



**UNIVERSITIES
PORTUGAL**
CONNECTING KNOWLEDGE

Webinar

**Models for Internationalization
of Higher Education: Towards Inclusive
Universities and Sustainable Communities**

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Introduction

Opening and Welcome Addresses

International Day of Education

- II** **The Project Universities Portugal
(Lisbon Consortium)**

- III** **Internationalization and Quality-Learning
Systems: Accreditations and Ranking**

- IV** **Internationalization of HEI´s
Anchored on Sustainable Cities**

- V** **The Role of Infrastructures in HEI´s Attractiveness**

Afternoon Welcome Addresses

- VI** **The Role of Networks and Alliances
under the European Strategy for Universities**

- VII** **Student - Centred Academia: From Awareness
to Effective Inclusion of International Students**

- VIII** **Sustainable Communities: The role of International
HEI in unlocking local development**

Bureaucratic Barriers for Internationalisation of HEI

Closing Event

Participants



Introduction

Lisbon has it all!

The westernmost of Europe's capitals is the perfect blend of innovation and heritage, mixing its own entrepreneurial ecosystem with an incredible vibrancy.

Once the hub of a bygone global empire that spanned four continents, contemporary Lisbon has a flavour all its own. Flowing into the Tagus River from the top of its seven hills, the city serves as the country's main port, as well as its commercial, political, and tourist centre.

Its geostrategic importance includes the country's historic diplomacy (as a member of the EU and the CPLP, with close ties to the Atlantic South), which allows Lisbon to act as a geopolitical bridge between the North and South Atlantic, facilitating political dialogue between the European Union and the rest of the world.

All this means that Lisbon has many nicknames (or personalities!). Lisbon is a city of culture and interculturality - as it is packed with unique cultural and historical sites. The Portuguese capital is also famous for its vibrant art scene, with murals and exhibitions, great food, exceptional nightlife, and award-winning beaches.

This super-instagrammable city is also a thriving hub for start-up incubation and acceleration, digital entrepreneurs, online businesses, and creative nomads - especially since it was chosen by the organizers of the Web Summit as the place where the tech world meets. This vibrant entrepreneurial atmosphere in the capital is only part of the reason why Lisbon features prominently in several entrepreneurial rankings. The city is the 4th most popular European start-up hub according to Deep Ecosystems' [Startup Heat map](#), and Portugal is the [world's best country for digital nomads](#), according to the website Kayak.fr.

Lisbon is also a city of research and development, having welcomed the European Institute of Innovation and Technology. Recently, Lisbon hosted the United Nations Conference on the Oceans in 2022. Lisbon is also a city of research and development, hosting the European Institute of Innovation and Technology. Recently, Lisbon hosted the United Nations Conference on the Oceans in 2022.

It is considered one of the most affordable cities to live in and one of the safest. According to the Global Peace Index 2023 Ranking, Lisbon ranks 5th in Europe and 7th in the world among the 163 countries listed. This beautiful capital city attracts the most diverse celebrities from all walks of life, from Monica Bellucci to Christian Louboutin and Madonna. Even the bluesy fado - the name of the guitar-based laments - has become sexier and more successful since the duets of the internationally renowned Portuguese fado singer Ana Moura with Prince, Herbie Hancock, and The Rolling Stones.

Living in Lisbon has been described as a dream to study, invest or become an entrepreneur (even the American company Visa has named Lisbon the happiest city in the world), which would not be possible without the driving force provided by the world-class universities that are part of the Lisbon Consortium of Universities Portugal project.

Together with their national and international strategic partners, they play a crucial role in this process of education, research, and societal impact that defines Lisbon as a “global city”.

Opening and Welcome Addresses

Professor João Sàágua Rector - NOVA University Lisbon

Welcome to the Webinar on Models for Internationalization of Higher Education – Towards Inclusive Universities and Sustainable Communities, in light of the Universities Portugal Project.

This initiative is being developed by the consortium formed by NOVA University Lisbon, University of Lisbon, ISCTE, University Aberta, and the Catholic University of Portugal. It aims to discuss the different models of internationalization, with an emphasis on policies targeting the attraction of international talent, transformative local impact, and sustainability at large by Higher Education Institutions.

The occasion could not be more opportune. On the UN's International Day of Education, we hope that with this webinar, and with the interesting contributions from all the notable panellists who have kindly accepted our invitation to participate, we can honour this day and its importance in the sustainable development of our cities and communities, but also in the promotion of peaceful and democratic societies.

Education is a human right, and, like other social rights, it is fundamental to the pursuit of happiness, commonly referred to as well-being. Education is also a universal right, established by several different international instruments such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

By aiming the full development of the personality, the right to education is not limited to the aspect of instruction (the right to learning) but includes a wider set of other rights. In that sense, it is also a social right because it has the mission of creating not only skills but also attitudes, behaviours, and values that allow each individual to be a transforming agent of the world around us.

It is an economic right because it is key to the improvement of living conditions and ensuring self-sufficiency through work.

And lastly, education is a cultural right, promoted by the international community itself, towards the building of a universal human rights culture, merging personal development with the promotion of respect for cultural diversity and inclusion.

Nowadays it is becoming more and more clear that universities play an essential role in Education's value chain, especially in today's global context, which, as we all know, is marked by rapid changes, emphasized by the digital transformation of society and by the transition into an eco-friendlier approach in everything we do, which is extraordinarily demanding, challenging, and competitive.

In the 21st century, Universities have a responsibility to contribute significantly to the improvement of society, seeking to compete globally while acting at the local and regional level. It is no longer about sharing and seeking knowledge for the sake of knowledge, through Teaching and Research, but creating true global, civic, and inclusive spaces of knowledge and innovation, engaging citizens, industry, and academia, with a strong commitment to society's well-being and sustainable development.

We hope that today's webinar will shed light on those challenges. Thank you very much for your attention!



International Day of Education

Jon-Hans Coetzer

Team Leader Online Learning and Education

Division for Peace - UNITAR

International Day of Education

Jon-Hans Coetzer

Team Leader Online Learning and Education
Division for Peace - UNITAR

On behalf of the United Nations Institute for Training and Research (UNITAR) allow me to congratulate the Lisbon University Consortium for putting together this online event focussing on a most pertinent, highly relevant theme as “Models for the internationalization of higher education: towards inclusive universities and sustainable communities”.

This theme is indeed appropriate as we celebrate today the International Day of Education, under the topic “Changing Course, Transforming Education”. The content of my short presentation will draw the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) 2021 report of the International Commission on the Futures of Education, entitled “Reimagining Our Futures Together: a new social contract for Education”.

First, our world is at a turning point. We already know that knowledge and learning are the fundamental basis for renewal and transformation. But global disparities and oppression are pushing the need to reimagine why, how, what, where, and when we learn that education is not yet fulfilling its promise to help us shape peaceful, just, and sustainable futures. In our quest for growth and development, we humans have overwhelmed our natural environment, threatening our own existence.

Second, today, high living standards coexist with glaring inequalities. More and more people are engaged in public life, but the fabric of civil society and democracy is fraying in many places around the world. Rapid technological changes are transforming many aspects of our lives. Yet these innovations are not adequately directed at equity, inclusion, and democratic participation. Everyone has a heavy obligation to both current and future generations to ensure that our world is one of abundance not scarcity, and that everyone enjoys the same human rights to the fullest.

Third, despite the urgency of action and in conditions of great uncertainty, we have reason to be full of hope. And you will hear some of the good practices shared by the partner universities of the Lisbon University Consortium throughout our discussions today. As a species, we are at the point in our collective history where we have the greatest access ever to knowledge and the tools that enable us to collaborate. The potential for engaging humanity in creating better futures together has never been greater. This said, the United Nations fundamentally believes that there is a need for a new social contract for education. Education can be seen in terms of a social contract, an implicit agreement among members of society to cooperate for shared benefit.

This proposed social contract needs to be more than a transaction, it needs to reflect norms, commitments, and principles that are formally legislated as well as culturally embedded. Thus, the starting point is the shared vision of the public purposes of education. This contract consists of the fundamental and foundational organizational principles that structure education systems, as well as the distributed work done to both maintain and to continuously refine them. During the 20th century, public education was essentially aimed at supporting national citizenship and development efforts through the form of compulsory schooling for children, youth, and adults. Today, however,

as we face grave risks to the future of humanity and the living planet itself, we must, with a sense of urgency, reinvent education to help us address common challenges.

This act of reimagining means working together, and again, allow me to highlight the contribution being made in moving in this direction by the Lisbon University Consortium. The Consortium has organized a very relevant topic, and they've opened it to the international community to participate in this highly valuable debate. This new social contract for education must unite us around collective endeavours to provide the knowledge and the innovation needed to shape sustainable and peaceful futures for all, as the rector highlighted in his opening statement, in social, economic, and environmental justice, it must, as the report says, champion the role played by teachers, faculty, and researchers. However, there are three essential questions to ask of education as we look towards 2050.

What should we continue doing, what should we abandon, and what needs to be creative, and invented afresh? Allow me to expand a little on some of those fundamental principles of this new social contract because it must build on the broad principles that underpin human rights: human rights, inclusion and equity, cooperation, and global solidarity, as well as a collective responsibility and interconnectedness and to be governed by the following two foundational principles. One, assuring the right to quality education throughout life, the right to education, too, as established in Article 26 of the Universal Declaration of Human Rights, and it must continue to be the foundation of the new social contract for education and must be expanded to include the right to quality education throughout life. Thus, lifelong learning. It must also encompass the right to information, culture, and science. This collective knowledge of resources of humanity that have been accumulated over generations and are continuously transforming is strengthening

education as a public endeavour and a common good as a shared societal undertaking. Communication also builds common purposes and enables individuals and communities to flourish together. A new social contract for education must not only ensure public funding for education, but also include a society wide commitment to include everyone in public discourses about education. This emphasis on participation is what strengthens education as a common good, a form of shared well-being that is chosen and achieved together.

These foundational principles build on what education has allowed humanity to accomplish to this point and help to ensure that as we move towards 2050 and beyond that education continues to empower future generations to re-imagine their futures and to renew their worlds. Extreme future scenarios also include a world where quality education is a privilege of elites and where vast groups of people live in misery because they lack access to essential goods and services. Will current educational inequalities only worsen with time until the curricula become irrelevant? How will these changes impact our basic humanity?

There is indeed some good news to share! Multiple alternative futures are indeed possible and disruptive transformations can be discerned in several key areas. The planet is indeed in peril, but decarbonization and the greening of economies are underway. Here children and the youth are ready, leading the way, calling for meaningful action and delivering a harsh rebuke to those who refuse to face the urgency of the situation. Over the past decade, the world has seen a backsliding in democratic governance and a rise in identity-driven populist sentiments. At the same time, there has been a flourishing of increasingly active citizen participation and activism that is challenging discrimination and injustice worldwide.

There is tremendous transformational potential in digi-

tal technologies, but we have not yet figured out how to deliver on these many promises. The challenge of creating decent, human centred work is about to get much harder, as artificial intelligence or AI automatization and structural transformation remake employment landscapes around the globe. At the same time, more people and communities are recognizing the value of care, work, and the multiple ways that economic security needs to be provisioned. Each of these emerging disruptions has significant implications for education. In turn, what we do together in education will shape how it responds.

At present, the ways we organize education around the world do not do enough to ensure just and peaceful societies, a healthy planet, and shared progress that benefits all. In fact, some of our difficulties stem from how we educate. Therefore, a new social contract for education needs to allow us to think differently about learning and the relationship between students, faculty, research, knowledge, and the world of work. Pedagogy should be organized around the principles of cooperation, collaboration, and solidarity. It should foster the intellectual, social, and moral capacities of students to work together and transform the world with empathy and compassion.

I think there is not much that needs to be said and we've seen the value of empathy and compassion as we have all lived through this global pandemic during the last two years. There is an unlearning to be done too of bias, prejudice, and divisiveness. Assessment should reflect these pedagogical goals in ways that promote meaningful growth and learning for all students and learners. Curricula should emphasize ecological, intercultural, and most importantly, interdisciplinary learning that supports students to access and produce knowledge while also developing the capacity to critique and to apply it. Curricula must embrace an ecological understanding of humanity that rebalances the way

we relate to Earth as a living planet, our only home.

The spread of misinformation should be countered through scientific, digital, and humanistic literatures that develop the ability to distinguish falsehoods from truth. In educational content, methods, and policy, we should promote active citizenship and democratic participation. Teaching should be further professionalized as a collective endeavour in which teachers, faculty, and researchers are recognized for their work as knowledge producers and key figures in education and social transformation. Collaboration and teamwork should characterize the work of these teachers, faculty, and researchers. Reflection, research, and the creation of knowledge and new pedagogical practices should become integral to teaching certification.

This means that their autonomy and freedom must be supported and that they must participate fully in public debate and dialogue on the futures of education. Schools and universities should be protected educational sites because of the inclusion, equity, and individual and collaborative and collective well-being they support, and also reimagined to promote the transformation of the world towards a more just, equitable, and sustainable future. They need to be places that bring groups of people together and expose them to challenges and possibilities not available elsewhere in society. Schools, architectures, spaces, times, timetables, student groupings should be redesigned to encourage and enable individuals to work together.

Digital technologies should aim to support and not replace faculty, schools, and universities. They should model the futures we aspire to in order to ensure human rights and become exemplars of sustainable and carbon neutrality. We should enjoy and expand the educational opportunities that take place throughout life and in different cultural and social spaces. At all times of life, people should have meaningful, quality educational opportunities. We

should connect the natural, the built, and the virtual sites of learning, carefully leveraging the potentials of each. Key responsibilities still fall to governments whose capacity for the public financing and regulation of education should be strengthened. The right to education needs to be broadened to be lifelong and encompass the right to information, culture, and science and universities and other higher education institutions must be active in every aspect of building this new social contract for education, from supporting research and the advancement of science to being a contributing partner to other educational institutions and programs in the communities and across the globe.

Universities that are creative, innovative, and committed to strengthening education as a common good have a key role to play in the futures of education. It is essential that everyone be able to participate in building the future of education. Children, youth, students, parents, teachers, researchers, activists, employers, and cultural and religious leaders, we have deep, rich, and diverse cultural traditions to build upon. Humans have great collective agency, intelligence, and creativity and we now face a serious choice: continue on an unsustainable path or radically change course. If anything has brought us together over the last year and a half, it is our feeling of vulnerability about the present and uncertainty about our future. We now know more than ever that urgent action is needed to change course, and to save the planet from future disruption. But this action must be long-term and combined with strategic thinking.

Education plays a vital role in addressing these daunting challenges. Yet, and I would like to conclude on this thought, as the pandemic has shown, education is fragile. At the peak of the Covid-19 pandemic 1.6 billion learners were affected by school and university closures across the globe. Never do you appreciate something more than when you are faced with losing it.

II

The Project Universities Portugal (Lisbon Consortium)

Professor Maria das Dores Guerreiro

Vice-Rector - ISCTE University Institute
of Lisbon (consortium coordinator)

Professor João Amaro de Matos

Vice-Rector - NOVA University Lisbon

Professor Isabel Vasconcelos

Vice-Rector - Universidade Católica Portuguesa

Professor Carla Oliveira

Rector - Universidade Aberta

II

The Project Universities Portugal (Lisbon Consortium)

Professor Maria das Dores Guerreiro

Vice-Rector - ISCTE University Institute of Lisbon
(consortium coordinator)

It is my role to introduce you to the Universities Portugal (Lisbon) project, one of two twin projects. The other one having the same name but without the designation “Lisbon”, joins the Portuguese universities located out of Lisbon just because they can benefit from different funding schemes not applicable to this specific country region of Lisboa e Vale do Tejo. Both projects were born some years ago, after an initial one created in 2016, in the context of the Council of Rectors of Portuguese Universities (CRUP), in which all of the copromoting universities cooperated, dealing with higher education and academic research affairs of the universities in Portugal.

The Lisbon Consortium is composed of five universities, ISCTE – Instituto Universitário de Lisboa, as the project leading institution, plus Universidade de Lisboa, Universidade Aberta, Universidade Católica Portuguesa at Lisbon (Universidade Católica is also with the other sibling project) and NOVA University Lisbon, the main organizer of today’s international webinar. And we must thank NOVA for having organized so well this event, with such important topics for debate and reflection about the internationalization of the universities.

As an overview of the main goals of the project, we can say that Universities Portugal (Lisbon) intends to develop a common strategy for the international promotion of these universities from the Lisbon region, aiming to strengthen their visibility and educational offer, attract students, increase the exports of education and research services, and promote qualified professionals, entrepreneurship, innovation, and capacity building of the business fabric within the Lisbon ecosystem.

At the same time, the copromotion modality of work amongst universities assures the development of collaborative internationalization processes that are sustainable in the long term as it stimulates the sharing of knowledge and capacity building in external markets. The operational objectives of the project are structured in three main dimensions: a) communication and marketing; b) brand promotion; c) capacity building and dissemination. Regarding the first objective, the project foresees the development and implementation of a communication and marketing plan making use of new instruments and digital technologies, involving the creation of a website, creation of chatbots, landing pages, marketing automation apps, etc., to maximize the attraction of international students based on best practices available for this purpose. Also, it intends to promote the use of social networks: Facebook, Instagram, and Twitter, among others.

Regarding brand promotion, the project plans the development and implementation of a set of promotional actions for the Universities Portugal brand with participation in international fairs in Latin America, in Brazil and the Latin American Spanish speaking countries. These will be webinars addressed to students from Brazil and other Latin American countries and still other markets, for instance in Asia, Africa, or the Middle East. The capacity building and the dissemination involves organizing conferences on the

internationalization of Portuguese universities, a benchmark study on the countries with which the partner universities have the closest links and opportunities to deal with, a study for preparing the international offer of Portuguese universities, seeking to explore the possibility and opportunity to introduce new programs for attracting for international students and researchers and identifying forms and domains of knowledge that the new programs should have, taking into consideration the new trends of the world demand and the international competition. Lastly another study envisioned will analyse the social and economic impact of the internationalization process carried out with the project.

The expected results coming from the Universities Portugal activities are obvious and include the internationalization of our universities in a broad sense, which involves the growth of the number of foreign students in the Lisbon region, the increase of universities' income with international tuition fees, the economic growth linked to new businesses, and new services addressing different consumption needs and different lifestyles. With the international recognition and appreciation of the high quality of Portuguese universities, their ecosystems will naturally benefit from it. It is expected to contribute to Lisbon being seen as a European centre for entrepreneurship, innovation, and business, as we actually believe it is already – as well as the enhancement of the international image of Portugal related with knowledge, technology, innovation, diversity, and inclusiveness.

This is what can be briefly said to introduce the project Universities Portugal. However, it is hardly necessary to say that the pandemic deeply affected the activities of our project as all the travels and most of the face-to-face meetings were suspended since the beginning of the program. Also, the new dynamics resulting from the pandem-

ics, namely concerning distance learning and the need for making greater use of digital technologies, are imposing new challenges as well as new opportunities to the internationalization that were not foreseen earlier. For a country belonging to the European Union, such as Portugal, the internationalization process cannot ignore the European agenda for higher education, and all its dynamics and challenges, which I am sure will be addressed in the many sections of today's webinar. So, I think this is just a flavour for starting the discussions and reflections which will take place throughout the day.

Professor João Amaro de Matos
Vice-Rector - NOVA University Lisbon

It is my privilege to share some of the ideas of NOVA University and our perspective in becoming part of this consortium of Portuguese universities and, in particular, the group of Lisbon universities.

First and foremost, I would like to give a word of big thanks to the whole team at our university that organized this event, and especially to Gonçalo Mota, the man who introduced all the panels, and who worked really hard at NOVA University to organize and make this webinar happen. In fact, in the consortium's agenda each of the universities assumes the responsibility for carrying out different collective tasks, involving all the consortium. One of our responsibilities was the organization of this webinar, and Gonçalo definitely did an outstanding job that deserves public recognition, not only in constant dialogue with all the partner universities but following up on all the people involved here.

Actually, the realization of this webinar is quite an ex-

ample of what this consortium may achieve: a high-level webinar to discuss strategic issues for the universities, in particular for the Portuguese universities, and more specifically for those based in Lisbon. This type of experience is important as the issues faced by these Portuguese universities are common to universities all around Europe and all around the world, namely, how to better cooperate and interact in order to become more visible in this highly competitive market of higher education. This market is actually more and more competitive, dominated by an Anglo-Saxon model of higher education that has proven successful in the last century, and has established the standards of what most people identify as academic quality.

Each of our universities may have a different strategy, its own identity. To be honest, we are born competitors in a quite tough market. The consortium here in Lisbon includes five universities, among which is probably the oldest University in Portugal, contemporary with Coimbra University, which is the University of Lisbon. So, Lisbon itself has been a focus of visibility for higher education since the 13th century, and there is, in a sense, nothing really new about it, about the quality of higher education, and the role that we play in the local, regional, and even Europe's development. But what is really different is the degree of competitiveness of this market that became global, developing a massive structure in parallel with its elitist roots, in a time of very fluid communication, and associated misinformation. Hence, the panorama or the landscape of higher education nowadays is quite different, and rather challenging, not only in communicational terms, but also in terms of quality assurance – which ultimately will make the real difference in the long-run institutional survival.

The presence of digital media and digital markets has made higher education completely different in nature, even in the way people are now used to learning and how

to follow pedagogical developments. And of course, the pandemic that we faced in the last couple of years just accelerated the impact of all this digital transformation that we all have undergone not only, but certainly the higher education sector. We all suffered in delivering our mission of generating and disseminating knowledge through education research and creating value creation and innovation.

In a small European country like Portugal, the role of internationalization became quintessential. The Portuguese market is relatively small in this rather competitive world, and education competes as any other area of activity with European peers, but also with the English-speaking top universities around the world that seek to share and attract talent from all over the world. In that sense, the Portuguese universities have decided to build up a common strategy, a common platform that would call attention to the quality of Portuguese higher education, and, in particular, in our case, the role of Lisbon as a brand attractor, relating the quality of our universities to the location and to the tradition of knowledge generation that we developed over the centuries. Our role here is to do this in a modern, attractive, and interesting fashion that encompasses all the modern values that Jon-Hans actually made very clear in his keynote speech.

The way to do this is not a simple mechanical use of digital marketing to attract people. It has to be done in a strategically sustainable way by being inclusive, by encompassing all the transformation that we recently experienced, the digital tools available, and other instruments that we have. Portugal has a unique position in Europe, and we should leverage on that to build a strategy. Portugal is the only European country with two feet well-grounded on both sides of the South Atlantic – for the best and the worst reasons, historical, cultural, and linguistic. In addition, Portugal is seen as Mediterranean, sharing values

with North African and southern European countries, as far as the Middle East. There is an identity, cultivated throughout centuries, that points precisely where we should focus our effort in attracting, helping, cooperating, and developing capacities. We should use that positioning to offer a modern concept of higher education, encompassing the values of inclusiveness, diversity, and multilingualism. We should be geographically focused on regions that attract less interest from the Anglo-Saxon-based industry, in populations that cannot afford the extravagant tuition fees required to finance the sick cost structures of the world's best-known, top universities.

This positioning explains why I am in a webinar with an image behind me of our Campus at the new administrative capital in Cairo. I am just sitting here talking to you, but I am also in Cairo. And Cairo is the quintessence of what we aim at with this discussion. It is an idea of being able, as a Portuguese University based in Lisbon, to connect our city, which we all represent, to one of the critical strategic epicentres of the world. Cairo is Middle East, Cairo is Mediterranean, and Cairo is simultaneously proudly Africa. Hence, and quite importantly, to be in Cairo is a way of being in Africa without being in a Portuguese-speaking country. Actually, we are developing as a Lisbon-based higher education institution, the visibility of our quality in a country where we can actually bring and integrate people from other cultures and other languages who can share our competences, our values, and our capacity to develop talent for the future.

This is a very clear example of how capital cities like Cairo and Lisbon can be used as leverage for our brand as universities. The straight line between Lisbon and Cairo cuts the Mediterranean Sea, connecting the South of Europe with North African and Middle Eastern countries. That is exactly one of the pillars that we should be considering while devel-

oping an international strategy that focuses on our identity and our presence as a Lisbon-based Portuguese university. Whenever building our brand elsewhere, we should never forget that our research and teaching capabilities – whatever builds our identity as a HEI – are financed by European taxpayers, funded by the European ideals of being part of the structure of knowledge-based democratic, inclusive societies. We should never forget that in whatever mission, whatever action that we undertake, either at home or around the world, we should be building a brand that contributes to training talent and generating knowledge under those basic humanitarian values.

In a nutshell, this is my broad approach to the role of our University, NOVA University in the consortium. We are proud and happy to be working in such close cooperation with ISCTE, which coordinates the consortium; Universidade Aberta, Universidade Católica, and Lisbon University, one of the oldest universities in Europe, which provided the greatest contribution to the positioning of Lisbon as a university centre for over 800 years. So, although NOVA means literally “new”, it is clear that Lisbon is not new in the higher education arena. We are here to strengthen that idea, to cooperate with that image, to reinforce the brand of Lisbon as a stronghold of higher education. With this inclusive vision, we aim to establish a multicultural education space where we teach people from all around the world and cooperate in research with institutions from all continents. In this context, the multilingual issue is clearly a struggle for the strategic development of some Portuguese universities to internationalize as opposed to monolingual universities from English-speaking countries. In countries like Portugal, such an ambition can only be achieved in a multilingual context through teaching and conducting research in both Portuguese and English, so as to include non-Portuguese speakers while not excluding Portuguese speak-

ers who are not fluent in English.

