

'Higher education and knowledge in Latin America past, present and future'

Internationalisation and student mobility in Latin American higher education

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Internationalisation = Mobility ?

Myths and misconceptions

De Wit (2011) and Knight (2011)

Alternative approaches

Critical – Jiang (2008)

IaH (Internationalisation at Home) – Beelen & Jones (2015)

Ethical/Sustainable - De Wit (2020), Pashby & Andreotti (2016)

Inclusive/Intercultural - Leask, Jones & de Wit (2018)

Mobility in numbers worldwide

International student mobility (OECD, 2021; UNESCO, 2015)

- ▶ **1975** – 800,000
- ▶ **2013** - 4 million
- ▶ **2019** – 6 million

In less than 50 years, an increase of 7x

2025 - reach 8 million (OECD, 2021)



Mobility in LAC and the Global South

At the global level, the total displacement of HE international students moved from 2.05% to 2.3%, that is, from 4 to 5 million in just 5 years. The increase in the region has been much smaller: from 1.09% to 1.14% or, in figures, from 258 thousand to 312 thousand students. This is the 2nd region in the world with the lowest increase in mobility, quite different to the increases experienced by the countries in Central Asia where the volume has almost doubled, or Southeast Asia where it has more than tripled.

Student (and cash) flows before the pandemic...

“The current higher education landscape is characterised by a strong ‘Anglophone asymmetry’ in which four English-speaking countries (the US, UK, Australia and Canada) are destination to over 50% of the students studying abroad.”

Díaz (2018)

Pandemic mobility

Physical Mobility



Virtual Mobility



Paradigm Shift

Guimarães, F. F., Finardi, K. R., & Amorim, G. B. (2021). From pandemic to paradigm shift: recalibrating Brazil's relationships with the Global North. *EAIE Forum Magazine*, (Spring Issue 2021) 28–29.

Finardi, K. R., & Guimarães, F. F. (2020). Internationalization and the Covid-19 Pandemic: Challenges and Opportunities for the Global South. *Journal of Education, Teaching and Social Studies*, 2(4), 1–15.



Ecology of Knowledges and languages?

- ▶ Finardi, K. R., França, C., & Guimarães, F. F. (2022). Ecology of knowledges and languages in Latin American academic production. *Ensaio: Avaliação e Políticas Públicas em Educação*. V.31 p.1-24.



Cooperation x Competition

- ▶ Finardi, K. R., Mendes, A. R. M., & da Silva, K. A. (2022). Tensões e direções das internacionalizações no Brasil: Entre competição e solidariedade. *Education Policy Analysis Archives*, 30, 58-58.



Brazil in rankings

- ▶ 12th largest economy
- ▶ 6th largest population
- ▶ 5th largest territory
- ▶ 5th most spoken language in the world and yet....



Brazil in Numbers and Positions

1% of all academic production

Only about **20%** indexed in ISI,
the rest is submerged

13th position in indexed academic
production WoS



Portuguese = South?

- ▶ Spoken by 500 million people worldwide, before the end of the century
- ▶ Most spoken language in the Southern Hemisphere

Susana Catita – www.ciencialp.pt



Portuguese + Spanish = World?

More than 850 million speakers in 4 continents

11% of the publications and only 1% of the academic production is in Spanish/Portuguese

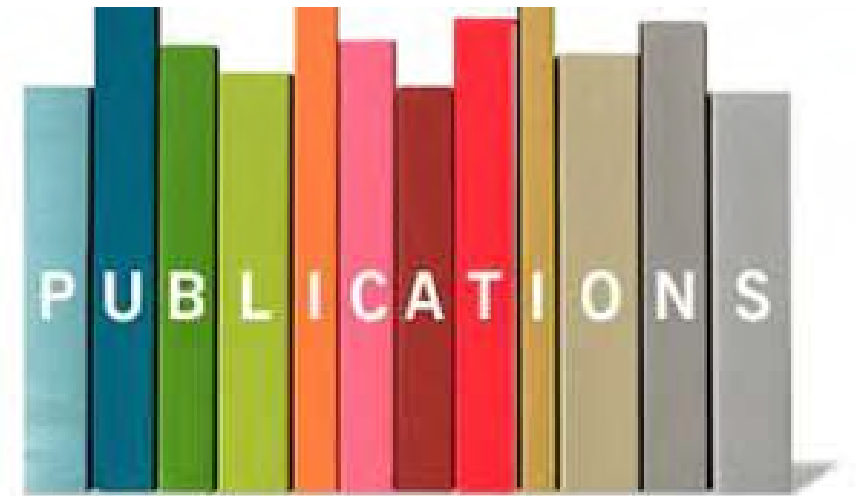
96% of Portuguese researchers, 91% of Mexican, Brazilian and Spanish researchers and more than 80% of Colombian, Argentinian and Peruvian researchers publish in English

OEI Report 2021

Latin American publications in WoS

From 24 % in their languages to 16 %

While publications in English from 75 % in 2010 to 84 % in 2020



"Diversity is good but it's not free!"

Babel: divine punishment or heavenly gift?

