INTERNATIONALIZATION OF LATIN AMERICAN PERIPHERAL UNIVERSITIES THROUGH SUSTAINABLE INTEGRATION AND INCLUSIVE IMPLEMENTATION OF INTERNATIONAL RELATIONS OFFICES (PONCHO)

WP1: MAP OF INTERNATIONALIZATION OF LATIN AMERICAN PARTNER HIGHER EDUCATION INSTITUTIONS

This report shows the Map of Internationalization of Latin American Partner Higher Education Institutions, according to Partnership Agreement, Article 3: Obligations and responsibilities, WP1. It was elaborated by Universidade Federal de Goiás (UFG), Brazil, and Universidad Las Palmas de Gran Canarias (ULPGC), Spain, the coordinator of the Project, based on two questionnaires produced by ULPGC and completed by all American partners and on completed with additional information sent by email by some of the partners.

Four European institutions integrate the PONCHO consortium: Universidad Las Palmas de Gran Canarias (ULPGC), Spain; Université Bretagne Sud (UBS), France; Jan Kochanowski University from Kielce (JKU), Poland, and Universidade do Porto (U.Porto), Portugal. However, the analysis that follows is focused to the 21 Latin American partners, according to the WP1 proposal.

All Latin American higher education partner institutions part of the PONCHO consortium are situated in South America. Figure 1 shows the map of the continent indicating the countries where PONCHO partners are located and the number of institutions situated in each country. Brazil is the country with the largest number of participants. Only Guyana, Suriname, French Guiana, Venezuela and Chile do not integrate the Project.

Table 1 shows all Latin American partners, distributed by country, with information about their total number of students and academic staff members. The acronym of the institutions is also mentioned.

Figure 1: South America map: countries with PONCHO partners

Table 1: PONCHO institutions distributed by country

Country	Higher Education Institution	Acronym	Students	Academic Staff
Argentina	Universidad Nacional de San Luis	UNSL	14.000	1.850
	Universidad Nacional del Sur	UNS	22.815	2.800
	Universidad de Tucumán	UNT	67.105	4.893
Bolivia	Universidad Amazónica del Pando	UAP	5.528	396
	Universidad Mayor de San Simón	UMSS	65.834	1.710
Brasil	Universidade Federal de Ciências da Saúde de Porto Alegre	UFCSPA	2.396	348
	Universidade Federal de Goiás	UFG	24.305	2.659
	Universidade Federal da Grande Dourados	UFGD	8.308	589
	Universidade Federal de Minas Gerais	UFMG	48.949	2.818
	Universidade Federal do Paraná	UFPR	23.673	2.102
Colombia	Universidad Tecnológica del Chocó	UTCH	9.444	946
	Universidad del Valle del Cauca	UCEVA	4.802	534
	Tecnológico de Antioquia	TDEA	9.111	945
Ecuador	Universidad Laica Eloy Alfaro de Manabí	ULEAM	20.000	806
	Universidad Nacional del Chimborazo	UNACH	8.569	682
Paraguay	Universidad Autónoma de Asunción	UAA	6.000	350
	Universidad Nacional de Itapúa	UNI	4.485	1.171
Peru	Universidad Nacional de Cajamarca	UNC	8.788	604
	Universidad Tecnológica de Los Andes	UTEA	9.282	541
Uruguay	Universidad Católica de Uruguay	UCU	9.512	1.517
	Universidad ORT Uruguay	ORT	10.000	1.400

All PONCHO institutions are involved in the internationalization of higher education although it is developed at different levels in each one of them. UNACH, for example, started its internationalization activities in 2014 with its participation in the PONCHO Project and Universities such as TDEA and UTEA started in 2015. Considering the 21 Latin American partners, the 52,38% started their international cooperation activities in the 21st century: UAP = 2012; UFCSPA = 2013; UFGD = 2007; UTCH = 2011; UCEVA = 2011; TDEA = 2015; ULEAM = 2005; UNACH = 2014; UAA = 2005; UNC = 2013; UTEA = 2015. Nevertheless, this figure can be explained considering the fact that Latin American higher education institutions are generally young compared to traditional European Universities. UFGD, for example, was created in 2005. Some of PONCHO institutions have been developing international activities since their creation though a systematization of it occurred more recently: UNS, UNT, UFG, UFPR, UNI, UCU and ORT. Moreover, some of the PONCHO Latin American Universities indicated the starting moment of their international activity to be the following: UNSL = 1990; UMSS = 1978; UFMG = 1972 and UNI = 1996. Generally, but not in all those cases, international actions resulted from personal initiatives and had no formal character.

It is worth mentioning that nowadays the concept of Internationalization of Higher Education has reached a wider dimension, and thus can be interpreted in a wide sense. In the questionnaires submitted in the framework of the PONCHO WP1, the concept of Internationalization was intentionally open, for partner Universities to identify the aspects they included in the analysis of their internationalization process. This allowed collecting interesting data concerning the internationalization perspective of Partner Universities.

At this point, a brief emphasis on the framework that defines the Internationalization of Higher Education is necessary, as activities such as the inclusion of an international dimension into the curriculum, for example, can have been taken into account in the analysis carried out by PONCHO instructions. As far as Knight theoretical thoughts about it are concerned:
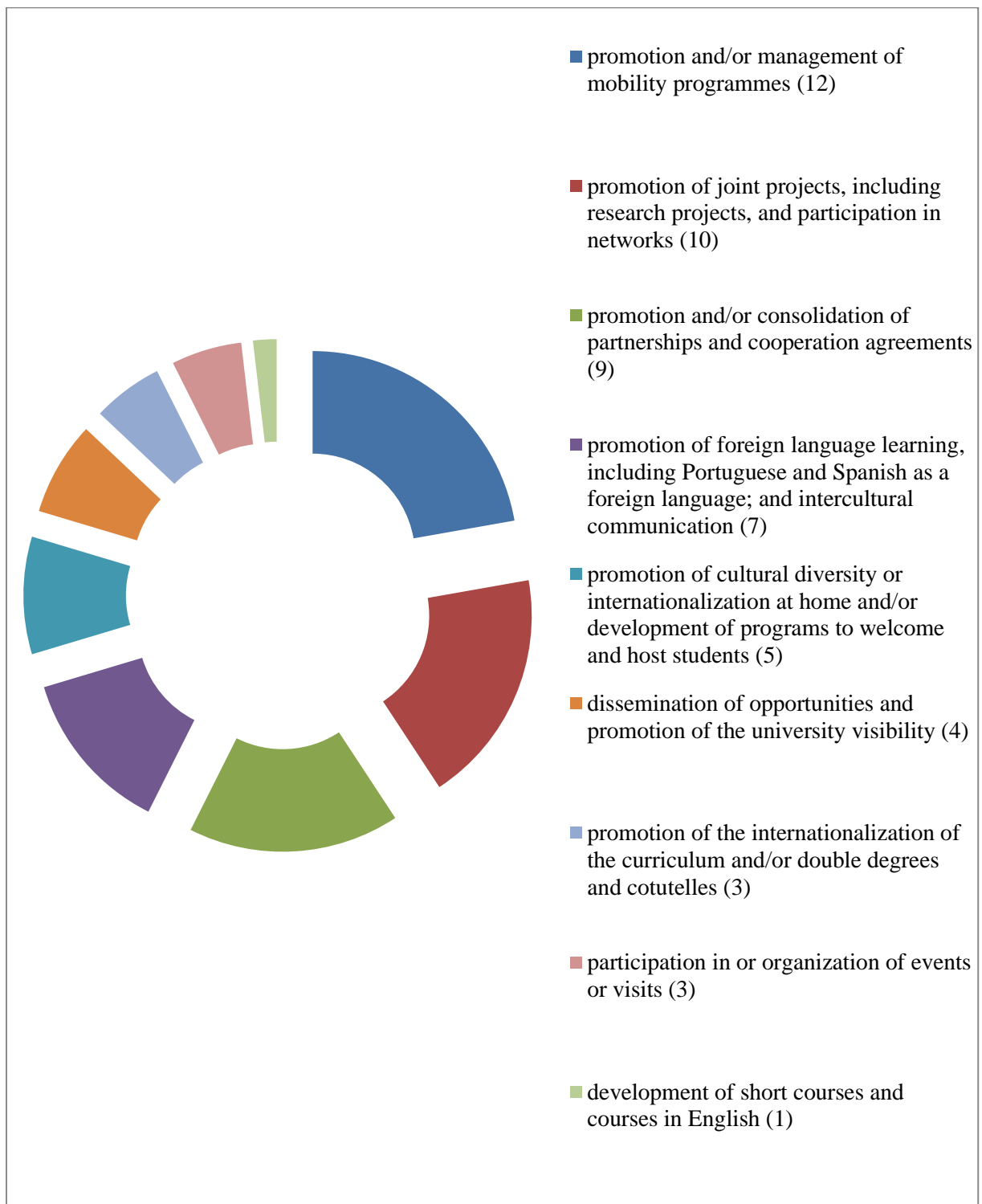
"Internationalization is a term that is being used more and more to discuss the international dimension of higher education and, more widely, postsecondary education. It is a term that means different things to different people and is thus used in a variety of ways. Although it is encouraging to see the increased use and attention being given to internationalization, there is a great deal of confusion about what it means. For some people, it means a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; and new, international academic programs and research initiatives. For others, it means the delivery of education to other countries through new types of arrangements such as branch campuses or franchises using a variety of face-to-face and distance techniques. To many, it means the inclusion of an international, intercultural, and/or global dimension into the curriculum and teaching learning process. Still others see international development projects and, alternatively, the increasing emphasis on trade in higher education as internationalization. […]" (KNIGHT, 2004, p. 6).

