

**PREPARATORY REUNION OF THE SECOND
EU-LAC ACADEMIC SUMMIT**

Institute of Latin American Studies

26-27 May 2014



**From Santiago to Brussels,
going through Bucharest**

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ISLA INSTITUTUL
DE STUDII
LATINO-
AMERICANE

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1. Introductory Speech

Distinguished colleagues,

The Preparatory Seminar was a very intense forum, with long working hours and deep academic reflections that might contribute in clotting academic relations between Latin America and the European Union. Furthermore, I consider that this event strengthened our institutional relationships and trust in the possibility to continue working together in order to promote values between two extremely dynamic areas.

The Seminar not only succeeded in creating a sort of dialogue but also brought together experts from different European and Latin American countries that presented studies and important reports for the evolution of the field of cooperation between LAC and EU countries. These presentations allowed us to see the problems that affect the academic areas of the two regions and new perspectives aimed at generating frameworks of understanding these challenges. In this way, the future process of cooperation is prepared for developing and implementing scientific research projects and strengthening relations with important actors from areas of interest.

Last but not least, I want to thank the colleagues for their presence at the event and for the research activities, debates and contributory partnerships of development and promotion of academic relations between Latin America and European Union, mainly Romania.



Iordan Gheorghe Bărbulescu

President of the Senate of the National University of Political Studies and Public Administration

Dean of the Department of International Relations and European Integration

Director of the Institute of Latin American Studies

2. Event Description

In January 2013, few days before the EU-CELAC Summit of Heads of State and Government, in Santiago de Chile was held the First Academic EU-CELAC Summit, which brought together academics and representatives of universities, institutions of higher education and scientific networks from the two regions.

The Summit had extraordinary results, among the most important would be the intention to boost an Euro-Latin American area of higher education, science, technology and innovation; to create a Permanent Academic Forum Latin America and Caribbean - European Union; to strengthen integration systems of higher education, scientific research and innovation and promote collaboration between higher education institutions and their relations with society and the productive sector. The main debates and proposals, but also the content of the Declaration of Santiago can be found on the official website of the Summit (<http://www.cumbreacademica-alcue.cl/>).

The success of the Summit was due in part of the excellent preparation during preliminary meetings in Paris (June 2012) and Lima (October 2012). Moreover, one of the most important elements of the Declaration was the creation of a Permanent Academic Forum, an initiative presented in Lima.

Hence, we recognize the substantial importance of the preparatory meetings and hope that the goals set at the Preparatory Meeting in Bucharest (May 2014) can open new perspectives for discussions within the Second Academic Summit 2015.

The Second Preparatory Meeting of the EU-CELAC Academic Summit, which was held in Bucharest in the period 26-27 May 2014, brought together more than 150 personalities from Latin American and European academia, including Titus Corlăţean, Romanian foreign minister,

Remus Pricopie, Romanian Education Minister, Ioan Mircea Pașcu, Vice President of the Foreign Policy Committee of the European Parliament, experts, academics and representatives of the diplomatic corps from both regions.

The event included the opening conference (within which took the word the representatives of the Romanian national authorities, MEPs and representatives of the Institute of Latin American Studies - as host organization), presentations by experts and university professors and 3 workshops of analysis:

1. Cartography of EU-LAC Academic and Scientific Cooperation: Models and features. The main objective is to develop the cartography proposal included in the Permanent Academic Forum Action Plan 2013-2015
2. Horizonte 2020 and Erasmus Plus Programs: Preliminary evaluation of its implementation. Recommendations
3. Collaboration between Universities - Companies - Public Sector

In the closing of the meeting, participants enthusiastically declared that the event was an excellent communication forum for the development of academic relations between the European Union and Latin America and the Caribbean, provided that the conclusions of the debates and workshops were an important step for discussions and decisions of the future Academic Summit concerning the integration of the systems of higher education, scientific research and innovation and their relationships with society and the productive sector.

3. Event Agenda

MONDAY, MAY 26

8.00-8.30: Participants' Registration

8.30-9.00: Welcome speeches

- Jordan Bărbulescu, Director of the Institute of Latin American Studies (ISLA), President of SNSPA Senate, Romania
- His Excellency, Mr. Remus Pricopie, Romanian Minister of National Education
- His Excellency, Mr. Titus Corlăţean, Ministry of Foreign Affairs of Romania
- Ioan Mircea Paşcu, Vice-president of the Committee of Foreign Affairs, European Parliament, Romania
- Adrian Curaj, General Executive Director of the Executive Agency for Higher Education, Research, Development and Innovation, Romania

9.00-9.45: Introductory Session

- Jordan Bărbulescu, Director of the Institute of Latin American Studies (ISLA), President of SNSPA Senate, Romania
- Carlos Quenan, Co-director of FAP ALCUE, Vice-president of the Institute of the Americas Professor in Economics at the IHEAL – University of Paris III: Sorbonne Nouvelle
- Héctor Casanueva, Representative of the Centre University of Chile. Co-director of the Executive Secretariat of the EU-LAC, Chile
- Annick Castiaux, Academic Director for international affairs at the University of Namur, Delegate of the local Organizing Committee of the II Academic Summit LAC-EU, Belgium
- Jorge Valdez, Executive Director of the EU-LAC Foundation
- Gonzalo Arenas Valverde, President of CELARE, Chile
- Alina Bărgăoanu, Rector of the National School for Political Studies and Administration (SNSPA), Romania

9.45-10.15: Presentation of the memory-book of the I Academic Summit LAC-EU. Mr. Patricio Leiva Lavalle, editor, member of PAF LAC-UE, Director of Latin-American Institute of International Relations, University Miguel de Cervantes, Chile

10:15 – 11:30: Panel 1: The proposals of the I Academic Summit and the Action Plan of the Permanent Academic Forum LAC-EU: Ways to follow-up and implementation

Panelists:

- Carlos Quenan, Vice president of the Institute of the Americas, Professor for economic sciences in the IHEAL – University Sorbonne Nouvelle Paris 3, France “Higher education,

investigation and innovation: a strategic foundation of the bi-regional relation EU-LAC”.

