



From 16 till 20 of April 2018, the Coehre Student Conference is organised next to the Annual Conference of the consortium at Artevelde University College Ghent, Belgium.

COHEHRE STUDENT CONFERENCE

Diversity and Social Exclusion (DiSI)

Course Manual

COHEHRE STUDENT CONFERENCE Ghent, BELGIUM
16-20 APRIL 2018
THEME Diversity and Social Inclusion

Dear Students,

On behalf of the team, we are glad welcoming you all in our Interdisciplinary **COEHRE STUDENT CONFERENCE Diversity and Social Exclusion (DiSI)**

This student conference is part of the Annual conference organised by COEHRE (Consortium on Higher Education within Health Care and Rehabilitation). The network connects universities in the field of health care, rehabilitation and social work, and promotes interprofessional cooperation.

We welcome 63 students and 8 international teachers during the programme.

The organisation of the course consists of two modules. The expected outcomes of preparatory assignments (module) based on distance learning result in a 5-day intensive program with activities taking place in a multi-professional and multicultural context.

The course in 2018 is hosted by Artevelde University College Ghent, Belgium.

Local coordinator: Christof Cleymans, Elise Geeraerts & Filip Dejonckheere

This programme offers a unique opportunity for you to meet with fellow students and teaching staff from different countries and professional backgrounds to listen, discuss and debate the issues around inclusion of the most vulnerable group of people in our societies.

We hope that participation in this course will turn out to be an exciting learning experience for you and will challenge your professional and personal development!

DiSI-team

Kristof Cleymans, Artevelde University College Ghent, local coordinator

Elise Geeraerts, Artevelde University College Ghent, local coordinator

Filip Dejonckheere, Artevelde University College Ghent, local coordinator

Margarida Sequeira, Sétubal Polytechnic (IPS), Sétubal, Portugal

António Manuel Martins de Freitas, Sétubal Polytechnic (IPS), Sétubal, Portugal

Nuria Gorchs, University of VIC, Catalonia-Spain

Ulla-Maija Sepannen, University of Applied Sciences, Oulu, Finland

Attila dobos, Semmelweis University Budapest, Hungary





Coehre Academy

The development of this international module is embedded in the activities of the **Coehre Academy**.

The aim of the Academy is enhancing international, interdisciplinary, interprofessional cooperation and capacity building within health education among the member-institutions.

The brand 'Coehre Academy' is a guarantee for monitoring the programme, quality assurance, external evaluation of the programme and dissemination of the results.

The Coehre Academy cooperates in developing and executing the programme: ensuring the expertise and the link with the interdisciplinary practice; reporting during the annual meeting; disseminating the results of the programme to other Coehre members; developing other initiatives as a spin-off of the intensive programme; organising annual project-meeting linked to the other courses; systematic quantitative and quantitative result analyses of the students' evaluations or conclusions of a focus group.



Rationale of and background on the project - Abstract

Diversity and Social Inclusion is a program of study aimed at enhancing **awareness** of different kinds of **social inequalities** rooted in many different ways of diversity in our contemporary societies. It supports to develop **core competences** in future educators, health care professionals, social workers with the help of an already piloted **interdisciplinary model (ICIC) based on blended learning approach**. This model could improve the sensibility to differences in cultural, socio-economic and health status, and the unequal distribution of social resources.

At millennial discourses minority-majority issues occupies central position, which are strongly linked to the differences in the meeting of social needs in the society. Cultural difference in itself doesn't mean unequal status, although through the power related nature of majority – minority opposition cultural difference might lead to peripheral status or even segregation. Socio-economic differences relate to different health status and opportunities in access to care. Vulnerable groups are often facing with the problem of “invisibility” drawing from the fact that they are not able to share the language of discourse dominated by the leading institutions. Finally, integration in itself seems not to be the golden route in every situation – discussions on it should be reflected more deeply.

Drawing from these, the targeted future professionals participate in bridging the social gaps during their everyday work, so the importance of **socio-cultural sensitivity, intercultural communication and cooperation skills** must be highly emphasized in their training.

The program consists of two parts: the first phase is based on 2 assignments in distance learning, based on a closed Facebook-group. In preparation of the field work in Ghent, students have to submit assignments in order to be familiar with the situation related to our topics in the host country. Furthermore they need to cooperate with other students from different countries via this platform in order to do their task.

The second phase is a **face-to-face intensive educational activity** composed of 5 days, taking place in a context of multicultural interest. During this part, students will visit organizations from their field and face with problems of the above mentioned origin in the real practice. Hence this process ensures more than observation; they will have the opportunity to get involved with concrete cases trying to contribute to an **interdisciplinary based problem solving**. During this process students are expected to learn how to **implement their theoretical knowledge** in a multicultural practice. Naturally, it represents severe advantages in their future practice.