It is possible to have an idea of the different levels of PONCHO Latin American institutions internationalization and even the meaning they attributed to that, through the strategies they implemented to develop the internationalization process. Three of the interviewed institutions have declared they have no established strategy for internationalization: UAP (even though they declare to have defined lines of actions), UMSS and UCU (even if internationalization is part of the strategic plan of the university) and some other, such as UNACH, informed that official documents concerning internationalization was still under approval. All the other partners declared there is an institutional strategy for internationalization. Figure 2 shows strategic actions mentioned by some partners. Figure 3 shows strategic actions according to the number of mentions.

Figure 2: Strategic actions mentioned by partners.

Strategic action	Partners
promotion and/or management of mobility programs	•UNSL; UNS; UNT; UFCSPA; UFG; UFGD UFMG; TDEA; UAA; UNI; UTEA; ORT
promotion of joint projects, including research projects, and participation in networks	•UNSL; UNS; UNT; UFG; UFGD; TDEA; UAA; UNI; UNC, ORT
promotion and/or consolidation of partnerships and cooperation agreements	•UNSL; UNS; UNT; UFCSPA; UFG; UFGD; TDEA; UAA; UNI
promotion of foreign language learning, including Portuguese and Spanish as a foreign language; and intercultural communication	•UNS; UFCSPA; UFG; UFGD; UFMG; ORT; UFGD
promotion of cultural diversity or internationalization at home and/or development of programs to welcome and host students	•UFCSPA; UFG; UFGD UFMG; UAA
dissemination of opportunities and promotion of the university visibility	•UNSL; UFCSPA; UAA; UNI
promotion of the internationalization of the curriculum and/or double degrees and cotutelles	•UNS; UNT; TDEA
participation in or organization of events or visits	•TDEA; ULEAM; UAA
development of short courses and courses in English	•ORT

Figure 3: Strategic actions according to the number of mentions

- promotion and/or management of mobility programmes (12)
- promotion of joint projects, including research projects, and participation in networks (10)
- promotion and/or consolidation of partnerships and cooperation agreements (9)
- promotion of foreign language learning, including Portuguese and Spanish as a foreign language; and intercultural communication (7)
- promotion of cultural diversity or internationalization at home and/or development of programs to welcome and host students (5)
- dissemination of opportunities and promotion of the university visibility (4)
- promotion of the internationalization of the curriculum and/or double degrees and cotutelles (3)
- participation in or organization of events or visits (3)
- development of short courses and courses in English (1)

Therefore, promotion and/or management of mobility programs has appeared as the most mentioned strategic action. Therefore, despite all the ways to promote internationalization, mobility seems to be seen as the most relevant action to be implemented

in the field. This result can confirm what Avila (2007, p. 404) observed about the process of internationalization in Latin America: "Students and faculty mobility is still the main, and in some cases the only, mechanism for the internationalization of the curriculum". In PONCHO case, only TDEA explicitly mentioned Internationalization of the Curriculum (IoC) among the information sent and only UFMG mentioned Internationalization at Home (IaH), another modality that has been discussed since some time ago. IoC was defined by Betty Leask (2015 apud BEELEN; JONES, 2015, p. 61) as "the incorporation of international, intercultural and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study". IaH was defined by Wächther (2000, p. 6) as "[a]ny internationally related activity with the exception of outbound student and staff mobility". Recently, Beelen and Jones (2015, p. 69) presented a redefinition for IaH: "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments."

Noteworthy is the fact that there is no mention to employment? among the internationalization actions developed by Latin American PONCHO partners, which reveals their perception of education as a public good. It is also relevant to note that the promotion of foreign language learning, including Spanish and Portuguese as a Foreign Language also appears as an important issue.

The interest for mobility programs can be explained by the benefits that can be obtained through them. OECD (2010, p. 1), in its Innovation Policy Platform, published a brief about international mobility in higher education indicating some of its purposes:

- To participate in international knowledge flows, be exposed to new ideas or technologies, including the tacit knowledge associated to their use.
- To improve teaching and administrative practices of higher education institutions by giving them international benchmarks (e.g. the feedback of international students).
- To attract and keep, even temporarily, some talents for the economy and research system of the host country.
- To generate revenue for the economy and the higher education sector.
- To help developing and emerging countries build capacity.

Figure 4 shows the number of incoming students according to institution. Some partners have sent information related to 2014, others to 2015, in consonance with the moment the questionnaires were completed. UNC was not included because the number informed (2.673) could not be confirmed. Figure 5 shows the percentage of incoming students compared to the total number of students.

