

# FIRST RESULTS OF EUROGRADUATE 2022 HUNGARY



**Authors:**

Tamás Iharosi, Szilárd Nagy, Júlia Seli, Matild Sági, Marianna Szemerszki

**Responsible publisher:**

Sándor Brassói (president of Educational Authority)

**Proofread by:**

Zsuzsanna Veroszta

All rights reserved!



© Educational Authority, Budapest 2024

ISBN 978-963-436-537-2 (pdf)

It is not for sale and may not be used for commercial or for-profit purposes.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## TABLE OF CONTENTS

---

The Eurograduate 2022 survey	4
Previous higher education studies	6
Work placements, internships	7
Working during studies	9
International mobility	10
Tertiary education since graduation	11
Current economic activity of graduates	13
The incidence of unemployment among graduates	14
The start of jobseeking	15
Characteristics of the current employment	16
Working abroad	17
Changing jobs around the time of graduation	18
Perceived vertical match between higher education studies and current work	20
Perceived horizontal match between higher education studies and current work	22
Satisfaction with current job	24
Regional mobility trends	25

## THE EUROGRADUATE 2022 SURVEY

---

The Eurograduate 2022 survey is an international questionnaire designed to track the post-graduate careers of higher education students, assess their learning experiences and reflect this in their professional careers. The project, initiated by the European Education and Culture Executive Agency (EACEA), involves 17 European countries, including Hungary. The two-year project is funded by the European Union and implemented by the Hungarian Educational Authority. More information about the international project is available at <https://www.eurograduate.eu/about/intentions>.

The target group of the Hungarian survey consisted of those who obtained a bachelor's, undivided or master's degree in higher education institutions in Hungary in the academic year 2016/2017 or 2020/2021 - i.e. graduates who completed their studies 1 or 5 years ago at the time of the survey.<sup>1</sup> Those with more than one tertiary qualification were asked about their tertiary education completed in one of these two reference years. The method of data collection was an online questionnaire, where all graduates in the target group were invited to fill in the questionnaire in Hungarian or English.

The data were collected by the Higher Education Analysis Department of the Educational Authority, based on the address lists provided by the Higher Education Information System (HEIS), by ministerial order.

The survey included questions on the following topics: academic career, first job after graduation and current job, competencies, regional mobility, personal social background. Graduates from the 2016/2017 academic year were also asked about their first job in autumn 2018, so that information was also obtained on their occupational characteristics in the year after graduation.

The national adaptation of the international questionnaire was done in two phases. Firstly, the questions and response categories were adapted to the national educational system where necessary (e.g. categories of educational attainment). Finally, all standard questions of the annual GCTS (Graduate Career Tracking System) questionnaire for graduates that were not included in the international questionnaire were added to the national questionnaire. As a result, the data from the Hungarian database of the Eurograduate 2022 survey are fully comparable with the previous GCTS graduate data.

The data collection in Hungary took place between 23 November 2022 and 11 January 2023. The survey questionnaire was available at the link in the email sent to the graduates. The questionnaire was completed online and respondents had the option to complete it in English or Hungarian. The response was voluntary and the data were processed anonymously by the Educational Authority.

The database, based on voluntary and anonymous responses to the online survey, was cleaned and weighted according to the central methodology of the international coordinator. Statistical data on the population base for the weighting were obtained from the HEIS.

According to the Higher Education Information System data, a total of 108 394 students obtained a diploma at ISCED6 and ISCED7 level in the two academic years that were surveyed. Of these, 94 891 graduates had their e-mail addresses available, which is the number of individual e-mail addresses to which a request letter was sent out, but a small proportion of these were also found to be invalid. 10 478

---

<sup>1</sup> It is important to note that in Hungary undivided programmes are different in many aspects compared to bachelor's and master's programmes, thus we need to handle them separately. Undivided programmes last for 10-12 semesters, leading to a degree that is equivalent to a master's degree. The most prominent undivided programmes are in the field of teacher training, law and medicine. Many results in this report regarding undivided programmes are related to the specific characteristics of these programmes.

respondents opened the questionnaire and completed at least the first page, and 7 021 respondents submitted a fully completed questionnaire. After cleaning, the total number of items in the survey database is 6796, representing a response rate of 6.3%. There was a significant difference in response rates by year of graduation: those who graduated one year ago are over-represented by 8.1 percentage points in the unweighted sample, while those who graduated five years ago are under-represented by the same percentage points.

Data were weighted by year of graduation, level of study, field of study, gender and age group using the ranking methodology of the IBM SPSS software package. Statistical data on the target population for weighting were obtained from the Higher Education Information System. The distribution of the weighted sample provides an excellent fit to the corresponding values of the population.

Our English summary presents the first Hungarian results of the Eurograduate 2022 survey. The detailed final report in Hungarian is available on <https://www.felvi.hu/felsooktatasimuhely>.

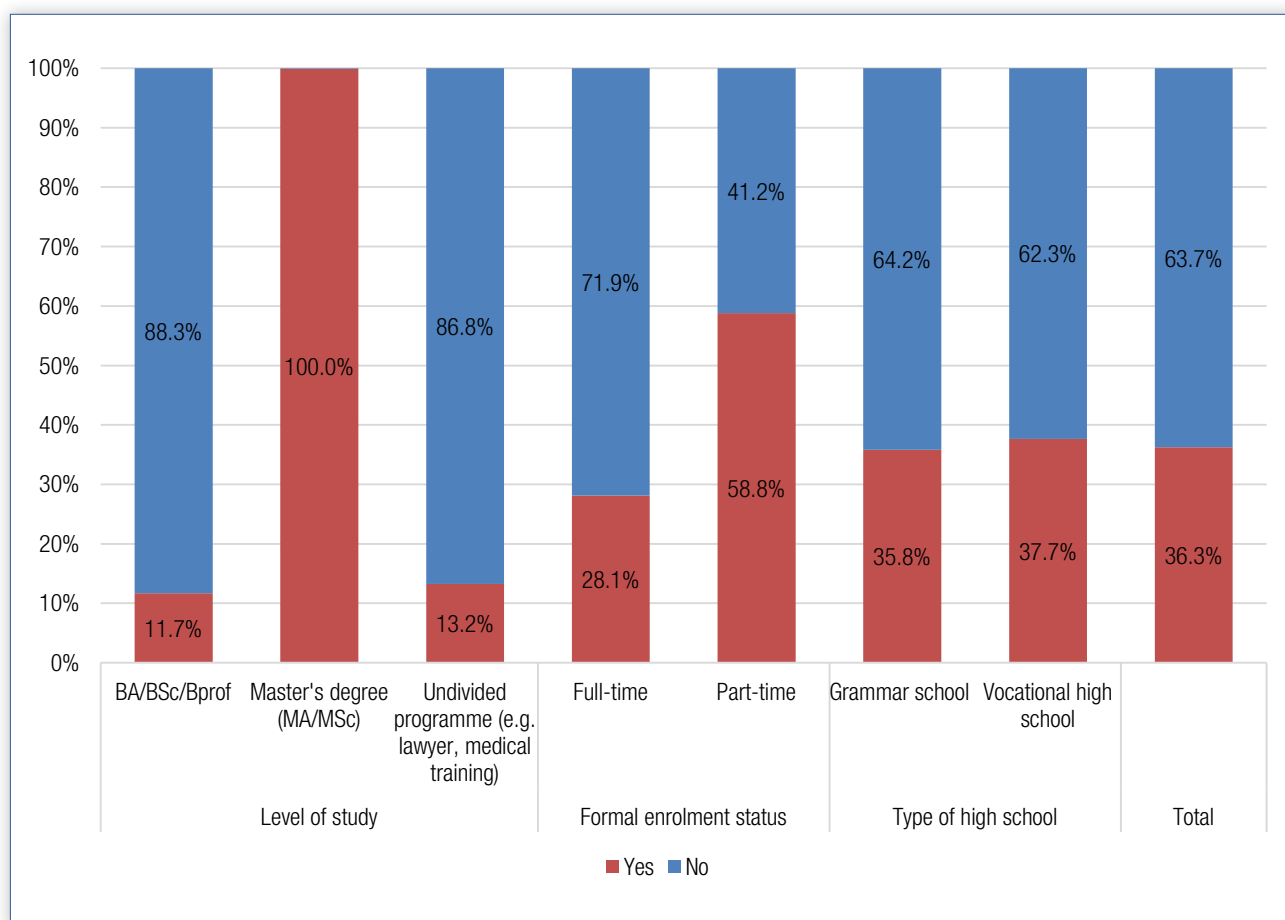
## PREVIOUS HIGHER EDUCATION STUDIES

Overall, 36% of respondents started their studies while already possessing an existing higher education qualification (Figure 1).

Among those who had studied part-time in the course on which the questionnaire was based, 59% had some other tertiary qualification before leaving, compared with 28% of full-time students (Figure 1).

**Figure 1: Other tertiary education obtained before higher education (HE) programme examined in the study, by type of work, level of current education and type of secondary education<sup>2</sup>**

Source: Hungarian Eurograduate 2022 survey, N=6751



<sup>2</sup> Calculated rate, where a previous tertiary qualification was also assumed for missing responses for master's graduates.

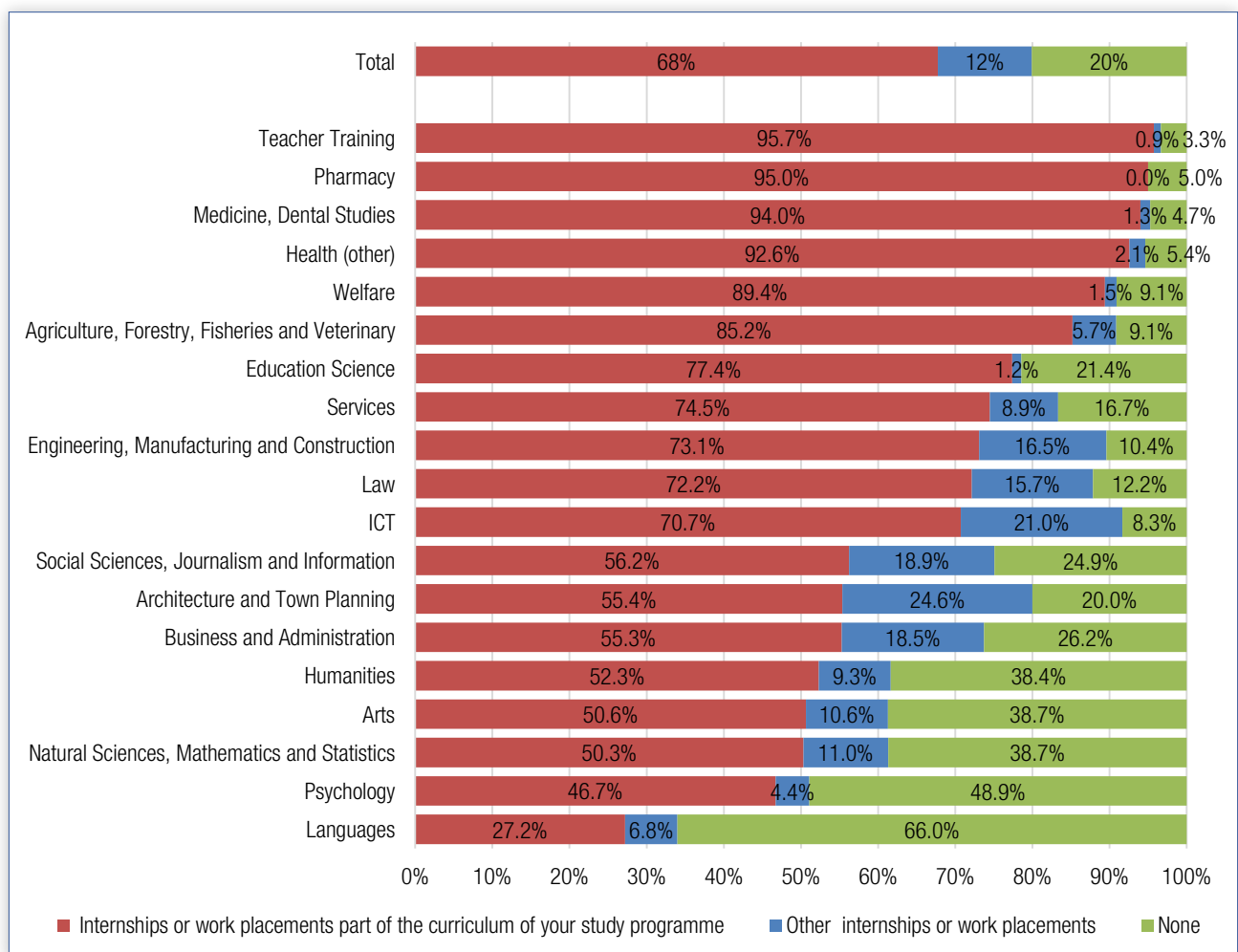
## WORK PLACEMENTS, INTERNSHIPS

Two thirds of graduates indicated that they had taken part in a work placement that was a compulsory part of their programme. A further 12% reported that, although they were not required to do an internship as part of their programme (or at least were not aware of it), they did participate in some type of work placement.

