



Training programme: Working as a peer worker in social services CYCLE 1: Mobilising and sharing your experience

Target audience: Peer workers in social services / **Prerequisites:** None

Objectives

Training objectives	Reference in the RES-PEER European Framework ¹
→ Understanding the peer relationship	This objective develops the capacities of dimension 2, in connection with the peer relationship as defined by Eve Gardien. ²
→ Sharing your story and experience	This objective develops the capacities of dimension 1: telling one's story in a structured and situated way.
→ Developing your listening skills	This objective develops dimensions 1 and 2, relating to the capacities to listen to and welcome others' stories and to develop active listening.
→ Knowing how to draw appropriately on your lived experience	This objective develops the capacities of dimensions 1 and 2, in particular the ability to use lived experience to access people's world of meaning.
→ Taking a step back from your personal history	This objective develops the capacities of dimension 1: regulating one's emotions and analysing one's journey.
→ Respecting confidentiality rules	This objective develops the capacities of dimension 4, in particular knowledge of professional secrecy and confidentiality rules.
→ Identifying and co-constructing your experiential knowledge	This objective develops the capacities of dimension 1, in particular producing collective knowledge from stories.
→ Sharing knowledge of your profession	This objective develops the capacities of dimension 3, in particular the capacity to transmit knowledge.
→ Contributing to knowledge of, and building legitimacy for, peer work in social services	This objective develops the capacities of dimension 3: expressing a collective voice, group facilitation and mediation.

¹ The RES-PEER European project has produced a European framework of skills and missions for a peer worker in social services, under the direction of its Belgian partner, Réseau Nomade. It will be available on the partners' websites and on the platform <https://erasmus-plus.ec.europa.eu/projects> at the end of the project (2027).

² GARDIEN, Eve. Patients' experiential knowledge. What is it? What can it be used for? *Kinésithérapie scientifique*, 2022, no. 643, pp. 5–11. <https://hal.science/hal-04404775/>

France

Detailed programme

Day	Morning	Afternoon
Day 1 – 22 Sept.	Welcome, introductions, “Why am I here?” – Social work professions and peer posture	History of peer support, ethics, peer relationships
Day 2 – 29 Sept.	Self-narrative 1 – writing	Reading stories as a group, identifying experiential knowledge
Day 3 – 6 Oct.	Self-narrative 2 – writing	Reading stories as a group, identifying experiential knowledge
Day 4 – 13 Oct.	Drawing on lived experience and disclosure: what to say, to whom, when and how	Reworking your story as a “general-audience” testimony
Day 5 – 20 Oct.	Peer work and its missions in social work	Co-constructing a collective intervention on peer work
Day 6 – 27 Oct.	Co-construction of the intervention (continued)	Finalisation and testing of the intervention before the group
Day 7 – 3 Nov.	Talking group	Facilitation tools – Review

Duration of the programme: 42 hours

1 day per week, 6 hours per day

Every Wednesday from 23 September to 4 November 2026: 23/09, 30/09, 07/10, 14/10, 21/10, 28/10, 04/11.

Access arrangements

Positioning document

Location of the programme

HETIS Nice – accessible to people with disabilities

Supervision:

Example: The teaching team of HETIS Department of Care and Community Professions comprises four permanent trainers from a range of disciplinary fields. Holding a PhD in Social Anthropology, a Master’s degree in Educational Engineering, a Master’s degree in French as a Foreign Language, and a Master’s degree in Cognitive Developmental Psychology and Neuropsychology, they have professional and/or research experience in child protection, social mediation, support for children with disabilities at home and in medico-social establishments and services, severe poverty, and teaching French to foreign-language audiences, and regularly update their skills. This team is complemented by numerous occasional trainers from professional practice in the social, medico-social and health fields and/or from the university.

France

A partnership is established with representatives of placement sites through regular meetings. This helps secure the learner's pathway by coordinating all arrangements relating to work-based learning (training centre/placement site).

Teaching resources

Nice: HETIS has just over 20 rooms able to accommodate groups of 10 to 60 people, as well as a 120-seat lecture theatre.

Most rooms are equipped with video equipment (television and DVD player) and have Wi-Fi access. Students can also use computers and projectors when needed.

In addition, a computer room with 10 workstations is available to students.

Trainees can use a Documentation Centre offering approximately 5,000 books, 60 regular subscriptions, 1,500 indexed dissertations and a video library. All trainees can receive help with documentary research, particularly using our collection. They also have unlimited internet access, computer workstations and printing facilities.

People with disabilities: Training pathways can be adapted to meet the specific needs of people with disabilities.

Teaching method

The school's project is based on active learning and uses a range of teaching tools, including:

- Lectures
- Workshops
- Lectures
- Small-group development
- Individual support
- Images (still or moving)
- E-learning

Content

Self-narrative

The issues involved in drawing on lived experience

Facilitation tools for learning about peer work

Award

- Open Badges identified within the RES-PEER European project
- Certificate of completion

France

Context: the RES-PEER European project

Within the RES-PEER project, led by HETIS, one or more training modules are being developed in each participating country.

In France, this is an initial experimental module covering the fundamentals of peer-worker intervention in social services. It draws on good practices identified in the analysis *Peer work in France, the Netherlands and Belgium: a “new” profession in the process of becoming institutionalised* (key deliverable 1), and on the skills, intervention frameworks and training needs identified in *the European Framework for competencies and roles of Peer Workers in Social Work* (key deliverable 2).

This training programme meets the project objectives of structuring and enhancing the role of peer workers in social services on the basis of their experiential knowledge. It addresses key issues such as the ability to share and draw on one’s story appropriately, develop active listening, step back from one’s lived experience, respect confidentiality, and identify, co-construct and transmit knowledge gained through experience. It also helps develop a better understanding of the specific features of peer relationships and strengthen the legitimacy and professional posture of peer workers.

After 2027, this first training cycle will be complemented by a second cycle for peer workers, covering practical input on the professional environment, support skills and teamwork.