



**Universidad
Zaragoza**

***HARMONY, internationalization
and intercultural knowledge and
diversity. The role of international
universities for global
understanding in times of
disruption***

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

EL PROGRAMA ERASMUS+

Erasmus+ es el programa de la UE en los ámbitos de **la educación, la formación, la juventud y el deporte** para el período 2021-2027.

Son ámbitos clave que contribuyen al **desarrollo personal y profesional de la ciudadanía**, equipan a los participantes con las **cualificaciones y capacidades** necesarias para una participación significativa en una **sociedad democrática**, el **entendimiento intercultural** y para gestionar con éxito las **transiciones en el mercado laboral**.

**ACCIÓN CLAVE 1
(KA1)**

**ACCIÓN CLAVE 2
(KA2)**

**ACCIÓN CLAVE 3
(KA3)**

**ACCIONES JEAN
MONNET**

**MOVILIDAD
EDUCATIVA DE
LAS PERSONAS**

**COOPERACIÓN
ENTRE
ORGANIZACIONES
E INSTITUCIONES**

**RESPALDO AL
DESARROLLO DE
POLÍTICAS Y A LA
COOPERACIÓN**

ACCIÓN CLAVE 2: COOPERACIÓN ENTRE ORGANIZACIONES E INSTITUCIONES

Asociaciones para la cooperación

Asociaciones de excelencia

Asociaciones para la innovación

Proyectos de desarrollo de capacidades

Acontecimientos deportivos europeos sin ánimo de lucro

Asociaciones de cooperación

Universidades europeas

Alianzas para la innovación

Educación superior

Asociaciones a pequeña escala

Centros de excelencia profesional

Proyectos con visión de futuro

Educación y formación profesionales

Academias de profesores Erasmus+

Juventud

Acción Erasmus Mundus

Deporte

ACCIONES CENTRALIZADAS ERASMUS+ CONVOCATORIA 2021

PARTICIPACIÓN DE INSTITUCIONES ESPAÑOLAS

Participación según el rol en el proyecto

44 como coordinadoras
83 como socias
127 participaciones totales



Líderes

Como coordinadores:

2 proyectos de Alianzas para la Cooperación Sectorial sobre Capacidades

14 proyectos de Cátedras Jean Monnet

3 proyectos de Formación de Profesorado Jean Monnet

Como socios:

12 proyectos de Másteres Erasmus Mundus

21 proyectos de Centros de Excelencia Profesional

9 proyectos de Academias de Profesores Erasmus+

4 instituciones más activas

5 proyectos de la Universidad de Murcia

5 proyectos de la Universitat de València

4 proyectos de la Universitat de Lleida

4 proyectos de la Universitat Politècnica de Catalunya



Participación por tipo de institución

39 Instituciones educativas

51 Otras organizaciones

5 acciones centralizadas con la mayor participación de instituciones españolas

% de proyectos con instituciones españolas como coordinadores y/o socios

72%
Alianzas para la Educación y las Empresas

71%
Alianzas para la Cooperación Sectorial sobre Capacidades

64%
Academias de Profesores Erasmus+

62%
Centros de Excelencia Profesional

48%
Másteres Erasmus Mundus



GOBIERNO DE ESPAÑA

MINISTERIO DE UNIVERSIDADES



EXCELENCIA INICIATIVA DE COOPERACIÓN INTERNACIONAL

2009-2014



Erasmus+

Enriqueciendo vidas, abriendo mentes.

164 Total proyectos financiados

148.185.864 €
Total presupuesto distribuido

PARTICIPACIÓN DE LAS INSTITUCIONES ESPAÑOLAS

- 1º** en participación como socias (con 58 proyectos).
- 1º** como país en participación entre 103 países financiados.
- 2º** en proyectos coordinados (con 12 proyectos, tras Italia y Alemania con 14 proyectos).
- 57** proyectos con presencia de instituciones españolas.
- 35%** de los proyectos aprobados con presencia de instituciones españolas.

UNIVERSIDADES ESPAÑOLAS COORDINADORAS

UNIVERSIDAD	TIPO	PROYECTO
Universitat Autònoma de Barcelona	Conjunto	<i>Joint Post-Graduate Study-Programme in Ecotourism and Nature Guiding</i>
Universitat d'Alacant	Estructural	<i>Promoting the employability and entrepreneurship of High education graduates through innovative WAYS in the Philippines</i>
Universidad de Almería	Conjunto	<i>Strengthening Mathematics Education by the use of ICTs in Morocco</i>
Universitat de Girona	Conjunto	<i>Innov Asia: Development of innovative multilevel formation programs for the new water leading professionals in South East Asia</i>
Universidad de Granada	Conjunto	<i>Evaluación de la formación del profesorado en América Latina y Caribe. Garantía de la calidad de los estudios de educación</i>
Universitat de Lleida	Conjunto	<i>Training Masters in Ecosystem Services Management in Protected Areas / ECOSERVE</i>
Universidad de Salamanca	Conjunto	<i>Boosting the Use of African Languages in Education. A Qualified Organized Nationwide Development Strategy for South Africa</i>
Universidade de Santiago de Compostela	Conjunto	<i>Establishment of a Yucatan-Cuba Network of MA programme in Contemporary Art and Cultural Management</i>
Universitat de València	Estructural	<i>Enhancing Quality Assurance Management in Higher Education in Tunisia</i>
Universidad de Zaragoza	Conjunto	<i>Internationalisation and Virtual Exchange: Borderless between EU and Asian Countries</i>
Universidad Politécnica de Cartagena	Conjunto	<i>Bhutan-Nepal Higher Education for accomplishing the Sustainable Development Goals</i>
Universitat Politècnica de València	Conjunto	<i>Developing Interdisciplinary Postgraduate Programmes and Strengthening Research Networks in Geoinformation Technologies in Armenia and Kyrgyzstan</i>

