LATAM Quality Assurance and Internationalisation: Affordances of a Multidimensional Matrix of (Self) Assessment of Internationalisation of Higher Education

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Contents

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Abstract

Given the consensus among academics and policy-makers about the potential of internationalisation of higher education and quality assurance systems to contribute to the modernisation of higher education, on the one hand, and the lack of studies linking quality assurance systems and internationalisation of higher education in Latin America on the other, this study aims to contribute to this gap by presenting a proposal for a matrix of (self) assessment of the internationalisation process of higher education institutions in Latin America. The matrix presented here was produced by Amorim (2020) for the Brazilian context comprising 86 indicators distributed in the three pillars of the university, namely, in the Dimensions of - Teaching, Research and Outreach - analyzed in relation to the Categories - Language Policy, Academic Mobility and Internationalisation at Home suggesting three possibilities for institutional Classification - Internationalised, Engaged and Emerging. An adapted version of Amorim's (2020) matrix is presented in this working paper, comprising 93 indicators that include intra-region and extra-region dimensions/collaborations. The results of the analysis of the matrix suggest that it represents a relevant contribution in the form of a unified instrument for the (self) assessment and management of internationalisation of higher education institutions in the region.

Introduction

Changes brought about by globalisation with its agent in higher education – internationalisation – and more recently, by the pandemic and the digital revolution (e.g. Finardi & Guimarães, 2020; Guimarães, Finardi & Amorim, 2021) have altered the higher education landscape. In an article published in the middle of the pandemic[1], Altbach and Salmi (2021) claim that Latin America (LATAM) needs more world-class (top-quality) universities. According to the aforementioned authors, LATAM is the continent with the fewest top quality universities with no university found in the top 100 of global university rankings and relatively few LATAM scholars and scientists among the most highly cited academics, something that was also confirmed by the two studies carried out by Finardi, França and Guimarães (2022, 2023) in regards to the visibility of LATAM scholars and academic productions.

Considering that LATAM represents 8.5% of the world population and produces 8.7% of the planet's GDP, it is hard to understand why Latin American universities account for only 1.6% of the top 500 institutions in the Shanghai ranking and less than 1.5% of the top 400 in the Times Higher Education world university ranking. This is a serious deficiency if LATAM wants to produce quality education and research which is internationally recognized.

Echeverria-King et al. (2023), in a recent analysis of public policies for internationalisation in Brazil, Chile, Colombia, Mexico, and Peru, conducted in the context of the Latin American Initiative for the Internationalization of Higher Education (INILAT) conclude that LATAM still suffers from the absence of national policies for the internationalisation of higher education; 2) the predominance of a passive, or "outward", perspective on internationalisation; 3) the concentration of internationalisation strategies in institutions with greater research capacity; 4) a growing emphasis on internationalisation initiatives at home and virtual exchange; and 5) the incipient interest in models of internationalisation "for all" that are more inclusive.

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[1] https://www.universityworldnews.com/post.php?story=20210301134018781, Access on February 23rd, 2023.

Because of that, some researchers (e.g. Finardi, 2022; Leal, Finardi & Abba, 2022) have been arguing for a situated model of internationalisation for and from the Global South. More specifically and in what concerns LATAM, these authors claim that the process of internationalisation of higher education (IHE) must acknowledge that together with the opportunities afforded by this process, there are several issues that are contradictory, contestable, ethical and complex that reinforce power asymmetries and hierarchies. Because of that, these authors suggest that IHE in LATAM must be positioned within the historical and geopolitical global system where it is almost invisible.

One reason for this "invisibility" of LATAM universities in the IHE and "global conversations" may be linked to the lack of evaluation controls and quality assurance systems and/or their heterogeneous applications throughout the region. One common denominator among the region's universities seems to be the almost total absence of a strategic vision for the higher education sector. Quality assurance in the last 2 or 3 decades has contributed relatively little to solving the structural problems of the sector and the challenges facing the evolution of higher education in the region as evidenced by its minimal competitive participation at the global level.

According to Carlos Olivares (2023) in another recent article[2], LATAM and the Caribbean today represent 8.2% of the world's population, with a total of 662 million people. According to projections, the area will reach its maximum population in 2056, with 752 million people. By 2100, projections indicate that the percentage of the population aged 60 and over in the region will be higher than in Asia, North America, Oceania and Africa. In April 2023, the International Monetary Fund indicated that the region would account for 5.26% of the world's GDP.

