

Folkuniversitetet

European Labour Market Policy
New Approaches for Empowerment

Martin Persson

Topics

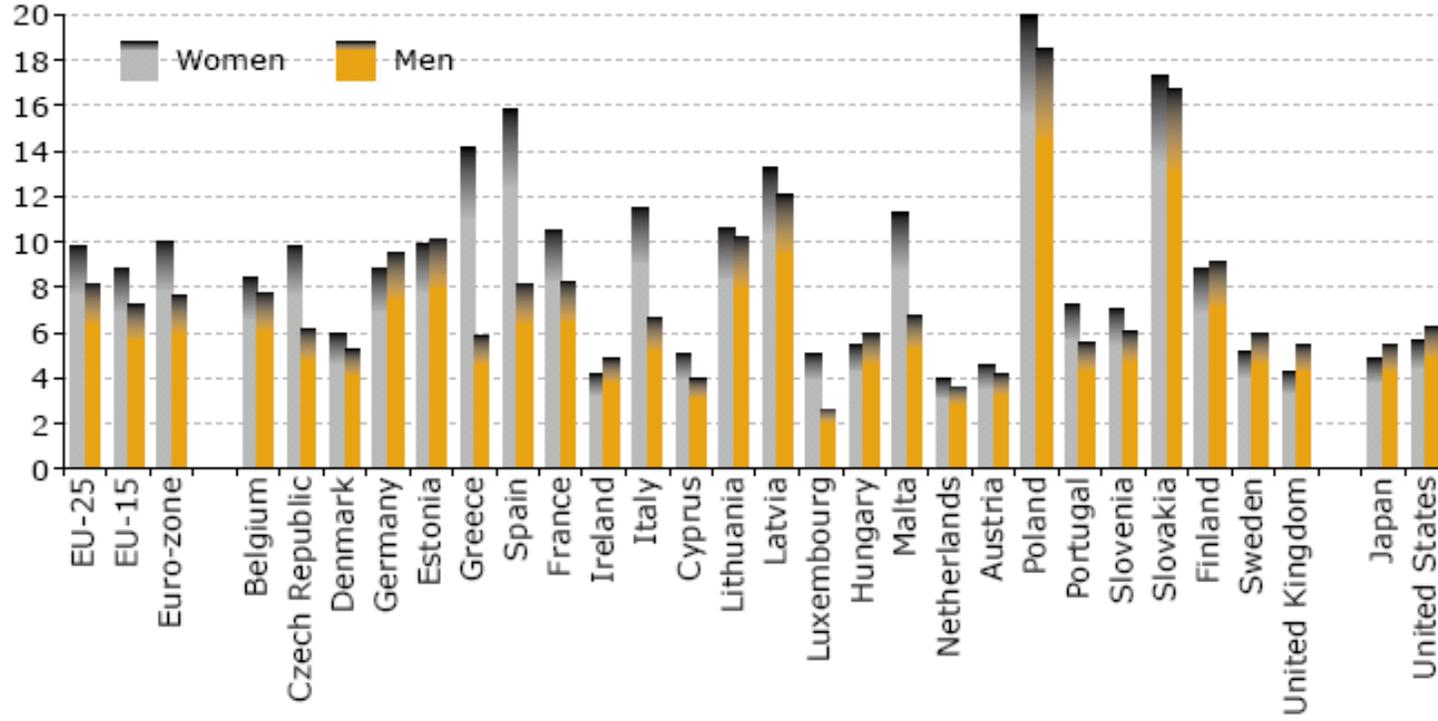
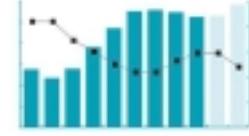
- Background
- Target group
- Sense of Coherence
- Empowerment
- Metacognition
- Self Directed Learning
- Summary





Background



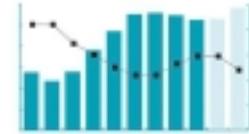




School education continues to produce people inadequately equipped and unprepared for lifelong learning, adult education tends to replicate the school system and therefore fails to attract low-skilled individuals.



McIntosh, Steven; Steedman, Hilary. 1999. Low skills: A problem for Europe. Final report to DGXII of the European Commission on the NEWSKILLS Programme of Research 'Education and training: New job skill needs and the low-skilled' . .



