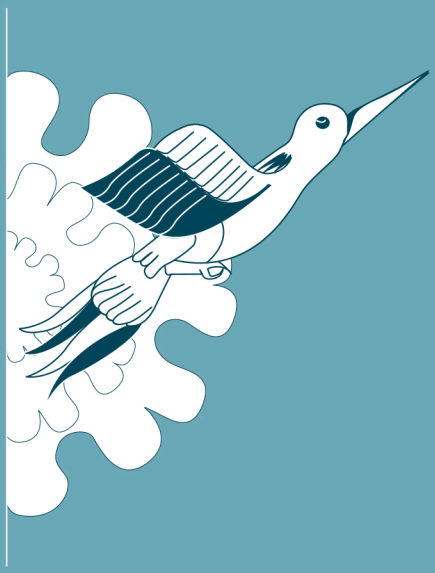
PATLANI

Mexican Survey of International Student Mobility

2014/2015 & 2015/2016

Alma Maldonado Maldonado
(Coordinator)



ANUIES
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DOCUMENTOS

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Mexican Survey or International Student Mobility. 2014/2015 & 2015/2016

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In papalotl, in huitzitzilin papatlanih: xochitemoah.
The butterfly and the hummingbrid fly:
They look for flowers.

In momachtique noyuhqui patlanih: tlamatiliztemoah.
Those who study also fly: They
go in pursuit of knowledge.

Miguel León-Portilla

Foreword

The Mexican Survey of International Student Mobility, *Patlani*, has consolidated as a valuable and trustworthy source of information for national and international organizations, researchers, professors and Higher Education Institutions interested in developing student mobility as an essential part of internationalization, a transcendental axis of higher education development in our country. In this context, both the Mexican Public Education Secretariat and ANUIES have agreed on an agenda that thrusts better global educational and professional competitive conditions. This is how the internationalization of higher education is understood as an integration process of the international and inter-cultural dimension of educational institutions.

ANUIES, along with its associated institutions, drives internationalization programs, consequently, *Patlani* seeks to become the basis of an information system that continues to reflect the institutions' effort to endeavor mobility experiences among students; likewise, it intends to become the source of information that enables the generation of international comparable indicators.

Undoubtedly, the results presented in this edition will be essential to have an impact in decision-making and in the creation of educational public policy that propitiates a strengthening in professional and integral education of students through student mobility, with an educational and inter-cultural focus in optimum academic quality and safety conditions. This survey becomes in itself, a trigger of this practice between Mexico and the world. A group of specialists collaborated in this issue by working on the instrumentation, compilation, systematization, analysis and writing processes of this document; and this version presents improvements and advancements with regards to previous ones. Among these improvements is having this report translated into English for the first time thanks to the support of the Consortium for North American Higher Education Collaboration (CONAHEC). We are confident that having this information in English will make it more accessible

to a broader public, enhancing the possibilities for international collaboration initiatives with Mexican higher education institutions (HIES). The National Association of Universities and Higher Education Institutions in Mexico shall continue to thrust this great effort made by HEIS and the research team, always looking to strengthen this initiative at the service of Higher Education.

M. A. Jaime Valls Esponda
Executive Secretary General

Executive summary

This document reports the results of international student mobility in Mexico during the academic years 2014/2015 and 2015/2016 according —primarily— to the *Patlani* survey and the Database 911, and secondarily to additional sources. The main findings are:

a) **Number of mobility students.** During the 2014/2015 term, there were 24 900 outgoing students and 15 608 incoming students reported by *Patlani*. For 2015/2016, the number increased to 29 401 outbound students and 20 322 inbound students. In contrast, Database 911 indicates 16 182 outgoing students and 7 201 incoming students during the 2014/2015 academic year, increasing to 22 988 outbound students and 8 492 inbound students for the next term (2015/2016). From these data is possible to conclude that student mobility has increased according to the *Patlani* editions and to the records of Data Database 911 (despite disparities between both sources).

b) **Proportions of mobility in relation to total enrollment.** Using as a reference point the total enrollment of higher education institutions (HEIS) that reported data to *Patlani*, 1% of the total enrolled students participated in an outgoing mobility program in either of the two terms. The same proportion is true for incoming mobility. Using the Data Database 911, the results are more pessimistic: incoming mobility corresponds to 0.2% of the total enrollment during any of the two terms; while 0.4% in 2014/2015 and 0.5% in 2015/2016 of the total enrolled students participated in outgoing mobility programs. These discrepancies are because the number of HEIS included in Data Database 911 is much larger than *Patlani*.

c) **Types of mobility:** For both terms, *Patlani* results show that most of the outgoing mobility took the form of temporary for-credit courses: 81% during 2014/2015 and 86% during 2015/2016. As for incoming mobility, degree-seeking students were —by just a slight margin over the temporary for-credit— the largest group, representing 46% of the total incoming students in 2014/2015 and 43% in 2015/2016.

d) **Mobility by levels of education.** Another recurrent trend in *Patlani* over the years is that the highest participation in student mobility takes place at the undergraduate level, both in terms of incoming and outgoing mobility, for any term and regardless the type of mobility.

e) **Top countries.** Data from *Patlani* shows that outgoing mobility in both terms took place, in descending order of importance, to the following countries: Spain, the United States, and France. As for incoming mobility, in both terms and in descending order, the top sending countries were the United States, Colombia and France.

f) **Mobility by institutional type (public or private).** During the academic year 2014/2015, the majority of incoming and outgoing student mobility occurred at private institutions. In 2015/2016, most of the mobility happened at public institutions. This tendency was consistent in both *Patlani* and the Data Base 911.

g) **Top higher education institutions (HEIS) in Mexico's mobility.** Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) is the institution reporting the highest numbers of outgoing student mobility for both academic periods. Regarding incoming student mobility, ITESM also ranked as the top institution for incoming student mobility, but only for the 2014/2015 term. However, the National Autonomous University of Mexico (UNAM) reported the highest number of incoming students for 2015/2016. Comparing data from *Patlani* and Data Database 911 made evident that, for the first 20 HEIS reporting student mobility at each source, they rarely match. At least both sources coincide in registering an important level of mobility at ITESM, but for the rest of the HEIS, they do not match.

h) **Main areas of study.** As it has happened in all preceding *Patlani* editions, the primary area of study for both periods and type of mobility —outcoming and incoming— is social sciences, management and law.

i) **Student mobility in North America.** This region registered 6 832 outgoing students in 2014/2015; a number that decreased to 6 701 students in 2015/2016. Still, it represents the second most important region right after Europe. For the 2014/2015 period, 3 681 students participated in outgoing student mobility; whereas 4 510 students did in 2015/2016. The analysis identified unequal relationships for student mobility between Mexico and the countries in this region. Mexico sent out more students than it received and, in addition, the type of mobility the students engaged in was different. Data shows that for every six Mexican students studying abroad in Canada, only one Canadian student comes to Mexico; whereas for each American studying in Mexico, 1.4 Mexican students study in the USA.

j) **Student mobility in Europe.** Is the most important region when it comes to student mobility for Mexico. In 2014/2015, 12 901 Mexican students participated in outgoing mobility; a number that, for 2015/2016 increased to 17 763. As for incoming mobility (2014/2015), Mexican HEIS reported 5 099 students; increasing to 6 280 students during the following period. A pattern of asymmetrical mobility is observed in this region, mainly with Spain, United Kingdom and Italy. For every six Mexican students going to Spain, one Spanish student comes to Mexico; two Mexican students go to the UK for every British student coming to Mexico; and last, four Mexican students study in Italy for each Italian student in Mexico. In comparison, a more even flow of students between Mexico and Germany and France is

observed. The mobility patterns just mentioned pose challenges to Mexican HEIS; implementing long term strategies for the misadvised to enable a feasible bilateral student mobility.

k) **Student mobility in Latin America and the Caribbean.** Out of the three regions analyzed, it is the one with a lower activity in student mobility. For the 2014/2015 period, there were 4 278 students in outgoing mobility, which increased to 5 911 students in 2015/2016. As for incoming mobility during 2014/2015, 5 456 students came to Mexico, a figure that increased to 7 063 in 2015/2016. The LAC region presents a more balanced flow of incoming-outgoing students with Mexican HEIS; nevertheless, salient student mobility is held with specific countries. For instance, for every two Colombian students coming to Mexico, one Mexican student studies in Colombia, for every two Mexican students going to Argentina, one Argentinean student comes to Mexico; and last, for every five Mexican students attending Chilean HEIS, one student from Chile comes to Mexico.

Presentation of the report

The preparation of the *Patlani* survey and pertaining results report has been from its inception, a collective effort. In 2010 a group of people who were interested in making a survey which main objective was to measure international student mobility in Mexico; federal government officers, internationalization professionals —national and foreign—, and academics gathered. Added to the interest in performing the survey to get a parameter on the behavior of incoming and outgoing mobility and better understand its (short and mid-term) relevance, was the concern about the reduction of incoming international mobility that started to be seen, presumably due to increased acts of violence in the country. This first group of collaborators of the *Patlani* report was made up by: Valerie Cárdenas, Coordinator; Luis Núñez Gornés, Thomas Buntru, Angélica Careaga Mercadillo, Graciela Orozco, Francisco Marmolejo, Araceli Partearroyo, Alma Maldonado-Maldonado and Rafael Fernández de Castro as the initial requestor. This effort was also supported by government agencies interested in having said information on mobility, especially the Mexican Public Education Secretariat.

Seven years after the first work group, four *Patlani* reports have been published (including this one). It is worth remembering that the term *Patlani* derives from the word "flying" in the Nahuatl language, and this report recovers the poem by Miguel León Portilla especially written for *Patlani*. Fortunately, as time goes by, the *Patlani* number of collaborators has increased. A very important event has been the support of the National Association of Universities and Higher Education Institutions in Mexico (ANUIES) to: host the platform which enables our online survey, summon Higher Education Institutions (HEIS), publish the pertaining reports, and in sum, to achieve a greater institutionalization of the survey. At first, the *Patlani* project was supported by the former Executive Secretary General, Enrique Fernández Fassnacht, and now by Jaime Valls Esponda, current Executive Secretary General.

This year both the team of collaborators and the report itself were renewed. The new members enthusiastically accepted the invitation to participate without any financial compensation (as has been the case since the first edition). In alphabetical order, the current collaborators are: Magdalena Bustos, Mónica Camacho, Santiago Castiello, Alma Maldonado-Maldonado and Addy Rodríguez. Also, Brenda Ibarra and Christian Cortés contribute as research assistants. From ANUIES, Sergio Mar-

tínez' coordination work has been most important in making the survey, its application and data processing, and Angélica Careaga was responsible for obtaining data from the Science and Technology National Council (*Consejo Nacional de Ciencia y Tecnología: Conacyt*). The biggest thanks is —as always— to the Mexican HEIS, their authorities and heads of mobility or internationalization who answered the survey; the authorities of the higher education sub-systems who invite their institutions to answer it; the embassies who send the data of the number of student visas granted and the organizations that help complementing the information reported in the *Patlani* survey and in the 911 Format (or Database 911).

The vast majority of initial *Patlani* challenges are still there, among which we find: increasing participation in the survey by Mexican HEIS and keeping a consistent participation among those that already answer it; achieving a greater institutionalization; increasing collaboration of mobility-related national agencies and bilateral or multilateral agencies that also report student mobility in the world to complement the data; trying to find a greater compatibility of the 911 Formats and *Patlani* to enable the comparison of both instruments' data; annually publishing the report; aligning it with the publication of other world reports, such as the Project Atlas by the Institute of International Education (IIE), and making a report ever more so analytic and less descriptive.

In any case, what the *Patlani* collaborators' group has constantly sought is to improve the contents presented so that it is used as an information instrument increasingly reliable and complete for decision makers and for scholars on this subject. Thus, this report's edition has six sections. First, the presentation of the *Patlani* results, which must be considered its core. Second, the results obtained from Database 911 and their comparison to the information gathered by *Patlani*. Next are three reports that analyze mobility volumes and flow directions by regions: North America, Europe, and Latin America; these sections allow having a better idea on Mexico's role in terms of student mobility worldwide. Finally, there is a section with a conceptual discussion around internationalization and the role of mobility among students. These last four sections are a novelty in this report, which intention is to also contribute to the debate in the field of academic internationalization and mobility in Mexico's higher education.

We thank the ANUIES support on the publication and spreading of this report, particularly Roberto Villers Aispuro, Academic General Director, and his team of collaborators in the Editorial Production Directorate.

And finally we thank Alejandra Fabiola Flores Zamora for her perusal of this document.

2017 *Patlani* Technical Team

Main results of the *Patlani* survey

Christian Cortes Velasco, Brenda Ibarra Cázares and Alma Maldonado-Maldonado

Methodology

This edition of the *Patlani* report on international student mobility in Mexico includes information of the 2014/2015 and 2015/2016 academic years. The former presents data from August 1st, 2014 through July 31st, 2015, while the latter shows information from August 1st, 2015 through July 31st, 2016. In comparison to other *Patlani* editions, this is the second one that comprises two terms. This fact reiterates the objective of making a statistical report to inform on the main student mobility trends in Mexico based on the information provided by Mexican HEIS.

Information was obtained by means of a survey distributed electronically to 375 HEIS. An invitation to participate in the *Patlani* survey was sent to the HEIS affiliated to the National Association of Universities and Higher Education Institutions in Mexico (ANUIES) as well as to different higher education sub-systems in Mexico, as per ANUIES itself: technical, teachers' college, and university and technological undergraduate studies. For this reason, information from national Pedagogical Universities, Technological Institutes or Universities, to name a few, is included. Participation for the 2014/2015 term was 226 HEIS, equivalent to 60% of the total invited institutions. In the following term participation increased to 256 HEIS, that is, 68% participation of the total invited institutions. In relation to the last *Patlani* edition, a decrease in the HEIS that provided information is observed, since 303 institutions participated in 2013/2014. Getting more higher education institutions to participate continues to be a relevant challenge for *Patlani*.

Notwithstanding the fact that —as compared to other *Patlani* editions— a smaller number of HEIS participated in this 4th *Patlani* edition, the amount of HEIS reporting incoming and outgoing mobility has been increasing at a constant rate in each of the analyzed cycles. Thus, in 2012/2013 incoming and outgoing mobility was reported by 133 and 85 HEIS respectively, and for 2015/2016 it was posted

at 194 and 131 (see Table 1.1). As it has occurred in all *Patlani* editions, outgoing mobility is greater in comparison to incoming mobility; this being a biennial report, it is noticeable that in both cases, the first cycle reports less mobility than the second. One possible explanation could be the difficulties universities undergo to systematize their information in a periodical manner.

Table 1.1
***Patlani*. HEIS response rate to the survey in 2012/2013, 2013/2014, 2014/2015 and 2015/2016**

	2012/2013	%	2013/2014	%	2014/2015	%	2015/2016	%
HEIS invited to respond the survey	345	100%	345	100%	375	100%	375	100%
HEIS who answered the survey	262	76%	303	88%	226	60%	256	68%
HEIS reporting outgoing mobility	133	51%	167	55%	174	77%	194	76%
HEIS reporting incoming mobility	85	32%	96	32%	109	48%	131	51%

Source: Prepared by the authors with data from Maldonado-Maldonado, A.; Cortes, C. and Cázares, B. (2016). *Patlani. Mexican Survey of International Student Mobility 2012/13 and 2013/14*. Mexico: ANUIES, *Patlani, Mexican Survey of International Student Mobility 2014/2015 and 2015/2016*.

Database 911 is the statistical information mechanism of the National Education System for all levels of education overseen by the Mexican Public Education Secretariat, specifically, the Planning, Assessment and Coordination Undersecretary. At each school cycle, formats are filled out by each education institution authorities. If the total number of HEIS reported by Database 911, considering that this instrument's coverage is greater than that of *Patlani*, the amount of institutions participating in *Patlani* went down from 10% in 2013/2014, to 6% in the following term, but increased to 7% in 2015/2016 (see Table 1.2). It is worth noting that making a report such as *Patlani* depends on the HEIS degree of participation, even if their mobility is equivalent to low or non-existing data. For this reason, it is essential to continue motivating institutions to take part in *Patlani*, inasmuch as its success shall depend on the ever more so representative participation of HEIS. On the other hand, it must be considered that the number of participating HEIS varies year after year, while some are created and others disappear. In fact, higher education private institutions are the ones reporting this phenomenon more frequently.