Nº	Nombre organización	Acciones centralizadas						Tipo de participación			
		EMJMD	EU	CBHE	KA	JMO	TOTAL	COORD.	SOCIO	ASOC.	TOTAL
48	U. DE CASTILLA - LA MANCHA			1			1		1		
49	U. DE GRANADA			6		3	9	4	5		9
50	U. DE HUELVA	2				1	3	1	1	1	3
51	U. DE LA IGLESIA DE DEUSTO ENTIDAD RELIGIOSA	2	1	2	1	1	7	1	5	1	7
52	U. De La Laguna					1	1	1			1
53	U. DE LAS PALMAS DE GRAN CANARIA	1					1			1	1
54	U. DE LEON		1	1		1	3	1	2		3
55	U. DE LLEIDA	1		3		1	5	2	3		5
56	U. DE MALAGA			2	1		3	1	2		3
57	U. DE MURCIA			1			1		1		1
58	U. De Navarra				1		1		1		1
59	U. DE OVIEDO	1		1			2		2		2
60	U. DE SALAMANCA		1	2	1		4	2	2		4
61	U. DE SANTIAGO DE COMPOSTELA			2			2	1	1		2
62	U. DE SEVILLA		1			1	2	1		1	2
63	U. DE VALLADOLID	1		1		1	3	1	2		3
64	U. DE VIGO	1		1			2		1	1	2
65	U. DE ZARAGOZA		1	1			2	1	1		2
66	U. DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA	3	1	4	1		9	2	7		9
67	U. Internacional De La Rioja Sa				1		1		1		1
68	U. MIGUEL HERNANDEZ DE ELCHE		1		1		2		2		2
69	U. NACIONAL DE EDUCACION A DISTANCIA			1		4	5	4	1		5
70	U. PABLO DE OLAVIDE	1					1			1	1

TÍTULOS CONJUNTOS DE MÁSTER ERASMUS MUNDUS

UNIVERSIDADES EUROPEAS

DESARROLLO DE CAPACIDADES EN EL ÁMBITO DE EDUCACIÓN SUPERIOR

ALIANZAS PARA EL CONOCIMIENTO

JEAN MONNET

PARTICIPACIÓN “EUROGEO” (IUCA: ARGOS Y GEOT; CAMPUS IBERUS: GEOT-DS)

- KA3 (European Forward Looking Policy Education): YOUTHMETRE, 2016-2018. 399.156 €. Unizar y EUROGEO (coordinador). Award: European Committee of Regions + 57th Session of the United Nations Commission for Social Development
- KA2 Capacity Building in Higher Education: HARMONY, 2020-2023. 873.560 €. Unizar (coordinador).
- KA2 Erasmus Universities: UNITA. Facultad de Educación, UNITA Junior Academy.
- KA2 Erasmus+ Teacher Academies: STEAME. EUROGEO (Unizar, associate partner?). 2023-2026. 1.452.536'77 €
- JEAN MONNET ACTION. GEODEM (Geography, democracy, European citizenship and the digital age). 2020-2023. 50.000 €.

YouthMetre

HARMONY

UNITA
universitas
montium

STEAME
TEACHER ACADEMY



GeoDem

European Education Area

Quality education and training for all



Improving quality and equity in education and training

All citizens in the EU have the right to high-quality and inclusive education, training and lifelong learning.

[More about quality and equity](#) →



Teachers, trainers and school leaders

The EU is working to revalorise the teaching professions and to provide all teachers, trainers and school leaders with high-quality initial education and professional development opportunities.

[Details for education professionals](#) →



Digital education

The EU is promoting the development of a high-performing European digital education ecosystem and is seeking to enhance citizens' competences and skills for the digital transition.

[Discover digital education](#) →



Green education

Encouraging the education and training sector to take action to contribute to the green transition and to strengthen the sustainability competences of all learners is one of the EU's top priorities.

[Explore green education](#) →



The European Education Area in the world

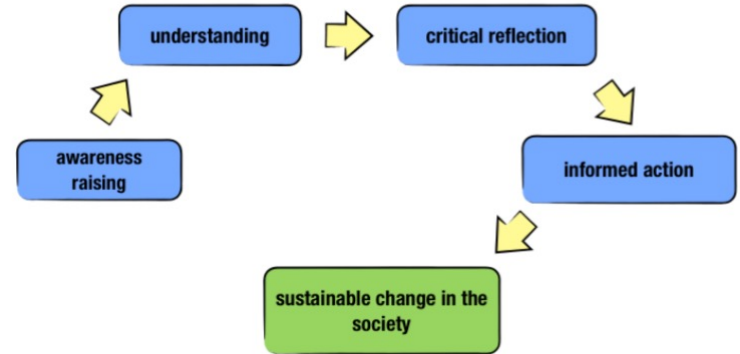
Strengthening international cooperation with countries and regions around the world and continuing to promote Europe as a partner for education.

[Learn about the EEA in the world](#) →



1. Knowledge of developing countries, their economies, histories and human geography
2. Knowledge of the basic elements of globalisation
3. Knowledge of the different ways to achieve global poverty reduction and development and the arguments around the merits of these different approaches.
4. Knowledge and understanding of the concepts of interdependence and sustainability
5. Supporting enquiry and critical thinking about development and development issues.

240)



(<http://glen-europe.org/wp-content/uploads/2010/10/GE-process.png>)

Global education addresses topics such as:

- global justice
- human rights
- sustainability
- peace
- intercultural communication

Global education Teaching and learning Global issues Resources gallery

Global Education

Teacher resources to encourage a global perspective across the curriculum

Home > Global education > What are global perspectives?

- What is global education?
- What are global perspectives?
- Why adopt a global perspective?
- Taking action

What are global perspectives?



