

Customised learning workshops

These learning spaces are flexible structures allowing to answer at any time to any individual demand by proposing personalised programs adapted to each learner according to own previous knowledge, own aims and to own availability. Customisation is implemented through a series of converging actions.

1) The design of the learning path based on the learner's previous knowledge when she enters training. The person is welcomed individually by a reference person who will evaluate prerequisites and her needs in direct link with her project and the targeted training objectives. An individual training contract is signed, setting the objectives, duration, rhythm and pedagogical methods for each person. It can be adjusted throughout the course according to regular interim evaluations.

2) The evaluation throughout the duration of the training, so that the pathway is reviewed and adjusted. There is also an evaluation at the end. A portfolio is enriched all along the learning path, which enables the learner to visualise her achievements and to be able then to valorise them in her social or professional life.

3) The use of diversified methods:

- Accompanied self-study sessions: this method allows the learner to develop skills, knowledge and autonomy through the use of varied pedagogical materials, with the support of facilitators who guide her throughout the course.
- Collective learning times: they are organised by domain or level or objective.
- Organisation of methodological workshops: such as "learning to learn".
- Tutoring services for learning that can take place outside of the training centre, at home or on the job.
- Thematic workshops: they allow to organise debates and exchanges on topics of general culture or related to events, for example, workshops of discovery and cultural practice (writing, theatre, music, drawing, sport,...).

The organisational flexibility gives the learner the opportunity to have an activity, as a part-time job for example, in parallel to her training and to optimise the duration and intensity of the training path.

Apart from the other learners, the participant is in relation with:

- someone who act as a reference person, in particular for organising and monitoring the whole learning path but also to support the development of the learning to learn competence
- specialised trainers for language and for other topics depending on her objective (calculation, health and safety...) who also act as facilitators.

These customised learning workshops can welcome participants under different status (employed, unemployed, migrants, refugees...) with different levels (of education, of language) and different objectives (to reach the A1 level to be able to sign the reception contract, to find a job, to prepare a CV, to get a refresher course in order to access a qualifying training scheme, to prepare a competition...).

The trainer doesn't provide collective lectures (or very rarely). He moves from one learner to another or from one small group to another small group to explain something, to illustrate, to question, to provide methodological support on how to take notes, to encourage, to provide more learning material, to exchange about a self-evaluation, to motivate or reactivate a learner. The trainer is also responsible for the self-evaluation and evaluations that will allow to make the necessary adjustments to the learning path. He is supporting the development of the learning to learn competence. An example of collective activity with learners of different levels following different objectives can be a methodological workshop on "Learning to learn". At some time, several trainers can intervene in the same room if needed.

The resource centre associated to this unit plays a key role: it has to offer a variety of learning resources on a variety of topics for various levels using different media. The constant monitoring of learning is another key requirement with the need to prepare evaluation and self-evaluation tools.



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