



BI-REGIONAL ACADEMIC COOPERATION

Opinion Articles



“Academic cooperation with Latin America and the Caribbean”.

Mariya Gabriel

European Commissioner for Innovation, Research, Culture, Education and Youth

Latin America and the Caribbean and the European Union share common history, languages, religion and most importantly values of democracy and human rights. Our strategic partnership has been strengthened over the years. Before becoming European Commissioner, I had the opportunity of working closely with this continent, more specifically with Colombia and Peru. This happened as a Member of the European Parliament, working on short-stay visa waiver. This work has brought tangible results and benefits to our students, to the tourism and culture sector, because at its core there are shared values.

As European Commissioner responsible for Innovation, Research, Culture, Education and Youth (also sports, despite not being mentioned in my title), I will continue to strengthen the cooperation with Latin America.

Knowledge is indeed the most solid basis to build a model of sustainable and inclusive development. As such, our work with the region has concentrated on improving the quality of higher education, innovation and technology and social inclusion.

One of the outcomes of the 2nd EU-CELAC Summit of Heads of State and Government in 2015 was to advance towards a future EU-LAC Higher Education Area. Subsequent academic cooperation efforts have aimed to integrate, modernise and internationalise the higher education systems in both regions through common work on quality assurance, accreditation and evaluation systems, which are the basis for academic mobility and mutual recognition of study periods and diplomas.

The Joint Communication on EU-Latin America and the Caribbean relations “Joining forces for a common future” (April 2019) called for building on existing programmes (Erasmus+ and Horizon 2020) to share experiences, transfer technology, boost capacity and increase the academic mobility of students, researchers and staff. This would enhance skills and employability and strengthen regional dialogue among academia and policy makers.

For the first time, at European level, Education is put together with Research and Innovation. This makes things easier to pursue and develop a real knowledge strategy finding synergies between the policies, programmes and activities.

In research and innovation, the EU is working with Latin American countries to develop a Common Research Area that will connect scientists in both regions more closely. This project is built on three fundamental pillars: research infrastructures, mobility of scientists and on grand societal challenges, such as health, environment and digital transformation.

The regional dimension of our R&I cooperation is very important and builds on the specific Science & Technology Agreements in place with some Latin American countries. The necessity to connect the brightest minds is a fundamental building block of excellent science. Because of this, the EU offers the whole world – including the Latin America and the Caribbean – access to its biggest programme for Research and Innovation, Horizon 2020; and in future to its successor, Horizon Europe. The EU also offers extensive academic mo-



bility and bottom-up cooperation opportunities through its flagship education and training programme, Erasmus+.

Participation of Latin American countries in both Horizon 2020 and Erasmus+ is very active and enthusiastic. More specifically, the Marie Skłodowska-Curie Actions (MSCA) are the most international action of Horizon 2020, accounting for more than 50% of all participation from the region. The MSCA support the career development, training and skills acquisition of researchers through trans-national, cross-sectoral and interdisciplinary mobility, as well as the development of excellent and innovative doctoral training programmes. Argentina ranks among the top five best-performing third countries in MSCA, and Brazil and Chile are also in the top 10 best-performing list, underlining the region's strong participation.

Erasmus+ and its predecessor programmes have played a major role in the inclusive development of the higher education sector by facilitating the sharing of knowledge and technology transfers. This is undertaken through the exchange of students and staff (more than 9,000 exchanges since 2015) and university-university cooperation, which includes 78 capacity-building projects with the participation of Latin American and Caribbean universities. The Erasmus Mundus Joint Master Degrees also award direct scholarships based on excellence and each year Brazilian and Mexican students receive more scholarships than any other nationality, with Colombian students also in the top 10.

The European Commission is currently negotiating the future Erasmus and Horizon programmes with the European Parliament and the Council of the EU for the period 2021-2027. Our proposal for international cooperation in Erasmus is to continue with what is currently working well, in terms of the main actions and features, and to expand the international dimension beyond higher education to cooperation in vocational training and sport. The level of ambition will depend on the parallel negotiations on the Multi-Annual Financial Framework, which sets the legal and financial architecture of the EU budget for the next seven years.

After many years of joint effort, it is clear that both regions share common views. This is evidenced by the interest of scientists and scholars from Latin America working on Horizon

2020 and Erasmus+ projects, regularly selecting topics of the highest importance to both regions: the values and vital interests of our regions and citizens are clearly well aligned.

The strengthening of our relations will also be possible thanks to a better cooperation at academic level and the EU-LAC Foundation has a crucial role in this regard. Since its creation in 2010, this unique platform regrouping 61 countries of both continents plus the European Union itself, has strengthened and promoted the strategic bi-regional relationship, enhancing its visibility and fostering active participation of the respective civil societies. I would thus like to conclude by thanking you for your work and for your our excellent collaboration.



“Higher education: a global process as a bi-regional key”

Adrián Bonilla

Executive Director Designate of the EU-LAC Foundation

The intention of this text is to set out some central themes for an informed discussion leading to the production of policies aimed at reinforcing the capacity and efficiency of inter-regional cooperation in Higher Education, especially in the difficult circumstances surrounding the provision of resources as a result of the Pandemic currently facing the world.

The first factor to take into consideration in the area of Higher Education involves seeing this activity as a global process. The development of society across the world over the last thirty years has been characterised by the multiplication of inter-connections which has at the same time made it possible to construct a technology enabling scientific and academic communities to access knowledge on a global scale. Never before has humanity known such possibilities for exchanging information, discussing scientific trials, and collectively producing new knowledge.

This global process for producing knowledge and technology has however also revealed the existence of certain asymmetries and divides seen not only in the domestic sphere, especially in societies with fewer economic resources, but also at world-wide level. The globalization of knowledge has seen the simultaneous emergence of a vast number of networks, but also of policies, frameworks, norms, restrictions and limitations aimed at regulating its dissemination. Seen from this perspective, the global process of knowledge generation is, like any other social process, an area of creativity but also of diversity of approaches and ways of envisaging how it is institutionalised. In this sense Higher Education is indeed an institutional pro-

cess regulating access to knowledge and its distribution and production. This is a social, political and economic reality.

Generating contemporary scientific knowledge is a collaborative practice. The image of the scientist or inventor working alone in their laboratory, which illustrated the way knowledge production was thought of in the Modern Age, and encompassed the idea of the individual at the centre of the creative process, gradually faded in the second half of the twentieth century. In contemporary societies the idea of scientific development being an individual process is inconceivable, as it springs from a dynamic of collective management that is profoundly social. This idea, now conventional wisdom, can help us understand that the localisation in space of knowledge production is also challenged by the fact that scientific communities are now essentially transnational in the process of knowledge production.

There is no debate in Life Sciences, for example, that is not known about by communities in both North and South, in both the Eastern and the Western world. The idea of “national” science is increasingly tenuous. The discovery of genetic resources by scientists in the Andean countries has an immediate impact on Europe, the United States, China and Australia. There is no scientific discovery today that is not based on literature read and reproduced globally. Differences, asymmetries and varying levels of development in different national societies are essentially to do with the national resources available to their scientific communities and not their capacity to access concepts and methods.



Higher Education is probably the most important conventional resource available to all societies for the distribution of scientific knowledge. Just as the production of this knowledge is global, so also is the management of Higher Education. This premise is the basic foundation for international cooperation at the beginning of the third decade of the century. Seeing Higher Education as a shared reality, a transnational process, a social and public asset which, although it may be geo-referenced, is constructed simultaneously all over the world, opens up the possibility of defining cooperative potential, broadening the agenda to matters that go beyond the transference of resources.

It is, however, important to identify priorities that support the needs and interests of societies. Higher Education cannot become detached from the needs of real people in those societies. The requirements of middle-income countries are not the same, in reality, as those of societies with different needs; hence it is inevitable that consideration be given to the concept of relevance: the capacity of Higher Education and its processes to meet the needs of people. Relevance helps identify diversity, but is also provides a complex approach to the concept of quality.

One of the consequences of global processes of knowledge production and the regimentation of Higher Education has been the generation of standards of evaluation that are indiscriminately applied to all processes, regardless of the needs of their societies. This is particularly obvious in the construction of indicators and global rankings. Although these instruments may be useful, they inevitably provide only a partial picture. A Latin American or Caribbean university, with scarce resources, has to process issues of knowledge management, but also of inclusion, and it has to respond to the societies that enable it to exist through their contributions. The concept of quality now includes issues of teaching, the qualifications of the teaching staff, the impact of their publications, of course, but also the provision of access and the production of technologies to tackle the challenges of populations who still need their basic needs to be met. This inevitably forms part of the process for constructing agendas for cooperation. The first challenge might be to think of appropriate ways to establish complex quality standards, appropriate both for social requirements and at the same time global.

Bi-regional cooperation requires taking time to reflect on various other matters, so that the historical interchange between the nations of both continents can be more efficient. Some of the challenges posed by this discussion may focus on two major areas of action, by way of example, which is not to exclude others, many of which have been worked on in this bi-regional cooperation.

In the first place, we should think of how to promote, broaden and construct bi-regional collective spaces for knowledge production. Life Sciences, Applied and abstract Sciences, Social Sciences, for example, are meeting places that already exist. Identifying and enhancing these are one possibility that can be used with resources generated in societies on both sides of the Ocean.

Secondly, we must imagine how to construct alternative spaces so that other stakeholders, in addition to governments, can articulate their requirements in the areas of Higher Education and Research. These might include small and medium enterprises, communities, and local government. We could, for example, think of how to generate banks of educational and research programmes that could be of interest to programmes already being implemented but which would require innovation from universities and research centres.

Finally, we should add the need to think of how to balance the asymmetries produced not only by differences in access to resources but also by the logic of applying global regimentation to very heterogeneous realities.

Cooperative agendas and issues in Higher Education and scientific Research are by definition always under discussion. These ideas are part of this process that is fortunately always being debated, but the purpose is to seek agendas that enable interchanges to be localised better.



