



**Making learning more attractive
for low-level educated adults through introduction
of self-organized learning**




A transfer system into three different European societies

**Multiplier conference
Istanbul, June 30th 2009**

Products



Three different products

-  Handbook and guidelines
-  Training material
-  Implementation concept

Handbook and guidelines



- 👁️ Theoretical framework of SDL for low skilled, unemployed people
- 👁️ Methodical approaches:
 - 👤 Pedagogical principles and new roles, creation of environments for SDL
- 👁️ Specific aspects:
 - 👤 working with low skilled and unemployed people
 - 👤 Specification of different target groups
 - 👤 Consideration of gender mainstreaming aspects

Handbook and guidelines



- 👁️ Guidelines which focus on the following content:
 - 👤 Introduction of diversity management in the training regarding the various cultural and social background of the learners
 - 👤 Arguments for SDL implementation
 - 👤 Organisational context of SDL for vocational education and training institutes:
 - 👤 Structural requirements
 - 👤 Possibilities of implementation
 - 👤 Helpful hints for the practical work

Handbook and guidelines



- 👁️ Case studies demonstrating training providers that successfully introduce SDL into their training schedules and demonstrate structural and organisational modifications that are necessary
- 👁️ Principles of SDL for low skilled, unemployed people
- 👁️ Self- learning competence:
 - 👤 Collection of methods for different target groups
- 👁️ Self- reflection for the trainers:
 - 👤 The new definition of "learning" and "instruction"

Training material

Biographical work and learning habits

Profiling competencies:

-  Reflecting learning habits

-  Learning styles

Planning the learning process

-  In example fixing individual goals

Reflection

-  Self reflection

-  Reflection in a group

Training material

 Assessment and evaluation

 SDL and content learning

Implementation concept









- 👁️ Demonstrates how to put the learning material into the mainstream learning practice
- 👁️ to raise, among adult education providers, social partners and employer organisations, the interest to make use of the projects material
- 👁️ To raise, among education policy makers, their motivation to promote such educational concepts
- 👁️ To attract widespread publicity in the public media

Implementation concept



For whom?

-  Educational policy makers
-  Social partners
-  Stakeholders active in labour market
-  The labour market administrations
-  Key actors for company training
-  VET providers

THANK YOU



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