Erasmus+

KA220-HED - Cooperation partnerships in higher education
Form ID KA220-HED-321345AC Deadline (Brussels Time) 23 Mar 2022 12:00:00

Application

Programme	Erasmus+
Action Type	KA220-HED - Cooperation partnerships in higher education
Call	2022
Round	Round 1

Erasmus+

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Context

Field	Higher Education
Project Title	Structural embedding of knowledge by experience in higher education through processes of co-creation
Project Acronym	SEKEHE

Project Start Date (dd/mm/yyyy)	Project total Duration (Months)	Project End Date (dd/mm/yyyy)	National Agency of the Applicant Organisation	Language used to fill in the form
01/09/2022	36	31/08/2025	CZ01 Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education	English

For further details about the available Erasmus+ National Agencies, please consult the following page: List of National Agencies.

Project lump sum	400000

Applicant organisation

OID	Legal name	Country	Region	City	Website
E10205440	OSTRAVSKA UNIVERZITA	Czech Republic	Moravskoslezský kraj	OSTRAVA	http://www.osu.cz

Partner organisations

OID	Legal name	Country	Region	City	Website
E10206530	HOGESCHOOL GENT	Belgium		GENT	www.hogent.be
E10209246	UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA	Italy	Lombardia	MILANO	www.unimib.it
E10209444	UNIVERSITEIT GENT	Belgium		GENT	http://www.ugent.be
E10251572	KOMPETANSESE NTER FOR BRUKERERFARIN G OG TJENESTEUTVIKL ING KBT	Norway	Sør-Trøndelag	Trondheim	www.kbtkompetans e.no
E10209399	NORGES TEKNISK-NATURVITENSKA PELIGE UNIVERSITET NTNU	Norway		TRONDHEIM	www.ntnu.no

Participating Organisations

To complete this section, you will need your organisation's identification number (OID). Since 2019, the Organisation ID has replaced the Participant Identitication Code (PIC) as unique identifier for actions managed by the Erasmus+ National Agencies.

If your organisation has previously participated in Erasmus+ with a PIC number, an OID has been assigned to it automatically. In that case, you must not register your organisation again. Follow this link to find the OID that has been assigned to your PIC: Organisation Registration System

You can also visit the same page to register a new organisation that never had a PIC or an OID, or to update existing information about your organisation.

OSTRAVSKA UNIVERZITA (E10205440 - CZ)

Organisation ID	Legal name	Country
E10205440	OSTRAVSKA UNIVERZITA	Czech Republic

Applicant details

Legal name	OSTRAVSKA UNIVERZITA
Country	Czech Republic
Region	Moravskoslezský kraj
City	OSTRAVA
Website	http://www.osu.cz

Profile

Type of Organisation	School/Institute/Educational centre - Vocational Training (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	CZ OSTRAVA02

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners)

The University of Ostrava (UO) is a public research university educating nearly 10,000 students in six faculties. Our Faculty of Science, Faculty of Arts, Faculty of Fine Arts, Faculty of Medicine, Faculty of Social Studies, and Faculty of Education offer a wide variety of disciplines and unconventional combinations of majors.

As a dynamic and intellectually challenging modern institution the UO provides an international environment in which to study. Our campus is spread primarily throughout the old city centre providing a stimulating environment to contemplate the living arts and sciences. Teaching at UO is research-driven, and its programmes are often taught by active researchers. The small size of the university and its relative youth (founded in 1991) allows for a strongly individual approach to our students and flexible reactions to the needs of a modern society and labour market.

The UO and its faculties, student organisations and scientific institutes establish and promote hundreds of public events every year; which include free workshops, lectures, seminars, experiential events, scientific adventures, charitable events, international gatherings, sporting and cultural events, art exhibitions, happenings, alumni reunions, concerts, and theatre plays.

The Faculty of Social Studies was founded in 2008. The newly established Faculty grew out of the former Department of Social Work, previously part of the University's Medical-Social Faculty. Nowadays the Faculty has two Departments – the Department of Social Studies and the Department of Social Work.

The faculty employs about 40 academic staff and 9 non-academic staff and has many short-term labour contracts with external lecturers.

The Faculty offers social science degrees in a range of fields and provides a platform for young researchers to launch their careers. Teaching at the Faculty is closely integrated with research, reflecting the latest developments in social sciences and keeping step with newly emerging fields. The Faculty is internationally recognized social studies research institution and a higher education provider (BA, MA and PhD study programmes). Studies at the Faculty are integrated with professional service providers. The Faculty is committed to the international dimension of education and research (links with over 50 universities). We are member of research and education international networks (European Research Institute for Social Work, Social Work and Social Economy). The Faculty directs research at contemporary social issues, mainly at social exclusion. The emphasis is on exclusion from housing and persons at risk of social exclusion due to their age or health state and the role of social work and health-social services.

The Faculty was one of the key founders of The Association of Educators in Social Work. The mission of the Association is to raise the standard of quality in education for social workers and contribute to excellence in providing social work practise. The Minimum Standards were incorporated into the accreditation standards for higher education and into the standards of Ministry of Labour and Social Affairs (MoLSA) while assessing qualification conditions. The Faculty is long-lasting partner of MoLSA in the area of professionalization and quality development of social services. The members of the faculty were involved in the creation of the National Qualification Framework within the system of higher education. Recently we were coordinator of Visegrad Fund research project Values Building in Social Work Education. Involvement in this project is highly consistent with the strategic aims of the faculty and UOS.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Faculty of Social Studies has rich experience with the practice-oriented & research-based projects in the areas relevant for this project. It is dedicated to implement participative and collaborative methodologies in the teaching modules, research and practice. The most relevant activities:

1) Socially disadvantaged people as „experts by experiences" (MESOM SO MESOM group)- This project, realised from 2018, involves people with various disadvantages (addiction, homelessness, anorexia, etc...) in the courses for students of Social work programme. Experts by experience have a history of using social services. Now they act as „co-teachers". They share their life experiences with students through storytelling method and help students to identify the needs of people in difficult life situations. Through involvement of disadvantaged people students improve their skills and competences, especially their ability to communicate and to be oriented in different fields of social work practice. The project at the same time offers a prestigious work opportunity for disadvantaged people. Experts by experience are trained in storytelling participatory method, which helps them to integrate their difficult experience within their life story and openly communicate about it. Currently the platform of experts by experience consists of 13 people. They are a part of 15 courses and cooperate with 12 professor assistants. The project is run by a support team that consists of 2 academician and 2 PhD students. The team functions as an intermediary between experts by experience and teachers of selected courses.

2) Student organization ZEBRA

The faculty supports a project of student-led organisation, called ZEBRA supporting needs of the student from below. Their mission is to involve students in various activities related to diminishing prejudices and stereotypes amongst students and in society. They organize various public actions, presentations and movie screenings with human and social rights themes. They organize clothes and food collections for people without homes or other disadvantaged people in the city of Ostrava. They run student-led forums for supporting student's issues based on learning process and personal lives. They rise the voice of the students towards academic staff and articulates ideas and demands in the hierarchical institution.

3) Research

The Faculty's international research activities are focused primarily on the theory and practice of participation and social

exclusion, social work and social policy, exclusion from housing and the response of the social work profession to societal issues and challenges. A key partner in these activities is the European Research Institute for Social Work (ERIS). The results of research are internationally published (Palgrave, Macmillan, European Journal of Social Work, British Journal of Social Work). Projects gain international awards – the project Rapid Re- housing gained the FEANTSA Award for the best project to end homelessness in 2017; it gained SozialMarie in 2018 (the Prize for social innovation)

PERSONS RESPONSIBLE (CV included in Annex I)
Eliška Černá – project coordinator, assistant professor. She focuses on Social Phenomena and Behaviour Risky for Society. Critical social work, research activities (social housing, housing reintegration)
Alice Gojová – member of project team, dean of the Faculty. Associate Professor of theories and methods of social work Her research work is mainly focused on the intervention of social work and social exclusion.
Romana Nyklová - financial manager and project administrator, has experience with international project coordination (coordinator in Visegrad fund project, administrative staff in Erasmus+ KA2 project as a participating organization) and financial management of projects (national grants).

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	2	0	12	4
Cooperation partnerships in higher education	0	0	4	3
Newcomer organisation		No		
Less experienced organisation		No		
First time applicant		Yes		

Would you like to make any comments or add any information to the summary of your organisation's past participation?

The Faculty of Social Studies is one of five participating organizations of the project "eco3 - Sustainability Management and Green Controlling in the Social Economy" (2020-1-AT01-KA203-078028) funded by Programme Erasmus+, KA2, which is coordinated by FH Campus Wien (Austria). This project made a big progress in its realization and now is in the middle.
Further KA2 projects are being realized by other faculties of the University of Ostrava and all these faculties cooperate and share their experiences gained in these projects

Partner Organisations

Organisation ID	Legal name	Country
E10206530	HOGESCHOOL GENT	Belgium
E10209246	UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA	Italy
E10209444	UNIVERSITEIT GENT	Belgium
E10251572	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT	Norway
E10209399	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU	Norway

HOGESCHOOL GENT (E10206530 - BE)

Partner organisation details

Legal name	HOGESCHOOL GENT
Country	Belgium
Region	
City	GENT
Website	www.hogent.be

Profile

Type of Organisation	School/Institute Educational centre – Vocational Training (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	B GENT25

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Hogeschool Gent (hereinafter HOGENT) is the largest University of Applied Sciences and Arts in Flanders offering a wide range of programmes at eight campuses across the cities of Ghent and Aalst, in the Flemish part of Belgium. HOGENT has 8 departments, 12 research centers and 1 School of Arts, more than 14,000 students and ca. 1,800 staff members. EQUALITY//ResearchCollective is one of the 12 research centers. This interdisciplinary research centre aims to counter the social exclusion of human beings in vulnerable living situations and aims to improve their quality of life and the guarantee of human rights. Its activities are guided by two large frameworks, that of Quality of Life and of Human Rights. Six research lines can be distinguished: 1) Quality of life and Human Rights, 2) Diversity, 3) Accessibility of services, 4) Community-based support, 5) Integrated care and support and 6) Quality of support and services. Including people living in vulnerable situations as active partners in all research activities is a priority in the policy plan of EQUALITY//ResearchCollective

Currently, a new HOGENT strategic plan is being prepared for 2023-2028. This plan, as well as the current 2017-2022 strategic plan, will be based on a broad participatory process in which staff members, students and other stakeholders set out the future direction for HOGENT. HOGENT wants to be a broad gateway to higher education and creates the preconditions for students to study successfully. Education at HOGENT is ready for the future, tailored to each student, underpinned by research, at home or on campus and connected with the world. It has a strong international focus as well as a robust regional anchoring within the urban context of Ghent. Students acquire internationally recognised qualifications in order to take up a role in a globalised world. The education programmes are designed in close interaction with organisations, companies, ... throughout the field and are practically oriented. Our graduates are future-proof professionals who, through their acquired future-proof skills, are ready for the many challenges of a constantly changing society. Our education is supported and strengthened by HOGENT research, which always anticipates current societal challenges. Education and research are very closely linked. Research contributes to the professionalisation of the lecturers. Further, it inspires study programmes to reflect on professional practice and to integrate research results and methods into the curriculum. HOGENT's research is socially committed and socially critical. It anticipates broad societal challenges and provides answers to the immediate needs of professional practice. HOGENT focuses on co-creation with the world of work, policymakers and citizens. Research is driven by a clear research agenda based on existing strengths and current societal challenges. The principles of sustainability are applied. HOGENT's research looks beyond the boundaries of disciplines. By allowing researchers to work together in an interdisciplinary manner, HOGENT seeks to respond to the complexity of current and future societal challenges, while stimulating critical thinking about the boundaries of the home discipline. The strategic plan expresses HOGENT's ambition to continue to play a committed role in society with a strong focus on solidarity and social involvement. By continuing to strive for excellence in education, research and service provision and the practice and development of the arts, we are creating an important social added value

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

EQUALITY//ResearchCentre sees knowledge by experience as a third form of knowledge, next to scientific and professional knowledge, which should be embedded in research, policy and education. Many researchers involved in EQUALITY//ResearchCollective also teach in 1 of 2 professional bachelor programmes at the Departement of Welfare studies. Prof. Ba. in Social Work or Prof. Ba. in socio-educational care work ("Orthopedagogy") One of the policy priorities for the next years is further examining the inclusion of knowledge by experience in the training programmes

During the last 3 years, a practice-based research project "Visualising co-creation: An encounter between professionals and peer workers in three sectors" was being carried out within the EQUALITY//ResearchCollective. In this project the central research question was: "How can peer worker-based interventions be integrated in the field of mental health, addiction and youth care starting from a perspective of co-creation between professionals and peer workers?" The study focused on how peer-worker interventions can enable social services in serving the interests of people with psychological problems better and shape interventions that match the living conditions and context of people in vulnerable living situations
Together with Hogeschool Vives and the Vlaamse Vereniging Geestelijke Gezondheid (the Flemish Association for Mental Health), HOGENT organizes a course for future experts by experience in the field of mental health
Since academic year 2021/22 the Department of Welfare Studies enrolled 4 guest lectures by experience in the field of mental health, youth care and poverty. In close collaboration with EQUALITY//ResearchCollective, knowledge will be gathered on the do's and don't of involving guest lecturers by experience in our bachelor programmes with the aim of structurally embedding knowledge by experience in our programmes.
Jessica De Maeyer, coordinator of EQUALITY//ResearchCollective and lecturer at the department of Welfare Studies is promotor of the project with a lot of experience in research in the field of substance abuse, mental health and hard-to-reach populations. She is also coordinator of the academic workplace "Community-based Care and Support", that focuses on changes in the current support paradigm of people in vulnerable situations and where knowledge by experience and peer support is a central topic
Tijs Van Steenberghe, photographer, youth worker, member of EQUALITY//ResearchCollective, is the principal researcher of the project. During his work for social-artistic organizations, he developed various educational skills. As a youth worker,

he gained experience in an organization that sets up meetings for people with youth care experiences. He experimented with creative methods in order to reveal lived experiences of service users. His current photographic work focuses on the lived experience of those that were 'removed' from society, such as prisoners, psychiatric patients and internees. It embraces the question how the reintegration of different excluded groups in society is being shaped and experienced by people themselves.

