



Science Meeting – Scientific Report

Scientific report (one single document in WORD or PDF file) should be submitted online within two months of the event. It should not exceed seven A4 pages.

Proposal Title: EANS/REFLECTION SUMMER SCHOOL 2015

Application Reference N°: 5821

1) Summary

For the 2015 edition of the European Academy of Nursing Science (EANS) summer school, doctoral participants from across Europe travelled to Spain (Barcelona), where the event was hosted by the Faculty of Medicine in University of Barcelona. The event was sponsored through the ESF funded REFLECTION network.

Participants

Participants attending the 2015 Summer School represented 23 different European states. A total of 98 participants participated in the summer school, with 35, 33 and 30 participants in the first, second, and third year respectively. First year participants attended the summer school for ten days (June 29th-July 10th), while second and third year participants attended for five days (July 6th -10th).

Programme

The summer school programme is based on the MRC framework for Developing and Evaluating Complex Interventions, as developed by the UK's Medical Research Council. The model has been further developed by the faculty responsible for the program.

First year participants are made familiar with the development and feasibility/pilot stage of the MRC model. First, they must be able to demonstrate a critical understanding of the key concepts in the complex interventions research process in nursing, including the role of the existing evidence base, theory and modelling. Second, they must demonstrate a critical awareness of the role of a pilot study in addressing the uncertainties that come with developing complex interventions.

Second year participants take teaching sessions on the evaluation stage of the MRC model. They must demonstrate a critical awareness of the important outcome, process and economic considerations when designing and conducting full-scale evaluation.

Participants in the third year are trained to develop critical awareness of change strategies for getting evidence into practice and of the importance of surveillance and long-term monitoring to identify unexpected or rare effects, and the persistence of original study outcomes. This corresponds with the implementation stage of the MRC

model.

Education on all four stages requires participants to strongly develop and demonstrate their collaborative and presentations skills. As such, the EANS summer school for doctoral participants is perceived as an intense learning experience.

Teachers

Teachers in the programme were 23 interdisciplinary senior scientists from 9 European states, with backgrounds in relevant fields such as in health sciences, nursing science, epidemiology, health economics, health ethics, consumer participation, statistics and medical sociology.

Use of ESF funding

The ESF funding was used to (partly) reimburse accommodation costs for all participants (50% of the costs) and teachers (100%) in the programme. The funding was additionally used to provide lunches and coffee breaks free of charge for all participants and teachers throughout the summer school. All participants and teachers had to pay their own travelling expenses. Social activities were free of charge, except for the gala dinner (€50 for each attendant). The programme was co-sponsored by the city of Barcelona (welcome reception), the Hospital Clinic (Administration support), the University of Barcelona (classrooms and other rooms hire), Council of Nursing Colleges in Catalonia (Welcome Drink) and the Barcelona Nursing Council (Students bus to Gala dinner).

Evaluation

As with previous editions of the EANS summer schools, participants evaluated the event very positively on aspects of organization and teaching. The integrated programme provided participants to integrate and network with other advanced nursing students. Like previous editions, the 2015 edition of the EANS summer school was a success, and continuation is obvious. The next summer school will be take place in Halle, Germany.

2) Description of the scientific content of and discussions at the event

The summer school has been in place since 1998 and was continuously developed to meet the needs of evidence based nursing care methods in health care. The organizer throughout the years has been the European Academy of Nursing Science (EANS) and the activities have taken place at different universities throughout Europe. EANS is an independently organized body composed of individual members who have made significant contributions to the advancement of nursing science in Europe through scholarship and research. It has been in existence since 1997. Each year about 100 doctoral participants from across Europe gather at any European University and teachers are recruited among EANS members as well as from the host university. In addition, there is a scholars meeting open for EANS scholars or those having completed the three year's summer school. The summer school has previously attracted a four year grant from Marie Curie 2006-09 and by that it was also possible to recruit doctoral participants from Eastern Europe as well as from the countries that have less opportunity to provide a doctoral degree in nursing at their universities. Participants were reimbursed for travelling and costs of living. In 2010 a new program was implemented inspired by the debate about research that can inform practice, the guest editorial of the then president of EANS challenging the current designs in nursing research (Hallberg, 2009) and the MRC report on Developing and Evaluating Complex Interventions; New Guidance (MRC, 2008).

