

EDUCATION AT A GLANCE 2019

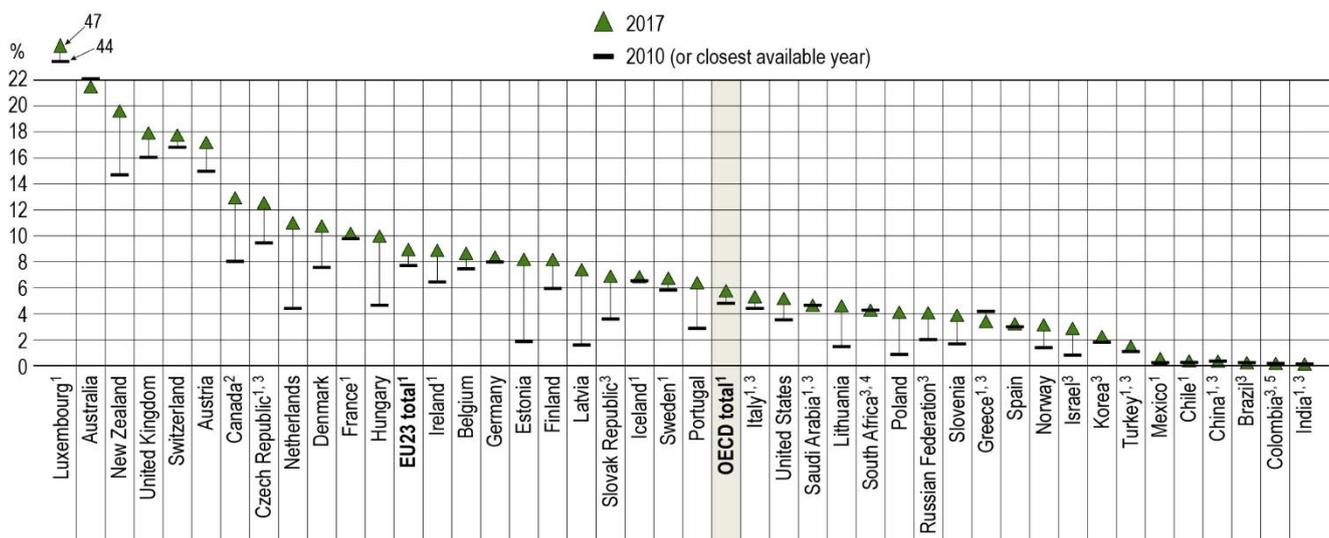
Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Hungary

- In Hungary, **the share of international tertiary students has doubled since 2010**, one of the largest increases across OECD countries.
- **Vocational qualifications are less common** in Hungary, in spite of a large adult population with upper secondary qualifications: less than 25% of first-time upper secondary graduates earned a vocational qualification compared to 40% on average across OECD countries.
- **Teachers' salaries remain low** compared to their OECD and EU23 counterparts **and progress slowly**: it takes lower secondary school teachers 42 years of service to reach the top of the scale, compared to 25 years on average across OECD countries.
- **Enrolment in early childhood education and care among 3-year-olds is nearly universal in Hungary**, but funding per child is still lower than average.

Figure 1. Incoming student mobility in tertiary education in 2010 and 2017

International or foreign student enrolment as a percentage of total enrolment in tertiary education



1. Years of reference 2013 and 2017.
2. Years of reference 2012 and 2017.
3. Share of foreign rather than international students.
4. Years of reference 2013 and 2016.
5. Years of reference 2014 and 2017.

Countries are ranked in descending order of the percentage of international or foreign students in 2017.

Source: OECD/UIS/Eurostat (2019). See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