Didier Reynaert, member of EQUALITY//ResearchCollective, lecturer at the department of Welfare Studies, is involved as co-promotor of this project. His main expertise lies in the field of 'social work theory', 'children's rights studies' and 'human rights studies'. A key focus in his work is the development of a human rights based approach (HRBA) to social work.

Both the promotor and co-promotor of the project are active lecturers in the department, teaching topics such as community-based support, quality of life and human rights. The outcomes of this project can be directly incorporated into their teaching activities and broaden the structural embedding of knowledge by experience, not only in social practice, but also in higher education

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	1	0	17	3
Cooperation partnerships in higher education	0	0	2	1
Newcomer organisation		No		
Less experienced organisation		No		

UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT)

Partner organisation details

Legal name	UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA
Country	Italy
Region	Lombardia
City	MILANO
Website	www.unimib.it

Profile

Type of Organisation	School/Institute/Educational centre – Vocational Training (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	I MILANO16

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The University of Milano-Bicocca (UNIMIB) is a young & dynamic multidisciplinary University, founded in 1998 and is located in Milan, amongst the most dynamic and international regions in Europe. The University offers academic excellence, cutting-edge laboratories and interdisciplinary research funded in the framework of national and international programs With 14 Departments and 2 Schools, UNIMIB offers 32 bachelor degree courses, 38 Post Graduate, 17 PhD programs, 30 specializations in the Medical field and 36 Master programs to approx. 33.000 students. The strategic fields of our focus are. Health and life sciences, Biotechnologies, Material Sciences and Chemistry, Economics, Environmental Sciences, Psychology and Sociology. Interdisciplinary Research is coordinated through more than 70 Research Centres, Research Consortia, and Foundations. Spin offs in the following fields: ICT, Biotech, Energy, Medicine, Environment, Nanotechnologies, Bio-markers. Internationalization is one of the spearheads of Milano-Bicocca policy, an essential component of the teaching and research process, aimed at enhancing international cooperation through exchange programs. Bicocca is 8th out of the 20 Italian Universities for financed projects within the EU Seventh Framework Program.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The Department of Human Sciences for Education "Riccardo Massa" promotes many activities of counseling, supervision, training aimed to the development of the territory, in particular in the field of formal, non formal and informal education. In line with the goals of "Third Mission" of the University, the Department has launched a Counseling Service that aims to support the functions of guidance, care and education of parents, teachers, educators, social workers. It is also involved in Public Engagement, promoting cultural and educational activities for territories, and in Lifelong Learning to improve the professional educators and teachers' competences. All the members of the staff are involved in these activities, with regard to supervision, counseling, and training for educators and teachers who work with young people, adolescents, adults in situation of social marginality and disease. They also develop research activities in cooperation with organizations that operate in the field of prevention and promotion of wellbeing, giving them professional support. Cristina Palmieri participated in: - EDUEVAL LLP - GRUNDTVIG (Codice GA 2013-3800) (Education for the Evaluation of Adult Education Staff) This experience enhanced their competence in adult educators' training, and their knowledge about the educational work and its difficulties. It also allowed to learn strategies of management of a consortium of partners of a european project and strategies of building knowledge through sharing practices. PRIN (research projects of national interest) project on "The politics and cultures of evaluation: between informal daily practices and coded procedures. A case study of educational services for adolescence", funding awarded in 2009 by the Italian Ministry of University and Education. In the following, there are the members' details: Cristina Palmieri: PhD, Head of the Department of Human Sciences for Education "Riccardo Massa", Full Professor in General and Social Pedagogy, lecturer of "Basis of Educational Consultancy", and "Didactics and Pedagogy of Inclusion". She has a long lasting experience as reseacher, consultant and supervisor in educational contexts. Maria Benedetta Gambacorti-Passerini, PhD, researcher in General and Social Pedagogy at the Department of Human Sciences for Education "Riccardo Massa", she's lecturer of "Consultancy in Educational Discomfort: Theories and Practices". Her studies concern the possible link between educational and health sciences, and the educational professionals' training. - Francesca Oggionni: PhD, researcher in General and Social Pedagogy at the Department of Human Sciences for Education "Riccardo Massa", she's lecturer of "Intercultural pedagogy". Her studies are focused on the professional figure of socio-pedagogical educators, on the quality of educational work and on prison as a complex educational context.

CVs of the core project team are included in annex I

UNIVERSITEIT GENT (E10209444 - BE)

Partner organisation details

Legal name	UNIVERSITEIT GENT
Country	Belgium
Region	
City	GENT
Website	http://www.ugent.be

Profile

Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	B GENT01

Erasmus+

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	7	0	30	6
Cooperation partnerships in higher education	2	2	4	1
Newcomer organisation		No		
Less experienced organisation		No		

Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

Ghent University is a top 100 university and one of the major Belgian universities counting over 44.000 students and 15.000 employees. Ghent University was ranked 66th in 2019 in the Shanghai ranking of world universities. After decades of uninterrupted growth, Ghent University is one of the leading institutions of higher education and research in the Low Countries (Belgium and the Netherlands). This project will be led by the Department of Special Needs Education The information about this department (its activities, staff, etc.) can be found below.

The Department of Special Needs Education at Ghent University focuses on research and education around support for and quality of life and social participation of children and adults in vulnerable situations. Four lines of research are distinguished at the department, including mental health and addiction recovery, disability studies and inclusive education, supporting vulnerable children and families and the orthopedagogical approach of children and adults with emotional and behavioural disorders.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

The department has a long and unique tradition of collaborative research with individuals with disabilities and experts by experience in different social fields (e.g. addiction treatment, mental health care, forensic care). Despite being a research centre, the department bridges the gap between research and practice by the active involvement of children, adults and parents in vulnerable (social) situations and participatory and co-creative research approaches

Exemplary of this is the structural embedment of non-for profit organization Our New Future within the department. ONT is a self-advocacy movement of, for and by people with (intellectual) disabilities, founded in 1997. In ONT, self-advocates with (intellectual) disabilities fight for their rights and ownership over their own choices and decisions. As a movement of self-advocates, they radically challenge the image of dependent, compliant and passive persons with disabilities. They support people to speak for themselves, to make decisions, to take responsibility, to make choices, to gain insights, to participate in order to participate and count in our society. ONT is carried by persons with an (intellectual) disability, who are coached and supported by a support network consisting of mostly volunteers and students. The self-advocates can count on extra support for the practical organization of the movement and its functioning (e.g. preparation of meetings, writing of articles website maintenance, etc.). In 2009, ONT won the Flemish Culture Prize (category 'volunteers').

ONT cooperates with students in the field of Special Needs Education in function of assignments that are important to the movement. ONT works together with students within different courses (Diversity and Inclusion, Coaching and Consultation, Orthopedagogical Synthesis and 2 interns from Orthopedagogy). Through this partnership, ONT can contribute to the development of theories on people with (intellectual) disabilities, self-advocacy and empowerment from daily experience and lived reality. In this way, the movement's projects are scientifically underpinned. On the other hand, students are given the opportunity to learn to support and gain insight into the wisdom of people with (intellectual) disabilities themselves.

Besides the structural embedment of ONT at the department, there are also volunteers are working as experts by experience, bringing in lived experiences of persons mental health problems. Recent projects have focused on recovery and lived experiences of substance users and persons with complex mental health needs (Best, Vanderplasschen, et al., 2018, Dekkers et al., 2020; De Ruysscher, 2019), strengths-based approaches in treatment and policy for mentally ill offenders (Vandevelde et al., 2017, Aga et al., 2019), quality of life of detained adolescent boys and girls (Van Damme et al., 2019; Van Hecke, 2019), life world perspectives of youngsters in care (Naert, 2019, Naert et al., 2019) and participatory research among adults with physical and intellectual disabilities (Blockmans, 2019; Vandecasteele et al., 2019; De Schauwer et al., 2019) The department of Special Needs Education consists of 35 (paid) staff members, including 4 professors, 3 post-doctoral researchers and 15 research and teaching assistants and a dozen of PhD researchers. All these staff members are involved in teaching >15 courses on diverse subjects related to supporting vulnerable children and youth, adults and families (e.g. ethics and deontology, diversity and inclusion, practice & training, assessment and treatment planning) for students in the faculty of Psychology and Educational Sciences, subject Disability studies and clinical orthopedagogics The study in Disability studies and clinical orthopedagogics consists of 5 years (3 bachelor and 2 master years, 300 ECTS) and every year, between 120 and 150 graduate. The total number of students that we serve with our courses every year varies between 700 and 850

Action Type	As Applicant		As Partner or Consortium Member	
	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	5	1	81	25
Cooperation partnerships in higher education	0	0	15	7
Newcomer organisation	No			
Less experienced organisation	No			

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KA220-HED - Cooperation partnerships in higher education
Form ID: KA220-HED-E2CA3AC Deadline (Brussels Time): 23 Mar 2022 12:00:00

KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)

Partner organisation details

Legal name	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT
Country	Norway
Region	Sor-Trondelag
City	Trondheim
Website	www.kbtkompetanse.no

Profile

Type of Organisation	Foundation
Main sector of activity	Providing learning activities, such as summer universities, language courses

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Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

KBT Vocational School is a unit at Competence center for lived experience and service development (KBT), a center with all together 30 employees and 100 participants with a diverse educational background, both with an academic and practical competence based on experience. 70 percent of the paid staff has experienced to have own severe mental or substance challenges and received services because of this. KBT has stated that experience-based knowledge is as important as traditional, professional knowledge when working to develop services. A main objective is to ensure that the users' experiences are documented and taken into account in the development of health services and institutions, and to be a center of competence for service users and organizations representing this group; carrying out evaluations and collaborate with scientific institutions. KBT emphasizes innovation and cooperation, which is practiced through a variety of methods, like the dialogue-based method of evaluation. The overall mission for KBT is to improve health services through using lived experience by service receivers as well as providing formal studies within mental health and substance abuse. The mission is further to utilize the users' experiences and competence and promoting this in research, evaluation and education. KBT emphasizes documenting the service receivers lived experiences through recognized research methods, evaluations, innovation, and development of health services. KBT aims to strengthen the competence of service users, service providers and their organizations through dialogue, courses and counseling about empowerment, recovery, and service user involvement. The aim is to help new ideas blossom from the users' experiences, and the gathering and spreading this knowledge

The fall 2019, KBT got accredited as a vocational school of peer worker education. The school is accredited by NOKUT (the Norwegian Agency for Quality Assurance in Education). The education gives a certificate with 60 ECTS credits. The school gives merit to higher education. Students who complete the courses will therefore get merit and admission into higher education. The vocational school for peer supporters in the field of mental health and addiction problems; is an education program that provides both theoretical and practical competence based on the use of personal experience in helping and empowering others. A new study within social entrepreneurship with use of peer support is also in an approval process. The education qualifies people with personal experience as service users to be able to apply their experience in working with other service recipients. After completing their education, students will be able to work as peer workers for the municipality or specialist services.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

KBT is a center with several units. It is emphasized to make KBT an equivalent center between professionals and peer specialist and include both volunteers and paid professionals and build bridges between powerful institutions and service users. An important measure to gain impacts is to arrange collaborative courses for health personnel and service users. A central approach has also been a systematic use of service user experience from User Interviews Users evaluations, dialog meetings, document reviews and other sources, and use of teachers with experience themselves. Experiences from this work will benefit the project in several forms. In this project, KBT will use its experience and activities as a competence center and formal educational institution. The Vocational school program for peer support workers will bring important knowledge to the project, both by giving national and international experiences, examples, or cases, by creation of learning material, and providing structure resources to support the training. KBT has the last 16 years been working with people from vulnerable target groups to document their experience, support their intellectual development and improve their skills. KBT has seen the need to formalize the Norwegian Educational systems offer towards people with lived expenence, working to support vulnerable groups. The activities at KBT are anchored in recovery ideology and KBT tries to improve recovery orientation in services based on this. A relevant example is the ongoing CHIME-Recovery project which aims to explore and enhance the value of using the CHIME framework, and recovery-thinking/principles (Connectedness, Hope, Identity, Meaning, Empowerment). KBT makes efforts to transform the recovery orientation of organizations and improve the mental health and well-being of citizens by identifying what works, for whom, and in what circumstances. KBT is also running a recovery center named "Glimt" on behalf of Trondheim Municipality which is practicing the CHIME model as the main approach in its activities and with several peer support workers among the staff. This is a recovery center based on a pedagogical approach with peer support and activities such as music therapy.
KBT has a long experience in collaboration with colleges and universities in how to use service user experience, and to deliver important topics from a service user perspective. Examples of topics are service design for mental health and academic's discipline perspectives in mental health care at Bachelor of Nursing at North University. KBT has also for several years been collaborating with NTNU Faculty of Medicine and Health Sciences and with Institutes for Mental Health in providing courses in recovery. The courses have included the service user perspective of recovery and of supportive housing, human rights, and qualities of services in a user perspective.
The key personal involved will be Karl Johan Johansen, principal for KBT Vocational school. In 2020 the KBT Vocational School was established, and Johansen has been the developer and first principal at this school that delivers web-based education and training for peer workers. He has a background in teaching and research at the Norwegian University of Science and Technology – NTNU. He is also the chairman of the board at The Competence Centre for Lived Experience and Service Development (KBT). He has been engaged in how to empower service users, their organizations, and develop
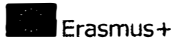
collaboration between the service providers and users, relatives, and volunteers. KBT is a social entrepreneurship organized as a foundation. see attached CV.

