

Implications of the novel coronavirus (COVID-19) on education and training: State-of-play in Member States

AUSTRIA Last update: 24/4/2020
END OF THE SCHOOL/ACADEMIC YEAR
<p>1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?</p> <p>In general all schools are closed until mid of May. The aim is to give all pupils, apprentices and students the possibility to graduate this semester / school year. Schools will re-open in three stages (see question 2). It is envisaged to offer summer schools for pupils who need additional support to ensure basic competences. The Ministry is currently working on further details regarding summer-courses. In the field of higher education, exams may be held in a digital format, the deadlines for handing in final papers and dissertations will be extended and special regulations will allow for lectures and exams to take place also during the summer months. To enable work in laboratories or individual art lessons, it will be possible to prolong the semester, also comprising the summer months.</p>
<p>2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?</p> <p>Schools in Austria will re-open as of 4 May onwards in three stages:</p> <ul style="list-style-type: none"> • Pupils in their final year of upper secondary education and other graduation classes will resume regular schooling as of 4 May in order to prepare for the national school exit exams ("Matura"), which will take place as of 25 May onwards. • As of 15 May compulsory schools (age 6-14 years old) will re-open in a "shift system" in two groups three days schooling at school per week. This system has been chosen in order to reduce the number of pupils present in class by 50 percent. • As of 29 May all other upper secondary schools (and other schools) will re-open in a "shift system". <p>In addition, recommendations are given to ECEC institutions, to guarantee that all parents have the possibility to relay on child care if needed at Kindergartens. It is foreseen to maintain the measures of child care at Kindergarten.</p> <p>To ensure an efficient ending of school careers and subsequent enrolment in universities, national school exit exams ("Matura") will take place as of 25 May onwards.</p> <p>The Government has drawn up a roadmap of gradually lifting containment measures in other areas - provided that people adhere to the measures and the number of COVID-19 cases does not rise again. The roadmap will be readjustments at intervals of two to three weeks according to infection rates and speed of spread of COVID-19.</p> <p>The next steps regarding further school openings from 15 May onwards are being evaluated.</p>

At higher education institutions lectures and examinations, which cannot be conducted online, shall be made possible as of May. The Semester will be prolonged to September.
3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?
<p>For those returning to school starting 4 May, strict hygiene measures and physical distancing will be introduced to reduce the risk of infection. Particular precautionary measures will be introduced to protect pupils with pre-existing health conditions. The Ministry published a "hygiene manual", which lays down regulations for school re-openings in general and preparation and implementation of the Matura (e.g. physical distance or intervals for cleaning surfaces).</p> <p>Hygiene manual: https://www.bmbwf.gv.at/Ministerium/Informationspflicht/corona/corona_schutz.html</p>
ASSESSMENT AND EXAMS
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?
<p>The aim is to give all pupils, apprentices and students the possibility to graduate this semester / school year. The basis of assessment for pupils will be the semester grades as well as the performance up to the closing date on 16 March. These performances form already a solid basis for a valid assessment. Distance learning achievements and the achievements in the coming months up to the end of school will also be taken into account. However, there will be no more formal exams (besides the Matura and other school-leaving diplomas). Should pupils wish to improve their assessment, it is envisaged to organise oral examinations.</p> <p>In VET sector, students' performance can be assessed by means of digital communication. For example through short written examinations via e-learning platforms or oral examinations via telephone or video-call or written exams. For the assessment of performance, practical and realistic tasks should be used, performance assessments based on purely reproductive knowledge should be avoided.</p>
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
<p>To ensure an efficient ending of school careers and subsequent enrolment in universities, national school exit exams ("Matura") will take place as of 25 May onwards. Accordingly, pupils in their final year of upper secondary education and other graduation classes will resume regular schooling as of 4 May.</p> <p>Taking the circumstances into account the examination process will be slightly adapted. Less (oral) tests will be required and previous grading will be taken into account. Therefore, equivalent measures will take place at intermediate VET schools (BMS).</p> <p>Practical parts of the curricula and work-based learning can be postponed or otherwise flexibly adapted. The following additional measures are planned to facilitate the school leaving examinations in 2020:</p> <ul style="list-style-type: none"> • two weeks of tuition before the start of the examinations • cancel part of the examinations (e.g. the presentation & discussion of the final thesis; oral final examination is voluntary) • examinations might also take place on Saturdays and bridge days.

6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
The admission and enrolment procedures will be aligned with the extended summer semester and the new Matura timeline. Deadlines will be extended and admission examinations will be postponed or adapted to new formats when necessary.
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
In higher education the physical presence of students is allowed as of May, if this is deemed necessary, e.g. for laboratory activities and studies of the arts. It is furthermore possible to prolong the semester, comprising the summer months. The Austrian curricula are usually organised in an “ascending” structure. VET students should usually train, practice and repeat their learning goals in the next study year. When the student is at the end of a special learning program, courses to ensure that the intended learning outcomes can be acquired are offered. The rules for final examination at the end of upper secondary level are specifically regulated in 2020 because of the Corona crisis. (see Question 5)
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
Practical training lessons will be offered on demand until the summer holidays or in the next academic year. In any case the apprenticeship year/ school year can be completed. If necessary, exams will be taken online or individually at vocational schools in compliance with the hygiene regulations.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
All VET-schools will re-open as of 29 May (stage 3). Apprentices will be given the opportunity to complete the last class of vocational school via distance learning, in order to take the final apprenticeship examination in summer, as planned. For pupils in their final year of VET schools (BMS), e.g. commercial schools or three-year technical schools, similar measures will apply like in general education. Pupils will be able to graduate under strict hygiene measures, the final exams are also carried out in a reduced form, so that all students can complete their training before the end of the summer. In the field of higher education, lectures will be conducted online until the end of June. The physical presence of students is allowed if this is deemed necessary, e.g. for laboratory activities and studies of the arts as of May. It is furthermore possible to prolong the semester, also comprising the summer months. Exams may be held in a digital format. Wherever necessary, practical exams shall take place as of May, under certain conditions. It will also be possible to postpone examinations to the summer period. The deadlines for handing in final papers and dissertations will be extended. Special regulations allow for lectures and exams to take place during the summer months also. Regarding University Colleges of Teacher Education: each college has alternative concepts for the internships within the framework of the Pedagogical Practical Studies. The measures range from postponement to participation in the framework of home-schooling.

HIGHER EDUCATION	
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?	
The admission and enrolment procedures will be aligned with the extended summer semester and the new Matura timeline. Deadlines will be extended and admission examinations will be postponed or adapted to new formats when necessary. All deadlines for handing in and assessing bachelor and master theses as well as diploma theses/"Diplomarbeiten" and dissertations will be extended by the very time period which students lose because of Covid-19, to make sure that no student will suffer any drawbacks. So far no decision has been taken whether or not tuition fees shall be charged for the summer term.	
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?	
Libraries have been closed to avoid personal contacts. Students and academic personal may gain access to electronic media such as scientific journals and e-books. Several big publishers such as Elsevier, Springer, and Tazlor&Francis, are offering free access to their journals during the COVID-19 Crisis. The Austrian Academic Library Consortium (the organization which is responsible for contracts with the big publishers) is negotiating broader access to electronic media. Many libraries are offering a scan service to provide content out of printed books. After the Easter holidays some university libraries have started to open up in a step-by-step procedure, offering access to books. By doing so they have to comply with the hygienic standards related to the COVID-19 crisis: distancing for students and staff, disinfection of book and hands. In University Colleges of Teacher Education library-access is possible via remote access to e-media and e-resources and books can be collected from the library as required, subject to strict security and hygienic measures (e.g. time slots, depositing the books in lockers, using gloves and protective masks, etc.). The Austrian University Sports Departments are offering substitute programmes (such as video instructions or online-courses for home-workouts) which they promote on their homepages and their social-media accounts. The International University Sports Federation FISU also recommends such initiatives and the Austrian University Sports Organisation "Unisport Austria" promotes these campaigns on its homepage.	
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?	
The number of international students might drop. However, it is not clear how the current situation develops and therefore measures will be discussed at a later stage.	
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?	
At the moment, it is not yet possible to estimate the lost revenue or additional costs caused by the COVID-19 pandemic. The universities will have to use their own financial leeway (e.g. reserves). In particularly urgent and special cases, the Federal Ministry will endeavour to support the universities in line with the budgetary possibilities.	
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?	
The ministry does not intend to influence the decisions made by the Austrian higher education institutions within their autonomy. Legislation has been passed to allow HEIs to adapt specific regulations (dates, formats of lectures and examinations, ...) to the needs of the current situation in a quick and efficient way.	

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

To our knowledge, most individuals have returned to Austria. A great number of individuals continue with their courses via eLearning opportunities. If students have the opportunity to return abroad to their host university and to continue studying later in the year, it will be possible for them to do so. This decision primarily depends on the university, on the students and on the curriculum. It is often also possible to take exams online. At the same time, the national agencies have the option to postpone their deadlines. The Austrian National Agency for Erasmus+ (OeAD – Nationalagentur) has already made use of this possibility.

BELGIUM

Last update: 24/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

Belgium (all communities)

Suspension of Classes:

On Thursday 12th March 2020, the National Security Council decided that all school lessons (in schools and training centres) will be suspended starting Monday 16th March. However, the government called on citizens not to rely on grandparents to look after children. Schools will be responsible for providing care when parents have no choice but to work and for those who work in health care and other critical sectors.

The suspension of classes is currently prolonged by the National Security Council until the 3th of May.

Reopening of schools:

No decision have yet been taken regarding the opening of schools. On Friday the 24th of April the National Security Council will reassess the situation.

Compensation measures

Flanders

Compulsory education:

Starting on the 20th of April, Schools will start 'preteaching' new subject matters.

Preteaching' is aimed at the whole class group and serves to teach new but essential subject matter from a distance, taking into account the individual learning needs. This will be done in a way that is feasible and achievable for everyone (teachers, principals, pupils and parents). The role of parents is limited to creating a good learning context for their child.

For 'preteaching', the pedagogical advisory services will support the schools in developing a coherent approach to teaching practice and defining the essential curriculum objectives. This measure does not fall under a regulated framework. The guidelines of the Minister of Education serve as guidelines for schools and teachers. The main objective of this measure is to teach the essential curriculum material remotely, taking into account individual learning needs. In this way Flanders attempt to minimize the negative effects of the lesson suspension.

Higher education:

The Flemish Government has issued an emergency decree for Higher education in Flanders. (see question 14)

French Community

Compulsory education:

Considering important adjustments that will be necessary when the reception of students will be possible and in order to resumption of lessons, the Government has decided to cancel the external tests certifying.

The time usually taken on these tests and examinations could be usefully recovered to catch up on learning lost during the confinement period.

Adult Education Institutions:

The objective is always to do everything possible to respect the academic calendar and the acquisition of competences by the learners. However, there are no plans to extend teaching activities during the months of July and August, with the exception of what was already planned by some institutions.

Details of end-of-year arrangements will have to be communicated to students by 8 May at the latest.

Higher education:

All physical classes are suspended for this academic year.

German-speaking Community

The German-speaking Community of Belgium does not plan to prolong the school year, to shorten the vacations, to extend the school day duration, or to organise weekend classes.

The schools offer new learning opportunities and gradually introduce pupils to new skills and content contexts in preparation for resuming teaching. They thus intensify their efforts to maintain teaching through distance learning at home in an alternative way. The schools prepare the pupils in the sense of pre-teaching for the resumption of teaching in the current or coming school year. Schools no longer limit themselves to consolidating competences already acquired but introduce pupils to new competences and contents. With the help of suitable tasks, tutorials, texts, and other materials, they prepare the pupils for future lessons. As the name suggests, pre-teaching is about teaching concepts and skills before they are actually taught in the classroom. The aim of pre-teaching in the current context is that, in a first step, the pupils work on materials in distance learning in order to explore topics, and in a second step – after resuming regular lessons – the teacher works on these competences and content contexts with the pupils in the classroom. The preceding pre-teaching should enable the time in which lessons were suspended at school to be made up more quickly. Differentiation will be more important than ever, since it cannot be assumed that all pupils were equally supported at home.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

Belgium (all Communities)

It will be a decision of the National Belgian Security Council to restart classes in primary and secondary education.

Whether the measures are maintained or relaxed after that date will depend on the development of the virus curve. At the moment, therefore, it is not certain whether teaching will be resumed or further suspended after 3 May 2020 or whether schools will gradually reopen. The education ministers of the three communities exchanged views on the modalities of a (partial) resumption of teaching. The National Security Council is expected to decide on 24 April on how to proceed after 3 May, considering the development of Covid-19 infections.

Flanders

Currently the Flemish education minister in collaboration with the various educational partners and scientists is already preparing the restart of the schools. An advice and strategy has been submitted to the National Team

Responsible for the Exit strategy National Belgian Security Council, that will take a decision on Friday the 24th of April.

To support the educational field including schools and teachers with the potential restart a draft roadmap with guidelines has been prepared the ministry in consultation with the educational partners and scientists.

This roadmap has 5 guiding principles:

1. The health and safety of education professionals and students is paramount.
2. Schools are the conductors of the educational process and count on the support of pedagogical advisory services and other educational actors.
3. It should not be a lost school year for anyone.
4. The teaching time is maximized until the end of the school year.
5. A fair evaluation for all pupils.

The roadmap consist also out of 5 theme's; safety, staff and pupils, learning, organising and evaluating. Its important to note that the safety theme is central and forms the starting point for all decisions that schools successively make (and adjust) about the other 4 themes.

The roadmap provides a general framework and leaves room for the professionalism and autonomy of schools.

- The roadmap is a guideline for (the preparation of) the restart phase. Schools can use it to check whether they have already thought about all aspects of a restart in your school.
- To determine what's possible in the specific school situation. Schools need to make a risk analysis together with the prevention advisor, the external service for prevention and protection at work and the Student Guidance Centre. This analysis must be discussed at the competent negotiation committee. On this basis the school can make further sound pedagogical choices regarding staff, students, learning and evaluating.

The draft roadmap for the restart can be found on <https://onderwijs.vlaanderen.be/nl/heropstart-van-de-lessen-op-school> (Dutch only) The definitive version can be found on the same website after the decision of the Belgian National Security Council on the 24th of April

French Community

Currently the education minister of French Community in collaboration with the various educational partners are preparing the restart of the schools. The ministry of the French Community will share the information after the decision of the Belgian National Security Council on the 24th of April

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

Belgium (all communities)

Schools are still open and provide care to the groups that are eligible (pupils whose parents are employed in public security in the field of public health (hospitals, housing and care centres for the elderly, home nursing, ...), and for parents who have no other means of care for their children. Grandparents are strongly discouraged from caring for their children, as older people are particularly at risk of contracting the coronavirus.

The schools have already been following strict rules (hygiene, social distance, etc.) Further measures will be put in place when classes resume regarding the directives of the National Security Council and the competent ministry.

Flanders

These measures are described in the roadmap (see question 2)

ASSESSMENT AND EXAMS

4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?

Flanders

Compulsory education

The schools are autonomous to organise assessment and exams. The current guidelines from the ministry stipulate;

- For the rest of this school year, learning is more important than evaluation. Both in the preteaching phase and after the restart of lessons at school, it is important schools maximise teaching time. Evaluations should be mainly formative, with the aim of monitoring the individual learning trajectory of students and providing them feedback.
- The moment at which summative tests can still take place depends to a large extent on the exit scenario that will be implemented.
- As 2019-2020 was special and stressful for everyone in education. The ministry calls that all pupils receive a fair evaluation. Each student should receive enough opportunities to prove themselves. Schools should make sure that any summative evaluations are transparent, fair, proper and appropriate. If necessary, students should be given the benefit of the doubt.

Higher education:

The evaluation and assessment provisions regarding the COVID-19 pandemic are part of the emergency decree. You can find this in question 14.

French Community

Compulsory education:

Only formative evaluation are allowed while we are in confinement. As the confinement has been extended until 3 May, the Government decided to cancel all the external exams (end of elementary education, end of the common curricula and end of the secondary education). Regarding the other school year, teachers will only be allowed to evaluate competences that have been taught in class. Furthermore, it has been decided to encourage further learning until 26 June 2020. Finally, in the event that the containment is extended beyond 3 May, the matter on the conditions under which new learning could possibly be addressed for the 3rd cycle's students of secondary education will be conducted. It will take into account the particularities of different types of education. This reflection will be concerted with the actors in education.

Higher education:

The Government proposed to change, on an exceptional basis, the end date of the second quarter to 10 July 2020, so as to allow for the organisation of learning activities beyond 1 June, while also allowing time for evaluation and deliberations.

The postponement of the second semester is not an obligation for HEIs, but an option that should be given priority to students in the degree years. Wherever possible, the second semester will therefore be completed within the usual deadlines. The adjustment of the calendar must be made taking into account the summer leave entitlement of teachers, and a possible deferral to 2020-2021 of leave not taken by staff members in the academic year 2019-2020, during the autumn and rest periods.

Universities will include a mandatory minimum of one week of review between the end of courses and the beginning of exams and evaluations. For universities and universities of applied sciences, this is recommended. The decision to extend the examination session must be taken in consultation with those involved in the institution (academic body/teacher, students, scientific body and administrative staff).

In the light of the situation, and for reasons of force majeure, HEIs may have to modify the content of a course, as well as its evaluation. If necessary, HEIs must therefore modify the ECTS records of the teaching units (EU). Concerning the organisation of the evaluation session at the end of the 2nd quadrimester, great academic freedom is already provided for in the Landscape decree. The main desire is to maintain the examination session of the 2nd quadrimester for learning activities that have been the subject of distance learning. For learning

activities that include face-to-face activities such as practical work, laboratories or activities, the HEIs must assess whether the work already carried out can be sufficient for the final assessment.

While the autonomy of institutions should be respected, a number of safeguards must be provided to the student. Thus, all institutions must inform students, by Monday 27 April 2020 at the latest, of the modalities of each evaluation: detailed content of the subject to be evaluated, date of evaluation, examination modality (face-to-face, distance learning or mixed - taking into account the arrangements made by the NSC), evaluation method and ensure that the material conditions of this evaluation are met for all students presenting the same exam.

German-speaking Community

All guidelines issued by the German-speaking Community can be found on www.ostbelgienbildung.be/coronavirus.

Elementary Schools

Should primary school education be resumed this school year, the following provisions shall apply in the German-speaking Community: Due to the suspension of classes, the students have lost valuable teaching time. Learning is now more important than assessments. The remaining time until the end of the school year should therefore not be spent with (preparing for) exams but should be used for teaching in the best possible way.

To maximize teaching and learning time, no exams will be organised. Instead classes will be held until 30 June 2020. No more pedagogical conference days will be organised until the end of the school year and any additional days off are cancelled.

In the absence of June exams, the report which is awarded in June will evaluate the performance of the students since the last report IN the school - before and/or after the suspension of lessons. The assessment therefore refers exclusively to competences that were taught in the lessons at school.

Decisions regarding transfers are taken by the class council in June based on the annual work. The evaluation and transfer criteria must be communicated transparently to parents and pupils as early as possible. In case of doubt, the class council will take the decision in favour of the pupil, considering the particular circumstances. The respective transfer decisions must be justified in detail in writing.

In case a pupil does not obtain the primary school leaving certificate, the regular appeal system applies in accordance with Articles 38 and 39 of the Decree of 31 August 1998.

Secondary Education

Irrespective of whether and when classes are resumed this school year, secondary schools in the German-speaking Community do not hold examinations at the end of the school year 2019-2020. Exceptions can be made for practical examinations for obtaining a certificate of competence.

In the absence of June exams, the report which is awarded in June will evaluate the performance of the students since the last report IN the school - before and/or after the suspension of classes.

Irrespective of whether lessons are taken up in that school year, lessons will continue to be given until at least 19 June 2020, either at a distance or at school.

If classes are fully or gradually resumed until the end of the school year, no more pedagogical conference days will be organised until the end of the school year and any additional days off are cancelled.

Regarding assessment, the same guidelines apply to secondary schools as to primary school pupils. The report which is awarded in June will only evaluate the performance of the students since the last report IN the school - before and/or after the suspension of lessons. The assessment therefore refers exclusively to competences that were taught in the lessons at school. In addition, the students' final papers and, where appropriate, the practical examinations for obtaining the certificate of competence are assessed.

The extent to which normative assessments are organised after a possible resumption of teaching this school year depends on the time of resumption of teaching and the year group. The following rules apply: Normative assessments may be organised for all secondary school pupils who are back in school from 4 May onwards and for pupils in the 6th and 7th years of secondary school (final grades) who are back in school from mid-May. No normative assessments are organized for all pupils, regardless of the year group, who will not be back in school until June.

Decisions regarding transfers and graduation, re-examinations in August, and holiday assignments are made by the class council in June based on the year's work and, if applicable, the results of the December examinations.

In the year groups concerned, the final papers and the practical examinations for obtaining the certificate of competence are also included in the transfer and graduation decision. Schools are asked to focus their attention on students in final grades and to provide special support for the development of essential skills to ensure connectivity and to make the transition to work or further education as smooth as possible.

5. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

This question is not applicable for Flanders and the German-Speaking Community as they do not have state Matura exams.

French Community

All external exam are cancelled. Recommendations will be adopted in close consultation with the actors of education in order to frame the objectives pursued until the end of the year and the conditions of success with a view to ensuring respect for a principle of equity and avoiding prejudicing students in the pursuit of their school path.

6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Flanders

Compulsory education

All registrations and enrolments for primary and secondary education are suspended from Monday 16 March until the 3th of May in schools where you have to register on the spot. During this period, schools can choose to (still) enable digital enrolment. This depends on the school. If the child is already enrolled, he or she will remain enrolled. In any case pupils retain their right to register, either digitally or by post.

If the enrolment period for priority groups had not yet ended on 16 March, it will continue once enrolment starts again.

Scheduled open school information days will not take place for the time being.

Higher education

The entrance exams doctor and dentist will be moved to Tuesday August 25 (doctor) and August 26 (dentist) because of the corona measures. The exams will be taken digitally for the first time, possibly at different locations throughout Flanders. By mid-July at the latest it will be announced where the entrance exams will take place. The exam committee will take as many measures as possible to allow the exam to take place in healthy and safe conditions.

The subject matters of part of the exam will be slightly adjusted to take into account the impact of the corona crisis and the suspension of the lessons. A limited number of subject matter elements will be removed because in many cases they will only be dealt with at the end of the last year of secondary education. This adjustment will have no impact on the level of difficulty of the exam.

French Community

Entry exams in medical fields have already been postponed to the end of August.

German-speaking Community

There should be no negative effects in the German-speaking Community.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

Flanders

VET within compulsory education

In Flanders schools are autonomous to ensure the acquisition of learning outcomes. The minister has stipulated that now during preteaching and with the possible the restart the focus will be on maximising the study time and on teaching the most essentials parts of the curricula.

The pedagogical advisory services of all education providers have formulated a number of guidelines for defining the essential goals. They are based on the following principles:

- The focus needs to be on the essential parts of the curricula. A broad, harmonious education remains important.
- Schools are best placed to make choices about the learning content they still need to offer, taking into account the diversity and context of their own school (and their teachers),
- The school team remains responsible for the teaching organisation
- A focus on practical subjects may be appropriate for young people from the 6th and 7th year technical secondary education (tso) and vocational secondary education (bso). But for all the other students in tso and bso, general education is at least equally important.
- For courses with a practical component or an internship component, the schools need to offer the internships as a matter of priority to those who need them to graduate and to healthcare professionals.

The government facilitates the educational field with guidance on alternatives ways to teach. These are measures taken for all schools (no distinction for vocational and general education). More information is found on this page: <https://onderwijs.vlaanderen.be/nl/alternatieve-vormen-van-leren>

The work-based component is the most difficult to organize with distance learning. Students don't have the machines at home to maintain skills, neither do teachers. The educational institutions communicate guidelines for the teaching component (based on the guidelines in education: www.education.vlaanderen.be/nl/coronavirus) and companies communicate guidelines for the workbased component. Due to the suspension of the workbased component (due to the lockdown measures), the possible alternative is a replacement of the teaching component that can be taken at home. These alternatives should pursue the same competences that would otherwise be learned in the workbased component.

Dual learning

All agreements (unless exceptions, see below) in work-based training courses are temporarily suspended with immediate effect. This measure applies provisionally until the 3th of May. The agreement will be fully suspended due to force majeure, no learning fee will be due. The company submits an application for temporary unemployment (see underneath).

Exceptions:

An exception is only allowed for apprentices trained in key sectors and essential services. These are the commercial, private and public companies and services necessary for the protection of the vital interests of the nation and the needs of its people.

Due to the suspension of the lesson component, the possible alternatives are:

- A replacement of the lesson component that can be followed at home, e.g. online, assignments, etc. The timetable can be maintained and the learning fee does not change.
- If the apprentice cannot be trained at the training provider for a certain period of time (also not in an alternative way) but at the company, the apprentice can be trained full time at the workplace provided that the timetable and (if necessary) the training plan are adjusted. The apprenticeship fee does not change.

Higher education

A special emergency decree has been adopted by the Flemish Parliament for higher education. The COVID-19 pandemic also has an impact on workplace learning, work placements, practical subjects, work seminars and

forms of permanent evaluation. Sometimes internships in the work field are no longer possible. Sometimes alternative forms of education are also necessary for reasons of social distancing. With the decree universities and universities of applied sciences can flexibly adapt forms of education in the interests of the student's study progress, provided the students are consulted. Forms of study can change during the current academic year. Some of the planned work placements can also be adapted, for example, through simulation education. Internship agreements in the care and welfare sector can continue, with the exception of observing traineeships, as long as the care institution offers the necessary protective equipment (e.g. mouth masks) to the students.

French-speaking Belgium (Regional competence)

Training (regional competences): Forem (Public training centres – Walloon region): They have stopped most of their learning paths as the majority needs a face-to-face approach, except for certain courses in ICT. Learners should, therefore, not be penalized unless they give up. In case of abandonment due to the situation, the certification, provided that the test has been passed, will be awarded per unit of learning outcomes (i.e. not a title for the whole course, only for the part completed).

In the Brussels-Capital Region: the different institutions still offer, when possible, virtual learning.

German-speaking Community

German-speaking Community: In the dual VET system in the German-speaking Community, students pursue their practical training/internships in companies if possible.

Distance learning is not possible in all subjects, as the trainees do not have access to various programs and materials in the home office. Regarding general subjects, the trainees receive regular distance lessons and tasks. The examinations at the end of the school year are omitted for the 1st and 2nd year of training in VET apprenticeships. Lessons that could not be given until the end of the school year in the 1st and 2nd year will be made up for at the beginning of the new school year.

The examinations in the final year classes of the apprenticeship and master craftsman's programmes will be organised in accordance with the principle of social distancing.

In the 3rd year of the apprenticeship, the teaching material that was seen until the suspension of lessons is repeated. If possible, this is done using suitable digital media, otherwise by mobile phone, telephone or post. This serves as preparation for the final examinations.

In the master craftsman training, the training is continued via distance learning. New content and skills can be taught.

In the dual bachelor programmes, new content is still taught via the various digital channels. Assignments, materials and instructions are sent out regularly. Video conferences are also held in some subjects.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

Flanders

In Flanders schools are autonomous to ensure the acquisition of learning outcomes. (see question 7)

French-speaking Belgium (Regional Competence)

Training (regional competences): Walloon Region: Forem (Public training centres): Resumption of training and internships where they were stopped and integration of certification tests in the new completion schedule.

Following the new measures put in place by the National Security Council on 15 April 2020, the Minister of IFAPME (Apprenticeship centres) took the decision to authorise the resumption of the execution of internship agreements in companies belonging to the crucial sectors and essential services and provided that the company can guarantee the security and social distancing measures for the protection of interns imposed by the National Security Council.

Brussels-Capital Region: this is under reflexion as the NSC will meet again with new measures on Friday (24th).

German-speaking Community

In the dual VET system in the German-speaking Community, students pursue their practical training/internships in companies if possible.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?

Flanders

The schools and HEI are responsible to organise the practical exams. The broad guidelines for schools are described in question 7.

For HEI, a emergency decree has been adopted by the Flemish Parliament (see also question 7 and question 14) In order to avoid that students miss certain subject matter or internships and are therefore unable to graduate this academic year, course units may be overtaken at a later date. The evaluation or deliberation of a student for a course unit or program may be postponed until a later moment than provided for in the education and examination regulations, if necessary until a date after the end of the 2019-2020 academic year. In order to maintain equivalence for students, the diploma is awarded retroactively on the date scheduled for this academic year.

French-speaking Belgium (Regional competence)

Training (regional competences): Forem (Public training centres – Walloon region): As in normal times, application of certification standards.

Brussels-Capital Region: this is under reflexion as the NSC will meet again with new measures on Friday (24th).

German-speaking Community

In the German-speaking Community, exams in the 1st and 2nd year of apprenticeship are cancelled. If lessons are resumed before the end of the school year, the remaining time should be used for teaching.

Regarding examinations in the 3rd year, all testing will take place in the last week of May and/or in June 2020, if the regulations of the federal state in force at that time allow this. They will take place with due respect for distance and hygiene measures. If necessary, the minister can decide that examinations may be carried out at a later date. In these individual cases, the training contract can be extended if necessary, based on Art 22 §2 of the Government Decree of 4 June 2009 laying down the training conditions for medium-sized apprentices and training companies.

Regarding examinations for obtaining the Master Craftsman's Certificate, exams will take place as usual provided that the federal regulations in force at the time allow this, with due respect for distance and hygiene measures.

HIGHER EDUCATION

10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?

Flanders

Currently, enrolments requirements and tuition fees have not changed due to the COVID-19 infection.

French Community

Generally speaking the mechanisms for late or provisional enrolment which are already provided in our legislation on higher education will probably be used more.

Regarding certain field of studies such as in medicine or dentistry, entrance examinations have been postponed (end of August instead of beginning of July) in order to give the opportunity to secondary-schools pupils to acquire the material they could not have seen during the confinement period.

Concerning tuition fees, there is no change. For students in the graduate year, extension of the academic year is possible until January 30, 2021, without new registration fees, in order to allow them to acquire the remaining credits of their 2019-2020 study program.

