Transferring the Learning Space Model

Learning to Learn and Self Directed Learning:
an innovative approach to support Employability

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Introduction

"If one does not know to which port one is sailing, no wind is Favourable" (Seneca)

This project has a long history. It was born in 2010 when all of us met in TOT – Training of Trainers of the Youth in Action Programme and heard about Self-Directed Learning.
The story continued with the project "CHOOSE*2: Choose your Learning, Choose your Life" (Grundtvig Learning Partnership) and landed at this Erasmus+ - Strategic Partnership "SDL and L2L: an innovative approach to employability" in 2014. During this time, we have explored and dig into the concepts of self-directed learning, learning to learn and how they are connected to employability.

The project is promoted by 5 organisations and lasted 2 years, from September 2014 to August 2016:
Associazione Work in Progress (Italy)
Pame Ambro (Italy)
Take Iniative e V. (Belgium)
Rokstolar Samvinnumidstod, ehf (Iceland)
Dynamic Development Association (Turkey)

Not surprisingly, you will find the description of the project and its outputs in our booklet, but we also believe that this material will be a source of inspiration for YOU to pause for a bit in the haste of your everyday practice and maybe ponder over changes you would like to see within your working context. This booklet is addressed to adult educators, as well as to politicians in charge of labour policy, persons who work in training centres, private job centres, and whoever deal with learning facilitation and labour market.

Our outcomes are not static, some of them might change as the time passes by and we get to reflect and look at them again. And we think it´s OK like this. This is also one of the reasons why we encourage you to get in touch and let us hear your doubts, thoughts, and discoveries as you practice, implement and encounter this exciting methodology called Self-Directed Learning (SDL) and its implementation.

Learning to Learn (L2L) is one of the 8 key competences for lifelong learning established by the European Parliament and by the Council in 2006. Competence is defined "as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment".

In particular, Learning to Learn is explained as:

"the ability to pursue and persist in learning, to organise one's own learning. It includes effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence"

We consider Learning to Learn a meta competence - meaning that it provides keys for unlocking the doors to other competences. The speed and the complexity of our society and of the labour market require independent learners able to define what they need to learn, when, how they can do it, what resources they need, to plan it, to take an active role and the responsibility for this process; in other words, they need to know themselves as learners and to (self) direct their learning.
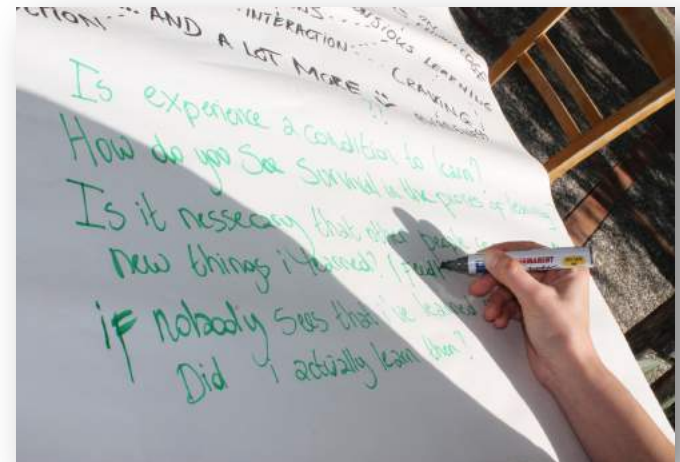
As educators we all have been asked to work on one of the most relevant challenge that Europe has faced since 2008: unemployment.

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When we developed this project, we were convinced – and we are even more convinced now – that promoting SDL and L2L is a way to improve one's employability.

This output aims to stimulate the reflection on educational approaches

while talking the issue of unemployment/ employment/employability.

This is the aim and that is what is included in this booklet. So, here you can find some general information about the concept of Learning to Learn, Self-Directed Learning and Employability, the projects and the organizations involved, the activities realized, the results of the research we carried out, some comments of participants and of the coordinators, some useful links and our recommendations.

The material included represents the results of our practice and it might be very different from yours and we see it as a starting point for further reflections and analyses.

We really hope you´ll enjoy the reading and will even find some interesting and useful inputs!

Project Team

Leilani van Rheenen is an emotional fitness specialist who supports individuals in rediscovering their original self and living up to their full potential. She works in a wide range of cultural, social and organisational contexts to foster individual and organisational growth.

Giulia Mastropirro is a free-lance trainer and counselor. Among the founders of the organization Work in Progress, she coordinates and implement educational and training programme funded by Erasmus+ and European Social Fund. Her main areas of specialization are empowerment, employability, learning facilitation and social inclusion.

Lenka Uhrova, a facilitator of life-long learning processes, passionate about community development, change, growth and empowerment. Being a freelancing mum, she believes in a harmonious and balanced working and family life, and enjoys learning how to WALK the TALK, no matter how challenging it can be at times.

Ann Daniels, facilitator of learning, Certified Professional Co-active Coach and Certified Daring Way TM Facilitator - candidate. She is also the coordinator of Take Initiative vzw.

Zek Dundar is a professional trainer and consultant for international project development. His expertise are personal development, project management peace education and conflict management. Beside his work he is an author. More information can be found at: (www.zekdundar.com)

Paul Kloosterman lives in Calabria, Italy and works in European programs as trainer, writer, consultant and researcher. Major areas of work include training of trainers, projects around learning to learn and recognition of youth work.

The Partners

ASSOCIAZIONE WORK IN PROGRESS – Italy
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Contact Person: Giulia Mastropirro

Work in Progress has been established in 2010 by expertise in the field of education and training. During this time we have participated in more than 30 projects and we developed important actions as a coordination of a Grundtvig Learning Partnership, two Strategic Partnership adult education projects; we hosted several Mobility of Youth Workers projects and we sent around 130 young people abroad with the Leonardo da Vinci programme together with the Provincia of Belluno. Our main focus is social inclusion, learning to learn and self-directed learning, employability, empowerment and the connections among these topics.

PAME AMBRO – Italy
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Contact Person: Paul Kloosterman

Pame Ambro has been involved since the beginning of its activities in 2005 in projects on as well local as on European level. One of the aims of Pame Ambro is to make a connection between Calabria and Europe.

The projects that Pame Ambro takes part in in Calabria are aiming at social development and quality improvement in the area.

Pame Ambro sees it as their role to bring in a European dimension into these projects. Next to that carried out educational programmes. These projects involve training and research activities with a special focus on the topic of learning and the different aspects related to that. In the last years Pame Ambro had a strong focus on the topic of 'learning' and 'learning to learn' and 'self-directed learning'. Three members of PameAmbro were involved in a 2 year European Grundtvig action research project which focussed on the learning to learn key-competence and the consequences of this key-competence for as well learners as facilitators. The outcomes of this project are still a big inspiration for other projects that Pame Ambro is involved in. As a follow up many training courses on different aspects of learning to learn were organised with the partners of the Learning to Learn

project. Pame Ambro and its' members are part of different kind of European networks in the educational field where they contribute to and learn from the numerous new developments and insights in and around education.

