



BLENDING INTENSIVE PROGRAMME (BIP)

**¡Belonging Starts Here!**

**A Journey into the Ways We Connect, Include, and Grow Together**

**16<sup>th</sup> to 20<sup>th</sup> March 2026**

The Blended Intensive Programme (BIP) “Belonging Starts Here!” integrates Psychology and Education to examine how belonging is constructed and sustained across diverse ecosystems, including sport, business, human rights and public policy, and educational settings. In an era characterised by diversity, mobility, and institutional transformation, belonging emerges as a critical determinant of well-being, learning, performance, and civic engagement, in alignment with the United Nations Sustainable Development Goals (SDGs 4, 10, and 16).

The programme has a strong intercultural dimension, enabling participants to understand and value different perspectives, cultures, and social practices while fostering communication and collaboration skills across heterogeneous communities. Its interdisciplinary approach combines education, psychology, and human development, bridging theory and practice to analyse, reflect upon, and intervene in real-world contexts. By engaging students, professionals, and guest speakers from multiple sectors, the BIP promotes experiential and critical learning, contributing to the development of inclusive and innovative solutions. This combination strengthens participants’ capacity to act effectively in diverse environments, generating positive social impact as active, informed, and collaborative citizens.

**OBJECTIVES**

There are **five objectives** for this BIP:

- ✓ Develop a comprehensive understanding of how inclusion and belonging manifest in different social and cultural contexts.
- ✓ Enhance intercultural competence and collaborative skills in diverse environments.
- ✓ Identify and apply practical strategies to foster inclusion within organisations, educational institutions, and communities.
- ✓ Critically reflect on human rights, diversity, and active citizenship.
- ✓ Apply principles of human development to promote well-being and inclusion in collective settings.

**CONTENT**

The Blended Intensive Programme (BIP) “Belonging Starts Here! — A Journey into the Ways We Connect, Include, and Grow Together” adopts a blended learning approach, combining digital preparatory work with in-person activities to create an engaging and dynamic learning experience. Online components will introduce key concepts and frameworks, ensuring participants arrive prepared for intensive face-to-face sessions. This structure strengthens



both digital literacy and intercultural competence, essential for collaborative work in diverse environments.

The programme is organised into five thematic days. The first four days explore how belonging is constructed and sustained across major social ecosystems: sport, business, education, and human rights/public policy. To ensure conceptual coherence across these contexts, participants will work with a common analytical framework, guided by three core questions:

- Who belongs? Who is excluded?
- What mechanisms create or sustain belonging in this ecosystem?
- What challenges or barriers undermine inclusion and well-being?

Each day integrates keynote presentations by academics and practitioners, case studies, and interactive workshops, encouraging participants to analyse real-world challenges and co-create inclusive solutions. Activities will include intercultural dialogue, collaborative problem-solving, and reflective exercises, fostering active engagement and critical thinking.

To deepen experiential learning, these thematic days will also include field visits to organisations and institutions relevant to each topic. These visits are designed for observational and analytical purposes, allowing participants to examine inclusive practices in real contexts and gather insights to inform their work. Observations and reflections from these visits will feed directly into the portfolio, which serves as the main learning and assessment tool.

The final day culminates in portfolio presentations, where participants share their analysis and proposed strategies for fostering belonging and inclusion. This closing session stimulates debate on inclusive practices and collective well-being, reinforcing the programme's applied and transformative nature.

Beyond formal sessions, structured networking opportunities and social events will promote peer-to-peer learning and the creation of an international community committed to advancing inclusion and human development. The involvement of experts from multiple sectors—education, health, justice, migration, and organisational development—ensures a rich, interdisciplinary perspective grounded in evidence-based practice.

#### EXPECTED OUTCOMES

- A critical understanding of how belonging and inclusion operate across diverse social and cultural contexts.
- Strengthened intercultural, collaborative, and digital competences.
- Ability to design and adapt inclusive strategies for organisations, schools, and communities.
- Enhanced capacity for critical reflection on human rights, diversity, and active citizenship.



- Practical experience in applying human development principles to promote well-being and inclusion.
- Expanded professional and academic networks, fostering future collaboration and impact.

By the end of the programme, participants will have developed actionable insights and tools to inform policies and transform practices, reinforcing UCP's commitment to excellence, proximity, and social impact. This BIP aligns with the mission of CEDH—Community Engaged Human Development Research: A Collaborative Journey with Local and Global Impact—and contributes to the Sustainable Development Goals (SDGs 4, 10, 16, and 17).

### **ASSESSMENT APPROACH**

Participants will be assessed based on:

- Portfolio development and final presentation, integrating reflections on the guiding questions, insights from field visits, and proposed inclusive strategies.
- Participation in workshops, discussions, and collaborative activities throughout the programme.

This combined approach ensures that assessment reflects both engagement in the learning process and the quality of the final output, aligning with the programme's learning outcomes and ECTS requirements.

### **PROGRAMME (provisional version)**

#### **ON-LINE PART**

The students will participate in a mandatory online course that will take place one week before the on-site component and will last for 3 hours.