- Francisco Aldecoa – professor for international relations, Complutense University of Madrid, Spain “The Euro-Latin-American space for higher education: perspectives”
- Jocelyne Gacel Ávila, Director of the University Centre for Social Sciences and Humanities at the University of Guadalajara, President of the Mexican Association for International Education (AMPEI), Mexico, “The process of internationalization of higher education in Latin America: tendencies and challenges”
- Laurence Whitehead, Director of the Centre of Mexican Studies at the University of Oxford, England, President of the Scientific Council of the Institute of the Americas, “Various aspects of the Euro-Latin-American cooperation in the context of higher education”

Moderator: Jorge Valdez, Executive Director of the EU-LAC Foundation, Germany

Relator: Jorge Alberto Quevedo, Doctor in International Relations, Centre of European Studies, University of Guadalajara, Mexico

11:30 – 11:45: Coffee break

11:45 – 13:00: Panel 2: Preliminary analysis of the programs of the European Horizonte 2020 and Erasmus Plus, and of the synergies Higher Education – Investigation and Innovation

Panelists:

- Lect. univ. doc. Madlena Nen, Military Technical Academy, “Higher education – transnational cooperation, development of institutional capacity”
- Laura Faxas, Ambassador, Permanent Delegate of the Dominican Republic to the UNESCO, “Regional conventions of Higher Education developed by the UNESCO”
- Patricia Morales, visiting Doctor Professor, University of Louvain, Belgium, “The Dialogue of Latin America and Europe in the light of humanism”

Moderator: Iordan Bărbulescu, Director of the institute of Latin-American studies, national school of political sciences and the administration, Romania

Relator: Lic. Fátima Guzmán, Coordinator of International Relations at the Autonomous University of Chihuahua, Mexico

14:30 – 15:45: Panel 3: The tripartite Collaboration University – Enterprises – Public sector for strengthening the innovation and growth

Panelists:

- Christian Ghymers, President of IRELAC, Member of the local Organizing Committee of the II Academic Summit LAC-EU, Belgium, “the social responsibility of the university”
- Micaela Hierro Dori, President, Centre of Research and Training of social entrepreneurs (CICES Civil Association), Argentina, “process of tripartite dialogue for the strengthening of the

labour politics and youth entrepreneurship for their economic and social inclusion”

- Rafael Palacios Bustamante, Eberhard Karls University, Tübingen, Germany, “Discontinuity of current technological transfer model and its negative effects on technological development and economic growth in Latin America”

- Annick Castiaux, Academic Director for international affairs at the University of Namur, Delegate of the local Organizing Committee of the II Academic Summit LAC-EU, Belgium, “Les rôles des universités dans les clusters d’innovation: une contribution utile, mais parfois difficile”
Moderator: Miguel Ángel Gutiérrez, University of Buenos Aires, Argentina

Relator: Beatriz Peluffo, Academic Director of the Technological University of Uruguay

15:45 – 16:00 Coffee break

16:00 – 18:30: Workshops (All participants, prior registration)

1. CARTOGRAPHY OF THE ACADEMIC AND SCIENTIFIC COOPERATION EU-LAC: Model, features, suggestions. Its goal is to make progress in the cartography proposal included in the Action Plan of the PAF 2013-2015

INTRODUCTORY PRESENTATION: ISLA's technical equipment

2. HORIZONTE 2020 AND ERASMUS PLUS: Preliminary evaluation of its implementation,
INTRODUCTORY PRESENTATION: Thomas Lagathu, Minister of Foreign Affairs, France, Regional Delegation of Cooperation for the Southern Cone, Chile

3. TRIPARTITE COLLABORATION UNIVERSITY-ENTERPRISES-PUBLIC SECTOR to promote innovation and growth.

INTRODUCTORY PRESENTATION: Florence Pinot, Director of the Center for Studies and Research Latin America Europe (CERALE), Professor at ESCP Europe, member of the Institute of Americas, France

20:00: Official dinner

TUESDAY, 27 OF MAY

9:00-9:20: Presentation: **Fernando Galván**, Rector of the University of Alcalá, Spain, “The challenge of sustainable universities in the Euro-Latin American sphere, a component for the Common Higher Education Area EU-LAC”

9:20-9:40: Presentation: **Francisco Telémaco Talavera**, Rector of the National Agricultural University, President of the National Council at the University of Nicaragua, President of the Association of Councils of University Rectors of Latin America and the Caribbean (ACRULAC), Nicaragua, “academic integration of Latin America and the Caribbean”

9:40-10:00: Presentation: **Joaquín Roy**, Director of the European Union Center at the University of Miami, USA: “Academic cooperation in the Euro-Latin American triangular sphere: US factor”

10:00-10:20: **Annick Castiaux**, Academic Director for international affairs at the University of Namur, Delegate of the local Organizing Committee of the II Academic Summit LAC-EU, Belgium, “Presentation of the progress in the preparation of the II EU-LAC Brussels Academic Summit, 2015”

10:20-10:40: **Miguel Ángel Gutiérrez**, graduate of Political and Social Sciences, History Doctor, University of Buenos Aires, Argentina, “The future of Latin American universities”

10:40-10:45: **Jean-Michel Blanquer**, President of the Institute of the Americas (video message), General Director of ESSEC, France

10:45-11:00: Coffee break

11:00-13:00: Continuation of Workshops operation:

- 1. CARTOGRAPHY OF THE ACADEMIC AND SCIENTIFIC COOPERATION EU-LAC**
- 2. HORIZONTE 2020 AND ERASMUS PLUS**
- 3. TRIPARTITE COLLABORATION UNIVERSITY-ENTERPRISES-PUBLIC SECTOR**

14:30: Lunch

14:30-15:30: Workshops Conclusions

14:30-14:50: Workshop 1 Relator

14:50-15:10: Workshop 2 Relator

15:10-15:30: Workshop 3 Relator

15:30-16:00: Closing

15:30-15:45: **Jocelyne Gacel Ávila**, Director of the University Center for social sciences and humanities at the University of Guadalajara, President of the Mexican Association for International Education (AMPEI), Mexico, “Call to Guadalajara Seminary”

15:45-16:00: Official closing: **Iordan Bărbulescu**, Director of the Institute of Latin American Studies (ISLA), President of SNSPA Senate, Romania

4. Participants' Feedback

BUCHAREST, A NEW STEP TOWARDS THE EURO-LATIN-AMERICAN SPACE

In Bucharest we have provided a new step in creation of a Euro – Latino-American space of Higher Education, Science, Technology and Administration.

