



Erasmus+



**Erasmus + Blended Intensive Program (BIP) 2026**

## **Coaches and Student's Handbook**

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

**Coordinating University-College:**  
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## 1. Table of content

|         |                                                                                                               |                                      |
|---------|---------------------------------------------------------------------------------------------------------------|--------------------------------------|
| 1.      | Table of content .....                                                                                        | 2                                    |
| 2.      | Partners for the Blended Intensive Program 2025.....                                                          | 4                                    |
| 3.      | Course overview .....                                                                                         | 4                                    |
| 4.      | Course objectives .....                                                                                       | 5                                    |
| 4.1.    | General expected results of the BIP project 2025 are (Hénallux 2020):.....                                    | 5                                    |
| 4.2.    | Overall BIP's expected results for the students are: .....                                                    | 5                                    |
| 5.      | Theme selection .....                                                                                         | 5                                    |
| 6.      | Case-solving:.....                                                                                            | 7                                    |
| 6.1.    | General expectations about case-solving: .....                                                                | 8                                    |
| 6.2.    | Themes concerned in case of (disadvantaged) women and girls: .....                                            | 8                                    |
| 6.3.    | Themes concerned in case of specific and additional care (needs):.....                                        | 8                                    |
| 7.      | Coaching .....                                                                                                | 9                                    |
| 8.      | Ways of communication.....                                                                                    | 9                                    |
| 8.1.    | Collaborative online Platform .....                                                                           | 9                                    |
| 8.2.    | Other communication platforms.....                                                                            | 9                                    |
| 9.      | Award, and evaluations .....                                                                                  | 9                                    |
| 9.1.    | Process' individual reflection: collective formative assessment. ....                                         | 10                                   |
| 9.2.    | Final presentation: poster/PPT or video/vodcast: scaled to 100% of the final score.<br>Group assessment. .... | 10                                   |
| 9.2.1.  | Poster/PPT presentation.....                                                                                  | 10                                   |
| 9.2.2.  | Video/vodcast presentation.....                                                                               | <b>¡Error! Marcador no definido.</b> |
| 10.     | Virtual program in-details (10 hours on-line meetings):.....                                                  | 3                                    |
| 10.1.   | Week 1: launching of the BIP 2025 project:<br>Monday 03d February 2025, 6-8 pm Belgian Time.....              | 3                                    |
| 10.1.1. | Student's preparation for the first meeting:.....                                                             | 3                                    |
| 10.1.2. | General information meeting (1 hour): .....                                                                   | 3                                    |
| 10.1.3. | First group meeting with coach (1 hour); student's tasks during the first group meeting: 3                    |                                      |
| 10.1.4. | Milestone 1 (group task after first meeting):.....                                                            | 4                                    |
| 10.2.   | Week 2 (10 <sup>th</sup> February – 15 <sup>th</sup> February 25):.....                                       | 4                                    |
| 10.2.1. | Student's preparation for the second group meeting: .....                                                     | 4                                    |
| 10.2.2. | Student's tasks during the second group meeting:.....                                                         | 4                                    |
| 10.2.3. | Milestone 2 (group task after second meeting):.....                                                           | 4                                    |
| 10.3.   | Week 3 (17 <sup>th</sup> February – 22 <sup>th</sup> February 25):.....                                       | 5                                    |