«Puede que la diversidad sea buena, pero no sale gratis»¹ (Ginsburgh y Weber, 2011).



Language **diversity**: benefit or hurdle?

Africa- one of the world's most linguistically diverse continents, with 30% of the world's languages but only 15% of its inhabitants

Europe - only 4% of the world's languages and over 10% of the population



Iberoamerica and OEI Report

- ▶ 0,97 million researchers (Iberoamerica)
- ▶ 0,64 million researchers (Latin America)
- ▶ 70% in HEI
- ▶ 3.784 universities (2021)



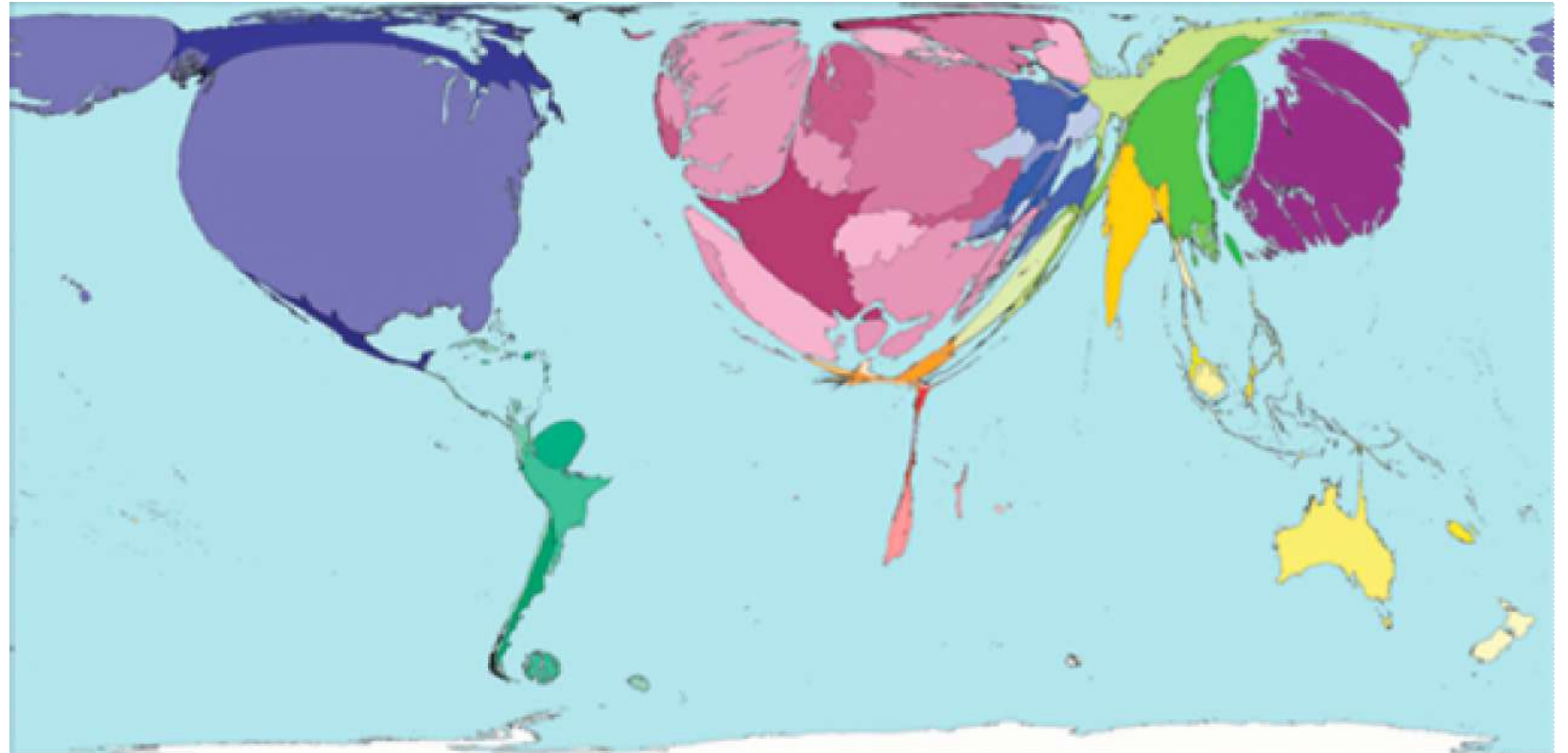
A significant academic community, pioneer in the **open access** movement with two global languages (Portuguese 261 million; and Spanish 563 million) together: together 850+ million speakers almost 1 billion

