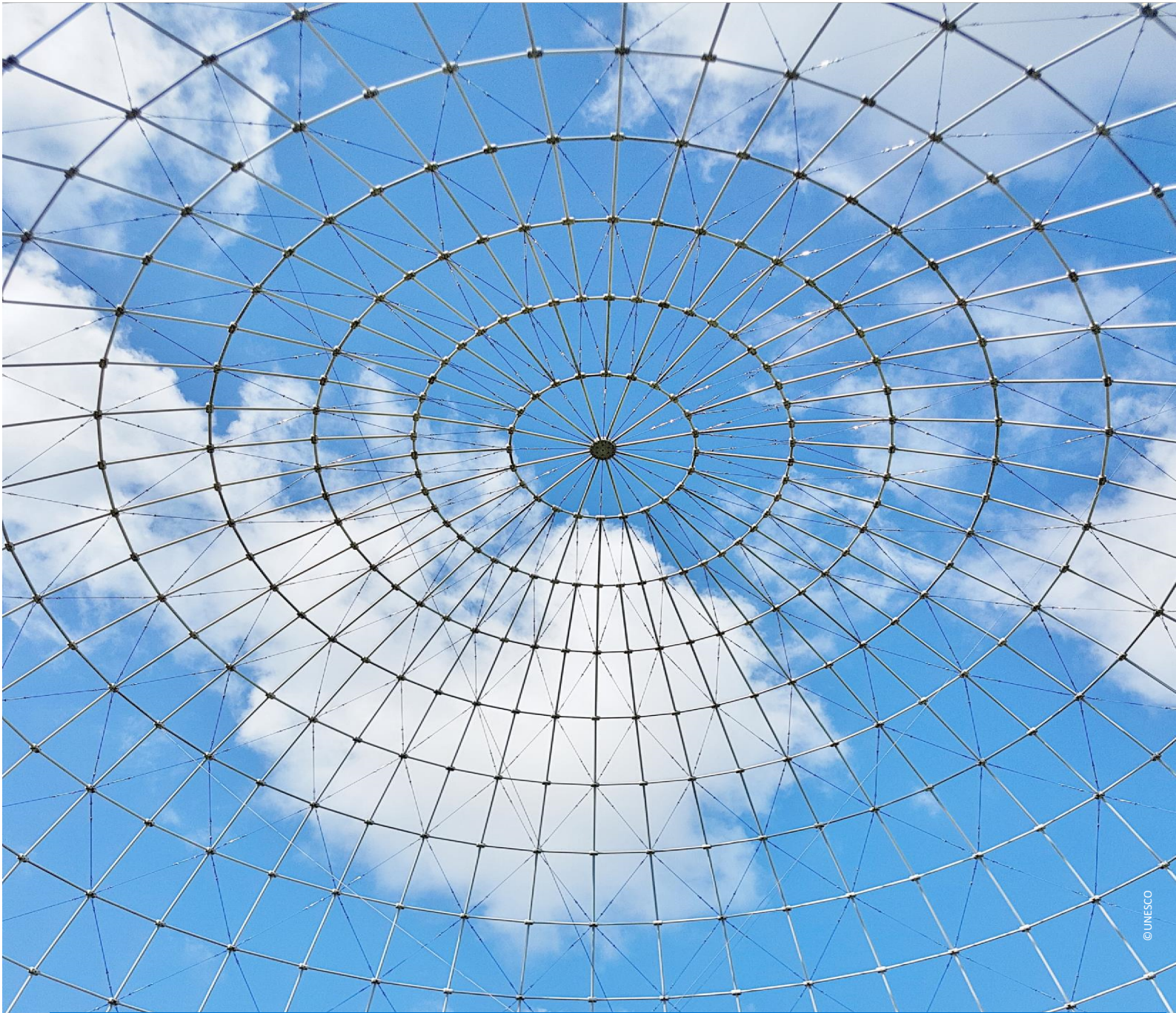




United Nations
Educational, Scientific and
Cultural Organization



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UNITWIN/UNESCO Chair Holders Institutional Responses to COVID-19

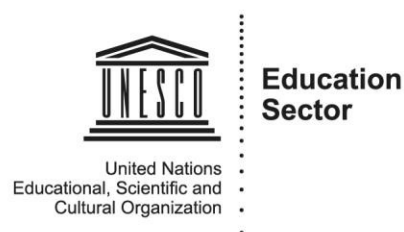
Preliminary results of a survey conducted in April 2020

Section of Higher Education, UNESCO



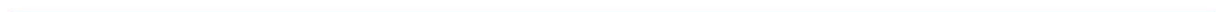
UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



Introduction and background to the Survey

The current report presents the preliminary summary findings of a survey of UNITWIN/UNESCO Chair programme host universities, distributed electronically to all 793 institutions in English, French and Spanish from 6-20 April 2020.

The express purpose of the survey was to facilitate the rapid collection and sharing of the immediate challenges facing higher education provides and their individual institutional efforts to continue their learning, teaching and research missions during the COVID-19 pandemic.

A summary of the response rate by region is provided below, with the quantitative and qualitative summary responses outlined in the content of the report that follows. Any responses received after the deadline are not included but will be incorporated into a future analysis.

Summary of responses

	Number of Responses (UNESCO Chair Holders)	Number of countries	Number of institutions covered
Total	234	67	222
Arab States	6	4	5
Asia and the Pacific	22	10	21
Africa	14	7	13
Europe and North America	159	36	153
Latin America and the Caribbean	33	10	30

UNESCO, 29 April 2020

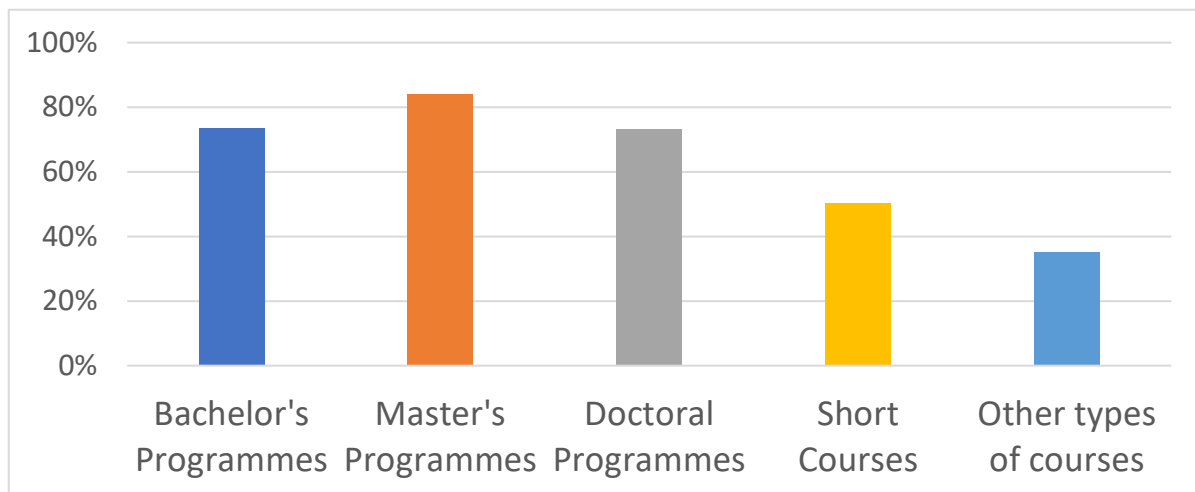
Disclaimer

Summary responses have been grouped thematically and do not necessarily reflect the order of those in the on-line Survey. Quantitative data results are auto-generated and do not include instances of non-response to an individual question. Qualitative open-responses are summarized as the most frequently recorded and have been formulated to ensure clarity. All hyperlinks provided in the Annexes are presented as provided by respondents. UNESCO neither endorses nor confirms the accuracy of such links provided by third parties.

Summary of Survey Results

I. Use of Remote Classes

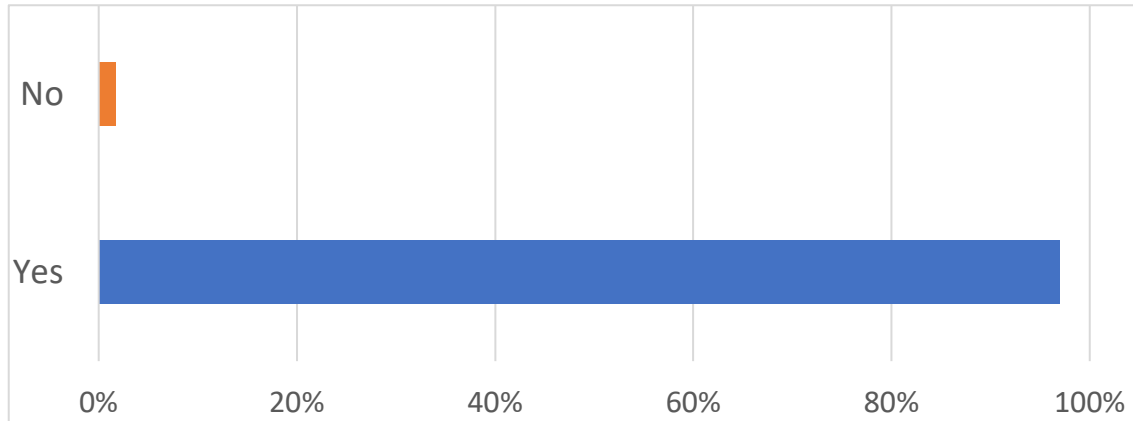
1. Is your institution currently offering the following classes remotely?