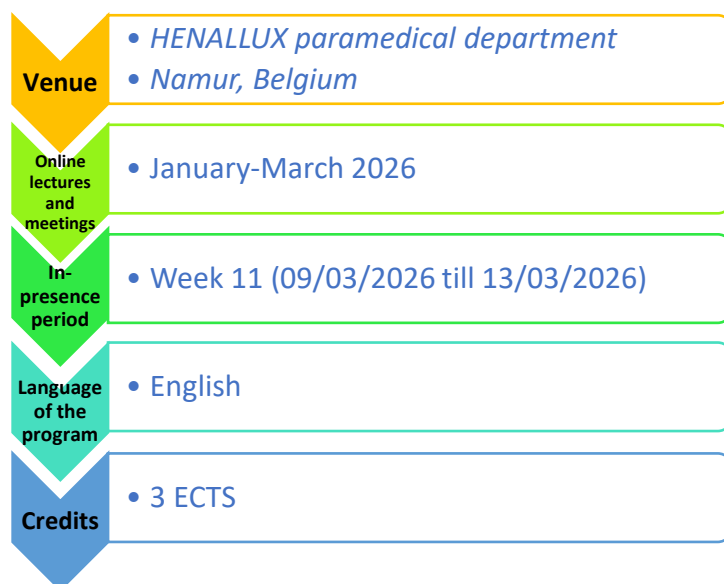
|         |                                                                                |    |
|---------|--------------------------------------------------------------------------------|----|
| 10.3.1. | Coach's task during the third group meeting:.....                              | 5  |
| 10.3.2. | Student's preparation for the third group meeting:.....                        | 5  |
| 10.3.3. | Student's tasks during the third group meeting: .....                          | 5  |
| 10.3.4. | Milestone 3 (group task after third meeting): .....                            | 5  |
| 10.4.   | Week 4 (24 <sup>th</sup> February – 01 <sup>st</sup> March 25): .....          | 5  |
| 10.4.1. | Student's preparation for the fourth group meeting:.....                       | 5  |
| 10.4.2. | Student's tasks during the fourth group meeting:.....                          | 6  |
| 10.4.3. | Milestone 4 (group task after fourth meeting): .....                           | 6  |
| 10.5.   | Week 5 (03 <sup>d</sup> March – 08 <sup>th</sup> March 25): .....              | 6  |
| 10.5.1. | Coach's task during the fifth group meeting:.....                              | 6  |
| 10.5.2. | Student's preparation for the fifth group meeting: .....                       | 6  |
| 10.5.3. | Student's tasks during the fifth group meeting: .....                          | 7  |
| 10.5.4. | Milestone 5 (group task after fifth meeting): .....                            | 7  |
| 11.     | In-presence program (17 <sup>th</sup> March – 21 <sup>st</sup> March 25):..... | 7  |
| 12.     | Contacts .....                                                                 | 8  |
| 13.     | References .....                                                               | 8  |
| 14.     | Appendices: .....                                                              | 9  |
| 14.1.   | Final BIP evaluation document .....                                            | 9  |
| 14.2.   | General template proposal for milestones writings.....                         | 11 |

## 2. Partners for the Blended Intensive Program 2025

- *Hénallux, Namur, Belgium* (organisation and venue), (*Nurses, Midwives*):  
Coach: Geneviève Castiaux.  
International officer: Delphine Rasador.
- *University of Parma, Italy* (*Nurses, Midwives*)
- *International Hellenic University, Thessaloniki, Greece* (*Nurses*)
- *University Francisco de Vitoria, Madrid, Spain* (*Nurses, Nutrition students*)
- *JAMK University of Applied Sciences, Jyväskylä, Finland* (*Nurses, Occupational therapists' students*)
- *Lithuanian University of Health Sciences* (*Health psychology students*).

## 3. Course overview

The Blended Intensive Program (BIP) 2026 is summarized through the next model:



The BIP program 2026 aims to promote the development of women's health-related international perspectives, and intercultural competence, through shared mutual learning environments. It is specifically designed to link health students who have different cultural, social, and geographical perspectives and experiences.

## 4. Course objectives

### 4.1. General expected results of the BIP project 2025 are (Hénallux 2020)<sup>1</sup>:

- 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.

### 4.2. Overall BIP's expected results for the students are:

Each singular case to study will provide students opportunities to achieve the following results:

- Reflecting upon their own beliefs and attitudes towards disadvantaged women and girls,
- Acquiring practical knowledge to work in alliance with disadvantaged 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 self-emotional resilience to face complex healthcare situations
- Developing an understanding of humans' rights and ethics challenges in Europe,
- Developing their body of knowledge about professional issues related to disadvantaged women and girls' care,
- Developing team-working skills in multi-professional and multicultural environment.

