

Cross-Thematic Blended Intensive Program Organisation Guidebook

Table of contents

| | |
|--|----|
| Cross-Thematic | 1 |
| Blended Intensive Program | 1 |
| Organisation Guidebook | 1 |
| Introduction | 4 |
| General presentation: what's a BIP exactly? | 4 |
| BIPs under Erasmus+ | 4 |
| CHARM-EU BIP | 5 |
| Description..... | 6 |
| General/Pedagogical goal and SDGs | 6 |
| Program learning outcome, assessments and ECTS..... | 7 |
| Number of ECTS credits to be awarded | 7 |
| How to organise the cross-thematic Blended Intensive Program..... | 7 |
| Learning activities..... | 7 |
| Challenges, teams & supervisors..... | 7 |
| Stakeholders' Coordination | 9 |
| MoXMo Implementation | 14 |
| Preparatory activities | 14 |
| On-site activities..... | 17 |
| Assessments: information for students and teachers | 21 |
| Internal Communication | 23 |
| Integration of guest students outside of CHARM-EU (or your organisation) | 24 |
| Logistics..... | 24 |
| Accommodation costs..... | 25 |
| Catering | 25 |
| Transport..... | 25 |
| Students' suggestions for a more sustainable BIP | 26 |
| Mobility..... | 26 |
| Student mobility..... | 26 |
| Staff mobility | 27 |
| Inclusivity | 27 |
| Attendance | 27 |

| | |
|---|----|
| Finance Financial aspects of Blended Intensive Programmes | 28 |
| External communication | 29 |
| Why | 29 |
| What | 29 |
| How | 29 |
| Organisation and planning | 30 |
| Case studies: how to handle local media | 30 |
| Press release | 30 |
| Press relations | 30 |
| Limits..... | 30 |
| Preparing for the future | 31 |
| Check lists..... | 33 |
| References | 40 |
| Contact information..... | 40 |
| Appendices..... | 41 |

Introduction

This guidebook aims to provide all necessary information and recommendations for implementing a cross-thematic Blended Intensive Programme (BIP) within the CHARM-EU Masters' Program [in Global Challenges for Sustainability](#) to all partner universities of the alliance. It also shares insights with other higher education institutions (HEIs) who want to implement a challenge-based BIP to enhance their teaching-learning activities. It is based on experiences and feedback from two editions of the Montpellier Cross-thematic Mobility (MoXMo) weeks in 2023 and 2024.

At the end of the document, we used the 2024 version as an example to summarize all necessary activities into checklists to facilitate the planning and execution of the BIP.

General presentation: what's a BIP exactly?

BIPs under Erasmus+

BIP stands for Blended Intensive Programme and is a short mobility action under the Erasmus+ programme combining virtual and face-to-face learning. BIPs use innovative ways of learning and teaching, including the use of online cooperation. *"The programmes may include challenge-based learning where transnational and transdisciplinary teams work together to tackle challenges for example those linked to the United Nations' sustainable development goals or other societal challenges identified by regions, cities or companies."* (p.52, Erasmus Programme Guide 2024, Version 1 (2024): 28-11-2023)

BIPs are possible in all three cycles (Bachelor, Master, Doctoral studies) and combine a physical mobility abroad, with a virtual activity before, during or after the physical mobility.

Key criteria for blended intensive programme are:

- A minimum of 3 higher education institutions from 3 different programme countries, including the coordinating institution;
- A minimum of 10 participants (since 2024, cf. Erasmus Guide 2024) from partner institutions (excluding students and staff from the coordinating institution);
- Duration of physical mobility: between 5 and 30 days;
- The combined virtual and physical components must award a minimum of 3 ECTS credits for students;
- The physical activity can take place at the receiving HEI or at any other venue in the country of the receiving HEI.
- Virtual activity: no min/max duration required and no funding;
- The majority or all of the BIP's activities must be training activities and a minority must be research activities.

(for BIP finances please see "*Finance*" section)

CHARM-EU BIP

Within the CHARM-EU Master's program "Global Challenges for Sustainability", the Cross-thematic Blended Intensive Programme (BIP) immerses students in real-world sustainable challenges while fostering a range of essential skills and competencies. The BIP incorporates various innovative learning approaches to ensure a holistic and impactful educational experience by integrating **all 10 CHARM-EU's educational principles** into the programme design and content:

Challenge-based Learning

Students are engaged to solve real-world sustainable challenges in groups provided by external stakeholders. They need to produce an innovative artefact based on these authentic challenges.

Research-led/Research based Learning

Students engage in practical research activities under the guidance of experienced researchers who simulate procedures and discuss findings with them.

Sustainability in education

The challenges within this BIP are directly related to various Sustainable Development Goals (SDGs), particularly SDG 11 (Sustainable Cities and Communities). By working on these authentic challenges, students gain a deeper understanding of the SDGs and learn how to connect their learning activities to the achievement of these global goals. This experience equips them with the knowledge and skills to make meaningful contributions to sustainable development in the future.

Technology enhanced Learning

The BIP is composed of virtual and onsite activities. Before tackling the challenges allocated on site, students use a well-designed virtual learning environment (Teams and Miro) to work in groups to plan how to tackle the challenges. They engage in group discussions and gain advice from stakeholders and supervisors in hybrid classrooms and online before their arrival for the onsite activities.

Student-centered teaching and Learning

Students' preferences regarding the challenges are taken into account during group formation. Once they are allocated to a challenge team, they are responsible for their internal organisation and agenda. Students should take the initiative for their own learning and working processes and activities by working directly with the external stakeholders. Academic supervisors act as facilitators in the process.

Situated and authentic learning

External stakeholders play a crucial role in this BIP by engaging students in solving real-world sustainable challenges. They provide the authentic challenges that students work on, ensuring that the problems are relevant and impactful. Stakeholders also participate in group discussions, offering valuable insights and feedback to help students refine their approaches.

Transversal skills

The BIP is designed around collaborative group work to tackle challenges, helping students develop various transversal skills such as collaboration, communication, and problem-solving. These transversal skills will be measured by self-reflection, peer assessment, and supervisors' feedback based on rubrics and structured evaluations.

Transdisciplinarity

The challenge team is composed of students from various disciplines, allowing for a diverse range of perspectives and approaches to sustainability topics. External stakeholders contribute realistic and professional insights, enriching the students' understanding of real-world situation. Experienced teacher-researchers act as academic supervisors, supporting the students' challenge-solving process and enhancing their ability to apply transdisciplinary approaches.

Transnational and intercultural

The challenge team is composed of international students and supervisors from partner universities. Some students from the Global South are also invited to enhance the global perspective. They need to travel to the location of the challenges provided to work with local stakeholders. During the virtual activities, students are asked to contribute to an open, respectful, and interculturally sensitive learning environment. During the onsite activities, an intercultural competencies workshop is implemented to stimulate students to reflect and improve their agility in transnational and intercultural working (see *Appendix 1* for more information).

Inclusivity

The learning and working materials and resources are designed to be accessible to all students. The pedagogical team provides additional support to meet the inclusivity needs of some students, including logistical and psychological assistance.

Description

This cross-thematic BIP consists of 3 half-day hybrid preparation activities and a 12-day mobility activity, conducted during the second phase for cohorts 2 and 3 of the 90 ECTS Master's program. It aims to bring together students from all three tracks (Food, Water, and Life & Health) of the master's program and includes, if possible, external students from different sustainability-related disciplines to enhance students' global perspective, for example, PhD students from the global south in our case.

To prepare for the on-site mobility component, students first engage in **hybrid activities**, which include selecting a real-life transdisciplinary group challenge, conducting a desktop study, participating in team-building exercises, and developing an initial plan to solve the challenge using a challenge-based learning approach. This preparatory work equips them with the necessary knowledge and skills to tackle the challenges they will face during the on-site component.

During the **on-site component**, students are organised into diverse and interdisciplinary teams to address local challenges related to promoting sustainability while considering the economic and social impact. They will have the opportunity to connect with local stakeholders and learn from international peers and experts.

General/Pedagogical goal and SDGs

In order to succeed in the BIP, students are required to tackle and provide insights into real-life challenges that span multiple disciplines related to two Sustainable Development Goals (SDGs) and involve multiple stakeholders.

They need to work collaboratively in a team setting to propose a pathway or solution to overcome the identified challenges. Two SDGs need to be considered according to the focus of the program:

- **SDG 11:** Make cities and human settlements inclusive, safe, resilient and sustainable
- Each team can select **an additional SDG** that is relevant to their specific challenge.

To achieve these goals, students work in small cross-thematic groups and sometimes individually as well.

This process will help students become familiar with the 17 Sustainable Development Goals (SDGs) set by the United Nations, propose action plans to achieve these goals, and enhance their engagement with sustainable development.

Program learning outcome, assessments and ECTS

This cross-thematic BIP is specifically adapted for the CHARM-EU Master's program to ensure it covers all the Program Learning Objectives Domains (PLO domains) across different tracks and modules, while also developing appropriate assessment procedures.

Three different assessments are implemented to assess students' development on PLOs domains:

1. **BIP product** – group work
2. **BIP group collaboration** – peer assessment
3. **BIP self-reflection** – individual self-reflection

(for more information about assessments, see *"Assessment"* and *"Appendices"* sections)

Number of ECTS credits to be awarded

The BIP need to carry at least 3 ECTS credits, each ECTS credit represents 25-30 study hours.

This cross-thematic BIP organised in Montpellier carries 3 ECTS credits in CHARM-EU for a total of 90 study hours, including 8 hours of synchronized hybrid activities, 5-10 hours of "homework" (asynchronous activities), and 72 hours of on-site activities.

How to organise the cross-thematic Blended Intensive Program

Based on the experience of planning and managing two editions MoXMo weeks in 2023 and 2024, the organisation of the cross-thematic BIP can be divided into five main domains: learning activities, logistics, mobility and finance, and external communication.

Learning activities

Challenges, teams & supervisors

The main learning activity students will tackle during this experience is of course the tackling of real-life, local sustainability challenges. Several steps are recommended below to ensure that challenges are well established before, during, and after the BIP.

How to organise student teams?

A team should not have more than 6 students in it. The organisation team collects students' preferences and some key information, such as linguistic skills, before building the team.