The seminar organized by ISLA and the National University of Political Science and Public Administration, with an important university assistance from both regions, permitted us to move forward with the analyses of the proposals of the 1st CELAC – UE Academic Summit realized in 2013 in Chile. This was the first opportunity to exchange ideas about the Summit treaty. Also, we could debate about concrete ways to elaborate a new agenda for the second Academic Summit, which is going to take place in Brussels in 2015 after we will have another Preparatory meeting in Mexico, Guadalajara.

Very important was to enter in full debate close to the conditions and objectives that are required in creating a common place, like the relation between, higher education, science, technology and innovation, with a concrete view to university – industry collaboration. This is a field which is going to be incorporated with all certainty in the second Summit. Likewise, the contribution of the work group about the project of LAC – EU Academic Cooperation Cartography allowed us to prepare a concrete proposal, which is going to be analysed by the Executive Committee of Permanent Academic Forum (FAP ALC – UE) to be presented at the EU.

The road we have to travel across to the final goal of a common space is, without doubt, big and complex. We have to remember that EU itself is engaged for more than 15 years in the construction of her higher education space, and that in Latin America the process has not yet began, even if there are partial advances between some countries and universities.

Reaching the time when higher education diplomas, degrees and professions have a common ground between Europe and Latin America, and this allows the widest freedom of academic movement and practice, requires a lot of work between universities but also with public authorities and civil societies in both regions, because all proposals should become harmonized in international agreements and national regulations.

But we already know that a long road always begins with a step.

Héctor Casanueva

**Representative of the Central University of Chile
Co-Director of the Executive Secretariat of the FAP EU-LAC**



First of all I would like to thank you infinitely for your attention during my stay in Bucharest. It was a very big pleasure to meet you and I hope to keep in touch with you. I am waiting for you with arms opened in the next seminar in November in Guadalajara (25-26).

Ms Jocelyne Gacel-Ávila

President

Mexican Association for International Education

Centre of Social Sciences and Humanities

Guadalajara University, Mexico

Thank you so much for all your attentions. Everything was fine and I enjoyed very much the meeting.

Ms Jocelyne Gacel-Ávila

President

Mexican Association for International Education

Centre of Social Sciences and Humanities

Guadalajara University, Mexico

Thank you very much, to your group and particularly to Director Iordan Barbulescu for his kind invitation and all the attention received during the conference. I want to highlight the quality of the ideas manifested in all presentations and workshops. Personally, I really enjoyed the stay in Bucharest and the great willingness and cooperation of all of you.

Mr. Miguel Angel Gutierrez

Director of the Latinamerican Centre for Globalization and Prospective

Dear Jordan,

First of all, I would like to thank you for the excellent organization of Preparatory Seminar of second Academic Summit, and the fabulous welcome that you and your team gave it to all participants.

I have to tell you also, that I and my husband enjoyed very much Bucharest and we found the people very open and cute.

Ms. Josefina Alvarez

Permanent Delegation of Dominican Republic to UNESCO.

Simply, this email is to bring my thankfulness in name of IRELAC. You can count on own support and cooperation. The seminar was excellent and very well organized. I would like to congratulate your collaborators which were perfect with us.

Christian Ghymers

President of IRELAC

Member of Organizing Committee for the II LAC-EU Summit, Belgium

Dear participants of the seminar,

Through this, I send my greetings and also my appreciation for the opportunity to be part of the EU-LAC group. For the Autonomous University of Ciudad Juarez, it is of utmost importance to join such activities towards higher education with a global vision, enabling a greater impact and social inclusion of our regions.

We greatly appreciate the hospitality of Jordan Barbulescu and his team, as well as the facilities of the Department of International Relations and European Integration of the National University of Political Studies and Public Administration.

No more for now, I say goodbye in the name of Mr. Loera Manuel de la Rosa, Academic Secretary of our institution.

Ms. Alejandra Orozco Irigoyen

Autonomous University of Ciudad Juarez

We had a great day in the company of the girl which was our guide, thank you!

Rebeca Ornelas

Service of International Relations

Sorbonne Nouvelle Paris 3 – IHEAL University

Dear friends,

I am sorry not to have answered before, but I now I want to join the greetings and to say it was a pleasure to share the seminar in Bucharest with you. I hope that we can see in Mexico.

My congratulations and thanks also to the organizers.

Warm Regards,

Micaela Hierro Dori

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5. Reports

Report on the 1st Panel. Proposal of the I Academic Summit and the FAP LAC-EU Action Plan: ways to implement it

Rapporteur: Jorge Alberto Quevedo, PhD in International Relations, Centre of European Studies, Guadalajara University, México

Panelists:

Carlos Quenan, Co-director of FAP-ALCUE, Vice-president of the Institut des Amériques, France.

Francisco Aldecoa, Professor of International Relationships, Universidad Complutense de Madrid, Spain.

Jocelyn Gacel Ávila, Centro Universitario de Ciencias Sociales y Humanidades, Universidad de Guadalajara, Mexico

Laurence Whitehead, Director of the Oxford University's Center for Mexican, England.