Barriers to (lifelong) learning are related to motivation to learn, aptitude to learn and assessment of the possible benefits of learning or training offers that do not match the interests and capacities of people.



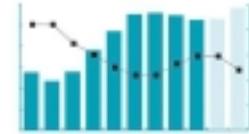
Brandsma, Jittie. 2001. Training and employment perspectives for lower qualified people. In Descy, Pascaline; Tessaring, Manfred (eds.). Training in Europe. Second report on vocational training research in Europe 2000: Background report. Cedefop Reference series (3 volumes). Luxembourg: EUR-OP.



Investigations have shown that long-term unemployed people do not fully benefit from participating in traditional training:



Scottish Forum on Lifelong Learning: Social Inclusion and Lifelong Learning - Forum Report
No. 2



- They receive knowledge and/or skills which they do not need
- They cannot cope with the presentation of learning contents
- They are not motivated and flexible to adjust their newly acquired knowledge to their future work situation
- They show a “training course career” instead of job career





Target group

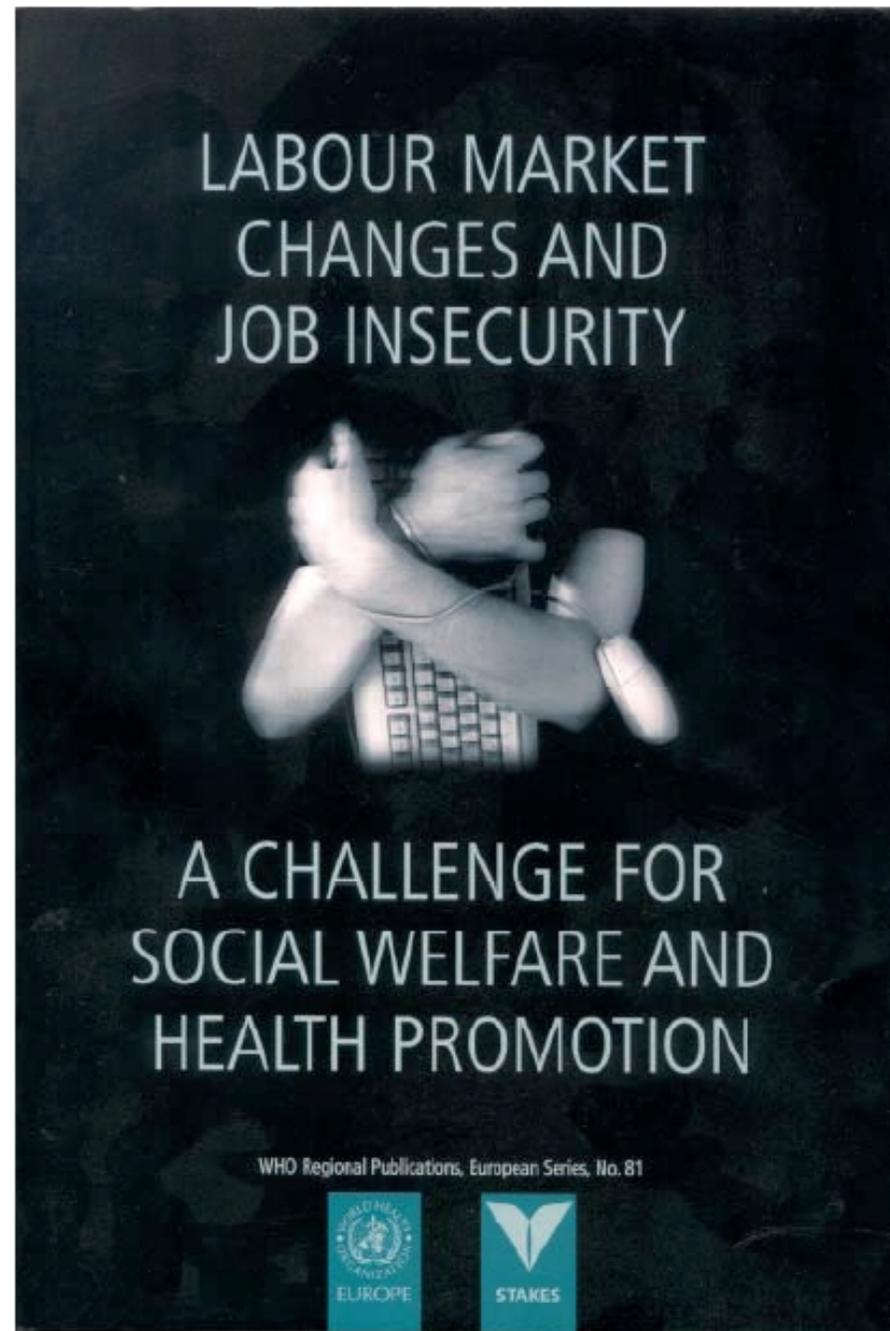




- Unemployed
- Immigrants
- Disabled
- Social disadvantaged



- Poor socio-economic conditions
- Social heritage
- Education
- Social resources



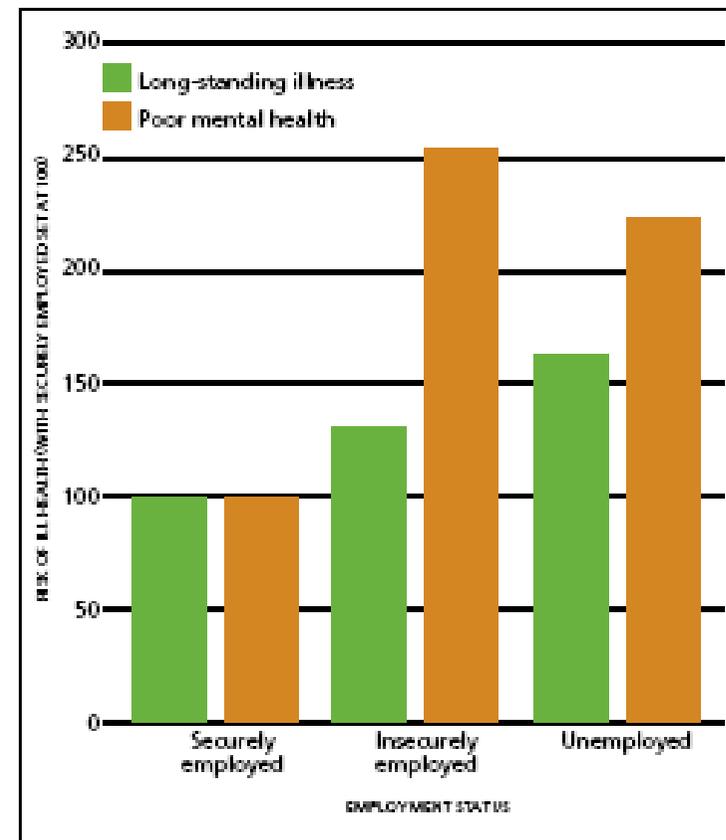


Individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the type of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged, or approved, in the societies to which they belong. They are, in effect, excluded from ordinary living patterns, customs and activities -- Townsend, 1979, p.31



