

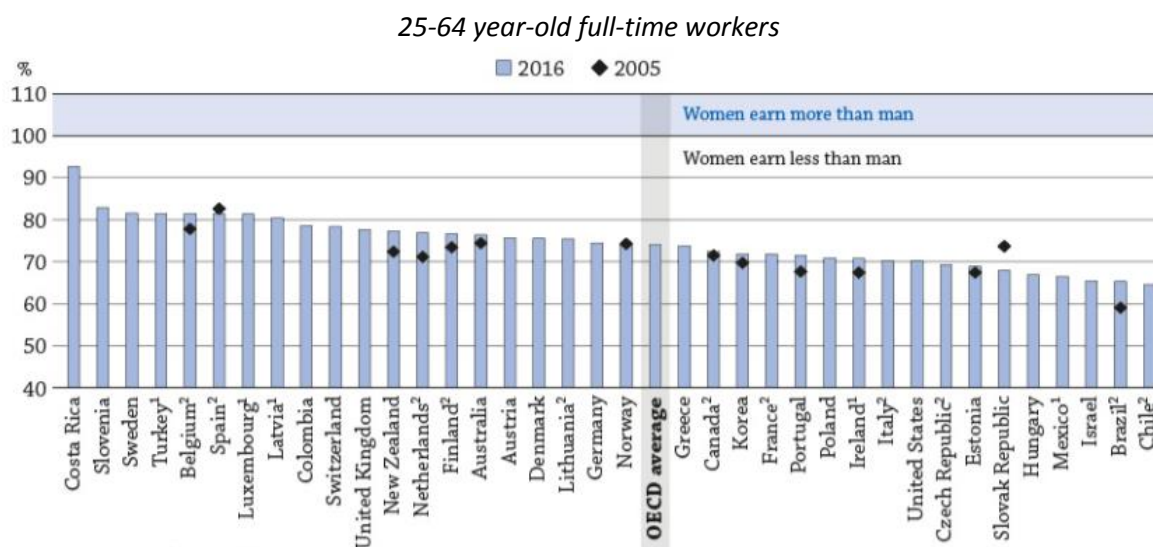
EDUCATION AT A GLANCE 2018

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 OECD and partner countries.

Hungary

- **Participation in pre-primary education is well developed in Hungary.** However, as in many OECD countries with available data, the socio-economic background of children still influences their likelihood to be enrolled in early childhood and care (ECEC) services.
- **Tertiary education offers one of the highest earnings advantages in the OECD and more job opportunities,** particularly for those with master and doctoral degrees. However, the number of students enrolled in tertiary education is low.
- **Vocational programme graduates have a low unemployment rate,** but their earnings are much lower than those of adults with upper secondary or tertiary education.
- **Hungary has a large gender gap in both employment and earnings.** For instance, women between 25-64 years old with tertiary education earn only 67% of what men with similar education earn, the lowest share among the EU23 countries (Figure 1).
- After a steady fall amounting to around 30% between 2005 and 2013, **teachers' salaries increased radically between 2013 and 2014, but remain low compared to their OECD and EU23 counterparts.**

Figure 1. Trends in women's earnings as a percentage of men's earnings for full-time workers with tertiary education (2005, 2016)




1. Earnings net of income tax.

2. Year of reference differs from 2016. Refer to the source table for details.

Countries are ranked in descending order of the earnings of 25-64 year-old women as a percentage of men's earnings in 2016.

