

Tick all institutions involved in the proposal. Note: at least three organising institutions are required for eligibility (check description above).

### Responses Selected:

National and Kapodistrian University of Athens (Greece)
Sapienza Università di Roma (Italia)
Universidad Autónoma de Madrid (Spain)
University of Bucharest (Romania)

#### Contact in National and Kapodistrian University of Athens

Last Name	Gouscos
First name	Dimitris
Email	<a href="mailto:gouscos@media.uoa.gr">gouscos@media.uoa.gr</a>
Position	Associate Professor
Faculty /Department	Communication and Media Studies
Role in the patnership(coordinator, trainer,...)	coordinator and academic tutor

#### Contact in Sapienza Università di Roma

Last Name	Battisti
First name	Alessandra
Email	<a href="mailto:alessandra.battisti@uniroma1.it">alessandra.battisti@uniroma1.it</a>
Position	Professor
Faculty /Department	Planification, Design and Technology of Architecture
Role in the patnership(coordinator, trainer,...)	academic tutor

**Contact in Universidad Autónoma de Madrid**

Last Name	Malo Arrazola
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Email	<a href="mailto:je.malo@uam.es">je.malo@uam.es</a>
Position	Professor
Faculty /Department	Ecology
Role in the patnership(coordinator, trainer,...)	academic tutor

**Contact in University of Bucharest**

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Position	Lector Dr.
Faculty /Department	Chemistry
Role in the patnership(coordinator, trainer,...)	academic tutor

**CIVIS African partner universities:****Responses Selected:**

Université Hassan II de Casablanca (Morocco)
Université Cheikh Anta Diop de Dakar (Senegal)
Eduardo Mondlane University (Mozambique)
University of the Witwatersrand (South Africa)

**Contact at Université Hassan II de Casablanca (Morocco)**

Last name	Ait Mous
First Name	Fadma
Email	<a href="mailto:aitmousfadma@gmail.com">aitmousfadma@gmail.com</a>
Position	Professor
Faculty /Department	Sociology
Role in the patnership(coordinator, trainer,...)	academic tutor

**Contact at Université Cheikh Anta Diop de Dakar (Senegal)**

Last Name	Mbaye
First name	Ahmadou Aly
Email	<a href="mailto:ahmadou.mbaye@ucad.edu.sn">ahmadou.mbaye@ucad.edu.sn</a>
Position	Professor, ex Vice Rector
Faculty /Department	Economics and Management
Role in the patnership(coordinator, trainer,...)	academic tutor

**Contact at Eduardo Mondlane University (Mozambique)**

Last Name	Tostão
First name	Emilio
Email	<a href="mailto:emilio.tostao@gmail.com">emilio.tostao@gmail.com</a>
Position	Professor, Managing Director
Faculty /Department	Research Center for Agricultural Food Policies and Programmes
Role in the patnership(coordinator, trainer,...)	academic tutor

## Contact at University of the Witwatersrand (South Africa)

Last Name	Brosig
First name	Malte
Email	<a href="mailto:Malte.Brosig@wits.ac.za">Malte.Brosig@wits.ac.za</a>
Position	Professor
Faculty /Department	International Relations
Role in the patnership(coordinator, trainer,...)	academic tutor

## Other Participants in the Programme

For any additional trainers or invited speakers involved in the programme, please provide, for each of them. the full name and title, institution, and the role in the programme (e.g., academic, trainer, teaching staff, guest speaker).

additional participants involved in the Programme as academic tutors

- Manos Pikoulis, Professor at NKUA
- Constantinos Cartalis, Professor at NKUA
- Emmanuella Doussis, Professor at NKUA
- Panagiotis Tsakonas, Professor at NKUA
- Antonis Metaxas, Associate Professor at NKUA
- Ilias Plakokefalos, Assistant Professor at NKUA
- Efthimios Papastavridis, Assistant Professor at NKUA
- Maria Fátima Franco Mugica, Profesora Contratada Doctor Lou at UAM
- Mbayang Thiam, Researcher and Lecturer at UCAD
- Yifang Ban, Professor at KTH

additional participants involved in the Programme as trainers :

- Faith Mabera, Research Fellow at WITS
- Aminata Mboup, Chargée de partenariat at UCAD
- Evika Karamagioli, Research Fellow at NKUA
- Elda Stoupa, Research Fellow at NKUA
- Marina Tomara, Research Fellow at NKUA
- Alexandra Nakou, Research Fellow at NKUA

additional participants involved in the Programme as invited speakers:

- Chrysafo Arvaniti, Community Engagement Senior Advisor at Médecins Sans Frontières
- Petra Kežman, Senior Advisor at Union for the Mediterranean
- Alessandro Bozzini, Policy Analyst at OECD Open Governance Unit
- David Goessmann, Senior Policy Analyst, Acting Head of Unit at OECD Open Governance Unit

=> for the profiles, focus themes and roles of all contributors, pls. cf. the full list of contributors attached

## Role Summary of Each Partner

Please provide a brief description of each partner institution's role, focusing on their specific contributions to the programme. Highlight any unique expertise or resources they bring that will enhance the interdisciplinary and practical components of the BIP.

## Evaluation Focus

Note to Applicants: Evaluators will assess the consortium's quality based on the following aspects:

- **Diversity of Expertise:** Evidence of interdisciplinary and complementary roles among partners, with contributions spanning multiple fields of study.
- **Institutional Commitment:** Clear evidence of institutional support and engagement from each partner, beyond nominal involvement.
- **Alignment with CIVIS Mission:** Degree to which the consortium's composition aligns with CIVIS's strategic goals, including the integration of non-European perspectives if relevant.

