ACTIVE OUTREACH

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

Low engagement of target groups – L1

3. Description of the Reskilling Lab (100–200 words)

The experience in Nógrád confirms that reaching low-qualified unemployed adults and engaging them in learning is particularly challenging. Many live in deep social isolation, rarely leave their immediate place of residence, and maintain few contacts outside their close family circle. Even among younger adults, limited access to suitable digital devices, such as smartphones, can prevent active online participation and communication. Adults classified as economically inactive — those who are neither employed nor actively seeking work — are especially difficult to reach and mobilise.

At the Reskilling Lab, close coordination between the training provider, the regional vocational training centre and the local employment service during enrolment contributed to increased adult participation. Outreach activities were concentrated around the training provider hosting the Reskilling Lab, while participants themselves were reached through several different channels.

Mentors from the local employment service approached adults they had come into contact with through labour market support schemes, while the training provider and the regional vocational training centre overseeing it contacted young adults already known to them through previous activities. In case of the young people in vulnerable situation primary schools can especially provide an additional and valuable outreach channel. They have direct insight into young people who leave school before completing basic education and can therefore help identify and approach them at an early stage.

4. Why is this a Good Practice?

The Lab's operational experience repeatedly confirms that passive outreach tools, such as advertisements, are not sufficiently effective in reaching adults facing the greatest barriers. Personal and direct contact is essential to build the initial motivation to engage in learning and to help overcome the practical, financial, mental, and emotional obstacles that may prevent participation. This process is most effective when the adult and a supporting mentor can identify and address these barriers together.

5. Transferability

When designing any programme, particular attention — and sufficient resources — should be devoted to reaching and engaging the target group. Locally embedded actors can play an especially valuable role in this process, as they often have established relationships, local knowledge, and direct access to people who would otherwise be difficult to reach.

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