



Guide for managing mobility in higher education in Latin America:

Matrix for Institutional Processes and good practices

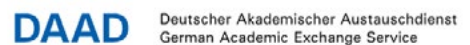




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A. Internationalisation, mobility and regional relevance.

In the field of university policy analysis there are many perspectives on the relationship between the internationalisation of higher education, mobility and regional integration. It is widely accepted that, while the mobility of students, teachers, and administrative staff is not the only factor in the internationalisation process, it is one of the most important. Studying mobility becomes even more relevant when higher education internationalisation is connected to regional integration processes. The impact of mobility on regional integration has already been widely studied and its positive benefits have been attested to: It is important to note that regional higher education conferences - in particular the Regional Conference on Higher Education for Latin America and the Caribbean 2008 (CRES 2008) - have dealt extensively with this issue; The conclusions of such events have provided speculation on the impact of mobility in the region, taking into account specific needs and historical characteristics of the higher education sector¹, and have generally called for greater academic cooperation. However, the ways in which the higher education institutions (HEI) in Latin America (LA) manage mobility processes to this effect requires further attention.

As a general context, it should also be noted that, despite the relative increase in enrolment in higher education² and efforts carried out by institutions, international organisations and countries to support mobility of students and staff, the rate of mobility³ in LA remains comparatively low. While the expansion of enrolment is a prominent feature of Latin America and the Caribbean (LAC), so are processes of “privatisation” of higher education and increases in tuition fees⁴: 50% of university enrolments in the region correspond to private universities, in contrast to developments prior to the 1980s, when enrolment in the public higher education system was significantly higher.

Internationalisation, and subsequent attention to mobility policies and programmes are on the rise in both the public and private sectors; In 2016, the Observatory on Internationalisation and Networks in Tertiary Education for Latin America and the Caribbean (OBIRET, in Spanish), created the “Regional survey on internationalisation trends in tertiary education in Latin America and the Caribbean”⁵. The results of the survey delivered the conclusion that:

“The process of internationalisation in the region has progressed in recent years, and among the achievements is the growing importance of the internationalisation of institutional agendas and priorities; there has been increasing re-assessment of the management structures in the institutional hierarchy; a significant increase in the number of internationalisation programmes and activities, especially in the field of international training of human resources at postgraduate level, an increase in mobility of academics and undergraduate students as well as in the participation in international research networks and in intra-regional cooperation programmes; there has also been notable efforts to improve proficiency in other languages”.

1 <http://www.cres2018.org/biblioteca/declaracion-final-cres-2018>

2 “The most visible characteristic of higher education in LAC in recent years is its massive expansion (...). (...) Between the years 2000 and 2015, the gross enrolment rate in higher education in the region rose from 22.65% to 46.52%” (Marmolejo F, 2018, p.41)

3 “The international mobility of TE students to outside of LAC is one of the least common types in the world (5.2%), above international mobility from Sub-Saharan Africa (7.0%) and after mobility from Central Asia (5.9%). In terms of reception of foreign students, LAC receives a percentage of students which is higher only than Central Asia.” (Garcel-Ávila J and Rodríguez-Rodríguez S, 2018 p.41-42)

4 The annual rate of increase of enrolment for Higher Education since 1990 has been 6%, and much higher for private universities (8%) than for public universities (2.5%) (López Segre F, 2008, p. 278) (Avaliação, Campinas; Sorocaba, SP, v. 13, n. 2, p. 267-291, jul. 2008).

5 <http://www.oui-iohe.org/obiret-encuesta-2016/>

B. Objectives of the CAMINOS Project and of the Guide to improve the management of academic mobility in LA

The CAMINOS Project (hereinafter, the Project) has contributed to this complex and dynamic regional framework⁶. Its main objective is promoting the enhanced management of academic mobility (teachers, administrative staff and students), which can better incentivise mobility in general terms and can also underpin and improve the capabilities of HEIs to link mobility to their internationalisation processes and strategies.

The specific objectives of the project are:

To develop and promote a common model of mobility management (Guide) for universities, associations and networks, with a specific focus on regional integration, using existing student, academic, and administrative staff mobility programmes, both bilateral and multilateral, as a basis and linking them together;

To help to build the capacity of South American university associations' and other networks' to work collaboratively to manage and sustain the mobility model proposed for the region;

- To generate greater awareness of the impact of Latin American mobility on a regional level, promoting a common monitoring system for the mobility model, which should help in the quality assurance of the mobility and its recognition.
- To improve dialogue between partner universities, both European and Latin American, about the political context, tools and frameworks to enhance and improve mobility as part of the internationalisation/regionalisation of the higher education sector in Latin America.
- In particular, in order to meet its objectives, the Project has carried out a series of activities, such as surveys, focus groups, workshops, study visits and seminars, which have allowed for an analytical framework to be built for a better understanding of the practical experiences and trends in different aspects of mobility management⁷.

From this analytical framework, the Project has created an Analytical Matrix of Mobility Management Processes, available below in Section 2 (Fig. 1), which is offered as a guide for HEIs, regardless of their current degree of internationalisation, so that they can strengthen their mobility management and advance their internationalisation processes.

6 The CAMINOS Project: Improving and promoting mobility within Latin America is a project which is co-funded by the Erasmus+ Programme in the European Union, bringing together higher education institutions (HEI) in Latin America: universities, university associations and networks of universities from Latin America and European universities with a diverse range of experience in mobility and design of public policies.

7 Study of the tendencies developed by the Chilean Traditional Universities Council (CRUCH) - Annex 1

2 | BUILDING PATHWAYS VIA 'CAMINOS'

Suggestions for mobility management

A. A. Mobility management tools for diverse HEI

The Project has confirmed that the diversity of the HEIs in LA is reflected in the different ways that internationalisation is strategized and managed. There is no single way to manage mobility nor is there one single process for internationalisation. In this regard, the Project's proposal for the Matrix was not based on identifying a single process, but rather on reflecting the complexity and diversity of the ways in which the institutions manage mobility to underpin their internationalisation. The main aim was also to promote good practices which are already applied in LA and which, once systematised, could lead to a more complete vision on the different components of mobility management and how they connect.

The Analytical Matrix proposed by the Project aims, primarily, to enable the manager at a certain HEI to identify the processes and associated tools which could be most appropriate and relevant for its institutional situation in its local context. These processes and tools are illustrated in the following chapters, guided by concrete case studies which can be found as annexes. The case studies show how different institutions of varying sizes, from different countries, have found solutions to operationalise each process of the Matrix.

B. The matrix of mobility management processes

CONCEPT

There are different processes and tools to improve mobility management. Given the complexity and the diversity of the LA region, the CAMINOS project proposes an Analytical Matrix that respects different contextual, social, and institutional development situations. This Matrix is intended to allow HEIs to easily identify the different stages, tools, and 'good practices' that may inspire their own internationalisation strategy and subsequent management of mobility. More specifically, the proposed Matrix reconciles two central elements:

i. Organising activities for the development of mobility:

The activities necessary for the expansion and development of student and staff mobility are classified into five major processes in the Matrix (the rows of the Matrix): Networks and Agreements; Logistics and Services; Recognition; Promotion and Outreach, and Information Systems. Each stage in each process is subsequently indicated. The stages do not have to follow a sequential order and can be conducted relatively independently. However, not all the stages involve the same degree of complexity in their implementation.

To represent this complexity, a colour code was used: the green stages are stages which are considered a basic necessity for mobility and, therefore, must be included from the beginning in the internationalisation plan of a university that wants to expand its mobility. These stages are relatively easy to apply, at least partially. The stages indicated in yellow, orange and red highlight intermediate or advanced stages. The red stages in particular may require years of experience and collaboration with another partner before reaching the expected result.

ii. Developing different management tools to expand mobility:

Each stage of the five processes comprises a "management tool" for expanding mobility. The partner universities of the Project, and others who have been invited to contribute, illustrate these stages through success stories, which are included in the annexes to the Guide.

Fig. 1 - Matrix of Mobility Management Processes

N°	PROCESS	STEPS					
		a)	b)	c)	d)	e)	f)
1	Networks and Agreements	Identification of Partners	Selection and Linking with Strategic Partners	Programme: objectives, financing, content, and duration			
2	Logistics and Services	Prior Information	Immigration and Visa (departure)	Help Finding Accommodation	Language support (arrival)	Accommodation in the university	Integration services
3	Recognition	Prior agreement about recognition (external)	Recognition Procedure (internal)	Issuance of Academic Certificates (Transcripts)	Standardisation Agreements, Double Degrees	Joint Degrees	
4	Promotion and Dissemination	Promotion of Latin American alternatives (internal)	Promotion of the institution itself in LA (external)				
5	IT System	Registration and Data Analysis System (previous)	Tracking, Monitoring	Evaluation (posterior)			

■ Steps that are necessary for mobility
■ Intermediate steps required to achieve structured mobility
■ Requires more experience and collaboration with strategic partners
■ Important step for implementing mobility

PROCESSES OF THE MATRIX

iii. Networks and Agreements

The first process is designed to develop and formalise the necessary institutional contacts which help to generate, structure and sustain mobility. Contrary to when students and teaching staff carry out unstructured mobility periods, the first process is part of the framework for the strategic development of the university, when a university commits itself, with partners, to organise, promote, and support mobility. These agreements can be reached through participation in networks or bilaterally between institutions; they aim to establish basic rules through which the mobility will be managed. They usually refer to the different elements of the Matrix.

However, on a strategic level, agreements and choice of partners are preceded by three key questions regarding mobility: Which? How? And Why? These questions, which are asked at the beginning of any effort to support mobility and to institutionally structure its management, are essential and must be reflected in the ways in which the institution coordinates mobility.

iv. Logistics and Services

For each type of mobility - student, teacher, researcher or managers (administrative) - the university must provide a series of logistical support services to the personnel managing mobility, to guarantee the following: general information related to housing, information on visa processes and legal advice; support in strengthening the skills of mobile students and staff/ training

on the local language of instruction; services for wider integration into the community in and outside of the university campus. These aspects are fundamental when structuring mobility and in supporting it with transparent and easily-accessible management procedures. These procedures may be established by both the institutions who send and receive mobile students and staff, or, as is usually the case, by both of them in collaboration. Generally speaking, these procedures and the way in which communication is established with the individual on a mobility programme, are regulated by an agreement (Process 1 of the Matrix).

v. Recognition

Recognition of credits and qualifications is one of the key elements when institutionally structuring and creating incentives for mobility. The Matrix identifies a number of tools that facilitate recognition (from previous agreements on the recognition of credits earned during mobility to the issuance of joint degrees or double degrees). Of course, not all institutions can create joint or double degrees with their partners, but all institutions must structure the recognition process in one way or another if they want to promote and facilitate mobility. There are several European projects (Erasmus+ Capacity Building in Higher Education -CBHE) which are currently addressing this issue in a specific⁸ way and which can also offer insight into the different existing practices. In the good practices included in annex, the aim is simply to list different tools effectively used by HEIs and networks in LA to facilitate this process.

vi. Promotion and Dissemination

The promotion and dissemination of mobility options are key in implementing institutional strategies that encourage mobility. The Matrix identifies two core processes: 1) internal dissemination and 2) external dissemination of mobility opportunities offered by a HEI and the associated procedures. It is here where institutions apply their internal and external communication tools and where university networks often play a central role. The Matrix therefore seeks to identify and promote these tools, which are key to mobility and essential to mobility management processes, so that they can be improved and function independently.

vii. IT System

The management of mobility within the institutional structure requires some kind of information system. This allows mobility management to be best integrated into and related to other institutional processes. The Matrix identifies a process on IT systems, divided into subsequent stages. This starts with data evaluation and analysis of procedures related to the management of different types of mobility. This is often conducted through the monitoring systems that each institution employs. It also generates data from the mobility periods itself, which can be evaluated. As previously mentioned, not all institutions need to implement all parts of this process, but all of them must have the data formally systematised in order to understand the mobility that occurs.

3 | ANNEXES

The annexes provided for the CAMINOS Guide are broken down by process in the Matrix. They demonstrate different tools employed by partner universities of the CAMINOS project and by universities in other countries beyond the CAMINOS project. Some European good practices are also included. They illustrate universities of different sizes and capacities when it comes to internationalisation.

Annex 1 leads readers to an important mapping study conducted at the beginning of the CAMINOS project, of major organisations and entities in Latin America that fund and manage mobility programmes. The CAMINOS Guide has been inspired by this study.

ANNEX 1

CRUCH Report – Trends study on Latin American mobility programmes, their management and the expectations for them.

ANNEX 2
NETWORKS AND AGREEMENTS

Title	CREATING AGREEMENTS FOR NETWORKS - AUGM
Contribution	Álvaro Maglia, Executive Secretary Juan Manuel Sotelo, Programme and Project Assistant
Institution/ Organisation	Montevideo Group Association of Universities (AUGM)
Website	http://grupomontevideo.org
Country	Network comprising universities in Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay.
Process	1. Networks and Agreements
Mobility field	All

DESCRIPTION OF THE INSTITUTION

A brief description of the AUGM provides guidelines which acquire meaning in the implemented methodology which is explained below; in this regard, AUGM is a network of public, autonomous and self-governing universities from Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay. AUGM members are quite similar and share missions, their public nature, their similar academic structures and the equivalence of their service levels. This allows the network to develop cooperation activities with greater prospects of viability. Consolidated through 27 years of working together, since its foundation in 1991 by 8 universities, AUGM currently brings together 37 universities.

