987 as an exchange programme for students in higher education and later evolved into Erasmus+. Over the past three decades, 9 million people across the world have benefited from the opportunities given by Erasmus to study, train, volunteer, or gain professional experience abroad (3). Hungary joined the Erasmus joint programmes in the late 1990s but only a limited number of higher education institutions participated as Hungary's transformation of the three-degree cycles had not fully been completed at that time. However, the participation is getting intense in the first phase of Erasmus+ programmes. Currently, 49 out of 63 higher education institutions are participating in Erasmus+ (14).

Most of these institutions (25) are in Budapest. In 2021, Hungary had 345 mobility projects in all sectors in which Vocational Education and training sector has the largest projects (126), followed by the youth sector (84), school education (63), higher education (50), adult education (12), sport (8), Jean Monnet and Cross sector (1) for each (15). During the period from 2017 to 2021, the total mobility of staff and students for both inbound and outbound mobility was more than 150,000 (Figure 1).

Figure 1. Erasmus+ in numbers 2017-2021. Source: Erasmus+, Erasmus+ in Hungary 2021 (15)



National Agency and its programmes for internationalisation

Since the beginning of the Bologna process, the Hungarian Government has consistently emphasized promoting the internationalisation of higher education institutions, as one of the ultimate goals of the Bologna is to promote international mobility. This is reflected in the government's actions in establishing the national agency, Tempus Public Foundation (TPF) in 1996 and the government's new Higher education strategy (2014) that set the internationalisation goals of higher education. TPF has been a key player in promoting international cooperation and mobility, modernizing, and enhancing the quality of education, training and human resource development while strengthening the European features of these areas. One of the major responsibilities of the foundation is managing several international mobility and grants and these international mobility programmes including Erasmus+, CEEPUS, Bilateral scholarship

programmes, Stipendium Hungaricum Scholarship programmes, Hungarian Diaspora Scholarship programmes, and the Campus Mundi programme. It also serves as a knowledge centre providing information on education and training policies, supporting guidelines for international students, teachers, and researchers through digital platforms, organizing thematic conferences, training courses, and joint actions with partner organizations, implementing EU 2020 related projects.

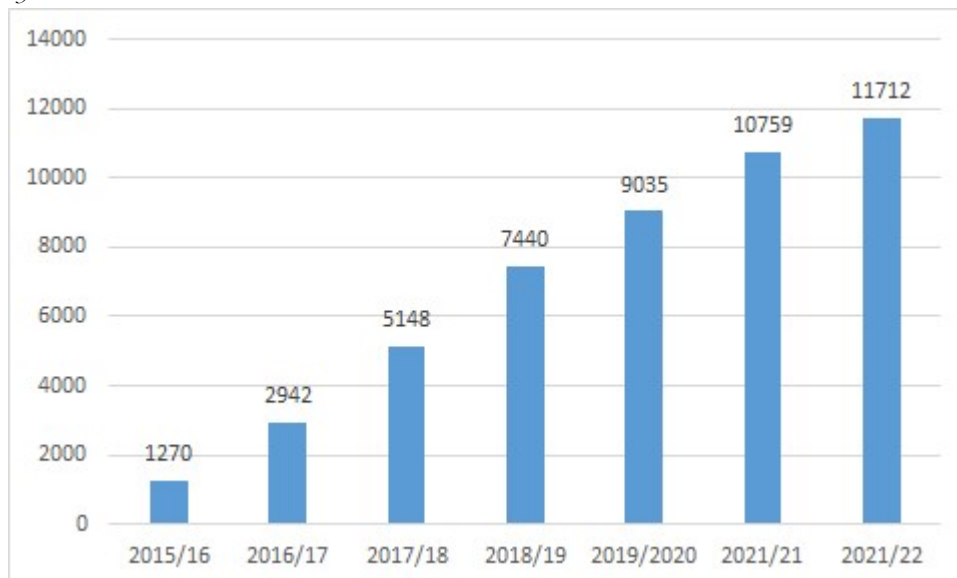
Besides, it manages research studies, dissemination materials and best practice publications (OECD/EU, 2017). It also strove to promote cooperation between foreign institutions and Hungarian partners and to enhance the international visibility of Hungarian Higher Education through active participation in international activities (Kovacs & Tweneboah, 2020). It plays an active role in the European Commission - funded dissemination projects, and in the implementation of the Lisbon Strategy.