	As Applicant		As Partner or Consortium Member	
Action Type	Number of project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships for higher education (KA203)	0	0	1	0
Newcomer organisation		Yes		
Less experienced organisation		Yes		

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KA203-HED - Cooperation partnership in higher education
Form ID KA203-HED-0213450AC Deadline (Brussels Time) 23 Mar 2022 12:00:00

NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO)

Partner organisation details

Legalname	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU
Country	Norway
Region	
City	TRONDHEIM
Website	www.ntnu.no

Profile

Type of Organisation	Higher education institution (tertiary level)

Accreditation

Accreditation Type	Accreditation Reference
Erasmus Charter for Higher Education	N TRONDHE01

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Background and experience

Please briefly present the organisation (e.g. its type, scope of work, areas of activity and if applicable, approximate number of paid/unpaid staff, learners).

The Norwegian University of Science and Technology (NTNU) is the largest university in Norway today, with a history dating back to 1910. and a tradition going back to 1767 and the Royal Norwegian Society of Sciences and Letters (DKNVS)
NTNU is headquartered in Trondheim. with campuses in Gjøvik and Ålesund
NTNU has eight faculties in addition to units such as the NTNU University Museum and the NTNU University Library, about 42 000 students, 6 900 full-time equivalent staff.
NTNU has the main responsibility for higher education in technology in Norway, and is the country's premier institution for the education of engineers.
The university offers several programmes of professional study and a broad academic curriculum in the natural sciences, social sciences, teacher education, humanities. medicine and health sciences. economics, finance and administration, as well as architecture and the arts. Research forms part of the activities through a variety of projects and programmes in addition to specialized centres. NTNU's strategic commitment to three enabling technologies in 2011-2020 include biotechnology, ICT and nanotechnology. Enabling technologies involve interdisciplinary basic research that contributes to developing new industries, products and solutions in most sectors of society.
NTNU has four strategic areas of research in 2014-2023: NTNU Sustainability, NTNU Energy. NTNU Oceans, NTNU Health.
Through interdisciplinary cooperation, NTNU's strategic research areas aim to address complex challenges of great importance for society. Two researchers employed at NTNU have received Nobel Prizes: May-Britt Moser and Edvard Moser (2014). In addition, the laureates Ivar Giæver (1973) and Lars Onsager (1968) were educated at the Norwegian Institute of Technology (NTH), which was one of NTNU's predecessors.

What are the activities and experience of the organisation in the areas relevant for this project? What are the skills and/or expertise of key persons involved in this project?

EU projects:
NTNU participates in several projects in the EU Framework Programmes. Several researchers at NTNU have received basic research grants from the European Research Council (ERC). Participating in 121 Horizon 2020 projects and has 9 ERC grants.
NTNU has about 3500 international students and is the most active institution in Norway when it comes to Erasmus+ activities. This is the case for both. student mobility and number of projects. NTNU was awarded the national Erasmus price twice
Participation in EUs programmes for education and research play a significant role in NTNUs international action plan.
NTNU works in close collaboration with SINTEF, Scandinavia's largest independent research institution and one of Europe's largest organizations in contract research. SINTEF has specialized expertise in technology, medicine and the social sciences. NTNU and SINTEF are co-located in Trondheim. In March 2017 THES published an overview showing that NTNU has the most productive institutional collaboration in the world, due to the close teamwork with SINTEF.

Professor Ottar Ness is the key person in this project. He is the Head of WellFare: Nordic Research Centre on Wellbeing and Social Sustainability. His interests focus on well-being and sustainable welfare development. Especially, on relational welfare, citizenship, mattering and social justice. He is also interested in recovery in mental health and substance use, in family therapy and relational therapies. He also does research within leadership and innovation in public sector related to New Public Governance. He is also focusing on the theories of science, qualitative research methods, and the use of participatory action research and citizen science methodologies.

Assistant Professor Dina von Heimburg will also be a key person from NTNU. She is co-head of WellFare: Nordic Research Centre on Wellbeing and Social Sustainability. Her research interests are focused on public health and health promotion, with a particular focus on social justice, social inclusion, and sustainable societal development. She is particularly interested in co-creation and relational welfare as approaches to local public health work, and how the settings of everyday life meeting places in the community can influence the development of health, well-being and social sustainability. She has broad experience from local public health work and community development in local governments.

Action Type	As Applicant		As Partner or Consortium Member	
	Number of Project applications	Number of granted projects	Number of project applications	Number of granted projects
Strategic Partnerships addressing more than one field (KA200)	0	0	1	0
Strategic Partnerships for higher education (KA203)	18	10	5?	26
Partnerships for Digital Education Readiness (KA226)	1	1	9	5
Cooperation partnerships in higher education	3	3	7	2
Newcomer organisation		No		
Less experienced organisation		No		

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Relevance of the project
Priorities and Topics

Please select the most relevant priority according to the objectives of your project.

HORIZONTAL: Inclusion and diversity in all fields of education, training, youth and sport

If relevant, please select up to two additional priorities according to the objectives of your project.

HE: Building inclusive higher education systems
HE: Stimulating innovative learning and teaching practices

How does the project address the selected priorities ?

SEKEHE project addresses the horizontal priority on inclusion and diversity in all fields of education, training, youth and sport by determining the overall aim of the project as structurally embedding "knowledge by experience" in programs of Social Studies. Inclusiveness of the project will be assured by cooperation with people with fewer opportunities (referred to in this application as experts by experience) who will co-teach selected courses and contribute to co-creation of "third knowledge" currently marginalized in academia. Participating organizations have already experience with this cooperation and are able to secure adequate conditions for such involvement (such individual emotional support, support with IT systems etc.). Experts by experience hold very diverse life experiences ranging from institutional care, mental health issues or sexwork to substance misuse or homelessness. In this way we want to assure various difficult life situations are part of the discussion in the classroom

Inclusive and diverse aspects of the project will be also fulfilled by creating safe learning environment where students with lived experience are supported to voice out their experiences during lessons (with an appropriate support of a teacher and expert by experience). Inclusiveness and diversity of the project will be thus emphasized by nourishing learning environment where all experiences are heard, recognized and valued and the dialogue among students is established. By creating formats of support for students with lived experience we also want to strengthen acceptance and mutual understanding among all students. By exploring conditions of access into higher education system for student candidates with lived experience we also want to contribute to opening up discussion at the faculties around conditions for inclusive and diverse higher education systems.

Innovative learning and teaching practices will be utilized in this project. To share difficult life experiences in safe way we will use various innovative methods such as storytelling. These methods are specifically used when cooperating with people seldom heard and participating organization already have experience with their use (e.g. Černá et al. 2019, De Jager et al., 2017; Van Steenberghe et al., 2021). Co-design and co-creative processes will be used to work towards change in a process where everyone is owner of both the process and the outcome. It will take focus from front line teaching and will use dialogic, participatory approach, stimulated by presence and sharing experiences of experts by experience

Please select up to three topics addressed by your project

Inclusion, promoting equality and non-discrimination
New learning and teaching methods and approaches
Promotion of alternative forms of participation

Project description

Please describe the motivation for your project and explain why it should be funded.

Growing complexity of societal challenges and issues (e.g. evolution to more community-based support) requires new competencies and knowledge from the field of social studies (Gardner, 2006; D'Cruz, Gillingham, Melendez, 2007). In this evolution a strong focus lies on the strengths and capabilities of people themselves. Expertise of people in vulnerable situations (those with fewer opportunities caused by disabilities, socio-economic difficulties and all sorts of discrimination) is seen as third form of knowledge (further knowledge by experience) (Humphreys a kol., 2003; Pawson a kol., 2003; Driessens, Saurama, Fargion, 2011), in addition to academic and professional knowledge in the broad social domain. These evolutions are strongly connected to the development of democracy, citizenship, human rights and social justice, which are also central to higher education (Laker, Naval & Mrnjaus, 2014).

Knowledge by experience in the field of social studies has for a long time been undervalued and underestimated (Wilson, Beresford, 2000) and people in vulnerable situations are as well excluded from the process of its co-creation (Fisher, Freshwater, 2014). Although in a recently finished practice-based research project in the social domain we saw that the presence of experts by experience (people in vulnerable situations employed as peer workers, therefore using their experience to help others) in professional teams resulted in an openness to discuss vulnerabilities, barriers, personal experiences of other team members (Van Steenberghe et al., 2020). Applied to higher education context, working together with experts by experience may result in a more reflexive stance of teaching staff around their own lived experience and how it affects their role as an educator, and its integration in their teaching. Still, only the first steps have been taken to embed knowledge by experience in higher education (e.g. Černá et al 2019; Geregová, Szotáková, 2019).

However, there is a momentum to involve considerably more knowledge by experience in (European) social and medical professional field (e.g. Beales and Wilson, 2015; Stefancic et al., 2019; Lennox et al., 2021). It is crucial that higher education reflects these developments and that we seize this momentum. It is therefore desirable to improve access of people in vulnerable situations to higher education, as well as support current students of Social Studies in vulnerable situations in voicing out their own life experiences and incorporating them in their professional life. At the moment there is a mismatch between skills and knowledge students are receiving within Social Studies in higher education and skills and knowledge that are required by current labour market and institutions.

What are the objectives you would like to achieve and concrete results you would like to produce? How are these objectives linked to the priorities you have selected ?

As an overall aim, this project (SEKEHE) wants to structurally embed knowledge by experience in higher education programs in Social Studies. The specific objectives of the project are threefold: 1) to develop and support co-teaching activities of experts by experience in higher education and structurally embed their knowledge in curricula; 2) to nourish safe and stimulating learning environment through creating formats of support together with experts by experience and teaching/supporting staff for current students in vulnerable situations and by exploring conditions of access to higher education for future students in vulnerable situations; 3) to develop local and transnational methodological framework to structurally embed knowledge by experience in higher education.

These three objectives have the ambition to work towards a structural change with a focus on building inclusive and diverse higher education systems and using innovative teaching and learning methods. Those two priorities are highly interconnected. Cooperation with people in vulnerable situations often means employing innovative and art-based methods (photovoice, storytelling, lively library etc.) that have the potential to capture the complexity of their experience. Our objectives will promote dialogue among students, teachers and experts by experience. People in vulnerable situations are known to social professionals (and also to students) more in a role of a "client"/"service user". It will tackle the preconception of viewing people who use social or health services as passive objects of care. It will create conditions where all three parties involved can go outside of "traditional roles" ("student", "teacher", "client") and interact on a more profound human level on co-creative processes. It will contribute to democratic learning based on a human rights perspective and to promotion of equality and social inclusion in society.

SEKEHE project will result in 1) an online handbook (Part 1) where various practices of co-teaching in different countries and synthesis of key elements and challenges of co-teaching will be described; 2) an online handbook (Part 2) where various formats of support for current students in vulnerable situations in different countries and synthesis of key elements and challenges will be described; 3) an online handbook (Part 3) where conditions of access to higher education for future students in vulnerable situations will be described, and further actions suggested; 4) an online handbook (Part 4) where a methodological framework to structurally implement knowledge by experience in higher education locally and transnationally will be described; 5) 9 updated courses' curricula with incorporated knowledge by experience and 9 posters; 6) 5 webinars about implementation of knowledge by experience in higher education nationally and transnationally "step by step"; 7) 5 support programs and 5 posters for students in vulnerable situations.

What makes your proposal innovative?

There are three central innovative elements. The first is structural embedding of knowledge by experience in co-taught courses. Currently, in each country, experts by experience are involved in education by "sharing their stories and giving testimonies". However, they have no say about the content of the whole course and how the course is being taught. An equal relationship between experiential and professional and academic knowledge is lacking. By discussing the content of the courses with experts by experience, meeting with the courses' guarantors and presence of knowledge by experience in

official faculty bodies in order to implement suggested changes we want to strengthen the perspective of knowledge by experience in the courses

A second innovative element focuses on structural embedding knowledge by experience in the support for students in vulnerable situations. Until now there are different bodies within our universities or colleges that support students. However, these support structures are almost solely based on professional and academic knowledge and mainly focus on students with physical disabilities. They do not consider lived experiences of students from socially disadvantaged backgrounds. Furthermore, there is no active involvement of those students in voicing out their stories. But this kind of knowledge can play an important role in co-creating more accessible access for future students and usable formats of student support as well. The third innovative element lies in methods which are used in the project. Participative and collaborative methodologies will be used to set up co-creative processes with different stakeholders, bringing together different perspectives and forms of knowledge (professional, academic, experiential) to deal with the topic of inclusion in higher education organizations. Co-design will be used to work towards institutional change in a process where everyone is owner of both the process and the outcome

How is this project complementary to other initiatives already carried out by the participating organisations?

At all involved higher education institutions, there are already experts by experience involved in co-teaching courses (mainly testimonies and ad-hoc involvement). By taking part in the project, we would like to strengthen the position of experts by experience at the institutions and provide possibilities for them and teaching staff to meet with experts by experience in other countries and exchange innovative teaching practices. With this project we would also like to strengthen the cooperation among universities and university colleges and non-governmental sector working with knowledge by experience. The level of support for students and future students in vulnerable situations varies in each country. In Belgium (HOGENT) a new project "Stories as catalysts for diversity and inclusion in higher education" will be conducted 2022 – 2023 to support inclusion of students with lived experience in higher education. HOGENT is currently running a pilot project where two experts by experience use the international recognized WRAP (wellness recovery action plan) as tool to work on mental health with students in vulnerable situations. This project will be further explored in this Erasmus project. In other countries, support for students is rather individualized and scarce. However, e.g. at University of Ostrava or NTNU there are quite developed schemes of support for students with physical disability and this project would complement and widen such activities towards students from socially disadvantaged backgrounds. The topic of exploring conditions of access to higher education in Social Studies for people in vulnerable situations is quite new for all involved countries therefore we would like this objective to stay exploratory, we understand it as taking first step in a very complex higher education setting.

How is your proposal suitable for creating synergies between different fields of education, training, youth and sport or how does it have a strong potential impact on one or more of those fields?