According to its Statutes, its main purpose is “...to encourage the integration process through the creation of an expanded common academic space, based on scientific, technological, educational and cultural cooperation among all its members” (Montevideo Group Association of Universities, 2010). For this purpose, AUGM members share all of the following in solidarity: highly-qualified academic staff, material resources, facilities, equipment, laboratories and libraries; AUGM runs mobility programmes for undergraduate and graduate students, teachers/researchers and managers, and other programmes.

The objectives of the Association set out in article 2 of the Statutes (ibid), are: “to contribute to the development, strengthening and consolidation of:

- public education;
- a critical mass of highly-qualified human resources, taking advantage of the comparative advantages offered by the capacities in the region;
- scientific and technological research, including innovation, adaptation and technological transfer processes, in strategic areas;
- continuing education for the integral development of the population in the sub-region;
- the management structures of the universities that make up the Association;
- interaction between its members and society as a whole, sharing advances in knowledge which foster modernisation.”

Cooperation activities for advancing regional integration are divided into a dozen programmes which are briefly discussed below:

a) **Disciplinary Cores (DC) and Academic Committees (AC)**

They are part of the original cooperation strategy of the Association. They are networks carried out by technical academic groups, governed by institutional regulations which are decided by the Board of Rectors.

The DCs refer to a discipline of common interest, where each member university discloses the availability of both their highly-qualified staff and their material resources for scientific, technical, teaching, development and outreach activities, among others.

The AC were designed for a multi- and interdisciplinary approach of large themes classified as strategic to AUGM, due to their transversal and more regional nature and which are driven by the scientific and technical academic offer of member universities.

b) **Young Researchers Day (JJI, in Spanish)**

These have been held since 1993 and, now consolidated as a crucial programme, they are held every year. The venue rotates between universities and countries of AUGM; There is an average of annual participation of around 500 young researchers, who should primarily address the issues of the DCs and ACs in their work. The JJIs are aimed at promoting, from early on, relationships between scientists in the region and encouraging them to work together in the framework of the institutional foundations. Senior researchers from the member and external universities also take part, as well as coordinators, evaluators and/or guest speakers.

AUGM offers mobility and exchange programmes - which are executed through regular calls for interest in each calendar year- all of which are identified with the 'brand' ESCALA, intended for undergraduate and postgraduate students, as well as teachers / researchers and managers / administrative staff; all programmes are registered in the regional integration and cooperation strategy of the member universities, with funding from the universities themselves.

Student exchanges carried out through the ESCALA programmes and supported by agreements which allow for mutual recognition in the context of the trust established between peers, without the application of tuition fees of any kind and with scholarships for the mobility period.

c) **ESCALA Programme for Undergraduate Students**

Mobility of undergraduate students is reciprocal (the universities are both an 'origin' and 'destination', with places for students previously agreed upon); this promotes academic and cultural exchange and allows for a better understanding of diversity and the idiosyncrasies of the different systems of regional higher education in Mercosur. The student spends one semester at a member university in a different country, with the equivalent academic recognition of the progress achieved in the study plan for their own degree.

d) **ESCALA Programme for Postgraduate Students**

Mobility of postgraduate students promotes cooperation and integration in postgraduate studies and research in AUGM members, as well as the internationalisation of students at master's and doctoral level. It allows them to study for an academic period at another member university with full recognition of the academic activity carried out.

e) **ESCALA Teaching Programme**

Mobility of teachers and researchers is a valuable tool for ensuring the effective construction of the regional "expanded common academic space".

f) **ESCALA Programme for Managers and Administrative Staff**

It promotes cooperation and integration of member universities into the regional space through the mobility of executives, managers and administrative staff; for the purpose of completing a training residency in any other AUGM university.

g) **Summer and Winter Schools**

A programme which involves mobility, although they are considered a different kind of strategy, is the Summer and Winter Schools, which have been held since 2014 and, although less than ten are held each year, they will be expanded.

h) **Cities and Universities Programme**

Other important programmes for the construction of the common academic space is the Cities and Universities Programme, which links the university endeavours with the local government and which is conducted together with the 'Mercociudades' Network and the International University, Society and State Seminar, which explores themes relevant to the region with the purpose, among others, to contribute to the construction of public policies (held annually).

AUGM also has agreements or conventions with external organisations and institutions with the purpose of cooperation and complementarity. The agreements with organisations in the region and abroad can be found here. <http://grupomontevideo.org/sitio/convenios/>

METHODOLOGY IMPLEMENTED

To participate in the activities and programmes of the Association, membership of AUGM is an essential requirement. Therefore the methodology implemented involves selecting new members who ensure the principles and objectives of AUGM, the institutional purpose, and commit to the institutional activities; This can be summarised by a conceptual definition; Broveto (2016) highlights "integration at the regional level, as the basis and target of the academic cooperation" (p. 34); encouraging values like "equality, quality and relevance" (Ibid, p.35).

Adopted regulations are methodologically key to the quantitative and qualitative expansion of the AUGM network itself, as well as in the selection of external partners. This means: Linking with strategic partners; Ability to generate joint programmes and activities; Compliance with the purpose and institutional objectives of the association; Coherence in the method of financing joint activities.

Article 6 of the AUGM Statutes states: "For the evaluation and eventual incorporation of new members, the following will be required: they must be a public, autonomous and a self-governing university and they must maintain similar levels with regard to academic structures, teacher training, research pathways and service to society as the founding members." (Statutes, 2010)

In 2010 the Board of Rectors approved the regulation "Regulatory guidelines for the admission of new universities to AUGM" (<http://grupomontevideo.org/sitio/wp-content/uploads/2015/11/Pautas-ingreso-de-nuevas-universidades.pdf>), stating that the admission of new members requires invitation by the Board of Rectors and the following information to subsequently be provided:

- a) Academic programmes for training as well as research and service to society, demonstrating that the university complies with the functions of teaching, research and service to society.
- b) Trajectory/objectives in the field of cooperation and integration.
- c) Have systems in place for quality assurance.
- d) Have suitable indicators of scientific production.
- e) Account for the cultivation of a broad spectrum of disciplines.

The Board of Rectors has issued the regulation “Guidelines for the signing of agreements” (<http://grupomontevideo.org/sitio/wp-content/uploads/2015/11/lineamientos-para-la-suscripcion-de-convenios.pdf>,), which provides a fundamental consideration that members should implement “joint actions in the areas of education, training, research, service to society and any other activity in the interest of the institution, provided that it is related to the founding objectives of the AUGM. New members may not maintain principles opposed to those of AUGM” (AUGM 2010).

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

The sustainability of this format of cooperation has been assured by the preservation of the core objectives of the AUGM.

AUGM has been sustainable given: 1) its consolidation, growth and stability in the course of almost three decades. The number of universities in its membership has continuously grown, and it has mobilised thousands of undergraduate and postgraduate students, teachers / researchers and university managers.

2) The generated trust between the member institutions and the commitment of its stakeholders, which are crucial in maintaining its programmes in operation.

On the “reproducibility” of the experience of the AUGM, it can be said that, first of all, there must be a strategy defined for a network that guides its structure with partners who are committed to this strategy. It is highlighted that the partnership and commitment of all parties involved will allow models like this to be replicated.

REFERENCES / LINKS / ANNEXES

Bibliography

Title	PROCEDURES FOR THE SIGNING OF AGREEMENTS - SIMÓN BOLÍVAR UNIVERSITY
Contribution	Romina Molina García, Head of International Relations Office
Institution/ Organisation	Simón Bolívar University (USB, in Spanish)
Website	https://www.unisimon.edu.co
Country	Colombia
Process	1. Networks and Agreements – a) Identification of Partners
Mobility field	All

DESCRIPTION OF THE INSTITUTION

The USB is an open and welcoming institution which takes advantage of all contacts to enrich its activities. It does not have a defined system to search for or identify partners. These come mainly from three internal sources: higher authorities, teaching and administrative staff in the Department of International Relations and Cooperation (DICO, in Spanish). Institutional mobility is in a phase of expansion and the USB is seeking partners to increase the rate of all different kinds of mobility. Therefore we consider it good practice that the entire USB community is aware of the institution's internationalisation policy and of the DICO's services, to support this process.

METHODOLOGY IMPLEMENTED

Through its contacts, the USB manages procedures for each type of agreement. A form was created called "Proposal for the signing of a National/International Agreement" (Propuesta de celebración de un Convenio Nacional/Internacional), which provides background information on the institution with which USB wishes to sign the agreement.

The DICO has also developed procedures for the signing of agreements, in order to accompany the partner in filling out the above document, in accordance with the goals to be achieved in the partnership. .

A guide is provided which allows for the inclusion of all relevant information so that the agreement can be easily operationalised.

Once the form has been submitted, the DICO sends information on the subsequent procedure to the partner, follows up the management of this procedure and, after all has been analysed and is agreed, it is responsible for drafting the agreement and operationalising it.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

It is a simple form which can be replicated in any institution. With the support procedure, the response times are much faster, and mistakes and misunderstandings are reduced.

REFERENCES / LINKS / ANNEXES

[Proposal for the signing of an Agreement](#)

Title	FACILITATING AGREEMENTS WITH PEERS AT UNIVERSITY LEVEL - ASCUN
Contribution	Óscar Domínguez González, Secretary-General. Luisa Fernanda Villamizar R., International Relations Coordinator
Institution/ Organisation	Colombian Association of Universities (ASCUN)
Website	https://www.ascun.org.co
Country	Colombia
Process	1. Networks and Agreements – a) Identification of Partners.
Mobility field	All

DESCRIPTION OF THE INSTITUTION

Since its formation, ASCUN has worked towards university autonomy, the dissemination of knowledge, academic excellence and social responsibility. In this context, the 87 member HEIs of ASCUN have worked continuously for quality higher education which responds to the challenges of productivity and development in Colombia.

ASCUN currently has specific mobility programmes within its plan of action which seek to promote and facilitate the exchange of students, academics, managers and researchers between members universities and universities in different countries, for which “umbrella agreements” are signed with peer university associations in other countries. These agreements are based on reciprocity, recognition of studies, accommodation and meal support, and exemption from registration payment in the destination university; This umbrella agreement allows member universities of ASCUN to work with more institutions than with which they could sign bilateral agreements on their own. It also supports more efficient processes, for managing agreements. In addition, Colombian HEIs in regions which are still behind in terms of internationalisation can also benefit.

METHODOLOGY IMPLEMENTED

The Internationalisation Programme of ASCUN aims to strengthen and qualify the internationalisation of member HEIs and contribute to the construction of internationalisation policies.

Through the methodology used and the contribution it provides to the growth of internationalisation in the country, ASCUN’s mobility programmes have become a service of primary interest for both member and non-member universities. The actions of the programme, its organisation and the high participation of HEIs in it shows that it is valued and recognised for its contribution to internationalisation in Colombia and in other countries.

The programme starts with a statement of adherence signed by the Rector or legal representative of the member university of ASCUN. Annual calls for interest are opened for six-month mobility periods, where the member universities send a Basic Information Form (BIF), with the relevant information such as contact details, academic programmes offered for exchange, number of places, accommodation information, visa process and costs, among others. Based on the information collected, the programme coordinating bodies develop a matrix where the places at the member universities are assigned, ensuring rotation/fair distribution, compatibility of courses or academic programmes and balance in the number of places awarded in accordance with the offer presented. The information is then sent to the participating institutions, which will begin the application process with the peer HEIs from other countries.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

The umbrella programme for mobility agreements has complemented the mobility efforts of Colombian HEIs towards different countries, creating a culture for the promotion of mobility and contributing to the efforts for quality enhancement in education and universality of knowledge. Furthermore, these agreements have laid the foundation for the development of more cooperation actions, given that the HEIs that participate have been learning about the strengths of different partner institutions. This is aided through the rotation of placements of students, so that all HEI involved work as some point or another with one another, generating greater value for the cultural and academic diversity that each institution can provide.

Given the interest expressed by the associations of various partner countries, another tool is being developed which will allow for new agreements, with a view to consolidating them into one large multilateral programme. This will also allow for the advancement of postgraduate, researcher and teaching staff mobility, and for the expansion of other cooperative relationships. It also leaves open the possibility of incorporating other university associations in the region with which ASCUN does not yet have bi-lateral agreements.

REFERENCES / LINKS / ANNEXES

[ASCUN Mobility Report](#)

[Mobility programmes in ASCUN](#)

[Universidad Surcolombiana Example](#)

Title	LOCAL COOPERATION TO STRENGTHEN THE INTERNATIONALISATION OF HIGHER EDUCATION – ÍTACAS.
Contribution	Carolina Franco Arroyave: Director of Internationalisation - Tecnológico de Antioquia-IU Andrés Picón Giraldo. Director of Inter-Institutional Relations, Minuto de Dios University Corporation María Fernanda Vega de Mendoza, Operational Director - Cooperation and International Relations - Instituto Tecnológico Metropolitano (ITM).
Institution/ Organisation	The ÍTACAS network for Interculturalism and sustainability
Country	Colombia
Process	Networks and Agreements – b) Selection and Linking with Strategic Partners.
Mobility field	All

DESCRIPTION OF THE INSTITUTION

In 2016 in the Antioquia region of Colombia, eight HEIs, both public and private, met with the state through the Higher Education Agency Medellin - Sapiencia, in order to create the Ítacas Alliance, which sought to articulate a network to strengthen the internationalisation strategy of the city and region and, from local cooperation, ensure access to quality internationalisation to the most disadvantaged communities in the Aburrá Valley, through sustainability, interculturalism and inclusion.