Among the national programmes under the Tempus Public Foundation, the Stipendium Hungaricum is the most successful one. The government launched the Stipendium Hungaricum Scholarship Programme with the aim of supporting the internationalisation of Hungarian higher education and its constant development, strengthening the international relations of the academic and research community, and promoting the good reputation and competitiveness of Hungarian higher education throughout the world. The initiative supports inbound diploma and credit seeking international students with tuition free education, a monthly stipend, accommodation contribution and medical insurance. The geographical scope of the programme is enlarging year after year; it increased from 35 sending countries in 2015 to nearly 90 countries and territories from five continents up to now (16). Applicants are admitted to 28 highly prestigious

Hungarian higher education institutions, which offer over 600 full-time and non-degree English programmes in all higher education fields and at all degree levels, including part-time and doctoral programmes. Currently, there are around 12,000 international students studying within the framework of the Stipendium Hungaricum Scholarship programme (Figure 2.). It is obvious that the programme brings the prestige and international visibility of Hungarian higher education year after year as it received more than 52, 000 applicants for 2022/2023 academic year which increased nearly 45% compared to 2020/2021.

Among 28 Hungarian higher education institutions, the top three to host the largest number of SH scholarship international students are the University of Debrecen (UD), the Eötvös Loránd University (ELTE) and Budapest University of Technology and Economics (BME).

Figure 2. Number of Stipendium Scholarship students from 2015 to 2022. Source: Education Office, Higher Education Information System, 17



The University of Debrecen hosts 20% of the Stipendium Hungaricum Scholarship students, followed by the Eötvös Loránd University (14%) and the Budapest University of Technology and Economics (13%). The distribution of SH scholarship students in terms of educational level remained consistent during these years. The share of Bachelor and Master students is higher than that of doctoral students and those who are taking part in an undivided training programme. In the 2021/2022 Academic year, SH scholarship student bachelor students represented 38%, master students (34%), doctoral students (18%), students in undivided training programmes (7%) and other types of training programmes (3%) (I7). A majority of students (95%) are studying in programmes taught in English and the rest 5% are studying in Hungarian, German, Italian, Russian, Portuguese, Spanish and Swedish.

Hungarian internationalisation by inbound and outbound international mobility

The most visible aspect of higher education internationalisation is international student mobility (Hudzik, 2015). Inbound and outbound international mobility can be considered unbalanced as Kovacs and Tweneboah (2020) mentioned that the approximate number of Hungarians studying abroad is 10,000 while the number of international students in the academic year of 2020/21 is approximately 37,000. Besides, this imbalance can also be seen in Erasmus mobility programmes which is depicted in Figure 1 in the previous section. In the following section, the numbers of incoming and outgoing international mobility will be presented.

Inbound International Mobility

Hungarian higher education institutions have the most diverse international student body from different parts of the world. In 2020, students from

163 countries came to Hungarian higher education institutions. Currently there are more than 37,000 international students enrolled in Hungarian Higher institutions (I8). Of these, 13069 (34%) are enrolled in Bachelor programmes, 6336 (16.7%) in Master programmes, 10977 (28.9%) in undivided training programmes, 582 (1.5%) in specialized training programmes, 143 (0.4%) in higher education vocational training programmes, 2835 (7.47%) in doctoral training programmes, and 3983 (10.5%) in other programmes (all 37925).

The majority of international students come from within Europe (57%), and 31% come from Asia (OECD, 2019). The share of international students with respect to the total student population is 13 %, which has peaked to the highest during the past 10 years. German students comprise the largest group of international students with 3416 students, followed by China (2723), Romania (2645), Serbia (2238), Iran (1871), Slovakia (1693), Ukraine (1171), and Jordan (1143). It is notable that the share of international students by field of study is not proportionate. The percentage of international students studying medicine and agriculture is quite high, whereas those studying sciences and social sciences are quite low (Kasza, 2018).

