

EDUCATION AT A GLANCE 2015

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 34 OECD countries and a number of partner countries.

Hungary

This Country Note focuses on four major topics covered in the 2015 edition of *Education at a Glance: OECD Indicators*. These topics are: educational attainment, skills and participation in the labour market, equity in education and the labour market, financing of education, and the teaching profession.

The table *Key facts for Hungary in Education at a Glance 2015* presents a summary of figures for Hungary and the OECD average.

Equity in education and the labour market

Hungary has a well-developed and mostly public pre-primary education system.

In 2013, three out of four children were enrolled in pre-primary education (ISCED 02) at the age of 3 in Hungary, which is close to the OECD average of 72% (as of 2015, pre-primary education is compulsory from that age¹). By the age of 4, more than 9 out of 10 children were enrolled (93% compared to 85% on average among OECD countries). Moreover, the majority of the children in pre-primary education in Hungary attend public institutions: 91% compared to 61% on average among OECD countries. PISA analyses find that in most countries, students who had attended at least one year of pre-primary education tend to perform better than those who had not, even after accounting for students' socio-economic background.

While a high qualification is well rewarded in Hungary in terms of earnings overall, the pay gender gap is one of the largest among OECD countries.

The earnings premium for tertiary-educated workers in Hungary is the fourth highest among countries with available data. Tertiary-educated adults (25-64 year-olds) earn more than twice as much as those with an upper secondary qualification. This large earnings advantage may partly be due to the relatively small share of tertiary-educated people in Hungary.

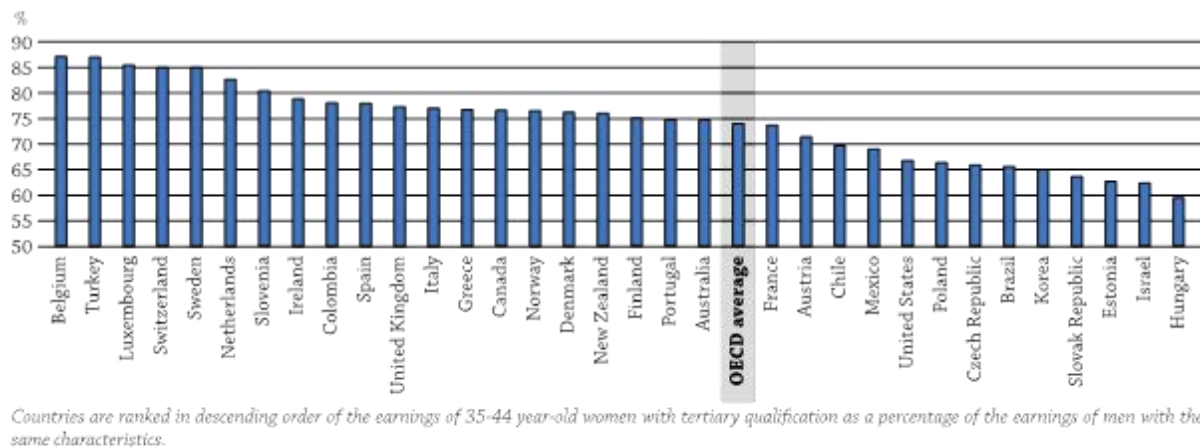
¹ The amendment to the Public Education Act 2011 CX (paragraph 8) that entered into force on 01/09/2015 includes compulsory pre-primary education from the age of 3.

http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1100190.TV#lbj19param

While on average across OECD countries a tertiary-educated adult woman earns 73% of what a similarly educated man earns, in Hungary the figure is 64%, the fourth lowest among OECD countries and partners, after Israel, Brazil and Chile. Among 35-44 year-olds, Hungary has the lowest rate with women's salaries averaging only 59% of their male counterparts.

Figure 1: Earnings of 35-44 year-old tertiary-educated women as a percentage of the earnings of men of the same age and educational attainment (2013 or most recent year available)

Adults with income from employment; average annual full-time, full-year earnings



Source: OECD. Table A6.2a.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283875> (Education at a Glance 2015, Chart A10.6)

At the same time, women make up a large share of first-time graduates in Hungary for short-cycle tertiary qualifications (69%), bachelor's (61%) and master's degrees (61%). This is a higher share than the OECD average (56%, 58% and 56% respectively) in all cases.

