

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>

9 Document product of a collective construction with the facilitation of the EU-LAC Foundation.

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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>	

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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>

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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)

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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

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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>

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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.	<p>A. To conduct the public sector in the formulation of public policies with relevant information resulting from the research.</p>	<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.	<p>A. To interact in open public spaces for the formulation of public policies.</p>	<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>	