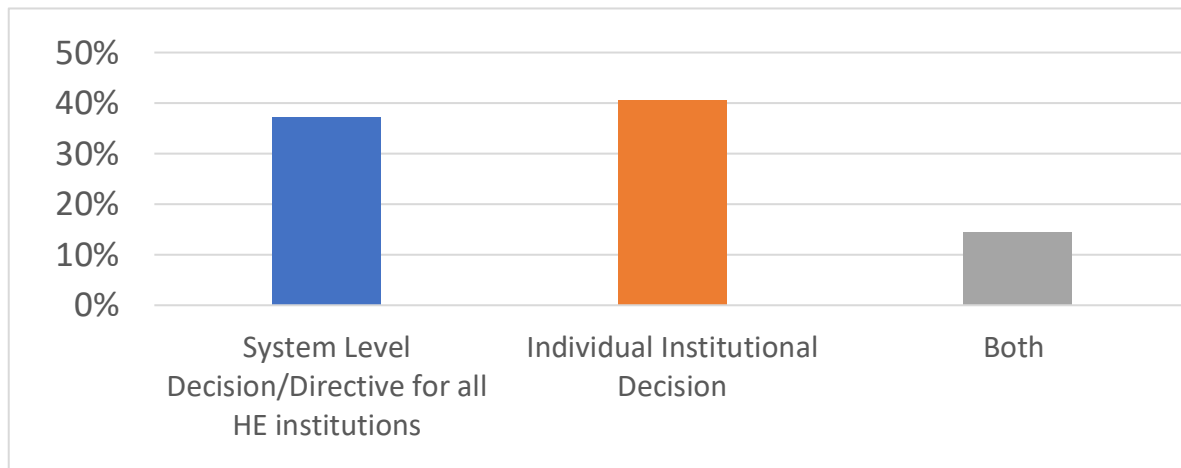
Highlights: "Other Types of Courses"

- Post-graduate Summer school or Summer school
- Open webinars,
- Preparatory courses for university admission,
- Open lectures, seminars, workshops, specialization programmes (e.g. medical)
- Train the trainers for primary and secondary schools
- Continuing education for professional training
- Supporting courses offered by other providers (such as UN course on the environment)
- Courses for executives
- Virtual courses for continuing education for teachers and administrative and service personnel; \ university courses (for the over-58s)
- MOOCs
- Learning supported by uploading open educational resources

2. Are both full time and part time students being offered remote learning opportunities?



3. If you are offering remote learning, was this decision made at the institutional level or as a result of national/system level directive/deGREE?



When the remote learning is the decision of individual institutions, the respondents estimated that the following percentage of universities in their country are delivering remotely:

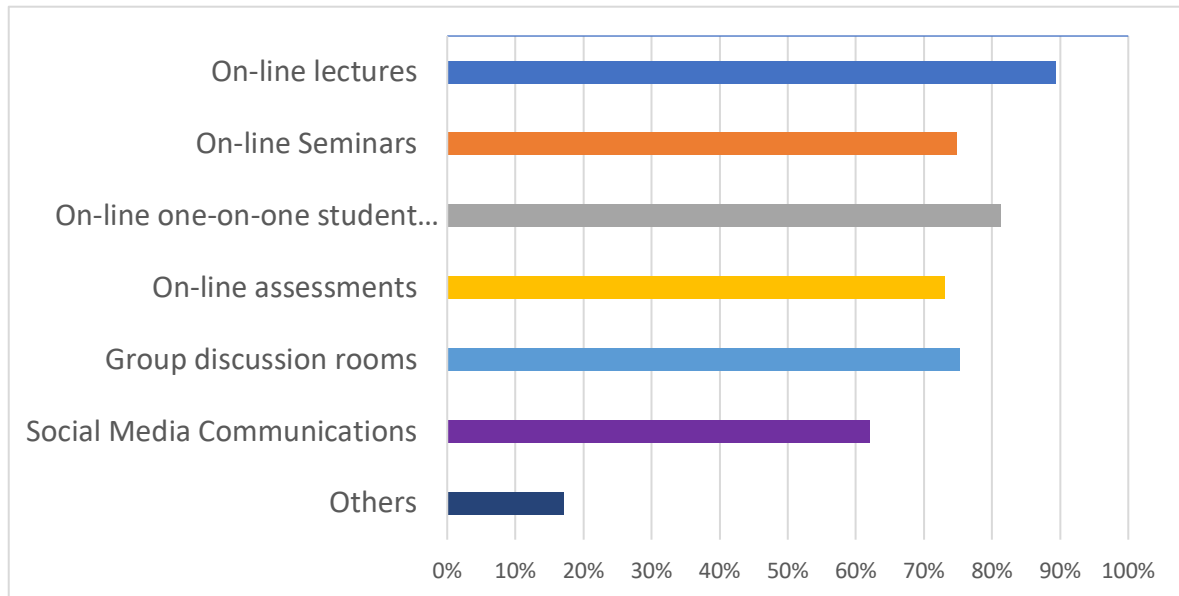
Estimated %	English replies	French replies	Spanish replies ¹
100%	25/46 replies ²	5/13 replies	5/20 replies ³
99%			1/20 replies
>90%	1/46 replies		
90%	2/46 replies	1/13 replies	2/20 replies
80-90%	1/46 replies		
>80%	1/46 replies		1/20 replies
80%	3/46 replies	1/13 replies	1/20 replies
>75%	1/46 replies		
75%	1/46 replies		1/20 replies
70%	2/46 replies		3/20 replies
60%	2/46 replies		1/20 replies
>50%	1/46 replies		
30%	1/46 replies	1/13 replies	2/20 replies
20%		1/13 replies	
10%		1/13 replies	
5%		1/13 replies	
0%	1/46 replies		
Difficult to estimate	1/46 replies		1/20 replies
Not clear	3/46 replies	2/13 replies	2/20 replies
Over the total of replies on this Question	33.82%	50%	39.22%

¹ Only in one (1) country were classes suspended until June 1. One (1) Chair reports that all postgraduate courses will soon be offered remotely by decision of the national authority.

² One Chair indicated that the estimation of 100% referred to public universities.

³ One Chair indicated that the estimation of 100% referred to public universities.

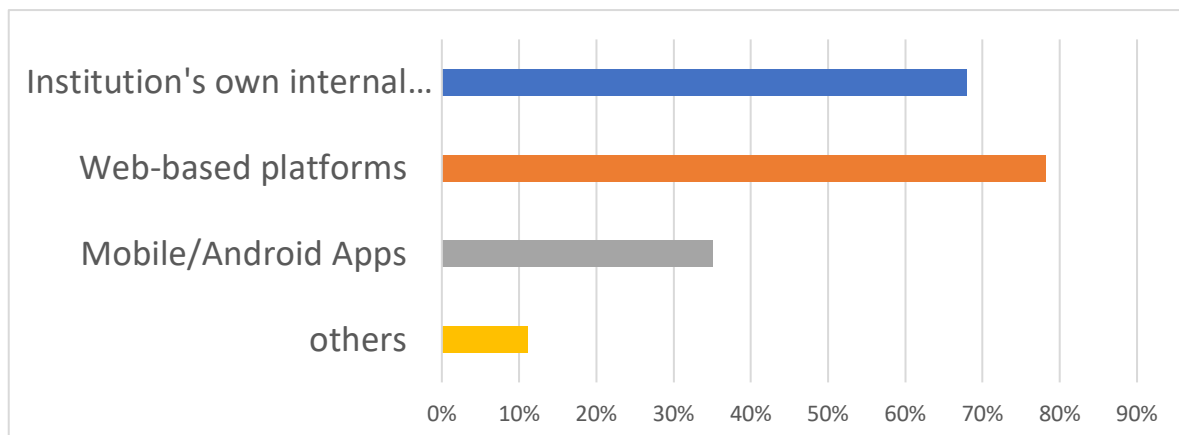
4. Which of the following are being used to facilitate remote learning?



Highlights: “Other” modalities for remote learning

- Moodle learning management system, Google classroom, Google meets, forum/chat/webinar, zoom meetings, slack;
- Video conference, asynchronous e-learning environments and tools, design workshop;
- Send course texts by email, questionnaires; dissemination of audios and videos; submission of partial and final evaluations, online oral presentations; evaluation sessions of oral presentations; writing of joint scientific publications online; writing of joint dissemination online; revisions of Thesis Committees;
- Weekly briefing for academic leaders (comprehensive weekly structuring of study material), special days, all kinds of advices (emotional, how to study etc.);
- Exams poster sessions lab courses, online assessment, online *hackatons* (competition to solve online challenges);
- Online teaching portal.

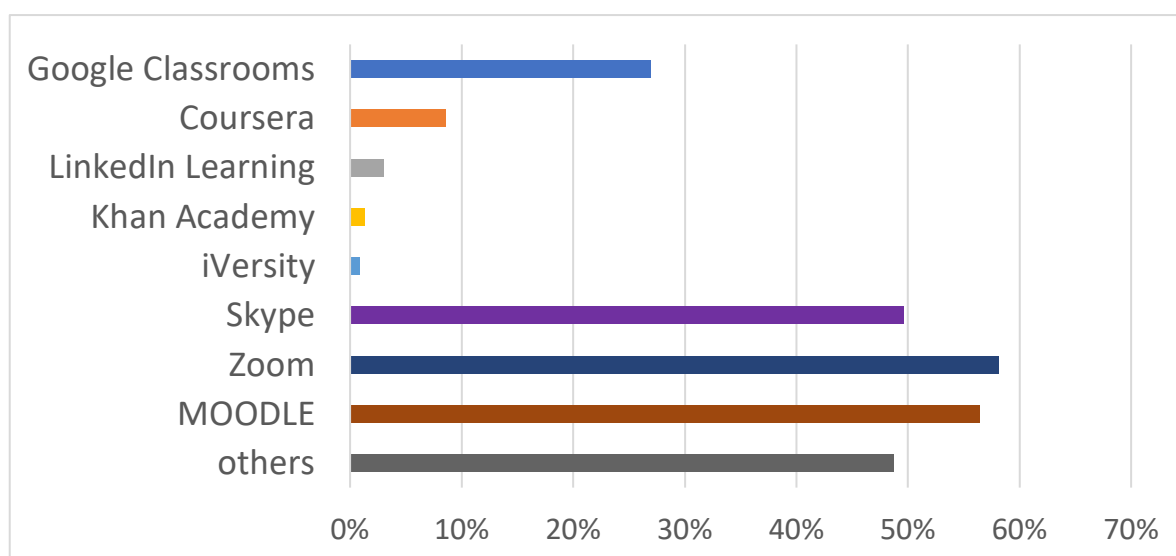
5. What types of on-line learning platforms is your institution using?



Highlights: “Other” Learning Platforms

Google, GoogleMeet, Internal Platform (e.g., Clickup), Moodle platform (larger groups), Blackboard System, WhatsApp (short messages), Skype (individual discussions), TV channel, WeLink (by Huawei) and WeMeet (by Tencent), FUN pour les MOOCs Talentsoft, Microsoft Teams, E-space, Zoom and Canvas.

