

# The Internationalization Process of Tertiary Education in LAC

Latest trends and Challenges ahead

**Dra. Jocelyne Gacel Ávila**

Mexican Association for International Education

**UNESCO Observatory on Internationalization and  
Networks in Tertiary Education in LAC**

# External drivers for internationalization

## IAU Global Survey, 2014

### Trends

LAC 2013

World average  
2013

LAC 2009

**Government policy**

**1**

**1**

**2**

**Business and Industry demand**

**2**

**1**

**1**

**National and international rankings**

**3**

**3**

**---**

- According the IAU 3<sup>a</sup> Global Survey (2010), LAC was the world region with **less governmental support** for internationalization
- Same findings than studies of the World Bank and OECD (2005-2012)
- The IAU 4<sup>th</sup> Global Survey (2014) shows some progress and confirms that:
  - regional governments are increasing their support to internationalization

# Rationales for internationalization

Rationales. IAU ( 2010)	LAC	World average
<b>Improve students preparedness in a globalized world</b>	<b>39%</b>	<b>30%</b>
Internationalize curriculum	18%	17%
Strengthen research	<b>16%</b>	<b>14%</b>
Enhance international profile	<b>6%</b>	<b>15%</b>

- High % of the 1<sup>st</sup> rationale underlines the **importance** to foster **students' international profile**
  - Higher % in LAC than the WA (39%/30%)
  - in 2005: 1<sup>st</sup> rationale was *“strengthen research”*
- No much interest for *“international profile”*

# Internationalization Main Benefits

IAU, 2014	LAC 2013	WA 2013	LAC 2009
Increased international awareness of students	<b>3</b>	<b>1</b>	<b>1</b>
Improved quality of teaching and learning	<b>2</b>	<b>2</b>	---
Enhanced international cooperation	---	<b>3</b>	<b>3</b>
Strengthened research	---	---	<b>2</b>
<b>Increased international networking by faculty/researchers</b>	<b>1</b>	---	---

- ***international networking by faculty /researchers:***  
most important benefit for LAC more than any other region

# Internationalization main risks for HEIs

Main risks for HEIs. IAU, 2014	LAC 2013	World average 2013	LAC 2009
<b>International opportunities accessible only to students with financial resources</b>	<b>1</b>	1	3
Difficulty regulating locally the quality of foreign programmes offered	<b>2</b>	2	---
Excessive competition among HEIs	---	3	---
Commodification /commercialisation of educational programmes	---	----	2
Pursuit of internationalisation partnerships only for reasons of prestige	<b>3</b>	---	----
<b>Brain drain</b>	---	---	<b>1</b>
Increase in foreign degree mills	---	---	2

- IAU 4<sup>th</sup> Global Survey (2014): **unequal opportunities for students**
- IAU 3<sup>rd</sup> Global Survey (2010): **brain drain**
- IAU 2<sup>nd</sup> (2005): **risk of loss of cultural identity**

# Internationalization main risks for society

Main risks for society . IAU, 2014	LAC 2013	World Average 2013
<b>Unequal sharing of benefits of internationalization</b>	<b>1</b>	2
Growing gaps among HEIs within a country	<b>2</b>	3
Commercialization of education	<b>3</b>	1

- **Unequal sharing of benefits of internationalisation**
- **LAC seems to feel at a disadvantage within the global context**
- **“Existence of huge differences in quality and infrastructure between HEIs of the same country” (which is constant trait of LAC HES)**

# Internal obstacles

IAU, 2014	LAC 2013	World average	LAC 2009
Insufficient financial resources	1	1	1
Limited experience/expertise of faculty and staff	2	2	2
Too inflexible curriculum to participate in internationality focused programs and mobility	3	3	3

- LAC follows the global trend

# External obstacles

IAU 2014	LAC 2013	World average 2013	LAC 2009
Limited public funding for internationalization	<b>1</b>	1	1
Language barrier	<b>2</b>	2	<b>3</b>
Difficulties of recognition of qualifications	<b>3</b>	3	2

- **Limited public funding for internationalization, both as an internal and external obstacles**
- **Language barrier is perceived as a major difficulty for internationalization in LAC**



# Internationalization Activities

	LAC 2013	Global 2013	LAC 2009
<b>Outgoing mobility opportunities for students</b>	<b>1</b>	<b>1</b>	<b>1</b>
International research collaboration	2	2	2
Outgoing mobility opportunities for faculty/staff	3	3	----

**Outgoing mobility opportunities** is the first international activity, both in LAC and at global level

# Student mobility by regions (OCDE)

	Destination of international students %	Foreign students in tertiary education by region of origin 2011 %
<b>Europe</b>	<b>48</b>	<b>23.1</b>
North America	21	2.7
<b>Asia</b>	12	<b>52.7</b>
Oceania	8	0.9
Africa	4	11.6
<b>Latin-America and the Caribbean</b>	<b>1.8</b>	<b>6.1</b>
Unspecified	5.1	3.0
Total international students	4,265,579	3.316,209