Decolonial perspectives internationalisation



Abissal Lines and lost science

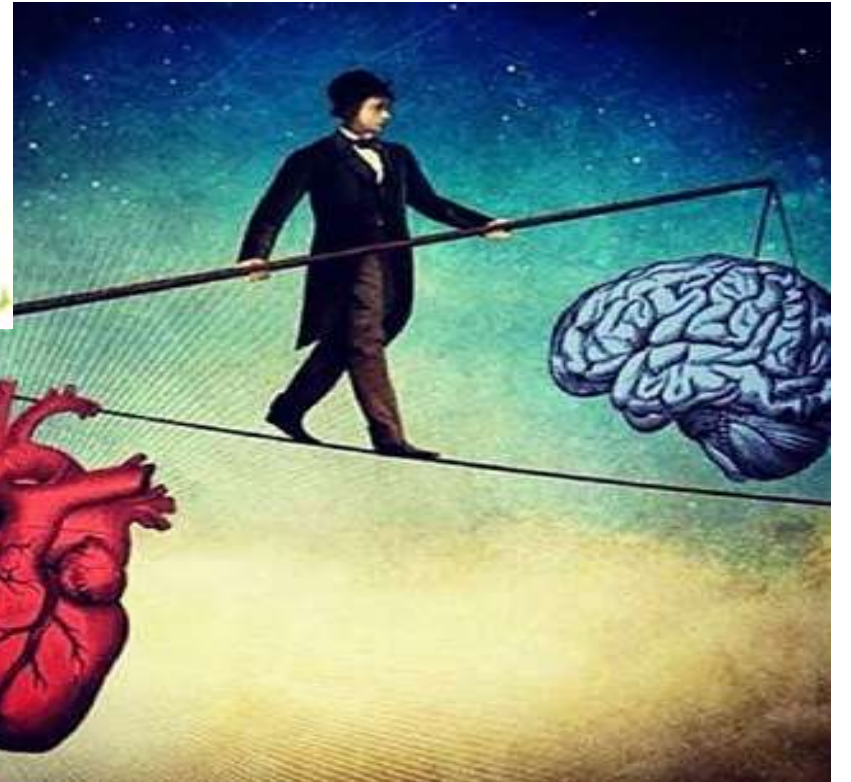
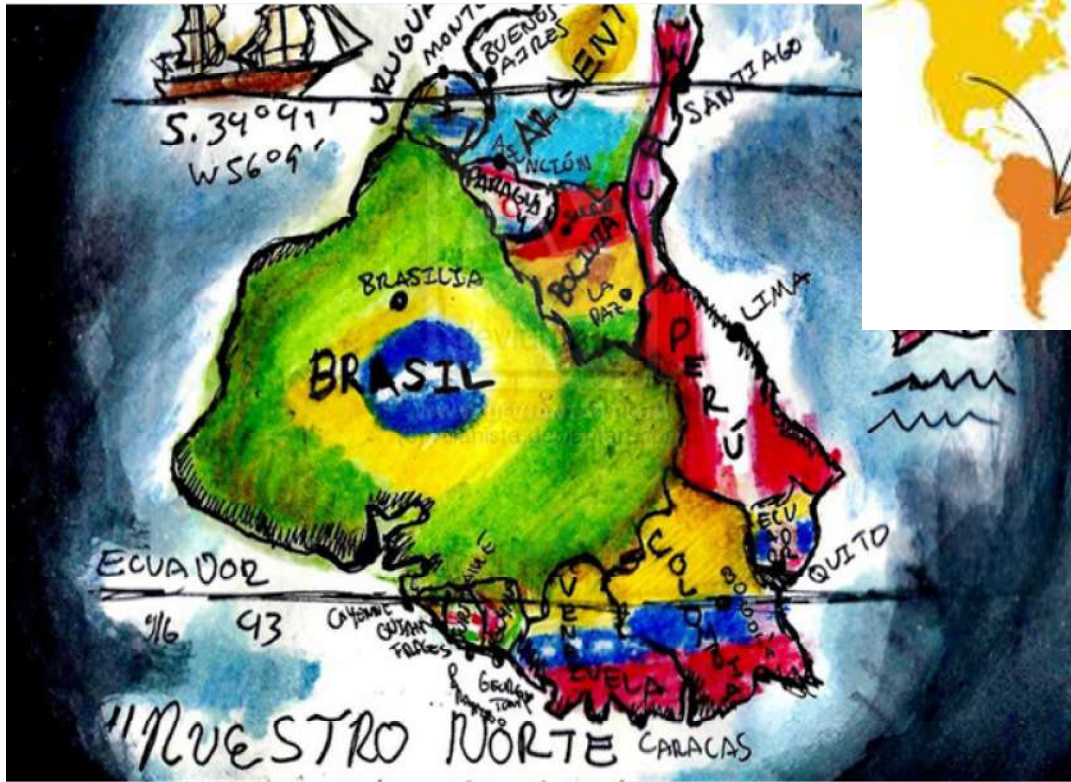
90% of all
publications
WoS are in
English and
the rest...



Visibility x Relevance



Trade-offs



Impact Factor x Social Impact



**The Journal
Impact Factor**



Publish or Perish... in English?