<p><i>German-speaking Community</i></p> <p>Currently, enrolments requirements and tuition fees have not changed due to the COVID-19 infection.</p>
<p>11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?</p>
<p><i>Flanders</i></p> <p>This is up to the autonomy of the HEI. However every Flemish HEI has its own student platform gives access to a large online library, article repository and other online services.</p> <p><i>French Community</i></p> <p>Sports and libraries facilities are closed.</p> <p><i>German-speaking Community</i></p> <p>The library remains open during very restricted hours in order to allow students to borrow books and other material if needed, but not in the objective to create a workspace for students. Students must always respect social distancing.</p>
<p>12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?</p>
<p>Flanders and French Community both state this is too early to tell at this stage of the crisis. The German-speaking Community does not expect a decrease.</p>
<p>13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p><i>Flanders</i></p> <p>Not applicable at this stage</p> <p><i>French Community</i></p> <p>The government of the French Community has activated an emergency fund of 50 million euros in order to provide direct support to various sectors affected by the crisis which are under its competence (cultural, childcare, university hospitals, etc.). For higher education, modalities remain to be determined but will mainly target students through direct social aid. Higher education institutions housing facilities remain open</p> <p><i>German-speaking Community</i></p> <p>In the German-speaking Community, there are no dormitories for HE students. The salaries of all the university's staff will continue to be paid, regardless of whether the staff are needed - inside or outside the university - or not.</p>
<p>14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?</p>
<p><i>Flanders</i></p> <p>The Flemish Government has issued an emergency decree for Higher education in Flanders. In short this decree enlarges the flexibility and autonomy of the HEI during the COVID-19 crisis. Universities of applied sciences and universities want to avoid prolonging study periods for their students as much as possible. However, in order to be able to adapt the form and time of examinations flexibly or to organize course units differently, and in order to provide all parties involved with the necessary legal certainty, an adapted legal framework was necessary. The decree also stipulates that student consultation and clear, timely communication remain essential.</p> <p>This decree only applies to enrolments during the academic year 2019-2020.</p> <p>Main points from the decree;</p>

In order to avoid that students miss certain subject matter or internships and are therefore unable to graduate this academic year, course units may be taken at a later date. The evaluation or deliberation of a student for a course unit or program may be postponed until a later moment than provided for in the education and examination regulations, if necessary until a date after the end of the 2019-2020 academic year. In order to maintain equivalence for students, the diploma is awarded retroactively on the date scheduled for this academic year.

The ECTS sheets or the entry agreements with students, can be unilaterally modified in order to accommodate the impact of the COVID-19 measures. These changes may be different for certain groups of students, but must be justified on the basis of objective criteria. An amendment of the accession agreements can only be made after consultation of students (via the student council, a student representation at the educational, faculty or departmental level or the individual student). The university college or university must also communicate this to the students in a timely and unambiguous manner. Transparency and supervision must be provided.

The universities may change the weighting and selection criteria for the aptitude test for admission to the master's programme after master's programme in the field of medicine for the academic year 2019-2020.

French Community

Due to the Covid-19 crisis, the Government of the French Community has special powers. In this context, the Government can take appropriate legislative measures in order to modify some provisions of its higher education legislation.

German-speaking Community

In the German-speaking Community, the sole HEI takes its decisions in close cooperation with the Government and the Ministry.

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

The health situation in the EU comes first as well decisions regarding easing the travel restrictions by the competent authorities. This makes it difficult to answer this question considering current uncertainties in terms of duration of the crisis as well the influence of this crisis on student intentions to study abroad.

BULGARIA

Information available in the version 14 of the table, as of 15/4/2020; further update to follow.

<p style="text-align: center;">CROATIA Last update: 21/4/2020</p>
<p>END OF THE SCHOOL/ACADEMIC YEAR</p>
<p>1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?</p>
<p>The school year (lessons) will be finished according to the plan – at the end of May for upper secondary school graduates and at the end of June for the rest.</p> <p>The organisation of distance teaching and learning in Croatia has been evaluated very positively by teachers, students and parents.</p> <p>In the past 4 weeks, around 100 hours of educational content, especially created and performed by teachers for pupils aged 7 – 10, has been broadcast on the national television. Moreover, more than 1200 video lessons for all subjects and grades have been published in the central repository. Additionally, teachers are producing their own teaching materials.</p> <p>As for school education, one day in online virtual classrooms equals one day in physical classrooms at school. Therefore, there is no need for compensation measures. As for higher education, universities will decide autonomously, but as the academic year is planned to be finished at the end of September, there is still time to make a different decision.</p>
<p>2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?</p>
<p>There is no final decision on re-opening of education and training institutions, but we are considering the possibility of some partial re-opening in mid-May, starting with preschool and lower primary schools, as well as the final grades of upper secondary schools, to enable the possibility to conduct final exams (<i>state matura</i> and VET exams). The decision will be made at the recommendations of health authorities, in particular the Civil Protection Headquarters.</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p>This is still to be determined. The Civil Protection Headquarters will decide on the protective measures to be installed concerning teachers and students conduct at schools, as well as on the ones related to the organisation of final exams.</p>

ASSESSMENT AND EXAMS	
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?	
The Ministry has issued the Guidelines for assessment and grading in a virtual environment with two annexes (examples of online assessment; tools for online assessment), available also in English: https://skolazazivot.hr/english/ . The Guidelines encourage formative assessment and methods applicable to project-based and problem-solving teaching and learning methods. Relevant regulation has been changed in order to enable the implementation of assessment in line with the Guidelines.	
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?	
In Croatia the <i>state matura</i> will take place as initially planed, in June. We are considering the possibility to reduce the number of exams and the content (e.g. the content related to the second half of this school year would be excluded). The <i>state matura</i> normally consists of an obligatory part (including the Croatian language, mathematics and a foreign language) and an elective part (which could be reduced).	
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?	
As far as primary schools are concerned, enrolment has been postponed; we are considering possibilities to enable enrolment without the physical presence of children. As for secondary schools, enrolment will be organised online, as it has already been for several years. As far as enrolment to higher education is concerned, we are still discussing the possibilities with the HEIs.	
PRACTICAL TRAINING AND WORK-BASED LEARNING	
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?	
The assessment of practical skills is described in the Guidelines for assessment and grading in a virtual environment , but we are considering the possibility of enabling smaller groups of students to return to schools, in order to enable the implementation of practical classes in mid-May.	
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?	
We are currently considering the possibility of enabling smaller groups of students to return to schools, in order to enable the implementation of practical classes in mid-May; however, we are also initiating changes in the regulation, in order to allow for an exceptional completion by partially exempting a practical part.	
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?	
As stated above.	

HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
No.
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
All activities which can be organised online are being offered in virtual formats. However, HEIs organize their teaching and learning processes independently. Many resources are available online (e.g. libraries), but the majority of HEIs do not organise sports online.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
We are expecting a small decrease, but mostly because of demographic reasons. Some decrease could also be due to limited mobility in the region.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
Not so far.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
The majority of decisions are within autonomy of universities. The Ministry can only suggest, and the final decision is within the competence of HEIs. Restrictions can be placed by epidemiologists and the Civil Protection Headquarters.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
We expect flexibility and understanding from the side of HEIs in MS.

CYPRUS

Information available in the version 14 of the table, as of 15/4/2020; further update to follow.

CZECH REPUBLIC

Last update: 24/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

Regarding an ending of the school/academic year, the Ministry of Education, Youth and Sport (MEYS) generally does not envisage any measures which would lead to prolonging the current school/academic year, shortening vacations, extending the school day duration, organising weekend classes or others at this moment. If the current epidemic situation in the country is not dramatically aggravated, there is an optimistic belief that the current school/academic year will end in due time with no negative impact on the upcoming summer holidays nor the next school/academic year for pupils/students. However, a new law enables higher education institutions to change the length and the organization of the academic year, therefore some of the universities are planning to schedule exams during the summer vacation.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

On April 14, the MEYS introduced the Roadmap for a gradual release of the restrictive measures in the field of education. The Roadmap provides foreseen scenarios in details for re-opening schools under the condition that the pandemic situation in the country does not make worse. The Roadmap was elaborated by the Ministry of Education, Youth and Sports in a close cooperation with the Ministry of Health and leading epidemiologists and was approved by the Government. If the schools are partly re-open, it will be just an offered possibility, not an obligation for all pupils/students.

- Effective April 20, students from the senior year of the higher education have an opportunity to meet in groups of maximum 5 persons in order to participate in individual consultations aimed at finishing their bachelor's degree, master's degree and doctoral degrees. Effective April 27, all HE students will have an opportunity to participate in face-to-face consultations in HEI's premises in groups of maximum 5 persons. Rectors are being consulted on how to enable foreign students to finish their higher education this year.
- Effective May, face-to-face school attendance will be re-established in schools functioning in children's homes and diagnostic institutions.
- Effective May 11, secondary-school students, vocational-school students and conservatory students from the senior year will be given an opportunity to participate in small group classes for starting their preparation for passing state examinations including graduate examinations in conservatories, as well as for HE entrance exams. These examinations will start not before June 1st.
- Effective May 25, lower primary schools will re-open for pupils of 1-5 classes, each class could be organised in a small group up to 15 children and will be based on school-care activities. Attendance is not obligatory for pupils. Learning at distance will continue to the end of the school year.
- Upper primary schools (6-9 classes) might be re-open on intermittent basis in June for small groups of pupils (it is just an offered possibility, not obligation for all pupils), learning at distance will continue to the end of the school year.

- Other schools and school classes not listed above will be kept closed till the end of the school. Learning at distance will continue to the end of the school year.
3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?
Currently detailed instructions for schools how to ensure the safety of pupils/students and their teachers are being prepared, if face-to-face educational and training activities are organised: Depending on the age of pupils/students, school work or consultations will be organised in “school groups” of up to 5 or 15 persons – see details below. Students will not be allowed to change their school groups, interaction between the school groups will not be possible. It is recommended to wear face masks during school work and practical classes however it is the teacher who will assess the situation and decide about an urgent need for wearing the face masks (the cover could be a regular mask or respirator, but it could also be a home-made textile mask or just ordinary scarf). During the group work based on a close proximity as well as in common premises within the school, the face masks will be obligatory. Functioning of school canteens is being discussed with epidemiologists. School canteens might serve only cold lunches and would be closed for traditional meal services.
ASSESSMENT AND EXAMS
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?
The Ministry of Education, Youth and Sport will decide on issuing school reports covering the second half of the 2019/2020 school year in the upcoming weeks.
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
State secondary school-leaving exams for secondary-school students (<i>state matura</i>) will start in June. There will be no written exams in Czech language neither foreign language in the state part of the exams. Otherwise the scope of the exams will be preserved (incl. oral and didactic part for Czech and foreign languages). Concerning practical exams as part of the <i>state matura</i> , they will be preserved: the authorised head of the VET institution will decide about adjusting conditions for such an examination (it might be organised for instance in a classroom). Practical key competencies of the secondary-school students are developed and assessed throughout the whole school attendance, therefore a short-term cut in practical training is not a major problem. If the envisaged scenario cannot be put into reality due to the aggravated situation and secondary schools are not open till June 1, the school-leaving exam certificate will be a summary of the results of the last three school reports (beginning with the certificate in the second half of the year before last). If students are not satisfied with the given summarised grades, they can apply for re-grading through regular re-examinations in the upcoming school year.
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
Primary schools: Children’s enrolment in the obligatory school attendance for the 2020/2021 school year started on April 1 and will take place in the given legal terms April 1-30 without a personal presence of the children. Applications for the enrolment can be submitted without a personal presence of the child’s legal representative (by post, by data box or via a signed e-mail).

Secondary schools: One-term unified entrance examinations will be according to current plan organised in June. Upper primary schools are allowed to be re-open on intermittent basis in June for small groups of senior pupils (last year of the school attendance, the 9 class) with a strong preference to prepare them for secondary-school entrance examinations. It is just an offered possibility, not obligation for all senior pupils.

HE institutions: Deadlines for applications are mostly set up on February and March. Therefore, is not necessary to implement any special regulation on this matter. Examination itself can be rescheduled by HE institutions and concrete term may be published 15 days before the examination. A new law enables higher education institutions procedure called “conditional acceptance”. Students are obliged to submit confirmation on passing final exams (matura) within 45 days after date of enrolment at HEI. Chamber of Deputies approved a new law that enables higher education institutions to organize admission procedures and upcoming state exams remotely. Higher education institutions can organize their entrance exams online and admit and enrol students remotely. The new law makes it possible for all higher education institutions to organize state exams as well as regular exams remotely through online platforms as well as to change the length and the organization of the academic year.

The Government has updated rules for entering the territory of the Czech Republic and the quarantine regime. Effective on April 17 till the end of the state of emergency, Czech, EU and foreign secondary-school and high-school students can enter the Czech Republic for the purpose of taking an exam. It applies to a short-term admission.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

VET practical training: Effective May 11, students from the senior year of the VET institutions will have an opportunity of face-to-face consultations aimed at their preparation for final exams. In June they will be able to meet in “school groups” of 15 persons (or more if the school provides enough space for students not to share the same desk) in order to participate in practical training as well as in practical activities aimed at their preparation for practical exams. Students will not be allowed to change their school group, interaction between the school groups will not be possible. It is recommended to wear face masks during practical classes however it is the teacher who will assess the situation and decide about an urgent need for wearing the face masks. During the group work based on a close proximity as well as in common premises within the school, the face masks will be obligatory. The cover could be a regular mask or respirator, but it could also be a home-made textile mask or just ordinary scarf.

HE internships: It is up to the particular HEIs to decide how to adapt the conditions to fulfill courses containing period of internship.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

Practical key competences of the secondary-school students are developed and assessed throughout the whole school attendance, therefore a short-term cut in practical training is not a major problem for passing practical exams. It is also important to take into consideration that many VET students have been involved in voluntary activities interconnected with their professional line (medical, educational activities) during the epidemic situation which have proved their acquired practical competencies.

Concerning the award of qualification in VET, the procedure is considered to be preserved. If not possible in the given term to June 30, the MEYS will update the regulation in order to postpone the given deadline.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
<p>Practical exams in VET institutions: it is envisaged to organise them in June and they will be preserved. The authorised head of the VET institution will decide about adjusting conditions for such an examination (it might be organised for instance in a classroom).</p> <p>Practical exams in HEIs: The new law makes it possible for all higher education institutions to organize state exams as well as regular exams remotely through online platforms.</p> <p>Effective April 20, students from the senior year of the higher education institutions will have an opportunity to meet in “school groups” of maximum 5 persons in order to participate in individual face-to-face consultations and sit for their leaving exams. Priority is given to individual activities which will facilitate the completion of bachelor’s degree, master’s degree and doctoral degrees.</p>
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
<p>A new law enables higher education institutions procedure called “conditional acceptance”. Students are obliged to submit confirmation on passing final exams (matura) within 45 days after date of enrolment at HEI. This law also enables consider period from March 1 to August 31 as “a non-standard study” which does not lead to the obligation to pay fees for extended studies. On the other hand, the situation of students who have been obliged to pay fees due to extending their studies before disrupting the COVID-19 pandemic, (before 1 March 2020), is not changed by law. However, HEIs (rectors) may set up their own rules for reducing or forgiving tuition fees during “non-standard study” period.</p>
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
<p>Effective April 20, students from the senior year of the higher education institutions will have an opportunity to meet in “school groups” of maximum 5 persons in order to participate in individual face-to-face consultations and sit for their leaving exams. Priority is given to individual activities which will facilitate the completion of bachelor’s degree, master’s degree and doctoral degrees.</p> <p>Effective April 27, all students will have an opportunity to meet in “school groups” of maximum 5 persons in order to participate in individual face-to-face consultations and sit for their leaving exams.</p> <p>Effective on the same day, April 20, libraries and reading rooms will be open for the purpose of borrowing or handing in study materials/literature.</p>
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
<p>Despite a new law enables higher education institutions to organize admission procedures remotely, there is expectation of decrease in the number of students accepted for next academic year – especially from Slovakia. However, admission procedures will run mainly in June, so we do not have any relevant data yet. Funding system of higher education is flexible enough to implement particular amendments in indicators influenced by COVID-19 pandemic.</p>
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
<p>These activities are consider as a business activities rather than main purpose of HEIs (educational, research ect.). Therefore no compensations are on the table right now. Special funds managed by HEIs may serve for these lost revenues and other purposes.</p>

14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
Beside preparing the new law, since beginning of the COVID-19 pandemic there have been running intensive communication among Deputy Minister (responsible for higher education, science and research) and rectors. Many issues are solved on base of informal debates and also by recommendations given by Deputy Minister himself.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
<p>The following measures are recommended:</p> <ul style="list-style-type: none"> • frequent and clear communication from the sending organisation and the hosting organisation with the mobility participants • clearly specified rules of the program (from which mobility is financed) according to the current situation • allowing hosting organisations to finance preparation and conduction of online learning from the project budget • definition of options for participants regarding interruption / termination of the mobility • allowing to realise part of the mobility online • allowing for the 2020/21 academic year to start with the online phase of the mobility and, for example, to realize the second part as physically mobility • taking into account the current situation when making decisions concerning the recognition of credits • allowing passing exams in the distance form - for example in the Czech Republic this is now allowed due to the newly adopted legislative measure available: http://www.msmt.cz/ministerstvo/novinar/novy-zakon-umozni-posunout-termíny-zkousek-na-vs

DENMARK

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

In general, schools have been providing distance learning through the period of school shutdowns. The school year is therefore not prolonged, but students will receive education equivalent to the time that would have been spent on cancelled exams.

With regard to upper secondary Vocational Education and Training (VET), schools will reopen as soon as possible after the 20th of April 2020 for students with less than one year to graduation. The remaining students still obtain online education. There are no plans for compensating measures, which might affect the summer holidays or the next school year or for shortening vacations, weekends etc.

In higher education, there is as of now not any plans of changes to the academic year. Students receive education and training even though they are not physically present at school. Distance learning has been implemented to the greatest possible extent. This also extends to online tutoring, group activities and examinations.

<p>If the extraordinary situation leads to student to being unable to complete their education programme within the fixed maximum study period, they will have the possibility to extend their study period, also in the situation of the maximum study period being exceeded.</p>
<p>2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?</p>
<p>On 6 April the Danish Government announced a slow, gradual and controlled reopening of the Danish educational institutions starting with day-care centres, crèches and other early childhood education services and care, primary education K-5th grade, senior-year students in general upper-secondary education, and special needs schools starting 15 April. Also upper secondary VET schools will reopen for students with less than one year to graduation as soon as possible after 20 April 2020. All other levels of primary and secondary education will remain closed at least until 10 May and students will obtain distance online learning. Higher education programmes will remain physically closed until and including 10 May 2020. The Government has decided however, to reopen certain health science programmes deemed to be critically important to society, for students who are due to complete their education this summer. It is important for the Government that pupils and students receive education and training even though they are not physically present at school. The ministries have recommended that distance learning is being implemented to the greatest possible extent – through electronic means and lessons designed to be completed at home. Older students are also expected to do self-study.</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p>The Danish health authorities have issued extensive recommendations that describe the precautions that must be followed in the reopening process of all teaching institutions. They deal with social distancing, hygienic measures, outdoor activities etc. Links to the Danish Health Authority's guidelines (in Danish): https://www.sst.dk/-/media/Udgivelser/2020/Corona/Genaabning/Dagtilbud/Vejledning-til-dagtilbud.ashx?la=da&hash=2E646A262FAF85393FE4D652ADBB26C5BDD11D8D https://www.sst.dk/-/media/Udgivelser/2020/Corona/Genaabning/Skoler/Vejledning-til-skoler-og-fritidsordninger.ashx?la=da&hash=1AE73D75F65CB5D36E593E14A3AB39A5960ED53A https://www.sst.dk/-/media/Udgivelser/2020/Corona/Genaabning/Ungdomsuddannelser/Vejledning-til-ungdoms-og-voksenuddannelser.ashx?la=da&hash=B9227834971934DA381E64CA46E2A501E9A2E4C1</p>
<p>ASSESSMENT AND EXAMS</p>
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>Continuity of assessment for the senior grades in lower secondary schools is ensured by continuing the usual assessment of learning outcomes on which the teachers base their annual grading of the student.</p>

<p>Upper-secondary institutions reopen for final-year students. These students will have two written exams and one oral exam (instead of the usual 6 to 7 final exams). The rest of the subjects will be finished with predicted grades which are converted to final grades. The graduating students thus receive a school-leaving certificate that can be used to apply for further education without delay.</p> <p>As to VET, in order to comply with the health protective guidelines provided by the Health Authorities VET-schools have been given greater flexibility and in terms of how to organize and execute exams and assessments. Students must be able to complete their vocational education. It is up to the school management to find alternative solutions in case assessments and exams cannot be executed as usual due to COVID19-health regulations. For example, a VET-school may decide to replace oral exams with written exams or it may decide to replace exam marks with continuous assessment marks. With regard to final exams see below.</p> <p>In higher education institutions will be conducting online assessments and examinations. How this takes place and whether grading is used varies from institution to institution. If it is impossible to hold an exam as planned, the individual institution will work to offer an alternative form of examination (e.g. a replacement assignment or an online exam). If the institution decides that it is impossible to replace the exam, they will schedule an extraordinary exam instead.</p>
<p>5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Danish schools closed on 16 March. The Government decided on 6 April that the exams for 9th and 10th grade are cancelled. The final exam grade will be replaced by a continuous assessment mark that will be given as late as possible before graduating this summer.</p> <p>8 April it was also decided that for the students of the final year of general upper secondary education, the number of exams are reduced to 3 or 4. The rest of the exams are cancelled and will be replaced by a continuous assessment mark that will be given as late as possible before graduating this summer. For non-final year students of general upper secondary education all exams have been cancelled. Cancelled exams will be replaced by marks given by the teacher.</p> <p>It is ensured that pupils in their final years of these education levels will be able to finish school this summer as planned, and that the students' learning outcome and their progress in the education system are affected in the least unfavourable way possible.</p> <p>Upper secondary VET schools will reopen (starting 20 April) for students with less than one year to graduation. Final VET-exams will be held, if it is possible to do so while complying with COVID19 health regulations. If it is not possible, VET-schools may provide a VET-student with a degree and diploma (administrative diploma), if the school finds that the student in question meets the required level of skills, competences and knowledge and if the trade council agrees. The diploma has the same legal status as a regular diploma (i.e. it is not temporary).</p> <p>With regard to VET grades in general, VET-schools may replace an exam grade with a continuous assessment mark.</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>Many upper-secondary VET-programs have uptake several times a year. With regard to enrolment and admissions to VET schools existing minimum grade requirements remain. Yet, students who do not meet the grade requirements are allowed to take an admissions test. However, due to COVID19 and school closing such testing can be cancelled and hence such students may get admitted without taking the test. These regulations regarding grading and VET took effect by Ministerial order of March 23th 2020.</p> <p>The deadline for applications to higher education programmes via the quota 2 (application through specific requirements defined by individual education programme or with non-Danish upper-secondary education) was postponed with a week in light of the extraordinary situation in order to give more time to the approx. 50,000 applicants who apply to higher education every year via quota 2. The new deadline was on Sunday 22 March,</p>

12:00 noon. Applications were submitted digitally via the www.optagelse.dk portal which is regular procedure. Some educational institutions, where there is a requirement to attend in person as part of the quota 2 assessment, are reorganising their quota 2 criteria so the assessment can be carried out remotely, or by postponing the planned attendance dates.

No decision has been made as of yet regarding the deadline for the quota 1 deadline which is July 5 2020. This application deadline only applies to applicants with a Danish upper-secondary school leaving diploma applying on the basis of grade point average.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

In general upper-secondary schools the final-year students will in many cases be able to receive postponed parts of the teaching, mostly lab activities, when they return to school as of the 15th of April. For those still receiving distance learning the teachers will try to reorganize to make sure that the students receive as much learning outcome as possible. Instead of the cancelled exams at upper-secondary schools, test training is required as part of the education. The Ministry of Education will provide test materials such as written assignments for use in class.

VET Students with apprenticeships who are currently at their apprentice-company (not in school) remain so; whereas students currently in school obtain online learning, with the exception of student at their final year, for whom the school reopened 20 April 2020.

VET-schools are free to reschedule practical parts of the curricula in order to teach what can be taught virtually now and postpone practical learning elements that require face-to-face training for later (when VET-schools reopen for all students).

Regarding higher education, to ensure the acquisition of learning outcomes in cases when it is not possible to organize all parts of the learning process virtually, some HEIs are considering to offer e.g. short terms courses during the summer.

A new agreement on reopening Denmark from April 17 includes a partial opening of research laboratories. Exactly which laboratories will be allowed to reopen are not yet decided, but it will be laboratories where it is essential for the research to be physically present. The Ministry of Education and Research, in collaboration with the educational institutions, will establish a framework and scope for the partial opening.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

In general upper-secondary schools the final-year students will be able to receive most of the practical parts for the curricula, when the schools open. But in some cases it will be necessary to dispense from parts of the curricula.

Regarding VET, there are no plans to compensate, as students obtain online learning.

Regarding higher education, students currently taking part in an internship, should attend their place of work, unless instructed otherwise, and should follow their recommended advice.

During this period, there may be problems in completing the relevant educational activities but students are urged to carry out their internship work and contribute as best as possible. This is particularly the case for students in internships/clinical placements in the health sector and in other critical functions.

If the internship is disrupted, the higher education institution will decide if the internship can be considered complete with the fixed learning goals and the internship test. If the internship cannot be considered complete, the institution will decide which vocational elements remain outstanding and inform the student of these,

including how the missing elements can be rectified (e.g. through a later internship period during your education).

In cases where postponed or cancelled internships exceptionally mean that the student can't complete their education within the maximum study period they will be given the opportunity to extend their study period, even if the fixed study period has been exceeded.

Additionally a task force has been set up in order to find concrete solutions to the challenges, both in relation to interrupted internships and the upcoming internships. The task force consists of representative from the university colleges, the students, the municipalities and the regions.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?

Regarding VET, see question 4 and 5 above.

In higher education if it is impossible to hold an exam as planned, the individual institution will work to offer the student an alternative form of examination (e.g. a replacement assignment or an online exam). If the institution decides that it is impossible to replace the exam, they will schedule an extraordinary exam instead.

HIGHER EDUCATION

10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?

There are at the moment no planned changes to enrolment requirements, except for possible changes in admission tests at programmes, where a passed admission test is a requirement.

11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?

Libraries at HEIs have a wide range of digital services available for their students. The HEIs continuously work to improve the students' access to libraries e.g. by negotiating with copyright holders on the levels of allowed copies and the like.

12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?

The quota 2 admission procedure, which as described in question 6 took place in March, saw an increase in applicants with 8 pct.

Danish students in the final year of upper secondary education are returning to school and exams will be held – however, only for a selected three to four courses. As such the Quota 1 based on great point averages which as described in question 6 is the main admission procedure for students holding an upper-secondary school leaving diploma from Danmark or holders of diplomas that can be converted to the Danish grade scale should still be able to take place as planned.

As such a decrease in the number of students enrolled next year is not anticipated.

13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

The Ministry of Higher Education and Research is aware that the situation can affect the institutions' finances, primarily on the revenue side, where the income largely depends on the level of activity of the students (passed exams). Additionally the current situation means that fewer students participate in the planned continuing and further education activities at the higher education institutions and that it will have an impact on the institutions' finances. It is too early to assess what the effect will be, including the extent to which there will be displacement or overall reduction in activity. We are constantly monitoring the situation.

14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
<p>Since the closures, the Ministry of Higher Education and Science has established multiple dialogue fora across the sector, where significant challenges associated with the current situation have been discussed in close dialogue with the educational institutions. For example, challenges around exams, internships, and students who are close to completing their education. These dialogues will continue as the closure period is extended. The Ministry of Higher Education and Science is continually concerned with answering mainly legal questions in regards to any obstacles that arise.</p>
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
<p>For the current semester (spring 2020): Several measures have been initiated from the different Danish national authorities to implement the upcoming exams and graduations. Regarding learning mobility the sending higher education institutions have been encouraged to demonstrate flexibility concerning the assessments of the courses/study programmes when students have followed their lessons online (distance learning) to ensure that as many as possible courses/study programmes of good standard and quality are recognized although the content of the programmes may have been changed compared to the original descriptions courses in the study course catalogues due to the actual situation.</p> <p>For the semester in the autumn 2020: The higher education institutions need clarifications regarding physical student and learner mobility as soon as possible to be able to plan the semester for the students. Also the students ask for clarification for their individual planning. For Erasmus+, decisions on mobility activities for the autumn semester should soon be taken at the European level.</p>

ESTONIA

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

In principle, we try to stick to the normal school year calendar. Schools can continue with distance learning until the end of school year (provisionally 9 June). However, if possible, we aim to reopen school buildings gradually from 15 May but the final decision is yet to be made based on the actual situation we will have in a month. This would allow the final form (12th grade) students to prepare for their final exams at school that are to take place provisionally from 30 May (already moved from April). At basic school level, the main change regarding ending the school year is that final exams won't take place which means that basic school is completed on the basis of annual grades.

As the studies have not been cancelled but moved to distance learning form from 16 March, the current situation does not affect the holidays. There are no special compensation measures planned for summer holidays or next school/academic year, but we will monitor the situation in the upcoming months and if needed, additional measures will be taken.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

On all levels of education, learning has continued in distance form from 16 March. Pre-primary education and childcare institutions have remained open during current period. If the virus spread curve drops, the aim is to reopen general, VET and higher education institutions' facilities gradually from 15 May. Before reaching that decision, an evidence-based assessment will be carried out beforehand by the experts (Science Council formed by the Government) who take into account following aspects, among others number of positive covid-19 cases, no of hospitalisations and intensive care, availability of medical support, people's readiness to follow restrictions and containment measures, economic state, etc.

In case of reopening education institutions' buildings, the focus is on final form pupils in basic schools (9th grade) to help them prepare for upper-secondary school entrance, and in upper-secondary schools (12th grade) to help them to prepare for the school leaving exams. Also, children who need more assistance because of having learning difficulties would be allowed to return physically to school. Schools should make sure that no students are left behind with distance learning by the end of this school year.

In principle, schools are autonomous to decide how they organise the studies. In any case, they are allowed to continue with distance learning until the end of school year (provisionally 9 June), if they wish so (this means that not all students must go to school buildings from the moment the Government allows returning to regular way of teaching and learning).

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

We only allow children to go to school if it is completely safe for them. The precondition is that we are able to provide all other precautionary measures, such as guaranteeing social distance (incl. limited number of people in the building at the same time), enough protective gear for all (face masks, disinfection gels/lotions etc.), providing safe transportation and school meals (school cafeteria/canteen will work in shifts for a certain number of children). Schools must reorganize their teaching while taking into account that students can only be taught in small groups.

ASSESSMENT AND EXAMS

4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?

Distance learning is also subject to evaluation in accordance with the school's evaluation guidelines and, if any distinctions are made, this information must be communicated centrally by the school. The teacher should explain to the student what tasks need to be completed, what the criteria for evaluation are and how they will receive feedback. Instead of numerical assessment, (verbal) formative assessment is advised by the Ministry as a more appropriate way to engage and motivate students. This continues to be the recommendation until the end of this school year to all grades besides the final forms who have to sit final exams. The time for displaying grades is set by the school and no specific dates are set by the state. Unless otherwise possible, the final grades are displayed on the basis of the results of the pre-crisis period or in a non-numerical way (i.e. passed/ not passed).