Source: OECD (2018), Table 4.3 and Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933802266>

The earnings and employment gender gaps are the main equity challenge

- At 91%, Hungary has one of the highest employment rates of 25-34 year-old men with upper secondary or post-secondary non-tertiary education in the OECD, whereas the employment rate of women with the same educational attainment is only 69%, a difference of 22 percentage points. The gap persists for those with tertiary education: 25-34 year-old tertiary-educated men have a 94% employment rate, one of the highest rates among the OECD, compared to 74% for women, a share below the OECD average of 80%. Moreover, it represents a difference of employment of 20 percentage points, one of the highest differences among the OECD.
- Differences in earnings between women and men increase with the level of education. The average annual earnings of 25-64 year-old women are 83% of equivalent men's earnings for those with below upper secondary education and 84% for those with upper secondary education, above both the OECD average (both 78%) and EU23 average (both 79%). However, women with tertiary education earn only 67% of what their male peers earn, which is one of the lowest percentages among OECD countries and the lowest among EU23 countries.
- In Hungary, women are more likely to be neither in employment nor in education or training (NEET): 18% of 18-24 year-old women are NEET, above the OECD and EU23 averages (15% and 14%), compared with 12% of young men, below the OECD and EU23 averages (13% and 14%). Additionally, 80% of female NEETs are not looking for a job, the fourth highest rate among OECD countries, compared with 59% of male NEETs.

Early childhood and pre-primary education are well developed thanks to public investment,

- Enrolment rates in early childhood education and care (ECEC) and other registered ECEC services are 98% among 3-year-olds above the OECD average of 76%. At the age of 4 and 5, 95% and 96% of children are enrolled in ECEC services or in pre-primary education, all above the corresponding OECD averages of 88% and 95%. The majority of children in early childhood educational development programmes (86%) are enrolled in public institutions, the second highest rate among the OECD countries with available data, below only Slovenia. For pre-primary education, the enrolment rate in public institutions is also high (90%), one of the highest proportion among the OECD.
- In Hungary, early childhood educational development programmes are 93% financed by public sources, the second highest proportion among OECD countries with available data and pre-primary education is also 93% financed by public sources, below only Luxembourg, France, Latvia and Belgium.
- Expenditure on early childhood and care services is around 0.9% of gross domestic product (GDP), above the OECD and EU23 averages of 0.8%. However, early childhood educational development represents only 0.04% of GDP, whereas pre-primary education accounts for 0.82% of GDP.
- In most OECD and EU23 countries with available data, children under the age of 3 are more likely to be enrolled in early childhood and care when they come from relatively advantaged socio-economic backgrounds. In Hungary, only 6% of children whose household income is in the lowest tertile are enrolled in ECEC services, compared to over 21% of those from the wealthiest tertile. This difference of 15 percentage points is in line with the difference, on average, among the OECD and EU23 countries with available data.

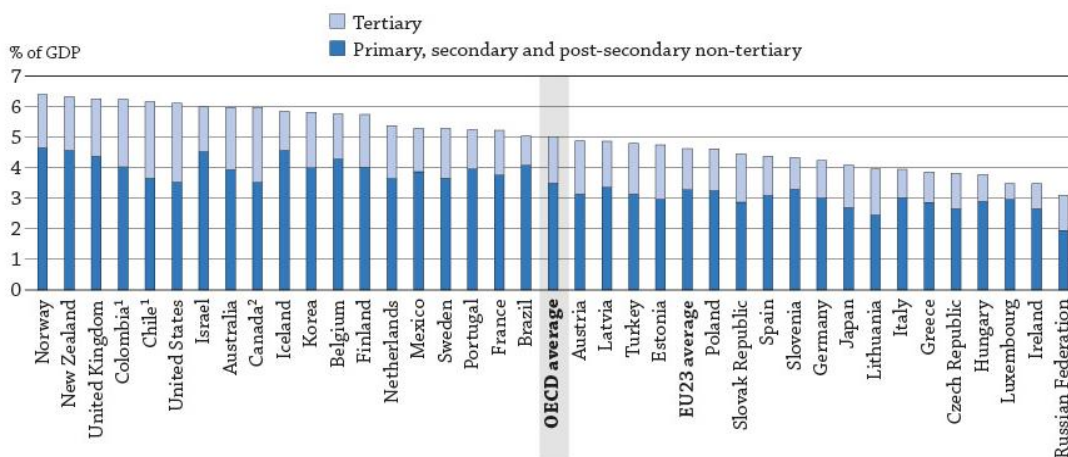
Tertiary education provides a much higher earnings advantage than in most OECD countries, but it needs investment