Then all teams should include:

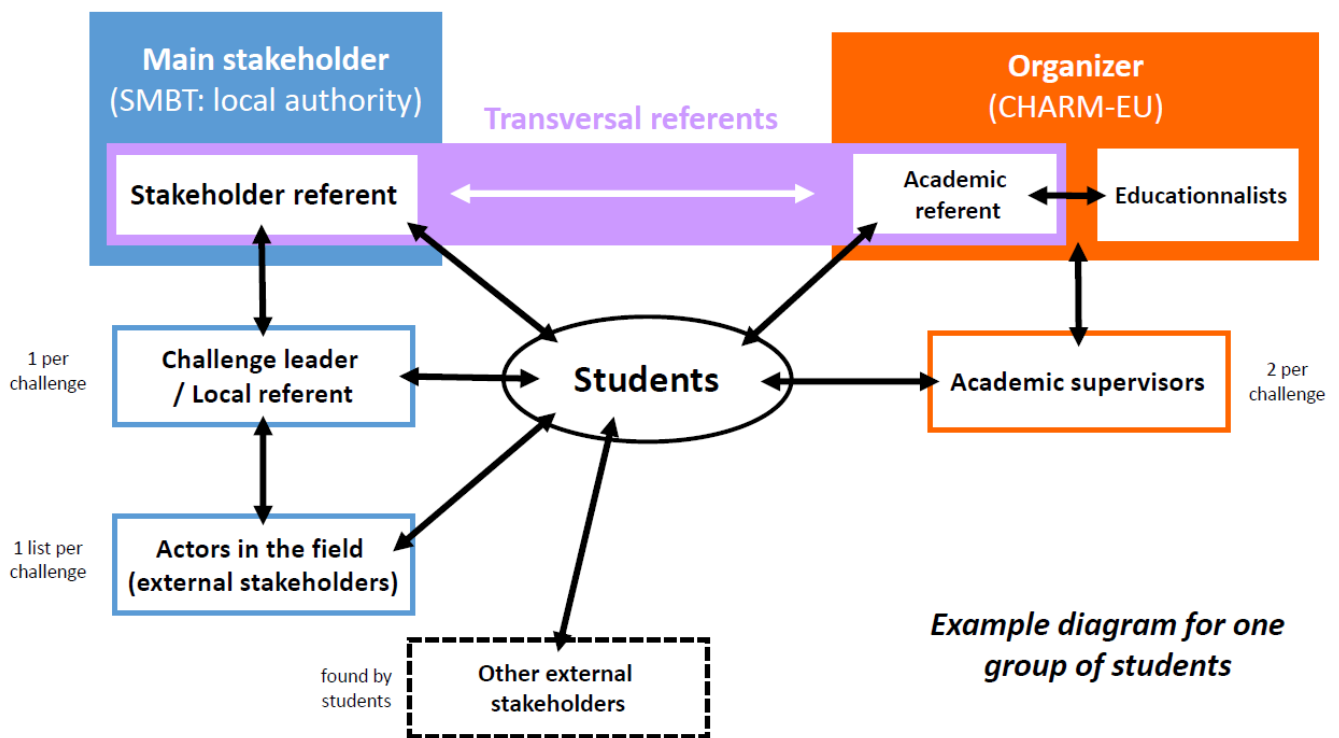
- One student from each track, as to be cross-thematic
- One local language speaker, to facilitate communication with the stakeholders
- One guest student, if you chose to invite some

Tips for organisation team: In addition to being related to sustainability issues, these challenges must also include necessary pedagogical components, such as addressing all the master's tracks' specific themes: Food, Water, and Life & Health in our case. Please consider gender balance and inclusivity as well while building the team!

How to link up students with their challenge?

To ensure the correlation among students, the pedagogical team, and external stakeholders, in such a way as to maintain a balance between meeting stakeholders' expectations and achieving the learning objectives, each challenge should have a corresponding presentation that includes a list of connected people, composed of the following:

- **At least two transversal referents for all challenges:** These two transversal referents correspond to **one stakeholder referent and one academic referent**. The transversal referent is the contact point of the local authority, which provides challenges, and the academic referent is the host university staff who work closely with the CHARM-EU pedagogical team. They should be experts of the territory chosen for the BIP and will be the principal link between the stakeholders and CHARM-EU pedagogical team.
- **At least one challenge leader/local referent for each challenge:** Regarding the challenges provided by the local authority, each challenge should have at least one responsible person who is well-acquainted with the challenge. This person should provide a list of actors in the field/external stakeholders who are relevant to the challenge. They should assist the student team in investigating the challenge on-site and serve as a connection to the local reality.
- **A list of actors in the field/external stakeholders or sites to visit** for each challenge: It allows students to better understand the different aspects of each challenge. Once students have received this list from the challenge leader, students should proactively build the meeting schedule with the help of the transversal referents.
- **Two CHARM-EU academic supervisors per week for each team:** can be an internal teacher or researcher at CHARM-EU who can provide academic suggestions and guidance to the students. Academic supervisors are required to sign up for at least two challenges before the presentation of all challenges to students. Students can also approach the academic supervisors of the other challenge teams to gain specific support and assistance regarding their discipline.
- At least **two CHARM-EU educationalists** should support the alignment between the challenge goals and the pedagogical objectives of CHARM-EU.



Stakeholders' Coordination

The cross-thematic BIP is designed based on the challenge-based learning process, and these real-life challenges provided to students come from a local main stakeholder. Establishing a reliable and well-structured partnership with this stakeholder is essential for the success of the project.

Remark: Keep in mind you can adapt the BIP's organisation according to your pedagogical needs and specific context: more than one main stakeholder providing the challenges, several stakeholder referents instead of one, number of challenges, duration and sequencing, etc.

We will make a distinction between two types of stakeholders:

1. **The main stakeholder**, the organisation that provides the challenges to the students, in close collaboration with the academic team.
2. **The external stakeholders / actors in the field**, whom the students meet during the operation to feed their reflection.

- **Main stakeholder:**

This is an organisation (in the case of MoXMo, the local authority is Syndicat Mixte du Bassin de Thau (SMBT)) that addresses needs in terms of sustainable development and wishes to involve academic teams (teachers and students) in the reflection. The **stakeholder referent** is responsible for representing their interests.

The strong involvement of this partner is essential to the smooth running of the BIP. It is therefore essential to ensure that they are motivated from the onset, as this is linked to their expectations in terms of answers to their problems within the framework of the operation. The challenges must therefore start from their real needs or objectives.

Good relationship, mutual trust and reliability are essential to secure the project, ensuring that both stakeholders and CHARM-EU students can benefit from this BIP. This generally presupposes a previous experience of partnership between the university and the main stakeholder (hosting interns or apprentices, interventions in courses or tutorials, participation in university operations, etc.) who have therefore got to know each other and collaborate.

Collaborating closely with the stakeholder referent, the **academic referent** is the host university staff who work closely with the CHARM-EU pedagogical team. Together, they are the **transversal referents** and facilitate all interactions between students and stakeholder networks.

On this basis, the key points of effective collaboration are the following:

Coordination of the action:

- Identification of a permanent stakeholder referent and an academic referent, both responsible for co-piloting the operation from start to finish: development, execution, and conclusion.
- It is preferable if the academic correspondent has a good knowledge of the territory and/or sphere of activity of the stakeholder referent.
- This collaborative duo is the keystone to ensuring the quality of the challenges provided and support to students. Prior reciprocal knowledge between the two interlocutors is a facilitating parameter.

Development of challenges:

- The stakeholder referent identifies issues concerning their organisation that could constitute about ten potential challenges for the student teams
- These challenges are analysed jointly by both parties: they must be able to meet both the expectations of the stakeholder referent and the learning objectives of the CHARM-EU's master.
- Among all potential challenges, those deemed unsuitable (too complex, irrelevant, etc.) are not kept. Both parties jointly refine the remaining challenges.
- The stakeholder referent nominates **challenge leaders** from their organisation or close to it. They will help the student teams to shape their thinking throughout the BIP.
- The challenges are then the subject of summary sheets (see "*Internal Communication*" section) sent to students and their academic staff before the start of the event. In addition to the brief description of the challenge, the sheet contains a list of structures or resource persons (actors in the field) that students can contact during the event, as well as links to documentary resources.
- These interactive sheets will allow students to work on their challenges and prepare questions for the two transversal referents (for a visual example, see "*Preparatory activities*").

Tips for organisation team: Within the cross-thematic setting, students come from different educational backgrounds. Therefore, in our case, the challenges must not require students to work on specific technical or technological aspects, allowing them to focus on solutions related to the social, partnership, economic, and environmental conditions of the challenges. For example,

regarding the challenge on the installation of floating solar tables on the Thau lagoon (MoXMo 2024): students are not asked to look at the technological part of the project (which is supposed to be mastered by the challenge leader), but on the landscape impact, the correlation with traditional activities (shellfish farming, fishing, tourism, etc.), the benefits for the actors and the local population, etc. Overall, the transversal stakeholders must consider the feasibility conditions so that interdisciplinary students can work on the provided challenges.

The daily participation of stakeholders will be explained in the “*MoXMo’s Implementation*” section.

- **External stakeholders / Actors in the field**

Throughout their mission, students must meet or exchange with actors in the field relevant to their challenge. These external stakeholders can have extremely varied profiles depending on the needs: local authorities, companies, associations (environmental, social, cultural, sports, etc.), farmers, fishermen, researchers, etc. The aim is to obtain opinions, expectations, recommendations, additional information, from them. These meetings enable students to ground their thinking in reality: not only in terms of the professional or institutional positioning of the actors, but also in terms of their culture and identity.

Upstream of the BIP:

- Development, for each challenge, of an initial list of actors in the field, created first by the stakeholder referent based on their institutional network. The academic referent helps complete this list if they have additional contacts to propose.
- Preparation of an email or standard document to briefly present the BIP, the challenge that potentially relates to the actor, the expectations related to the meeting (specifying that the actor does not have to prepare anything for the meetings with the students).
- Exchanges with these actors in the field, to ensure their availability and their agreement to be in touch and questioned by the students, and under what conditions (ex. Online or face-to-face).
- Creation, for each challenge, of a table with a list of actors in the field who can be reached: names, contact details, availability, contact methods (email, telephone, etc.), conditions for meeting with students (on-site reception, videoconference, etc.) (see visual example below).

| Challenge 1: Name of challenge | | | | |
|--|----------------------|---|-------------|---------------|
| Status | Name and affiliation | Relevant information | Address/Tel | Email address |
| Challenge leader | | Availability of meetings, Website, etc. | | |
| External stakeholders/Actor in the field | | | | |
| External stakeholders/Actor in the field | | | | |

Example of a table with stakeholders’ contact info, for one team challenge.

During the on-site activities:

- The students themselves contact the actors to make an appointment. The stakeholder and academic referents only intervene if facilitation is needed.
- Students should carefully learn about the actor before meeting them, to avoid asking questions about elements easily accessible on their website, for example.
- Students should prepare in advance questions to ask to the actor (which they can complete on the spot depending on the evolution of the exchanges). They must be able to express their educational background clearly and concisely, the challenge they are working on and the reason for their meeting with the relevant actor.
- Students are free to identify other external stakeholders not referenced in their challenge contact sheets. However, they must discuss this with the challenge leader and the academic referent before contacting these potential external stakeholders to avoid any potential incidents (conflict of interest, confidentiality, etc.). Students must include all the contacts made in the mid-week progress report to inform the challenge leader and the academic referent.
- The transversal referents can facilitate contacts and, if necessary, accompany students during visits.
- Depending on their availability, academic supervisors can also accompany students during these visits, facilitating the adjustment between their pedagogical interventions and feedback from the field.
- During the final presentation, student teams must be able to map the stakeholders they met, and the contributions related to these meetings.

Tips for organisation team: The academic referent must also be a facilitator of exchanges, helping students to better understand and interpret the reactions of these interlocutors, depending on the context, their culture or their identity. They must also be able to help students reframe the collected elements in a global context (territorial, cyclical, etc.), and to link the various feedback in a transversal and systemic approach.