TAKE INITIATIVE – Belgium
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Take Initiative vzw is an according Belgian law established non-profit organisation that provides training and coaching to learners (young people) and supporters of learning (youth workers, teachers, coaches, trainers,...) in order to develop their competences both in learning to learn and on specific topics. Our members are trainers, youth workers, coaches and educators who are interested in learning and innovative approaches to support learning like self-directed learning, co-active coaching and The Daring Way TM curriculum of Dr. Brené Brown. The framework we work in are the key competences defined in the Life Long Learning program. We organise local and European trainings and workshops, develop online and offline courses and publications to support self-directed learning processes by using co-active coaching and The Daring Way TM curriculum. Beside that we are also one of the founders of the Fail Forward movement and we

actively involved in spreading the need for failing while learning in all possible educational contexts. We have been involved in several European trainings on self-directed learning, youth initatives, coaching etc and as a result of these trainings we have set up and facilitate the take initiative online network of supporters of learning that plays a consulting and supporting role in the development of all our training offers. We work together with local organisations like Co-Searching Flemish to introduce self-directed learning as an innovative approach towards new target groups like in this project unemployed people.

RÖKSTÓLAR SAMVINNUMIÐSTÖÐ

RÖKSTÓLAR SAMVINNUMIÐSTÖÐ, ehf.- Iceland
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Contact Person: Lenka Uhrova

In other words, the Center for Improvement, is a private company, recognized as a social enterprise, established in Iceland in 2010. Our

focus is on community development projects with a strong focus on learning, education, transformation and change. Through our work, we support individuals and communities on their paths to growth and development. Despite being small on scale, our areas of specific expertise are rather diverse: Community development projects initiation and its facilitation.

DİNAMİK GELİŞİM DERNEĞİ

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Dynamic Development (DD) was founded in January 2014 by youth workers who have extensive experience in the youth and training field, particularly within the Erasmus + program and as freelance trainers for the Turkish National Agency. The organization specializes in the training and development of youth and other non-profit organizations.

Our training and operating approach is based on the following values:

◇ Strengths based: Building on individual and organizational strengths = progress, success and fulfillment. Instead of fixing what's broken we bring out strengths that are unseen or underestimated so that the capacity, motivation, creativity and dynamism of individuals and organizations is raised through an empowering and enjoyable process.

◇ Social responsibility: Each team member has worked in non-profit organizations for several years and been involved in social projects, giving us a common commitment to finding sustainable solutions that encourage economic, social, and emotional development.

◇ Holistic approach: By thinking in wholes and taking step by step action, we work with individuals and organizations towards their entire personal/organizational health, vitality and well being, and empowering them to reach their full potential.

◇ Work and play – what's the difference?: Dynamism, creativity and quality is a natural result of doing what we are passionate about. And we would love to support people in finding out how to love what they do or do what they love.

DD specializes in coaching and training youth, coaching youth workers and those working with groups of individuals with fewer opportunities, providing consultancy NGOs, decreasing unemployment by providing soft skill/personal development trainings for individuals, projects and trainings aimed at developing the entrepreneurial spirit.

Self-directed Learning... Learning to Learn What's that!?

In this project one of the main aims was to discover how Self-Directed Learning and Learning to Learn can contribute to employability. So let's dig a bit deeper into the meaning of these two terms.

It's self-directed…so… not directed by somebody else. In self-directed learning you are the one who chooses what to learn, how to learn and when you think you succeeded to learn what you wanted to learn. You are the one who is responsible for your own learning!

'Learning to Learn' (L2L) is one of the 8 key-competences for Life Long Learning introduced by the European Commission. 'Learning to learn' and 'self-directed learning' are pretty much the same concept, the same idea.

The definition that the European Commission gave for L2L:

'Learning to learn' is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.'

To say it in very simple words: L2L is the ability to take the responsibility for and organise your own learning. In the world we live in now it doesn't work any longer to do all your learning in your young days till your 18 or

25 and then assume that this will be enough for the rest of your life. To understand and deal with all the constant change we need to learn life long.

And we are not provided with a life long teacher. We have to do it ourselves! So… take your responsibility and do it! Or to say it in other words: Europe (and the world) needs life long self-directed learners.

There are at the same time educational reasons to embrace self-directed learning and L2L. Because isn't that what we want: learners that are responsible for their own learning and decide themselves about the what, how and when? Isn't that the best way to learn; about the things you find important, in the way you prefer and at the moment you want and need it?

Traditional education and person-centred education may be thought of as the two poles of a continuum. Every educational effort, every institution, every teacher and educator could locate at some appropriate point of this scale. Carl Rogers (American psychologist and among the founders of the humanistic approach to psychology) identified some major characteristics of the person-centred approach in education, that requires a precondition. If this precondition exists, the other features listed may be experienced or observed at any educational level.

The precondition is: a leader or a person who is perceived as an authority figure in the situation is sufficiently secure within herself and in her relationship to others that she experiences an essential trust it the capacity of others to think for themselves, to learn for themselves. She regards human beings as trustworthy organisms. If this precondition exists, then the following aspects become possible and tend to be implemented.

o The facilitator shares with the others – learners and possibly also community members and stakeholders – the responsibility for the learning process

o The facilitator provides learning resources, from within herself and her own experience

o The learners develop their own program of learning, alone or in cooperation with others

o A facilitative learning climate is provided. It means that an atmosphere of realness, of caring, of understanding and listening is evident

o The focus is primarily on fostering the continuing process of learning. The content of the learning, while significant, falls into a secondary place. Thus, a course or a training is successfully ended not when the learner has "learned all she needs to know", but when she has made significant progress in learning how to learn what she wants to know

o The discipline necessary to reach the learners' goals is a self-discipline and is recognized and accepted by the learner as being her own responsibility. Self-discipline replaces external discipline

o The evaluation of the extent and significance of learning is made primarily by the learner, although this self-evaluation may be influenced and enriched by caring feedback from the others and from the facilitators

o In this growth-promoting climate, the learning tends to be deeper, proceeds at a more rapid rate, and it is more pervasive in the life and behaviour of the learners than is learning acquired in the traditional mode. This comes about because the direction is self-chosen, the learning is self-initiated, and the whole person (with feelings and passions as well as intellect) is invested in the process.

We are observing a person-centred approach to education – that has leaded to the concept of Self-Directed Learning –developing strong roots in alternative schools and non-formal education, even if it has not had a major impact on our larger teacher-training institutions.

Yet the challenge and the possibility remains. Clearly, steps could be taken in teacher and facilitator education, in training institutions and policy with the purpose of bringing about a more human and effective learning climate. Do we, as educators, wish to take those steps, or will the politics of traditional education continue to stand in the way?

A look to Employability and its connection with SDL and L2L

Many citizens of Europe have been experiencing unemployment and the current labour market has limited job offers (often not matching what potential candidates could offer). Unemployment is nowadays one of the main challenges in Europe that obliges all countries to think of new strategies and resources to be developed if we really want to create a growing economy based on knowledge.

