



**Society of Mining Professors
Societät der Bergbauku**

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EXCHANGES

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Toda la vida adelante.

International Exchange Programs in Mining in Latin America

- Latin America has 45 mining schools

- Argentina	5
- Bolivia	2
- Brasil	5
- Chile	5
- Colombia	3
- Cuba	1
- Ecuador	2
- Mexico	4
- Peru	17
- Venezuela	1



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AIESMIN

- About half of them are active in Aiesmin (Iberoamerican Association for the Higher Education in Mining) which dates back to 1992 and holds an annual meeting (Spain 2002).
- Most exchange programs in LA mining schools are between aiesmin members, mainly because of language limitations among students other than spanish or portuguese and also because of cost.



Exchange programs outside LA

- There are some exchange programs with mining schools outside LA.
- Most are with english speaking countries with tradition in metal mining (Australia, Canada, USA)
- There are some with European universities mainly Spain and France. Chile has one with Delft.
- Small use of programs like Alfa, Alban or Pima.



GEME PROGRAM

- Promotes international mobility of students between CSM, PUCP, PUCCH and Wits
- It is sponsored by a selected group of companies.
- Involves early identification of talent and build up of loyalty.
- A new way of recruitment





- **Good information on international cooperation in higher education in Latin America can be found in**
- The PIHE Network Project - EULAC Partnerships for Internationalisation of Higher Education is a project financed by the European Commission in the ALFA Programme Framework - Sub-programme A: Academic and Institutional Management. Its duration is 24 months (september 2005-september 2007) and its activities are especially focused on internationalisation of higher education in Latinamerica and Europe, dealing with the following subjects:- The partnerships and collaboration activities between Higher Education Institutions in Latinamerica and Europe;- The funding landscape of international activities inside the university scope;- The strategic planning and quality assurance regarding the above-mentioned topics.



- www.pihenetwork.org

Welcome to PIHE Network Project!

 An icon representing a document with a large orange arrow pointing downwards, indicating a download action.	<p>THE BOOK "PRÁCTICAS Y TENDENCIAS PARA LA INTERNACIONALIZACIÓN Y LA COOPERACIÓN ENTRE UNIVERSIDADES DE AMÉRICA LATINA Y UNIÓN EUROPEA" PRODUCED BY PIHE NETWORK IS NOW AVAILABLE FOR DOWNLOAD HERE</p>	 The cover of the book 'Prácticas y Tendencias para la Internacionalización y la Cooperación entre Universidades de América Latina y Unión Europea'. It features a map of Latin America and the PIHE logo.
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- **Objectives**

- The main aim of the project is to identify the rationales and approaches that have led to internationalisation of the higher education institutions in both regions and their implications in the institutional strategies and financing. To reach this objective, the network suggests different analysis' levels and methodologies, and an analytical and theoretical framework coming from a World Bank and IMHE/OECD recent report named Internationalisation of Higher Education: the Latin American Way. ["Higher education in Latin America: the International Dimension"](#) The experience acquired in other projects financed by the European Union within the ALFA Programme.

Specific Objectives

- 1. To establish a general framework for different types of cooperation between Latin American and European Higher Education Institutions.
- 2. To present a general perspective on financing politics given by organisations at different levels.
- 3. To suggest strategic planning mechanisms and quality assurance processes for internationalisation.



- In Latin America internationalization is becoming recognized as an important phenomenon that is influencing the direction of education and society. Little is known, however, about the development of this process or the trends, issues, and opportunities for internationalization within specific Latin American countries or the region as a whole. This book looks at the “Latin American way” in which the international dimension is evolving, recognizing the cultural, linguistic, political, and economic characteristics of the region, its countries, and its institutions of higher education.



- The book compares internationalization issues, trends, and opportunities in higher education in selected Latin American countries at the institutional, national, and regional levels. It addresses the specific elements of the internationalization process, such as mobility, curriculum, linkages, and networks. Rather than investigating these issues in detail, however, it examines them as part of a more comprehensive overview of policies, programs, and activities at all three levels.