General challenges' coordination procedure

Step 1: The main stakeholder provides challenges with the support of the local pedagogical team (7-9 months before the on-site activities) (see "*Stakeholders' coordination*" section for more information)

Step 2: Present these challenges to the pedagogical team (6-7 months before the on-site activities)

Step 3: Collect feedback from the pedagogical team and then report to the main stakeholders to fine-tune the description of the challenges to ensure alignment between the expectations of stakeholders and pedagogical objectives (5 months before the on-site activities)

Step 4: Update the challenge descriptions based on feedback from the pedagogical team (4-5 months before the on-site activities)

Step 5: Organise meetings between academic supervisors and stakeholders to better define the pedagogical objectives (4 months before the on-site activities)

Step 6: Present the challenges and virtual learning environment to the students (2-3 months before the on-site activities)

(Please see more detailed coordination procedure in the section of "*Checklists - Stakeholder coordination*")

How many challenges should be planned?

Based on your number of students (including guest students), you can estimate how many teams you will have. We tried two different ways in our case:

1 Challenge per each team

During the MoxMo 2023 edition, we had 12 teams tackling 12 different challenges.

- **Pro:** This approach offers a diversity of choices for students and a broad range of themes to work on. Student teams can define their challenge their own, having a completely different topic than any other team. This formula is appreciated by students.
- **Con:** This approach proved very heavy; too many challenges to follow by the transversal referents and teaching staff, logistical difficulties to organise meetings and visits the numerous actors in the field, as well as not enough time upstream to shape all the challenges (we had to improve two of them along the way for a better understanding by the students).

1 Challenge per 2 teams (or more)

In 2024, building on our experience of the previous edition, we chose another formula and decided with our main stakeholder SMBT to create only 6 challenges, with 2 student teams per challenge. With the authorization to communicate with each other but with different objectives. We called this approach “Coopetition”!

- **Pro:** The main advantage of this approach was logistical and in time gained. The transversal referents had more time to shape the challenges, with the benefit of a better initial understanding by students. Teams’ follow-ups were easier to organise, teaching staff had less topics to cover and transversal referents could delegate a local referent per challenge (so 1 for 2 teams). It also meant less actors in the field to mobilize, visits and meet, with two teams sharing the same schedule.
- **Con:** This formula offers fewer choices for students and requires from both transversal referents and teaching staff to help twin student teams define different approaches based on the same initial call. Other issue, twin teams are often comparing themselves, creating doubt, and so need reassurance by the academic team. If logistical aspects are easier, actors in the field might not be able to welcome 12 students at the same time – teams then need to choose “ambassadors” among themselves.

Our advice is to privilege the second formula, which is safer both for the preparation phase (more time to shape the challenges) and during the event (facilitated follow-ups by referent stakeholders and academic supervisors, facilitated logistics).

Remark: The increased efficiency during MoXMo 2024 can also be attributed to several other improvements: the designation of challenge leaders, the organisation of student teams and stakeholders' workshops, and regular progress reports throughout the week. (see “*Stakeholders' coordination*”, “*Preparatory activities*” and “*On-site activities*” sections for more information).

MoXMo Implementation

Preparatory activities

Before the launch of pedagogical activities, the organisation team should collaborate with the administrative office to organise an online session for all students to present general information about the BIP, such as the objective of the BIP, the duration of mobility weeks, the mobility grant, and administrative procedures. In 2024, this session is hosted on 19/02/24, two months earlier than the on-site activities so that students can have enough information to organise their travel.

In order to be prepared for the two weeks of on-site activities, students should receive a program and a student guide with all necessary information and participate in three mandatory half-day hybrid sessions (a total of 8 hours of synchronous sessions online or in the hybrid classroom, plus 5-10 hours of asynchronous "homework") to lay the foundation for their projects.

Step 1 (Newsletter): Students receive an email with a link to the Miro board containing descriptions of different challenges, as well as the procedure to submit their preferences without ranking. This allows the organisation team to consider these preferences when forming groups. Students have about one week to make their decision. If they miss the submission deadline, the organisation team may assume they are open to being allocated to any challenge. The list of challenge team members should be published for students one week before the first online activity, in case some students want to change their challenge or group for various reasons.

Tips for organisation team: The organisation team should try to allocate students to the challenges that correspond to one of their submitted preferences. However, sometimes it is necessary to align with other criteria, such as the cross-thematic setting. We will then share the list of students in each team with all students so they can see the composition. If a few students cannot get the challenge they preferred, they can use this table as a reference to suggest possible team or challenge switches while respecting all essential criteria. If it is not possible to find a solution, the organisation team can remind students that the main objective of the BIP is to develop their transversal skills in connection with reality, not just to work on the challenge itself.

Step 2 (Session #1 - 11/03/24): The first online session is organised for the academic staff to present an overview of the BIP, including the pedagogical goals and background information about the territory, so that students have the necessary information about the field school. If the BIP invites partner institutions, such as research labs and universities, to join, they should also explain the benefits of these collaborations to the students during this session. Following this, a member of the organisation team should present the program of the cross-thematic BIP and the hybrid group working environment to all students, and then stay for a Q&A session. After that, students will have one hour to go to their group channel to meet their group members and have the first discussion about their allocated challenge.

Tips for the organisation team: To facilitate the execution of the virtual and onsite activities, the pedagogical team prepared the working environment for students, academic supervisors, and external stakeholders beforehand. In 2023 and 2024, we mainly used two platforms to support these activities: Teams and Miro.

On Teams, the pedagogical team created a channel for the whole BIP and different sub-channels for each group so that students can easily organise meetings with their team members and save relevant documents on the drive. However, if we invite guest students to join the activity on Teams, the pedagogical team should ensure they have access to the Team environment like the others.

Additionally, Miro is easily accessed by all students, guest students, academic staff, and external stakeholders. The pedagogical team should establish the environment beforehand for plenary (please see the example below) and group activities. In the plenary part, we can provide tools to facilitate students' understanding of the challenges, the Q&A session with transversal referents, and the pitch and feedback session. For each group, the pedagogical team also creates a group co-working environment on Miro with project management tools (e.g., weekly schedule, feedback analysis) and resource management so that students can learn how to use these methods efficiently while tackling a real-world challenge.

Step 3 (Session #2 - 22/03/24): Students work in their group channel to further define their challenges, plan tasks, and identify external stakeholders to contact. Then, students are invited to join the plenary session to meet the transversal referents, allowing each group to ask questions and learn more about their group challenge.

Stakeholders' coordination: The two transversal referents should provide advice to all the teams, share on-the-ground expertise related to the territory, facilitate meetings with external stakeholders / actors in the field, and engage in exchanges with students and academic supervisors.

Tips for the organisation team: Depending on the number of groups, we suggest each group should have 10-15 minutes of discussion with the transversal referents. Additionally, if students can meet the challenge leader and academic supervisors of their challenge team online during the preparation activities, it will also be beneficial for them to better schedule their on-site activities.

Step 4 (Session #3 - 10/04/24): At the beginning of the online activities, students can go to their group channel to work on their challenge and prepare for the project pitch. Students should use the Challenge-Based Learning Canvas as a visual aid for the group to explain how they plan to tackle the challenges. Two academic supervisors are invited to support this session in separate breakout rooms. During the pitch session, each group will have 5 minutes to present the initial plan for their challenge and 5 minutes to receive feedback from academic supervisors and peers. Specifically, academic supervisors will ask questions and provide oral feedback, while peers can provide feedback by writing on the Miro board. The purpose of the session is to provide consultation to students' challenge-solving plan from an academic point of view, not for assessment.



Challenge 4.1 Food Insecurity

Enhancing Food Security Through Collective Purchasing: Empowering Local Producers and Supporting Vulnerable Communities
Connecting Local Farmers with Vulnerable Populations for Sustainable Access to Fresh Produce

Description

This initiative, supported by the "Plan Alimentaire Territorial" (Territorial Food Plan), is part of a broader strategy to coordinate stakeholders in local food production. The strategy includes mapping actors, developing a shared training framework, and establishing a formal Group Purchasing Organisation (GPO) structure. This challenge focuses on the development of the GPO, which will be the focus of the challenge presented to the students.

Potential topics

- Water: Water quality, Water resources, Water management, Aquatic ecology
- Food: Nutritional science, Food policy, Food technology, Sustainable agriculture
- Life and Health: Health policy, Public health, Wellness research, Health psychology, Healthcare management

Goals

Develop a diagram illustrating the proposed GPO project, incorporating three key elements: fresh produce, local production, and vulnerable populations. Define the project's value chain and identify potential interactions among all involved local actors (e.g., producers, associations, NGOs, local authorities, beneficiaries).

Local referent

- Fabien Héran, director of the Thau Territorial Food Project (PAT Thau) at 5MBT

Academic supervisors

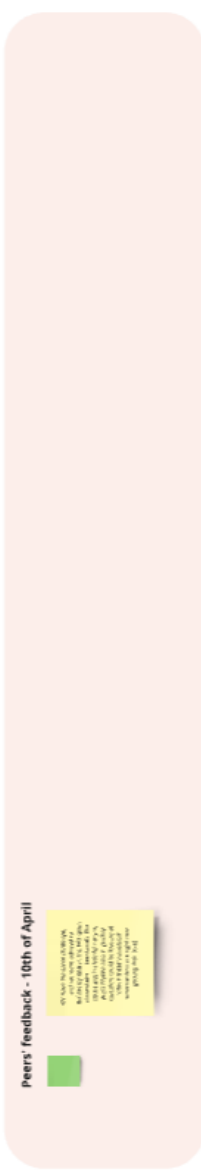
- Week 1: Geoffrey Lesage, Bianca Nagosawa
- Week 2: Avelina Tortosa, Aységuel Doganguen, David McConaigh

Any question? - April 11th & April 22nd

QUESTION: How can we ensure that the GPO structure is inclusive and accessible to all vulnerable populations, particularly those with limited financial resources or transportation access?

ANSWER: To ensure inclusivity, the GPO should explore various distribution models, such as mobile markets or delivery services, and offer flexible payment options like sliding scale fees or community-supported agriculture (CSA) shares. Additionally, partnering with local NGOs or community centers can help reach those with limited resources.

| | |
|---------|------------|
| Viktor | Annisa |
| Present | Taylor |
| Observe | Christelle |
| Observe | Feed back |
| | Feed back |
| | Feed back |



Example of interactive sheet for one challenge group, using MiroBoard interactive platform. Pedagogical team filled the first half with the challenge description and relevant information, the other half was for student to elaborate their thinking and project plan.

