Postcard

Module E1 : Driving motivation and commitment to the training

Activity	Keywords	Tools
1) **Taking care of learner and acknowledging each individual**	**Motivation** **Identity** **Caring**	**5 tools**
2) **Linking the learner's project and the training course**	**Project** **Representation** **Career change** **Self-awareness**	**3 tools**
3) **Reinforcing motivation by encouraging th trainee and highlighting progress**	**Reinforcing motivation** **Highlighting learner's achievements and potential** **Perceived self-efficacy** **Empowerment**	**4 tools**

Summary - keywords and notions

Cat. 1 : Taking care of learner and acknowledging each individual

Problem	Thomas faces learners who show signs of lack of motivation. He realises that he did not spend quality time during the first encounter to create a meaningful and genuine relationship. This is necessary to know them better and to understand their real motivation and needs.
Issue	Taking care of an individual and considering him/her is important to help him/her develop his/her self-confidence and build a positive self-image which enables him/her to move on.

Keywords	Definition	Drawing
Motivation	It is the driving energy (action) to satisfy our needs and expectations. An individual needs self-confidence and self-determination to act and achieve his goals. Authors: Fenouillet, Deci et Ryan, Bandura	
Identity	Identity structures the individual in long term. The individual needs his/her own identity to be recognized (idem / ipse). - Identity for oneself concerns the feeling of self-efficacy. - Identity for others concerns the image that others (peers) have of oneself. Taking care of someone is respecting the identity of each person (2 sides to the identity) Authors: Bandura, Dubar, Mead	
Caring	Taking care of someone is aiming with that person to enable his/her own empowerment. In particular by giving credit to their speech, for example through the expression of expectations, difficulties, requests ... For the trainer taking care is : - recognizing and trying to satisfy the personal needs of the person by combining kindness, empathy and high demand - mobilizing all available resources for him/her. Author: J. Tronto	

Tools:	Description
T11.1 Motivation in training	Definition of motivation in the training field
T11.2 The needs of the learner	Tool to identify the different levels of needs of a learner and to promote their expression.
T11.3 The motives of trainees for joining a training	Commitment in training is "both the entry act and the subject's involvement in the learning process". This tool provides an overview of the different motives for joining a training program.
T11.4 Facilitate the expression of motivation of the learners	Tips to help learners to express their motivations in training.
T11.5 Guidelines for a meaningful first acquaintance	At the beginning of the training, it is very useful to recall the general context and to provide information from the most general (environment, training) to the singular (individuals).

Tool T11.1

E1. Driving motivation and commitment to the training

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date :	**11/12/2018**

Src : Guillemette Leblanc (UQTR)
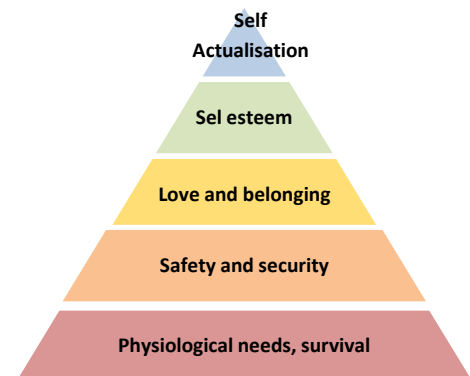
Motivation in training

Definition of motivation in the training field

Definition :

1) **Maslow** defines motivation by reminding us that each individual carries within him/her drive to **achieve the best of himself/herself.** Learning is an attraction that corresponds to this push. The deep motivation to achieve the best of oneself can be blocked by more superficial motivations.

The different levels of motivation, from the most superficial to the most profound, are:

- Motivation for **survival**
- Motivation for **safety**
- Motivation for **positive interpersonal relationships**
- Motivation to **recognize one's skills, self-**esteem and confidence
- Motivation for **self-actualization** and **self-accomplishment in social engagement**.

Self Actualisation
Sel esteem
Love and belonging
Safety and security
Physiological needs, survival

Furthermore, according to Maslow, **it is always the deepest motivation that is expressed in the more superficial motivations,** for example, hunger is a motivation for survival, but this is because survival is necessary for self-fulfilment (Maslow, 2008; Corneau, 2007).

2) **Deci and Ryan** (1985) distinguish between **intrinsic** and **extrinsic motivation**.

In a training context:

- **Intrinsic motivation** corresponds to an attraction to learning as such
- **Extrinsic motivation** refers to what is external or marginal to learning, such as social recognition.

3) According to **Viau**, motivation in a training context is **"a dynamic state** that has its origins in a **learner's perceptions of himself/herself and his/her environment,** and that encourages him/her to **choose an activity, to commit to it** and to persevere in its **achievement** in order to achieve a goal".** (Viau, 2007)
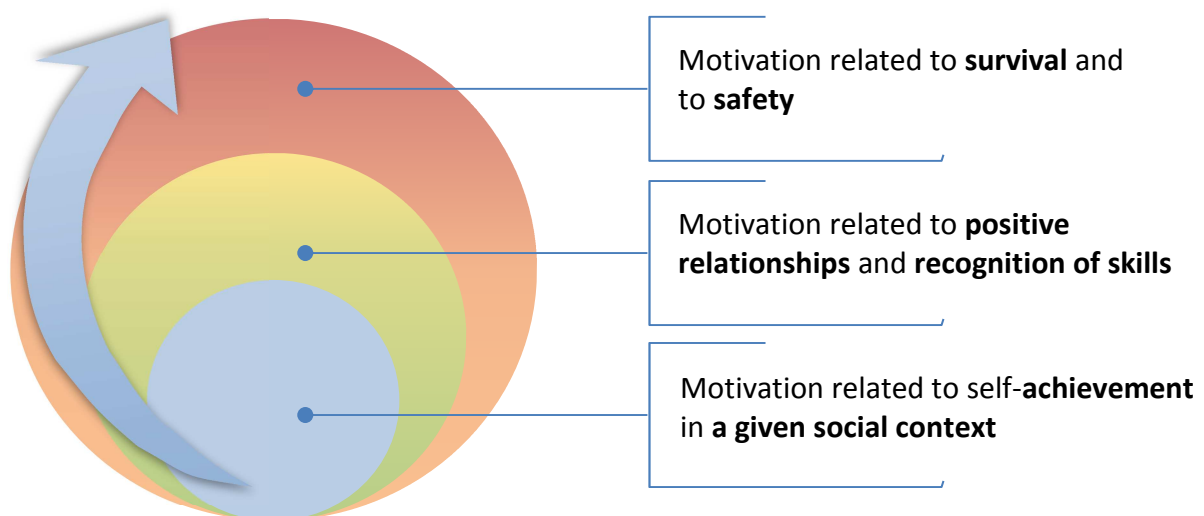
Why encourage the expression of the learner's motivation?

- Motivation is a **driving force that allows learning to occur**.

- Motivation is **always present, but must be expressed** to play its role as a driving force.

- The expression of motivation constitutes a **better awareness and therefore a better regulation of this motivation.**

- **There are several types of motivation**: some are more conducive to learning than others.

