



**BME STUDENT CENTER**

**Budapest University  
of Technology and Economics**

**2008**

**employment  
opportunities  
of fresh  
graduates**



Survey among 2006 graduates of the BME  
and follow-up of 2004 graduates

# **Budapest University of Technology and Economics (BUTE)**

## **Employment Opportunities of Fresh Graduates**

A survey among 2006 BUTE graduates and  
a follow-up study of 2004 BUTE graduates

Press release

Prepared by:  
Imre Szabó

5 December, 2008 Budapest  
Prepared with the support of the Student Centre and the Youth Association of  
Budapest University of Technology and Economics.



Further information: [www.sc.bme.hu/felmeresek](http://www.sc.bme.hu/felmeresek), +36 1-463-3872

Our survey was carried out on full-time students with Hungarian citizenship receiving a degree at the Budapest University of Technology and Economics (BUTE) in 2006. The present follow-up examination forms part of the university's quality assurance system, in the frame of which we perform regular surveys among freshmen, graduated students and companies employing graduates.

The responses reflect the labour market experiences until 29 February, 2008 of young engineers, mathematicians, engineering physicists and engineering managers graduated in 2006. We have performed our follow-up examination for the ninth time, thus we have expanding timelines available, which provide opportunity for comparison with earlier researches of a similar topic and for highlighting observed trends.

As a year ago, we have carried out an extended survey, since we have questioned the graduates of 2004 who had already been surveyed two years ago. Truly, our investigation is not tied to individuals, but our statements concerning the given year may still be of interest. In certain tables, we refer to the data acquired from a second, 2008 survey of 2004 graduates as 2004S.

Abbreviation	Faculty	Graduated engineers
ÉPK	Faculty of Architecture	architect (MSc)
ÉMK	Faculty of Civil Engineering	civil engineer (MSc)
GTK	Faculty of Economic and Social Sciences	MSc in engineering management MA in management
GPK	Faculty of Mechanical Engineering	energy engineer (MSc), energetics engineer (BSc) mechanical engineer (MSc), mechanical engineer (BSc), industrial design engineer (MSc)
KSK	Faculty of Transportation Engineering	mechanical engineer (MSc), transportation engineer (MSc)
TTK	Faculty of Natural Sciences	mathematics (MSc), MSc in engineering physics
VBK	Faculty of Chemical Technology and Biotechnology	bioengineer (MSc), environmental engineer (MSc), chemical engineer (MSc)
VIK	Faculty of Electrical Engineering and Informatics	Master in computer science and engineering, electrical and computer engineer (MSc)

*Table 1: Abbreviations of the faculties of the university*

In cases where an answer category did not exist in one of the years, we apply dark background for the given cell in the table. When we received no answer in the given category, the cell got "-" mark and if the ratio of the received answers assumed the value of zero following rounding, it is indicated with "0".

The amounts spent on accommodation and when calculating revenues and income we used the exchange rate of HUF 251.3/€, if it is an income from 2007, and we used the exchange rate of HUF 262.0/€, if it is an income from February 2008, and we used the exchange rate of HUF 260.1/€, if it is an income from March 2008 <sup>1</sup>.

<sup>1</sup> Source: [www.mnb.hu/engine.aspx?page=mnbhu\\_arfolyamok](http://www.mnb.hu/engine.aspx?page=mnbhu_arfolyamok)

## 1. Figures, representativity

We used the statistics of the higher education of the Ministry of Education and Culture<sup>2</sup> to help determine the weight of the BUTE amongst the graduated students in 2006. According to this, 1477 people got a bachelor or master degree on the full-time courses at BUTE, from which the number of bachelor degrees is 43.

At the time writing this survey, student graduated at BUTE from 18 departments, at which academic fields the number of the graduated nationwide at 2006 was 7835 (master degree: 3763, bachelor degree: 4072). So examining these departments the weight of graduated in the master programs from BUTE was 38.1%, while amongst the bachelor programs was 1.1%

We have reached 1667 out of the 1884 students graduated in 2006, and the number of respondents was 311, which constitutes an answer ratio of 18.7 %. We have reached 1496 out of 1733 students graduated in 2004, with the number of respondents being 288, which means an answer ratio of 20.1%. The composition of the sample in both cases was adjusted to the composition of the population according to faculty and sex with the so-called weighting procedure applied in statistics. The weighting procedure ensures that our research can be regarded as representative concerning the sex of the respondents and the faculty of graduation as variables.

	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Number of graduates [persons]	167	209	380	201	139	28	184	576	1884
Interfaculty proportion of graduates [%]	8.8	11.1	20.2	10.7	7.4	1.5	9.7	30.6	100
Number of delivered questionnaires [persons]	152	183	350	181	133	23	146	499	1667
Number of respondents [persons]	44	21	70	32	31	3	18	92	311
Interfaculty proportion of respondents [%]	14.1	6.7	22.5	10.3	10.0	1.0	5.8	29.6	100
Proportion of respondents compared to delivered questionnaires [%]	28.9	11.5	20.0	17.7	23.3	13.0	12.3	18.4	18.7

Table 2: Headcount data of full-time students of Hungarian citizenship graduated from basic training at BUTE in 2006, by faculty

	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Number of graduates [persons]	165	210	375	95	149	43	166	530	1733
Interfaculty proportion of graduates [%]	9.5	12.1	21.6	5.5	8.6	2.5	9.6	30.6	100
Number of delivered questionnaires in 2006 [persons]	111	139	270	78	112	35	128	419	1292
Number of respondents in 2006 [persons]	38	32	76	18	36	7	34	108	349
Proportion of respondents compared to delivered questionnaires in 2006 [%]	34.2	23.0	28.1	23.1	32.1	20.0	26.6	25.8	27.0
Number of delivered questionnaires in 2008 [persons]	153	158	316	91	130	39	138	471	1496
Number of respondents in 2008 [persons]	34	21	59	22	38	8	19	87	288
Proportion of respondents compared to delivered questionnaires in 2008 [%]	22.2	13.3	18.7	24.2	29.2	20.5	13.8	18.5	19.3