Figure 4: Number of incoming students according to institution
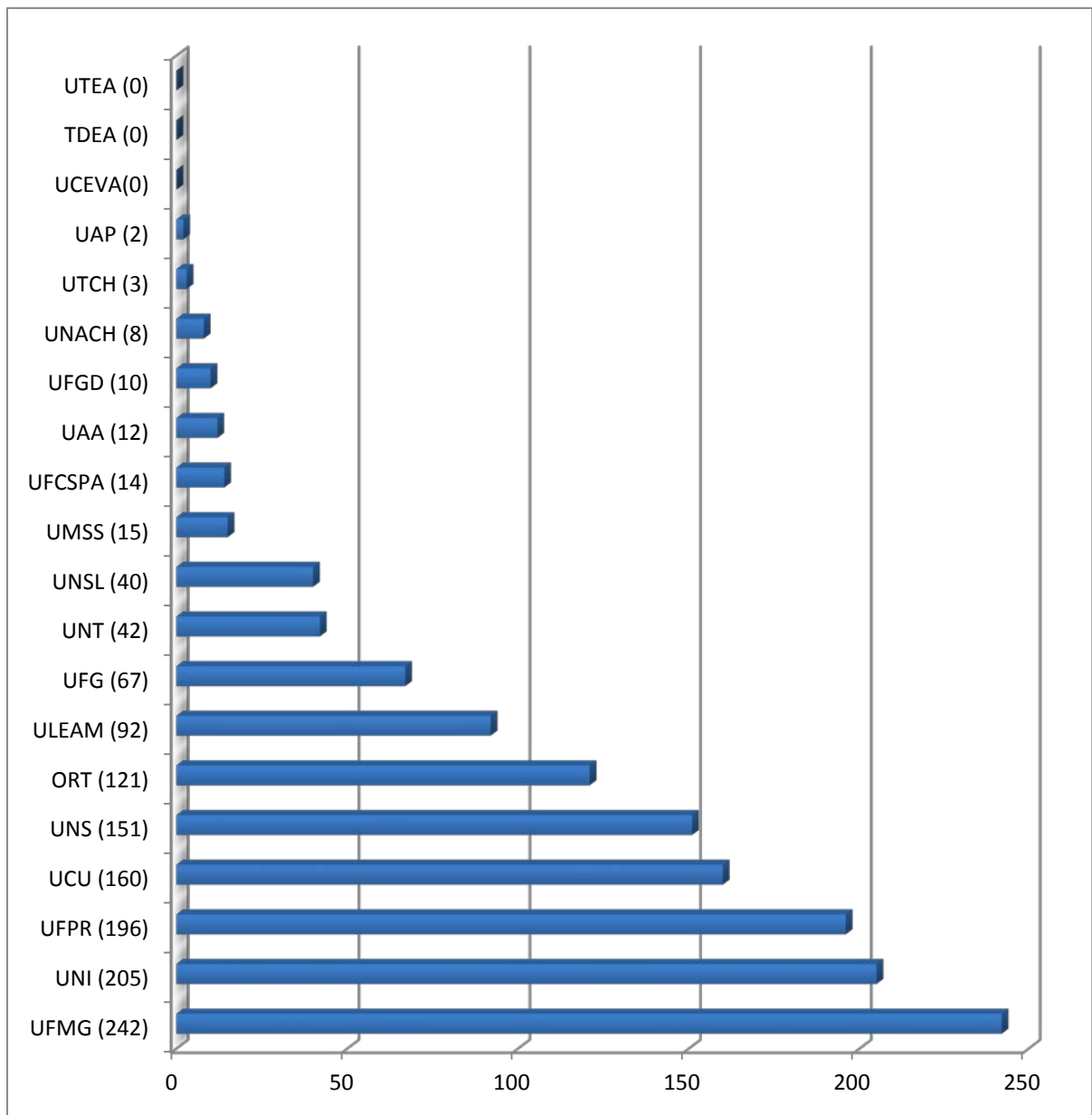
So, the institutions with the largest number of incoming students are: UFMG (242), UNI (205), UFPR (196) and UCU (160). But, the institutions with the largest percentage of incoming students compared to the total number of students are: UNI (205 which stands for 3,1% of the total number of students), UCU (160 which stands for 1,68%), ULEAM (92 which stands for 1%) and ORT (121 which stands or 1%). In order to illustrate, it is interesting to note that U.Porto percentage of incoming students is 6,2% (1.867 incoming students out of 30.108 students).
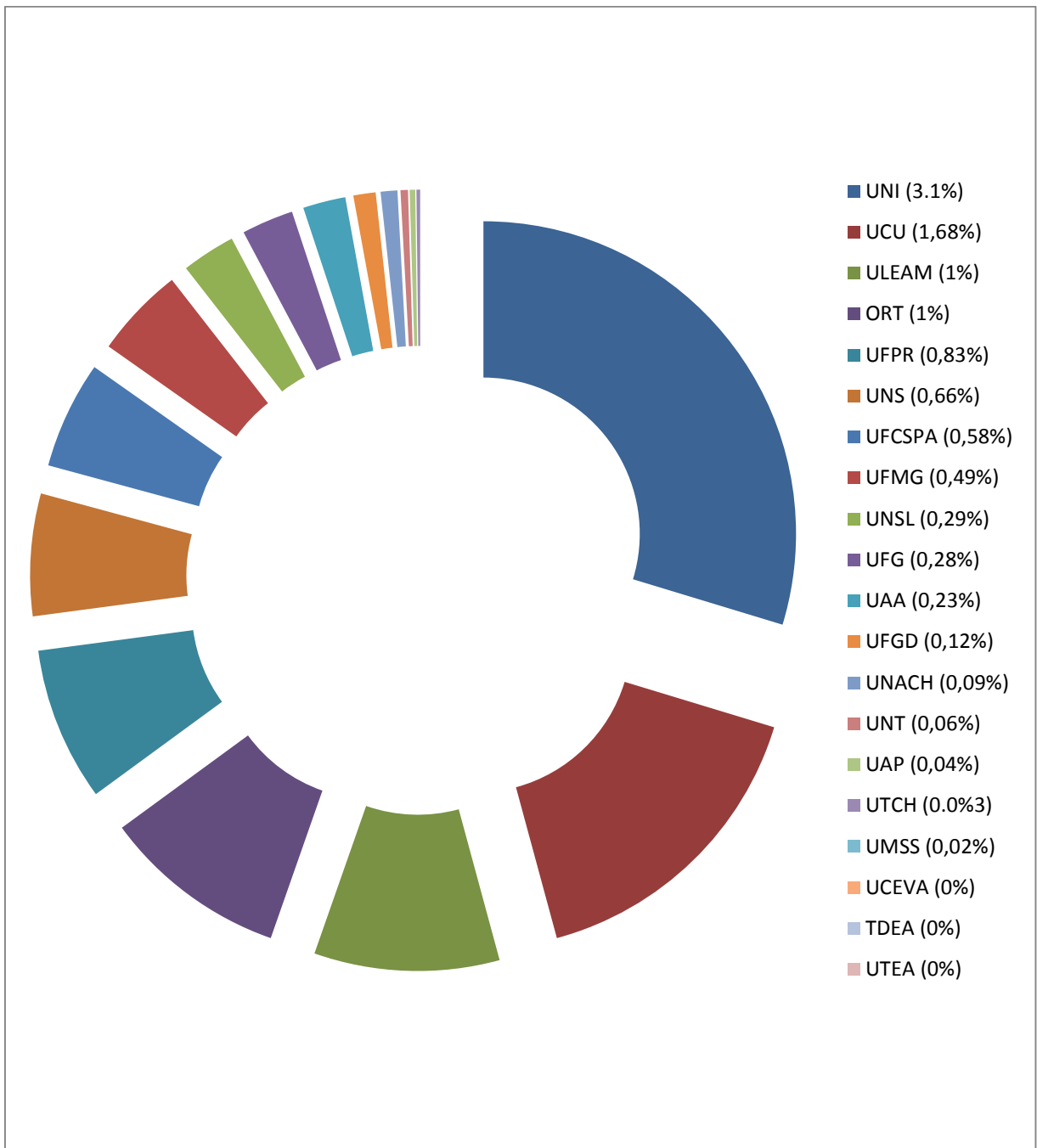
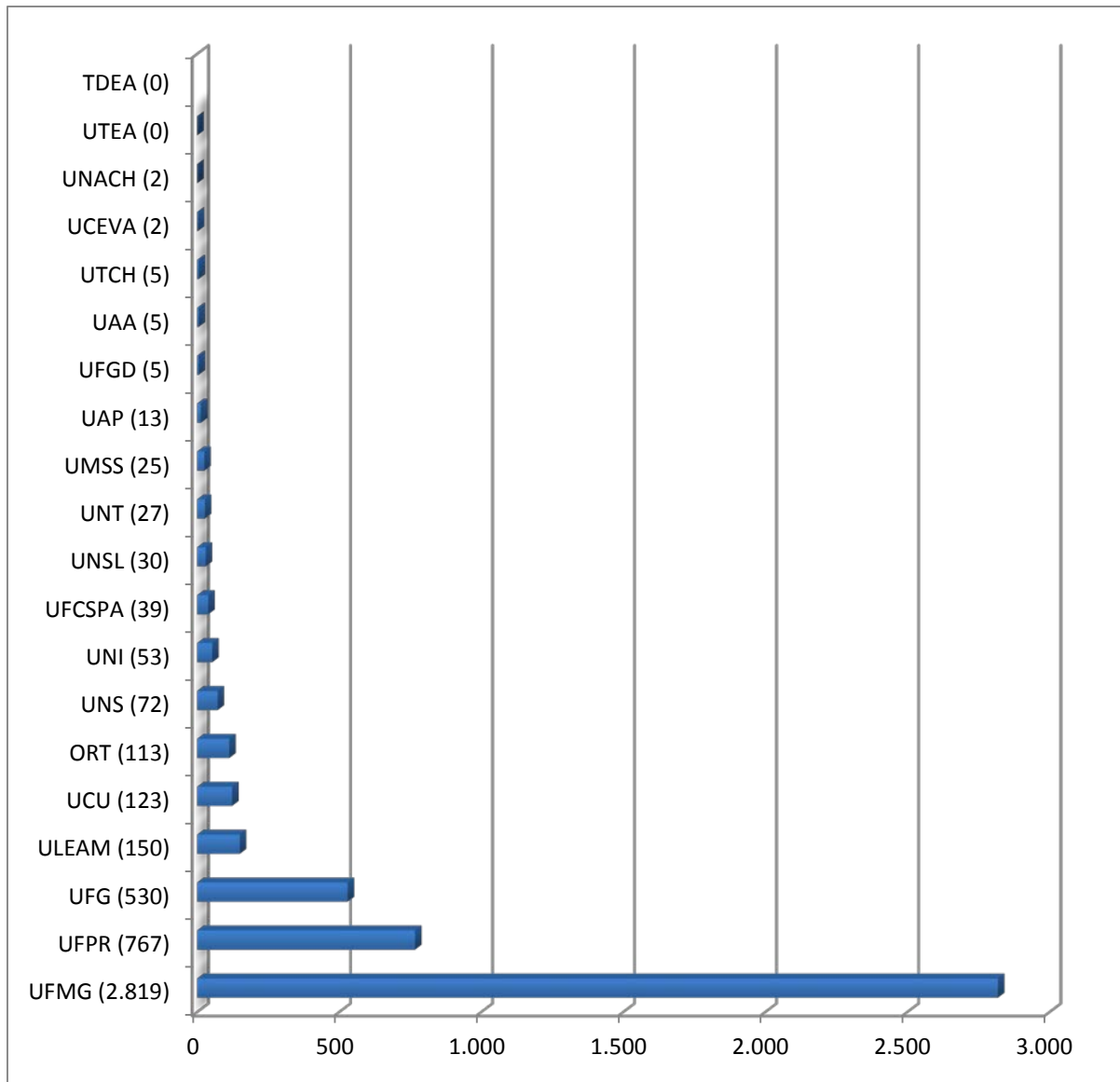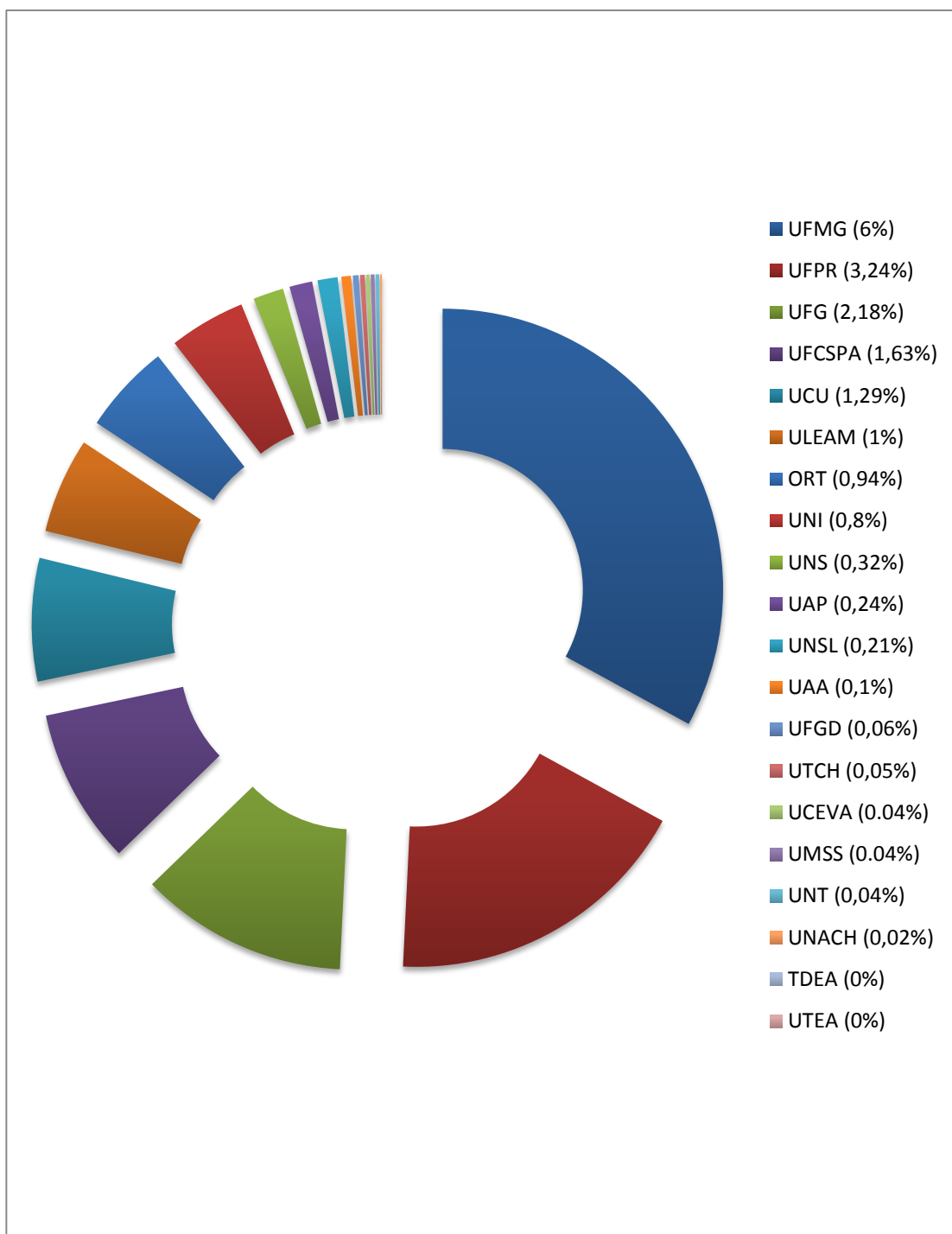Figure 5: Percentage of incoming students