- The trainer has in his/her hand **levers to promote or, on the contrary, hinder the expression of** learners' **motivation.**

THE TRAINER CAN ENCOURAGE THE EXPRESSION OF THE DEEP MOTIVATION OF HIS/HER LEARNERS

Motivational expression refers to the more or less explicit manifestation, externalization or verbalization of what motivates the learner to act in all dimensions of his/her learning.

The T13.4 sheet allows the trainer to address aspects related to life difficulties related to survival and safety.

Motivation related to **survival** and to **safety**

Motivation related to **positive relationships** and **recognition of skills**

Motivation related to self-**achievement** in **a given social context**
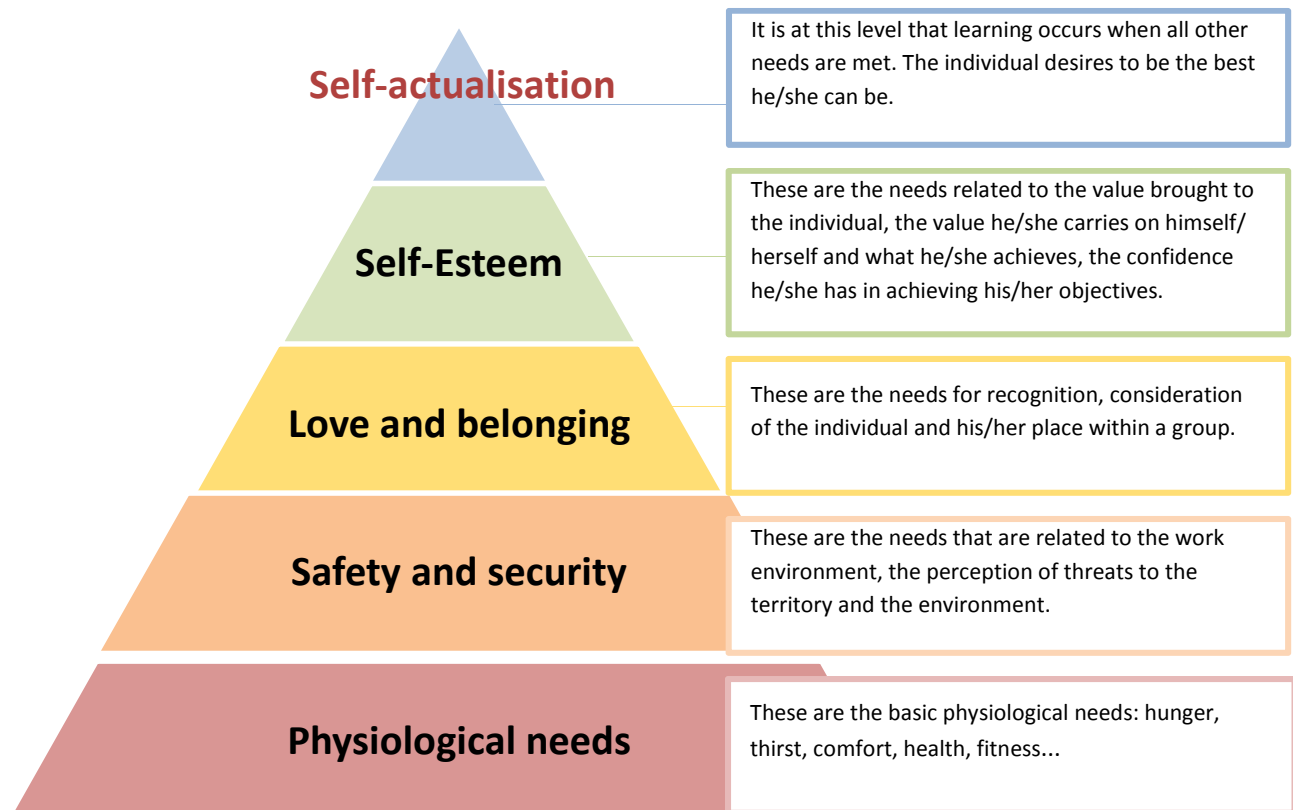
The needs of the learner

Tool to identify the different levels of needs of a learner and to promote their expression

Maslow's hierarchy model adapted to learning

Introduction:

- A. Maslow's work on motivation can be used to identify possible barriers to learning.
- If we follow Maslow, it is necessary to take into account a hierarchy of basic needs so that the learner is open to meeting the challenges of learning.
- This empirical work points out the necessary conditions to be met to allow successful learning.

Diagram of Maslow's hierarchy of needs

Self-actualisation

It is at this level that learning occurs when all other needs are met. The individual desires to be the best he/she can be.

Self-Esteem

These are the needs related to the value brought to the individual, the value he/she carries on himself/herself and what he/she achieves, the confidence he/she has in achieving his/her objectives.

Love and belonging

These are the needs for recognition, consideration of the individual and his/her place within a group.

Safety and security

These are the needs that are related to the work environment, the perception of threats to the territory and the environment.

Physiological needs

These are the basic physiological needs: hunger, thirst, comfort, health, fitness...

Using the hierarchy as a tool to support learning

▶ **Objective :**

The grid below allows the trainer, based on indicators, to make presumptions about the unmet needs of learners that can hinder learning.

The clues are indefinite and may raise several presumptions.

As part of a co-diagnosis, they must be validated in a situation with the learners.

Indications of need	Level	Examples of ways to resolve the issue
Signs of fatigue, distraction, signs of nervousness, dispersion, body movements, lack of commitment to the activity,...	**Physiological** (hunger, thirst, need to urinate, discomfort, pain, fatique...)	• *Propose a break* • *Remind learners of the time framework to encourage their efforts* • *Change of activity* • *Open the windows* • *Change physical posture*
Aggressiveness, annoyance, withdrawal, untimely questioning, a priori criticism, perception of a threat....	**Safety and security** (difficulty in projecting oneself, worry about the future,...)	• *Create a working environment with rules and rituals that give everyone stable reference points (e. g. typical daily routine).* • *Re-explain the context, lay out the route, the stages,....* • *Establish a group contract specifying rules of respectful communication* • *Take objections into account*
Emergence of clans, negative leadership, exclusion of learners, withdrawal, conflicts, aggressiveness,...	**Love and belonging** (attention, recognition, consideration)	• *Ensure everyone is welcomed* • *Address learners who do not name them* • *Vary the the groups so that everyone works with everyone* • *Do not judge, to avoid exclusion*
Recurrent signs of self-doubt, of others, Unfair criticism of oneself, of one's production, of others, Refusal to participate in the task, avoidance, hesitation,...	**Self esteem** (value and self-esteem)	• *Praise experience and success* • *Encourage individually and collectively* • *Identify the personal skills needed to act* • *Practice reflective feedback in situations of doubt and failure* • *Empower the individual on his/her choices, his/her freedom to make choices*

■ **Level of achievement**

Being open to learning and having the ability to meet learning challenges are signs that the first 4 levels of needs are being met.

At this level, the learner may have **other issues which need resolving**, linked more closely to the subject which is being taught. At this stage, the trainer evaluates the learning process to identify the learner's needs, which may be more cognitive or methodological...