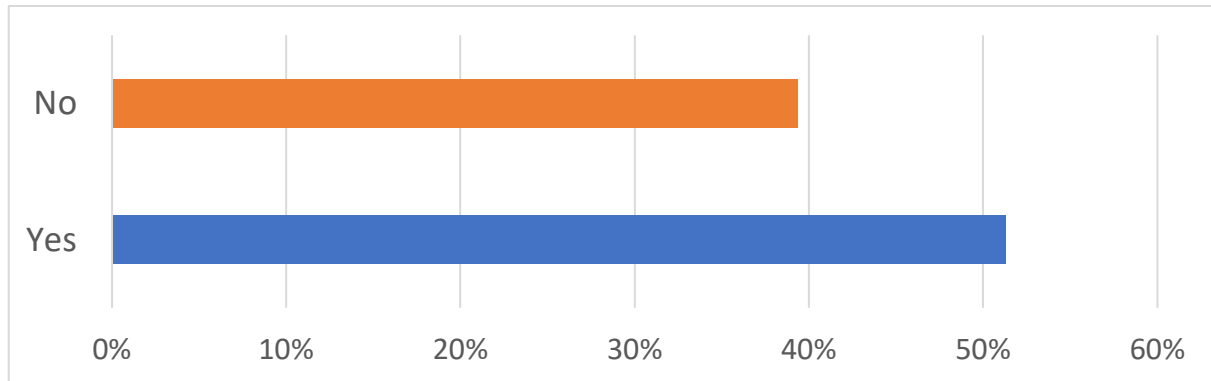
6. Which web-based and/or Mobile Applications is your institutions using?



Highlights: “Other” web-based applications

Adobe Connect, aIF (customised platform), Aulas AVIP, Blackboard, Blackboard Lean, Blackboard Collaborate, BigBlue Button, Bluejeans, Camtasia, CANVAS (Moodle), Coursera, Cisco Own system, Desire2Learn, Discourse (discussions forums), DocuSign, EverSign, FUN, Genial Education, Gobrunch, Google drive, Google hangout, Go to Meeting, Hypothesis (annotation), ILIAS, KENET Web conferencing, Kudo (bilingual), Jitsi, LifeSize, LinkedIn, Magma OPAL, Mastodon (social media platform), Mediaserver, Microsoft teams, Microsoft 365, NextCloud (shared file), OLAT, One Drive, Oracle, Panopto, Rocket chat, Sakai-based LMS, SAP, Skyroom, Starleaf, StudIP, Studium, SUAI Automation Information, System, Viber, Zoom, Webex Meetings, Webex Echo360, Website of the university, WeChat, Webinar, Wordpress (publishing online courses sites) and Youtube.

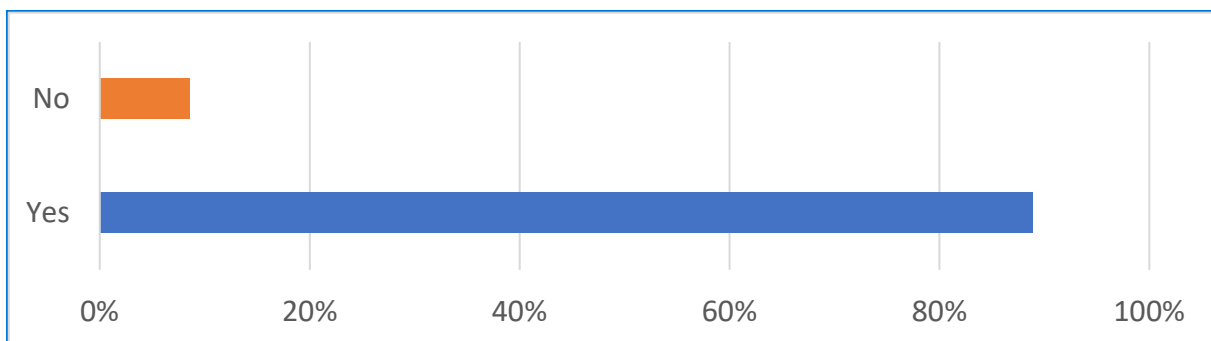
7. Does your institution currently have guidelines for safeguarding students (data security, video posting etc.) using on-line web-based platforms?



As ways for safeguarding student of using on-line web-based platform, some institutions indicated intranet, protection by ESPRIT and General Rules for Protection of Private Data. Some institutions also shared their open safeguarding resources (see Annex 1).

II. Assessment of Students

1. Are mid-term, final examinations and thesis defense taking place?



Highlights: Open Responses

In cases where some examinations and defenses have not been held, institutions reported, in general that exams, dissertation and thesis defenses have been postponed or deferred, or indicated that the academic year has not started. Some other institutions reported alternative ways for maintain the evaluations,

More specifically at the **undergraduate level**, Institutions report various situations. Some institutions reported that they have been using alternative ways with adapted methodologies including: e-submission of essays; end-of-degree work through videoconferencing; project and task-based work.

Some institutions reported that they are analysing how to evaluate and will be defining it soon and others indicated having no guidelines from their authorities or adjustments to administrative processes. Some have suspended exams until further notice, in a few institutions teachers are deciding on a case-by-case basis. For others, the entrance exams were cancelled but the regular exams are remote.

Regarding exclusively in the **post-graduation level**, various methodologies are used such as: project or task-based work and student counselling. Some institutions have maintained examinations and thesis defenses but the modalities are awaiting approval by national authorities and in other institutions and online possibilities are being evaluated; Other institutions indicated adopting alternative ways of evaluation, such as abstract of research together with a support letter of the tutor and a poster, thesis defenses via online platform (Microsoft Teams, Zoom etc.). For others, Master's and Doctoral exams (thesis defense) have been postponed, whereas examinations and interviews of Master's and Doctoral candidates will be conducted virtually.

2. If examinations are taking place/due to take place how are these being administered remotely?

Highlights: Open Responses

Some institutions reported that they have been administered examinations remotely via internal or institutional platforms (*e.g.*, Canvas, Odel) or via the university's webpage. Other institutions reported that examinations by oral presentations have been administered via videoconference via Zoom, BigBlueButton, Blackboard, Bluejeans and written examinations as "take-home" assignments, Moodle, open-book exam, 20-25 students connected simultaneously via Microsoft Teams, hangout, meet Google, adobe connect room, Skype – exams take place in real time and teachers supervise) or Lifesize. The use of Googleclass, Adobe connect and Skype was also mentioned as well as Microsoft Teams for thesis defense. The adoption of systems for identity authentication, such as biometric identification, was also mentioned as being implemented. One institution reported that university professors are conducting training courses to address online assessment, in case it is needed.

Other alternative modalities of assessment

Other institutions indicated that they have been replacing exams by alternative modalities, such as assignments, papers, essays, text comments, work on documents, reports, posters, case studies to be solved in 24 hours or with limited time; oral tests and online test questions; rubrics and portfolios; collaborative methodologies and group work with immediate evaluations, projects to be delivered, questionnaire, multiple choice questions or quizzes via an online platform; written assessments online or oral evaluations online.

Decision-making regarding the assessment

Some institutions reported that each professor makes the decision on the manner of examination (online conference or electronic test). A few others are waiting guidelines to be sent by national authorities, while others reported are still developing a strategy or adjusting university regulations or having that a decision was still under consideration.

Non-remote examinations

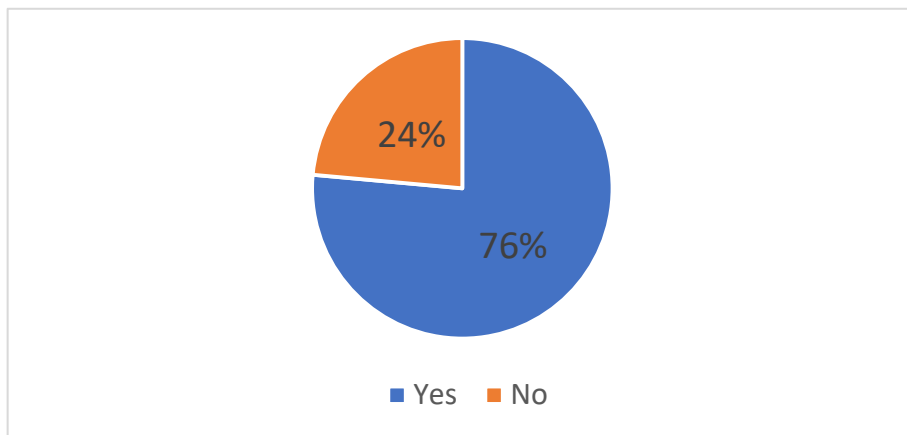
Some institutions indicated they have maintained face-to-face assessment or postponed them, while others have cancelled all examinations.

Continuous online evaluation

A few institutions reported that they conduct continuous online evaluation and one reported giving emphasis to formative evaluation.

III. Admission to Higher Education

1. Where national secondary level exit examinations are a prerequisite for admission to higher education, are these still taking place?



Highlights: Open Responses

-the decision is under consideration: by the Ministry of Education or other national authorities;

-the examinations have been postponed: Some institutions replied that they will wait to conduct these examinations in person, others indicated that the exams have been postponed until further notice and some reported that they have been postponed (face-to-face) and once they take place social distancing measures will be observed;

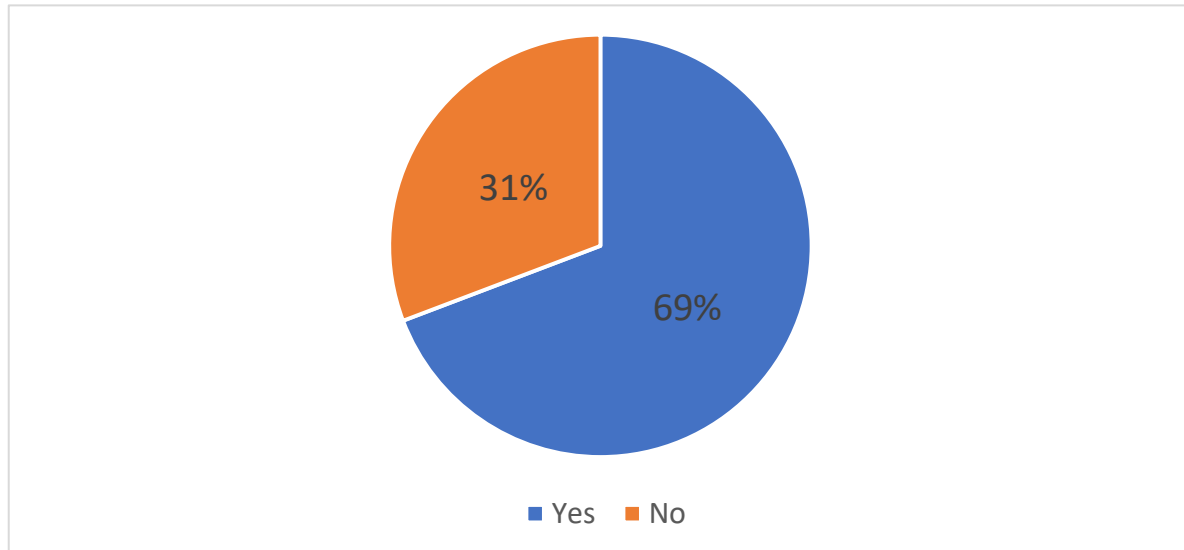
-alternative modalities adopted: government proposed assessment via online, others indicated the remotely assessment via zoom or Skype, in other cases the tutor's letters and awards or grades replaced the assessment.

