



eLEARNIG INITIATIVE

PRAISE:

Peer Review Network Applying Intelligence to Social Work Education

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Executive summary

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Partner: INFOP-CEMEA Institut de formation professionnelle d'animateurs

Organisation: The INFOP is an institution that is part of the CEMEA network, a recognised association of public interest, an additional educational movement to the school and a teaching organisation, engaged in all the fields of education and social work for more than sixty years. Based on the values of Popular Education and New Education, the institute proposes, alone or in partnership, diploma courses covering all the levels of qualification of the careers proposed by the Ministry of Youth, Sports and Associative life (from assistant activity leader to equipment project manager).

Aims: The CEMEA claims to adhere to New Education, education that is based on the approach of children as vectors of past experience, of things to say. Concretely, the CEMEA defines New Education as "*an education that creates situations in which the child, the youth or the adult becomes conscious of the world that surrounds them and of their capacity to transform it and hence aimed at individual and collective progress*". The mission of the INFOP is to intervene in the field of continued education among professional activity leaders in the socio-cultural, educational and social fields.

Teaching activities: professional training courses leading to a diploma are organised within the scope of continued education, for institutions or professional activity leaders and social workers within the framework of developing their skills. The alternating training courses and the support of a militant network of professionals are good principles when dispensing courses that are closely related to reality and supported by institutional teaching. Social promotion is sought through the valorisation of personal experience, experimentation and activity, as a process for acquisition and learning. One of the fundamental principles of the INFOP is to serve as the vector of social transformation by training the actors who work on site with individuals and groups. The educational approach is based on cultural accompaniment, the pedagogy of the project, and active citizenship. The INFOP is established in Gennevilliers, a commune close to the Paris suburbs, in a working class city in the heart of urban problems. It hosts 250 trainees every year in long courses (19 to 24 months) in study groups of around 20 persons. The framework of these courses is administered by a permanent salaried staff of 11 teachers, all of who have had a professional career in activity leadership and social work.

Supporting activities: The institute disposes of 1000 m² with classrooms, a documentary resource centre and space dedicated to information and communication computer technology. The Institute develops international actions in partnership with many European organisations.

Project role: In the PRAISE project, the INFOP participated in the definition of the Virtuous Circles, coordinated the activation and experimentation of the VCs, elaborated the training courses at distance and contributed to the constitution of the "semantic table".

Local Experience – INFOP-CAMEA

The CEMEA movement (Centre d'Entraînement aux Méthodes d'Education Actives – Centre for training in active education methods) has stemmed from the regrouping of State Education militants dedicating their free time to the supervision of children in "holiday camps" and members of the layman branch of the scout movement. The latter was related to the social and political context of France in 1936 which, at the time, strongly promoted the notion of holidays (access to paid holidays and valorisation of holidays as space in time for discovery and cultural and citizen enrichment).

Right from the start, the CEMEA chose training as an interventional lever and the qualitative development of education. The initiators referred to the value of working class education, movement born during the revolution in 1789, related to the abolition of privileges and aimed at developing the "the education of the people, by the people, for the people".

The CEMEAs illustrate their choice to exist and to intervene, with the words of G. Poujol (specialist in the working class education in France): "*Working class education can be defined as a project to democratise working class education, carried through by associations with the aim to complete school education and form citizens*"

In 1971, the CEMEAs created an institute of professional training for socio-cultural activity leaders. The profession, based on the experience of supervision of children and youths, outside the field of schooling, underwent great quantitative and qualitative changes in the last quarter of the twentieth century. Indeed, the need for care, supervision and support for children and for youths, but also for the adults affected by the crisis and for the elderly, exploded with the collapse of traditional modes of social and societal regulation. The activity leaders invest in more and more fields and their intervention focusing on the individual, group and the project will become an excellent tool for the structures, and in complementarity with the professionals who are specialised activity leaders, social assistants and teachers of young children.

The development of activity leaders has led the ministry of supervision, the ministry of youth and sports – in fact established historically in relationship to the education of the working class – to elaborate a training process with four levels of diplomas. The latter are related levels of technicity or responsibility. One can distinguish a training course leading to a diploma of assistant technician activity leader, another leading to a diploma of technician, another to responsible for activities and another leading to director. Today, the ministry has modified this process with the wish to articulate training related to young people with that related to sport. However, the four-level process should last.