Tool T11.3

E1. Driving motivation and commitment to the training

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Src: Adapted from EduTech.wiki, P. Carré

Motives for joining a training course

Commitment in training is "both the entry act and the subject's involvement in the learning process". This tool provides an overview of the different motives for joining a training program.

Understanding the motives for joining a training course (P. Carré)

▶ ### Introduction :

Commitment in training is "both the entry act and the subject's involvement in the learning process" (Bourgeois, 2009). When the individual undertakes training, he/she makes the decision to commit himself/herself and thus makes choices that often lead him/her to renounce other projects.
The commitment to undertake training can thus be defined as the process leading an individual, at a given moment in his/her life, to make the choice to start training, often renouncing other options available to him/her.

▶ ### The matrix of motives for joining a training course (P. Carré):

Philippe Carré developed (1998-1999) a descriptive model of the orientations and reasons for commitment to training. The reasons are often plural because commitment to training is often based on several elements. Furthermore, these reasons are not evolutionary and change according to the person, his/her situation and his/her experience. Philippe identified 4 motivational orientations:

1. **Intrinsic orientation:** motivation comes from the training course itself, the experience gained from the training experience.

2. **Extrinsic orientation:** motivation comes from external objectives or objectives linked to the training course itself, such as its purpose, the identity it provides and its benefits...

3. **Learning orientation:** motivation is linked to the acquisition of training course content.

4. **Participation orientation:** motivation is related to the expectation of results or benefits related to participation in the training course, but not related to learning.
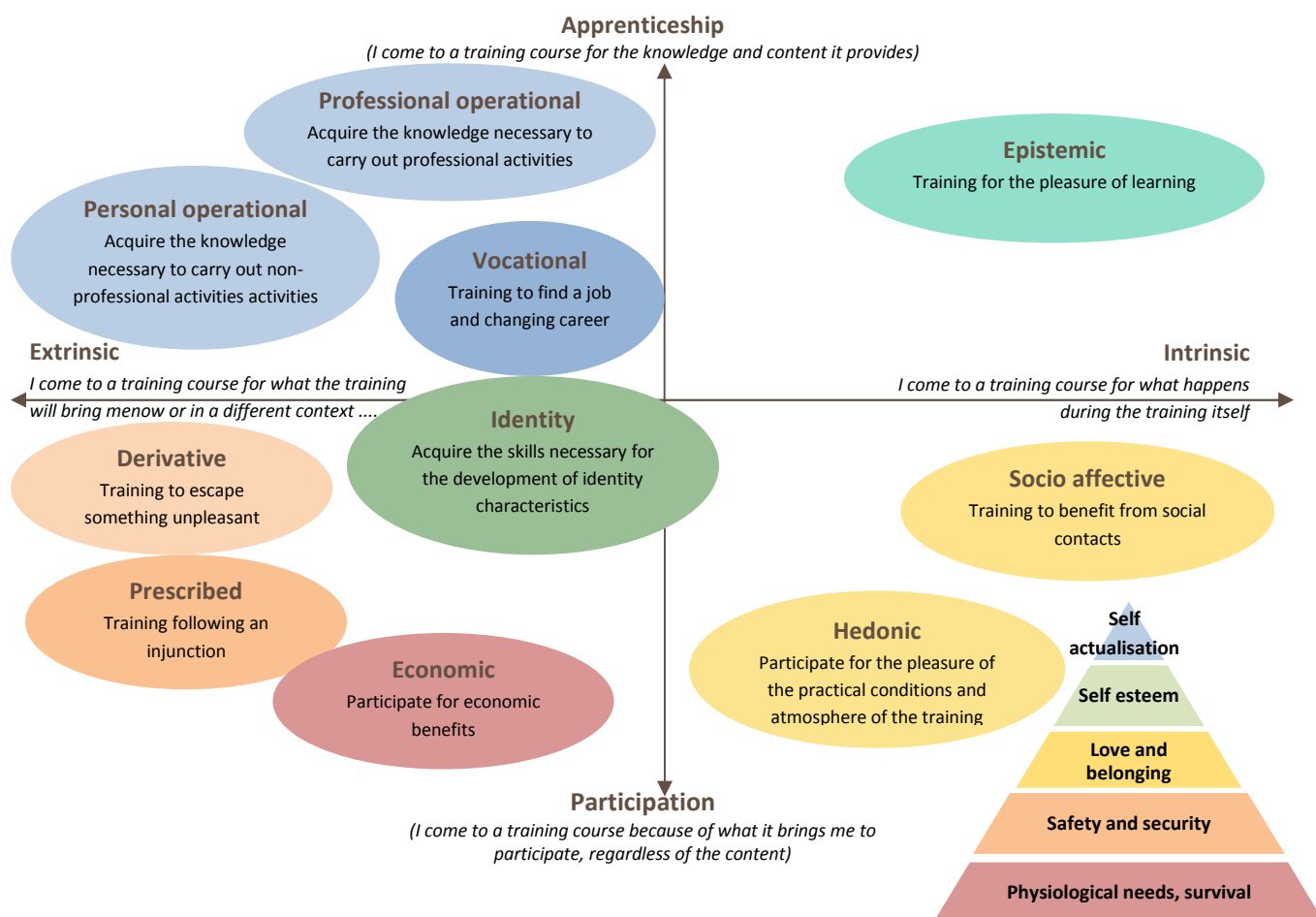
Based on these two axes, Philippe Carré identifies **10 reasons for undertaking** training:

- **3 intrinsic motives**: epistemic (pleasure of learning), socio-emotional (need for contact and exchange), hedonic (benefits of practical conditions and training atmosphere)

- **7 extrinsic reasons**: economic, prescribed, derivative, personal operative, professional operative, identity and vocational

These different reasons for embarking on a training course can also be analysed in association with Maslow's hierarchy identifying the level of an individual's needs.

The matrix of motives for joining a training course

Apprenticeship
(I come to a training course for the knowledge and content it provides)

Professional operational
Acquire the knowledge necessary to carry out professional activities

Personal operational
Acquire the knowledge necessary to carry out non-professional activities activities

Vocational
Training to find a job and changing career

Epistemic
Training for the pleasure of learning

Extrinsic
I come to a training course for what the training will bring menow or in a different context ....

Intrinsic
I come to a training course for what happens during the training itself

Identity
Acquire the skills necessary for the development of identity characteristics

Derivative
Training to escape something unpleasant

Socio affective
Training to benefit from social contacts

Prescribed
Training following an injunction

Economic
Participate for economic benefits

Hedonic
Participate for the pleasure of the practical conditions and atmosphere of the training

Participation
(I come to a training course because of what it brings me to participate, regardless of the content)

Self actualisation
Self esteem
Love and belonging
Safety and security
Physiological needs, survival

The colours refer to the colours of Maslow's hierarchy and are shaded when they can be linked to several levels of needs

Reasons for training	Description, expression of motivation
Vocational	*I come to a training course to find a job, reconvert change career, achieve my vocation*
Professional operational	*I come to a training course to acquire professional knowledge, to develop skills that allow me to carry out professional activities.*
Identity	*I come to a training course to develop and have my skills recognized and/or to be part of a professional environment or community.*
Personal operational	*I come to a training course in order to develop the personal knowledge necessary to carry out non-work activities (leisure, family life, living environment...).*
Epistemic	*I come to a training course for the pleasure of learning, to develop myself.*
Prescribed	*I come to a training course because someone has imposed this training on me or because my environment requires me to do it.*
Derivative	*I come to a training course because it allows me to escape something unpleasant (bad atmosphere, lack of interest in work, family problems...)*
Socio affective	*I come to a training course to meet others, exchange and create new contacts, friends...*
Hedonic	*I come to a training course for the practical and emotional benefits it gives me.*
Economic	*I come to a training course for the economic benefits it gives me....*

Tool T11.4

E1. Driving motivation and commitment to the training

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date : **05/10/2018**

Src : Guillemette, Leblanc UQTR)

Facilitate the expression of motivation

Tips to help learners to express their motivations in training.