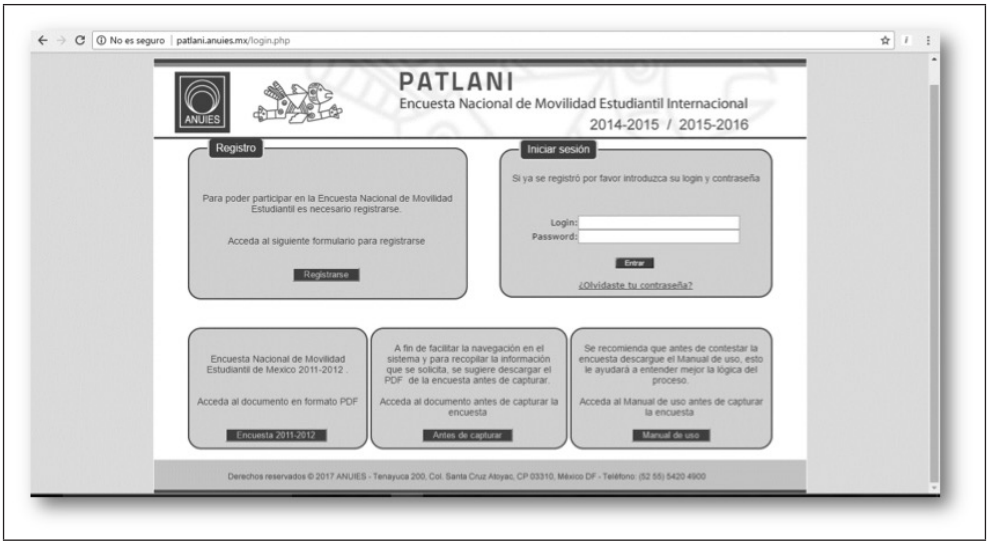
TABLE 1.2
***Patlani*. Total HEIS participating in each reported period in respect to the total number of HEIS**

	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Total of Mexican HEIS	No data	3 280	3 133	3 133	3 785	3 893
Participating HEIS	115	125	262	303	226	256
HEIS response rate	No data	4%	9%	10%	6%	7%

Source: *Patlani. Mexican Survey of International Student Mobility 2011-2012.* Mexico: ANUIES. Maldonado-Maldonado, A.; Cortes, C. and Ibarra, B. (2016). *Patlani. Mexican Survey of International Student Mobility 2012/13 and 2013/14* . Mexico: ANUIES. (2012); Mexican Public Education Secretariat (SEP), *911 Formats 2013, 2014, 2015 and 2016.* Higher Education Statistical Questionnaires.

For data recollection ANUIES created a platform containing the entire survey for both years. The portal created a profile as institutions registered, which allowed access, consulting the progress percentage in responding the survey, and updating their information in different sessions (See Figure 1.1).

FIGURE 1.1
***Patlani*. Electronic survey interface**



Source: *Patlani* (2017). Official page of the National Survey of International Student Mobility 2014-2015 / 2015-2016, revised: June 19, 2017, http://patlani.anuies.mx/login.php

In order to make it easier for those in charge of mobility in each institution to answer the survey, a manual was made available to them which explained the

filling out process in detail. Likewise, a document was included that specified the information required from HEIS to be able to fully respond. People in the institutions responsible for answering it were given approximately six months. Then, once the survey had been completely answered, the platform allowed creating an electronic document with the institutional information provided as a confirmation of having concluded the process. Once the term to collect information was up, databases were made to analyze and process information through charts and tables with the main student mobility findings.

The survey used in this *Patlani* edition includes four sections: a) General data, b) international students (incoming mobility), c) students enrolled in HEIS in Mexico (outgoing mobility) and d) finalizing the survey. They are explained next:

a) **General data.** In this section, information is requested to identify the institution, which includes: name, type of institution, location, address and general enrollment in regards to different specifications (for example, educational level). Also requested is contact data of the person responsible for filling out the survey. The intention is to create a profile that describes each HEIS case, as well as having their own user and code.

b) **International students (incoming mobility).** Refers to incoming mobility reported by institutions. It is divided into eight categories: 1) international students with permanent enrollment (separated by sex and education level), 2) international students in temporary programs (separated by sex and education level), 3) international students according to diverse mobility modalities, 4) international students enrolled in Spanish language studies, 5) financing type, 6) international students by field of study, 7) country of origin of international students, and 8) confirmation of the captured data, which displays all answers so that the person in charge from each institution can check their answers and correct possible mistakes.

c) **Students enrolled in HEIS in Mexico (outgoing mobility).** Data is captured in regards to the HEIS' outgoing mobility, and it is divided into seven parts: 1) students enrolled in Mexican HEIS, 2) students temporarily enrolled in another country HEI as per mobility purpose, 3) students by education level and sex, 4) students by type of financing, 5) students by field of education, 6) Mexican students by country of destination, and 7) confirmation of information, which gathers the answers given to be reviewed by the person in charge from each HEI to correct possible mistakes.

d) **Finalizing the survey.** The platform online offered the possibility of progressively saving the changes. In the end, the person in charge of mobility in each institution had to confirm the data to be able to conclude filling the survey. It is worth saying that there were HEIS that started the survey but did not conclude it, or even left sections with no information. Unfinished surveys were not taken into account in the making of this report. However, also worth noting is that in the first period 149 surveys were not concluded and in the second this figure came down to 119, equivalent to 40% and 32%, respectively, of the total started surveys. This represents another challenge for *Patlani*: summon the HEIS to fully complete the surveys and not leave them unfinished.

As with previous *Patlani* editions, building of the instrument to compile information is modified with the intention to overcome limitations found. One important problem detected in the previous *Patlani* edition is that, as to mobility financing sources, most of the surveyed institutions responded that said sources were mixed. For this reason, the information pertaining to this question had to be annulled inasmuch as the source of financing was not specified, nor was the amount in which it was obtained from the diverse sources. For the case of mixed financing, this edition requested the respondents to indicate with greater accuracy the origin of funds to carry out student mobility activities.

Throughout the report two meanings of mobility are used: incoming and outgoing. The former refers to all those students from another country enrolled in HEIS in Mexico, while outgoing mobility are those students of Mexican institutions enrolled in HEIS of different countries. For the purpose of inquiring on the main forms of incoming and outgoing mobility, reporting is made based on criteria such as duration (temporary or permanent), education level (undergraduate or graduate), type of institution (public or private) or purpose of mobility (for-credit or not-for-credit courses). Therefore, references to the terms domestic and international students, and international and national students used in the previous *Patlani* version were substituted as much as possible. This updating is pertinent to the intention of avoiding any confusion and to standardize terminology with the internationally accepted in the field of international mobility. In the last section of the report these terms are analyzed thoroughly and reference is made as to the manner in which specialized literature discusses it.

Another important change in relation to the previous *Patlani* version is that now the HEIS classification proposed by the 911 Formats (Database 911) is used. For that reason, 12 types of institutions are included: 1) Conacyt research centers and decentralized centers, 2) decentralized technological institutes, 3) federal technological institutes, 4) public teacher's colleges, 5) private institutions, 6) intercultural universities, 7) polytechnic universities, 8) state public universities, 9) public state institutions with solidary support, 10) federal public universities, 11) technological universities, and 12) other public HEIS. This change allows for a better comparison of *Patlani* results with those of Database 911.

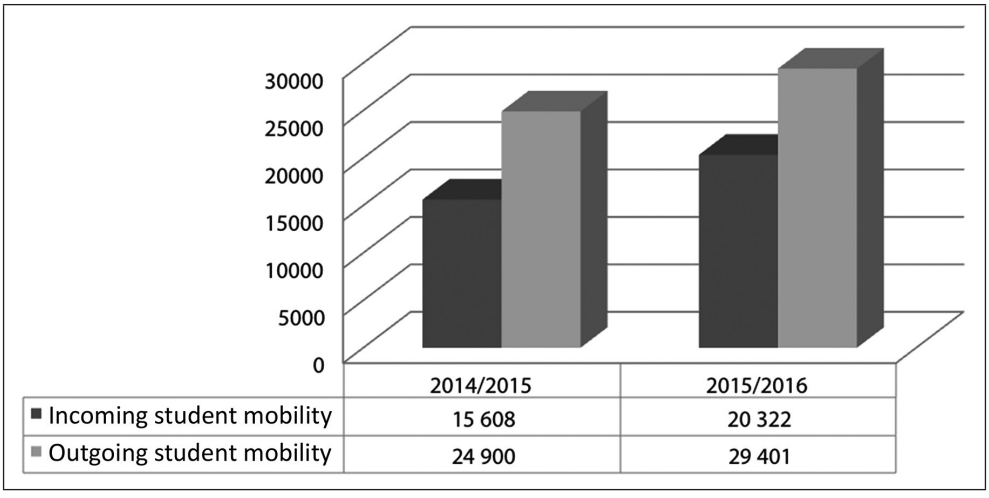
With the purpose of providing a more complete view of student mobility in and from Mexico, other sources of information were used in this edition of the report. They show data that is not necessarily comparable to *Patlani*'s, since there may be important methodological variations such as: periods in which information was obtained or the type of mobility reported. However, these national and international sources allow for the identification of the main mobility trends within the Mexican context from the comparison presented in *Patlani*. Among the national information sources, maybe the most important is Database 911, which this year provides additional data on mobility in Mexico and a better contrast; it is expect-

ed that the Database 911 own information improves as well. One more national source is the figures provided by Conacyt regarding Mexicans doing graduate studies abroad. This year information corresponding to "mixed scholarships" is integrated for the first time, that is, those scholarships destined to international temporary mobility for students belonging to a graduate program registered with the *Programa Nacional de Posgrados de Calidad (PNPC)* (Quality Graduate National Program). Also included is information provided by diverse Embassies and Consulates in Mexico regarding approved and issued student visas. Likewise and whenever possible, information from other sources such as Open Doors, UNESCO, OECD is used. Finally, a novelty in this report: a specific report is added for each of the following three regions: North America, Europe, and Latin America and the Caribbean.

Incoming and Outgoing Mobility

Results obtained in the current *Patlani* report confirm most of the trends observed in former editions. Chart 1.1 shows that in the 2014/2015 term, a total of 24 900 outgoing mobility students were reported, while during the following cycle it increased to 29 401; i.e., an increase of 4 501 students is observed, that corresponds to 18%. Incoming mobility also reports a considerable increase as it goes from 15 608 students in 2014/2015, to 20 322 in 2015/2016, equivalent to a difference of 4 714 students or 30%.

CHART 1.1
***Patlani*. Incoming and outgoing mobility 2014/2015 and 2015/2016**



Source: *Patlani* data 2014-2015 and 2015-2016.

In comparison to all other *Patlani* editions, it is possible to assert that the number of students participating in international mobility has increased. As shown in Table 1.3, the first *Patlani* edition reported 17 689 outgoing mobility students; the following term (2012/2013) presented a slight decrease to 15 941, remaining periods show increases that reach up to 29 401 students in the 2015/2016 term; that is, 11 712 more students than in the 2011/2012 term. It is possible that some of the reasons that explain the increased volume of mobility reported in the survey have to do with the fact that there is an increase in the number of HEIS participating in *Patlani*; the improvement of the *Patlani* platform, or the ANUIES decisive support to the survey. However, not enough information is available to support the former assertions. What is possible to claim is that, according to *Patlani*, there is an increased number of mobile students, which matches the information presented by Database 911 (as shown in the following chapter). This could reflect the importance of internationalization processes for Mexican universities as well as the boost given to mobility experiences.

TABLE 1.3
***Patlani*. Incoming and Outgoing Mobility 2014/2015 and 2015/2016**

Estudiantes	2011/2012	%	2012/2013	%	2013/2014	%	2014/2015	%	2015/2016	%
Total enrollment at participating HEIS	482 721	100%	1 378 226	100%	1 579 908	100%	1 833 465	100%	2 147 844	100%
Outgoing Mobility	17 689	4%	15 941	1%	20 599	1%	24 900	1%	29 401	1%
Incoming Mobility	8 795	2%	18 125	1%	16 685	1%	15 608	1%	20 116	1%

Source: Maldonado, Alma; Cortes, Cristian; e Ibarra, Brenda (2016). *Patlani. Encuesta Nacional de Movilidad Estudiantil Internacional de México 2012/13 y 2013/14*. México: ANUIES.

As mentioned before, the number of HEIS participating in this *Patlani* edition went down from 303 in 2013/2014 to 256 in 2015/2016; nonetheless, the number of mobility students increased by 4 501 outgoing and 4 714 incoming mobility students between both periods. Although the absolute mobility figures have historically increased, the proportion of students on mobility in relation to the total enrollment of the HEIS participating in *Patlani* has remained stable since 2012/2013 through 2015/2016 at 1% in any of the two variables (outgoing or incoming). This allows interpreting the low mobility in our country if compared to mobility in countries like the United States, France or Germany, with percentages that surpass 4% and that may get to above 20% as it is in the Australian case (Maldonado, Cortes and Ibarra, 2016).

Mobility general trends

Mobility by countries

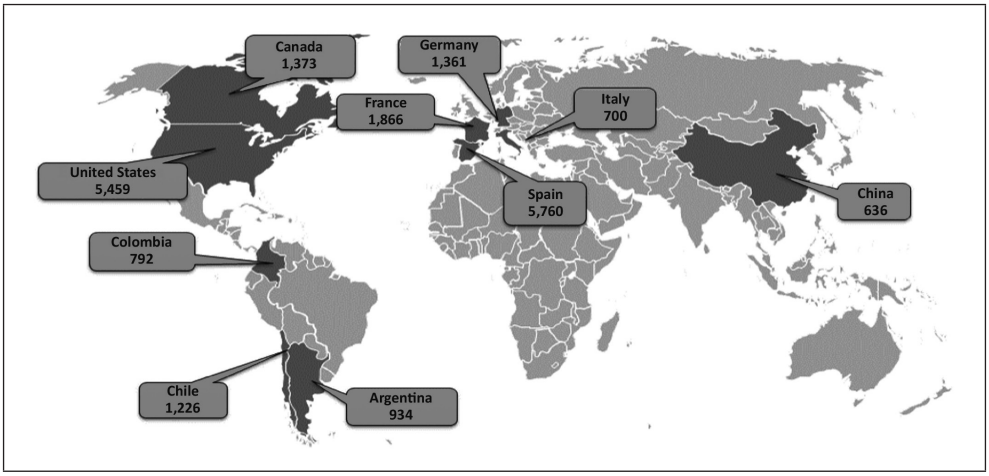
In regards to the main countries where outgoing mobility was registered, according to the 2014/2015 term data, the top destination country for Mexican students is Spain (23%), closely followed by the United States (22%); third is France (8%), fourth is Canada (6%), and Germany takes the fifth place with (5%). It is worth underlying the importance of Spain and the United States as main destinations among Mexican students, because between the two of them they capture 45% of the outgoing mobility students reported in *Patlani*. The remaining countries make up less than 9% each (see Map 1.1).

In the following (2015/2016) term the trends of the first five places are replicated equally in outgoing mobility, although with different data (see Map 1.2). Even though the totals per period differ because not the same number of institutions replied in each term, it is worth to remember that percentages are reported here to reflect the main trends. Spain continues to be the top destination country (26%), second, the United States (17%), third France (6%), fourth, Canada (5%) and fifth is Germany (5%). Data presented confirms the importance of Spain and the United States as destination countries for Mexican students because the two of them concentrate 43% of the total outgoing mobility reported in 2015/2016. Another way of appreciating the magnitude of mobility in Spain and the USA is that each one of these countries has almost three times more outgoing mobility students than the next three countries altogether (France, Canada y Germany). The rest of countries comprise each, less than 6% of the outgoing mobility in that term.

It is important to highlight that, though the same trends are reported, some countries located in the first ten positions show significant increase in the amount of outgoing mobility students between the reported terms (2014/2015 and 2015/2016), others show decreases. For instance, Colombia has almost twice as many students (653 more students) and Spain reports an increment of 1 786 students. Canada has 295 more students and —likewise— Germany adds 101 students to outgoing mobility during the last term. A considerable decrease is the one presented in the United States with 426 less students than in the last term. The case is the same for France, where it decreases by 79 students.