Moreover, only 10 universities in the region are among the top 500 institutions worldwide in the Shanghai university ranking and only 2.25% are in the Times Higher Education World University Ranking's top 400.The population between 18 and 24 years of age enrolled in the region's higher education institutions is approximately 4.6%. This figure represents an enormous challenge. Therefore,

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[2]
https://www.universityworldnews.com/post.php?story=2023012714330595&utm_source=newsletter&utm_medium=email&utm_campaign=GLNL0724, Access on February 27th, 2023.

higher education institutions must ensure the quality of their teaching, research, innovation, as well as community and international engagement.

To this end, Carlos Olivares suggests the use of strategic management models applying business intelligence and advanced analytics systems for proactive decision-making and practical approaches for comprehensive quality assurance. Unfortunately, however, many higher education institutions in the region continue to apply governance models that respond to other times and realities and that suffer from fragile institutional management and lack of professionalization once most state institutions are run by academics with no professional training in management.

Institutions dedicated to higher education quality assurance in LATAM are very heterogeneous and concentrate on the accreditation of undergraduate, graduate and on-site institutional careers.

In some cases, such as the Brazilian[3] and most notably the Colombian National Accreditation Systems, it is evident that the direct and indirect participation of the government has led to changes in administration and bureaucratization slowing down the necessary procedures for self-evaluation and external evaluation processes.

This in turn has stemmed doubts about the actual value of their higher education systems in the eyes of society. In the case of Brazil, during the Bolsonaro administration (2018-2022), science and the higher education system were under constant attack of the government on the grounds that the investments made in science and higher education (by the federal government[4]) did not translate into quality assurance or benefits to society.

A similar panorama can be seen in other countries in LATAM where various factors are involved in the quality assurance systems. In the case of Chile, for example, beyond the procedures established in the 2018 higher education law, the National Accreditation Commission (CNA) operates in a complex environment when it comes to proactive decision-making. Moreover, when it

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[3] Capes is responsible for the evaluation of graduate programs in Brazil but during the Bolsonaro's administration (2019-2022), it suffered severe cuts and interventions.
[4] The Brazilian educational system is funded by the federal government (higher education), state government (secondary education) and city government (primary education).

comes to the process of internationalization of higher education, there are still strong colonial footprints in the academic mobility programs in Chile and Brazil, as shown in Chiappa and Finardi (2021) and an orientation towards more competition than collaboration in the Latin American internationalisation process (Finardi, Mendes & Silva, 2022).

Moreover, the different approaches and beliefs held about public versus private institutions in the region influence decision-making, quality assurance, accreditation and the perception of society in terms of the value of higher education. For example, the belief that private institutions are "commercial" whereas public ones offer quality education has to be taken with caution despite the many cases that support this belief. In Brazil, for example, though public universities represent only about 12% of the total, they are responsible for more than 90% of all the research produced in the country since private institutions focus mainly on teaching and the delivery of undergraduate degrees (Amorim & Finardi, 2022).

Notwithstanding the role of public universities in Brazil as seen in its 12 public universities (USP, Unicamp, UFRJ, Unesp, UFMG, UFRGS, UFSC, UNB, Unifesp, UFSCAR, UFPR, UFPE) ranked among the 50 best in LATAM[5] with only one private university (PUC-Rio de Janeiro) in the list of 50 top, many of the other LATAM universities ranked top are private. As a consequence of the pandemic, a series of public and private higher education institutions have received institutional accreditation in the region without reference to the many doubts regarding institutional effectiveness in aspects such as innovations in terms of curricula and pedagogies especially after the pandemic (e.g. Guimarães, Hildeblando Junior & Finardi, 2022; Guimarães & Finardi, 2023).

In addition, it is disappointing that self-evaluation reports often comprise enormous, descriptive and self-referential documents lacking overall accountability to society or analysis and strategic planning. In other countries in Central America, the national quality assurance bodies suffer from state interference in decision-making regarding quality, favouring formal compliance

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[5] https://www.topuniversities.com/university-rankings/latin-american-university-rankings/2023, Accessed on February 27th, 2023.

over improvement. This scenario inhibits higher education institutional innovation and internationalisation.