We must thus consider a multilingual approach, not only because the Portuguese language is specific, but also because it is a vastly spoken language worldwide, with more than 290 million native speakers. In fact, we can be very active in the Portuguese speaking world, and that is the strategy that most Portuguese universities have followed so far in internationalizing. By doing so, such institutions are excluding 90% of the world that could be of potential interest, and we – as a consortium – should make an effort and develop a strategy that can help us to attract people from non-Portuguese speaking countries. Whatever we do, however, we should consider the caveat of inclusion. If we speak only in English, we will exclude many potential students from Portuguese speaking countries, which is certainly not a goal for a Portuguese public University like NOVA. On the other hand, if we teach only in Portuguese, we would be excluding a very important part of the potential students' contingent that is keen on having access to good quality and affordable higher education, to meet their own goals of building talent and developing the capacity of their own communities. The right game here is to be played in a very sensitive landscape between inclusiveness concerns and the geostrategic positioning in which Portuguese universities, and in particular those based in Lisbon, enjoy an advantage.

These are just a few considerations that I would like to bring into this discussion and that I hope will be developed in different directions, with different arguments and different people throughout the webinar.

Professor Isabel Vasconcelos
Vice-Rector - Universidade Católica Portuguesa

It's a pleasure to take part in this webinar and the panel presenting the project Universities Portugal – Connecting Knowledge, and I will present the point of view of the Universidade Católica in this project. Well, for Universidade Católica, which I represent, the internationalization process is essential to the institution's development strategy and to the accomplishment of its mission within its global vocation. It is a key element of the structure of research, teaching, and social responsibility activities. I think it's not very different from the other universities, of course, but from our perspective, internationalization is faced from three angles: a cooperation among institutions, a globalization action of the university, and as an internalization process integrated into the institutional strategy that we may call a comprehensive internationalization. This means an institutional commitment translated into actions and initiatives to introduce a comparative perspective and a global approach in teaching, research, and service to society, in the governance model and in internal organization processes.

This comprehensive internationalization is an overarching strategy that requires the engagement, of course, of the entire university, from the Rector's office to the school's Deans, professors, students, and the administrative and support services. Católica's goals include not only increasing the number of international students, of double or joint degrees, of international networks and partnerships, but also increasing the social responsibility to the developing countries. And of course, we include here the Portuguese speaking countries, enhancing the multicultural conditions of our campus, and strengthening international research networks. And it is in this framework that Católica has been

a partner of the Universities Portugal project.

In fact, Católica is in a unique position due to its national representation, as we are present – it was already said – not only in Lisbon, but also in the north and central regions of Portugal. Because of this, we had the opportunity to be also a partner of the COMPETE project gathering universities from the north, centre, and Alentejo regions, and coordinated by UTAD. It's a project that also seeks a common strategy for the international promotion of Portuguese universities, aiming at reinforcing the visibility of institutions, training offer and other services, and also at increasing students' recruitment and contributing to strength education services exports. The COMPETE project followed a first one, concluded in 2018, where Católica was also partner, that had the main objective of attracting foreign students.

I think that this first project was focused on very operational activities, such as the university's presence in exhibitions for students' attraction and recruitment and development of a platform for, we can say, marketing of Portuguese universities and their training offer, as well as of Portugal as a country for education. And Universities Portugal is now a brand.

The second project was also focused on training of universities for internationalization, on sharing good practices and discussing experiences, on building together the international reputation of our universities, and on designing products and activities for foreign publics. To accomplish these aims, the project included the organization of seminars like this one and studies on relevant issues for internationalization that were not present in the first project. Católica's activities in both projects were complementary because we participated in the three projects, in fact.

In the Lisbon project, our main activity is the development of a study, a benchmarking on different types of education systems in the countries closely related to the

partner universities, so that following and monitoring of students from different origins may be performed more efficiently. This study is not completely finished yet, but it's pointing out that in order to enhance the internationalization process and besides initiatives that depend directly on the universities, many other actions have to come from the central government. In the COMPETE project, Católica's activities included participation in exhibitions and conferences for networking and for students' attraction and recruitment, new market prospecting, admissions, and the development of a study of preparation of international offers of Portuguese universities. These are studies, as already said, in both projects. This project will enable the development of a roadmap with clear lines of action that will allow universities to promote Portugal as a country for education and research. Portugal is not seen yet like this, as we know.

This study and the benchmarking study will contribute to an in-depth knowledge of the education systems of potential countries for recruiting international students, will identify the opportunities and constraints of access to new markets, and will promote the development of collaborative processes of internationalization of Portuguese universities in terms of targeted training offer. It is expected that this will lead to different and high added value products and services.

From my perspective, all the projects I mention were anticipating the need of transformation of the universities, which the pandemic accelerated, towards interdisciplinarity and multidisciplinary, as well as sustainability and digitalization, for a global vocation.

Professor Carla Oliveira Rector - Universidade Aberta

I will start by acknowledging the organizers for this webinar focusing on Models for Internationalization of Higher Education. This panel dedicated to the Lisbon Region Consortium of the Universities Portugal Project brings together the public universities of the region. The development of joint internationalization actions aims to strengthen the visibility of institutions and their training offer, as well as to increase the student recruitment. The advantages are clear in the area of talents' attraction and economic development, not only for the institutions' educational and research programs but also for the Lisbon region and the country as a whole.

Universidade Aberta (UAb), founded over 30 years ago, is the public distance education university in Portugal. Since then, higher education pedagogical models, teaching strategies, learning outcomes, and student-centred approaches have been at the core of our activity and concern. Following the extensive integration of information technologies in teaching and learning, 15 years ago, we have developed and implemented a virtual pedagogical model that was fully adopted in 2007. Since then, the necessary adjustments and improvements, both from the technological and pedagogical side, have been introduced.

UAb's courses are, in general, taught in Portuguese and our main target is the adult population, both in Portugal and Portuguese-speaking countries, promoting training and human development on a global scale. Also, by teaching in Portuguese, the economic importance of the Portuguese language stands out as a factor in the promotion and internationalization of universities.

It is our expectation that the initiatives and studies promoted within this consortium will contribute to strengthen

the cooperation between the Universities of the Lisbon region. Within an effective “coopetition” spirit, we hope to contribute to the development of innovative pedagogical offers for international markets, by combining the knowledge and experiences of the different institutions involved. This will result in an offer of differentiated products and services with greater added value, able to address market needs.

Although the Consortium had to reprogram its activities due the pandemic context, it is our belief that the co-promotion mode ensures the development of long-term sustainable collaborative processes of internationalization. The expected benefits will be enjoyed by all the Portuguese educational institutions, generating positive externalities far beyond the Lisbon region.

At UAb we believe in this project’s potential and are deeply engaged in promoting an effective virtual mobility both in Portuguese-speaking countries and also for Portuguese communities that maintain a very close cultural and family affinity with Portugal. Furthermore, the increasing cooperation between Portuguese universities towards greater internationalization leads to a strong image of our teaching and research activities as well as innovation and inclusiveness of our universities.

Universidade Aberta’s role is essential because of its distinctive profile, and in this sense it is the partner that makes the difference in the Consortium.

III

Internationalization and Quality-Learning Systems: Accreditations and Ranking

Professor Antoni Luna

Vice-Rector - Universitat Pompeu Fabra

Christophe Terrasse

Director of International Projects - European
Foundation for Management Development

Ludovic Highman

QS Strategic Rankings Consultant

III

Internationalization and Quality-Learning Systems: Accreditations and Ranking

Professor Antoni Luna

Vice-Rector - Universitat Pompeu Fabra

Let's talk about the concept of internationalization and quality learning systems, accreditation, and rankings. Rankings have been something that universities, at least in Spain, have been struggling with a lot since they started to appear as an important issue about 15 or 20 years ago.

I will say, first of all, that the concept of rankings and accreditations is one that comes from a completely different type of educational system. In university systems like the Spanish, rankings were not part of our tradition and I believe many countries of Southern Europe share similar approaches. The tradition of the Spanish universities, as well as in many other parts of Europe, are that of a public service, and the main rationale is equal services to all. Universities were created to provide a service of higher education to the population in different parts of the country. The universities' mission in my country used to emphasize more elements of equity and equality rather than competitiveness. Basically, when I was a student, and until the 1990s, students in Spain were not able to choose which University they wanted to go to. They had to go to the University closest to their home or in that region. Students were assigned universities according to the region where they lived. Obviously, big cities like Barcelona had different options, but even in those cases, you were assigned to the University that was closest to your residence. So, what I'm trying to raise is that the thing about competing and putting rankings were not normal at that moment because it

basically was designed as a social service.

The degrees offered by the different universities were considered to be equal, and in terms of accreditation, allowed equal access to jobs all over the country. So, no matter where you studied, all the systems would be accredited in the same way in the employment market. That's the tradition in Spain and, in many ways, that's still embedded in the organization of most educational institutions in Spain. Many universities are now struggling to adapt to be able to collect the right indicators for the various universities' ranking.

The Bologna process at the beginning of 2000 and the first decade of the millennium opened up a new type of process because, for the first time, masters' programs were open. Universities were much more flexible in their ability to attract students from all over the country. And the system was much more open, especially at the master's level. Masters' programs started to compete with each other because not every university will offer the same masters. Masters' were also very diverse, and that's when for the first-time universities started to worry about systems of accreditation and systems of rankings. New offices of recruitment and marketing started to appear in some of the most dynamic Spanish Universities.

These long traditions of universities as branches of the same public educational system started to change, therefore, by the new Millennium and implementation of the Bologna Process. A new element was also introduced to add more competitiveness among universities in Spain. This was the appearance during the 1990s of the first private universities. The Spanish system didn't allow private universities until the late 1990s. Private universities added another level of complexity because now students could choose between the public and the private system for the first time. So, things started to be more complex. There was an issue of cost, but for the first time, students were sub-

jected to publicity to attend this or that private university.

Having said that, my second concern is that most of the rankings come from the US or other English-speaking countries. The companies and institutions that do the rankings are trying to harmonize university systems that come from very different traditions and societies in which higher education is considered a social right rather than a business. As I have been trying to explain, rankings are quite alien to most of continental Europe and especially for Southern Europeans. In the USA or Canada, Australia, or other countries in the English-speaking world, universities are not considered to be equal, and the access to the best-paying jobs depends, in part, on where the student obtained the degree. Students, therefore, are competing with each other to get to the best schools. Universities should emphasize their strengths and qualities and for that purpose, rankings are very important. In the US, rankings analyse all sorts of issues from universities, from the quality of sports facilities to the number of seats in the library, and the cost of student housing.

However, international rankings mostly emphasize research and technology transfer, and they take less account of the educational services, quality of education, services for students, or employability of the students after graduation. I think those are indicators we need to promote in the future and should also be included in the rankings. I know some rankings are starting to work at that level and they're starting to include some of those issues because there is a high demand among students, especially undergrads, to get more information about the quality of education that each university offers.

However, students are not looking only for rankings. Things are moving much faster and now they rely much more on their peers' comments on social media than on rankings. While we are discussing if rankings are good or

not, students are finding other sources of information, and therefore, universities are developing professional media and communication strategies.

Universities never before had marketing or communication departments. Now we all have professional teams for communication and recruitment. They know that students are much more aware of what's going on in social media than what is published by rankings. Students like rankings. Obviously, they like that their university is well positioned in a particular ranking, but they also look at what their peer classmates and former students say in social media. So that's basically my perspective on all these different issues. And I believe as a way to conclude my short presentation, I think we need to adapt the ranking systems, or we have to create new rankings that really present the reality of the university systems in Spain or in Southern Europe in general.

We also need – and I think it's been mentioned in the previous panel – to take advantage of our cultural realms. We are countries that are very important in different parts of the world according to our cultural links. Obviously, for Spain in the Spanish speaking world, it will be very important to get information on what the best universities are for Spanish speaking students. So probably we need to get away from certain rankings and certain practices that go against our academic traditions. Internationalization means opening up the university to the world, but not necessarily to lose our own academic identity or our cultural values. We do not need, for instance, to teach everything in English. Preserving our own cultural identities should be an asset for internationalization and not an obstacle. Europe is rich in cultural and language diversities; we need to take advantage of it.

In summary, I believe we need to promote much more information about the educational quality in the rankings. That's something I think is still underdeveloped, and we

need to push to include more educational indicators in our rankings. If we need to compete it has to be on the quality of the services we offer, and that means obviously quality research and innovation but also good education.

In an increasingly globalized sector of higher education, information about the quality of our degrees and teaching models will be very helpful for our future students. And I think to end this short presentation, it will be very important to take advantage of the new opportunities. Strategies like the European University Alliance will open up to create a much broader, a much more internationalized campus across Europe. Thank you very much for your attention.

Christophe Terrasse

Director of International Projects - European Foundation
for Management Development

EFMD is not an education institution, but a network of universities and business schools and our field of activity lies in management education. This explains some of our specificity. As it was pointed out before, management education is specific, with a higher degree of internationalization of the institutions. Management education also counts a lot of private universities and private institutions. EFMD is a big network, one of the three big networks of management education in the world. As part of our activities, we have an important role in accreditation, and we are running and managing one of the three internationally recognized labels for the quality of management education, which is called EQUIS. EQUIS was created 25 years ago and has now been conferred to more than 200 institutions in Europe and the world. EQUIS is an institutional accreditation, meaning that it is conferred to an institution.

We also have program accreditations under the brand of EFMD-accredited. We have additionally developed a certification for online education. We supported the creation of regional accreditation schemes in South Asia, Latin America, and Central Asia.

So, the first question is why international accreditation? And one answer lies at the market level. At international level, we need transparency, particularly in the field of business education, where we have lots of recent institutions and which is a domain that is very sought after. Lots of people are willing to invest their money so that their children will make a nice career. This is particularly obvious in Africa. This was also the case in the Eastern part of Europe after the political changes.

As a result, this is a very competitive market, for which we need transparency; we need to identify, we need to spotlight, the best institutions in order to differentiate them from fly-by-night institutions.

Also, we need accreditation, at least in management education, to complement the national accreditations and certifications. In many cases, not all, these are very administrative, and disconnected from the needs of the stakeholders. They often promote a kind of accountant vision of what is quality, with ratios, with numbers that don't take diversity into account, and as a result they promote a very normative approach of quality.

The other reason why we need international accreditation is that we need to support the internationalization of the sector. Higher education is more and more internationalized and there can be no contact, there can be no mutual agreement if there is not a quality accreditation to support it. We need this recognition of quality that is conferred by accreditation. In this sense, accreditation is more linked to cooperation than competition.

Another important goal of accreditation lies not only at

the market level, but at the institutional level, i.e., the university level. The most obvious advantage that springs to mind when we speak of accreditation is obviously the label. This label awarded to an accredited institution is a kind of star that you pin on your lapel. This is obviously connected to visibility and to recognition.

It is extremely important because it helps the students to decide on which school they will chose for their studies. It also helps the institution to recruit professors – and we know that there is a big faculty shortage in management education. And of course, at the international level, it helps to recruit partners to sign agreements, to develop partnerships with other accredited institutions, who are sharing the same concern for quality, and who are having the same quality recognition.

Even more important than the visibility, and this is a specific difference with the rankings, accreditation is built on a quality improvement process. While visibility itself can be increased by other strategies, as for example rankings, quality improvement can only be achieved through the accreditation. This is because the accreditation consists of a very thorough, very detailed process of review, both internal and external, that covers all the aspects of the institution.

This assessment is extremely important: it is what allows the institution to progress. This is achieved through peer assessment. Peers advise and make strategic advice throughout the process. International accreditation is a way of getting an international benchmarking, i.e., an evaluation of where the institution stands and how it compares to the leader in the profession. It allows setting its goals, adopting best practices, etc.

I will conclude on a very important observation that an accreditation is not an end in itself but a means to an end: a way for improving the quality of the institution, to push it to the highest international standards.

Because of its international aspect, accreditation is a helper for engaging in partnerships. Being accredited means belonging to a small group of elite institutions, and this, in turn, makes it easier to engage in international partnerships.

Accreditation also has a transformational aspect. Entering into an accreditation process is a way of changing your institution. It's a way of changing the scope of the institution, not only being national, not only regional, but really developing a fully international, and in some cases global, perspective.

As a conclusion, what differentiates an international accreditation, such as the EFMD international accreditation from a ranking, is that it is a mid to long-term process.

Ranking is a kind of picture: you take a snapshot of where you stand compared to your competitors, at a certain point of time. An accreditation is a continuous process that the institution engages in. We speak of a time frame of at least one to two years, that is necessary to prepare, to strengthen the institution, to make the necessary changes to reach the requested quality level for receiving the accreditation.

On the contrary, the ranking is merely a kind of snapshot of where you stand at the time being, with no transformation issue.

I think that this is the value of an accreditation, and this is what EFMD is striving to bring to its members and to the profession.

Ludovic Highman QS Strategic Rankings Consultant

Working at QS World University Ranking and also being an associate professor in higher education management at the University of Bath, in the International Centre for Higher Education Management (ICHEM), I am going to give you a bit more of the rankings' perspective. So, I have a foot in both academia and practice. And it is quite interesting to see how internationalization and rankings are conceptualized and operationalized from a university perspective and from the perspective of a private rankings' agency. So, just to start off with, I'm sure today you will discuss this at great length but there are many definitions of internationalization. Many people interpret it differently, whether it is, you know, a higher education institution, a government, a student, or a ranking agency. Internationalization means different things to different people.

One of the simplest definitions is to just consider internationalization of the university as a series of policies and decisions within the control of the people within the higher education institution. So, think about new curricula, international recruitment, joint ventures like double degrees or joint research centres, etc... That is one way to look at internationalization. And what's interesting, and I have heard it from some of the other speakers, internationalization has become very important to a lot of higher education institutions all over the world. And the more important it becomes, and the more universities hire managers and either create or expand marketing or international student recruitment departments, etc., the more they need to measure what is going on. So, you know, what needs to get measured in a way has to get managed. Let's keep this in mind.

The great question is about how internationalization is be-

ing measured. Think of student numbers, staff numbers, and research that can all be measured through internationalization metrics. And then finally, who manages internationalization? Is it lecturers, the academics within the institution, or are there, you know, now managers in international relations offices taking charge of this? Is it someone else on the governing board, ranking agencies, or governments?

My point is: if you work in a higher education institution, you have to think very carefully about who is managing internationalization, because they will come with an agenda. Their agenda will then steer how internationalization moves forward; what internationalization activities are prioritized. Because I am giving you the rankings perspective, I just thought I would very briefly show you the methodology for the QS World University Ranking, which is based on six main indicators. And I think nearly all of them are in some way related to internationalization, whether it's the academic reputation of the institution, which depends mostly on people voting for the institution. A higher weight is applied to international votes or nominations, in other words from people voting for an institution not located within their own country. That is really important. Obviously, international student ratio, international faculty ratio, all that has to do with internationalization and research.

Let me also briefly introduce the International Research Network, which is a new indicator that will probably be added to this methodology in the next QS World University Ranking. It's the academic reputation survey. What is it about?

This indicator has got the highest weighting and, basically, it is a survey that asks academics around the world to nominate what they consider to be the best universities in their respective fields. So that's the academic reputation survey – and we got 130,000 respondents nominating, almost 6000 institutions, numbers that are over a cycle of five years.

The employer reputation survey is very similar, the principle is the same. The survey is sent out to many employers, asking them which graduates they prefer hiring. And again, there's an international dimension in the sense that for an employer to nominate an institution, they must have heard of that institution, and therefore that institution must have some sort of international, you know, aura.

But then the traditional metrics that you would immediately think of, when you think of internationalization, are the international student ratio and the international faculty ratio. And they are important because the idea behind these metrics is that it is important for students to be able to network with other international students when they are at university and they will learn more about different cultures, as well as develop cultural awareness. Students will also benefit from, in the case of international staff, from the different cultural perspectives of international staff that will be reflected in the curricula. So, broadly speaking, that is the idea behind that. But what's interesting for Portugal today is that actually, in terms of international students, Portugal is doing relatively well, especially compared to its Southern European partners.

With around 12% of the student body international, it can still improve. Countries like Austria and Ireland have higher ratios, but it's quite encouraging to see that Portuguese higher education institutions have taken on board this metric. But again, it's not the only thing that matters. What's also interesting to see is, at postgraduate research level, the number of international students because postgraduate research degrees are hugely important for the reproduction of the academic class. Doctoral students, MPhil Research Masters, they are important because the students who enrol in these degrees will network with their supervisor, and other colleagues, other students. It is very important at that level to have an international makeup of

your student body.

Portugal is, now, within the category called moderate internationalization, and it has made huge progress in terms of the number or the ratio of international students studying at Portuguese institutions. The last count, conducted in 2016, shows a rate of 26%, which is really high compared to what it was like 10 or 15 years ago.

Also, there have been efforts at government level to push towards more international students at the doctoral level in Portugal. So that's encouraging, because maybe one of the weaker points in Portugal is the international faculty ratio. For now, the ratio of international staff at Portuguese institutions is quite low. Obviously, Switzerland is an outlier, but other countries, again, like Austria, Ireland, the UK, Belgium, and the Netherlands are doing far, far better in allowing kind of staff mobility and recruitment at that international level. So that's important to keep in mind.

For now, it's 6% in Portugal and that, compared to Southern neighbours, it's not too bad - but compared to other European countries, it's quite low. Then, there's this new indicator, which is called the IRN, the international research network. And this indicator assesses the degree of international diversity in terms of research collaboration.

The idea is that co-authored publications, co-authored peer reviewed articles from authors in different countries at different institutions, should be rewarded because it encourages international research collaboration. There's also research that indicates that co-authored international publications have greater impact, they are more highly cited. So, the idea is to reward those kind of research activities.

In terms of Portuguese institutions, obviously, the universities of Lisbon and Porto have quite a good ratio of international co-author publications. That's encouraging, but there's still some way to go for the others. Comparing to Spain, Portuguese higher education institutions are do-

ing relatively well, but with this kind of indicator, there's always room to improve.

Let's just add some information about traditional research metrics, which look at the average papers produced by country and citations. The trend is always more papers, more citations, and most countries including Portugal are producing more and more, which is encouraging and important, but obviously this sort of research activity also needs to be sponsored more at a higher level than at the institutional level. You need governmental and country-level support for this activity, this complex and expensive research activity. According to UNESCO data, in terms of research spending, Portugal is not quite there. What you could hope for, or what you should lobby for, is for more government public funding for research to match the research spending (measured as percentage of GDP) of other European countries.

IV

Internationalization of HEI's Anchored on Sustainable Cities

Fernando Soares

Executive Director Development & Funding
- NOVA University Lisbon

Professor Peretz Lavie

Former President, Technion

Professor Michael Baum

Executive Board Member - Luso-American
Development Foundation

Q&A

IV

Internationalization of HEI's Anchored on Sustainable Cities

Fernando Soares

Executive Director Development & Funding
- NOVA University Lisbon

Welcome to the third panel in which we'll be discussing the Internationalization of Higher Education Institutions Anchored on Sustainable Cities with Professor Peretz Lavie, former president of Technion – Israel Institute of Technology, and Professor Michael Baum, executive director of the Foundation for Luso-American Development.

In knowledge-based economies, talent attraction strategies are key to internationalization. Strong networks and credible institutions are vital for cities to compete and attract the best talent and citizens. Therefore, cities and universities should work together in order to attract talented individuals and more: for the present and the future, they should be anchored on sustainable strategies. Those are the topics that we will cover today.

The first panel intervention will be by Professor Peretz Lavie, who, after a successful career in Sleep Research and as an entrepreneur, has been recognized as a transformational leader of Technion and been able to conduct a strategic internationalization, a successful engagement with society, successful fundraising strategy, while also performing an organizational transformation of the multi-disciplinary institutes of Technion Institute.

While leading a transformation and growth of world class research and teaching institution, he also had the chance to impact the world, but in particular, a few cities have been especially impacted by your leadership and strategy. So, I would like to start asking why the Technion is opening

a branch in New York, 5000 miles away from its home base, and then we can discuss a little bit about the impact of this in that city.

And then listen to Professor Michael Baum. While being a researcher and a teacher in the fields of political participation in civil society, he has dedicated much of his career to helping to build institutional connections between the US and Portuguese higher education institutions, networks, and systems. Talent exchange as we just talked about a bit and institutional building is key to developing more resilient and sustainable universities and cities can play a role not only in talent attraction, but they can even be highly impactful through the exchange of international talent. Professor Baum will tell us how much the Portuguese higher education institutions' landscape has changed after a large number of innovative international study programs and consortiums were created and financed, and in particular after creating the Study in Portugal Network?

