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The analysis of risk management of Fudan University in Hungary

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Abstract:

Fudan University in China is one of the world-renowned universities ranking the top 50 universities around the world that receives approximately thousands of students from different countries with their outstanding academic performance each year. With the breakthrough development of both international communication and commercial intercourse, the establishment of Budapest campus of Fudan University in Hungary is officially endorsed on the MOU (memorandum of understanding) with mutual agreement in 2019, which would be first foreign branch campus of Fudan University, in Europe. From the perspectives of education, it is one of the indispensable drivers to promote the economic development and the correlation of international partnership during the process of economic construction from the very beginning in China. At the same time, economy can be regarded as the regular product from education that unstoppably provides a large proportion of excellent elites to build the country from a certain extent. As the upcoming arrival of Fudan University in Budapest in 2024, Hungary, demonstrating the advance of transboundary higher education, as well as the economic globalization and the covering of tertiary education in the planet.

There are existing many of latent risks from reciprocal cooperation, investment, school operational system and student recruitment, publicity, combination of local business culture, and initiate culture shock and so forth. I will make an analysis of risk management of Budapest campus of Fudan University in Hungary which is the main analysis target in this dissertation via the reliable risk analysis methodologies and FAB, SWOT, with the potential factors from external to internal that may trigger a series of consequences of cultural shock and have a great influence on the economic benefit of university in a large extent, as well as the corresponding measure to the upcoming risks. The future development of Budapest campus of Fudan University is controversial topic at both countries, exerting a far-reaching influence for educational cooperation and business interrelation to make the win-win situation coming true.

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1. Introduction

1.1 Definition of risk management

Risk management generally refers to identifying and evaluating risks from external and internal environmental factors and formulating the relevant plans to minimize or control risks at the different layers through the most effective and reasonable tactics, as well as their potential impact on the company. The risk is any latent loss or damage, which may derive from various aspects, such as legal liability, natural disasters, accidents, management errors, or cyber security threats. When enterprises or profitable institutions are confronted with market opening, regulation lifting and product innovation, they will increase the degree of change and fluctuation, which will escalate the risk of operation. Good risk management could help to reduce the probability of wrong decision, avoid the possibility of loss, inaccuracy and improve the added value of the enterprise itself.

The basic meaning of risk is the uncertainty of future results. However, for this basic concept, there is no consensus among economists, statisticians, decision theorists, and insurance scholars that apply to their various fields. Even in the field of risk management, there is still a lack of consistency in the risk definition. If we look at the most eminent risk management or insurance textbooks widely used in universities today, then we will find that none of them has a specific unified definition of risk.

Although there is no agreement on the definition of risk in the field of risk management, all definitions have two things in common: uncertainty and loss.

Therefore, the problem of uncertainty is mentioned in the definition of risk without exception. When risks exist, there are at least two possible outcomes, nevertheless we cannot transparently know which outcome will occur when we face the real risks. (Gu Mengdi, Lei Peng, 2009)

On the other hand, the application of risk management has been broadly used in all different kind of industries and schools for preventing the upcoming or divivable risks, in order to lower down the damage during the operational process. In particular, the long-term development and cooperation for a university are the sustainable way to keep the running profitably. At the same time, the geographic position selection and

the construction teams are two of the critical issues directly causing the risk emergence for the future. In china, public universities make a good use of the sufficient financial support that the ministry of national finance generally provided to have the relative operational profit and economic activity of university.

1.1.1 Identification of risk

Risk identification is the fundamental part of risk management that means that undertakes to use the various methods to systematically classify and comprehensively identify the potential risks in an organization that have not yet occurred and the various risks which all objectively exist based on data collection and investigation and research. Risk identification cannot be done all at once, it should be carried out regularly and planned throughout the whole operation of the project. Simultaneously, the recognition of risk is a crucial part of project risk management, which could determine what kind of risk events may exert an influence on the project and organize the characteristics of these risks into documents that is the process by which project managers shall identify the source of risk, determine the conditions for risk occurrence, describe the characteristics of the risk, and evaluate the impact of the risk. A university internal risk management would be blindly if without the relative risk identification and these factors from that recognition may bring hazard impact or opportunities to the project identified.

The main functions of identifying risks are to help find the most essential partners and lay the solid foundation for future management. Secondly, it might provide necessary information for risk analysis and determine the workload of the system or project being studied. Thirdly, it is also the concrete embodiment of systematic theory in project management and the elementary planning and control of the project. The last but not the least, it is useful for members in project teams to build a confidence for the success of project via project risk identification. Identifying risks is an iterative process, as the gradual growing evolution of project, new risks may be disclosed in the project life cycle. Shifting frequency of repetitions and the participants in each round vary from case by case. The risks should be described in a unified format to ensure that each risk has a clear understanding to effectively support risk analysis and

solution. The description of the risk should facilitate the comparison of the relative consequences of a certain risk in the project with other risks. The project team should participate in the process of identifying risks for the sake of creating and maintaining a sense of ownership and responsibility for risks and their correlative measures. Stakeholders outside the project team can provide other objective information. (Baizhan Guilai, 2018)

1.1.2 Assessment and mitigation of risk

Risk Assessment refers to both quantitative and qualitative assessment of the possibility of the impact and loss from lives, life, property of people and so forth, before or after the occurrence of a risk event happens (but still on process), to evaluate the possible extent of the impact caused by an event. From the perspective of information security, risk assessment refers to the threats, weaknesses, and impacts faced by information assets which means a set of information contained in an event, as well as the possibility of risks caused by the accumulated effects of the three combined assessment. As the basis of risk management, it is a significant way for ascertaining the information security requirement of an organization and belongs to the planning process of information security management system.

Initially, it is the inherent definition of risk that including the possibility of the risk occurrence, intensity, duration, the area of occurring and key of risk points along the specific dimension. Secondly, the definition of the mode of action from risk that including whether the impact of risk is direct or indirect to the organization and other related risks will be triggered or not. The last content of about the definition of risk consequences in terms of loss and influence, to make a hypothesis if risks happened, how much damage the corporate will take, and pay if that risks are avoided or reduced, separately. Concerning the aspect of risk-taking benefits, to imagine what if a company in order to obtain the benefit at any risk, how much benefit they could have within it, or if they try to avoid and mitigate that risks. There are existing many of uncertainties throughout the business or university which demonstrates that external

and internal factors always have the great influence on the balance and varies of corporate or organization. (Ma Haiying, 2017)

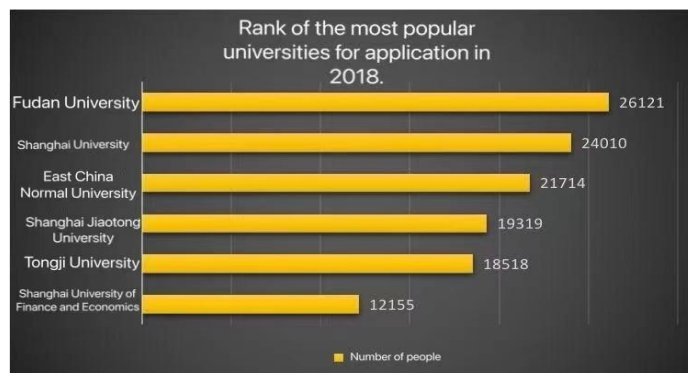
When we have finished the process of assessing the level of different risks in a company or organization, a set of professional, proper techniques of lessening the risk should be taken to minimize the risks as possible as we can that is risk mitigation. Risk mitigation pays attention to deal with the aftermaths of disasters or some of inevitable already occurred events which has put the corporate into a dangerous position. To prioritize, track and implement the progress of risks in business, could conceive the protocol of effective tactics to reduce the harm of risks and alleviate the scenario of the worst outcome within the range of company tolerance. (Ben Lutkevich, 2020)

1.2 Background of Fudan University

1.2.1 Fudan University profile

Fudan University (Fudan University), located in Shanghai, a municipality directly under the Central Government, is a national key university directly under the Ministry of Education of the People's Republic of China, which ranked among the first batch of "Double First Class" (Class A), "985 Project" and "211 Project" key construction universities in the country. The predecessor of the school was Fudan Public School founded in 1905 and it was one of the earliest higher education institutions in China independently founded by the private sector. After the adjustment of faculties and departments in 1952, the school became a comprehensive university focusing on basic teaching and research in the arts and sciences subjects. The predecessor of Shanghai Medical University was the National Fourth Sun Yat-sen University School of Medicine founded in 1927. It was the first national higher medical school founded by the Chinese. In 2000, Fudan University merged with Shanghai Medical University to form a new Fudan University. There is one of the diagrams below showing the number of applying of postgraduate of Fudan University occupies the highest position in contrast to other local universities in Shanghai in 2018 and according to the

application number of undergraduate students. It always occupies the most popular proportion of local regional universities compared with other local famous.



(Annex 1: Rank of the most popular universities for application in 2018)

End for April in 2020, the school has four campuses around whole China: Handan Campus, Fenglin Campus, Jiangwan Campus, and Zhangjiang Campus that covers an area of approximately 2,439,200 square meters. A great number of students from different regions and countries energetically apply for Fudan University in China, and not only the capaciously splendid environments of campus, but also the specific professional classes they hold annually. There are 35 directly affiliated colleges (departments), which involve 13,991 general undergraduate and junior college students, 22,232 postgraduates, 2,946 international students, respectively. It is a world-renowned and top comprehensive research University in China ranking the 40th all over the world in the QS (Quacquarelli Symonds) World University Rankings record, and the 3rd among domestic universities. Regarding to the influence of academic area, Fudan has entered 19 subjects in the top 1% of the ESI (Essential Science Indicators) world, attaining 2nd in mainland China (tied). In recent years, Fudan University has signed a cooperation agreement with more than 270 universities and institutions in more than 40 countries and regions around the world. Approximately 8,000 teachers and students would go abroad, accept almost 5,000 overseas visitors, and hold about 100 international conferences for each year. (Official website, 2020)

1.2.2 The Budapest campus of Fudan University in Hungary

In October 2018, for the first overseas teaching site of Fudan University — The Budapest Teaching Center of Fudan University School of Economics, was officially

initiated at the Overseas Warm-up Meeting of Shanghai Forum 2019 held in Budapest. The first cooperative project of the teaching site "Fudan-Corvinus Master Dual Degree Project" also officially opened that focusing on the cultivation of high-end financial talents, which will provide more master courses related to China's economy, finance, macroeconomic policy, and business to those management talents of financial and economic in Hungary and Central and Eastern European countries by helping them to study Chinese economic development in depth and explore the experience of "Chinese Road". It will promote the development of cultural exchanges and harmonious coexistence of economic communication between the two countries. On the 16th of December 2019, Xu Ningsheng, the principal of Fudan University, personally led a team of Fudan University Chinese delegation to pay a visit in Budapest and reached a consensus on accelerating the establishment of an overseas campus of Fudan University in Budapest. The principal Xu Ningsheng has signed a MOU (memorandum of understanding) on the cooperation intention of Fudan University in Budapest, with Mr. László Palkovics, the Hungarian Minister of Innovation and Technology. It manifests that Fudan University has made a significant progress in oversea education. At the same time, the Minister Palkovics has introduced the location, basic planning, construction tasks of both parties and follow-up work program of the Budapest campus Park of Fudan University and emphasized that the school project will be a priority project within Hungarian national construction plan. Both of host also take a friendly discussion about the promotion of the oversea education project. (Zhao min, 2019)

According to the Hungarian Ministry of Innovation and Technology, the Hungarian branch of Fudan University in China is going to open in 2024 that is also the first foreign branch school of Fudan University so far. The establishment of the Hungarian branch of Fudan University will greatly promote the development of higher education in Hungary. At the same time, the Hungarian government will strongly provide the land of campus, teaching and research equipment, hardware facilities, legal and administrative support in Hungary and other arrangements for the Budapest campus of Fudan University, as well as the investment support of HUF 821 million. The

Ministry of Innovation and Technology indicates that because of the establishment of Budapest campus of Fudan University in Hungary, it has escalated the speed of internationalization of Hungarian higher education. This university could broaden internationally competitive knowledge horizon of students that shall be used to promote the sustainable growth of the Hungarian economy. In addition, the planned opening-up project could encourage the further investment, especially the establishment of R&D centers for Chinese companies in Hungary.