Through the diversity of projects undertaken by Ítacas, contributions have been made to strengthening three axes of the HEIs involved: teaching, expansion and research. This has benefitted students (mostly undergraduates), teaching staff and researchers.

Transversally, Ítacas has had a great influence on the management of HEIs; It has supported them to implement their internationalisation goals, increase the efficient use of resources and build capacities. With this consideration in mind, it is worth highlighting the contributions of Ítacas in the city of Medellin, in coordination with the Higher Education Agency for the city of Sapiencia.

METHODOLOGY IMPLEMENTED

Ítacas was born with a clear mission: Coordinate collaborative efforts to promote multiculturalism as a driving force of the internationalisation process of the member HEIs. This is accomplished by framing the institutional mission of each member of the alliance within the agenda of the Sustainable Development Objectives, especially with objective 4 oriented towards quality education: “The objective to achieving a quality and inclusive education for all is based on the firm belief that education is one of the most powerful and proven driving forces for ensuring sustainable development”(UNDP, 2018).

The Alliance has a working mechanism which is consistent with its philosophy of inclusion and also preserves the flexibility needed to accommodate the different capacities of the partners with regards to different forms of local cooperation: the projects developed by the alliance are not binding for all members, but, depending on the relevance and priorities of each member, joint projects are open to those who are interested can.

Ítacas has made important accomplishments in its defined axes of work:

a) **Strengthening two-way mobility**

This process is a core action line and has increasingly improved indicators for achievement. The network has successfully established the following programmes:

- Sharing Goals Project (2016).
- Summer School in Social Innovation for Engineers (2017 and 2018).

b) Encouraging Internationalisation at home:

In this line, two strategies have been developed: 'Global City' and 'Linking overlapping years'.

c) Internationalisation of Basic Research:

Promoting basic research strategies was a challenge for Itacas that began to take shape in 2018 via:

- Research internships for students.
- Summer School for Young Researchers.
- Capacity building.
- EPICS® programme.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

The structure of Itacas allows each HEI to be autonomous in deciding which projects to join according to their strategic objectives and capabilities; this ensures that the investment of resources of each institution guarantees a return on their investment for their development goals, and the preservation of independence and autonomy within the network.

The key point for successful operation of the alliance is its motivation to cooperate and the effective will to work on each project. As such, the experience is replicable for any group of institutions which shares these elements.

Furthermore, it is important to consider other success factors that have facilitated Itacas' and its functioning: a) Signing of a framework agreement or constitution which allows for the administration of resources jointly, b) Development of an annual work plan, c) Permanent monitoring of the progress of projects with regular meetings of work teams, d) Principle of solidarity to support the participation of HEIs with resource constraints in the projects, which are based on reciprocity.

REFERENCES / LINKS / ANNEXES

[International mobility.](#)

[Internationalisation at home.](#)

[Training for young researchers.](#)

[Capacity building.](#)

Title	INTERNATIONAL COOPERATION AS A STRATEGY IN PROMOTING SCIENTIFIC AND ACADEMIC MOBILITY - UTPL.
Contribution	Ana Stefanía Bravo Muñoz, Interinstitutional Affairs Office Coordinator and María Dolores Mahauad
Institution / organisation	Private Technical University of Loja (UTPL, in Spanish)
Website	https://www.utpl.edu.ec
Country	Ecuador
Process	1. Networks and Agreements – b) Selection and Linking with Strategic Partners
Mobility field	All

DESCRIPTION OF THE INSTITUTION

UTPL is an autonomous institution with social and public aims. Within its vision to “think globally and act locally”, it starts the process of internationalisation through strategies such as: international alliances, binational projects, participation in networks, agreements, consulting, and teacher and student mobility.

In 1997 the UTPL began activities related to internationalisation by creating 3 international centres in New York, Madrid and Rome, to cater to migrant students. These actions were then reinforced by its participation in networks.

In 2002, the University Statute was approved to create the General Directorate of International Relations (DGRI, in Spanish), overseen by a vice-rector. This had the purpose of giving visibility to the internationalisation policy and tying it to the highest level of institutional decision-making, as well as making it a transversal axis for achieving the general academic vision, improving quality, training teachers, growing student mobility and, finally, internationalising the curriculum.

METHODOLOGY IMPLEMENTED

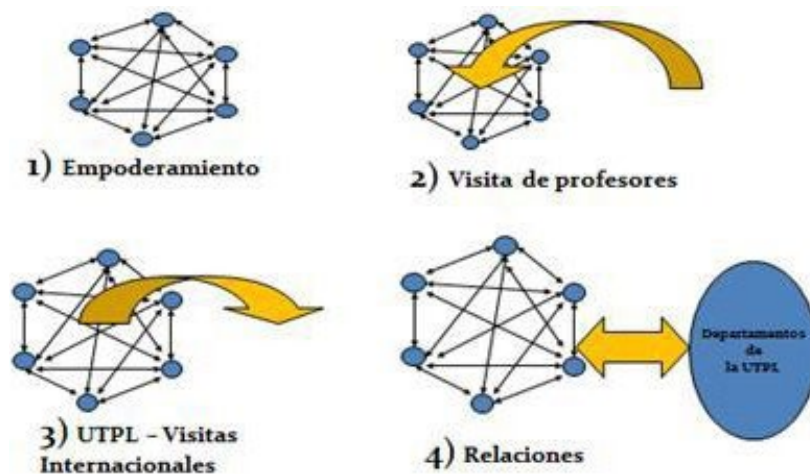
International Cooperation through the generation of agreements and participation in networks have allow UTPL to develop academically, and to link society and innovation.

The UTPL has implemented scientific development strategies; it has adapted its operations the institutional model and created a sandwich year and split time doctoral programmes.

The procedure for this type of doctorates occurs in two forms:

- a) Short stays at universities offering the doctorate, while continuing work at the university of origin;
- b) Doctoral programme teaching visits, for on-location help in the development of the research units. This has revolved around research incubators with departments or laboratories at more-developed universities, in which teachers from both universities work and publish together, forming effective networks for the development of scientific training, permanently linked with their partners.

Internationalisation Strategy:



Source: Institutional magazine (2009).

So far there are 595 full-time teacher-researchers in the UTPL of which 150 teacher-researchers have a Ph.D., and 125 teacher-researchers who are studying in doctoral programmes - on a shared programmes in international universities - with the final goal of generating applied research. This research benefits from external assistance but has an emphasis on the local reality. In this sense, the doctoral thesis for teacher-researchers is comprised of lines of research that are executed in different departments, and relate to the local and national context, reinforcing the value of the UTPL. In this regard, there is constant mobility and exchange of teachers and researchers, both incoming and outgoing, as well as short internship programmes for teacher-researchers in foreign universities. The research networks have led to an increase in student, teacher and administrative mobility.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

It is a model which can be replicated in HEIs which seek to start or strengthen their institutional internationalisation process. Generating capacities and experiences via international cooperation, which allows for the academic and administrative development of both students and teachers in a comprehensive manner.

REFERENCES / LINKS / ANNEXES

<https://www.utpl.edu.ec/es/internacional>

Title	INSTITUTIONAL ACADEMIC MOBILITY PROGRAMME - CENTRAL UNIVERSITY
Contribution	Julián Lugo, Director of International Relations
Institution/ Organisation	Central University (UC, in Spanish)
Website	http://www.ucentral.edu.co
Country	Colombia
Process	1. Networks and Agreements - c) Programme: objectives, financing, content, and duration
Mobility field	All

DESCRIPTION OF THE INSTITUTION

Since the formation of the Institutional Educational Project of the UC in 2001, an academic internationalisation and ‘institutional openness’ strategy was established which points out “the importance of implementing programmes for the development of bilingualism, strengthening alliances with universities, academies and research centres”.

In 2014 the Directorate of Inter-Institutional Relations was created, which is responsible for boosting the internationalisation of UC, managing agreements with the HEIs in Colombia and abroad and developing relevant activities for the management of the academic mobility programme. The importance of this is reinforced by the national accreditation process in Colombia where internationalisation is becoming more and more relevant.

METHODOLOGY IMPLEMENTED

The academic mobility programme covers the following options:

- a) Student mobility for one semester or one year, whether local, national, or international - outgoing and incoming.
- b) Academic mobility of teachers - outgoing and incoming.
- c) Organisation of stays in Canada to strengthen English language skills for members of the entire University community.

It should be noted that incoming mobility of students is managed both with agreements, which implies exemption from tuition fees, and without an agreement, which implies payment of the amounts corresponding to the number of credits for the subjects studied.

The mobility programme attracts participants through calls for mobility organised biannually. The applicants are required to have a high level of academic performance; they have to indicate at least two destination institutions and prepare a proposal for the subjects they wish to study during their stay, which have a high degree of equivalence with the subjects they study in their university of origin, as it is essential that the credits studied during the mobility period can be recognised.

In all cases, before travelling, students receive written confirmation of their programme concerning the subjects which will be recognised.

Depending on the budget availability, the institution funds up to twelve students each year who achieve the highest grade point averages; in the case of teachers, all participants receive benefits corresponding to full-time stay, an economic maintenance allowance, coupons and international medical insurance.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

The academic mobility programme is seen as highly relevant by the management of the UC, because every year the budget is approved to economically support the participating students. Due to the socio-economic conditions of the population concerned, not all available places are usually filled. For this reason, UC, despite being a private non-profit organisation, offers economic aid so that its students do not pass up this opportunity.

The establishment of the academic mobility programme at the UC can be considered successful because in just 4 years it has managed to form a network of partners with whom cooperation relationships are maintained. These alliances have been established by building personal and institutional relationships. The south-south cooperation, the uniformity of the areas of knowledge, similar student populations and common institutional principles are particularly relevant.

It is no wonder that the partner universities are primarily Ibero-American, given the shortcomings faced in the country when it comes to mastering a second language and the fact that the mobility process is funded almost entirely by the students, which leads to them to search for a study destination where their economic circumstances will allow them to better enjoy the experience.

For this reason, UC organises events aimed at raising awareness among students about Latin American culture. This is considered important in order to counteract factors which negatively impact mobility rates: awareness about the benefits of cultural learning and personal growth is important if the university wishes to achieve greater international academic openness.

Title	DEVELOPMENT OF INSTITUTIONAL ACADEMIC MOBILITY - UNIVERSIDAD VERACRUZANA
Contribution	Daniel Arturo Romero León, Student and Academic Mobility Coordinator
Institution/ Organisation	Universidad Veracruzana (UV, in Spanish)
Website	https://www.uv.mx
Country	Mexico
Process	Networks and Agreements – c) Programme: objectives, financing, content, and duration.
Mobility field	All

DESCRIPTION OF THE INSTITUTION

The UV has always encouraged the mobility of students and academics. In the 1990s, more formal and organised strategies were established to promote the exchange of students, specifically due to the large number of foreign students and scholars who visited the university.

The School of Foreign Students (EEE, in Spanish) at the UV, founded in the 1950s, is a symbol of the UV's interest in meeting the demand of foreign students to learn Spanish and to learn more about the culture in Mexico and Veracruz.

In 1994, the EEE created the first formal student mobility programme, to meet the growing demand of students interested in completing stays in foreign universities. That same year, the first International Mobility Programme for Students (PRIMES, in Spanish) was launched, utilising the existing agreements with institutions in the United States, Canada, Europe and Oceania. PRIMES provided a number of biannual mobility options, as well as support for study trips, summer courses and short research periods.

In 2004, under the initiative of ANUIES (Mexican National Association of Universities and Higher Education Institutions) and driven by the support of the Santander Bank in financing student mobility activities, the National Programme for National Student Mobility was founded with the aim of establishing a common basis for promoting student mobility between Mexican partner institutions.

METODOLOGÍA IMPLEMENTADA

In 2010, the General Directorate of International Relations (DGRI, in Spanish) created the Universidad Veracruzana's Mobility Programme (PROMUV, in Spanish), whose purpose is to maintain the momentum of the mobility and, at the same time, establish regulations, fair and transparent selection processes and advisory mechanisms. It was also charged with diversify funding sources and providing information about the performance of the institution in the field of national and international mobility.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

Data on student participation in mobility programmes over the years show a growing trend until 2006, which was the result of hard work in promotion and management, which began in the beginning of the 1990s and continued from there. From 2007 there was a downward trend due to two very significant situations: the re-organisation of the university budget according to institutional priorities, and the climate of social insecurity that arose in the state of Veracruz.

The slowdown in participation in student mobility continued until 2010, the year in which this process was reversed due to three factors: the signing of agreements with new foreign universities, mainly in Latin America, the establishment of new ways of promoting mobility to the student community and the search for new sources of financing.

Mobility will remain one of the most important factors in the internationalisation of higher education. The foundation created by the UV for mobility has allowed for new strategies for internationalisation to be developed; this includes internationalisation at home, virtual mobility, double degrees and joint degrees, generating a greater number of international students, as well as offering courses in other languages.

The UV has made great progress in its student mobility programmes by generating greater participation, diversifying the options for students and staff at a national and international level, and generating external resources for student mobility. It has also generated solid and sustained programmes which encourage new collaboration schemes.

Title	UNIVERSITY MOBILITY PROGRAMME - NATIONAL TECHNICAL UNIVERSITY
Contribution	Fernando Quesada Ramírez, Director of International Relations
Institution/ Organisation	National Technical University, (UTN, in Spanish)
Country	Costa Rica
Website	https://www.ucr.ac.cr
Process	Networks and Agreements – c) Programme: objectives, financing, content, and duration
Mobility field	All

DESCRIPTION OF THE INSTITUTION

The UTN emerged as a solution for closing the endemic gap in Latin America between academics and productive sectors. This unique mission implies that the UTN has a specific role within the public higher education system in Costa Rica.