Actions that trainers can use to help the leaners express their motivations

Positively welcome the expression of motivations associated with safety and survival

There are often very simple ways to address motivations such as **hunger** (e. g. carbohydrates or sugar) and sleep.

Similarly, it is easy for the trainer to promote the expression of motivation associated with **safety** by **simply asking learners to express their concerns at the** beginning of a course and to express what they consider to be core difficulties for them.

In response to their expression, the trainer reassures the learners, explaining in particular that they will have the support and resources necessary to success in the training and that they must be prepared to make the necessary efforts to achieve this success.
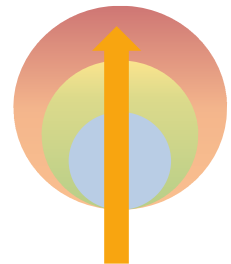
Establish positive relationships that include recognition

In a similar manner, the trainer establishes and maintains relationships with learners, **with respect and appreciation for their actions**.

For example, it may be commented upon **that any question asked is a good question** or the **positive points of an intervention** or work may be **highlighted. The** trainer should **regularly inform learners of their** training **successes** and their commitment to the activities.
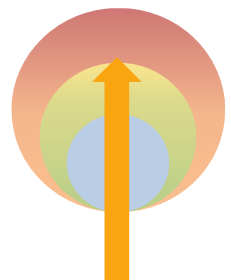
In this context, it is important that the learner perceives that he/she has **"control over the task".** Not only must he/see experience success in his/her learning process, but he/she must also attribute his/her successes to the effectiveness of his/her own strategies and efforts. The trainer plays a key role here by identifying effective strategies and helping the learner to identify them and express them alone.

In this sense, the trainer must take the following actions:

- **Provide feedback** that highlights the learner's strengths and challenges;
- **Offer complex and varied activities to** ensure that success stories are plentiful and diverse;
- **Include some flexibility in the instructions for performing the task**, for example in choosing the theme of a task, the material to be used, the way in which the work is presented, etc., in order to leave the learner as much control as possible.

Thus, the learner increasingly develops the **perception of his/her personal skills in** relation to the tasks and this positive perception influences his/her investment and persistence in the task, and therefore his/her motivation.

This perception is influenced, among other things, by previous experiences, but also by the feedback provided by the trainer.

Therefore, the trainer who wants to promote this type of motivation:

- **Invites the learner to activate his/her previous knowledge** and thus highlights the resources available to accomplish the task;

- **Offers activities that are neither** too difficult nor too easy;

- **Fosters collaboration between learners** rather than competition;

- **Often highlights successes;**

- **Proposes ways to develop skills** and **assists** each learner in becoming **aware of the effectiveness of the cognitive and metacognitive strategies** he/she uses (self-questioning, organizing ideas in a network, identifying objectives, etc.).

Encourage the expression of intrinsic motivation

The most important thing is that, when giving learners the opportunity to become aware of and share the meaning and values they attach to the task related to their learning, the **trainer uses the expression of the deepest motivations**, i.e. **those that provide the psychological energy necessary for commitment**, effort and perseverance.

Example :

> *How do you feel about my suggestion?*
>
> *Does what I suggest make sense to you?*
>
> *Do you feel comfortable with the suggested work?*
>
> *What meaning do you give to this work?*
>
> *Does what we do reinforce what you expect from this profession / activity?*

A good way for the trainer to promote the expression of intrinsic motivation is to **share with learners his/her own intrinsic motivation**, **deep commitment to the** profession and passion for the content he/she transmits**.** It seems that intrinsic motivation is contagious.

Example :

> *I particularly like this exercise because I find it very intellectually stimulating.*
>
> *When I do such an action, I feel right and in my place. It makes sense to me.*
>
> *I feel like I'm sharing something useful that reflects my values....*

Tool T11.5

E1. Driving motivation and commitment to the training

Guidelines for a meaningful first presentation

In the presentation, at the beginning of the training, it is very useful to recall the general context and to provide information from the most general (environment, training) to the singular (individuals). It is important to follow this order to avoid confusion, digressions and time wasting.

1. Presentation of the speaker

It is important that the trainer first introduces himself/herself to allow trainees to know, quickly, who they are dealing with. The trainer thus specifies:

- His/her **identity**
- His/her **professional background**: brief, simply by highlighting the experiences and skills that legitimize the position of training manager.

2. Presentation of the environment

In order for trainees to know where they are, to take ownership of the territory and to feel safe quickly, the trainer can present the environment:

- **The organization:** very brief history, status, current situation (by enhancing the value of the training organization to support learners)
- **Premises**: place (where, means of transport and access), well-being - break-room, vending machines, catering, toilets, parking, etc. - general rules of life (smoking, expected behaviour, etc.).

3. Presentation of the training

Once the environment has been presented, it is important to present the training to provide the framework, legitimize the training and allow the trainees to give meaning to their project.

- **Quick history and** (possibly) short **anecdotes** about past successes
- **Reminder of the objectives of the training**
- **Definition of the target audience** (to reassure trainees that they are in their right place, that they identify the profile of other trainees)
- **Process, follow-up**
  - **Timetables** (training and access to the administrative centre), calendar, periods of immersion in a professional environment....
  - **Working and monitoring methods** (evaluations, attendance sheet, post-training follow-up)
  - **Important points of the internal regulations** (mutual respect and social rules, absences, delays, abandonment, ICT regulations, etc.)
  - **Brief presentation of the different actors** and their **role** in training
  - **Tools available to the trainee** (given at that time)
  - **Compensation arrangements** (if any)

4. Presentation of each trainee

Individual presentations allow:

- ■ trainees to get to know each other as individuals, to identify the convergence of their needs and to initiate the creation of the group,
- ■ the trainer to have a first idea of the group and to collect individual information by anticipating facilitation strategies.