No difference in the data is visible for the two graduating classes. There is, however, a significant correlation between the field of study and the level of study and internship (Figures 2 and 3).

**Figure 2: Participation in internships and work placements by field of study<sup>3</sup>**

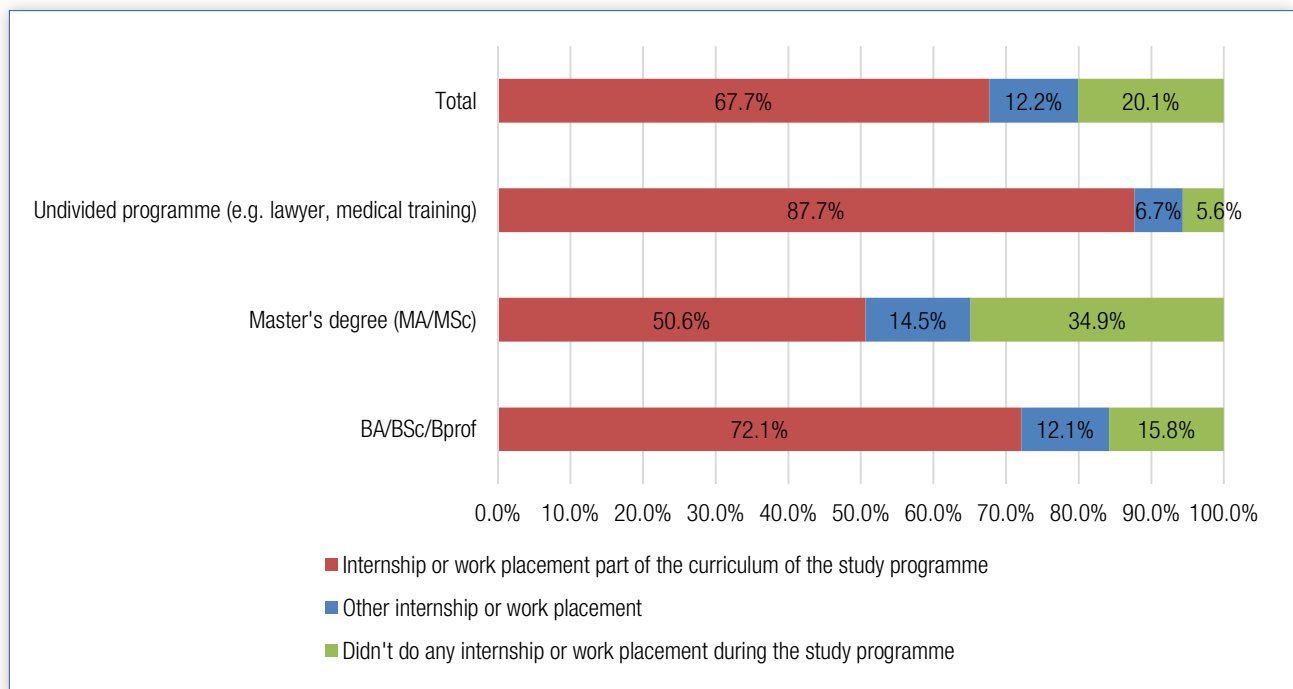
Source: Hungarian Eurograduate 2022 survey, N=6794



<sup>3</sup> The question was: Were any of your internships or work placements part of the curriculum of your study programme? (1) yes (2) no. If the respondent had any internships related to the contents of their study, they chose 'yes', but they may also have had internships not related to their studies.

**Figure 3: Participation in internships and work placements by level of study**

Source: Hungarian Eurograduate 2022 survey, N=6797





## WORKING DURING STUDIES

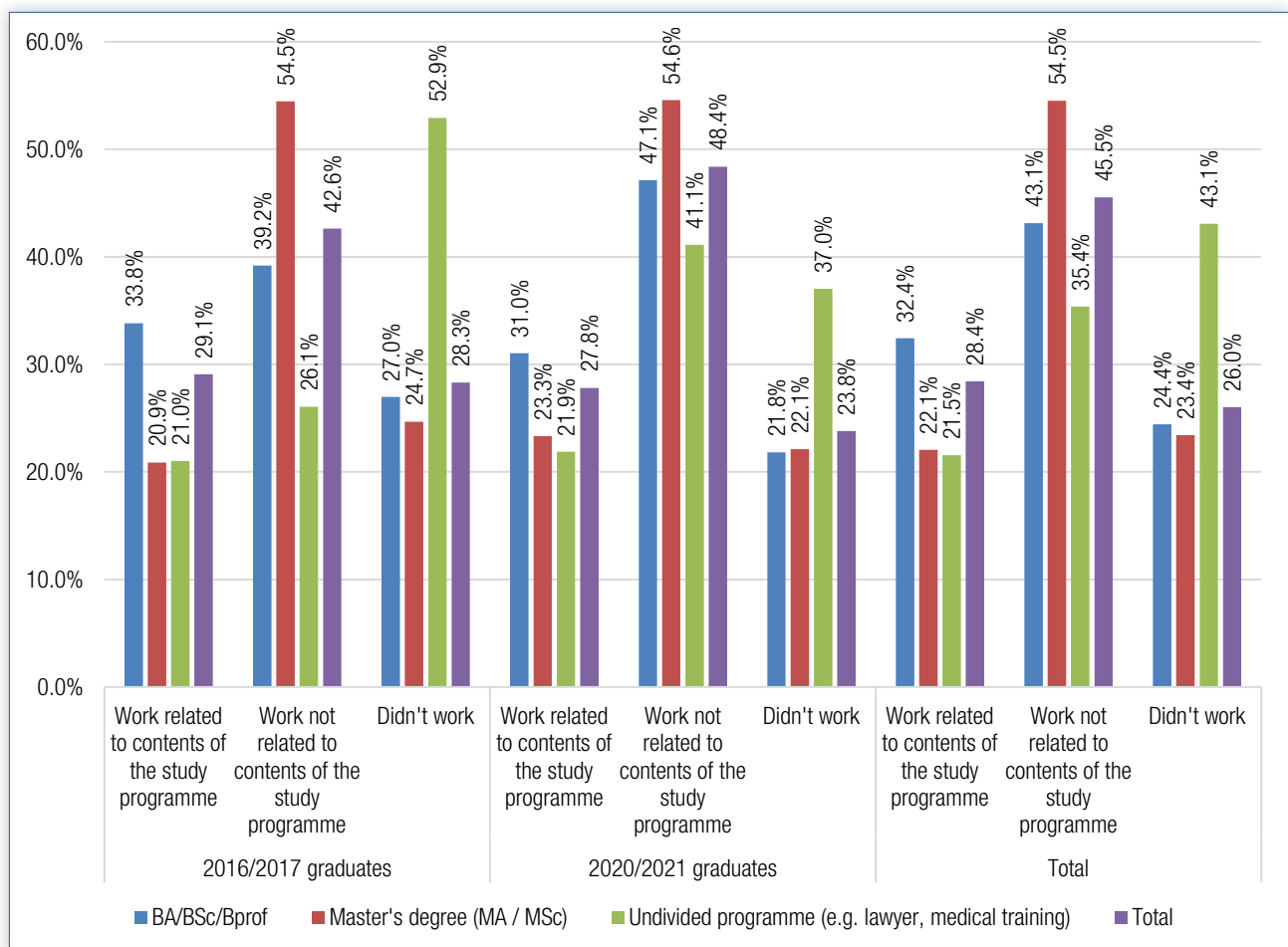
74% of graduates reported that they had engaged in income-generating activities during their studies, either in the form of paid employment or student work. Most of this work was related to the content of their studies.

The proportion of graduates with an undivided degree who worked during their studies was considerably lower than graduates with a bachelor's or master's degree.

Graduates in 2020/21 were significantly more likely to report working during their training. This is particularly true for graduates from bachelor's and master's programmes (Figure 4).

**Figure 4: Work during studies by level of study and year of graduation<sup>4</sup>**

Source: Hungarian Eurograduate 2022 survey, N=6797



<sup>4</sup> The question was: Were any of your paid labour related to contents of your study programme? (1) yes (2) no. If the respondent had any work experience related to the contents of their study, they chose 'yes', but they may also have had work experience not related to their studies.

## INTERNATIONAL MOBILITY

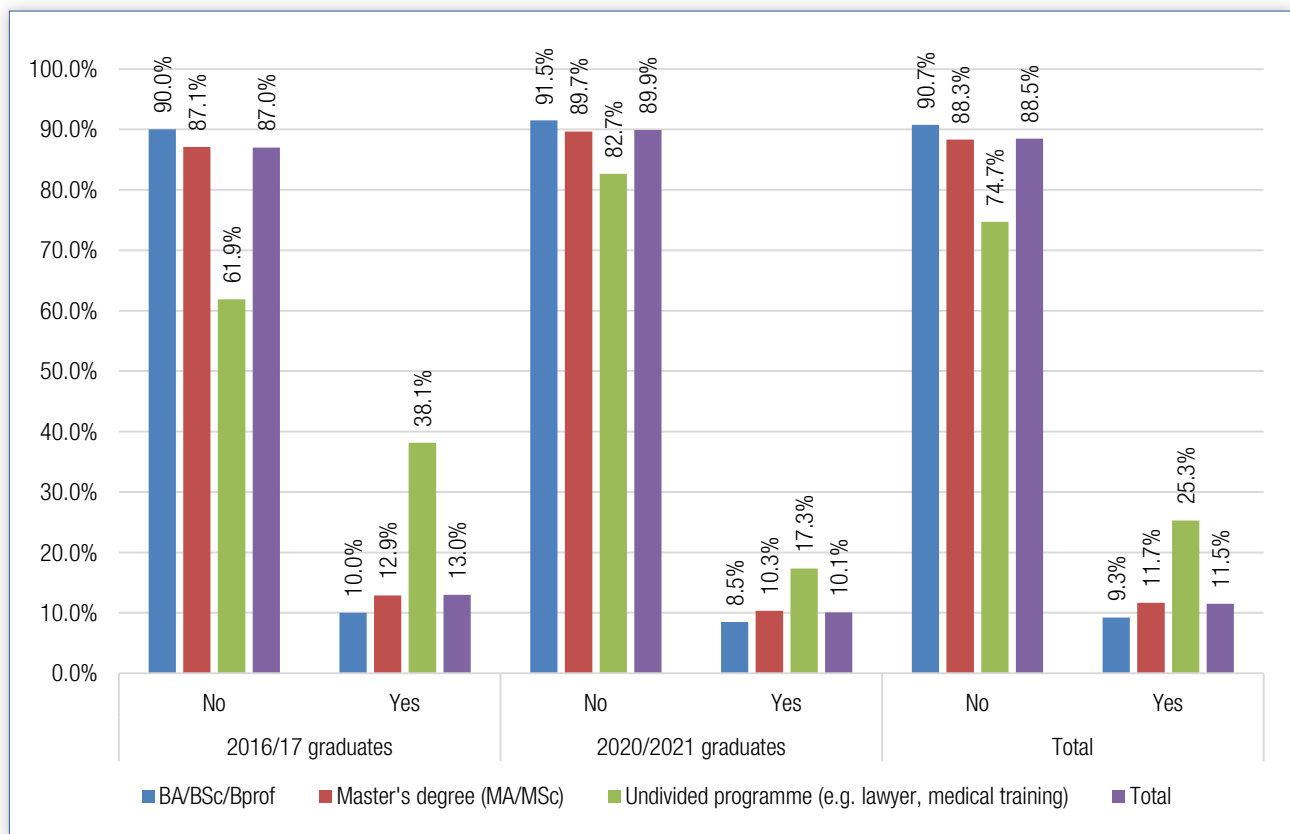
Overall, 11.5% of graduates indicated that they had taken part in some form of experience abroad during their programme. Most of them only participated in one international mobility programme. The most common form of experience abroad was part-time studies, with 6% of graduates indicating this form.