SEKEHE project will create innovative practices (content wise as well as methodologically) to embed knowledge by experience and lived experiences of students in vulnerable situations in higher education in Social Studies. Social Studies contain broad scope of programs, ranging from Social Work through Social Pedagogy to Community Psychology or Social-Health Studies. Embedding knowledge by experience is relevant and can enrich all of them. By transferability of project activities we can potentially increase importance of knowledge by experience's inclusion in different fields of education. The project can inspire e.g. education programs in Health Studies or Urban Studies. Utilization of knowledge by experience can become widely spread. Moreover, it can be adapted also to high school and elementary education. Learning about conditions of access to Social studies for people in vulnerable situations may as well be applied to other fields of education. In terms of applicability to public sector, non-governmental organizations and initiatives related to the field that are part of policymaking and advocacy activities, can also utilize proposed innovative methods as the project will offer accessible methodologies and practices contributing to cross-fertilization of different forms of knowledge, starting from the principles of equality. To create this type of synergy between academia and public sector we will cooperate with peer non-governmental organizations in each country. Participating organizations and associated partners involved in the project will create inspiring practices and a structural framework to implement socially inclusive policies in educational settings, with transferability to municipal or non-governmental settings.

How does the proposal bring added value at European level through results that would not be attained by activities carried out in a single country?

SEKEHE project needs to be carried out transnationally because of the overall European tendency to change the paradigm in the social domain, with a focus on collaborative partnerships and participatory approaches, which should be also reflected in higher education. There is a need for global methodologies (with respect for the context) and frameworks to implement knowledge by experience in a structural and sustainable way. The project will enable the creation of an international network of experts by experience which is needed to exchange skills and inspire each other. Utilizing knowledge by experience in higher education is still fragmented even nationally, so this network aims at addressing these white spaces and kick off cooperation among experts by experience nationally and transnationally. By creating action-based methodological framework for structural embedment of knowledge by experience at each higher education institution we will identify common aspects that can be transferred at transnational level and inspire implementation in other countries or at the European level. The same will apply for formats of student and future student support. Exploring access to higher education in Social Studies for people in vulnerable situations will contribute to promotion of equality and non-discrimination which are also recognized European values. The transnational aspect of the whole project has the potential to strengthen focus on

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democratic principles, human dignity and human rights which are in the heart of the European community.

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Needs analysis

What needs do you want to address by implementing your project?

This project addresses four interrelated levels of needs:

1 Needs on societal level: there is a need for inclusive and diverse societies in which everyone's voice is heard, including persons in vulnerable (social) situations. Only such society can embrace democratic principles of its functioning. Hence the current increasing attention in Social Studies towards the role of experts by experience and the importance of knowledge by experience in social and health care and in academia

2. Needs on institutional level: our societal ambitions should also be reflected in our (higher) education system. If we want more inclusive and diverse societies, there is a need for more inclusive and diverse higher education, in two ways:
- inclusive for students in vulnerable (social) situations,
 inclusive in the sense of structurally including/embedding knowledge by experience as an equal form of knowledge besides academic and professional knowledge.

3. Needs on organizational level: several organizational needs become visible: need for framework, sensitization, information, inspiring practices, structural embedment in management, etc. By implementing our project, we will especially tackle the need for innovative teaching practices and need for sensitization towards vulnerability.

4. Needs on micro level/student level: students in vulnerable situations need more adequate support. The project will contribute to preparation of students to become inclusive social professionals that equally value and build their practice on knowledge by experience, besides academic and professional knowledge

What are the target groups of the project?

There are four target groups: students, teaching and supporting staff, experts by experience, higher education institutions represented by middle and upper management.

Students need to be prepared as social professionals of the future. This requires learning to work with (own) lived experiences and knowledge by experience as third form of knowledge in the field of social studies

Teaching and supporting staff need to be supported in working with lived experience (of students, themselves and of experts by experience). There is a lot of uncertainty and unclarity on what knowledge by experience exactly is and why it is important.

Experts by experience should be supported in their teaching competencies and skills. It includes learning how to relate to their life stories in a healing and constructive way for themselves and for students who they will co-teach, without being e.g. re-traumatized.

Middle and upper management represent interests of higher education institutions. There can be some resistance towards the embedding of knowledge by experience because it challenges dominant conceptions of professionalism and disrupts what is taken for granted. As such we need to inform, sensitize and involve all relevant stakeholders in the whole project. Therefore, we will include them in the implementation phases of the project via co-creation of action-based structural framework to include knowledge by experience in higher education

How did you identify the needs of your partnership and those of your target groups?

Needs of partnership:
Across different EU countries, there is growing expertise regarding different ways of knowledge by experience involvement. However, this expertise remains fragmented and unshared and therefore doesn't reach its full potential. There is a strong awareness that a paradigmatic change transnationally is necessary to create change. We believe that the most productive way to create this change is by close collaboration among various academic partners and peer organizations, where cross contaminating expertise is the starting point

Needs of target groups.
- Students and higher education professionals: During internships of students, we noticed there are knowledge and skills gap in line with expectations of broad social field they will be employed in. There is a growing tendency to work with experts by experience in social and health care services, and students have -until now – limited opportunities to receive and share knowledge by experience during their studies. They are lacking a reflective attitude on how to integrate it. At the level of higher education professionals, we experienced a lot of caution and uncertainty to work with experts by experience.

 Experts by experience: until now there is still a rather polarizing distinction between experts by experience and other professionals. Current education programs are still separated and focus specifically on experts by experience, with no collaboration and cross-fertilization of different forms of knowledge. Inclusive initiatives are needed to tackle these polarizing tendencies.

- Higher education institutions: until now involving knowledge by experience is mainly limited to ad-hoc initiatives at project level, which are not transferred to the overall structure of our higher education institutions. There is a need for a clear framework on how to structurally embed knowledge by experience at institutional level.

How will this project address these needs?

Needs of students:
The project will widen knowledge and skills of students, resulting in competence building and filling the current gap between needed competences (being able to include knowledge by experience in the daily work as a professional) in the field and

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current received education. The project will create a learning environment in which students can consciously reflect on their own lived experiences and how it influences their role as a professional. We will also develop formats of peer support, where students in vulnerable situations can support each other. We will map conditions of access to Social Studies programs for people in vulnerable situations to support them in getting into higher education system.

Needs of supportive and teaching staff:

The project will widen knowledge and skills of supportive staff and teachers, by bringing in knowledge by experience as third form of knowledge. The project will support them to focus on social inclusion and quality of higher education. It will also create openness to reflect and discuss the role of personal experiences of teaching staff in their role as teachers.

Needs of experts by experience:

The project will develop knowledge and skills of experts by experience in how to work as a teacher and in how to support students in their professional development. We will create an international network of experts by experience in higher education so experiences can be shared and exchanged. This network will illustrate the international relevance of those needs.

Institutions of higher education:

Tools and action-based methodological framework with recommendations will be developed. This project will be enriched by exchange of knowledge and synergies among stakeholders from different European countries. It has the potential to influence the design of (ongoing and future) formulation of policy at the national and EU levels, in the area of inclusive education and equality in higher education.

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Partnership and cooperation arrangements
Partnership composition

Organisation ID	Legal name	Country	City	Organisation type	Newcomer
E10205440	OSTRAVSKA UNIVERZITA	Czech Republic	OSTRAVA	School/Institute/Educational centre – Vocational Training (tertiary level)	No
E10206530	HOGESCHOOL GENT	Belgium	GENT	School/Institute/Educational centre – Vocational Training (tertiary level)	No
E10209246	UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA	Italy	MILANO	School/Institute/Educational centre – Vocational Training (tertiary level)	No
E10209444	UNIVERSITEIT GENT	Belgium	GENT	Higher education institution (tertiary level)	No
E10251572	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT	Norway	Trondheim	Foundation	Yes
E10209399	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU	Norway	TRONDHEIM	Higher education institution (tertiary level)	No

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Cooperation arrangements

How did you form your partnership? How does the mix of participating organisations complement each other and what will be the added value of their collaboration in the framework of the project? If applicable, please list and describe the associated partners involved in the project.

The project partners got in contact with each other a couple of years ago, based on common research interests. Different partners have conducted various activities together, e.g. research stays, shared symposia, writing academic papers, setting up trainings. There are however specific strengths and expertise in each country that make for a complementary and innovative partnership. The Norwegian University of Science and Technology (NTNU) has been chosen because of their work on relational welfare, recovery and social justice and collaborative practice in mental health and addiction care. The University of Ostrava (UO), Faculty of Social Studies has cooperated with a group of 13 experts by experience since 2018 The University of Milano-Bicocca (UNIMIB) focus on self-care as an educational, professional and self-learning practice. They bring in expertise on how to develop professional identity and practice. The University of Applied Sciences and Arts in Ghent (HOGENT) has researched structural embedding of experiential knowledge in mental health care, addiction care and youth care. They built a solid methodological approach on how to co-create with different stakeholders. Ghent University (UGent), department of Special Needs Education has expertise in generating collaborative practice with service users in teaching and writing academic papers. Besides different academic partners an user-based organization KBT will bring the perspective of service users in all phases of the project and will organize international workshop for experts by experience.

We will also invite a few relevant associated partners:
In Czechia there will be three associated partners involved: ASLIDO (Association of People for Homes) that is a user led organization of people living in housing exclusion, Narativ that is a lead NGO in utilizing dialogical and participatory practices, and ASVSP (Association of Educators in Social Work) that secures minimal quality standards of social work university programs nationwide. In Italy we will cooperate with COLCE (Cooperativa Lotta Contro L'Emarginazione) that manages innovative social interventions and services for people with disabilities and mental health, young adults with existential difficulties, drug addicts, migrants and victims of the trade. In Belgium we will involve Flemish Association Schools of Social Work (VOSW) that unites professional Bachelor's programs and the academic Master's programs of Social Work in the Flemish Community, Flemish Association of Orthopedagogues (VVO) which is a partnership of academic Master's programs of Orthopedagogy and user organization Onze Nieuwe Toekomst (ONT) that advocates for people with disabilities. Further we will link with Mental Health Europe that is a European non-governmental network committed to the promotion of positive mental health and protection of rights of (ex)users of mental health services

What is the task allocation and how does it reflect the commitment and active contribution of all participating organisations (including the associated partners, if applicable) ?

UO will be responsible for the overall project management. It will ensure that: a) tasks assigned are completed. b) communication flows smoothly in a cooperative and integrated manner, c) operational standards are applied to facilitate smooth transition from one project phase to another. Further, they will be responsible for d) follow-up of the organization of the international meetings; e) financial control and monitoring (including swift processing of payments to the partners, coordination of the financial and administrative aspects in relation to the financial reporting to ERASMUS+), f) producing the project reports to the ERASMUS+ office.
For the overall management and administrative requests of the project UO will appoint a project coordinator and financial and administrative support with relevant experience in delivering national and international projects. All participating organizations will contribute to the overall reporting of the project. UO is responsible for coordinating operational, activity and evaluation meetings, developing and monitoring a risk plan, developing and coordinating communication and dissemination plan and for running an International Advisory Board. HOGENT will develop a logo and a website for the project. NTNU and HOGENT will develop a participatory user-involved evaluation of the project. HOGENT will be responsible for a qualitative part of the evaluation (developing a methodology to guide the photovoice project and a short training on photovoice to the other partners). NTNU for a quantitative part of it
All participating organizations take part in writing an online handbook (Part 1-4) and creating webinars (WP2-4). All participation organizations will run selected courses, create posters on their basis and adapt curricula (WP2), create formats of support and posters for students in vulnerable situations and explore conditions of access to higher education for future students (WP3)
UGent is responsible for creating a format for documenting knowledge by experience (WP2) and organizing final international workshop to develop transnational action-based methodological framework, prepare multiplier events and other dissemination activities (WP4) and finalize the evaluation.
NTNU is responsible for developing an action-based methodological framework to implement knowledge by experience at a structural level locally and transnationally (WP4)
HOGENT is responsible for the creation of a standardized format for student support (WP3).
UNIMIB is responsible for creating format for exploring conditions of access to higher education for future students in vulnerable situations (WP3)
KBT is responsible for organization and written report from an international workshop for experts by experience (WP4)
All associated partners attend meetings of International Advisory Board, give feedback on all outputs delivered by the project and will help with dissemination and co-organization of national multiplier events.

Describe the mechanism for coordination and communication between the participating organisations (including the associated partners, if applicable)

The main communication canal of the project team members will be online platform MS Teams. This canal will be used for planning and holding online meetings. Awareness of all project team members will be ensured by continuous publication of information through MS Teams (presentation and contacts of project team members, project schedule and milestones, program of meetings, their minutes, milestones, project documents, outputs, etc.).

OVERALL COORDINATION AND COMMUNICATION BETWEEN PARTNER ORGANIZATIONS · UO is responsible for planning operational meetings, convening them and ensuring the sufficient participation of representatives of all partner organizations. Operational meetings with partner representatives will be held as needed 2 times a month through MS Teams. Their program will be sent to all participants well in advance. Meeting minutes will be written down and sent to all project members via online platform (the person responsible will be assigned in advance)
UO is also responsible for planning and convening half-yearly meetings that will take place by person and online. In addition, cooperation of project coordinator with particular participating organisation's representative (hereinafter POR) will be required from the organization that will host the particular half-yearly meeting.
The assignment of tasks, including records of their ongoing progress, will be recorded on the project's online platform
The PORs will be responsible for monitoring the progress of the individual project activities for which they are the leading organization. Coordination of work within individual activities will be the responsibility of their leading organization

COOPERATION WITH EXPERT BY EXPERIENCES · At the country level each of the partners is managing their own network and will recruit their own experts by experience and stakeholders. All partners will be asked to identify the actual staff to be involved in the project and to express possible critical factors they might encounter. in order to address them pro-actively.