All the partnering Universities for this BIP (NKUA, SAUR, UAM and UB from CIVIS European Members, WITS, UCAD, UH2C and UEM from CIVIS African Associate Members, and KTH, Sweden, outside CIVIS) are providing domain knowledge into this BIP from different disciplines, with a shared focus and interest on complementing this knowledge into a polycrisis, fragility and resilience agenda and perspective.

At the same time, UH2C and WITS universities and participating tutors are co-leading the PolyCIVIS Network WP2 - Research and WP3 - Policy streams of work, thus integrating this BIP with the research and policy effort for the polycrisis taking place within PolyCIVIS, whereas NKUA as an institution and the BIP coordinator academic is co-leading the PolyCIVIS WP5 work on production of a multimedia handbook on participatory methods of teaching about the polycrisis in Higher Education, which clearly synergizes and cross-fertilizes with the BIP's effort.

Additionally, all participating Universities (with the exception of non-CIVIS KTH) are members to the PolyCIVIS Network, and all of them are engaged in the BIP's endeavor as testified by the indicative endorsement statements attached.

On one more point, this BIP is aligning with the CIVIS effort to build a meaningful teaching and research relation between Africa and Europe, as also testified by its partnership, as well as the teaching and learning twinning plans mentioned below.

=> pls. cf. the attached document on the full list of contributors and their focus themes, as well as the attached document on this BIP's twinning plans between Africa and Europe, to be further explored

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## PROJECT RELEVANCE

This section evaluates the thematic alignment of the BIP project with CIVIS's strategic goals and its relevance to key societal challenges. Projects should demonstrate clear connections to CIVIS HUB themes and, where applicable, address issues significant to Europe, Africa, or the Mediterranean region.

### *Evaluation Focus*

**Note to Applicants:** *Evaluators will assess project relevance based on:*

- **Thematic Alignment with CIVIS HUBs:** *Degree of integration with the primary and, if applicable, secondary HUB themes.*
- **Interdisciplinarity and Societal Relevance:** *Extent to which the project takes an interdisciplinary approach to address complex societal challenges.*
- **Impact on Regional and Global Priorities:** *Clear relevance to Europe, Africa, or the Mediterranean, particularly if engaging CIVIS African partner universities or addressing shared challenges.*

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## CIVIS theme and subtopics:

Your project should be designed in line with a main CIVIS challenge (linked with a CIVIS HUB). The experts of the main HUB of affiliation will assess your proposal. Please feel free to contact other HUBs and members if there are affinities with your project.

Select the **primary CIVIS HUB theme** to which your project aligns:

## Responses Selected:

HUB 4 : Cities, Spaces, Mobilities

**HUB 4 Cities, Spaces, Mobilities:**

Please choose one or more of the following sub-thematics related to the HUB 4

**Responses Selected:**

Climate and environmental challenges for cities
Social and employment challenge
Resilient and sustainable urban economies
Historical, landscape and architectural urban issues
Governing the cities

**Secondary HUB theme(s) (optional):** Select any additional HUB themes relevant to your project objectives. If applicable, consider sub-topics that address specific regional relevance for Europe, Africa, or the Mediterranean area.

Please choose one or more of the following sub-thematics related to the HUB 1

**Responses Selected:**

HUB 1: Climate, Environment, Energy
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**Alignment with CIVIS and EU Priorities**

Describe how your project aligns with the overarching goals of CIVIS and supports EU priorities (e.g., European Green Deal, Digital Education Action Plan). Outline specific themes or objectives within the HUBs that your BIP will address, such as environmental sustainability, health and wellbeing, or digital transformation.

The PolyUnderstanding BIP is aligning with top-level priorities at the EU and AU level, on preventing and mitigating crises to cascade from one domain to another, thus intensifying the polycrisis. Under this overarching goal, the BIP contributes to helping emerge a new cohort of students and researchers able to work for sustainable development across disciplines and geographies with a bigger picture of understanding, and thus helps in the direction of promoting environmental and social sustainability in Europe and Africa through inter-regional collaboration.



## Regional Relevance and Impact(if applicable)

If applicable, explain how your project engages with themes relevant to Africa, the Mediterranean, or other regions outside of Europe. Emphasise collaborations that highlight intercultural dialogue, social equity, or partnerships with non-European institutions.

The PolyUnderstanding BIP is particularly relevant for regions currently most heavily affected by the polycrisis, such as sub-saharan Africa, and equally relevant for all regions facing (the possibility of) domain crises that could be exacerbated and cascade to other domains due to the fragility of infrastructures and response systems. In this respect, the PolyUnderstanding BIP contributes to address risks that are more and more achieving a global scale.

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## QUALITY OF LEARNING ACTIVITIES

This section assesses the design, objectives, and educational approach of the Blended Intensive Programme (BIP). Projects should demonstrate clear objectives, innovative and interdisciplinary learning activities, student-centred approaches, and engagement with real-world issues.

### ***Evaluation Focus***

***Note to Applicants:*** Evaluators will assess the quality of learning activities based on:

- ***Programme Objectives:*** Clarity and relevance of the BIP's objectives in relation to CIVIS's mission.
- ***Innovative Pedagogy:*** Use of interdisciplinary, innovative, and student-centred approaches to enhance engagement and learning outcomes.
- ***Practical Relevance and Stakeholder Involvement:*** Inclusion of external stakeholders to provide real-world applications and insights.
- ***Alignment with Learning Outcomes:*** Clarity and relevance of learning outcomes in relation to the BIP's objectives and HUB themes.