In the presentation several methods are possible:

- ■ **Round table**: must be framed around 3 or 4 questions focused on the individual and training, requiring short answers and not putting trainees in difficulty (giving them the possibility to not answer) without taking too long. Questions may relate to school level, last job, place of residence and for foreign trainees who appear to have language difficulties, their country of origin - this can also avoid mistakes during training.
- ■ **Cross presentation**, games...
- ■ **Verification of administrative files** (presence of requested documents means of recovering missing documents, signing regulations, etc.).
- ■ **Possible questions**

End with an encouraging formula, such as: "*I hope you have a very successful training course" or "a successful learning experience".*

Note on trainee presentations

- ■ **Duration of the recommended presentation** (to be adapted according to the duration of the training):
  - • *1st part: 5 minutes maximum*
  - • *2nd + 3rd parts: 30 minutes maximum*
  - • *Part 4: 15 minutes for a group of 12 trainees (to be adapted according to questions and possible problems)*

- ■ **Framing of presentations:**

Interventions by trainees are accepted throughout the presentation, but must be short and relevant. Answers should be short; do not hesitate to postpone the answer if necessary. The trainer must remain in control of the game, positive; reassuring, he/she must not hesitate to reframe the interventions, discern relevant questions, digressions or destabilizing or negative comments. It is during these exchanges that the trainer can get an initial idea of individual behaviours, even if he/she must be wary of stereotyping. This information can guide intervention methods and behaviour management throughout the training.

- ■ **Note-taking during the presentation:**

The trainer may keep some information by noting on a summary sheet such as the one presented below.

Observation checklist for the first day

Training course: Date :

Trainee		Age	School level	Previous employment	Place of residence	Attitude		Participation (yes, no, calm, relevant, offbeat)	Identified problems	
Name	First name					Positive	Negative		Administrative	Teaching

Group, general attitude (positivity, exchanges, attitude...):

Notes for use:

Notes must be taken very quickly and succinctly to encourage listening and dialogue with each trainee.

They can also be carried out at a later stage, after the departure of the trainees, which also makes it possible to note elements related to the behaviour or attitudes observed during the first day...

This grid is brief and a summary because the other information can be found in the trainees' administrative files.
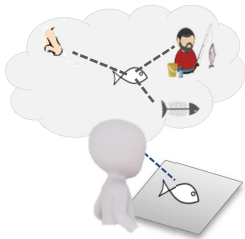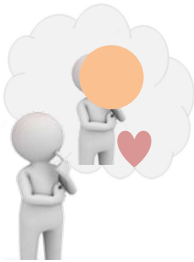
It allows the trainer to quickly find elements related to the first day, allowing him to adapt his subsequent interventions.

It is important to put the elements collected on the first day into perspective, as individuals can evolve and show different characteristics throughout the training course.

Cat. 2 : Linking the learner's project and the training course

Problem   Thomas faces learners with unclear projects. He has to find out about the different steps that a learner goes through to link his/her project and the training course.

Issue   Linking the learner's project and the training course is important to help him/her understand the aim of the training, confirm the added value for him/her and commit him/her to the training path.

Keywords	Definition	Drawing
Project	I the context of training, the project corresponds to the anticipation of the perceived purpose of training and the planning of the training path and the steps to reach it. The project gives meaning to the training. *Author: Boutinet*	
Representation	It is a mental image of an object or a situation (concrete or abstract) that can more or less evolve in a more or less conscious way. For a trainer it is important to diagnose these initial ideas that trainees have and work from them. *Author : Jodelet, Abric*	
Career change	A period of training (even for a short training course) is often related to a career or professional change in the life of a person. It is a period when identity and knowledge is fragile and a time when one questions oneself a lot. *Author : Cohen, Scali*	
Self-awareness	Self-awareness is the conscious knowledge of one's own character and feelings. Beside the attainment of knowledge and abilities, training has important effects on the evolution process of the individual. Self-awareness and self-esteem improve the process of personal evolution.	

Tools:	Description
T12.1 The project and its meaning	In training, the notion of project is central, especially when it is linked to achieving a specific project. It leads to active pedagogy: project pedagogy.
T12.2 Steps before embarking on a training project	Checklist of questions to be considered in a training project to ensure commitment.
T12.3 Guidelines for creation and use of a learning contract	Advice for creating and using a learning contract by encouraging commitment to the training.

The project and its meaning

In training, the **notion of project** is central, especially when it is linked to achieving a specific project. It leads to active pedagogy: project pedagogy.

Definition

In training, the **notion of project** is central. Training is a process that builds skills in order to obtain a professional qualification. This gives the learner employability. By linking training to the achievement of a specific project, we associate a productive dimension (achievement of a specific project) and a constructive dimension (improvement in participants' skills for the project).

In the **pedagogy of the project**, formalized by the American psychologist John Dewey, who is one of the pioneers of active pedagogies, the trainee is contractually associated with the construction of his/her skills, which induces his/her motivation.

The steps

1. Emergence of the idea

What needs to be resolved? What needs should be addressed? What output to expect?

➔ *Tools*: Research of information by the trainer by associating the trainees

2. Situation analysis and diagnosis of the learner's initial skills

What objective(s) to achieve (in terms of knowledge, cognitive or motor skills, attitudes)? What resources should be used (human, material, financial)? What constraints should be taken into account? What strategies and approaches should be considered? Who? Who? What? What? Where? When? How? How? How much?

➔ *Tools: Problem solving tools; Feasibility sheet, assessment to identify learners' initial skills*

3. Project definition

What action plan should be adopted? Does it fit with the objective? Is it realistic?
What specifications should be established? What contract should be established with learners? How to get learners to join the project (how to arouse their curiosity, make them aware of the project process)?

➔ *Tools: Specifications; Guide for the global analysis of a project; Contract sheet*

4. Project assembly and planning

What are the steps (experimentation, resolution, pooling, comparison of achievements, consolidation, evaluation)?

How to organize them: actors (role, responsibility), amount of time?
How to prioritize them? What evaluation should be planned?

➔ **Tools:** *Field needs study; scenario and project implementation planning.*

5. Project implementation

How to follow the project? Which success indicators to choose?
What regulation, what adjustments should be made?
How to ensure consistency between implementation and objectives?

➔ **Tools:** *Teamwork; Activity tracking sheets*.

Note: An important point that accompanies the implementation of the project is **the formative evaluation** (addressed to learners and ideally carried out with them: formative co-evaluation) and the process evaluation that measures the implementation of the project against the initial implementation scenario. In both cases, appropriate regulations or feedback should be implemented

6. Assessment

The diagnostic evaluation is carried out at the beginning of the training project (step 2)

The formative evaluation is carried out during the project (step 5)

The final evaluation of the project has two dimensions:

➔ *Reporting tools for the project,*
➔ *portfolio development and summative evaluation (where appropriate) for learners*

Note: the co-piloting of the project by all learners and with the trainer as project manager is one of the elements that distinguishes the pedagogy of the project in the field of adult education.

The strengths of project pedagogy

The **strong points of the** project's pedagogy are:

■ **in terms of objectives**: **the empowerment** and **responsibility of** learners

■ **in terms of content**: emphasis on **reasoning in action** and **critical thinking**

■ **in terms of methods**: **differentiated pedagogy** with regulation and motivating **activities** for learners

■ **in terms of the teacher's posture:** **cooperation**, **advice** and project management are privileged

Tool T12.2

E1. Driving motivation and commitment to the training

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date :   **11/12/2018**

Steps before embarking on a training project

Checklist of questions to be considered in a training project to ensure commitment.

