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Commission



Survey Report

Erasmus Mundus Programme
Implementation in the Context of
COVID-19

June 2020



Education,
Audiovisual
and Culture
Executive Agency

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Contact information

Education, Audiovisual and Culture Executive Agency (EACEA) of the European Commission,
Unit A3 – Erasmus Mundus, Sport

Office address:

Rue Joseph II, 59 – 1000 Brussels - Belgium

Postal address:

Avenue du Bourget, 1 – 1140 Brussels – Belgium

More information on the European Union is available on the Internet (<http://europa.eu>).

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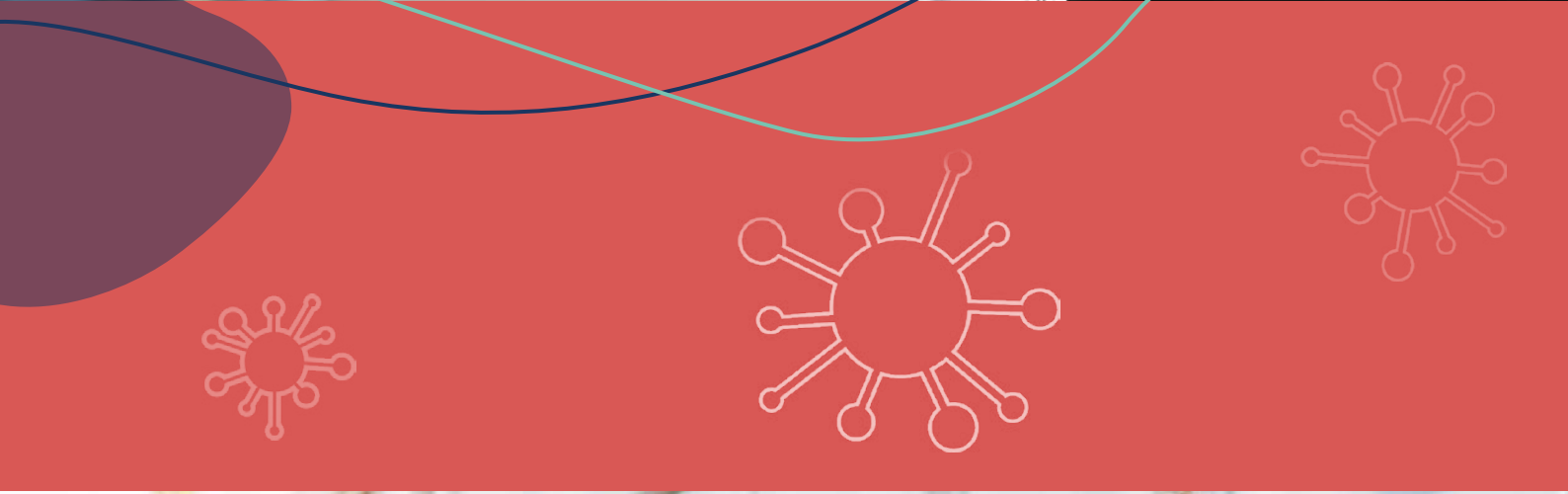


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FOREWORD

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Dear Reader,

The outbreak of the COVID-19 pandemic has a major impact on the Erasmus+ programme including Erasmus Mundus. Participating Higher Education Institutions, students and scholars are experiencing varying degrees of disruption of their activities and mobility.

The European Commission and the Education, Audiovisual and Culture Executive Agency (EACEA) are highly aware of the difficulties faced by Erasmus Mundus consortia in this context and aim at actively providing them with support and specific guidance for the implementation of their projects and the management of *force-majeure* situations. The European Commission and EACEA put in place several supporting measures in order to provide a coordinated and consistent framework that Erasmus Mundus consortia can operate in, to minimise disruptions and to apply a flexible approach for programme management under these exceptional circumstances.

These supporting measures include the present survey on “Erasmus Mundus Programme Implementation in the Context of COVID-19”, which EACEA sent in May 2020 to coordinators of running Erasmus Mundus Joint Master Degrees (EMJMDs) and Erasmus Mundus Joint Doctorates (EMJDs).

The survey investigates how Erasmus Mundus consortia are coping with this unprecedented situation and looks specifically at the different scenarios that EMJMD consortia foresee for the academic year 2020/2021.

The survey replies reflect the huge commitment of Erasmus Mundus consortia to support their students and fellows and to ensure the continuation and excellent quality of the courses as well as the preparation of the next academic year. The consortia's experience goes beyond Erasmus Mundus and will feed the reflection and provide valuable insights for Higher Education Institutions, the European Commission and EACEA, decision makers of the European Higher Education Area (EHEA) and other Erasmus+ stakeholders.

The safety and protection of all Erasmus+ participants remains the European Commission's and EACEA's main concern, while fully respecting the containment measures taken at national level.

I am confident that the interdisciplinary Erasmus Mundus programmes, covering a wide range of academic fields and bringing together highly skilled academics, researchers and students from all over the world, will manage to overcome the COVID-19 crisis. With the present publication, I would like to share with you the survey results and thank the Erasmus Mundus consortia for their kind collaboration and valuable contributions.

Roberto CARLINI
Director
Education, Audiovisual and Culture Executive Agency

EXECUTIVE SUMMARY

"Flexibility, understanding and care will be the key, from all sides: the universities and consortia, the students and EACEA" (EMJMD consortium)

The "Erasmus Mundus Programme Implementation in the Context of COVID-19" Survey Report presents the results of a survey carried out in the form of a questionnaire during the period May – June 2020. The survey was launched with the aim to support Erasmus Mundus consortia, analyse the impact of the COVID-19 pandemic on the study programmes (experiences, problems encountered, solutions and good practices implemented) and to obtain information on the scenarios envisaged by consortia for the academic year 2020/2021. The results also provide useful insights and feedback to Higher Education Institutions, the European Commission and EACEA, decision makers and other Erasmus+ stakeholders.

With a response rate of more than 80% and replies received from more than 150 running Erasmus Mundus Joint Master Degrees (selected between 2015-2019) and Erasmus Mundus Joint Doctorates in their last year of project implementation, the survey can be considered as a representative sample.

Overall, it can be concluded that the COVID-19 pandemic undoubtedly has temporary consequences on the Erasmus Mundus projects. However, it is reassuring to see that the consortium partners jointly put in place mitigating measures and that they do not anticipate a major negative impact on the implementation of their projects and the achievements of their objectives. Without denying the difficulties, they are confident about their capacity to reach their quantitative objectives by the end of their projects.

Problems encountered and anticipated by Erasmus Mundus consortia in the context of COVID-19

The replies of the survey respondents reflect the complexity of international joint mobility programmes. The respondents' main concerns are linked to the uncertainty about the future development of the COVID-19 crisis, directly affecting national visa and travel restrictions. In consequence, consortia are forced to modify their programmes in a way that impacts their very nature and attractiveness. The safety, health, wellbeing and study progress of the students are at the centre of the consortia's attention. The survey results draw attention to the following challenges and obstacles that need to be addressed:

- **Visa and travel restrictions** have an impact on student mobility and result in delays in the programme implementation. The uncertainty related to the situation at the beginning of the academic year 2020/2021 as well as to the regulations and policies at national level of the consortium countries and at the level of the involved universities put pressure on consortia and students.
- **Student services**, in particular enrolment, accommodation, the opening of a bank account and the induction activities for students who did not yet arrive in the consortium countries.
- **Health and safety of students and staff**, the respect of social distancing rules for onsite classes and support to students who could suffer from stress and discouragement.
- **Nature and attractiveness of the EMJMD** in case of online teaching. Intercultural exchange, mobility, lab sessions and interaction with other students, staff and the world of work through internships, constitute the main elements that make EMJMDs attractive for the students.

- **Teaching methodology – Online teaching and learning:** how can consortia deal with didactic challenges and ensure the outstanding quality of courses and the accomplishment of learning outcomes? Students might live in different time zones and not have adequate IT equipment/Internet connection at their disposal.
- **Visiting scholars and staff mobility** might be reduced due to travel restrictions or unavailability of visiting scholars for online teaching.
- **Course administration:** these concerns are linked to the reorganisation of the mobility and course schedule, the student selection and the difficulty to recruit students, the organisation of (online) examinations and thesis defence, scholarship management (in particular for students who cannot travel to the host institution) and also financial issues (linked to a decreased number of self-funded students and in some cases to the postponement of the academic year).