## Objectives and Description of the Programme

Briefly outline the primary objectives of your BIP, specifying what the programme aims to achieve and its relevance to the CIVIS Alliance's mission. Describe how these objectives support students' learning and align with the broader goals of CIVIS. Provide an overview of the BIP structure, including key components such as the virtual and physical elements, main themes, and the skills or competencies students will gain.

The PolyUnderstanding BIP's objectives are to provide students with a robust conceptual understanding of the polycrisis phenomenon per se, and intertwined with fragility and resilience, and with the ability to productively reason about these notions and their interplay across crises, domains and geographies. At the same time, the BIP aims at helping partnering academics and Universities embed into their curricula an interdisciplinary bigger discussion for the polycrisis, fragility and resilience agenda at a global scale and from a systemic point of view, to help frame domain research and domain knowledge and bring forward opportunities for interdisciplinary and intercontinental collaboration towards more meaningful outcomes.

For an overview of the BIP's physical and virtual components, and learning approach overall, please refer to the answers provided below and to the documents attached.

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## Profile of Participants

Describe the target audience for the BIP, including participant level (e.g., undergraduate, postgraduate) and relevant fields or backgrounds.

The PolyUnderstanding BIP is open to

- up to 30 incoming (to Athens)
- plus up to 15 local (for Athens)
- Master's / PhD students
- who are English-fluent
- come from across the disciplines,
- and share an interest to open up into a polycrisis, fragility and resilience epistemology which transcends their own domains and geographies.

## Education level targeted

BIP can address students from any of the levels, but also from more than one level.

## Responses Selected:

Master

PhD

## Prerequisites for the Course

List any prerequisites or prior knowledge required for participants, if applicable (e.g., prior coursework, language proficiency, specific skills).

A basic pre-requisite for PolyUnderstanding BIP students is English fluency at least at a CEFR-C1 level. Otherwise, there are no specific pre-requisites for academic provenance. Concerning the personal/interpersonal skills required, openness to teamwork and capacity to assimilate and reason about new knowledge are important.

Teaching and Learning Methods

Describe the teaching and learning methods used in your BIP, emphasising any interdisciplinary and innovative approaches. Examples include flipped classrooms, gamification, virtual labs, or fieldwork activities, among many others

The teaching and learning approach of the PolyUnderstanding BIP is based on six components:

[1] policy-informed and research-informed teaching about the Polycrisis, through the involvement of PolyCIVIS WP3 Policy and WP2 Research partners

[2] the Polycrisis Handbook on Participatory Methods for Teaching about the Polycrisis in Higher Education

- co-developed by NKUA and USF under WP5, in a participatory manner with HE students and tutors, as a multimedia handbook
- to be finalized and delivered on May 2026, thus sync'ed with the BIP
- allowing the BIP to take stock of the Handbook's methods
- allowing the Handbook to take stock of the BIP's experience
- allowing to make the Handbook available to all PolyCIVIS BIPs

[3] a first theorization model of what is the polycrisis and how it works, and the domains at the origins of cascading crises (\*)

[4] a second theorization model of what would be polysolutions, and how they would work (\*)

[5] a role-playing game of fragility vs. resilience tactics (\*)

[6] twin teaching and twin learning activities between Africa and Europe (\*)

(\*) for each one of these components, pls. cf. the corresponding documents attached

What typologie of activities do you plan to include in your program?

Responses Selected:

Online course(s)
Face-to-face course(s)
Lecture(s)
Workshop(s)

## Student-Centred and Problem-Based Learning

Describe how the project will engage students as active participants in their learning. Include any methods to promote problem-based, collaborative, or self-directed learning. Emphasise the practical, hands-on elements that will connect students with real-world challenges.

pls. cf. the PolyUnderstanding BIP role-playing game of fragility vs. resilience tactics document attached, to be further developed in the March-September 2025 timeframe leading from the BIP's approval up to publicity

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## Learning Outcomes

List the specific learning outcomes for your BIP and explain how they relate to the main and secondary HUB themes. Outcomes should reflect the knowledge, skills, and competencies students will acquire through the programme.

The skillset sought for successfully attending PolyUnderstanding BIP students comprises

[1] a robust conceptual understanding of the polycrisis phenomenon per se, and intertwined with fragility and resilience, and

[2] the ability to productively reason about these notions and their interplay across crises, domains and geographies

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## Main language(s) of the BIP

### Responses Selected:

English

**Would you consider adding innovative pedagogies, service learning, civic engagement or link with Open Labs in your programme?**

Mention potential ideas you'd like to develop and support expectation from CIVIS you could foresee in line with the mentioned aspects above or anything similar.

pls. cf the documents attached on (a) the PolyUnderstanding BIP role-playing game, and (b) the BIP's plans to explore possibilities for twinning teaching and learning between Africa and Europe

these two plans comprise an effort towards innovative pedagogies

on another point, plan (a) coupled with the open twinning part of plans (b), can form a starting point for linking this BIP to an Open Labs action open to civil society stakeholders

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**Involvement of External Stakeholders**

Identify any external stakeholders involved in the project (e.g., industry partners, NGOs, public bodies), and describe their roles. Explain how these stakeholders will enhance the learning experience and ensure practical relevance for students.

a number of selected experts from renowned international organizations are already involved in this BIP as invited speakers (please cf the responses to other questions), to bring in their own polycrisis-relevant perspectives and help students reflect upon and reason about the practical realities of confronting the polycrisis in the field

additionally, please cf. the list attached of external stakeholders to consider for further invitations in this role

## PHYSICAL AND VIRTUAL MOBILITY COMPONENTS

This section evaluates the structure and timing of both the physical and virtual components of the Blended Intensive Programme (BIP). Applicants should clearly outline how each component will contribute to achieving the BIP's objectives and enhance the student learning experience.

