

gave for this is that graduates from secondary vocational schools are less able to assimilate to the technological and structural changes of the economy. Besides the disappearance of the employment advantage, there is also the negative effect on the income, compared to those who graduated from general education.

## **Conclusion**

The study analyses the Hungarian trends of secondary education based on the timeline data of institutional databases of Information System on Secondary School Entrance Exams.

Hungary is among the countries in which a large proportion of an age group participated in vocational training or apprenticeship during the period of socialism, and after the transition parents turned to general education. Traditional apprenticeship has also changed, because two years of general education were introduced preceding professional training and general education in vocational training has also increased. There was a great change of direction in education policy after 2010, as a result of which the two-year long training after primary school was abolished, and the content of general education within vocational training was decreased. In addition, there is a strong government intention to increase secondary enrolment in apprenticeships and vocational schools. It is visible, however, that religious and private sectors offer an alternative to meet the consumer demand. There are, unfortunately, also losers in this process, the emerging social groups of lower status, who for the past decade have had better access to general education, elite education, but have recently been completely excluded from it.

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