Scenarios envisaged by EMJMD consortia for the academic year 2020/2021

EMJMD consortia selected between 2016-2019 (141 respondents) were asked to provide information on the scenarios envisaged for the academic year 2020/2021 (multiple options could be selected):

- **Scenario a** - Start of the academic year 2020/2021 without postponement, as initially foreseen in autumn 2020
- **Scenario b** - Start of the academic year 2020/2021 without postponement in autumn 2020, using online teaching, learning and collaborative infrastructures until the mobility of students is operational again
- **Scenario c** - Postponement of the start of the academic year 2020/2021 by less than one year
- **Scenario d** - Postponement of the start of the academic year 2020/2021 by one year, the following intakes – if applicable – being postponed
- **Scenario e** - Postponement of the start of the academic year 2020/2021 by one year. The intakes 2020 and 2021 will take place in parallel
- **Scenario f** - Other scenarios

Moreover, respondents could indicate their state of advancement regarding each of the selected scenarios, i.e. if they have a preference for or have taken first steps towards one of the proposed scenarios.

Despite the current uncertainty of the COVID-19 situation, at the time of the survey the **big majority of respondents intends to start the academic year 2020/2021 as foreseen, i.e. in autumn 2020**: 36 consortia (26%) have taken first steps to implement the programme onsite “Scenario a” and 54 respondents (38%) via online teaching and learning “Scenario b”. At the time of the survey, only 15 respondents (10%) had taken first steps towards postponing the academic year 2020/2021 by one year or less. It should also be noted that none of the respondents envisaged an early termination of the course or reduction of its scope. Consortia focus on finding temporary alternatives for the current situation in order to ensure the continuity of the courses and attainment of the learning objectives.

Experiences and good practices put in place by Erasmus Mundus consortia to overcome COVID-19 related difficulties

EMJMD consortia reacted to the difficulties encountered in the context of COVID-19 with a variety of creative solution and good practices, demonstrating their strong commitment to the continuity of their programmes in an outstanding quality and to support their students. Moreover, some consortia see the current situation as a **learning opportunity**, in particular regarding the development and use of online teaching methodology and tools and blended learning approaches. The respondents also underlined the strong motivation, collaboration and commitment of the students.

Consortia put in place **different combinations of the measures** below, depending on their **specific situation and needs**.

Consortia support their **students' mobility and visa procedures** by producing formal documents, assisting with travel and repatriation arrangements and by providing instructions for safe travel. Moreover, surveys on students' pre-arrival procedures advancements and difficulties are implemented. Student services were extended to COVID-19 related social, health, well-being as well as financial services. Moreover, students can benefit from more flexible mobility arrangements and housing contracts as well as access to computer equipment and Internet.

Regular contact with students is ensured via online platforms, video meetings, social media, Q&A sessions and e-mail messages with COVID-19 related information, study materials and news related to the programme area as well as invitations to relevant virtual events. Individual support and helpdesks for students were put in place and surveys implemented concerning their health status, academic progress and difficulties. Students of new intakes were provided with opportunities to connect with each other. In some cases, students were assigned a personal contact person, who receives news on a regular basis and is prepared to take action would it be needed. Social online activities (sport, cooking, cultural exchange, etc.) are organised.

Consortia put in place specific **websites with COVID-19 related information** and health and safety protocols are implemented at the consortium partners.

In order to ensure the **attractiveness of the programmes**, project activities such as the induction week were adapted to online formats in innovative ways, using a variety of formats (live sessions, video recordings, discussion forums, etc.), covering different time zones and involving alumni and associated partners. Field activities and labs are postponed to later semesters or offered in addition to online alternatives and students are provided with the opportunity to catch up with onsite activities at a later stage. Students are involved in **creative activities**, such as COVID-19 related hackatons, blogs, video competitions or the production of a book based on an international conference linked to COVID-19.

Consortia use **online learning platforms** with different features (live audio, video and chat), for online teaching and learning, lab demonstrations, contributions from visiting scholars, conferences, summer schools, exams, thesis defence, graduation ceremonies, tutoring and contact with students. Recordings of the online sessions are provided. Universities share good practices and teaching materials with the consortium partners. Some respondents see online teaching as an **opportunity to innovate teaching** and intend to use best of both methodologies, once onsite teaching will be possible again. Online teaching and learning guidelines as well as trainings are developed for students and staff.

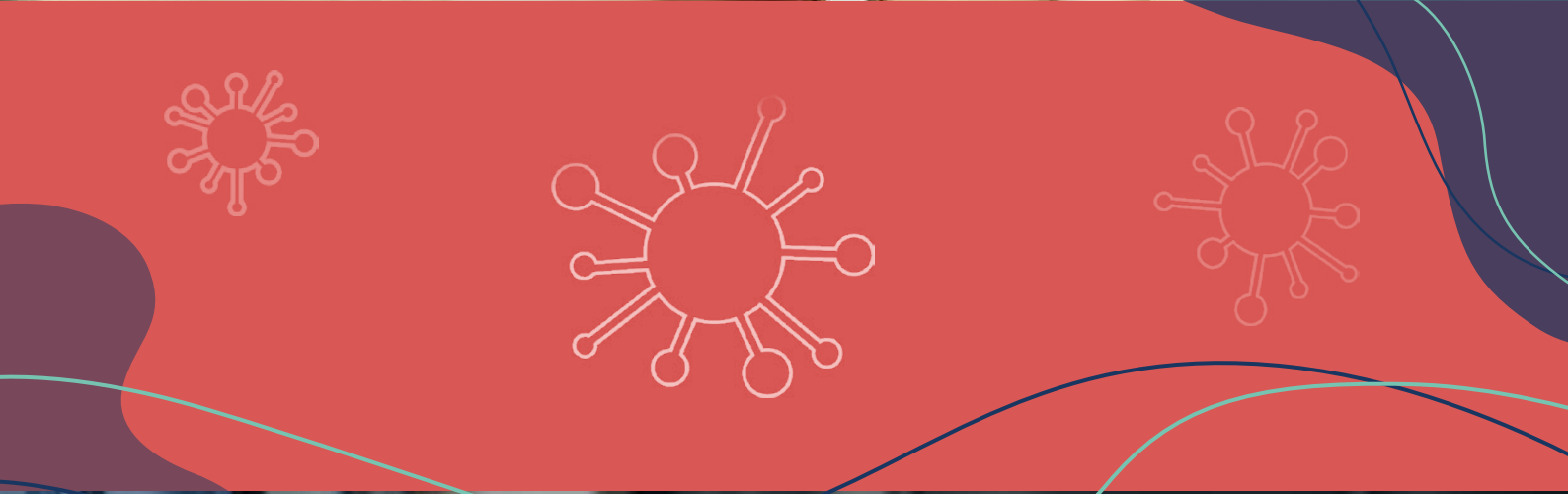
Flexibility is offered to students regarding their **mobility path, academic calendar** (exams, thesis defence, etc.), adaptation of research questions and thesis defence formats in order to minimise the disruption of the students' learning experience. Internships are continued online and complemented

with individual exercises, followed up by the organisers.

Financial support may be offered to students facing COVID-19 related difficulties and fee weavers granted for additional semesters needed to finish the thesis.

The interdisciplinary Erasmus Mundus programmes cover a wide range of academic fields that are relevant in the fight against the COVID-19 pandemic. This includes but is not limited to medicine, global and public health, vaccinology, biology, environmental studies, development studies and international humanitarian action, etc. By **focusing their research on COVID-19 questions**, the Erasmus Mundus programmes with their highly skilled academics, researchers and students from all over the world have the potential to play a key role in overcoming the current health and humanitarian crisis.





1. INTRODUCTION

The Erasmus Mundus Joint Master Degrees (EMJMDs) and Erasmus Mundus Joint Doctorates (EMJDs) are prestigious, integrated, international study and doctoral programmes, jointly delivered by international consortia of higher education institutions and, where relevant, other partners with specific expertise and interest in the study programme. The programme aims to foster excellence, innovation, and internationalisation in HEIs, boost the attractiveness of the European Higher Education Area (EHEA), support the EU's external action in the field of higher education and improve the level of competences and skills of graduates and their employability.

