



Learn.Empowerment

Self-directed Learning for Low-skilled Unemployed People

Toolbox

Learning Materials, Methods and Implementation Models for Self-directed Learning

Executive Summary

According to forecasts of employment trends, skill requirements for jobs are increasing, whereas job opportunities for low-skilled and unskilled workers are facing a dramatic decline. Since learning has become a necessary precondition for successful employment, the concept of "self-directed learning" can be a solution for this dilemma.

In order to reduce barriers to (lifelong) learning and to increase the motivation to learn, the project "Learn.Empowerment" developed "Guidelines" and a "Tool Box" for integration of self-directed learning into vocational education and training of low-skilled unemployed persons".

The Guidelines reflect the background of self-directed learning and comprise theoretical and conceptual aspects as well as the consideration of Gender Mainstreaming, Diversity Management and target group oriented aspects.

This **Toolbox** describes self-directed learning as didactic concept as it has been elaborated by the partners in this project. It reflects the situation and understanding of the partners and their "philosophy", their ideas of teaching and learning on which this concept is based upon.

Besides the *definition and introduction* (chapter 1), the concept of self-directed learning is illustrated in *cases of good practice* (chapter 3). These case studies will also describe the spectrum of target groups and of methods in the context of implementation of self-directed learning.

In addition, the Toolbox illustrates overlapping aspects of self-directed learning that need to be taken into consideration during implementation:

- Chapter 2 deals with the *organisational aspects* of SDL. It shows which challenges training providers will face when they plan to implement SDL as didactic concept. Furthermore, it will look at the conditions which have been proved to be useful, according to the partners' experience, during the introduction of SDL. They can be regarded as recommendations for organisation framework conditions that enable the introduction of SDL.
- In chapter 4, the *role of trainers as tutors* in SDL learning settings will be described. In a learning culture characterised by SDL, this role changes from a

knowledge agent to a knowledge provider, knowledge counsellor and knowledge companion which, in turn, leads to changes in the requirements and the necessary competences.

- Chapter 5 deals with the *special role of learning interests and personal learning goals* in self-directed learning settings. We describe how unemployed target groups who are not used to or withdrawn from learning can find access to their personal interests and goals, and which criteria should be observed in the design and formulation of these objectives in order to guarantee a successful learning process.
- Chapter 6 describes the *context between competence balance and self-directed learning*. For the project's target groups, it will clarify the role of determining the standpoint as prerequisite for self-directed learning processes and a controlling instrument during the process.
- Chapter 7 provides *Links to SDL* with sources for further information for implementing self-directed learning with low-level educated target groups. The project partners have collected a number of methods and instruments that can be used for various target groups (disadvantaged young people, migrants, long-term unemployed people etc.) and will give them the possibility for developing their competences.



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