



ALISIOS
ACADEMIC LINKS
AND STRATEGIES
FOR THE
INTERNATIONALISATION
OF THE
HE SECTOR

ALISIOS WORKSHOP REPORTS

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Report of the ALISIOS Final Conference

*Innovation experiences in international university
cooperation & dissemination of project outcomes*



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REPORT OF THE ALISIOS
FINAL CONFERENCE

The **Final Conference** of the ALISIOS project took place on **28 October 2015 in Manchester, UK**. The event was part of the 7th International Seminar and 8th General Assembly of the GCUB (ALISIOS partner), with the support of the University of Manchester. It was organised by the GCUB in cooperation with the University of Bologna (ALISIOS partner) and the University of Coimbra (ALISIOS coordinator).

The Conference focused on the topic of **innovation in international university cooperation** and invited several Brazilian and European experts, who showed us very interesting examples of mobility, education, research and innovation programmes, which combine quality, institutional involvement, sustainability and social impact. For instance, in the areas of teacher training, public health and climate changes, which are topics of interest not only for Brazil and Europe, but also for the world, in general.

The main **outcomes of the ALISIOS project** were disseminated and a set of **key findings and recommendations** regarding the topics of the conference and the issues addressed by the project over the last two years were also presented.

The Conference initiated with a **keynote address** about the ALISIOS project and the theme of the conference by **Carla Salvaterra**, Vice-Rector for International Relations, University of Bologna (Italy), followed by the **presentation of the project outcomes** by **Rita Maia**, ALISIOS Project Officer, University of Coimbra (Portugal).

The **second presentation** was delivered by **Rossana Silva**, the Executive Director of the Coimbra Group of Brazilian Universities (Brazil). She talked about large-scale mobility programmes with quality, institutional involvement, sustainability and social impact and gave the examples of the PAEC and PLI programmes.

PAEC-OEA-GCUB – Programme of Alliances for Education and Training is the largest scholarship programme of Latin American and the Caribbean for training of human resources at master and PhD levels. Since 2011, 1051 master and PhD scholarships have been awarded. 52 Brazilian universities and students from 35 OAS member countries have participated in the programme.

PLI – International Degree Programme is a mobility scheme aimed at expanding and improving teacher training for basic education in the national context; increasing and making more dynamic actions regarding teacher training, focusing on initial training programs implemented in undergraduate courses; supporting the formulation and implementation of new curricula guidelines for teacher training, focusing on Elementary and Secondary Education. So far, in PLI, there are 50 participating Brazilian universities, 1200 students and 700 professors involved. Seven fields of study are covered: Chemistry, Physics, Mathematics, Biology, Portuguese, Arts, and Physical Education. The international partners are 12 Portuguese universities and 2 French universities. In 2010, PLI was pointed out by different sectors as a good practice model regarding the enhancement of the Brazilian Basic Education.

The **third panel** was chaired by **Almerinda Augusta de Freitas Carvalho**, Head of the Education Unit of the Ministry of Foreign Affairs (Brazil). She presented the speakers: **Brigida Marta**, Professor at the University of Bologna (Italy) and **Luciano Gomes**, Professor at the Federal University of Paraíba (Brazil) who talked about training for social innovation in the area of health.

Both professors work at the Italo-Brazilian Laboratory for training, research and practices in public health – a network of Italian and Brazilian universities, research centres, municipalities, state health departments and secretariats. The Laboratory connects several networks and research groups committed to the idea that teaching and service are inseparable for the production of knowledge and qualification of work and health care.



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Its main goals are to:

- Enable scientific and academic collaboration in the area of public health in Italy and Brazil;
- Build integrated work practices performed at universities and health services' management units in regional and local communities in both countries;
- Develop skills to face contemporary challenges, including issues such as the right to health, diversity and social equity, etc.
- Organise the health and education services in cooperation with the local communities;
- Evaluate the social and sanitary models implemented in Brazil and Italy.

The Laboratory organises several joint activities to promote academic and professional exchange and the improvement of health policies and practices. It invites researchers for short-term programmes; receives undergraduate and postgraduate students, as well as health professionals for training visits to local communities. It organises joint courses and research projects, provides supervision for papers and theses and develops continuing education activities. It organises also regional and international conferences about public health issues in Brazil and Italy.

The **fourth panel**: "Innovative education programmes: the example of the Climate KIC of the European Institute of Innovation and Technology (EIT)" was chaired by **Moacyr Martucci**, Professor at the University of Sao Paulo, H2020 National Contact Point (Brazil), who presented the three speakers of this panel: **Rahul Bansal**, Deputy Director Education, Climate-KIC (United Kingdom), **José L. Muñoz-Bonet**, Valencian Region RIC Co-Director & PiP Programme Lead, Climate-KIC (Spain) and **Alessandra Bonoli**, Professor at the University of Bologna (Italy).

Bansal started his presentation by recalling the Joint Statement of the Second EU-Brazil Higher Education Policy Dialogue of October 2013, in which the authorities of both regions committed to "exchange best practice on internationalisation and opportunities for academic mobility, incorporating innovation and entrepreneurship in educational exchange programmes", namely to "promote opportunities for Brazilian participants with the EIT Knowledge Innovation Communities". Since then EIT has been working with the Brazilian Ministries of Education, Science, Technology and Innovation, Development, Industry and External Commerce, the State agencies CAPES and CNPq, as well as with the National Institute of Metrology, Quality and Technology, the Research and Laboratories of the Oswaldo Cruz Foundation and with the EMBRAPA Company.

