

Vignette on andragogy and education for volunteering

LEARNING AGREEMENTS

TIPS FOR EFFECTIVE IMPLEMENTATION

1 Use learning agreement to promote learner's autonomy



A learning agreement is an "agreement" between the learner and the facilitator, which determines what and how they learn and how they are evaluated.

! Make sure you provide enough time and space at the beginning of the training process for the learners to create a learning agreement.

2 Question learners on the learning agreement



What do you want/need to learn?
 What are your learning objectives?
 How do you want to achieve your goals?
 What kind of resources will you use for it?
 How will you know you achieved them?

! Make sure you provide appropriate support for the learners to help them answer these questions.

3 Set individual or group agreements



Learning agreements are usually individuals. In case of training for vulnerable adults, you might want to prepare a general learning agreement to facilitate the process and increase mutual support in the group.

! Make sure each learner contributes to the agreement. Provide encouragement if needed.

REFLECTING ON THE PRINCIPLE

The facilitator introduces the concept of a learning agreement at the beginning of a training. Participants discuss a learning agreement to define what and how they will learn and be assessed. The learning agreement becomes a personalised roadmap that empowers participants to take ownership of their learning journey but also establishes a collaborative and transparent learning environment.

? So, you should ask yourself: How the process of creating a learning agreement contributes to participants' sense of ownership and autonomy in shaping their learning experience?

In a training course designed for unemployed individuals, Mark, a participant, finds himself uncertain about his learning objectives. During a session focused on creating a learning agreement, Mark hesitates, unsure about what he wants to achieve from the course. The facilitator, recognising Mark's uncertainty, engages in a supportive conversation, guiding him through reflective questions to identify his learning objectives.

? So, you should ask yourself: How can I support learners in identifying and articulating their learning objectives and take ownership for their learning?

In a training for disadvantaged adults, an unexpected situation arises, prompting the facilitator and participants to refer to their group learning agreement. The agreement serves as a shared reference point, offering guidance in addressing the challenge. This scenario underscores the practical utility of a collective learning agreement in real-time situations, enhancing cohesion and promoting problem-solving.

? So, you should ask yourself: How can a group learning agreement serve as a reference point in navigating challenges during a training?

TEACHING AND TUTORING PRINCIPLES

in adult education on how to train and upskill adults belonging to vulnerable social groups