#### **ON-SITE PART**

Students will benefit from keynote lectures, outdoor activities and several workshops focusses on subjects as seen in the programme below:



# ¡Belonging Starts Here! A Journey into the Ways We Connect, Include, and Grow Together

## Saturday (Online Session) 07/03

09h00 -	<b>Welcome Session</b>
09h30	<i>Presentation of BIP Final Programme</i>
09h30 -	<b>Teambuilding Activity</b>
10h15	<i>Who are we?</i>
10h30 -	<b>Kickoff Workshop</b>
12h00	<i>Title to be defined</i>
Moderator: Julia Hodgson, University of Liverpool (to be confirmed)	

## SPORTS DAY Monday 16/03

10h00 -	<b>Reception and Registration of Participants</b>
10h30	
	<b>Welcome Session</b>
10h30 -	Raquel Matos, UCP (to be confirmed)
11h00	Isabel Braga da Cruz, UCP (to be confirmed)
	Diana Mesquita, UCP (to be confirmed)
11h30 -	<b>Speed Dating Activity</b>
11h30	
11h30 -	<b>Master Class Sessions</b>
12h30	<i>Title to be defined</i>
	Teresa Silva Dias, Universidade do Porto
12h30 -	<b>Lunch Break</b>
13h30	
14h30 -	<b>Outdoor Activity: Dragon Force</b>
17h00	<i>Title to be defined</i>
	<i>Moderator to be defined</i>



EDUCATION DAY Tuesday 17/03	
10h30 - 12h30	<b>WorkShop</b> <i>Title to be defined</i> Raquel Raimundo, Portuguese Psychologists Association (to be confirmed)
12h30 - 14h00	<b>Lunch Break</b>
14h00- 15h30	<b>Round Table</b> <i>Title to be defined</i> João Costa, European Agency for Special Needs and Inclusive Education (to be confirmed) & David Rodrigues, UL (to be confirmed) & Ariana Cosme (to be confirmed)
15h30 - 16h00	<b>Coffee Break</b>
16h00 - 17h30	<b>WorkShop</b> <i>Title to be defined</i> Moderator to be defined
WORK & ORGANIZATIONS DAY Wednesday 18/03	
10h30 - 12h30	<b>WorkShop</b> <i>Title to be defined</i> Moderator: PwC Portugal (to be confirmed)
12h30 - 14h00	<b>Lunch Break</b>
14h30- 17h00	<b>Outdoor Activity: Serralves</b> <i>Title to be defined</i> Moderator to be defined



HUMAN RIGHTS & PUBLIC POLICY DAY Thursday 19/03	
10h30 - 12h30	<b>WorkShop</b> <i>Title to be defined</i> MEERU Aproxima: AMAL Soaps
12h30 - 14h00	<b>Lunch Break</b>
14h00- 16h00	<b>WorkShop</b> <i>Heroic Imagination Project</i> Mariana Barbosa, UCP
Time to Reflect & Farewell Friday 20/03	
10h00 - 11h30	<b>Portfolio (finalizing)</b>
11h30 - 11h45	<b>Coffee Break</b>
11h45 - 13h00	<b>Galery Walk: Portfolio</b>
13h00 - 13h30	<b>Certificates</b>
13h30 - 14h30	<b>Lunch Break</b>

#### ACADEMIC RECOGNITION OF ECTS IN THE BIP

Blended Intensive Programmes (BIP) are Erasmus+ initiatives that combine short-term international physical mobility with virtual components, promoting innovative teaching and learning methods. A BIP must be developed and implemented by **at least three higher education institutions (HEIs)** from at least three EU Member States or third countries associated with the Programme.

The physical component of a BIP must last between 5 and 30 days for students. There are no specific eligibility criteria for the virtual component, but **the combined virtual and physical components must grant students a minimum of 3 ECTS**, ensuring both quality and intensity in these training experiences.

The minimum allocation of 3 ECTS in a BIP is based on the total workload required, which includes virtual activities, independent work, and an international physical component. Considering that a one-week BIP involves approximately 90 hours of total student effort, and that 1 ECTS corresponds to about 25 to 30 hours of work, the allocation of 3 ECTS is fully justified, ensuring a structured, academically rigorous, and globally recognized learning experience.



This credit structure guarantees that BIPs offer a highly relevant, intensive, and internationally recognized educational experience, fully aligned with the European Higher Education Area (EHEA) standards.

The allocation and academic recognition of ECTS in a BIP follow the EHEA and Erasmus+ guidelines, and it is the responsibility of the participating higher education institutions (HEIs) to ensure compliance.

### ROLES AND RESPONSIBILITIES

- **BIP Coordinating Institution:**

The institution responsible for designing the programme and hosting participants defines the workload and ensures that the content and methodologies align with ECTS requirements. Upon completion of the BIP, the coordinating institution provides students with a Transcript of Records (ToR) or another official document certifying the ECTS earned.

- **Students:**

Students enrolled in the BIP must formalize a Learning Agreement (Online Learning Agreement - OLA), signed by both their home institution and the coordinating institution. This agreement clearly defines, in advance, the ECTS to be awarded and recognized, ensuring their academic validation within the student's degree programme.

- **Partner Institutions:**

Each participating HEI must validate and recognize the ECTS awarded within the BIP, ensuring that the credits can be fully integrated into the student's academic pathway.

### PRACTICAL INFORMATION

#### What is included?

- Free access to all the keynotes, masterclasses, workshops and outdoor activities
- BIP Bag
- Sandwiches and fruits for lunch breaks
- Cold beverages, coffee & snacks

#### What is NOT included:

- Flights
- Accommodation
- Other personal costs and activities



**FOR MORE INFORMATION**

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<https://www.youtube.com/watch?v=aAvR74ablX0>

<https://wikis.ec.europa.eu/display/NAITDOC/Blended+Intensive+Programmes>

<https://visitporto.travel/en-GB>

**Porto, 5 February 2026**