

# SEKEHE

STRUCTURAL EMBEDDING // KNOWLEDGE BY EXPERIENCE // HIGHER EDUCATION



Co-funded by  
the European Union



# WRAP

Wellness Recovery Action Plan

**HO  
GENT**

An aerial photograph of a lush green forest. A dark, winding road curves through the trees. In the upper left, a calm lake is visible. A small white car is parked on the road near the center. The text 'WHY THE WRAP' is overlaid in the top left corner.

## WHY THE WRAP

- Developed by person with lived experience
- Internationally acknowledged method in mental health with training
- Recovery oriented
- Sharing experiences and peer support
- Self-help oriented
- Facilitators have knowledge by experience

An aerial photograph of a dense forest. A dark, calm lake is visible in the upper left quadrant. A winding road or path cuts through the forest, with a small, light-colored vehicle parked on it. The text is overlaid on the right side of the image.

## HOW DOES IT WORK?

Sharing experiences &  
individual knowledge by experience

Mutual learning

Recognition and connection

Working towards an action plan  
for wellness (prevention and crisis)

2 facilitators

An aerial photograph of a dense forest with a winding road. A small car is visible on the road. The image is in a dark, monochromatic teal color scheme.

## WHAT HAPPENS?

- 8 group meetings (3h)
- Course with a manual
- Creating your own toolbox

An aerial photograph of a dense forest. A winding road cuts through the trees, and a small white car is visible on it. The image is divided into four quadrants by a dark cross. The top-left quadrant is dark blue, the top-right is dark green, the bottom-left is dark purple, and the bottom-right is a lighter green. The title 'EMBEDDING KNOWLEDGE BY EXPERIENCE' is written in white, bold, uppercase letters across the top-left quadrant.

## EMBEDDING KNOWLEDGE BY EXPERIENCE

- The format:
  - Sharing experiences = basis
  - Developing shared knowledge, skills, ...
- Developing individual knowledge by experience
- Learning from their knowledge by experience



**EXPERIENCES // LESSONS LEARNED**

## STUDENTS

- Safe, caring and open dynamic
  - Lowering thresholds to express & connect
  - Great need for safe spaces for vulnerability
  - The toolbox = really supportive
  - Hope, personal responsibility, learning to listen to body and needs, warning signs
  - To not feel alone
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- + Clarity, recovery oriented, hope, peers, facilitator
  - - location & time investment



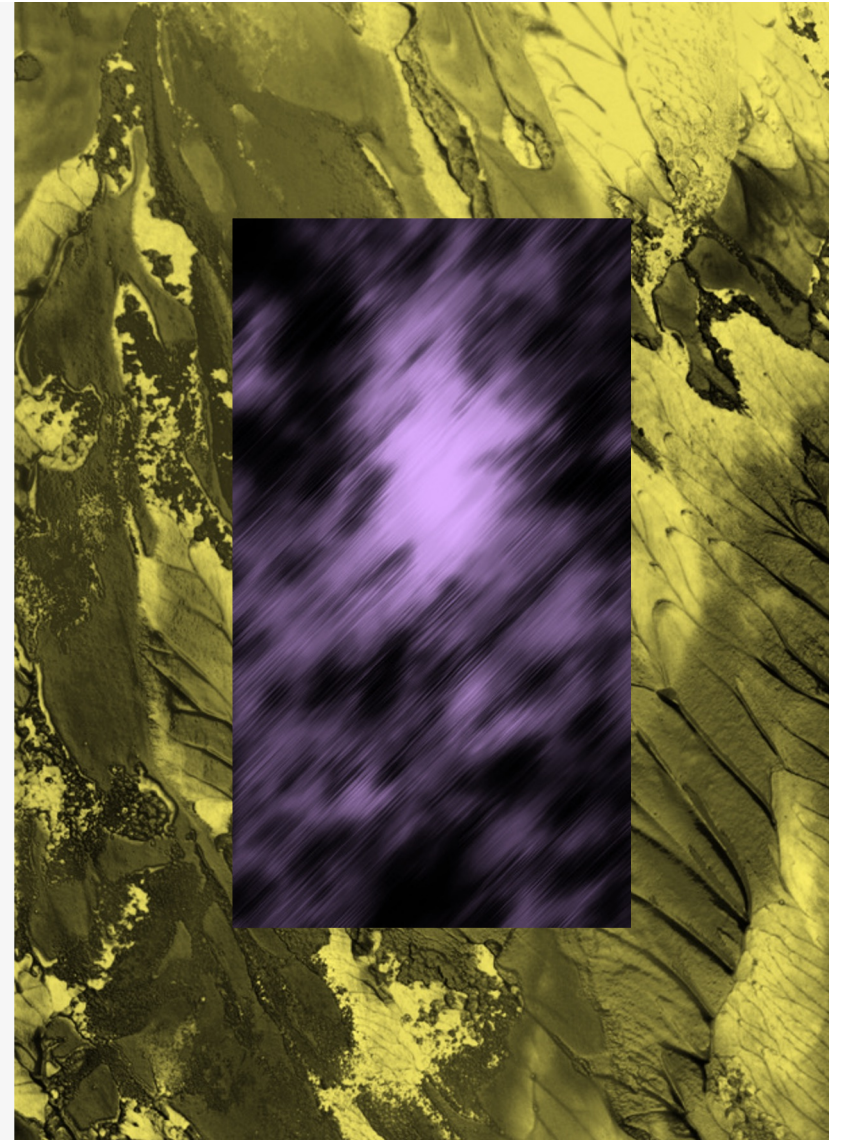


## EXPERTS BY EXPERIENCE

- Attentive towards difference in age
  - Which examples from life?
  - Recognition in relation to vulnerability?
  - Balancing the group vs. individual needs/safety
  - Grateful for the impact
  - Duo work works
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- Great efforts to communicate
  - Issues with reaching the students

## OTHER STAFF

- 'Emotional' experience
- Need for back-up support
  - Students
  - As for the facilitators
- Challenge of the structural
  - Addition in stead of transformation
- Focus on welfare vs. education related welfare
  - Discussion on the role of higher education in relation to the wellbeing of students.
- What is the right time to introduce everything in relation to mental health?





## INSTITUTIONAL

- A lot ad hoc initiatives but
  - Islands
  - Lack of integration
  - Lack of vision and action-based policies
- Does the attention on vulnerability create vulnerability?
- Is it our responsibility 'as education' to be a gateway to social services?

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GENT**



**Round up**





# QUESTIONS?

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