Figure 6 shows the number of outgoing students according to institution. UNC was not included because the number informed (1.721) could not be confirmed. Figure 7 shows the percentage of outgoing students compared to the total number of students.

Figure 6: Number of outgoing students according to institution

The high number of outgoing students mobility of the Brazilian universities (UFMG = 2.819 that stands for 6%, UFPR = 767 that stands for 3,24% and UFG = 530 that stands for 2,18%) results from CsF – Science without Borders – (www.cienciasemfronteiras.gov.br), a mobility program financed by Brazilian federal government that was implemented in 2011. UFMG is the university that has sent more students abroad through this program. Regarding UFMG, it is also worth mentioning its Minas Mundi Program, financed by its own resources, in order to foster exchange periods for UFMG students (https://www.ufmg.br/dri/programas/aluno-da-ufmg/editais-anteriores/minas-mundi/). In the case of outgoing students mobility, UFMG has overcome U.Porto (UPorto = 1.144 outgoing students that stands for 3,8% of total students).

Figure 7: Percentage of outgoing students

Legend:
- UFMG (6%)
- UFPR (3,24%)
- UFG (2,18%)
- UFCSPA (1,63%)
- UCU (1,29%)
- ULEAM (1%)
- ORT (0,94%)
- UNI (0,8%)
- UNS (0,32%)
- UAP (0,24%)
- UNSL (0,21%)
- UAA (0,1%)
- UFGD (0,06%)
- UTCH (0,05%)
- UCEVA (0.04%)
- UMSS (0.04%)
- UNT (0,04%)
- UNACH (0,02%)
- TDEA (0%)
- UTEA (0%)

These incoming and outgoing mobilities are carried out within bilateral agreements or within mobility programs. Different programs were informed by partners. Table 2 shows the programs mentioned at least by two institutions.

Table 2: Mobility programs

MOBILITY PROGRAM	INSTITUTIONS
ERASMUS	UNSL; UNS; UMSS; UFG; UFMG; ULEAM; UNI; ORT
MARCA	UNS; UNT; UAP; UMSS; UFG; UFGD; ORT
CsF	UFCSPA; UFG; UFGD; UFMG; UFPR
ESCALA AUGM	UNS; UNT; UFG; UFPR; UNI
BRAFITEC/ARFITEC	UFG; UFMG; UFPR;UNS
SANTANDER	UNSL; UFCSPA; UFG
PAME-UDUAL	UAP; UFGD; ULEAM
BRACOL	UFCSPA; UFG; UFGD
ZICOSUR	UNT; UNI
JIMA	UNS; UNT
CRISCOS	UMSS; UAA

The most mentioned program was Erasmus (including Erasmus Mundus and Erasmus+) involving PONCHO institutions from Argentina, Bolivia, Brazil, Ecuador, Paraguay and Uruguay that integrate partnerships with Europe. Noteworthy is the fact that the second most mentioned program is MARCA – Intercâmbio de estudiantes del Mercosur (http://programamarca.siu.edu.ar), involving PONCHO institutions from Argentina, Bolívia, Brazil and Uruguay. Many other programs mentioned also involve mobility between Latin American students and faculties:

- ESCALA AUGM – Asociación de Universidades Grupo Montevideo – (http://grupomontevideo.org/sitio/);
- PAME-UDUAL – Programa Académico de Movilidad Educativa de la Unión de Universidades de América Latina y el Caribe (http://www.udual.org/pame.html);
- BRACOL – Programa de Movilidad Brasil/Colômbia;
- ZICOSUR – Zona de Integración del Centro Oeste de América del Sur (http://www.zicosur.org.ar/Nueva_ZICOSUR/espanol/index1.php);
- JIMA – Programa Jóvenes de Intercambio México-Argentina (http://www.anuies.mx/programas-y-proyectos/cooperacion-academica-nacional-e-internacional/cooperacion-academica-internacional/programa-jovenes-de-intercambio-mexico-argentina-jima)
- CRISCOS - Consejo de Rectores por la Integración de la Subregión Centro Oeste de Sudamérica (http://www.criscos.cl).

This result seems to contrast with that observed by Avila (2007, p. 403), who affirmed: "Despite the similarities existing among Latin American higher education systems,

intraregional mobility programs are extremely scarce […]". Considering that her text was written in 2007, it is possible to suppose that changes have happened since then.
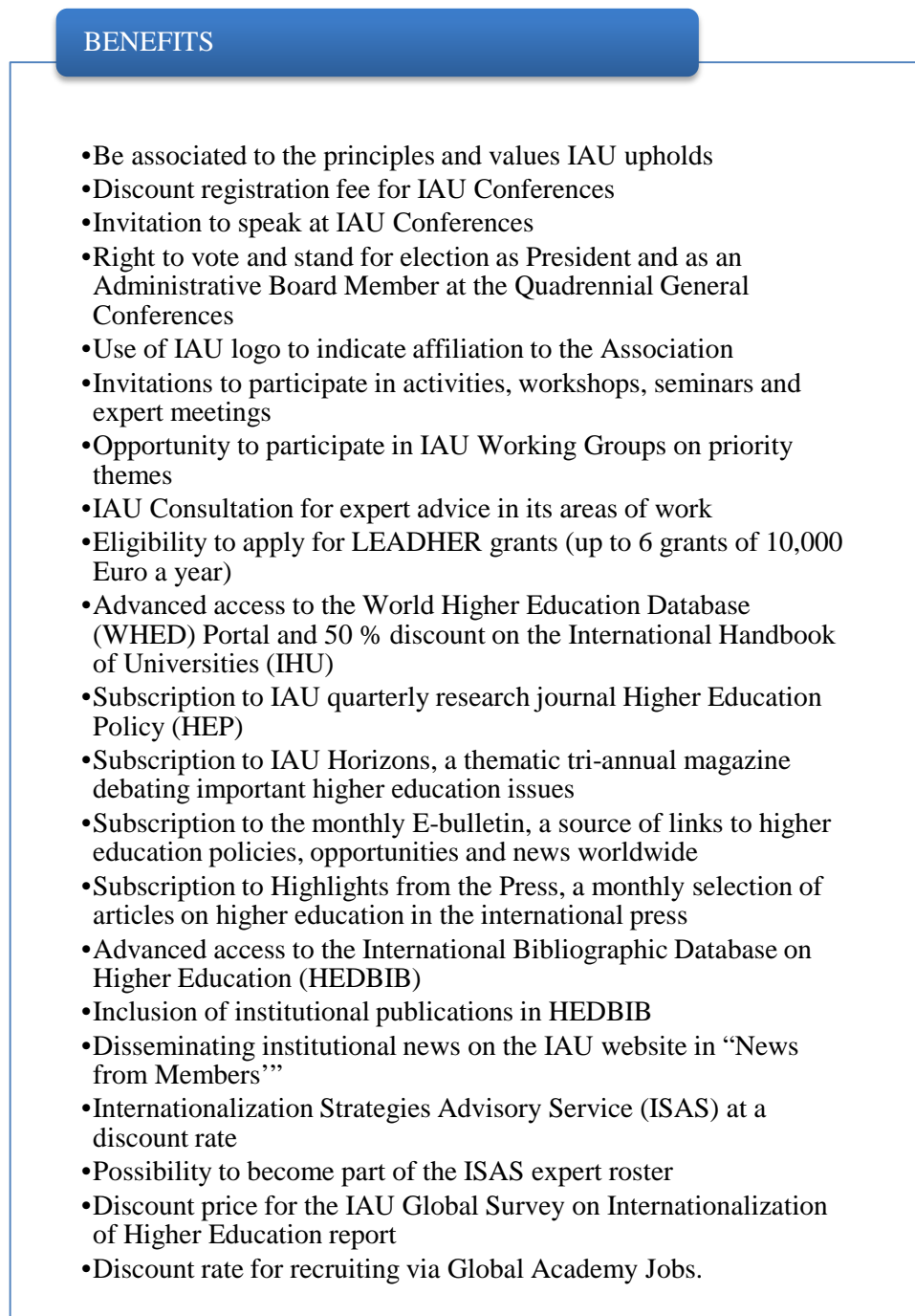
It can be noted that some of the mobility programs mentioned below are promoted by international networks. Discussions about the importance of international networks to promote academic mobility has been usual nowadays. It was one of the themes of the event "Tendências e Desafios no Ensino Superior: BRICS e América Latina em pauta", held at UFMG in June 2016 (https://www.ufmg.br/dri/seminario-tendencias-e-desafios-no-ensino-superior-brics-e-america-latina-em-pauta/). All PONCHO institutions informed they belong to networks. Table 3 shows networks mentioned by at least two institutions.