Professor Peretz Lavie Former President, Technion

I would say that two of my major achievements as a president were opening branches of the Technion, one in New York with Cornell and the other one in China, Technion, Guangdong – Institute of Technology, GTIIT. And both were not only challenging, but experimental in building an academic institute from scratch. And I believe that very few presidents have had this experience.

The idea to open a branch in New York came from New York. In 2010, I received a letter from the Mayor of New York, Michael Bloomberg at the time. And he wrote in the letter that he is envious of Silicon Valley in Boston and would like

to turn New York into a capital of technology. The letter was written in a very convincing way, and he invited the Technion to participate in a competition to open a graduate school in New York, a university and research Institute to help the economy of New York.

We did some analysis of the economy, the major strength of the economy of New York and we identified three areas in which we believed we can build a program that will fit the needs of New York.

One, we called it the Connective Media. This is the publishing, this is the finance, this is the advertisement. Everything to do with the media in a variety of media formats. The second was Health Tech. New York is very well known for its health-related research institute, and not only technology, but the insurance companies related to health, the research areas of health. And the third one was what we called Urban Tech. How do you manage, how do you run a city like New York in the second half of the 21st century? And there was a common thread to the three programs: digital education.

This was 2011, and we believed that this is the future of education. So, all three programs were linked to digital education. We submitted the program and we moved to the second stage. Now, the city provided free land and \$100 million, but there was a caveat. We had to match the \$100 million of the city with \$100 million of your own. And I called the committee that supervised the competition. I told them “Look, even if I had \$100 million, I wouldn’t invest it in New York. I would invest it in Haifa”. And they told us something which happened to be a brilliant idea. “Find an American University that would like to adopt your program and is ready to take the financial responsibility”. To make a long story short, we ended up teaming with Cornell University. They adopted our program, took financial responsibility, and we submitted the program to the committee and won

the competition.

I must say, there were 55 universities participating in this competition and some of them are the major universities of the world, starting from Stanford to EPFL in Singapore. And we immediately started to teach. The campus wasn't ready yet. We both – the Technion and Cornell – decided to open the campus on Roosevelt Island. But there was a lot to be done before we could move to Roosevelt Island. So, something happened that allowed us to teach almost immediately. Eric Schmidt called us from Google and said "look, I have an empty building in Manhattan. I'm ready to give you an old floor just to start teaching at Google headquarters". When I asked him why, he said something which became very important in the future: "I'd like to be close to you. I'd like to be close to your faculty. I'd like to be close to your students".

Within four months, we found ourselves in Google headquarters and started teaching. The first program was the Connective Media. A few years later Health Tech, and now last year the Urban Tech was opened. In 2017 we moved to Roosevelt Island, and we started a new program which is a new way of educational programs, and this is something that is unique. In the same building, we have industry related laboratories and academic laboratories. For instance, Verizon has a group of researchers in the same building where they teach the Connective Media. We share experience with industry and the program was designed after consulting with a variety of industries in New York. I must say that the program is very successful, and everybody comes to see how we manage to link industry and academia together.

Now, the outcomes: New York is now the second, I would say, most successful economic innovative zone after Silicon Valley. The number of jobs related to high tech goes in an amazing way. In the last ten years, the comptroller

of New York, Thomas DiNapoli, became a very good friend of mine and every year he sent me his report about the number of jobs in New York related to the three master's programs. By the way, it's a dual master's program so that the student gets a master's degree from the Technion and from Cornell together. And the number of jobs related to the industry is growing in the fastest way ever.

In addition to the three master's programs, we also opened something which I would say now is the term accelerator. But when we opened it, this was before the era of the accelerators in which we recruit PhD students from all over the world that would like to take their PhD research and make it into a technology to commercialize, to develop it for the benefit of society. Every year we pick about six or seven of them and provide them with seed money and tutoring. And I must say that this is a very... we called it runway postdoc program. And I must say that this is also a very successful program because some of these post-docs already managed to start companies worth \$60 to \$100 million. So, now, within a ten minutes' drive from the Technion, we have these centres of every major company in the world, starting from Amazon and Apple and Google and Intel, etc... And they rely on the Technion students.

The project provided both the seed of graduates we immediately absorbed by the industry. The ripple effect was the exposure in the media, and the fact that companies contacted the JTCl. This is the name of the program: Jacobs Technion-Cornell Institute. Because Mr Jacobs, the founder of Qualcomm, gave us a gift of \$130 M [about €118.4 M] to start the program. So, this was an amazing experience.

I must say that it's a privilege to have the opportunity to build something from scratch and I would add something else. I do not believe that I would be able to do the same in the Technion or any other university. Universities are very conservative institutes. To change a program and to col-

laborate in a way that we did with industry, you need something new, you need something to think outside the box. This is why I called it Sandbox Experiment. Something that is successful in New York, I can copy in Tel Aviv or in Haifa. But to start it in Haifa, this would be impossible.

And you need a leader like Mr. Bloomberg. This was his vision, believe it or not, when we started, when we won the competition, he told the president of Cornell, David Skorton, and myself, “I’d like to meet you every quarter. What you should do is provide me with your plan for the next quarter and what is going to be the headline of the New York Times about the program. Because the public should know about it, the public need to know about it. It will bring companies, it will bring investors, it will bring what we need to make New York the capital of technology”. And I’m delighted that we were successful in fulfilling his vision.

Professor Michael Baum
Executive Board Member - Luso-American
Development Foundation

I would like to tell you about a project that we put together at the Luso- American Development Foundation (FLAD). I can’t hope to be nearly as impactful as Professor Peretz’s presentation was in terms of the scale of what he’s accomplishing, which is truly, truly inspiring. So, let me just... not everybody in the audience may know exactly what the story is with FLAD and what our mission is.

FLAD is a kind of unusual foundation in the world of foundations, in the sense that it’s a private non-profit bilateral foundation that works in some ways as a close partner of the governments of Portugal and the United States, building bridges and programs that link the two countries more

closely. I don't really have time to go into the whole history of FLAD, but the Board of the Foundation is made up both of nominees who are nominated by the US Embassy in Portugal, which is my particular case, while our President and another member of the Board are nominated by the Portuguese government. The SiPN project, which I created back in 2015, was in many ways aligned with one of the missions of the Foundation—providing opportunities for more academic mobility to Portugal.

I'm happy to see that this Universities Portugal project includes all four of the members of the SiPN consortium. I don't know if the SiPN consortium was a model or in any way contributed to the philosophy of the Universities Portugal project, but I'm really happy to see that this idea of working together in collaboration and through a consortium has really gained strength since we first proposed doing this back in 2014 and then starting in 2015.

Four of the top universities here in Lisbon make up the members of this consortium. FLAD has many different kinds of programs. We fund endowed chairs in the US. We fund visiting researchers and give numerous grants to take Portuguese scholars to the United States, and vice versa. I'd say that 99% of what the Foundation does is focused on being a grant making organization. But back in 2014 I had this crazy idea of essentially creating a kind of study abroad program provider organization within FLAD – that's the parlance of what the SiPN project most looks like. To make it work I had this idea of putting the four main Lisbon universities working together on it. Typically, Portuguese universities tend to compete with each other, and we are not particularly used to working together.

But it's been a real joy to see that this collaborative relationship has really been gaining speed, thanks in part to the funding that's coming from the European level.

In any case, I'm going to focus my attention on the US study abroad student, which is a unique niche. The Portuguese universities are very used to working with the Erasmus students and the Erasmus program, but the US student is perhaps a slightly less well-known niche. And that's where I felt I could make an impact given my background coming out of the University of Massachusetts. I thought "okay, we have both a mission and an expertise here that can come together". So, let me just say that United States students, by and large, are certainly not the most internationalized students. The USA is a big domestic market and US universities are generally recognized as world class and that's the reason for a certain tendency to look at our own belly button. Even if that's been changing a bit with globalization, I think in the US there is a growing recognition that we're only so strong as our student body have contacts around the world. And so, there's been this general trend towards more and more US students going abroad.

European countries are, in fact, the most popular destination for US students. But Portugal, curiously, was for a long time just completely off the radar of the typical US student – a trend reversed only since about 2012, 2013 and there's a tremendous growth in the number of US students coming to Portugal. But, even now, with over 1000 US students in Portugal, we're still a long way behind Greece or the Czech Republic or Denmark and I believe it will be difficult for us to compete with countries like Ireland and certainly Spain, Italy, or the UK. But we can do much better and get up closer to maybe 4000 students a year here in Portugal.

Portugal recruited, during the last decade before the pandemic (2008-2018), about five times more students in 2018 as they did in 2008. We had the highest growth rate of all the EU countries. We were moving up the rankings in terms of numbers of incoming students. And for the first time, if you think of international education mobility as a

market and an export industry, 2018 was the first time that Portugal hosted more higher education students than it sent to the United States.

I'd like to be modest, but I think it's fair to say that SiPN played a big role in this growth. Before the pandemic, the SiPN program represented about 40%, a little less than 40% of all the US students in Portugal. Let me just add that six of our SiPN students have come back to Portugal on Fulbright grants. Several of our students have also come back to do master's degrees. The SiPN project is primarily focused on undergraduate students, but I really want to get to the question of sustainability.

It's clear that since probably about 2014/15, when tourism really began to grow here in Portugal and Lisbon in particular, that Americans were no longer in the dark about Portugal, the secret was out. But I still think there are a lot of open questions regarding how sustainable some of this growth is, both in terms of tourism and in some of the export models that Portugal has been pursuing.

For a lot of North Americans, it was a surprise to learn that Portugal was so English-friendly, and it's quite distinctive within the Southern European context considering how much easier it is to find English speakers compared to other countries—not to mention that we have some very strong research universities here. I think the Web Summit, Brexit, and the whole digital nomad phenomenon also helped. And of course, the pandemic really speeded up all of this de-localization as well as Portugal's tremendous success in terms of vaccination rates, number one in the world at one point, and there's been a lot of talk about Portugal becoming Europe's California.

That said, and as an American who has been here for some time, the only thing I hope doesn't get exported to Lisbon, and I see lots of signs of it already happening, is the problem of gentrification and the cost of housing, which is

something I want to talk a bit about when we get to sustainability themes. So, what I did was I tried to break down the impact of the SiPN project in terms of its impact on US participants, its impact on the Portuguese partner schools, and then impact on Lisbon as a city and Portugal more generally.

First of all, as a program provider, I think our traditional focus is actually quite narrow. Generally, we focus on things like numbers of students served, self-perceived student satisfaction, almost like a customer service management type of relationship. This shows, in many ways, part of the problem when we talk about the sustainability of our “growth-based” models.

In our system we’re often so focused on growth, how fast things are growing, how many students and how many tourists are coming. And although growth is obviously not a zero-sum game with sustainability, I do nevertheless think that one of the lessons of sustainability is that we need to think beyond growth.

As far as how we’re serving the needs of our US partner campuses, we have a number of signed partnerships, all of them just as focused on comprehensive internationalization as the Portuguese universities; and for these US schools, having a trusted partner in a country like Portugal is a big part of how we serve their needs. Also, the fact that FLAD is truly a not-for-profit foundation, means that we can price what we do, through the SiPN project, at a level that allows us to recruit a more diverse student pool than perhaps other, more profit-oriented study abroad providers.

This is an important goal of President Biden’s Administration for example, making study abroad more accessible for students with greater financial hurdles. And certainly, recent partnerships that we’ve signed with the Gilman Scholarship Program at the US State Department is one important example of how we are focused on trying to expand access to study abroad for students with financial

need, and hopefully having more of them come to Portugal thanks to the Gilman Program that FLAD helps to co-fund.

In terms of some of the other ongoing efforts and trends that we're seeing in university internationalization, there's really almost a cottage industry right now that has developed in ways of measuring intercultural and global learning competencies, and we're certainly trying to integrate that now through the SiPN project.

Another trend that's happening is clearly a move toward more international internships and service learning. We've recently signed partnerships with the O'Neill Institute for Public Policy at Indiana University, who are sending over a large group of graduate students to serve as interns here in Portugal. Johns Hopkins is another school that we partner with, and they go up to the Iberian Nanotech Lab in Braga.

The other trend, which I think is an unfortunate one, but it's the reality, is that US students are increasingly looking for shorter and shorter periods of immersion abroad. The idea of the junior year abroad has long since been an endangered species. In fact, even just a semester abroad is now becoming less and less common, and so the short study abroad experience of 8-weeks or less is a reality that we've had to adapt to. Also, we're currently working on more robust measures of the long-term impact that our program has on the lives of our students and their careers – in terms of their lifelong learning, and so we're developing a new alumni relations project that will look at that.

In terms of our impact on Portuguese partner schools, just looking for example at direct economic impact, I can say that we've paid almost half a million Euros now in fees to the four Portuguese universities during the existence of the SiPN project. This is all thanks to that change in the law in Portugal, which allowed a higher fee for international students. In the United States, this norm has been around for a long time, what we refer to there as in-state versus

out-of-state fees. It's something that we're used to in the US, but it was an innovation in Portuguese higher ed.

We're also contributing to the comprehensive internationalization of the Portuguese universities, which by and large, I think are still overwhelmingly targeted toward the Erasmus students and of course, the other Portuguese speaking regions of the globe. But I do think that there's increasingly an acknowledgement of and a lot of room for growth in Portugal from the US, and that's where I think FLAD and SiPN can come in.

I should also mention, Portugal is facing a very severe demographic crisis for the future of higher education that absolutely requires new blood – of students coming from outside of Portugal to study here. And I assume also this is something that NOVA and its move to Cairo is also acknowledging, that there's a real demographic challenge. The internationalization of curriculum and classrooms is something that I'm happy to see is happening, and I'm living proof of it.

As a professor at Católica, there are classes where I have, for example, maybe one third of Portuguese students. The other two thirds are international and a mixture of Erasmus students from the US and elsewhere, with classes being taught in English. But I allow my students to write and do exams in Portuguese. And so, this idea of sort of having a creative and mixed notion of language delivery is, I think, the future of what we probably will see more and more of if we're going to recruit more international students. And I also think that there's tremendous potential for more graduate student recruitment here in Portugal.

In terms of ongoing issues that we need to consider, I do think that, for example, the simple importation of the Anglo-Saxon model for Portuguese higher ed is and will remain a controversial notion, and I'm quite aware of that. As we heard here before, for example, the Spanish model was

developed as a public service based on access and equity. And of course, just simply taking the Anglo-Saxon model and thinking that it's going to work in Southern Europe, can be highly problematic, at best. There will be and has been resistance to that.

Visionary university leaders will need to carefully strategize and think about this question heavily as they adapt to that Anglo-Saxon model, which a lot of people recognize as being successful, and it is!, but it also has some pretty major problems with it, too – for example when you look at the level of student debt in the United States. Academic calendar and language are other compatibility issues that we, for example, have certainly encountered in the SiPN project and there is no easy solution to making these more compatible with existing Portuguese calendars and language preservation concerns—which are totally legitimate.

There's also a sort of a parallel effort that's going on, compared to the Universities Portugal effort, and it's called USA-Portugal Campus. During the Trump years, you could say that there was a tremendous challenge for continuing higher education internationalization in the United States (due to severe restrictions that were put in place against certain nationalities and types of Visas, etc). And some of the data that came out of IIE's Open Doors Report, over the last couple of years, show that there was a real dip in international student recruitment to the United States, and this has opened up tremendous opportunities for other countries – including Portugal.

President Biden is, I think, doing his best now to reverse some of those disincentives and to get the US international student recruitment numbers back on track, due at least in part to the tremendously positive impact that international students have on the US economy. In my perspective, this particular headline indicates that, even though the numbers were down, the contribution of international students

to the US economy is still something like 39 billion USD/year. So, when thinking about how international students contribute to the Portuguese economy and its sustainability, clearly the US model has a lot to teach us.

Finally, I want to talk about the impacts that our program has had on Lisbon and on Portuguese businesses more generally, and what I think may be some of our impact on the rest of the country. So, we've had tremendous – just like Peretz mentioned in New York – we've had tremendous support from the municipal leadership here in Lisbon. They supported our idea from the very beginning. Another trend we've been seeing is the huge problem with student housing, particularly for the North American students who, for example, don't arrive in Portugal with the same cultural facilities as say, a European Erasmus student. They don't have European bank accounts, fluency in another language, or lots of experience with cross-border travel. And so, there's been a remarkable response that's been happening in terms of growth in student housing.

Also, I think many Portuguese businesses are seeing that having more international students here, through programs like SiPN and others, is a tremendous opportunity for having global-talent-kind-of coming to your door. Opening up your business for internship opportunities to these students is a huge recruitment tool. And typically, we see that there's a symbiotic relationship that Peretz just talked about in New York – that Bloomberg clearly saw as the future of that city, and that is the idea that foreign direct investment (FDI) is going to follow where there is global talent, particularly in this sort of cutting-edge industries. And so, I think both the previous leader of the Portuguese City Council and, of course, Carlos Moedas' leadership are very much geared, I believe, to trying to create this symbiotic relationship between Lisbon and new technologies, new industries, global talent, and hopefully more foreign

direct investment.

What are some of the risks of this? I think that everyone recognizes that Portugal needs higher paying tech and innovation jobs, but by the same token, we've seen real push-back to what's been happening since the crisis years here, particularly in Lisbon and Porto, regarding the impact of these new largely foreign investors and their greater purchasing power, in terms of housing and gentrification issues. And these concerns are real. I don't think it's a figment of the extreme left. I think the Portuguese middle class here in the cities, major cities, sees themselves increasingly being pushed out of their ability to live in the city core. And this is a problem that we know very well from those of us who know San Francisco, Austin, Boston and so on. And no, I don't have the solution to the problem, but I think it's absolutely something that the city of Lisbon needs to get creative and be seriously thinking about. How are they going to manage the influx of this new technology and the people who come to work in that sector, versus maintaining diverse, equitable, and accessible housing for the people who traditionally have lived here. This is something that I think lots of cities like Berlin and others are wrestling with.

In terms of the impact on the rest of the country and others in the EU, I'd like to think that SiPN has been making a big effort to try and get our students out of the Lisbon and Porto bubble. And so, we make efforts to take our students to some of the lesser-known regions of Portugal—including the Azores, Madeira, and the countryside. We also have been investing a lot in burnishing the image of Portugal abroad through our partnerships. And I have a link here to the USA-Portugal Campus Initiative, which again, I'm happy to talk about later on, in the Q&A.



Q&A

Q: “Having an initiative to promote education in Portugal, does it happen through you?”

Michael Baum: *No, not necessarily. I think there’s lots of partners with whom you could engage. SiPN is just one of the programs here, saying also that FLAD’s mission is really exclusively US-Portugal. That’s our focus. That’s what we’re here to do. But there are a number of other organizations – take for instance the USA-Portugal Campus initiative, which is really the idea that we’d like to share our success in recruiting US students with other Portuguese universities and polytechnics around Portugal. One of the reasons, I have to admit, is because we just don’t have the staff or the capacity to expand beyond what we’re doing in Lisbon, honestly. And so, the idea is to sort of have essentially a working group that shares information, best practices. We’re doing webinars, bringing in speakers from around the world and then having them archived on the website.*

I assume much of that is similar to what Universities Portugal is also doing. I think, in fact, probably, there’s one outcome of this conference. I think we should probably strategize and work more together because we’re clearly kind of both growing in the same direction. Our focus is exclusively US-Portugal. But I think Universities Portugal is much more global in terms of what it’s trying to do. So, if that helps, think about who you would partner with for which project.

Fernando Soares: *So just conscious of the time for the next panel, I would invite either Professor Peretz or Professor Michael Baum to give any final remarks you might want.*

Peretz Lavie: *Thank you very much. And it was a pleasure to participate. I truly believe that meeting of minds is important. Meeting of minds of students from US and Portugal, meeting of minds of students from Haifa and New York, or [imperceptible] and New York. And we should strive to allow students to meet each other. This will... no doubt will make the world a better place. Thank you very much.*

Fernando Soares: *Thank you very much, Professor Peretz. Professor Michael.*

Michael Baum: *Yeah, I couldn't agree more. I think one of the things that we're trying to target with the SiPN project is we're trying to target the kind of study abroad student that we want to see in Portugal, and that is the study abroad student who already has some capacity in the Portuguese language and wants to develop it, the American student who wants to study abroad for all the right reasons, right? You know, we're not looking to just increase numbers here for students who want to come to Southern Europe and enjoy beaches and parties and things like that. They're going to do that, but we want them to be here for the right reasons. And we're starting to see that there's... I think particularly in this generation, because of the climate emergency that they face, I think they're looking for something that's distinctive, something that's different. And Portugal really has an opportunity to position itself--perhaps using the sustainability concept as an organizing theme and the fact that Portuguese is the most spoken language in the Southern hemisphere-- as something distinctive from what the rest of Europe offers. And so, you know, in whatever capacity that we at FLAD can be helpful, we're trying to make it happen.*

I'll just say for everyone who's listening here in Portugal, stay tuned, because shortly, within the next few weeks, actually, we're going to be announcing some new initiatives and FLAD grant funding opportunities for Portuguese universities and polytechnics to apply, for those who have new ideas for new programs linking US and Portuguese institutions. FLAD is putting some of its funding to seed projects to help support that, not on a level of a Mike Bloomberg, but at least at our scale.

Fernando Soares: *Thank you both for your inspiring participation and preparation and I'll pass the floor to the next panel. Thank you very much. Hope you enjoyed.*

V

The role of Infrastructures in HEI's Attractiveness

Vítor Carvalho Araújo

Architect of the new campus
of NOVA School of Business and Economics

Professor Simon Guy

Pro-Vice Chancellor University of Lancaster

Professor Júlia Seixas

Pro-Rector - NOVA University Lisbon

V

The Role of Infrastructures in HEI's Attractiveness

Vítor Carvalho Araújo

Architect of the new campus of NOVA School of Business and Economics

Let me tell you about the designing of the project for the new campus of Nova School of Business and Economics (Nova SBE). We entered in the international competition for the new campus in Carcavelos and it happens that we won the competition. So, in the end of the day, we need to work very hard work in the process, in the project and in the site construction. The first day of the campus was in September 2018 and, since then, I'm always going to Carcavelos because there's always something to do in the campus. And I'm always interested to see how the things are going. Now, the campus is full of students, full of professors and the staff. And I like to hear them to talk about the things, talk about the way the things are working.

I would like also to highlight some specific points of the project in a perspective of the sustainability and energy efficiency measures or options that we considered in this project. The site is very close to Lisbon in a very particular site. It's the point when the Tagus River finishes, and the Atlantic Ocean starts. And it's a very, very special location. So that's the main responsibility for the architect to design something that would be able to recognize the qualities of the place of the site and, at the same time, designing something that is integrated in the urban area and is also looking for, and proposing, some new relationships with exterior spaces in urban spaces.

We are very close to the Carcavelos beach. We are very, very close to the fortress of São Julião. And we have one main option in the project that is to keep great green area with some parks and some fields for playing. Another main issue of the project was to design a building that is permanently related with the exterior. By designing this shape, we have a lot of spaces that are directly connected to exterior spaces. But why is the Carcavelos campus an open campus? How did we conceive sustainable mobility? How did you conceive the comfort, the energy efficiency solutions, technical solutions in the project and in the construction?

As one can see, we are very concerned about keeping the campus as an open space. We have no fences; we have no barriers. The campus is wide open in all directions, with urban relationships with residential areas, and a connection between the campus and the beach with an underground pathway. So, I think we can read the project going by an approach to the exterior spaces, in the first moment, and to the buildings themselves, in the second moment.

The exterior spaces are all free to be used by the population. As there are no closed limits to the campus: everybody can use the parks, can use the path, can go to the coffee shop, go to the main auditorium. And we intend to design this social integration because we think that a campus is not a closed area. And in this particular space we need to use the campus to promote a link with the beach, to promote a link with the other spaces. And of course, we intend that the local population has also the right to use these spaces. We design it as a social and urban integration.

We also considered integrating in the program a student residence. It's also a factor of social integration. And as I said, the restaurants and the main auditorium of the campus are accessible to the other institutions and to the public. We have lots of open space, and so, for instance, on a Sunday one can see the people around using the tunnel to go to or

come from the beach. Families and children are there cycling and using the space as a great park. That's something we consider in the competition, and I think that NOVA and the municipality recognized that was a strong idea.

For the students' residence, for instance, we conceived only 120 individual rooms. That's not enough, but that's a factor of integration, of social integration of the students. They are very, very close to the campus and the main auditorium that is open to other institutions, mainly used between the NOVA and Cascais municipality.

With all this, we also intend to promote sustainable mobility behaviours. We have no cars on the surface. The cars enter directly to the parking area. It works in the under level, and at the surface we have continuous pathway, pedestrian bike path. We have also one particular situation. This is the autonomous bus. It was an idea from the competition. First, we proposed an electric bus, but the municipality counteroffered with the first autonomous minibus in Portugal – and it works, linking the campus with the railway station. That's the main system that is used for the students and the staff to go to the campus mainly from Lisbon. And we end up with a direct link to the beach, with an underground pathway, a pedestrian underpass – something that, in the first moment, was not approved by the authorities.

On the other hand, and concerning the buildings and the construction, I would like to mention some points of the process – rather than talking about the architecture, the expression, the aesthetics of the buildings that I mentioned and the scale of the space. That's an architect's theme. I would like here to stress the strategies for environment, comfort, and energy efficiency that we consider in the project and that NOVA was able to consider in the work.

