

E M P O W E R



DEPRIVED LEARNERS

**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

Handbook & Guidelines



 Theoretical framework

 Methodical approaches

 SDL for low-skilled and unemployed people

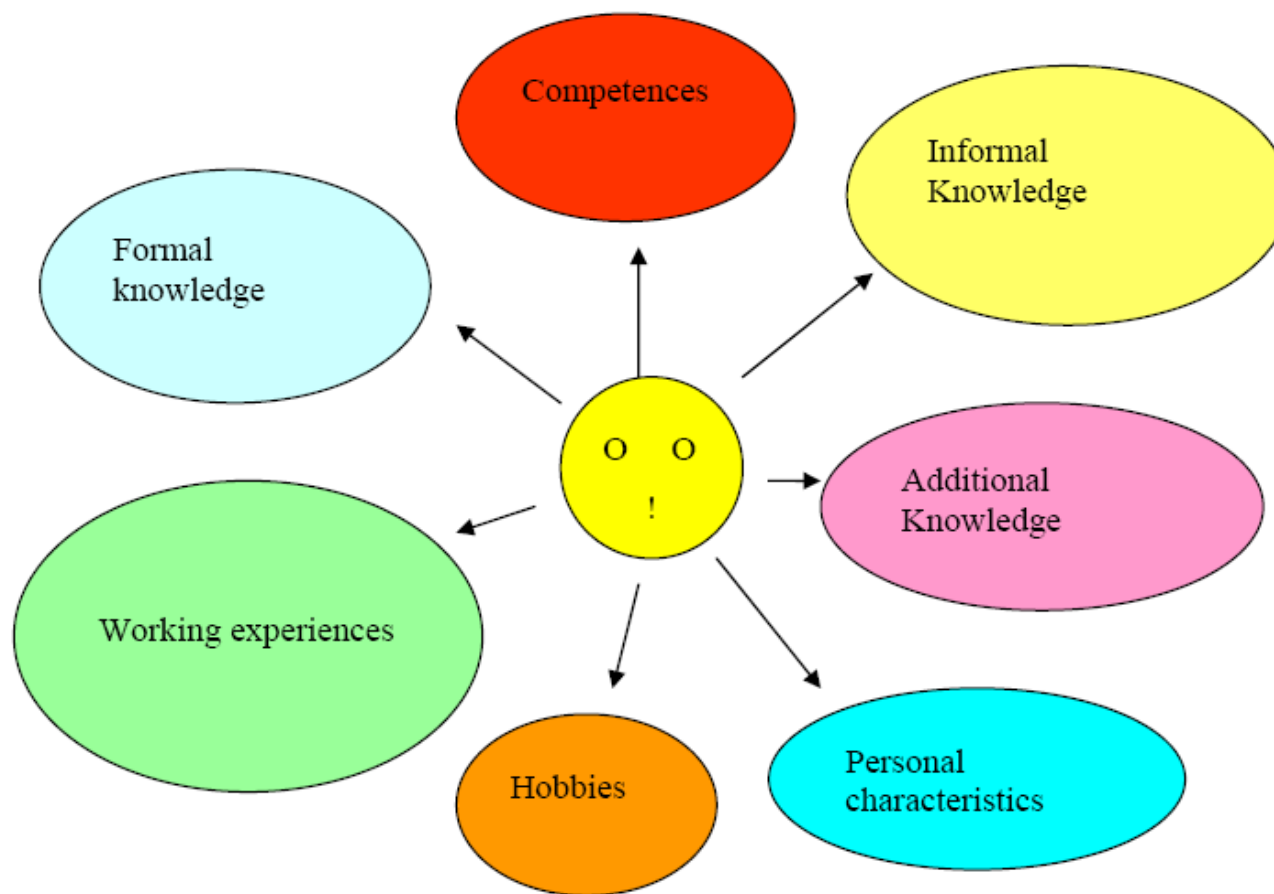
 Specific aspects of working with the target group

 Self-reflection for trainers

Training materials - Examples




Biographical work



Exercise: Personal inventory (SI)

Biographical work

WORK/OCCUPATION: What have I done? e.g.: carrying out newspapers	QUALIFICATIONS/COMPETENCIES: What did I have to be capable of? What did I learn? e.g.: punctuality, effective planning, logistics ...
	

Exercise: Profiling individual competencies (RO)

Learning habits

FACTORS THAT FAVOUR MY LEARNING

Describe briefly conditions, according to the previous analysis that, you think important (and pleasant) for you to learn.