- Half (52%) of the 25-64 year-old population of Hungary has upper secondary education as the highest level attained, below only the Czech Republic, the Slovak Republic, Slovenia and Poland.
- Only 13% of 25-64 year-olds have a bachelor's degree or equivalent as the highest level of education attained, below the EU23 and OECD averages of 17% and 14%, while 9% have a master's degree or equivalent, also below the EU23 and OECD averages of 14% and 13%. Just 1% has a short-cycle tertiary qualification (compared with 7% on average across OECD countries and 5% for the EU23) and 1% holds a doctorate, the same as the OECD and EU23 averages.
- Among the younger generation (25-34 year-olds), 15% have a bachelor's degree or equivalent as the highest level attained, and 12% a master's degree or equivalent, below the averages for EU23 countries (20% and 17%) and the OECD (22% and 14%).

- Attaining a tertiary education in Hungary provides one of the biggest earnings advantages across OECD countries. Individuals who attain a tertiary qualification can expect to nearly double their earnings compared to those with only upper secondary education. Breaking it down further, a bachelor's degree gives a wage premium of 72% and a master's degree one of 134%. However, the earnings premium for a short-cycle tertiary qualification is only 10%, one of the lowest among OECD and EU23 countries.
- Hungary has one of the lowest levels of expenditure on tertiary educational institutions as a percentage of GDP among OECD countries, at 0.9% (Figure 2). Expenditure per tertiary student in Hungary, at around USD 8 700¹ is just over half the OECD and EU23 average, both around USD 15 600 per student.

Figure 2. Total expenditure on educational institutions as a percentage of GDP (2015)

From public, private and international sources, by level of education



1. Year of reference 2016.

2. Primary education includes data from pre-primary and lower secondary education.

Countries are ranked in descending order of total expenditure on primary to tertiary educational institutions.

Source: OECD / UIS / Eurostat (2018), Table C2.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933804318>

Vocational education programmes attract a small share of students, even though the unemployment rate is low

- In Hungary, all vocational programmes are combined school- and work-based programmes. Only one-fifth (21%) of students enrolled in upper secondary education are in vocational programmes², much lower than the OECD and EU23 averages of 44% and 47%. However, all of the students are enrolled in combined school- and work based programmes, which represent around twice the OECD and EU23 (both 11%)
- The share of women among upper secondary graduates from vocational programmes is 38%, lower than in the OECD and in the EU23 (46% and 45%). There are large differences in the share of men and women graduates across different fields. Only 8% of graduates in the fields of engineering, manufacturing and construction are women, whereas at the opposite end of the pole, 90% of graduates in health and welfare are women.
- The likelihood of being unemployed with an upper secondary or post-secondary non-tertiary education in Hungary is 3.8%, just over half the rate in OECD (7.8%) and EU23 (8.7%) countries, and lower than everywhere except the Czech Republic (3.2%) and along Germany and Iceland (both 3.8%).

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

² Education at a Glance classifies Hungarian upper secondary vocational schools that lead to a maturity examination (szakgimnázium) as general programmes. National data on participation in vocational education may thus differ.

Teachers have lower salaries than their peers in Hungary and in other OECD countries, even though statutory working time is high

- Between 2005 and 2013, salaries for teachers with 15 years of experience fell by 28% in pre-primary education, 32% in primary and lower secondary education, and 35% in upper secondary education. However, they increased strongly after 2013, and are now 23% higher than in 2005 in pre-primary education and 10% higher in primary and lower secondary education. Only teachers' salaries in upper secondary education are still below their 2005 levels, by 3%.
- Teachers' relative earnings compared to other tertiary-educated workers are low across OECD countries, and particularly so in Hungary. In general programmes at the lower and upper secondary levels, a teacher in Hungary with typical qualifications can expect a starting salary of around USD 16 000 and will earn around USD 28 500 at the top of the scale which is on average around 70% of what a tertiary-educated, full-time employee earns on average. Across the EU23 countries, lower secondary teachers on average can expect to earn up to USD 54 400 and upper secondary teachers USD 57 000, which on average amount to 93% and 100% of what a tertiary-educated full-time employee earns on average.
- Among OECD countries, the teaching time dedicated to pre-primary education is higher than any other education level. In Hungary, pre-primary education averages 1 344 teaching hours per year, one of the highest figures among OECD countries. On the other hand, upper secondary general programmes offer 652 teaching hours per year, close to the OECD average of 655 hours. While net teaching times from pre-primary to upper secondary levels are lower than the OECD average, teachers' statutory working time of 1 664 hours is slightly higher than the OECD average of around 1 600 hours.