The economic crises that started in 2008 has created long term

effects; despite the economic recovery in some EU countries the unemployment rate is still at 8,6% in the EU28, while in the USA it is 5% and in Japan 3,4%(Eurostat, April 2016). Low educated people, low skills workers and those persons belonging to disadvantaged groups (minorities, people living in rural areas) have been extremely hit by the crises and are now in a process of a long-term unemployment with a high risk of being permanently excluded from the job market. It´s important to bear in mind that being unemployed is not only an economic problem: having a job means very often having a pro-active social life, being active in the society, having a better access to culture and education, belonging to community; however, unemployment often brings fears towards the future, disbelief in oneself, mistrust towards the others and above all towards diversity (racism) and a closing attitude (anti- European feelings). According to this analyses, tackling unemployment is much more than helping someone in finding a job! An efficient strategy has to be holistic and consider the human beings in its wholeness and complexity. It means supporting people in discovering their

passions, increasing their self-esteem, creating a supportive network, facilitating their learning competence development. Traditional the term 'employment' does not include employability. Review of the literature regarding traditional employment and employability suggests that employability is related to work and the ability to be employed, such as:

- The ability to gain initial employment; hence the interest in ensuring that 'key competencies', careers advice and an understanding about the world of work are embedded in the education system.
- The ability to maintain employment and make 'transitions' between jobs and roles within the same organization to meet new job requirements, and
- The ability to obtain new employment if required, i.e. to be independent in the labour market by being willing and able to manage their own employment transitions between and within organisations.

TSeveral employability definitions have been developed based on, or including input from business and industry. In the United States, an Employability Skills Framework was developed through a collaboration of employers, educators, human resources associations, and labour market associations. This framework states: *"Employability skills are general skills that are necessary for success in the labour market at all employment levels and in all sectors"*. After conducting research with employers across Canada, the Conference Board of Canada released Employability Skills 2000+, which defines employability as *"the skills you need to enter, stay in, and progress in the world of work"*.

Most of the researchers agree about defining employability as the product of:

o *Awareness of one's competence*
o *The ability to present properly the competences available*
o *The ability to exploit them and to acquire new skills, in order to reach each own objectives*

This combination creates what is so called "absolute employability", while the "relative employability" is connected to the reality and objective facts (age, place of living, gender etc.)

According to this point of view, employability is not a set of skills but a range of experiences and attributes developed through higher-level learning: it is not a "product", but a process of learning. Employability continues to develop

because a person, once employed, does not stop learning (i.e. lifelong learning). Therefore, employability by this definition is about learning, not least learning how to learn: in other words, employability is about learning and learning to learn. Learning to learn (L2L) is then considered as the most crucial key competence for employability and, therefore, educational staff and the ones who work with unemployed people need to acquire and develop competences and methodologies for implementing this concept of learning. L2L is the key competence in this process – meaning that it provides keys for unlocking the doors to other competences. The speed and the complexity of our society and of the labour market require independent learners able to define what they need to learn, when, how they can do it, what resources

they need, to plan it, to take an active role and the responsibility of this process; in other words they need to know themselves as learners and to (self) direct their learning.The speed and the complexity of our society and of the labour market require independent learners able to define what they need to learn, when, how they can do it, what resources they need, to plan it, to take an active role and the responsibility of this process; in other words they need to know themselves as learners and to (self) direct their learning.

It implies: self-esteem, self-assessment abilities, engaging in learning processes with others, ability of planning and realizing the learning, being competent in giving and receiving feedback, being able to drive emotions to support inner motivation, ability to stand ambiguity and to take responsibility both, for the process and for the outcomes.

In this way, we believe that L2L and Self Directed Learning (SDL) can be an innovative approach to be used in working with unemployed people since they foster a holistic development of the persons that surely increases their employability level and chances.

resi **L** ience
refl **E** ctiveness
coll **A** boration
cu **R** iosity
indepe **N** dence

The Project

The project promotes Learning to Learn (L2L) and Self Directed learning (SDL) as an innovative approach to be implemented while working with unemployed people since it fosters a holistic personal development   and – consequently - it increases their employability level and chances. We started from the consideration that unemployment is one of the most relevant European challenges and that we need different and efficient strategies in education to deal with it.

Fast developments happening in our society and the ambiguity and uncertainty accompanying these developments require learning. independent learners who are able to assess their learning and to plan and realize their further Nowadays

this is an essential requisite also when planning our future professional career.

In other words, people need to take an active role and the responsibility for their learning process, to self-direct their learning (SDL) and to take conscious decisions about their lives. This concept is not what traditional formal education is based on. In formal education, we are often told what we have to do, when and how and then we are told if we learnt well enough. The consequence is that the L2L/SDL competence is usually not trained during a scholastic curricula and that many people are unfamiliar with it. Every country has also its own services to support employment which, very often, are based on the same principles used to describe formal education. Career consultants focusing on CV, presentation letters, tools to search for a job, with the aims of finding a new occupation as soon as possible, very often overlooking the employability dimension, that includes empowerment, lifelong learning skills, self-awareness, self-efficacy, ability to present and exploit each own competences to reach the professional objectives.

Thus, the project aimed to:

❖ to search for unemployed participants and make the educational approach transparent and explicit;
❖ to find and or create an adequate physical space that reflected our educational principles;
❖ to train the facilitators of the learning spaces. They attended 4 local workshop on innovative educational principles, SDL and L2L, Rogers' self-actualization principle, and a transnational learning activity focusing on the competences that educators need to facilitate SDL and L2L;
❖ to implement the activities in the learning space for 2 groups. Each group participated in the activities for a minimum of one time per week for three months.

The innovation of this project lies in the creation of a learning space for unemployed people inspired by the innovative educational principles, where L2L and SDL function as both the main tools and a competence to be acquired.

One part of the project consisted in the creation of 4 Learning Spaces, one for each country. This activity included:
❖ to search for unemployed participants and make the educational approach transparent and explicit;
❖ to find and or create an adequate physical space that reflected our educational principles;

❖ to train the facilitators of the learning spaces. They attended 4 local workshop on innovative educational principles, SDL and L2L, Rogers' self-actualization principle, and a transnational learning activity focusing on the competences that educators need to facilitate SDL and L2L;
❖ to implement the activities in the learning space for 2 groups. Each group participated in the activities for a minimum of one time per week for three months.

Another part was related to the action research carried out. It involved:
❖ creating the questionnaires to be used with the learners and the facilitators of the learning spaces
❖ realizing a focus group in each country, departing from the question "What does contribute to a good self-directed learning environment"
❖ analysing and summarizing all the results using the results and the experience to create a model that can be exported in other realities (you can read more about it in the Transferring a Model section.)

Another part was related to the action research carried out. It involved:

Activity	Timing	Note
Kick off meeting	7-10 January 2015 - Belgium	Staff Meeting
Research on innovative educational principles	January-February 2015	The objective was to get inspired and to create a solid values based approach to be used for the learning space
Implementation of a blended learning strategy that involved from 3 to 7 adult educators in each country	April 2015 – April 2016	The objective was to train the facilitators of the Learning Spaces. They attended 4 local workshops, 1 transnational learning activitiy, group supervision and distance learning through the platform chooselearning.ning.com
Creation of 4 learning spaces for unemployed people	September 2015 – April 2016	Each learning space involved 2 groups, participating once a week for at least three months. In total we involved 64 unemployed people and 14 facilitators.
Action Research and Creation of a Model	September 2015 – June 2016	Creation of questionnaires, testing on learners and facilitators, focus groups, data analyses, recommendations
Multiplier events	May- July 2016	One dissemination event in each country to present the outcomes of the project

A focus on the Learning Spaces

As you read in the activities realized, the Learning Spaces were the core of our project. What is it exactly a Learning Space?

