

EDUCATION AT A GLANCE 2016

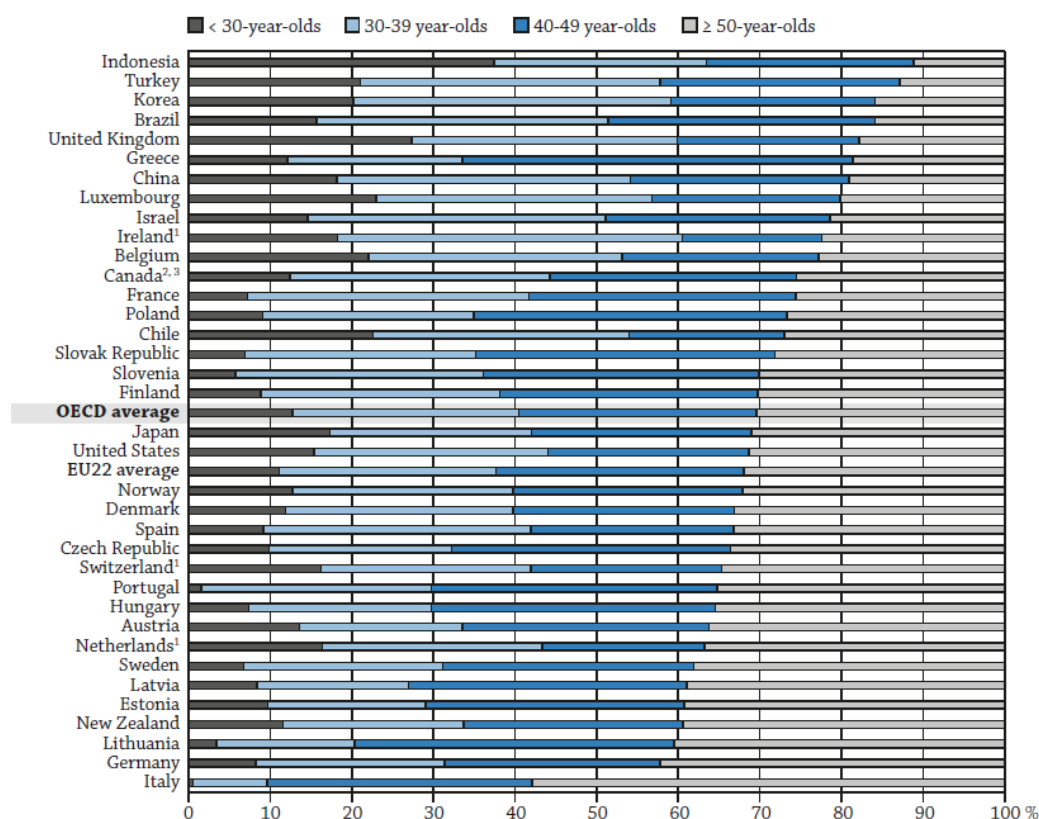
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Hungary

- **Participation in pre-primary education is high in Hungary** and most children are enrolled in public institutions.
- **The teaching work force is ageing in Hungary and teachers earn considerably less than other tertiary educated workers.** Nonetheless, teachers' salaries have increased over the period 2012-14.
- **The share of young adults expected to graduate from a vocational upper secondary programme was considerably less than from general programmes in 2014**, although the rate has increased in recent years. Men are more likely to graduate from vocational programmes overall but male and female enrolment varies widely from field to field.
- **Holding a tertiary degree pays off in Hungary to a greater extent than in other OECD countries:** both employment rates and earnings are much higher than for those with only an upper secondary degree.
- **Hungary reduced its expenditure per student between 2008 and 2013**, and its annual expenditure per student from primary to tertiary level remains one of the lowest of all OECD countries.

Figure 1. Age distribution of teachers in primary education (2014)

Distribution of teachers in educational institutions, by age group



1. Public institutions only.

2. Primary includes pre-primary and lower secondary.

3. Year of reference 2013.

Countries are ranked in ascending order of the percentage of teachers aged 50 years or older at the primary level.