Global education has five learning emphases or perspectives:

- **Interdependence and globalisation** – an understanding of the complex so links between people and the impact that changes have on each other
- **Identity and cultural diversity** – an understanding of self and one's own c culture of others
- **Social justice and human rights** – an understanding of the impact of inequ importance of standing up for our own rights and our responsibility to respect
- **Peace building and conflict resolution** – an understanding of the importa positive and trusting relationships and ways conflict can be prevented or peac
- **Sustainable futures** – an understanding of the ways in which we can meet diminishing the quality of the environment or reducing the capacity of future needs.

International Perspectives on Geographical Education

Ali Demirci · Rafael de Miguel
Sarah Witham Bednarz *Editors*

Geography Education for Global Understanding



Springer

Education for Global Responsibility – Finnish Perspectives

- Human rights and equality education
- Development education
- Cultural education
- Peace and security education
- Communications and media education
- Environmental education

POWERFUL GEOGRAPHY: THE ANTHOPOCENE

Table 1. Relationships between geography and SDG's

SUSTAINABLE DEVELOPMENT GOALS	GEOGRAPHICAL STUDY
SDG 1. NO POVERTY	SOCIAL AND ECONOMIC GEOGRAPHY
SDG 2. ZERO HUNGER	SOCIAL AND RURAL GEOGRAPHY
SDG 3. GOOD HEALTH AND WELL-BEING	SOCIAL GEOGRAPHY
SDG 4. QUALITY EDUCATION	SOCIAL GEOGRAPHY
SDG 5. GENDER EQUALITY	SOCIAL GEOGRAPHY
SDG 6. CLEAN WATER AND SANITATION	HYDROGEOGRAPHY
SDG 7. AFFORDABLE AND CLEAN ENERGY	INDUSTRIAL GEOGRAPHY
SDG 8. DECENT WORK AND ECONOMIC GROWTH	ECONOMIC GEOGRAPHY
SDG 9. INDUSTRY, INNOVATION AND INFRASTRUCTURE	TRANSPORT AND ECONOMIC GEOGRAPHY
SDG 10. REDUCES INEQUALITIES	REGIONAL GEOGRAPHY
SDG 11. SUSTAINABLE CITIES AND COMMUNITIES	URBAN GEOGRAPHY
SDG 12. RESPONSIBLE CONSUMPTION AND PRODUCTION	ECONOMIC GEOGRAPHY
SDG 13. CLIMATE ACTION	CLIMATOLOGY
SDG 14. LIFE BELOW WATER	BIOGEOGRAPHY AND HIDROGEOGRAPHY
SDG 15. LIFE ON LAND	BIOGEOGRAPHY
SDG 16. PEACE, JUSTICE AND STRONG INSTITUTIONS	POLITICAL GEOGRAPHY
SDG 17. PARTNERSHIPS FOR THE GOALS	POLITICAL GEOGRAPHY



De Miguel, (2019). European Journal of Geography

Earth's Sleeping Giants Stirring

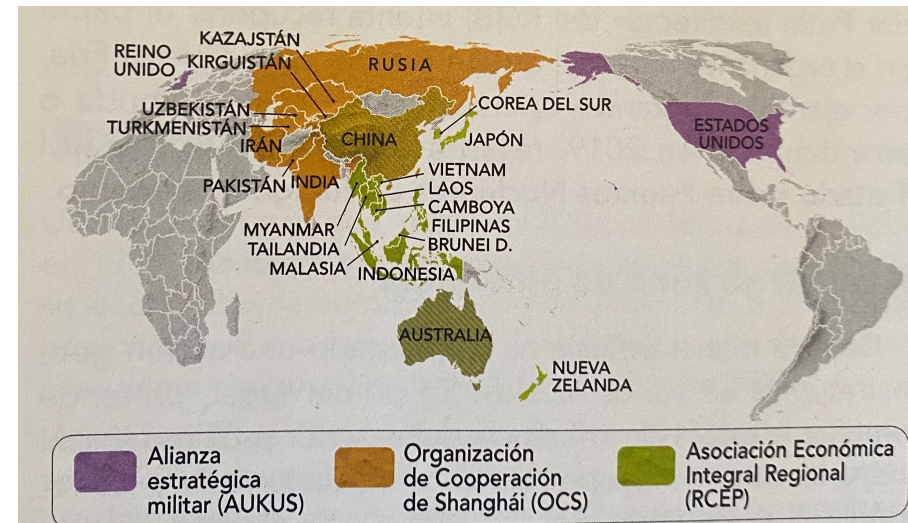
9 TIPPING ELEMENTS NOW ACTIVE



Lenton et al. Climate tipping points—too risky to bet against, *Nature*, vol. 575, 28.11.2019. | GLOBA/4

GEPOLITICAL IMPLICATIONS FOR GEOGRAPHY EDUCATION

- KABUL AIRLIFT, UKRAINE WAR –NEW WORLD ORDER (END OF MULTILATERALISM)
- NATO/AUKUS VERSUS SHANGHAI COOPERATION ORGANISATION/COLLECTIVE SECURITY TREATY ORGANIZATION
- WORLD ECONOMIC FORUM (DAVOS) VERSUS INTERNATIONAL ECONOMIC FORUM (ST. PETERSBURG)
- EUROPEAN UNION/NAFTA (USMCA) VERSUS REGIONAL COMPREHENSIVE ECONOMIC PARTNERSHIP
- MARSHALL PLAN VERSUS ONE BELT ONE ROAD (TRADE WAR US – CHINA)
- GEOINTELLIGENCE: NGA VS MSS
- GEOLOCATION: GAFAM VS BAIDU/TENCENT vs Copernicus
- GEOATLANTIC VERSUS PACIFIC
- WINNERS VS LOSERS



Todos los frentes de la nueva Guerra Fría, explicados en tres mapas

POTENCIA CON MAYOR INFLUENCIA SOBRE CADA PAÍS

EEUU

Francia o Alemania

Rusia

China

Otros o sin datos

1

EUROPA DEL ESTE

Moscú pelea por mantener su antigua esfera de influencia ante el avance de la OTAN y la UE.

