



Leonardo da Vinci

Self-directed Learning

Learn.Empowerment

Self-directed Learning for Low-skilled Unemployed People



Catalogue for Funding Policy and Tender Specifications



Imprint

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Policy and Tender
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PROJECT PARTNERSHP

The project consortium comprises 15 partners from 12 countries. The multi-actor partnership comprises, apart from the expert and development partners, labour market administration organisations and social partners.

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Fundatia Romano-Germana (RO)

Folkuniversitetet Kristianstad (SE)

Urad Prace Dunajska Streda (SK)

University of Glasgow Department of Adult and Continuing Education (UK)

Bexley College (UK)

Detailed partner profiles and contact information: www.learn.empowerment.org

INTRODUCTION

“How can innovative project results be transferred into the funded training mainstream?”

Self-directed learning enables and supports the development of personally and socially relevant self-management competences. It strengthens self-confidence and leads thus to the ability to act in an emancipated and secure way in the social and work environment. Especially target groups who have no affinity to and no experience with learning – and these are the target groups the project is focussing upon – connect “learning” with failure, imposition and with no perspective, because they could not experience learning as useful and valuable for themselves.

To contribute to the implementation of self-directed learning into regular trainings the partnership elaborated an analysis of European tender specifications. This „Catalogue for Funding Policy and Tender Specifications“ presents models how the formulation tenders concerning provision of vocational education and training measures should be designed in order to allow for innovative didactic principles which require higher degrees of flexibility than traditional methods.

In terms of dissemination of self-directed learning the partner consortium of has further published the following outcomes.

- The **Toolbox** describes self-directed learning as didactic concept as it has been jointly elaborated by the partners in this project. The Toolbox reflects the situation and understanding of the partners and their ideas of teaching and learning on which this concept is based. It describes the organisational aspects of SDL, the role of the trainers as tutors, provides links and is illustrated by cases of good practice
- 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.

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- Board is considered own financing. Therefore, it is quite common that providers and local labour offices collaborate in these projects. Usually, the providers write a tender from the ESF projects, discuss the idea with the local labour offices and receive their support and submit the application to ESF.”



Education and Culture

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