

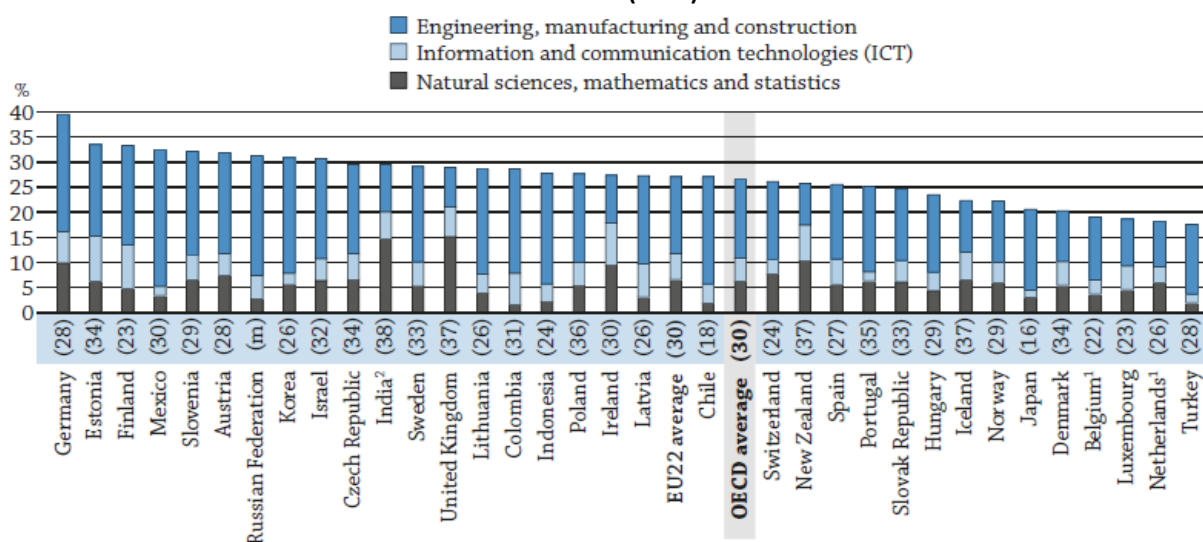
EDUCATION AT A GLANCE 2017

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

- Hungary has one of the **lowest shares of young adults expected to enter the labour market with a tertiary qualification**.
- **Holding a tertiary degree pays off in Hungary to a greater extent than in other OECD countries:** unemployment rates are lower and earnings are higher. A tertiary qualification also improves emotional well-being.
- While a **degree in information and communication technologies and other science-related fields has high social benefits in Hungary**, interest in these fields of study is relatively low.
- **Government spending on education represents a smaller share of total expenditure than in most OECD countries.** However, the share has stopped decreasing and relative expenditure increased from 2013 to 2014.
- Teachers teach fewer hours, but nonetheless work slightly longer in Hungary than in other OECD countries. Their salaries are still amongst the lowest, although they have increased over the period 2012-15.

Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)



Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933558306>

STEM fields are less attractive to young adults despite the increased employability they bring

