



**CALL FOR
PARTICIPANTS
&
COLLABORATORS**

BLENDED INTENSIVE *PROGRAMME*

**ADDITIONAL CARE NEEDS (ACN)
OF DISADVANTAGED WOMEN AND GIRLS**

**VIRTUAL EXCHANGES : 29TH JANUARY – 1ST MARCH 2024
CASE-STUDIES PRESENTATIONS, ONLINE WORKGROUPS, AND MEETINGS.**

**IN-PRESENCE PROGRAM: 16TH WEEK: 15TH APRIL TO 19TH APRIL 2024
FACE-TO-FACE LECTURES BY PROFESSIONALS, ON-FIELD VISITS,
CASE-STUDIES WORK AND PRESENTATIONS, SOCIAL/CULTURAL EVENTS.**

SAVE THE DATES

STUDY-TEACHING FIELDS :
ERGO THERAPY
KINDERGARTEN, PRIMARY
AND SECONDARY SCHOOLS' TEACHING
MIDWIFERY
NURSING
PHYSIOTHERAPY
PSYCHOLOGY
SOCIAL WORKING
...



Erasmus+

**WHERE? HÉNALLUX PARAMEDICAL DEPARTMENT, NAMUR, BELGIUM
CONTACT PERSON : DELPHINE.RASADOR@HENALLUX.BE**



Erasmus+



Erasmus + Blended Intensive Program (BIP) : call for participants and collaborators.

Meeting additional care needs (ACN) of disadvantaged women and girls: a holistic, inclusive, interdisciplinary, and collaborative approach.

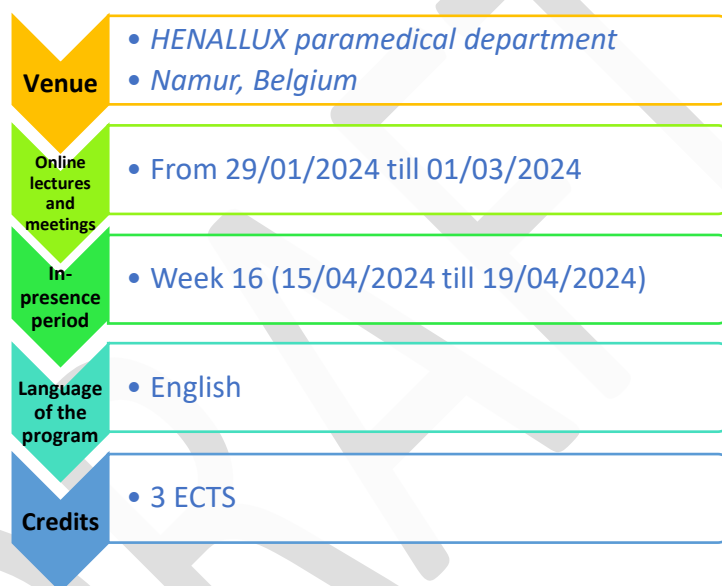
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1. Introduction and BIP pathway

*“L'Hénallux (2020) has 6500 students and 800 staff members. L'Hénallux wishes to participate in the Erasmus + programme in order to achieve its objectives of modernisation and internationalisation and contribute to the construction of a European education area. Hénallux wishes to achieve these objectives through activities of "Mobility of students and staff in higher education", "Cooperation partnerships and exchanges of practices" and "Partnerships for Innovation". Participation in these activities is supported by the integration of the internationalisation strategy in Hénallux's strategic plan, quality mobility to bring added value to student training, continuing training of staff members, research and pedagogical innovation, cooperation with higher education institutions inside and outside Europe, companies, local and regional authorities and civil society actors”.*¹

The Blended Intensive Program (BIP) we propose is summarized through the next model:



1.1. Number of participants per institution

According to Erasmus+ programs, the Blended Intensive Program is open to a limited number of participants from each partner institution, and to an overall number of students.

The numbers of participants agreed by the program partners are maximum 5 students per guest university.

