

Las relaciones entre latinoamérica y la union europea a través de los espacios de educación superior: espacio iberoamericano del conocimiento, espacio común de educación superior américa latina - unión europea y espacio europeo de educación superior

Relations between the European Union and Latin America through higher education spaces: Latin American area of knowledge, common higher education in Latin America - EU and Higher Education space.

M^a Mercedes Quicios García

Universidad Complutense de Madrid

Universidad Pontificia de Comillas

mquicios@telefonica.net

Resumen

Latinoamérica es una región del mundo unida por lazos históricos y culturales a dos comunidades de naciones, la iberoamericana que comprende en su parte europea a España y Portugal, y la europea, una unión más amplia con relaciones históricas con países como Italia, Gran Bretaña y Francia y relaciones más actuales con el resto de países que la integran.

En el contexto de la cultura común y la educación, este artículo pretende exponer las iniciativas que vienen desarrollándose para impulsar procesos de internacionalización en el ámbito de la educación superior entre los dos continentes, que respetando las particularidades regionales, conlleve una necesaria aproximación entre sistemas educativos, movilidad, reconocimiento mutuo de titulaciones y calidad de las enseñanzas

impartidas, para conseguir estar, como espacio común, en el tren del conocimiento, de la investigación y del desarrollo en el que circulamos por este siglo XXI apenas comenzado.

Palabras clave: conocimiento, cohesión social, integración, calidad.

Abstract

Latin America is a region of the world united by historical and cultural ties to both communities of nations, the Iberoamerican comprising in its European part to Spain and Portugal, and European union broader historical relationships with countries such as Italy, Britain and France and current relationships with the other countries of the region.

In the context of the common culture and education, this article aims to clarify the initiatives that are being developed to promote internationalization processes in the field of higher education between the two continents, respecting regional particularities, entails a necessary rapprochement between educational systems , mobility, mutual recognition of qualifications and quality of the instruction provided, for being, as a common space, in the train of knowledge, research and development in which we move through this century just begun.

Key words: knowledge, social cohesion, integration, quality.

Fecha recepción: Octubre 2011

Fecha aceptación: Noviembre 2011

Introduction

Access to education is universally understood as the main instrument to achieve the social integration of citizens and the economic development of countries. It is based on the premise that education is a necessary public good for human development, but also to enhance the economic development of nations by increasing their competitiveness and

linking advanced training to employment. Higher, university or tertiary education entails high qualification and good remuneration.

The importance given to higher education in Ibero-America is reflected in the Latinobarómetro1 survey for 2009. To the question "Things necessary to feel part of society" more than twenty thousand interviewees in eighteen countries responded in the way that is exposed in the next frame

Frame 1

| TENER EDUCACIÓN SUPERIOR | | | |
|--------------------------|-------------|----------|---------------------|
| Identificador de país | No menciona | Menciona | Nº de entrevistados |
| Argentina | 55,2% | 44,8% | 1200 |
| Bolivia | 63,8% | 36,2% | 1200 |
| Brasil | 66,3% | 33,7% | 1204 |
| Colombia | 57,8% | 42,2% | 1200 |
| Costa Rica | 68,2% | 31,8% | 993 |
| Chile | 58,2% | 41,8% | 1200 |
| Ecuador | 68,5% | 31,5% | 1200 |
| El Salvador | 62,7% | 37,3% | 1000 |
| Guatemala | 80,0% | 20,0% | 981 |
| Honduras | 69,5% | 30,5% | 1000 |
| México | 76,8% | 23,2% | 1200 |
| Nicaragua | 66,1% | 33,9% | 1000 |
| Panamá | 67,8% | 32,2% | 1001 |
| Paraguay | 60,1% | 39,9% | 1200 |
| Perú | 65,5% | 34,5% | 1200 |
| Uruguay | 68,5% | 31,5% | 1200 |
| Venezuela | 77,5% | 22,5% | 1200 |

| | | | |
|----------------------|-------|--------------|-------|
| República Dominicana | 65,7% | 34,3% | 1000 |
| SUMA PROMEDIO | 66,4% | 33,6% | 20179 |

Source: ASEP/JDS Databank <http://www.jdsurvey.net>

With an average of 33.6%, although it fluctuates between the various countries (44.8% Argentina - 20% Guatemala), Latin American society is aware of the importance of higher education to achieve access, in a region of the world where more extensive it is the inequality gap, to the category of citizen, of being social with a sense of belonging to a community.