Currently there are four mega trends that consist in linking education with research and innovation and in reforming the university education system so as to accelerate technology change and create greater global connections. This dynamics represented by the innovation pyramid (formed by government and public bodies, research, business and education) is essential to refute the myths that say: "innovators/entrepreneurs don't need education and emerge regardless of the barriers". Investors, Academia, Entrepreneurs, Governments should talk to each other in order to create an ecosystem that catalyses and facilitates the process of innovation. He gave the example of the Climate-KIC (Climate Knowledge and Innovation Community). The EU's largest public-private innovation partnership focused on mitigating and adapting to climate change.

Climate-KIC's core purpose is to create opportunities to deliver economically viable, innovative solutions to climate change. It does this by linking a world-class network and dynamic alliance of European partners drawn from the best of academia, industry and the public sector. Climate-

KIC is one of several Knowledge and Innovation Communities (KICs) created in 2010 by the European Institute of Innovation and Technology (EIT)¹.

The Climate-KIC provides education opportunities for master and PhD students, it organises summer schools, executive and professional education courses, online education modules and other educational programmes, such as “Pioneers into Practice (PiP)”. Through the Climate-KIC, students can connect with the brightest academic minds in the climate change space in the world and extend and deepen their current academic learning with access to the best academic institutions in Europe. Climate-KIC helps to solve local climate change challenges by sharing best practice to local agencies who can benefit from leading climate change thinkers and innovators. It provides the skills and know-how required to help commercialise innovations and help entrepreneurs translate their ideas into commercial profit.

Muñoz-Bonet presented the “Pioneers into Practice (PiP)” programme of the Climate-KIC. PiP is a mentored mobility programme for professionals of the Climate KIC Innovation pyramid with the objective of:

- Producing a new generation of specialists, entrepreneurs and policy-makers with high-level skills for the low carbon transition;
- Creating an innovative and entrepreneurial community on Climate Change (‘transition platforms’);
- Developing high-level innovation skills for the low-carbon economy.

Pioneers range from entrepreneurs, self-employees, employees, intrapreneurs, civil servants public employees to researchers, PhD candidates and post-docs. The host organisations are typically firms and enterprises, universities and research centres, public administration offices and NGOs.

PiP’s challenge is to create a new generation of entrepreneurs and enablers from education, research, business and administration to develop new ideas, viable climate change solutions and a wider thinking on systemic innovation to understand and manage the challenges set out by climate change.

It is designed in order to give a significant role to entrepreneurial and public actors in addition to universities and established businesses; to combine global significance with local based relevance; to blend long-term strategy with near-term implementation; to be challenge-led not technology driven; to develop innovation in systems of practice and provision not single innovation in products and processes; to create a mixture of social and technological change, ‘socio-technical innovation’ not just new technologies; to build transformative not incremental innovation.

Participants work on real-world challenges (“learn by doing”) to develop innovative low carbon ideas at qualified and knowledgeable host organization in multi-sectorial placements at international level, in group assignments and with the support of an interdisciplinary group of experts.

They spend 4-6 weeks period of international placement with leading European low-carbon innovation projects; participate in a series of intensive workshops to share placement experiences and develop thinking on climate-change innovation.

They are mentored by leading European experts on transition management and get hands-on support from regional coaches. Finally, they get the opportunity to showcase ideas at the International events.

¹ The KICs are the independent but operational part of the EIT. The EIT is the European Union body tasked with creating sustainable European growth and jobs while dealing with the contemporary global challenges.



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Bonoli presented examples of the implementation of the PiP programme at the University of Bologna, Italy. The approach proposed by the PiP programme provided the basis for the definition of concepts for the roadmap of sustainable initiatives setting priority with the aim of enhancing the environmental performance of the University and surrounding community. PiP provided support for the implementation of innovative actions for the creation of a real living laboratory of sustainability within the University's Terracini Campus.

As a result, the University of Bologna adopted the Strategic Plan of Environmental Sustainability 2013-2016, in the field of environmental sustainability in macro areas as Energy, Mobility and Environment. Professors, PhD students, researchers and students are managing some of the actions located in the Terracini Campus, which include, for instance, the development of a photovoltaic plant, green roofs and green technology, LEED certification plans, water saving, electrical and electronic waste collection for reuse and recycling.

Programme participants had also the opportunity to take part in international placements in Germany and Chile where they worked on biotechnology risk assessment and indoor air pollution control in the mining sector, technology to protect workers during non-operational time and people living in the surrounding areas.

The Conference ended with a **fifth panel** dedicated to the **conclusions and recommendations of the ALISIOS project** about innovation, mobility and international cooperation, constituted by **Joaquim Carvalho**, Vice-Rector of the University of Coimbra and ALISIOS Project Coordinator (Portugal), **Howard Davies**, Senior Adviser of the European University Association - EUA (United Kingdom), **Rossana Silva**, GCUB Executive Director (Brazil) and **Almerinda Augusta de Freitas Carvalho**, Head of the Education Unit of the Ministry of Foreign Affairs (Brazil).

Joaquim Carvalho presented the main conclusions and recommendations of the ALISIOS project, which were commented by the panel participants and the audience.

A refined version of the key findings and recommendations, with the inputs of the Conference participants, is available in the final public report of the ALISIOS project at www.alisios-project.eu/resources/project-publications

The presentations of the Conference are available in the ALISIOS website at www.alisios-project.eu/outputs/final-conference