



Higher education cooperation between the European Union, Latin America and the Caribbean

*Academic cooperation and mobility:
bringing the two regions closer*



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Executive summary

This report provides an overview of key figures and impact of EU academic cooperation programmes implemented with Latin America and the Caribbean (LAC) since 2007. Similar opportunities for mobility of students, staff and researchers, and for and institutional cooperation between the two regions continue in the Erasmus+ programme (2014-2020). More information about how to apply to Erasmus+ is included in Annex 1.

Additionally, the report analyses the cooperation as regards the mobility of researchers under the Marie Curie Actions (2007-2013) and presents existing funding opportunities for international and cross-sectoral mobility of researchers available under the renamed Marie Skłodowska-Curie actions (2014-2020).

Credit and degree mobility

Erasmus Mundus Partnerships finance the mobility of students and staff in the framework of university partnerships: between 2007 and 2013 with a budget of EUR 1 250 million, 6 780 students and academics from Latin America and the Caribbean have been mobile, with the participation of almost 220 higher education institutions (HEIs) within 60 partnerships. Students from Latin America are mainly undergraduates (more than a third of the total flows), except in countries like Argentina or Cuba, where participants are mainly doctoral candidates. On the other side for Caribbean the majority of the mobility is at master level. Remarkably in Latin America the gender balance has been reached (51% female versus 49% male participation).

Over 2 500 students or doctoral candidates from LAC countries were awarded scholarships or fellowships by Erasmus Mundus joint master and doctoral programmes between 2004 and 2014.

The report shows that these mobility partnerships have contributed to enhancing the international cooperation capacity of the HEIs involved, thus contributing also to raising their prestige and international recognition. This is particularly visible amongst those HEIs located in remote and less developed areas. It should also be noted that the programmes successfully tackled the issue of brain-drain, providing incentives to motivate students to return to their home country, to the extent that today the great majority of all Latin American scholarship holders are back in their country of origin.

The report also highlights that participating in a mobility programme has been an entry point for further institutional, regional and interregional cooperation. This is particularly shown through the concrete examples of the projects **Monesia** (involving Brazil, Paraguay and Uruguay) **Animo Chévere** (Cuba, Chile, Ecuador and Venezuela) and **MUNDUS ACP** which covered the Caribbean countries. Beyond mobility in itself, Monesia and Animo Chévere projects have contributed, according to their coordinator, to "the consolidation and growth of student and staff exchange schemes, simplified recognition of study periods and degrees, and the creation of stable networks for joint projects".

From the student perspective, it should be noted that a major impact of Erasmus Mundus Partnerships is at the individual level, the development of specialised skills, as well as transversal skills. Many students claimed that their social, communication skills, as well as their self-management, self-confidence and career prospects had improved as a result of their mobility.

The report also summarises results of South-South cooperation under ALFA and the Intra-ACP academic mobility scheme.

Under Erasmus+, individual HEIs in the LAC region are able to join mobility agreements with HEIs in Europe. They can also be partners in the Erasmus Mundus Joint Master Degrees (EMJMDs) selected each year. Students from all over the world may apply for scholarships to these EMJMDs.

Capacity Building

The ALFA and Edulink programmes aimed at modernising and reinforcing the capacity and internationalisation of higher education. This report focuses on the most recent phases of these programmes.

ALFA III programme (2007-2013, EUR 75 million) funded 51 projects. ALFA III has contributed to institutional development and to a better tuning between Higher Education Institutions and society (including local government institutions and the business sector). Projects like **UNICA** (involving Nicaragua, Mexico, Bolivia and Colombia) have in particular contributed to a better access to higher education services for people living in remote areas and paid particular attention to vulnerable groups.

ALFA III has also contributed to social change in the area of gender (as shown through the experience of the **Equality** project) or via the empowerment of micro, small and medium-sized entrepreneurs (in managerial skills), thanks to a management programme that was implemented in Central America, by the **EURECA** project. Edulink covered a vast range of countries that also included Africa and the Pacific, but achieved a proportionately high rate of projects focused on the Caribbean.

All these EU-LAC cooperation opportunities continue as Capacity-Building for Higher Education projects under the Erasmus+ programme's Key Action 2 (Cooperation for innovation and the exchange of good practices), which aims at triggering modernisation and reinforcing education, training and youth system's response to the main challenges of today's world, such as employment, economic stability and active participation in democratic life.

Mobility of researchers

Mobility of researchers is a driver of excellence in research. It is not only key to the career development of researchers but also vital to the advancement of science and the transfer of knowledge between countries and sectors.

Building on the success of previous funding schemes, the Marie Curie Actions (MCA) under the 7th EU Framework Programme for Research and Technological Development (2007-2013) awarded competitive mobility grants to researchers of any nationality. The funding scheme spent EUR 4 750 million along its lines of actions for the initial doctoral training, life-long learning and career development of researchers through transnational and intersectoral mobility, and for strengthening international research collaboration among various organisations, fields and sectors.

The involvement of LAC organisations in the MCA is significant. From 2007, more than 150 distinct Latin American organisations have participated over 400 times in 205 Marie Curie projects, Brazilian organisations being the most active (almost half of the total figure, with 187 participations), followed by Argentina (92) and Mexico (71). Brazilian organisations received roughly 45% of the total EUR 25 million EU

contribution to LAC organisations, mostly through participation in projects supporting short-term exchanges of staff.

The analysis of the scope of the MCA shows a disciplinary bias towards experimental sciences: Information Science and Engineering projects count for 22% of the total number of LAC organisation participations, and this scientific field is closely followed by Life Sciences (16%), Environment and Geo Sciences (14%), while Social Sciences count for 13% and Economy for only 2% of the total organisation participations.

The impact of the MCA is particularly strong as regards the number of LAC researchers involved in international and/or inter-sectoral mobilities. In total, around 3 700 researchers¹ have been awarded fellowships or benefitted from a short secondment to a European organisation. Women count for nearly 50% of researchers supported by individual fellowships² and are predominantly involved in projects in the Life Sciences, Chemistry and Social and Human Sciences, whereas they remain underrepresented in Mathematics or Economic Sciences.

Opportunities for increased research collaboration continue under the renamed Marie Skłodowska-Curie actions covering the period 2014-2020. The funding scheme has been awarded a budget of EUR 6.16 billion and is expected to finance around 65 000 researchers worldwide, including some 15 000 non-EU researchers. It is now up to LAC researchers and organisations to grasp the opportunities at hand.

¹ Staff secondments in IRSES included.

² Staff secondments in IRSES excluded.

Resumen Ejecutivo

Este informe proporciona una mirada de conjunto a los principales datos e impactos de los programas europeos de cooperación académica implementados en América Latina y el Caribe (ALC) desde 2007. El nuevo programa Erasmus + (2014-2020) ofrece similares oportunidades de movilidad para estudiantes, docentes e investigadores, así como de cooperación institucional entre las dos regiones. El anexo 1 contiene información respecto a cómo postular al programa Erasmus +.

Este informe además analiza la cooperación en lo que atañe a la movilidad de investigadores, en el marco del programa Marie Curie (2007-2013) y presenta la oferta de becas para movilidad internacional y trans-disciplinaria del nuevo programa, que de ahora en adelante lleva el nombre de Marie Skłodowska-Curie (2014-2020).

Movilidad de créditos y de grados

La denominada "acción 2" del programa Erasmus Mundus financia la movilidad de estudiantes y docentes en el marco de cooperaciones inter-universitarias. Entre 2007 y 2013, benefició a 6780 estudiantes, pertenecientes a 220 Instituciones de Educación Superior (IES), involucradas en 60 acuerdos de cooperación, por un costo total de 1 250 millones de euros. Los estudiantes latinoamericanos concernida son, en buena medida, estudiantes de grado (esto representa una tercera parte del flujo total), salvo en países como Argentina o Cuba donde existe un gran número de participantes que son candidatos a doctorado. En lo referente al Caribe, la mayoría de estudiantes pertenecen a ciclos de post-grado (Master). Vale anotar que la participación de varones y mujeres es relativamente balanceada para el caso de América Latina, con tasas respectivas de 49 y 51% del efectivo total.

Por otra parte, cabe señalar que son más de 2500 los estudiantes para grado de Master o Doctor que recibieron, entre 2004 y 2014, becas por medio de los programas de Co-titulación en Master o Doctorado pertenecientes a Erasmus Mundus.

El informe muestra que la cooperación en aspectos de movilidad universitaria contribuyó a incrementar la capacidad institucional de las IES involucradas en todo lo referente a cooperación internacional en general, lo cual sin duda también permitió que adquirieran mayor prestigio y reconocimiento internacional. Esto es en particular visible para aquellas IES ubicadas en zonas lejanas o con escasos recursos. También es menester observar que los programas lograron exitosamente evitar la denominada evasión de cerebros (o brain-drain), mediante incentivos que efectivamente permitieron que los estudiantes retornaran a sus países de origen, en la gran mayoría de los casos.

El informe también recalca que la participación en algún programa de movilidad ha sido en sendos casos un punto de partida para otras actividades en materia de cooperación institucional, a escala regional e inter-regional, como puede verse claramente con el ejemplo concreto de los programas **Monesia** (el cual involucra a Brasil, Paraguay y Uruguay), **Animo Chévere** (Cuba, Chile, Ecuador y Venezuela) y **MUNDUS ACP**, en la región del Caribe. según el coordinador de los programas Monesia y Animo Chévere, éstos además de aumentar la movilidad estudiantil, permitieron "consolidar e incrementar los esquemas de intercambio entre estudiantes y docentes, simplificar las modalidades de reconocimiento de los períodos de estudio y de los títulos de grado, crear redes estables para llevar a cabo proyectos comunes".

Desde el punto de vista de los estudiantes, el mayor impacto de los programas Erasmus Mundus radica en el desarrollo de habilidades especializadas así como transversales. Numerosos estudiantes entrevistados consideran que, como

consecuencia de su movilidad, sus habilidades sociales y de comunicación, así como su auto-estima y perspectivas profesionales, mejoraron notablemente.

El informe proporciona un resumen de los resultados de la Cooperación Sur-Sur, bajo la rúbrica del programa de movilidad académica intra-ACP y del programa ALFA.

Mediante el nuevo programa Erasmus +, las IES de la región América Latina y Caribe pueden establecer acuerdos de movilidad con instituciones hermanas de la UE, a título individual. También pueden ser contrapartes en los acuerdos de co-titulación de Master (Erasmus Mundus Joint Master Degrees – EMJMD) seleccionados cada año. Estudiantes provenientes del mundo entero pueden candidatear a una beca en este marco.

Fortalecimiento institucional

Los programas ALFA y Edulink buscaron modernizar y reforzar capacidades en la educación internacional, así como contribuir a su mayor internacionalización. Este informe hace especial hincapié en las fases más recientes de estos programas.

El programa ALFA III (2007-2013) permitió financiar 51 proyectos, por un monto total de 75 millones de euros. ALFA III contribuyó al desarrollo institucional y a una mejor articulación entre las IES y la sociedad (la cual incluye a los gobiernos locales y al sector privado). Proyectos tales como **UNICA** (que involucró a Nicaragua, México, Bolivia y Colombia) contribuyeron notablemente a mejorar el acceso de poblaciones marginadas a servicios de educación superior.

ALFA III también generó cambios en temas de género (tal y como puede apreciarse en el marco de la experiencia del proyecto **Equality**), o mediante el empoderamiento (en habilidades de gestión) de micro, pequeños y medianos emprendedores, merced a un programa de gestión especialmente diseñado para países de América Central en el marco del proyecto **EURECA**.

Edulink por su parte encubrió una amplia gama de países (incluyendo a África y el Pacífico) pero muchos proyectos fueron centrados en el Caribe.

Todas estas oportunidades de cooperación entre la UE y la región LAC en temas de fortalecimiento institucional aún se mantienen, bajo la rúbrica "Acción 2 del programa Erasmus +" (Cooperación con miras a innovación y al intercambio de experiencias), cuyo objetivo en el fondo es de modernizar y reforzar las acciones de educación, de formación y de apoyo a jóvenes con el fin de que éstas estén más acorde con los retos actuales, por ejemplo en temas de empleo, de estabilidad económica y de participación ciudadana.

Movilidad de investigadores

La movilidad de investigadores es un factor de excelencia. No sólo permite mejorar el desarrollo de las carreras profesionales de los investigadores sino que es vital para el progreso de la ciencia y la transferencia de conocimientos entre países y sectores.

Las Acciones Marie Curie (MCA), en el marco del séptimo Programa Marco para Investigación y Desarrollo Tecnológico (2007-2013) otorgaron, por concurso, becas para que investigadores de cualquier nacionalidad pudieran beneficiarse de una movilidad, tal como se había venido haciendo exitosamente en años anteriores. El esquema de financiamiento alcanzó 4750 millones de euros, repartidos en formación doctoral inicial, formación continua y apoyo al desarrollo profesional, mediante becas

de movilidad internacional pero también inter-sectorial, así como en acciones de fortalecimiento de la colaboración entre diversas organizaciones, campos y sectores de investigación.

El nivel de involucramiento de las organizaciones latinoamericanas y caribeñas en el programa MAC es muy significativo. Desde el año 2007, son más de 150 organizaciones distintas las que participaron en un total de 400 actividades propugnadas por 205 proyectos rubricados MCA. Las organizaciones brasileñas vienen a ser las más activas (presentes en un total de 187 actividades, casi la mitad del total), seguidas por las argentinas (92) y las mexicanas (71). Las organizaciones brasileñas recibieron más o menos el 45% de los 25 millones de la partida del programa reservada para América Latina y el Caribe, principalmente mediante proyectos de intercambio de corto plazo de investigadores.

Cuando uno analiza el contenido de las acciones MCA, puede notarse un sesgo hacia ciencias experimentales: las ciencias de la información y la ingeniería abarcan el 22% del número total de participaciones en actividades, seguidas inmediatamente por las llamadas "ciencias de la vida" (*Life Sciences*, es decir la biología y todas las ciencias afines, con un 16%), las ciencias ambientales y la geo-ciencias (14%). En cambio, las ciencias sociales y la economía representan tan solo el 13% y el 2%, respectivamente, del total de participaciones en actividades.

El impacto de las MCA es particularmente elevado en cuanto al número de individuos que participaron en algún intercambio o movilidad internacional o inter-sectorial. En total, fueron 3700 los investigadores latinoamericanos o caribeños que consiguieron una beca o un traslado temporal para trabajar en una organización europea. Las mujeres representan hasta el 50% de los beneficiarios de una beca individual. Participan mayormente en proyectos que conciernen a las ciencias de la vida, química o ciencias sociales y humanidades, mientras por el contrario siguen sub-representadas en matemáticas o economía.

Estas oportunidades de colaboración en áreas de investigación aún seguirán existiendo durante el próximo periodo 2014-2020, siendo rubricadas bajo el programa que de ahora en adelante se denominará "Acciones Marie Skłodowska-Curie". El esquema de financiamiento prevé un monto de 6,16 millones de euros para el periodo, y se espera que financiará unas 65 000 becas en el mundo entero, incluyendo a unos 15 000 investigadores ubicados fuera de la Unión Europea, por cuanto las organizaciones e investigadores de la región LAC podrán, si así lo desean, aprovechar estas oportunidades.

Résumé Exécutif

Le présent document contient un panorama des données essentielles et des impacts de la coopération européenne en matière universitaire à destination de l'Amérique Latine et des Caraïbes, et ce depuis 2007. Cette coopération se poursuit désormais au travers du programme Erasmus + (2014-2020), qui fournit aux étudiants, enseignants et chercheurs des opportunités comparables en matière de mobilité internationale et interdisciplinaire. L'annexe 1 contient des éléments d'information sur la manière de faire acte de candidature pour bénéficier d'un soutien au titre du programme Erasmus+.

En outre, ce document contient une analyse de la coopération en matière d'échanges de chercheurs, telle qu'elle s'est déployée sous couvert du programme Marie Curie (2007-2013), et des informations relatives aux financements désormais disponibles dans le cadre de ce programme, rebaptisé Marie Skłodowska-Curie (2014-2020).

Echanges d'étudiants et d'enseignants

Le compartiment intitulé 'Action 2' du programme Erasmus Mundus permet de financer les échanges d'étudiants et d'enseignants, dans le cadre de partenariats interuniversitaires. Entre 2007 et 2013, pour un budget total de 1250 millions d'euros, 6780 étudiants latino-américains et caribéens ont bénéficié d'une bourse d'échange, grâce à environ 69 partenariats qui impliquaient 220 Etablissements d'Enseignement Supérieur (EES). Les étudiants latino-américains impliqués par ces échanges sont, pour une bonne partie d'entre eux (30% du total), des étudiants de premier cycle universitaire. Dans certains pays comme l'Argentine ou Cuba, le contingent principal est fourni par des étudiants du cycle doctoral. Pour ce qui concerne les Caraïbes, les échanges concernent pour l'essentiel des étudiants de niveau Master. Il est important de noter par ailleurs que la parité entre les sexes est atteinte en Amérique Latine, où 51% des bénéficiaires sont des femmes

Dans l'ensemble, ce sont plus de 2500 étudiants ou doctorants des pays d'Amérique Latine et des Caraïbes qui ont obtenu, entre 2004 et 2014, une bourse d'études ou d'association (*fellowship*) grâce à l'un des programmes de Co-Master ou Co-Doctorat prévus au titre d'Erasmus Mundus.

Le rapport indique également que ces partenariats ont dans l'ensemble contribué à accroître les capacités en matière de coopération internationale des institutions impliquées, ce qui n'a pas manqué de leur apporter une reconnaissance internationale et d'augmenter ainsi leur prestige. Ceci est très remarquable notamment pour ce qui concerne les institutions situées dans des zones reculées et/ou défavorisées. Il convient aussi de noter que le programme a permis d'éviter les phénomènes de "fuite de cerveaux", en assortissant les bourses d'encouragements au retour, au point qu'aujourd'hui une grande majorité des anciens boursiers vivent dans leur pays d'origine.

Le rapport montre également que le fait de participer à un programme d'échange a souvent constitué le point de départ d'autres coopérations institutionnelles, à l'échelon régional et interrégional. Ceci est tout à fait clair dans le cas de projets comme **Monesia** (qui associa des universités du Brésil, du Paraguay et de l'Uruguay), **Animo Chévere** (Cuba, Chili, Equateur et Venezuela) et **Mundus ACP**, lequel couvrit l'ensemble de la région Caraïbe. Si l'on en croit leur coordinateur, les projets **Monesia** et **Animo Chévere** ont accru, outre les échanges proprement dits, "le nombre de schémas et modalités d'échanges d'étudiants et de professeurs, tout en simplifiant les procédures de reconnaissance mutuelle des diplômes et des périodes d'études, et en encourageant la constitution de réseaux interuniversitaires stables".

Les étudiants quant à eux mettent volontiers l'accent sur le développement de compétences individuelles spécialisées tout autant que transversales, qui résultent des partenariats établis sous l'égide du programme Erasmus Mundus. De nombreux étudiants ayant participé à l'enquête présentée dans le rapport jugent que leurs compétences sociales et de communication, tout autant que leur confiance en eux, leur autonomie, et leurs perspectives de carrière s'étaient améliorées à la suite de leur séjour d'échange.

Le rapport fournit également une synthèse des résultats de la coopération sud-sud, dans le cadre du programme d'échanges universitaires Intra-ACP et du programme ALFA.

Désormais, grâce au programme Erasmus +, des EES de la région LAC sont susceptibles de nouer, à titre individuel, des partenariats avec des EES en Europe. Ces établissements peuvent également s'intégrer à des consortiums de partenaires, dans le cadre appels à propositions pour des partenariats co-diplômants de niveau Licence ou Master (anciennement Erasmus Mundus Joint Master Degrees ou EMJMD).

Renforcement institutionnel

Les programmes ALFA et Edulink ont historiquement visé à moderniser et à renforcer les capacités et le degré d'internationalisation des Etablissements d'Enseignement Supérieur.

Le programme ALFA III (2007-2013) a permis de financer 51 projets, pour un budget total de 75 millions d'euros, consacré au développement institutionnel et au renforcement de l'articulation entre les EES et la société (entre autres, les collectivités locales et les entreprises). Des projets semblables au projet **UNICA** évoqué dans le rapport (qui a concerné le Nicaragua, le Mexique, la Bolivie et la Colombie) ont notamment permis d'améliorer l'accès à l'enseignement supérieur pour les personnes vivant dans des régions reculées ou appartenant à des populations vulnérables.

ALFA III a également contribué à un authentique changement social, par exemple en luttant efficacement contre les discriminations sexuelles (comme il ressort de l'expérience du projet **Equality**) ou bien en encourageant l'essor des PME grâce à des formations en gestion assurées à l'échelle de toute l'Amérique Centrale via le projet **EURECA**.

Le programme Edulink a quant à lui couvert une gamme très large de pays (y compris en Afrique et dans le Pacifique), mais ce sont les pays de la zone Caraïbe qui en ont été les principaux bénéficiaires.

Toutes ces programmes de coopération en matière de renforcement institutionnel des EES sont désormais regroupés au sein d'un seul et même instrument, rebaptisé "Action n°2" (Coopération pour l'innovation et l'échange d'expériences), qui est un compartiment du programme Erasmus +, dont l'objet est la modernisation et le renforcement des systèmes de formation, d'enseignement supérieur et d'encadrement des jeunes afin qu'ils répondent plus efficacement aux défis du monde actuel: l'emploi, la stabilité économique, la participation citoyenne.

Echanges de chercheurs

Les échanges de chercheurs sont un moteur d'excellence en matière de recherche. Ils ne sont pas seulement essentiels au développement des carrières, mais également vitaux pour l'avancement de la science et le transfert de connaissances entre pays et secteurs.

Les actions Marie Curie (AMC), désormais riches d'une longue et heureuse expérience, ont permis d'accorder à des chercheurs de toutes nationalités, sur concours, des bourses de mobilité, sous couvert du 7^{ème} Programme Cadre pour la Recherche et le Développement Technologique (2007-2013). La ligne de financement, dotée de 4750 millions d'euros pour l'ensemble de la période, a porté sur la formation doctorale, la formation continue, les échanges internationaux et transdisciplinaires des chercheurs, et a plus généralement permis de renforcer la collaboration internationale entre diverses institutions de recherche, champs de recherche et disciplines scientifiques.

La participation des institutions de la région LAC aux AMC est tout à fait significative. Depuis 2007, ce sont plus de 150 institutions distinctes qui ont participé, à près de 400 reprises, à pas moins de 205 projets Marie Curie. Les plus actives sont les institutions brésiliennes (187 participations, soit près de la moitié du total), suivies par les Argentines (92 participations) et les Mexicaines (71). Les institutions brésiliennes ont reçu environ 45% des 25 millions d'euros destinés à l'Amérique Latine et aux Caraïbes, qu'elles ont principalement employés à des échanges de court terme entre équipes de chercheurs.

L'analyse détaillée des champs disciplinaires concernés par les AMC révèle un biais tout fait net au profit des sciences expérimentales: les sciences de l'information et l'ingénierie représentent 22% du total des participations, suivies par les sciences de la vie (16%), les sciences de l'environnement et les géo-sciences (14%), tandis que les sciences sociales et l'économie ne représentent que 13% et 2% respectivement du total des participations.

L'impact des AMC est très important si l'on en juge par le nombre total de chercheurs concernés par des échanges internationaux et/ou intersectoriels. En tout près de 3700 chercheurs ont bénéficié d'une bourse d'échange ou d'un détachement de court-terme auprès d'un établissement de recherche européen. Les femmes représentent près de 50% du total de chercheurs concernés, et se trouvent investies dans des projets de recherche portant sur les sciences de la vie, la chimie, les sciences humaines et sociales, tandis qu'elles demeurent sous-représentées en mathématiques ou en sciences économiques.

Le nouveau programme Marie Skłodowska-Curie permettra de poursuivre ces coopérations entre établissements de recherche pendant la période 2014-2020. Le programme est doté d'un budget de 6,16 milliards d'euros pour un nombre estimé de 65 000 chercheurs bénéficiaires, dont 15 000 chercheurs hors UE. Les établissements de recherche et les chercheurs latino-américains et caribéens pourront donc tirer profit, à leur convenance, de ces opportunités de financement.

Sumário executivo

Este relatório oferece ao leitor uma visão geral dos elementos-chave e do impacto dos programas de cooperação académica da UE executados com a América Latina e Caraíbas desde 2007. Idênticas oportunidades para a mobilidade de estudantes, docentes e investigadores, e para a cooperação institucional entre as duas regiões continuam com o programa Erasmus + (2014-2020). Mais informações sobre as inscrições para Erasmus + estão disponíveis no Anexo 1.

Além disso, analisa a cooperação no que diz respeito à mobilidade dos investigadores no âmbito das Ações Marie Curie (2007-2013) e apresenta as oportunidades de financiamento existentes para a mobilidade internacional e intersectorial dos investigadores disponíveis no quadro das ações hoje nomeadas Marie Skłodowska-Curie (2014-2020).

