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## Summary

### **Ilona Liskó: Perspectives after the secondary school**

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Hungarian secondary education has become immensely varied over the past decade. It is characterized by various ways of financing (by local authorities, churches or foundations), structural variations (4, 6 or 8-year secondary schools, 5 or 6-year vocational secondary schools, 4-year vocational training schools) and varied special services and programs. In our research conducted in 2002-2003 in the Institute for Educational Research we intended to find out about the higher education possibilities and job market opportunities students are provided by different secondary schools.

We used questionnaires to question 2371 students who finished secondary school in the spring of 2003, that is, at the time of the research they were just about to take their final exams.. The students were selected on the basis of a national sample representative to region, type of town, financing authority, structure, vocational group. After clarifying family background and social circumstances the questioning focused on the ambition students have when they leave secondary schools. We also asked the students if they would be willing to inform us later about the fulfilling of their ambitions. We talked to those who were willing to do so (407 persons, 18% of the questioned students) in the autumn of 2003 to find out about the realization of their plans.

The following study analyzes the data from the questionnaires made with school-leavers.