THE EVOLUTION OF ACADEMIA



PUBLISH



PUBLISH
OR
PERISH



PUBLISH
IN HIGH IMPACT
JOURNALS
OR
PERISH

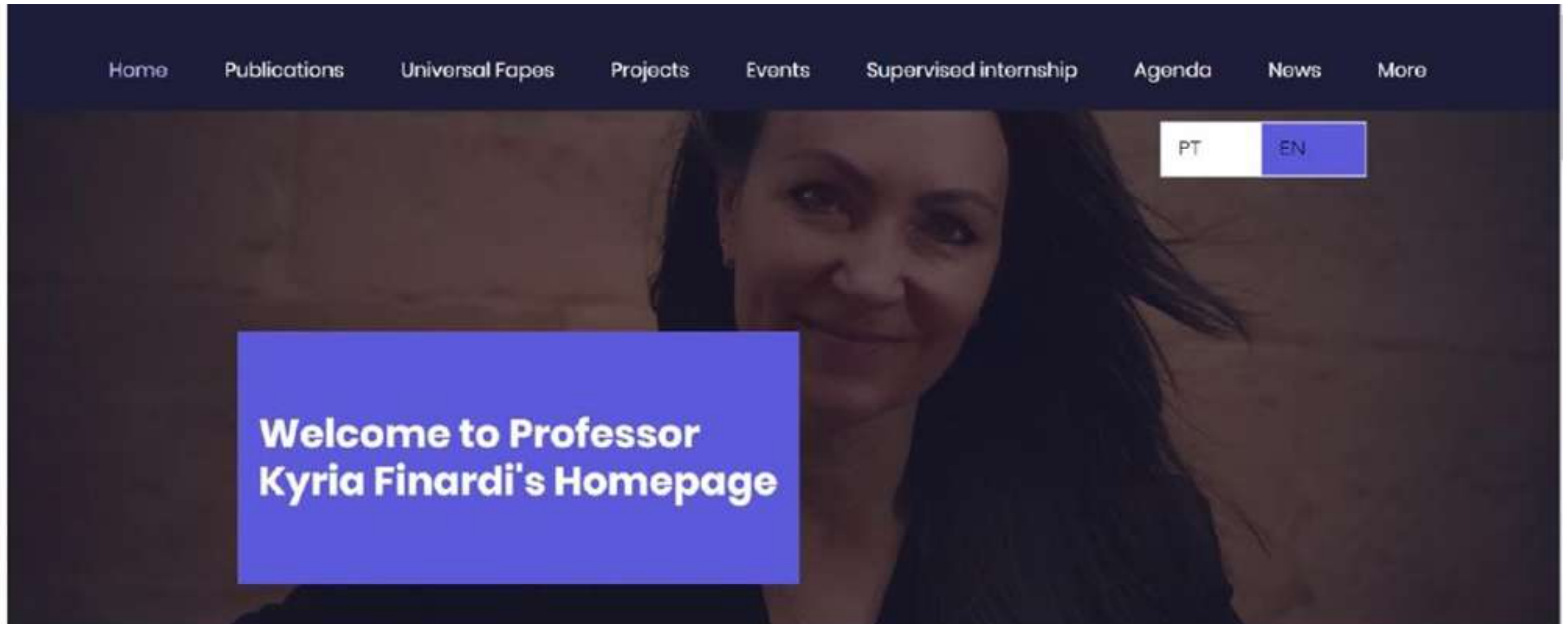


PUBLISH
FREQUENTLY IN
HIGH IMPACT
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AND
MAYBE
YOU WON'T
PERISH



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Thank you

Gracias

Obrigada

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Research collaboration in the social sciences in Latin America: gaming visibility

Centre for Global Higher Education, 7 July 2022

Professor Dr Carolina Guzmán Valenzuela, Universidad de Tarapacá, Chile. DAAD Guest

Professor FIW, University of Bonn.

Fondecyt Project 1200633

Overview

Research collaboration as an internationalisation trend. Overview in the social sciences in Latin America.

Interrogating research collaboration.

Presentation based on the recently article published:



[Published: 22 April 2022](#)

The new knowledge production in the social sciences and in the arts and humanities in Latin America

[Carolina Guzmán-Valenzuela](#) , [Lorena Ortega](#), [Matías Montero](#) & [Paulina Perez Mejias](#)

[Higher Education](#) (2022) | [Cite this article](#)

Global Science

STEMM disciplines

- Most studies about global science tend to focus on science, technology, engineering, mathematics & medicine (STEMM) disciplines (Kwiek, 2022, 2021; Marginson, 2021, 2018)
- Immediate economic impact. Innovation.
- Prestige, productivity, funding.
- Largest number of publications in high ranked journals and patents (Kwiek, 2021).

