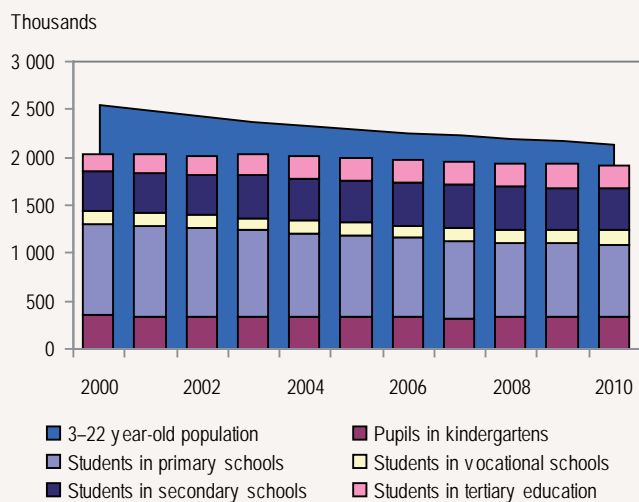


KEY DATA ON EDUCATION, 2010/2011

1914 thousand pupils and students take part in **full-time education** in Hungary, which is more than 89 per cent of the 3–22 year-old population. 153 thousand teachers worked in institutions for initial education this year.

Figure 1

Pupils in kindergartens and students in full-time education, 2000–2010



After the decline in 2007, the number of children enrolled in **kindergartens** increased henceforward, therefore 338 thousand children take part in pre-primary education in this school year, which number is almost 10 thousand more than the figure for last year. Among these almost 500 children younger than 3 years attend the uniform kindergarten-infant nurseries. This new type of multifunctional institutions for initial education was established last year. It gives opportunity for 2–3 year-old children's parents who live in a smaller settlement where the municipal council is not obliged to operate a separate infant nursery because of the low number of children to use day care, thus promoting their return to the labour market.

In the 2010/2011 school year more than 4000 special-need children are looked after in early development programmes, development training and development schools by 670 teachers at 180 sites.

Since the 1990s the number of pupils entering **primary education** – in line with demographic trends – has declined. Due to the steady decrease in the number of pupils entering first grade there were only 757 thousand students in the 2010/2011 school year, 17 thousand less than in the previous one.

Even the longer time spent in training does not compensate unfavourable demographic trends any more, the number of students in full-time secondary education also declined: in the 2010/2011 school year 578 thousand students – 3.5 thousand less than in the previous school year – were enrolled. 24 per cent of students made their studies in vocational schools, 42 per cent in secondary vocational schools and 34 per cent in secondary general schools. Changes in the demand for education are reflected in the distribution of students by school types. The number and proportion of vocational school – which type of school cannot lead to tertiary education – students declined from the beginning of the 1990s, whereas secondary schools where a maturity examination has to be taken became more popular. This tendency seems to have turned around over the past 4–5 years.

Figure 2

Number of students in full-time secondary education, 2000–2010

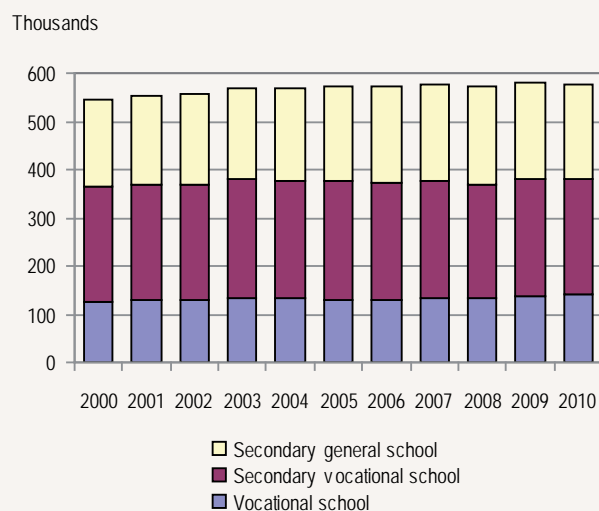
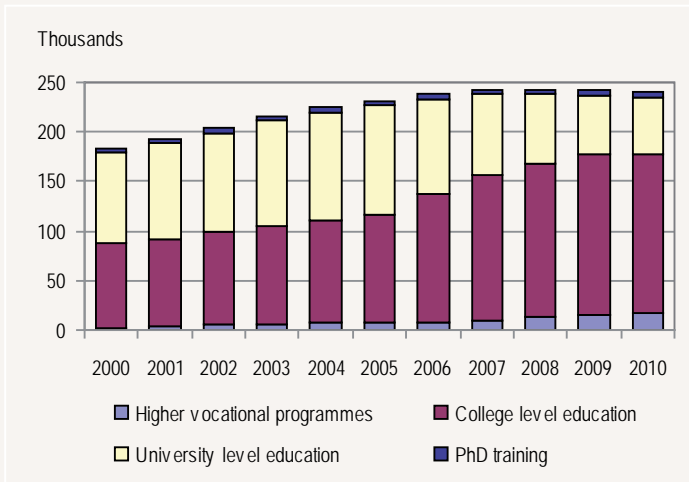


Figure 3 207 thousand people took part in **part-time education** in 2010/2011:

- 2 thousand in primary education
- 84.5 thousand in secondary education
- 121 thousand in tertiary education

Number of students in full-time tertiary education, 2000–2010*

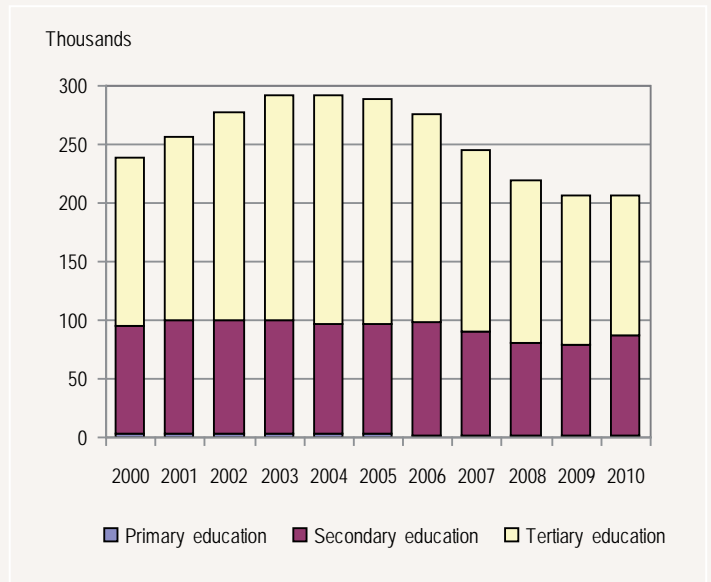


*From 2006 the number of students in BA/Bsc training is included in college-level education, and the number of students in unified, undivided and MA/Msc training is included in university-level education.

The demand for **tertiary education** significantly increased in the 1990s. In order to meet the policy objectives of expanding higher education and improving labour market chances for young people, enrolment opportunities have been made broader. Nevertheless, the rise of the absolute number of students stopped over the past three academic years. In 2010/2011 there were 241 thousand students in full-time tertiary education, which number is 2000 fewer than in the previous school year.

Figure 4

Number of students in part-time education, 2000–2010



Further information, data (links):

[Tables](#)

[Statat tables](#)

[Methodology](#)

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