Moderator: **Jorge Valdez**, Executive Director of the Foundation Eulac, Germany.

Rapporteur: **Jorge Quevedo**, Centro de Estudios Europeos, Universidad de Guadalajara, Mexico.

Carlos Quenan:

-High Education, investigation and innovation are strategic pillars of the bi-regional relations LAC-EU (Latin American and the Caribbean and European Union); that is materialized through the Permanent ALCUE Forum (FAP-ALCUE)

-Quenan establishes a new concept for FAP-ALCUE- that may be useful to consolidate the EuroLatinamerican Strategic Bi-regional Association.

-Relevance of the first ALCUE Academic Summit in Santiago de Chile 2013, with the participation of more than 600 professors and academics from both regions whose result were

handed over to the Heads of States and of Governments and was embodied within the Santiago Declaration, providing to those academics the status they deserve.

-The eurolatinamerican academic common space is recognized by the Santiago Declaration within its section 29. In addition, that status is strengthened through Permanent LACEU Forum's Action Plan through the following proposals:

-Systematization of information

-Creation of an interactive web platform LACEU

-Inputs for the Second Academic Summit's agenda in Brussels 2015

-Coordinate and make visible the FAP-ALCUE

-Holding of the Second Academic Summit on June 2015 in Brussels; Overview of 2013-2015 and Action Plan 2015-2017; coordination with the Business Summit and the productive sectors; improve the common educational space LACEU and the common knowledge space ALCUE.

-At the same time, efforts must be made in the relations between FAP-ALCUE and the JIRI, encouraging the participation in Networks, Universities and Centres of Investigation as well as the proposals of formation and mobility of doctorates and post-doctorates within the JIRI and with the collaboration of the FAP-ALCUE.

Francisco Aldecoa:

-There exists an active relationship for more than 30 years between Latin-Americans and European students.

-The economic crisis has had an effect on the LAC-EU relations' development. In addition, there has been an increase in the obstacles against the freedom of movement for those Latin-American students through the imposing of taxes that affect the exchanges.

-The flipside of the crisis is the increase in the number of professors in Latin America and the Caribbean, where the Latin-American universities receive European professors.

-There exist values and a model of society shared by the two regions as well as the same way to observe the world. The solidarity and equality are the pivotal cornerstone for both sides of the Atlantic.

-However, other factors need to be taken into consideration as far as they have an impact on the eurolatinamerican relationships, such as the program “Student”. This program, led by the United States of America, has the aim to mobilize 100,000 students from and to the United States and Latin American and the Caribbean during the next 10 years. The program “Erasmus Mundus Plus” plans to mobilize 40,000 students in the period of 2014-2020; being both programs a student mobilization proposal to LAC from USA and EU.

-On the other hand, there is a wide difference between the 47 states that compose the European Space for Higher Education; latinamerican countries have a better level of education system than some European countries in the ESHE (Kazakhstan for example), so the eurolatinoamericano space is radically distinct.

-Create calls for Eurolatinamerican modules, as well as financing to back them up: 1) Professional Association Networks ALCUE, along with Jean Monnet modules in both sides of the Atlantic; 2) Eurolatinamerican virtual journals of integration and international relationships, as well as develop a Eurolatinamerican Yearbook; 3) Joint university degrees between institutions in EU and LAC, developing new programs and strengthening the already created ones.

Laurence Whitehead:

-Bi-regional LACEU cooperation must contain specific and realistic proposals.

-High education is a privileged field, where there exists an education framework inside the ALCUE countries and an inter-institutional cooperation between entities and ideas interexchange with a win-win aim.

-High education is an important priority that must imply a social welfare for both regions. Moreover, the technological capacity should be improved for the benefit of both regions, thus generating a better competitiveness at the international level.

-At the Vienna Summit 2006 it was highlighted the importance of High Education and cooperation to back it up. The financial crisis had a negative on the education as it can be seen in the fact that the University Rectors’ Conference, which aimed to foster the relations between High Education Institutions until 2013, was not actively monitored.

-The EULAC Foundation must monitor the progress among the Summits, Institutions and ALCUE Universities and the FAP-ALCUE. Declarations must result in practical measures where the governmental entities need to get involved. That needs to be done by giving a realistic diagnosis which defines the following steps, available resources and the main and most important issues.

-Regarding the rate of work, it should begin with initiatives that are profitable in the short term in order to back the process up, making a good use of the common resources and emphasize the academic works' quality.

-There are quick changes in the education in terms of models of investigation and education. Thus, some European universities have changed the way to provide their services through online education or decentralization which entails a change in the manner the education and investigation is financed.

Jocelyn Gacel-Ávila:

-The comprehensive internationalization surpasses the traditional notion of international cooperation. That is a strategy from and outside the international projection where the individual mobilization does not change the system. Thus, strategies should be created that have an impact in the whole system.

-To what extent the LAC internalization process is linked to comprehensive internationalization? To the lack of a reliable databank, there exist some other external factors that boost the internationalization in LAC: a) less governmental support and leadership; b) motivations: improve the preparation; c) benefits: social development; d) risks: brain drain, higher inequalities among the different players in the internationalization; e) obstacle: financial resources and language barriers; f) Student mobilization: the Latin-Americans students do not mobilize at the same level as other students from different regions and LAC is not a preference for European students.

-Internationalization of investigation in LAC, Mexico, Brazil, Argentina, Chile, Colombia, Cuba; and in Europe: France, Germany, Spain, United Kingdom: one the mainly weaknesses is the little

support provided by the investigation institutions, but otherwise they are focused on the individual work.

-Internationalization of the curriculum, the leaning of languages. In addition, in LAC there exists a rigid model of education, absence of foreign professors as well as joint or double degrees mainly in fields such as business, engineering and social sciences. The framework of the LAC High Education Institutions is reacting slowly in terms of production and internationalization process.