## 5. Theme selection

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

The European Institute for Gender Equality<sup>2</sup> 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.*

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<sup>1</sup> Hénallux (2020). *EU Grants : Proposal template* (EACEA Erasmus+ IBA): V1.1 – 04.03.2020

<sup>2</sup> <https://eige.europa.eu/publications-resources/thesaurus/terms/1174>

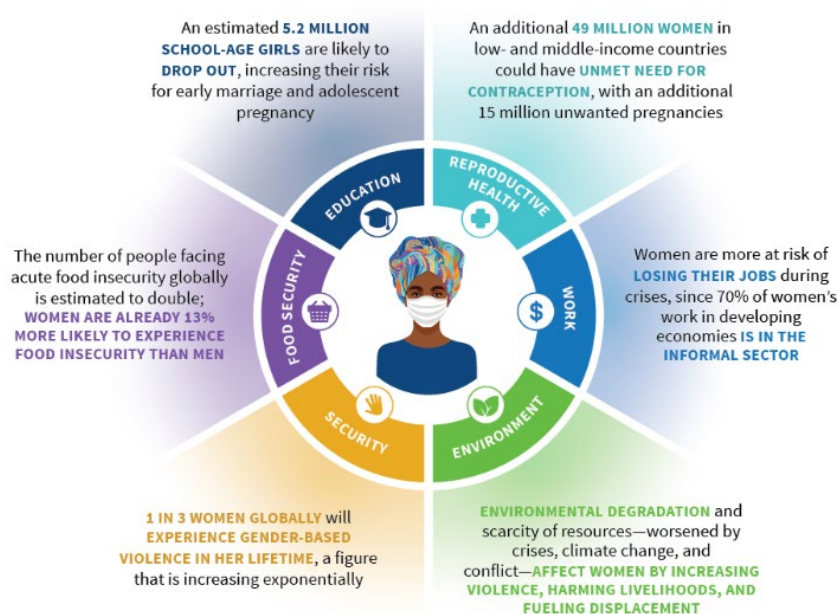
The vulnerability to discrimination and marginalisation is a consequence of social, cultural, economic and political conditions and not a quality inherent to certain groups of persons. Women and girls belonging to these groups are often subjected to multiple discrimination and gender-based violence. 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 Bureau<sup>3</sup>, "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.**"

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



<sup>3</sup> <https://www.prb.org/resources/family-planning-and-the-gendered-impacts-of-crises/>

According to World Economic Forum (2023)<sup>4</sup> “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)<sup>5</sup>, [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)<sup>6</sup> 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 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.**

## 6. Case-solving:

This BIP Program challenge asks for an interdisciplinary and transcultural approach. Each student group will be provided one specific case-study for the BIP.

Step by step we will support you to get in depth understanding of the situation and find solutions or recommendations.

During the program, different tools and articles, oral presentation, and in-field visits, will provide students opportunity to step in the topics and understand them in depth. The student’s group will reflect on the case and gradually understand deeply all points of the situation.

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<sup>4</sup> <https://www.weforum.org/agenda/2022/05/access-to-healthcare-prioritize-woman-and-girls/>

<sup>5</sup> <https://www.unfpa.org/news/six-unfpa-programmes-around-world-ensuring-health-for-all>

<sup>6</sup> <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2019/World-survey-on-the-role-of-women-in-development-2019.pdf>

### 6.1. General expectations about case-solving:

**We expect you to explore at least (regarding your unique case) in a diverse-sensitive way, as healthcare professionals:**

- Beliefs, attitudes of healthcare professionals towards disadvantaged women and girls. What is the evidence? What do you recommend doing for improvement?
- Welfare and care services in Europe, and what they offer to disadvantaged women and girls. What is the current situation in your countries/in Europe? What should be improved?
- Humans' rights and ethics challenges in Europe, especially regarding disadvantaged women and girls. What challenges do you identify?
- Work in alliance with disadvantaged women and girls: what do you recommend?
- What specific lessons are you learning for your body of knowledge about professional issues related to disadvantaged women and girls 'care'?
- What did you learn about your personal emotional resilience to face complex healthcare situations?
- How did you develop team-working skills in multi-professional and multicultural environment?