From 2011, EANS has been successful in obtaining a five year grant from ESF that partially covers the cost of the summer school. The grant (REFLECTION) is to build up

an interdisciplinary European Faculty network of researchers. Countries contributing to the grant are Belgium, Finland, Germany, Norway, The United Kingdom, Slovakia, Sweden and Switzerland.

The aim of the REFLECTION doctoral participants' summer school is to build strong research applying the concept of complex interventions in health care and mixed methods design. The host university contributes with teachers from other disciplines to obtain an interdisciplinary perspective and understanding among participants and scholars. The purpose of EANS is to sustain a forum of European nurse scientists, Fellows and Scholars, to develop and promote knowledge in nursing science and to recognize research and scholarly achievement in the pursuit of excellence. It provides a forum for established and developing nurse researchers to meet, network and develop a European perspective to their work. Thus the doctoral summer school now based on the REFLECTION program financed through a grant from ESF is aiming at moving the frontier of research in nursing forward towards research carrying stronger evidence to be implemented in health care.

Aims and outline of the programme

The EANS Summer School for Doctoral Studies Program is made up of a three year program, as participant's progress in their studies. After having participated in the three year program they can apply to become a member of EANS to further developing their research skills. The overarching aims are to;

- equip the new generation of early stage European nursing researchers with knowledge and expertise in advanced translational complex interventions research methods;
- enable these researchers to design, plan and implement programmatic, mixed methods and complex interventions research in health care;
- create a multi-state, common European learning environment for doctoral nursing participants;
- enhance the opportunities for doctoral participants to study, work and undertake research in other European countries.

REFLECTION is leading the drive to equip the next generation of researchers into nursing with knowledge and skills in complex interventions research methods which the current generation has not had access to (MRC, 2010). In 2013, the summer school continued the new curriculum based on the ideas above. Our intention is to ensure that researching complex interventions using a mixed research methods design will become the norm in research into nursing. The complexity of nursing will be recognized explicitly in research programs which will become increasingly multi-state, multi-disciplinary and programmatic. The Doctoral Summer School is open to nurses on doctoral programs with a Bachelor and/or Master degree according to the entry requirements of their home university. New participants commence the course each year, starting in year 1 and progress through the program. On completion of the 3-year program, participants are awarded, over and above their degree from their own university, a certificate which details the European dimension of their work. Most universities having participants in the summer school give doctoral students credits for their successful participation in the program.

The program is a coherent series of linked summer schools. Participants are able to make significant and lasting collaborative relationships with other participants. Teachers and year group leaders work closely together to ensure the program remains coherent across the three years that participants attend the schools, with each course remaining consistent with programs offered in previous years. Whilst the organization of each summer school is the responsibility of the specific university designated to run the school, an organizing

committee consisting of the previous year's and upcoming organizer together with representatives of the REFLECTION steering committee ensures that the schools offer high quality content of academic activities consistent with the curriculum available and continuously critically reviewed and developed. During the first year summer school participants attend for ten days. During the second and third years of their program, participants attend five day courses. Each year 35 new participants are recruited for the first year. Consequently, those participating in year 2015, in the first and second years continued their participation for the second and third years meaning that altogether at most 105 participants participate.

Those who recently finished the summer schools and other new EANS members with recent PhD degrees hold a program of their own in conjunction with the summer school to further develop the networks established during the intensive summer school program and to support their career development. In the 2013, 2014 and 2015 edition of the summer school, this was organised as an early stage researchers' Pre-Conference with the summer school.

The first, second and third years summer school program

The three summer school programs follow the MRC model tightly with the addition of multi method research. This means that the first years' ten days are committed to the development stage and the feasibility and pilot stages of the MRC framework. The second year program is committed to the evaluation stage, the third year program focuses on the implementation stage. Throughout the three years, a stepwise presentation and evaluation of the participants' PhD thesis is carried out in different ways. Apart from lectures, workshops and collaborative task, all participants attended the keynote lectures of the Summer Conference.