The overall number of student (guest and hosts) is ideally around 30 students.

1.2. Study fields of participants

One of this BIP's aim is to collaborate in interdisciplinarity. Participation to the program is open to students of the following disciplines related to women and girls' health and welfare:

¹ HENALLUX (2020). *EU Grants : Proposal template* (EACEA Erasmus+ IBA): V1.1 – 04.03.2020.

HENALLUX Paramedical Department – BIP 2024

Meeting additional care needs (ACN) of disadvantaged women and girls

- ✓ ergo therapists
- ✓ general practitioners
- ✓ kindergarten, primary and secondary schools' teachers
- ✓ midwives
- ✓ nurses
- ✓ physiotherapists
- ✓ psychologists
- ✓ social workers
- ✓ ...

1.3. BIP calendar

The BIP calendar consists of 2 phases:

- **A virtual program**, starting on 29th January till first of March 2024: virtual exchanges and work group under the supervision of a teacher.
- **A physical (in presence) program**, during Week 16, from 15th April to 19th April 2024 (Hénallux paramedical department, Belgium, as hosting institution).

1.4. ECTS credits

The successful completion of the program, both in its physical and virtual parts, awards 3 ECTS.

Active participation in the entire module allows validation of ECTS without any need of further evaluation.

By the completion of the module, the hosting university will provide the certificate of attendance and the evaluation document to each participant student.

1.5. Language of teaching

Both online and in-presence communication/lectures will be held in English.

A B2 level is strongly recommended to have a successful learning experience.

1.6. Teaching methodologies

This BIP offers chance to exchange experiences and knowledge and develop transcultural and interdisciplinary competences in an innovative way of learning.

Students will actively participate to every meeting/session.

The teamworking will use most of the following soft skills: *adaptability, collaboration, creativity, critical thinking, cultural intelligence, curiosity, decision-making, open-mindedness, problem-solving, public speaking, reliability, time-management, willingness to learn.*

Virtual program:

The virtual program consists of different on-line meetings:

-3x2 hours under supervisions of a teacher (launching the meetings, setting the framework, laying the milestones...)

-2x2 hours meeting together autonomously (breaking the ice, initial reflections, task-sharing ...)

The meetings will be organized through Teams by the hosting university-college (Hénallux).

Working tools: case-studies presentations, online group meetings and discussions.

Physical program:

The face-to-face program consists of working together a whole week, approximatively from 8.30 am till 5 pm, from Monday to Friday.

Students will work under supervision of teachers. There will be lectures by lecturers, witnesses and people-in-the-field, on-field class and visits, case-studies work and presentations, and social/cultural events.

2. Program content: general overview

2.1. Erasmus + Blended Intensive Program

“Blended intensive programmes are short, intensive programmes that use innovative ways of learning and teaching, including the use of online cooperation. Blended intensive programmes aim at reaching all types of students from all backgrounds, study fields and cycles by enabling new and more flexible mobility formats that combine physical mobility with a virtual part.

During these blended intensive programmes, groups of students or staff will undertake a short-term physical mobility abroad combined with a compulsory virtual component facilitating collaborative online learning exchange and teamwork. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes. (...). Blended intensive programmes build capacity for developing and implementing innovative teaching and learning practices in the participating high education institutes.”²