At the end of distance learning period, we recommend conducting a non-numerical assessment on pupil's development. If necessary, a (virtual) development conversation with pupils and parents could be organised in order to identify development needs and support pupils' progress. As a result, pupils who need more support can also be selected.
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
<p>Secondary school graduates would take two state exams instead of regular three. The exam times will be set so that students and teachers have enough time to prepare, i.e. exams do not start earlier than two weeks after normal instruction is restored, which means not before 30 May. Should the emergency situation last until the summer break, the necessary decisions will be made on an ongoing basis.</p> <p>In VET schools, professional or vocational exams are postponed until the situation improves. Therefore, it is possible that the graduation of VET school will also be postponed.</p>
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>Generally, local municipality ensures a place in local primary schools for all children within its area with no extra entrance exams.</p> <p>In principle, the conditions of admission to a gymnasium, vocational education institution and higher education institution are determined by each educational institution itself. In case of reopening general education schools gradually from 15 May, the admission tests to upper secondary schools can be arranged after May 15 either online or in small groups at schools. Accordingly, admission to higher education institutions for most Bachelor degree programmes could take place starting from 1 July, after the results of the state exams have been announced.</p> <p>Should the emergency situation last until the summer break, the necessary decisions will be made on an ongoing basis.</p>
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
<p>The organization of vocational education and training is very flexible, both the admission of students and the completion of school take place throughout the year. Achievement of learning outcomes is assessed with a professional examination that may also be taken in parts. Where taking a vocational examination in a specific vocation or profession is not possible, studies shall be completed by passing a professional examination. In case a vocational examination is not passed, the student has the right to take a professional examination to complete the studies.</p> <p>According to the vocational education standard, a school has the right to adjust teaching so that the goals and learning outcomes set in the curriculum are achieved in a shorter or longer period of time than the average estimated study time. The nominal duration of the curriculum is not automatically extended, but the individual study time of the students may be extended. Since the distance learning is caused by an emergency situation, ministry is developing a solution for extending study time and informs schools about it in due course.</p>
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
The regulation of practical part of studies in the Vocational Education Institutions Act and regulations has not changed. If work practice can be done, it should be done. Practical work and in-company work practice cannot

be replaced by independent domestic work. Work practice and practical work must be supervised and take place in a safe environment. However, the Vocational Education Institutions Act does not regulate the timing of school breaks. Thus, every vocational school has the right to decide when teaching takes place and to organize studies, including practical part, also in summer. Therefore, if emergency situation ends by the summer, continuing studies during the summer will give students the opportunity to complete their studies and enter the labour market as soon as possible. It also makes it easier to find internships in companies and does not place an additional burden on schools for the autumn study period.

We recommend postponing the work practice or practical work, if possible, and using the current situation to carry out theoretical learning (eg by changing the order of the modules in the operational program). If it is not possible to carry out work practice in a company (due to the suspension of the company's activities, temporary reorganization of work tasks or otherwise), the student cannot participate in the traineeship either. Suspension of the practical work and possible alternatives for resumption must be discussed and agreed between company, student and school.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?

The conditions for graduating from vocational education have not changed due to the special situation and are regulated by the Vocational Education Institutions Act and the vocational education standard. According to the vocational education standard, a vocational examination must be passed in order to complete the studies and graduate, or if this is not possible or failed, a professional final school examination should take place. If a vocational examination is required according to the curriculum, it must also be taken. The Estonian Qualifications Authority provides detailed information on the conduct of professional exams.

Since it is not possible to take neither a vocational nor a final exam during distance learning, professional or vocational examinations are postponed until the situation improves and opportunities arise. If examinations are postponed, it is possible that the graduation of VET school will also be postponed.

HIGHER EDUCATION

10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?

If we can stick to the original plan to gradually reopen the educational institutions starting from 15th May then it allows this year's upper secondary school graduates to pass two state exams (Estonian language and mathematics). In this case the HEIs will take these results into account during the enrolment procedure. In addition to the two state exams or instead of these exams, and depending on the specialty and type of study (session training for example), the HEIs may require (as in previous years) as one of the conditions for admission to take account the average grade, conduct an interview to find out the learner's motivation, ask them to take a test, etc.

In Estonia, the majority of students study free of charge (Estonian students), so tuition fees are not a burning issue for domestic students. As teaching at universities is still ongoing, at least this semester, higher education institutions have not made any changes in tuition fees for students studying in English-language curricula.

11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?

Sport facilities have been closed during the crisis with no physical alternatives.

Libraries lend out books and materials with different distancing options (book "boxes", smartpost, etc.) and have, in many cases, provided students and staff with remote access environments to online materials and databases.

12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
We do not expect a decrease in the number of Estonian students, but there might be a decrease in the number of foreign students.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
In Estonia, universities are autonomous to decide on their revenues. There is currently no opportunity to earn extra income, but it is likely that also the costs for the HEIs will be lower at some extent during this period (for example maintenance costs of buildings). A separate compensation mechanism has not been a topic.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
In Estonia, HEIs have extensive autonomy in managing their funds, staff, land and buildings. State can mainly influence the HEIs through the funding model. The central idea of the new funding model (implemented since 2017) is to make the funding of universities dependent on the quality and effectiveness of the education, taking into account of the needs of the society. The contract btw HEI and ministry specifies the rights and obligations of the parties, liability and procedure for the allocation of activity support. A performance agreement shall be concluded each year as an annex to the contract that sets out basic obligations arising from the mission, objectives and functions of a university and necessities of the state, including the obligations regarding the extent, quality and efficiency of provision of instruction at the level of higher education and the conditions of financing thereof; exceptions to the partial reimbursement of study costs; bases and volume of allocation of student scholarship fund; volume and financing of Doctoral studies; curricula on the basis of which a university is allowed to conduct only part-time study and activities of national importance supporting the provision of instruction at a university. HEIs are, to a small extent, financed also from the budgets of local governments. Higher education schools may accept donations, scholarships, etc. as well as financing from third persons (entrepreneurs, graduates, etc.).
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
As long as restrictions to free movement apply between EU countries, it is complicated to benefit from physical learning mobility opportunities. We are depending on developments of the epidemiological situation across Europe. Therefore, specific virtual mobility formats should be explored and elaborated to facilitate international contacts and interactions at different education levels during the COVID-19 outbreak. So, the virtual mobility could be one solution but this is not comparable to physical mobility in a foreign environment. Virtual mobility is more useful if there is contact with a lecturer and other students during a lecture or seminar, but if it is merely a way of submitting homework and receiving written feedback, then there is no special added value. Perhaps the top universities in the European University networks could offer e-lectures to anyone interested, there are platforms that could support it. If the student does not find a substitute for his compulsory subjects, he may find an interesting optional course, etc.

FINLAND

Last update: 24/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

In line with the Government decision of 30 March, restrictions on contact teaching at different levels of education will be continued. This means that the exceptional arrangements for education will be extended until 13 May. Teaching will mainly continue in the form of distance learning and other similar ways.

All pupils in pre-primary education, pupils in years 1 to 3, pupils who have a special support decision and pupils in extended compulsory education can participate in contact teaching. As of 14 April 2020, pupils in education preparing for basic education are entitled to participate in contact teaching if the municipality has provided such education before. Parents are strongly urged to keep their children home whenever possible.

At the request of the parent or guardian, these pupils entitled to contact teaching can be offered distance learning. In such cases, the scope of teaching, support for learning, services and benefits as well as student welfare are all organised to the same extent as for other pupils in distance learning.

Teaching is being continued according to curricula. Instead, teaching is organised in alternative ways, including distance learning, various digital learning environments and solutions and, where necessary, independent learning. Schools must ensure that the network connections and support functions necessary for their operation are in place, as well as provide guidance for students and staff.

In addition, local authorities must pay special attention to families with particularly vulnerable and fragile children, for example children in child protection or who have social reasons. Local authorities should consider organising contact teaching for these children as well.

Under the Basic Education Act, if teaching cannot be provided on statutory school days and the objectives defined in the curriculum cannot otherwise be achieved, the lost school days must be compensated by adding a maximum of six days to the annual number of school days.

Temporary closure of schools does not therefore necessarily mean a longer school year.

In Finland, the closure of the school year takes place normally 1st June. Therefore, in practice, most of the teaching and learning takes effect in practice prior to 13th May.

In VET there are no school years or any special starting or ending days for all students. It is possible to study around the year according to personal competence development plan made for every student. That means that there is no need to take care of efficient ending of school year or to make any compensation measures due to the period VET institutions have been closed. If needed, the personal competence development plan can be updated together with the student on same conditions than normally.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

Planning with regard to re-opening compulsory education premises is currently on-going. The same way Government will decide in the end of April, should ET institutions be re-opened or should they be closed even longer.

Close eye is given to experiences and practices taken in other MS. No decisions however are taken yet.

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?
There is not yet any specific plans, but of course, strict hygiene measures and physical distancing will be introduced to reduce the risk of infection.
ASSESSMENT AND EXAMS
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?
<p>In basic education, teachers are responsible for monitoring that students participate in teaching on a daily basis. Even though teaching in primary and lower secondary education is organised in alternative ways, the aim is that students can make progress in their studies as planned. However, the impact of these exceptional teaching arrangements on the progress students make in their studies must be taken into account.</p> <p>In basic education the assessment will continue in the way it's written in the curricula. Teachers' feedback and support is important during exceptional circumstances.</p> <p>In ET institutions, versatile assessment procedures will be used in grading the studies instead of traditional examinations.</p> <p>The National Agency for Education has published guidelines for assessment and exams in basic education for education providers and ET institutions (https://www.oph.fi/fi/oppilaan-arviointi-perusopetuksessa-poikkeusolojen-aikana, available in Finnish) to plan and organize different kind of flexible and online assessment and grading arrangements.</p>
5. In case you have national school exit exams (e.g. state matura), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
The Finnish matriculation examination was organised in a condensed timetable so that it was possible to hold all the spring matriculation examination tests. This way, the students in general upper secondary schools can graduate by the end of May.
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>In upper secondary education and training, education and training providers decide whether they want to organise entrance exams or aptitude tests and any additional proof of competence. Education and training providers may choose not to organise entrance exams and aptitude tests if it is deemed expedient. Instead, other additional proof of competence that does not require the presence of the student in the same way as entrance exams and aptitude tests may be used as a basis for student selection if necessary.</p> <p>Application and enrolment procedures to secondary education are not affected, as the application procedure took place already in March.</p>

PRACTICAL TRAINING AND WORK-BASED LEARNING	
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?	<p>VET institutions organise teaching and guidance with exceptional arrangements until 13 May 2020. The premises of VET institutions will be closed and contact teaching will be mainly suspended. Teaching and guidance will be organised as widely as possible in alternative ways, including distance learning, various digital learning environments and solutions and, where necessary, independent learning. The learning targets in teaching and the qualification requirements have not been changed.</p> <p>Teaching that can only be organised in the form of contact teaching (e.g. practical training) and that is essential for study progress can be organized in VET institutions or work places. If contact teaching is organized, it must be organised so that the safety of students and teaching staff is ensured. Workplace training and other forms of practical training that are organised outside the educational institution will continue if the workplace or other training place can do so and the education provider and employer deem the working environment safe for the student. If there is a high risk of contracting the coronavirus in the workplace, it is recommended that workplace training be suspended and continue only after the risk no longer exists.</p>
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?	<p>Some VET providers in some fields of education have put on hold practical parts of qualification requirements if it's absolutely impossible to find any safe way to learn them. Workplace training and other forms of practical training that can still be organised as explained earlier.</p>
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?	<p>In vocational education, the aim is to make sure that students in the final stage of their studies can graduate. This will be done by prioritising their competence demonstrations relative to other students in situations where it is not possible to organise all the competence demonstrations in the traditional way. With these arrangements having been put into practice, it is possible ensure that the students can graduate and enable them to move on to working life and postgraduate studies.</p> <p>Competence demonstrations may continue in workplaces if the workplace can do so and the education provider and employer deem the demonstration environment safe for the student. It's possible to organize competence demonstrations also in other training places outside the VET institution, e.g. in farm, forest or construction site used for teaching and often owned by VET provider or even in VET institution, if necessary. Of course, strict hygiene measures and physical distancing will be introduced to reduce the risk of infection.</p>
HIGHER EDUCATION	
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?	<p>In higher education a little over half of the placements are filled based on secondary education results and the rest based on entrance exams and other procedures. Admissions based on secondary education results will go forward as planned (see question 5). As for the admissions based on entrance exams, the institutions have cancelled exams requiring physical presence. All decisions on changes to admission procedures are made by the institutions alone, not MoEC.</p> <p>The universities will implement their student admissions procedures replacing entrance exams in a manner that takes into consideration the special characteristics of each field, while also making use of the universities' joint admissions procedures (for example in medicine, business admission, engineering) as before. Traditional</p>

entrance examinations being out of the question, the universities replace these choosing from a host of other means of admitting students, such as digital admissions procedures, online courses, certificate-based admission or the open university route. Small-scale entrance examinations will be organised taking careful precautions. The shared objective of the universities is to start the 2020–2021 academic year in the autumn in accordance with the normal schedule. The universities will disseminate information on the changed admission procedures as soon as possible regarding the examinations scheduled for April. The details on all other entrance examinations will be communicated no later than 30 April.

The universities of applied sciences have also decided that the second joint AMK entrance examinations this spring will be organised online. The entrance examinations will be organised sometime in early June, at a date to be announced later. The universities of applied sciences have cooperated in developing the student selection process for several years and also have the know-how to organise the examinations online. About half the intake of the universities of applied sciences will be filled based on the applicants' school performance. School performance will determine between 20 and 80 per cent of selections, depending on the UAS. Expanding the selection by school performance would not have guaranteed the equal treatment of applicants. Changing the form of examination will not change the date of the academic schedule and therefore will not impact a student's right to financial aid.

Finland welcomes international students and researchers, in all circumstances. If you are from outside the EU/EEA area, you are required to pay tuition fees for bachelor's and master's level programmes which are taught in English. The higher education institutions decide on the size of tuition fees and determine the arrangements for collecting fees. The institutions thus also decide how to take account of the tuition fees and their collection as a result of delays in studies and graduation due to changes in teaching arrangements and in traineeships that have been cancelled or postponed.

11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?

In general, all national and municipal museums, theatres, the National Opera, cultural venues, libraries, mobile libraries, services for customer and researchers at the National Archives, hobby and leisure centres, swimming pools and other sports facilities, youth centres, clubs, organisations' meeting rooms and other leisure facilities and activities have been closed.

The Government recommends that non-essential activities, such as close contacts in recreational activities and other leisure activities, also be avoided in order to reduce infections.

Besides remote access to library services, HEIs may allow a limited on-site access while observing all the precautionary measures. In addition, there are national level services for openly available open education resources and learning material:

- [aoe.fi](#) - Library of Open Educational Resources (OER), which can be used for searching, finding, compiling, and sharing open educational resources from all levels of education
- [Finna.fi](#) - the collections of Finnish archives, libraries and museums.

12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?

No. The numbers are expected to be as planned.

13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

Student housing is not provided by HEIs so not applicable. Demand for training services from private and public sector has declined and effects universities of applied sciences in particular.

14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?

HEIs are autonomous actors, independent legal entities, that have the right to make independent decisions on matters related to their internal administration.

Universities and universities of applied sciences enjoy freedom of teaching and research. Each higher education institution decides on which students it admits as well as on the criteria on the basis of which students are selected for admission. Furthermore, they decide independently on the curriculum and on the ways their organise their teaching, incl. distance education.

During the crisis, MoEC has been on a constant exchange with the HEIs and their representative bodies to discuss on major topics.

Regional State Administrative Agencies have ordered the physical premises of educational institutions to be closed down. Based on the Emergency Powers Act issued on 31st March, the Government has decided to loosen the legal responsibilities of HEIs to arrange tuition and study guidance so as to enable full-time students to complete their degrees within the prescribed normative time.

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

At this situation it's crucial to think other solutions, in order to keep cooperation alive over this challenging period. Virtual learning and co-operation could be a key and, later on support it with blended learning. There is a momentum to progress in this area. Practical proposal in HE student mobility would be to start the mobility period virtually, and then supplement it by a (shorter) mobility period later when situation is getting more normal again.

FRANCE

Last update: 24/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

For summer holidays, the objective at this stage is to maintain the schedule as planned. In addition, tutoring modules for students who need it will be put in place. They may, for example, take the form of educational summer camps or course modules.

Indeed, after a long period of lockdown, the minister wants to make the summer holidays a profitable time, combining cultural activities in the broad sense, sports, citizenship and ensuring that school learning is reinforced. The idea of these "learning holidays" is to build on existing systems, by developing them qualitatively to fully meet the needs of young people.

Three types of reception will be proposed, taking into account the health context: "Open school", organised in schools, "Study holidays", in leisure centres, and "My summer camp", allowing for stays.

The diversity of the activities and their interest will give young people from 6 to 16 years old the opportunity to discover worlds, conduct experiments and share with their peers the pleasure of sharing a stimulating summer.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

Termination of lockdown measures

<https://www.elysee.fr/emmanuel-macron/2020/04/13/adresse-aux-francais-13-avril-2020>

On April 13th, the President announced the continuation of strict lockdown until May 11th. From May 11th onwards, nurseries, primary, lower and upper secondary schools will be gradually reopened, in parallel with industry, commerce and services restart, to enable as many people as possible to return to work. The Government is preparing these reopening with social partners so rules can be established to protect employees at work.

However, public gatherings such as restaurants, cafés and hotels, cinemas, theatres, concert halls and museums, will remain closed. Major festivals and events with large audiences will not be able to take place until at least mid-July. The situation will be assessed collectively from mid-May onwards, on a weekly basis, in order to adapt.

In addition, for their protection, most vulnerable people such as elderly, severely disabled and chronically ill people will be invited to remain confined after May 11th, as a first step.

Until further notice, French borders with non-European countries remain closed.

Based on these principles, the Government will present within a fortnight the post- May 11th plan and the details

of daily life organization. Regular meeting points will be held in order to adapt the measures taken.

At this stage, the end of all lockdown measures is not scheduled. It will be correlated with slowing down of the virus circulation due to herd immunity and with the introduction of a reliable vaccine and effective treatments, currently under development.

Back to school organization

Back to school organization is currently being considered by the Ministry of Education and Youth.

The Minister of Education has indicated that the return to school will be gradual. It will therefore not necessarily take place for all pupils on May 11th.

For higher education students, classes will not physically resume until September. The most precarious students, sometimes living far away from their families, especially from French overseas territories, will be helped financially. The Government will specify for each student the proper organization, in particular for examinations and competitive examinations.

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

The Government will determine, after consultations, the necessary rules to allow reopening: new organization of timetables and spaces, protection of students and teachers by applying strict sanitary rules (cleaning of premises before the return of staff and pupils, provision of masks).

The Government will present within 15 days the post-11 May plan and the details of the organization of daily life.

ASSESSMENT AND EXAMS

4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?

For all levels of compulsory schooling, pedagogical continuity aims to ensure that pupils pursue school activities enabling them to progress, based more specifically on a variety of skills backed up by the pupils' autonomous studying.

To this end, teachers submit a set of works and activities that pupils take up as part of their personal work.

Teacher coordinate, supervise and identify the work to assess in order to ensure the acquisition and/or consolidation of concepts or skills, aiming to provide appropriate assistance to each student.

Homework requested must be regular. It must be possible to complete it within a reasonable period of time, which is explicitly indicated. The time devoted to each subject must not exceed the usual timetable, taking into account the conditions, particularly in terms of concentration, which are those of the pupils at home. Dialogue with parents and regular contact must be encouraged to ensure close follow-up of pupils.

In order to maintain social equality between students, assessments and work evaluated during the period of confinement are not taken into account.

The Ministry for Higher education, Research and Innovation has produced and is updating a set of methodological sheets to support HEI's in order to ensure pedagogical continuity. These sheets are available at the following address

https://services.dgesip.fr/T712/covid_19

Various topics concerning online evaluation, exams and competitions, selection boards, etc. are discussed in great detail throughout the sheets in order to provide answers and advice to higher education institutions.

In addition, a social network has been opened for sharing good practices between HEI'S. One month after its opening, this network has 1252 members and remains very active.

The conditions for the organisation of national competitive exams and examinations are the subject of an order: order n° 2020-351 of 27 March 2020. Competitive exams for the grandes écoles are also suitable (see [https://services.dgesip.fr/fichiers/CP - Calendrier des concours des grandes ecoles 170420.pdf](https://services.dgesip.fr/fichiers/CP_-_Calendrier_des_concours_des_grandes_ecoles_170420.pdf)).

Following the speech of the President of the Republic on April 13, 2020, courses are not expected to resume before September. The pedagogical continuity is therefore fully online for the end of the academic year. This will also concern the exams. Even if it will probably be possible to organise some face-to-face exams after the lifting of the containment phase, the uncertainties about the practicalities of the reception conditions force institutions to plan the vast majority of their exam sessions online. All the more so as students must be notified of their assessment conditions at least 15 days in advance and some examination sessions start at the end of April, well before the end of strict containment. The institutions are organizing themselves to offer real means of online evaluation to students and anticipate situations of students who do not have sufficient computer devices or internet connection (loan of computers, tablets, 4G keys, telephone for shared connection, occasional reception in third places ...). Many solutions are deployed by institutions to adapt their evaluation methods making the risk of cheating very low: group work, oral web conferencing, random question quizzes (and random order of answers), filing of documents with automatic analysis for plagiarism detection, work in limited time etc...

The Ministry of Higher Education, Research and Innovation puts on line a list of actions of higher education institutions in the Covid context¹⁹. These actions (377 identified to date) are accessible at <https://services.dgesip.fr/I19/>.

5. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

On 3 April, the Minister of National Education and Youth announced the adaptation of the modalities for taking the national exams.

The general principle: all the evaluations for the national brevet diploma and the general, technological and vocational baccalauréat are validated on the basis of the marks in the school report (continuous assessments), with the exception of the oral test for the French baccalauréat, which is maintained.

In addition, after the students return to class, the main challenge will be to devote most of the time to learning in order to limit any delays and to enable them to continue their studies in high school and higher education under good conditions. Attendance of classes up to 4 July will be taken into account to obtain the diploma.

For students in the final year of lower secondary schools: the national diploma of the brevet will be obtained on the basis of the average of the marks that the student will have had during the three terms of this final year, with the exception of the marks obtained during the lockdown in the disciplines concerned.

For pupils in the second year of upper secondary school:

- o The French Baccalaureate written examination: The mark in the French Baccalaureate written examination will be the average of the marks obtained by the student throughout the year in that discipline, excluding marks obtained during the lockdown period.

The oral assessment of the French Baccalaureate will be taken under the conditions provided for, at the end of June and at the beginning of July, on the basis of a list of at least 15 texts for the academic baccalaureate students and 12 texts for the technological baccalaureate students, which will be validated by their teacher;

- o The common continuous assessment tests: history-geography, modern languages, mathematics in the technological stream, do not give rise to an evaluation. In these subjects, the average mark that will be taken for the baccalaureate will be the sum of the marks obtained in the common tests taken this year and those taken in their final year.

Evaluations of the speciality subject which is not continued in the final year and the scientific subjects are validated by the marks obtained throughout the year by the candidate in these two disciplines, with the exception of marks obtained during lockdown.

For students in their final year of upper secondary schools: For students in the academic and technological final year, all the evaluations are validated by the marks obtained in the disciplines concerned during the three terms of the final year, with the exception of marks obtained during the lockdown period.

- o The marks of the tests already passed in the second year of upper secondary schools are kept.

- o Grades such as honours are maintained

- o An Examination Board will decide on the final marks. This panel will study the school reports in order, if necessary, to value a commitment, the progress of the students, to guarantee equity between the candidates, and to check, it is an important point, the school attendance of the candidates.

- o Candidates who have obtained marks between 8 and 9.9 out of 20 will be able to take remedial oral tests.

- o By decision of the examination board, and after studying the school reports, some candidates will be allowed to sit for the baccalaureate in the September session.

(c) candidates for professional diplomas (pupils, apprentices, trainees in continuing training, etc.)

For all vocational diplomas (CAP, BEP, Brevet des métiers d'art, Brevet professionnel, Baccalauréat professionnel), tests will be validated on the basis of the assessments of the last year of training and the school or training record book: a board of examiners will decide on the final marks in the light of the marks obtained for the general and vocational courses, the results of assessment situations during training when these may have taken place, and the assessments of periods of training in a professional environment or in a company. This examination board is chaired either by an academic (vocational baccalaureate), by an inspector or (level 3 CEC diplomas) by a professional. It ensures that marks are harmonised and that candidates are treated equally. Each booklet, each individual situation will be examined.

The Minister of Labour and the Minister of National Education Muriel Pénicaud and Jean Michel Blanquer specify that these adjustments aim to respect health conditions, initial timetables, equity of treatment and quality of the diplomas delivered, whatever the training pathway, initial training under school status or apprenticeship.

A list of questions and answers, regularly updated, is on line to answer any questions that students, their families and teachers may have. https://www.education.gouv.fr/sites/default/files/2020-04/questions-r-ponses-surles-examens-nationaux---session-2020-66513_2.pdf

For competitive examinations

The exceptional health crisis that the country is going through has necessitated interruption of internal and external competitions of the Ministry of National Education and Youth. The prospect of a gradual ease of strict

lockdown on May 11th makes it possible to reschedule the competitive examinations, subject to changes in the health situation.

It aims:

- to avoid discrimination against candidates
- to ensure in all circumstances the safety of candidates and organisers by applying strict health rules;
- to allow the appointment of trainee teachers on 1 September 2020.

In order to take account of the new constraints of the calendar, after consultations with social partners and health authorities, Jean-Michel Blanquer, Minister for National Education and Youth, has decided to make changes in the organisation of the competitions for this year 2020.

- The external recruitment competitions that have begun will now come to an end. From June onwards, the admission tests will be organised in strict compliance with health regulations. As far as necessary and as far as possible, preference will be given to video-conferencing.

- External competitions that have not started will be reorganised. The admission tests, to be held in June and July, will consist solely of written tests. They will be taken in accordance with a very strict health protocol.

At the start of the new school year, these probationary officials will be given extra support and will be visited by an inspector to evaluate the situation. In spring 2021, the establishment procedure will include an oral examination, which outline will be defined in the coming weeks.

- In addition, all the tests of the internal competitions that have not been passed are postponed until the start of September 2020 academic year.

Each candidate is currently receiving a letter informing him or her personally of the new competition procedures. In the next few weeks, a more precise timetable for taking the tests will be published.

<https://www.education.gouv.fr/covid-19-amenagement-des-concours-de-recrutement-des-professeurs-duministere-l-education-nationale-303435>

6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Enrolment in higher education

The timetable of the higher education registration platform "Parcoursup" is not modified at this stage. As the procedure is dematerialized, it can be continued under normal conditions.

<https://www.parcoursup.fr/index.php?desc=covid19>

For higher education, institutions are responsible for their own schedules for exam sessions. Most institutions seek to maintain the feasibility of examination sessions before the end of the academic year. The objective is to avoid impacting the next academic year, for which the covid context¹⁹ will certainly already require major adaptations.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

Teachers and learners use existing teaching resources: scenarios, case studies, real professional situations based on reality and resources from the industrial or service sector. In addition to the Eduscol and Centre national d'enseignement à distance (CNED) tools, the Etincel platform designed in partnership with companies or professional organisations offers digital resources (animations, serious games, videos) and numerous pedagogical scenarios that can be used by teachers and trainers.

Considering the exceptional circumstances linked to the COVID-19 epidemic, and following the announcements of the Minister of National Education and Youth on April 3rd 2020, the Ministry of Labour and the Ministry of National Education and Youth have decided to adjust and relax the rules and organisation of the passing of diplomas prepared by apprenticeship for this end of the school year.

<p>Diplomas awarded in July will therefore be awarded mainly on the basis of continuous assessment. As with the general and technological diplomas, a selection board will be organised in the week following the 4th of July for the award of the diplomas, which will take into account:</p> <ul style="list-style-type: none"> - the apprentice's notebook or training booklet, including the results obtained, in the context of the inservice and/or continuous assessment during the last year of training; - the apprentice's attendance, particularly in the pursuit of distance learning during confinement, when the conditions were met to enable him to do so; - any means of attesting to the learner's educational progress, including the assessment of the apprenticeship supervisor and/or company manager. <p>All the Centres de formation des apprentis (CFA – Centres for apprentices training) are therefore concerned. In the coming days, each certifying department will specify the examination procedures for certifications that are acquired by capitalizable unit or for which a practical examination would prove indispensable.</p> <p><u>Relaxation and derogations for the rules for passing diplomas</u></p> <p>The various certifiers will show flexibility on the minimum training durations provided for in the certification reference frames to take account of lockdown, whether these minimum durations concern in-company training or training in CFA (in particular to take account of distance learning and partial activity of a certain number of apprentices).</p> <p>Necessary regulatory provisions for the implementation of these measures will be decided in the coming days. Moreover, even if the apprenticeship contract has been terminated or has come to an end before the diploma is awarded, the student will nevertheless benefit from the status of apprentice as a candidate for this diploma.</p> <p>https://www.education.gouv.fr/organisation-pour-le-passage-des-diplomes-en-apprentissage-303450</p> <p>Concerning higher education, if practical training, because they require experimental manipulations, practical gestures or work-based learning are impossible due to the containment or cannot be adapted online, it may be authorized, exceptionally, not to attend some courses.</p> <p>These courses are very specific and minor in the training, therefore, it will be asked to the juries, in this current situation, not to take them into account in the deliberation and awarding of the diploma.</p>
<p>8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?</p>
<p>On-the-job training periods that took place prior to lockdown generally involved assessments by tutors. A summary sheet (PFMP) is included in the school record book. It indicates the evaluation made by teachers regarding acquisition of the expected skills for the baccalaureate. These PFMP's evaluations, combined with those carried out by the trainers of the professional practice teaching will contribute to the continuous assessment mark.</p> <p>In addition, when vocational upper secondary schools reopen, priority will be given to reinforcing practical skills acquired on the technical platforms of the schools.</p>
<p>9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?</p>
<p>See the answers to questions 5 and 8.</p> <p>Regarding higher education, on an exceptional basis, some practical exams can be adapted into a professional test during an oral presentation.</p>
<p>HIGHER EDUCATION</p>
<p>10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?</p>
<p>At this stage, the increase of tuition fees is not foreseen.</p> <p>The timetable of the higher education registration platform "Parcoursup" is not modified at this stage. As the procedure is dematerialized, it can be continued under normal conditions.</p>

https://www.parcoursup.fr/index.php?desc=covid19
<p>11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?</p>
<p>Cultural and sport facilities have been considerably reduced due to the health situation. All users, students, teachers, and researchers, who cannot access the university libraries which have been closed since Monday 16 March, can have access to online and remote resources as well as extend the loan of documents,</p> <p>To ensure access to online resources, libraries provide basic instructions and technical advices on how to connect remotely and, where possible, technical support hotline to access online documentation</p> <p>The majority of the university health services remain open, provide helplines, have set up a mailbox for appointment booking, provide medical consultations and teleconsultation services. They are also adapting their organisation by offering students helplines to ensure counselling and psychological support.</p> <p>In addition, note that a decree of 18 March extends the competences of the university health services to enable them to monitor the health of isolated students, particularly in university residences.</p> <p>Finally, because university cafeterias have closed, food aid and the purchase of basic necessities are provided particularly for disadvantaged students and for confined residents in student halls.</p>
<p>12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?</p>
<p>Regarding national students, the most probable hypothesis is currently the continuity of the number of national students that are enrolled in higher education.</p> <p>Regarding foreign students, this will depend on the sanitary situation and of the circulation conditions in and out of Europe after the containment. Different case scenarios are currently being assessed in order to, where relevant, propose online courses to foreign students enrolled in France but, at least temporarily, not able to get there.</p>
<p>13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>Student housing is not provided by HEIs. At this stage, it is too early to assess the financial impact of the covid-19 crisis on HEI's.</p>
<p>14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?</p>
<p>The Ministry of Higher Education, Research and Innovation provides strong support to institutions to enable them to ensure pedagogical continuity, in particular by providing them with IT tools (digital learning platform) and peer-to-peer exchanges network, etc (see question 4). The Ministry is also very involved in helping and supporting students in general and especially disadvantaged students.</p>
<p>15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>Student mobility is still uncertain for the next academic year. A concertation has been launched by the ministry with stakeholders, including rectors' conferences, in order to establish the necessary conditions allowing students, including foreign students, to start their courses online if necessary.</p>

GERMANY

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

In general, the Federal States have agreed that schools will gradually reopen from the end of April/beginning of May. However, this will only apply to graduating and transition classes of the various educational courses/levels. Very strict safety measures will apply to those groups, specific details of which are yet to be announced. The ongoing schooling of those students who do not fall into the above categories is still under consideration but will be handled at a Federal State level.