During their training, they will use project work based methods and produce materials, such as presentations, visits, interviews.

Course Description

Description:

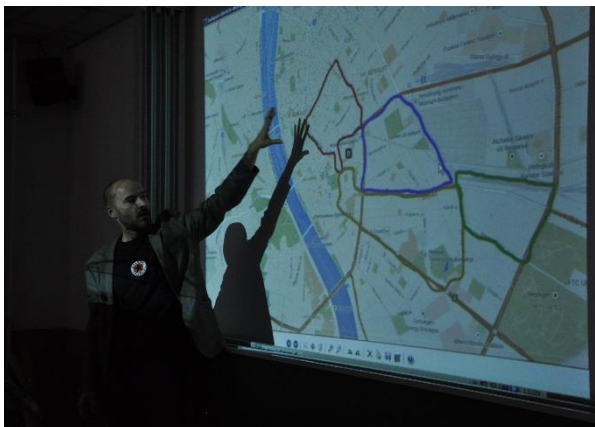
The student conference organised next to the Annual Conference of COEHRE focus on 'Diversity and Social Inclusion' as a central theme. The programme aims at enhancing awareness of different kinds of social inequalities in society and particular in the health care and social field. Students will work in multi-professional groups in a week programme to explore and analyse the topic. Subjects will be studied and adapted both from European perspective and related to the context of the hosting country and to focus on strategies to counter inequalities in society.



Goals & learning outcomes:

After completing the course:

- *The student defines the central concepts of social inclusion; diversity, equality, freedom and responsibility*
- *The student is able to give examples of different kinds of social inequalities in key areas of social life: home life, work/school/studying and when having free time.*
- *The student describes and is aware about the importance of cultural sensitivity, intercultural communication and cooperation skills as core competences for future professionals*
- *The student is able to apply the knowledge by doing case based interdisciplinary grounded problem solving*



Accreditation

The accreditation of the Course is based on the principles of the European Credit Transfer System (ECTS), which has become the standard in European student exchange. It allows the home institution to incorporate the credits and grades of the students in their curriculum.

The students participating in the IP will be awarded by each institution with 3 ECTS. The assessment is based on a 100 point scale, where 25 points could be awarded for the preliminary module and 75 points for the intensive face-to-face part.

At the end of the course the students get a proof of attendance and a transcript of record undersigned from the course co-ordinators.

The ECTS-grading scale

Examination and assessment results are usually expressed in grades. There are many different grading systems in Europe. To help institutions interpret the grades awarded to exchange students, the ECTS grading scale has been developed by a number of European universities participating in a pilot scheme and is now largely adopted in Europe.

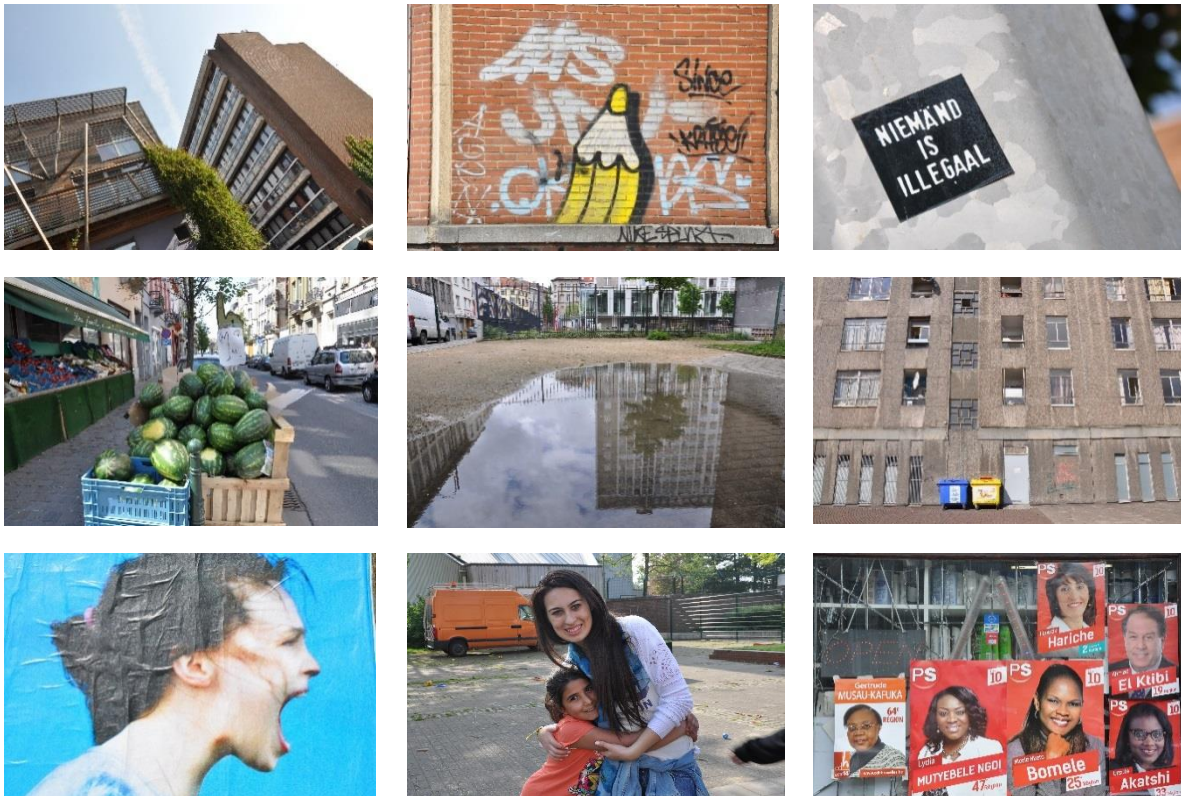
The ECTS grade provides information on the student's performance in addition to that provided by the institution's grade. Please be advised that the ECTS grade does not replace the local grade.

