Erasmus+ Cluster Meeting 2024 for Latin America and the Caribbean

Montevideo, Uruguay

01-02/10/2024

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Enriching lives, opening minds

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Daniel Ventura

Moderator

ENFP Regional Manager for Latin America and the Caribbean, PRACSIS srl

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Paolo Berizzi

European Union Ambassador to Uruguay

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Executive Director

Uruguayan Agency for International Cooperation

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Ministry of Education and Culture

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Erasmus+ opportunities in Latin America and the Caribbean

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Germán Bernal

Policy Officer for International Cooperation in Education

DG EAC, European Commission

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Erasmus+ 2021-2027: Objectives

Article 1 of the Erasmus+ Regulation:

*The **general objective** of the Programme is **to support, through lifelong learning, the educational, professional and personal development of people in the fields of education and training, youth and sport, in Europe and beyond,** thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation and to strengthening European identity and active citizenship. The Programme shall be a key instrument for building a European Education Area, supporting the implementation of European strategic cooperation in the field of education and training, including its underlying sectoral agendas, advancing youth policy cooperation under the 2019-2027 European Union Youth Strategy and developing the European dimension in sport.*

Erasmus+ 2021-2027 - Horizontal priorities

Inclusion and diversity

Reaching out to all participants and fostering inclusive approaches for mobility and cooperation activities

Green

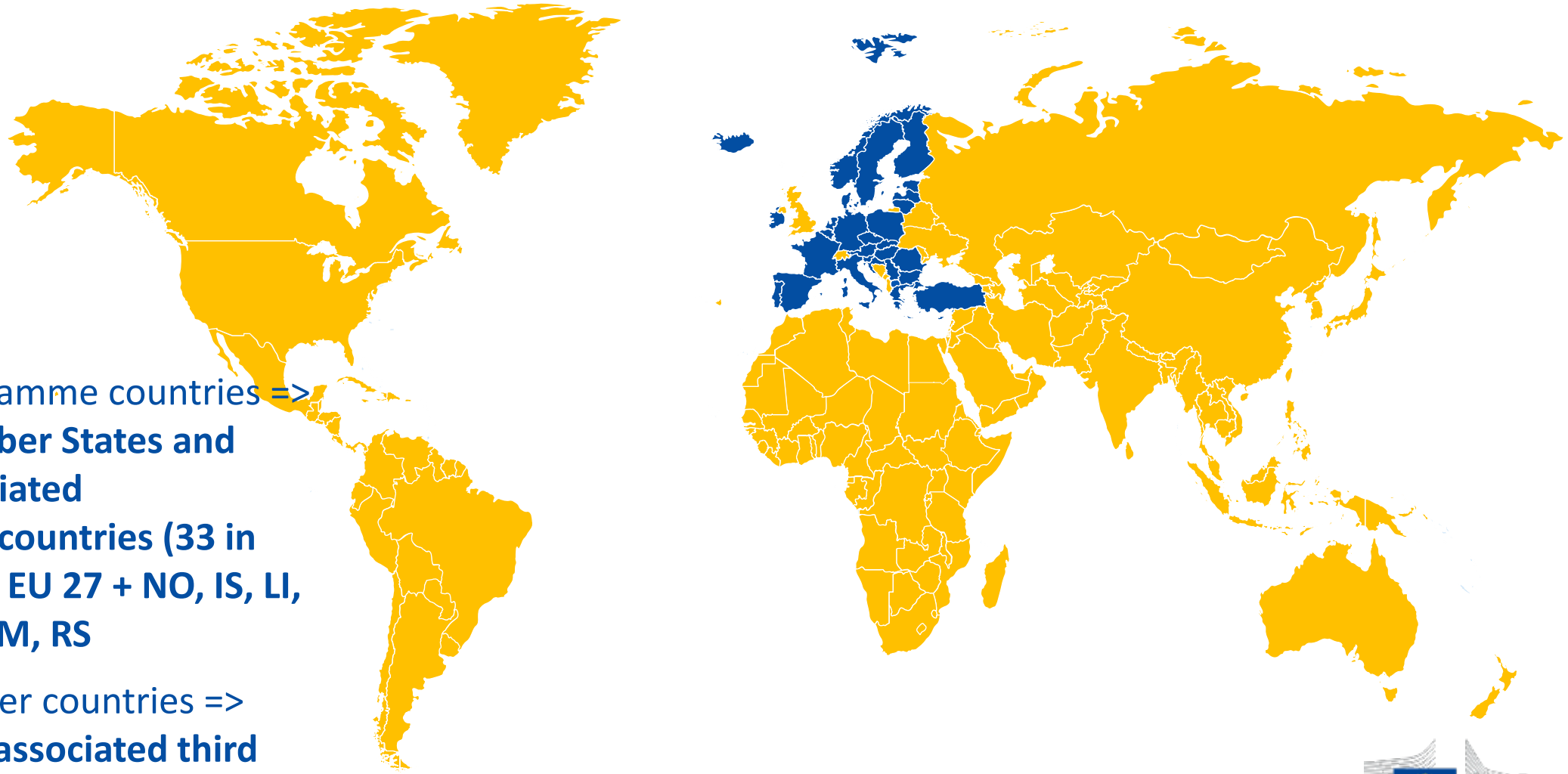
Building up knowledge on sustainability and climate action and promote the use of green travel

Digital

Developing accessible and high-quality digital learning and foster digital capacities

European Commission

International dimension of Erasmus+ 2021-2027 – Structured in regional budget envelopes



Programme countries => **Member States and associated third countries (33 in total) EU 27 + NO, IS, LI, TK, NM, RS**

Partner countries => **Non-associated third countries**

European Commission

Latin America and the Caribbean within Erasmus+

- Latin America (Region 10): Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, Venezuela
  - ➢ 2021-2027 Regional budget: 139 million euro
- Caribbean (Region 11): Antigua & Barbuda, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St Kitts and Nevis, St Lucia, St Vincent and the Grenadines, Suriname, Trinidad and Tobago
  - ➢ 2021-2027 Regional budget: 13.5 million euro

Main features of the Inter'l Dimension of the new programme

- Strong international dimension, linked to the European Education Area and the Digital Education Action Plan, allowing:
  - cooperation between education and training institutions,
  - strengthen Europe's reputation,
  - support the green and digital transitions,
  - focus on inclusion.
- Closer alignment of European int'l cooperation actions with the EU priorities.
- Foster greater coordination among the EU and MS, strengthen Europe's positioning as a key partner in education at global level and cement the links between the European Education Area and the rest of the world.
- **Intra-regional cooperation:** a feature of many projects, particularly Capacity-Building ones

Erasmus+ opportunities open to LAC

- ✓ International Credit Mobility (ICM)
- ✓ Erasmus Mundus: Joint Masters, Design Measures and scholarships
- ✓ Capacity Building – Higher Education (CBHE)
- ✓ Capacity Building – Vocational Education and Training (CBVET)
- ✓ Jean Monnet Actions in the field of Higher Education

International credit mobility

MAIN FEATURES

- Short-term higher education mobility for students, academic and administrative staff
- Focus on learning mobility when relevant
- All levels: Bachelor, Master and PhD candidates for LAC students **(only staff and PhD candidates from Europe to LAC – except for CL and UY – 'DACability')**
- Mobility in any subject or academic discipline
- Duration: 2-3 years projects
- Also supports traineeships for students and training for staff
- Study periods and traineeships of 2 – 12 months (5 days to 2 months for staff)
- Blended mobility (physical mobility of 5 – 30 days + virtual component)
- **Budget 2021-2027: 28 million for Latin America and 6.4 million for the Caribbean**

Message to Universities:

"Begin to engage with European partner universities able to apply"

Message to students:

"only possible if your university has an agreement with a European one"

European Commission

Organisational support

EUR 500/participant

Individual support

EUR 800-900/month for students and
EUR 148-190/day for staff

EUR 79/day up to the 14th day of activity and
EUR 56/day from 15th to the 30th day of activity in case of blended mobility

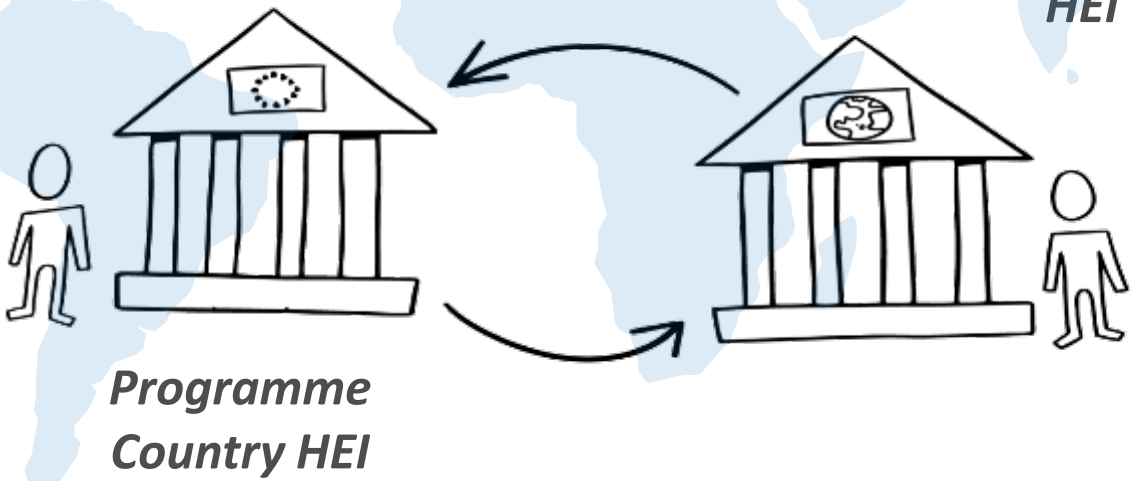
Contribution to travel costs

EUR 1188 (4,000 – 7,999 km) or 1735 (8,000 km or more)

European Commission

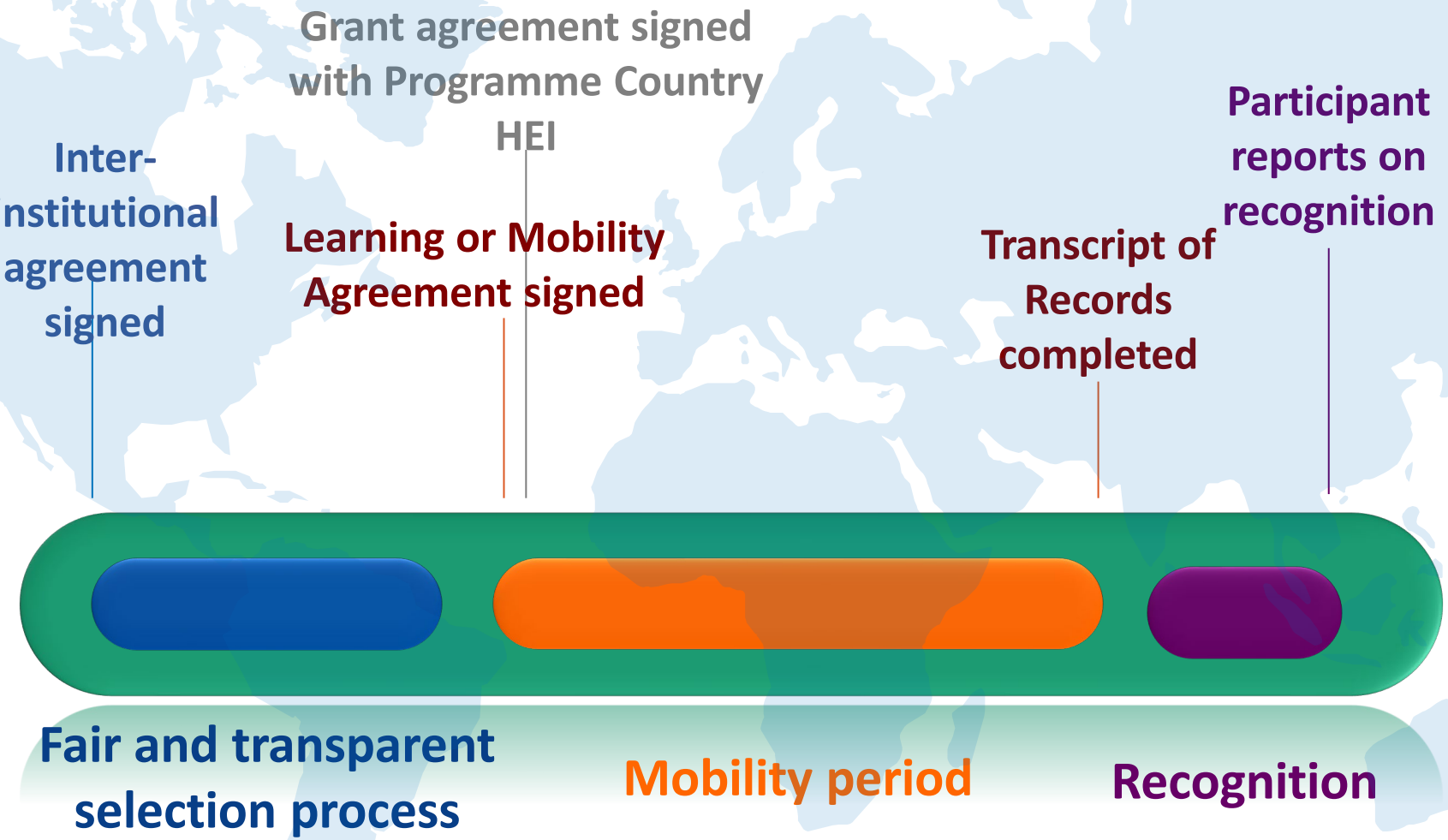
Who can apply and how?

- **Only Higher Education Institutions (HEIs) from the Programme countries apply directly to their National Agency (NA). Each NA receives a share of the regional budgets to cooperate with the 2 LAC regions.**
- The **ICM project in their application** contains the countries and partner universities they intend to cooperate with, as well as their **cooperation plan in each region**
- **Bottom line: interested HEIs from LAC need *"only"* to ensure that their European partners include them in their applications!**



European Commission

ICM project implementation



European Commission

ICM: LAC is popular…

- In 2022 and 2023 together, HEIs from the 33 Erasmus+ programme countries requested a total of 87.8 million euro to cooperate with Region 10 (Latin America): the Commission could only allocate 9.2 million (11.2% success rate).
- For the Caribbean (Region 11), 11.6 million were requested and 1.5 allocated (12.8% success rate).
- Unfortunately, these are the 2 lowest success rates across the world!
- The success rates change across the 33 Erasmus+ countries: for instance, in Malta it was 101% (while only 59% of the budget was absorbed) while in Spain it was 23% or in Türkiye 11%.
- Countries with higher success rates (50% or above) offer more room for new successful applications, e.g. as per the 2023 results, French-speaking Belgium (72%), Cyprus (53%), Finland (56%), Ireland (53%), Iceland (67%), Malta (101%), Netherlands (53%) or Slovenia (71%).

