



ANNEX to the joint conclusions of the Inter-regional Higher Education Meeting convened on June 11th 2020 by ASCUN, AAU, AUGM and OBREAL GLOBAL:

Proposal for Working Groups to be created

The working groups would be small, self-elected and notably comprised of ‘operational members’ representing their respective organization who would be disposed with some time to contribute to research, gathering cases and project proposal development. Each group should be multi-regional and have a nominated chair who will structure the discussion and the process. The chair would also propose a 6 – 12 months’ work plan.

1. Inter-regional dialogues and platforms for the ‘clustering’ of projects and enhancement of synergies

The concept of ‘clustering’ of projects has been coined by the European Commission in reference to bringing projects together with similar themes, drivers or objectives, notably to enhance synergies and impact. The CAMINOS project¹ and the “The CAMINO A FIESA”² Conference in September 2019 are recent successful examples of the clustering approach: a study on past and ongoing EU-funded Erasmus+ and Horizon 2020 involving Latin American and Caribbean countries, provided by the EULAC Focus Project³, offered the basis for clustering Latin American projects according different criteria.

In terms of other examples:

- The process of the Arab-Euro Conferences on Higher Education (AECHE), born in the framework of an EU-funded Erasmus Mundus project was an important example of linking projects to high-level policy dialogue; four Conferences were convened (Barcelona- UB 2013, Amman- PSUT 2014, Barcelona- UB 2016, Rabat-U. Mohammed V 2017), targeting rectors; and a thematic Conference was organized by TU Berlin in its El Gouna (Egypt) Campus. A number of important structural Tempus and E+ projects fed into these events, in which its organisers (EUA, AArU, for example) had lead roles.
- In the Euro- Latin American framework, the two general rectors’ association Conferences of the ALFA-PUENTES project (Sao Paulo 2012 and Cartagena de Indias 2013) were also noteworthy examples of how tangible project outputs could be linked to policy dialogue. The EU-LAC Academic and Knowledge Summit held in la Universidad de El Salvador in October 2017, promoted by the EU – LAC Foundation with the active support of OBREAL GLOBAL and the EULAC Focus Horizon 2020 project was also a policy

¹ www.caminosproject.org – An Erasmus+ capacity Building project led by OBREAL Global with ASCUN, CIN, ADIFES, CIN, AUGM, ASCUN, which proposed a platform for regional mobility in Latin America.

² <https://es.caminoafiesa2020.com/>

³ <http://eulac-focus.net/>

venue supported by and with the participation of important projects and their partners, showcasing work done on bi-regional policy priorities.

On the basis of these past experiences, reviving lessons from the AECHE and the EU-LAC Academic and Knowledge Summits is clearly needed, as well as launching similar initiatives that are multi-regional in nature (and not just bi-regional).

The Working Group would propose concrete measures to 'cluster' projects and assess their synergies. Research similar to the aforementioned EU-LAC Focus initiative could be further conducted, particularly on impact of projects and on the possibilities for their greater interaction.

Possible chair: ASCUN - (Partners to be added)

2. Internationalization as a horizontal dimension of Higher Education in the XXIst Century

Internationalization has always been at the core of Higher Education and University life. However, a reductive dimension of it is too often given, as if it embraced only the physical mobility of staff and students that counts. Physical mobility is certainly, and will always remain, a decisive pillar of internationalization, but internationalization goes, and must go much further. It must become a horizontal dimension of HE, embracing in particular the development of teaching materials, joint research projects and the inner contents of education in order to favour a "world-consciousness" in staff and students. This has been embraced in some circles that are promoting "Internationalisation at Home" (see the example of COIL), yet remain far from wide-scale.

What is more, internationalization must capture the cooperation that is truly needed, not that which is best financed or historically dictated: The included integrating innovative approaches to SS-N cooperation and exchange.

This group would explore new paradigms in internationalization and put emphasis on S-S-N approaches. The work of the group could be in tracing existing projects and initiatives to the effect, and also in look at internationalization strategies from Southern and Northern universities, and the extent to which they embrace new paradigms. The group would also look for concerted approaches to international learning and a more S-S-N integrated manner.

*The group could also make a tangible contribution to the White Paper being developed by the Vita Global project, a unique S-S-N Erasmus+ project led by OBREAL Global and AUGM, on the potential role of modularization in internationalizing learning in a multi-regional context.

Possible chair: SARUA - (Partners to be added)

3. ICT and digitalisation as instruments to re-invent learning

This group would be tasked with producing baseline research and developing project proposals to address the current opportunities offered by digitalisation with regards to re-inventing learning. The group would, in particular, look at policy framework in different regions, identify points of convergence and also shared challenges and propose paths to structural reform.

Possible Chair: AAU + MEC- (Partners to be added)