“Prospects for Enhancing EU-LAC Higher Education and Research Cooperation”.

Amanda Crowfoot

Secretary General of the European University Association

In the July 2019 edition of this newsletter, Federica Mogherini, then the **High Representative of the European Union**, wrote that “Although separated by geography, Europe and Latin America are closer than any other continents.” This certainly applies to higher education relations between the two regions, as there is considerable research and educational cooperation between their universities. The European University Association (EUA) has a long history of strategic collaboration with Latin America, supporting region-to-region dialogue and the many bilateral and multilateral links between institutions.

Research and education exchanges have been mentioned in practically every EU-LAC summit since 1999. The 2002 Summit even announced the establishment of an EU-LAC Knowledge and Education Area – probably the EU’s first and most ambitious announcement of a bi-regional higher education framework. This was clearly inspired by the example of the then still young Bologna Process, aimed at establishing a European Higher Education Area (EHEA), and the EU Lisbon Agenda for a Europe of Knowledge.

The prospects of an ‘EU-LAC Higher Education Area’, energised parts of the academic community in both regions, and inspired bottom-up initiatives: Latin Americans saw a key opportunity to embark on a similar convergence process as the one in Europe; Europeans hoped that the EHEA would be endorsed and strengthened through take-up of similar policies and tools in LAC.

Many of these initiatives were supported by projects funded or co-funded by the EU: mobility under the Alfa programme, collaborative capacity development under Alfa, and the current Erasmus+ Capacity Building programme. Such projects contributed to internationalisation of institutions and systems and also to reforms in quality assurance, recognition, and curricula.

While there has been tangible success, EU-LAC collaboration may have some unseized opportunities:

Future EU-LAC agendas should not only reference but also substantiate the role of higher education and research as a driver for social and economic change and innovation, as an active response to the Agenda 2030, and a real commitment in terms of strategic, tangible investments. This would underpin the new EU Commission’s intention to become increasingly geopolitical and offer soft diplomacy as means to overcome, bridge and bi-pass politically difficult situations.

Other bi-regional collaboration initiatives have demonstrated the benefits of having a coherent policy framework with wide ownership, for example the ASEM higher education process, the Eastern Partnership, and the Western Balkan Platform. These may provide some inspiration and lessons learnt for an EU-LAC Higher Education Area. More systematic follow-up by governments at the summits, and engagement and collaboration with the higher education community, could launch a meaningful, more visible and better acknowledged process,



facilitating a better link between top-down policy cooperation and bottom up sector initiatives. A coherent policy approach would also provide a supporting framework for education and research mobility and cooperation under Erasmus+ and Horizon 2020, and it would enable synergies and enhance impact and sustainability. In addition, this would support the higher education organisations in both Latin America and Europe to better align their agendas and to work jointly towards a dynamic process of reform change.

To provide some evidence: EUA, together with some 20 national and regional university associations and networks, supported sub-regional initiatives for collaboration and convergence in quality assurance, recognition and degree harmonisation in Latin America through a structural project (Alfa Puentes, 2011-2014). With the EHEA experience as a key reference point, the project respected the unique characteristics and diversity of the LAC higher education. Importantly, it generated interest among the LAC partners in each other's experiences, demonstrated the nexus between political dialogue, at the level of rectors' associations, and resulted in tangible reform initiatives. It also prepared the ground for the '[Espacio Latinoamericano y Caribeño de Educación Superior](#)' (ENLACES), an association with a governance structure and – for the very first time – some legitimacy to represent the sector at the regional level. But such projects only make sense if there is a policy framework to reinforce synergies and ensure a common agenda.

Another example is the 2017 [EU-CELAC Academic and Knowledge Summit](#) which EUA perceived as a step forward in Europe-Latin America higher education and research cooperation. This was not because of the content of the conference, or its ambitious title, but because all major sector organisations had worked together to make the event happen. This is also due to the work of the EU-LAC Foundation, established in 2011 to “promote and coordinate result-oriented activities in support of bi-regional relations and focused on the implementation of priorities established by CELAC-EU Summits” and “foster fruitful exchanges and new networking opportunities among civil society and other social actors.” This can and should be further

enhanced to play a more eminent role in this regard.

As the world comes together to deal with the coronavirus crisis, it is clearer than ever that cooperation is essential and that universities around the globe need to work together to find solutions to the challenges of our time. Long-term bi-regional links are an important part of the framework for collaboration, and EUA remains committed to fostering its relationship with its Latin American counterparts.



“One Caribbean Sustainable Academia”.

Myriam Moïse

Fulbright Scholar and Associate Professor at the University of the French Antilles, Martinique
Secretary-General of Universities Caribbean

The Caribbean region embraces both fragmentation and unity, both difference and sameness; it is a limbo space where cultural subjectivities and languages constantly evolve beyond national borders. The Caribbean experience is complex through its very creolized nature: African, Amerindian, Indian, Syrian, Chinese, European, all of these are part of Caribbean heritages. The contemporary Caribbean subject often has to teeter between diverse cultural spaces, between Africa and Europe, between here and there, between past and present.

Within the specific context of the Caribbean, the term « root » loses its very meaning, it is no longer conceived in terms of singleness and purity but rather in terms of multiplicity and multirootedness. In Deleuze and Guattari's *A Thousand Plateaus*, the rhizome is depicted as a “means of propagation which operates underground, without hierarchies, connecting multiple points, places and identities” (1980: 36)¹. Martinican theorist Edouard Glissant applied this concept of the rhizome to Caribbean identities and developed “Creolisation” as the most adapted concept of identity for the Caribbean, one that is fluid and multi-rooted (1997: 11)². The Caribbean is certainly one of the first regions in the world to have experienced this creolisation³ and arguably one of the richest areas of cultural

hybridization. The product of colonization and slavery, hybridity also marks the political culture of the region⁴. Caribbean cultures can transcend national borders and whether they live in sovereign nations or in non-sovereign European territories, Caribbean communities all share this genuine “poetics of relation”⁵ defying root identities and facilitating transnational and meta-national cooperation.

As the recently rebranded organization of Caribbean Universities and Research Institutes, Universities Caribbean (formerly UNICA) is at the centre of this meta-national discourse as it aims to foster cooperation within a network constituted of the finest universities of the Wider Caribbean region. The organization defines the Caribbean as the geographical area comprising islands of the Antilles and coastal zones of countries surrounding the Caribbean Sea and Gulf of Mexico, including Central America and the northern region of South America and the Guianas, thereby acknowledging the transnational, translingual and transcultural forces of the region. Besides its transversal nature, the strength of the association lies in the fact that all its executive and affiliated members are the highest-ranking officials, rectors and presidents of Higher Education institutions in the Wider Caribbean region, hence decision making is fast and effective. *Universities Caribbean* is the only Higher Education organization serving such a diverse knowledge community beyond language barriers, beyond national

1 Deleuze, Gilles and Félix Guattari. *A Thousand Plateaus: Capitalism and Schizophrenia*. (1980). Trans. B. Massumi. New York: Continuum 2004.

2 Glissant, Edouard. *Poetics of Relation*. Trans. B. Wing. Ann Harbor: University of Michigan Press, 1997.

3 Moïse, Myriam and Fred Réno (eds). *Border Transgression and Reconfiguration of Caribbean Spaces*. London: Palgrave MacMillan, 2020.

4 Puri, Shalini. *The Caribbean Postcolonial, Social Equality, Post/Nationalism, and Cultural Hybridity*. London: Palgrave Macmillan, 2004.

5 Glissant, Edouard. *Ibid.*



boundaries, and allowing bi-regional and trans-regional cooperation among Caribbean nation states, including European universities of the Caribbean such as member universities based in the French Antilles and in the Dutch Antilles.

The Executive committee of the association is very representative of this diversity as it is presided over by Sir Hilary Beckles, Vice-Chancellor of the University of the West Indies, with the collaboration of the Rectors of the Université des Antilles, the University of Curacao, the PUCMM in Santo Domingo, the University of Puerto Rico, and the University of Venezuela. Universities of the Wider Caribbean region have the duty to serve their communities and are able to make contributions to the priority research areas of sustainable development at all levels.

The organising principle guiding all academic initiatives is "ONE CARIBBEAN", with two signature events coordinated by *Universities Caribbean*: A biannual "One Caribbean Solutions" symposium to create opportunities for academics to engage with practitioners and build strategies to develop practical solutions to challenges faced by the Caribbean and Latin American region; An annual "One Caribbean Youth Forum" (#OCYF) to boost new entrepreneurship and create awareness among Caribbean youth of their roles as future leaders of the sustainable development of their region. Youth representatives who attended the OCYF 2019 originated mainly from the Wider Caribbean and France as the forum was coordinated by the Political Science students of the University of the French Antilles. All the students in attendance were encouraged to build a collaborative network across Europe and the Wider Caribbean.

The youth also attended the "One Caribbean Solutions" symposium in Martinique, an event which has played a significant role in identifying new fruitful collaborative paths between European and non-European academic partners. The main objective of this bi-annual symposium is to underline the fundamental role that universities play in putting in place concrete solutions to address the specific problems faced by Caribbean territories. This third edition was hosted by Université des Antilles (UA), an Executive member of *Universities Caribbean*; among the partners of this symposium were the Interreg ELAN programme (Linguistic Exchanges and Innovative Learning

through mobility), financed by the European Development Funds, the EU-LAC Focus (a Horizon 2020 EU-funded program), and the EU-LAC Foundation. All of these entities or programs continuously facilitate the implementation of collaborative actions between the EU and LAC regions.