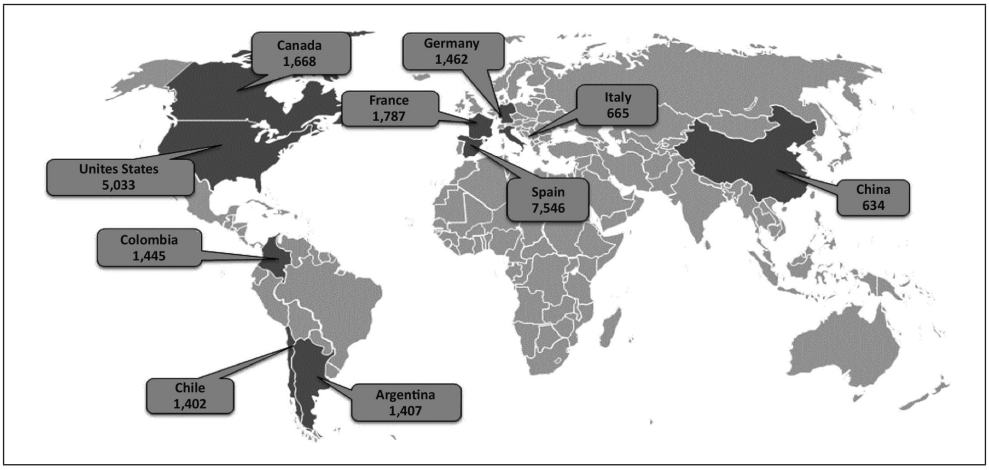
Another trend that consolidates throughout the diverse *Patlani* editions is that the top three places of destination for Mexican students in order of importance are Spain, the United States and France. In addition to these countries, Germany and Canada are added within the first five *Patlani* historical positions.

Map 1.1
***Patlani*. Outgoing student mobility 2014/2015**



Source: *Patlani* data 2014-2015.

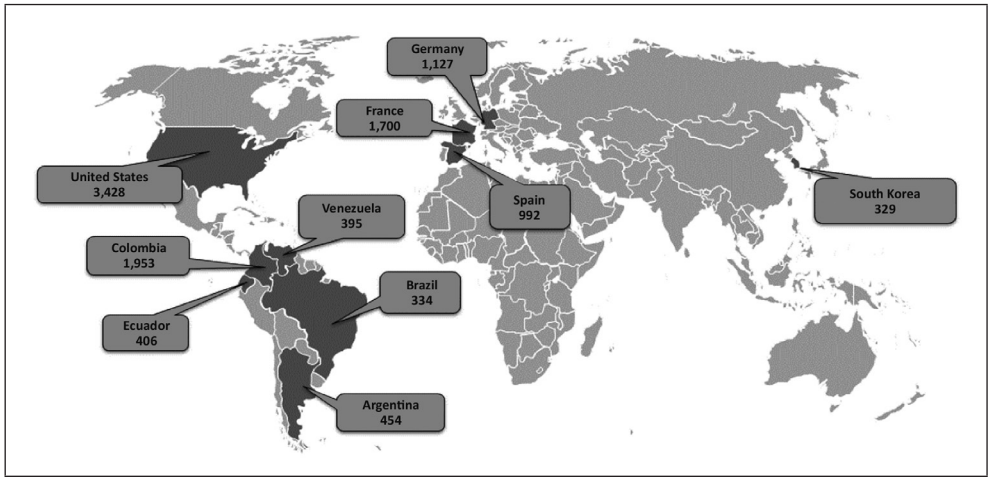
Map 1.2
***Patlani*. Outgoing student mobility 2015/2016**



Source: *Patlani* data 2015-2016.

With respect to incoming mobility, the students' main country of origin —in 2014/2015— is the United States (23%); Colombia is in the second position (13%), third is France (11%), fourth Germany (7%) and fifth is Spain (6%) (see Map 1.3). The relevance of the three main countries, the United States, Colombia and France is noteworthy since the three of them together, concentrate 47% of the incoming mobility reported in *Patlani* during this term.

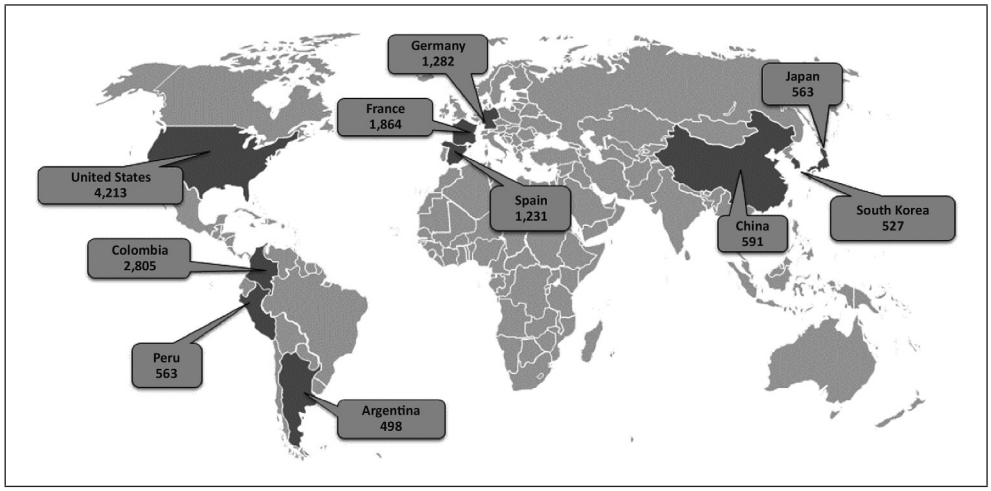
Map 1.3
***Patlani*. Incoming student mobility 2014/2015**



Source: *Patlani* data 2014-2015.

For 2015/2016, the same incoming mobility trends repeat in the top five countries, though the number increases in any of them. Thus, the United States occupy the first position (21%) with an increase of 785 students. Colombia is in the second place (14%) with an increase of 852 students. Third place, France (9%) which growth is 164 students. Germany, in the fourth place (6%) increases 155, and fifth, Spain (6%) with 239 more students (see Map 1.4).

Mapa 1.4
***Patlani*. Movilidad estudiantil entrante 2015/2016**



Source: *Patlani* data 2015-2016.

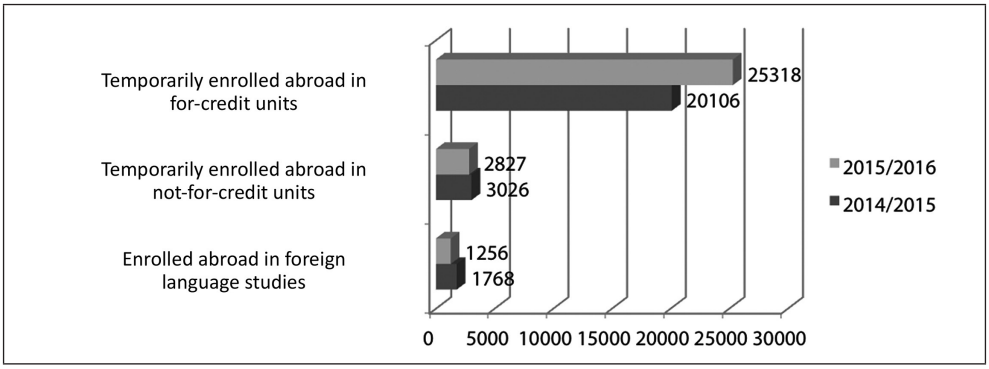
If the main incoming mobility countries reported in the former *Patlani* version (Maldonado, Cortes e Ibarra, 2016) are contrasted, it can be observed that the same countries that occupy the first five positions are reiterated: United States, France, Colombia, Germany and Spain. Of these, the United States is found to be the main country of origin of international studies. Spain has been in the fifth place during the four reported terms (2012/13, 2013/14, 2014/15 and 2015/16). France, Germany and Colombia have ranged between the second, third and fourth position in different *Patlani* editions.

Types of mobility

One of the main features characterizing *Patlani* is that it presents the status of mobility reported by Mexican higher education institutions in such a way that it essentially reports outgoing temporary mobility, which is the information available from the data collected by *Patlani*. Therefore, in terms of outgoing mobility, *Patlani* results show that most part is of the temporary type and with for-credit courses, with 20 106 students in the 2014/2015 term and 25 318 in 2015/2016. The remaining categories show data well below in comparison with the main trend. Temporary mobility with not-for-credit courses was positioned as the second modality with the highest participation, with 3 026 and 2 827 students respectively for each cycle. While in the third classification —foreign language studies outside Mexico— 1 768 and 1 256 students were reported, respectively in each term (see Chart 1.2).

Important to point out is that Chart 1.2 does not show information about permanent outgoing mobility. Recording this type of mobility is a challenge since, by logic, it cannot be reported by Mexican HEIS: these are students who have completed their studies in the country and look for other opportunities. The little information available is both partial and limited, such as that provided by Conacyt or the different Embassies in Mexico, for example. Or else, the information comes from data of receiving countries which report to organizations such as the OECD or UNESCO. Therefore, there is a void regarding information of students who go to other countries' HEIS to get an academic degree.

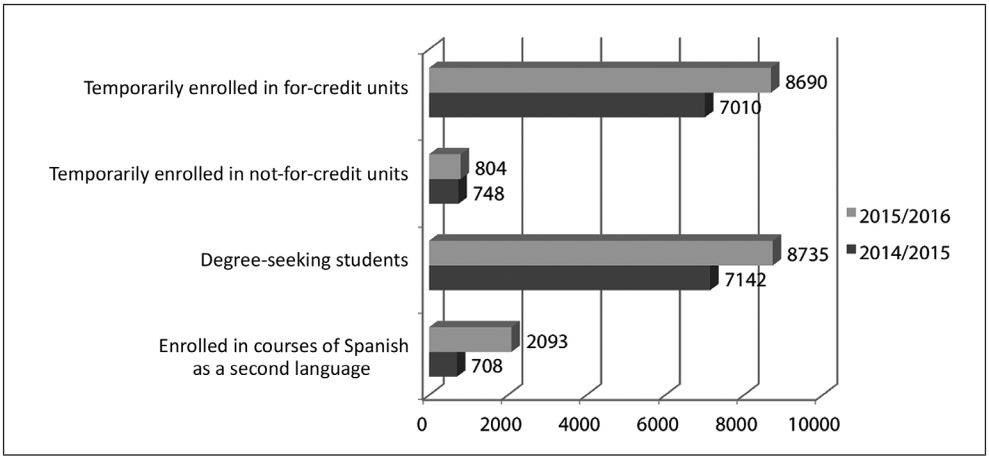
Chart 1.2
***Patlani*. Type of outgoing mobility 2014/2015 and 2015/2016**



Source: *Patlani* data 2014-2015 and 2015-2016.

Incoming mobility includes students who come to Mexico to study both temporarily and permanently (attainment of academic degree or regular). The proportion between temporary for-credit incoming mobility and regular or permanent was almost the same. In the first case, for-credit incoming mobility was 7 010 students during the first term (2014/2015) and 8 690 students in the second (2015/2016). Whereas 7 142 and 8 735 degree seeking students are reportedly each term, respectively. Such as it occurs in outgoing mobility, the rest of categories (not-for credit temporary mobility and studies of Spanish as a foreign language) maintain figures well below than those reported by the first two categories (see Chart 1.3).

Chart 1.3
***Patlani*. Type of incoming mobility 2014/2015 and 2015/2016**



Source: *Patlani* data 2014-2015 and 2015-2016.

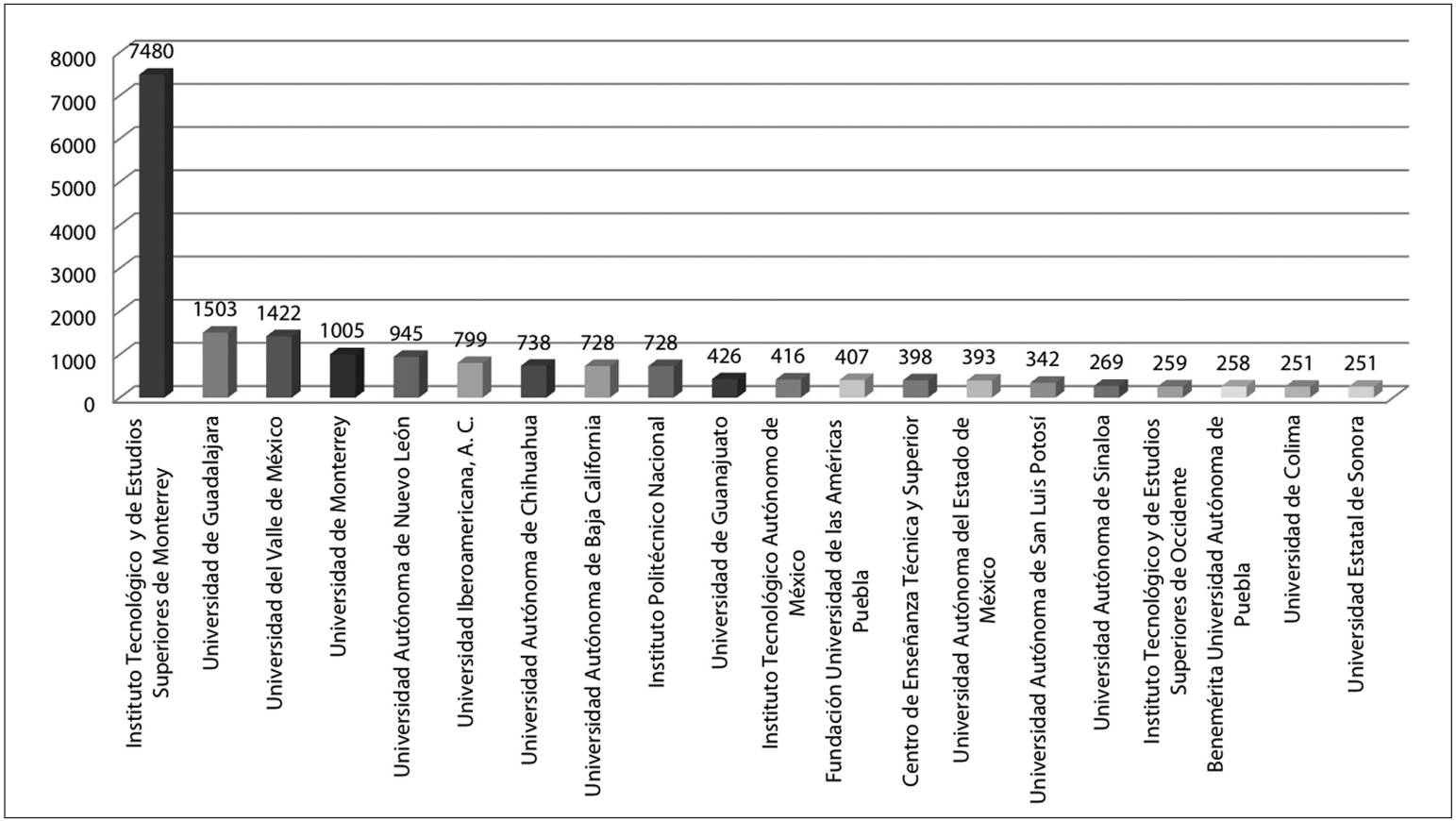
Mobility by main institutions

This year, for the first time, the Universidad Nacional Autónoma de México (UNAM) reported one term (2015/2016) in *Patlani*. In this regard, UNAM's participation stood out allowing its mobility volume to be compared to that of the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) as one of the main HEIS that have international mobility. Chart 1.4, Chart 1.5, Chart 1.6 and Chart 1.7 present those HEIS with the greatest mobility volume (both outgoing and incoming).

In any of the two terms ITESM consolidates again as the institution that sends the greatest number of students abroad. Following in descending order are Universidad de Guadalajara and UNAM. Other institutions that stand out in terms of outgoing mobility volume are the Universidad del Valle de Mexico, Universidad de Monterrey and Universidad Autónoma de Nuevo León (UANL) (to see the remaining universities look up Charts 1.4 and 1.5). As it can be observed in the presented data, the difference in outgoing mobility between the institution at the first place in both terms (ITESM), and the two on second place (Universidad de Guadalajara in 2014/2015 and UNAM in2015/2016) is quite broad: 5 977 students in the first term and 3 545 in the second. Also noticeable is that, as of the second position, the places of the HEIS are more variable, which may be the result of either some institutions not responding the surveys for both terms or each institution's own variations.