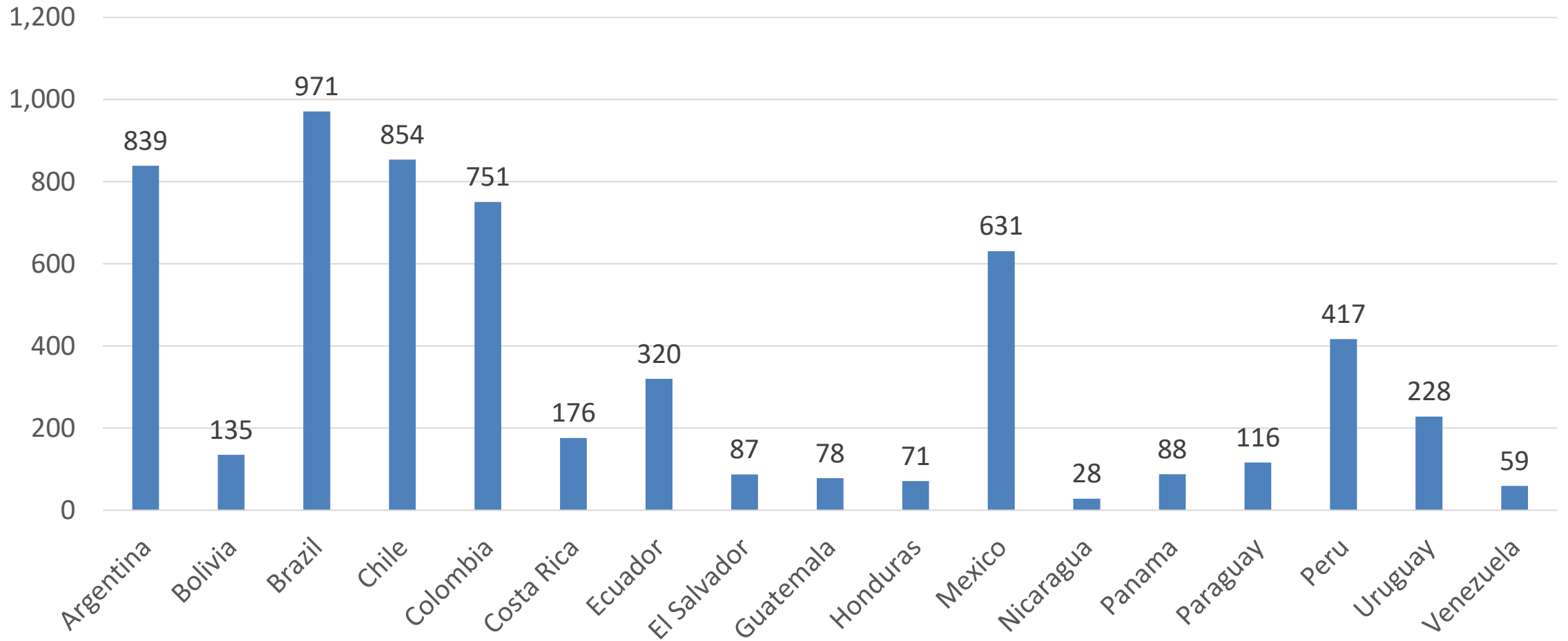
Latin America – ICM results of the call of 2023

Partner countries (non-assoc.)	Staff Mobilities from LA to Europe	Staff Mobilities from Europe to LA	Student Mobilities from LA to Europe	Student Mobilities from Europe to LA
Argentina	102	76	104	28
Bolivia	14	13	21	2
Brazil	122	81	110	39
Chile	99	65	109	47
Colombia	70	58	86	17
Costa Rica	29	23	23	8
Ecuador	43	32	46	14
El Salvador	6	5	14	0
Guatemala	11	7	13	0
Honduras	12	7	9	2
Mexico	94	58	93	14
Nicaragua	3	2	7	0
Panama	13	10	10	5
Paraguay	12	6	18	1
Peru	40	32	40	6
Uruguay	29	18	19	17
Venezuela	7	5	11	0
Grand Total	**706**	**498**	**733**	**200**

Caribbean – ICM results of the call of 2023

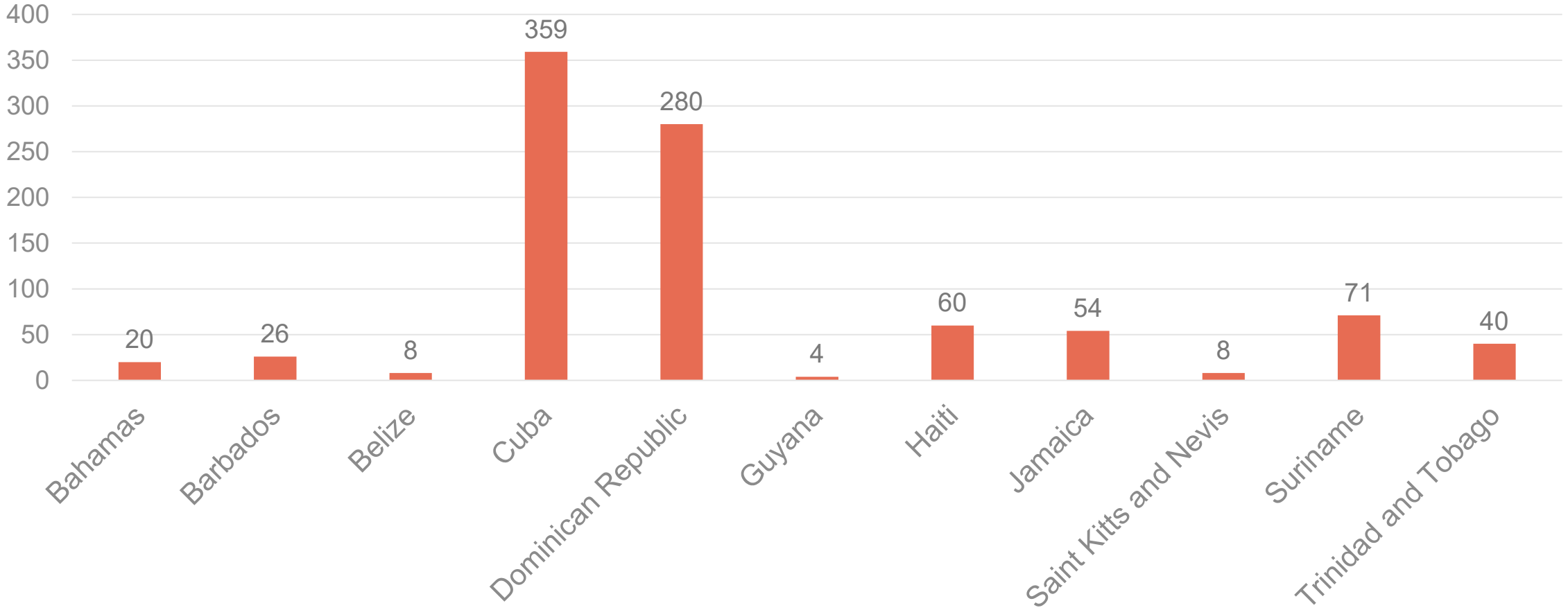
Partner countries (non-assoc.)	Staff Mobilities from CAR to Europe	Staff Mobilities from Europe to CAR	Student Mobilities from CAR to the EU	Student Mobilities from the EU to CAR
Bahamas	0	1	1	0
Barbados	4	4	4	3
Belize	1	1	4	0
Cuba	42	34	41	12
Dominican Republic	39	24	22	4
Guyana	1	0	1	0
Haiti	11	4	12	1
Jamaica	8	5	8	2
Saint Kitts and Nevis	1	1	0	0
Suriname	11	9	7	1
Trinidad and Tobago	4	5	10	2
Grand Total	**122**	**88**	**110**	**25**

ICM awarded participants from/to LA
2022-2024 Total: 5,849
Provisional figures



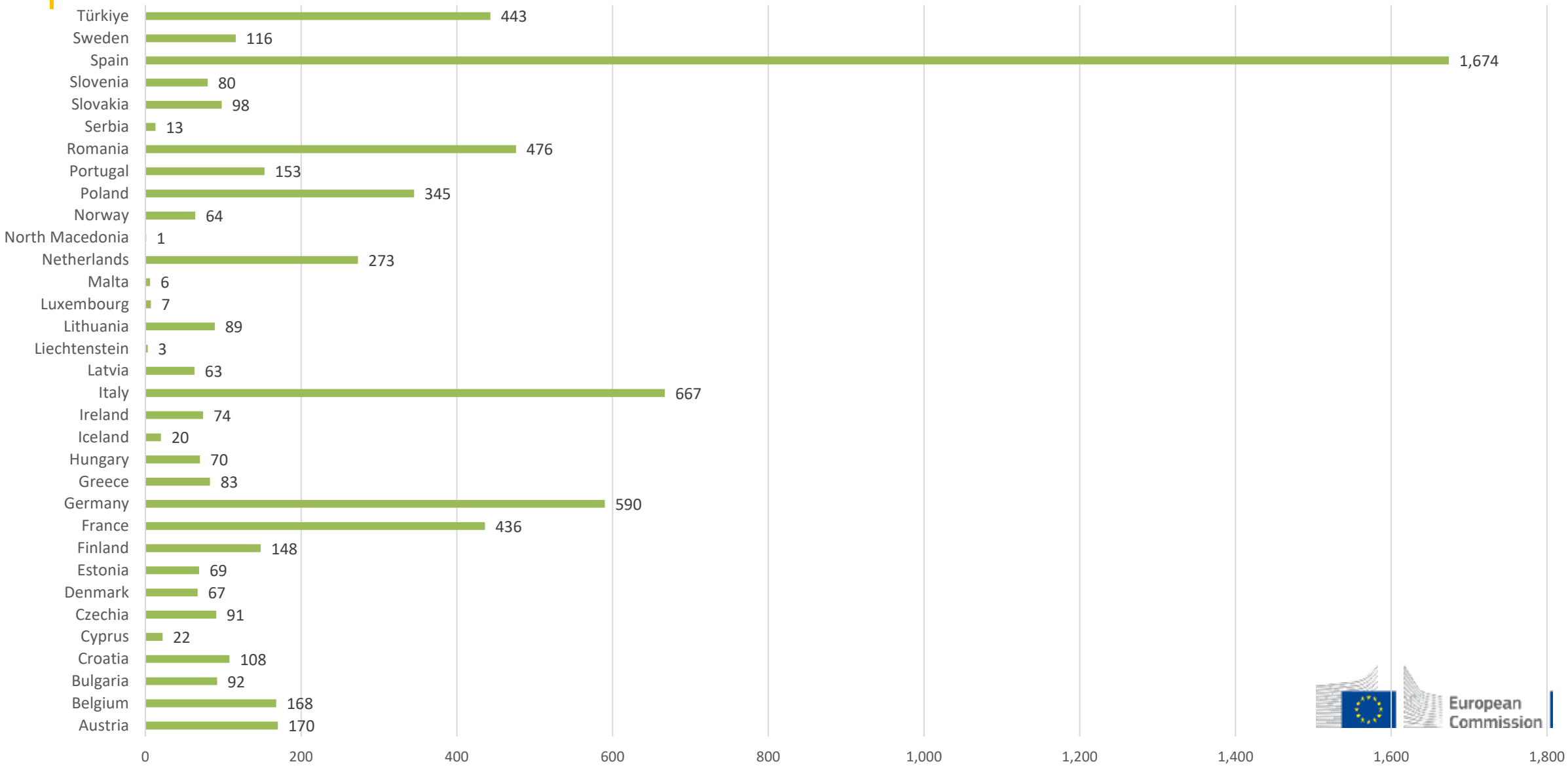
European Commission

ICM awarded participants from/to CAR
2022-2024 Total: 930
Provisional figures



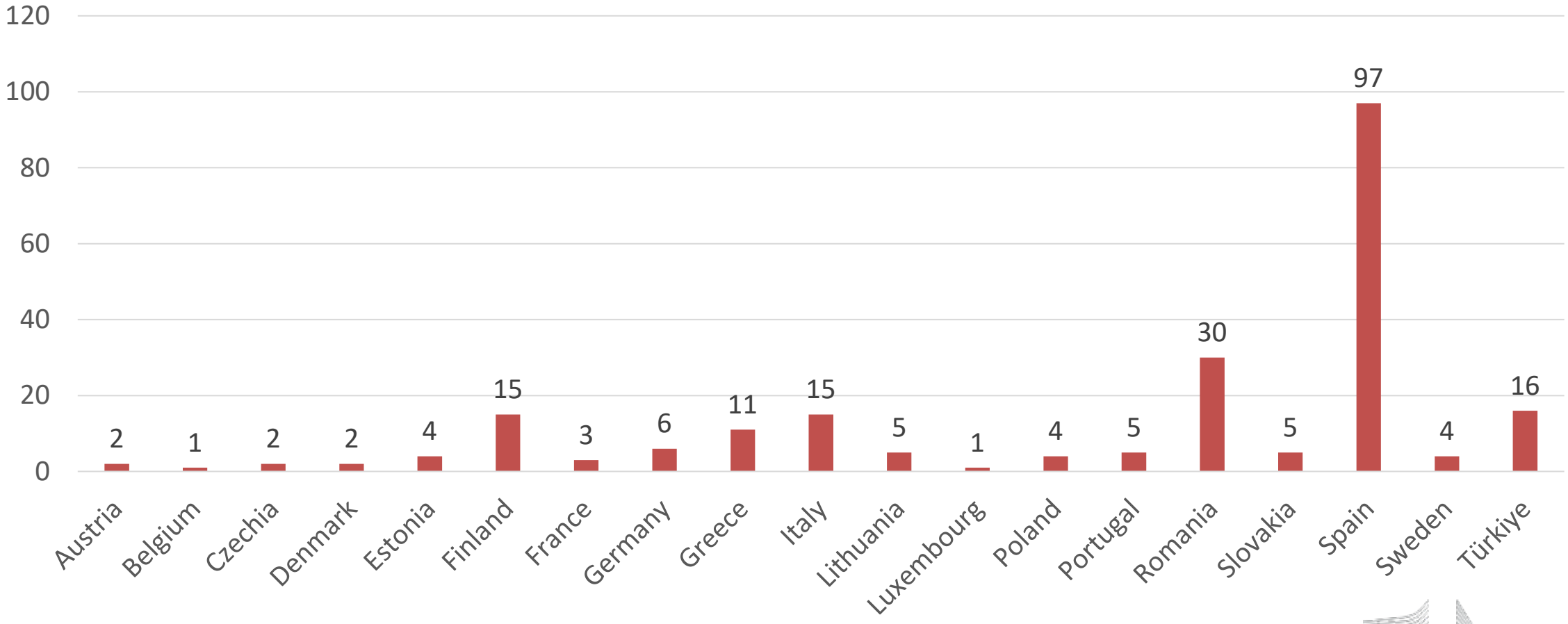
European Commission

ICM awarded participants from/to LAC
European countries of destination or origin of the mobility period
2022-2024 Total: 6,779
Provisional figures



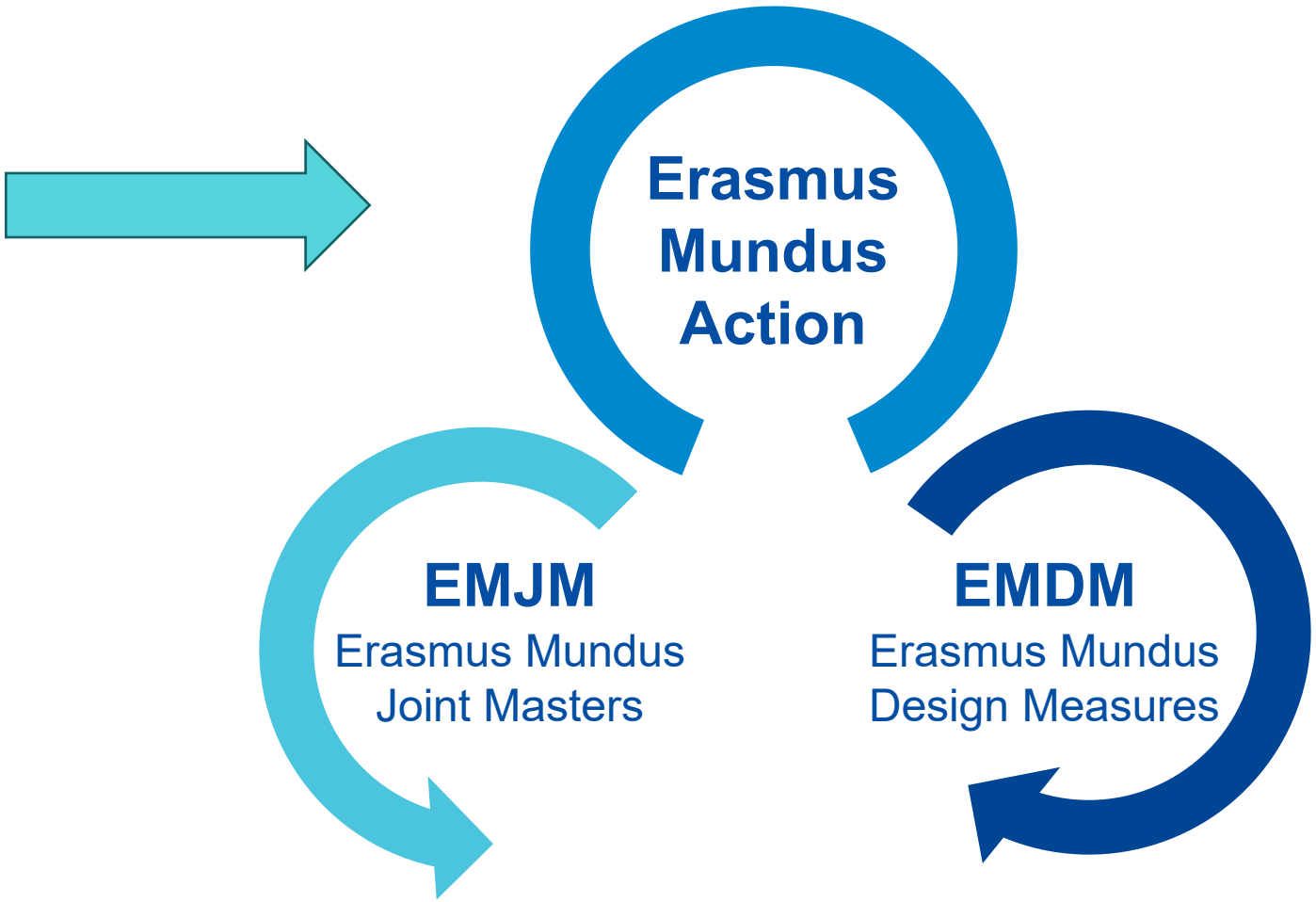
European Commission

ICM awarded participants from/to Uruguay
European countries of destination or origin of the mobility period
2022-2024 Total: 228
Provisional data