### *Evaluation Focus*

**Note to Applicants:** Evaluators will assess the mobility components based on:

- **Alignment with Programme Objectives:** *The extent to which both the physical and virtual components support the overall objectives of the BIP.*
- **Blended Learning Approach:** *Evidence of a well-integrated approach that balances virtual and in-person elements for an engaging, flexible experience.*
- **Use of Digital Tools:** *Appropriateness and accessibility of digital tools and platforms used to facilitate the virtual component.*

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### Hosting location for physical component

List the primary location(s) for the physical component, including any additional sites if applicable.

*While we recommend that the hosting university should be the same as the coordinating one, this can be decided differently by the programme coordinator(s). The final decision will be taken during the technical check of the proposal, as other aspects need to be checked before final validation.*

The physical teaching week of the PolyUnderstanding BIP will take place at the NKUA Dept. of Communication and Media Studies, fully equipped and located in Athens downtown.

Additionally, the BIP will explore in a non-commiting manner, in the time leading from approval to publicity, the potential of organizing in a budget- and management-neutral manner twin physical classes in Johannesburg and Maputo, facilitated by WITS and UEM local tutors.

=> pls. cf. the BIP's twinning plans attached

## Physical component period

Please note that the duration of the physical component is fixed: 5 days (from Monday to Friday).

Specify the **start date** of the physical mobility component.

*The physical mobility component of the BIP cannot start before 1st of March 2025.*

1 Jun 2026

Specify the closing date of the physical mobility component.

*The physical mobility component of the BIP must end no later than 31st of July 2025.*

5 Jun 2026

## Duration of learning activities during physical component

*Expressed as total number of hours of student workload for the entire physical component. The activities included in the physical component of the BIP must range between a minimum of 20 hours and a maximum of 40 hours for the duration of the physical component.*

*The number of hours per day can vary between a minimum of 4 hours and a maximum of 8 hours per day. It is mandatory that each of the 5 days included in the physical component includes a minimum number of 4 hour of activities planned for the participants. It is not permitted to have `no-activity` days during the physical component of the BIP.*

*The number of hours per day may vary during the 5 days of physical mobility with a minimum of 4 hours & a maximum of 8 hours.*

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Duration of physical mobility is not limited



## Description of planned activities for the physical component

Describe the learning activities planned for the physical component, highlighting how these activities will support the programme's objectives and foster intercultural exchange. Please be as descriptive and detailed as possible, including the planification of activities for each day of the physical component.

please cf. the BIP's calendar and schedule of activities attached, to be further developed in the March-September 2025 timeframe leading from the BIP's approval up to publicity

## Virtual component period

The duration for the virtual component is not fixed by the call description and is based on the planification of activities and the implementation period, in close conjunction with the student workload foreseen for this component.

Duration of virtual mobility is not limited

## Specify the start date of the virtual mobility component.

*The physical mobility component of the BIP cannot start before 1st of February 2025.*

4 May 2026

## Specify the closing date of the virtual mobility component.

*The physical mobility component of the BIP must end no later than 31st of July 2025.*

12 Jun 2026

## Duration of learning activities during virtual component

*Expressed as total number of hours of student workload for the entire virtual component. The virtual component must bring the learners together online to work collectively and simultaneously on specific assignments that are integrated in the blended intensive programme and count towards the overall learning outcomes.*

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## Platform and Digital Tools

Describe the digital platform(s) and tools that will be used to deliver the virtual component, ensuring accessibility and interaction for participants across all locations.

The BIP's virtual component and instructional process overall, will as a first plan take stock of the facilities of the CIVIS Digital Campus Moodle installation (<https://moodle.civis.eu/>), and the CIVIS Box (<https://box.civis.eu/>).

Still, given that these facilities are based on Shibboleth authentication interoperating with the Identity Services of CIVIS Member Universities, which may have technical issues for African University tutors and students, a second back-up plan that will be explored if needed will be to use

- the NKUA institutional Webex platform, for meetings (<https://uoa.webex.com/>);
- the NKUA institutional Open eClass platform, for materials repository (<https://eclass.uoa.gr/>); and
- simple email for submission of student assignments.

This back-up has been tested in the 2024 edition of the GiveVoice BIP, coordinated by NKUA (<https://civis.eu/en/learn/civis-courses/child-migrant-refugee-voices-for-viable-cities-1>) and operated without problems for all participating tutors and students.

## Description of planned activities for the physical component

Outline the activities planned for the virtual component, specifying how they align with the programme's objectives and support the overall learning outcomes. Also, provide a detailed **calendar** of all the planned synchronous online activities involving the participating students (this information is crucial to ensure the students are fully able to apply to the BIP in relation to their existing schedule and activities).

please cf. the BIP's calendar and schedule of activities attached, to be further developed in the March-September 2025 timeframe leading from the BIP's approval up to publicity

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## Blended Approach

Describe how the physical and virtual components are integrated to create a cohesive learning experience. Explain how this blended approach maximises the strengths of each component, offering students flexibility and enriching their engagement with both in-person and online learning environments.

please cf. the BIP's calendar and schedule of activities attached, to be further developed in the March-September 2025 timeframe leading from the BIP's approval up to publicity

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## Other planned events / social programme *(if any)*

A reception dinner will be organized on Monday, 1 June 2026 in Athens downtown for all of the Athens-based and incoming BIP's tutors and students.

