

This monograph contributes to the understanding of the current state of the internationalization of higher education process in the participating countries, and offers a reflection about the regional situation in general.

The material is organized in three sections. The first section offers a characterization of the Latin American and Caribbean internationalization of higher education process in Argentina, Brazil, Colombia, Cuba, Mexico, Peru and Uruguay. Each chapter briefly describes the higher education system in each country, and explains the development of the international dimension in higher education institutions and the main actors that have promoted this process, along with the programs, policies and actions to promote internationalization actions and challenges to move towards a new stage of internationalization, beyond academic mobility.

The second section presents three cases of best practices of internationalization of higher education between Europe and Latin America and the Caribbean.

The third section includes a description of the Latin American associations that have promoted the internationalization of higher education in the region: the Mexican Association for International Education (*Asociación Mexicana para la Educación Internacional, AMPEI*); the Colombian Association of Universities (*Asociación Colombiana de Universidades, ASCUN*); the Association of Universities Grupo Montevideo (*Asociación de Universidades Grupo Montevideo, AUGM*), and the Brazilian Association for International Education (*Associação Brasileira de Educação Internacional, FAUBAI*). The section includes their respective backgrounds, objectives and relevance in promoting the process of internationalization of higher education in their countries and the region.

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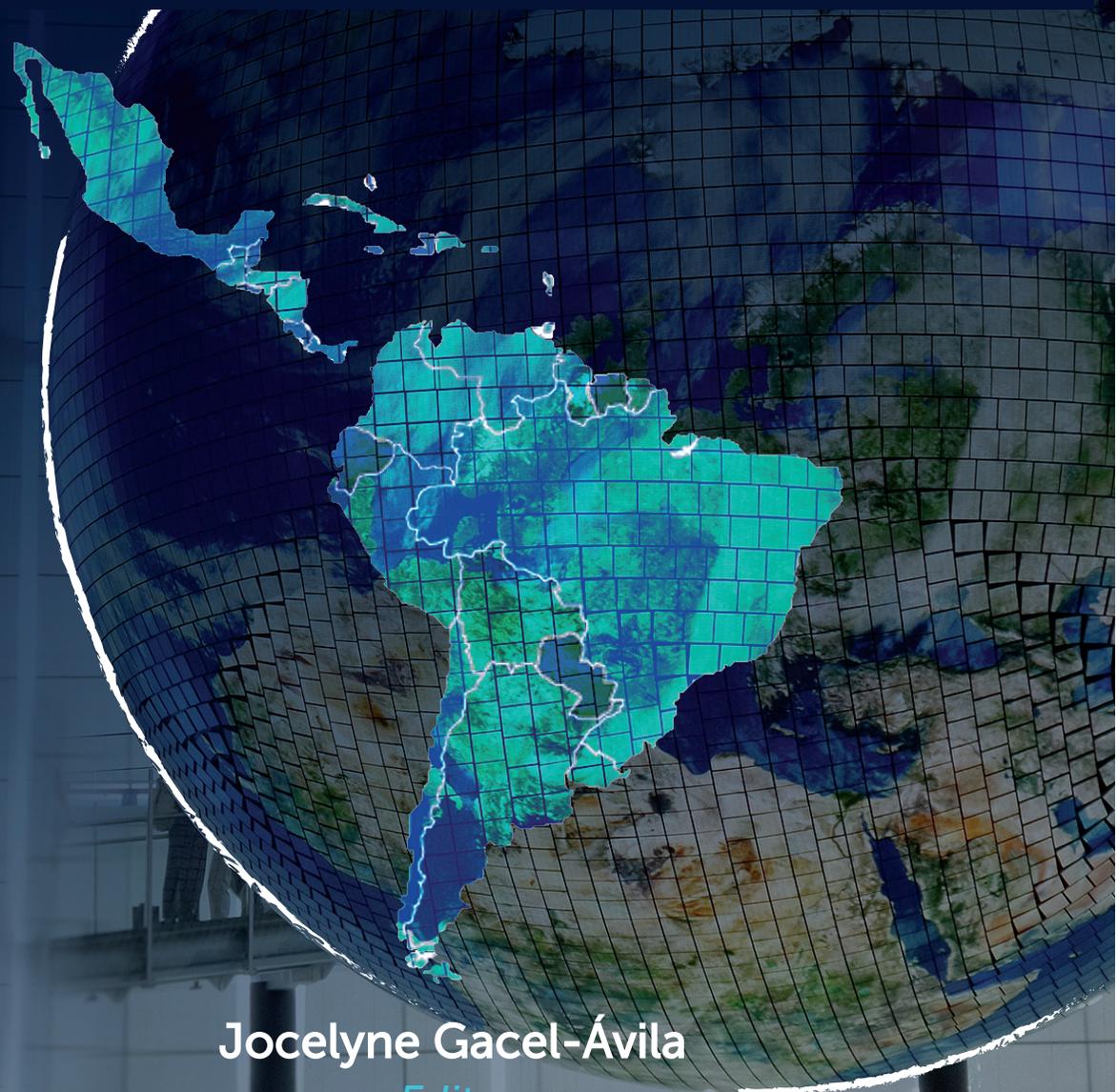


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THE INTERNATIONAL DIMENSION OF HIGHER EDUCATION
IN LATIN AMERICA AND THE CARIBBEAN

Jocelyne Gacel-Ávila [Editor]

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Editor

The International Dimension
of Higher Education in Latin America
and the Caribbean

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INTERNATIONALIZATION OF HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN: LEADING TRENDS AND FEATURES

JOCELYNE GACEL-ÁVILA
SCILIA RODRÍGUEZ-RODRÍGUEZ¹

In Latin America and the Caribbean (LAC), there has been very little systematic compilation of information on internationalization trends in higher education; in some cases, none has been compiled at all. The Governments of the region have not seen the need to periodically gather information and statistics on such endeavors. Some countries do it partially (usually by collecting data on student mobility), but seldom do they look at internationalization in a comprehensive way, i.e., at the different organizational strategies for internationalization as a public and institutional policy (planning, budgeting, evaluation, regulations, management, etc.), or at strategic programs such as mobility for academics, invitations to visiting professors, the internationalization of the curriculum, collaborative study or research programs, or international cooperation, to name the main types of activities that fall under this heading.

This explains why there are so few studies that analyze the internationalization of tertiary education institutions (TEIs) in the region.

1 Part of this chapter was published previously in the original version of the *1st Regional Survey of Internationalization Trends in Tertiary Education in Latin America and the Caribbean* of the Regional Observatory of Internationalization and Networking in Tertiary Education (OBIRET). It is reproduced here for the purpose of disseminating the information and introducing this monograph. The original text can be consulted in Gacel-Ávila and Rodríguez-Rodríguez (2018).

We can refer to the book published by the World Bank (WB) (de Wit, Jaramillo, Gacel-Ávila, & Knight, 2005), which was a pioneer in the field; the surveys applied by the International Association of Universities (IAU), which offer a comparative global view; studies by the Organization for Economic Cooperation and Development (OECD), which makes evaluations of national systems and includes certain assessments of internationalization; and surveys conducted by regional associations such as the National Association of Universities and Higher Education Institutions (Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUIES), the Colombian Association of Universities (Asociación Colombiana de Universidades, ASCUN), and the Brazilian Association of International Education (FAUBAI, in its initials in Portuguese), to name a few.

Special mention must be made of the recent *Regional Survey of Internationalization Trends in Tertiary Education in Latin America and the Caribbean*, conducted by the Regional Observatory of Internationalization and Networking in Tertiary Education (Observatorio Regional sobre Internacionalización y Redes en Educación Terciaria, OBIRET) of the International Institute for Higher Education in Latin America and the Caribbean of the United Nations Education, Science and Culture Organization (UNESCO-IESALC).² This is the first of its kind, and the survey has generated useful information. Some of the results are reproduced later in this chapter.

Like all of these studies, this book is intended to remedy the lack of data about the internationalization trends in the region, and it follows the format (national chapters) of the WB study mentioned above. It also seeks to evaluate the level of development of the internationalization process at the regional level, in order to formulate policy recommenda-

2 The OBIRET survey looked at internationalization programs and strategies in tertiary education. According to UNESCO, tertiary education comprises what is commonly referred to as *academic education*, but also vocational or advanced professional education (UNESCO-UIS, 2012, p. 83). In this text, the concept of *higher education* will also be used; this term traditionally refers to university education and studies at research institutes, but it does not include high-level technological education. The reader is advised, however, that in the rest of the monograph, the two terms are used interchangeably.

tions and internationalization actions that meet the needs and specific conditions of the region's wide-ranging spectrum of higher education. This project was carried out with financing from the European Union (EU), allocated within the framework of the Regional Network for the Promotion of Internationalization of Higher Education in Latin America (Red Regional para el Fomento de la Internacionalización de la Educación Superior en América Latina, RIESAL), approved in the Erasmus+ 2016 call.

The institutions participating in this publication are located in Argentina, Brazil, Colombia, Cuba Mexico, Peru and Uruguay, on the LAC side, while the European participating institutions are from Germany, Belgium, Spain and Italy. The associations from the Latin American region that have collaborated are the Mexican Association for International Education (Asociación Mexicana para la Educación Internacional, AMPEI), ASCUN, the Montevideo Group University Association (Asociación de Universidades Grupo Montevideo, AUGM), and FAUBAI.

This introductory chapter is structured in three parts. The first part contains working definitions, as a reference framework for the text. The second part offers a brief overview of what the reader will find in each of the following chapters, which consist of the contributions of specific countries and associations to the topic of internationalization. Finally, the third part addresses the most important internationalization trends in higher education in the region, on the basis of the results of the OBIRET survey.

1. Working definitions

In the current global context, internationalization strategies in tertiary education must be systemic and cross-sectional, cutting across all public and institutional policies, in order to have an impact on a wide range of academic areas, such as the updating of curricular content and structures, the promotion of international and intercultural competencies in students, the generation of knowledge with a global perspective, and the fostering of intercultural understanding, among others. Understood in

this way, internationalization becomes a strategic means for innovating and improving the quality and relevance of the tertiary education sector.

In this sense, this paper defines *internationalization* as the intentional process of integrating an international, intercultural and global dimension into the purposes, functions and provision of tertiary education, as a way to enhance the quality of the education and research for all the students and personnel of the institutions, with the ultimate goal of making a significant contribution to society (de Wit, Hunter, Howard, & Egron-Polak, 2015, p. 283).

When we use the term *internationalization*, we are also referring to a process that integrates a global, international, intercultural, comparative and interdisciplinary dimension into the substantive functions of higher education institutions (HEIs), the objective being the promotion of a global perspective and awareness of human issues that favors the values and attitudes of a global citizenry characterized by responsibility, humanism and solidarity (Gacel-Ávila, 2006, p. 61).

For his part, Hudzik (2011) defines “comprehensive internationalization as a commitment, confirmed through action, to integrating international and comparative perspectives into teaching, research and services in higher education” (p. 1).

2. Contents of the monograph

This monograph is organized into three sections. The first section, *Internationalization of higher education in Latin America and the Caribbean*, offers a detailed characterization of the internationalization process in Latin American and Caribbean higher education, presented by countries: Argentina, Brazil, Colombia, Cuba, Mexico, Peru, and Uruguay.

As a conceptual framework, the chapters begin with a brief description of the national higher education system, and then proceed to explain how the HEIs’ international dimension has developed and who have been the leading actors promoting this process. In addition, a description is provided of the programs, policies and actions undertaken in the different countries to promote the internationalization of higher

education. The chapters likewise identify the national, regional and international networks of universities that have advanced this strategy.

To conclude, the authors of each chapter reflect on the future of the internationalization process in their respective universities and countries, and on the challenges involved in advancing toward a new stage of internationalization that goes beyond academic mobility, which up to now has been the activity undertaken most often by their universities.

The second section, *Bi-regional cooperation: Cases of good university internationalization practices between Europe and Latin America and the Caribbean*, presents three cases of good university internationalization practices between Europe and LAC. Among these good practices is the SUMA Project, presented by the Universitat d'Alacant, which aims primarily at modernizing financial management practices and diversifying income sources for HEIs in Latin America. The project highlights six good practices for properly developing any multilateral project: the selection of appropriate partners, prior agreements, the involvement of key stakeholders, feedback, adaptability and sustainability. These aspects are developed in detail in the actual text.

The second good practice described in this section comprises the institutional university cooperation programs of the Vrije Universiteit Brussel in Flanders, Belgium, which constitute a long-term (twelve-year) partnership commitment between Flemish universities and a university from one of the partner countries. The programs consist of a coherent package of projects that revolve around a general theme and include a series of well-defined scientific areas that contribute to national development priorities.

Finally, the Fachhochschule Münster presents good practices related to university-business collaboration for knowledge transfer, specifically two success stories from European universities: AIMday, from Uppsala University in Sweden, which involves good collaboration practices between researchers and the public and private sectors; and Team Academy, from the Jyväskylä University of Applied Sciences in Finland, which proposes entrepreneurship education practices for developing university-business collaboration.

The third section, *Latin American associations that promote the internationalization of higher education*, includes a description of the Latin American associations that have advanced the internationalization of higher education in the region, specifically AMPEI, ASCUN, AUGM and FAUBAI. For each of the associations, the authors present its history; its organization, aims and main activities; as well as its role and relevance in promoting the internationalization of higher education in its respective countries and regions.

Thus, this monograph makes a significant contribution to understanding the current state of the process of internationalizing higher education in each of the participating countries, which reflects the regional situation as a whole.

3. The Observatory study

Given the importance for this monograph to offer a wide-ranging, up-to-date overview of internationalization in the region, we present below the main findings that came out of the aforementioned survey conducted recently by OBIRET, with the participation of 377 institutions from all over Latin America and the Caribbean (Gacel-Ávila, & Rodríguez-Rodríguez, 2018):

- The main benefits from internationalization, as reported by the participating institutions, are (in descending order of importance): developing students' international profile, enhancing the academic quality of educational programs, strengthening the internationalization of the curriculum, strengthening research and production of knowledge, and increasing the institution's international prestige/profile.
- The main risks of internationalization for the institutions are (in descending order of importance): that international opportunities are available only to students with economic resources, an imbalance in the benefits for partner institutions, a preponderance of benefits for elite faculty members, the entrenchment of the center-periphery paradigm, excessive competition between institutions,

and an overemphasis on internationalization to the detriment of other institutional priorities.

- As for the main risks of internationalization for the country, the institutions point first of all to “brain drain,” unlike institutions at the worldwide level, where this risk appeared in fifth place, and the commercialization of education came in first (third in LAC) (Egron-Polak, & Hudson, 2014). After brain drain, the biggest risks for LAC are (in descending order of importance): increased inequality among HEIs within a given country, an increase in social inequality, and the loss of cultural identity.
- The main external factors that drive internationalization are government policy, regional policies, the offer of international cooperation, the search for alternative sources of funding, the demand of the productive sector, and global rankings of universities. One distinctive characteristic of the region is that the demand of the productive sectors comes in fifth place among factors, in contrast to the second place it occupies at the global level (Egron-Polak, & Hudson, 2014).
- The main internal obstacles to internationalization mentioned by the institutions are (in descending order of importance): insufficient funding, the lack of language proficiency among students and academics, administrative and bureaucratic snags, insufficient information about international opportunities, and the lack of a strategy or plan to guide the process.
- The main external obstacles to internationalization are (in descending order of importance): limited public funding for internationalization, the lack of national policies or programs supporting internationalization, difficulties in recognizing studies and transferring academic credits, visa restrictions imposed by other countries on our students and academics, difficulties in finding foreign partners, and visa restrictions imposed by some countries on foreign students and academics. Compared to other parts of the world, our region gives more importance to the problems of low levels of public funding, the lack of national policies and programs supporting internationalization, and the lack of a strategy or plan to guide the process.

With respect to organizational structures, the HEIs that were consulted reported the following data:

- 83% of the HEIs in the region affirm that internationalization is mentioned in their mission and/or their institutional development plan (IDP). For 53%, internationalization is *very important*, in contrast to 69% at the worldwide level (Egron-Polak, & Hudson, 2014). 47% of the HEIs have an institutional internationalization plan broken down into precise objectives and goals; 38% claim to be working on one, and 15% say they have no such plan, in contrast to 53%, 22% and 8% respectively at the worldwide level (Egron-Polak, & Hudson, 2014).
- Only 12% of the HEIs report having an internationalization plan at the level of their academic units (19% in the private sector and 7% in the public).
- Of the 83% of the HEIs that identify internationalization as a strategic objective in their IDP, over half have not drawn up a detailed operating plan.
- 80% of the HEIs claim to have a budget for internationalization activities, with most of the resources coming from the institutional budget, external public funds and funds from international or private organizations. It is worth noting that the private sector takes more initiative than the public sector when it comes to procuring outside funding.
- As for human resource policy, 56% (65% in the private sector and 50% in the public sector) claim to consider international experience in institutional policies regarding the hiring, promotion and retention of their academic personnel; in other words, 44% do not take their faculty members' international experience and activities into account for advancement in their academic career. 61% have no international sabbatical program for their academics. Only 60% claim to have information about the number of their faculty members who have earned an academic degree abroad.
- 42% of the HEIs that include internationalization in their mission and/or IDP and 38% of those that claim their authorities consider "internationalization to be very important" do not have an estab-

lished human resource policy that fosters their faculty's international profile.

- A minority (29%) of the HEIs report having set up a quality assurance, evaluation and monitoring system for their internationalization process; 36% claim to be preparing such a system, while 32% recognize that they have no such system. These figures diverge sharply from the worldwide findings, where 67% report having designed and implemented a monitoring and evaluation system for their internationalization process (Egron-Polak, & Hudson, 2014). As for the difference between sectors, 33% of private HEIs report having such a system, as opposed to 27% of public HEIs.
- 83% of the HEIs claim to have an internationalization policy, but they do not tie it to an evaluation and quality-assurance procedure.
- 86% of the HEIs in LAC affirm that they have an internationalization office (IO). Of the IOs, 31% occupy a top hierarchical level, as opposed to 60% worldwide (Egron-Polak, & Hudson, 2010). Consequently, in LAC most IOs (52%) are located at a second-tier hierarchical level, while 16% are third-tier. Most (54%) recognize that they have not set up management and follow-up structures at the academic unit level, with only 26% reporting having put people in charge of internationalization in all academic units, and 19% in some.
- 72% of the IOs report having a working team of between one and five members.
- As for the profile of the IO heads, most (60%) are women, with graduate studies (45% with a master's degree). There are more IO heads with a PhD in the public sector (39%) than in the private sector (21%). In the public sector, the proportion of male to female IO heads is 53% to 47%, while in the private sector it is 70% female to 30% male.
- With regard to the seniority of the position of IO head, most (36%) have held the job for between one and two years, 29% for between four and ten years, and 18% for between two and four years. The regional average is 5.6 years. Greater seniority is detected in the

private sector, with an average of 6.8 years, as opposed to 4.4 years in the public sector (the average length of a university presidency).

- As for funding, a minority (20%) of IOs report having a budget (31% in the private sector, as opposed to 12% in the public sector), while 26% report having none. Only 33% of the HEIs have succeeded in procuring alternative sources of funding (54% in the private sector as opposed to 19% in the public sector).
- When it comes to institutional structures and policies for communicating and disseminating the internationalization process, 59% of the HEIs indicate that they have a website exclusively for their IO. Of this percentage, only 21% make the site available in both the local language and English, while 31% have their website exclusively in the local language. At 41% of the HEIs, the IO has no website at all.
- Most (59%) of the HEIs do not participate in any international education events. The fair of the Association of International Educators (NAFSA) attracts the greatest number of HEIs from LAC (35%; 21% with a stand), followed by the annual meeting of the European Association for International Education (EAIE) (23%; 11% with a stand). Only 5% attend the meeting of the Asia-Pacific Association for International Education (APAIE), 2% with a stand.

With respect to structured programs, the OBIRET survey reports:

- The IOs' main activities are (in descending order of importance): student mobility, faculty mobility, and participation in cooperation projects. Noteworthy is the low level of involvement in the internationalization of the curriculum and the negligible initiatives in procuring international funding and recruiting international students.

As for academic collaboration agreements, the survey reveals:

- The top-priority regions in the world for collaboration are (in descending order of importance): Western Europe, LAC and North America, followed by Asia and Eastern Europe. Within the region, the Southern Cone, primarily Argentina, Brazil and Chile, is the most-favored sub-region, followed by the Andean zone, primarily Colombia, Ecuador and Peru, and then by Mexico.

- The regions with which Latin American and Caribbean HEIs have signed the most agreements are LAC itself, Western Europe, North America, Asia, Eastern Europe and Oceania. The regions with the fewest academic collaboration agreements are Africa and the Middle East.
- The average number of collaboration agreements between participating institutions is twenty six for LAC and Western Europe, nine for North America, three for Asia, two for Eastern Europe and less than one for the remaining regions.
- It is noteworthy that the collaboration between Latin American and Caribbean educational institutions with Europe is three times greater than with North America.
- When it comes to intraregional collaboration, the Latin American and Caribbean countries with which the participating institutions have signed the most academic collaboration agreements are Argentina, Colombia, Chile, Mexico and Brazil.

With respect to the internationalization of the curriculum, the survey indicates:

- Most (51%) of the HEIs acknowledged having no policy for internationalizing the curriculum.
- Within the activities for internationalizing the curriculum, the activity that is carried out with the greatest frequency is outward student mobility (87%), following by inward student mobility (75%) and inviting foreign professors to engage in academic activities at the institution (73%).
- 72% acknowledge offering no massive open online courses (MOOCs), and 82% affirm that they do not offer an online mobility modality.
- The obstacles reported for internationalizing the curriculum are administrative or bureaucratic difficulties, including those related to credit transfer; differences in academic calendars; inflexible institutional regulations; and the lack of institutional policy.

Regarding joint and dual-degree programs, the survey shows that:

- 39% of the HEIs report offering joint and/or dual-degree programs with foreign universities; of this percentage, 14% offer joint-degree programs and 34%, double-degree. Broken down by sector, the percentage of private HEIs offering such programs is higher (47%) than that of public institutions (34%).
- A comparison of these results with those of the 2014 IAU survey (Egroun-Polak, & Hudson, 2014) shows that worldwide, 41% of HEIs offer joint degrees, and 44% dual degrees, which indicates that LAC continues to lag in this aspect, and has made no headway in recent years.
- 61% of the collaborative programs offer a dual degree, as opposed to 39% that lead to a joint degree.
- Most (47%) of the joint programs offered in the region are at the undergraduate level, followed by master's degree (26%) and PhD (23%). Of the dual-degree programs, most (37%) are offered at the undergraduate level, followed by 33% at the master's degree level, and finally 22% in PhD programs.
- Private institutions prefer dual-degree programs over joint-degree at the undergraduate and master's degree levels. The public sector, on the other hand, has more dual and joint-degree programs at the PhD and senior university technician levels.
- The countries with the highest number of institutions offering collaborative programs are (in descending order): Brazil, Mexico, Colombia, Argentina and Chile. The Dominican Republic and Peru stand out for the number of institutions offering this type of program. In terms of the number of programs offered, Mexico leads the region, followed by Brazil, Colombia and Argentina.
- LAC's partners in joint-degree programs are (in descending order of importance): Spain, France, United States of America, Mexico, Argentina, Brazil, Colombia, Portugal, Germany and Italy.
- In the case of dual-degree programs, LAC's partners are (in descending order of importance): France, Spain, Italy, United States of America and Germany.

- Most of the joint-degree programs at Latin American and Caribbean institutions are offered in the Social Sciences and in Engineering and Technology. Likewise, the dual-degree programs in the region have been set up primarily in the Social Science and in Engineering and Technology.³ Academic programs in Veterinary and Agricultural Sciences are the least frequent in both modalities.

With respect to institutional policies for teaching languages, the survey indicates:

- 79% of the HEIs report having an institutional policy for teaching languages. 41% state that knowing (an)other language(s) is an entrance and/or exit requirement for all educational programs, while 33% report that this requirement applies only to some of their educational programs.
- 25% mention that their admission candidates and students are not required to learn a foreign language. In only 40% of the HEIs are languages a mandatory subject.
- 57% report having set up a specialized center for teaching the local language to foreigners; of these, 11% state that this center depends on the IO, while 46% have it as an independent entity.

On the topic of faculty mobility, the survey reports:

- With respect to outward mobility, 31% of the HEIs state that the number of their faculty members who engaged in academic activities abroad during the 2014-2015 school year was from one to ten; 25% reported from eleven to fifty; and 3%, more than 500.
- The average number of faculty members who engaged in activities abroad during the same school year was seventy-four, for a total number of 28,814, which amounts to 4.7% of all academics reported by the HEIs as part of their faculty.

3 The disciplinary or professional areas of the joint and dual-degree programs were classified according to the latest version of the *Manual de Frascati* of the OECD, which includes six areas (Organization for Economic Cooperation and Development, 2015). This paper respects the OECD's convention of capitalizing the names of these disciplinary areas.

- Broken down by type of institution, at public institutions an average of 110 faculty members participated in mobility, while at private institutions the average was sixty-nine.
- 62% of the HEIs reported having a scholarship program or financial support for faculty mobility (67% of the HEIs from the private sector, 58% from the public sector).
- 34% of the HEIs that report having internationalization as part of their mission or IDP do not offer their faculty financial support for this purpose.
- The destinations of faculty who go abroad are (in descending order): United States of America, Spain, Mexico, Argentina, France, Brazil, Chile, Colombia, Portugal and Germany.
- As for inward mobility, the number of foreign academics received in 2014-2015 was from one to ten individuals for 33% of the HEIs, from eleven to fifty for 23%, and three institutions received more than 500. The average number of academics received was seventy-five in this particular academic year, and the total for the region was 28,463.
- The foreign academics' countries of origin were (in descending order): Spain, United States of America, Argentina, Mexico, Colombia, Brazil, France, Chile, Germany and Portugal.

Under the heading of the internationalization of research, the survey showed that:

- 56% of the HEIs reported having no institutional program to promote international research projects.
- The main obstacles to the internationalization of research were (in descending order of importance): the lack of funding, administrative or bureaucratic difficulties, academics' lack of experience or knowledge or low international profile, academics' lack of proficiency in languages, and academics' lack of interest or information.
- 65% of the HEIs reported having a program to promote the publication of scientific articles in indexed journals.
- With respect to the number of registered patents, 86% of the HEIs stated that they did not know the figure, or that they did not have

any patents. Only 4% reported having obtained an international patent in the previous five years, while 6% indicated that they had obtained between two and nine international patents.

About outward student mobility the survey indicated that:

- Most of the outbound students (70%) were enrolled in undergraduate programs, followed by 17% at the senior university technician level, 8% in master's degree programs and 5% in PhD programs.
- As a percentage of the total enrollment reported by the surveyed institutions, 0.3% of the LAC undergraduate and senior university technician students engaged in academic mobility in the 2014-2015 school year, while at the master's and PhD levels, it was 0.03% of the students.
- 85% of the outbound students took courses at the undergraduate level, 64% did internships, 59% did research, and 21% did medical rotations.
- The destinations of LAC students who studied outside their institution were (in descending order of importance): Western Europe, LAC, North America, their own country and Eastern Europe.
- The destination countries were Spain, United States of America, Argentina, France, Mexico, Chile, Brazil, Germany, Canada and Colombia.
- 62% of the HEIs have a scholarship program or financial support for student mobility. Only 6% offer full scholarships or support, 43% offer partial scholarships or support, and 13% offer both partial and full support.
- 38% of the institutions offer their students no type of support for international mobility.
- The main obstacle for student mobility falls under the heading of lack of language proficiency by the students themselves, followed by administrative and bureaucratic difficulties, students' family and/or work commitments, lack of student interest or participation, and overly rigid curricula.

As for inbound student mobility, the results showed that:

- 69% of inbound students, both those coming for short stays and those intending to obtain a degree, are enrolled at the undergraduate level, 14% at the senior university technician level, 12% are studying for a master's degree and 5% for a PhD.
- Inbound student mobility comes from (in descending order of importance): LAC, Western Europe, North America, the institution's own country, and Eastern Europe. By country, inbound students come from (in descending order of importance): Spain, Mexico, Colombia, United States of America, Germany, France, Argentina, Brazil, Chile and Peru.
- In terms of intraregional mobility, inbound students come primarily from the Southern Cone, especially Argentina, Brazil and Chile.

With respect to inbound and outbound mobility flows, the survey shows that:

- Most (70%) of the students engaged in both inbound and outbound mobility are undergraduates.
- A comparison of inbound and outbound mobility shows that the region sends more students abroad than it receives.
- A difference can be observed between sectors: while the private sector achieves a certain balance between outbound and inbound students, the public sector does not: it sends more students than it receives.

About foreign liaison offices, the survey reveals that:

- 12% of the HEIs report having a liaison office established abroad (54% from the private sector, as opposed to 46% from the public sector).
- 2.9% report having a campus abroad (73% from the private sector and 27% from the public sector). However, more than a campus, these tend to be offices that organize primarily *cultural outreach* activities (language courses, courses about LAC culture, etc.)

As for worldwide university rankings, the survey shows that:

- Only 38% of the HEIs see rankings as an important indicator for institutional decision-making, while the rest state that they do not correspond to the regional reality, that their institution does not know its rank, or that it is not interested in rankings.

In conclusion, the OBIRET survey shows progress in internationalization efforts, especially by HEIs. Internationalization is now a priority on the institutional development agenda and management structures have been reassessed in this regard. There has been a significant increase in the number of internationalization programs and activities, especially in terms of international formation for graduate students and mobility for undergraduate students; intraregional cooperation has also seen remarkable development. There have likewise been notable efforts in programs aimed at improving foreign language proficiency.

These positive developments, however, should not make us overlook the improvements needed in our region to achieve comprehensive internationalization as set forth in the working definition earlier in this chapter. We will try to summarize these improvements below.

Our region requires more public policy to frame, facilitate and promote its institutions' internationalization process. It also requires more involvement from the business sector.

Making institutionalization an *institutional priority* calls for implementing a series of adjustments and reforms to institutional practice, such as the integration of the international dimension into planning, budgeting and evaluation systems; the formulation of operating plans for internationalization linked to institutional priorities, with allocation of the funding and human resources needed to ensure their viability; and the formulation of the corresponding evaluation and monitoring guidelines and procedures. Furthermore, if the participation of the academic sector is key to the internationalization process, policies must be set to promote and incentivize academics' involvement in internationalization activities, and databases must be kept to record the international experiences of academic who can take a leadership role, because it is

essential that the HEIs in the region make use of their own resources and the means at their disposal.

It is also urgent to improve international communication and visibility strategies at the national and regional levels, and also within the institutions themselves, in order to make our higher education systems more attractive.

As for the management structures devoted to international activities, there has undeniably been improvement in terms of their positioning within the institutional hierarchy; however, they have yet to rise to the level they occupy in other parts of the world. Furthermore, it is important to push for greater professionalization of the internationalization staff, giving priority to experience over the constant rotation of personnel in the comings and goings of successive administrations; lack of experience in the IO undermines the viability and efficiency of the process.

Management should also include more participation and ensure the involvement of the different actors from the university community. It is cause for concern that so few institutions have set up decentralized offices at the level of the academic units.

The internationalization of the curriculum calls for increased efforts to establish internationalized academic programs for students who do not have the possibility to study abroad. This can take the form of innovative programs that involve collaboration with international HEIs (dual degrees and virtual mobility), and incentives for foreign language proficiency among students and faculty. The internationalization of research should be promoted more systematically and with more resources so that our region can raise the level and the relevance of its knowledge production.

For all of these reasons, the process of internationalizing higher education in LAC can still be characterized as more reactive than comprehensive. For LAC's internationalization process to contribute in a meaningful way to the transformation and improvement of the region's educational sector, the international dimension must be fully integrated by way of public and institutional policies that ensure the internationalization of programs and structures encompassing all uni-

versity undertakings, and at all three levels of the educational process: the *micro* (teaching-learning process in the classroom), the intermediate (curricular structure and content) and the *macro* (design of institutional teaching, research and publication policies). This is the only way our region can *harvest the fruits* of the internationalization and globalization of the educational sector and make a noticeable difference to its educational systems, its level of international competitiveness and, consequently, to its citizens' quality of life.

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Section 1

INTERNATIONALIZATION OF HIGHER EDUCATION IN LATIN AMERICA AND THE CARIBBEAN

ARGENTINA

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1. A brief history and description of national higher education in Argentina

The origins of higher education in Argentina date back to the year 1613, with the Spanish colonial regime in full force, when the Jesuits founded what today is known as the Universidad Nacional de Córdoba. Subsequently, after Argentina won its independence from Spain, in 1821, the Universidad de Buenos Aires (UBA) was founded as a provincial institution; it was nationalized in 1881. Finally, in the late 19th century, two more universities were opened, the provincial institutions of La Plata and Santa Fe, which would later be nationalized as well.

In 1918, a student movement called the *Córdoba university reform* arose, profoundly transforming the higher education institutions (HEIs) of Argentina and Latin America. The principles of this reform movement focused on university autonomy and outreach, as well as shared government.

In the first seven decades of the 20th century, the number of institutions in the country increased gradually, reaching a total of eleven national public universities. Starting in 1970, the creation of universities by the national State skyrocketed: soon there were fifty-five institutions, plus five provincial universities and eight national and provincial university institutes. The system of private universities started up in 1958, and today comprises sixty-four HEIs.

A significant aspect of the history of university education in Argentina is the impact of the country's recurring political crises caused by the ongoing interruptions of democratic rule of law. The Argentinian university model effectively collapsed between 1966 and 1983, suffering a debilitating exodus of human resources and a precipitous drop in academic quality. After 1983, the HEIs recovered their autonomy and began a slow process of consolidation, buffeted by the tribulations of the national economy.

At present, the higher education system is governed by the legal framework established in the Higher Education Law 24.521 (or 24.521 Law), enacted in 1995, which determines that *the country's university institutions shall enjoy academic and institutional autonomy*, including the promulgation of their own statutes, the election of their authorities, the creation of undergraduate and graduate degree programs, the administration of their own economic resources, and the granting of professional degrees.

The organizational structure of the Argentinian higher education system encompasses two subsystems: university institutions and non-university HEIs (also known as *tertiary* institutions). In the case of the university institutions, the 24.521 Law expressly defines their functions: formation, promotion, development and extension of scientific and technological research. It also points out the distinction between two types of university institutions: universities, characterized by the development of activities in diverse disciplinary fields, and university institutes, which concentrate on a single disciplinary field.

Argentinian universities characterize their educational offerings in three categories: pregraduate (study programs of up to three years), undergraduate (with programs lasting on average between four and six years) and graduate (specializations, master's degrees and PhDs). Another distinction is that HEIs can be either public or private. Private universities receive no government subsidies for their operation. The number of institutions can be consulted in Table 1.

Table 1
Number of university institutions by category (2015)

Category	All institutions		
	Total	Universities	University institutes
State-national	62	55	7
State-provincial	6	5	1
Private	62	49	13
Foreign-international	2	1	1
Total	132	110	22

Source: Departamento de Información Universitaria (Department of University Information) (2015).