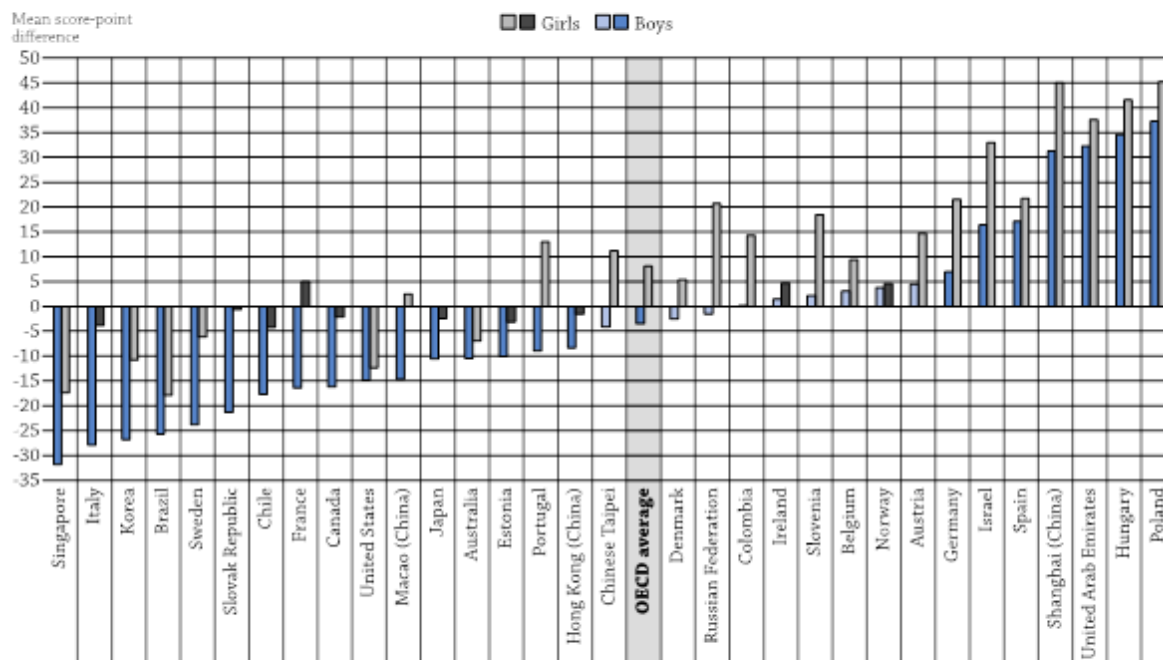
Educational attainment, skills and participation in the labour market

Hungary's education sector could do more to innovate and equip its students better for the digital age.

Just 55% of graduates in Hungary consider the education sector as highly innovative, the smallest share alongside the Czech Republic, France and Portugal. Moreover, Hungarian graduates perceive the education sector as less innovative than other sectors.

2012 PISA results reveal that 97% of Hungarian principals report that instruction in their school is not hindered by a shortage of computers – one of the highest scores among OECD countries – but Hungarian students performed significantly worse in digital reading than in print reading. The mean score-point difference between a paper-and-pencil and computer-delivered reading test was 35 points for 15-year-old boys in Hungary, and 42 points for girls. This was the second highest difference for both boys and girls among OECD countries, where the average is -4 points for boys and 8 for girls. This suggests that Hungary needs to improve in helping students to equip themselves to participate fully in the digital age.

Figure 2: Mean score-point difference between paper-and-pencil and computer-delivered reading test (PISA 2012)
 15-year-old students, by gender



Note: Differences that are statistically significant are marked in grey and dark blue.

1. Negative figures mean that 15-year-old students have obtained better performances on computer-delivered reading test.

Countries and economies are ranked in ascending order of the mean score-point difference between paper-and-pencil and computer-delivered reading test of boys.

Source: OECD, Table D8.3.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284709> (Education at a Glance 2015, Chart D8.3)

Holding a tertiary degree in Hungary increases the chances of employment considerably, but participation in tertiary education remains relatively low.

