ADAPTING TO OBSTACLES

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

High dropout rates – L5

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

Several factors that may seem unrelated to training can strongly influence whether participants are able to sustain their commitment after enrolment. In Nógrád County, potential dropout risks emerged from:

- local public transport schedules, especially where suitable bus or train connections were unavailable or poorly timed;
- the opening hours of childcare facilities, particularly for participants responsible for taking children to or collecting them from care;
- shift patterns at local workplaces, for example where night shifts made morning attendance difficult;
- the daily routines and biorhythms of younger participants, some of whom were better able to engage from the early afternoon onwards.

Group size and composition can also affect participation. Large groups of 20–25 people may discourage more withdrawn learners and make individualised support difficult for educators. Significant generational differences, such as young adults learning together with participants of their parents' generation, may also create tensions. In addition, leaving the familiarity and perceived safety of home to attend training can itself cause discomfort. For participants already facing multiple barriers, absence can easily become the simplest response to these difficulties.

Learning within the Reskilling Lab is designed with these circumstances and potential barriers in mind from the earliest preparatory stages, including group formation and organisation, and continues to address them throughout the learning process in order to support regular participation and reduce the risk of dropout.

4. Why is this a Good Practice?

Dropout prevention is best treated as an integral part of programme design rather than as a response to problems that emerge during training. Barriers to participation are often highly practical and context-specific, and may arise well before learning actually begins. Effective implementation therefore requires an early assessment of participants' circumstances, including transport, childcare, work schedules, group composition and other factors that may affect regular attendance.

5. Transferability

The approach does not depend on a fixed model and should be adapted to local conditions and target groups. Its success relies primarily on flexibility, close knowledge of participants' needs, manageable group sizes, and the willingness of training providers to adjust organisational arrangements where necessary. Regular communication with participants and supporting professionals also helps identify emerging risks early and makes timely intervention possible.

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