Even today, the great majority of professional activity leaders working in the field do not have any initial training. Their training has been usually obtained by confrontation with practical experience and a form of "Companionship" with their colleagues, who have been through training courses or are more experienced.

Most of the trainees at the INFOP are professionals with experience of field work, often over several years.

Training for "integration"

The majority of INFOP trainees are working as professionals in an institution. The alternating between a training centre (INFOP) and the place where they work is qualified as "integration" since their salaried status confers the responsibility as role player and permits them to 'reinvest' what they have learned in "situation". This form of alternation confronts them and permits them to test what they have learned directly, raising their knowledge to the rank of true professional knowledge.

The training-action course

The situation of alternation described above means that each professional can apply the training process as an 'active' course, defined as the possibility for a trainee at the centre to work on – alone or in a group – a problem specific to his/her professional field, to identify strategies and to find the necessary resources to construct solutions using his/her new skills.

The "class" group and long training course

We call "class" the group of trainees who participate together in a long training course. The "class" group is one element of the training course. The trainees all have professional experience. As such, they nourish the exchanges. Moreover, the time spent in the "class" group reinforces the process of building knowledge itself, as expressed by the members of the *Groupe Français d'Education Nouvelle* (French New Education group) through their concept of self-social-built knowledge. The group also plays a part in the development of the relational capacities and know-how of each of the participants. The inscription of the same group for at least one year (with group sessions for one week every month) is fundamental in promoting the actual transformation of the trainees.

The three logics applied in the training courses at the INFOP

The training of professionals from the field is the articulation (we call it "knitting") of three different logics:

- The first is that of teaching, the key concept of which is knowledge, which as we have mentioned above, we consider is built rather than transmitted (see self-social-built knowledge).
- The second is that of the training course, the key concept of which is that of the capacity.
- And the third is the logic of professionalisation, the key concept of which is that of the skills, which can be defined as the capacity, in situation, to combine internal and external resources.

The activity and cultural dimension

One of the principles of the CEMEA is: "education must be founded on activity; essential in personal training and in the acquisition of culture".

The activity (the action) is systematically present in the training courses. Individual work in small groups and in large groups is proposed. Placing in situation, writing, reading and talking are requested of the trainees in the search for implication, analysis and distancing.

We feel that the training course is a space for cultural development. Each class benefits from cultural accompaniment in the form of cultural outings (**museums, live shows, films, sports meetings**).

Reference to institutional pedagogy

Institutional pedagogy is one of the references of New Education. Certain principles and tools are used at the INFOP. If the training course is a space for cultural development, it is also an intermediate cultural space, i.e., a space in which to elaborate the trans-training course. This dimension is treated at each session, when the issue is raised, or regularly during the sessions focused on individual and collective assessment of the course. The other reference to institutional pedagogy is expressed by the systematised dimension of the reference to a "third party" and a "context" in the training relationship. All that concerns "third party" and anything referring to "context" is valorised. This can involve rules, instances, protocols, specific roles, rituals...

Team work implying the militants of the network

Each class is under the responsibility of one or two of the institute teachers. However, each session implies the team work either of teachers accredited for the training, or of domains of specific and transversal competence, to which one should add, during certain sessions, the occasional support of militant CEMEA teachers, usually specialised in activity leadership. The support of these people reinforces the dimension of the relationship to the reality of the problems addressed during the training course.

It is within this context of a professional training course, mainly hosting professional trainees, that the experimentation presented below was conducted.

Constitution of the target group for the PRAISE project

The INFOP team chose to experiment the work on the PRAISE project among a group of trainees following the professional DEFA (*Diplôme d'Etat relatif aux Fonctions d'Animation* – State diploma related to activity leadership) training course

Presentation of the training course:

- General aims of the course:

The training of leaders of projects, associations, teams and structures, capable of taking action in social, educational, and cultural development, and taking into account the various dimensions (pedagogical, technical, political, social, financial and administrative) of the domains and the public.

- Volume in hours:

The course is an alternating cycle during employment. The training, which lasts 920 hours (131 days), is dispensed over a period of 24 months.

During this period, the trainee is working in his/her domain and, whatever his/her status, alternates between the course and the minimum equivalent of part-time work (80 hours/month).