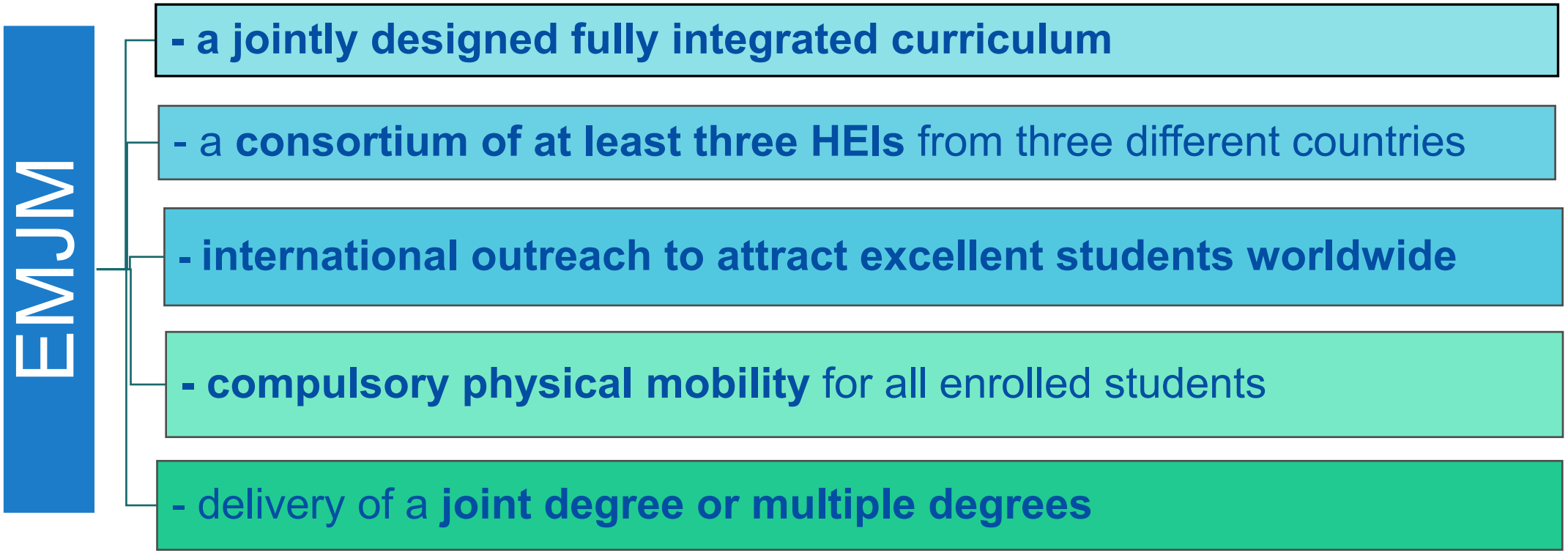
European Commission

Erasmus Mundus 2021-2027



European Commission

What are the requirements of an EMJM?



At application stage EMJM proposals must present fully developed joint study programmes, ready to run and to be advertised worldwide after their selection.

European Commission

How does an EMJM look like?

Fixed Grant Agreement **of 74 months**

Maximum 60 **scholarships** per project + top-up scholarships for students from targeted regions of the world

At least **4 complete editions** lasting 1 to 2 academic years

(60, 90,120 ECTS)

Maximum budget of **over € 5 million**

European Commission

Country participation in 2024 EMJM selected proposals (34) and success rate by country

Country	Applicants (APP)	Partners (PAR)	Associated partners *(no funding)*	Grand Total	Total APP+PAR	Success rate per country (APP+PAR)
Argentina			4	4		
Brazil		2	15	17	2	3,77%
Chile			5	5		
Colombia		1	3	4	1	7,14%
Cuba			2	2		
Ecuador			2	2		
Mexico		2	7	9	2	8,00%
Panama			1	1		
Peru			1	1		
Uruguay			1	1		
Venezuela			1	1		

European Commission

Taking part as student

- Open to **students worldwide**
- The best ones can benefit from **a scholarship**
- **Additional scholarships for LAC**

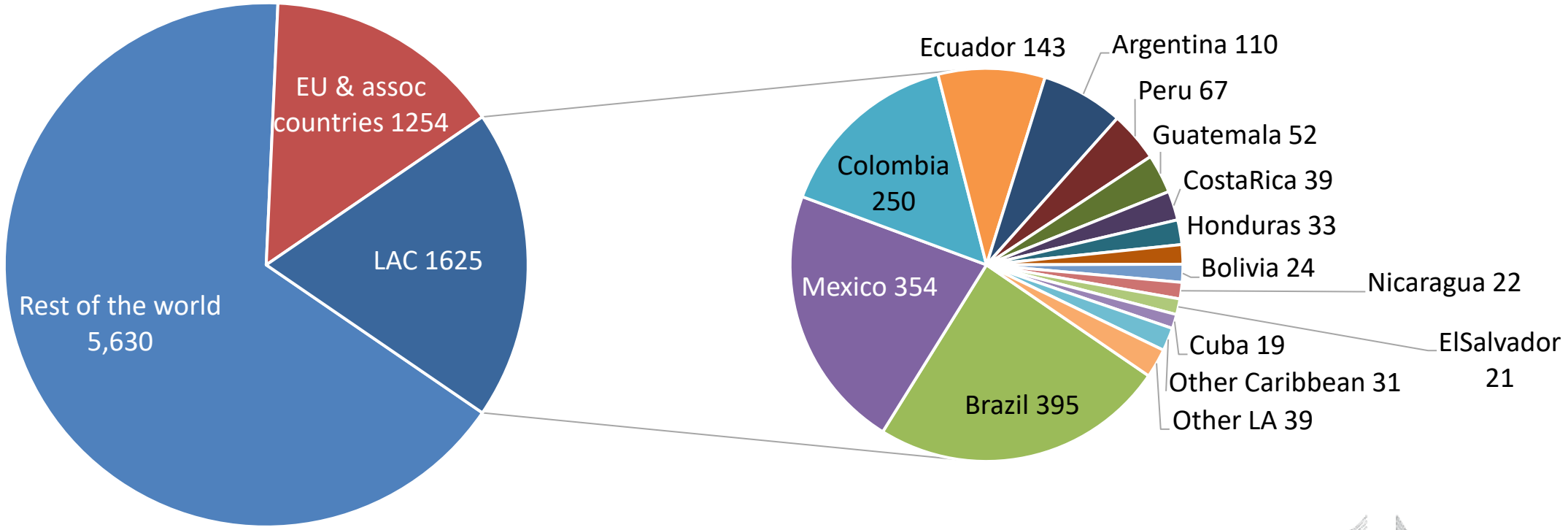
(Up to max. **1.400 € per month**) which covers subsistence, installation and travel + fee waiver

- Attention to students with special needs
- **Students apply directly to the EMJM consortium**
  Catalogue with ongoing EMJMs offering scholarships:
  https://www.ec.europa.eu/erasmus-mundus

European Commission

Erasmus Mundus scholarships 2021-2023

Essential to allow increasing high-level professionals in areas crucial for the development of LAC
Extra budget for grants for Latin American students 2021-2027: 32.5 million euro
Extra budget for Caribbean students 2021-2027: 1 million euro



European Commission

Erasmus Mundus Design Measures (EMDM)

Sub-action, supporting the design of high-level study programmes at master level

Autonomous action (no automatic transition to Erasmus Mundus Joint Master)

Strong integration between partners necessary (curriculum, management, student services, accreditation, etc.).

Mono-beneficiary grant mobilising a group of HEIs

15 months project

Lump sum contribution amounting to 55 000 €

2 EMDMs in 2023 (1 Ecuador and 1 Brazil)

European Commission

Capacity building for Higher Education

- Develop and adapt curricula, in terms of content and teaching/learning methods
- Support university-enterprise cooperation
- Work on upskilling of academic and administrative staff
- Reform of governance and management systems at national, regional or HEI level
- Foster internationalisation of universities in research, scientific and technological innovation
- Introduce Bologna-type reforms at institutional, national or regional level
- Develop new approaches and tools for policy making and monitoring
- In support of EU-LAC Common Higher Education Area and Regional Integration
- Open also to High-Income countries

59.5 M€ for LA and 4.5 M€ for CAB 2021-2027 !

The Applicant can be in Europe or in a LAC country.

Minimum 4 organisations
Minimum 1 HEI from 2 EU/Associated Countries and 2 HEIs from one or more Non-Associated Countries.

The number of organisations from EU27/ associated countries should not be higher than the number of organisations from Non-Associated countries

European Commission

One action – 3 strands to better answer needs

FOSTERING ACCESS TO COOPERATION IN HIGHER EDUCATION

- Smaller scope projects
- Focused on higher education institutions.
- Designed for newcomers to the programme, less involved countries/regions, and for disadvantaged target groups.
- Enhance management capacities, quality of education and accessibility
- Budget between 200 000 and 400 000€
- 2-3 years.

PARTNERSHIPS FOR TRANSFORMATION IN HIGHER EDUCATION

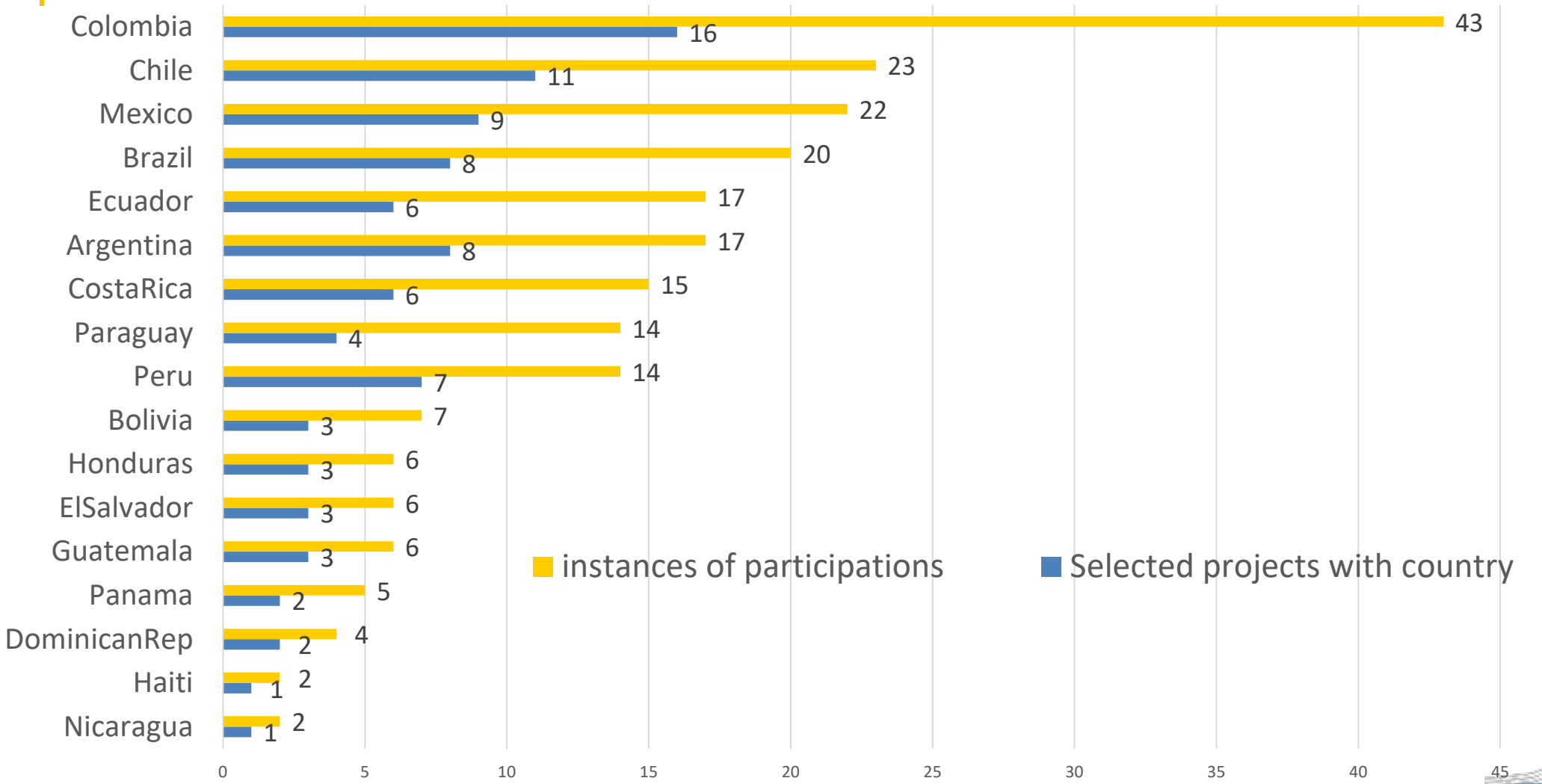
- Focused on higher education institutions and local actors linked with industry
- Designed to have a larger impact on innovation, university/business relations and institutional governance.
- Promoting reforms in universities
- Budget between 400 000 and 800 000€
- 2-3 years.

STRUCTURAL REFORM PROJECTS

- Focus on macro level policy reforms
- Involve national competent authorities, HE sector and institutions
- Support Policy making (expert advice, training, creation of representative bodies …)
- Develop Implementation of tools (Quality assurance, credit systems, accreditation procedures, recognition…)
- **New in 2024: Projects must be aligned with the Global Gateway Priorities**
- Budget between 800 000 and 1M€
- 3-4 years.

European Commission

CBHE projects contracted in LAC in 2022-2023



European Commission

Examples of CBHE projects

EU-BEGP

"Modernising Digital Education in Energy Transition for Circular Economy in Latin America" (EU-BEGP) is a project, implemented in Bolivia, Ecuador, Guatemala and Peru. Coordinated by Universidad Privada Boliviana (Bolivia), it aims at modernising Master and Bachelor programs and Expert courses in the energy sector, with emphasis upon circular economy towards energy sustainability.

FLEE-ASSET

The "Fighting Labour Exploitation through Education - Agricultural Sector Specialist Training" (FLEE-ASSET) project is coordinated by Universitat de Barcelona (Spain) and implemented in Argentina, Brazil, Paraguay and Uruguay. It aims to develop different educative tools and training programs to ensure solid standards of decent work in EU-LA agricultural and trade relations and the fight against labour exploitation.