At present, Fudan University also might prepare to establish the similar partnerships with local university. According to reports, the Budapest campus of Fudan University is positioned as a comprehensive university that will attract the high-level of teachers and students from all over the world, planning to open relevant emerging majors of undergraduate and postgraduate which would meet the needs of Hungary and the whole Europe. To set up the innovative scientific research institutions and implement scientific research and talent training, it can largely promote technological innovation and transformation. The campus may be built in 2024, by which 4-5 departments (economics, international relations, medicine, technical science) will be utilized for international education, among 5000-6000 students and 500 teachers participating. Set up production-university-research centers radiating surrounding areas to help the development of higher education Hungary and intensify the long-term cooperation between the two countries.

1.3 Potential competitive market of Hungarian educational field

The development and reform of educational industry will directly have an impact to the economic growth annually in Hungary and at the same time, the government and other public organization are going to provide the financial support in Hungarian University and the area of research and development each year, which demonstrates that the importance of tertiary education actually can offer more talented students and informative knowledge to public, even the country. They have their own quality-based differentiated regulation in education, as well as input in speeding development of higher education. One of the statistics shows that Hungarian educational expenditure above the average level of EU standards which is 4.6 percent

of GDP, by 5,1 percent of its budget on the sector.(Daily News, Hungary,2020) In Hungary, there are a mountain of excellent colleges and universities, such as the well-known Semmelweis University, Corvinus University, Eötvös Loránd University, Liszt Ference Academy of Music, Szent István University and so on which all have made a great contribution in medicine, economy and academic research, arts and literature, music, and agriculture and forestry, respectively.

What if the Budapest campus of Fudan university opens in Budapest in 2024, from the aspects of marketing, financial support, competitive advantage of school title, as well as the educational competition of student recruitment with other universities.

The cultural shock and combination will be the first difficulty with local educational model are the great challenge for Fudan, which might pose a potential threat at the very beginning of setting up the intercultural communication classes or study with the rarely information of Fudan University as for those local students. Local agency and educational institutions are already having the business correlation with local public and private universities in Hungary, involving application process and courses purchases. Each university will make a calculation about the number of registration students every year to control the total amount of applicants that mechanism would be more familiar to local students and more recognition to Hungarian students to choose. On the other hand, the competition of the specific business subjects setting have to meet the demands of local students who are interested in or not and their personal objectives of career path after graduation, to cater for the requirement of the h- Hungarian labor market. According to existing competitive advantage of local universities about their major ranking in Hungary, for instance the majors of philosophy, linguistics, civil engineering, physics enjoy the top four subjects, corresponding to Közép-Európai Egyetem, Eötvös Loránd University, Budapest University of Technology and Economics, and Eötvös Loránd University again, separately which obviously displays their academic strength in a particular subject. (Language course net.2021) As a matter of fact, applicable students are hardly prone to choose the unfamiliar or uncertain surrounding that they have not been before, as

well as the entangled problem of a certain number of local students in major selection in terms of the foreign university.

2. Literature review

2.1 The research of foreign branch campus of Chinese higher education

With the constantly growing internationalization of higher education since the 1990s, building the oversea brand university becomes the priority option for some universities in different countries, which focusing on improving their reputation around the world, searching for more transnational cooperation, promoting the research and development program and economic return in university and so forth. In recent years, there have totally 4 foreign brand campuses of Chinese university been built in Vientiane Laos, Selangor Malaysia, Florence Italy, and Oxfordshire UK, in 2011, 2012, 2014, and 2017, respectively. Then the establishment of Budapest campus of Fudan University will be the top agenda at the estimated time of 2024 in the quick succession. In response to the main problems of Chinese universities, they should improve the relevant policies and regulations for overseas education to strengthen the top-level design, conduct macro guidance, clarify the positioning of overseas education as well as grasp the current competition rules of the global education market.

Furthermore, part of domestic medias and scholars praise and criticize this phenomenon differently. Some people are optimistic and believe that this is a manifestation of Chinese soft power in education and culture and heralds the rise of Chinese higher education. Others expressed concern that this may be just wishful thinking of Chinese universities, or even It is an act of making money at a loss. Entirely, Chinese colleges and universities overseas are still in the preliminary and developing stage, and the ultimate pros and cons of this behavior remain to be seen. Regarding the current upsurge in setting up overseas branches of Chinese universities, to stay calm, and more importantly, to clarify the purpose of overseas education are the most sensible conduct.

1. The analysis of establishment of oversea branches.

Regarding the reasons why developed countries have set up branch schools overseas, Christopher Ziguras (2014) whom is one of the authors of *Governing Cross-Border Higher Education* confirming that the imbalance between educational resources, student sources, and current educational funding is the outcome of colleges and universities and the internal motivation of running a school in d foreign country is a manifestation of the accumulating flow of available educational resources to the source of students and the current stage of educational funding.

And other scholars also have put forward the similar opinions above that. Such as the Australian scholar named Simon Marginson (2006) who reckons that to enhance the international reputation and image of universities would be very important factors in urging university to set up the overseas branches, and incidentally they could use their prestige or well-talented teaching teams as capitals to enter the fresh markets, which fully reflects the eclectic theory. The establishment of branch campuses by universities overseas is nearly identical to the event of which multinational companies keep striving for their overseas ownership advantages. Universities use their own brand, intellectual property, reputation, and other effective resources to accumulate new ownership advantages in market management and business practices of the host country. The expansion of academics is the most important factor for universities to establish the foreign campus of Chinese higher education and the concrete supporting points about that is the social service function of colleges and universities are required to be developed through new educational experience and professional teaching skills, especially through the ability of accustoming to the new educational and teaching environment.

From the perspective of educational positioning of Soochow University in Laos and Xiamen University in Malaysia, the spread of Chinese culture is one of the important reasons for the foundation of foreign branches of Chinese universities. They all establish specialties with traditional Chinese characteristics including Chinese medicine, language, and literature. At the same time, Soochow University in Laos has also set up the examination center for the Chinese Proficiency Test and conducts Chinese language training all the year round. Apparently, Chinese language training

occupies a very significant position in the work of running colleges and universities abroad. The founding of overseas branches is an indispensable way to promote the strong majors of Chinese colleges and universities and participate in international competition. As our country gradually enters an aging society, the phenomenon of declining birthrates will become more and more common, and the reduction of the source of students will eventually have a direct impact to higher education. By that time, Chinese universities will also encounter with the shrinking population of students that American universities are currently facing. Therefore, it is imperative for Chinese universities to implement overseas education, attract foreign students, and take the lead in seizing the opportunity.

2. The main problems existing in overseas branches of Chinese higher education.

The matter of setting up the overseas campus of higher education have made a great effort in Chinese language teaching, judging from some of the majors currently set up by Chinese universities to run schools abroad, many universities have put more energy into that language educating way. It should be figured out that the positioning of Chinese language teaching as the focus of running a school overlaps with the tasks currently undertaken by Confucius Institutes in China, which was established to carry out Chinese language teaching, exchanges, and cooperation in education and cross-cultural communication between China and foreign countries. However, unlike the overseas branches of universities, the Confucius Institute image has been formed, enjoys a high reputation in the world, which formed its own set of relatively mature language teaching and cultural communication system. From that point of view, there is a need to re-adjust the proportion of "Chinese teaching" in running schools abroad, and regard Chinese teaching as a basic course of study, rather than a major. Perhaps to consider assigning the task of Chinese language teaching to the Confucius Institute, and then connecting to the branch school after you have the basic Chinese ability. In Budapest, Confucius institute establish in Eötvös Loránd University in 2006, it is the only one through the Central and Eastern Europe.

The positioning of overseas branch schools is unambiguous from the professional establishment of overseas branch of Chinese universities held now. Some colleges and

universities have both short-term and long-term development plans for the professional setting of branches and are moving toward a complete branch campus plan. Nevertheless, some still not clear enough about their own positioning, and regarded foreign campus as an overseas training base for domestic teachers and students or a short-term cooperation project of a summer college and they do not have a clear plan for professional development. Scientific research on different subject and profession needs about meeting the pragmatic demands of the local area is a mighty guarantee for the sustainable development of overseas education programs. At the same time, the excellent teaching team may be comprised by a diversified mode of qualified teachers or professors from different country, mainly who are from domestic and host country with their identified ability to students.

The oversea campus of Chinese universities endures the high financial risks for the current future investment in university building. Therefore, it is necessary to guarantee the funds requirement for campus construction, teacher employment, management staffing team, and purchase of teaching equipment and materials for overseas schools. The pressure on universities is far more than in domestic that is different from setting up branch campuses in other parts of domestic country, universities setting up branch campuses overseas put up with high financial risks. At present, universities need to rely on the government support, social funds and sponsoring to provide sufficient economic support for running universities abroad. If they cannot get the guarantee of funding for running, they are likely to face huge losses and even be forced to terminate overseas branch projects. For example, the branch campus of the University of New South Wales in Singapore, which lasted only two months, caused a loss of 38 million U.S. dollars with the failure of student-recruiting system and instability of university operation. (2014) And for the recent years, the New York University Tisch School of the Art established in Singapore also announced that it would stop enrolling students in 2014 despite the assured injection of millions of dollars in grants and loans from the Economic Development Board (EDB) of Singapore, the Tisch School of the Arts still cannot afford up to 6 million a year, due to the serious financial problems, and the lack of

university promotion and accumulation of well-equipped teacher-team. It does not have the specific enough target and well-organized internal management system to smoothly run at such alien environment. (2014)

Subsequently, there is lacking the quality assurance from long-term operation for the establishment of foreign campus of Chinese universities. The high-quality education and teaching are the lifeblood for overseas branches, but the quality assurance system for overseas education in China is not complete yet. The supervision of overseas education of Chinese universities can only be carried out by the Department of International Cooperation and Exchange of the Ministry of Education, and that divisions regularly publish information about educational foreign-related activities on the Educational Foreign-related Supervision Information Network (currently mainly releases the agencies information of self-financed study abroad) and verifies foreign (overseas) academic degrees for students.