A space with specific physical characteristics and learning climate, dedicated to a group of unemployed people that attended it at least once per week for 3 months. Each meeting lasted from 3 to 4 hours. In each country we facilitated 2 groups, composed by 6-10 persons. The space was supported by adult educators and facilitators properly trained who helped the learners in discovering their passions, finding information on what they need, create a network with the other unemployed people and with different services within the municipality involved. SDL and L2L were at the same time tools and objectives: it means they were the guiding principle in running the space and also two of the competences to be acquired and improved by the target group. In practice, this means that when we started we did not know exactly what it would have happened: the activities realized came out as a co-creation totally based on the needs of the learners. We all dedicated some time in the beginning to break the ice, create a safe atmosphere and a group feeling. The spaces, if possible, were initially set up with some books, a computer corner, some games and music instruments. It was a dynamic space so its evolution depended on the emerging needs and objectives of the specific persons that participated.

In order to draw from the project conclusions and recommendations towards an approach for setting up learning spaces for unemployed people a research was carried out during the project.

The main basic question for the research was: "What elements contribute to a good self-directed learning environment?". The focus was on 3 components to investigate: the relation between learners and facilitators, the group climate and the impact of the space on learning. Taking into account the objectives of this project, a special focus was put on how this self-directed environment contributed to the employability of the people participating in this project (the 4th component).

The research consisted of three parts:

❖ a desktop research collecting data from publications and research on related topics
❖ focus groups with the facilitators and the learners
❖ questionnaires for participants of the learning spaces and for the facilitators

Both questionnaires and focus groups took place after the learning spaces finished.

Item	What supports learning
Relation learner-facilitator	- trust, respect and appreciation between learners and facilitators - clearly defined roles of facilitators and learners - a supportive and empowering role of facilitator - facilitators being competent learners and serving as a model for learning - facilitators being transparent about objectives, methodologies and process
Group Climate	- diversity in the group is appreciated - confidentiality - safe learning space allowing for trial and mistakes - group norms are openly negotiable - not feeling restrained by time pressure, group or program - willingness to support each other in learning - expression in all human dimension, intellectual, creative, emotional and spiritual is encouraged and appreciated
Relation between physical space and learning	- co-creation of the space - space for interaction (peer learning) - space for self reflection - space has to reflect the educational principles - comfort - learning and living go together - integrated technology in the space - flexibility (one size doesn't fit all) - sensory stimulation

Forty-four participants filled in the questionnaire and twelve facilitators. Four focus-groups took place (one in every country) The focus groups were facilitated by the national coordinator. The researchers provided guidelines for the facilitation.

The desktop research provided hypothesis around the three main elements of the research and gave guidance to the development of the questionnaires for as well the learners as the facilitators.

Thus, these were the elements that we, as facilitators, tried to promote in the Learning Spaces, focusing more on the process than on the contents.

Under here the analysis of the 4 dimensions investigated.

The relation learners/facilitators

Both facilitators and learners used common words to describe this relation: equal, friendly, supportive, honest. Almost all of the facilitators mentioned empathy as an important element of their facilitation. It stands out that a trustful relationship has to be created, in which people feel safe, comfortable and feel free to ask and behave as they feel. In different wording authenticity comes back several time. You have to give and show something of yourself and share your own experiences.

What is the role of the facilitators in this relationship? We asked this question to both target; they could select maximum 2 answers and add other options. Most of them considered the facilitators to be a support person and a guide

Role	Guide	Teacher	Support person	Mentor	Peer	Friend
Point of view of learners	15	4	21	3	8	10
Point of view of facilitators	4	0	12	1	2	1

The Group Climate

All groups are described in a quite positive way in which diversity, mutual support, being a group", trust, honest and supportive environment and openness are given as important elements. Listening was THE word related to this group of answers: listening to each other's stories and the feeling to be heard by others is mentioned by most of the respondents as an important element that contributed to learners feeling being

supported by each other. Other attitudes that scored high were 'praising each other' and 'encouraging each other to take up challenges'. The point of views of learners and facilitators converged in considering the group very supportive for the individual learning process (scoring higher than 5 on 6). It seems that learners felt to get support more than what they were able to give, while the facilitators did not perceive this discrepancy.

The physical space and learning process

It seems that the reflection on how the physical space contributed to the learning process was one of the most difficult to be answered by the learners.

Only few people really answered, many only described the place. The co-creation of the learning space only happened to a limited extend. The impression is that facilitators took a big role here and then tried to involve the learners in a later stage.

However, when learners were involved in co-creation it had in general positive response, since it it contributed to feeling the

ownership of the space and contributed to the safety and solidarity in the group. The element that comes to light analysing the answers of both facilitators and learners is the importance of a multifaceted learning space.

Learning spaces and Employability

We can summarize the competences developed by learners splitting them in 2 types:

❖ The ones related to the job searching: making a proper CV, presentation skills, managing interviews, using social media and IT to search for a job, focusing on talents,

❖ The ones related to personal development: team work, self-awareness, communicating and relating with the others, active listening, ability to set goals, social skills, taking decisions.

Both learners and facilitators agree here pretty much on the importance of growing self-awareness. A better self-awareness helps you to make choices in life and also in work.

What did participants think about the Learning Spaces?

"They were all really good in being one of us and sharing their experience with us and also giving inputs when we needed them. I really liked the feedback and being in my power sessions"

"No barriers in between learner and educator in freedom to ask about anything"

"I felt I could really share everything I wanted and that the others really listened and respected my opinions"

"The atmosphere in the group was really good, we shared with each other a lot of our uncertainty and fears of never finding that one right job"

"The space was a very comfortable and cosy like home, that made me feel very comfortable and definitely helped everyone to feel welcomed."

"The group environment was very honest and supporting; we were able to see the mistakes and improvements we all made. Additionally, we realized that we shared some of the faults and insights, which improved our confidence and made the experience more valuable"

"(About the space) It was good to have walking included - it´s important to have regular movement. I easily go crazy after the load during the day and I know that walking out in the darkness helps me to steam out"

"It did not remind me the school!"

"The physical space was good, had fairly enough convenience and comfort, everything we could need. Comfortable seats, armchairs,

tables, nice garden, clean bathroom, technology, wi-fi. We also had access to tea, coffee and snacks."