### 6.2. Themes concerned in case of (disadvantaged) women and girls:

These case studies will give opportunity to focus on some of the following selected European topics:

**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.

### 6.3. Themes concerned in case of specific and additional care (needs):

**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.

## 7. Coaching

Every group has a coach following their specific process and meetings. The coach may be from another professional discipline and is from one of the participating universities.

The coach is available in case of questions/concerns/problems related to the BIP program.

To give the coaches good idea of how the group is progressing we expect you to:

- Give the coach access to your collaborative online platform group Teams.
- Upload the recommended milestones.
- Interact with her/him during the meetings.

## 8. Ways of communication

Official communication language is English.

### 8.1. Collaborative online Platform

To discuss, collaborate, work together, meet, share documents... you will all use an official collaborative platform: **Teams**.

*The Henallux University-college will provide access to all participants of the BIP.*

Your coach will be automatically a member as well, and Geneviève Castiaux, coordinator of the project.

### 8.2. Other communication platforms

You are free to use any other communications platforms or means, but these are not supported by your educational institutions and will not contribute to your final grade.

## 9. Award, and evaluations

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

Active participation in the entire module allows access to validation process of ECTS without any need of further evaluation. *For this purpose, each student will complete assignments, individually or together with his/her group, during the process.*

**By the end of the in-presence week, each student will receive his/her final evaluation and points documents.**

**By the completion of the module, the hosting university Hénallux will provide a certificate of attendance to each participant student.**

### 9.1. Process' individual reflection: collective formative assessment.

Each student is invited to write a formative day-by-day personal reflection (like a logbook) on her/his experience of Blended Intensive Program (BIP) learning. The reflection will be written in student's own national language and should highlights main points about the BIP experience.

Points that could be developed, **regarding the intercultural experience of a health student about care of vulnerable women and girls:**

- **Description** of the experience (meeting, visit, lecture, case to study, in-presence day, ...).
- **Feelings and thoughts** about the experience
- **Evaluation of the experience**, both positive and negative.
- **Analysis to make sense** of the situation
- **Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate.
- **A conclusion of what is learned.**

By the end of the in-presence week, all coaches will have an in-depth collective in-presence debriefing with own group(s). **All students are expected to take an active part with authenticity and honesty.**

### 9.2. Final presentation: poster: scaled to 100% of the final score. Group assessment.

During the in-presence week, you will work as a group and summarize your reflections and entire work in a poster presentation. The language will be English.

It will be a group-submission.

#### 9.2.1. Poster presentation instructions

The poster will present *additional care needs AND solutions for the disadvantaged woman of your case*. It will present adapted, relevant, and targeted solutions to the analyzed case, based on theoretical references, on all presentation and visits during the in-presence week, and on exchanges during your group meetings.

When you create a poster be aware of some frequently used guidelines (how many words, front size, lay out, use of images...), you can find inspiration at the following web page:

<https://fourwaves.com/blog/how-to-make-a-scientific-poster/#:~:text=Begin%20with%20the%20main%20sections,make%20it%20easy%20to%20read>

You may be very creative but be sure your message is clear.

Add the references you used (APA 7<sup>th</sup> recommended but not compulsory). There must be at least four peer reviewed references in the poster/PPT.

Oral presentation instructions:

- Prepare a spoken presentation of 15 minutes duration
- All the students of each group should speak in turn

All posters will be printed on Thursday pm. by the host department and be available for Friday 9 am.

#### 9.2.2. Deadlines:

**-the poster is to send by e-mail (PDF) to the coach AND by uploading the platform** no later than Thursday 12/03/2026 at 1.30 pm. Coaches will note the poster content. Henallux will print them all.

**- during the Friday morning session, each group will orally present his work** in English to all groups and coaches, and answer questions. Coaches will note each presentation.