2.2 Risk mitigation strategy and corresponding measure of Chinese universities

In China, the overall level of risk management in universities at this stage is relatively low, revealing that the concept of risk management is weak, rarely paying attention to implicit risk management, and failing to establish an effective risk management information system, resulting in short of basis for risk management decision-making feature. Therefore, possessing the awareness of risk management, risk identification and assessment, and risk prevention should be strengthened. The comprehensive risk management should be carried out to promote management of risks in universities and ensure the sustainable development of higher education. Risk management has already begun in Chinese enterprises from external to internal sides, but the widely application of that theory in higher education remains in infancy phase, especially from the event of building the oversea branches in another strength county. The circumstance is that the influence of the planned economic management system in the past, school expenditures do not require the calculation of cost, nor do they need to assess the effectiveness of the school operation, and the employment problems of students are not considered as one of the evaluation indicators of the success of university education. Therefore, the tendency of university finance and employment

of university students be risk-free, the university risk awareness is not strong, risk prevention measures are relatively poor, and the construction of risk management is ignored as well. In recent years, the environment where universities face has dramatically switched, and the issue of financial risks such as the tight school funding have become particularly salient within it.

With the controversial problems about university loan already emerged since 2002, there 70% of universities had borrowed from banks, with a total loan amount of 8.8 billion yuan (approximately 11 billion euro), and an average school loan of 120 million yuan (around 15.5million euro). These data just reflect a basic fact of the risk of borrowing in universities has been born and keeping a watchful eye on the problem of university debt risk and conceiving a set of suitable strategy in universities is a top priority. (Li Sufang) At present, some universities have not increased their vigilance against the above phenomenon and have simply expanded the scale of running schools in the environment of expanding enrollment. It has also brought management confusion, increased education and training costs, insufficient enrollment, and employment difficulties. The emergence of these phenomena needs universities to play an initiate role in risk analysis, but the response of universities is negative, and they have not slowed down, rationally planned, and calmly developed. It reflects that the risk management concept of university leaders is vulnerable, and the management direction is vague, which are hardly to Integrate various resources to form a joint force to resist risks and prevent losses. These actions will also break the pattern of normal development of universities and affect their sustainable development.

Universities should establish risk awareness and strengthen risk prevention about implicit or explicit potential factors in domestic country connected with oversea campus. Getting the prerequisite for improving the level of risk management in universities and effectively preventing and dissolving various risks in universities is to establish risk awareness. At the 2007 National People's Congress, Gu Hailiang, a deputy to the National People's Congress, believed 'the establishment of a sustainable development mechanism for universities, and avoids the three major risks that may arise in the running and development of schools (school-running risks, financial risks,

and school-run industry risks), which is the inherent requirement for colleges and universities to correctly handle the relationship between reform, development and stability'. (Gu Hailiang) Therefore, colleges and universities should be aware of the necessity of risk management, unify their understanding, and strengthen risk prevention.

Initially, university managing department should strengthen crisis education so that all teachers in different faculties can firmly establish crisis awareness, and constantly tighten the string of risks in their work in their ideology. That form of crisis education can take the form of lectures, conferences, and TV short films presented publicly to the internal layer of management in university. And the managers should also call for teachers to discuss in conjunction with national policies, laws and systems, and new measures from home to abroad.

Secondly, is to carry out exchanges of experience in risk management of universities, so that different universities from different regions, countries can form a horizontal communication, learn from each other and mutual advanced management experience and methods. This kind of method of communication could provide a great learning platform for universities to establish risk management in the education industry, prevent and transfer school risks, and improve school management.

Thirdly, is to strengthen the risk prediction of universities and apply the relevant content of the risk assessment framework for university development to measure the work of various departments, and to identify the source and content of risks in universities. On top of all that is to strengthen the prevention of crisis risks and strive to make an evaluation about the expected tendency of risks depended upon circumstances at the very beginning, make reasonable predictions, formulate prevention plans according to local policy, and carry out deployment and control in accordance with risk management procedures before a risk accident has occurred.

The last but not the least, universities especially building the oversea campus in another country, have to strengthen the control of risks. Once risks appear or become obsolete, in conformity with the requirements of risk management objectives, strive to

control risk losses to a minimum, ensure the safe operation of various tasks, and enable the sustainable development of universities.

2.3 The analysis of three lines of defense in risk management of Chinese Universities

Since December 2013, the Ministry of Finance and the Ministry of Education have successively issued the relevant documents that setting off an upsurge of research on risk management in universities from the layers of financial, analysis, prediction, and common development. However, due to the lack of systematic theoretical guidance and other reasons, the effectiveness of risk management practices in universities is not evident as well as the immature development of foreign campus of university. The ‘three lines of defense’ model of risk management and control is an important theoretical achievement in the field of risk management. If it is combined with the management practice of universities, it will definitely promote the relevant practical work of university risk management. In January 2013, the International Institute of Internal Auditors (IIA) issued the ‘Three Lines of Defense in Effective Risk Management and Control’, which proposed a theoretical model for building three lines of defense in the field of risk management and control, which would be productively used in different commercial ways or university management.

The first line of defense consists of the operation management department within the organization and the main responsibility of it is to organize and carry out various business activities with respect to the control system or process, to ensure that the overall goals of the organization are achieved, and to bear the various risks arising from the above management activities. The second line of defense is composed of the internal compliance control department of organization, and the main relative responsibility is to assist the operation management department to establish different level of risk control strategies on a basis of identifying risks, and to guide and supervise the first line of defense to effectively implement risk management activities. The third line of defense is constituted by the internal audit department of the organization, usually held by the internal audit department. Its main responsibility is to inspect independently and objectively the first two lines of defense and it can

provide services confirmation surrounded by the effectiveness of risk management and internal control processes. (Wang Xinyi, 2016)

At the schedule of implementing the pragmatical risk management in higher education, it retains in the beginning of exploratory stage. In terms of the timing of risk response, most of universities are situated in the stage of passive response. They cannot organize and implement active measures or actions before the risk is transformed into actual loss or show the signs of loss. Which means that they lack pre-identification, confirmation, assessment and emergent managing measure of risks and awareness. In the selection of main target of risk management, Chinese universities still accustomed to the work areas of higher-level inspections as the center and have not yet stood from the perspective of school management and have not reflected the ability of independent management consciousness of university. Universities have greater limitations in the method of risk management, currently. Business outsourcing and self-management are the two main tactics of risk management in universities. Among them, professional outsourcing methods are used in business areas with strong professionalism or clear requirements under the permission of laws and regulations, such as contract risk management and risk management in the implementation of specific government procurement organizations. For most other commercial areas, the self-management of risks is often achieved by formulating internal control systems and work procedures. In terms of specific management tools, paper forms and circulation of manual control are still the mainstay and the efficiency and effectiveness of the processing execution system completely depend on the subjective intention of the executors in each link. In the conditions of system or personnel changes, risks Management work is more inclined to have fluctuational factors. The relevant practices are more dependent on the policy promotion of higher-level competency. And Chinese universities have not yet incorporated the content of risk management into the description of the responsibilities of different types of economic and business management positions at all levels, regarding the human resource reserves, management cadre selection, and follow-up education. It also failed to reflect the enough emphasis on the interrelated

knowledge and skills in risk management that has made it difficult to improve the level of risk management of universities within the short term.

Firstly, to enhance both risk management and control awareness in university management system by means of improving job descriptions and setting performance appraisal, and the qualitative and quantitative requirements are put forward for the secondary colleges and teaching assistant departments to perform risk management functions, so as to urge them to refine the risk management objectives within the department according to the business processes or characteristics. Decomposition, the risk management function is further decomposed to every staff member of the department, which not only increase the awareness of risk management of all employees, but also ensures the effectiveness of risk management.

Secondly, to improve the stages of risk management and control techniques.

University could manage the secondary colleges and teaching auxiliary departments to establish and improve the implementation rules or methods of the department in accordance with the relevant systems or regulations of the school, setting up more specific controlling measures for the key links of business activities, and implement 'tracking' management on key control points, as the fundamental assessment for risk management section work, so that to realize the purpose of implementing risk management functions. (Jin Junrong, 2018)

Thirdly, trying to optimize and adjust the job responsibilities of each functional department. It particularly should clarify the division of responsibilities between the secondary colleges and teaching auxiliary departments and reduce its direct management responsibility for specific business activities hence to strengthen its responsibility for supervision of business risks. Including the analysis of risk factors in business activities, the effective identification and confirmation of major risk factors, and the formulation of risk response strategies. Dynamically evaluate the effects of risk management and control to combine the organizational risk preference to discover and adjust risk control measures in the nick of time. In addition, to assist the multi-business department collaboration to define their respective roles and responsibilities, delineate the boundaries of risk and establish a coordinated and

unified risk identification and response strategy to ensure constant attention and prevention to the major risk issues in the business process.

Fourthly, making a well-organized working mechanism of each functional department and guiding the risk management work of the business department are not easier for university. In response to common risk issues, functional departments on the basis of formulating school system regulations, make use of holding special trainings, or operating guidelines to ensure the fulfillment of the system. For the individualized risk items, functional departments must mobilize and supervise the initiative of relevant business departments to follow the relevant regulations of the school and support the internal regulations of the department to achieve accurate and effective prevention and control of risk items. Undoubtedly, the innovation of working methods in various functional departments will be the promotional tools for specific business activities, which replaces the original approval of specific business activities by organizing supervision and inspection or performance appraisal to ensure the implementation effect of the system, thereby realizing effective prevention of risks. To create the new form of risk carriage of management by using the technique of informalization to build an information-managed platform covering the entire business operation in university, so that it can achieve the risk management principle of 'three lines of defense' and the combination with the process of business operation and management from large extent. On the other hand, functional department could realize to have the right of activated monitor of the overall process of business activity, which would be more convenient to fetch, gather, analyze the business data, and the relative characteristics of business and detailed information prepared to formulate the risk replying strategy.

