EARLY WARNING SYSTEM

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

High dropout rates – L5

3. Description of the Reskilling Lab

In adult education programmes in Nógrád County, one of the greatest challenges—alongside engaging adults in learning—is keeping those who have already enrolled engaged in the programme. Difficult living conditions, family responsibilities and unfavourable social patterns make it very easy for participants to decide, on any given training day, that "I can't make it in today." These one-off decisions can gradually turn into a pattern of absence, and over time, feelings of shame and fear of falling behind may prevent participants from returning to learning altogether.

The Reskilling Lab's adult educators and mentors from the local employment service jointly developed an early warning system to identify and address the risk of dropout. At the core of the system is regular communication between educators and mentors who, prior to the programme, often did not even know one another. Based on previous experience, a set of risk indicators was identified and documented in advance. When any of these warning signs emerge, educators and mentors contact each other directly, agree on an appropriate intervention, and subsequently track its implementation, individual steps and effectiveness.

4. Why is this a Good Practice?

Previously, efforts to reduce dropout focused primarily on administrative measures taken after problems had already emerged, and no systematic early warning mechanism was in place. The Reskilling Lab introduced a more preventive and learner-centred approach, combining early identification of risks with coordinated mentoring and personalised support.

By establishing active and regular contact among adult educators and employment service mentors, this approach enables challenges to be addressed before they lead to disengagement or dropout. This coordinated support makes the learning process more responsive to adults' individual circumstances and contributes to improved retention, as reflected in the low dropout rates observed in the Reskilling Lab.

5. Transferability

A key condition for successful transfer is the involvement of an institutional actor that can take on a coordinating and advisory role, facilitate cooperation between the relevant organisations, and support the development of shared procedures and tools. The model is therefore transferable to other contexts where fragmented institutional responsibilities make it difficult to provide continuous and personalised support to adult learners.

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