The following chart describes the dual use of the ECTS grading system. For example, the grade A means that the student's performance was excellent, and that s/he was among the top ten percent of students.

ECTS Grade		Definition	Percentage of Students
A	Excellent	Outstanding performance with only minor errors	10%
B	Very good	Above the average standard with some errors	25%
C	Good	Generally sound work with a number of notable errors	30%
D	Satisfactory	Fair but with significant shortcomings	25%
E	Sufficient	Performance meets minimum criteria	10%
FX	Fail	Some more work required before credit can be awarded	
F	Fail	Considerable further work is required	

Methodology

During the programme we use 'focused study visits' as a central method to put theory into practice. The urban environment provides a learning context for this assignment. The exploration of the topics starts with introducing the city and its different neighbourhoods by means of a lecture and a city walk. Students are divided in small groups with respect to mixed professional and cultural background. They receive more detailed information on one specific topic related to social inclusion. This information contains a 'survival kit', e.g. a map of the neighbourhood, contact information for places of interest, articles and figures on the area and contact information of a 'tutor'. A privileged contact or study visit is the starting point. They have to confront their new experiences with the experiences in their home country.



Focus on core components of diversity and social inclusion

Topic 1: Multi faith & religious dialogue – District Macharius

Elise Geeraerts

Topic 2: Active citizenship – District Ledeborg

Kristof Cleymans

Topic 3: Elderly and leisure time – District Nieuw Gent

Margarida Sequeira

Topic 4: Poverty and social exclusion – District Sluizeken-Tolhuis Ham

Antonio Freitas

Topic 5: Social cohesion – District Brugse Poort

Nuria Gorchs

Topic 6: Housing – District Rabbot

Ulla-Maija Seppänen

Information:

Each group should describe the problem field using the information resources below:

1. Guidance of the chosen contacts and organisations
2. Knowledge gathered during preliminary assignments
3. Observations, interviews made by the group

Exchange of products and peer assessment:

At the end of the three days, the different groups exchange their views. The experience of the different topics and the different study visits confronts them with the diversity that exists within one city. After the visit, a peer evaluation session is organized based on the experience of the hosting organisation.

Plenary debate during the Annual COEHRE Conference:

The final part of the student conference is a presentation and a debate on the learning outcomes with the participants of the annual conference. It allows the participants to share and discuss what they learned during this 5 day-programme. Each student group is required to present their experiences in a max. 10 minutes presentation in form of a film, prezi, ppt,

Key concepts

- Diversity & Hyper-diversity
- Culture
- Social mobility
- Social Capital
- Community development
- Gentrification
- Social cohesion
- Multi Faith
- Active citizenship
- Trafficking