The symposium was an opportunity to bring together European, Latin American and Caribbean Rectors, Presidents of universities, Directors of research institutes, as well as experts, and researchers specializing in Environmental Studies to develop a regional and global policy dialogue on ecological challenges, technological advances, and the link between the academic and industrial worlds. The scientific events organized by *Universities Caribbean* seek to offer a platform for international exchanges with leaders from the Caribbean and other parts of the world to discuss their role in the economic growth and the sustainable futures of their region. While the specificities of the Caribbean space are constantly emphasized through the concept "One Caribbean", priority topics for the region are discussed taking into account the significance of bilateral relations between the Wider Caribbean and Europe, and the development of strategic international partnerships. "One Caribbean" events create opportunities for academics to engage with experts in the field, and build strategies to develop unique solutions to important regional and global issues.

In light of the current COVID-19 pandemic that is currently affecting the world, including our region, the most recent initiative of *Universities Caribbean* consists of a general survey conducted among its membership so as to evaluate the impact of the COVID-19 crisis on the university sector. Like all other sectors, the Higher Education sector is severely impacted by wide scale institution closures across the region in an effort to help Caribbean countries contain the spread of this virus. A virtual forum will be organized to present the results of this survey and start post-crisis dialogues; this event will feature international experts and university leaders who will share best practices and initiatives in such a challenging context. As the Caribbean region is characterized by a lack of resources, now, more than ever, *Universities Caribbean* aims to assist its members with finding "One Caribbean" solutions for the longer-term resilience of education systems in the region.

Another project for which *Universities Caribbean* is currently



EU-LAC Foundation
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seeking funding proves to be even more essential in light of the current sanitary crisis: the development of a “One Caribbean” digital platform which will connect the knowledge community of the Caribbean. This new “One Caribbean” initiative will allow students from all over the world to enrol in a programme offering opportunities to learn from academics and experts specialized in Caribbean Studies. Ultimately, this platform will facilitate bi-regional clusters of researchers that will focus on the challenges of the region such as tropical diseases, global warming, environmental refugees, gender equity, among others.

This virtual platform will also offer diverse opportunities to bridge the gaps between academia and Caribbean communities, between academia and industry, and ultimately between the Caribbean and the world. The objective is to boost Caribbean integration, and facilitate EU-LAC cooperation through joint initiatives and social mobility across the region and globally. Universities Caribbean wishes to be instrumental to the development of avant-garde collaborative research, programmes of excellence and bi-regional research consortiums that would allow academics, practitioners and students in the Wider Caribbean, in Europe and in other parts of the world to communicate and learn from each other. The aim is that each “One Caribbean” consortium would associate European and non-European partners so they would all contribute to building and strengthening a more sustainable “One Caribbean” academia, one which would be representative of the diverse Caribbean rhizomic identities and one which would see bi-lateral collaboration as enhancing global sustainable development. Through its international profile and the unique diversity of its members, Universities Caribbean encourages collaborative projects and partnerships across Europe and the Americas so as to serve the development of the Wider Caribbean region, its academic communities, and its people overall.



“New Approaches to EU-LAC Cooperation in Higher Education: EU-LAC Focus’ and OBREAL-Global Observatory’s contributions”.

Ramon Torrent

Scientific Coordinator of EULAC Focus, a Horizon 2020 project funded by the European Union

Executive President of OBREAL-Global Observatory

EULAC Focus, a Horizon 2020 project funded by the European Union⁶, submitted its Action Plan for EU-LAC relations at the end of 2019. It includes a set of proposed strategies, qualified as “ambitiously modest” in order to emphasize its two main parameters: accepting all the restrictions and constraints that exist (so: “modest”) but intending to really contribute to the strengthening and improvement of EU – LAC relations by leading to “actions” and not simply to “words” (so: “ambitious”).

I’ll summarize four of them that concern specifically the area of Higher Education (HE):

Addressing through their sub-regional associations of Universities the very difficult problem faced by most states in the Caribbean and Central America in order to participate in EU (and other international) programmes: The limited availability of technical expertise and the limited capacity of government administrative structures.

The required capacity building could have much more impact and become more effective by using, as sub-regional partners, associations of Universities that are well rooted in the reality of the sub-regions and already possess a considerable capacity, instead of individual universities or campuses: For Central America, the Consejo Superior Universitario Centroamericano (CSUCA); for the Caribbean, the University of the West Indies as a whole (not its individual campuses) and Universities Caribbean, an association created by transformation of the former

UNICA (Association of Caribbean Universities and Research Institutes) that broadens the scope of Caribbean cooperation and integration in Higher Education and Research.

Clustering projects. Achieving real impact and sustainability in sectors so highly regulated, and with so many powerful entrenched corporatist interests, as HE is impossible for one specific project. Only the combination of the outcomes of a group of them makes it possible and allows prior projects to feed into later ones and achieve sustainability. Clustering of projects is an absolute must, which can be carried out through different criteria:

- Geographical, by country or sub-region.
- Thematic: In terms of specific content or in terms of policy areas.
- Across different EU policies and programmes.

Clustering cannot be left to the projects themselves, following a bottom-up approach, because, very often, consortia (and professional practices underlying them) oppose any sharing of the “ownership” of their project and of their results. It requires a promotion by DG EAC and the EACEA, perfectly possible without impinging in the autonomy of each individual project.

Creating permanent bi-regional platforms or giving continuity or reviving former ones. These platforms should play an active role in the implementation of the Clustering Strategy mentioned in the previous point. In the specific area of HE, EULAC Focus has already collaborated actively with the EU-LAC Foundation in the promotion of such

⁶ <http://eulac-focus.net/>



platforms and their use as clustering instruments: Firstly, in the promotion of the *Cumbre Académica y del Conocimiento* (October 2017 in San Salvador), which drew together two separate and competing similar initiatives; secondly, in the discussion and elaboration of the Matriz de objetivos y líneas estratégicas para la construcción del Espacio Común de Educación Superior EU-LAC, an instrument for analysis and policy design that, furthermore, is currently the only common forum of dialogue between all initiatives on EU – LAC cooperation in HE. This seems really promising.

Learning from other bi-regional contexts. In particular from the Africa-EU Partnership (and its pillar “Investing in People”, which covers Higher Education) and the EU relations with neighbouring countries, where a Network of Higher Education Reform Experts (HEREs) has been set up thanks to a very cost-efficient services contract.

OBREAL has in the past actively participated in bi-regional projects led by the European University Association (EUA). In the last few years, he has contributed to the activities of EU-LAC Focus and the EU-LAC Foundation, in particular in the 2017 Cumbre in San Salvador, as well as in the Matriz exercise. The modification of its Statutes in November 2017 broadened its geographical scope (becoming OBREAL – GLOBAL OBSERVATORY), allowing it to propose a new complementary dimension to EU – LAC relations in HE: the development of a triangular/North-South-South set of relations (as envisaged, furthermore, in the new approach to development put forward in September 2018 by the joint CEPAL/ECLAC – OECD – EC/DG DEVCO reference document)⁷. In this direction, OBREAL – GLOBAL OBSERVATORY, which is now leading one of the EU flagship projects on HE in the framework of the Africa – EU Partnership (HAQAA-2), is promoting an Indian Chapter with a significant representation of the complex Indian HE constellation and setting a permanent office in Oman hosted by one of its members (the Middle East College) in order to bridge Africa and India. The contacts with Indian institutions and continental and regional associations of Universities in Africa, as well as with the main Latin American associations, prove that

there is a strong interest in this triangular North-South-South approach. The European Commission and the EU-LAC Foundation could take a leading role in its implementation.

⁷ <https://www.cepal.org/en/publications/44002-emerging-challenges-and-shifting-paradigms-new-perspectives-international>



“Higher Education as a Generator of Knowledge and Innovation”

Carlos Alvarado

Secretary General of the Central American Higher Education Council

From 1990 the European Union and its member States have had significant presence in the region of Latin America and the Caribbean and from then on a firm partnership has been created on the basis of shared values, a relationship that led to the creation of the European Union-Latin America and the Caribbean Foundation (EU-LAC Foundation). The Central American University Confederation, made up of the 24 public universities of Central America and the Dominican Republic, by means of the Central American Higher Education Council (CSUCA), greatly values the opportunity given to us by this Foundation, so that the universities of the eight countries which are members of it can develop and fulfil their role in the society of the region. By this means various different projects have been initiated, thus reinforcing the internationalisation of higher education in the region and contributing to the development of systems of higher education, as representatives between member institutions and their respective governments.

This is why I wish to share with you some reflections and criteria I consider relevant because of their essence and content, which enable us to have a general view of the current regional and world scene in the various social, political, cultural and environmental orders; where universities play a substantial major role in the journey towards the transforming mission of social thought and human activity, since as ECLAC pointed out in 2016, in Latin America and the Caribbean, one of the necessary foundations for social and economic change is “to guarantee education that is inclusive, fair and of high quality”. Its essential contribution lies in the development of skills that

will enable the region, its countries and its citizens to act with relevance in complex scenarios and to take part effectively in a global dynamic based on knowledge, where internationalisation must advocate international cooperation based on a firm relationship between equals.

Slow economic growth world-wide, social inequalities and environmental damage are characteristics of our current reality and present unprecedented challenges, yet at the same time they represent opportunities to work in a collaborative and inter-institutional way for the regional and international community. We are indeed facing a new era: the option of continuing with the same models is no longer viable, meaning we must transform the current development paradigm into one that will take us down the road of inclusive, sustainable development, with a clear view of the short, medium and long term.

We must recognise that knowledge is the product of the intellectual and experiential heritage of humanity, this being a common asset and one generally in the public domain. The epistemic breakdown referred to implies that we need to recognise the strategic role of culture in the process of producing knowledge with social commitment.

It is therefore relevant to reconsider the social function of science and knowledge in guaranteeing environmental sustainability, peace, liberty, cultural diversity, democracy, human co-existence and the reproduction of life. The priority is to generate knowledge and democratise access to it and its use and benefit as a shared public resource.