- psychological health
- life satisfaction
- physical health

Fig. 5. Effect of job insecurity and unemployment on health





Sense of coherence





Sense of coherence

- Comprehensibility—the cognitive component
- Manageability—the instrumental or behavioural component
- Meaningfulness—the motivational component

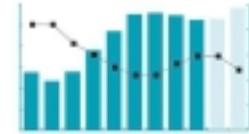




General Resistance Resources

are biological, material and psychosocial factors that make it easier for people to perceive their lives as consistent, structured and understandable





General Resistance Resources

- Money
- Knowledge
- Experience
- Self-esteem
- Healthy behaviour
- Social support
- Social heritage
- Intelligence
- Traditions
- View of life.

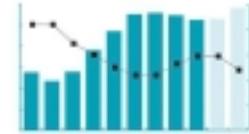




General Resistance Resources

If a person has these kinds of resources at her disposal or in her immediate surroundings there is a better chance for her to deal with the challenges of life. They help the person to construct coherent life experiences.





General Resistance Resources

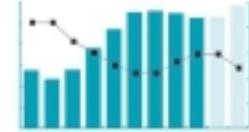
What is more important than the
resources themselves
is the ability to use them!





Empowerment





Empowerment

= transfer of
control over
decisions and
resources

[http://www.worldbank.org/afr/particip/
keycon.htm](http://www.worldbank.org/afr/particip/keycon.htm)





Through education, participants in Adult Literacy and Non Formal Education programs gain higher self-esteem.