## Evaluation grid of the group final production (poster) - scaled to 100%.

| Category                                                                           | High<br>Distinction<br>level                                                                                                                                                                                                                                                           | Distinction level                                                                                                                                                                                         | Credit level                                                                                                                                                                                                | Pass level                                                                                                                                                                      | Below<br>Pass<br>level                                                                                                        |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT and VISUAL ASPECTS of the poster (Scaled to 70% of the final score)</b> |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                           |                                                                                                                                                                                                             |                                                                                                                                                                                 |                                                                                                                               |
| <b>Topic development</b><br><br><i>(This item is worth HALF the rating)</i>        | Presentation articulates an ethical and comprehensive understanding of ACN for disadvantaged women and girls, utilizing existing knowledge, well supported by evidence-based literature (cited using APA 7 <sup>th</sup> ed guidelines).                                               | Presentation articulates a good ethical understanding of ACN for disadvantaged women and girls, supported by evidence-based literature (cited using APA 7 <sup>th</sup> ed guidelines).                   | Presentation articulates a clear understanding of ACN for disadvantaged women and girls, supported by minimal evidence-based literature (cited using APA 7 <sup>th</sup> ed guidelines).                    | Presentation articulates an understanding of ACN for disadvantaged women and girls, not supported by evidence-based literature (cited using APA 7 <sup>th</sup> ed guidelines). | Presentation contains several content errors impacting the overall message.                                                   |
| <b>Structure of Presentation</b>                                                   | High quality, creative visual aids were incorporated throughout, adding significant impact and interest to the presentation. Information was well organized, coherent, original and clarifies the spoken message using the correct terminology (country specific) and adding interest. | High quality visual aids were used, and effectively supported the presentation. The information was well organized and aligned to the spoken message using mostly correct terminology (country specific). | High quality visual aids were used adding interest to the presentation. There was clear alignment between the visual elements and spoken message at times using appropriate terminology (country specific). | Visual aids were well prepared, but some aspects of the information did not support the spoken message.                                                                         | Poor quality of visual aids as well as lack of fluency and content organization, causing a loss of clarity and understanding. |
| <b>Poster Attractiveness</b>                                                       | The poster has attractive formatting and is appealing to the reader and the graphics support the content                                                                                                                                                                               | The poster has attractive formatting and is mostly appealing to the reader and the graphics supports the content                                                                                          | The poster has attractive formatting but some of the relevance of the graphics to the content is not clear                                                                                                  | The poster has attractive formatting initially, but the graphics fail to maintain relevance to the content                                                                      | The poster's formatting is dull and insignificant                                                                             |

|                                                                              |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                       |                                                                                                                                                                          |                                                                                                                                   |                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Poster Organization</b>                                                   | Content is well organized and very logical                                                                                                                                                                                                                      | Organization of the material is logical for the most part                                                                                                                                                             | Organization of the material is logical for more than 50% of the product                                                                                                 | Organization of the material is not always logical                                                                                | Organization of material is confusing to the reader.                                                                                                                                                                                                                                                   |
| <b>Poster Originality</b>                                                    | The poster shows considerable originality. Ideas are creative and inventive                                                                                                                                                                                     | Poster shows originality with some new ideas and insights                                                                                                                                                             | Poster shows some originality and is partially developed from current products (with acknowledgement)                                                                    | Poster shows no originality and is developed from current products (with acknowledgement)                                         | Poster is a replica of another piece of work                                                                                                                                                                                                                                                           |
| <b>Poster Effectiveness (related to ACN for disadvantaged women)</b>         | The poster includes all the material needed to gain a comfortable understanding of the topic                                                                                                                                                                    | The poster includes all the material needed to gain a comfortable understanding of the topic, but minor elements are missing                                                                                          | The poster includes most of the material needed to gain a comfortable understanding of the topic, but one or two key elements are missing                                | The poster is missing multiple key elements but is sufficient to generally inform the reader                                      | The poster is missing multiple key elements and is not sufficient to inform the reader                                                                                                                                                                                                                 |
| <b>ORAL group PRESENTATION (On Friday); Scaled to 30% of the final score</b> |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                       |                                                                                                                                                                          |                                                                                                                                   |                                                                                                                                                                                                                                                                                                        |
| <b>Presentation Skills</b>                                                   | A dynamic presentation by all presenters, fluently delivering the spoken message, with appropriate tone and pace. High levels of energy, engagement and satisfactory communication with the audience throughout.<br><br>Completed within a 15-minutes timeframe | A confident presentation by all presenters, fluently delivering the spoken message, with appropriate tone and pace, to ensure engagement with the audience throughout.<br><br>Completed within a 15-minutes timeframe | All presenters spoke clearly delivering the spoken message with appropriate tone and pace to ensure engagement with the audience. Completed within an 8-minute timeframe | Some of the presenters spoke clearly and at a good pace to support audience comprehension. Completed within an 8-minute timeframe | Some of the presenters made a good attempt at delivering the spoken message. Overall, not satisfactory communication with the audience. Eye contact, expression, pace and/or tone could be improved to enhance the level of engagement with the audience.<br><br>Significant deviation from time limit |