A wide range of compensation measures at different levels are currently under discussion. But none have yet been announced. Federal States will make decisions regarding compensation measures after taking into account all relevant factors.

The further cause of the pandemic will be of key importance for future decision making in respect of end of year schooling and compensation measures including appropriate safety measures.

HEI: The Federal States have agreed on a common approach regarding the organisation of the summer semester 2020. The summer semester 2020 will be an unusual one, but it should not be a lost semester. The aim is to create the necessary framework conditions for HEI to conduct teaching and research as smoothly as possible in the 2020 summer semester.

The Federal States agreed that clear guidelines should provide reliability and security as well as flexibility regarding the organisation of the semester. Furthermore, disadvantages for students should be avoided. If students cannot complete their courses or their studies in time due to the consequences of the COVID-19 pandemic, they should not experience any disadvantages.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

Federal and national governments have agreed to reopen the schools from the end of April/beginning of May but in a cautious manner. This reopening will take place under very strict hygiene and safety measures. Reopening dates and precise details of the classes which will be taught differ between the Federal States.

The containment measures implemented across Germany are being cautiously relaxed in various areas of society (e.g. opening of shops below a certain size). The gradual reopening of schools is another example of this relaxation. The evaluation of a wide variety of data from various scientific fields has led experts to believe that moderation of the containment measures would be an appropriate step at this point of time on the journey back to normality.

It has been agreed to open schools only for graduating and transition classes at the different educational levels. No decision has yet been made with regard to the return of students at other school year levels.

Since the cause of the pandemic is not yet known, a decision about a coordinated return of all classes, cannot yet be made. In the meantime, for those students for whom it is currently impossible to attend classes, methods of distance learning/e-learning, are being expanded until further notice.

HEI: In the event, that more far-reaching decisions regarding the organization of the summer semester 2020 and the scheduling of the application and admission procedure for the winter semester 2020/2021 become necessary, the following points should be considered:

- The semester times for the summer semester 2020 will not be postponed.
- The lecture times for the summer semester 2020 can be arranged flexibly.
- The dates for the application and admission process for undergraduate courses for the winter semester 2020/2021 will be adjusted.
- In the winter semester 2020/2021 lectures of undergraduate study programmes should begin on November 2nd, 2020.

The opening of the application portals of the “Stiftung für Hochschulzulassung” for the winter semester 2020/2021 will be postponed. The opening should take place on July 1st, 2020 at the earliest. The application deadlines will be specified within the next two weeks.

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

The exact details of the special hygiene and protective measures in ET institutions are yet to be announced. However, lessons will certainly be held with only a small group of students in one classroom, ensuring the safety and well-being of the students as the top priority. Concerted efforts will be made to minimize social contact as much as possible to reduce the risk of infection.

HEI: The effects of the COVID-19 pandemic pose new challenges for HEIs and their students. The HEIs have already taken various measures to ensure that teaching and research can be conducted. They have provided digital teaching and learning formats. Regarding the opening of HEIs so far, no nationwide policies or measures have been implemented. The above-mentioned principles of hygiene and protective measures also apply to higher education.

ASSESSMENT AND EXAMS

4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?

There is no uniform procedure across the Federal States meaning that online assessment and grading differ across the States. In some cases grades have been obtained by the evaluation of assessments.

Established forms of distance learning/e-learning will be continued particularly for those students who do not return to school in April/May.

In some Federal States, grades have already been awarded for the academic year in order to accommodate the unpredictable consequences created by the pandemic.

HEI: Regarding the assessment of students, no nationwide policy is in place, but the federal states support digital solutions, e.g. by devoting more money to the digitalization of HEIs.

5. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

At present, it is the intention of the Federal States that all written final exams at lower and higher secondary education levels will be taken. In some cases the original exam dates have had to be postponed to ensure that students graduate from school. The examination dates might be postponed again if necessary.

During exit exams, schools will implement safety precautions to minimize the risk of infection.

In the current academic year, the Conference of Ministers of Education (Kultusministerkonferenz) has agreed that all school degrees will be recognized across the Federal States.
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
The application deadlines for universities/secondary/higher education are not yet in jeopardy. Relevant institutions are alive to the risk inherent in the situation and may be able to extend deadlines and adapt if necessary. This applies in particular to the presentation of certificates as proof that admission requirements have been satisfied. HEI: Please refer to question 2.
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
The primary goal of the current academic year is to ensure that no student at any educational level/on any course is placed at a disadvantage. If there is no possibility of adequately compensating for missed training units, they will be scheduled for a later date.
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
The German government has launched a massive protection programme for companies (including direct financial support or providing credit lines) to cope with the economic downturn. To the extent to which companies will survive the crisis the role of companies as training providers will be secured as well. If practical elements of training cannot take place, various offers are made in an attempt to minimize the detrimental effects. These include, for example, virtual training courses, but also making up for missed training units at a later stage. Where practical parts of a curriculum have been placed on hold, the final qualification in VET will not be affected and practical units may be completed subsequently.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
Exams in VET: The practical exams take place in the prescribed form in compliance with necessary safety precautions. If required, alternative test formats such as simulation, examination interviews and cases analysis may be used.
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
In general, tuition fees do not exist in Germany. Decisions have been taking regarding the enrolment procedures but not regarding the requirements.

11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
The literature procurement is possible but is currently restricted. Where possible, the resources are made available online.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
No information is available on whether a decrease in student numbers is expected.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
The “Studierendenwerke” (student unions) are responsible for dormitories. The Länder (Federal States) financially support the student unions. No information is available on whether the HEIs themselves are expected to lose revenue.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
The decisions that have been taken respect the autonomy of the HEI. Bund and Länder (Federal States) have been taking decisions to alter the relevant legislation in order to adapt to situation.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
n.a.

GREECE

Last update: 17/4/2020

1. Are all education and training institutions in your countries closed and until when? In case institutions are temporarily closed, will tuition fees, where relevant, be compensated (for both private and public institutions)?
Aggressive preventative measures were implemented by the government since the first days of the outbreak aiming to prevent the uncontrolled spread of the COVID-19 virus. As of the 10 th March 2020, all schools, kindergartens and universities in Greece have been shut down for a period of 14 days which has recently been renewed until May 10th as a precautionary measure, in an effort to limit the spread of coronavirus. In addition, the possibility of extending the school year is being discussed. Tuition fees for private school pupils have been reduced as regard to school bus transfers, school meals and extra curriculum activities.
2. In case the regular work has been suspended, are some institutions still open to provide day care for younger children? What kind of activities are foreseen in this case? Are there any other types of support for working parents with younger children?

<p>No institutions are open to provide day care for children.</p> <p>Special provisions have been made for working parents with small children. A special leave has been instituted, whereby only one out of four days taken off to care for children during this period will be deducted from the employees annual paid leave. More specifically:</p> <p>The Greek government provided a special leave of absence for employees who have children and work in the public and private sectors. Such a leave will be granted especially for the period during which the academic institutions stipulated by the above article have been shut down and until the 10th May 2020.</p> <p>According to the provisions of the legal Act, the special leave of absence entails the following: All employees with children going to nursery, preschool and daycare, or studying at any facility of compulsory education (Kindergartens, Primary Schools, High Schools) or studying at Schools for Special Education, as well as parents of disabled people who receive care or education at special facilities where open care services are provided, are eligible for the special leave.</p>
<p>3.</p> <p>In case education and training institutions are closed, is there an obligation for teachers/other staff to be present at the workplace, for example, to conduct distance learning or perform other tasks? If this is the case, are there any exemptions for teachers with younger children? If they cannot work from home, does the possibility for emergency day care, if there is one, apply in case of their younger children?</p>
<p>School directors are obliged to be present at school in order to coordinate distance learning and administrative tasks. Teachers are not obliged to proceed to workplace. On the contrary, they are motivated to stay at home and conduct distance learning for their pupils. There is no provision for emergency day care, since all such institutions are closed.</p>
<p>4.</p> <p>Have any decisions been taken concerning pupil/student dormitories (e.g. additional preventive measures, general or partial closures, etc.)?</p>
<p>Student dormitories were shut down from March 25th until May 10th at the moment for precautionary reasons. However, a new decision allowed students to remain, if they have no other place to stay. Foreign students who are currently in Greece, participating in European or international programs, may remain at the hotels where they are already hosted - although hotels are generally shut down as well (with a few exceptions).</p>
<p>5.</p> <p>How is distance learning organized in cases of different levels of education (centralized delivery, decentralized delivery, or mixed approach through channels such as websites, special educational distance learning platforms, TV/radio, e-mails, etc.)? Have you so far encountered any difficulties? In case you would be willing to share some of the resources, please provide a link.</p>
<p>We have three pillars of distance learning: synchronous education (live lessons on Webex platforms for all levels of education), asynchronous education (educational material on websites and platforms, available to all teachers and students of all educational levels) and educational television programs for elementary school students.</p> <p>Remote learning is accessible through internet connection or by phone.</p> <p>Platforms with digital educational material, accessible to all (including Member States):</p> <ul style="list-style-type: none"> - E-Books: http://ebooks.edu.gr/new/ - Digital Educational Material: http://photodentro.edu.gr/aggregator/ and - Digital Seminars („Aesop“ Platform): http://aesop.iep.edu.gr/ <p>E-tools: Webex meetings, e-me, e-class.</p>

<p>Webex meetings work well so far, as well as e-me and e-class, e-tools based on the Panhellenic School Network (PSN). The Ministry has reinforced the capacity of existing servers in order to support the unprecedented rise in digital classrooms and online users.</p>
<p>6.</p> <p>Is there any kind of additional support offered to teachers, pupils/students and parents in order to support distance learning? For example, in case they do not have adequate digital skills or available infrastructure (e.g. additional courses to enhance digital skills, free Internet, digital equipment), are in need of psychological counselling, etc.? Is there any specific support for pupils/students with special educational needs and disabilities (e.g. personal assistants at home), disadvantaged backgrounds (e.g. providing meals), minority backgrounds (e.g. translation of materials)?</p>
<p>We have constructed a website (http://mathainoumestospiti.gr/) and a help desk at the Ministry that has provided all information about distance learning. We have also proceeded to delivering informative seminars for all school directors, ICT teachers and all teachers who were willing to take part in supporting the rest of their school colleagues.</p> <p>In addition, one of our primary concerns was ensuring that no one was left behind due to the socioeconomic barriers that could prevent someone from being able to continue pursuing an online education. As such, we have assured zero-rating cellphone access to all educational platforms and easy access to synchronous e-learning using landlines, as well as the provision of additional devices (tablets) to all high schools (under way).</p> <p>Within this framework, the Ministry has taken measures for the participation in the distance learning for refugee/migrant in collaboration with UNICEF, as concerns the translation of all distance learning guidelines and instructions into 11 languages. Respective measures have been taken for the participation of students with disabilities and/or special needs in the distance learning process, with a variety of special educational techniques and digital tools already available through the Ministry's platforms, as well as the use of subtitling and sign language on Educational Radiotelevision programs.</p>
<p>7.</p> <p>How do you plan to ensure the continuity of assessment and grading? In case exams need to be cancelled, how do you plan to replace them (e.g. predicted grades/continuous assessment mark, etc.)? In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year? How is the current situation affecting deadlines for applications and requirements for enrolment at higher educational levels (e.g. secondary education, higher education)? What measures do you foresee in order to ensure an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)?</p>
<p>We are being collecting the applications for entrance exams into higher education digitally. The Pedagogical Institute has advised the Ministry of Education to reduce the teaching material for the national exams which will take place at the end of the school year. They may be postponed for late June. Higher education is fully implementing distance learning since the beginning of the lockdown, so Universities are not facing a great impact. School and academic year are secured for now. Prolonging the school year and shortening vacations are amongst the scenarios we are examining.</p>
<p>8.</p> <p>What actions have you taken in addressing the impact on learning mobility? Are you experiencing any problems regarding the return of Erasmus students or other mobility-related issues and how are you dealing with them? Do you foresee any changes in terms of university requirements for potential students from other countries?</p>
<p>Our Ministry made a mapping of the 3,000 Greek Erasmus Students abroad in the beginning of the lockdown and special flights were scheduled with the collaboration of the Ministry of Foreign Affairs in order to repatriate students.</p>

9.
In what ways could the Commission provide additional support (e.g. in facilitating virtual mobility, facilitating the sharing of digital resources, etc.)?
Facilitating the sharing of digital resources and good practices could have added value for all EU members.
10.
What kind of flexibility and additional possibilities for coronavirus-related expenditure would you find beneficial in relation to the use of EU funds, programmes and initiatives, to cater for education and training sector needs? Do you already plan to use these resources for some activities, for example to support online learning and delivery, and if yes, which?
It would be useful to support distance learning with infrastructure, digital equipment, internet services etc. E-courses to enhance teachers' and students' digital skills could also be helpful. Assessment tools and practices could be useful, as well.

<p>HUNGARY Last update: 20/4/2020</p>	
END OF THE SCHOOL/ACADEMIC YEAR	
1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?	
We do not plan to modify the timeline of academic school year 2019. Assessment and grading is ongoing, the current situation has not affected the curriculum. HE: The HEI has the right to prolong the academic year, thus, shortening the vacation period. No compensation measures are foreseen at present.	
2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?	
The digital work schedule outside the classroom in schools stays indefinitely. Return to normal work schedule is not expected before the end of this academic school year. HE: At the moment HE programs are provided via distance learning. There are no imminent plan to reopen the universities for face to face education, although the Hungarian Government monitors the emergency situation on an ongoing basis. Any decision will primarily be based on health considerations.	

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?
Return to normal work schedule is not expected before the end of this academic school year.
ASSESSMENT AND EXAMS
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?
At the beginning of the digital work schedule outside the classroom in schools, the website of the Educational Authority gave advices on assessments in digital education for students and teachers. https://www.oktatas.hu/kozneveles/ajanlas_tantermen_kivuli_digitalis_munkarendhez/tanulasi_folyamat_nyomon_kovetese https://www.oktatas.hu/kozneveles/ajanlas_tantermen_kivuli_digitalis_munkarendhez/GYIK Schools switched to online assessment and grading via the so called KRÉTA portal, which is the main communication platform between teachers and students as well as teachers and parents, where teachers can share e-learning materials, give homework, grades, written review and assessment and parents can get notifications of every steps made by their children. https://tudasbazis.ekreta.hu/pages/viewpage.action?pageId=2425346
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
The government decided to have school exit exams only in written form. Oral exams have been cancelled. The exams will start on 4 May – as planned originally.
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
The primary school application period has started, parents can contact the schools via e-mail, telephone or on-line. High school entrance exams had been completed before March 13th. Some simplified process has been introduced regarding enrolment. HE: The higher education admission procedure takes place as planned, thus the pandemic has no effect on the deadlines. The basic higher education application deadline was 15 February 2020, a date before the emergency crisis.
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
In VET practical training, in cases when it is possible that these practical skills be taught via virtual platforms, the trainers and teachers are doing this form of training. VET Centres do provide virtual training material, learning material as well as guidelines for the trainers and teachers in order to realise this.

HE: Hungarian HEI were rather creative to come up with ideas on distance education even for areas where it appeared difficult (e. g. for arts.). Having said that, where a competence cannot be obtained via distance learning that part of the training will take place after the pandemic is over.
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
Right now, regarding VET, we can only say that the conception is under elaboration. HE: The higher education institution educates students who pay tuition fees within the framework of a so called student training contract. Higher education institutions had to review the requirements at the beginning of the semester for each subject taught and adapt the method of assessment to the rules of the emergency situation. Within the framework of distance education, both tuition-paying and Hungarian state scholarship students must be provided with the same training content that students must obtain in the normal educational system, as the content of the training has not changed.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
In VET: the ministry responsible for VET (Ministry for Innovation and Technology) has put a recommendation upon which practical exams can be organised in May, in school-based VET. It is under very strict health care circumstances. In school-based VET, pupils are taking a so-called complex examination. The written part of this exam, now shall be organised after the general education matura exams, while the practical part is organised, upon the decision of the VET schools, in May. The exams must be organised, like the matura exams, with keeping the social distance between the pupils (and trainers). According to the plans, the results (marks) shall be stated regardless to the oral results. Those pupils are able to sit the exam who have finished at least 60% of the practical training. In case any part of the practical exam is not done by the pupil, she/he has the possibility to take that part in October-November and that part shall be counted as part of this final VET exam. HE: It is up to HEIs to organise practical exams, although the expectation is to organise them with no or minimal personal contact.
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
In Hungary higher education enrolment requirements are set centrally. As for tuition fees, the higher education institution educates students who pay tuition fees within the framework of the student training contract. Higher education institutions had to review the requirements given at the beginning of the semester for each subject taught and adapt the method of assessment to the rules of the emergency situation. Within the framework of distance education, both tuition-paying and Hungarian state scholarship students must be provided with the same training content that students must obtain in the normal educational system, as the content of the training has not changed.
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
Services will not be replaced due to emergency rules.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
It is too early to tell.

13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
During the pandemic the education authorities and our HEI institutions work closely together. Higher education authorities issues recommendations but the final decisions are made by HEIs.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
Adoption of transitional measures in national legislation (laws and regulations) related to Higher Education concerning international mobility of students (in Hungary done, very high flexibility is provided legally for students in the coming months). The highest possible flexibility in national and institutional (HEI) deadlines and provisions (nominations, exams, internal procedures). High level measures in order to fully recognise physical and on-going virtual periods of Erasmus students affected by the crisis, semesters should not be lost. Exchange of good practice and policies between Member States concerning digital platforms and procedures to organise on-site or virtual exams for mobile students, adoption of good practice at HEI level too. Immediate measures to increase monthly rates for Erasmus students for the next academy year - more flexibility for Member States.

IRELAND

Last update: 21/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

It is envisaged that two weeks of schooling will be provided to students in their final year of school in advance of commencement of Leaving Certificate State examinations (broadly analagous to *matura*) in late July/early August.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?
In line with current public health advice all schools will remain closed until further notice.
3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?
ASSESSMENT AND EXAMS
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?
See section 5 for position in respect of school exit exams. Junior Cycle final examinations (end of lower post-primary) due to take place in June will be replaced by school-based exams and assessments held early in the new school year. further and higher education institutions will not be holding written, oral or practical assessments in examination centres during the Covid-19 emergency. Universities and colleges have finalised alternative assessment arrangements, with options including online exams, written assignments or rescheduling. New assessment arrangements have been communicated to all their students.
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
Oral and practical performance tests of the state examinations which were originally scheduled to take place from Monday 23 March to Friday 3 April 2020 have been cancelled. All students who were due to take these tests will be awarded full marks for this portion of the exam. More detail available here: https://www.education.ie/en/Press-Events/Press-Releases/2020-press-releases/PR20-03-19.html On Friday 10 th April, it was confirmed that Leaving Certificate (upper secondary school exit) examinations will be postponed and will now begin in the last week of July or early August, subject to public health advice. Junior Cycle (lower secondary) final examinations due to take place in June will be replaced by school-based exams and assessments held early in the new school year. A series of other decisions has also been taken – <ul style="list-style-type: none"> • As part of the wider public health measures, schools are closed until further notice. • Practical examinations for Leaving Certificate students, which were due to have been held in May, are deferred. They will be rescheduled for late July/early August. • The new Leaving Certificate exam timetable will be confirmed in early June.

6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
These issues are being worked through with stakeholders.
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
In line with advice from Government, all off-the-job training for apprentices including assessments is currently suspended. A decision on when the training and assessments will recommence will be made in line with this advice.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
The FET authorities will continue to monitor developments in line with advice from Government on the evolving public health situation. A decision on when the training and assessments will recommence will be made in line with this advice.
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
Remote access to certain services (e.g. parts of library services) have been provided by individual HEIs.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
Uncertain position regarding international enrolments, but these are likely to be down significantly based on current indications of global trends.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

Flexibility by the appropriate admission authorities in each MS to have regard to the individual circumstances of students.

ITALY

Information available in the version 14 of the table, as of 15/4/2020; further update to follow.

LATVIA

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

Currently it is not foreseen to extend the school year for general education institutions and for vocational education and training institutions in most cases (initially Rules of the Cabinet stated that end of school year for 1-8 grade is 29 May, exam grades 9 and 12 is 12 and 19 June). The school year might be extended for those programmes in and higher education institutions where remote examination is not possible and it requires on-site presence.

General and vocational education institutions expect to carry out examinations in June/July.

Due to the economic circumstances caused by the crisis, we expect parents to gradually return to work life during summer, therefore, it is expected that pre-school establishments will work on a regular basis during summer holidays.

If the emergency situation is extended (and no gathering or assembly is allowed and the exams are cancelled in order not to extend the academic year and to ensure that the students can graduate from an educational institution and receive diplomas by July (to enter a university or continue their professional activity), – the final mark will be determined taking into account the previous marks and the assessment of the practice – as the arithmetic mean (from practice, from professional modules / subjects, evaluation by the manager of the qualification practice from the company). Students of vocational education institutions 2nd, 3rd year take general centralized examinations in the 1st semester of the next school year. For 4th year students, who have not taken any general centralised exams before, the average grade in the subject will be used as the final mark.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

<p>All education establishments for on-site studies are currently closed. It is not expected that general and vocational training institutions will reopen for studies this academic year, except for final exams.</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p>Currently the emergency situation is prolonged until 12 May. Further decisions will be taken on the basis of the development of the epidemiological situation and on the advice of experts from the Ministry of Health, assessing public health and safety above all other considerations.</p>
<p>ASSESSMENT AND EXAMS</p>
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>It is recommended that <u>the schools use formative assessment</u>; there are guidelines regarding how to assess the achievements of pupils in the distance learning process. These provide also recommendations for the assessment of summative evaluation, given that the on-site learning process is unlikely to be resumed in this school year. If the emergency situation is extended - please see Question 1.</p>
<p>5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>The emergency situation is prolonged until 12 May. State exams for grades 9 and 12 and vocational education institutions have not been cancelled at this stage. A decision to postpone, perform remotely or cancel examinations will be taken on the basis of the development of the epidemiological situation and on the advice of experts from the Ministry of Health, assessing public health and safety above all other considerations. A number of scenarios under strict safety measures are considered to conduct the examinations. Dates of the state exams are currently moved to June for grades 9 and 12 and VET, with a possible additional deadline by the end of July. We plan that grade 9 will have two exams – one combined and reduced content exam including language of instruction, as well as History and Mathematics and one exam in a Foreign language. It is expected that for schools implementing study programmes with minority language of instruction national language exam will be organized in a content-wise unchanged form. For grade 12, three mandatory exams are scheduled – in Latvian, Foreign language and Mathematics, with the possibility to take an additional fourth exam, which is voluntary. In vocational education and training, the issue of examinations and tests, including professional qualification examination is currently being discussed with partners, teachers, universities and other stakeholders. In the field of vocational training, a number of scenarios have been developed: crisis situation until mid-May – vocational qualifications exams are remote, partially remote or on-site in June; or if the crisis situation is extended until July, then diplomas of graduation are issued based on average grades.</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>Admission to the higher education institutions (universities and colleges) is within the discretion of each individual institution. MoES organise webinars with HEIs on the regular basis to find the best solutions.</p>

Currently, there are no centralized guidelines issued in this regard, and it is expected that the new academic year will start as scheduled or will be slightly delayed. However, there may be changes in the admission procedure. Usually it is based on the results of the centralized secondary school exit exams that would be taking place at this time. Exams are not cancelled at this stage, but the decision has not been made yet regarding the course of action. The options are: a) postpone the exams until the emergency situation measures are lifted, b) in case the safety measures are extended longer term, let the students graduate with the average grade for the current school year. When it is clarified, HEIs will have to decide whether a) to postpone admission until the results of the centralized exams are ready, b) to accept the average school year grade, or c) to hold their own entrance exams.

Regarding foreign students, before they are admitted, they have to pass an English language proficiency test (e.g., TOEFL, IELTS) to qualify for the studies at HEIs of Latvia. It is expected that this may not be an obstacle as TOEFL is offered online, and IELTS is administered on site in many locations world-wide. Due to the fact that foreign students may face difficulties with international language evaluation tests, currently we are considering postponement or alternative solutions to this issue.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

This academic year, according to each educational programme, studies including theory and practical training are organized as distance learning (guidelines for organizing and evaluating distance learning are provided, schools issue their own order and action plan for evaluation, etc.).

- If changes are required, individual study plans are prepared according to the content of educational programmes for professional qualifications (in cases where there is practical training and internships that can be implemented in an educational institution, and it is not possible to organize them as distance learning).
- Vocational education programmes in prisons can be implemented if it is possible to prepare material for distance learning on the theoretical part of the programme. If there is no such possibility, then the learning process – the practical part of the professional content and internships in prisons will be implemented after the end of the emergency situation, including the professional qualification education (PQE) (the study process in prisons in professional programmes has been suspended until May 12).

Adult education programmes (continuing professional education, professional development and non-formal education) are being implemented remotely by electronic means, internships in companies can take place on-site or remotely. Internships, on-site practical training and PQE will be organized after the end of the emergency situation, exam and test times will be revised and specified after May 12 in relation to the epidemiological situation.

Internships (including qualification practice) and work-based learning (WBL) in companies can take place remotely or on-site, assessing the risks for all contracting parties. If it cannot be organized remotely or in person, is postponed to a later time or to the next school year.

- In cases when it is possible to fully organize qualification practices, internships and WBL in absentia (remotely by electronic means – tasks and works that can be performed at home, with the help of computer programmes, or otherwise in accordance with the content requirements of professional qualification internships), an internal order of the education institution's director is being issued regarding changes in the work organization of the educational process for each part of the internship (or its sub-section) or WBL (for its remote organisation).

Order of the Cabinet of Ministers "On the Declaration of Emergency Situation" part 4.3.¹ paragraph 2 authorises the Minister of Education and Science to take a decision in relation to the reduction of the amount of internship in programmes which are commenced by an educatee after acquisition of basic education (4-year vocational secondary and 3-year vocational education programmes).

Currently it is discussed that the volume of qualification practice might be reduced by the educational institution after assessing the situation and the specifics of the study programme.

In HEIs, the approach varies. Regarding internships, it depends on the type of work involved and the employer. If possible, work is continued remotely; otherwise, it is postponed in case the employer is closing its operation during the state of emergency. Very few laboratories are still open for a limited level of activities. For the most part, study programmes requiring laboratory assignments are extended until the end of summer. Thesis presentations and exams are carried out remotely, but where they require on-site presence, the academic year might be extended.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

A solution for organizing internships (in certain educational programmes and professional qualifications for 3rd years, since during the emergency situation the demand for trainees in manufacturing industry companies has fallen (there are industries with downtime, preventing the organisation of internships in companies). In case re-planning the study process is required, it is possible to plan the placements within the school year until 31 August 2020.

In such a case, an internal order of the educational institution's director is issued regarding changes in the work organization of the education process for a specific educational programme or group, on the basis of the Order of the Cabinet of Ministers "On the Declaration of Emergency Situation":

- distance learning process in April and May 2020
- centralized exams in June 2020
- the learners undergo practice/traineeship in July and August 2020
- it is necessary to determine two weeks of time off for the 3rd year students before continuing their studies in the 4th year, taking into account the planned time off in the state of emergency and the workload of the students from June till August.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?

If state of emergency is not prolonged, examinations will take place from 8 June to 19 June, centralized examinations of general education subjects will take place on-site for those 1st, 2nd, 3rd and 4th year students who for some reason have not passed the examinations in the previous academic year from 2 June to 7 July. The theoretical part of PQE (centralized examinations) will be taken remotely. The practical part of the PQE is organized in small groups, subject to safety conditions. The school sets the dates and centralized examination materials are delivered electronically ONLY. For short programmes (1 - 1.5 years), in which the theoretical part was planned in June and the practical part in autumn, all examinations will be carried out in autumn. In HEI an extension of studies will likely be required in study programmes with specific requirements for the final-exams (taken by the final year students), which cannot be carried out remotely.

HIGHER EDUCATION

10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?

The emergency situation is prolonged until 12 May. State exams for grades 9 and 12 and vocational education institutions have not been cancelled at this stage and are foreseen in June. Any further decisions on enrolment will be taken on the basis of the development of the epidemiological situation and on the advice of experts from the Ministry of Health, assessing public health and safety above all other considerations. HEIs are awaiting further decisions on the state of emergency to decide on the appropriate course of action to pursue regarding enrolment requirements. The major enrolment requirement is the results of the centralized secondary school exit exams (state matura). Depending on how those are organized by the MoES, HEIs will be flexible and decide whether a) to postpone admission until the results of the centralized exams are ready, b) to accept the average school year grade, or c) to hold their own entrance exams.

Regarding foreign students, before they are admitted, they have to pass an English language proficiency test (e.g., TOEFL, IELTS) to qualify for the studies at HEIs of Latvia. It is expected that this may not be an obstacle as TOEFL is offered online, and IELTS is administered on site in many locations world-wide. At this stage, there are no changes planned to the tuition fees for the next academic year. There are some payment alleviations introduced for the current academic year, such as deferred payments of principal amounts for the credits of studies.
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
All on-site activities in sports facilities and other places that would involve gathering of many people are cancelled. Nevertheless, the library services are still available. Some institutions allow a limited on-site access while observing all the precautionary measures. Majority of institutions provide remote library services, including academic data bases.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
Over the past years, the student enrolment in HEIs has gradually decreased, partially due to the decrease of the population in the country. Therefore, there are grounds to expect the number either to stay stable or slightly decrease next year, irrespective of the current crisis. To make the studies more attractive, there are several reforms underway in the higher education system aimed at improving the quality of study programmes, introducing modern teaching methods, enhancing the use of information and communications technology, and making the studies more accessible to everyone who qualifies (locally and globally).
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
For the time being, no measures are foreseen regarding compensation of lost revenues. However, the losses are being identified, and they will be assessed.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
HEI decisions can be formally influenced only through legislative measures. During this crisis, to alleviate their legal risks and make it easier for HEIs to make decisions regarding remote studies and final exams, the MoES is accelerating the process of amending the respective regulatory acts. To follow the developments at HEIs, identify their needs and keep everyone informed, there are regular videoconferences organized between the MoES and all the Rectors. HEIs have expressed their support to the MoES and willingness to be flexible and accommodate its decisions when dealing with the crisis.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
Currently, the majority of students are continuing their mobility period by online learning either in their respective home countries or in their mobility destination countries. Regarding new enrolments, there may be rescheduling and postponing of planned mobilities depending on the global COVID-19 situation. The intake of foreign students in study programmes will depend on the recommendations of the Ministry of Health and the Centre for Disease Prevention and Control.