The Directorate of External Cooperation (DICE, in Spanish), as the entity responsible for managing cooperation mechanisms and international management to strengthen UTN, is responsible for establishing relationships for the exchange of knowledge between different academic and research institutions, which allow for dynamic and innovative collaboration in areas where the university is active. For this reason, in 2004 the University Mobility Programme was created. It aims at facilitating the exchange of international best practices for the mobility of students, academics and administrative personnel.

METHODOLOGY IMPLEMENTED

The guidelines stipulated by the DICE seek to regulate and harmonise the criteria and procedures for mobility in the UTN community, encompassing mobility of teachers, researchers and students visiting from other national or international institutions.

In the UTN, any of the following options is seen as mobility:

- Student exchanges.
- Academic tours.
- Mobility for humanitarian purposes.
- Exchange of experience and good practices.
- Visiting or guest academics.
- Special programmes.

The general support that the programme provides for each mobility period are:

- Air or land transport tickets.
- Food and accommodation costs.
- Out-of-pocket expenses.
- Payment of visas and immigration taxes.
- Tuition fees and other administrative expenses (student mobility).
- International travel insurance.

- Educational support costs (student mobility).
- Linguistic preparation, if required (student mobility).
- Other expenses not yet considered

It is important to clarify that only some of these items were covered in the various UTN mobility programmes previously. In the case of student mobility, a cost sharing scheme and providing additional financial support according to the destination country has always been considered.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

Due to the importance of the programme within the institution, an increase in resources dedicated to its operation has been obtained; an annual budget of approximately 100,000 USD is currently committed and most of this funding will be allocated to finance student mobility.

In the years during which the programme has been developed, it has been possible to establish partnerships with various countries through which different sectors of the university community have been able to understand the international context of the HEIs.

These experiences have provided an added value to UTN, especially as the university is relatively young and has needed to learn from best practices in the region on mobility and internationalisation.

There is an IT management system currently under development with the collaboration of the Catholic University Los Angeles of Chimbote in Peru; this collaboration arose from contacts generated through UDUAL (Union of Latin American and Caribbean Universities). In turn, the system of institutional indicators for internationalisation is being developed with the support of several Colombian universities.

Title	TRANSVERSAL POLICY OF ACADEMIC MOBILITY. - UNIVERSITY OF SANTANDER
Contribution	Susan Benavides, Vice Rector for Research. Omar Mejía, Director of National and International Relations
Institution/ Organisation	University of Santander (UDES, in Spanish)
Website	https://www.udes.edu.co
Country	Colombia
Process	Networks and Agreements – c) Programme: objectives, financing, content, and duration
Mobility field	All

DESCRIPTION OF THE INSTITUTION

The UDES aims to be one of the most widely-recognised institutions for its internationalisation policy. It has thus taken on the great challenge of channelling efforts into improvement of the quality of academic programmes, as well as complying with its international mission centred on the education of citizens who have an international outlook. For this purpose, it has developed academic and scientific cooperation actions with more than 90 HEIs, research centres, companies, advanced training institutes and agencies worldwide, which has significantly increased networks of cooperation, joint collaborative projects and participation in academic mobility scholarship platforms.

Academic mobility and double degree programmes have been consolidated in cooperation with world-renowned universities, which has added value to the academic offer and, consequently, has facilitated the insertion of graduates into an increasingly more demanding job market.

The university is aware that one cannot speak of a successful internationalisation process without mentioning the development of international collaborations that promote joint research projects, co-authored publications, research stays and, in general, developments in new knowledge to solve regional and global problems. This is how the internationalisation of research is becoming a fundamental axis for the positioning and visibility of the UDES elsewhere in the world.

METHODOLOGY IMPLEMENTED

As part of the UDES Internationalisation Policy, it strategises to promote academic mobility that is conducive to generating skills for a globalised world, which opens doors for cooperation with other institutions and for the development of multilateral research and development projects.

The strategy consists of active participation in international mobility networks which generate reciprocal scholarships for accommodation and food.

METHODOLOGY IMPLEMENTED (ACTIONS)

- Joining cooperation networks which includes that of government institutions or of ASCUN.
- Strengthening the internal policies for financial incentives for academic mobility.
- Methodology implemented (actions):
- Scholarships with a discount of between 50% and 70% on tuition fees for undergraduate students select-

ed in the internal call for mobility.

- Scholarships granting exemption of 100% of tuitions fees for regular foreign students on specific academic programmes.
- Support for flights and travel expenses for short term academic mobility of teachers and administrative staff at the UDES.
- Visiting foreign teachers programme for up to one academic semester (accommodation, food and payment).
- Attracting national and international students and facilitating interaction between the students within the same programmes and campuses of the university.
-

METHODOLOGY IMPLEMENTED (ACTIONS)

- Summer courses.
- Spanish courses, with a cultural element.
- Membership to reciprocal scholarship networks and government grants.
- Dissemination of mobility call with HEIs with whom there may or may not be an academic cooperation agreement.
- Strengthening multiculturalism, through experiences with different cultures.
-

METHODOLOGY IMPLEMENTED (ACTIONS)

- UDES' plan for dissemination and socialisation programmes.
- 'International UDES' module provided by the UDES international chair.
- International Week "Vive país, Vive UDES".
- Assessment of the impact of student mobility in the international projection component.

METHODOLOGY IMPLEMENTED (ACTIONS)

- Student surveys, 2 to 5 years after their mobility period.
-

TOOLS USED IN THE UDES MOBILITY PROGRAMME

- Mobility regulations.
- Schedule of activities (action plan for mobility).
- Published calls for mobility.
- Student mobility platform.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

The above strategies have allowed the UDES to increase the number of mobility periods, both by students and teachers, outgoing and incoming. This growth is due to the institutional policy of economic and academic incentives, as well as to the organised and dynamic support of the International Relations Department.

In the context of these incentives, around 80% of the students travelled with full or partial scholarships. Work has been carried out with new mobility networks which generate more opportunities for support. In terms of teachers, mobility has also positively improved: 80% of postgraduate studies at UDES have been developed in cooperation with other international institution, which has meant that each month foreign teachers who teach academic modules and support research processes come to the university. In 2013, the 'visiting teacher for one semester programme' was launched, in which world-class teachers have developed training, scientific and cultural, facilitating access to knowledge and methodologies for more students, generating global competencies in an increasingly internationalised environment.

The UDES' experience of mobility is sustainable given that the internationalisation policy is among the priorities of the institutional development plan and the Institutional Educational Project. It may also be replicable to other universities in the region which are starting the process of academic mobility.

REFERENCES / LINKS / ANNEXES

[UDES Internationalisation Policy.](#)

ANNEX 3
LOGISTICS AND SERVICES

Title	SUGGESTIONS FOR MOBILITY MANAGEMENT - UNIVERSITY OF IBAGUÉ
Contribution	Héctor Erlendi Godoy H. – Director of International Relations
Institution/ Organisation	University of Ibagué (UNIBAGUÉ)
Website	https://www.unibague.edu.co
Country	Colombia
Process	Logistics and Services: f) Integration services
Mobility field	Incoming and outgoing mobility

DESCRIPTION OF THE INSTITUTION

The University of Ibagué is a private, non-profit institution created on 27th August 1980 as a University Corporation, funded by a group of 22 business and civic leaders from Tolima and two legal persons. Its works in collaboration with various local businesses. In February 1981, the Colombian Institute for the Evaluation of Education (ICFES) awarded the university an operating licence and it started operating in August of the same year.

Its mission is to promote comprehensive training for leaders and entrepreneurs with a solid scientific and professional basis, rooted in ethical and moral principles, and committed to the social, cultural, and economic development of the region. The university promotes training that helps people achieve comprehensive development and which will contribute to harnessing the natural resources in the region and the general welfare of the community - regardless of race, nationality or gender, professional

UNIBAGUÉ understands higher education as a strategy and an opportunity for personal development and achievement for those who wish to participate in the transformation of their environment, for the benefit of the regional community and society in general. It seeks to recover the essential values of the human being, and to strengthen democracy, respect for human rights, equality, justice, and the affirmation of our regional and national identity.

UNIBAGUÉ is recognised as a competitive university, both nationally and internationally, and is a leader at a regional level in the pursuit of academic excellence for the development of the community. It grounds the training of its students in the values that dignify humanity and which, in its internal academic climate, constantly exposes students to the values of cultural ethics, political culture, scientific culture, aesthetic culture and work culture.

METHODOLOGY IMPLEMENTED

The aim of the integration services is to support students, teachers, researchers and staff during their stay at UNIBAGUÉ and in the city, so that they can adjust to the environment, academics and ethical culture as quick and easily as possible, allowing them, therefore, to make the most of an unforgettable experience. It is hoped that students will promote experience in their home universities, which could lead more people to recognise and be interested in experiencing UNIBAGUÉ in the future.

- a) From the first moment they arrive in the country and at the university, they are provided with help and support to make their adjustment easier. Whenever they need it, they are given support for banking, immigration, academic and/or health documentation and procedures.

- b) A welcome activity is hosted, addressed to students and interns, to give a presentation and contextualise UNIBAGUÉ, its academic programmes and other services which exchange students can access.
- c) Along with University Welfare, the different options for extracurricular activities are presented to them, which allows them to enjoy the culture and local sports. They are also offered access to the Counselling Service, if they need it.
- d) In the International Relations offices, various activities are organised which allow for the student's integration into the academic community, facilitating interaction and strengthening relations.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

UNIBAGUÉ considers its constant support for both for incoming and outgoing students to be a good practice and a factor that sets it apart from other regional, national, or international universities.

From the point of view of the incoming students, this type of support is discussed with their classmates, colleagues, teachers and loved ones, which allows for greater international visibility.

By being among the few institutions that provide such close support, UNIBAGUÉ is recognised as an academic mobility destination not only because of its academic offer, but also because of the quality of the services provided.

Another element of this good practice is linked to the relationships generated among students who intend to carry out mobility periods abroad, as their previous contact with foreign students in UNIBAGUÉ motivates them.

For future implementation, it is crucial to foster good relations with all interested parties that are linked to the mobility process. Among the most important factors are the following:

- Relations with local migration authorities, given that they facilitate procedures and provide timely information and support when required.
- In some cases, the lack of effective communication may affect the quality of the service being provided.
- International academic mobility benefits greatly when it is backed by financial support for various people who wish to participate.

REFERENCES / LINKS / ANNEXES

VIDEOS OF EXPERIENCES:

<https://ori.unibague.edu.co/index.php/videos>

<https://ori.unibague.edu.co/index.php/videos>

<https://www.youtube.com/watch?v=42MsKe71lVl>

<https://goo.gl/oTi3h5>

<https://goo.gl/3AdtWt>

Title	LOGISTICS AND SUPPORT SERVICES FOR INCOMING STUDENT MOBILITY: EXAMPLE OF PROCESS MANAGEMENT AT THE UNIVERSITY OF COIMBRA
Contribution	Filomena Marques de Carvalho, Head of the International Relations Unit. Rita Maia, International Relations Officer
Institution/ Organisation	University of Coimbra (UC)
Website	https://www.uc.pt
Country	Portugal
Process	2. Logistics and Services: a) Prior Information; b) Immigration and Visa (departure); c) Help Finding Accommodation; d) Language support (arrival); e) Accommodation in the university; f) Integration services.
Mobility field	Incoming student mobility

DESCRIPTION OF THE INSTITUTION

The University of Coimbra (UC) has participated in the Erasmus programme since its beginning in 1987 and, a year earlier, it created an international relations department which allowed it to acquire consolidated experience in the field of cooperation and management of international mobility, as well as in welcome and support services for international students. As part of a complete and efficient network of support and social services, the UC aims to ensure the best living and study conditions for its students: accommodation, food, and health care, among others.

The UC is a signatory of the Erasmus Charter, which demonstrates its ability to implement a general framework of quality for the European and international cooperation activities under the Erasmus programme, in addition to its quality management system (SG.UC); the Macroprocess P013 - Management of International Relations Activities and Macroprocess P074 - Support for the University Community, is certified by the Agency for Assessment and Accreditation of Higher Education and the International Certification Network (IQNet), following annual external audits evaluating their compliance with the ISO 9001 requirements.

METHODOLOGY IMPLEMENTED

Given the areas identified in process 2 in the matrix of this Guide, we will focus on Procedure P016 and Procedure SAS_P012: integration activities and language support.

Procedure P016, which is part of Macroprocess P013 and is under the responsibility of the International Relations Division (DRI, in Portuguese) at UC, defines the activities to be developed in the field of incoming student mobility.

Procedure SAS_P012, which integrates Macroprocess P074 and is under the Social Action Services at UC (SASUC) defines the access to accommodation in university halls of residence for candidates who are part of mobility programmes (incoming) at UC, international students (studying an entire degree), and others under the protocols of the UC or other duly authorised situations.

Both activities aim to provide the best possible experience to the students involved in international mobility activities at UC, through the provision of essential services for their mobility periods as students or interns.

Under Procedure P016, we can find the description of several steps and parties involved in the process, from the expression of interest of the student (individually or via their university of origin) to study at UC,

to sending the prior information necessary, the validation of their study plan, online application, issuance of documents for the purpose of receiving approval and authorisation of residence, receiving feedback from the students (by filling out a satisfaction questionnaire), and the issuance of the transcript of academic records for recognition of the study period.