-LAC has a high degree of traditional maturity; however there is a need of policy. The development of science and technology needs of financing that pushes it in order to ensure the quality of internationalization. A higher degree of collaboration should be arranged with Europe, the first partner of the LAC High Education Institutions; however Europe should play its role in the Region following long terms plans.

Report on the 2nd Panel: Preliminary Analysis of the European Programs Horizon 2020 and Erasmus Plus and the synergies of Higher Education – Investigation and Innovation.

Rapporteur: Mrs. Fátima Guzmán, Coordinator of international Relationships of the Universidad Autónoma de Chihuahua, México

Monica Calota. Director of the National Agency for the Communal Programs of Education and Training: “ERASMUS PLUS of RUMANIA”

The Erasmus Plus Program has as antecedent the Erasmus Mundus Programs, ALFA, EDULINK also granted by the European Commission, which has recently issued both the guide and also the different ways to participate in the Erasmus Plus Program embodied in the Key Actions section. The budget for this program of 14,5 billions of Euros for the following 7 years (2014-2020), which is 40% higher than the previous programs.

Key Action A: Mobility for individuals: This is one of the main attractions of the European Institutions due to it allows the capacitation and the student and academic mobility between Institutions all over the world for periods of 3 until 12 months, depending on the invitation to participate.

Key Action B: Cooperation and Association for the innovation: It has as an aim to improve the innovative practices, strategic partnerships with undertakings and Institutions, thus promoting the job-placement.

Key Action C: Support to new technologies. One example of that is the European Commission’s interest in the Bologna Process and the integration of a system to develop the degrees validation among Universities.

In addition to these three actions, there are also available several supporting specific actions as the Jean Monnet Program which strengthens the teaching, investigation as well as the sport activities.

For applying to the Program, it is necessary to create a consortium with 6 organizations, 3 of them being ones the following:

Austria, Belgium, Bulgaria, Croatia, Cyprus, Check Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia , Lithuania, Luxembourg, Malta, Holland, Poland, Portugal, Rumania, Slovakia, Slovenia, Spain, Sweden and United Kingdom.

Or one of the associated countries.

For information in the following link: <http://ec.europa.eu/erasmus-plus>

**Laura Faxas. Ambassador Permanent Representative of the Dominican Republic UNESCO:
“REGIONAL CONVENTIONS OF HIGH EDUCATION DEVELOPED BY UNESCO”**

With an important emphasis on the strategic partnerships, the High Education was presented as the basis for innovation and investigation, but it was also taken into account the role of professionals in technological revolution fields that allow the development, competitiveness and social cohesion.

At the same time, the strategic partnerships are essential in order to create bridges and address issues that challenge the global stage.

In that sense, the UN within its General Assembly of the Millennium Development Goals is worried about the same topics, and this space allows us to see the progress that is taken place, although it is limited and requires of joint efforts.

Furthermore, UNESCO has been working before the 70s on the global harmonization of operational systems of studies validation and inter-institutional agreements that allows achieving those goals.

To conclude, it is essential to work on a platform of titles harmonization and validation involving the Ministries of Education and integrating the real changes of globalization with partnerships of other bodies.

Patricia Morales. Visiting Professor at the University of Louvain, Belgium: “THE DIALOGUE OF LATIN AMERICA AND EUROPE IN LIGHT OF HUMANISM”

Making an important and deep analysis of the humanism as pillar of education, it was presented as essential the formation of countries ‘members in terms of ethics.

With an important notion of Human Rights, solidarity environmental responsibility, it is necessary to overcome the dogmatism in order to restore the human society.

Achieving a truly dialogue is essential to resolve the inequalities of a society and at that point is where Latin American faces the biggest problems.

Because of that, Education of the individuals and those spaces backs up the dialogue and the cooperation in the broadest and most important sense.

Report on the 3rd Panel. The tripartite cooperation university-industry-public sector to promote innovation and growth

Rapporteur: Beatriz Peluffo, Academic Director of the Technological University Uruguay

Panelists:

Dr. Christian Ghymers : Triple Helix and responsibility of universities in the context social - the role of the Academic Summit

Micaela Hierro: the Argentine case about mechanisms to generate youth employment policies based on tripartite social dialogue

Annick Castiux: roles of universities within the innovation cluster benefits and complexities.

About the third Mission

- Social Responsibility of Universities with their environment at the end of twentieth century and early of this century appears the so-called Third Mission.
- Although this was implicit in the reasons that gave a beginning to Universities - the Humboldtian model born to put the knowledge in tuning with the industry and the Anglo-saxon model as a mechanism for progress in scientific development demanded by society.
- In addition to the aspects of valorisation of knowledge and expertise is necessary to visualize what adds value to the environment.

About triple helix

- Conceived as the link between the university, the public sector and productive sector - about the commodification of knowledge - research is an inversion and must be productive for the society.
- Rather than linking, what really matters are the relationships between the three actors that materialize in structures such as science parks, the technologic ones and similar.
- Fourth dimension: the international context where this triangulation is produced.
- In the internationalization the social concept is still insufficient

- The mission of universities is to create a common space with a bottom-up approach.

Questions Cristianne Daem

- How can the Academic Summit contribute to increase the triangulation within an international integrated space?
- What does this societal responsibility mean and what is the form in which it appears?
- What kind of university is taking forward this third mission? Is necessary to take into account the spatial dimension where the university is located?
- Which cooperation mechanisms are the most relevant, for example in the linking university and indigenous communities?