Access to universities constitutes the broadest democratization of knowledge, providing possibilities for academic and technological development to populations that are excluded from many basic goods and services that guarantee an acceptable quality of life.

Regarding the rate of tertiary education according to UNESCO data, with incomplete data series for years and with large fluctuations between countries, the global percentage of enrollment currently exceeds 30%, with a total of 19,722,996 students enrolled in 2008.

Among them, a small percentage carry out university exchanges, as reflected in the following table.

Box 2

| | | Estudiantes internacionales de América del Sur | | | | | | | | |
|-------------------|--------|--|--------|--------|--------|--------|--------|--------|--------|--|
| Países de acogida | Años | | | | | | | | | |
| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | |
| Argentina | 2.598 | -- | -- | -- | -- | -- | -- | -- | -- | |
| Brasil | -- | -- | 326 | 321 | 712 | -- | -- | -- | -- | |
| Chile | 1.890 | -- | 2.527 | 2.426 | -- | 983 | -- | 3.754 | 3.956 | |
| México | 523 | 568 | 381 | -- | -- | -- | -- | -- | -- | |
| Venezuela | -- | -- | 155 | 89 | 1.853 | -- | -- | -- | 1.312 | |
| Francia | 4.111 | 4.253 | 4.770 | 6.420 | 6.448 | 6.577 | 7.334 | 8.127 | 8.945 | |
| Alemania | 4.054 | 4.265 | 4.656 | 5.067 | 5.841 | 5.917 | 5.968 | 6.124 | 5.483 | |
| Italia | 748 | 1.233 | 1.328 | 2.207 | 2.866 | 3.096 | 3.651 | 4.571 | 4.621 | |
| Portugal | 1.846 | -- | 2.199 | 2.421 | 2.457 | 2.370 | 2.465 | 2.746 | 1.880 | |
| España | 7.369 | 6.604 | 8.451 | 12.133 | 3.774 | 5.079 | 5.453 | 6.200 | 14.682 | |
| Suiza | 799 | 866 | 958 | 1.106 | 1.177 | 1.256 | 1.385 | 1.405 | 1.361 | |
| Reino Unido | 2.926 | 2.926 | 2.765 | 2.652 | 3.296 | 3.212 | 3.257 | 3.533 | 3.293 | |
| Estados Unidos | 29.001 | 28.142 | 35.653 | 35.199 | 34.788 | 36.233 | 32.308 | 31.631 | 30.950 | |
| Australia | 819 | -- | 1.595 | 1.825 | 1.433 | 1.399 | 1.477 | 1.834 | 2.149 | |
| Canadá | 1.056 | 1.281 | 1.389 | 1.539 | 1.623 | 1.683 | 2.251 | 2.348 | -- | |

Source: Own elaboration from the UNESCO Education database, Institute for Statistics.

Ibero-America is a very diverse continent in every way. Also in terms of degrees, quality of their universities, periods of study, etc. In the era of globalization, it is necessary to seek a convergence between educational systems that facilitates exchanges of all kinds between the elements that constitute that community.

More about the source textThe source text is required for additional translation information

Post comments

side panels

THE IBERO-AMERICAN SPACE OF KNOWLEDGE

The idea of intensifying links between higher education institutions and of creating a common space for higher education in Ibero-America was incorporated into the Ibero-American Summits of Heads of State and Government in 1991, in Guadalajara (Mexico), where they began to talk to "promote a common knowledge market as a space for knowledge, arts and culture" and to "expand cultural exchange and scholarship programs."

But it is at the 2005 Salamanca Summit where the creation of an Ibero-American Knowledge Space was openly proposed, in point 13 of its Final Declaration: "We intend to advance in the creation of an Ibero-American Knowledge Space, oriented to the necessary transformation of Higher Education, and articulated around research, development and innovation, a necessary condition to increase productivity by providing better quality and accessibility to goods and services for our peoples as well as the international competitiveness of our region".

