

# European Labour Market Policy New Approaches for Empowerment



Leonardo da Vinci

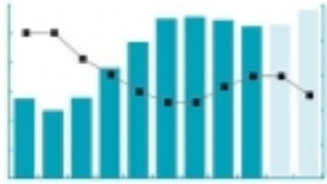
## Summary and perspectives

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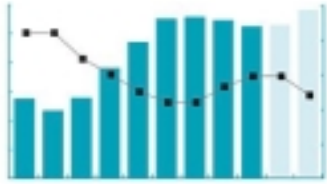
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- A **learning** conference for practitioners and experts
- Key issues: EMPOWERMENT and EMPLOYABILITY
- Theory and practice
- Presentations and discussions
- Leonardo da Vinci – pilot projects
- Different perspectives: , trainers, advisors – but with the client in focus





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Martin Persson introduced the concepts – theoretically :

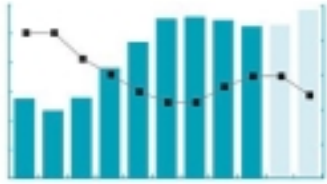
**Empowerment** is about transferring control over decision an  
ressources to the individual who needs to have it to change his or her  
life

Empowerment is important because without it training will fail due to  
the specificities of the **target group**, and their **barriers to learning**:

The target group needs a **sense of cohesion** to be able to embrace  
training

**Self-directed learning** has the potential of creating empowered  
people – with the ability to change their lives.





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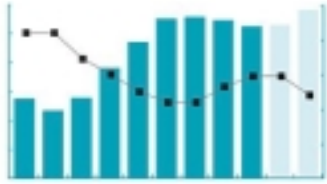


Education and Culture

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- Self-directed learning cannot just be embarked upon: the process was described in 4 stages
- in which the role of the teacher / trainer develops from authority – motivator to facilitator to consultant
- And the learner develops from dependent – interested – involved – self-directed
- And – at the same time develops self-esteem, becomes aware of their abilities and aspirations – and thereby gain control of their decisions and resources = EMPOWERMENT



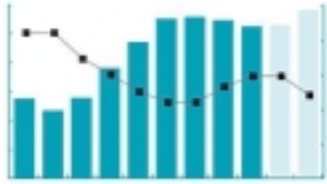


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- Jacob Olsson from the Labour Office in Kristianstad, Sweden
- Overview of the structure of the LO – and the objectives and targets
- Described how they interact with training providers, and how this shows that programmes taking into account the concepts of self-directed learning have higher success rates with the long term unemployed



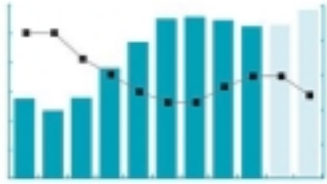
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- Helmuth gave more practical examples of how BEST and partners work with SDL and with different approaches to overcoming barriers to learning:
- The first case – Learning Region Cham – accentuated the importance of cooperation: training providers and Labour Offices to ensure that the potential learners are met where they are
- The LOT house project stressed the fact that individuals have different needs - and paths, so learning zones gave that option
- COL – Counselling of Learning focused on creating the conditions under which learners were most likely to use their learning potentials and see it as an advantage



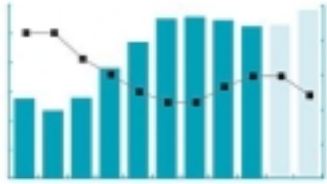


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- And other examples showed different ways of doing that:: OU creating flexibility to overcome the situational barriers of having to go to class at a specific time and place
- And a number of projects targeted at women



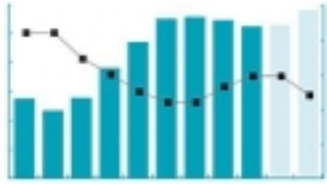
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- Paulius and Pamela introduced the first workshop theme and connected the "dots" between self directed learning and employability
- It is a process – and it needs a broad interpretation:
- Linear models – interactive models – and instructional model
- And employability is the "goal" when we talk about labour market policy... closing the gap between the skills of the potential employee and the demands of the labour market
- New goals by the way! – from industrial society to the knowledge society



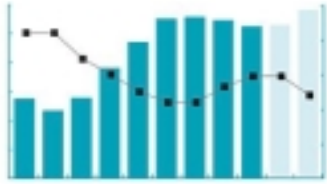


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- The Workshop 1 sum up:
- Statements on SDL from the groups
- We have seen the light! – SDL as a tool in the work with the clients/ target groups
- But it is not so simple...