The different steps before committing

In a training project, which is often a long process, the learner or the future learner goes through different stages before committing himself/herself. So to embark on a training course, it is necessary to:

1°) have a good understanding of what function the training will serve, its **intended purpose**,

2°) evaluate and find **interest in this purpose**, the profession or activities it is aiming at or will allow to happen,

3°) assess the path and be convinced that training is the **right way** to achieve it....
... then he/she can **commit**...

Purpose

The path
(training)
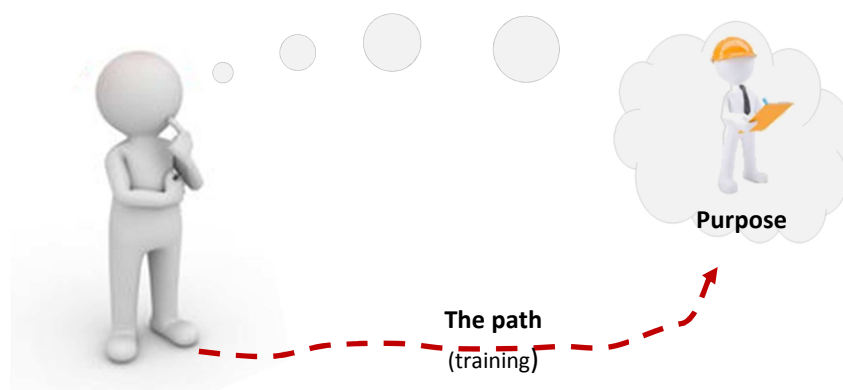
The learner or the future learner generally goes through these 3 steps in order:

1. Perception of the intended purpose

2. Evaluation of the intended purpose

3. Evaluation of the projected path
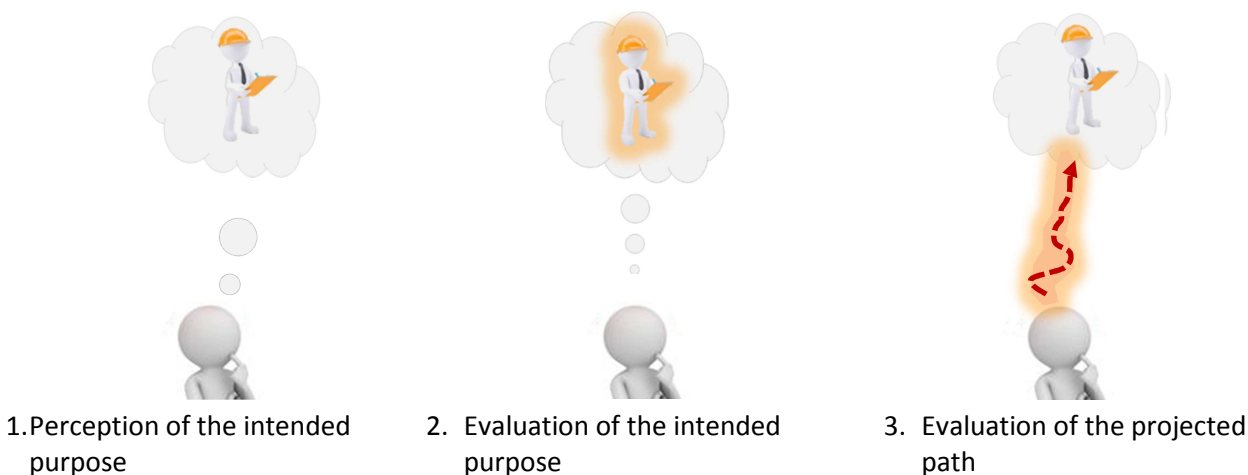
The essential questions for a training project

Questions to be considered by the trainer

1. On the perception of the intended purpose, as seen by the learner

- *Is the purpose of the training clear to the learner?*

- *Does the learner have a good representation of the content, profession and activities at which the training course is aimed?*

- *Is the learner able to really project himself into the future?*

2. On the evaluation of the intended purpose

Once the learner has built a good representation of the purpose of the training course, of the goal, he evaluates it....

- *Does the learner agree with this purpose?*

- *Does the learner have a real commitment to the goal (professions, related activities)?*

- *Is the learner forced to train? If so, how does he/she feel about this?*

3. On the evaluation of the projected path to achieve the goal (the training course)

While the goal to be achieved, the purpose of the training is clear and attracts the support of the learner, he/she must still be convinced that the training course is a good way to achieve the goal.

- *Is training perceived by the learner as the right path for him/her?*

- *How does the training enable the learner to achieve his/her goal?*

Possible solutions

> Suggest that the learner explore the profession, content or activities targeted by the training course through:

- activity videos
- discovery time, examples
- professional immersion period
- meetings with professionals

> Ensure the learner's ability to project himself/herself into the future. A learner may need time to mourn a job or a previous situation.

> Help the learner to identify his/her points of interest on the purpose of the training course:

- the nature of the activities,
- the professional environment,
- relationships with peers, customers, partners
- other points related to the subject of the training course
- the benefits of training....

> Present the training course and its objectives, its progress

> Enhance the value of the training course, the recognition it provides, its benefits in the environment

> Introduce exemplary former trainees to the learner

> Mark the path to help identify steps, progress, feasibility

Guidelines for creation and use of a learning contract

Advice for creating and using a learning contract by encouraging commitment to the training.

Background information

The **learning contract is** a contract aimed at clarifying the **framework of the relationship** between a learner or group of learners and a trainer. The learning contract is very often used in the context of individualised training actions or schemes, in which learners benefit from having a personalised learning path.

The learning contract formalizes and concludes a process of information, clarification, negotiation and exchange between the trainer and the learner(s). It thus constitutes a reformulation of common decisions and **marks the reciprocal commitment of the** learner(s) and the trainer to the framework of the training in question. It is signed by the trainer and the learner or group of learners.

Use of the contract

The learning contract allows the learner to:

- identify **learning objectives in a** meaningful way,
- imagine the **path** to achieve this, the organisation, the methods, the contents, the means of evaluation,
- clarify the **service provided by the trainer** and the **resources** and tools provided by the training organisation.

By knowing the elements included in the learning contract the learner can become aware of the purpose, the effort to be deployed and what he/she can expect from the trainer make the training course successful.

For the trainer, the contract makes it possible to define the service he/she provides to the learner and to check that the learner understands what is expected of him/her.

Life of the contract

Several moments are important during the life of the contract:

1. **The preparation, explanation and signature** that link the learner and the trainer
2. The **feedback on the contract** which make it possible to adjust the objectives and methods during training course
3. **The evaluation and validation of the objectives** that conclude the contract by a final validation and generate commitment.

Key points of the contract

The most common key points of the learning contract are as follows:

Key Points	Comments on the report
▶ **The objectives are of the training course**	The objectives focus on the knowledge and skills acquired by the learner at the end of the training course. The following formula is often used: *At the end of the training course, the learner will be able to... + action verb.*
▶ **Organization and planning**	Organization and planning make it possible to identify the progression in learning based on specific time periods and the planning of activities.
▶ **The educational methods**	The teaching methods illustrate the different **learning situations** (classroom training, distance learning, online training, alternating with work situations, self-training, etc.). These arrangements use different **teaching methods and activities:** notional contributions, case studies, simulation, role-playing, group work...)
▶ **The tools and resources**	The **tools** specify the training tools accessible by the learner during the training course (platforms, websites, resource databases, resource centres...). The **resources** specify the materials used during the training course (documents, booklets, multimedia resources, videos, tool sheets, books...). The **trainer and the team** are the resources for the training course. The external support and the contract determine what the learner must do outside of the course.
▶ **The means of evaluation**	The assessment procedures specify how the learner's learning outcomes will be measured and validated. (Tests, projects, production, case studies, presentations, portfolios...)