International students can be put into four categories: 1. degree-seeking students from neighbouring countries whose nationality is Hungarian, 2. degree-seeking international students studying Medical and Health Sciences, 3. degree-seeking international students, 4. credit-seeking international students in short-term (credit or exchange) programmes (Kovács & Kasza, 2018).

1) Degree-seeking international students with Hungarian background. Hungary is a country neighbored by its own people. After the end of World War I, Hungary was forced to cede a large part of its territory to its neighbouring countries and lost two-third of its mainland. Nowadays, there are around 2.5 million Hungarian people living in

the neighbouring countries. This historical figure might elaborate why the first type of international students have Hungarian background. These students are attracted to cross-border studying in Hungary, especially in the universities near the border regions (Kasza, 2018). According to the latest higher education statistics (18), there are more than 8,000 international students from neighbouring countries studying in Hungarian higher education institutions which also counts those students in short-terms programmes. Among seven neighbouring countries, the number of students from Romania is the largest with 2645 students, followed by Serbia (2238), Slovakia (1693), Ukraine (1171), Austria (160), Croatia (78) and Slovenia (35). All these international students from the neighbouring countries represented almost one fifth of the total international student population (21.14%). Among international students with Hungarian background, 65% are supported by Hungarian state scholarships, 26% study on a defrayal basis and nearly all those who are in credit mobility programmes receive state grants or scholarships (Kasza, 2018).

2) Degree-seeking international students studying medicine and health sciences. This group of students represented 40% of the total number of international students in Hungary (those participating in short-term programmes are excluded) and these medical students make up 45% of self-financing students (Kasza, 2018). German students comprise the largest proportion of this group of international students. 16 % of international students studying medicine fields study on a defrayal basis while 84% study on a self-financing basis (Kasza, 2018).

3) Degree-seeking international students. Degree seeking international students make up 42 % of self-financing students and 4 % of degree seeking international students study on a defrayal basis, whereas 95 % study on a self-financing basis and

the remaining 1% are financed by the Stipendium Hungaricum Scholarship (Kasza, 2018).

4) Credit-seeking international students. Credit mobility students enrolled in programmes such as Erasmus+, Leonardo, and CEEPUS benefit from the financial support of EU funds (Kasza, 2018). There are nearly 1800 incoming credit-seeking international students under the framework of Erasmus+ (KA107) during the previous phase of Erasmus+ (I9).

Outbound International Mobility

There are several mobility programmes for domestic students, instructors, staff, and researchers in the higher education sector to have foreign teaching, learning and training experience. One of the most famous programmes is Erasmus+, which offers mobility programmes for both students and staff in the higher education sector. For students, it offers the Study Mobility Programme (SMS), which can last from 2 to 12 months, and the Traineeship Mobility Programme (SMP), which can last a minimum of 60 days.

Within the framework of these student mobility programmes, students can study at a higher education institution abroad (SMS), do work placements or internships in a healthcare institution or organization (SMP), and can combine both or do a post-graduate placement.

According to the Statistics on applications in the Erasmus+ higher education sector during the 2014-2020 programme phase, the number of outgoing Hungarian students in higher education who have foreign learning and training experience within the framework of the Erasmus+ is provided in Table 1.

The number of outgoing Hungarian higher education students fluctuated during the phase of 2014 to 2020. However, at the end of the phase, the number of outgoing students peaked at 154.

Table 1. Outgoing Hungarian students in higher education within the framework of Erasmus+ international credit mobility KA107(2014-2020). Source: Tempus Public Foundation, I10.

Year	Student Mobility for Education	Student Mobility for Training	Total
2020	145	9	154
2019	102	6	108
2018	65	10	75
2017	95	0	95
2016	151	0	151
2015	131	0	131

In the first three academic years of the phase, there were no students to go abroad for training purposes. Obviously, Hungary has a lower number of students in higher education who went abroad for training purposes. The number of incoming teaching staff within the framework of Erasmus programme peaked at the highest number of 463

teaching staff from 52 countries in 2020, of which 74 % (342) arrived for teaching purposes and 26% came for training purposes. The number of inward mobility and outward staff mobility is balanced from 2015 to 2020 although the number of staff mobility for teaching is always higher than staff mobility for training purposes. In 2015 and 2016, the staff mobility is within partner countries and in 2017 onward staff mobility extends beyond partner countries (Table 2.). The highest inward and outward mobility regions in 2020 are Eastern partner countries such as Armenia, Azerbaijan, Belarus, Georgia, Moldova, and Ukraine.