At the next Ibero-American Summit of Heads of State and Government held in Montevideo in 2006, actions with the following general objectives are specified and quantified:

- Institutional strengthening, favoring the institutional dimension over the individual dimension, through the development of capacities and the improvement of processes.

- Internationalization of the participating actors based on the promotion of interactions, mobility and joint activities.
- Regional or sub-regional integration generating the conditions for the articulation of an instituted space based on strategically defined goals and objectives, as a long-term objective that must be present from the beginning of the cooperation actions.

Among the Specific Objectives, it is necessary to highlight the promotion of interuniversity cooperation, comparability and harmonization of higher education in Ibero-America with six specific lines of action, although prioritizing points 1 and 6:

- 1- Mobility programs for undergraduate students with recognition of studies.
- 2- Programs for updating the curriculum and teaching methods and thematic networks for the development of joint programs.
- 3- Programs for distance and virtual education.
- 4- Programs to improve university management.
- 5- Ibero-American forum of national leaders of higher education policy.
- 6- Ibero-American system for homologation and recognition of titles.

It is also necessary to highlight as a specific objective the "Promotion of the improvement of the quality and relevance of the HEI offer" through the line of action "Cooperation projects linked to the Ibero-American Network of National Agencies for Evaluation and Accreditation of the Quality."

Finally, it is highlighted that "Higher education and scientific research, technological development and innovation are considered the two components or pillars that structure and delimit said space (Ibero-American Knowledge)".

There are various initiatives and programs that were incorporated or were created in three different frameworks: that of the Summits, that of the Ibero-American University Cooperation and within the framework of the Regional Integration Schemes.

As an example of the first type, we have the Ibero-American Program for Science and Technology for Development (CYTED) launched in 1984 with the aim of establishing cooperation mechanisms between universities, R&D centers and

innovative companies; THE MUTIS Scholarship Program, arising from the Madrid Summit in 1992 with the aim of promoting the mobility of third-cycle students and teachers; And finally, the Ibero-American Mobility Program (PIMA) also oriented to the multilateral exchange of undergraduate students in the region and the recognition of studies.

In the second type, inter-university cooperation, there are, among others, the following projects: the Ibero-American Network for Higher Education Quality Accreditation (RIACES) established in 2003 as an association of quality assessment and accreditation agencies and bodies of higher education; The Ibero-American Postgraduate University Association (AUIP), a non-governmental organization recognized by UNESCO and dedicated to promoting postgraduate studies in Ibero-America; The Latin American Network for University Cooperation, (RLCU) foundation created in Argentina in 1997 between private universities in the region in order to cooperate with each other; The Association of Montevideo Group Universities (AUGM), created in 1991 among the universities of the Southern Cone to promote an integration process; the Council of Rectors for the Integration of the Central-West Subregion of South America (CRISCOS); the Central American Higher University Council (CSUCA) and the Inter-American University Organization (OUI), the only organization that covers the entire American continent.

Within the third type, regional integration, are the MERCOSUR EDUCATIONAL Program with the aim of mutually recognizing accreditations and titles between the countries of the Southern Cone; the Andrés Bello Agreement consisting of a program of scholarships and recognition of qualifications among the countries that make it up, and the Pablo Neruda Exchange Program, a subregional and regional academic mobility program.

The last of the objectives on education in Ibero-America was formulated in May 2008, during the Ibero-American Conference on Education in El Salvador, when the project "Goals 2021. The education we want for the Bicentennial Generation" was launched, the year of

the commemoration of independences in the region. There are 11 specific goals that constitute a clear reference to the future. Goal number 10, once again insists on "Contributing to the configuration of the Ibero-American space of knowledge and scientific research" because, as stated in the institutional declaration of May 26, 2010, approved by the Spanish Congress of Deputies, in support of the project "It is not possible to advance in social cohesion without a firm commitment to education".

So far we have seen how the so-called Ibero-American Space of Knowledge is articulated. However, there are other collaboration programs that were launched prior to the formulation of the EIC and that currently coexist, but already outside the framework of that Space.

We are referring to the collaboration programs with the European Union within the framework of the Strategic Association between the EU and the countries of Latin America

THE COLLABORATION OF THE EUROPEAN UNION – EU-LAC STRATEGIC PARTNERSHIP

This link between the two groups of actors is made official to date through the EU-LAC Summits.

