



Students from the Visegrad Group at Austrian, German and British universities – 2002-2016

In this brief analysis, the trends in the number of Hungarian students studying abroad at higher educational institutions are examined by using international statistical data. Results show that there were about 7500 Hungarian students participating in BA and MA programmes at foreign colleges and universities both in 2014 and in 2015. Comparing the number of students participating in BA courses in Hungary to the number of students studying abroad it can be seen that not too many of them choose a foreign institution, but at the level of master's programmes more students decide to quit the Hungarian higher educational system. This result could be interpreted as a deficiency in the Hungarian higher educational system, but at the same time it can be a sign of the high international competitiveness of Hungarian students.

Data

There are no data on the number of Hungarian students studying abroad in recent years in the Hungarian statistics. Eurostat collects data from member states about the number of foreign students studying in the given country based on nationalities. Eurostat data on student mobility refer to those EU students who finished their secondary education in another country. It is important to note that students participating in short exchange programmes are not covered in the data collection¹. On request the Austrian² and the Danish educational ministry³ and the German DZHW institute⁴ provided data on

the Hungarian students studying in these countries, i.e. data on the number of Hungarian students enrolled in educational institutions annually. Data on students studying for BA degrees in the UK were gained from the web page of UCAS (Universities and Colleges Admissions Service)⁵.

¹ See: http://ec.europa.eu/eurostat/statistics-explained/index.php/Learning_mobility_statistics

² Bundesministerium für Wissenschaft, Forschung und Wirtschaft, in English: Federal Ministry of Science, Research and Economy

³ Uddannelses- og Forskningsministeriet, in English: Ministry of Higher Education and Science

⁴ DZHW Deutsches Zentrum für Hochschul- und Wissenschaftsforschung GmbH, in English:

German Centre for Higher Education Research and Science Studies (DZHW)

⁵https://www.ucas.com/sites/default/files/app_level_report_2015-dr2_002_01.pdf

Hungarian students studying for BA and Ma degrees abroad

Eurostat has published data on student mobility for the 2013 – 2015 period. The data are not suitable for comparing different periods because during the three years data were not provided by the same countries.⁶ The number of Hungarian students in the given countries according to the data was the following: 6803 BA or MA students in 2013 (BA: 4421, MA: 3086); 7460 (BA: 4297, MA: 3163) in 2014 and 7307 (BA: 4421, MA: 2886) in 2015. According to KSH data⁷ between the 2013-2015 period there were 181,000 BA and 216,000 MA students in Hungary, on the one hand the fact that only 3700-4400 Hungarian students studied abroad between 2013 and 2015 might not seem significant. But on the other hand according to KSH data there were 37,000 – 39,000 students studying for MA degrees in Hungary between 2013 and 2015, the approximately 3000 students who studied abroad during these three years can no longer be ignored. It can be seen that not many of the students studying for BA degrees choose a foreign tertiary institution, but for MA degrees more students opt for quitting the Hungarian higher education.

⁶ Data refer to Hungarian students studying in the following countries: Belgium, Bulgaria, the Czech Republic, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Croatia, Cyprus, Latvia, Lithuania, Luxemburg, Malta, the Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden, UK, Iceland, Liechtenstein, Norway, Switzerland, Former Federal Republic of Yugoslavia, Serbia, Turkey, Japan

⁷https://www.ksh.hu/docs/hun/xstadat/xstadat_ev/es/i_zoi008.html

Figure 1: The number (capita) of Hungarian students studying for BA and MA degrees abroad, 2013-2015



Source: Eurostat 2017

* Data refer to Hungarian students studying in the following countries: Belgium, Bulgaria, the Czech Republic, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Croatia, Cyprus, Latvia, Lithuania, Luxemburg, Malta, the Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden, UK, Iceland, Liechtenstein, Norway, Switzerland, Former Socialist Federal Republic of Yugoslavia, Serbia, Turkey, Japan

Hungarian students in the universities of Austria, Germany and the UK

Every year since the academic year of 2009/2010 out of the Visegrad Group the majority of the students enrolled in Austrian universities have come from Hungary. According to the latest data in 2015/2016 there were 651 Hungarian, 384 Polish, 346 Slovakian and only 284 Czech first year students studying for BA, MA or unified, undivided MA degrees at Austrian state universities.