This means that higher education is the joint creator of knowledge and innovation, turning these, as knowledge linked to social practices, into tools of intellectual independence, social transformation and the construction of fairer, more equitable and supportive political structures (this is the over-riding rationale of the Sustainable Development Goals).

We might say that our societies are today experiencing and being affected by countless conflicts that afflict us, which have acquired such importance and magnitude that humanity has begun to perceive that the real wealth, the authentic capital, of the twenty-first century does not reside in its financial capacity, nor in the possession of resources, but in knowledge and the construction of collective thinking. "From this point of view, knowledge in general and specifically its generation, transmission and application, constitute the best investment for the whole of society, as this holds the key to its development, mobility and stability". Education therefore acquires a transcendent and absolute role in any national project, because of the values it nurtures, the horizons it opens up and the growth it encourages.

From the field of activity of the CSUCA and its corresponding Fourth Plan for the Regional Integration of Higher Education in Central America and the Dominican Republic, PIRESC IV, relating to the integration programme of the substantive functions of university and the University-Society-State relationship, there are major objectives, lines of action and indicators, inviting us to carry out systematic and collaborative work within and outside of the universities. For example, we must formulate and execute a plan of action with goals and indicators, starting from a baseline to take decisions in terms of the internationalisation of higher education, beginning with reinforcing the international relations offices of each university, so that they can contribute in an effective, efficient and appropriate way. International and intercultural skills must likewise be defined and incorporated into university curricula, encouraging university mobility, creating and developing regional and international academic networks to facilitate such exchanges; defining and promoting innovative strategies of internationalisation.

In conclusion, we can say that for CSUCA to work jointly with the EU-LAC Foundation constitutes an important tool to

transform higher education, strengthen its communities and promote quality and relevance in teaching, research and outreach. This also favours the training of citizens and professionals who will respect cultural diversity, be committed to intercultural understanding and a culture of peace, and be able to live and work together in the local and global community.



“Academic cooperation between Europe, Latin America and the Caribbean: an asset to overcome the current crisis”.

Sébastien Velut

Professor of Geography
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The current Covid-19 pandemic is not only challenging for each of us, it also deeply questions one of the major trends of the past decades: the growing mobility of people between countries and continents. Scholars and students made a noticeable share of overseas travelers, due to the fact that international mobility was relatively easy and affordable, that administrative procedures had been simplified and that learning benefits largely overcame institutional and personal costs. Yet, some threats associated with globalization had been underestimated and should definitely be considered in order to continue building a shared space of higher education between Latin America, the Caribbean and Europe.

In this context, it might be appropriate to consider how the construction of this bi-regional space could be affected by the current crisis, but also how it should be part of the solution. I would like to consider it from the vantage point of an institution, the IHEAL –Institute for Advanced Latin American Studies – from the Sorbonne Nouvelle University, whose *raison d'être* has always been developing academic exchanges with Latin American and Caribbean countries.

The IHEAL was founded in 1952, in order to strengthen connections between France and Latin American countries, in the era of cold war, decolonization and the rise of the Non-Aligned Movement. The French Republic wanted to build upon a long-lasting relationship with many countries of the Region to establish its influence through culture and science. The IHEAL soon became a prestigious place holding seminars and conferences and inviting politicians, artists and intellectuals.

Many political refugees, as well as influential French scholars, taught at the IHEAL. The institute received a growing number of students from Latin American, the Caribbean but also from Europe, making possible to launch interdisciplinary Master and PhD programs. Similar institutions exist in most European countries and they have a long record of research cooperation established through networks like the CEISAL (European Council of Latin American Research) and the help of European programs, such as Erasmus.

Most Latin American and Caribbean universities are offsprings of the European University system. That's certainly the case for those universities founded in the colonial period, like the University of Santo Domingo established in 1538. But even after that, when independent Nations created their own universities to train at home their elite and muster a scientific basis, Europe was taken as a reference and many European scholars were invited to contribute to the creation of Universities – such as the Polish geologist Domeyko, rector of the University of Chile between 1867 and 1883. Although Latin America and Caribbean Universities have their own histories and identities, this initial connection facilitated the setting of cooperation and joint programs between the two regions. Nevertheless, cooperation tended to be one way only, dominated by European Institutions that would create their own networks.

In the past two decades, academic cooperation between the two regions underwent important changes:

- Joint programs have been established on an equal foot-



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ing, mainly at the Master and PhD levels, between Latin American, Caribbean and European universities.

- Academic mobility of scholars and students has been fostered to develop closer relations between academic communities.
- The focus on Latin American and Caribbean studies has shifted to a global vision of major issues.
- European Institutions have increased their own cooperation.

The Laglobe Joint Master degree launched by the IHEAL with the Instituto Iberoamericano from the University of Salamanca and the Nordic Institute of Latin American Studies (NILAS) at Stockholm University exemplifies this endeavor to renew cooperation between the regions. The Laglobe Master works with a large network of academic and non-academic partners in Europe and Latin America. It is the only program in Latin American studies funded under the Erasmus Mundus scheme.

One important feature of Laglobe is that students spend one semester in each partner university and one semester in Latin America or in the Caribbean in order to make themselves familiar with different academic cultures and acquire first-hand knowledge of Latin American and Caribbean countries. Another important point is that the bilateral relation between Latin America and Europe is seen from a multidisciplinary global perspective, hence the title “Latin America in a Global World”. The first generations of students have shown a great enthusiasm for the program design and are willing to take their part in the bi-regional relation, in NGO, government or the private sector, address a long list of topics, from environment to gender and equality issues, and bring fresh views on the bi-regional relation in the Global context. .

In his well-known 1919 essay, *Crisis of the Mind* Paul Valery stated: “Everything came to Europe, and everything came from it. Or almost everything”. After the Great War, Europe could still be seen as a unique world crossroad, although its power was visibly coming to an end. One century later, academic cooperation opens up many different and interesting crossroads for science and for training, in order to bring to Europe and from Europe, people and ideas. In the 2020 Crisis of the Virus, one of the main challenges for higher education is how we

will be able to pursue international cooperation, even if travel restrictions were to persist. Scientific experience and mutual knowledge gathered by the IHEAL and its European and Latin American and Caribbean partners are certainly an important asset to devise appropriate answers.



“Internationalisation and Global Citizenship Opportunities in Bi-regional Academic Cooperation”.

Cliona Maher

International Strategy Officer for Latin America of the University College Cork, Ireland

Building bi-regional academic cooperation involves the development of meaningful and ethical engagement between partners with shared agendas that coincide on bi-regional priorities. Projects where partners come together to add value, strengths and experiences to find innovative creative solutions to challenges are the most successful. From experience, the inclusion of non-academic partners and stakeholders, such as diplomatic missions, government agencies, community organisations, local authorities and industry, provide opportunities for internationalisation and building global citizenship in higher education institutions (HEIs) as well as the communities they serve.

I have had the opportunity to work with Universidad Veracruzana ([UV](#)) in Mexico and University College Cork ([UCC](#)) in Ireland. Both hold Internationalisation, Global Citizenship and Community Engagement at the core of their institutional agendas. Both are active members of the Talloires Network of Engaged Universities; and have been awarded the Network’s [Prize for Global Citizenship](#), UV in 2012 for their community engagement and UCC in 2019 for their University of Sanctuary programme.

Cooperation projects I have worked on with a variety of bi-regional stakeholders in recent years, include projects in sustainable development and green campus; food security, innovation and cooperatives for the agricultural sector; environmental research and capacity building for biotech start-ups for climate action; internationalisation of higher education (HE); eco-cos-

mologies, memory and peace process; migration and refugees; community engagement; and cities of learning, culture and arts. These are two Examples:

Refugee and Migration Crisis: UCC and UV joined forces to explore innovative efforts to address challenges posed by this current global crisis, from interdisciplinary and international perspectives in the wider context of the Sustainability Development Goals (SDGs), to how initiatives can enrich both internationalisation and global citizenship in our formal and non-formal curriculums and our communities and local partners.

Academic and administrative staff involved in Internationalisation, Community Engagement, Access for vulnerable groups, Migration and Applied Social Studies are working together on topics that include exploring university of sanctuary models for access, cultural and social integration of migrants and refugees into HE; Internationalisation at Home and Global Citizenship; and Staff training and professional development.

UV created a Programme to Assist Returning Migrants (PAMIR), to address access challenges faced by deported youth, born in the US to Mexican parents, returning to Veracruz with little or no Spanish and increasing Central American displaced migrants in Mexico. PAMIR is an integral part of internationalisation, provides Spanish language, orientation and administrative support to access UV and involves creative ways to engage returnees into the classroom and community to make the most of their specific experience and capacities.



UCC became a University of Sanctuary and Cork, a City of Sanctuary, hosting the highest number of asylum seekers in Ireland. UCC has been pursuing policies that assist with access for immigrants and refugees, that includes a scholarship scheme, designing and implementing an annual 'awareness week' with local community partners, and developing social networks of support among its staff and students. Students in UCC have developed creative student led initiatives that foster awareness for all, well-being and integration of asylum seekers and refugees into Irish society.

Activities have included a Summer School on Migration, staff workshops on creating Sanctuary Spaces in Latin America, research seminars and innovative online interactions between staff, students and community partners to share inspiring student activism and initiatives in response to challenges with wider communities during awareness events. They co-developed and co-taught modules on Internationalisation that incorporates global citizenship, open to staff from all disciplines and administrative departments at both HEIs.

Learning City Partnerships for SDGs: The [National University of Colombia](#) and UCC, Ireland, commenced cooperation to share best practices and develop collaborative research and agendas on Embedding Sustainability into Higher Education (HE) bi-regionally. Projects include Green Campus development and capacity building, urban and rural development and food security, multidisciplinary research in Engineering, Sciences and Humanities, including eco-cosmologies, peace-process and memory. Delegations visited to meet each other's community partners and give workshops on best practices with community partners in Amazonas 2017, Cork 2018, and Medellin, Bogota and Manizales in 2019.