The present report was prepared by Unit A3 Erasmus+: Higher Education – Erasmus Mundus Joint Master Degrees and Sport of the Education, Audiovisual and Culture Executive Agency (EACEA) in charge of the management of the Erasmus Mundus Programme.

The purpose of the publication is to present the results, insights, and conclusions of the short survey on Erasmus Mundus Programme implementation in the context of COVID-19.

The Erasmus Mundus – COVID-19 survey was carried out with the following objectives:

- Offer **support** to Erasmus Mundus consortia.
- Analyse the **impact of the COVID-19 pandemic** on Erasmus Mundus programmes (experiences, problems encountered, solutions and good practices implemented).
- Provide **data on the different scenarios envisaged** by EMJMD consortia for the academic year 2020/2021 as well as **insights from the programme implementation level** to the European Commission and EACEA, decision makers and other Erasmus+ stakeholders.

The Erasmus Mundus COVID-19 survey was launched between May and June 2020 to the 176 running EMJMD consortia, selected between 2015 and 2019 and to the 8 running EMJD consortia in their final year of programme implementation. With 147 replies received from EMJMDs and 4 replies from EMJDs, the **response rate of more than 80%** reflects the need of Erasmus Mundus consortia for support and advice in the current situation.

The short survey was based on a mixed approach of open and multiple-choice questions. The open section of the survey gave respondents the opportunity to share their experiences, difficulties, solutions and good practices in the context of COVID-19. The main body of the publication consists of the analysis of the open survey questions. The results of the multiple-choice section on scenarios envisaged by the consortia for the academic year 2020/2021 are presented through a set of statistics.


2. OVERALL RESULTS

2.1. Problems encountered and anticipated by Erasmus Mundus consortia in the context of COVID-19

The replies of the survey respondents reflect the complexity of international joint mobility programmes. The respondents' main concerns are linked to the uncertainty about the future development of the COVID-19 crisis. This directly affects national visa and travel restrictions, which force the consortia to modify their programmes in a way that impacts their very nature and attractiveness. The safety, health, wellbeing and study progress of the students are at the centre of the consortia's attention. The following section offers an overview of the difficulties, challenges and obstacles identified by the respondents.

2.1.1. Visa applications and travel restrictions

The big majority of consortia has strong concerns regarding the students' visa applications and travel restrictions to and within European countries. The situation is even more complicated for non-EU students starting their first mobility at a European host institution or coming back from their home countries for the 3rd semester or graduation ceremony.

- 
- Students cannot start their **visa application process** due to the closure of embassies. Consortia are also worried about the prolonged times for visa deliverance, once the process resumes. Moreover, students from areas deemed as “unsafe” by the relevant authorities may be refused their visa.
 - **Closure of borders** in cases where students need to travel to neighbouring non-EU countries to request their visa (or where travel within the home country in order to reach the respective embassy is not possible).
 - **Uncertainty** about the COVID-19 related situation at the beginning of the academic year 2020/2021, affecting the regulations and policies at national level of the consortium countries (travel restrictions) as well as regulations at university level of the involved partners (evolution of HEI closure, opening dates for students, academic calendar, international mobility).
 - Given that consortia need to align with the above policies and regulations, they cannot provide **timely information to candidates and students** in relation to the upcoming semester and the scenarios envisaged. However, students need to anticipate this information in order to make travel arrangements and obtain visas.
 - There is uncertainty about **operating airlines** and available flights.
 - Students might have to remain under **quarantine** upon their arrival in Europe.
 - Consortia with **partners in non-European countries** face difficulties to organise the mobility to these countries.
 - The above-mentioned difficulties may result in the **late arrival of students** and consequently delays in the programme implementation.

- Delays in the course implementation result in the **necessity to extend the visa**. However, proof of a scholarship is needed to request a visa extension.

2.1.2. Student services

The uncertainty of travel restrictions and confinement measures presents several challenges to consortia in relation to the provision of student services:

- Students face difficulties to request/extend their **residence permits** due to the closure of the relevant authorities or delayed processes.
- Given the **uncertainty of the starting date** of the courses, some students are afraid to quit their jobs in their home countries.
- Problems related to booking **accommodation** due to uncertainty of arrival time and possible quarantine. Moreover, accommodation might still be occupied by students from the previous intake, who are blocked in the country (or students blocked in the country have to leave their accommodation for newly arrived students). National accommodation providers for (international) students may be closed. Room sharing may not be possible, resulting in a reduced number of available places.
- Less students have applied for the **universities' housing assistance** as they are unsure if and when they could take on a housing offer. Some students fear losing money in case they cannot arrive at the hosting institution.
- **Quarantine/isolation upon arrival** in Europe is particularly difficult for international students, who are new to the country. Moreover, students find it difficult to settle because of restricted movement and limited possibilities to socialise.
- Complications regarding **university enrolment** of students who are not physically present due to pending visa applications. Students need to provide the official version of the required documents (e.g. Bachelor degree) for the enrolment.
- Official communication is needed regarding **requirements to enter the respective countries** (e.g. necessary medical certificates). Moreover, additional costs might incur for students to obtain documents/certificates required to enter the consortium countries.
- Difficulties for students who cannot physically join Europe to open a **bank account** for their scholarship payments.
- Arrival procedures and **induction** of new students may be severely affected by COVID-19 restrictions.
- For students who follow the courses onsite: difficulties to **commute to the campus** (in particular in big cities).
- Graduates might have **difficulties to find a job** and need the support of consortia.

2.1.3. Health and safety of students and staff

The health and safety of students and staff is one of the main concerns of the survey respondents and several questions were raised on how to ensure their physical and emotional well-being.

- How should the consortium deal with **possible COVID-19 infections** within the programme? In case of **quarantine** of a student, how to organise e.g. the provision of food (students do not yet have a social network upon arrival).
- How to **support students/fellows** who suffer from stress, discouragement or psychological health issues due to confinement measures (isolation, limitations of social interactions, less communication

with professors and peers, etc.). This problem may be even more acute if the confinement takes place at the beginning of the programme. There could also be successions of confinement and de-confinement depending on the evolution of the COVID-19 situation, which could negatively impact the **students' performance** and attainment of learning objectives.

- Staff suffers from stress as a consequence of COVID-19 **additional work load**.
- Onsite classes (if possible) have to be organised respecting **social distancing rules** and possible restrictions within consortium universities regarding the maximum number of participants per class.
- The coverage of the **health insurance** for students following online teaching from their home country needs to be clarified. Moreover, the health insurance rate could increase.
- Some overseas students have general **health concerns to travel to EU countries** in the context of COVID-19.

2.1.4. Nature and attractiveness of Erasmus Mundus programmes

The majority of survey respondents are concerned that the very nature and attractiveness of their courses might be negatively impacted, as the consortia are forced to modify the original structure of the programmes to be compatible with online alternatives:

- Mobility, cultural exchange, discovery and networking are the essence of Erasmus Mundus programmes and necessary to achieve the course objectives. Consortia are concerned that the programme - if taught online - will lose its **attractiveness and purpose** if students cannot benefit from the mobility path, interaction with students and staff, the intercultural experience as well as the practical sessions in labs. Team spirit and cohort synergy may be lost.
- A switch to online learning could lead to **potential cancellations** or requests for postponement of the scholarship. Moreover, for currently enrolled students following the classes via online teaching, the drop-out rate could be higher due to less bonding and peer pressure during the last semester.
- Difficulties for students to find **internships**, given that many organisations are cancelling or limiting their internship programmes in the light of COVID-19. Consortia question, if companies and associations will be available to offer internships and thesis topics online.
- **Cancellation, postponement or re-organisation in online format** of integration week, courses, social events, practical laboratories, internships, excursions/field trips, conferences, summer school, thesis defence, graduation ceremony etc. Moreover, there may be an impact on the consortium's ability to organise the programme jointly (e.g. joint summer school).
- **Adaptations to the mobility paths** may be necessary due to travel restrictions. Moreover, there is uncertainty if mobility between European countries and from European to non-European countries can be implemented. If the whole first academic year takes place online, there is a risk that students will only implement one mobility.
- Delays due to **impossibility to access labs** and related difficulties to find suitable research projects, which forced students to make a break in their research activities. In certain cases, research and lab work cannot be carried out at distance. Respondents are also concerned about access to the labs during the next academic year.
- Students had to **defend their thesis online** and adapt their original approach to be compatible with online work (move to more theoretical research).
- Fears that the postponement of the course by one year could lead to consequences for the **reputation of the programme**.