Micaela Hierro

- Argentine case about youth employment policies from the tripartite dialogue (2006/2007) complexities of youth unemployment and negative social impacts
- The concept of dialogue process is a methodology with an interdisciplinary approach with multiple tools
- Cultural transformation process is difficult because of the factors affecting communication and how are interpreted the interests that each party has
- The design of effective public policies demands that the state, enterprises, workers and universities begin to dialogue in a constructive process

Influencing factors

- The territorial scope cause variations in processes and outcomes
- Roles of the actors and their interests
- Language and mental models
- bureaucratic interferences affect the dynamics in dialogue processes

Highlights

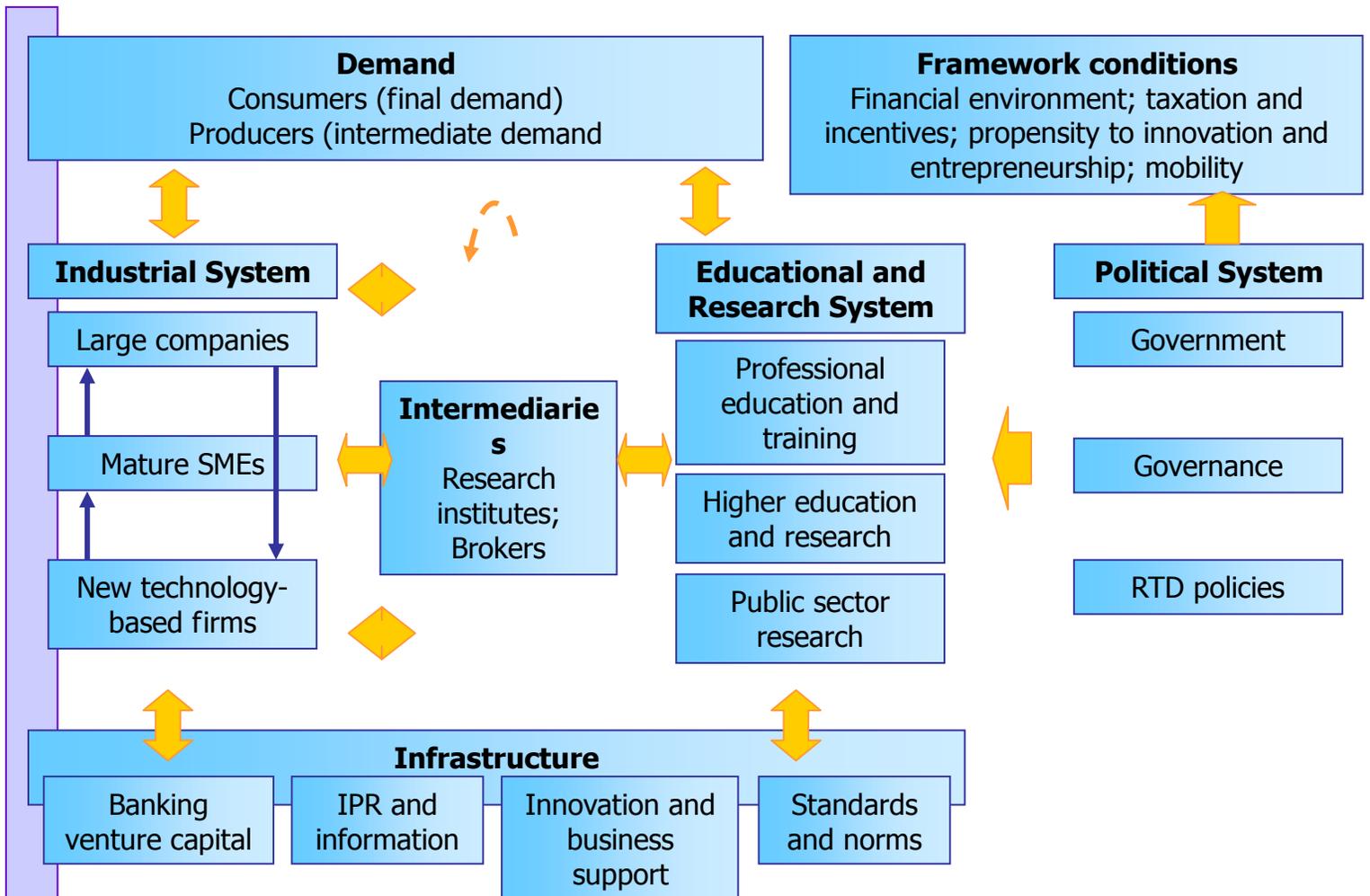
- Incorporation of the university as a principal actor in the social dialogue
- Social responsibility and global pact
- Decent work
- Entrepreneurship as a way to keep jobs and low percentage of sustainable companies
- Program Youth with future; space that invigorated dialogue among actors, but the top-down view of the state is maintained

Annick Castiux

- Critical point of view about the collaboration - complexities that surround this intervention give unsatisfactory results
- Although innovation is a key to development and technological cycles are more dynamic, the necessity to make decisions and incorporate the technological development is generated
- Difficulties of moving from a cooperation stage to an integration stage caused the creation of technology cluster

A task for the Second Summit

- Analyze the factors that arise from the experiences as good practices and lessons learned about triangulation
- Analyze from a conceptual framework the experiences of the participant institutions in the second summit.
- Identify mechanisms and models that could be replicated through a line development work for that third mission



Report on the 1st Workshop: Mapping of the Academic and Scientific cooperation: Model, features, tips. Its aim is to advance in the proposal of cartography contained in the Plan of Action 2013-2015 FAP

Rapporteur : Beatriz Peluffo, Academic Director of the Technological University of Uruguay

INTRODUCTION

- PRESENTATION OF THE PROJECT STATUS
- DISCUSSION ABOUT THE OBJECTIVES AND PURPOSES OF THE MAPPING
- ANALYSIS ABOUT THE UTILITY AND USERS
- DISCUSSION ABOUT THE SURVEY FOR COLLECTING DATA AND INFORMATION

OBJECTIVES OF THE PILOT PHASE

- **STARTING POINT** Set as baseline for this first phase the information core of about 200 participating agencies at the first summit (institutions, organizations, associations, universities and programs in Europe and Latin America);
- **ACCESSIBILITY** To develop an online portal that will provide the ability to surf through the elements of the database to analyse, compare and easily correlate the information, the existing studies papers, the number of specialists, the financial resources in that area around some common ideas;
- **COMMUNITY** Create a community of inter-continental learning through the portal online, in which each user has access, it is possible to participate interactively and get mutual benefits in different areas of knowledge and innovation with regarding the two geographical areas.