Its birth occurred in 1997 on the occasion of the official visit that the then French President François Mitterrand made to Brazil. There, it was proposed to hold regular meetings between the Heads of State and Government of the EU and MERCOSUR, the main political and economic interlocutor. Latin America at that time. Subsequently, the then President of the Spanish Government, José María Aznar, proposed the inclusion of the Caribbean area.

The first bi-regional summit was held in Rio de Janeiro in June 1999, being held biannually. They are the instrument of dialogue at the highest level between the two regions linked by historical ties and constitute one of the most important meetings of rulers in the world.

From Rio, a common project called Interregional Strategic Association was established, with three main axes: political dialogue, liberalization of trade and capital flows, and cooperation in the fields of education, society, and scientific and technological development. . This last axis is very important, because the EU is the first source of aid in development cooperation in the region.

In order to fulfill these commitments, with regard to the field of education, the Ministerial Conference of the EU-LAC countries on Higher Education met in Paris on November 3, 2000. There, the creation of the EU-LAC Common Higher Education Area was decided as a framework for action that would allow carrying out a series of priorities that are in agreement as a whole with the measures that were taken to create the European Higher Education Area, namely:

- Promote the mobility of students, teachers, researchers and administrative staff.
- Develop mechanisms that allow the recognition and validation of study periods, respecting the current legislation of the countries.
- Exchange successful experiences regarding the direction, management and evaluation of higher education systems

The articulation between training, employment and scientific knowledge will also be ensured as a transversal objective. To achieve the objectives set, temporary Action Plans are designed.

At the following Summit (Madrid, May 2002) a first practical step was taken for cooperation in matters of education and development. The ALBAN scholarships were created to carry out postgraduate studies in Europe and the “@lis” cooperation program for the information society.

Since then, the European Union has been developing a series of Programs that include students and higher education institutions from Latin America and the Caribbean.

The most important cooperation actions to date focus on three Programs: ALBAN, ALFA AND ERASMUS MUNDUS.

ALBAN

The Alβan Program (Latin America – High Level Scholarships) was adopted by the European Commission in 2002 to offer study scholarships to students, academics and professionals from eighteen Latin American countries.

The Program covered the education and training, in the European Union, of Latin American nationals for the acquisition of new knowledge and skills in the context of postgraduate studies (master or doctorate level) or specialized training for professionals. Mobility was carried out with the active support of higher education institutions or networks, thus contributing to the creation or consolidation of institutional links of cooperation between the two regions.

The general objective of the Alβan Program was to strengthen the professional and institutional capacity of higher education in Latin America and expand the knowledge of universities, professional institutions and centers of excellence in the European Union, for the benefit of university graduates and other experts, with the in order to optimize training at the postgraduate level and thus contribute to economic, social, educational and human development.

The Program had the following specific objectives:

Strengthen human resources through high-level study opportunities.

Promote the participation of young graduates and high-level professionals in university cooperation and training programs of excellence.

Promote work in higher education and training networks

Promote evaluation and quality assurance systems.

The Program has covered the period 2002 - 2010. Of a total budget of €110 million, the contribution of the European Commission reached €84.7 million, of which €75 million was

earmarked for Program scholarships.

The Program has been organizationally defined in close cooperation between the Alban Office at the University of Porto (Portugal) and the Europe Aid Monitoring Office in Brussels.