Hungary has a low share of first-time tertiary graduates, in particular at the bachelor's and doctoral levels. If current patterns are maintained, only 22% of Hungary's young population is expected to graduate with a bachelor's degree over their lifetime, and 0.7% with a doctoral degree, both of which are among the lowest rates among OECD countries, and 14 and 1 percentage points lower than the OECD average respectively. The first-time graduation rate for a master's degree is 15%, not far below the OECD average of 17%, but considerably below the EU21* average of 21%.

The proportion of Hungarians expected to enter a bachelor's programme during their lifetime is also among the lowest, at 41%, compared to the OECD and EU21 average of 57%. The entry rate into master's programmes is 14%, also below the OECD (22%) and EU21 (26%) averages.

The difference in employment rates between adults aged 25–64 who hold a tertiary qualification and those whose highest qualification is below upper secondary education is 37 percentage points in Hungary, among the highest differences in OECD countries.

Financing of education

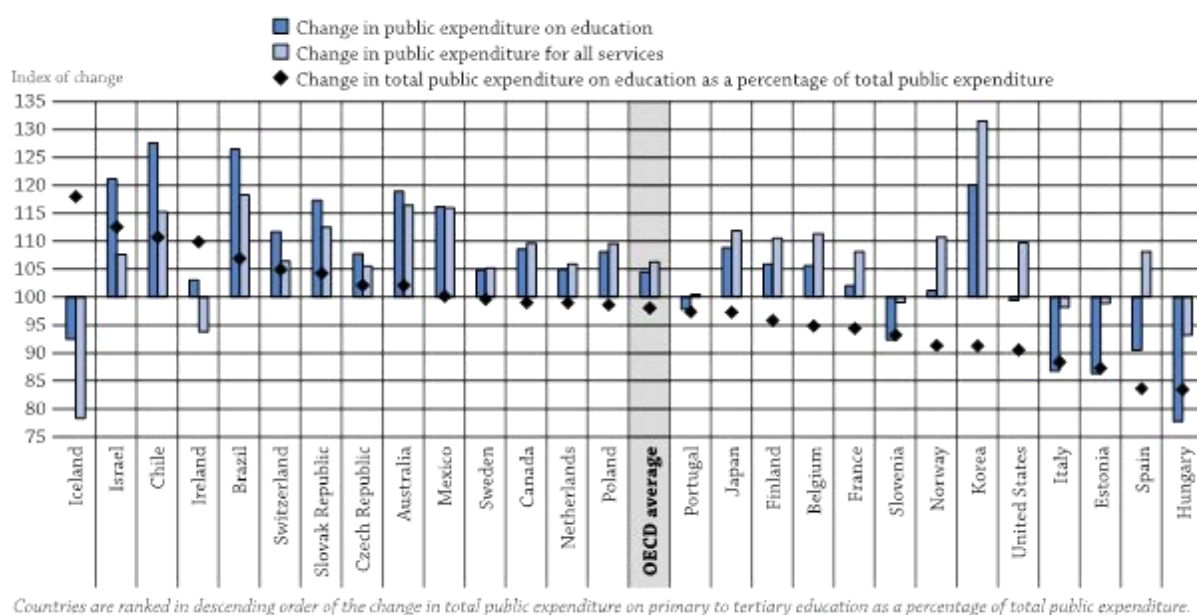
Hungary spends much less on education than most OECD countries, and spending levels have declined in recent years until 2012.

Annual expenditure per student by educational institutions in Hungary from primary to tertiary level is one of the lowest of all OECD countries: USD 5 564² compared to an average of USD 10 220.

Hungary is one of only six OECD countries which cut public expenditure on educational institutions (from primary to tertiary level) in real terms in the period 2008-10, and it cut by one of the highest rates, 11%, which led to an actual decrease in expenditure as a percentage of gross domestic product (GDP). It then cut expenditure by a further 13% during the period 2010-12 over 2010 levels


Figure 3: Index of change between 2008 and 2012 in total public expenditure on education as a percentage of total public expenditure

Primary to tertiary education (2008 = 100, 2012 constant prices)



Source: OECD. Table B4.2.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284040> (Education at a Glance 2015, Chart B4.3)

Total public expenditure in Hungary on primary to tertiary education as a percentage of total public expenditure for all services has continually decreased over the period 2005-12. In 2012, the share was 7.5%, the second lowest among OECD countries, compared to an average of 11.6%.