## 10. Virtual program in-details (10 hours on-line meetings):

The online working sessions of the BIP aims to prepare yourself to be a member of an international, interdisciplinary student's working group.  
It will be organized as follows.

### 10.1. Week 1: launching of the BIP 2025 project: Friday 16th January 2026, 4-6 pm Belgian Time

**All student's group meet altogether with all coaches.**

The organizing University-College (Henallux) leads the meeting.

#### 10.1.1. Student's preparation for the first meeting:

- *Present yourselves (5 minutes max.)*
- *Expectations for the group working and the project.*
- *Look at the cultural differences/similarities.*
- *What do you need to be successful and in a safe way/ values?*

#### 10.1.2. General information meeting (1 hour):

- Launching the BIP project 2026.
- All coaches present themselves.
- Setting the framework, laying the milestones, and assessment.
- Instructions for uploading documents on Teams, and using Teams
- Answering questions.

#### 10.1.3. First group meeting with coach (1 hour); student's tasks during the first group meeting:

##### **Share about your group:**

- Present yourself and your expectations.
- What is needed into the group for everyone to be successful in a safe way?
- What are the main differences/similarities among your group?
- Share the roles in your group (leader, secretary, timekeeper). *These roles must change at each meeting to commit all of members!*
- Is anyone in trouble with using the collaborative platform Teams for uploading documents?

##### **Share about your case-study:**

- Does everybody understand the assignment? Has everybody had a look at the handbook? Has anybody got any questions about the course/handbook?
- Make agreements about the next meeting moments: plan!

#### 10.1.4. Milestone 1 (group task after first meeting):

- Write a short paper (1-page max.) presenting:
  - date and hour of the first meeting
  - the student's group (name, origin, curricula),
  - the coach
  - the number of the case
  - the agenda of the next 4 online meetings (days, hours).
- *Upload the paper in your shared Teams.*

#### 10.2. Week 2 :

**Each student's group manage autonomously this meeting (2 hours).**

Building a strong group spirit.

First inquiries and reflections upon the case-study.

##### 10.2.1. Student's preparation for the second group meeting:

- *Think about the collaboration with your group.*
- *How do you feel in this group?*
- *Read the case-study and think about it. Any question about it?*
- *Think about collecting data related to topics in the case.*
- *What kind of collaborative online platform would you like to use for your case-study?*

##### 10.2.2. Student's tasks during the second group meeting:

###### **Share about your group:**

- Share the roles in your group (leader, secretary, timekeeper).
- Building a team-spirit: choose a team-name and a logo.
- Express how you feel in the group.

###### **Share about your case-study:**

- Does everybody understand the case-study? Has anybody any questions about the case?
- How do you feel about it?
- What main topics do you highlight? Write a brainstorm of all ideas.
- Integrate how you will collaborate concerning the different aspects of the assignment (collecting data, writing, ...). Choose a collaborative online platform.
- Make agreements about the next meeting moment.

##### 10.2.3. Milestone 2 (group task after second meeting):

- *Upload your brainstorm result.*
- As you go along, upload all papers and information related to the case. Be well organized!

### 10.3. Week 3 :

**Each student's group meet 2 hours under supervision of coach.**

10.3.1. Coach's task during the third group meeting:

- Considering/supporting the group's spirit.
- Considering/supporting the evolution of the reflections upon the case.
- Considering data collection.