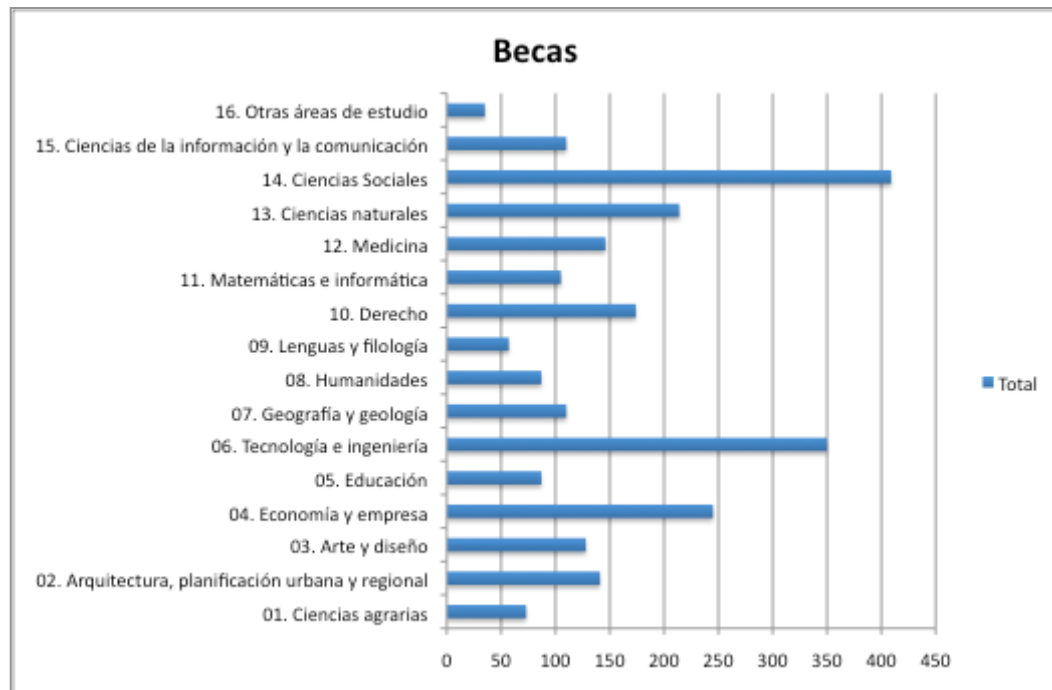
Five selection processes were carried out in the years 2003 to 2007. In total, the number of scholarships approved within the framework of the five calls was 3,319, although finally, after some resignations, 2,471 were finalized.

The largest number of scholarship recipients occurred in the following 4 countries: Brazil (797), Mexico (420), Colombia (378) and Argentina (236), countries with an intermediate degree of development.

By host countries, Spain stands out with 915 (37% of the total) followed far behind by Great Britain with 493 (20%), France with 399 (16%) and Portugal with 253 (10%). The conclusion seems to be drawn that the effect of language is important in this and in all mobility calls.

The following table shows that the study areas were diverse, they did not focus only on technology.

Cuadro 3



Source: Final Evaluation Report of the Alban Program. European Commission

Among the final results of the program are the following:

The final report on program implementation found that 66% of the people who had completed their studies had returned to their countries of origin. This figure is not definitive because there were other students (24%) who had not finished their cycles when

the report was made, presuming that the final number of returnees could be increased, with which the dreaded brain drain did not occur.

To give visibility to the program, Alban meetings were held in Valencia, Grenoble and Porto. A network of alumni in their countries of origin was created, as well as a specific web page.

However, there have been no approaches between the institutions of origin and destination of the scholarship holders. For this reason, invitations to seminars and conferences in Europe were made in an almost informal and personal way.

his lack has wanted to be compensated with the new Program that has replaced Alban, the Erasmus Mundus, much more focused on institutional relations, and above all by the ALFA Program.

ERASMUS WORLD

Erasmus Mundus is a cooperation and mobility program in the field of higher education with the aim of promoting intercultural understanding through cooperation with third countries around the world and contributing to their development in the field of higher education.

The European Commission has entrusted the execution of the Erasmus Mundus 2009-2013 program to the Executive Agency for Education, Audiovisual and Culture.

The Erasmus Mundus program comprises three actions. Of these, the one related to Ibero-America is Action 2 – Erasmus Mundus Associations (former Foreign Cooperation Windows).

Erasmus Mundus associations aim to promote institutional cooperation and mobility activities between European and third-country higher education institutions. This action is a continuation of the EU's previous Foreign Cooperation Window

program (2006-2008), although it offers greater geographical coverage, a greater number of activities and more differentiated objectives.

Action 2 is divided into two components, the one related to Ibero-America is component 1 (EMA2 - COMPONENT1: associations with countries that fall within the scope of application of the ENPI, ICD2, FED and IPA5 instruments)

Action 2 offers:

Support for the establishment of associations between European higher education institutions and those of certain third countries or territories with a view to structural cooperation facilitating the mobility of students and academics between the European partners and those of the third countries concerned.