The higher education system has different organizational bodies defined by the 24.521 Law that are now fully operational:

- National Inter-university Council (Consejo Interuniversitario Nacional, CIN). Created in 1985, it brings together the rectors of national and provincial HEIs. The Network of International Cooperation Coordinators of the National Universities (Red de Responsables de Cooperación Internacional de las Universidades Nacionales, REDCIUN) functions under its aegis.
- Council of Private University Rectors (Consejo de Rectores de Universidades Privadas, CRUP). Created in 1967, it comprises all the country's private universities and serves to represent and coordinate its member institutions in their relations with other public and private bodies.
- Regional Higher Education Planning Council (Consejo Regional de Planificación de la Educación Superior, CEPRES). There are currently seven of them in operation. They coordinate the functioning and academic catalogues of the HEIs in each region of the country, both universities and non-universities.
- Council of Universities (Consejo de Universidades, CU). This is the maximum coordination and advisory body for national higher education authorities. Its functions are to propose policies and strategies for interinstitutional development, cooperation and coordination, and to set standards for accrediting undergraduate and graduate degree programs, among others. It is made up of representatives

from the CIN, CRUP, CEPRES and the Federal Council of Culture and Education (Consejo Federal de Cultura y Educación).

HEIs' autonomy is very strong and has often hindered regional and national coordination initiatives within the system. The HEIs draw up their own development plans, and their actions seldom integrate several or all the universities in joint projects.

The data from 2014 show that higher education institutions in Argentina had a total enrollment of 1,870,000 students, of which 79% studied in public institutions, and 45% were women. Access is an aspect that distinguishes higher education in Argentina from the systems in other countries in Latin America and around the world: in the case of public universities, admission is open.

The enactment of the 24.521 Law stipulated the creation of the National Commission for University Evaluation and Accreditation (Comisión Nacional de Evaluación y Acreditación Universitaria, CONEAU), whose multiple functions set it apart from evaluation and accreditation institutions or agencies in other countries. Its mandate includes conducting periodic outside evaluations of HEIs, accrediting undergraduate and graduate study programs, expressing its opinion on the relevance of opening new national university institutions, and submitting reports for the recognition of private university institutions.

Argentina's most important scientific development body is the National Council for Scientific and Technological Research (Consejo Nacional de Investigaciones Científicas y Tecnológicas, CONICET). Formed in 1958, it undertakes activities in coordination with universities, with which it shares most of its institutes and personnel (dual-dependence institutes). Later, in the 1990s, the National Agency for Scientific and Technological Promotion (Agencia Nacional de Promoción Científica y Tecnológica) was created; it has since become the administrator of the largest amount of subsidized funding for scientific and technological activity.

National universities are funded primarily with public resources. Students pay almost no tuition for pregraduate and undergraduate studies. Other funding sources do exist, such as tuition payments for gradu-

ate studies, revenue from consulting work, or internship agreements covering services provided to public and private institutions and highly specialized services for third parties; these revenue streams, however, account for less than 20% of HEIs' finances.

2. The development of the internationalization process for higher education in Argentina. From the 1990s to the present

Up to the early 1990s, the international dimension of higher education in Argentinian HEIs was not considered a top priority in their institutional missions and objectives, and therefore there were no administrative structures for international activities or government policies that promoted the internationalization of higher education. Importance was given to relations between Argentinian researchers and their foreign peers (limited to an elite), but there were few systematic or systematized precedents of institutional relations with foreign universities, and the country suffered an ongoing brain drain of qualified personnel who decamped to North America and Europe due to the constant economic and political crises, which, as mentioned earlier, had a debilitating impact on academic life.

It was not until the mid-90s that Argentinian universities began to make a concerted effort to establish relations with institutions in other countries, and to set up offices to manage these relations. An analysis of the causes and motivations of this incipient outreach beyond the national borders reveals the following:

- The creation of an Ibero-American space for university cooperation—promoted by Spain through the Spanish International Cooperation Agency (Agencia Española de Cooperación Internacional, AECI)—, and the creation of the MUTIS program within the framework of the Ibero-American Summit of Heads of State and Government. The implementation of the AECI's programs, particularly the PCI (Intercampus) program enabled many Argentinian HEIs to start undertaking institutionally planned international actions, organiz-

ing specific administrative structures and earmarking budgets for these tasks. Many of the universities' International Relations Offices (IROs) were created explicitly to deal with the needs arising from the implementation of the PCI.

- The launch in 1991 of the regional integration process between Brazil, Uruguay, Paraguay and Argentina, which was later extended to other South American countries, known as the Southern Common Market (MERCOSUR). This integration process soon incorporated the universities of the region, which promoted regional integration initiatives, going so far as to include institutions from outside the MERCOSUR. Some examples of these networks are the Montevideo Group Association of Universities (Asociación de Universidades Grupo Montevideo, AUGM), the Rectors' Council for the Integration of the Center-west Sub-region of South America (Consejo de Rectores por la Integración de la Subregión Centro-oeste de Sudamérica, CRISCOS), and the Inter-university Development Center (Centro Interuniversitario de Desarrollo, CINDA), among others.
- The need to look for partnerships with foreign universities for the purpose of offering graduate degrees in Argentina, given the shortage of qualified human resources at many of the country's HEIs and their need to position themselves strategically within a framework of expanding opportunities for obtaining graduate degrees.

At the same time, the different European Union (EU) programs targeting Latin America and the Caribbean (LAC) were having a significant impact, and Argentinian universities signed on enthusiastically, fostering the development and consolidation of relations with European and Latin American universities.

The year 2000 saw the beginning of a growing process of incentivization of graduate student mobility for study-abroad semesters, including recognition of the studies done outside the institution of origin. The development of mobility programs within university networks (AUGM, CRISCOS, CINDA, the Union of Latin American Universities [la Unión de Universidades de América Latina, UDUAL], the Academic Exchange and Mobility Program of the Organization of Ibero-American States [el

Programa de Intercambio y Movilidad Académica de la Organización de Estados Iberoamericanos, PIMA-OEI], and others) and bilateral mobility agreements were the tools that facilitated the development of academic mobility. It is important to note that these programs did not impact all HEIs to the same degree.

The creation of the Promotion Program of the Argentinian University (Programa de Promoción de la Universidad Argentina, PPUA) by the National Ministry of Education in 2005 and subsequently of the Higher Education Internationalization Program and International Cooperation (Programa de Internacionalización de la Educación Superior y Cooperación Internacional, PIESCI) constituted the first government policies promoting the international dimension of higher education, and offered an explicit program of economic support for HEIs.

The work done by REDCIUN, the initiatives of university groups promoting internationalization actions and programs (the programs Mexico-Argentina Young People's Exchange [Jóvenes Intercambio México-Argentina, JIMA],¹ Mobility for Academics and Operators Mexico-Argentina [Movilidad de Académicos y Gestores México-Argentina, MAGMA],² and Colombia-Argentina Academic Mobility [Movilidad Académica Colombia-Argentina, MACA]³), and the CIN's more recent commitment to internationalization activities complete the very promising panorama that suggests that the international development of Argentinian universities will continue to make important strides in the near future.

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- 1 Developed by bilateral agreement between the CIN of Argentina and the National Association of Universities and Higher Education Institutions (Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUIES) of Mexico.
 - 2 Also by bilateral agreement between the CIN and ANUIES.
 - 3 Developed by bilateral agreement between the CIN and the Colombian Association of Universities (Asociación Colombiana de Universidades, ASCUN).

3. Leading Argentinian actors in the internationalization process (government, networks and councils, and institutions)

Ministry of Education

The Argentinian government includes a ministry that oversees all levels of education; one of its subordinate agencies is the Secretariat of University Policies (Secretaría de Políticas Universitarias, SPU), in charge of planning and administering higher education policies. Under the heading of support and promotion of internationalization, the SPU runs two programs, the PIESCI and the PPUA, each of which has undertaken different initiatives that have been underway for quite some time now. The PIESCI focuses on academic cooperation with Brazil, France and Germany, and within the MERCOSUR. The PPUA allocates funding for the consolidation of universities' IROs, the constitution and operation of international university networks, the organization of university missions abroad, and participation in university fairs.⁴

In addition, within its organizational structure the Ministry of Education has the National Directorate of International Cooperation (Dirección Nacional de Cooperación Internacional, DNCI), which administers different programs, some of which involve higher education. Under the authority of this Directorate is the Colegio Mayor Universitario in Madrid and the Casa Argentina at University City in Paris, two facilities that offer lodging for Argentinian graduate students and professors studying or working in Spain and France.

National Inter-university Council

In recent years, the CIN has undertaken an intense agenda promoting its international relations, especially with Latin America. It currently has two active agreements for student and faculty mobility with its peers

4 As of 2016, the PPUA was reassigned, falling under the authority of the PIESCI, but remaining within the SPU.

in Mexico's National Association of Universities and Higher Education Institutions (Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUIES) and in the Colombian Association of Universities (Asociación Colombiana de Universidades, ASCUN). The characteristics of these programs are detailed later in this chapter.

Council of Private University Rectors

The CRUP makes no explicit reference to internationalization of higher education in its objectives and functions, and yet it engages in quite intense international activity and participates in the Network of Associations of Private Universities of Latin America and the Caribbean (Red de Asociaciones de Universidades Privadas de Latinoamérica y el Caribe), with its representative currently occupying the presidency.

Ministry of Science, Technology and Productive Innovation

This ministry comprises within its structure the National Directorate of International Cooperation and Integration (Dirección Nacional de Cooperación e Integración Institucional), which engages in international cooperation through numerous programs, both bilateral (it has signed agreements with close to twenty countries) and multilateral. Bilateral cooperation provides funding for joint research projects, the organization of scientific events, the creation of binational centers, and scholarships for training. Multilateral cooperation, for its part, encourages the participation of Argentinian institutions, research groups and businesses in programs promoted by regional and international organizations. At the continental level, there is significant participation in MERCOSUR (through the Specialized Science and Technology Meeting) and in the Union of South American Nations (Unión de Naciones Suramericanas, UNASUR) (in the South American Council for Science, Technology and Innovation).

National Commission for University Evaluation and Accreditation

The CONEAU is active in regional and international spaces and networks, undertaking international cooperation aimed at establishing ties of mutual recognition and trust with other university evaluation and accreditation bodies. The CONEAU participates primarily in international bodies such as the Regional Accreditation System for University Degree Programs in the MERCOSUR States (Sistema de Acreditación Regional de Carreras Universitarias de los Estados Partes del MERCOSUR, ARCUSUR-MERCOSUR), and the International Network of Agencies for Accrediting the Quality of Higher Education (Red Internacional de Agencias de Acreditación de la Calidad de la Educación Superior, INQAAHE). Furthermore, the CONEAU belonged to the Ibero-American Network of Higher Education Accreditation Agencies (Red Iberoamericana de Agencias de Acreditación en Educación Superior, RIACES) from the time of its creation in 2003 until 2012.

Finally, Argentinian universities take an active part in an important number of regional HEI networks, promoting interinstitutional cooperation. Among these networks are AUGM, CRISCOS, CINDA, the Network of Public Macrouniversities (Red de Macrouniversidades Públicas), UDUAL, the Center-West Integration Zone of South America (Zona Integración Centro-oeste de América del Sur, ZICOSUR), the Inter-American University Organization (Organización Universitaria Interamericana, OUI), and the Association of Latin American and Caribbean Universities for Integration (Asociación de Universidades de América Latina y el Caribe para la Integración, AUALCPI), among others. The activities that these networks undertake will be described later in the chapter.

4. Description of the policies, national programs and activities aimed at the internationalization of higher education

In Argentina, the tools for promoting internationalization obviously overlap with those used in other parts of the world, which leads to a combination of programs implemented by the national government, foreign governments, international organizations, the national university system and the HEIs themselves.

Without a doubt, the different versions of the Erasmus program, financed with funding from Europe, constitute a prime example of an ambitious and time-tested academic mobility policy. Argentinian universities, within the framework of the Erasmus Mundus program, undertook an important experience of articulation with different European universities based on student and faculty mobility. This mobility helped to generate a critical mass of cooperation between Argentinian and European universities that later led to other areas of cooperation (joint academic programs, multiple degrees, etc.). This cooperation was also supported by other programs with European funding, such as the European Union's High-level Scholarship Program for Latin America (Programa de Becas de Alto Nivel de la Unión Europea para América Latina, ALBAN), and especially, the Latin America Academic Formation (América Latina Formación Académica, ALFA) program, in its multiple phases.⁵ Moreover, cooperation with European universities in the specific field of research and innovation was supported by different programs within the Science, Technology and Innovation Framework,⁶ with funding from the EU.

Under the aegis of the CIN, initiatives have been taken to consolidate internationalization policies. For example, the JIMA program started up in 2005 as a project of a group of universities from the two countries,

5 As of 2015, the EU's academic cooperation programs have been unified under Erasmus+.

6 As of 2014, the cooperation program for research and innovation funded by the EU is called *Horizon 2020*.

and it was eventually institutionalized by the CIN and ANUIES. JIMA, over the ten years it has been in operation, has mobilized over seven hundred degree students from both countries and has gained academic recognition.

Subsequently, the CIN replicated this successful format in an agreement with ASCUN that gave rise to the MACA program, which has functioned since 2013, mobilizing five hundred students. Another offshoot of the JIMA program is the Mexico-Argentina Faculty and Operator Mobility program (Movilidad de Académicos y Gestores México-Argentina, MAGMA), through which the participating universities fund the mobility of faculty as well as administrative and service personnel.

These three programs that grew out of the CIN represent a significant economic effort for the participating universities, because they assume the costs of room and board for the students, faculty members and operators that they receive, and while it is not mandatory, they usually cover all or part of the transportation costs of the students, faculty members and operators that they send out.⁷

These programs highlight both the possibilities and the limits of the actions taken by the universities and the associations of Latin American universities. On the one hand, they show the universities' concrete commitment to international academic mobility, and the way this mobility generates a multiplier effect that goes far beyond the individual experience of cultural immersion; on the other hand, they underscore the limitations, for example, the slow progress in signing similar agreements with other countries (there is an evident need to create parallel programs with Brazil and Chile, at least) or in linking the existing programs into an overarching program that encompasses the entire Latin American region.⁸ It should be emphasized, however, that these shortcom-

7 Over the last three years (2015-2017), the PIESCI, of the SPU, has covered the costs of medical insurance for Argentinian students traveling to Mexico or Colombia. It has also partially funded the organization of coordination meetings for both programs.

8 The JIMA program was initially coordinated on the Argentinian end by the Universidad Nacional del Litoral, for a period of ten years. Likewise, the MACA program was coordinated between 2013 and 2016 by the Universidad Nacional de Quilmes, while the MAGMA was initially coordinated by national universities of Entre Ríos and Luján, and subsequently, up until 2016, by the Universidad de Buenos

ings are linked the overall difficulties encountered in the attempts to establish an authentic Latin American space for higher education. There can be no denying that until such a space exists, it will be very difficult to make headway in implementing international programs with a truly regional scope.

Recently, the CIN signed two cooperation agreements aimed at facilitating the formation of PhDs. One was with the French consortium Université Sorbonne Paris Cité (USPC) and the other, with the Centro Universitario Italiano en Argentina (CUIA). Both initiatives work on the basis of periodical calls to participate, and funding comes from the CIN itself and from the two partner institutions.

However, of the tools available to Argentinian universities for promoting internationalization, the ones with the greatest academic and budgeting impact have clearly been those generated by the SPU over the last fifteen years, in both the PIESCI and the PPUA.

Among the priorities of the PIESCI are the partnerships and cooperation within the MERCOSUR space, through actions such as the MARCA program, the ARCUSUR, MERCOSUR's Nucleus of Higher Education Studies and Research (Núcleo de Estudios e Investigaciones en Educación Superior, NEIES), MERCOSUR's Comprehensive System for Fostering the Quality of Graduate Studies, and the Portuguese and Spanish Academic Exchange Program.

Argentina's cooperation with France has been built on the basis of economic support for the funding of disciplinary consortia of French and Argentinian universities that include student mobility and, to a lesser extent, faculty mobility. All the activities are funded jointly by the Governments of the two countries. The three programs, ARFITEC (focused on engineering and technology), ARFAGRI (focused on agri-

Aires. Since 2016 the three programs have been coordinated directly by the CIN, together with the agreements with the Université Sorbonne Paris Cité (USPC) and Centro Universitario Italiano en Argentina (CUIA). All of this posed quite a challenge for the CIN's administrative capabilities in managing internationalization projects. Finally, in September 2017, the CIN signed an agreement with ANUIES and ASCUN, with an eye to advancing in the articulation of the three existing programs into one, called *Latin America Exchange Program* (Programa de Intercambio Latinoamérica, PILA).

cultural, veterinary and food sciences) and INNOVART (focused on the arts and innovation), have demonstrated a clear multiplier effect. Once again it can be seen that this type of program, when it is properly articulated within the institution, can generate multiple synergies and positive externalities, such as, for example, the promotion of the study of the French and Spanish languages and the possibility of developing multiple-degree programs (different universities have dual-degree agreements that have grown out of this program); it can even give rise to joint research.

The Argentinian-German University Center (Centro Universitario Argentino-alemán, CUAА-DAHZ, or CUAА) is another high-impact initiative, focusing on cooperation in the area of engineering and the promotion of multiple-degree programs. The CUAА's activities are also funded by the two partner countries. The CUAА's most important undertaking consists of promoting and funding the creation of binational graduate programs (dual-degree): eleven master's degree and seven PhD programs have been created between participating Argentinian and German universities. This program has strong financial backing, covered in equal parts by the German Academic Exchange Service (DAAD, in its initials in German) and the SPU in Argentina.

Argentinian cooperation with Brazil, for its part, has had its ups and downs. The PIESCI has energetically promoted collaboration programs at the graduate level between the two countries, supporting the mobility of graduate school faculty. In addition, studies have been promoted in the MERCOSUR zone. However, while the impacts of these initiatives have been positive, Brazilian interest in sustaining these programs seems to have cooled in recent years, which raises doubts about their continuity.

Academic cooperation with Spain has taken some unexpected turns. The importance that the Spanish state's policies initially gave to the internationalization of Argentinian universities has already been noted here, and the cooperation between the HEIs of the two countries has yielded abundant benefits. It was not until September 2017, however, that an agreement between the CIN and the Conference of Spanish University Rectors (Conferencia de Rectores de Universidades Espa-

ñolas, CRUE) was signed, with the aim of promoting cooperation policies, and as of now, no specific inter-governmental programs have been formulated.

Two other high-impact programs with funding from the national Government are the Faculty Mobility programs to Madrid and Paris, which arrange for teaching and research stays in these cities.

In addition, since 2008 the national Government has supported the participation of Argentinian universities (public and private) in different international fairs and events related to higher education. In this way, an Argentinian presence has been maintained, generally with a national stand, at the annual conferences and expositions organized by bodies such as the Association of International Educators (NAFSA) from the United States, the European Association for International Education (EAIE), and the Brazilian Association of International Education (Associação Brasileira de Educação Internacional, FAUBAI), as well as at the international book fairs held in Guadalajara and Frankfurt.⁹ This ongoing participation on the one hand strengthens the international presence of the Argentinian higher education system, and on the other, enhances the universities' visibility, both individually and as a system.

As mentioned before, little headway has been made in the Latin American and Caribbean region toward the creation of an articulated higher education space. One exception that should be pointed out is the progress being made in MERCOSUR, where coordination processes have been successfully carried out, such as the regional accreditation of study programs (with the Experimental Mechanism for Accrediting University Degree Programs [Mecanismo Experimental de Acreditación de Carreras de Grado Universitario, MEXA] first, and then with ARCUSUR) and the promotion of student mobility within the accredited programs (MARCA program).

No list of the internationalization tools available would be complete without mentioning the initiatives of the Ministry of Education's International Cooperation Directorate, primarily the Argentina Scholarship

9 In these last two events, the universities with strong publishing departments have participated religiously.

Program (Programa Argentina Beca) and the systematization of the scholarships offered by other countries; as well as the Ministry of Science, Technology and Productive Innovation, which utilizes agreements with other countries and the mixed-fund and multilateral cooperation system to fund research activities within Argentinian universities; and the Ministry of Foreign Relations, International Trade and Worship, which administers the Argentinian Fund for South-South and Triangular Cooperation (Fondo Argentino de Cooperación Sur-Sur y Triangular, FOAR) to finance international cooperation initiatives, often with the participation of researchers from Argentinian universities.

Finally, it must not be overlooked that many universities have formulated their own internationalization programs and allocated resources from their budgets, either for the implementation of these programs, which range from academic mobility to the promotion of comprehensive internationalization, or for other initiatives, such as matching funds.

5. National, regional and international networks as promoters of the internationalization of Argentinian universities

In the description of the tools available for internationalization, university networks deserve special mention, as they lend themselves particularly well for exchanging information and experiences, developing international initiatives, learning, setting up institutional links, and promoting alliances.

The initiatives undertaken by the AUGM offer a paradigmatic example of a range of international programs, including mobility for undergraduate and graduate students, faculty and researchers (Escala Estudiantil and Escala Docente programs), as well as incentives for joint research work in different disciplines, the promotion of scientific initiation for students, regional academic forums, among others.

Argentinian universities also participate in international university networks, like those that have already been mentioned: UDUAL, which brings together Latin American universities and has a student mobility

program (PAME); CINDA, which brings together Latin American, Spanish and Italian universities and undertakes international initiatives that promote quality improvement, mobility programs and human resource formation (PIU); and CRISCOS, which consists of universities from Argentina, Bolivia, Chile, Paraguay and Peru, and also has student and faculty mobility programs. There are many other examples of networks; some have emerged from the experience of international programs, like TELESCOPI, which promotes the exchange of good practices in the field of HEI strategic planning, and grew out of an ALFA program.

Furthermore, within the networks, it is important to mention the Spanish as a Second and Foreign Language consortium (Español como Lengua Segunda y Extranjera, ELSE), which encompasses thirty-six Argentinian universities and promotes a system of certification of Spanish for foreigners, the Certificate of Spanish Language and Use (Certificado de Español Lengua y Uso, CELU). The CELU represents an important tool for Argentinian linguistic policy; it receives funding from the Ministry of Education and it has recently been incorporated into the CIN as a council program, which will surely strengthen this important initiative.

Finally, the experiences of the Argentinian Forum for International Education (Foro Argentino para la Educación Internacional, FAEI) and of subnational networks (like the Network of Universities of the Buenos Aires Metropolitan Area [Red de Universidades del Conurbano Bonaerense]) deserve mention as spaces for reflection on the topics related to internationalization.

6. Analysis and reflection regarding the process of internationalization of higher education in Argentina. A look into the future

The previous sections offer a succinct description of the programs that are available and the actions that Argentinian universities have undertaken to implement their internationalization policies.

The reality of internationalization in Argentinian universities varies considerably; some institutions have developed a prominent international profile, with thriving mobility and cooperation programs, while others are just getting started and have fewer achievements to show.

A series of stages can be detected in the internationalization process. Academic mobility tends to be the first deliberate international activity that Argentinian HEIs undertake. As mentioned above, there is a wide array of tools for promoting and channeling academic exchange for faculty, students and university operators (Erasmus, JIMA, MAGMA, MACA, Faculty Mobility to Paris and Madrid, Escala-AUGM, PIUCINDA, PAME-UDUAL, and many others). In general, the institutional decision to participate in these academic mobility formats involves not only the allocation of human and economic resources to administer and develop the programs, but also the formulation of flexible internal norms for the processes of selection, acceptance, registration, granting leave, and recognition of studies done abroad.

Among the main geographical regions that have formalized ties with Argentinian universities, Latin America has taken a clear lead (and within the region, primarily Brazil, Colombia and Mexico) along with Europe (especially Spain, France, Germany and Italy). Far behind are the universities in the United States, the French and English-speaking nations of the Caribbean, Japan, China and other Asian countries, and there are virtually no relations at all with African universities.

Decades ago, Argentina attracted significant numbers of Latin American students who were eager to graduate from a reputable university. This flow of international students, which practically disappeared for a number of years, is currently making a comeback; recent years have seen more and more Latin American students (primarily Colombians, Brazilians and Venezuelans) who come to study entire degree programs in Argentina (at both the undergraduate and graduate levels).

The mutual recognition of degrees is essential for moving forward in the internationalization of the university system as such. The Ministry of Education has made headway in recent years by signing agreements with different countries, reviewing the rigid policies of thirty years ago and accepting the reciprocal recognition of accreditation systems. Argentina

currently has agreements in force with Bolivia, Chile, Colombia, Cuba, Ecuador, Spain (in the process of ratification) and Mexico. Progress is also being made in a regional agreement within the framework of MERCOSUR Educativo, which involves agreements with Brazil, Paraguay and Uruguay.

Moreover, in the Argentinian universities where research plays an important role, the internationalization of this function is apparent; the institutions have made use of national and international programs for this purpose.

One recent initiative among Argentinian universities is the promotion of agreements covering cooperative programs (dual undergraduate and graduate degrees) with foreign universities. HEIs have shown increasing interest in promoting this strategy aimed at internationalizing the university curriculum, although few institutions have yet gone so far as to institute a systematic institutional policy in this regard. Some SPU policies offer financial support for these initiatives (such as the programs that have already been mentioned: ARFITEC, ARFAGRI, INNOVART and CUAA). Finally, it should be pointed out that most of the dual-degree agreements have been signed with European institutions (primarily France, Germany and Italy), and to a lesser extent, with North American universities; there are practically no precedents of dual degrees with Latin American HEIs.

At the international level, there is consensus in affirming that internationalization policies should not be limited to academic mobility, because as successful as such a policy might be, it will still directly benefit only a minority of students. It is worth remembering that the ultimate goal of internationalization is not to mobilize people but to incorporate the international and intercultural dimension into the design and delivery of the different study programs, and to prepare graduates to perform competently in a globalized professional context.

For this reason, a new stage in the internationalization process is challenging Argentinian universities to promote their comprehensive internationalization, which entails internationalizing their curricula, promoting cooperative undergraduate and graduate degree programs, internationalizing their graduate studies, making it possible to deliver

courses in other languages, generating on-campus initiatives that put the university community in contact with the international dimension, among other actions, all within a framework of consolidating institutional quality and safeguarding their own geographical and cultural profile.

In conclusion, there is still a long road to travel before comprehensive internationalization is achieved at Argentinian HEIs. It has only recently begun to figure on the university agenda; as a result, each HEI must define its own institutional priorities and policies. The commitment of the Ministry of Education is seen as essential for defining guidelines and systematic concrete supports.

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Introduction

The phenomenon of globalization is one of main consequences of modernity, and its premises include questioning and upholding new possibilities in terms of the functioning of Governments and the relationship between States in a world where technology and informatics facilitate communications and *profoundly alter global socio-economic structures*. In this sense, higher education is also profoundly impacted by this process, and higher education institutions (HEIs) are adopting more and more models that require contact with other universities.

Latin America saw a significant increase in the demand for university education as the globalization process created new, more specialized job opportunities, mainly due to the accelerated development of science and technology starting in the late 19th century. A growing middle class in Latin America has been fundamental for the growth of universities and job opportunities, as its process of formation pressures the Government to reformulate educational models for the new generation to have access to it.

As Lucía Klein and Helen Sampaio contend, Argentina, Brazil and Chile were the countries that presented different expansion models for higher education in Latin America:

In the countries that were analyzed, there was a chronological coincidence with regard to the expansion of their higher education systems. With the exception of Argentina, it was in the late 1960s and throughout the 1970s when enrollment accelerated. Chile and Brazil stood out from the rest for having implemented university reforms during this period. By laying the foundation for the emergence of a mass system, these reforms converged to define the dynamic sector of expansion. Since then, the growth of the university systems acquired its own spontaneous dynamic, in which non-intervention by the Government was imposed. (Klein, & Sampaio, 1994, p. 3)¹

It should be mentioned that Latin America as a whole has taken very few initiatives for the internationalization of education, when compared with the European and United States models. Since the early nineties, South American countries have begun thinking about new ways to consolidate their political and economic relations. For instance, the Treaty of Asunción, in 1991, served as the starting point of the Southern Common Market (MERCOSUR), which sought to integrate the countries in the southern part of the continent through a common market and trade. This approach to the international and commercial relations between these countries was a *sine qua non* condition for the process of educational internationalization to be promoted in this scenario.

According to Knight and de Wit (quoted in Stallivieri, 2017, p. 28), two renowned researchers of the topic, globalization encompasses the “flow of technology, economic assets, knowledge, people, values, and ideas across borders. Globalization affects every country differently, based on its history, traditions, culture, and national priorities.” The two researchers look at globalization not because the concept is confused with internationalization, but because both processes clearly constitute the day-to-day reality of educational and research institutions. If globalization affects us as citizens and researchers, we must find ways to respond to it, and internationalization is one of the options. As Stallivieri

1 Spanish version was a personal translation from the original in Portuguese.

(2017, p. 27) points out, “the response of higher education institutions [HEIs] to the phenomenon of globalization has been their own internationalization.”

1. Brief description of the national higher education system. The cases of the Universidade Federal do Rio de Janeiro and the Universidade Estadual Paulista

Higher education in Brazil can be divided into two levels: undergraduate and graduate. Regular undergraduate programs in Brazil that are included in the fields of arts and humanities generally require four years of post-secondary studies at a certified university. Aspiring teachers can obtain an undergraduate degree, which takes them three to four years to complete, while technological degrees offer highly specialized professional courses and can be obtained in two to three years. Five-year degrees include the so-called *professional degrees*, such as architecture, engineering, veterinary medicine, dentistry, and law. Medical degrees require six years of full-time university studies and several more years of specialization in a particular field.

Students who wish to enroll in HEIs in Brazil must pass an admission exam (known as *vestibular*) for their specific academic program. The number of candidates for each available first-year spot is probably very high in the most competitive fields at the best public universities. Brazil’s higher education system has a school calendar that begins in February or March, includes a break in July, and continues until the beginning of December. Summer vacations go from mid-December to early February.

Currently, Brazil has one of the most impressive levels of graduate studies of all developing countries. Graduate degrees are issued after a two-year program, plus the presentation of a thesis. PhD programs normally require four years of full-time study, as well as a thesis.

The Brazilian higher education system is divided into administrative categories according to their laws and statutes. HEIs can be public (federal, state or municipal institutions) or private (communitarian,

for-profit or non-profit). The Brazilian university system reflects world standards and some Brazilian universities are listed among the two hundred best universities in the world.

Brazilian universities began emerging in the early 20th century. Nourished by positivist ideals, institutions started to reformulate the university model that had existed since the Middle Ages in Europe. The Universidade do Rio de Janeiro emerged amidst these changes by adapting to new educational model in the world and its demands, and it became the first university of Brazil.

The Ministry of Education and Health was created during the New Republic period, under the presidency of Getúlio Vargas. Its first minister was Francisco Campos, who was responsible for signing the *Statute for Brazilian Universities*, which was valid until 1961 and served as the basis for the creation of many more universities, such as those of the Federal District and Sao Paulo.

It is important to highlight the importance of the Catholic Church in this process, as many private universities are confessional, i.e., they have direct links to Christian churches, either Catholic or Protestant, such as the Pontifícia Universidade Católica (PUC), which is directly related to the Church.

The Universidade Federal do Rio de Janeiro (UFRJ) was founded as a direct descendent of the first courses of higher education in the country. It was established on the basis of Decree 14.343 by President Epiácio Pessoa in September 1920, the same year in which the Polytechnic School, the Medical School and the National School of Law merged to become the *Universidade do Brasil*. Under the military Government, the Universidade do Brasil was restructured and became the *Universidade Federal do Rio de Janeiro*, the country's model for education and research.

The office of international relations of the UFRJ was established in 1994 under the name of Sector of Agreements and International Relations (SAIR), for the purpose of promoting the university's international policy for technical, scientific and cultural cooperation. The SAIR has expanded its activities significantly in recent years, and was elevated to the status of directorate in 2016. The university's progress with regard to its international policy has been remarkable. In 2005, for instance,

only four foreign exchange students came to study at the institution, while in 2010, there were one hundred seventy-three; and in 2005 only twenty-one UFRJ students went on exchange programs abroad, while in 2010 that number increased to over two hundred.

The activities of the Directorate of International Relations (DIR), located at the rector's office, include, among other, the formal analysis of every proposal for academic cooperation, as well as their submission to the legal department and then to the Superior Council of Executive Coordination (SCEC) for its consideration, before the rector signs it. The DIR is also responsible for setting the rector's international agenda, managing the UFRJ's regular exchange program, supervising the execution of international agreements and hosting foreign students and delegations.

For its part, the Universidade Estadual Paulista (Unesp), a public university known as a *young university*, was founded in 1976 as a result of the merger of separate higher education institutions in Sao Paulo, at that time university units located in different parts of the state; the intention was to combine scientific, technological, economic, cultural and social development. These units covered different areas of knowledge and were created in the late 1950s and early 1960s. After three phases of expansions between 1988 and 2017, the Unesp currently comprises thirty-four units in twenty-four different cities of the state of Sao Paulo.

The actions of Unesp encompass practically all areas of the theoretical and experimental sciences, including engineering, health, communication, the humanities, social sciences and the arts, among others. The interaction between Unesp and different sectors of society has a strong influence on the social environment. The university's quality is confirmed by the high numbers of graduates who enter the labor market, as well as its excellent position in the national ranking in all the fields in which it operates.

Unesp is a highly respected institution due to its academic excellence, accredited programs, and strong research development, and it gives priority to continuous improvement in these strengths. It is one of the largest and most important universities in Brazil, with notable achievements in the areas of teaching, research and outreach. It is

funded by the State, and along with the Universidade de Sao Paulo (USP) and the Universidade de Campinas (Unicamp) it provides public higher education free of charge in the state.

Unesp is the most successful multi-campus university model in Brazil. This particular characteristic enables it to carry out multiple activities in the state, which is the most developed in Brazil, and its influence is recognizable in the level of regional development in the cities that have a university campus: one in the capital, and twenty-three others distributed strategically throughout the state.

Up to 1993, the Unesp's International Relations Advisory (ARINT) dealt with international and national agreements as part of the management of the Student-Degree Agreement Program (PEC-G).² In 1993, the Advisory for External Relations (AREX) was created to assist the units and deputy rectors in matters related to internationalization, but it was not until 2003 that they hired the first international officers and began the institutionalization of mobility at Unesp with the organization of the first open calls. In 2009, the first local international relations offices were opened to provide local support for students at all thirty-four Unesp campuses.

In 2011, the creation of the Science without Borders (CSF) program was a watershed for Unesp, and prompted the restructuring of AREX, with investments in human resources and their specialization, a two-million-dollar budget, strategic planning and partnerships, missions, information and development management, and international project management, including support for internationalization efforts. Currently, AREX divides its work into three areas: mobility, international projects, and agreements; it also handles international agreements, dual-degree programs, projects with the European Commission (EC), short-term mobility, and hosting foreign students, among other activities.

The topic of internationalization has been discussed institutionally at Unesp since 2014, and a resolution was subsequently proposed to

2 This is the program of Brazil's Ministry of Education and Culture (MEC) that offers higher education opportunities for people in developing countries that have signed educational and cultural agreements with Brazil.

support internationalization at the Unesp. Initially, AREX justified this proposal by stressing the importance of the initiative in terms of better planning, transversal action, and efficiency in the institution's international efforts. This was discussed in the chambers of undergraduate studies, research, graduate studies and extension programs. As a result, in order to achieve the institutionalization of the concepts of internationalization, the resolution proposed a strategic institutional plan that would contain policies and guidelines for Unesp's internationalization efforts. This resolution project could be said to guarantee greater representation for the academic community in future internationalization projects.

In the university's new management system, which started up in 2017, AREX works specifically on the university's internationalization plan, formulated cross-sectionally with the office of the vice rector and the deputy rectors of undergraduate studies, graduate studies, extension, and research.