- More than two-thirds of young adults (25-34 year-olds) in Hungary do not have a tertiary qualification. A particularly high proportion (55%) have an upper secondary or post-secondary, non-tertiary qualification as their highest degree, while 15% have below upper secondary qualifications, compared to the OECD averages of 42% and 16% respectively.
- Some 41% of young adults in Hungary are expected to enter tertiary education if 2015 enrolment patterns persist, which is one of the lowest rates among OECD countries and 24 percentage points lower than the OECD average. This might be related to the selective nature of tertiary education: Hungary has no open admission to tertiary institutions, with the number of student places fixed and limited in both public and private institutions.
- As in many other OECD countries, the fields of business, administration and law are the most popular in Hungary, studied by 25% of tertiary graduates, followed by engineering, manufacturing and construction; and education, both attracting 16% of graduates. Hungary has one of the largest shares of education graduates among OECD countries, alongside Luxembourg, Spain and Norway. Some 22% graduate from science, technology, engineering or mathematics (STEM¹) fields overall, which is similar to the OECD average of 24%.
- The employability of tertiary-educated adults in Hungary varies quite considerably according to the field of study. The employment rate for those with a qualification in a STEM field is 4 percentage points higher than the overall rate of 85% for those with a tertiary education. Those who studied information and communication technologies (ICT) have a particularly high employment rate of 94%. On the other hand, only 82% of tertiary-educated adults with a degree in education are employed.
- The gender distribution of those entering tertiary education also varies according to field of study. As in many OECD countries, education, and health and welfare are “female” fields in Hungary, with women accounting for 79% and 70% of new entrants respectively, compared to the OECD average of 78% and 75%. On the other hand, women make up only around one-quarter of new entrants to the ICT and engineering, manufacturing and construction fields, similar to the OECD average.
- The average tuition fee for students enrolled in a public tertiary institution in Hungary is USD 753² per year. Government measures to increase participation in first-degree tertiary programmes include only charging administrative fees and offering students family allowances, scholarships and student loans. The government also promotes participation in certain fields, both indirectly, by limiting the number of places in other fields where the demand is lower in the labour market,³ and directly, by offering scholarships in certain fields.

Higher qualifications lead to considerable social benefits

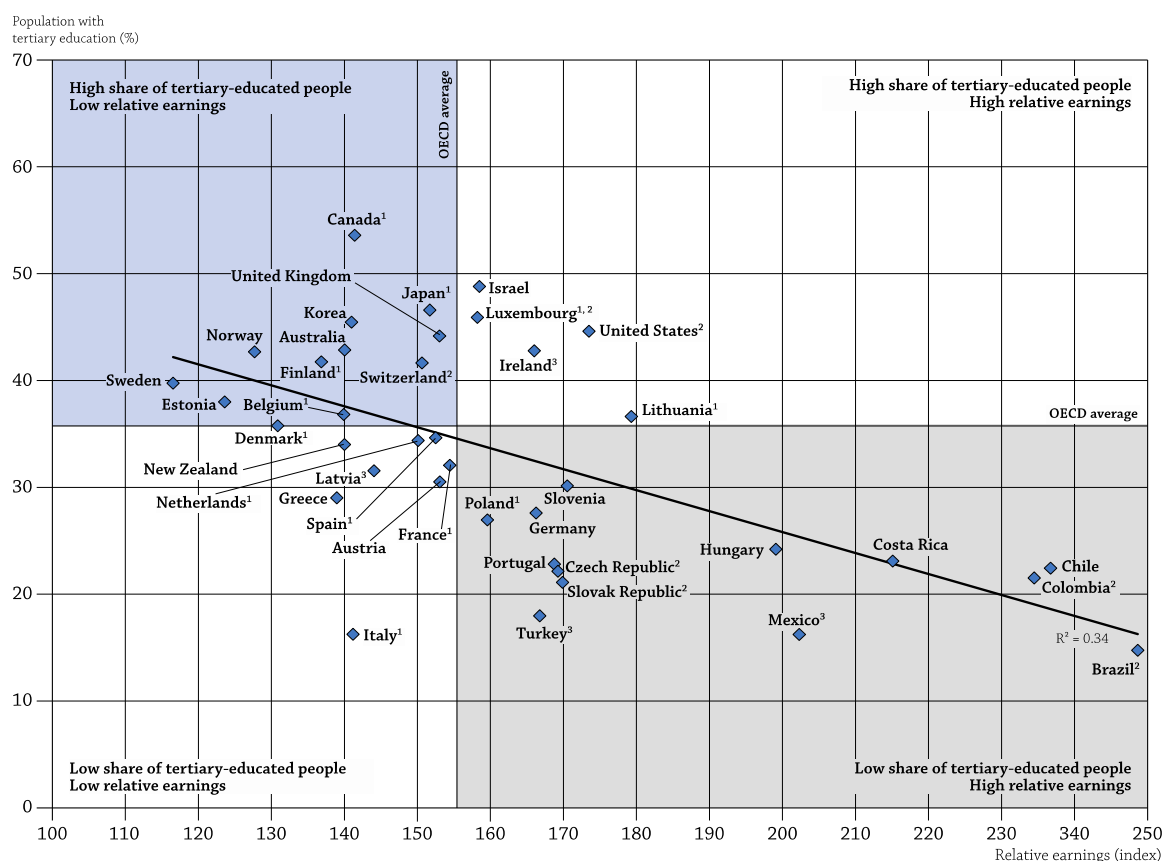
- The impact of further education on reducing the risk of unemployment is especially high in Hungary, along with countries such as Austria, the Czech Republic, Germany, the Slovak Republic, Sweden and Switzerland. Only 2.5% of 25-34 year-olds with a tertiary qualification and 4.9% with an upper secondary qualification are unemployed in Hungary, compared to over 16% of those with lower qualifications.
- In Hungary, tertiary-educated adults earn on average nearly twice as much as adults with upper secondary education, and 2.4 times more if they have a master’s degree. This is one of the largest relative earnings advantages across OECD countries (Figure 2).
- Attaining higher qualifications also has a significant impact on emotional well-being. Adults with tertiary qualifications are considerably less likely to report having depression than those with below upper secondary qualifications: a difference of 8.5 percentage points.