In terms of welcome, integration and monitoring services, we have a single point of contact which is very easy to reach: the Casa da Lusofonia - International Student Lounge⁹, where the students can access the services offered by the DRI - the Foreigners and Borders Department - and the students' associations; the organisation of welcome sessions, cultural and sports activities, and the Buddy programme are amongst the services on offer. The Buddy programme is an initiative managed by the DRI which recruits students at UC (known as buddies), who are available to accompany a foreign student and to facilitate their integration into the university and the city during their mobility period¹⁰.

As for language support, the UC, through its Language Centre, offers the module "Erasmus Portuguese" to all students to include in their study plan, and it organises language preparation courses at the beginning of each semester.

With regard to Procedure SAS_P012, this includes, following the same logic, the various stages and parties involved in the process: 1) an expression of interest for accommodation at the university residence hall by the student (individually or via DRI), through the online application and its validation, 2) verification of vacancies, 3) reservation, 4) notification sent to the student, 5) registration with the Foreigner and Borders Department, 5) feedback from foreign students about their satisfaction with the service provided.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

The positive impact of the participants' experiences is demonstrated by the average overall degree of satisfaction with the use of services provided by the UC, obtained through anonymous surveys in 2017 and 2018, as detailed below:

Degree of international incoming mobility students' satisfaction with the DRI's services¹¹: 80.7%

Degree of satisfaction of residents of SASUC university halls of residence¹²: 71.8%

It is believed that this experience can be replicated, with the appropriate adaptations to the context of other institutions in Latin America, in that activities are based on practices and standards of quality assurance in higher education, in particular, the principles of the Erasmus Charter¹³ and ISO 9001.

Quality management is a priority at UC, as one of its strategic and statutory institutional commitments, in order to promote continuous improvement of the processes and services offered. Therefore, the SG.UC is an integrated management support tool for the institution (on a strategic and operational level), in line with the Strategic Plan¹⁴, in which internationalisation is a matter of sustainability, universal to all pillars of our mission and the resources of the institution.

Through a process-focussed approach, following the 'PDCA' cycle of monitoring and continuous improvement (Plan - Do - Check - Act), it is possible to better understand the institution as a whole, have greater control of its implementation of quality assurance, and know which are the most effective processes and which ones need improvement in order to achieve their goals.

REFERENCES / LINKS / ANNEXES

<http://www.uc.pt/damc/sguc>

<http://www.uc.pt/casadalusofonia/>

9 <http://www.uc.pt/casadalusofonia/isl>

10 into the university and the city during their mobility period

11 Data collected from "Report: Survey evaluating the services provided by the DRI | Outgoing Students (2016/17)", DAMC, 30-10-2017

12 Data collected from "Report on Management and Accounts | 2017", Social Action Services at the University of Coimbra

13 <http://www.uc.pt/driic/doc/index/>

14 in line with the Strategic Plan

<http://www.uc.pt/driic/welcome-week>

<http://www.uc.pt/driic/buddy>

<http://www.uc.pt/fluc/ensino/cpe>

<https://www.caminosproject.org/study-visit-3>

<http://www.uc.pt/driic/doc/index/>

ANNEX 4
RECOGNITION

Title	MECHANISM FOR THE RECOGNITION AND ISSUANCE OF CERTIFICATES UNIVERSIDAD CATÓLICA DEL NORTE
Contribution	María Inés Pizarro C., International Relations Coordinator
Institution/ Organisation	Universidad Católica del Norte (UCN)
Website	http://www.ucn.cl
Country	Chile
Process	Recognition: a) Prior agreement about recognition (external), b) Recognition mechanisms (intern), c) Issuance of Academic Certificates (Transcripts)
Mobility field	Incoming and outgoing mobility of students

DESCRIPTION OF THE INSTITUTION

Founded in 1956, UCN was the third Catholic university to be established in the country and the eighth Traditional University [university of the Rector's Council] with a public mandate. Underpinned by the values of Christian Humanism, its mission is the constant search for the truth in order to contribute to the development of individuals, society and the cultural heritage of the community through teaching, research and outreach.

With the demands of a globalised world in mind, UCN is focused on developing and positioning a Flagship Educational Project which allows its students to build competencies, abilities and skills with the support of technological platforms that facilitate their inclusion in the labour market and which is capable of integrating work teams at both the national and international levels.

The International Student Programme (PIE-UCN), which is focused on supporting both local and international students during the mobility process and ensuring that they have the opportunity to access an international experience, was established in 2005.

METHODOLOGY IMPLEMENTED

A formal framework for student mobility is provided by an agreement between UCN and another institution. This agreement defines the specifications and conditions under which mobility will take place.

Students complete the Application Form (REG-SAC N ° 39) following the established procedure. Items 3.1 and 3.2 are related to the Curriculum outlining the course of study for the exchange.

Based on the Announcements issued by UCN, the students specify the host institution and, according to the progress they have made in their studies, identify the activities they are able to pursue, e.g. taking courses, thesis work, research residencies, internships or others. They prepare a preliminary Curriculum which is reviewed by the Director of Studies who then evaluates it with regard to the content of the subjects, the prerequisites, the number of associated credits and the competencies to be acquired. The approval and signing of the Curriculum implies a commitment to recognise the coursework undertaken.

The UCN Coordinator sends the Curriculum to the host institution which issues the Letter of Acceptance. Once the exchange has begun, the student confirms the Curriculum; if there are changes, the process must be repeated until the UCN Director of Studies has issued an authorisation. The Curriculum Modification Form (REG-SAC-40) is used for modifying the Curriculum.

Once the Curriculum has been ratified, the UCN Coordinator informs the General Directorate of Undergraduate

Studies and the Head of the Registrar's Office of the participation of the exchange student so that the student's status is changed from "Regular Student" to "Exchange Student" in the System; this completes the first stage of Recognition.

At the end of the exchange period, the host institution sends the UCN Coordinator a transcript showing the courses taken and the grades received. This transcript is sent along with the grading scales of both institutions to the Director of Studies who reviews and contrasts the information received with that which was authorised; if everything is in order, the Director of Studies issues the Equivalency Certificate or Recognition Report and sends it to the UCN Coordinator. This report is sent to the General Directorate of Undergraduate Studies – Dept. of the Registrar with a request for the recognition of subjects. The student then recovers his status as a "Regular Student".

The following process applies to international students who come to UCN: a Curriculum is prepared prior to the start of the exchange, and this is subsequently confirmed; once the exchange period is over, UCN issues the transcript detailing the grades received in the courses which the student has taken and sends the transcript to the home institution for the respective recognition.

The 27 institutions under the Council of Rectors of Chilean Universities (CRUCH) have incorporated a unique credit model called the Transferable Credit System (SCT-Chile) which is equivalent to the ECTS (European Credit Transfer and Accumulation System) and is used to harmonise the academic workload required by the students to achieve the learning outcomes and the graduation profile of a curriculum that includes both direct teaching and independent study hours. One full-time academic year is equivalent to 60 SCT-Chile. One SCT represents between 25 and 30 semester hours. One UCN SCT represents 28 hours.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

UCN believes that the procedure established to cover the stages of the Recognition Process meet the objective of assuring its students that the subjects or activities in which they participate during their exchange are considered to be part of their curriculum and guarantees, in the majority of the cases, that they will be as fully recognised as if they had been taken at the student's home institution.

The Directors of Study programmes, who have understood and supported the participation of both national and international exchange students from the beginning, play a fundamental role in the application of this procedure.

Because they do not wish to lengthen the time they spend in university, the students value this practice, as they still choose to pursue part of their professional training at another institution even when they are aware that it could cause some delay. Likewise, they understand that this experience will result in their personal development, as it involves meeting students from different backgrounds and other countries and being introduced to their cultures, developing skills for coping in an unfamiliar environment, and perfecting and practicing a second language.

REFERENCES / LINKS / ANNEXES

[REG-SAC-39 Application Form](#)

[REG-SAC-40 Curriculum Modification Form](#)

Title	RECOGNITION OF STUDIES COMPLETED ABROAD UNIVERSIDAD NACIONAL DEL SUR
Contribution	Laura Benedetti, General Secretary for Internationalisation
Institution/ Organisation	Universidad Nacional del Sur (UNS)
Website	https://www.uns.edu.ar
Country	Argentina
Process	Recognition: b) Recognition mechanisms (internal), d) Double Degrees.
Mobility field	All

DESCRIPTION OF THE INSTITUTION

The number of UNS undergraduate students participating in exchange programmes at a partner university abroad has increased significantly during the last ten years. Therefore, it has become necessary to consider regulations that facilitate the recognition of educational paths pursued abroad, so that the exchange is not only a personal experience for the student but is also reflected in his or her academic transcript. The regulations were drafted after having observed how other universities and mobility programmes, for example the Erasmus Mundus Programme, which was very active in 2012, recorded recognition; a decision was made to submit a Resolution Project to the UNS High Council, which was then approved and subsequently put into force, with some subsequent modifications having been made to the grading conversion system.

METHODOLOGY IMPLEMENTED

In order to grant a student recognition of his or her academic activities at a foreign university, the foreign university must have a framework agreement in place with UNS or be a participant in a mobility programme in which UNS also participates, and this must be supported by some type of documentation. The signing of the framework agreement constitutes an initial expression of trust between two institutions that have decided to begin working together or have already done so, and want to formalise this inter-institutional relationship. According to the resolution, a learning agreement must be signed by the three parties (the home university, the student and the host university) before the student is mobilised; this learning agreement must include the academic activities that the student is to pursue and how they will be recognised upon the student's return, if approved. The learning agreement forms part of the aforementioned resolution; however, in cases where the programmes have their own template or form for learning agreements, the programme's arrangement or both are used. Upon his or her return, the student presents all the supporting documentation requested in the resolution, and the departmental council evaluates the granting of equivalences. This is intended to avoid delays and/or difficulties with recognition, particularly in certain departments whose curricula do not include electives. The first link contains the full text of the 2012 Resolution which was amended in 2015, owing to the difficulty in using the equivalence tables (due to the great diversity of grading systems used at institutions in other countries). The second link shows the resolution that establishes the system for converting the various grading systems by means of an equation.

http://st02.uns.edu.ar/contenidos/documentos/406_AV_34_9.pdf

http://st02.uns.edu.ar/contenidos/documentos/406_AV_34_14.pdf

Many students in degree programmes whose curricula include supervised professional practise take advantage of their stay abroad to complete their work experience and then apply for recognition at UNS. With that

in mind, the following High Council resolution was approved in 2015:

http://st02.uns.edu.ar/contenidos/documentos/406_AV_2013.pdf

a) Dual degree mobility.

Since 2008, UNS has been participating with French engineering schools in an engineering degree mobility programme called ARFITEC. Argentine universities receive almost full funding for these exchanges from the Argentine Ministry of Education. This programme has changed the profile of some of the engineering degrees, making them more flexible and innovative. The Chemical Engineering degree is the only one that has succeeded in concluding a dual degree agreement to date. The approved resolution that gave rise to this dual degree from which four UNS students have benefitted appears in this link:

http://st02.uns.edu.ar/contenidos/documentos/406_AV_34_11.pdf

<http://www.cooperacion.uns.edu.ar/pdfs/nacinternac/2016/26-2016.pdf>

Two other dual degree programmes are currently being worked out; one is in Civil Engineering with the University of Granada (Spain), and the other is in Electrical Engineering with the University of Cádiz (Spain). Both show interesting degrees of progress, but the corresponding agreements still require approval. In Agricultural Science, efforts are also being made towards a dual degree with the ENSAT (School of Agricultural and Life Sciences) of the INP (National Polytechnic Institute) in Toulouse. The reality is that these are long processes which depend on the strong commitment of the specific academic units on both sides which always rely on the substantial support of the Rectorate's Secretariat General for Internationalisation. The issue of financing cannot be overlooked either as, in the best case scenario, the student receives financing from UNS or the SPU (Secretary of University Policies) for one academic semester and must seek other sources of funding in the host country in order to complete the three semesters required to obtain the two degrees.

In spite of the fluid relationship with universities in Latin America and the lower costs of living and relocation, no progress has been made in terms of dual degrees, as the bureaucratic processes in the region are very lengthy, and the universities tend to favour a north-south cooperation scheme for these internationalisation mechanisms.

b) Postgraduate mobility for co-supervision of theses.

UNS offers 20 doctoral degrees, 30 master's degrees (all accredited by CONEAU (National Commission for University Evaluation and Accreditation)) and 15 specialisations. The Regulation on Joint Supervision of Doctoral Dissertations, which establishes the procedure to be followed by a UNS graduate student obtaining his or her doctorate under joint supervision with a foreign university, was approved in 2008. This Regulation is currently being revised, as some important aspects, such as the possibility of writing the dissertation in a foreign language if necessary and flexibility regarding the signing of the three agreements it stipulates, have not been considered. Both difficulties have been raised and resolved through special resolutions of the High Council; however, the text requires an update that incorporates some points of Ministerial Resolution 2385/2015 regarding the "Regime for the Organisation of Degree Programmes, Granting of Degrees and Issuing of Diplomas".

The following link shows the Regulation with which UNS has been working under for the last ten years

http://st02.uns.edu.ar/contenidos/documentos/406_AV_34_10.pdf

And the text of the Ministerial Resolution can be found at:

<http://servicios.infoleg.gob.ar/infolegInternet/anexos/250000-254999/251971/norma.htm>

The experience obtained to date confirms that this type of recognition process always arises from academics when they succeed in establishing relationships of mutual trust and collaboration with their part-

ners. It is pointless for the institution to propose mechanisms for recognition if it does not first convince its teachers of the advantages for their students; unfortunately, not all teachers see the advantages or are willing to work towards recognition without any kind of compensation in exchange (either economic or in terms of workload reduction).