Mobilidade para obter créditos e diplomas universitários

A Ação Erasmus Mundus 2 financia a mobilidade dos estudantes e do pessoal no âmbito de parcerias universitárias: entre 2007 e 2013 com um orçamento de 1 250 milhões de euros, 6.780 estudantes e académicos da América Latina e das Caraíbas beneficiaram da mobilidade, com a participação de quase 220 instituições de ensino superior envolvidas em 60 parcerias. Os estudantes da América Latina são principalmente universitários (mais de um terço do total dos fluxos), exceto em países como Argentina ou Cuba, onde os participantes são principalmente doutorandos. Por outro lado, nas Caraíbas a mobilidade abrange maioritariamente mestrados. É notório que o equilíbrio entre os sexos foi atingido (51% do sexo feminino versus 49% de participação masculina), o que contrasta com o que acontece na maioria dos países da América Latina, onde o acesso ao ensino superior continua dominado pelos homens. São ainda necessários esforços para atingir o equilíbrio nas Caraíbas. Mais de 2 500 estudantes ou doutorandos de países da ALC foram recompensados com bolsas de estudo ou por bolsas Erasmus Mundus conjuntas de mestrado e doutoramento, entre 2004 e 2014.

O relatório mostra que essas parcerias para a mobilidade contribuíram para elevar a capacidade de cooperação internacional das Instituições de Ensino Superior (IES) envolvidas, contribuindo também para o reforço do seu prestígio e reconhecimento internacional. Isto é particularmente visível entre essas instituições de ensino superior localizadas em áreas remotas e menos desenvolvidas. De realçar que os programas conseguiram enfrentar com êxito a questão da fuga de cérebros, dando incentivos para motivar os estudantes a regressar aos seus países de origem, de tal forma que, hoje, 92% do total de bolsistas latino-americanos voltam ao seu país.

O relatório também destaca que a participação num programa de mobilidade tem sido uma ponta de lança para uma maior cooperação institucional, regional e inter-regional. Isto é particularmente visível através do exemplo concreto de **Monesia** (envolvendo o Brasil, Paraguai e Uruguai) **Animo Chévere** (Cuba, Chile, Equador e Venezuela) e **MUNDUS ACP**, que abrangeu os países das Caraíbas. Além da mobilidade, por si só, estes projetos, de acordo com o seu coordenador, têm contribuído para "a consolidação e crescimento dos regimes de intercâmbio de estudantes e de pessoal, para a simplificação do reconhecimento de períodos de estudo e de cursos, da criação de redes estáveis para projectos conjuntos".

Do ponto de vista do estudante, deve notar-se que um grande impacto de parcerias Erasmus Mundus é a nível individual, o desenvolvimento de habilidades especializadas, bem como as competências transversais. Mais de 40 por cento dos inquiridos afirmaram que as suas competências de comunicação social, bem como as de auto-

gestão, auto-confiança e perspectivas de carreira tinham melhorado como resultado de sua mobilidade.

O relatório também resume os resultados da cooperação Sul-Sul no âmbito do programa de mobilidade académica Intra-ACP. Ao abrigo do Erasmus +, todas as IES na região da América Latina são capazes de aderir aos acordos de mobilidade com instituições de ensino superior na Europa. Eles também podem ser parceiros nos diplomas conjuntos Erasmus Mundus Master (EMJMDs) selecionados a cada ano. Estudantes de todo o mundo podem candidatar-se a bolsas de estudo para esses EMJMDs.

Reforço de Capacidades

Os programas ALFA e EDULINK visam modernizar e reforçar a capacidade e internacionalização do ensino superior. O relatório centra-se nas fases mais recentes.

O relatório incide sobre o programa ALFA III (2007-2013, 75 milhões de euros), que financiou 51 projetos. ALFA III tem contribuído para o desenvolvimento institucional e para uma melhor sintonia entre instituições de ensino superior e da sociedade (instituições governamentais locais e o sector empresarial). Projetos como **UNICA** (envolvendo Nicarágua, México, Bolívia e Colômbia) têm, em especial, contribuído para um melhor acesso aos serviços de ensino superior para pessoas que vivem em áreas remotas e para os grupos vulneráveis.

ALFA III também tem contribuído para uma mudança social na área das relações de género (como demonstrou o projeto **Igualdade**) ou através da capacitação de empresários de micro, pequenas e médias empresas (nas capacidades de gestão), graças a um programa de gestão que foi implementado na América Central, pelo projeto **EURECA**. EDULINK abrangeu um vasto leque de países que também incluíam África e o Pacífico, mas alcançou uma taxa proporcionalmente mais elevada de projectos virados para as Caraíbas.

Todas estas oportunidades de cooperação UE-ALC continuam como é o caso da Capacitação para projetos de Ensino Superior no âmbito da Ação-chave 2 do programa Erasmus + (cooperação para a inovação e o intercâmbio de boas práticas), que tem por objetivo fomentar a modernização e reforçar a educação, a formação e o sistema de resposta da juventude aos principais desafios do mundo de hoje, como o emprego, a estabilidade económica e a participação ativa na vida democrática.

A mobilidade dos investigadores

A mobilidade de investigadores fomenta a excelência em pesquisa. Não é apenas a chave para o desenvolvimento da carreira dos investigadores, é também vital para o avanço da ciência e da transferência de conhecimentos entre países e sectores.

Aproveitando o sucesso de programas de financiamento anteriores, as Ações Marie Curie (MCA) no âmbito do 7º Programa-Quadro da UE para a Investigação e Desenvolvimento Tecnológico (2007-2013) concederam bolsas de mobilidade competitivos para investigadores de qualquer nacionalidade. O regime de financiamento atingiu 4 750 milhões de euros através das suas linhas de acções para a formação de doutorado para a aprendizagem ao longo da vida e o desenvolvimento da carreira dos investigadores através da mobilidade transnacional e intersectorial, e para reforçar a colaboração internacional de pesquisa entre várias organizações, domínios e sectores.

O envolvimento das organizações da ALC no MCA é significativo. A partir de 2007, mais de 150 organizações latino-americanas participaram cerca de 400 vezes em 205 projetos de Marie Curie. As organizações brasileiras foram as mais activas (quase metade do valor total, com 187 participações), seguidas pela Argentina (92) e México (71). As organizações brasileiras receberam cerca de 45% do total de contribuições da UE (25 milhões de euros) para organizações da ALC, principalmente através da participação em projectos de apoio aos intercâmbios de curta duração de pessoal. A análise do âmbito de aplicação da MCA mostra um viés disciplinar para as ciências experimentais: projetos de ciência e engenharia de informação contam para 22% do número total de participações organização LAC, e este campo científico é seguido de perto pelas ciências da vida (16%), Meio Ambiente e Ciências Geografia (14%), enquanto Ciências Sociais contam para 13% e da Economia para apenas 2% da organização total participações.

O impacto da MCA é particularmente forte no que diz respeito ao número de investigadores da ALC envolvidos na mobilidade internacional e / ou intersectorial. No total, cerca de 3 700 investigadores receberam bolsas de estudo ou beneficiaram de uma curta deslocação a uma organização europeia. As mulheres são quase 50% dos investigadores apoiados por bolsas individuais e estão predominantemente envolvidas em projetos de Ciências Biológicas, Química e Ciências Sociais e Humanas, mas estão sub-representadas em Matemática ou Ciências Económicas.

As oportunidades para aumentar a colaboração em investigação continuam no âmbito das rebatizadas ações Marie Skłodowska-Curies que cobrem o período de 2014-2020. O regime de financiamento recebeu um orçamento de 6 160 milhões de euros e deverá financiar cerca de 65 000 investigadores em todo o mundo, incluindo cerca de 15 000 investigadores de países não membros da UE. Cabe agora aos investigadores e organizações ALC agarrar as oportunidades que apareçam.

Introduction

Higher education is today, more than ever, a key component of any strategy aiming at sustainable development. In a growing global economy that relies heavily on qualified human capital, research and innovation, higher education and the mobility of researchers across borders and sectors are tools to enhance competitiveness, attract and add value to investments and businesses. The quality of higher education systems and research also determines the capacity of any given country to effectively face its challenges and collectively shape its own future. As such, higher education and research cooperation is becoming part of international relations.

The publication of this report on the achievements of EU-LAC cooperation (i.e. cooperation between the EU and LAC – Latin American and Caribbean – countries) in the field of higher education and research, on the occasion of the eighth EU-CELAC summit, is therefore both timely and much needed.

The report sheds light upon the various dimensions of an already vast and far reaching cooperation, which has paved the way towards an integrated LAC/EU higher education area. It shows how initiatives that may appear modest at first sight can have far reaching impacts. Similarly it presents the panorama of EU programmes over the most recent years in the field of higher education and research which involve Latin America and the Caribbean, and their impact. In addition, it looks at achievements as regards research collaborations through international and cross-sectoral mobility of researchers.

Support for cooperation between the EU and the LAC countries in all three areas – mobility for higher education students and staff, higher education capacity building and mobility of researchers – continues under the **Erasmus+** programme and under the **Marie Skłodowska Curie Actions** for research.

This report is organised in three sections:

- The first section is devoted to mobility (now key action 1 of Erasmus+), and embraces both mobility between universities and degree-related mobility (including integrated degree courses such as the Erasmus Mundus Joint Master Degrees). It provides information on the participation of Latin American and Caribbean individuals and institutions up to now under Erasmus Mundus and the intra-ACP academic mobility scheme, and highlights some of these programmes' impact.
- The second section is an overview of capacity-building actions, including those carried out under the ALFA programme, Edulink and under Erasmus Mundus Action 3. It includes an analysis to the ALFA III programme (2007-2013) and focuses on some projects of particular interest which received financial support from this programme, as, for instance the **UNICA** project (involving Mexico, Nicaragua, Bolivia and Colombia), for its innovation and impact.
- The third and last section explores the various dimensions of researchers' training, mobility, and career development as it has been supported through Marie Curie (now Marie Skłodowska-Curie) actions and encourages a stronger participation of Latin American researchers and organisations in this funding scheme.

With such an overview, higher education institutions will have to hand a useful tool that can help them prepare their participation in various EU programmes that have been designed to contribute to their institutional development. This will help them face the challenges of today's ever growing LAC Higher Education space: a rapid increase

in the number of students engaging into tertiary education, combined with a trend towards internationalisation.

The report has been compiled by the European Commission's Directorate-General for Education and Culture, its Directorate-General for International Cooperation and Development, and the Education, Audiovisual and Culture Executive Agency of the European Commission.

1. Student and staff mobility

Under Erasmus+ (2014-2020), higher education institutions from Latin America and the Caribbean may conclude an inter-institutional agreement with European HEIs. This will enable them to send their own students or doctoral candidates for short-term mobility (up to 12 months) to the partner institution in Europe. The HEI must recognise the credits earned by its students while in Europe, which count towards their degree at home. Staff can receive grants for teaching or training assignments (5 days to 2 months) at the European HEI. Under the same agreement, a HEI from the LAC region can host European students, doctoral candidates or staff for short-term mobility.

Part 1 looks at the experience and impact of mobility schemes funded by the EU in the period prior to Erasmus+.

Part 2 looks more specifically at the specific Erasmus Mundus Master degree programmes and the mobility they have provided up to now, and will continue to provide under Erasmus+.

1.1. Erasmus Mundus Partnerships

Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region in the world on the other. Together, the partnerships manage mobility flows between the two concerned regions targeting a range of academic levels – bachelors, masters, doctorate, post-doctorate, administrative staff and academic staff.

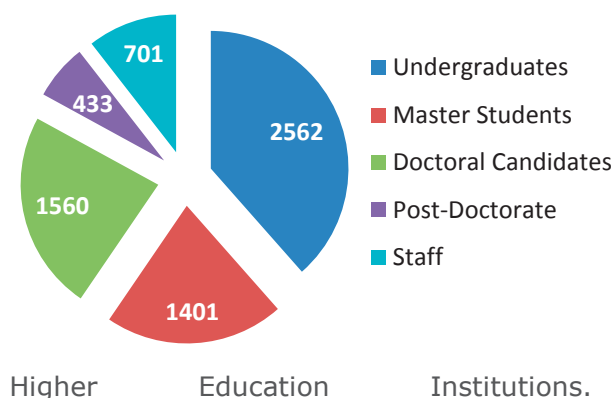
Mobility was possible for individuals from the partner institutions (Target Group 1), for other nationals of the region who are not registered at partner institutions (Target Group 2) or for vulnerable groups such as displaced persons (Target Group 3).

With regard to results, it is important to underline that under the **EM Partnerships** there were more than **6 000 instances of participation by HEIs** building **308 partnerships worldwide** implementing more than **45 000 mobility flows**.

EM partnerships with Latin America

Partnerships with **Latin America**³ seek to enhance knowledge and understanding between the EU and LA countries through academic and cultural exchanges¹, (in the light of improving education and training of human resources and modernisation of HE systems and institutions. In other words, contributing to economic and social development in Latin America.

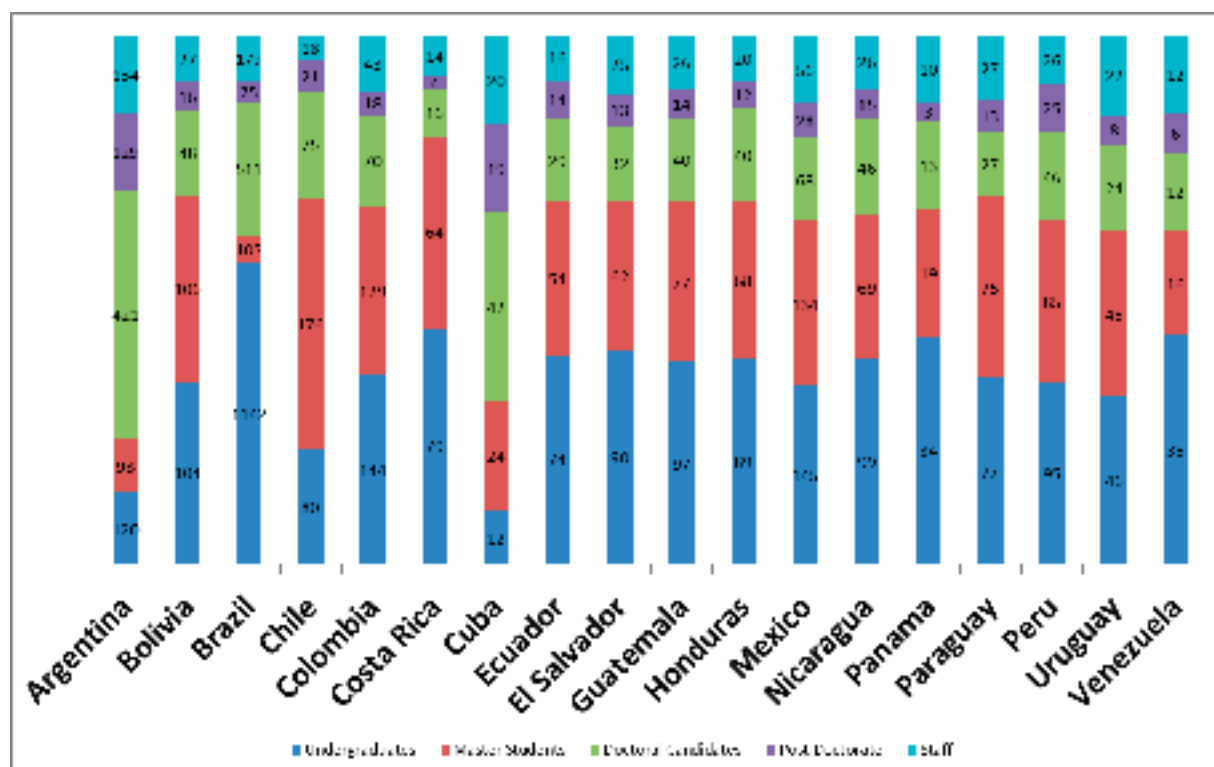
In this regard, between 2007 and 2013, **EUR 95.6 million** of the Regional contribution to Latin America has funded 53 partnerships, with around 550 instances of participation from 220 different Latin America



³ The figures are based on the implemented mobility by the 2008-2010 selected projects and the planned mobility by the 2011-2014 selected projects.

Over **6 650 students and academics** have taken part in this academic mobility programme. These were divided as follows: Masters (21%), Doctorates (23%) and Post-Doctorates (6%) represent 50% of the total mobilities while Undergraduates represent 39% and staff represents 11% of the total regional mobilities.

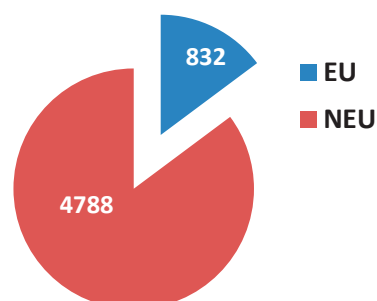
Geographically speaking, two countries Brazil (30%) and Argentina (13%), have between them represented 43% of the LA regional mobilities implemented during the period of reference. The establishment of geographical lots in the regional calls of 2012 and 2013 substantially increased the participation of other Latin American countries, in particular El Salvador, Honduras, Guatemala and Nicaragua in Central America, plus Bolivia and Paraguay in the Southern part of the continent.



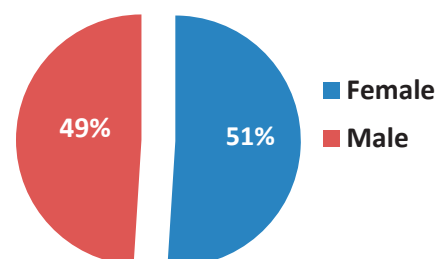
The charts below show the mobility of Latin American nationals implemented by Erasmus Mundus Partnerships selected between 2008 and 2013⁴.

⁴ The figures for 2011-2013 selected projects are not definitive as the projects are on-going.

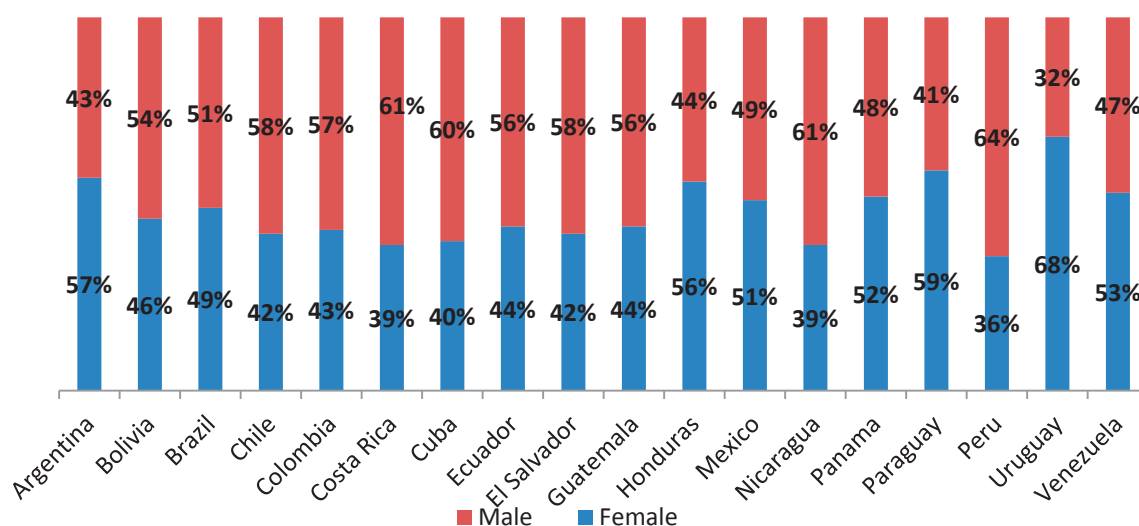
**Implemented mobility
Latin American nationals v/s EU
nationals, 2008-2013**



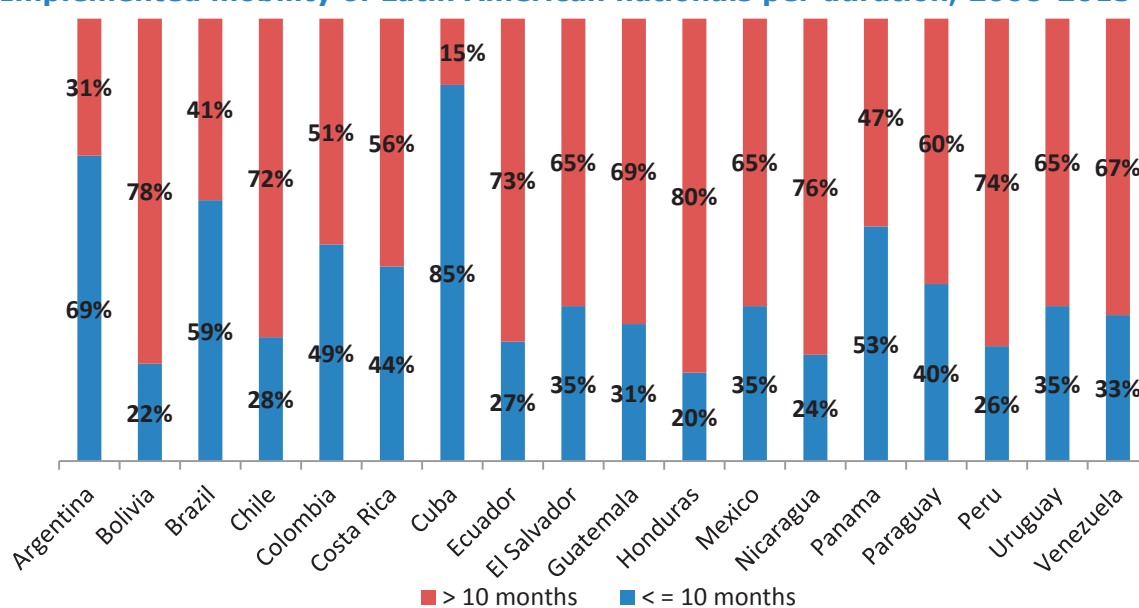
**Implemented mobility
Latin American nationals
per gender, 2008-2013**



Implemented mobility of Latin American nationals per gender, 2008-2013



Implemented mobility of Latin American nationals per duration, 2008-2013



Top 5 fields of study

The top 5 fields of study at the host institution (Europeans and Latin American grantees combined) are:

- Engineering and Technology
- Economics
- Medical sciences
- Social Sciences
- Psychology and Behavioural Sciences

Impact of the EM Partnerships in the LA countries

From 2007 to 2014, 53 partnerships were selected involving 200 different higher institutions from Latin America. These have contributed to the professional development of human resources and raised the international cooperation capacity of the higher education institutions involved. Particularly, for the HEIs located in less developed areas who have acquired, thanks to this participation, an international dimension.

Global achievements⁵

- Projects are in line with the priorities of the EU's agreed strategy for development cooperation with the region
- Partnerships were able to meet and achieve the number of planned mobilities within their project lifetime;
- High participation of universities and high interest in this type of cooperation;
- Consolidated partnerships between universities from both sides;
- Internationalization of universities in less favoured regions;
- Cultural enrichment for grant holders.

Achievements on the results obtained by the partnerships in terms of **key issues**

- Academic recognition

Recognition of study periods has been included in all partnerships as a priority issue since the aims of the mobility scheme will only be achieved if it is ensured that academic achievements earned abroad will be recognized by the grant holder university. In general terms, all EM partnerships have adopted tools to facilitate recognition of study and research activities carried out during mobility period such as Learning Agreement for exchange students and study/research/training/teaching plan for doctoral, post-doc students and staff. Furthermore, it is positive to note that some partnerships have established a mechanism of collaboration between partners in view of the implementation of *co-tutelle* agreements.

The main obstacle that EM partnerships with LA countries had to confront was the differences existing among the national transfer academic systems and that in many cases each university has its own specific academic management model.

EM partnerships did try to tackle this challenge and achieve a **common agreement on grade and credit conversion procedures**. Thanks to this, the academic recognition at partner universities was possible and also contributed to set up the basis for the further development of recognition systems in the context of international mobilities.

⁵ According to the findings of the ROM (Monitoring on medium-term results of projects in Latin America)

- Quality assurance

Quality assurance is seen as a continuous process helping to reach and maintain the high standards of the project. Most of the partnerships have obtained positive results in terms of satisfaction received from the partners and the grant holders.

- Addressing vulnerable groups

Attracting vulnerable groups in Latin America has been a major challenge. In order to reach this aim, dialogue and agreements in how to identify and motivate these candidates were set up with the LA partners. As a result, vulnerable groups have been highly represented in the EM programme. The experience of these grant holders has been specially and positively important with a great impact at individual and professional level.

- Addressing cross-cutting issues

Cross-cutting issues refer to gender balance, and equal opportunities together with the participation of disadvantaged groups such as social and economically disadvantaged persons and persons with special needs. As a result, it is positively noted that a gender balance exists with an equal participation of female and male grant-holders. A high proportion of disadvantaged students from LA countries are present in most of the activities of the EM Partnerships.

- Tackling brain drain

The issue of brain drain is a delicate and a sensitive issue. This is why the Latin America EM partnerships, prefer to take a "brain gain" approach and to motivate students positively to return to their home country. Furthermore, the approach of "brain circulation" is adopted for most of the grant holders, especially for the PhD (joint doctorates, research collaborations...). The measures put in place to prevent any risk of brain drain are adequate and encouraging in most of the partnerships. According to the students impact survey (addressed below in this section) 92% of the grantees are now back living in their country of origin.