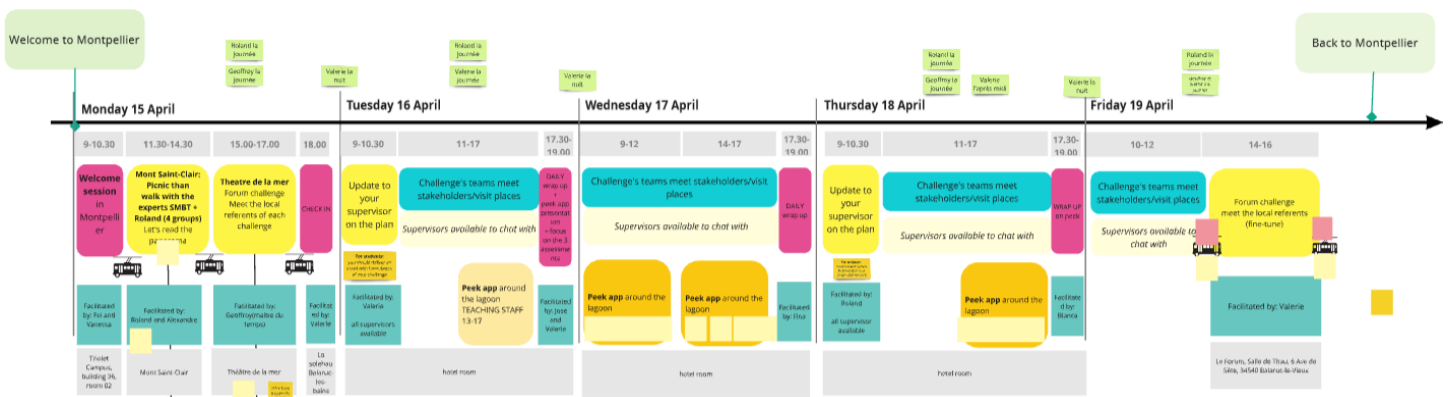
On-site activities

When students and academic staff will arrive on-site to tackle the challenges together with external stakeholders!

During the first week we took students into the field, where they were able to meet and exchange with the local actors in the field. It is important they understand the specific challenges of the territory they're in and integrate the local knowledge that is shared with them, in order to promote sustainability while still considering social and economic impacts.

The second week's activities took place at the host university premises and around the city. The aim was for students to finalize their BIP product design and visit various locations to enhance their understanding of sustainability-related topics.

Week 1



Example of timeline organisation for MoXMo 2024 (Week 1), using Miroboard interactive platform.

During both MoXMo editions, students spent the first week mainly in Balaruc-les-Bains, a village around the Thau Lagoon near Montpellier, so that they could work on challenges related to its fragile ecosystem.

Day 1: The first day's morning, a welcome session is organised to launch the on-site activities. It'll allow students and staff members alike to arrive on destination, and the organisation team to introduce the weeks' schedule. We advise using the rest of the day to bring the students to the area where the challenges will take place and introduce to them both the territory and the challenge leaders. We organised a panorama reading of the landscape and a forum for the students to meet and ask questions to the challenge leaders.

Detailed activities and stakeholders' implication:

- Transversal referents should be hosting the panorama reading, to introduce the territory to students (see *illustrations (a) and (b)* below).
- The forum's aim is for student teams and academic supervisors to exchange with each challenge leader and deepen their challenge's understanding (see *illustration*

(d) below). Students and stakeholders can use this forum as opportunity to discuss the contact modalities in between them.

- At the end of the forum, student teams must reformulate their challenge. This reformulation ensures the challenges' appropriation by the students.

For the rest of the week: students should be responsible for contacting and meeting with actors in the field (local authorities, companies, associations, farmers, etc.), according to the challenge external stakeholders list provided in advance. The BIP organisation can arrange visits to certain sites or address specific challenges' stakeholders. Students can also contact other relevant external stakeholders identified through prior research. Transversal referents and on-site academic supervisors will offer essential support to facilitate these interactions and must be kept informed if students contact actors outside the provided list. The BIP organisation can arrange visits to certain sites or address specific challenges' stakeholders (see *illustration (c)*).

Daily wrap-up sessions should be organised in the late afternoon. These debriefing sessions should be student-led to update their daily progress, with on-site CHARM-EU academic supervisors providing feedback to support the students. During this sharing session, students can learn from each other's projects, and stakeholders can offer advice on challenges they are not responsible for. During these sessions students share their findings and next steps with their academic supervisors, and other members of the CHARM-EU teaching staff can be invited to participate as well.

Other activity: During both MoxMo editions, we organised a tour using a geolocalized interactive app (Peek app) around the village of Balaruc-les-Bains to enhance students' comprehension of the local community and ecosystem. It involved answering questions and engaging in photo challenges, student's teams were spread over several days to participate into this activity while they don't have stakeholders meeting.

Stakeholders' coordination: In the middle of the week, students must send a brief report on their progress to their challenge leader: meetings with actors in the field, information acquired, difficulties encountered, etc.

Day 5: On the last day of the week 1, students can pack up their luggage and put it on the bus in the morning. Then, a second forum about the challenges is organised for students to update their local referent about the progress they have made before being brought back to Montpellier.

Stakeholders' implication: During this second forum, the challenge leaders should participate online or in person to check students' progress with the academic supervisors. This stage allows the assessment of collective work's progress, to identify needed corrections, and to determine the next steps that should be taken by the student team following their challenge leader recommendations.



^ (a) One of the challenge leaders gives a panorama reading of the landscape to students.

(b) Example of powerpoint presenting to students > the territory where they will be working.

MOXMO 2024
Thau territory presentation

Syndicat Mixte du Bassin de Thau

CHARM-EU

Co-funded by the European Union

Thau territory global view

A lagoon separated from the Mediterranean sea by the « Bido », a thin strip of sand. On the east side of the Bido, the hill of Sète city (« Mont St Clair »). The lagoon communicates with sea through « gres » at Sète and Marseilles (West side of the lagoon).

Thau territory: main local activities

Main specialization of the territory: shellfish farming (mostly oysters)

- More than 450 "farms"
- Covering more than 1300 ha
- More than 2500 "tables" of oyster's breeding

Riddle: Looking at the pictures, can you guess how works the shell breeding on Thau lagoon?

Thau territory: a hot spot for biodiversity to!

A rich and fragile ecosystem to be preserved... in compatibility with local production and tourism activities

Quiz: we can not without any doubt that this sport insect below (called Ségapède) is a female, why?

^ (c) A stakeholder explains to students the work of a fisherwoman and shows them her working tools.



^ (d) Students are listening to the stakeholder referent during day one « meet the stakeholders » forum.



^ (e) A student team present their findings during last day's Grand Final.

Week 2

The second week focuses on academic reinforcement related to the challenges. During this time, academic supervisors assist student teams in consolidating their ideas and research.

Team work sessions: Some timeslots in the schedule were allotted for students to work on their challenge and meet with stakeholders or academic supervisors. Rooms should be booked for this purpose by the organisation team. We have allocated 8h for this during the 2023 edition, and around 15h in 2024 so that students can have more time to work on their challenges.

Stakeholders' implication:

- The local referents remain available to answer students' questions. The academic referent helps facilitate the liaison.
- It is essential that academic supervisors check each team's daily progress, to stay informed of work done by the students and ensure their contributions are in line with the challenge's needs.

Sustainability-related visits: several activities or visits were organised to inspire students to find solutions for their sustainable challenges for both editions, which are detailed in *Appendix 1*. You can schedule them based on local opportunities, but keep in mind that students will also need time to work on their challenge. In 2024, we asked students to participate in two visits (2 half-days in total) during this week, one based on their track, and one based on their interests.

Capstone preparation session: Because of some similarities of the MoXMo and the Capstone phase, so the BIP can be used as a preparatory activity for Capstone. A plenary session to present the Capstone by its coordinators was organised each year (2023: 4-hour session, 2024: 3-hour session). During the session, students learn more about the Capstone program, exchange experiences with alumni, and share their concerns about the Capstones.

Sustainability-related lectures: We organised a mini-conference and several lectures, where various researchers and experts were invited to discuss their work and its interconnections with sustainability and SDG 11.

Grand Final: The last day of the BIP will be occupied by the Grand Final, where students present their MoXMo products for academic supervisors to assess (see "*Assessment*" section) and for stakeholders to ask questions and provide feedback (see *illustration (e)*). Each group can have 15 minutes for their presentation and 15 minutes to answer questions and receive feedback from stakeholders (transversal referents and challenge leaders).

Tips for the organisation team:

- During the Grand Final, academic supervisors will assess without direct interaction with the student teams. The challenge leaders and transversal referents will be in charge of asking questions and providing feedback to students, so that academic supervisors can consider their opinions during the assessment. Actors in the field are also invited.
- Adapt presentations' running order to the challenge leaders' availability. If stakeholders cannot attend in person, the room must be equipped for videoconferencing and an online meeting scheduled.
- You should allocate some time the day before so students can come to test their presentation's slides and/or sound, so both in person and online participants can follow it.

(for more information about the organisation of this forum, see "Assessments" section below)

Student-led team-building activity: Since the first edition of MoXMo, student representatives organise a two-week-long activity about "positive feedback". During these two weeks, student representatives encouraged students to write down what they appreciated about others on small notes. They used almost 100 envelopes, each labeled with the name of a student or staff member. For example, if something someone did during MoXMo positively impacted them, they could leave them a note anonymously in this envelope to express support or gratitude. After MoXMo, everyone (students and academic staff) received an envelope with positive feedback inside to remind them that although the program is challenging, we did keep supporting each other as a community!

Tips for the organisation team: Additional activities should be avoided during the BIP to prevent disrupting the students' schedules. However, if any stakeholder or partner institution member suggests an activity which can facilitate student challenge-solving process, they should contact the organisation team as soon as possible to explore the feasibility of this activity and identify a potential timeslot.

Assessments: information for students and teachers

When we decided to design a cross-thematic BIP for our students, we also identified the knowledge and skills we hope students can gain throughout these activities. Based on these learning objectives, a special assessment system was designed and implemented to evaluate students' skill development.

As mentioned earlier, students' involvement during the BIP was assessed through three assignments to evaluate their development in different PLO domains. Below, you'll find the descriptor that was provided to both students and teachers.

1. **BIP product:** Each group needs to present a potential solution at the Grand Final for the allocated challenge and interact with the transversal referents and challenge leaders to better explain their proposal. This product presentation will be assessed by the on-site academic supervisors.
2. **BIP group collaboration:** Students should provide feedback to other members within their challenge group to assess the quality of their collaboration regarding the entire BIP (virtual and on-site activities).

- 3. BIP self-reflection:** Students should write a self-reflection on their development of knowledge and skills during the entire BIP. This self-reflection is assessed by the teachers of their respective tracks.

(see *Appendix 2* for a complete description of the different assessments)

Coordination for the assessment (*an example from the CHARM-EU team*):

- Organise a mandatory meeting in advance between the on-site academic supervisors and educationalists of the BIP organisation team to co-create the descriptors of the assessment. Additionally, we need to decide beforehand the role distribution for the Grand Final: who is assessing which PLOs, what each PLO corresponds to (if there's any doubt), and whether there is a maximum score assessors can give to students, etc.
- Make sure all on-site academic supervisors and other assessors understand these descriptors, especially those in Week 2 who assess the BIP product and the track assessors who assess the BIP self-reflection.
- Ensure interaction time between student teams and their main stakeholders during the Grand Finale so that the assessors can take stakeholders' feedback into account during the assessment.
- Prepare a Q&A session for students about the assessment process during the virtual activities.
- If you post the assessment descriptor on various platforms (i.e. MS Teams, multiple track's moodles, etc) make sure to edit all of them at each change.
- Make sure both students and teachers have access to all necessary links on the portfolio app (i.e. Scorion or eJournal). Some students had trouble uploading their artefacts.
- Same thing for MS Teams' channels, with a focus on guest members (i.e. guests from outside CHARM-EU, such as students from the Global South).

