

*Trainers' seminar:
'Thinking and co-constructing participation in training'*

<u>Organisation(s):</u>	National Centre for Local Public Administration (CNFPT)	
<u>Country:</u>	France	
<u>Contact:</u>	policy@esn-eu.org	
<u>Theme:</u> Choose at least one option	<input type="checkbox"/> Ageing & Care <input type="checkbox"/> Asylum & Migration <input type="checkbox"/> Young People <input type="checkbox"/> Support for Children & Families <input type="checkbox"/> Community Care <input type="checkbox"/> Integrated Care & Support <input type="checkbox"/> Co-Production <input type="checkbox"/> Disability <input type="checkbox"/> Housing & Homelessness <input type="checkbox"/> Artificial Intelligence <input type="checkbox"/> Digitalisation <input type="checkbox"/> Quality Care	<input type="checkbox"/> Labour Market Inclusion <input checked="" type="checkbox"/> Social Inclusion <input type="checkbox"/> Technology <input type="checkbox"/> Workforce and Leadership <input type="checkbox"/> Social Benefits <input type="checkbox"/> EU Funding <input type="checkbox"/> Social Service's Resilience <input type="checkbox"/> Mental Health <input type="checkbox"/> Person-Centred Care <input type="checkbox"/> Research & Use of Evidence <input checked="" type="checkbox"/> Other, please specify: continuing training of public social workers
<u>Principles of the European Pillar of Social Rights:</u> Check the 20 principles here.	<input checked="" type="checkbox"/> 1. Education, training, life-long learning <input type="checkbox"/> 2. Gender equality <input type="checkbox"/> 3. Equal opportunities <input type="checkbox"/> 4. Active support to employment <input type="checkbox"/> 5. Secure and adaptable employment <input type="checkbox"/> 6. Fair Wages <input type="checkbox"/> 7. Transparent employment conditions <input type="checkbox"/> 8. Social dialogue <input type="checkbox"/> 9. Work-life balance <input type="checkbox"/> 10. Healthy, safe work environment	<input type="checkbox"/> 11. Childcare and child support <input type="checkbox"/> 12. Social protection <input type="checkbox"/> 13. Unemployment benefits <input type="checkbox"/> 14. Minimum income <input type="checkbox"/> 15. Old age income and pensions <input type="checkbox"/> 16. Health care <input type="checkbox"/> 17. Inclusion of people with disabilities <input type="checkbox"/> 18. Long-term care <input type="checkbox"/> 19. Housing and assistance to homeless <input type="checkbox"/> 20. Access to essential services
<u>Current status of the practice:</u>	<input checked="" type="checkbox"/> Concept and Design Phase <input type="checkbox"/> Execution & Monitoring Phase <input checked="" type="checkbox"/> Consolidation Phase <input type="checkbox"/> Scaling Up and Transformation Phase <input type="checkbox"/> Other (please specify)	
<u>Context/ Social issues addressed</u>	To strengthen social workers' skills, it is crucial to build public policies that actively involve service users' participation. This approach empowers users and recognises the value of experiential knowledge, ensuring that policies are more inclusive, relevant, and effective.	

<i>Please explain the problem you attempt to solve.</i>	By integrating the firsthand experiences of those directly impacted by social services, social workers can develop more responsive and people-centred policies that better address the needs of their communities.
<u>Objectives:</u> <i>Please provide a maximum of three objectives in bullet points.</i>	<ul style="list-style-type: none"> • Change how the CNFPT trains professionals on the participation of the people concerned in training, particularly by promoting experiential knowledge. • Gain recognition for the very notion of experiential knowledge. Better identify the needs of the people concerned in terms of support from social workers • Collectively identify the “ingredients” that promote the recognition of knowledge and the collaborative experience of knowledge sharing.
<u>Activities:</u> <i>Please summarise the activities put in place to achieve the objectives (maximum 300 words).</i>	<ol style="list-style-type: none"> 1. Training organisation: implementing a pedagogical and formative approach from the outset. 2. Recruitment of a service provider specialising in creative and collective intelligence to prepare and co-facilitate the training course. 3. Setting up an ecosystem bringing together representatives from different categories of players (trainers, training advisors, people supported, local authorities). 4. A group of “allies” to co-construct the training: define the framework, monitor the process, remove obstacles, identify issues, levers and conditions for success exchange, inspire, and initiate a bond of trust between players. 5. Create a “training/exchange” framework between trainers, enabling the imagination and design of these propitious training situations. Pedagogical innovation” approaches create a context and conditions. 6. Create a context and conditions conducive to developing and valorising this knowledge.
<u>Outcomes:</u> <i>Please explain what the results were/are so far and how you evaluated this.</i>	<p>Training evaluation with participants: An essential condition is that professionals recognise and value the experiential knowledge of the people they support as one key to developing the power to act.</p> <p>Levers and points to watch out for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involvement in a shared project dynamic <input type="checkbox"/> Recognition of 3 types of knowledge <input type="checkbox"/> The need to build mutual trust <input type="checkbox"/> A call for a change in posture <input type="checkbox"/> Considering each other as peers, each with his or her strengths and limitations <input type="checkbox"/> A different view of the person concerned
<u>Links to supporting documents:</u> <i>e.g. website or report of the practice</i>	<p>https://twitter.com/cnfpt</p> <p>https://www.linkedin.com/company/cnfpt</p>
<u>Comments and tips i.e. for people willing to use your Practice</u>	<ul style="list-style-type: none"> ➤ Involvement of the people concerned. ➤ Status and position of the person concerned: not a witness, but should take on the role of trainer alongside the professional trainer. ➤ The person accompanied: the person concerned is a co-trainer with legitimacy and awareness of the pedagogical contribution of his or her position as trainer. <p>CONDITIONS FOR SUCCESS</p> <p><i>Before training</i></p> <ul style="list-style-type: none"> ➤ Clearly define institutional support ➤ Importance of the training duo meeting: getting to know each other, understanding each other, recognizing each other, making room for each other

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| | <ul style="list-style-type: none">➤ Develop or strengthen the skills of the training duo to co-lead the courseIdentify the people involved➤ Articulating specific knowledge and co-constructing knowledge➤ Co-construct appropriate specifications➤ Evaluate the process |
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During training

- Take regular time to watch each other perform as a duo
- Evaluate the quality of exchanges and the fluidity of co-hosting, wastage and/or the involvement of players

After the training

- Be careful not to over-model
- Evaluate the process: satisfaction (trainees, communities), feedback, impact on my practices