International Mobility Experiences

This section elaborates on international mobility experience, based on the database of Eurostudent VII (I11). We will discuss two subtopics: activity and enrolment abroad. Study-related activity abroad includes temporary enrolment, internship/work placement, language course, research stay/field trip, summer/winter school, and other study-related activities abroad.

Table 2. Teaching staff mobility within the Erasmus programme. Source: Tempus Public Foundation Website, I10.

Year	No of countries	Staff Mobility for teaching or educational purposes (STA)		Staff Mobility for training purposes (STT)		Total
		Incoming	Outgoing	Incoming	Outgoing	
2020	52	342	339	121	112	914
2019	55	324	308	116	103	851
2018	44	298	285	131	108	822
2017	47	301	290	71	69	731
2016	37	208	194	70	71	543
2015	28	191	161	50	48	450

Temporary enrolment abroad is a formal status of a temporary enrolment outside of the country of observation at a legally recognized higher education institution and participating in an officially recognized degree programme; short-term mobility with the aim of completing a part of a study programme outside of the country of observation, e.g. ERASMUS.

These activities will be viewed by gender, age, the type of higher education institution, location of a higher education institution, type of study programme, access route, fields of study, parental financial status, parental educational level and work-experience. We can use only percentages during this analysis due to the nature of the downloadable data – this is a limitation – because the different variables are intermingled – e.g. the age cohort and the work-experience or the parental financial status or the fields of study. These intersectional positions (which can be favourable or unfavourable from the aspect of mobility) can not be described with these results.

25 countries are involved in the seventh wave of the research from EHEA. Hungary took part for the third time in Eurostudent and the data recording occurred in 2019 - before the pandemic. The number of the participants in Hungary is 7547 and participants come from bachelor, master or undivided training courses and short cycle degree programmes (ISCED 5). The sample was randomly selected from those students who have active student status in the Spring semester of 2018/2019. Part-time and day-time students were reached at the same time. The database was weighted to seven variables (e.g. gender, institutions etc.) (Hámor, 2021a). In the Hungarian subsample the rate of women was 53.8%. 75.4% took part in a day-time training. 63.3% came from bachelor level, 14.2% from master and 18.3% from undivided training courses. The most significant part of students belongs to the following study fields: economic sciences (20%), engineering sciences (16%) and

health science and teacher training (12 and 12%) (Hámori, 2021b).

Activity Abroad

On average, 19% of students in Eurostudent countries have completed temporary enrolment, an internship or work placement, or other type of study-related activities in another country (Gwosc et al., 2021). Hungary, compared to its counterpart Eurostudent countries, has a lower percent of students participating in any study-related activities abroad at any duration. Only 9% of the country's sample participated in a study-related activity abroad such as temporary enrolment, internship /work placement, language course, research stay/field trips, and winter/summer schools (Figure 3). Luxemburg has the highest proportion of students participating in study-related activity abroad (39%), which is followed by the Netherlands (26%), Austria (25%) and Switzerland (25%). The countries having the lowest study-related mobility abroad are Poland (7%), Turkey (7%), Romania (8%) and Hungary (9%).