Cork in Ireland and Medellin in Colombia are UNESCO Learning Cities programme leaders and have hosted the global conference. HEIs can play a key role in learning cities and Cork mentored Manizales to become a UNESCO Learning City in 2019. Embedding SDGs and projects to convert urban areas into green cities together with local producers have evolved.

Colombia and Ireland recently opened reciprocal Embassies and the Diplomatic missions have joined forces to support

cultural events and the exchange of artists between cities in Colombia and Ireland, where local communities also benefit from Internationalisation at Home and community engagement activities, such as concerts and workshops with visiting musicians and muralists.

As these examples demonstrate, bi-regional academic cooperation provides opportunities for internationalisation and global citizenship, not just for students and staff at HEIs but for local communities we serve.



“Topics in the Area of Bi-regional Academic Cooperation”

Álvaro Maglia

Executive Secretary of the Association of Universities of the Montevideo Group (AUGM)

Joint Executive Secretary of the Governing Body of the Latin American and Caribbean Higher Education Area (ENLACES)

Bi-regional academic cooperation in higher education, between the European Union (EU) and Latin America and the Caribbean (LAC) goes back a long way, and it acquired particular significance at bi-regional political level at the II CELAC-EU Summit of Heads of State and Government (2015), where the Action Plan established the need for dialogue and cooperation between bi-regional academic actors in the Common Area of Higher Education.

There are many and varied topics in the area of bi-regional academic cooperation in higher education and its close links with science, technology and innovation. These topics cannot be removed from their context of other aspects such as agendas, public policies, real areas of production in the academic field, or the policy of internationalising cooperation in the bi-regional area, among other things; it is therefore necessary to link them together.

On the initiative of the President of the EU-LAC Foundation, Leonel Fernández, and with its creation facilitated by this organisation, the document: *“Matrix of objectives, strategies and instruments for constructing the EU-LAC Common Area of Higher Education”*, was produced between 2017 and 2019 with diverse participation and a high level of consensus from various relevant academic actors, bi-regional, regional and sub-regional.

By analysing the content of the *Matrix* we can make progress in some topics of bi-regional academic cooperation which I will

deal with briefly. The topics in the academic area, but also hypotheses, contexts and instruments (which must all point to its development), are expressed in six general objectives, strategic lines of action and associated activities. This is complemented by information about current initiatives and activities that will make it possible to improve the synergies between the *Matrix* and actual experiences currently underway.

The *Matrix*, at the same time as describing very particular academic fields in bi-regional cooperation, introduces aspects of the context that are necessary to make real progress in the plan to construct the EU-LAC Common Area of Higher Education.

Referring to the systems, organisations and institutions of higher education in the EU and LAC, it highlights the importance of fluid dialogue and of greater and better connections, both in what is done thematically and with the actors in higher education; such as more and better participation from the organisations and institutions of higher education in the EU and LAC, in order to achieve greater impact in the definition, implementation and evaluation of public policies in matters of the bi-regional agenda. Mutual knowledge and trust, as well as minimising and overcoming asymmetries between the bi-regional actors concerned, is of the greatest importance.

One area of bi-regional cooperation - no doubt strategic - refers to cooperation in accreditation and quality assurance processes and their desired consequences, such as the mutual



recognition of qualifications and programmes, the mobility of academics and administrators, joint supervisions, joint European-Latin American qualifications, the creation of partnerships and work between bi-regional networks of higher education.

Significant attention was given to the academic topic of developments in innovation and in the internationalisation of teaching and learning, including the use of ICT and new technologies, as well as to teacher education for this strategy and cooperation to create bi-regional virtual campuses. In addition, it focussed on the generation of joint programmes and qualifications, based on innovating and internationalising the curriculum in areas of common interest.

Greater and better interaction between the systems of higher education and those of research and innovation and their respective bi-regional agendas generates various topics in the area of bi-regional academic cooperation; among these we could highlight the interaction of higher education and science, technology and innovation, coordination and linkage to generate capacity for innovation and training for research, the shared generation of scientific knowledge, the transfer of technology and innovation between institutions of higher education and of science, technology and innovation and the promotion of open science which, among other things, will reduce asymmetries in the cycle of scientific production and linkage with social actors. These topics provide significant areas for such cooperation.

It is worth noting that, in formulating the *Matrix*, the appeal to the organisations and institutions of higher education in the EU and LAC to “take ownership” of the Sustainable Development Goals (SDGs) of Agenda 2030 of the United Nations, and contribute to a bi-regional agenda, as a topic in the area of bi-regional academic cooperation, met with an immediate consensus. We can already see that bi-regional cooperation in a global agenda of such significance creates a hub of cooperative work of great strength, generates countless possibilities for joint actions that impact the transfer of knowledge between the systems of higher education, science, technology and innovation and the societies to which they belong, with the potential for obtaining finance for joint activities.

To sum up, the *Matrix* (while not providing an exhaustive ex-

amination of all possible topics) looks at those themes that met with the consensus of the participants in its construction, providing a starting point to use this instrument to generate synergies and implement actions, the same actions that will enable progress in constructing the EU-LAC Common Area of Higher Education.

Matrix of objectives, strategies and initiatives

for the construction of the EU-LAC Common Area of Higher Education

Constructing the EU-LAC Common Area of Higher Education is one of the goals set by the Heads of State and Government to strengthen the bi-regional association, as expressed in chapter 9 of the EU-CELAC Action Plan adopted in 2015, and in the 2016 and 2018 declarations by senior officials from the Ministries of Foreign Affairs. These documents establish the need to make progress in this task through dialogue and cooperation between the bi-regional academic actors.

Since its creation, the Foundation has therefore each year incorporated into its work programme support for inclusive dialogue between various academic actors from both regions. From 2017 it has helped construct a matrix, in which objectives, strategies and necessary actions were defined in order to make progress with constructing the “EU-LAC Common Area of Higher Education”, and some initiatives already underway were included as they were considered relevant to this bi-regional academic cooperation.

The matrix presented today was a collective piece of work by regional and bi-regional academic actors, who, starting from a document produced by the Foundation, have for two years been identifying priorities and tasks to undertake, and sharing information about their own agendas.

The actors who participated throughout this process were (in alphabetical order in the Spanish version): Association of Universities of the Montevideo Group (AUGM); Central American Higher Education Council (CSUCA); EU-LAC University Council; Latin American and Caribbean Higher Education Area (ENLACES); European University Association (EUA); Permanent Academic Forum of Latin America and the Caribbean and the European Union (FAP-ALCUE); Observatory of Relations between the EU and LAC (OBREAL) and H2020 EULAC Focus Programme; Organization of Ibero-American States (OEI); Ibero-American General Secretariat (SEGIB); and Universities Caribbean (UC, formerly UNICA)⁸.

European Union organisations which participated because of their relevance to academic and scientific cooperation were: the European External Action Service (EEAS), the Directorate General for Education, Youth, Sport and Culture (DG-EAC), the Directorate General for Research and Innovation (DG-RTD), the Directorate General for International Cooperation and Development (DG-DEVCO), and the Education, Audiovisual and Culture Executive Agency (EACEA).

The purpose of this matrix, which is shown below, is to have a reference document for the academic actors of both regions, on the objectives, strategies and actions necessary for the construction of the EU-LAC Common Area of Higher Education, and for the identification of certain initiatives currently contributing to this consensual framework, and to make this document available to all interested parties for their own benefit, thus allowing mutual knowledge to be increased and potentially synergy between current initiatives and those of the future.

⁸ Other academic actors who have participated in at least one of the work sessions were: The League of European Research Universities (LERU), the Union of Universities of Latin America (UDUAL), the National Secretariat for Higher Education, Science and Technology of Ecuador (SENESCYT) and the University of Cork.

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC⁹

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|----------|---|--|---|---|
| 1 | The EU and LAC Higher Education systems dialogue and connect more and better (I. Themes) | | | |
| 1.1. | Mutual knowledge and trust between the respective systems is improved | <p>A. To increase knowledge about existing systems and actors.</p> <p>B. To articulate existing information on the systems</p> | <p>A.1 Describing the higher education systems by identifying the common and distinctive characteristics of both</p> <p>A.2 Identifying and disseminate success stories that contribute to mutual understanding</p> <p>B.1 Mapping existing actors in the EU and LAC and elaborating a directory</p> <p>B.2 Creating an online platform to provide updated information</p> | <p>A.1.1 Ibero-American Higher Education Information System</p> <p>B.1.1 Universities Caribbean/ Project for a Common Knowledge database in Studies of the Caribbean and the Caribbean Diasporas in Europe.</p> |
| 1.2. | The linkage between accreditation and quality assessment systems in both regions gains strength | <p>A. To recognize the evaluation and accreditation of countries in both regions when conducted within known and appropriate frameworks.</p> <p>B. To advance on the design of common standards and guidelines in terms of quality assurance and accreditation.</p> <p>C. To construct common bi-regional criteria for the evaluation of postgraduate programmes.</p> | <p>A.1 Promoting the creation of a bi-regional platform for permanent dialogue on quality assessment and accreditation</p> <p>B.1 Creating tools to compare information on quality systems and accreditation</p> <p>C.1 Implementing projects between HEIs, quality assessment agencies or actors to strengthen recognition between systems and strengthen quality management in HE.</p> <p>C.2 Organising global workshops on Quality Assurance mutuality and joint accreditation exercise across the EU and LAC region with members from a diversity of institutional profiles.</p> | <p>A.1.1 Ibero-American System for Quality Assurance in Higher Education (SIACES)</p> <p>A.1.2 Strategic link ENQA-SIACES</p> <p>A.1.3 Observatorio Regional de Calidad y Equidad en la Educación Superior en América Latina</p> <p>B.1.1 Ibero-American Network for Quality Assurance in Higher Education (RIACES)</p> <p>B.1.2 Ibero-American Registry of Accredited Programs and Institutions</p> <p>B.1.3 'DEQAR' Record - Databse of External QA Results</p> <p>B.1.4 Central American Qualifications Framework, proposed by the Erasmus+ project 'HICA' - http://hica.csuca.org</p> <p>C.1.1 DIES Programme (Dialogue on Innovative Strategies in Higher Education) - Cooperation between HEIs in university management and quality assurance</p> |