CHART 1.4

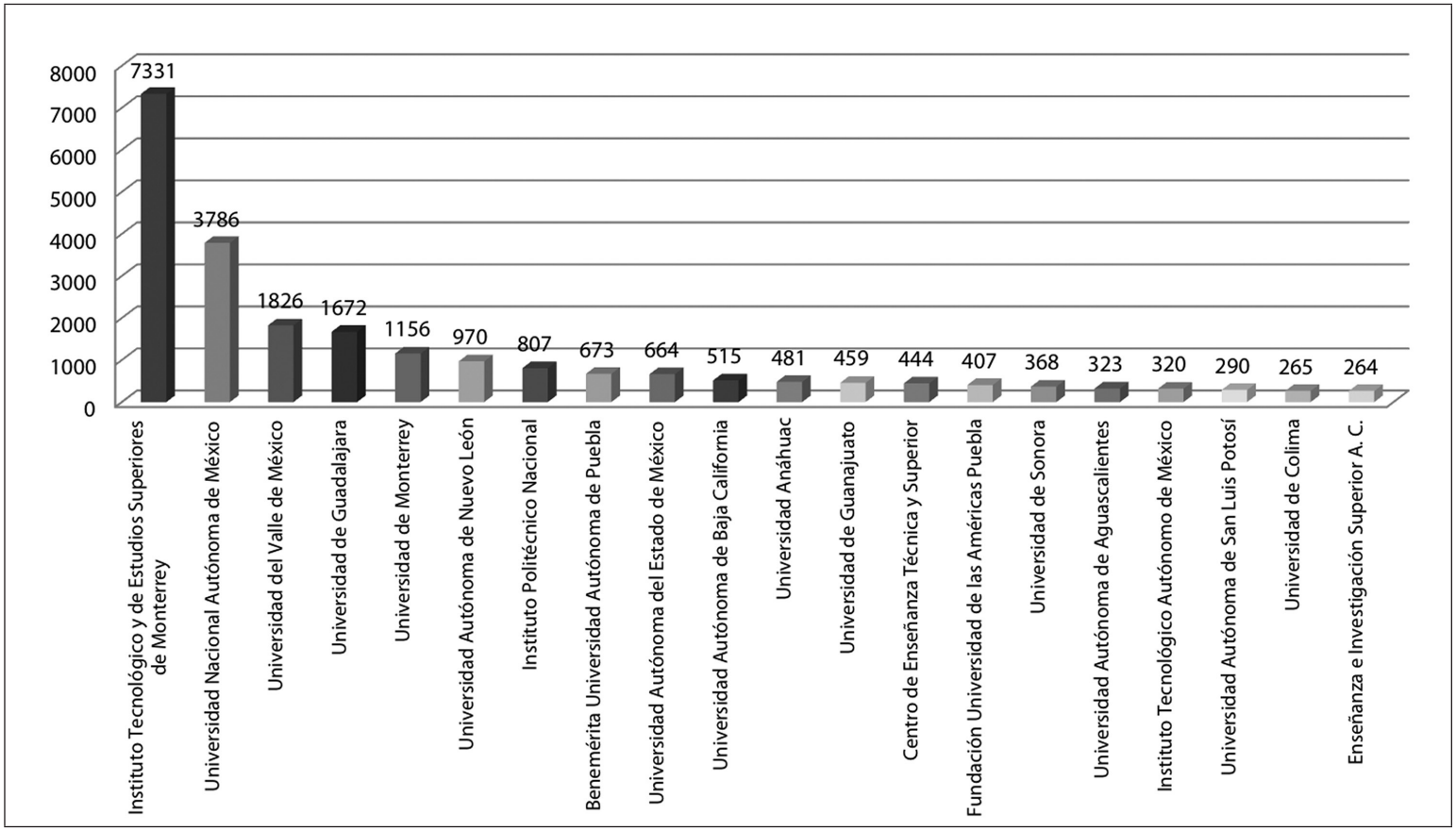
***Patlani*. Top 20 HEIS, outgoing mobility 2014/2015**



Source: Prepared by the authors with data from *Patlani* 2014-2015.

CHART 1.5

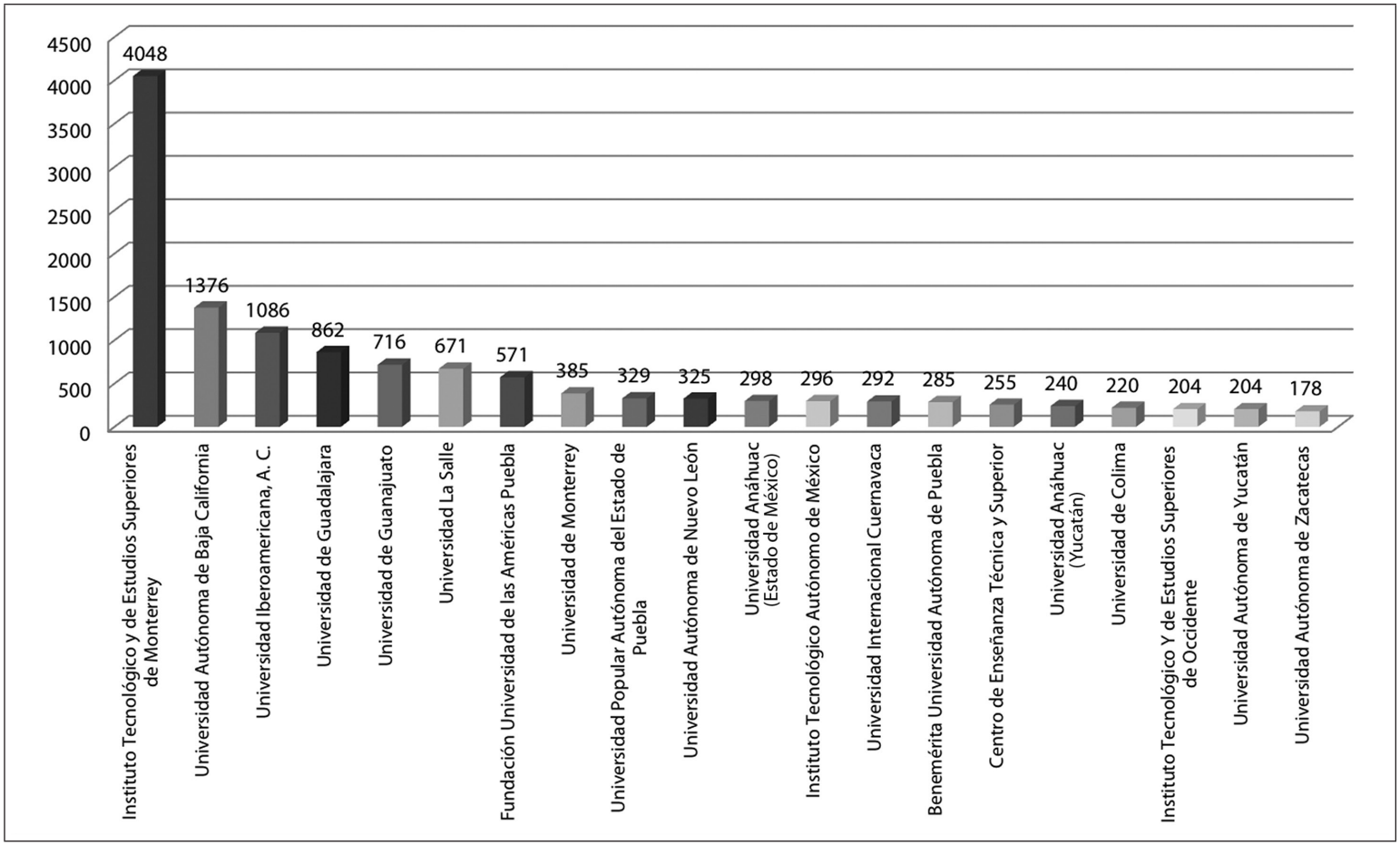
***Patlani*. Top 20 HEIS, outgoing mobility 2015/2016**



Source: Prepared by the authors with data from *Patlani* 2015-2016.

CHART 1.6

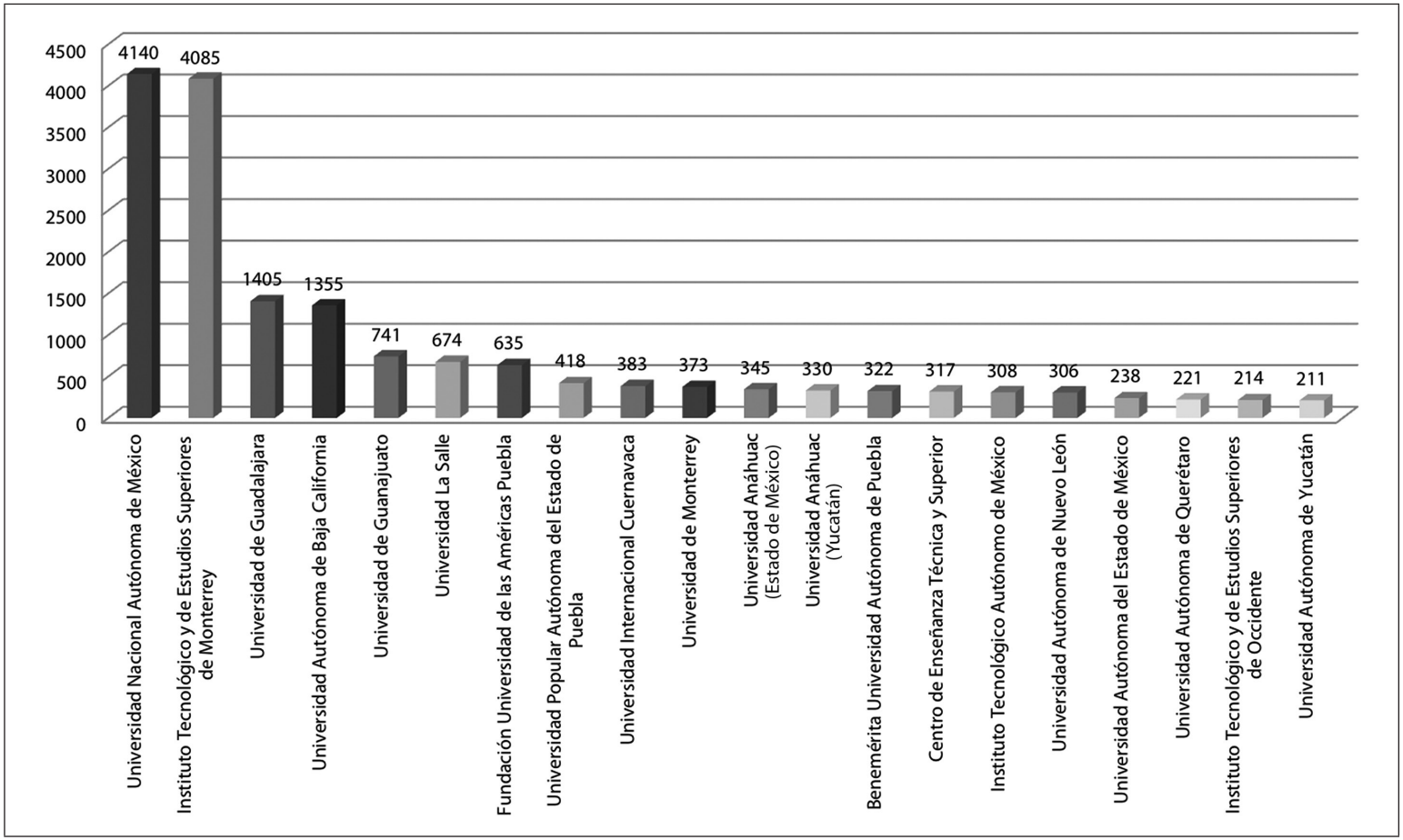
***Patlani*. Top 20 HEIS, incoming mobility 2014/2015**



Source: Prepared by the authors with data from *Patlani* 2014-2015.

CHART 1.7

***Patlani*. Top 20 HEIS, incoming mobility 2015/2016**



Source: Prepared by the authors with data from *Patlani* 2015-2016.

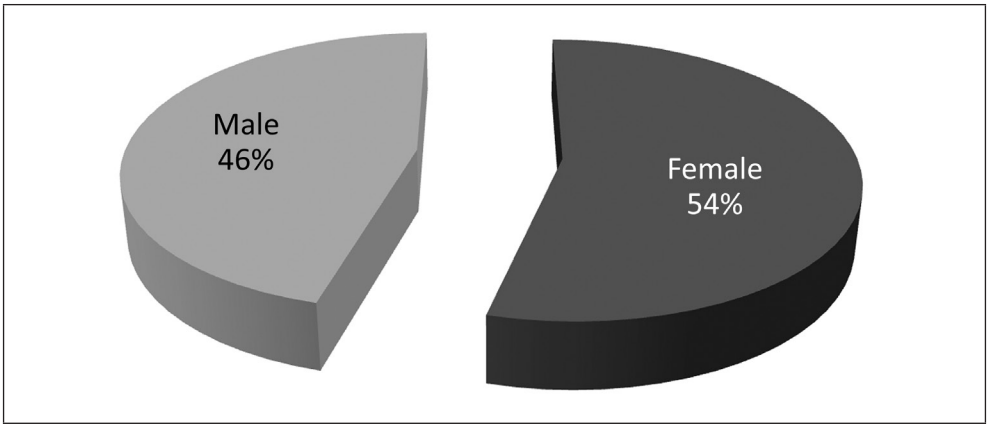
In the case of incoming mobility, during the first term (2014/2015) most part is captured by ITESM; the Universidad Autónoma de Baja California comes in second position, followed by the Universidad Iberoamericana and Universidad de Guadalajara. In the second term (2015/2016) —and for the first time in *Patlani*— ITESM was displaced by UNAM to the second place. In this term, the third place is for the Universidad de Guadalajara, followed by the Autonomous Universities of Baja California and Guanajuato (see Chart 1.4 y Chart 1.5).

Though UNAM surpasses ITESM for the first time in terms of incoming mobility during 2015/2016, it is worth noting that the difference between both HEIS is just 55 students. Both universities present the most significant amounts of incoming mobility since the next institution goes down to 1 405 students (see Chart 1.6 and Chart 1.7). The same happens with the remaining HEIS in terms of outgoing mobility: there is not a constant trend but variations in the number of mobility students, and therefore variations in their position in the general listing.

Mobility by sex

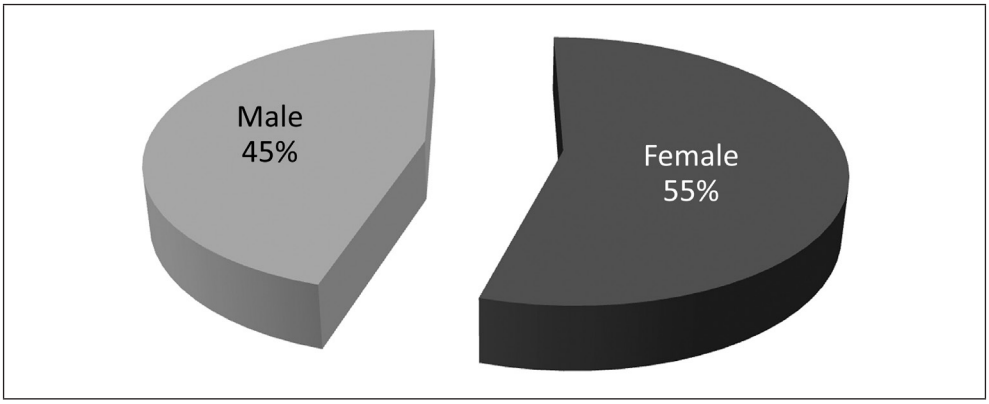
As to the sex of mobility students, *Patlani* reports in 2014/2015, a slight predominance of female students with 54% in comparison to the participation of male students (46%). For the following term, the trend remains with an increase of one percentage point in female students outgoing mobility (55%) (see Charts 1.8 and 1.9).

CHART 1.8
***Patlani*. Outgoing mobility by sex 2014/2015**



Source: *Patlani* data 2014-2015.

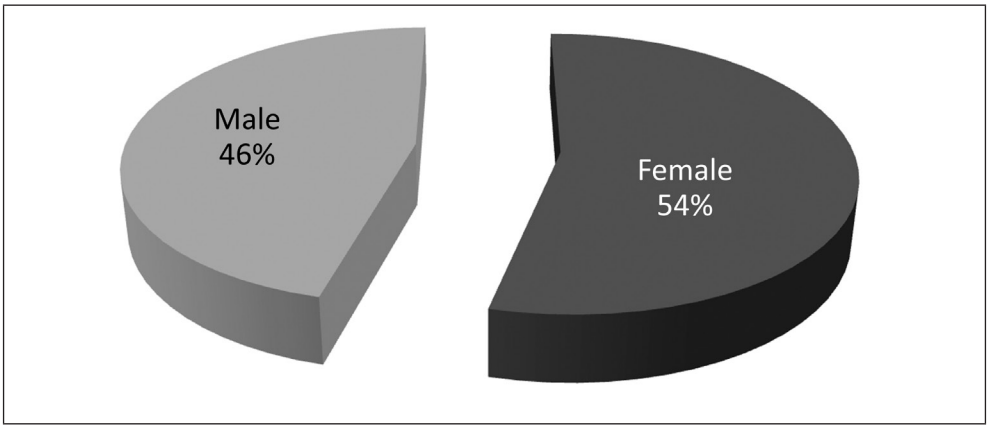
Chart 1.9
***Patlani*. Outgoing mobility by sex 2015/2016**



Source: *Patlani* data 2015-2016.