COMMUNICATION WITH ASSOCIATED ORGANIZATIONS   For the purposes of project activities, the associated organizations will primarily communicate with those partner organizations that have the same local affiliation and will provide information to other project partners. Once a year, an International Advisory Board online meeting will be held. First meeting will be dedicated to deeper introduction of the project and consultation of dissemination plan The second meeting will investigate project's implementation, its challenges and ongoing process. The third meeting will be dedicated to planning dissemination activities and preparing multiplier events. The project coordinator will organize and participate in those meetings, other PORs presence is also required.

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Project design and implementation
Work package n°1 'Project Management'

How will the progress, quality and achievement of project activities be monitored? Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

Project management will be led by the University of Ostrava (UO), while all other partners contribute. Eliska Cerna, the main project coordinator will assure smooth handling of the project with a clear focus on reaching the project objectives and dissemination of the results. Eliska Cerna will be supported by Romana Nyklova, in the roles of the project financial manager and the project administrator. Both the main project coordinator and the financial manager have their substitutes competent to replace them in case of need – the other academics involved in this project and the other two financial managers of the faculty.
Each partner organization will have its own representative ("partner organization s representative" – hereinafter POR) who will be responsible for activities realized by the particular organization and for the participation in all meetings. Administrative and financial matters of partner organizations will be managed by their administrative staff in cooperation with the POR. The substitution is ensured by their other team members. CVs of the core project team are attached in Annex 1
The representatives of associated partners will create an International advisory board. It will be convened three times during the project, online. The project coordinator will organize and participate in those meetings, other PORs also participate

The progress, quality and achievements of the project will be monitored and evaluated during organizational monthly meetings, activity meetings and half-yearly evaluation meetings:

1. Operational meetings – attended by all PORs, frequency approximately every two months. The responsibility for planning and leading lies with the project coordinator. Venue – online (MS Teams).

2. Activity meetings – at least one representative of all participating organizations of the particular project activity will be present. Responsibility for planning these meetings is with the leading organization of the project activity. Their frequency is supposed to be once a month during the activity duration. Venue – online (MS Teams).

3. Half-yearly evaluation meetings – attended by 2 representatives from each participating organization of the project. Responsibility for planning these meetings lies with the project coordinator. The meetings by person are supposed to take 2 days.
The schedule of these meetings:
1. kick off meeting in 09/2022 (Ostrava)
2. online meeting in 03/2023
3. meeting in 09/2023 (Gent)
4. online meeting in 03/2024
5. meeting in 09/2024 (Milan)
6. online meeting in 03/2025
The agenda of the kick off meeting will be following: project plan presentation, evaluation plan, defining project actions and timeline. The others will be evaluation meetings. Throughout the project we will utilize a participatory user-involved evaluation of the project. We will combine qualitative measures (using photovoice method) and quantitative measures (specified in work package 2 and 3).

How will you ensure proper budget control and time management in your project?

BUDGET - The financial manager of UO will be responsible for financial control and monitoring. UO already has experiences with financial management of ERASMUS+ projects. Financial management will include ensuring swift processing of payments to the partners, and the coordination of the financial and administrative aspects in relation to the financial reporting to the ERASMUS+ offices, and assisting with any related queries from the partners relating to financial issues. In regular contacts rigorous financial control will be applied by the financial manager of UO towards the financial departments of project partners. All partners will be reminded to use expenses in a most economical way according to the rules of the European Commission. Before the project starts, each participating organization will receive a document which makes explicit the specific contribution and responsibilities, the maximum grant for each specific participating organization, and when and how invoices will be paid. Payment will be explicitly linked to the responsibilities and duties of each partner as described in this application form. Budget drawing of every participating organization will be communicated with the financial manager of UO who will monitor the whole budget drawing.

TIME MANAGEMENT - The project coordinator will be responsible for time management and will monitor keeping deadlines of particular project activities in cooperation with activity leaders. An updated time schedule/calendar will be available on the online project platform (MS Teams), with information on deadlines, milestones, etc. The project coordinator is responsible for the updates. The operational meetings of the PORs will help to monitor the project. In case problems arise with the time management, the PORs will organize additional meetings if necessary to do so. The leading organization of a particular activity will be responsible for keeping track of the progress and the time schedule of that activity, by asking for a report at all key moments. The person responsible for arranging meetings will send the program to the participants in

advance.

What are your plans for handling risks for project implementation (e.g. delays, budget, conflicts, etc.)?

In case problems arise suddenly, and if UO can not find a solution with the partner involved, immediate action will be taken to organise a Skype/MS Teams meeting with as much as possible members of the PORs to find the best solution.

We identified these risks and their mitigation:

DELAYS - The planned schedule will be monitored, regular activity achievement will be evaluated, clear responsibilities for particular activities and clear distribution of tasks will be set along with clear timeline and duration of activities.

PERSONNEL - Each participating organization has at least 2 representatives, 1 potential substitute for POR will be identified per organization

BUDGET - The partnership agreement will clearly define the rules governing these aspects. The financial manager of UO will consult budget drawing of the partners.

CONFLICT - Conflicts will be solved by an overall discussion moving towards consensus. In case of non-consensus, an overall decision-making will be processed by voting of all PORs. In case of even count, the leader of the activity will have 2 voices. If voting does not lead to conflict reduction, an external facilitator to conflict minimization will be employed. The costs of the facilitatation and mediation services would be financed from UO sources.

INSUFFICIENT MOTIVATION OF TARGET GROUPS - Possible low motivation of some students would be mitigated by positive references from other students who attended courses co-taught by experts by experience and by using participatory methodology and co-design which are able to stimulate dialogue and cooperation. Experts by experience are motivated by their financial reward and possibility to bring about a substantial change in the social domain. Teachers are already preselected and in agreement with the project values. The interest of upper management will be strengthened by motivation of the international cooperation and its benefits and prestige.

How will you ensure that the activities are designed in an accessible and inclusive way?

This project involves target groups with various sorts of disabilities who will be involved in the project activities – students in vulnerable situations and experts by experiences.
The events and meetings in person would be held at a physically accessible location (e.g. with a ramp, a lift, a suitable lighting, accessible toilets, automatic doors, a hearing loop etc.) and this information will be shared in advance in order to enable them to plan their attendance.
During international meetings with experts by experiences without knowledge of English language, translations and consecutive interpreting will be provided. The relevant documents will be also available in their languages.
When planning events and meetings, the cultural and religious holidays will be considered.
Project budget includes costs for supporting staff
In case of need, assistive technology tools will be used (e.g. screen reader to enable a blind user to access online context, text to speech will make it easier for a dyslexic student to read on-screen).
The project counts on emphasizing of independence for all project activities' participants and target groups.

How does the project incorporate the use of digital tools and learning methods to complement the physical activities and to improve cooperation between partner organisations?

The project team is already successfully communicating through MS-Teams and e-mail, voting through Doodle Poll tool and sharing documents through GoogleDocs tool. Therefore, these methods will continue to be essential tools in the day to day communication. To capture quantitative measures specified in work packages, the project will use online, simple and quick evaluation forms (accessible at Surveymonkey.com, Qualtrics, or Google form).
The project website will be created to present and promote the ongoing activities and project results It will be also encouraged by social network such as Facebook or Instagram via participating organization's profiles. The project website will be linked to project partners website.
Online platform (zoom or MS Teams) will be also used for meetings of International advisory board, which is to meet once a year (in total three times of duration of the project)
2 two-day international meetings will be held in hybrid form to enable participation of as many members of project team and experts by experience as possible.

How does the project incorporate green practices in different project phases?

There will be preferred digital communication and storage of materials instead of storing printed documents or CDs and DVDs. If needed, documents will be printed in formats that save paper and cartridges and double-sided print will be set to be the default option. We will prefer using paper with a content of recycled material, without chlorine, certificated, non-bleached and non-coloured.
There will be preference of local services to avoid transportation from places further away.

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Most of meetings will be held online. In cases of meetings in person, a meeting place accessible by public transport (preferably by traffic traction or tram) will be selected. An effective travel plan will be created. The rides will be shared or participants from long distance will use trains or alternatively buses. When booking accommodation, properties owned by locals and locations close to the meeting venue will be preferred.

A digital promotion will be preferred (project website, social networks, webinars etc.) for project dissemination.

Grant amount allocated to the work package n° 1 'Project Management' (whole number with no decimals).

77 600,00 €

Other work packages

Please note that it is recommended to split your projects in a maximum of 5 work packages, including the one on project management.

In this section, please do not add the work package project management already included in the previous section.

Work package id	Title	Number of activities	Grant (EUR)
2	Co-teaching activities	10	148 536.00
3	Student support	7	85 120.00
4	Dissemination	10	88 744.00
Total			**322 400,00**

Work package n°2 - Co-teaching activities

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

This work package focuses on developing and supporting co-teaching activities of experts by experience and structurally embedding their perspective in curricula. Specifically, we will:
- develop and co-teach nine courses ('Clinical orthopedagogics', 'Disability studies', 'Relational welfare and well-being', 'Strength-based learning environments', 'Pedagogy and social inclusion', 'Critical social work', Social phenomena and behaviour risky for society', Community-based work: an international perspective', 'Project work, poverty and social inequality');
- develop knowledge and skills of experts by experience in how to work as a teacher with (own) lived experience and in how to support students in their professional development (cf. focus on competence building);
- widen the knowledge and skills of supportive staff and teachers, by bringing in knowledge by experience as third form of knowledge;
- bring in knowledge by experience as third form of knowledge in structures of course curricula.

We expect that the objective will help participating organisations to bring the topic of knowledge by experience on the agenda in different university layers. This objective offers the opportunity to start with an often-mentioned ambition, to include knowledge by experience more in the curricula. It will also strengthen the cooperation oerween universities and user led organizations in each country which will help university partners to be more community oriented and will possibly challenge their hierarchical structures. It will contribute to inclusion of all perspectives and knowledges and in this way support equality and non-discrimination in society

What will be the main results of this work package?

This work package will result in:
- an online handbook (Part 1) where various practices of co-teaching in different countries and synthesis of key elements and challenges of co-teaching will be described,
- nine co-taught courses by experts by experience. The courses that will be co taught are part of the regular curriculum of Bachelor and Master programmes in the academic organisations;
- nine updated courses curricula with incorporated knowledge by experience.
- nine posters that visualize the process and results of using innovative teaching practices within the courses.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The achievement of the objectives will be measured during the objectives' implementation and at the end of it. The progress, quality and management of the project activities will be closely monitored throughout the project during activity meetings and if necessary adaptations will be made (e.g. after critical reading of the outputs). An user-involved evaluation of the project will be conducted (qualitative and quantitative part), measuring achievements of the work package will be part of it. Quantitative indicators will include lists of students (anonymised according to students numbers) who subscribed and successfully completed the courses, number of involved experts by experience, number of involved teachers, number of adapted curricula, number of posters and number of described teaching practices. Qualitative part will be conducted by photovoice, capturing important moments of co-teaching activity.

Moreover, to measure cooperation between teachers, supporting staff and experts by experience on co-taught courses, we will secure feedback after each co-taught lesson from teacher and experts by experience involved. We will also secure formal anonymous feedback from students after the course is finished. This feedback will provide us with measures such as expressed satisfaction with the course overall, with the performance of teacher etc. It will be an important tool for improving teaching methods and their adaptation as well as developing knowledge and skills of involved experts by experience and teachers

Please describe the tasks and responsibilities of each partner organisation in the work package.

All partners will be responsible for running the selected courses, documenting own practices of co-teaching, getting feedback from the courses from all involved and making a poster from it. All higher education partners will provide updated curricula of those courses

Additionally:
UGent will be responsible for the creation of a standardized format to document the experiences of co-teaching. UGent will be responsible for writing key synthesis on co teaching practices in an online handbook (Part 1).

KBT experts by experience will co-teach in the courses 'Relational Welfare and well-being' and 'Strength-based learning environments'

Please explain how the grant amount attributed to this work package constitutes a cost-effective use of the budget

The budget calculation is described in Annex 3. Each activity has a detailed calculation. The distribution of the budget among the partners corresponds to their involvement and responsibility.

Setting of personal unit costs per day is based on the applicable rates used in previous Erasmus+ KA2 projects for particular country and position type. We increased these rates by a certain percentage (inflation reasons):
  project coordinator = 208 EUR per day (CZ);
- project administrator = 208 EUR per day (NO), 160 EUR per day (Be, IT), 90 EUR per day (CZ)
- teacher/trainer/researcher/expert = 296 EUR per day (NO), 264 EUR per day (BE, IT), 176 EUR per day (CZ)

All participating organisations involved will provide co-financing in the form of own resources by paying a share of the personnel costs.

The external companies providing proofreading services will be carefully selected in order to ensure the cost effectiveness

Translations and consecutive interpreting will be co-financed by participating organisations

Activities - (2 - Co-teaching activities)

In the following sections, you are asked to provide details about each activity of the work package

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date	Leading Organisation	Participating Organisations	Amount allocated to activity (whole number) (EUR)	Expected results
Preparation, implementation and evaluation of the course. 'Relational welfare and well-being'	Norway	01/09/2022	31/12/2023	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO)	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	16 280,00	- 4 experts by experience, 1 staff members, 50 students involved Updated curriculum - Poster
Preparation, implementation and evaluation of the course. 'Strength-based learning environments'	Norway	01/10/2022	31/12/2023	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO)	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	16 280.00	- 4 experts by experience, 1 staff members, 50 students involved Updated curriculum Poster
Preparation, implementation and evaluation of the course: Critical social work'	Czech Republic	01/10/2022	31/12/2023	OSTRAVSKA UNIVERZITA (E10205440 - CZ)		13 200.00	5 experts by experience. 2 staff members, 70 students involved - Updated curriculum - Poster
Preparation, implementation and evaluation of the course' Social phenomena and behaviour risky for society'	Czech Republic	01/10/2022	31/12/2023	OSTRAVSKA UNIVERZITA (E10205440 - CZ)		13 200.00	- 5 experts by experience, 2 staff members, 100 students involved - Updated curriculum - Poster
Preparation, implementation and	Belgium	30/09/2022	31/12/2023	HOGESCHOOL GENT (E10206530 - BE)		11 680.00	- 2 experts by experience, 2 staff

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Description of the activities

Describe the content of the proposed activities.