Impact

The **Santiago Declaration of the EU-CELAC Summit of Heads of State and Government** (Santiago de Chile, January 2013) recognises the important contribution of higher education programmes for academic cooperation and international student, research and academic staff mobility between EU and Latin America and the importance of investment in the field of higher education, research and innovation for promoting growth, employment and sustainable development. (art 29).

EM Partnerships targeting EU and LA institutions are built on the priorities of both regions. Erasmus+ will act as a catalyst to ensure that this cooperation will continue in the same direction to promote greater cooperation.

The EM Partnerships projects have a *potential* impact on at least three levels:

(i) Institutional level

Individual experience of mobility can also have an impact at institutional level. In particular, in PhD training programs, the students are being exposed to different research techniques and having access to highly prestigious research groups acquire very valuable experience. Consequently, a continuous exchange is established and new bilateral projects can then be set up. In addition, the efforts to establish joint supervision of doctorate research or co-directed thesis agreements have been

positively observed: these lead to double diplomas and also reinforce links between the institutions involved.

The institutional impact is highest for the universities in less-developed areas⁶; many of them are participating for the first time learning about student mobility and strengthening their management capacities. The creation of international offices, procedures and regulations for mobility and recognition are clear steps leading to the internationalization process.

Coordinator of the EADIC Partnership: University of Bologna, Italy

Participation in Erasmus Mundus programme made it necessary for our international office to take internationalisation into account on a different level. It helped us to admit that if we really want to develop the process of internationalisation, it is not enough to accept sole incoming students and prepare a few courses in English. More than that, we have to adapt our institutional structures and our philosophy behind them. Thus, Erasmus Mundus did a good job to break open the doors of institutions for them to realise that in order to achieve internationalisation they need to look closer into their own procedures first. We often call it "internationalisation at home".

The highest impact at the institutional level came through exchange of academic and administrative staff, professors, researchers and managerial staff. Cooperation activities actively improved their teaching capacity and raised awareness inside their home university. This not only raised EU visibility but also improved the profile, visibility and credibility for the less experienced partners in an international sphere.

(ii) Student/Staff level

The most benefits of the EM partnerships actions are for the individuals, who obtained an EM scholarship, in terms of personal satisfaction and professional development.

Surveys organised by the partnerships show that the grant holders highly appreciated the individual and collective experience; integration into culture and daily life on the host country; positive cultural experience adopting new points of view and establishing networks of friends and colleagues.

"...thanks to the scholarship I became the youngest senior manager at the largest private company in Brazil..."

Staff participating report how they are happy to have acquired new academic and scientific material, participated in international seminars and conferences, developed international publications and awards, quantitative and qualitative increase of international teaching and research projects and setting up networks for academic, research and development cooperation.

Skills and career perspectives

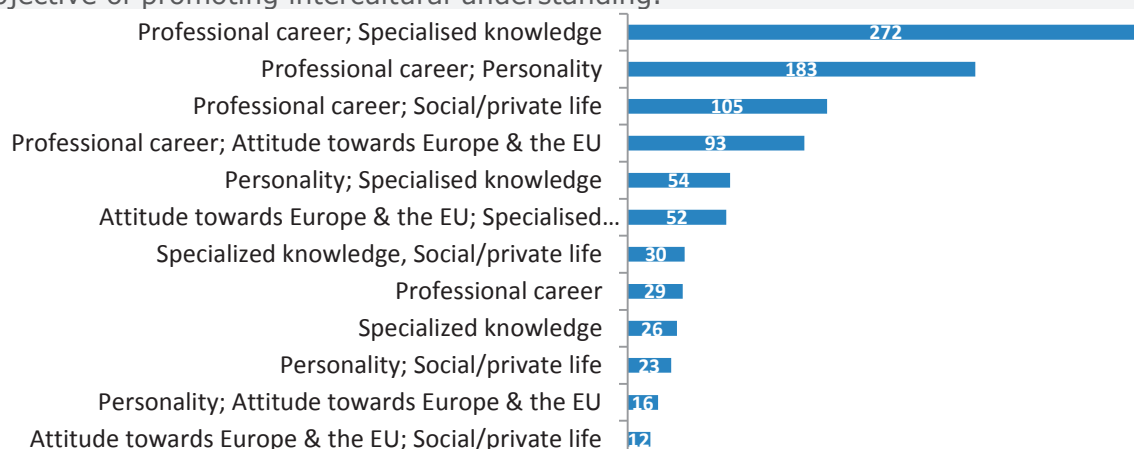
Some 900 students and alumni from Latin America responded to a questionnaire about the impact of Erasmus Mundus on their education and career.

Top 12 greatest impact

Participants were asked to detail where they felt their mobility had had the greatest impact. Two options could be chosen and the results show clearly that many had experienced positive effects on their professional career and specialised knowledge

⁶ The participation of institutions located in less-developed areas is an eligibility requirement for the composition of the EM partnerships; it is estimated that 50% of the partner universities from LA are established or have campuses in less developed regions of their respective countries.

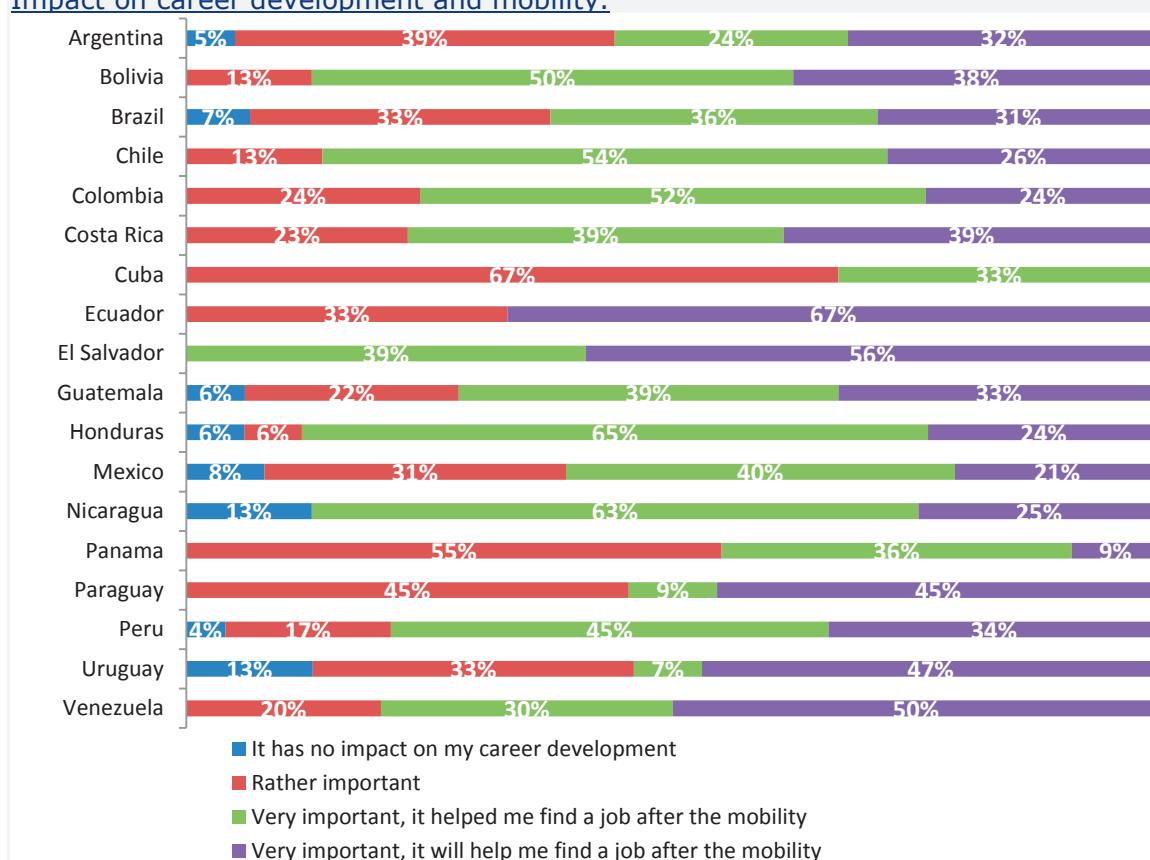
had been experienced by many. Also in the top results was attitude towards Europe, which is a very positive result for Erasmus Mundus and fulfils the programmes objective of promoting intercultural understanding.



Impact of Erasmus Mundus mobility on career development⁷

Participants felt that the Erasmus Mundus mobility was very important for their career development. In some countries, where unemployment was reported such as Bolivia and Costa Rica, nobody answered that the mobility would have or had had no impact on career development. This suggests that even those who were unemployed at the time of filling in the survey felt that the mobility would give them greater chances of eventually finding employment.

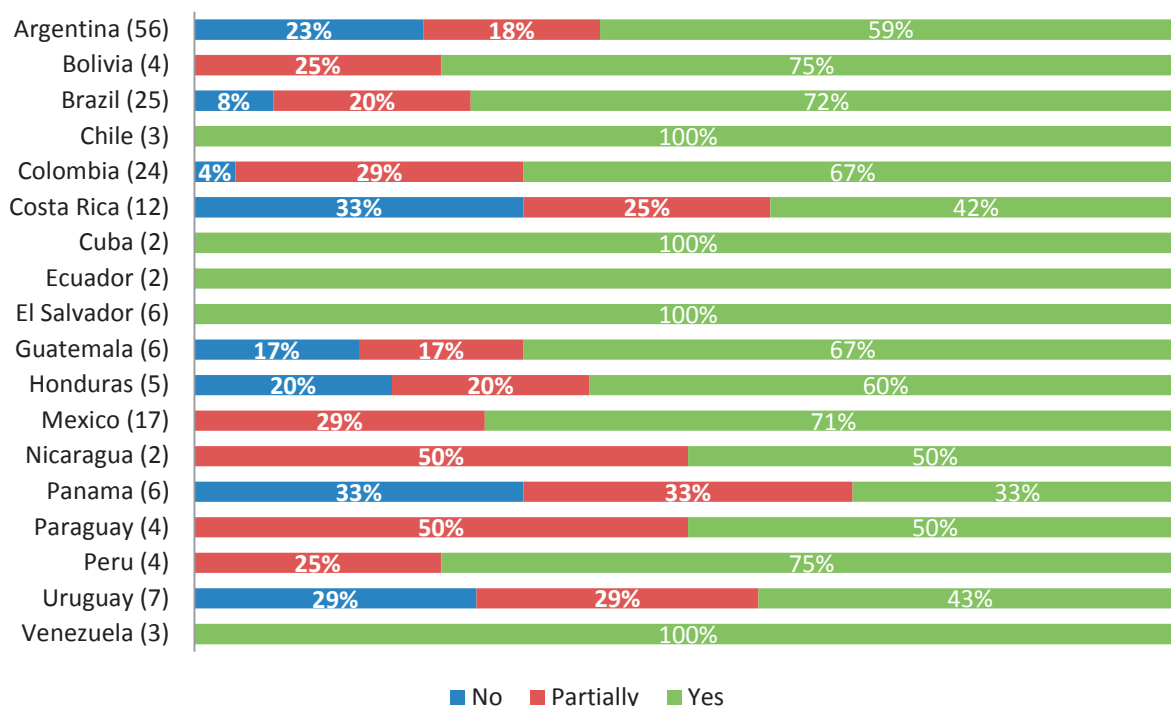
Impact on career development and mobility.



⁷ 641 answer from students having finished their mobility

Recognition of obtained credits upon return

All students from Chile, Cuba, Ecuador, El Salvador and Venezuela who were on Credit- Seeking had their credits recognised upon their return. In all other countries, the majority had all or at least some of their credits recognised. However, in Uruguay, Panama, Costa Rica and Argentina above 20% of the respondents reported that their credits had not been recognised.



(iii) Country/Regional level

The EM partnerships help to bring together both people and systems.

Through international experience gained abroad such as language knowledge, intercultural communication and other related soft skills, the grantees are well prepared for the labour market and contribute to the development of their societies. Staffs gain access to research facilities and come to know alternative approaches and different points of view within the scientific community.

It is worth underlining that the strong focus on individuals from vulnerable and socio-economically disadvantaged groups contributes to social cohesion, equal opportunities and poverty reduction at local levels, and by extension, has an impact on the economic and social context in the LA countries involved in the EM partnerships.

Most of the grants had been awarded in the priority fields of study defined by the EM programme for Latin American countries.

EM Partnerships have played an important role in terms of promoting institutional, regional and interregional cooperation. This is substantiated by all the results and impact at different levels caused by the work and action of these partnerships, particularly in the internationalization process. However, there is still a lot of work to do in order to reach a further ambitious cooperation, not partially but with all partners and countries, with more transfer of knowledge and know-how needed and wanted among regions, countries, institutions and individuals. Both the mobility and the capacity-building components of Erasmus+ will provide opportunities for HEIs to work closely together to address these topics.

Examples of EM Partnerships/ impact on development of capacity building

Erasmus Mundus Partnerships result in concrete activities and influence real individual and institutional actors in the field of HE. In so doing they provide a wide range of examples and experiences. These results may speak for the programme, and are the best way of illustrating what the programme does – and how and why.

Monesia and Animo Chévere!

Erasmus Mundus - **Monesia** and Erasmus Mundus - **Ánimo, iChévere!** are twin projects that are based on the same methodology and implementation strategy. They were selected for funding in 2009. **Monesia** stands for **MO**bility **N**etwork **E**urope-**S**outhamerica: an **I**nstitutional **A**pproach and concerns Brazil, Paraguay and Uruguay. The acronym **Ánimo, iChévere!** means **A**cademic **N**etwork for **I**nternational **M**obility: **C**uba, **C**hile, **E**cador, **V**enezuela and **E**urope **R**eaching for **E**xcellence. It concerns Cuba, Chile, Ecuador and Venezuela.

Both projects established an active institution-based academic mobility network between Latin America on the one side and Europe on the other. They allowed undergraduate, master and doctoral students, post-doctoral fellows, academic and administrative staff to gain valuable experience, knowledge and contacts abroad. Some Latin American students had even returned to their home countries holding a relevant master or doctoral degree. **Monesia** and **Ánimo, iChévere!** focus strongly on regional needs in South America and the development of specific areas such as Agricultural Sciences, Architecture, Urban and Regional Planning, Education, Teacher Training, Engineering, Technology, Geography, Geology, Medical, Natural and Social Sciences. Both projects provide improved education and training opportunities for **vulnerable groups** and **socio-economically disadvantaged students** and **promote equal access to higher education** for students from least developed regions.

The partnership was designed in order to reflect the diversity in the region and to allow for **international and intra-regional exchange of people, knowledge and know-how**. This means that not only strong, large and experienced partners from developed areas were chosen but also smaller and less experienced universities from least-developed areas were invited to join the partnership. On the European side, a strong partnership was established that reflects the linguistic, cultural and educational diversity of Europe.

"On an institutional level, however, building up of mutual trust and confidence through mobility usually takes more time. Nevertheless, even the joint organization and management of a single mobility call may give rise to further achievements such as the consolidation and growth of existing student and staff exchanges schemes, simplified recognition of study periods and degrees, international teaching activities that eventually will lead to joint and multiple degree programmes, creation of stable networks or joint projects, etc. In order to boost this kind of institutional cooperation, the Monesia and Ánimo, iChévere! partnerships promoted especially the mobility of high level administrative staff," says the coordinator of these projects.

The partnership has largely reached the objective of setting up an active institution-based academic mobility network between Europe and Cuba, Chile, Ecuador and Venezuela. It has not only strongly focused on the regional needs, the development of specific thematic areas, targeting of vulnerable groups and ensuring access to students from less developed regions, but also highly involved all partners, EU and LA, allowing transfer of knowledge, know-how and experience and building mutual trust and confidence. Several examples, such as developing and implementing a new

strategy for recovering compounds in the Center of Bioactive Chemicals in Cuba can be found in the action of this partnership.

VECCEU and Mundus Lindo

VECCEU⁸ and **Mundus Lindo**⁹ are two EM projects that are not only coordinated by the same institution, Universidad de Valladolid, but they also involve some of the same partners such as Universidad de la Frontera (Chile) that is involved in both and jointly coordinates the latter as well. Moreover, both projects have a similar strategy towards the social and economic situation of the participating Latin American countries. These projects target students coming from vulnerable socio-economic groups and aim to contribute towards the development of the LA higher education institutions.

These projects are also willing to implement co-tutelles focusing on themes related to the protection of environment, improve academic qualifications and enhance public education among Latin American partners. The final aim is to improve the management capacity and other administrative abilities of these targeted Latin American partners coming from less developed areas or lacking any experience in the management of international projects.

The VECCEU partnership is composed of 5 Chilean, 3 Venezuelan, 3 Ecuadorian, 2 Cuban and 7 European institutions. These institutions were all carefully selected according to their social commitment, academic excellence, geographical coverage and thematic needs. Apart from the educational benefits, this project had a significant institutional impact in terms of having established a sustainable relationship between the partner universities through bilateral agreements, joint research projects, co-tutelles and strong academic networks.

The Mundus Lindo partnership continues to build on the VECCEU partnership and includes most of the VECCEU partners. This project aims to promote higher education cooperation between the EU and the Latin American countries involved in the project: Bolivia, Brazil, Chile, Cuba, Ecuador, Paraguay and Peru in coherence with the EU general objective of improvement of the bilateral cooperation in the field of education.

Similar to VECCEU, the most important feature of Mundus Lindo is its social commitment. Many actions count on the participation of disadvantaged sectors and aim to ensure the well-being of the grantees. This is noteworthy considering that the partnership itself includes 14 partners and associates coming from less-developed regions with high levels of indigenous population. All of these partners and most of the associate universities are public and have active programs aiming to integrate students coming from very economically disadvantaged sectors and rural areas.

The experience gained by the Latin American partners within these projects in terms of academic recognition procedures, knowledge of the HE systems in Europe and of

⁸ The VECCEU Project has run for 4 years (2009 – 2013) during which the mobility of 142 scholarship holders has taken place at all levels: undergraduate, master, doctorate, post-doctorate and administrative staff in both directions: 15% of scholarship holders from EU performed studies at the Latin American partner universities and 85% of scholarship holders from Latin America studied at the European ones.

⁹ The Mundus Lindo Project run for 4 years (2012-2016) planning to award 145 grants for LA nationals to all levels of mobility. The Universidad de la Frontera is the joint coordinator who offers full support to the coordinator and to the Latin American less experienced institutions. 100% of scholarships holders are from Latin American countries.

the Bologna Process, co-tutelled PhD¹⁰ and sandwich PhD collaboration as well as the identification of research groups on the same area will enable partner institutions to participate together in other mobility and research programmes such as Erasmus + and the creation of joint research groups in areas that are a priority for Latin American countries.

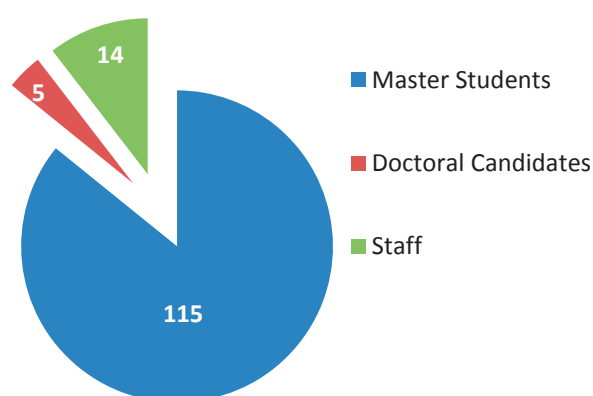
EM Partnerships with the Caribbean

The cooperation between EU and Caribbean Higher Education Institutions (HEIs) was possible within the framework of the ACP lot of EM. Partnerships with the **Caribbean**¹¹ seek to enhance knowledge and understanding between the EU and the ACP countries through exchange of people, knowledge and skills in the light of improving education and training of human resources and modernisation of HE systems and institutions. From 2010 to 2013, the 10th European Development Fund (EDF)¹² has promoted 7 partnerships with a budget of **EUR 30 million**, involving 13 different Caribbean HEIs. Over **130 students and academics**¹³ from the Caribbean have taken part in this academic mobility programme.

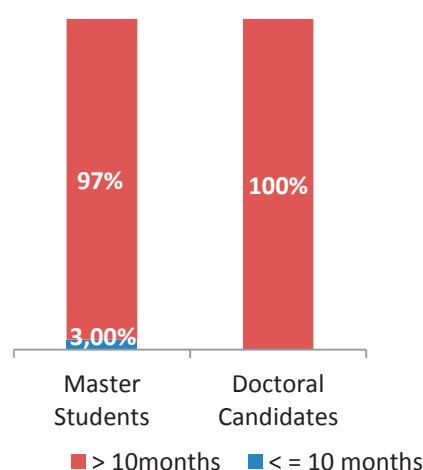
Mobility was allowed at master, doctorate and staff level from the ACP countries to study/research/teach in an EU HEI. Academic and Administrative Staff from Europe could apply for a scholarship to develop their activity in an ACP HEI.

The charts below show the mobility of Caribbean nationals implemented by Erasmus Mundus Partnerships selected between 2008 and 2013¹⁴.

Implemented mobility of Caribbean nationals per type, 2008-2013



Implemented mobility of Caribbean students per duration, 2008-2013



¹⁰ Mundus Lindo has established a mechanism of collaboration between partners in view of the implementation of co-tutelle agreements.

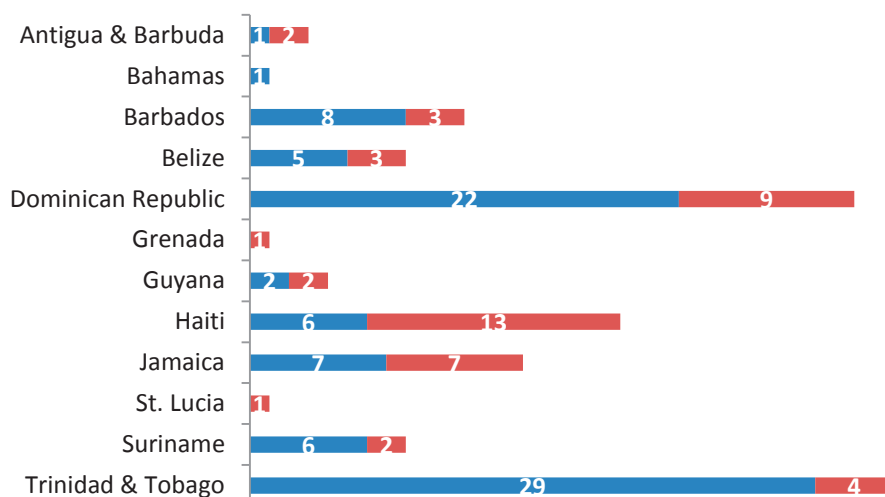
¹¹ The participating countries are the **28 Member States of the European Union** and **15 countries of the Caribbean** (Antigua & Barbuda, The Bahamas, Barbados, Belize, Commonwealth of Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St. Kitts & Nevis, Saint Lucia, St. Vincent & the Grenadines, Suriname, Trinidad & Tobago).

¹² Created in 1957 by the Treaty of Rome and launched in 1959, the European Development Fund (EDF) is the EU's main instrument for providing development aid to African, Caribbean and Pacific (ACP) countries and to overseas countries and territories (OCTs).

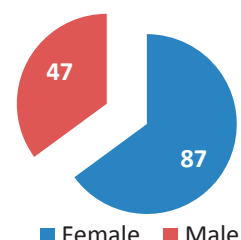
¹³ The figures are based on the implemented mobility by the 2008-2010 selected projects and the planned mobility by the 2011-2014 selected projects.

¹⁴ The figures for 2011-2013 selected projects are not definitive as the projects are on-going.

Implemented mobility of Caribbean nationals per gender and nationality, 2008-2013



Implemented mobility of Caribbean nationals per gender, 2008-2013



Partnerships in the Caribbean

Through mobility the Programme has contributed to the professional development of human resources and raised the international cooperation capacity of the higher education institutions involved. Mobility was a tool for cooperation as well as a driver for modernisation of the higher education sector, particularly for the HEIs located in remote areas who have acquired, thanks to this participation, an international dimension.

Global achievements

- High number of implemented mobility flows;
- High participation of HEIs and high interest in this type of cooperation;
- Consolidated partnerships between HEIs from both sides;
- Internationalization of HEIs in remote areas;
- Cooperation within the region;
- Cultural enrichment for scholarship holders.

Achievements on the results obtained by the partnerships in terms of **key issues**:

- Academic recognition

Partnerships have contributed to progress in the recognition process of study periods spent abroad, adapting their procedures at institutional level and sharing best practices among the different HEIs active in the region. In general, the mechanisms put in place and the tools designed for this purpose (learning agreement, diploma supplement and transcript of records) were adequate.

Credit mobility was seen as an opportunity for paving the way of the HEIs from the region to develop or mainstream a transfer credit system in line with the principle of the Bologna Process. On the other side, the high number of degree-seeking mobilities has contributed to further progress in the recognition of diplomas and qualifications obtained abroad.

Furthermore, it is positive to note that some partnerships have established a mechanism of collaboration between partners in view of the implementation of co-tutelle agreements.