In the 2015 edition of the summer school, keynotes were presented by 1st) Professor Maggie Shepherd (Genetic Diabetes Nurse: Transforming Diabetes Care) , 2nd). Enric Mayolas. (MD. Health & Hospital Consultant. Barcelona).

Second and third year participants further actively participated by organizing a debate and a poster session respectively. The summer school debate is an event in which the second year participants prepare a debate on a debatable topic of significance for nursing research. This year's topic was on the need to increase nurse-patient ratio to be necessary and sufficient method of improving access to high quality care. Third year participants had to demonstrate skills in making presentations via poster and lecture-based media to audiences of peers and senior researchers.

References

Hallberg, IR. (2009). Moving nursing research forward towards a stronger impact on health care practice? *International Journal of Nursing Studies*, 46(4);407-412.
Medical Research Council. (2008). *Developing and evaluating complex interventions: new guidance*. London: MRC.

3) Assessment of the results and impact of the event on the future directions of the field

Assessment of the activities in the REFLECTION summer school was done covering the evaluation of the organizational and teaching aspects. The results of the later will be fed back to all individual teachers. The scales for evaluation ranged from 1 (poor) to 5 (excellent) and the mean and percentages of high scores (4 or 5) were calculated for each activity. The response rates were 83% (n=29), 88% (n=29), and 96% (n=29) for first, second, and third year participants respectively.

Evaluation of the 2015 edition of the Summer School

The *year one* program focused on the development and feasibility/pilot testing stages of researching complex interventions. Most sessions in the first year program were given very high scores. Of the 17 program elements specific to the first year, 16 of them received high scores (4 or 5 on a scale from 1-5) from more than 80% of the participants, while 9 of the 17 program elements received high scores from more than 90%. The top two sessions about Identifying the evidence base were the (a) Session about Systematic Reviews / Forrest Plots and (b) the session about Systematic Mixed Studies Reviews which they both had an average of 4.7 score (mean value). The session about acceptability and feasibility (testing procedures) had also a high score with a mean value of 4.72.

First year participants commented in some program changes, such as the number of group work and the time schedule to perform teamwork which was reflected in the scores when asked about the scheduled time for preparing participants activities which average 3.5. They also commented on the great experience, the value of the program and how interesting was for them as PhD students. First year participants were equally positive on general aspects of the summer school such as quality of teaching (4.4 mean value), the balance between different teaching methods (4.2 mean value), the level of intellectual challenge (4.4 mean value) and working climate in groups (4.2 mean value). They scored an average 4.68 in the general relevance and interest of the summer school. In addition they had to prepare a small presentation about their PhD project which they found very valuable and score an average of 4.72

Some participants also commented repetition of content about cultural competences in week 1 and two of the program.

The *year two* program concerned the evaluation stage of researching complex interventions, which included assessing effectiveness in relation to the expected primary outcome variable, understanding the change process and thus exploring what is commonly addressed as the black box of intervention effectiveness, and in addition assessing cost effectiveness. Furthermore, the participants of the second year had to prepare the summer school debate and had to prepare a small presentation of the development of their PhDs (4.1 mean score). The debate itself received average score of 4.37 from the participants. All other activities were given high scores within a range from 3.3 (sessions on assessing Cost-Effectiveness) to 4.9 (sessions on statistics). The top two sessions were the session about use, misuse and abuse of statistics (4.9 mean value) and the session of about ethics and clinical trials (4.5 mean value).

Second year participants were positive on general aspects of the summer school such as quality of teaching (average 4.1) and the general relevance and interest of the summer school (average 4.3), but were somewhat less positive on the balance between different teaching methods (average 3.7) and the amount of participant commitment required (average 3.9) as can be understood from their comments.

The content of the *year three* program focused on dissemination, surveillance and monitoring, and long-term follow up. Here, high scores were somewhat less frequently given for the sessions on Quality of Reporting & Implementation, specially for the session about implementation and use of change strategies (average 4.6) and the session about implementation research (average 4.57). The top session of year three program was “My Nursing Science Career” where students had to prepare an exercise of self-reflection and objectives in their careers. The session of reporting and effective dissemination and the keynote address Maggie Shepherd also received high score with average 4.6 and 4.5 respectively.

