

# European Labour Market Policy New Approaches for Empowerment



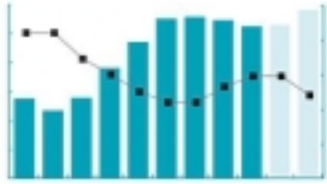
Leonardo da Vinci

## The effect of self directed learning on the employability

Paulius Cepas

Vytautas Magnus University

Kaunas LT



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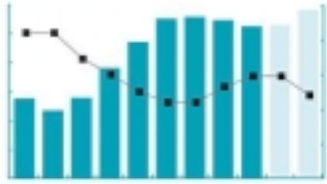


Education and Culture

Leonardo da Vinci

Give me a fish and I will eat for a day. Teach  
me to fish and I eat for a lifetime.

What I want to see?



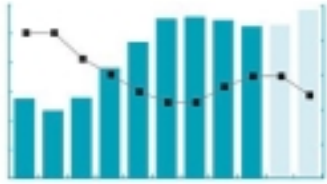
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## Self directed learning as a process

SDL as a process of learning, in which people take the primary initiative for planning, carrying out, and evaluating their own learning experiences;



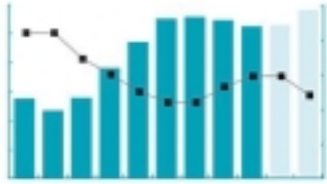
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## The purpose of self directed learning

To enhance the ability of adult learners to be self directed in their learning (based on personal growth as the goal of adult learning)



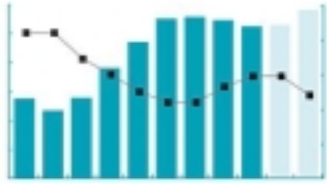
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To foster transformational learning as central to self directed learning; (sense, that there is a learner who can participate fully and freely in the dialogue which we test our interests and perspectives against those of others and accordingly modify them and our learning goals

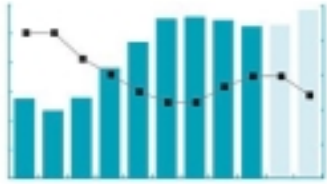


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To promote emancipatory learning and social action as an integral part of self directed learning. (not only the examination by learners of the sociopolitical assumptions under which they learn and function, but the incorporation of collective action as an outcome)

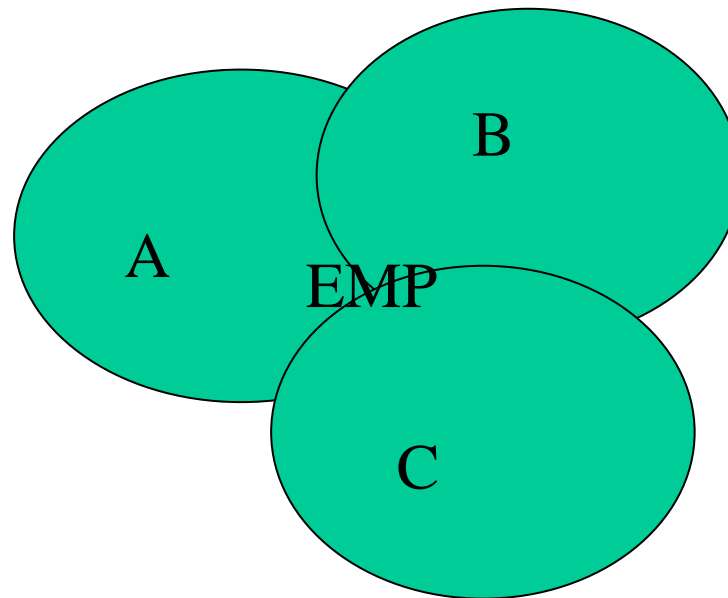


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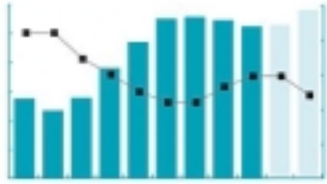
## Towards a broad model of employability



A-individual  
factors

B-personal  
circumstances

C-external  
factors



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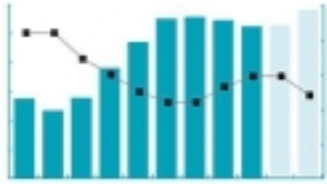
## An employability framework

Individual factors- employability skills and attributes;

Personal circumstances- household circumstances; work culture; access to resources, health and well-being, adaptability and mobility;

External factors- demand factors; enabling support factors;





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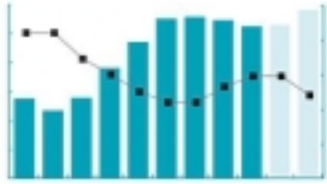
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## Models of self directed learning

Linear models – self planned, representing key decision making points about choosing what, where and how to learn;

Interactive models – the opportunities people to find in their own environments, past or new knowledge, and chance occurrences;

Instructional models – how teachers can assist students to become more self-directed in their learning;

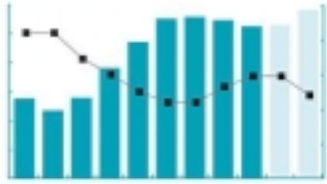


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A broad approach can help to move analysis and policy towards the identification of the full range of factors affecting person's likelihood of getting a new job and so provide a framework for richer labour market models;



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Thank you 😊

and

Knowles(1980), Hiemstra(1991),  
Mezirow(1985), Collins(1996),  
McQuaid(2005), Lindsay(2005)