Scholarships of different durations, depending on the priorities defined for the third country or territory in question, the level of studies or the specific provisions established in the association, for students, academics, researchers and professionals from Europe and from third countries or territories .

As was the case with the previous external cooperation windows (EMECW,) EMA2 - MODALITY 1 provides for cooperation actions with certain countries (so-called «geographical windows»), which reflect the political choices on various countries or regions of a «group». These actions serve as a complement to others developed by the European Commission in the same area or region.

The EMA2-MODALITY 1 is open to all levels of higher education (from undergraduate to post-doctorate and university staff) and operates in all fields of study.

From the beginning of the Program in 2004 until 2009, a total of 948 Latin American students have benefited from scholarships

Cuadro 4

ERASMUS MUNDUS STUDENTS BY NATIONALITY AND GENDER: from 2004-05 to 2008-09

| COUNTRY | Overall | Total | Total |
|---------|---------|-------|-------|
|---------|---------|-------|-------|

| | Total | M | F |
|--------------------|-------|-----|-----|
| Argentina | 81 | 46 | 35 |
| Bahamas | 1 | 1 | 0 |
| Belize | 1 | 1 | 0 |
| Bolivia | 19 | 8 | 11 |
| Brazil | 267 | 127 | 140 |
| Chile | 58 | 29 | 29 |
| Colombia | 132 | 70 | 62 |
| Costa Rica | 14 | 11 | 3 |
| Cuba | 12 | 7 | 5 |
| Dominica | 1 | 0 | 1 |
| Dominican Republic | 3 | 2 | 1 |
| Ecuador | 24 | 13 | 11 |
| El Salvador | 11 | 4 | 7 |
| Grenada | 2 | 0 | 2 |
| Guatemala | 17 | 9 | 8 |
| Guyana | 2 | 1 | 1 |
| Haiti | 7 | 5 | 2 |
| Honduras | 7 | 3 | 4 |
| Jamaica | 5 | 2 | 3 |
| Mexico | 174 | 102 | 72 |
| Nicaragua | 9 | 7 | 2 |
| Panama | 4 | 3 | 1 |
| Paraguay | 7 | 1 | 6 |
| Peru | 48 | 22 | 26 |
| Saint Lucia | 3 | 3 | 0 |
| Trinidad & Tobago | 8 | 2 | 6 |
| Uruguay | 2 | 0 | 2 |

| | | | |
|--------------|------------|------------|------------|
| Venezuela | 29 | 14 | 15 |
| TOTAL | 948 | 493 | 455 |

Source: European Commission

http://ec.europa.eu/education/programmes/mundus/projects_en.html

The budget available for the EMA2 — MODALITY 1 in the 2009/10 academic year for Latin America is 12.7 million euros for a minimum mobility of 548 people. 3

ALPHA PROGRAM – Latin America Academic Training

This is a cooperation program between institutions from the two continents, which appeared in 1994, with three phases, currently in the third phase, which covers the period 2007-2013.⁴ Its objectives are: to improve the quality and accessibility of Higher Education in Latin America and contribute to regional integration in Latin America by promoting the creation of a common Higher Education area in the region and developing its synergies with the European Union.

The participating countries are the countries belonging to the European Union and eighteen Latin American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay and Venezuela.

In total, around 100 million Euros have been invested and around 1,700 Higher Education institutions between Latin America and Europe have participated.

Currently, three types of projects are financed. The so-called Lot 1 "Joint Projects", consists of an exchange of experiences and methodology on institutional, academic, technical and scientific management. Lot 2 "Structural Projects" deals with the modernization and harmonization of higher education systems in Latin America.

And lastly, Lot 3, “Accompanying Measures” finances topics such as the visibility of projects, the exchange of good practices and the creation of synergies.

The third and to date the last call for ALFA III, launched in February 2001, will introduce two new strategies, such as the presentation of projects that include participants from the business world and encouraging South-South cooperation, with special emphasis on the countries of the region. with a lower rate of development.

In addition, the EU has other cooperation programs with Latin America as a whole, such as the @lis- Alliance for the Information Society- created by the European Commission in 2001 with the aim of exchanging experiences related to regulations and standards to integrate Latin America in the global information society through the development of pilot projects in the areas of local government, health, education, etc.

