

# Fourth Erasmus newsletter

## Summer 2024



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[Erasmus international partnership](#)

**Experiential Knowledge and Experiential Learning in Higher Education**

***A new dimension in personalized inclusive education***

**Welcome to our summer newsletter.**

In this edition we are placing a focus on the developments from our recent transnational conference and events at Lund University Sweden (May 2024)

**Peer support and Experiential Knowledge**

As well as preparing for our next and final conference and seminar event at Windesheim University Netherlands (October 9-11th), which we encourage you to attend and register for as soon as possible.

[Experiential knowledge and learning: a pathway to inclusive education Learning Event & Conference](#)

We invite you to participate in one, two or three exciting days of working with experiential knowledge.

When: 9, 10 and 11 October 2024

Where: Windesheim University of Applied Sciences, Zwolle, Netherlands

Content:

- Wednesday 9th October: Learning event: how to integrate experiential knowledge in the education of social work and nursing (presentations and workshop sessions; site visits) - in English
- Thursday 10th October: Learning from and working with experiences (presentations and workshop sessions) - in English

Registration is open now: <https://forms.office.com/e/rExzrSx5bq>

You can find up to date information about the events on the website:

[Conference on Experiential Knowledge in Zwolle, the Netherlands. | Powerus](#)

Please contact Rosalie Metze [r.n.metze@windesheim.nl](mailto:r.n.metze@windesheim.nl) and Iris van 't Wout [iris.vantwout@hu.nl](mailto:iris.vantwout@hu.nl) for questions.

Participation in the events of 9th and 10 October is free of charge.

Looking back at our last event will give a flavour of what to expect.

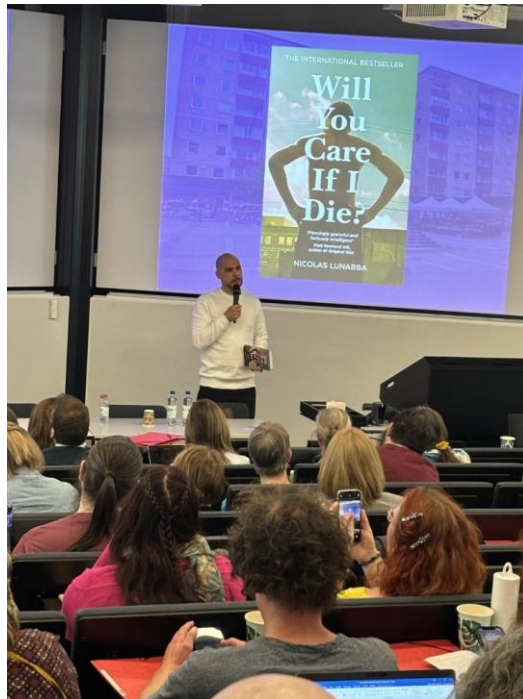
### Conference and seminars; Peer Support and Experiential Knowledge

The aim of the programme was to promote awareness, discussion, and connections between us through sharing experiential knowledge from people with lived experience of using services, practitioners, teachers, and students, towards the development and improvement of health- and social work practice, education, and research.

Keynote speakers included.

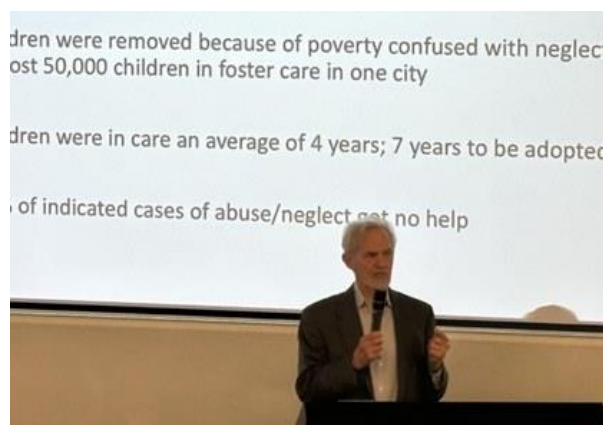
[Nicolas Lunabba](#): *Peer support and the importance of relationship with vulnerable youth.*