In the first moment we designed the location of the building, taking care or taking into account the solar exposure and heat gains, mainly concerning the classrooms

and the auditoriums, but also considering the main gallery that is the main space that makes the distribution for different spaces, different functions. My point is that we have different buildings for different functions – even if, obviously, the main area is used by classrooms and amphitheatres. We have an underground gallery, where are all the mechanics for the air conditioning, taking benefits from the temperature, the stability and the cooler temperature of the air that goes to this system.

We have also a rotation tank that works with rainwater, but also with natural line underground water. And we use it for the system of irrigation. We also designed different kinds of shading systems. We have a great sliding skylight in the main atrium that promotes natural ventilation for this bright space. Also, we have green roofs that have a significant thermal effect. And we have of course solar panels, both thermal and photovoltaic – around 500.

Concerning the exterior walls, all have an external thermal insulation and horizontal lines to break solar incidents in the classrooms. There is a lot of light, but no direct sun on the floor that is close to the garden. Also, all the west façade is protected by a grid, a shading grid, and then there is a sliding skylight in the main atrium – a great skylight that can be opened, totally opened or closed when we have the need or the wish to see the sky or have some fresh air.

Finally, we can say all these measures are directly linked to the comfort, to the quality of space, the ambiances, the atmospheres we wanted to consider in this project. Also, there are amphitheatres, the food court is a great study room...I think it's also important to say that we have here students from all over the world and this is the space where everyone meets everyone.

Professor Simon Guy Pro-Vice Chancellor University of Lancaster

As my academic background is Architecture, it was a particular delight for me to get to know the project of Nova School of Business and Economics. A fantastic example to start off with a kind of sustainability in action. My name is Simon Guy, I am a Pro-Vice-Chancellor at Lancaster University in the United Kingdom, and I have a diverse and, I think, exciting portfolio. I look after our international campuses, but I also lead on digital strategy and our work on sustainability responding to the climate emergency as well. Often, these roles exist separately in universities, with the person charged with promoting sustainability often trying to pursue the person in charge of international activities to create a dialogue. But I have to have that conversation with myself, I'm both 'poacher' and 'gamekeeper', as we say in the UK.

As an introduction for those who don't know Lancaster, we currently have four international campuses, in addition to our main home campus in Bailrigg, in the northwest of England. We have a campus in Malaysia, which is a partnership with Sunway University, a joint Institute with Beijing Jiatong University (BJTU) in China; a campus in Accra in Ghana, operated in conjunction with the Transnational Academic Group, and we have our newest campus in Leipzig, in Germany, jointly with Navitas, which has been open just over two years now.

So, we strive very much to be a global university with about 30 percent of our students and staff being from overseas and with more than 7000 students studying for Lancaster University degrees outside the United Kingdom. We have had a strong international strategy for a number of years now and our work has been recognized by being

named, by the *Sunday Times*, the International University of the Year for 2020. Looking forward, we published a new strategy just about nine months ago, where we reaffirmed this commitment to being very much an international global university, but with an added ambition to enhance and connect this global network of campuses.

So, rather than treat them as satellites to our main campus here in the UK, we want to explore how we can deploy our campus network to enhance cultural diversity, create opportunities for staff and student mobility, look to grow our research intensity, and also look to see how we can build on our knowledge of digital and digital fluency, which has really been accelerated through the pandemic. We now have a firm objective with our partners to make more of our digital by learning the lessons of the pandemic years so something positive comes out of that experience and in doing so, enhance the digital interconnectivity and collaborative potential of our campuses.

Of course, internationalization generally involves a lot of movement and mobility, and that in turn generates a lot of kind of carbon using existing technologies. While we hope technologies will improve and be enhanced environmentally over the coming years, we still face probably the most significant challenge of reducing physical mobility and therefore carbon intensity. At the same time, we want to look at using our campuses themselves as kind of laboratories for environmental sustainability, so again, the case study of the new Nova SBE campus was absolutely fascinating, and I think shows us a kind of way forward in terms of future campuses.

Our students themselves are also changing their outlook and looking for new, more sustainable campus experiences. So, if we want to continue to internationalize and attract international or any students going forward, we have to really start thinking differently. While Generation Z is still

a concept which is being researched as it forms, we will need to try and understand this new generation better, and to recognize how this group of students are going to be more fluid in terms of their digital expectations and skills, how they embrace diversity, and are more concerned about sustainability start off with a kind of sustainability in action as we've seen from the climate strikes, led and inspired by Greta Thunberg. As a generation they appear to value education, which is encouraging for us, but they also appear to be shrewd and ethical consumers who will not be fooled by green washing. So, as universities, when we offer education, they are going to be asking us all questions about our commitment to sustainability and how committed we are to resolving the climate emergency.

So, in terms of Lancaster, what have we been doing in terms of trying to pull these things together? One of the things that the pandemic and lockdown did was actually force us to be thinking about doing things differently. A great example of this is our undergraduate research conference last year. This is something we've been running for a while, but it's traditionally been face-to-face and held at Bailrigg in the UK, and as for a while it wasn't possible, we were determined still to make it happen.

So, we went online, which allowed us to significantly increase the diversity of participation with participants from across our campus network who came together to meet each other, talk about their research, discuss global issues, and get to know each other as students and staff across geographical and cultural borders. We have had a fantastic reaction to the event, and we are now committed to continuing this approach going forward as a flagship program, which demonstrates the potential of digital, while also promoting sustainability and enhancing modes of global understanding, which I think is a really important part of any University's mission.

We want to build on this experience and look to create more opportunities for our students at campuses to interact with each other and just as importantly, for our UK based students here in Bailrigg, to get an international experience themselves without necessarily having the need to travel, which can be difficult for many students, expensive and also obviously carbon intensive: for example, through digital classrooms that connect students from our different campuses together in common programs of study.

Beyond that, we're still committed to physical student mobility to gain experience of working with people from different cultures, from different kinds of countries, which is so important here at the campus as well for our UK based students, as well as to have that international experience. But we'll be looking to achieve this in a blended way. Again, for Lancaster, having our campus networks allows us to have that conversation, come together with common purpose, and start to make some of those structural changes. Of course, we want to further strengthen our partner networks and our relationship with NOVA is a great example of that, looking to do quality international education and research, but also in an innovative way. And in doing so, we are looking at opportunities for new blended programs and even the possibility of a new global degree in which people can perhaps enter at one campus and then move to another as part of the same program of study. So, people can choose to have a genuinely international experience through their education.

Research is also very important to us. Our early international strategy tended to start with teaching, and we then looked at retrofit research. We are now looking to put research and teaching very much on an equal footing from the beginning of any partnership. A good example here is our joint investment with Sunway University in our Future Cities Research Institute, where we're collaborating to un-

derstand the challenges of sustainability in an urban context and look to see how we might develop comparative programs of research. Of course, here with our Lancaster network, it gives us the opportunity to look not just across the UK and Malaysia, but also to connect in, for instance, into West Africa and the research that we're doing there on sustainability.

I should also mention here again, our relationship with NOVA, which has been ongoing since 2018, and our aspiration to create a virtual research institute looking at areas such as global health, digital transformation, and sustainability. And again, these are ways in which the digital can actually break down barriers and encourage international research and collaboration in a lower carbon way. So, all of this connects back again to the earlier conversation about the Nova SBE – and all this is really adding up a question about a future university campus. We have no intention of just becoming an online university, the campus experience is really important to us, as being at university is also about working with other students and engaging with our staff.

This is the process we're now involved in at Lancaster with our partners, and we'd love to talk to other universities around their experiences and to explore what the new University campus might look like. How is this campus that maintains a commitment to that kind of face-to-face students and staff interaction, but really takes the value of kind of digital and online as well to truly create a kind of blended experience? How do we achieve that? And what are the implications for infrastructures and for architecture as we design and create new campuses? Well, we're trying to find out!

Professor Júlia Seixas
Pro-Rector - NOVA University Lisbon

Infrastructures play a fundamental role in higher education institutions (HEI), and they are an attractiveness for several reasons.

The very last report from the World Economic Forum (2021) identified the 10 most severe risks at the global scale over the next 10 years. Higher education institutions must be aware of this subject because the students will have the responsibility to solve, or at least to contribute to solve, those global risks. The five top global risks are related to sustainability issues, and the top three – Climate Action Failure, Extreme Weather, and Biodiversity Loss – are directly related with HEI infrastructures. It is becoming clear that infrastructures need to be transformed and adapted to deal with such kinds of risk, and to minimize or avoid negative impacts in sustainability.

Infrastructures for higher education include a plethora of spaces to manage towards high standards of sustainability. Buildings and all the services they provide, such as water and energy services among others, include aspects of design, equipment, and materials that should be considered carefully to manage their impacts on sustainability, namely in terms of resources consumption, greenhouse gas emissions, and well-being of the occupants. NOVA University has nine schools, most of them not new ones. For these, the challenge is bigger than to build a new one that should follow very high standards of sustainability. Indeed, high sustainability standards, like energy efficiency, must be adopted when planning to retrofit the old buildings. At HEIs, scientific laboratories for research and classes are important components regarding sustainability parameters, like energy and water consumption, single plastics use, and

chemical waste disposal. Four schools at NOVA have scientific laboratories (i.e. chemical, biochemical, life sciences), and recently a task force was established to prepare their adaptation to become Green Labs, complying with high standards of sustainability.

Infrastructures also include open spaces, where young people play and build their relationships for a lifetime. Open spaces have an important role in the promotion of sustainability, both environmental as in the case of green infrastructures, and social as in the case of outdoor equipment and nature-based services.

At NOVA University, all infrastructures have been characterized to consolidate the reference case, from which bold targets may be stated for the future. Taking the nine schools together, the green area represents about 60% of the total area, which is high when compared with the city of Lisbon, which reports 44%. However, according to the Husqvarna Urban Green Space Index², the green space per capita for NOVA University is 20m², lower than Lisbon with 112.5 m². Regarding the participation of renewables in the total energy consumption, at NOVA schools it represents around 14%, which is a modest share.

A wide set of indicators has been prepared to feed an information system on sustainability of NOVA university's infrastructures. From this reference case, pertaining to the year 2019, a strategy and a roadmap for the future will be designed with targets on resources consumption and emissions reduction.

There are several initiatives currently in place or under development in the various schools. For example, energy efficiency plans for NOVA's nine schools are being prepared to launch this year, to comply with the Government targets for public institutions in Portugal by 2030. The energy efficiency plans will assure a reduction of 40% of energy consumption, 20% of water consumption, and 20% of materi-

als consumption, compared with the base year. Moreover, a survey on mobility will be launched next Autumn to characterize the origin/destination matrices of the NOVA community, including students, professors, other collaborators, and researchers, and to understand their transportation choices as well as the reasons behind them. This characterization is essential to propose sustainable mobility options, including the accessibility to the school, and within the *campi* as well.

Another example refers to the smart campus project at the Campolide campus that is delivering very good results, for example in terms of water consumption efficiency for irrigation. Green infrastructures are important for the quest of sustainability, namely regarding ecosystem preservation or regeneration and climate resilience. Special attention is given to the selection of species and to de-permeabilization of ground areas. All the examples mentioned so far, taken together, are important components towards carbon neutrality and climate resilience goals for NOVA University.

A final example refers to an integrated roadmap for carbon neutrality and climate resilience, to achieve at least by 2040, at NOVA School of Science and Technology. This roadmap joins, under a coherent framework, different measures for buildings retrofitting, renewables energy production, sustainable mobility, energy and water efficient consumption technologies, equipment, new green infrastructures, and consumption monitoring and management systems. The roadmap was under public consultation to give the opportunity to the school community to receive suggestions and recommendations and figure out the priorities.

Last, but not the least, sustainability at NOVA must include aspects directly related with its community in two different perspectives. Firstly, the promotion of well-being at campus life, for example by taking measures to assure

social inclusion at all levels, and to contribute to a balanced work-social-individual life. NOVA will launch a wide survey on well-being to get the reference picture on this aspect from professors, students, researchers, and collaborators. Secondly, sustainability awareness is very important to shift behaviours to a sustainable consumption and use of infrastructures. All the schools have been investing in dissemination and engagement initiatives regarding different aspects of sustainability.

Why are we doing this? Why is sustainability of HEI's infrastructures so important? Universities have the responsibility to show the future pathways and must lead the debate on sustainability, both at national and at global level. The Paris Agreement goal and the United Nations Agenda for 2030 with 17 Sustainable Development Goals are key references and HEI should be at the forefront of these commitments. Universities have the expertise, the skills, and the tools to manage towards ambitious levels of commitments. Moreover, HEI must fulfil the expectation of the youth. Students are at the core of HEI's purpose and must offer them the best in terms of sustainable infrastructures. The students are the ones in charge in the next 10 or 20 years to tackle the global risks that the World Economic Forum identified and to assure those UN commitments.

A major bottleneck refers to funding since, as many others, NOVA University is a public HEI struggling with investment needs and financial resources scarcity. The level of ambition regarding sustainability goals at HEI's infrastructures depends mostly on the vision and commitment the university decides to take on the departure level of infrastructures' characteristics that determine the level of investment needed and on the financing support. Investment needs for the HEI's transformation towards sustainable infrastructures should be at the core agenda of the University Consortium Portugal as a common stra-

ategic goal to proceed, supporting a common broad vision and goal regarding sustainable infrastructures. The concern regarding the sustainability of the Planet as well as social, is increasing with new generations, and then HEI complying with high standards will be much more attractive to students at all levels, because their own pathways match with bold sustainable goals.

Afternoon Welcome Addresses

Professor Luís Ferreira

Rector University of Lisbon

We are here to talk about the role of networks and alliance under the European Strategy for Universities and we are aware that many alliances are really doing a great job and we are going to have the opportunity to listen to representatives from some of them.

It is our privilege to attend the presentations from David Bohmert from CESAER, Torbjörn Lundh from EUTOPIA, Luciano Saso from UNICA, Silvio Recio from YERUN, and Andreas Winkler, from Unite!, in which the University of Lisbon participates, who are going to talk about the state-of-the-art of their European Universities Alliances.

The new academia is focused on the students and on the process of their inclusion. We are looking for the best way to include international students so that they can feel welcome and comfortable at our institutions to follow up the programs that we have to offer. We are going to discuss the sustainability issues and learn from professionals that are very concerned about these aspects.

We will also have the chance to discuss the bureaucratic barriers to the internationalization of higher education institutions and share some practices on how to overcome these barriers. These are very important topics, and we are looking forward to hearing from the panellists.

VI

The role of Networks and Alliances under the European Strategy for Universities

David Bohmert

Sec-general - CESAER

Professor Torbjörn Lundh

Deputy Vice-Chancellor - University of Gothenburg
EUTOPIA Representative

Professor Luciano Saso

UNICA President

Andreas Winkler

Secretary General - Unite!

Silvia Gomez Recio

Sec-general - YERUN

Q&A

VI

The Role of Networks and Alliances Under the European Strategy for Universities

David Bohmert
Sec-general - CESAER

It was on the 18th of January that the European Commission presented its communication on a European strategy for universities and the proposal for a council recommendation on building bridges for effective European higher education cooperation. Dear colleagues, this is an important milestone for everyone involved: universities, their European University Alliances and networks, their European university associations and so forth. And allow me to quickly recall we have been working to this point for over three years now, first in separate tracks by the Commission's Directorate General for Education and Culture (DG EAC) and the Commission's Directorate-General for Research and Innovation (DG RTD), which were brought together. We have gone through an intensive testing and piloting period with the first batch of the European University Alliances and had a second call. We had strong council conclusions by the end of last year. And so many of us, literally everyone in this room, have been working together with the European Commission especially throughout the past year, stakeholder consultation meetings, to give feedback to the Commission, to give direction, to give guidance, and to address the topics that are important to all of us.

Obviously and for introduction, the package of the Commission conceived four important flagship initiatives, (i) the European Universities initiative, (ii) a legal statute for alliances of higher education institutions, (iii) a joint European degree, and (iv) the European Student Card initiative. Importantly, dear colleagues, they do not just come out of the blue. We have been, of course, engaged with the European Union institutions for several decades now in looking into the role of universities, and I personally always find the most important breaking point there, the communication on the Europe of Knowledge (1997) followed by the one on the role of universities in the Europe of Knowledge (2003). They were very much linked to the Lisbon agenda from 2000. We had a long modernizing agenda with consecutive communications, and it really reaffirms the wish of the Commission to develop an encompassing, coherent vision for universities by 2030, essentially orienting at bringing research, education, and innovation together.

This is where we are, this workshop today, and I thank the organizers again, it's very much to see what is the role of university associations, of the European University Alliances in the roll-out of this European strategy for universities, knowing that the European University Alliances are at a very important point to test things, to steam ahead, and to form the avant-garde in implementing all of that. And before I introduce the first of the four speakers who will deliver an opening statement; we kindly invite you to put any questions into the Q&A. We try to answer them. And by the end of the discussion, we'll take some questions from the floor and the panel will answer them.

The four panellists will share their views on how the university associations and the European University Alliances worked together over the past year. What have we achieved together when looking at the strategy and the Council Recommendation and what are challenges that we need to

address? What is the role of European university associations and the further roll-out of this agenda and what is the role of European University Alliances?

For the good order, I think we need to take note of the proposal of the Commission when it comes to the monitoring of the implementation and the governance. It is clearly stated that the monitoring of this agenda will be done in the context of the regular monitoring of the European Education Area as well as the European Research Area. Now, we all know that we are quite limited in our influence there. The second thing that was announced is the establishment of a European Higher Education Sector Observatory. And that is, of course, a clear angle where we could try to make a case on what should be measured, when, and why.

Professor Torbjörn Lundh

Deputy Vice-Chancellor - University of Gothenburg
EUTOPIA Representative

“Future professional Education” is one of the main concerns these days when we think about the role of networks and alliances under the European Strategy for Universities and the balance one needs to find on the subjects in focus here today. But is it seen as the latest thing? What can we use? Maybe AI, for example.

Looking back, historically, it seems like the classical degrees are not so bad to have as a background, if we think about what’s happened in the last 30 years. So, there’s a possible conflict, or a tension. On one side we have academic freedom and university autonomy versus this new kind of legal entity - the university alliances - which will be taking over a role and that might be giving away parts of the autonomy of our universities. So that’s something that

has not been addressed, but it's also we have to consider.

Maybe the following is a bit more far-fetched, but still, I try to present that as a conflict: green transitions versus digitalization. Increasingly, we have seen a lot of attacks using digital tools, and these are not only from our neighbours but far away as well. Nobody knows really, but if we are doing even more digital things and putting more digital on the table, we will also be more sensitive to these cyber-attacks. And when I talk about green here, I will also mention the social impact.

Let me tell you about the two pictures taken from the cover of the New York Times in 2019, when they wrote about these sweatshops in India, where the employees had to really work with something that is very hard for them to take in whole days. You know, long hours trying to look at colon cancer pictures and then beheadings – and that is the backside of gathering data for these hungry AI algorithms that we are now using in our new digital world.

Diversity versus inclusion is really sensitive stuff. Inclusion and diversity are something that we all believe in. But we might sometimes be too focused in the sense that there should be 50/50% of something and expect that to result at the end – and sometimes too quickly.

Finally, there is the automatic mutual recognition versus excellence. I think that if we have this really complete transparency, we will also let things go pass through and there would be some standard set by the highest level, but maybe others not. But I also believe we are in a golden position to address all these possible conflicts. And if we do that in a proper way, we can generate a stronger, more genuine, support that is transparent and is also setting a true base for a future European generation.

Professor Luciano Saso UNICA President

As has been said, I represent UNICA in this meeting. UNICA is a network of 54 universities³. At the moment, 37 UNICA universities are members of alliances (about 75 per cent of our members⁴). In 19 alliances, we have at least one UNICA member⁵. So, for us, it's a very important initiative. Since the beginning, we decided to play the role of an umbrella organization. UNICA has a very strong tradition of cooperating with other networks such as EUA, IAU, the Coimbra Group, CESAER, and many others. After the initiative was launched, we started to cooperate with the alliances and play this umbrella role – we organized some rector seminars on this, starting in May 2019 (before the pandemic, which looks like ages ago), and also at International Relations Officers meetings.

Now, we're actually trying to encourage the few UNICA members, which are not partners yet of alliances, to enter in this important initiative. And so, we facilitate contacts. I think this is a very important moment for the European higher education, probably is the most important after the Bologna process of 1998/1999, for different reasons.

We had a strong push, as we said, by the initiative itself, because we noticed a very strong engagement of the leadership of universities and the leadership of our member states. So, the ministers of education and research were also very often in events, which is also unprecedented – meaning, I do not remember such a strong engagement in the previous European projects. And also, unfortunately, we had to put together this initiative during the Covid period, which also gave a very strong push towards digitalization. In the end, these two factors together actually gave us a strong opportunity for innovation in education.

Very often, we are debating in UNICA topics like European degrees. We feel that soon we can reach a level in which European degrees will be implemented in terms of multiple degrees, multiple PhD programs, etc. Regarding virtual and blended mobility, it's a very important opportunity for our students. Sometimes they say they are not happy about virtual events but, on the other side, they have opportunities to learn from professors from different universities in an alliance or to participate in activities that before were not open to everyone.

We have to remember that, until recently, even the Erasmus program – which for us is very important (we all love the Erasmus program!) – but in terms of inclusivity, unfortunately, we know that only a small percentage of our students could actually benefit from physical mobility. In large universities, only 1 to 3% of the students could actually go abroad with physical mobility. So, if we use models with blended mobility, for instance, we feel that we can actually open these opportunities to more students and we still have to work on that. I think we need to update also the models – the agreements that until now were designed only for physical mobility – to this important development. Of course, we also need to mention some challenges. I think we noticed some kind of saturation of internal resources in our universities, both human and financial. In the end, the people working on the new alliances are sometimes the same people who are working on the traditional networks. And, of course, it's not easy to find time to engage in all these activities. So, I want also to mention this point because indeed probably we need in the future more funds to be allocated to these initiatives, to have more administrative support at our universities because this is quite challenging.

Andreas Winkler
Secretary General - Unite!

Unite! stands for University Network for Innovation, Technology and Engineering. Thus, our specific identity is that we have a strong focus on science and technology, but nevertheless being multidisciplinary. So, coming to the achievements reflected in the European strategy for universities, in my view, the strategy clearly reflects the broad contribution that all 41 existing European university alliances contributed to it. So, this contribution was mainly made through collection of challenges and obstacles or through joint policy statements issued by the alliances. To my thinking, the alliances have been really successful in explaining their role within the European strategy for universities in regard to the competitiveness of Europe and for flagship in topics such as the legal statute for university networks, European degree, and a renewed European quality assurance and recognition system.

However, there is, for example, still a need to further discuss how a joint degree or a legal statute would really support the alliances. Moreover, also it's a clear sign for long-term investments. I mean long-term investments in research and innovation aligned with the goals of the strategy are somehow still missing in the document. I know it's hard to achieve within the European funding scheme, but without long-term investments in science, there will be no short-term technology transfer that will take climate or artificial intelligence solution to commercialization.

So, how do we in Unite! see the cooperation between existing university associations and the new European university alliances? Only together – I mean, only together as associations and alliances – can we bring the implementation of the European Strategy for Universities to a success.

The European university alliances are very strong. It's often mentioned that they are testbeds in identifying the obstacles, barriers, as well as opportunities of implementing the new flagship initiatives of the strategy. Thus, the European University Alliance should be really particularly heard. On the other hand, we have to face the fact that the alliances still just represent a small portion of the European higher education area, still far away from the political goal of 10% of higher education institutions being in alliances and anyhow, it would be still only 10%.

So, thus, in particular, those university associations that represent a larger group of universities have, to my thinking, a crucial role in lobbying for a broad implementation of the strategy, and in particular to improve the EU funding scheme for all. Because implementing the proposals put forward in the strategy, for example on the European degree, will require additional and sustainable financial support which the Commission has not yet budgeted. So, let's work together to bring the strategy to life and to really fully build synergies from allocation, research, and innovation for the whole European higher education area and European research area. And by doing so, let's try to avoid a kind of dichotomy between the new alliances and the traditional university networks that was sometimes already evident in the communication and the development of the European strategy for universities. So, let's really continue our good collaboration.

David Bohmert comment: *Extremely clear, I think a lot of emphasis on the difference between an avant-garde operating at the forefront, testing things, giving feedback on challenges often embedded in bigger context, where there is a need to make sure this is rolled out broadly across all the others that are not involved in this avant-garde. And many thanks also to the quite clear separation of the roles*

between European university associations and European Universities alliances, but at the same time saying both of them are needed in order to have maximum impact.

So, a clear release and we go to our last speaker. It will be interesting in your case, Silvia, because you are running both a university association as well as a European Universities alliance. Silvia Gómez, the Secretary General of YERUN, please.