Tips for organisation team: what to do if some teams want to present together?

In 2024, since each challenge was tackled by two teams some of them asked to present their products together. The pedagogical team accepted their request at the condition that they'd sent a provisional schedule by email beforehand – it had to include how the time was distributed in between teams (ex: 10min and 10min, or 5min introduction team 1, 5min introduction team 2, 5min product presentation team 1, 5min presentation team 2, etc.).

Internal Communication

Efficient and detailed internal communication is essential for the success of a cross-thematic and intercultural BIP.

As mentioned before, the cross-thematic BIP has a tight organisation with an even tighter schedule. The organisation team needs to communicate a lot of relevant information to the students and academic supervisors in an efficient way. You'll find below how MoXMo team managed to cover this mission during MoXMo 2024 edition, completed with advice on how to improve it.

| Communication materials shared with students | Description |
|--|---|
| Student guide | A PDF document to share some essential information with the students: how to join the host university, transportation information, where's the first day's meeting point, accommodations during first and second week, hotel's address... |
| MoXMo program | A PDF document with a complete schedule for the two weeks of MoXMo and all its activities. |
| Visits' description | A PDF document with the description of all potential visits offered during the MoXMo. If students can choose the visit according to their interest, registration in advance is recommended to better manage the organisation. (This document can be integrated into the program if the content of the visits is ready before the program is distributed.) |
| Public transportation information | A PDF document on: how to buy public transportation tickets, which app to use, how many tickets were provided by the host university... (This document can be integrated into the student guide.) |
| Challenges' description | An online interactive platform (e.g., Miro) contains the description of each challenge, allowing students to have an overview of all challenges before submitting their choice. Additionally, an MS form is created to collect students' information (e.g., linguistic skills, track, etc.) and their preferences for challenges. These two links can be sent out simultaneously two weeks before the first preparation activity. |
| List of challenge teams | An Excel file shared in the MS Teams environment contains the composition of all teams, so students can know their allocated challenge and the members working on the same challenge as them. If some students want to switch challenge teams, this document will allow students and the organisation team to make feasible modifications. |
| Stakeholders list | An Excel file listing the actors in the field with their contact information, along with some rules on when and how to reach out to them, provided by the transversal referents. |
| Various registration forms | Various MS form for different registrations: visits' registration, hotel room allocation, "meet a researcher" registration... |
| Q&A document | A shared Word document on Teams, which students could fill with questions and staff would answer promptly, could be replaced with a forum in future editions to improve interaction among students. |

All these documents were shared with the students on MS Teams, in the MoXMo Teams files.

We also sent them through emails and asked Teaching Assistants of each partner university to relay information to the different tracks and/or locations when necessary. In addition, the different documents were introduced to students before and during preparation sessions (*for a more detailed description of the various sessions, see above “Preparatory activities” section*).

You’ll find in the “*Appendices*” section (*Appendix 3*) a list of the various newsletters we sent to students, with short descriptions of their content and additional comments when useful.

Integration of guest students outside of CHARM-EU (or your organisation)

To enhance the transnational learning experience and global perspectives for students, MoXMo integrated some PhD students from South Africa universities to work on challenges with CHARM-EU students. These students have been selected by the partner institution UNESCO Centre ICIREWARD and MoXMo pedagogical staff based on the relevance of their research topics to the SDGs and their English skills. These guest students were spread into different MoXMo teams and joined all the activities (virtual and on-site) of the entire BIP. Their mobility and accommodation are fully funded by ICIREWARD. By working with these PhD students, CHARM-EU students can also improve their research skills, while the PhD students can enhance their transdisciplinary working experience by collaborating with CHARM-EU students and French stakeholders.

Logistics

Logistical arrangements such as accommodation, transport and catering, depend very much on the location of the BIP as well as on the budget. When planning the logistics it is important to take into consideration possible inclusion needs of students (e.g. physical handicaps or disabilities). Some examples from previous BIPs can be found in the sections below.

Accommodation

During Week 1 of both MoXMo editions the venue was approx. 1h outside of Montpellier, in Balaruc-les-Bains. Consequently, and to facilitate the activities, rooms at a hotel/ tourism resort were booked by the MoXMo organisation team for all participants (students and academic supervisors).

Furthermore, a conference room was booked for the daily wrap-up sessions in the late afternoon.

Students were housed in double-rooms and were given the opportunity to state beforehand with whom they wanted to share a room (see “Internal communication” section). Requests for single rooms could be made on inclusion grounds however, additional costs for those were borne by the students.

For Week 2 in Montpellier participants were asked to source accommodation themselves. They had the option to request a short-term student housing option through the local student provider (CROUS) and depending on availability. However, most of the students chose alternative accommodation options or, in particular for the first edition of the MoXMo, stayed with their peers spending the Phase in the BIP location.

Accommodation costs

The Accommodation costs per student should ideally stay within the limits of the daily Erasmus+ BIP grant amount that students receive (approx. €70/day in 2023/24) to limit the financial impact on students' budget.

For MoXMo Week 1 the price per day negotiated with the hotel for full room & board matched the BIP mobility grant amount so that students did not have extra costs for that location. Students were asked to pay for their stay upon arrival at the hotel.

For Week 2 students were responsible to source accommodation themselves.

Catering

In general, it can be considered that students receive a daily allowance in form of the Erasmus+ BIP grant and which is meant to support but not fully finance the costs of living (accommodation and food). Depending on the actual cost of living in the BIP location (e.g. high accommodation costs) the daily costs may approx. match or be higher than the BIP mobility grant.

Participating staff members are usually financed via a travel grant from their home universities, Erasmus+ staff mobility or other, thus the rules of their respective institutions relating to expenses and accommodation costs apply.

For the two editions of MoXMo, no catering was offered during the day-to-day activities. For Week 1 at Balaruc-les-Bains, all meals were included in the hotel price. However, the University of Montpellier financed a joint buffet lunch on the last day of MoXMo for all participants, also inviting some key stakeholders and university members.

Transport

Depending on the BIP program, it may be necessary to arrange transport to external venues or events. For any participants with mobility impairments, it may be necessary to source alternative transport options. When travelling around town, participants should ideally use public transport (bus, tram) as a sustainable means of transport.

For the MoXMo, the following transport and transportation assistance was arranged.

- Bus/ Coach transfer to Balaruc-les-Bains and return (week 1) and to research facilities outside of Montpellier (week 2).
- Wheelchair-adapted transport (external provider) to Balaruc-les-Bains
- Public bus rides for trips to stakeholders in Balaruc-les-Bains: travel was arranged by the students themselves. The MoXMo organisers provided a contingent of bus tickets to allow for flexibility and help with travel costs. (Tickets were handed out by project supervisors and upon request).
- Bus and Tram in Montpellier for trips to venues and site visits: Each student participant received a 10-trip-ticket to help with travel costs in Montpellier during Week 2.

All transportation costs were covered by the Erasmus+ BIP organisational budget. If students want to rent a car or a bike for their transportation, they will have to cover the cost themselves.

Students' suggestions for a more sustainable BIP

The cross-thematic BIP is designed to allow students to raise awareness about the SDGs and work on real-life sustainability challenges. At the end of MoXMo 2024, we asked students for suggestions on how to improve the sustainability aspect of the BIP.

Here are some highlights below:

- Food is an important topic to students. To only offer fully vegan and locally sourced meals would make the BIP experience more sustainable. Avoiding "buffet" offers for proper meal planning and portion control would also decrease food waste.
- Numerous students suggested that we add to this event an awareness campaign, be it about food waste (and the greenhouse gas emission associated with food production and disposal), energy consumption (by measuring the energy used by students during the event and how to substitute green energy to it for example), or calculate the BIP's global footprint.
- During week 1 and 2, the selected accommodation should provide suitable space and equipment for students to work (i.e. a quiet room, internet connection, enough electrical outlets...) and if possible be eligible to eco-certifications and green building standards.
- A bike rental near the location would allow students to visit their various stakeholders without relying on public/private transportation.

Mobility

Student mobility

To support student mobility for a BIP, the Erasmus+ program provides a short mobility grants option.

The BIP mobility grants consist in a daily grant amount which is intended to help students finance the mobility. In 2023/24 the amount was €70/ day.

Tips for organisation team:

- It is necessary for the organizing institution to verify with all partner universities the daily allowance applicable in each country before the grant amount is communicated to the students. Please contact the Mobility office for this.
- The Mobility office should also be contacted to confirm the total grant period for the BIP, including any travel days added to the actual BIP activity period. Further travel days and Green Travel arrangements could be granted by the Phase 1 institutions paying the BIP grants and in line with the local Erasmus+ regulations.

BIP grants are paid out in accordance with the national Erasmus+ regulations applicable in each institution, usually 70% at the beginning of the mobility and 30% at the end of the mobility.

The organiser needs to register the BIP on the Beneficiary Module platform. They then provide the BIP reference code to all institutions sending students, who need to declare the mobility of each student on the Beneficiary Module too. This is very important, because the organisational costs for the organiser depends on the number of students registered to the BIP.

Staff mobility

Staff members participating in activities in the BIP location (e.g. as academic supervisors) should discuss travel funding opportunities with their local CHARM-EU managers. Staff mobility may be funded through Erasmus+ staff mobility and colleagues are advised to contact the International Office in their university for arrangements and deadlines.

Inclusivity

Inclusivity is one of the core values of CHARM-EU and BIP arrangements should allow all students to successfully access and engage in all (mandatory) activities. Furthermore, and considering the fact that the BIP is an integral part of Phase 2 of the master and that assessments will be attached, it is important to ensure that students in need of learning accommodations receive the appropriate support to complete any assessments.

To capture possible needs in advance of the MoXMo, the organisers put in place an access and learning accommodations survey. The survey questions (see *Appendix 4*) were validated by the Diversity, Equity and Inclusion Office (DEI) before sending.

The survey addressed the following topics:

- Physical access needs (e.g., accessible accommodation, etc.)
- Request for single room on inclusion grounds
- Learning accommodations (quiet workspace, rest time, online participation, etc.)
- Information on the assessments and advice on who to contact for accommodations
- Food intolerances and allergies (to communicate these to the hotel and advise students) accordingly and any catering

Students were encouraged to initially discuss their needs with the CHARM-EU DEI office for advice. If they did not feel comfortable sharing these directly with the MoXMo organisation team, they could seek support from the DEI office instead.

Attendance

Any student absence request must be considered and validated by the Pedagogical team (Program Board for CHARM-EU). It is important to determine the necessity to include the DEI in the validation process.

The rules and procedures policy for short and long-term absences as outlined in the absence policy apply during the BIP.

Every case should be evaluated individually, and measures taken to integrate the student in an appropriate way. If a request is accepted, the pedagogical team should take measures to include the absent student to the BIP's learning plan through online meetings and hybrid settings.