The main obstacle that EM partnerships had to confront was the differences existing in curricula between home and host HEIs as well as the lack of a specific transfer system at those institutions participating for the first time in such mobility programme. Moreover, this regional lot covers a wide geographical area with much diversified political and linguistic influences, different academic traditions and management structures.

EM partnerships did try to tackle this challenge and achieve a **common agreement on grade and credit conversion procedures**. Thanks to this, the academic recognition at partner universities was possible and also contributed to set up the basis for the further development of recognition systems in the context of international mobilities.

The comparison table of grading systems and credits is a mechanism created to facilitate the transfer and recognition of credits and grades as this was a need identified by the partnership due to the fact that ACP institutions normally do not work with ECTS and also because there are great discrepancies between the different higher education systems throughout the ACP region. This tool allows European and ACP partners to better understand the different grading systems at each institution, which ensures that students are not negatively impacted by their period of studies abroad.

- Quality assurance

Quality assurance is seen as a continuous process helping to reach and maintain the high standards of the project. Most of the partnerships have obtained positive results in terms of satisfaction received from the partners and the scholarship holders. In terms of monitoring the quality of project activities, partnerships paid attention not only to those measures linked to the mobility implementation but also to the project as a whole. In particular, they put in place peer-reviews, in which coordinators from partner HEIs work to evaluate each other's projects.

- Addressing vulnerable groups

Attracting vulnerable groups (Target Group 3 – candidates in a vulnerable situation for social or political reasons) was among the priorities in the partnerships' promotion strategy. This process was facilitated by the involvement of associate partners and other students' organisations in the region. Despite the intensive promotional activities, it was challenging reaching this group. The experience of these grant holders has been specially and positively important with a great impact at individual and professional level.

- Addressing cross-cutting issues

Cross-cutting issues refer to gender balance, equal-opportunities together with the participation of disadvantaged groups such economically disadvantaged persons and with special needs. Partnerships paid attention to cross-cutting issues during promotion and selection of applicants. As a result, despite the effort of the partnerships gender balance is not yet achieved, especially at PhD level.

- Tackling brain drain

The prevention of brain drain has been appropriately addressed by partnerships putting in place diverse measures. The most common one was linked to the Memorandum of Understanding (signed by all partner institutions) where a special clause was included in committing the hosting HEI not to offer job opportunities after

the end of the mobility period. Brain-drain prevention was also addressed in the partnership agreement with the scholarship holders by which individuals commit to go back to their home country after the mobility period. In addition, brain-circulation rather than brain-drain was promoted by introducing bi- or multilateral research activities, joint publications of research outcomes, supporting staff exchange and capacity-building activities.

One of the good practices of the **MUNDUS ACP** project (presented below) is the UNIPRISE network, a platform designed with the goal of creating more and more opportunities for the scholarship holders to apply the acquired knowledge, skills and competences in their fields of study, thus fostering their access to the labour market in the home countries. The network promotes the development of Higher Education cooperation through curricular internships, work positions and support to mobility of top level students and staff at the end of the mobility period. According to a student impact survey, 92% of the scholarship holders are now back and living in their country of origin.

The EM Partnerships projects have a *potential* impact on at least three levels:

(i) Institutional level

Individual experience of mobility can also have an impact at institutional level. In particular, in PhD training programs, the students are being exposed to different research techniques and having access to highly prestigious research groups acquire very valuable experiences. Consequently, a continuous exchange is established and new bilateral projects were set up. In addition, it has been positively observed the efforts to establish joint supervision of doctorate research or co-directed thesis agreements that lead to double diplomas and also to reinforce links between the institutions involved.

The institutional impact is highest for the universities in remote areas; many of them are participating for the first time learning about student mobility and strengthening their management capacities. Set up of international offices, procedures and regulations for mobility and recognition are clear steps leading to the internationalization process.

Sharan Singh, MUNDUS ACP partner –University of the West Indies (Trinidad and Tobago)

*"The **MUNDUS ACP** project made a **transformational impact** on the University of the West Indies. Although the UWI had participated in a small number of previous Erasmus Mundus projects, the MUNDUS ACP project, and in particular its coordinators at the University of Porto, created an opportunity for the UWI to become involved at a much deeper and substantial level than before. As one of the two Caribbean partners in the consortium it became both a challenge and an opportunity to demonstrate the depth of interest and capacity from the Caribbean to actively participate in this substantial international mobility project involving new and unique partners from across Africa, the Caribbean, the Pacific and Europe. The UWI rose to this challenge and the result is a cadre of **specially trained persons who have since returned to the Caribbean** and are already making positive developmental impact to their countries and region. The other major benefit to the UWI which emerged from the MUNDUS ACP project is the **institutional capacity** which was built. This experience and lessons learned set the UWI on course to subsequently participate in 3 more Erasmus Mundus projects and also to win and coordinate three of its own large international mobility projects under the INTRA-ACP Academic Mobility Scheme. The MUNDUS ACP projects can therefore be seen as an **important turning point for the***

***UWI in its internationalisation efforts** and we are very thankful to the European Union as well as the Coordinator in Porto for this extremely impacting opportunity."*

The highest impact on institutional level came through exchange of academic and administrative staff, professors, researchers and managerial staff successfully implemented cooperation activities, improved their teaching capacity and raised awareness inside their home university, by extension, EU visibility but also gaining visibility and credibility for the less experienced partners in an international sphere.

(ii) Student/Staff level

Scholarship holders showed strong enthusiasm about the achievements of the objectives at individual level through the mobility. Study, carrying out research or teaching in a different country raised their capacity, increased their career perspectives and changed their values and attitudes.

The result of the surveys carried out by the partnerships showed that such international experience has had a great impact on their individual development, personality, and attitude towards different cultures, as well as on their career perspectives and specialised knowledge. According to their feedback, the opportunities offered by the Programme have been professionally enriching and helped them to learn about other educational systems, pick up new languages, develop ICT skills, carry out a work placement and acquire knowledge in their fields of specialisation.

For the participating staff, they acquired new academic and scientific material, participated in international seminars and conferences, drafted international publications and awards, quantitative and qualitative increase of international teaching and research projects and setting up networks for academic, research and development cooperation.

(iii) Country/Regional level

EM Partnerships have played an important role in terms of promoting institutional, regional and interregional cooperation, this is substantiated by all the results and the repercussion at different levels caused by the activities of these partnerships, particularly in the internationalization process. An example of these achievements is the participation of HEIs from the Caribbean in other EU initiatives in the region. In particular, the experience and lessons learned from EM were essential for the University of the West Indies (UWI) to lead three projects under the INTRA-ACP Academic Mobility Scheme. As well, cooperation within the Caribbean has been reinforced, setting up new partnership and cooperation agreements also with HEIs with a different linguistic and cultural background (i.e. University of Haiti cooperating with the Anglophone institutions such as UWI or University of Guyana).

Example of an Erasmus Mundus Partnership including Caribbean partners

The reinforcement of the cooperation between European and ACP HEIs was the main motivation of the **MUNDUS ACP** project, coordinated by the University of Porto (Portugal), which counted with the participation of 12 ACP universities, 8 EU universities and 6 associate partners.

MUNDUS ACP in figures

Period of implementation: 2010-2014

78 eligible nationalities

46 participating countries through grantees' mobility

2 HEIs from the Caribbean involved as partner:
Universidad Autónoma de Santo Domingo (Dominican Republic)
University of the West Indies (Barbados, Jamaica, Trinidad and Tobago)

2 939 submitted applications for mobility
229 scholarship holders
EUR 5 919 600 budget awarded
7 co-tutelle agreements signed at Doctoral level

MUNDUS ACP main outcomes

MUNDUS ACP partnership accomplished the mobility distribution objectives as planned in the original application. The implementation of the mobility followed rather closely the figure proposed in the application and the partnership managed to achieve a total mobility of 229, respecting all requirements indicated in the Call for proposals. Moreover, the thematic fields of study are in line with the needs and priorities identified for ACP countries.

The cooperation among the partners of the MUNDUS ACP brings positive outcomes and reflects an appropriate use of the grant in line with the programme principles; particularly, in terms of institutional and regional cooperation. That was mostly achieved thanks to the efforts made on communication and management, using appropriate mechanisms and having the commitment of all partners.

In terms of cross-cutting issues, gender remained unbalanced (67% male and 33% female). In spite of the corrections introduced by the partnership to compensate those figures, relevant changes were not effective.

Regarding brain-drain, according to the final figures reported, the 99% of the scholarship holders returned to their corresponding home universities and continued their academic/professional activities contributing to development, which reveals a good practice, and the percentage of inclusion of scholarship holders at their home universities after de grant period is satisfactory.

In terms of sustainability, the signature of agreements among partners as well as the set-up of joint initiatives own founded have increased the international dimension and intensified the cooperation between the partners concerned.

To conclude, this project has achieved the objectives planned in terms of mobility implementation. It has linked institutions from both sides (ACP and EU) working together in the area of Higher Education. The thematic fields of study were in line with the needs and priorities identified for ACP countries. The project has contributed to increase the visibility of EU HEIs in the region and to improve the internationalisation and the management of ACP HEIs. MUNDUS ACP has generated a potential impact on the educational and social context of ACP countries.

1.2. The Intra-ACP academic mobility scheme in the Caribbean

Intra-ACP Academic Mobility Scheme

Since 2011 the Intra-ACP academic mobility scheme promotes higher education cooperation between countries in Africa, the Caribbean and the Pacific (ACP). With a budget of **EUR 45 million**, it funds **partnerships** between higher education institutions (HEIs) from different countries within these regions, and grants **scholarships** for students and academics to carry out studies, research or teaching in another country covered by the programme.

The partnerships strengthen inter-university cooperation in the regions, while the scholarships help develop highly- trained postgraduates and staff, who benefit from mobility within their region.

Institutions and individuals from the following Caribbean countries are eligible under the programme:

Antigua & Barbuda, The Bahamas, Barbados, Belize, Commonwealth of Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St. Kitts & Nevis, Saint Lucia, St. Vincent & the Grenadines, Suriname and Trinidad & Tobago.

The **general objective** of the Programme is to promote sustainable development and poverty alleviation by increasing highly trained, skilled and qualified personnel in African, Caribbean and Pacific countries.

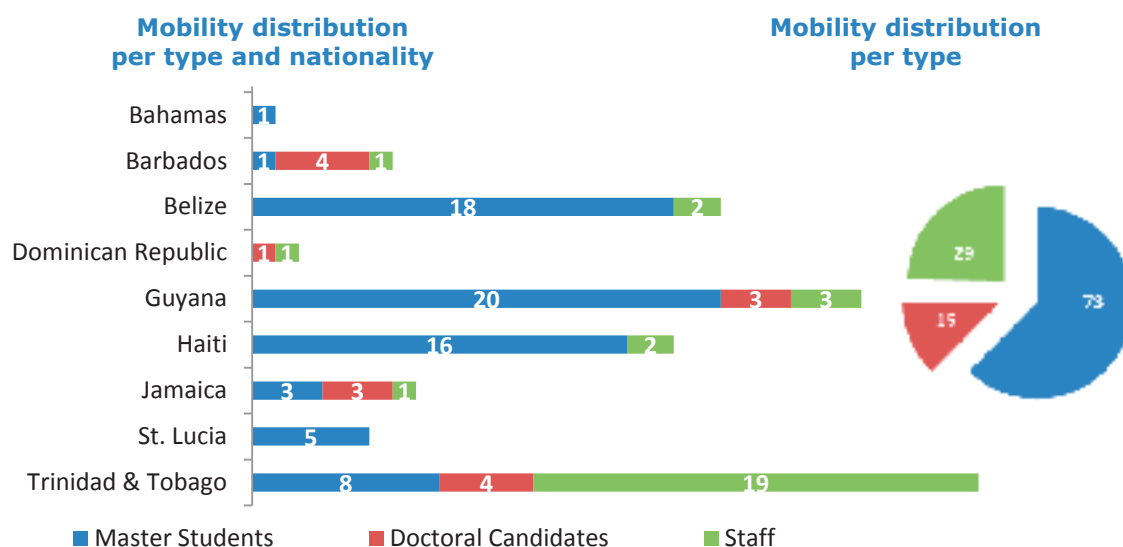
The Programme's **specific objective** is to strengthen cooperation between HEIs in Africa and the Caribbean and Pacific regions. A better access to quality education will encourage and enable students to undertake postgraduate studies, and to promote student retention in the region along with staff mobility (academic and administrative) while increasing the institutions' competitiveness and attractiveness.

In the period 2011-2013, the budget of **EUR 9.6 million** was dedicated to fund partnerships from the Caribbean and Pacific. Out of the five projects selected, three were coordinated by an HEI from the Caribbean (University of the West Indies, Trinidad & Tobago). In terms of full partners, institutions from Belize, Guyana and Haiti have registered more instances of participation.

The three selected projects (CARPIMS I, II and III- Caribbean-Pacific Island Mobility Scheme) with a budget of EUR 6 797 375 focus on postgraduate education and research as a means of strategic capacity development by making available a wider variety of postgraduate degrees and research opportunities to students from the Caribbean and the Pacific. They also provide academic and professional development opportunities for administrative staff and faculty in areas of high priority need.

Mobility was allowed at master, doctorate and staff level to take place in the Caribbean and Pacific regions. Nationals and/or residents in any of the eligible countries of the two regions can apply for scholarships. Scholarships are designed to cover travel expenses, subsistence, insurance and participation costs for the duration of the study or assignment. According to the data of implemented mobility flows of Caribbean nationals during the period 2011-2013¹⁵, out of 117 mobility flows more than 73 concerned master students, 15 doctoral candidates and 29 staff:

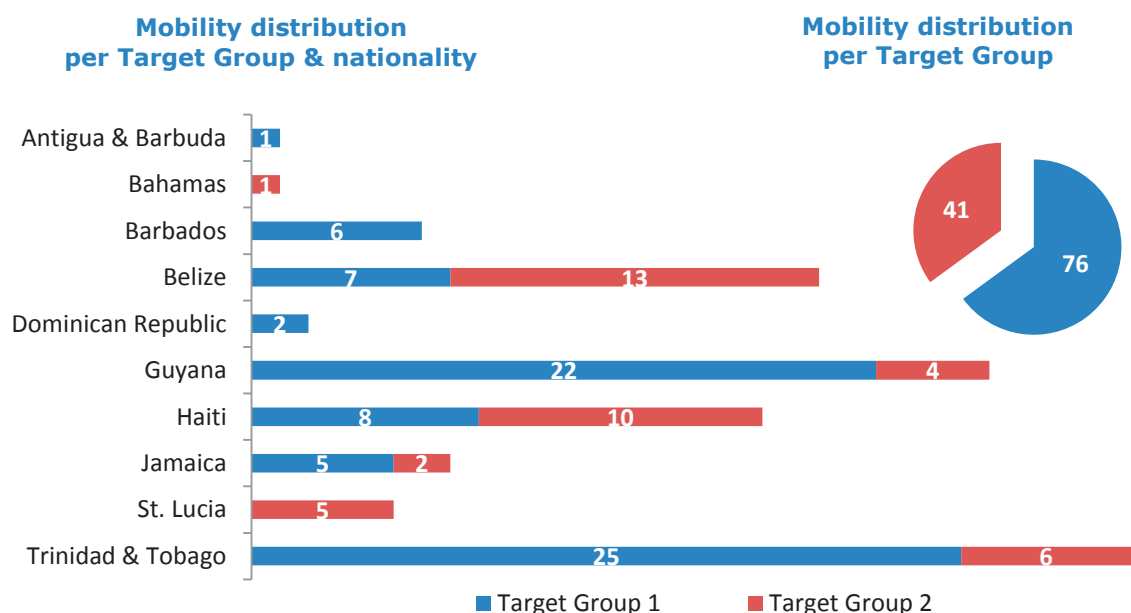
¹⁵ Figures for 2011-2013 are not definitive as the projects are on-going until 2017 and can select students and staff at different moment of project's activities.

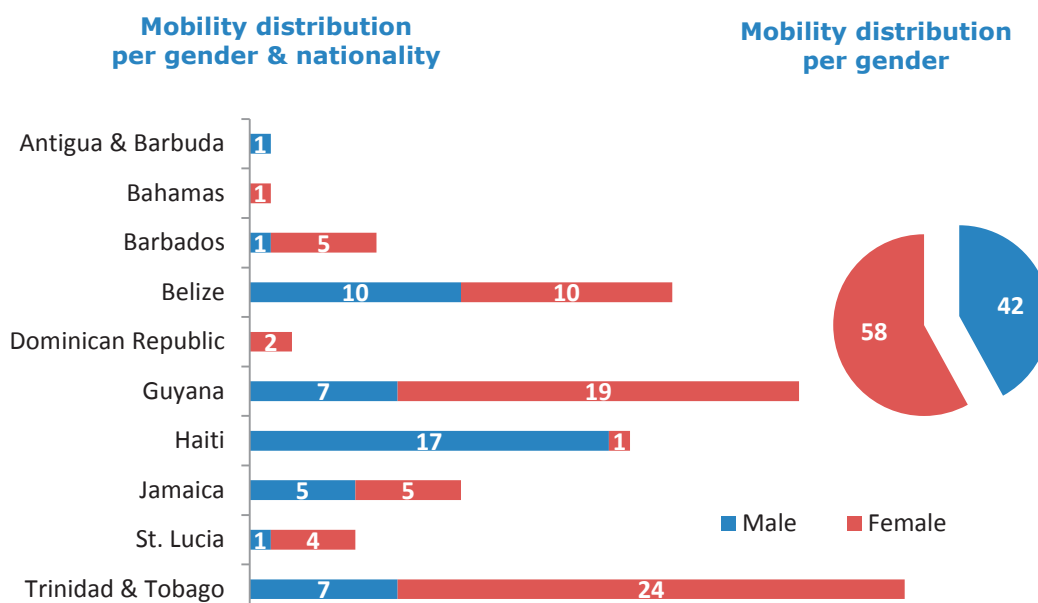


As showed by the graph below, partnerships preferred to focus on mobility flows of Target Group 1 individuals (65%):

Scholarships are awarded to:

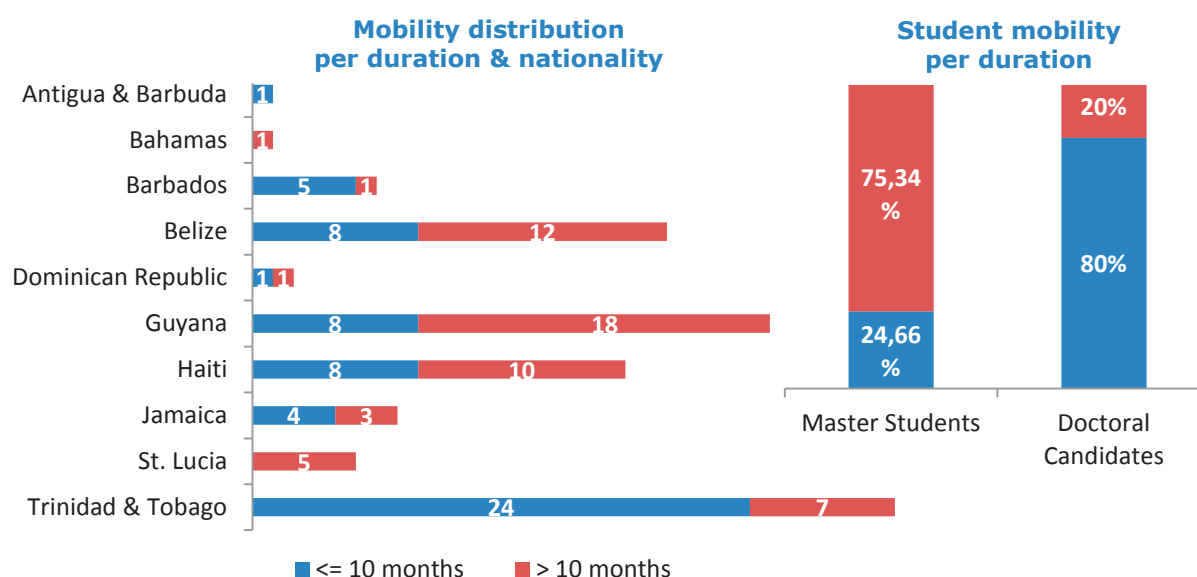
- students registered at – or having graduated from – one of the HEIs included in the partnership (Target Group 1);
- students who are registered in – or have graduated from – another HEI from the region (Target Group 2);
- staff (academic and administrative) working in or being associated with an HEI within the partnership (Target Group 1).





Every selection year, the Calls for Proposals prioritise thematic fields of study in which the mobility of masters and doctorates must take place. With regard to the Caribbean, Agriculture (around 27%), Governance and Social Sciences (around 26%), Engineering (around 22%), Medical sciences (around 14%) and Energy (around 11%) have all been targeted. Out of 117 mobility flows, 42% are male scholarship holders and 58% female.

According to the Programme, students (master or doctorate) may be enrolled at the host institution for short-term study (leading to the academic recognition of the study period spent abroad) as well as for the whole duration of the course/programme (leading to the award of a degree after the successful completion of their studies). When designing the mobility flows, partnerships define the scholarships' offer with a combination of degree-seeking and non-degree-seeking opportunities. In terms of mobility duration, at the moment there is a balance between short-term and degree-seeking mobility flows.



However, if we consider only student mobility, HEIs do not yet seem fully ready for short-term studies (mainly at master level) and exchanges are not always possible since the scholarship is used for being trained at the partner institution on a specific topic which is not offered at the institution of origin.

- Cooperation among the partners

Partnerships have set up structures ensuring the active involvement of all the partners in the project by taking into consideration the balance of their operational capacity and expertise. South-South cooperation has been strengthened in a multilateral environment, involving different regions and institutional systems. This diversity, a challenge in some instances, obliges the participating HEIs to reverse the traditional one-way patterns of cooperation towards HEIs in North America and Europe and to focus on the regional opportunities.

Participation in the Intra-ACP academic mobility scheme is highly relevant for the majority of the participating institutions, and that is highly appreciated by individual beneficiaries. The feedback received from beneficiaries was also overwhelmingly positive. There was also anecdotal evidence of a variety of institutional benefits, e.g. capacity development in the international offices, creation of new academic networks, and conclusion of bilateral/multilateral cooperation agreements.

Some HEIs are utilising the Programme as a means to upgrade the qualifications of their staff, for instance, encouraging academic staff to apply for doctoral programmes. Concerning the mobility of administrative staff, it has been beneficial to improve the capacity of those institutions with less experience in managing international projects.

The CARPIMS coordination team were trained by the Technical partner (University of Porto), during an inception week with the objective of building capacity, transferring the know-how, sharing experiences and procedures in managing international projects.

- Academic recognition

Partnerships are required to agree on mechanisms for ensuring recognition of the study period abroad (a minimum 6 months at a host institution within the partnership). With the objective of ensuring recognition, partnerships agreed mechanisms and developed tools for facilitating this such as the student agreement, learning agreement, transcript of records, etc.

The Caribbean region has credit systems in place and a very mobile student population. Within the frame of the Intra-ACP Programme, CARPIMS opted for short-term mobility flows only at doctoral level. In this case, research carried out abroad will be recognised by the home institution with less impact on recognition mechanisms but of higher value in terms of joint research and co-tutelle.

Joint research, co-tutelle, research collaborations and common scientific publications are some outputs from the mobility implemented in the frame of CARPIMS.

- Quality Assurance

Quality assurance mechanisms are necessary for evaluating the quality of the partnerships in terms of organising and implementing the mobility as well as for monitoring the academic quality. Among the quality assurance tasks, the partnerships have planned:

- Monitoring of academic performance of scholarship holders via progress reports and/or surveys conducted to students and staff (start of mobility, mid-term, end of mobility);
- Assignment of supervisors to follow the academic progress of scholarship holders;

- Keeping contact with students/staff at the host institution.

In addition to this, CARPIMS has also launched an internal audit performed by the Independent Internal Audit Department to assess the project practices.

- Aspect of Sustainability

Sustainability strategy covers measures for creation of durable links among the institutions through the mobility flows implemented. Furthermore, these measures should ensure the appropriate dissemination and exploitation of the project's results, as well as the impact and sustainability of these results in the long term (financially and institutionally) beyond the funding period. Considering the implementation phase of the partnerships, the activities planned are more related to fundraising, exploiting their networks in order to apply under different Programmes funded by other donors.

CARPIMS has planned the following activities:

- Preparation of a bilateral agreement for student exchanges in order to continue the collaboration in the field of education and research;
- Support to the partners in achieving the requirements in quality higher education of different organisation.

2. Degree mobility - Erasmus Mundus Joint Programmes

Under Erasmus+ (2014-2020), higher education institutions from Latin America and the Caribbean may be partners in Erasmus Mundus Joint Master Degrees. These are integrated study programmes of outstanding quality (generally lasting two years) in which students study in at least two of the participating HEIs and receive a joint or double/multiple degree. These are a continuation of the successful Erasmus Mundus Masters Courses, the first of which were selected in 2004.

Up to 2012, Erasmus Mundus Joint Programmes at masters and doctoral levels were selected each year.

From 2014-2020 Erasmus Mundus Joint Master Degrees (EM JMDs) are funded under the Erasmus+ programme. Joint Doctoral Programmes are funded by Marie Skłodowska-Curie actions, part of the Horizon 2020 programme for research.