Table 3: Networks mentioned by at least two institutions

ACRONYM	DENOMINATION	INSTITUTIONS
UDUAL	Unión de Universidades de América Latina y el Caribe	UNSL; UAP; UFCSPA; UFGD; ULEAM; UCU; ORT
AUGM	Asociación de Universidades Grupo Montevideo	UNS; UNT; UFG; UFMG; UFPR; UNI
Grupo Tordesillas	Grupo Tordesillas	UFCSPA; UFG; UFGD; UFMG; UFPR
AULP	Associação de Universidades de Língua Portuguesa	UFCSPA; UFG; UFGD; UFMG; UFPR
GCUB	Grupo Coimbra de Universidades Brasileiras	UFCSPA; UFG; UFGD; UFMG
AUIP	Asociación Universitaria Iberoamericana de Postgrado	UNS; ULEAM; UAA; UCU
CRISCOS	Consejo de Rectores por la Integración de la Subregión Centro Oeste de Sudamérica	UNSL; UMSS; UAA; UTEA (proposal submitted)
OUI	Organización Universitaria Interamericana	UNS; UAP; UCU
Grupo La Rábida	Universidades Iberoamericanas	UNT; UFGD; ULEAM
AUF	Agence Universitaire de la Francophonie	UMSS; UFMG; UFPR
ZICOSUR	Zona de Integración del Centro Oeste de América del Sur	UFGD; UNI; UNT
RedUE-ALCUE	Red Universidad Empresa - América Latina y el Caribe- Unión Europea	UNS; UFGD
RedCIUN	Red de Oficinas Argentinas de Cooperación Internacional	UNS; UNT
UNAMAZ	Asociación de Universidades Amazónicas	UAP; UMSS
CLACSO	Consejo Latinoamericano de Ciencias Sociales	UMSS; UFGD
RCI	Red Colombiana para la Internacionalización de la Educación Superior	UCEVA; TDEA
IAU	International Association of Universities	UCU; ORT

About IAU, U.Porto is also a member of the association and informed the benefits of an institutional membership. Figure 8 shows these benefits.

Figure 8: Benefits of IAU institutional membership

BENEFITS

- Be associated to the principles and values IAU upholds
- Discount registration fee for IAU Conferences
- Invitation to speak at IAU Conferences
- Right to vote and stand for election as President and as an Administrative Board Member at the Quadrennial General Conferences
- Use of IAU logo to indicate affiliation to the Association
- Invitations to participate in activities, workshops, seminars and expert meetings
- Opportunity to participate in IAU Working Groups on priority themes
- IAU Consultation for expert advice in its areas of work
- Eligibility to apply for LEADHER grants (up to 6 grants of 10,000 Euro a year)
- Advanced access to the World Higher Education Database (WHED) Portal and 50 % discount on the International Handbook of Universities (IHU)
- Subscription to IAU quarterly research journal Higher Education Policy (HEP)
- Subscription to IAU Horizons, a thematic tri-annual magazine debating important higher education issues
- Subscription to the monthly E-bulletin, a source of links to higher education policies, opportunities and news worldwide
- Subscription to Highlights from the Press, a monthly selection of articles on higher education in the international press
- Advanced access to the International Bibliographic Database on Higher Education (HEDBIB)
- Inclusion of institutional publications in HEDBIB
- Disseminating institutional news on the IAU website in "News from Members'"
- Internationalization Strategies Advisory Service (ISAS) at a discount rate
- Possibility to become part of the ISAS expert roster
- Discount price for the IAU Global Survey on Internationalization of Higher Education report
- Discount rate for recruiting via Global Academy Jobs.

Source: http://www.iau-aiu.net/content/institutions-0

Many networks were mentioned by one institution only, according to Table 4.

Table 4: Networks mentioned by only one institution

ACADEMIC NETWORK	PARTNER
AUSA (Asociación de Universidades Sur Andina)	UNSL
ReLARIES (Red Latinoamericana y Caribeña de Redes de Relaciones Internacionales de Instituciones de Educación Superior)	UMSS
RedUniRSE (Red Iberoamericana de Universidades por la RES)	UMSS
FAUBAI (Associação Brasileira de Educação Internacional)	UFGD
FOMERCO (Fórum Universitário Mercosul)	UFGD
RED DE MACROUNIVERSIDADES (Network of Public Macro-universities of Latin America and the Caribbean)	UFMG
CONAHEC (Consortium for North American Higher Education Collaboration)	UFPR
SINUCARIBE	UTCH
Fundación Carolina	ULEAM
AUALCPI (Asociación de Universidades de América Latina y El Caribe para la integración)	UAA
RIUP (Red de Relaciones Internacionales e Institucionales de Universidades del Paraguay)	UAA
Red CIDIR (Red universitaria del conocimiento orientada al comercio internacional)	UNI
RPU (Rede Peruana de Universidades)	UNC
CRI ASUP DEL SUR : Consejo Interuniversitario del sur de la Asociacion de Universidades del Peru	UTEA
AUSJAL (Asociación de Universidades Confiadas a la Compañia de Jesús en América Latina)	UCU
CINDA (Centro Interuniversitario de Desarrollo)	UCU
FIUC (Federación Internacional de Universidades Católicas)	UCU
ODUCAL (Organización de Universidades Católicas de América Latina)	UCU
PILA (Red de Propiedad Intelectual e Industrial en Latinoamerica)	ORT
SUMA (Hasta una Gestión Financiera Sostenible de las Universidades en América Latina)	ORT
Red AGE (Red de Apoyo a la Gestión de Centros Educativos)	ORT
CLADEA (Consejo Latinoamericano de Escuelas de Administración)	ORT
AACSB (Association to Advance Collegiate Schools of Business)	ORT
Felafacs (Federación Latinoamericana de Facultades de Comunicación Social)	ORT
UFvA (Asociación Internacional de Universidades de Cine y Video)	ORT
CBCC (CLADEA BALAS Case Consortium)	ORT

About CONAHEC, UFPR informed it is an interesting option mainly because of the tuition fee waiver in institutions in the United States and Canada.
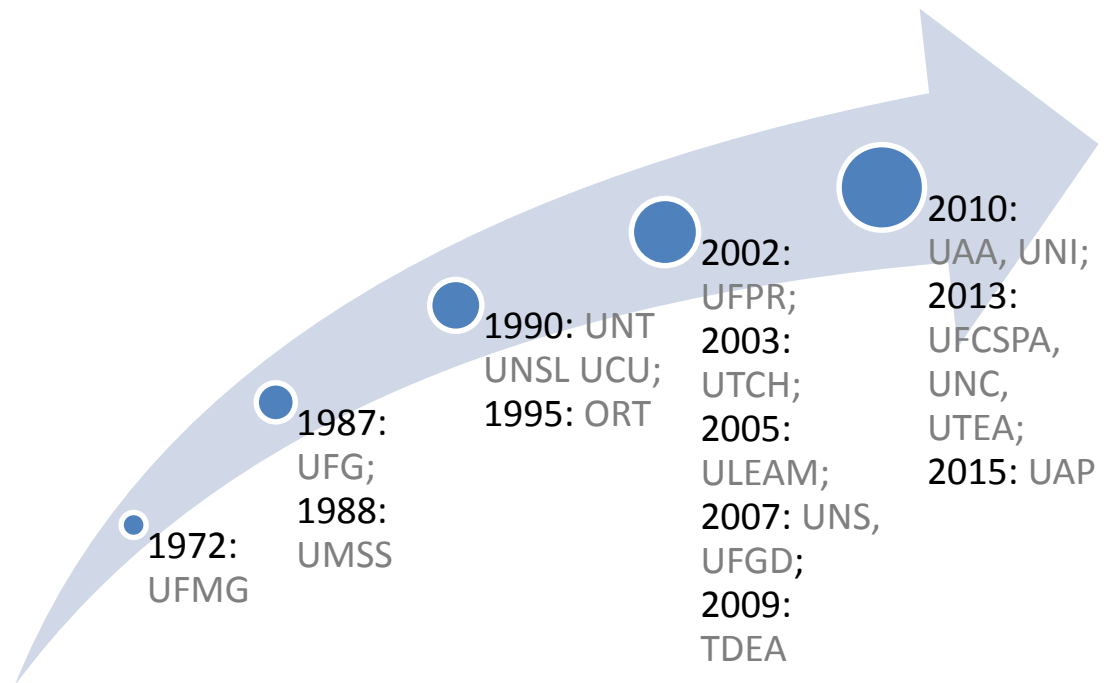
Internationalization in PONCHO Latin American institutions is carried out mostly in a centralized way, the International Relations Office (IRO) being linked to the Rectorate. However, the IRO works together with the faculties and departments and in some cases promotes decentralization. Moreover, academic staff members and researchers also implement international actions by their own. Only four institutions informed internationalization is implemented in a decentralized way: UMSS, TDEA, UNACH and ORT. Figure 9 shows the percentage of institutions working in a centralized and decentralized way.