**Nicolas is the author of the bestselling book *Will you be sad if I die?* He is the founder of the organization Helamalmö who works for social justice and sustainability with a special focus on children and young people in Malmö, Sweden. Nicolas talked about his latest book and experiences of supporting homeless young people.**



Keynote [David Tobis](#): *From pariahs to partner.*

PhD sociologist and social justice activist working to transform child welfare systems globally. He is an international leader in the fight for child welfare systems to respect their rights and meet the needs of parents and their families. David spoke about the parent support network which he has been involved in globally and is working with Malin Wilderlov in Sweden to establish a new network (more about that a little later)



Leonie de Quelerij

**Leonie spoke of work at Windesheim University, led by Ali Weerman, psychologist and professor in mental health care and social work. Leonie described how experiential knowledge is integrated in the social work curriculum, which included a reflection on how her own experiential knowledge enhanced her journey in education, practice and as a teacher.**



Key outcomes from the conference led to the developments of two important networks.

### **1. The Parent Advocacy Network**

Building on the growing movement of the International Parent Advocacy network (IPAN), that David Tobis presented his work on - - as an experienced parent advocate herself, Malin Wilderlov is establishing a new Network in Sweden. This will build on the work Malin has been undertaking for over a decade, challenging unfair systems and practices, and supporting parents with ensuring their voices are heard. Malin has many connections in Scandinavian countries, and it will be good to see how this important network develops.



Malin launches new network inspired by those David has helped with establishing.

For further information about this new initiative please contact Malin.

Malin.widerlov [malin.widerlov@gmail.com](mailto:malin.widerlov@gmail.com)

For further information about IPAN please see; [Impact — David Tobis](#)

## **2. The International Peer Support Network**

**Maria Samuelsson facilitated a great workshop and opportunity for, people with lived experience of exclusion and recovery to connect. The aim was to exchange experiences of working at different universities and in other organisations, the outcome was the launch of a new** international peer support / experiential knowledge network. Very quickly a face book group was established where people can send ideas about topics to discuss, create a chat or just keep in contact about interesting issues about experiential knowledge and peer support.



Maria is keen to hear from anyone interested in joining the network,

Maria Samuelsson [mariaboelsamuelsson@gmail.com](mailto:mariaboelsamuelsson@gmail.com)

<https://www.facebook.com/groups/3841958516036533/>

Both the parents' advocacy network and international peer support network are located within PowerUs where updates and communications will be posted.

A gallery of more photographs, news and resources from the conference and workshops are also located on the Erasmus section.

[Conference and Seminar Peer Support and Experiential Knowledge | Powerus](#)

With special thanks for our great event to the conference organising team.

Cecilia Heule, Tabiltha Wrightson, Maria Samuelsson, Lilian Dish and Lisa Joas.



## Language Matters

One common theme to come up during the conference and seminars was around the language we use to describe people with experiential knowledge. Of course, the main message in our project is that we all have experiential knowledge that we bring to our roles as educators, peer support workers, parent advocates or by virtue of having used services or experienced hardship, discrimination, and oppression. However, when describing someone with experiential knowledge who has received services, it became very clear that this was more context specific. Here is a summary of terms which may help to work out when and where terminology best fits. It should be noted

### Summary of Terms

and

### Definitions

Experts by Experience (EbE)	<p>Anyone who has experience of services themselves or supporting someone who has - expertise from lived experience is valued as 'expert knowledge'.</p> <p>This term has been adopted in some countries within policy and is a requirement to use.</p>
Peer Support	<p>When people with similar long-term conditions, or health experiences, come together to support each other – either on a one-to-one or group basis. It is enabled through relationships that build mutual acceptance and understanding.</p>
Parent Advocacy	<p>Someone who can help parents to express their needs and wishes, and help with ensuring they have full information to make decisions about the options available to them.</p> <p>They can help to make sure correct procedures are followed and challenge decisions made by professionals. The advocate is there to represent parent's interests, which they can do by supporting parents to speak, or by speaking on their behalf. Anyone who wishes to speak up for themselves is known as self-advocacy.</p>
Service User	<p>This term is generally applied to anyone who has been or is in receipt of services. In</p>