Silvia Gomez Recio Sec-general - YERUN

I'm representing YERUN, the network of Young European Research Universities covering 22 young research universities. We have members participation in seven alliances, so approximately, more than 70% of our members. However, I do represent the views of our network, not the alliances. To complement what Luciano has mentioned earlier, and something that is common to all the networks, is that due to the high level of members involved in alliances within our memberships, we have established channels of communication with them through different groups where their views are always taken. And we try to bring their common perspectives together. So, we are really trying to implement exactly what Andreas was also mentioning previously, to see what the difference is between the alliances and their specific needs, compared to the general goals of the networks in the higher education sector.

I think the strategy (European Strategy for Universities) should be welcomed by the University community and of course there are many things that could be better – but what I would like to highlight is that when we read the document, there is a clear reflection of the innovative role of

universities, and it is acknowledged the importance of their contributions. Several years ago, when universities were mentioned somewhere, they were seen more as old-fashioned dinosaurs that had to transform and innovate because they were completely not up to the speed of what Europe needed. Now, I think it's the other way around and we will solve Europe's problems. Maybe the balance and the sweet spot will be in the middle. We have a lot of things asked from universities in this strategy and the objectives, very much cover networks and alliances.

When we look into networks, generally speaking, we agree with all the previous comments mentioned previously on their overarching role. When we look into the alliances, they go much deeper into very concrete specific needs, and they need to really put things into practice. At that level, we see initiatives such as the legal statute of universities or testing pilots for the European degree that really responds to challenges that they face. These are things that, as a network, we will never be able to do on our own. We have no capacity to go to our members and tell them "Listen, this is what you have to do", while alliances on the other hand, are representing and bringing their institutions within, and they can put all their resources to that endeavour.

That is where the distinction among each is very important. We need to continue filling and representing a much wider university community among the networks. But then alliances are actually the ones that are able to make concrete change happen. And that's the right combination that we need to keep. If I have to highlight two things from the strategy: I think it's ambitious in what it asks universities to do and the challenges that presents. But what is not clear, it has been mentioned again, and I think here the role of networks will be very important, is to push our member states to ensure that they will support universities in doing so with legal measures, but also with the necessary fund-

ing mechanisms.

The aspect of member states is something that we don't know yet to what extent it will be sufficient to make sure that the objectives of the strategy will be actually achieved. And if one part that we mentioned in our YERUN paper on the future of universities, when we're looking into the design of this strategy and what it could look like, I think a missing part is not considered: there's no specific mention of our leadership, the leadership in the academic communities. And we see that in the same way that the European Universities initiative has been a successful initiative because our leaders are highly engaged, it's important that we keep on supporting these leaders, nurturing these leaders, and see what the new needs will be to make sure that they are really transformative in their environments of higher education and what they provide.

Q&A

David Bohmert: *Dear panel, how is the European Strategy for Universities related to the institutional development of universities? And there could be different views.*

One could be the Commission offers money. So, they run behind the money, and try to please them. And we all know this is a difficult undertaking because they have money from Erasmus, we Horizon and even resilience and recovery facility money. You might have seen the amount that's mentioned in the document. I think it's €1 billion they foresee for European Universities alliances.

A second perspective – and that's maybe more what Andreas was hinting at is the idea that this can be really a game changer and we need to see how in legal terms, European degree, European legal statute – is this intro-

ducing a new line of competence with the EU level or not. So, it's very much a legal sort of approach which looks into how we can formalize innovations in the European higher education landscape. The last one maybe, and maybe this is what you were hinting at Silvia, is another motivation could be we are moving anyway as universities, and we have always been moving. That's part of the DNA. So, they have always been developing.

What are the main views from the three speakers here when you reflect upon the importance of the European University initiative, as well as the strategy: Is this to please the Commission with money? Is this to test out new concepts legally? Is this about the Commission actually seeing what universities are constantly doing? Let's start with Torbjörn.

Torbjörn Lundh: *Great question. Maybe I'll start from the top there. I mean, do we follow the money, or do we see this? I think you can see this almost like a natural law that we are in the civilization going outwards more and more. I mean, 100 years ago, that was a bit of "I'll be going really to collaborate with our neighbouring village. We don't trust them. They are so different", right? And that has been expanded more and more and we do it in the nation. And the natural new step is to do it throughout Europe. I think if we are doing our thing, if we are not causing too much catastrophe in climate or in going to war or anything stupid like that, that's on the threshold right now, then we are inevitably going to collaborate more and more. Having said that, I mean locally, I see that even that being part of EUTOPIA and trying to work extra intensive with that right now. I've been contacted by other networks looking for if there are ways to collaborate. So, we have a meeting on networking going on right now. So, I think it's supernatural since we are social, we have better means to communicate without actually moving right now.*

So, I think that's very natural.

The other thing is that: is this the proper way to do it in this specific constellation? That is impossible to answer, but I think it's better to decide that "let's go for this now" and not just keep on asking if this is the optimal way.

Instead, just how can we use this thing that is now being proposed in the best way possible both for itself but also for Europe and, you know, for the world in the future? Do you want to take over from here, David?

David Bohmert: *From the institutional perspective and, as a societal task, universities are reaching out anyway. This is a way to communicate and to engage society in that. And that's not unusual business for universities and something they've done for a long time. And here we have a framework that we want to test and let's see where it ends. Luciano, if we take this as an intrinsic task from the institutional perspective, then universities can smartly play the different channels: (i) They can use their direct lines to Brussels. (ii) They can use their university alliance to say something. Or (iii) they can use their European university associations. And if you hear Andreas, they can particularly use the ones representing a lot to put a lot of pressure on their member states and the Commission. What is your view? If we take it from that perspective, how would a Rector ideally use all of these communication channels?*

Professor Luciano Saso: *I'd like to pick up on the point you mentioned related to the money, to the fact that, indeed, it was an incentive. And of course, we always need this kind of incentive. But I want to say that, in my view, it was not the main reason. I think there really was a need and a desire to innovate in higher education in the moment when this initiative was launched after the short speech by President*

Macron, and then, maybe in an unexpected way for some of us, this initiative took off in a very successful way with a very strong engagement of the leadership, as I said before, and Silvia also repeated. So, this is something really very interesting but, as also Andrea said, we need to be more inclusive. We now have 41 alliances and we have less than 300 universities involved.

This is something that, on one side, can be used for pioneers to go ahead and solve some problems, but we need to be followed immediately by the others. Otherwise, many other universities which are excited now to join, will lose their motivation. So, I think we need a plan to go even beyond the 10%. 10% is not very much. I think we should bring on board many other universities which are willing to do so. When I talk to other rectors from universities which are not included, all of them, they say “This is very interesting. We would like to join. How can we do that?”. Many people are also scared of this initiative because they see so many good universities there and they feel that they cannot join this. I think we should remove completely this fear and again be more inclusive.

And indeed, we have to solve also these big issues that concretely we are facing. For instance, the accreditation problems that we have in Europe. They are huge. We really need to voice this problem to governments, to the ministers of education and research, to try to help us achieving what we want to do. And indeed, as Silvia said, with the alliances, we have this possibility to voice. Before, it was very difficult to do that.

David Bohmert: *We have quite clear ideas where challenges are, possible dichotomies, things we need to do. We all know it's not going to be easy, but you basically introduced a task division and the need to cooperate between the two.*

I think the panel so far has greatly supported that. So, no need to go back into there. My question to you now would be: knowing that the Commission doesn't foresee any role for us in the formal governance as such, EEA, and ERA structures, how are we going to organize ourselves? How do we get the insights from you early on, from the European University Alliance, digest it, test it with the broader memberships, and then remain as impactful as we were beyond, if no one is organizing that, such as the Commission has been doing in the past year? How to organize ourselves? The entire sector, because we don't have a formal role in the governance, as you might have seen. So, over the past year, the Commission organized us, and we did well, I agree, but no one is going to organize us anymore. So how do we get the experiences from you early on, digest it and can try to make it more relevant? How do we organize that?

Andreas Winkler: *We have to take the Commission serious in that regard. It is often stated that we are working in co-creation, so we have to take their words seriously and use them to get on board and co-create the EEA and ERA. Also, the governance, the monitoring together with us. I think they started it already, but it needs to be institutionalized. You were mentioning in the beginning the stakeholder group that was working together in the development of the European strategy for universities. Such formats shouldn't be only ad hoc. So, we really should try to find common fora where the existing university networks, traditional university networks, that have that huge experience about many parts of the European higher education area and research area and have the full overview of the funding scheme, work together with the European university alliances, that are much more targeted towards certain topics, on the overall funding scheme of the programs the European Commission is launching.*

David Bohmert: *Silvia, you have the final word.*

Silvia Gómez Recio: *Well, reflecting from all the things that you were mentioning, all very important, valid points. Money was never enough. Meaning that people and colleagues, and institutions didn't come here (to participate in the European Universities initiative) because they would become richer. It's really a headache. And for many that are included in the alliances, it's really an extra burden. Now, we are all in, and we will need to see how things will continue, but primarily, our alliances and our networks have the ultimate goal to improve the higher education system we have. And in that pursuit, we are really putting our resources, such as networks, the ones we have, but the alliances, the own institutions, to really make this something that will be truly delivering concrete outcomes. Sometimes what they need is a little bit more time to be able to experiment with new things. Sometimes, it takes a little bit of time as well to get organized, to understand – Luciano mentioned before – the balances between the roles of networks and the alliances. What are the capacities of our institutions to contribute to both, let's say, and to make sure that we establish fruitful lines of collaboration.*

From our side, this has been a learning process and in the same way that we started developing and cocreating the initiative, as many of the other networks did as well... we were helping the Commission to write what this initiative would be. Now we are following a little bit more in a second line of defence, let's say, and then seeing how alliances are implementing actions. But then there is also a moment at which we must advocate for them and then bring it up again. And in. And I think that is – Andreas has explained it very well – but I think that for us really acknowledges the role that we have as networks in making this collab-

oration a reality and understanding that we will need to continue asking the European Commission and Member States to enable some of these things. But we will also see, as we are seeing in the areas of research, that we are a very well-organized sector, I think we are really showing that the university sectors speak to each other and that we have general goals that are much more important than each of ourselves. So, I would say that as a very positive note, David, on how we will go on and work together.

David Bohmert: *Thank you very much indeed. To summarize, the European Strategy for Universities reflects lots of what we've all been saying and working for, and it's very timely. European universities alliances and European university associations have been very aligned in the past and there is a need to continue to align. The panel has identified quite some topics which are not settled yet and where we don't know how to solve them yet, but we found an intrinsic institutional motivation to go down this path and to provide feedback to the Commission along possible dichotomies. We had a clear understanding that the European university alliances and the associations have been collaborating extremely well and that they need to continue with different roles: (i) the alliances steam ahead as pioneers and avant-garde to test out. (ii) the bigger university associations engage the rest, the other 90% of higher education institutions.*

VII

Student - Centred Academia: From Awareness to Effective Inclusion of International Students

Luciana Gaghi

CY Cergy Paris Université,
Vice-President in Charge of the EUTOPIA
European University Alliance

Juan Rayón González

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Q&A

VII

Student - Centred Academia: From Awareness to Effective Inclusion of International Students

Luciana Gaghi

CY Cergy Paris Université,

Vice-President in Charge of the EUTOPIA European University Alliance

The title of this panel is about how we could create awareness and effective inclusion of international students. And I will ask you, what is an international student actually, and what is the benefit for a student to become international and what is the benefit for a university to have international students? And more, I think we can ask some unusual questions on this matter, unusual at least before the Covid. And these questions are: how can all our students become international? What can we do as universities to create this international background, I would say, this feeling of international belonging in our home universities? And also, do all our efforts in the universities to do what is called internationalization at home – you heard of that – are they effective? Does this internationalization at home have any kind of action on this feeling of students to be international? Because, finally, we train in our university students to become citizens, citizens of their local environments but citizens of their nations and citizens of Europe and citizens of the world. Is this global citizenship something related to academic studies, or do we have to have some specific focus on it?

Let me also say a few words about EUTOPIA. EUTOPIA is aiming at connected communities. We create communities where we can find solutions, answers to questions that maybe weren't even asked while we were not part of the alliance. And it is important for us to create this European belonging feeling, but even a global scale for all our students. And now we are telling them "Okay, you come to CY Cergy Paris Université, or you come to NOVA University, or you go to Gothenburg University, but at the same time, you go to a European University, meaning to an alliance and you will be part in global connecting communities, and you will exchange and do projects with students all around Europe".

We are 10 universities now in EUTOPIA and we have four global partners. So, this is for us an important way of telling students "You are international". And then I would also like to speak to you about the way in which we involve students in the governance of our alliance. They are part of the governance bodies, they have a student council, and you will, I believe, speak about this in a minute. And also, students created a EUTOPIA Student Think Tank. They said "together we can do something more". So, they created this Think Tank to say "we have a word to say. We are here because it is important for us to be part of the discussion on the global challenges. We may have answers, or we may even have questions that are important to be asked".

Juan Rayón González
President of the Erasmus Student Network

So, the very first thing, what is an international student? So, for me, actually, the question has a very straightforward

answer. An international student is a student who participates in learning mobility, understood either as credit mobility, going for a short term, to go for a semester, even for less time now with the new modalities of the Erasmus+ program, or also a full-time student who goes to study for a master's abroad, to do a PhD abroad, etc... So, I think that it's very important to understand that even if we have so many developments in the internationalization field, international students should remain those who actually move to study abroad. Why? Because internationalization policies have indeed so many components – and we know that there's nothing as beneficial as learning mobility. And this kind of starts in answering the second part of your question, why learning mobility? Yes, because for such a small investment, we get so many benefits.

We get personal benefits for the students related to competence development, in personal confidence, in awareness about life choices, in awareness about personal skills, in interest for different topics, in professional skills like public speaking, decision making, coordinating teams. We have a lot of data nowadays that we can check, for instance, in the Erasmus+ Impact Studies or in our own Erasmus Student Network (ESN) surveys that are totally accessible on our webpage, in esn.org, that really prove how impactful learning mobility of all kinds can be for students.

But of course, besides the personal part, we also have the social part. And this is very much connected with the topic of this debate because we know that learning mobility is a great way to foster civic engagement in many different ways. We know after, for instance, analysing the ESN Survey 2019, which revolved around the topic of civic engagement connected to the European elections, that after their mobilities, international students tend to vote more in elections to get more involved in civil society, to follow more European efforts. And days before this panel, I was

checking a bit the data from our very last ESN Survey from 2021, which got more than 10,000 answers. We can also see that in crucial global topics like human rights and climate change, after their mobilities, international students report more interest for those topics.

So actually, by sending students abroad, we can improve societal awareness about so many topics. But besides these personal and social elements, we have the part of the university. International students can contribute to create vibrant universities in which we really have a European and also global civic space. And we can have international classrooms that put international students at the centre and that really make that idea of international decision at home a reality. Right? Because it's completely different to have a debate in an international relations faculty about global affairs. If we only have students from one country or if we have students from 25 countries, it can be the case, you know, in many of the universities of EUTOPIA, for instance.

This is why even as we explore different ways to improve our international strategies, learning mobility should always remain at the very centre and just a very important number to take into account. After 10 years of the Strategic Framework for Cooperation in the Field of Education and Training, which had this objective of 20% of students being mobile, 20% of graduates being mobile, which is the same objective as the European Higher Education Area, we know that we didn't achieve it, we didn't get to that objective, and less than 15% of students, of graduates were actually mobile.

So, for the next 10 years, and especially in the framework of the European university alliances, quality physical mobility should remain at the centre. So, this is the first part of, let's say, my intervention, making sure that we all stay very much aware about the benefits of long-term, but also short-term physical mobility.

And now this being said, of course, we need to be ambitious. Learning mobility is great, but we should complement learning mobility with the idea of meaningful internationalization at home to make sure that the whole student population can benefit from everything that internationalization can bring. And this can be approached from many different angles. I already touched upon the part of really mobilizing the potential of international students. So, whenever I'm thinking about internationalization at home, if I have, like is the case of universities of the EUTOPIA alliance, maybe 20%, 30% of mobile students in my university, let's think about how I can foster interaction between international students and local students. And we have very interesting data about this because whenever we ask students about their satisfaction from their mobility experiences, they keep on telling us the same thing. They all expected to make more local friends, so they make fewer local friends than they would have liked to. They were expecting to have more interaction with local communities and local students both inside the classroom and in general.

Overall, the only thing that probably disappointed them a bit about their experiences was the lack of interaction and contact with local students, local communities. So, this is something that we need to keep in mind whenever we design internationalization policies. I think that there are some things that we can do.

One idea is to improve actions like service learning on exchange that come, for instance, not only on exchange, but also for the local citizen population to have more projects about relevant societal topics like climate change, inequality, human rights, in which we do not only go to classrooms and have meaningful lectures and common projects, but we try to create those connections with local communities, with local NGOs that deal with relevant topics with international implications. This can be, for instance, an example

or even when we plan things like student housing and student accommodation. If we keep this aesthetic approach in mind, thinking “okay, how can I make sure that students from first year live together with international students so they can continue the discussion and they can start at the university and at home, they can have day-to-day interactions that can be very positive for both?”.

So, the idea of for sure internationalized curricula is key. This is something we should always keep in mind, but even more day-to-day nitty-gritty elements of the student experience can be improved to make internationalization at home more impactful. And I think that the alliances are in a unique position to do this.

José Chen Student Representative - EUTOPIA

I am a bit in line with what has been said because I participated in the Erasmus+ exchange program before and the European Solidarity Corps. So, I also learned a bit about learning mobility and what that is. I do agree with the previous definition of international students. However, with the globalization and digitalization, I think that we can now engage more and participate and collaborate more with international students, even at home. For example, one can connect and participate in some international initiatives from your own place and exchange ideas with your peers from other countries and learn with these opportunities.

So, you can definitely become an international student by engaging in the international environment but what’s the benefit of these opportunities? One thing that we should always think about when we talk about international stu-

dents is being open to different cultures and languages because we need to go with an open mind and not be judgmental because we are different people, have different cultures, and different ways of seeing the issues that we have around us.

This is an important value that we need to be aware of and then we need to be eager to participate, to bring our ideas, to speak what we think because many times I think that people are afraid to speak or to be judged for what they say. So, this is an important thing that we should do when, for instance, we are in an international alliance, which is to speak up, and we should bring our ideas even if they seem nonsensical. We should bring them and see if they can be used or even if it can transform into something else.

Another thing that I wanted to point out is this expression that we used a lot in another organization I worked in, which is “to think global and act local”. So, we have local problems that can have some common points with other colleagues from the other side of the world or even the country next to us. These problems can be solved together, and we can think together about them. And to think about solutions that can be implemented in different countries.

So, being an international student is to think big, to think about these global issues that can impact us. And we have already talked about them, for example, climate change, also human rights, and access to health – and see how these issues can be solved and then adapt those ways of solving to your local level and to see if they can be implemented with local partners or even your own university. And that’s the value of the university here and in EUTOPIA.

That’s why European alliances are great places to engage students. As in many fields, we always think about the added value that these opportunities can give us. And I think these alliances can be a great platform for that, they can give us more opportunities: students can participate,

shape their way and their own curricula as they go through the higher education institution. And I think it's good for us to join forces with other institutions and share common good practices that we have and learn from each other. So not only with students, but also with the leadership bodies of the institutions.

But there's one thing that I came across in other organizations, and now I hope that is different in EUTOPIA. It's that students don't always get the space to participate, they don't always have a voice. Even when sometimes they do get that space, they are not heard. People in the leadership positions don't listen to them and they don't act upon what they communicate. This is the important thing that alliances should think about: they should allow students to participate, to have those spaces, but also to listen to them and to act upon what they talk about.

Q&A

Luciana Radut-Gaghi: *Allow me to say that in EUTOPIA, for example, students participate in the writing of the governance charter, which is quite a difficult exercise. They are trained and they write part of the charter, and they become co-authors of this charter. We think that that is important for us. They can do it at least as well as we could do it. We think that we engaged them quite well. We also learn. Universities learn from each other. I think that is another good example. For example, in CY, in my university, Cergy Paris Université, we created a student parliament, and we followed that example in other universities of EUTOPIA. José, you say "okay, think global and act local". Could you both think of an example of actions or idea in which you were involved or that you know in your universities or your*

local context where this sentence was used and where students or youngsters were involved?

Juan Rayón González: *For more than 10 years, ESN has been implementing the program Social Erasmus, which is basically a program that aims at connecting exchange students with international students at large and local communities through volunteering, through what we call community engagement initiatives.*

The way it works is that ESN organizes volunteering activities, connected to the needs of local communities in which, in collaboration with universities, they involve international students. And we have short-term initiatives. It can be going once to a local school. This is part of the framework that we like to call Erasmus In Schools, or it can be long-term projects, for instance, environmental projects. We have a lot of cleaning projects now; We have lots of projects related to repopulating forests now. So, then the great thing about this project is that it started as a very grassroots initiative, which it remains until today. Also, ESN has around 530 local associations around Europe. By the way, we have associations in most of the EUTOPIA universities. Some of them are very active and very engaged, which is very good.

Then it's a dialogue between actors. There is the ESN section at the very centre interacting with international students, universities, local authorities, and then local civil society organizations like NGOs, but it can be also schools, etc. And what we have done is use European tools and European opportunities like Erasmus+ projects to make this initiative more and more ambitious.

In 2019 we finished the Social Erasmus+ project that aims at exploring different possibilities to recognize learning outcomes that are gained through these experiences. So, hopefully in the near future international students will be able

to incorporate these kinds of volunteer initiatives as part of their learning agreements when they go abroad. And yes, I think this is a fantastic initiative that can be implemented by any university. And I'm looking here directly at EUTOPIA universities. This is a great way to kind of overcome many of those challenges related to integration of international students, language learning, empowerment, and participation. We have so many materials that are completely public and accessible. And I will be happy to discuss it more in depth – with all of you.

José Chen: *Let me give an example that I had in other organizations that I worked on. For instance, I was a medical student. So, we talked a lot about including human rights in the medical curricula. That's something that we worked on a lot on the international level and that we felt also on the local level that it didn't work, and we didn't have a lot of human rights. As future doctors, the students should learn more about human rights and also about patients' rights. So, we discussed it internationally and we even established a program, with a lot of activities that countries were developing... meaning a study to try to understand if the medical curricula right now considered human rights, and which were the student's perception about human rights, and how they should be implemented in curricula. After, we presented the results to the medical schools, as there is a Council for Medical Schools, and some of the medical schools did, in fact, make changes to add more human rights related content to the curricula.*

That was a successful thing that we thought of internationally. And it's a common problem that we had and that locally it worked, even if we had to adapt and to see different strategies. But we did implement it. So, I think it's a good example of what you talked about and this expression.

Luciana Radut-Gaghi: *Thank you so much, José. Juan, copied in the chat the link to Social Erasmus program. Thank you so much, Juan. And you have some compliments from the public. Now, I go up to the question of Jean Luca Matarochi, I believe, and you mentioned these questions. Right, Juan? So, the question is: what do you think about the blended intensive programs proposed by Erasmus+? Do you think that they may work for social elements like the traditional mobility or not? Do we get socialized by Zoom now? Do we become friends?*

Juan Rayón González: *Yes. Thank you so much for this question. I'm doing a lot of promotion of our initiatives here because we actually published together with the European Students' Union a position paper on the topic that I will share in the chat right after. But this is such an interesting question. Right? Because nowadays we have a lot of debate about the different forms of internationalization. We have three main blocks, physical mobility, and then we have indeed virtual exchange. And José mentioned the possible benefits of virtual exchange very well [imperceptible] and I very much agree that they bring a lot of benefits. And then we also have blended programs. Right? And these blended intensive programs for those who might not have heard about them are going to combine both things. We're going to have short-term mobility up to 30 days, from 5 up to 30 days, combined with basically a course that will last through a semester. So, this is an innovation in the Erasmus+ program that we very much welcome in the essence, that's the kind of bottom line, this is a positive addition. Why? Because it brings one more tool to the internationalization toolbox of higher education institutions to kind of play with them to see how they can match the needs of different students.*

Another important thing is how do we implement these mobilities, so they bring new benefits without causing possible harm. What is the possible harm? The possible harm would be to dedicate these mobilities, to only focus on those students that face added challenges to participate in long-term mobility, saying Okay, since this is a short-term mobility, let's use it, for instance, with students with disabilities or students with fewer opportunities because it's going to be easier for them, then we don't have to put all those efforts into bringing those students to long-term mobility. The way we see those mobilities is actually quite the opposite. We see them as a steppingstone towards long-term mobility. So, practically speaking, we think that they are perfect for first year students. Right? You know that to participate in the Erasmus+ program, you first need to have 60 ECTS credits. It's applicable – right? – In most learning mobility programs, and then you can go on mobility. But we believe that actually these programs are perfect to start introducing students to learning mobility, maybe in the second semester of the first year, even in the first semester, going for two, three weeks abroad, interacting with peers and doing the rest of the semester, continuously working collaboratively with peers from around Europe.