2.1.5. Teaching methodology - Online teaching and learning

For some consortia that are already using online teaching and learning during the current semester, the preparations for the next intake are a continuation of the adapted practice. They consider the combination of onsite and online classes as an opportunity for teaching and learning. However, other programmes are facing the following challenges:

- How to ensure the excellent quality of online teaching and the compulsory internships? **Didactical challenges** may occur for some universities to develop e-learning materials and platforms and to organise practical and technological work as well as interactive sessions online. Not only the teaching method, but also content needs to be adapted to online teaching. Training needs to be organised for staff to teach online in order to ensure a smooth transition. Moreover, the preparation of online resources and teaching requires additional time and resources.
- Students are missing out on **field work and lab work experience**, in particular for highly practical academic fields. How to ensure that the learning outcomes are accomplished and that students develop the required competences?
- Students and fellows need an **adequate IT equipment and Internet connection** to follow the courses online/organise online meetings with their supervisors. In some cases, students/fellows might need special support from the consortium.
- Problems when students and teachers (thesis supervisors) live in **different time zones**.
- Possible **“dual education”** (onsite for students on campus and **online** for students who cannot travel to the host institution) is challenging for teachers and could lead to increased amount of teaching and unequal amounts of interaction/knowledge exchange between teachers and students as well as between students.
- How to ensure that **copyrights** for seminar documentation are respected?
- In some countries online platforms could be under **political censorship**.



2.1.6. Visiting scholars and staff mobility

Many consortia are concerned about the impact of travel restrictions on the mobility of visiting scholars and staff. This could result in less visiting scholars contributing to the programme, and endanger its attractiveness.

- **Reduced number/cancellations of visiting scholars and staff mobilities:** difficulties to attract and receive visiting scholars who could teach onsite linked to uncertainty, travel restrictions, possible quarantine and decreased maximum capacity of university office infrastructure. Moreover, some visiting scholars prefer to postpone their courses and teach them onsite at a later stage instead of online teaching, due to added workload and unclear remuneration conditions.
- Travel restrictions and lockdown could result in not meeting the **visiting scholar mobility requirements**, as requested by the EMJMD programme.

2.1.7. Course administration

The survey respondents identified several challenges in relation to the course administration. Their main concerns are linked to issues regarding mobility, student selection and to the implementation of courses and examinations.

Mobility

- **Delayed arrival of students** at hosting institutions due to visa and travel restrictions. Moreover, consortia face difficulties to deal with delays when organising the following mobility path and transitions between consortium partners.
- **Re-organisation** of the semester schedule, number of classes, number of practical works, mobility tracks, the induction week, and other activities or events may be necessary for some programmes. Moreover, there is uncertainty if the current first year students can move to their second year host institutions, as initially planned.
- **Non-compatible constraints** issued by the consortium countries and universities involved (lock down, travel restrictions, quarantine, university calendars, mobility restrictions).

Student selection

- Impact on the student selection, e.g. selected students are not able to fulfil the **language proficiency requirements** due to the closure of the testing centres.
- **Delayed graduation** (Bachelor) and delayed administrative processes at national level (e.g. **recognition of diplomas** for students, who are about to start the EMJMD in the academic year 2020/2021).
- **Difficulties to recruit students**, even with the EMJMD scholarship, because of health concerns and uncertainty regarding visa, quarantine upon arrival and the opening of the programme in the COVID-19 context.
- **Self-paying students** may cancel because they prefer not to travel to Europe and because they cannot fully benefit from the mobility tracks.

Courses and examinations

- Difficulties to reorganise thesis work. The extensions of the Master/Doctoral thesis submission and defence dates may lead to **delayed graduation of students/fellows**, resulting in the move of the dates of the final conferences and graduation ceremonies. Moreover, students/fellows facing delays to finish their Master/Doctoral thesis need to stay in Europe and require **additional financial resources**.
- In the case of reopening, universities could have a **lack of teaching, reading and laboratory space**, due to national and institutional rules on social distancing.
- Decisions of university/local and national authorities related to the number of students in classes and regarding the presence of students on the university premises could lead to a generalisation of distance learning.
- Administrative problems at university level in case of an **extension of the grant agreement** (if the 2020 intake is postponed by one year).
- The current lockdown of universities impedes **preparatory work for the academic year 2020/2021**. Moreover, there are difficulties related to crisis management and communication as well as uncertainty for universities when to take the final decision regarding the format of the

academic year 2020/2021. The situation requires constant monitoring and revision of decisions involving a higher workload.

- Organisation of **remote exams and related recognition issues** at national level. In some cases an adaptation of the grading system was necessary for courses or traineeships implemented online (e.g. presentations).

Scholarship management

The respondents raised the following concerns regarding scholarship management in the context of the necessary re-organisations planned for the academic year 2020-2021:

- Clarification is needed regarding the payment of **scholarships in case of late arrival** of the students and for students from the intake ending in summer 2020 and blocked in a consortium country. Modalities for scholarship payments have to be adapted in case that the students cannot physically join the programme and cannot open a bank account in a European country (or for students who travelled to their home country during the COVID-19 crisis and could not return to Europe). Moreover, the adapted payment modalities may involve additional costs.
- Risk that students who follow the courses via online teaching will **finally not physically join the programme** and drop out.
- Students would need the **possibility to defer the scholarship to the next academic year** if the COVID-19 related situation worsens again. Moreover, some students of the already running 2019/2020 intake might ask to defer their scholarships by one year to the next intake if the teaching continues online.
- Students may **cancel due to health concerns** and the uncertainty of the COVID-19 situation or ask for a mobility switch to a consortium country considered as “safer”. In addition, there is a risk of students’ cancellations if the programme is suspended by one year.
- Students need **clear communication** regarding the COVID-19 situation, the organisation of their mobility, adaptations of the courses (online teaching) and the EMJMD scholarship conditions.

Financial issues

The re-organisation of the initial plan for the academic year 2020-2021 might lead to the following financial difficulties for the consortia:

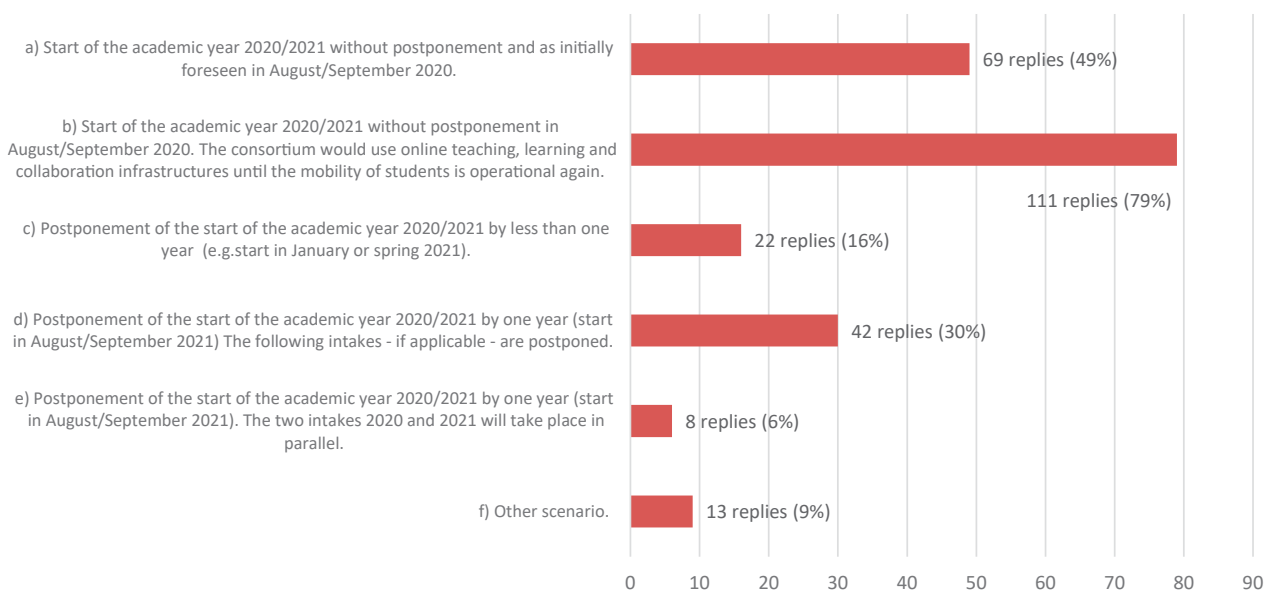
- Difficulties to find resources to **pay the administrative coordinator** and staff during the “gap year” in case of a postponement of the academic year 2020/2021.
- **Smaller intakes** put the financial equilibrium of the consortia in question.
- Increased costs for running the EMJMD programme, e.g. **doubling courses due to social distancing** and sanitation measures. The design of a distance learning programme represents an important investment for consortia.
- How to manage economic losses in case of **expenditure already engaged** (e.g. for field trips)?
- Decreased **financial capacity and cancelled scholarships for self-funded students** may lead to cancellations or students’ requests to postpone their participation in the programme. Moreover, self-funded students ask for a delay to confirm their participation in the programme due to delayed administrative processes (bank loan). Consortia expect that self-funded students who start their second academic year in autumn 2020 may ask to defer their second year, should the courses continue to be taught online. Tuition fees for enrolled self-funded students may have to be reduced if only online teaching is offered during the academic year 2020/2021.