"I learned to work in a group on looking for a job, to learn together and share our experiences for the benefit of everyone. I have experience in youth work so I believe in non-formal learning but I never thought about using it to find a job and I did not expect it would work but it did"

"I learned to have faith in my own talents and abilities to find the job that I really want and deserve, I improved my job finding skills too"

"I improved my ability to listen; ability to understand; ability to sharing ideas; ability to communicate"

"Social competence development: I´m having difficulties talking to people when I don´t know them. Being in the group helped me open up and be more sociable. I was encouraged to open my eyes for turning my passion and skills into business opportunity, and it was exciting. Entrepreneurship competence"

"I got empowered to believe in myself and it worked because I found a job in youth work, what I was aiming for. I just missed a little bit of confidence and a great opportunity"

"It is evident that the traditional structure of companies is dissolving; people have to learn to be self-employed or work in smaller and more independent groups to adapt to the new world. This requires, besides technical skills, a better attitude towards teamwork, risk-taking, entrepreneurship and creating your own purpose. The workshop has aided me in every aspect that I had been lacking; hence, it has without a doubt enhanced my employability"

"This SDL is the best thing I've done in my life. It changed my perspective. Therefore, while I was going to this learning program, I found my way and started my job. As a result, it contributed my employability, my life, my way and so on"

If you want to know more about the research, you can read the "Learning to Learn and Self-Directed Learning: an innovative approach to support employability.

Research Report": www.workinprog.eu/link/

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The Points of View of the National Project Coordinators

The experiences of the persons who coordinated the project at national level is very valuable and can bring in the peculiar dimension of each reality. Here their thoughts.

How did you set up the learning space?

Ann (Belgium):
We used Jobbar, which is the space the VDAB (Flemish Unemployment Service) uses for their activities with young unemployed. The space is created with the vibe of a bar in mind meaning that the biggest space has an informal feel to it, that there is a bar with coffee and soft drink and that people sit around small table on bar stools. Beside the 'bar' space there is also a workshop room with a big table to sit around and a living rooms with sofas where people can chill out. The computer corner is part of the bar area and provide 6 desktop computer.

The space itself provided us with all the different functions and settings we thought we would need and the participants of the activities also indicated that everything they needed was there.

There were 2 downsides:
◆ the space was filled with advertising for VDAB, which gave some participants the idea that the facilitators were VDAB

people. This was easy to correct in the first intro and still it played a role for some of the participants
◆ the space is in the official VDAB building which means there are strict rules about entering and leaving, there are official office hours etc.

Lenka (Iceland):
Being in a rural area of the north of Iceland, it was very important to use the resources that were already available in the village and preferably connected to local community activities.

The first learning space consisted of the following:

◆ Cosy house, in which we could use two separate rooms and a kitchen. One room was arranged as a working room and it was connected to the painting workshop, since painting was offered as one of the tools related to self-development activities offered in the programme. This room had a sofa for relaxation and a set of chairs. The second room was meant more for individual interviews and / or yoga exercises. It had a sofa together with a table as the base and space where yoga could be practised. In a small corridor connecting the working room and the kitchen, there was a resource table. Since it was winter time, we used lots of candles to make the place even more cosy during dark Icelandic winters.

◆ Classrooms of a local secondary grammar school. These premises were used for inputs given by facilitators who prefered using overhead projector and slide-show presentations during their input sessions.

◆ Outdoors with all kinds of Icelandic weather that is typical for Icelandic winter. (group walking outside was an integral part of the programme)

The second learning space consisted of the following:
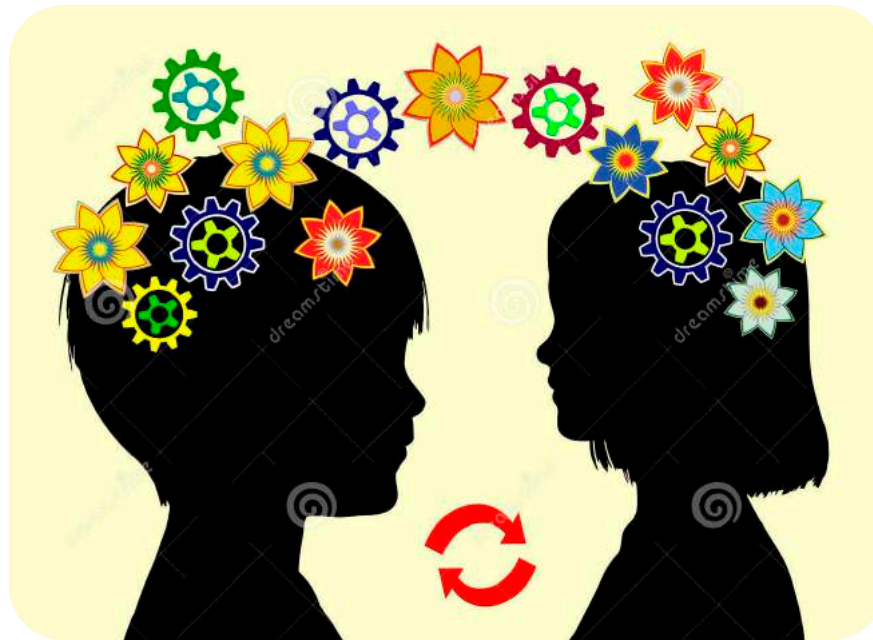
◆ Cosy house - the same house, as described above, just

◆ that the main room was arranged with more focus on self-direction and much less connection to the painting activities, as they were equally available like any other that the learners could choose from. (such as reading, playing music, playing card games, etc…)

◆ Yoga studio and a swimming pool were local facilities that we used as a part of the programme

Leilani (Turkey):
Finding and setting up the learning space was a very inspiring process, as we looked for a place that was central, comfortable, spacious enough and provided different kinds of spaces and facilities to suit all learning needs. We were actually able to find such a place, that included not only all of these elements but also a garden where participants could socialize, relax, reflect and where we could organize outdoor activities. In short: it was the perfect space for self directed learning. Although we offered participants the opportunity to adapt the space to their needs, or to add to the space in any way they wished

we found out that because the place was already very suitable for their needs that they preferred to spend their time there focusing on each other and on the learning process rather then doing much with the space itself other then enjoy it. Having animals (cats) present in the space as well turned out to be an interesting element that gave participants the

chance to see how they feel/interact with animals and in some cases let go of fears related to them, which helped them to see how other fears that were hindering their lives and employment possibilities could be overcome as well and

become instead an enjoyable and playful experience. In short the space provided the ideal environment for participants to be themselves and explore their learning interests in the way that suited them best, and feeling very much at ease while doing so due to the informal but well suited environment.

Giulia (Italy):
For me it was a long research and a very good chance to find also another office for the organization. The final choice was renting a big room in a headquarters of an Italian Foundation that deals with social inclusion. We thought it was a good idea because it provided also a good networking with other institutions that could offer complementary services to the participants of our project. The room was around 70 ms, with a big balcony and a garden to be used for outdoor. We tried not to fill up too much the rooms, in order to give the learners the chance to co-create the space. In a corner there were carpets and pillows, in another one computers for researches, movies and music. The central part of the room hosted the chairs in circle and a white board. There was space for more

intimate chats and also the possibility to prepare coffee, tea and having a snack. We decide to stick inspire sentences on the wall. Furthermore, we create a resource table where participants could fine books, games, music instruments and they were invited to bring whatever they felt it could have been useful for the group. The idea was to create a multifaceted space, that could be adapted for different activities.

What do you see as the most significant outcomes of your national project?