Outline Student conference COEHRE

Diversity and Social Inclusion (DiSI) – Ghent, Belgium 2018

**Sunday
15th of April**

Tutor meeting

**Introduction
participants
and framework
of the course**

**Monday
16th of April**

Ice-breaker

**Exploration of key
concepts
Introduction
assignment**

Let's meet the group

**Tuesday
17th of April**

Keynote

Parallel workshops

Let's meet the group

**Wednesday
18th of April**

Keynote

Parallel workshops

Let's meet the group

**Thursday
19th of April**

Parallel workshops

**Keynote
COEHRE conference
Building resilience
(Ignaas Devisch)**

**Friday
20th of April**

Projectwork

**Introduction
&
Cultural context**

**Theater: A play on
Reality**

**6 project groups
& Orientation to the
city of Ghent**

Project work

**Neighbourhood
exploration**

Tutor meeting

Project work

**Neighbourhood
exploration**

Tutor meeting

Project work

**Neighbourhood
exploration**

Tutor meeting

**Project group
Reports on
project work**

**Closing of the
COEHRE
conference**

**Evaluation of the
programme**

**Welcome and
introduction to the
team**



**Cultural Evening
Dinner at local
restaurant**

**Social Programme
In the different
district**



**Welcome reception
COEHRE conference
City Hall Ghent**



Free time in Ghent



**Dinner &
Dance**



Participating staff members

Attila Dobos, Semmelweis University, Budapest, Hungary

Attila Dobos is assistant professor at the Department of Social Sciences in Semmelweis University, Faculty of Health Sciences. By his background Attila is a cultural anthropologist and philosopher having intercultural hermeneutics as his main research interest. He has been working in the field of healthcare for more than ten years now with a focus on different aspects of sociocultural diversity and interculturality. Besides lecturing on social scientific subjects and bioethics, he is active in international research and educational programs. Attila represents COEHRE Academy as a council member since 2015."

Ulla-Maija Sepänen, Oulu University of Applied Sciences, Oulu, Finland

Current: LAB Master, Senior Lecturer in Oamk LABs / Oulu University of Applied Sciences
Master of Health Sciences (major occupational therapy, minor teachers pedagogical studies)
Psychotherapist (special level family therapy), Occupational Therapist (specialized in mental health)

Margarida Sequeira, Sétubal Polytechnic (IPS), Sétubal, Portugal

Physiotherapist in the hospital field for 12 years, working mostly with cardiorespiratory conditions (in ICU and inpatients), women with breast cancer and pregnant women/couples. Teacher for the physiotherapy bachelor degree, since 2009 in the School of Health of Setúbal Polytechnic Institute. Master in Physiotherapy in public health and health promotion in 2011. PhD candidate in Psychology Education for Health Promotion.

Nuria Gorchs, University of VIC, Catalunya-Spain

She is a PhD candidate at the programme 'Integral Care and Health Services' (UVic-UCC) and researcher of the group 'Methodology, Methods, Models and Outcomes'. She holds a Master Degree in Active Ageing (UVic – 2011), Inclusive Pedagogy (UVic – 2013) and a Master in Palliative Care (UB-1997). She is a Registered Nurse since 1986. She teaches several subjects related to: nursing; innovative and integrated care for chronic conditions; bereavement; and cooperative team working and learning.

Their actual research as a doctoral thesis is the learnings on the first death in nursing students during their practices placement. She has interest in grounded theory and reflexivity as a qualitative research tools, and in reflexive practice and service learning as a teaching methodologies.

Antonio Freitas, School of Health at Setubal's Polytechnic Institute, Portugal

Nursing Teacher, Specialist in Medical-surgical Nursing, with extended clinical experience in Perioperative and Surgical Environments. Master in Sciences of Education and Post-Graduation in Sciences Education, Curriculum Development and Evaluation specialization. Registered Nurse since 1994; Psychology Degree since 2001. Current Coordinator of the

Master in Perioperative Nursing, at School of Health. PhD candidate on Nursing History, at Lisbon Catholic University.

Filip Dejonckheere, Artevelde University College Ghent, Belgium

Filip Dejonckheere, MSc in pedagogical and psychological sciences and with special expertise in curriculum development and interdisciplinary programmes in an international perspective.

Responsible for the development of international and interdisciplinary programmes and intensive programmes at Artevelde University College Ghent, healthcare departments.

Former council member of Coehre (Consortium of Higher Education within Health care and Rehabilitation), portfolio in the development of the Coehre Academy. The Academy is aiming on the development of exchange projects, mobility of teachers and students, curriculum development and capacity building of teachers and management.

Kristof Cleymans

Kristof Cleymans combines his expertises as social worker and computer scientist at Artevelde University College Ghent, healthcare departments. Responsible for the development of interdisciplinary programmes on vulnerability, poverty, world citizenship, eHealth and innovative technologies in healthcare.

He is an expert in IT and blended learning, with a strong focus on health care education.

Kristof is responsible to plan, create, develop, and support learning technology initiatives in health care studies at AUC.

Elise Geeraerts, Artevelde University College Ghent, Belgium

Elise Geeraerts, social cultural worker, specialization in intercultural work. Postgraduate programme on intercultural working and coaching.

Practice at the international office with Filip Dejonckheere for the development of international and interdisciplinary programmes and intensive programmes at Artevelde University College Ghent, healthcare departments.

Mike Jarrey

Occupational Therapist (OT). 20 years experience in the field of Occupational Therapy as an independent OT with adults and older people in environmental adaptations within hospital and community rehabilitation/reablement settings in London, UK. And since 2011 in Ghent, Belgium working with older people in a nursing home setting.