	<p>the UK the perspective of the service user movement recognises that people are not passive recipients of services rather they are entitled to receive welfare services and should be central to discussions and decisions which affect them. It is not about seeing people as passive recipients of services. It means that people are in an unequal and oppressive relationship with the state and society.</p>
<p>Client or Client Group</p>	<p>Term used to define an individual or group of people with social care needs who fit within a broad single category. Such as, older people, people who are physically disabled, people with a learning disability, people with mental health problems, etc.</p>
<p>Carer/ Young carer</p>	<p>An adult or young person who provides unpaid support to a partner, parent, other family member, friend or neighbour who is ill, struggling or disabled and could not manage without this help. This is distinct from a care worker, who is paid to support people.</p>
<p>Disabled Person</p>	<p>The Social Model of Disability was developed by Disabled people and describes people as being disabled by barriers in society, not by their impairment or difference. If life was set up in a way that was accessible for Disabled people, then they would not be excluded or restricted. The term 'people with disabilities' is said to confuse impairment and disability and implies disability is something caused by the individual, rather than society. A Disability is caused by society's unwillingness to meet the needs of people with impairments. As a result, the term 'Disabled people' is used to describe people with impairments who are disabled by barriers constructed by society.</p>



Mental ill health	Mental ill health is defined as the state of our mental wellbeing which affects how we feel and think and which operate in a spectrum. The term 'Mental Health' relates more specifically to general wellbeing and is experienced by everyone, but is often confused with mental ill-health. The term, 'survivor' is sometimes used to define someone who has lived through either an experience within the mental health system, or an instance of trauma and/or mental ill-health. Sometimes a survivor is someone who uses their traumatic experience to empower others.
Co-production	An equitable partnership between people with lived experience and those in support, provider, educator roles, on a project or service. This should be from the very start, or 'from design to delivery', and involves sharing values, power and ownership.
Lived Experience	A personal experience of something — often traumatic, involving discrimination or oppression — involving receiving services and support. In terms of lived experience's practical application within the world of health, social work and social care , it is about personal insight that can be shared with others.

This is not an exhaustive list of terms and definitions. Some may be preferred by some people over others depending on the context people are in. Language matters because it is about recognising how people's experiential knowledge can inform education, practice, and service provision.

**Some further resources on language and terminology which may be useful.**

[Print \(thinklocalactpersonal.org.uk\)](https://thinklocalactpersonal.org.uk)

[What is a service user? - Shaping Our Lives](#)

[The language of the mental health lived experience landscape \(2024\) - NSUN website](#)

[Social Model of Disability: Language | Disability Rights UK](#)

*What do you think?*

We would love to hear your thoughts on why language matters and any particular terms and definitions you would like to include or comment on. Please help us to develop our glossary of terms and definitions by sending your thoughts to;

[helen.casey@open.ac.uk](mailto:helen.casey@open.ac.uk)

We will share feedback in our next newsletter.

We conclude this newsletter with some welcoming words from Bini Araia, one of the Keynote Speakers at the conference. Bini is project Director for Investing in People and Culture (IPC), a registered charity that promotes the social and economic inclusion of people who are seeking asylum, refugees, and other new and emerging minority communities in the Northeast of England.



*"I am very much looking forward to coming to Windesheim and exchanging knowledge with all the different projects which the Erasmus partnership is making connections with. This is a fantastic opportunity to learn from the International experiential knowledge partnership and share our practices to enrich education. See you there "*