ELA4ATTRACT

"Empower LA HE for Inclusion and STEAM Attraction" (ELA4ATTRACT) is a cross-regional (Latin America and Caribbean regions) project implemented in Argentina, Colombia, Chile, and Dominican Republic. Coordinated by Universidade de Lisboa (Portugal), aims to promote and implement good practices that will enhance the capacity to attract, recruit and retain national and international degree seeking students in STEM areas, with a gender focus so that more women consider a career in these fields.

Capacity building on Vocational Education and Training

Applicant must be based in Europe
Project duration: 2 or 3 years
EU grant per project: Min 100 000 € - Max 400 000 €
At least 4 full partners from a minimum of 3 countries (2 European countries, 1 or more LAC ones)

Budget available 2021-2027: 12 m€ for LA region and 1.8 m€ for CAR region

Build capacity of VET providers

to strengthen cooperation between private and public stakeholders for demand-oriented and opportunity-driven VET interventions

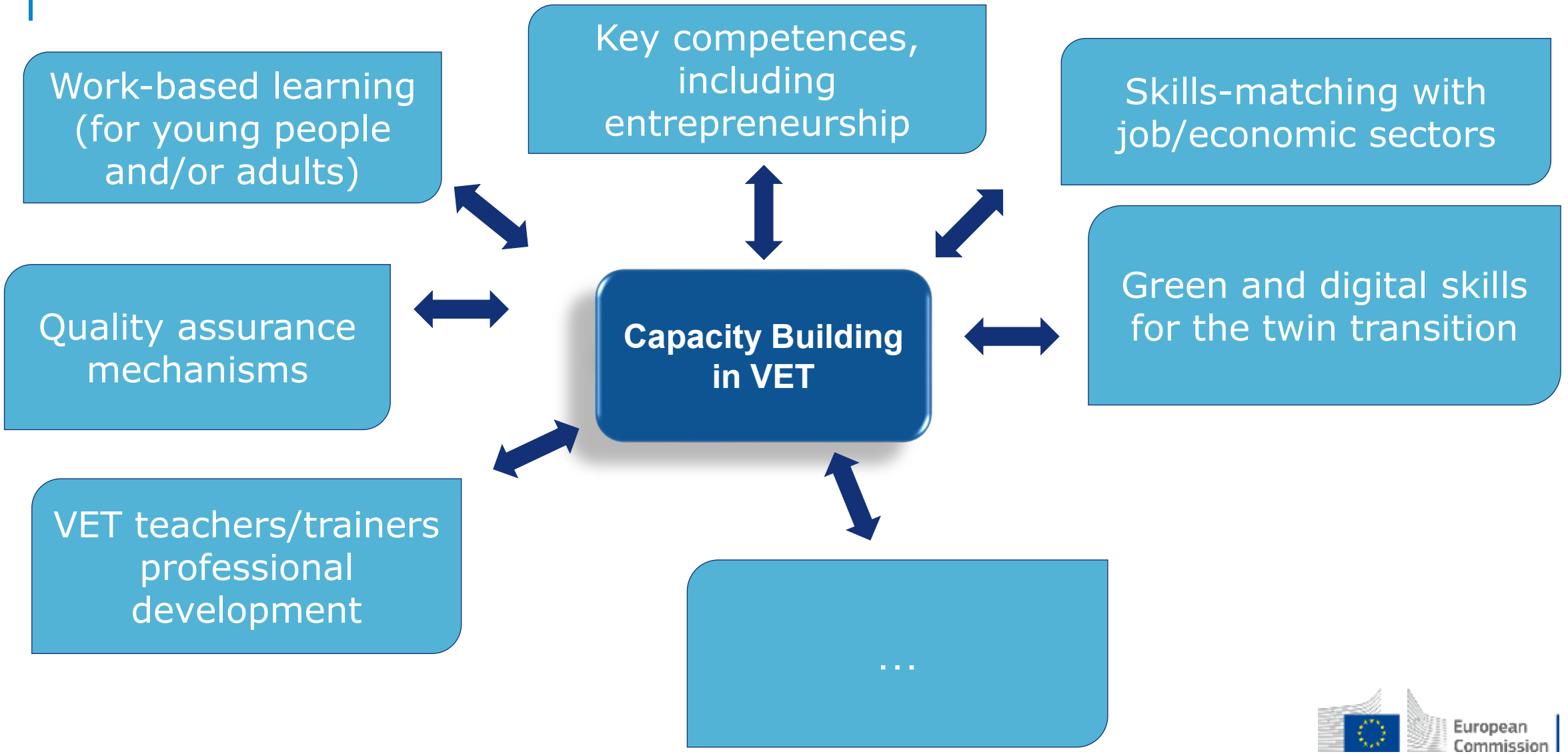
Improve the quality and responsiveness of VET

to economic and social developments to enhance the labour market relevance of skills provision;

Align VET provision to local, regional and national development strategies

European Commission

THEMATIC AREAS – Focus on one or more



European Commission

CBVET projects contracted in LAC in 2022-2023

METAVET – Moving towards sustainable industry engagement in VET

This project is focused on VET for the metal and energy sectors in Paraguay and Argentina, bringing organisations from these two countries together with Polish and Spanish partners. The project shares best practice on curricula design, multimedia resources and innovative VET delivery, as well as ways of reaching those from disadvantaged backgrounds.

VET4CHAINS is the acronym of "Boosting VET excellence in Work Based Learning to support SMEs of Latin America and Europe in their transition to Sustainable Value Chains in the Automotive sector". The project focuses on enhancing VET Excellence in Work-Based Learning (WBL) to enable SME transitions to Sustainable Value Chains in the Automotive Industry, with partners from Germany, Spain, Colombia, and Mexico.

- Aiming at impact at system-level; staff mobility is prioritised
- Open to all LAC countries to enhance the regional dimension

European Commission

Jean Monnet Actions in the field of higher education

- Promote the excelence in teaching and research on EU studies worldwide.
- Scope of EU studies may vary so long as an EU angle is explored
- Promote dialogue between the EU, other international authorities and the higher Education sector worldwide ➡ policy-makers, officials, civil society, education sector, media
- Generate knowledge to support new European and regional policies and support the EU role in the world
- Reach a wider public beyond academia and specialized audiences ➡ bring closer to society the knowledge about the EU
- Enhancing awareness of the European Union: European citizenship and values; Role of the EU in a globalised world; Facilitating future engagement as well as people-to-people dialogue: Vector of public diplomacy in third countries, promoting EU values and enhancing the visibility of the European Union
- Key for the EU to promote research on regional integration and promote regional integration processes in LAC

Actions open to LAC (budget: 5 m€ for LA; 0.3 m€ for CAR; 5.5 m€ for North America)

ACTION TYPE	Eligibility	Years	Max EU grant	%	Cost Type	OPEN TO LAC
MODULES	One HEI world-wide*	3	30.000	75	Fixed lump sum	• Minimum 40 teaching hours per academic year at applicant HE institution. • Direct contact hours (no individual tutorials) • Summer courses / distance learning allowed
CHAIRS	One HEI world-wide*	3	50.000	75	Fixed lump sum	• Permanent staff members at applicant institution • Teaching a min. 90 hours per academic year • Direct contact hours (no individual tutorials) • Additional hours and support of other staff possible
CENTRES OF EXCELLENCE	One HEI world-wide*	3	100.000	80	Customised lump sum	• Only one at a time per HEI • Should seek to become structured centres providing EU specific high-level knowledge

Jean Monnet in LAC

- Out of a total of 952 successful applications to Jean Monnet between 2021 and 2023, **29** are Latin American projects managed by institutions from **Argentina, Brazil, Cuba, Chile, Colombia**, **Ecuador** and **Uruguay.** There have been **11** JM Chairs, **3** Centres of Excellence, **15** JM Modules. In addition, **4** non-EU JM Networks include **17** partners from Latina America and Caribbean. **Brazil** alone concentrates **20** projects.

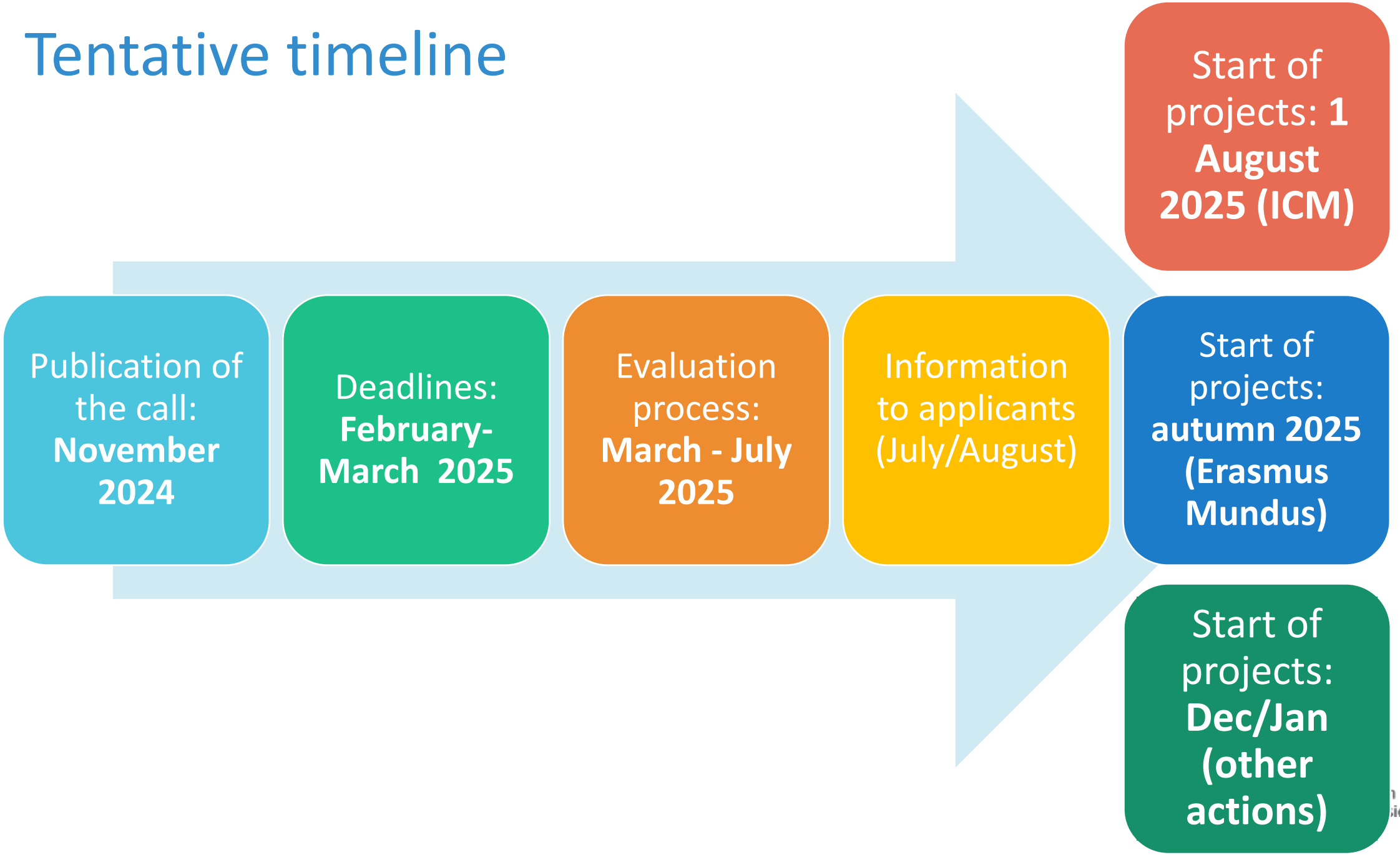
FGV Centre of Excellence on EU-LA Global Challenges

Building upon previous versions of the Centre of Excellence, this project focuses on the EU's contribution to Global Governance related challenges, in particular: (i) the EU's role as a promoter of democratic values and as a global regulator; and (ii) the EU's role in regional and international dispute settlement systems in a globalized world. The project responds to an identified need to expand awareness of the Global Governance debate with a focus on the EU's role in the Global South.

OBSERVING DEMOCRACY: The Impact of EU Election Assistance and Observation on the Quality of Democracy

This JM Chair aims at integrating the EU instruments of election assistance and election observation onto high-level research and teaching activities. It relies on 4 axes: comparative impact of EU election observation missions on the quality of democracy worldwide; high-quality teaching activities; improving democratic practices and electoral processes in Ecuador; and refinement of the existing EU instruments of election assistance and observation.

Tentative timeline



Alumni and events; ENFPs

EUR 1m + activities from the EU Delegations and the Study in Europe Campaign
Role of ambassadors of Europe and European programmes
EUR 1m to support the ENFPs in order to better engage with LAC countries


Pre-departure online event for Brazilian Erasmus+ Grantees

ERASMUS+ STUDENT AND ALUMNI ALLIANCE

EMAPY
ERASMUS MUNDUS ALUMNI
PARAGUAY

Erasmus Mundus Association

STUDY IN EUROPE

European Commission

More information

Erasmus+ Programme guide!!

Erasmus+ Call for proposals

ErasmusPlus Facebook

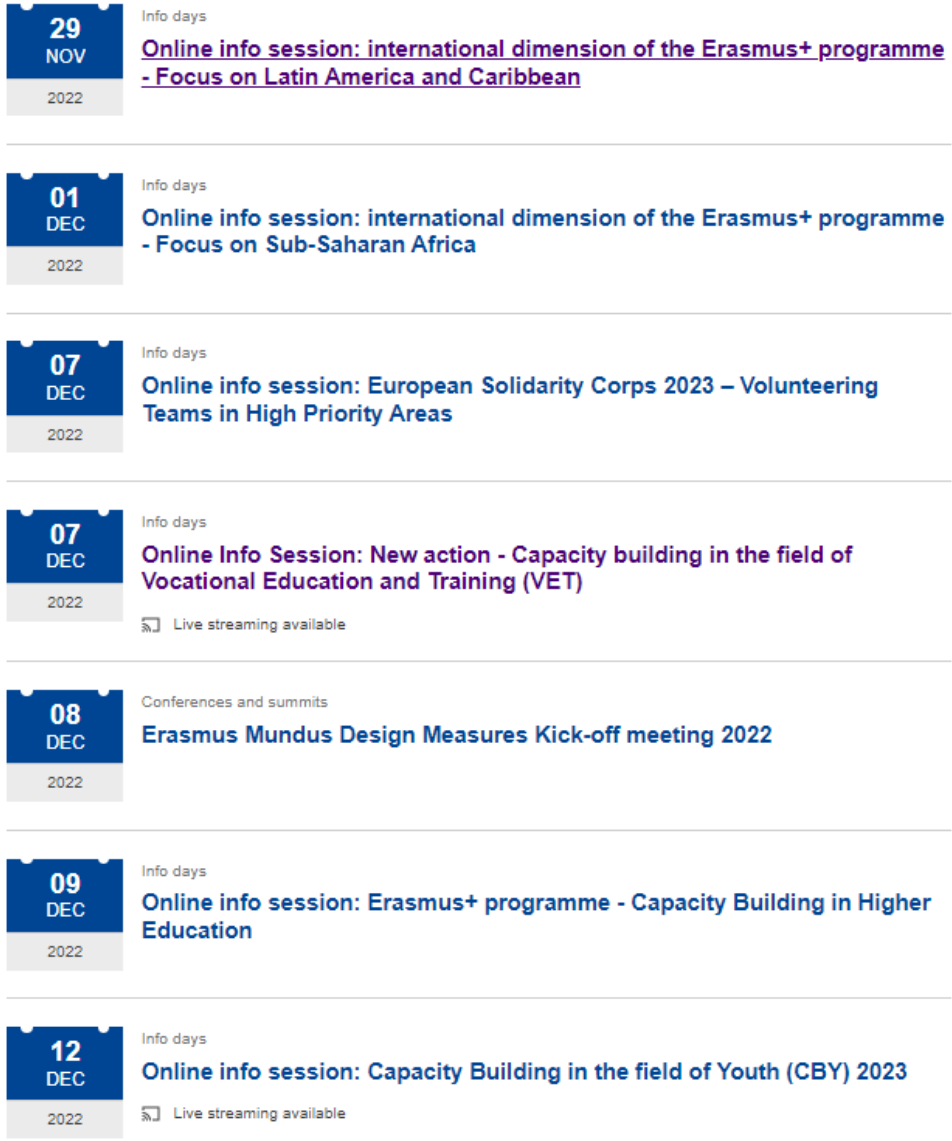
ErasmusPlus X

Erasmus Project Results Platform

EACEA online info sessions!!