-national examination requirement suspended: One institution reported that the requirement for a secondary school certificate has been suspended for the time being;

-no modification to the calendar: other institutions reported that there has been no change at the time of the survey (notably in cases where examinations are due to take place at the end of the year).

-uncertain: few institutions indicated that the situation is uncertain regarding these examinations.

2. Where institutional level entrance examinations are a prerequisite for admission, are these taking place?



Highlights: Open Responses

For the institutions that indicated that the entrance examinations are a prerequisite for admission, institutions reported that each university will choose its model, while some others are still awaiting the decision of national authorities (for instance, the Ministry of Education). For some institutions, these examinations were postponed while for others these examinations were suspended in most cases for the time being and others are still exploring alternative ways for conducting the exams, e.g. it remotely (via Skype or Zoom or assessment of a dossier) and a few others have cancelled oral examinations but maintained written assessments. Many institutions reported that the situation is still uncertain.

3. If secondary and/or entrance exams have been cancelled, what procedures are in place/planned for admissions for the next academic year?

Summary: Open Responses

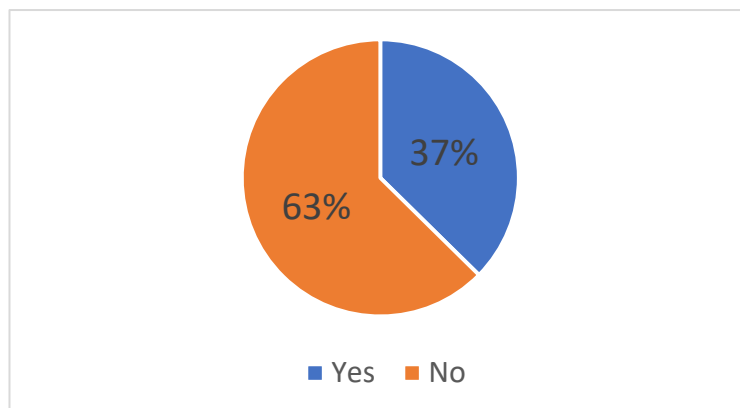
In circumstances where the secondary and/or entrance exams have been cancelled, some institutions reported that they are awaiting decision of national authorities (Ministry of Education, President, Prime Minister etc.) while others are awaiting an institutional leadership decision.

Other institutions have considered alternative evaluations such as the evaluation of a learning portfolio, assessment by analysing grade-point average, type of institution from which the students come and/or an admission essay. A few institutions indicated that the situation is uncertain.

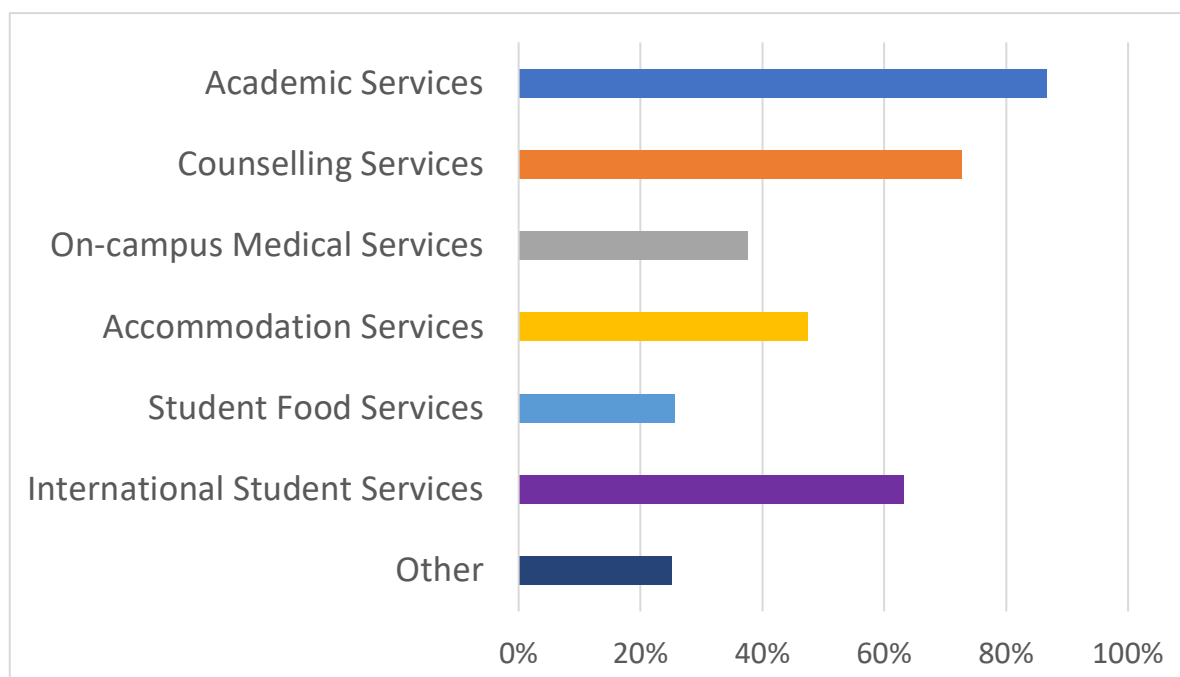
For a number of institutions, either the admission process had been concluded before the outbreak or there is no admission exam and for some these examinations have only been postponed.

IV. Administrative Issues and the Impact of COVID-19

1. If your institution charges student fees, are these being deferred?



2. Are student services still functioning?



Highlights: "Other" Services⁴:

- **administrative services** (reception of online applications from new students, finance department);
- **security services**;
- **material services** (library service) ;
- **technical assistance** ((online Technical Support Services, Support for internet access) ;

⁴ Additional information provided by two institutions: <https://www.us.es/covid-19>
<https://www.unirioja.es/apnoticias/servlet/Noticias?codnot=6636&accion=detnot>

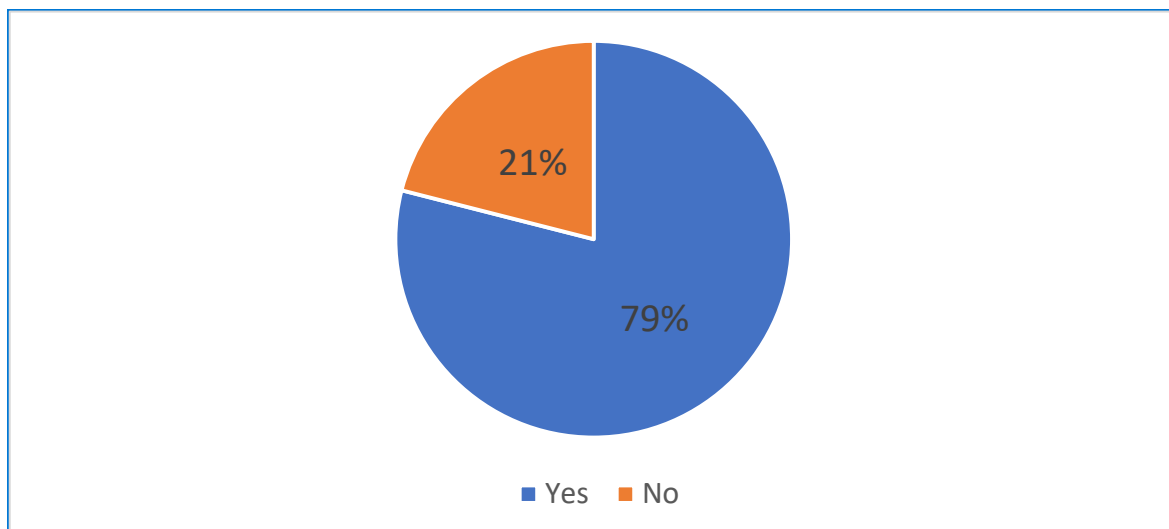
- **student welfare services** (psychological support/assistance, essential health services, Student welfare services on campus, some are offering remotely);
- **student orientation** (educational services and internship services).

3. Have staff/faculty salaries/benefits been affected by the crisis? If so, please explain

- **Payments:** delays in payments for salaries and activities (3 month delay to date); salaries have been cut (due to non-receipt of student fees); reduced (e.g., by the Ministry of Education); payment of temporary workers suspended; major impact in particular for staff financed by non-state funds. On the contrary some institutions reported that staff salaries has not been affected, payment of temporary workers has been maintained and in some cases staff had received an increase in their salaries;
- **Contracting:** employment of additional staff has stopped, most of the administrative staff members were released (and are receiving benefits from the social security system); one institution reported that contracts with external companies have been postponed or cancelled;
- **Benefits:** one institution reported that payments for additional responsibilities will be cancelled and that the annual salary increase will be frozen;

V. Delivery of Remote Learning and the Impact of COVID-19

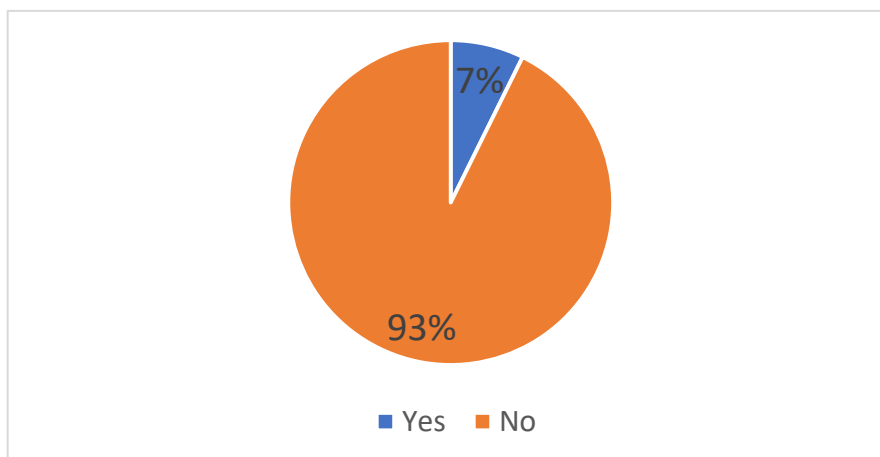
1. Prior to the current crisis, did your institution already offer some forms of on-line remote learning for students?