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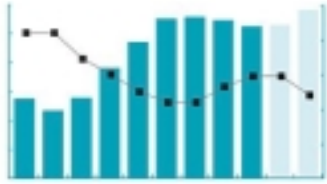


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Ghislaine pointed out that not only do the learners have barriers to new approaches..

Differences in the different countries leaving different room for maneuver

No specific demands or expectations of pedagogical approach – but indirect barriers: objectives, duration etc... making a hard SDL approach difficult



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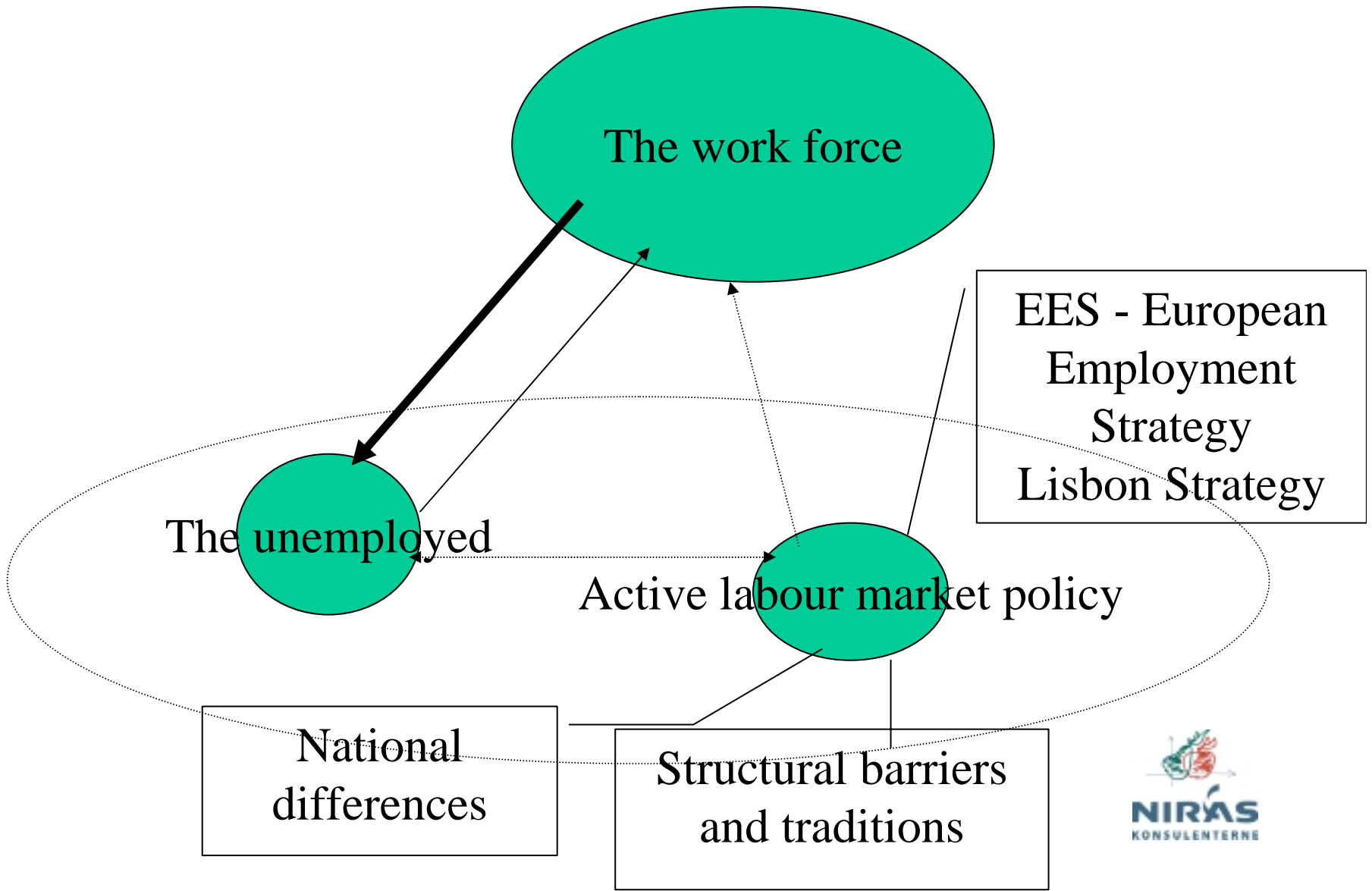