Figure 9: Percentage of institutions working in a centralized or decentralized way
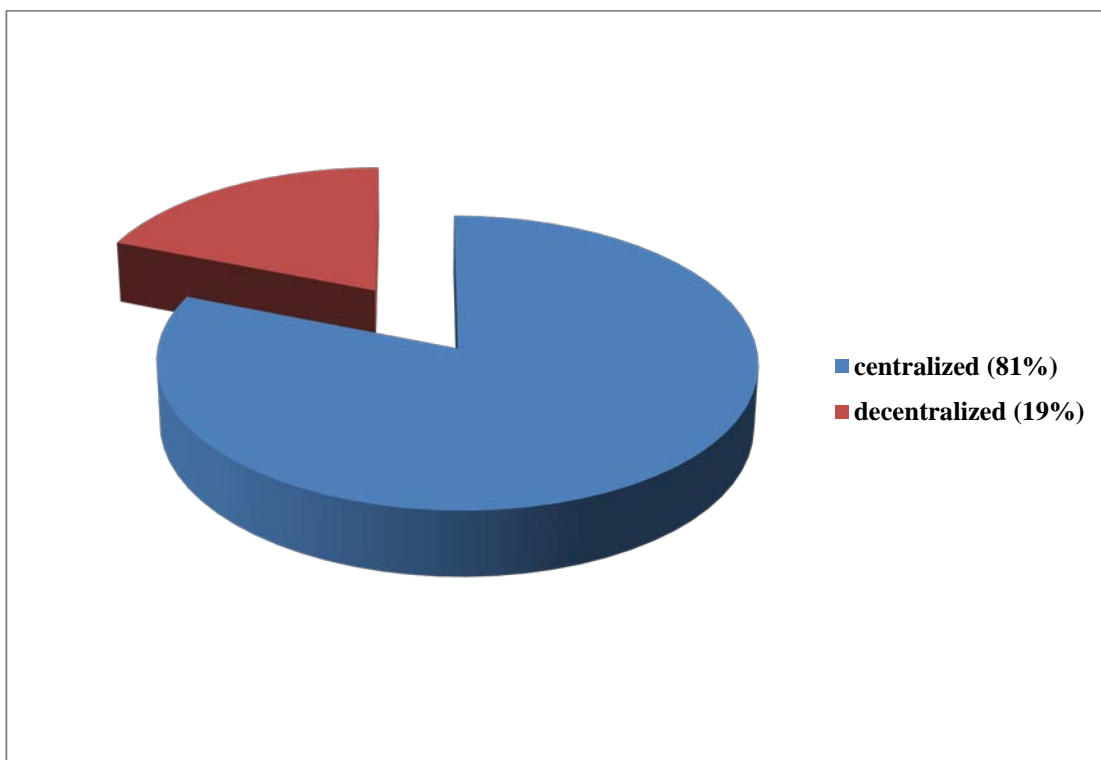
In the case of UNACH, it is important to note that there is not a specific department that deals with International Relations, what can explain the decentralized way to develop internationalization. At UCEVA, there is not a specific department either but international actions are carried out by the Rectorate. Figure 10 shows the dates when the department or area was created in the other PONCHO institutions, although in the cases of UTCH and ORT there is not a IRO physical space.

Figure 10: Dates of creation of the international departments

1972: UFMG

1987: UFG;
1988: UMSS

1990: UNT UNSL UCU;
1995: ORT

2002: UFPR;
2003: UTCH;
2005: ULEAM;
2007: UNS, UFGD;
2009: TDEA

2010: UAA, UNI;
2013: UFCSPA, UNC, UTEA;
2015: UAP

This result seems to be consistent with the findings of Avila (2007), who analysed the process of internationalization in Latin American Higher Education, although the creation of the IRO at UFMG had preceded the date mentioned by her, what highlights the role of UFMG in Brazilian (and also in Latin American) context of Internationalization of Higher Education:

> By the end of the 1980s, the first offices for academic exchange dealing with international academic cooperation opened in the largest public and private universities. Their activities, however, were mainly in reaction to offers made by international organizations and institutions. […] Toward the end of the decade [1990s] and following international tendencies, universities embraced internationalization as part of a strategy to improve the quality of education. (AVILA, 2007, p. 402)

It is possible to have an idea of the IRO' level of consolidation in PONCHO partners through the number and kind of equipment they contain. Table 5 shows the kind of equipment and numbers, according to each institution.

Table 5: Equipment at IRO

INSTITUTION	EQUIPMENT
UNSL	3 computers, 2 telephones, 2 printers
UNS	6 computers , 2 telephones, 1 fax, 2 printers, 1 laptop, 1 scanner, 1 digital copier l
UNT	8 computers, 2 telephones, 1 fax, 4 printers, 1 laptop, 2 scanners
UAP	1 computer, 1 telephone, 1 printer, 1 digital camera
UMSS	4 computers, 7 telephones, 3 printers, 1 data display
UFCSPA	2 computers, 1 telephone, 1 printers, 1 laptop, 1 photographic camera
UFG	8 computers, 7 telephones + 1 cel phone, 3 printers, 2 laptops, 1 projector
UFGD	5 computers, 3 telephones, 1 printers, 1 laptop
UFMG	35 computers, 30 telephones, 1 fax, 6 printers, 3 laptops, 1 Led TV 55", 1 digital camera, 1 stereo mini system, 1 videoconference equipment, 1 multimedia projector
UFPR	10 computers, 10 telephones, 1 printer, 1 laptop
UTCH	there is no office
UCEVA	there is no office
TDEA	2 computers, 2 telephones, 1 printer, 1 scanner
ULEAM	2 computers, 2 telephones, 1 laptop, 1 projector
UNACH	there is no office
UAA	2 computers, 2 telephones, 1 fax, 3 printers,
UNI	3 computers, 2 telephones, 1 fax, 1 printer, 1 laptop
UNC	1 computer, 1 telephone, 1 printer, 1 laptop
UTEA	2 computers, 1 telephone, 2 printers, scanner, copier
UCU	3 telephones, 1 printer, 3 laptops.
ORT	6 computers, 5 telephones, 1 fax, 5 printers, 1 laptop

Among the institutions that have informed about their IRO website, almost all of them use it for informative purposes only: dissemination of opportunities and information about international cooperation, including download of documents in some cases. In some other cases, it is an institutional website rather than IRO's. UNS website includes submission of application; UFPR website includes outgoing student mobility management and ORT website includes some administrative formalities. Almost all of them use social networks to spread their activities, usually Facebook.