¹ STEM fields include engineering, construction and manufacturing; natural sciences, mathematics and statistics; and information and communication technologies.

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

³ For each enrolment period, the Educational Authority sets the maximum number of students who can be admitted to each field of study (Government Decree on Higher Education Admission Procedures 423/2012., XII. 29. https://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=a1200423.kor).

Figure 2. Relative earnings of tertiary-educated workers and their share of the population (2015)
 25-64 year-olds with income from employment; upper secondary education = 100



Note: Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2015. Refer to the source table for details.

2. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

3. Earnings net of income tax.

Source: OECD (2017), Table A6.1. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Funding in education is still lower than in most OECD countries, particularly at the primary and tertiary level

- Hungary spends 3.8% of its gross domestic product (GDP) on educational institutions from primary to tertiary level, a much lower share than the OECD average of 5.2%. This proportion was stable over the period 2012-14. Expenditure on secondary and post-secondary non-tertiary institutions accounts for 2.2% of GDP, similar to the OECD average. The difference occurs at the primary and tertiary levels: Hungary spends 0.6% of GDP on primary institutions and 0.9% on tertiary institutions, whereas on average OECD countries would spend 1.5% each on both levels. Hungary spends 0.9% of GDP on early childhood and pre-primary institutions, which is almost equal to the OECD average.
- Most expenditure on primary, secondary and post-secondary non-tertiary institutions is publicly funded in Hungary, just as in most OECD countries. At the tertiary level, private expenditure accounts for a larger share, 30%, which is very similar to the OECD average.
- In Hungary, 61% of current expenditure on public educational institutions at the primary level, and 65% at the lower secondary level, goes on staff compensation (teaching and non-teaching). These shares are considerably lower than the OECD averages of 78% for both levels, even though the salary cost of teachers per student increased considerably between 2010 and 2015: by 22% at the primary and 28% at the lower secondary level. At the upper secondary level salaries constitute 82% of current expenditure, which is 5 percentage points higher than the OECD average.
- The Hungarian government spends 7.3% of its total expenditure on education, which is the second lowest proportion across OECD countries, above only Italy. Although the share has largely decreased between 2010 and 2013 compared to other OECD countries, the trend seems to have reversed with a 0.6 percentage point increase in 2014.

Hungary will need to recruit and retain high-quality teachers to tackle demographic challenges