Table 3: Headcount data of full-time students of Hungarian citizenship graduated in basic training at BUTE in 2004, by faculty

<sup>2</sup> Source: [http://db.okm.gov.hu/statisztika/fs07\\_fm](http://db.okm.gov.hu/statisztika/fs07_fm)

## 2. Domicile

Analysing separately the division of the graduates of 2006 and their parents according to domicile, it can be stated that migration to and from the capital remains considerable. While in the case of parents, the proportion of Budapest dwellers is 34.0%, in the case of graduates the same proportion is 63.6%. While 10.6% of students with roots in the capital left the city, 50.0% of non-Budapest dwellers moved to the capital or stayed here after finishing the studies. The proportion of those living in Budapest among the graduates of 2004 has decreased by 4% to 59.6% in the last two years

Domicile of graduates	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Budapest	59.8	56.3	58.5	64.4	55.0	100	70.3	69.7	63.6
City of county rank	11.2	–	12.8	8.9	6.1	–	7.6	8.4	8.3
Other city	11.2	19.1	12.8	7.8	6.1	–	18.6	9.7	11.7
Village	2.0	14.8	7.2	15.0	26.7	–	3.5	5.6	9.1
Abroad	15.8	9.8	8.7	3.9	6.1	–	–	6.6	7.3

Table 4: Division of 2006 graduates according to own domicile, by faculty and total [%]

## 3. Accommodation

The 40.0% of 2006 graduates indicated that they live in their own property, which is in accordance with the values of the previous years. Most live in an own property in Budapest, whereas the least property owners are in villages (although this rate grown from 9.1% to 22.2%).

Lives in an own property*	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
	26.5	46.4	35.9	47.5	30.2	–	70.3	37.2	40.0
Lives in an own property*	Year of graduation								
	1998.	1999.	2000.	2001.	2002.	2003.	2004.	2005.	2006.
	31	42	38	35	35	36	42	34	34

\* Before 2006: "Has own flat".

Table 5: Proportion of property owners, by faculty and total [%]

The majority of those living not in their own flat lives with their parents (the 27.5% of the total number of respondents, the 45.8% of those living not in their own flat). Renting was indicated by the 25.2% of all respondents, while a few live in a flat or in an accommodation ensured by a company, live in dormitory, some with their present partners, perhaps relatives, friends or in the flat of their parents (but not together with them). Compared to the data from last year the proportion of those living in rented flats is decreased (25.2% compared to the proportion of the 30.9% of last year).

Overall, the 74.2% of the respondents reported on accommodation related costs. Those reporting on exact monthly costs spent an average of 223 € in an average month (in March 2008), which includes the rental and overhead costs. It is still true, that graduates living in rented flats reported on somewhat higher costs than the others did.

Accommodation related costs	Lives in own flat	Lives with parents	Lives in rented flat	Lives under other title	Total
Max. 77 €	6.3	17.5	5.1	35.8	11.4
78-154 €	36.1	10.7	34.5	14.6	27.0
155-231 €	26.1	4.0	17.6	11.4	16.6
above 231 €	22.9	1.1	36.1	9.8	19.2
Indicated no cost	8.6	66.7	6.7	28.4	25.8
Average value* (€)	207	121	265	332	223
Deviation* (€)	125	86	237	818	279

\* Average value was calculated among those who indicated some sort of accommodation related costs

*Table 6: Size of monthly accommodation related costs according to means of accommodation [%, €]*

Questioning 2004 graduates two years ago, we found that over 40% of them had their own flat, while by this year 54.1% reported living in an own flat. It is in every sense a noteworthy improvement and indicates that the property issue has been solved 3.5-4 years after graduation considering the most of the former students.

Overall, the 83.4% of the respondents indicated some sort of accommodation related costs, which is a higher proportion compared to the figures of 2006 graduates. Those having reported on exact monthly costs (asking about the month of March 2008 in the questionnaire) spent an average of 250 € on accommodation, that is on rent and overhead costs together.

## 4. Financing studies

Among the sources of financing living during tertiary level studies, family support clearly leads as the most widespread form, since their families had supported 96.5% of graduates. The role of state support is also substantial; the 78.2% of former students had received such subsidy during their studies, while 47.3% mentioned income from work.

Compared to the last year the proportion of those utilising the Student Loan during their studies grew in a small extent, 30.3% of 2006 graduates indicated that among financing sources. Since the year examined now could utilise at the first time this financing form during the whole training period, in the future we forecast an even less strong proportion of the Student Loan in financing studies.

Family support takes the leading role not just in being the most widespread form but also in sources for financing studies, in contrast to the previous tendencies the weight of this increased a little bit. The proportion of state support also increased in a small extent, and that of income from work decreased to the lowest level so far. The strengthening of Student Loan is the most striking, since compared to its starting position with 1% it has been on the increase gradually year to year reaching the present 7.6% proportion, which means that not only the proportion of those using credit, but also the role of the loan in financing studies has grown.