Source: OECD, Table D5.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399182>

High-quality education needs sustainable funding

- Hungary's annual expenditure per student by educational institutions from primary to tertiary level remains one of the lowest of all OECD countries: USD 5 591¹ compared to an average of USD 10 493 based on 2013 data. Hungary now spends 82% of what it spent in 2008 on each student, although the pace of decline has slowed: the cut was only 1% per student between 2012 and 2013.
- Looking at levels of education separately, expenditure per student in tertiary institutions was USD 9 980, in lower and upper secondary institutions it was USD 4 236, and at the primary level it was USD 5 435. At all three levels Hungary ranks among the lowest of OECD countries. These figures correspond to 23% of per capita gross domestic product (GDP) for primary students, 18% for secondary and 42% for tertiary. At primary and tertiary level, Hungary is close to the OECD averages of 22% and 41% respectively, but is lower at the secondary level, where the OECD average is 25%.
- Hungary spends 3.8% of its GDP on educational institutions from primary to tertiary level, a much lower share than the OECD average of 5.2%. The majority of expenditure on primary, secondary and post-secondary non-tertiary institutions is public funding in Hungary, just as in most OECD countries. Public expenditure at these levels represents 2.3% of GDP compared to 0.2% of private expenditure in Hungary, the same proportion as the OECD average (3.4% and 0.3% correspondingly). Private expenditure makes up a larger share of spending at tertiary level in all OECD countries and Hungary is no exception. Public spending on tertiary institutions amounts to 0.8% of GDP, somewhat lower than the OECD average of 1.1%, while private funding accounts for 0.5%, the same as the OECD average.
- Public expenditure in Hungary on educational institutions fell by 6% between 2008 and 2010, and then by 13% over the period 2010-13. Although during this second time period many OECD countries were cutting their public expenditure on education, Hungary's cuts were the deepest.

Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- As with many OECD countries, Hungary has an ageing teaching workforce (Figure 1). Both at primary and lower secondary level over one-third of teachers are over 50 (36% and 39% respectively) and only 29% are under 40. At the upper secondary level, the share of teachers over 50 is 32%, while 36% of teachers are under 40 at this level.
- A lower secondary teacher with 15 years of experience and typical qualifications earns USD 19 181 in Hungary, which is the second lowest in the OECD. Based on their statutory salaries, teachers at pre-primary, primary and lower secondary levels earn only 58% of what other tertiary-educated workers earn, and 63% at upper secondary level. Both figures are among the lowest in OECD countries, where on average teachers at lower secondary level earn 91% of their similarly educated counterparts.
- Teachers' career progression is clearly manifested in their salaries in Hungary. Lower secondary teachers' salaries will have increased by 45% over their starting salary after 15 years of experience, and more than doubled when they reach the top of their salary scale (or with maximal qualifications). Both ratios are above the OECD averages of a 42% and 91% increase respectively.
- After a steady drop between 2005 and 2013, teachers' salaries increased radically between 2013 and 2014. The actual salaries of 25-64 year-old teachers increased by 38% in that period, the highest rate of change among countries with available data.² Statutory salaries for teachers in Hungary with 15 years of experience in 2014 were returned to close to their 2005 values³ at the primary and lower secondary levels, worth 11% more at the pre-primary level, and 13% less at the upper secondary level.

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs).

