LEARNING COMMITMENT

1. Title

- TyövisLab
- Finland
- Helsinki Finnish Adult Education Centre

2. DDSS Gap Addressed

High dropout rates – L5

3. Description of the Reskilling Lab

TyövisLab involved students from TUVA (a programme that does not lead to a formal qualification but prepares learners for further studies and working life) who faced challenges related to Finnish language proficiency, digital skills, and transitions to further education and employment. Most participants were women.

TyövisLab provided a six-week non-formal learning programme focused on basic digital skills, green skills, wellbeing, and guidance for future pathways. Qualified educators acted as mentors and supported learners in identifying their next steps towards upper secondary education, vocational studies, or employment.

TyövisLab was implemented by the Helsinki Adult Education Centre in cooperation with Helsinki Vocational College. Through the programme, participants strengthened essential skills, gained confidence in continuous learning, and became familiar with local learning opportunities, services, and community activities. The Lab supported social inclusion, integration, and readiness for further education and working life while reducing the risk of disengagement after TUVA.

4. Why is this a Good Practice?

TyövisLab is a relevant example of the DDSS solution for “High dropout rates (L5)” because it provided targeted support for learners at risk of disengagement after TUVA. TUVA staff selected participants who were considered to benefit most from additional guidance and support. To strengthen commitment and reduce the risk of dropout, participants completed a learning commitment form at the beginning of the programme. Through mentoring, skills development, and personalised guidance, the Lab supported learners’ continued participation in education and helped them identify realistic pathways towards further studies and employment.

5. Transferability

The model can be transferred to other educational settings working with vulnerable learners. Key success factors included targeted learner selection, mentoring, personalised guidance, and the use of a learning commitment form to strengthen engagement and reduce dropout risks. These elements can be adapted to different target groups and learning environments.

© 2026 RESCALE Consortium. The partners of the consortium are: Vrije Universiteit Brussel – CESI: Centar za Edukaciju Savjetovanje i Istrazivanje – Spectrigon B.V. – Helsingin Kaupunki – Progress Consult Dan – Magyar Fejlesztesi Tanacsado Korlatolt Felelossegu Tarsasag – Universita degli Studi del Molise – Lietuvos Svietimo ir Mokslo Profesine Sajunga

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.