Board member (internationalisation) of the Flemish Occupational Therapy Association. Lecturer and international coordinator at Artevelde University College in Ghent. An international masters student (Jönköping University, Sweden) and Erasmus alumni (Karolinska).

Theatre production: A play on reality

**a
play
on
reality**

16 & 17 april
20u00 MINARD Gent

een performance van **studiomoscou**
in samenwerking met VZW PIEKERNIE
tickets & info: aportickets@outlook.com



A play on reality. Imagine, a theater production where people and their prostheses take center stage. A production where people support each other to tell their stories. Stories about how they cope with an amputation, how they negotiate rehab and how they live day in day out with a prosthesis. In many ways this is still a taboo subject, often kept in the background. Maybe your neighbour or a friend has a prosthesis? For these people it's still a huge step to be out in the public domain. The more prostheses in public we see, the more attention people with a physical disability will receive from the public as a whole. Together this group of 11 have spent 8 months working to bring you their stories (all of whom have been through their rehabilitation in the rehab centre in UZ Ghent). A immense journey for people who have never before set foot on a stage. This calls for guts and determination and these people, these heroes, constantly do their best, never stop smiling and never give up!

This project is part of a social development project striving to develop our patients deeper into society. This is a chance to bring care and society together. People who have difficulties finding their place in society and functioning fully are part of the cultural landscape, one which they would rarely have contact with. With the realisation of this project we want to put the focus on participation, social awareness, emancipation and empowerment in city life

as much for our patients as for the public who will watch it.

With this artistic and cultural project we want to put a specific group of people in the spotlight. A group of people who rarely find a place as performers on a stage in the medium of dance, movement, image and music and thus creating a project of great value to the patients and their environment. After the project I hope that this will continue to give the patients the chance to participate in a cultural hobby.

The goals are initially narrow and orientated to the rehabilitation goals: movement, overcoming boundaries, work and self-esteem.

The patients become aware of their abilities in a way that is natural.

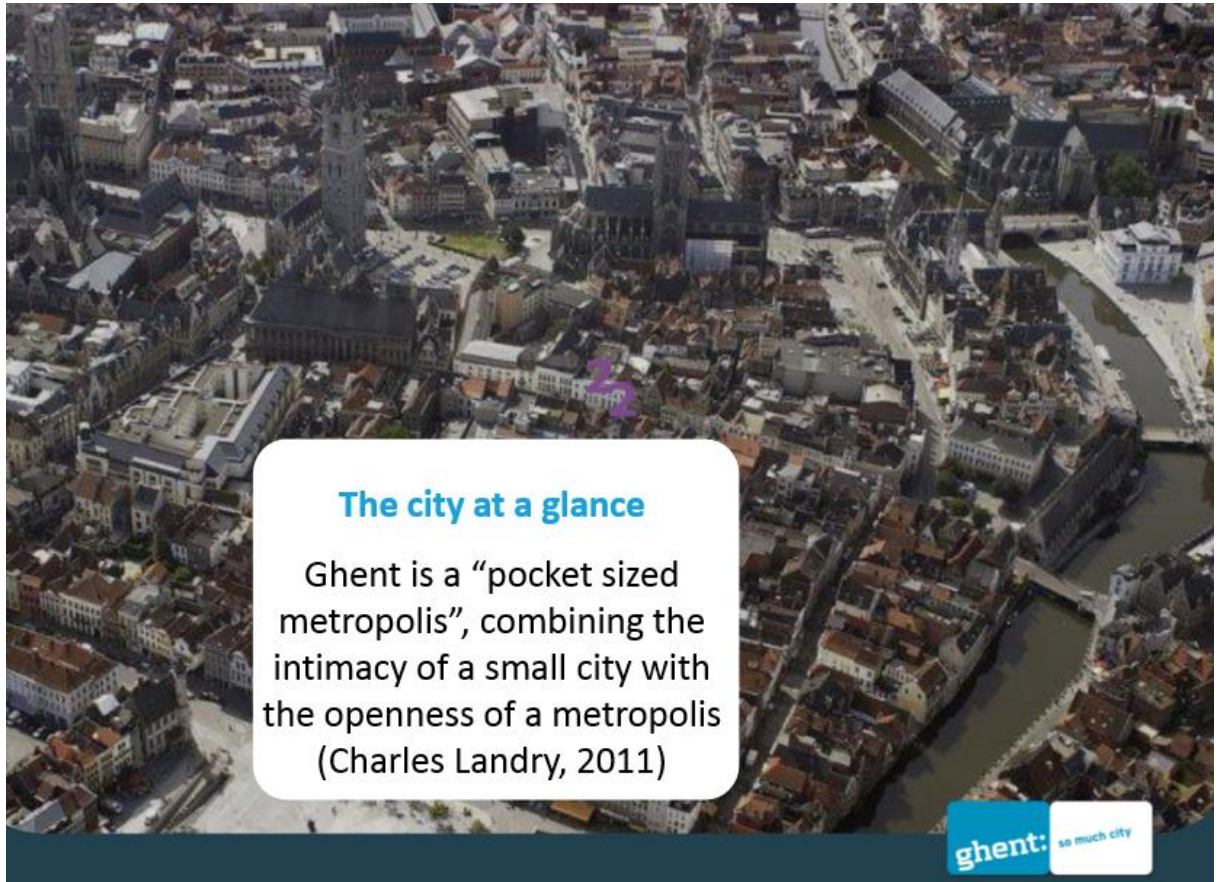
Self-esteem and “feeling good in your own skin” are the cornerstones of every individual rehabilitation process.