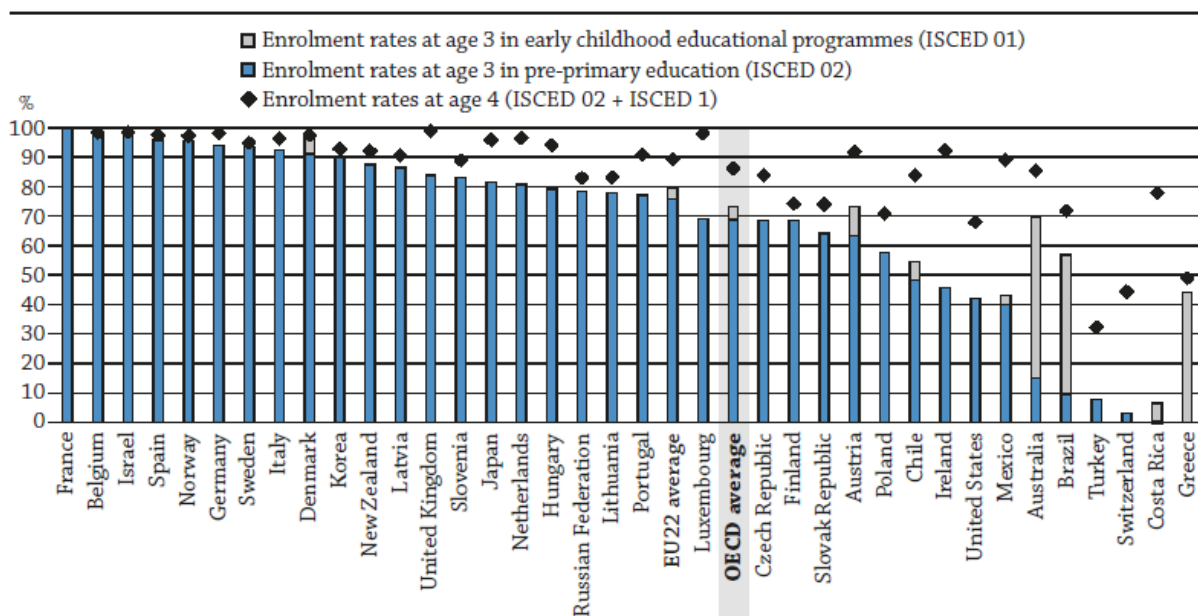
² The 2013 salary increase was introduced as part of an amendment to the Act on National Public Education, which also included an increase in the number of weekly classes to be taught by each teacher, the elimination of overtime payments, a quality assurance system to monitor and maintain teaching standards, and a new career model for teachers.

³ Index of change between 2000 and 2014 in teachers' statutory salaries is converted to constant prices using deflators for private consumption.

Access to high-quality early childhood education makes a difference later on

- In 2014, some 79% of 3-year-olds were enrolled in pre-primary education in Hungary, compared to the OECD average of 69%. At the age of four, 94% of children attended pre-primary school, whereas the OECD average was 85% (Figure 2).
- The vast majority of pre-primary pupils in Hungary, 91%, are enrolled in public institutions, a much higher proportion than the average of OECD countries (68%).
- The country spends 0.7% of its GDP on pre-primary education. This is the only level of education where Hungary spends slightly more than the OECD average (0.6%).

Figure 2. Enrolment rates at age 3 and 4 in early childhood education (2014)



Countries are ranked in descending order of the enrolment rates of 3-year-olds in pre-primary programmes.

Source: OECD, Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Vocational education and training can provide more direct pathways into the labour market

- One out of four students in upper secondary education are enrolled in vocational programmes in Hungary, which is the fifth lowest rate among OECD countries.⁴ The majority of those enrolled in vocational programmes are following combined school- and work-based programmes, making up 23% of students in upper secondary education.
- Most graduates from upper secondary vocational programmes chose the field of engineering, manufacturing and construction (43% versus 33% in the OECD), followed by services (25% versus 17% in the OECD), and social sciences, business and law (12%, versus 20% in the OECD).
- Only 23% of young people are expected to graduate from a vocational upper secondary programme in 2014, compared to 66% from general programmes, although the rate has increased by 6 percentage points in recent years. Overall men in Hungary are more likely to graduate from vocational programmes but there are large differences in the share of male and female graduates across different sectors. The share of female graduates is high in the health and welfare sector (94%), and in social sciences, business and law (77%), but is only 8% in engineering, manufacturing and construction.
- As in all OECD countries, young adults aged 25-34 with upper secondary or post-secondary non-tertiary qualifications are more likely to be employed if they followed a vocational programme. However, the difference in Hungary is slightly lower than the OECD average at 9 percentage points rather than 10.