Cat. 3 : Reinforcing motivation by encouraging the trainess and highlighting progress

Problem	*Thomas faces a learner who has a clear understanding of the goal of the training. This leaner realised also that the training was a good way to reach his goal, but he doubts about himself and his own capacity to achieve the training course.*
Issue	*Reinforcing learner's motivation by encouraging and highlighting his progress help him providing landmarks, maintaining and developing his/her self-confidence, his/her confidence on the success of the project with the help of his/her own resources.*

Keywords	Definition	Drawing
Reinforcing motivation	*Learning involves changing our landmarks (strong beliefs / certainties / convictions), to change our actual knowledge. In this way, the trainer has to reassure the learner in his risk taking, by providing new landmarks and by helping him to develop his 'agentivity' / ability to change by himself his own future. Authors : Bandura, Piaget*	
Highlighting leaner's achievements and potential	*Highlighting the learner's achievements and potential helps the learner to identify his own resources to improve his self-confidence and ensure his participation in the training.* *Authors: Bandura, empowerment*	
Perceived self-efficacy	*Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce diverse effects through four major processes: cognitive, motivational, and affective and selection/choice processes.* *Authors: Bandura*	
Empowerment	*Empowerment is the process for an individual of acquiring more power to act and change his own life and his social, economic, ecological or political condition.* *Authors: Bandura*	

Tools:	Description
T13.1 List of common limiting beliefs	List of limiting beliefs common among learners in training.
T13.2 Strategies to overcome limiting beliefs	A set of strategies and tips to help learners overcome limiting beliefs that may be barriers to their learning path.
T13.3 Create a space for self-determination	The creation of a space for self-determination is an important lever to motivate the learner by making him/her more active in his/her training and by allowing him/her to experiment and take risks.
T13.4 Personal and social obstacles to training	Identification and treatment of personal and social obstacles that can disrupt training.

Tool T13.1

E1. Driving motivation and commitment to the training

author : **B. Boudey / JJ. Binard**

Organization : **GIP-FAR**

date : **11/12/2018**

Src: Martin Seligman

List of common limiting beliefs

List of limiting beliefs common among learners in training.

Limiting beliefs and learned helplessness

Most **limiting beliefs** come from those around us, parents, or teachers. They are reinforced throughout life and contribute to failure. Martin Seligman speaks of **learned helplessness** as a psychological state resulting from learning in which the subject experiences his/her own **lack of control over events** in his/her environment. This experience would tend to lead to the subject, animal or human, adopting a resigned or passive attitude. This impotence is "learned" because it is generalized even to classes of situations in which the subject's action could have been effective. It manifests itself at the motivational, cognitive and emotional levels.

List of common limiting beliefs and associated helping beliefs

Limiting beliefs	Caring Beliefs
I'm too old or too old to learn	Experience is valuable in meeting the challenges of learning. We learn at any age.
I've always had difficulties at school and that's not going to change now	Adult education is not school. I am here to acquire things that are useful for my personal or professional life.
I'm not worthy.	I also deserve my chance.
You can't have everything in life	If I want it, I can have it... Everything comes to the one who perseveres...
I will not succeed because I belong to a certain social class	If I wish, I can, follow a different path from my family
I'm not up to the task	I'm going to make it, I'm quite capable of doing it.
I'm rubbish, I have no value	I am competent in this and that area. I have a real talent for...
It is forbidden to express your desires and needs	I have the right to express my needs and desires
At 50 years of age, you can no longer be hired	At any age, you can convert, change.
Money doesn't make you happy	I deserve to earn money
You can't have everything in life	My dreams are accessible
I'm not good at maths	I know how to solve problems, I have already solved...
I'm not capable of doing that	I am able to succeed

Self-positioning on limiting beliefs

This self-positioning can be used at different times during the training course.

- At the beginning, to quickly identify potential obstacles and prevent them from happening.
- During the training course, to measure the evolution of his/her image, his feeling of personal effectiveness.
- At the end, to allow the learner to assess his/her personal development on his/her learning abilities.

This questionnaire can only be used in a sincere and secure dialogue for the learner because it addresses intimate questions about himself/herself. It can be used in an individual or group interview, with careful and respectful mediation by the trainer.

Limiting beliefs	Personal positioning			
	Strongly disagree	Mainly disagree	Mainly agree	Strongly agree
I'm too old or too old to learn				
I've always had difficulties at school and that's not going to change now				
I'm not worthy				
You can't have everything in life				
I will not succeed because I belong to a certain social class				
I'm not up to the task				
I 'm rubbish, I have no value				
It is forbidden to express your desires and needs				
At 50 years of age, you can no longer be hired				
Money doesn't make you happy				
You can't have everything in life				
I'm not good at maths				
I'm not capable of doing that				
…				

Strategies to overcome limiting beliefs

A set of strategies and tips to help learners overcome limiting beliefs that may be barriers to their learning path.

Background information

Once limiting beliefs have been identified (e. g. through the self-positioning tool T11.5), the trainer can use different strategies to help learners overcome them.

These are the main 4 strategies:

- discuss the origin of beliefs
- highlight the learner's successes and progress
- provide counter-examples, invalidating limiting beliefs
- have "experienced peers" testify

The 4 strategies

Strategy	Comments on the report
▶ **Discuss the origin of beliefs**	In this strategy, the aim is to enable the learner to **put these beliefs into perspective** by helping him/her to understand how they have become part of his/her functioning. It is a dialogue and position that allows us to take a step back. *Sample questions: What makes you think that...? How do you know that...? Don't you think that....*
▶ **Highlight the learner's successes and progress**	For this strategy, it is a question of helping the learner to **take a step back by himself/herself**, to measure his/her evolution, to identify his/her progress based on his/her successes, whether in the field of the training course or in the personal field (leisure, hobbies,...). Practically, this is achieved by identifying and giving value to the activities implemented, the successes and the skills that have been used. *Example of interventions: "you see you have done..., you have thus been able to use this and that skill...* *When analysing a task, it can be by specifying: "So far, everything is right... this and that is right...".*

▶ **Provide counter-examples, invalidating the learner's beliefs**

The purpose of providing counter-examples is to allow the learner to overcome negative generalities that limit motivation and that reappear on a recurrent basis. Quite often beliefs and generalizations occur through an automatic reaction to a word or difficulty. It is therefore a question of substituting the limiting belief or generalization by a positive and motivating counter-example. This substitution is important because, paradoxically, for a learner, being comforted in failure can be reassuring.

Example of intervention: When the belief that I can't learn because I am ... comes up, think about [such and such an inspiring person]...

▶ **Have "experienced peers" testify**

Sometimes all of the trainer's energy and belief cannot do anything about a trainee's deep-seated belief. Especially if there is an age gap, or difference in levels of experience or environment between the trainer and the learner in relation to their limiting beliefs.