2. National policies and programs for the internationalization of higher education

There are multiple reasons that motivate HEIs to undertake internationalization efforts, but above all, it comes down to the need for universities to address new global demands, as manifested in the following fragment:

[...] it is evident that if an HEI makes an effort to internationalize because global demands, society, and professional interests require it, the HEI is already internationalizing inasmuch as it needs to keep abreast of the internationalization of its clients. If an HEI internationalizes, [it is] because it needs to explore the advantages of collaboration in research in order to share costs and investments [...]. (Mückenberger, 2014, p. 101)

In the same tenor, Knight (2004) lists four main reasons that justify the internationalization of HEIs:

1. Political reasons. These involve issues of national security, the promotion of peace, and mutual understanding among nations, as well as the formation of national and regional identity.

2. Economic reasons. These relate to economic growth and the increase in competition, shifts in the labor market, financial incentives, and the generation of additional revenue.
3. Sociocultural reasons. These have the aim of promoting citizenship, community development, intercultural understanding, and the formation of the national cultural identity.
4. Academic reasons. These lead to the inclusion of the international dimension in education and research, quality improvement, the attainment of international standards, the status and expansion of academic horizons, as well as the development of HEIs.

As we mentioned before, there are reasons that justify the insertion of universities into the world scene; factors that range from the economy to epistemological considerations. In this way, the idea of a global university is an effective strategy for institutional development and future projection.

However, it is important to emphasize the need for a precise diagnosis of the characteristics of each institution in order to develop a specific internationalization plan that matches its interests and works efficiently. Stallivieri (2017) mentioned some of the categories to be considered for the diagnosis:

information related to the vision, mission, and institutional development plan; geographical location, the language of communication and instruction; the potential for scientific publications in international journals; the capacity to participate in research networks or international research groups [...]. (p. 56)

Therefore, when thinking about internationalization, an institution needs to consider its vocation first, so that the internationalization plan adapts to the institution's interests and specificities and serves to project it into the future in multiple senses.

Examples of internationalization systems

The internationalization of higher education has become an increasingly relevant topic for public and private HEIs in Brazil. It has been used as an instrument that makes a difference to teaching and research. In order to promote the internationalization of Brazil's HEIs, multiple initiatives have been taken to increase the intensity of student and faculty mobility in the country.

The Brazilian federal research agencies have a long history of collaboration with international research agencies. They have negotiated bilateral agreements with several countries in Europe, North America, and Latin America for decades. Similarly, student mobility in Brazil, especially at the graduate level, has a history that goes back to the nineteen fifties with the creation of the Coordination for the Specialization of Upper Level Personnel (CAPES) and the National Council for Scientific and Technological Development (CNPQ). In the nineteen seventies and eighties, a significant number of Brazilians received formation abroad. After returning home, these scientific researchers contributed to the development of science teaching in Brazil. CAPES and CNPQ have played an important role in this process by funding several bilateral projects with different countries. However, despite all these efforts, the internationalization of Brazilian HEIs is a relatively recent phenomenon.

In the last decade, Brazil has stood out in terms of access to education and the improvement of its quality, and has undertaken efforts to internationalize different sectors of higher education. The CSF was an important initiative that involved a considerable Government investment in the internationalization of education. The purpose of the program was to send up to 101,000 Brazilian students abroad, with full scholarships, to receive education in the STEM fields (Science, Technology, Engineering and Mathematics). Its operating budget for four years was estimated in 2 billion USD. The CSF program stipulated that after two semesters and an internship, the students would return to Brazil to earn their degrees.

The merits of the CSF program are undeniable. So far, the federal Government has invested the equivalent of 1.578 billion USD in the

program, and has granted a total of 92,880 scholarships in the following categories: student financing for a six to ten-month stay abroad (73,353 scholarships); PhD *sandwich* scholarships (9,685); post-doctorate scholarships (4,652); full PhD scholarships (3,353); master's degree scholarships (558); scholarships for high-level visiting researchers (775) and support for *young talented researchers* to develop a research project in Brazil (504).

However, the benefits have extended well beyond the numbers and enhanced qualifications of young students and researchers. Since the beginning of the CSF program, Brazil has negotiated agreements with several countries, including the United States of America, Canada, the United Kingdom, Australia, Japan, and South Korea, in addition to the member States of the European Union (EU). The program has gained international visibility with the opening of dialogue between Brazilian HEIs and other similar institutions in different parts of the world.

This exposure also opened the doors for a large number of HEIs around the country that had previously thought of internationalization as a distant goal. They have been able to establish their first institutional associations, and moreover, the more internationalized they are, the better their possibilities of developing new associations in areas and countries where collaboration was previously limited.

The most valuable contributions of the CSF program to Brazilian HEIs have been:

- The redefinition of international strategies;
- Investment in language centers;
- More programs taught in English;
- More international students looking for credit transfers;
- Mutual credit recognition;
- More joint programs and international research laboratories;
- The recognition of international education professionals;
- Short-term contracts to attract foreign teachers.

In addition, the program has had multiple positive secondary effects on higher education in the country. Considering students' generally poor linguistic proficiency, the most valuable effect may well have been the

creation of a foreign language learning program. Another secondary effect, although limited to the federal higher education system, was the exclusive availability of financial resources for actions that could develop the internationalization process of federal institutions.

The program received mixed reviews in the country, most of them centering on the lack of opportunities for students from the humanities and social sciences. In an academic world where incorporation is more and more evident and scientific advancement is increasingly achieved through interaction of different and diverse scientific fields, the participation of students outside the STEM fields is definitely justified and must be taken into consideration for the program's continuity. At the same time, the country's financial situation has delayed the next phase of the program. The first call for this new phase was expected to occur in October 2017.

In the same context, 2011 saw the emergence of the Languages without Borders (Idiomas sin Fronteras, ISF) program. It started with English, but has been broadened to include other languages (French, Spanish, German, Portuguese, etc.), all taught as foreign languages. The program provided around 1,000,000 TOEFL test applications to one hundred forty-six Brazilian HEIs, as well as financial resources to set up language centers (only in federal and state universities) and online language courses. According to Provision 105 of the Ministry of Education and Culture (Ministerio de Educación y Cultura, MEC), the program has the following functions:

- Discussing pertinent actions that could allow students with good profiles to participate in the CSF program to become proficient in English.
- Defining a work plan based on the proposed actions.
- Analyzing and evaluating collaboration proposals presented to the Ministry of Higher Education (Secretaría de Educación Superior, SESU), designed to help students become proficient in English and participate in the CSF program.
- Proposing permanent actions in HEIs to implement English teaching.

It is also worth insisting on the importance of the English language in the Brazilian context, as its teaching in the country was so deficient that students selected for scholarships were often not fully capable of taking courses abroad because they were not fluent in English, which makes the ISF a great window for the internationalization of education, along with the CSF program.

3. National and regional actors that have played major roles in the internationalization process

The leading regional actors in the process of internationalization in Brazil include the International Advisory Network for Higher Education Institutions of the State of Rio de Janeiro (REARI); it was created in 2013 and its statutes were signed in the building next to Guanabara Palace (seat of the Government of Rio de Janeiro). The network was conceived two years previously, at a grand event for the promotion of international education that was hosted by the Association of International Educators (NAFSA) in Vancouver.

This regional network includes all the public higher education institutions in the state of Rio de Janeiro, a total of seven universities (Universidade do Estado do Rio de Janeiro – UERJ–, Universidade Federal Fluminense –UFF–, UFRJ, Universidade Federal Rural do Rio de Janeiro –UFRRJ–, Universidade Federal do Estado do Rio de Janeiro –UNIRIO–, Universidade Estadual da Zona Oeste –UEZO–, Universidade Estadual do Norte Fluminense –UENF–), five federal academic institutions (Centro Federal de Educação Tecnológica Celso Suckow da Fonseca –CEFET–, Instituto Federal do Rio de Janeiro –IFRJ–, IFFluminense, Colégio Pedro II, Fundação Oswaldo Cruz –FIOGRUZ–) and the Pontifícia Universidade Católica do Rio de Janeiro.

REARI is a non-profit association that brings together managers and leaders of international offices at HEIs in the state of Rio de Janeiro, for the purpose of continuously improving international cooperation activities through the exchange of experiences, improvements to teaching, research, extension and management practices, as well as the promotion

of their universities on the global stage through the dissemination of information at seminars, fairs and events.

At the level of national university networks, public institutions are represented by two associations: the Brazilian Association of State and Municipal University Rectors (Asociación Brasileña de Rectores de las Universidades Estatales y Municipales, ABRUEM) and the National Association of Directors of Federal Higher Education Institutions (Asociación Nacional de Directores de Instituciones Federales de Educación Superior, ANDIFES). These organizations promote the integration of their members and coordinate their interests and dialogues with national and international organizations. It is important to mention that both associations have internationalization chambers or commissions, whose main functions are achieving institutional internationalization, discussing possibilities for student mobility, and increasing the universities' participation in international networks, as well as managing joint programs with foreign universities.

For its part, the Brazilian Association for International Education (FAUBAI, in its initials in Portuguese) is one of the leading actors in the nation's internationalization process. Its aim is to promote the integration and formation of international relations office operators at the participating HEIs through seminars, workshops, and regional and national conferences. FAUBAI also advocates for the diversity and potential of Brazilian HEIs before development agencies, diplomatic missions, and international organizations and programs. Therefore, it promotes the improvement of international exchange and cooperation programs, as well as the development of research, teaching, extension and good management practices at its member institutions.

FAUBAI's main activities include exchanging experiences and information; promoting conferences, seminars, courses and meetings; providing consulting services to universities, public agencies and other institutions; participating actively in public institutions to promote international cooperation; conducting exchanges with other universities, organizations, agencies and other types of entities abroad; and managing the international cooperation database.

4. Leading internationalization programs in the country or region

Academic collaboration agreements

Brazil has a three-body association, which includes the MEC, the Ministry of International Relations —its Division of Educational Topics (DCE), and the Ministry of Technology, Innovation and Communications (MTIC); together they established the PEC-G program in 1965, in accordance with Decree 55.613 and the regulations contained in Decree 7.948/13, as well as the Student Agreement Program (PEC-PG), by means of a protocol signed in 1981 and updated in 2006.

The purpose of these programs, which are designed for undergraduate and graduate students respectively, is to train foreign students at Brazilian HEIs who come from developing countries that have some sort of cultural or educational bilateral agreement with the Brazilian Government, and to address the lack of agreements with developing countries and promote the Portuguese language abroad, since exchange students must certify their fluency in Portuguese. There are now fifty-nine participating countries in total, including twenty-five African countries, twenty-five countries from Latin America and the Caribbean (LAC), and nine from Asia.

Students are eligible to receive scholarships both from the Ministry of Foreign Relations (MRE) and the MEC. The MRE offers two types of scholarships: merit scholarships, which are granted to the students with the best academic performance, and emergency scholarships, which are granted to students with extreme financial difficulties. The MEC, for its part, grants scholarships through the Milton Santos Project for Access to Higher Education (PROMISAES); students must apply for these scholarships directly at the Brazilian university where they are studying.

Student mobility

As mentioned before, international academic mobility is one of the core concepts of institutional internationalization, and every HEI has specific

programs and agreements with other international HEIs and educational networks. Student mobility allows for the exchange of experiences in different contexts, promotes the exploration of new horizons within fields of study, improves the cognitive skills of students who participate in international programs —including their capacity for critical thinking, problem-solving, decision-making, and dealing with change, raises academic and quality standards of study programs and plans, as well as the formation of a specialized workforce for the job market through differentiated teaching to students. Furthermore, regular mobility is not only a way to strengthen and promote the corporate brand abroad, but also to establish strategic partnerships for the production of knowledge.

Regular Mobility Program of the Directorate of Foreign Relations of the Universidade Federal do Rio de Janeiro (Programa de Mobilidade Regular da Diretoria de Relações Internacionais da Universidade Federal do Rio de Janeiro)

The Regular Mobility Program of the DRI at UFRJ operates as an international mobility model for students of this university. The program's agreements with foreign higher education institutions must adhere to the principle of reciprocity and balance, and allow the same number of students with similar backgrounds from both institutions to freely move from one to the other and share the experiences gained during the entire mobility process. The DRI is responsible for establishing multilateral or bilateral partnerships between the UFRJ and foreign HEIs, at no cost to the university. In total, the DRI has over two hundred agreements with different countries, primarily in Europe.

Internationalization of the curriculum

The internationalization of the curriculum – often defined as the integration of the international, intercultural and global dimensions into the teaching and learning processes of higher education – stands out as an essential item on international agendas. (Knight, 2004, p. 6)

As mentioned in the previous section, the internationalization of the curriculum is one of the most important steps in a university's internationalization process. The cultural differences of each context can lead us to believe that curricular internationalization is a daunting task that depends on many direct and indirect factors, in terms of both the countries' level of development and their context in the international community.

Curricular internationalization is still a developing topic at Brazilian universities, but it has taken on increasing importance recently, inasmuch as it is presented as an alternative for international mobility because it opens the possibility of a more inclusive and broad internationalization option for students, without necessarily implying high costs.

Therefore, discussions have intensified around the concept of *classroom*, the implementation of digital tools as learning resources, and the possibility of exploring the virtual world as an environment for teaching and learning. In this sense, some universities have begun implementing virtual mobility programs. The actions of Unesp constitute a clear example of the implementation of curricular internationalization based on the Collaborative Online International Learning Model (COIL),³ by means of workshop training, connecting students with international classmates, and the development of a COIL-Unesp institutional program.

Another possibility for curricular internationalization is the incorporation of language teaching —mainly English— into the curriculum. A study conducted by the British Council in 2016, which included a questionnaire that was applied at two hundred seventy Brazilian HEIs —12% of all the universities in the country,⁴ showed six hundred seventy-one course offerings in English, including content courses in multiple disciplines, short-term courses, and even full graduate programs (Figure 1).

3 The program was created by Professor Jon Rubin of the State University of New York (SUNY), Purchase Collage, in 2006, for the purpose of encouraging international cooperation *online* between SUNY and its international partners.

4 The total number of HEIs in Brazil in 2014 was 2,368, according to the latest study by the Anísio Teixeira National Institute for Educational Studies and Research (INEP), an autonomous federal institution with links to the MEC.

Figure 1
Brazil's courses in English



Source: British Council (2016, p. 10).

In addition to providing opportunities for foreign students, these courses in English promote an intercultural environment at HEIs, thus driving internationalization more and more.

Joint and/or dual-degree programs

Dual-degree programs in Brazil, while they do exist, are still in their infancy. They are created through specific exchange program agreements between Brazilian and foreign HEIs that offer double-degree programs, by which students who complete the course receive diplomas from two different universities, as long as they meet the program requirements. At the UFRJ, there are concrete examples of the implementation of these types of programs between the Instituto de Matemática and the Escola Politécnica, which approved dual-degree agreements in their respective courses. At Unesp, for its part, there is the example of the Dual-Degree Program in Engineering with the National Institute for Applied Sciences (INSA) Group in France, which has selected French and Brazilian students for dual-degree programs since 2012.

Finally, the CSF program also offered dual degrees called *sandwich degrees* for Brazilian students, which constituted a sign of progress in terms of opportunities to study abroad and curricular internationalization.

Final considerations

The integration of Brazilian universities into the international context of Latin America signals the beginning of an interaction with the regional international stage, with the aim of sharing the academic procedures and specificities of each context with Brazil's neighbors, which often have points in common that, if shared, could generate great development opportunities for every participating HEI. The exchange of professors, researchers and students keeps the spirit of the academy alive, as the concept of university has always revolved around the sharing of knowledge, theories, and above all, experiences.

In recent years, the topic of the internationalization of education has become increasingly relevant in Brazil for the activities of HEIs. As explained above, the main regional and national actors have emerged and begun to promote this process, bringing universities together in an

overarching endeavor: the development of research and education in Brazil.

Understanding the challenges of each HEI and discussing such challenges in a plural debate, with an eye to improving and globalizing education, are missions that should be on the short list of priorities of regional actors, university networks, institutions, faculties, and student bodies. Thinking about internationalization is thinking about the future, by recognizing that the world's boundaries and distances are slowly receding, which leads to the creation of a *global community*, despite the myriad challenges that such an undertaking entails.

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COLOMBIA

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Introduction

This chapter first presents a brief characterization of the higher education system in Colombia, including the main trends in international student mobility. It then offers an analysis of the different public and private institutions that directly or indirectly promote the internationalization of Colombian higher education, with an emphasis on the programs that they have undertaken to pursue this objective. Finally, it concludes that a number of efforts have been made by different Colombian actors, and that as networks are consolidated in the country, more and better strategies are devised to promote the internationalization of higher education in Colombia.

1. Higher education in Colombia

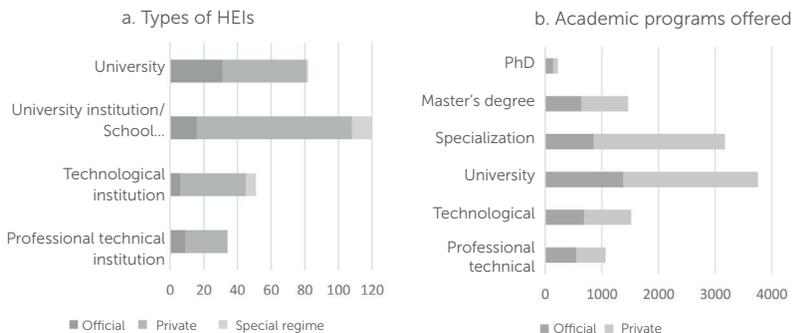
The Colombian higher education system is coordinated by the Ministry of National Education of Colombia (Ministerio de Educación Nacional de Colombia, MEN), which through its Deputy Ministry of Higher Education formulates and adopts policies, plans and projects that contribute to the improvement of the system and the quality of higher education in the country. Higher education is delivered on two levels: undergraduate and graduate, each of which in turn is subdivided into three levels of

formation: undergraduate education includes the technical professional, technological and professional levels, while graduate education offers studies at the specialization, master's degree and doctoral levels (Ministerio de Educación Nacional, 2010).

According to the MEN, in 2015 Colombia had two hundred eighty-seven active higher education institutions (HEIs), of which 29% were universities, 42% university institutions or technological schools, 18% technological institutions, and 12% professional technical institutions.

Most (72%) of the country's HEIs are private; it is important, however, to bear in mind that according to article 98 of the Law 30 of 1992, all private HEIs must be non-profit legal entities, in order to guarantee the quality of higher education in the country (Figure 1). In 2015, private institutions offered 11,203 academic programs, most of which (34%) were undergraduate programs; only 2% were at the PhD level (Figure 1).

Figure 1
Characterization of Colombian higher education (2015)

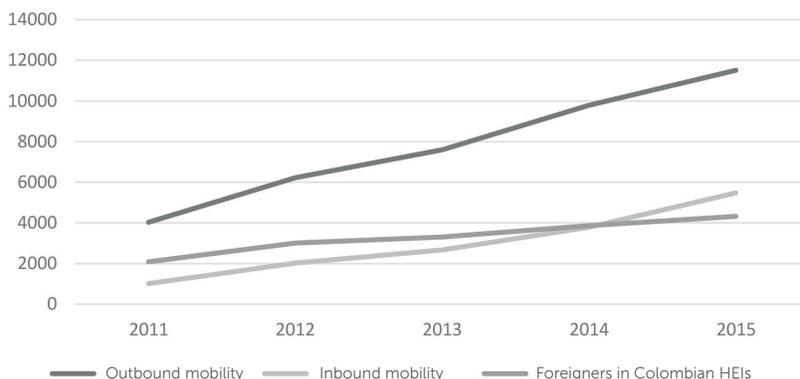


Source: Authors' own design, based on Ministerio de Educación Nacional (2016).

In 2015, there were 2,293,550 students enrolled in HEIs in Colombia, 53.4% of which were enrolled in universities. Of these, only 11,510 students had participated in any kind of mobility abroad (Ministerio de Educación Nacional, 2016). It is important to point out that even though only about 0.5% of the population enrolled in Colombian HEIs

have participated in international mobility, between 2011 and 2015 this mobility grew by an average of 31% a year. Inbound mobility has grown by an average of 55% a year, and the number of foreigners enrolled in academic programs in the country has also grown (Figure 2).

Figure 2
Student mobility in Colombian HEIs (2011-2015)



Source: Authors' own design, with information provided by the Ministry of National Education (Ministerio de Educación Nacional, 2017).

2. The internationalization of higher education in Colombia

The internationalization of higher education in Colombia has been one of the key issues in the recent development and projection of the country's educational system. Both the universities and the Government, represented by its different agencies, recognize the important role that internationalization plays in enhancing the quality of both teaching and research at Colombian HEIs.

In other words, it is not just the Colombian HEIs that have contributed to the significant increase in international mobility in the country: government agencies and institutions have also played an important role

in the consolidation of a comprehensive internationalization strategy for improving the quality of higher education in Colombia.

The following sections describe the contributions made to this process by the MEN, the Colombian Institute for Educational Credit and Studies Abroad “Mariano Ospina Pérez” (Instituto Colombiano de Crédito Educativo y Estudios en el Exterior Mariano Ospina Pérez, ICETEX), the Administrative Department of Science, Technology and Innovation (Departamento Administrativo de Ciencia, Tecnología e Innovación, Colciencias), and the university network Colombia Challenge Your Knowledge (CCYK).

Colombia’s Ministry of National Education

In 2009 the MEN created the project known as Promotion of the Internationalization of Higher Education, which, in line with its fundamental orientations, undertakes activities in the framework of three main strategies: 1) promotion of Colombia as a quality academic destination; 2) construction and consolidation of internationalization capacities; and 3) establishment of international alliances.

For the purpose of promoting Colombia as an academic destination, the activities undertaken include participation in international expositions such as those organized by the Association of International Educators (NAFSA) and the European Association for International Education (EAIE), as well as Exposhanghai, where spaces have been procured for promoting the country along with HEIs. Likewise, the MEN supports the organization of the annual Latin American and Caribbean Higher Education Conference (LACHEC).

In addition, with the support of the Ministry of Foreign Affairs, Colombia’s Presidential Agency for International Cooperation (Agencia Presidencial de Cooperación Internacional de Colombia, APC) and other government entities, between 2009 and 2013 the MEN organized Academic Missions for the Promotion of Higher Education (Misiones Académicas para la Promoción de la Educación Superior, MAPES), in which a group of Colombian universities visited HEIs and governments of other countries with the aim of promoting Colombian higher educa-

tion and strengthening educational cooperation and the internationalization of higher education in Latin America (Ministerio de Educación, 2012; Ministerio de Educación, 2015).

Under the heading of construction and consolidation of internationalization capacities, in 2009 the MEN created the accompaniment program called *Action for Strengthening the Internationalization Process of Colombian HEIs* (Acción para el Fortalecimiento del Proceso de Internacionalización de las IES Colombianas), in which HEIs selected through a public call for participation receive orientation about developing their internationalization policies in the short and medium term. The program has benefited over one hundred forty institutions oriented by more than fourteen accredited Colombian HEIs. Moreover, seminar and training workshops on internationalization are offered constantly, and institutions have published papers on the topic (Ministerio de Educación, 2016a).

Along with all of these initiatives, the MEN has cultivated strategic international alliances with agencies and governments of other countries, with the aim of procuring mutual recognition of quality-assurance systems for higher education and reaching technical cooperation agreements to enhance quality policies and extend higher education coverage in the country (Ministerio de Educación, 2016b).

Colombian Institute for Educational Credit and Studies Abroad "Mariano Ospina Pérez"

ICETEX seeks to promote the internationalization of Colombian higher education by supporting international academic mobility and the internationalization of curricula and research.

Under the first heading, the institute negotiates cooperation agreements providing access to scholarships for Colombian students. Between 2011 and 2014, the different scholarship programs negotiated and promoted by ICETEX benefited 4,775 Colombians. It is important to point out that in 2016, 23% of these scholarships was awarded for students to study in countries of the Pacific Alliance, and 41% for the development of master's degree programs (Figure 3) (Instituto Colom-

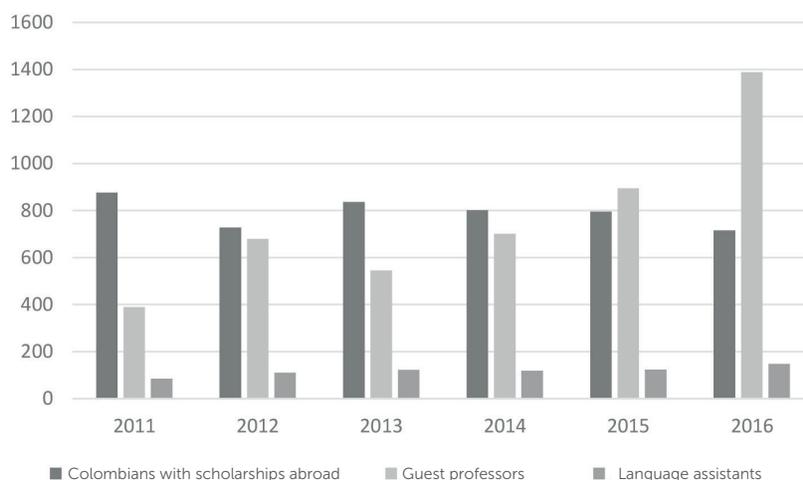
biano de Crédito Educativo y Estudios en el Exterior Mariano Ospina Pérez, 2017a).

With respect to the promotion of the internationalization of curricula and research, it is important to highlight, among other aspects, two ICETEX programs that form part of the Reciprocity Program for Foreigners:

1. Language Assistants. This program supports the mobility of foreign language teachers, with an eye to motivating and strengthening the language departments in schools and HEIs. Between 2011 and 2016, over seven hundred language assistants in the country have been mobilized under the auspices of this program.
2. Guest Professor Program. Recently renamed *Fellows Colombia*, this program promotes the mobility of international experts to Colombian HEIs and research centers for the purpose of strengthening academic and research programs. The stays can last up to six months, depending on the items funded by the program¹ and the program has invited 4,600 experts so far, 30% of whom were in Colombia in 2016 (Figure 3) (Instituto Colombiano de Crédito Educativo y Estudios en el Exterior Mariano Ospina Pérez, 2017a).

1 The items funded by this program can be travel expenses or plane tickets. If travel expenses are covered, the stay may not last fewer than three days or more than three weeks; when plane tickets are covered, the stay may last up to six months.

Figure 3
ICETEX mobility programs



Source: Authors' own design, based on information from the Colombian Institute for Educational Credit and Studies Abroad "Mariano Ospina Pérez" (Instituto Colombiano de Crédito Educativo y Estudios en el Exterior Mariano Ospina Pérez, 2017a)

Administrative Department of Science, Technology and Innovation

Colciencias promotes the internationalization of Colombian research and innovation by establishing and consolidating relations with international partners for the development of science, technology and innovation (STI), as well as procuring international cooperation resources and promoting Colombia's innovations abroad and vice versa. These initiatives are managed from different geographical desks for cooperation with North America, Asia, Africa, Oceania and Ibero-America (Colciencias, 2017).

The department also manages Colombian institutions' participation in the European Union's Horizon 2020 program: it has organized training for HEIs in the country and defined eleven national thematic points of contact in research areas that Colombia has designated high-priority. It has also put together and promoted programs that encourage mobil-

ity modalities that advance the internationalization of research, such as research internships and co-tutoring.

Colombia Challenge Your Knowledge Network

The cross-sectional internationalization of HEIs' substantive functions has become a core element of quality assurance in higher education in Colombia since 2013, when the National Accreditation Council (Consejo Nacional de Acreditación, CNA) included the factor "national and international visibility" among the criteria for institutions and academic programs to accredit their level of quality (Botero Montoya, & Bolívar García, 2015).

As part of these efforts, an important development was the creation in 2012 of the CCYK network, in which twenty-six Colombian universities² work together as a network for the purpose of promoting and disseminating Colombian research and academic programs, consolidating the internationalization of the member institutions, and promoting quality-improvement processes in Colombian HEIs (Colombia Challenge Your Knowledge, s/f).

Other initiatives

Another initiative that furthers the cause of the internationalization of higher education in Colombia is the Student and Faculty Mobility

2 The universities that belong to the network are the Colegio de Estudios Superiores de Administración (CESA), the Universidad EIA, the Instituto Tecnológico Metropolitano (ITM), the Pontificia Universidad Javeriana, the Universidad Autónoma de Bucaramanga (UAB), the Universidad Autónoma de Occidente, the Universidad de los Andes, the Universidad de Antioquía, the Universidad de Caldas, the Universidad EAFIT, the Universidad EAN, the Universidad Externado de Colombia, the Universidad ICESI, the Universidad de Manizales, the Universidad de Medellín, the Universidad Nacional de Colombia, the Universidad del Bosque, the Universidad del Magdalena, the Universidad del Norte, the Universidad del Rosario, the Universidad del Valle, the Universidad Pontificia Bolivariana (UPB), the Universidad Santo Tomás, the Universidad de la Salle, the Universidad de La Sabana, the Universidad Tecnológica de Bolívar (UTB) and the Universidad Tecnológica de Pereira (UTP).

Platform of the Pacific Alliance (Plataforma de Movilidad Estudiantil y Académica de la Alianza del Pacífico), by which scholarships are offered for undergraduate and doctoral students, and for researchers and professors from Colombia, Chile, Mexico and Peru, with the aim of forming qualified human capital in the region.

Within the framework of the platform, each country committed to awarding one hundred scholarships a year: seventy-five for undergraduates and twenty-five for doctoral students, professors and researchers, making for a total of four hundred scholarships awarded every year. By 2017, eight calls to participate has been carried out, with 1,440 scholarships awarded, 1,190 of which had been for undergraduates and two hundred fifty for doctoral students, professors and researchers. The country that has received the most scholarships is Mexico, with four hundred forty-three, followed by Colombia, with three hundred eighty-seven. Peru has had three hundred sixty-five scholarship winners, and Chile, two hundred forty-five (Ministerio de Relaciones Exteriores, 2017).

It is also important to mention the Scientific Colombia (Colombia Científica) program, run jointly by the MEN; the Ministry of Trade, Industry and Tourism; ICETEX; and Colciencias. It includes two components:

1. Passport to Science, which supports high-level formation by awarding scholarships for master's and PhD programs at universities listed on the Academic Ranking of World Universities (ARWU) or the Shanghai ranking, in the areas of health, food, energy, bioeconomy and society. The program started up in 2017 with the support of the World Bank, and looked to benefit ninety-five professionals in its first year.
2. Scientific Ecosystem, which aims to improve the quality of Colombian HEIs by consolidating competencies and knowledge networks for research, teaching and innovation. Funding is provided for creating alliances with national and foreign universities, among other institutions, that can contribute to regional development through research and technological development (Instituto Colombiano de Crédito Educativo y Estudios en el Exterior Mariano Ospina Pérez, 2017b and 2017c).

Conclusions

In Colombia, the internationalization of higher education is being promoted by both HEIs and the Government; however, the lack of a national policy for the internationalization of higher education in the country means that there is uncertainty in the Government when it comes to prioritizing resources, and the efforts being made do not fit into an overall strategy that could take Colombian higher education to the next level.

The internationalization of the HEIs has advanced to a great extent because in the processes for accrediting both programs and institutions, the CNA has incorporated a specific parameter of national and international visibility, thus creating a need for HEIs to incorporate this process explicitly, with an identifiable strategy, and to show results. Furthermore, as globalization permeates day-to-day life and basic education, there will be an increasing demand for universities to offer international opportunities, making it imperative for the internationalization process to move beyond mere discourse and become something that actually happens as part of everyday life in the country's institutions.

Within the framework of the peace that has been achieved in the country, Colombia has become an attractive candidate for developing academic collaboration and international student mobility (inbound), which was restricted for many years by the country's internal situation. In upcoming years, as long as the economy remains stable and the peace process agreements are implemented, the expectation is that international cooperation will increase, in support of the core objectives of the agreement: rural development, equality, and harmonious co-existence. This will have an impact on the enrichment and competitiveness of the country's academic and scientific infrastructure, and stimulate inbound and outbound mobility of students, faculty and researchers.

This means that the HEIs cannot afford to remain isolated. They must work together with the private, social and government sectors to build a complex, coordinated and ongoing mechanism, because it is at universities where the professionals of the future are formed. The relationship with these sectors cannot remain at the extension level; it calls for the integration of the substantive functions of the univer-

sity, and internationalization is a means that can contribute to making these relationships more attractive, and for conferring added value to the effectiveness of public-private alliances.

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Introduction

This chapter describes the process of internationalization of higher education in Cuba, based on a brief outline of the country's higher education system, including its history and evolution up to the present day. The chapter also looks at certain indicators of the internationalization process of higher education in Cuba between 2012 and 2016, and evaluates the perspectives and priorities in the management of this process.

The university's real capacity to meet the demands of this century represents a key factor in a time of increasingly massive access to a globalizing higher education system, and internationalization processes constitute a fundamental component for attaining this capacity.

In this context, internationalization as a process goes beyond the social and territorial dimensions, and has become relevant in the spheres of production, business and services, which implies transformations to formative processes, especially at the university level. The impact is cross-sectional and touches all sectors of society, the purpose being to achieve greater social relevance.

Internationalization is conceived by Gacel-Ávila (1999b) as a comprehensive institutional transformation process that aims at incorpo-

rating the international and intercultural dimension into the mission and essential functions of higher education institutions (HEIs), for the purpose of making expressions of institutional openness inseparable from these institutions' identity and culture, as well as an integral part of their development, strategic planning, and general policies. Assuming this responsibility, without a doubt, implies the reformulation of an increasingly complex process.

It is important to highlight the fact that the process of internationalization contributes to the improvement of professional formation and its social impact, both at the undergraduate and graduate levels, and adds to the quality of outreach, research and innovation. The scientific results achieved with the participation of research professors in international cooperation programs, projects, events and networks focusing on education, research and innovation are applied to solve specific social problems, thus promoting local and national socioeconomic development and confirming universities' social relevance.

In particular, the Cuban Ministry of Higher Education (Ministerio de Educación Superior, MES) and the universities that make up this system see internationalization as a priority, and have therefore developed policies and strategies for its management, support and promotion.

The evolution of the process of internationalization in Cuba has been marked by the trends experienced around the world, particularly in the region of Latin America and the Caribbean (LAC). The indicators show the progress made in the advancement of culture, the priority status given at the different levels of management, as well as the approach of transversal and long-term management strategies that align with institutional priorities.

1. Internationalization in the Cuban higher education system

Cuba's first university, the Universidad de La Habana, was founded in 1728. When the revolution triumphed, in January of 1959, there were only three universities in the country: the Universidad de La Habana,

the Universidad de Oriente and the Universidad Central de Las Villas. In 1962, a university reform produced great transformations that led to universal access to higher education throughout the country. This reform launched a gradual process that established public institutions under the auspices of the MES in all the country's provinces. These universities were characterized, among other things, by their complete integration into society; by being essentially scientific, technological and humanistic; by offering a wide range of solutions to meet the needs of graduate education; and by establishing research and innovation as consubstantial elements of the universities' mission, in accordance with the country's demands and priorities.

Cuban universities are present in all the country's provinces, with full municipal representation since 2001 with the creation of 3,150 university campuses, which became municipal university centers (MUCs) overseen by institutions. This allowed Cuban higher education to transcend the traditional boundaries that had delimited it for over two centuries. The creation of the MUCs represents an asset in the development of the university internationalization (UI) process, as seen in their substantive role in the conception and execution of local development projects financed by international cooperation funds, although it must be noted that internationalization in these contexts is still in the beginning stages.