Graduates in undivided courses indicated in the highest proportion (25%) that they had gained experience abroad. This may be partly due to the fact that undivided programmes run for a longer time than bachelor's and master's programmes. On average, 12% of master's graduates and 9% of bachelor's graduates reported some kind of study-related trip abroad.

Among the 2020/21 graduates, presumably due to the Covid-19 pandemic, fewer had the opportunity to gain experience abroad in all forms of education (Figure 5).

**Figure 5: Did you gain any experience abroad as part of the programme?**

Source: Hungarian Eurograduate 2022 survey, N=6792



## TERTIARY EDUCATION SINCE GRADUATION

47% of the cohort graduating in 2016/17 and 32% of the cohort graduating in 2020/21 have started further tertiary education since finishing their tertiary education that was the base of the survey (Figure 6).

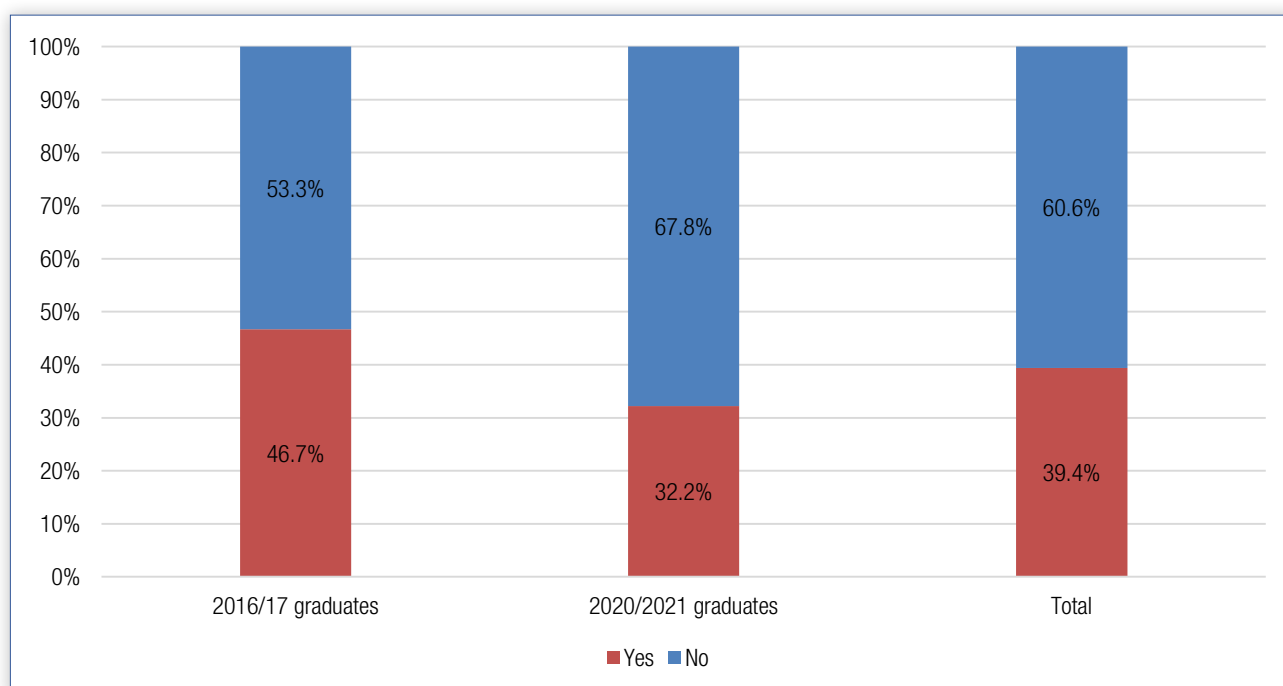
For both cohorts, those with a bachelor's degree are the most likely to start further tertiary education, however amongst them 2016/17 graduates continued their studies at a much higher rate compared to 2020/21 graduates (Figure 7).

Overall, 39% of bachelor's graduates from the two graduating cohorts started a master's programme, with 44% of bachelor's graduates graduating in 2016/17 and 33% graduating in 2020/21. This difference of around 11 percentage points suggests that a proportion of bachelor's graduates do not start their master's studies immediately after graduation, but with a gap of one or two years (Figure 8).

For both cohorts, around 3% of bachelor's graduates went on to study for a master's degree abroad, the rest continued their studies at home. Within this group, slightly more graduates stayed on to study for a master's degree at the same institution where they acquired their bachelor's degree, compared to those who changed institutions. There is no pattern of changing field of study either, with only about a quarter of those enrolling in a master's programme after their bachelor's degree changing field of study.

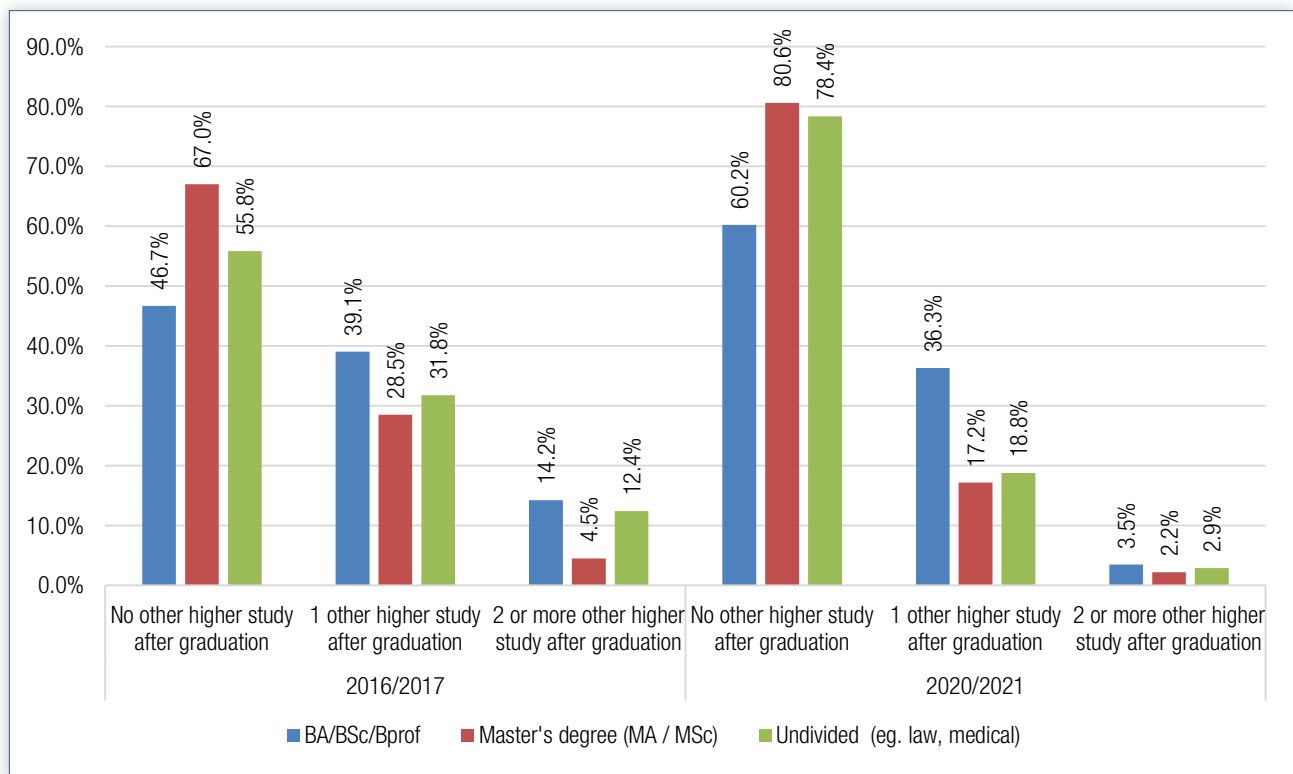
**Figure 6: Did you study in another programme after you obtained your degree?**

Source: Hungarian Eurograduate 2022 survey, N=6789



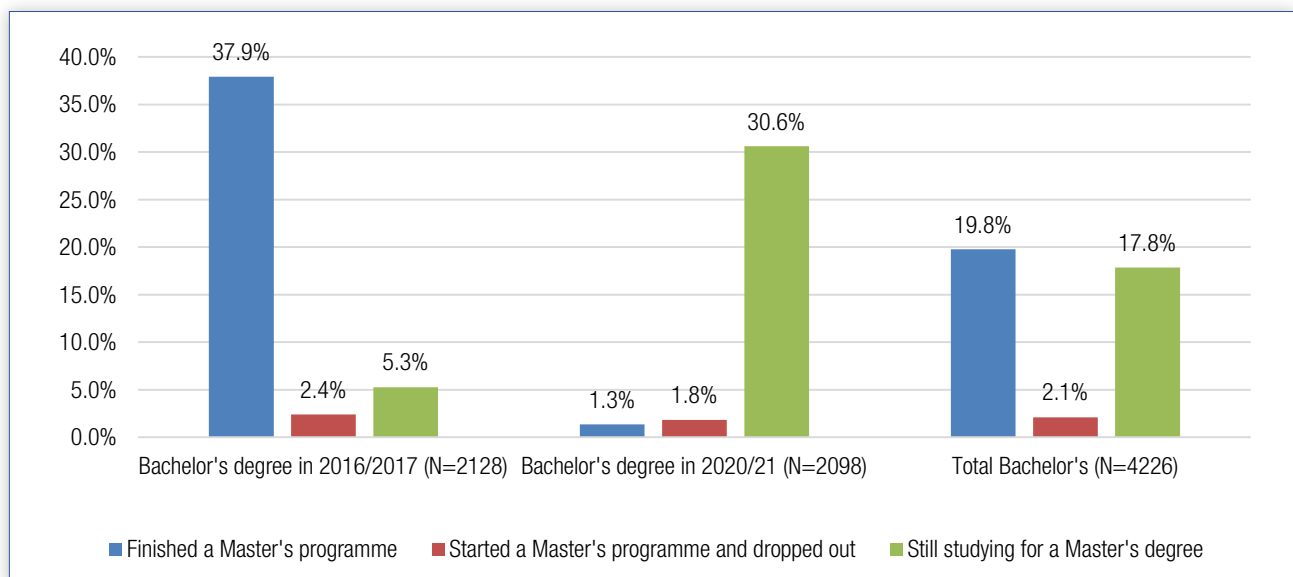
**Figure 7: Number of further tertiary education programmes by level of study and year of graduation**

Source: Hungarian Eurograduate 2022 survey, N=6794



**Figure 8: Participation of bachelor's graduates in master's programmes<sup>5</sup>**

Source: Hungarian Eurograduate 2022 survey



<sup>5</sup> Given that a respondent could indicate more than one master's level programme (max. 3 options), the percentages add up to more than the total number of respondents starting a master's degree.