<p>LITHUANIA Last update: 17/4/2020</p>	
<p>END OF THE SCHOOL/ACADEMIC YEAR</p>	
<p>1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?</p>	<p>During the quarantine period, which started from March 16 (initially set until March 30), and which was prolonged until April 27, all educational institutions (kindergartens, schools, universities, colleges, non-formal education institutions, etc.) are closed.</p> <p>The Ministry of Education, Science and Sport has suggested to have an early ending of the school year from June 1. Formal education should continue until at least June 1. Schools which will have completed the curriculum by that date, could continue with extra-curricular activities, individual consultations, projects, etc. Gymnasiums should assure that graduates would get all the assistance/consultations needed to prepare for state matura exams.</p>
<p>2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?</p>	<p>The questions on how to ease quarantine requirements, which are decided centrally by the Commission of Emergency Situations, are under discussion. Therefore, it is too early for us to speak about re-opening of schools for the time-being.</p> <p>Regarding universities – they are autonomous The higher education institutions will follow the decisions of the Commission of Emergency Situations. On the other hand, some higher education institutions (e.g. Vilnius University) have already officially announced that they will end this academic year only remotely/by the means of distance learning.</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>	<p>This issue is still under discussion. The guidance will be provided by the Ministry of Health when it will be decided to gradually reopen the schools.</p>
<p>ASSESSMENT AND EXAMS</p>	
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>	<p>Schools apply the usual assessment also during the distant learning period.</p>

Regarding higher education – higher education institutions are autonomous. According to the Order of the Minister of Education, Science and Sport (MoESS) during the quarantine period, the study process, including assessment has to be organised remotely/on-line. It is up to HEIs to decide on how to ensure continuity and on-line assessment.
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
<p>After discussions with stakeholders, on April 9 the Lithuanian Government made a decision to organise national school graduation exams (<i>state matura</i>), which will start almost a month later than usual - on June 22. This will allow graduates to have more time to prepare for exams not only by distance learning, as is currently the case, but it will also provide our graduates with a possibility to meet teachers directly on school premises after the end of the quarantine regime or ease of its conditions, provided that all safety and health requirements are met. The Working Group set up by the Ministry of Education, Science and Sport (it includes officials from the Government and the Ministry of Education, Science and Sport, representatives of Lithuanian higher education institutions, Lithuanian general education schools, members of the Lithuanian Students' Union and the Lithuanian Pupils' Union) has agreed on the schedule of the state matura exams as well as on the dates of admission to higher education institutions.</p> <p>It has been decided that the main graduation exam session will take place from June 22 until July 21. The retake session for graduation exams will be held from July 22 until August 18.</p> <p>The dates of part of the graduation exams, which were scheduled for April, were moved to May and June (up to the end of June 2020). The graduation exams which are carried out during the educational process (school-level art exam, school-level technology exam and optional school graduation project) will be finalised by remote means (the final part of the exam, i.e. the presentation of the work to the evaluation panel, will be done remotely). Also, the speaking part of the Lithuanian language and literature exam will be carried out remotely.</p>
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>Regarding the general admission to <u>higher education institutions</u>, submission of applications will start on June 1 and continue until August 18. The admission to higher education institutions will be organized in two rounds (the first one will take place from August 25 until August 28, the additional admission will start on August 31, ending on September 11). Thus, higher education institutions are given recommendations to start the new academic year later this year – September 14 (instead of September 1).</p> <p>Admission to <u>VET</u> is organised twice a year (summer and winter admissions) in order to increase VET flexibility and accessibility. Summer admission to VET institutions is postponed by a month (will start on May 20) and is planned to be aligned with the dates of admission to HEIs. In LT both HE and VET admission is carried out via the same central system - Lithuanian Association of Higher Education Institutions for Organisation of General Admission (LAMA BPO).</p>
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
VET practical training is suspended during the quarantine. Most of VET students had a possibility to carry out around half of the required practical trainings before the quarantine. It is recommended that, for those students who have completed less than half of the practical training VET providers allow them to complete the remainder of the practical training at another time after the quarantine period, at student's request.

Regarding HE - the Order of the Minister of Education, Science and Sport for the quarantine period lays down the main principle - the whole study process has to be organised remotely/on-line during this period. HEIs are autonomous and it is up to them to decide how to ensure the acquisition of learning outcomes, when it is not possible to organize all parts of the learning process virtually. Universities have redesigned their internships so that both content and assessment/exams take place remotely. Some HEIs postpone the study parts that are not possible to organise virtually or accounted for/exempt from those parts the final year graduates.
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
<p>The assessment of the competences acquired by the final year students of the vocational training programs for the academic year 2019–2020 in order to obtain a qualification (except for certain programmes, such as, for example, paramedics, police, firefighter rescuer training programmes, etc.) will not be performed during the quarantine period. Averages of the evaluation of the theory and practical training achievements of the program modules will appear in the diploma of the students, who studied according to the modular (90% of the VET programmes in LT are modular) as well as non-modular vocational training program. It is recommended that, for those students who have completed less than half of the practical training, VET providers allow them to complete the remainder of the practical training at another time, at their request.</p> <p>The procedure for the assessment of competences acquired by unemployed persons (funded by the Employment Service under the Ministry of Social Security and Labour) and employed persons or persons studying at their own expense under formal vocational training programs during the quarantine period are established by the relevant accredited competence assessment institutions.</p>
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
<p>VET: The assessment of the competences acquired by the final year students of the vocational training programs for the academic year 2019–2020 in order to obtain a qualification (except for certain programmes, such as, for example, paramedics, police, firefighter rescuer training programmes, etc.) will not be performed during the quarantine period. Averages of the evaluation of the theory and practical training achievements of the program modules will appear in the diploma of the students, who studied according to the modular (90% of the VET programmes in LT are modular) as well as non-modular vocational training programmes.</p> <p>HE: The Order of the Minister of Education, Science and Sport for the quarantine period lays down the main principle - the whole study process, including assessment/exams has to be organised remotely/on-line during this period. HEIs are autonomous and decide how to organise them either by postponing them or exempting from them the final year graduates. Most HEIs have redesigned their internships so that both content and assessment/exams take place remotely.</p>
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
If the organisation of exams is carried out as foreseen in the latest decisions under quarantine conditions, no change regarding enrolment requirements and tuition fees is envisaged.
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
Library services in HEIs are delivered remotely as much as possible. If remote access to certain services is not possible, the activities based on those services are postponed or students are exempt from them.

12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
LT expects an increase of local students due to the increase of state funded places in HEIs (for BA degree). Also, due to increase of pedagogical students grants we expect increase of students in pedagogical programmes. Since the enrolment period was extended, we expect that international students will also be able to enter LT HEIs, which are planning to apply flexible enrolment for international students.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
HEIs haven't reported difficulties in this area for the time-being.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
The Order of the Minister of Education, Science and Sport for the quarantine period lays down the main principle - the whole study process, including assessment/exams has to be organised remotely/on-line during this period. HEIs are autonomous and decide how to organise it. MoESS recommends to extend enrolment until September 11 and to start study process from mid-September (instead of the beginning of September), but HEIs decide on the dates themselves.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
It is very important to have a common general EU approach regarding learning mobility. As to enrolment impact, MoESS is recommending to start studies on September 14. The schedule of learning mobilities will depend more on the situation of the pandemic rather than on the enrolment. Currently, most HEIs postpone learning mobilities, since virtual mobility cannot entirely replace physical mobility. Although priority goes to physical mobility, some HEIs think of blended mobilities to adapt to the situation. As regards virtual mobility, it is very important to focus on high quality of virtual mobility both on the sending and receiving parties.

LUXEMBOURG

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

Please refer to question 2 for the organisation for the end of the school year. It will not be prolonged, vacations will not be shortened. A number of remediation and support measures will be put in place and are currently discussed with partners.

Curricula, grading and exams have been modified in order to ensure an efficient ending of the school year.

For primary schools, the second and third trimesters of the current school year are merged into a single reference period which runs from Monday 6 January 2020 to Wednesday 15 July 2020.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

On April 15, the government communicated on the successive phases of its exit-strategy balanced between public health imperatives and the psycho-social and economic aspects of the current confinement.

In the Grand Duchy, the rate of new infections shows a downward trend and thus reflects the effect sought by the confinement measures put in place on 16 March 2020. However, the government has decided to proceed only with a cautious lifting of the confinement measures.

Thus, the deconfinement strategy consists of:

- protecting in particular vulnerable groups;
- implementing a gradual exit from confinement in phases sufficiently separated from each other;
- ensuring, at all times, sufficient hospital capacities in normal and intensive care to be able to handle serious cases in health care institutions;
- making the population aware of its responsibilities and to reduce as far as possible the risk of uncontrolled spread by maintaining, or even strengthening, the barrier measures to be observed in any place where people congregate;
- implementing preventive measures at work;
- ensuring the isolation and close follow-up of new cases of infection;
- developing testing capacities and support research in particular with regard to serological tests to measure the acquired immunity of the population.

The resumption of activities can therefore only take place in successive phases that are well thought out in terms of impact. The decision to launch a phase is taken by the Government on the recommendation of the Prime Minister and the Minister of Health, and it is based on close monitoring of the evolution of the number of newly infected people in the population and an estimate of available hospital capacity in the short and medium term.

The Prime Minister and the Minister of Health may submit to the Government Council at any time a proposal to reintroduce stricter confinement measures when, on the basis of the monitoring of the evolution of the situation, it appears that hospital capacities are likely to reach a critical level which could jeopardise the proper care of patients.

It is important to note that any resumption of activities will be accompanied by very strict barrier gestures and complemented by the mandatory wearing of a mask or any other device that covers the nose and mouth for interpersonal contact situations if the safety distance of 2 metres cannot be guaranteed.

On April 16 the minister of education gave additional information on the step by step reopening of schools and the deconfinement strategy adopted for the education sector.

To reconcile the objectives of school quality and maximum protection, the resumption of activities in the school and educational sector will be based on two principles:

Learning will take place in two different groups, who will alternate between learning new contents and repetition of these contents. Teaching will focus on the essential and necessary content for the continuation of the programs of the following school year.

In basic and secondary education, lessons will resume according to an alternating system which will ensure the continuity of teaching and learning while at the same time reducing by 50% the number of pupils simultaneously present in school buildings.

The teachers will teach the same course for two weeks in a row (each week for another group corresponding to half of the pupils, while the pupils will benefit from one week of lessons at school followed by one week of

repetition work at home or in an out-of school service. All physical education or swimming lessons are cancelled until the end of the school year.

Second principle is maximum protection, strict measures for ensuring physical distancing and hygiene will have to be put in place in every school.

Wearing a mask or a protection covering nose and mouth will be compulsory for the ride to school in public transport of course. In the classroom, if physical distancing can be guaranteed wearing of a mask can handled on a flexible basis.

Phase 1 - tentative date 20 April, 2020

On 4 May Senior classes (last year of secondary education), as well as internships and practical work at BTS and university Level will resume.

Enabling pupils to close their final year and to obtain their diploma, which retains all its value, is a main objective.

To guarantee social distance, the pupils of each class are divided into two groups, A and B. The school administrators will establish a timetable with a deferred timetable for each of the two groups.

For all students in this final year of secondary education the week of May 11, 2020 will be devoted to regular tests counting for the school year's grades.

The results of the school year that count in the context of the secondary school leaving exam, will be considered but must be prejudicial to the students. Thus, at the student's request, an optional class assignment may be written in a maximum of three subjects during the week of May 18, 2020. The grade for the optional assignment will be considered in the calculation of the semester grade.

The exams for the secondary school leaving exam will start on June 25, 2020 according to the schedule originally planned.

To give each student a fair chance to pass their final year despite the exceptional circumstances, the examination questionnaires will focus exclusively on the subject covered in class before March 13, 2020.

Resumption of aid and assistance activities

Social and therapeutic assistance measures for vulnerable pupils and children with special needs will resume.

Professionals of these services are authorized to establish direct and punctual contact with the children and young people concerned.

Special support measures have been put in place to prevent drop out of disadvantaged students who find themselves isolated at home and who have not or little participated in distance learning.

In cases where it proves impossible to establish or maintain long-distance contact with these pupils or their parents, psycho-socio-educational professionals (teams for the support of pupils with special needs) will provide occasional care in the schools.

Special needs students will receive their specialized care insofar as the continuity of therapy, rehabilitation or diagnosis depends on it.

Vocational Education and Training

The final classes of CCP (certificates of professional competence), DAP (diploma of professional competence) and DT (diploma of technician) resume on May 4, 2020 according to a system of weekly alternation (see above). The courses will continue until the dates on which the student will present their final integrated projects (PIF) in the different courses.

The duration of these sessions will be adapted and the projects will only relate to the material treated before the end of the 1st semester 2019-2020. The evaluation of projects will consider the constraints linked to the current context.

Phase 2 – tentative date 11 May 2020

All other levels of secondary education and vocational training will resume.

Classes will resume according to a weekly alternating system (see above). This system (a week of school lessons followed by a week of repetition of the contents) will continue until the end of the school year.

Class assignments will be organized only in mathematics, languages and in the specialization disciplines of the upper classes.

Vocational education and Training

All levels of VET will resume on May 11, 2020 according to a system of weekly alternation (see above).

In the professional sectors for which deconfinement has been decided, apprentices will be authorized to return to their apprenticeship position, provided that health security is guaranteed and that their practical training can be provided in the best conditions by the company providing the training.

Phase 3 – May 25, 2020

Resumption of classes in primary (fundamental education) cycles 1 to 4 (ages 3 to 12), as well as reopening of ECEC services and childcare facilities.

Classes in the 4 cycles of primary education will resume on a weekly alternating system (see above). This system, one week of school lessons followed by a week of repetition at home or in an out-of school facility will be continued until the end of the school year.

During the weeks devoted to repetition the students can stay home and do this work by way of distance learning or they are offered a place in an out-of school facility where they are helped with their homework.

In each municipality, this alternate system will be organized by the regional directors in collaboration with the municipal authorities, the school committee and the provider of the out-of school services.

Swimming lessons and sports lessons will also be suspended until the end of the school year.

Day Care centres and out-of school services and child-minders assistants will resume their activities on May 25, 2020.

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

All measures regarding safety are currently been drawn up with respect to the specific constraints for each level of education. This work is done in collaboration with health services, pedagogues, psychologists, teachers, school administrations and local authorities. No documents and details have been published as of this date.

ASSESSMENT AND EXAMS

4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?

For each pupil in primary schools, an interim report is drawn up for the period from 6 January to 15 July 2020. For pupils moving on to the next cycle of learning, an end-of-cycle evaluation will be drawn up at the end of the school year.

The national tests which pupils take at the end of cycle 4.2 (end of primary school) and which are part of the orientation procedure for secondary education are cancelled. The decision of orientation will be based on the pupil's productions during cycle 4, on the intermediate assessments of cycle 4 and on the information of the psychologist - if the parents have opted for his intervention.

The orientation interviews, during which the class teacher and the parents take a joint orientation decision, are maintained. Enrolment at high schools will take place between 29 June and 3 July 2020.

For secondary education:

During the period of suspension of classes, in languages and mathematics and in the specialisation subjects of the different sections in upper secondary education classes, teachers regularly give each student constructive feedback on progress made and elements to be worked on. After classes resume tests will be organised in each of these subjects.

For the calculation of the semester average grades in each subject, the lowest grade will not be considered. To reward the student's participation in distance learning during the interruption of classes, teachers may add a bonus of 1 to 4 points to the average mark obtained by the student in each of these disciplines during the period from 6 January to 9 July 2020.

As for the other subjects, from the date classes resume, students will revise with their teachers the work done

during the period of interruption and have the opportunity to rework it. The work is then assessed by a numbered grade. For the calculation of the semester average grade in each subject, the lowest will not be considered. To reward the student's participation in distance learning during the interruption of classes, teachers may add a bonus of 1 to 4 points to the average mark obtained by the student in each of these subjects during the period from 6 January to 9 July 2020. The criteria for passing the school year remain unchanged.

5. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

Secondary education leaving exams

During distance learning until 3 May 2020 new subjects will be covered in order to guarantee students the continuity of learning necessary for their university career. Teachers will regularly provide feedback to each student on the progress made and the elements to be worked on. The secondary education leaving exams start as planned on 25 May 2020 and take place according to the schedule initially set. However, the examination questionnaire will focus exclusively on the subject matters studied in class and will therefore not cover the content students had to learn during the period of distance learning.

The examination syllabuses for all subjects will be adapted and published on a specific platform. The final grades of the graduation class (last year of secondary education - *Première*) are based for 1/3 on the annual and for 2/3 on the examination grades.

it will be ensured that the results obtained during the school year shall not be prejudicial to the students. to ensure this, the pupil will have the choice between three options:

- option 1: the grade obtained in the first semester is considered as an annual mark.
- option 2: the grade obtained, if applicable, in the second semester is considered the semester average. At the student's request, an optional class assignment may be written in a maximum of three subjects a week prior to the exam. The grade of this optional test is added to the grade already obtained for the calculation of the semester average.
- option 3: in the absence of a grade/average from the second semester on the last day of class, there are two possibilities: either a class assignment may be written in a maximum of three disciplines during the week prior to the exam and the grade obtained on the class assignment constitutes the semester average; or the grade from the first semester is considered as the annual average.

Criteria for admission, deferment or refusal remain unchanged.

For Vocational Education and Training:

Training at school, as well as in the company providing the training are both interrupted since March 14th until May 4th (until further notice).

All necessary measures are taken to ensure continuity of learning and to enable students and apprentices to graduate in the 2019/20 school year. Therefore, a number of options will be offered to help students succeed and complete their school year and the evaluation procedures are adapted to the constraints of the current situation. After courses resume, wherever possible each training module will be evaluated

Distance education focuses on the essential content needed to enable students to progress. Regarding the subjects to be covered after the Easter holidays, an important part of the teaching is theoretical. Practical teaching can also be provided through distance learning using digital tools wherever possible.

Apprentices will be exempted from the modules usually taken during the second semester. These modules will therefore be considered as passed.

6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

There are no changes foreseen, deadlines can be maintained so far.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

In general terms, VET is aligned to all decisions for Secondary Education. Particular situations are handled as follows.

- a) A team was put together to provide strategic council VET teachers how to teach the particular subjects in a distance learning setting. The includes recommendations on how to communicate with students, what kind of content is essential, what interactive learning resource can be used, etc. A large number of training was provided to teachers to learn how to teach in such a situation, best practises were provided and an exchange among teachers was guaranteed.
- b) The Ministry of Education was in a constant exchange with the professional Chambers and the board of principals to discuss and decide on major topics, e.g., can apprentices do distance working, can internships take place in the health sector...?
- c) Based on studies and direct feedback for teachers, parents and principals, the VET community is handling this situation quite well. Teachers are very motivated to seek and elaborate digital learning resources, and it seems some generally, students keep on working from home, some do even improve their participation.
- d) A national learning platform “schouldoheem.lu” was created to provide digital learning materials. A team of co-workers of the ministry is adding new content on a daily basis.
- e) The main challenge to tackle are the practical subjects which – under normal circumstances – require a workshop or a lab. Here, three scenarios have been worked out : (1) live teachers demonstrations sessions, where the teacher operates “heavy machines” in his lab and student can guide him, (2) the teacher assigns missions to students they can do at home with the tools and “ingredients” they have, e.g., cooking or dressing a table, (3) teachers assemble sets of material and tools from the school’s stock and send it by mail to the students to guaranty that every student has the same equipment at home to work on.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

In most cases, the main content, especially more theoretical content, can be taught in an electronical way. However, as students spent less time “in school”, not all content can be assimilated as in normal times. Therefore, the curriculum teams were instructed to figure out what content is essential, e.g., which the student must have assimilated for the final test or to have better chances to succeed in the next school year.

Several cases are possible:

- 1) In general, once the students get back to school on May 11, essential content will be taught.
- 2) Competences or even complete modules can be “not evaluated”, though the students’ needs to get evaluated on that content during the next term.
- 3) In special cases, modules can be “dispensed”, e.g., internships of modules are normally done in a company. As both cannot be completed, such modules are considered “passed”.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?

Schools open on May 4. This allows to keep the regular schedule for the VET exams, starting June 10. The exam will only cover subjects that have been taught during the first semester (before the confinement). The time the students get back to school (between May 4 and the start of the exam), the teachers were instructed to focus on repetitions and finalizing practical work, e.g., pieces they would normally have done in workshops and which are part of the final exam.

HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
<p>In Luxembourg there is only one public university, hence the information for questions 10-15 only concerns this HEI. Private universities are not under the direct oversight of the State and are autonomous.</p> <p>The measures taken so far at the University of Luxembourg are the following: The enrolment process has been fully digitalised and simplified.</p> <p>The application deadlines for non-EU students have been postponed to 11th May (for the online application) respectively 18th May (for the submission of the full application file by e-mail), instead of 26th April respectively 3rd May.</p> <p>Application deadlines for EU students differ from one study programme to another and are generally later and have therefore not been adapted for now. However, the University of Luxembourg offers the possibility of conditional enrolment for students who do not yet fulfil the admission requirements, but can provide sufficient evidence that they will fulfil these conditions within a certain deadline. The deadline by which all requirements must be fulfilled is 15th November 2020.</p>
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
<p>All student services, including psychological support, remain accessible remotely. In replacement of library services, an online catalogue with a range of electronic resources (publications, scientific articles, databases and ebooks) is available. An “ask a librarian” service is available by e-mail.</p>
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
<p>A decrease in the number of applications is likely, however the extent is difficult to assess at the moment, since the admission procedures are still at an early stage. As mentioned above, application procedures have been digitalised and simplified in order to allow a maximum number of students to apply despite the current circumstances.</p>
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
<p>It is still too early to assess the financial impact and no measures have been decided upon for now.</p>
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
<p>The University of Luxembourg being the only public university in the country, decisions are taken in close coordination between the University and the Ministry of Higher Education and Research.</p>
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
<p>The University of Luxembourg being the only public university in the country, decisions are taken in close coordination between the University and the Ministry of Higher Education and Research.</p>

MALTA

Last update: 22/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

Schools were closed as from 13 March 2020 as part of restrictions to limit the spread of the coronavirus. The shutdown, originally due to expire on 19 April 2020, was extended till the end of the current academic year. A Legal Notice, No 41 of 2020 was issued in connection to the closure of schools.

Apart from the health and wellbeing of students, it is the Government's priority is to ensure that students can move on as planned to the next stage of their lives. In this regard, on Saturday 28 March 2020, the Ministry for Education and Employment (MEDE) announced a set of holistic and comprehensive decisions regarding schools, examinations and educational institutions, encompassing all levels of education ranging from kindergarten to tertiary level. Therefore, students at all levels, their parents or legal guardians and educators are aware of the way forward during these extraordinary circumstances. Stakeholders, including the church and independent sector, the Malta Union of Teachers and all education institutions and Students' Unions were involved throughout the decision-making process. All decisions taken by the Ministry for Education and Employment (MEDE) were in consultation and in agreement with them.

Through this cooperation, the Ministry for Education and Employment (MEDE) published comprehensive national plans leading to the opening of the 2020-2021 scholastic and academic year.

The decisions regarding schools, educational institutions and examinations, announced by Government included the following:

- Every student who is in Year 4 will progress to Year 5 and every student who is in Year 5 will progress to Year 6 automatically in the same class he or she is in.
- In the case of students who are in Year 6, their mark will be based on assessment. This means that the Year 6 benchmark will not be done.
- In the case for students who are in Year 7, Year 8, Year 9 and Year 10, they will progress to their next year in the same group respectively.
- The Secondary Education Certificate (SEC) examinations ('O' levels) will not be done in the session beginning 23rd April. A predictive assessment method undertaken by MATSEC will instead be utilised. This will be based on the marks obtained during the mock exams. To establish the result, MATSEC will take into consideration the students' marks, the corrected examination papers and the marking schemes that were used.

MATSEC will then issue a certificate to successful students showing whether Level 2 or Level 3 was reached. This certificate will allow students with the opportunity to progress into post-secondary schools. Opportunity will be also given to students, if they wish to do so, to sit for the SEC examinations during the September session.

- Intermediate and A'levels exams will not be held during the session starting on 23 April 2020 but will instead be postponed to September 2020. Students will be receiving timetables and all details. The re-sit session will be done in December 2020. This being said, all the necessary provisions will be undertaken so that students be given the opportunity to enroll into University of Malta, MCAST or other educational institutions in the coming academic year.
- In the case of students who are currently undergoing their studies at the University of Malta, MCAST or other educational institutions, the necessary arrangements will be done so that they are able to continue their studies.
- From kindergarten to tertiary education level, there is online teaching and learning.

<ul style="list-style-type: none"> - Government is providing free childcare services to children below the age of 13 whose parents work in the health sector, including those in the care of the elderly and disciplined forces. - The Foundation for Educational Services (FES) is offering childcare services and Klabb 3-16 online, through online activities and homework assistance. - The National Literacy Agency is offering online services as well as carrying out reading TV programmes. - SportMalta is offering online sports exercises. - Free online courses for parents and educators have been launched so that, at a time when schools are closed, they can still improve their skills in the educational sector. Parents will have the online opportunity to learn how to help autistic children, how to encourage them to read and write, in orthography and mathematics, as well as how to help children who experience difficulties in learning. Lessons for educators have also been launched for them to improve their skills, advance in their career, and even climb a salary scale through the Accelerated Progression Scheme. More information for parents can be obtained from https://bit.ly/2Ve5km6, whilst educators may apply from https://bit.ly/34pA0oD.
<p>2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?</p>
<p>Vide reply to question 1 above. Schools will remain closed until the end of academic year 2019/2020.</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p>Vide reply to question 1 above. The Ministry for Education and Employment is preparing for schools to open during the next scholastic year, i.e. September/October 2020. It will continue to follow the Health Authority's advice in this regard.</p>
<p>ASSESSMENT AND EXAMS</p>
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>Annual exams will not be held in June 2020 for all students in years from Year 4 to Year 10 and, likewise, the benchmark exam in Year 6 will not be held and assessment will be used to grade the students instead. All students in primary and secondary will progress to the next year for scholastic year 2020/21. Secondary Education Certificate [SEC (O Level)] examinations will not be held, and a predictive assessment for the students will be carried out by the Matriculation and Secondary Education Certificate Examinations Board (MATSEC) instead. MATSEC will still issue a certificate to those students who pass, so that they may be able to attend post-secondary schools. Every SEC student will nonetheless retain the right to sit for SEC exams in September 2020. Intermediate and A Levels will be postponed for September 2020, with resits to be available in December 2020. SEC paper marking schemes are found online. A working group has been set up to continue discussing these issues and keep providing clear direction to educators, students and parents. Educators have been advised to provide online support throughout primary, middle, secondary and post-compulsory till the end of the scholastic year. All students at all levels, their parents and educators are aware of the way forward during these extraordinary circumstances.</p>

<p>A set of detailed Frequently Asked Questions (FAQs) covering all cycles in the education sector, have also been published, and are regularly being updated. The FAQs reply to questions from kindergarten up till tertiary education sector. Hereunder is the link to the FAQs: https://newsbreak.edu.mt/2020/04/03/publication-of-the-complete-plan-questions-and-answers/</p> <p>A helpline +356 2598 1000 related to the educational sector has also been set up; and is offering a number of services, including: examinations; curriculum; digital literacy; professional support; and general services. All those having any kind of difficulty pertaining to the education sector can call this dedicated landline and at the other end will be greeted by professionals in all sectors to guide and discuss.</p> <p>As far as possible, assessment at the University of Malta, will take place in June 2020. Where necessary, alternative methods of assessment, including online assessment, will be used. It is hoped that it will be possible to hold assessments which could not take place in June to be held in September 2020. Other assessments, such as placements in schools and hospitals, will be held when it is possible for University of Malta's students to be able to attend at these venues. Every effort is being made to ensure that University of Malta students' studies and progression are not affected adversely by the difficulties caused by the COVID-19 pandemic.</p>
<p>5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Vide reply to question 4 above.</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>Vide reply to question 4 above.</p> <p>Furthermore, at the University of Malta, the start of the academic year for all students is being postponed by 2 weeks, to 19 October 2020. A few other courses will commence on 9 November 2020. Entry requirements both to the Junior College (Sixth Form) and the University of Malta have been adjusted to take into account the disruption caused by the emergency and the conditions under which students will be sitting for their Secondary Education Certificate (SEC) and Matriculation examinations in September 2020. Therefore, in most cases, entry requirements are less than those usually required. More information is available at: https://www.um.edu.mt/study/duringcovid-19/admissiontojc-2020 https://www.um.edu.mt/study/duringcovid-19/admissiontoug-2020</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?</p>
<p>As from mid-March 2020, all aspects of practical training or work based learning have been halted. This is to ensure the safety and well-being of students, VET partners, hospitality partners and lecturers.</p> <p>At post-compulsory and tertiary education level:</p> <ul style="list-style-type: none"> • At the Malta College of Arts, Science and Technology (MCAST), Malta's main VET institution, in the case of apprenticeships, students will be asked to complete their logbook by the first week of July 2020. Within their logbook, students will be expected to log in their work-related learning up until 13 March 2020. • At the Institute of Tourism Studies (ITS), in order address the Covid-19 emergency challenge: <ul style="list-style-type: none"> • All theory classes are being delivered online; • Specific platforms, e-tools and materials are being used are: Virtual Learning Environment (VLE) on Moodle; and Microsoft teams.

<ul style="list-style-type: none"> • ITS will be providing a crash course to students in September 2020 to cover the practical elements of the programmes. This practical crash course is intended to give students the skills required to progress to a higher level programme and to provide a basis for continuous assessment. • At the University of Malta, practical sessions in laboratories or placements in various settings (hospitals, schools and social work agencies) will be organised once authorisation is received from the health authorities.
<p>8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?</p>
<p>At compulsory education level:</p> <ul style="list-style-type: none"> - Students following VET programmes in compulsory education will be awarded their grade on the practical assessments held to date prior to school closures. <p>At post-compulsory and tertiary education level:</p> <ul style="list-style-type: none"> - MCAST has put on hold practical components of curricula during college closure and a plan has been drawn to cover all theoretical parts of programmes within the academic year (till July 2020) and finish off any mandatory practical components in September-October of the next academic year where possible. Thus some programmes will close off in July 2020 but others will close off in October 2020. In particular specialised areas where the practical component is massive or depending on other entities, the programmes might need to close off later. - ITS will be providing a crash course to students in September 2020 to cover the practical elements of the programmes. This practical crash course is intended to give students the skills required to progress to a higher level programme and to provide a basis for continuous assessment.
<p>9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?</p>
<p>At compulsory education level:</p> <ul style="list-style-type: none"> - Students following VET programmes in compulsory education will be awarded their grade on the practical assessments held to date prior to school closures. <p>At post-compulsory education level:</p> <ul style="list-style-type: none"> - MCAST will carry out practical component assessments which require workshops, labs, salons, other entities for placements in September 2020 and beginning of October 2020. MCAST is exploring decreasing the number of hours of practical components, for example placements, to the core mandatory hours. - Continuous assessment will be the method of assessment instead of practical examinations at ITS. - University of Malta does not award VET qualifications. However, practical examinations will be held as soon as the health authorities authorise the University of Malta to do so.
<p>HIGHER EDUCATION</p>
<p>10. Have your Higher Education Institutions (HEIs) already made decisions regarding enrolment requirements and tuition fees?</p>
<ul style="list-style-type: none"> - State schools in Malta are non-paying, thus no tuition fees are applicable. - As at 19 April 2020, 2,200 jobs in the private education sector will be safeguarded after an agreement was reached between the government, independent schools, and private childcare centres. The same holds for students, none of whom will lose their place at school. In private schools there are more than 900 full-time employees and 180 part-time ones. Thanks to this agreement, all fees will be reduced by 35% while teaching continues online. The 778 full-time and 269 part-time workers at private childcare centres will also have their employment secured. This means that once the spread of Covid-19 passes, the free childcare scheme will once again start in order to strengthen Malta's labour market and economy. - Changes to entry requirements to the Junior College and the University of Malta are detailed in the reply to question 6 above. No changes to tuition fees at the University of Malta have been made, but possible reductions in fees are under consideration.