2

INDO-PACÍ

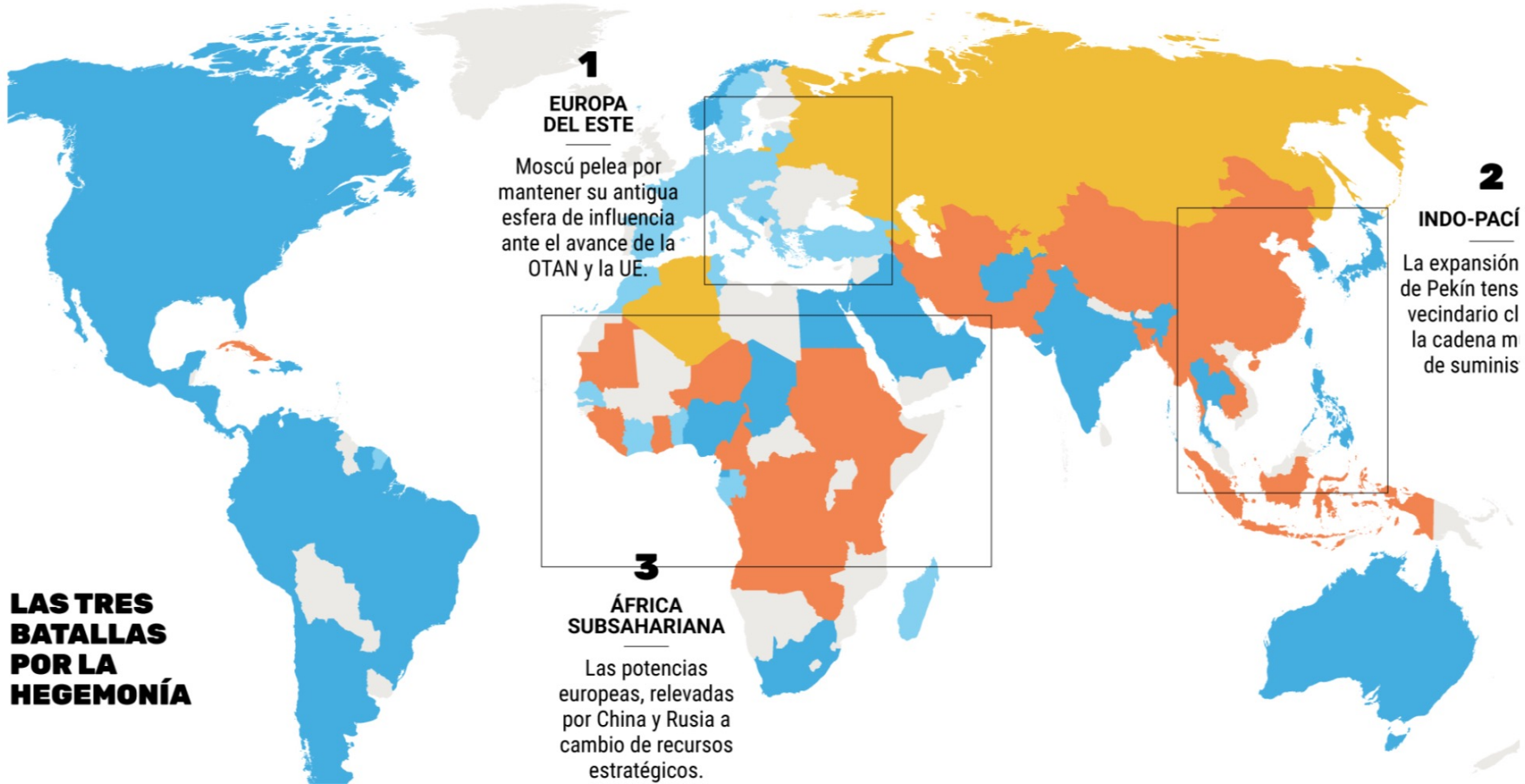
La expansión de Pekín tensa el vecindario de la cadena de suministros.

3

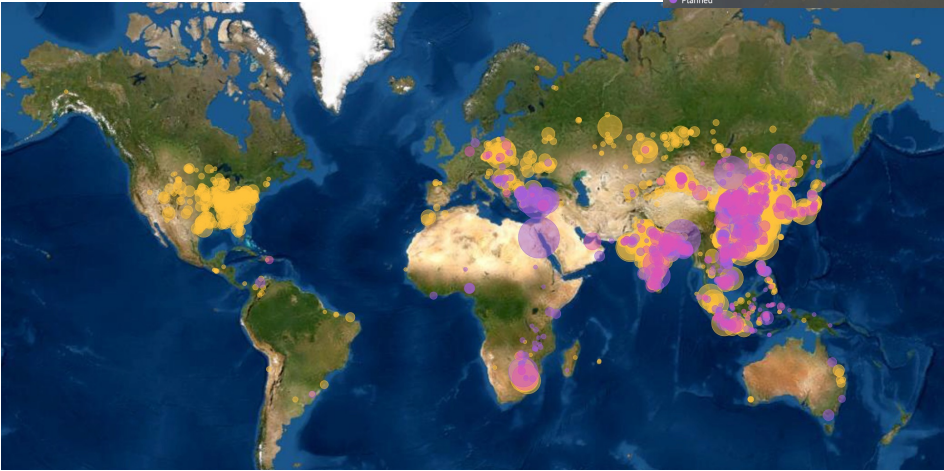
ÁFRICA SUBSAHARIANA

Las potencias europeas, relevadas por China y Rusia a cambio de recursos estratégicos.