2.2. Scenarios envisaged by EMJMD consortia for the academic year 2020/2021

Under this section, EMJMD consortia selected between 2016-2019 (141 respondents) were asked to provide information on the scenarios they envisage for the academic year 2020/2021 (multiple options could be selected). Moreover, respondents could indicate their state of advancement regarding each of the selected scenarios, i.e. if they have a **preference for or have taken first steps towards one of the scenarios**.

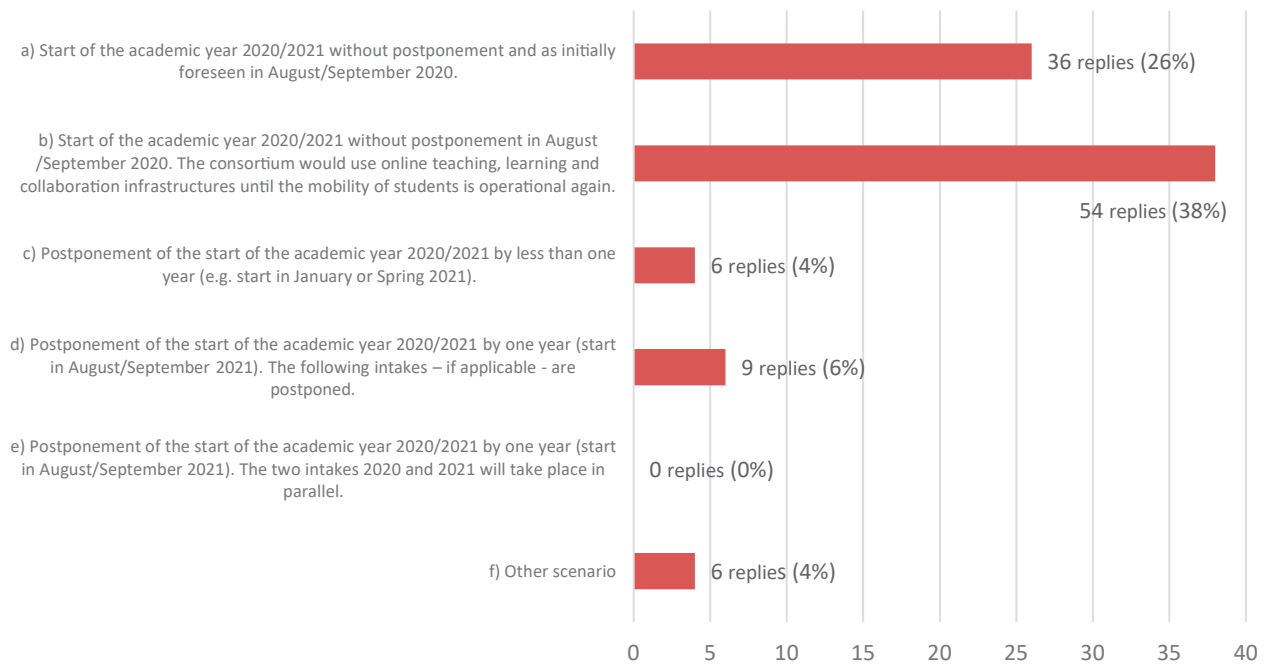
As can be seen from the statistics below and at the date of the survey (May 2020), the big **majority of respondents intended to start the academic year 2020/2021 as foreseen**, namely in autumn 2020: 36 of the consortia (26%) have taken first steps to implement the programme onsite “Scenario a” and 54 respondents (38%) via online teaching and learning “Scenario b”. At the time of the survey, only 15 respondents (10%) had taken first steps towards postponing the academic year 2020/2021 by one year or less.

Figure 1: Number and percentage of 2016-2019 EMJMD consortia* that selected the scenarios a to f - multiple replies were possible



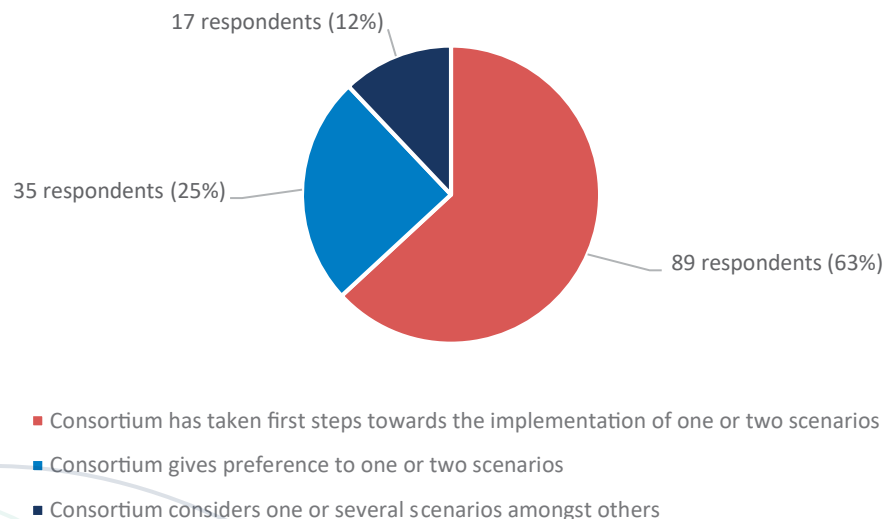
* total number of respondents that will implement a 2020/2021 academic year: 141

Figure 2: Number and percentage of 2016-2019 EMJMD consortia* that have taken first steps towards the implementation of scenarios a to f - multiple replies were possible



* total number of respondents that will implement a 2020/2021 academic year: 141

Figure 3: State of advancement of EMJMD consortia 2016-2019* in the implementation of scenarios a to f for the academic year 2020/2021



*total number of respondents that will implement a 2020/2021 academic year: 141

Figure 3: even though respondents had the possibility to select various scenarios and their respective state of advancement, they were included in this figure under the "highest" group of advancement for the implementation of scenarios in the following order:

1. Consortium has taken first steps towards a scenario
2. Consortium gives preference to at least one scenario
3. Consortium considers at least one scenario amongst others

Below you will find the pros and cons as well as other comments that the respondents indicated for each of the selected scenarios.

2.2.1. Scenario a "Start of the academic year 2020/2021 without postponement as initially foreseen in August/September 2020"

Despite the current uncertainty of the COVID-19 situation, this is the **second most selected scenario** amongst the respondents: 36 consortia (26%) have taken first steps for an academic year 2020/2021 as initially planned with onsite teaching. Many consortia envisage scenario a since it would allow the programme to be carried out as planned without any major changes regarding the teaching content and modalities as well as the mobility paths. Moreover, students could benefit from the **onsite lab experiments and internships** and enjoy a **multicultural learning and mobility experience**, which contribute to the attractiveness of the programmes.

The main obstacles related to scenario a concern **entry regulations and national restrictions** of the consortium countries as well as the restrictions at university level (regulations, policies and measures can vary from one country to another, and from one HEI to another within the same consortium). In order to successfully implement this strategy, the consortia need clear information from national authorities and involved HEIs regarding the restrictions in place. Support from embassies is essential to ensure that the students' visa applications are processed in time.

