

Erasmus+project:

Structural embedding knowledge by experience in higher education (SEKEHE)

Timing: September 2022 – September 2025

Starting point

Knowledge by experience is inevitable in social and medical professional field.

Expertise of people in vulnerable situations (those with fewer opportunities caused by disabilities, socio-economic difficulties and all sorts of discrimination) seen as **third form of knowledge**, besides academic and professional knowledge.

Mismatch between skills and knowledge of students within Social Studies in higher education and expectations and needs of the labour market.

Objectives

SEKEHE project wants to structurally embed knowledge by experience in higher education in Social Studies,

through:

- * Developing and supporting **co-teaching activities** of experts by experience and structurally embed their knowledge in curricula;

- * Creating formats of **support for students** in vulnerable situations and exploring conditions of access to higher education for them;
- * Developing a local and **transnational methodological framework** to structurally embed knowledge by experience in higher education.

Results

SEKEHE project will result in:

- An **online handbook** 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
- 9 updated **courses' curricula and posters**
- 5 **webinars** about implementation of knowledge by experience
- 5 **peer to peer support programs and posters** for students in vulnerable situations
- 5 **group discussions** on access to higher education
- Creation of a **project website**

who is involved?

Students, teachers, researchers with and without knowledge by experience and higher education institutions

Innovative and art-based methods to capture the complexity of lived experiences.

Co-creative processes to promote dialogue among students, teachers and experts by experience

Central elements

Democratic learning to promote equality and social inclusion in higher education

An **equal relationship** between experiential, professional and academic knowledge