2.4 Consideration of risk management audit of Chinese Universities

The review and evaluation of the effectiveness of risk management in universities is a brand-new field of internal audit in modern universities. The effectiveness of risk management in universities depends to a certain extent on the supervision and evaluation of risk management by universities. And the internal audit, as an institution specializing in the supervision of universities, plays a particularly vital role in the risk

management of universities. In China, the provision of 'Specific Internal Audit Standards No. 16—Risk Management Audit' implemented on 1st of May in 2005, which had more emphasized the responsibility of internal auditors of reviewing and evaluating the risk management. The International Institute of Internal Auditing (IIA) 2003 edition of the "Internal Audit Practice Standards" defines risk as "the uncertainty of the occurrence of events that may affect the realization of the goal" and points out that the measurement criteria of risk are consequences and possibilities. This is an ambitious definition of risk. (Zhang Hongying, Chen dong, 2007)

The detached position of the internal audit department in universities and the special functions of independent evaluation and supervision enable it to identify risks objectively and from an overall perspective, and promptly advise management departments to take measures to control risks. Therefore, risk management in universities inevitably should incorporate internal audit into the framework of comprehensive risk management throughout the entire risk management process, in order that it can evaluate the adequacy and effectiveness of the risk management process of organization and ensure the smooth development in universities. (Zhang kun.)

With the advance of marketization in the field of higher education, the internal and external environments that internal audit relies on have fundamentally changed. It has enabled internal audit to develop from the initial financial audit focusing on error detection and fraud prevention of a risk management strategy. In the risk management audit stage of testing and evaluation, the development of risk management audit has become an inevitable development of the internal audit function. The risk management audit function of internal audit mainly covers by taking advantage of risk management methods and controlling measures to check and assess the adequacy and effectiveness of the risk management process, to make suggestions for improvement and assistance to the management and the audit committee. At the same time, the internal auditors should be responsible for making the regular evaluation of risk management process. (Feng jing, 2008)

The governance structure and risk management mechanism of universities are still defective and there are more serious problems in the governance structure of Chinese universities. It is manifested in the absence of the leading body of risk management audit, which makes risk management audit lack of organizational constraints and work guidance. Following, in the fact that a great number of universities they do not have a separate modern risk management department, which results in the lack of risk management subjects and risk-taking. Moreover, large proportion of universities have not formed a complete set of risk management procedures and mechanisms for risk identification, assessment, and response, which makes risk management and the implementation of risk management audits lack of effective organizational guarantees and institutional support. From the quality aspect of internal auditors, the staff complexity of risk management determines the comprehensiveness of the knowledge of internal auditors, while the knowledge structure of internal auditors in Chinese universities is relatively simple. And most of them are professionals in accounting and auditing, with the capabilities of risk identification, assessment, and improvement. There are fewer compound talents who perform evaluation functions and provide consulting and suggestions for organizational governance, and it is increasingly difficult to meet the actual development needs. (Zhao yi, 2004)

Establishing an effective management information system and strengthening the internal risk management audits in universities are the effective ways to make sure the information-transformed operation. The former, establishment of an effective management information system is used to ensure that risk management decisions are based on evidence. The latter is just to ensure the strict implementation of all parts and links of risk management, to intensify the post-event supervision function, and ensure the effectiveness and completeness of the implementation of the management plan.

3. Research methodology

3.1 The Qualitative risk assessment for Budapest campus of Fudan University

The potential inherent risks such as the first environmental adaptability and indeterminacy of the external marketing situation in student enrollment poses a great

threat to the arrival of Budapest campus of Fudan University. The cultural shock will distinctly be showed by oriental and occidental culture way in teaching model, and it is quite hard to convince the local students to accept the monotonous learning ways in a foreign university if the university cannot widely meet the international benchmarks of teacher and professor from the cultural diversity and qualification rate. The academic `ability of teacher is essential to obtain the special public praise of Fudan University in Budapest, and the first impression of a comprehensive university is important but hard to build it.

With the combination of different educational model and business cooperation way between Hungary and China, university has to make a great effort on building the sustainable educational relationship with local people through the abundant of financial investment in promotional techniques, such as the university enrollment video to the world, team-building activity for students who could get along well with other foreign students before the start of semester (similar to orientation ceremony), research and scientific study, as well as the launch or recommendation of interesting courses designed for all international students. Making a questionnaire-collected before the start of the semester, to get a unambiguous understanding of what the Hungarian students and the small proportion of international students in Hungary, their favorable subjects in public or private university.

Simultaneously, by the reason the of the continuous expansion of educational undertakings, the continuous expansion of the demand for educational funds has brought a tremendous pressure for universities to raise funds. For the sake of giving full play to the maximum benefit of the funds raised by university, thereby to alleviate this contradiction, and ensure the normal operation of various tasks. It is imperative to strengthen the budget and final account management in university external system. Only by strengthening the budget problem and final accounts management of universities, can truly the achieve the effective operation of university funds and control of costs, so that to alleviate the financial pressure of universities fundamentally.

The investment risks of overseas universities are divided into inward and outward aspects. Inward investment concentrates on the construction of basic environmental facilities, teaching equipment, university academic program, and experimental conditions. The latter is mainly in school-running enterprises and the internship or research collaboration with some commercial companies. In the meantime, the main points of risk are the lack of the evaluation of the efficiency in the utility of invested funds, blindly expansion that resulting in repeated purchases or idle assets of capital and lacks the effective supervision of school-run enterprises and the loss of funds. In-depth exploration of existing funding sources actively establishes the good relationships with governments at all levels and strive for the scientific research projects and special funds, gaining the innovative cost management methods to reduce academic arrears for oversea campus in host country. As for a world-class university, giving the full play to the strength of alumni resources, raising funds through the multiple channels, improving the social donation system, strengthen school-enterprise cooperation, and solving the corporate problems are the optimal tools to help the university smoothly operate under the perilous standard of risk management in a reasonable manner.

Despite that universities have already built the departments of internal control supervision and evaluation, such as discipline inspection, supervision department, audit department, and more. They cannot effectively play the role of supervision on the construction and implementation of internal control which has not formed a resultful internal control and supervision mechanism, caused the defects of the internal control of universities have not been discovered in time, as well as the abnormal operation from universities. In the way of assets business control of Chinese universities, particularly in fixed asset management, the total amount of fixed assets in universities accounts for a large proportion of the total amount of assets, with the great types and quantities of assets. Moreover, in the daily control of university assets, the inventory method is formalized, and asset management relies on the use and inadequate management has made it difficult to achieve goals such as the consistency of the fixed assets control account and the effective utilization.

Universities are the range of the public welfare institutions, with the goal of students training and the integration of production, education, and research as their goals. The source of university funding is mainly based on financial appropriations, rather than the aim of maximizing the profits. And for the sake of maximizing the social benefits, it has triggered a series of relatively weak position in the risk management and assessment of universities, risk awareness, unspecific risk response methods and relatively unclear event prevention and control mechanisms. However, the level of risk assessment in universities still existing in the clarity of economic activity goals in universities is not strong, resulting in insufficient risk assessment based on the regulations of Chinese universities, medium and long-term development plans. And the annual performance objectives mainly reflect the development direction of university, talent training, and disciplines construction, whereas it is prone to be macro and virtual, meanwhile the attention and principles of controlling from the various economic activities are not legibly reflected.

3.2 The SWOT analysis of Budapest campus of Fudan University

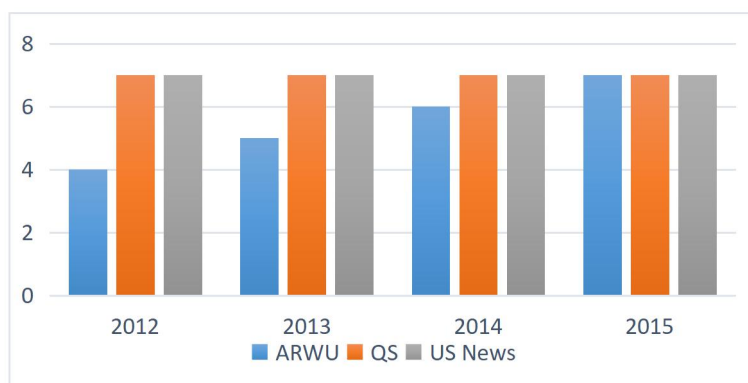
SWOT analysis is a synthetically overall approach taking into account of both internal situation, external environment of current and future that might be influential factors around the enterprise or organization to make a systematic assessment and make the most optimum selection of business strategy way. At the same time, it could help the organization or the university to exploit the niche in the market via their own competitive advantage competed with other academic colleges or universities to delve into more cooperative reciprocal opportunity for the better development of the main body in enterprise or organization Jason Gordon. (2020)

1. Strength

The first element of SWOT is the strength of Budapest campus of Fudan University. Fudan University is a world-class university which enjoys a high reputation in the rank of Chinese famous universities of top 5, even the world. The well-known title and popularity have deeply inserted into the mind of candidates, as the brand effect to appeal to many of students around the world. Compared with other universities, Fudan University is guided by the full-perspective learning theory as the direction and

combines the three dimensions of motivation, content, and interaction to build a “six in one” entrepreneurial talent-nurturing model that covers curriculum system, faculty and teaching methods, competition activities, integrated resources of internal and external, and entrepreneurial ecology and so on. That training model has made certain achievements in the cultivation of entrepreneurial talents.

In general, Fudan University ranks among the top universities in terms of science, humanities and social sciences, medicine, and management, and its comprehensive strength is very strong. The four best majors in Fudan University are mathematics, journalism and communication, clinical medicine, and economics. Due to the country’s emphasis on higher education has promoted the improvement of the level of running universities. Chinese universities have made significant progress in teaching, scientific research, and social services, and their competitiveness in the field of international higher education has gradually increased. And the most prominent manifestation is the changes in the ranking and number of Chinese top universities within the major universities in the world. It can be clearly seen from Annex 2 which indicates that the comprehensive strength of domestic higher education has been increasing and will cause the positive effect to the oversea campus.



(Annex 2: The number of the rank of the first-class Chinese universities in the top 200 of the world’s major universities)

Since 2003, Fudan University has further invested more resources to expand the construction of the Fudan Undergraduate Research Opportunities Program (FDUROP) for two-level undergraduates that has cultivated a group of outstanding academic talents who are active in teaching and scientific research positions in well-known

universities at home and abroad. There are more than 10 scholars who teach at Fudan University alone and many of them have grown into the valuable scholars in their respective fields. At the same time, FDUROP has also brought about a change in the learning atmosphere of students. Driven and influenced by the FDUROP project undertaker, the trend of independent exploration by students is growing, and more and more preeminent students are looking for academic interests.

Meanwhile, Fudan University attaches great importance to the cultivation of entrepreneurial talents from the level of strategic cognition. As a matter of fact, it can cater for the needs and innovative business education to the large proportion of international students in Budapest, as well as local students. In 2015, it proposed that to cultivate outstanding entrepreneurial talents with influence in the future, and to create innovative talents with Fudan characteristics, demonstration and internationalization mode, reform the training mechanism and methods. The MBA and EMBA education of the School of Management of Fudan University ranks among the best in China. From 2009 to 2010, the School of Management of Fudan University passed the two international authoritative certifications of AACSB and EQUIS at the fastest speed in the world. Which are the most authoritative standards for global management education.