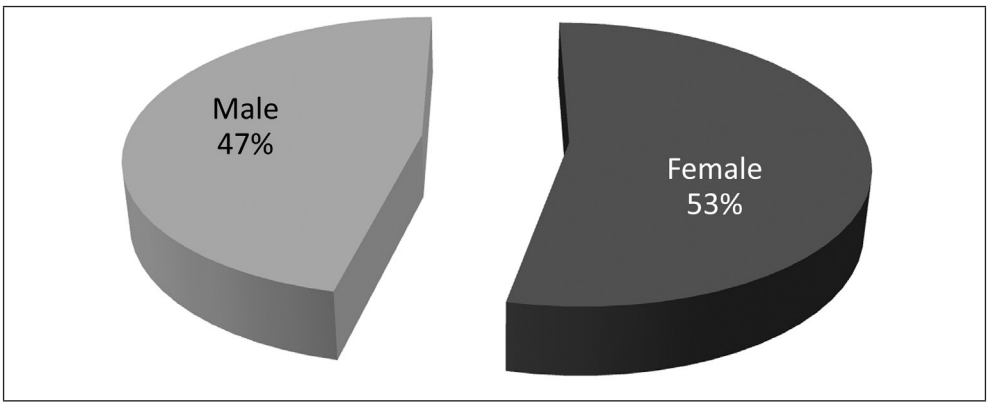
Regarding incoming mobility, during the 2014/2015 term, most students who visited Mexican universities were female, 54%, while male students represented 46%; that is, the trend observed in outgoing mobility is preserved. The same trend is reported for the following term (2015/2016): females represented 53% and males 47% (see charts 1.10 and 1.11).

Chart 1.10
***Patlani*. Incoming mobility by sex 2014/2015**



Source: *Patlani* data 2014-2015.

Chart 1.11
***Patlani*. Incoming mobility by sex 2015/2016**



Source: *Patlani* data 2015-2016.

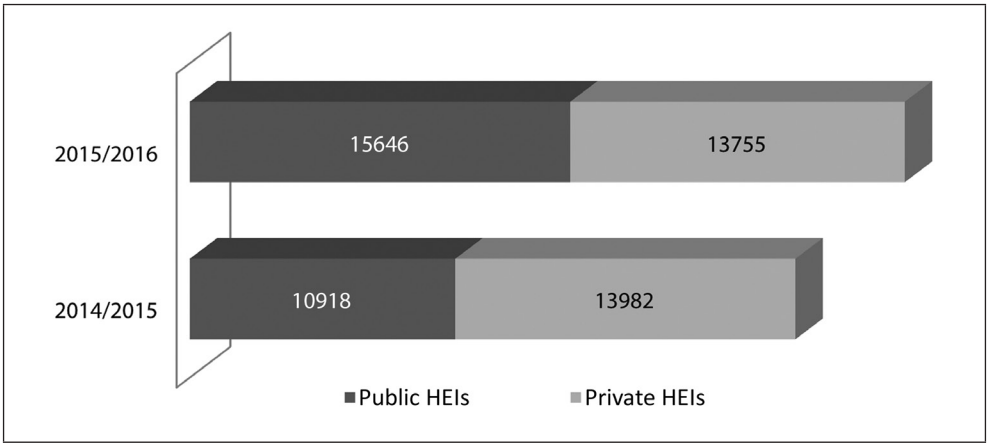
A constant in comparing the trends presented by sex of the students in this and previous *Patlani* editions is that student mobility occurs mostly by women, which also happens in different contexts (Dessof, 2007; Di Pietro and Page, 2008; Salisbury *et al*., 2009; Stroud, 2010; Rodríguez, 2012); however, the difference between women and men is minimum, between 3% and 5%. It would be interesting to explore the causes that better explain these proportions.

Mobility by type of HEIS, mobility classification, educational level, and education areas

Mobility between public and private institutions

Chart 1.12 shows an important change of trends in regards to outgoing student mobility according to the type of institution: public or private. In the 2014/2015 term, most part of mobility occurred in private HEIS with 13 982 students, whereas public HEIS outgoing mobility registered 10 918 students. However, for the following term (2015/2016), most outgoing mobility concentrated in public universities, with 15 646 students, as opposed to those with private financing, which reported 13 755 students. It is an interesting change since —practically in all previous *Patlani* editions— outgoing student mobility was predominant in private HEIS. Though the reasons explaining the above-referred data are not known, they are probably a consequence of the "Proyecta 100 mil" program or else, of the relevance mobility has acquired in public HEIS. This is reflected in the thrust to internationalization policies at the government or institutional level. Nonetheless, the available data does not allow sustaining a causality relationship in this regard.

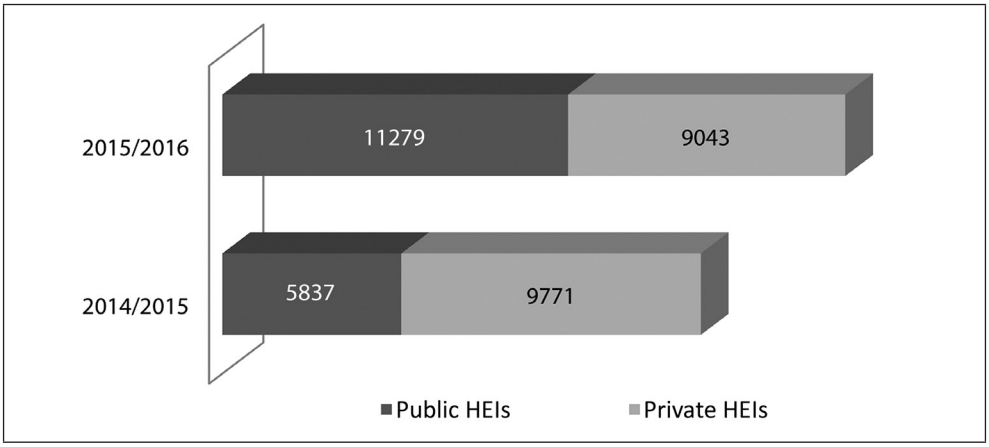
Chart 1.12
***Patlani*. Outgoing mobility by public and private HEIs 2014/2015 and 2015/2016**



Source: *Patlani* data 2014/2015 and 2015/2016.

On the other hand, incoming mobility repeats the same trend observed in outgoing mobility as to public or private HEIs. This way, incoming mobility in the 2014/2015 term occurred mainly in the private HEIs, with 9 771 students, while in the public ones it was 5 837 students. For the next term (2015/2016), most mobility happened in public HEIs with 11 279 students, compared to 9 043 of private HEIs (see Chart 1.13). One explanation is that in 2015/2016, UNAM reported mobility for the first time, but in spite of having contributed a relevant amount of students, this is not the only cause since UNAM figures do not clarify the differences on their own.

Chart 1.13
***Patlani*. Incoming mobility by public and private HEIs 2014/2015 & 2015/2016**



Source: *Patlani* data 2014/2015 and 2015/2016.

Mobility by educational level and purpose of mobility

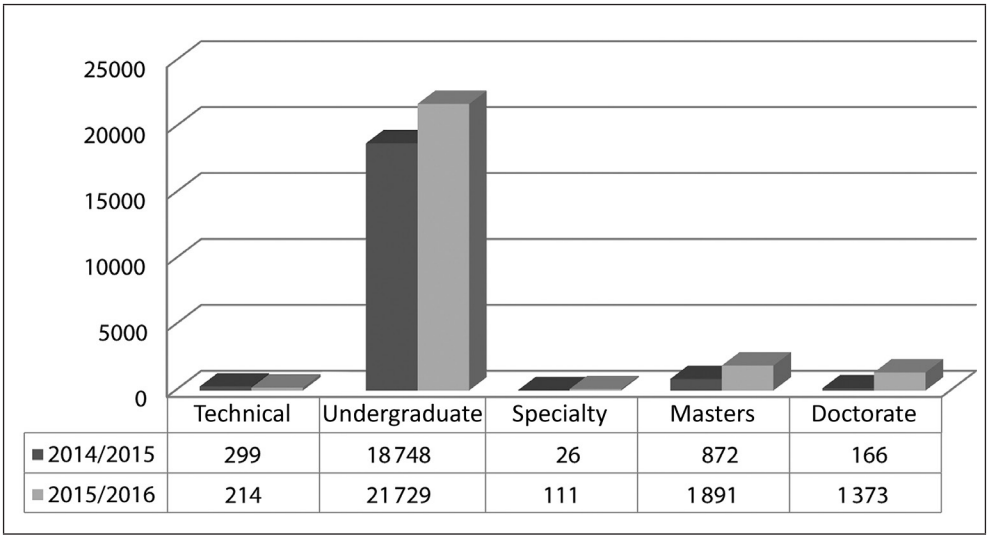
Educational level refers to whether students are enrolled in the following levels: Technical, undergraduate, specialty, master or PhD degrees. The purpose of outgoing mobility may be: a) temporary mobility with for-credit courses; b) temporary mobility with not-for-credit courses; and c) foreign language studies. In terms of incoming mobility, purposes are: a) regular or permanent mobility; b) temporary mobility with for-credit courses; c) temporary mobility with not-for-credit courses; and d) learning Spanish as a foreign language. This section reports mobility data depending on the educational level and the purposes of said student mobility.

Outgoing mobility with for-credit courses

In temporary outgoing mobility with for-credit courses (2014/2015 term), the undergraduate level was —by large— the one with most mobility: 18 741 students. Next was master's degree with 872 students; technical with 299; doctorate with 168 and specialty 26 students. In the next term (2015/2016), undergraduate level is again the most important with 21 725 students, followed by master's level (1 891 students); doctorate (1 373 students); technical (214 students), and specialty (111 students).

Even though undergraduate predominated as the main educational level, during the last term, there was a 2 984 student increase. The master degree level stays as the second most important, with an increment of 1 019 students in the last term. The third position shows a change because during the first term it presented the technical and doctorate in the second. As it can be observed, most trends in outgoing mobility both temporary and with for-credit courses stay from one term to the next; however, significant increments are identified in terms of figures, especially in the first positions (see Chart 1.14).

Chart 1.14
***Patlani*. Temporary outgoing mobility in for-credit courses/educational level 2014/2015 and 2015/2016**



	Technical	Undergraduate	Specialty	Masters	Doctorate
2014/2015	299	18 748	26	872	166
2015/2016	214	21 729	111	1 891	1 373

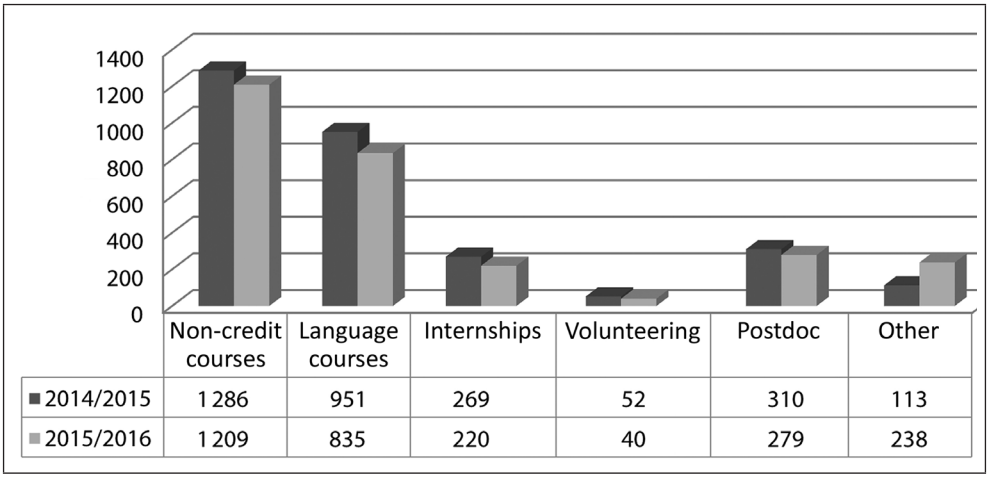
Source: *Patlani* data 2014/2015 and 2015/2016.

Temporary outgoing mobility in not-for-credit courses

Regarding temporary outgoing mobility, not-for-credit courses *Patlani* identifies the following: not-for-credit courses, additional language studies, internship, social service, post doctorate internships and other types of internships. No educational levels are differentiated in this case owed to space issues in the survey itself, and that is why they are reported separately.

With the noted limitations, *Patlani* data shows that in 2014/2015, temporary outgoing mobility with not-for-credit courses took place to a greater extent in not-for-credit courses with 1 286 students; next was the study of some additional language with 951 students; post doctorate internships with 310, and internship with 269. The two other variations, "other" and social service present reduced figures: 113 and 52, respectively. The most important trends of the previous term are confirmed in 2015/2016: first are the not-for-credit courses with 1 209 students; second, additional (or foreign) language studies; third, postdoctoral internships; fourth, the "other" category (which could include, for instance, research fellowships); fifth, internship; and sixth, social service (see Chart 1.15).

Chart 1.15
***Patlani*. Temporary outgoing mobility in not-for-credit courses 2014/2015 and 2015/2016**



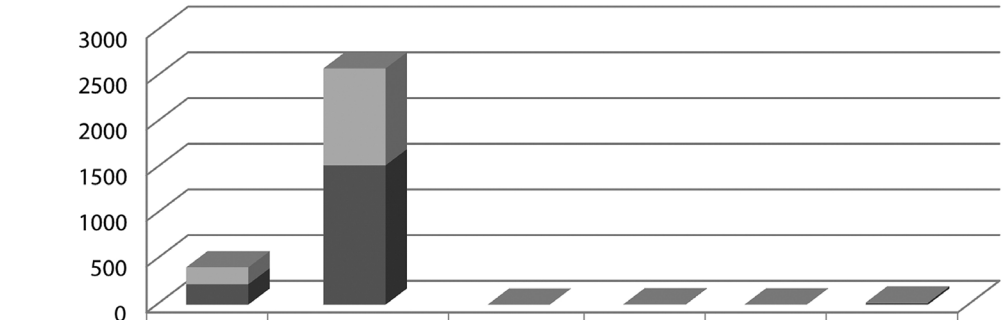
	Non-credit courses	Language courses	Internships	Volunteering	Postdoc	Other
2014/2015	1 286	951	269	52	310	113
2015/2016	1 209	835	220	40	279	238

Source: *Patlani* data 2014/2015 and 2015/2016.

Outgoing mobility in foreign language studies

The last classification of outgoing mobility is made up by foreign (or additional) languages. For this case, the same categories presented for temporary outgoing mobility with credit-bearing courses are considered. Thus, in both terms (2014/2015 and 2015/2016) the undergraduate level positioned itself as the one with greater mobility with 1 060 and 1 524 students, respectively per term. After, comes the technical level which in the first term concentrates 186 students and 222 in the second. The remaining categories' figures are well below of what the first two trends show (see Chart 1.16).

Chart 1.16
***Patlani*. Temporary outgoing mobility in foreign language courses by educational level 2014/2015 and 2015/2016**



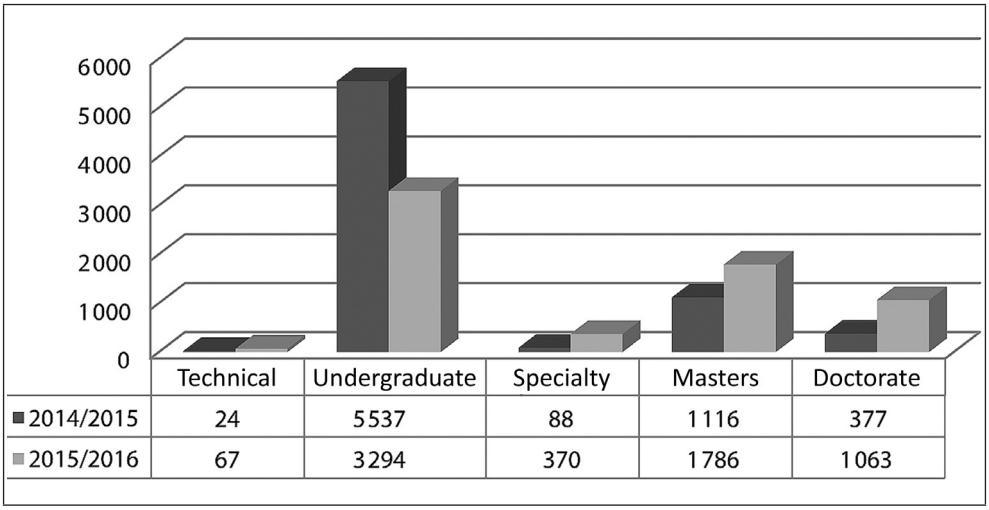
	Technical	Undergraduate	Specialty	Masters	Doctorate	Continuing Education
2015/2016	186	1060	0	3	2	3
2014/2015	222	1524	0	1	0	21

Source: *Patlani* data 2014/2015 and 2015/2016.