Figure 11 shows the number of staff members working in the international area of each PONCHO Latin American institution.
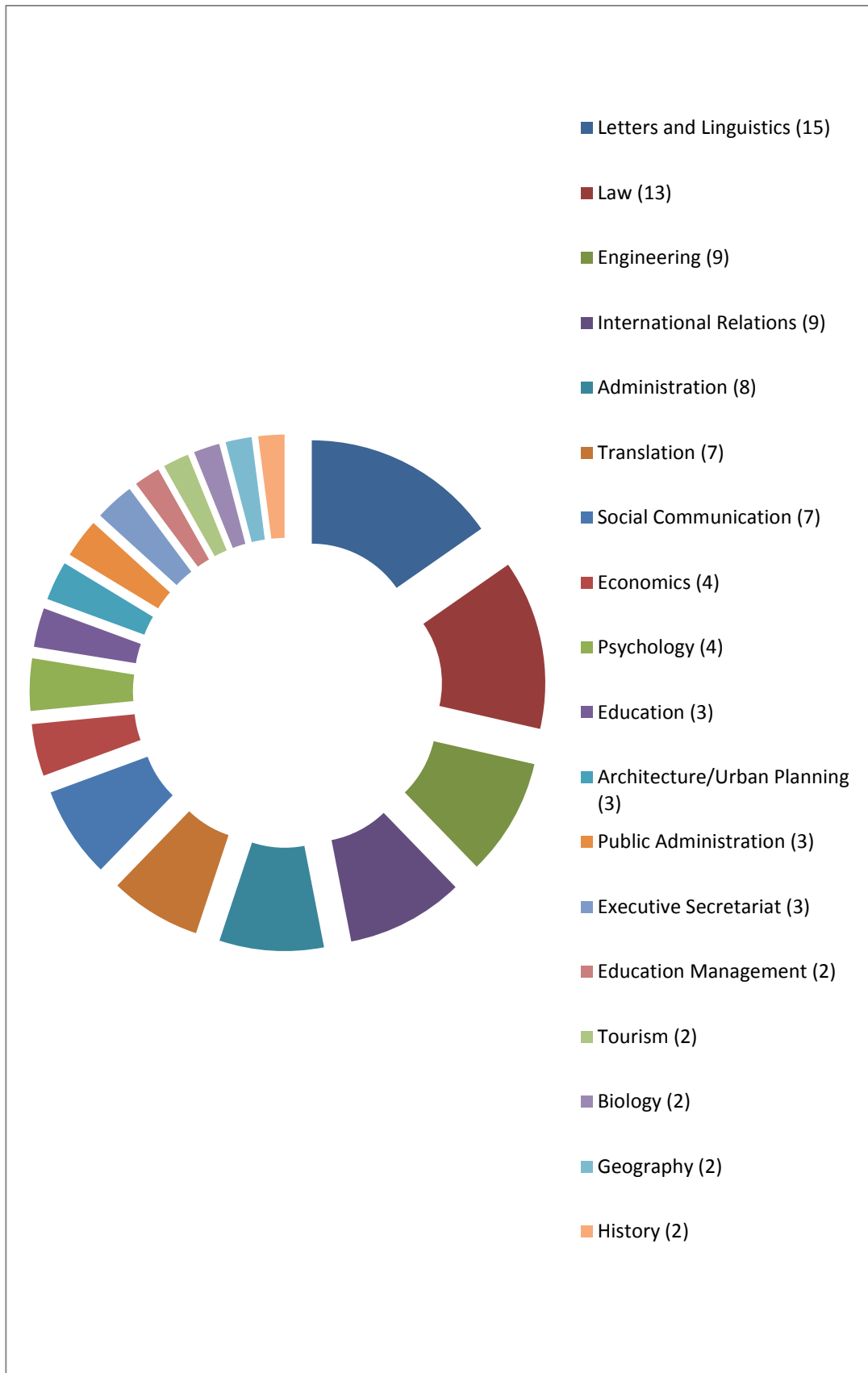
Figure 11: Number of staff members working in the international area.
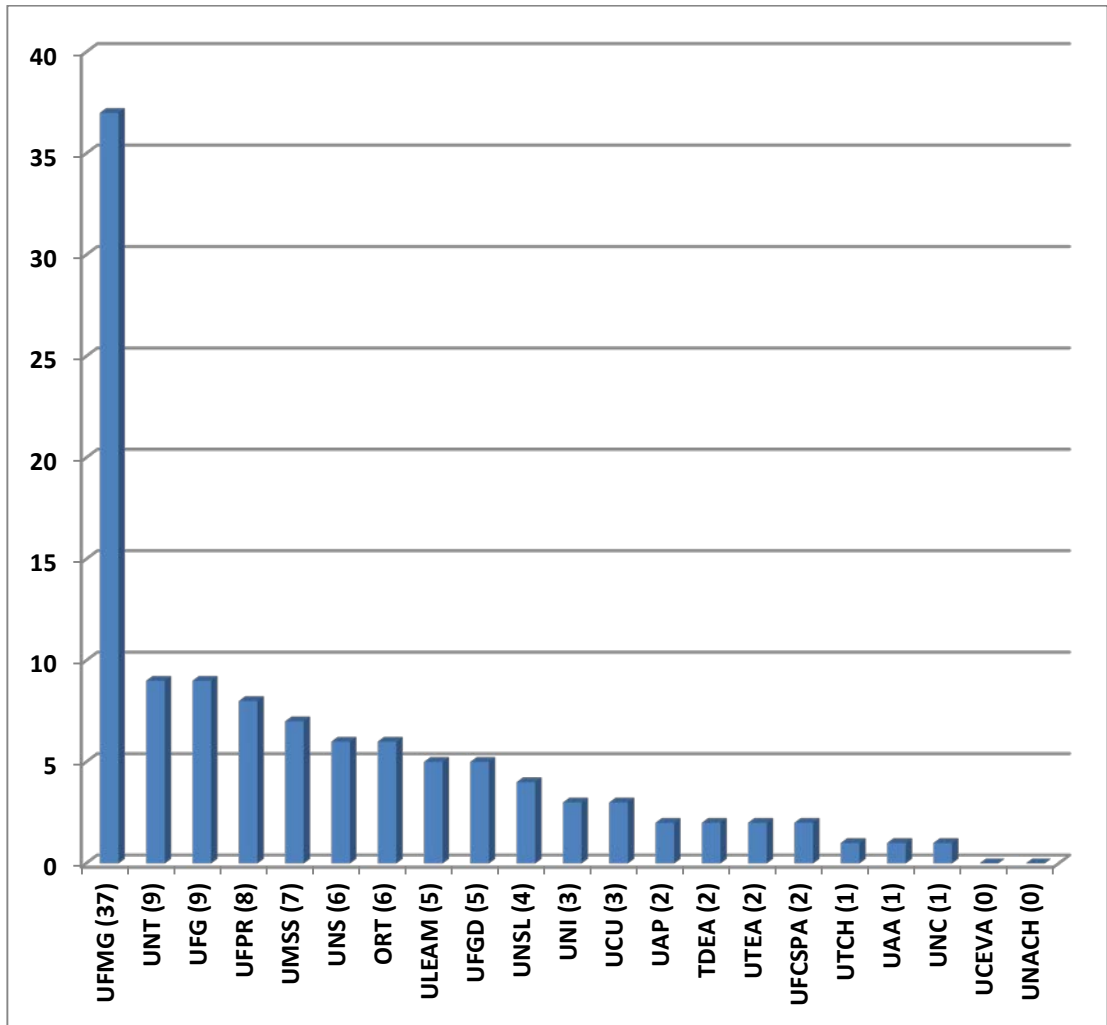
UFMG is the institution with the largest number of staff members of the International area (37). There is a great disparity between UFMG and the other Latin American partners. Its team is composed of 1 dean, 1 associate dean, 2 visiting professors (Confucius Institute), 20 administrative support staff (16 effective civil servants + 4 outsourced employees) and 13 interns. It also mentioned 8 advisors (faculty members), so that it is also possible to state that there are 45 members working in UFMG international area. UAP also informed there are 6 advisors supporting the activities. UNACH informed that there is not an IRO but there is an Internationalization Commission composed by 10 members. It is possible to note that 11 out of 21 institutions (or 52%) have from 0 to 3 staff members; 9 (or 43%) have from 4 to 9.

Regarding the profile of IRO teams, they are very diverse. Figure 12 shows the most mentioned fields of knowledge. One member can have been educated in more than one field, according to his/her level of studies (undergraduation, graduation, short-term courses and so on).

Figure 12: Fields of knowledge related to staff members

Letters and Linguistics (15)

Law (13)

Engineering (9)

International Relations (9)

Administration (8)

Translation (7)

Social Communication (7)

Economics (4)

Psychology (4)

Education (3)

Architecture/Urban Planning (3)

Public Administration (3)

Executive Secretariat (3)

Education Management (2)

Tourism (2)

Biology (2)

Geography (2)

History (2)

The most mentioned area is Letters and Linguistics, which can be justified because of the proficiency in foreign languages. Here, Translation could have been included. The second most mentioned is Law, what can be justified because of the international agreements established through the IRO, and also because of the issues related to visa and rules/norms. The third most mentioned are Engineering (including different areas as Chemical, Mechanical, Food, Industrial, Environmental, Civil and Computer) and International Relations (including International Trade and International Law). In the first case, it cannot be easily explained why Engineers are invited to manage university internationalization. Perhaps because of the international experience of these staff members or their experience in administrative tasks. In the case of International Relations, the convergence is obvious, but only 9 mentions were made what stands for 7,83% of the staff members in Latin American Offices for International Relations educated in this area.
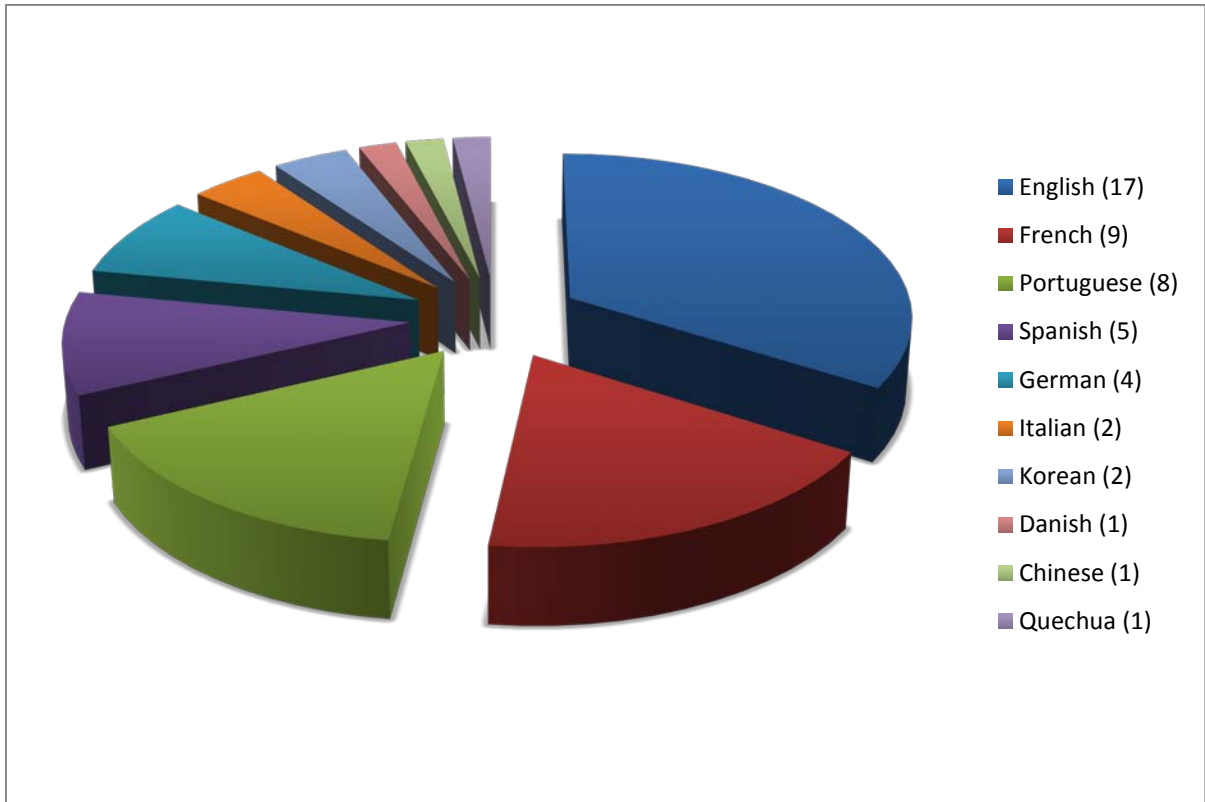
Table 6 shows other fields of knowledge mentioned in other to illustrate the variety observed.