Government regulation exercised through accreditation processes oriented more towards compliance reinforces the standardisation of content, forcing many higher education institutions to deliver comparable/similar degree programmes that do not address local lifelong learning demands, particularly on a continent that anticipates having one of the largest populations of over-60-year-olds in the next decade. Nor does it address the substantial change in the provision of skills and knowledge that is happening as a result of the micro-credentialing [6] offered by multiple companies via the internet in the post-pandemic scenario.

Given the scenario laid out above, there is still a long way for quality assurance systems in higher education institutions in LATAM to induce internationalisation and innovation ensuring effective organisational diversity rather than mere bureaucratic compliance. One way to analyze this trend is to contrast the information on LATAM higher education institutions accredited as of the highest quality by their national systems with their position in the most prestigious international rankings. Notwithstanding the caveats of using rankings for analyses (e.g. Finardi & Guimarães, 2017) on the account that these rankings fail to capture the singularities of each context and are biased due to the value given to research, development and innovation, the rapid advance of data analytics means these rankings will adapt their variables and may offer significant competition to quality assurance agencies, commissions and councils. Moreover, since their results are much simpler and available to read, they may have more impact on the general population and society at large.

Considering the link between internationalisation of higher education and quality assurance (e.g. Finardi, Moore & Guimarães, 2021), coupled with the need to evaluate these dimensions in LATAM, this study aims to contribute to this gap by presenting a proposal for a matrix of (self) assessment of the internationalisation process of higher education institutions in Latin America. Thus, without further due, we present the matrix produced by Amorim (2020)

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[6] https://www.universityworldnews.com/post.php?story=20220705223949571, Accessed on February 27th, 2023.

and reported in Amorim and Finardi (2021, 2022) for Brazil, adapted for the context of Latin America.

Amorim's (2020) matrix in the making

The process of internationalisation of higher education (IHE) in Brazil is still considered passive (Lima & Maranhão, 2009), sending more students than receiving international students, disarticulated (Ramos, 2018) since the three dimensions of the university, namely, teaching, research and outreach are not contemplated equally in that process, and because of that, the process of IHE is also considered incipient. Motivated by the need to evaluate this process in Brazil, Amorim (2020) built an instrument to guide the self-evaluation and planning of the IHE in Brazil whose matrix is adapted here for the context of Latin America.

Amorim's (2020) matrix was built considering models put forth by other scholars in the field and also by accredited agencies like the Brazilian Association for International Education (FAUBAI) and other evaluation system such as the one used by the Coordination of Advancement of Higher Education Personnel (CAPES). After the scrutiny of the literature, Amorim (2020)'s matrix was proposed comprising 86 indicators which encompass: 1) three dimensions, namely, teaching, research and outreach; 2) 3 categories of analysis, namely, language policy, academic mobility and internationalisation at home and, 3) and three suggested classifications for the institution, that is, internationalised, engaged and emerging.

Table 1: Dimensions, Categories e Classifications of Amorim's 2020 Matrix

Dimension	Categories	Classifications
Teaching	Language Policy	Internationalised
Research	Academic Mobility	Engaged
Outreach	Internationalisation at Home	Emerging

Source: Adapted from Amorim (2020)

Amorim's (2020) instrument was inspired by a previous study (Amorim & Finardi, 2017) that analysed the IHE process in a public university in Brazil in three dimensions: the macro dimension (government-funded programs and policies), meso (institutional policies and programmes) and micro (perceptions of the

academic community). Results of Amorim and Finardi (2017) suggest that these three levels were disarticulated rendering the process IHE in that institution incipient and lacking self-evaluation. Thus, so as to contribute to the process of sefl-evaluation strategic planning, accountability and quality assurance Brazilian universities, Amorim's (2020) matrix was designed and piloted/calibrated in the same institution where the previous study (Amorim & Finardi, 2017) had been carried out. A few years later, and as can be seen in the introduction to this paper, we feel that it is high time that Amorim's matrix is adapted for the Latin American context too.

Documents such as the FAUBAI's Orientations for Language Policies for Higher Education and the EMI Guides 2016 and 2018 and also evaluation criteria used by CAPES informed the matrix then proposed by organizing the indicators in form of questions and the classifications according to the ranks established by CAPES. Veidemane and Kaiser (2023) address the current and urgent need for designing indicators that aim at sustainable education. The Times Higher Education Impact Rankings, for example, focus on the Sustainable Development Goals (SDGs) by emphasizing research, education and community outreach. Bearing that in mind, the proposal for the adaptation of Amorim's (2020) matrix designed for the Brazilian context shall promote sustainability as a key component when redesigning their indicators.