Poster Presentations receive a mean score of 3.9. Comments were very positive on regards of the speakers, lectures and general organisation of the summer school. Finally,

third year participants were clearly positive on the quality of teaching (4 mean score), working climate in groups (4.7 mean score) and general relevance and interest of the summer school (4.6 mean score).

Finally, high scores were also given for aspects of the overall organisation such as pre-meeting communication and information (92%), registration and welcome (94%), and information on the website (83%). The gala dinner on Thursday was very positively evaluated.

Conclusion

Overall, participants' comments were very positive. Participants were happy with the programme and program content, they thought was of great value for the careers and current studies. Second and third year participants prepared for the event before they travelled to Barcelona and used email, WhatsApp or Facebook to exchange on the content of the programme and opportunities to meet and catch up in advance.

From the evaluations of the 2015 Summer School in Barcelona, we can advise:

- to continue of the current curriculum, with ongoing consideration for quality of teaching and where it could be improved further;
- to reconsider the group work in year 1 and 2 with a view to the number of hours and consistency of assignment of participants to groups;
- to consider repetition of content about cultural competences in year 1

We can conclude that overall the EANS summer school 2015 was a success. Organizing the summer school cannot be done without adequate facilities and motivated staff, willing to put in a lot of time. However, the event was also rewarding and an opportunity to showcase the local group and its activities for the Barcelona team. Next year's summer school will take place in Halle, Germany.

4) Annex 4a - Programme of the meeting

Year 1 Week 1 – 2015

1 Developing stage 'Certainty'

1.1. Identifying the evidence base

1.2. Identifying/developing theory

1.3. Process and outcome

Subject responsibility: Professor David Richards

Group Leaders: Associate Professor Gunilla Borglin (Swe), Dr Maria Horne (UK)

Student host: Sonia Sevilla

Classroom: Seminary 4 (4th Floor)

	Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
8.30–9.00	<i>Registration</i>	<i>Arrival in classroom and preparation for day</i>	<i>Arrival in classroom and preparation for day</i>	<i>Arrival in classroom and preparation for day</i>	<i>Arrival in classroom and preparation for day</i>
9.00–10.30	Welcoming faculty & participants Orientation, language, climate, networking Getting to know your multi-state group Baseline test Cultural Competency Room: Aula Magna	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 2 Our Health Care Systems x 6 <i>Group leaders</i>
10.30–11.00	Break	Break	Break	Break	Break
11.00–12.30	Introduction to the MRC complex interventions research framework <i>Gunilla Borglin</i>	The value of mixed methods researching complex interventions <i>Maria Horne</i>	1.1.2. Identifying the evidence base: qualitative evidence <i>Gunilla Borglin</i>	1.2.1. Identifying/developing theory and knowledge <i>Helen Allan</i>	In classroom preparing a research protocol <i>Group leaders</i>
12.30–13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30–15.00	Introduction to the MRC complex interventions framework continued <i>Gunilla Borglin</i>	1.1.1. Systematic reviews and meta analyses of complex interventions <i>Maria Horne</i>	1.1.3. I Identifying the evidence base: mixed methods reviews <i>Gunilla Borglin</i> <i>Group leaders</i>	1.2.2. Using theory to develop interventions: a practical example <i>Helen Allan</i>	Time to clear out confusions Question and answer session Follow up test, Cultural competency <i>Group leaders</i>
15.00–15.30	Break	Break	Break	Break	Break
15.30–17.00	Introduction to presentations: My PhD: Making a Start Our Health Care Systems Preparing a research protocol <i>Group leaders</i> Student time: Working with our health care systems	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Presentation 1 My PhD: Making a Start x 6 <i>Group leaders</i>	Preparation time - Networking – time off
SOCIAL	GET TOGETHER 17.00-19.00				

Year 1 Week 2 – 2015

2 Feasibility/Pilot Stage 'Uncertainty'

2.1. Testing procedures

2.2. Recruitment/retention

2.3. Determining sample size

Subject responsibility: Associate Professor Gunilla Borglin

Group Leaders: Dr. Connie Böttcher Berthelsen (Den), Dr. Caroline Bradbury Jones (UK)