Cuban universities have stood out for engaging in the process of internationalization of higher education through the formation of human resources from developing countries, which includes 54,600 foreign graduates from one hundred fifty different countries graduating from Cuban universities between 1961 and 2015, 60% of them from LAC and 28% from sub-Saharan Africa.

In general, the process of internationalization has special importance in the development and scope of higher education in Cuba, as evidenced by these indicators and by the understanding among cultures and nations, especially with developing countries, a sign of solidarity and respect for cultural diversity as essential aspects of recognizing and assuming the transformations that have taken place at the regional and international levels. The country has defined as objectives the increase

of student and academic mobility, of research and training within the framework of inter-institutional networks, as well as the promotion of integration, curricular internationalization at the undergraduate and graduate levels, and credit recognition.

In order to achieve these objectives, one of the strategies consists of connecting the methodological and didactic work of programs, disciplines and courses with the strategic actions of curricular internationalization.

The UI process involves multiple national actors that contribute to its development and promotion, particularly the MES, which serves as the overall facilitator and coordinator, the Ministry of Foreign Relations (Ministerio de Relaciones Exteriores, MINREX), and the Ministry of Foreign Trade, Investment and Collaboration (Ministerio de Comercio Exterior y la Inversión Extranjera y la Colaboración con el Exterior, MINCEX), as well as the cooperation offices of municipal and provincial Governments, the Cuban Institute for Friendship with Peoples (Instituto Cubano de Amistad con los Pueblos, ICAP) and non-government organizations (NGOs), with which universities, among the main actors involved in managing the internationalization process, maintain close working and cooperative relations.

The role of the Directorate of International Relations (DIR) of MES as policy coordinator and promoter of internationalization efforts for the university network, ensures conceptual unity in the management of this process, which takes concrete shape at the university level in a decentralized way and with the presence of structural functions regardless of the form of management that is adopted.

2. Brief historical retrospective of the internationalization process in Cuba

The UI process in Cuba could be said to date back to the founding of universities in the country, even if it was not always identified explicitly as such. UI in Cuba responded to concrete situations that originated in

the very nature of HEIs. This process has gone through different stages, in accordance with the country's historical transformations.

From the nineteen sixties until the late nineteen eighties, UI played a significant role in university international relations and the execution of cooperation efforts based on agreements signed by the MES. The first stage of this process corresponds to the nineteen sixties and seventies, and was characterized by bilateral actions between Cuban and foreign institutions, primarily from the former socialist bloc, contributing directly to the formation of directors and PhDs in science, the exchange of pedagogical and didactic experiences, and the provision of scientific-technical consultancy, among other benefits. The second stage, in the nineteen eighties, consisted of a transition to a more focused and decentralized form of management; the intention, among other objectives, was to direct material and financial resources towards universities. Undertakings such as international projects, fundraising, and the marketing of academic services became priorities in the development of international efforts, and took on special importance *a posteriori*.

In the nineteen nineties, Cuba went through a difficult economic situation due to the disappearance of the socialist bloc, with which the country had extensive relations, and to increased hostility from the United States. This made international relations much more relevant, and Cuban universities strove to promote, establish, and broaden academic cooperation and exchange relations with universities around the world.

During this period, and in accordance with the evolution in strategic direction and the emergence of new management tools, the MES adopted new management models and approaches and adopted the method of direction by objectives. In more recent years, it has implemented a process-oriented approach that, together with the notable progress in the theoretical, methodological, and practical foundations of internationalization, triggered another phase of reformulation of the management of this process.

It could be stated that up to 2000, international cooperation efforts were undertaken in a spontaneous, reactive way, with UI culture and management in its infancy at most universities. After that year, inter-

national relations were defined as an area of key results in the MES's strategic planning, and the foundations were laid for perfecting process-oriented management, consistent with the new paradigms and forms of debate taking place at the international level.

The enhancement of the management process included a thoroughgoing examination of the formation and development programs available for Cuban professionals, which led to deep transformations in the process of their continuing formation. In view of changing international configurations and the dizzying rise of globalization, the groundwork was laid for transforming the process of formation in the English language into a tool for skill acquisition, self-improvement, and academic-professional updating, as well as a means of communication among professionals around the world.

The foregoing reflects a proposal that establishes foreign language proficiency as an essential element for internationalization, specifically curricular internationalization; it is evident that on this point there is considerable ground to make up, in recognition of the trend occurring throughout the LAC region, where Gacel-Ávila and Marmolejo (2016) state that “language learning has been reported as the most important strategy for curricular internationalization” (p. 144).

In the current decade, since 2011, the territorial universities have been consolidated into a multidisciplinary provincial institution, made up of the University of the Ministry of Higher Education, the University of Pedagogical Sciences, and the University of Athletic and Physical Education Sciences—until then dependent on other centralized State organizations, thus strengthening the network of MES centers.

Regarding this process, Saborido (2017) contends that it has led to an increase in the quality of the teaching-educational process, a positive impact on methodological work and pedagogical preparation, and the development of a multidisciplinary approach and university extension activities, with significant contributions to a more comprehensive approach to addressing community issues. The transformations that emerged from this unique process represented a great opportunity, and sparked the reformulation of functional structures, policy and proce-

dures, and of course, UI management strategies and models throughout the country.

The ongoing improvement of internationalization in Cuban higher education shows that in this last stage of the process, the foundations have been laid to perfect the process of dealing with the new challenges of internationalization in the world.

3. A look at the current state of internationalization in Cuban higher education

The evolution of the UI process in Cuba and the results achieved in the last decade suggest an upward trend in the country's international cooperation efforts. The statistics reflect sustained increases in indicators such as agreements with institutions in the Americas and the Caribbean, Europe, and Africa; the number of academics visiting and participating in research projects, international events and academic programs; participation in thematic networks; Cuban professors participating in research, development and innovation (R+D+i) projects with foreign universities; international scholarship programs; and foreign students enrolled in undergraduate and graduate programs in Cuba, among other indicators.

In the case of Cuban universities, according to the assessment made by Gacel-Ávila and Marmolejo (2016) regarding the benefits of internationalization for the LAC region, the increase in the participation of research professors in international networks plays an important role in achieving results.

The UI process in Cuban universities, according to this diagnosis, has been characterized by strengths such as the high-priority status of higher education in the upper levels of the country's government, the MES and other institutions, as well as by the teaching and scientific potential of the university and the existence of the Network of Higher Education Centers, while the opportunities for international cooperation include extensive relations with universities from around the world, and the relevance and recognition of Cuban institutions in their imme-

diate communities as promoters of local development, in cooperation with municipal and provincial Governments.

The recognized weaknesses include limited material and financial resources to strengthen the institutions' technical-material foundations and infrastructure, the urgent need to improve the quality management of university processes, and the imperative to increase the number of PhDs. Among the threats to this process are the obstacles to accessing technologies and information resources due to the economic, commercial and financial blockade that the United States Government has imposed on Cuba for over fifty years.

On the other hand, it is important to point out the growing participation of Cuban universities in international programs, associations, networks, etc., which includes successful experiences that anticipate the progress made in terms of regional integration and inter-university cooperation.

The following pages present the evaluation of the quantitative indicators of the internationalization process in Cuba over the last five years, in terms of the stability or sustained increase in the execution of key activities that impact the quality of the rest of the university processes, particularly the substantive processes.

Inter-ministerial collaboration agreements with regional and worldwide international organizations (at the level of the MES), as well as inter-institutional agreements, constitute valuable tools for giving direction to cooperation and exchange efforts, in accordance with strategic objectives. The statistics show over 2,000 agreements were signed each year from 2012 to 2016, and while there is a 15 % decrease in 2016 compared to 2012 in the number of signed agreements, this is due to a reclassification process that removed from consideration the agreements that did not really present dynamic activity in their execution.

On the other hand, the incorporation of cooperation programs, agencies, and international science and technology councils saw a 67% increase in 2016, compared to 2012, reflecting an upward trend for the entire period that was analyzed, as shown in Figure 1.

Figure 1

Trends of the incorporation of Cuban universities into different science and technology programs, agencies and councils.

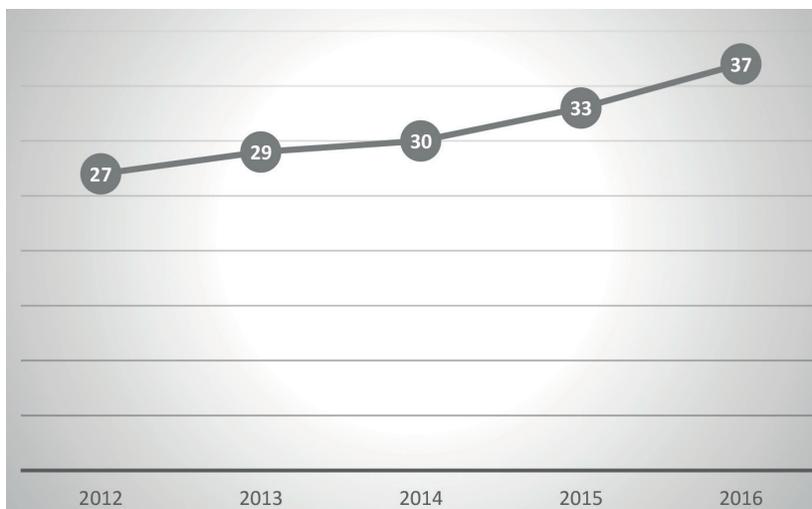


Source: Ministerio de Educación Superior (2012, 2013, 2014, 2015 and 2016).

Participation in international associations shows a similar upward trend over the same time frame (Figure 2).

Figure 2

Membership in regional/worldwide international associations



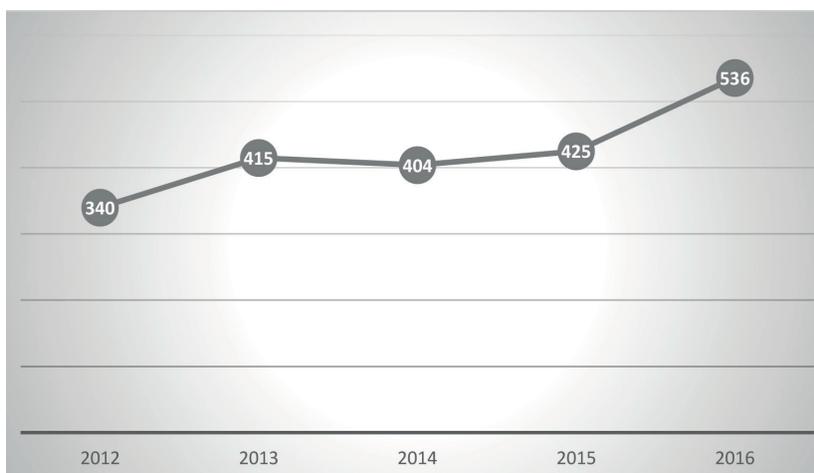
Source: Ministerio de Educación Superior (2012, 2013, 2014, 2015 and 2016).

These results show the importance that Cuba gives to membership in these types of organizations, and that the benefits of these memberships have a positive impact on the network of Cuban institutions and other HEIs, particularly in Europe and Latin America.

There are successful cases of Cuban participation in programs, associations and networks within a context of cooperation and integration that promote the improvement of internationalization indicators, such as the country's participation in the Montevideo Group University Association (Asociación de Universidades Grupo Montevideo, AUGM), the Network of Public Macrouniversities of Latin America (Red de Macrouniversidades Públicas de América Latina), the Union of Universities of Latin America and the Caribbean (Unión de Universidades de América Latina y el Caribe, UDUAL), the Andrés Bello Convention (Convenio Andrés Bello), the Pablo Nerudo Ibero-American Program (Programa Iberoamericano Pablo Neruda), the formation, training and advisory programs within the framework of ALBA, the CAPES-MES program with Brazil, the cooperation programs with universities from Russia and the People's Republic of China, the Association of Ibero-American Universities for Graduate Studies (Asociación de Universidades Iberoamericanas para el Posgrado, AUIP), and the Inter-American Association of Universities (Organización Interamericana de Universidades, OUI), among others.

Furthermore, the incorporation of Cuban universities into international networks shows a sharp rise in the period under analysis, which coincides with international trends, particularly in the LAC region. The added value of this particular format of internationalization has enabled the country to broaden its participation in international events, increase the number of scientific co-publications and joint research results, strengthen the formation of PhDs and boost academic qualifications overall. Scholarship-enabled mobility is also on the rise, with a marked upward trend in recent years (Figure 3).

Figure 3
Scholarship-enabled mobility outside of Cuba



Source: Ministerio de Educación Superior (2012, 2013, 2014, 2015 and 2016).

This growing culture of internationalization and the ongoing improvement of its management, as well as the effectiveness of the efforts aimed at aligning UI strategies with institutional priorities (particularly those linked to R+D+i and the formation of PhDs, due to the positive impact this has on quality and relevance indicators) are reflected in the fact that Cuban students are increasingly taking advantage of scholarship opportunities and offers of research stays, which is consistent with global and regional student mobility trends (Gacel-Ávila, & Marmolejo, 2016).

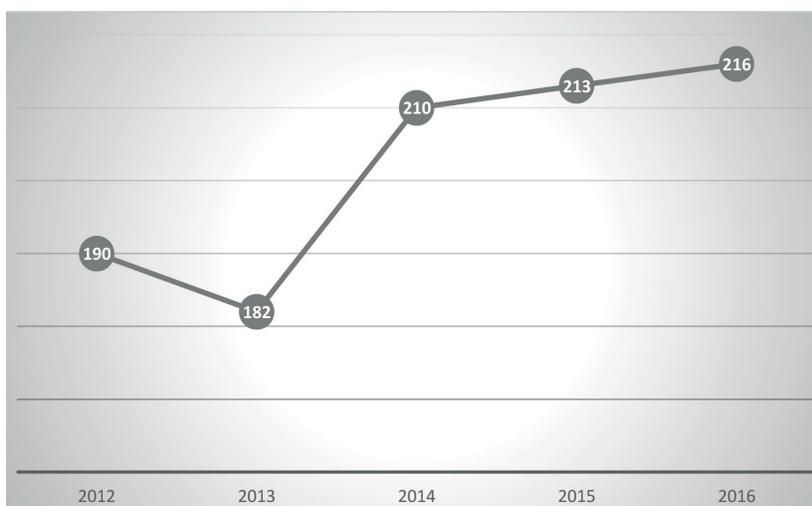
The participation of international academics and researchers in exchange and cooperation programs at Cuban universities during this period is also worth noting, with over 7,500 academic mobilizations from institutions in Latin America, North America, Europe, Asia, and Africa. These academic visits or stays grow out of agreements, programs, and networks, and they have a direct impact on formation processes at the undergraduate and graduate levels, R+D+i, and university extension efforts.

The results that are linked to international projects carried out over the period amount to over two hundred projects on average in the last

three years, which reflects a heightened international culture in terms of international project management, and the recognition that these projects are essential for their impact on university processes, on society, and as complements to the public budgetary resources available to Cuban HEIs. Furthermore, these results reflect the priorities established by the MES to boost the development of research projects, primarily in the areas defined as high-priority at different levels.

The foregoing relates to the fact that university cooperation management, in terms of scientific research, needs to adapt to institutional R+D+i strategies, which in turn must align with national scientific programs and local/territorial interests.

Figure 4
International projects being carried out (2012-2016)



Source: Ministerio de Educación Superior (2012, 2013, 2014, 2015 and 2016).

In this sense, it is important to mention the role played by different agencies of the United Nations system (PNUD, FNUAP, UNICEF, UNESCO, FAO); multilateral agencies (the European Commission) through multiple programs for which Latin American HEIs are eligible (ALFA, Erasmus Mundus, Erasmus+, Horizon 2020, the Jean Monnet Chairs and the

Experts Exchange Program); national Governments (Spain, Germany and Belgium); as well as France's Priority Solidarity Fund, among others, which provide opportunities that Cuban institutions have made increasingly good use of.

The participation of Cuban academics in prestigious and internationally recognized regional and global events also reflects the exchange and cooperation rooted in agreements, membership in academic bodies and organizations, the development of joint research, and participation in international networks, projects, and programs.

During the period under study, 2,273 academics participated in different events abroad, which represents an average of over four hundred fifty per year. It should be mentioned that financial restrictions at Cuban HEIs limit greater participation.

In addition, university rectors' meetings have served to move internationalization forward, providing occasions for bilateral meetings between Cuban and foreign rectors at least three times a year. The main focus is on identifying integration and cooperation opportunities regarding topics of mutual interest in order to increase the institutions' quality and visibility, under the principle of promoting solidarity.

Although the results obtained in the period under analysis show a rising trend in the number of internationalization actions, indicating considerable progress, they also suggest areas that are susceptible to improvement, such as curricular internationalization —particularly internationalization at home— and the execution of joint programs, which in the author's opinion call for a theoretical and practical approach that can offer concrete alternatives for reinforcing UI culture and management in the substantive processes throughout the university, i.e., not just in the international relations offices.

4. Challenges or perspectives in managing the internationalization process

These considerations justify the assertion that the internationalization process in Cuba has gained wider recognition and understanding among

its main actors at the different levels, and that it is managed according to its own internal logic, its objectives, and its expectations for results.

This assessment recognizes that the engine of the internationalization process must be the identification and evaluation of the needs and priorities of each country and institution. Internationalization cannot be managed exclusively from the perspective of international relations mechanisms; as Gacel-Ávila (1999) states, “[internationalization] must be seen as an institutional opening to the outside, and must form an integral part of development plans, strategic planning, and HEIs’ overall policies” (p. 38).

The strategic planning for 2017-2021 (Ministerio de Educación Superior, 2017) defines the following basic management processes: undergraduate education; graduate education; science, technology and innovation; human resources; university extension; material and financial resources; information, communication and information technology; and internationalization. This last process is seen as cross-sectional to the other processes and activities undertaken by the country’s HEIs, to be managed with a strategy-based approach.

The strategic guidelines for the internationalization process were established accordingly, aimed at guaranteeing the fulfillment of the commitments made by the government and the priorities defined in Cuba’s foreign policy; managing international cooperation in a way that promotes development and contributes to improving the quality of HEIs, in accordance with MES policy on science, technology, and innovation; enhancing efforts undertaken with multilateral and regional organizations, networks, foundations, associations and international agencies by taking advantage of the opportunities generated in the current international context and always taking the risk-benefit ratio into consideration; locating new fields of opportunity to develop projects and research stays that contribute to the formation of PhDs, publications in high-impact journals, and participation in internationally recognized scientific events; as well as increasing revenue from the marketing of international academic services. These have been defined as the priorities that each HEI pursues on the basis of its own strategies; proper management; and local, national and international visibility.

This analysis highlights the need to orient management toward ensuring that internationalization efforts contribute to the improvement of higher education; an increase in the quality and relevance of teaching and scientific results; and greater visibility and international recognition, based not on the quantity of activities undertaken but on their impact on the quality of the processes and results.

Conclusions

1. The process of internationalization of higher education has existed since the beginning of Cuban universities, and its evolution has gone through several stages determined by the country's historical context and the management systems that the MES has adopted, which have sought to manage the process in an increasingly intentional and proactive way.
2. The evolution of internationalization in Cuba has been characterized by efforts based on the principles of cooperation, solidarity and respect for multiculturalism.
3. The results obtained in recent years in the process of the internationalization of higher education in Cuba reflect progress in terms of increased importance given to the process, participation in international networks and organizations, scholarships awarded, and the execution of international projects, among others, which is consistent with the positive trends throughout the region.
4. Improving the management of the process of internationalization of higher education in Cuba continues to represent a challenge that has gained importance and understanding in the minds of its main actors, who recognize the need to continue searching for pedagogical alternatives that promote curricular internationalization, particularly via internationalization at home, as well as the execution of joint or dual-degree programs. It is also essential to study methods for assessing impacts and results both quantitatively and qualitatively, with the ultimate objective of forming competent professionals with a solid commitment to their reality.

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MEXICO

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Introduction

For at least three decades, the internationalization of higher education in Mexico, Latin America and the Caribbean (LAC) has become important to the policies and strategies of higher education institutions (HEIs). This has been the result of its positive impact on academic quality, educational efficiency and on intercultural skills, which are decisive to students of the 21st century. This chapter offers a brief summary of the most important results obtained by indicators up to now and compares their growth and evolution in México on the last years.

This report is divided into six parts: the present introduction; a brief summary of Mexico's higher education system (HES); a description of the most relevant policies and programs that support the internationalization of HEIs; an overview of the status and evolution of student mobility, faculty mobility, and the internationalization of the curriculum in Mexican HEIs; reflections on the new governance for comprehensive internationalization in Mexico and LAC; and conclusions.

1. The Mexican higher education system

This section looks at four aspects that characterize the Mexican HES: the HEIs that make it up; its professors and students; the resources that

are allocated for education, science and technology; and research and development indicators.

Between the years 2005 and 2017, the number of Mexican HEIs went from 1,250 to 3,176, with three new private HEIs for each public one; in the school year of 2015-2016, nine hundred sixty-eight public HEIs (31%) were registered, and 2,198 private HEIs (68%). Fifty-four percent of the country's HEIs were concentrated in just nine entities: Mexico City (9%), Mexico State (8%), Puebla (8%), Veracruz (6%), Jalisco (6%), Guanajuato (5%), Nuevo Leon (4%), Michoacan (4%) and Chiapas (4%). Public HEIs are divided into federal HEIs (FIs) (1%), state public universities (SPUs) (8%), polytechnic universities (PUs) (8%), technological universities (TUs) (15%), technological institutions (TIs) (32%), intercultural universities (IUs) (1%) and normal schools (for forming teachers) (NSs) (36%) (Secretaría de Educación Pública, 2017). It is important to point out that among the wide range of private higher education in México, there is great diversity in terms of size and quality. Large elite universities coexist with small universities offering educational programs that cost little and tend to have serious shortcomings when it comes to infrastructure and faculty.

During the academic period of 2015-2016, there were 386,219 university professors in Mexico, the second-highest total in LAC, after Brazil. 59% of the professors were affiliated to the public sector and the remaining 41% were affiliated to the private sector. Nevertheless, only one of every four are full-time teachers and two out of three are paid by the class hour. Fewer than 20% of professors hold a master's degree and just 8% hold a PhD (Brunner, 2016; Secretaría de Educación Pública, 2017; de Wit, Jaramillo, Gacel-Ávila, & Knight, 2005).

During the 2015-2016 academic year, HES coverage was 32%, with 3,648,945 students and an average growth rate of just 0.7% since the year 2002. This coverage is lower than the LAC average (38%) (UNESCO Institute for Statistics, 2017) and lower than the coverage on other countries in the region with a comparable level of development: Chile (77%), Argentina (73%) and Uruguay (55%) (Schwab, 2017). 71% of the students attend public HEIs, and 29% attend private HEIs. Half of all enrollment is concentrated in six entities: Mexico City (530,036),

Mexico State (415,399), Jalisco (233,407), Puebla (219,529), Nuevo León (188,963) and Veracruz (186,979).

Undergraduate studies (bachelor's degree and advanced university technician) is the most numerous educational level, accounting for 93% of all enrolment. Of these, 72% attend public HEIs; this proportion has been remained unchanged since 1999. The 237,614 graduate students in the country are equally divided between public and private HEIs, which means that between the years of 1999 and 2017, the proportion of enrollment at public HEIs at the graduate level has fallen by 13.5%. Out of every ten students, four study social science, administration and law; three study programs related to engineering, manufacturing and construction; and one studies a program related to the health field. This leaves the arts, humanities, exact sciences and computing, agronomy and veterinary care, and education with a minimal share. The percentage of the population between twenty-five and sixty-four years old with higher education was 17% in 2017, twenty points below the average of the Organization for Economic Cooperation and Development (OECD) (37%), with a paltry average yearly increase of 0.3% since the 2010 (Asociación Nacional de Universidades e Instituciones de Educación Superior, 2016; Secretaría de Educación Pública, 2017; Organización para la Cooperación y el Desarrollo Económicos, 2017 and 2018).

Mexico allocates 5.4% of its gross domestic product (GDP) to funding educational institutions and 17.3% of total public expenditure to education, above the average of OCDE countries in 2014 (allocations of 5.2% and 11.3% respectively). The average public expenditure per higher education student was USD 8,949.00 in 2014, the second highest in the region after Brazil (USD 11,666.00), and higher than that of Chile (USD 6,952.00), Colombia (USD 5,126.00) and Argentina (USD 5,085.00), but roughly half the average of OCDE countries (USD 16,143.00) (Organización para la Cooperación y el Desarrollo Económicos, 2017).

The research and development indicators show discouraging results: the total expenditure in 2016 was 0.5% of GDP, the lowest since 2009 (except for 2012), only slightly above the average of LAC (0.48%), far below the average of OCDE countries (2.38%), and barely half of Bra-

zil's expenditure in 2014 (1.14%). In 2017, the number of investigators per million inhabitants was two hundred forty-two, far below the rate of other countries in the region: a fifth of the researchers reported in Argentina (1,202), a third of Brazil's (six hundred ninety-eight), and barely half of Chile's (four hundred fifty-five). Mexican publications in the Institute for Scientific Information accounted for no more than ninety-four per million inhabitants in 2012, and earned an H index of 28.6 in 2017 (Dutta, Lanvin, & Wunsch-Vincent, 2017; Centro Interuniversitario de Desarrollo, 2015; Consejo Nacional de Ciencia y Tecnología, 2017b).

These results show that in spite of the country's efforts and progress, educational indicators are below average when compared to other countries at a similar development level, which limits Mexico's potential to move from the periphery to the center in terms of creating knowledge in the short/medium term. The situation does not match the country's worldwide ranking in terms of the size of its economy.

2. Policies and programs for the internationalization of higher education

The national objectives, strategy and priorities for comprehensive development are set forth in the national development plan (NDP) every six years. The guidelines defined in the NDP are used to elaborate sectorial programs (SP), which determine the priorities for each one of the governmental subsystems. The documents of the 2013-2018 period make no specific reference to the internationalization of higher education; nevertheless, it is possible to find a few lines on the public's interest in advancing international academic cooperation in higher education, technological research and development, and in promoting the participation of students and researchers in the global community of knowledge (Gobierno de la República, 2013; Secretaría de Educación Pública, 2013).

Within the governmental sphere, there are three agencies that deal with matters related to the internationalization of higher education: the Ministry of Public Education (Secretaría de Educación Pública, SEP),

the National Council for Science and Technology (Consejo Nacional de Ciencia y Tecnología, CONACYT), and the Ministry of Foreign Affairs.

The SEP offers economic support for international mobility to students of public HEIs through the of National Coordination of Higher Education Scholarships (Coordinación Nacional de Becas de Educación Superior, CNBES). During the 2015-2016 school year, the SEP awarded 1,714 scholarships.

CONACYT governs the country's research policy and allocates part of its budget to forming students and academics. Among its most significant programs are technical, post-doctoral and sabbatical stays for the country's scientific community, and international stays for students: during the 2014-2016 period, CONACYT awarded 10,461 scholarships.

The Ministry of Foreign Affairs coordinates national participation in the academic initiatives of the Pacific Alliance (PA) and the Bilateral Mexico-United States Forum on Higher Education, Innovation and Research (Foro Bilateral México-Estados Unidos sobre Educación Superior, Innovación e Investigación, FOBESII). The PA, a free-trade space between Chile, Colombia, Mexico and Peru, developed a mobility and exchange program that has granted 1,700 scholarships to Mexican professors and students since 2013, while FOBESII gave scholarships to 8,865 Mexicans within the framework of the *Proyecto 100000* program, to take English courses at United States HEIs for five weeks between 2014 and 2015. (Subsecretaría de Educación Superior, 2017; Consejo Nacional de Ciencia y Tecnología, 2017a; Maldonado-Maldonado, 2018; Alianza del Pacífico, 2017).

As for university associations, two stand out for the support they give to international mobility: the Union of Universities of Latin America (Unión de Universidades de América Latina, UDUAL) and the National Association of Universities and Higher Education Institutions (Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUIES).

UDUAL's Academic Program for Educational Mobility is aimed at university students. Under its aegis, of the 1,588 available spots offered by the eighty-one participating HEIs in fourteen different countries,

Mexican universities were given ninety-eight of them between 2015 and 2017.

Since its foundation in 1950, ANUIES has participated in the formulation of national programs, plans and policies geared toward the development of the HES. Today, ANUIES is made up of one hundred ninety-one Mexican HEIs, both public and private. In recent years, ANUIES has developed mobility programs with the support of Latin American counterparts in which both academics and students have participated: between 2014 and 2017, three hundred ninety-three students and ninety-nine academics went to Argentina, four hundred eighteen students went to Colombia, and one hundred thirty-two students went to Brazil. ANUIES has also signed a collaboration agreement with the Office for Interuniversity Collaboration of the Province of Quebec, which facilitated the mobility of two hundred twenty-six Mexican students between 2012 and 2017 (Union de Universidades de America Latina, 2017; Asociación Nacional de Universidades e Instituciones de Educación Superior, 2017; Delegación General de Quebec en México, 2017).

Foreign representations and organizations in Mexico represent another sector of important actors for international academic cooperation. Four of them are mentioned here due to their consistent support for the internationalization efforts of Mexican HEIs: the General Delegation of Quebec in Mexico, the German Academic Exchange Service (DAAD, in its initials in German), the French Embassy and the Government of Canada.

The General Delegation of Quebec in Mexico has maintained ongoing ties and undertaken a wide range of activities with HEIs in Mexico for over fifteen years; the DAAD has administered different scholarship programs since the 80s, enabling Mexicans to study in Germany; the French Embassy in Mexico has made sustained collaboration efforts with Mexican HEIs, including MEXFITEC, a bilateral program for the formation of engineering students in operation since 2002, benefiting around one hundred students per year; and the Government of Canada has supported six hundred eighty Mexican students since 2009 through the *Emerging Leaders in the Americas Program* for academic mobility

(Secretaría de Educación Pública, 2018; Embajada de Francia en México, 2018; Consulado de Canadá en Guadalajara, 2017).

Finally, it is important to mention Banco Santander México, one of the few private organizations that consistently support student mobility, and that in 2017 granted eight hundred eleven scholarships for Mexican students to study abroad in Ibero-America and the United States (Banco Santander México, 2017).

3. Status of the internationalization of higher education in Mexico: student mobility, faculty mobility and internationalization of the curriculum

Among the sources of information about degree or permanent mobility of Mexicans abroad, UNESCO's data are categorized by the receiving countries, and CONACYT concentrates information about the beneficiaries of their scholarships. For temporary mobility, the relevant sources of information are the Base 911, a questionnaire that collects statistical information about the national educational system, distributed and tabulated by the SEP, and the *Patlani* report, which collects student mobility data from institutions that belong to ANUIES.

According to UNESCO's most recent data on higher education, around 8,020 foreign students studied in Mexico in 2013, and 29,812 Mexicans studied abroad in 2015. Of the latter, 55% studied in North America, 38% in Europe, 5% in LAC, 2% in Oceania and only 1% in Asia (UNESCO Institute for Statistics, 2018).

As for CONACYT scholarship students, 9,987 Mexicans received support to study for graduate studies between 2014 and 2016; of these, 5,860 received funding for master's degrees, 4,109 for PhDs and eighteen for specializations. The main destination for scholarship students was Europe (65%), followed by North America (28%). A breakdown by country reveals that 29% studied in the United Kingdom, 24% in the United States and 11% in Spain. During this same time period, CONACYT granted 5,180 scholarships for foreigners; 82.97% of them were citizens of Latin American and Caribbean countries. The most frequent

countries of origin among foreign scholarship students were Colombia (36%), Cuba (15%) and Ecuador (5%) (Maldonado-Maldonado, 2018).

According to Base 911, 14% of HEIs reported having temporary mobility during the 2015-2016 school year, with 22,988 students leaving the country and 8,630 entering. A higher percentage of public HEIs reported outbound mobility (22%) compared to the private sector (8%). Fewer institutions from both sectors participated in inbound mobility, but the public sector still predominates with 8%, as opposed to 4% of the private HEIs.

The *Patlani* report indicates that during the 2015-2016 school year there were 29,401 outbound students and 20,322 inbound students, revealing significant growth since the 2010-2011 school cycle, which saw 11,388 outbound students and 9,840 inbound students. The main destinations included Europe (50%), North America (23%) and LAC (18%), the same as inbound students' regions of origin, but in different proportions: Europe (32%), LAC (28%) and North America (22%). At the country level, outbound students headed to Spain (26%), United States (17%), France and Canada (6% each). Incoming students mainly came from the United States (21%), Colombia (14%) and France (9%). The data indicate that student mobility did not exceed 1% of total enrollment (Maldonado-Maldonado, 2018).

Given the lack of comprehensive data on the mobility of academics, a survey was conducted to enrich and expand the available information. The CONACYT data that could be localized and those of this survey are presented below.

Between 2014 and 2016, CONACYT awarded four hundred seventy-four scholarships for the outbound temporary mobility of Mexican scientists and researchers. Thirty-four academics participated in technical stays in Germany and Japan; three hundred thirty-seven participated in postdoctoral stays; and one hundred three went on sabbatical stays abroad. The five main destinations were the United States, Spain, Germany, Canada and Japan (Maldonado-Maldonado, 2018).

According to survey data, academics participate in international mobility at most HEIs (90%); the 10% of HEIs that reported no outbound mobility belong to the private sector. However, only 48% of the

HEIs that reported the mobility of academics have scholarship programs or mobility support. 77% of the HEIs that offer scholarships for faculty mobility belong to the public sphere, and 23% are private. The top-priority activities for faculty mobility are short stays at HEIs with which a collaboration agreement has been signed, and participation at conferences and academic events, as speakers or as attendees. None of the HEIs mentioned as a priority teaching in dual or joint-degree programs at foreign HEIs; only 7% mentioned the sabbatical year as a priority activity for mobility; and 22% reported graduate studies.

The HEIs that took part in the survey reported an average of ninety-seven outbound academics in the 2016-2017 school year. The minimum reported was of one, and the maximum was nine hundred fifty-four, which indicates great disparity among the surveyed HEIs. Of those HEIs that reported an above-average number of outbound academics, 40% belonged to the private sector and 60% to the public.

80% of the HEIs reported receiving guest professors. Most of these professors are speakers or lecturers; they teach seminars and short courses, participate in joint research projects, or visit to identify possible areas for joint work. The least common activities performed by visiting professors are teaching in dual or joint-degree programs, and teaching regular undergraduate or graduate courses. Participating HEIs received on average forty-two professors during the 2016-2017 school year, with zero reported and three as the minimum number reported and three hundred fifty-seven the maximum. 70% of the HEIs that reported receiving an above-average number of guest professors belong to the public sector.

At 20% of the surveyed HEIs, the internationalization offices do not know the number of academics who have done stays abroad, and 17% do not know the number of foreign academics that they receive, which generally indicates that their functions are limited to student mobility.

According to the survey, the top five countries for the faculty mobility, both inbound and outbound, are the United States, Spain, France, Argentina and Colombia.

In order to identify the activities that Mexican HEIs undertake to promote the internationalization of their curriculum, the survey, in

addition to the characteristics proposed by Harari (1992) in the matter, gathered information on dual and joint degrees (JD/DD), teaching technology-linked modalities, such as massive open online courses (MOOCs), and virtual mobility.