Form of financing	Date of graduation						
	2000.	2001.	2002.	2003.	2004.	2005.	2006.
Family support	65	66	67	66.4	63.9	62.9	65.2
State support	20	19	19	17.3	17.3	14.7	15.6
Income from work	14	13	11	11.9	11.6	14.0	10.0
Student Loan			1	3.4	5.5	6.9	7.6
Other	1	2	2	1.0	1.7	1.5	1.7

*Table 7: Division of coverage of costs emerging during studies, total [%]*

## 5. Usability of University Studies

Evaluation one and a half to two years after graduation cannot obviously be complete; however, it can still provide feedback for education and training. Similarly to earlier years, the answers refer to the statements on knowledge acquired during university studies as “essential” (17.8%) or “well usable” (35.2%), though the 37.8% of graduates only considers it “partly usable”. If we consider the fact that one part of the knowledge at certain majors goes out-of-date this latter statement is understandable.

Compared to earlier years change in the answers cannot really be detected, the proportion of those who consider their knowledge gained at the university as “hardly usable” or “not usable” is still on the minimum. There is no real difference about knowledge usability occurring in the answers given by those employed in the public, market or civil sectors.

Usability of studies	Average of previous years				FACULTIES								
	2002.	2003.	2004.	2005.	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Essential	17	16	19	16	26.9	34.1	10.0	6.1	6.1	–	44.1	14.8	17.8
Well usable	37	34	32	38	43.0	46.7	39.9	29.3	35.6	–	11.0	35.6	35.2
Partly usable	35	40	36	39	20.1	19.2	42.7	49.2	45.5	66.7	33.8	40.4	37.8
Hardly usable	5	5	5	3	6.0	–	5.7	12.7	9.8	33.3	7.6	4.6	6.3
Not usable	1	0	1	0	–	–	–	–	–	–	3.5	3.4	1.3
Does not know, has not yet worked in the field	5	5	7	4	4.0	–	1.7	2.7	3.0	–	–	1.2	1.6

Table 8: Usability of university studies in graduates' work, by faculty and total [%]

Architects gave the best evaluation again this year, where weak (“hardly usable” or “not usable”) evaluations never occurred. Subsequent evaluation of Faculty of Economic and Social Sciences and Faculty of Chemical Technology and Biotechnology graduates remains unfavourable.

Compared to earlier years we have significantly changed the part of questionnaire examining the strength and weaknesses of education. This time we asked the respondents to give their opinion on training in connection with eight statements (all could have been assessed on a 1-5 scale), then they were asked to write the strengths and weaknesses of BUTE training with their own words. The data gained from the questionnaires of 2006 graduates have reinforced the results of earlier years, since the majority of graduates have agreed with the statements on professional attitude and strong theoretical basis, and only few formed a different view. The opinion of respondents on knowledge usable in practice was more diverse, however, compared to earlier years less consider professional knowledge inadequate or obsolete. Theory and practice does not seem successfully related, since one third of the respondents agreed on the point that “professional training opportunities were low”.

Reception of statements on a five-point scale*	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Training provided well usable knowledge in practice.	3.23	3.75	3.25	3.04	3.02	2.67	3.51	3.06	3.22
Training ensured professional attitude and way of thinking.	4.34	4.02	3.95	3.95	4.20	4.67	3.74	4.29	4.10
Training provided strong theoretical basis.	4.50	3.94	3.94	3.45	3.92	4.67	4.06	4.18	4.03
The knowledge taught at the university was inadequate or obsolete.	2.59	2.85	2.52	2.28	2.94	2.00	3.13	2.48	2.61
During the training, the instruction of professional knowledge was insufficient.	2.29	2.50	2.39	2.36	2.55	1.33	2.15	2.60	2.43
During the training, information spread exceeding the boundaries of strictly interpreted professional materials was weak or little.	3.29	3.15	2.89	2.11	2.71	4.00	2.41	3.25	2.93
Professional training opportunities were low.	3.79	3.55	3.51	4.36	3.74	2.67	3.15	3.96	3.74
Language learning opportunities were on a low level or they were proved not to be sufficient.	2.85	2.86	3.30	2.53	2.63	2.33	3.61	2.56	2.87

\* Average values, where 1 = never true, 5 = true in every sense.

Table 9: The assessment of university training, by faculty [average values]

## 6. Strengths, shortcomings and weaknesses of training

The 78.4% of the respondents mentioned at least one from the strengths of the training, 82.3% at least two, while 4.7% registered three or more elements. Adding up the answer-elements we find that the element used in earlier years as "strong theoretical basis" was marked as strength by the third of the respondents (32.7%), while "professional (engineer) attitude and way of thinking" was found in the 26.7% among the answers. 11.5% of the respondents referred to the talented, experienced and excellent teachers, and nearly same amount praised the professional subjects and the training itself (10.8%).

Answers strongly connected to this highlighted the fact that the professional material is "up-to-date, modern", (2.9%), it provides "versatile, variable, horizontal knowledge" (4.2%), and "the opportunity for high-standard language training" is given (1.2%). Considering all these answers, it can be stated that the greatest strength of BUTE training according to graduates is partly coming from the professional (engineer) attitude and from the high-level, modern, versatile professional and extensive knowledge provided by the training.

The 81.3% of the graduated students indicated some sort of "insufficiency, weakness in connection with the training". The majority (44.7%) emphasized the "deficiency of professional training opportunities in practice"; the second most frequent answer indicated that the training is "not practice oriented enough" (21.9%). More than one tenth of answers criticized "obsolete knowledge or inadequate technologies being taught" (12.9%), while 2.6% called the attention to the "superfluous subjects" as part of training. A rare answer suggested the "absence of exact professional subjects or knowledge" in the training (3.5%), however, there were students who would include not necessarily professional subjects but "certain skills (e.g.: communication) to be improved" (1.5%). The response concerning the existence of "too many theoretical subjects" was given by the 4.4% of the graduated students.