In the case where institutions reported affirmatively, they indicated as percentage (%) of learning/courses regularly remotely as the following:

%	Replies received in ENGLISH	Replies received in FRENCH	Replies received in SPANISH
Not clear	9	1	4
1%	1		
5%	7	3	2
10%	10		8
10%-20%	2	1	1
20%	8	2	3
25%	1	2	1
30%	5		4
40%			1
50%		1	1
>50%	1		
60%	1		
70%	2		2
80%	1		
85%	1		
90%	4		1
90-100%	1		
100%	8	1	1
Total of Replies	69	16	36

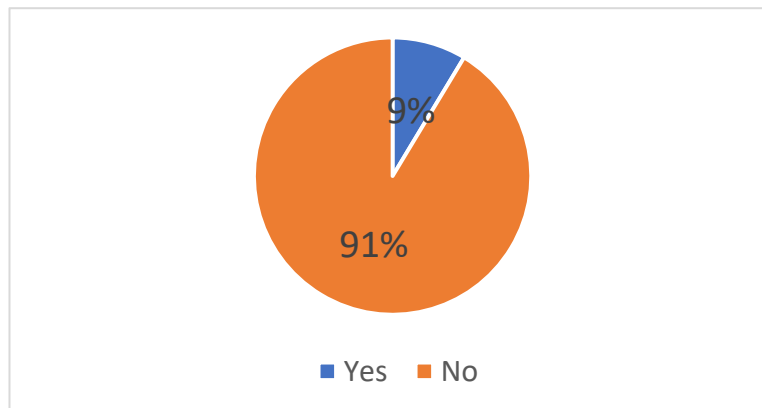
2. Have on-line/remote studies been disrupted due to enrolled students at your institution being diagnosed with COVID-19?



Highlight: Open Responses

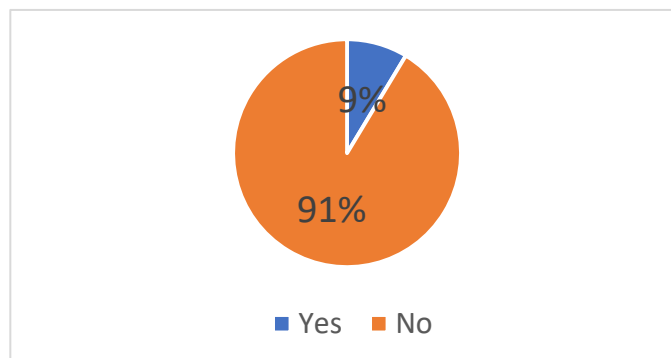
- Students reported as positive on COVID-19, were contacted and would receive a differentiated assistance from teachers;
- Some institutions informed that they do not have accurate information on COVID-19 cases among their students, or they are not aware of (for privacy matters, for instance).

3. Has the capacity for your institution to deliver remote learning been disrupted by staff/teachers contracting the COVID-19 virus?



VI. Research and the Impact of COVID-19

1. What impact has the current crisis had on your own research and/or that of your research students?



A Few institutions reported some **positive impact** in research:

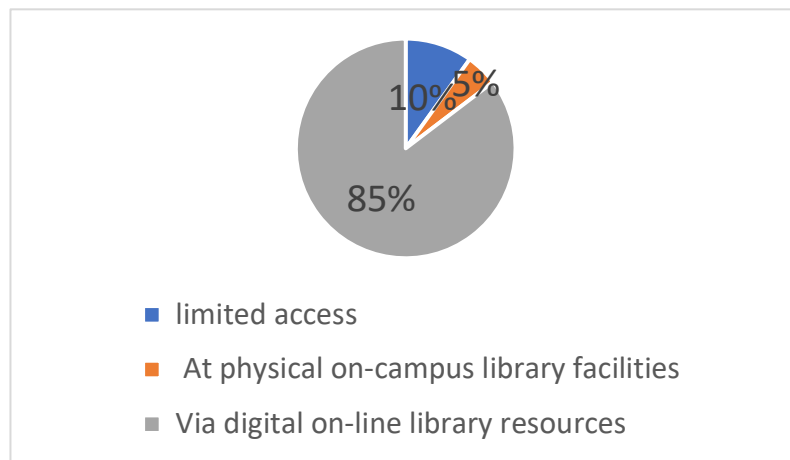
- more time for research;
- development of new knowledge and innovative strategies;
- free access to literature, databases and documents has multiplied.

The majority of the institutions responded that there was a **negative impact**:

- research has been delayed, suspended or interrupted (e.g. laboratory access);
- research has been reoriented to remote research, but with no access to human resources, equipment or library holdings;
- financial impact on the extension of research contracts, suspended research grants, suspension of funding by the University;
- lack of motivation and need to adaptation to telework mode (Transfer to virtual mode of training projects for research for both teachers and students);
- Anxiety and stress;
- postponement or cancellation of numerous scientific/academic events and seminars,
- Lowering the number of registrations, suspension of publications;

- Impact on empirical or fieldwork (12) (interviews, site visits, library visits, meetings, etc.);
 - Work overload due to spending too much time on teaching, content adaptation, support and containment;
 - temporary suspension of international research or cooperation projects, low community ties;
 - Lack of preparation of teachers and students for distance education;
 - Some administrative deadlines for justifying expenditure on research projects have been postponed, delays in administrative management, official documents, invoices, contracts, etc., delay in the management of electronic signatures;
- Connectivity problems.

2. Are learners/researchers able to access library collections/resources?



Highlights: Open Responses

Of institutions with limited access:

- only online resources are available, but access is a major constraint for most users;
- the physical library facilities are open but safe distancing and use of personal protective equipment required;
- students are out of campus and the library has been closed since the Covid-19 Lockdown.
- limited access due to financial resources for subscriptions;
- library facilities operate with reduced hours;
- some national libraries that opened their resources during the pandemic;
- some institutions have been negotiating with publishers to put as many set books on line as possible, but some resources are only available via physical access.

VII. Ability of your UNESCO Chair/Network to Function

Specific to your UNESCO Chair/Network, how has/is the current crisis affecting your ability to continue your work?

Little or No impact:

- Work continues normally online;
- Not affected by planning;
- Research is on-going;
- Publications are still in progress.

Negative Impact on:

- Events and network: conferences or seminars to be organized by the Chair have been suspended; suspension of face-to-face meetings, congresses, forums, seminars and other activities in which the Chair was to have a presence; difficulties in linking up with networks and other actors, particularly at the international level, difficulties in working with local communities; difficulties with connectivity and Internet access issues for exchange with colleagues; cancellation of research trips and conference participation, international projects postponed; networking meetings postponed, lack of opportunities for representation and contacts;
- Research: difficulties in research and field work, scheduled research suspension, and cancellation of research budgets; Chairs working in the field that requires field work or scientific lab are affected; less time for research due to increased workload regarding remote teaching; the need to change research design to adapt to the current available resources.
- Publications: suspended or deferred.
- Funding: contracts with the university that have been stopped; fund raising difficulties for the activities of the Chair through sponsoring and specific projects applications.
- Development of the program of the Chair: planning of future activities has been affected, work has become slower, both academically and administratively, the workload has increased, in particular to adapt classes, and searching for applications to facilitate learning; difficulties in institutional decision-making; planned field experiments have stopped; remote education is more time consuming as students have limited access online; suspension or cancellation of assessments as many students not being able to access or submit work on time; the signing of official documents is postponed until the end of the lockdown; many projects due to be implemented by visiting foreign scholars have had to be postponed.

New Opportunities Arising:

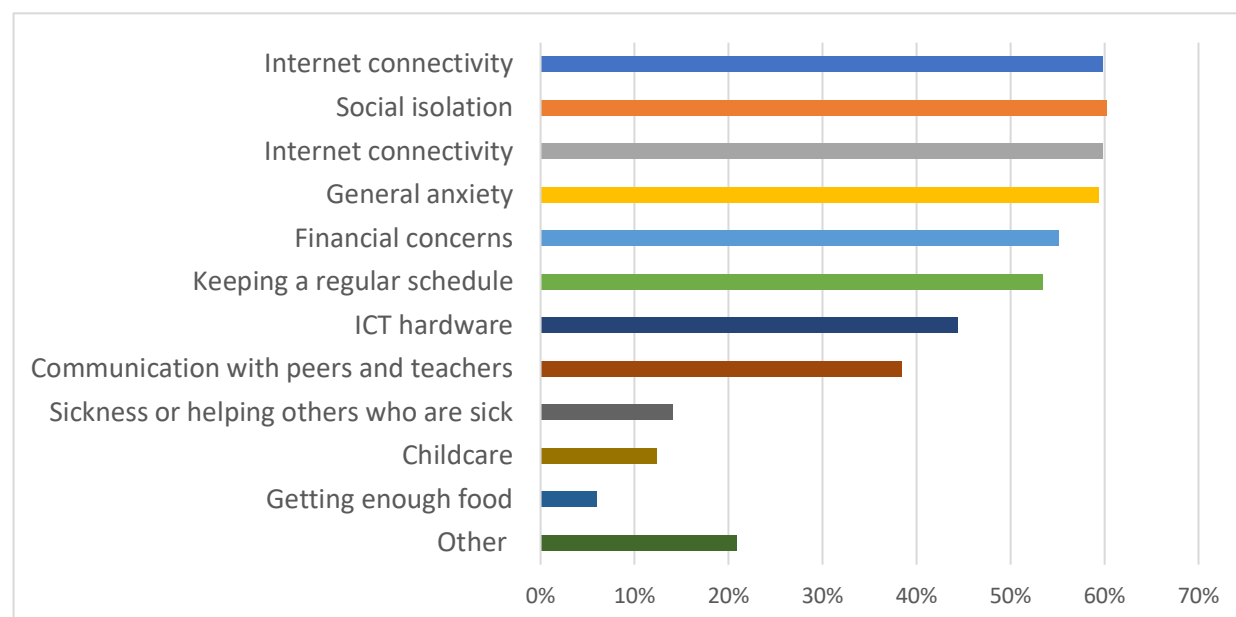
- to strengthen the conceptualization and development of new technologies in education and research and their transfer and dissemination;
- create and provide technologies for access to education to vulnerable sectors;
- development of a social resource guide, in conjunction with national authorities⁵;

⁵ See: https://congdcar.org/mm/file/EmergenciaCOVID19/Recursos3de%20Abril2020_19horas.pdf

- taking online classes has been a positive challenge;
- new opportunities are being identified, despite difficulties due to the delay of public institutions to close deals;
- re-opening most of eLearning/MOOC programs and dialoguing with many institutions to offer them our competence in the field of eLearning,
- intensify activities for new solutions in blended physical and online classroom

VIII. Main Challenges of Remote Learning

What are the TOP FIVE biggest challenges facing learners studying remotely?