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|----------|---|---|--|--|
| 1.3. | Mutual recognition of degrees and programs is increased and promoted | <p>A. To encourage the adoption of agreements for the recognition of degrees and their implementation, based on mutual trust and common accreditation systems.</p> <p>B. To encourage the implementation of agreements for the recognition of periods of study, and to promote Euro-Latin American and Caribbean joint degrees and co-degrees.</p> | <p>A.1 Implementation of the UNESCO Recognition Convention through common tools</p> <p>A.2 Designing and executing projects among countries, HEIs and key actors to implement existing recognition agreements, sharing successful and illustrative examples of obstacles and how to address them.</p> <p>B.1 Bilateral agreements (between and within regions, at university and ministerial levels) based on mutual trust and automation</p> | <p>A.1.1 Ibero-American Supplement to the Title</p> <p>A.2.1 RecoLATIN: recognition processes and credential evaluation centers in LA countries</p> <p>A.2.2.PY- Recognition Matters</p> <p>B.1.1 Ibero-American Agreement on the Recognition of Periods of Study and Qualifications in Higher Education</p> |
| 1.4. | Mobility of students, teachers, researchers and administration/management staff is facilitated. | <p>A. To deepen cooperation to facilitate Euro-Latin American and Caribbean exchanges.</p> <p>B. To define strategies for the internationalisation of HEIs</p> <p>C. To promote the balanced participation of both regions in academic mobility schemes</p> <p>D. To promote synergies between the different existing regional and bi-regional mobility programmes.</p> | <p>A.1 Programmes that facilitate the mobility of undergraduate and graduate students with special attention to the active development of their intercultural competence, ensuring the recognition of the period of study in their countries of origin.</p> <p>A.2 Sustainable and sufficient resources to carry out mobility programmes</p> <p>B.1 Agreements and joint actions between organisations funding and managing mobility programmes</p> <p>B.2 Creating specialised language competence programmes for students and teachers</p> <p>B.3 Design and execute projects between countries, HEIs and key actors to implement agreements to support strategic internationalization.</p> | <p>A.1.1 Campus Iberoamérica</p> <p>A.1.2 Erasmus+ Project: Movilidad Internacional de Créditos</p> <p>A.1.3 Joint Erasmus Mundus Master Programmes</p> <p>A.1.4 Pacific Alliance: MSCA: IF & RISE Mercosur Educativo</p> <p>A.1.5 PY- CAMINOS: Strengthening mobility in Latin America</p> <p>A.1.6 Paulo Freire Academic Mobility Programme for Educational Professionals</p> <p>A.1.7 ELAN programme, a European funded (Interreg Caraïbes) and facilitates mobility across the Caribbean among European and non-European institutions of the Caribbean.</p> |
| 2 | EU and LAC Higher Education systems dialogue and connect more and better (II. Actors) | | | |
| 2.1. | There are areas, bodies and structures for bi-regional dialogue and consultation. | <p>A. To promote the creation of a permanent platform for bi-regional political dialogue for Higher Education.</p> | <p>A.1 Creating a permanent EU LAC political forum that brings together the structures with competence in higher education in the countries.</p> <p>A.2 Managing with the EU-LAC Co-Presidencies the generation of a bi-regional political forum</p> | |

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|----------|--|---|---|--|
| 2.2 | The articulation of the joint work is promoted and increased and the impact of its results is improved | <p>A. To promote the construction of consortiums for joint actions.</p> <p>B. To stimulate the partnership of bi-regional actors in higher education.</p> <p>C. To create institutionalised environments for the exchange of results of bi-regional programmes, projects and initiatives</p> | <p>A.1 Creating an online platform for updated information</p> <p>B.1 Creating national focal points seeking links between project results and bi-regional initiatives to improve policy impact</p> <p>C.1 Mapping existing actors in the EU and LAC and preparing a directory</p> <p>C.2 Creation of bi-regional research clusters on specific research areas which are linked to the SDGs. Each cluster would be jointly coordinated by a European institution and a Caribbean institution.</p> | <p>A.1.1. Preparatory Meetings and IV Academic Summit</p> <p>A.1.2. FAP-ALCUE Reflection Groups</p> <p>A.1.3. II Academic and Knowledge Summit</p> <p>C.1.1 EU LAC FOCUS Network</p> |
| 2.3. | Capacities of actors for bi-regional cooperation in higher education are strengthened | <p>A. To undertake actions to reduce asymmetries between institutions</p> <p>B. To strengthen capacities for the sustainable management of regional and bi-regional bodies and networks</p> <p>C. To create capacities to build and manage a bi-regional Common Space for Higher Education.</p> | <p>A.1 Designing and financing a bi-regional capacity building programme for the governance of the bi-regional space</p> <p>B.1 Carrying out joint projects between actors to train and transfer experience</p> <p>C.1 Carrying out staff exchanges, virtual or on-site, in order to share experiences.</p> | <p>C.1.1 Structural E plus projects, with associations and networks (example - CAMINOS)</p> |
| 3 | Higher Education organizations and institutions in the EU and LAC cooperate to innovate and internationalize learning and teaching. | | | |
| 3.1. | HE organisations and institutions in both regions share experiences and good practices linked to innovation and internationalisation of learning and teaching. | <p>A. To promote initiatives to share good practices in innovation and internationalization of teaching.</p> <p>B. To implement bi-regional projects to 1) innovate teaching, 2) develop assessment and examination techniques 3) train teachers.</p> <p>C. To create new networks (or extend existing networks) to share practices, tools, etc. in learning innovation.</p> | <p>A.1 Creating or opening dialogue forums open to Latin America/the Caribbean/Europe</p> <p>B.1 Projects to share practices in innovation and internationalization of teaching</p> <p>C.1 Strengthening existing networks to share practices and disseminate their results</p> | <p>A.1.1 EUA: Teaching and Learning Forum (annual)</p> <p>B.1.1 Erasmus + Capacity Building Programme: PY-Building capacity to use learning analytics to improve higher education in Latin America (CL, EC 2018-2020)</p> <p>B.1.2. PY- E+ HICA project and follow-up projects for curricular innovation.</p> <p>B.1.3. PY- Capacity building for the use of Learning Analytics to improve Higher Education in LA</p> <p>B.1.4. PY- „From tradition to innovation in teacher training institutions“.</p> <p>B.1.5 ACAI-LA: Adoption of quality, accessibility and innovation approaches in higher education in LA</p> <p>C.1 INOVA-CESAL Network (Mexico/Central America)</p> |

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|------|---|---|--|---|
| 3.2. | HE organisations and institutions in the EU and LAC collaborate in teaching and learning through ICT and new technologies | <p>A. To develop and to promote bi-regional virtual campuses based on existing experiences and initiatives.</p> <p>B. To train teachers in the use of ICTs to innovate teaching, through bi-regional initiatives.</p> <p>C. To generate capacities in the HEI's to create virtual tools for teaching and to apply them</p> | <p>A.1 Strengthening existing Open Campuses, which promote cooperation between Europe and Latin America and the Caribbean.</p> <p>B.1 Promoting and articulating bi-regional networks for the use of ICTs</p> <p>C.1 Implementing bi-regional projects between HEIs to create virtual tools for teaching and build capacities in HEIs to apply them</p> | <p>A.1.1 UWI Open Campus</p> <p>A.1.2 ATEI (Ibero-American Channel)</p> <p>A.1.3 Educational TV in Central America</p> <p>A.1.4 Latin American Institute for Educational Communication (ILCE)</p> <p>A.1.5 International Virtual Collaboration Programme (UCC)</p> <p>B.1.1 AIESAD (Ibero-American Association for Distance Education)</p> <p>B.1.2 Red CLARA/Cable</p> <p>B.1.3 Internationalization of Curriculum (IoC) and at Home (IaH) using ICTs (UCC - Ireland-Mexico)</p> <p>C.1.1 Erasmus + Capacity Building Programme: Technical assistance to accessibility in virtual higher education</p> <p>C.1.2. MOOC Maker: Building MOOC Management Capabilities in Higher Education</p> <p>A.B.C. Ibero-American Strategy for the Digital Transformation of Higher Education</p> |
| 3.3 | HE institutions in the EU and LAC have joint programmes and degrees, based on innovation in the internationalisation of the curriculum and addressing subjects of high common interest. | <p>A. To create-design bi-regional joint programmes between HEIs</p> <p>B. To advance legal possibilities in LAC and EU countries to create joint bi-regional degrees</p> | <p>A.1 Implementing projects to create and implement joint bi-regional programmes between HEIs.</p> <p>A.2 Mapping regulations for joint degrees - double degrees between all LAC countries and the EU</p> | <p>A.1.1 Programme E+ Capacity Building for Higher Education (Curricula Development projects</p> <ul style="list-style-type: none"> • Technology and innovation management Master (2017-2020) • Master programme in industrial engineering (2017-2019) • Water management and climate change in the focus of international master programs / Watermas (2017-2020) • Master's degree in Climate Change, Agriculture and Sustainable Rural Development (2018 – 2021) • Vita Global: Modularization of international curricula (2018-2021) |