## 7. Moral and financial recognition of the profession

Compared to the values of last year we have received same results both in the matter of moral and financial recognition. This year nearly three-fourth with respondents regarding that their profession – concerning its moral prestige – is the most recognised, or belongs to the well-recognised professions. This year also, the graduates of the Faculty of Electrical Engineering and Informatics and Faculty of Natural Sciences considered their profession suiting this criterion, while the graduates of the Faculty of Economic and Social Sciences considered it the least so.

Level of recognition	Previous years' average			FACULTIES								
	2003.	2004.	2005.	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Recognised to the greatest extent	9	9	12	11.2	19.1	7.1	–	6.1	33.3	7.9	16.6	11.2
Well recognised	58	56	62	59.2	62.3	65.0	52.5	55.3	66.7	77.1	70.3	64.6
Moderately recognised	29	30	20	20.4	14.2	21.7	36.5	31.8	–	11.4	11.9	19.1
Badly recognised	3	4	5	9.2	4.4	4.5	11.0	6.8	–	3.6	1.2	4.7
Recognised to the least extent	1	1	1	–	–	1.7	–	–	–	–	–	0.4

Table 10: Graduates' opinion on the moral recognition of their profession, by faculty and total [%]

The total proportion of those giving a positive report on the financial recognition of their profession is 56.0%, which indicates a higher value compared to the 50.6% among the 2005 graduates, however, it indicates a much smaller value than the proportion of those evaluating moral recognition as positive. We saw a positive deviation of these two variables in the Faculty of Electrical Engineering and Informatics, where the former students are satisfied in respect of both aspects. Graduates of the Faculty of Economic and Social Sciences assessed their profession going together with somewhat more favourable financial appreciation than the average, but they felt it more often that the financial recognition was not accompanied by moral recognition. Architects and graduates of the Faculty of Civil Engineering gave account on the different values in an opposite way: although they sensed the moral prestige of their profession as good, most of them gave an average evaluation concerning financial recognition.

Level of recognition	Previous years' average			FACULTIES								
	2003.	2004.	2005.	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Recognised to the greatest extent	4	5	8	–	4.4	1.4	3.9	–	–	3.4	13.0	5.4
Well recognised	40	43	43	33.8	5.4	48.0	81.2	31.6	33.4	55.2	67.1	50.6
Moderately recognised	44	47	36	48.6	61.2	43.4	14.9	51.9	33.3	37.9	18.6	35.4
Badly recognised	11	13	12	17.6	18.6	7.2	–	16.5	33.3	3.4	1.2	7.5
Recognised to the least extent	1	1	1	–	10.4	–	–	–	–	–	–	1.1

Table 11: Graduates' opinion on the financial recognition of their profession, by faculty and total [%]

Both working in the private sector or in the public sector feels their profession less appreciated, particularly regarding financial recognition, the four fifths of the private sector and the bigger half of the public sector adjudges financial recognition of their profession at the most moderately recognised.

## 8. Further training

The 64.1% of 2006 graduates participated or still participate in some sort of further training. The repeatedly high proportion of those utilising further training opportunities year by year is remarkable, and it ensures that the majority of graduates will, not only in the distant future but practically in the period of starting their job, demand a supplementation or extension of their existing knowledge or their employer regarded that a necessity. In addition, the 87.8% of the respondents did claim a need for further training at the time of the questionnaire having been answered.

The demands were not primarily influenced by the fact whether the given respondent had already taken part in any sort of extensive training. It even seems to be true that those not participating in such a training, prove a lower inclination to do so in the future, since among them 77.6% indicated their demand, however the 92.0% of those who had already taken part in some sort of extensive training and 93.0% of those who are now being involved in such trainings emphasized their present and future demand. The 82.2% of 2004 graduates reported on taking part in or having taken part in some kind of further training since they gained their degrees. In spite of the high number of realized extensive training opportunities, the 88.9% of the respondents still consider their further training as a necessity.

The greatest motivation for post-graduate studies among the 2006 graduates was the realization of their career objectives (51.5%), and the update of their knowledge (32.7%). Further training was more frequent among those who, considering their scope of activities, it is only partly working in their profession and among those who gained employment or doing business in the field of economic, financial, administrative or consultant.

The 11.7% of those having taken part in extensive trainings indicated that their further training opportunities since their graduation were free for them, and for the rest of the respondents it was also true that their trainings were covered rather by their companies. Taking the cost of all trainings as 100% so far, the privately covered cost was 22.4% on average, while the corporate-covered cost was estimated to be 73.0% and other cost takers were indicated to be around 4.6%.

The most of these participating in postgraduate courses were taking part in courses in line with their studies (74.1% of the respondents), but the language trainings also represents a big proportion (39.4% of the respondents). Beside these a big part of the postgraduate studies were some sort of economic or managerial trainings (27.3% of the respondents), which shows the importance of these type of trainings that 10% of every department taken part in these kind of trainings

Like in the past years figures the biggest rate between the forms of the realized and the current postgraduate studies are the training courses (59.6% of respondents) and the company courses (47.3% of respondents). Between the realized postgraduate studies the weight of the training courses are much more high than the current studies, together with this rate, between the current studies the trainings which are tend to a new diploma is higher. All of this is probably in connection with the training's period: those who finished the university will not certainly rejoin the higher education, after a couple of years and some work experience they may feel the need for this.