Figure 2 shows how the number of first year students from the four countries studying at Austrian state universities has changed since the academic year 2002/2003. Between academic years 2002/2003 and 2007/2008 the majority of students were from Poland. Hungary and Slovakia came next, and the Czech

Republic was the last. In the academic year 2008/2009 the number of Hungarian students significantly increased; thus, Polish and Hungarian students were equally represented at Austrian state universities. From the following year there were more Hungarian students than Polish students in each year. The academic year 2012/2013 is a real turning point: the number of the Hungarian students significantly increased (from 461 to 677) compared to the previous year, and this number was also outstanding compared to the data of other V4 countries. In the academic year 2014/2015 there was a decline, but in the academic year 2015/2016 the number of the Hungarian first year students increased again.

Figure 2: The number (capita) of Czech, Polish, Hungarian and Slovakian first year students in BA, MA and unified, undivided MA degree programmes between 2002/2003 and 2015/2016

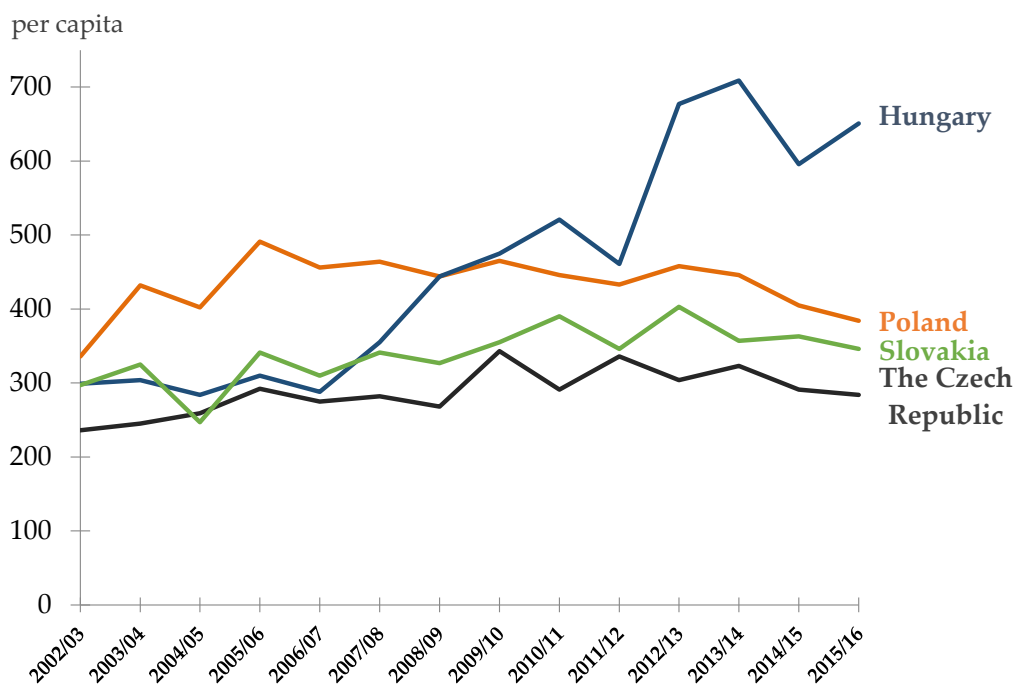
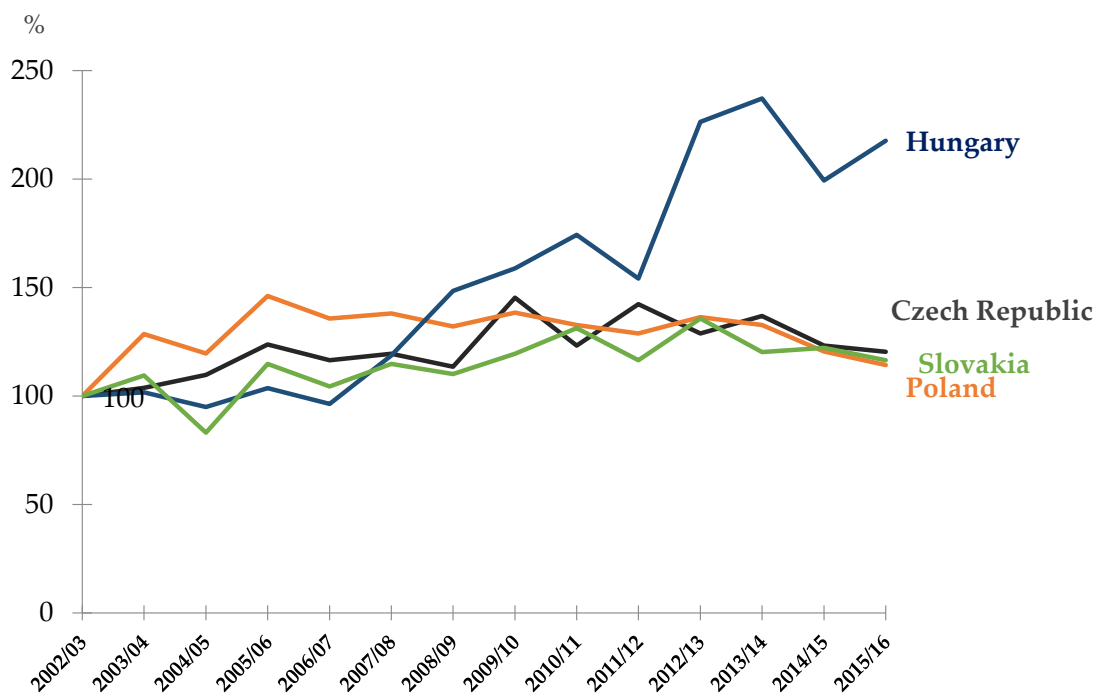


