

**E1: Support motivation and commitment to the training**

Cat.	Description	Issues
Cat 1	<b>Taking care and recognizing the individual</b>	<i>Taking care and considering an individual is important to help him develop his self-confidence and built a positive self-image which enables him to move on.</i>
Cat 2	<b>Making sense between the learner's project and the training</b>	<i>Making sense between the learner's project and the training is important to help him understand the aim of the training, validate the added value for him and help him commit to the training path.</i>
Cat 3	<b>Making sense by securing the training paths, by encouraging and valorising</b>	<i>Making sense by securing the training path and by encouraging and valorising the learner help him providing landmarks, maintaining and developing his self-confidence, his confidence on the success of the project in order to mobilise his own resources.</i>

**E2: Organize and manage the dynamic of the group**

Cat.	Description	Issues
Cat 1	<b>Drawing attention of learners and create emulation</b>	<i>Drawing attention of learners is important to speak to active people, mobilise their mental resources and avoid them to lose the thread.</i>
Cat 2	<b>Facilitating speaking within the group</b>	<i>Facilitating speech is important to allow a sincere and authentic expression of learners in a kindness atmosphere. The dialogue spaces facilitate self-confidence and understanding of the learning contents.</i>
Cat 3	<b>Organizing and regulating the group work</b> (interaction, rhythms, production, synthesis)	<i>Organizing and regulating the group work is important to create and maintain involvement of learners, but also by considering the group members as potential resources for the learning.</i>
Cat 4	<b>Organizing the life of the group</b> (climate, identity, contract of the group...)	<i>Organizing the life of the group is important to build a work environment that facilitates learning where everyone finds his place, where rules are shared by the group and where expression of each individual is promoted. The life of the group continues outside formal training time and without the presence of the trainer in order to provide support to each member</i>

**E3: Prevent and manage attitudes and behaviours**

Cat.	Description	Issues
Cat 1	<b>Adopting of an ethical or exemplary posture</b>	<i>Adopting an ethical and exemplary posture places the trainer as a referent and as an example of the group. He is responsible for the climate of the group and the requirement of quality of the work.</i>
Cat 2	<b>Facilitating acceptance of the rules of the institution and the group</b>	<i>Facilitating the acceptance of the rules of the institution and the group is important to build and set a secure and shared framework that allows a climate of confidence and level requirement within the group.</i>
Cat 3	<b>Regulating inappropriate behaviours</b> (by calling out an individual, using expression, voice or by the mean of the group or a delegate of the group...)	<i>Regulating inappropriate behaviours in a graduated way is important and sometimes unavoidable : For an individual, regulation aims at complying with shared collective rules. It can range from the reminder of the rules up to the sanction. For the group, compliance and respect of shared rules improve the maintenance of the life environment of the group.</i>

#### E4: Take into account each trainee

Cat.	Description	Issues
Cat 1	<b>Evaluating of needs, project, potential and global situation of learners to provide support</b>	<i>Evaluating the needs of each learner is necessary to allow the trainer to propose an adapted training path with various modalities for each individual.</i>
Cat 2	<b>Adapting activities to the rhythm and level to small groups or individuals</b>	<i>Adapting the activities to each learner allows the trainer to take into account the pace of the learner, his resources and his difficulties.</i>
Cat 3	<b>Using mental representations, experience and potentials of learners within the training</b>	<i>Mobilizing experiences and potentials is important for each learner: - it allows first to connect his learning attainments with his previous knowledge by giving meaning, - and secondly, to value his learning path and resources toward the group. This is necessary to propose or adapt the training course and the methods taking into account the starting point of each learner.</i>

#### E5: Prepare and organise training activities

Cat.	Description	Issues
Cat 1	<b>Preparing the activities according to rules and information on learners</b>	<i>Preparing the learning activities allows the trainer to have in mind a predictable training course finalized by well-defined objectives.</i>
Cat 2	<b>Preparing the use of methods and tools to fit the needs of various learners</b>	<i>It is important for the trainer to anticipate the use of methods and tools fitting the specific needs of learners.</i>
Cat 3	<b>Preparing the work space to facilitate learning</b>	<i>It is important for the trainer to organize the training space in line with the intentions and training scenario.</i>