Funding and Tender Opportunities Portal (FTOP)!!

EU Delegations in your countries



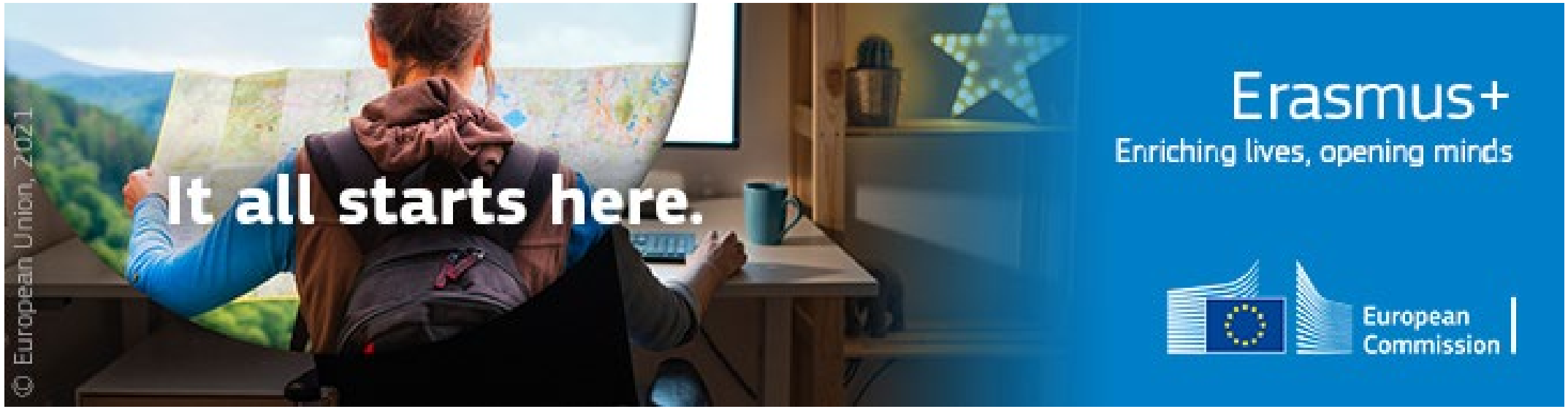
European Commission

Study in Europe

New period for the project 2024 – 2027

- Objectives of SiE:
  - To help strengthen the profile of European higher education on the world stage
  - **To improve the availability of targeted information on programmes and study opportunities in Europe, presenting its quality and diversity as a study destination.**
  - To strengthen the promotional expertise among European higher education institutions and agencies
  - To increase visibility of the European higher education sector support to potential beneficiaries and stakeholders
- Activities:
  - **12 Worldwide Fairs (4 per year) – 2 in LAC**
  - **12 Institutional Events (4 per year) – 2 in LAC**
  - **Study in Europe Portal (articles, publications, testimonials, etc.)**

Thank you for your attention!



European Commission

Erasmus+ Cluster Meeting 2024 for Latin America and the Caribbean

Montevideo, Uruguay

01-02/10/2024

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Setting the scene

How to accompany digital transformation in education

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DG EAC, European Commission

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European Commission

Digital Education Action Plan

2021-2027

Resetting education and training for the digital age

Germán Bernal Ríos

Directorate-General for Education, Youth, Sport and Culture

DIGITAL EDUCATION IN EUROPE: STATE OF PLAY

The COVID-19 pandemic – as a catalyst

- ➢ Large scale shift to distance and online learning during COVID-19 outbreak has been far from simple:
- 1.6 billion learners in more than 190 countries were out of school;
- 100 million learning staff were impacted by the sudden closure of learning institutions;
- Mass unprecedented use of technology for learning revealed many opportunities for students and educators;
- Yet, also significant challenges in terms of equity and quality as well as new divides.

- ➢ For 90% of the respondents of our Open Public Consultation, the pandemic was a turning point for the use of technologies in education.

But also…

- Only 54% of the Europeans have at least basic digital skills;
- Every third 8-grader is underachieving in computer and information literacy;
- 16% of teachers report a strong need for professional development in the area of digital competences;
- While 90% of the jobs around the world already require at least some digital component.

#EUDigitalEducation
#DEAP

Digital Education Action Plan

European Commission

HOW DOES THE DIGITAL EDUCATION ACTION PLAN WORK?

1 GOAL

High-quality and inclusive digital education

2 STRATEGIC PRIORITIES

- Fostering the development of a **high-performing digital education ecosystem**
- **Enhancing digital skills** and competences for the digital transformation

1 HORIZONTAL PRIORITY

Boosting cooperation and exchange

13 ACTIONS + The European Digital Education Hub

#EUDigitalEducation
#DEAP

A CLOSER LOOK

ACTION 05

Digital transformation plans for education and training institutions

Digital Education Action Plan

European Commission

What? SELFIE - A free self-reflection tool for schools to reflect on how they use technology for teaching and learning.

Impact: 6+ million users worldwide in 86 countries and translated into 41 languages

In Latin America and the Caribbean: 24,077 users in 98 schools across 15 countries

Digital Education Action Plan

European Commission

PRIORITY 1

ACTION 06

Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators

Objective

Help understand the potential that the applications of AI and data usage have in education and raise awareness of the possible risks

How

- Provide **hands-on guidance and support**: examples of AI and data use in education; ethical considerations and requirements, guiding questions, emerging competences, glossary and etc.
- Developed by a dedicated **Expert Group**

Target group

- **Teachers and educational staff in formal education**, mainly in primary and secondary levels of education, with some or no prior experience on using AI and data in teaching and learning

When

- Published on 25 October 2022. Available in all EU languages.

PRIORITY 2

ACTION 07

Guidelines for teachers and educators to promote digital literacy and tackle disinformation through education and training

Objective

Strengthen the role of education and training in **developing digital literacy and skills related to tackling disinformation among young people.**

How

- Provide **hands-on guidance, activity plans, tips, cautionary notes for teachers**
- Developed by a **dedicated Expert Group**

Target group

- **Teachers in primary and secondary education** with some or no prior experience in digital education
- School leaders, policymakers, civil society, parents

When

- Published on 11 October 2022. Available in all EU languages.

TARGETED SUPPORT FOR TEACHERS

Goal: train 40K girls by 2027 (achieved!)

Winners of the 2023 challenge

How? A free online learning programme focused on concrete societal challenges related to the circular economy

Who? girls in secondary schools (aged 14-18) across countries defined with modest or moderate innovation scores (RIS countries)

Celebrated in the annual **Women and Girls in STEM Forum**

+/- 40,000 girls trained since 2022

THE EUROPEAN DIGITAL EDUCATION HUB

Objective

→ **Improve cooperation on digital education at the EU level,** promote exchange of best practices and develop solutions with stakeholders from all sectors of education and training.

How

- **Set up and develop a community of** practice for cooperation to support cross-sector collaboration, and the agile development of policy. More than 4000 members!

- **Set up a network of National Advisory Services (NAS)** to stimulate dialogue between the private and public sectors

- **Collect examples of best practices** through the work of the new Support, Advanced Learning and Training Opportunities (SALTO) resource centre for digital education

WHAT IS COMING NEXT?

Digital Education Action Plan

European Commission

Highlights for 2024 and 2025….

- Launch of the **Review Process** of the Digital Education Action Plan (April-November 2024)
- Launch of 4th edition of the **Digital Education Hackathon** (November 2024)
- Launch of Commission Expert Group dedicated to producing **Guidelines on High Quality Digital Education Content** (Group Launched in July 2024/Guidelines to be published in 2025)
- Launch of Commission Expert Group dedicated to producing **Guidelines on Teaching Informatics** (Group Launched in July 2024/Guidelines to be published in 2025)
- Finalisation of the **Review Process and next steps** for the Digital Education Action Plan (2025)

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#DEAP

Examples of ongoing CBHE and CBVET project on “Digital”

- **DigiUGov - Digitalization meets University Governance** (Colombia, Germany, Mexico, Spain)
- **NETeJOB - Strengthening interdisciplinary knowledge networks on the impacts of digital transformation on work conditions in Latin America** (Argentina, Brazil, Chile, Costa Rica, Ecuador, Portugal, Spain)
- **EMBRACE - Education Modernization Brazil, Colombia, Europe - the new era of digital higher education cooperation** (Brazil, Colombia, Finland, Portugal)
- **CL.au.DI.A. - Cultura Digital Antillana: Jóvenes artistas se forman y promueven la cultura digital en el caribe** (Cuba, Dominica, France, Haiti, Italy)
- **EU-BEGP: Modernising Digital Education in Energy Transition for Circular Economy in Latin America** (Bolivia, Ecuador, France, Guatemala, Peru, Spain)

Interested to know more?

Get in touch by email:
EAC-DIGITALEDUCATION@ec.europa.eu

Find out more on our webpage
Digital Education Action Plan (2021-2027) | European Education Area (europa.eu)

Stay tuned
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@EUDigitalEdu

European Commission

Doerte Bosse

EU-LAC Digital Alliance

European Union Delegation to Uruguay

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Erasmus+ Cluster Meeting 2024 for Latin America and the Caribbean

Montevideo, Uruguay

01-02/10/2024

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Comfort break

Restart at 15:45

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Developing digital education ecosystems

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Jenny Elmaco

Erasmus+ National Focal Points Academic Expert

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Benigno Rodriguez

CBHE project “NEON”

Universidad de la República (Uruguay)

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Digital in Education

Dr.-Ing. Benigno Rodríguez
Facultad de Ingeniería
Universidad de la República
Uruguay

Co-funded by the Erasmus+ Programme of the European Union

October 1-2nd 2024

Network of Competence in IoT

- 27 courses created or improved, 4406 hours, 1037 students (D3.4)
- 19 Memorandums of Understanding with industrie entities (D4.2)
- 15 Laboratories created or improved (D4.2)

https://www.project-neon.eu/documents/

Fig. 6: UNI-KLU, UC3M, UNC, UNS, UNMDP, UDELAR, UCU, URJC, UAH, LUZ, UFJF, UO,….

Laboratories with Hardware in UDELAR

- **Courses that share similar methodologies**
  - **Real Time Embedded Systems** (U, G and CE)
  - **Wireless Sensor Networks** (U, G and CE)
  - **Digital Design for Low Power** (G and CE)
  - **Communication Technologies for IoT** (G and CE)

Based on:

- **Lectures**
- **Hands-on laboratory at home**
- **Final project**

Support material:

- **Moodle**
- **Gitlab hosted on university server**
- **Microcontroller and sensors kits**

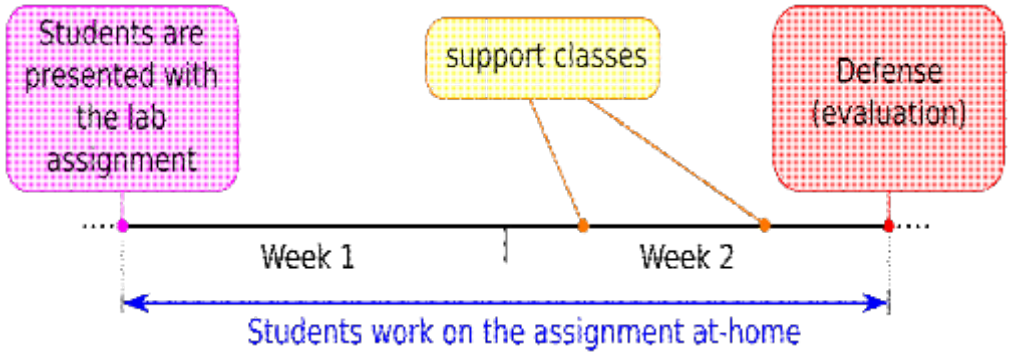

Fig. 1: Time Frame.

Fig. 2: Microcontroller kit.

Fig. 3: MSP430 launchpad.

- **These courses benefit more than 80 students annually just in UDELAR**

Course with Software Licenses (CST) in UDELAR

- **100% virtual, global access**
  - **Antenna Design** (U, G and CE)

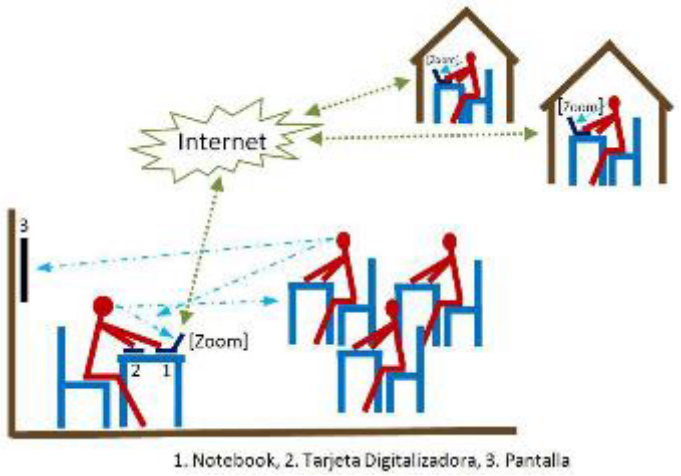

Fig. 4: Global course offered thanks to NEON.

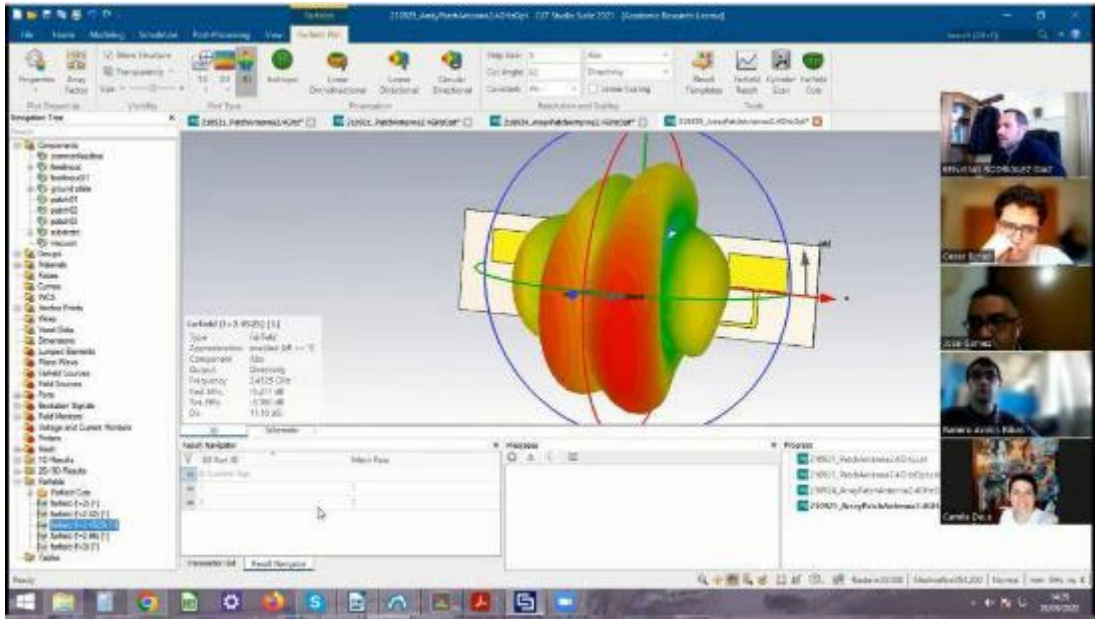

Fig. 5: "Antenna Design" course (students from: Argentina, Brasil, España, Venezuela, Cuba y Uruguay).