## 9. Labour Market Status, Placement

The proportion of those employed (employed in labour relation or by subcontract or entrepreneurs) among 2006 graduates was 91.7%, the proportion of students (PhD and full-time students) was 7.1%, the proportion of those unemployed being 0.6%, and the proportion of those otherwise inactive was 0.6%. The proportion of the part-time employment added up in the university takes up only 2.5%, but this is a notable increase compared to the last year's rate (0.6%). The proportion of the unemployed is 0.6%, which is the second lowest rate since 1999. Civil engineers and engineering managers marked themselves as unemployed. For

informative purposes, we must state that the national unemployment rate of university graduates in the 4th quarter of 2007 was 1.9% and in the 1st quarter of 2008 it was 1.4%.<sup>3</sup>

The generally known phenomena that is characterised by searching for a place at the initial phase of a career, the temporary postponing of entering into the labour market and the development of more stable labour market positions later can also be seen in the case of 2004 graduates. The proportion of those employed has increased by 2.6%. The growth of the employment rate comes with the redistribution of the forms of employment, and the decrease of the rate of the students (full-time course and PhD). The 12.3% of women were on maternity leave at the time of the questionnaire being taken.

## 10. Channels supporting placement

More than one fourth of the respondents (only those had to answer questions relating placement and a work place concerning whom the question was interpretable) found a job with the help of friends, so that remained the most successful jobseeking channel, and the role of this channel in finding employment has increased compared to the previous year. The proportion of the utilisation of contacts as such was characteristic in the Faculty of Mechanical Engineering, the Faculty of Architecture and the Faculty of Economic and Social Sciences.

Those of online job seeking sites have outweighed both the number of advertisements published in the press and its weight in placement by, however the rate of the online job seeking sites decreased compared to the previous year. The role of these sites in the placement of BUTE graduates has become five times greater in the last six years, while the success rate of the printed media has decreased to the fourth of the value measured among the graduates of 2000. Amongst those who came from the countryside the rate of those whom got jobs via newspaper advertisements are higher compared to those living in the capital (same as the previous years). We gladly noticed that the discrepancy between the use of the online job seeking sites by those living in the capital or in the countryside disappeared. The reason is presumably the significant development of the domestic internet penetration. What we stated in the past two years is still valid: women use online job agencies significantly more often, and men prefer making use of job fairs and contact capital.

Channels supporting placement	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
With the help of friends, family	27.2	38.6	40.2	37.7	19.7	–	31.4	18.8	29.1
With the help of online job sites and agencies	20.7	14.1	11.3	20.6	23.6	–	12.8	23.5	15.2
With the help of university contacts	10.0	24.5	17.0	–	16.5	–	18.6	8.3	12.4
With the help of job fairs	8.6	–	6.3	22.8	10.2	33.4	18.6	31.9	17.0
Via newspaper adverts	2.1	8.7	4.7	7.4	6.3	–	5.8	7.5	6.3
Based on educational contracts	4.3	–	1.6	2.9	4.0	33.3	–	1.3	2.2
With the help of the Labour Centre	–	–	–	–	–	–	–	–	–
With the help of career centres at universities	5.0	–	–	2.9	3.2	–	–	–	1.1
With the help of personnel consultants	–	–	6.3	–	6.3	–	–	3.5	2.9
Other ways	22.1	14.1	12.6	5.7	10.2	33.3	12.8	15.2	13.8
– professional training	4.4	9.7	7.9	–	3.8	–	–	6.4	5.6
– personal contact seeking	8.8	–	3.1	5.7	3.2	–	12.8	4.9	4.6
– other	8.9	4.4	1.6	–	3.2	33.3	–	3.9	3.6

Table 12: Methods of placement, by faculty [%]

<sup>3</sup> Source: [http://portal.ksh.hu/portal/page?\\_pageid=37,601417&\\_dad=portal&\\_schema=PORTAL](http://portal.ksh.hu/portal/page?_pageid=37,601417&_dad=portal&_schema=PORTAL)

## 11. Time of Placement

The average time of finding first jobs in the past three years became permanent between 1.6-1.7 months. The 58.2% of the respondents have managed to find employment during their studies, furthermore the proportion of those who found placement within a month was 65.1%, which is 5% higher than the figure of a year before. Men need on an average 6 weeks, women need 10 weeks to find a job. Looking at the past five years retrospectively, the time needed for finding placement has decreased only in the case of the graduates from the Faculty of Electrical Engineering and Informatics, and the graduates from the Faculty of Chemical Technology and Biotechnology required a considerably longer than average period of time to get employed.

Before finding the first workplace only the 58.6% of graduates had participated in some kinds of selection procedure (e.g.: interview, AC), and more than half of them did it with 1-2 companies.

Year of graduation	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
	All students*								
<b>2002.</b>	1.4	1.6	3.2	2.7	2.0	9.0	2.0	3.1	2.4
<b>2003.</b>	1.7	1.3	2.1	3.0	2.6	5.9	2.2	2.1	2.1
<b>2004.</b>	0.9	0.8	1.6	1.8	1.9	1.4	3.7	1.5	1.6
<b>2005.</b>	1.0	1.1	1.6	1.7	1.3	2.8	4.0	1.4	1.6
<b>2006.</b>	0.8	1.1	2.1	2.2	1.7	–	3.8	1.3	1.7
	Those not finding placement during university								
<b>2002.</b>	3.1	3.9	5.2	3.5	4.1	18.0	3.3	5.5	4.5
<b>2003.</b>	3.5	3.5	3.3	6.7	3.8	15.0	3.2	4.7	4.0
<b>2004.</b>	2.1	2.2	3.8	3.7	3.1	3.5	5.7	3.3	3.5
<b>2005.</b>	5.0	2.6	3.0	5.7	2.9	5.1	5.0	4.5	3.9
<b>2006.</b>	1.9	3.2	4.0	4.5	3.3	–	5.9	3.7	3.8

\* We have taken the time needed for employment into consideration as 0 month in the case of those students who have found placement during their university years.