⁴ Hungarian upper secondary vocational schools that lead to a maturity examination (*szakközépiskola*) are classified as general programmes in *Education at a Glance*. National data on participation in vocational education may thus differ.

Tertiary education has a strong impact in the labour market

- Less than one in four adults aged 25-64 hold a tertiary qualification in Hungary, which is relatively low compared to the 36% on average in OECD countries. Just 1% of Hungarian adults hold a short-cycle tertiary degree, 13% a bachelor's, 9% a master's and less than 1% a doctorate.
- 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 35 percentage points in Hungary, relatively high among the OECD countries.
- The earnings advantage for tertiary-educated workers in Hungary is the second 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 differential may partly be due to the relatively small share of tertiary-educated people in Hungary.
- 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 68%. Among 35-44 year-olds, Hungary has the second worst gender earnings gap, with women's salaries averaging only 63% of their male counterparts.

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Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 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:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=HUN&treshold=10&topic=EO>.

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Key Facts for Hungary in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU22 average		
Gender								
Chart A5.2.	Employment rate of 25-64 year-olds, by educational attainment	2015						
		Men	Women	Men	Women	Men	Women	
	Below upper secondary	59%	40%	66%	46%	62%	44%	
	Upper secondary or post-secondary non-tertiary	81%	66%	81%	67%	79%	68%	
	Tertiary	90%	78%	88%	80%	88%	80%	
Table A6.2	Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)	2014						
		Ratio (women/men)		Ratio (women/men)		Ratio (women/men)		
	Below upper secondary	85%		76%		77%		
	Upper secondary or post-secondary non-tertiary	89%		77%		79%		
	Tertiary	68%		73%		74%		
Table C5.2	Percentage of people not in employment, nor in education or training (NEET)	2015						
		Men	Women	Men	Women	Men	Women	
	15-29 year-olds	12%	20%	12%	17%	13%	16%	
	Table A3.4	Percentage of female graduates, by tertiary levels of education	2014					
			% Women		% Women		% Women	
Short-cycle tertiary		69%		56%		59%		
Bachelor's or equivalent		60%		58%		60%		
Master's or equivalent		60%		57%		58%		
Table A1.5.	Field of education studied among tertiary-educated adults (25-64 year-old non-students)	2012		2012 ¹		2012		
		Men	Women	Men	Women	Men	Women	
	Teacher training and education science	**	**	7%	18%	n.a.	n.a.	
	Engineering, manufacturing and construction	**	**	31%	7%	n.a.	n.a.	
	Vocational Education and Training (VET)							
Table C1.3a	Distribution of enrolment, by programme orientation	2014						
		General	Vocational	General	Vocational	General	Vocational	
	Upper secondary education	75%	25%	56%	44%	52%	48%	
Table A1.4.	Educational attainment, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
	25-34 year-olds with upper secondary or post-secondary non-tertiary education	14%	40%	17%	26%	13%	30%	
Table A5.5	Unemployment rate, by programme orientation	2015						
		General	Vocational	General	Vocational	General	Vocational	
	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	7.9%	7%	10%	9.2%	11.7%	10.8%	
Financial Investment in Education								
Table B1.1	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2013						
	Primary education	USD 5 435		USD 8 477		USD 8 545		
	Secondary education	USD 4 236		USD 9 811		USD 10 053		
	Tertiary (including R&D activities)	USD 9 980		USD 15 772		USD 15 664		
Table B2.2	Total expenditure on primary to tertiary educational institutions	2013						
	As a percentage of GDP	3.8%		5.2%		5%		
Table B4.2	Total public expenditure on primary to tertiary education	2013						
	As a percentage of total public expenditure	6.8%		11.2%		9.9%		
Early Childhood Education and Care (ECEC)								
Table C2.1	Enrolment rates in early childhood education at age 3	2014						
	ISCED 02	79%		69%		76%		
Table C2.3	Expenditure on pre-primary institutions	2013						
	As a percentage of GDP	0.7%		0.6%		0.6%		
	Proportions of total expenditure from public sources	91%		83%		87%		
Teachers								
Table D3.2a	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2014						
	Pre-primary school teachers	0.66		0.74		0.74		
	Primary school teachers	0.71		0.81		0.81		
	Lower secondary school teachers (general programmes)	0.71		0.85		0.86		
Table D3.1a	Upper secondary school teachers (general programmes)	0.73		0.89		0.92		
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2014						
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	
	Pre-primary school teachers	USD 13 228	USD 19 181	USD 29 494	USD 39 245	USD 28 934	USD 38 992	
	Primary school teachers	USD 13 228	USD 19 181	USD 31 028	USD 42 675	USD 30 745	USD 42 285	
Table D3.1a	Lower secondary school teachers (general programmes)	USD 14 494	USD 19 181	USD 32 485	USD 44 407	USD 32 274	USD 44 204	
	Upper secondary school teachers (general programmes)	USD 14 494	USD 21 016	USD 34 186	USD 46 379	USD 33 420	USD 46 420	