Finally, the mobility of degrees among countries in the region has advanced considerably thanks to ESCALA (Latin American Common Academic Space) under AUGM (Montevideo Group Universities Association), MARCA (Regional Academic Mobility Programme) under the SPU (Secretary of University Policies) and PILA (Latin American Academic Exchange Programme) under the CIN (National Inter-university Council), although the numbers are not significant. The challenge lies in starting to work on dual degrees and co-supervision with the countries of the region based on inter-institutional trust and complementarity in education. This would undoubtedly be a major step towards promoting regional integration and improving the labour market for graduates.

Title	NEGOTIATION AND IMPLEMENTATION OF DUAL, MULTIPLE AND JOINT DEGREES, SAPIENZA UNIVERSITY OF ROME
Contribution	Graziella Gaglioli, International Office
Institution/ Organisation	Sapienza University of Rome (Sapienza)
Website	https://www.uniroma1.it
Country	Italy
Process	Recognition: b) Recognition mechanisms (internal) - and d) Double Degrees
Mobility field	All

DESCRIPTION OF THE INSTITUTION

With more than 700 years of history, the Sapienza University, was the first [pontifical] university in Europe. Its mission is to contribute to the development of a knowledge-based society through quality research, excellence and education as well as international cooperation.

Sapienza offers its students numerous international opportunities, including university degrees, scholarships abroad, internships in several European and extra-European countries and international doctorates.

Scientific research at Sapienza covers a wide spectrum of disciplines such as archaeology, physics and astrophysics, the humanities and cultural heritage, the environment, nanotechnologies, cellular and genetic therapy, design, aerospace, social sciences and economics.

METHODOLOGY IMPLEMENTED

Dual or multiple degrees are issued directly by each university that shares an academic curriculum and student mobility periods of at least six months. The difference with the joint degrees is that the two or more partner universities of the consortium have a perfectly coordinated curriculum and, in the end, the students obtain a unique degree.

Sapienza has an internal regulation that integrates the difference between these two types of agreements.

The international curriculum within the specific programmes granting dual or multiple degrees consists of curricula which have been integrated with partner universities in full compliance with the internal regulations. Principal features:

a) Each university offers a complete programme.

- The Dual or Multiple Degree Agreement also includes rules on the periods for the exchange and recognition of students' credits.
- Each university manages its own programme (and financial management) separately.
- Students usually enrol through their home university.
- The dual or multiple route is available only to a few students.
- Students who do not complete or opt for the international curriculum can complete the programme at their home university.
- Students selected for the international curriculum must obtain equivalent credits for at least one semester at the partner university.
- Mobility usually follows an exchange scheme under the condition of reciprocity.

- Students can receive scholarships, which are designed to encourage their mobility, from their home university based on an open call for applications.

b) The joint degrees have an integrated curriculum approved by all the partner universities. Principal features:

- Joint organisation and joint financial management
- Enrolment of all students in a university
- All students must follow the same curriculum and cannot, under any circumstances, complete the programme at a single university.
- Mobility does not follow an exchange scheme.

What are the principal differences between “A” and “B”?

- Dual and multiple degrees described under “A” are less integrated but easier to manage.
- In scenario “A”, students can make their decisions regarding an exchange after enrolment and can opt out, if they do not pass the exams at the partner university.
- The Italian accreditation requirements regarding the number of academic staff could be an obstacle in scenario “A”, whereas scenario “B” allows the staff at the partner university (50%) to be counted.
- The decision between “A” and “B” must be carefully evaluated.
- The International Office and the Office of Academic Services collaborated in developing the guidelines to support the internationalisation of the programmes in the following manner:
- Modification of internal regulations
- Coordination of financial aid
- Approval of guidelines and formats for negotiating agreements
- Internal training of administrative staff

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

Sapienza’s experience in supporting the development of multiple and joint degrees yielded some valuable lessons. Specifically, administrative support for negotiating the agreement turned out to be only one of the requirements. In future, the International Office wishes to provide:

- Support with the national requirements for accreditation (i.e. the number of academic staff required to establish a programme for a joint degree)
- Support for involving all the stakeholders including the Registrar’s Office, Administrative Staff and, International Student Reception.

The Table of Contents shows the minimum requirements that must be contained in a multiple or joint Dual Degree.

REFERENCES / LINKS / ANNEXES

[Table of Contents: Multiple or Joint Dual Degree](#)
[Proposed Agreement for a Dual Degree Programme](#)
[Proposed Agreement for a Joint Degree Programme](#)

Title	IMPLEMENTATION OF BI-NATIONAL CURRICULA WITH DUAL DEGREES, DAAD
Contribution	Daniel Zimmermann, Director of the Argentine-German University Centre (CUAA) Tobias Wolf, Team Leader Higher Education Management Development Cooperation: Partnership Programmes, Alumni Projects and Higher Education Management / P32
Institution / organisation	German Academic Exchange Service (DAAD) / Argentine-German University Centre (CUAA-DAHZ)
Website	http://www.daad.de
Country	Germany
Process	Recognition: d) Dual Degrees
Mobility field	Mobility of Master's and Doctoral students, teaching staff and researchers

DESCRIPTION OF THE INSTITUTION

The German Academic Exchange Service (DAAD) is a joint organisation of German institutions of higher education and their student bodies which is dedicated to internationalising the system of scientific and academic research. Its operating budget in 2017 was approximately 522 million euros. The DAAD scholarship programmes allow students, researchers and university professors to take advantage of the best opportunities for study and research. Since its founding in 1925, approximately two million academics in Germany and abroad have received funds from the DAAD. However, its sphere of activities extends well beyond the granting of scholarships. The DAAD supports the internationalisation of German institutions of higher education, promotes German studies and the German language abroad, runs special programmes to help developing countries establish effective institutions of higher education and provides experience to decision-makers in matters of cultural, educational and development policy.

METHODOLOGY IMPLEMENTED

In 2017, the DAAD supported 25,000 German and international students, PhD students and researchers with scholarships and individual programmes. With its decades of experience and its unique global network of regional offices and information centres, DAAD accumulates and distributes an enormous amount of information regarding systems of higher education as well as national science systems throughout the world.

The DAAD also offers a wide range of programmes which promote the internationalisation of higher education with partners around the globe. These programmes range from associations related to the subject of HEI in developing countries, to the creation of international research-related networks, to the development of German study programmes and the foundation of German universities abroad.

An example of the Latin American context is the German-Argentine University Centre (CUAA-DAHZ) which promotes German-Argentine cooperation in higher education through the promotion of dual degree programmes. The CUAA-DAHZ is a public-private partnership initiative and was created in 2010 by the Governments of Argentina and Germany and the German-Argentine Association of Science and Technology (ACTAA), whose members are German companies operating in Argentina. The Centre is financed jointly and equally by Germany and Argentina; state funding from Germany is granted by the Federal Ministry of Education and Research (BMBF) and from Argentina by the Ministry of Education, Culture, Research and Technology (MECCyT). Its total budget in 2018 was 2.8 million euros. The DAAD administers and allocates the BMBF funds and acts as the German office at the Centre.

The CUA-DAHZ strategic objectives are as follows:

- The promotion, development and implementation of bi-national curricula with dual degrees in all fields of study with the aim of training young academics, experts and specialists in intercultural skills and multilingualism in various fields; this will allow participants to access labour markets in an international environment,
- The internationalisation of universities in both countries and a contribution to the full legal and substantive recognition of dual degrees and university entrance qualifications,
- The creation of a suitable environment for intensifying language education in German and Spanish at universities in both countries.

CUA-DAHZ does not offer courses of study per se, but is a bi-national funding organisation with DAAD offices in Bonn (Germany) and Buenos Aires (Argentina); it aims to improve cooperation in teaching and research between universities in the two countries. Following a two-stage application procedure, its primary objective is to promote the creation and implementation of dual-degree bi-national curricula at participating partner universities by financing travel expenses, monthly stipends for students, and per diem allowances for teachers and researchers. Language courses and additional costs. Other funding lines aim to carry out research projects and student exchanges and internships in bachelor's degree programmes in engineering.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

As of March 2019, CUA-DAHZ is supporting 26 bi-national cooperation projects with a total of 51 universities (32 German and 19 Argentine): 17 bi-national dual-degree programmes (six Doctoral and 11 Master's programmes), as well as nine exchange projects within the Engineering degree courses. Since 2013, more than 1,300 exchanges have been funded under the CUA-DAHZ programmes (840 students and doctoral candidates plus 500 teachers and professors). The CUA-DAHZ funding has had visible structural effects on the Argentine university landscape; dual degree programmes are now also being established with other countries based on the German model. Several projects have been able to raise additional funds from third parties for their cooperation in the research. Graduates quickly find high-paying jobs in Germany, Argentina or in multinational corporations.

REFERENCES / LINKS / ANNEXES

<http://www.cuaa-dahz.org/es/>

<https://www.daad-argentina.org/es/>

[Argentine-German University Centre Report](#)

Title	RECOGNITION - UNIVERSIDADE FEDERAL DE SÃO CARLOS (UFSCAR)
Contribution	Maria Estela Antonioli Pisani Canevarolo, Secretária Geral de Relações Internacionais
Institution/ Organisation	Universidade Federal de São Carlos (UFSCar)
Website	https://www2.ufscar.br
Country	Brazil
Process	3: Recognition
Mobility field	Bachelor, Masters and PhD students

DESCRIPTION OF THE INSTITUTION

In recent years, UFSCar has considerably increased the number of opportunities for international academic degree mobility, primarily within the context of bilateral agreements; this stems from an internationalisation policy with a view to the institutionalisation of existing alliances and new research partnerships between UFSCar teachers and foreign teachers or researchers and the search for greater participation in university networks. The policy is focused on the consolidation and improvement of international academic relations and the continual quest for the improvement of postgraduate programmes. It is thus believed that new strategies and mechanisms for the recognition of credits contribute greatly to the internationalisation process at UFSCar.

METHODOLOGY IMPLEMENTED

The methodology involved searching for the best credit recognition practises, bearing in mind the experience gained through participation in important international academic mobility programmes. The experience in the creation of a new degree programme where internationalisation and recognition of credits were important factors as well as the experience with dual degrees was also considered.

Regimental issues in the context of academic mobility

Academic mobility consists of establishing a temporary link with another institute of higher education (IHE), national or foreign, or another campus of the university in which UFSCar undergraduate students are pursuing curricular activities, and where there is the potential to integrate curricula; more specifically, international mobility allows a student to complete undergraduate studies in different HEI abroad, and/or in dual degree programmes, according to specific policies and publications. In the context of the university regulations, an article dealing with the utilisation of credits states that "... curricular activities with a credit load equal to or greater than the constant credit load of the curricular matrix attributed to the student and at least 75% (seventy-five percent) of its programmatic content are considered similar.

Due to UFSCar's participation in the Science Without Borders Programme, nearly 1,550 undergraduate students were in international mobility in 18 countries between 2012 and 2015. This necessitated discussions, in the various academic bodies, regarding the recognition of credits approved abroad. Through bilateral academic cooperation agreements, as well as participation in university associations and networks, international mobility has become a key consideration in the cooperation. As an example of participation in associations, we cite the Montevideo Group Association of Universities (AUGM), where the quantitative input and output of students participating in mobility since 2001 is approaching 500, within the framework of the ESCALA Undergraduate Programme. The institutional commitment among the member universities of AUGM to the recognition of credits is fundamental for the success of mobility. Another factor of fundamental importance

is the preparation of a Curriculum prior to beginning the exchange, where the subjects to be studied at the partner university must be selected after a careful analysis of the subjects offered at the host institution; the Programme Coordinator plays an important role in terms of student orientation. However, students often face several barriers when it comes to tracking down information on the content of the subjects to be studied at the host university.

The difficulty in accessing information through the host institution's website means that the International Relations department of the host university plays a fundamental role, either in terms of finding and communicating the contents of the curricular matrix on offer or in terms of contact with the host university's Programme Coordinator, so that the student can draw up his or her Curriculum as confidently as possible. In addition to this, the credit systems of the partner universities are often not clear to the student or even to the Programme Coordinator of the home institution, either at the time that subjects are selected, or in the recognition phase for approved credits. Credit systems tend to differ between universities; therefore, factors such as commitment and confidence in academic quality among institutions and curricular flexibility on the part of Programme Coordinators or Councils should be taken into account when recognising credits. These issues, along with restrictive rules regarding the recognition of credits for work completed at other institutions, mean that exchange students, in many cases, may not take full advantage of the activities offered in their studies abroad.

Undergraduate recognition mechanisms

UFSCar's experience with the Science without Borders programme has been, and continues to be, important for the recognition of credits. An experience applied during the Programme, and which still applies today, for optimising the number of credits to be recognised, is to analyse the offer of all approved subjects at the foreign institution and assess whether the programmatic content of the various subjects is approved abroad.

That is to say, "packages" of correlated subjects, and not each individual subject, are analysed; this enables better utilisation of credits. We must also conduct an analysis of credit recognition, acknowledging the importance of academic mobility from the perspective that it gives students the opportunity to acquire new knowledge and complement their curricula with subjects not offered in the curricula of their home institutions. For these cases, the majority of UFSCar programmes have credits related to Complementary Curricular Activities. In this environment, subjects approved abroad, but not recognised by UFSCar, either because of their content or due to the credit system of the host university, are for the most part computed as Complementary Activities. Some undergraduate programmes at UFSCar, such as the Physical Engineering Programme created on October 20, 1999 through Portaria GR No. 767/99, were conceived with a more flexible curricular structure envisaging incentives for international mobility. In fact, its curriculum is composed not only of compulsory subjects, but also of closed lists of elective subjects in the areas of General Science, Computer Science, Engineering, Administration, Finance and Production Management. Grouping these optional subjects into specific educational areas opens doors for the recognition of subjects approved in foreign institutions that would not be approved by the UFSCar, either due to the differentiation of the programmatic content and/or the credit system. This is given by the recognition of credits for subjects studied at another institution that have the same educational profile as the corresponding elective subjects, although their programmatic content does not coincide with any subject on the list of electives offered by UFSCar.