The 920 hours are decomposed as follows:

800 hours, i.e., 5 TU (training units) of 160 hours¹

- Rhythm of the courses:

The rhythm is based on the principle of one week and one day a month, except during school holiday periods (very busy when doing field work).

¹ This covered social environment of activity leadership ; Pedagogy and Human Relations ; Management Administration Organization, Activity Leader Technique, Approfondissement (in-depth).

At the end of the general training course the following employments are targeted:

- Head of a department for services to children, youths, childhood, or holidays for adults,
- Holidays, Hobbies, Sport, Cultural leisure... in territorial communities of less than 20 000 inhabitants,
- Assistant to these same services in territorial communities of more than 20 000 inhabitants,
- Responsible for small structures (800 to 1 000 members or users for a permanent help centre with around 100 beds, a social centre, a youth centre),
- Assistant in large structures of the same type,
- Activity leader in general and psychiatric hospitals, in care structures for the middle aged and for the elderly,
- Permanent staff within an association,
- Activity leader in a team within a club for prevention,
- Teacher, responsible for training courses in insertion programs,
- Municipal Coordinator for children and youths.

The setting-up of the working process recommended by the PRAISE project was addressed during the training unit entitled PRH (*Pédagogie Relation Humaine – Human Relation Pedagogy*). The aims of this unit corresponded to the work process developed for the PRAISE project.

Aims of the PRH training course:

- Develop the capacity for professional action by the activity leader through the acquisition of methods for the observation and analysis of relational situations;
- Permit the activity leader to know him/herself and to situate him/herself when practising his/her function;
- Promote the acquisition of theoretical pedagogical and psychosocial references;
- Measure the benefits and limits of human science while working as activity leader.

The virtuous circle

The virtuous circle (VC) was composed of three permanent teachers from the INFOP. This team was composed of teachers with a licence in the PRH training course.

The group established 4 working phases:

1. Elaboration by the circle group of a methodology for the study of situations-problems;
2. Tasks for the trainees
3. Treatment of the material collected;
4. Construction and elaboration of a lesson based on the study of situations-problems.

Implementation of the approach

The first stage of the tasks for the VC circle was to develop a working methodology for collecting case studies from the trainees.

The approach to the tasks was based on a method currently used by the team of teachers within the framework of training courses on the analysis of professional practice, and inspired by the works of M. Balint and M. de Peretti, the principle of which is the articulation of theory and practice. The task for the VC was to propose a protocol of work which would permit the articulation of this approach with that recommended in the PRAISE project.

The principle retained by the VC was to propose a model focusing on acquisition, hence implying a theory/practice relationship, turning practice into an application of the theory. Indeed, the analysis of the practice permitted the trainees to understand the complexity of the interaction between the various role players and the parameters implied in a situation.

This set the situation in three dimensions: temporal, social and professional.

- Temporal: in the short term, this permits regular problems to be solved, and in the long term to be capable of distancing oneself from the problem and hence capable of analysing it;
- Social: confronting oneself with others;
- Professional: training professionals capable of thinking and of questioning their professional practice and of developing resolution strategies.
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The bases of this type of work are composed of three axes:

- the multi-referentials of the theoretical fields used;
 - the relationship to others;
 - the ethical way in which the work is done (guaranteeing a reassuring space for the exhibitor, non-interfering, and respecting the confidentiality of what is exposed).
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Explanation of the process used

1. Application of writing guidelines for a situation-problem

The VC developed writing guidelines that would permit the trainee to present a professional problematical situation. The situation should be narrated using the

Contextual elements	Where and when did it happen? The atmosphere and other features of the context.
Presentation of the protagonists	Description of the various people implied in the situation, specifying their different characteristics (gender, status, origin and age)
Situation - problem	As precise a description as possible of what had actually happened, up to the solving of the problem, if a solution was found.

journalistic style of trivial events.

2. Presentation of the context and protocol for handling a situation

Work context

The VC (composed of teachers who intervene in the UF PRH course) decided to establish a work context that would enable all the trainees to handle the situation. Groups of five or six people were composed, based on criteria that took into account the diversity of the situations, the diversity of the people composing the group, and in such a way that people from the same professional field were not found in the same group. These criteria are essential to ensure the optimal and most reassuring work context.

Work protocol for "the study of professional situations"

Work in small groups of 5 to 6. The groups will remain the same throughout the 5 to 6 work sessions at the ESP.