The central focus of the NTNU courses lies in how lived experience can become knowledge and how students relate to their own and others' lived experiences, starting from a perspective of co-creation. There will be explicit attention for the concept of dialogical pedagogy

The UO course 'Critical Social work' focuses on various critical and radical perspectives in social work, exploring topics like: participation, empowerment, advocacy, oppression and social justice. The course 'Social phenomena and behavior risky to society' explores social work with groups at risk of social exclusion

The HOGENT course 'Community-based work: international perspective' captures recent and important evolution related to community-based support, such as outreach, working with experts by experience, cultural-sensitive support. The HOGENT course 'Project work, poverty and social exclusion' integrates vision development on poverty, fighting poverty and other forms of social inequalities with number of necessary social skills for social workers.

A central focus of the UGent courses is on the process in which students work together in small groups (5 -10 students) on all sorts of social problems. The students are expected to critically reflect on how they think about and deal with these issues. Students actively participate in social discussions with attention for integrated approaches, inclusion and empowerment

The UNIMIB course 'Pedagogy and social inclusion' focuses on contemporary experiences of mental health. It offers possibilities for deepening lived experiences of the contemporary discomfort in relation to the role, professional instruments and competencies of the consultant.

The structural presence of experts by experience in the courses is crucial to actively bring in a diversity of knowledge and work participatory.

Various innovative co-teaching practices and reflections of their use will be described in an online handbook (Part 1).

Explain how this activity is going to help reach the WP objectives.

By developing and co-teaching eight selected courses together with experts by experience we want to follow the process of co-creation and co-design where we can learn from each other. It will ultimately help experts by experience to develop competencies and skills of a teacher with (own) lived experience who is able to support students in their professional development. It will also widen competencies and skills of supportive and teaching staff in direction of their sensitisation to diverse lived experiences and the need to include them in, to nourish inclusive learning environment. Documenting various co-teaching practices will also help to sustain achieved changes at the courses and also prepare the base for disseminating such practice. Therefore, it will support widening of knowledge of supporting and teaching staff as well as experts by experience.

Describe the expected results of the activities.

The involvement of experts by experience in co-taught courses will lead to an innovative way of co-teaching, more insight in lived experience of people in vulnerable situations for students and teaching staff and posters that visualize this process and a result. It's within this focus that experts by experience in tandem with teaching staff will contribute to the active knowledge construction between different sources of knowledge

Feedback by all involved will lead to improving teaching competencies of experts by experience as well as teachers. It will help to validate and acknowledge the importance of knowledge by experience and bring more insight into professional and academic perspectives in higher education for experts by experience.

Overall, enrolled students will become social professionals of future in which they will have to cooperate with experts by experience. Furthermore, they will be actively challenged on different levels to work with lived experiences of clients and their surroundings. Updated courses' curricula will assure continuous cooperating with experts by experience in future and their structural position in higher education

Expected number and profile of participants.

In the courses, a minimum number of students per course is guaranteed

HOGENT: Course: Community-based work: an international perspective: +/- 300 students, experts by experience: 2, staff members involved: 2; Course: Project work, poverty and social exclusion: +/- 400 students, experts by experience: 6 staff members involved: 2

UGent: Course: Clinical Orthopedagogics: +/- 130 students, experts by experience: 2, staff members involved: 2; Course: Disability studies: +/- 150 students, experts by experience: 3, staff members involved: 2

NTNU: Course: Relational Welfare and Well-being: +/- 50 students, experts by experience: 4, staff members involved: 1, Course: Strength-based learning environments: +/- 50 students, experts by experience: 4, staff members involved

UO: Course: Critical social work: +/- 70 students, experts by experience: 5, staff members involved: 2; Course: Social phenomena and behavior risky for society: +/- 100 students, experts by experience: 5, staff members involved: 2

UNIMIB: Course: Pedagogy and social inclusion: +/- 150 students, experts by experience: 2, staff members involved: 4

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant

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Activity	Country	Start date	End date	Organisation	Amount	Results
evaluation of the course 'Community-based work an international perspective						members, 300 students involved - Updated curriculum Poster
Preparation, implementation and evaluation of the course 'Project work, poverty and social inequality	Belgium	30/09/2022	31/12/2023	HOGESCHOOL GENT (E10206530 - BE)	22 440.00	6 experts by experience, 2 staff members, 400 students involved - Updated curriculum Poster
Preparation implementation and evaluation of the course 'Clinical orthopedagogics	Belgium	30/09/2022	31/12/2023	UNIVERSITEIT GENT (E10209444 - BE)	11 880.00	2 experts by experience, 2 staff members, 130 students involved: updated curriculum poster
Preparation, implementation and evaluation of 'Pedagogy and social inclusion	Italy	30/09/2022	31/12/2023	UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT)	17 160.00	2 experts by experience, 4 staff members, 150 students involved - Updated curriculum Poster
Documenting various co-teaching practices	Belgium	01/07/2023	30/06/2024	UNIVERSITEIT GENT (E10209444 - BE) OSTRAVSKA UNIVERZITA (E10205440 - CZ) HOGESCHOOL GENT (E10206530 - BE) UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT) NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 NO)	12 752.00	An online handbook Part 1
Preparation, implementation and evaluation of the course 'Disability Studies	Belgium	30/09/2022	31/12/2023	UNIVERSITEIT GENT (E10209444 - BE)	13 464.00	3 experts by experience, 2 staff members, 150 students involved, updated curriculum, poster

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can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

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Work package n°3 - Student support

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

This work package focuses on the structural embedding of knowledge by experience in the formats of support for students in vulnerable situations and exploring conditions of access to higher education for people in vulnerable situations. Until now there are different bodies within the higher education settings that support students and future students. However, these support structures are almost solely based on professional and academic knowledge. They do not consider the lived experiences of students and knowledge by experience of experts by experience. They often focus on physical disabilities only.

We set up differentiation in ways of supporting students through 1) working with supportive structures and 2) experiment with various formats of support including peer to peer support.

This will directly lead to specific objectives of this work package:

Priority: social inclusion
- A more open culture within higher education for the lived experiences of students in socially vulnerable situations.
- Support of students in talking about own lived experience and knowledge by experience in higher education.
- Increased accessibility to higher education for (future) students in vulnerable situations.
- Piloting of formats of student support with explicit room for lived experiences and knowledge by experience.

Priority: Supporting teaching and/or supporting staff
- Teaching and/or supporting staff are challenged to work together in supporting students and embedding lived experiences and knowledge by experience in such support.
- The active support of the cross-fertilization of professional, academic knowledge and knowledge by experience.

What will be the main results of this work package?

This work package will result in:

- Five peer to peer support programs for students in vulnerable situations
- Five posters that visualize the process and results of the developed student support practices.
- Five group discussions on conditions of access to higher education for future students in vulnerable situations.
- An online handbook (Part 2) where various formats of support for current students in vulnerable situations in different countries and synthesis of key elements and challenges will be described
- An online handbook (Part 3) where conditions of access to higher education in Social Studies for (future) students in vulnerable situations in different countries will be described, and further actions suggested.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

The progress, quality and management of the work package activities will be closely monitored throughout the project during:
Preparation meetings focused on creating a group dynamic and determining the central challenges we want to work with. The first phase is to determine which problems we want to address.
Implementation meeting focused on possible ways we can address the central challenges in relation to piloting formats of student support. This second phase focusses on thinking about 'solutions' and trying them out in real life.
Evaluation meetings focused on evaluating the preparation and implementation of the proposed solutions and the impact on all the involved stakeholders.

At the end of the project an online survey will be undertaken to employ quantitative indicators to measure achievement of project objectives. Specific indicators for this work package will be included: e.g. Number of students and teaching and supportive staff involved in pilot programs; Number of developed forms of student support, where knowledge by experience is embedded, number of group discussions on the topic of conditions of access for future students.
Qualitative indicators will be utilized within photovoice method used for qualitative part of the project evaluation and will include subjective important moments of implementing and results of this work package expressed through photography by project team (including experts by experience)

Please describe the tasks and responsibilities of each partner organisation in the work package.

All partners are responsible for co-creating one form of student support, with a specific place for lived experiences and/or knowledge by experience and to document this process.
Furthermore, a poster will be developed for each specific form of support.
The different forms of support and the processes of organizing them, will be part of the online handbook. All partners document conditions of access to higher education for future students in vulnerable situations.

Please explain how the grant amount attributed to this work package constitutes a cost-effective use of the budget

The budget calculation is described in Annex 3. Each activity has a detailed calculation. The distribution of the budget among the partners corresponds to their involvement and responsibility

Setting of personal unit costs per day is based on the applicable rates used in previous Erasmus+ KA2 projects for particular country and position type. We increased these rates by a certain percentage (inflation reasons):
- project coordinator = 208 EUR per day (CZ);
- project administrator = 208 EUR per day (NO), 160 EUR per day (Be. IT), 90 EUR per day (CZ)
- teacher/trainer/researcher/expert = 296 EUR per day (NO), 264 EUR per day (BE, IT), 176 EUR per day (CZ)

All participating organisations involved will provide co-financing in the form of own resources by paying a share of the personnel costs.
Translations and consecutive interpreting will be co-financed by participating organisations.

The number of participants of international workshops was discussed among all project partners and considered as reasonable in order to ensure a sufficient quality of the project outputs.

The external companies providing proofreading services will be carefully selected in order to ensure the cost effectiveness

Activities - (3 - Student support)

In the following sections, you are asked to provide details about each activity of the work package.

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below.

Activity title	Venue	Estimated start date	Estimated end date:	Leading Organisation	Participating Organisations	Amount allocated to activity (whole number) (EUR)	Expected results
Preparation implementation and evaluation of co creating one format of student support	Belgium	01/02/2023	01/06/2024	HOGESCHOOL GENT (E10206530 - BE)		12 672.00	A co-created support for students in vulnerable situations, including knowledge by experience
Preparation, implementation and evaluation of co creating one format of student support	Czech Republic	01/02/2023	01/06/2024	OSTRAVSKA UNIVERZITA (E10205440 - CZ)		8 448.00	Preparation, implementation and evaluation of one format of student support University of Ostrava 1/2/2023 30/6/2024 University of Ostrava UO Self-reflective tool + solidarity group for students
Preparation implementation and evaluation of co creating one format of student support	Italy	01/02/2023	01/06/2024	UNIVERSITA DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT)		12 672.00	Peer to peer support program
Preparation, implementation and evaluation of co creating one format of student support	Belgium	01/02/2023	01/06/2024	UNIVERSITEIT GENT (E10209444 - BE)		12 672.00	Peer to peer support program for professional development in a coaching context
Preparation, implementation and evaluation of co	Norway	01/02/2023	01/06/2024	NORGES TEKNISK NATURVITENSKAPELIGE UNIVERSITET NTNU	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	14 208.00	Peer to peer support program for professional development in co-creation

creating one format of student support		(E10209399 - NO)					contexts
Documenting various forms of student support	Belgium	30/06/2024	31/12/2024	HOGESCHOOL GENT (E10206530 - BE)	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO) OSTRAVSKA UNIVERZITA (E10205440 - CZ) UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT) UNIVERSITEIT GENT (E10209444 - BE) KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	12,224.00	An online handbook Part 2
Documenting conditions of access to higher education for future students in vulnerable situations	Italy	01/07/2023	30/06/2024	UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT)	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO) OSTRAVSKA UNIVERZITA (E10205440 CZ) HOGESCHOOL GENT (E10206530 - BE) UNIVERSITEIT GENT (E10209444 - BE) KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	12,224.00	5 group discussions, An online handbook Part 3

Description of the activities

Describe the content of the proposed activities.

HOGENT will set up a co-creative trajectory with supportive staff, teaching staff, experts by experience, students who receive(d) support from STUVO (student services) and management to create a format to embed lived experiences and/or knowledge by experience in the support of students in vulnerable situations.

NTNU will build on existing structures as well. In the course 'Relation Welfare and Well-being' a practicum will be explicitly focus on supporting students in socially vulnerable situations. This relates to the need of students to develop relational skills in working with lived experience or experiential knowledge.

OSU will develop a self-reflective tool, together with students from two co-taught courses Critical social work and Social phenomena and Behaviour risky for the society This "self-reflective tool will deepen students' awareness of self and various aspects of their identities, will help them connect with their privileges and disadvantages. In this way, students in vulnerable situations will be detected and their disadvantages will sensitively be included in teachings." Based on the self-reflective tool a solidarity group of students facilitated by experts by experience will be organized

The University of Milano-Bicocca will work with students representatives and train them to be able to act as peer to peer support for other students, e.g. by creating meetings for students about themes and problems that actually have not a place in the University didactic plan. UNIMIB will organize focus groups together with the student representatives (the construction of instruments is part of the process)

UGent will set up an intervision trajectory, as part of the course Orthopedagogical Practice and Internship. They will focus on the students with lived

experiences in this group and collaborate with the user organization ONT. This focus will be peer to peer based.

Explain how this activity is going to help reach the WP objectives.

Until now, many of our students support services have been built on professional and academic knowledge. If we fully want to work from the idea 'nothing about us, without us as a way to fully cooperate with service users, it's crucial to work with the lived experiences and experiential knowledge of students. The innovative element of this approach is that we structurally embed lived experience and/or experiential knowledge in the realization of student support. An important aspect in our approach is that we work from the concept of co-creation It means that we work towards shared ownership of the process and the results in realizing student support. This shared ownership will be important if we want to structurally embed knowledge by experience in higher education. The developed transnational framework (WP4) will support the transferability of our outcomes to other higher education settings.

