



EMJM Kick-off Meeting  
Venue: On-site EACEA  
Date: 22 November 2024

## World cafe session - Summary of discussions

### Group 1:

#### Selection of students, scholars

- *Share your good practices in the selection of students.*
- *Share your good practices from managing either too low or too high numbers of applications.*
- *Which are the challenges and positive experiences in offering pre-departure guidance and support to the students?*
- *How to attract renowned scholars or build a pool of scholars?*

#### Discussion Summary:

- **Pre-selection tools:** The use of eMundus, a platform developed specifically for EMJM programs, was discussed. However, its high setup costs were noted as a downside. Various other tools for automatic ranking and pre-selection were mentioned. The need for interviews and motivation videos was debated, considering the time-consuming nature of interviews.
- **Assessment and interviews:** Due to large volumes of applicants, interviews are typically reserved for top candidates. The group also discussed the challenges of grading systems in different countries (e.g., a 7 in Egypt may not be equivalent to a 7 in a European country). Availability of various grade conversion systems was mentioned.
- **Reference letters:** Handling reference letters can be problematic, particularly when it concerns honesty issues. It was suggested that referees themselves, without intermediaries such as students, directly upload their reference letters, but it was also highlighted that this procedure could be time-consuming. Alternatively, having students provide referees' email addresses could streamline the process.
- **Pre-departure guidance:** The importance of pre-departure support was highlighted, with suggestions for webinars or in-person meetings with the international office. Legalization of diplomas and verification of documents were noted as challenging and costly.

## Group 2:

### Visibility, promotion and awareness raising

- *Which are the most effective promotion channels and why?*
- *Which are your target groups and how do you reach them?*
- *(How) do you involve different stakeholders in promotion activities?*
- *How do you attract self-funded students?*

#### Discussion Summary:

- **Promotion channels:** The group emphasized the use of student fairs for promotion, although the presenter noted that they did not need to actively promote their programme, as students often found them independently. The EU website was mentioned as an effective tool, though it was somewhat hard to find students from certain targeted regions.
- **Social Media and alumni networks:** Platforms like LinkedIn and social media were mentioned as successful tools for outreach. Alumni also play a key role in spreading the word about programs and fostering networks.
- **Networking:** Networking was seen as a major factor in attracting students and promoting programs. Collaboration with companies and the involvement of stakeholders were identified as essential.

## Group 3:

### Student issues

- *How do you implement joint student evaluation and mutual recognition of the learning outcomes?*
- *How do you deal with late arrivals?*
- *How do you support students with personal problems? Do you have support groups (buddy system) or professional teams?*
- *Share your good practices or ideas for dealing with underperforming students.*
- *How do you deal effectively with student complaints?*

#### Discussion Summary:

- **Personal academic tutor:** The role of the academic tutor was highlighted as essential for addressing mental health issues and creating a supportive environment. Introducing tutors early in the process helps students feel safe and reduces feelings of insecurity.
- **Support systems:** Suggestions for implementing a buddy system or professional support teams were made. These systems can help students cope with academic and personal challenges.

- **Special needs and maternity leave:** A significant point raised was the challenge of addressing maternity leave for students, with a question about whether funds allocated for special needs could be redirected to those students. It was clarified that funds for special needs can not be repurposed for maternity leave, and detailed guidelines on special needs funding were mentioned.
- **Late arrivals and hybrid learning:** The group discussed handling late arrivals and the potential for offering hybrid or online teaching as a solution.

### Group 4:

#### Employability of students, involvement of employers in Joint Masters

- *Share your good practices on how to organise student internships.*
- *Are employers or non-academic partners actively involved in the curriculum development or delivery of the course?*
- *Share your good practices about tracing student careers and why this is an important element.*

**Internships:** The importance of connecting internships with academic programs, particularly thesis work, was emphasized. Internships provide real-world experience and help bridge the gap between academic theory and practice.

**Employer involvement:** Employers and non-academic partners were noted as playing an important role in curriculum development and delivery. Their involvement ensures that programs are aligned with industry needs.

**Alumni engagement:** Engaging alumni through networking events and surveys was considered a best practice for promoting programs and helping students build connections. Alumni reunions can be a great way to reconnect and motivate current students.

**Career tracing:** Alumni surveys were highlighted as an essential tool for tracing student career paths. This information helps improve future programs and provides insights into the effectiveness of the education provided.