Before the sessions, the group members were asked to describe, on a single foolscap page, a professional situation in which they had been personally implied. The situation had to have been problematical and the course and outcome must have been deemed unsatisfactory in the eyes of the writer. In order to avoid the presentation of any unexploitable situation to the group, the situation must have been briefly presented to the teacher before starting,.

Time allowed: around 75 minutes

In **introduction** to the session, the teacher specifies and recalls the framework in which the exchanges will be inscribed. He/she will underline the confidential nature of these exchanges and will invite everyone to listen kindly and respectfully to each person's presentation. The teacher him/herself takes care to develop his/her own empathy towards the person talking and to the rest of the group.

1st phase (10min): The person concerned will **read out loud the professional situation** that he/she has described and chosen to present. The other participants will listen; they will not intervene, and they can choose to take notes or not.

Once the situation has been presented, the rest of the small group are invited to ask questions **for clarification** or for further precision, so as to build a precise and "sufficient" representation for them.

2nd phase (40min): The person having presented his/her professional situation and having supplied elements for clarification, listens to the **reactions, thoughts, analytical hypotheses** of the other members of the small group. He/she is not allowed to intervene.

The teacher ensures the good flow of the exchanges, accompanying the ideas and what is said, proposing other formulations when necessary. The teacher suggests lines of analysis that have not been anticipated.

At the end of this period of exchange, the teacher gives a summary of what has been said.

3rd phase (10min): The teacher asks the person implied: "Can you tell us to **what extent the comments of the other participants have clarified the situation?**"

Once again, the other members of the group listen but do not intervene.

4th phase (15min): The teacher invites all the members of the group to **summarise** what has been gained from the exchanges. He/she can also help to make the **links with theoretical notions**.

Treatment of the material by the virtuous circle

From the situations-problems proposed by trainees, the VC selected those that addressed differing problems so as to work on them further within the context proposed by the PRAISE project. The VC worked on the rewriting of the situations, taking into account the constraints of the "case studies" defined in the project, as is illustrated by the following four examples:

Case study title	Key concepts	Practice themes	Learning themes
		Could include practice knowledge or unknowledge; informing practice; reforming practice; organisational context	Theoretical and/or research work applied Relevance to learning; module development
Adolescent violence	Authority, violence	Conflicts and roles	Management of power, institutional and educational relationships
Relationships with adolescents	Adolescence, activity projects, team	Educational relationships	Adolescent's identification process, deontology, male-female relationship
The group and the rules	Stereotypes and social representations	Working in a local care centre	Group management and participation of the young
Incivility of the young	Culture, inter-generation	Handling aggressiveness	The teacher between the institution and the inter-generational relationship
The constraints of the Institution	Power, limits, social project	Conflicts in public places	Handling of power and the ethical dimension of social work
The revenge of an adolescent	Revenge, ill-being, transgression	Paradoxes of the relationship; private life and public life of educators	Understanding the behaviour that leads adolescents in difficulty to take action.
Religious beliefs and professional practice	Secularity, faith, male-female domination	Interference between religious convictions and professional status	Deontology of the educator and handling of cultural differences
Children of migrants in the city	Adjusting to culture, integration	Insertion of children in the community	Intercultural and educational project of the community

The relationship with adolescents

G.M., 15 years-old, has been going to the social centre for 4 years.

He is convinced that a skiing week end will be organised, as usual, during the holiday period in February. However, C.B., a young trainee technical activity leader, in the context of her project of practical work focusing on discovering one's surroundings, has organised local heritage discovery tours for this year. GM is extremely disappointed and insults CB.

The following day, in front of the gymnasium he meets A.D. a 35 year-old sports leader from the social centre. After a long discussion, A.D. convinces him to apologise to CB the same day.

G.M. goes immediately to the centre to meet her. When he gets there, he is called to the director's office and is told "we've decided to dismiss you for one week because of your lack of respect towards the activity leader, as stipulated by our internal rules and regulations."

G.M. leaves the office and tells everyone that A.D. is a traitor.

AD hears about this and goes to see the director to ask for an explanation.

The boy has been going to the centre for 4 years. The trainee activity leader proposes a project focused on the discovery of the local heritage, instead of a sailing week end...

The boy has just registered for the week end. The trainee presents the project which disappoints him. Angry, he insults her. He meets the sports leader, who manages to convince him to apologise to C.B.