In Budapest, the Hungarian parliament has admitted the acceptance of proposal put by the government about establishing the foreign campus in Hungary in the accordance with abiding by the national law and educational policy, which would offer more chance of international cooperation between Hungary and China, on the education, business trading and cultural communication ways. The accumulation of well-rounded cultivation system of excellent students has perfectly catered for the Hungarian students and international students to learn more from the international perspective in Fudan University. It is undeniable that the well-arranged class schedule, excellent teaching staff integrated by home and abroad professor and teaching facilities, various cultural atmosphere in study, are the most convincing factors to attract more students and outstanding teacher for University.

2. Weakness

For the first foreign campus of Chinese university built in Budapest, it does not have the enough experience of setting the oversea campus in contrast with other foreign countries, such as Europe, and America with the higher education, keep in the exploratory stage of Chinese education. Due to the late start of the internationalization of higher education in China, the level of internationalization of universities is still relatively low. According to the statistics of the teacher recruitment, displays that the number of full-time teachers of foreign nationality in Chinese universities accounts for the small part, with an average of less than 40 people, accounting for 2.3% of the whole number of full-time teachers. Among the key universities, the teachers who have the overseas doctorates and work experience take up for 4.3% of the total number of full-time teachers, part of them with more than one year of overseas experience occupies for 19.5% of the total number of full-time teachers. That shows that the international level of teachers in Chinese top universities is comparatively low than others. Although most of them have studied abroad, mostly based on the short-term study tours or visits and the number of teachers who have truly obtained a degree from a world-class university is still less.

For the adhibition of teaching mode, Budapest universities even other foreign countries often varies with individual student and teaches students in accordance with their aptitude whose purpose is to stimulate the interest of students in learning and creativity-training. On the contrary, Chinese universities still mainly focus on expository methods, while achieving diversified teaching methods is a problem that Chinese universities must solve. In the choice of teaching organization form, domestic colleges and universities generally adopt the form based on the class teaching system but compared with the teaching organization in the West has already presented a diversified developmental trend. On the basis of different disciplines, the teaching organization form is adjusted in time, and to combine the class-teaching course, lectures and other forms into dynamic integration and this is still a big challenge for Chinese universities for the particular reason of the long-time adaptation of the large class learning.

At the same time, as the new arrival, it has not available resources to build the interpersonal and commercial collaboration with local business company. For the managers of domestic first-class universities, how to truly establish a modern university management system that is compatible with all countries in the world is still an urgent problem to be solved.

3. Opportunity

Firstly, for the sake of encourage to strengthen the international regional communication and cooperation, General Secretary Xi Jinping proposed the construction of ‘the Belt and Road Initiative’ strategy in 2013, which also objectively requires domestic universities to carry out extensive education and research cooperation with universities in countries along ‘the Belt and Road Initiative’ to promote the coordinated development of regional cooperation. Finally, to facilitate the transformation and development of Chinese economic structure and build an innovative country. Regarding of the international standards, the degree of internationalization is an important criterion for measuring world-class universities, and the establishment of overseas campuses is an important way to improve the level of internationalization of universities. Then the invitation and funding from the local government where the overseas branch school is located is the key to the success of running the school, just to promote the international level of higher education in the country and improve the quality of higher education. It would bring more benefit for economic advance and educational integration between China and Hungary by the bridge of Budapest campus of Fudan University.

Secondly, support and help from local people are quite necessary from the establishment of Fudan University in Budapest. According to the point of view from Martin Trow, an American educational sociologist, the development of higher education must go through an elite stage, a popular stage, and a popularized stage finally. Concerning the law of development, higher education will gradually demonstrate a trend of popularization, and receiving that has become the basic obligation of ordinary people, whose participation and support start to be an important factor in promoting the development of higher education. Having a large number of

overseas Chinese and overseas Chinese is indeed the natural advantage of Chinese top universities in establishing overseas branches. And the overseas campus of domestic first-class universities has provided the educational opportunities for local Chinese and local people, and they will help support the construction and development of the school. The high-quality alumni resources advantage around between China and Hungary will lead you to get in contact with many of outstanding schoolmate on the Fudan University vast social platform.

Thirdly, Fudan University in Budapest can provide more opportunities for competition and development for foreign institutions and local institutions, so its quality will gradually be improved. Students do not have to leave their home country or region to receive the international education, so the brain drain problem in Hungary can be largely reduced. Since the reason of the economic strength and competitiveness of transnational education had, many universities in the importing countries have become strong competitors in recruiting talents, scientific research field and innovation. The construction of Budapest campus of Fudan University shall assemble the distinctive teaching team from all over the world with the international educational mode, as well as the talented students who are interested in inter-cultural communication and diverse thinking model, so that to upgrade the international influence and position of Fudan University.

4. Threat

There is an intensely competitive overseas market of higher education is a great challenge for Chinese top universities to establish the overseas campus in Budapest. Compared with the United States and Britain who started to carry out the overseas education program at the very beginning, Chinese universities possess the relatively vulnerable aspects in running school and sufficient experience to compete with local university. It is difficult to have a stable funding sources to effectively run the school that is the material basis for universities to improve the quality of education and competitiveness under the sufficient financial support. The funds of Chinese universities are mainly allocated by the central and local financial allocation and with financial structure of alumni donations, tuition revenue, operating funds, corporate

endowment, and other methods account for a small proportion. Establishing the branch campuses abroad requires a mountain of expensive appropriation for Chinese universities from any ways. Practically, there are not a few cases where universities around the world have stopped enrolling students due to insufficient funding. Drawing lessons from the failure cases, overseas branches of Chinese universities must establish diversified funding channels to ensure the stability of school funding. Overseas campus is prone to arise the ‘unacclimatized’ problem in spite of the Chinese first-class universities have carried out the relevant research and demonstration and formulated relevant plans for the establishment of overseas branch campuses. However, all of these theories are depended on the lack of on-site experience in Budapest. There may have collision mainly reflected from the ways of school-running philosophy and local values and traditions, between customs is the phenomenon of ‘non-compliance’ in overseas branch schools.

Don Olcott, Jr, the CEO of The Observatory of Borderless Higher Education (OBHE) emphasized that the school has the responsibility to learn more about the host country to ensure the quality of oversea campus, and one of the challenges of establishing this kind of cooperation is to render certain that you have prepared for culture, language, social norms, etiquette, and others and that is where the most problems shall happen. For example, Virginia Commonwealth University still cannot use nude models when studying art classes so far. Northwestern University School of Journalism students still encounter various restrictions and obstructions when they collect the photographic materials in some places in Qatar. It can be seen from those events that the cultural conflicts in different regions are still existing in the establishment of universities that is a problem that cannot be neglected.

3.4 The STEEP analysis of Budapest campus of Fudan University

It is quite usual to adopt the STEEP method as the strategic tools to make an analysis and estimation of the macro-environmental external factors of the organization or corporate, which will straightforward have an impact for the companies in the future if we ignored the external factors of each elements of STEEP, socio-cultural,

technological, economic, environmental, and political, respectively. (Gennaor Cuofano)

1. Socio-cultural

From the outside influence of university socio-cultural aspects, there are a group number of factors related to culture, attitude, educational-level, age group and regional beliefs of the social environments to somehow affect the university preference and application amount in each year. Normally, the fixed popular subjects of chemistry, materials science, clinical medicine, pharmacology, toxicology, and social science are famous and world-class specializations in the world entering into the merely 1% of the world. At the same time, the medical, arts and literature, music, and engineering domains are prevalent in Budapest for applying to the university, which would have the decreasing inclination in student application ways compared with other local university who has the comparatively high reputation, if the Fudan University still insists of the original class arrangement making no changes about it. The well-known high social acknowledging and evaluating of Fudan University in the world absolutely will attract a large number of students from different countries as well as corresponding excellent campus environment and advanced teaching facilities in schools. In Hungary, more and more people are commented to look forward to the arrival of Fudan in 2024 from different social platform since they have known the true. It actually has bought many of academic fans and their expectation regarding the graduation certificate as the far-reaching influence and benefits for future career.

2. Technological

All of combination of external teaching equipment and wireless internet in Budapest campus of Fudan University will be all the-state-of-the-art with the standards requirements of world-class and Chinese top university allotment provided to all teachers, students, and visitors, which could provide a better learning surrounding and improve the educating efficiency to student by the high-tech teaching tools. Most Chinese universities they would like to organize an innovative activity, especially at the end of the semester by the way of technological innovation campaign between

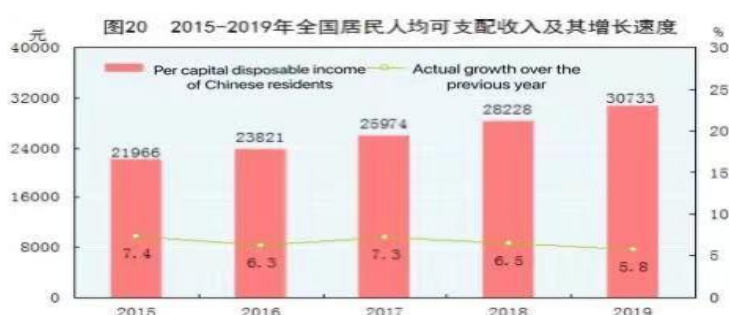
different schools in China, sometimes they shall have the international competitors from other countries.

With the large financial support of Chinese and Hungarian government for the establishment of Fudan University in Budapest, the cutting-edge auxiliary teaching aids, international incorporated activities, annually creative organization for university students, dual study certificate both China and Hungary, and the offering opportunities of employment in China, are the most attractive reason for being one of the students in Fudan, a comprehensive university. According to report of MOU information, Fudan is going to open the new undergraduate and graduate student's courses meeting the demand of Hungary and European, establish the innovative scientific research institutions, conducting scientific research and personnel training, to promote transformation of scientific and technological innovation and technology. The construction of production center, surrounding reflecting power of Hungary development of higher education and China and continuous cooperation can bring a lot of benefits to student and their preference.

3. Economic

The domestic household income directly and the change of local interest rate determine whether the family has the enough ability to pay tuition fee to university every year and the exchanges into the actual amount tuition to university, separately. In China, almost all public universities set the medium level of tuition fees for all students with the little variable fluctuation.

The table below is clearly exposed that the per capital disposable income of national residents in china and the corresponding rate of increasing between 2015 and 2019. It always keeps the gradual increasing trends from the 21966 to 30733 yuan (roughly 2816 to 3940 euro) of five years, with the 7.4% and 5.8% growth rate compared with previous year.



(Annex 3: The per capital disposable income of national residents and its growth rate from 2015 to 2019)

In China, there are many of well-reputed public university with the low tuition fee each year to students, as well as Fudan University that is charged by credits, and pre-collected by academic year for Chinese students. The tuition of pre-acceptance standard for each major is 5000-6500 yuan (about 640 to 833 euro) per academic year per person for undergraduate majors, except the software engineering majors is 31,000 yuan (nearly 3975 euro) per person for the four-year tuition altogether. And student's accommodation fee is on the ground of the actual accommodation conditions, about 1,200 yuan (around 150 euro) per academic year per person. In contrast to other Chinese public university, the student's tuition fee of Fudan University is at the level of medium stages and affordable for most proportion of family in China.