LAS TRES BATALLAS POR LA HEGEMONÍA

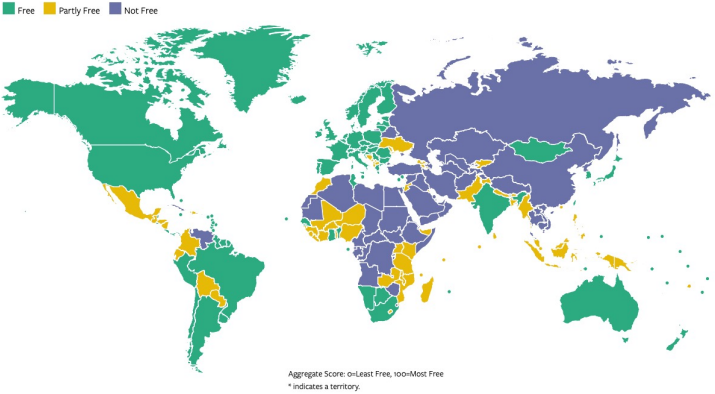


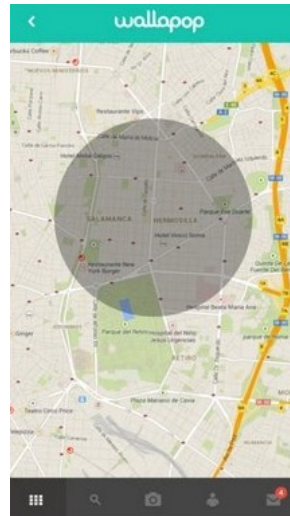
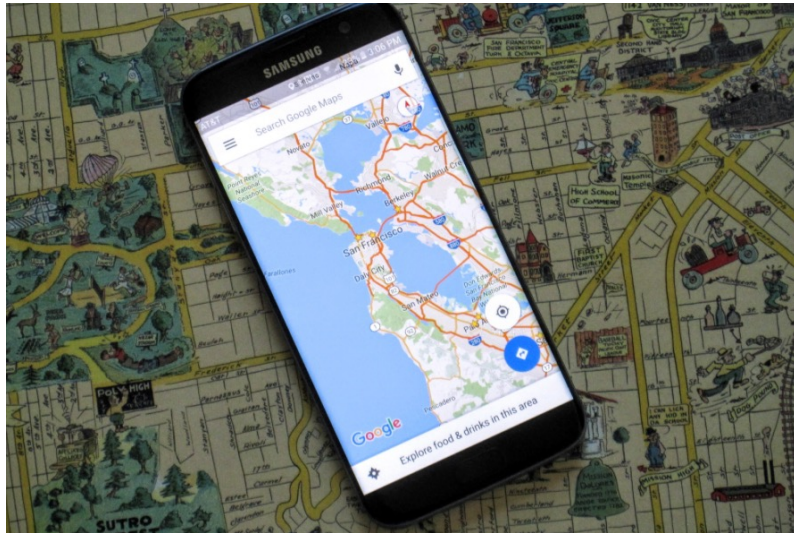
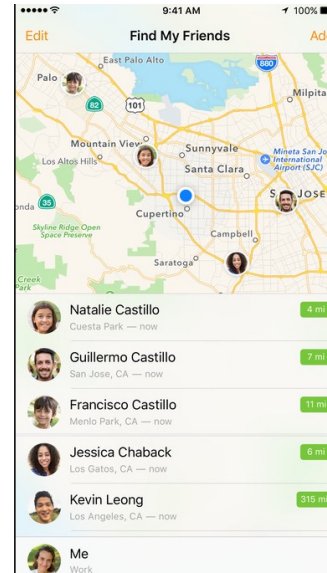
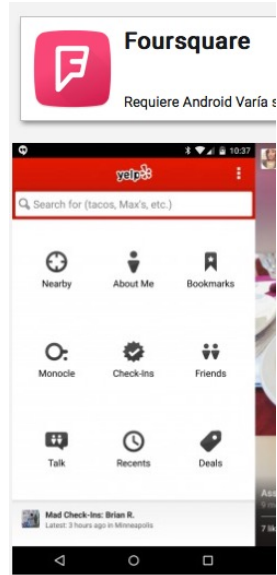
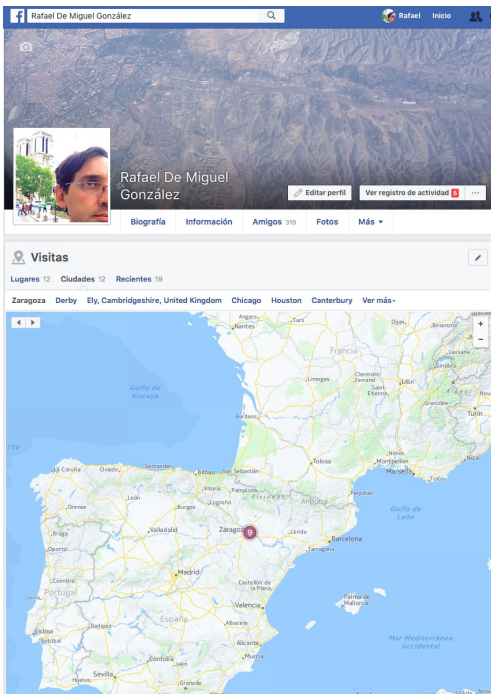
TEACHING GEOGRAPHY IN A CONTRADICTIONARY WORLD



Global coal power
 Drag the slider to explore coal capacity changes since 2000.
 Year: **Future**