When he goes to apologise, he's called into the director's office and is informed him that he is dismissed because of his lack of respect towards the trainee, as is stipulated in the internal rules and regulations.

The boy informs everyone that the sports leader is a traitor. The sports leader goes to the director's office to ask him why the boy has been dismissed.

Adolescent violence

M.G. is responsible for a youth sports centre of a town of 24 000 inhabitants in the Paris suburbs.

At 5 p.m. on Monday, 8 youths aged 14 to 17, living in the same city, come to prepare their skiing holiday.

The town hall closes at 5.30 p.m... The activity leaders who accompany the youth projects do not work on Mondays. M.G. (alone on the 1st floor) listens to them: they want to find accommodation. M.G. proposes to help them. After 20 minutes of unsuccessful telephone calls, they become annoyed and refuse to leave the building without accommodation having been found.

At 5.30 p.m., the secretaries leave. The receptionist proposes to stay.

M.G. makes a last, unsuccessful call; they still refuse to leave and become insulting.

M.G. reminds them that they are in a public place, with set hours. Having no other arguments, she warns them that she'll be obliged to call the police.

She repeats the proposal that they should return the following day.

They leave, shouting insults and knocking down the presentation elements in the reception hall.

On Tuesday, at 5.30 p.m., they come back, accompanied by a dozen other youths.

In the framework of their mission, the youth sports centre proposes to accompany the young in developing their leisure projects. Certain activity leaders are responsible for this.

The person in charge tries to help the youths find accommodation. Futile telephone calls. The youths shrug their shoulders and become angry. At 5.30 p.m., she proposes that they return the following day. They start to insult her.

She warns them that if they continue to refuse to leave the premises, she'll have to call the police.

They leave, shouting insults and knocking down the presentation elements in the reception hall. They come back the following day at 5 p.m., accompanied by a dozen other youths.

The group and the rules

C.S. is the director of a youth sports centre that accepts primary school and college children from working class families.

For the past month, a dozen youths aged 16 to 20 (at the end of their schooling, or out of work) regularly attend the local sports centre. They criticise the activity leaders, remain in the reception hall, particularly in the evening, and do not participate in any activities because they consider them "too out dated" to "waste their time on". They are noisy, they shout and fight. Their presence disturbs the other participants, in particular the adults.

They ignore all the activity leaders, who live in the same buildings as them, except M.N.

The managing director meets C.S. They discuss racketing and illegal dealings that go on at the centre.

The same day, the group of youths register for the next week end outing organised by M.N.

A youth centre (with a hostel, baby-foot, and a ping-pong table) is open in the evenings and proposes activities for children, adolescents and adults.

The group of youths criticise the activities and the activity leaders, and do not communicate with the others. They are noisy and fight, except one of them who live in the same city as them. Their presence disturbs the members of the Youth centre.

Rumours circulate (the group of youths organise illicit dealings in the centre) and the director hears about this.

The director asks the activity leader who is in close contact with the youths to prohibit the entry of the group of youths to the centre.

An adolescent takes revenge

In the heart of a Paris suburb, Georges, 37 years-old and a bachelor, is responsible for the Social Centre. For some months, he has started a relationship with Danielle, an educator from the nearby Prevention Club. She is 34 years-old, divorced and has a daughter, Laurence, aged 12.

Their relationship is sincere, everyone locally knows about it, and no one is offended.

Alain, aged 17, is unstable and has nothing to do. He attends the centre and participates in the activities. It seems that he uses the centre as a refuge from his parents, school, and the police: he's into petty thefts, smokes a little cannabis, often fights, and shows off, particularly in front of the girls.

One evening his angry father, throws him out of the house. Alain goes to the Social Centre, which is closed. He breaks a pane and opens the door. He didn't see that Georges was in his office. Georges had closed the door so as not to be disturbed, he sees Alain and understands what has happened: he tells him off. Alain, furious and offended, shouts back. Alain jumps on Georges who knocks him down. Alain swears that he'll take revenge.

The following day, Laurence is not at school. She's finally found attached to a moped in the "bicycle shelter". At her feet there's a piece of paper with "Revenge" written on it. Laurence has not been hurt, but she had been very scared. She got over her fear by insulting Alain. Alain's father files charges against George for physical violence against an adolescent.