*Table 13: Average time of finding the first job, by faculty [months]*

## 12. Sources of help expected for placement

The 91.5% of graduates found it a necessity that the university provides help concerning job seeking and placement. Those who graduated at the Faculty of Architecture and at the Faculty of Electrical Engineering and Informatics require the least help. The 70.2% of graduates stated that they did not gain help from the university. Those who were helped with placement mentioned the organization of BUTE Job Fair the most frequently, and then came the frequency of reports on a recommendation of some department or teacher. The respondents expected different kinds of help. It is observable that the importance of job interview preparation (including job interview and AC simulations) has been on the increase continuously.

Form of help	Year of graduation				
	2002.	2003.	2004.	2005.	2006.
Job exchange and placement	25.2	22.0	17.9	18.9	19.7
Corporate presentations, factory visits	18.5	19.9	21.2	18.4	18.8
Publications helping job seeking	10.9	9.4	8.8	13.7	13.7
Job interview preparations	10.1	12.6	12.8	13.0	12.0
Mock interviews, simulated ACs	7.8	9.8	9.8	10.5	11.1
Personality development trainings	8.7	9.9	9.9	9.1	8.3
Individual career planning	11.9	7.7	9.9	7.2	7.5
Writing motivational letters	4.8	6.6	7.6	7.1	7.3
Others	2.1	2.1	2.1	2.1	1.6

Table 14: Help expected from the institution, according to year of graduation [%]

### 13. Changing jobs, second jobs

Nearly two third of those with a job worked at their first workplace at the time of the survey which value is higher than the last year's rate and equal to the past years value. In line with this, we can note that the rate of those who work at least at their third workplace decreased. The frequent change of jobs mostly characterised the fresh architects, the fresh civil engineers and the fresh transportation engineers.

Which workplace	Year of graduation												
	1997.	1998.	1999.	2000.	2001.	2002.	2003.	2004.	2005.	2006.	2002S	2003S	2004S
1st	78	78	68	69	69	63	63	64	61	64.6	49	50	44.8
2nd	18	18	25	27	23	30	29	25	28	27.3	38	38	35.7
3rd or more	4	4	7	4	8	7	8	11	11	8.1	13	13	19.5

Table 15: Number of jobs, by year of graduation [%]

Examining the period of four years it can be stated that only less than half of the 2004 graduates worked in their first job. Changing jobs during the past two years was most characteristic of the graduates of the Faculty of Chemical Technology and Biotechnology, the Faculty of Mechanical Engineering and the Faculty of Transportation Engineering.

The 13.2% of 2006 graduates has a second job. The outstanding high value (23.5%) is measured for years among architects can be reasoned by the supposed fact that architects usually work for more planning offices, which statement is also strengthened by the highest proportion of entrepreneurs at the same faculty.

Those having a second job	Year of graduation												
	1998.	1999.	2000.	2001.	2002.	2003.	2004.	2005.	2006.	2002S	2003S	2004S	
	13	21	18	19	16	16	9	13	13.2	16	18	13.3	

Table 16: Number of those with a second job, by year of graduation [%]

## 14. Professional aspect of job, job description

The growing proportion of graduates finding placement in their own profession indicates the improvement of labour market position of fresh engineers. Analysing data from the past ten years, it can be stated that so far we have measured the second highest proportion of finding job in an own profession among the 2006 graduates. One and a half years after graduation the 79.4% of graduates worked in their own profession and among the 2004 graduates the ratio of working in own profession has increased by 2% to 80%.

Women still seem more likely to undertake jobs' differing from their profession since it is still twice in proportion among them who take employment out of their profession. In the last 9 years on every occasion the highest proportion of finding placement within the profession was found among architects and civil engineers, which was realized in the case of architectures (the architectures who responded, 97.4% was working in their profession). Those working in their own profession regarded the skills acquired during their studies much more usable than those not, or only partly working in their profession like in the previous years. Most graduates remained employed in designer, researcher and developer positions, which were followed by the positions of implementer, manufacturer and operator.

Job description	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Designer, researcher, developer	55.5	75.4	48.9	10.7	33.1	100	31.4	66.3	52.3
Implementer, manufacturer, operator	24.1	–	20.3	6.0	33.9	–	5.8	16.9	15.6
Economic, financial	2.2	–	–	23.8	–	–	–	–	2.8
Commercial, broker	–	–	9.5	6.5	7.1	–	5.8	–	3.6
Administrative	2.9	–	3.2	4.2	3.1	–	5.8	–	2.0
Consultant	–	–	–	19.0	3.1	–	–	4.7	3.9
Other	15.3	24.6	18.1	29.8	19.7	–	51.2	12.1	19.8

Table 17: Job description of 2006 graduates, by faculty [%]

## 15. Management position, Opportunities for promotion, satisfaction

The social phenomenon, according to which women fulfil management positions in a lower proportion, is continuously true among our graduates. While the 13.5% of men were managers, only 2.9% women were. The inequality between sexes is felt stronger examining the data of 2004 graduates at two dates. The 9% difference measured two years ago (15.7% of men, 7.0% of women were managers then) became two times higher (26.1% of men, 8.3% of women being managers).

The proportion of those working in managerial positions has increased since the last data collection in all faculties except the Faculty of Chemical Technology and Biotechnology and the Faculty of Economic and Social Sciences. The number of subordinates is 14 on an average. Furthermore, while in 2006, the graduates of 2004 had 11 subordinates in general; in 2008, the number of subordinates has grown to 12 on an average. The respondents working in the capital, in contrast with the 21.2% of those employed in the country had some sort of managerial positions.

Works in managerial position	Year of graduation												
	1997.	1998.	1999.	2000.	2001.	2002.	2003.	2004.	2005.	2006.	2002S	2003S	2004S
	17	11	16	11	12	13	12	14	13	10.8	19	21	22.4

Table 18: Graduates with a managerial position, by year of graduation [%]

The 55.2% of 2006 graduates – according to their own report – will have some sort of professional or managerial promotion opportunities. The question was first asked five years ago, since then the proportion of hopeful graduates in respect of their promotion reached the highest ratio. Among the graduates of 2004, the proportion of those hoping professional or managerial promotion has increased by 9% in the last two years.