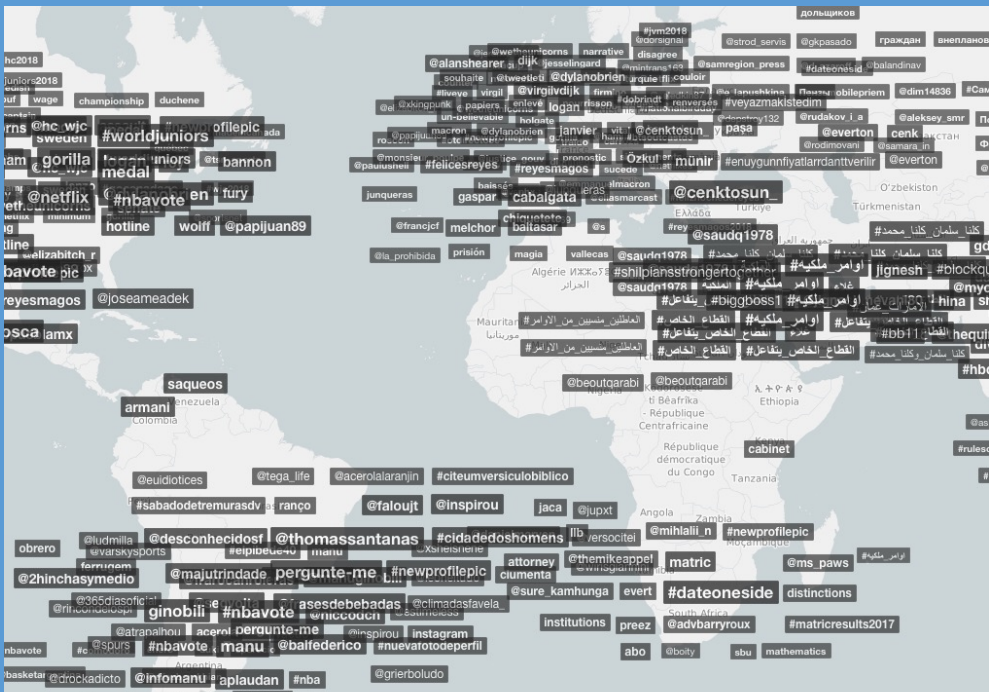
- Closing
- Operating
- New
- Under construction
- Planned







Real time geographies

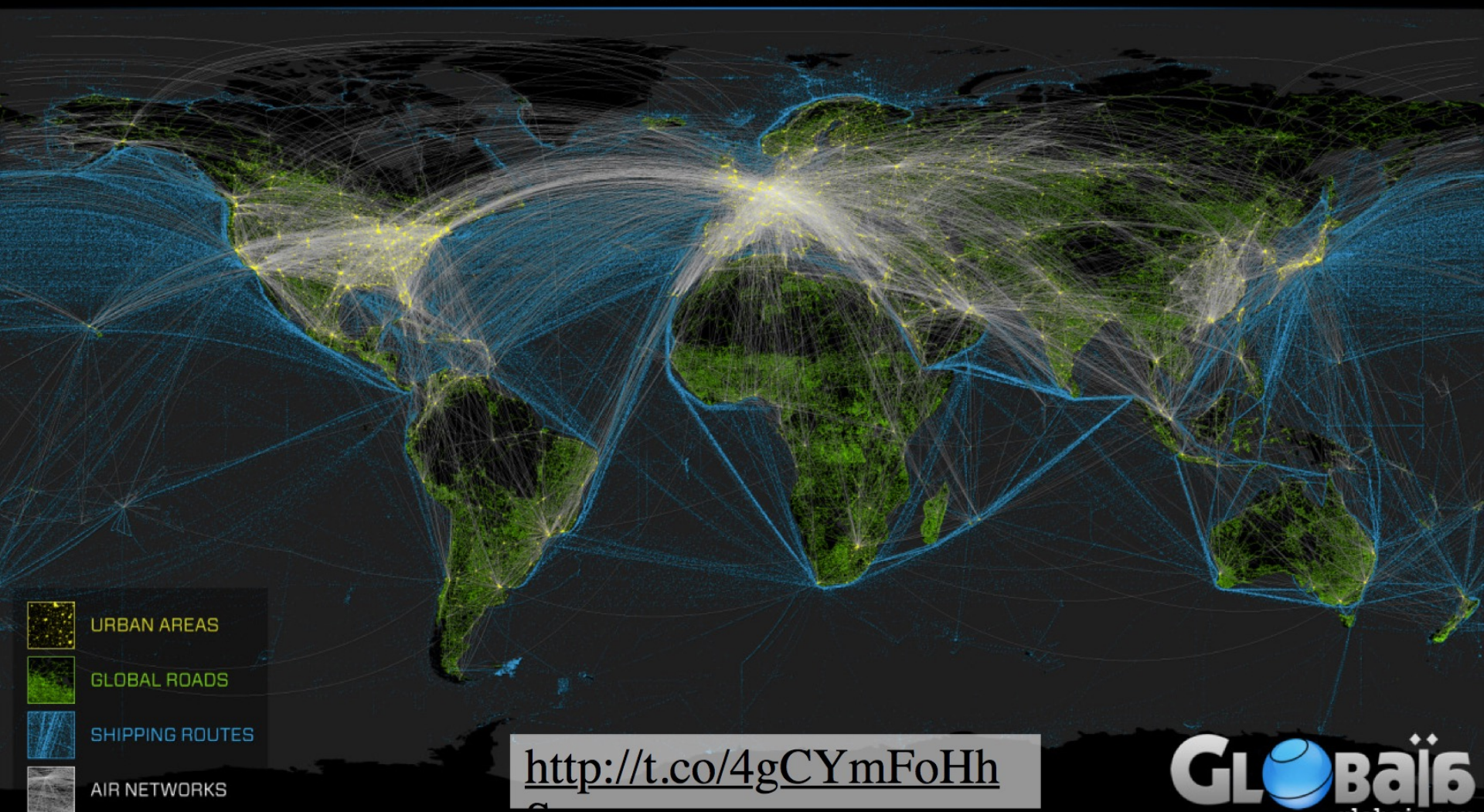


Geospatial AI & Big data

How humans travel the planet

(Cartography of the Anthropocene project)