More about the source textThe source text is required for additional translation information

Post comments

side panels

There are also several ways within the R&D Framework Program to facilitate the participation of researchers from outside the European Union.

In short, the European Union recognizes the importance of higher education for economic and social development. Higher education plays an essential role in producing high-level human resources, in disseminating scientific discoveries and advanced knowledge through teaching and educating future generations of citizens, high-level professionals and political leaders who, through in turn, they can contribute to improving governance and social cohesion in Europe and in third countries.

LINKING THE IBERO-AMERICAN AREA OF KNOWLEDGE WITH THE EUROPEAN AREA OF HIGHER EDUCATION

The matter of the interconnection between the Ibero-American Space of Knowledge and the European Space of Higher Education is urgent because Spain and Portugal, two

countries that are part of the first Space, also belong to the second, which has definitively begun to function from last year 2010 according to the commitments acquired after the Bologna Declaration in 1999.

This European Higher Education Area (hereinafter EHEA) is made up of 47 countries, including the 27 of the E.U. covering a huge geographical area from Spain and Portugal to Azerbaijan, Russia and Turkey. Therefore, it is a process that is going to affect the students who join European universities from now on.

its main Guidelines coincide with those of the EIC

Quality guarantee (external and internal)

Curricular reforms towards the three-cycle system

Recognition of studies: ECTS credits, Diploma Supplement

Promotion and development of mobility

The EIC and the Euro-Latin American Space for Higher Education will inevitably have to come together. However, the former does not have a clear calendar or mandatory programming, with a great dispersion of measures, little coordination between its members and a multiplication of forums and networks that work in isolation.

The second set a clear starting point date (2010) and since 1998 there have been seven ministerial conferences dedicated to mapping out the Bologna Process, held in different European cities, namely: Paris (Sorbonne University), Bologna, Prague, Berlin, Bergen, London and Leuven/Louvain-la-Neuve. It also has a structured participation of other members: The Process also includes the European Commission, as a full member, the Council of Europe and UNESCO–CEPES, as consultative members, and a number of interested organizations, also as consultative members. In this way, there is a complete and active partnership with higher education centers –represented by the European University Association (EUA) and the European Association of Higher Education Institutions (EURASHE)–, students –represented by the European Union of Students (ESU)–, academics –represented by Education International (IE)– and other interested organizations, such as

the European Association for Quality Assurance in Higher Education (ENQA) and European Management-Business Europe, as representative of employer organizations.

In Ibero-America, it is also necessary to incorporate the issue of cultural preservation, of minorities and their regional traditions. They cannot be two identical processes because the starting situations are different. Europe is immersed in its integration process (the European Union) where education, although very important, is one more of the policies to converge. But as quoted verbatim from the Declaration of the Ministers of Education gathered at the 2006 Ibero-American Conference on Education in Montevideo, when setting the priority objectives to be achieved, it remarked: "They can be articulated with each other and with actions that are being carried out both in subregional spaces , Ibero-American and ALCUE".

Whether through Projects such as the "2021 Goals" of the EIC or the "Horizon 2015" of LAC-EU, both regions, linked by a common cultural heritage, are immersed in a process of bilateral and multilateral interaction. Internationalization not only means competition, but also cooperation, especially if an essential public good for human and social development is at stake, such as access to education and knowledge..

Bibliography

Comisión Europea. Oficina de Cooperación EuropeAid. (2010) Guía sobre la cooperación al desarrollo Unión Europea – América Latina – Actualización 2010. Luxemburgo: Oficina de Publicaciones de la Unión Europea

DIDOU AUPETIT Sylvie y GERARD Etienne (2009). Fuga de cerebros, movilidad académica y redes científicas. Perspectivas latinoamericanas. Centro de Investigación y Estudios Avanzados. México

OEI (2005) XV Cumbre Iberoamericana de Jefes de Estado y de Gobierno. Declaración de Salamanca. Madrid OEI

OEI (2006) XVI Conferencia Iberoamericana de Educación en Montevideo. Espacio

iberoamericano del conocimiento. Madrid: OEI

THEILER, Julio.(2007). Espacio Iberoamericano del Conocimiento Integración a gran escala.
Revista Internacional Magisterio-Educación y Pedagogía.