Table 2: Summary of Suggested Institutional Classifications Proposed by the Matrix

Classifications	CAPES's Grade	Percentage (≅)	Points ("yes")
Internationalised	Grade 5	85% –100%	70 – 86
Engaged	Grade 4	60% – 84%	50 – 69
Emerging	Grade 3	Less than 60%	Less than de 50

Source: Amorim (2020)

Techniques of the development methodology (Van den Akker, 1999) were used in the matrix motivated by the need to make practical interventions with the analyses of the matrix which was theoretically embedded. The matrix represents a unified assessment, instrument (Coomble, Folse & Hubley, 2007) whose contributions are: 1) utility – the instrument is useful for stakeholders for strategic planning; 2) validity – the matrix is foregrounded in the literature and documents of the field; 3) reliability – the matrix can be used to verify the consistency of results; 4) practicality – the matrix can be digitalized allowing

online evaluation of data also compiled digitally; 5) washback effects on directions – the (self) reflection process can direct strategic planning; 6) authenticity – it represents a solution or an intervention for a real problem; 7) transparency/accountability – results can be made available for stakeholders and community at large; and 8) security – regarding the institutional agents and data involved in the evaluation process.

All things considered, Amorim's (2020) matrix provides meaningful input and orientations for Brazilian HEI that wish to internationalise in a more strategically planned, comprehensive, critical, sustainable and articulated manner. In the following section, an adaption of this matrix for other LATAM contexts will be presented.

The matrix reloaded for other LATAM contexts

As Amorim's (2020) instrument was developed specifically for the Brazilian context, a bit of revision is in order for adapting the document to other Latin American contexts. Because the documents that guided the conception of the first matrix came from Brazilian organizations and the indicators were then built considering those plus other scholarly works, the first adaptation regards the number of indicators. In the adapted version of the matrix, there are 93 indicators (as opposed to 86 from the original), maintaining the same dimensions, categories of analysis and suggested classifications.

As stated previously, the reloaded matrix shall focus and emphasize sustainability across its 93 indicators, 3 dimensions and 3 categories of analysis. More emphasis is put on the "Internationalisation at Home" category as way for institutions to look within their structure and strategically plan their internationalisation actions. As follows, the adapted matrix is presented:

Table 3: Category: Language Policy

#	Indicator	Yes	No	Don't Know
1	The HEI has an approved institutional language policy that includes the three pillars of the university (teaching, research and outreach).			
2	The role of foreign languages in the three pillars of the university (teaching, research and outreach) is well defined in the HEI's internationalisation plan.			
3	The HEI adopts different languages for admission purposes.			
4	The HEI adopts different languages for teaching purposes.			
5	The HEI adopts different languages for instruction purposes.			
6	The HEI adopts different languages for research purposes.			
7	The HEI adopts different languages for communication purposes.			

#	Indicator	Yes	No	Don't Know
8	The HEI has specific guidelines for each dimension of language use (admission, teaching, instruction, research and communication) in its institutional language policy document.			
9	The HEI, through its institutional language policy, promotes the plurality of languages on the IES campuses.			
10	The proficiency test(s), as well as the scores required for admission to both undergraduate and graduate of the HEI, is/are described in the HEI's language policy and is/are endorsed by international academic community, dialogue(s) with other internationally known exams and has/have standardized scores across the HEI.			
11	The HEI has course(s) in Letters.			
11.1	The HEI has a course(s) in Letters with a double degree.			
11.2	The HEI has a course in Letters with a single degree.			
11.3	The Department of Letters at the HEI offers elective and optional disciplines in foreign languages for other courses/majors.			
12	The HEI offers foreign language courses to its staff via its personal development/ human resources department.			
12.1	The HEI encourages its professors (through training courses and/or counting points for progression, etc.) to participate in foreign language courses offered either by the HEI or outside of it.			
12.2	The HEI encourages its technical-administrative staff (through training courses and/or counting points for progression, etc.) to participate in foreign language courses offered either by the IES or outside of it.			
12.3	The HEI offers training courses for its managers and employees to deal with foreign documents in different foreign languages.			
13	The HEI has a Nucleus/Center/Extracurricular Language Course for the academic community.			
13.1	Different foreign language courses are offered at the HEI language center for the academic and external community.			
13.2	Scholarships are distributed both to the academic community and to the external community to study foreign languages at the HEI Nucleus/Center/Language Course.			
14	The HEI encourages and prepares its professors to offer specific disciplines at undergraduate and graduate levels in various areas in foreign languages periodically through training courses, functional progression, etc.			
15	Periodically, extension and research actions are offered in foreign languages for the entire academic community.			
16	The HEI encourages its students to participate in specific subjects in foreign languages at the undergraduate level through complementary hours, elective/optional subjects, etc.			
17	The HEI encourages its students to participate in specific disciplines in foreign languages at the graduate level through complementary hours, elective/optional disciplines, etc.			
18	The HEI has a sector responsible for receiving and forwarding documents in foreign languages.			
19	The HEI has trained employees or services to translate official documents into foreign languages.			