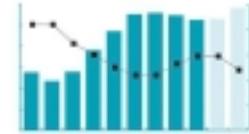
Empowerment is one of the most significant benefits of Education, Adult Literacy and Non Formal Education programs





Individuals empowered through Education, Adult Literacy and Non Formal Education programs have a higher capacity and desire for social change.





Empowerment and Social change

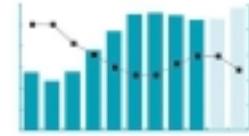
- it is not possible to split theory from action
- learners must be given the space and capacity to develop their own theories
- top down transfer of knowledge does not work
- people's involvement in the creation of knowledge through struggle is the key to ensuring a proper learning process



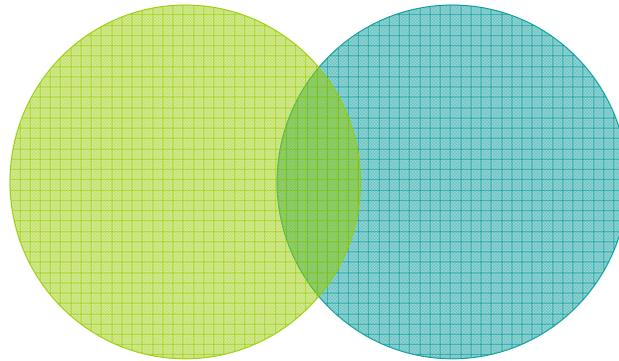


Metacognition





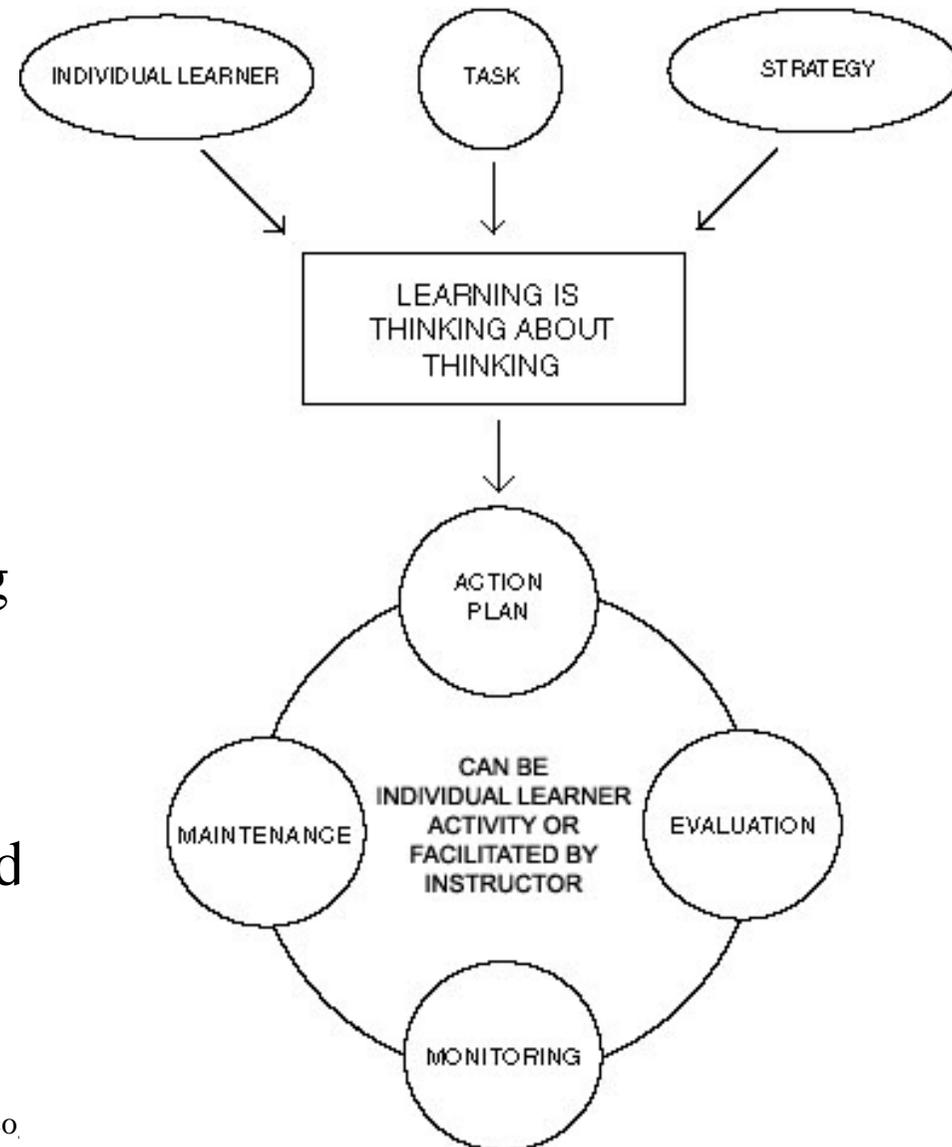
Event



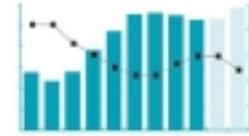
Reaction



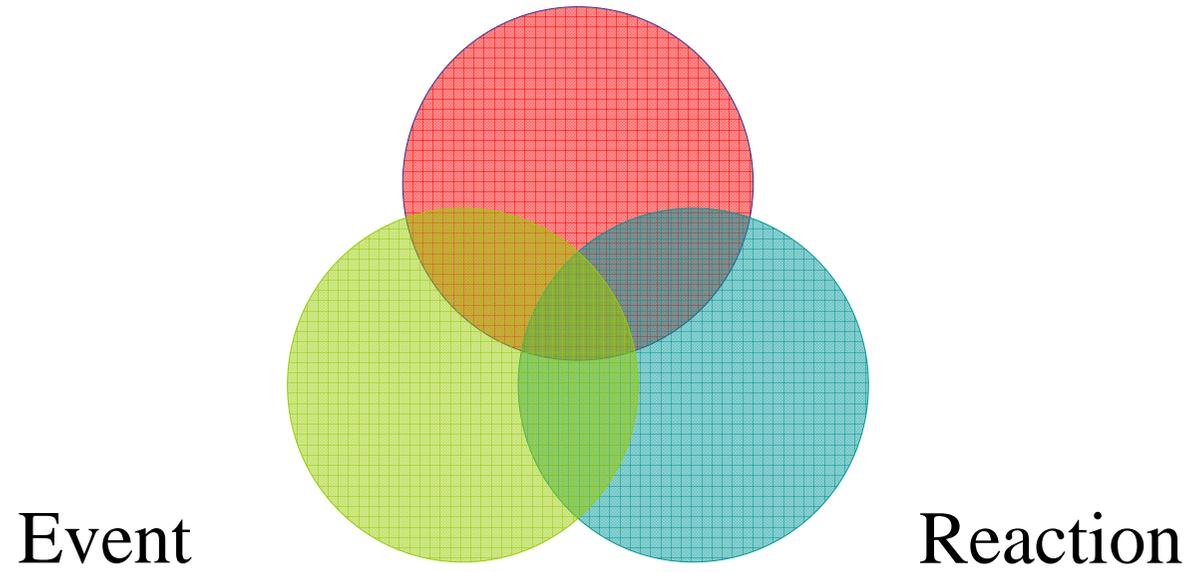
- Thinking about thinking
- Developing an action plan, maintaining and monitoring and evaluating
- Active control over the cognitive processes engaged in learning



http://web.syr.edu/~hcavino/cognitive_theory.htm#metaco



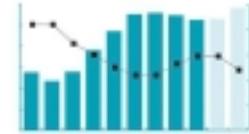
Interpretation





Self Directed Learning





Self Directed Learning

“... in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”



Knowles, M. (1975) *Self-Directed Learning. A guide for learners and teachers*, Englewood Cliffs: Prentice Hall/Cambridge.

| | Student | Teacher | |
|----------------|------------------|-----------------------------|--|
| Stage 1 | Dependent | Authority, Coach | Coaching with immediate feedback. Informational lecture. Overcoming resistance. |
| | | | |
| | | | |
| | | | |



| | Student | Teacher | |
|----------------|-------------------|-----------------------------|--|
| Stage 1 | Dependent | Authority, Coach | Coaching with immediate feedback. Informational lecture. Overcoming resistance. |
| Stage 2 | Interested | Motivator, guide | Inspiring lecture plus guided discussion. Goal-setting and learning strategies. |
| | | | |
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| Stage 3 | Involved | Facilitator | Discussion facilitated by teacher who participates as equal. Seminar. Group projects. |
| | | | |