Starting the programme without postponement would also pose challenges associated with the **safety of students and staff**. Teaching facilities need to be organised in accordance with sanitary protocols and social distancing rules. Moreover, the proper **induction** of the students including provision of **student services** (e.g. accommodation) requires adaptations. The consortia have to be prepared to switch from classroom to online teaching with short notice. Some of the respondents envisage a **blended learning approach**, combining limited onsite teaching and online learning.

Scenario a - Start of the academic year 2020/2021 without postponement as initially foreseen

Pros

- The programme can start according to schedule without disruption and delays.
- Mobility paths can be implemented as initially planned.
- No time consuming and costly administrative and/or organisational changes.
- The continuity of the programme and its smooth implementation will contribute to the dedication of students and staff, and maintain the attractiveness of the EMJMD.
- Onsite "face-to-face" teaching facilitates the students' learning, and enables activities that require the students' physical attendance such as lab experiments and internships.
- Students will enjoy the multicultural learning experience that they applied for, leading to higher students' satisfaction. Moreover, students will have the occasion to interact with local students.
- Positive impact on induction of students and their adaptation to a new way of learning and studying when they are onsite.

Cons

- The uncertainty of the current situation related to the evolution of the pandemic and linked entry regulations, national restrictions and restrictions at university level as well as possible last minute changes cause stress for students and staff.
- Additional workload for the preparation of the intake 2020/2021 puts pressure on the staff.
- Problems related to travel restrictions, flight delays and (late) cancellations, visa issues, and quarantine regulations might lead to delayed arrival of students, significant drop-outs and cancellations.
- Concerns regarding the safety of students and staff in case of onsite teaching.
- Students might not be able to implement internships following the programme (or they might have to do them remotely).
- Insecurity if visiting scholars and guest lecturers will be able to participate onsite to the programme.
- Field trips and extra-curricular activities might have to be postponed or cancelled.
- Potential financial difficulties for self-funded students in case of a longer duration of the programme.

2.2.2. Scenario b “Start of the academic year 2020/2021 without postponement in August/September 2020. The consortium would use online teaching, learning and collaboration infrastructures until the mobility of students is operational again”

This is the **preferred scenario** among the respondents: 54 consortia (38%) have taken first steps towards this scenario and an additional 17 consortia (12%) give preference to it. Online teaching and learning ensure the **continuity** of the programme, while guaranteeing **sanitary safety** for students and staff. Moreover, the scenario responds to one of the needs expressed by HEIs, which is **flexibility** when it comes to student mobility requirements.

While several HEIs have already started online learning during the running academic year 2019/2020, other HEIs are currently training their staff, planning organisational changes and creating online learning platforms to prepare for online learning during the next semester. Some respondents reported positive experiences with online teaching and learning during the current semester and indicated that the **technological tools and platforms** available were **richer and more flexible** than expected.

According to the respondents, one of the biggest obstacles with online teaching is the **lack of IT equipment and a stable Internet connection** for students in many developing countries. Furthermore, students might be located in **different time zones**. The organisation of **online exams** represents another challenge.

Yet another challenge is that students might have problems to get a visa/residence permit, and to open a **bank account** for the scholarship payments if they attend the programme online. **Online registration** of the students might cause difficulties at some HEIs.

Respondents are concerned that the **attractiveness, quality and multicultural aspects** of the programmes might decrease, which could lead to cancellations by students. Moreover, consortia reflected on how to maintain the quality and effectiveness of the induction in virtual mode. A consolidation of procedures for online teaching and learning at the consortium partners is necessary. Moreover, consortia indicated that the **connection with associated partners** (projects and internships) needs to be ensured. Specific online study course guidelines and support systems for students need to be created.

Some respondents envisage a **parallel implementation of scenarios a and b** with onsite teaching and online teaching for students, who could not travel to the host institution. However, the different arrival times of students might have an impact on the identity of the cohort and “feeling as a group” and induction activities would have to be performed several times. Consortia might face difficulties to organise accommodation without knowing when students will arrive.



Scenario b – Start of the academic year 2020/2021 without postponement with online teaching, learning and collaboration structures

Pros

- Online teaching enables the continuity of the programme without delays, regardless of the COVID-19 developments and related visa and travel restrictions.
- Sanitary safety can be guaranteed for students and staff.
- Equal opportunities are better ensured: all students have access to the course and will be able to follow it from any location.
- The scenario limits financial difficulties for the consortium.
- Online tools and platforms are flexible and can foster educational engineering and pedagogical innovations. The scenario will bring about change and preparedness of institutions in relation to online teaching and learning.

Cons

- Students and staff might feel discouraged and isolated. There might be an impact on group dynamics and cohesion of the cohort and students cannot benefit from the same international, multicultural experience.
- The very spirit, attractiveness and quality of the international EMJMD programme might be lost. Some learning outcomes might not be achieved.
- Lack of interaction with industry partners, visiting scholars and guest lecturers.
- Certain activities, such as lab experiments and internships and projects/events with industry, might be cancelled or delayed.
- Students might not have sufficient Internet and computer facilities at home to follow the programme online.
- Students might cancel (in particular self-funded students) and drop-out from the programme.
- Some insurance schemes might not foresee online learning in the home country.
- Risk of students undertaking only one mobility and subsequent uncertainty of the validation of the joint/double degree.
- Online teaching and learning involves extra efforts from academic and administrative staff.

2.2.3. Scenario c “Postponement of the start of the academic year 2020/2021 by less than one year (e.g. start in January or spring 2021)”

Only 6 respondents (4%) have taken first steps towards this scenario so far, hoping that the COVID-19 related situation will improve in the course of the first (or second) semester of the academic year 2020/2021.

The respondents favouring this alternative indicate that the **safety of students and staff** could be assured without compromising the **attractiveness** of the EMJMD, as the programme can be pursued as initially foreseen with **minor changes to the time schedule and teaching methods**. This could prevent students from dropping out of the programme.

One of the major obstacles for this scenario identified by the respondents is the uncertainty about the **length of the course postponement**. Consortia need further information on the timing of the ease of travel restrictions and local measures at HEIs.

The main challenges indicated in relation to this strategy are **extensive reorganisations of the academic year** at the HEIs. All consortium universities need to agree on the adapted schedule. The workload for students and staff risks being unevenly spread over the year, which could have a negative impact on student performance and the quality of the programme. Moreover, students could face organisational challenges, e.g. in relation to leaving their previous jobs, accommodation, etc.

Scenario c - Postponement of the start of the academic year 2020/2021 by less than one year

Pros

- HEI have more time to adapt the schedule, material and teaching for the academic year 2020/2021.
- Students have more time to arrange visa, travel, residence permits, language proficiency certification documents, etc.
- Safety of students and staff would be ensured.
- This scenario would maintain the attractiveness and added value of the international programme. Students can benefit from the multicultural experience and group cohesion of the cohort is ensured.
- Course activities like summer schools could still take place in line with the initial schedule.
- Less impact on the students' plans than a postponement by an entire year.
- Limited negative financial impact on students.

Cons

- High impact on the course schedule, which requires extensive reorganisation of the semesters. Postponed courses/activities might overlap with courses of the next semester. There could be less time for summer placements and internships.
- The availability of academic staff and visiting scholars/guest lecturers might not match the adapted schedule.
- Increased workload for academic and administrative staff.
- Uncertainty about the duration of the postponement since it depends on the evolution of the COVID-19 situation.
- Organisational challenges for students (a postponement might have implications on the students' housing contracts etc.).
- Students could cancel/drop out from the course.

2.2.4. Scenario d "Postponement of the start of the academic year 2020/2021 by one year (start in August/September 2021). The following intakes – if applicable - are postponed"

At the time of the survey, 9 consortia (6%) have indicated that they have taken first steps towards the postponement of the academic year 2020/2021 by one year. According to the responds, this option gives a fair amount of **time for planning and organising** the start of the programme to HEIs and students, while **reducing uncertainty**, last minute information and related stress.

Consortia anticipate that HEIs will be able to return to onsite teaching and the implementation of the foreseen mobilities. In consequence, no adaptation of the course content to online teaching would be necessary, which would contribute to maintaining the **attractiveness and quality** of the EMJMD.