Figure 3 shows that while in the case of Poland, the Czech Republic and Slovakia the number of students was fairly even between 2002 and 2015, in the case of Hungarian students their number increased sharply several times. Concerning the whole period in case of Slovakia 136% of the starting point was reached in the academic year 2012/2013, the Czech Republic had the highest rate of 145% in 2009/2010 and Poland had 146% in the academic year 2005/2006. Besides, in

the academic year 2013/2014 Hungary had a high rate of 237% of the starting point. In case of the number of the Hungarian students the growing tendency started in the academic year 2007/2008, it was followed by a decline in 2011/2012 and in 2012/2013 it significantly increased and it continued to slightly increase in the following year as well. A new decline appeared in 2014/2015, while 2015/2016 showed an increase again.

Figure 3: The rate of Czech, Polish, Hungarian and Slovakian first year students in BA, MA, and undivided programmes at Austrian state universities compared to the academic year 2002/2003 in percentage, 2002/2003 – 2015/2016 (academic year 2002/2003 = 100%)

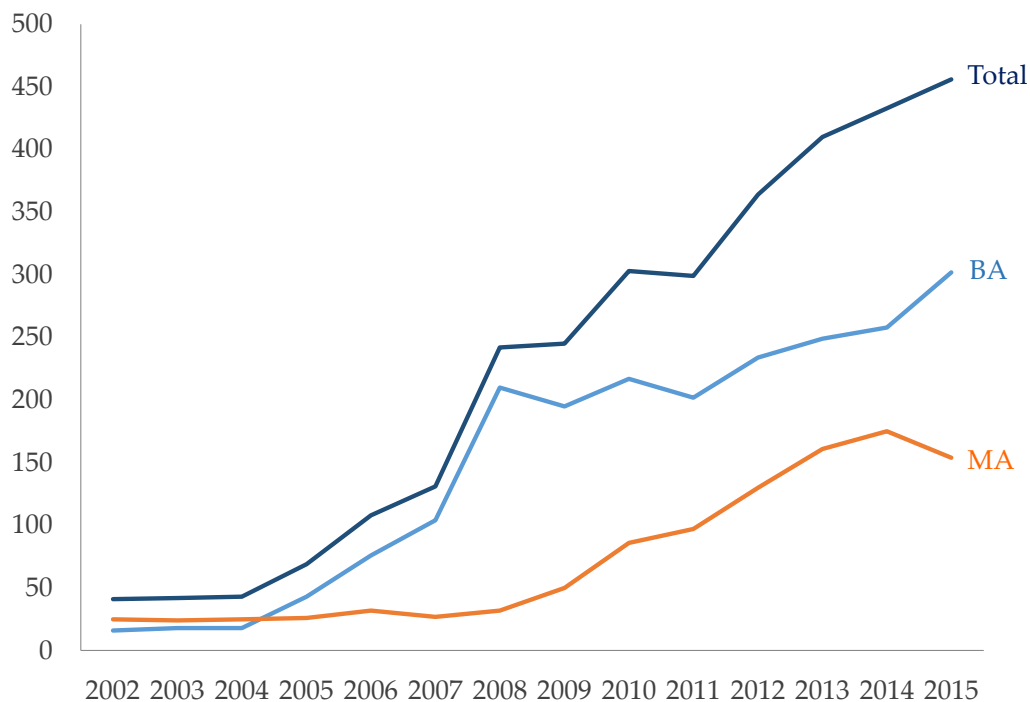


Source: Bundesministerium für Wissenschaft, Forschung und Wirtschaft, GVI results

The data between the period of 2002 and 2015 refer to Hungarian students studying for BA or MA degrees in Germany. Figure 4 shows that from 2005 the number of Hungarian students in BA programmes and since 2009 the number of Hungarian