Ann (Belgium):
The fact that the people who attended got needs based sessions on the general topic of finding a job you like/love. Although there was a theme set before hand based on the needs of the people who were in the previous session, in reality we always worked with the needs of the people who were actually there.
A strong peer community was formed during the sessions: people were really supporting each other with insights,

advice, empathy (met too!) and support.
The VDAB got introduced to a needs based approached based on the needs of the participants who are there. Co-Searching got the opportunity to start a new groups/session in Antwerpen, a new city for them.

Lenka (Iceland):
The fact that our Learning Space ended up being a development project carried out as a cross-sector cooperation project. Employment Office and Life-long learning Center were in cooperation with a social enterprise Rökstólar. Since it was an Action Research, significant changes could be made in running the second round, based on the lessons learnt in the first round.
Another important element is the fact that we were able to run both learning spaces in very rural areas with very limited financial contributions, yet securing the quality for the target group by providing the support reflecting their needs. Our target group consisted of women, and they very much appreciated the support group that got created. It represented a safe learning space for them and a source of inspiration and

encouragement, particularly when it comes to creation of their own jobs.

Last but not least, there is a willingness on all cooperating sides involved to continue with the work started.

Leilani (Turkey):

In reality the project exceeded our expectations in a number of ways, such as:

- 100% of the participants became employed as a result of the workshops
- 80% started doing something that they really loved for the first time
- 85% of participants reported having a more positive outlook on their lives and on their future as a result of the workshops, and being more confident in themselves and that they can solve the problems they face everyday, instead of the hopelessness and feeling of being stuck that they faced before
- 80% of participants became more happy with who they were and with being themselves as a result of the workshops
- One committed relationship was established as a result of the workshops and is still going on with a likely possibility of marriage
- 100% success in helping to clarify and define the professional paths of the facilitators

- The professions that participants developed through the workshop were: English teaching, cooking, baking, public speaking, managing telecommunications, inventing and coaching.

Giulia (Italy):

One important result was the cross-sectorial cooperation we managed to establish with other organizations, that cooperated with us in advertising the project and also stepped in for the facilitation of some specific topics (for example, a private Job Centre run the session about job interviews). This cooperation was very important also for the follow-up, since the participants had the chance to get to know other opportunities: just to mention one example, two learners decided to start a long term training course provided by one of our partner. The other important outcome we had is that despite of the differences between the 2 groups, all the participants at the end were more empowered, secure and pro-active. They were ready to take decisions and steps for their professional lives with much more enthusiasm! We are also trying to find the way

to repeat this experience and we hope that the multiplier event will help us to find the necessary economical resources.

What kind of multiplier event do you intend to organize?

Ann (Belgium):

The multiplier event will take place on 30/6/2016 from 14 till 18:15 in De Finale for maximum 30 people. We will start with

a presentation of the project and a panel discussion about this project and its outcomes and then in the second part the participants will have the chance to exchange and discuss in small groups.

The target groups for this event are people in the unemployment sector, youth workers and SDL-practioners like teachers in the SDL Sudbury school in Gent

Lenka (Iceland):

Our multiplier event, taking place 23.05.2016, is organized in line of Art of Hosting (AoH) principles. This means that all participants are invited to experience a new form of a working meeting where we practice nurturing collective intelligence, shared learning and effective action for change.

Our focus is on the question of a sustainable model for Learning Spaces like the ones, we´ve tested.

That´s why the span of the invited participants was:

➢ adult educators and counselors working in and with women´s empowerment

➢ stakeholders involved in the issue of employment and empowerment

OBJECTIVES:

✧ To present the Learning Space model that Rökstólar ran as a cross-sector cooperation and show the impact between developing Learning 2 Learn competence and employability

✧ To hear about the good practices of others and search for commonalities when it comes to the link between Empowerment and Employability

✧ To find out what institutions are interested and would like to commit to creating a sustainable Learning Space model based on the approach and educational methods that prove to be working in the empowering processes

Leilani (Turkey):

The multiplier event will take place in July at the same setting of the workshops, and will be an event open to all professionals who are dedicated to human development and/ or employability (teachers, youth workers, trainers, human resource professionals, coaches, psychologists, NGO workers and managers). We will also invite those who were participants in the workshops and are interested in

contributing to the event, especially since some of them started working in the above mentioned professions.

During the event we will present the overall project and highlight the aspects that worked well and can be replicated in other environments. We will then have interactive activities where the multipliers can consider how they can implement these elements in their own environments and the areas that they would like to develop in their own learning environments, and for themselves as professionals. During the event we will do a needs analysis to determine the level of interest and need for other institutions/ professionals to develop something similar for their own target groups, and what kind of support they would need in order to do so.

Giulia (Italy):
We are planning a module in July for people working in public and private training centers, employment agencies and educators. The idea is to present the educational principles we used, the results obtained and, above all, the concept of employability that is still underestimated! We will also facilitate some learning activities to make participants experience in practice what L2L and SDL is and how they are related to employability. There will be room for debate and reflection. One of our objective is to get the interest of one ore more participating organizations in implementing the Learning Space model in the service they offer. We are planning to invite around 20 organizations.

How do you think your project contributed to the employability of your participants?

Ann (Belgium):
 In general I think the biggest gain for the participants has been that they could learn about the topics they wanted/ needed to learn about connected to their employability and we hope they will keep that attitude towards learning and growing in the rest of their search.
The empathy in the group has also played a big role in terms of realizing that the participants are not the only ones looking for the job of a lifetime. Being unemployed isolates people and by coming to these session participant realized that there

is a whole community of people out there going through similar experiences. So both connection and the realization and that there might be no such thing as the job of a lifetime and that that is okay too were mayor realizations in our space.

Lenka (Iceland):
The impact of our project was very visible particularly through discoveries of the potential that the learners had and their realisation on how to create their own job (be it only a part-time job in line with their physical and mental abilities at the time).
Many of them started focusing on that, rather than waiting for some job to come to them.
All participants had to take the responsibility for their learning journey into their hands and this is an element that undoubtedly contributes to becoming more employable, as each person concerned gets a clarity that
the system is there as a support element, but the main task on getting closer to the job market remains on the participant's shoulders and is connected to their wishes and desires and willingness to work on being more employable.

Leilani (Turkey):
A lot of the participants arrived at the workshops not having any idea what they wanted and being afraid to even ask themselves this question. Throughout the process of the
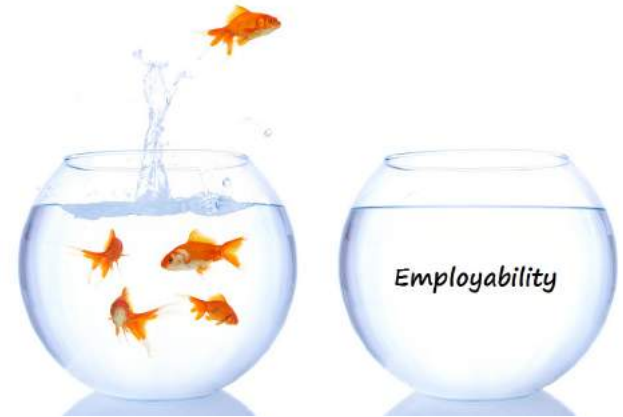
workshop, they were able to not only define their paths but also clear out the obstacles that were preventing them from taking steps forward. For example one participant thought she needed to have a cafe in an expensive neighborhood, and later decided to start with the simpler step of making cheesecakes with an original recipe at home and selling them to bakeries nearby.
Another participant thought he needed to go abroad to cooking school in order to follow his passion, and in the end became very happy with going to a local cooking school and getting a job as a chef's assistant. Another participant was thinking that she needed to be a world renowned life coach, but discovered

she finds a lot of fulfillment in teaching English to young children and helping them to learn and grow. Another participant was frustrated because she wanted to continue to learn about genetics while at the same time she was worried about how she was going to make a living. She eventually realized that she could do both at the same time by getting a part time job as an English teacher while continuing to follow her passion in the world of genetics. In all of these cases participants both discovered and followed their dreams by clearing away the external expectations of what they should do and focusing on actionable steps that would take them forward and not only give them a job but also the fulfillment that they were looking for. They learned how to expand their possibilities to create the kind of life and career that enables them to make a living and find fulfillment at the same time.