<p>11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?</p> <p>In general, mostly, HEIs have online libraries.</p> <p>At the University of Malta:</p> <ul style="list-style-type: none"> - The University of Malta Library provides online access to over 60, 000 online academic journals, a wide spectrum of databases and extensive ebook collections. Moreover, the Library provides access to over 10,500 electronic thesis and dissertations (ETDs). All online resources are available remotely on a 24x7 basis. Additionally, the University of Malta Library also provides access to 34,000 online items (including research papers published by UM academics/researchers, audio files, conference proceedings and book chapters), most of which are available in Open Access via the University of Malta Institutional Repository (OAR@UM). Furthermore, a good number of reputable publishers with which the University of Malta Library holds contractual licence agreements for the provision of online resources have offered to provide wider access to their resources (free of charge) during these extraordinary circumstances. - Owing to the fact that, in line with all other academic libraries, the University of Malta Library is physically closed for patrons, access to the print collections is restricted. In this regard, the Library is supporting students and academics by scanning specific content requested by users on a one-to-one basis. - Additionally, the University of Malta Library is also providing a helpline which is supported by the Library's Outreach Department and is also circulating communications to all academics and students on a daily basis highlighting the wide spectrum of online resources which can readily substitute most of the print publications. Furthermore, the University of Malta Library is providing online training sessions to specific cohorts of students. <p>At MCAST:</p> <ul style="list-style-type: none"> - The MCAST Sports Department is currently preparing weekly fitness workout sessions to be sent to students and staff that can be carried out at home. The MCAST childcare centre, Magic Wonders, through the carers, are also sending weekly age appropriate activities to parents to be carried out with their children at home. - Physical access to library materials, being counteracted with extended ematerials - Individual face to face assistance is taking place through emails, FaceBook, Microsoft Teams and through newly created online guidelines via You Tube videos. - Phone calls and meetings are through Microsoft teams. - E- resources are unaffected and have increased the usage. - Online library services are strengthened. - Queries are being handled via Microsoft Teams, Facebook or email. - Library tours have been stopped. - Borrowing physical materials from library has been stopped. - The library computer lab is closed (which affected those who do not have the facility at home and also the students from refugee camps and prison). <p>At ITS:</p> <ul style="list-style-type: none"> - Student services, such as guidance, counselling, wellbeing services and academic or curricular assistance are still being offered online on Microsoft Teams. ITS has an online library with thousands of journals that the student can make use of during this time.
<p>12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?</p> <p>The National Commission for Further and Higher Education (NCFHE) does not have any evidence that there will be a decrease in the number of students to be enrolled in 2020/2021.</p> <p>At MCAST:</p>

- MCAST has been very consistent in the number of new applicants each year. It is difficult to say what the effect of COVID-19 will have on new applicants but the disruption might have a negative impact in that prospective students would not be eligible to apply for new courses as they might not have any results at hand, or the usual result structure at hand. Thus, after considering and discussing measures that feeder institutions have taken, MCAST has taken the following measures to facilitate students' opportunities:
Prospective students:
 - Applicants with Secondary School Certificate and Profile (SSC&P) Track 1 and 2 subjects or Secondary Education Certificate (SEC) predictive assessment results at Level 2 will be accepted to MCAST Level 1 or 2 study programmes following Initial Assessment Tests.
 - Applicants with SSC&P Track 3 subjects based on their performance from Year 7-Year 10 or with SEC Level 3 subjects based on the predictive assessment as performed by MATSEC, will be provisionally accepted either to MCAST Level 3 or to Level 4 study programmes, depending on specific entry requirements. In cases where a grade higher than 5/C at Level 3 is required, the student will be deemed eligible if his predictive results by MATSEC are issued at MQF level 3.
 - Students failing to obtain the necessary entry requirements (MATSEC results) by the re-sit session in December 2020 will be offered an undergraduate diploma after successfully completing all units of their first year of studies.
 - Prospective students for MCAST Degree programmes:
MCAST will provisionally accept students studying at Matriculation level to MCAST Level 6 programmes, according to the specific entry requirements of the degree programme applied for. Students failing to obtain the necessary requirements by the re-sit session in December will be offered an undergraduate diploma after successfully completing all units of their first year of studies. Students will be able to continue their studies at second year as regular students in the Level 5 or 6 course if they successfully complete all units (60 ECTS) during their first year of their Level 5/6 course and having successfully obtained a minimum of 48 MCAST admission points as per MCAST prospectus (shown below):
Alternatively, students will be able to continue their studies at second year as regular students in the Level 5 or 6 course if they successfully complete the required Advanced and Intermediate level subjects as required for entry into the course before the start of the second year of studies.
Restrictions may apply to qualifications which lead to a regulated profession.
 - Prospective students for MCAST Masters programmes:
Where possible, Masters programmes will commence at the end of November 2020 to enable candidates to be fully qualified.
- At ITS:
- Due to this circumstance, ITS is giving the students the opportunity to enrol provisionally even if they have not yet achieved the desired entry criteria. This will give students the opportunity to resit for any MATSEC examinations while continuing their studies.

13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?

Regarding lifelong learning courses offered by the Ministry for Education and Employment (MEDE), arrangements are being made so that those who were unable to finish their course in 2019/2020, will have the opportunity to finish it in 2020/2021 for free. Since the said lifelong learning courses are subsidised, the Government would absorb this loss of revenue.

At present there are no measures in place to compensate for loss of revenue that usually comes in from rentals, use of dormitories, sports facilities and other activities such as internal and external live-ins, that generate additional revenue streams during the Summer months

However, with regard to lost revenues, as per above, as at 19 April 2020, 2,200 jobs in the private education sector will be safeguarded after an agreement was reached between the government, independent schools, and private childcare centres. The same holds for students, none of whom will lose their place at school. In private schools there are more than 900 full-time employees and 180 part-time ones. Thanks to this agreement, all fees will be reduced by 35% while teaching continues online. The 778 full-time and 269 part-time workers at private childcare centres will also have their employment secured. This means that once the spread of Covid-19 passes, the free childcare scheme will once again start in order to strengthen Malta's labour market and economy. Hence, through this measure, Government has agreed to assist independent schools financially to cover staff costs and this will help them to bridge the gap that this shortfall has caused, by helping them to retain staff. Additionally, the University of Malta's accommodation facilities are provided on a commercial basis through its subsidiary companies and as such apply for the granting of the Government incentives aimed at helping hospitality operators which have been heavily impacted by COVID-19 (a drop of at least drop of 25% in business) to keep workers on their books. The University of Malta indirectly owns two accommodation facilities which are still fully operational despite the pandemic and are open for business. Whilst mass cancellation of bookings and early curtailment of visits was inevitable, all efforts are made to turn cancellations into postponements. Moreover, quite a few international University of Malta students have preferred to stay put in Malta within Malta's safe facilities, rather than returning to their home country.

14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?

HEIs have been requested by the National Commission for Further and Higher Education (NCFHE) to deliver their programmes online. Any change in assessment is requested to be approved by NCFHE. This does not apply to self-accrediting institutions i.e. University of Malta, ITS, MCAST and Junior College.

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

Malta's European Union Programmes Agency (EUPA) has informed all beneficiaries, including but not limited to schools, higher education and VET institutions that activities can be either cancelled, suspended and/or postponed. Malta's National Agency is also encouraging participants to continue virtual mobilities, where feasible and manageable. Malta's National Agency has also given the opportunity to all beneficiaries of the Erasmus+ programme to make a request for extension of projects, to increase the chances of realising their planned mobilities. If they do not manage to realise their mobilities, they can submit a formal request to the Force Majeure Board of Malta's National Agency to evaluate the case and take decisions on force majeure (further information on this matter will be communicated once the National Agencies receive further clarifications from the European Commission).

The Government provides regular updates via media broadcasting and press conferences.

Co-ordinators/partners in Erasmus+ projects have been advised that there will be no financial implications when Erasmus+ mobilities are being postponed due to the current circumstances.

Throughout the past few weeks, the Institute of Tourism Studies (ITS) has been in contact with its students who had been abroad for study purposes. ITS made the appropriate arrangements for all students to return to Malta and announced that such a disruption in the students' internship would not affect the students' successful completion of their study programme. As part of their programme of studies, students undergo an international internship and there are also students who go abroad for a semester with collaborative Institutions and Universities. In view of this, ITS students were located in various countries across Europe. 6 students who were studying at the Institute Paul Bocuse (IPB) in Lyon, France, as part of their Bachelor Degree in Culinary Arts programme, have returned back to Malta and will be continuing their learning in different methods. They will also get the opportunity of returning to IPB in 2021 to finish their practical lectures. Students who are reading for a Bachelor Degree in International Hospitality Management (19 students), and who were currently studying at the Haaga-Helia University of Applied Science in Helsinki, Finland, have also been repatriated and will continue their lectures online through a dedicated platform of the same University. Students who had been on their 12-month international internship in various countries have also returned back to Malta. These include 3 students who were in the Czech Republic, 14 in the United Kingdom, 1 in Hungary, 3 in Ireland, 1 in Jersey (Channel Island), 13 in Scotland and 17 in Wales.

In this emergency, MCAST has proceeded to bring back all staff and students abroad in line with Government and Health guidelines. After this was done, MCAST continued with its processes to prepare new mobilities for students and staff so that when the emergency is over, Erasmus+ mobilities can start immediately on the go-ahead from the authorities. To add that all international student on Erasmus+ study mobilities at MCAST were fully supported to help them complete their studies. This was done through the provision of online learning systems.

February and March coincide with the start of semester 2 at the University of Malta and a smaller number of students proceed for their Erasmus+ mobility for studies during this semester compared to the first. This year approximately 115 students were planned to proceed on an Erasmus+ mobility in different locations all over Europe. Whilst the majority had already left, a number were still in Malta. The situation became serious when the Universities in Italy started to close. The University of Malta was in direct contact with all of its students abroad and those who had not yet departed. Students were allowed to decide as to whether to stay in their host country or return to Malta. Constant communication was retained with the Ministry for Foreign and European Affairs as the latter assisted the University of Malta's students who wished to return via commercial flights or the repatriation flights. Different HEIs in different countries had varied response to the situation, some HEIs closed off and switched online and some just closed off without providing arrangements for students. As a result, 35 students returned to Malta and have cancelled their mobility and have enrolled with the University of Malta for their semester 2 studies. Approximately another 60 students have returned to Malta or their home country but are still following the online teaching arrangements provided by their Erasmus Host Universities. Another 10 students have decided to remain in their Erasmus host country. Approximately 15 students were planned to proceed for their mobility in the coming months (from May 2020 onwards) and had their mobilities cancelled by the host institutions. Most of these mobilities were practical placements in hospitals or in the community. The students who have cancelled their mobility or have had their mobility cancelled due to the current circumstance, will not be automatically able to undertake their mobility at a later point in view of their academic programme at the University of Malta (example: some may have been in their final year of studies). Students have been advised about the procedures they need to undertake in order to request a financial claim under the principle of force majeure.

With regards to staff mobility for training and teaching members of staff who have cancelled their mobility or have had their mobilities cancelled have been informed of the procedure to follow to recover expenses incurred. In cases where the members of staff had not yet made plans for their mobility, they have been offered the possibility to undertake the mobility at a later date allowed by the project. Approximately 50 staff mobilities have been affected.

NETHERLANDS

Last update: 24/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

Primary schools are closed until 11 May. Secondary schools until 1 June. Schools for secondary vocational education will remain closed for the time being. See more information in question 2.

The Netherlands has no plans for prolonging the school year, shortening vacations, weekend classes or measures that might affect the summer holidays.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

On 22 April the government has decided to extend most measures (working home as much as possible; bars and restaurants remain closed; etc.) until 19 May inclusive. In the week before 19 May the government will assess what measures are necessary in the period after that date.

Although the situation is still precarious, there is now some scope to relax measures. This will ease the pressure people are under. For example parents who are trying to combine work with schooling their children at home. And children and teenagers who are missing school, sports activities and playing. We can now take small steps forward.

This means that the government has announced new plans in step by step reopening the schools. Research shows that young children are clearly underrepresented in the COVID-19 patient population. The change of transmitting the virus from children to adults is little.

Primary schools are closed until 11 May. Children are being taught via distance learning. Schools are open for children of [key workers in crucial sectors and critical processes](#) and for vulnerable children. Primary schools, including special primary schools, will reopen on 11 May:

- Children who normally go to out-of-school care (BSO) can do so on the days they attend school.
- The size of classes at primary schools will be halved. Pupils will go to school approximately 50% of the time. They will spend the other 50% of their school hours doing distance learning.
- The practical details will be worked out by the schools in the weeks ahead. Different schools may opt for different measures. Schools will inform parents about the arrangements at their children's school.
- Pupils of primary schools for special education may attend school every day.
- Parents are asked to take their children to school or childcare on foot or by bike wherever possible. This will prevent public transport becoming crowded.

Secondary schools are closed and can begin making preparations for pupils to gradually return to school from Tuesday 2 June.

Until the reopening of schools in primary and secondary education children are being taught via distance learning. If necessary, secondary schools will be open to allow pupils to sit final exams. [All national exams for this school year have been cancelled.](#)

Schools for secondary vocational education will remain closed for the time being. Students are being taught via distance learning.

Up to 19 May inclusive, higher education will be provided remotely as much as possible.
3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?
<p>Primary schools and schools in special education will open step by step from 11 May. The children and teachers who are healthy can go to school, taking into account the following measures regarding safety and well-being:</p> <ul style="list-style-type: none"> • Wash your hands for 20 seconds with water and soap; • Wash your hands every time before you go outside, when coming home, when you have sneezed, before eating, and after you went to the toilet; • Cough and sneeze into your elbow; • Use paper tissues to blow your nose and discard them after use; • Do not shake hands • Stay 1.5 metres (2 arms lengths) away from other people when you are outside, in shops and at work <p>Children in primary education and health care don't need to take the 1,5 meter distance into account to other children. Children do need to take the 1,5 meter distance into account to adults, as far as possible. The size of classes at primary schools will be halved. Pupils will go to school approximately 50% of the time. They will spend the other 50% of their school hours doing distance learning.</p>
ASSESSMENT AND EXAMS
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?
<p>At the end of primary school pupils progression to secondary education normally depends on the advice by their school and a final exam. This year, because of the pandemic, there will not be a final exam at the end of primary school. For now, progression to secondary education will just be based on the school advice that draws on the professional opinion of the primary school. This advice is based on a broad picture of the children's development in recent years and by results from standardised intermediate tests, and has always been the primary factor in the progression to secondary. The ministry follows the developments closely to see if extra measures are needed.</p> <p>For VET and higher education, as far as possible, institutions allow education and examinations to take place (in alternative digital forms). Institutions can decide what forms of course delivery are most appropriate in each case. If examinations can be arranged online, they can still go ahead as planned. Institutions try to adapt the exams to make them suitable for examination at home, in order to ensure that exams are made individually (for instance oral exams or open book exams). Online proctoring is an alternative solution to ensure the continuity of examinations. These types of assessments include grading.</p> <p>Furthermore, at the end of the first year, based on the number of study credits students in higher education have attained, they receive a binding recommendation (BSA) on whether they may progress to the next year of their course. Due to the measures in place to combat the coronavirus outbreak, first-year students may be unable to obtain the required number of credits. It has been agreed that universities and universities of applied science will take into account the unusual circumstances in which their students are currently studying. Anyone who cannot meet the BSA requirements because their studies have been interrupted or delayed by the coronavirus outbreak will be granted an extension. They can progress to the second year and try to meet the BSA norm in the 2020/2021 academic year.</p>

5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
At the end of secondary education pupils graduation normally depends on school exams and national exams. This year, because of the pandemic, there will be no national exams and graduation depends on the results in the school exams.
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
For higher education and upper secondary vocational education, in order to give (prospective) students more time and space to register, the registration date is postponed by one month to 1 June. However, prospective students are still advised to register for a study programme before the 1st of May to ensure the possibility to participate in course matching procedures. International students who are required to take a language test prior to the start of the study programme can take an existing online test. Upper secondary vocational education students who are in their final year of study and who are – due to the pandemic – unable to graduate in time, are allowed to enrol in higher education, while they will be given an extension to fulfil all the requirements and obtain their qualification before 1 January 2021. For enrolment in secondary education see the answers on question 4.
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
In VET it is often possible to assess one's capacities at the working place. Occasionally students are invited to come to school allowing only 4-3 persons in a classroom keeping the required social distance. As all education that takes place on university campus and education that cannot be organised online have been cancelled until the end of the May school holidays, some types of learning activities cannot take place. In general this affects certain internships, clinical programmes etcetera. With regard to labs, institutions can allow people to access the labs if all national health guidelines announced by the National Institute for Public Health and the Environment (RIVM) have been taken into account. With regard to thesis presentations, these can take place online or on campus in small groups.
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
VET students who are unable to complete one or two smaller course elements or their work placement before 1 September due to the measures to combat coronavirus may still start a bachelor's degree course or associate degree course at an HE-institution. They must obtain their VET qualification before 1 January 2021. If they do not, they must leave the HE course. More details about this arrangement will be announced soon.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
Exams will go ahead as far as possible. Exams for students in their final year are a priority. The exams can take place online, or at another location, such as the working place of the internship, if the rules concerning social distance and the health measures can be respected.

HIGHER EDUCATION	
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?	<p>It's important that students register as soon as they can. If possible, register before 1 May, so that course matching can be arranged. Due to the coronavirus outbreak, the deadline for those unable to register before 1 May has been extended to 1 June. So students will still be admitted to a bachelor's degree course or associate degree course if registered by 1 June.</p> <p>This entails that prospective students have to register before they have completed their secondary school exams, which is the regular process. This means that after registering, students still have time to finish their secondary education and hand in the necessary documents (e.g. their diploma) afterwards.</p> <p>Although universities and universities of applied sciences can't operate as normal at present, because of measures to prevent the spread of coronavirus, they are providing education in other ways, for example online. So students still need to pay tuition fees. If students are in financial difficulties, for example because their part-time income has stopped, they can increase their student loan from the Education Executive Agency (DUO). They can also apply for a tuition fee loan. This can be done retroactively. This means students can get a loan or increase their loan for every month from the start of the current year of study. Institutions are responsible for collecting tuition fees.</p>
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?	<p>Higher education institutions have suspended all on-site educational activities where teaching staff and students are physically present in the same location at the same time. This includes lectures, classes, working groups and examinations. The institutions are not obliged to close their buildings. Whether or not the library remains open to students is for each institution to decide, provided they comply with the general instructions of the National Institute for Public Health and the Environment (RIVM) and the municipal health service (GGD). An exception has been made for certain final examinations and assessments where physical presence is required. These may take place, provided the RIVM and GGD instructions are followed closely.</p>
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?	<p>It is too soon to know whether fewer students will enrol in HE. The measures are aimed at preventing delay for (prospective) students and granting them access to subsequent study programmes. However, as many countries are still facing problems due to the corona crisis we may expect to see fewer international students being able to come to the Netherlands for the next academic year.</p>
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?	<p>Although universities and universities of applied sciences cannot operate as normal at present, because of measures to prevent the spread of coronavirus, they are providing education in other ways, for example online. This and the measures aimed at preventing delay for students are the main priority. However, together with the institutions and students, the government is currently investigating what can be done to compensate disadvantageous effects of the coronavirus.</p>
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?	<p>National health guidelines from the National Institute for Public Health and the Environment (RIVM), the national government and local governments apply to all people and institutions in the Netherlands. Where possible, institutions can make autonomous decisions if these in accordance with the guidelines and the law.</p>

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

To what extent mobility can continue depends on the location, the travel advice of the Ministry of Foreign Affairs and the local advice regarding traveling and education. Currently, the Ministry of Foreign Affairs is advising all Dutch people not to travel abroad in the coming period unless absolutely essential. Furthermore, a restriction has been imposed concerning all non-essential travel by persons from third countries to Europe (i.e. all EU member states, all Schengen countries and the United Kingdom). This is in line with the decision of the EU member states to place severe restrictions on travel to the EU Schengen area.

We would like to request the European Commission to create maximum flexibility in Erasmus+, concerning both the beneficiaries and the National Agencies, in order to be able to deal with the exceptional circumstances of the COVID-19 crisis.

POLAND

Last update: 24/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

There are currently no changes planned in the organization of the school year (all schools implement curricula using methods and techniques of distance work). The end of the didactic classes will be in accordance with the previously agreed calendar.

In higher education, HEI can carry out exams and credits using information technology. The Ministry of Science and Higher Education wants the education process in the summer semester of the 2019/2020 academic year to be completed by the end of this semester - by 30/09/2020. As the situation progresses, the Ministry will recommend that the rectors change the organization of the academic year.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

Currently, all schools work remotely until 24/05/2020. It is very likely that this period will be extended. A gradual return of pupils to schools is considered. First of all, kindergartens could be opened and the youngest pupils (in grades 1-3 of primary schools) could return to schools, followed by older pupils. The dates of these actions depend solely on the epidemic situation in Poland.

It is expected that individual institutions, including universities, will be gradually restored. After the announcement by the government of the next stage of restoring the functioning of individual institutions, the Ministry of Science and Higher Education will amend the regulation restricting the functioning of universities in the field of employee work.

<p>Universities will then have to start preparing for the gradual restoration of normal activities and develop their own plans to restore the functioning of the university.</p> <p>The universities have never suspended research which should take place (in safe conditions, taking into account the current state of threat to employees' health).</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p>The decision regarding the reopening of schools and ET institutions will be taken on the basis of the recommendations from the Minister of Health regarding the current epidemic situation in the country. Governmental institutions will specify guidelines for additional health protection, e.g. the number of pupils in classes in terms of maintaining physical distance and the use of disinfectants and protection of the upper respiratory tract.</p>
<p>ASSESSMENT AND EXAMS</p>
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>The continuity of education is guaranteed through distance teaching and learning. In connection with the need to prevent, counteract and combat COVID-19, legal solutions have been introduced enabling schools to operate in changed organizational conditions. Currently, teachers run lessons using distance learning methods and techniques. Pupils have the opportunity to systematically participate in the education process in which the core curriculum is implemented and educational achievements are evaluated.</p> <p>The school headmaster is required to settle in consultation with teachers how the pupils' knowledge and progress in learning will be monitored and checked.</p> <p>On the dates specified in the school's statute, teachers will determine the pupils' annual classification grades. The provisions specifying the method of conducting the annual classification have not changed.</p> <p>Universities can conduct examinations that complete certain classes and diploma exams, using information technology that ensures control of the registration and course of the exam. This is possible thanks to the changes introduced to the Act on specific support instruments in connection with the COVID-19 pandemic. These changes allow universities to use electronic means of communication to a greater extent than before.</p>
<p>5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>We have introduced the changes in the organisation of exams. The exam in the eighth grade of primary schools (planned in April) and the state matura for secondary schools (planned in May) are moved to. Information about exact date has been provided April 24:.</p> <ul style="list-style-type: none"> • exams in the eighth grade of primary schools –June 16-18. The additional date – July 7 - 9. The results will be available by July 31; • state matura exams – June 8 – 29; only written part, oral part has been cancelled. The additional matura exam date is scheduled for July 8-4. The results of the exam in the main and additional dates will be available by August 11. The retake exam will take place on September 8 and the results will be available by September 30; • exams confirming qualification in the given profession – June 22 – July 9; • vocational exams – August 17 – 28.

6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>The deadlines for applications for enrolment to kindergartens and primary schools have been extended (individual decisions of schools).</p> <p>It is known that enrolment for secondary schools and HEIs will be slightly delayed due to the fact it is connected with the results of the exam in the eighth grade of primary schools and the state matura for secondary schools. At this moment it is not possible to specify the details.</p>
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
<p>Vocational education classes are primarily conducted in the field of theoretical vocational subjects and, to a limited extent, also in the field of practical classes only when the possibility exists for the vocational curriculum. Based on the analysis of the core curriculum, vocational education teachers should choose from the curriculum approved for school use the teaching content that can be implemented using distance learning methods and techniques.</p> <p>We have introduced specific provisions that allow the vocational curriculum to be modified in such a way that the practical part could be implemented in subsequent years of education. To give even more flexibility to vocational schools, we allow them to implement remotely in this school year some of the activities more of the academic nature planned for subsequent school years.</p> <p>Recommendations on internships in HE:</p> <p>If, during a pandemic, it is not possible to continue ongoing internships, based on the agreement between the university and employer, the provisions of the Regulation of the Minister of Science and Higher Education of 23 March 2020 on the temporary restriction of the functioning of some entities in the higher education and science system in relation to the prevention and combating of COVID-19, should be taken into account. According to the provisions:</p> <p>“A university which, during suspension of studies, conducted classes using methods and techniques of distance learning, may continue conducting classes using these methods and techniques after the period of suspension of education, but not longer than until 30 September 2020. ”</p> <p>The following recommendations on completion of internships should also be taken into consideration:</p> <ul style="list-style-type: none"> • The duration of internships can be shortened and learning outcomes can be achieved in an alternative way, e.g. by conducting classes in the form of exercises or laboratories (e.g. simulations) remotely. • If, as part of the internship implemented so far, the supervisor assesses that the learning outcomes have been achieved, it can be considered completed. <p>It is the rector (or authorized person) who decides to recognize the current internship and the way of completing the missing learning outcomes, resulting from the internship.</p>
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
<p>Practical parts of curricula should be completed after lifting epidemic restrictions, as the case may be, by the end of the current school year or in subsequent years.</p> <p>The apprenticeships of upper secondary vocational school pupils may be implemented until the end of the 2019/2020 school year or in higher classes (semesters) in terms of curricula.</p>

<p>Pupils of the last grade of the lower secondary vocational schools who are juvenile employees who, after the temporary limitation of the functioning of schools, will not be able to continue their apprenticeship with the employer for reasons attributable to the employer, will receive an annual classification from practical classes for the actual period of study.</p> <p>All exams, including VET ones, have been postponed till June at the earliest.</p>
<p>9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?</p>
<p>VET no detailed information at the moment. HEIs no detailed information at the moment.</p>
<p>HIGHER EDUCATION</p>
<p>10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?</p>
<p>In the Polish higher education system, the admission procedure depends on the matura exams which will be organised in June.</p> <p>Universities will have to adapt this year's recruitment resolutions to the dates of the matura exams and the rules for conducting the matura exams (this year there will be no oral matura exams).</p> <p>The results of the matura retake examinations will be given on 30 September, so you should be aware of the slight delay in starting classes in the 2020/2021 academic year. Universities will have to recruit for a little longer to allow secondary school graduates to access their studies.</p>
<p>11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?</p>
<p>No detailed information at the moment.</p>
<p>12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?</p>
<p>No detailed information at the moment.</p>
<p>13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?</p>
<p>No detailed information at the moment.</p>
<p>14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?</p>
<p>The division of competences between the Ministry of Science and Higher Education and higher education institutions is specified in the Act on Higher Education and Science.</p> <p>In the current situation, the Ministry sets general principles, taking into account the government's decision to counteract COVID-19, and higher education institutions define the details for their institution.</p>
<p>15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?</p>
<p>No detailed information at the moment.</p>

PORTUGAL

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

In pre-schooling, basic, secondary and vocational education, schools are open to accomplish basic social and administrative functions, as well as to support distance education practices, but all classes and remaining education face-to-face activities were suspended from March 16th on.

On the 9th of April, the Portuguese government defined the procedures for adapting basic and secondary education (including vocational programmes) to this contingency. So, the school year was extended until June 26th. Students and teachers shall work through distance learning methodologies. Basic education (primary and lower secondary education) students will not return to face-to-face classes in the current school year, while upper secondary students may return to schools in May, if the health conditions enable it and only on subjects of the national final exams. There is a main orientation for providing compensation measures during the next school year. Concrete decisions on these measures shall be taken during the next months.

On April 17, the Government recommended to the scientific and higher education institutions the elaboration of plans for the progressive lifting of the containment measures motivated by the pandemic COVID-19, in view of the need to ensure the conclusion of the current school year in deadlines as close as possible than was foreseen in the school calendar, avoiding negative impacts on the next school year. HEI's have autonomy to determine the measures that are adequate to their reality and scientific area. Measures such as extending the school day duration to give classes at night or intensive periods to compensate classes are being discussed.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

Basic education (primary and lower secondary education) students will not return to face-to-face classes in the current school year, but the situation is being monitored regarding a possible return to classes in pre-schooling and in upper secondary students (only on subjects of the national final exams), linked to a progressive and safe re-opening of other areas of the public administration and private companies. Such return will only be possible after May 4th, if (and when) the health conditions enable it, including a consistent decrease of the virus spread within the Portuguese society.

On April 17, the Government recommended to the scientific and higher education institutions the elaboration of plans for the progressive lifting of the containment measures motivated by the pandemic COVID-19, in view of the need to ensure the conclusion of the current school year in deadlines as close as possible than was foreseen in the school calendar, avoiding negative impacts on the next school year. These plans must give priority to:

a) the functioning of the structures of the national science and technology system, namely R&D units, laboratories, physical, technological, cultural and performing arts, medical, veterinary and biological infrastructures, among others considered as priorities by the institutions and which are closed or partially inactive;

b) carrying out teaching activities that require, in order to achieve the learning results, a laboratory context or the presence in any of the structures referred to in the previous paragraph;
c) the development of clinical teaching activities in study cycles in the health field, whenever the contexts of performance allow;
d) the performance of internships whose completion still lacks classroom activities;
e) the adoption of face-to-face learning assessment procedures, whenever the use of technological platforms is not considered adequate;
f) the operation of services to support the activity of students and communities in general, namely food services, accommodation, libraries and sports facilities.

It is envisaged that face to face activities can be resumed in person as of May 4, as soon as the current state of emergency ceases. Distance learning and teleworking processes must be maintained, but promoting, whenever possible, their gradual and effective combination with face-to-face activities, namely for practical, laboratory and final assessment classes.

