

Mapping on pedagogical actions regarding service users' participation carried out at Ocellia, France

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Julie MOUTARD
j.moutard@ocellia.fr



Lyon - Grenoble - Valence

www.ocellia.fr

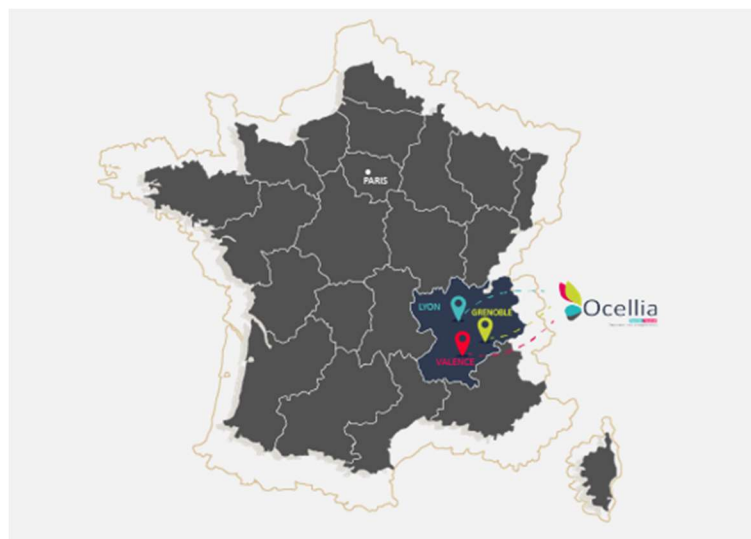
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This second document aims at proposing an overview of pedagogical actions carried out at OCELLIA, concerning service users' participation in the training of future social workers. Two main lines of thought have influenced this work : what are the pedagogical actions involving service users currently implemented at Ocellia? What issues and questions do they raise from the perspective of the different protagonists : students, service users and lecturers ?

1) Presentation of pedagogical actions carried out in OCELLIA

1.1) Presentation of OCELLIA

OCELLIA was born in January 2021, from the merger of two HEI : the Ecole Santé Social Sud-Est, created in 1933 in Lyon and the Institut de Formation en Travail Social, created in 1969 in Grenoble. These two institutions have similar cultures and some differences linked to the history of each institution, but a base of common values. Training programs are now offered on three campuses (Lyon, Grenoble, Valence), in the social work and health sectors, in initial and continuing education.



LYON



GRENOBLE



VALENCE



Some figures



Agreements with
2 universities :
the Lumière Lyon 2 University
and
the Grenoble Alpes University

22 training programs,
from undergraduate
to Master's level



In 2021, approximately
800 students
in the social sector



80 permanent employees,
trainers and managers
to support them.

The issue of service users' participation in social work education is closely related to some of the values promoted in the institutional project of Ocellia, such as :

- to "take into account experiential knowledge and the participation of individuals"
- to "implement an open pedagogy organized around three pillars :
cooperation, transparency and participation".

1.2) Mapping methodology

The data collection was carried out between February and April 2021, among the 66 permanent lecturers, working on the three campuses. When the data collection for this project was carried out, there was not yet a common culture shared by all the lecturers on the three campuses.

- 34 people answered the survey
- 25 people took part in interviews (17 interviews) :
 - 5 focus groups (2 or 3 people per group).
 - 12 people were interviewed individually.
 - 19 people contributed to the data collection by answering the survey and taking part in an interview.



1.3) The different forms and conditions of service users' participation

We were able to identify different type of actions implemented at OCELLIA thanks to data collected in the survey and the interviews. The actions presented are representatives, but not exhaustives, of a pedagogical concern at Ocellia regarding the involvement of service users. The plurality of actions is relevant because programmes are complementary. To present the different modalities, we are inspired by the classification by “nature of participation” proposed by UNAFORIS* :

1 Participation in student research

2 Participation in pedagogical engineering

3 Direct intervention with students (3 types of intervention)

1 Participation in student research

Initiation to research is compulsory for students heading towards a Bachelor degree. For instance, in the second year of training, students can experiment the participatory research approach. These projects aim at a new mode of professionalization that must contribute to the mobilization and participation of service users. Students learn how to identify and name the needs of the public, with the public, and then to co-construct the subject and the methods of the research.

2 Participation in pedagogical engineering

This refers to experimentation conducted by the collectif SOIF. In 2014, 4 organizations decided to unite their skills within a common structure, in order to link practice, research and education. This is a way to allow the dissemination of research results on Service users' participation within education. Currently, 4 programmes are co-designed and co-facilitated by researchers, lecturers, service users and professionals.



* UNAFORIS (2018). Service users' participation to social workers' education.