Tertiary attainment is lower in Hungary than in most OECD countries

- Tertiary attainment among younger adults (25-34 year-olds) remains substantially lower in Hungary than the OECD average, at 31% compared to 44%. Tertiary admission is based on a combination of three factors: grade points from secondary schools, grade points from secondary school leaving examinations, and socio-economic status and/or personal achievements.
- Among first-time entrants to tertiary education in Hungary, 71% were enrolled in bachelor's programmes, 12% in short-cycle tertiary programmes and 17% in master's programmes. Men are under-represented among new entrants at all tertiary levels. They accounted for less than 40% of new entrants to short-cycle tertiary programmes, and less than 50% of entrants to bachelor's and master's programmes.
- Between 2008 and 2018, tertiary attainment among 25-34 year-old women increased from 28% to 37%, a larger increase than their male counterparts whose attainment rates only rose from 20% to 25%. Despite their higher attainment, tertiary-educated young women in Hungary have a significantly lower employment rate than their male peers: 76% compared to 94%, one of the largest gender gaps across OECD countries. However, this gap decreases with age in Hungary: 83% of 35-44 year-old tertiary-educated women are employed compared to 98% of men. Among 45-54 year-olds, 94% of tertiary-educated women and 95% of men are employed.
- In Hungary, employment rates among 25-64 year-olds are the same (84%) whether they had attained a post-secondary non-tertiary education or a bachelor's degree. There is, however, a significant employment advantage to a doctoral level education in Hungary: 96% of doctorate holders are employed in Hungary, more than the OECD average of 92%.
- The share of international students provides an indication of the attractiveness of a country's tertiary education system. Between 2010 and 2017, the percentage of international students enrolled in Hungary's tertiary institutions doubled, from 5% to 10% (Figure 1), one of the largest rises across all OECD countries and compared to a 2 percentage-point increase in the OECD total. Although the majority of international students in Hungary come from within Europe (57%), 31% come from Asia.
- Although expenditure on tertiary institutions declined between 2012 and 2016 in Hungary, spending on core educational goods and services increased through the reallocation of funds from ancillary services and research and development (R&D). Nevertheless, total expenditure on tertiary institutions per full-time equivalent student is still below the OECD average. In 2016, Hungary's expenditure across all tertiary levels was USD 11 300¹ per student, compared to USD 15 600 on average across OECD countries. Of this, USD 8 600 was devoted to core educational services, compared to the OECD average of USD 10 351.

Vocational upper secondary qualifications are relatively uncommon in Hungary in spite of a large adult population with upper secondary education

- Among young adults in Hungary, 87% had attained at least upper secondary education in 2018, above the OECD average of 85%. However, the share of 15-19 years-olds who were enrolled in education fell from 92% in 2010 to 84% in 2017, reaching the same level as the OECD average.
- Vocational programmes are less attractive in Hungary than in many other OECD countries, in spite of the large share of the adult population with upper secondary qualifications. About 20% of first-time graduates from upper secondary education obtained a vocational qualification in 2017 compared to the OECD average of 40%. The most popular broad field of study at this level is engineering, manufacturing and construction; 47% of upper secondary vocational graduates had studied this field in Hungary, 92% of

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

which were men. Women make up 37% of upper secondary vocational graduates but account for an overwhelming majority of those who graduated from health and welfare (91%) and business, administration and law (72%).

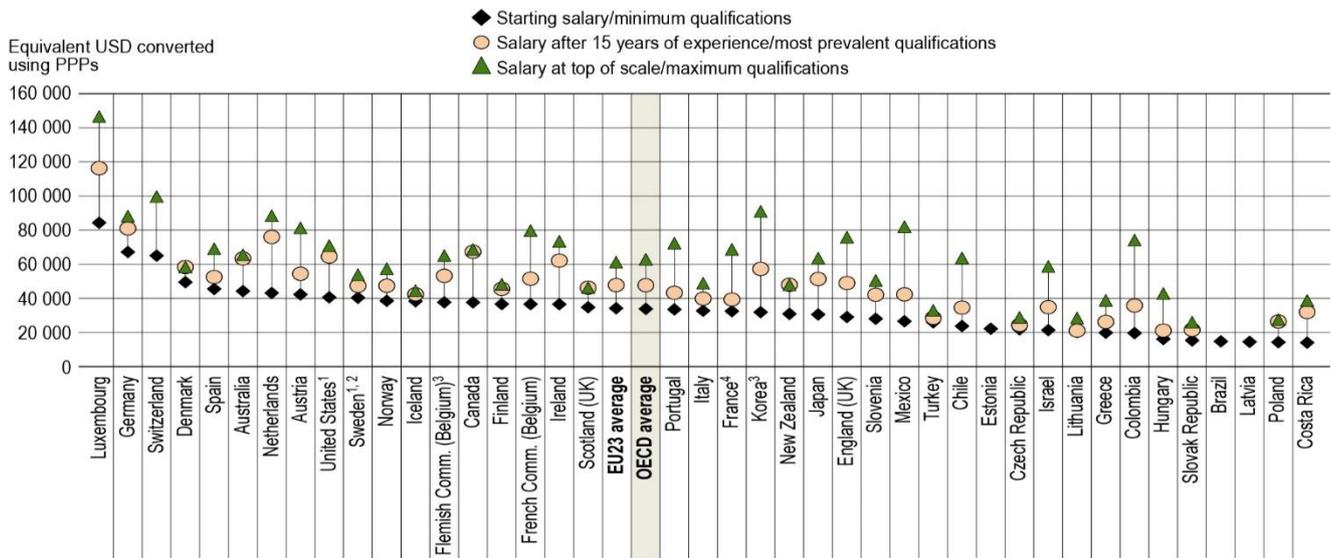
- The employment rate for 25-34 year-olds with upper secondary or post-secondary non-tertiary education is 81%, slightly higher than the OECD average of 78%. This same group had an unemployment rate of 4%, also lower than most OECD countries. Young adults without upper secondary education are strongly disadvantaged in the labour market in Hungary: their employment rate is 23 percentage points lower than for those with upper secondary or post-secondary non-tertiary education, compared to a difference of 17 percentage points on average across OECD countries.
- The Hungarian government adopted in March 2019 the “Vocational Education and Training (VET) 4.0 mid-term policy strategy” for the renewal of vocational education and training and adult education programmes. One of the main aims of the VET 4.0 Strategy is to promote vocational upper secondary education. The strategy focuses on developing attractive career opportunities for VET students, providing VET teachers with quality training, and creating an attractive learning environment (CEDEFOP, 2019^[2]).