**Europe: the region receiving more international students (48%)**

**Asia: the region sending more students abroad (52.7%)**

**North America: the region sending less students abroad (2.7%)**

**LAC: Region receiving less international students: (1.8%)**

**Developing region sending less students abroad (6.1%).**

# % Outgoing Student Mobility in relation to Enrollment

Regions UNESCO (2013)	% outgoing mobility
World average	2.0
África	4.9
North America and Western Europe	1.5
<b>Latin America and the Carribean</b>	<b>0.9</b>
Central Asia	5.8
South East Asia	1.2
East Asia and the Pacific	1.8
Arab States	3.1
Central and Eastern Europe	1.8

**Lesser % in LAC en relation of enrollment**

# Outgoing mobility

	Porcentaje
Private Sector	76
<b>Public Sector</b>	
IES públicas autónomas	14
IES estatales	6
Universidades politécnicas	2
Universidades tecnológicas	1
Institutos tecnológicos	1
<b>Total</b>	<b>100</b>

- ▶ The majority is from the private sector
- ▶ The public sector is on the raise

# Student Mobility in LAC

	Número de estudiantes en el extranjero	Matrícula de ES	% de estudiantes en el extranjero con relación a la matrícula
Colombia	22,153	1.674,000	1.32
Chile	8,850	876,000	1.01
México	25,836	2.847,000	0.90
Brasil	27,148	6.553,000	0.40
Argentina	9,314	2.387,000	0.30



# International Students in LAC from OECD countries

## INTERNATIONAL STUDENTS IN LAC from OECD countries

España	USA	Chile	Canadá	Alemania	Francia	UK
4.6	1.8	2.5	0.9	0.9	0.8	0.4

# Mexican Students in OECD countries

- ▶ 93% students go to OECD countries

## % LAC students in OECD countries

USA	Spain	France	Canada	Germany	UK	Australia
44.4	11.8	7.4	6.5	5.9	5.7	2.0

# Mexican Student Destination

Regiones	Porcentaje
Europa	50
North América	25
Latin America and the Carribean	15
Asia	6
Oceania	3



# Preferred destination for Mexican Students per countries, 2012

	Patlani #	UNESCO #	OCDE %
Spain	3,487	2,931	15.5
United States	2,636	13,331	45.1
France	1,626	1,954	6.6
UK	---	1,337	5.2
Canada	1,072	1,269	5,6
Germany	979	1,503	5.4
Italia	507	---	0.7
China	482	---	---
Argentina	450	---	---
Chile	405	---	0.7
Australia	389	558	1.9

# CONACYT scholarships per countries (2012)

	Becarios
United States	359
United Kingdom	350
Spain	176
Germany	119
Canada	63
Australia	50
The Netherlands	49
Italia	16
Bélgica	14



- ▶ 59 % go to the USA and UK
- ▶ 15% in Spain; 16.5% in other European countries

# Knowledge Areas for outgoing LAC students

Áreas	Porcentaje
Social Sciences, Humanities	44
Arts and Humanities	16
Exact Science and Computer Science	14
Engeneering	12
Health	6
Foreign Language Studies	4
Earth Science	2
Education	1
Services	1
<b>Total</b>	<b>100</b>

# International Students

Nivel de estudios	Porcentaje
<b>Bachelor Degrees</b>	<b>90</b>
Masters	9
PHD	1
<b>Total</b>	<b>100</b>

Majority of international students in LAC are at bachelor degree level

# International Students

	Porcentaje
<b>Private Sector</b>	<b>67</b>
<b>Public Sector</b>	
IES estatales	18
IES públicas autónomas	13
Universidades politécnicas	1
Universidades tecnológicas	1
Institutos tecnológicos	0
Centros o institutos de investigación	0
Total	100

The majority attends HEIs in the private sector

# International Students in LAC

Regiones	Porcentaje
<b>Europa</b>	<b>37</b>
<b>América Latina y el Caribe</b>	<b>36</b>
América del Norte	18
Asia	7
Oceanía	2
África	0

The majority of International Students in LAC comes from Europe and LAC itself

# Knowledge Areas for International Students at Bachelor Level

Áreas	Porcentaje
<b>Sociales, administración y derecho</b>	<b>50</b>
<b>Artes y humanidades</b>	<b>12</b>
<b>Ciencias exactas y computación</b>	<b>12</b>
Salud	8
Español como lengua extranjera	7
Ingenierías	7
Educación	2
Agronomía y veterinaria	1
Servicios	1
Total	100

La mitad de los estudiantes internacionales realizan estudios en ciencias sociales, administración y derecho.

# Knowlege Areas at Posgraduate Level

Áreas	Porcentaje
<b>Sociales, administración y derecho</b>	<b>74</b>
Ciencias exactas y computación	9
Artes y humanidades	6
Salud	2
Español como lengua extranjera	0
Ingenierías	5
Educación	3
Agronomía y veterinaria	1
Servicios	0
Total	100

Ascienden los estudiantes internacionales de maestría inscritos en ciencias sociales, administración y derecho.