We will look here at the experience and impact of joint degree programmes funded by the EU in the period prior to Erasmus+.

Aim of Erasmus Mundus Joint Master Degrees

- Foster quality improvements, innovation, excellence and internationalisation in Higher Education Institutions;
- Increase the quality and the attractiveness of the European Higher Education Area (EHEA) and supporting EU external action in the higher education field, by offering full degree scholarships to the best Master students worldwide;
- Improve the level of competences and skills of Master graduates, and in particular their relevance for the labour market, through an increased involvement of employers.

Erasmus Mundus Masters Courses (EMMCs) and Erasmus Mundus Joint Doctorates (EMJDs) were selected annually under a Call for Proposals with the final selection being in 2012. They offer EU-funded scholarships for five annual intakes of students or doctoral candidates.

An example of an Erasmus Mundus Joint Programme

EUROMIME: the European Consortium of Media Engineering for Education¹⁶

EUROMIME is an international cooperation training project funded by the European Commission (EC) under the Erasmus Mundus (EM) Programme.

There are seven participating universities with a vast international working background - *Université de Poitiers* (UP), Poitiers, France; *Universidad Nacional de Educación a Distancia* (UNED), Madrid, Spain; *Universidade de Lisboa* (UL), Lisbon, Portugal; ***Universidad de Los Lagos* (ULagos), Osorno, Chile; Pontificia Universidad Católica del Perú (PUCP), Lima, Peru; Universidade de Brasília (UnB), Brasília, Brazil; Universidad Nacional Autónoma de México (UNAM), México City, México-** in two continents, with similar schooling systems – Catholic culture- and some geopolitical and linguistic resemblances – taking into account all of the countries are located in Southwest Europe and Latin America, and their spoken languages are: French, Portuguese and Spanish-.

¹⁶ The information has been taken from the publication "Euromime Connecting Academic Territories"

The aim of the Media Engineering for Education Masters Programme is to form masters degree qualified professors and education project managers involving the use of ICT in pedagogical applications, and contributing with knowledge built in the seven member universities; three within the EU, three in MERCOSUR (Brazil, Chile, and Peru), and Mexico that belongs to the North American Free Trade Agreement (NAFTA), and have cultural and educational similarities with the other Latin American Consortium countries.

For two years the learners undertake the masters degree modules of three academic terms taught in the three European universities and make professional and/or research internships in the four Latin American universities. In each phase of the programme the learners are immersed in academic, linguistic and cultural environments. Within the **Erasmus Mundus Programme, the EUROMIME has this outstanding feature of dealing with multi-linguism**, as opposed to most of the other EM master's programmes where all of the modules are taught in English in all the countries.

The academic and professional internships last for three months on average allowing the learners to improve their **professional skills**, and become more consistent professionals. The professional internships can be placed in several countries, and bring the learners closer to corporate environments, which is a means for them to experience a non-academic applicability of ICT. The academic internships are generally aimed at European learners. However, EUROMIME CONNECTING ACADEMIC TERRITORIES 25 can be taken by learners from other continents, taking place in any of the four Latin American partner universities. This is a way of allowing European learners, among other things, to have a **first-hand experience in their Latin American supervisors' laboratories and research activities**.

Outcomes

Between 2005 and 2014, **141 international students graduated**, and almost all of them are nowadays placed in high position jobs in the field of education or are pursuing doctorate degree programmes. There are more than **900 participants** (professors, researchers, specialists, industrialists, practitioners, personals responsible for digital policies for education) from the seven Consortium countries and also from sixteen other countries that have contributed to the quality of the programme. **28 conferences** were organised in the EUROMIME context to improve and share our work. Visiting academics could also benefit from grants: the equivalent of **612 weeks** of mobility were given to academics in order not only to offer the students the best courses ever, but also to develop the Consortium dynamic, and to develop new training projects (design two new master's programmes) and research (ten research projects carried out, several co-supervised theses). A hundred weeks-worth of displacement grants were provided to students to conduct their studies within Latin American institutions in order to complete the courses offered in the three European universities of the Consortium.

All these results are in line with the objectives of the Erasmus Mundus Programme as a vector for improving the quality of the European higher education programmes; and to promote the European Union as a world centre of excellence for learning and building knowledge in an intercultural perspective through cooperation with countries in other continents.

Impact of the project

The consortium EUROMINE generally speaking – both collectively and in the scope of each institution considered separately, with their research groups or laboratories,

courses, faculty departments –benefited from an improvement in its academic quality, with advances made in the field of Media Engineering for Education, and for building knowledge in an intercultural perspective.

Impact in Latin America

The impact is different according to the nature of the partner institutions.

For the **University of Los Lagos, in southern Chile**, for example, participation in Euromime consortium has contributed both to the **development of expertise** in e-Learning and its national recognition. This small public university educates very modest people with ambitious educational goals. Its participation in Euromime allowed it to participate in international trade, to increase its expertise to develop a very effective techno-pedagogical resource centre, participate in other networks including those at continental level, offering training in quality in the field of educational technology, to achieve and **consolidate its national accreditation, strengthen its qualification efforts for its teaching staff** to obtain national recognition alongside the largest Chilean universities on the theme of eEducation for developing a research area. Today, this institution is involved in a research project on the comparative observation of the uses of digital technologies in the context of multilateral financing ICT-Amsud with Argentinian, Peruvian and French partners,

In contrast, the impact of the participation of the **National Autonomous University of Mexico**, University of more than 350 000 students, the second-ranked Latin American university in the Shanghai ranking, is at another level. The participation of the UNAM in Euromime consortium is in addition to numerous international agreements of this prestigious university. For UNAM, it is participating in another ambitious research project is the reason for its collaboration.

For the partner Universidade de Brasilia, the contact with other Latin American universities is now wider and **international collaborations are becoming stronger**.

At the PUCP, there is also a dissemination of innovations in the academic courses.

EMMC students

In total, **2359 students from Latin America** and **70 students from the Caribbean** have been selected over eleven annual selections until 2014 to take part in Erasmus Mundus Master Courses.

Brazil and Mexico are the third and fourth most represented countries worldwide, after India and China.

LATIN AMERICA	TOTAL 2004-2014	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Argentina	178	5	13	11	19	36	26	21	9	14	14	10
Bolivia	40	-	5	3	8	4	3	3	4	4	5	1
Brazil	618	11	35	43	66	113	90	64	60	48	48	40
Chile	109	1	7	11	13	27	17	7	8	11	4	3
Colombia	362	2	12	21	39	57	54	48	36	33	33	27
Costa Rica	49	-	-	1	3	10	7	6	9	5	1	7
Cuba	42	-	-	1	6	4	2	7	5	9	5	3
Ecuador	85	1	3	5	6	9	14	12	13	8	9	5
El Salvador	23	-	1	1	3	6	2	2	1	1	5	1
Guatemala	33	-	4	5	3	6	6	2	-	3	1	3
Honduras	18	-	-	1	3	3	3	1	1	3	2	1
Mexico	570	4	18	24	44	86	89	77	66	68	59	35
Nicaragua	27	1	1	3	1	3	5	2	2	3	5	1
Panama	7	-	1	-	3	-	-	1	1	-	-	1
Paraguay	14	-	1	-	4	2	1	-	3	2	1	-
Peru	95	2	8	9	12	16	13	6	7	8	11	3
Uruguay	8	-	-	-	1	1	-	1	1	3	-	1
Venezuela	81	4	4	5	10	6	14	8	12	10	6	2
TOTAL	2359	31	113	144	244	389	346	268	238	233	209	144

CARIBBEAN	TOTAL 2004-2014	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Antigua and Barbuda	2	-	-	-	-	-	1	-	1	-	-	-
Bahamas	1	-	-	1	-	-	-	-	-	-	-	-
Barbados	2	-	-	-	-	-	-	1	-	1	-	-
Belize	5	-	-	-	-	1	-	-	2	-	2	-
Dominican Republic	10	-	-	-	2	1	2	1	-	2	1	1
Guyana	4	-	-	1	-	1	-	-	-	2	-	-
Haiti	12	-	1	-	3	3	-	-	1	-	2	2
Jamaica	14	-	-	-	3	2	-	1	1	1	4	2
St. Lucia	3	-	-	-	2	1	-	-	-	-	-	-
Trinidad and Tobago	17	-	1	1	3	3	3	-	1	-	3	2
TOTAL	70	0	2	3	13	12	6	3	6	6	12	7

EMMC scholars

Erasmus Mundus Masters Courses may also invite scholars to teach or conduct research within the EMMC. To date, **411 Erasmus Mundus scholars** from this region have taken part in the programme¹⁸.

EMJD candidates¹⁷

The five selections of doctoral candidates included **136 Latin American candidates**.

LATIN AMERICA	Total 2004-2010	EMMC scholars							EMJD Candidates					
		2004	2005	2006	2007	2008	2009	2010	Total 2010-2014	2010	2011	2012	2013	2014
Argentina	75	6	4	5	9	12	13	26	11	2	-	5	1	3
Bolivia	2	-	-	-	-	1	1	-	1	-	-	-	1	-
Brazil	126	-	12	10	16	32	25	31	39	6	8	8	10	7
Chile	49	-	3	8	2	9	10	17	5	-	2	-	2	1
Colombia	18	1	-	2	4	5	3	3	28	5	2	3	11	7
Costa Rica	5	-	-	1	1	1	1	1	3	2	-	-	1	-
Cuba	17	-	-	-	-	5	6	6	4	-	-	2	1	1
Ecuador	9	-	1	-	-	2	3	3	3	-	-	-	2	1
El Salvador	1	-	-	-	-	-	1	-	0	-	-	-	-	-
Guatemala	2	-	1	1	-	-	-	-	2	-	-	-	2	-
Honduras	0	-	-	-	-	-	-	-	1	-	-	-	1	-
Mexico	58	-	2	8	5	12	13	18	30	3	10	5	8	4
Nicaragua	1	-	-	-	-	1	-	-	0	-	-	-	-	-
Panama	1	-	-	-	-	-	1	-	1	-	-	-	1	-
Peru	13	-	1	-	2	4	3	3	2	-	1	1	1	-
Uruguay	18	-	-	2	4	5	4	3	4	-	-	1	3	-
Venezuela	16	-	-	1	1	4	4	6	2	-	1	-	-	1
TOTAL	411	7	24	38	44	93	88	117	136	18	24	24	45	25

¹⁷ First selection of doctoral fellows made for the academic year 2010-2011.

¹⁸ Since 2010, EMMC consortia have selected scholars over the course of the academic year, rather than at the beginning, so nationalities of selected scholars will only be known when final reports are submitted. The most recent figures therefore relate to 2010.

Four Masters scholars and seven doctoral candidates from the Caribbean were selected for scholarships or fellowships over the same period.

CARIBBEAN	Total 2004- 2010	EMMC scholars							EMJD Candidates					
		2004	2005	2006	2007	2008	2009	2010	Total 2010- 2014	2010	2011	2012	2013	2014
Antigua & Barbuda	0	-	-	-	-	-	-	-	0	-	-	-	-	-
Bahamas	0	-	-	-	-	-	-	-	0	-	-	-	-	-
Barbados	0	-	-	-	-	-	-	-	0	-	-	-	-	-
Belize	0	-	-	-	-	-	-	-	1	-	-	-	1	-
Dominican Republic	0	-	-	-	-	-	-	-	0	-	-	-	-	-
Guyana	0	-	-	-	-	-	-	-	0	-	-	-	-	-
Haiti	1	-	-	-	-	-	-	1	0	-	-	-	-	-
Jamaica	1	-	-	1	-	-	-	-	2	-	-	-	1	1
St. Lucia	0	-	-	-	-	-	-	-	1	-	1	-	-	-
Trinidad & Tobago	2	-	-	-	-	-	1	1	3	-	1	-	1	1
TOTAL	4	0	0	1	0	0	1	2	7	0	2	0	3	2

3. Capacity building

Under Erasmus+ (2014-2020), capacity-building projects may be set up and managed by a consortium of HEIs from Europe (Erasmus+ Programme countries) in partnership with particular regions of the world, including Latin America and Africa-Caribbean-Pacific countries. These projects can be:

- Joint projects: to help HEIs from partner countries to develop, modernise and disseminate new curricula, teaching methods or materials, as well as to boost quality assurance and governance of HEIs.
- Structural projects: to develop and reform HEIs and systems in partner countries; to enhance their quality and relevance, promote regional cooperation and increase convergence with international developments in higher education.

Capacity-Building Actions are in many respects a continuation of regionally-focused programmes which selected projects in the period prior to Erasmus+, such as ALFA III for Latin America and Edulink for the ACP countries.

3.1. ALFA III (Latin America Academic Training) (2007-2013)

The EU has over 20 years of experience of **regional cooperation in Latin America**. Regional cooperation represents a privileged tool to share experiences and best practices between Europe and Latin American partners. During the period 2007-2013 the EU provided EUR 556 million for regional (continental) programming in Latin America under the Development Cooperation Instrument (DCI). This was devoted to areas such as social cohesion, water management and climate change, private sector development and **higher education**, amongst others.

EU considers higher education a priority area for regional cooperation with partner countries in Latin America as a means to stimulate a more balanced and inclusive economic and social development of the region. Since the EU Regional programmes for Latin America (LA) were first launched in the early 1990s, promotion of higher education has been a focal sector.

General information on ALFA III

ALFA III is a regional cooperation programme between the European Union (EU) and Latin America (LA) aiming at the modernisation of Higher Education in Latin America as a platform **to promote sustainable and equitable development** in the region.

Higher education institutions (HEIs) play a leading role as a driver of socio-economic development to overcome social inequality in Latin America by improving the quality of national education systems. In this regard, ALFA III contributes to building a common Higher education area (expressed by the first time by Heads of State and Government in the context of the EU-LAC Guadalajara Declaration in 2004, and reiterated by successive EU-LAC Summits). With a budget of EUR 75 million for the period 2007-2013, the programme has financed **51 projects** fostering **academic cooperation and networking** involving **494 different participating institutions: 341 from LA and 153 from the EU**. Furthermore, the number of overall participations from Latin America Higher education institutions in ALFA III (2007-2013) ascended to close to 600. A total of 14 projects (27%) were coordinated by Latin America higher education institutions from 8 different countries.

<u>Amount:</u>	EUR 75 million
<u>Period:</u>	2007-2013 (some projects run until end of 2015)
<u>Projects:</u>	51 projects
	3 Calls for proposals:
	I. 2008: 13 projects (approximately EUR 20 million)

II. 2010: 19 projects (approximately EUR 31 million)
III. 2011: 19 projects (approximately EUR 24 million)
Project duration: From 24 to 36 months

2 different types of academic cooperation projects:

"Joint projects": 37 projects

The joint projects have been designed to encourage **exchanges of experiences, methodologies and knowledge** between the institutions taking part. They aim to achieve tangible and measurable results contributing to increase **social cohesion** and **diminish inequalities**, through for instance:

- Programmes promoting access to HEIs for less privileged social groups, and measures to ensure they complete their studies.
- Programmes enabling links with the labour market and business and public sector

Maximum EU contribution: EUR 1 250 000 (= maximum 80% of total amount of the project)

Partnerships: **Minimum 6 HEIs**, all from different countries, with **at least 4 LA** countries and 2 EU and where the number of LA countries is at least double the number of EU countries.

"Structural projects": 14 projects

The main goal of these projects has been to discuss and design structural mechanisms to **promote the modernisation, reform and harmonisation of higher education systems** at regional level in LA.

Maximum EU contribution: EUR 3 000 000 (= maximum 80% of total amount of the project)

Partnership: **Minimum 16 HEIs**, all from different countries, with **at least 12 LA countries** and 4 EU countries and where the number of LA countries is at least double the number of EU countries.

The participating countries are the **27 Member States of the European Union** and the **18 countries from Latin America** (Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela).

Aim of ALFA III

- To help improve the quality of Higher Education (HE) and its relevance to the needs of society, creating links between Higher Education Institutions (HEIs) and the **job market**;
- To foster enduring access to HEIs for the **most vulnerable sectors** of society; to involve HEIs located in areas with **connections to minority groups**;
- **Modernize, reform** and harmonize HE systems in LA

The shared vision of the actors involved in the partnerships is to promote Higher Education (HE) as a mechanism to reduce poverty and to contribute to a more equitable socio-economic development of LA:

- Some projects deal with the on-going education provision for groups living in remote areas with no HEIs nearby

-
- Others establish synergies with the private sector to foster an improved insertion in the job market and equal opportunities for students;
 - Innovative teaching competences, addressing students' needs, are also being developed. Similarly, new technologies are enabled and shared via the networks established between HEIs;
 - There are also projects aimed at sustainable development, such as natural resources management, climate change mitigation and promotion of renewable energies;

Areas / Themes

New Technologies and Innovation	5 projects
Public Health / Climate Change and Environment	8 projects
Teaching methods / e-learning:	9 projects
Modernisation / harmonisation of HE systems	8 projects
Labour market / MSMEs	4 projects
Institutional Strengthening	8 projects
Socio-economic development	4 projects
Inclusive Higher Education	5 projects

Impact of ALFA III

7 impact categories:

- Access to Higher Education
- Creation / Modernization of university courses
- Knowledge Transfer
- Millennium Development Goals
- Alliances / Cooperation
- Creation / Strengthening of networks

ALFA III has a sustainable impact at various levels

- In the **individual life** of all persons who have directly participated in the program: academic staff, students, etc. have benefited from a unique experience in their academic career.
- At **institutional level**, ALFA III represents growth both in terms of scientific capacity and visibility for participating institutions. This evolution facilitates the consolidation of relations of mutual trust between HEIs and government bodies. ALFA III has furthermore contributed to creating opportunities for HEIs to establish joint degrees and the recognition of degrees in the LA academic area.
- At **social level**, the links between HEIs and society have been increased and strengthened. Most ALFA III projects include partnerships among participants, local government institutions and the business sector. ALFA III contributes to the process of social cohesion, fostering collaboration from different sectors of society.

Main achievements

- It ensures a process of **ownership by the LA countries** through the creation of networks and synergies between universities in the region;
- High level of **institutionalisation of the processes** carried out by the HEIs, with favourable sustainability perspectives;
- It has contributed to the development of new **curricula**, the modernisation of existing courses, and the introduction of modern learning, teaching techniques and the dissemination of best practices;

- New shared **technological tools** are provided through established networks between HEIs
- ALFA III has improved access to higher education for **populations living in remote areas and vulnerable groups**;
- It has contributed to the **construction of a common LA HE area** and strengthens regional integration processes as established in the Development Cooperation Instrument (DCI) Regulation;
- The programme has favoured particular connections between **public policies and HEIs** participating in the programme, which could contribute to the review of education policies;
- It has promoted the connection between universities and the **private sector**, namely SMEs, through the alignment of curricula with the needs of the local labour market, to promote employability;
- It has an impact in the **environment field** (e.g. climate change, water and renewable energy, ...), contributing to sustainable development, in particular in rural areas.

History

The ALFA programme was created in 1994 with the aim of improving the quality, relevance and accessibility of Higher Education in Latin America and to contribute to the process of regional integration in Latin America, fostering progress towards the creation of an area of joint Higher Education in the region and exploiting its synergies with the European Union.

In 2008, the third phase of the programme, ALFA III, was initiated with the intention of following in the footsteps of his predecessors ALFA I (1994-1999: EU contribution EUR 32.4 million) and ALFA II (2000-2006: EU contribution EUR 55.5 million), introducing a new component: the fight against poverty and social cohesion, building on the strengths of the previous EU-LA higher education collaboration.

Examples of ALFA III projects

The **EQUALITY** Project (Strengthening Women's Leadership in Latin American HEIs and Society) has enhanced the relevance of higher education in promoting gender equality and contributing towards the increased visibility of women and their participation in science, academia and the workforce. HEIs are involved in the project from all 18 LA countries, together with institutions from Austria, France, Spain and Sweden. The project aims to generate positive economic effects by improving the use and integration of female talent in national economies in the long term. Through workshops, campaigns and publications EQUALITY has influenced modernization of institutional capacities of HEIs to effectively foster gender equality in all spheres of higher education and the labour market. The project supports women in acquiring leadership positions and strengthens universities' networking abilities. The project is coordinated by the Technological Institute of Costa Rica.

"The project represents an opportunity to debate gender issues and inequality within the university community and initiate dialogues in the same area with other universities in the country. Thanks to its participation in this research the School of Humanities is creating platforms for discussion and positioning itself as a legitimate interlocutor on gender issues both in the Universidad del Rosario and in Colombia." - EQUALITY project participant for the School of Humanities at the Universidad de Rosario (Colombia).

The **ALFA III UNICA** Project ("*Universidad en el campo*" – a higher education farming programme for young people in the countryside), coordinated by the University of Caldas (Colombia), has been designed for high-school students in vulnerable communities (indigenous population, rural areas and communities manifesting a high rate of violence) in Mexico, Nicaragua, Bolivia and Colombia. The beneficiaries receive high level education on farming production, which will guarantee them a qualified job in the rural areas. The project consists of a programme of preparatory cycles that prepares students to pursue further studies while they are completing their secondary education. "*Universidad en el campo*" is innovative in that it promotes higher education to remote areas. The academic staff from the participating universities have designed a programme with 17 modules specifically focused on training rural youth in the farming industry (for example, Biology, Business Management, Botanics, etc.). Bringing university professors to rural areas gives young people a unique chance to meet the academic world in their local environment.

The **ALFA III EURECA** Network (European and Central American Network for the Improvement of Quality and Sustainability of MSMEs) initiated the creation of a micro, small and medium-sized enterprises (MSMEs) management graduate programme, which is the first one in Central America supporting the development of this economic sector. More than 90% of the businesses in Central America are MSMEs. They constitute a basic source of employment. The Network brings together nine universities (six from Central America and three from Europe) and three supporting institutions. The business sector participates actively in the design of the programme providing an emphasis on practical matters. The beneficiaries acquire knowledge within the socio-economic reality of the region.

For more information on the programme: <http://www.alfa3programme.eu/en>
ALFA III online publication (EN – ES) : <http://www.alfa3programme.eu/en/medios-y-difusion/materiales-de-difusion>

Annex 4 contains more detailed information on ALFA III:

1. Summary calls, lots and budget
2. Table detailing participation by country/HEIs (total and percentages)
3. Summary table of the 51 ALFA III projects

3.2. Edulink

Since 2006, the EU has been financing **EDULINK I**, a program aimed at fostering capacity building and regional integration in the field of higher education through institutional networking in African, Caribbean and Pacific (ACP) States and Regions, and to promote higher education as a means of reducing poverty. As a whole, higher education capacity is to be strengthened at three levels: institutional/administrative, academic, research and technology.

The budget envelop of EDULINK I was EUR 30 million. The programme has supported 66 projects under three main strands of activities:

- Institutional capacity building: policy, management, planning, administrative capacity at national and regional levels

- Institutional cooperation to maximise academic quality and relevance in regional context: joint curriculum development, curriculum upgrades, postgraduate student training and teacher training and exchanges
- Capacity building in research and technology to allow HEIs to improve academic and teaching excellence in priority sectors for local socio-economic developments

Out of 66 funded projects, 8 took place in the Caribbean.

The twelve projects demonstrated a rich diversity of activities in education (gaining acceptance of new fields of study, designing new curricula or upgrading existing ones, introducing new forms of practical learning and e-learning) and in research (developing research agendas, upgrading research infrastructure, student support, PhD supervision, creating centres of excellence).

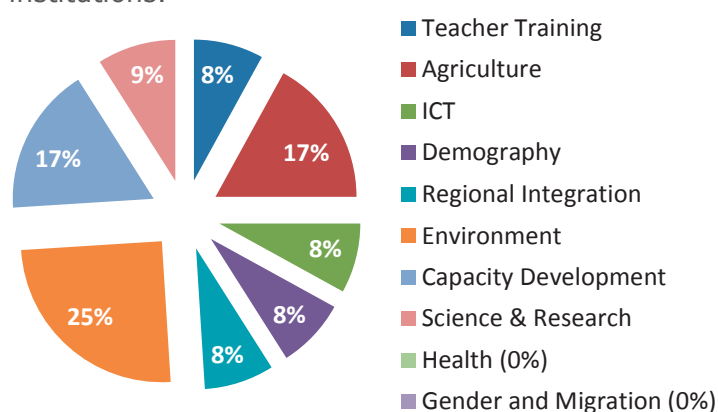
In 2012, **EDULINK II** has been launched with the same goals than its predecessor but with a particular focus set on agriculture and food security as well as energy access and efficiency. With a budget of EUR 42 million, the project counts 47 projects.

Out of 47 projects, 9 involved Caribbean universities and 2 projects involved partners from the Pacific.

The expected results for EDULINK II are:

- Enhanced contribution to national and regional policies and development plans for cooperation in higher education
- Increased inter-institutional networking between HEIs, including institutions offering teacher training, degrees and diplomas contributing to regional solutions to teacher shortages
- Improved management and financial administration of ACP HEIs
- Improved institutional frameworks to pursue academic programmes and academic excellence in ACP HEIs

So far, new curricula have been developed, administrative and quality assurance capacities have been reinforced, the mobility of academic staff and students has increased and critical ICT infrastructures have been built up in ACP higher education institutions.