Supporting each participant in helping them to be honest with themselves and to discover the path that they really wanted to be on, and take steps towards that path with the support of the facilitators and of the group is likely what accounts for the success of the workshops. We also continually emphasized the concept of freedom and responsibility, and that by fuelling accepting the freedom and responsibility that they have for their own lives they have the capacity to make their own choices instead of relying on external factors and external motivation to do so. Most of the participants were actually very creative and bright individuals who simply weren't

allowing themselves to see and implement their full potential before this support was offered to them through the workshops. It was amazing to see each of them become happier, more motivated and productive with every passing week and the positive changes that occurred in such a short period of time. In one case one participant became a math tutor for the child of another participant, thus creating part time employment even through the collaboration/needs and demands within the group itself. This was another great aspect of having a group with such varied profiles that managed to work together so well and offer support to each other in such a variety of ways. The workshops impacted the professional lives of the facilitators in the following way: one of the facilitators decided to become a full-time coach and facilitator as a result of experiencing such a high level of job satisfaction from facilitating the workshops (previously a marketing consultant not feeling fulfilled in his job); the other facilitator became clearer about the role she really wanted as a content and method creator and a trainer of coaches/facilitators, which she understood through the process of supporting the other

facilitator rather then facilitating the 2nd series of workshops herself and learning how to let go and trust another facilitator fully, and enjoying the process of creating content and methods that would be implemented by someone else.

Giulia (Italy):
The more I work on this topic, the more I believe that empowerment is a pre-requisite for employability. Every

person needs self-efficacy, self-esteem, awareness of limits, potentials, passions and talents to be employable. We all need to be empowered to be a fully functioning person. What I see is that L2L and SDL competences, as well as the

process to become a self-directed learner, tackle all these dimensions and really contributed to participants' employability. To use their words, they now feel they have a clearer view of their professional future and they are more pro-active in taking the necessary steps to reach their goals.
Taking responsibility of their learning process also supported them in taking responsibility of their professional career.

How do you think your project contributed to the employability of your participants?

Ann (Belgium):
Co-Searching continues to organise the sessions in Antwerpen like they were organised during this project time.
Take Initiative vzw is not involved in the facilitating of the space anymore but will play a role in trining the Co-searching volunteers to be able to facilitate the sessions and to create an appropriate learning space for the partcipants to learn and grow.

Lenka (Iceland):
All the cooperating partners are interested in exploring the question of the success and effect of such Learning Space from long-term perspective. We want to test use of certain interview tools that will help us to track the individual journeys of the participants during the longer periods, than just a program duration.
On top of this, Rökstólar is very much interested in looking at competences that are

needed in the field when working with the issues of empowerment and employability. This can happen thanks to another Strategic Partnership, Rökstólar has been involved that will last til the autumn 2017.

Leilani (Turkey):
Some of the follow up is already being done through the ongoing coaching of participants to make progress in the lives and careers that they want. Other then this social events are being organized from time to time where participants can get together and informally catch up on each other's progress and continue to support each other, in addition to quite a few participants joining other self-development clubs (such as Toastmasters public speaking association) where they can continue to interact with and support each other's progress. On the long term we will follow up on this project by finding ways in which the self directed learning methodology can be implemented in schools and institutions dealing with employability, which in the future will result in more effective ways of supporting learning overall that are empowering the individual to find their own way instead of imposing fixed knowledge that may or may not be relevant to the individuals needs and desires, as well as the changing demands of the labor market. This project was a kick-start in the direction of finding more ways to incorporate self directed learning (or rather self directed living) into the Turkish education and employment system, and we will continue to explore and create the most effective ways to do so on a broader scale.

Giulia (Italy):
Through the multiplier event and the intellectual output produced we are trying to convince other insitutions and organisations to implement the Learning Space Model in the service they offered. We are also searching for new funds to make the Learning Space sustainable. Thanks to another Strategic Partnership we are also able to keep on exploring the relation between empowerment and employability; the new elements that will emerge will be useful to keep on working on the Learning Space Model.

The organisation Pame Ambro had a different role in the project. Due to its experience, the partner was in charge of the coordinatio of the research. Here the point of view of Paul, national coordinator.

Employability… Something to learn?

This project combined the topics of Self Directed Learning (SDL) and Employability. Does SDL contribute to someone's employability? There are many offers for unemployed people that focus on skills like writing application letters, presentation skills and building portfolios. As such this can be useful but the question is if that's enough to really increase your

employability. When people are not able to write good application letter or to present themselves in a convincing way there is probably something more then just missing the skills.

This project made clear that self-awareness and self-confidence are crucial elements for employability. When you are not aware of your competences, when you don't really know what your talents and passions are it is difficult to present yourself and to make choices in life. To know your own competences and to recognise your talents and passions is not something that just comes like that. Most

of us didn't learn to properly self-assess. We are used to others that tell us if we are doing well, knowing enough. Passions and talents are often not taken serious and not recognised as important elements for choices when it comes to employment.

In this project people had the opportunity to work on this. One of the crucial elements, as comes out of the research, is the need for others to support you in finding your strengths and to be able to give words to that.

It's remarkable that so many of the participants in the learning spaces express their appreciation towards having the possibility to tell their own stories and to listen to the stories of others.

The mutual support within the group scores very high when it comes to learning.

To create a space in which people feel safe and which offers the possibility to express yourself and get feedback from others is seen as essential. It gives you the possibility to, maybe only once a week, explore yourself with the help of others. In so-called 'normal' life many of us hardly have (or take) the

possibility to reflect on ourselves and to explore our possibilities. Just that simple coming together, setting the time for taking and giving attention from and to others is a crucial first step to work on yourself and to make further choices in life.

The principles of Self Directed Learning lead to an approach in which reflection, self-assessment, peer-support and taking responsibility are the main elements. Elements that without doubt contribute to someone's employability.

Transferring the Learning Space Model

We are almost at the end. If you are still reading, it means you are very passionate about L2L, SDL and their impact on employability!

Are you thinking of implementing a Learning Space in your organisation?

Do you want to propose it to your municipality or to any employment centre?

Here some steps drawn from our experience and from the research.