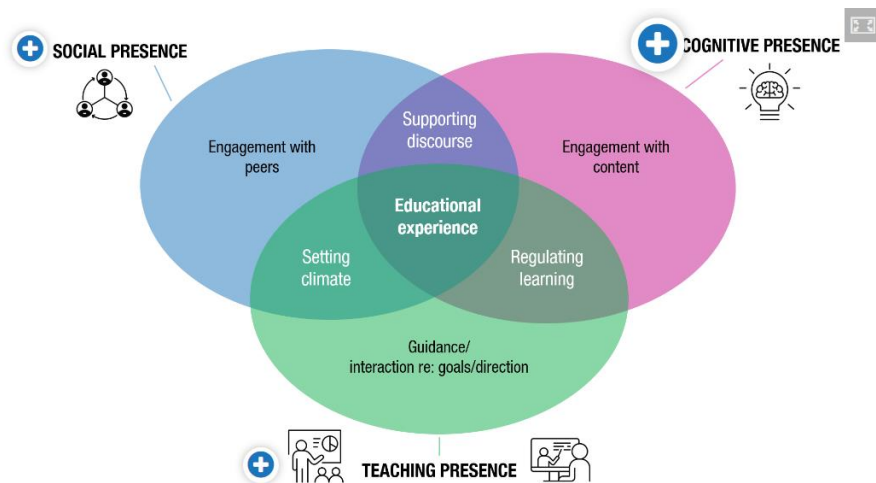
According to Monash University³ teaching models, *“Blended learning combines the best of face-to-face teaching and the best of online learning to engage students and develop their learning.*

² <https://www.kuleuven.be/global/erasmus/key-action-1/BIP>

³ <https://www.monash.edu/learning-teaching/teachhg/Teaching-practices/Blended-and-online-teaching>

It involves more than simply using technology in your teaching. It is about creating learning experiences that take advantage of the inherent benefits of each mode.

When building virtual and face-to-face teaching experiences, it is recommended to “considering three levels of presence - **cognitive, social and teaching** which originated from the ‘[community of inquiry](#)’ framework (Garrison et al. 1999). Targeting these three allows you to create a meaningful learning experience for students. You will design these in different ways, depending on the mode.”



*“**Social presence**⁴ means providing learners with the opportunity to connect to others as they may do when learning in a group face-to-face and to feel a sense of belonging in the learning environment. Having opportunities for students to express themselves, to reflect their personalities and to interact with one another increases social presence.*

***Cognitive presence** means providing learners with the opportunity to communicate in a way that is meaningful for their learning. It is about using dialogue as a process for critical thinking and working through concepts and activities that use higher order thinking skills.*

***Teaching presence** refers to how learning tasks and assessments are designed and facilitated by the educator (Hayes, Uzuner-Smith, and Shea, 2015). This is where the educator will prepare the learning pathways for students and scaffold the learning and support students on their learning journey. This can be performed by one or more educators. It can also be achieved by a student who facilitates a discussion forum or a moderator who reviews and relays questions and chat comments for an online audience”*

This is therefore the teaching model of our BIP.

⁴ <https://www.monash.edu/learning-teaching/teachhg/Teaching-practices/Blended-and-online-teaching>

2.2. Motivation for theme selection

Meeting additional care needs (ACN) of disadvantaged women and girls: a holistic, inclusive, interdisciplinary, and collaborative approach.

The European Institute for Gender Equality⁵ states that **disadvantaged persons** are “Groups of persons that experience a higher risk of poverty, social exclusion, discrimination and violence than the general population, including, but not limited to, ethnic minorities, migrants, people with disabilities, isolated elderly people and children. See also: vulnerable groups, intersectional discrimination, multiple discrimination.

The vulnerability to discrimination and marginalisation is a consequence of social, cultural, economic and political conditions and not a quality inherent to certain groups of persons. Women and girls belonging to these groups are often subjected to multiple discrimination and gender-based violence. However, they have limited access to protection, support and redress when their rights are violated.

*Recent scholarship on stereotypical gender roles and attitudes, and their discriminatory impact on women, emphasises that **women are not vulnerable by nature, but suffer from imposed disadvantage.***”