Incoming regular or permanent mobility (degree-seeking)

Incoming mobility of the regular or permanent type repeats the same trends for both terms although with different figures. Thus, the undergraduate level is again the one with more influx toward Mexican universities with 5 537 students in the first term and 3 294 in the second. Master degree level is next with 1 116 and 1 786 students. Subsequently, the doctorate level registered 377 students in the first term and 1 063 in the second. The remaining two educational levels (technical and specialty) indicate little significant mobility figures. Out of the reported educational levels three observations stand out when comparing both terms: the first one is that there is a reduction of this type of mobility in the case of undergraduate studies equivalent to 2 243 students; the second one is that the master degree level increased by 116 students, and third, the doctorate level increased considerably in the last term, from 377 to 1 063 students, that is, a 686 times increase (see Chart 1.17).

Chart 1.17
***Patlani*. Degree-seeking Incoming mobility by education level**
2014/2015 and 2015/2016



	Technical	Undergraduate	Specialty	Masters	Doctorate
2014/2015	24	5537	88	1116	377
2015/2016	67	3294	370	1786	1063

Source: *Patlani* data 2014/2015 and 2015/2016.

Temporary incoming mobility with for-credit courses

In the case of temporary incoming mobility with for-credit courses, the same trends repeat in both terms (2014/2015 and 2015/2016). In such case, the undergraduate level continues to be the most important one with 6 521 and 9 278 students, respectively. The next position is occupied by the master degree level, with 439 and 646 students. Limited student mobility is presented by the remaining levels. The noticeable increase occurring between terms at the undergraduate level is surprising, as it corresponds to 2 757 students (see Chart 1.18).

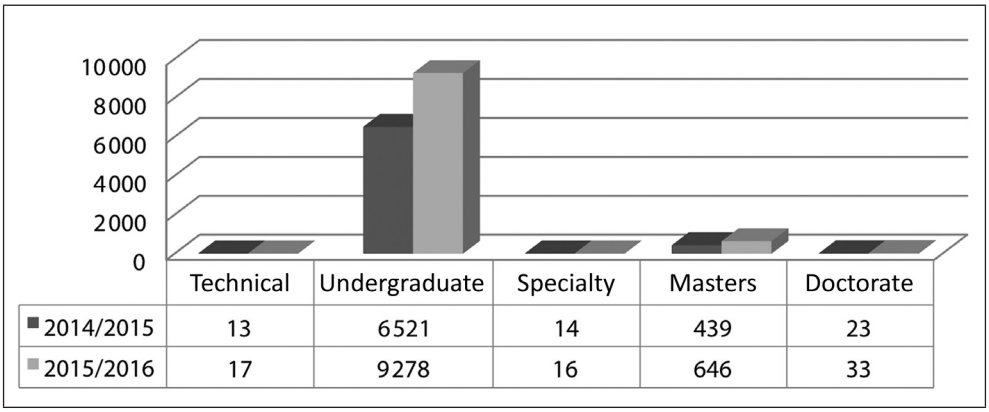
Temporary incoming mobility with not-for-credit courses

Just as in temporary outgoing mobility and with not-for-credit courses, incoming mobility of the same type is not reported under the same categories as the rest. Therefore, it makes it impossible to generate data, in addition to the fact that it is not possible to compare the information. As a result, the trends identified in this case, between terms, show few modifications. Not-for-credit courses represent the greatest influx modality in both terms: 502 in 2014/2015 and 478 in 2015/2016. The second position varies between terms: during the first term it is occupied by doctoral fellowships with 90 students, while in the second one it is social service with 106 students. The third position is expressed —in the first term— by intern-

ship (68 students) and in the second term by the "other" category (78 students). The fourth position comprises social service in 2014/2015 (61 students) and post-doctoral fellowships in 2015/2016 (72 students). The "other" category takes the fifth place in the first term (25 students) while in the second term it is internship (69 students). Finally, additional (or foreign) language studies do not represent significant figures (see Chart 1.19).

Chart 1.18

***Patlani*. For-credit Incoming mobility by education level 2014/2015 and 2015/2016**

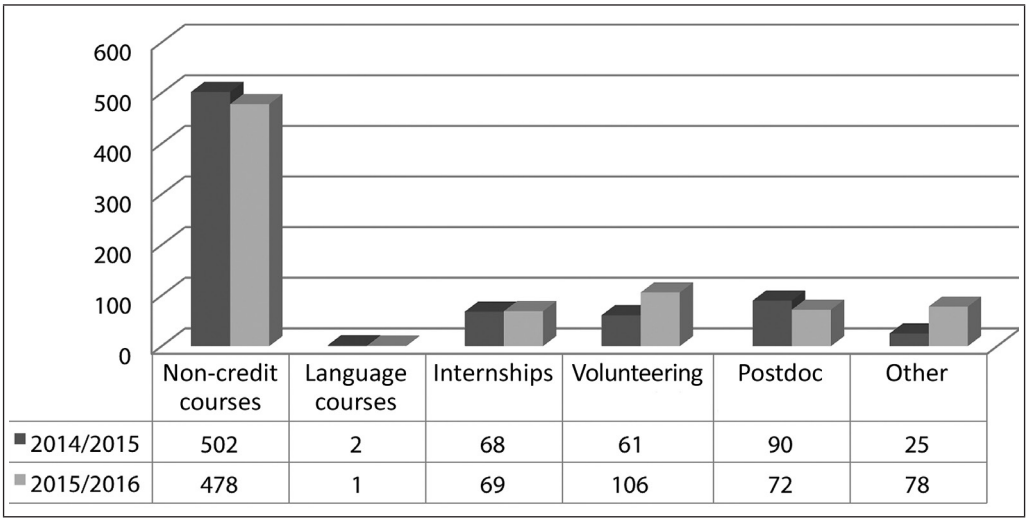


	Technical	Undergraduate	Specialty	Masters	Doctorate
2014/2015	13	6521	14	439	23
2015/2016	17	9278	16	646	33

Source: *Patlani* data 2014/2015 and 2015/2016.

Chart 1.19

***Patlani*. Temporary incoming mobility in courses with not-for-credit courses 2014/2015 and 2015/2016**



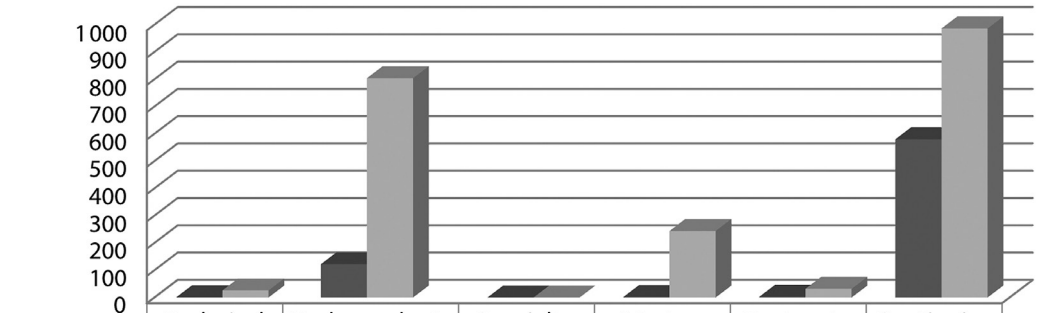
	Non-credit courses	Language courses	Internships	Volunteering	Postdoc	Other
2014/2015	502	2	68	61	90	25
2015/2016	478	1	69	106	72	78

Source: *Patlani* data 2014/2015 and 2015/2016.

Incoming mobility to study Spanish as a foreign language

The remaining portion of inbound mobility comprises temporary courses with the purpose of learning Spanish as a foreign language. Chart 1.20 shows that during the first term, only continuous education stands out as the most important with 580 students, followed by the undergraduate level with 122 students. The rest of categories are of little significance in the first term. And in the 2015/2016 term, continuous education is validated as the most important one, with 986 students. Undergraduate level comes next (804 students); then master (244 students); doctorate (32 students); and technical or vocational (26 students).

Chart 1.20
***Patlani*. Incoming mobility to study Spanish as a second language/educational level 2014/2015 and 2015/2016**



	Technical	Undergraduate	Specialty	Masters	Doctorate	Continuing Education
2014/2015	1	122	0	2	3	580
2015/2016	26	804	0	244	32	986

Source: *Patlani* data 2014/2015 and 2015/2016.

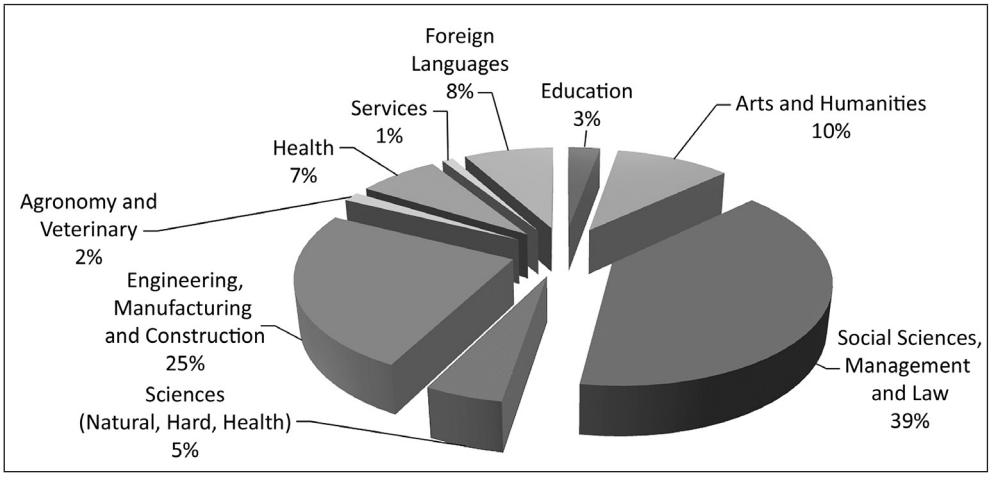
Based on the information presented, it is possible to assert that most mobility, both incoming and outgoing, is reported mainly at the undergraduate level. Of course, this is not a new trend but a continuity that has been reported throughout all *Patlani* editions. The fact that most mobility is concentrated at the undergraduate level is related to this being the educational level with a greater enrollment in Mexican HEIs; there could also be other situations contributing to this trend: for example, that graduate students may have different personal priorities (such as family or financial commitments) which limit their possibility to carry out mobility. Likewise, in comparing the different classifications of incoming and outgoing mobility (temporary with for-credit courses, temporary with not-for-credit courses,

permanent or foreign language study), it can be observed that the highest numbers correspond to temporary student mobility with for-credit courses, which corresponds to the thrust that many Mexican HEIS show in their internationalization agendas. However, as in other topics, more research is required.

Mobility by fields of study

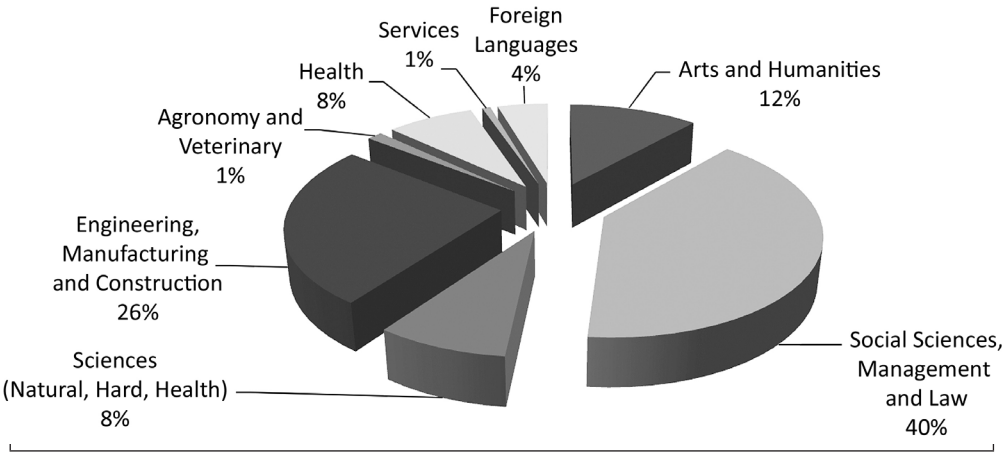
Both in outbound and inbound mobility —in any of the two reported terms— the trend is clear and consistent with former *Patlani* editions: Social science, business administration and law consolidate as the top education fields. It is important to remember that the classification of *Patlani*'s fields of study is the same used by ANUIES, which it calls "broad field" (INEGI, 2012). The fields are: education, arts and humanities, social science, business and law; natural, exact and computer sciences; engineering, manufacturing and construction, agronomy and veterinary; health and services. Of course, this is not new data insofar as in the last *Patlani* edition, it also turned out to be the most important field of study within mobility to and from Mexican universities. One of the reasons that could explain this trend is that the field of social sciences, business and law gather most part of the enrollment in higher education in Mexico; that is, 39.42% according to ANUIES for 2015. Nonetheless, it is not possible to create a causal relationship from the available information given that there could be other factors that explain the information presented. Trends in outgoing mobility —for any of the two terms— are confirmed with no significant modifications. Social sciences, business and law stand out as the most attended field of study, with 39% (2014/2015) and 40% (2015/2016). Engineering, manufacturing, and construction are found in the second place with 25% mobility in the first term and 26% in the second. Third: arts and humanities, with 10% and 12% respectively. In the fourth position, with 8%, are foreign language studies in the first term and the fields of health, and natural, exact sciences in the second, also with 8%. The fifth position is taken by the field of health studies in the first term with 7%, while during the second term it is taken by foreign language studies, 4%. The remaining fields of study concentrate non-significant percentages on outgoing mobility (see Charts 1.21 y 1.22).

Chart 1.21
***Patlani*. Outgoing mobility by education fields 2014/2015**



Source: *Patlani* data 2014/2015.

Chart 1.22
***Patlani*. Outgoing mobility by education fields 2015/2016**

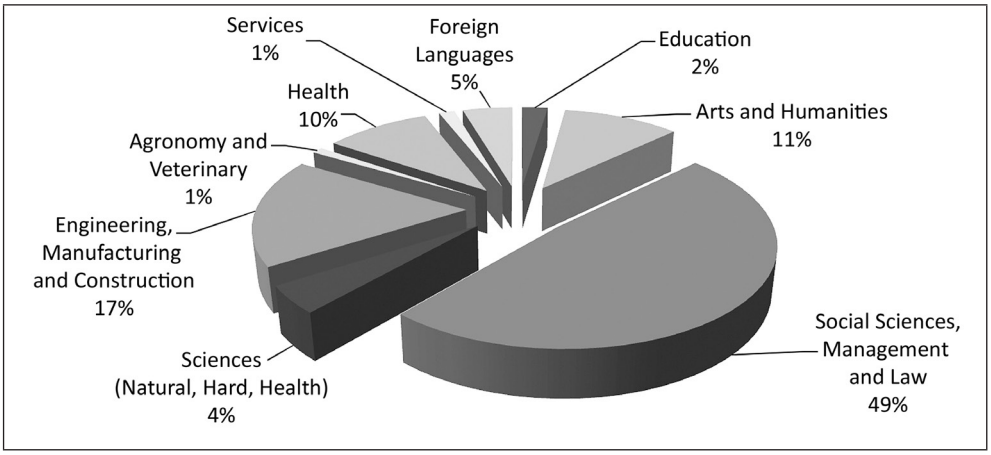


Source: *Patlani* data 2015/2016.