## CURRENT ECONOMIC ACTIVITY OF GRADUATES

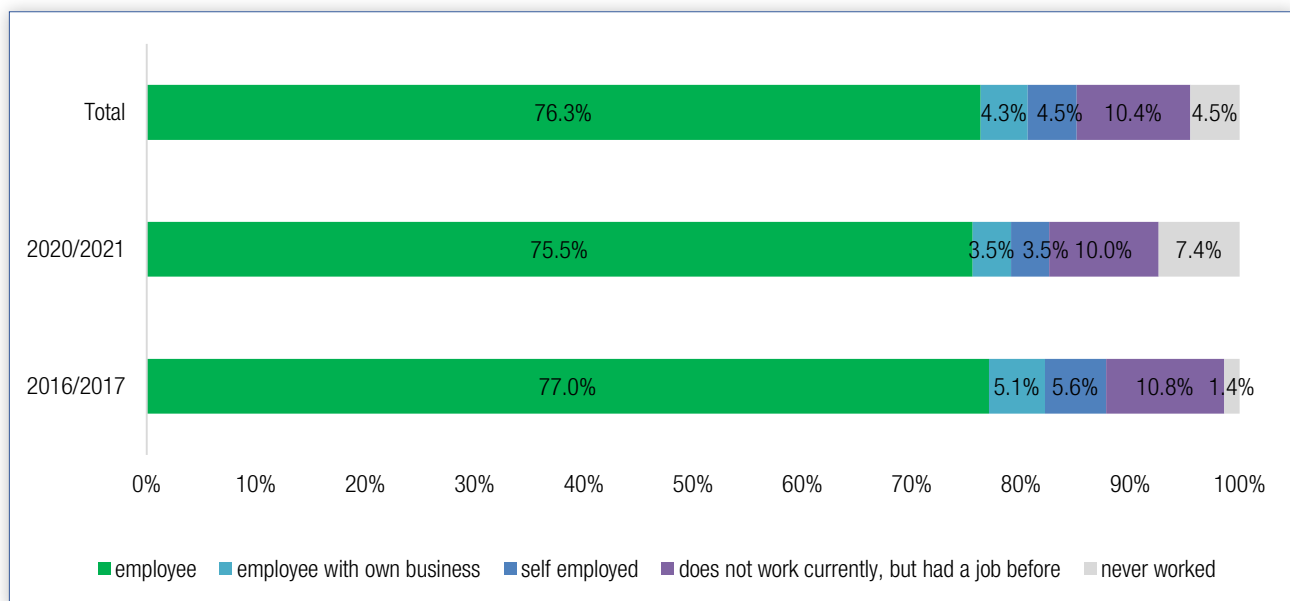
Overall, 85.1% of graduates who responded to the Eurograduate 2022 survey are currently working, 10.4% are currently not working but have had a job or an income-generating activity after graduation, and only 4.5% have never worked.

Among those who graduated five years ago, there are significantly fewer who have never worked than among those who graduated one year ago, while the proportion of those who are currently not working but have had a job is almost the same in the two cohorts. All these data lead to the conclusion that, one year after graduation, quite a large number of graduates still take advantage of the fact that their parents support them financially, so they prefer to enter the labour market only if they find a job that suits their needs, while 5 years after graduation this is only the case for a fraction of them.

The proportion of entrepreneurs is significantly higher among those who graduated five years ago than among those who graduated one year ago (Figure 9).

**Figure 9: Current economic activity of graduates by year of graduation**

Source: Hungarian Eurograduate 2022 survey, N=6793 (5 year graduates: 3367; 1 year graduates: 3426)



## THE INCIDENCE OF UNEMPLOYMENT AMONG GRADUATES

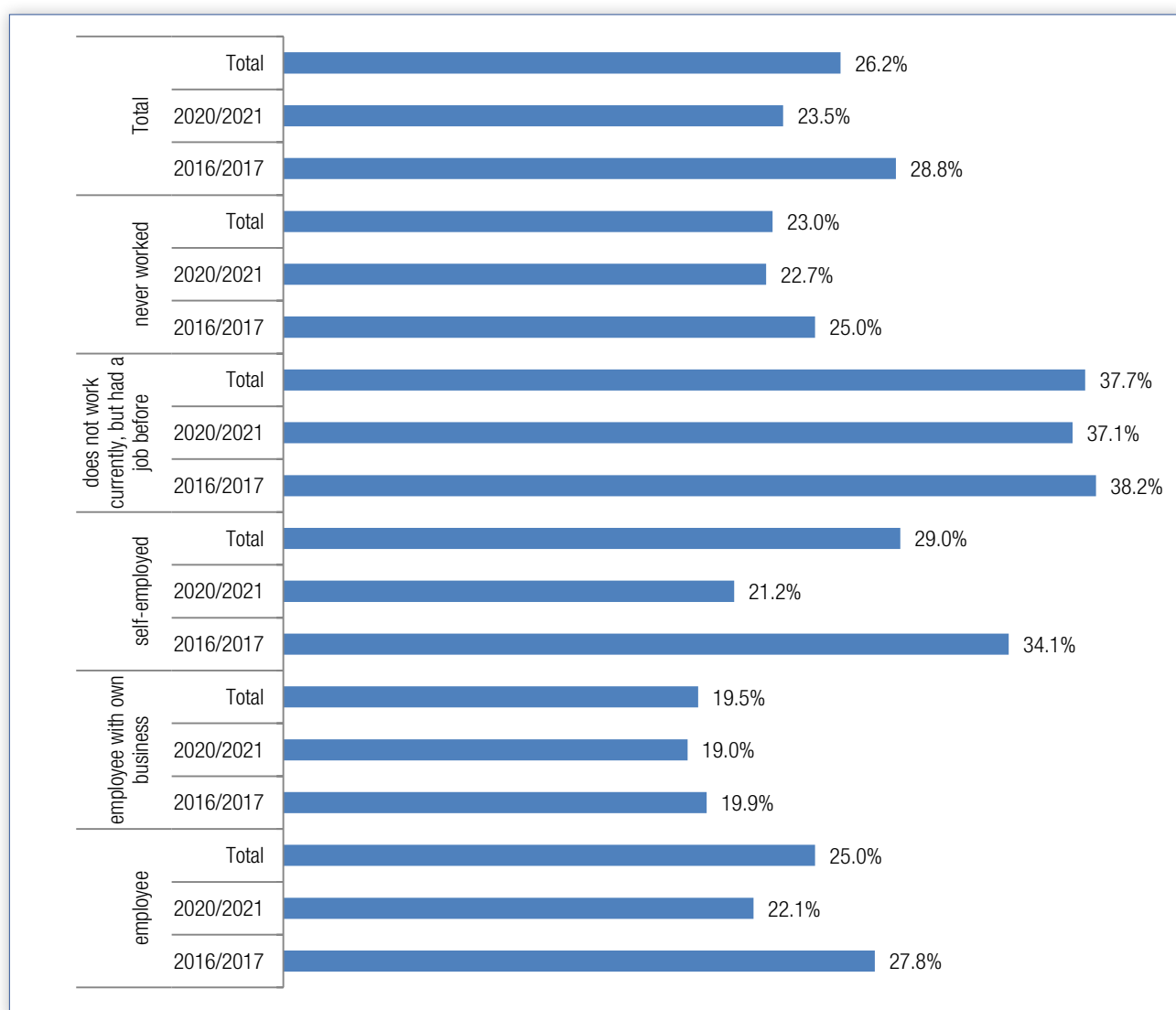
A quarter (26.2%) of graduates reported being unemployed/jobseeking for a longer/shorter period after completing their university education, but only one in two of them were registered. In this respect, there is little difference between those who graduated one and five years ago.

One third (34.1%) of 5-year graduates who are currently self-employed report having been unemployed since graduation, compared to only 21.2% of full-time self-employed graduates who have been unemployed for one year (Figure 10).

**Figure 10: Incidence of unemployment by current economic activity and year of graduation**

Source: Hungarian Eurograduate 2022 survey, N=6793 (5 year graduates: 3367; 1 year graduates: 3426)

The question asked: 'Have you ever been unemployed (that is, not employed but seeking for employment) since graduation?'



## THE START OF JOBSEEKING

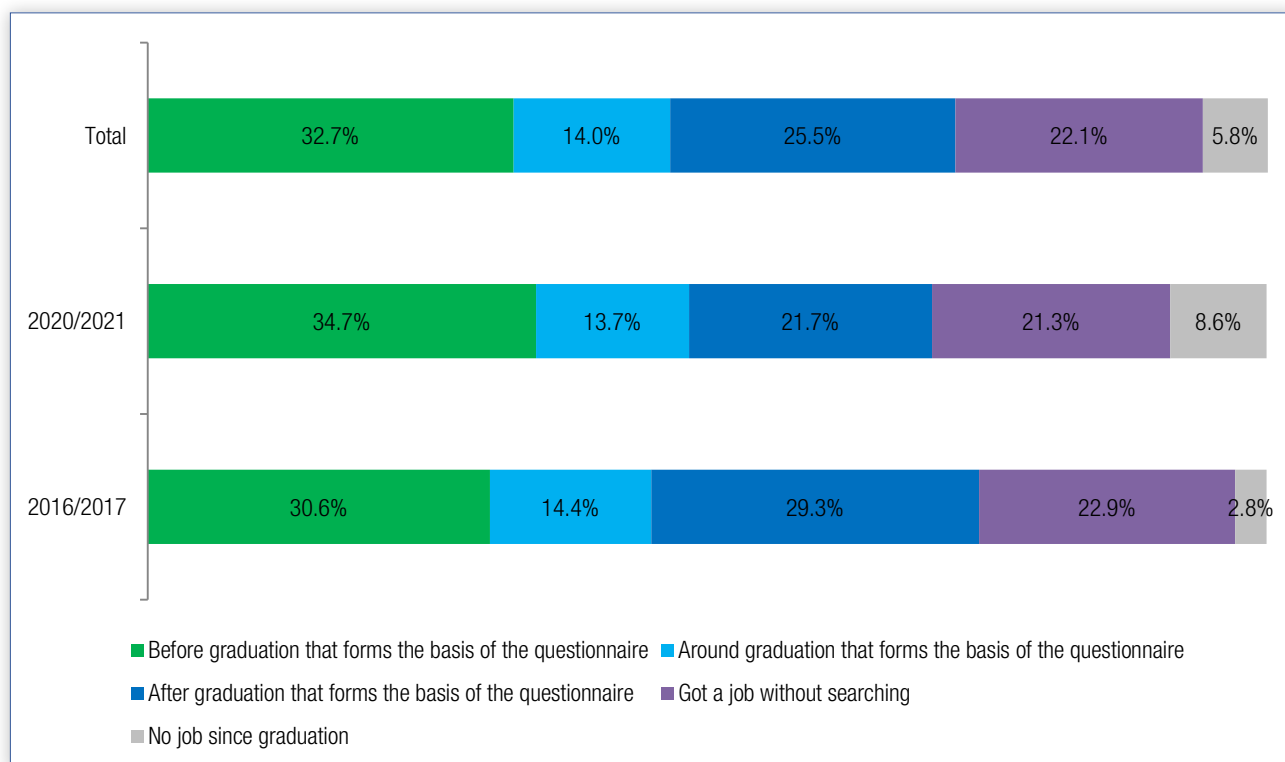
Overall, a third of graduates started looking for a job before they had completed their tertiary education and ended up working for the first time after their education.

In this respect, there is a significant difference between the two groups of graduates: more of those who graduated 1 year ago started looking for a job before graduation than those who graduated 5 years ago (Figure 11). This difference is even more pronounced when looking only at the proportions of those who were already working after graduation: 38% of 1-year graduates and 31.5% of 5-year graduates started looking for their first job before obtaining tertiary education.

