

Flexible Learning Pathways under the VET Act of 2019

Hungary

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DESCRIPTION

The **VET Act of 2019** aims to **support students and young people who are at risk of leaving school without completing a degree in training**. Its goal is to **guide them towards entering a profession or obtaining partial vocational qualifications** at EQF level 2 or 3.

For learners at risk of dropping out of education, the VET Act of 2019 introduced three flexible learning pathways:

- 1. Year of Career Orientation Development** (*Orientációs évfolyamit*): designed for young people who are uncertain about their career choices or who have completed primary school without sufficient competences. It does not involve repeating the primary school curriculum; instead, **it focuses on assessing student competences, deepening self-knowledge, and providing career orientation and guidance, helping students understand themselves better, develop communication skills, creativity, and teamwork abilities**. To enter upper secondary VET programs, students must possess the basic competences necessary to obtain a vocational qualification.
- 2. Springboard School Class Programme** (*Dobbantó Program*): this basic competence development program **targets young people aged 15 and above who lack basic educational attainment, experience behavioural or learning disorders, have dropped out of education, or are at risk of leaving the system**. The program supports their **reintegration into education and training**, helping them to find the best way to return to school or transition into the workforce, ultimately guiding them toward a **successful individual career**.
- 3. Workshop School Programme** (*Műhelyiskola Program*): this program prepares students **to obtain partial vocational qualifications**. It takes place in **practical workshops or in-company work placements** within formal education settings, organised in small groups. The duration of acquiring a partial qualification ranges from **6 to 24 months**, independent of the school year schedule. The program **focuses solely on vocational knowledge related to the partial qualifications, delivered by vocational teachers** (masters). General subjects are not included. Additionally, masters provide support to students for up to one day per week.

REFLECTIONS

The introduction of flexible learning pathways has **enhanced social cohesion by widening access to vocational training**, aiming to support those who need to catch up and **reduce dropout rates**. This approach **helps individuals, communities, and the State** by offering **versatile and high-quality skills** that align with the objectives of vocational education and training.

IMPACT

The new vocational education and training system offers a variety of programs and opportunities designed to **support students at risk of dropping out and to prevent early school leaving**. During the **2020/2021** school year, these initiatives assisted approximately **1,000 students** through the Year of Career Orientation Development, the Springboard School Class Programme, and the Workshop School Programme. The **dropout rate has also decreased significantly**, largely thanks to **post-entry assessments** and **tailored individual remediation**.