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

Regarding classes and exams, schools are being prepared for the possibility of upper secondary students may return to classes in May and do the national exams in July. This means the improvement of health conditions in schools, including massive distribution of masks, rules on safe distance between students, cleaning services reinforcement, and preventive and immediate intervention procedures in place.

On the above mentioned plan, scientific and higher education institutions must take the necessary steps to ensure the availability of personal protective equipment that is necessary for the implementation of the plan, as well as all the disinfectant and cleaning materials necessary to ensure the implementation of the recommended hygiene measures health authorities. Measures of social distancing must also be implemented.

ASSESSMENT AND EXAMS

4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?

Basic and secondary schools shall adjust their continuous assessment procedures to a distance learning context. The Ministry of Education services provided guidelines for teachers on this issue, based on tested methodologies, and the online training opportunities in distance learning were reinforced. The final students' grade (and decision on retention) shall be carried out at schools according to usual procedures, including the assessment of the learning patterns during the "presential" part of the year (until March) and the distance education period (from March on). External tests and exams in basic education were cancelled, while the upper secondary final national exams were postponed to July and limited to higher education application purposes. Therefore, students may complete upper secondary education only with internal assessment and only make the exams required by the programme/university they want to apply.

HEI should adopt face-to-face learning assessment procedures, whenever the use of technological platforms is not considered adequate, which is the case on almost every situation. With HEI's open, there is no need make online assessment, but social distancing measures should be adopted on the examinations.

5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
<p>National tests and final exams in basic education were cancelled, this year.</p> <p>The national secondary school exams (exames finais nationaux) were postponed 3 weeks, as well the national competition for enrolling in higher education.</p> <p>Usually, that exams have two roles: to conclude the secondary level and for admission on higher education. However, this year the exams will only be used to access higher education. Thus, all the students that do not want to go to universities, do not need to do exams and the completion of secondary education will only consider internal evaluation.</p> <p>Students will take national final exams only in the subjects they choose as entrance exams for the purpose of accessing higher education, being also allowed the realization of these exams for grade improvement, revealing their result only as a classification for admission on higher education and not for conclusion of secondary level.</p>
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>The national secondary school exams (exames finais nationaux) were postponed 3 weeks, as well the national competition for enrolling in higher education.</p>
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
<p>Part of this training was put on hold and will now be compensated intensively with the reactivation of activities. When it was put on hold it was, as a rule, replaced by the anticipation of theoretical classes. The practical classes will be held later at the time that was planned for the theoretical classes.</p> <p>There are several components of internship and training in the context of work that can be carried out in the context of telework. When this was not possible, they were replaced by practical work or will be compensated. Thesis and public evidence presentations were made by video conference whenever this was appropriate for the work in question or were postponed when it would not be appropriate (eg evidence of musical areas).</p>
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
<p>See answer 7. The award of qualifications will not be affected.</p> <p>Regarding students in the final year of VET programmes, schools may replace “practical training” by “simulated practices”, taken on a distance learning mode, and they may decide to approve students even if they did not complete the required number of hours of education and training.</p>
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
<p>In vocational programmes, schools may adopt distance learning procedures to organize practical exams, using technologic devices to observe students’ performance and skills. Still, the expected scenario is that such exams may be taken in the traditional face-to-face mode, probably with no public audience, until July.</p> <p>The adoption of face-to-face learning assessment procedures is one of the priorities that should be addressed on the HEI’s plans for the progressive lifting of the containment measures motivated by the pandemic COVID-19. Thus, practical exams will be organized, respecting social distancing and sanitary measures.</p>

HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
<p>Regarding enrolment, the rules of the main competitions are decided by the government and not by HEI's. In the general regime of access to higher education for the academic year 2020-2021, the model of access was changed, namely the methodology for determining the application note, that will consider the fact that students at secondary level will not do all the national exams but only those (usually 2) that are demanded to be admitted in the course they want.</p> <p>Regarding tuition fees, the rules are mainly the same. The substitution of face-to-face classes with non-face-to-face classes, given by videoconference or other digital media, does not relieve the payment of fees due since most higher education institutions have been strongly mobilized, including affecting additional resources, to maintain the completeness of the school hours established at the beginning of the second semester. The only change was made by the parliament that determined that, if distance learning is not ensured, higher education institutions must readjust the tuition fee.</p>
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
<p>In the plan mentioned above, HEI should give priority to the operation of services to support the activity of students and communities in general, namely food services, accommodation, libraries and sports facilities. During the last few weeks food services and accommodation were opened. Access to libraries were replaced by access to digital versions of the books and repositories, although that was not the most adequate in some areas. Sports facilities were not running and were not replaced.</p>
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
<p>It is expected a decrease in the number of international students due to the travel constraints and uncertainty about a second wave of COVID-19 on the last months of 2020.</p>
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
<p>There are no measures being planned about this at the moment.</p>
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
<p>The recommendations that are made by the Government are always discussed with the Conference of Rectors and with the Coordinating Council for Polytechnics and are based in a strong consensus about each one of them.</p>
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
<p>We would like to extend this flexibility of online/remote learning from stopped mobilities to all mobilities that are agreed on by all parties but cannot be started physically under the current circumstances.</p> <p>2 cases are possible:</p> <ol style="list-style-type: none"> start online at home and to continue later physically (hopefully) in the host country. if the crises continues longer, we would like to consider also "completely virtual" implemented mobilities (by following online classes/courses (students) or doing home office (internship)) as being also eligible for

funding under Erasmus+, given that the grant or learning agreement is signed by all parties and the mobility fulfils the further requirements (e.g. minimum duration) of the Erasmus+ programme. This approach would be very important for students as well as for HEIs in order to maintain teaching and enable students to achieve their learning outcomes.

ROMANIA

Last update: 23/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

The aim is to allow for the successful completion of the current school year. All measures taken to resume courses and successfully complete the 2019-2020 school year are discussed and agreed with educational partners, representatives of pupils, students, parents, teachers and representatives of the National Council of Rectors. The structures in charge within the Ministry of Education and Research are working on a series of scenarios which take into account the development of the health crisis, and prioritise the safety and health of pupils.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

The intention is to resume face to face courses in pre-university and higher education in order to successfully complete the school / academic year but in a gradual and safe manner. A decision in this regard will be made based on the evolution of the COVID-19 pandemic by the National Committee for Special Emergency Situations, after the state of emergency ceases. Please take note that the state of emergency was extended for another month, until May 14.

At the moment a series of scenarios are being discussed regarding the possibility of resuming face to face classes, which will be agreed upon in the next period.

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

In view of schools reopening, it is envisaged the elaboration of protocols that will set the necessary norms of hygiene and social distancing, by the Ministry of Health and the Ministry of Education and Research.

ASSESSMENT AND EXAMS
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>To successfully complete the school year, the Ministry of Education and Research has adopted the following measures:</p> <ul style="list-style-type: none"> - The evaluations for the 2nd, 4th and 6th grades, as well as the simulations for the National Evaluation and the national Baccalaureate exam were cancelled; - The curriculum for the final years' examinations (8th and 12th grades) was revised by removing from the syllabus the remaining part of the curriculum foreseen for the second semester of the 2019-2020 school year; - In the 2019/2020 school year, the students' final grading will be based on a minimum of two marks, to which will be added this term thesis score, where appropriate. The topics for the term theses from the second semester (summative evaluation) will be based only on what has been studied until March 11, 2020, the date when all schools were closed to limit the spread of the COVID-19 epidemic. <p>The Ministry of Education and Research, in collaboration with the National Assessment and Evaluation Centre, has developed a set of training-test resources, based on the same type of exam test items used for the National Assessment (for 8th graders). The training tests, as well as the scoring scales for the National Assessment (8th grade) and for the national Baccalaureate exam are available on the rocnee.eu website (https://rocnee.eu/testeantrenament/), both in Romanian, as well as in the languages of national minorities.</p> <p>On 21 April 2020, the Ministry of Education and Research adopted by minister's order a set of instructions for online learning in pre-university education, focused on:</p> <ul style="list-style-type: none"> - the monitoring the attendance of students and teachers of online classes; - the organization of a weekly schedule that includes online learning activities for each subject of study; - the evaluation of certain disciplines / modules could be done online; - the possibility that, when resuming the face to face classes, the support activities developed online to be assessed by teachers, only after consent of the student or of the parents; - the design of catch-up and remedial plans for students who could not participate, for objective reasons, in the online learning activities; they will be applied immediately after the resumption of the courses; - a series of responsibilities assigned to inspectorates, schools, teachers, students and parents to optimize the learning process for students. <p>Bachelor's degree/diploma and dissertation exams as well as the process of obtaining the habilitation certificate, can take place online, based on a procedure approved by the university senate, with the condition that the university has an adequate electronic platform. The online examination must be fully recorded, for each student, respectively candidate, and archived at the faculty level, respectively at the IOSUD (Institution Organizing Doctoral University Studies) level for habilitation.</p> <p>These measures were set out in a draft Emergency Ordinance that is currently in course of approval.</p>
<p>5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?</p>
<p>Depending on the resumption of courses, the written exams of the National Assessment and the National Baccalaureate exam could be organized in July, except the special session of the national Baccalaureate examination for the Olympics, which was cancelled.</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>The enrolment to the preparatory-class and kindergarten and the scheduling of teaching staff mobility will be postponed and announced as soon as the date for resuming the courses will be established.</p>

In what concerns Higher Education, the admission to undergraduate study programmes will be organized after the national Baccalaureate exam takes place, and admission to the master's and doctorate programmes will be organized after the bachelor's / dissertation exam takes place. Also, the presentation of habilitation theses can be organized online.

For the academic year 2020-2021 the universities can organize admission online, according to the methodology approved by the university Senate.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

Initial vocational education and training:

During schools' lockdown, a consistent part of the theoretical component of education and training programmes is taught online. To enable VET students to have online access to both theoretical courses and practical training (with a focus on the development of skills and professional competences), we took measures especially for the final school years: VET practical training is ensured in cooperation with training teachers from schools and tutors from companies. Face-to-face practical lessons can be organized when tutors ask for it, but in conditions of total sanitary safety, as set by the National Committee for Special Emergency Situations; however, it is advisable to hold online workshops in schools.

Higher education:

When we refer to teaching activities that can be difficult or cannot be done online, we usually deal with two categories: laboratories and specialized practice.

In order to ensure the appropriate acquisition of learning outcomes in the case of such activities that cannot be transposed into the online environment (laboratory activities involving the use of equipment only in specialized laboratories, under teachers' supervision and with recorded video, as well as practical activities that cannot be conducted online), the higher education institutions in Romania will organize an intensive practical catch up session, when HEIs will reopen their premises for face to face activities.

Where specialized practice involves site visits or using resources that are not available to students at home or online, the activities will be organized only during the time when the movement and access to resources are possible.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

Initial vocational education and training:

The practical part of the curricula that has been put on hold is taught online, when it is possible. Teachers will continue to focus on the development of skills and professional competences. In partnership with economic agents, teachers will help students to acquire the learning outcomes necessary for the acquisition of professional qualification. The professional certification exams for the 11th grade professional class and dual education will take the practical certification test in the premises of the education units. The assessment items only be selected from the year 1, 2 and 3 (only the first semester). In this context, the award of VET qualifications will not be affected.

Higher education:

In order to meet pressing needs of practical training, higher education institutions are considering, where the activities cannot be transposed into the online environment, the organization of intensive catch-up sessions, so that student learning acquisitions can be supported and fulfilled.

In the case of practical activities that can be transposed, in one way or another in the online environment, specific tasks are considered, which can be performed with the utmost academic rigor by students, and the

evaluation of their activity to be performed in the best way, according to the legal regulations already in force as far as higher education is concerned.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
<p><u>Initial vocational education and training:</u></p> <p>VET Certification Exams will be generally organized according to the regulations in place, with the recommendation that all exams have to take place in the schools' premises, and not in companies. VET graduates of training programmes for qualifications level 4 EQF have to design a project in the field of study and to present it in front of the Examination Commission; the presentation of the project will be organised online, using virtual communication. For graduates of training programmes for qualifications level 3EQF, a practical test will be organized under the format of in-school workshop laboratory with a smaller group of students (3-4 students).</p> <p><u>Higher education:</u></p> <p>In order to ensure correct and valuable evaluation procedures, based on a procedure approved by the university senate, the exam topics that involve the visual demonstration of a practical activity performed by the student, it can be recorded in an audio / video format by the student her/himself and sent to the teacher for evaluation. For the topics involving a presentation in front of a teacher, a video conferencing platform can be used. For the final assessment, whether it is a normal examination or overdue session or re-examination, it is recommended to use the same assessment mechanisms mentioned before.</p> <p>If the final practical test requires the use of physical devices to which the student does not have access due to the COVID-19 context, the postponement of the final evaluation is considered until an optimal date, when the resumption of face to face activities is possible.</p>
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
<p>Admission to the undergraduate study programs will be organized after the national baccalaureate exam takes place and admission to the masters or doctorate programs will be organized only after the bachelor's or dissertation exam.</p> <p>For admission purposes, it is not necessary to change the legal framework, since the current framework methodology provides universities with the possibility of online pre-enrolment/enrolment of learners who wish to attend university courses.</p> <p>Concerning tuition fees, they are decided by the Senate of each higher education institution according to the costs of the schooling for each programme, based on the university autonomy and the legislation in place. However, given the current context, the Ministry of Education and Research encourages higher education institutions not to increase the amount of tuition fees.</p>
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
Higher education institutions have replaced services such as libraries, sports facilities, switching to online environments, by providing students with access to online libraries and offering online sports training.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
For the time being, we do not expect a decrease in the number of students to be enrolled in the next academic year due particularly to the current COVID-19 situation, but there might be a decrease due to demographic reasons.

13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
Higher education institutions put the safety of students and their employees at the forefront of their planning, and depending on the situation and the decisions taken by the authorities, they will take all the necessary measures to compensate for lost revenues and plan accordingly.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
The university autonomy is guaranteed both by Constitution and by Law. The university autonomy allows the university community to establish its own mission, institutional strategy, structure, activities, organization and functioning, administration and human resources management, while complying with the legislation in place. The university autonomy comes along with a public responsibility of the university. Therefore, the higher education institutions cannot take decisions that contradict the law. All aspects related to the activities of a higher education institution are foreseen in the university charter, and in regulations approved by the university senate, with strict compliance with the law. In conclusion, the decisions of the higher education institutions cannot be influenced, they must comply with the legislation in place, and legislation takes into account the proposals and points of view of the institutions, as well as of other bodies with advisory role.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
In terms of mobility, following the measures adopted by the National Committee for Special Emergency Situations, respectively "the suspension of study programs regarding the exchange of experience", all the mobilities (outgoing or incoming foreseen during this interval) within the Erasmus + programs, the European Solidarity Corps and European Economic Area (EEA) grants have been suspended. Expenses incurred in advance for mobility that will not take place are subject to force majeure and are considered eligible. As far as possible, students are advised to keep open the option to reschedule mobility in agreement with partners and / or service providers. At the same time, we consider that coordination among member states in order to ensure the flexibility in the admission deadlines to higher education will benefit both students and universities, given the current context.

SLOVAKIA

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

The final decision regarding possible reopening of the educational institutions have not been made yet. However, neither prolongation of the school year, nor weekend classes or any other similar measures are foreseen. The school year shall end as usually.

<p>Regarding the national exams, the written part of the school-leaving examination „Matura“ has been cancelled and will not take place this school year, the internal (oral) part of the Matura as well as other final examinations at high school level will take place between 16 and 30 June 2020.</p> <p>The Public Health Authority issued guidelines (15/4/2020) on how to carry out the final examinations as well as admission exams at high school level, including the practical part of the examination. The examinations are to be carried in the biggest room available in the facility. Distance of at least 2m shall be maintained between people present in the room. Members of the examinations committee as well as students must wear facemasks and everyone must use his own stationery. No handshakes or other physical contact. No more than 1 student shall be in the room during the final examination (except for the practical exam – max. 2) and not more than 2 students shall be in the room during the admission exam. The examination premises must be equipped with hand sanitisers and regularly disinfected. Participants must not touch their faces and monitor their health before and after the examination, and report any changes. All students and members of the examination committee will be subject to temperature measurement.</p> <p>National examination “Test-9”, written by the 15 year-olds has been cancelled for this academic year.</p> <p>When it comes to end-of-the-year assessment, the Ministry issued guidelines for schools to ensure nobody shall fail nor repeat the school year. The final assessment shall take into account the learning conditions during the crisis. The school are encouraged to provide mainly oral assessment. The assessment should not be based on written tests, but rather on pupil’s continuous performance during the school year, discussion and interaction between the pupil and the teacher. The goal of the assessment this year is to give learners constructive feedback, motivate them and suggest next steps for improvement. Schools shall decide whether pupils receive oral assessment, written pass grade or a combination of both. First grade pupils will receive only oral feedback.</p>
<p>2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?</p>
<p>The final decision regarding possible reopening of educational institutions have not been made yet.</p>
<p>3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?</p>
<p>N/A</p>
<p>ASSESSMENT AND EXAMS</p>
<p>4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?</p>
<p>When it comes to end-of-the-year assessment, the Ministry issued guidelines for schools to ensure nobody shall fail nor repeat the school year. The final assessment shall take into account the learning conditions during the crisis. The schools are encouraged to provide mainly oral assessment based on students continuous performance. The goal of the assessment this year is to give learners constructive feedback, motivate them and suggest next steps for improvement. Schools shall decide whether pupils receive oral assessment, written pass grade or a combination of both. First grade pupils will receive only oral feedback.</p> <p>The school principal can also decide that certain courses shall not be subject to regular classification. That can be done if the distance learning and the conditions during the school closure did not allow to meet the objectives,</p>

quality and full implementation of the course (e. g laboratory exercises, practical learning). The principal shall inform the pupils and their legal representatives by 30 April.
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
<p>Regarding the national exams, the written part of the school-leaving examination „Matura“ has been cancelled and will not take place this school year, the internal (oral) part of the Matura as well as other final examinations at high school level will take place between 16 and 30 June 2020.</p> <p>The Public Health Authority issued guidelines (15/4/2020) on how to carry out the final examinations as well as admission exams at high school level, including the practical part of the examination. The examinations are to be carried in the biggest room available in the facility. Distance of at least 2m shall be maintained between people present in the room. Members of the examinations committee as well as students must wear facemasks and everyone must use his own stationery. No handshakes or other physical contact. No more than 1 student shall be in the room during the final examination (except for the practical exam – max. 2) and not more than 2 students shall be in the room during the admission exam. The examination premises must be equipped with hand sanitisers and regularly disinfected. Participants must not touch their faces and monitor their health before and after the examination, and report any changes. All students and members of the examination committee will be subject to temperature measurement.</p>
6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?
<p>Deadlines for applications for secondary schools have been extended, they can be submitted until 15 May. The deadlines for enrolment in primary schools have been also postponed. These should take place in the second half of April, from 15 to 30 April, but without the personal presence of children.</p> <p>Applications for kindergartens will run from 30 April to 31 May 2020.</p> <p>Enrolments to pre-primary and primary education shall be carried out without physical presence of the child. Any communication shall be done electronically if possible. An attestation from a doctor that normally accompanies the application will not be required.</p> <p>Most of the HEIs postponed their deadlines for applications. Admission and final exams will be carried out via digital tools. For students of medicine and other healthcare professions, the admission and final exams will follow the Guidelines of the Public Health Authority.</p>
PRACTICAL TRAINING AND WORK-BASED LEARNING
7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?
For now, the Ministry recommended that VET schools switch to theoretical subjects related to the topics of practical training and compensate those hours of practical training in the next years of the VET programme.
8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?
For now, the Ministry recommended that VET schools switch to theoretical subjects related to the topics of practical training and compensate those hours of practical training in the next years of the VET programme.

9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
<p>VET: The practical part of the final exams in VET shall follow the Guidelines of the Public Health Authority. They could be carried at the employer's workplace or suitable school facility under strict preventive measures. Maximum 2 students can participate in the group examination at the same time. The content of the examination shall be adjusted according to practical learning provided to students during the Covid-19 crisis.</p> <p>HE: Practical exams (not part of the final state exams) could be postponed to a later stage of the study programme or to the summer period. Practical parts of the final state examinations shall follow the Guidelines of the Public Health Authority.</p> <p>The Ministry recommends that the final thesis should be accepted by HEIs only in electronic form. The HEIs could also postpone the deadline for thesis delivery. The presentation of the final thesis that is a part of the state examination could be carried out online. As the final state examinations are public, they will be recorded and web streamed.</p>
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
<p>Most of HEIs decided to postpone application deadlines. Application procedure was simplified and digitalised. The students later on upon the enrolment can present any additional required documentation that cannot be submitted electronically, now.</p> <p>As the state Matura examination was postponed to June, HEIs should reconsider and adjust the selection criteria and procedure accordingly. Admission examinations should be carried out in digital format.</p> <p>Tuition fees in public HEIs apply only when a student exceeds the standard length of study. If a student is unable to pass an exam due to measures related to Covid-19 crisis, and this would result in a prolongation of his studies, the Rector should waive the tuition fee for the extra academic year.</p>
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
The student facilities are currently closed. Libraries continue to provide digital resources to facilitate distant learning.
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
As the high school students will be able to finish their studies and HEIs digitalised their application and selection procedures, we do not expect any significant decrease of future HE students.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
This issue is a subject of ongoing discussion.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
The Ministry cooperates with the Slovak Rectors' Conference and the Slovak Accreditation Agency for Higher Education in all decisions with an impact on higher education. The Ministry provides information to educational institutions and issued recommendations and guidelines for HEIs on how to deal with certain issues (like final examination etc.) during the crisis. The Ministry also prepared an amendment to Higher Education Act and other relevant legislation in order to create a legal framework for measures taken by HEIs during the pandemic situation (online examinations, extension of deadlines, etc.).

15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?

As the current situation results in the postponement of the national school-leaving examinations in several countries, it is crucial that Member States and their HEIs work together to protect academic mobility of students. It is important that HEIs reflect upon their admissions procedures for international students and refrain from strict requirements regarding the submission of documentation on secondary education attainment.

It is evident, that the current crisis accelerated the changes with significant impact on the education sector. Digitalisation has already penetrated into education processes and educators generally utilise various equipment to access various platforms. It is necessary to acknowledge that the physical mobility is the core principle of the Erasmus+ programme. Taking account of the current conditions, flexible mobility formats should be further elaborated in light of the preparation of the next generation of EU programmes.

The current situation may give a unique chance to further examine the opportunities to enhance blended mobility, as the combination of virtual and physical mobility, and consequently use it more broadly in future.

It is also necessary to draw on the experience from the projects conducted in the area of digitisation and online accessibility of learning as well as those aimed at inter-institutional cooperation (such as European Universities under current Erasmus+ programme) and utilise these knowledge in future practice.

SLOVENIA

Last update: 20/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

The school year will end within the deadlines set in the school calendar and vacations will not be shortened. Regardless the fact that schools might open before the official end of the school year, the Intervention Law Covid-19 gives a basis for adoption of guidelines that enable the completion of school year of every child. On 17th April, the Ministry published a decision on measures for the smooth performance of education in a single-structure nine-year basic school (primary and lower secondary education), including measures for assessment of achieved knowledge, students' progress, passing remedial exams and implementation of the national examination in grade 6 and 9 of the basic school.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

There are still three possible scenarios for return of pupils to classrooms, if possible due to pandemic. Firstly on 1 May, secondly on 1 June or not at all (followed only by delivery of final certificates).

University of Ljubljana has decided that students will not return to face-to-face education until the end of the semester.

Criteria to be used for re-opening of Education and Training institutions are currently under inter-sectoral discussion that will take into consideration the potential health risks of everyone.
3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?
Currently under discussion. The decision on possible re-opening of Education and Training institutions has not been taken yet.
ASSESSMENT AND EXAMS
4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?
<p>The assessment of achieved knowledge is foreseen in April, and grading in May. In the beginning of April, the National Education Institute has published guidelines for assessment of knowledge, where it recommends that teachers inform students in advance how their knowledge will be assessed. If possible, teachers should use grades obtained before closing of the schools, they are autonomous to adapt their methods of assessment with particular view on most vulnerable groups of students, reconcile the assessment methods within school experts' teams and inform the school leader thereabout. Teachers should avoid assessment using written examinations. On 17th April, the National Education Institute has published Guidelines for grading of students and finalising the school year, based on the Decision of the Ministry on measures for the smooth performance of education in a single-structure nine-year basic school.</p> <p>Basic principle that guided the Ministry and the National Education Institute as well as other stakeholders involved is to secure and enable progress of each student with positive corrective to be applied. Main messages included in the decision and guidelines are:</p> <ol style="list-style-type: none"> 1. Lowering the number of grades that must be obtained in each educational cycle; 2. If a student already has a grade in the second educational cycle (from 1st February 2020 on) obtained before closing down all schools, more grades are not necessary unless a student wants to correct the grade; 3. The methods of assessment and grading are flexible and should respect the conditions of each student. The majority of the grades should not be obtained through written tests. In addition, teachers can assess the achievement of knowledge with numerical marks on individual level without the inclusion of the third persons which is otherwise ensured by the law; 4. Students complete successfully the regular education programme and progress even if the final marks for 3 subjects are negative (before 2). There will be 3 deadlines for remedial exams (instead of 2); 5. The national assessment which is usually implemented at the end of grades 6 and 9 of the basic education are cancelled. These results in general do not have any bearing on final marks; they are only additional information about the level of students' knowledge.
5. In case you have national school exit exams (e.g. <i>state matura</i>), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?
<p>The Intervention Law Covid-19 forms a basis for preparing a new timetable for execution of general matura exam (upper secondary general education), vocational matura exam (upper secondary vocational-technical education) and school leaving exams (upper secondary vocational education). The Ministry together with the supporting public institutions prepared guidelines regarding completion of education.</p> <p>Final decision on implementation of general and vocational matura exam is still under consideration. The general and vocational matura exam, scheduled for 5 May 2020, will start on 30 May. The essay on Slovenian language (Italian and Hungarian language in case of minorities) will be written on 1 June. Oral part of the</p>

<p>examinations will begin on 15 June. The students will be notified about the results on 7 July for vocational matura exam, and on 13 July for general matura exam.</p> <p>Practical part of the school leaving exams can be assessed online, postponed or in consultation with the school teacher the topic can be changed.</p> <p>The calendar for supplementary and remedial exams is unchanged, and exams will start from 1 July on.</p>
<p>6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?</p>
<p>The Ministry published on its website a notice on enrolment at different levels for upcoming 2020/2021 school year. The deadline for the applications is postponed for all levels.</p> <p>Those applicants who have already submitted their application forms and have no prior conditions to fulfil can be accepted. All applicants applying for high school enrolment who need to fulfil certain conditions (talent tests, interviews, etc.) will continue their enrolment after the lifting of containment measures.</p>
<p>PRACTICAL TRAINING AND WORK-BASED LEARNING</p>
<p>7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?</p>
<p>For students not in final grade of the vocational school, an assessment of their achievements during the school year 2019/2020 will be prepared. The missing part of the curricula, in particular practical part of learning might be implemented during the school holidays or most likely in the following year.</p>
<p>8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?</p>
<p>Work-based learning is currently not performed in any form of VET education, including apprenticeships. Measures will be therefore required for the final year students to recognize this missing part of WBL, because for them it would not be possible to replace missing hours. Work-based learning will be recognized as completed if other theoretical subjects (which also includes Slovene language) are positive, as defined in the Intervention Low Covid -19.</p>
<p>9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?</p>
<p>The Ministry has provided for and adapt knowledge assessment and evaluation.</p>
<p>HIGHER EDUCATION</p>
<p>10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?</p>
<p>Currently under discussion.</p>
<p>11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?</p>
<p>Library service has been moved online to the extent possible, including online support, in combination with postal services available for copies that are not available online.</p>

12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
Considering a relatively low number of international students, a significant decrease is not foreseen at this point. However, there is a likelihood that the numbers of home students may slightly increase.
13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
According to the 2020 Act on provisional measures to cope with the spread of infectious disease SARS-CoV-2 (COVID-19) some of the lost revenues will have been funded from the national crisis budget. This also includes financial compensation (partial or in full) to individuals when public service had been discontinued.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
Decisions around emergency online teaching and assessment have been made in consultations between HEIs, national agencies and the Ministry, and since the COVID-19 pandemic, the cooperation and collaboration has been exemplary. The Ministry and other agencies in the HEI ecosystem seek to simplify the administrative procedures and supporting HEIs in their genuine efforts to maintain the high-quality student-based experience and skills/competences/knowledge-acquisition.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
Special guidelines were sent to HEIs to ensure universities are closely monitoring and addressing any potential educational gaps.

SPAIN

Last update: 23/4/2020

END OF THE SCHOOL/ACADEMIC YEAR

1. Taking into account the period for which schools have been closed, how do you plan to organize an efficient ending of the school/academic year (e.g. prolonging the school year, shortening vacations, extending the school day duration, weekend classes, etc.)? Do you already have any plans for compensation measures which might affect the summer holidays or the next school/academic year?

The school year will continue as scheduled until June: the educational activity will be maintained during this third trimester, through distance learning unless the Ministry of Health allows differently. During the summer break, administrations will promote voluntary reinforcement activities.

In relation to the Spanish universities, the Ministry of Universities has prepared a document of Recommendations that synthesizes the reflections elaborated in a technical ad-hoc group - with the participation of the Ministry of Universities, representatives delegated by the regional governments, representatives of the Agencies of Quality, representatives of the Conference of Rectors of Spanish Universities and representatives of the Council of University Students.

The beginning and end of the university academic year depends on the decision of each university. There is a relatively wide flexibility although, in general, the duration in academic weeks is quite the same in all of them when applying the operational principles of the EHEA. This means that, within limits, universities in a region may adapt this year completion and the beginning of the next one to assume changes in the teaching activity that must occur (and are occurring) in this second semester of the 2019/2020 year, as a consequence of the Covid-19 pandemic.

2. Do you plan to re-open education and training institutions during this school/academic year? If so, when? Is the re-opening linked with measures pertaining to the lifting of containment measures in other areas of the society? What criteria is taken into account when making this decision (health, educational, social, other criteria) and based on which one the ultimate decision is made? Are you planning to open all ET institutions at once or will there be a different approach (e.g. depending on the level of education, region etc.)? Would return to face-to-face education be mandatory or optional, with an option of continued distance education?

While the state of alarm is in force, until 9th May, the Minister of Health will have the status of delegated competent authority, both in its own area of responsibility and in other areas. Experts are working on how a “return to normal” will occur and the Ministry of Education believes that it would be good to have the possibility to return to face-to face classes for at least a couple of weeks before the end of the school year. Updated information can be found on <https://www.educacionyfp.gob.es/destacados/covid19.html>
It is unlikely that any Spanish university can resume face-to face classes this year; in this sense, some regional governments have communicated that there will not have more in-classroom teaching this year and they are updating non-classroom teaching modalities, both in the teaching activities that will still be carried out this academic year and in the final evaluation.

3. What measures do you have in plan regarding the reopening of ET institutions, in terms of ensuring the safety and well-being of pupils? (e.g. introducing health protective measures, such as providing masks, requiring physical distancing between children, working in small groups, special measures concerning access for parents etc.)?