For the two MoXMo's editions the two following examples were encountered:

- A student was absent to attend a conference during the first week. This absence request was granted provided the student participated on location in the second week. Furthermore, the

student was asked to coordinate with their project team in advance to define their role and to plan feasible tasks during the week of absence (asynchronous activities).

- A student requested to be absent from the MoXMo entirely on inclusivity grounds. An adapted schedule was offered to help them participate and integrate in the team activities. Specifically, the student was asked to join their team online for 30min/day and participate online in the pitch at the end of each week.

Finance

Financial aspects of Blended Intensive Programmes

The coordinating institution can receive organisational funds (OS) of between €4,000 and a maximum of €8,000 (400 EUR per participant). The minimum number of mobile students should be 15 for the 2023-2025 Erasmus+ grants, and 10 for the 2024-2026 Erasmus+ grants. Students from the coordinating institution cannot be included. You need 20 mobilities to release the full amount. Institutions may use these funds towards “*costs related to the preparation, design, development, implementation and follow-up of the programmes, including the delivery of physical and virtual/remote activities as well as the overall management and coordination*”, “**excluding subsistence and travel for participants**” (p.77, Erasmus Guide 2024). This latter can be funded by Erasmus+ student or staff mobility grants.

This includes but is not limited to:

- Communication and production of documents and teaching materials (printing costs, designer, photographer, etc.)
- Field trips/excursions/cultural activities (registration, contractors, room hire, etc.)
- Local transport
- Equipment
- Inclusion costs (special transports, interpreter, etc.)
- Staff costs for teachers, speakers, student assistants

The request for the Organisation of Mobility (OM) BIP funding must be done on the Beneficiary Module platform to which usually the International/ Erasmus Offices in each institution have access. Following this declaration, the coordinating institution will be provided with a BIP code (e.g. FR01-KA131-HED-000012345-6) and which must be shared with the partner universities sending participants for the BIP. Partners will then have to register their students on the Beneficiary Module platform under the BIP code. The coordinating institution will be allocated the OM BIP funding according to the number of students declared by the partners.

Further information:

[Erasmus Programme Guide](#)

[Blended mobility implementation guide for Erasmus+ higher education mobility KA131](#)

Participants (staff and students) in a blended intensive Erasmus+ programme may receive an Erasmus mobility grant (subject to the usual Erasmus+ eligibility criteria) (see “*Mobility*” section).

External communication

Promoting a pedagogical event often requires a communication team's expertise to create awareness and generate interest through various channels like social media, newsletters, and press releases. This ensures the event reaches a wider audience and attracts more stakeholders' participation. The team crafts compelling messages that highlight the event's value, manages branding of the alliance and its visual identity, and enhances the event's credibility and reputation. This leads to a more successful and impactful event overall.

The following section is highly specific to the CHARM-EU alliance and the MoXMo, showcasing the relevant communication strategies and plans.

Why

What we have called “internal communication”, i.e. communication towards people concerned by the BIP (mostly students, teachers and other professionals involved), is important. But this event, which gathers for two weeks and at the same location all the master's students from all the partners' universities, is also the opportunity to showcase a very interesting and concrete example of CHARM-EU's innovative educational program. This can be great materials to inform students, teachers/researchers, stakeholders, people working in the alliance's universities and even the public at large.

What

If we consider the diversity of this “external” audience (i.e. not directly concerned by the master Global Challenges for Sustainability), it is important to take the opportunity to use this event as an entry point to CHARM-EU. And keep in mind that people not involved in the CHARM-EU master, and even the CHARM-Eight project, are not familiar with the project and might not understand what we are talking about. This is what we could call the “perspective of innocence”.

Therefore, we should:

- explain in very simple and adequate words what CHARM-EU is all about, the master AND the alliance (and the way the master has contributed to the alliance and its innovative educational principles).
- show through concrete examples and “human” point of view why this mobility takes place: students from all around Europe (and further) are working together with local stakeholders in order to solve real-life sustainability challenges by offering solution(s) stakeholders could implement to their practice. Through this interdisciplinary diploma, students learn how to handle complex issues and have a positive impact on society.

How

Since this cross-thematic BIP is quite new for the Master's program, there is not much external communication history. A short aftermovie video was produced by the University of Montpellier after the first edition in 2023, but it was only addressed to students and professionals already involved in the program.

In 2024, the MoXMo's second edition was the occasion to try and see what kind of communication was suitable for this international pedagogical project and if the media were interested in covering it in some ways.

We decided to involve local media (web, paper and tv news, radio) and do some post-event communication inside the university through its newsletter and CHARM-EU website.

Organisation and planning

Once the BIP's program started to be more precise, some sort of internal calendar was made by the communication officer with a list of appointments stakeholders-students. This allowed us to determine which days would be more appropriate for filming and/or having professional photos taken by an external photographer. There were many stakeholders involved but all of them were not available for the same amount of time.

The final schedule depended on the stakeholders' availability as much as the student's project and their discussions with their local referents and pedagogical team, which proved to be challenging.

To summarize, we advise you to:

- create a calendar with the main highlights of the BIP (first and second week) together with the organisation team and the people in touch with the local stakeholders.
- decide what you want to show/talk about depending on the publics you want to reach.
- plan whether you need to book a photographer, have someone write on the subject, prepare a scenario, and work with a video team. Stay flexible for any potential changes.

Case studies: how to handle local media

Press release

A first press release was issued about the MoXMo shortly before the 2024 edition of the event, presenting the mobility and the jointed master as well as the European universities alliance. This was the first press release on CHARM-EU, it was written to showcase the kind of challenges more than 60 international students were reunited to tackle.

The press release was translated into English by CHARM-EU communication office and was published on the website as an article.

Press relations

Some local media were interested, so we had to plan press relations on the spot, adapting to journalists' availabilities.

Articles, radio and TV subjects were made by local media. After the event, an article was published on UM's website, with some pictures. It was translated and posted on CHARM-EU's website as well.

Limits

As the cross-thematic BIP may take place in a different location each year, what we learned from MoXMo editions is quite precious to avoid re-starting from scratch. All the communication materials

made by UM communication team were done with the idea of testing possibilities, the potential and the limits of different levels of communication.

Here are some of the limits we encountered:

- media had a hard time understanding what CHARM-EU was about and were more interested in showing students involved in tackling local issues. It was difficult for journalists to tell a story as the narrative was so complex.
- as the media came when it suited them (very often at the last minute too), the professionals on-site were not always available and/or prepared for it.
- considering students, some of them felt like they were being filmed/photographed too much and they didn't understand what this was all about, as we informed them a bit too late in the process.

An aftermovie in collaboration with the cross-thematic video team can be a nice communication material to promote these kinds of activities. However, to prepare this, the communication officer should be well-acquainted with the program beforehand and prepare a rundown to film relevant elements.

Preparing for the future

Here are some recommendations about the process.

- Students

Explain to them early in the process that communication will be made before/during/after the BIP. The best thing would be to find a way to involve them in some way. Maybe some reflection on this can be done with the organisation team as communication is one of the important aspects of working on a sustainable challenge. This would be a concrete way for them to understand communication goals and limits as they seemed to have sometimes a very theoretical view of communication and press matters.

- CHARM-EU staff members that will be in contact with the media

Do some media training to understand the impact of their speech, help them to focus on some simple but impactful elements. Remind them of the purpose of the interview (local press = local issues and local university) for the media to understand in a very short period what this is all about.

- Media

It would be better to organise a press trip with the local press (and maybe national/international if interested of course) with a story to tell. For example, choose a specific challenge (or two) and have the press come and meet students and stakeholders on a specific subject during half a day (or a small day). If we want the media to come, we must be prepared and adapt on all levels.

- Stakeholders

We need to inform them that journalists might come and plan the press trip with them. In the 2024 edition, it happened that one of the challenges was too complex to be explained to local media. It is

important to work together with the team defining the challenges, even before the first press release.

- Communication officer

Much must be dealt with, so it is important to be organised and work as a team with external and/or international communication staff. It is also important to work on the international press relations level. And maybe national depending on the network of the university concerned by the crossed mobility.

You can find details and communication materials' examples from MoXMo 2024 in the *Appendices* (*Appendix 5*).

Check lists

Using MoXMo 2024 (March-April) as an example, here is the suggested timeline table outlining all the important actions for organizing the cross-thematic BIP.

| Pedagogical activities | | | |
|---|----------------------|--|---|
| Activities | Timing | Responsible person | Tips |
| Before the BIP | | | |
| Identify potential pedagogical activities for the whole BIP (virtual and on-site activities) | September | Educationalists (pedagogical team) | As soon as the number of students and location of BIP are known |
| Build the initial program (e.g., information session, virtual activities, on-site activities) | September | Educationalists | The organisation team members (educationalists, administrative office, project manager, etc.) should work together to ensure the feasibility of this proposal |
| Identify a specific BIP manager | September | Organisation team | Build a shared document for the tasks management and keep tracking the progress |
| Divide tasks for the organisation of different pedagogical activities | September October | BIP manager | |
| Work on the program of virtual activities | October November | Pedagogical team (e.g., Educationalists, local pedagogical team) | |
| Work on a planning for the on-sites activities | October December | Educationalists, Module Coordinators of Phase 2 | Some activities may be confirmed during the following semester, such as the visits |
| Work on the assessment process | October November | Educationalists, Module Coordinators of Phase 2 | Ensure that the assessment aligns with all the tracks |
| Identify the dates of these activities virtual and on-site activities) | November | Pedagogical team (e.g., Educationalists, Module Coordinators) | Ensure that all the tracks agree on the dates of these virtual activities |
| Present the first proposal of virtual activities to the PB and collect their feedback | November | Educationalists | |

| | | | |
|--|--|--|---|
| Improve the BIP planning according to the feedback of PB | November December | Organisation team | |
| Present the second version of BIP planning and assessment descriptor Obtain PB's approval | January | Educationalists | Share the whole document beforehand and present just the main modifications during the meeting |
| Launch the call for academic supervisors | January | Educationalists | During the PB meeting and by emails |
| Coordination for the virtual activities | January February | Educationalists | Prepare online learning and working environment (Teams, Miro) |
| Coordination for the on-site activities | January February | Educationalists BIP manager | Check regularly with other members of the organisation team |
| Work on a daily program for students and academic supervisors | January February | Educationalists | Check regularly with other members of the organisation team |
| Organise the information session | January February | Educationalists Administrative office | Prepare the slides together Invite the chair of PB to present the main pedagogical objectives of BIP |
| Discuss the integration strategy for guest students | January February | Pedagogical team | Coordinate with partner institution |
| Run the information session | February | Educationalists Administrative office | Communicate on dates, program, mobility, etc. |
| Share the program and assessments' descriptors with students | Ahead of the first preparatory session | Educationalists | By email Q&A session will be held during the preparation activities |
| Send the challenges description to students and collect their preference | March | Educationalists | Prepare the Miro and a MS form |
| During the BIP | | | |
| Run the 3 half-days preparatory session | March | Pedagogical team | |
| Share additional information with students | March | Educationalists | For example, contact list of stakeholders, description of the visits of Week 2 |
| If needed, ask students to fill registration forms for various activities | March April | Organisation team | This can be to attend some visits, or to make appointments with experts for consultation |