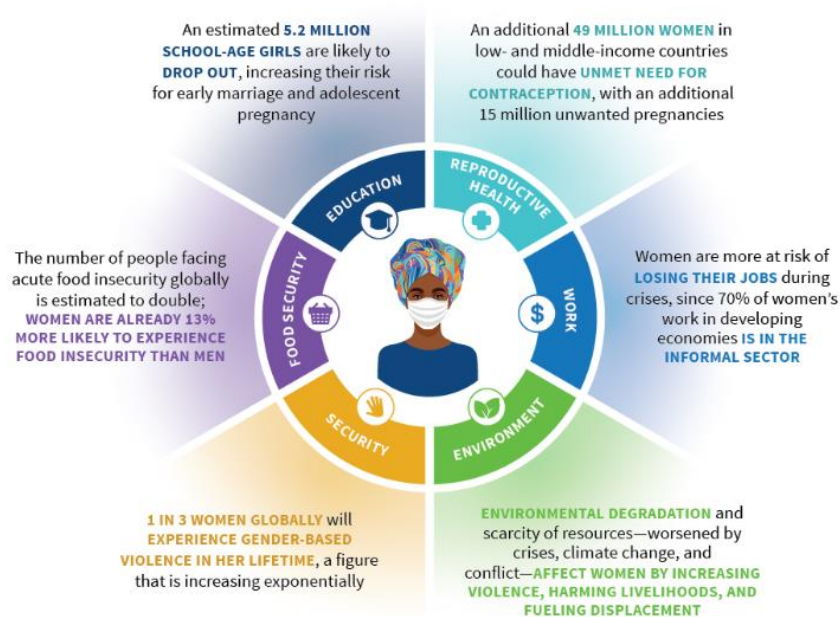
The **practical gender needs of women** are also defined as “Needs women identify in their socially accepted roles in society. Practical gender needs do not challenge, although they arise out of, gender divisions of labour and women’s subordinate position in society. These needs are a response to immediate perceived necessity, identified within a specific context. They are practical in nature and often stem from inadequacies in living conditions such as water provision, **healthcare** and employment.”

Many changes occur after Covid-19 pandemic, especially for women’s health and welfare. According to the Population Reference Bureau⁶, “The stresses of sudden, acute crisis situations such as the COVID-19 pandemic often create **an environment of increased violence and a myriad of other harmful effects on women**, which build upon the long-term stresses caused by diffuse crises such as climate change. Combined with existing harmful gender norms, these detrimental effects span many aspects of women’s lives and well-being, **as shown in the figure below.**”

⁵ <https://eige.europa.eu/publications-resources/thesaurus/terms/1174>

⁶ <https://www.prb.org/resources/family-planning-and-the-gendered-impacts-of-crises/>

FIGURE 1. WOMEN AT THE CENTER: THE COMPOUNDING IMPACTS OF CRISES LIKE COVID-19



According to World Economic Forum (2023)⁷ “COVID-19 has magnified **gender-based inequalities in health and healthcare** and created a more urgent need to understand the forces undermining women’s well-being and resilience. Coordinated, strategic, multi-sectoral efforts could generate positive change - by focusing on sexual and reproductive health and maternal mortality, confronting sexual and physical violence, equalizing education, prioritizing mental health treatment, enabling economic empowerment, taking health and equity-focused climate action, and increasing cancer prevention and control. Collectively, these initiatives could help to hasten the global pandemic recovery.”

For women and girls, access to health is complicated by gender inequality, which drives harmful norms and practices and global crises such as high rates of unintended pregnancy and preventable maternal mortality. According to UNFPA (2023)⁸, nearly half of all pregnancies worldwide are unintended, and a woman dies every two minutes from pregnancy or childbirth. UNFPA presents six initiatives that move women, **girls and members of other marginalized communities** closer to this condition and **help close gaps to health created by gender inequality, stigma and discrimination.**”

Moreover, UN (2020)⁹ states that “An analysis of poverty rates by sex and age shows that gender gaps in poverty are at their widest among women between the ages of 25 and 34 years. This coincides with the family-formation and child-rearing phase in the life course, during which women and their households face increased expenses associated with having children while also having less time available for engaging in paid work. The resulting time constraints and depletion of human capabilities are not only acute for the women themselves but may also spill over to the next

⁷ <https://www.weforum.org/agenda/2022/05/access-to-healthcare-prioritize-woman-and-girls/>

⁸ <https://www.unfpa.org/news/six-unfpa-programmes-around-world-ensuring-health-for-all>

⁹ <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2019/World-survey-on-the-role-of-women-in-development-2019.pdf>

generation when, for example, unpaid care and domestic work is delegated to girls, jeopardizing their education and training opportunities.”