The project also offers a unique experience where the patients can show what they “can do” to the wider public.

The exchange with the environment plays an important role too. It allows the patients to bring over their already well-trodden path with the focus on work, hobbies, family, friends... After the project is finished the patients will have participated in a unique experience which will hopefully show them what is possible with a disability and confirm that they can live outside of their comfort zone.

This project is brought via the rehab centre and is seen as added value next to the therapies already offered whereby the focus lies on the widening of the participation of our patients in the community.

Abstracts of the workshops



The city at a glance

Ghent is a “pocket sized metropolis”, combining the intimacy of a small city with the openness of a metropolis (Charles Landry, 2011)

Trolley-problem reconsidered

Attila Dobos, Semmelweis University, Budapest, Hungary

The famous ethical dilemma first introduced by Filippa Foot in 1967, called "Trolley problem" is about sacrificing one life for the sake of 5. It has numerous variations presented in the last decades creating big debates from both sides. Recently it gained new attention due to a new context emerged: what happens if a dilemma have to be understood and solved in a language different from your mother tongue? In our everyday life practice in health care service delivery we face with increasing number of situations from this kind: patients and doctors represent different sociocultural identity speaking in a foreign language. Does it have any impact on our moral decision making? How is this concern our autonomy? The workshop draws on this new context facilitating to understand better the way we make decisions and the hidden factors need to be taken into account in intercultural situations.

On just distribution of scarce resources

Attila Dobos, Semmelweis University, Budapest, Hungary

This workshop facilitates students to think and elaborate deeper understanding of the difficulties of fair distribution of goods, services, chances if the resources are quite limited –

just as in most cases in the field of health. We are going to examine the ruling principles shedding lights on their strengths and weakness, not to mention the surrounding bioethical considerations. Furthermore, the workshop encourages students to think further the consequences of new technological advancements in medicine, such as 3D printing, stem cell culture and differentiation, human-animal chimera organ production, etc. Poverty and sociocultural inequality have to be addressed within the field of health too, so we are focusing the tools and possibilities we have in order to achieve better and more equal health.

Complexities of refugee crisis

Kristof Cleymans

The recent refugee crisis divides Europe, European countries and society. Let's focus on some figures and facts, opinions and viewpoints. Let's break down certain preconceptions and start an informed debate.

Cooperative puzzle

Nuria Gorchs

Cooperative puzzle - by the aim to get to know what are some characteristics of a cooperative team working, the students will play in groups of 5 players and 2 referees and 2 observers in order to create a square of the same size -individually- by respecting a very strict rules.

The individual aim is to make a square, but it's impossible to do this alone.

Before to start each group will discuss: what for you is TEAMwork? and what are the characteristics of an effective team?

Then, all the groups will play around a table at the same time. There are instructions for players, for referees and for the observers. The team who do the task with less time is the winner.

After that each group will came back to the firsts questions and individually should reflexive work about what and how each member of the team has reach the work and which constructive thought and feeling has help to have the group identity and effectiveness of the teamwork.

Education Integration: an investment for the future

António Freitas

The today phenomenon of cultural, linguistic and religious diversity typifies the educational systems of the great majority of North Western societies. Each of us is different and has a unique history. Our abilities depend on a continuous adaptation to our environment, social rules and living conditions of our environment, family or community. Therefore, inclusive education is not only a change in the classroom is the adaptation of the school environment and policies that should provide an effective response to each students needs enhancing the best of each one. The education integration is a today investment for the future.

Enabling family narratives

Ulla-Maija Seppänen

"A life is what actually happened. A life experienced consists of the images, feelings, sentiments, desires, thoughts, and meanings known to the person whose life it is... A life as told, a life history, is a narrative, influenced by the cultural conventions of telling, by the audience, and by the social context. "

Bruner, E. 1984. The opening up of anthropology. In *Text, Play and Story*.