students in MA programmes has slowly been increasing. Despite the aforementioned fact their number is not significant: in 2015 302 students were enrolled in BA programmes, and 154 in MA programmes.

Figure 4: The number (capita) of Hungarian students enrolled in BA or MA programmes in German universities between 2002 and 2015



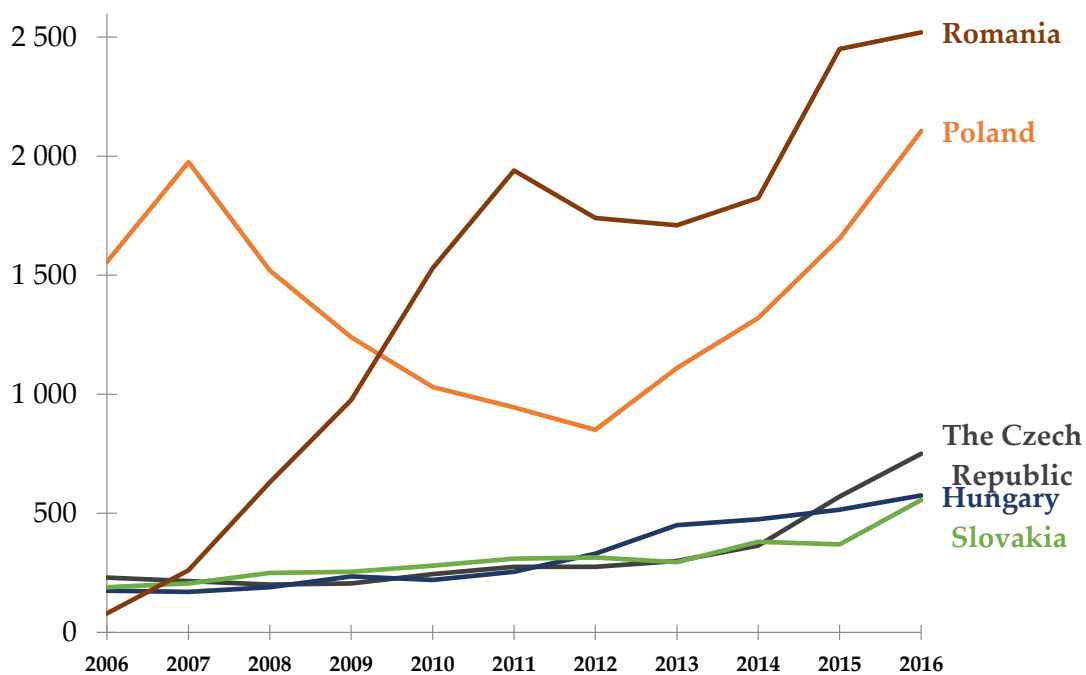
Concerning the number of students from the Visegrad Group and from Romania studying in the UK there are data only on BA programmes from 2006 to 2016. According to the available data there were fewer than 300 students (between 170 and 255) enrolled in university programmes between 2006 and 2011, and then in 2012 the number got a little higher than 300 (330); since then the number has continuously slightly increased: in 2016,

there were 575 Hungarian students enrolled in British BA courses. The number of the Slovakian and the Czech students is also characterized by a slow increase: from 2006 to 2016 the number of Slovakian students grew from 190 to 555 and the number of Czech students increased from 230 to 750. Between 2006 and 2008 there were approximately 1500-2000 Polish students, then the number started to decline and in 2012 it reached its

trough, when there were only 850 Polish students enrolled in British BA programmes. After that the number started to increase again, and by 2016 there were 2105 Polish students studying in the UK. In 2006 there were only a few Romanian students enrolled in BA programmes, but later this number started to increase. As a result of the tendency in 2009 there were almost 1000 Romanian students studying in the UK, and by 2016 this number was more than 2500.