Highlights: Open Responses

- **Adjusting to distance learning:** less practical training as equipment/workshops for practical work are not accessible; training on how to apply e-learning, a lack of team working, and setting up remote learning systems in short time; ,significant workloads and lack of time to devote to studies ; a lack of distance learning infrastructure, lack of equipment for teachers, and a lack of information (public information);
- **Use of resources:** difficulties in accessing materials - physical access to libraries, limited access to literature, as well as technical problems with the internet, and a lack of familiarity with online platforms,
- **Human aspect:**
 - Physical:* excessive screen time, mental health concerns;
 - Emotional:* anxiety about losing a semester; lack of information of students by the institution; uncertainty and disorientation about rest of semester/academic year and the exams; uncertainty for the post virus situation; difficulties for students organizing themselves to complete their studies; family concerns; lack of self-motivation (tendency to consider themselves on vacation); students feel much more over-worked by distance learning (more time consuming and more demanding), lack of understanding of their contexts;
 - Behavioural:* lack of working discipline; lack of organization of time and tasks; lack of attention and focus of students,;
 - Social:* financial concerns, unemployment (some students depend on informal work); student visa concerns (extension or not)
 - Environmental:* living in small apartments, sharing space all day with other members of the family working at the same time

IX. Good Practices for Remote Learning and Teaching during COVID-19 Crisis

What top 4 advice/tips would you give to other institutions for delivering on-line/remote learning and teaching?

1 Advice – Implementation of Digital Learning

The great majority of the institutions indicated as a priority aspects related to the technical implementation of digital learning: awareness of digital tools, technology, training/support for teachers on the digital use of tools for teaching and digital assessment of students and related logistics, such as connectivity, technical support etc.

- create operational channels of communication with students through the Internet and social networks;
- training/support for teachers in the use of digital tools for teaching and assessment;
- establish specialized and reliable platforms / open resources / licenses;
- meet with the students through teleconferencing not only for classes but also to chat and to listen to their concerns;
- make sure platforms are well organized, stable and that tech expertise available;
- make available learning technologies, guidelines for teachers, assignments for students to be taken via mobile telephones;
- record voice notes and post on Blackboard;
- use multiple web and / or mobile applications for distance learning;
- arrange access to on-line library resources for students;
- have a test day for the systems first before launching them
- ensure access to solid internet connections;
- check the data security of free on-line provides
- be sure that all students have the necessary electronic equipment
- protect your data as far as it's possible

2 Advice -Teaching Pedagogy

-Preparation of classes:

- accept that teaching via remote classes is difference from face-to-face and do not simply translate the in-class teaching styles into distant teaching
- use different distance learning tools according to the educational context of each course;
- redesign courses to fit on-line formats, make them shorter and tighter
- reduce to the timeframe for classes (e.g. 60 minutes or less);
- work in small modules that students can access whenever is convenient for them;
- make a clear plan to organize the transition to distance learning;
- always offer part of the courses (at least 20%) online;
- develop/acquire/adjust/adapt learning materials and have repositories;
- have flexibility for teaching, empathy, consider idiosyncrasies;
- discuss with students off, outside teaching time;

- reassure students about the future;
- respond as quickly and precisely as possible to student requests for information;
- explore new paths for teaching and learning, new methodologies, new tools, new dynamics / innovate / shorten generational distances / create innovative environments;
- establish good long-term planning and forecasting, clear timelines;
- review pedagogical proposals to encourage students and foster creativity;
- keep connectivity and collaboration with peers and teachers;
- mobilize small groups of students to carry out collective work;
- use project and task-based working methodology;
- encourage collaborative work between students/participatory methodologies;
- select friendly tools, which require little internet;
- systematically monitor what is happening;
- assign moderate and realistic workloads for students/focus on few objectives;
- use continuous evaluation;
- combine synchronous and asynchronous activities for the same course;

-Interaction with students:

- have a regular schedule with specific deadlines but be flexible and understanding towards students;
- provide flexibility for students to access study material at the time most convenient for them;
- maintain individual contact with each student;
- encourage students to read more books;
- encourage students to improve the self-study abilities;
- give very small tasks each time (e.g., one paragraph answer);
- keep all involved very well informed via tools available to all, such as email;
- support students, especially the most vulnerable ones, by keeping in contact with them, addressing their problems and barriers to access, taking their opinions into account;
- provide/guarantee computer facilities to students, licences, provide computers to more vulnerable students;
- encourage students to take responsibility for learning;
- negotiate methodological and assessment changes with students;

3 Advice -Institutional Policies

- do not overload staff members with institutional requests;
- develop policies for on online learning if they are not in place;
- ensure equipment of administrative staff;
- define the scheduling of on-line teaching time;
- define clear learning objectives;
- provide free resources;
- organize tutorials for teachers, especially in the use of on-line teaching resources,
- make funds available to buy ICT devices for those students deprived of;
- set up a counselling services for staff and teachers

- provide regular updates and information on the situation at your institution during the pandemic;
- have a plan B in case online service is disrupted
- remind teachers that they are more important than devices
- provide continuous training for faculty members on remote teaching;
- strengthen network cooperation among institutions
- adapt/innovate/flexible online assessments and have guidelines;
- coordinate actions with academic authorities/have guidelines and protocols/do not jeopardize accreditation;
- provide training and support students in the use of the tools and new methodologies;
- offer financial aid to lower-income / vulnerable students;
- humanization of distance learning processes / apply student centred learning;
- prepare policies for teaching/learning and assessment models for the distance mode;
- have manuals and recommendations for the use of digital media;
- review what others have done to achieve peer learning / ask for help from other institutions;
- make greater use of MOOCs (both at your institution and at others);
- outsource as many services as possible to focus on academics (LMS, repository, online service, etc.);
- join efforts with local governments to condition spaces with internet access and equipment;
- create learning environments with emphasis on multidisciplinary;
- ensure training and support for research staff;
- provide information for teachers and students on obligations and rights;
- organize recreational and cultural activities via streaming by the University;
- encourage students to communicate by email with teachers;
- minimize the bureaucracy of controlling teaching;
- have libraries with remote access to all types of databases and publications;
- establish clear, short and measurable guidelines on actions and performance;
- publish lessons learned;
- devote time and effort to transmitting the value of distance learning among the older generation of teachers and community members;
- create communication strategies to empower the university community;

4 Advice – Emotional Support

Advice related to the human aspect and emotional support during the crises, such as:

- slow down;
- do not stop personal teaching & learning;
- face the difficulties as challenges to learn new skills and experiences;
- be available and provide psychological support for students;
- be more patient with employees and colleagues;
- motivate staff.

ANNEX I

Guidelines for safeguarding student data security

- <https://www.uca.es/coronavirus/>
- <https://elearn.ut.ac.ir/> (in persian)
- <http://portale.unibas.it/site/home/in-primopiano.html>
- <http://covid-19.rudn.ru>
- <https://flamma.helsinki.fi/en/group/ajankohtaista/news/-/uutinen/zoom-videoviestintapalvelun-tietoturvesta-yliopistolla/10680703>
- <http://www.bntu.by>, <https://times.bntu.by>, <http://sov.minsk.gov.by/ostorozhno-koronavirus>
- <https://eclass.gunet.gr/courses/OCGU104/S>
- <https://www.beitberl.ac.il/centers/horaa-lemida/emergency/documents/unicko.pdf>
- dlc.ukma.edu.ua
- <https://www.uniud.it/it/servizi/servizi-studiare/didattica-on-line/avviso-gdpr>
- <https://utec.ut.ac.ir/web/academics/reference/students> (in persian)
- <https://www.uniroma1.it/en/pagina/easy-tools-campus-and-online-teaching>
- <http://snowboard.sookmyung.ac.kr/mod/ubboard/article.php?id=2&bwid=648545>
(Written in Korean)
- <https://www.beds.ac.uk/about-us/our-university/privacy-policy/> also
<https://www.beds.ac.uk/rgs/research-ethics/>
- moodle.uevora.pt
- <http://www.curs.pub.ro/index.php/projects/projects-cursuri-upb> ;
<https://drive.google.com/file/d/11eDxauBqnD-5sJ1Zu-T2-D31XT3y9uIQ/view>
- http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/Policies%20-%202020%20Update/6P-6.2_Communication%20Policy_e.pdf
- <https://www.youtube.com/watch?v=fNvr94B1njs&feature=youtu.be&fbclid=IwAR2HrEcFNht7UQRX4SUIe7oNp6mMy0BkmpQCBI3dG51gYHfoOWlqUDr4HFM>
- <http://www.aps.edu.pl/aktualno%C5%9Bci/wskazania-dla-nauczycieli-akademickich-edukacja-na-odleg%C5%82o%C5%9B%C4%87-praktyki/>
- <https://www.unibs.it/servizi-online/servizi-line/e-learning-didattica-distanza/informazioni-didattica-distanza>
- <https://www.upra.org/ateneo/governo-e-uffici/segreteria-generale/informativa-privacy-studenti/>
- <https://www.ukm.my/portal/online-services/>
- <https://www.upra.org/ateneo/governo-e-uffici/segreteria-generale/informativa-privacy-studenti/>
- <https://www.shimane-u.ac.jp/en/docs/2020040600020/>
- <https://www.unimelb.edu.au/coronavirus>
- <https://oeru.org/privacy>

- https://foundation.mozilla.org/en/blog/tips-make-your-zoom-gatherings-more-private/?utm_source=email&utm_medium=email&utm_campaign=2020advocacy-en&utm_content=zoomsuggestions&utm_term=5265393
- <https://www.us.es/covid-19/us-teletrabajo>
- <https://www.evea.uh.cu>
- <https://www.uc.cl/>
- <https://ibero.mx/aviso-legal-y-de-privacidad>
- <http://www.unir.net>
- https://secretariageneral.ugr.es/pages/proteccion_datos/covid_19
- <https://www.uv.es/uvweb/servicio-informatica/es/normativa-procedimientos/proteccion-datos/protocols-actuacio/proteccion-datos-1285902058958.html>
- <https://www.udp.cl/noticia/plataforma-canvas-disponible-para-educacion-en-linea-udp/>