I have learned more easily when:

- I was alone
- I was with other people
- I received precise indications
- I received precise information
- I searched for information
- I had time at my disposal
- I was under pressure
- I took a decision
- I followed instructions
- I engaged myself in manual work
- I engaged myself in intellectual work
- I concentrated on people
- I called for help
- I made something by myself
- I was repaid
- Other

Exercise:How I learn (TR)

Goal setting



My reasons for participation in this course are ...
This course is my chance to “take off” to ...
Thinking of the months to come, I wish ...

Exercise: Tagging interests – deducing learning goals(TR)

Reflection



Learning diary

for the course

My name:

Exercise: Learning diary (SI)

Reflection






That's how I learn:

Alone	In par or group	I need constant mentoring
My comments to this:		
In a quiet environment	With sound/music in the background	
My comments to this:		
In strong light	I dim light	
My comments to this:		
In a cold room	In a warm room	
My comments to this:		
In a formal study environment	In a non formal study environment	
My comments to this:		
I can sit still for a long period move	I have a need to	
My comments to this:		
I have a need to eat and/or drink when I am studying		I have no need to eat and/or drink when I am studying
My comments to this:		



Exercise: The logbook (TR)

Feedback & Assessment

Modes of assessment

-  Self evaluation
-  Peer evaluation
-  Tutor-student evaluation

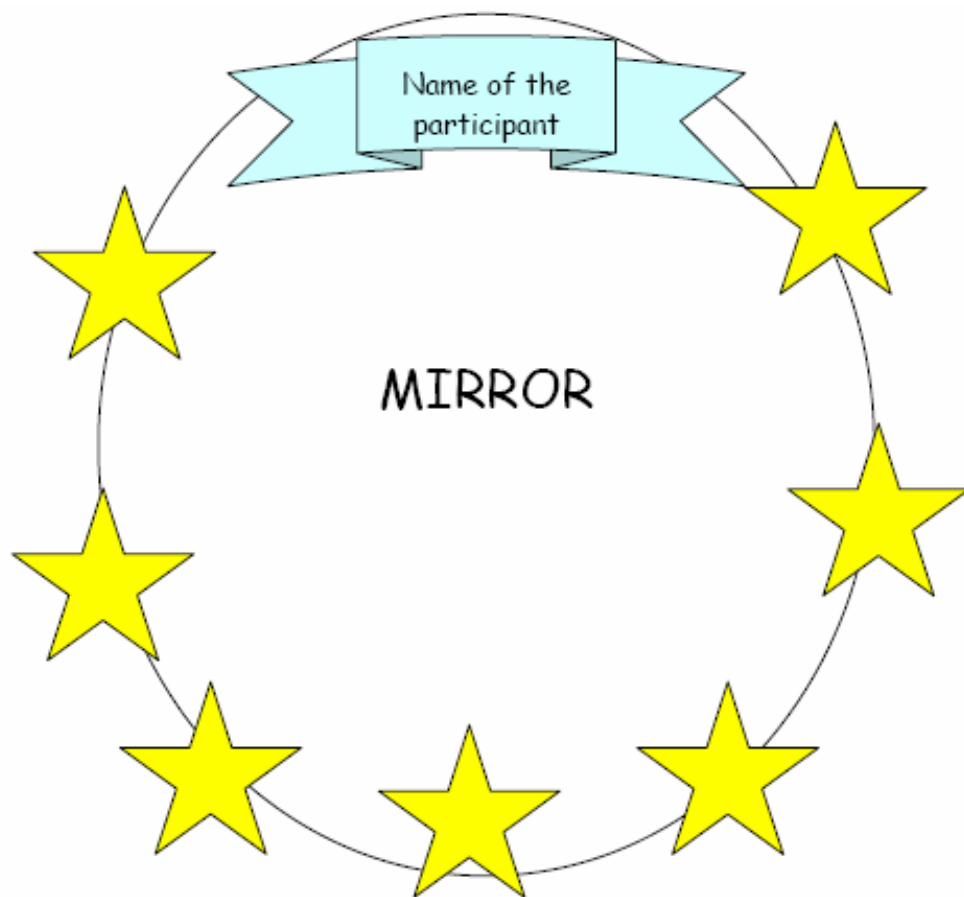
Types of feedback

-  oral feedback
-  written feedback



Exercise: The feedback chair (RO)



Feedback & Assessment






Exercise: The feedback mirror (SI)

Implementation concept

Description of

-  initiative situation
-  terms & definitions

How to put training materials into practice

-  structured action plan providing:
 -  organisational models
 -  training delivery structures

Potential for introducing SDL into various work sectors

THANK YOU



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