Opportunities for promotion	Year of graduation							
	2002.	2003.	2004.	2005.	2006.	2002S	2003S	2004S
	44.7	47.3	51.6	53.0	55.2	47.3	56.2	60.3

Table 19: Graduates' opportunities for promotion, by year of graduation [%]

In the cases of both examined years, nearly 20% of all respondents were seeking new jobs, which have a significant deviation between faculties. In both groups, the proportion of new job seekers in the Faculty of Architecture was the lowest, and in the Faculty of Natural Sciences was the highest.

Seeking new job	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
2006.	26.8	17.5	18.2	17.7	23.3	33.3	18.5	20.7	20.2
2004S	15.0	10.4	30.7	13.2	15.4	38.2	38.4	18.0	21.5

Table 20: Proportion of those graduates seeking new jobs in the four weeks before data collection, by faculty[%]

## 16. Size, company type, ownership structure

The one third of the graduates work for enterprises employing over 500 employees, however, the number of those finding placement at micro- and small sized enterprises is still considerable. Graduates of the Faculty of Natural Sciences, the Faculty of Chemical Technology and Biotechnology and the Faculty of Electrical Engineering and Informatics found placement at companies with the largest headcount. Architects continued to find employment at smaller companies. While we can meet women rather at smaller companies (companies with 0-20 employees employ the 43.4% of women), men are more often found in companies with more than 500 employees (the 32.0% of men).

The vast majority of graduates (90.7%) are employed in the market sector, and only the 7.5% of respondents had their workplace at some sort of public organization. In the public sector, the graduates of the Faculty of Chemical Technology and Biotechnology and the Faculty of Civil Engineering found their placement.

Operational Sector	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Market sector	83.2	85.8	91.5	95.4	92.5	100	77.5	93.9	90.7
Public sector	13.9	9.8	3.4	4.6	7.5	–	22.5	6.1	7.5
Civil sector	2.9	4.4	5.1	–	–	–	–	–	1.8

Table 21: The operational sector of companies employing graduates, by faculty [%]

It can be stated about the ownership structure of the companies employing graduates, that most often among employees we can find enterprises with foreign private majority. State (or local government) owned enterprises offer employment rather for men, while the private (family) owned enterprises prefer women and architects.

Ownership structure	In proportion of respondents
Hungarian private majority	26.6
Foreign private majority	42.0
State (local government)	10.0
Own / family property	16.3
Other	5.1

Table 22: Ownership structure of companies employing graduates [%]

Examining the headquarters of the companies employing graduates, the proportion of those who are living in the capital is the lowest rate so far, but in this way also almost the two third of the headquarters of the companies is in Budapest.

Company headquarters	FACULTIES								
	ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Budapest	63.8	56.3	55.7	80.5	52.0	100	63.2	74.9	66.1
City of county rank	12.3	–	20.4	9.5	14.7	–	12.6	8.8	11.1
City	12.3	29.5	14.3	5.9	20.3	–	18.4	10.0	14.2
Village*	–	–	3.2	–	6.5	–	–	2.3	1.9
Abroad	11.6	14.2	6.4	4.1	6.5	–	5.8	4.0	6.7

\* The number of respondents is below 10!

Table 23: Headquarters of companies employing 2006 graduates, by faculty [%]

Concerning the headquarters of the companies, it is more capital-centred at the graduates of the Faculty of Natural Sciences, the Faculty of Economic and Social Sciences and the Faculty of Electrical Engineering and Informatics.

## 17. Mobility

First, we raised the question of commuting time between domicile and workplace to the graduates of 2001. During the past 6 years, the time spent on commuting has increased by 20 minutes (to 71 minutes) on a daily basis. Employees of Budapest-based companies commuted 80 minutes, while those employed at country-based companies less, 65 minutes. The commuting time of the graduates of 2004 has not changed typically in the last two years; it has remained nearly 1 hour on average.

The willingness of mobility, upon examining the past 5 year graduates has still increased a little. Whereas the 55% of 2002 graduates would move should their job require it, it has increased to 58.4% among 2006 graduates. Regarding mobility there is a sizeable difference between women (53.2%) and men (60.1%). The willingness of mobility is lower among who are working in the public or civil sectors, and among the graduates of the Faculty of Chemical Technology and Biotechnology. Among those who would move should their company or job require it we have recorded higher average salary figures both concerning 2007 and February 2008.

## 18. Language skills

The number of intermediate and advanced language examinations per person at the time of survey was 1.48, which are higher than the data collected in earlier years (1.30-1.36). The 46.1% of the respondents speak two and 6.2% speak three languages. The vast majority of graduates had certified language skills in English: while four years ago the 62.5% of the respondents spoke this language, now among the 2006 graduates this number has increased to 81.5%, the degree holders speaking English at an intermediate or advanced level, furthermore, the 51.7% had the same level of language skills in German. Considering the various levels of language examinations, the proportion of intermediate examinations was 84.1%, and that of advanced examinations was 15.9%. The language skills of



graduates, concerning use, help translation in 32.4%, conversation in 37.7% and negotiation in 29.8%. Without language skills, the participation in foreign exchange programmes is impossible. The 23.0% of former students indicated that they had gained some sort of experience abroad during their university years.