The teaching profession

Formal instruction time requirements are low in Hungary, and class sizes and student-teacher ratios are close to the EU average but teachers' relative salaries remain low.

The amount of formal instruction time for Hungarian primary (grade 1-4) and lower secondary (grade 5-8) students is the lowest among the OECD countries at 5 553 hours compared to an average of 7 570 hours.

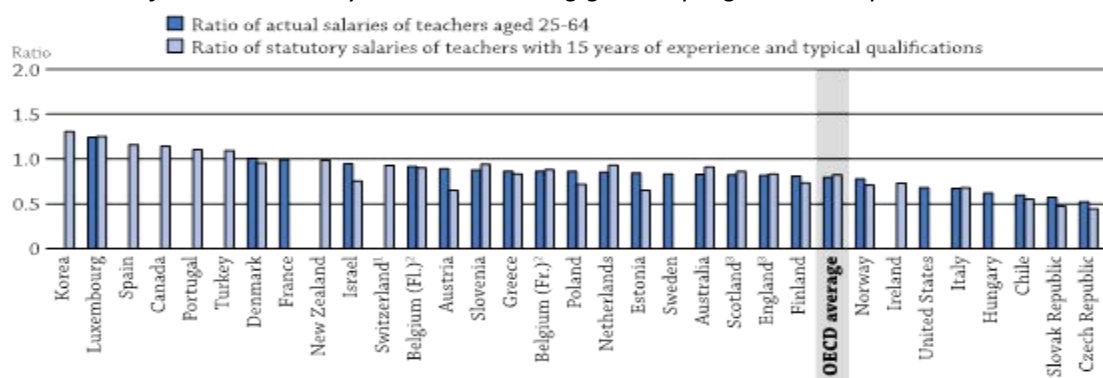
² Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

A relatively large proportion of students' instruction time is spent on the compulsory curriculum other than the major subject areas (reading, writing, literature, mathematics, natural sciences and second and other languages) in Hungary: 41% in primary and 46% in lower secondary education, compared to the OECD average of 33% and 35% respectively. At lower secondary level, the share of flexible compulsory instruction hours is just 5%.

The average class size in Hungary is 21 students, both at the primary and lower secondary level. This is close to the EU21 and OECD averages of 20 students at the primary level, and averages of 21 and 24 at the lower secondary level for EU21 and OECD respectively. However, the number of students per teacher in Hungary are slightly lower than both the EU21 and OECD averages, with 11 students for every teacher at both the primary and secondary levels, versus EU21 average of 14 students and the OECD average of 15 students at the primary level, and averages of 12 for EU21 and 13 for OECD countries at the secondary level.

Teachers' salaries as a proportion of the salaries of other professionals with comparable education, are the lowest in Hungary at the upper secondary level, where teachers earn less than 48% of what a full-time, full-year worker aged 25–64 with a similar educational attainment earns. However, a new Education Act was introduced in 2011 increasing teachers' base salaries³ quite radically from September 2013 and continuing the increase yearly until 2017 (Act CXC of 2011 on National Public Education, §97) so the trend may be reversed in the next few years.

Figure 4: Teachers' salaries relative to earnings for similarly educated workers (2013)
Salaries of lower secondary teachers teaching general programmes in public institutions



Notes: The definition of teachers' typical qualification is based on a broad concept including the typical ISCED level of attainment and other criteria, as discussed in Box D3.2. For further details on the different metrics used to calculate these ratios, please refer to the *Methodology* section.

1. Statutory salaries of teachers with 11 years of experience and minimum qualification instead of 15 years of experience and typical qualifications.


2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.

3. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.

Countries are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year workers with tertiary education aged 25-64.

Source: OECD, Table D3.2a, and Table D3.2b, available on line.

See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284456> (Education at a Glance 2015, Chart D3.1)

Since Hungary has an ageing teaching workforce with less than 30% of teachers aged under 40 at both in primary and lower secondary level, it will be important to make the teaching profession more attractive to

³ The salary increase was introduced as part of an amendment to the Act on National Public Education, which also included an increase in the number of weekly classes to be taught by each teacher, the elimination of overtime payments, a quality assurance system to monitor and maintain teaching standards, and a new career model for teachers.

young people. Raising teachers' salaries is one way to do this. To this end, a special scholarship programme (Klebelsberg scholarship⁴) was introduced in 2013 in order to incentivise students to enrol in teacher education programmes, facilitating future staff planning in public education.