Overall, it can be seen that there is a low number of Hungarian, Slovakian and Czech students enrolled in BA programmes in the UK, while compared to this much more Polish students managed to get accepted, and every year the highest number of students has been from Romania since 2010.

Figure 5: The number (per capita) of students from the Visegrad Group and Romania enrolled in BA programmes in the UK between the period of 2006 and 2016



Social mobility of Hungary among the EU Member States

In the following, based on the research report of Eurofound we present the most important findings on social mobility in Hungary and in the EU. According to *Social Mobility in the EU, in Hungary*, downward mobility is higher than upward mobility, and the level of immobility is one of the highest among the Member States. Widening income inequalities were reported as a phenomenon undermining social mobility in Hungary and other Member States as well.

The report (*Social Mobility in the EU*)⁸ sheds new light on the debate on social mobility in EU Member States and provides new evidence on patterns of intergenerational social mobility. It identifies key barriers to social mobility and reviews policies aimed at facilitating upward social mobility and equal opportunities specifically in the areas of childcare, early education, schooling and labour market. It considers absolute social mobility (the extent and nature of structural, occupational change and societal progress) as well as relative social mobility (or 'social fluidity') – people's chances of moving between certain occupational classes.

Absolute social mobility refers to the number of people who moved to a different social class from that of their parents. There can be two reasons for movements between distinct classes: (i) genuine individual mobility to a different social class from one's parents; (ii) a change in the social structure of origins and destinations – for example, fewer farmers, fewer miners, more service jobs and more professionals from generation to generation. According to absolute mobility indicators for men only, downward mobility is higher than upward mobility in five countries (among the 28 EU Member States): the Czech Republic, Estonia, Hungary, Lithuania and Poland. At

the same time, in these countries, the levels of immobility are fairly high and horizontal mobility⁹ is at relatively lower levels.

Widening income inequalities were reported as a phenomenon undermining social mobility in a majority of Member States (see Figure 1). In the recent annual report of the Social Protection Committee (Social Protection Committee, 2016), increased income inequalities are identified as an issue in 12 Member States, as is a rise in the depth of poverty since 2008 (in 16 countries), so it is not surprising that this deterioration features in the debate across Europe. Reference to widening income inequalities is also evident in Hungary. In Hungary, the economic crisis was linked to loss of income, particularly among people already living in poor material conditions associated with hardship and unemployment. It appears that the middle class has narrowed (since more people experience a lower standard of living) and that a growing gap has developed between higher and lower strata in society.

Moreover, diminished access to public services is identified as a driver of the debate on social mobility in a range of countries.

⁸ Source: <http://bit.ly/2oOzmwf>

⁹ Horizontal mobility means that respondents are mobile but in neighbouring classes to their social origin. Immobility means that the respondent is in exactly the same occupational class as the parent.

Universal access to education and welfare services is regarded as a cornerstone of ensuring comparatively low inequality and high social mobility in several countries.

In Hungary, inequalities in access to healthcare and the declining quality of health services are identified as key problems.