On the other hand, regarding incoming mobility, the field of social sciences, business and law is highlighted as the most important, with 49% during 2014/2015 and 41% in 2015/2016. Engineering, manufacturing and construction occupy the second place with 17% in the first term and 16% in the second. The third position is for arts and humanities with 11% (2014/2015) and 13% (2015/2016). Health

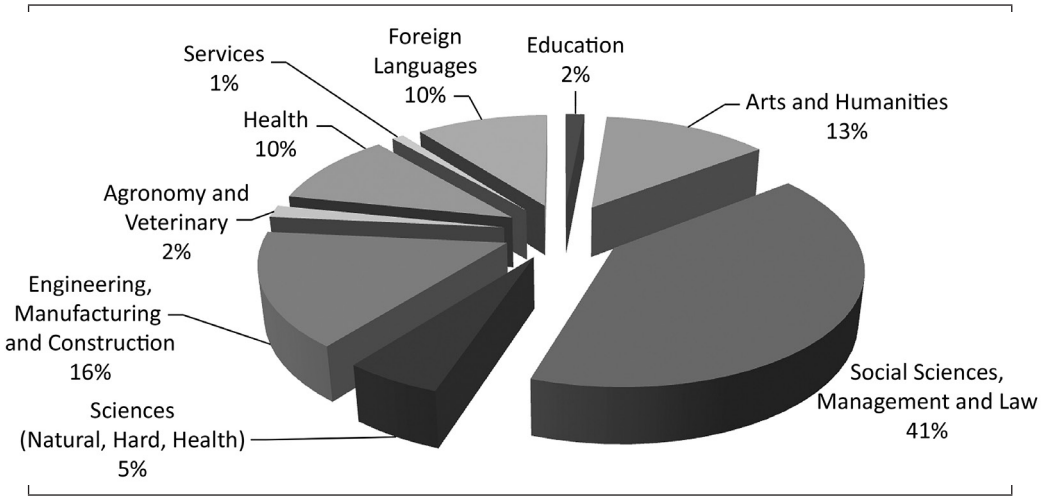
resulted in the fourth place with 10% (2014/2015), as well as foreign language studies and health with 10% (2015/2016). The fifth position is for foreign language studies, 5% (2014/2015) and natural, exact and health sciences, 5% (2015/2016). The remaining fields of study not exceed 3% in any of the two terms (see Charts 1.23 y 1.24).

CHART 1.23
***Patlani*. Movilidad entrante por campos de formación 2014/2015**



Source: *Patlani* data 2014/2015.

CHART 1.24
***Patlani*. Movilidad entrante por campos de formación 2015/2016**



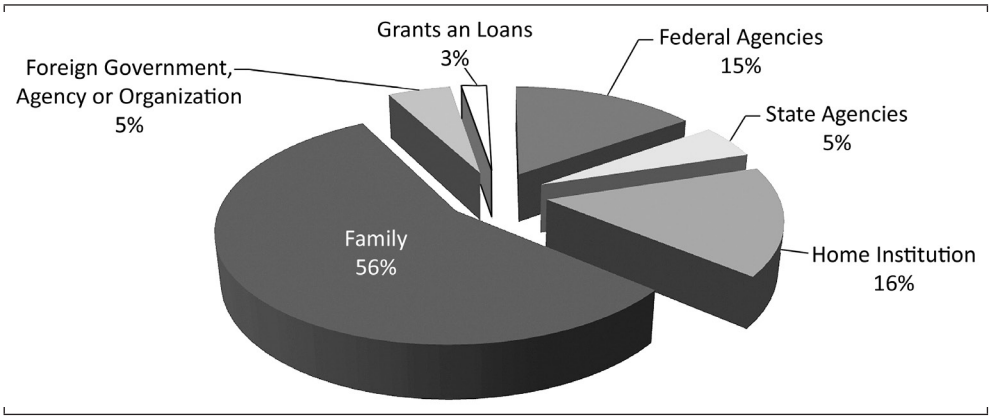
Source: *Patlani* data 2015/2016.

Mobility financing

For this *Patlani* edition, the instrument's field of data collection was modified with the intention of generating more trustworthy information about financing mobility. Financing information presented in the previous Patlani edition was incomplete due to the impossibility to include more specific questions, and especially, because the survey is answered by the institution and not individually by each mobility student.

In regards to financing, *Patlani* data indicates that for the 2014/2015 term, most outgoing mobility is financed by the families: 56%. Next is financing through the HEIS in which students are enrolled and federal agencies or offices, like Conacyt, for example, with 16 and 15% respectively. The two following manners of financing gather 5% each: mobility paid by state agencies or offices, such as the Instituto de Financiamiento e Información para la Educación (*Education Financing and Information Institute*) (*Educafin* of the State of Guanajuato); as well as those paid with money from some international organization, agency, university or government (for example, a Ford Foundation scholarship or from another country's university, or from a development agency, such as USAID). The last position includes outgoing student mobility paid for with loans, scholarships or credit-loans, with 3% (see Chart 1.25).

CHART 1.25
***Patlani*. Temporary outgoing mobility by sources of financing 2014/2015**

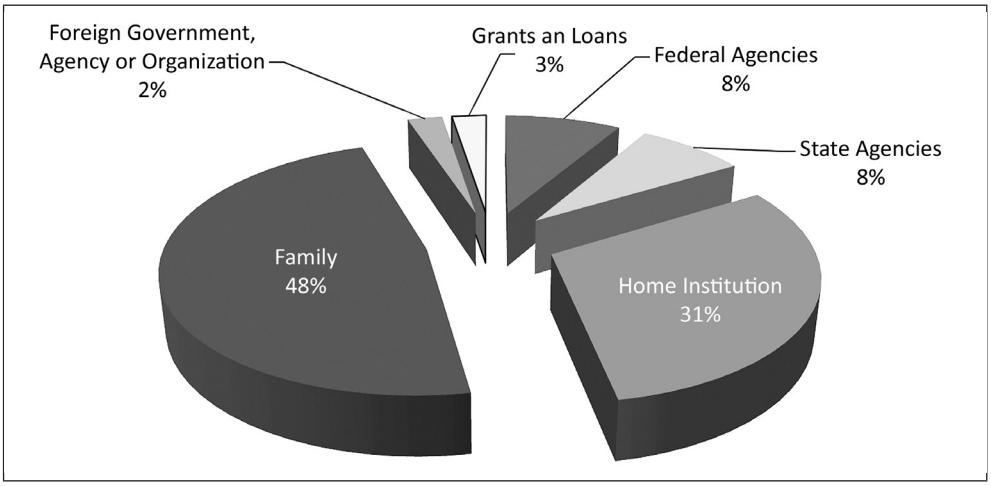


Source: *Patlani* data 2014/2015.

For the second term (2015/2016), outgoing mobility is again financed —mainly— by the students' families up to 45%. The next form of financing is established by the universities of origin, 31%. The two referred categories (families and universities of origin) make up 79% of outgoing mobility financing. Federal and state agencies or offices follow, each with 8%. And on a smaller proportion are: bank

loans, scholarships, credit-loans as well as financing from some international organization, agency, university or government, representing 3 and 5% respectively (see Chart 1.26).

Chart 1.26
***Patlani*. Outgoing temporary mobility by sources of financing 2015/2016**



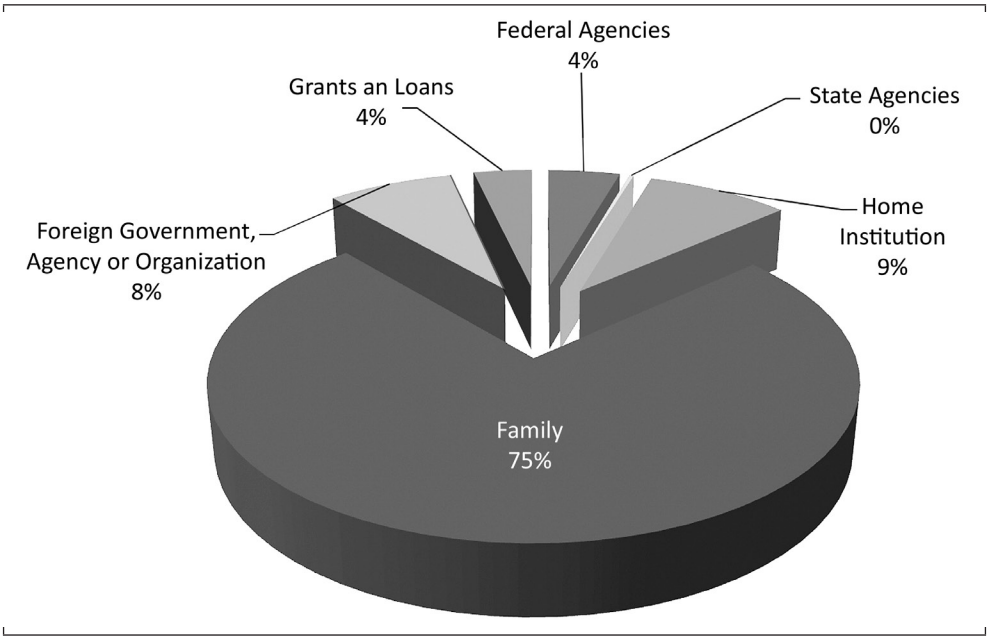
Source: *Patlani* data 2015/2016.

As to the main changes observed in outgoing mobility financing per terms, it is notable that, although the family is present as the main source of financing, it decreased 8% in the last period; whereas mobility financing through the university of origin increased by 15%. Even though the rest of categories stay with much smaller percentages, it is important to note that financing through federal agencies or offices decreased by 7%, while that from state agencies or offices increased by 3%. Likewise, the expenses covered by some international organization, agency university or government went down 3%. It must be said that in spite of the fact that there are programs that could alter the outgoing mobility financing sources, for example "Proyecta 100 mil", the survey does not offer possibilities to determine how much these programs have affected said financing, therefore this is another topic that requires more information and research.

Predominant in incoming mobility, in any of the two terms, is the family as the main means of financing. A problem with answers about financing is that the survey is filled out by the institution; consequently, it is not totally clear how the institution obtains the data of the family and what it means exactly in the case of incoming mobility. For the 2014/2015 term, prevalence of the family category represented most of the financing: almost 75%. The remaining percentage is distributed —in order of importance— among the university of origin (9%); the international organization, agency, university or government (8%); loans, schol-

arships or credit-loans (4%); and federal agencies or offices (4%). State agencies or offices were not reported as a source of financing in this case (see Chart 1.27).

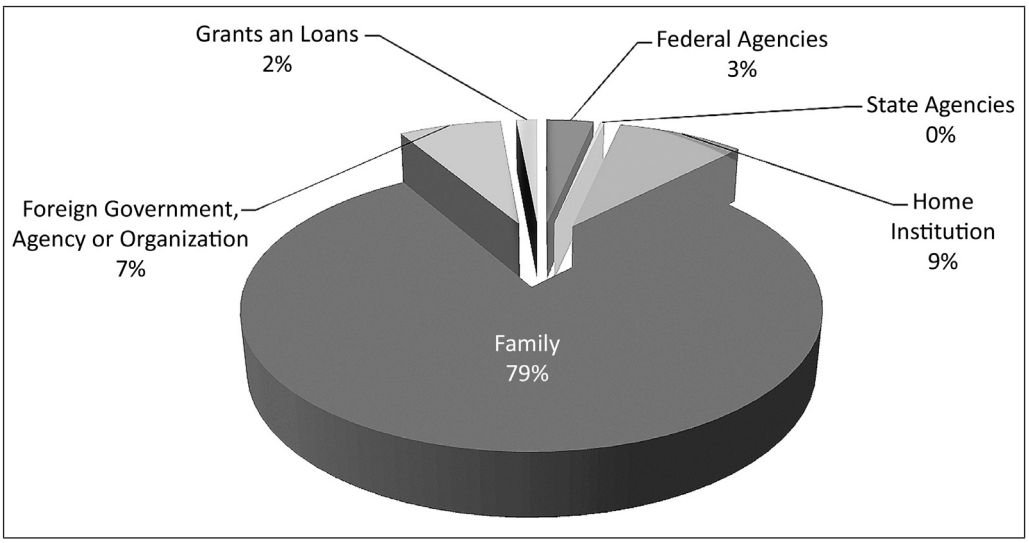
Chart 1.27
***Patlani*. Incoming temporary mobility by sources of financing 2014/2015**



Source: *Patlani* data 2014/2015.

In regards to 2015/2016, *Patlani* data confirms that most incoming student mobility is paid for with funds from the students' families themselves in 79% of the cases. As to the last term, family financing presents a 4% increase. The remaining percentage (21%) is financed through resources from the university of origin at 9%; from some international organization, agency, university or government, 7%; through federal agencies or offices, 3%; and by means of bank loans, scholarships or credit-loans, 2%. In this case, financing of outgoing student mobility through state agencies or offices is nonexistent (see Chart 1.28). In relation to the previous term (2014/2015), the same trends are basically repeated with little significant changes.

Chart 1.28
***Patlani*. Incoming temporary mobility by financing sources 2015/2016**



Source: *Patlani* data 2015/2016.

It has been estimated throughout the different *Patlani* editions that most mobility students are financed by their families, and this category could be even better understood as personal resources inasmuch as there is no further information about the origin of these funds. Therefore, in order to lay the foundation for this trend more evidence is required. However, it is presumed that students who have the possibility of exercising mobility abroad normally have more financial and social resources, and even more cultural, social and academic capital. (Bilecen and Var Mol, 2017). In regards to the former, authors like Murphy-Lejeune (2012) and López (2015) have used concepts that explain the advantages obtained from travelling (undertaking mobility): mastering other languages and increasing personal confidence and self-esteem, among others. López (2015) for instance, uses a term such as "traveling biographical cultural capital" to encompass said benefits, but also to refer to the costs implied by this mobility. In fact, it is not unwise to suppose that one of the main mobility limitations (though not the only one) has to do with the lack of financial resources and the limited institutional resources. In that sense, student mobility is performed, mostly, by those students who can afford it, which makes of mobility a reprehensible aspect in terms of fairness and equality (Doyle *et al.*, 2010; Salisbury *et al.,* 2009). Under this argument it is also explained that most part of student mobility happens in institutions that have students with more financial resources (private institutions in the Mexican case), as it has been reported in *Patlani* along the years. Notwithstanding, it is necessary to continue boosting the public institutions efforts to expand mobility experiences and —to the extent

possible— stop the financial issue from being the first limitation. Among other things, it is important to consider that the gaps between private and public HEIS regarding mobility opportunities and possibilities should not get bigger but the effort must be made to reduce them in order to get the system to be less unequal.

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Database 911 main results

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In addition to the information obtained by the *Patlani* survey, the biennial reports include an analysis on mobility information gathered by the 911 Formats (or Database 911), designed and made by the Mexican Public Education Secretariat (SEP). It should be mentioned that thanks to the collaboration between the National Association of Universities and Higher Education Institutions in Mexico (ANUIES) and SEP, the team coordinating *Patlani* has access to the mobility-related information in Database 911, reason why it has been integrated into this report from its first edition. Likewise, we are working with SEP so that —inasmuch as possible— Database 911 improves information gathering to complement available data. The terms 911 Formats and Database 911 are used in this report indistinctly; this information is compiled annually (as opposed to *Patlani* which is biennial). Although methodologically speaking Database 911 and *Patlani* are not entirely comparable, the intention is to contrast the information provided by both sources in order to offer a more complete overview of international student mobility in Mexico. The *Patlani* survey is voluntary while 911 Formats are mandatory and must be answered by all HEIS. Hence the information provided by Database 911 is of a census nature whilst *Patlani*'s is neither sample nor census in nature. From Database 911 SEP collects information on diverse topics related to the entire Mexican education system and only includes a small section in its module 911.10 about extension and outreach called: social service, internships, and academic exchange. This section includes the following fields to collect information pertaining to international student mobility:

- Write the number of students in this institution who made some type of for-credit exchange abroad or to other institutions in the country.
- Write the number of students who came from abroad or from other institutions in the country to do some kind of for-credit exchange in this institution.

Both items are requested and selected from among internships, courses and fellowships. In turn, they ask for the broken-down number of students that go abroad (outgoing mobility) and students who go to other institutions in the country (domestic mobility). It must be considered that *Patlani* registers only international mobility and not mobility within the country.

From the database generated by this section of the 911 Formats, information can be obtained regarding the number of students in an international mobility situation, type of mobility, and type of institution (public or private). In addition to the fact that the frequency of the survey is different, it has also been noted that the people in charge of doing it are different. This can create confusion in regards to which data is reported or omitted.

Finally, the pertinence of comparisons not only lies in the information obtained but in their organization. For instance, in the case of institutions with mobility, Database 911 divides information into two groups: 1) inbound or outbound mobility, and 2) temporary and permanent mobility. Another example is the classification used by Database 911 in terms of mobility type: to take courses, to stay for a period of time or for internships.

Incoming and outgoing mobility

This report uses information from the 911 Formats for the 2014/2015 and 2015/2016 terms, which matches the periods reported in *Patlani*. 3 785 HEIS participated in 2014/2015, while 3 893 did it in 2015/2016. The number of HEIS that participated in the Database 911 survey must match the total number of Mexican higher education institutions. Consequently, the amount of reporting institutions in the 911 Formats varies year to year. As it is known, these variations are owed to —especially— the changing situation of private HEIS, since some of them cease to exist from one year to the next or, new ones of the same type are established.

In the 2015/2015 term, only 10% of the Mexican HEIS included in the 911 Formats reported outgoing mobility activities; this is equivalent to 385 institutions. For the 2015/2016 term, a 13% increase was reported, representing a total of 506 HEIS (see Table 2.1).