**Figure 11: The start of jobseeking**

Source: Hungarian Eurograduate 2022 survey, N=6793 (5 year graduates: 3367; 1 year graduates: 3426)

The question asked: 'When did you first start looking for the job that you worked at for the first time after graduation?'



## CHARACTERISTICS OF THE CURRENT EMPLOYMENT

Overall, 83.1% of working graduates have a single job, 16.9% have more than one job (including own business). The vast majority work full-time.

91% of graduates with a job work as employees, 7.6% are self-employed (self-employed without employees) and 1.4% are self-employed with paid employees.

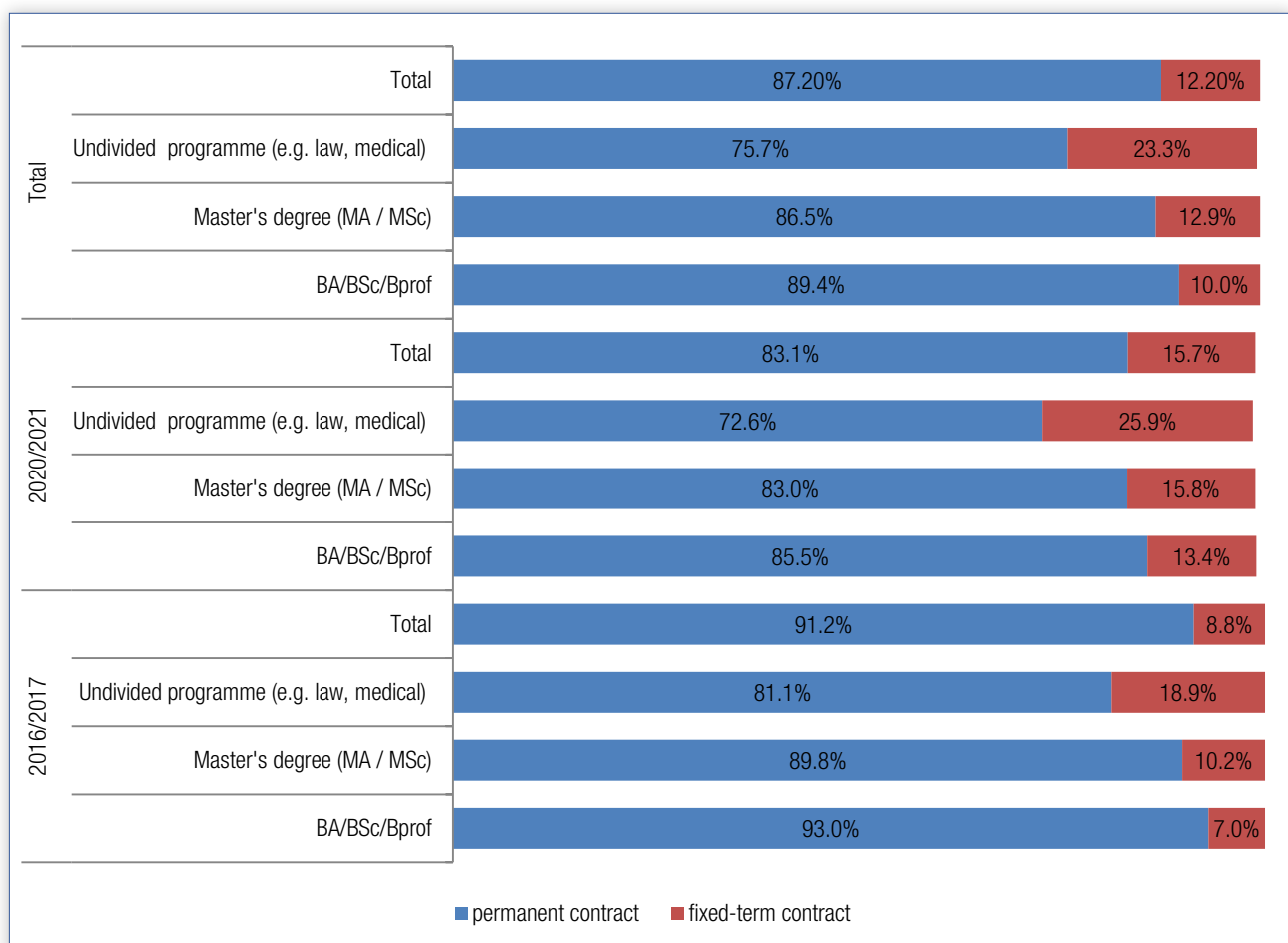
87.2% of graduates working as employees have a permanent contract, while 12.2% have a fixed-term contract. 92.1% work full-time and 7.9% part-time.

Overall, 87.2% of graduates currently working have a permanent contract. Already in the first year of employment, the share of those with a permanent contract is very high, with 91.2% of 5-year graduates already having a permanent contract (Figure 12).

**Figure 12: Current contract of graduates by level of study and year of graduation**

Among those currently in employment

Source: Hungarian Eurograduate 2022 survey, N=5792 (5 year graduates: 2955; 1 year graduates: 2837)





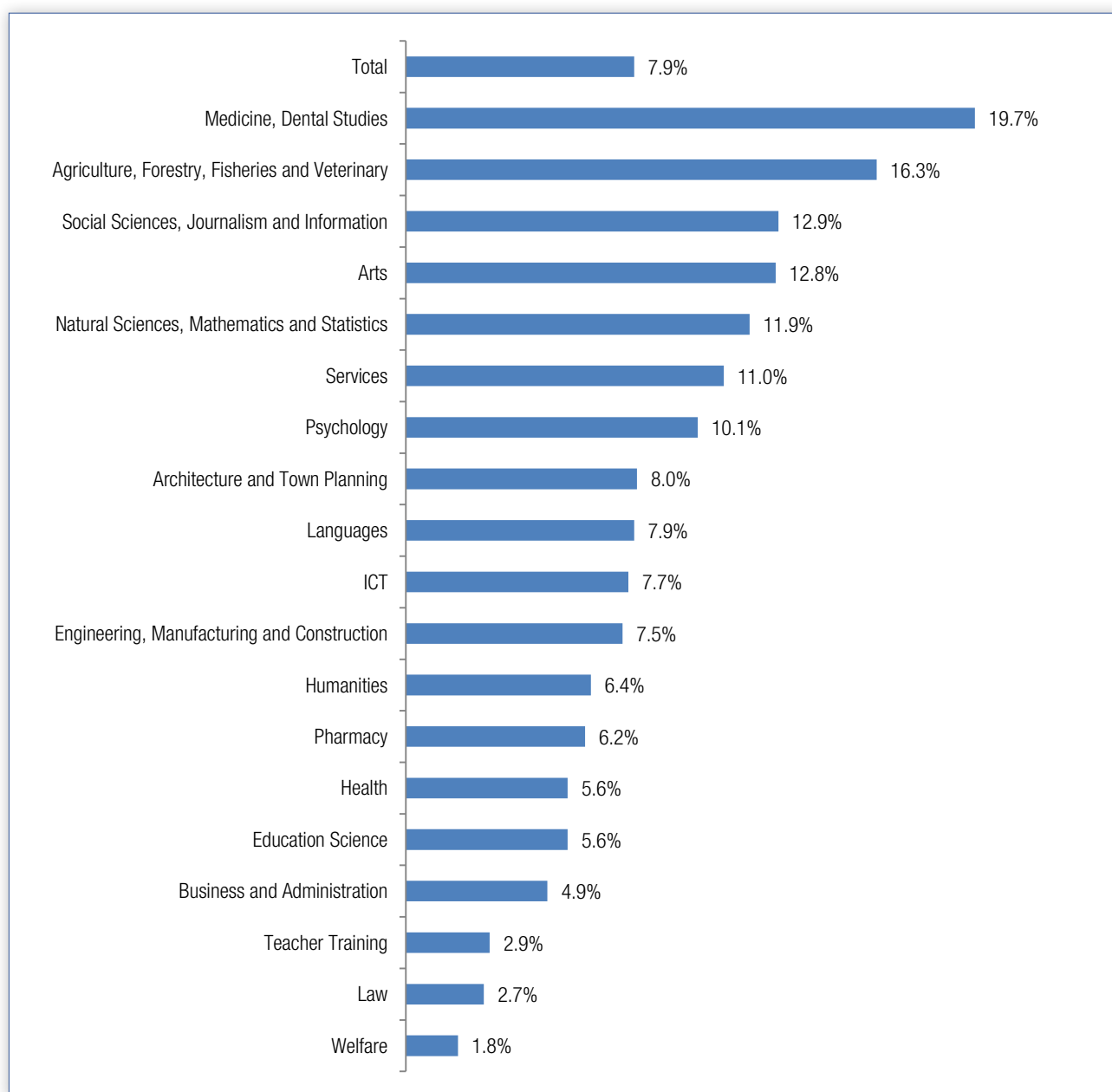
## WORKING ABROAD

Overall, 8% of graduates who have a job are working abroad, 9% of 5-year graduates and 6.9% of 1-year graduates. Among graduates who are currently working abroad, the highest proportion is among the field of medicine and dentistry (19.7%) (Figure 13).

**Figure 13: Graduates' current work abroad by field of study**

Among those currently in employment

Source: Hungarian Eurograduate 2022 survey, N=5792



## CHANGING JOBS AROUND THE TIME OF GRADUATION

Our results show that graduates are characterised by intensive job changes in the initial period after graduation. More than half of 1-year graduates and only more than a third of 5-year graduates work in their first job after graduation (Figure 14).

The initial job change is only slightly dependent on the enrolment status (full-time/part-time studies) for 5-year graduates and independent of the enrolment status for 1-year graduates.

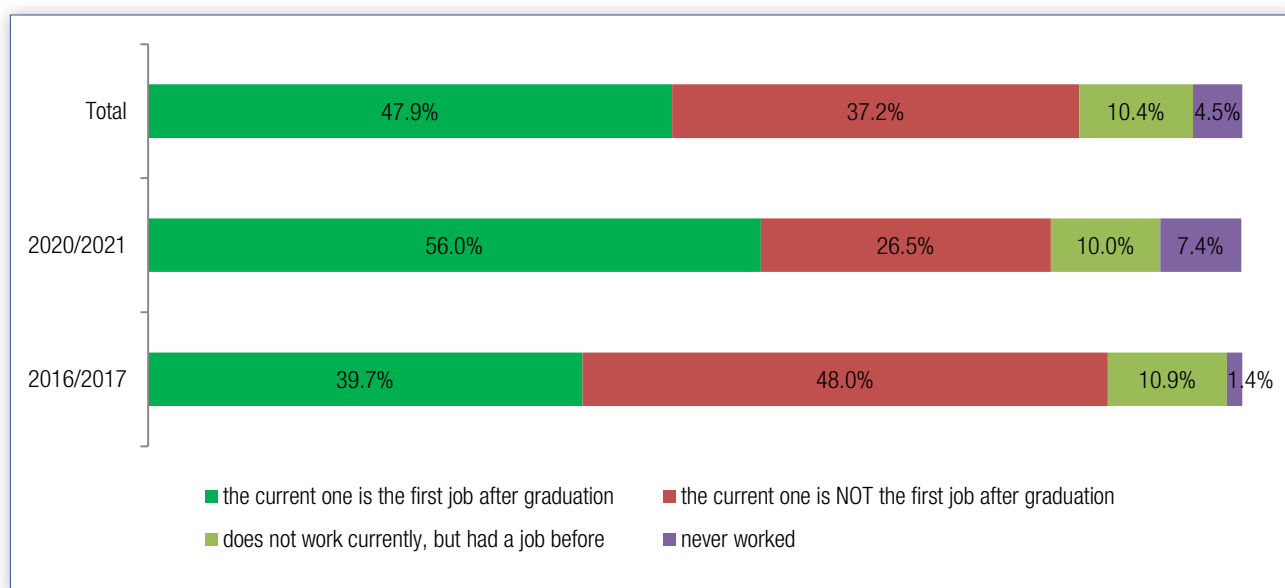
5-year part-time graduates changed jobs in the highest proportion in the initial period, with one in two (51.4%) no longer working in their first job after graduation (Figure 15).