# Faculty mobility

- For an elite of full time professors with postgraduate studies and international profile in large traditional public HEIs  
(Full time professors are only half of the LAC academics)
- Supported by institutions, national governments and international organizations

# Priorities for international partnerships

Regions	Africa	Asia Pacific	Europe	LAC	Middle East	North – Americ
Africa	1					
Asia Pacific	3	1	2	3		1
Europe	2	2	1	1	1	3
LAC				2		2
Middle East					3	
North America		3	3	1	2	

1. Europe and North America
2. LAC itself
3. Asia Pacific

# International networks for research

**Mexico, Brazil y Argentina are leaders, followed by Chile, Colombia y Cuba**

**LAC most important partners are:**

- **France**
- **Germany**
- **Spain**
- **USA**
- **United Kingdom**
- **Canada**
- **Japan**

# Internationalization of research

## 4.9% of World Knowledge Production

Insufficient funding and administrative support for R&D in the region, making difficult:

- participation in international networks
- Publication of research papers in international journals
- Access to data base
- **Mobility more focused on individuals**

# Internationalization of the curriculum

	LAC 2013	World average 2013
<b>Language learning as part of the curriculum</b>	<b>1</b>	<b>2</b>
Scholarships for outbound students	2	1
Programs y courses with international content	3	3

**Main activity for the curriculum internationalization:**

**Foreign language learning is highlighted again as a regional priority in LAC**

# Internacionalización del currículo

- Limited use of human resources trained abroad
- Few invited scholars
- Limited on line offer
- Insufficient foreign language training
- Few international programme accreditation
- Limited number of international students
- Very limited offer of courses taught in a foreign language (English)

# Joint and double degree programs

**Joint programs: 29% LAC in contrast to 41% WA**  
**Double degrees : 34% LAC in contrast to 44% WA**

**Business (41%) , Engineering (20%), Social sciences (17%)**

- **77% offered by private HEIs**
  - BA and Masters
    - Business and Engineering
- **23% offered by public HEIs**
  - Masters and PhD
    - Social sciences, Humanities, and sciences

**Modality in full growth around the world, including LAC**

# HEIs with internationalization policies and strategies

- **47%** LAC HEIs stated **having** internationalization policies (53% WA)
- **23%** LAC HEIs **without** internationalization policies/strategies in contrast with the WA of 24%
- **28%** LAC HEIs **are preparing** internationalization policies/strategies (22% WA)

**LAC is currently building an infrastructure for internationalization but still lagging behind WA**



# Políticas y estrategias de internacionalización

- International activities are largely **marginal** and not **central** to institutional development
- Cooperation activities are more of a spontaneous type based on individual initiatives
- Lack of planning
- International activities are not enough focused on insititutional priorities
- LAC HEIs have international activities more than actual internationalization policies

# Quality Assurance

- **Lack of indicators** at national and institutional level
- Lack of monitoring at national and institutional level
- Need for benchmarking with other international universities

# Gestión

- 40 % of senior staff in IRO is on a first level hierachigal (Vicerrector, Director General...) in constrat with 59 % WA
- Insuficient human ressorces for the leadership and management of the internationalization process both at national and institutional level
- The complexity of internationalization is largely under-estimated
- High turnover in IRO due to change of administration (especially in the public sector) wich limits:
  - Acumulation of talent and experience
  - Sustenability of strategies
  - International visibility

Great need for training

# Regional Integration

With the exception of Tuning Latin-America (funded by the EU), initiatives for regional integration have been for the most part rhetorical or limited to some small mobility programmes

# Regional Integration

Several organizational, cultural, and functional obstacles

- High participation of the private sector (around 50%)
- Proliferation of institutions of all types with a high degree of differentiation both vertical and horizontal
- Presence of emblematic macro national universities
- Large gaps in quality and infrastructure among institutions
- Traditional curricular model more focused on contents than on learning outcomes
- Although increasing, there is a limited number of full time professors with PhD
- Limited resources to train professors according new educational demands
- Lack of financial resources to support higher percentage of enrolment and transformation of TES

# CONCLUSIONS

**LAC has progressed in:**

- **Increase interest from national governments**
- **Capacity building for internationalization strategies**
- **Short-time mobility schemes for students and faculty**
- **Large scholarship programmes to study abroad**
- **Larger participation in international networks for research collaboration**
- **Increase in funding both from gvnts and HEIs**

# Conclusions

- Efforts are mainly focused on individual strategies (mobility schemes) more than on systematic strategies (curriculum and research)
- LAC requires now to implement a **comprehensive internationalization process** with transversal, comprehensive and systemic strategies

# Main challenge for LAC internationalization

- To consolidate regional systems of TE in respect to quality assurance , relevance, curricular updating, and faculty professionalization
- To provide more funding for R&D and innovation to enhance knowledge production at international level
- **To define objectives and policies for internationalization in the medium and long term**
- **To strengthen the profesionalization of staff at international offices**
- **To establish international alliances with adequate selection of partners under the criteria of mutual commitment and complementary benefits and with concrete action plans**



# Main challenge for LAC internationalization

- To promote the international visibility of regional higher education systems
- To foster more integration at regional level
- To develop a regional system for recognition of qualifications and degrees
- And a regional system for quality assurance