Once again, this is a fantastic tool for the university alliances. Now, the important thing – and we are already talking, for instance, with the European Commission about this – is to develop useful materials to help universities implement and ensure the quality of these blended intensive programs. It's going to be very important to foster mutual learning, exchange of best practices, test what works. And then, the last part about this is that these mobilities, these short-term mobilities also bring certain challenges in terms of the quality, in terms of how to ensure that certain aspects are already challenging for long-term abilities like accommodation. As I said before, integration with lo-

cal students, provision of useful information, bureaucratic elements are well taken care of. So, it's important that the universities that want to get involved – and I hope this will be most of them – start to consider these things, start to consider in the framework of the alliances, for instance, how can I collaborate with the municipality to ensure that they have accommodation that is adapted for these students that are going to come only for three weeks and not for six months? Right? Because it's going to be more difficult to find a flat, for instance, for three weeks or for one month. So, all these details are the things that we need to explore.

The good thing is that, of course, ESN and our sections are completely available for universities to work together to make sure that we provide the best possible experiences for these students. But we are very excited to see how these mobilities will evolve and we hope to continue creating materials that can support the implementation.

Luciana Radut-Gaghi: *Thank you, Juan. So, short-term mobility and blended mobility, yes. Questions that need maybe common answers from our part. José, would you like to answer these questions? Also, this question about how blended mobility could fit the objectives of social engagement of international students.*

José Chen: *Yes, I can add on to what Juan said. But I think Juan said it all. These blended opportunities can give opportunities to even to engage with local communities, for us to participate and to get involved. If we do a shorter term, it's a good opportunity for other students that sometimes don't have so many opportunities in terms of financial opportunities, meaning that the expenses are lower in shorter periods of mobility. So, this is also good for those students that have fewer financial possibilities. I think it's a good solution.*

Luciana Radut-Gaghi: *Yes. Thank you. And now I would merge the two questions from the public about the strategy or the relation between international students and local communities. But now it's true that we didn't ask this question about the relation between international students and local challenges, local communities, not only local students. How can we engage a student coming from, I don't know, Asia, let's say coming to Cergy, to Paris, in challenges or actions at a local level? José, would you like to start?*

José Chen: *Yes. I think one thing that we can do is to set some goals for the exchanges, for example, some that are more related to the participation in the community. So that, for example, having a volunteering activity during the exchange, or having some training that involves local partners can also be a possibility as well. So, I think we can build the exchange programs around local communities and local partners as well.*

Luciana Radut-Gaghi: *Juan, would you like to add something?*

Juan Rayón González: *Yeah, definitely. This is a fascinating topic, and it's key for us. So, actually, looking at the numbers that we have from the latest ESN Survey, I have to say that we are not very happy with how this is going. Right? Because when we ask students from a sample of more than 10,000 students, which is actually quite representative, they answer the ESN Survey. We ask them about their participation in different local initiatives, volunteering, sports clubs, music clubs, student unions or student associations. And what we found is that 54% of students*

did not take part in any of these initiatives. Both José and I were mentioning volunteering before. Only 7% of students reported participating in volunteer initiatives. For us, this shows two things. First of all, the numbers are not good, but there's also so much potential, especially when, as I said before, we have the mechanisms ready to start doing this at a larger scale. And this relates to two things: the idea of mobility pathways and this basically refers to thinking about mobility in a comprehensive way starting before the physical mobility actually takes place. So, the pre-departure preparation being a key element of the mobility experience and also the reintegration part, because this also relates to how do we use alumni, so, former participants to interact with prospective participants.

So, what I think we need to do is to get better at both things. We need to get better at informing students about different possibilities and the importance of these possibilities before they go abroad. Here the role of alumni, as I say, is key, so we kind of square the circle there. And also be more strategic in terms of once the mobility starts, what is the role of student associations, even like ours, but also like others like José's association or in general the student body. How do we ensure smooth collaboration between the orientation services, the international relations office? So, students are aware of how important and positive it can be to take part in all these initiatives.

Because for instance, I'm going to give a very practical example, right? I joined Erasmus Student Network, in Granada, in one of the most famous universities for mobility. And there it was very common to see students taking part in the rugby team. I was part of the rugby team, and many international students were playing rugby here. This is great in terms of integration because they joined a team of young people, of local young people, they developed their skills, they developed this intercultural awareness of

taking part in group activities with origin people.

But in order for them to join the team, you first need them to actually know that the team exists, that they can join. When are the trainings taking place? So, there's a lot of work that should be done both before and right at the beginning of the experience. And then, of course, students have a limited amount of time during their mobilities. So, I think that we need to be strategic. Indeed, the academic part of mobility is absolutely key.

We want students to engage in meaningful courses, to have good grades. But we also think holistically. If we improve recognition of these kind of experiences – volunteering sports club – and we lead them to competence development, asking students to write maybe a reflection paper, talking a bit about what they have learned, the competence they have gained, using also existing frameworks like the Key Competence for Lifelong Learning or Europass. Then we are killing two birds with one stone, right? We are improving the quality of the mobility experience while providing more opportunities for interaction with local communities. So, these are very practical things. We have data, we know what can be done. And now it's really up to all of us, to all stakeholders, universities, and associations to work together on the nitty-gritty implementation of these things, which I really hope that with the alliances will happen more and more in the next few years.

Luciana Radut-Gaghi: *José, I saw that you were answering the question of João Maria Pereira and I wanted to read it because I think it's very much related to what you just said, Juan, about alumni. And on the top of that, international alumni. The question which is not entirely asked is: as a student, one thought that what is persistently on our minds is the chance of being employed. So how can*

this problematic be solved or at least tackled through the engagement of international students or alliances. João says “and on the top of that, they will work most certainly in another country than the country where they studied”. So how can this be dealt with? And I would have an answer to say the fact that we created European alliances and that 10 universities in 10 countries are together in what we call a European University can be a solution to student professional evolution. But I think that you may have some more insights on that. José.

José Chen: *Yes, I was answering actually, and I agree with you because when I was doing Erasmus, I actually wanted to ask for letters of recommendation from the tutors I had in my internships there. This is one way of getting more opportunities through these opportunities in exchange. So, what I was writing was more on the local level. So, I’m in the students’ association. I was thinking more in the way of working together with the university or in this case with the universities, with the 10 in EUTOPIA to launch initiatives like job fairs and also networking events. That’s one of the things we are proposing to do as well on a local level, the networking events with the alumni. In our case, we also have an alumni association. So, we are collaborating with them in EUTOPIA so that we can make this a reality and also collaborate with alumni to bring some opportunities to the table, such as internships and opportunities to enter the labour market. So that’s one of the good things we can get from the Alliance.*

Luciana Radut-Gaghi: *Thank you, José. Juan, would you like to add some things here?*

Juan Rayón González: *Yeah, I think this is a very relevant topic, and there are a couple of things to keep in mind. First of all, is that we know this comes up in every research about mobility that basically mobility leads to mobility. Right? Meaning that if we manage to send more people abroad, for instance, through [imperceptible] mobility through exchange, then there will be more interest in doing a master's abroad or doing a PhD abroad. And this is key, actually, when we think about, especially in the European context in which the alliance operates, we think about freedom of movement and labour mobility, not only learning mobility, but then how we turn learning mobility into labour mobility. And then here I think that the alliance can have a key role because of the societal element that alliances should have, right? This connection of service to society, working together with local stakeholders to make sure that we have these pathways that provide opportunities to students to understand that they can also, after graduation or even during graduation, during their studies, start doing internships in one of the cities of the alliances, connect with employers and explore possibilities to then stay there and take a job or even open a business. Why not? That would be even better.*

So, I think that the role of information is key. Another thing that we know is that students many times struggled with technical information and bureaucratic information, so they get overwhelmed with all the things that they need to do. And then the strategic role of universities... once again, alumni can be key to ease this process and to tell them "Okay, this is the concrete process. If you would like to stay here and to get a job permit or do the papers to get your residency to work here". So, all these things can really improve this connection between employers and job seekers. Right? And we have a lot of talent, and we are going to have even more talent circulating between European universities and especially between the alliances.

So, I think these are a couple of elements that we can keep in mind. We have been researching about the topic of Erasmus and employability through the project Erasmus-Jobs that has some interesting findings. And now we have a job platform, for instance, that people can do and use to post their job openings. And now we're going to have another topic called Erasmus Careers to basically analyse more in depth all these things that we are discussing. The previous panel was discussing the European strategy for universities. Erasmus traineeships are a key element of the strategy, which is very, very positive. So, I think that we have a lot of things to unpack in the next few years and a lot of elements to explore in terms of how to use mobility, learning mobility to improve this labour circulation, this mobility of workers across the European Union.

Luciana Radut-Gaghi: *Thank you so much. And I would ask the question written by Adina Fodor at the end. It is a very difficult question, but let's ask it anyway. What do you think, she says, will be the challenges students will face in international mobility in 2030? Of course, we can't predict another pandemic. So, besides another pandemic, what will be the challenges? This is a very difficult question, actually, because we want to improve things or give more enthusiasm and optimism to future generations of students. Who would like to start now, José?*

José Chen: *Yes, I can start. I think many challenges will revolve around accommodation because prices are going up everywhere and it's been hard to pay for being in another city, in another country. So that is definitely one of the challenges we will have in having any exchange program and then the prices of everything else... inflation might happen as well. So, the prices of food and every essential product will also*

increase. These two are the key elements that I think will be affected and are also related to climate change. There are other issues that might arise, but the two first ones are the main ones I believe will be concerning for students.

Luciana Radut-Gaghi: *Okay. Thank you, José. Juan.*

Juan Rayón González: *I'm a very optimistic person. So, I would like to think that in 10 years there will be no challenges and we'll have seamless mobility around Europe and the European degree will be a reality. Right? So that's my hope for sure. But unfortunately, since besides being optimistic also you need to be realistic and to also plan for the worst. As a student representative, as the president of ESN, I actually agree. Unfortunately, accommodation is a huge challenge. Still, I am going to be actually more pragmatic. I'm going to say accommodation is a huge challenge, but the way to solve it is better dialogue and collaboration between universities and local authorities. We have great practices around Europe. Some weeks ago, I attended a meeting that brought together universities and cities to discuss these things and building more student dorms, matching the needs of students with actually the things that the city can offer. There are many things that we can do there. Inclusion, unfortunately, I think... I hope not, but I think will continue to be one of the biggest challenges in terms of the lack of financial clarity. So, the lack of clear understanding of what the grants are. How can I get a grant? When am I going to get the grant? Am I going to get it upfront before I go on a mobility, so I can actually pay for my expenses or I'm going to have to wait? That can be a big challenge that hopefully will be solved in the next few years but otherwise can remain a big problem and I also hope that not, but I hope geopolitical tensions will improve and we will be able to have seamless mobility even beyond Europe, not only in Europe,*

but more international students coming to Europe, more Europeans going abroad to really use this powerful tool to improve intercultural dialogue across the globe.

Luciana Radut-Gaghi: *Thank you, thank you both so much for all the very interesting ideas that you proposed in the discussion today and I will finish on this idea of the global dialogue about our differences. Maybe one of the challenges will be this one: the liberty to engage in this global dialogue, but also the humility to admit the differences, our differences, and to embrace our differences. The intelligence also to recognize local values and I believe that the dialogue, the discussion, maybe even the debate on values, on local, national, European, global values is a very important one and that has to be done, of course, with the intelligence of the one who admits the existence of the Other, and also the courage to promote democratic values in the world, in our countries, in our local environments but all over the world and to be ready to discuss them and to be ready to share them with other students, international students, and citizens.*

VIII

Sustainable Communities: The role of International HEI in unlocking local development

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London School of Economics - Generate

A live chat with Rosário Macário

Q&A

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As someone working in the transportation field, I can start to say that very early we felt the need of having an international collaboration for several reasons, one of which was to have critical mass in the education process. So, when we are dealing with PhDs and even with master's at a very early stage and in areas of specialization, as it is the case of transport, we are very often confronted with not having sufficient students in the different domains of research and education to have a rich dynamic in a class. So, this has been, since the beginning, our first motivation for internationalization. But in our field, we also feel that the things change very quickly, and I've collected some very brief information that gives us the notion how the world is moving from our perspective. 80% of the children that are starting school today will work in things that do not exist yet and 40% of the key competencies for future will be different from the ones we have today. And automation is putting at risk more or less around 50% of the current jobs. This is the message that we are receiving from the multilateral organizations and in fact this probability of change is quite present in this paper that was delivered already in 2017 by our colleagues Frey and Osborne, where they were looking at how much probability there would be of having computerization in the different fields of professional intervention and education, and the map is quite clear.

On the extremes, we have high and low probability of education, and we see that the majority of the most traditional jobs are having a very intense intervention of computerization. So, this is one of the drivers of change and is certainly what we call the fourth revolution that is going on. And it is following us for already some years. And in the case of transportation, we expect that all this evolution will bring us significant differences in terms of efficiency, but they will be mostly brought by artificial intelligence, technology, and flexible management. And having reached this point, when we look at our education system, we see well, what is the course that is in fact providing us all this? And then we look abroad, we look to Europe, we look elsewhere, and we understand that the traditional courses, the traditional structure of the education, is very different from what we need today and from what we will face in the coming years. So, knowing that our young people will be confronted with jobs that maybe don't exist yet today, in some percentage, it becomes urgent to change the way we deal with this problem.

And as I said, we identified this problem very early on. And in 2003 we started the process by creating an informal association, which was a very bold and innovative initiative at the time. At Técnico, we were one of the first schools to introduce a postgraduate degree in transport, which started in 1987 with a Master's in Transport, and we were the first in Europe. And in 2003 we already had a Doctorate in Transport. We were confronted with the problem of the lack of critical mass for the different topics and the lack of PhD students in the different fields. And so, we took the initiative, together with the University of Antwerp – where I am also a professor today – and we created a network of universities that at that time had a PhD in transport. By proposing to be able to offer courses characterized by multidisciplinary and by bringing together eight universities, four from engineering and four from economics, among the most

relevant universities in Europe, we were able to bring this critical mass and create an international environment that would allow us to continuously improve this development.

We have obtained the first Marie Curie funding. So, we were given 12 scholarships, that of 12 students for post-graduation that have received a scholarship for two years each. And they rotated in these eight universities. So, until today, we have trained more than 40 PhDs, of which about 12 have been common PhDs. So, with double degree by these universities and in all of them, we have made an agreement that we would always have a member of this network in our juries. So, this has been extremely important and with a very high impact on evolution of our own educational offer. For example, Antwerp created a program for a master's in Air and Maritime Transport, largely supported by these courses. There was also an influence in the reform of our Master's in Transportation. And in the meantime, we have joined the MIT Portugal program, which also had an impact in this initiative. But basically, this initiative and label has to be leverage to a very differentiated quality the PhDs and the scholarships and the experience of our students in this. So basically, we have been confronted with the need of flexible management versus flexible education.

And this is something that is relatively difficult in our traditional education. So, companies and public entities do not have, universities don't include in their syllabus this element. So, discipline in processes is one of the elements that we needed, tolerance to error to enable innovation and create a good field of development, innovation, creativity, to develop curiosity, emotional intelligence, and data science. So, these elements have to be incorporated in our most recent reforms of both our PhD and our master's. And this has been largely a consequence of many discussions in this environment of several universities.

Then, we moved this experience towards research be-

cause we felt the need of having more information about what everybody was doing. And the first one was a transatlantic project that was sponsored by the European Union and by the national academies of the United States. And basically, it was to compare the programs of railways in higher education on both sides. So, from here we have taken many recommendations, and much information, identified many gaps and enabled us also to improve our programs. Then, we moved to another one which was very similar. That was a project, this one financed exclusively by the European Union and dedicated to the gaps in Aeronautics and Air Transport, where the industry understands that there are gaps in education, that is that they receive our graduates with insufficient preparation for the development of their professional endeavours. And so, this Educair program was in fact meant to do the analysis of the air transport programs and what we could do over these programs.

So, we have used the same methodology. We have made the review of the programs, and we understood what the gap was and did the analysis of the gap, made an international discussion over these gaps and then proposed some elements to improve and to complement our programs. So, basically, we have tried to introduce in our programs and in our methods of education the so-called active education, introducing societal competencies, critical thinking, and an institutional infrastructure of information and innovation that provides a more resilient system.

My experience in this, which has already some years, is that we really need a new role for education. And this can be very much fostered by international interaction. And we need to change our methodologies for more active education. So, for case oriented, for vocational training and includes also in our education extensions for lifelong learning and for distance learning and bring more flexibility in the organization of the CVs with more options and,

of course, enter also what is called today in the literature, Democratic Learning through the digital technology. And some examples are the School 42, the Self-Learning, and the Peer2Peer Learning.

So we are, in fact, at the stage in which international communication is an added value of big impact over our capacity and our ability of providing good quality and international environment to our students. And in fact, this is to my experience, it has been always of a big added value. And this is the story I had to tell you.

Laura-Jane Silverman London School of Economics - Generate

As has been said, LSE Generate is the school's first flagship global entrepreneurship centre and we very much seek to support students and alumni build, develop, and scale socially driven businesses so very much in alignment with the UN SDGs. Actually, it means funding competitions and acceleration programs. We've just launched our second coworking space in our London headquarters, which is obviously where the great majority of our students are based. But two things have become increasingly clear to us. When students develop businesses, they dabble, and they may attend one or two events and might seek out mentoring. But actually, the magic happens when students graduate, they have more time. Their business can be their priority. The second thing we know is that over 70% of our students are international. And so, whereas we would love for alumni to stay in London, and we believe it's an incredibly enabling ecosystem for entrepreneurship, we endorse students and alumni with start-up visas to allow them to stay in the UK

for up to two years to give them their best shot at building a business.

But actually, the reality is that they do go back home, or they do seek other hubs across the globe. And so given that our remit is to support alumni, as you said in your introduction, we have identified key hubs across the globe where we can further support them.

Historically, as you may know, with the London School of Economics, students have graduated, and they have either gone left to the city or right to Government. Then over the last, I'd say, 18 months, accelerated by Covid, we've noted that students are unhappy or disgruntled with the way that corporates or Government are handling the world's most pressing urgent issues. And they believe that with a little bit of infrastructure provided by the university and access to capital, they can actually build their own businesses and go out and solve those problems by themselves.

They have the confidence of youth and they have often their courses that can help act as a springboard to start up building. So, LSE Generate has identified 22,000 alumni who would very much welcome global support from Generate. And in the last year, as you said, we've launched 15 international hubs that have been created to support alumni entrepreneurs in those locations.

They're run by alumni volunteers. For us, it's really important that the program is alumni led, but we support it with our own funding and staffing. Alumni that are linked to the hubs are supported, but also give back. We have this beautiful virtuous circle where we support the alumni as they go through the early stages of their business, as they grow, as they scale. They then tend to give back in a variety of ways already through ad hoc mentoring, sponsoring a prize in funding competitions, and hosting onsite visits to start-ups, for example.

They also help us signpost local programs that we can

run together as a kind of cocreated program when we run events for alumni, I think what is important here and potentially specific to the conversation, we market it to this group, but we always tap into the local university ecosystem. We invite interested students from across the area and everyone is welcome to attend. It's truly inclusive and as I mentioned a number of times during this intervention, but we fully believe that diversity will always bring excellence. One of our most successful programs to date is the multi-university, socially focused business accelerator and that we launched during Covid. Admittedly, we invited 19 teams, and 45% were women founders, 45% were [im-perceptible] founders, and they came from across eight universities. And we were funded by the UK Government and so the universities came from across England, Ireland, Scotland, and Wales.

However, the success of that program led us to now look at growing these... and replicating these acceleration programs across Europe. We're currently looking at seeking some EU funding with partners including NOVA to build a Portugal wide accelerator program, bringing together university students from across the country and to embark on a three-month program supported by LSE academics, but also mentors, business practitioners, and industry experts from across the local region. LSE Generate has also been developing an extensive civic engagement and outreach program for local groups and such is a really important part of the school's local and also global engagement strategy, which is also important for the UK's government place agenda.

The civic role of universities has arguably never been timelier and more crucial. But in order to really maximize on opportunities and create positive long-term impact on our doorstep, we really believe that universities need to bake this component into their strategic plans, their five-

year projections from the get-go, ensuring too that universities and communities cocreate initiatives that are mutually beneficial, not as a CSR tick box exercise, which is often common or to contribute to internal reports, but as an embedded strategic mission with clear goals. It goes without saying that every institution works in its own way, and each varies enormously in terms of needs, so there is no one-size-fits-all approach. But over the last three years of growing our international program, we've noticed some common themes that I hope will be useful for anyone here today looking to do a similar project.

First things first, our students and your students are by far your greatest ambassadors. They are mission-led. They're socially driven, restless, unhappy with the status quo, and they're super keen to create solutions. So, for us, it was a no-brainer. They need to be in our boardrooms, leading projects, sharing their research to create real-world impact. Our students are key to our relationship with communities and place. They're global citizens who often come to a new place to study and then make it their permanent home. So, they contribute a huge amount to the economy, culture, and vibrancy of a place and make up the workforce of the future. And as long as we can offer the infrastructure, as I said earlier, access to capital, and in times like these, real encouragement, and motivation, they will move mountains. And they have. And you guys have seen that too, I'm sure.

To give you a flavour of how we have and are bringing them in, I'd like to offer you a few tangible examples. We build all of our international program around local problems, so our hackathons focus on geographically specific problems. Homelessness in LA, Education in Nigeria, early years development in Lisbon. We bring together students as part of the global trek or a capstone project or standalone skills development activity, and we work with the likes of Aga

khan Foundation, Obama Foundation to create potential solutions to real and life business challenges. Students get to apply their theoretical learnings and develop key business schools and stakeholder management skills, while also benefiting the local community. Increasingly, students here in the UK and across Europe – I'd love to say that we're part of Europe obviously still – and students are actively seeking out opportunities to engage with industry and connect to local places, as that increases their transferable skills and employability prospects. Moreover, certainly here in the UK, it seems likely that competition between institutions for students will be more driven by the visibility of a commitment to social and environmental justice in future, and that shouldn't be underestimated.

Secondly, it's really important to know your place in the community, and it's something that we've learned very quickly. The starting point needs to always be a cultural understanding, so leaving our white Ivory towers and engaging with the community to listen to and learn from them is important. It reduces awareness and that inevitable scepticism around elitism within universities. It provides a solid foundation for a clear and powerful delivery plan and ultimately builds community from the get-go, from the outset. When we launch a new hub, we tend to visit the area first as part of the student trek rather than just speaking to students who come from the country at the London campus, we ensure we've spoken to policy makers, corporates, and most importantly, the local people. As an example, when we ran a community project recently with a local council to create solutions to rising air pollution, we spoke to a family whose daughter suffered from asthma since moving to the urban area. For us, it's an excellent opportunity for our students to bring their research to life and for universities to radically impact and innovate in a direct and meaningful way.

Just on this note, many universities, including our own,

have multiple campuses around the globe with varying cultural and socioeconomic drivers. There must be wise and informed choices around this. It cannot include everybody everywhere, which is a mistake more entrepreneurial players like us often make. It's an ongoing process, and it's helpful to have regular points throughout the year that provide an opportunity to engage, reflect, and review progress. It may be that your hub needs to be in a more emerging, more than an established area, that the impact is higher and more urgent outside of the central hubs, away from more saturated ecosystems. And as an example, we received funding from the British Council this year to upskill local Nigerian universities on topics such as innovation and developing an enterprising mindset. And after scoping out the market, we realized that we would have more impact rolling this out in a less known area just outside of Lagos than the go-to centre of Lagos, where there is less of a spotlight but more of a social need. That's what we tend to think when we're planning these growth objectives. And as a socially driven set up, we feel that that definitely needs to be factored in.

And thirdly, and finally, this is my least favourite. But from experience, one of the most important components to factor in, building internal capacity and processes and ensuring systems work from the start. Over promising and under delivering is common when starting what looks like an exciting project with local communities. So, it's essential that we spend time making sure we can execute and that the project is mutually beneficial. From the outside, universities can seem overwhelming places. The structure is difficult to navigate, and so if we have a small local coordinating team that's perfect for creating a front door approach to the world outside. And when we start a new hub, we bring on two alumni ambassadors from the region who understand the internal culture and can comment on what

capabilities and capacity is required to make it worthwhile for everyone.

At an institutional level, frameworks and policies and systems and processes can make an enormous difference. For example, recruitment needs to reflect the importance of this work. Whether we like it or not, what gets measured gets done. So, identifying university wide KPIs and the appropriate governance is really key, albeit sometimes frustrating and time consuming. So, these are just some examples of how we can dream big to deploy innovative solutions to meet the immediate demands in a pandemic, hopefully soon post-pandemic world. If we're to succeed genuinely, we need more people working together to break down silos. And the great thing that I love about universities and why I've worked in them for so long, is that on the whole, they are healthily competitive, but highly communal, and they have the exciting potential to promote a sustainable and inclusive recovery. The bottom line is that these challenges are more significant than any individual university. And as I said earlier, diversity always brings excellence.

So that is why we're looking outside of our own operations and our resources and forming unique partnerships with other universities and governments and corporates. The more minds we apply to the challenge, whether that's climate or education or gender equality or mental health, the better. What if more university partners came together to set a path for the future, a future that everyone, regardless of nationality or economic situations, can celebrate and share in? And what if together we could do all of those things within our universities while addressing the UN SDGs' realistic and critical goals on which local communities rely? If we could do both, our student businesses would be more competitive, more responsive to the changing needs of consumers, and way better prepared, ultimately helping improve the livelihoods of everywhere for everyone.