Thus, 90% of HEIs reported that one of their priority actions for the internationalization of their curriculum is student mobility; 77% indicated courses, seminars and conferences taught by foreign guest professors; 66% mentioned the delivery of programs or regular courses in other languages; and 50%, the existence of courses that teach other languages and cultures.

Among the items for internationalizing the curriculum that the HEIs report the least are the existence of research centers on other cultures or geographic regions, international professorships, intercultural training and communication courses, MOOCs, co-tutoring with researchers from other countries for the formation of graduate students, and specialized courses on teaching about Mexico and its culture.

One of the most relevant modalities for internationalizing the curriculum are the JD/DDs, as their design, implementation and operation entail intimate collaboration between two or more HEIs from different geographical areas. Gacel-Ávila (2013) conducted one of the most relevant studies on this topic in Latin America and her analysis found that Mexico is the country with the highest percentage of JD/DD, followed by Colombia, Chile and Brazil, while the United States, Germany, France and Spain are the main countries with which Latin-American HEIs develop JD/DDs, most of them at the bachelor's degree level (68%).

The survey results indicate that 40% of surveyed HEIs has at least one JD/DD, while almost half of private HEIs (54%) and one of every three public schools (29%) has at least one JD/DD. Of the public HEIs, only SPUs reported having JD/DDs. 8% of these programs are at the PhD level, 40% offer master's degrees, and 52% are for bachelor's degrees, which confirms the prevalence of first-cycle programs over other levels (Gacel-Ávila, 2013). 68% of programs are in the area of social sciences, administration and law; 14% are about engineering, manufacturing and construction; 6% belong to the area of natural, exact and computer sciences; 5% relate to health; another 5% to the arts and humanities; and the

remaining 2% are education programs. These percentages hew closely to international trends (Egroun-Polak, & Hudson, 2014; Gacel-Ávila, 2013). JD/DDs at Mexican HEIs are mainly offered in collaboration with HEIs in France (24%), the United States (22%), Spain (14%) and Colombia (13%).

4. Reflections on the new governance towards comprehensive internationalization in Mexico, Latin-America and the Caribbean

This section offers several reflections on the management of internationalization in Mexico and LAC, its historical evolution and future outlook.

The internationalization policies that emerged in the 90s forced HEIs to adjust their traditional organizational structures to incorporate offices specializing in international management. These offices, with different degrees of success, at least in Mexico and LAC, have concentrated on managing processes related to student mobility, with less emphasis placed on the internationalization of curriculum and joint research. This generates a great deal of complexity as there are not enough resources, public or private, to afford a majority of students the experience of international mobility. At the worldwide level an estimated five million students participate in international mobility out of the nearly 300 million enrolled at the tertiary level. This means that only 1.6% of the global enrollment have the chance to study abroad. The reality of public HEIs in Mexico is not very different. At the Universidad de Guadalajara, a pioneering HEI in internationalization strategies and one of those investing the most in student mobility, fewer than 2% of students have international experiences in a given year.

This means that HEIs need to move beyond organizational schemes focused on mobility and move toward structures aimed at comprehensive internationalization, at home and with the intensive –and smart– use of information and communication technologies (ICTs), among other strategies.

Furthermore, in the beginning, Mexican HEIs' internationalization offices adopted centralized governance structures, characterized by high levels of bureaucratic control. Over twenty years after those first processes, it seems that international offices have been overwhelmed by new quality imperatives and by increasingly global and interconnected society. The transformative power of international rankings, the new educational requirements needed for the economy of knowledge, and the importance of technological and organizational innovation make it imperative to review traditional governance structures in order to achieve internationalization in universities.

If a considerable number of agreements was essential to ensure the success of student and academic mobility, comprehensive internationalization requires a strategic, focused and assertive approach. A limited, manageable number of relations with key universities and the development of more in-depth, long-term projects, oriented primarily towards joint research, are emerging as the new challenges for HEIs in the region. This can be achieved by having highly professionalized staff and more nimble, decentralized offices, especially in multi-campus systems.

To summarize, the key aspects for the comprehensive internationalization of universities include redefining their governance structures, making their organization more flexible, and professionalizing their international management staff. HEIs would then be able to devise more focused and effective strategies, by recognizing different internationalization potentials for different schools, identifying the lines of research with the greatest probability for internationalization, promoting the innovation and internationalization of the curriculum, and securing more resources by attracting international students.

It is also very important to analyze the structures and governance models used by world-class universities, where the international dimension is a fundamental part of their organizational *ethos*. Successful cases and good practices should be added to research agenda of Latin American universities, not for the purpose of imitating structures, but rather to trigger organizational innovation processes that can enable the HEIs of the region to fulfill their missions: teaching, research, and the pursuit of solutions to global problems.

Conclusions

One of the main conclusions of this analysis is that, in spite of the increase in enrollment, in the number of HEIs and the diversification of the Mexican HES over the last twelve years, coverage is still low, and the efforts have been insufficient for advancing toward the universalization of higher education (Trow, 1973). The indicators presented here also show that scientific and technological progress has been lackluster in recent years. Some indicators, in fact, have worsened since 2005, such as the higher percentage of university professors who are paid by the hour, an aspect that not only undermines the quality and relevance of education, but also lowers the possibilities that curricula will be successfully internationalized. The fundamental challenges for the HES are still there: to increase the percentage of adults with higher education, to extend coverage at least enough to reach the regional average, to improve the quality and relevance of science and technology indicators, and to improve the profile and conditions of university faculty while maintaining an emphasis on public education.

One element that stands out when it comes to internationalization indicators is the diversity of actors and programs that support and fund the process, particularly with regard to student mobility. This includes an interesting increase in actions with countries from LAC, a region with which there had been little cooperation with in the past. Secondly, it is important to highlight the existence of statistical information on student mobility –the Patlani report– which has made it possible to follow its evolution and compare it.

Another positive aspect is the fact that the number of students who have participated in outbound temporary mobility has almost tripled since 2010, while the number of inbound students has doubled. Nevertheless, poor integration between internationalization activities and the curriculum, the lack of systems to ensure the quality of the internationalization, and in some cases, the lack of databases and information mean that the increasing number of students does not translate directly into improved quality of the teaching-learning processes in HEIs. The pref-

erence for mobility over other strategies with greater depth and scope could slow progress toward comprehensive internationalization in HEIs.

Furthermore, it is important to mention the lack of information regarding other internationalization process indicators such as JD/DDs, mobility of academics, and projects for international collaboration, to name only a few. In order to move forward in the process of comprehensive internationalization, as well as the professionalization of the staff in charge of this process, national and institutional statistical information is indispensable.

Another pending issue that is crucial for the development of HEIs' internationalization strategies is the formulation of a national policy that will contribute to the programs' long-term sustainability and reinforce institutional efforts. Every six years flashes of public interest in internationalization can be seen in the NDP and the SPs for education, as well as new programs in the agencies that deal with the education, science, technology and development sectors, but a coordinated and comprehensive proposal that supports and orients this process within the HEIs has yet to be made. This is particularly important for the public sector, as evidence shows that not all HEIs in this sector have participated in the internationalization process to the same degree, and that little progress has been made in the HEIs that are not run by the federation or the states.

Therefore, advancing the process of internationalization requires urgent work to be done in the construction of comprehensive statistics that include indicators of the process at the institutional and national levels, in the formation of professors and administrative staff to manage it, in the redesign of organizational structures to support it, in the formulation of a national policy, and in the planning and execution of strategies with greater depth and scope that will have an impact on curricula and on teaching-learning processes.

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PERU

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Introduction

This chapter looks at the international dimension of Peruvian universities. First, an overview is presented of the context of university education in the country as well as of the processes it has undergone, with a special focus on the effects of a new university education law enacted in 2014. The chapter also includes a review of the national institutions involved in the promotion of the internationalization of Peruvian universities, even though there is no national plan in place for this purpose.

Then an analysis is made of the situation of International Relations Offices (IROs) at national universities on the basis of published research and the last survey applied in 2014 to IROs throughout the country by the International Relations and Cooperation Office of the National Rectors Assembly (Asamblea Nacional de Rectores, 2014).

1. The context of university higher education system in Peru

The context of higher education system in Peru differs from that of many neighboring countries in the region, where universities have been governed by Government policies and have been enforced by entities such as the ministries of education. Before the enactment of the 2014

law that regulates universities and their creation, the national Ministry of Education was in charge of basic education. Universities, on the other hand, enjoyed what they called *university autonomy*, and were centralized under the National Rectors Assembly, made up, as its name indicates, of the rectors of all the universities around the country.

In 1996, Legislative Decree 882 was approved, enacting the Law of Investment Promotion, which permitted the creation of for-profit universities, commonly known as *corporate universities*. Since this law was passed, private universities have proliferated, going from thirty in 1996 (González de la Cuba, 2004) to ninety-one in 2014. At the same time, public universities also increased in number and expanded geographically, going from twenty-eight to forty-one, a growth rate of 86% (private universities increased by over 300%). This breakneck growth rate reached a critical point when a Constitutional Court ruling in 2010 made reference to the problem of the creation of universities in the country, although the new law to regulate them would not be passed until four years later.

The university education system in Peru is currently made up of one hundred forty-three universities, of which 36% are public and 64% private. There are two categories of private universities: for-profit and non-profit, the latter known as *associative universities*, which account for most of the prestigious universities in the country, even though they make up less than half of the total number of private universities.

Regulatory framework

The first university law, Law 23733, dates back to December 1983. It established the creation of universities and defined them as either public or private non-profit. As mentioned previously, for-profit universities were created by legislative decree in 1996. Law 23733 also defined the National Rectors Assembly as the universities' governing body for purposes of education, coordination, and general orientation of university activities in the country, with a mandate to oversee their economic consolidation and their responsibility towards the community.

In 2006, a law was passed establishing the National System for the Evaluation, Accreditation and Certification of Educational Quality (Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa, SINEACE), defining it as the entity that sets the criteria, standards and processes for evaluation, accreditation and certification in order to ensure the quality levels required of institutions covered by the General Education Law (28044). This entity, a specialized technical body within the Ministry of Education, supervises and accredits basic and technical-productive education, as well as institutes and university-level higher education. At the university level, only the faculties of medicine and education are legally bound to follow these processes; however, the creation of SINEACE was an attempt to measure and raise the quality of education in the country. Despite the evaluations achieved at the level of university academic programs, progress is still slow.

In July 2014, Law 30220 (known as the University Law) was enacted (Congreso de la República, 2014), the regulatory instrument that put in motion the reform of the university higher education system and established a set of provisions in order for its actors to initiate institutional processes aimed at quality assurance. The new University Law was the starting point for the Ministry of Education to take control of higher education and begin the process of university reform. A General Directorate of University Higher Education (Dirección General de Educación Superior Universitaria, DIGESU) was formed for this purpose.

The law also called for the creation of the National Superintendency of University Higher Education (Superintendencia Nacional de Educación Superior Universitaria, SUNEDU), replacing the National Rectors Assembly.

Since January 2015, SUNEDU has assumed responsibility for licensing university higher education services. As a specialized public technical agency within the Ministry of Education, it is also in charge of verifying fulfillment of basic quality conditions and of monitoring whether the public resources and benefits allocated under the legal framework are used for educational purposes and quality improvement.

SUNEDU has also assumed responsibility for administrating the Nacional Registry of Degrees and Diplomas, with the mandate to provide legal security for the information and guarantee its authenticity.

In September 2015, the Ministry of Education approved the Quality Assurance Policy for University Higher Education, which became the main document guiding the process of reforming the university sector.

The reform's pillars are:

- Reliable and timely information.
- Accreditation for continuous improvement.
- Licensing as a guarantee of basic conditions of quality.
- Motivation for improving performance.

2. Internationalization under the new university law

In its article 5, the University Law identifies internationalization as one of the fourteen principles of Peruvian universities. The Quality Assurance Policy for University Higher Education also defines it as a guideline of the development pillar to improve performance (pillar 2, guideline 7).

Nevertheless, the Ministry of Education has not defined an internationalization policy for higher education and has not defined internationalization standards or indicators in the National Accreditation System. Some initiatives have been developed, including the participation of some public and private universities in international fairs such as that of the Association of International Educators (NAFSA) in 2016 and the Latin American and Caribbean Higher Education Internationalization Conference (LACHEC) in 2016. These initiatives have not continued over time.

There have also been no coordinated efforts with public entities that help Peruvian universities to improve their internationalization processes, such as:

- The National Scholarship and Educational Credit Program (Programa Nacional de Becas y Crédito Educativo, PRONABEC) of the Ministry of Education. Agency in charge of designing, implementing and administering national and international scholarship programs.

- Ministry of Foreign Affairs. Through the Office of Consular Policy, it is the agency in charge of implementing Legislative Decree 1350 –the new Migration Law– and its regulations, which establish the migration status of academic exchanges.
- General Office of Migrations of the Ministry of Internal Affairs (Dirección General para las Migraciones del Ministerio del Interior, DIGEMIN). The unit that grants student visas for foreigners upon entering the country.
- National Science and Technology Council (Consejo Nacional de Ciencia y Tecnología, CONCYTEC). The institution in charge of the National Science, Technology and Technological Innovation System (Sistema Nacional de Ciencia y Tecnología e Innovación Tecnológica, SINACYT), made up of the academic sector, State research institutions, business organizations, communities and civil society.

Other important actors for the internationalization of higher education in Peru include certain embassies and international bodies that have a close relationship with universities.

3. General description of the network

In December 2016, the articles of incorporation and commitment of the Peruvian Network for the Internationalization of University Higher Education were signed by the Universidad Nacional Agraria La Molina, the Universidad del Pacífico, the Universidad ESAN, the Universidad de Piura, the Universidad Peruana Cayetano Heredia, the Pontificia Universidad Católica del Perú, the Universidad de Lima and the Universidad Nacional de Ingeniería, the founding universities of the network.

In August 2017, the network was formally installed, as part of Decree 016-2015 MINEDU (Congreso de la República, 2015), which established internationalization as one of the principles that govern the University Law.

The Peruvian Network for the Internationalization of Higher Education is a space for consolidating the internationalization processes of

Peruvian universities and their foreign counterparts. It seeks to promote higher quality in the country's university education through internationalization by undertaking appropriate initiatives before different agencies of the State and civil society.

The network's objectives also include:

- Building an international vision.
- Encouraging strategic alliances for internationalization.
- Promoting research through international alliances.
- Strengthening the country's university brand and the educational model.
- Promoting internationalization in national higher education policies in all relevant areas.
- Exchanging experiences and information.

4. On internationalization at Peru's universities

As there is no national internationalization policy, universities over time have spontaneously undertaken international actions in response to opportunities that arise, without any sort of plan or follow-up that might consolidate the internationalization of Peruvian universities. This is evident in the fact that many universities have no specific area devoted to internationalization. Many of the IROs at the country's institutions handle both institutional relations with local universities and some of the international and mobility agreements. The development of internationalization at Peruvian universities in general lags behind that of other countries in the region, aside from certain exceptional cases.

The universities that have made the most progress in this process are the private institutions, particularly the non-profit associative universities, plus some public universities, which have identified internationalization as an ally for raising their academic quality. Only 10% of universities have achieved a significant level of internationalization.

To identify the situation of these universities in greater detail, information was gathered from surveys applied to universities throughout the country in 2014 by the International Relations and Cooperation

General Office of the National Rectors Assembly. The seventy-six public and private universities belonging to this assembly were surveyed, and over 60% of the institutions responded.

Academic collaboration agreements

With respect to cooperation agreements, most Peruvian universities have local entities as their main partners, followed by foreign universities. Just a few Peruvian universities, mainly private institutions, concentrate most of the agreements with foreign universities.

Collaboration with state agencies and international bodies is present at almost half of all the universities surveyed, which shows that collaboration at the national level is an important part of the day-to-day activities at cooperation offices. As mentioned before, many IROs have a range of functions that are not limited to internationalization.

Thus, among the main university cooperation activities are the administration and dissemination of scholarship programs, participation in programs as members of university networks, and teacher training. The level of participation in cooperation projects is low due to the lack of people trained in the elaboration and management of projects.

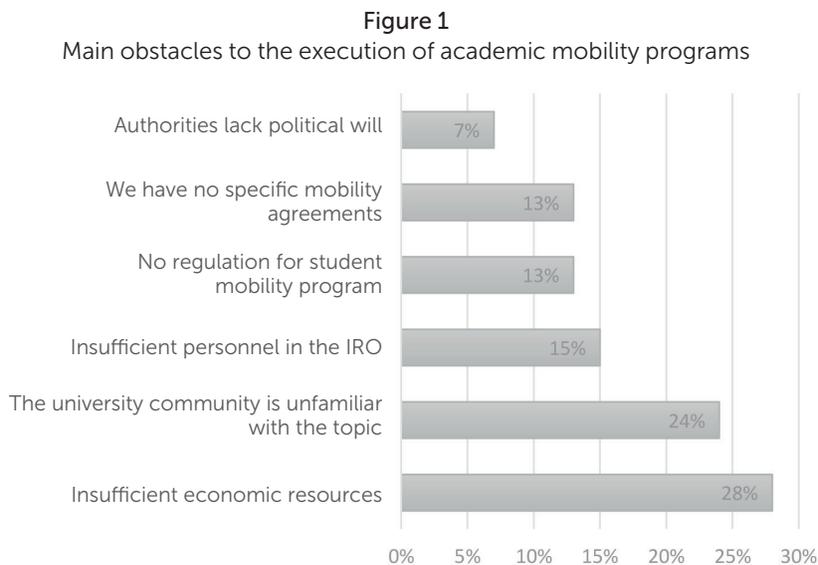
Student mobility

Student mobility represents an important activity for IROs, not just because of the implication it has for collaboration with foreign partners, but because of the time it takes to carry out all the tasks involved in student mobility when its management is centralized in the IRO. Student mobility is the most visible activity at the institutional level, which means that there is a strong internal perception that it is the main function of these offices. The way the IROs are internally organized differs from one university to another; some concentrate the functions in one office while others have a decentralized organization, with each school administering its own IRO, usually because the schools are located at different campuses.

The perception found in the survey is that internationalization personnel feel that student mobility improves the students' academic formation and profile, and represents a way to internationalize the university campus.

According to the survey information, there is more outbound mobility than inbound, i.e., the students who go abroad outnumber those who enter the country. This reflects the lack of a strategy to attract international students, which should start with a review of the study programs and then undertake the organization of the support services required for receiving foreign students.

Figure 1 shows the perception that IRO personnel have of the obstacles to student mobility.



Source: National Rectors Assembly (Asamblea Nacional de Rectores, 2014).

Some of the main aspects that need to be reinforced in Peruvian universities for the development and promotion of student mobility are the following:

- Procuring economic support to promote student mobility.
- Creating strategies and materials for international promotion.

- Identifying the most attractive courses for foreign students and evaluating the university's strengths.

Faculty mobility

Faculty members are one of the fundamental pillars of any higher education institution (HEI): they are responsible for teaching, researching and generating knowledge. In many cases, working with their international peers generates international development opportunities for their institutions. One mechanism to keep them active and offer them opportunities for staying in contact with international researchers and colleagues is academic mobility. It is important for universities to plan for the future, make an effort to improve the profile of their faculty, and invest in young professors.

In contrast to student mobility, faculty mobility offers certain additional advantages for the university if it is exploited properly:

- It enhances the reputation of both the professor and the university.
- It fosters ties between universities.
- It generates joint projects.
- It generates long-lasting relationships.

Therefore, it is important for professors with potential for international engagement who already have contacts abroad to formalize these ties so that they become institutional and not personal.

One of the main limitations for faculty mobility is the fact that many universities have no policies in place to promote and incentivize professors who travel abroad for training, or to reincorporate young professors or recent graduates who travel abroad for training and then seek a teaching position at the university.

In addition, at some private universities, most of the faculty is paid on an hourly basis and has no right to tenure. In the case of public universities, professors paid by the hour who wish to go abroad are forced to give up their position, which encourages brain drain. It is important to mention that the recent University Law dictated that 25% of teachers

must be full-time faculty, which has produced substantial improvements in university teaching staffs.

English proficiency represents another important limitation: Peruvian universities report that only 10% to 25% of their faculty are proficient in the language.

Finally, there is important work to do regarding doctoral training. The University Law requires that professors hold a master's degree to teach at the undergraduate level, and the percentage of faculty with a PhD is low. The Government offers a scholarship program so that professors at public universities can study a full master's degree at selected Peruvian universities, but there is no scholarship program for university professors to study for a PhD. There are some scholarships for the sciences through CONCYTEC, and some open scholarships for graduate degrees administered by PRONABEC, but these are not linked to reinvestment policies at Peruvian universities.

Dual-degree programs

Dual-degree programs in the country have been developed primarily at private universities. The granting of dual degrees entails an academic review of study plans, which in many cases are limited by the administrative complexity of public universities.

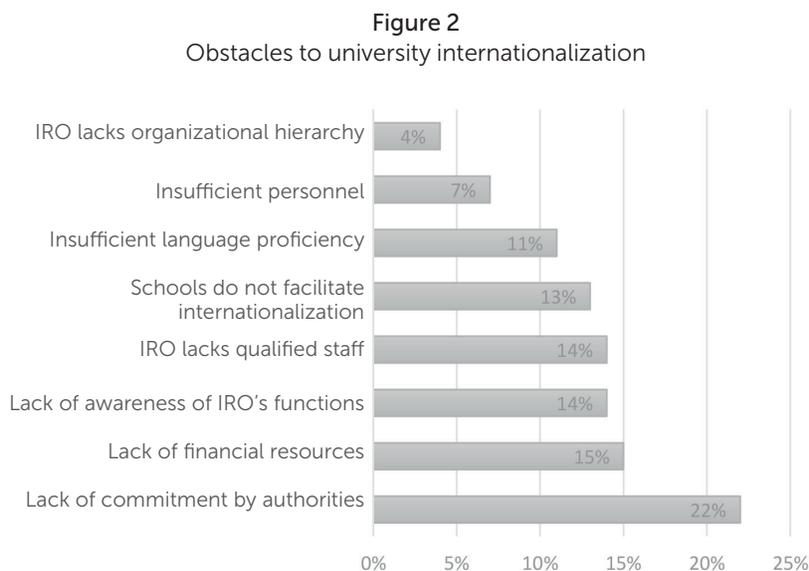
Most dual-degree programs are concentrated in the 10% of universities with the highest levels of internationalization, based on local and international rankings. Almost all of these universities are in Lima.

Business and engineering are the areas with the most dual-degree programs. These agreements have been established mostly with European universities (primarily in Spain, France and Germany) and in some cases, with United States universities.

Another characteristic of existing dual degrees is that many are master's degree programs, although recent years have seen an increase in the number of dual degrees at the undergraduate level. Dual master's degrees are seen by graduate schools as a good strategy to attract professionals to their programs.

5. Problems and challenges

Figure 2 shows the main obstacles within universities to the development of internationalization strategies.



Source: National Rectors Assembly (Asamblea Nacional de Rectores, 2014).

The heads of IROs and cooperation offices surveyed in 2014 reported that the main obstacle is a lack of commitment from university authorities and on some occasions, from students and professors, due to a lack of awareness either of what internationalization is or of the benefits and implications it has for the university. This leads to a lack of internationalization policies and strategies that could point the way forward and set specific goals and objectives, depending on each university's specific characteristics.

Those surveyed also stated that there are financing problems when it comes to internationalization, either because their IRO does not have a budget to finance its activities or because students and teachers lack the resources to cover the expenses of international mobility. Moreover, the universities that do have resources often conceive of international

activities as an expense, not as an investment that will produce benefits for the university.

Eleven of the surveyed universities reported that they lack qualified personnel in their IRO. The management of international relations is basically learned from experience, and the professionalization of international relations operators is fundamental. In this sense, universities, especially those in the public sector, reported a high level of turnover in their IRO.

Finally, language barriers limit opportunities. This problem begins at the level of basic education in Peru; it is important to instill in students the importance of learning languages from the time they start their university studies. For faculty, language proficiency is important not only for academic mobility but also so that they can teach classes in English at their own institution.

All of this represents a challenge, both internally for each university and at the national level. Institutional support is required to guide universities to strengthen their international areas, ranging from the definition of their functions to the achievement of their goals. Peruvian universities, starting with their authorities, need to concentrate on planning the internationalization activities that each university can undertake by previously identifying their differential points and strengths in order to initiate their internationalization process.

It is therefore a challenge first to get each university to include the development of the international area as a priority in their strategic planning, with concrete actions and not just on paper. The next challenge is to obtain institutional support from the Government through joint efforts of the different State institutions that are key actors in the development of internationalization. This should be reflected in a plan worked out in conjunction with universities and open to all HEIs, both public and private, in order to finally register positive gains in the development of universities and their internationalization.

Conclusions

1. A national internationalization policy is required, with leadership provided by the Peruvian Ministry of Education, and with the participation of the universities, so that a common horizon is established and internationalization indicators are included in the national accreditation system.
2. In line with the previous point, collaboration between public and private entities is fundamental to promoting the internationalization of university higher education and avoiding the proliferation of isolated initiatives.
3. Like other Latin American countries, Peru must raise its visibility as an academic destination at the main higher education fairs, such as NAFSA and the European Association for International Education (EAIE), among others.
4. In Peru there is a need to strengthen internationalization at the regional level. Lima, the capital, alone concentrates fifty-eight of the country's one hundred forty-three universities, including those with the highest levels of internationalization and the most prestigious reputations, according to international rankings. There is great disparity in the level of internationalization between universities in Lima and those of other regions, as well as between public and private universities.

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URUGUAY

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1. General presentation of the Uruguayan higher education system^{1,2}

Higher education in Uruguay began on June 11, 1833, when, at the dawn of the republic, the law that decreed the creation of nine academic chairs gave rise to House of General Studies (Casa de Estudios Generales).³ This was the first step in the establishment of the Universidad Mayor de la República, which was founded on July 18, 1849.⁴ The present-day Universidad de la República (UdelaR) is governed by Law 12.549, passed in 1958 in the context of the changes undertaken in order to democratize higher education in Argentina.

In 1984, a norm was approved in the decree-law 15.661 defining the criteria for professional degrees granted by private universities in the country, thus clearing the way for the recognition of the first pri-

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- 1 The study was conducted with the collaboration of Macarena Sarli (UdelaR).
 - 2 The authors are grateful for the collaboration of Laura Díaz Arnesto (ORT) and María Teresa Salvo (UdelaR).
 - 3 Larrañaga Law, or Law of the Nine Chairs (Law 55, June 11, 1833).
 - 4 For more in-depth information on the history of the UdelaR, consult: <http://www.universidad.edu.uy/renderPage/index/pageld/98>

vate institution, the Universidad Católica del Uruguay Dámaso Antonio Larrañaga (UCU). Subsequently, after democracy was restored in the country, the president of the republic adjusted the norm to define the bases and criteria for an Ordinance of Private Tertiary Instruction, outlining its mandate by decree 308/995, which would later undergo modifications. This decree defined the formal and substantial requisites that institutions must fulfill in order to offer university instruction in one or more areas of knowledge. It also distinguished universities from university institutes and from non-university tertiary institutes.

This initiated a process of recognizing existing institutions and creating new ones, and of considering different requirements for higher education in the country. As a result, the following universities arose: Universidad ORT Uruguay (ORT) in 1996, the Universidad de Montevideo (UM) in 1997, the Universidad de la Empresa (UDE) in 1998, and most recently, Universidad Centro Latinoamericano de Economía Humana (CLAEH) in 2017. In addition to these, in 2016 there were twelve university centers and four tertiary non-university institutions offering courses (Ministerio de Educación y Cultura, 2017). In the year 2012, the Universidad Tecnológica del Uruguay (UTEC) was created through Law 19.043 as a public institution but autonomous of the UdelaR. UTEC has as part of its mandate the provision of professional university education in technological fields, as well as the integration of teaching, research and outreach in direct contact with other sectors of society.

Universities and university institutes are autonomous in the fulfillment of their mandate. The UdelaR and the UTEC are governed by articles 202 and 203 of the Constitution of the republic, which identifies them as autonomous entities. According to article 203, the Board of Directors of the Universidad de la República shall be appointed by the bodies that make it up, and councils of these bodies shall be elected by the faculty, students and alumni.

In the private sector, through the Ordinance of the Tertiary Private Instruction System, as set forth in decree 308/995, the Ministry of Education and Culture (MEC) has the authority to regulate and qualify the different institutions that apply, which does not imply any kind of limitation of university autonomy. The MEC recognizes as higher

education all institutions that provide university degree programs and non-university tertiary courses, and divides them into three groups:

- Universities, including the UCU, the ORT, the UM and the UDE.
- University institutes.
- Non-university tertiary institutes.

The category of university institutes includes the Instituto Universitario Autónomo del Sur, the CLAESH, the Asociación Cristiana de Jóvenes university institute, the Instituto Universitario Francisco de Asís, the Centro de Docencia, Investigación e Información en Aprendizaje (Center for Teaching, Research and Information on Learning), the Centro de Estudios y Diagnóstico de las Disgnacias del Uruguay (IUCEDDU) (specializing in orthopedics and orthodontics), the Instituto Universitario de Posgrado en Psicoanálisis (The University Institute for Graduate Studies in Psychoanalysis), the Instituto Universitario Crandon, the Monseñor Mariano Soler, the Instituto Universitario BIOS, the Politécnico de Punta del Este, and the Asociación Uruguaya de Psicología Psicoanalítica (Uruguayan Association of Psychoanalytical Psychology).⁵

Finally, the non-university tertiary institutions include the Centro de Investigación y Experimentación Pedagógica (Center for Pedagogical Research and Experimentation), the Centro de Navegación (Center for Navigation), the Escuela de Formación Profesional en Comercio Exterior y Aduana (School for Professional Formation in Foreign Trade and Customs), and el Instituto Uruguayo Gastronómico (Uruguayan Gastronomical Institute).

The first two categories, plus the Udelar and the UTED, account for a total of nineteen institutions which offer undergraduate, masters and PhD degrees, with a diverse educational catalogue in expansion in a country with 3.4 million inhabitants. Most of these institutions are concentrated in Montevideo, the country's capital, which has a population of slightly below two million inhabitants.

5 The website of the Education Office of the MEC does the corresponding updating. See: <http://www.mec.gub.uy/innovaportal/v/1626/5/mecweb/instituciones-autorizadas-y-carreras-reconocidas?3colid=583&breadid=583>

The UdelaR started a decentralization process a few years ago by creating new university centers in order to offer educational alternatives to young people in other parts of the country. The process of decentralizing the university led to the creation of four regional university centers (East, Northeast, West and North), with an eye to adapting the educational programs offered in accordance with regional specificities.⁶

The UTEC, for its part, is deliberately located outside of the capital city, as stipulated by its foundational law (Law 19.043). The UTEC is present around the country through regional technological institutes that cover different areas (Southeast, South-Center and North).

The private universities and university institutes have opened different options in several parts of the country, mostly in Maldonado, Punta del Este, Colonia and Salto.

According to the MEC's yearbook (Ministerio de Educación y Cultura, 2015), in 2015 the total enrollment in the Uruguayan higher educational system amounted to 161,431 students.⁷ This number includes the 139,754 students from the UdelaR, one hundred sixty nine from the UTEC, and 21,508 from private universities. The UdelaR concentrates almost 90% of all university students in the country and covers all areas of knowledge, offering degrees at all levels. The numbers in the private sector, since it received official authorization, have grown steadily, representing 13.3% of total enrollment.

From an academic point of view, the different private universities are autonomous, and offer degrees in different areas. The ORT comprises five schools: Administration and Social Sciences, Architecture, Engineering, Communication and Design, and the Education Institute. The UCU is made up of seven schools: Business Sciences, Human Sciences, Law, Nursing and Health Technologies, Engineering and Technologies, Dentistry and Psychology. The UM is organized into five schools:

6 To see the scope of decentralization and the text that laid the groundwork for it, see: <http://www.universidad.edu.uy/prensa/renderItem/itemId/28218/refererPageld/12>

7 These data can be consulted in the publication of the MEC. See: <http://centrosmec.org.uy/innovaportal/v/1626/5/mecweb/instituciones-autorizadas-y-carreras-reconocidas?3colid=583&breadid=583>

Business Sciences and Economics, Communication, Law, Humanities and the Montevideo Business Studies Institute (Instituto de Estudios Empresariales de Montevideo, or IEMM Business School). Finally, the UDE is made up of seven schools: Business Sciences, Legal Sciences, Education Sciences, Agricultural Sciences, Design and Communication, Engineering, and Health Sciences.

2. National programs and policies for the internationalization of higher education

Since 2008, with the approval of Law 18.437, there is a General Education Law that includes higher education. The law declares as a matter of general common interest that the promotion and effective exercise of education is a fundamental lifelong human right. It also recognizes that exercising the right to education is a public and social good.

The General Education Law defines as one of the objectives of national educational policy the promotion of regional and international integration (article 13A). This implies that the State has a general orientation in its internationalization policy, with guiding principles that are in line with the General Education Law in terms of human rights and the consideration of education as a public and social good.

From the beginning of regional integration, the MEC participated in the Educational System of the Southern Common Market (MERCOSUR). The organizational structure of this system includes higher education, which has been coordinated by a commission made up of ministry authorities from each of the countries, the UdelaR in the case of Uruguay. The ministry has supported MERCOSUR's higher education objectives and process, which has led to the implementation of a regional certification system, a student mobility program and different cooperation programs. The MEC has supported the regionalization of MERCOSUR's certification system at the South American Education Council, an institution that acts within the framework of the Union of

South American Nations (UNASUR), which by decision 17/08 is now called *ARCU-SUR System*.⁸

The country's international cooperation policy is assigned to the MEC's Office of International Cooperation. This office's participation in different initiatives is evidence of an international cooperation policy and agenda. Among the Ministry's projects and programs, there are several with the European Union (EU) (EULARINET Project, Investigation and Innovation Networks, Erasmus Mundus, Erasmus+, EUROSOCIAL Project and Aldiploma Project). The office also participates in programs run by the United Nations and the Organization of American States (OAS), aside from complementing the actions undertaken within the Education System of MERCOSUR and UNASUR.

3. The internationalization of higher education in numbers

In accordance with the General Education Law, the MEC defines specific guidelines for the internationalization of higher education. Its International Cooperation Office runs different international programs and projects, promoting and facilitating the participation of universities in the country. Other actors in international cooperation are the Ministry of Foreign Affairs (Ministerio de Relaciones Exteriores, MRREE) and the Uruguayan International Cooperation Agency (Agencia Uruguaya de Cooperación Internacional, AUCI). The former facilitates the mobility of teachers and researchers and promotes agreements among university centers within the framework of the country's foreign policy. The AUCI facilitates and promotes scholarship programs, internships abroad and other possibilities within the framework of the country's international cooperation.

The Innovation and Research Agency (Agencia de Innovación e Investigación, ANII) is another actor in the internationalization of

8 The 17/08 decision of the Council can be consulted at: <http://www.mec.gub.uy/innovaportal/file/73951/1/arcu-sur-acuerdo-creacion.pdf>

higher education: it supports teachers and students doing research and graduate studies abroad.

The external relations of the academic institutions themselves constitute another channel for internationalization. They also shed light on the institutions' priorities, the instruments for international cooperation and their level of development and implementation. Therefore, taking a closer look at university agreements –those negotiated individually or through international networks– makes it possible to identify a map of international academic relations and the priorities they suggest. The collected data also serve to confront MEC guidelines or other international or regional policies promoted by the national State, with the actual day-to-day reality that the institutions are dealing with.