In this case, the **intervention of experienced peers**, who may be former trainees of the same profile and who have succeeded, can be of great help.

These peers can be real model **examples**, providing living evidence of possible successes and thus supporting motivation...

Example of an intervention: I invite you to meet such a person who can tell you about his or her journey....

Create a space for self-determination

The creation of a space for self-determination is an important lever to motivate the learner by making him/her more active in his/her training and by allowing him/her to experiment and take risks.

Develop autonomy to motivate the learner....

In adult education, **learner autonomy** is a central concept.

The learner's perception of a **space for self-determination** and a lever for motivation (Deci and Ryan).

This is why active teaching methods are preferable to classical teaching methods that are too close to the school world and leave the student to take few initiatives, without really relying on his/her personal experiences.

■ Encourage the establishment of a self-determination dynamic

Fostering the implementation of a self-determination dynamic means that learners are made active by the **co-piloting of the training course at all stages:** their own training becomes itself a project (Dewey) of which they are the authors and the actors, with the security of the training path provided by the training organization, the peer group and the trainer.

This promotes a form of learning pleasure that reinforces a sense of self-efficacy (Bandura).

■ Make the learner an actor in his training

By participating, in whole or in part, in setting the rules of conduct for learning that concern him/her and his/her own path, while taking into account the external constraints clearly formulated by the trainer as well as social rules, the **learner becomes a subject and actor of his/her training, which is a** powerful factor of engagement in training activities.

Taking initiatives leads the learner to **take risks: this is** why the **right to make mistakes** is part of the process, with the trainer securing this risk taking. Thus, error is a potential factor for progress and not a fault.

Skills which promote autonomy

Here are various skills that promote learners' autonomy, with appropriate support, guidance and advice from the trainer to ensure the development of autonomy:

- be an **actor in your career path**, be able to **set objectives for yourself**;
- be able to **interact with peers**;
- be able to **assess your progress**, **identify your difficulties**;
- be able to **plan your time** and be able to anticipate;
- be able to **react to problem situations**, to learn to act **without systematic control** and **without sanctions**.

The trainer's posture promoting autonomy

In the same way, the **trainer's posture** is less to provide content, than to be a **mediator-coach**:

- It is up to him/her to **define explicit objectives in** terms of knowledge, skills and attitudes, with clear evaluation criteria.
- He/she must also **point out the available resources** and ensure that they are **accessible to** learners.
- It is important for the trainer to **ensure that the learning takes place within** the time constraints.
- A trainer should constantly be paying attention to **meet with learners on a regular basis**, individually or in groups, to, if necessary, strengthen or reduce the required support, target feedback, in spaces of dialogue that are both caring but demanding.

Tool T13.4

## E1. Driving motivation and commitment to the training

author : **B. Boudey/ JJ Binard**
Organization : **GIP-FAR**
date : **11/12/2018**

Personal and social obstacles to training

Identification and treatment of personal and social obstacles that can disrupt training.

Introduction

The commitment to the training course requires a high level of availability on the part of the adult person. This means that a number of important issues peripheral to training, such as housing, health, livelihoods, etc., are addressed before training. This allows him/her to give the maximum of his physical and mental energy to succeed in his/her training.

- Housing
- Financial resources
- Health
- Transport, accommodation
- Justice
-
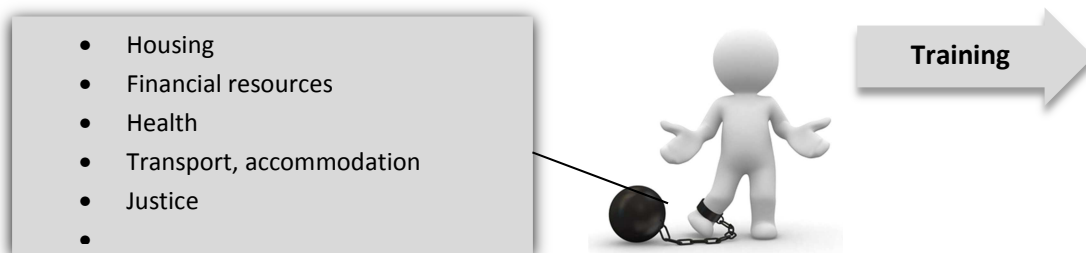
Training

Failure to take these issues into account in training often leads to failure and abandonment. In this context, the teaching team must consider these questions before the training course in order to identify and anticipate problems and in order to hand over to a support network of competent professionals.

How to deal with life difficulties

A training organisation must be based in its local area. This is reflected in relationships with local companies to facilitate the professional integration of trainees, but also to build a network of assistance and support for learners in difficulty.

Thus the training organisation must build links with social, associative, public organisations that will take over to help solve problems of health, housing, travel and childcare. In this context, the training organization contributes to maintaining an active population in the local area.

The trainers contribute to this work by identifying the obstacles and handing over to the competent professionals.

Questionnaire to identify personal and social obstacles

The following questionnaire can be used in the context of a pre-training interview as a tool for dialogue with the learner in order to help him/her, if he/she so wishes, to succeed in his/her training path by solving the identified potential problems.

It covers different fields and makes it possible to assess a degree of difficulty.

Fields

▶ **Expression of previous paths**

▶ **Identification of skills**

▶ **Basic knowledge**

▶ **Geographic mobility**

▶ **Financial resources**

▶ **Local family support**

▶ **Justice**

▶ **Project-related health**

▶ **Housing**

Related questions

Expression of previous paths
1. I have trouble talking about my past experience
2. I can talk about my journey if I get help
3. I am able to present my background
4. I explain and specify the different stages of my journey

Identification of skills
1. I have trouble talking about my past experience
2. I can talk about my journey if I get help
3. I am able to present my background
4. I explain and specify the different stages of my journey

Basic knowledge
1. I don't know if I need an update on basic knowledge
2. I don't want to do a refresher course on basic knowledge
3. I feel the need to refresh my knowledge of the basics
4. I don't need to do a refresher course on basic knowledge

Geographic mobility
1. I am not mobile, I have no means of transport and I want to stay close to my home
2. I am mobile in a nearby environment
3. I can be mobile, but I need help to find a solution
4. I am mobile, I am autonomous and I organize myself for my travel arrangements

Financial resources
1. I am without resources, without the help of my family or entourage
2. I am in a critical financial situation
3. I have financial difficulties that impact my home or family
4. I don't have any financial difficulties

Local family support
1. I have no support from my family and/or others
2. I have support problems with my family and/or others
3. I can count on support from my family and/or others on an occasional basis
4. I am supported by my family and/or others whenever I need it

Justice
1. I am in the process of executing a sentence or a reduced-sentence
2. I have ongoing legal issues
3. I've had problems with the law.
4. I've never had a problem with the law.

Project-related health
1. I have unmanaged health problems
2. My health problems are being treated
3. I have medical restrictions
4. I have no health problems

Housing
1. I am homeless, without social and/or family support
2. I am in housing difficulty (no fixed housing, manage on a make-do basis).
3. I need to change my accommodation
4. I have no housing problems