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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.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 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>.

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Key Facts for Hungary in Education at a Glance 2018

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU23 average	
	Equity						
	Educational attainment of 25-34 year-olds by gender	2017					
Table A1.2		% Men	% Women	% Men	% Women	% Men	% Women
	Below upper secondary	14%	14%	17%	14%	16%	12%
	Upper secondary or post-secondary non-tertiary	62%	50%	46%	37%	48%	39%
	Tertiary	25%	36%	38%	50%	36%	49%
	Percentage of 15-29 year-olds NEETs by country of birth	2017					
Table A2.3	Native-born	14%		13%		12%	
	Foreign-born	12%		18%		19%	
	Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment	2017					
Table A3.4		Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
	Below upper secondary	55%	75%	56%	60%	55%	57%
	Upper secondary or post-secondary non-tertiary	78%	81%	76%	72%	76%	71%
	Tertiary	85%	82%	87%	79%	87%	78%
	Earnings of 25-64 women relative to men, by educational attainment	2016					
Table A4.3	Below upper secondary	83%		78%		79%	
	Upper secondary or post-secondary non-tertiary	84%		78%		79%	
	Tertiary	67%		74%		75%	
	Share of girls among repeaters in secondary general programmes	2016					
Table B1.3	Lower secondary	39%		39%		38%	
	Upper secondary	45%		42%		42%	
	Percentage of women and men entering doctoral programmes by field of study	2016					
Table B4.1		% Men	% Women	% Men	% Women	% Men	% Women
	Natural sciences, mathematics and statistics	22%	18%	22%	20%	20%	19%
	Engineering, manufacturing and construction	9%	4%	22%	10%	23%	11%
	Health and welfare	13%	19%	12%	19%	11%	18%
	First-time tertiary graduates	2016					
Table B5.1	Share of female first-time tertiary graduates	60%		57%		58%	
	Participation of 25-64 year-olds in formal and/or non-formal education	2012 ¹					
Table A7.1	Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25	**		49%		n.a.	
	Participation of foreign-born adults who arrived in the country at 26 or older	**		48%		n.a.	
	Early childhood education and care (ECEC)						
	Enrolment rates in ECEC at age 3	2016					
Table B2.1a	ECEC services (ISCED 0) and other registered ECEC services	98%		76%		82%	
	Share of children enrolled in pre-primary education (ISCED 02), by type of institution	2016					
Table B2.2	Public institutions	90%		68%		75%	
	Private institutions	10%		32%		25%	
	Expenditure on pre-primary level (ISCED 02)	2015					
Table B2.3a	Annual expenditure per child in USD (converted to PPPs)	USD 6 836		USD 8 426		USD 8 163	
	Vocational education and training (VET)						
	Percentage of upper secondary students enrolled in vocational education, by programme orientation	2016					
Table B1.3	All vocational programmes	21%		44%		47%	
	Combined school- and work-based programmes	21%		11%		11%	
	Share of women among upper secondary graduates, by programme orientation	2016					
Figure B3.1	General programmes	53%		54%		55%	
	Vocational programmes	38%		46%		45%	
	Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation	2015					
Table C1.1	General programmes	USD 6 110		USD 8 981		USD 9 235	
	Vocational programmes	USD 9 794		USD 10 831		USD 11 115	
	Tertiary education						
	Share of international or foreign students, by education level ²	2016					
Table B6.1	Bachelor's or equivalent	7%		4%		6%	
	Master's or equivalent	16%		12%		13%	
	Doctoral or equivalent	12%		26%		23%	
	All tertiary levels of education	9%		6%		9%	
	Share of first-time tertiary graduates by education level	2016					
Table B5.1	Short-cycle tertiary	5%		14%		10%	
	Bachelor's or equivalent	81%		75%		76%	
	Master's or equivalent	14%		10%		14%	
	Employment rate of 25-64 year-olds, by educational attainment	2017					
Table A3.1	Short-cycle tertiary	86%		81%		82%	
	Bachelor's or equivalent	83%		84%		83%	
	Master's or equivalent	88%		88%		88%	
	Doctoral or equivalent	93%		92%		92%	
	All tertiary levels of education	85%		85%		85%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2016					
Table A4.1	Short-cycle tertiary	110		123		125	
	Bachelor's or equivalent	172		145		137	
	Master's, doctoral or equivalent	234		191		175	
	All tertiary levels of education	194		155		152	