Students host: Sonia Sevilla

Classroom: Seminary 4 (4th Floor)

Date/time	Monday 6 th July	Tuesday 7 th July	Wednesday 8 th July	Thursday 9 th July	Friday 10 th July
8.30–9.00	<i>Arrival in classroom and preparation for day</i>	<i>Arrival in classroom and preparation for day</i>	The EANS Summer Conference Rooms: Aula Magna & Paranimf		Presenting a proposal for development and feasibility research funding <i>Group leaders 09.00 – 12.00</i>
9.00–10.30	Welcoming Faculty & students Room: Paranimf 9.30 Working in Europe <i>Walter Sermeus</i>	2.1. Testing procedures: addressing acceptability and feasibility <i>David Richards</i>	EANS Conference: registration, Key note address	2.3. Determining sample size considerations for qualitative studies <i>Gunilla Borglin</i>	
10.30–11.00	Break	Break	Break	Break	EVALUATION HAND IN
	1.3.1. Relating Process to Outcomes including modelling <i>Walter Sermeus</i>	2.2. Addressing uncertainty in recruitment/retention <i>Sascha Köpke</i>	Student time: Preparing a development and feasibility research protocol for funding	Student time: Preparing a development and feasibility research protocol for funding	
	Lunch	Lunch	Lunch	Lunch	
	1.3.2. Relating Process to Outcomes including modelling <i>Walter Sermeus</i>	Student time: Preparing a development and feasibility research protocol for funding	Student time: Preparing for the debate Break (14.30–15.00)	The EANS Summer School debate Chair: <i>Peter Griffiths</i>	
15.00–15.30	Break	Break	Break	Break	
15.30–17.00	2.1. Testing procedures: addressing clinical uncertainty <i>David Richards</i>	2.3. Determining samples size considerations for intervention studies and surveys <i>Peter Griffiths</i>	Introducing the poster session by participants Chair: <i>David Richards</i> Poster viewing, networking and poster evaluation	Keynote Address End of Conference EVALUATION HAND OUT <i>(For students group leaders)</i>	
SOCIAL	GET TOGETHER 18.00			GALA DINNER	

Year 2 - 2015					
3 Evaluation Stage		<i>Subject responsibility:</i> Professor Sascha Köpke (D)			
3.1. Assessing effectiveness		<i>Group leaders:</i> Professor Julie Taylor (UK), Dr Pia Olsen (DK)			
3.2. Understanding change process		<i>Student host:</i> Afra Masià Plana			
3.3. Assessing cost effectiveness		<i>Lecture rooms:</i> Room 18 (5 th floor)			
Date/time	Monday 6 th of July	Tuesday 7 th of July	Wednesday 8 th of July	Thursday 9 th of July	Friday 10 th of July
8.30–9.00	<i>Arrival in classroom and preparation for day</i>	<i>Arrival in classroom and preparation for day</i>	The EANS Summer Conference Rooms: Aula Magna & Paranimf		<i>Arrival in classroom and preparation for day</i>
9.00–10.30	Welcoming Faculty & students Room: Paranimf Where am I? <i>Students and group leaders and subject lead</i>	3.1_2 Assessing effectiveness <i>Sandra Zwahlen</i>	EANS Conference: registration, Key note address	Ethics and clinical trials <i>Helena Leino-Kilpi</i>	Use, misuse and abuse of statistics <i>Geert Verbeke</i>
10.30–11.00	Break	Break	Break	Break	EVALUATION HAND IN <i>Group leaders 11.00 – 12.00</i>
11.00–12.30	Where am I? <i>Student and group leaders and subject lead</i>	3.3_1. Assessing cost effectiveness <i>Katrin Balzer</i>	3.3_2. Assessing cost effectiveness <i>Katrin Balzer</i>	<i>Student time:</i> Working with the EANS Summer School debate	
12.30–13.30	Lunch	Lunch	Lunch	Lunch	LUNCH
13.30–15.00	3.1_1 Assessing effectiveness <i>Sandra Zwahlen</i>	3.2_2 Understanding change processes <i>Sascha Köpke</i>	<i>Student time:</i> Working with the EANS Summer School debate	The EANS Summer School debate Chair: <i>Peter Griffiths</i>	
15.00–15.30	Break	Break (15.30–16.00)	Break (14.30–15.00)	Break	
15.30–17.00	Information regards debate <i>Group leaders</i> <i>Student time:</i> Working with the EANS Summer School debate	3.2_1 Understanding change processes <i>Sascha Köpke</i>	Introducing the poster session by participants Chair: <i>David Richards</i> Poster viewing, networking and poster evaluation	Keynote Address End of Conference EVALUATION HAND OUT <i>(For students, group leaders)</i>	
SOCIAL	GET TOGETHER			GALA DINNER	

