EMPLOYER-LED PRACTICAL LEARNING

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

Skills not job-ready - E4

3. Description of the Reskilling Lab

Nógrád County faces structural unemployment and a persistent mismatch between available skills and local labour market needs. Employers often report difficulties in finding suitably prepared workers, while their expectations also concern broader workplace competences such as motivation, reliability and work attitudes.

The Reskilling Lab therefore involved local employers directly in training design and delivery to strengthen the practical relevance of learning.

In one of the Lab's training programmes, a local employer contributed to fine-tuning the curriculum, with particular emphasis on identifying the basic and green skills required in the workplace at the relevant qualification level. In another case, an employer supported the practical orientation of the programme by hosting a professional workplace visit. This gave participants first-hand insight into how the skills they had acquired could be applied in real-life work settings, while also familiarising them with workplace conditions, expectations and typical tasks they might encounter in future employment.

4. Why is this a Good Practice?

A key principle of the Reskilling Lab's training programmes is the active involvement of local employers in ways that strengthen the practical relevance of training and create tangible added value for both participants and businesses. While dual training provides an established framework for employer cooperation in formal vocational education, systematic employer involvement is still less common in adult learning.

Even relatively simple forms of cooperation — such as curriculum input, workplace visits or job-shadowing — can strengthen job-readiness. Learners gain a clearer understanding of workplace expectations, while employers can contribute to the development of more suitable future employees and gain early visibility of potential recruits.

5. Transferability

Employer involvement should become a general objective in adult education and training, but the form of cooperation should reflect local needs and capacities. Depending on the context, employers may contribute through curriculum feedback, workplace visits, job-shadowing, internships or placements. The key is to identify where employer involvement can add the most value to the relevance, quality and practical applicability of training.

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