The main questions for the workshop are:

What is a narrative?

How to use them in therapy and treatment?

How to hear the narrative of client in active way?

What is the effect of disability or crises for the narrative of a family?

What is your own personal narrative and its effect to the way you are working with your clients?

What if you are in pain? What if you cannot even feel it?

Margardia Sequiera

We may have different types of pain and, be it physical, psychological or emotional, the body will manifest itself in some way. But often we cannot "listen to our body". Being different or excluded can lead to unimaginable pain but we need to feel it so can we do something to change it. How can pain be manifested? How can we deal with our body and with this pain? We will try to use our basic functions: feel, breathe, listen... as pain control strategies.

"A fact based world view"

Mike Jarrey

"A fact based world view" A workshop based on equipping students with the tools to develop a fact based insight into the make-up of communities and our world.

Cultural Diversity game Rafa Rafa

Marleen Roosen & Annelies Hofman

A cross cultural simulation for students to experience the difficulties and problems encountered when people from different cultures, ie people with different backgrounds and lifestyles, meet each other.

About hyper – diversity: how to challenge difference and how to become a heterogeneous caregiver?

Marjan Van Coile

Diversity is not a concept, nor an image, but a real condition of modern society expressed in our daily and professional life, mainly manifesting in the city.

Hyper- diversity is one of the main characteristics of the 21st century. Interactions between people take place within a superdiverse area.

This life condition demands attention. More and more caregivers, teachers, trainers, leaders, citizens and students ask how to cope with difference.

- How can we react appropriately?
- How can we prepare students to challenge the difference and to view difference not as a problem but as an added value?
- How to become heterogeneous caregivers?

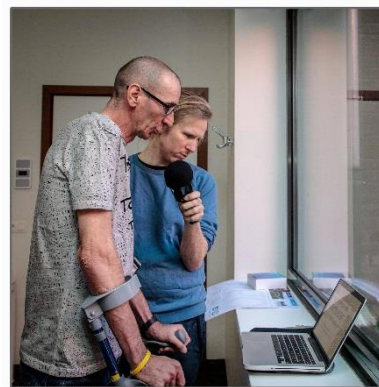
Outline: Day-by-day program plan, Ghent-Belgium 2018

ARRIVAL DAY - SUNDAY 15 TH OF APRIL		
CHAIR OF THE DAY: ATTILA DOBOS		
Sunday 15/4	15.00-18.30	Staff meeting 1: introduction Planning of the DiSI programme Planning of the presentations with the Coehre conference Filip Dejonckheere, Elise Geeraerts & Kristof Cleymans
<i>Meeting point:</i> Kaffee De Planck (boat cafe), Ter Platen9000 Gent	19.00	Arrival of the participants in Ghent, Belgium Getting acquainted & opening of the course <i>Welcome drink</i> <i>Attila Dobos, Semmelweis University Budapest, Hungary</i> <i>Ulla-Maija Seppänen, Oulu University of Applied Sciences, Finland</i> <i>Elise Geeraerts, Artevelde University College Ghent, Belgium</i> <i>Filip Dejonckheere, Artevelde University College Ghent, Belgium</i> <i>Kristof Cleymans, Artevelde University College Ghent, Belgium</i> <i>António Freitas, Sétubal Polytechnic (IPS), Portugal</i> <i>Margarida Sequeira, Sétubal Polytechnic (IPS), Sétubal, Portugal</i> <i>Nuria Gorchs, University of VIC, Catalonia-Spain</i>


DAY 1 - 16TH OF APRIL


CHAIR OF THE DAY: FILIP DEJONCKHEERE & ELISE GEERAERTS


<p>Monday 16/4</p> <p>Artevelde Campus Katienberg Voetweg 66</p> <p>Room T.02.01</p>	08.30-09.00	Registration (Hall) - Welcome and opening of the course
	09.00-10.00	Ice-breaker and introduction of all participants <i>Filip Dejonckheere & Ulla-Maija</i>
	10.00-12.00	Keyconcepts on diversity and inclusion: Jigsaw method Mike Jarrey & Elise Geeraerts
	12.00-13.00	Introduction to Ghent & introduction to the method Urban Exploration method Kristof Cleymans & Filip Dejonckheere
	13.00-14.00	<i>Lunch @ Kantiene</i>
	14.00	Ready to go
	15.30-17.00	Performance: A Play on Reality Minard schouwburg: theater, music, dance, photo Rune Timmerman – Occupational Therapist, University hospital Ghent, Rehabilitation center, polytrauma and amputation Klaas De Roo – Dance teacher, Studiomoscou projects
19.30-21.30	Welcome dinner - Gök 2 - Sleepstraat 65, Gent	