There is no gender difference in any study-related activity abroad in Hungary. Both male and female students almost equally participated in mobility abroad programmes (female: 9.3%; male: 8.9%) and we do find significant difference in the case of the study location (capital city: 9.6%; population below 100 000: 8.5%; population between 100 000 and 300 000: 8.9%). The rate of participation is higher in the age groups above 22 years (below 22 years: 4.6%; 22-24 years: 11.1%; 25-29 years: 11%; 30 or older: 9.6%), in the case of full-time students (full-time students: 10.1%; part-time students: 6.5%). Slight differences can be identified according to the non-traditional or traditional route into higher education (7.1% and 9.2%) and working experience (students without paid employment during the semester: 9.8%; students working in paid jobs less than 20 hours per week:

10%; students working in paid job more than 20 hours per week: 7.5%). This mobility rate is slightly different in terms of type of higher education institution (university: 9.4%; non-university: 7.9%). The master student group has the highest involvement rate (15%) in mobility while the Bachelor students have lowest (6.8%). This pattern is consistent with the results of Eurostudent V (Kiss, 2014). Furthermore, this 'study-related activity abroad' rate is different in terms of academic fields. As seen in Figure 3, students from the academic field of arts and humanities have the highest rate in participating in any studyrelated activity abroad. By contrast, ICT and Education fields have the lowest

rate of participating in any study-related activity.

It is found that students with more prosperous parents have the highest mobility rate, whereas students with parents of an average or lower financial background have the lowest mobility rate (Figure 4).

This correlation may relate to the inequalities in the field of internationalisation. Similarly, students whose parents have a tertiary educational background (17.3%) are almost three times more involved in any study-related activity abroad than those students whose parents have a low educational background (6%). To sum up, the chances to access are not equal for every student.

Figure 3. The rate of study-related activity abroad in terms of study fields in Hungary (in percent). Source: own figures according to Eurostudent VII, I11

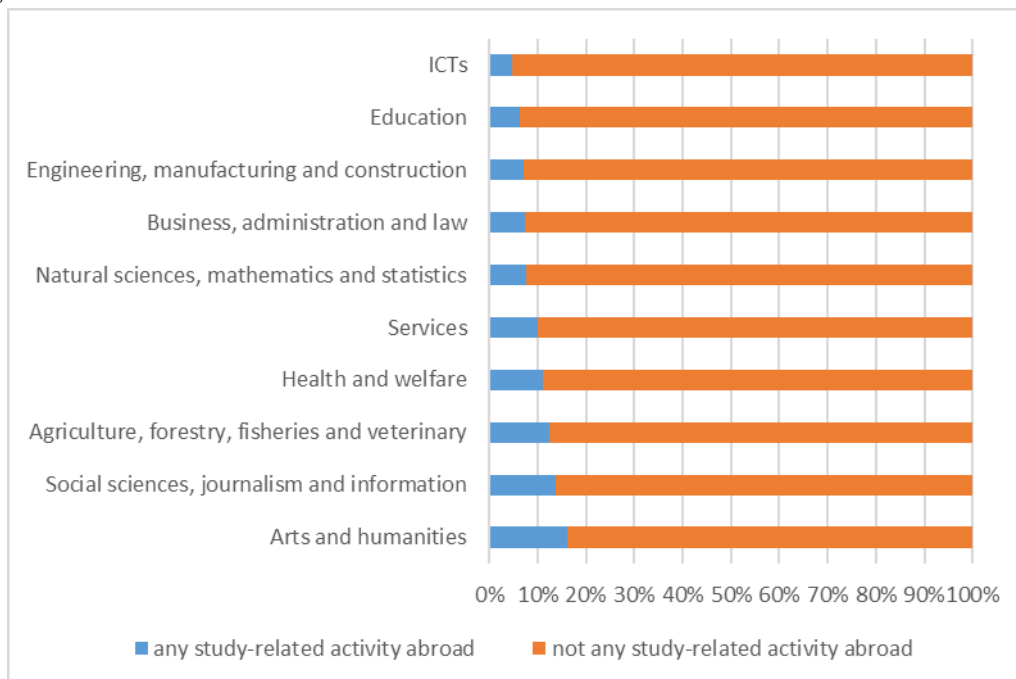
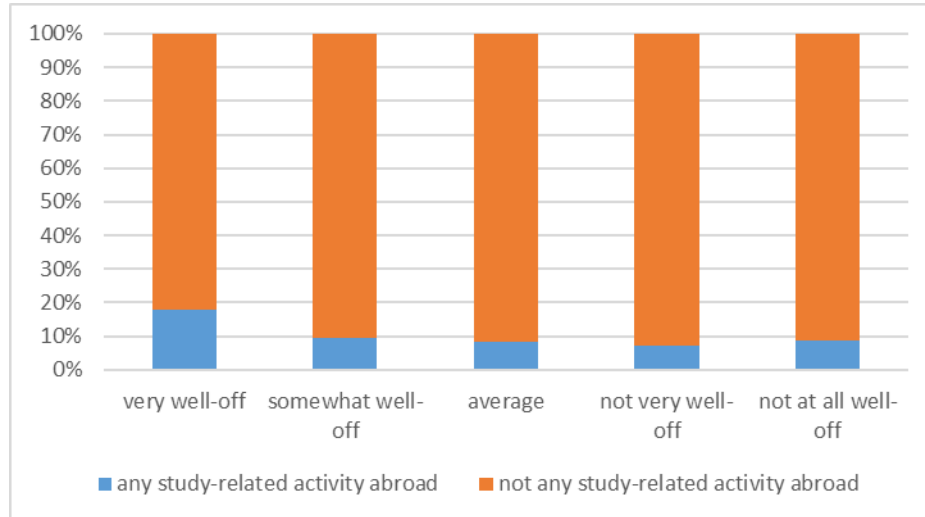