Meeting additional care needs (ACN) of disadvantaged women and girls is therefore a strong, timely and inclusive theme.

2.3. Upcoming detailed program

Our lectures and works will focus on most of the following selected European topics, distributed among workgroups:

✓ **Related to (disabled) women and girls:**

Education: school access, women and girl’s work, informal sector, poverty.

Environment: climate change, environmental degradation.

Ethics and human rights: minority groups, physical or mental disabilities.

Gender and sexuality: gender concern, health inequalities, sexual harassment, violence and abuse.

Migration, diversity: immigrants and refugees, spiritual needs, racism, life trauma experience, intercultural sensibility, superdiversity in Europe.

Reproductive health: family planning, healthcare access.

✓ **Related to specific and additional care:**

Specific needs: assessing people’s needs, empowerment, morbidity prevention, patient compliance, patient-partner, person-centred care, quality of life, welfare.

Prevention and primary care: community health services, determinants of health, family-centred care, health outcomes, holistic care, primary health care.

Organisation of care: care clustering, care pathways, models of care, social insurance services access, stakeholder participation.

This challenge asks for an interdisciplinary and transcultural approach. Many different tools, books and articles will provide students opportunity to step in the topics and understand them in depth.

The detailed program is to be constructed with partners, using:

- *Theoretical presentations*
- *Models and tools*
- *Reflection sessions*
- *Case discussions*
- *In-Field visits.*

The final detailed program for online workshops should be fixed first days of December 2023, and in-presence program should be fixed January 2024 and sent to all partners universities.

2.4. Milestones of the BIP program

The future working sessions of the BIP could be as follows:

✓ **Virtual program (10 hours on-line meetings):**

The proposed steps below of the virtual program are an example.

-2 hours (under supervisions of a teacher):

Launching the meetings, setting the framework, laying the milestones.

Organising groups mixing field studies and home countries.

Distribution of the case-studies (each group receives a different case with specific topics).

-2 hours (autonomous):

Each group manage this meeting according to his members.

Building a strong group spirit (breaking the ice, choosing a team-name and a logo...).

First inquiries and reflections upon the case-study.

-2 hours (under supervisions of a teacher):

Progress report of each workgroup.

Sharing on difficulties and finding solutions.

Additional lines of inquiry (articles, books, tools, ...).

How is each group's spirit?

-2 hours (autonomous):

Each group manage this meeting according to his members.

Ongoing reflections and inquiries upon the case-study.

Reinforcing the group spirit (choosing a team-jingle).

-2 hours (under supervisions of a teacher):

Progress report of each workgroup.

Remaining questions or difficulties.

How is each group's spirit?

Anticipating the week In-presence.

✓ **In-presence program (week 16th):**

The collaborators of the BIP program are invited to take a strong active part in the week program according to their lecturers' specificities and body of knowledge: lectures, testimonies, facilitation of workshops ...

The week-program outlined on the next page is an example.

The final program will be in-depth build together with the university-college collaborators engaged in the BIP project.