Source: The authors'.

Table 4: Category: Academic Mobility

#	Indicator	Yes	No	Don't Know
1	The HEI has a centralized mobility in and out coordination capable of guiding the flow of students entering, staying and leaving the HEI.			
2	The HEI has a mobility program(s) with and without scholarships for its undergraduate students.			
3	The HEI has a mobility program(s) with and without scholarships for its graduate students.			
4	The HEI has a mobility program(s) with and without grants or other forms of financial assistance for its professors.			
5	The HEI has a mobility program(s) with and without grants or other forms of financial assistance for its technical-administrative staff.			
6	There is a balance between programs and number of students in mobility type in and mobility type out in the HEI.			
7	The HEI has intra-regional partnerships for its mobility programs.			
8	The HEI has extra-regional partnerships for its mobility programs.			

#	Indicator	Yes	No	Don't Know
9	The HEI offers subjects in the country's official language(s) to its foreigners in the curriculum and as extension and research actions.			
10	The HEI encourages academic collaboration (virtual or not) amongst professors, students and employees with other universities in the world.			
11	The HEI has a plan to attract students, professors, researchers and foreign employees in various areas.			
11.1	The HEI has professors from intra-regional countries working at the undergraduate level.			
11.2	The HEI has professors from intra-regional countries working at the post-graduate level.			
11.3	The HEI has professors from extra-regional countries working at the undergraduate level.			
11.4	The HEI has professors from extra-regional countries working at the post-graduate level.			
11.5	The HEI has students from intra-regional countries studying at the undergraduate level.			
11.6	The HEI has students from intra-regional countries studying at the post-graduate level.			
11.7	The HEI has students from extra-regional countries studying at the undergraduate level.			
11.8	The HEI has students from extra-regional countries studying at the post-graduate level.			
11.9	The HEI has foreign servants of the technical-administrative staff coming from intra-regional countries in its various sectors periodically.			
11.10	The HEI has foreign servants of the technical-administrative staff coming from extra-regional countries in its various sectors periodically.			
12	The HEI trains its community and managers for mobility (in and out types) through training courses, learning workshops, etc.			

Source: The authors'.

Table 5: Category: Internationalisation at Home

#	Indicator	Yes	No	Don't Know
1	The HEI has an internationalisation plan documented/approved by the superior council.			
1.1	The HEI's internationalisation plan makes reference to the three pillars of the university: teaching, research and outreach.			
1.2	The HEI's internationalisation plan refers to actions with HEIs from intra-regional countries.			
1.3	The HEI's internationalisation plan refers to actions with HEIs from extra-regional countries.			
1.4	The HEI's internationalisation plan refers to actions that encompass the local reality of the HEI.			
1.5	The HEI has different motivations to internationalise and these are well outlined in its internationalization plan.			
1.6	The HEI's internationalisation actions are aimed at undergraduate professors.			
1.7	The HEI's internationalisation actions are aimed at post-graduate professors.			
1.8	The HEI's internationalisation actions are aimed at undergraduate students.			
1.9	The HEI's internationalisation actions are aimed at post-graduate students.			
1.10	The HEI's internationalisation actions are aimed at technical-administrative servants at different levels.			
1.11	The HEI's internationalisation plan refers to managers at all levels and pillars of the university (teaching, research and outreach).			
1.12	The HEI has an international relations sector.			
1.13	The HEI's internationalisation plan refers to mobility actions covering the three pillars of the university (teaching, research and outreach) and for undergraduate degrees.			
1.14	The HEI's internationalisation plan refers to mobility actions covering the three pillars of the university (teaching, research and outreach) and for post-graduate degrees.			
1.15	The HEI's internationalisation plan refers to internationalisation actions at home, contemplating the three pillars of the university (teaching, research and outreach).			
2	The HEI has a comprehensive welcome program for its foreign visitors.			