| | | | |
|--|------------------------|------------------|--|
| Week 1 on-site activities | April | Pedagogical team | Academic referent helps facilitate the contact with stakeholders |
| Week 2 on-site activities | April | Pedagogical team | Need to book enough working rooms for different groups |
| Organise a mandatory meeting with the Grand Final's assessors to confirm details of the organisation of assessment | April During Week 2 | Educationalists | Who's assessing which PLOs, what is each PLO corresponding to (if there's any doubt), is there a maximum notation assessors can give to students, etc. |
| After the BIP | | | |
| Send reminder email about the 3 assessments to students and assessors | | Educationalist | |

| Challenges coordination | | | |
|---|-------------------|---|---|
| Activities | Timing | Responsible person | Tips |
| Before the BIP | | | |
| Contact the main stakeholder to collect potential challenges | September-October | Academic referent | Collaborate closely with the stakeholder referent |
| Prepare the first version of challenges description Ensure that the challenge goals align with the CHARM-EU PLOs | November | Academic referent Educationalist | Use google doc so that the stakeholder referent can get access to the description |
| Present the challenges to the Program Board (PB) to collect feedback | December | Educationalist | Prepare a new Word document on SharePoint so that PB members can comment directly in the document. |
| Analyse PB's feedback to the stakeholders to fine-tune the challenges description | December | Academic referent Educationalist | Discuss with Stakeholder referent before updating the challenges description Update the content for all relevant documents |
| Present the updated challenges description to PB for approval | January | Educationalist | |
| Share the challenge descriptions with academic supervisors and invite them to select the challenges they want to supervise | January | Educationalist | |
| Organise meetings between local stakeholders (stakeholder referent or/and challenge leaders) pedagogical team to discuss the details of the collaboration | January-February | Academic referent Educationalist | Academic supervisors can ask questions to better understand their challenges selected |
| During the BIP | | | |
| Present the challenges (e.g., description, goal, challenge leader, academic supervisors) to the students by Miro and collect their preference by MS forms | March | Educationalists Pedagogical team | Use Miro to create an interactive platform for the challenge presentation and following plenary virtual activities |
| Contribute to the Q&A session during the virtual activities (See #Session 1) | March | Academic referent Stakeholder referent | Students should prepare in advance questions about their challenges allocated |

| | | | |
|--|-----------------------------------|---|---|
| Organise meetings with stakeholder referent and challenge leaders before the on-site activities | March April | Academic referent | Ensure that all the relevant meetings or visits are scheduled |
| Welcome speech about the field school | April Day 1 of Week 1 | Academic referent | |
| Panorama reading session Challenge Forum for group work | April Day 1 of Week 1 | Academic referent Stakeholder referent | All students, challenge leaders and academic supervisors working in person |
| Provide guidance to students and facilitate the interaction between stakeholders and students | April Day 2, 3 and 4 of Week 1 | Academic referent Stakeholders | Remain available on site for students and academic supervisors |
| Challenge Forum to report group work progress | April Day 5 of Week 1 | Academic referent Stakeholder referent | All the challenges groups update their progress to their challenge leaders and obtain feedback |
| Provide guidance to students about the challenge proposal | April Day 1 to 4 of Week 2 | Academic referent | Check the availability of stakeholder referent and challenge leaders to organise the agenda of Grand final |
| Participate into the Grand Finale to provide feedback on students' solution and ask questions after their presentation | April Day 5 of Week 2 | Academic referent Stakeholder referent | Invite the challenge leaders to listen the proposal of their challenge and provide feedback (online or in person) |
| After the BIP | | | |
| Collect all the students' challenge proposals for potential implementation | April May | Academic referent Educationalist | Share these proposals with stakeholder referent and challenge leaders |
| Discuss further collaboration on Capstone challenges and internship opportunities. | | Academic referent Stakeholder referent | |

| Mobility | | | |
|--|---------------|---|---|
| Activities | Timing | Responsible person | Tips |
| Submit request for BIP fundings / declare the BIP on the Beneficiary Module platform (EU Erasmus platform) | October | International Relations Office / Coordinating institution | |
| Issue the call for Erasmus mobility applications (BIP) | February | Administrative office / Mobility office | Specific to CHARM |
| Confirm mobility grant amounts with partners institutions | October | Administrative office / Mobility office | To do before event announcing the BIP to students (it'll be their first question) |

| Logistics | | | |
|---|--|----------------------------|--|
| Activities | Timing | Responsible person | Tips |
| Accommodations | As soon as the number of students and location are known | Administrative office | |
| Inclusivity survey | As soon as the number of students and location are known | Administrative office | Special needs, allergies... |
| Transportation | As soon as the program is known | Administrative office | Including bus and public transportation tickets |
| Catering | Two months before the BIP | Administrative office | Consider inviting academic staff and external stakeholders to showcase the event |
| Ask students to fill a "room allocation" excel file | Two months before the BIP | Emails + reminder in class | |

| Communication | | | |
|---|----------------------------------|---------------------------------|--|
| Activities | Timing | Responsible person | Tips |
| Before the BIP | | | |
| Touch base with the communication office to talk about a coverage strategy for the BIP | As soon as the location is known | Communication officer/coms team | This will be a back-and-forth discussion as new details emerge |
| Learn the first BIP planning to identify potential actions | October | Communication officer/coms team | Participate into the coordination meeting |
| Evaluate with BIP team/CHARM-EU project manager for specific communication actions and communication plan | November | Communication officer/coms team | |
| Build the first communication plan (e.g., local, international level) | November | Communication officer/coms team | Discuss with other members of the organisation plan |
| Discuss the initial communication plan with the communication office of the host university and the alliance communication office | December | Communication officer/coms team | |
| Fine-tune this communication plan and develop and detail on-site action plan | January | Communication officer/coms team | |
| Identify necessary budget for in-depth communication activities | January February | Communication officer/coms team | Coordination with finance officer |
| Book the staff to fulfill communication needs | February | Communication officer/coms team | E.g. photographer, cameraman |
| During the BIP | | | |
| Run different activities and collect necessary communication materials (photos, interviews, etc.) | April Week 1 and week 2 | Communication officer | Check regularly with other members of the organisation team |
| After the BIP | | | |
| Create various communication materials (e.g., article, in accordance with the communication plan) | May June | Communication officer | |

References

- [Guide du programme Erasmus+ - Erasmus+](#)
- <https://www.challengebasedlearning.org/>

Contact information

- **Yuanfei Huang:** yuanfei.huang@umontpellier.fr
- **Clémentine Colomer:** clementine.colomer@umontpellier.fr

~~~~~

**We hope you get plenty of insights from this guide,  
and wish you good luck with your BIP!**



~~~~~


Appendices

Appendix 1: detailed list of Week 2's activities

(2024) ICERWARDS laboratories' mini-conference: A 2h mini-conference was organised in the ICERWARDS laboratories' facility, one of our partners during MoXMo. The aim was to inspire students for their MoXMo product with various real sustainability cases.

(2024) Meeting with ICERWARDS' resident researchers: In the afternoon students were given the opportunity to visit the facility and meet various local researchers, provided they had made an appointment with them beforehand (a list of contacts had been provided earlier in the month). None of the students made an appointment, so the activity was eventually replaced with time for them to work.

(2023) Plenary lectures: Three one-hour lectures were organised around the topics of: SDG 11 (by Prof. Tello), SDG 11 & Economy (by Prof. N'Goala) and SDG 11 & Mental Health (by Prof. Urban). Additional time for breaks and discussion was also provided.

(2024) Cross-Cultural Workshop: MoXMo provides intercultural learning experiences to students to help them develop their cross-cultural competencies. The objective of this 3-hour session is to allow students to discuss and reflect in small groups, so that their awareness of cross-cultural sensitivity can be increased while tackling their challenges.

Water Track's visits (mandatory):

- (2023) Montpellier Water Tour: a walk in the city's historical neighborhoods, discussing the decisive role of fountains, aqueducts, wells and water in general in its development.
- (2023) Lunel municipality School Grounds Renovation Project: students visited a project to green schools, with the objective to reduce heat island, to make children aware of biodiversity and to make the soil permeable during rainy period.
- (2024) MARBEC laboratory's visit: we took the students on a morning visit to the Marine Biodiversity Exploitation and Conservation laboratory, to inspire them with real study cases.

Food Track's visits (mandatory):

- (both years) Montpellier Wholesale Market: this market is at the heart of the city's agro-ecological and sustainable food policy. It is made up of professionals who interact with the aim of accelerating the ecological and solidarity-based transition of both agricultural production and our diet.
- (2023) Oasis Citadine community garden: this community garden, located within the residential complex, is designed to promote sustainable living and encourage a sense of community. It provides a space for people to come together, learn from each other, and work towards a common goal of creating a sustainable and healthy environment.

Life&Health Track's visits (mandatory):

- (2023) History of medicine tour: Montpellier's Faculty of Medicine is famous for being the oldest university in the occidental world that has never ceased to function. Students had the opportunity to visit its premises and learn about its rich history, and how the evolution of medicine as a field shaped the city.
- (2023) Oasis Citadine community garden: see above.
- (2024) Harm reduction support center for drug users: students visited a center offering a range of services designed to reduce the social and health risks, and damage associated with the use of legal and/or illegal psychoactive products. It is a welcome center where drug users can turn to a professional team trained to listen, support and respond to their specific needs.

Cross-thematic visits (students had to choose 1):

- (2023) Botanical Garden
- (2023) Lez riverbed: discovery tour of the nature in Montpellier city, how to think and understand the riverbed's ecosystem and its role in the city.
- (2024) Oasis Citadine community garden: see above.
- (2024) Eco-circular Festival: students had the opportunity to attend this event, which main objective was to promote the principles of the circular economy and facilitate networking between students, academia and the entrepreneurial community.

#1 MOXMO product

Description:

As a group you will present your findings, a potential solution or a proposal for the challenge you were working on through an artefact.

The presentation should at least contain:

- Your challenge title and description highlighting the sustainability aspects
- Project Team Presentation
- Project Structure (Type, Legal Structure)
- Project Partners (Network, Collaborations)
- The list of stakeholders/stakeholder map you contacted to investigate your challenge
- Findings of your desktop study and field visits
- The chosen proposal/solution description and its main characteristics
- The connection between SDG 11 and the second SDG you've identified, with an emphasis on how your challenge/proposal addresses a specific SDG target or indicator.
- Advantages of your project for the region and the expected added value.
- Future points still to be examined (that require time and/or additional technical expertise) and the estimated time needed to resolve them. Technical section that concretely describes the project with its purpose and a time plan (Gantt chart) for a duration of 2 to 3 years (maximum 5 years).

The artefact can be in the form of a video, podcast, interactive poster, or similar digital media.

A minimum length of around 8 minutes is recommended for the artefact but should not be longer than 10 minutes to watch/listen/read. Then, this presentation is followed by a Q&A session. It's mandatory that all group members participate in the artefact and/or in the Q&A.