Example of an EDULINK II project in the Caribbean

Renewable Energies Education Network (RENet)

The Renewable Energies Education Network (RENet) project has been launched in order to strengthen Higher Education of quality in the area of energy access and efficiency, with special focus on Renewable Energies (RE), by enhancing the partners' academic capacities and by fostering South-South academic and institutional networking.

Thanks to the **RENet** Programme, the academic capacities of Haitian and Cuban universities will be reinforced by the design of a new postgraduate degree in Energy that bridges the gap between Haiti and its regional context, together with the strengthening of the pre-existing academic degrees in Cuban partner universities through the improvement of contents and curricula. To get this, a training of trainers programme will be designed and imparted in the RENet framework, which will increase the capacity of teaching in RE and energy efficiency.

On the other hand, professional training courses will be implemented to improve the access to the labour market and tackle the problems of access and inefficient use of energy. The research capacities of the partner universities will be strengthened through the design and equipping of a RE Laboratories in each partner university. The improvement in education access will be addressed by the creation of an on-line platform for UEH, which will include open access courses that will be available to the Caribbean population.

The expected results of the project are:

- Increased awareness of qualifications needed in the energy sector and training needs of staff and students to build capacities for a sustainable energy sector.
- Upgraded qualifications of partner HEI academic & management staff with a view to providing high-level skills required for capacity development in the energy sector: three capacity-building workshops for HEI staff and IP offices will enhance the qualifications of some 60 staff members; Workshops will be replicated and training materials available through and on-line platform.
- Improved institutional frameworks, modernised offer of academic & research programmes, and lifelong learning opportunities for professionals, including distance learning: Action Plan for curriculum modernization, joint development of materials for new transversal courses, pilot course implementation, etc.
- Reinforced inter-institutional networking and co-operation among key actors of the innovation system (HEIs, enterprises, government), via networking actions involving diverse stakeholders, and pilot projects.
- Enhanced impact and promoted regional up-take of the pilot transversal courses in other faculties and HEIs in the Caribbean, achieved through dissemination and visibility of the project results.

Development of a Regional Master Programme in Pig Production and Food Security in Caribbean Countries

The specific objective of the project is to introduce an interdisciplinary master degree program in pig production in the four Caribbean Universities located in the Dominican Republic, Cuba and Haiti. The programme will include the exchange of staff and students and close co-operation with the national authorities in order to achieve a high quality programme in food security and production. The project will prepare a new generation of future experts capable of performing services within different production and food security domains utilising the latest advances within the swine industry. The project will focus on the capacity building for ACP academic staff and teachers as well

as building the capacity for ACP management, administration, students and outreach to companies.

This Project will promote education and knowledge in pig production, diseases and native breed recovery among others. The focus will be at all levels: government, productive sector (private and commercial), University staff (management, administrative and academic staff) and students. The new generation of students will ensure the development of pig production in these countries and contribute to the eradication of endemic diseases as Classical Swine Fever (CSF) and the recovery of the native breeds.

The Project will contribute to the following expected results:

- Development of courses for a Master Program in pig production and food security in four Universities of the Caribbean.
- Increased inter-institutional networking between HEIs in the ACP and with EU HEIs, including institutions offering teacher training, degrees and diplomas contributing to regional solutions to teacher shortages.
- Upgraded qualifications of academic staff of ACP HEIs.
- Improved institutional frameworks to pursue academic programmes and academic excellence in ACP HEIs.
- Increased mobility of postgraduate students and teaching staff through the provision of joint programmes.

In the scientific field, this Project will contribute:

- To help to the Continental Plan for the Eradication of CSF in the Americas increasing the knowledge on CSF and its eradication at all levels (government, productive sector, universities).
- To help on the recovery of the native pig breed (creole pig).

3.3. Erasmus Mundus Action 3 projects for attractiveness

Up to 2013, the Erasmus Mundus programme selected each year a number of projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. This Action 3 component supported activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility. It also intended to disseminate the programme's results and examples of good practice, and to exploit these results at institutional and individual level.

One of the priorities of Action 3 was to support projects in **specific geographical areas**. These were related to countries or groups of countries that have international student flows or countries that are less represented in international cooperation programmes in higher education.

The 16 projects selected in the geographical area of **Latin America** concern a variety of themes or academic disciplines. Two examples of projects (one completed and one on-going) are given below.

While these Erasmus Mundus Action 3 projects are not capacity-building projects in the sense of Erasmus+, many address key issues that higher education institutions need to address when developing international activities and strategies.

Examples of Erasmus Mundus Action 3 projects

ADDE SALEM: A Double Degree in Europe, South American Leadership & Employability

Partner countries: Argentina, Brazil, Chile, Colombia, Hungary, France, Italy, Portugal, Spain, Sweden

Partners:

- Politecnico Di Milano, Italy (Co-ordinator)
- École Centrale of Lille, France
- École Centrale of Nantes, France
- École Centrale Paris, France
- Budapest University of Technology and Economics, Hungary
- Instituto Superior Técnico (IST), Portugal
- Technical University of Madrid, Spain
- Lund University, Sweden
- Austral University, Argentina
- Technological Institute of Buenos Aires, Argentina
- Politechnical School of Federal University of Rio de Janeiro, Brazil
- São Paulo University, Brazil
- Federico Santa Maria Technical University, Chile
- Pontifical Catholic University of Chile, Chile
- Javeriana University, Colombia
- University of Norte Foundation, Colombia

ADDE SALEM lasted three years (2011-2014) and united 16 partners from six European and four South American countries. It aimed at promoting the Erasmus Mundus joint and double degrees in South America and increasing the participation of South American students in the Erasmus Mundus programme. The project targeted different groups: students, alumni, professors, Higher Education Institution administrations and employers.

The project was conducted according to a specifically elaborated methodology which enabled to bring together theory and practice. The main methods used were questionnaires, focus groups, open conferences, working groups and finally the international seminars.

ADDE SALEM contributed to South-South cooperation between the Latin American partners. Thus, two memoranda of understanding were signed between an Argentinian and a Brazilian university. In addition, the number of double degree agreements signed between European and South American institutions increased in the course of the project.

The main final product – the **ADDE SALEM** book – gives an overview of the project, explains its methodology and presents the main findings as well as draws conclusions and suggestions. It provides a perspective on the added value and specificities of joint/double degrees.

The online publication "The Architecture of the Curricula for International Joint and Double Graduate Degrees in Engineering: towards a Catalogue" looks at the most common joint programmes schemes and is a helpful tool for negotiating joint/doubles degrees.

ULISES: University Linking Initiatives and Synergies in Europe and South America

Partner countries: Argentina, Brazil, France, Italy, Netherlands, Spain, Uruguay

Partners:

- OBREAL, Spain (Coordinator)
- Universidad de la Republica, Uruguay
- Agencia Nacional de Evaluacion de la Calidad y Acreditacion, Spain
- Asociacion de Universidades Grupo Montevideo, Uruguay
- Universidade Federal de Sao Carlos, Brazil
- Universidad Nacional de Chilecito, Argentina
- Tilburg University, Netherlands
- Universita degli Studi di Roma "La Sapienza", Italy
- Universite de Montpellier 1, France

The project **ULISES** has been built upon the outcomes and is continuity of two accomplished Erasmus Mundus Action 3 projects PROMHEDEU-LAC (2008-2010) and BRIDGES-LAC (2007-2009) coordinated by Asociación Observatorio de la Relaciones entre la Union europea y América latina (OBREAL). ULISES is a two-year project (2013-2015) which brings together nine partners from four European and three South American countries.

ULISES seeks to contribute to the development of the Common Area of Higher Education of Latin America, Caribbean and European Union (ALCUE). It involves academic staff, policy makers, decision makers, managers and administrators. The multiplying effects of the project will benefit other stakeholders such as higher education inspectors and advisors as well as research and industry community in both regions.

Specifically, ULISES aims **at consolidating the long term partnership between EU and MERCOSUR and promoting joint efforts to generate links between research, universities and industries in the MERCOSUR sub-region** by:

- Improving the accreditation mechanism in the region and discussing bi-regional accreditation schemes;
- Advancing the discussions about the impact of the Erasmus Mundus programme in the region and its relation with the mobility schemes operating in the region;
- Increasing discussions between industry and university in the region;
- Contributing to the interdisciplinary policy debate in furtherance of increased participation and mutual understanding among different stakeholders of both regions;
- Ensuring sustainable means of multiplying and disseminating successful experiences of EU-MERCOSUR joint actions.

In terms of outcomes, ULISES envisages carrying out research papers, focus groups, round-tables, debates, forums, workshops and seminars, a dynamic website portal and an updated on-line bulletin to foster active participation and debate among all stakeholders.

More information on Action 3 projects:

http://eacea.ec.europa.eu/erasmus_mundus/results_compendia/selected_projects_action_3_achievements_activities_en.php

4. Mobility of researchers

The Marie Curie Actions (2007-2013)

Promoting researchers' training, mobility and career development

Abundant and highly trained qualified researchers are a necessary condition to advance science and to underpin innovation, but also an important factor to attract and sustain investments in research by public and private entities.

Building on the achievements under previous framework programmes, the *People Specific Programme*¹⁹ part of the 7th EU Framework Programme for Research and Technological Development (FP7)²⁰ put into place a coherent set of **Marie Curie Actions (MCA)** that address researchers at all stages of their careers, from initial research training of doctoral candidates to life-long learning and career development in the public and private sectors. Mobility, both transnational and intersectoral, is a central component of the programme, along with international competition between researchers in order to ensure the highest quality of research.

MCA stand for excellence in research training, mobility and career development. The funding schemes award competitive mobility grants to researchers of all ages, experience and nationality, including those returning to research after a career break. Funding is available for all domains of research and technological development, with the exception of research areas covered by the EURATOM Treaty. The actions finance numerous interdisciplinary, international and inter-sector projects addressing the entire chain of research and innovation and covering major societal challenges from climate change to health and food security. Research fields are chosen freely by the applicants in a 'bottom-up' manner.

The MCA are instrumental to build and strengthen international cooperation and networking among various research fields and sectors. Within their global outreach, the MCA are open to both public and private research organisations located in any country around the globe²¹.

Enhancing cooperation between academia and industry in terms of knowledge-sharing, training and broad skills development is another key element of the MCA. The funding schemes offer a meaningful exposure of researchers to industry via secondments and recruitment, improving researchers' career prospects and employability. They promote doctoral programmes that significantly involve the non-academic sector, including Small and Medium-Sized Enterprises (SMEs), to help researchers acquire cross-cutting innovation and entrepreneurial skills for the jobs of the future.

Furthermore, the MCA are seen as best practice in setting professional standards for researchers. The actions foster open recruitment procedures and offer attractive employment and working conditions for researchers following the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of

¹⁹ In accordance with Articles 163 to 173 of the EC Treaty, and in particular Article 166(1) as contextualised in the following decisions: Decision 1982/2006/EC of the European Parliament and of the Council of 18.12.2006 concerning the 7th Framework Programme of the European Community for Research, Technological Development and Demonstration (2007-2013) and the Council Decision 973/2006/EC of 19.12.2006 adopting a Specific Programme for Research, Technological Development and Demonstration: 'People' (2007-2013).

²⁰ The 7th EU Framework Programme for Research and Technological Development (FP7) is the European Union's main instrument for funding research in Europe. The programme has a total budget of over EUR 50 billion over the period 2007-2013 (Annex 4).

²¹ However, legal entities established in countries to which the European Union under Articles 75 and 215 of the Treaty on the Functioning of the European Union has issued actions to interrupt or to reduce, in part or completely, economic relations, may participate if they comply with these actions. For the list of EU restrictive measures in force (Regulations based on Article 215 TFEU and Decisions adopted in the framework of the Common Foreign and Security Policy) visit: http://eeas.europa.eu/cfsp/sanctions/docs/measures_en.pdf.

Researchers.²² They aim to ensure gender mainstreaming by encouraging equal opportunities for women in all MCA and by benchmarking gender participation (targeting at least 40% participation by women).

Since their launch in 1996, the MCA have achieved remarkable results and have become one of the most prestigious EU schemes to support mobility of researchers across and outside Europe. Approximately 50 000 researchers of nearly 140 different nationalities have been awarded fellowships or seconded to another organisation between 2007 and now, out of which 24%²³ were nationals of Third Countries and nearly 38% were women. This implied 22 200 participations in various projects of research organisations from over 80 different countries, with SMEs accounting for more than half of all participating industry organisations. Furthermore, the funding schemes have provided structured doctoral training to more than 10 000 PhD candidates in Europe, with more than half of all funded research addressing major societal challenges.

The Marie Curie Actions

Having a significant overall budget of **EUR 4 750 million** over a seven year period (2007 – 2013), the *PEOPLE* programme is implemented through the Marie Curie Actions under four main headings and eight Actions:

1. Initial Training of Researchers

Initial Training Networks (ITN):

Aiming to improve career perspectives of *early-stage researchers* in public and private sectors, this action supports competitively selected networks of organisations from different countries engaged in research training. The networks are built on a joint research training programme, responding to well identified training needs in defined scientific or technological areas and expose the researcher to academia, the private sector and other socio-economic actors. Three implementation modes are available under this action: Multi-partner ITNs (Multi-ITN), European Industrial Doctorates (EID) and Innovative Doctoral Programmes (IDP). The action is open to researchers of any nationality who can be recruited within the networks, and to the participation of both public and private sector organisations located in any country²⁴.

2. Life-long Training and Career Development

Intra-European Fellowships for career development (IEF):

This action supports the career development, or restart, of experienced researchers and seeks to enhance their individual competences by acquiring new skills at multi-or interdisciplinary level and/or exposure to a different sector. Projects must involve trans-national mobility within Europe (EU Member States or Associated countries) and are open to researchers of any nationality.

Career Integration Grants (CIG):

Fellowships addressed at *experienced researchers* from any country in the world, which aim at encouraging them to establish themselves after a mobility period in EU Member States or Associated Countries. CIG includes the European Reintegration Grants (ERG) and International Reintegration Grants (IRG) from 2011.

²² The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers are available here: <http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter>
<http://ec.europa.eu/euraxess/index.cfm/rights/codeOfConduct>

²³ Researchers nationals of Associated Countries (AC) to FP7 and staff exchanges in IRSES are excluded. If partial data on IRSES is included, 33% of researchers supported are nationals of Third Countries (AC nationals excluded).

²⁴ Above the minimum number of Member States and Associated Countries, legal entities established in Third Countries (TC) are eligible to participate in a Multi-ITN. In IDP and EID, TCs can only have the role of associated partners. Within Multi-partner ITNs, the initial training can also, to a limited extent, be directed to experienced researchers as long as they have less than five years of full-time equivalent research experience at the time of recruitment by the host organisation.

Co-funding of regional, national and international programmes (COFUND): The co-funding action targets existing or new regional, national and international fellowship programmes to open up to and provide for the trans-national mobility of experienced researchers at different stages of their careers. Co-funded organisations are situated in EU Member States or Associated Countries. Positions can be open to researchers of any nationality.

3. Industry-Academia Pathways and Partnerships

Industry-Academia Partnerships and Pathways (IAPP):

The objective of this action is to fund intersectoral mobility through *exchanges of research staff* (early-stage and experienced researchers, but also technical and managerial staff) between public research organisations and commercial partners (including SMEs) working together on joint research projects, and the recruitment of *experienced researchers* from outside the partnership. The action targets mainly European organisations but it is also open to Third-Country (TC) organisations. Researchers of any nationality are eligible to participate.

4. International Dimension – World Fellowships

International Outgoing Fellowships (IOF):

This action provides financial support to European *experienced researchers* conducting high-level research in a university, research centre or company in a non-EU country (outgoing phase). Subsequently, these researchers will return with the acquired knowledge and experience to an organisation in a Member State or Associated Country. Researchers from third countries who have been residing and carrying out their main activity in Member States or Associated Countries for at least the 5 years prior to the submission deadline are also eligible for this action.

International Incoming Fellowships (IIF):

This action supports funding of experienced researchers of any nationality²⁵ moving from non-European countries to a host institution in an EU Member State or Associated Country (incoming phase), and the possible return phase to an International Co-operation Partner Country (ICPC).²⁶

International Research Staff Exchange Scheme (IRSES):

This action aims to establish or reinforce long-term research cooperation through balanced and reciprocal short staff exchanges and networking activities between European research organisations and TC research organisations (i.e. TC with an EU Science and Technology Agreement or covered by the European Neighbourhood Policy).

The MCA take a 'bottom-up' approach rather than predefining areas of research to be supported or the budget amount apportioned to the research field. Projects fall into eight broad areas of research from chemistry to social sciences: Chemistry (CHE), Economic Sciences (ECO), Information Science and Engineering (ENG), Environment and Geosciences (ENV), Life Sciences (LIF), Mathematics (MAT), Physics (PHY), and Social Sciences and Humanities (SOC), with separate multidisciplinary panels for several particular Marie Curie Actions or implementation modalities.

²⁵ Under the 2007 and 2008 calls for proposals the nationality rule applied to this action and only Third Country fellows could apply. Since 2009 fellows of any nationality are eligible to participate.

²⁶ If the researchers originate from one of the ICPC, the IIF scheme may include provisions to assist the fellows to return to their country of origin, thus contributing to establish sustainable cooperation between these countries and European research organisations. The possible return phase of the fellows was supported by the Marie Curie International Incoming Fellowship for Career Development Return Phase (IIFR). The return phase of one year aimed at the application, in the researchers' country of origin, of the experience gained during their period of international mobility. The return phase did normally commence not later than 6 months after the termination of the incoming phase.

Participation of LAC organisations and researchers in the Marie Curie Actions (2007-2013)

International scientific cooperation is an important element of the Marie Curie Actions. Cooperation is vital if research is to reach its full potential. The international dimension of the MCA is particularly targeted by the fourth activity foreseen by the *People Specific Programme*, the *World fellowships*. Under this activity, IIF, IOF and IRSES aim at widening the international appeal for researchers to move to and from Europe.

LAC researchers can participate in all MCA in accordance with the specific application requirements. Additionally, depending on the scheme, the participation of legal entities established in LAC countries is foreseen under the conditions provided by the Rules for Participation²⁷.

The LAC countries (except Antigua and Barbuda and Bahamas) are included in the list of International Co-operation Partner Countries (ICPC). Legal entities established in ICPC may, under certain conditions, participate depending on the scheme, on an equal basis as those from Member States and Associated Countries to FP7, and are eligible to receive an EU financial contribution. Moreover, Argentina, Brazil, Chile, and Mexico have concluded bilateral Scientific and Technological cooperation agreements (S&T agreements) with the European Union²⁸ that allow for organisations located in these countries to strengthen their cooperation with European research organisations through exchanges of research staff in IRSES.

Brief summary

- 205 separate projects funded in which LAC organisations participate;
- 406 participations of LAC organisations (367 in IRSES, 16 in IIFR, 14 in IOF, 7 in ITN, 2 in IAPP);
- Over 150 distinct LAC organisations participating in various MCA projects;
- 834 fellowships awarded to LAC researchers (386 in ITN, 185 in COFUND, 82 in IAPP, 76 in IIF, 61 in IEF, 25 in CIG, 15 in IIFR, 4 in IOF);
- approximately 2 866 researchers seconded from LAC organisations to European organisations and 2 526 European researchers have benefited from a secondment in a LAC organisation²⁹.

This section provides a comprehensive statistical overview of the participation of LAC organisations and researchers in MCA in terms of distributions of organisations, fellows supported and budget allocated by country.

1. Organisation participations and budget awarded

Over 150 different LAC research organisations have participated more than 400 times in 205 Marie Curie **projects**³⁰. Brazil has the highest number of **organisation participations**³¹, followed by Argentina and Mexico. Participation in IRSES projects is significant and accounts for over 90% of the total participations.

Number of participations of organisations from LAC

²⁷ Regulation of the European Parliament and of the Council laying down the rules for the participation of undertakings, research centres and universities in actions under the 7th Framework Programme and for the dissemination of research results (2007-2013) [Regulation N° 1906/2006/EC of 18.12.2006, OJ L 391 of 30.12.2006, page 1].

²⁸ The bi-lateral S&T agreements concluded between the European Union and Argentina, Brazil, Chile, and Mexico can be found here: <http://ec.europa.eu/research/iscp/index.cfm?pg=countries>.

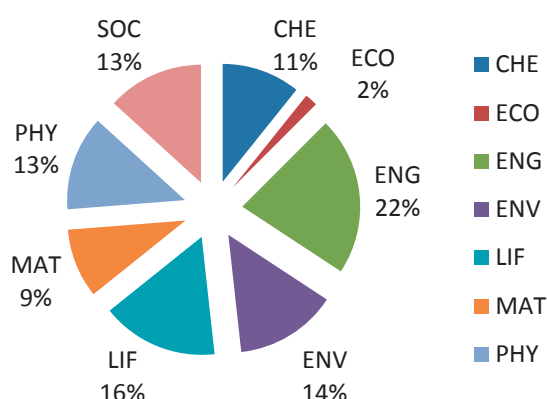
²⁹ IRSES fellows are an estimation based on the number of months planned to be exchanged. Here we refer to the country of the sending/host organisation, not to the nationality of the fellow seconded.

³⁰ Refers to the total number of single projects in which these organisations participated. If a Bolivian and a Mexican organisation participated in the same project, the project is counted once only.

³¹ Refers to the total number of times that organisations from these countries have participated in all actions.

	IAPP	IIFR	IOF	IRSES	ITN	Total
Argentina	-	10	3	77	2	92
Bolivia	-	1	-	-	-	1
Brazil	-	2	4	178	3	187
Chile	2	-	3	46	1	52
Mexico	-	2	3	66	-	71
Uruguay	-	1	1	-	1	3
TOTAL	2	16	14	367	7	406

Participation of LAC organisations by the scientific area of the project



Excluding COFUND action, for which the scientific panel is more difficult to distinguish, the highest percentage (22%) of LAC research organisations have participated in projects in the Information Science and Engineering scientific area, followed by Life Sciences (16%) and Environment and Geosciences (14%).

The total **EU contribution awarded** to organisations from LAC is considerable and amounts to over EUR 25 million. In most countries, a large part of the EU contribution awarded went to IRSES projects supporting short-term exchanges of staff. The data shows a significant participation of Argentina, Brazil, Chile and Mexico in IRSES in terms of EU contribution awarded and the number of organisation participations.

EU contribution awarded to LAC organisations by type of action

Country	IAPP	IIFR	IRSES	ITN	EU contribution awarded
Argentina	-	150 000	4 626 900	285 788	5 062 0688
Bolivia	-	15 000	-	-	15 000
Brazil	-	22 500	10 450 000	691 541	11 164 041
Chile	484 716	-	3 031 200	168 824	3 683 739
Mexico	-	22 500	4 789 200	-	4 811 870
Uruguay	-	15 000	-	415 929	430 929
TOTAL	484 716	225 000	22 897 300	1 562 082	25 169 097

As regards the LAC organisations awarded the highest EU contribution, Universidad Nacional Autonoma de Mexico (Mexico) is in first position, followed closely by Universidade de Sao Paulo (Brazil) and Consejo Nacional de Investigaciones Cientificas y Tecnicas (Argentina). These three organisations count for over 50 participations in IRSES projects, mainly in projects in the PHY, SOC and LIF scientific panels.

Ranking of the top 10 LAC organisations in terms of the EU contribution awarded³²

Ranking	Organisation Name	Country	Organisation participations	EU contribution awarded to participants (EUR thousand)
1	Universidad Nacional Autonoma de Mexico	Mexico	21	1 308
2	Universidade de Sao Paulo	Brazil	24	1 304
3	Consejo Nacional de Investigaciones Cientificas y Tecnicas	Argentina	20	1 161
4	Universidade Federal do Rio de Janeiro	Brazil	17	1 028
5	Ministerio da Ciencia e Tecnologia	Brazil	3	884
6	Pontificia Universidad Catolica de Chile	Chile	13	843
7	Universidade Federal do Rio Grande do Sul	Brazil	10	839
8	Universidad de Buenos Aires	Argentina	11	708
9	Benemerita Universidad Autonoma de Puebla	Mexico	2	679
10	Comision Nacional de Energia Atomica	Argentina	5	504
				TOTAL: 9 258

The organisations above received over one third of the total EU contribution to LAC and the majority of them are among top 10 LAC organisations in terms of participations in various projects (Annex 5).

An important aspect of the EU-LAC research cooperation constitutes the involvement of **LAC higher and secondary education institutes** (HES) in MCA projects. HES are the main beneficiaries of EU contribution receiving more than 50% of the total EU support awarded to CELAC organisations and they count for over half of the organisation participations in absolute numbers. However, there is a low number of LAC **industry organisations** involved in MCA projects, although the actions encourage the participation of industry, including SMEs.

The **organisation success rate**³³ varies across different countries over the lifespan of FP7 MCA, with Brazilian and Chilean organisations having an overall success rate per all Marie Curie actions of 41.3% and 39.7% respectively (Annex 5). Although applications deemed worthy of several LAC organisations missed the cut-off threshold, the success rates reflect the high standing of the programme and its strong appeal to worldwide research organisations and researchers.

³² Due to differences in the name of the same organisation, this data is an approximation of the participation and EU contribution awarded.

