EMPOWERING EDUCATORS WHILE THEY SUPPORT LEARNERS

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

Lack of learner-centred pedagogy – L9

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

Many professionals involved in adult education have a pedagogical background yet often receive little or only incidental training in adult learning and how adults can be taught effectively. This was also the case for the educators involved in the Reskilling Lab.

The first step was therefore to assess their professional support needs related to adult learning, building on their existing experience and professional self-perception.

Based on the needs identified, customized training was provided through face-to-face sessions and online discussions. Implementing the Rescale learning model also required additional guidance materials and practical tools. Experience showed that educators found checklist-type tools particularly useful, especially those supporting the planning and delivery of teaching activities as well as reflection on their effectiveness. However, such tools proved most valuable when preceded by a joint process of interpretation and discussion, enabling educators to apply them meaningfully to their own practice.

A particular challenge — but also an opportunity for immediate transfer — was that educator's training was simultaneously taking place with the adult learning programmes. Throughout the entire process, mentors from the Rescale team worked alongside educators, supporting them in applying newly introduced approaches, testing them in practice, and reflecting on their experience.

An especially valuable feature of the process was that all educators involved in the Lab programmes participated in the training. As a result, the training sessions also helped strengthen a community of practice and foster peer support among educators.

4. Why is this a Good Practice?

Without appropriate preparation and support, even highly experienced teachers may feel uncertain when working with adult learners. At the same time, even strong theoretical models do not translate into practice automatically: successful implementation requires dedicated time, resources and professional support. The Reskilling Lab addressed both needs by combining methodological preparation with ongoing mentoring and reflection during delivery.

5. Transferability

Methodological and mentoring support for educators is an important component of any learning process and can have a significant impact on outcomes. The approach can be adapted to different contexts by assessing educators' needs, providing practical and immediately applicable tools, and combining initial preparation with continuous support, reflection and peer learning throughout programme delivery.

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