	Day 1: 15/04/2024 Theme: <i>Physically and mentally disadvantaged women and girls</i>	Day 2: 16/04/2024 Theme: <i>Women and girls' rights across education, work, and climate changes</i>	Day 3: 17/04/2024 Theme: <i>Women and girls experiencing migration across Europe</i>	Day 4: 18/04/2024 Theme: <i>Specific needs of care of disadvantaged women and girls</i>	Day 5: 19/04/2024 Theme: <i>Meeting additional care needs (ACN) of disadvantaged women and girls</i>
Morning	Welcoming Breaking the ice Organisation of the week Introducing lectures to concepts of disadvantages	Theoretical lectures Case-study	Workshops by group creating a summary poster or video clip s:	In-field visits in separate groups -Red Cross refugee centre -GAMS Namur -Mother's home -Perinatal shoulder service -Family planning -Hospital interpreter -Centre for disadvantaged persons -...	Workshops by groups: creating a summary poster/video clip/ a shared tool?
Lunch time	<i>Variety of sandwiches</i>	<i>Lunch in a restaurant for homeless and precarious people (Namur)</i>	<i>International lunch (Moroccan, Lebanese, Italian, African, ...)</i>	<i>Variety of sandwiches</i>	<i>Belgian lunch</i>
Afternoon	In-field visits in separate groups -Red Cross refugee centre -GAMS Namur -Mother's home -Perinatal shoulder service -Family planning -Hospital interpreter -Centre for disadvantaged persons -... <i>Capture of the day</i>	People-in-the-field lectures Witnesses Case-study <i>Capture of the day</i>	Lectures and tools about intercultural sensibility: -Geert Hofstede Model -DMIS Model <i>Capture of the day</i> Town of Namur visit Evening: social program (upon registration)	Workshops by groups: creating a summary poster or video clip <i>Capture of the day</i>	Group presentation of the posters Awards ceremony and delivery of certificates Evaluation of the BIP <i>Take-home messages</i> Ending session

2.5. Overall program learning objectives

According to Hénallux, general expected results of this international project are¹⁰:

- Developing civic engagement and active citizenship, "An international experience for all",
- Ensuring a quality partnership, developing transnational teaching activities and internationalisation at home,
- Improving the language and intercultural skills of students,
- Developing the digital skills of students and thus promoting environmentally friendly practices,
- Ensuring the visibility of the results obtained.

The overall BIP's expected results will be for the students (*specific results will have to be defined day by day*):

- Reflecting upon their own beliefs and attitudes towards disabled women and girls,
- Acquiring practical knowledge to work in alliance with disabled women and girls,
- Producing a critical analysis of the actual welfare and care services in Europe,
- Learning to work in a more diverse-sensitive way, as healthcare/social professionals,
- Developing an understanding of humans' rights and ethics challenges in Europe,
- Developing their body of knowledge about professional issues related to disabled women and girls' care.

2.6. Bibliography and references

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¹⁰ Hénallux (2020). *EU Grants : Proposal template* (EACEA Erasmus+ IBA): V1.1 – 04.03.2020

3. Administrative BIP information

3.1. Eligibility criteria

Any student regularly enrolled at one of the participating universities is authorized to apply for this BIP program.

Applicants must be enrolled in a three- or fourth-year Bachelor level.

3.2. Selection criteria and procedures

The selection committee is composed by the International Officer and the International Mobility Projects Coach of the hosting University-college (Hénallux), and the International Officers of each participant's universities.

Selection of the applying students is based on the following criteria:

- ✓ Motivation
- ✓ English language competence (level B2 is strongly recommended)
- ✓ Discipline of study

The result of the application will be communicated by the hosting university-college (Hénallux) to the international coordinators of the partner universities.

If the number of applying students is higher than possible, selection will be based on first-come, first-served principle.

Selected students must communicate their acceptance or withdrawal within 5 days from the publication of the selection results to their university international coordinator.

Further instructions upon completion of the selection procedures will be given by each international coordinator. A student's guide will be provided by the hosting university-college (Hénallux) to facilitate the mobility to Namur.

3.3. Financial support

The attendance of the Blended Intensive Programme may be covered by an ERASMUS+ SMS Short Mobility Grant for all mobile students and teachers (excluding students/teachers from the hosting University Hénallux).

The University of origin of each selected student is fully responsible for the management of the financial aspects of the mobilities in accordance with the provisions of the competent ERASMUS+ National Agency.

3.4. Contacts

Henallux paramedical department (coordinating University-college):

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