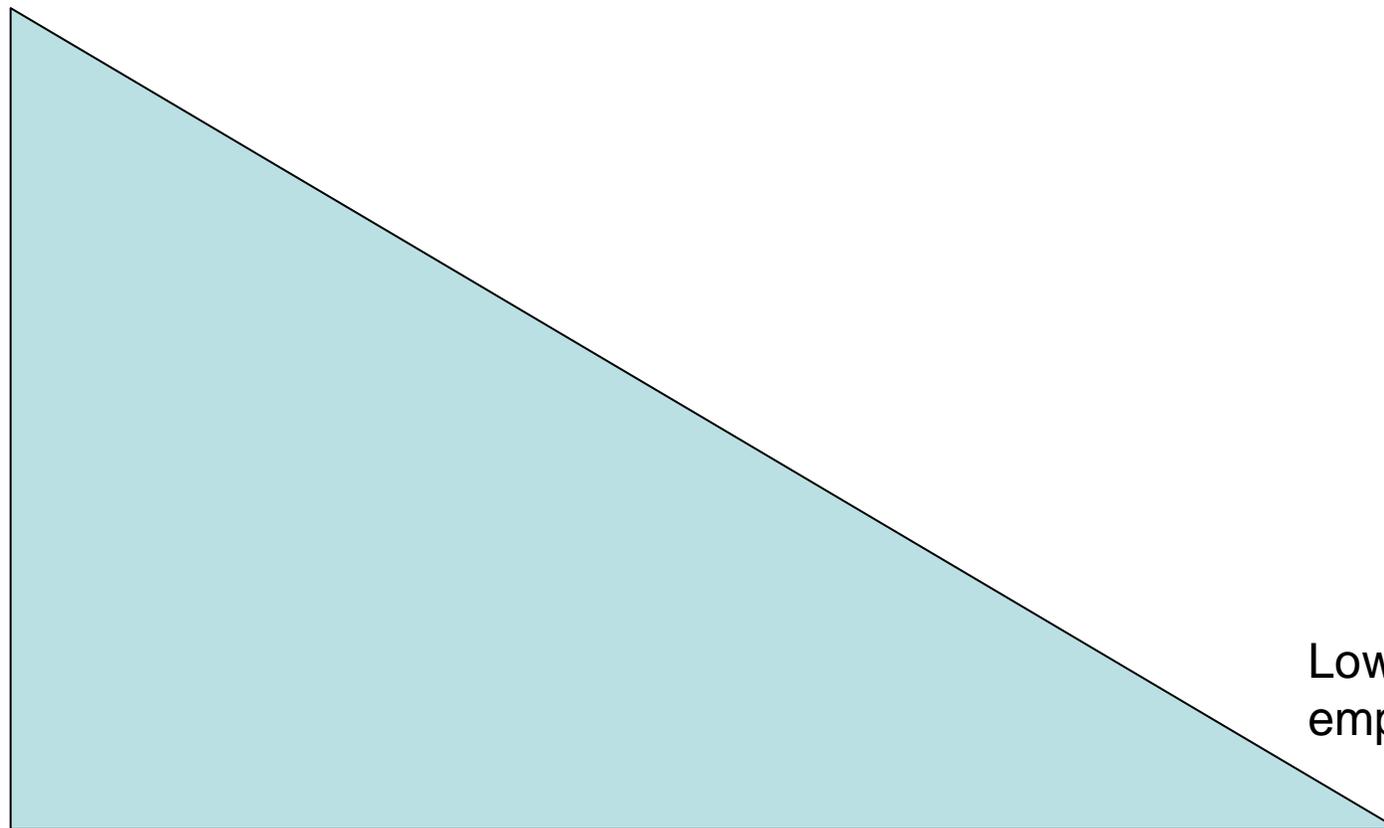
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| Stage 4 | Self-directed | Consultant, delegator | Internship, individual work or self-directed study-group. |