The lack of systematized data pertaining to the internationalization of higher education in Uruguay made it necessary to define a strategy to generate such data for this chapter. This strategy was planned at two levels: first, data from the UdelaR were systematized from the records of the General Office of Relations and Cooperation (Dirección General de Relaciones y Cooperación, DGRC); second; in the case of private universities, a form was used to obtain the necessary data, even though not all of them had systematized information.

Academic cooperation agreements

With the return to democracy in 1985, the institutions' international relations multiplied, which led to the creation of the DGRC in 1988, in the context of the UdelaR. During its first decade of management, the office had a clear orientation: the need to recover the capacity for teaching, research and outreach, and the return of the UdelaR's researchers and professors who were living abroad. During this period, Uruguay's first private universities were founded, thus increasing the options for higher education.

Once the UdelaR was solidly inserted in the local context, attention shifted to bringing the institution up to date in terms of internationalization, a process that a great many universities around the world were also undergoing. This was a time characterized by changes in the

external cooperation with European universities, international agencies and organizations, and after a certain delay, with Latin American universities.⁹

In the period of 2005-2016, which is the focus of this study, the UdelaR signed five hundred twenty-three agreements (Universidad de la República, 2017). Classified by region, Europe represents 38.55% of these international agreements; Latin America and the Caribbean (LAC), 47.24%; North America, 10.05%; Asia, 4.08%; Oceania, 0.90%; and Africa, 0.18%. The UCU signed two hundred forty-six agreements (Universidad Católica del Uruguay, 2017), with Latin America representing 50% of its agreements; Europe, 32.9%; North America, 8.9%; Asia, 6.1%; Oceania, 0.8%; and Africa, 0.4%. The ORT entered into one hundred seventy-five agreements during this same period. In this case, the regional distribution is somewhat different, as Latin America accounted for 36% of the total; Europe, 38.3%; Asia, 12%; North America, 12%; and finally, Oceania, 1.7%.¹⁰

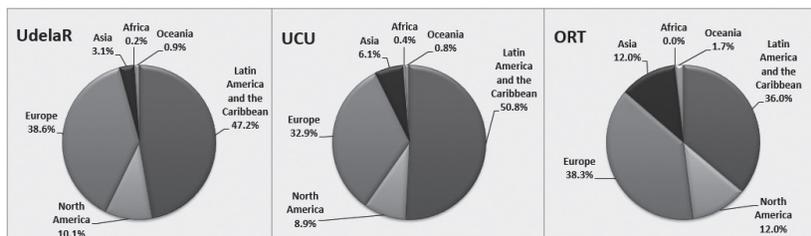
The distributions of these regions show similarities and some differences among the three universities under consideration. As Figure 1 shows, there is a similarity in the significance and representation of Latin America and Europe overall. There is also similarity in the proportion of agreements with North America. The ORT diverges, however, from the UdelaR and the UCU in having a higher proportion of agreements with Asia, and fewer with Latin America in this period. The negotiation of an agreement between the ORT and the Embassy of Korea facilitated the establishment of the Rey Sejong Institute on the campus in 2015 to promote Korean language instruction; this is evidence of the institution's greater interest and priority towards Asian countries.¹¹

9 For more information on this process, see: <http://cooperacion.udelar.edu.uy/es/wp-content/uploads/2013/03/Informe-de-internacionalizaci%C3%B3n-actualizado-para-p%C3%A1gina-web-20140519.pdf>

10 The only private universities that could provide updated information were the ORT and the UCU. UTEC was not included on the list because of its recent creation.

11 The recent agreement between the UdelaR and the Qingdao University of the People's Republic of China for the establishment of the Confucius Center of Uruguay in 2017 will appreciably increase the representation of agreements with Asian countries.

Figure 1
Proportional distribution by regions of international agreements signed by UdelaR, UCU and ORT (2010-2016)



Source: Compiled by authors based on the data provided by the institutions (Universidad de la República, 2017; Universidad Católica del Uruguay, 2017; Universidad ORT Uruguay, 2017).

Regarding participation in international networks, the UdelaR is affiliated with the Union of Latin America and the Caribbean Universities (Unión de Universidades de América Latina y el Caribe, UDUAL), the International Association of Universities (IAU), the Ibero-American University Association of Graduate Studies (Asociación Universitaria Iberoamericana de Postgrado, AUIP) and the Macrouniversity Network of Latin America and the Caribbean (Red de Macrouniversidades de América Latina y el Caribe). It also serves as the Executive Secretary of the Association of the Montevideo Group Universities (Asociación de Universidades Grupo Montevideo, AUGM). In 2006, the AUGM included thirty-one public universities from Argentina, Bolivia, Brazil, Chile and Paraguay, plus the UdelaR.¹² From these networks, the UdelaR participates in others, as well as in thematic networks.

The ORT and the UCU are also members of the UDUAL and the IAU. The UCU is also associated with the AUIP, the Association of Universities Entrusted to the Society of Jesus in Latin America (Asociación de Universidades Confiadas a la Compañía de Jesús en América Latina, AUSJAL) and the Association of Jesuit Colleges and Universities (AJCU), while the ORT is a member of ORT World. Furthermore, the ORT and the UCU participate in different thematic networks, such as the Latin

¹² The AUGM is made up today of thirty-five universities; by the year 2020 others are expected to join, bringing total membership to forty-one.

American Council of Management Schools (Consejo Latinoamericano de Escuelas de Administración, CLADEA), among others.

Academic mobility

The country promotes mobility (of undergraduate and graduate students, and professors living in the country and abroad) through different programs and platforms that seek to boost and strengthen the construction of international academic spaces in all areas of knowledge. Academic mobility also involves the exchange of faculty and researchers.

The UdelaR, for example, mobilized 1,846 people over the period being analyzed, under the auspices of the following institutional mobility programs: ESCALA Docente, Young Researcher Days of the AUGM, 720 Program, ECOS, Fundación Carolina, CAPES (mobility within projects and scholarships), DAAD, Horizon 2020, Extra MARCA Docente, Higher Council of Scientific Research (Consejo Superior de Investigaciones Científicas, Spain), MARCA (faculty and coordinators), Pablo Neruda (faculty and graduate students), Erasmus Mundus and Erasmus+. The 1,846 people who were mobilized include both inbound and outbound (University of the Republic, 2017). This number includes students, faculty, researchers, operators and administrators.

The total number of students who took part in institutional mobility programs was 1,206, of which nine hundred fifty-two were undergraduates and two hundred fifty-four were graduate students. The programs that mobilized the most students were ESCALA for undergraduates, with a total of four hundred ninety-five (two hundred sixty-one outbound and two hundred thirty-four inbound); the Santander Ibero-American Scholarship program, with one hundred eighty-six students (one hundred outbound and eighty-six inbound); and the MARCA-MERCOSUR, with one hundred twenty-three students mobilized (sixty-six outbound and fifty-seven inbound). ESCALA was the program that mobilized the most graduate students: one hundred thirteen (fifty-one outbound and sixty-two inbound). It was followed by Erasmus Mundus, with seventy students (fifty outbound and twenty inbound); and the AUIP, with fifty-one students mobilized (thirty-one outbound and twenty inbound).

The private sector took in 1,846 foreign students, of which, 1,816 came to take undergraduate courses, and thirty took graduate courses. Eight hundred fifty-nine of these students came from Europe; eight hundred six were from within the continent (three hundred seventy-seven came from Latin America and four hundred twenty-nine from North America); one hundred twenty-three came from Asia and fifty-eight from Oceania. The main countries of origin, not named in any particular order, were Germany, China, Spain, United States, France, England and Mexico.

Of the total number of students received, one hundred thirty-seven came under the auspices of national and regional programs. The most active have been the MERCOSUR Mobility Program (Programa de Movilidad MERCOSUR, PMM), AUSJAL, Erasmus Mundus, Erasmus+ and the AJCU, among others.

From the private sector, 1,113 national students studied at least one semester abroad. Of this total, the information indicates that seven hundred seventy-six went to Europe, three hundred stayed within the continent (ninety-three went to institutions in Latin America and two hundred seven went to North America), sixteen headed to Asia, twenty to Oceania and one student went to Africa. The data do not give a clear indication of increasing or decreasing tendencies regarding destinations, although we can state that numbers fluctuate for all the destinations except Europe, where they have been rising steadily (with Spain as the leading destination).

Internationalization of the curriculum

In Uruguay, the internationalization of the curriculum has only begun recently. At the UdelaR, some graduate courses are taught in English, and some research reports and final products are presented in this language. The graduate courses in English are generally taught by guest professors in the schools of Science and Social Sciences.

As for courses taught in foreign languages at private universities, three of the main institutions reported giving courses in English since 2014 (ORT, UCU and UM; in this last case, they are available on its web

page). There are thirty-six courses taught in English in the area of the social sciences, and two in engineering and technology.

Joint or dual-degree programs

Dual-degrees, a new modality in the country, are offered in the social sciences; there are four such programs in the private sector. The foreign institutions that take part are Florida International University, University of London, Universidad de Málaga and Universiteit Gent.

The UdelaR has no joint undergraduate degree programs. At the graduate level, there is a joint master's experience with the Universidad Complutense de Madrid in the School of Social Sciences: a Bimodal Master's Degree in Contemporary Studies of Latin America, which has completed three cycles so far. This master's degree is co-coordinated by the UdelaR's School of Social Sciences and the Complutense de Madrid. Each university grants a title, although students may do part of their studies at one university and part at the other.

Final reflections

Uruguay is a small country. A large part of the population is made up of European immigrants, concentrated in the capital city and along the southern coast. This has determined certain parameters in the evolution of national higher education, and therefore, of its internationalization.

One of the characteristics of the internationalization process in Uruguay is that the General Education Law defines certain priorities when it comes to international cooperation. In this sense, article 14 of the law specifies that international treaties and cooperation shall promote the objectives indicated in the law, one of which is the promotion of regional and international integration. Consequently, regional programs in which the country participates can count on support from the State.

Overall, the internationalization of higher education in Uruguay has strong foundations in the Latin American region and in Europe, as seen in the proportion of agreements by region. The panorama, however, is

not static, especially considering the growing percentage of agreements between the ORT and Asian countries. The agreement between the King Sejong Institute of Korea and the ORT, as well as the UdelaR's recent agreement to establish the Confucius Institute, point to an evolution that opens up new possibilities. Uruguay's universities participate in international networks such as the IAU and the UDUAL. Each particular university establishes its own priorities in choosing the networks to join. Academic mobility, particularly student mobility, is now integrated as one more element in the functioning of higher education.

There are, however, topics and areas of the internationalization of higher education that have yet to be developed in the country, or have not even been addressed. Some begin to surface at the institutions, such as the lack of massive open online courses (MOOCs) greater use of technology in general, international accreditations that give access to specific rankings, the development of PhD programs, and increased internationalization of curricula. The evolution of Uruguay's internationalization calls for greater systemization of data and closer monitoring of the evolution of international agreements and student and academic mobility in response to recent changes on the world stage.

For these reasons, this analysis of the internationalization of higher education in Uruguay is a first snapshot that requires further progress and research.

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Section 2

BI-REGIONAL COOPERATION: CASES OF GOOD UNIVERSITY INTERNATIONALIZATION PRACTICES BETWEEN EUROPE AND LATIN AMERICA AND THE CARIBBEAN

UNIVERSITAT D'ALACANT

PRACTICAL CASE: THE SUMA PROJECT

(THE EUROPEAN UNION'S ALFA III PROGRAM)

ROBERTO ESCARRÉ

JOSEPH MYERS

1. Context

The Sustainable Universities Financial Management Network (SUMA) program (2010-2013) was subsidized by the European Commission (EC) under the ALFA III call for proposals (2007-2013). The call was intended to promote cooperation and the exchange of good practices and knowledge in the field of higher education between Latin American and European universities. Since 2014, the type of program funded by the ALFA program was integrated under the umbrella of the Erasmus+ program, specifically under the heading of *Capacity building for higher education*.

The project was established in 2010 and had a duration of three years, during which time it received the highest funding in the history of the ALFA call: over two million euros. The project comprised four European partners and eighteen Latin American universities, with one higher education institution (HEI) from each Latin American country eligible for the program. Specifically, the consortium was made up of the universities listed in Figure 1.

Figure 1
Universities participating in the SUMA project

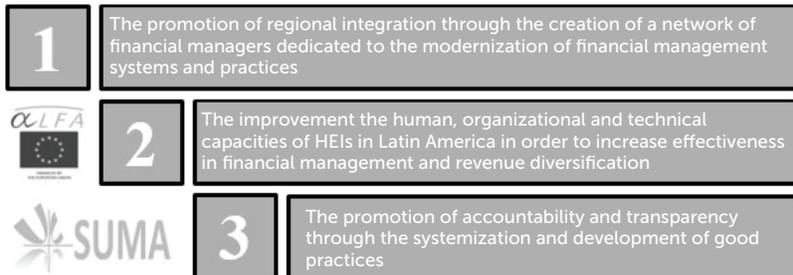
European Union	Latin America
 FH Joanneum Gesellschaft MBH (FHJ)	 Universidad Nacional del Litoral (UNL)
 Universidad de Alicante (UA)	 Universidad Mayor de San Francisco Xavier de Chuquisaca (USFX)
 Universitaet des Saarlandes (SAAR)	 Pontificia Universidade Católica de Rio de Janeiro (PUC)
 Università Degli Studi Di Genova (UNIGE)	 Universidad Viña del Mar (UVM)
	 Universidad Industrial de Santander (UIS), <i>Coordinador</i>
	 Instituto Tecnológico de Costa Rica (TEC)
	 Universidad de la Habana (UH)
	 Universidad Central del Ecuador (UCE)
	 Universidad de El Salvador (UES)
	 Universidad del Valle de Guatemala (UVG)
	 Universidad Nacional Autónoma de Honduras (UNAH)
	 Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
	 Universidad Nacional de Ingeniería (UNI)
	 Universidad Católica Santa María La Antigua (USMA)
	 Universidad Nacional del Este (UNE)
	 Pontificia Universidad Católica Perú (PUCP)
	 Universidad ORT Uruguay (ORT)
	 Universidad Simón Bolívar (USB)

Source: Authors' own design.

2. Objectives

The SUMA project's main objective focused on three particular challenges, while always bearing in mind the underlying objective of the modernization of financial management practices and revenue diversification strategies in Latin American HEIs (Figure 2).

Figure 2
Objectives of the SUMA project

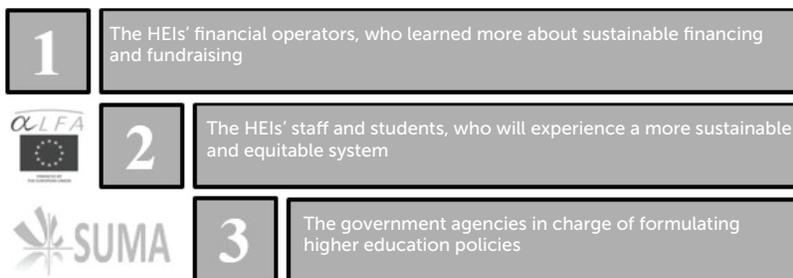


Source: Authors' own design.

3. Beneficiaries

The impact of the project was quite broad and had direct and indirect influence on three main groups of people (Figure 3).

Figure 3
Groups of people involved in the SUMA project



Source: Authors' own design.

4. Implementation

The project was implemented in three main phases:

1. Analysis and systematization of experiences at the regional level. Analyses were made to obtain detailed information about the state of financial management in Latin American HEIs.
2. Capacity building and consolidation. Based on the results on the first phase, formation materials and activities were developed for financial managers and administrative staff. Four workshops were organized with a focus on training trainers, followed by two workshops at each university of the consortium, as well as online workshops for staff members of universities from outside the consortium.
3. Networking and dissemination. All of the results achieved in the project were disseminated with the help of government actors. A database of experts was also created to lend visibility to the individual participants making up the network.

Finally, an international conference was held in San José, Costa Rica, which also served to formally close the project and to launch the SUMA Network, which would follow up on the initiative and broaden the network of partners.

5. Post-project

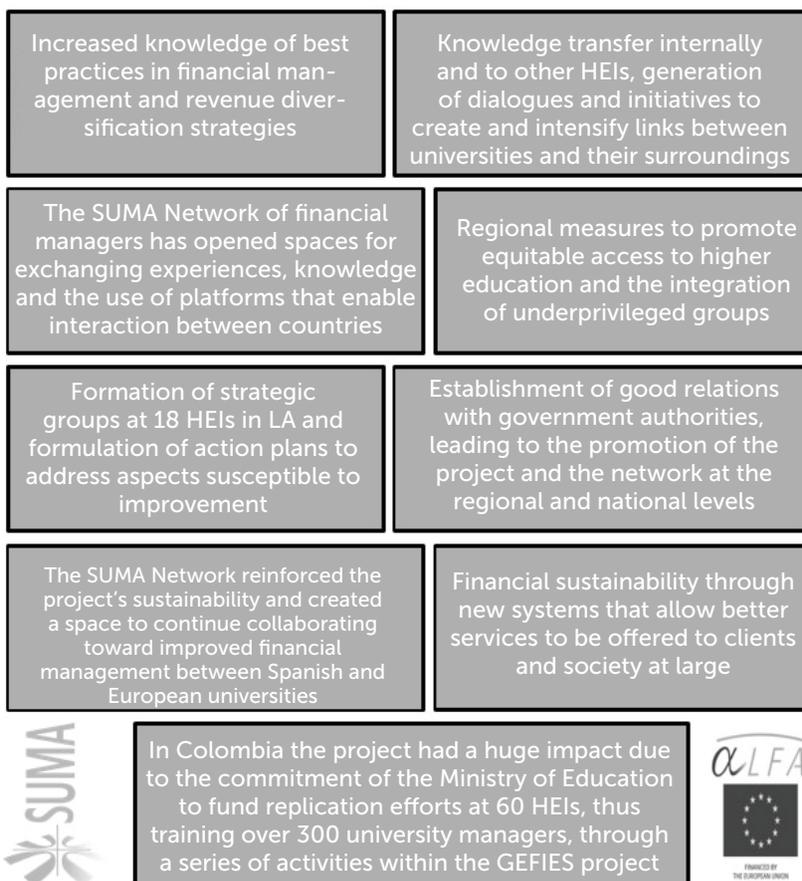
The success of the project is measured in two categories: results, i.e., tangible outcomes of the project activities, and impact, i.e., intangible outcomes. The former can be identified in the short term, during or right after the project, while the latter is only recognizable in the long term: the evidence takes longer to appear (Figure 4).

Figure 4
Results of the SUMA project

2	Massive overall analyses of the economic and financial management of 73 HEIs in the project's 22 partner countries	
1.348	Participants in 34 workshops on economic and financial management of universities	
18	Institutional projects for the modernization of financial management systems and fundraising	
1.200	Trainees from non-partner institutions in replication workshops and MOOCs	
18	Round tables aimed at legislators and non-partner universities	
127	Participants at 1 international conference about the project	
1	SUMA Network, an organization to carry on the promotion of the project and its objectives, backed up by 1 website	
Several	Agreements and strategic alliances among the partner universities from LA	

Source: Authors' own design.

Figure 5
Impact of the SUMA project



Source: Authors' own design.

6. Good practices

Among the practices involved in the SUMA project, six outstanding ones have been selected as examples of good practices worth replicating in the context of any European or international project, for example, future Erasmus+ projects.

Choice of appropriate partners

Background

The choice of partners must be decided when the proposal is drawn up, which means that the coordinator must be convinced that the members of the consortium will contribute to each phase of the project. The partners will come from existing interinstitutional relations and networks that interconnect European and Latin American HEIs.

Implementation

When the time comes to choose partners, it is important to bear in mind their capacity and the trust that the coordinator has in each partner. In the end, if a partner lacks the capacity to perform its role in the project at the required level, the whole project is compromised, as well as its results.

Before SUMA, thirteen of the twenty-two partners had already worked together on a previous project that responded to the same call for proposals and had a similar scope, so these partners were already used to working together in the specific context of the project. Furthermore, six of these partners had collaborated on another project of the same call for proposals. Thus, the team already knew their counterparts' capacities and there was a good level of trust among them, and the project did not have to deal with the kinds of problems that tend to arise among partners who do not yet know each other.

Success factors

A large proportion of the consortium had already collaborated on one or two projects of the same type and scope, and knew what to expect of both the project and the collaborators. The coordinators has previous experience in managing a group of partners, and vice versa, so that project got underway at once, with no undue concerns about unexpected internal difficulties.

It is also considered a good practice to choose partners from all the Latin American member countries in the call for proposals, so that word of the project spreads throughout the region.

Results and impact

Almost all of the partners stuck with the team during the entire project, and these partners were the founders of the SUMA Network, the key result of the project. The fact that they still belong to the network, and that the network continues to function, shows that the partners were well chosen.

During and after the project, the partners made use of their own networks to raise awareness of the project and its activities, and attracted 1,200 participants to the virtual workshops, setting off a multiplier effect within the scope of the network.

Strengths and weaknesses

Once the institutions got to know one another, they were able to join forces in the most effective and economical way. Thus, the consortium succeeded in anticipating problems and reacting appropriately. The synergies that had already formed before the project got underway contributed greatly to the final success.

The size of the consortium meant that that project would inevitably suffer snags and delays, especially when it came to knowledge management. Nevertheless, the partners recognized and quickly solved the problems that arose.

Pre-agreements

Background

All of the EC's calls for proposals require the partners to sign a pre-agreement. However, it tends to be very basic and cover no more than

certain conditions for collaboration and statements that confirm that the partner has read and understood the proposal.

Implementation

One good practice that the SUMA project came up with was having each partner sign a pre-agreement formulated for the specific context of the project and the partner's role, even though these agreements had no validity before the EC. With a specific agreement, each partner had a clearer understanding of its responsibilities and obligations to the consortium, and the consequences of failing to comply with the norms.

Success factors

The pre-agreement became an inducement for each partner to carry out its assigned activities. Each activity was tied to a budget, and the pre-agreement allowed the coordinator to withhold the payment owed to a partner until the partner completed the activity properly.

In a more extreme situation in which a certain partner made no contribution whatsoever to the development of the project, or even tried to obstruct it, the SUMA pre-agreement made it clear that the partner in question would be excluded from the consortium, the project and its benefits.

Results and impact

The pre-agreements proved to be key to the smooth functioning of the project because they laid out specific responsibilities for each partner. They also clarified the project objectives so that the whole consortium would pull in the same direction, and they laid the groundwork for a cooperative relationship that eventually led to the post-agreements that would come to constitute the SUMA Network and ensure future cooperation among the institutions.

Involvement of key stakeholders

Background

The main concern of the ministries of education of the Latin American countries was for the project to encourage the efficient use of resources, ensure revenue streams, and contribute to the institutions' sustainability.

Implementation

SUMA included certain key stakeholders in the project, especially government authorities. The Minister of Education of Colombia, for example, played an interesting role in the SUMA project, even though the ministry was not an official partner. The good practice of this involvement in each stage of the project served to provide the coordinating institution with more knowledge and backup.

Success factors

The Colombian Ministry of Education took an active part in many of the activities over the course of the project, providing novel inputs and viewpoints. This participation conferred legitimacy on the project throughout the region, which had a direct impact on the decision of the ministries of education of other Latin American countries to replicate the project, precisely because the topic chosen for the SUMA project affected them directly and provided specific solutions that could be transferred to each country's particular situation.

Results and impact

The presence of the Colombian Ministry of Education led to governmental approval of the project, which helped it to attract more partners for SUMA's activities, and for the network itself. The project had access to relevant data on financial management that the ministry had compiled,

allowing it to incorporate data from more HEIs and conduct more in-depth research.

Moreover, the participation of the ministry made it possible to share financial management know-how between the authorities and the HEIs participating in the project, facilitating an exchange that ended up improving the financial management of both and brought a different perspective to the debate about how best to manage the financing of higher education.

Feedback

Background

Feedback played a key role, given the transfer of technology and knowledge to the Latin American partners. It was another opportunity to share good practices, and ensured that the partners taught the content in the best way.

Implementation

Within the framework of SUMA, each activity was followed by an exercise of evaluation and feedback. This action was always assigned to the partner FH Joanneum Gesellschaft MBH (FHJ), which intentionally did not participate in the activity in order to maintain a neutral point of view. FHJ compiled the participants' opinions and evaluated the content and the materials of each activity in order to identify their strengths and weaknesses and make recommendations for the following activities.

Success factors

The involvement of FHJ as a referee in the feedback process was a key decision for ensuring that the partners would receive objective comments about their performance. The fact that FHJ evaluated each activ-

ity, and did so according to the quality model formulated specifically for the project, made for a consistent and reliable feedback process.

Results and impact

The constant feedback led to continuous improvement in the quality of the activities and the satisfaction of the participants. The evidence showed that the problems pointed out by FHJ never arose again, i.e., the feedback process had a strong impact on the partners' learning.

Strengths and weaknesses

One strength of the feedback activity was the large number of repeated activities, which gave the partners the chance to do each activity over, incorporating FHJ's advice and making improvements. For its part, FHJ had another chance to evaluate the quality of the content produced by each partner, ensuring that it was up to par.

Adaptability

Background

It is to be expected that a project will undergo changes and need to adapt to new situations. With a project the size of SUMA, this was even more likely. A key aspect of adaptability is the formulation of contingency plans ahead of time, so that they are ready to implement as soon as something goes wrong with the project.

Implementation

The SUMA project drew up contingency plans for different aspects of the project, particularly with regard to funding, transportation and human resources. Once the plans were formulated, the project was able

to run without constant interruptions and adjustments, because it was already spelled out how any issue or obstacle would be handled.

Success factors

The consortium considered many dimensions of possible problems, which meant that no problem caught it by surprise as it always had plans in place to deal with each one. The effective socialization of these contingency plans among the partners served to clarify the objective of the plans and familiarize the partners with the process to follow if they had to cope with problems.

Results and impact

The contingency plans were in fact activated on several occasions. For example, the first reimbursement from the EC did not come through until month six of the project, but SUMA wanted to have a kick-off meeting in Colombia. The corresponding contingency plan was activated: the partners managed to cover the travel expenses of everyone involved and the highly important meeting was held successfully.

In another case, halfway through the project, the EC significantly cut the financial support assigned to the SUMA consortium, but the team dealt with it by resorting to the alternative plans it had formulated and updated during the project. And finally, one partner ended up pulling out of the consortium; the coordination, however, already had alternative partners in the wings.

Another testimony to SUMA's adaptability was the collective preparation of communication kits and glossaries, which arose out of a perceived need to compile, categorize and manage the knowledge that gradually accumulated over the course of the project, concentrating it onto a single centralized, collaborative document. The kits and glossaries helped to control and centralize this new knowledge and make it available in an open, collective format; furthermore, the process was easy to perpetuate and replicate.

Sustainability

Background

Sustainability is the key to any multilateral project because without it there is no reason to invest in it. Its effects must persist after the funding is over; otherwise the funder and the participants will not see the justification. The good practice in SUMA's case was to create a sustainability plan to ensure that the project would take on a life of its own after the funding stopped and multiply its effects.

Implementation

In this aspect, the project rather quickly started to lay the groundwork for the creation of a collaborative network that would carry on with the work after the project concluded and help to enhance the participants' (universities') financial management system.

In short, the SUMA Network aims to consolidate the good practices and lessons learned about financial management, promote ongoing collaboration among the partner institutions, and disseminate the project and its results to more institutions and countries.

Success factors

With a presence on various online platforms, including LinkedIn, the network has provided a safe common room for sharing the results of the project and attracting new partners. As a result, the network has grown to include a number of partners who did not initially belong to the consortium and who make valuable contributions, or who have even attended the international conferences that the network organizes.

Furthermore, before the network was created, a series of agreements were drawn up and signed. These documents had the same structure and objective as the pre-agreements, but with less binding force, so that the partners would commit to the creation and growth of the network, thus ensuring a stable future for it.

Results and impact

The concrete result of the project was the SUMA Network, which was launched at an international conference that served as the final event of the project. The network brought together all the partners, the material that they had generated and the lessons they had learned into a single organization. This being a multi-institutional organization, with the experience of having successfully concluded a multi-national project, it had no trouble disseminating the lessons to more institutions, and the network has grown exponentially.

The network has become a place for ongoing collaboration among the partners: they share their knowledge there, just as they did in the project. Each year, a conference is held to pass on more lessons, good practices and ideas for improving the financial management of interested institutions.

Strengths and weaknesses

The network, as an extra-institutional organization, i.e., beyond the control of a single institution, has managed to consolidate all the work produced over the course of the project and has facilitated its circulation throughout the region better than any university or government department would have been able to do.

One of the problems with the network was that many of the partner HEIs had statutes that forbade them to allocate funds for a third-party organization, which prevented them from paying their small but necessary dues. In the end, a way was found for all of them to pay their share.

Conclusions

Each project is different, but the six good practices highlighted above are universal for the successful development of any multilateral project.

1. *A good team* is a must. Without trust among the partners, or confidence in their capabilities, it is very difficult to make progress. Any

project will run up against problems, and having a reliable, capable consortium goes a long way to solving them.

2. A *pre-agreement* among the partners is a preventive measure, but a necessary one. In an ideal world, the terms of the pre-agreement would not be required, but they provide a guarantee in case problems arise with partners' performance. In SUMA, the transparency of the agreement and of the consequences for violating it proved to be a strong motivator when it came to carrying out assigned activities; it also served to dissuade aspiring partners who were unwilling to shoulder the prospective burden.
3. The SUMA project would never have succeeded as it did without the fundamental *participation* of the Colombian Ministry of Education and the support of the ministries of education of Cuba, Bolivia and Argentina. These last three countries replicated the project at the national level, as it proved to be especially relevant to their particular situation.
4. Ongoing *feedback* is essential for ensuring that the partners understand the new knowledge and are completely willing to teach it and disseminate it.
5. The lack of *contingency plans* slows down problem-solving and, more importantly, the overall development of the project. These plans must be comprehensive and at the same time, nimble, ready to deal with any new reality within the project and to provide the best defense against obstacles.
6. Finally, the significance of any project lies in its *sustainability*, i.e., its ability to continue linking the partners and providing a place them to share the lessons they learn and their good practices. Once this is assured, the sustainability plan should also extend the project beyond the original partners.

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VRIJE UNIVERSITEIT BRUSSEL

GOOD PRACTICES IN UNIVERSITY COOPERATION
FOR DEVELOPMENT: INSTITUTIONAL UNIVERSITY
COOPERATION PROGRAMS IN FLANDERS, BELGIUM

FRANÇOISE DE CUPERE

1. Background

The Vlaamse Interuniversitaire Raad (VLIR) is the Flemish Inter-university Council. It was set up in 1976 to improve mutual understanding and collaboration among the Flemish universities of Belgium. Within this body, the University Cooperation for Development Commission (VLIR-UOS) was created, first as a type of commission for facilitating specific cooperation projects for development between research groups from Flemish universities and universities in the south, but it quickly became a separate and practically autonomous department in charge of managing funds earmarked by the Belgian federal government for university cooperation for development. In 1997, VLIR-UOS introduced institutional university cooperation programs.

An institutional university cooperation (IUC) program entails a long-term (twelve-year) commitment that calls for a considerable team effort and a partnership between Flemish universities and a university from one of the VLIR-UOS's partner countries. This last university must not be seen as an isolated beneficiary, but rather as a key player in university cooperation for development at the country level.

The IUC program consists of a coherent set of programs that revolve around the same general topic, and includes a series of well-defined scientific areas that address national development priorities.

In addition to research, education and service provision, the program supports the institutional consolidation of the partner university in management and support areas such as information and communication technologies (ICTs), library management or financial management.

The main characteristics of IUC are:

- Long-term collaboration (twelve years) aimed at institutional development.
- Funding and facilitation of the cooperation (partnership).
- Correspondence between the priorities of the partner university and the interest and expertise of the Flemish counterparts.
- Coherent set of synergetic interventions/projects guided by the strategic plan of the partner university.
- Training in:
 - Academics (MSC/PhD, education, research, publication, etc.).
 - Internal service provision (ICTs, library).
 - External service provision (services for society at large).
 - Management training (planning, human resources, international relations, etc.).

IUC is a good fit for the VLIR-UOS's country strategy objective, which is to achieve a higher level of impact from university cooperation for development in a national context in terms of thematic and possibly regional strategic priorities. Within its cooperation at the institutional level, VLIR-UOS continues to support a limited number of carefully selected partner universities located in partner countries, through the IUC programs.

Some of the guiding principles:

- Spirit of partnership, dialogue and mutual respect.
- The participation of high-level academic leadership is crucial (decision-making structures in the university).
- Incorporation in local (university, regional/national) structures and systems.

- Relevance of development, i.e., it should focus on changing lives (at the university and in society, through interaction with the Government, local development actors and society in general).
- Content based on a match between the partner university's priorities and the interests and specialized knowledge offered by the Flemish counterparts.
- Program logic: putting together a coherent set of synergetic interventions/projects guided by the partner university's strategic plan, with an interdisciplinary approach comprising one or more areas of specialization.

2. Implementation

In September 2017, IUC programs had been finalized with the following institutions:

- Mekelle University, Ethiopia.
- Universidad Central Marta Abreu de las Villas (UCLV), Cuba.
- University of the Western Cape, South Africa.
- Université Catholique du Congo, Congo.
- Can Tho University, Vietnam.
- Hanoi University of Science and Technology, Vietnam.
- University of Nairobi, Kenya.
- University of Zimbabwe, Zimbabwe.
- Universidad Mayor de San Simón (UMSS), Bolivia.
- University of Zambia, Zambia.
- Sokoine University of Agriculture, Tanzania.
- Saint Louis University and Benguet State University, Philippines.
- Escuela Superior Politécnica del Litoral (ESPOL), Ecuador.

Now, IUC has partnerships with the following:

- Université du Burundi, Burundi.
- Université Catholique de Bukavu, Congo.
- Université de Kisangani, Congo.
- Jimma University, Ethiopia.

- Arba Minch University, Ethiopia.
- Bahir Dar University, Ethiopia.
- Moi University, Kenya.
- Jomo Kenyatta University of Science and Technology, Kenya.
- Université Moulay Ismaïl, Morocco.
- Universidade Eduardo Mondlane, Mozambique.
- University of Limpopo, South Africa.
- Mzumbe University, Tanzania.
- Nelson Mandela African Institution of Science and Technology, Tanzania.
- Mountains of the Moon University, Uganda.
- Hue University, Vietnam.
- Universidad Católica Boliviana San Pablo (UCB), Bolivia.
- Universidad de Oriente, Cuba.
- Universidad de Cuenca, Ecuador.
- Universidad Nacional Agraria La Molina, Peru.
- Anton De Kom Universiteit, Suriname.

3. Formulation of institutional university cooperation programs in Latin America

Institutional University Cooperation Program with the Universidad Central Marta Abreu de Las Villas (2002-2013)

Flemish coordinating university: Vrije Universiteit Brussel (VUB).

The UCLV was founded in 1948 and is located 400 km east of Havana. Originally an institution that taught only agricultural science, today it offers a wide array of academic programs. Aside from a sizable number of foreign students, most of the student body are registered as graduate students. UCLV also led the movement to *universalize higher education* by offering programs to a wider population off campus in other municipalities.