10.3.2. Student's preparation for the third group meeting:

- *Consider how I feel into the group? How is the group working?*
- *Think about the case issues and concerns.*
- *Search for data about the case topics: at least 2 different data or researches.*
- *Prepare to present actual case-reflections to the coach.*

10.3.3. Student's tasks during the third group meeting:

**Share about your group:**

- Share the roles in your group (leader, secretary, timekeeper).
- How are each student's feelings?
- Is the group well-managing (time, reflections, collaborative online platform, work ...)?

**Share about your case-study:**

- Present actual global case-reflection to the coach, and discussion
- Any matter of concern regarding the case?
- Share about data collection: ideas, questions, ...
- Share on potential difficulties and find solutions together.
- Need of additional lines of inquiry (articles, books, tools, ...)? Manage collaborating work.

10.3.4. Milestone 3 (group task after third meeting):

- *Upload the summary of the discussions with the coach (1-page max.).*
- Upload results of the data collection and researches of each.

### 10.4. Week 4 :

**Each student's group manage autonomously this meeting (2 hours).**

10.4.1. Student's preparation for the fourth group meeting:

- *Consider how is the group spirit? Think to what picture could represent your group metaphor.*
- *Consider how is your commitment into the group. Is it appropriate enough?*

- *Read some of the other's uploaded papers or articles.*
- *Is the intercultural dimension of health and well-being represented?*
- *Do you know more about the concept of additional care needs for disadvantaged women?*
- *Do you understand better your case to study? Gather all your comments and questions about it.*

#### 10.4.2. Student's tasks during the fourth group meeting:

##### **Share about your group:**

- Share the roles in your group (leader, secretary, timekeeper).
- Reinforcing the group spirit: choosing a picture together which shows a metaphor for the group dynamics in your group.
- How is the group managing? Any remarks about the collective/individual management?

##### **Share about your case-study:**

- How is the collaborative online platform working? Is there already a good selection of documents?
- What do you think of the documents? Appropriate? Interesting? Check them.
- Should you add other documents regarding the case topics? Manage it.

#### 10.4.3. Milestone 4 (group task after fourth meeting):

- *Upload the group metaphor (picture) and motivate why you've chosen this picture (1-page max.).*
- Do not forget to upload results of your data collection and researches.

#### 10.5. Week 5 :

**Each student's group meet 2 hours under supervision of coach.**

##### 10.5.1. Coach's task during the fifth group meeting:

- Considering/supporting the group's spirit, and intercultural dimensions of it.
- Considering/supporting the evolution of the reflections upon the case.
- Considering the collaborative online platform: is it well managed? Well stocked?
- Anticipating the week In-presence.

##### 10.5.2. Student's preparation for the fifth group meeting:

- *What is the group's spirit evolution? What about your specific cultural dimension?*
- *Think of the brainstorming paper you wrote about the case during the 2d meeting. What has changed? What could be improved?*

- *Is the intercultural dimension of health-wellbeing noticeable/visible in your brainstorming? And the concept of additional care needs for disadvantaged women? Why? Should you change something?*
- *Think of the in-presence week: prepare your questions for coach.*

#### 10.5.3. Student's tasks during the fifth group meeting:

##### **Share about your group:**

- Share the roles in your group (leader, secretary, timekeeper).
- How is the group managing? Any remarks about the collective/individual management?
- How do all members feel about their cultural differences? Is there anything to improve?
- What do you expect from everyone during the in-presence week? Any group-specific plan or demand?

##### **Share about your case-study:**

- Go back to your first brainstorming paper: what is the evolution? What is still needed?
- Is the intercultural dimension of health-wellbeing and ACN for disadvantaged women noticeable/visible in your brainstorming? Make changes if appropriate.

##### **Share about the next in-presence week:**

- What are your expectations?
- Any questions or demand?

#### 10.5.4. Milestone 5 (group task after fifth meeting):

- *Upload your new brainstorming paper and motivate why you have made changes (1-page max.).*
- Prepare your travel to Namur!