ANNEX II

Guidelines for Students on How to Study at Home or Coping Mechanisms for Isolation

<https://elearn.ut.ac.ir/>
<http://portale.unibas.it/site/home/in-primopiano.html>
https://docs.google.com/document/d/1OIk2AoGDFIR_ChY--hWUu0t4AzvcQgI5t4ELIBdpQoA/edit
<https://www.khas.edu.tr/en/coronavirus-covid-19>
<http://covid-19.rudn.ru>
<http://new.guap.ru/pubs/3290>
<https://www.helsinki.fi/en/news/coronavirus-situation-at-the-university-of-helsinki#section-90549>
<http://www.ulspu.ru/universitet-i-obshchestvo/profilaktika/do/>
http://www.ulspu.ru/universitet-i-obshchestvo/profilaktika/faq_stud/
<http://www.ulspu.ru/sveden/news/17867/>
https://document.kpi.ua/2020_7-60
<https://kpi.ua/node/17973>
<https://kpi.ua/node/17987>
<https://en.bntu.by/international-institute-distance-education>
<https://www.beitberl.ac.il/centers/horaa-lemida/emergency/documents/unicko.pdf>
<https://library.ukma.edu.ua/index.php?id=358&L=1&id=358>
<https://www.uniud.it/it/servizi/servizi-studiare/didattica-on-line>
<ac.ir/file/download/news/1582546275-464930355-160911.jpg>
<https://his.ut.ac.ir/file/download/news/1582545885-464138612-452582.jpg>
<https://www.iol.co.za/the-star/news/wits-moves-to-online-teaching-amid-lockdown-46076345>
<http://www.efos.unios.hr/obavijest-o-obustavi-nastave-zbog-epidemioloske-situacije-i-upute-za-osiguravanje-kontinuiteta-nastavnog-procesa/>
<https://wwwen.uni.lu/coronavirus>
<https://brocku.ca/brock-news/2020/03/online-learning-supports-available-for-students/>
and more at brocku.ca/brock-news

<https://his.ut.ac.ir/file/download/news/1582546202-464925483-161943.jpg>
<https://his.ut.ac.ir/file/download/news/1582546422-sazmane-behdashte-jahani.mp4>
<https://his.ut.ac.ir/file/download/news/1582546542-6-.pdf>
<https://his.ut.ac.ir/file/download/news/1582546649-.pdf>
<http://www.health.go.ke/#1585094540951-3782f3e2-8e8373d1-981a>
<https://www.uniroma1.it/en/pagina/easy-tools-campus-and-online-teaching>
<https://twitter.com/egertonunikenya>
[http://sogma.ru/index.php?page\[common\]=content&id=1216512](http://sogma.ru/index.php?page[common]=content&id=1216512)

[http://sogma.ru/index.php?page\[common\]=org&id=674&cat=folder&fid=38236](http://sogma.ru/index.php?page[common]=org&id=674&cat=folder&fid=38236)
<https://www.unifi.it/p11743.html>
<https://www.maltepe.edu.tr/covid19>
<https://www.rmit.edu.au/students/study-support/learning-lab>
<https://www.rmit.edu.au/students/study-support>
<https://www.rmit.edu.au/students/study-support/study-support-hub>
<https://his.ut.ac.ir/file/download/news/1582547073-464821010-161175.jp>
<https://e-learning.unibit.bg/>
<https://ucb.catolica.edu.br/portal/noticias/como-se-organizar-para-os-estudos-em-tempos-de-pandemia>
<https://ucb.catolica.edu.br/portal/noticias/ucb-oferece-plano-especial-para-pagamento-de-mensalidades/>
<https://snowe.sookmyung.ac.kr/bbs5/boards/notice/1135232>
<https://www.facebook.com/watch/?v=634836597062665>
<http://www.unicap.br/vou/index.php/todospelarua/>
<https://www.facebook.com/watch/?v=511741766177505>
<https://www.facebook.com/HumanitasUnicap/videos/836901283483658/>
<http://www.unb.br/institucional/covid-19>
https://www.who.int/docs/default-source/coronaviruse/coping-with-stress.pdf?sfvrsn=9845bc3a_2
<https://www.ed.ac.uk/information-services/about/news/we-have-great-stuff-colouring-book>
<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/#TakeCareOfYourMentalHealthAndWellbeing>
<https://www.truestudent.com/blog/a-student-survival-guide-self-isolation>
<http://services.nwu.ac.za/node/30889> <http://distance.nwu.ac.za/coronavirus>
https://m.facebook.com/story.php?story_fbid=10156964410038053&id=289088373052
<http://ucet.ir/en-us/>
<https://www.lincoln.ac.uk/home/coronavirus/>
<https://www.uib.no/en/corona>
<https://www.american.edu/coronavirus/>
<https://edspace.american.edu/instructionalcontinuity/?ga=2.54462762.324449243.1586269362-1120316256.1545487934>
<https://edspace.american.edu/ctrl/>
<http://cs.iaas.msu.ru/distant/ucebno-metodiceskie-materialy>
<http://www.aps.edu.pl/aktualno%C5%9Bci/nasza-akademicka-poradnia-psychologiczna-dzia%C5%82a-on-line/>
https://www.up.ac.za/news/post_2885384-message-to-students-teaching-learning
www.miur.it/covid-2019
<https://www.unibas.ch/en/News-Events/Coronavirus.html?null>
https://www.uoa.gr/anakoinoseis_kai_ekdiloseis/proboli_anakoinosis/tilefoniki_grammi_p

sychok oionikis_ypostirixis_gia_ton_koronoio/
<https://www.usi.ch/en/feeds/13061> for instructors: <https://www.usi.ch/en/feeds/13016>
<https://lnu.se/en/meet-linnaeus-university/contact-and-visit-us/crisis-and-security/corona/>
<http://www.icomoschina.org.cn/download.php?class=184>
<https://www.ukm.my/portal/online-services/>
<https://students.unimelb.edu.au/student-support/coronavirus/information-for-all-students>
<https://course.oeru.org/support/>
<https://oer4covid.oeru.org/>
<http://www.handong.edu/square/inform/corona19/>
<https://www.ph-heidelberg.de/mez/infosseiten-mit-links-zur-hochschullehre-mit-online-formaten.html>
<https://www.iol.co.za/the-star/news/wits-moves-to-online-teaching-amid-lockdown-46076345>
<http://www.efos.unios.hr/obavijest-o-obustavi-nastave-zbog-epidemioloske-situacije-i-upute-za-osiguravanje-kontinuiteta-nastavnog-procesa/>
<https://wwwen.uni.lu/coronavirus>
<https://brocku.ca/brock-news/2020/03/online-learning-supports-available-for-students/>
and more at brocku.ca/brock-news
<https://his.ut.ac.ir/file/download/news/1582529200-2.jpg>
<https://www.unige.ch/coronavirus/fr/>
<https://www.uda.ad/plataforma-amb-recursos-per-a-escolars-en-temps-de-confinament/>
<https://www.u-bordeaux-montaigne.fr/fr/actualites/vie-institutionnelle/coronavirus-covid-19-1/informations-a-l-usage-des-etudiant-e-s-de-l-universite.html>
<http://www.utm.rnu.tn/utm/fr/actualite-3326-avis-concernant-l-enseignement-a-distance>
<https://uniba.sk/elearning>
https://uniba.sk/spravodajsky-portal/detailaktuality/back_to_page/tipy-pre-efektivne-samostudium/article/rychly-sprievodcavideokonferencnym-hovorom-pre-zaciatocnikov/
<https://uniba.sk/spravodajskyportal/koronavirus/samouk-studenti/>
https://uniba.sk/spravodajsky-portal/detailaktuality/back_to_page/tipy-pre-efektivne-samostudium/article/kniznice-su-zatvorene-co-teraz/
<https://urgence.umontreal.ca/>
<https://uni.wroc.pl/koronawirus-komunikaty-i-zalecenia/>
<https://uni.wroc.pl/en/coronavirusannouncements-and-decisions/>
<https://unibuc.ro/info-covid-19/>
<https://www.facebook.com/profile.php?id=100011763097292> 4/6/2020 3:52 PM
<https://www.univ-amu.fr/fr/public/soutien-la-continue-pedagogique>
<https://www.uexternado.edu.co>
<http://cms.univalle.edu.co/dintev/estrategiaPAT/>

<https://www.uca.es/coronavirus/>
https://www.uned.es/universidad/inicio/uned_uoc_solidaria.html
<https://www.us.es/covid-19/us-salud-bienestar>
<https://www.us.es/covid-19/us-estudiantes>
<https://programas.utpl.edu.ec/es/yoaprendoencasa>
<https://educacioncontinua.utpl.edu.ec/>
<https://mooc.utpl.edu.ec/>
<https://catedradepazutpl.org/>
<http://unescoeticayeducacion.utpl.edu.ec>
<https://www.catedraunescods.org/cuds>
<https://www.uc.cl/uc-contra-el-coronavirus/>
<http://fich.unl.edu.ar/noticia/virtualizacion-preparacion-abril-2020/856/>
<http://e-fich.unl.edu.ar/moodle27/entrar.php?errorcode=4#>
<https://www.unl.edu.ar/bienestar/salud/>
<https://www.udistrital.edu.co/herramientas-disposicion-comunidad-universitaria>
<https://docs.google.com/forms/d/e/1FAIpQLSekDQqZeDMrKLIAcvplqBcVQTALIObHgl3RabCsy>
<https://covid19.ugr.es/>
<https://www.uv.es/uvweb/universidad/es/coronavirus-1286119460428.html>
<https://datascienceforpublicpolicy.blogspot.com/2020/03/el-uso-de-datos-geograficos-de-los.html>
<https://www.ehu.eus/es/covid-19>
<https://www.ehu.eus/es/ehu-edonondik/estrategia>
<http://www.euskadi.eus/coronavirus-educacion/web01-a3korsai/es/>
<http://www.euskadi.eus/nuevo-coronavirus-covid-19/>
<https://www.uoc.edu/portal/es/news/actualitat/2020/172-conectadas-la-universidad-en-casa.html>
<https://www.uco.es/servicios/actualidad/internacional/item/137376-comunicado-de-la-universidad-de-cordoba-sobre-medidas-para-el-mantenimiento-de-la-docencia>
<https://www.uco.es/servicios/informatica/novedades/168-matlab-y-simulink-gratis-hasta-final-de-junio-2020>
<http://www.uco.es/servicios/actualidad/noticiasactualidadia/item/137314-biblioteca-esta-contigo>
<http://www.uco.es/servicios/actualidad/noticiasactualidadia/item/137296-algunas-reflexiones-sugerencias-y-recomendaciones-desde-la-psicologia-para-sobrellevar-los-desajustes-derivados-de-la-permanencia-en-casa>
<http://www.uco.es/servicios/prevencion/es/teletrabajo#que-es>
<https://intranet.ceu.es/es-es/finanzas/Paginas/Transformacion-Digital-PAS.aspx>
https://docs.google.com/forms/d/e/1FAIpQLSdnK2V3qkh3_z2jkDGGDT1n2gjtptnDUXL5LvHOV9T_vSE_VTQ/viewform
<https://www.udp.cl/noticia/plataforma-canvas-disponible-para-educacion-en-linea-udp/>
<https://www.udlap.mx/covid19/tomar-clases-remotas.aspx>
<https://www.udlap.mx/covid19/trabajar-remotamente.aspx>
<https://www.udlap.mx/covid19/dar-clases-remotas.aspx>
www.uvigo.es