CALENDAR

May 2014:

- Work Methodology
- Definition of Users profile and uses of the information
- Draft and Validation Questionnaire

July-November 2014

- IES Survey data and pilot networks

November 2014

- Technological development of the cartography
- Searches

January 2015

- Translation of the content in Spanish and English

March 2015

- Data migration and testing
- Begin the program

EXPECTED PRODUCTS

- METHODOLOGY FOR THE DEVELOPMENT OF THE CONTENTS OF MAPS
- VALIDATED QUESTIONNAIRE
- SCIENTIFIC RESEARCH ABOUT ORGANIZATIONS / INSTITUTIONS / ASSOCIATIONS/ UNIVERSITIES IN THE ALCUE REGION
- INSTITUTIONAL MAP (EU - LATIN AMERICA) 200 ORGANIZATIONS / INSTITUTIONS / ASSOCIATIONS / UNIVERSITIES IN THE ALCUE REGION, AVAILABLE IN ENGLISH AND SPANISH

DISCUSSION ABOUT THE VARIABLES TO RECOLECTATE

- Discussion about the extension of the information, what information should be included?
- Review of the proposal in the following respects.
- Basic information about each institution, organization, experts, networks
- Academic community (teachers, students, researches, graduates)
- Programs of academic international cooperation
- Exchange programs for students
- Communities of researches

- Networks that integrate each institution by thematic regions.

OTHER COMMENTS

The map structure takes into account not only experience between regions, but between countries, between institutions that are located within the space ALCUE

- Is necessary to define the initial criteria of that search - topic list (climatic change, renewable energy, etc.)
- How to set an index with keywords for search
- To identify the responsible institutions based on responses to the questionnaire - data validation
- To select institutions or focal points by country in order to spread information
- Taking into account similar experiences to design portals such as the European College of Bruges portal.

Report on 2nd Workshop: HORIZONT 2020 and ERASMUS PLUS: Preliminary evaluation of their implementation

Rapporteur: Liliana Herrera, National University of Political Studies and Public Administration, Bucharest, Romania

The workshop no. 2 was dedicated to the presentation of the two main programs of cooperation for the period 2012-2020. The participants of this workshop have been discussing starting points, lines of action, outcomes and priorities of these programs.

The participants identified some weak spots such as the lack of a centre of direct communication that would stop the control over the coordination of the programs Erasmus+ and Horizonte 2020, the lack of infrastructure for researchers from Latin America and the Caribbean trained in Europe, the lack of financial aid to help Mexican and Brazilian researchers to be integrated in European research projects, lack of balance between basic research and practice. There was also concluded that the Caribbean region requires separate projects, due to the big difference between the region and the rest of Latin America; that the program Horizon 2020 has limited participation to scientific excellence, limiting the participation of less developed countries, and that this program should spend more for the administrative staff.

The conclusions and proposals that emerged can be summarized as follows:

- There is needed more centralized information on the web pages for better coordination and information
- We must find a model of “good practices” to unify states' common sense with universities' common sense (here was debated Luxembourg, where the state finances the consultancy costs for proposals of cooperation projects for international development, and also puts at disposal a person who reviews organizations' projects; or, Barcelona, having an internal ranking of researchers that attract financing)
- There is need to obtain mobility between companies and universities in the Erasmus+ program;

- It requires creating an infrastructure or networks to promote contact between researchers;
- It is necessary to receive financing for “brains mobility”;
- It is a priority to create a search engine that could easier identify calls' calendar;
- It is essential to integrate politics in promoting academic collaborations between the two regions (make requests to the level of heads of the states, intergovernmental, official channels).

Was also stated that there are organized many meetings, but without concrete actions and the present reality show that there is need for new orientations and the participation of bigger companies to research projects with the European Union's funds.

Report on the 3rd Workshop: Cooperation between universities-companies-public sector

Rapporteur: Ioana Antoaneta Dodi, Institute of Latin American Studies, Bucharest, Romania

We start with the hypothesis that employability is very important

The relationship between companies and universities was built in stages:

- It started in France, in the 80s' with the internships (in 1981, for instance, when the CIFRE mechanism was created – research contracts that were signed between a PhD student and the company, especially in the fields of engineering)
- 2005 - ENEA, with the purpose of stimulating the scientific research
- 2007 - liberties and responsibilities in France: in order to look after the professional integration of its students
- We do not have to neglect the public sector and the opportunities that it offers as both, an employer and an instrument of public politics.

We could see these relations as an ecosystem, taking into account all the parties that are involved, all the stakeholders:

- Public authorities
- Universities
- Companies
- Students
- Academic staff
- Young people
- Alumni community
- The district
- Chamber of Commerce

There are three fields in which we could frame the topic of these relations:

1. Higher Education (18 -24 years)

- ✓ Education for the entrepreneurship (Belgium's proposal)
- ✓ A program could be organized in which a PhD student could put himself in the shoes of an entrepreneur
- ✓ The classes taught by entrepreneurs (Belgium's proposal)
- ✓ Mandatory internships that are part of the curriculum (with credits)
- ✓ Recruitment of students when the productive sector has a relation with the university
 - the university wants to highlight the value of its students
 - the companies need the professionals
- ✓ The participation of the productive sector in the process of developing the program in order to extend the curriculum

2. Continuous training

- ✓ It is facilitated through tax deduction for the companies that train their employees
- ✓ We have to take into account the differences between continuous training and academic studies (for example for the teachers: the groups they address are different, the instruments and the methodology as well).

3. Scientific research

- ✓ There is an obsession with great degrees, and as a consequence, the scholars focus on this aspect, neglecting other types of activities with social objectives.
- ✓ There are also difficulties caused by the obsession with hyper excellence, especially given the appetency for quantitative research. As a result, there are investigations that are not read by many people; moreover the companies do not have access to the researches done by the university.