In 2017, in France, various actors involved in participatory actions were brought together into a "community of practice". A major result of this collaborative work was the creation and publication in 2018 of an operational guide on participation in social work education. Follow this link for an English synthesis of this guidebook : https://drive.google.com/file/d/1M1OFVA3d2gyPbYWGyL3cz-d2vy1c7E_5/view



3 Direct intervention with students (3 types of intervention)

To present these actions, we are inspired by the classification from the school of Barcelona, who identified 3 types of direct intervention[†].

*** When service users make a presentation of experiences and have interactions with students according to their questions** - 15 programmes -

Pedagogical intentions :

- To allow service users to speak about their situation and to share the experience of being supported by a social worker
- To allow students to question their representations and to work on the construction of their professional posture
- To encourage discussions on actors' strategies within the implementation of social policies
- To promote participation amongst students in order to encourage them to develop it in their future professional activity.



*** When service users make a presentation of their experiences and have an interactive work with students** - 4 programmes -

Pedagogical intentions :

- To question hierarchies, working in reciprocity/symmetry
- To enable students to take into account service user's expertise
- To enable service users and students to analyse together real-life situations

*** When service users carry out the full pedagogical process with students and lecturers :**

This approach is in progress in OCELLIA's pedagogical teams...

[†] Lebailly, P. (2019). Issues, modalities, and conditions of participation in social work education : A report on practices in France and Europe. *Vie sociale*, no 25-26(1), 143-158. <https://doi.org/10.3917/vsoc.191.0143>
This article presents the lessons learned from experiences in France and Europe, in particular within the framework of a European Interreg project carried out by four training institutes in the Pyrenean regions of Occitania and Catalonia. A typology of the different techniques identified in these participation practices will aim to show the diversity and richness of experiences they represent.



A plurality of pedagogical practices :

- Different ways of accessing service users, such as :
 - asking OCELLIA's partners to identify and prepare service users,
 - getting in contact with a service users' existing group
 - involving a service user with previous experience of participation (related to a dedicated network or a participatory research project)

- Different expectations regarding service users' voice
 - Service users speak on their own behalf, with a spontaneous voice (not prepared) and unique (no repetition of the intervention).
 - Service users are used to take the floor
 - Service users intervene as a pre-established group (their speech is already prepared and expressed on behalf of the group).

- Other pedagogical issues:
 - The "right moment" in the curriculum to implement this kind of activity
 - The "right size" of the students' group
 - The different steps of the programme (preparation, order, duration,...)

2. Issues and questions

Thanks to the answers collected in the survey and the interviews, we are able to identify some effects for students and service users (described by lecturers), levers and obstacles for lecturers, and finally some issues and questions.

2.1) Effects for students

- To build up landmarks for the construction of their professional posture
- To understand the necessity to adapt to service users
- To meet each other in a different way (different from the internship)
- To develop a better understanding of what service users are going through (emotional impact)
- To experience reciprocity, horizontality, a relationship with less dissymmetry
- To compare points of view, to note the differences and to adjust practices



2.2) Effects for service users

- Changes in the relationship with the social worker, better understanding of institutional limits and contingencies for social workers.
- Other effects were mentioned, such as valuation, better self-confidence, feeling of social usefulness.

Some questions remain:

- How would service users like to contribute to the curriculum ?
- What are their aims? Are these aims in line with the aims of the lecturers and the educational institutions?
- To what extent are service users considered as effective partners for the HEI?

2.3) What about lecturers ?

Levers for lecturers :

- Institutional support
- Build on current practices
- Share experience with peers
- Set up the activity in team
- Be confident there is no obligation of results
- Clarify the meaning of participation from the starting point

Barriers for lecturers :

- Lack of time (to think, to prepare, to coordinate)
- Funds (pay, fee and status of service users, economic viability of the activity)
- The specific lecturer's role :
 - to be involved in facilitating the process, not in "teaching" it
 - to allow everyone to express themselves, while respecting different points of view
 - to set a safe framework, for service users and students

These are the same points for lecturers who have already experimented this approach and for those who have not yet experienced it.



As a conclusion, we highlight **some questions raised at the end of this survey.**

- What do service users come to share? Experience? Expertise? Knowledge?
- How can we articulate the service users voice and the pedagogical aim of a programm ?
- Should we expect a carefully prepared, polished, "politically correct" presentation from service users?
- Should the programm be experimental or institutionalised ? What would be the effects of systematisation, of modelling ?

Sharing thoughts amongst lecturers would certainly be one of the major needs identified all along this survey... and a key issue remains to clarify the rightful place for service users within social work education and to put these different questions to work.

Work in progress... to be followed !