Figure 4. The rate of study related activity abroad in terms of parental wealth in Hungary (in percent). Source: own figure according to Eurostudent VII, I11



Temporary enrolment abroad

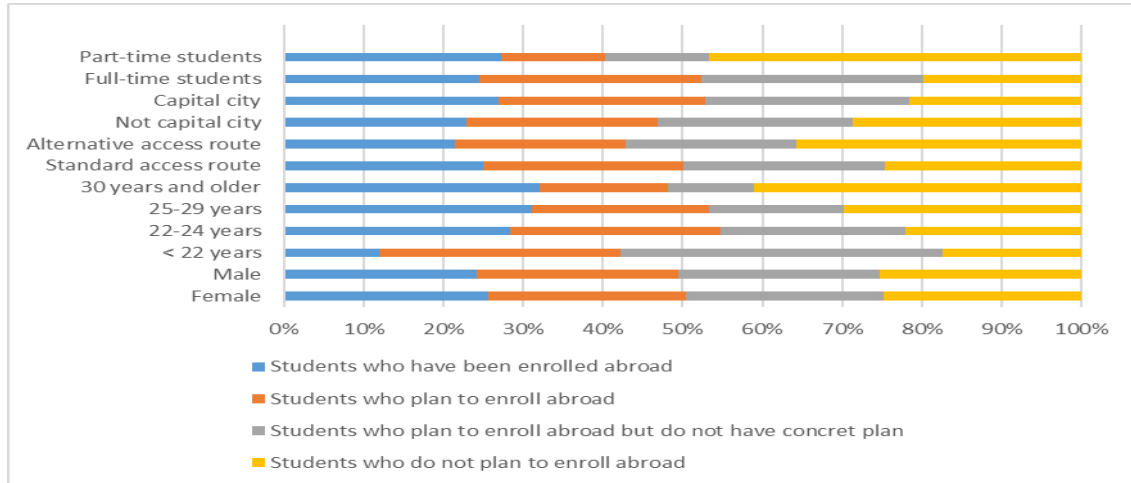
As mentioned before, this category can be described as a formal status of temporary enrolment outside the country. This subtopic covers experiences of enrolment abroad: students who have been enrolled abroad, students who plan to enrol abroad, students who plan to enrol abroad but do not have concrete plans yet and students who do not plan to enrol. In terms of gender, age, access route, by location of higher education institution, formal enrolment status, and prior work experience. Figure 5 describes these correlations.

Generally, it seems that there is no considerable gender disparity in enrolment abroad experience and mobility abroad intentions and plans – this correlation is similar to the patterns of study-

related activity abroad. However, age remarkably matters with mobility abroad experience, mobility abroad plans and intentions.

The students aged between 22 and 24 have studied abroad the most, more likely to have intentions and concrete plans to get more and more mobility experience abroad. Additionally, it is found that students having entered higher education with a direct access route are more active in overall mobility abroad experiences. Moreover, students from the capital city are more involved in mobility abroad experience than the students from other cities than the capital. Similarly, those students who are in full-time programmes are more likely to go abroad for study-related activities during their higher education.