## 19. Income conditions

During the examination of income data we only analysed information related to those employed in labour relation, via subcontract and those being entrepreneurs. Those without or with only partial income would have distorted our statements. In the questionnaire, we inquired about the gross income of 2007, the gross average income of February 2008, and other financial or natural allowances of 2007. The average of other allowances featured in the tables is the averages of data where the respondents declared other allowances and the value was not zero. For publishing income and salary data, we used the methodological definition of the Central Statistics Office (CSO).<sup>4</sup>

		FACULTIES								
		ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Income of February 2008	Average	1133	784	1078	1228	1176	2405	891	1532	1216
	Deviation	756	447	535	421	594	1076	337	667	647
1 month gross average salary in 2007	Average	1080	796	898	1149	1042	1273	784	1372	1094
	Deviation	660	515	416	391	575	125	354	564	559
1 month other allowances in 2007	Average	191	129	235	176	261	90	74	209	196
	Deviation	175	124	425	135	455	44	44	233	291
1 month average salary in 2007*	Average	1259	865	1082	1305	1365	1363	851	1521	1257
	Deviation	653	499	689	442	717	168	381	617	650

\* Considering only those who answered about their other allowances

Table 24: Income conditions of 2006 graduates, by faculty [€]

		FACULTIES								
		ÉMK	ÉPK	GPK	GTK	KSK	TTK	VBK	VIK	Total
Income of February 2008	Average	1202	1112	1317	1764	1688	2059	1033	1800	1502
	Deviation	823	566	736	1213	1155	1793	417	763	889
1 month gross average salary in 2007	Average	1081	1342	1141	1367	1672	2160	936	1821	1444
	Deviation	545	978	544	748	1178	1827	446	776	860
1 month other allowances in 2007	Average	334	135	225	154	278	169	81	265	233
	Deviation	412	129	404	123	540	64	59	464	406
1 month average income in 2007*	Average	1326	1396	1338	1493	1869	2301	998	2009	1615
	Deviation	750	1023	630	826	1225	1771	473	915	949
1 month average income in 2005*	Average	841	757	925	1170	882	1457	855	1301	1050
	Deviation	329	291	337	393	210	418	310	521	457

\* Considering only those who answered about their other allowances

Table 25: Income conditions of 2004 graduates, by faculty [€]

As we can see from Table 26, the income of 2004 graduates has increased by 38.9% in two years. Among 2004 graduates, the former students of the Faculty of Transportation Engineering and the Faculty of

<sup>4</sup> Source: <http://portal.ksh.hu/pls/ksh/docs/hun/modsz/modsztoc.html>

Mechanical Engineering produced the most intensive income increase: within two years, the average income (nominal) had increased by 115% and 87% accordingly.

	2005	2006	2004-2007
GDP increase [%] <sup>5</sup>	4.1	1.1	5.2
Consumer price-index increase [%] <sup>6</sup>	3.9	8.0	12.2
Real income increase [%]			38.9
Real income increase [€]			398
Nominal income increase [€]			571

*Table 26: Changes in the income conditions of 2004 graduates*

The calculated monthly gross average income of those with an intellectual occupation employed full time – using CSO terminology – was 1017 €<sup>7</sup> in 2007. Compared to the average national situation, therefore, our average graduates were still in an advantageous situation that is a BUTE degree entails an above average income, even at the beginning of a career. Unfortunately, however, we must say that upon analysing faculty data, our last statement is not true in connection with the Faculty of Mechanical Engineering, the Faculty of Architecture and the Faculty of Chemical Technology and Biotechnology, which is in these cases, the average faculty data does not reach the national average of those with intellectual occupation.

Comparing the average income of men and women from 2006 graduates, they state that a woman earned the 75%, on an average, of her male colleague's monthly average income in 2007 or February 2008. Last year and the year before that proportion was 68% and 76% accordingly. Compared to the 2006 survey data the difference between the average yearly income of men and women graduated in 2004 has increased (76%), women earned only the 72.2% of the income of men. Certainly, average values are meant in this case, which are only of informative nature due to the differing proportions of the two sexes in professions and faculties.

The 35.4% of 2006 graduates were no longer in their first jobs at the time of survey. In the change of jobs the more favourable income can also take a role. The 2008 February income of those at their second jobs is higher with 137 € compared to those working at their first jobs, and those working at their third jobs is even higher with 57 € than the ones at their second jobs. Moreover, those working at least at their fourth jobs can reach on average a further 19 € growth in their incomes only by changing their job.

According to the expectations proven in earlier years, those working in managerial positions have higher incomes than the ones not in such positions, but a little more. The difference between managers and subordinates regarding the 2007 average income of 2006 graduates is negligible, but the difference in the income of February 2008 is 162 €. In 2004 graduates, the subordinates are earning more than the managers are in both cases.

We can also see phenomena observed in earlier years to be repeated. The motivation of those undertaking a second job was supposedly to reach a more favourable income. Comparing the average income (in 2007 of the 2006 graduates with second jobs (1195 €) with the ones not taking a second job (1267 €), we can state that graduates are encouraged to undertake second jobs due to the incomes probably lower than the average. However, even by undertaking a second job they could not manage to reach the same income level than the level of graduates not taking second jobs succeeded to gain only by working in their first and main job. This latter statement is true for the graduates of 2004 as well.

Among those whose income conditions were examined, language skills are used by the 77.5% of the respondents. It can be stated that they were able to realize a 57% higher (489 € more) average income in February 2008 than those not using their language skills in their work.

<sup>5</sup> Source: <http://portal.ksh.hu/pls/ksh/docs/hun/xftp/idoszaki/gdpev/gdpevelo07.pdf>

<sup>6</sup> Source: [www.mnb.hu/engine.aspx?page=mnbhu\\_statisztikai\\_idosorok](http://www.mnb.hu/engine.aspx?page=mnbhu_statisztikai_idosorok)

<sup>7</sup> Source: <http://portal.ksh.hu/pls/ksh/docs/hun/xftp/idoszaki/fmf/fmf20712.pdf>