- **Borders are erased (24 students, 6 countries, 7 universities)**
- **All type of global academic/scientific cooperation is promoted**
- **A lot of synergy is produced between institutions and between teaching and research**

Thank you !

www.project-neon.eu

European Commission

Maria Sinche Gonzalez

EMJMD project “PROMISE”

University of Oulo (Finland)

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Desarrollo de sistemas educativos digitales
Developing digital education ecosystems

Doc. Dr Maria Sinche Gonzalez

University of Oulu

Coordinadora del programa Erasmus Mundus Joint Master in Sustainable Mineral and Metal Processing Engineering

EMJMD-PROMISE

Erasmus+ Seminar 2024 for LAC/ Montevideo , 1-2 October

Co-funded by the European Union

Erasmus Mundus Joint Master in Sustainable Mineral and Metal Processing Engineering, EMJM-PROMISE

El objetivo de EMJM-PROMISE es preparar ingenieros (MSc) de procesamiento de minerales altamente calificados y futuros líderes para apoyar la creciente demanda de minerales, metales y materiales a medida que avanzamos hacia una economía verde y una transición energética

Plan ambicioso en el número de estudiantes y becas (2022-2025)

85 graduados. 20 -25 estudiantes por edición	90% obtienen una beca de **€1400/mes**	100% obtiene pago total de matricula	100% seguro privado	10% obtiene ayuda (Erasmus+, u otra)

Representación balanceada en nacionalidades de origen (regla 10% para becarios de la misma nacionalidad)

Inclusión and diversidad

Un graduado de EMJM-PROMISE experto en Procesamiento de Minerales

ICT

- Entender los fundamentos de matemáticas, química e ingeniería
- Conocimiento de geología, mineralogía, teoría de liberación, mecanismos de rotura
- Conocimiento de manejo de materiales, comminucion, flotación, hidrometalurgia, pirometalurgia
- Conocimiento de pruebas de laboratorio y caracterización de materiales
- Conocimiento de prácticas y directrices de gestión, SOPs y planes de control-respuesta.

- **Comunicación 360º, capacidad de trabajo en equipo**
- Conocimiento del negocio de la minería y mejores prácticas en tecnologías específicas.
- Capacidad de observación y análisis, recolección de datos.
- Acceso a / conocimiento de herramientas de diagnostico
- **Flexibilidad, curiosidad, pensamiento rápido, autogestionario, responsivo**

Capacidades que sustentan las buenas decisiones metalúrgicas

Co-funded by the European Union

Necesidades digitales EMJM-PROMISE

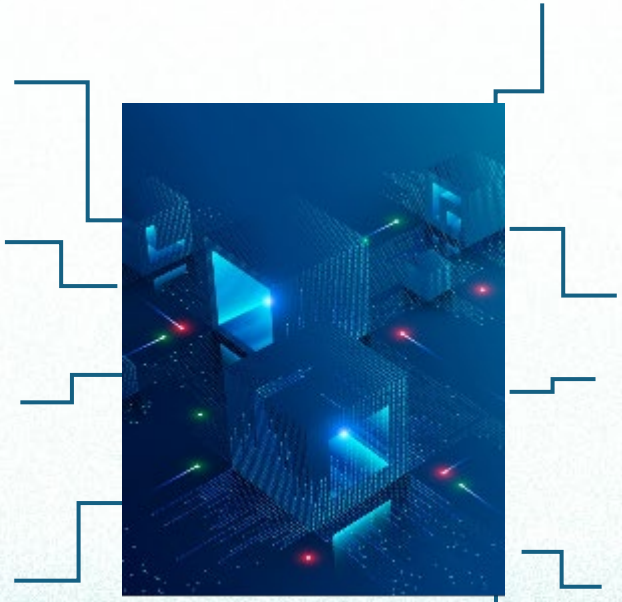
1. Educación digital

2. Análisis de datos e inteligencia artificial
3. Simulación y modelación

4. Caracterización automática de minerales

5. Automatización, instrumentación, sensores avanzados, control de procesos (productividad, cuidado de medio ambiente, estándares de seguridad),
   - Monitoreo de minerales en tiempo real
   - Optimización de Procesos

6. Mantenimiento Predictivo



1.1 Conectividad (internet, acceso y equipos, laboratorios)

1.2 Plataformas para registrarse, obtener certificación, acceso a material educativo, ubicación, calendarios (Peppi, Moodle, Tuudo, comunicación). E-library, e-books

2.1 Cursos específicos (Machine Learning, Python, Matlab, R, otros)

3.1 Cursos específicos
- Modelling and simulation in mineral processing
- Digitalization and smart systems in mineral processing
- Digital analytical chemistry in geo, material and environment

3.2 Programas específicos para procesamiento de minerales: HSC, JKSim, Bruno, Modsim, otros

4.1 Equipos de caracterización de minerales con conexión a terminales digitales.
- Métodos de imagen, i.e. Light (Optical) Microscopy, Electron Microscopy (TEM, SEM), Scanning Probe Microscopy (AFM, STM, Profilometry).
- Métodos Espectroscópicos, i.e. DLS, XRF, XRD, XPS, XAS, Raman,..
- Ejemplos: Digital imagen Split-Online, VisioRock (textura), Tata, Wipware

5.1 Cursos y práctica en laboratorios, planta piloto y equipos
- Automation in mineral processing
- Interphases transport CAD in mineral technologies
- Sistemas de control automático con Digital Twin=Gemelos Digitales
- Estrategias de control DCS, PLC, MPC, FL

6.1 Sistemas de monitoreo en tiempo real, diseñada para hacer que la resolución de problemas y el diagnóstico en el procesamiento de minerales sean más rápidos y eficientes que nunca. Exemplo: ABB Ability™ Predictive Maintenance for Grinding (PMG), TXR Ultrasonic flowmeter, Millsense®, otros

Capacidades que sustentan las buenas decisiones metalúrgicas

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Participan in EMJM-PROMISE

INDUSTRIA

1. METSOOUTOTEC (FINLAND) OY, Finland
2. TERRAFAME GROUP OY, Finland
3. Agnico Eagle Oy, Finland
4. Geopyora, Finland
5. Dragon Mining Oy, Finland
6. Monolithos, Grece
7. BioSO4 Oy, Finland
8. Boliden, Sweden
9. Copperstone Vicaria AB, Sweden
10. Timegate Instruments Oy, Finland
11. Spectra-Media, Croatia
12. Depos d.o.o., Croatia
13. Holcim (Hrvatska) d.o.o., Croatia
14. FLSmidth GmbH, Austria
15. Karntner Montnindustrie GhmH, Austria
16. PMT-Jetmil GmbH, Austria
17. CEMTEC Cement and Mining Technology GmbH, Austria
18. Zementwerk LEUBE GmbH, Austria
19. IFE Aufbereitungstechnik GmbH, Austria
20. Bernegger GmbH, Austria
21. Omya GmbH, Austria
22. Binder & Co AG, Austria23. RHI Magnesita GmbH, Austria
24. Corporacion Chilena de Investigacion del Agua, CETAQUA, Chile
25. Nacional de Pilotaje de Tecnologías para la Minería, Chile
26. Santo Domingo, Chile
27. Saulo SPA, Chile, No/PIC
28. Seven Project SPA, Chile
29. Maelgwyn, Germany
30. Flottec LLC, USA
31. Gumiimpex-GRP d.o.o, Croatia
32. Metis d.d., Croatia
33. IGM Sljuncara Trstenik d.o.o., Croatia
34. IAB Weimar Institute of Applied Construction Research, Germany
35. Knauf d.o.o., Croatia

CENTROS DE INVESTIGACION

36. Centro de Tecnologia Mineral, Brazil
37. Geologian tutkimuskeskus GTK, Finland
38. Helmholtz Institute Freiberg for Resource Technology
39. IAB Weimar Institute of Applied Construction Research, Germany

UNIVERSIDADES

40. Dpto. Ingenieria Geologica y Minera/Universidad Politecnica de Madrid/ E.T.S.I. Minas y Energia, Spain
41. Copper Belt University, Zambia
42. University Catolica del Norte, Chile

¿Quién se beneficia?

Stakeholders:

- Universidades (socios)
- Países anfitriones
- Estudiantes de todo el mundo
- Industria
- Sociedad

Erasmus Mundus Joint Master in Sustainable Mineral and Metal Processing Engineering, EMJM-PROMISE

European Commission

Judith St Surin

Adelante2 cooperation project

Université d'Etat d'Haiti

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Maria Rosa Terradellas

Adelante2 cooperation project

Universitat de Girona (Spain)

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Carlos Alberto Heuza

Adelante2 cooperation project

Cooperacion Minuto de Dios UNIMINUTO (Colombia)

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UEH - TICE

EXPERIENCES AVEC ADELANTE2

- Erasmus+ Cluster Meeting
- and Contact-Making Seminar
- for Latin America and the Caribbean
- 1-2 October 2024 | Montevideo, Uruguay

0. Cómo se gestó el Proyecto

Breve descripción :

La UEH se encuentra en una encrucijada para modernizar sus procesos de enseñanza-aprendizaje y cumplir las normas internacionales. Para ello, necesita consolidar nuevas prácticas pedagógicas y formar a sus profesores en el manejo de la formación a distancia y virtual. A través del programa ADELANTE, con el apoyo de UNIMINUTO y UdG, la universidad busca implementar prácticas metodológicas de enseñanza virtual y mejorar las competencias de su cuerpo docente para poder ofrecer una educación de calidad y alcanzar sus objetivos estratégicos.

Objetivo :

Esta Iniciativa de Cooperación Triangular permitirá a la entidad Beneficiaria de la Alianza aprovechar el conocimiento de las entidades Oferentes en modelos de educación a distancia y virtual, caracterizados por el fuerte énfasis en la calidad técnica y pedagógica que promueva el acceso al aprendizaje permanente y la inclusión. social.

1. Que hemos producido (productos y modelos).

- Diagnóstico de la formación del profesorado de la U.E.H. a nivel pedagógico y tecnológico.
- Elaboración de materiales pedagógicos para aplicar metodologías activas y colaborativas centradas en las nuevas necesidades de formación universitaria (competencias)
- Elaboración de materiales para la formación tecnológica, que permita la aplicación de la formación virtual
- Documento “Orientaciones prácticas para incorporar la perspectiva de género y derechos humanos en la educación virtual”.
- Elaboración de material audiovisual para plasmar la experiencia llevada a cabo.
- Reelaboración de los materiales tecnopedagógicos para aplicar en los talleres de formación de Haití.
- Evaluación de las distintas fases del proyecto: Girona, Madrid, Haitía (Les Cayes, Puerto Príncipe y Limonade).

2. Cómo se va a aplicar el conocimiento

- Formación en cascada al profesorado de Haití por parte de los profesores formados en Girona y Madrid.
- Aplicación contextualizada al entorno de Haití de los materiales elaborados en el Proyecto
- Creación de aulas virtuales
- Aplicación de esta formación a distintas facultades
  - Derecho y Economía
  - Medicina
  - Escuela Normal Superior: Educación
  - Ingeniería e Informática

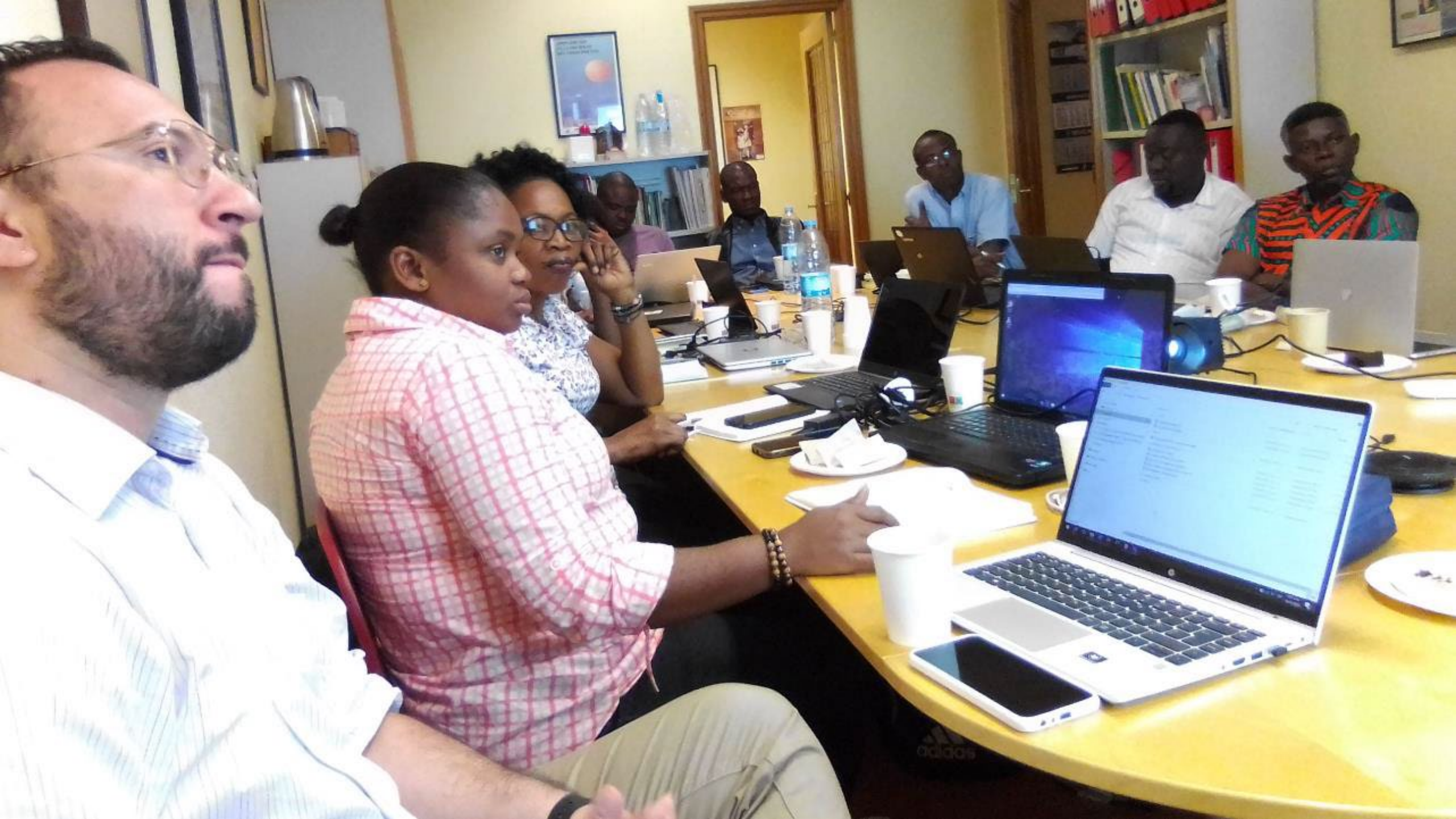
3. Perspectivas de sostenibilidad

- Creación de un nuevo servicio TICE para el acompañamiento del proceso de formación en los aprendizajes tecnopedagógicos adquiridos, dentro de la dirección de Formación Permanente del profesorado de la UEH.
- Implementación de un Master Virtual de Profesorado Universitario, impulsado por Kairós y la UEH para los años 2023-2024 y 2024-2025 en el que participan todos los miembros de la Alianza. Este master va a permitir tanto la actualización del profesorado de la UEH como la formación de estudiantes que pueden llegar a ser futuros profesores de la UEH o de otras universidades de Haití.
- Calendario de formación para los profesores. Semanalmente se reciben solicitudes de formación, por lo cual se dará continuidad al proceso.