An additional number of free-to-go evening cultural activities for the following days of the physical teaching week (Tuesday, 2 June 2026 up to Sunday, 7 June 2026) will be proposed to the incoming BIP's tutors and students with advance, in order to make their own arrangements and schedules.

=> pls. cf. the document attached for PolyUnderstanding BIP visiting Athens pointers for the physical teaching week

## Participation

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### Number of CIVIS mobile (visiting) students

Programme coordinators are encouraged to consider a larger number of mobile participants during the selection process (at least 25-30 visiting students), as well as a reserve list, to mitigate risks linked to possible dropouts or cancellations.

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### Number of local students (of the hosting university)

Please remember that, when the BIP takes place at a different university than the coordinating university, the students from the coordinating university are considered mobile (visiting) students. There is no specific limitation or indication about number of local students to be selected. The decision must be based on the capacity and expectations of the programme coordinator(s).

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### Number of visiting academics / trainers / teaching staff participating to the physical part

Please remember that, when the BIP takes place at a different university than the coordinating university, the academics from the coordinating university are considered visiting academics. The number of visiting academics must consider the distribution of teaching responsibilities across the physical component.

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## Number of external stakeholders involved in the programme

Enter the anticipated number of stakeholders, such as guest speakers, industry representatives, or other partners involved.

The following external stakeholders are involved in the Programme as invited speakers:

- Chrysafo Arvaniti, Community Engagement Senior Advisor at Médecins Sans Frontières
- Petra Kežman, Senior Advisor at Union for the Mediterranean
- Alessandro Bozzini, Policy Analyst at OECD Open Governance Unit
- David Goessmann, Senior Policy Analyst, Acting Head of Unit at OECD Open Governance Unit

In the period leading from Program Approval up to publicity, the involvement of additional external stakeholders in invited speaker roles will be sought from a mapping of stakeholders developed already.

=> pls. cf. the list of external stakeholders targeted for interventions attached

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## ASSESSMENT, WORKLOAD, AND ECTS CALCULATION

This section evaluates the assessment methods, workload distribution, and ECTS credit calculation for the Blended Intensive Programme (BIP). Applicants should ensure that learning outcomes are clearly measurable, and that the workload aligns with the expected ECTS credits, providing a balanced and realistic study effort for students.

### ***Evaluation Focus***

**Note to Applicants:** Evaluators will assess this section based on:

- **Clarity and Relevance of Assessment Methods:** Alignment of assessment methods with the intended learning outcomes.
- **Appropriate Workload Distribution:** Balance between guided and independent learning hours to ensure a manageable workload.
- **ECTS Calculation and Justification:** Consistency of total workload with the awarded ECTS credits, ensuring alignment with the BIP's educational goals.

## Description of Assessment

Describe the methods you will use to assess student learning, such as projects, exams, presentations, group work, or other forms of evaluation. Explain how these methods are aligned with the learning outcomes and the interdisciplinary nature of the programme.

Students will be evaluated on the basis of 4 components :

[1] Attendance - mandatory for all physical and virtual teaching activities - and substantive participation in physical and virtual activities, including organized discussions and exchanges on selected topics

[2] Full compliance to respect for diversity, academic integrity and anti-plagiarism principles

[3] Purposeful palling with peers during class interaction and project assignments

[4] Individual/small group (2-3 students) project assignments, on reflecting on the ways in which what has been presented in the BIP combines with their own research questions, linked to their own disciplinary and geographical perspectives, and delivering and presenting a written essay

- by a fixed hard deadline
- at a length of 4,000 words for an individual essay, 8,000/12,000 words for an essay of 2/3 students, counting from introduction up to conclusions, with a  $\pm 10\%$  margin
- referencing the BIP sources in a substantive manner
- in English, following APA style, with zero tolerance for plagiarism and AI writing.

Assignment topics will be determined by the PolyUnderstanding BIP scientific committee working together with participating students. They will be based on documented interdisciplinarity needs and scope of work and expected to have a balance between study-review work (approximately 70% of the final assignment's workload) and work to formulate an open research question (approximately 30% of the final assignment's workload).

## Assessment Criteria

Outline the criteria by which students will be evaluated, focusing on specific skills, knowledge, or competencies gained through the BIP.

The following more specific criteria will apply to assessment of project assignments:

- [1] Outlining a research project's point of departure and a research question.
- [2] Describing a research project context and the stakeholders group to work with.
- [3] Coming up with potential research methods which would enable to answer the research question while co-creating knowledge.
- [4] Explaining methodological choices, referring to the state of the art.
- [5] Reflecting on own positionality and discussing how this might influence research question-setting and implementation.
- [6] Opportunities and challenges expected to be encountered.
- [7] Strategies for dealing with the challenges.
- [8] Technical quality of written essay, according to specifications.
- [9] Technical quality of oral presentation, according to specifications.
- [10] Originality of the work delivered.
- [11] Mobilization of knowledge acquired from the PolyUnderstanding BIP.

These will be coupled with two more general criteria for assessing acquisition of the skills that the PolyUnderstanding BIP seeks to provide:

- [12] Robustness of conceptual understanding of the polycrisis phenomenon per se, and intertwined with fragility and resilience.
- [13] Rigor of the ability to productively reason about these notions and their interplay across crises, domains and geographies.