Figure 5. Forming factors of enrolment abroad in Hungary (in percent). Source: own figure according to Eurostudent VII, I11



According to our presumption, there is a connection between work experience and enrolment abroad (Figure 6). Students having worked before entering higher education are less likely to participate in mobility abroad experience than those who did not work. Moreover, these groups of students have a weaker intention to study abroad, fewer concrete plans to go abroad to study

but more intentions *not* to study abroad compared with those students who did not work, or have prior work experience.

To sum up, the ‘royal road’ into higher education (standard access route), and the way of life in which studying stays in the centre of students’ life may increase the probability of enrolment abroad.

Figure 6. Relationship between work experience and enrolment abroad in Hungary (in percent). Source: own figure according to Eurostudent VII, I11

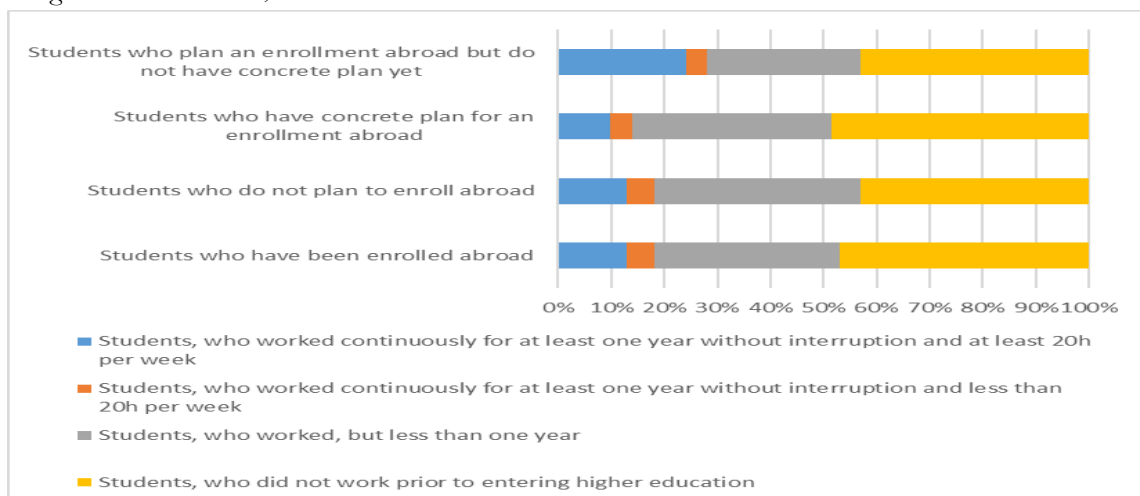
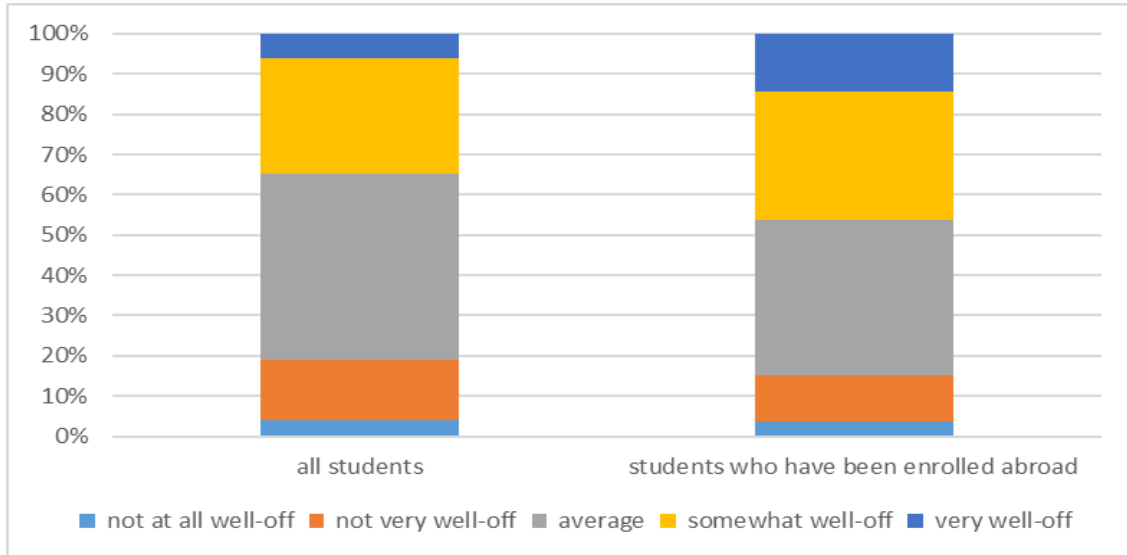