The director and the educator are known by everybody to be in love with each other. The adolescent is in conflict with his parents and has committed petty crimes.

He breaks into the centre and is seen by the director; a fight starts. He threatens revenge. The following day the educator's daughter is found tied up. The father of the adolescent files charges against the director.

An adolescent thrown out of his own home by his father leads to a chain of transgressive acts.

Elaboration of a lesson by the virtuous circle

The last phase of the VC's work, based on narratives, was to help the trainees identify the needs for training.

The VC developed a lesson on the notion of the project. The choice was justified by the great number of situations that refer to this notion. The lesson proposed was construed in the perspective of distance learning.

The work carried out by the group of trainees was based on the lesson, but was approached differently in the presence of the trainees.

Description of the lesson (before an audience of head activity leaders or directors)

First lesson: the meaning of the word 'project'

- etymological approach: the project/problem link
 - historical approach: from the "projet" to the "project";
 - linguistical approach based on the analysis of paronyms of the words "project" and "problem"
 - the links between the imaginary project (the "pro") and its completion (the "je(c)t").
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Second lesson: the conceptual dimension of the word 'project'

- historical dimension: the passage from the basically spatial dimension to the temporal dimension of the project and its consequences: the project escapes its initiator;
- architectural project, handling the complexity related to three constraints: solidity, functionality and aesthetics;
- the project in philosophy: Socrates' triangle, the philosophy of 'light' and the social project, JP Sartre and existentialism
- the anthropological approach to the project based on the works of JP Boutinet,
- the project in social action: the different levels: the individual's level, the professional's level, the institutional level and the societal level;
- the attitudes and ethics in the project: pilot or accompanying person, the place of the users and the inhabitants, the specific aspects of development projects.

Third lesson: the birth of the project

- how is a project born: analysis of the various project inductors (awareness of lack, wish for improvement...);
- how to elaborate a project:
 - *analysis "on request" and "ordered" by society;
 - *identification of the institutional role player(s) in the project (values, types and modalities of intervention);
 - *elaboration of the problems encountered and the theoretical hypotheses guiding the choice of action.

Fourth lesson: carrying out the project

The project: a complex human activity:

- passion and conflicts in carrying out the project and in the project itself;
- legitimacy and legitimation of piloting the project;
- motivations and interaction of the role players in a project;
- piloting a project and group leadership: facilitation and regulation.

Fifth lesson: the methodology of the project

- conceive: internal and external diagnostic methodology; the notion of a dynamic diagnosis and a shared diagnosis;
- methodological tools for investigating settings: observation, interviews, questionnaires, documentary analysis;
- tools for formalising a project: definition of outcomes, general, operational or specific pedagogical aims. Expected, unexpected and "perverse" effects;
- tools for managing time: notion of phases and phase objectives, notion of steps and stages;
- identification of means (financial, human, material and communication);
- computerised translation.

Sixth lesson: assessment of the project

- definition of the assessment and its characteristics
- construction of an assessment process:
 - what should be assessed, when, by whom and how?
 - notion of indicators and assessment criteria.
- assessment and action, assess a project.

Assessment/perspective

The work carried out for the PRAISE project permitted the team from the INFOP to refine a pedagogical approach for studying professional situations.

The VC took care to familiarise all the teachers with the work and it was possible for all the teachers to test the working methodology for collecting situations, based on the protocol developed by the VC, in the different levels of the training course.

Today, this working methodology on case studies has permitted the team to constitute pedagogical material to be proposed in the various training courses. This material is an interesting support for intervention, notably in the context of training courses in the field.

Conclusion

The approach initiated by the European "PRAISE" project aimed at developing a learning logic based on e-learning has allowed the team of our institute, and in particular the "virtuous circle" group to measure the significance of self-learning. Indeed, the dimension of grouped mediation in training courses, promoted since the start of our institute, has certainly contributed in placing the self-learning process second line.

Today, and even more so tomorrow, the dimension of "training throughout one's life", related to the requirement of validating the knowledge acquired through experience

and to the economy of training, will multiply and reinforce a more individual relationship process to the educational process. It is essential to take into account the question of self-learning adjacent to the logic of presence. The PRAISE process contributes in articulating this individual dimension of self-learning with the sharing of plural experience, meditated by an increasingly available technological tool.

Acronyms and Abbreviations

<i>Acronym</i>	<i>Description</i>