https://www.unirioja.es/estudiantes/covid_faqs.shtml
<https://www.unirioja.es/apnoticias/servlet/Noticias?codnot=6630&accion=detnot>
<http://pad.usal.edu.ar/>
<https://campusdigital.uib.es>
https://campusdigital.uib.es/Atencio-al-professorat/consells_no_presencial/
www.utpl.edu.ec
<https://www.utpl.edu.ec/postmaster/userfiles/files/guia-buenas-practicas-quedate-en-casa-utpl>
<http://diaridigital.urv.cat/en/urv-information-on-covid-19/>
<http://diaridigital.urv.cat/en/urv-master- courses-flexibility-online-learning/>
<https://www.uc3m.es/uc3mdigital/covid19/estudiantes>
<http://opencampus.utpl.edu.ec/>

ANNEX III

List of UNESCO Chair host Institutions that responded to the Survey

Universitat d'Andorra	Andorre
Universidad del Salvador	Argentina
Universidad Nacional de San Martin	Argentina
Universidad Nacional del Litoral	Argentina
Universidad Nacional del Sur	Argentina
Brusov State University	Armenia
Life Sciences International Postgraduate Educational Center	Armenia
Melbourne Graduate School of Education, University of Melbourne	Australia
RMIT University	Australia
Medical University of Vienna	Austria
University of Applied Arts Vienna	Austria
University of Graz	Austria
University of Innsbruck	Austria
University of Salzburg	Austria
Baku State University	Azerbaijan
Belarusian National Technical University	Belarus
National Institute of Higher Education	Belarus
University Ghent (UGent)	Belgium
Vrije Universiteit Brussel	Belgium
University of São Paulo	Brazil
Catholic University of Pernambuco	Brazil
Federal University of Para	Brazil
Universidade Católica de Brasília	Brazil
Universidade Federal do Rio Grande do Sul	Brazil
University of Brasília	Brazil
Burgas Free University	Bulgaria
University of Library Studies and IT	Bulgaria
University of Buea	Cameroon
Brock University	Canada
Université de Montréal	Canada
Université du Québec à Trois-Rivières	Canada
UQAM	Canada
York University	Canada
Universidad de Santiago de Chile	Chile
Universidad Diego Portales	Chile
Pontificia Universidad Católica de Valparaíso	Chile - Spain
RENMIN University of China	China
Southeast University	China
University of Hong Kong	China

Yunnan University	China
Universidad del Valle	Colombia
Universidad Distrital Francisco José de Caldas	Colombia
Universidad Externado de Colombia	Colombia
Universidad Nacional de Colombia por Rectoría	Colombia
Universidad De La Salle- Costa Rica	Costa Rica
J.J. Strossmayer University in Osijek	Costa Rica
University of Zagreb	Croatia
Universidad de la Habana	Croatia
Cyprus University of Technology	Cuba
University of Cyprus	Cyprus
Aalborg University	Cyprus
Universidad Politecnica Salesiana	Denmark
Universidad Técnica Particular de Loja	Ecuador
University of Helsinki	Ecuador
University of Jyväskylä	Finland
University of Lapland	Finland
Aix-Marseille University	Finland
Bordeaux INP	France
CY Cergy Paris Université	France
Ecole Centrale Marseille	France
Ecole Nationale Supérieure de Formation de l'Enseignement Agricole	France
Montpellier SupAgro	France
Université Bordeaux Maigne	France
Université de Bourgogne	France
Université de Nantes	France
Université de Paris	France
Université Grenoble Alpes	France
Université Paris 1 Panthéon-Sorbonne	France
Université Paris 8/ FMSH	France
Université paris descartes	France
Ivane Javakhishvili Tbilisi State University	Georgia
Heidelberg University of Education & Heidelberg University	Germany
Technische Universität Dresden	Germany
Aristotle University of Thessaloniki	Greece
Foundation for Research and Technology Hellas	Greece
International Hellenic University	Greece
University of Athens	Greece
Ramakrishna Mission Vivekananda Educational and Research Institute	India
Institute of Biochemistry and Biophysics	Iran
Mehralborz Higher-Education Institute	Iran

National Research Institute for Science Policy	Iran
Sharif University of Technology	Iran
University of Tehran	Iran
Beit Berl College	Israel
Tel Aviv University	Israel
Ateneo Pontificio Regina Apostolorum	Italy
BENECON University Consortium	Italy
Florence University	Italy
Fscire	Italy
IUPAC and Foundation	Italy
La Sapienza Università Di Roma	Italy
Politecnico di Milano	Italy
Università Cattolica del Sacro Cuore	Italy
Università IUAV di Venezia	Italy
University of Basilicata	Italy
University of Brescia	Italy
University of Florence	Italy
University of Padova	Italy
University of Trento	Italy
University of Udine	Italy
University Unitelma Sapienza	Italy
Kobe University	Japan
Nagaoka University of Technology	Japan
Shimane University	Japan
Egerton University	Kenya
Mount Kenya University	Kenya
Rongo University	Kenya
Latvian Academy of Culture	Latvia
Notre Dame University	Lebanon
Université Saint-Joseph	Lebanon
University of Luxembourg	Luxembourg
National University of Malaysia	Malaysia
Institut de Pédagogie Universitaire	Mali
Cinvestav	Mexico
National Autonomous University of Mexico	Mexico
Univeresidad de Guadalajara	México
Universidad de Guadalajara	México
Universidad de las Américas Puebala	México
Universidad Iberoamericana	México
Maastricht University	Netherlands
Open Unversity of the Netherlands	Netherlands
Utrecht University	Netherlands
OER Foundation	New Zealand

University Ss Cyril and Methodius	North Macedonia
Inland Norway University of Applied Sciences	Norway
University of Bergen	Norway
Birzeit University	Palestine
Universidad de San Martín de Porres	Perú
Maria Grzegorzewska University	Poland
Universite de Wrocław	Poland
University of Opole	Poland
University of Coimbra	Portugal
University of Évora	Portugal
University of Lisbon	Portugal
University of Porto	Portugal
Sookmyung Women's University	Republic of Korea
Universite de Bucarest	Romania
University Politehnica of Bucharest	Romania
Bashkir State Pedagogical University	Russia
Dmitry Mendeleev University of Chemical Technology	Russia
Kazan State Medical University	Russia
Lomonosov Moscow State University	Russia
Moscow State University of Medicine and Dentistry	Russia
North-Eastern Federal univerisy	Russia
North-Ossetia State Medical Academy	Russia
RUDN University	Russia
Russian Academy of Education	Russia
Russian Gnesins Academy of Music	Russia
Saint-Petersburg University of Aerospace Instrumentation	Russia
State University of Management	Russia
Ulyanovsk State Pedagogical University n.a. I.N.Ulyanov	Russia
University of Transport	Russia
University of Arts Belgrade	Serbia
National University of Singapore	Singapore
Univeristé Comenius	Slovakia
North-West University	South Africa
University of Fort Hare (UFH)	South Africa
University of Limpopo	South Africa
University of Pretoria	South Africa
University of South Africa	South Africa
University of the Witwatersrand	South Africa
Handong Global University	South Korea
Polytechnic University of Catalonia	Spain
Universidad Abat Oliba CEU	Spain
Universidad Autónoma de Madrid	Spain
Universidad Carlos III	Spain

Universidad de Cádiz	Spain
Universidad de Córdoba	Spain
Universidad de Granada	Spain
Universidad de La Rioja	Spain
Universidad de Las Palmas de Gran Canaria	Spain
Universidad de Sevilla	Spain
Universidad del País Vasco	Spain
Universidad Internacional de La Rioja (UNIR)	Spain
Universidad Nacional de Educación a Distancia	Spain
Universidad Politécnica de Madrid	Spain
Universidade de Vigo	Spain
Universitat de Barcelona	Spain
Universitat de Girona	Spain
Universitat de les Illes Balears	Spain
Universitat De Lleida	Spain
Universitat de Valencia	Spain
Universitat Jaume I	Spain
Universitat Oberta de Catalunya (UOC)	Spain
Universitat Politècnica de Catalunya	Spain
Universitat Rovira i Virgili	Spain
University of the Basque Country	Spain
Linnaeus University	Sweden
Lund University	Sweden
Stockholm University	Sweden
Université de Genève	Switzerland
USI - Università della Svizzera Italiana	Switzerland
Open University of Tanzania	Tanzania
Prince of Songkla University	Thailand
Université de Lome	Togo
Ecole Nationale d'Ingénieurs de Sousse	Tunisia
École Supérieure Privée d'ingénierie et de Technologie	Tunisia
National Engineering School of Tunis	Tunisia
Bogazici University	Turkey
Istanbul Aydın University	Turkey
Istanbul Bilgi Univeristy	Turkey
Kadir Has University	Turkey
Maltepe University	Turkey
Gulu University	Uganda
Durham University	UK
University of Bedfordshire	UK
University of Birmingham	UK
University of Lincoln	UK
Igor Sikorsky Kyiv Polytechnic Institute	Ukraine

Kharkiv National Automobile and Highway University	Ukraine
National University of «Kyiv-Mohyla Academy» (UKMA)	Ukraine
American University	USA
Georgetown University	USA
Penn State	USA
The George Washington University	USA
University of Oregon	USA
UDELAR	Uruguay



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