Moreover, Fudan University has a set of comprehensive funding system. They have created a diversified funding system for students, providing financial assistance including scholarships, bursaries, work-study assistance, national student loans, emergency hardship subsidies, tuition reductions and exemptions, and medical assistance. And through the platforms such as academic promotion, social practice, psychological support, innovation and entrepreneurship, etc., to promote students' all-round talent. At the same time, the school opens green channels to help freshmen with financial difficulties enter the school smoothly.

Overseas exchange support policy also be instituted for broadening international vision of student, enhancing their cross-cultural communication skills, and providing the support for their all-round development. A sum of special funding for overseas exchanges project, and the proportion of undergraduates participating in overseas exchanges reaches 60%. In the meantime, Fudan University also has equipped with number of scholarships for overseas exchange, to provide resources and financial aid to students with economic hardship.

Fudan University will provide many of support to help students successfully enter into the university by different financial support once they have received the offer, as for

some students who are poverty-stricken and cannot afford the tuition. Therefore, the enough household disposable income to pay the tuition fee is not only the solution and have a great impact on the university revenue.

4. Environmental

Until now, there is still no clear illustration from Fudan University in China for alleging the environmental issues has directly or indirectly caused a great influence on the quantities of student in each year or financial matters about handling the university environmental issues. Regular cleaning for the whole campus environment is on the agenda of weekly or daily sanitation and hygiene management of university, they are more than 20 cleaner who are responsible for each building, grassland, canteen, and restroom etc., to keep the tidy environment to teachers and students. A newfangled artificial intelligence trash can firstly be employed within the Fudan University in China, in 2020, which provides the smart phonetic function control to ask you which kind of garbage you will throw and lead you to find the right bins of waste classification in case of somebody who are confused about the specific classes of junks. It is favored of the preference of many students and teachers, meanwhile, Fudan University will also keep up to invest more onto the innovative management of campus classified dustbins. In the same year, a trial implementation for the Fudan University domestic waste classification management measure informed by the Fudan office file, it can have a better supervision and administration for university environment. (2020)

5. Political

Political support of Hungarian party is quite essential for the establishment of Fudan University in Budapest, both Hungary and China would finance 100-billion-forint (nearly 279 million EUR), and 450-billion-forint (around 1.25 billion EUR) loan for the 540-billion-forints (about 1.5 billion EUR) cost for building the Budapest campus of Fudan University, respectively. And same time, the Hungarian government has ensured the place for university in Budapest Student City Site, but the Ferencváros mayor Krisztina Baranyi and MSZP (socialist party) backlashes against the construction of Fudan University declaring that the construction of Chinese university

has brought no benefit and interest to Hungarian economy and government should support the local youth instead of Chinese university. (Tamás Vski, 2021)

From the political comment and opinion, it might have certain impact on the way of recruiting students and the successful construction of Fudan University in Budapest due to the controversial site building. Simultaneously, the head of the Prime Minister's Press Office Gergely Gulyás demonstrates the support for the construction site of university and states that as the elite university. (2021)

3.5 The secondary information of research

The problem of the balance of the regional distribution of higher education is not only a question of the coordination of higher education to the level of economic development, but a national strategic issue that requires comprehensive consideration of multiple factors, such as to cater for the local requirement and economic development of the university campus, commercial cooperation and trading contacts with both countries or different regions, as well as the local business opportunity for education development. In the history of world higher education development and as for a powerful country, the higher education layout structure has a strategic consideration of it. At the same time, the resource sharing between the university and the cooperative partner is closely connected with each other, the activity for university publicity, financial support, and students exchanges and recruitment for graduates, which are the significant elements promoting the mutual development for a long-term. There is an analytic example of the American overseas campus established in other foreign countries, which entirely gets 84 foreign campus of American university covering 42 countries around the world, by the American university and service institutions of higher education. In the developmental stage of establishing the American overseas campus of university, they are affected by the wide range of regions, various types of schools, practical professional settings, diversified educational projects, and the influential factors in sources of funding for running the overseas campus. The first purpose is to obtain certain economic benefits and academic resources to enhance the economic strength of universities, also to improve its international status and competitiveness with others world-class university.

Secondly, is to ameliorate the internationalization and competitiveness of the parent universities in the market of international higher education, having more opportunity to compete with other well-known university in other countries, to make the whole educational system multiple. The heterogeneous activities for Exchange Student Program could be largely built for satisfying the needs to students from the homeland university and oversea campus.

The problem of construction outlay and expanding students identically the huge issues for American university appear at the early stage of opening schools, like the mentioned example in Literature Review part. More serious issues happened on the teacher quality and the clash between the foreign branch schools and local customs and culture, legislation and regulation etc., such as the stability of teacher flow in oversea branch schools, most of them belong to the part-time teacher who are having a great influence on the course quality due to being replaced frequently. (Wu qun, Wu jian, 2005) It is quite difficult to reach the same level in the quality of teaching team with the main campus, and in some Sino-foreign cooperative education institutions, merely with 3% to 5% of foreign teachers come from the foreign school, and 95% come from temporary employment. (Zhao li, 2005) The adaptability of the curriculum to the local area, the differences and contradictions between the parent university and the local partner in the way of running the school, are also the problems in the development of overseas branch schools. (Jason Lane, Kevin Kinser, 2014)

4. The strategy and analysis of risk management of Fudan University in Budapest

4.1 Commercial collaboration strategy

It is well-known that building a sustainable reciprocal commercial cooperation with foreign educational institutions or company is the most effective way for the oversea branch campus to successfully develop in the long term, under the allowable range of local business provision and rule. Xiamen University Malaysia, abbreviated as XMUM, is one of the classical examples of creating a lot of chances for international student by ascertaining the concrete cooperative relationship with many of different scales of corporates.

Xiamen University Malaysia has signed a memorandum of understanding on university-enterprise cooperation with the six companies. And for all of them participating in the signing ceremony of the university-enterprise cooperation memorandum contain the six international companies including Deloitte Co., Ltd., one of the global top four largest accounting firms, and Top Glove, the largest glove manufacturer of the world. For the subsequent arrangement, these companies will provide the internships and employment positions for Xiamen University Malaysia students through the form of the university-enterprise cooperation. And Deloitte will provide with three consecutive years of phased internship opportunities to students who are in Xiamen University Malaysia, to encourage and support the outstanding interns to continue their internships and employment in Chinese companies. By the end of 2018, there were totally ten international companies has signed the MOU of the university-enterprise cooperation with Xiamen University Malaysia providing more than 100 students with internship and employment opportunities. The President of Xiamen University Malaysia Wang Ruifang, indicated that ‘we hope to cooperate with the local companies, Chinese-invested enterprises and multinational companies from a long period of perspective, to jointly discuss the cooperation in the field of scientific research while training talents, such as the application of science and technology, the transformation of technology, and some professional training and consulting activities, I think they can all be implemented.’ (2018)

Xiamen University Malaysia pays too much attention on creating a reliable and steady information infrastructure, the world-class teaching staffs, and the well-quipped campus facilities at the first phase of building the university in Malaysia, which could nurture students under the world-class educational environments. They have signed an agreement of strategic cooperation framework with HUAWEI, a Chinese multinational technology company due to the high demand of Information and Communication Technology ICT, for the available utility and improvement on network capacity, indoor wireless coverage, high-level of data center and so on, which could provide more convenient for students, teacher, and visitors, by making use of the-state-of-the-art ICT technology (2019)

Industrial Securities has donated 10 million yuan to Xiamen University, signed a strategic cooperation agreement in March 2021 which will integrate both advantages and available resources, strengthen the university-enterprise cooperation and other comprehensive cooperation in various fields. The practical experience of Xiamen University Malaysia and the achievements and progress of Industrial Securities' overseas business layout can learn a lot from each other, jointly promoting the national 'The Belt and Road Initiative' construction. Meanwhile, there are many of overlapping cooperation in the implement of the charitable activities.

From the perspective of Budapest campus of Fudan University, there are more underlying commercial collaboration chances and win-win strategy for both the development of university and foreign companies that can be built to defense the upcoming risk at the very beginning of establishing the oversea campus. In China, Fudan University has signed the mutual cooperation and development strategy with large-scaled companies, for example Greenland group (Fortune global top 500 enterprises) jointly signed the university-enterprise cooperation platform to develop program with Fudan University for a long term in 2017; Google has signed a two-year strategic cooperation agreement with Fudan University in Shanghai, announcing the establishment of the Fudan University-Google Science and Technology Innovation Laboratory in 2018. Another example is the official signing ceremony for the cooperation between the School of Management of Fudan University and INOSSEM, an international software technology company in 2019. Students who will apply for the Budapest campus of Fudan University are able to gain more opportunities of internship and future employment in these well-known multinational companies and more other benefits to lower the risk of student recruitment and university operational problem.

4.1.1 Hungarian government

The building of Budapest campus of Fudan University is under the absolute permission of Hungarian government and the local relative law regulation and international university establishment standards to run the first Chinese oversea campus in Budapest. After the endorsement of signing the MOU, the Prime Minister

of Hungary, Viktor Mihály Orbán, has stated that Hungary attaches the great importance on human resources and thus strongly supports the establishment of an overseas campus of Fudan University in Budapest, who believes that will promote the improvement of the level of cultural exchanges between the two countries. And both countries are going to spare no efforts to push forward the construction process of the new campus together with the Hungarian government as soon as possible. There are 8.21 million forints (EUR 2.2bn) funding for the construction of Budapest branch of China's Fudan University that will be the first ministry-run higher education institution to launch the degree program outside of China.

On the contrary, the opposition party Jobbik protests against the government funding for building the Chinese university in Budapest by holding the dissent opinion, and they think the government should support the Hungarian modern universities instead of Chinese ones and emphasize that the university will be directly controlled by the Chinese Communist Party (2021). Due to the opposition from the other side of political party, there might be laying the potential risk of concept transformation directly affecting to the local students, as well as some local business cooperation when the Fudan University arrived in Budapest. At the same time, it is undeniably that the establishment of Fudan University branch has already become a controversial topic in Hungary from the angle of politics to local university competition, including the positive and negative comments of future Fudan University development in Hungary, which will actively seek the support of the governments of the two countries and all walks of life to build a model project for the cooperation of higher education between China and Hungary, and contribute valuable practices to the promotion of mutual benefit, win-win and sustainable development of global higher education.