THE GLOBAL TRANSPORTATION SYSTEM



SOME FIGURES ABOUT THE NEW WORLD ORDER TO TEACH

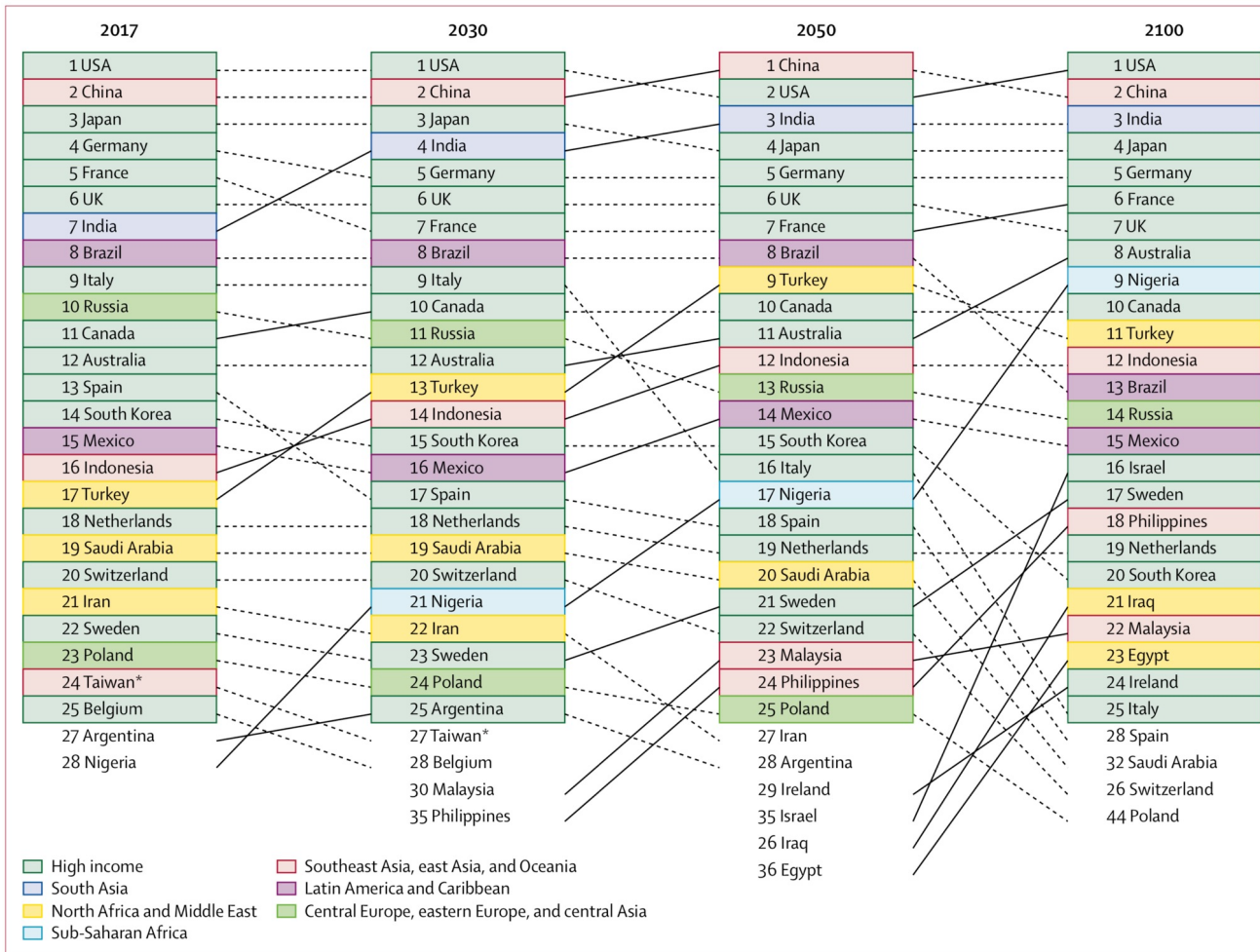


Figure 9: Ranking the top 25 economies by total GDP in 2017 and the reference scenario in 2030, 2050, and 2100

Countries are coloured by GBD super-region. GBD=Global Burden of Diseases, Injuries, and Risk Factors Study. ©

La guerra tecnológica sube de nivel: China, EEUU y Europa empiezan a levantar muros en la cadena mundial de chips

* Pekín ha comenzado restringir las exportaciones de galio y germanio

* Se trata de minerales clave para los vehículos eléctricos o satélites

HARMONY - INTERNATIONALIZATION, AND VIRTUAL EXCHANGE BETWEEN THE EUROPEAN UNION AND ASIAN UNIVERSITIES

617223-EPP-1-2020-1-ES-EPPKA2-CBHE-JP

El proyecto HARMONY tiene como objetivo **apoyar la modernización, accesibilidad e internacionalización** de las instituciones de educación superior en **India, Bangladesh y Vietnam** y contribuir a la **cooperación** entre las universidades **europeas** y las universidades **asiáticas**. HARMONY busca tener un **impacto** y desencadenar **procesos de reforma** en las Instituciones de Educación Superior, permitiéndoles **gestionar estratégicamente la internacionalización** en la provisión de educación, investigación, movilidad y servicios.

- **Duración:** 3 Años (2021-2023)
 - **Presupuesto:** 873.560 € (300.000 para equipamiento digital en partner countries)
 - **Gastos subvencionables:** Gastos de personal, gastos de viaje, gastos de equipo, gastos de subcontratación
-

OBJETIVOS

Our Objectives

To achieve this, the European HEIs from Spain, Slovenia, Bulgaria, and Lithuania and the 7 Asian PC HEIs will engage in a series of activities that contribute to the following project specific objectives:



Intercultural curriculum

To outline PC HEIs' internationalisation landscapes and to identify levels of **integration of international and intercultural dimensions into** PC HEIs' formal and informal **curriculum**.