① Have a clear idea of what L2L and SDL are and what these concepts mean in practice

② Advertise properly the project: the Learning Space is not a place where to find a job, but where to work on employability. Employment ≠ Employability. Make a person employed means to improve his/her chance to get a job. Make a person employable means to improve his/her chance to find and/or create a job that is coherent with his/her passions and talents, that exploit his/her strengths. Using Ken Robinson words, it is about transforming our Element in our.

② profession; using Carl Rogers words, we can say it is about having a job that contribute to our self-actualization tendency. We believe that educators should aim to employability, even if it might have a minor impact on a short term

③ Be transparent about your approach with all the stakeholders,

④ The participation to the Learning Space is, ideally, voluntarily. If the Learning Space is promoted by a public institution, it might be that the participation is compulsory and linked to the social benefit. In this case, try to be even more transparent about your educational approach and take care the participants feel free to decide to what extent they want to be involved.

⑤ If possible, work in a team, don't do everything by your own. When working in a team, it is very important to dedicate time to share the different point of views and to agree on common educational principles that will lead the SDL facilitation, in order to avoid confusion for the learners.

⑥ From our experience, 3 months with regular weekly meeting is a good structure.

⑦ A trustworthy group climate is an essential requisite. We suggest to create a fixed group and not to open every meeting to different persons, even if this option is possible too.

⑧ The physical space has definitely an impact on the learning process and on the potential learning activities that can be realized in that space. Ideally, it would be fantastic to have a big empty space that

⑧ can be set up differently with each different group. This is clearly not realistic and also quite expensive! Nevertheless, it is important to have at least a space that is not over-full, in which it is still possible to make some changes, and that integrates different functions (group learning, individual reflection, relaxing, technology, having a coffee, informal chatting, outdoor);

⑨ The co-creation of the space is not an immediate, instinctive action since the formal education system does not include it and we are not trained to do it. Thus, it might be not enough to encourage the learners once to have it done. At the same time, it is not so common to reflect on how the physical space influence our learning process. For all these reasons, this topic should be included in the learning agenda by the facilitators.

⑩ SDL is not a "one shot"! Actually it is, but only if you work with kids that have not gone through the school path. Adults are not used anymore to be in touch with their learning needs and to freely choose how to satisfy them. In practice, it means that it is not enough to explain what SDL is and to expect that people will put it action. Facilitators have to be ready to implement a step-by-step approach if required, supporting learners in developing self-confidence and self-efficacy and in taking gradual ownership of the space

When facilitating the Learning Space, we invite you to pay specific attention to the following aspects:

✧ A self-directed learning environment is supported by a trustful relationship between facilitator and learner in which honesty and authenticity are important elements.

✧ Asking good questions, showing empathy, offering challenges and pointing out potentials of learners are essential competences for facilitators.

✧ A group climate, which embraces diversity, mutual support,

✧ trust, honesty and openness, contributes to a self-directed learning environment.

✧ Peer-support within a group contributes considerably to individual learning

✧ Learners telling their own stories and listening to each others stories supports a fruitful learning environment

✧ A multifaceted, multi-functional learning space contributes to a self directed learning environment having different functions available as space for reflection, space for relaxing, a space for peer-talks, a pace fro individual work, a resource table and a computer corner.

✧ Co-creating the space with the learners is challenging but increases the level of involvement and ownership.

✧ Self-awareness, self-confidence, knowing your passions, talents capacities and limits together with empowerment are crucial elements for employability.

Last but not least: it would be great if you can organize a follow-up 3 and 6 months later. SDL and employability are not always a fast process and some results and outcomes will not be immediately visible!
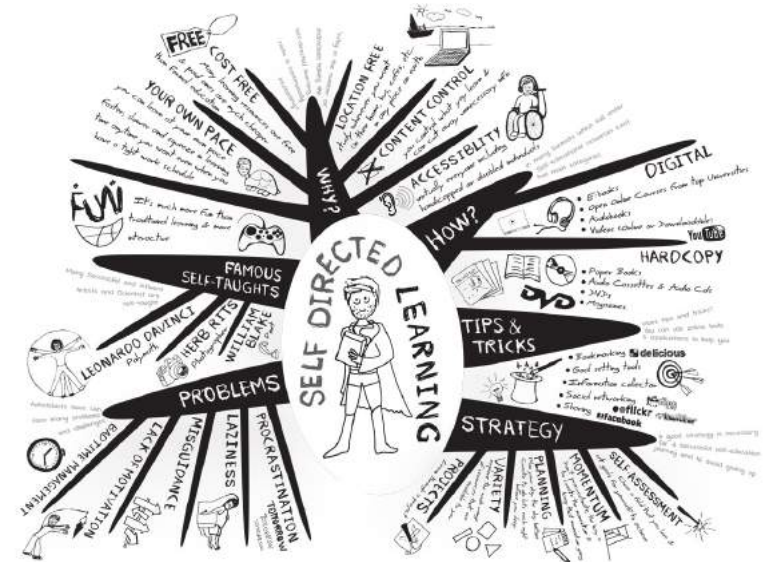
And now… you just need to start! We wish you an amazing learning journey!

We are available for further information, suggestions, reflection and good questions.

Inspiring Links

Here you can find some interesting links to dig deeper in SDL, L2L and Employability.

Study on the impact of Non-Formal Education in youth organisations on young people's employability – European Youth Forum
https://issuu.com/yomag/docs/reportnfe_print

Inclusion through Employability – Approaches to Youth Unemployment – SALTO Inclusion Resource Centre - 2014
https://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionforall/inclusionthroughemployability/

The Future of Learning: Preparing for Change - Christine Redecker, Miriam Leis, Matthijs Leendertse, Yves Punie, Govert Gijsbers, Paul Kirschner, Slavi Stoyanov and Bert Hoogveld – European Commission
http://ftp.jrc.es/EURdoc/JRC66836.pdf

"Choose*2: Choose your learning, choose your life" Publication from this Grundtvig Learning Partnership Project – 2014
http://media.wix.com/ugd/f795c9_6519c26c75e34cecb5e7298de745423a.pdf

Kloosterman, P. Taylor, M. (2012) Handbook for Facilitators - Learning to Learn in Practice, Vilnius: Fridas
http://lokalnirazvoj.rs/upload/YouthEmployment/EnAttachment/2014-03/Handbook_For_Facilitators_Learning_To_Learn_June_2012.pdf

Semler, R.: Radical wisdom for a company, a school, a life - TED talk
https://www.youtube.com/watch?v=k4vzhweOefs

Mitra, S. (2010) The child-driven education - TED talk http://www.ted.com/talks/sugata_mitra_the_child_driven_education.html

Robinson, K. (2010) Bring on the learning revolution! - TED talk http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html

The Surprising Truth About Learning in Schools - Will Richardson - TED talk
https://www.youtube.com/watch?v=sxyKNMrhEvY&feature=youtu.be

Cultivating Organic Learning Environments - Sep Kamvar – TED talk
https://www.youtube.com/watch?v=dbB5na0g_6M

Appreciations I

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Transferring the Learning Space Model

Learning to Learn and Self Directed Learning: an innovative approach to support Employability

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