Financial challenges for the HEIs, staff and students are one of the main obstacles related to this scenario. HEIs will have running costs, academic staff will lose part of their planned hours of teaching, and students would have to find a way to sustain themselves financially during the "gap year". This could lead to cancellations of selected candidates and drop-out of students already following the programme. Moreover, postponing the start of the programme could have a negative impact on the **reputation** of the EMJMD.

Scenario d – Postponement of the start of the academic year 2020/2021 by one year, the following intakes are postponed

Pros

- More certainty for students and staff about the course schedule.
- A fair amount of time for the HEIs to reorganise and adapt the schedule, material and teaching and to plan activities with research and industrial partners.
- No need to adapt courses to online teaching.
- A fair amount of time for students to arrange visa and travel, residence permits, language proficiency certification documents, accommodation, etc.
- Ensures the safety of students and staff.
- Maintains the attractiveness and added value of the international programme.
- Onsite teaching will most likely be possible by the time the programme starts, enabling practical courses such as lab experiments, field studies, excursions, visits and internships to take place as foreseen.
- Mobilities can take place as foreseen.

Cons

- Financial difficulties and staff employment: teachers will lose part of their teaching for one year and administrative costs continue running.
- Reputational risk if the HEIs cannot implement the programme as foreseen.
- Difficulties in keeping in contact with industrial partners when there are no students to work in projects for one year.
- Risk of discouraged students and staff.
- Risk of losing top students who might no longer be available next year. The consortium would need to find replacements for the students, who cancelled.
- Students could have a "gap year" on their CV and graduate with delay.
- Financial impact for students in-between two academic years.
- The dynamics between cohorts could be lost.

2.2.5. Scenario e "Postponement of the start of the academic year 2020/2021 by one year (start in August/September 2021). The two intakes 2020 and 2021 will take place in parallel"

Very few respondents consider this option and none of the respondents has taken first steps for the implementation of scenario e.

While this scenario leaves a fair amount of **time to plan and organise** the start of the programme, it would not affect the start of the following intakes. Respondents expect that the onsite teaching would be possible again at the postponed starting date, which would contribute to maintaining the **attractiveness** of the programme.

However, this scenario poses **logistic challenges**, as two cohorts would have to share the limited facilities and teaching capacity of staff and visiting scholars and internship possibilities. This could negatively impact the quality of the programme.

Scenario e - Postponement of the start of the academic year 2020/2021 by one year, the two intakes 2020 and 2021 will take place in parallel

Pros

- No delay for the implementation of the following intake.
- A fair amount of time for the HEIs to reorganise and to adapt the schedule, material and teaching before the two intakes start in parallel.
- Onsite teaching will most likely be possible by the time the programme starts, enabling practical courses such as lab experiments, field studies, excursions, visits and internships to take place as foreseen.
- Probably there will be no need to develop online teaching and learning solutions.
- Maintains the attractiveness and added value of the international programme.

Cons

- Due to capacity problems, not all HEIs would be able to host two intakes in parallel (logistic problems related to the size of the intakes, such as the limited number of facilities and available staff).
- Increased workload for academic and administrative staff.
- Risk of losing top students who might not be available next year.
- Difficulties to organise internships for students from 2 intakes in parallel.

2.2.6. Scenario f "Other Scenario"

Around 10 EMJMD consortia are considering other scenarios, which are in most cases a **combination of the scenarios** a to e described above. Examples are a combination of scenario a and b (start of the 2020 intake as foreseen with a possibility to switch to online learning if the situation makes it necessary), parallel implementation of onsite teaching and distance learning for students who cannot reach the countries of the hosting institutions or offering the possibility to students to postpone their scholarship by one year to the 2021 intake.

2.3. Experiences and good practices put in place by Erasmus Mundus consortia to overcome COVID-19 related difficulties

EMJMD consortia reacted to the difficulties encountered in the context of COVID-19 with a variety of **creative solution and good practices**, demonstrating their **strong commitment** to the continuity of their programmes in an outstanding quality and to support their students. Moreover, some consortia see the current situation as **learning opportunity**, in particular regarding the development and use of online teaching methodology and tools and blended learning approaches. The respondents also underlined the strong motivation, collaboration and commitment of the students.

Consortia put in place **different combinations of the measures** below, depending on their **specific situation and needs**.

2.3.1. Visa applications and travel restrictions

- Consortia support students who need to apply for or extend their visas, by producing **formal documents** and providing them with **instructions on how to travel safely**.
- **Transportation arrangements** for students who needed to cross borders.
 - Clear information to students **not to undertake any expenditure** related to travel until a final decision by the consortium is taken related to the next academic year.
 - Creating **groups on social media** to track students' progress related to the organisation of mobilities, and allowing students to exchange information about mobilities with each other.
 - **Repatriation support** including financial support to students who had to return to their home countries due to the crisis.
 - Information provided in the form of FAQs for international students related to the **health and safety measures** as well as confinement rules of the consortium countries.
 - **Survey on pre-arrival procedure advancements** and difficulties (visa, accommodation), students' capacity to follow courses online and general concerns to follow the programme in the context of COVID-19.



2.3.2 Student services

- Students receive support from a **dedicated secretariat** in charge of administration, organisation of teaching and other activities and follow-up on students' welfare. Consortia create websites with lists of programme-related **online resources**.
- **Flexible housing contracts** for students who cannot leave the country of the hosting institution.
- Provision of **social, health and wellbeing** as well as **financial services** and computer/Internet access to the students. Health and wellbeing services include counseling, psychological services, telehealth and a "Health hotline".
- **Flexibility** regarding student's decision to stay in the country of mobility, or return to the home country and related support by the consortium (e.g. for students with health issues to return home for special support during the COVID-19 crisis).

2.3.3. Health and safety of students and staff

- Support for students/fellows wellbeing through regular **formal and informal** contact (“virtual cafés”) with tutors and staff via online platforms, video meetings, social media, Q&A sessions and email communication. Students can share their experiences of the lockdown, how they keep in contact with family, friends and fellow students. Moreover, consortia put in place individual support and helpdesks for students for social, psychological and financial advice. The importance of an immediate response to students’ concerns (in particular more vulnerable students) and the availability of staff was underlined by the respondents. Students (of new intakes) were provided with opportunities to connect with each other, e.g. by setting up groups on social media and by organising online meetings with the whole intake.
- **COVID-19 related information** on the **project website** available for students together with links leading to websites with specific information on the situation at the consortium universities. Alternatively, consortium universities set up specific websites for all students (and additional websites in English for international students) to provide students with information, support and advice related to the health crisis, including FAQ sections.
- Regular messages are sent to students with **practical advice** regarding the health crisis and consortium HEI policies as well as **suggestions for reading, study materials and breaking news** related to the programme area and invitations to relevant virtual events. COVID-19 related information is shared together with more “uplifting” programme-related information. Press reviews and provision of **translations of COVID-19 related national and regional regulations** into English from the local language.
- **Onsite support** by the project coordinator to students who stayed in the consortium countries during the lockdown. Students have an **assigned contact person** with whom they have close contact, the contact person receives news on a regular basis and is prepared to take action in case the students need help with health related issues.
- Regular **surveys** concerning the **health status, academic progress**, internship status and any difficulties faced by the students.
- Regular and **transparent communication** with the students on the health crisis, possible scenarios and related decisions (to be) taken by the consortium.
- **Social online activities**: remote games (quiz related to Master topic), sport, cooking classes, cultural exchange, concerts, etc.
- Specific support for **students with underlying health issues** (e.g. intervention with the Embassy to allow a student to move to a country with better medical supply during confinement).
- Consortia ensure that students are covered by their **health insurance** during their modified internship in the context of COVID-19.

2.3.4. Nature and attractiveness of the Erasmus Mundus programmes

- Consortia organise flexible **online welcome programmes**, using a variety of formats (live sessions, video recordings, discussion forums, etc.), covering different time zones and involving alumni as well as associated partners (representatives from the world of work). Some programmes also adapted their welcome week topics to the current context of COVID-19 (e.g. welcome programme on the topic of “Border Health”).