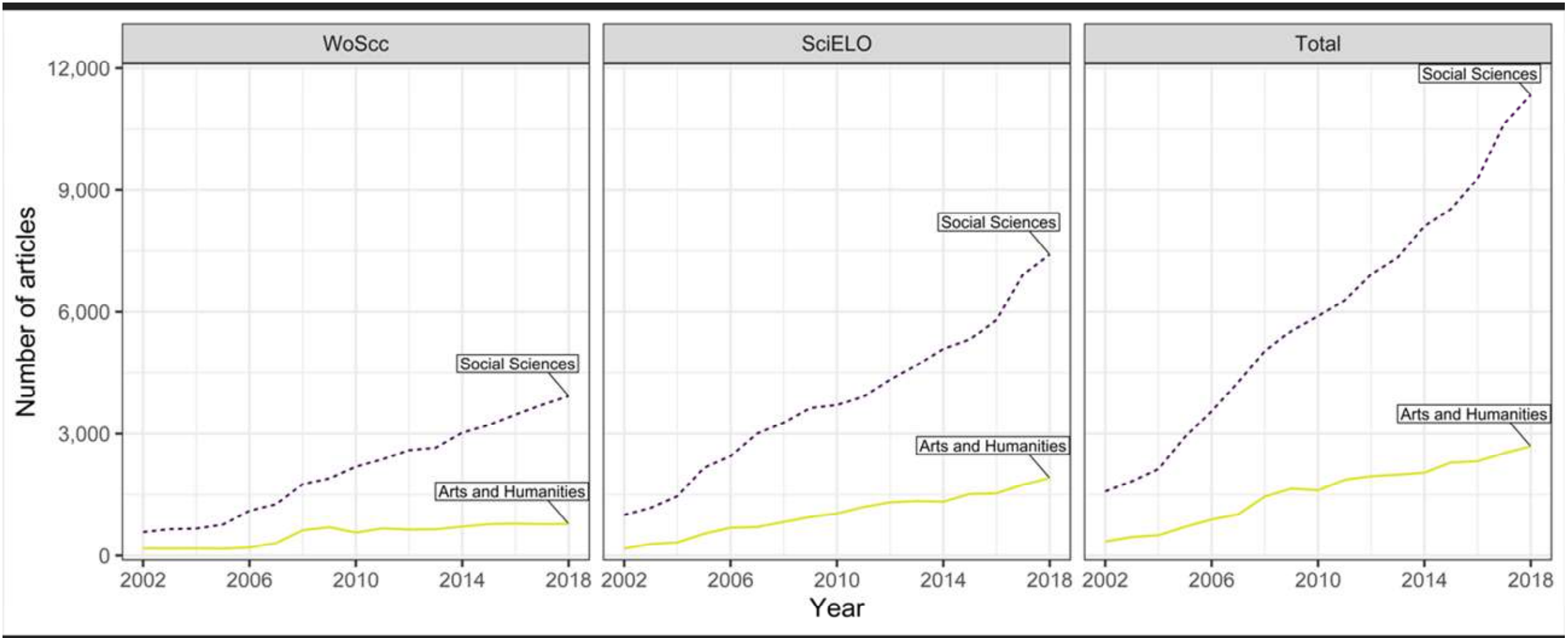
Social sciences

- No immediate economic impact, context dependent.
- Single-authored papers are more common in the SS.
- Books.
- Latin America: national languages (Spanish & Portuguese). International (in)visibility. English & high/low ranked journals.

How does research collaboration in the SS look like in Latin America?