There is minimal correlation between the time spent looking for a job after graduation and the initial job change. Young graduates with first work experience are characterised by intensive job switching (job selection) even if they are already strongly embedded in their first job as students (Figure 16)

### Figure 14: Initial job change by year of graduation

Constructed variable based on the question asked among those currently in work: *'Is your current job the first job you had after graduation?'*

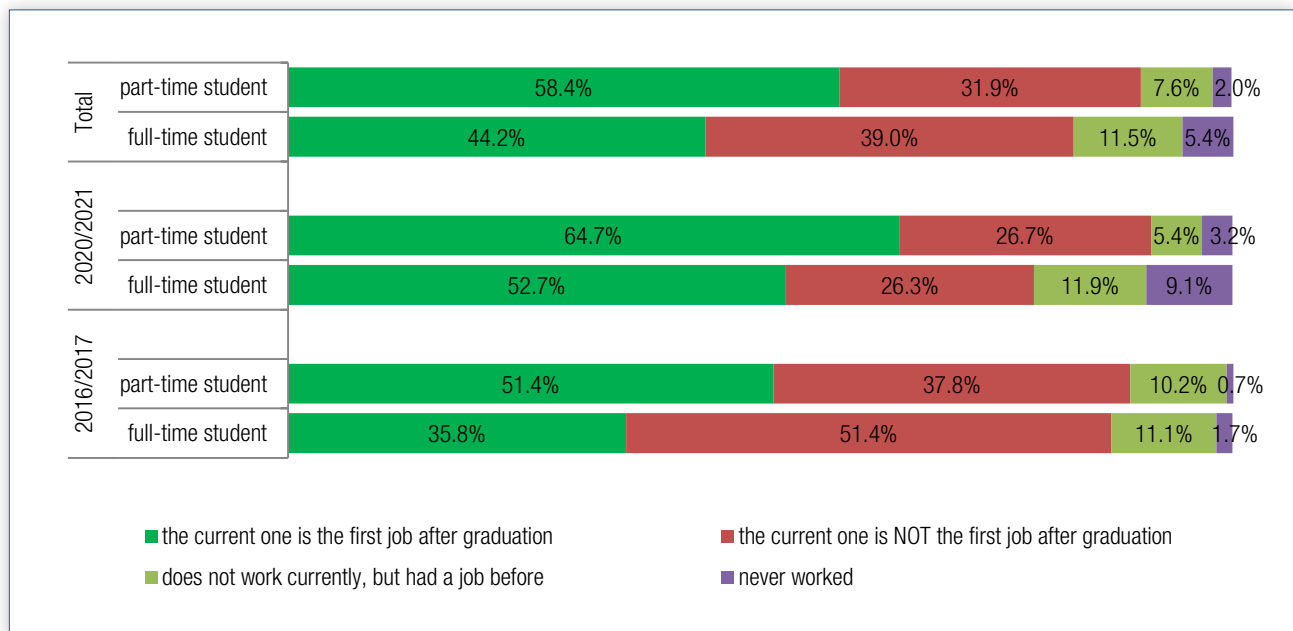
Source: Hungarian Eurograduate 2022 survey, N=6793 (5 year graduates: 3367; 1 year graduates: 3426)



**Figure 15: Initial job change by enrolment status and year of graduation**

Constructed variable based on the question asked among those currently in work: 'Is your current job the first job you had after graduation?'

Source: Hungarian Eurograduate 2022 survey, N=6793 (5 year graduates: 3367; 1 year graduates: 3426)

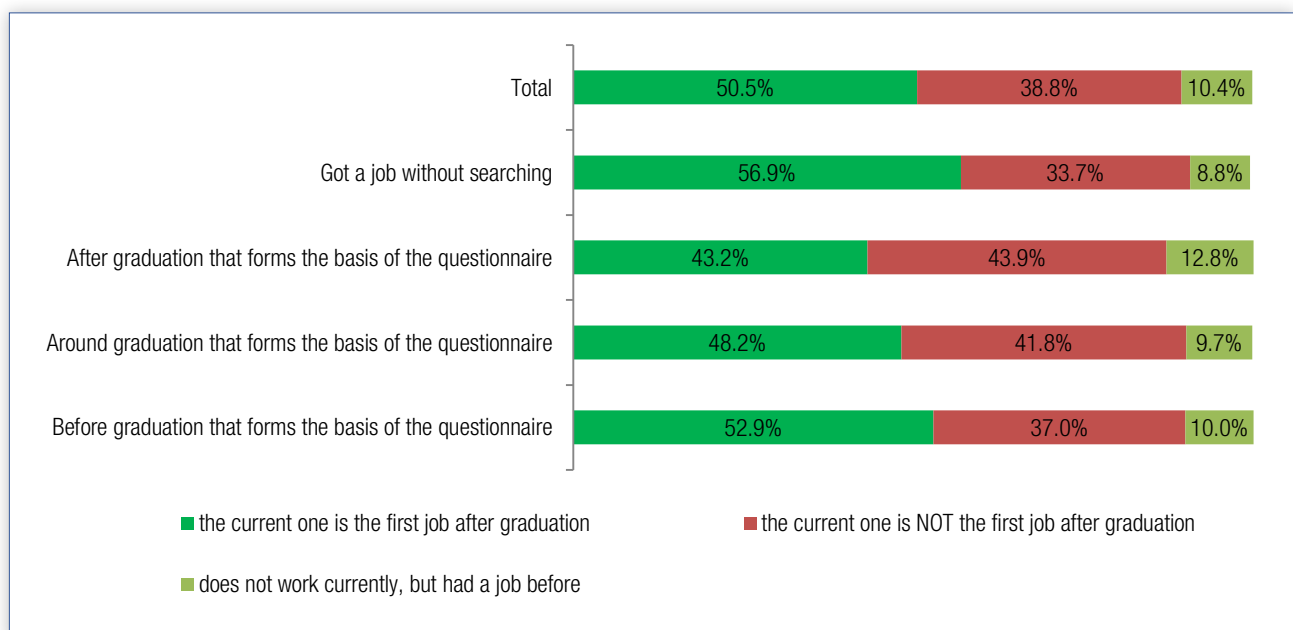


**Figure 16: Initial job change by date of first job search**

Among those with at least one job after graduation, N=6484

Constructed variable based on the question asked among those currently in work: 'Is your current job the first job you had after graduation?'

Source: Hungarian Eurograduate 2022 survey



## PERCEIVED VERTICAL MATCH BETWEEN HIGHER EDUCATION STUDIES AND CURRENT WORK

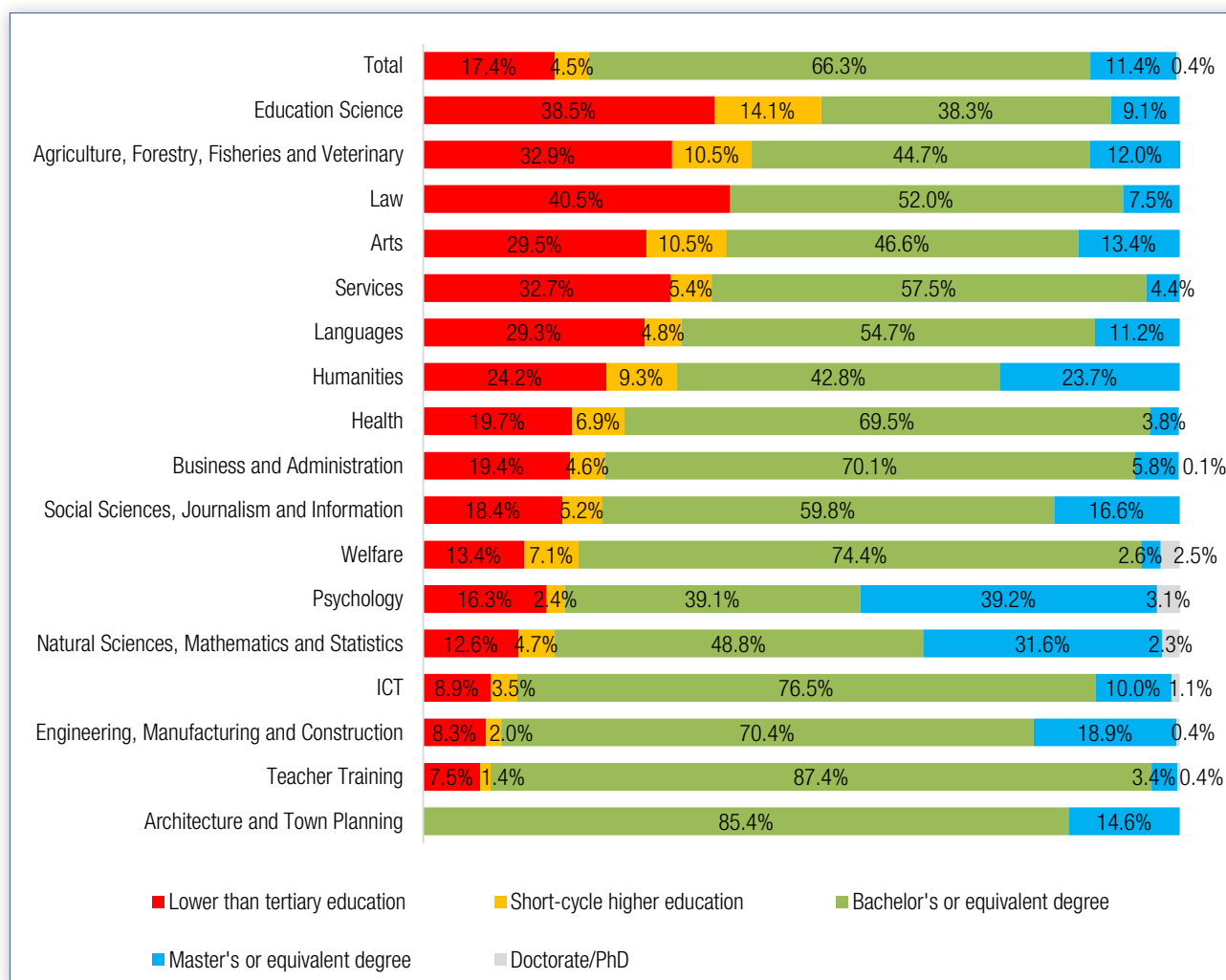
16.5% of graduates with a job reported that they felt they did not need a higher education qualification for the job they currently do. There is only a minimal difference in this respect by year of graduation.

21.9% of bachelor's graduates say they do not need a higher education qualification for their current job. This proportion is significantly lower for master's and undivided graduates (8.6% and 6.2% respectively), but the proportion of master's graduates who think that a bachelor's degree would be sufficient for their job is very high (44.6%) (Figures 17 and 18).

