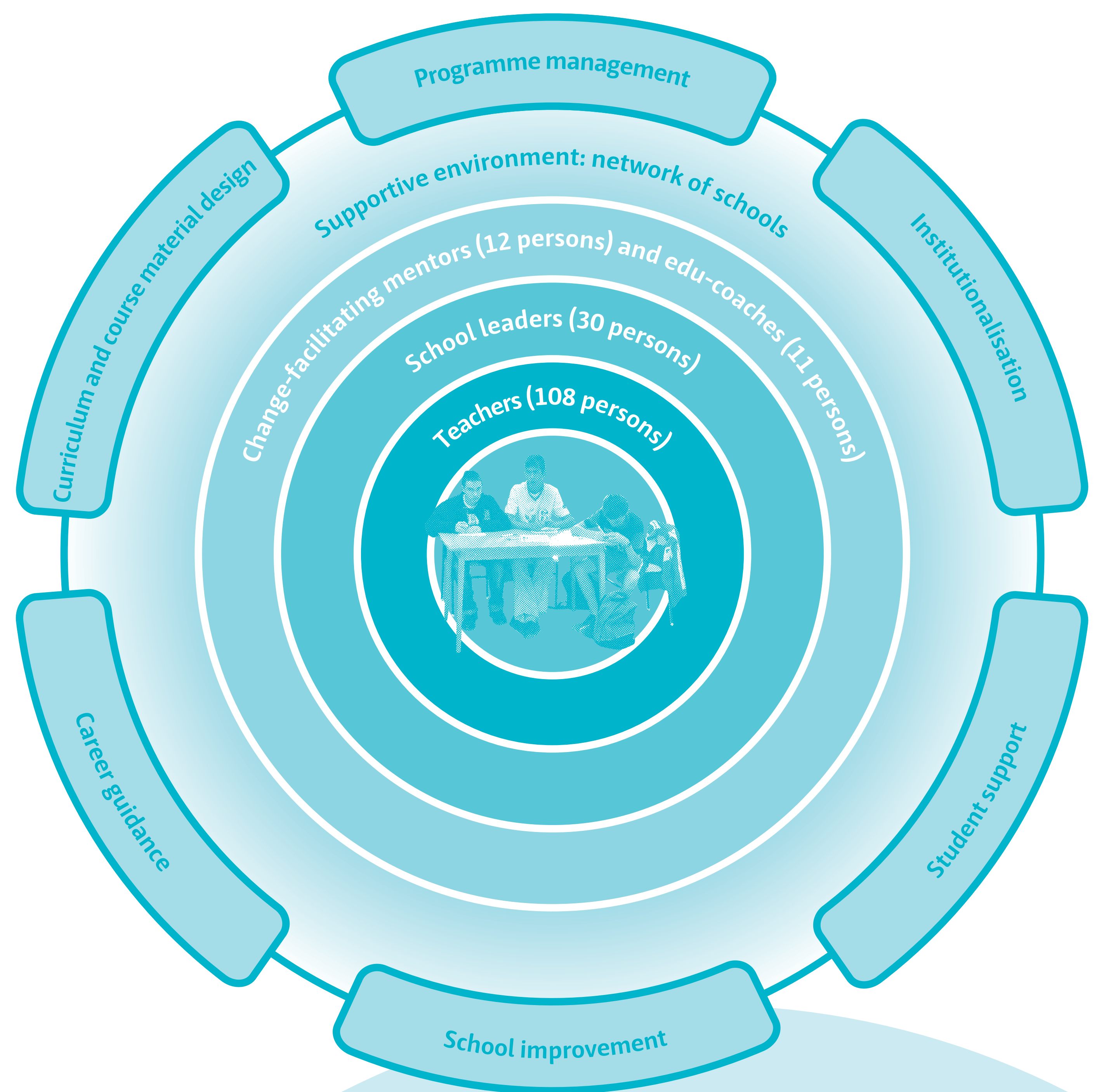


# Dobbantó

## A springboard for opportunity in Hungary



### Complex changes in the learning environment

#### Physical environment

Tea kitchen, relaxation corner, computers with Internet access, resources for formal, non-formal and informal learning

#### Organisation of learning

Small group, team of teachers, planned but flexible daily routine fitting to students' needs

#### Content of learning

Competence based module system focusing on communication, learning, core employment, career building and social competences

#### Instruction methods

Variety of methods to support students in taking responsibility for their own development

#### Student-centred pedagogical approach

Teacher-student pair system, face-to face hours, personal development plan

### Resources of support

#### Student ↔ Teacher

Personal development plan, student contract, individual learning pathways, life-career model

#### Teacher ↔ Change facilitating mentor

Use of adaptive and differentiated teaching methods, learning support/resources, self improvement and reflection, mentoring, career guidance

#### School management ↔ Edu-coach

School improvement plan and its evaluation, improving personal management skills, relations to the world of work

#### Institution

Analysis of present state, differentiated school improvement, competence-based programme package, resources for implementation

#### Change facilitating mentor and edu-coach ↔ regular professional support

Trainings, case discussions

### Some results

#### Fluctuation of Dobbantó students

The percentage of students continuing their education and training after completing the Dobbantó Programme was 89.0% in the first year and 92.4% in the second year. The majority of the Dobbantó graduates entered either the ninth grade of the vocational school, or an accelerated vocational training programme.