³³ The success rate is calculated as the ratio of number of organisations participating in retained proposals to the number of applying organisations in eligible proposals.

2. LAC researchers benefitting from MCA

The mobility of CELAC researchers supported by the MCA has strongly contributed to fostering international networking and collaboration between EU and LAC organisations.

Number of fellowships awarded to nationals of LAC countries by Marie Curie action

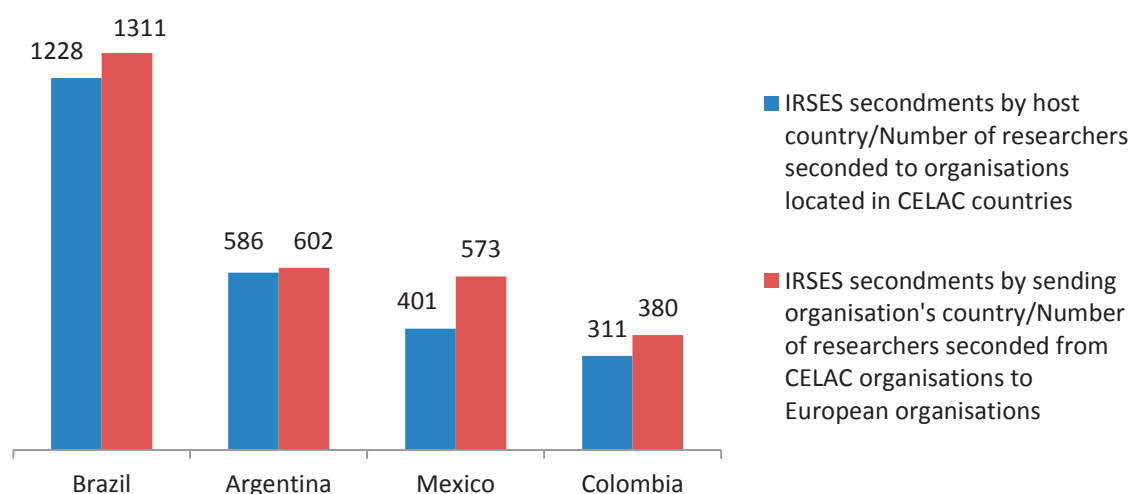
	CIG	COFUND	IAPP	IEF	IIF	IIFR	IOF	ITN	TOTAL
Argentina	12	47	13	15	28	9	-	44	168
Barbados	-	-	2	-	-	-	-	2	4
Bolivia	-	2	1	1	1	1	-	2	8
Brazil	3	32	12	11	16	1	-	80	155
Chile	1	14	11	6	5	-	-	28	65
Columbia	2	21	8	1	3	1	-	71	107
Costa Rica	1	-	-	1	-	-	-	4	6
Cuba	-	10	4	5	4	-	-	22	45
Dominica	-	1	-	-	-	-	-	1	2
Ecuador	-	4	1	1	-	-	1	6	13
El Salvador	-	-	-	-	-	-	-	3	3
Honduras	-	1	-	-	-	-	-	3	4
Jamaica	-	-	-	-	-	-	-	1	1
St. Lucia	-	-	-	-	-	-	-	2	2
Mexico	2	37	19	11	15	1	1	73	159
Nicaragua	-	-	-	-	-	-	-	1	1
Peru	-	9	4	6	-	-	1	11	31
Paraguay	-	-	-	-	-	-	-	1	1
Trinidad and Tobago	-	-	-	-	1	-	-	1	2
Uruguay	3	3	2	1	3	2	1	5	20
St. Vincent and the Grenadines	-	-	-	-	-	-	-	1	1
Venezuela	1	4	5	2	-	-	-	24	36
TOTAL	25	185	82	61	76	15	4	386	834

834 CELAC researchers have been awarded fellowships or seconded so far (staff seconded in IRSES excluded). Researchers of Argentinean nationality received the highest number of fellowships mostly through participation in COFUND and ITN projects, followed by Mexican (159 fellowships), Brazilian (155 fellowships) and Columbian researchers (107 fellowships). This participation testifies the world-wide openness of the MCA and their important contribution towards enhancing the knowledge transfer and the quality of research in both EU and LAC countries.

As regards the number of researchers involved in IRSES projects, 2 866 staff members have been seconded from LAC organisations to European organisations and 2 526 European researchers have benefited from a secondment to a LAC organisation³⁴. Spain attracted the highest number of researchers seconded from LAC organisations in IRSES, followed by Italy (Annex 5).

Brazilian participation in IRSES is remarkable. The 114 IRSES projects involving Brazil have resulted in over 1200 research staff from Europe spending some months in Brazil, with over 1300 researchers working for Brazilian organisations doing the inverse.

³⁴ IRSES fellows are an estimation based on the number of months planned to be exchanged. Here we refer to the country of the sending/host organisation, not to the nationality of the fellow seconded.



The Marie Curie Actions have contributed also to boosting women researchers' presence in scientific research. Data show that nearly 50% of CELAC researchers supported by MCA fellowships or seconded (IRSES excluded) are women. Moreover, partial data on IRSES show a 63% participation of women researchers in this action. Women researchers are predominantly involved in projects in the Life Sciences, Chemistry and Social and Human Sciences scientific areas and are underrepresented in certain disciplines such as Mathematics and Economic Sciences. A third of all individuals characterised as *contact person for scientific aspects* in signed grant agreements are women. Additionally, women represent half of the individuals in the category *contact person by country of origin of the participating organisation*.

Examples of projects supported by the Marie Curie Actions³⁵

CosmoComp: Pan-European training in computational cosmology - modelling cosmic structures

Funding scheme: Initial Training Networks (ITN)

EU funding: EUR 4.646 million

Participants: 10 organisations from Argentina (Consejo Nacional de Investigaciones Científicas y Técnicas), China, France, Germany, Italy, Spain, the Netherlands, and the United Kingdom

Scientific area: Physics

Period of implementation: 12/2009-11/2013

The project aimed at training the next generation of computational cosmologists and developing new training capacity through network activities. The results of the project include the completion of a multi-hundred billion particle cosmological simulation, the development of the Over-Whelming Large Simulations and EAGLE simulations, studies of how stellar and Active Galactic Nucleus feedback affect the overall distribution of matter, the development of several new numerical codes for hydrodynamic simulations of galaxy formation, and the results from code comparisons. 24 early stage researchers and 8 experienced researchers have been recruited within the project. After finishing their PhDs, some of the early-stage researchers obtained fellowships in academia, while others started working in industry organisations. More than 120 publications have been published so far by researchers involved in the project.

³⁵ Information on different projects funded under FP7 can be found on the Community Research and Development Information Service (**CORDIS**): <http://cordis.europa.eu/>

EPLANET: European Particle physics Latin American NETwork

Funding scheme: International Research Staff Exchange Scheme (IRSES)

EU funding: EUR 3.245 million

Participants: 29 organisations from Argentina (Comision Nacional de Energia Atomica, Universidad de Buenos Aires, Universidad Nacional de la Plata, Universidad Nacional de Mar del Plata), Brazil (Ministerio da Ciencia e Tecnologia, Universidade Federal do Rio de Janeiro, Universidade Estadual Paulista UNESP, Universidade Estadual de Campinas, Universidade de Sao Paulo), Chile (Pontificia Universidad Catolica de Chile, Universidad Tecnica Federico Santa Maria), France, Italy, Mexico (Benemerita Universidad Autonoma de Puebla, CINVESTAV, Universidad de Guanajuato, Universidad Michoacana de San Nicolas Hidalgo, Universidad Nacional Autonoma de Mexico) Portugal, Spain, Switzerland, and the United Kingdom

Scientific area: Physics

Period of implementation: 02/2011-01/2016

In High Energy Physics (HEP), an extremely complex field, international collaboration in the form of research staff exchanges has proven to be an effective method for the transfer of knowledge and the training of scientists.

EPLANET fosters a sustainable collaboration and strengthens the existing research partnership between Latin America and Europe as well as provides advanced training in the various applications of HEP and associated technologies. The project aims at developing internal Latin-American collaboration to reach the critical scientific mass and profit from the educational, technological and industrial impact of HEP. It supports short-term exchanges of experienced and early-stage researchers, for a total of approximately 1 800 researcher-months. Researchers working for organisations located in Argentina, Brazil, Chile and Mexico are seconded to the European Organisation for Nuclear Research (CERN) and other European organisations and from European countries mainly to the Pierre Auger Observatory in Argentina. The staff seconded performs research on the **Large Hadron Collider** and AUGER experiments, inside well established research teams. Among the scientific results of the project include advanced training and acquisition of new technologies in accelerator and detector physics, medical physics and Information and communications technologies. Latin American researchers are able to access some of the best experimental facilities in Europe and improve their technical expertise. Moreover, the Latin American research community can take advantage of the existing technologies to promote industrial innovation and raise its scientific visibility.

AREUS: Anisotropic Response of Unsaturated Soils - a Microstructural Approach

Funding scheme: International Incoming Fellowships Return Phase (IIFR)

EU funding: EUR 0.015 million

Participants: 1 organisation from Bolivia (Universidad Mayor de San Simon) and 1 Bolivian researcher

Scientific area: Environment

Period of implementation: 2011-2012

The expression unsaturated soil is used in geotechnical engineering to identify a class of soils whose pores are partially filled with water and partially filled with air. The project aimed at investigating anisotropy in unsaturated soils based on the appreciation of the microscopic interactions between solid grains, pore water and pore air. The research was divided in four main activities: performance of laboratory tests on unsaturated soil samples compacted under different conditions to achieve different degree of initial cross-anisotropy, interpretation of test results in terms of theoretical models based on the mechanics of granular materials and continuum mechanics,

microscopy analysis of soil samples subjected to cycles of wetting and drying and study of boundary value problems where the anisotropy of unsaturated soils is particularly relevant. One of the main project deliverables was the formulation of a constitutive model capable of representing the anisotropic mechanical behaviour of unsaturated soils.

Animal Forest Health: Multiple stressor effects in the photobiology of Caribbean symbiotic octocorals and its repercussion in the population fitness and reproductive output

Funding scheme: International Outgoing Fellowships (IOF)

EU funding: EUR 0.275 million

Participants: 1 organisation from Mexico (Universidad Nacional Autonoma de Mexico), 1 organisation from Spain and 1 Italian researcher

Scientific area: Environment

Period of implementation: 07/2013-07/2016

Among the most threatened ocean ecosystems are the so called 'animal forests'. Animal forests are considered alive three-dimensional structures mostly (or completely) composed by hexacorals, octocorals, sponges, etc. In tropical seas, symbiotic octocorals (soft corals) are important part of these complex structures.

The aim of the project was to understand how futures scenarios of warming temperatures, ocean acidification and food changes impact the photobiology and physiology of symbiotic octocoral population, reflected in the health status and reproductive capability of this group. Among the specific objectives of the project were to properly describe photo biological features in Caribbean selected symbiotic octocorals, conduct experiments with different temperature, acidification and food availability testing metabolic and gonadal output response, conduct in situ seasonal monitoring of the species biology and environmental factors at different depths, and produce a model of potential changes in the population distribution and recovery capability after the stress effects.

Marie Skłodowska-Curie actions (2014-2020)

Opportunities for LAC researchers and organisations

The importance of international cooperation in science and innovation is explicitly recognised in Horizon 2020 (H2020), the new EU programme for research and innovation for the period 2014-2020, which is fully open to participation from all over the world.

The renamed **Marie Skłodowska-Curie actions (MSCA)**³⁶ under H2020, continue and extend the opportunities available for non-European researchers and organisations. The objective remains to support the career development and training of researchers – with a focus on innovation skills – in all scientific disciplines through worldwide and cross-sector mobility.

With a budget of **EUR 6.16 billion**, the MSCA are expected to finance around 65 000 researchers between 2014 and 2020, including 25 000 doctoral candidates, and will enable around 15 000 non-EU researchers to start or pursue their careers in Europe by 2020, while secondments outside Europe are also encouraged. The MSCA remain open to all domains of research and innovation addressed under the Treaty on the Functioning of the European Union, from basic research up to market take-up and innovation services. Research and innovation fields as well as sectors are chosen freely by the applicants in a fully bottom-up approach.

The MSCA have preserved their global outreach and are thus open to LAC researchers who may receive funding for their mobility. Moreover, legal entities established in LAC countries³⁷ are automatically eligible for funding under the H2020 budget. However, the approach to providing funding to third country organisations has become more restrictive under H2020. Organisations located in emerging economies such as Brazil and Mexico are no longer automatically eligible for funding. Organisations from these countries can still participate in all actions but have to determine themselves the sources of funding for their part of the project. In exceptional cases, entities from countries excluded from automatic funding can receive funding through H2020, provided their participation is deemed essential for carrying out the project (for example, they provide access to research infrastructures, to outstanding competence/expertise, data) or if such funding is provided for under a bilateral S&T Agreement or a similar arrangement between the EU and the country where the applicant is based.

³⁶ For further information: <http://ec.europa.eu/research/mariecurieactions/>

³⁷ Except for legal entities established in Antigua and Barbuda, Barbados, Bahamas, Brazil and Mexico.

Building on the achievements of the previous Marie Curie Actions (e.g. for staff exchanges, individual fellowships for experienced researchers and training networks) the actions have been streamlined and simplified to four:

Simplification of the Marie Skłodowska-Curie actions



1. Research networks (ITN): support for Innovative Training Networks

ITNs support competitively selected joint research training and/or doctoral programmes, implemented by European partnerships of universities, research institutions, and non-academic organisations. The research training programmes provide experience outside academia, hence developing innovation and employability skills. ITNs include industrial doctorates, in which non-academic organisations have an equal role to universities in respect of the researcher's time and supervision, and joint, double or multiple doctoral degrees delivered by several universities. Furthermore, non-European organisations can participate as partner countries in ITNs, enabling doctoral-level candidates to gain experience outside Europe during their training. The action is open to *early-stage researchers* of any nationality who can be recruited within the networks.

2. Individual fellowships (IF): support for experienced researchers undertaking mobility between countries, optionally to the non-academic sector

Individual Fellowships support the mobility of *experienced researchers* within and beyond Europe. They enable researchers from outside Europe to be trained in, and build collaboration for up to two years with a host organisation established in EU Member States or Associated Countries. In addition, IF offer Global Fellowships to researchers to acquire new knowledge in a top-notch host outside Europe. Subsequently the researchers will return to Europe and share their newly acquired knowledge. The grant usually covers two years' salary, a mobility allowance, research and networking costs and overheads for the host institution. Researchers from anywhere in the worlds are eligible to apply for this action.

3. International and inter-sectoral cooperation through the Research and Innovation Staff Exchanges (RISE)

RISE supports short-term mobility of *research and innovation staff at all career levels*, from the most junior (post-graduate) to the most senior (management), including also administrative and technical staff. It is open to partnerships of universities, research institutions, and non-academic organisations both within and beyond Europe. In worldwide partnerships, academia-to-academia exchanges are permitted.

4. Co-funding of regional, national and international programmes that finance fellowships involving mobility to or from another country (COFUND)

COFUND offers additional funding to new or existing regional, national and international programmes to provide an international and intersectoral dimension to research training and career development. The scheme can support doctoral programmes for *early stage-researchers* as well as fellowship programmes for *experienced researchers*.

MSCA deadlines in 2015

The following are the remaining **MSCA deadlines for 2015**:

- Individual Fellowships (IF): call for proposals open on 12 March 2015 until 10 September 2015, with a budget of EUR 215 million.
- Co-funding of regional, national and international programmes (COFUND): call for proposals open on 14 April 2015 until 1 October 2015, with a budget of EUR 80 million.

Each MSCA is expected to have an annual call for proposals. Applications to all MSCA are made through the Horizon 2020 Participant Portal:

<http://ec.europa.eu/research/participants/portal/desktop/en/home.html>.

Conclusion

The type of cooperation described in this report has been progressively contributing to enhanced and stronger EU /LAC ties. It has brought about mutual opening and helping to further foster a culture of open-mindedness, autonomy and efficiency among faculty staff and governance structures, and an international outlook among students and graduates.

Opportunities will continue for the individual mobility of students, staff and researchers, and for institutional cooperation.

The report clearly shows that EU / LAC cooperation on matters of higher education must be careful to achieve a balance between setting global standards for the sake of internationalisation, while keeping an eye on the diversity of knowledge systems and local historical and intellectual contexts. Higher education systems need to be both locally relevant and globally attractive, if they want to draw energy and resources from an ever expanding knowledge-based society.

On the other hand, we should bear in mind that such cooperation is by all means reciprocal, as the flows of inspiration and gradual change are not one-way. There are a number of mutual interactions that pave the way for new ways of teaching, engaging with the community, and carrying out research. We can expect that this reciprocal dimension of cooperation and continuous exchange of knowledge and experience will continue to benefit both parties involved in our long-lasting partnership.

ANNEX 1 - Erasmus+ opportunities

Opportunities for LAC Higher Education Institutions

Erasmus+ is the EU-funded cooperation programme for education, training, youth and sport for the period 2014-2020. It offers a number of opportunities for higher education students, doctoral candidates, staff and higher education institutions (HEIs) from around the world.

Projects are selected under Calls for Proposals launched in October each year.

Programme Countries	Partner Countries
EU Member States	Other countries throughout the world
Other Programme Countries* : Iceland, Liechtenstein, Norway, former Yugoslav Republic of Macedonia, Turkey	All LAC countries are Partner Countries

Joint Master Degree programmes in cooperation with European HEIs

Your HEI can be part of a consortium offering a **Joint Master Degree** programme in which students study in at least two of the participating HEIs and receive a joint or double/multiple degree. Students apply directly to the consortium, and there is a competitive selection for these full scholarships. HEIs receive a contribution to the cost of managing the joint programme.

→ *HEIs from Erasmus+ Programme countries submit a Joint Master Degree application on behalf of the consortium. HEIs from Partner countries can act as partners.*

How to apply:

Find out more about Calls for Proposals on the website of the Executive Agency (EACEA) in Brussels at https://eacea.ec.europa.eu/erasmus-plus/funding_en

Credit mobility schemes with one or more European HEIs

By concluding an inter-institutional agreement with European HEIs, your institution can send its own students or doctoral candidates for short-term mobility (up to 12 months) to your partner institutions. Your HEI must recognise the credits earned by your students while in Europe, which count towards their degree at home. Your staff can receive grants for teaching or training assignments (5 days to 2 months) at the European HEI.

Under the same agreement, your HEI can host European students, doctoral candidates or staff for short-term mobility.

→ *Institutions from Erasmus+ programme countries can submit a mobility project application that involves your HEI to the National Agency in their country.*

How to apply:

HEIs from partner countries interested in taking part in credit mobility should contact a partner university in a programme country, which will be able to apply for funding.

Capacity-building projects

Your HEI can take part in – and/or coordinate – **capacity-building projects** set up and managed by a consortium of HEIs from Erasmus+ Programme countries in partnership with particular regions of the world, including LAC countries. These projects are the successor to the ALFA and Edulink programmes. Projects can be:

- Joint projects: to help HEIs from partner countries to develop, modernise and disseminate new curricula, teaching methods or materials, as well as to boost quality assurance and governance of HEIs.
- Structural projects: to develop and reform HEIs and systems in partner countries; to enhance their quality and relevance, promote regional cooperation and increase convergence with international developments in higher education.

How to apply:

Find out more about Calls for Proposals and how to apply on the website of the Executive Agency (EACEA) in Brussels at https://eacea.ec.europa.eu/erasmus-plus/funding_en

Promote excellence in teaching and research in EU studies

The **Jean Monnet** activities support academic teaching and research (Chairs, Modules and Centres of Excellence), cooperation projects, conferences and publications in the field of EU studies.

Postgraduate level courses on European Union issues or promoting debate and exchanges on EU policy priorities are examples of activities that can be supported in this action.

→ *HEIs, organisations and associations from all over the world can apply for Jean Monnet activities.*

How to apply:

Find out more about Calls for Proposals and how to apply on the website of the Executive Agency (EACEA) in Brussels at https://eacea.ec.europa.eu/erasmus-plus/funding_en

Erasmus+ opportunities for LAC individuals

Students/young researchers

Do you want to follow an entire degree programme?

You can apply for a master scholarship or a doctoral fellowship to follow one of the high-level **joint programmes** at masters or doctoral level selected by Erasmus+, and offered by a consortium of European and non-European higher education institutions. You will study in at least two of the participating institutions and be awarded a joint or double/multiple degree at the end of your studies/doctoral research³⁸.

EU-funded scholarships cover the participation costs, travel to Europe, a living allowance and insurance.

How to apply:

³⁸ Doctoral fellowships will only be offered up to the 2017 intake.

Apply directly to the consortium, which carries out a competitive selection procedure for scholarship places, open to candidates from across the world.
https://eacea.ec.europa.eu/erasmus-plus/library/scholarships-catalogue_en

Do you want to carry out studies in Europe that will count towards your degree back home?

Your own higher education institution may have cooperation agreements with European universities under Erasmus+. If so, you can apply for a grant for short-term **credit mobility** (up to 12 months), under which you can spend part of your study period (at bachelors, masters or doctorate level) at a partner institution. Your academic/research activities at your host institution will be fully recognised and contribute to your degree once you return to your home institution.

Contact your institution's international relations office for more information.

Higher education institution staff

Your own higher education institution may have cooperation agreements with European partners under Erasmus+. If so, you can apply for a grant to spend a period at this partner institution to deliver teaching or training, or to follow training for career development purposes.

Contact your institution's international office for more information.

Academics can also apply to act as guest lecturers in any of the on-going joint master programmes.

How to apply:

Apply directly to the consortium delivering the joint programme, which carries out a competitive selection procedure, open to academics from across the world.
https://eacea.ec.europa.eu/erasmus-plus/library/scholarships-catalogue_en

ANNEX 2 - Erasmus Mundus facts and figures

Participation of Latin American institutions in Erasmus Mundus

The grand total for LAC region is 967.