Girona

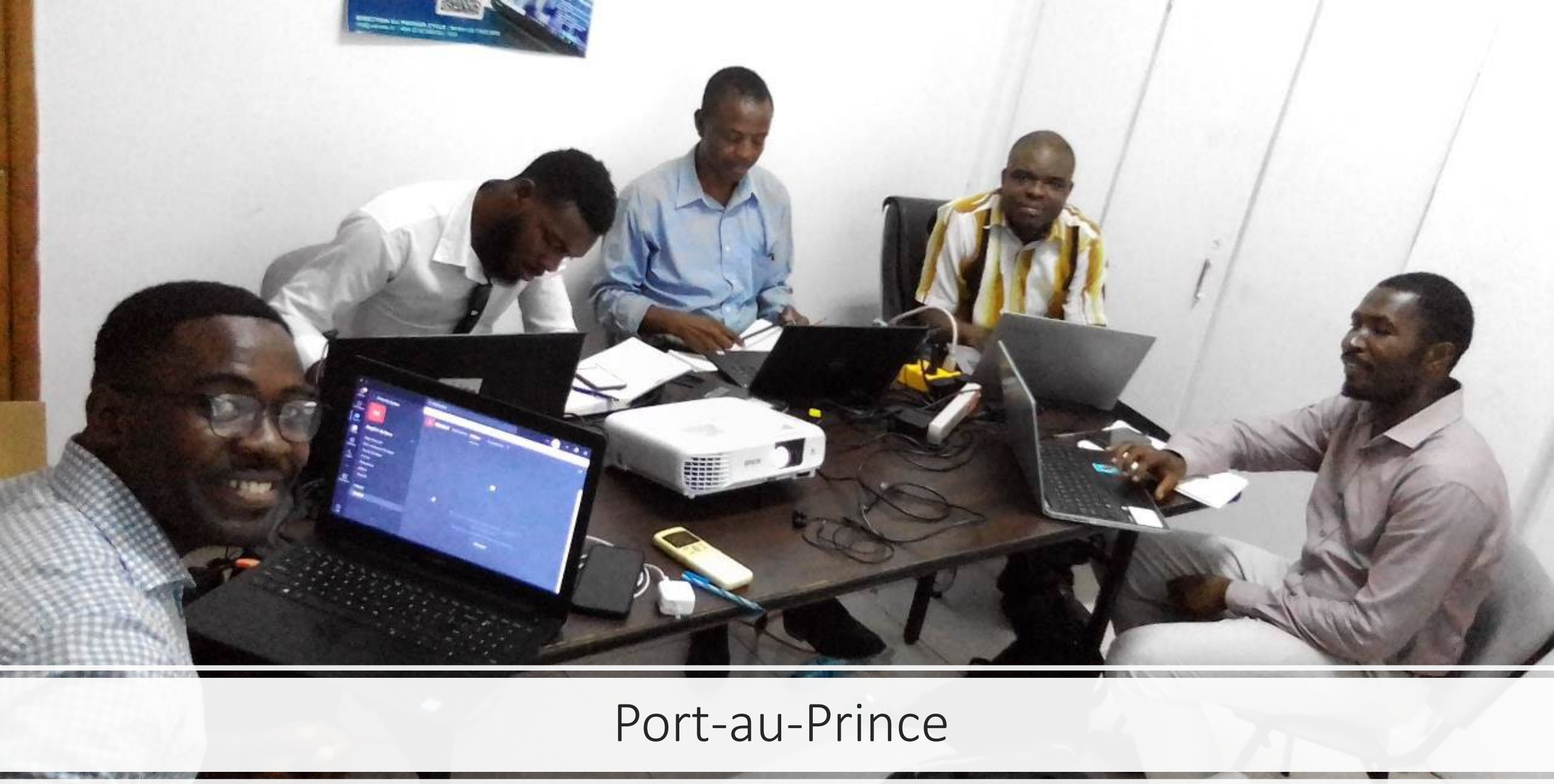
Atelier de travail

Madrid

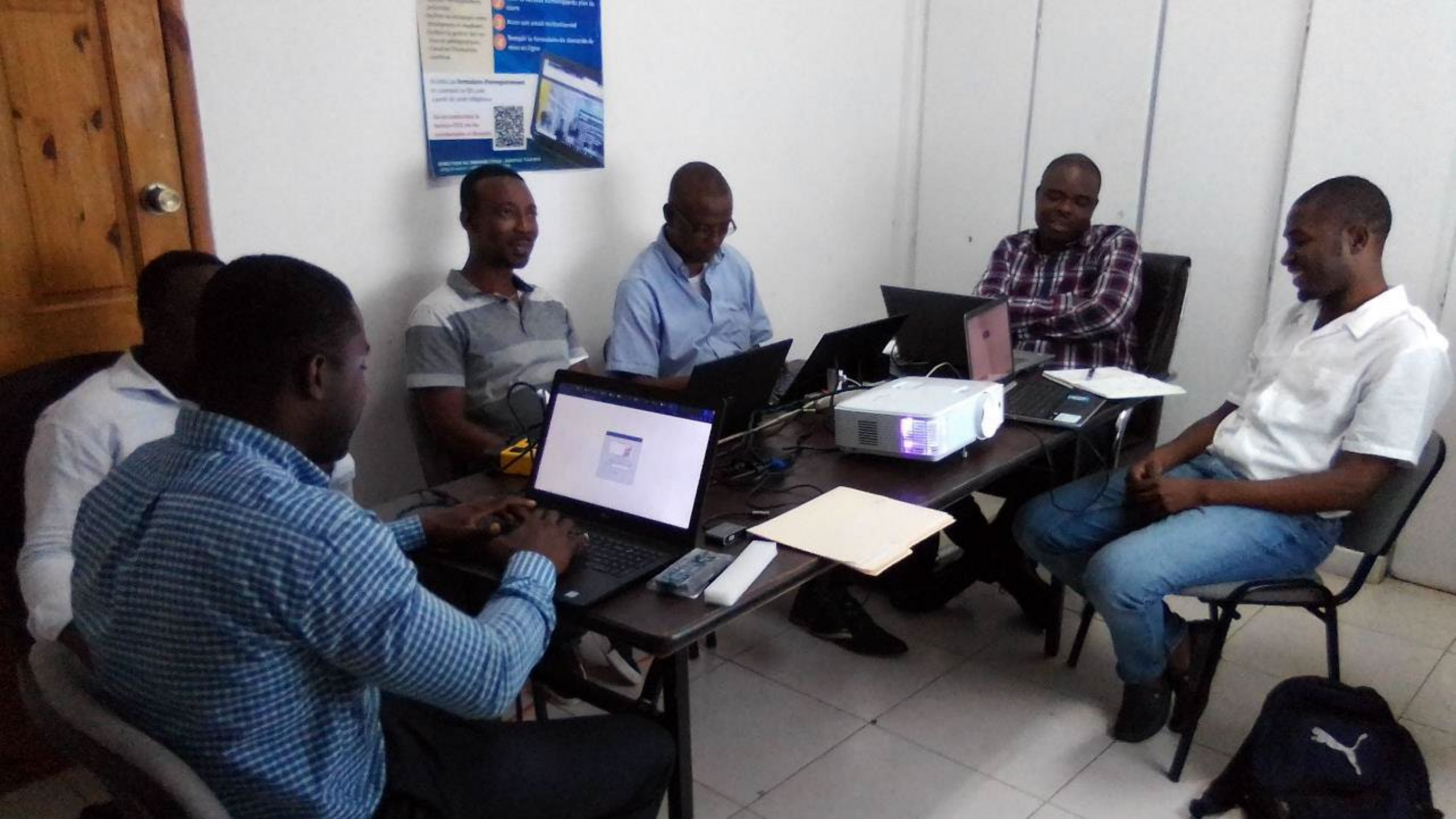



IV
DE LAS
UNIVERSIDADES
POPULARES
CON LA
RTICIPACION
CIUDADANA
EDUCACION Y CULTURA
PARA TODOS


ONGRESO DE
VERSIDADES
POPULARES
ESPAÑOLAS



Port-au-Prince



Ateliers Port-au-Prince


Adelante2

Les Cayes


Adelante 2


Adelante 2
Compétences
techno-pédagogiques pour
l'éducation virtuelle
Adelante 2
Compétences
techno-pédagogiques pour

LIMONADE


SALLE DE LECTURE

Courte vidéo de la plateforme Moodle de l’UEH

Merci!

Erasmus+ Cluster Meeting 2024 for Latin America and the Caribbean

Montevideo, Uruguay

01-02/10/2024

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Focus on Artificial Intelligence

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Erasmus+ National Focal Points Academic Expert

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Clemencia del Consuelo Zapata

CBHE project “EPA!”

Coorporación Universitaria Rafael Núñez (Colombia)

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IA al servicio del aprendizaje

El proyecto EPAI potenciará nuestro *PLE* con inteligencia artificial, mejorando su gestión y transformando nuestra manera de aprender.

ENTORNOS PERSONALES
DE APRENDIZAJE INTELIGENTES
EPA!

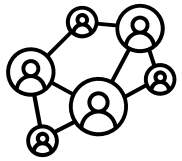
Socios y Beneficiarios

- Docentes
- Estudiantes
- Gestores Académicos
- Empleadores

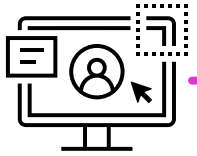
Resumen Marco lógico

Modelo de Calidad de EPA

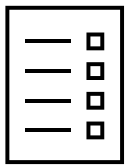
Rúbrica evaluación calidad de EPA



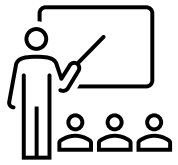
Red EPA!



Plataforma inteligente Gestión EPA

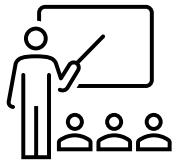


Guía de Buenas Prácticas



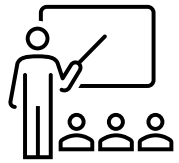
Emprenden

Piloto



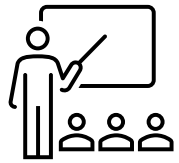
3 Cursos en Uso de EPA

20 gestores, 600 docentes y 12.000 estudiantes



1 Curso en Uso del Sistema EPA!

20 gestores, 600 docentes y 12.000 estudiantes



1 Cursos Participación Ciudadana para la Lucha contra el Cambio Climático

10 empresas por piloto

Metadatos para la recomendación

- Formación a docentes en DUA
- Definición de metadatos de:
  - Competencias -> ESCO
  - Características de accesibilidad de los contenidos educativos
- Mediante la Plataforma EPAI

Gracias por su atención

Clemencia Zapata Lesmes

proyecto.epai@gmail.com

https://epai.digital

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DE APRENDIZAJE INTELIGENTES
EPA!

European Commission

Emmanuelle Gutierrez y Restrepo

CBHE project “EPA!”

Universidad Nacional de Educación a Distancia (Spain)

ENFP National Focal Points

Erasmus+
Enriching lives, opening minds

Global Gateway

Erasmus+

IA al servicio del aprendizaje

El proyecto EPAI potenciará nuestro *PLE* con inteligencia artificial, mejorando su gestión y transformando nuestra manera de aprender.

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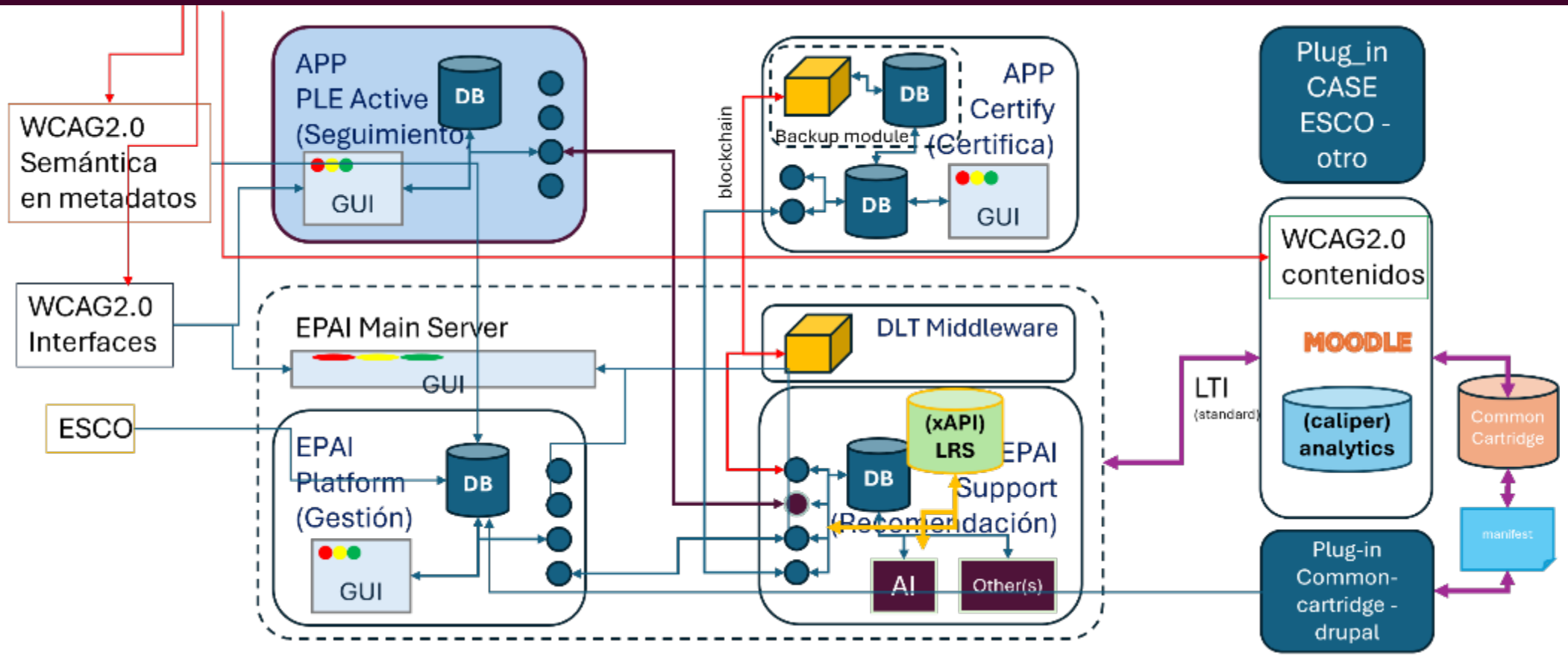
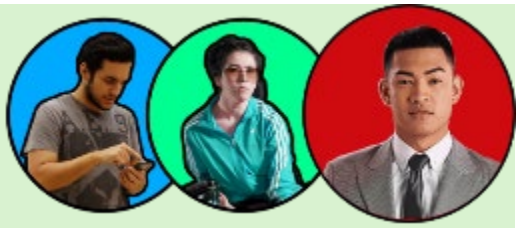
Arquitectura y estándares del sistema EPA!

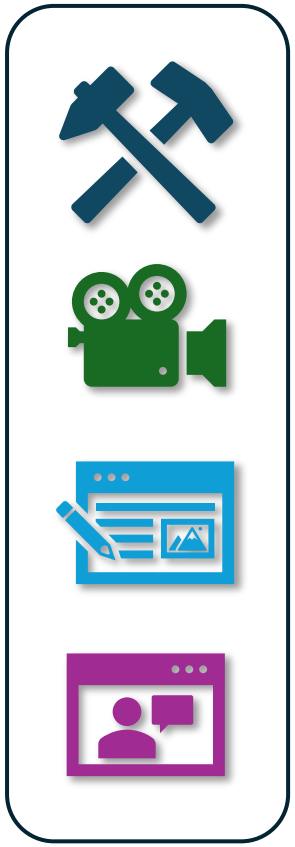


EPAI recomienda herramientas y actividades basadas en el perfil del docente, ayudando a optimizar la enseñanza.



El sistema sugiere contenidos, habilidades y cursos según las necesidades del estudiante y del mercado laboral.

Conectamos a empleadores y académicos para certificar competencias y mejorar la empleabilidad.



Socios y Beneficiarios

- Docentes
- Estudiantes
- Gestores Académicos
- Empleadores

Gracias por su atención

Emmanuelle Gutiérrez y Restrepo

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EPA!

European Commission

Dr. Sergio Forster

ICM project “¡Autostop!”