Year 3 – 2015					
4. Implementation stage		<i>Subject responsibility:</i> Professor Theo van Achterberg			
4.1. Dissemination		<i>Group leaders:</i> Dr Tove Lindhardt (Den) Dr Lisbeth Uhrenfeldt (Den)			
4.2. Surveillance & monitoring		<i>Students host:</i> Elisabet Arribas			
4.3. Long term follow-up		<i>Lecture rooms:</i> Room 19 (5 th Floor)			
Date/time	Monday 6 th July	Tuesday 7 th July	Wednesday 8 th July	Thursday 9 th July	Friday 10 th July
8.30–9.00	<i>Arrival in classroom and preparation for day</i>	<i>Arrival in classroom and preparation for day</i>	The EANS Summer Conference Rooms: Aula Magna & Paranimf		<i>Arrival in classroom and preparation for day</i>
9.00–10.30	Welcoming Faculty & students Room: Paranimf Where are you at? <i>Students & group leaders</i>	4.1.2. Dissemination: Barriers & facilitators for implementation <i>Maud Heinen</i>	EANS Conference: registration, Key note address	Please see conference program	MY NURSING SCIENCE CAREER <i>Theo van Achterberg</i> <i>David Richards</i> <i>Gabriele Meyer</i>
10.30–11.00	Break	Break	Break	Break	
11.00–12.30	4.2. Surveillance & monitoring: Developing quality indicators workshop <i>Maud Heinen & Theo van Achterberg</i>	4.1.3. Dissemination: Effective implementation & use of change strategies <i>Theo van Achterberg</i>	Please see conference program	Please see conference program	
12.30–13.30	Lunch	Lunch	Lunch	Lunch	Note no lunch
13.30–15.00	4.2 Surveillance & monitoring: Using routinely collected data for monitoring quality of care <i>Koen Van den Hoede</i>	4. Implementation research <i>Lisette Schoonhoven</i>	Please see conference program Break (14.30 – 15.00)	The EANS summer school debate Chair: <i>Peter Griffiths</i>	
15.00–15.30	Break	Break		Break	
15.30–17.00	4.1.1. Dissemination: Quality of reporting and effective dissemination <i>Peter Griffiths</i>	4. Implementation research <i>* continued</i>	Introducing the poster session by participants Chair: <i>David Richards</i> Poster viewing, networking and poster evaluation	Key note address End of conference EVALUATION HAND OUT <i>(For students group leaders)</i>	
SOCIAL	GET TOGETHER			GALA DINNER	

Annex 4b: Full list of speakers and participants

Name	City, Country	Type
Professor Helen Allan	London, (UK)	Speaker
Dr. Katrin Balzer	Lübeck, (DE)	Speaker
Dr. Gunilla Borglin	Malmö, (SE)	Speaker
Dr. Connie Böttcher Berthelsen	Aarhus C, (DK)	Speaker
Dr. Caroline Bradbury-Jones	Edgbaston, (UK)	Speaker
Professor Peter Griffiths	Southampton, (UK)	Speaker
Dr. Maud Heinen	Nijmegen, (NL)	Speaker
Dr. Maria Horne	Bradford, (UK)	Speaker
Dr. Sascha Köpke	Lübeck, (DE)	Speaker
Dr. Sascha Köpke	Lübeck, (DE)	Speaker
Dr. Helena Leino-Kilpi	Turku, (FI)	Speaker
Dr. Tove Lindhart	Herlev, (DK)	Speaker
Dr. Gabriele Meyer	Halle (Saale), (DE)	Speaker
Dr. Pia Riis Olsen	Aarhus C, (DK)	Speaker
Professor David Richards	Exeter, (UK)	Speaker
Dr. Lisette Schoonhoven	Southampton, (UK)	Speaker
Professor Walter Sermeus	Leuven, (BE)	Speaker
Professor Julie Tylor	Edinburgh, (UK)	Speaker
Dr. Lisbeth Uhrenfeldt	Aalborg Ø, (DK)	Speaker
Dr. Theo Van Achterberg	Leuven, (BE)	Speaker
Dr. Koen Van den Heede	Brussels, (BE)	Speaker
Professor Geert Verbeke	Leuven, (BE)	Speaker
Dr. Sandra Zwakhalen	GT Maastricht, (NL)	Speaker