International capabilities

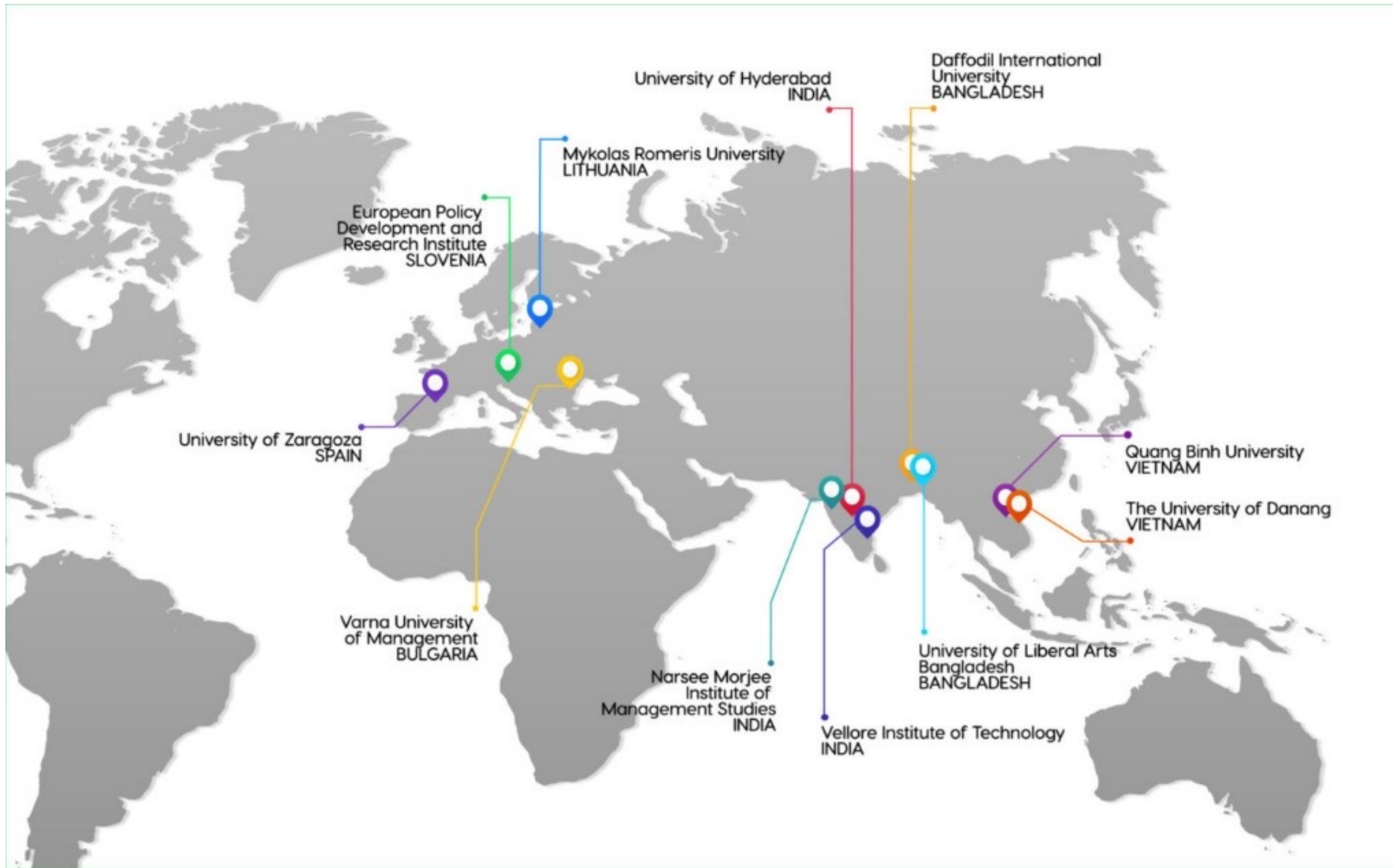
To improve PC HEIs' **capabilities for internationalisation through staff trainings** and by translating general awareness of the IaH concept into streamlined institutional strategies and Action Plans.



Cultural diversity

To build students' **intercultural knowledge and sensitivity to cultural diversity** by transforming PC HEIs' International Relations Offices (IROs) into vibrant multicultural focal points.

PARTICIPANTES



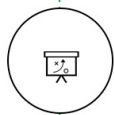
Activities

The HARMONY project is rooted in the notion of internationalisation at home and strategic management of internationalisation in higher education. The HARMONY PROJECT, through its overall and specific activities and especially outputs on developing and implementing the Internationalisation strategies on Higher Education with main focus on Internationalisation at home issues at institutional levels in each Partner Country, India, Bangladesh and Viet Nam, is addressing the aims and objectives of the Capacity Building action, and particularly “Improving management and operation of Higher Education Institutions and Internationalisation of HEIs”.

The following activities and key outcomes are envisaged in the 36-month long project that started on 15th January 2021:



Country profile on Internationalisation of Higher Education (research and services issues)



University Strategy on Internationalisation



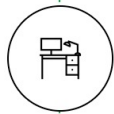
University Action Plan on Internationalisation at Home



Storytelling How-to Manual



Guide for International Students



Established/ consolidated International Relations Office and Projects Office



FRIENDS Teahouse (intercultural hub)



Co-funded by
the European Union



STEAME TEACHER FACILITATORS ACADEMY

IMPLEMENTATION PERIOD: 1 JUNE 2023 – 31 MAY 2026

REFERENCE NUMBER: 101102619



PEDAGOGICAL
UNIVERSITY
OF KRAKOW



euro
geo



UAlg



P. PORTO

UNIVERSITAT DE
BARCELONA



DOUKAS
SCHOOL



ΠΑΙΔΑΓΟΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
ΚΥΠΡΟΥ



¡¡¡MUCHAS GRACIAS!!!