The experts advising the Ministry of Health on how to organize the end of the confinement measures have recommended a “cautious and progressive” de-escalation of confinement measures from the 27th April, which includes the possibility for children to leave the home under controlled circumstances.
There is no date set for the re-opening of ET institutions. However, experts say the return should be carried out in phases and with special precautions, according to the situation of the coronavirus crisis at that time and the rate of progress of the pandemic in each region.
It is unlikely that any Spanish university can resume face-to face classes this year; in any case, if possible, health recommendations such as the use of masks or physical distance would be followed.

ASSESSMENT AND EXAMS

4. How do you plan to ensure the continuity of assessment? In case ET institutions remain closed, do you foresee online assessment? Will assessment include grading? If so, would that be based on online assessment or alternatives, such as predicted grades? If so, do you provide any guidelines (if yes, please share the link)?

This third term that has just started will be dedicated to reviewing and reinforcement with globalizing and interdisciplinary activities properly tutored. The activity will focus on the essential learning and skills, avoiding overloading the students. In the event that distance learning is maintained, the necessary resources and support will be mobilized so that teachers can carry out their work in the best possible conditions.
Assessment will be continuous, promotion to the next grade will be the general norm and certification must be the usual practice for those students who finish cycle, either in secondary, baccalaureate or VET. A decision that, in any case, will be made by the faculty as a whole.

With a view to the next academic year, educational administrations, schools and the teaching staff will organize customized catch-up plans, curriculum adaptations and specific educational activities, which will allow all students to keep advancing, especially those who are lagging behind.

The Spanish university system currently - articulated in teaching terms by the principles of the European Higher Education Area - assumed the continuous assessment system as basic, which, in each university, degree and subject, according with its academic and training nature and in relation to the volume of students enrolled, which is included in its teaching guides and in accordance with its evaluation regulations. In any case, in all cases it aims to assess the student's continued learning progress.

Because of the Covid-19 crisis, and as long as the confinement measures currently approved do not change, it forces to transform the current face-to-face evaluation into a non-face-to-face evaluation system, fundamentally. In order to guarantee the transparency of this change, its diffusion and the equality of opportunities for the students, some general criteria of non-face-to-face evaluation are being introducing in all the degree memories.

This option allows each degree - and in each subject- can specify how it will proceed to evaluate the learning results of this second semester of the 2019-2020 academic year. Thus, defining what the specific evaluation criteria will be and the methods that will be implemented, as well as their timing. These actions are being consulted with the students and will be disseminated with the necessary academic time so that they can assume the change and prepare adequately.

All the alternative academic solutions to the traditional face-to-face tests (test-type questions, oral questions, practical cases, etc.) could be used, always counting on the use of methodological, technological and computer resources and considering the rigor and academic quality of the evaluation procedure, in order to benefit student training.

Lastly, there is a group of subjects where ad-hoc solutions will be necessary because the evaluation is fully practical - some subjects in Sports Degrees or bachelor or masters with many laboratories or practical subjects as, i.e. Veterinary. In these cases, non face-to-face possibilities are been considering but even if the situation of confinement and exceptional sanitary measures change during this academic year, although after the evaluation dates established so far, they could be carried out in person.

5. In case you have national school exit exams (e.g. *state matura*), what are your plans for their implementation this year (e.g. implementation according to the plan, cancellation, postponement)?

The Ministries of Education and Vocational Training and of Universities, together with the regional governments, have agreed to delay the official examinations to access university, which will be held, tentatively, between June 22nd and July 10th. Also, contents and number of items have been modified so that students are not punished for not having worked in class any block or blocks of contents of any of the subjects. https://www.boe.es/diario_boe/txt.php?id=BOE-A-2020-4576

Besides, diagnostic tests for primary and secondary students (3rd and 6th years in primary and 4th in secondary) have been cancelled.

6. How is the current situation affecting deadlines for applications and requirements for enrolment at different levels (e.g. primary and secondary schools, HEIs)?

Due to the circumstances caused by the pandemic, administrative acts, such as admission procedures or applications to the enter schools, have been postponed.

PRACTICAL TRAINING AND WORK-BASED LEARNING

7. How can the acquisition of learning outcomes be ensured in cases when it is not possible to organize all parts of the learning process virtually (e. g. VET practical training/HE internships, access to labs, thesis presentation, etc.)?

As for Vocational Education and Training, the school calendar has been extended and flexibility has been allowed regarding practices in the workplace, extending the period established in the school calendar and limiting the hours to a minimum of 220 hours, if necessary.

Likewise, Work Based Learning modules will be exceptionally integrated with a project module so that the objectives associated with the work environment can be addressed. This measure will affect basic VET, as well as intermediate and higher grades.

These flexibility measures will allow regional governments to adapt the process of completing the practical work with total guarantees that the training of the students is adequate to the requirements to obtain the qualification.

Each University - depending on its characteristics – are considering different modalities, as well as the dates of their application, according to the evolution of the pandemic. The Universities are consulting and informing their students, professors and workers of the measures adopted – and to adopt - so that they can prepare with sufficient time to carry out the final evaluation or examination with due guarantees. The conditions of each student must be taken into account to adapt to the teaching and evaluation modalities that are decided.

For all the practical training – internal or external -, some general criteria for the whole practical training system of a university is being set. This system has to be very flexible and adaptive to the very different academic realities that exist, but at the same time guarantee the rigor and quality of them, which should be then specify at the qualification level by its management and / or coordination bodies. As general ideas, when the practical training corresponds to the non-last year of the degree, it would be possible for the non-compulsory practical training to be postponed to the near future.

In those practices that are addressed to final year students and that are not in qualifying undergraduate or master's degrees, a minimum can be set in the percentage of completion from which the rest of the fixed time of practices can be replaced by the completion of face-to-face of other evaluable related academic activities, which can be of different types. This percentage can be increased by each university or degree as they consider. In case of practical training aimed at final year students of degrees or masters which are necessary for regulated professions, the above criteria may be applied or, depending on the cases, specifying an implementation of said internships, or the time remaining in its implementation, of an intensive nature and temporarily concentrated as soon as the health situation allows it and always within this 2020 year, being temporarily appropriate not to exceed the month of September or October for it. In this typology of practices that, although they are in qualifying titles have very different academic natures, it will be taken into account the approaches agreed by the sectoral conferences of deans of these areas, since it could facilitate relatively common solutions in the same degree, even if taught at different universities. This could be the case of practices in degrees in the field of Health or Education, for example. For those students who are studying non-completion courses, the possible option would be to delay the completion of the practices (or the undeveloped time of the practices) to the next course.

8. In case practical parts of curricula have been put on hold during the closure of ET institutions, how do you plan to compensate for that? How will this affect the award of qualifications in VET?

Assessment will be continuous, promotion to the next grade will be the general norm and certification must be the usual practice for those students who finish cycle, either in secondary, baccalaureate or VET. A decision that, in any case, will be made by the faculty as a whole, taking into account, in the case of vocational training,

that the student has achieved the general objectives of the cycle, the learning outcomes, and the professional and social competences.
9. How do you plan to organize practical exams in VET? How do HEIs in your MS organize practical exams?
<p>The evaluation of the practices uses different instruments within a flexibility framework whose final purpose is to show that the students have reached these objectives, included in the evaluation criteria that are public for each degree. Consequently, the proposed flexibility measures enable regional educational authorities, and teachers, to arbitrate the most appropriate means for each case and situation, taking into account that there are a total of 174 vocational training degrees, from very diverse productive sectors. , and with very different characteristics in terms of evaluation.</p> <p>Entrance exams to access intermediate or higher vocational training for those who do not have the academic requirements have been postponed as much as necessary, even until the first half of July or if case, other dates that advise the situation and health status as a consequence of the evolution of the pandemic COVID - 19</p>
HIGHER EDUCATION
10. Have your HEIs already made decisions regarding enrolment requirements and tuition fees?
<p>With regards to the enrolment requirements, the Ministries of Education and Vocational Training and of Universities, together with the regional governments, have agreed to delay the official examinations to access university, which will be held, tentatively, between June 22nd and July 10th. Also, contents and number of items have been modified so that students are not punished for not having worked in class any block or blocks of contents of any of the subjects. The different regions – taking into account the health conditions – are fixing the exams dates and the places in order to do the exams.</p> <p>In relation to the tuition fees of the universities for the course 2019/2020, an ad-hoc group has been created to study a possible common measure for the students who will not be able to study or do the exams because of the Covid-19 pandemia.</p>
11. How are HEIs replacing their student services such as library, sports facilities etc. during their closure?
<p>First of all, it is important to take into consideration the confinement in Spain is being absolute - except for essential activities - since 13th March and that it is not authorized to leave the houses to, for example, carry out sports activities so it is not possible the use of the sports facilities.</p> <p>As for university libraries, they are all supporting and strengthening distance learning; disclosing the initiatives of libraries, research and cultural centers, publishing houses, etc. to promote the telematic use of information resources in the current context of pandemic confinement.</p> <p>On the other hand, there are also initiatives to make electronic resources available to the university community for training or scientific or academic information and, in some cases, they have temporarily enabled new access routes or free access to many of these resources. Finally, a large number of publishers and scientific associations are making resources available to the university community for their training during this period and the university libraries are spreading these initiatives.</p>
12. Do you expect a decrease in the number of students to be enrolled next year and are any measures planned in this respect?
No, we consider there will not be a much smaller number of students next course; for this, ways to reinforce scholarships are being studied.

13. How could the lost revenues (e.g. housing fees for dormitories, adult training activities) of HEIs be compensated, are there any measures foreseen in this respect?
New measures in order to reduce the possible economic impact for universities are being studied.
14. Taking into account the autonomy of HEIs, to what extent can you influence decisions made by HEIs?
As previously indicated, the Ministry of Universities has prepared a document of <i>Recommendations</i> that synthesizes the reflections elaborated in a technical ad-hoc Group - with the participation of the Ministry of Universities, representatives delegated by the regional governments, representatives of the Agencies of Quality, representatives of the Conference of Rectors of Spanish Universities and representatives of the Council of University Students. These recommendations, therefore, have been agreed by all members of the university community but scrupulously respecting university autonomy.
15. Related to possible different MS approaches concerning the ending of the school/academic year, assessment and enrolment and the possible negative effect this might have on the learning mobility, what can be done to ensure that students would still be able to benefit from learning mobility opportunities?
Spanish universities want to continue promoting academic mobility - online or physical - although the latter remains, at present, limited because of health reasons.

SWEDEN

Information available in the version 14 of the table, as of 15/4/2020; further update to follow.

Implications of the novel coronavirus (COVID-19) for Erasmus+ and European Solidarity Corps projects: Notes by the European Commission

Note: E+/NA/DIR/2020/005

**Subject: Coronavirus – implications for Erasmus+ and European Solidarity Corps projects
31/1/2020**

In the context of the outbreak of the Coronavirus in China, National Agencies are requested to inform the participating organisations concerned and instruct them to contact the individual participants who already are in, or are planning to leave to or from the affected areas within the coming weeks. Participants should also be reminded of the assistance that can be provided by embassies, consulates and honorary consulates in the country of their stay.

It is for the participating organisations and individuals to decide on the course of action to take in the light of national travel advice and repatriation schemes, as for example cancelling or postponing all non-essential travels to China. The National Agencies should however monitor closely, in cooperation with the participating organisation, if the area can be considered safe by the time of travel for the entire duration of the mobility or project activity.

Please be reminded that National Agencies may apply the *force majeure* clause to activities taking place in China or other affected areas as well as to incoming mobility from these areas, as foreseen in the template of the grant agreement between National Agencies and the beneficiaries and as defined in the programme guide and other contractual documents. National Agencies may thereby cancel, postpone or move activities planned in such regions in the most flexible way, notwithstanding the respect of the general legal framework applying to Erasmus+ and the Corps. Given the exceptional circumstances, the same principles can be applied also to any incoming mobility from the affected regions.

Justified repatriation costs will be accepted as exceptional costs, whereas normal reporting requirements apply. For further information or clarifications, please do not hesitate to contact the Commission via your NA desk officer or by sending an email to EAC-NA-COORDINATION@ec.europa.eu.

Note: E+/NA/DIR/2020/012

**Subject: Coronavirus – exceptional measures with regard to Erasmus+ and European Solidarity Corps projects
25/2/2020**

In the context of the measures taken by the Italian Government to contain the spread of the Coronavirus infection in Northern Italy, I would like to inform you that the measures announced in our note of 31 January 2020 (ref. Ares (2020)619972) shall be considered fully applicable to any mobility in affected areas of programme and partner countries where the virus is detected and which are considered at risk.

In line with the abovementioned note, National Agencies are requested to inform the participating organisations concerned and instruct them to contact the individual participants who already are in, or are planning to leave for the affected areas within the coming days or weeks. Participants should also be reminded of the assistance that can be provided by embassies, consulates and honorary consulates in the country of their stay.

It is for the participating organisations and individuals to decide on the course of action to take in the light of national travel advice and repatriation schemes. The National Agencies should however monitor closely, in cooperation with the participating organisation, if the area of the planned mobility can be considered safe by the time of travel for the entire duration of the mobility or project activity.

Please be reminded that National Agencies may apply the *force majeure* clause to activities taking place in any affected area as well as to incoming mobility from these areas, as foreseen in the template of the grant agreement between National Agencies and the beneficiaries and as defined in the programme guide and other contractual documents. National Agencies may thereby cancel, postpone or move activities planned in such regions in the most flexible way, notwithstanding the respect of the general legal framework applying to Erasmus+ and the European Solidarity Corps. Given the exceptional circumstances, the same principles can be applied also to any

incoming mobility from affected regions. However, when assessing additional costs linked to a case of *force majeure*, the National Agencies should apply the provisions established in section 3.16 of the Guide for National Agencies.

Justified repatriation costs will be accepted as exceptional costs, whereas normal reporting requirements apply. For further information or clarifications, please do not hesitate to contact the Commission via your NA desk officer or by sending an email to EAC-NACCOORDINATION@ec.europa.eu.

Note: E+/NA/DIR/2020/014

Subject: Coronavirus – specific guidance in cases of force majeure

10/3/2020

Following the sending of notes 005 (31/01/2020) and 012 (25/02/2020) on the impact of the coronavirus COVID-19 on the implementation of the Erasmus+ and European Solidarity Corps programmes, we have been receiving a high number of questions from National Agencies on the practicalities regarding the application of the *force majeure* clause.

Most of the questions are on to the possibility of extending the duration of Grant Agreements with beneficiaries, the application of the definition of *force majeure* and the practicalities of covering additional costs, the reason why this note focuses on these aspects. Any questions not replied to by this note will be dealt with bilaterally, via e-mail or NACO, or additional notes, where needed.

As regards the application of *force majeure*

The template for Grant Agreements defines in Article II.1 (Definitions) a situation of *force majeure* as follows: *Force majeure: any unforeseeable, exceptional situation or event beyond the control of the parties that prevents either of them from fulfilling any of their obligations under the Agreement, which is not attributable to error or negligence on their part or on the part of the subcontractors affiliated entities or third parties in receipt of financial support and which proves to be inevitable despite their exercising due diligence. The following cannot be invoked as force majeure: labour disputes, strikes, financial difficulties or any default of a service, defect in equipment or materials or delays in making them available, unless they stem directly from a relevant case of force majeure.*

National Agencies are invited to use their judgement as to the situations in which the beneficiary is in the incapacity to fulfil its obligations under the grant agreement. The provision can thus be invoked beyond the applicable formal recommendations from the competent authorities¹, in situations in which obligatory parts to the agreement between the beneficiary and its partners/participants cannot be fulfilled.

As regards costs incurred, including possible additional costs:

In line with the Guide for National Agencies (article 3.16§2), there cannot be an increase of the total grant amount awarded.

Within this limit, National Agencies may accept additional costs of an extraordinary nature not foreseen in the initial budget, where duly justified (e.g. the cost could not be recovered under an insurance scheme, the generating event could not be rescheduled, etc.) on a real cost basis. Beneficiaries need to provide a signed declaration stating that the costs could not be recovered by other means. For reporting purposes, the beneficiaries should be advised to use the procedure for *force majeure* described in the IT documentation: <https://webgate.ec.europa.eu/fpfis/wikis/pages/viewpage.action?pageId=194407954>.

Any additional costs above the maximum grant amount will have to be financed from other sources.

If the National Agency decides to cancel a planned activity following the application of *force majeure*, the costs incurred can be considered eligible within the project at final report stage.

As regards the project duration:

Where relevant, the National Agencies may decide to authorise beneficiaries to extend the duration of their projects to allow postponement of activities with up to 12 months per project. While taking this decision, the National Agencies should take into account i.a. the following elements:

- the maximum duration of the Delegation Agreements between the Commission and the National Agency for the implementation of the entrusted tasks is still respected

- the additional administrative workload for the National Agency
- the equal treatment of beneficiaries facing the same situations

The normal rules on amendments set out in Article II.13 of the Grant Agreement apply.

In cases where the National Agency decides to grant the prolongation of projects, the final project duration may not in any case exceed 36 months² in total, in any Key Action³. Whereby such prolongation cannot be granted on the basis of the existing rules of the action, as set out in the Programme Guides of the Erasmus+ and European Solidarity Corps programmes, National Agencies need to sign an exception report in line with article 2.5.4 of the Guide for National Agencies.

For further information or clarifications, please do not hesitate to contact the Commission via your desk officer or by sending an email to EAC-NA-COORDINATION@ec.europa.eu.

We would like to inform all National Agencies that notes from the Commission to National Agencies are not to be disseminated or published. The functional mailbox EAC-NA-COORDINATION@ec.europa.eu is only to be used by National Agencies, not by project beneficiaries.

¹ In the context of this note, “competent authorities” are defined as the authorities in charge at national, regional or local level of issuing health recommendations and/or travel restrictions for public interest.

² This implies e.g. that projects of 12 months can be extended up to 24 months and 24 months projects may be extended up to 36 months. This also means that KA2 projects of already the maximum duration of 36 months cannot be extended.

³ In line with the e-mail of 26 February 2020 providing specific guidance for ICM projects, the new end date of the extended ICM 2018-projects will be 31/07/2021.

Note: E+/NA/DIR/2020/016

Subject: Extension of Erasmus+ deadlines for submission of applications

16/3/2020

Please be informed of the new submission deadlines below as a result of difficulties experienced by applicants due to the coronavirus outbreak.

The deadline for submission of applications has been extended until 23 April 2020 (12h00 Brussels time) for the following actions:

- Strategic Partnerships for School Education (KA201),
- Strategic Partnerships for Vocational Education and Training (KA202),
- Strategic Partnerships for Higher Education (KA203),
- Strategic Partnerships for Adult Education (KA204),
- School Exchange Partnerships (KA229).

We are revising the calendar for use of funds to take the extension into account and will publish it on NAconnect as soon as possible.

The deadline for submission of applications (to the Education Audiovisual and Culture Executive Agency) for the Erasmus Charter for Higher Education will be extended until 26 May 2020.

Note: E+/NA/DIR/2020/017

Subject: Coronavirus – Extension of additional deadlines

17/3/2020

Within the framework of the Erasmus+ programme and European Solidarity Corps, the following deadlines for submission of applications will also be extended, besides those already announced in the Note 016 of 16 March 2020:

	Official deadline	New proposed deadline
ERASMUS+		
Key Action 1		

Mobility of individuals in the field of youth	30 April 2020	7 May 2020
Key Action 2		
Strategic partnerships in the field of youth	30 April 2020	7 May 2020
Key Action 3		
Youth Dialogue projects	30 April 2020	7 May 2020
Sport		
Collaborative partnerships	2 April 2020	21 April 2020
Small collaborative partnerships	2 April 2020	21 April 2020
Not-for-profit European sport events	2 April 2020	21 April 2020
EUROPEAN SOLIDARITY CORPS		
Volunteering projects	30 April 2020	7 May 2020
Traineeships and jobs	30 April 2020	7 May 2020

The websites of the European Commission and of the EACEA are being updated to inform the general public about these extensions.

Note: E+/NA/DIR/2020/018

**Subject: Coronavirus – further specific guidance
18/3/2020**

The outbreak of Coronavirus in the EU and in the world has big implications for the Erasmus+ programme and European Solidarity Corps. The closure of education, training, youth and sport institutions and organisations - as well as the broader measures undertaken in many EU countries to restrict mobility of citizens and increase social distancing - hamper the regular implementation of most of the ongoing or planned Erasmus+ and European Solidarity Corps activities.

The Commission is acutely aware of the difficulties faced by National Agencies and project beneficiaries in this respect. Our foremost concern, that we know you share, is the safety and protection of all programme participants.

Further to Note 014 sent to you on 10/03/2020, this note aims to provide additional clarifications concerning the scope and application of the *force majeure* principle as well as to provide additional guidelines and general recommendations in order to support National Agencies in managing the exceptional circumstances.

Application of *force majeure*

The World Health Organisation officially declared, on Wednesday 11 March, the Coronavirus as a global pandemic. Therefore, it is justifiable for National Agencies to apply the principle of *force majeure*. Considering the principle of prudence, which underlines and inspires all of our activities, it would be difficult to do otherwise given the current circumstances, under which a large and important number of activities – planned or currently undertaken in the framework of already selected projects - have already been cancelled or will be postponed. However, in this particular situation, and taking in consideration each national framework, it will be a duty of National Agencies - following a case-by-case assessment - to consider the scope to which the *force majeure* principle is applied in their context.

The modalities of application of *force majeure* are those indicated in the Note 014 of 10/03/2020. In this context, it is worth clarifying that the guidance as regards additional costs is applicable to all types of decentralised actions, while the guidance as regards project duration currently covers all actions except TCA and NET activities, for which specific guidance will be issued. For the prolongation of projects under the School Exchange Partnerships, specific guidelines will be issued to help National Agencies steering the process in a coordinated manner, thus reducing the administrative workload.

The IT documentation setting out detailed guidance linked to cases of *force majeure* in Mobility Tool is currently being updated to address the most frequently asked questions. A Q&A document will also be posted on NAconnECT in order to reply to specific detailed questions raised by National Agencies in the last days.

Deadline for applications

Several deadlines for submissions relating to actions implemented - both at decentralised and centralised level - under the Erasmus+ programme and European Solidarity Corps have been extended. National Agencies have been informed of these prolongations through Note 016 of 16 March and Note 017 of 17 March. Please note that for the European Solidarity Corps Actions, the extension of the deadline to 7 May 2020 is valid for all four actions:

ESC11 –Volunteering projects

ESC21 – Traineeships and jobs

ESC13 – Volunteering partnerships - Annual grant requests

ESC31 – Solidarity projects

Furthermore, it will be possible to submit application forms without annexing the mandates requiring signatures of co-beneficiaries. However, only for selected projects, these documents will have to be sent to the National Agency before the signature of the grant agreement.

The websites of the European Commission and of the EACEA are being updated to inform the general public about these extensions.

Administrative deadlines

The Commission acknowledges the fact that the daily routine of staff in National Agencies and of people working for beneficiary organisations is severely impacted by practices introduced or recommended in many countries in order to contain the spread of the pandemic. Many people are asked to carry out distance-work or suspend their work; this implies the slowdown or suspension of non-critical activities. This will have an impact on the capacity of National Agencies to respect all the administrative deadlines for grant-lifecycle-management, as set in the Guide for National Agencies. In this context, it is the Commission's intention to update the Calendar on the use of funds annexed to the Guide for NAs, following a general principle of flexibility for National Agencies and beneficiaries.

This being said, and with due respect of specific situations in each country, the Commission:

- a) calls on every National Agency to adopt an approach of maximum responsibility and ensure to the greatest extent the execution of grant-management tasks, primarily to safeguard beneficiaries and participants.
- b) recommends National Agencies to identify as crucial any task that diminishes the risk for a beneficiary or for participants in selected projects to find themselves in difficult financial conditions (e.g. these tasks could be the payment of a due instalment which would allow a beneficiary to have sufficient cash-flow to cover costs of participants abroad, or the signature of a grant agreement which is a condition for a beneficiary to receive a loan, etc.).

Communication with stakeholders and participants

This unprecedented situation is having a huge impact on most stakeholders and participants. Erasmus+ mobility participants, especially students, who are experiencing a varying degree of disruption during their mobility, or had either to cancel or postpone their planned mobility period. We ask all NAs to strongly encourage their beneficiaries to be as flexible and pragmatic as possible to minimise any negative impact on their participants and, as regards students, to help facilitating the achievements of the learning outcomes indicated in their learning agreements. This can be done through alternative means such as digital tools for example, in particular for those students who already started their mobility period abroad.

Many host institutions are enabling mobile students to continue their studies remotely by either offering them to follow courses online or by doing assignments. In some cases, students have returned to their home countries but continue to follow courses at the host institutions through various solutions. Given these exceptional circumstances, please note that the Commission will consider any such remote studying arrangements as eligible, provided they contribute to achieving the learning outcomes of the learning agreements. We also hope

all sending institutions will be as flexible as possible in order to allow students to have all the ECTS obtained through such remote studying arrangements fully recognised.

We are aware that many institutions, organisations and international relations offices are now closed or are working with a very limited capacity. We encourage all NAs to make sure that Erasmus+ participants in mobility, especially young people and students, are well informed about where they can access information about the situation in each country and where they can turn to for support if they are temporarily not able to reach the international relations office of their sending or receiving organisations and institutions due to the closings.

National Agencies are strongly invited to keep active communication channels open with local antennas of Erasmus alumni, former participants, Europeers, students' associations, former volunteers etc. to detect any major problem faced by mobility participants abroad, whenever these networks are still active. In this regard, we invite you to contact the local Erasmus Student Network (ESN) sections and student unions in your country to see how you can best cooperate with them to disseminate information quickly to mobile students and provide peer to peer support to those who are anxious or facing language barriers which make their situation more difficult.

In the most serious situations, e.g. where repatriation is needed, National Agencies are invited, whenever possible, to facilitate contacts with embassies and authorities of the home country.

Operational consequences for the European Commission

The Coronavirus has already had an impact on the working of the European Commission services. In recent weeks, we have cancelled all nonessentials trips, external meetings and conferences; reduced the number of internal meetings and increased the use of teleworking and videoconferencing.

As of Monday 16 March, we entered into a new phase, whereby the majority of staff members of the European Commission are obliged to telework.

We have prepared for this eventuality to the extent possible, however we ask for your understanding in this exceptional situation.

For further information or clarifications, please do not hesitate to continue to contact the Commission via your desk officer, putting in copy EAC-NA-COORDINATION@ec.europa.eu.

We would like to inform all National Agencies that notes from the Commission to National Agencies are not to be disseminated or published. The functional mailbox EAC-NA-COORDINATION@ec.europa.eu is only to be used by National Agencies, not by project beneficiaries. Please be informed that notes related to the Corona virus will always be sent for information to programme committee members, national authorities and the Croatian Presidency.

Note: E+/NA/DIR/2020/021

Subject: Coronavirus – Guidance to the NAs on the application of section 3.16 (force majeure) of the Guide for National Agencies and ‘Questions and Answers’ (batch 1)

27/3/2020

Further to the Notes already issued, including the latest Note n° 018 sent on 18/03/2020, in relation to the coronavirus outbreak and as announced during the webinar held on Monday 23/03/2020, please find in annex two documents with further specific guidance to support National Agencies in managing these exceptional circumstances.

You will find the same information uploaded on NAconnECT, where it is available for all staff to consult.

To keep our stakeholders informed also directly, a summarised version of the most relevant information provided in these documents will be published on DG EAC's website for beneficiaries and participants to consult. Nonetheless, you are kindly invited to disseminate promptly and widely the information to beneficiaries and programme stakeholders in your country. Beneficiary institutions and organisations should also be strongly recommended to keep an open channel of communication with participants in their projects, even if their premises are closed. For financial matters (refunds, eligibility of costs, conditions for grants, etc.) individual participants could preferably be invited to contact their home institution or organisation at a later stage, once the situation is back to normal.

1. Questions and Answers (Q&A)

We are receiving a high number of questions via different channels, including via the NACO platform, e-mails, social media, stakeholders, our webinars with you etc., which we need to consolidate and ensure that we provide you with coordinated and consistent answers, also in line with corporate guidelines and internal procedures.

Please find attached a Q&A document (Annex 1) related to the first batch of specific implementation questions raised by you. These will also be available as of Monday 30/03/2020 on NAconnECt: FAQ: COVID-19 page. The next batch to reply to further questions already received is in preparation and will be released in the course of next week. You will be notified with a note to NA Directors when it has been finalised and it will be uploaded on the dedicated space on NAconnECt.

We endeavour to reply to all questions of principle via this channel; please kindly request your staff to follow the space on NAconnECt and verify at any time if a question has already been replied to in the Q&A section, to avoid duplication and allow for obsolete questions to be withdrawn / closed e.g. in NACO.

2. Guidance for National Agencies on the application of *force majeure* to the “costs entailed by activities that have not taken place or additional costs that were caused by the exceptional circumstances “

Understandably, many questions and concerns revolve around the eligibility of costs under various scenarios (prolongation, suspension, termination, cancellation before start) and the funding model to be applied to costs for cancelled activities and additional costs in these circumstances.

To be able to reply to the high volume of detailed questions raised, please find attached a guidance note that sets out the practice for the National Agencies for applying the *force majeure* principle caused by the coronavirus outbreak in the framework of Erasmus+ and European Solidarity Corps decentralised action (Annex 2).

I hope that this will provide you with the needed clarity to inform beneficiaries and participants how their cases will be handled so that they can take an informed decision as to whether or not they wish to terminate or continue the funded activities, as well as the frames within which costs can be considered eligible by the National Agencies.

For further information or clarifications, please do not hesitate to continue to contact the Commission via EAC-NA-COORDINATION@ec.europa.eu, putting your desk officer in copy.

**Both annexes were distributed to delegations, together with the note, by the Secretariat on 30/3/2020.*

Note: E+/NA/DIR/2020/023

Subject: COVID -19 outbreak – ‘Questions and Answers’ (batch 2)

14/4/2020

Following the note 021 of 27 March 2020 to National Agencies’ Directors, providing specific guidance on the application of the *force majeure* principle in the programme implementation and a first set of answers to questions submitted, we wish to make available the second batch of questions and answers (Q&A) to support National Agencies in managing the exceptional circumstances in relation to the COVID -19 outbreak.

This second batch of Q&A (in Annex) contains 21 questions that are essentially linked to the extension, postponement or substitution of performance, including the questions on extension of KA2 projects and TCA/NET/TEC activities. You will shortly find the same information uploaded on NAconnECt, where it is available for all staff to consult here: FAQ: COVID-19 page.

We continue analysing and treating the remainder of the high volume of questions received to provide you with replies to questions of principle. These include among others exploring the possibility for National Agencies to make use of unused funds under open Delegation Agreements and the margins of simplification to alleviate the high workload you are currently facing in managing Grant Agreements with beneficiaries. However, as these questions relate to fundamental corporate financial rules, they require consultation with the Commission’s budget department and central legal service.

For further information or clarifications, please do not hesitate to continue to contact the Commission via EAC-NA-COORDINATION@ec.europa.eu, putting your desk officer in copy.

**The Annex was distributed to delegations, together with the note, by the Secretariat on 14/4/2020.*