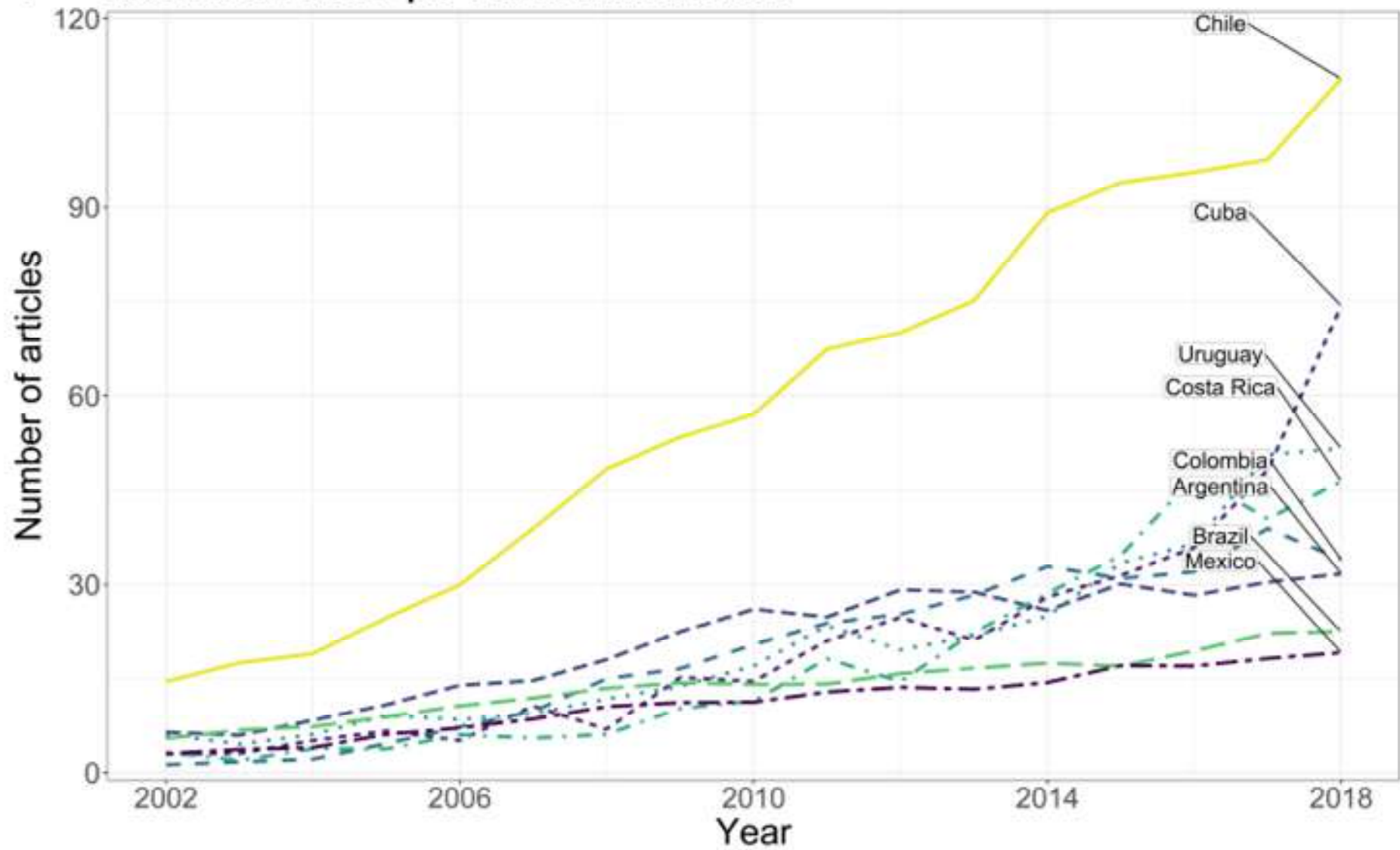
- Examination of articles (WoS & SciELO) in the social sciences with at least one author affiliated to a Latin American university between 2002-2018.
- WoS (core collection): The most extensive and well-recognised index that includes the main scientific publications of any discipline. Journals with the 'greatest impact factors' (Vessuri, Guédon & Cetto, 2014:656).
- SciELO: The Scientific Electronic Library Online has been known as the leading index for emerging economies such as Latin America and South Africa and includes freely available journals. SciELO was launched with the aim of promoting international visibility and access to scientific knowledge in emerging countries (Fischman, Alperin & Willinsky, 2010).
- Final sample : 94,837 articles (SS,).