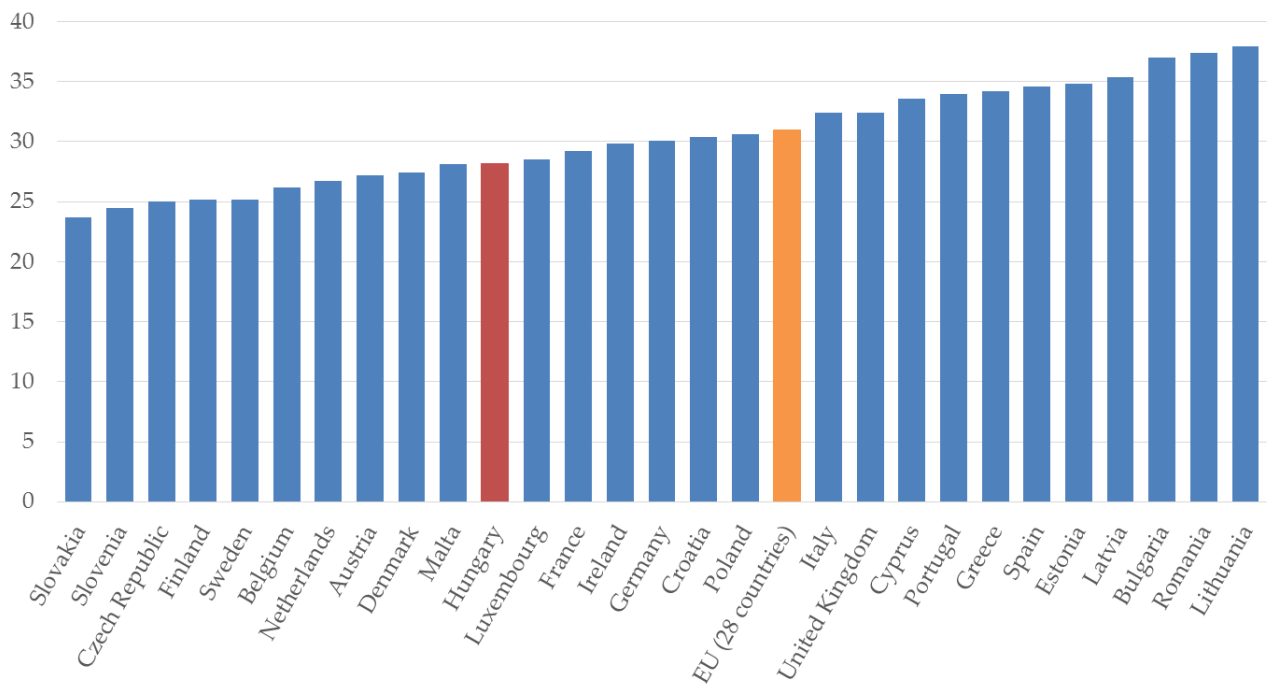
It is challenging to map and discuss policies that aim to foster upward social mobility, as their impacts will be most evident in future decades. However, most policymakers agree that achieving the type of the society we want to live in – including the ideal that everyone, regardless of background, can reach their full potential – depends on the decisions made and the policies implemented today.

About early childhood education and care, none of the countries in the cluster of Central and Eastern Europe and Baltic states reported that cost was a major barrier, although availability is recognised as a challenge in the Visegrad countries (the Czech Republic, Hungary, Poland, Slovakia) and Croatia. Regional unevenness in availability of childcare facilities is also an issue in Hungary (which provides measures to aid the return of mothers to the labour market, including covering commuting costs).

In the case of secondary and tertiary education most of the measures of social mobility in Eastern and Central European countries focus on addressing the needs of vulnerable groups, and moving away from segregated education to a more inclusive approach. However, a more drastic overhaul of the division between special and mainstream education has proved to be a challenge in several countries.

Finally, the report finds that both the academic and policy debate regarding upward social mobility has focused mainly on the role of education and ensuring equal access to it. However, recently, the debate has widened to include a discussion on equal access to the labour market and the fair progression of a career. This discussion has been framed around access to top professions and the idea that socioeconomic background and social networks are often more important in securing a job than the person's ability. In addition, the challenges of record levels of youth unemployment continue to be high on the agenda, along with concerns over a bleak future for young people in comparison with their parents and grandparents.

Figure 1: Gini coefficient of equivalised disposable income¹⁰ in the EU Member States¹¹ (2015, %)



¹⁰ The Gini coefficient is defined as the relationship of cumulative shares of the population arranged according to the level of equivalised disposable income, to the cumulative share of the equivalised total disposable income received by them. It is 0% in the case of perfect equality and 100% in the case of perfect inequality. (Source: <http://bit.ly/2qICkGD> and <http://bit.ly/208tavM>)

¹¹ Source: <http://bit.ly/2qICkGD>

International trends

Development of production, consumption and employment in certain globally significant economies, compared with expectations and values of the previous period.