## Student Workload

*Student workload (between 75- 270 hours) = Estimated number of hours of students' individual work + estimated number of contact hours (guided by professors).*

**ECTS credits** are based on the student workload according to the following equivalence: **1 ECTS = 25-30 hours** of estimated student workload.

*As a soft recommendation, at least 30% of the proposed total number of hours of the BIP can represent activities guided by academics / teaching / training staff, as direct interaction (face-to-face or online) with the participants, the difference being represented by individual work conducted by the students.*

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### Number of Contact Hours (Guided Learning Hours)

Enter the estimated number of hours for guided learning activities (e.g., lectures, workshops, interactive sessions) in both the physical and virtual components.

68

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### Number of Individual (Independent) Learning Hours

Enter the estimated hours for independent study, assignments, and other self-directed learning activities.

109

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### Attention!

Student workload = Estimated number of contact hours (guided by professors) + estimated number of hours of students' individual work) must be between 75-270 hours.



## ECTS Credits Points

Based on the total student workload, calculate the equivalent ECTS credits for the BIP. Note that 1 ECTS credit corresponds to approximately 25–30 hours of total student effort.

CIVIS BIPs must award **between 3 to 9 ECTS credit points** (for both components of the programme, virtual and physical). Please make sure the total student workload corresponds to the ECTS credit points the coordinating institution will award:

3 ECTS : 75 – 90 hours\*

4 ECTS : 100 - 120 hours\*

5 ECTS : 125 – 150 hours\*

6 ECTS : 150 – 180 hours\*

7 ECTS : 180 – 210 hours\*

8 ECTS : 210 – 240 hours\*

9 ECTS : 240 – 270 hours\*

*\*Depending on coordinating institution accreditation system.*

### Number of ECTS credit points

Specify the number of ECTS credits awarded for the BIP, ensuring that it falls within the required range of 3–9 ECTS. Ensure the total workload aligns with this calculation.

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**Total of Student Workload : 177.0 Hours**

### Attention !

Participation in the BIP should correspond to at least 3 and up to 9 ECTS to be defined by the organizers based on the duration of the activity, students' workload and the total number of hours dedicated by the student to pass the course (1 ECTS = 25-30 hours of student workload). A clear division of the learning outcomes for each ECTS credit point (based on calculated workload) is required, especially for BIPs ranging from 7 ECTS credit points to 9 ECTS credit points, supporting learning recognition for students from CIVIS universities.

## Alignment of Workload and Learning Outcomes

Describe how the workload distribution supports the learning outcomes, ensuring that students are provided a balanced and realistic amount of work. Highlight how guided and independent learning hours are structured to support student engagement and achievement of learning objectives.

The workload assigned to students equals 6 ECTS, translated to 177 hours of work during 2 months (May-June 2026) for attending the BIP and delivering a project assignment during this timeframe.

These are broken down to

- 24 hours of virtual teaching, for attending the 6 half-day 4-hour sessions of the virtual part of the BIP, before the physical teaching week;
- 4 hours for attending a final virtual session after the physical teaching week, and orally presenting their assignments there in midway progress, to receive comments from the BIP's academic tutors for finalizing them;
- 40 hours of physical teaching, for attending the 10 half-day 4-hour sessions of the physical teaching week;
- 64 hours of self-study on suggested readings; and
- 45 hours of working on project assignments.

Working hours on self-study of suggested readings are estimated on the basis that

- each one of the 6 virtual and 10 physical modules of the BIP provides a list of some 10 suggested readings (\*), from which students are allowed to choose and study according to their own interests, by making sure that they study at least the equivalent of a full edited volume chapter (30 pages) for each module; and
- students at postgraduate/doctoral level are expected to be able to browse a collection of 10 resources in 1 hour, and then assimilate a resource at 10 pages/hour.

Working hours on delivering project assignments are estimated on the basis that students at postgraduate/doctoral level are expected to be able to produce

- in scientific writing a text of 100 words/hour, leading to 40 hours of work for their written essays (sized at 4,000/8,000/12,000 words for 1/2/3 students working as a team); and
- a scientific presentation at a pace of 1 slide/hour, leading to 5 hours of work for their oral presentations (sized at 5/10/15 slides for 1/2/3 students working as a team).

(\*) => as an example, pls. cf. the attached Urban Health module description developed as a sample module at this stage by Prof. Alessandra Battisti, SAUR, academic tutor for the PolyUnderstanding BIP

## IMPACT AND DISSEMINATION OF RESULTS

This section evaluates the anticipated impact of the Blended Intensive Programme (BIP) on students, partner institutions, and the wider CIVIS network. Applicants should outline the expected benefits and describe plans for disseminating results, ensuring the BIP's outcomes reach a broad audience within and beyond the CIVIS Alliance.

Evaluation Focus Note to Applicants: Evaluators will assess the impact and dissemination section based on:

- Depth of Impact: Expected benefits for students, partner institutions, and the CIVIS network.
  - Clear and Effective Dissemination Plan: A well-defined strategy for sharing results with relevant audiences within and beyond the CIVIS Alliance.
  - Alignment with CIVIS Objectives: Consistency with CIVIS's mission and potential contributions to the Alliance's broader goals.
-

## Anticipated Impact

**Impact on Students:** Describe the specific skills, knowledge, and competencies students are expected to gain through participation in the BIP. Emphasise any unique learning experiences or professional development opportunities that the BIP will provide.