## 11. In-presence program (09<sup>th</sup> March – 13<sup>st</sup> March 26):

The final program of the week will be unveiled by end of January.

**Every member of your group is expected to be at paramedical department in Namur on Monday 9<sup>th</sup> at 9 am and stay till Friday 13<sup>th</sup> at 5.30 pm.**

The week program will offer conferences, field visitors, interviews, .... and time to work as a team on your case.

The coaches of the BIP program will also take a strong active part in the week program according to their lecturers' specificities and body of knowledge.

At the end of the full participation in the BIP each participant will receive a **certificate of participation** issued by Hénallux. Each student will also receive his/her official evaluation.

## 12. Contacts

### Henallux paramedical department (coordinating University-college):

- ✓ International Officer RASADOR Delphine: [delphine.rasador@henallux.be](mailto:delphine.rasador@henallux.be)  
Office: +32 81 46 85 99.
- ✓ International Mobility Projects Coach CASTIAUX Geneviève: [Genevieve.castiaux@henallux.be](mailto:Genevieve.castiaux@henallux.be)

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## 14. Appendices:

### 14.1. Final BIP evaluation document



**Erasmus + Blended Intensive Program (BIP) January-March 2025.  
Hénallux paramedical department, Namur, Belgium.**

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

**Final evaluation grid of poster presentation.**

---

**Group Number:** .....

**Coach:**

Name.....

Surname.....

University of origin.....

Country.....

Name.....Surname.....

Nurse / Midwife/ Psychologist/ Nutrition  
(circle the exact statement)

University of origin.....

Country.....

**Students of the group:**

Name.....Surname.....

Nurse / Midwife/ Psychologist/ Nutrition  
(circle the exact statement)

University of origin.....

Country.....

Name.....Surname.....

Nurse / Midwife/ Psychologist/ Nutrition  
(circle the exact statement)

University of origin.....

Country.....

Name.....Surname.....

Nurse / Midwife/ Psychologist/ Nutrition  
(circle the exact statement)

University of origin.....

Country.....

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**Final score:** .....

**Comments of the coach:**

**Namur, 13/03/2026, signature of the coach:**

**1. Written presentation: poster: scaled to 70% of the final score. Group assessment:**

| Category                                          | High Distinction level | Distinction level | Credit level | Pass level | Below Pass level |
|---------------------------------------------------|------------------------|-------------------|--------------|------------|------------------|
| Cross the box corresponding to the level assessed |                        |                   |              |            |                  |

**2. Oral presentation: poster: scaled to 30% of the final score. Group assessment:**

| Category                                          | High Distinction level | Distinction level | Credit level | Pass level | Below Pass level |
|---------------------------------------------------|------------------------|-------------------|--------------|------------|------------------|
| Cross the box corresponding to the level assessed |                        |                   |              |            |                  |

**3. Final score of each student of the group:**

| Category                                                         | High Distinction level: >80% | Distinction level : 70-79% | Credit level : 50-69% | Pass level : 40-49% | Below Pass level: <40% |
|------------------------------------------------------------------|------------------------------|----------------------------|-----------------------|---------------------|------------------------|
| Cross the box corresponding to the level assessed AND add points |                              |                            |                       |                     |                        |

## 14.2. General template proposal for milestones writings

On the idea of Dr G. Marletta.

Each group may get inspiration and modify!

Group meeting N° .....

**DATE** ...../01/2026

**TIME** .....

**COACH  
NAME:** .....

| <b>STUDENT'S<br/>PRESENCE</b> | <b>Surname<br/>/Name</b> | <b>Nation</b> | <b>University</b> | <b>Curricula</b> |
|-------------------------------|--------------------------|---------------|-------------------|------------------|
|                               |                          |               |                   |                  |
|                               |                          |               |                   |                  |
|                               |                          |               |                   |                  |
|                               |                          |               |                   |                  |

### **ROLES:**

SECRETARY:.....

LEADER:.....

TIMEKEEPER: .....

### **MILESTONES:**

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- 
- 
- 

### **COMMENTS:**

### **COMMENTS FROM COACH:**