We expect to have impact on different levels:

Expected impact:
Students
- Experiencing a more open culture for talking about 'socially vulnerable situations'
- Being part of a co-creative process can be very empowering
- Over time the goal is to create more accessible and useful student support and more accessible higher education

Supporting staff and teaching staff
- More insight in the lived experiences and experiential knowledge of students who live/have lived in socially vulnerable situations.
- Developing knowledge and skills in how to work as supporting staff with (own) lived experiences or experiential knowledge in socially vulnerable situations.
- Gaining more clarity on their roles as teaching and supporting staff in the support of students.

Experts by experience
- Validation and acknowledgement of the importance of knowledge by experience.
- Developing knowledge and skills in how to work as supporting staff with (own) lived experiences or knowledge by experience in socially vulnerable situations

Describe the expected results of the activities.

By developing and implementing different formats of student support together with teaching and supportive staff, experts by experience and students, we will give a central position to the lived experiences of social in- and exclusion of students. This shared learning process will lead to 5 innovative forms of student support and posters that visualize this process and the result. Many of our students have experience with socially vulnerable situations, which can lead to challenges in their educational pathways. The outcomes of this work package will result in concrete guidelines on how to make higher education more inclusive, inter alia by offering qualitative student support. It's crucial that students have places where they can meet others to share and discuss their experiences as students. Peer to peer support is an important source in the sharing of lived experiences and the development of knowledge by experience. It will also widen competencies and skills of supportive and teaching staff, since they will have a shared responsibility to improve wellbeing of students, rather than working separately.

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Documenting various forms of student support will result in an online handbook (Part 2), where knowledge by experience and lived experiences of students will have a central place. In part 3 of the online handbook we will reflect on barriers, challenges and resources influencing access to higher education, together with concrete actions to engage in inclusive higher education for all students.

Expected number and profile of participants.

HOGENT

A co-creative trajectory will be set up with supportive staff (min. 2), teaching staff (min. 2), experts by experience (min. 2), students who receive(d) support from STUVO (min. 2) and management (min. 1) to create formats to embed lived experiences and/or knowledge by experience in the support of students. The developed format of support will expect to reach 10 students in vulnerable situations

UO - Development of self-reflective tool
Number of students involved: 170
The tool will be developed together with experts by experience (10) and teachers of the Critical social work course and Social phenomena and Behaviour risky for society course (4 teaching staff).
Based on the self reflective tool a solidarity group will be piloted, involving students in vulnerable situations and facilitated by experts by experience. The students will be invited based on their self-evaluation using self-reflective tool and involvement in mentioned courses (1 group, max.10 students, 2experts by experience).

UNIMIB
Number of students involved, Student representatives. 5. Students invited to take part to the informal meetings: 30-40
Number of staff members involved: 4-5

UGent
Course Orthopedagogical Practice and Internship. 130 students in total. for this goal we will focus on the students with lived experiences in this group (approximately 10)
These 10 students will be the participants of an intervision trajectory, coached by the client based organization ONT

NTNU
Number of students. 50
Number of experts by experience involved: 1-2, recruited through the client-based organization
Number of staff members involved: 1-2

Number of focus groups: 5, participants. 5-10 students, 2 supporting staff members, in each higher education institution (in total 25-50 students involved, 10 staff members)

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant can only cover a part of the project costs, while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods, services and work.

Work package n°4 - Dissemination

What are the specific objectives of this work package and how do they contribute to the general objectives of the project?

In this work package we want to emphasize an international aspect of the project and organize dissemination activities on national and on international level. We will therefore:
- establish an international network of experts by experience in higher education, where they can share experiences and learn from each other. This network will also be relevant to strengthen the importance of the topic on different layers (e.g. higher education organisations, policy) and illustrate the international relevance of it.
- develop local and transnational action-based methodological framework to structurally embed knowledge by experience in higher education,
  promote the importance of the project and its results on national and international level, including establishment of an International Advisory Board which will give feedback and comments on implementation of the project and help in the dissemination phase of the project.
The international network of experts by experience will support co-teaching activities of experts by experience. Developing local and transnational methodological framework will support embedding knowledge by experience structurally in higher education. Promotion of the project and its results will strengthen importance of knowledge by experience and raise awareness around it, so it will eventually contribute to promotion of equality, non-discrimination and inclusion in higher education and in the society

What will be the main results of this work package?

This workpackage will result in:
- organizing of 4 multiplier events,
- creating and managing the project website,
- organizing of two-day international workshop for experts by experience on co-teaching.
- organizing of two-day final international workshop to prepare multiplier events, plan other dissemination activities and to finalize evaluation of the project,
  writing an online handbook (Part 4) where action-oased methodological framework for structural embedding of knowledge by experience is presented locally and transnationally,
- developing 5 webinars describing embedment of knowledge by experience to higher education "step by step",
- establishment and running of an International Advisory Board.

What qualitative and quantitative indicators will you use to measure the level of the achievement of the work package objectives and the quality of the results?

To measure an establishment of an international network of experts by experience in higher education, we will provide a written report from two-day international workshop for experts by experience and an attendance list.
To measure the process of structural embedding of knowledge by experience we will focus on the reflective process between experts by experience and selected committees (e.g. curriculum committee) as well as meetings with upper management inside the institutions. We will create five action-based methodological frameworks locally and one transnationally

To measure promotion of project results, we will provide written report from two-day final international workshop where dissemination activities will be planned, deliver link to the website created and to online webinars. We will provide attendance lists for multiplier events and provide minutes from meetings of an International Advisory Board which will meet in total three times online.

Furthermore, at the end of the project an online survey will be undertaken to employ quantitative indicators to measure achievement of project objectives and where specific indicators for this work package will be included: e.g. number of webinars developed, number of multiplier events and number of their participants: number of experts by experience attending two day international workshop

The qualitative aspects of reaching this work package objectives will be captured in the qualitative part of the evaluation which will take place throughout the project. We will utilize photovoice method. using photography as a way of communication and capturing important moments related to this work package

Please describe the tasks and responsibilities of each partner organisation in the work package

All participating organizations will attend a two-day international workshop for experts by experience on co-teaching and a two-day international workshop to work on transnational methodological framework to structurally embed knowledge by experience, prepare dissemination activities and to finalize evaluation of the project. All partners will contribute to action-based frameworks to structurally implement knowledge by experience in higher education locally and transnationally and to the development of webinars. All participating organizations will plan and organize multiplier events.

NTNU will create a standardised format for documenting action-based methodological framework and will be responsible for designing structure of webinars. NTNU will co-write a written report from two-day international workshop with KBT.

KBT user organizations will organize a two-day international workshop for experts by experience and make a written report from it, with support of NTNU.

UGent will organize a two-day final international workshop to develop transnational framework to embed knowledge by experience, prepare multiplier events, plan other dissemination activities and to finalize evaluation of the project

HOGENT will create a website of the project.

UO will organize and facilitate an International Advisory Board

Please explain how the grant amount attributed to this work package constitutes a cost-effective use of the budget

The budget calculation is described in Annex 3. Each activity has a detailed calculation. The distribution of the budget among the partners corresponds to their involvement and responsibility

Setting of personal unit costs per day is based on the applicable rates used in previous Erasmus+ KA2 projects for particular country and position type. We increased these rates by a certain percentage (inflation reasons):
  project coordinator = 208 EUR per day (CZ);
- project administrator = 208 EUR per day (NO), 160 EUR per day (Be, IT), 90 EUR per day (CZ)
- teacher/trainer/researcher/expert = 296 EUR per day (NO), 264 EUR per day (BE, IT), 176 EUR per day (CZ)

All participating organisations involved will provide co-financing in the form of own resources by paying a share of the personnel costs.
Translations and consecutive interpreting will be co-financed by participating organisations.

We count on 600 EUR per person as a cost for travelling and accommodation per 1 international meeting (half yearly meetings and international workshops).

The number of participants of international workshops was discussed among all project partners and considered as reasonable in order to ensure a sufficient quality of the project outputs.

The external companies providing proofreading services, creation of project websites, shooting and editing webinars and graphic design services will be carefully selected in order to ensure the cost effectiveness.

Activities - (4 - Dissemination)

In the following sections, you are asked to provide details about each activity of the work package

You are asked to provide information about each planned activity as a whole (e.g. its venue, duration, etc.), to define the activity's lead organisation, and optionally to list the other participating organisations. The lead organisation is typically the one organising the activity. The other participating organisations are all other project partners who will also take part in the particular activity. The estimated activity start and end dates can be changed during implementation.

Please specify each of the planned project activities in the table below

Activity title	Venue	Estimated start date	Estimated end date:	Leading Organisation	Participating Organisations	Amount allocated to activity (whole number) (EUR)	Expected results
Preparation and organization of two-day international workshop on co-teaching	Norway	01/05/2023	31/10/2023	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	OSTRAVSKA UNIVERZITA (E10205440 - CZ) HOGESCHOOL GENT (E10206530 - BE) UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT) UNIVERSITEIT GENT (E10209444 - BE) NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO)	30 160.00	Creation of international network of experts by experience in higher education
Preparation and organization of two-day final international workshop	Belgium	01/03/2025	31/05/2025	UNIVERSITEIT GENT (E10209444 - BE)	OSTRAVSKA UNIVERZITA (E10205440 - CZ) HOGESCHOOL GENT (E10206530 - BE) UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT) KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO) NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO)	17 840.00	Programme of multiplier events. Plan for dissemination activities and international webinar on structural embedment of knowledge by experience; 1 transnational methodological framework to structurally embed knowledge by experience
Documenting structural embedment of knowledge by experience and developing an action-based methodological framework	Norway	01/09/2024	31/08/2025	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO)	OSTRAVSKA UNIVERZITA (E10205440 - CZ) HOGESCHOOL GENT (E10206530 - BE) UNIVERSITA' DEGLI STUDI DI MILANO-BICOCCA (E10209246 - IT) UNIVERSITEIT GENT (E10209444 - BE) KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	24 396.00	An online handbook (part 4). 5 webinars (1 international, 4 national)
Creating and running of international	Czech Republic	01/09/2022	31/08/2025	OSTRAVSKA UNIVERZITA (E10205440 - CZ)	HOGESCHOOL GENT (E10206530 - BE) UNIVERSITA' DEGLI STUDI DI MILANO-	2 008.00	International Advisory Board

Description of the activities

Describe the content of the proposed activities.

A two-day international workshop for experts by experience will be held to exchange experiences, ideas and inspire each other. This workshop will be organized by user organization KBT. They will prepare educative blocks for experts by experience.

Two-day final international workshop will be held to develop transnational methodological framework to structurally embed knowledge by experience, international webinar on structural embedment of knowledge by experience, prepare multiplier events and other dissemination activities and to finalize evaluation of the project.

An action-based methodological framework will be developed following meetings of experts by experience, supporting staff and selected faculty committees and upper management. It will entail reflections of those processes and will build an action plan to structurally embed knowledge by experience locally and transnationally on its basis. Each country will also develop a webinar on structural knowledge by experience embedment. One international webinar well be developed during two-day final international workshop, based on work on transnational methodological framework.

International Advisory Board will be set up with one representative from each associated partner. It will have eight members in total. One representative from each participating organization will be also present. The Board will meet three times during the project in an online form and will help to organize multiplier events

The project website will be developed at the outset of the project and will set the standard of reference for all other communication strategies. It will be the main platform for disseminating project outcomes and ideas.

Multiplier events in the form of national seminars will be held in each of the participating countries to share and disseminate the project results to relevant stakeholders. The results of qualitative evaluation (photovoice method) will be presented there in the form of photo exhibitions

Explain how this activity is going to help reach the WP objectives.

A two-day international workshop for experts by experience will lead to building relationships on personal basis among experts by experience, learning from each other and in this way creating conditions for creation of first international network of experts by experience involved in higher education setting

Developing an action-based methodological framework will bring in knowledge by experience al different structural entities that determine the content and/or structure of curricula and influence decision-making process at involved universities. By holding meetings of experts by experience supporting and teaching staff with upper management and discussing content of higher education in social studies in an equal dialogue, as partners and actors of change, it will open door for sustainable changes on structural level

A two-day final international workshop is an important event where the transnational methodological framework to structurally embed knowledge by experience will be further developed, including development of an international webinar. Dissemination activities will be planned and discussed there, as a result of that will prepare programme of multiplier events and photo exhibitions. Realization of multiplier events and involvement of an International Advisory Board as well as setting up and running the project website will make promotion of the project and its results possible

Describe the expected results of the activities.

Organizing a two-day international workshop for and by experts by experience will lead to exchanges of their experiences with teaching and cooperation with universities, and ultimately will lead to the first international network of experts by experience in higher education. This will also support structural embedding of knowledge by experience in higher education

Developing an action-based structural framework based on reflections from meetings of various stakeholders (experts by experience, supporting and teaching staff, upper management) will result in an online handbook (Part 4). This part of handbook will describe local environments of each higher education partner and will suggest further steps to structurally embed knowledge by experience in higher education on the long-term. Based on an online handbook (Part 4) we will also develop 5 webinars on structurally embedding knowledge by experience "step by step".

Organizing of a two-day final international workshop will lead to preparation and realization of 4 multiplier events where dissemination of the project will be upheld. Dissemination of the project will also be supported by establishing and running an International Advisory Board and setting up and managing an English project website

Expected number and profile of participants.

At two-day international workshop for experts by experience on co-teaching 20 experts by experience will be present, and 10 supporting staff.

At two-day final international workshop 10 experts by experience will be present, and 10 supporting staff.

Each multiplier event will be attended by 60 stakeholders, so we expect in total 240 participants.