Country	EM Joint Programmes/	EM Partnerships/	EM Attractiveness projects/	Grand Total
Argentina	14	123	18	155
Bolivia	1	27	3	31
Brazil	64	172	19	255
Chile	14	33	20	67
Colombia	10	49	8	67
Costa Rica	5	12	3	20
Cuba	2	14	1	17
Ecuador	6	16	3	25
El Salvador	-	24	3	27
Guatemala	-	24	5	29
Honduras	-	19	2	21
Mexico	26	45	15	86
Nicaragua	2	20	2	24
Panama	-	10	5	15
Paraguay	1	21	-	22
Peru	7	27	12	46
Uruguay	2	14	8	24
Venezuela	3	10	2	15
Grand Total	157	660	129	946

Participation of Caribbean institutions in Erasmus Mundus

21 instances of participation in Erasmus Mundus Programmes by 13 HEIs from the Caribbean

Country	EM Joint Programmes/ EMA 1	EM Partnerships/ EMA 2	EM Attractiveness projects/ EMA 3	Grand Total
Bahamas		1		1
Barbados		1		1
Belize		1		1
Dominican Republic	1	4	4	9
Grenada			1	1
Guyana		1		1
Haiti		1		1
Jamaica		1		1
Suriname		1	1	2
Trinidad & Tobago		3		3
Grand Total	1	14	6	21

ANNEX 3 – Intra-ACP facts and figures

Participation of Caribbean institutions in Intra-ACP Academic Mobility Scheme

Country	Institution	Role in the project	Name of the project	Year of selection
Belize	University of Belize	Full Partner	CARPIMS	2011
		Full Partner	CARPIMS II	2012
		Full Partner	CARPIMS III	2013
Dominican Republic	Instituto Tecnológico de Santo Domingo	Full Partner	CARPIMS II	2012
		Full Partner	CARPIMS III	2013
Guyana	University of Guyana	Full Partner	CARPIMS	2011
			CARPIMS II	2012
			CARPIMS III	2013
			ECCAM	2013
	Iwokrama International Centre	Associate partner	ECCAM	2013
Haiti	Universite d'Etat d'Haiti	Full Partner	CARPIMS	2011
		Full Partner	CARPIMS II	2012
		Full Partner	CARPIMS III	2013
Jamaica	Association of Caribbean universities and research institutes	Full Partner	CARPIMS	2011
		Full Partner	CARPIMS II	2012
		Full Partner	CARPIMS III	2013
Trinidad and Tobago	The universities of the west indies	Coordinator	CARPIMS	2011
		Coordinator	CARPIMS II	2012
		Coordinator	CARPIMS III	2013
		Associate partner	BULA	2013

ANNEX 4 – ALFA III facts and figures

Selected projects per call and lot

	Date	Million Euro	Number of projects		
			Lot 1	Lot 2	Total
Call 1	2008	20	9	4	13
Call 2	2010	31	12	7	19
Call 3	2011	24	16	3	19
Total		75	37	15	51

Lot 1: joint projects - emphasis on reform and modernisation of higher education institutions

Lot 2: structural projects - emphasis on reform and modernisation of educational systems

ALFA III web: <http://www.alfa3programme.eu/en/>

ALFA III online publication (in English and Spanish):
<http://www.alfa3programme.eu/en/medios-y-difusion/materiales-de-difusion>

ALFA III 2007 - 2013

Higher Education Institutions - Latin American Participation

	Instances of participation					LA coordination
	1st call	2nd call	3rd call	Total	%	
Argentina	14	38	11	63	11%	1
Bolivia	10	20	11	41	7%	
Brazil	11	27	12	50	8%	1
Chile	12	28	9	49	8%	3
Colombia	14	29	17	60	10%	4
Costa Rica	9	12	8	29	5%	2
Cuba	3	9	4	16	3%	
Ecuador	5	19	10	34	6%	1
El Salvador	4	13	5	22	4%	
Guatemala	5	8	7	20	3%	
Honduras	4	7	3	14	2%	
Mexico	11	25	11	47	8%	1
Nicaragua	6	14	4	24	4%	
Panama	5	8	6	19	3%	1
Paraguay	5	13	7	25	4%	
Peru	12	18	14	44	7%	
Uruguay	5	8	6	19	3%	
Venezuela	3	13	5	21	4%	
Total	138	309	150	597	100%	14
Percentage	23%	52%	25%			

ALFA III 2007 - 2013

Selected projects

Lot	Project / web	Coordinator	Country	LA partner countries
ALFA III-1 (Call 2008)				
1	USO+I - Universidad, Sociedad e Innovación. Mejora de la Pertinencia de la Educación en las Ingenierías de Latinoamérica http://www.redusoi.org	Universidad de Alcalá de Henares	Spain	Nicaragua, Peru, Argentina, Cuba
1	El Gate - European Latin American University Cooperation Gate http://www.elgate.eu/en/projects/alfa.html	Universidad Telemática	Italy	Brazil, Argentina, Bolivia, Costa Rica
1	JELARE - Joint European-Latin American Universities Renewable Energy Project http://jelare-project.eu/	Hochschule Fur Angewandte Wissenschaften Hamburg	Germany	Bolivia, Brazil, Chile, Guatemala
2	CINDA - Aseguramiento de la calidad: políticas públicas y gestión universitaria http://www.cinda.cl/proyecto_alfa/index.htm	Centro Interuniversitario de Desarrollo CINDA	Chile	Argentina
2	Telescopi - Red de Observatorios de Buenas Practicas de Dirección Estratégica Universitaria en América Latina y Europa http://telescopi.upc.edu/	Universidad Politécnica de Cataluña	Spain	Argentina, Bolivia, Brasil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, México, Panama, Paraguay, Peru, Uruguay, Venezuela
1	Kick start II - New ways to teach innovation http://www.alfa-kickstart.org/	Glasgow Caledonian University	UK	Colombia, México, Argentina, Peru
2	PILA Network - Latin American Intellectual Property Network http://www.pila-network.org/	Universidad de Alicante	Spain	Brasil, Argentina, Bolivia, Chile, Cuba, Colombia, Costa Rica, El Salvador, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela
1	INCA - Promotion of Internationalisation in Central America http://www.inca-network.org/	Universidad de Alicante	Spain	Costa Rica, Panama, Guatemala, El Salvador, Nicaragua, Honduras
1	THE SAPUVETNET III PROJECT - Contributing to the Millennium Development Goals through the One Health Concept http://www.sapuvetnet.org/	Evora University	Portugal	Colombia, Costa Rica, Peru, Cuba, Nicaragua, Argentina, Brasil, Chile, México, Uruguay

1	ALAS - Reform and Development of Masters programs "Animal Science" at 7 Universities in 4 Latin American countries http://www.nas.boku.ac.at/15083.html	Boku University of Natural Resources and Applied Life Sciences	Austria	Argentina, Bolivia, Mexico, Peru
1	Innova-Cesal : proyecto Innova http://www.innovacesal.org/	Universidad Veracruzana de México	Mexico	Argentina, Costa Rica ,Colombia
2	VERTEBRALCUE http://www.vertebralcue.org/	Universita di Bologna	Italy	Argentina, Bolivia, Brasil, Chile, Colombia, Ecuador, México, Paraguay, Peru, Uruguay, Venezuela
1	C-PRO - Intervenção na promoção - Competências para o Progresso - Curricular e Empresarial http://www.cproaustral.org/	Escola Superior de Biotecnologia da Universidade Católica Portuguesa / Porto	Portugal	Argentina, Colombia, Honduras, Peru
ALFA III-2 (Call 2010)				
1	CELA - Network of Climate Change Technology Transfer Centres in Europe and Latin America http://www.cela-project.net/	Hochschule für Angewandte Wissenschaften Hamburg	Germany	Bolivia, Peru, Nicaragua, Guatemala
2	INFOACES - Sistema Integral de Información sobre las IES de AL para el Área Común de Educación Superior con EU http://www.infoaces.org/	Universidad Politecnica de Valencia	Spain	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panamá, Paraguay, Uruguay, Venezuela
1	CESAR - Contribución de la Educación Superior de América latina a las Relaciones con el entorno socioeconómico http://www.proyectocesar.eu/	Universidad Politecnica de Valencia	Spain	Brasil, Mexico, El Salvador, Colombia, Bolivia, Nicaragua
1	Red-Biofarma - Red desarrollo de metodologías biofarmacéuticas racionales (competencia y el impacto social de las Industrias Farmacéuticas Locales) http://redbiofarma.uclv.info/	Universidad Miguel Hernandez de Elche	Spain	Brasil, Argentina, Cuba, Chile
2	TRALL - Transatlantic Lifelong Learning: Rebalancing Relations http://www.alfa-trall.eu/	Alma Mater Studiorum - Università di Bologna	Italy	Argentina, Bolivia, Colombia, Chile, Peru, El Salvador, Venezuela, Ecuador, Paraguay, Mexico, Uruguay, Brasil

1	CapWem - Capacity development in Water engineering and Environmental Management http://www.capwem.eu/index.php/en/	Universitat Siegen	Germany	Brasil, El Salvador, Costa Rica, Paraguay, Chile, Argentina
2	CID - Conocimiento, Inclusion, Desarrollo http://www.alfacid.fondazionecru.it/Paginas/default.aspx	Fondazione Crui	Italy	Nicaragua, Paraguay, Colombia, Brasil, Chile, Argentina, Costa Rica, Bolivia, Panama, Ecuador, Peru, Uruguay, Mexico, Cuba
1	MAP - Generación de procesos de integración regional intercultural en Estudios Superiores en la región de Madre de Dios (Perú), Acre (Brasil) y Pando (Bolivia) http://www.cesvi.org.pe/programas2.php?cod=22	Universidade Federal do Acre	Brasil	Costa Rica, Bolivia, Peru
2	RAIPE3 - PROGRAMA INTERUNIVERSITARIO PARA POLÍTICA DE EQUIDAD Y COHESIÓN SOCIAL EN EDUCACIÓN SUPERIOR http://www.riape-alfa.eu	COFAC / Universidade Lusófona de Humanidades e Tecnologias	Portugal	Argentina, Brasil, Chile, Cuba, Mexico, Guatemala, Honduras, Bolivia, Costa Rica, Peru, Colombia, Paraguay, Argentina, El Salvador
2	ALFA-PUENTES - Building Capacity of University Associations in fostering LA regional integration http://alfapuentes.org/portal	Association Europeenne de l'universite	Belgium	Colombia, Uruguay, Mexico, Guatemala, Argentina, Brasil, Paraguay, Ecuador, Peru, Bolivia, Chile, Mexico, Panama, Costa Rica, Honduras
1	ALTER-NATIVA - "Referentes curriculares con incorporación tecnológica para facultades de educación en las áreas de lenguaje, matemáticas y ciencias, para atender poblaciones en contextos de diversidad" http://www.alfa3alternativa.eu	Universidad Distrital Francisco José de Caldas	Colombia	Nicaragua, El Salvador, Bolivia, Chile, Peru, Argentina, Mexico
2	TUNING - INNOVACIÓN EDUCATIVA Y SOCIAL http://www.tuningal.org/en	Universidad De Deusto	Spain	Argentina, Bolivia, Brasil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela
1	UNICA - La Universidad en el campo: Programa de Formación Superior Agropecuario para jóvenes rurales	Universidad De Caldas	Colombia	Mexico, Bolivia, Nicaragua

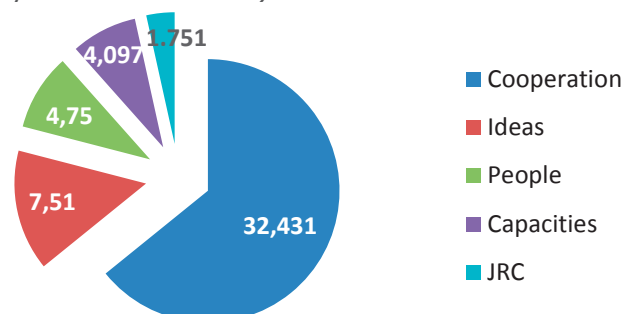
	http://www.ucaldas.edu.co/index.php?option=com_content&view=category&id=509&Itemid=1095			
1	SERIDAR - Sociedad rural, economía y recursos naturales – Integrando competencias en el desarrollo rural http://seridar.chapingo.net	Humboldt-Universität zu Berlin	Germany	Ecuador, Colombia, Nicaragua, Mexico, Costa Rica
1	GUIA - Gestión Universitaria Integral del Abandono http://www.alfagua.org/	Universidad Politécnica de Madrid	Spain	Chile, Panama, Paraguay, Uruguay, Mexico, Nicaragua, Argentina, Brazil, Colombia, Venezuela
1	IGUAL - Innovation for Equality in Latin American University (Innovación para la Igualdad en la Universidad de AL) http://www.igualproject.org/	Pirkanmaan Ammattikorkeakoulu Oy	Finland	Ecuador, Mexico, Chile, Brazil
2	SUMA - Towards Sustainable Financial Management of Universities in Latin America http://www.suma-network.org	Universidad Industrial De Santander	Colombia	Honduras, Panama, El Salvador, Mexico, Peru, Brazil, Argentina, Uruguay, Guatemala, Nicaragua, Paraguay, Venezuela, Chile, Bolivia, Cuba
1	RED EURECA - RED EUROCENTROAMERICANA PARA MIPYMES: Área de conocimiento y Programa formativo común de postgrado http://www.proyecto-eureca.org	Universidad Carlos III de Madrid	Spain	Costa Rica, El Salvador, Nicaragua, Panama, Guatemala
1	Alfa Gaviota - Grupos Académicos para la Visualización Orientada por Tecnologías Apropriadas http://alfagaviota.info/	Universidad Pública de Navarra	Spain	Argentina, Bolivia, Brazil, Honduras, Uruguay
ALFA III-3 (Call 2011)				
2	MISEAL - Medidas para la inclusión social y equidad en instituciones de educación superior en América Latina www.miseal.org	Freie Universität Berlin	Germany	Argentina, Brazil, Colombia, Chile, Ecuador, El Salvador, Guatemala, México, Perú, Uruguay
1	DevalSimWeb - Desarrollo de competencias profesionales a través de la evaluación participativa y la simulación utilizando herramientas web http://avanza.uca.es/devalsimweb/	Universidad de Cádiz	Spain	Costa Rica, Ecuador, Bolivia
1	ESVI-AL - Educación superior virtual inclusiva-América Latina: mejora de la accesibilidad en la educación superior virtual en América Latina www.miseal.org	Universidad de Alcalá	Spain	El Salvador, Paraguay, Uruguay, Guatemala, Ecuador, Colombia

1	RELETRAN - Red Latinoamericana-Europea de trabajo social transnacional www.reletran.org	Alice-Salomon-Fachhochschule Berlin (ASH)	Germany	Mexico, Guatemala, Colombia, Bolivia, Brazil, Chile
1	PARAGUAS - Red Andina de postgrados en gestión integrada de los recursos hídricos (RAP-GIRH) http://www.redandina-paraguas.net/	Wageningen University	Netherlands	Perú, Bolivia, Ecuador, Colombia
1	"d-politate" - Desarrollo programa para líderes en transferencia tecnológica http://www.uni-muenster.de/AFO/en/dpolitate.html	Westfälische Wilhelms Universität Münster	Germany	Mexico, Argentina, Peru, Bolivia
1	Latin - Latin American open textbook initiative www.latinproject.org	Escuela Superior Politécnica del Litoral	Ecuador	Mexico, Peru, Brazil, Uruguay, Argentina, Venezuela, Chile
1	Agroemprendes - Fomento del emprendimiento en la educación superior para mejorar la inserción de los profesionales al mercado laboral del sector agroalimentario potenciando el desarrollo socioeconómico de la región latinoamericana www.alfaemprende.ucr.ac.cr	Universidad de Costa Rica	Costa Rica	Argentina, Brazil, Bolivia
1	Vinculaentorno - Vinculación de las universidades con su entorno para el desarrollo social y económico sostenible http://www.vinculaentorno.org/	Universidad del País Vasco	Spain	Chile, Mexico, Argentina, Paraguay, Peru, Colombia
1	CLAVEMAT - Virtual classroom of mathematics and mentoring http://www.clavemat.org/	Technische Universität Berlin	Germany	Cuba, Chile, Colombia, Ecuador
2	Equality - Strengthening women leadership in Latin American HEIs and society http://www.equality-network.net/	Instituto Tecnológico de Costa Rica	Costa Rica	Argentina, Peru, Nicaragua, Honduras, Cuba, Bolivia, Brazil, Panamá, Guatemala, Chile, Ecuador, Mexico, Paraguay, Uruguay, Venezuela, El Salvador
1	DHES - Red derechos humanos y educación superior http://www.upf.edu/dhes-alfa/	Universidad Pompeu Fabra	Spain	Bolivia, Peru, Chile, Brazil, Colombia
1	Universidades estratégicas - red de universidades para la promoción de la planificación estratégica participativa http://www.ucn.edu.co/micrositios/Paginas/alfa3/universidades-estrategicas/index.aspx	Universitaria Católica del Norte	Colombia	Argentina, Paraguay, Venezuela, Colombia, Brazil

1	FUNDA ENFERMERIA - Formación universitaria para la profesionalización del personal auxiliar de enfermería http://www.alfafundaenfermeria.org/	Fundación Instituto de la Salud, Medio Ambiente, Economía y Sociedad "Fundación ISALUD"	Argentina	Peru, El Salvador, Paraguay
2	ADU-2020 - the restructuring of higher education for the 21st century in the expanded field of architecture, design and urbanism http://adu2020.org/	Pontificia Universidad Católica de Chile	Chile	Argentina, Brazil, Colombia, Panama, Peru, Bolivia, Costa Rica, Cuba, Ecuador, Guatemala, Paraguay, Venezuela
1	BUILD - Boosing an Entrepreneurial Culture and University-Industry Linkages for Development in Central America http://www.build-project.ed/	Universidad Católica Santa María la Antigua	Panama	Costa Rica, Guatemala, Guatemala, Honduras, Nicaragua, Panamá
1	Oportunidad - Open Education practices: a bottom-up aproach www.oportunidadproject.eu	Universitá degli studi "Guglielmo Marconi" - Telematica (USGM)	Italy	Brasil , Costa Rica, Ecuador, Bolivia, Mexico, Uruguay, Peru, Colombia
1	ACCEDES - El acceso y el éxito académico de colectivos vulnerables en entornos de riesgo en Latinoamérica http://projectes.uab.cat/accedes/	Universidad Autónoma de Barcelona	Spain	Argentina, Bolivia, Chile, Cuba, Paraguay, Perú, Uruguay, Colombia, Mexico, Panama
1	SPRING - Social responsibility through Prosociability based Interventions to Generate equal opportunities http://www.spring-alfa-pucv.cl	Pontificia Universidad Católica de Valparaíso	Chile	Colombia, Chile, Mexico Argentina, Bolivia

ANNEX 5 - Marie Curie facts and figures

The 7th EU Framework Programme for Research and Technological Development (FP7) budget breakdown in EUR million (FP7 EURATOM budget of EUR 2,7 billion over 5 years not included).



Top 15 LAC organisations in terms of their number of participations in MCA projects³⁹

Organisation name	Country	Number of participations	EU contribution to participant (in EUR thousands)
Universidade de Sao Paulo	Brazil	24	1 304
Universidad Nacional Autonoma de Mexico	Mexico	21	1 308
Consejo Nacional de Investigaciones Cientificas y Tecnicas	Argentina	20	1 161
Universidade Federal do Rio de Janeiro	Brazil	17	1 028
Pontificia Universidad Catolica de Chile	Colombia	13	843
Universidad de Buenos Aires	Argentina	11	708
Universidad de Chile	Colombia	11	491
Universidade Federal do Rio Grande do Sul	Brazil	10	839
Universidade Estadual de Campinas	Brazil	10	440
Universidad Nacional de La Plata	Argentina	8	258
Universidade Federal de Minas Gerais	Brazil	7	320
Universidad Nacional de Cordoba	Argentina	7	273
Universidad Tecnica Federico Santa Maria	Colombia	6	387
Comision Nacional de Energia Atomica	Argentina	5	504
Fundacion Universidade de Brasilia	Brazil	5	371

³⁹ Due to differences in the name of the same organisation, this data is an approximation of the participation and EU contribution awarded.

LAC organisations success rate (the ratio of number of organisations participating in signed-projects to the number of applying organisations in eligible proposals)

Country	Number of organisations in eligible proposals	Organisation participations in signed projects	Success rate
Argentina	239	92	38.49%
Bolivia	6	1	16.67%
Brazil	453	187	41.28%
Chile	131	52	39.69%
Colombia	22		0%
Costa Rica	5		0%
Cuba	18		0%
Ecuador	2		0%
Honduras	1		0%
Mexico	197	71	36.04%
Nicaragua	1		0%
Panama	7		0%
Peru	9		0%
Uruguay	12	3	25%
Venezuela	9		0%

Main destination country for LAC researchers seconded in IRSES

LAC country	Main destination country of researchers in IRSES	Number of IRSES researchers seconded to the country
Brazil	Italy	244
Mexico	Spain	156
Argentina	Spain	122
Chile	Spain	122

Eligibility for EU funding of the Brazilian and Mexican organisations and researchers

Marie Skłodowska-Curie Actions (2014-2020)	Eligibility for EU funding of the Brazilian and Mexican organisations	Eligibility for EU funding for Brazilian and Mexican researchers
Innovative Training Networks (ITN)	No	Yes
Research and Innovation Staff Exchange (RISE)	No	Yes, but only if the researcher is a staff member at an organisation located in EU/AC
Individual fellowships (IF) European Fellowships	No	Yes

Individual fellowships (IF) European Fellowships- Reintegration Panel	No	Yes, but only if the researcher is a "long-term resident" of EU/AC: long-term residence means a period of full-time research activity of at least 5 consecutive years in EU/AC
Individual fellowships (IF) Global Fellowships	No	Yes, but only if the researcher is a "long-term resident" of EU/AC: long-term residence means a period of full-time research activity of at least 5 consecutive years in EU/AC
Co-funding of regional, national and international programmes (COFUND)	No	Yes, depending on the eligibility criteria of the co-funded programme

National Contact Points

National Contact Points (NCP) provide information and assistance to potential applicants and ensure transparency and equal access to the MSCA. The list of MSCA NCP can be found here:

www.ec.europa.eu/research/participants/portal/desktop/en/support/national_contact_points.html

EURAXESS - Researchers in Motion

EURAXESS is a unique pan-European initiative providing access to a complete range of information and support services to researchers wishing to pursue their research careers in Europe or stay connected to it :

<http://ec.europa.eu/euraxess/>

Projects funded under the ITN and COFUND scheme publish vacancies open to any nationality on the EURAXESS mobility portal for researchers. These positions include research training opportunities for early-stage researchers and fellowships for experienced researchers at postdoctoral level or beyond. The posts may involve mobility to or from Europe. <http://ec.europa.eu/euraxess/index.cfm/jobs/index>

In addition, the 'EURAXESS Links' initiative (funded under the Specific Actions part of the People Programme) has been launched in Brazil. The initiative provides information about research in Europe, European research policy, and opportunities for research funding, for international collaboration and for trans-national mobility. Membership is free. EURAXESS Links Brazil:
<http://ec.europa.eu/euraxess/index.cfm/links/eurRes/brazil>

Definitions (Marie Skłodowska-Curie actions under H2020)

Academic sector: public or private higher education establishments awarding academic degrees, public or private non-profit research organisations whose primary mission is to pursue research, or international European interest organisations.

Non-academic sector: any socio-economic actor not included in the academic sector and fulfilling the requirements of the Horizon 2020 Rules for Participation. A possible non-academic profile could be a profit-making organisation involved in research activities such as businesses, SMEs, multi-national companies, as well as NGOs, public sector entities, governmental bodies, charities, etc.

Early-stage researchers: researchers with less than 4 years of research experience (full-time equivalent) and who have not been awarded a doctoral degree at the time of their recruitment (ITN, COFUND) or secondment (RISE) by the host organisation.

Experienced researchers: in possession of a doctoral degree or at least 4 years of research experience (full-time equivalent) at the time of their proposal submission (IF), recruitment (COFUND) or secondment (RISE) by the host organisation.

Mobility rules: researchers must not have resided or carried out their main activity (work, studies, etc.) in the country of their host beneficiary for more than 12 months in the 3 years immediately prior to their proposal submission (IF), or recruitment by the host organisation (ITN, COFUND). Compulsory national service and/or short stays such as holidays are not taken into account. This rule does not apply for hosting by international European interest organisations or international organisations, as long as the researcher has not spent more than 12 months in the 3 years immediately prior to their recruitment at the same host organisation. In the Career Restart Panel (IF) and the Reintegration Panel (IF), researchers must not have resided or carried out their main activity in the country of their host organisation for more than 3 years in the 5 years immediately prior to the relevant deadline for submission of proposals.

Staff members (in RISE): are early-stage and experienced researchers or administrative, managerial and technical staff supporting the research and innovation activities of the project.

	INDIVIDUALS APPLY	HOST APPLIES		FUNDER APPLIES
	IF Individual Fellowships	ITN Innovative Training Networks	RISE Research and Innovation Staff Exchange	COFUND Co-funding of regional, national and international programmes
Aims	Enable talented researchers to work on projects within or outside Europe.	Promote innovative research and doctoral training in Europe. Develop researchers' skills for innovation within and outside academia.	Stimulate more interaction between academia and non-academia, in different countries and sectors. Enhance the international dimension of research and innovation.	Support regional, national or international programmes to foster excellence in human resources development in research and innovation.
Profile of the researchers	Experienced researchers of any nationality.	Early-stage researchers of any nationality.	All research and innovation staff of the participating organisations.	Early stage researchers in doctoral programmes and experienced researchers in fellowship programmes.
Profile of the hosts	Universities, research centres, companies including SMEs, other non-academic sector organisations.	At least 3 partners: universities, research centres, companies, including SMEs, other non-academic sector organisations.	At least 3 partners: universities, research centres, companies including SMEs, other non-academic sector organisations.	Universities, research centres, companies including SMEs, other non-academic sector organisations.

How does it work?	Proposal submitted by researcher in liaison with host. Successful proposals receive up to 2 years' support (additional 1-year return phase in Global fellowships).	Successful proposals from a network receive funding for up to 4 years to cover researcher allowances, as well as the cost of research, training and networking activities.	A joint research and innovation project implemented by the exchange of individual staff for 1-12 months. The staff members return to their organisation after the secondment to ensure transfer of knowledge.	Successful proposals from organisations that fund or manage a doctoral or a fellowship programme receive a fixed amount for each supported researcher as a contribution to the total costs.
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For further information: ec.europa.eu/msca

ANNEX 6 - Glossary

AC	Associated Country
ACP	Africa, Caribbean and Pacific
CIG	Career Integration Grants
COFUND	Marie (Sklodowska) Curie Co-funding of Regional, National and International Programmes
CORDIS	Community Research and Development Information Service
DG EAC	Directorate-General for Education and Culture
DG EuropeAid	Directorate-General for International Cooperation and Development
DG RTD	Directorate-General for Research & Innovation
EACEA	Education, Audiovisual and Culture Executive Agency
EID	European Industrial Doctorates
ERG	European Reintegration Grants
EM	Erasmus Mundus
EMJD	Erasmus Mundus Joint Doctorates (selected 2009-2013 period)
EMJMD	Erasmus Mundus Joint Master Degrees (selected from 2014 onwards)
EMMC	Erasmus Mundus Masters Courses (selected 2004-2013 period)
EU	European Union
EURAXESS	Researchers in Motion
FP	Framework Programme for Research and Technological Development
HEI	Higher education institution
HES	Higher or Secondary Education Organisation
IAPP	Marie Curie Industry-Academia Pathways and Partnerships
ICPC	International Co-operation Partner Countries
IDP	Innovative Doctoral Programmes
IEF	Intra-European Fellowships for career development
IIF	International Incoming Fellowships
IIFR	International Incoming Fellowships Return Phase
IOF	International Outgoing Fellowships
IRG	International Reintegration Grants
IRSES	International Research Staff Exchange Scheme (IRSES):
ITN	Marie Curie Initial Training Networks / Marie Skłodowska-Curie Action Innovative Training Networks
LA	Latin America(n)
LAC	Latin America(n) and Caribbean
MCA	Marie Curie Action
MS	European Union Member States
MSCA	Marie Skłodowska-Curie Action
Multi-ITN	Multi-Partner Initial Training Networks
NCP	National Contact Point

REA	Research Executive Agency
S&T	Science and Technology
SME	Small and Medium Enterprise
TC	Third Country

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