A live chat with Rosário Macário

Célia Ferreira: *Thank you very much, Dr. LJ Silverman for your contribution and some examples of the work that has been going on at the London School of Economics, LSE Generate.*

Our next speaker, unfortunately, cannot join us, but she would be speaking about a different model called Cambridge Global Challenges. We will put the link in the chat, so those interested can have a look. I can just say briefly that the Cambridge Global Challenges is an initiative that learning from and working in partnerships with research and implementation institutions in low- and lower-income countries advances the impact of the University of Cambridge's research towards the Sustainable Development Goals in these countries. So, if you are curious about what they do, just go to their website and have a look.

I don't see any questions from the audience. Please, feel free to put up any questions for our speakers. And in the meantime, maybe I will just speak a little bit to Professor Rosário Macário about her thoughts about sustainability and its relation to efficient transport because one of the United Nations' Sustainable Development Goals for sustainable cities is precisely the access to convenient public transport.

Professor Macário, do you believe that by changing the methodology for education, as you mentioned in your presentation, that you are somehow contributing to achieving this target? Until now only 50% of the goal has been achieved. So, in what way does your work at Técnico contribute to this achievement?

Rosário Macário: *Well, I believe that we all think that education is a main pillar of the society and that's why most probably that we are all here. That is a point of convergence, I guess. But indeed, well, transport is one of the domains which has more impact in the Sustainable Development Goals. So, we have an influence in almost all of the Sustainable Development Goals, either directly or indirectly. And transport, contrary to what people can*

think, transport is not in fact about Engineering or about Economics. All these are supporting elements. Transport is about behaviours. And it is through education that we are able to change behaviours. For example, we are bringing this experience that we have had in the projects that I have pointed out. We have now in the domain of the EIT Urban Mobility where the University of Lisbon is one of the core partners. And we have been developing some projects with children. So that is the age before coming to the university and even the younger ones on sustainability. So basically, we are trying through education to change behaviours and that is the key issue that relates to the way education can change minds.

So, these children will arrive to the university with a completely different mindset than our generations or the generations before us. I mean, our generation, my generation and did not learn anything about sustainability in the school and even at the university. Only at the end we received some information about sustainability. It was not a key word. It was not a main concern at the time. And so, I used to say that this is the most difficult generation because we have been taught some things and some principles and some behaviours that do not correspond to what is needed now and now we are active, but we have to behave in a different way than what our education was. So, I really believe that it is through education that we can do two things. One, change the behaviour and this has to start before the university.

And that's why we are having these research projects with children where we are passing the word about sustainability, the principles, teaching the children, what does that mean, how do they have to behave. And I think this is a role of the university to prepare the future generations as well.

In the other direction, we have to contribute, and this is where our master's and PhDs and graduations act. We have to contribute to the quality of decision making and to prepare the future decision makers in terms of sustainability and to teach them in an environment of multidisciplinary so that they can understand that the view over the world has to be a holistic view and that if they want to influence the citizens towards correct behaviours, then we have to have the eye of the citizen over the systems and not the eye of Engineering or the eye of Economics or the eye of Psychology or Sociology.

So, we have to be more transversal. And by being more transversal, I think we will be able to reach a generation of decision makers that will be more sophisticated, more adequate to the challenges that we have to do. So, I'm a strong believer of this and I hope I am right that in some years' time, we conclude that this was a good way to go.

Q&A

Célia Ferreira: *If I may, I would like to share a story that happened to me. I went to São Tomé and Príncipe to look at a waste collection system that was developed by a local community. They didn't have waste collection from the municipality, so, they wanted to deal with this problem. The community tried to implement its own waste collection system. And I was so impressed by this initiative because here [in Europe] we have infrastructure, we have services, and we don't even think about it. And the community in São Tomé and Príncipe felt this problem and acted upon it. I went there to observe what they were doing as a case study and also to provide some advice. And it was really difficult not to impose the European way of thinking and doing things. And this is one of the most difficult aspects of*

internationalization: one should adjust our mindset to the new reality because what is good here [in Europe] probably will not work there [in São Tomé and Príncipe] the same way. And you have to listen to them, you have to observe before you can contribute, and you have to learn from them also. Because they have their own way of doing things and sometimes it's really enlightening how things happen. So, I think one of the challenges of internationalization models that higher education institutions need to take care and pay attention – and you mentioned this aspect in your presentation – is that we should really listen, observe, and get down from our Ivory hours. I don't know if you have any extra comments on that.

Laura-Jane Silverman: *Yeah, I mean, that's absolutely on the money. And I think for LSE, that does have a very strong global reputation and great research, but definitely has this kind of elitist angle and is known for that. In order to kind of break down those stereotypes, I think it's almost a kind of matter of humbling yourself. And it's very difficult. If you create a program in the UK that might win an award that creates enormous impact in the local ecosystem, then there's a real urge to kind of package that up and take it over to another global hub. And we learnt very quickly that just wasn't a sensible way of doing it. It's about getting under the skin of the local people, understanding exactly kind of what their specific needs are, listening to them. A lot of this is more learning from, which is interesting for a university where instead of teaching and educating, I think when you're looking to internationalize, it's more learning from the local ecosystem. And it's much better to do that from the outset than to have to unpick it later on or just to kind of risk reputational damage as well. I think how we've managed to deal with that is, like I said, bring in the kind of*

local ambassadors, so the alumni and that have grown up in that environment that are connected to the ecosystem, that understand those very nuanced cultural sensitivities, we actually bring them in. And rather than kind of sweep in with our professors and our academics from the UK ecosystem, work with local ecosystem players. And that's really important for us.

When we open a coworking space, that coworking space isn't just for LSE alumni, but it's for people in the local area to come in. And those kinds of serendipitous encounters that LSE alumni and students can make with people from the local area are just fantastic and they're impactful and they provide us with sustainable kind of results as well. So that, for us, is super important. I think it's also very difficult for universities because they're generally quite bureaucratic, they're very large, they're institutionalized, and when you're trying to do something new, the processes can be often quite clunky. And then in order to, for example, create legal entities across the globe as well, these things take time. And when you can see these social issues that are so urgent and our students that are so ready to confront them with the local ecosystem, it's about balancing that. It's about balancing that kind of desire to be entrepreneurial with the reality that you do operate in quite... where there is quite a lot of red tape and bureaucracy, and it's about embracing that and kind of working out a middle way to ensure that the program is a success.

Célia Ferreira: *Yes, I agree with you. You're right. Now, we have a question from the public by Mr. Leon Cremonini, University of Twente. I'll just read the comments and then maybe one of you could answer: "Universal social responses suggest the capacity and responsibility of universities to contribute to shape and develop society through their*

activities. In international partnerships, I think it is important to ensure we do not go to, say Africa, and tell them what the problem is mostly from a Western perspective but find ways to ensure we, as universities, are responsive to the expressed needs of society. So, the question is how to ensure a balanced relationship where the agenda is not dictated only by the funding a rich partner. For example, in Ethiopia, the higher education system likes responsiveness to local needs and realities". We have already partially addressed this issue. I don't know if you want to add something else.

Rosário Macário: *Yes, I can add something else from my experience. I've been working quite a lot in different parts of the world. In Brazil, in Africa, Indonesia, in the Eastern Europe, Kazakhstan, Uzbekistan. And that question is very relevant from the colleague of the University of Twente. There is a path dependency. So, we cannot just copy paste the experiences from the rich countries to the less developed countries. There is a path dependency. There is not only the path dependency itself but also the need to create infrastructures that allow maturity to be reached so that certain solutions can be adopted. And this is in fact our role. So, when we go and work in these countries, we cannot just take our solutions, but instead we have to understand the problem in their perspective. And in some cases, or I would say in many cases, there is a possibility of leapfrogging, but we have to ensure that the basic conditions and structures will be there and the required maturity for that solution to be successful.*

So basically, I have used very much this term and even methodology of transferability of solutions because transferability in fact implies that I understand the recipient of the experience and that I can find a solution that is ade-

quate for the framework environment where that institution or those persons are involved. And we can find absolutely fascinating experiences. And I would say that even the developed world has a lot to learn with the underdeveloped world and by myself, I have learned a lot in all these experiences, and I think it is our obligation to contribute to this upgrading, to this development, and to this interchange that it is absolutely possible and that we have an obligation to do it.

Célia Ferreira: *Thank you very much. Just to move a little bit forward on our discussion, what are the other problems that must be dealt with when higher education institutions want to internationalize and contribute to sustainable development? Do you think there are other major issues as well?*

Rosário Macário: *Well, there is one issue that we need funding lines to enable us to do this in a more systematic way and to establish these collaboration programs in a more robust way. And these funding lines do not exist. For example, I have been doing this normally funded by multilateral agencies like the World Bank, the Asian Development Bank, or the African Bank. But even though you have some projects here and there, but you don't have a systematic line of funding that will enable us to provide continuity in these experiences, and that continuity is crucial in terms of obtaining the success. So, from my point of view, this would be something of an improvement to be achieved, that is to obtain continuity in the funding lines so that we could, in fact, enable these countries to follow a certain path that will be their own path, but accompanied by the ones who have already had the experience ahead of them. And even with the collaboration from the programs*

of collaboration that I would say that almost all European countries have with other countries. Those collaboration programs are in fact, not much focused on education as the seed. And I think that is definitely something that we should struggle for.

Célia Ferreira: *Thank you. Dr. Silverman, do you want to add something?*

Laura-Jane Silverman: *Yeah, I think absolutely in agreement there. I think the kind of the different funding models as well, and the way to process, for example, payments, some companies use... some countries use MoUs, some use NDA, some use different forms of contract. And I think although it's quite a boring point, it's often a blocker for universities where they need specific agreements in place to be able to carry out that. As well as I mentioned earlier, those entities actually having a presence in those countries is often quite challenging as well. I think as well, the kind of cultural etiquette, the way that you do business across the globe is very different. And so again, cocreating your programs with local ambassadors to ensure that you don't misunderstand a meeting, what is going on in a meeting, and to understand that that communication is crystal clear from the outset, so that when those programs are starting to form, everyone is on board and understands what the implications are, because that can quite often get muddied and that's quite often very vague. I think the problem as well is just the fact that you're not always out there on the ground managing these programs. So, you're dependent on the local ambassadors, which is... when it's in the UK and when it's on our London campus, we're there every day, we're breathing it every day. We're living it. But actually, when you have a project out, for example, in San*

Francisco, or Mumbai, or LA, you're not there and you have to rely fully on your outsource team to be able to fulfil your strategic objectives. And that distance can quite often cause issues.

Célia Ferreira: *Well, thank you very much. And this brings us almost close to the end of our panel, unfortunately. I've been enjoying this panel and it allowed us to share experiences. We saw two different internationalization models to promote sustainable development in local communities. They work differently. They have different objectives, but they both contribute to sustainable development. And we have also highlighted two of the major obstacles for these models to succeed, which are the funding problem and the necessity to create and promote local collaborations. These are the key, not problems, but the key issues that one should really look into when trying to go for internationalization. So, I thank you all. I thank our speakers for their collaboration and also the public for the questions and hope that you continue in our webinar and enjoy the rest of it.*



Bureaucratic Barriers for Internationalization of HEI

Rita Falcão

Director for Education and International
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Isabel Salgado

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Gustavo Alva-Rosa

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of Foreign Affairs)

Bureaucratic Barriers for Internationalization of HEI

Rita Falcão

Director for Education and International Development
- NOVA University Lisbon

This is the last panel of the day, and we introduced it because, in the perspective of the internationalization of higher education institutions, we have to deal with different bureaucratic challenges. I prefer the word “challenges” to “barriers”. In the context of this project, it makes total sense to include a panel dealing with these challenges. We will have on this panel different institutions that are part of this process of the internationalization of higher education in different ways.

In Portugal, there is a particular instrument that was created recently and has created opportunities for the universities to recruit students outside the European Union. And this has been quite a challenging event in terms of higher education in Portugal. As another example of strong efforts in internationalization of higher education, NOVA, as you probably heard from the news, has recently created a new campus in Cairo. This was an initiative that came to us and to other universities through our Ministry of Foreign Affairs. For us, it was quite a challenge and a really interesting one. We embraced this challenge, and we expect, if everything goes right, to open with students already in September.

All these initiatives and policies, all these instruments have a consequence that is an increase in the mobility of people that are in some way related with the academia. Students, professors, and staff have been coming and going in a much more intensive way than before, especially outside Europe. This accumulates with other migration

patterns that also have been increasing. And this creates challenges. This session is intended to be a constructive session that will help us to think a little bit about these challenges from the different perspectives of the different organizations involved.

Isabel Salgado

Regional Director – Centre Regional Directorate
Portuguese Immigration and Borders Service

When I received the invitation and I saw the subject of the panel, I said to myself “but what bureaucracy barriers are we speaking about?”. But now as has been said “it’s not barriers, but challenges”, I understand and agree. I think that at this moment we don’t have barriers, the bureaucratic barriers in the Portuguese law, but we still have challenges and I think that together we have to go to the good way. First of all, I just want to inform and clarify immigration procedure to study in Portugal legally and safely. When we speak about migration and when we speak about student migration, I think we also have to think about safe migration. And what I think, and my experience says, is that when the students come legally, they have the chance to stay in Portugal safely. This is my worry. Come legally to stay safely. So, I’m going to set my presentation as six points.

The first is the definition of higher education student. I want to speak about evaluation approaches, legislation regarding residents of higher education student, different legal frameworks, special cases procedures, SEF procedures to increase student proximity, and some statistics. This is my intention. Speaking about the definition. This definition is obviously the [imperceptible] definition, European definition for higher education students. In the presentations

before mine, I heard a different definition of higher education student. This is the legal definition for higher education student. And legally speaking, higher education student is a third-country national who has been accepted by a higher education institution to attend, as a main activity, a full-time student program leading to an academic degree or a title recognized higher education, namely a diploma, certificate, or doctorate, which may include a preparatory course for such studies or compulsory training within the scope of the study program. This is the legal definition of higher education student.

We know the definition and now we also know that we don't have barriers, legislation barriers. We have challenges. And I want to give an example that we don't have legal barriers. And the example is: I put here an act from '98. The legislation in '98 regulates the enter and the stay of the students in Portugal was very, very, very close. The students could stay in Portugal. Just in [imperceptible] with the student visa, was a study visa. There was no way to stay here then with a study visa. And after the study, they have to return. And this visa does not allow any student to hold or to carry any professional activity. This is a very close regime legislation in '98. That's what we had. Now it's really very, very, very different. The current legislation is a very open legislation. The international students who intend to come to Portugal, they have very different ways to stay here in Portugal. They have to come to a visa if they need visa to enter in Portugal. But after stay, they have different ways to stay.

We also have to say that all the procedures are very friendly procedures, easier procedures, and there's another thing that is important for the students because we know that some students don't have the same economic capacity to stay in Europe, to stay in Portugal. This legislation allows also the students to have professional activity and

they don't have to ask for they just have to communicate to the immigration service that they have professional activity. When this professional activity cannot be the principal activity, they have to prove that he is studying, and has all the social benefits of his activity.

Now we have five ways to stay in Portugal studying, and the international students can stay here with a consular temporary stay visa for study in higher education. They can stay with a consular residence visa for higher education study. But this just for four months. A residence for higher education students granted with consular visa, a residence for higher education students granted visa-free, and also the student mobility residing in other member states don't have any resident card to stay in Portugal study. Speaking about consular temporary stay visa for study in higher education, this is a visa, a consular visa. Those who want to come to Portugal to study, they go to the embassy or the consulate and ask for a temporary visa. These visas are for those who intend to come to Portugal for one year or less because who intend to come for more than one year, they have to ask for resident visa, consular temporary stay visa for study in higher education. This is one way to stay in Portugal studying.

This visa is the visa that the student who intends to come to Portugal to study and live because the school is more than one year, they ask for a consular residence visa for higher education study. This visa has the validity of four months, two entries in Portugal and the student, when he comes to Portugal, he has to go to SEF Immigration Office and apply for the resident card. After applying for the resident card, he has a resident card. So, he asks for the visa in the consulate or in the embassy. He goes to the Immigration Office and in the Immigration Office we used a resident card with the consular visa.

This resident card has the validity of one year and can be

renewed one year after one year, if the student proved that he's still studying. Another possibility to stay in Portugal studying is those who enter in Portugal legally and in Portugal, staying in Portugal, decide to go to the University to have studies. And those who stay legally in Portugal can also apply here in Portugal for a resident card to study. This is another possibility. The last possibility to stay here is those who are in the mobility of higher education students, those who are in another European country and have a resident card in another European country and intend to come here to Portugal for some months of study: in this case, there is no need to apply for a visa or for a resident card in Portugal. The student just has to communicate that he is studying in a university and intends to stay here and for how long.

Speaking about friendly, I think that Immigration Offices have procedures to reduce bureaucracy. I think the Immigration Office is near universities, is near the students, and this is a challenge. We also want to be more near a few. We also want proximity of the high schools. We want more proximity to the students. And that's why we have public bureaus in the universities. We have a very good experience in Coimbra with Student Hub; in Lisbon, with the Lounge, Study in Lisbon Lounge. And those are bureaus just and only for students. They don't have to go to the public with the other persons, especially for them just to take care about students' problems and we think is very good.

Numbers. It's always important to look to the numbers. We all know that Covid changed all the numbers. We see that in 2019, we had many resident students, today are not so many. But it's important to see that we have a number with consular visa and a different number with study resident card.

To finish, we observe that the legislation and procedures for studying in Portugal are free of bureaucracy, are friendly

to international students, and compliance with them is the guarantee of safe residence and social integration. I myself I have the conviction that the students stay safely and if they come legally and stay legally. And this is my thought for this panel: come... enter in Portugal legally, stay legally and you have the possibility to stay safe and the possibility of being in much more well integration.

João Carlos Figueiredo

Directorate-General for Higher Education

– Division of Recognition, Mobility, and International Cooperation

My presentation will focus on the change that was made in 2019 in the recognition offering diplomas and academic degrees, which are made at legislative, procedural simplification, and transparency. Throughout history, Portugal has had some very important legal diplomas. I would like to highlight decree-law nr. 283 of 1983, which creates the concepts of equivalence and level recognition. In 1997, for the first time, the concept of automatic recognition emerged only for PhD degrees and only for a very small group of countries. It was in 2007 that the concept of automatic recognition was extended to all cycles and to a significant number of countries. In 2017, as part of a simplifying measure, a single diploma creates the national registration number just for automatic recognitions.

For the implementation of this, we created a national platform where automatic recognition is carried out and which generates this national registration number for all automatic recognitions granted. In 2019, the new legislation came into force which aggregates all existing legislation to date in a single law with some important changes and simplification of procedures. We currently have two

types of recognition. The automatic recognition which makes it possible to generically recognize higher education foreign degrees or diplomas with identical level, objectives, and nature to the Portuguese degrees of *licenciado*, *mestre*, and *doutor*, and the short cycle professional technical diplomas that are included in one list of degrees and diplomas approved by a commission for the recognition of foreign degrees and diplomas.

The second one is a specific recognition that matches a degree or diploma from a foreign higher education to a Portuguese academic degree or higher education diploma through a casuistic analysis of the level, duration, and programmatic content in a certain area of formation. And the third way is the level recognition that allows to recognize by comparability in an individualized way a degree or diploma offering high education as having a level corresponding to an academic degree or Portuguese higher education.

This new legislation established three recognition figures in a single legal diploma. It removed obstacles and made the application for recognition in Portugal simpler, as any citizen anywhere in the world can apply. It creates the national platform RecON, where all recognitions are analysed regardless of whether requests are made to the Directorate General for Higher Education or to the higher education institution. It eliminates bureaucracy and makes response times faster. It made the process more transparent since the process must go through three levels of analysis or approval. It's a process more dynamic. It extends the national recognition number to all types of recognition. In addition, it created the possibility for all recognitions to be validated online by employers, research entities, or higher education institutions, for example.

It has simplified the application for recognition in a single form where candidates can apply at anytime and anywhere in the world. For automatic recognition, which is the

simplest and fastest to be achieved in Portugal, we have now 38 countries covered. All countries from the European Union and countries that historically seek Portugal most as the destination to work, study, or research. This process is dynamic and the commission that chooses countries for automatic recognition is constantly studying new countries so that they can be included in this list. As you can see, within each country, there is a list of degrees and diplomas that can be automatically recognized. This means that any degree or diploma on this list may be automatically recognized. In this sense, the graduates will only have to carry out an administrative procedure to validate their recognition. All other degrees and diplomas from these countries or from countries that are not on this list must be analysed through the other two types of recognition: level recognition or specific recognition in the higher education institution.

To request automatic recognition, the candidates must submit through the online form a scan of the original diploma awarded and the documents with the final classification. Documents may be submitted in Spanish, French, and English. All other languages must be accompanied by a certified translation. The cost will be around €30, and you will have a response in maximum 30 days. And now, I will share with you some statistical data since the entry into force of this new legislation. As of November 22, we had a total of 13,458 recognitions granted and you have the difference of automatic recognition, level recognition, and specific recognition. This is the annual evolution of the recognitions granted where it can be seen that in 2019 we have lower numbers explained by the transition to the new law. There is an increasing number of recognitions granted and for 2021, I can guarantee that in the case of automatic recognitions we have exceeded 3,000.

And finally, we have the top five of the countries in which the recognitions are granted. Brazil has stood out in recent

three years for obvious reasons of cultural and linguistic proximity, combined with the political instability in that country. And then we have United Kingdom, Spain, Italy, and France, which are countries that seek Portugal a lot, either nationals of those countries or Portuguese people who go to study in those countries and then return to Portugal again. For additional information, I leave you the page of the Directorate General for Higher Education⁶ with more information about the recognition procedure and my email if you have questions.

Gustavo Alva-Rosa
Higher Education Team Leader
- National Agency Erasmus+

I would like to thank NOVA and Universities Portugal project for this kind invitation, and also to congratulate this partnership for this webinar. I don't know if these are good news or not. The Erasmus perspective would be to highlight some challenges we think we are facing nowadays and also to underline some good practices we would love to see as regular ones within higher education institutions in general. For this year of 2022, we are receiving once again the ICM (International Credit Mobility), and this means that we expect to have an increase of incoming students coming from outside Europe. So, this leads us to some concern in terms of visa or in terms of practicalities and bureaucracies that must be assured by these students.

Also, we have been following the Brexit process concerning the United Kingdom, and we can add that there are some difficulties when we talk about Portuguese students moving to the UK nowadays for a mobility experience of more than six months.

Our question is: are we having the same problem for incoming students from the UK? Is this a problem? UK, as it was already said, is one of our main partners, at least in terms of recognition of degrees. Also, another event that we already have since 2021 is that international mobility from an outgoing perspective is nowadays accessible to all higher education institutions that are participating in the Erasmus program. And this is a novelty since it was not possible until 2020 for most higher education institutions to have international mobility activities. We mean mobilities moving outside Europe, leaving Portugal to another country or to a third country, as we call it. So, this means that we expect to have more interinstitutional agreements between higher education institutions, namely between Portuguese and institutions from third countries. And this, in a reciprocity perspective or in a reciprocity approach, as we expect it to be. Thus, we expect more incoming students coming from third countries. And this is a kind of a challenge that we will face in a short term.

Still, from the Erasmus' perspective, we share the concerns coming from higher education institutions. We are not an official authority in terms of bureaucracy or in terms of legal issues when we talk about mobility activities. So, we have to deal with the same rules as every institution does. But still we receive some... well, let's say, some problems, or some problems are shared with us when, for instance, foreign students from third countries are about to begin their mobility experience in Portugal and for some reason, they are not being able to have a visa or they did not apply with... well in advance, for instance. So, this leads me to the practices or the good practices that would be very useful, I believe, within the Erasmus program, at least for Portugal. It would be quite valuable to have a special and fluid communication between public services within these terms, because sometimes we have concerns and

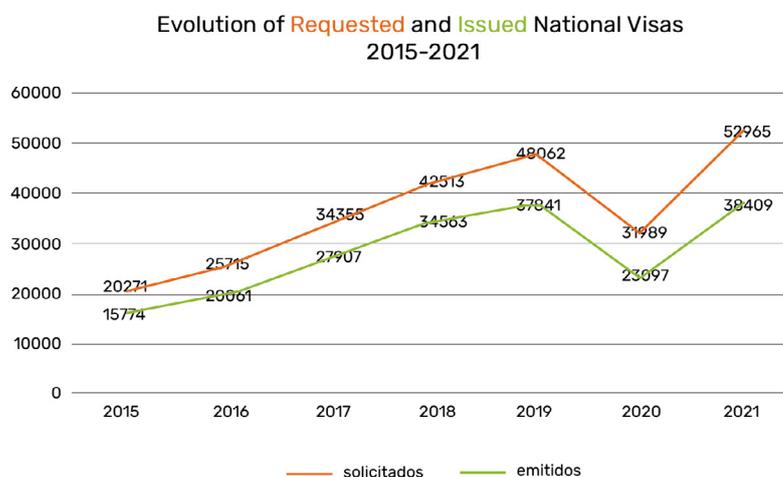
we do not know how to contact, for instance, SEF or some other public authorities. This is kind of a challenge that we have here to build some more close and fluid communication processes among institutions.