Teachers’ statutory salaries are less than half the OECD average and progress very slowly

- The share of female teachers in Hungary is higher than the OECD average in primary education. In 2017, 97% of teachers were women compared to the OECD average of 83%. The share of female teachers decreases with the level of education taught and by tertiary level women make up only 40% of teachers in Hungary, compared to the OECD average of 44%. This reflects an increase of only 1 percentage point since 2005, compared to the OECD average increase of 5 percentage points over the same period.

Figure 2. Lower secondary teachers’ salaries at different points in teachers’ careers (2018)

Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries
2. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.
3. Salaries at top of scale and most prevalent qualifications, instead of maximum qualifications.
4. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD (2019), Table D3.1a, Tables D3.1c and D3.6, available on line. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Between 2005 and 2018, primary and lower secondary teachers' salaries increased by 9%, while those of upper secondary general teachers remained more or less the same. During this period, teacher salaries at these levels of education fell by approximately 30% between 2005 and 2013, but increased significantly between 2014 and 2018 to their current levels. Despite the increases, teachers' salaries are still comparatively low. In Hungary, the statutory annual salary for lower secondary teachers with 15 years experience is USD 21 100, half the OECD average of USD 47 700 (Figure 2). In addition, salary progression to the top of the scale is very slow in Hungary. It takes lower secondary school teachers 42 years of service to reach the top of the scale, compared to 25 years on average across OECD countries.
- Teachers in Hungary, spend significantly less time teaching in primary education than the OECD average (648 hours compared to 783 hours on average during the 2017-2018 school year). Teaching time in lower and upper secondary education is also below the average across OECD countries. This may be partly due to a longer than average end of school break in Hungary (almost 11 weeks, compared to 9.3 on average across OECD countries and economies).
- Student-teacher ratios can provide an indication of the resources available in education. In Hungary, there are 11 students per teacher in primary education, well below the OECD average of 15. The student-teacher ratios in lower secondary (10) and upper secondary education (11) are also below the OECD average of 13 for both levels.

Enrolment among 3-year-olds is nearly universal in Hungary but funding per child is still low

- Hungary has one of the youngest starting ages for compulsory education, alongside Israel and Mexico, with children required to enrol at 3 years old. In 2017, 85% of 3-year-olds were registered in early childhood education institutions and 14% in other registered early childhood education and care (ECEC) services in Hungary. This means the total enrolment for 3-year-olds is 99%, 20 percentage points higher than the OECD average.
- Between 2005 and 2017, participation rates among 3-5 year-olds rose from 87% to 92%, while the OECD average rose from 76% to 86% over the same period. However, enrolment at age 6 is lower in Hungary than on average across OECD countries, (92% compared to 97%).
- While Hungary's total expenditure on primary to tertiary educational institutions amounted to 4.3% of gross domestic product (GDP) in 2016, below the OECD average of 5.0%, its relative spending on ECEC is higher. In 2016, Hungary spent 0.9% of its GDP on ECEC compared to 0.8% on average across OECD countries. Funding at this level amounts to about USD 7 200 per student, still lower than the average across OECD countries of USD 8 600.

References

- CEDEFOP (2019), *Hungary: vocational education and training in the digital era*, [2]
<https://www.cedefop.europa.eu/pt/news-and-press/news/hungary-vocational-education-and-training-digital-era> (accessed on 28 August 2019).
- OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, [1]
<https://doi.org/10.1787/f8d7880d-en>.