2.1	The HEI has signs and important notices in foreign languages to welcome/inform foreign visitors.			
2.2	The HEI develops activities to integrate foreigners on campus/campuses.			
2.3	The HEI makes laboratories, libraries (physical and digital) and other resources available to foreign academics.			
2.4	The HEI provides free psychological care for its foreign visitors.			
2.5	The HEI provides free educational assistance to its foreign visitors.			
2.6	The HEI provides free health assistance to its foreign visitors.			
2.7	The HEI offers a free meal program at the university restaurant or another low-cost one for its foreign visitors.			
2.8	The HEI has a structure or program to support accommodation for its foreign visitors.			
2.9	The HEI has a structure or program to help transport its foreign visitors to/from the campus/campuses			
2.10	The HEI has an information manual/guide for foreign visitors.			
3	The global-local relationship is taken into account in the formulation of the HEI's undergraduate curricula.			
3.1	Undergraduate curricula are designed/formulated in such a way as to encourage intercultural collaboration (virtual or otherwise) between intra-regional universities.			
3.2	Undergraduate curricula are designed/formulated in such a way as to encourage intercultural collaboration (virtual or otherwise) between extra-regional universities.			
3.3	The HEI encourages its undergraduate students to form partnerships for international publication in foreign languages with academics from intra-regional universities through translation assistance, promotion, etc.			
3.4	The HEI encourages its undergraduate students to form partnerships for international publication in foreign languages with academics from extra-regional universities through translation assistance, promotion, etc.			
4	The global-local relationship is taken into account in the formulation of the HEI's post-graduate curricula.			
4.1	Post-graduate curricula are designed/formulated in such a way as to encourage intercultural collaboration (virtual or otherwise) between intra-regional universities.			
4.2	Post-graduate curricula are designed/formulated in such a way as to encourage intercultural collaboration (virtual or otherwise) between extra-regional universities.			
4.3	The HEI encourages its post-graduate students to form partnerships for international publication in foreign languages with academics from intra-regional universities through translation assistance, promotion, etc.			
4.4	The HEI encourages its post-graduate students to form partnerships for international publication in foreign languages with academics from extra-regional universities through translation assistance, promotion, etc.			
5	The HEI offers training activities to its faculty and staff for interactions with foreign academics.			
5.1	The HEI encourages its professors to form partnerships for international publication in foreign languages with academics from intra-regional universities.			
5.2	The HEI encourages its professors to form partnerships for international publication in foreign languages with academics from extra-regional universities.			
5.3	The HEI encourages its technical-administrative staff to form partnerships for international publication in foreign languages with academics from intra-regional universities.			
5.4	The HEI encourages its technical-administrative staff to form partnerships for international publication in foreign languages with academics from extra-regional universities.			
6	The HEI has a policy to encourage the revalidation/recognition of academic credits obtained abroad to encourage its professors, students and technical-administrative staff to seek academic specialization or other research, teaching and outreach activities abroad.			
7	Local culture is considered and integrated into foreign cultural immersion activities on campus/on campuses.			
8	Intercultural competence is taken into account in interactions with foreign academics.			

Source: The authors'.

Final Remarks

The remodeling of the matrix proposed by Amorim (2020) presented here may serve the purpose of addressing quality assurance in HEI in Latin America as the instrument carries sound assessment constructs like the ones outlined by Coombe, Folse and Hubley and described elsewhere in this paper. As Sawahel (2023) points out:

> Internationalisation of higher education practices should strive to follow a levelling-up agenda that avoids an erosion of cultural values, human capital flight, and inequities from hegemonic relationships, while supporting innovation, equitable collaborations, and decolonization […].

By providing comprehensive indicators which help the HEI foresee possible unintended effects of internationalisation, the matrix orients sustainable policies which, in turn, will hopefully translate into more situated and accountable practices. This, as Sawahel signals, fosters opportunities to adapt, to learn from mistakes and to (re)assess for more inclusive, equitable and diverse internationalisation policies.

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