4.1.2 Local university

On the 5th of October, the first overseas teaching site of Fudan University, the Budapest School of Economics of Fudan University, was officially opened in 2019 and the first cooperative project of the teaching site 'Fudan-Corvinus Master Dual Degree Project' also officially opened that will provide financial and economic management elite in Hungary and Central and Eastern European countries with

master courses related to Chinese economy, finance, macroeconomic policy and business and more. Among the 20 to 30 students, 27 courses, two years of on-the-job study in two countries. The main language of running the courses adopts the in English and allocates the particular teachers according to the characteristics of the course. It is composed of the School of Economics of Fudan University, the Hungarian Central Bank and the Business School of Corvinus University, cooperate with the teachers from the three parties to prepare and teach together. Graduates will be awarded a Double master's degree both in finance from Fudan University and an MBA degree from Corvinus University of Budapest.

It has successfully operated by now and the program has been well received favorable reception from the middle and senior managers and government officials in Hungary as well as from Central and Eastern Europe and has become a successful case of Fudan University English degree program. The Corvinus University delegation led the 18 students who participated in the first project to attend a one-week course at Fudan University in China. (2019)

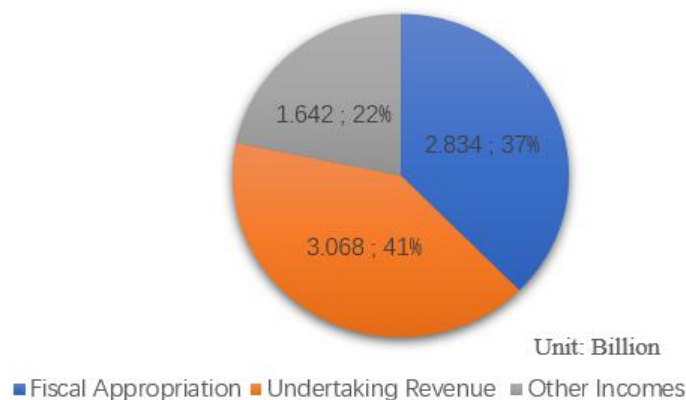
At the same time, on the way of student enrollment, the arrival of Fudan University indirectly builds up the great pressure to the program of Double Degree MBA of Fudan-Corvinus and other local academic colleges and universities, and equally might cause a great stress to Fudan University as well. With the lower tuition fee or entrance requirement, local students or other international students in Budapest may choose the joint program of Fudan-Corvinus Double Degree but there is none of official document clearly confirmed the amount of tuition fee annually or termly of Fudan University in Budapest but it will adjusted depended on the tuition for international students who study in Fudan University in China is from 23000 to 75000 yuan, approximately 2900 to 9700 euro for different fields of subjects every year. (2020)

4.1.3 Other businesses or agencies

There is more than one way to gain a profit for a university no matter public or private it is. Through making a contact with local business company or educational institutions to build a long-term or quarterly cooperation for the supports of financial side and manpower, it is ubiquitous that getting in touch with a local oversea

educational agency to get more detailed information or preparation materials through them, if you intend to embark on studying abroad in other countries, hence the intermediary transaction dealing is almost the first choice than DIY preparation. Secondly, the Chinese educational institutions will cooperate with the local agency of host country to help students to apply for the university via the two formal mediums, but it is slightly more expensive application paying than the first way, the local agencies to university management.

Besides the fixed tuition fee paid to university each semester, the national financial subsidy, project sponsor of scientific research and business cooperation activity could bring more financial support to maintain the university operation and development annually and most public universities mainly rely on the central and local financial support for their funding in China.



(Annex 4: The income scale of Fudan University in 2017)

According to the charts above of the income scale of Fudan University about the final accounting revenue, it consists of the three items, namely financial appropriation, undertaking and other revenues in 2017, totally 7.5 billion yuan, roughly 0.971 billion euro. The income of undertaking occupies the large proportion of the whole of 41%, it is the biggest source of revenue. That refers to income from teaching, scientific research and supporting activities carried out by higher education institutions, including income from the education and scientific research. The educational revenue mainly involves miscellaneous expenses and various tuition fee, and the latter is the central and local scientific research funding allocations, besides the financial research

appropriations from the Ministry of Education Finance, as well as income obtained through undertaking scientific research projects, conducting scientific research collaborations, transforming scientific and technological achievements, and conducting scientific and technological consultations, respectively.

Fiscal Appropriation and Other Incomes are the second and third sources of revenue, accounts for 37% and 22% separately in 2017. The financial education, research appropriation and others within the whole income of Fudan University fiscal appropriation from central and local government. Other incomes point about the earnings from the non-corresponding financial appropriations, personal or business investment, donation, rental, and interest income from bank deposits, with the relatively small part in the entire income structure of Fudan University in 2017.

What we can predict from the statistics is that the undertaking revenue or fiscal appropriation might be the most important factors pushing the university income of Fudan in overseas campus from a certain extent. However, it is still uncertain for many of international or local business to invest or sponsor the establishment of university in Budapest for a lot of unpredictable reasons, as well as the other incomes.

4.2 The risks forecasting of Budapest campus of Fudan University.

For the purpose of building an overseas campus in foreign country, it exists a lot of variable of financial support, business cooperation, and university budget in campus construction and expenditure distribution. As for the Fudan University branch in Budapest, the great financial risks in running the school or the student shortage at the very beginning are tiny because of the stable university expenditure and financial budget in different cooperation and research and development fields, as well as the long-term well-known world-class reputation around the world.

According to reports of university summary of final accounting of revenue and expenditure of Fudan, show that the Budget planning and logical expenditure of Fudan University are almost a set of comprehensive financial management system for a long time, and it takes well advantage of the obtained income distribution to march on the well-regulated educational, student's arrangement, and scientific project

expenditure by the gradually increasing undertaking income to Fudan. And it largely avoids the potential occurrence of financial risks of university and the negligence university expenditure planning. But the thorough developmental system about higher education risks management department in oversea campus should be built up to protect the internal risks supervisory, identified sector and external risk estimated system in different stages, before the open of the university in 2024.

Generally, the cooperative education projects of oversea branch have the relatively high requirements for hardware facilities and compulsory standardization demands of international talent training. For example, international teaching classrooms usually have to meet the needs of multimedia, small classes, etc., and the higher standards in laboratories, libraries, intelligence, and networks installation. Moreover, insufficient number of teachers and the lack of quality of the international cooperative education program of university are both important factors exerting an influence on the development of Budapest campus. The reasonable scientific management of international teaching staff and the professional benchmark are considerable factors to decide the international standardization structure of teacher's team building, from the aspects of teaching experience and capacity of scientific research.

The subject construction and extended development of specialized courses in Europe from a further level of catering for the Budapest economic and intercultural communication. The cultural shocks between China and Hungary will be showed in the teaching methods of university, therefore all teachers that is hired by the Fudan University whatever they are from have to prepare for the latent risk of educational inadaptability in specific subjects of Chinese culture study. On top of that, the quality of enrolling students is the quite decisive factors to evaluate the efficiency of running the Budapest campus of Fudan, while university should shun from the over-expansion issues and financial deficit of university operation.

The improper publicity of Budapest campus of Fudan University will cause a series of problems on the university's influence, coverage, and visibility are limited, which affects the enrollment and development of the project. And before the first day of

orientation ceremony, all the promotional activities about Fudan University are supposed to be finished under the enough financial support.

4.3 The optimal measure of defending the risk of Fudan University in Budapest

Due to the risks Fudan University face in developing the international cooperative education projects characterized by the risk diversity, complexity, and systematization with the uncontrollable elements in running the school, I am going to make an analysis and assessment of the measure based on the previous example of oversea university branch of China, about how to effectively withstand the risk for Budapest campus of Fudan University from a certain of aspects.

Firstly, the clear development goals and strategic planning of having a clear understanding of the university in Budapest campus and the external environment, it is necessary to timely control the opportunities for internationalization strategy formulation in educational development for foreign students. Strategic goals should be hierarchical, with both overall strategic goals as well as project and partial tactical goals, and under the guidance of clear goals, the Chinese oversea branch university will not blindly follow the trend, lose the direction of development, and will be able to scientifically deal with the various risks they face. On the other hand, Fudan campus is the first Chinese university built in Europe, expanding the financial channels, and strengthening its supervision on it are essential to sustain the future running in Budapest. After all, the central and local financial allocations are limited and that is necessary to further broaden the sources of funding for non-financial allocations, fully explore the social, market, and international effects of the project, and strive to include private capital and individual fundraising into the financial channels. To encourage more successful people in all walks of life and well-known companies to make donations or financing and use preferential policies such as naming buildings or more business communication cooperation to attract more organizations or individuals to invest. At the same time, increase the distribution management of funds and ensure that the special funds are used exclusively.

Subsequently, establishing the prevention mechanism of bank loan risks, for the reason of the limited investment of financial funds and the large differences between

the schools and regions, many colleges and universities raise funds through bank loans in order to meet the requirements of development, which also increases the debt repayment risk of colleges and universities. Therefore, to constitute a bank loan risk prevention mechanism to reduce the level of debt repayment risk is sheerly crucial, particularly for the building of oversea branch school. It is also vital to clearly stipulate in the bank loan management system that bank loans should follow the principles of moderate borrowing and lending, special funds for exclusive use, and large amount filing. The repayment schedule must pass a collective decision-making system, which rules that bank loan plans must be subject to on-site investigation, scientific analysis, and expert opinions in advance.

Furthermore, judging from the side of forming the appraising system of university financial risk management, the main evaluation indicators are university's solvency, operating level, profitability, growth, etc., to help the university attains more unambiguous financial position of potential risks about itself. And in the way of technique, there are three main ways to cope with financial risks, risk avoidance, risk transfer, and retention separately, which could effectively avoid risks in running schools prevent self-retention of risks and minimize the possibility of financial risks through risk avoidance and transfer.

Strictly control all aspects of teaching management by means of the advanced teaching management concepts, innovative teaching management methods combined with China and Europe, improve the level of international teaching staff, select teachers with international education background to engage in project service and management, and carry out the professional training for personnel teaching management of Sino-foreign cooperative education projects. Additionally, let the full-time personnel engage in teaching management to have an international vision and concept, and improve teaching ordinances and regulations, to perfect the teaching quality monitoring system finally.

5. Discussion and suggestions

5.1 To create more cooperative opportunities with local enterprise in Hungary.

The initial stage of Fudan University should learn from the experience of international cross-border education supervision and establish a Sino-foreign cooperative education evaluation system that involves the self-assessment, risk identification and prevention, social evaluation. To evaluate the accomplishment of missions in areas such as cooperation and exchanges of institutions of higher learning with some local business both China and Hungary. At the same time, the continuable cooperation between Chinese university and Hungarian companies is capable of bringing a lot of benefits for graduates and university development, as well as the corporates elite accumulation, achieving the aim of reciprocal win-win and educational-business communication besides many of large-scaled Chinese-funded enterprises in Hungary, such as the bank of China Hungary, Sino-European Trade and Logistics Cooperation Park, and Hungary and European Supply Center of Huawei, etc.

Seeking the cooperation opportunities to promote the academic and research development of Fudan University, determines and selects some priority research projects according to the needs of its industrial and social development, and future research results can be provided, used by Hungarian field of academic discussion for research and development.