DAY 2:		
CHAIR OF THE DAY: ULLA-MAIJA SEPPANEN		
<p>Tuesday 17/4</p> <p>Artevelde Campus Katienberg Voetweg 66</p> <p>Room T.02.01</p>	09.00-9.15	Briefing on the day programme
	9.15-10.30	<p>Parallel workshops 1</p> <p>Workshop 1: TBC – Hilde Van den Hooff (T.02.01) Workshop 2: A fact based world view – Mike Jarrey (L.03.12) Workshop 3: Cultural Diversity game Rafa Rafa (PART 1) – Marleen Roosen & Annelies Hofman (L.03.13) Workshop 4: Trolley-problem reconsidered – Attila Dobos (L.03.15)</p> <p>Intercultural High Tea and Coffee</p>
	10.30-11.15	Parallel workshops 2
	11.15-12.30	<p>Workshop 1: TBC – Hilde Van den Hooff (T.02.01) Workshop 2: A fact based world view – Mike Jarrey (L.03.12) Workshop 3: Cultural Diversity game Rafa Rafa (PART 2) – Marleen Roosen & Annelies Hofman (L.03.13) Workshop 4: Trolley-problem reconsidered – Attila Dobos (L.03.15)</p> <p>Departure for the neighbourhood exploration</p>
	12.30-13.30	Neighbourhood exploration
	19.00	Social activity in the neighbourhood
	19.00	<p>Staff meeting 2: <i>Attila Dobos</i></p>

DAY 3: CHAIR OF THE DAY: KRISTOF CLEYMANS		
Wednesday 18/4 Artevelde Campus Katienberg Voetweg 66 Room T.02.01	09.00-9.15	Briefing on the day programme
	9.15-10.30	Parallel workshops 3 Workshop 1: Booz – An De Creaker (T.02.01) Workshop 2: On just distribution of scarce resources – Attila Dobos (L.01.05) Workshop 3: Diversity: how to challenge difference and how to become a heterogeneous caregiver? – Marjan Van Coilie (L.03.05) Workshop 4: Complexities of refugee crisis – Kristof Cleymans (L.01.06)
	10.30-11.00	Coffee break
	11.15-12.30	Parallel workshops 4 Workshop 1: Booz – An De Creaker (T.02.01) Workshop 2: On just distribution of scarce resources – Attila Dobos (L.01.05) Workshop 3: Diversity: how to challenge difference and how to become a heterogeneous caregiver? – Marjan Van Coilie (L.03.05) Workshop 4: Complexities of refugee crisis – Kristof Cleymans (L.01.06)
	12.30-13.30	Lunch@Kantiene
	13.30-14.00	Departure for the neighbourhood exploration Tutor meeting at the district
	18.30	Opening Reception @ City Hall – Jan de Maeseneer
		

DAY 4: CHAIR OF THE DAY: ANTONIO FREITAS & MARGARIDA SEQUIERA		
<p>Thursday 19/4</p> <p>Artevelde Campus Katienberg Voetweg 66</p> <p>Room T.02.01</p>	9.00-10.00	<p>Parallel workshops 5</p> <p>Workshop 1: Enabling family narratives – Ulla-Maija Seppänen (T.02.01)</p> <p>Workshop 2: What if you are in pain? What if you cannot even feel it? – Margarida Sequiera (L.03.05)</p> <p>Workshop 3: Cooperative puzzle – Nuria Gorchs (L.03.04)</p> <p>Workshop 4: Education: an investment for the future – António Freitas (L.02.15)</p>
	10.15-11.00	<p>Joining the COEHRE conference</p> <p>Keynote: Building resilience <i>Ignaas Devisch</i></p>
	11.00-12.00	Refreshment and poster viewing with authors
	12.00-13.00	Lunch@Kantiene
	13.30-17.00	<p>Departure for the neighborhood exploration</p> <p>Tutor meeting at the district</p>
	18.00-20.00	<p>Staff meeting 3: <i>Attila Dobos</i></p> <p>Free evening for the students</p>
		

DAY 5: CHAIR OF THE DAY: KRISTOF CLEYMANS & TUTORS		
Friday 20/4 Artevelde Campus Katienberg Voetweg 66 Library boxes	9.00-12.30	Briefing Preparation of the final outcome
	12.30-13.30	Lunch@Kantiene
	14.00-15.00	Final presentation & Camp
		
	15.00-15.45	Closing ceremony
	15.45-16.30	Feedback of tutors - Evaluation
	16.30-17.00	Staff meeting 5: Debriefing <i>Attila Dobos, Semmelweis University Budapest, Hungary</i>
	19.30-24.00	Dinner & Dance