Hungary - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU22 average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2012		2012¹		2012	
Table A6.4	Teacher training and education science	**		USD 3 004		n.a.	
	Engineering, manufacturing and construction	**		USD 3 883		n.a.	
	Ratio of students to teaching staff	2014					
Table D2.2	Primary education	11 students per teacher		15 students per teacher		14 students per teacher	
	Secondary education	12 students per teacher		13 students per teacher		12 students per teacher	
	Tertiary education	15 students per teacher		17 students per teacher		17 students per teacher	
Tertiary Education							
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	3%	1%	8%	8%	5%	6%
	Bachelor's or equivalent	16%	13%	21%	16%	18%	13%
	Master's or equivalent	12%	9%	14%	11%	16%	13%
	Doctoral or equivalent	1%	1%	1%	1%	1%	1%
	All tertiary levels of education	32%	24%	42%	35%	40%	32%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015					
Tables A5.1 & A5.3	Short-cycle tertiary	82%		80%		80%	
	Bachelor's or equivalent	80%		82%		81%	
	Master's or equivalent	87%		87%		86%	
	Doctoral or equivalent	89%		91%		91%	
	All tertiary levels of education	83%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014					
Table A6.1	Short-cycle tertiary	109		120		120	
	Bachelor's or equivalent	182		148		139	
	Master's, doctoral or equivalent	252		191		175	
	All tertiary levels of education	207		155		152	
	Share of international or foreign students, by level of tertiary education	2014					
Table C4.1.	Bachelor's or equivalent	5%		5%		6%	
	Master's or equivalent	15%		12%		13%	
	Doctoral or equivalent	8%		27%		22%	
	All tertiary levels of education	7%		6%		8%	
	First-time entry rates into tertiary education	2014					
Table C3.1.	All tertiary levels (including international students)	42%		68%		63%	
	All tertiary levels (excluding international students)	**		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	**		51%		50%	
Other: Immigration and intergenerational mobility in education							
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2012		2012¹		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	**	**	27%	37%	n.a.	n.a.
Other: Adult education and learning							
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2012		2012¹		2012	
Table C6.3	Below upper secondary	**		26%		n.a.	
	Upper secondary or post-secondary non-tertiary	**		46%		n.a.	
	Tertiary	**		70%		n.a.	
Other: Education and social outcomes							
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2012		2012¹		2012	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	**		67%		n.a.	
	High literacy proficiency (Level 4 or 5)	**		90%		n.a.	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	59%	73%	83%	87%	83%	86%
	Tertiary	83%	84%	92%	94%	92%	93%

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

Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



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