- While teaching is a primarily female profession in most OECD countries, the proportion of women is exceptionally high in Hungary. In primary education 97% of teachers are women, the second highest share among OECD countries, falling to 77% in lower secondary and 64% in upper secondary education (the OECD average shares are 83%, 69% and 59% respectively).
- Many OECD countries have an ageing teaching workforce and Hungary is no exception. Only 6% of teachers are under 30 and 37% are 50 years or older, from primary to upper secondary levels.
- Teachers in Hungary earn less than 70% of what their tertiary-educated counterparts earn, which is one of the lowest proportions in OECD countries – ahead of only Italy, the Czech Republic, the Slovak Republic and the United States.
- The starting salary for a lower secondary teacher with typical qualifications is USD 13 300, increasing to USD 19 284 after 15 years of experience. While these statutory salaries are still among the lowest seen in OECD countries, they increased by 46% between 2013 and 2015, one of the largest increases among countries with available data.
- Teachers at the pre-primary level teach 1 082 hours a year in Hungary, more than the OECD average of 1 001 hours. Primary, lower and upper secondary teachers teach slightly more than 600 hours per year, a relatively low figure for OECD countries. Teachers' total statutory working hours are 1 624 hours, however, higher than the OECD average at all levels of education, except for lower secondary level, where this is slightly below the average. Unlike in most other countries, lower secondary teachers are required to perform a wide range of tasks including participating in mentoring and induction programmes, engaging in extracurricular activities, participating in school management, doing administrative work, and supervising students during breaks.

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Note regarding data from Israel

The statistical data for Israel are supplied by and 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 (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 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 **OECD.Stat** as well as by following the **StatLinks**  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  **Education GPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=HUN&treshold=10&topic=EO>.

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Key Facts for Hungary in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU22 average	
	Fields of study						
	Graduates in upper secondary vocational programmes	2015					
		%	% Women	%	% Women	%	% Women
Table A2.1	Business, administration and law	12%	78%	20%	66%	19%	66%
	Engineering, manufacturing and construction	48%	8%	34%	12%	33%	11%
	Health and welfare	5%	90%	12%	82%	12%	82%
	Services	27%	55%	17%	60%	19%	59%
	New entrants to tertiary education	2015					
		%	% Women	%	% Women	%	% Women
Table C3.1	Education	12%	79%	9%	78%	9%	79%
	Business, administration and law	22%	62%	23%	54%	23%	57%
	Engineering, manufacturing and construction	15%	25%	16%	24%	15%	25%
	Tertiary students enrolled, by mobility status	2015					
		International students ¹	National students	International students ¹	National students	International students ¹	National students
Table C4.2	Education	3%	11%	3%	8%	3%	8%
	Business, administration and law	12%	26%	27%	23%	26%	22%
	Engineering, manufacturing and construction	9%	20%	17%	12%	17%	15%
	Tertiary-educated 25-64 year-olds	2016					
Table A1.3	Education	19%		13%		13%	
	Business, administration and law	18%		23%		21%	
	Engineering, manufacturing and construction	15%		17%		18%	
	Employment rate of tertiary-educated 25-64 year-olds	2016					
Table A5.3	Education	82%		83%		83%	
	Business, administration and law	84%		85%		85%	
	Engineering, manufacturing and construction	88%		87%		86%	
	Early childhood education						
	Enrolment rates in early childhood education at age 3	2015					
Table C2.1	ISCED 01 and 02	81%		78%		80%	
	Expenditure on all early childhood educational institutions	2014					
Table C2.3	As a percentage of GDP	0.9%		0.8%		0.8%	
	Proportions of total expenditure from public sources	94%		82%		85%	
	Vocational education and training (VET)						
	Enrolment in upper secondary education, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table C1.3	Enrolment rate among 15-19 year-olds	54%	16%	37%	25%	35%	29%
	Graduation rates, by programme orientation	2015					
		General	Vocational	General	Vocational	General	Vocational
Table A2.2	Upper secondary education - all ages	65%	21%	54%	44%	50%	49%
	Employment rate, by programme orientation	2016					
		General	Vocational	General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	74%	80%	70%	80%	69%	79%
	Tertiary education						
	Share of international or foreign students, by level of tertiary education	2015					
Table C4.1.	Bachelor's or equivalent	5%		4%		6%	
	Master's or equivalent	14%		12%		12%	
	Doctoral or equivalent	7%		26%		22%	
	All tertiary levels of education	7%		6%		8%	
	Educational attainment of 25-64 year-olds	2016					
Table A1.1	Short-cycle tertiary	1%		8%		6%	
	Bachelor's or equivalent	13%		16%		13%	
	Master's or equivalent	9%		12%		14%	
	Doctoral or equivalent	1%		1%		1%	
	Employment rate of 25-64 year-olds, by educational attainment	2016					
Table A5.1	Short-cycle tertiary	86%		81%		81%	
	Bachelor's or equivalent	83%		83%		82%	
	Master's or equivalent	88%		87%		87%	
	Doctoral or equivalent	94%		91%		91%	
	All tertiary levels of education	85%		84%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015					
Table A6.1	Short-cycle tertiary	103		122		124	
	Bachelor's or equivalent	177		146		138	
	Master's, doctoral or equivalent	240		198		177	
	All tertiary levels of education	199		156		153	