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|------|--|--|---|--|
| 4 | The EU and LAC Higher Education systems interact more and better with the wider Research and Innovation systems and the bi-regional agenda in this field. | | | |
| 4.1. | Spaces for interaction between higher education and science, technology and innovation policies at the bi-regional level exist. | <p>A. To promote the bi-directional participation of the actors of HE and science, technology and innovation in the public policy spaces (dialogue, consultation and cooperation)</p> <p>B. To integrate areas of Higher Education with the broader ecosystems of science, technology and innovation through common bi-regional agendas.</p> <p>C. To institutionalize and promote bi-regional networks of researchers.</p> | <p>A.1 Horizontalising the focus of science, technology and innovation in the agenda of the Summits and other bi-regional events.</p> <p>B.1 Incrementing the participation of the scientific and academic communities, as well as other key actors in the bi-regional events.</p> | <p>B.1.1 EULAC-FOCUS Network</p> <p>B.1.2. Ibero-American Agency for Cooperation in Science, Technology and Innovation</p> <p>C.1.1. Ibero-American Programme of Science and Technology for Development (CYTED)</p> |
| 4.2. | Coordination and networking at bi-regional level in the creation of innovation and training capacities for research exists. | <p>A. To facilitate and promote the strengthening of innovation, development and joint research projects between the two regions.</p> <p>B. To incentivise the creation of a bi-regional offer for the training of researchers and innovators.</p> | <p>A.1 Agreeing on graduate profiles for the training of researchers and innovators at the bi-regional level</p> <p>B.1 Mobility programmes for researchers</p> <p>B.2 Inter-institutional projects aimed at training in research management</p> <p>C.1 Financing the formation of research centres and young innovators</p> | <p>B.2.1 Erasmus + programme capacity building for research and innovation management:</p> <ul style="list-style-type: none"> • Mimir Andino (research management in the Andean countries) • Technology and innovation management Master • Strengthening Research and innovation in young Universities for Regional Development in LA. <p>A.B.C- Marie Skłodowska Curie Programme (EU)</p> |
| 4.3. | The generation of scientific knowledge, technology transfer and innovation is shared between Higher Education and Science, Technology and Innovation institutions. | <p>A. To promote joint research, technological development and innovation processes at bi-regional level</p> <p>B. To make research results and good practices available to relevant actors</p> | <p>A.1 Creating and disseminating tools for sharing among institutions</p> <p>B.1 Systematising experiences of knowledge transfer (research results transfer offices, technology transfer offices, among other models)</p> <p>B.2 Disseminating good practices from experiences in technology-based innovation in the area of social innovation.</p> | <p>B.1.1/B.2.1. Erasmus Plus Capacity Building projects:</p> <ul style="list-style-type: none"> • LATWORK - Developing research and innovation capacities of Latin-American HEI for the analysis of informal labour market • CLIMATE LABS - Strengthening applied research and innovation capacities in Latin-America through co-creation labs for mitigation and adaptation to Climate Change • ASCENT: Competence centres for automotive engineering and sales management to increase the positive impact on regional economic development in Argentina, Brazil and Mexico |

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|--|---|---|---|---|
| 4.4. | Open science has been promoted as a means to reduce asymmetries in the scientific production cycle and the link with social actors. | <p>A. To promote actions for the discussion of a bi-regional model of open science based on existing experiences in both regions.</p> <p>B. To identify existing good practices in this field and promote their generalisation.</p> <p>C. To encourage the equitable participation of relatively less developed systems in the open scientific process in both regions.</p> | <p>A.1 Incorporating the topic of open science into the agenda of bi-regional forums</p> <p>B.1 Mapping good practices in open science</p> <p>C.1 Analysing the challenges of the countries with relatively less developed systems of knowledge generation and transferring in both regions</p> | |
| 5 Organisations and institutions of Higher Education in the EU and LAC endorse the SDGs and contribute to a bi-regional agenda in this field. | | | | |
| 5.1. | The incorporation of SGDs by universities of the EU and LAC and their strategic commitment to the Agenda 2030 is promoted. | <p>A. To promote sustainable development at national and regional level for both regions, through knowledge-producing ecosystems that stimulate training and research.</p> <p>B. To promote the inclusion of SDGs in the cooperative actions in teaching and learning of Higher Education institutions in both regions.</p> <p>C. To highlight the role of the University as an advocate for Goal 17, partnerships for sustainable development, within the framework of the 2030 agenda.</p> | <p>A.1 Developing joint programmes on the promotion of sustainable development in relevant thematic areas.</p> <p>B.1 Identifying thematic lines of work that guide the work of HEIs in the EU and LAC towards the implementation of the SDGs.</p> <p>C.1 Identification of existing activities</p> | <p>A.1.1. Red Latinoamericana de Innovación Social</p> <p>A.1.2. Project-CITILABS: Linking Students with Sustainable Cities in LA</p> <p>A.1.4. UNESCO-Learning Cities</p> <p>B.1.1. Mention of the SDG in the communiqué of the last Political Forum on the Bologna Process and follow-up projects</p> <p>C.1.1 ANUIES Regional Conferences</p> <p>C.1.2. University Project and Sustainable Development in Central America</p> <p>B.C. Ibero-American Plan of Action to promote the participation of universities in the implementation of the Agenda 2030.</p> |
| 5.2. | A culture of entrepreneurship and social innovation is fostered among Youth, young leaders, the educational and scientific communities, based on a values-oriented ethical framework. | <p>A. To promote the commitment to entrepreneurship and social innovation in Higher Education Institutions in both regions.</p> <p>B. To promote the role of universities as providers of value-based learning throughout the life cycle</p> <p>C. To develop strategies to enhance human capacity, promote creative entrepreneurial leadership among students and young researchers, and capitalise on new knowledge.</p> | <p>A.1 Sharing good practices and lessons learned from social entrepreneurship between the two regions</p> <p>A.2 Generating a map of bi-regional entrepreneurship and social innovation initiatives that contribute to the SDG.</p> <p>A.3. Bi-regional joint projects to strengthen entrepreneurship in social innovation issues</p> <p>C.1 Initiatives that target the youth across the EU and wider Caribbean as potential innovative entrepreneurs and future leaders of their region.</p> | <p>A.1.1 Students for Change Project: Social Entrepreneurship at the Academy</p> <p>A.1.2 Project-Inclusive Universities: key competencies of the university community for the development of active citizenship</p> <p>A.2.1 Ibero-American Manual of Indicators of University Affiliation in the Socio-Economic Environment</p> <p>C.1.1 Universities Caribbean leads an annual Youth forum which can be widened within a bi-regional perspective.</p> |

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|------|--|---|---|--|
| 5.3. | Technical and professional training oriented towards the demands of the social development of the regions. | <p>A. To promote axes for interlinking higher education systems of EU-LAC and the demands of society and the industrial sector.</p> <p>B. To strengthen the areas of interaction between the world of business and education for the search for solutions to the problems of today's society in both regions.</p> | <p>A.1 Generating an agreement on the axes for interlinking EU-LAC HE and social and industrial sector demands.</p> <p>A.2 Analysing and disseminating good practices between the business and educational worlds in order to find solutions to the problems of the current society in both regions.</p> <p>B.1 Sharing training models with interaction between the world of work and education that produce sustainable results.</p> | <p>A.2.1 Regional programme for technical education and training: Training for industry 4.0</p> <p>B.1.1. SPIN OFF Lean Acceleration project: International Business Acceleration Program</p> <p>B.1.2. Project promoting research-based ventures and spin-offs in Central America</p> <p>B.1.3. Erasmus Plus Capacity Building projects</p> <ul style="list-style-type: none"> LISTO: Cooperation in Innovation and Entrepreneurship between LA and Europe LAPASSION – LA practices and social skills for an innovation-oriented network Linkyou – cooperation between LA and EU for employability <p>B.1.4. Sistema nacional de cualificaciones profesionales, Strengthening the management of VET</p> |
| 5.4. | Promote innovations in the scientific field that contribute to sustainable and inclusive development | <p>A. To strengthen the articulation of the existing networks on SDG in the different countries of the EU and LAC and in the bi-regional framework.</p> <p>B. To encourage bi-regional dialogue on innovation: economy, society and sustainable environment</p> | <p>A.1 Identifying networks with themes relevant to SDGs</p> <p>A.2 Mapping bi-regional research projects relevant to the areas of the SDGs</p> <p>B.1 Incorporate themes of innovation, economy, society and sustainable environment in bi-regional fora.</p> | <p>A.1.1 International network of sustainability networks: focused on sustainable production systems and distributive economies</p> |

Matrix of objectives and strategic lines for the construction of the Common Area of Higher Education EU-LAC

| No | General and specific objectives | Strategic Lines | Strategic Actions | Initiatives-Links |
|----------|---|--|---|-------------------|
| 6 | The organizations and institutions of Higher Education of the EU and LAC participate more and better to have greater impact in the definition, implementation and evaluation of public policies on issues of the bi-regional agenda. | | | |
| 6.1. | Organisations and institutions form human capital with adequate capacities and skills for the formulation, implementation and evaluation of public policies on issues on the bi-regional agenda. | <p>A. To generate guidelines for the training of public officials able to formulate, implement and evaluate public policies on issues on the bi-regional agenda.</p> <p>B. To incorporate good practices for adapting study programmes to the demands of public policies on issues on the bi-regional agenda</p> | <p>A.1 Generating training programs for public officials who design, implement and evaluate public policies.</p> <p>B.1 Reviewing and evaluating training programs in consultation with relevant public institutions.</p> | |
| 6.2. | Organisations and institutions generate knowledge for the formulation, implementation and evaluation of public policies on issues on the bi-regional agenda. | A. To conduct the public sector in the formulation of public policies with relevant information resulting from the research. | <p>A.1 Providing the public sector with research results for policy formulation.</p> <p>A.2 Coordinating the research agenda with the agenda of future issues in policymaking.</p> | |
| 6.3. | Organisations and institutions participate in open public spaces for the formulation, implementation and evaluation of public policies on issues on the bi-regional agenda. | A. To interact in open public spaces for the formulation of public policies. | <p>A.1 Integrating into public policy networks created by the public sector</p> <p>A.2. Proposing spaces for interaction between HE policies and development policies</p> | |

Publications of the Foundation

These are the latest publications of the Foundation linked to the theme education.