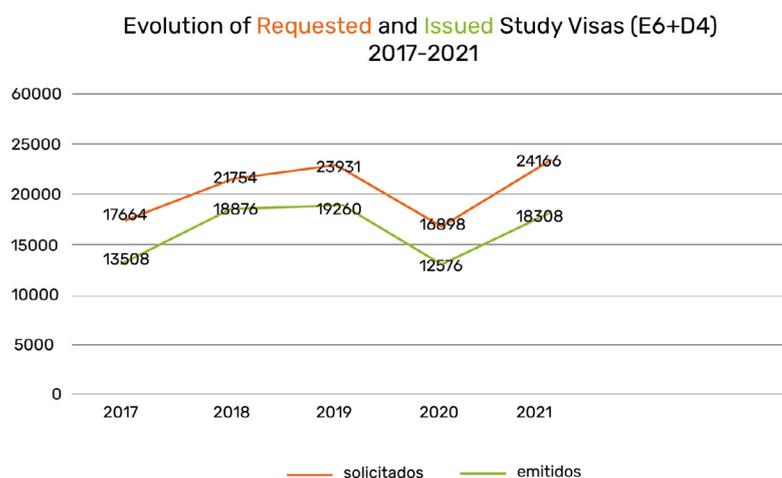
Filipa Ponces

Director of the Visa Department at the Directorate-General for Consular Affairs and Portuguese Communities (Portuguese Ministry of Foreign Affairs)

As has been said, I have been in the Diplomatic career for more than 20 years and I have served in different countries in Europe and Africa, but the last one, Cape Verde, was particularly challenging for me. It's a small country with nine islands in the Atlantic Ocean, but a small country with a lot of young people wishing to live and study in Portugal, due to the language. So, I do know a little bit about this subject in the field. I would like to show you briefly a statistic map.

Evolution of National and student Visas requested and issued on Portuguese Consulates from 2015 to 2021





So, this is a statistical map showing how Portugal has been open and fully committed to the internationalization of higher education.

On the left side, you see the evolution of requests and issued national visas on all consular posts from 2015 until last year, so, 2021. There has been a constant increase in the processing and issuing of national visas in recent years, more than the double from 2015 to 2021. We can see in 2020, of course, for known reasons, linked to the travel restrictions due to the pandemic, there was a substantial decrease in the number of visas issued. However, it is with satisfaction that this decrease was not as significant as what happened with the short stay visas. Even today there are travel restrictions for people who want to go on holidays. However, in 2020, Portugal was the first country of the European Union to accept national visas and we started to issue them in June, mostly student visas.

Now, among the national visas, we have the student visas. The graphic on the right side shows the evolution of the requested and issued student visas. We only have from 2017 to 2021. From 2019, the results were particularly sig-

nificant concerning the two visa typologies applicable for students; from the total of almost 28,000 national visas issued, 51% were on student visas. So, half of the national visas were for students all over the world. The same thing in 2020 despite the pandemic. So, Portugal never stopped issuing visas for students. In 2021, we already have the statistics and a total of 24,000 student visa applications were issued.

In summary, I would say that we are fully committed to this internationalization of higher education. Portugal issued a lot of national visas and mainly 50% of them are students among several countries. The majority come from the Portuguese speaking countries but every year there are more applications from all over the world.

Closing Event

Eurico Brilhante Dias

Secretary of State for Internationalization Affairs

Nowadays, we are living interesting moments in Portugal, as we are going to have elections soon. Nevertheless, it's important for me as a member of the Portuguese Government to be with you talking about an important internationalization area.

Since the beginning of my term in 2017 I had this important challenge, but at the same time, this important task. We need to have more exports; we need to diversify our exports and it's quite important to have more service exports. And among them, among those services that we can export, of course we can export also our programs, our University and Polytechnic schools' programs. Many of them taught in English, many of them open to foreign students. But at the same time, it's quite important to highlight that a country that can export services and mainly that can export services related with knowledge, related with, of course, University programs, related with research and development and innovation. It's a country, it's an economy that really adds value to the community.

It's really a community that will have best and better wages, better salaries. At the same time, it's important to our international promotion to show how our universities are competitive, how they can develop competitive programs, how they are developing programs that are among the best in Europe and in the world, how they participate in the most important scientific networks around the world. I may say that it's important to export services, but when we look to our university system and to our scientific system, it's important to stress when we look to this system

that it is also trying to show how the Portuguese economy, how our community is a community integrated in the world trade, integrated in the international investment flows, how can we add value, how can we participate in the most important and complex global value chains? So, in my introduction, in this introduction, it's important to stress, firstly, of course, we need to have more exports. At the same time, we have this important tool to show how the Portuguese economy is today different than it was when Portugal became a member of the European Union. In those times, the European Economic Community.

Probably, many of you don't know, but in 1986, when Portugal became a member of the European Economic Community, almost...or more or less 40% of our goods exports were in those times textiles, apparel, garments, footwear. And our exports and the Portuguese participation in the global value chains were quite focused on some parts of value chain where human resources and low skilled human resources were a key to compete in the world, 40% of our exports were related with processes where the human resources operation, human resources participation in the value added, in those times, was a critical way to compete in the global economy. Portugal was an economy where foreign investors were always looking to have human resources with lower wages when of course, those wages were compared with other European countries. For us, it was critical and it is critical to move forward and to shift from an economy based in lower wages to an economy where our goods are more valued by the way they are developed, the way they have technology, the way they show different aspects that were available and are available to our clients and to the customers, to the foreign customers and foreign clients.

For us, it was critical to show how... and it is critical for us nowadays to show how this economy – that economy that

in 1986 became a member of the European Community – how that economy, today, is a different economy where the scientific knowledge, where innovation and R&D are fundamental tools to develop new products, new goods and services, and now our talent, our human resources are today a tool to produce, to develop different goods, differentiated goods that are paid by international clients. And they are paid well because they are different. They include an important part of our research and development programs. That's why when we are promoting the internationalization of our university system and our scientific system, we are promoting not only our services, our programs, in order to attract more foreign students, in order to include our teams, our scientific teams in the most competitive networks around the world, but we are trying also to show how Portugal, how the Portuguese scientific and higher education system is competitive. We can compare this system and those systems with the most developed university systems in the European Union, in the world, and at the same time, we are showing to foreign investors how Portugal is able to develop talent, to develop talented people, and to develop R&D.

For me, it was obvious since 2017 that the promotion of our universities is a key element in order to promote a different economy, in order to attract different investment and foreign investment. That's why it was during the last four years so important to attract not only new investors to invest in Portugal in some plants, in some industries, but at the same time to attract foreign investment to develop R&D projects. And that issue is something that really changed in the last four or five years. When I was a member of the Board of our Trade & Investment Agency, it was obvious that our main focus was to attract new plants, new plants and also new services to Portugal. But in the last four or five years, we have attracted a lot of new projects that are

selecting Portugal to develop R&D projects. It was obvious. Different universities not only in Lisbon and of course also my ISCTE Lisbon University Institute, but also universities like Minho, universities like Porto, Aveiro, universities like Beira Interior, Algarve, Évora, those... and Coimbra, of course, they are today universities with different research centres that are participating with different companies around... not only around the world, but in Portugal, they are developing R&D projects that later on are going to be the basis in order to develop new goods and new services.

It's fantastic how we are attracting companies like BMW or Bosch, or companies like some French banks that are not only looking to Portugal in order to develop operations, but they are mainly looking to Portugal in order to develop R&D projects. And for us, it's critical not only to attract that kind of foreign investment, but at the same time, it's important because it not only gives to our researchers new opportunities to develop their work, of course, but at the same time, it's important because we can show how our university system can be an important member of those projects and really can add value to those projects.

For us, it was important to attract foreign investment, to develop new goods and services to export. But at the same time, this system, the internationalization of our universities is a key element also to show a different country, to show a country that really wants to develop more value-added products, goods, and services with talented people and, at the same time, creating also opportunities to our people, mainly to our youngsters, many of them now with master's and PhD degrees. They are, of course, looking to new opportunities to develop talent, new opportunities to be members of our community, to develop their work here in Portugal. But at the same time, they really want to be here, but integrated in the most competitive and international networks. And the attraction of these kinds

of operations is critical to create new opportunities to our well-prepared and well-trained people.

For us, it's critical to work together. It's a second topic that for me it's quite important, we need to work together in order to do this promotion. In the recent past, in 2018 and 2019, the years before the pandemic, this terrible pandemic, we were working together not only with group, the group, of course, of Portuguese universities, but also with our friends from the polytechnic institutions and institutes, in order to develop a common promotion strategy, international strategy in order to promote our programs, to promote our universities, to develop new international programs not only with Portuguese, but also with international and foreign institutions, in order to have more programs with double degrees, in order to have more R&D opportunities. And that strategy developed not only by the Ministry of Foreign Affairs, but also with our friends from the Ministry of Higher Education. It was a strategy that would give us more opportunities to show and to be... to show our offer, but also to be in different countries, mainly in the United States, but also in other European countries, in order to show our offer, our programs and how are they quite competitive.

That's why in this second topic, I want to stress the importance of being together, showing Portugal and how Portugal is a fantastic country to study in. We know with our friends not only from the Minister of Higher Education but with our colleagues from the Tourism, from the Secretary of State of Tourism, we are working together in order to define well a basis in order to show to the foreigners how studying in Portugal is really a good opportunity for foreigners. Not only because Portugal is a fantastic country to live in with a fantastic quality of life, but at the same time because our universities are good, are competitive, they have good programs and they have fantastic staffs, fantastic staffs with a fantastic academic background and, of course, open to

receive in our universities and polytechnic institutes, of course, and institutions, of course, students from different countries in the world. I need to say that, finally, along these years, in the last four or five years, we have shown to the world a country that is open to receive foreigners, open to the business, of course, but open also to work with, open to people from different regions in the world, of course from Asia to Latin America, Africa, but of course other European Union countries also. A country with talent and talent was our pool of talent was something that has changed so much. And that's why, as I said before, we are attracting investment from different countries in the world.

We are attracting investment not only to develop plants, not only to really manufacture products and goods in this case, but also to develop services and to develop, as I said, R&D projects. And finally, a peaceful country where the quality of life and the opportunity to develop peacefully... and peace is important. To be peaceful is an important aspect for many people that are looking for and are selecting a country to work and to study in, of course. A country open, peaceful and, at the same time, a country with talented people that are open to interact and to be part of different global solutions, part of different global projects. That country nowadays is a country with more than 75% of FDI. Of course, related with our GDP. 75% for the first time, we have more than 75% of our GDP in FDI stock.

Of course, our exports are growing, of course, with many challenges in services, mainly in tourism and, of course, air transport. But of course, our exports are growing again. The last year, 2021, we have reached a new record of goods exports and nowadays they are more than 30% of our GDP. Of course, we have also more or less 10% or more than 10% of our GDP in services. We are moving forward, not only attracting more FDI, but at the same time, retaining more talent in Portugal. And it's important to stress in the last years

our immigration balance is positive. We are attracting more immigrants than Portuguese going abroad. It's important for us. It's important to our country. It's important because we are creating opportunities for others.

It's important to go abroad to study abroad and to work and to have experience in other countries. But it's also important to have the opportunity to come back and to come to Portugal to develop our, of course, professional activities in our professional life. It's important to create those opportunities in our country. And our main will is that one, is this one, is to create in Portugal opportunities to others, to select Portugal to study in, later on, those that are selecting Portugal to study in, probably, they can be with us also in the future, working with us in different operations. But at the same time, we are creating new opportunities to our universities and polytechnic institutions, to develop their programs, to develop their offer, in order to be more competitive in the world, and at the same time, to attract more and better and more qualified human resources to our institutions.

It was a great pleasure to be with you. It was a great pleasure to be with you in many countries in the world, but mainly in the United States. During the NAFSA in 2019, we were preparing a better 2020 and 2021. This pandemic was something that, well, it's giving us and gave us in the recent past many challenges to overcome. We are here in a seminar, in a conference using Zoom. I suppose two years ago it was something that was not only possible, but we really didn't think about that in those times. But of course, in 2022, our life is going to become more normal, if I may say. And of course, we need to be prepared again to move forward, to promote our universities, to promote our polytechnic institutions, and more than that, to proceed in this way in order to have more competitive institutions with competitive programs open to our foreign students.

A final word to our immigrant community: in the Minister

of Foreign Affairs, in the last three years, two or three years, we are working also with our Ministry of Higher Education in order to attract second and third immigrant generations, many Portuguese, during the 20th century, they have immigrated to different parts of the world, to Brazil, of course, to United States, to Canada, of course, to France, Germany. But many times, their sons, and grandsons, of course, they have a special connection to Portugal. Many of them are nationals, are Portuguese. Many of them are not right now Portuguese. But they know Portugal and Portugal can be an interesting solution for them to develop their studies, to develop their academic background, and we need to work more with those communities.

There are also opportunities for us to have more students from different parts in the world, and many universities and polytechnic institutions and institutes are working also in this specific target, the sons, and the grandsons of our immigrants, some of them can be a fantastic opportunity to have not only more foreign students, students from abroad, but at the same time, a good opportunity to capture talent and to develop talent in Portugal.

Participants

João Sàágua



João Sàágua is the Rector of NOVA University Lisbon (NOVA), for which he has been re-elected until 16 July 2021.

He holds a PhD in Contemporary Philosophy and is a Full Professor at the Faculty of Social Sciences and Humanities of NOVA (NOVA FCSH), where he was director from 2005 to 2013. From 2014 to 2017, João Sàágua held the position of Vice-Rector of NOVA, in charge of Academic and International Relations.

Jon-Hans Coetzer

Former Chief Academic Officer at the Glion Institute of Higher Education, in Switzerland, Coetzer has been a Regional Delegate of Red Cross' International Committee (1997 to 2001); United Nations Institute of Teaching and Research (2013 to 2014); Project Coordinator for Strategic Crisis Management of the Swiss Federal Government.

Coetzer has also served as Academic Director of the IHTTI (from 2007 to 2009), Director General of the Geneva School of Diplomacy and Academic Dean of the European University (from 2013 to 2015).



Maria das Dores Guerreiro



Ph.D. in Sociology, Guerreiro is Associate Professor in the Department of Sociology at ISCTE-Instituto Universitário de Lisboa (ISCTE-IUL) and Vice-Rector for Internationalization.

Coordinator of the Family, Generations, and Health research group at CIES, until 2019, she is also International Coordinator of the Erasmus Mundus MFAMILY Consortium, in partnership with the universities of Gothenburg-Sweden, Stavanger-Norway, and Makerere-Uganda (2012-2019).

João Amaro de Matos

Vice-Rector of NOVA University Lisbon, coordinating the areas of Education and International Development, holds a PhD in Mathematical Physics and a PhD in Finance.

He is responsible for the university's international strategy, including accreditations, rankings, mobility, collaborative projects, and contributions to networks and alliances. João Amaro de Matos is also Vice-President of the Executive Board of YERUN – Young European Research Universities Network, a non-profit association that brings together 22 young research-oriented universities from 15 European countries.



Isabel Vasconcelos



Holding a PhD and MSc in Biotechnology from the Institut National des Sciences Appliquées de Toulouse and a degree (1984) in Chemical Engineering from the Faculty of Engineering of the University of Porto, Vasconcelos is an Associate Professor at the School of Biotechnology of the Catholic University of Portugal (ESB-UCP) and is currently its director.

She has also been on the Board of ESB-UCP since 1998 as Deputy Director for Academic Affairs; previously she was Director of the Undergraduate Degree in Microbiology and Coordinator of Postgraduate Studies at ESB-UCP.

Carla Oliveira

Rector Universidade Aberta

Since 2019, she has been Rector of the Universidade Aberta, where for more than two decades she has taught several curricular units in the field of chemistry and coordinated study programs.

She holds a PhD in Chemical Engineering from the Imperial College of Science, Technology, and Medicine, University of London, and has a number of scientific publications in the field of experimental thermodynamics, while developing activity in the field of distance education and cooperation, particularly in the community of Portuguese-speaking countries.



Antoni Luna Garcia



Full Professor of Regional Geographical Analysis, Garcia holds a degree in Philosophy and Letters from the Autonomous University of Barcelona (1989), a Master's in urban planning (1994), and a PhD in Geography from the University of Arizona (2001).

He is currently the director of the Metròpolis Master's in Architecture and Urban Culture, organized by the Barcelona Centre for Contemporary Culture in collaboration with IDEC-UPF (UPF Institute for Continuing Education).

Christophe Terrasse

With a PhD in Philosophy, he is currently the Director of International Projects of the European Foundation for Management Development, an international not-for-profit association based in Brussels, and Europe's largest network association in the field of management development, with over 890 member organizations from academia, business, public service, and consultancy in 88 countries (as of September 2017).

EFMD provides a forum for networking in the field of management development.



Ludovic Highman



Ludovic is a Senior Lecturer of Management Strategy and Operation at the University of Bath, and the Secretary of the QS Rankings Advisory Board. He has worked at Trinity College, the College of Europe, and Kobe University.

His research interests include evolving higher education internationalization strategies and science diplomacy.

Fernando Soares

Fernando Soares is an economist and is currently an investment manager at Alpac Capital, a venture capital firm. Previously, he headed the development department of NOVA University Lisbon and co-chaired the fundraising campaign for the construction of the new Nova SBE campus.

He is also a member of the Reflection Group on the Future of Portugal, an initiative of the Presidency of the Republic.



Peretz Lavie



Retired professor from the Technion, Lavie's academic career started as head of a research centre, then a dean of medicine for six years, vice president for development for seven years, and for the last ten years was president at the university.

Currently, he is the chairman of the Israeli National Council for Research and Development, which is a body that is responsible for overseeing research in industry, universities, and government research institutes.

Michael Baum

With over three decades of experience bridging the United States and Portugal, Baum pursued a PhD in Portuguese studies, evolving into a Fulbright scholar, further deepening the connection to Portugal.

For 20 years, he thrived as an academic leader and department chair at the University of Massachusetts-Dartmouth, specializing in Comparative European Politics and specializing in Portugal.



David Bohmert



Former Secretary General of the Conference of European Schools for Advanced Engineering Education and Research, he gained expertise through training and first-hand experience in European and international affairs in institutions such as universities and their representatives.

He is currently on a mission to learn in practice how to establish regenerative, net-zero, and self-sustainable ecosystems to help tackle the tremendous challenges of our times and achieve the United Nations Sustainable Development Goals (UN SDG) by joining forces with peers and companions dedicated to a humane and sustainable future for all.

Torbjörn Lundh

Deputy Vice-Chancellor of the University of Gothenburg, he is an engineering physicist as well as mathematician from the disciplinary background, worked at KTH in Stockholm, in the United States, and at the Swedish institute Mittag-Leffler in Gothenburg.

He currently represents EUTOPIA European University, an alliance that brings together 10 European universities aiming to become, by 2030, an open, multicultural, confederated operation of connected campuses.



Luciano Saso



President of UNICA network, Luciano Saso has a scientific track record in the field of pharmacy and medicine from Sapienza University. He also has an extensive career in the field of international relations.

Luciano Saso (Faculty of Pharmacy and Medicine, Sapienza University of Rome, Italy) is author of more than 350 scientific articles published in peer reviewed international journals and has coordinated several research projects in the field of pharmacology.

Andreas Winkler

Andreas Winkler comes from Germany, works at the Technische Universität Darmstadt, and has experience in EU funding instruments – besides a background in geography, a PhD, and is the secretary general of Unite! – a European universities alliance.

In the past, he has been coordinating the Consortium of Linking Universities of Science and Technology for Education and Research called CLUSTER.



Silvia Gómez Recio



Silvia is the first Secretary General of YERUN since October 2016, when the network opened its Brussels office. She is responsible for the strategic leadership, networking actions, and the implementation of the network's strategy.

The Young European Research University Network (YERUN) is a group of like-minded young research universities in Europe that strengthens and facilitates cooperation in areas of research, education, and services to society. At present, YERUN includes 22 member universities.

Luciana Radut-Gaghi

Luciana Radut-Gaghi is Vice-President for the European alliance at CY Cergy Paris Université. She has been habilitated Associate Professor in Information and Communication Sciences since 2011, and has extensive experience in coordinating international research networks (LEMEL coordination since 2014).

Her expertise is built on the study of the place of the scientific expert in the public space, particularly in relation to climate change controversies, the media discourse in the public space, and on specific topics like Europe, history, and commemorations.



José Chen



José is a medical resident in public health, has a Master's in medicine and a Master's in healthcare, economics, and management from the University of Porto. He also participated in a volunteer project under the European Solidarity Course in Jordan.

Currently he is enrolled in the doctoral program on global public health from the National School of Public Health of NOVA University of Lisbon. Also, he was president of the Board of the Students Association of the ENSP-NOVA 2021 to 2022, and is a student representative in EUTOPIA.

Juan Rayón González

President of the Erasmus Student Network, Rayón Gonzalez is 27 and comes from Spain. With a Bachelor's degree in Law from the University of Oviedo, he is currently finishing two Master's degrees in International Law and European Studies.

He has been president of the ESN (European Student Network) Spain and liaison officer for inclusive mobility of the Erasmus Student Network.



Célia Ferreira



Since 2019 she has been an assistant professor at Universidade Aberta in the Department of Science and Technology, where she teaches curricular units in the areas of environmental sciences and technologies and sustainability.

Ferreira is also a researcher at CERNAS – Centre for the Study of Natural Resources, Environment, and Society. In 2015, she was honoured as one of the 103 women scientists in Portugal “whose remarkable work has been fundamental to the progress registered by national science and technology in recent decades”.

Rosário Macário

Rosário Macário has a degree in Business Economics and a Master’s and PhD in Transportation Systems and Civil Engineering. Professor and a researcher in Transportation at the Department of Civil Engineering, Architecture, and Georresources at Instituto Superior Técnico, Macário is guest professor at the Faculty of Applied Business and Economics of the University of Antwerp.

Since 2000, she has been a partner and board member at TIS.PT, a consulting company in transport, and more recently, she became the president of the Institute for Advanced Studies and Awareness.



Laura-Jane Silverman



Graduated from the University of Cambridge, in Modern and Medieval Languages, she has been working at the London School of Economics for over 10 years, where she heads up the LSE Generate, which is an awarding winning entrepreneurship centre.

This student and alumni support program offers acceleration, coworking, mentoring, and funding and sits primarily at London headquarters, but with satellite hubs in Lisbon, Mumbai, Chengdu, Dubai, Los Angeles, San Francisco, New York, and São Paulo. Her female founder program and EDI initiative has won national awards and recently the team has been invited by international governments and corporations to roll out entrepreneurial skills development programs.

Rita Falcão

Working with technology applied to education since 1998, Falcão moved to the Higher Education sector in 2001 and is currently Director for Education and International Development - NOVA University Lisbon

Falcão has a PhD in Digital Media (2013) in the field of e-learning and assessment of learning outcomes, and a MSc in Multimedia and Technology (2004) in the field of e-Learning and reusable learning objects.



Isabel Salgado



Isabel Salgado is a Superior Coordinating Inspector for the Portuguese Immigration and Border Services. She joined the Portuguese Immigration and Border Services in 1991 and became a qualified expert in borders and immigration law.

Since then Isabel has developed expertise in the area of national and EU cooperation on border control, surveillance of illegal immigration and foreign documentation, as well as training in the areas of immigration law and in public management.

João Carlos Figueiredo

Figueiredo has been a credential evaluator at Division of Recognition, Mobility, and International Cooperation, at the Portuguese NARIC centre since 2009.

Also, he has experience in monitoring the implementation of the Lisbon Convention, follow up to World Convention Project, and has been appointed an alternate member of the Subcommittee on Recognition of Academic Degrees and Titles between Portugal and Brazil.



Gustavo Alva-Rosa



Head of Unit of Higher Education in the Erasmus+ National Agency, Alva-Rosa has a Bachelor's Degree in international relations from Universidade Lusíada and a postgraduate in Migrations and Ethnic Minorities from the School of Social Sciences and Humanities at NOVA.

He has been working with the Erasmus+ National Agency since 2000 in the technical team managing mobility and transnational cooperation projects funded by the European Union programs for education and training.

Filipa Ponces

Filipa Ponces comes from the Portuguese Ministry for Foreign Affairs. She has been in the diplomatic career since 1990 and served the Portuguese embassies in Bern, Abidjan, the Portuguese Mission at UNESCO, and more recently in Praia in Cabo Verde.

Since October 2020 Filipa Ponces has been the Director of the Visa Department at the Directorate General for Consular Affairs and the Portuguese Communities.



Eurico Brilhante Dias



Secretary of State for Internationalization Affairs. Brilhante Dias is a Portuguese politician who currently serves as the Secretary of State for Internationalization. He has a background in Economics and has been actively involved in politics since the 1990s.

Prior to his current position, he held various other political roles, including serving as a member of the Portuguese Parliament and as a Secretary of State for Treasury. He is known for his expertise in economic affairs and his commitment to promoting international partnerships and trade for the benefit of Portugal.



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