**Impact on Partner Institutions:** Explain how the programme will benefit the participating institutions, such as enhancing academic collaboration, fostering interdisciplinary research, or strengthening institutional partnerships within CIVIS.

**Broader CIVIS Impact:** Highlight how the BIP aligns with CIVIS's mission, potentially influencing wider practices in the Alliance or contributing to ongoing CIVIS initiatives.

Students-wise, this BIP is aspiring to help emerge a cohort of postgraduate and doctoral students from across the disciplines, equipped with a robust conceptual understanding of the polycrisis phenomenon per se, and intertwined with fragility and resilience, and the ability to productively reason about these notions and their interplay across crises, domains and geographies. The learning experience offered in this respect will be unique in terms of both interdisciplinarity and focus on the polycrisis per se as a first-level concept, and allow students to better master concepts from neighboring disciplines and engage in dialogue with their fellows. This opens up a pathway to professional development for the practitioner domain as well, based on a fundamental bigger understanding of crises cascading between domains, and cross-domain resilience-based solutions needed to prevent or mitigate them.

Additionally, the expected positive impact of this BIP for partnering institutions and broader can be substantial across several dimensions:

[1] Fostering interdisciplinary collaboration: by bringing together diverse perspectives from multiple disciplines the BIP will facilitate cross-fertilization of ideas and methods. This will enable participants to address complex global issues like the polycrisis in more holistic and integrated ways. The interdisciplinary collaboration will not only enrich the participants' research and teaching experiences but also lead to the development of innovative solutions to the interconnected crises facing our world.

[2] Strengthening educational synergies: the BIP offers an innovative educational framework that emphasizes both teaching and research synergies. It will enhance the quality and relevance of curricula by incorporating real-world challenges related to the polycrisis, that could lead to new pedagogical approaches, research opportunities, and educational materials, such as the Polycrisis Handbook, that can be used both in partner University programs and across the PolyCIVIS network.

[3] Promoting global collaboration and knowledge sharing: with its focus on international cooperation, particularly between European and African institutions, the BIP will foster a global exchange of knowledge and expertise. This

can have a profound impact on research agendas and initiatives that address pressing global challenges such as climate change, health crises, and social inequality. Collaboration between universities in Africa and Europe, as part of the PolyCIVIS network, will broaden perspectives and enhance collective capacity to tackle the polycrisis in ways that are contextually relevant to both continents.

[4] Contributing to policy and action on the polycrisis: by linking research and teaching to policy-informed initiatives, the BIP will help bridge the gap between academic research and real-world applications. Through the involvement of PolyCIVIS WP3 Policy and WP2 Research partners, the program is poised to make significant contributions to understanding and addressing the policy dimensions of the polycrisis. This is crucial for shaping global and local responses to environmental, health, and social crises, leading to more informed and effective policy-making.

[5] Building resilience and sustainability in communities: as the BIP addresses issues related to fragility, resilience, and crisis management, it has the potential to equip students and researchers with the tools and knowledge to build more resilient communities. The program's focus on participatory methods, role-playing games, and practical projects ensures that the lessons learned are not only theoretical but also applicable in real-world contexts. This will empower individuals and communities to better respond to crises, promoting long-term sustainability and stability.

## Dissemination of Results

**Dissemination Strategy:** Describe the planned strategy for disseminating the BIP's outcomes. Include the methods and channels you will use to share results, such as CIVIS networks, institutional websites, academic conferences, or publications.

**Target Audiences:** Identify the primary audiences for dissemination, including students, faculty, institutional leaders, and any relevant external stakeholders.

**Dissemination Timeline:** Outline the timeline for dissemination activities, ensuring that results are shared at key points during and after the programme's completion.

Taking stock of the grounding of this BIP's theme and partnership within the PolyCIVIS JM Policy Network on Confronting the Polycrisis in Europe and Africa through Research, Policy and Education, BIP results will be disseminated through existing PolyCIVIS outlets: [1] the PolyCIVIS NEWSP approach for dissemination through Newsletter, Events, Website, Social Media and Podcasts (cf. <https://civis.eu/polycivis/polycivis-news>), [2] the PolyCIVIS Research Edited Volume, to which the BIP will consider providing a polycrisis research-relevant chapter from selected student projects, and [3] the PolyCIVIS Policy Brief Series, to which this BIP will consider providing a polycrisis teaching relevant policy brief from the BIP's implementation lessons learnt.

Additionally, BIP results will be disseminated through [4] the CIVIS Hub4 Council updates, [5] partnering Universities institutional websites, [6] focused actions with the CIVIS Student Council and [7] invited speakers contacts and networks.

Target audiences comprise [1] undergraduate, postgraduate, doctoral students and tutors of all the BIP and PolyCIVIS partnering Universities across disciplines, and [2] external stakeholders from the practitioner domain, with a polycrisis-relevant focus.

Key milestones/time points for dissemination will be [1] PolyCIVIS project completion (September 2026), [2] the CIVIS Hub4 annual meeting during 2027Q1 and [3] the 2027 CIVIS Days.

=> pls. cf. attached list of external stakeholders targeted

## SUSTAINABILITY OF THE PROJECT

This section evaluates the long-term viability of the Blended Intensive Programme (BIP), including its integration into institutional offerings, scalability, and alignment with CIVIS's strategic goals. Applicants should demonstrate how the BIP will remain impactful and sustainable beyond its initial implementation.