Methodology

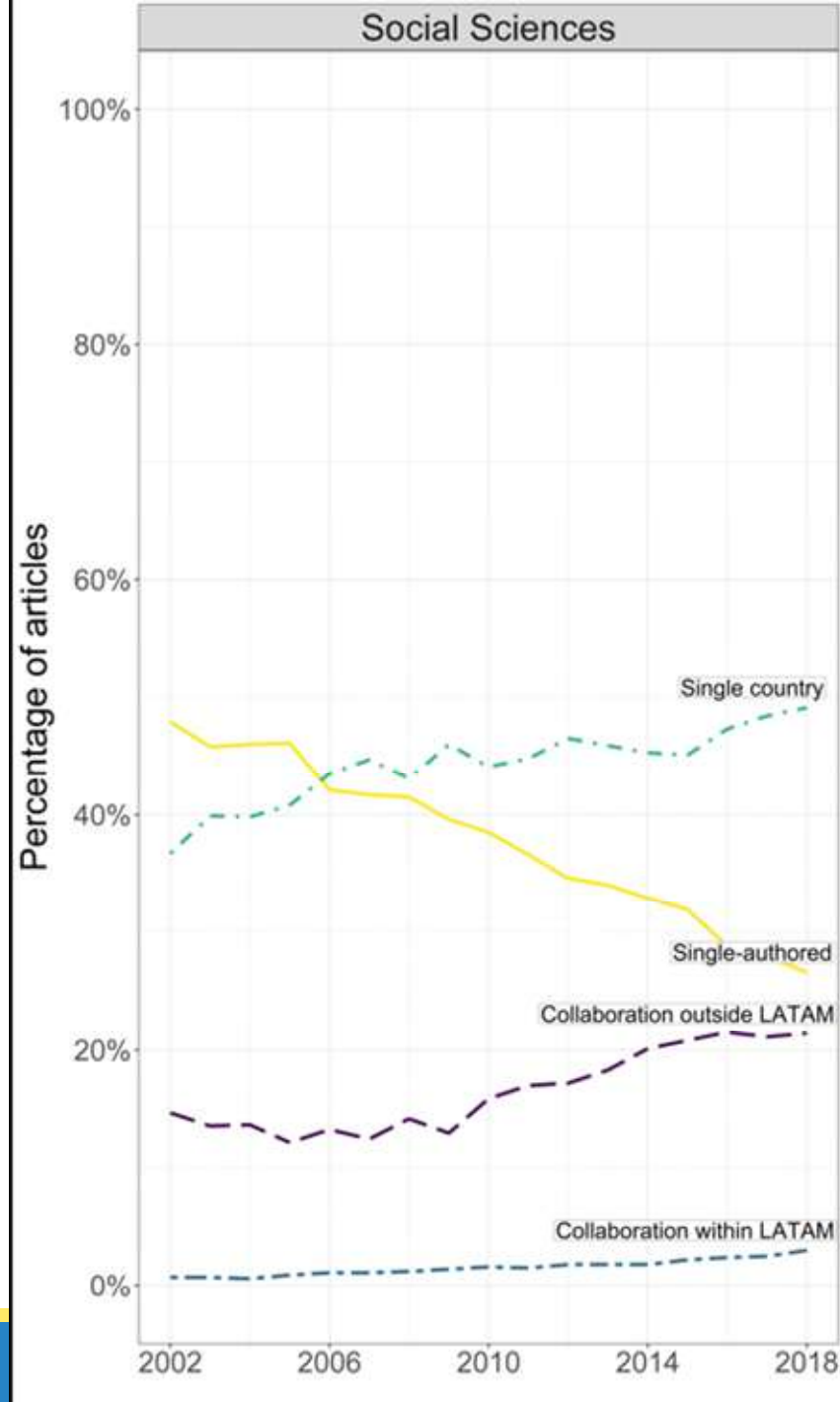


Publications LATAM (2002-2018)

c Number of articles per 1 million inhabitants



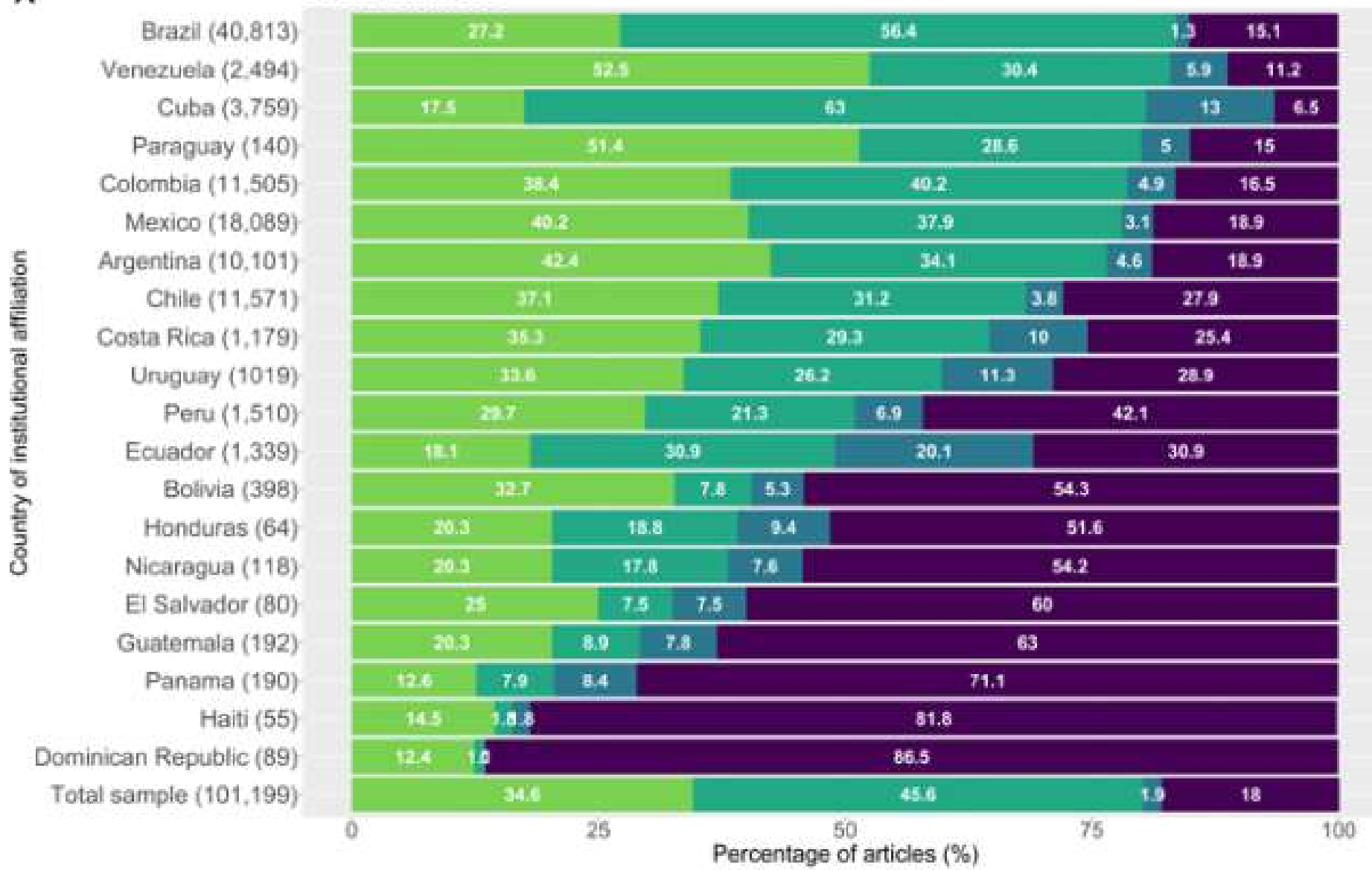
Number of articles by 1 million inhabitants