This was made operational by the creation of subject agreements, open menu subjects that specifically serve the purpose of recognising subjects studied at other institutions. The Teaching Programme provides greater clarity and details of this proposal, the concept of subject agreements, their regulation and application in the recognition of the aforementioned subjects as electives. UFSCar's experience with this mechanism has been very positive, with a very high level of recognition of the subjects studied externally, combined with a low level of operational complexity. The curriculum of the Chemical Engineering programme was adapted at the beginning of 2018; the subject agreements were also introduced into the programme at that time. With regard to putting the regular credit recognition process into operation, the Secretariat General for International Relations (SRInter) of UFSCar provides the procedures for requesting credit recognition. In view of the fact that UFSCar does not have a computerised system for managing international mobility, the SRInter plays an important role as the central axis of the recognition operations, along with the student's Programme

Coordinator and the department responsible for the control of academic activities as well as the Division of Management and Academic Records (DiGRA) of the UFSCar Prorectorate for Graduate Studies. Another important role played by the SRInter in these operations is the provision of international mobility data which serve as an indicator for international rankings.

International mobility within the postgraduate context

Outgoing and incoming international mobility is handled very differently in the postgraduate environment. In the doctoral programme, outgoing international mobility is more pronounced during “sandwich” periods, where the doctoral student develops activities linked to his or her research. Students in “sandwich” mobility rarely earn credits at institutions abroad, as they normally enter into mobility after completing all the necessary credits for their doctorate; therefore, the issue of credit recognition does not arise. The majority of doctoral students at UFSCar receive support for international mobility in the form of scholarships from the PDSE (Doctoral Sandwich Abroad Programme) under the CAPES (Coordinator of Academic Personnel Improvement) of the Brazilian Ministry of Education. Other donor agencies such as FAPESP (São Paulo State Research Support Foundation) and CNPq (National Council for Scientific and Technological Development) which is linked to the Ministry of Science, Technology and Innovation are also responsible for providing financial support for postgraduate periods of international mobility. As regards incoming mobility, UFSCar receives students for a full postgraduate degree, a two-year master’s degree or a four-year doctorate, either through the selection of candidates by the Postgraduate Programme, or through specific programmes such as the PAEC (Partnerships Program for Education and Training), OEA-GCUB (Organisation of American States - Coimbra Group of Brazilian Universities), PEC-PG (Student Programme - Graduate Agreement), TWAS (The World Academy of Sciences), etc. Foreign students also spend their “sandwich” periods at UFSCar.

Dual diploma at UFSCar

At UFSCar, we currently have two dual diploma academic cooperation agreements, one each in the graduate and postgraduate areas. In the postgraduate agreement, which was signed in 2016, the dual diploma is awarded in the context of the Postgraduate Programme in Materials Science and Engineering (PPG-CEM) with Case Western Reserve University - Case School of Engineering (CWRU) in the United States, in the areas of Polymer and Colloids Science and Engineering. Issues related to the credits to be taken at the two institutions were widely discussed between the PPG-CEM and the Case School of Engineering. The role of the SRInter was limited to the processing and analysis of the draft for UFSCar. The Pro-rectorate for Post-Graduate Studies and the PPG-CEM, acted in cooperation with the CAPES in relation to the financial issues for the Programme. At the end of the study period at both universities, a diploma for a Doctorate in Science and Materials Engineering will be issued by UFSCar and a Ph.D. in Macromolecular Science and Engineering will be issued by CWRU.

Other universities, such as Universidad Federal de Rio Grande do Sul (UFRGS), Universidad Federal de Río de Janeiro (UFRJ) and Pontificia Universidad Católica-Río de Janeiro (PUC-RIO), participate in this same programme along with the CAPES. In the graduate area, UFSCar already has a dual diploma agreement with the Université Grenoble Alpes in France. This partnership began in 2007 with the signing of a student mobility cooperation agreement for participation in the BRAFITEC 34 – a CAPES project in the area of Materials Engineering. Since then, the partnership has transformed into solid research collaborations among teachers. The new BRAFITEC projects that involve the Materials Engineering programme have been approved with the involvement of other Brazilian UFSCar partner universities, but with the same French university. With a mobility track record within the framework of the bilateral cooperation agreement which has been considerably fortified, the dual diploma agreement between UFSCar and L’Ecole Polytechnique de l’Université Grenoble I-Département Matériaux was signed in 2011. Since that time, in 2017, we reached a total of 23 students with dual diploma mobility (7 incoming and 16 outgoing). It is important to point out that the process for the approval of the aforementioned agreement required several meetings not only with the partner institution, but also between the various academic bodies at UFSCar, specifically the Programme Council, the Exact Science and Technology Centre, and finally, the Graduation Council. In order to mitigate viability concerns regarding the parity of credits, classroom hours and academic activities between the UFSCar Materials Engineering

programme and the Polytech Grenoble Materials Engineering Programme, a survey was conducted. This addressed the minimum curricular guidelines for the education of engineers in the European community. This survey provided the necessary reassurances and feedback for the UFSCar Pedagogical Development Coordinator. The success of the dual diploma is only possible with the support of scholarships from the BRAFITEC-CAPES programme which allow students to remain in a French institution for a maximum period of two academic years.

Despite all the studies conducted regarding the total recognition of the credits obtained abroad, dual diploma students in the UFSCar Materials Engineering programme take an additional academic semester to finish their studies and obtain the two diplomas, i.e. a degree in Materials Engineering from UFSCar and a Master of Engineering degree from the Université Grenoble Alpes.

Issuance of transcripts for international students

The integrated system of academic management (SIGA/UFSCAR) is the system which enables the issuance of transcripts, i.e. the academic record of the student. The academic record is normally available in the system approximately 20 days after the end of the academic semester. The SRIinter with access to SIGA/UFSCAR, is responsible for the issuance and sending of the document (by e-mail and post) to the International Relations department of the student's home university. Information is also sent on the UFSCar credit system along with the academic record. Students requiring validation of the courses approved at UFSCar for the purpose of credit recognition at their home institutions are advised to provide them before the end of the mobility. The academic record available through the SIGA system contains the authenticity code, which means that there is no need for validation by the person in charge of DIGRA/UFSCar.

With regard to "making these processes sustainable over time", the important thing is to always keep the cooperation agreements and the trust in the partner institution alive.

Title	RECOGNITION OF STUDIES AT THE LEVEL OF NETWORKED MOBILITY PROGRAMMES - MONTEVIDEO GROUP ASSOCIATION OF UNIVERSITIES (AUGM)
Contribution	Álvaro Maglia, Executive Secretary Juan Manuel Sotelo, Programme and Project Assistant
Institution/ Organisation	Montevideo Group Association of Universities (AUGM)
Process	3. Recognition
Mobility field	All

DESCRIPTION AND CONTEXT

The present case offers information on validation mechanisms and recognition of studies within the framework of the graduate and postgraduate mobility programs of AUGM as well as a current contextualization on the subject in the region.

The current context regarding academic recognition has had some substantial changes recently. We can speak of recognition of the totality of the studies (a programme) or only sections of study conducted abroad (credit mobility). In both situations, multiple formats have been used to validate them.

In the Mercosur region, there are multilateral agreements such as those presented by Mercosur Educativo at a state level that involve regulations on degrees. There are also agreements between institutions such as those of AUGM, other associations and / or bilateral agreements between institutions for the recognition of study segments.

At the end of 2018, at the 53rd meeting of the MERCOSUR Education Ministers, an agreement was signed, approving the validation of diplomas of MERCOSUR citizens in the countries of the block, bearing in mind that university degrees accredited by ARCUSUR (the regional system of university accreditation) will be recognized in all MERCOSUR countries.

The Agreement on Recognition of MERCOSUR Higher Education Qualifications will enter into force upon ratification at least two countries. The decision was taken by the MERCOSUR Foreign Ministers during the meeting of the Common Market Council (CMC), under the Pro Tempore Presidency of Uruguay, in Montevideo.

The validation of the degrees is an important advancement in the educational integration of MERCOSUR that favors the educational, cultural and scientific - technological development of the States of MERCOSUR. The organs of application of the agreement are the Ministry of Education, Culture, Science and Technology of the Argentine Republic, the Public Universities of the Federative Republic of Brazil, the Ministry of Education and Sciences of the Republic of Paraguay and the University of the Oriental Republic of Uruguay.

In addition, the agreement will be open to the adhesion of the Associated States of MERCOSUR that have previously signed and ratified the "Agreement on the Creation and Implementation of a System of Accreditation of University Careers for the Regional Recognition of the Academic Quality of the respective degrees in MERCOSUR and Associated States".

In 1999 the Admission Agreement of University Degrees and Degrees for the Exercise of Academic Activities in the States Parties of MERCOSUR was signed and in 2008 the Agreement on the Creation and Implementation of a Graduation Course Accreditation System for the Regional Recognition of The Academic Quality of the Respective Diplomas in MERCOSUR and Associated States.

This has been the most important advance in recent times on this issue. This context allows an introduction to the systems used by AUGM for its undergraduate and postgraduate programmes. The agreements reached at the level of the AUGM are a good examples of some systems of recognition used between institutions

with agreements on programmes that allow the fluid exchange of undergraduate and postgraduate students.

In this sense we will make a brief description of the ESCALA programme for Graduate Students, emphasizing the system to recognize studies. We will reference (links) to the complete programmes cited in the text. from: <https://www.mercosur.int/titulos-universitarios-seran-validos-en-todo-el-mercosur/>; <https://www.mercosur.int/los-cancilleres-del-mercosur-acuerdan-avances-en-la-agenda-externa-educacion-y-justicia/>.

AUGM ESCALA programme for undergraduates (<http://grupomontevideo.org/escala/>)

The program is aimed at undergraduate and undergraduate students. All students belonging to any member university can participate.

Students who apply must be enrolled as a regular student at the university of origin and must have completed at least 40% of their degree or undergraduate degree, being under 30 years of age.

The duration of each exchange is one semester and each university will select among its students those who will participate. It will have to guarantee equal opportunities for all applicants, applying a merit and interviews and other requirements that each university considers pertinent.

The applicant must present a study plan or subjects that he / she wishes to study abroad, as well as those that can apparently be recognized in their own curriculum, which must be agreed between the academic units of the two participating universities. Within the agreed plan, the student may include optional subjects, final work or other academic activities, in addition to those specific to their study programme.

The University of origin will subscribe to an institutional commitment before the student moves. It will be obliged to recognize the studies conducted by the student, approved by the highest authority of the academic unit.

For the purpose of providing some valuable tools, the following links may be considered: (http://grupomontevideo.org/escala/images/ESCALA_Estudantes_de_Grado_Reglamento_Gral.pdf; [http://grupomontevideo.org/escala /images/qui/ESCALA_Estudantes_de_Grado.pdf](http://grupomontevideo.org/escala/images/qui/ESCALA_Estudantes_de_Grado.pdf)), table of equivalences of qualifications (http://grupomontevideo.org/escala/images/ESCALA_Estudantes_de_Grado_Tabla_equivalencia.pdf) and a manual of good practices ([http://grupomontevideo.org/escala /index.php/informacao-de-interesse/manual-de-boas-pratica](http://grupomontevideo.org/escala/index.php/informacao-de-interesse/manual-de-boas-pratica)).

'ESCALA' for Post-GRADUATES (<http://grupomontevideo.org/escalaposgrado/>)

The Programme promotes the mobility of masters and doctoral students, to attend an academic period in another Member University of the Association of a country different from their own, with full recognition of the academic activity carried out

Characteristics and general conditions: Participating students may carry out activities framed in their study or research programme and must come from master's or doctoral programme, and be proposed by their universities of origin. The extension of mobility will be a minimum of fifteen days and a maximum of one academic semester.

Requirements

The Programmes to which the student aspires must be offered by the destination University. The applicant must be enrolled as a regular master's or doctoral student at their university both at the time of application and at the time of the stay at the university of destination, and have approved at least 30% of their obligations academic or its equivalent in credits.

The student must have sufficient knowledge to study in the language in which the classes are taught at the destination University.

Students who apply must present a work programme proposal that they wish to develop at the destination

ANNEX 5
PROMOTION AND DISSEMINATION

university. This proposal must be presented in a form called “Application and Study Contract”, which must have the approval - in writing - of the academic tutor at the home university.

The recognition of the studies carried out and approved by the student is compulsory and the university of origin must respect the study contract signed by the students prior to mobility. If the period of mobility is extended, an extension or complementation of the study contract must be made, and its signature must occur before the extension period begins, under the same conditions as the original. Before the student is mobile, the university of origin must sign an institutional commitment by which it is required to recognize the studies completed. The destination university must issue the Certificate of Studies at the end of the mobility period, before the student returns to his / her country of origin. Subsequently, upon return, the student must present the Certificate of Studies issued by the university of destination, which must be credited automatically in the student’s academic record.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

The academic curricular activities that the student performs at the host university must be equivalent to the curriculum of his own degree and help to advance towards his/or degree. The recognition of studies is based on the principles of trust between the institutions; mutual knowledge among the participating HEI and the recognition of the quality of the teaching they offer. The following is important:

Transparency of information on curricula, academic calendars, the schedule of courses to be studied, organisation of teaching, the grading system and possible equivalences.