As a mixture of commercial activities and academic behaviors, the overseas branch school of Fudan University faces the double risks. A series of hypothesis has been made according to many of cases of oversea branch university about whether the academic standards are lowered because of excessive pursuit of commercial interests, affecting the brand or whether the market is lost because of the strict adherence to the admission requirements and curriculum plan consistent with the Chinese Fudan University and the inability to guarantee enough students. Some have ‘parted ways’ because of differences in running schools with their local partners, such as the University of Southern Queensland in Dubai. Nevertheless, the internationalized education and talents altogether mainly distributes in Budapest, and the three university cities of Debrecen, Szeged, Pécs. (2020) It has the best international communicative platform to promote the Fudan University from the perspective of those local and foreign students and attract more business cooperation with local

enterprises to develop the university and evaluate the performance of teacher and student from a large extent.

A specific marketization management and elaborate commercial plan for the university activities are resourceful techniques in Hungarian market for running the Budapest campus of Fudan University propitiously. For example, Royal Melbourne Institute of Technology University (RMIT) has learned from the experience and learned from the Malaysian branch and based on the investigation and research on the request of students, it seeks a stable and reliable financial backing for its Vietnamese branch. In addition to its own funds, Royal Melbourne Institute of Technology university has received the loans from the Asian Development Bank and the World Bank International Finance Corporation, as well as donations from some philanthropists in the Atlantic. With the strong support of the Asian Development Bank and the World Bank International Finance Corporation, the prototype of the plan to open a permanent campus of RMIT was formed.

Learning from Malaysia's overestimation of student demand, RMIT adjusted its development plan in Vietnam, that is the first task before establishing a permanent campus is to continuously adapt to the Vietnamese education market. The business support has actually been the huge important development chain for university that can create the collaboration opportunity with large-scaled enterprises to take a firm hold in the market of Hungarian education. Like the strategic planning of RMIT university did before, the Fudan University could also simulate such conduct to accustom themselves to Budapest environment.

5.2 Sufficient financial support in the setup of infrastructure and organization of campus activity

As for the up-to-date news published on 9th April, the Hungarian government will build a branch of Shanghai Fudan University in Budapest, with an estimated cost of 1.5 billion euros. According to 'The Belt and Road Initiative' model, the China Development Bank will provide 1.3 billion euros in concessional loans, and China State Construction Group is appointed to undertake the project exclusively. For the

whole building of school is ready to be completed in 2024. It also declared that the cost of Fudan University in Hungary is more than Hungary's total expenditure on higher education in 2019 (1.3 billion euros), and this movement will cause a serious impact on Hungary's national budget and the development of higher education. This will be one of the largest investments in higher education in Hungary in recent decades. In the future, it will be established and maintained by the China-Hungary Asset Management Foundation. (2021)

For the construction of Fudan University, Hungary will invest 300 million euros directly for the latest information, and a preferential loan 1.3 billion euros of the China Development Bank provided for 10 to 15 years and has already submitted preliminary financing proposals. China State Construction Group made it clear in the bid that it will use a certain number of Chinese laborers and import the original building materials from China, which has been recommended by the Hungarian Ministry of Innovation and Technology. Hungarian media Direkt 36 reported that because of the conflict with the selected campus of Fudan University, the Hungarian government had to cancel the current plan to build a student dormitory in Budapest, which would have provided modern study and accommodation for 8,000 to 10,000 Hungarian university students and professors.

At present, the financial support from Hungary to build the university with the large amount of money has been a great pressure and risk under the political dispute, even though the Chinese side will also participate in the process of construction with Hungary unanimously. Officially said that the campus will be built and opened in 2024 to the world, almost three years establishing project highlights again the significance of both countries for the future educational communication and mutual collaboration.

5.3 Combination of cross-culture business communication

There are actually found many of China-Hungary joint venture company or association to tightly concatenate with local ethnical culture, common religious faith,

and community business cooperation with local company. Such as the Chinacham Hungary, Chinacham Hungary was established in 2002 to expand China-Hungary bilateral trade, promote bilateral economy and culture, so as to provide more business information and cooperative chances for members of the Chamber of Commerce. The services of Chinacham Hungary mainly give the relevant political and economic information to the public and decision-makers, assistance for member companies to expand international markets, as well as the consulting, economic, and trade investment opportunities for small and medium-sized enterprises, assisting members to expand business networks, and organizing seminars or training. They all have signed the collaboration contrast for the long-term development with some local enterprises. It is also an opportunity for Fudan University to conduct a series of business activities or program cooperation with these companies and know more details about the local commercial situations, and which will make a certain of contribution to the university running each year, if university take up such action. On top of that, the development of tourism industry between China and Hungary are on the constantly rising period, and some Hungarian university with the major of tourism and catering management has collaborated with indigenous travel agency or tourism company which they can give out the platform of internship for graduate or the job opportunity, like the talent cultivating mode, and the university might get part of investment from the partnership, to escalate the university international reputation in the market to allure more business cooperation in the future, as well as the student's employment rate will be enormously increase to compete with other university.

6. Conclusion

To sum up everything that has been stated so far, to carry out the construction project of the university oversea branch will unquestionably take a huge amount of financial support in it, from financial provision, university undertaking income, and others revenue from all circles, which would trigger a chain of stressful financial expenditure largely from the host country. A set of all-round university internal risks management system for oversea campus should be the top of the agenda as soon as possible, to identify the existing risks in the aspects of culture shock, financial support, unstable

political environment, aggregation of student resource and qualified teacher, so that the Fudan University could have a better plan for risk prevention for the forecasting risks on the ground of the known conditions when the university prepared to start for three years later.

From the perspective of cooperating to establish a foreign university in Budapest with China, it is fairly the most adequate promotional platform to introduce and recommend the preeminent majors of Fudan University that will be the most crucial channel to participate into the international competition around the world. However, the advantages and unexpected risks from oversea branch are paralleled that requires the meticulous strategic risk management analysis of university to define the marketing location, from the ways of student-oriented, major-oriented international education, actively disseminate the Chinese special culture while acclimatizing the local traditional culture, minimizing the potential risks overtly in connecting with the business collaboration. The specific tactics of handling the university internal risk occurrence needs the hierarchical strategy target by getting a clear understanding of the external school environments, in case of meeting the challenge of the deviation from the original recognized issues. In addition, the smooth development of the entire process of international cooperation in running schools is inseparable from efficient coordination and communication among multiple departments. For the emergence of international innovation problems, all the departments have to have a unified comprehension, actively promote, and solve problems in a timely manner to push the development of Fudan oversea branch in Budapest.

Overview of the elucidated information in this essay, oversea campus risk management system for China is still on the initial stage that should take advantage of the scientific university management model to adopt the local Hungarian educational and business environment, set up an assistant group accumulated the English, Hungarian and Chinese language to help students better adapt the university, and the reasonable coordinated mechanism for potential risks in European country to achieve the mutual reciprocal, and friendly relation and cooperation between China and Hungary. The substantially crucial thing is not considered to balance the university

revenue or interest-related matters, but to closely consolidate the cohesive mutual cooperation between two country from the academic and economic communication, cultural diversification, and sustainable development in the future.

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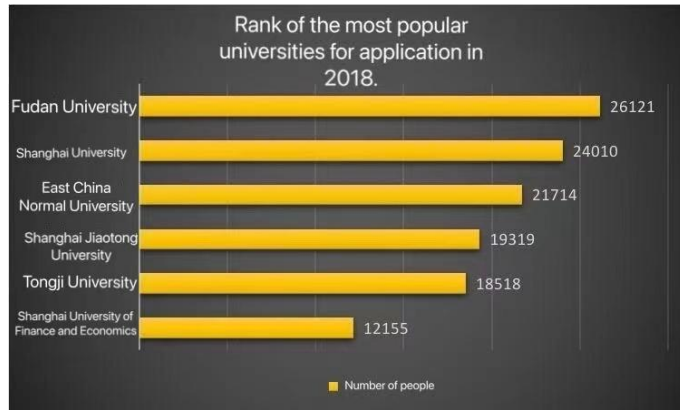
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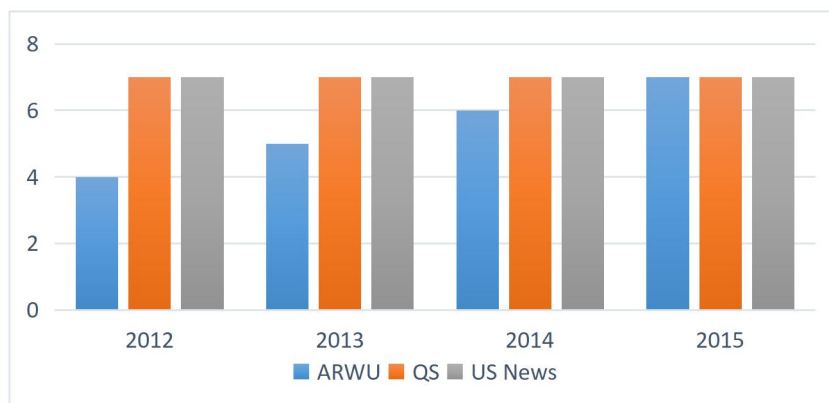
8. Annexes

Annex 1: Rank of the most popular universities for application in 2018



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Source: Own editing based on the website graphics above

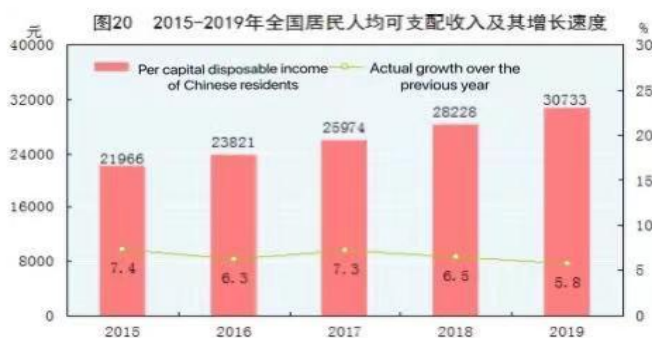
Annex 2: The number of the rank of the first-class Chinese universities in the top 200 of the world's major universities



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Source: Own editing based on the website information above

Annex 3: The per capita disposable income of national residents and its growth rate from 2015 to 2019

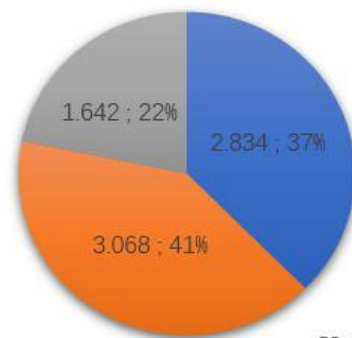


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Annex 4: The income scale of Fudan University in 2017



Unit: Billion

■ Fiscal Appropriation ■ Undertaking Revenue ■ Other Incomes

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