Name	City, Country	Type
Ms. Christina Adam	Agia Paraskevi/Athens, (GR)	Participant
Ms. Masià Plana Afra	Girona, (ES)	Participant
Mr. Johan Ahlin	Piteå, (SE)	Participant
Ms. Leyre Ambrosio Gutierrez	MONDRAGON, (UK)	Participant
Ms. Anna Anåker	Falun, (SE)	Participant
Ms. Ester-Ruth Beck	Carrickfergus, (UK)	Participant
Ms. sonja Beckmann	Zürich, (CH)	Participant
Ms. Mari Synnøve Berge	Nesttun, (NO)	Participant
Ms. Milla Bergman	Kikkonummi, (FI)	Participant
Ms. Ann Kristin Bjørnnes	Oslo, (NO)	Participant
Ms. Christina Bökberg	Viken, (SE)	Participant
Ms. Sofia Inês Borges Rodrigues	Setubal, (PT)	Participant
Ms. Indre Brasaite	Klaipeda, (LT)	Participant
Ms. Heidi Breistrand Bringsvor	Øvre Vats, (NO)	Participant
Ms. Kirsten Brubakk	Fredrikstad, (NO)	Participant
Ms. Maria Otilia Caires Barreto	Madeira, (PT)	Participant
Ms. Anna Castaldo	Milano, (IT)	Participant
Ms. María de los Ángeles Cerezuela Torre	Barcelona, (ES)	Participant
Ms. Richter Christin	Saxony-Anhalt, (DE)	Participant
Ms. Veerle Claes	Basel, (CH)	Participant
Mr. Marco Clari	Turin, (IT)	Participant