Table 6: Other fields of knowledge

FIELDS OF KNOWLEDGE
Social and Political Studies
Social Sciences
Public Policies
Politics
Philosophy
Human Rights
Graphic Design
Programming
System Analysis
Technology of Commercial Management
Radiology Technology
Animal Health
Public Health
Neurosciences
Chemistry
Dentistry
Nursery

Considering these teams, only four Latin American Partners informed they do not speak a foreign language: UNSL, UCEVA, ULEAM and UNC. In all the other cases, English has appeared as a language spoken by the staff. Figure 13 shows the languages spoken by these teams and the number of institutions where they are spoken. Spanish and Portuguese only were considered if they appeared as a foreign language.

Figure 13: Foreign languages spoken by staff

■	English (17)
■	French (9)
■	Portuguese (8)
■	Spanish (5)
■	German (4)
■	Italian (2)
■	Korean (2)
■	Danish (1)
■	Chinese (1)
■	Quechua (1)

The institutions where the largest number of foreign languages are spoken are ORT (English, French, German, Danish, Portuguese, Chinese and Korean) and UFMG (English, Spanish, German, French and Korean). Quechua is spoken at UTEA's Office. It was included in the list although it is a native language in Peru. UFCSPA informed Classical Languages too.

Regarding the activities developed not only in IRO but also in other departments that can be linked to internationalization, several of them are carried out in most of PONCHO Latin American institutions. Table 7 shows the list of activities that was included in Questionnaire 1 by ULPGC and the institutions where they are developed.

Table 7: Activities carried out by partners

ACTIVITY	INSTITUTIONS
Preparation and submission of project proposals for national/regional/international calls for proposals	UNSL; UNS; UNT; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UTCH; UCEVA; TDEA; ULEAM; UNACH; UAA; UNI; UNC; ORT
Management of international projects	UNSL; UNS; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UTCH; TDEA; ULEAM; UAA; UNC; UTEA; UCU; ORT

Participation in international events with other universities or affiliate entities	UNSL; UNS; UNT; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UCEVA; TDEA; ULEAM; UNACH; UAA; UNC; UTEA; UCU; ORT
Organisation of international events	UNS; UAP; UFG; UFGD; UFMG; UFPR; UTCH; UCEVA; TDEA; ULEAM; UNACH; UAA; UNC; UCU; ORT
Organisation of internal events at the University (infodays, seminars, workshops, conferences, etc.)	UNSL; UNS; UNT; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UTCH; UCEVA; TDEA; ULEAM; UNACH; UAA; UNC; UTEA; ORT
Activities/events in the area of Education for Development	UAP; UFGD; UFMG; UTCH; ULEAM; UNACH; UNC; UTEA; ORT
Activities/events addressed for students	UNSL; UNS; UNT; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UCEVA; TDEA; ULEAM; UNACH; UAA; UNI; UNC; UTEA; UCU; ORT
Activities/events addressed for professors	UNS; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UCEVA; TDEA; ULEAM; UNACH; UAA; UNI; UNC; UTEA; ORT
Outgoing students mobility	UNSL; UNS; UNT; UAP; UMSS; UFSCPA; UFG; UFGD; UFMG; UFPR; UTCH; UCEVA; TDEA; ULEAM; UNACH; UAA; UNI; UNC; UTEA; UCU; ORT
Incoming students mobility	UNSL; UNS; UNT; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UTCH; TDEA; ULEAM; UAA; UNC; UTEA; UCU; ORT
Technical justification of projects, events, workshops etc.	UAP; UFCSPA; UFGD; UFPR; UTCH; UCEVA; TDEA; ULEAM; UNACH; UAA; UNI; UTEA; ORT
Economic justification of projects, events, workshops etc.	UFCSPA; UFGD; UTCH; UCEVA; TDEA; ULEAM; UNACH; UAA; UTEA; ORT
Management of the University own calls (for international research grants, scholarships, volunteer projects teachers, other scholarships in international areas, etc.)	UNSL; UNS; UNT; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UNACH; UNI; UNC; UTEA; ORT
Participation in the various University Networks	UNSL; UNS; UNT; UAP; UMSS; UFCSPA; UFG; UFGD; UFMG; UFPR; UCEVA; TDEA; ULEAM; UNACH; UAA; UNI; UNC; UTEA; UCU; ORT

Three of these activities are less usual among the partners: Activities/events in the area of Education for Development; Economic justification of projects, events, workshops etc, and Technical justification of projects, events, workshops etc. Some institutions informed additional activities: UAP = establishment of national and international agreements; UFG = establishment of agreements with international institutions, support in the reception of international professors and researchers; ULEAM = events systematization and minutes elaboration.

Expected improvements in IRO were mentioned in Questionnaire 2. Table 8 shows the improvements expected by some of the partners.

Table 8: Expected improvements in IRO

INSTITUTION	IMPROVEMENTS
UNS	more personnel/ more strategic planning/ computer systems to improve administrative processes/ better communication with the university community
UNT	equipment/ specific training of human resources/ improvement of web page possibilities
UMSS	join in the IRO the different mobility programs/ improve the dissemination of information system/ know in due time the different offers for international cooperation
UFG	access to information about internationalization performed by university community/ better distributed space in the office/ training our staff in foreign institutions
UFGD	increase the number of the fundraising and international project management/ increase the number of incoming and outgoing mobility/ undergraduation courses offered in English
UFPR	methods of data storage and access/ bigger physical area with a meeting room/ more autonomy to use the budget
UTCH	processes/ strategies/ measuring impact
TDEA	information and communications management/ strategic planning/ participation in calls and access to international cooperation
UNACH	processes and IRO management/ projects design/ mobility programs management
UAA	increase students and academic staff mobility/ incorporate means to facilitate or promote research with foreign professionals
UNI	management system to better organize IRO and control the work/ strengthen IRO staff training/ establish a equivalence table for credits transfer
UCU	online application system/ visibility through webpage, social networks, participation in events/ improve internal communication
ORT	overall international strategy/ promotion of the international dimension/ internal coordination between International Relations and Projects, Student Mobility and Language Center

Issues related to information and communication appeared as the most desired improvements to be reached, either internal communication for dissemination purposes or better coordination between the departments, or information system to gather institutional data or manage administrative processes. Figure 14 shows these expected improvements related to information and communication.

Other expected improvements worth stressing are: undergraduation courses offered in English (UFGD), more autonomy to use the budget (UFPR), impact measuring (UTCH) and establishment of an equivalence table for credits transfer (UNI).

Figure 14: Expected improvements related to information and communication

better communication with the university community, computer systems to improve administrative processes

- UNS

improvement of web page possibilities

- UNT

improvement of the dissemination of information system

- UMSS

acess to information about internationalization performed by university community

- UFG

methods of data storage and access

- UFPR

information and communications management

- TDEA

management system to better organize IRO and control the work

- UNI

online application system/ visibility through webpage/ improve internal communication

- UCU

internal coordination between International Relations and Projects, Student Mobility and Language Center

- ORT

IRO strengths or best practices were also included in questionnaire 2. Table 9 shows them, according to answers provided by some of the partners.

Table 9: IRO strengths and best practices

PARTNER	STRENGTHS
UNS	teamwork; patience and polite manners to visitors/ good will of the international staff
UNT	duly consolidated experience in international relations management/specific functions differentiated from other bodies established in our own normative/adequate coordination with academic units or faculties
UMSS	good management of scholarship offers/ webpage with relevant information/ immediate response to participate in calls
UFG	integration in important mobility programs/ support of the central administration/ supporting the reception and integration of international students
UFGD	Padrinhos Project/ Marca Project/ infrastructure for receiving foreign students (housing and university restaurant)
UFPR	autonomy to create partnerships and ways to develop them/ IRO team qualified and motivated/ calls well organized
UTCH	networking and relationshipbuilding/ experience and capacity in project management/ working with faculty and staff, students and directors for consensus and support of international activities
TDEA	articulation with different schools/ promotion of interculturality/ researchers mobility
UNACH	personnel with experience about other countries/ interest from the university community to collaborate in this project
UAA	agility in applications to international projects/ national and international recognition and prestige through accreditation and rankings/ fluid communication with officials or managers of international relations in partner universities
UNI	scholarship holders assistance/ agility in communication for contacts and new cooperation proposals / good will of the academic councils and executives for the analysis of curricula and recognition of studies
UCU	reception and management of international students/ credit recognition procedures/ participation in different associations
ORT	motivation of IRO staff/ availability to all stakeholders involved/ easy acess to higher authorities with final decision power

Finally, it is relevant to quote De Wit (2011, p. 244) for a reflection on this broad range of aspects related to internationalization involving PONCHO Latin American institutions: "When talking about internationalization, it is important to make the distinction between why we are internationalizing higher education, and what we mean by internationalization. Many documents, policy papers and books refer to internationalization, but do not define the why". The author also calls attention to some misconceptions about internationalization that are important to keep in mind for this process involving Latin American institutions:

- Internationalization is similar to teaching in English.
- Internationalization is similar to studying abroad.
- Internationalization is similar to teaching an international subject.

- Internationalization means having many international students [...] .
- Internationalization can be implemented successfully with only a few international students in the classroom.
- Intercultural and international competencies do not necessarily have to be assessed as such.
- The more agreements an institution has, the more international it is [...].
- Higher education is international by its very nature.
- Internationalization is an objective in itself. (DE WIT, 2011 apud DE WIT, 2011, p . 246).

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