Universidad Torcuato Di Tella (Argentina)

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Erasmus+

European Commission

Serge Miranda

CBHE project “DEEP-FARM”

ESTIA and University of Nice (UCA) (France)

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DIGITAL AGRICULTURE *(DEEP FARM*project)* and ...DIGITAL EDUCATION

ERASMUS+, URUGUAY, October the 1st 2024

,Pr. Serge Miranda (ESTIA scientific coordinator)

ESTIA DATA LAB

*DEEPFARM : ERASMUS+ project coordinated by ESTIA

« Agriculture* is entering a disrupting era based upon DATA with predictive AI and Generative AI applications”

* *Education, health, Engineering..*

The « 5 P » of digital assistance (in data-driven agriculture)

PRODUCTION

production estimate, Crop monitoring

DATA production (agricultural commons; data governance)

Traceability and blockchain

PREVENTION

diseases, drought

insurance evaluation

PREDICTION

soil monitoring and , natural , irrigation, harvest time

PERSONALIZATION

Personal digital TUTORING and …Administration support (Generative AI application *cf NABLA success for doctors)*

PRECISION

Smart irrigation (water optimization), Seeds

Complete value chain from seeds to storage

DALL-E picture

Context of « data-driven AGRICULTURE »

- 4 dimensions :
- - population growth ; doubling population in Africa by 2025 (UN Report, 2023)
- - Water scarcity and reduction of arable land (66% of the world reserve in Africa)
- - Reduction labor in agricultural sector
- - Climate change/warm-up (European Green Deal)

17 United Nations SUSTAINABLE GOALS for 2030 : 14 concerned by DIGITAL AGRICULTURE

Goal 1 : No poverty
Goal 2 : Zero hunger
Goal3 : Good Health
Goal 4 : quality education
Goal 6 : Clean WATER and Sanitization
Goal 7 : Clean Energy
Goal 8 : economic growth
Goal 9: innovation infrastructure
Goal 10 : Reduction of inequalities
Goal 11 : Sustainable communities
Goal 12 : Responsible production
Goal 13 : Climate change action
Goal 17 : Partnerships

DataLab

DATUM ACADEMY

DATA (tsunami) and applied AI : a disruptive couple! an Iceberg!

The 4th paradigm of science (Jim Gray) : « *the DATA paradigm"*

(with GPU as 3rd "musketeer" !(

Example : Madagascar

Madagascar : la double peine face aux dérèglements climatiques

Les pluies arrivent de plus en plus tard chaque année, et le manque d'eau provoque de lourdes pertes pour les, producteurs malgaches : jusqu'à 50% de la production pour certains. ©Charlotte Kreder/CCFD-Terre Solidaire

https://societe-faim-climat-meme-combat.telerama.fr/madagascar-la-double-peine-face-aux-dereglements-climatiques/?fbclid=IwAR3ZYhSWzooJ6B0P1xwknry_hqxWzD_T9XpnRLjx1KIXqgCCUH-1ipR3jUg_aem_ASnW00Tp8DvKwcZWdH5VV6y_UpAhjsURzD-APR5Pte-DQxfZ1Q7Rn1HwZSLw6HAJhmWg7P5W5iNvhWRIPSv0LPOZ

- **Food safety critical at the w**
  - Climate warming
  - Water optimization
  - 828 millions on human and angry in 2022 (50% o
  - Africa and its population 2050 !
- **Feeding more and better**
- **Example : Rice in Madagasc**
  - **Weak yields**
    - Madagascar: 2,45 tons per h
    - World average : 4,8 tons per
    - China : 7,31 tons per hectar
  - Balance sheet : 20% of rice needs are

PREDICTIVE AI (ML & DL) : AIOT (AI + IOT)

- IOT
  - SENSORS (humidity, soil nutrient measurement, ..)
  - DRONES (pictures, seedling, nutrient dissemination,..)
  - SATELLITE images for land monitoring
  - (family) ROBOTS
- Predictive AI (ML, DL)
  - Image analysis with DEEP LEARNING (diseases, drought anomalies, soil quality..)
  - Time series analysis for sensors
  - RIPENING

DATA and generative AI in Agriculture

- **Family farming vs industrial farming**
- **Mobiquitous farmer of the future**

- **Portfolio of monitoring services**
  - Crop monitoring with sensors and drones (and satellite images for territory)
  - Humidity Sensors for irrigation optimization
  - Blockchain for tracking (Ex AGRILEDGER in Haïti)
  - **ChatGPT for administrative support (**see NABLA for doctors)
  - Systematic **Tutoring** support : real and virtual (chatgpt)
  - **Crop monitoring during the complete value chain**

- Open source IOT platform for digital farming (FARMPLUG from ESTIA for DEEP FARM project)
  - Digital sovereignty (GAFAM clouds are candidates)
  - Data gouvernance

- ***SOWING IDEAS to HARVEST better future***

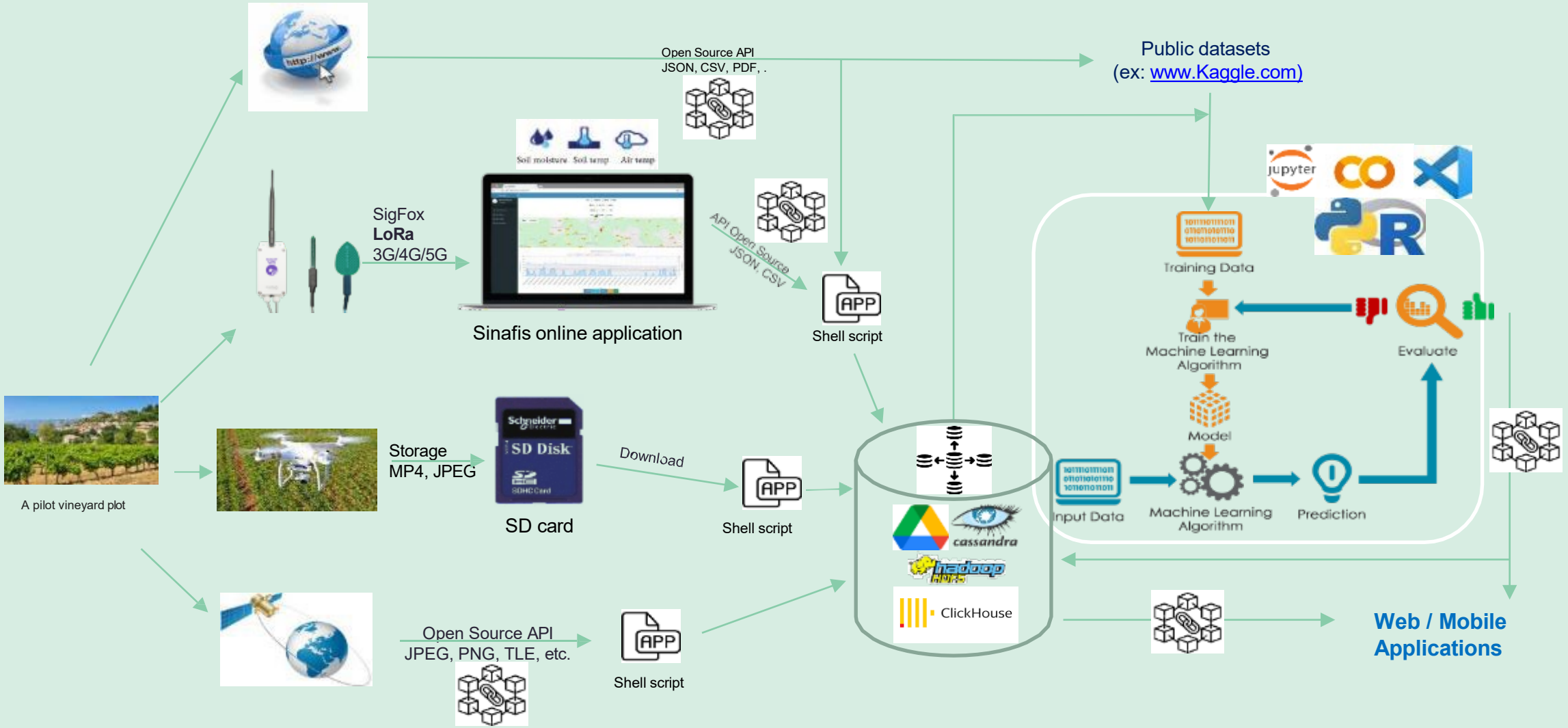
ESTIA INSTITUTE OF TECHNOLOGY BIHAR DataLab DATUM ACADEMY

Erasmus+ DEEP FARM project (2024- 2026 DATA –driven agriculture

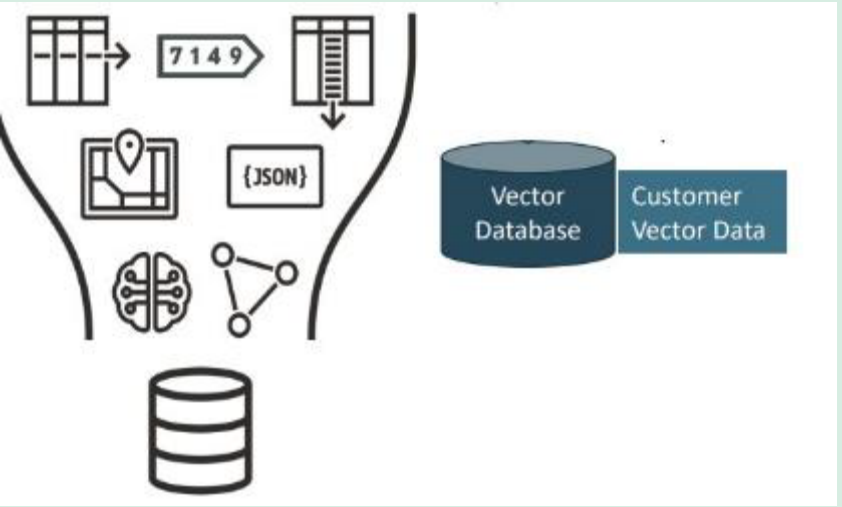
- 800 K European project managed by ESTIA with 6 Countries
  - DATA LAB of the BIHAR master (on usage of BIG DATA and AI)
    - Formal partnership with Google in 2021, Oracle in 2023 and Microsoft in 2024
    - ESTIA connected-digital-(on-line eBIHAR) campus for its Bihar master in 6 countries
- France and Italy (Univ of Siena) providing AI and BIG DATA expertise
  - Spring schools in 2024 in France and Italy for eBihar students(DEEP FARM scholarships) and professor mobility
  - Free Moocs
  - Gradeos/COMPANIONS (micromasters) for agronomists
- In each country : pairs of eBIHAR students with agronomists with digital farms to be implemented (along with TUTOS/DIGITAL COMPANIONS) by eBIHAR students
  - **TURKEY (YASAR Univ) for OLIVES**
  - **IVORY COAST (ESATIC) for CACAO**
  - **MADAGASCAR (ITU) for RICE**
  - **DOMINICAN REPUBLIC for BANANA**
  - **HAITI (ESIH) for vegetables and mango**
  - (BENIN- AFRIA- for MANIOC or Cotton ?)

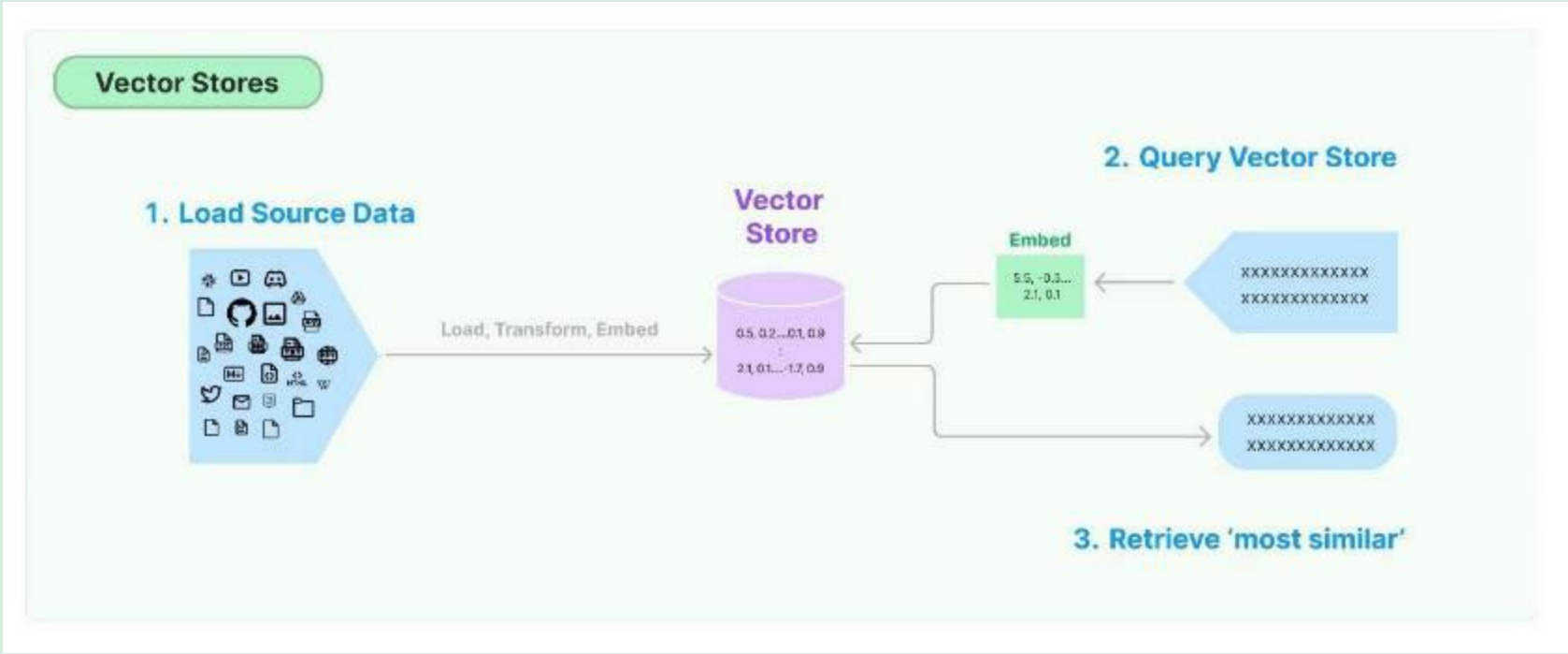
ESTIA INSTITUTE OF TECHNOLOGY BIHAR DataLab DATUM ACADEMY

FARMPLUG within ERASMUS+ DEEP FARM project : Open source IoT open-system architecture (BIHAR Master, Estia Data Lab , Aygyul Epimakhova 2022)



RAG Systems for GENERATIVE AI on public and private DATA SETS (with vector DATA BASES)





Summary : Three dimensions of digital agriculture of the future (also education, health)

- **The 6 W of DATA**
  - 3 for past : WHAT?, WHERE?, WHEN?
  - 3 for the future : Why ? Whereabout? and Warrenty? !

- **VIRTUAL agricultural TUTOR (“**DIGITAL customized AI-based **“TUTOR»)**

(with GENERATIVE AI and RAG: GPT, Bard, Copilot, Mistral, LLAMA, ..)

- Tipping from ***“the era of the ANSWER to the era of the question (PROMPT) ****
  - **Automatic PROMPT generation** in digital agriculture to be a virtual TUTOR
  - From synthetic intelligence to analytic intelligence
  - THOUGHT >>CALCULATION (on DATA of the past)

** discussion with Olivier Theron Professor, Master in Journalism, UCA (Cannes)*

ESIA INSTITUTE OF AGRI-ECOLOGY

BIHAR

DataLab

DATUM ACADEMY

Conclusion2 :
A Gascon proverb for digital agriculture future !

- « ***In an apple you can count the seeds but in a seed you cannot count the apples***"
- *Dans une pomme on peut compter les graines mais d*
  on ne peut pas compter les pommes »

Erasmus+ Cluster Meeting 2024 for Latin America and the Caribbean

Montevideo, Uruguay

01-02/10/2024

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