**Figure 17: Perceived vertical match of work to level of study by field of study among recent bachelor's graduates who are currently working**

Source: Hungarian Eurograduate 2022 survey, N=3517

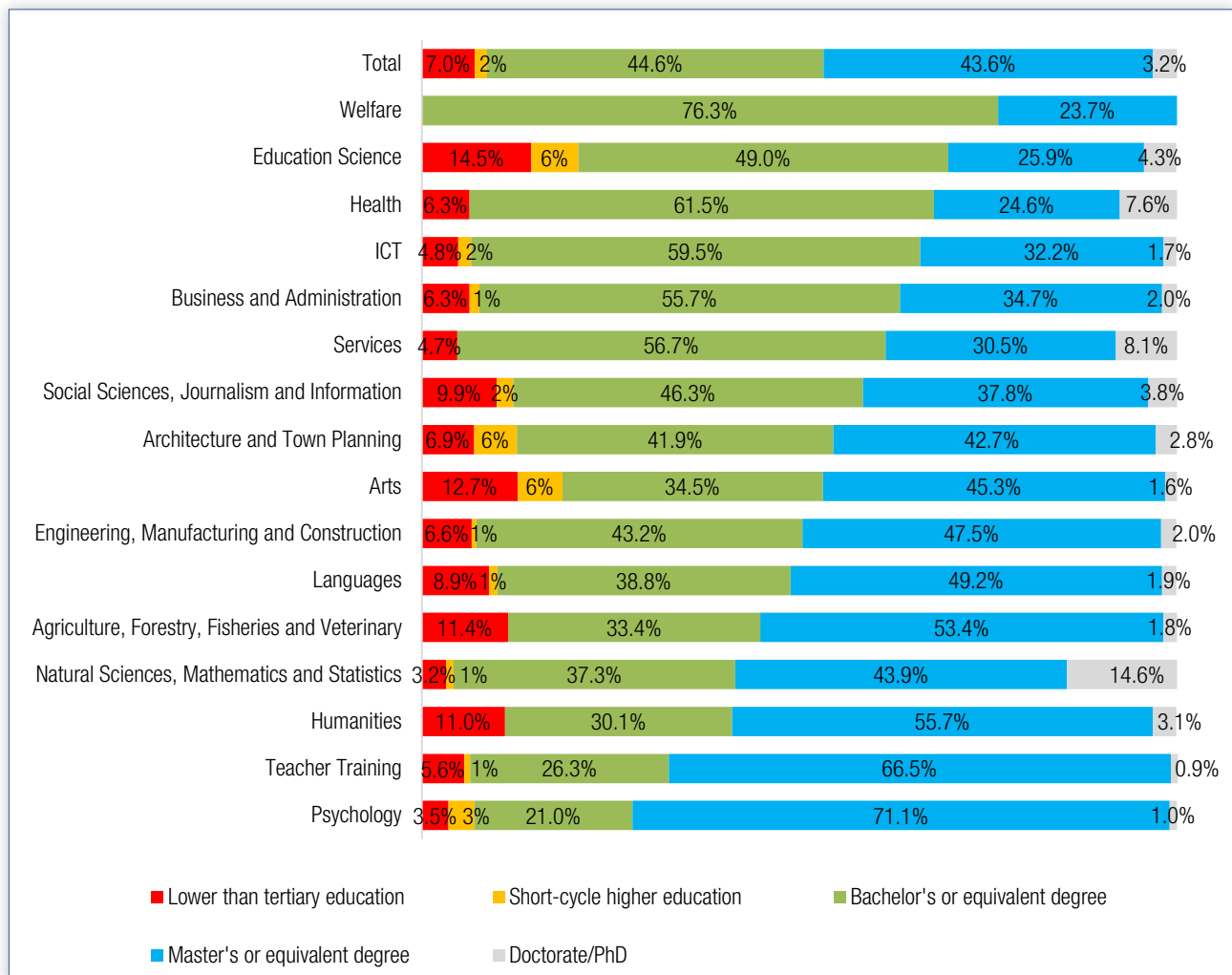
The question asked: 'What level of education is usually required to perform this job?'



**Figure 18: Perceived vertical match of work to level of study by field of study among graduates with a master's degree who are currently working**

Source: Hungarian Eurograduate 2022 survey, N=1665

The question asked: 'What level of education is usually required to perform this job?'



## PERCEIVED HORIZONTAL MATCH BETWEEN HIGHER EDUCATION STUDIES AND CURRENT WORK

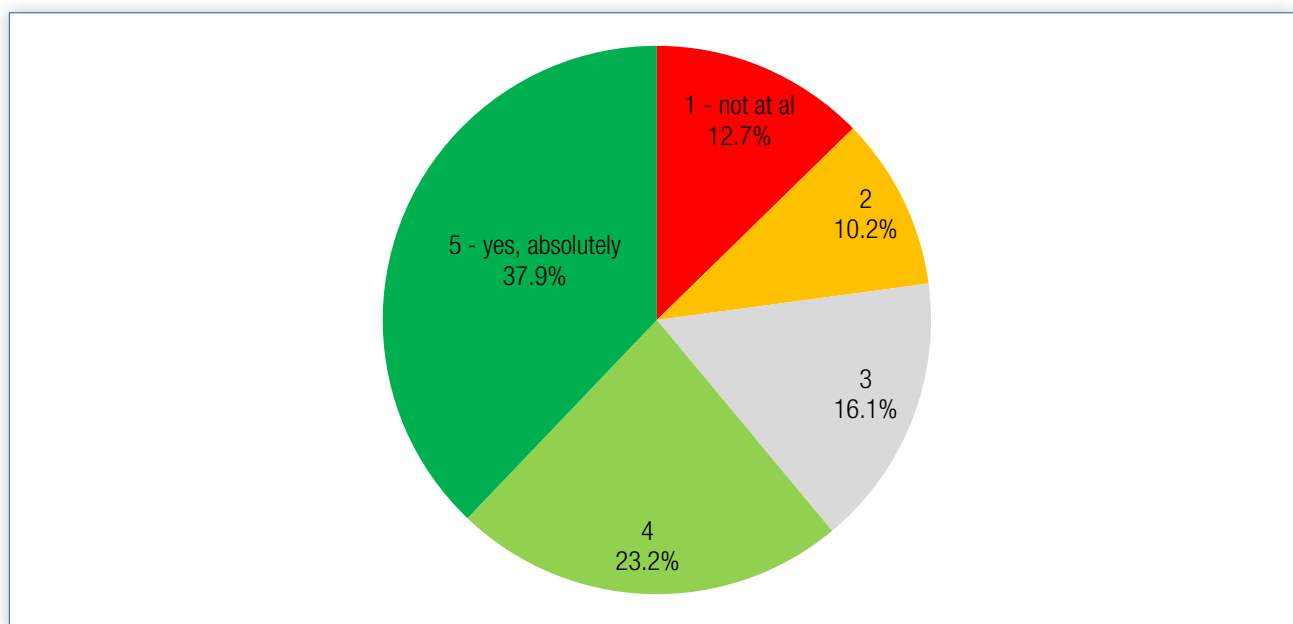
Graduates are significantly more divided on the horizontal than on the vertical match between studies and work. Overall, only just over a third of them consider that there is a perfect match between the field of their tertiary study and their current job, and a further quarter gave a ,good' rating for horizontal match (Figure 19).

There is no significant difference in the horizontal match between the current job and the field of tertiary study by year of graduation. By level of study, there are already significant differences: overall, graduates with a bachelor's degree are the least likely to feel that their current job matches their tertiary qualification (field of study). Master's graduates rated the horizontal match slightly better, and even better the graduates with an undivided degree (Figure 20).

However, it is not true for all fields of study that graduates are more satisfied with the horizontal match of higher-level programmes than lower-level programmes. For example, the match of undivided teacher education is perceived by graduates as significantly worse than that of teacher education at bachelor's or master's levels (Figure 20). Undivided teacher education in Hungary typically lasts 10 semesters (5 years), and the qualification allows graduates to teach in primary and secondary schools. Whereas bachelor's and master's level teacher training can train several different types of professionals, for example infant and early childhood educators, conductive teachers, pre-school teachers or special needs teachers.

**Figure 19: In your opinion, is your current job in line with your study programme in terms of professional qualifications (field of study)?**

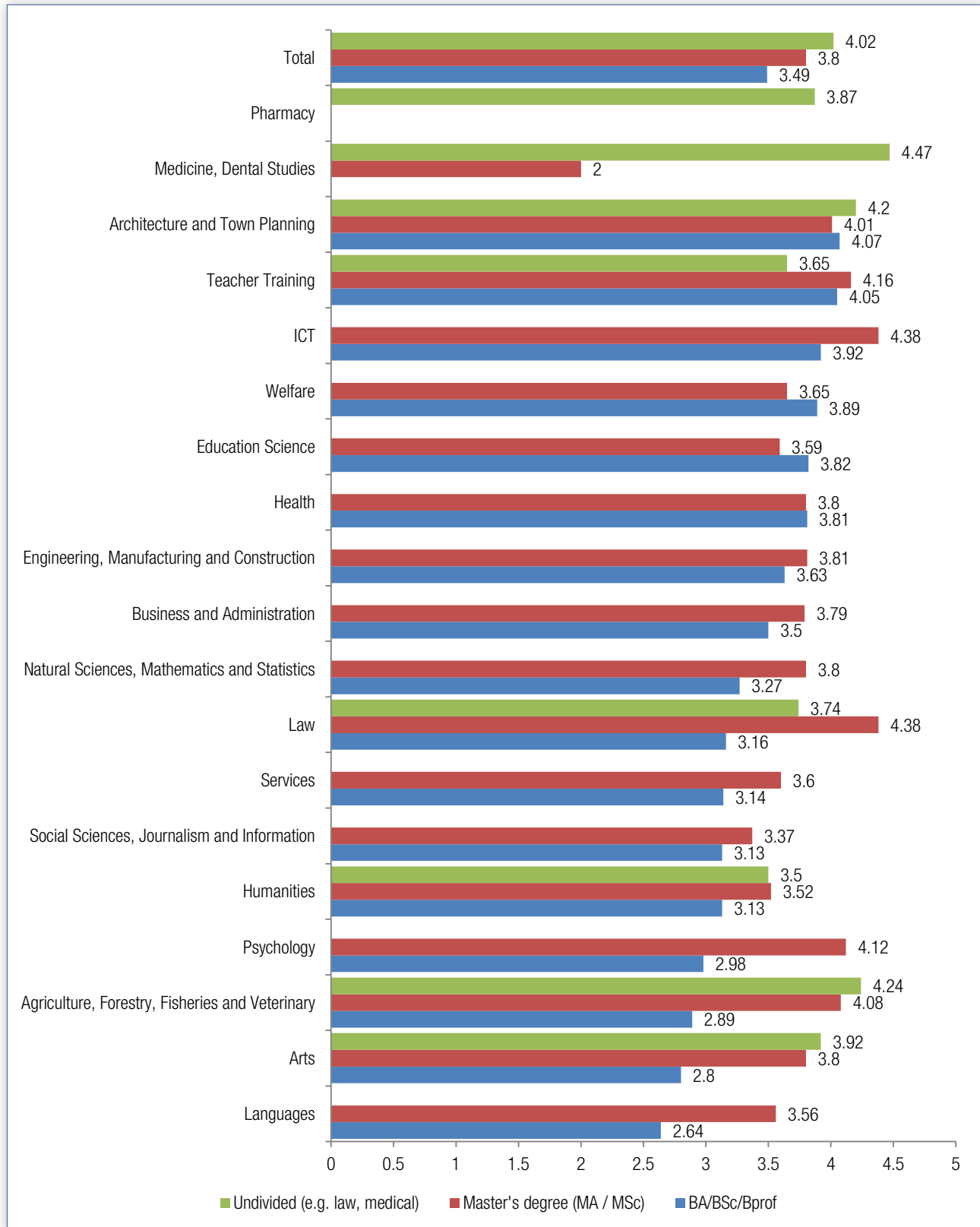
Five-level 'grading' values among graduates with a job  
Source: Hungarian Eurograduate 2022 survey, N=5795



**Figure 20: Perceptions of horizontal fit in terms of professional qualification (field of study), Hungarian average classifications by field of study and level of study among graduates with a job**

Source: Hungarian Eurograduate 2022 survey, N=5795

The question asked: 'In your opinion, is your current job in line with your study programme in terms of professional qualifications (field of study)?' Five-level 'grading' (5: yes, absolutely; 1: no, absolutely not) average values