The IUC with UCLV was made up of the following synergetic projects:

- Cluster 1: institutional ICT-related development.
 - ICT infrastructure.
 - ICT in education.
 - Development of information culture.
- Cluster 2: institutional policies and development of management capacity.
 - Capacity-building for communicating in English for academic purposes in international collaboration.
- Cluster 3: collaborative formation and research.
 - Improve the quality of undergraduate and graduate programs in plant and animal science.
 - Strengthen undergraduate and graduate education in pharmaceutical science.
 - Environmental education and development of clean technologies.
 - Strengthen graduate research and education in computer science.

*Institutional University Cooperation Program with the
Escuela Superior Politécnica del Litoral (1998-2010)*

Flemish coordinating university: Universiteit Gent.

The IUC program with ESPOL started up in 1998. ESPOL was opened in 1958 to meet the growing demand for technical and scientific education in the coastal regions of Ecuador. Over the years, the university has grown steadily and today comprises six different campuses with over 12,000 students.

The IUC with ESPOL was made up of the following synergetic projects:

- Improvement of research capacities.
- Educational innovation in engineering through technology.
- Musa spp: biotechnology for sustainable, environmental and social development of Ecuadorian agriculture.
- Environmental management systems in agriculture and aquaculture (EMSAA).

- Management techniques for sustainable shrimp aquaculture (MATESA).
- Research on applications with non-metallic materials.
- Entrepreneurship development program.
- Education and research capacity development program for software, telecommunications and robotics engineering.

Institutional University Cooperation Program with the Universidad Mayor de San Simón (1996-2008)

Flemish coordinating university: Katholieke Universiteit (KU) Leuven.

The UMSS is located in the city of Cochabamba, Bolivia. It was founded in 1832, first as a Law School, now the School of Legal and Political Sciences. The Medical School is the second-oldest school at UMSS. The School of Agronomy started up shortly thereafter, followed by the schools of Economic Sciences and Sociology, Architecture, Biochemistry and Pharmacy and Dentistry. The most recent schools are those of the Humanities, and Science and Technology.

The cooperation between the UMSS and Flemish universities was already underway before the IUC program started up in 1997. There were various own-initiative (OI) projects between the UMSS and the KU Leuven, the Universiteit Gent and the VUB. The UMSS organized its closing event in July 2007.

The main topics addressed in the project were the following:

- Strengthening the Geotechnology Center.
- Center for Water and Environmental Sanitation.
- Strengthening the Center for Limnology and Water Resources.
- Biodiversity and genetics.
- Center for Planning and Management (CEPLAG).

*Institutional University Cooperation Program with the
Universidad Católica Boliviana San Pablo (starting in 2017)*

Flemish coordinating university: VUB.

This program seeks to contribute to the development of Bolivian society through the institutional consolidation of UCB's four regional academic units (Cochabamba, La Paz, Santa Cruz and Tarija). Over the last decade, Bolivia has faced rapid economic, legal, social, climatic and environmental changes, which have impacted natural resource availability, agricultural production, food sustainability, social development and security. These changes have put urban and rural communities at risk around the country, diminishing and threatening the quality of life of their members, especially women, children and teenagers.

The program focuses on the reduction of this kind of socio-ecological vulnerability in rural and urban communities, supporting them as they generate knowledge, know-how and practical tools for anticipating, and for responding and adapting to, the problems that come with the changes mentioned above. This contribution to increasing the community's resilience in the face of the challenges of climate change, environmental degradation, migration and urbanization will take the form of transdisciplinary learning communities (TLCs) at UCB's four regional universities, which encompass the country's three main geographical or socio-ecological regions: 1) Altiplano (High Plateau) (UCB La Paz), 2) Valles (Valleys) (UCB Cochabamba and UCB Tarija) and 3) Oriente/Tierras Bajas (East/Lowlands) (UCB Santa Cruz), as well as Bolivia's nine departments.

The creation of transdisciplinary learning communities at UCB's regional universities is based on two main strategies, which will be carried out during the first phase (2017-2021) of the program:

1. Improving and broadening research at UCB, currently conducted in the areas of social development and security, environment and natural resources, and food sovereignty, at UCB's four regional universities.
2. Integrating and transforming this research at UCB using a collaborative transdisciplinary learning community approach. In recent years

UCB has invested in specialized research institutes to respond to the challenges of developing water management in Bolivia (UCB La Paz, IISC-UCB La Paz, IICC-UCB La Paz, CEIP-UCB Santa Cruz), productive development (EpC-UCB La Paz), and social conflict and indigenous people's rights (IpD-UCB La Paz). These institutes conduct primarily unidisciplinary research out of a single regional academic unit (mainly UCB La Paz). In order to deal with the interdependent complexity of current socio-ecological challenges, this program aims to support UCB in the construction of interdisciplinary and interuniversity research in collaboration with local communities in vulnerable urban and rural areas. By undertaking research that involves local communities as equal partners –making use of the knowledge and development gained from experience— networks are created that generate knowledge inside, among and outside universities. In this way, the program addresses the most important issues of Bolivian higher education that are mentioned in the VLIR-UOS country strategy document: 1) insufficient research capacity, 2) insufficient interdisciplinary and interuniversity cooperation, and 3) lack of support for research conducted by institutes outside of the universities.

The projects that make up the IUC program are the following:

- Consolidation of capacities for reducing social vulnerability.
- Contribution to comprehensive water management in Bolivia.
- Promotion of food sovereignty and nutritional innovations in vulnerable communities in Bolivia.
- Indigenous people's rights and the transformation of social conflicts in Bolivia.
- Productive development project for young people and women.
- Development of a collaborative learning community (CLC) approach for co-creating transdisciplinary solutions for complex problems of vulnerable rural and urban communities in Bolivia.

Institutional University Cooperation Program with the Universidad de Oriente (starting in 2013)

Flemish coordinating university: VUB.

The Universidad de Oriente is one of the largest and most complete universities in Cuba. It is located in the city of Santiago de Cuba, the country's second-largest, in the eastern region of the island.

This IUC program addresses issues of national and regional importance: it centers on research, innovation, education, and extension of the results of the university's cooperation efforts to the entire eastern region of Cuba, focusing on achieving better indicators related to sustainable development and academic performance.

This program's key areas, as well as the specific projects, are consistent with Cuba's national priorities and with the VLIR-UOS's national strategies of food security, agricultural sector development, environment and climate change, support for health and education, energy and fuels, and improvement of science and technology. They also foster institutional consolidation (ICTs and infrastructure, academic English, consolidation of basic and natural sciences).

The program comprises the following cross-sectional projects:

- Information and communication technology infrastructure.
- Improving basic and natural sciences at the Universidad de Oriente.
- Strengthening proficiency in foreign languages for science and technology.

It also includes the following thematic projects:

- Scientific environmental services for the development of sustainable agriculture and for dealing with climate change in eastern Cuba.
- Research and applications of biomedical images and signal processing.
- Biopharmaceutical products from natural sources for biotechnological development.
- Social sciences and humanities for facing the challenge of social development and local culture: improving heritage preservation.
- Energy, biofuels and clean technologies for sustainable development.

Institutional University Cooperation Program with the Universidad de Cuenca (2007-2019)

Flemish coordinating university: KU Leuven.

The Universidad de Cuenca was recognized as one of the spearheads for the development of the southern region of the Ecuadorian highlands. The IUC with the Universidad de Cuenca is closely aligned with the priorities of both the regional planning and the urban planning of the city of Cuenca. As such, it focuses on improving quality of life in the region and addressing key development issues in the city and the region.

As in all IUC programs, there is an important component of institutional consolidation (project 1), focusing on improving research and education structures and strengthening administration, management, ICTs and libraries. The thematic projects focus on thematic or scientific priorities for the university, in alignment with the overall theme of improvements to quality of life. Links to family structures and to violence, as well as migration patterns, are key aspects of the population's quality of life, along with urban planning, water and medicinal plants, which are clearly tied to the overall theme. All of the projects focus on both research and curricular renovation in the relevant departments of the university.

The following are the projects being developed:

- Institutional change for strengthening research and education.
- Food, nutrition and health.
- Social medicine related to sexuality and human reproduction.
- Comprehensive water quality management.
- Pharmacological characterization of medicinal plants.
- Management of the preservation of world heritage cities.
- International migration and local development.
- Biodiversity in southern Ecuador.

*Institutional University Cooperation Program with the
Universidad Nacional Agraria La Molina (starting in 2015)*

Flemish coordinating university: KU Leuven.

The Universidad Nacional Agraria La Molina, founded in 1901, is Peru's leading agricultural university. As such, it has the responsibility for offering a broad array of degree programs at the undergraduate, master's degree and PhD levels, drawing a diverse student body from all the country's regions and from other Latin American countries. It is recognized as a quality institution not only in Peru, but in the rest of the continent as well, and serves as the leading center of graduate study and research, with the most wide-ranging catalogue of programs. Operating under a government mandate for excellence and building on its established level of quality, the university aims to become one of Peru's leading public research institutions in the next decade.

The projects are organized around the following topics: agricultural systems and research, development of value chains for the conservation of biodiversity and the improvement of rural livelihoods, agricultural innovation and the management of participatory knowledge systems, educational innovation in undergraduate and graduate programs with an emphasis on the sustainable management of capacity development, development of ICT infrastructure, Library and Language Center, capacity building, infrastructure development for Regional Development Centers (RDCs), institutional change, and support for logistical projects.

The projects that make up this IUC program are the following:

- Research on agricultural systems (parasitology).
- Development of value chains for the conservation of biodiversity and improvements for rural livelihoods.
- Institutional change in the management of research and innovation.
- Innovation in undergraduate, graduate and extension programs with an emphasis on the sustainable management of agricultural ecosystems and rural development.
- Institutional support: logistics and facilities.

Institutional University Cooperation Program with the Anton De Kom Universiteit (starting in 2008)

Flemish coordinating university: KU Leuven.

The Anton De Kom Universiteit is located in Paramaribo, the capital of Suriname, and is the country's only university. As an institution, it is convinced that the IUC program can make an enormous contribution to its institutional development in the evolution from an undergraduate university to one with master's degree programs; the IUC program can also consolidate the university's research and management structures, and confirm its role as an engine of Suriname's society.

The general theme of sustainable development was seen as crucial to the university and its context. As in all IUC programs, some projects (two of them) focus on institutional consolidation, while the others center on thematic areas or scientific priorities of the institution and the country.

Projects 1 and 2 concentrate on institutional consolidation of educational quality (with a focus on the second phase of distance education), research capacity, and the professionalization of internal organization (human resource management and automation). Projects 3 to 6 encompass the entire university and aim primarily at raising its level to make it a research and education university with a focus on master's degrees. The projects support three master's degree programs, one in education and research in sustainable development (MERSD), one in sustainable research on natural resources (SMNR), and one in physical therapy. The finalization of a series of PhD programs will enable the academic faculty to strengthen the teaching faculty little by little, leading to the replacement of foreign professors.

The IUC is made up of the following projects:

- Cluster 1: institutional capacity-building.
 - Institutional capacity-building for administration, management and infrastructure.
 - Institutional capacity-building for research, education and outreach.

- Cluster 2: education and research.
 - Master's degree program in education and research on sustainable development.
 - Higher education and research program in sustainable management of natural resources (technical and biological).
 - Education and research program in physical therapy.

4. Success factors

There are several unique factors of the IUC program that set it apart from many other international cooperation programs or interventions. These key characteristic are:

- In the IUC program, the partner university makes a direct commitment to one or more Flemish universities, not to VLIR-UOS or other intermediaries. The projects are negotiated, managed and implemented directly between the university teams, thus strengthening genuine academic collaboration.
- The matchmaking process that comes before the actual IUC program offers the chance to develop and negotiate alliances and project proposals based on the interests and needs of all the parties. This is an important process in which academics from the partner university have to clarify and defend their needs and ideas and agree on good commitments with the Flemish partners. The collaboration projects and programs must represent a good fit with the local political context of the partner institution and align with the priorities it has identified.
- Sustained cooperation. The time frame of the participating universities' commitment to the IUC program is unique. A two-phase program lasting from ten to twelve years enables the partner institution to participate in long-term thinking and planning in collaboration with the Flemish partners. Over the course of the program, the projects can be shaped and modified in terms of their activities, with the overall objectives maintained. The format allows for real, sustainable capacity-building based on formation, joint research, personal

relationships and the expansion of circles of contacts on both sides of the project partnership over a prolonged period of time.

- The end of the IUC program does not necessarily mean the end of the partner university's commitment to the Flemish universities: in the case of the program with UCLV, the relationship continued through the VLIR-UOS ICT Network in Cuba, different Erasmus+ mobility projects, and a number of initiatives of the Flemish universities themselves.

Other success factors have been identified:

- Concentration. Concentrating efforts on a limited number of partner institutions offers clear advantages in terms of program management and more effective activities that can maximize the development impacts.
- Both multidisciplinary and interdisciplinary are included in the IUC programs and there is flexibility to modify them in the intermediate stage of the two activity programs.
- The academics interviewed in the final evaluations expressed great appreciation for the real, sustained commitment of the Flemish academics during the IUC programs. This could reflect the fact that no extra salary is allowed under the VLIR-UOS actions for the participants from the Flemish universities, which means there is a genuine shared academic interest in collaboration activities and a real sense of solid partnership.
- The quality of the research and, to a certain extent, the teaching oriented by the research have improved at the campuses of the partner universities in the south, and there could even be a positive influence on the teaching at the Flemish universities, especially in those cases in which the topics of collaborative research fell within the realms of tropical scientific, medical and socioeconomic disciplines. This suggests that in some cases there were additional situations (less visible perhaps) for the Flemish academics, since there are benefits for their teaching, and their research results are stimulated in the form of collaborative scientific documents in a highly visible way (win-win component).

5. Impact and results

Very clear indicators have been defined in the areas of research, education, outreach and human resources. The most important indicators are listed below:

Research

- Number of articles published in international peer-reviewed journals (with project support).
- Number of articles published in national peer-reviewed journals (with project support).

Education

- Number of new or substantially updated master's degree programs developed (curriculum) with project support.
- Number of new courses developed with project support.

Outreach

- Number and scope of (community-related) outreach presentations or workshops held with project support.
- Number of formation modules developed with project support.

Human resources

- Master's degree and PhD students directly supported by the project, contributing to the attainment of project objectives.

6. Challenges

In spite of the success factors, certain noteworthy weaknesses were also detected during the current review of completed IUC programs, the most important being:

- Up to now, the IUC program activities have paid minimal attention to the incorporation of the gender perspective and to the participation of young people in both the Flemish universities and the partner universities in the south. There was an unmistakable scarcity of female academics and graduate students involved in the VLIR's IUC activities in the partner universities (with the exception of the Cuban universities).
- The organizational development of the institutions has sometimes been weakly represented in the original working plans and in the actual actions undertaken during the earlier IUC programs (before 2006), with the notable exception of important initiatives in support of infrastructure such as ICTs and library services. The aspects of the partner university's educational and institutional development were somewhat neglected in the first IUCs. It is encouraging that these institutional capacity-building components have begun to be addressed in later IUC programs (starting in 2008).
- Some IUC programs have paid little attention to developing training opportunities for technicians and lower-level support staff, who represent important human resources for the smooth functioning of a university. It can be expected that ICTs, labs and library support will attain higher professional standards if their staff members are fully involved and integrated into IUC program activities.
- Oftentimes the project design was weak, with no clear connections between the planned activities and the expected results, in many cases because the logic of the action framework was insufficiently strict at the project level so that the collaboration results could be readily evaluated, particularly at the halfway point of the projects. This was evident in comments made by evaluators in the intermediate evaluation of the Moi-Kenya IUC program.

- The financial modalities that did not allow funds to be carried over from one year to the next led in many cases to panic spending in many components of the IUC program, in order to disburse all available funds in a single budget year. These forced practices undoubtedly contributed to inefficiencies and, not surprisingly, to possible misspending of funds due to the need to make rushed, last-minute expenditures.
- Many current actors feel that there are still not enough efforts being made to attract young Flemish academics to the field of international cooperation for development.
- In spite of general agreement on the principle of greater concentration, the restriction imposed by the government limiting the number of participating countries to twenty could jeopardize some excellent ongoing opportunities for projects in other countries.
- VLIR-UOS has earned a reputation over the years of being a highly bureaucratic unit with a seemingly limited interest in the results of the IUC program initiatives. This unfortunate impression is not helped by the long format required for annual reports and intermediate and final evaluations.

Conclusions

There are a number of unique aspects of the IUC program that set it apart from many other international cooperation programs or initiatives. These characteristics are present in all of VLIR-UOS's IUC programs, but some universities, such as UCLV, have made optimal use of them and contributed to the program's overall success. It is clear that the partner university must be fully involved in the implementation process at all levels. The lack of strong participation by the beneficiary institution has a negative impact on the successful execution of the IUC, as well as on the sustainability of the cooperation projects.

Several areas of opportunity have been identified to enhance the existing strengths of the IUC programs in the context of international inter-university cooperation for development, such as:

- More outsourcing to highly professional organizations and consultants when the IUC program needs to train or provide specialized knowledge. This measure could ensure adequate and appropriate delivery of brief intensive training in workshops on topics such as results-based evaluation, the local development of tools for follow-up and evaluation of educational performance, as well as the development of real-time auditing systems as new management tools (using for this purpose methods that are now possible thanks to the wideband revolution in ICTs, which allows for daily, weekly or monthly monitoring of financial transactions and money transfers and for the preparation of short-term project reports on technical and personnel matters). This would generate performance indicators that are appropriate for the institutional situation of the partner university. Furthermore, the subcontracting operations would be concentrated in the management aspects of the university as an institution, about which most academics have limited experience.
- The operation of English and French schools, along with other specialized non-academic formation activities (such as financial and institutional management and technical-professional competencies) are cross-sectional activities that are important for the overall program. Since they are usually not academic in nature, they can be handled by Flemish university colleges or Higher Polytechnic Schools.
- Collaborative research between European universities and universities from the south is currently seen as an indispensable tool for development. This consensual policy might help VLIR-UOS even more than before to forge alliances in future European Union aid programs and thus cement its status as partner in the Erasmus Mundus consortia.

As an overall conclusion, we can state that the IUC programs, due to their concept and modalities, represent a unique tool in cooperation for development. However, this model cannot be transferred to any and every university: it calls for a partner university with a certain level of managerial and academic capacity, preferably with the support of local and national authorities.

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FACHHOCHSCHULE MÜNSTER

GOOD PRACTICES IN UNIVERSITY-BUSINESS RELATIONS
FOR KNOWLEDGE TRANSFER: THE CASES OF AIMDAY,
FROM UPPSALA UNIVERSITY, SWEDEN, AND TEAM
ACADEMY, FROM THE JYVÄSKYLÄ UNIVERSITY OF
APPLIED SCIENCES, FINLAND

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Introduction

University-business relations play a fundamental role in knowledge transfer, and for this reason have become a priority for higher education institutions (HEIs). Nonetheless, and even though the nature of knowledge transfer necessarily implies an international dimension, success stories are not usually publicized.

This chapter seeks to close the gap by presenting two successful cases of university-business relations that at the same time emphasize internationalization practices. Given the emerging nature of these undertakings, the selected cases are taken from two European universities that have ventured into the field, the intention being to offer guidelines for implementing these practices in Latin America and the Caribbean (LAC).

This objective determined the selection criterion for the cases: low upfront costs, specifically in terms of resource investment and imple-

mentation time. Transferability potential was also evaluated, particularly the relevance in Latin America of life-long learning with an emphasis on entrepreneurship, skill-building and employability.

The selected cases are AIMday, from Uppsala University in Sweden, with its good practices in the collaboration between researchers and the public and private sectors, and Team Academy, from the Jyväskylä University of Applied Sciences in Finland, with its practices of entrepreneurship education for the development of university-business collaboration.

These two cases are examined with an eye to identifying key success factors in the implementation of practices for fostering university-business relations with an international focus that can be transferred to universities in LAC.

1. Case: AIMday

Overall description

Institution	Uppsala University, Sweden
Web	http://aimday.se/
Nature of good practice	Innovative program
Type of good practice	Collaboration in research and technology transfer
Level of case's development	Practice with a high level of development

The AIMday program's objective is to bring together representatives of the public and private sectors with academics and scientists from Uppsala University to discuss topics of mutual interest. Workshops organized around the principle of "one question, one hour, one group of experts" aim to integrate knowledge, competencies and needs. In this way, AIMway generates a discussion space where representatives of industry and academia meet to transform their respective knowledge into useful problem-solving tools.

Implementation

AIMday is implemented around questions proposed by the participants from public and private-sector organizations. The organizations must propose at least one question in order to be considered as forum participants.

The questions are submitted before each event, and chosen by AIMday organizers based on their level of scientific interest. The academics decide on the questions of their interest for conducting the forum discussion.

The AIMday organizers put together an agenda based on researchers' interest and availability to ensure participants' quantity and quality. At least two of the participating academics must have a senior level and be recognized in their research field.

Finally, each question is discussed for an hour by a group of seven to twelve experts. After the forum, there is follow-up, and in some cases, support for developing projects and collaborations.

The implementation of AIMday has been based on clear criteria, including:

- **Simplicity.** AIMday is developed around a simple concept, with one question being discussed for an hour by a diverse group of experts.
- **Clarity.** AIMday from the start establishes the clear opportunity to develop networking, leading to potential collaborations and subsequent results in commercializing research and development (R+D). AIMday's objectives are designed to enable industry actors to set the forum agenda by posing concrete questions that address their interests.
- **Interdisciplinarity.** AIMday involves diverse knowledge areas, including life sciences, materials science, humanities and social science.
- **Diversity.** AIMday involves different stakeholders, such as HEIs with researchers and academics, and organizations from the public and private sectors.

- Flexibility. AIMday allows participants to look at a wide range of questions. The topics vary considerably depending on the type of participants and their interests and needs.
- Outside support. AIMday has attracted the attention of the VINNOVA Swedish Steel Producers' Association for co-funding events.

Success factors

The successful implementation of AIMday has required the allocation and use of key resources, both tangible and intangible.

Among the tangible resources, location has been seen to play an important role because it allows researchers to participate in the discussions without neglecting their research projects. AIMday is organized near the academics' offices, usually right on campus.

The important tangible resources also include communication channels with the different stakeholders. These channels are multiple and constant, allowing the information to be transferred simply and efficiently, thus contributing to the development of dialogue before, during and after the forum.

Finally, the allocation of financial resources serves to support preliminary studies with an eye to starting up collaborative projects, which increases all the actors' interest in participating.

As for intangible resources, the commitment and participation of different stakeholders, i.e., the willingness of academics and other actors to set aside time and share their knowledge, has been identified as a crucial ingredient for the forums. Another key resource is the actors' capacity to coordinate times and topics, so that the questions proposed by the actors from industry represent a challenge for the researchers.

This capacity is also reflected in the AIMday team's experience in coordinating the preliminary work and the organization of the forums. The ability to form discussion groups that include relevant experts is critical.

Another important resource is the highly respected reputation of Uppsala University and AIMday among the universities of Sweden and

other countries. In order to communicate and maintain its reputation, AIMday is registered as a brand, which gives it greater recognition.

Impact and results

AIMday has facilitated an increase in the cooperation between actors from industry and academics, leading to collaborations for commercializing R+D results. This has been achieved through the creation of new contacts and knowledge transfer between researchers and businesses.

AIMday has enabled HEIs to increase the positive impact of their research and obtain additional revenue through new industry investments, usually for new collaboration projects. By enhancing their understanding of the type of knowledge that industry needs, academics can optimize and develop research in that direction. Plus, academics can establish important contacts that might lead to co-funding for future projects.

Given the focus on the discussion of real-world problems, the answers to the questions are not the primary objective of the participation in an event; what matters more is sparking potential collaboration projects, for which funding can be requested during or sometime after the event.

Challenges

Among the challenges identified for the implementation of AIMday, one that stands out is the difficulty in attracting the interest of companies and organizations that work in each disciplinary area and in motivating academics to invest part of their time in participating in the discussions. This means that finding relevant researchers and companies to participate is a limitation. It is important to communicate the value that is generated and to make the companies understand the benefits of posing questions and participating in the workshops.

Another difficulty has to do with effectively following up on all the participants and their relevant activities, which is tied in turn to the difficulty of evaluating impact, since much of the work is carried out after

the event is over. Consequently, AIMday has to deal with the difficulty of influencing each new event and the collaboration that ensues.

As for the internationalization dimension, one difficulty is maintaining the high initial standards when expanding into new disciplinary areas, new HEIs and even new countries.

Conclusions

AIMday offers a reference case for the development of university-business relations with an international dimension. It works as a platform where academics have the chance to meet and interact with actors from industry who have common interests in exploring potential developments. The discussions create ideas for new research projects and foster cooperation between businesspeople and academics.

The clear, simple model of the AIMday program has enabled it to be transferred to other institutions in all fields of knowledge, as long as the organizing university can guarantee the participation of researchers and businesspeople in the discussions. It has also enabled international transfer, for example to the University of Edinburgh in the UK, and the Nelson Mandela University in South Africa. Finally, there are plans to take AIMday to Canada, in collaboration with the University of Saskatchewan and the International Minerals Innovation Institute.

2. Case: Team Academy

Overall description

Institution	Jyväskylä University of Applied Sciences, Finland
Web	http://www.tiimiakatemia.fi/en
Nature of good practice	Innovative program
Type of good practice	Entrepreneurship
Level of case's development	Practice with a high level of development

Team Academy is an educational process focused on developing entrepreneurial capacities and attitudes. It adopts an experience-based learn-

ing model: the program combines the world of business with academia in an undergraduate program. Over three years, the program grants two hundred ten credits (ECTS), and takes in forty students a year. The students, known as *teampreneurs*, start up and develop their own business projects on a cooperative basis (in teams, thus the name). In this way, students learn about entrepreneurship and marketing by dealing with real investments and customers.

The main objective is to generate capital to finance a trip around the world at the end of the undergraduate program. The program supports the students so that they create their own businesses and in doing so, follow their own learning process. In this way, students are capable of generating their own learning for life, developing their skills, knowledge and personal qualities by working on their own initiatives and businesses. Team Academy also gives students access to business networks to support their own startup and their professional careers.

Implementation

The implementation of Team Academy is based on teamwork and networking. Team Academy has a growing network of local and international businesses and clients. Knowledge and skills are developed through this network by way of external interactions and the development of personal networks. In this way, the Team Academy Global Network is available for the use and development of the methodology, and supports the implementation of programs aimed at professors, managers and entrepreneurs. The network has expanded outside of Finland.

For the implementation of Team Academy and the global network, Team4Learning has been developed, an association and platform that connects mentors and the organizations that implement the Team Academy programs and where students learn *team-preneurship*. Team4Learning has become a vital tool for transferring knowledge among Team Academy Global Network members: it facilitates the creation of long-term relations through the program and the participation in these networks, including alumni.

As for the business projects, teamwork is fundamental. Each *team-company* is made up of roughly fifteen *teampreneurs* engaged in team learning. The ideas, errors, experiences and learning are shared among all the team members. Each group is assigned a working space in the Finland Team Academy, so that they are in contact with previous teams and carry on the process of knowledge transfer.

The implementation of the projects also requires an important legal component. The team-companies are legal entities that pay corporate taxes, just like any other company in Finland. They are owned in their entirety by the *teampreneurs*, and as legal entities are independent of Team Academy.

Success factors

Among the most important success factors for the implementation of Team Academy are its financing scheme, the structure and methodology of its program, its flexibility and its international dimension.

The financing scheme is supported by the Government. Team Academy receives resources for each student participating in the program. The financing of the projects is up to the team-companies, which must procure the needed investments; in some cases, they can access loans from other older team-companies.

The program is structured as a three-year undergraduate program that awards a business degree. It follows the flipped-classroom model, combining the business world with academia. The selection process guarantees the program's quality. Forty students are selected from among thousands of applicants; the admission criteria focus on a profile with specific experiences. The team Academy model is reinforced by a study plan that includes a number of tools and methodologies created specifically to support this learning style. The training for professors and mentors is another key element. Team Academy carefully documents all processes, systems and methods utilized by the trainers.

The methodology is the core component of Team Academy, and the main learning tool. It includes a team induction workshop where the mentors form the student teams. As of this moment, the students

are responsible for creating their own companies. The methodology is organized around project-based learning complemented by training sessions and theoretical components. This guarantees learning at different levels—individual, team, and internal and external networks. The evaluation system focuses on the company's performance and the attainment of milestones. Both the company and the individual entrepreneur set their own objectives and development plans over the course of the program, coordinated by mentors and professors.

Another success factor is the program's flexibility. The team-companies work on a wide variety of projects ranging from organizing events to developing retail outlets. This has to do with the ability to work with different academic departments and develop interdisciplinary projects.

The international dimension is highly valued at Team Academy. The aim is to generate intercultural experiences and operations at the international scale for the *teampreneurs*. Due to the model's international expansion, in each new locality Team Academy serves as a landing pad for new startups, and provides support for the consolidation of the international network and the expansion of the team-companies into new markets.

Impacts and results

Team Academy has proven itself to be a successful model for training entrepreneurs, combining theory and practice. The program has earned international recognition and expanded into other countries, which has reinforced its national and international reputation.

The benefits of the program are reflected in the increase in the students' employability and in a higher number of entrepreneurs who start up their own companies, which ties into the closer relations that the university has cultivated with businesses and the development of entrepreneurial attitudes, maintained over the long term by the networks of alumni and mentors. This fosters the development of a local entrepreneurship ecosystem as well as self-employment capabilities.

Specifically, the results of the Team Academy Global Network include an impact on over 6,000 students exposed to the Team Aca-

demy methodology and more than six hundred professors and managers trained to work as mentors. Another of the impacts achieved by Team Academy is the transfer of the model. The methodology and tools are used in over fifteen countries, making Jyväskylä a focus of interest that attracts international visitors and experts. The transfer of the model and methodologies has gone beyond the educational sector. Recently, for example, they have been implemented in vocational schools and adult-education centers.

Challenges

Among the main difficulties for implementing Team Academy is the resistance to change within universities, especially the existing university structures and systems that entrench traditional processes and bureaucratic models. There is also the resistance to change among some academics, who distrust new learning models. This affects interdepartmental work and limits the development of interdisciplinary projects. The challenge is to find the right kinds of professors and mentors with the capabilities and willingness to adopt the model.

Conclusions

Team Academy represents a case of good practices for training new entrepreneurs through the development of university-business relations within a model of innovative learning.

Due to the structure and methodology of the model, applied projects have been implemented successfully and transferred to other organizations in different countries. The learning model, based on individual objectives together with teamwork and support from professional networks, enables students to develop lifelong entrepreneurial skills.

Final conclusions

The two cases presented here highlight successful practices in university-business relations, focusing on initiatives taken by HEIs. Furthermore, both cases include an international dimension that universities can prioritize for the development of these practices.

AIMday consists of an effort to promote dialogue between academics and actors from the public and private sectors that can lead to subsequent collaborations in R+D areas. The program's clear and flexible model has been successfully transferred to other countries, stimulating the expansion of knowledge networks.

Team Academy, for its part, focuses on a learning methodology in which students develop knowledge and skills while creating and strengthening relationships with external actors, especially from the business world. The structure and methodology of the learning model have been successfully transferred to other institutions and countries, which in turn has led to the creation of international networks of knowledge and collaboration.

For institutions in LAC, these cases constitute a reference for the development of simple, structured and flexible models that can give direction to university-business relations. Given their low initial investment requirements and the focus on the particular strengths of each institution, especially technical and academic knowledge, these options offer intriguing learning opportunities for the countries in the region.

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Section 3

LATIN AMERICAN ASSOCIATIONS THAT PROMOTE
THE INTERNATIONALIZATION OF HIGHER EDUCATION

MEXICAN ASSOCIATION FOR INTERNATIONAL EDUCATION (ASOCIACIÓN MEXICANA PARA LA EDUCACIÓN INTERNACIONAL)

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Introduction

The purpose of this chapter is to provide a brief overview of the Mexican Association for International Education (Asociación Mexicana para la Educación Internacional, AMPEI), together with an analysis of its role in the internationalization of higher education in Mexico. First the association's history is summarized; then its organizational structure and main activities are described. Elements are proposed to evaluate its contributions to the process of internationalization of higher education in the country, and finally, some conclusions are presented.

1. History of the association

In the early nineteen nineties, a group of officials from public and private higher education institutions (HEIs) in Mexico that were undertak-

ing internationalization efforts decided to create an association to bring together the main actors in charge of this process across the country.

Following the examples provided by the European Association for International Education (EAIE) and the Association of International Educators (NAFSA) in the United States, AMPEI was founded on July 24, 1992 as an association of international education professionals.

AMPEI's mission was to support the consolidation of the academic quality of Mexican institutions through international cooperation (Asociación Mexicana para la Educación Internacional, 2017); its explicit objectives included: promoting the professional improvement of its members; developing and recommending principles, policies, and practices that promote education and joint research; attracting, systemizing, and disseminating information; representing its members before national and international organizations; and promoting academic and professional meetings and events to discuss international education.

2. Overall description of the association

AMPEI currently has three hundred and sixty-two members; most of them affiliated with HEIs or international education organizations (Asociación Mexicana para la Educación Internacional, 2017). AMPEI's operations are managed by a Board of Directors, which is elected every two years and consists of a president, a secretary, a treasurer, one representative from each of the seven regional chapters into which the country divided, and two other members.

The Board of Directors is aided by an Advisory Board made up of former presidents of the association and seven distinguished academics or education professionals. The Board of Directors is elected to administer the association, and the Advisory Board's function is to support and promote its plans, policies and programs. The appointments to both organizations are honorary. Since its founding, AMPEI has had nine presidents, most of whom (70%) have been officials or academics from public universities. AMPEI finances its activities primarily from

its members' annual association dues and the revenue generated by the events it organizes. AMPEI does not have an executive secretariat.

The association's main activities include:

- Organizing the annual meeting, which serves not only as an occasion for the members to assemble, but also as an important academic event where those in charge of internationalization efforts at Mexican HEIs can learn about the latest developments in the field;
- Editing *Educación global*, an annual bilingual journal that for the last twenty years has published empirical research and essays from professionals and academics around the world who are interested in international education;
- Participating in international forums and conferences such as EAIE and NAFSA on behalf of its partners and the HEIs where they work;
- Organizing workshops, seminars and other specialized events on different topics, with a focus on the professionalization of those responsible for the international dimension at Mexican HEIs; and
- Conducting studies, research and analysis on different aspects of international education in Mexico.

3. The role of the association in the internationalization of higher education in Mexico

Historically, AMPEI's main influence on the internationalization of the country's higher education has focused on three areas: 1) professionalizing managerial staff, 2) conducting studies and analyses of the state of the internationalization of higher education in the country, and 3) promoting these topics on the agenda of HEIs and other organizations (Gacel-Ávila, 2005). In this way, AMPEI went from being an association for the officials of the few HEIs that were undertaking internationalization efforts to becoming the organization that spearheads the development of institutional capacities and staff for international initiatives.

In a recent survey, current AMPEI members stated that they belong to the association because it provides valuable opportunities to update their knowledge (they mentioned the annual meeting as one of the main

resources for this), in addition to the possibility of networking and exploring collaboration options with their peers. Most of the members agreed that AMPEI has played a strategic role in the internationalization of the country's higher education system (Gacel-Ávila, & Bustos-Aguirre, 2017).

