SUPPORT IN THE FIRST DAYS OF EMPLOYMENT

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

Low learner or employee retention – E3

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

Several local employers who could later offer potential employment opportunities for low-qualified adults supported the learning processes in the Reskilling Lab.

An important part of cooperation with employers was to explore workplace expectations related to successful job performance, as well as the recurring problems and challenges they experienced with new recruits. Employers consistently identified the first day and the first week after starting a job as the most critical period for retaining new employees.

Sharing these experiences with professionals involved in the training phase created opportunities for proactive intervention. Educators explicitly prepared adult learners for the experiences and emotions they might encounter when entering employment and helped them develop appropriate coping strategies. At the same time, mentors assigned by the local employment service intensified their follow-up and support during this particularly sensitive transition period.

4. Why is this a Good Practice?

During the first days of employment, new workers are confronted with the realities of the workplace and may need reassurance and support to cope with the stress and fatigue of adapting to a new environment, new colleagues and new challenges. Based on previous behavioural patterns, giving up may emerge as a possible response, just like when adults first return to learning. Proactive, targeted support is intended to prevent this and help participants remain in employment.

5. Transferability

Personalised support for low-qualified adults should be designed to extend beyond outreach and participation in learning to include the transition into employment. Along an adult learner's progression pathway, certain milestones can be anticipated where the risk of disengagement or dropout is particularly high. Personalised support should therefore be structured around these critical transition points, with intensified assistance provided when it is most likely to be needed.

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