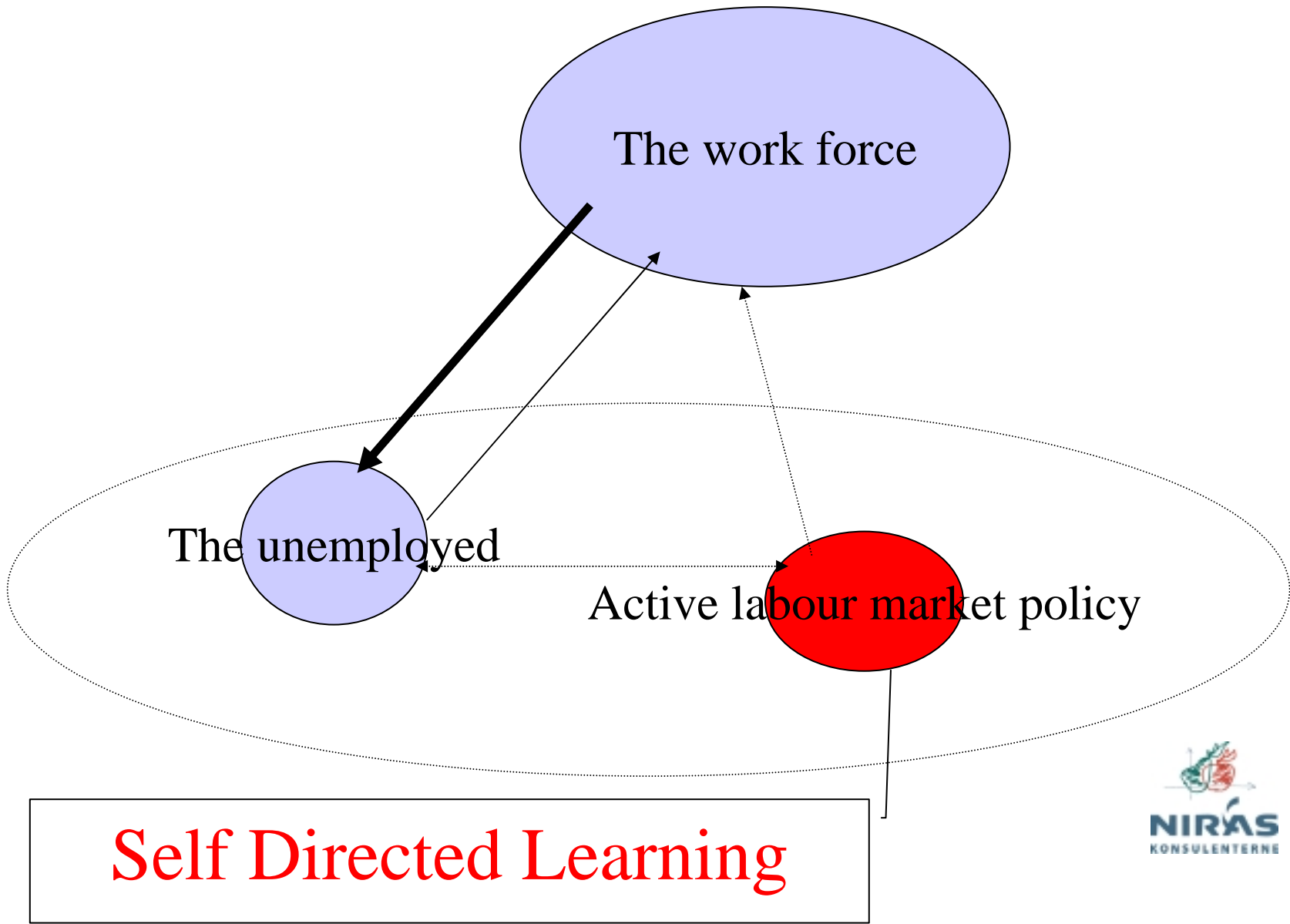
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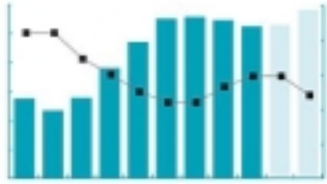
- Good discussions in workshop 2 on this..

Where does it leave us then:

Hopefully enlightend, inspired, and empowered...







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•Why:

•"it is more likely than other training methods to support the process of enhancing an individual's employability i.e. narrowing the gap between the skills of the potential employee and the demands of the employer, through the stimulation of **motivation**, **formulation of goals**, **reflection**, and **self-esteem** "

•Reliability, common sense, positive attitude to work, ability to solve problems, communication skills, initiative, self management, adaptability and capability to carry on learning – and learning on his and her own.