- **Voluntary field courses and internships** are organised in addition to the alternative online courses. These field courses and internships are not necessary for students in order to obtain the minimum ECTS credits for the programme, but allow students to obtain extra ECTS credits. Other alternatives such as postponement of field activities (e.g.internships) to later semesters are offered.
- **Hackaton:** students participated in COVID-19 related hackatons and won awards for the development of relevant tools.
- COVID-19 related **video competition** linked to the topic of the Master, where students can win the fees related to the participation in an international conference in 2021.
- **“Catchup period”:** two-weeks “catch up” period during the academic year 2020/2021, so that the students in the second year of the Master will have the opportunity to experience onsite parts of the programme that could not be implemented during the first year: laboratories, visit to companies, etc.
- **Blogs and research fora** on COVID-19 in relation to the programme area by students and alumni. Moreover, students, staff and alumni share their experiences with the COVID-19 crisis and lockdown on the project website.
- Students were asked to share a **COVID-19 related news piece** in class, which in their opinion offers an interesting perspective on the crisis.
- Creative activities, such as the **production of a book** (following the organisation of an international conference) linked to the topic of the COVID-19 crisis.

2.3.5. Teaching methodology – Online teaching and learning

- Use of **online learning platforms** with different features (live audio, video and chat) for online teaching and learning, online lab demonstrations, online exams and thesis defense, online tutoring, monitoring of academic activities, guidelines and contact with students. Recordings of lectures are provided to students. Seminars that would have been offered onsite to the students at a specific host institution were accessible online to all students of the intake. Provision of online courses on **research methodology** with video lessons, presentations and group discussions, leading to the award of ECTS credits. Development of **guidelines** regarding **online teaching and examination**.
 - Organisation of **online events:** (international) conferences, summer schools, thesis events, poster competitions, graduation ceremonies, virtual drop-in sessions, workshops, webinars etc.
 - **Joint online group work** is organised to replace onsite joint courses: students work together on the preparation of a joint paper and present their work online in front of a jury composed of different consortium members.
 - **Exams** (and retakes) as well as **assessment methods** were adapted to the online format.
 - If students of one intake cannot move to the next host institution: **video projections of online classes** from the next host institution could be organised at the current host university and attended physically by the group of students for more interaction.
 - Possibility for students to borrow necessary **IT equipment**.



- **Surveys** sent to students and staff to collect information about their personal and work situations during the confinement period, as well as their **experiences with online learning**.
- A **common teaching approach** is implemented at consortium level, online teaching and learning materials are shared among the consortium partners for use and inspiration.
- Students are offered **support for using online study resources and platforms**; availability of a Helpdesk to deal with Internet and distance learning difficulties.
- Consortia see online teaching as an opportunity to **innovate teaching** and use best of both methodologies, once onsite teaching will be possible again.

2.3.6. Visiting scholars and staff mobility

- **Online sessions with visiting scholars and industry partners** are organised (e.g. a series of lectures in a short period of time).

2.3.7. Course administration

- Good communication between the consortium partners and **regular online meetings to jointly manage the crisis**, anticipate problems, monitor the situation, set priorities (students/fellows health, pedagogical continuity, best possible conditions for students/fellows to succeed their studies/doctoral thesis), identify needs and review measures taken by the universities in order to define the strategy for the next semesters and mutual adjustments. Global analysis of the situation combined with the situation at each consortium partner.
- Establishment of **COVID-19 working groups** with members of all consortium partners, organising regular meetings to enable joint rapid consensual decisions and mutual support.
- **Sharing of experiences and good practices** between several Erasmus Mundus courses at the same university.
- Proposal that consortia with more experience in implementing online teaching could **“buddy” consortia facing challenges** in this area.
- **Rescheduling of course activities** of the 2 academic years, so that students can mainly focus on practical labs and exams, once they can return to university facilities.

Courses, internships and examinations

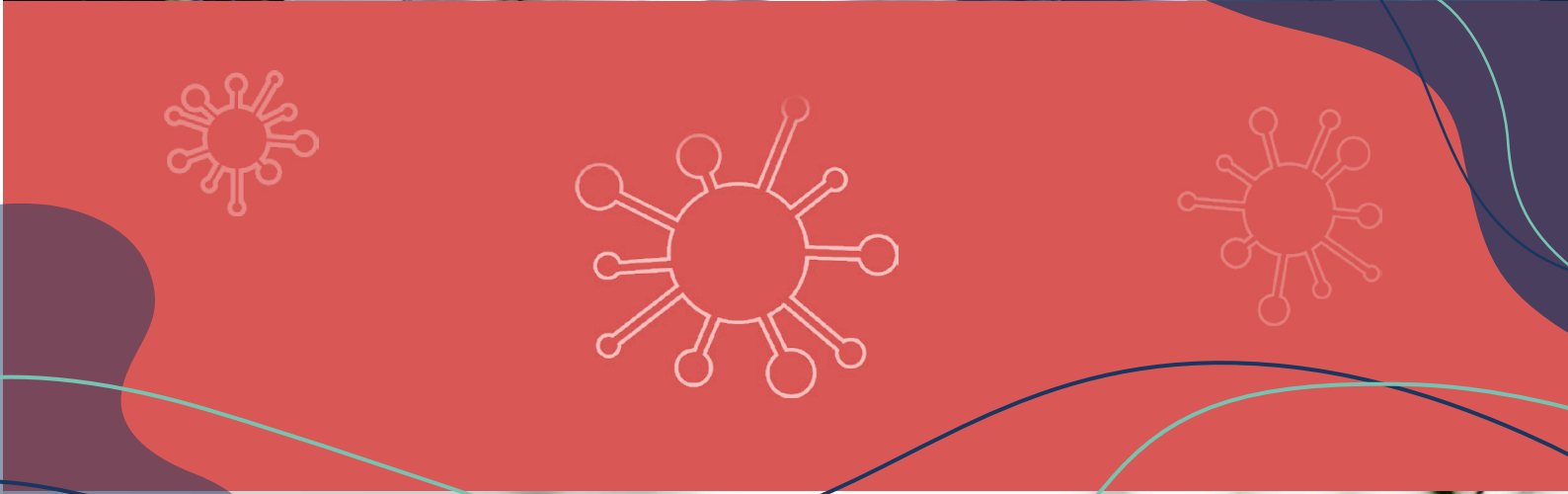
- Consortia offer flexibility to students and **adapt the academic calendar** (in relation to classes, extension of exams period and deadline for thesis submission, administrative issues, etc.) in order to minimise the disruption of the students’ learning experience.
- Consortia offer more flexibility to students by providing the choice between different **thesis defence formats** (live video call or recorded with live questions from the jury). Moreover, consortia support students/fellows in revising and adapting research questions/doctoral projects to compensate for the impossibility to carry out field, lab and experimental work in the current context.
- **Internships** are continued online with well-defined subjects and completed with bibliographic reviews and individual exercises, closely followed up by the organisers. Alternatively, internships are replaced by other relevant assignments. Students are offered specific support to find internships with professional partners. Moreover, consortia create internships with the partner universities (research internships, internships in administrative offices).

Student selection and scholarship management

- Alternatives to mandatory **language certificates for self-funded students** (e.g. online interview to evaluate English proficiency).
- Flexibility for (self-funded) students to **defer their enrolment** to the following intake, while retaining their allocation of assigned host universities.

Financial issues

- **Financial support** for students facing difficulties due to the current situation (e.g. support for self-funded students by reducing their participation costs or by putting them in contact with specific associations offering financial help).
- Thesis and internships: Students of the currently running intake, who need to implement lab experiments during the next academic year to complete their thesis or internship, **do not need to pay fees for a new enrolment**.



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Survey Report

Erasmus Mundus Programme Implementation in the Context of COVID-19

June 2020

Resume

The “Erasmus Mundus Programme Implementation in the Context of COVID-19” Survey Report presents the results of a survey carried out by the Education, Audiovisual and Culture Executive Agency (EACEA) during the period May – June 2020. The survey was launched with the aim to support Erasmus Mundus consortia, analyse the impact of the COVID-19 pandemic on the study programmes (experiences, problems encountered, solutions and good practices implemented) and to obtain information on the scenarios envisaged by consortia for the academic year 2020/2021. The results provide useful feedback and insights from the programme implementation level to Higher Education Institutions, the European Commission and EACEA, decision makers of the European Higher Education Area (EHEA) and other Erasmus+ stakeholders.