INTEGRATED LOCAL SUPPORT SERVICES

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

Fragmented service delivery – L2

3. Description of the Reskilling Lab

In practice, the promotion of publicly supported adult training programmes and the recruitment of participants typically take place through multiple channels. Training programmes are organised and advertised by the training provider, the regional vocational training centre, and the local employment services as well. This is often accompanied by active inter-institutional coordination, often involving senior level managers and decision-makers.

However during the actual delivery of training, cooperation between these institutions tends to be much weaker when it comes to individual follow-up and support of participants.

Within the Reskilling Lab, adult educators and locally assigned mentors supporting individual participants established direct contact with one another. Regular communication between them made it possible to monitor participants' progress, identify emerging personal difficulties at an early stage, and address them before they become barriers to continued participation.

Cooperation between adult educators and mentors turned out to be particularly important at key transition points along the participant's learning pathway, such as choice of training specialisation, starting a job search, or stepping into employment.

4. Why is this a Good Practice?

By linking adult educators with employment service mentors, the model 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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Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the granting authority can be held responsible for them.