WORKPLACE DIAGNOSIS

1. Title

- Reskilling Lab for Adults in Nógrád County
- Hungary

2. DDSS Gap Addressed

Slow time-to-productivity of new hires – E2

3. Description of the Reskilling Lab

According to local employers, gaps in basic skills can cause significant workplace problems even among employees who already hold vocational qualifications. These gaps may lead to poor performance, errors, defective products, and other quality-related issues.

In one Reskilling Lab programme, cooperation with an employer -that could potentially recruit participants after training- focused on identifying the basic skills required in the workplace. Together, the training provider and the employer examined which skills are needed, in what work situations and contexts they are used in everyday practice, and what types of problems may arise when these skills are deficient. The next step following this joint diagnostic process is the translation of the identified needs and workplace experience into the training content.

4. Why is this a Good Practice?

Bringing training closer to real workplace requirements and conditions naturally generates tangible benefits not only for learners, but also for educators and employers.

Employer feedback — on questions such as “What skills are actually needed in the workplace?” and “What do employers expect?” — provides valuable insights for adult educators, who may have limited exposure to current workplace realities, and helps them align training content more closely with labour market needs. For employers, the immediate benefit is that newly trained employees become productive and operational members of the workforce more quickly. More broadly, such cooperation can also strengthen employers’ confidence in the relevance and quality of training programmes.

5. Transferability

Aligning training content with labour market needs can be constrained by several factors, including the level of autonomy and scope for intervention granted to training providers, as well as the human resources and development capacity on both the training-provider and employer side.

To turn this approach into a more widely applicable methodology, it needs to be tested systematically with a development-oriented focus, documented in a structured way, and supported by clear implementation procedures.

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