## SATISFACTION WITH CURRENT JOB

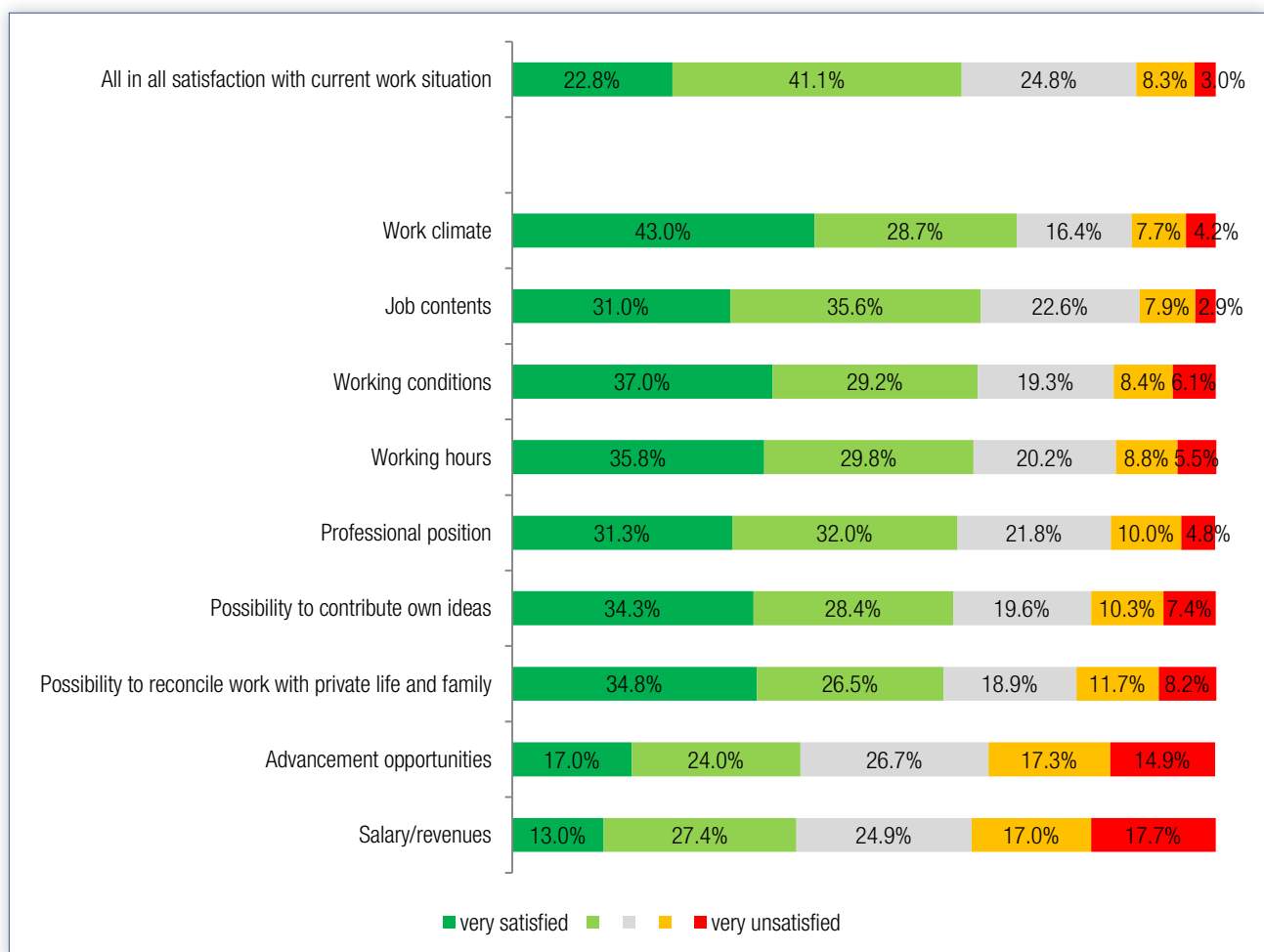
Overall, nearly two thirds of graduates active in the labour market are satisfied with their current job: 22.8% are completely satisfied and 41.1% are satisfied to a 'good' level.

There are two segments of the world of work where the share of those satisfied with at least a 'good' level is less than 50% among graduates: advancement opportunities and salary/ revenues (Figure 21).

**Figure 21: Satisfaction with current job among graduates**

Source: Hungarian Eurograduate 2022 survey, N=5795

The questions asked: 'How satisfied are you with your current work regarding the following aspects?' 'How satisfied are you all in all with your current work situation?'





## REGIONAL MOBILITY TRENDS

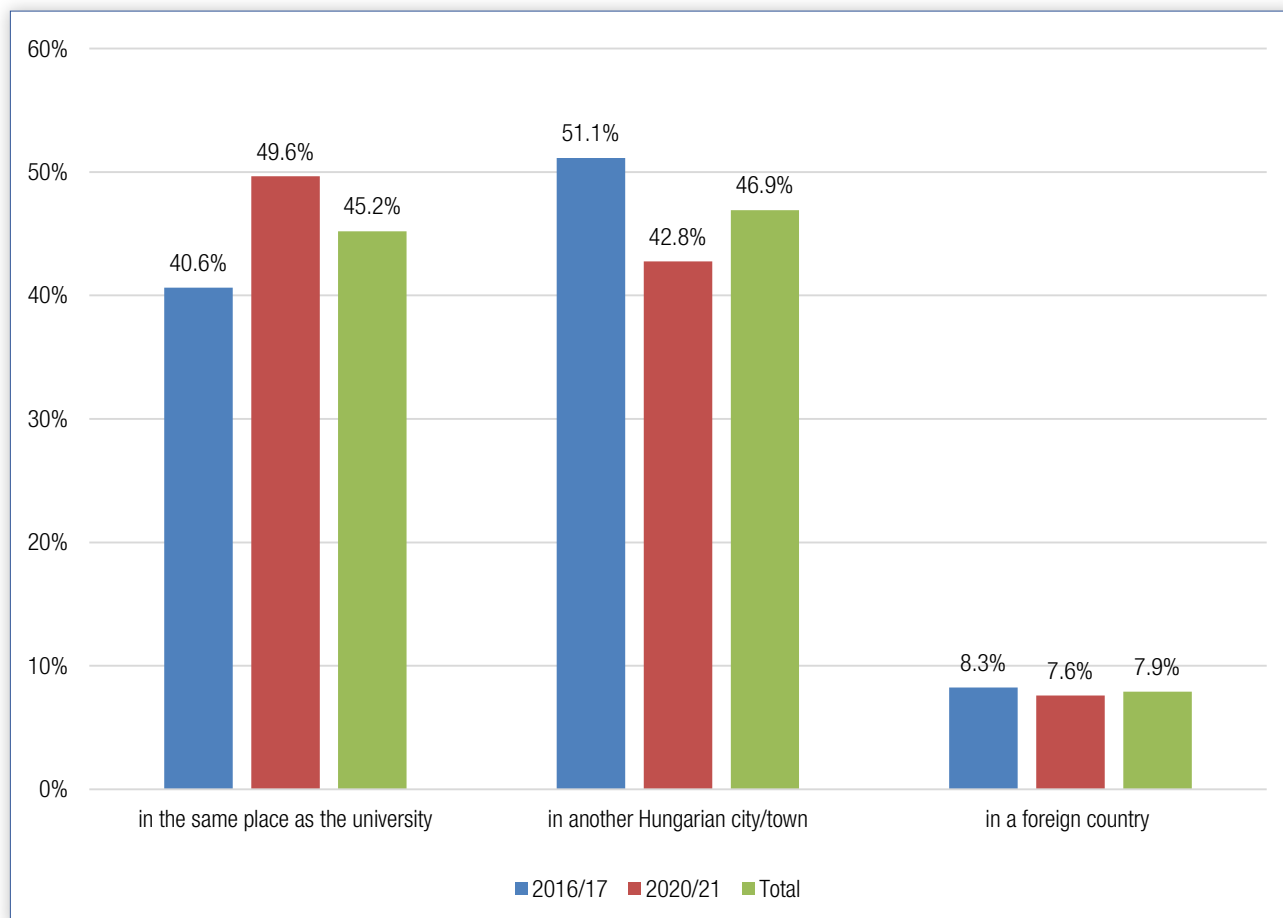
Half of 1-year graduates live in the same place as their higher education institution (HEI); for 5-year graduates, the proportion is 10% lower. Therefore, the regional retention effect of the higher education institutions is very strong in the initial period, as more than two thirds of graduates did not grow up in the settlement of their HEI (Figures 22 and 23).

There is no difference between the 1 and 5-year graduate groups in terms of moving abroad, with nearly 8% of both graduate groups living abroad at the time of completing the questionnaire. For the 1-year graduates this is still largely in line with the country of upbringing, but for the 5-year graduates there is a significant move abroad (Figures 24).

German-speaking countries are the main attractors of Hungarian graduates, based on the responses (Figure 24). When analysing the countries mentioned by graduates living abroad, it is important to note that we only have such data for respondents who, in addition to choosing the option of living abroad, also mentioned the country they live in.

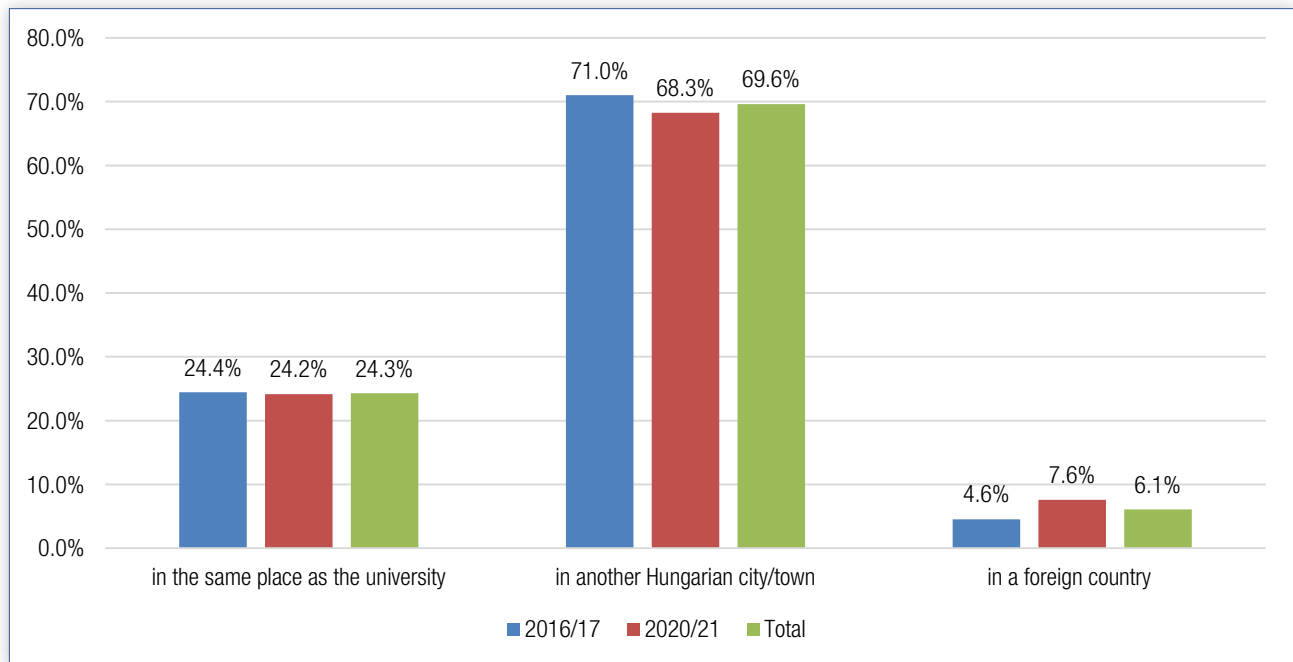
**Figure 22: Current place of residence of graduates in relation to the place of higher education**

Source: Hungarian Eurograduate 2022 survey, N=6747



**Figure 23: Graduates' place of residence at age 14**

Source: Hungarian Eurograduate 2022 survey, N=6759



**Figure 24: Country of residence of graduates living abroad**

Source: Hungarian Eurograduate 2022 survey, N=528