In addition, the studies conducted by AMPEI served as a benchmark for many HEIs to compare themselves and establish institutional standards for the management of internationalization. Three studies were especially relevant: a census of foreign students that was conducted between 1994 and 1998, the first of its kind, and two studies on the profile of the offices responsible for the internationalization processes in Mexico (conducted in 1997 and 2016). All of them were published in *Educación global*.

A series of interviews with former AMPEI presidents, conducted with the aim of hearing their views on the association's current expectations, confirmed a general recognition of the influence the association has had on the incorporation of the international dimension at institutions. However, the interviews also reflected a certain sense of discouragement, due to the organization's lack of impact on the formulation of national policies. Many interviewees felt that the enthusiasm and influence that characterized AMPEI in its early years has all but dried up, and no other organization has stepped in to take the lead. Even worse, the interviewees fear that some of AMPEI's most significant achievements, such as the pavilion dedicated to Mexican education at international fairs organized by NAFSA and EAIE, are in danger of disappearing.

Two crucial factors have influenced, for better or for worse, the development of AMPEI and its programs and strategies: the lack of financing and its split from the National Association of Universities and Higher Education Institutions (Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUIES). On the positive side, AMPEI is not tied to the country's political ups and downs, and does not depend on HEIs to set its objectives and goals or to elect its representatives, as it is an association of professionals. However, the cost of this independence is the lack of public funding, which in turn limits its range of action and impact and has kept the association from having an

executive secretariat to provide long-term continuity for the projects and programs proposed by the Boards of Directors.

Conclusions

AMPEI clearly marked a turning point in the internationalization of higher education in Mexico. The association introduced international education to the country, and played a vital role in forming professionals to manage internationalization at Mexican HEIs –both private and public– in the nineteen nineties and the first five years of the 21st century. It has also greatly contributed to the international visibility of the Mexican higher education system, and has made a sustained effort to elevate the level of academic information and research on the country’s international dimension.

Nevertheless, AMPEI currently faces multiple challenges: ensuring its financial viability in the short and medium-term, becoming relevant again for its members and the HEIs they represent, and positioning itself as a key source of information on international education issues for the country’s decision-makers. The Board of Directors, particularly its president, must provide the capacity and leadership to ensure the association’s future and long-term survival.

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COLOMBIAN ASSOCIATION OF UNIVERSITIES (ASOCIACIÓN COLOMBIANA DE UNIVERSIDADES)

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Introduction

This chapter takes a look at the Colombian Association of Universities (Asociación Colombiana de Universidades, ASCUN): a brief description of its history and the work it has done for sixty years; the relevance it has for the internationalization of the country/region, given its cooperation with different university associations around the world; and the role of the Colombian Network for the Internationalization of Higher Education (Red Colombiana para la Internacionalización de la Educación Superior, RCI) as one of its main internationalization strategies. The overall context of the Colombian educational system is also outlined. All of this serves to point out the main difficulties and challenges that the country's higher education institutions (HEIs) face with respect to internationalization, as well as their strengths that favor growth and visibility.

1. The context of the Colombian educational system

The Colombian educational system consists of “initial education, pre-school education, basic education (five years of elementary school and four years of secondary school), high school education (two years, lead-

ing to a high school degree), and higher education” (Ministerio de Educación Nacional de Colombia, 2017b). Higher education is provided at two levels: undergraduate and graduate.

The undergraduate level, in turn, consists of three levels of formation:

- Technical-professional level (related to technical professional programs).
- Technological level (related to technological programs).
- Professional level (related to university professional programs).

Graduate education consists of the following levels:

- Specializations (related to professional technical specialization programs, technological specialization, and professional specializations).
- Master’s degrees and medical specializations.
- PhDs.

Students can access formal undergraduate programs after earning a high school degree and passing the State's exam, which is mandatory for all high school graduates who aspire to higher education studies (Ministerio de Educación Nacional de Colombia, 2017a).

For their part, HEIs are the entities that have, in accordance with legal regulations, the official recognition as providers of the public service of higher education in Colombian territory (Ministerio de Educación Nacional de Colombia, 2017a). There are four types of HEIs in Colombia, according to their academic orientation: technical professional institutions, technological institutions, university institutions or technology schools, and universities.

2. History

ASCUN was founded in the late nineteen fifties:

The country’s political crisis; the military intervention in public universities in 1957; and the social, economic and educational unrest and instability throughout the nation prompted high-ranking university officials to form

an association that would contribute to reestablishing the democratic order and defending university autonomy. (Asociación Colombiana de Universidades, 2017b)

In 1957, the first national conference of university rectors was held; by unanimous vote, the attendees approved the creation of ASCUN, a common effort to contribute to national reconciliation, harmonious social relations and institutional consolidation.

ASCUN's most relevant historical contributions to internationalization include: 1) promoting the creation of the Ibero-American University Council (Consejo Universitario Iberoamericano, CUIB), an umbrella organization comprising university associations from twenty-two different countries; and 2) participating in the organization of the Regional Higher Education Conference of Latin America and the Caribbean 2008 (Conferencia Regional de Educación Superior de América Latina y el Caribe 2008, CRES 2008), held in Cartagena, Colombia, where five forums for rectors were organized, one of which focused on the internationalization of higher education.

The final declaration at CRES 2008 proposed the organization of a Latin American and Caribbean Space for Higher Education (Espacio Latinoamericano y Caribeño de Educación Superior, ENLACES), and ASCUN has sought to encourage the synergies among the university associations to help bring it about. For this same reason, it supported the creation of the Latin American Network of International Relations Networks in Higher Education Institutions (Red Latinoamericana de Redes de Relaciones Internacionales de Instituciones de Educación Superior, RELARIES). It has also served as a focal point for projects such as ALBAN-UE, Tuning 6x4, VertebrALCUE, Alfa Puentes, among others, which have influenced the formulation of national public policy and a common space for Latin American higher education.

3. Overview of the association

ASCUN is one of the oldest national university associations in Latin America and the Caribbean (LAC). In 2017, it celebrated sixty years

of uninterrupted activity. It is a private, non-profit organization that generates its own regulations and elects its officials autonomously and democratically. It is one of the few associations in LAC that comprises both public and private institutions: “ASCUN’s members include 90.5% of all public and private universities in the country [,] and it is present [,] also in 8.7% of university institutions” (Asociación Colombiana de Universidades, 2017a, p. 18).

The association promotes the principles of academic quality, university autonomy, and the pursuit and dissemination of knowledge, and social responsibility. In addition, it integrates the academic community at the national and international levels through interrelation and association mechanisms, and generates dialogue with the State and society at large.

The association’s organizational structure includes a National Council of Rectors (Consejo Nacional de Rectores, CNR), a Board of Directors, and an Executive Directorate. The CNR includes the rectors of all eighty-seven member HEIs (fifty-three private and thirty-four public universities). The presidency and vice-presidency are reserved for rectors currently in service, for a two-year period, and representation alternates every period between public and private university rectors.

The association is funded mainly by the annual dues paid by its members, plus revenue from outside projects linked to its mission.

Among its core purposes is the commitment to serve as a space for ongoing reflection on the present and future of Colombian universities. To this end, it has undertaken different initiatives such as the creation of thematic networks, which represent one of the association’s most positive developments and one of the best communication and visibility strategies for the country’s universities.

These networks give the association an active presence in different institutional settings in all the regions of the country, which have their own dynamics linked to the overall ASCUN agenda as defined by the rectors. The networks represent a strategy of associative work which, in accordance with ASCUN’s mission, helps member institutions in different fields to promote the principles of academic quality, autonomy, and social responsibility, which are the pillars of the university. The

networks also promote the interaction and integration of the academic community.

The association's different networks focus on well-being, extension, communicators, alumni, entrepreneurship, internationalization, Spanish as a foreign language, reading and writing, observatory of university social responsibility, academic deans, and research deans (Asociación Colombiana de Universidades, 2017c).

4. Relevance for the internationalization of the country/region

The internationalization of higher education constitutes an integral part of the cross-sectional topics that guide the association's activities. ASCUN's organizational structure includes a coordination of international relations, which have a strong bearing on academic quality; the intention is to coordinate all the internationalization activities of national HEIs and their connections with the rest of the world.

The association has signed different agreements that seek to facilitate the recognition of studies among associated HEIs from different countries. One is with the Conference of German Rectors (HRK, in its initials in German), the Conference of French University Presidents (CPU, in its initials in French) and the Conference of Directors of Engineering Schools and Formations in France (CDEFI, in its initials in French).

ASCUN also offers academic mobility programs organized with other Latin American associations. These programs do not only ensure the recognition of studies; they also encourage reciprocity. There is the MACA program (with the National Inter-university Council, or Consejo Interuniversitario Nacional, CIN, of Argentina), the MACMEX program (with the National Association of Universities and Higher Education Institutions, or Asociación Nacional de Universidades e Instituciones de Educación Superior, ANUIES, of Mexico), and the BRACOL program (with the Coimbra Group of Brazilian Universities, or Grupo Coimbra de Universidades Brasileñas, GCUB, of Brazil). These programs

since 2013 to date, have mobilized more than 2,000 students, between inbound and outbound. As of 2018, the association is also involved in the trilateral agreement CIN-ASCUN-ANUIES, also known as the *PILA Program*, as well as the COLBAY program that facilitates the mobility of master's degree students between the region of Bavaria (Germany) and Colombia.

Likewise, ASCUN has ties to several worldwide organizations, such as the Inter-American University Organization (Organización Universitaria Interamericana, OUI), the International Association of Universities (IAU) and the Union of Universities of Latin America and the Caribbean (Unión de Universidades de América Latina y el Caribe, UDUAL), as well as national university associations from different parts of the world.

As mentioned above, ASCUN's best strategy to promote internationalization has been the creation of the RCI, which emerged in 1994 as an organization that supported rectors and university officials in charge of this area. This network has given special priority to three strongly related issues: the creation of common higher education spaces, the recognition of studies, and the promotion of international cooperation.

The RCI is an inter-institutional alliance focused on facilitating the internationalization processes of higher education and promoting cooperation among Colombian institutions, as well as between them and institutions from around the world. It is one of ASCUN's, and the country's, most durable networks; it promotes, facilitates, and strengthens internationalization as a tool to improve the quality of higher education through the cooperation and articulation of its members with society, business, and the State.

The RCI has an organizational structure based on the methodology of networking. There are three key components: The National Assembly, the National Committee, and nine regional nodes that cover the entire national territory. The RCI receives ongoing support from ASCUN through its Technical Secretariat, which is the entity that initiated and promoted the network.

The National Committee manages and coordinates the network; it is made up of the coordinators from the nine regional nodes, who work horizontally, i.e., without any kind of hierarchy.

Some of the RCI objectives include:

- To identify and promote the different forms of relevant and sustainable internationalization, with its own institutional, regional and national identity.
- To promote the culture of internationalization and permanently update the HEIs of the network on the subject.
- To position RCI as a reference for the internationalization of higher education in Colombia.
- To support the formulation and execution of the public policy of internationalization of higher education.

Among the network's most relevant products is the annual Latin American and Caribbean Conference for the Internationalization of Higher Education (LACHEC), which in 2017 was held for the ninth time, in the city of Medellín, with university representatives from all over LAC, as well as Europe and North America.

5. Problems, obstacles and challenges of internationalization in Colombia

The key problems for Colombia with regard to internationalization include (Consejo Nacional de Educación Superior, 2017):

1. The conception of internationalization as an end in itself, and not as a means to contribute to the purposes and objectives of higher education.
2. The disconnection and isolated efforts of national actors that are involved in the internationalization of higher education.
3. The scant possibilities of coordinating curricular structures.
4. Internationalization is limited for the most part to student mobility, which itself is low compared to international standards.
5. The serious difficulties for Colombian citizens to obtain visas, which limits mobility significantly and in turn limits the achievement of the objectives of internationalization.

6. The deficiencies in the construction, formulation and execution of institutional policies with a comprehensive approach to internationalization on the part of HEIs.
7. The limited economic resources available to execute, promote and advance internationalization in higher education.
8. The low level of English proficiency among students, which greatly limits the execution of different strategies and actions that could contribute to the internationalization of higher education.

The main challenges that the country must address in order to make progress in the internationalization of higher education include: foreign language proficiency, distance learning, the consolidation of PhD programs, familiarity with the educational systems of other countries, the growth of internationalization in research, curricular internationalization, internationalization at home, and the scope of larger reciprocal mobility programs, among others.

Conclusions

The developments listed above lead to the conclusion that Colombia has made great strides in its processes for internationalizing higher education: since 2009 the country has begun generating national internationalization policies (Consejo Nacional de Acreditación, 2014). It remains, however, a goal for the future that all the country's HEIs develop an internationalization policy that is linked to their substantive functions.

Colombia continues to advance in its internationalization strategy, with the support of the associations, HEIs and other related institutions. The factor of national and international visibility for institutional accreditation, according to the National Accreditation Council (Consejo Nacional de Acreditación, CNA), has prompted institutions to approach internationalization not only as the attainment of certain numerical indicators, but also as a necessary cross-sectional objective of the institution itself.

The hope for the future is that the country will overcome many of the obstacles it currently faces, such as the lack of foreign language proficiency; of inbound mobility of researchers, teachers and students; of internationalization research, and of internationalization at home. These are key factors for improving the processes of internationalization of the country's higher education.

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GRUPO MONTEVIDEO UNIVERSITY ASSOCIATION (ASOCIACIÓN DE UNIVERSIDADES GRUPO MONTEVIDEO)

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Introduction

Within the framework of a larger study of the international dimension of higher education in Latin America and the Caribbean (LAC), this chapter looks at regional integration from the perspective of the Grupo Montevideo University Association (Asociación de Universidades Grupo Montevideo, AUGM) and its region of *influence*.

Without complete accuracy, the AUGM is identified with the *region* of the Southern Common Market (MERCOSUR), and also with South America. In any case, if consideration is given to the countries where its member universities are located, the AUGM has a broad presence in South America.

1. History

The AUGM was created in 1991 with a charter dated August 9th, signed by eight rectors representing their respective universities. At the time it included the same four countries that formed MERCOSUR that same year. The association was created to address the challenges that universi-

ties faced around the world, particularly the threat to public universities and a tendency toward the privatization and commercialization of higher education.

A former AUGM president reflects:

The Grupo Montevideo University Association is a clear example of the right reaction at the right historical moment: in the context of a region experiencing the high tide of neoliberalism, where the field of higher education was dominated by the ideas of the World Bank and the World Trade Organization, eight universities had the vision of creating a group that could, among other things, stand up for the ever-embattled aspiration of higher education as a social public good. (Cantard, 2016, p. 275)

2. Purpose

The *purpose* of the AUGM can be *synthesized* in an *idea* with deep conceptual roots, which emerged from the regional public university as a *constitutional* element of the association. It can be defined as the idea of having *spaces for academic activity within regional spaces*, with an integrating element that is set forth in the association's statutes: to promote the integration process by creating an extended common academic space, based on scientific, technological, educational and cultural cooperation among all its members.

3. Objectives

Article 2 of the foundational statutes of AUGM states the association's objectives:

To contribute to the development, strengthening and consolidation of: public education; a critical mass of high-level human resources, taking advantage of the comparative advantages present in the region's installed capacities; scientific and technological research, including innovation, adaptation and technology transfer processes in strategic areas; continuing education, in favor of the comprehensive development of the populations of the sub-region; the management structures of the universities that make up

the association; [and] the interaction of its members with society at large, specifically the dissemination of advancements in knowledge that drive its modernization. (Consejo de Rectores de AUGM, 2010, p. 1)

4. Membership

This network is made up of thirty-five public, autonomous and self-governed universities from six South American countries: thirteen from Argentina, two from Bolivia, twelve from Brazil, four from Chile, three from Paraguay and one from Uruguay, that have in common “their vocation, their public character, their similarities in academic structures and the equivalence of the level of their services; these characteristics allow them to work towards developing cooperation activities with an assurance of feasibility” (Asociación de Universidades Grupo Montevideo, s/f).

The formal aspects regarding membership in the association are specified in its statutes. For the evaluation and subsequent invitation and incorporation of new members, the following requirements must be met as an indispensable condition: “they must be public, autonomous and self-governed universities[,] and maintain similar quality levels to those of the founding members, in terms of academic structures, teacher formation, research track record, and a vocation of service to society” (Consejo de Rectores de AUGM, 2010, p. 2).

5. Activities

As set forth in the statutes, the association’s activities include promoting and supporting, through cooperation, the instrumentation of graduate courses that meet the demands of its members; developing multi- and interdisciplinary programs in topics of basic and applied research, as well as experimental development (research and development –R+D–); creating exchange programs for teachers, researchers, students, and operators; supporting programs that include unexplored areas of knowledge and emerging strategic professional profiles; carrying out

and supporting projects linked to demands from the goods and services production sector; carrying out environmental management projects; and implementing plans aimed at preserving and disseminating regional culture.

6. Financing

The AUGM's activities are financed in their entirety by its member universities. The general mechanisms agreed upon for this purpose systemize funding for mobility activities, for instance, in that the university of origin covers the transportation costs, while the university of destination takes care of room and board.

As for the rest of the AUGM's activities, each participating university makes the necessary expenditures, and other costs are absorbed by the host institution. The association's funding comes from mandatory annual membership dues paid by its members. Another smaller revenue stream comes from agreements and participation in funded projects.

7. Governing, executive and management bodies and commissions

According to the association's statutes, the highest authority is the Council of Rectors, which is made up of the rectors of each and every member university. This council meets twice a year and elects a president and vice president of the association. The Executive Secretariat is in charge of managing and executing the guidelines and resolutions of the Council of Rectors; under its auspices is an Advisory Group of Delegates, made up representatives of the rectors, for following up on the programs. This group meets between the meetings of the Council of Rectors.

With the regulations approved by the Council of Rectors, the association created *permanent commissions*, which "are stable organizations of the association with the primary purpose[s] of studying, formulating and developing institutional and academic proposals and actions,

on strategic and cross-sectional topics, in such areas and competencies as the Council of Rectors may define” (Consejo de Rectores de AUGM, 2011, s/p). These permanent commissions address topics such as graduate programs; science, technology and innovation; university extension; artistic and cultural production; and university media and communication.

8. Programs

Mobility programs

ESCALA

Under the heading of broadened Latin American common academic space (espacio común académico latinoamericano ampliado, ESCALA), some mobility programs have become powerful tools for consolidating and deepening integration processes in the region. Strengthening and developing the ESCALA programs is an ongoing effort, which includes the continuous improvement of management, communication and assessment tools. One of the distinctive features of these programs is its financial autonomy, as the participating universities guarantee the funding to cover the corresponding mobility costs. The participation of member universities in ESCALA programs is voluntary, and they must explicitly declare their interest in each call. Currently, there are four mobility programs operating within the ESCALA framework:

- **ESCALA for Teachers.** A short-term academic mobility program for teachers and researchers that has become a top-priority instrument to guarantee the effective construction of ESCALA. It has been operating since 1993; research professors were the first target group for academic mobility.
- **ESCALA for Undergraduates.** An undergraduate student mobility program between member universities that promotes academic and cultural exchange and allows students to gain more knowledge of the diversity and particularities of different university systems. Students spend one semester at the other member university, in a

country other than their own. The university of origin must recognize the studies taken at the university of destination as concrete and equivalent progress in its own undergraduate program. This is a reciprocal program, as each university that agrees to collaborate must serve as both university of origin and destination.

- **ESCALA for Graduate Students.** This program promotes cooperation, integration, and the internationalization of higher education in the region through regular student mobility by master's degree and PhD students, who study for one academic term at member universities in a different country, with full recognition of the academic activities they complete. The program is executed through regular yearly annual calls. The selection of students, who must present a work plan and agenda of activities, is the responsibility of the university of destination.
- **ESCALA for University Operators and Administrators.** This program promotes the mobility and exchange of directors, operators and administrators of AUGM universities, so that they can participate in a formative stay working on specific aspects of their competency at any member university in a different country.

AUGM space for graduate studies

The primary mission of this space is to consolidate international cooperation at the graduate level among the association's member universities. Its objectives include: internationalizing graduate studies at member universities at the master's degree and PhD levels; boosting graduate student and faculty mobility; actively, accessibly and dynamically communicating the graduate work conducted at member universities; adapting the institutional frameworks of member universities to guarantee the effective mobility of their graduate students; promoting cooperative degrees and shared academic advisors between graduate programs at the different member universities; and strengthening the internationalization management skills of executive, management and administrative staff.

Disciplinary nuclei

These are technical academic groups that correspond to a discipline in common, where each member university makes its resources available, in the form of both highly qualified personnel and materials, for scientific, technical, teaching, development, and outreach activities, among others.

Academic committees

These are technical academic groups designed to address, with a multi- or interdisciplinary approach, wide-ranging thematic configurations that are seen as *strategic* due to their cross-sectional and regional (rather than national) character. The committees are formed on the basis of the integrated scientific-technical academic offerings of the member universities.

Young Researchers' Workshops

Aimed at promoting networking among up-and-coming scientists in the region, and stimulating joint undertakings within the framework of the association, the workshop has been held annually since 1993. Hosting duties rotate among the participating universities.

Network of AUGM Cities and Universities

This is a structure for coordinating, proposing, planning and carrying out joint activities with local Governments, in recognition of their responsibility for defining and implementing public policies at the local level, and of the universities' expertise and social commitment. In this way, knowledge is put at the service of citizens' and society's day-to-day needs.

University-Society-State Seminar

Held annually, this seminar looks at a topic defined as strategic by the countries in the region. Its purpose is to foster the exchange of idea among academics, representatives of the State, and different actors in society, in order to bring the systematic study of the region's major concerns —poverty, health, environment, energy and others— to bear on public policy formulation.

Summer/winter schools (Escuelas de verano/invierno, EVI)

These contribute to the construction of an extended common academic space and to regional integration, using the conventions of the internationalization of higher education. One of this program's main objectives is to deepen and broaden cooperation at the academic and institutional levels among AUGM member universities.

9. Relevance for internationalization in the region

Internationalization and regional integration merge, combining their respective identities in an attempt to highlight the meaning of internationalization in the region.

Although chronology is not the guiding principle of this reflection, at the time one of the first issues involving internationalization in the region that the AUGM dealt with was the association's stance in defense of public higher education. The connection between the two topics might not seem obvious, but it was, and still is, inasmuch as public universities' difficulties were, and still are, catalysts of international cooperation with a focus on regional integration, through the creation of international academic networks, joint work spaces, solidarity-driven cooperation, the common use of scientific infrastructure and equipment, joint research, mobility, international scientific examination of strategic regional issues, interculturalism, curriculum, recognition and other initiatives, in the framework of today's complex globalized dynamics. In Netto's words, the AUGM

has undertaken the task of “internationalizing by regionalizing”¹ (2016, p. 291); in other words, internationalization and regional integration are both relevant and simultaneous.

International cooperation at the regional level, along with the extended common academic space, turned out to be invaluable contributions to the region. In the words of Brovetto, it was academic cooperation

[...] deployed at the regional scale, playing a key role in the achievement of a high-priority objective: to set up and push forward a real *integration process* that would help to overcome, in a context of growing planetary globalization, the obstacles put in place by neoliberal policies in the areas of education and development. (Brovetto, 2016, p. 34)

In other words, the AUGM carries out programs with a connotation of internationalization and at the same time of regional integration, within the framework of the common academic space.

The Young Researchers’ Workshops, a pivotal program sponsored by the AUGM, foment interpersonal and inter-institutional relations and help to consolidate “existing and future networks and research teams in our region with a sense of cooperation and solidarity” (Maiorana, 2010).

The ESCALA for Teachers program, for its part, by mobilizing teachers and researchers, generates interpersonal connections, bilateral joint actions, not to mention a network, trust between academics and institutions, as well as lasting ties. From its beginnings in 1993 until 1998, and then again starting in 2005, the periods in which the program has been active, it has mobilized over 5,000 teachers.

ESCALA for Undergraduates has had a significant impact on the dual purposes of internationalizing and regionalizing: “it involves academic exchange, but it also facilitates and promotes the sociocultural exchange that is so essential for genuine regional integration” (Campodónico, 2009, p. 36).

1 Netto coined the phrase to refer precisely to the AUGM and the activities of its member universities.

In the doctoral thesis written by Costa (2014), which looked at the ESCALA for Undergraduates program, the findings “suggest that both the individual expectations and the contributions of student mobility surpassed the professional and academic expectations [...] broadening undergraduate formation and contributing to the creation of a new vision of Latin America and its universities” (p. 9), elements that are consistent with the program’s regulations and spirit:

The AUGM’s ESCALA Program for Undergraduates promotes the cooperation and integration of the universities that make up [the association], as well as the internationalization of higher education in the region. (Consejo de Rectores de AUGM, 2016, p. 1)

The program favors the intercultural and international qualities of undergraduate formation, and clearly contributes to regional and international citizenship. Since 2002, when this program started up, over 8,000 students have been mobilized. As a way to consolidate undergraduate mobility, the AUGM encourages its members to sign dual undergraduate degree programs.

As for academic mobility at the graduate level, the respective ESCALA program and the AUGM’s Graduate Space are oriented more toward academic scientific cooperation and the generation of networks for scientific, technological and work, with expected results that are different from those of undergraduate mobilization. Over five hundred graduate students have been mobilized since 2011 under the auspices of these programs.

The ESCALA program for Operators and Administrators has made meaningful contributions, considering its brief history and the time-results ratio, to the internationalization of university executive, management and administrative functions. Underway since 2015, the program has mobilized just over one hundred people.

And finally, the disciplinary nuclei and academic committees also play their part in the relevance of internationalization and integration. Their work in international academic networks, focused primarily on strategic issues of the region, promotes and consolidates relations, pav-

ing the way for intraregional and international cooperation, joint publications and other forms of internationalized cooperation.

To conclude, the AUGM's programs and activities, as a function of foundational aspects linked to regional integration, include and promote internationalization as a strategy that is intimately tied into regional integration. Summarizing:

The universality of knowing[,] and therefore of knoweldge, which is inherent to the very roots of the venerable institution of the university, upholds the idea of movement among universities, and gave rise to internationalization processes and the creation of systematic instruments to implement them. International academic networks, such as the AUGM, are expressions of meaningful contribution to internationalization, but in our case, applied directly to a regional integration project. (Maglia, 2016, p. 298)

García-Guadilla makes a similar point when she speaks of *regionalization with cooperation*: “some regional bodies such as UNESCO/IESALC and the Montevideo Group University Association [...], among others, as well as the region's academic community in general, have advanced a discourse of internationalization (or regionalization) with cooperation” (García-Guadilla, 2013).

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BRAZILIAN ASSOCIATION OF INTERNATIONAL EDUCATION (ASSOCIAÇÃO BRASILEIRA DE EDUCAÇÃO INTERNACIONAL)

RENÉE ZICMAN

Introduction

The purpose of this chapter is to underscore the role of the Brazilian Association for International Education (FAUBAI) in the process of the internationalization of higher education institutions (HEIs) in Brazil, and to point out certain relevant aspects of this process in higher education in Brazil and Latin America.

1. Background

In the 1980s, the internationalization of higher education started gaining a more central and strategic dimension in the development of HEIs, mainly as a consequence and response to the globalization process that societies and markets were undergoing in the context of the global economic, cultural and political changes of the time.

HEIs in Brazil went beyond isolated personal initiatives that were asymmetrical to the recipients of such initiatives and their partners, and implemented structures and specific administrative frameworks to manage their international activities, in the form of advisories, directorates and coordination offices for international relations, in accordance with the policies and organizational structure of each institution (Stallivieri, 2004).

In this new national and global context, and on the occasion of the Second-Term Conference of the International Association of Universities (IAU), celebrated in Rio de Janeiro from August 1–5, 1988 and hosted by the Council of Rectors of Brazilian Universities (CRUB, in its initials in Portuguese) with over two hundred representatives from fifty-four different countries, the directors of international affairs at Brazilian universities proposed the creation of a permanent forum with national reach and representation that could support the development of activities in favor of strengthening international cooperation with universities throughout the country (Asociación Brasileña de Educación Internacional, 1997).

The Forum of Advisory Councils for Brazilian Universities on International Affairs (original name of FAUBAI) was founded on November 8, 1988 with the meeting of international affairs officials from Brazilian universities, as the topic had gained ground in the country's major universities, especially federal public universities, but also state public universities, private communitarian universities, and confessional universities.

The acceleration of the process of internationalization of higher education in Brazil and around the world, which occurred largely due to the actions of FAUBAI, led to the transformation of the association into the Forum of Advisory Councils for Brazilian Higher Education Institutions, welcoming non-university institutions that were already affiliated and at the time represented 24% of the one hundred twenty-six affiliated institutions (Asociación Brasileña de Educación Internacional, 2008).

In 2014, FAUBAI finally became the Brazilian Association for International Education, following the example of similar organizations around the world. The association then began hosting one of the biggest events on international education in Latin America, which annually gathers seven hundred participants from nearly forty different countries.

2. General description

FAUBAI, which celebrated its thirtieth anniversary in 2018, is a civil non-profit organization that works towards developing the process of inter-

nationalization at Brazilian HEIs, as an instrument to improve teaching practices, research, university extension and management, in order to promote the insertion of the country's HEIs into the world arena.

In order to achieve these purposes, FAUBAI defines the following statutory competencies: 1) advising HEIs on matters of internationalization; 2) promoting actions and proposing public policies to the country's public authorities and the civil society for the purpose of developing sensitivity, receptivity, and awareness of the strategic importance of international cooperation; 3) promoting exchange programs with national and international HEIs and similar organizations; 4) promoting and supporting seminars, conferences, congresses, courses, debates, and other events; and 5) exchanging information and experiences with members and national and international institutions (Asociación Brasileña de Educación Internacional, 2015).

With over two hundred seventy associates, FAUBAI represents the diversity of the Brazilian higher education system, in terms of the type and nature of its member institutions, which span the five regions of the country. Over half of FAUBAI associates (53.3%) are public institutions, which serve 24.7% of the total undergraduate student population, and 65.3% of all associates are universities, which represent 8.2% of all 2,407 Brazilian HEIs and concentrate 53.7% of the eight million undergraduate students of Brazil (Ministerio de Educación, 2017).

In addition their representation according to their status as public federal institutions (37%), state and municipal public institutions (16%), private communitarian institutions (20%) or private universities (27%), FAUBAI associates represent the five regions of Brazil: North (6% of associates), Northeast (20.5%), Central-west (17.1%), Southeast (31.2%) and South (25.2%). Each of the five regional divisions of FAUBAI organizes annual meetings and other events, which also feature the participation of international experts.

As of 2014, along with the actual associates who were represented by officials or directors of international relations at public and private Brazilian HEIs, FAUBAI began welcoming collaborating members, who were in turn represented by individuals or institutions, both from Brazil

and abroad, who were linked to or interested in the internationalization of higher education.

Aside from its role as the qualified and acknowledged representative of Brazilian HEIs in their dealing with government offices and agencies that focus on the internationalization of higher education (notably European diplomatic representations and agencies, such as DAAD –Germany–, Campus France –France–, Nuffic –Netherlands–, SEPIE –Spain–, among others), FAUBAI takes important initiatives in the area of capacity building. Recognizing the importance of capacity building in the management of the processes of internationalization within its respective technical teams and associates, FAUBAI looks for opportunities to provide formation that guarantees strategic vision and planning, as well as long-term sustainable actions.

Several of these activities have been carried out within the framework of the Erasmus Program of the European Commission, including the projects *Be Mundus*, *EBW+*, and *Alisios*. FAUBAI was involved in these activities, as well as in those promoted by the Regional Network for the Promotion of Internationalization of Higher Education in Latin America (*Red Regional para el Fomento de la Internacionalización de la Educación Superior en América Latina*, RIESAL); the activities proved to be valuable for FAUBAI's members. Furthermore, in 2004 FAUBAI organized the Seminar on the Internationalization of Higher Education, held in Sao Paolo and facilitated by Jocelyne Gacel-Ávila, coordinator of RIESAL.

FAUBAI has a Deliberations Committee to execute its plans, projects and studies; the Committee is made up of twenty-one associates representing the five regions of Brazil, as well as the four types of HEIs that were mentioned above. FAUBAI's Board of Directors, in turn, is made up of a president, a vice president, a general secretary and a treasurer, who are in charge of giving instructions to an executive director who, along with the Board of Directors, coordinates and supervises the progress of current programs and projects, as well as activities of working groups, which are aimed at specific topics of interest of the members.

In recent years, the intensification of the internationalization process of Brazilian higher education, as well as Brazil's insertion into the

world arena, has led FAUBAI to play an important role in the implementation of the Science without Borders program, developed by the Brazilian government with a 3.5 billion euros investment, which enabled 92,880 instances of academic mobility in fifty-four countries around the world, 89.4% of which were concentrated in ten countries, seven of them member states of the European Union (Gobierno de Brasil, 2017).

More recently, FAUBAI participated in the implementation the new Institutional Program for Internationalization of the Ministry of Education of Brazil (CAPES-PrInt), which is aimed at promoting the development, implementation, and consolidation of strategic plans for the internationalization of Brazilian HEIs (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, 2017).

Furthermore, due to FAUBAI's initiatives over the last ten years, Brazil has participated with a stand at the annual conferences of the Association of International Educators (NAFSA) and the European Association of International Education (EAIE), the two major events in the field of international education.

FAUBAI has also collaborated with the British Council to organize the *Guide of Brazilian Higher Education Courses in English 2016* (Asociación Brasileña de Educación Internacional, & British Council, 2016), updated in 2018 (Asociación Brasileña de Educación Internacional, & British Council, 2018), for the purpose of improving the country's appeal as a destination for international students and researchers. Since 2016, FAUBAI has collaborated with Brazilian embassies abroad to promote seminars for university cooperation and the Study in Brazil fairs, which have already taken place in Paris, Madrid, Berlin, Lima and Quito, for the purpose of promoting Brazil as a destination for international students.

FAUBAI also participates alongside the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) and the Institute of International Education (IIE) in efforts to fill an important gap in terms of the indicators of international mobility of Brazilian students, in order to include the country in the Atlas project, a global and collaborative research platform that measures international student mobil-

ity in twenty-five countries with annual standardized data (Institute of International Education, 2017).

Finally, due Brazil's growing relevance on the world stage and the efforts of associations such as FAUBAI, the country has become an important global actor in the field of international education, which is reflected in their active involvement with the Network of International Education Associations (NIEA). FAUBAI was in charge of the general coordination of this network since 2016 to 2018, which includes members of associations such as NAFSA, EAIE, the Association of International Education Administrators (AIEA), the IAU and the IIE, among others.

3. Influence on the internationalization of Brazil and its region

Alongside the cooperation with major global institutions, FAUBAI recognizes that cooperation among institutions with similar profiles should also be a priority for Brazilian HEIs, by creating incentives to cooperate with Latin America and other regions of the world, valuing south-south cooperation, and giving priority to mutual institutional benefits and impacts.

In this sense, FAUBAI has contributed to the discussions on the challenges of Latin American higher education at the Regional Conference on Higher Education 2018 (CRES 2018), held in June of 2018 and organized by the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC-UNESCO), within the context of the one hundredth anniversary of the Cordoba university reform and as one of the preliminary regional conferences to prepare for the World Conference on Higher Education, to be held in Paris in 2019.

In this new global reality of the internationalization of higher education, FAUBAI strives to undertake significant initiatives in order to guarantee a more horizontal, inclusive, sustainable, strategic, and long-term process of internationalization that effectively integrates the international, intercultural, and global dimension into Brazilian higher education.

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