For more information on **Education at a Glance 2019** 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:  **Education GPS**

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

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

Key Facts for Hungary in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	1%		7%		5%	
	Bachelor's or equivalent	13%		17%		14%	
	Master's or equivalent	10%		13%		15%	
	Doctoral or equivalent	1%		1%		1%	
Tertiary attainment of 25-34 year-olds, by gender							
2008							
Table A1.2	Men	20%	25%	31%	38%	28%	36%
	Women	28%	37%	40%	51%	38%	50%
	Total	24%	31%	35%	44%	33%	43%
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary	12%		17%		12%	
	Bachelor's or equivalent	71%		76%		80%	
	Master's or equivalent	17%		7%		8%	
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent	7%		4%		7%	
	Master's or equivalent	17%		13%		13%	
	Doctoral or equivalent	15%		22%		22%	
	All tertiary levels of education	10%		6%		9%	
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	83%		82%		82%	
	Bachelor's or equivalent	84%		84%		84%	
	Master's or equivalent	87%		89%		89%	
	Doctoral or equivalent	96%		92%		93%	
	All tertiary levels of education	86%		85%		86%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education	84%		84%		85%	
	Business and administration and law	85%		86%		87%	
	Engineering, manufacturing and construction	88%		89%		89%	
	Health and welfare	87%		87%		88%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2017							
Table A4.1	Short-cycle tertiary	110		120		121	
	Bachelor's or equivalent	159		144		138	
	Master's, doctoral or equivalent	216		191		174	
	All tertiary levels of education	179		157		152	
Upper secondary and vocational education and training (VET)							
Upper secondary or post-secondary non-tertiary attainment rate							
2018							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	56%		41%		44%	
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	20%		40%		46%	
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes	19		18		19	
	Vocational programmes	22		21		21	
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes	53%		55%		56%	
	Vocational programmes	37%		46%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education							
2018							
Table A3.3	Employment rate	81%		78%		79%	
	Unemployment rate	4%		7%		8%	
	Inactivity rate	16%		16%		14%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
2016							
Table C1.1	General programmes	USD 7 312		USD 9 397		USD 9 671	
	Vocational programmes	USD 12 783		USD 10 922		USD 11 320	
Early childhood education and care (ECEC)							
Enrolment rate of 3-5 year-olds in education							
2017							
Table B2.2	ECEC and primary education	92%		87%		90%	
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	11%		34%		27%	
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	12		16		15	
Expenditure on children aged 3-5 enrolled in education							
2016							
Table B2.4	Annual expenditure per child, in USD ² per child	USD 7 169		USD 8 141		USD 8 926	

Source	Main topics in <i>Education at a Glance</i>	Hungary		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³		2016					
Table A7.1	Below upper secondary	42%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	54%		n.a.		44%	
	Tertiary	67%		n.a.		66%	
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴		2015					
Table A6.1	Below upper secondary	21%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	53%		n.a.		77%	
	Tertiary	86%		n.a.		92%	
Financial resources invested in education							
Total expenditure on educational institutions, by level of education²		2016					
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
	Primary	USD 5 454	0.8%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 5 788	0.8%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 8 508	1.3%	USD 10 368	2%	USD 10 308	1.9%
	Tertiary (including R&D)	USD 11 288	1.1%	USD 15 556	1.5%	USD 15 863	1.2%
Share of expenditure on educational institutions, by final source of funds		2016					
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	89%	11%	90%	10%	92%	8%
	Tertiary (including R&D)	63%	35%	66%	32%	73%	24%
Total public expenditure on primary to tertiary education		2016					
Table C4.1	As a percentage of total government expenditure	7.9%		10.8%		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		2017					
Table D3.2a		Teachers	School heads	Teachers	School heads	Teachers	School heads
	Pre-primary	0.64	**	0.78	**	0.78	1.16
	Primary	0.68	**	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	0.68	**	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	0.74	**	0.93	1.43	0.95	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018					
Table D3.1a		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	USD 14 545	USD 21 090	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 14 545	USD 21 090	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 16 161	USD 21 090	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 16 161	USD 23 433	USD 35 859	USD 49 804	USD 35 104	USD 49 875
Organisation of teachers' working time in public institutions over the school year		2018					
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	1 306 hours	1 632 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	648 hours	1 632 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	648 hours	1 632 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	644 hours	1 632 hours	667 hours	1 629 hours	643 hours	1 558 hours
Percentage of teachers who are 50 years old or over		2017					
Table D5.1	Primary to upper secondary	41%		36%		39%	
Share of female teachers, in public and private institutions		2017					
Table D5.2	Primary	97%		83%		87%	
	Lower secondary	77%		69%		72%	
Total number of compulsory instruction time, by level of education		2019					
Table D1.1	Primary	2 769 hours		4 568 hours		4 258 hours	
	Lower secondary	3 204 hours		3 022 hours		3 002 hours	
	Upper secondary	1 901 hours		**		**	
Average class size by level of education		2017					
Table D2.1	Primary	22		21		20	
	Lower secondary	21		23		21	

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

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

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

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.