Flexibility regarding the organisational differences resulting from the dissimilarity of curricula, qualification systems and methods of approval of the subjects between the different universities that make up the system, without prejudice to compatibility in terms of quality of studies.

REFERENCES / LINKS / ANNEXES

[Table of Qualifications for Graduate Students](#)

Title	PROMOTION AND DISSEMINATION - THE ARGENTINE NATIONAL INTER-UNIVERSITY COUNCIL EXPERIENCE
Contribution	Miguel González G. Head of International Relations Department
Institution/ Organisation	Argentine National Inter-University Council (CIN)
Website	https://www.cin.edu.ar
Country	Argentina
Process	4: Promotion and Dissemination: a) Promotion of Latin American alternatives / b) Promotion of the institution itself in LA
Mobility field	All

DESCRIPTION OF THE INSTITUTION

The CIN was created in 1985, as a coordinating body for the public university system, actively participating in the formulation of public policies in higher education and organising the work in the public university system network. In a context of creating new universities with geographic coverage across the entire country, this coordinating role in the network has become highly relevant in guiding and supporting new universities in their development.

In the field of internationalisation, this context has very distinct features: cooperation relationships require both knowledge or previous contact, and the confidence of the counterpart as a key prerequisite. In that sense, a system or network which provides contacts and background to build the confidence of potential partners for their internationalisation activities is important. This is particularly true when HEI lack experience and connections for starting their international activities

The structure that the CIN uses in the field of internationalisation comprises three levels:

a) **International Affairs Committee**

Aimed at formulating policy proposals for discussion and analysis with the Ministry of Education.

b) **International Network for the Cooperation of National Universities (REDCIUN, in Spanish)**

Aimed at working in the network on the specific issues relating to internationalisation activities in Argentine universities, linked with the relevant stakeholders in these processes. Amongst the activities conducted are joint promotion of mobility actions and technical support to partner universities for their individual actions.

c) **Department of Internationalisation of Higher Education**

Created for the management of the CIN itself in order to strengthen the mainstreaming of internationalisation activities and to support the international relations actions.

The cin's promotion a dissemination processes

Since its inception, the CIN's drive for the regional integration of Argentina with the rest of South America and Latin America has been clear. The CIN's actions are linked to the interests of the partner universities who interact with each other, and these interests are included in the objectives defined by the CIN, itself, as a national system. In this regard, as a general rule and not only for internationalisation, the principle of system solidarity has been consolidated: universities which are lesser developed have preference in order to reach a balance between Argentine universities.

Since 2006, there has been a programme by the Argentine Ministry of Education - the Secretariat of University Policies, called the Programme for the Promotion of the Argentine University (PPUA, in Spanish), with regular calls for tender which finance three areas: networks, missions, and trade fairs, which have facilitated lesser developed universities which do not have funding for internationalisation._

Actions taken: Strategy for promoting the image of the "Argentine public university".

The action lines taken by the universities and the CIN are defined from the three PPUA areas of intervention. Amongst these actions is the aforementioned programme to promote Argentine universities or university groups. The CIN has advocated that the individual promotion activities of universities be reinforced at "national system" level, though collaborative promotion actions.

As a result, participation in a trade fairs was thought of as an efficient promotional activity for all partner universities. At the same time, and with the objective to reinforce and aligning capabilities through the work of REDCIUN, dissemination tools (programme websites, programme email addresses, etc.) and transfer of practices between the participants ("tutors" or "guardians" who helps with communication prior to and during the mobility) were developed. For this purpose, a description of the Council's actions has been written, and their impact on the promotion and dissemination by the Council itself or by its universities has been assessed.

a) Participation in trade fairs and contacts with international relations enabling parties:

The CIN participates in networks organising regular events and fairs. The aim is to act as a catalyst among the group of universities which cannot directly participate and to promote the institutions and the Argentine higher education system.

b) Participation in international networks and bodies

CIN's participation in international networks and associations is particularly important for promoting and disseminating both CIN's own activities and the activities of its partner universities. The role played by the CIN for the partners is even more important. The dissemination of news and proposals of counterparts is systematised, sending it via different channels to reach the entire network.

Orientation of Promotion and Dissemination activities in LA.

In the case of National Associations or Councils, promotion and dissemination are carried out under the trademark "Argentine public university", and the values and standards this hopes to represent.

The matrix defined in CAMINOS' work distinguish two stages in the promotion and dissemination process, which facilitate intra-Latin American mobility: promotion of Latin American alternatives towards the Argentine public system, and promotion thereof in the geographical area of Latin America.

Work is currently under way on the development of a common platform for partner universities of the CIN. Among its main objectives are improving and standardising the information and communication processes in Argentine universities, which will allow each university to internally clarify all formats for access to information about mobility periods for all their own students (encouraging the increase of outgoing students), and giving clarity and confidence to anyone interested in carrying out mobility periods in Argentine public universities.

ANNEX 6
SYSTEM

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

A trademark or brand strategy representing joint values for potential mobility partners or counterparts could be developed on a Latin American scale. This means acting in a collaborative spirit to achieve clear and reliable standards for all countries in the region.

There are regional precedents, such as the proposed 'CHASQUI' platform under ReLARIES (Latin American and Caribbean Network of International Relations Networks between Higher Education Institutions), which would operate for agencies and associations across the region. The idea proposed is currently developing.

The Regional Conference on Higher Education in 2018 (one of the seven themes examined was mobility in LA) and its action plan, along with the momentum of the newly commissioned 'ENLACES - Espacio Latinoamericano y Caribeño de Educación Superior' seem to generate a very conducive environment for the development of intra-Latin American mobility.

Title	ONLINE PLATFORM TO MANAGE STUDENT EXCHANGE AND MOBILITY - UNIVERSITY OF BOLOGNA
Contribution	Romina Kniaz, Latin America, Africa, Middle East and Western Balkan Unit – Area Relazioni Internazionali
Institution/ Organisation	Alma Mater Studiorum – University of Bologna (UNIBO)
Website	https://www.unibo.it
Country	Italy
Process	5: IT System
Mobility field	All

DESCRIPTION OF THE INSTITUTION

The UNIBO, the first university in the western world, was founded in 1088 in the city of Bologna, when masters of grammar, rhetoric and logic began to dedicate their time to the law. Its history is mixed with the great characters in the fields of science and the arts, and it is an essential point of reference in the panorama of European culture.

In 1888, it celebrated its 800th anniversary and the fame surrounding its Athenaeum spread across Europe after the Nobel Prize for Literature was awarded to Giosuè Carducci, professor at the UNIBO, in 1906.

In September 1988, in Bologna, the Chancellors of 430 universities from all continents signed the Magna Charta Universitatum Europaeum, on its 900th anniversary. The UNIBO was officially recognised as the Alma Mater of all the universities. The Magna Charta, later signed by another 400 Chancellors, reaffirms its autonomy. It outlines the inseparable link between teaching and research, rejecting the limits imposed by any geographical or political border.

On 19th June 1999 in Bologna, 29 European Ministers of Higher Education signed the Bologna Declaration, which would create a common area for higher education. It was the beginning of a long process of reform, called the Bologna Process, which involved all signatories European countries in a homogeneous restructuring of the European university systems.

METHODOLOGY IMPLEMENTED

In recent years, the philosophy surrounding the creation of online platforms which make up the UNIBO information system has changed. Each new application is seen as a part of a general framework (ecosystem software) and each feature is seen as part of a process of a single common platform.

It is not relevant to build a platform from the beginning; the advantages of using a common infrastructure created once and for all are obvious: lower costs due to reusing the infrastructure, uniformity in how the application operates, and integration between various functions.

UNIBO had a structure, a single place where all external companies and entities with some kind of relation-

ship with UNIBO were grouped: internships, agreements on research, international exchanges, agreements on higher training courses. And, at the same time, there was a structure for agreements where the bilateral relationships that UNIBO had, in terms of internships, research agreements, scholarships and mobility, were mapped out. These two elements were the basis on which UNIBO administered its relationships with the outside world.

UNIBO considered giving an organisational solution to the new challenges in the international arena using technological innovation developed according to its institutional strategies and needs, therefore it developed the AlmaRM Platform, a management system to manage all mobility processes.

The central elements of this platform are as detailed below:

Integration of different ICT systems of UNIBO management.

- Accessible and complete data.
- Customisation of programmes.
- Standardisation vs. Flexibility.

In this platform, all authorised people gain access from the same entry point with their own UNIBO credentials, they do not need different credentials.

The main characteristics of AlmaRM are:

- a) Simplification of the management processes.
- b) Dematerialisation.
- c) Improvement in the quality of the services for the students.
- d) Reduction of working hours for staff in the office.
- e) Availability of support tools for teachers.
- f) Flexibility: the platform has to adapt to changes in the existing programmes and to new programmes which will be funded by the European Commission.

The traceability is predisposed to allow actions to be traced in query and reporting mode. These are activities carried out by the administrative offices and those in other areas of the central administration, campus, teachers, etc...

The macro-processes analysed for mobility management are organisation of incoming/outgoing mobility of students, teachers, administrative staff; management of scholarships; reporting; joint incoming/outgoing programmes.

In turn, all types of mobility programmes so far have also been mapped out: Erasmus, Erasmus+, Erasmus Mundus Action 2, Erasmus placement, Conventions, Cooperation (Atlantis, Alfa, Tempus, Edu/Link, etc.), Marco Polo, Marie Curie, joint programmes, degree seeking, and scholarships for studying abroad.

The main idea was to find a valid solution for current and future programmes which UNIBO administers. Therefore, it is important to understand which processes are universal to all programmes.

Organisation model within the platform

The agreements are registered according to the following criteria:

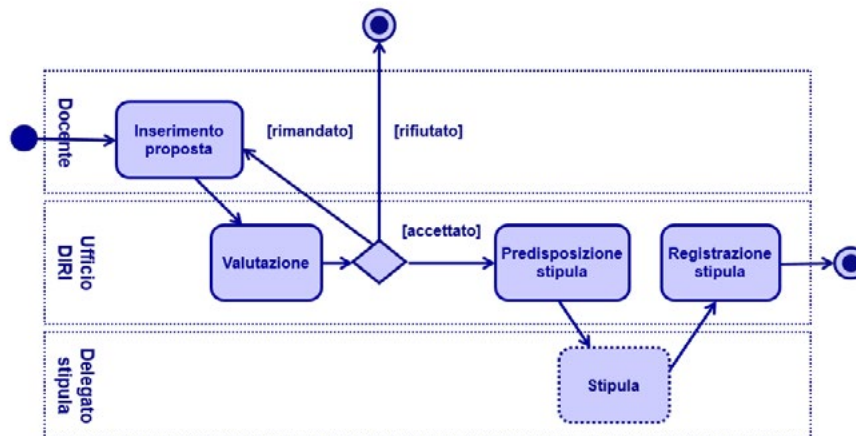
- Partner University/ Company (internships).
- UNIBO School/Department with whom it is signed, if not UNIBO in general.
- Internal and external contacts in the handling of the agreement.

The process includes two sub-processes: agreements and the annual renewal of the agreement, in the case of the Erasmus Program + Study.

The agreements are proposed by a teacher, by the international relations department or by another department.

The agreement has two streams and the different phases of approval: accepted, provided and approved.

ACTIVITIES DIAGRAM:



Call for mobility (depending on the Program): with the list of destinations and vacancies, the whole process is managed centrally by the International Relations Department (URI, in Italian):

- General information about the call.
- Definition of the agreement links (vacancies).
- Definition of the checklist (requirements: language, etc.).
- Definition of the selection committee (selection of members).

STEPS TO FOLLOW

Students

Complete the online application which has the possibility of attaching documents and indicating the language of the application for which you're applying. If you do not have the required level of the language, you cannot complete the application. During the selection process, it is verified that all necessary documents are present, if it is incomplete the application is declared unsuitable.

Ranking

Based on two criteria, the evaluation by the teacher's commission and by the student's average academic grade. Both processes are carried out within the platform. Once the process of evaluation has finished, the ranking is published online. Each student can check their position in the ranking and accept the destination on the online platform itself. From that moment on, the process of submission is activated and the Learning Agreement is approved, which must end before the mobility period abroad begins.

Learning Agreement (LA)

The student submits it online. Once this process is completed, the teacher in contact with the international relations department of the school to which the student belongs will send them a notice VALIDATION message. The teacher works on the basis of different elements in order to proceed to the validation because the approval depends on the teacher coordinating the degree. The analysis elements for validating the LA are: previous experience in managing mobility periods and recognition, equivalence tables, the schools' internal equivalence tables.

SUSTAINABILITY AND REPRODUCIBILITY OF THE EXPERIENCE

Learning Agreement and recognition of activities carried out at the host university. The tools used must be in line with international programmes such as Erasmus+ (ECTS, learning outcomes, etc.), with UNIBO's internal

rules when it comes to recognition of the activities carried out, and support is also provided to faculties/schools for the recognition of credits and the grading.

In conclusion, the development of an online platform for managing mobility periods represents a possibility to improve the mobility management processes and its organisational 'performance', as well as the quality of services provided to students. In turn, it is an opportunity to reform the mobility processes according to the rules/recommendations of the quality assurance processes for mobility and, at the same time, encourage the internationalisation strategy of the UNIBO.



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AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN



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