

EDUNIVERSAL WORLD CONVENTION

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LATIN AMERICA

18 COUNTRIES – 100 SCHOOLS

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The challenges of the internationalization of Education

Approach and analysis by actors from the 5 continents

Present situation, evolution and trends in Latin American region (student's mobility – coming students and going abroad students)

What does Internationalization mean?

1-For some it means international activities such as academic mobility for students and teachers, international linkages, partnerships and projects and new international academic programs and research initiatives. Reactive model

2-For others it means the delivery of education to other countries through new types of arrangements, such as branch campuses, franchises and distance learning – This is the Globalizing model

3-To many it means the inclusion of an international intercultural or global dimension in the curriculum and the teaching/learning process and classes in english language. Reactive model

4-To a social point of view, internationalization is the positive reaction of some countries or regions in order to compensate/balance the discrepancy between the foreign culture dominance versus local cultural values. Reactive model

In Brasil there are approximately 3 million students in Higher Education

Mobility

The increasing mobility of the work force is resulting in more temporary and permanent migration and at the same time, growing numbers of students are moving for academic purposes, making campuses and classrooms in many countries more culturally and ethnically diverse. This trend brings new opportunities and new challenges for the teaching learning process

HIGHER EDUCATION IN LATIN AMERICA and World Market for Education

Latin American countries have been focused by foreign countries and by international education enterprises as important markets for professional and higher education services.

Between 1993 and 2002, the number of Latin American postsecondary students in US increased by 50%. Foreign providers have also entered the market for higher education in Latin America. European and US based institutions offer programs or are establishing branches in the region.

Foreign providers in higher education are buying universities and schools in many countries, including Latin American countries.. Examples are: 1-Laureate (20 schools) (Anhembi-Morumbi in Brazil) (ESCE in France and in Latin America), 2-Apollo (University of Phoenix) (Pitagoras in Brazil) (ISCD in France) , 3-Mondragon (Spain), 4-Whitney Education (Faculdade Jorge Amado in Brazil(Salvador), in Argentina, Colombia and Panama)

Laureate and Apollo are listed in stock markets

In Latin America, enrollment in Higher education has more than doubled in the past decades and continues to expand. Latin America is considered a profitable market for education providers and private institutions in LA account for more than 40% of the enrolments (especially in Brazil, Chile and Colombia). The public system in Argentina, Mexico and Uruguay absorb most of the demand.

Challenges

- Improving the quality of higher education
- Quality assurance is a vital element in ensuring that the entrance of foreign providers and private Univ. does not reduce quality – In recent years accreditation agencies for undergraduate programs has been created. Such as QUALIS CAPES (Brazil) and CONEAU – National commission for evaluation and university accreditation (Argentina)
- Improving information of labor market responses – adjusting curricula to meet the needs of society
- Increasing the relevance of higher education
- Forming partnership with foreign institutions

Inadequate strategies

LA are sending students abroad in great numbers, but are attracting less. Australia and UK has active strategies. For Uruguay, Chile, Argentina and Mexico, foreign students constitute less than 1 percent of enrollees in higher education.

Due to a high outflow of students and a limited inflow, AL are facing a growing deficit in the trade of higher education Brazil spent an estimated 78 million dollars on nationals studying abroad. The same year, revenues generated by foreign students flows into Brazil was only 4 million dollars.

What to do: The internationalization has to reach an importance on the political agenda.

Create strategies to attract foreign students

Big Discussion: Education as a Social issue for national values development and maintenance X Education as a Business

Present – 2008

Many schools and universities in Latin America are in the process of internationalization and have taken the following actions:

- 1 – Creating their own Internationalization agenda
- 2 – Stablishing partnerships with universities in other countries and other continents for students exchange, faculty exchange and double-diploma.
- 3 - Creating courses in english language
- 4 – Accreditation by international institutions: AACSB, EQUIS, AMBA, etc

Results:

- Increasing number of foreign students – mainly from European Union (to Brazil, Chile, Argentina, Colombia and Mexico as the most frequent destination).
- Latin America becomes the alternative for international students looking for diversity in education and the growing potential of Latin American Businesses

Current Discussion:

Inclusion of an **Internationalization Program** in the National Political Agenda of each Latin American country – Case of Brazil

Reference: The World Bank - HIGHER EDUCATION IN LATIN AMERICA
– THE INTERNATIONAL DIMENSION – Editors: Hans de Wit, Isabel
Christina Jaramillo, Jocelyne Gacel-Avila and Jane Knight – Washington
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