Hungary - Country Note - Education at a Glance 2018: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU23 average	
	Financial resources invested in education						
	Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)	2015					
Table C1.1	Primary	USD 5 089		USD 8 539		USD 8 512	
	Secondary	USD 5 870		USD 9 868		USD 9 882	
	Tertiary (excluding R&D activities)	USD 7 068		USD 11 049		USD 10 919	
	Total expenditure on primary to tertiary educational institutions	2015					
Table C2.1	As a percentage of GDP	3.8%		5.0%		4.6%	
	Share of expenditure on tertiary educational institutions by source of funds ³	2015					
Figure C3.1	Public expenditure	63%		73%		76%	
	Private expenditure	37%		21%		19%	
	Public to private transfers	**		6%		4%	
	Total public expenditure on primary to tertiary education	2015					
Table C4.1	As a percentage of total government expenditure	6.9%		11.1%		9.6%	
	Teachers, the learning environment and the organisation of schools						
	Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education	2016					
		Teachers	School heads	Teachers	School heads	Teachers	School heads
Table D3.2.a	Pre-primary	0.66	**	0.82	**	0.83	1.1
	Primary	0.7	**	0.86	1.21	0.88	1.21
	Lower secondary (general programmes)	0.7	**	0.91	1.34	0.93	1.37
	Upper secondary (general programmes)	0.75	**	0.96	1.42	1	1.45
	Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	2017					
		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 D3.1.a	Pre-primary	USD 14 227	USD 20 629	USD 30 229	USD 40 436	USD 29 096	USD 39 371
	Primary	USD 14 227	USD 20 629	USD 31 919	USD 44 281	USD 31 206	USD 43 486
	Lower secondary (general programmes)	USD 15 752	USD 20 629	USD 33 126	USD 46 007	USD 32 495	USD 45 472
	Upper secondary (general programmes)	USD 15 752	USD 22 840	USD 34 534	USD 47 869	USD 33 205	USD 47 615
	Organisation of teachers' working time in public institutions over the school year	2017					
		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	1 344 hours	1 664 hours	1 029 hours	1 628 hours	1 068 hours	1 569 hours
	Primary	655 hours	1 664 hours	778 hours	1 620 hours	754 hours	1 553 hours
	Lower secondary (general programmes)	655 hours	1 664 hours	701 hours	1 642 hours	665 hours	1 585 hours
	Upper secondary (general programmes)	652 hours	1 664 hours	655 hours	1 638 hours	633 hours	1 572 hours
	Percentage of teachers who are 50 years old or over	2016					
Table D5.1	Primary to upper secondary	39%		35%		38%	
	Share of female teachers, in public and private institutions	2016					
Table D5.2	Primary	97%		83%		86%	
	Lower secondary	77%		69%		71%	
	Upper secondary	64%		60%		63%	
	Tertiary	43%		43%		44%	
	Average class size by level of education	2016					
Table D2.1	Primary	21		21		21	
	Lower secondary	21		23		23	

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

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

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

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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