- The volume examines these elements and the broader process of internationalization in the context of the overall development of higher education. It analyzes the potential contribution of internationalization to institution and nation building, examining such issues as the implications of trade, new forms of delivery, new providers, and the relevance of accreditation and quality assurance for higher education and their international dimensions.



- The study is based on studies of seven countries (Argentina, Brazil, Chile, Colombia, Cuba, Mexico, and Peru), which together represent about 90 percent of the region's Spanish- and Portuguese-speaking population. It does not cover the small island countries of the Caribbean, Central America, or the French- and English-speaking countries of the region.



MAIN PROBLEMS

- Lack of adequate financial resources
- Curricula incompatibility
- Language when other than spanish/portuguese or english
- Courses convalidation
- Balance in student exchange (more latins interested than non latins)
- Small numbers (Less than 20 latin students per year out of 6000)
- Lack of information on opportunities available
- Differences in academic standard



LACK OF MOTIVATION

- In most LA countries, the procedures for evaluating academic productivity focus on individual achievements and do not reward involvement in international cooperation projects, student counseling, or the organization of student mobility programs. These activities are time consuming and need to be rewarded if the institution wants them to develop. Faculty involvement is key to the future of a deeper and wider internationalization process.



DIFFERENCES

- Student exchanges are common in western universities other than LA where they are considered more an “added value”.
- Differences between public and private universities in LA are very big, specially in resources and academic quality. Only 2 mining schools in LA are private PUCP and PUCCH
- The economic status of most LA mining students is low, many have to work to help their families



- Opportunities for faculty and staff professional development activities, such as participation in international conferences and opportunities to spend an exchange period or a sabbatical abroad, are another key element in the internationalization process. This is a crucial aspect for institutions and needs to be properly addressed. Most of LA mining schools report the existence of budget lines to support this kind of activity. However, the provision is generally inadequate, even though participation in international conferences, as well as publishing and being cited in international journals and books, have become key indicators within the planning and quality review processes of institutions. Unfortunately, access to these opportunities is limited to some privileged full-time faculty, who usually represent less than half of all instructors at Latin American universities.



INSTITUTIONAL APPROACHES

- Latin American institutions still appear to be reacting to initiatives coming from national and, in particular, international organizations. There is a need for a gradual shift from this approach to a more proactive approach to internationalization.
- The approach to activities tends to be fragmented, with little connection between participation in different programs, projects, and strategies. Strategies are not part of the central plan and are marginal. Only recently have some institutions started moving toward a more coherent process approach and bringing internationalization into the center of institutional policy and planning.



- There is a gradual shift from considering international activities and projects primarily as a source of income (development cooperation, sponsored cooperation projects, trade) toward looking at internationalization as an integrated and coherent process. Related to that, awareness is emerging that institutional investment is required for internationalization strategies.



Outward Student Mobility in LA

Country	No. of students studying abroad	% of all students	% of all st. studying abroad in english
Argentina	6676	0.6	56
Brasil	16756	1.0	62
Chile	4115	1.4	48
Colombia	10735	1.9	70
Mexico	15274	1.0	84
Peru	5748	0.8	50

Total 59304 vs about 22000 non LA students studying in LA universities. Political and economic instability being major reasons for attracting foreign students.



CONCLUSIONS FROM A LA PERSPECTIVE

- **1. Mobility of students and teachers is the most important reason for making internationalization a priority and the fastest growing aspect of internationalization.**
- **2. Brain drain and the loss of cultural identity are seen as the greatest risks of internationalization.**
- **3. Student, faculty, and staff development; academic standards and quality assurance; and international research collaboration are the three most important benefits of internationalization.**
- **4. Lack of financial support at the institutional level is the greatest obstacle for internationalization.**
- **5. Distance education and the use of information and communication technologies are key areas for new developments.**
- **6. Faculty are the driving force behind internationalization, more active than administrators and students.**
- **7. Many LA mining schools appear to have an internationalization policy and strategy in place, but very few of them have budgets and a monitoring framework to support implementation.**
- **8. Rationales based on academic considerations for internationalization are more common than rationales based on political or economic considerations.**
- **9. Issues requiring attention include development cooperation, quality assurance and accreditation, funding, and research cooperation.**