Criteria

- Demonstrates knowledge of conceptual, theoretical, and empirical knowledge of sustainability issues (sustainability)
- Demonstrate a solid investigation and strong analysis of the challenge, including different (disciplinary) perspectives (solving challenges)
- Demonstrate (examples of) how the challenge is caused, dealt with and addressed by various stakeholders (solving challenges)

- Describe a rationale for methodology and theoretical framework using multiple resources and perspectives (solving challenges)
- Identify potential (innovative) solutions, considering context, perspectives and relevant stakeholders (solving challenges)
- Provide a clear central message and aim in your presentation (oral communication)
- Demonstrate a solid understanding of the problem space/big idea and challenges, including context and complexity (oral communication)
- Support your utterances with adequate arguments and examples (oral communication)
- Present in an understandable and compelling way by applying presentation techniques (posture, gesture, eye contact, and vocal expressiveness) (oral communication)
- Provide a clear presentation structure through the use of subsections and ensure fluent and logic transitions considering effective use of time (oral communication)
- Ensure a coherent presentation (oral communication)
- Present a strong skill in the identification and application of the latest technological tools, using a broad range of appropriate communication tools (digital skills)

Artefact on Scorpion:

- product in any format

Type:

- Group

PLO Competencies:

- 1. Sustainability
- 2. Transdisciplinarity
- 3. Solving challenges
- 5. Oral communication
- 8. Digital skills

PLO Indicators:

- 1.2
- 2.2, 2.3
- 3.1, 3.2, 3.3, 3.4, 3.5
- 5.1, 5.3
- 8.1, 8.3, 8.5

Assessor:

- Teaching staff present in week 2

Please send the Scorion invitation to xxx

Deadline:

- 30 April 2024, 23:59 CET

#2 MOXMO group collaboration

Description:

Assess your peers within your group on their collaboration before, during and after the Montpellier Cross-thematic Mobility, while preparation, field visits and local activities and developing your group product.

Each student only need to assess one peer respecting the instruction, and guest students don't need to participate into the assessment.

Criteria

- Share ideas and suggestions that advance the work of the group
- Complete tasks by deadline and deliver work that advances the work of the group
- Acknowledge and solve conflicts
- Engage in speaking and listening
- Organise your collaboration with peers (aim, roles, procedures, timeline, communication)
- Support a constructive team climate
- Understand individual differences and discuss these in relation to inclusiveness and intercultural understanding
- Demonstrate openness in various backgrounds of group members

Artefact on Scorion:

- n.a.

Type:

- Individual

PLO Competencies:

- 4. Collaboration

PLO Indicators:

- 4.1, 4.2, 4.3

Assessor:

- 1 peer from within your group, ICIREWARD students excluded

Deadline:

- 30 April 2024, 23:59 CET

#3 MOXMO Self-Reflection

Description:

For this assessment, students individually reflect on their learning experiences during the Montpellier Cross-thematic Mobility. They reflect on both the content of the physical and virtual mobility as well as personal development and transversal skills. Bring together your daily reflections with a particular emphasis on your learnings and the impact of the mobility on your track-specific challenge(s) and your selected SDG(s).

Useful materials:

- according to Hattie & Timperley 2007, there are four levels of reflection:
 - Task: specific comments relating to the task itself
 - Process: comments on processes needed to perform the task
 - Self-regulation: higher-order comments relating to self-monitoring and regulation of actions and affect
 - Self: personal comments
- Korthagen 2004 onion model:

The onion model



Criteria:

- reflection on individual contribution during the mobility (in relation to the contribution of team members and potential challenges or insights from your collaboration)
- reflection on lessons learned in terms of personal and professional development (what to improve)
- next steps to take to facilitate personal and professional development and lifelong learning (how to improve)
- there is no exact length required for the written text or digital media artefact for this assessment as long as you are able to address the required PLOs, however, around 500-1000 words, and 5-10 minutes should be a suitable length for the assessment
- the level of your assignment is up to the depth of your reflection (how deep you go within the onion or the four levels), i.e. try to go under the "task" or "environment" level reaching the core of the onion or "self" level.

Artefact on Scorion:

- individual reflection (e.g. written report, diary, blog, vlog, video, mind map, mini-podcast)

Type:

- individual

PLO Competencies:

- 7. Professional and personal development

PLO Indicators:

- 7.1, 7.2

Assessor:

- Food:
- Life & Health:
- Water:

Deadline:

- 9 May 2024

Appendix 3: List of the various newsletters sent to students, with date, a quick description and some additional comments.

Newsletters :

- 19/02 [MOXMO] Preparation activities: announce to the students of the different preparation activities' dates.
- 04/03 [MOXMO 2024] Let's get start it!: publication of the challenges' list and forms for students to rank their favourites, with deadlines. Some information/reminders on the first preparatory session's schedule.
Note: We've sent it too late; students did not have enough time to properly research the different topics and make their choice, we advise to send this newsletter sooner.
- 08/03 MOXMO newsletter (no1): more in depth information about the MoXMo (where/when precisely) + student guide and MoXMo programme (pdfs) attached to the email + link to a survey on inclusion needs (access and learning accommodations) + reminders of preparatory sessions' dates.
Note: ideally, visits descriptions would have been shared at the same time / included in the MoXMo programme pdf
- 08/03 [MoXMo 2024] Welcome to the field school: email to give essentials information to the students from the South – information on challenges, preparational activities, link to the teams meeting and channel, instructions to prepare a brief introduction
- 18/03 [MoXMo 2024] Reminder: 22/05/2024 preparation session: reminders about the session and some materials students should consult to prepare it.
Note: wrong date in the email's title
- 05/04 [MoXMo 2024] Reminder: 10/04/2024 preparation session: reminder about the next preparatory session's date + information and registration for the "meet the researchers" activity + stakeholders' list publication and information about on-site meetings with them during week 1 + link to the QA document on teams for students to add their questions if they had any.
Note: most of these informations should've been shared sooner with the students.
- 11/04 [MoXMo 2024] additional information regarding your challenges: we shared new information compiled by transversal referents regarding the various challenges. Note: too late and in French.
- 11/04 [MoXMo 2024] Student-led team-building activity: presentation of the "positive feedback" activity to this year's student representatives, asking them if they would be willing to lead it.
- 12/04 [MoXMo 2024] practical information for Week 2: we reminded students information on how to travel to UM in the first onboarding day + link to the transportation tickets pdf + link to register to visits (and reminder about visits descriptions).
- 19/04 [MoXMo 2024] Transition Week 1 to Week 2: email for the academic supervisors, to ask those in charge of week 1 to write a summary to their week 2 colleagues summing up the teams they were supervising progresses.

Appendix 4: Inclusivity Survey

Note: JVAO here stands for Joint Virtual Administrative Office.

MOXMO 2024 - access and learning accommodations

This survey allows participants in the MOXMO 2024 to inform the organisation team of any physical access and learning-related needs to facilitate their participation in the MOXMO.

The MOXMO team is committed to providing the necessary support to allow all CHARM-EU students to fully engage in and benefit from the experience.

It is not obligatory for you to fill in the survey, unless you wish to do so. Neither it is necessary to detail the reasons, medical or other, for your request unless you wish to share them in order to help us find the best arrangements for you. If you have been granted any learning accommodations for your CHARM-EU studies, it is useful for the MOXMO teams to be aware of these if relevant to the MOXMO activities.

The deadline to complete the survey will be 14th March.

The MOXMO organisation teams will contact you individually after the survey deadline to discuss your needs and possible solutions. For any questions relating to this survey please contact JVAO

In case you prefer to initially discuss your needs with the CHARM-EU DEI office, please contact DEI office

Personal data

Name

First name

Email address

WEEK 1 – BALARUC-LES-BAINS

Please provide details of any physical access needs you may have (access to rooms, buildings, transportation etc) and that the MOXMO team needs to be aware of?

Please provide details of any learning support needs (quiet workspace, rest time, online participation etc) that the MOXMO teams needs to be aware of?

Please inform us of any needs relating to your accommodation at Balaruc-les-Bain? (access needs, single room, etc)

Do you have any allergies/ intolerances you require us to signal to the hotel at Balaruc-les-Bains ahead of your stay?

WEEK 2 - MONTPELLIER

Please provide details of any physical access needs you may have (access to rooms, buildings, transportation etc) and that the MOXMO teams needs to be aware of?

Please provide details of any learning support needs (quiet work space, rest time, online participation etc) that the MOXMO teams needs to be aware of?

Assessment and assessment accommodations

As mentioned in the Information session on Monday, February 19th, you will have three assessments for the MOXMO:

- MOXMO product: Pitch on Friday, April 26.
- MOXMO group collaboration: Peers assessment
- MOXMO self-reflection: Self-evaluation

The Pitch session will be on-site in Montpellier, and the other two assessments will be submitted online. If you anticipate any difficulties with the format of these assessments, please contact JVAO and put the DEI office in copy as early as possible so that we can discuss and find a solution together (e.g. extra time, participation online pour le pitch).

(Question Finale)

Do you have a question or do you wish to inform the MOXMO team of other needs not covered by any of the preceding questions (week 1 or week 2)?

Press release:

On UM website in French: <https://www.umontpellier.fr/articles/charm-eu-64-etudiantes-et-etudiants-europeens-a-la-rencontre-des-professionnelles-et-professionnels-du-bassin-de-thau>

On CHARM-EU website in English: <https://charm-eu.eu/charm-eu-64-european-students-meet-professionals-thau-basin/>

Press book:

- 14/04/2024 Actu.fr (local online media)

Montpellier : des étudiants européens prêts à relever les défis environnementaux du Bassin de Thau

https://actu.fr/occitanie/montpellier_34172/montpellier-des-etudiants-europeens-prets-a-relever-les-defis-environnementaux-du-bassin-de-thau_60947144.html

- 17/04/2024 RCF (local radio)

Une soixantaine d'étudiants européens pour relever des défis environnementaux autour de l'étang de Thau

<https://www.rcf.fr/actualite/journal-local-0?episode=474224>

- 19/04/2024 Midi Libre (main regional daily newspaper – online version)

Biodiversité, pêche... une soixantaine d'étudiants européens sur le bassin de Thau pour trouver des solutions aux enjeux

<https://www.midilibre.fr/2024/04/19/biodiversite-peche-une-soixantaine-detudiants-europeens-sur-le-bassin-de-thau-pour-trouver-des-solutions-aux-enjeux-11894955.php>

- 20/04/2024 Midi Libre (main regional daily newspaper – printed version)

Des étudiants européens en quête de solutions aux enjeux du territoire

18/04/2024 via Occitanie (regional TV)

Des étudiants européens travaillent à des solutions pour la biodiversité

<https://viaoccitanie.tv/video-sete-des-etudiants-europeens-travaillent-a-des-solutions-pour-la-biodiversite/>

- 17/04/2024 France 3 (main regional TV)

<https://www.france.tv/france-3/occitanie/ici-19-20-languedoc-roussillon/5845344-emission-du-mercredi-17-avril-2024.html>

part of the daily news program (not available anymore)

UM newsletter and website article/CHARM-EU website

On UM website in French : <https://www.umontpellier.fr/articles/moxmo-le-multiculturalisme-europeen-face-aux-defis-du-bassin-de-thau>

On CHARM-EU website in English: <https://charm-eu.eu/charm-eu-students-tackle-environmental-challenges-thau-basin/>

+ Social medias

Linkedin and Instagram mostly.