International Advisory Board will be attended by a representative from each associated partners, so it will consist of 8 members and representatives of participating organizations (6 in total)

Please keep in mind that the Erasmus+ Programme is offering co-financing for your project. This means that the EU grant

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Advisory Board — BICOCCA (E10209246 - IT) NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO) UNIVERSITEIT GENT (E10209444 - BE) KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 NO)

Activity	Country	Start	End	Organization	Organization 2	Amount	Deliverable
Creating and managing project website	Belgium	01/03/2025	30/06/2025	HOGESCHOOL GENT (E10206530 - BE)		5 388.00	Project website
Preparing and organizing of multiplier events	Belgium	01/03/2025	30/06/2025	HOGESCHOOL GENT (E10206530 - BE)	UNIVERSITEIT GENT (E10209444 - BE)	2 112.00	1 multiplier events including photovoice exhibition
Preparing and organizing of multiplier events	Italy	01/03/2025	30/06/2025	UNIVERSITA' DEGLI STUDI DI MILANO BICOCCA (E10209246 - IT)		2 112.00	1 multiplier events including photovoice exhibition
Preparing and organizing of multiplier events	Norway	01/03/2025	30/06/2025	NORGES TEKNISK NATURVITENSKAPELIGE UNIVERSITET NTNU (E10209399 - NO)	KOMPETANSESENTER FOR BRUKERERFARING OG TJENESTEUTVIKLING KBT (E10251572 - NO)	2 368.00	1 multiplier events including photovoice exhibition
Preparing and organizing of multiplier events	Czech Republic	01/03/2025	30/06/2025	OSTRAVSKA UNIVERZITA (E10205440 CZ)		1 408.00	1 multiplier events including photovoice exhibition
Completion of parts on online handbook	Czech Republic	01/01/2025	31/08/2025	OSTRAVSKA UNIVERZITA (E10205440 CZ)		952,00	completed online handbook

can only cover a part of the project costs. while the rest must be covered by the participating organisations either in form of additional funding, or in form of invested goods. services and work

Budget Summary

This section provides a summary of the estimated project budget. The table is automatically completed taking into account the described work packages and their estimated cost.

Budget Items	Allocated amount (EUR)
Work package n°1 'Project Management'	77 600.00
Work package n°2 - Co-teaching activities	148 536,00
Work package n°3 - Student support	85 120.00
Work package n°4 - Dissemination	88 744.00
Total	**400 000,00**

Distribution of the grant amount among participating organisations

WP	Coordinator (EUR)	Partner 1 (EUR)	Partner 2 (EUR)	Partner 3 (EUR)	Partner 4 (EUR)	Partner 5 (EUR)	Total (EUR)
Work package n°1 'Project Management'	20 100.00	12 900,00	11 200,00	11 200,00	11 100,00	11 100,00	77 600.00
Work package n°2 - Co-teaching activities	27 808,00	36 432.00	19 272,00	28 912.00	24 864,00	11 248,00	148 536,00
Work package n°3 - Student support	11 264,00	17 824.00	17 824,00	16 896.00	7 696.00	13 616.00	85 120.00
Work package n°4 - Dissemination	15 316.00	19 456.00	17 524,00	13 896,00	9 784,00	12 768,00	68 744,00
Total	**74 488,00**	**86 612,00**	**65 820,00**	**70 904,00**	**53 444,00**	**48 732,00**	**400 000,00**
Project lump sum (EUR)							**400 000,00**

Erasmus+

Call 2021 Round 1 KA2
KA220-HED - Cooperation partnerships in higher education
Form ID KA220-HED-321A5AC Deadline (Brussels Time) 23 Mar 2022 12:00:00

Impact

How are you going to assess if the project objectives have been achieved?

To assess achievement of project objectives, we will utilize a participatory user-involved evaluation of the project, using mixed methods approach. We will combine qualitative and quantitative measures. Through assessing achievements of results that we specified in work packages we will infer achievements of project objectives.

As the most productive form of evaluation, we consider the evaluation which requires all project partners to be involved, including experts by experience. That is why we choose "user-involved" evaluation design. Evaluation is not a process to be left to the final stage of the project. We will start the process with the first kick-off meeting, where a detailed evaluation methodology will be developed and debated and finish the whole process at the final two-day international workshop. We will use a method of photovoice to capture qualitative aspects of the implementation process of the project and its impact

To capture quantitative measures specified in work packages, the project will use online, simple and quick evaluation forms (accessible at Surveymonkey.com, Qualtrics, or Google form). The concrete quantitative measures will be: 1. Monitoring the number of organizations, professionals, experts by experience and students involved in each country during the project activities described in work packages. 2 Monitoring the number of professionals, experts by experience, students and organizations reached during multiplier events. 3 feedback from the courses and monitoring the number of the courses and support formats.

All qualitative data will be analyzed by all partners and synthesized by HOGENT, quantitative measures will be analyzed by NTNU and the results of the evaluation will be integrated in interim and final project reports by UO.

Explain how you will ensure the sustainability of the project: How will the participation in this project contribute to the development of the involved organisations in the long-term? Do you plan to continue using the project results or implement some of the activities after the project's end?

We see contribution to the development of involved organizations in the long-term in enhancing skills of teachers, students and experts by experience directly involved in the project. Those new competencies will be transferred to others in their workplaces and will thus remain active in these settings and available for use by other staff, students, etc The project will invest in the training of teachers and supportive staff working with students in vulnerable situations and will explore conditions of their access to higher education We therefore predict that it will continue to have an impact over the long term, after financial support has terminated

Creation of an international network of experts by experience working in higher education settings will also have a long-term effect, as those contacts will remain active, and can expand in future, as we plan to support such international network also after the project is finished, as part of our further cooperation with experts by experience.

The sustainability of changes achieved during the project should be secured by developing an action-based methodological framework to structurally embed knowledge by experience So, the ultimate effect of the project will be to empower all involved stakeholders in routinely designing and deploying educational action to work with knowledge by experience and lived experiences of students and leading them to internalize this approach in their educational work.

At the kickoff meeting, we will also agree on the communication and dissemination plan The plan will be started with a stakeholder analysis. It will include communication channels and tailored communication to address different stakeholders. The plan will include a general project announcement in the first months, constant updating information regarding project progress, disseminating activities and availability of project results. Implementation of this dissemination plan will mean communicating the results of work packages to a wider audience, than those directly involved in the project

Throughout the project we will communicate with an International Advisory Board of the project.

Furthermore, HOGENT will create the website of the project (with contact details of project team members) and will connect it to the website of their research centre. This website will be further supported by the communication service of HOGENT for technical issues. The project website will be linked to project partners' website. In this way, the projects' results will remain available.

The choice to work with online materials (e g developing webinars and an online handbook) also makes the results easily accessible for others and will ensure that the key results remain available beyond the lifespan of the project.

Please describe the potential wider impact of your project: Will the impact be equally spread among the involved organisations? What is the potential impact of the project on each participating organisation as a whole? Are there other groups or organisations at local, regional, national or European level that will benefit from your project? Please explain how

SEKEHE will create innovative practices (content wise and methodologically) to embed knowledge by experience in higher education. These practices will be equally used by academic partners in educational settings but will be also used by user-led partner organizations as their activities are directly connected to activities of academic partners. Equally spread impact will be secured by division of tasks and activities among all partners and consequently by achieving the results that will enrich all involved

The potential impact on the participating organizations as a whole lies in raising awareness of knowledge by experience among students, teaching and supportive staff and management, based on needs and expectations from the social care field. New competences, for students, teaching and supportive staff and experts by experience will be acquired. This will improve the quality of the future employed workforce.

At regional and national level, SEKEHE project will contribute to improvement of the curricula and qualification of the academic profession. As part of dissemination, we will share best practices with other universities, research organizations and client-based organizations. This will be achieved through conferences, shared events, using our social networks and involvement of an International Advisory Board. An online handbook and webinars will be kept online for anyone interested. In this way, we will spread innovative practices of how to employ knowledge by experience, raise awareness around situations of students in vulnerable situations and conditions of their access to higher education in Social Studies. By that we might create an impulse for further cooperation among other interested universities, user-based organizations and potentially regional and national institutions to create networks of support for those in vulnerable situations aiming for higher education

At European level different partners have connections with different European networks, e.g. European Association of Schools of Social Workers, the International Social Work and Society Association, Horatio network, Mental Health Europe. We will cooperate closely with an International Advisory Board of the project

The project activities and outcomes will be disseminated among large number of social authorities in Europe and by doing so, awareness of relevance of a need for structurally embedding knowledge by experience will grow in the whole European territory.

The project will be aligned with the implementation of the European Pillar of Social Rights and with the overall goal of the Sustainable Development Goals: leaving no one behind and SDG 10 (reduced inequalities) and 16 (peace, justice and strong institutions, including education).

Please describe your plans for sharing and promoting the project results: How do you intend to make the results of your project known within your partnership, in your local communities and in the wider public? Who are the main target groups you intend to share your results with?

The project team will plan its communication and dissemination plan very carefully, to ensure the widest possible communication of project results, particularly focusing on:

Disseminating information about the project: a website will be developed at the outset of the project and will set the standard of reference for all other communication strategies. It will be the main platform for disseminating project outcomes and ideas.

- Disseminating results in an online form (webinars and an online handbook Part 1-4).

Sharing responsibility among partners: the entire consortium will be collectively responsible for the dissemination component of the project. Each partner will carry out specific actions to disseminate the project results, especially at the local and national levels. We will develop a communication and dissemination plan at the kick-off meeting of the project. The dissemination actions will vary by level of impact. Within our partnership, we will participate in activity meetings and evaluation meetings and take part in international workshops. Email correspondence and groups calls will be shared with all involved partners All team members will be sharing the results of the project in their own organization In our local communities, we will organize multiplier events in each country The project findings will also be disseminated at the national level by submitting them to e.g conferences, round table discussions etc. The partners will directly communicate the project results to national decision makers and stakeholders. Wider public will be informed by photo exhibitions made as part of qualitative part of the project evaluation, using photovoice method To spread the results broadly and on European level, we will cooperate closely with an International Advisory Board.

We will capture following target groups: Inside the partnership, we will target students, teaching and supporting staff in higher education of Social Studies, experts by experience, middle/upper management of our universities and members of client-based organizations. Outside the partnership, our main target groups are wider public and other actors linked to provision of student support and education/training in the social domain, umbrella organizations and public authorities designing policies and quality criteria for education, universities, university colleges with curricula for teachers, social workers, social care workers, occupational therapists, psychologists

Successful communication of the project results to these groups should contribute to the future adoption of the sharing of good practices and the methodological framework

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Project Summary

Please provide a short summary of your project. Please be aware that this section (or parts of it) may be used by the European Commission, Executive Agency or National Agencies in their publications. It will also feed the Erasmus+ Project Results Platform.

Be concise and clear and mention at least the following elements: context/background of project; objectives of your project; number and profile of participants; description of activities; methodology to be used in carrying out the project; a short description of the results and impact envisaged and finally the potential longer-term benefits. The summary will be publicly available in case your project is awarded

In view of further publication on the Erasmus+ Project Results Platform, please also be aware that a comprehensive public summary of project results will be requested at report stage(s). Final payment provisions in the contract will be linked to the availability of such summary.

Objectives: What do you want to achieve by implementing the project?

SEKEHE project wants to structurally embed knowledge by experience in higher education in Social Studies. Specifically: 1) develop and support co-teaching activities of experts by experience and structurally embed their knowledge in curricula; 2) create formats of support for students in vulnerable situations and explore conditions of access to higher education for them; 3) develop local and transnational methodological framework to structurally embed knowledge by experience in higher education

Implementation: What activities are you going to Implement?

We will prepare and implement co-taught courses by experts by experience, change current curricula of the courses, deliver support programs for students in vulnerable situations and explore conditions of access to higher education for them. We will document those practices in an online handbook, develop five webinars. We will organize two 2-day international workshops and organize four multiplier events nationally

Results: What project results and other outcomes do you expect your project to have?

SEKEHE project will result in: 1) an online handbook (Part 1-4) where we describe various practices of co-teaching, formats of support for students in vulnerable situations, conditions of access to higher education for them, and a methodological framework to structurally embed knowledge by experience; 2) 9 updated courses' curricula and posters; 3) 5 webinars about implementation of knowledge by experience; 4) 5 peer to peer support programs and posters for students in vulnerable situations.

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Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.

Declaration on Honour

Please download the Declaration on Honour, print it, have it signed by the legal representative and attach.

File Name	File Size (kB)
DOH -declaration-on-honour_signed.pdf	3519
Total Size (kB)	3519

Mandates

Please download the mandates, have them signed by the legal representatives and attach them here. You can add a maximum of 90 documents.
Please ensure that mandates are valid before submitting them to the National Agency. Mandates shall be provided at the latest before the signature of the grant agreement.

File Name	File Size (kB)
MAN -Mandate_Hogent_signed.pdf	218
MAN -Mandate_NTNU_signed.pdf	964
MAN -Mandate_UNIMIB_signed.pdf	838
MAN -mandate_KBT_signed.pdf	193
MAN -mandate_UGent_Signed_OU.pdf	325
Total Size (kB)	2540

Other Documents

If needed, please attach any other relevant documents (a maximum of 9 documents). Please use clear file names.
If you have any additional questions, please contact your National Agency. You can find their contact details here: List of National Agencies.

File Name	File Size (kB)
OTH -Annex_III_Budget_calculation.pdf	809
OTH -Annex_II_Resources_used.pdf	546
OTH -Annex_I_CVs.pdf	8567
Total Size (kB)	9923
Total Size (kB)	15983

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Checklist

Before submitting your application form to the National Agency, please make sure that:

☑ It fulfills the eligibility criteria listed in the Programme Guide

☑ All relevant fields in the application form have been completed.

☑ You have chosen the correct National Agency of the country in which your organisation is established. Currently selected NA is: CZ01 - Dům zahraniční spolupráce (DZS) Centre for International Cooperation in Education

Protection of Personal Data

Please read our privacy statement to understand how we process and protect your personal data

Please also keep in mind the following:

Mandates of each partner to the applicant, signed by both parties, should be submitted latest before the signature of the grant agreement. If the application is approved for funding, signed mandates will be considered as a condition for signature of the grant agreement

The documents proving the legal status of the applicant must be uploaded in the Organisation Registration System, here: Organisation Registration System

Submission History

Version	Submission time (Brussels time)	Submitted by	Submission ID	Submission status
1	22/03/2022 10:29:25	Nyklová Romana	1342482	Submitted