		Period in review	Actual data	Expectations	Previous period
	Unemployment Rate	(May)	5.7%	5.8%	5.8%
Germany	Manufacturing Purchasing Managers Index	(May)	59.4	58.0	58.2
	IFO Business Climate Index ¹	(May)	123.2	121.1	121.9
France	INSEE Business Climate Index ²	(May)	105		104
	Unemployment Rate	(May)	4.3%	4.4%	4.4%
USA	CB Consumer Confidence Index	(May)	117.9	119.8	119.4
	Manufacturing Purchasing Managers Index	(May)	52.7	52.8	52.0
China	Manufacturing Purchasing Managers Index	(May)	51.2	51.0	51.2

<https://www.cesifo-group.de/ifoHome/facts/Survey-Results/Business-Climate/>

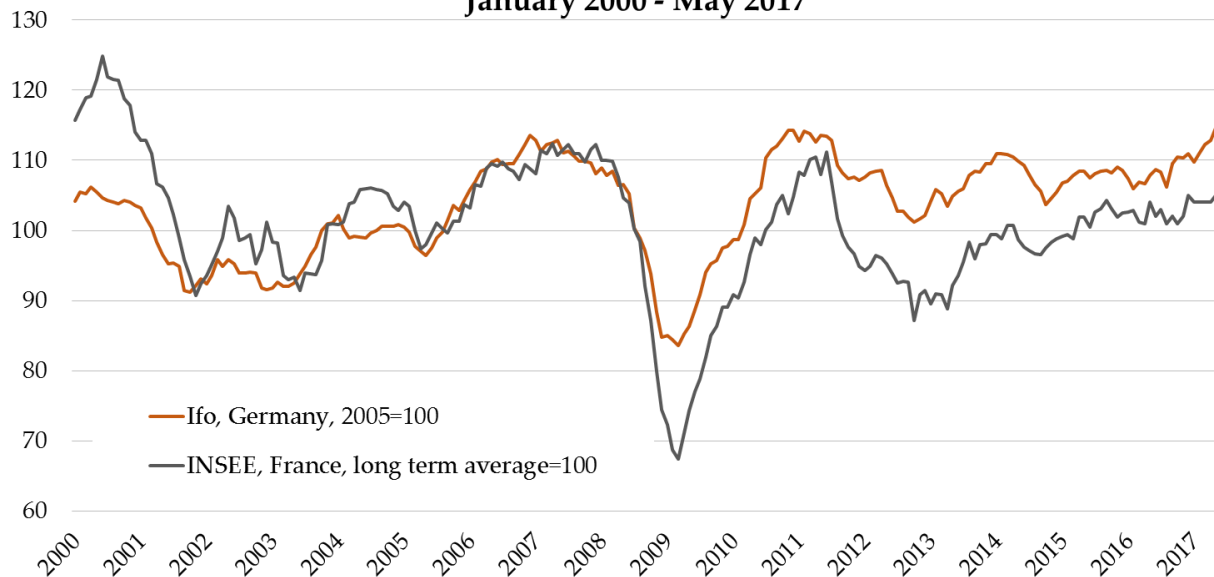
²<http://www.insee.fr/en/themes/indicateur.asp?id=105>

Source of the remaining data: <http://worldeconomiccalendar.com>

The performance of the German economy continued to improve in May. The manufacturing purchasing manager index (PMI) has increased compared to the previous month and the expectations, and the level of unemployment has improved slightly as well. The IFO business climate index has reached its highest point in years in May. The French INSEE business climate index has improved as well compared to the previous month. In the United States the unemployment rate continued to decrease in May. The CB consumer confidence index, however, fell significantly compared to last month and to the expectations. At the same time the manufacturing PMI performed slightly worse than expected. The Chinese manufacturing PMI after a small decrease in April, continued to increase in May.

Long-term changes in business confidence indices

**Business confidence in Germany and France,
based on the Ifo and INSEE business climate surveys,
January 2000 - May 2017**



Source: www.cesifo.de, www.insee.fr

Contact

Address: MKIK GVI
1034 Budapest, Bécsi út 120.
Tel: 235-05-84
Fax: 235-07-13
E-mail: gvi@gvi.hu
Internet: <http://www.gvi.hu>

Prepared by:

Zsanna Nyíró, analyst, MKIK GVI
Fruzsina Nábelek, analyst, MKIK GVI
Daniella Nagy, intern, MKIK GVI
Emília Kompaktor

Research manager:

István János Tóth, research fellow, MTA KRTK KTI,
Managing director, MKIK GVI
E-mail: tothij@econ.core.hu

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