The experiences between the universities of Latin America and the European Union are useful in analysing the strengths and weaknesses and in developing programs and strategies in the future:

- Slovakia – University of Economics

- ✓ Summer classes for groups of students: “Doing Business in Eastern and Central Europe” is a model of cooperation between the universities of European Union and Latin America.

- ✓ REALITY project: University of Slovakia, Austria, Granada, Mexico (Technological University of Mexico) in order to launch the model of cooperation: the students will work in marketing projects

- ✓ Not much is known about Central and Eastern Europe in Latin America (the interest has the snowball effect)

- ✓ It is very important to favour the human contacts between Latin America and Europe through interexchange.

- ✓ The learning and the usage of foreign languages are very important (besides English, there should be also another foreign language)

- TEC (Technological University of Mexico)

- ✓ A pioneer in internationalization

- ✓ In order to initiate the relation between the company and the university (that can start on the initiative of a student of the university that works in that company), we must institutionalize the human relationship for it not to end once the relation between that person and the company ends.

- Mr Talavera Nicaragua

- ✓ Limited relations between companies and the universities (of ideological nature, above all), especially in the public universities, mainly because the private universities do not offer much research.

- ✓ The companies as potential technical schools

- ✓ We need programs in order to strengthen the university-company-society relationship

At the sight of the productivity curves, a Martian would wonder why the two regions do not take Harvard as a model. The Martian is wrong. We need to define the win-win game in order to make sure that no one has a higher rank. As this relationship appears in the case of the champions, there must be a mutual interest.

Example of a program: There is a governmental concern about the dysfunction of export (for example, Mexico aspires to occupy a position in the aircraft industry) The French Ministry of Foreign Affairs mobilizes the specialists, the French Ministry of National Education contributes with a wage, the French company that has a Mexican subsidiary takes advantage of the manpower (including the education of the trainers). It is necessary to think long-term about what are the needs for the development of the country, what is the role of the university.

Challenges for the education

1. There is a sector of the champions (that play in the major leagues that are in the global rankings that are pioneers in the online classes); the workload is changing so that the teachers can have more time for research.
2. There are good universities that do not want to compete in the major leagues, but to coordinate with the local or regional levels (the champions are in the minority; these universities are also in need of internationalization).
3. There are low quality private universities that appear within a crisis context.

We identified several components of innovation:

- Diversity (and we already have it, taking into account the great diversity that exists in the two regions)
- The universities and the companies have a win-win game if they agree, but this does not happen in the situation in which it is taken into account only the viewpoint of the champions.
- We must analyse the dynamics of the meetings (There is not any meeting with China, for instance) – they have an incentive and multiplier effect, because they look for what unifies and not for what divides. We need to try to take advantage of what we share.

- It would be very good to have a better collaboration between the academic meetings (several days), the business meetings (the following days) and the state meetings (in the end).

Proposals:

- We need to keep an eye on what the market requires, but not to confine ourselves to it (for this reason the triangle is essential), especially the PhD students that can be useful to both, the companies and the public authorities.

- We must get people in touch, for us to realize that we have similar anxieties, similar challenges and yearnings, not to accept the hierarchy of the developed and of those that only offer promises, to move towards win-win logics.

- There should be greater flexibility with respect to programs.

- SMEs as communication channel between the two regions.

- ✓ Create a portal that has the ability of monitoring trainings, an instrument that can facilitate the communication with SMEs.

- ✓ The SMEs want more contact with the universities, the challenge is to present analyses and to present the methods that each party has something to gain from the consolidation of this relation.

- Not everything is a conference, it does not even have to be, it could be an academic group debating something. We could not claim a full representation, although the greatest possible representation is sought. Absence is as important as presence, therefore we need to analyse why some countries do not participate.

- Trying to have a common day with the countries in EU-LAC

- ✓ Trying to arrange a one/half day meeting by means of the contacts with the government.

- ✓ Initiate a proposal for a track: try to ask each university to bring out an idea in the conference with the purpose of a global value chain for those universities that do not have a company (together with a methodology). Take the idea to the meeting of the company or to the chamber of commerce. The idea is for the SME to realize that it is interesting to go (for them).

✓ A method to pressure the parties into adopting this method – announce it in the program [What is expected from the academic world/what the academic world expects]

✓ To show interest in going to the meetings of others. The mixed view could be very interesting. Alternatives for the Anglo-Saxon model, the role of the universities to build relations with the social environment (what contribution I make to the community)

● There is an obsession with publishing articles, graduating etc and the initiative for other activities is lost.

✓ Not all universities provide research (actually the percentage is very low)

✓ The reconciliation between the scientific knowledge and the public sector is not covered by the academic journals (scientific articles in the media).

✓ There is this practice of publishing for the sake of publishing, without a real contribution neither to society, nor the public sector and the companies.

✓ It does not motivate the scholar to do things because he thinks only about the work that he has published.

✓ If I go and work for one year, this is a year in which I will not publish, but in the context described above, it brings problems to the career.

● The European students should collaborate with Latin American companies that seek to apply their knowledge in Europe.

Conclusions:

We need to seize the opportunity of 2015 in order to converge the two summits.

The articulation of the productive sector (one thing is a big enterprise and another thing the relationship with the SMEs).

5. Acknowledgements

We thank all those who honoured us with their presence at the conference and contributed with their scientific and academic experience in the work of our seminar, for their interventions in workshops and for the presentation of their positions or views with respect to the 3 themes of our event:

- 1. The proposal of the I Academic Summit and the Action Plan of the Permanent Academic Forum LAC-EU: ways to implement them*
- 2. Horizon 2020 and Erasmus Plus Programs and the higher education synergies - Research and Innovation*
- 3. Universities- companies- public sector cooperation in order to foster innovation and growth*

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Bucharest, August 2014