Collaboration patterns

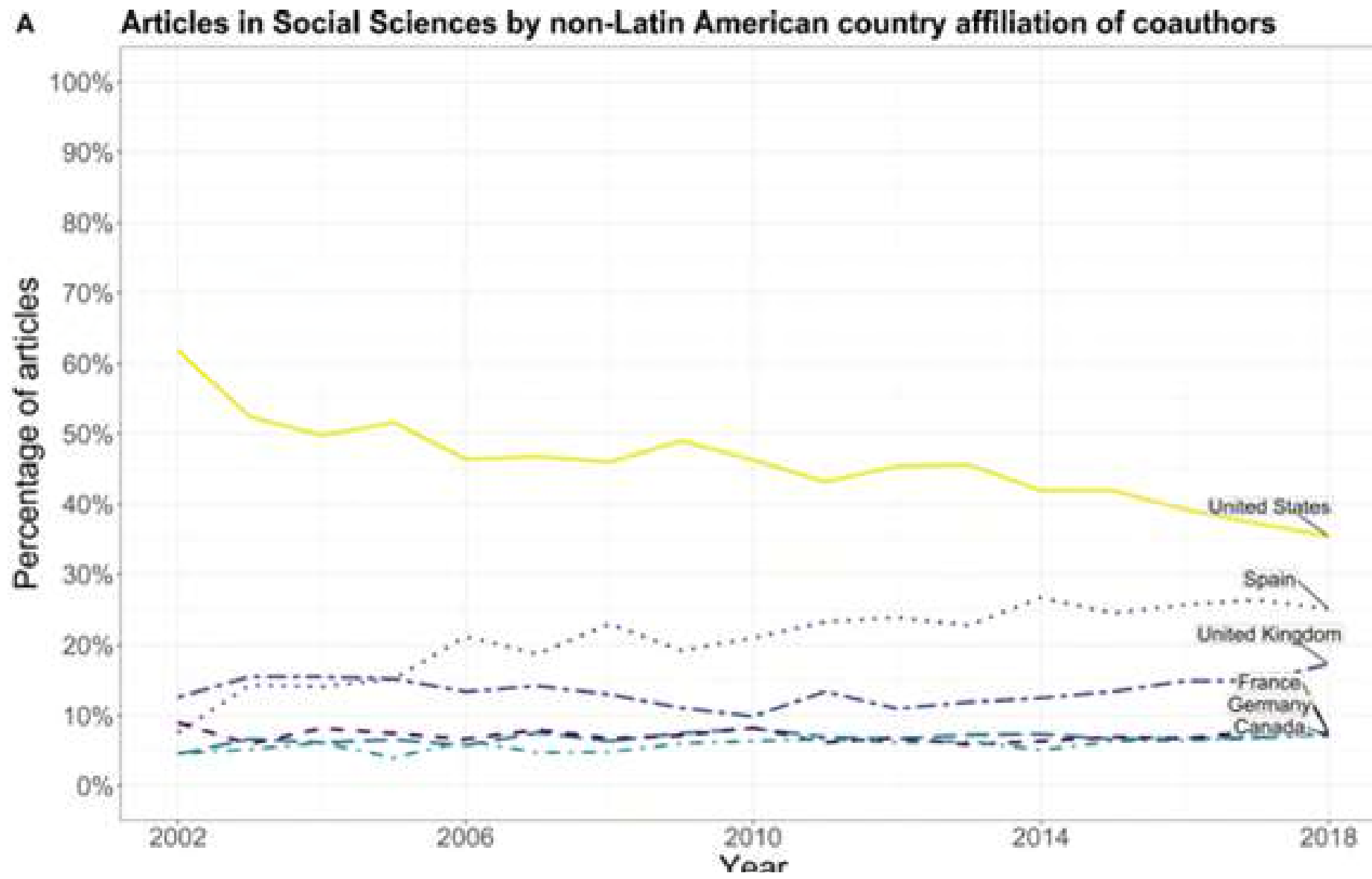
A

Social Sciences



■ Single-authored
 ■ Single country
 ■ Collaboration within LATAM
 ■ Collaboration outside LATAM

Collaborative patterns in the SS in LATAM



Collaboration (co-authorship in the SS

Summary

- Spectacular increase in the number of articles in the SS in Latin America.
- Decrease in the number of single-authored articles and increase in the number of collaborative articles.
- More domestic collaboration (within a country).
- Little collaboration across countries within LATAM and more international collaboration with countries outside LATAM.
- Differentiated collaborative patterns across countries. Some countries have fewer scientific resources and so are more dependent on the cognitively powerful countries of the Global North.
- Scarce South-South collaboration.

Final remarks

- Disciplinary imbalances. Visibility, prestige and power. STEM and SS.
- Geopolitical imbalances that shape knowledge production.
- High-ranked journals and the role of rankings in stratifying universities and academic work
- Role of Latin American universities in interrogating these hegemonic narratives and creating spaces for resistance and new epistemic practices.