The accountability system in Hungary requires both school inspection and school self-evaluation once every three years at all school levels. They are only moderately used for formative purposes, unlike most OECD countries, where both inspection and self-evaluation are largely used for formative purposes, to help improve quality. Both forms of evaluation are used to a moderate extent for summative purposes – in other words, they serve as proof for accountability to higher-level education authorities and audiences outside the school.

* EU21 countries are those that are members of both the European Union and the OECD. These 21 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

References

OECD (2015), *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2015-en>.


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Note regarding data from Israel

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For more information on Education at a Glance 2015 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=HUN&treshold=10&topic=EO>

Questions can be directed to:

Corinne Heckmann
Directorate for Education and Skills
Corinne.Heckmann@oecd.org

Country Note author:

Nóra Revai
Directorate for Education and Skills
Nora.Revai@oecd

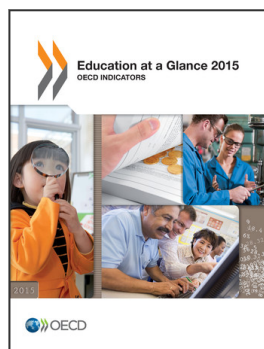
⁴ Source: http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=A1300052.KOR

Key Facts for Hungary in Education at a Glance 2015

Table	Indicator	Hungary	OECD average
Educational Access and Output			
	Enrolment rates	2013	2013
C2.1	3-year-olds (in early childhood education)	**	74%
	Highest educational attainment level of 25-64 year-olds	2014	2014
A1.4a	Below upper secondary	17%	24%
	Upper secondary or post-secondary non-tertiary	60%	43%
	Tertiary	23%	34%
	Highest educational attainment level of 25-64 year-olds (disaggregation at tertiary level)	2014	2014
A1.1a	Short cycle tertiary	1%	8%
	Bachelor's or equivalent	13%	16%
	Master's or equivalent	9%	11%
	Doctoral or equivalent	1%	1%
	Entry and graduation rates	2013	2013
C3.1	Percentage of today's young people expected to enter tertiary education at least once during their lifetime	**	67%
A3.1	Percentage of today's young people expected to graduate with a bachelor's or equivalent degree in their lifetime	22%	36%
Economic and Labour Market Outcomes			
	Unemployment rate of 25-64 year-olds	2014	2014
A5.4a	Below upper secondary	16.7%	12.8%
	Upper secondary and post-secondary non-tertiary	6.5%	7.7%
	Tertiary	2.7%	5.1%
	Average earnings premium for tertiary-educated 25-64 year-olds (upper secondary = 100)	2013	2013
A6.1a	Short cycle tertiary	102	125
	Bachelor's or equivalent	174	157
	Master's, Doctoral or equivalent	250	214
	All tertiary	201	160
	Percentage of people not in employment, education or training (NEET) for 15-29 year-olds	2014	2014
C5.2b	Men	12.7%	13.2%
	Women	22.4%	17.9%
Financial Investment in Education			
	Annual expenditure per student (in equivalent USD, using PPPs)	2012	2012
B1.1a	Primary education	4370 USD	8247 USD
	Secondary education	4419 USD	9518 USD
	Tertiary (including R&D activities)	8876 USD	15028 USD
	Total expenditure on primary to tertiary educational institutions	2012	2012
B2.2	As a percentage of GDP	3.9%	5.2%
	Total public expenditure on primary to tertiary education	2012	2012
B4.2	As a percentage of total public expenditure	7.5%	11.6%
Schools and Teachers			
	Ratio of students to teaching staff	2013	2013
D2.2	Primary education	11 students per teacher	15 students per teacher
	Secondary education	11 students per teacher	13 students per teacher
	Average actual teachers' salaries	2013	2013
D3.4	Pre-primary school teachers	15674 USD	37798 USD
	Primary school teachers	17062 USD	41248 USD
	Lower secondary school teachers (general programmes)	17062 USD	43626 USD
	Upper secondary school teachers (general programmes)	19327 USD	47702 USD

The reference year is the year cited or the latest year for which data are available.

** Please refer to the source table for details on this data.



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