Hungary - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU22 average	
Adult education and learning							
	Participation of 25-64 year-olds in adult education ²	2012		2012 ³		2012	
Table C6.1a	Participation in formal education only	**		4%		n.a.	
	Participation in non-formal education only	**		39%		n.a.	
	Participation in both formal and non-formal education	**		7%		n.a.	
	No participation in adult education	**		50%		n.a.	
Financial investment in education							
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014					
Table B1.1	Primary education	USD 3 789		USD 8 733		USD 8 803	
	Secondary education	USD 6 104		USD 10 106		USD 10 360	
	Tertiary (including R&D activities)	USD 8 688		USD 16 143		USD 16 164	
Total expenditure on primary to tertiary educational institutions		2014					
Table B2.1	As a percentage of GDP	3.8%		5.2%		4.9%	
Total public expenditure on primary to tertiary education		2014					
Table B4.1	As a percentage of total public expenditure	7.3%		11.3%		9.9%	
Teachers							
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015					
Table D3.2a	Pre-primary school teachers	0.66		0.78		0.79	
	Primary school teachers	0.69		0.85		0.86	
	Lower secondary school teachers (general programmes)	0.69		0.88		0.90	
	Upper secondary school teachers (general programmes)	0.73		0.94		0.96	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 13 300	USD 19 284	USD 29 636	USD 39 227	USD 28 726	USD 38 487
	Primary school teachers	USD 13 300	USD 19 284	USD 30 838	USD 42 864	USD 30 080	USD 42 049
	Lower secondary school teachers (general programmes)	USD 13 300	USD 19 284	USD 32 202	USD 44 623	USD 31 498	USD 43 989
	Upper secondary school teachers (general programmes)	USD 14 572	USD 21 130	USD 33 824	USD 46 631	USD 32 503	USD 46 151
	Organisation of teachers' working time in public institutions over the school year	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	1082 hours	1624 hours	1001 hours	1608 hours	1034 hours	1564 hours
	Primary school teachers	608 hours	1624 hours	794 hours	1611 hours	767 hours	1557 hours
	Lower secondary school teachers (general programmes)	608 hours	1624 hours	712 hours	1634 hours	663 hours	1593 hours
	Upper secondary school teachers (general programmes)	605 hours	1624 hours	662 hours	1620 hours	629 hours	1580 hours
	Percentage of teachers who are 50 years old or over	2015					
Table D5.1	Primary education	38%		32%		33%	
	Upper secondary education	34%		40%		42%	
		2015					
Table D5.2	Share of female teachers in public and private institutions	2015					
	Primary education	97%		83%		86%	
	Upper secondary education	64%		59%		61%	
	Tertiary education	42%		43%		44%	
Ratio of students to teaching staff		2015					
Table D2.2	Primary education	11		15		14	
	Secondary education	11		13		12	
	Tertiary education	15		16		16	
Equity							
	Intergenerational mobility in education ²	2012		2012 ³		2012	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	**	**	69%	31%	n.a.	
	Tertiary-type B (30-44 year-olds' own educational attainment)	**	**	12%	16%	n.a.	
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	**	**	20%	55%	n.a.	
Transition from school to work							
	Percentage of people not in employment, nor in education or training (NEET)	2016					
Table C5.1	18-24 year-olds	15%		15%		15%	
Education and social outcomes							
	Percentage of adults who report having depression	2014					
		Men	Women	Men	Women	Men	Women
Table A8.1	Below upper secondary	7%	15%	10%	15%	10%	14%
	Upper secondary or post-secondary non-tertiary	3%	5%	6%	10%	6%	10%
	Tertiary	2%	3%	5%	6%	4%	6%

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

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

1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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