Mr. Andrew David Dainty	Nottingham, (UK)	Participant
Ms. Chiara Dall'Ora	Southampton, (UK)	Participant
Mr. Stein Ove Danielsen	Oslo, (NO)	Participant
Ms. Therese Thuen Davies	Bergen, (NO)	Participant
Ms. Els Devriendt	Eernegem, (BE)	Participant
Ms. Amanda Drury	Dublin 15, (IE)	Participant
Ms. Veerle Dupres	Ghent, (BE)	Participant
Ms. Cecile Dury	Mont-Godinne, (BE)	Participant
Ms. Signe Eekholm	Rødovre, (DK)	Participant
Ms. Maria Svedbo Engström	Säter, (SE)	Participant
Ms. Maren Falch Lindberg	Oslo, (BE)	Participant
Ms. Marta Fernández	Barcelona, (ES)	Participant
Ms. Hanne Søberg Finbråten	Kongsvinger, (NO)	Participant
Ms. Heidrun Gattinger	St Gallen, (CH)	Participant
Ms. Wytse Geense	Nijmegen, (NL)	Participant
Ms. Berit Gesar	Rättvik, (SE)	Participant
Ms. Manela Glarcher	Ligist, (AT)	Participant
Ms. Camilla Göras	Sifferbo, (SE)	Participant
Ms. Teresa Greene	United Kingdom, (IE)	Participant
Ms. Hege Selnes Haugdahl	Levanger, (NO)	Participant
Ms. Birgit Heckemann	Östersjö, (SE)	Participant
Ms. Jana Heczkova	Prague 5, (CZ)	Participant
Mr. Pieter Heeren	Leuven, (BE)	Participant
Ms. Loreena Hill	Ballymoney, (UK)	Participant
Ms. Bettina Holmberg Fagerlund	Eiksmarka, (NO)	Participant
Ms. Claudia Huber	Fribourg, (CH)	Participant
Mr. Claus Sixtus Jensen	Ryomgaard, (DK)	Participant
Ms. Anita Keller-Senn	Neftenbach, (CH)	Participant
Mr. Sebastien Kerever	Paris, (FR)	Participant
Ms. Myrta Kohler	St. Gallen, (CH)	Participant
Ms. Beate-Christin Hope Kolltveit	Voss, (NO)	Participant
Ms. Jette Lauritzen	Hoejbjerg, (DK)	Participant
Ms. Lorna Lawther	County Down, (UK)	Participant
Ms. Judith Leblanc	Paris, (FR)	Participant
Ms. Maria Do Carmo Lemos Vieira Gouveia	Funchal, (PT)	Participant
Ms. Connie Lethin	Lund, (SE)	Participant
Ms. Sara Levati	Glasgow, (UK)	Participant
Ms. Pashalina Lialiou	Attica, (GR)	Participant
Mrs. Mia Loft	Hillerød, (DK)	Participant
Ms. Catherine Lowenhoff	Suffolk, (UK)	Participant
Ms. Holmgren Marianne	Tygelsjö, (SE)	Participant
Ms. Carol Louise McCallum	Ayrshire, (UK)	Participant
Ms. Sharon McCloskey	Downpatrick, (UK)	Participant
Ms. Katie Louise McGoohan	Livingston, (UK)	Participant
Mr. Alastalo Mika	Helsinki, (FI)	Participant
Ms. Nicoleta Mitrea	Brasov, (RO)	Participant
Ms. Tanja Moilanen	Räsälä, (FI)	Participant
Ms. Maria Victoria Navarta-Sanchez	Mezquitilla (Algarrobo), (ES)	Participant
Ms. Claudia Jorge de Sousa Oliveira	Faro, (PT)	Participant
Ms. Siv Olsen	Harstad, (NO)	Participant
Mrs. Laura-Maria Peltonen	Turku, (FI)	Participant

Ms. Laura-Maria Peltonen	Turku, (FI)	Participant
Ms. Ana Filipa Pereira Lavaredas	Lisboa, (PT)	Participant
Ms. Tarja Poikkeus	Tuusula, (FI)	Participant
Ms. Anne Christin Rahn	Hamburg, (DE)	Participant
Ms. Gitte Susanne Rasmussen	Viby J, (DK)	Participant
Ms. Ulla Riis Madsen	Stenløse, (DK)	Participant
Ms. Hanne Marie Rostad	Moss, (NO)	Participant
Ms. Maria Rudkjaer Mikkelsen	Copenhagen SV, (DK)	Participant
Ms. Merja Sahlström	Iisalmi, (FI)	Participant
Ms. Elena Salas Marco	Barcelona, (ES)	Participant
Miss Sonia Sevilla Guerra	Barcelona, (ES)	Participant
Ms. Valgerdur Lisa Sigurdardottir	Kopavogur, (IS)	Participant
Ms. Eriikka Siirala	Turku, (FI)	Participant
Ms. Marianne Sipilä	Vantaa, (FI)	Participant
Ms. Malin Skog	Hässleholm, (SE)	Participant
Ms. Hilde Smith-Strøm	Bergen, (NO)	Participant
Mr. Manuel Stadtmann	Schaffhausen, (CH)	Participant
Ms. Camilla Strandell-Laine	Turku, (FI)	Participant
Ms. Benedicte Sørensen Strøm	Oslo, (NO)	Participant
Ms. Anja Terkamo-Moisio	Lappeenranta, (FI)	Participant
Ms. Catharina J. van Oostveen	Woerden, (NL)	Participant
Ms. Tina Vandecasteele	Ghent, (BE)	Participant
Ms. Henk Verloo	Arbaz, (CH)	Participant
Ms. Lotte Verweij	Amsterdam, (NL)	Participant
Ms. Ashleigh Ward	Stirling, (UK)	Participant
Ms. Tuija Ylitörmänen	Imatra, (FI)	Participant