#### E6: Support learning activities

Cat.	Description	Issues
Cat 1	<b>Diagnosing and evaluating trainees to support their learnings</b> (process and product of learning)	<i>Evaluating learning achievement allows the trainer to measure the gap between the expected objectives of training and the performances achieved by a learner. If necessary, the trainer may proceed to a individual or collective regulation adjusted to the detected needs</i>
Cat 2	<b>Linking learner's previous knowledge to the training inputs</b> (Weaving function)	<i>Linking previous knowledge to the training inputs allows each learner to build their learning step by step by mastering their progress.</i>
Cat 3	<b>Using techniques and tools to improve learning, memorizing and information processing</b> (cognitive and psychological support / scaffolding)	<i>The functions of cognitive support and learning aid allow, starting from the gap observed between what is expected and what is realized in the learning, to propose alternative cognitive and emotional processes of learning.</i>
Cat 4	<b>Using reflexive analysis to support learning</b>	<i>The reflexive analysis helps the learner to take a step back and improve his awareness of his own mental and physical process. This is very helpful to develop and root understanding and symbolic operation in his memory.</i>

## E7: Ensure evaluation

Cat.	Description	Issues
Cat 1	<b>Choosing a type of evaluation and the practical modalities adapted to an objective</b>	<i>Evaluate for a trainer starts with connecting his evaluation intentions to relevant means and tools in order to measure results. It is therefore important for the trainer to know the different types of evaluation and the various modalities in order to make wise choices according to the objectives and constraints.</i>
Cat 2	<b>Conducting the evaluation</b>	<i>Conducting the evaluation is important for the trainer to make sure that the learners will effectively achieve the expected objectives taking into account the conditions and hazards of the training.</i>
Cat 3	<b>Correcting and providing an efficient feedback to the learner in relation with the objective</b>	<i>Correcting an evaluation and providing feedback to the learner is important :</i> <ul style="list-style-type: none"> <li>- to give him back information on the result of his learning,</li> <li>- to help him to better conduct his learning,</li> <li>- to facilitate the transfer of the learning outcomes in other situations,</li> <li>- to develop his ability to evaluate by himself his own learning in order to improve his autonomy</li> </ul>
Cat 4	<b>Preparing a learner for an exam</b>	<i>Preparing a learner for an exam is often important for him to better understand the conditions of the exam and to be able to demonstrate all his achievements despite conditions that he is not necessarily familiar with.</i>

## E8: Pilot, shape and reshape the training

Cat.	Description	Issues
Cat 1	<b>Separating in clear steps the learning contents</b> (initial and on-going scenario )	<i>In order to pilot his training, the trainer usually separate in clear steps the learning contents of the training in order to create a predictable scenario that he can use as guidelines for his training. From this initial scenario he adjusts the activities according to what happen during the training.</i>
Cat 2	<b>Organising and adjusting if necessary the rhythm of the learning</b> <ul style="list-style-type: none"> <li>A. <b>Evaluating the progress of learners through feedbacks</b></li> <li>B. <b>Making choice of activity in order to adjust the rhythm</b> (using didactic or pedagogical elements)</li> <li>C. <b>Adjusting actually the activities</b> (by using the difficulties encountered or by segmenting or by individualising the activity)</li> </ul>	<i>The main part of the work of the trainer consists in organizing and adjusting if necessary the rhythm of learning in different ways according to what he perceives from the progression (individual and collective) of the learners.</i>
Cat 3	<b>Ensuring that learners give meaning to their learning</b>	<i>Throughout the training, the trainer has to ensure that the learners give meaning to their learning, so that they connect the learning inputs and work done with their previous knowledge and ensure that they are able to transfer this knowledge in other situations.</i>
Cat4	<b>Associating or delegating to the learners the piloting of a part of the activity</b> (logic of learner empowerment and co-piloting)	<i>It is common for trainers to associate or delegate part of the activity to a learner or to the group, in order to facilitate empowerment and active pedagogy that mobilize learners on their learning.</i>