¿Cómo generar empleabilidad para la juventud? Experiencias innovadoras de alternancia formativa en América Latina, el Caribe y la Unión Europea (available only in Spanish version)

<https://eulacfoundation.org/es/documentos/%C2%BFc%C3%B3mo-generar-empleabilidad-para-la-juventud-experiencias-innovadoras-de-alternancia>



Good practices and innovations for the inclusion of young women in the labour market in Latin America, the Caribbean and the EU

<https://eulacfoundation.org/en/documents/good-practices-and-innovations-inclusion-young-women-labour-market-latin-america-caribbean>



Institutional and regulatory foundations for the establishment of the European, Latin American and Caribbean Area for Higher Education, Science, Technology and Innovation

<https://eulacfoundation.org/en/institutional-and-regulatory-bases-for-european-latin-american-and>



EU-LAC Webinars

Webinar Series on COVID-19

Following its mandate to promote dialogue on priority issues on the bi-regional agenda, the EU-LAC Foundation is organising a series of webinars to compare and share experiences in the face of the COVID-19 pandemic and discuss the challenges facing the two regions. These webinars have been held since April and are accessible to anyone with just one registration process. In addition, recordings are avail-

able on the Foundation's website for those who have not been able to follow them online.

You can access the recordings of the webinars through the following link:

<https://eulacfoundation.org/en/videos-eu-lac-foundation>

1st EU-LAC WEBINAR ON COVID-19 27 APRIL 2020

“Regional Organisations and EU-CELAC Association facing COVID-19”

The first webinar in this series is entitled: “How are regional organisations responding to the pandemic and what opportunities for cooperation exist?”. It discussed the actions that regional organisations have taken in response to the pandemic, as well as the challenges and opportunities that the current crisis may create for the bi-regional partnership.

After the opening by Ambassador Edita Hrdá, Managing Director for the Americas of the European External Action Service (EEAS) and Ambassador Mauricio Escanero, Head of the Mission of Mexico to the EU (Temporary Presidency of CELAC),

Adrián Bonilla, Designated Executive Director of the Foundation moderated the panel. In addition to Ambassador Escanero, the panel included Alicia Bárcena, Executive Secretary of the ECLAC; Douglas Slater, Assistant Secretary-General of Human and Social Development of CARICOM; Olinda Salguero, Chief of Staff of the General Secretariat of SICA; Guy Van den Eede, Acting Director Health, Consumers and Reference Materials of the European Commission's Joint Research Centre and Claudia Gintersdorfer, Head of the Americas Regional Division of the EEAS.



EU-LAC WEBINAR ABOUT COVID-19

HOW ARE REGIONAL ORGANISATIONS RESPONDING TO THE PANDEMIC AND WHAT OPPORTUNITIES FOR COOPERATION EXIST?



MONDAY, 27 APRIL 2020
17:00 - 18:30 (CEST)

LIMITED AVAILABILITY
PRIOR REGISTRATION: [BIT.LY/2YYXXMS](https://bit.ly/2YYXXMS)

*THE PANELISTS WILL SPEAK IN SPANISH AND/OR ENGLISH WITHOUT INTERPRETATION

CONFIRMED PANELISTS



OPENING
Paola Amadei
Executive Director of the EU-LAC Foundation



MODERATOR
Adrián Bonilla
Appointed Executive Director of the EU-LAC Foundation



Mauricio Escanero
Ambassador Head of the Mission of Mexico to the EU - PPT CELAC



Douglas Slater
Assistant Secretary-General of Human and Social Development - CARICOM



Claudia Gintersdorfer
Head of Americas Regional Division - EEAS



Olinda Salguero
Chief of Staff of the General Secretariat of SICA



Alicia Bárcena
Executive Secretary of the ECLAC



Guy Van den Eede
Acting Director for Health and Consumers Joint Research Centre - European Commission

Word of welcome from Ambassador Edita Hrdá, Managing Director for the Americas - EEAS and Ambassador Escanero, Head of the Mission of Mexico to the EU - PPT CELAC

EU-LAC Webinars

Webinar Series on COVID-19

**2nd EU-LAC WEBINAR
ON COVID-19**
11 MAY 2020

“Challenges for Social Cohesion and Sustainable Development: Agenda 2030 after COVID-19”

This second online seminar was organised with the EUROsociAL+ programme and opened by the co-presidencies of the EU-LAC Foundation Board of Governors represented by Ambassador Edita Hrdá, Executive Director for the Americas of the European External Action Service (EEAS), Ambassador Mauricio Escanero, Head of the Mission of Mexico to the EU (Temporary Presidency of CELAC) and Marc Litvine who offered the words of welcome on behalf of the European Commission's Directorate-General for International Cooperation and Development (DG DEVCO).

Adviser to the High Representative for Foreign Policy and Vice-President of the European Commission (keynote speaker); Mario Pezzini, Director of the OECD Development Centre; Marisol Touraine, former Minister of Social Affairs and Health of France and President of UNITAID; Carlos Maldonado, Social Affairs Officer of ECLAC's Social Development Division; Heather Ricketts, Senior Lecturer in the Department of Sociology, Psychology and Social Work of the University of the West Indies. Moderated by Francesco Chiodi of the Italo-Latin American Institute IILA and Coordinator of the Social Policies Area of EUROsociAL+.

Five panelists participated: José Antonio Sanahuja, Special



EU-LAC WEBINAR ABOUT COVID-19

CHALLENGES FOR SOCIAL COHESION AND SUSTAINABLE DEVELOPMENT: AGENDA 2030 AFTER COVID-19



MONDAY, 11 MAY 2020
17:00 - 18:30 (CEST)

LIMITED AVAILABILITY
PRIOR REGISTRATION

***THE PANELISTS WILL SPEAK IN SPANISH
AND/OR ENGLISH WITHOUT INTERPRETATION**

OPENING



Edita Hrdá
Managing Director for the Americas - European External Action Service



Mauricio Escanero
Ambassador Head of the Mission of Mexico to the EU - PPT CELAC



Jolita Butkeviciene
Director for Latin America and the Caribbean of the European Commission's Directorate-General for International Cooperation and Development

PANELISTS

KEYNOTE
José Antonio Sanahuja
Special Adviser to the High Representative for Foreign Policy and VP of the European Commission





Mario Pezzini
Director of the OECD Development Centre



Marisol Touraine
Former Minister of Social Affairs and Health of France and President of Unitaid



Carlos Maldonado
Social Affairs Officer, Social Development Division of ECLAC



Heather Ricketts
Senior Lecturer in the Department of Sociology, Psychology and Social Work at the University of the West Indies

EU-LAC Webinars

Webinar Series on COVID-19

**3rd EU-LAC WEBINAR
ON COVID-19**
18 MAY 2020

“A new Multilateralism in the COVID-19 era”

The third webinar in the series linked to the COVID-19 pandemic was opened by the Co-Presidencies of the EU-LAC Foundation Board of Governors represented by Ambassador Edita Hrdá, Executive Director for the Americas of the European External Action Service (EEAS), Ambassador Mauricio Escanero, Head of the Mission of Mexico to the EU (Temporary Presidency of CELAC), and by the co-presidencies of the EUROLAT Parliamentary Assembly represented by Jorge Pizarro, Senator of the Republic of Chile and Javi López, Member of European Parliament.

Five panelists participated: Luis Felipe López-Calva, Region-

al Director for Latin America of the United Nations Development Programme - UNDP; Kristin Lang, Head of Division for Lending for Latin America and the Caribbean of the European Investment Bank; Antoni Esteveadoral, Representative of the Inter-American Development Bank - IDB office in Europe; Monica Hirst, Researcher at the State University of Rio de Janeiro - IESP/UERJ and Professor at the Torcuato di Tella University; Anna Ayuso, Researcher at the Centre for International Studies of Barcelona - CIDOB. The panel was moderated by Bernabé Malacalza, Researcher at the National Council for Scientific and Technical Research - CONICET / Universidad Nacional Quilmes.



EU-LAC WEBINAR ABOUT COVID-19

A NEW MULTILATERALISM IN THE COVID-19 ERA



MONDAY, 18 MAY 2020
17:00 - 18:30 (CEST)

LIMITED AVAILABILITY
PRIOR REGISTRATION

***THE PANELISTS WILL SPEAK IN SPANISH**
AND/OR ENGLISH WITHOUT INTERPRETATION

OPENING



Edita Hrdá
Managing Director for the Americas - European External Action Service



Mauricio Escanero
Ambassador Head of the Mission of Mexico to the EU - PPT CELAC



Jorge Pizarro
Senator of Chile & Co-President of Euro-Latin American Parliamentary Assembly - EUROLAT



Javi López
Member of European Parliament & Co-President of Euro-Latin American Parliamentary Assembly - EUROLAT

PANELISTS



Luis Felipe López-Calva
Regional Director for Latin America of the United Nations Development Programme - UNDP



Kristin Lang
Head of Division for Lending for Latin America and the Caribbean of the European Investment Bank



Antoni Esteveadoral
Representative of the Inter-American Development Bank (IDB) Office in Europe



Monica Hirst
Researcher at the State University of Rio de Janeiro - IESP/UERJ & Professor at the Universidad Torcuato Di Tella



Anna Ayuso
Researcher of the Barcelona Centre for International Affairs - CIDOB

Opening: Paola Amadei, Executive Director of the EU-LAC Foundation
 Moderator: Bernabé Malacalza, Researcher at the National Council of Scientific and Technical Research - CONICET/Universidad Nacional Quilmes

EU-LAC Webinars

Save the date for the upcoming Webinars within our series linked to COVID-19

#EULAC

25.05

IV – Scientific and Academic Cooperation for the coordinated management of future pandemics.

15.06

IIV – Pandemic and Infodemics: experiences of journalists in the European Union, Latin America and the Caribbean

*Further dates will be announced soon.

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