### ***Evaluation Focus***

***Note to Applicants:*** Evaluators will assess the sustainability section based on:

- ***Long-term Integration:*** Degree of integration into the curricula of partner institutions.
  - ***Scalability and Future Expansion:*** Plans for scaling and adapting the BIP for future use, including funding and resource allocation.
  - ***Alignment with CIVIS Goals:*** Consistency with CIVIS's long-term strategy and potential contributions to the Alliance's mission.
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## Integration into Institutional Curricula

Explain how the BIP will be incorporated into the regular educational offerings of each participating institution, such as by being included in existing courses, degree programmes, or curricular activities. Describe how this integration supports the strategic priorities of the partner institutions and strengthens their collaboration within the CIVIS alliance.

All partnering Universities consider integrating this BIP into their regular education offerings. Indicatively, for:

[1] UB, "The PolyUnderstanding BIP also offers significant synergies with the broader goals of the Faculty of Chemistry at the University of Bucharest. Moreover, this BIP will provide an opportunity for the Faculty of Chemistry to integrate global perspectives into our teaching and research practices."

[2] UAM, "The BIP nicely shares many of our expertises at the UAM Ecology department, both from teaching and research perspectives. Thus, it can be rooted on course on Environmental Evaluation as well as on Ecology of Natural Resources taught to Biology and Environmental Sciences."

[3] NKUA Medicine School, "the proposed BIP is aligned with the work we are performing in the framework of the MSc Global Health - Disaster Medicine developing training response mechanisms and modules for communities suffering from the health effects of polycrisis"

[4] NKUA Political Science and Public Administration Dept, "The proposed BIP synergizes ideally with a series of courses related to the notion of security offered by the Department of Political Science and Public Administration both at undergraduate and graduate level (MSc Programme in Global Governance and Security), including Security and Strategy in the 21st Century; Security: Contemporary Approaches and Inquiries; Climate change and security; Energy Security"

=> for more details pls. cf. the endorsements attached



## Scalability and Adaptability

Outline any plans to scale the BIP, either by involving additional partners, expanding to new themes or disciplines, or adapting the programme for a broader audience in the future. Describe any potential or existing funding sources or resources (outside the already present funding mechanisms present also in this call for projects) that may support the BIP's continuation and growth. Mention any long-term commitments from partner institutions or external funding opportunities that could aid in sustaining the programme.

- [1] This BIP is to operate as a pilot for the introductory part of the future PolyCIVIS Joint Master on the Polycrisis, by being integrated into this Master as one single component, or alimending some of the Master's components.
- [2] Meanwhile, on the way to this Master's submission/approval/launch, the BIP will be considered for re-submission and implementation in Spring-Summer 2027 through the CIVIS 7th BIP call, to gain more experience and effect improvements.
- [3] This BIP is liaised, in terms of teaching and research synergies to explore further, with the actions of CIVIS Hub4, and in particular with the Hub's flagship Doctoral Network on Cities, Spaces and Mobilities and the Course on Epistemological and actor-based approaches on mobilities, spaces and cities (under development), with which it can cross-fertilize in terms of substantive contents and audience.
- [4] This BIP will also be liaised, in terms of audience/substantive contents, to the COST Research Network on Local Traditions of Public Participation to Prevent and Mitigate Crisis, to be submitted through the LocalPart Seed Funding project under the same topics under the October 2025 COST call.
- [5] Last and not least, this BIP will be liaised to building a community of experts on polycrisis-relevant research and teaching through international mobility applications applied for by NKUA and CIVIS African University partners under the Erasmus+ KA171 2025 call, for mobilities to take effect from Spring 2026 onwards.

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**Do you consider potential outcomes beyond the implementation of the programme**

### Responses Selected:

Develop a master's degree programme

## Alignment with CIVIS Long-term Strategy and Impact Goals

Explain how the BIP supports CIVIS's broader objectives, such as fostering intercultural exchange, promoting multilingualism, inclusion and diversity, climate change, or addressing critical societal challenges. Describe how the BIP's goals contribute to the Alliance's impact and ongoing efforts in these areas.

This BIP aligns with a number of CIVIS's broader objectives as follows:

[1] The objective on fostering intercultural exchange, by bringing together students from at least 4 European and 4 African countries and cultures, to learn and interact in the form of exchanging lived experiences, co-brainstorming on role-playing simulations and working together on project assignments on the broad agenda of polycrisis, fragility, resilience and polysolutions across continents and disciplines. This experience stands to bring forward different student values and ways of thinking across cultures and help co-develop empathy and shared understanding.

[2] The objective on dealing with climate change, which is one of the core domains on which this BIP is touching upon. The BIP community of tutors, trainers and students is expected to develop a better informed shared understanding of climate change impacts in terms of fragility, resilience and the polycrisis, and strategies to arrive at polysolutions.

[3] The objective on addressing critical societal challenges, through the focus of this BIP on understanding the polycrisis across continents and domains. The modules of the BIP addressed at specific domains, such as Climate, Environment, Food, Migration, International Security and others, are expected to help build a bigger picture about the ways in which critical societal challenges in these domains can be addressed from a polycrisis-informed perspective, rather than an outdated silo approach.

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## CONFIRMATION AND DOCUMENT UPLOADS

This final section ensures that applicants confirm the accuracy of their submission and upload any required documentation to support their proposal.

Please review your application to ensure all information provided is accurate and complete. By ticking the box below, you confirm that the proposal meets the eligibility criteria and that all details have been reviewed for accuracy.

### Responses Selected:

I confirm that this application is complete and meets all requirements of the CIVIS Blended Intensive Programme (BIP) 6th Call for Proposals.