Figure 7. Relationship between parental financial situation and earlier enrolment abroad in Hungary (in percent). Source: own figure according to Eurostudent VII, 111



In the case of other variables, ‘students who have been enrolled abroad’ are more typical in the case of university students and in the study fields of ‘business, administration & law’ and ‘health and welfare’ (18.9% and 16.3%), full-time students (79.5%), students with a highly educated background (above ISCED 4: 76.1%) and students from universities (85.6%). Bachelor students (73.5%) and students from undivided training courses (20.8%) tend to participate more in this type of mobility. The relationship between parental financial situation and the enrolment abroad is described by Figure 7. Students above the average financial situation have got more chances to participate.

Summary

The aim of this study is to give a short overview on the internationalisation of the Hungarian higher educational system. The theoretical part of the paper attempted to reveal the features and elements of this process, and the research successfully

highlighted the factors that make the Hungarian scene specific. While some elements (educational policies inside and beyond the border, financial resources, decreasing number of student population, positions in the ranking lists) push the institutions toward the higher level of internationalisation, and several universities have been radically transformed after the Millennium. Several problems and challenges can be identified in the case of every actor: the incoming and outgoing students’ body, staff, the services of the universities etc. With the help of the programme descriptions, the expanding trend of internationalisation can be detected, but other research projects must reveal the situation of the participants from their points of view. In the case of Phd students within the framework of Stipendium Hungaricum scholarship, the Tempus Foundation has unveiled the motivation, satisfaction, future plans or founding sources with a quantitative method (Kupriyanova and Ferencz, 2022), but these data are rather descriptive – nevertheless, it is presumably significant feedback for the

institutions. These data reflect that the institutions were not fully prepared for the presence of these students, and the rapid increase of their proportion in every case. To sum up the Hungarian students' experiences and enrolment abroad, another remarkable fact can be identified: the unequal chances for access. The financial background of parents and the type of location of the higher education institution form the rate of participation, and as we can see, the chances of low SES students seem to be lower.

Our analysis has highlighted the role of the presence of labour-market and the standard route into higher education - the 'typical' way of students' life (full-time participation, standard route, less involvement in labor-market) is apparently connected with higher chances of participation. The impact of foreign studies on students was explained by various analyses (Carlson and Widaman, 1988; Mapp, 2012; Savicki, 2013). Naturally, we must consider acculturation stress but the international experience has several advantages for students e.g. in the field of language learning, intercultural competencies or self-efficacy. These positive yields can generate advantages on the labour-market or during career building, so these different accesses may amplify the already existing inequalities. With the help of the Eurostudent VII dataset, we were able to discover several features of Hungarian students' internationalisation mobility experience, and identified differences between the patterns of study-related activity and enrolment abroad according to the study fields. The rate of Hungarian participants is relatively low in European comparison and no growth has occurred between the two last waves of the analysis. This contrary tendency (between the trends of ingoing and outgoing mobility) was confirmed by Polónyi (2022), as well.

The limitation of the study was caused by worldwide COVID pandemic, because lockdowns also formed the rates of international mobility, and

in some countries the data process of Eurostudent VII occurred during these lockdowns. Besides that, we could not conduct statistical test – only descriptive percentages were used by us. Our future plan is mapping the situation of international students at the University of Debrecen from the aspect of educational choices and parental involvement, and bring more thorough findings of the mobility experience of Hungarian students with the help of this dataset.

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