SDL and Empowerment

High degree of empowerment



Low degree of empowerment

Self directed

Involved

Interested

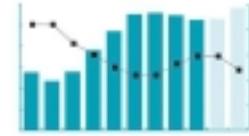
Dependent



Self Directed Learning

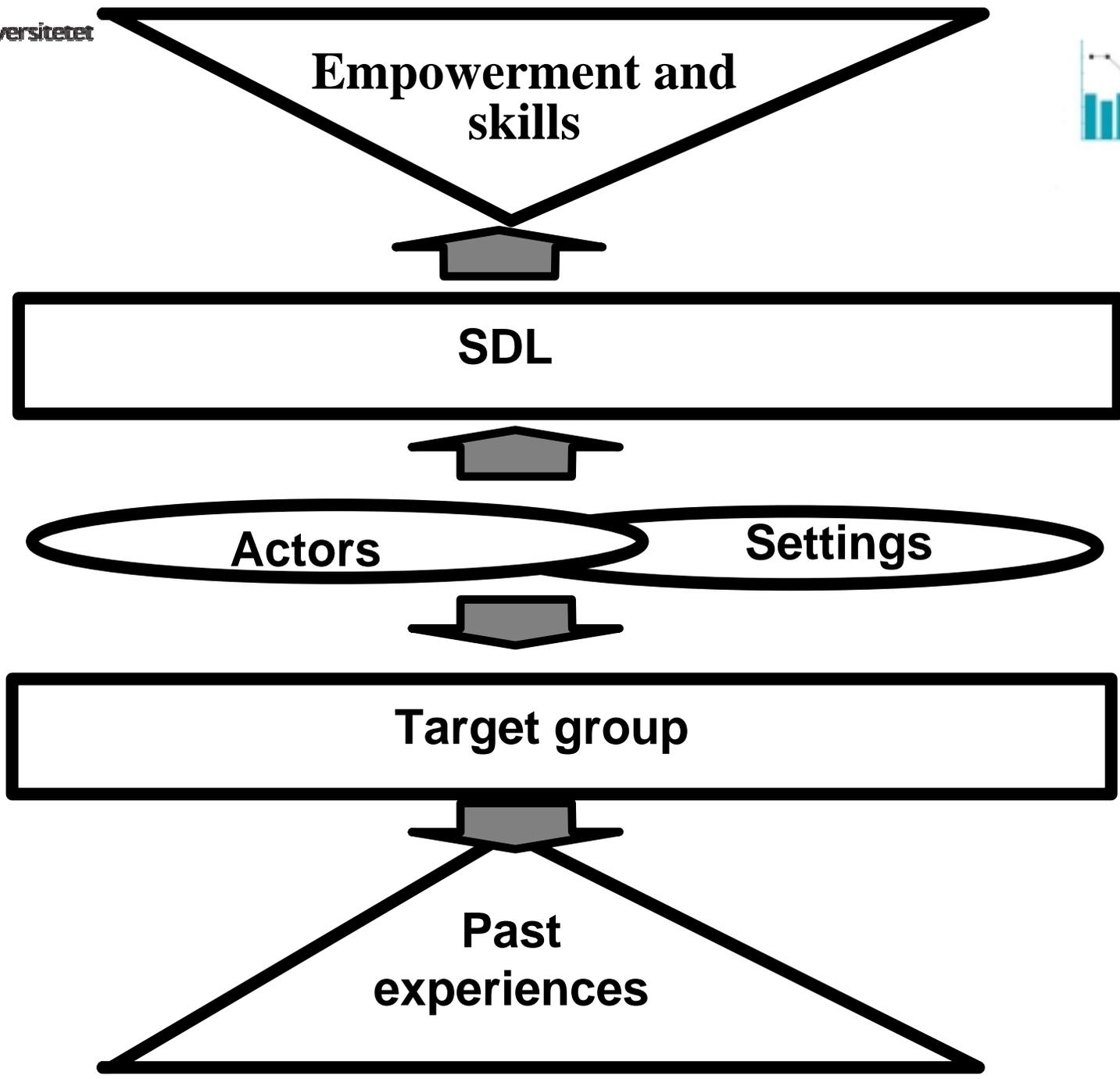
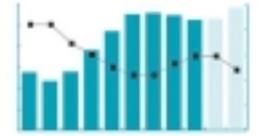
- Individuals become empowered by responsibility in their learning.
- They become aware of their abilities and wishes.
- Develops self-esteem





Summary







Thank you!



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