In comparing Database 911 data with that of *Patlani* regarding outgoing mobility, there is in both cases, an increase from 2014/2015 to 2015/2016 in the total number of institutions reporting activity. As per Database 911, from one year to the next, the number grew by 121 HEIS while in *Patlani* it increased by 30. Nonetheless, in spite of the HEIS representation being unequal in both instruments, outgoing mobility data from Database 911 shows a similar trend to that reported in *Patlani*; that is, it can be observed in both that the number of institutions with outgoing mobility students goes up from one term to the next (see Table 2.1).

Table 2.1
Database 911. Incoming and outgoing mobility by institutions - Database 911 and *Patlani* comparison

	Database 911				*Patlani*			
Type de mobility	**2014/2015**	**%**	**2015/2016**	**%**	**2014/2015**	**%**	**2015/2016**	**%**
Participating HEIS	3 785	100	3 893	100	226	100	256	100
Outgoing	385	10	506	13	174	77	194	76
Incoming	202	5	211	5	109	48	131	51

Source: Prepared by the authors with data from the Mexican Public Education Secretariat (SEP), *911 Formats* 2014, 2015 and 2016. Higher Education Statistical Questionnaires. *Patlani*.

As in previous *Patlani* editions, outgoing mobility occurs in a greater number of HEIS in comparison to incoming mobility. Thus, this type of mobility was reported in 2014/2015, at 202 HEIS, which represents 5% of the total number of institutions that provided information in the 911 Formats. The next term recorded incoming mobility at 211 HEIS, equivalent to 5%. The comparison of both terms (2014/2015 and 2015/2016) allows to see an increase of just 9 institutions, which does not represent a relevant change from one year to the next.

The proportion of HEIS reporting some mobility activity varies from Database 911 to *Patlani*: 10% in the former and 77% in the latter. However, as it can be seen in Table 2.1, neither in Database 911 nor in *Patlani* do they surpass 1% of the total enrollment; never above .5% in Database 911 and in *Patlani* they reach a greater proportion.

For 2014/2015, 911 Formats reported an outgoing student mobility of 16 182. During the following term (205/2016), enrollment in outgoing mobility rose to 22 988. Regarding total enrollment reported by Database 911, the outgoing mobility ratio was 0.4% and 0.5% respectively. The difference between the two terms is equivalent to an increase of 6 806 students (see Table 2.2).

On the other hand, in comparing outgoing mobility between Database 911 and *Patlani*, it is possible to see that there is a larger amount reported in *Patlani*. This is an interesting fact inasmuch as the number of institutions reporting to Database 911 (in the same periods as *Patlani*) is much larger. Therefore, outgoing mobility enrollment should be, in theory, higher. In any of the two cases the trend observed is the increase in outgoing mobility between the reported terms. In the case of Database 911 that increase is 6 806 whereas in *Patlani* it is 4 501. Both sources show that the number of students on outgoing mobility does not surpass 1% of the total national higher education enrollment (see Table 2.2).

Table 2.2
Database 911. Incoming and outgoing mobility enrollment - Database 911 and *Patlani* comparison

	Database 911				*Patlani*			
Type of mobility	**2014/2015**	**%**	**2015/2016**	**%**	**2014/2015**	**%**	**2015/2016**	**%**
Total enrollment	3 991 315	100	4 244 401	100	1 833 380	100	2 147 759	100
Outgoing mobility	16 182	0.4	22 988	0.5	24 900	1	29 401	1
Incoming mobility	7 201	0.2	8 492	0.2	15 608	0.9	20 322	0.9

Source: Prepared by the authors with data from the Mexican Public Education Secretariat (SEP), *911 Formats* 2014, 2015 and 2016. Higher Education Statistical Questionnaires. *Patlani*. Mexican Survey of International Student Mobility 2014/2015 and 2015/2016.

In terms of incoming mobility most trends observed for outgoing mobility are repeated. Thus, for 2014/2015, 7 201 students are reported. By 2015/2016, incoming mobility went up to 8 492 students. The amount of incoming mobility in relation to the institutions' enrollment is 0.2% in any of the two terms. The difference between terms represents a 1 291 student-increase.

Incoming mobility data from the 911 Formats confirm the main *Patlani* trends; they both report a higher increase of incoming mobility students; yet, incoming mobility is smaller in comparison to outgoing mobility. There was an increase in the number of students who came to Mexico from other countries to study between the 2014/2015 and 2015/2016 terms; the ratio of students in any of the two sources is below 1% of the national enrollment.

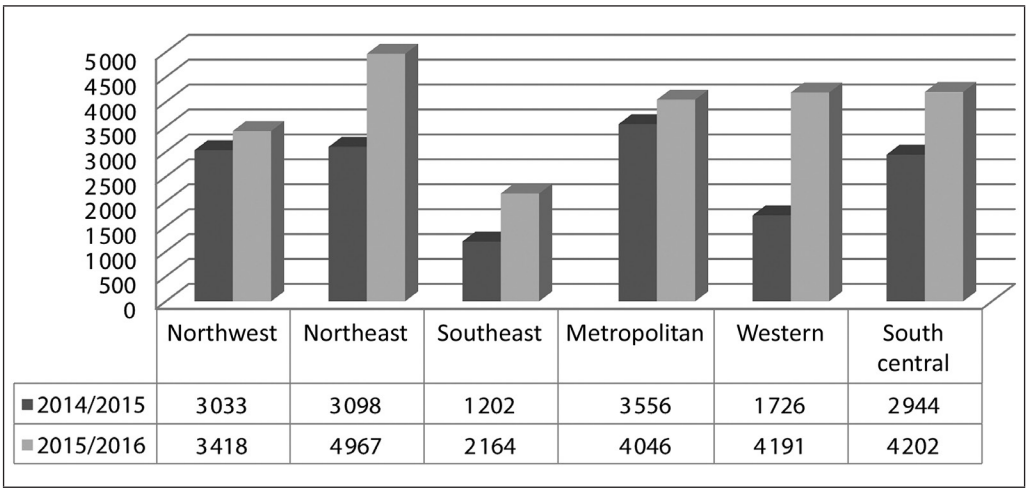
Mobility general trends

Distribution of incoming and outgoing mobility by Mexican regions

Database 911 reports temporary incoming and outgoing mobility in the 2014/2015 and 2015/2016 terms in accordance with the distribution of universities in six regions within Mexico: 1. North-east region (Coahuila, Nuevo León, Tamaulipas, Durango, San Luis Potosí and Zacatecas); 2. North-west region (Baja California, Baja California Sur, Sonora, Sinaloa and Chihuahua); 3. South-east (Campeche, Chiapas, Oaxaca, Tabasco, Veracruz, Yucatán and Quintana Roo); 4. Metropolitan area (Mexico City and Municipalities in the State of Mexico: Tlalnepantla, Cuautitlán Izcalli, Ecatepec and Huixquilucan); 5. West region (Nayarit, Colima, Jalisco, Aguascalientes, Guanajuato and Michoacán); and 6. Central-south (Guerrero, Hidalgo, State of Mexico, Morelos, Puebla, Querétaro and Tlaxcala).

In 2014/2015, Database 911 recorded the metropolitan area as the one with the highest outgoing temporary mobility (in the case of Database 911 outgoing is always temporary since students continue to be enrolled in a Mexican HEI) with 3 556 students. Following are the North-east and North-west with 3 098 and 3 033 students, respectively. Central-south region: 2 944 students. West region: 1 726. And the South-east region 1 202 students. Trends changed in the following term (2015/2016): the North-east region placed itself as the most important, with 4 967 students, followed by the Central-south region with 4 202 students, West and Metropolitan area with 4 191 and 4 046 students respectively and finally, North-east and South-east regions with 3 418 and 2 164 students each in the order given (see Chart 2.1).

CHART 2.1
Database 911. Outgoing mobility by regions in Mexico 2014/2015 & 2015/2016

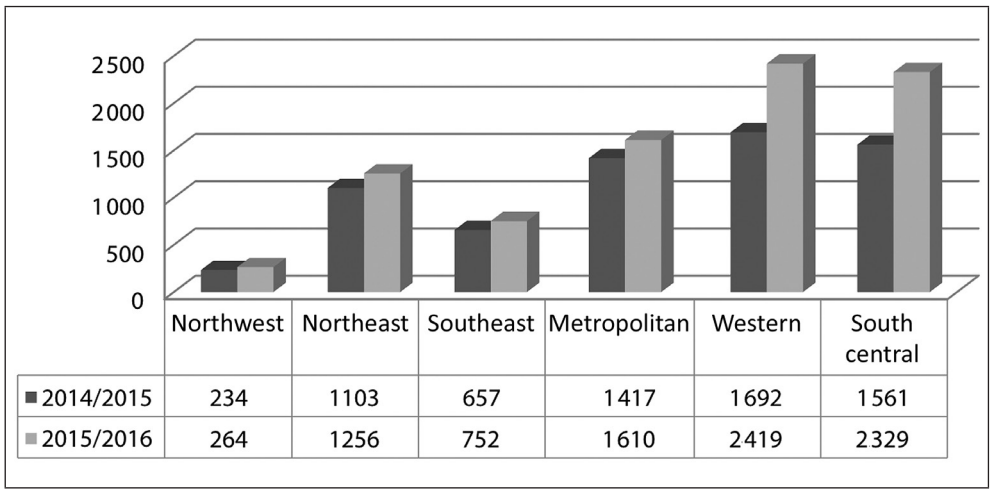


	Northwest	Northeast	Southeast	Metropolitan	Western	South central
2014/2015	3033	3098	1202	3556	1726	2944
2015/2016	3418	4967	2164	4046	4191	4202

Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2014, 2015 and 2016, Higher Education Statistical Questionnaires.

With respect to incoming temporary student mobility (911 Formats do report temporary and permanent incoming mobility) Database 911 indicates, in the 2014/2015 term, the West region as the one with greatest influx of students: 1 692. After that, Central-south region with 1 561 students; Metropolitan area 1 417 students; North-east 1 103; South-east 657; and the North-west region with 234 students. In 2015/2016, the West region positions itself again as the one with most influx, 2 419 students; followed by the Central-south with 2 329, Metropolitan area with 1 610; North-east region 1 256; and South-east and North-west with 752 and 264 students, respectively (see Chart 2.2).

Chart 2.2
Database 911. Incoming mobility by regions in Mexico 2014/2015 & 2015/2016



	Northwest	Northeast	Southeast	Metropolitan	Western	South central
2014/2015	234	1103	657	1417	1692	1561
2015/2016	264	1256	752	1610	2419	2329

Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2014, 2015 and 2016, Higher Education Statistical Questionnaires.

Main institutions

Database 911 reports on the main HEIS that undertake mobility. Information presented specifies whether mobility is temporary or permanent. Degree-seeking mobility refers to those enrolled students whose intention is to obtain an academic degree. This information is reported only in regards to incoming mobility. As to outgoing temporary mobility, during the 2014/2015 term, Chart 2.3 shows that the institution with the highest number of students was the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM). In second place is the Universidad Autónoma de Baja California; the difference between both HEIS is 3 357 students. After them are the Universidad Iberoamericana, Universidad de Guadalajara and the Instituto Politécnico Nacional. For the 2015/2016 term, ITESM repeats its position as the university with the highest number of outgoing temporary mobility students; it maintains a significant difference of 3 164 students versus the second most important, Universidad de Guadalajara.

Next are Universidad Autónoma de Nuevo León, Universidad Autónoma de Baja California and Instituto Politécnico Nacional (see Charts 2.3 and 2.4). In relation to the increased student mobility it can be seen that during the second term, save for ITESM, the first five places presented significant increases in the amount of students reported.

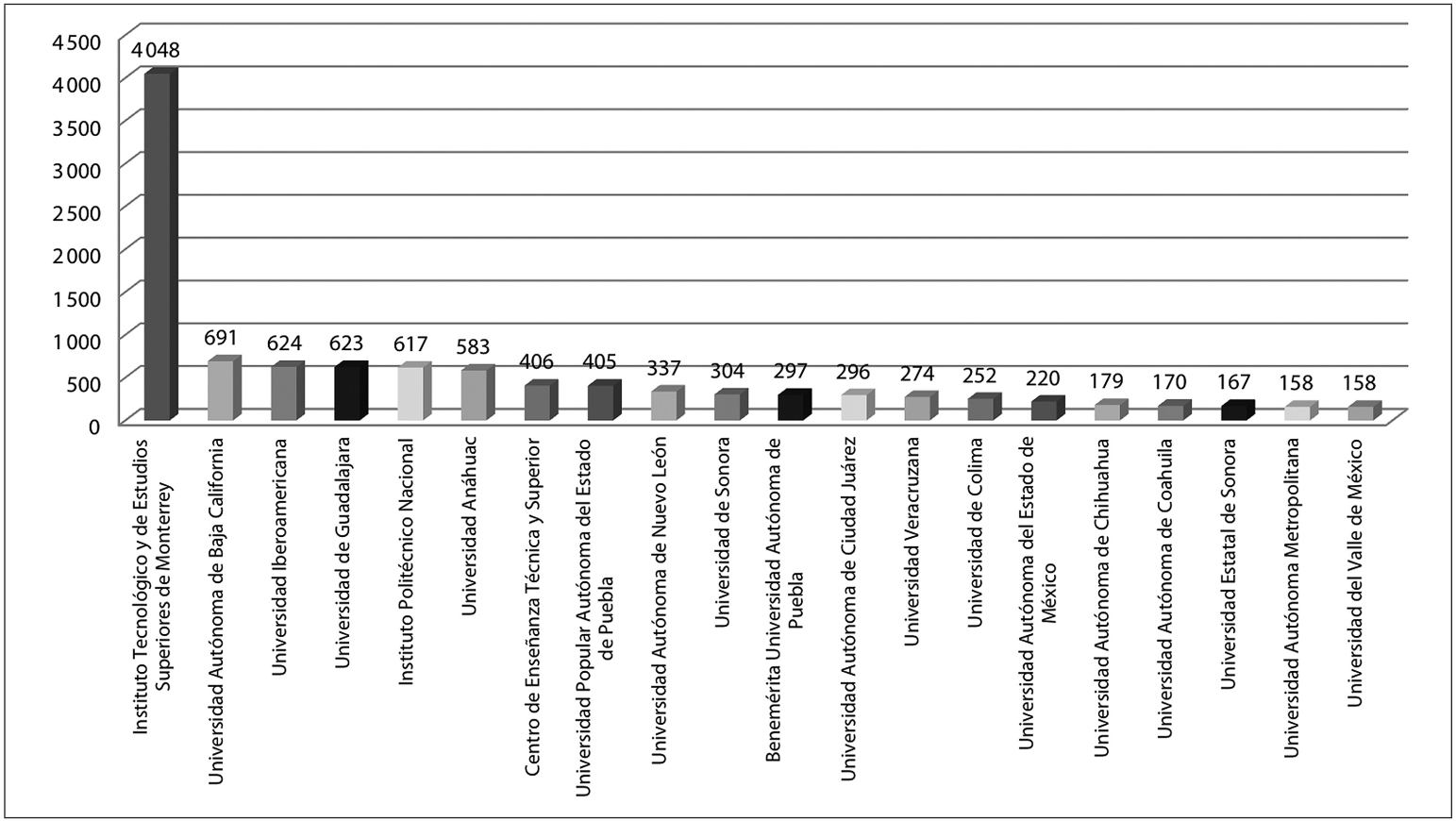
For the case of incoming temporary student mobility, in 2014/2015, the main institution reporting students in Database 911, as has been the case year after year, was ITESM (1 635 students). Following, in descending order as per the number of participating students are: Universidad de Guadalajara (600); Universidad Autónoma de Coahuila (377); Universidad Popular Autónoma del Estado de Puebla (305); and the Benemérita Universidad Autónoma de Puebla (267) (Chart 2.5). In 2015/2016, once again ITESM (2 160) positions itself as the most important institution. Subsequently are Universidad de Guadalajara (1 416); Universidad Popular Autónoma de Puebla (551); Universidad Autónoma de Nuevo León (359); and the Fundación Universidad de las Américas Puebla (347) (see Chart 2.6).

On the subject of permanent student mobility there is controversy arising from the data provided by the 911 Formats because one of the main reporting institutions offers distance education: Universidad Internacional Iberoamericana. Distance education cannot necessarily be considered student mobility since it does not imply physical mobility (see final section of this report). With this exception, data is presented for the 2014/2015 and 2015/2016 terms.

During the first term, most permanent student mobility took place at the Universidad Internacional Iberoamericana (an institution that offers distance education). Next are Universidad Autónoma de Baja California; ITESM; Universidad Autónoma de Guadalajara; and Universidad de Guadalajara. The difference between Universidad Internacional Iberoamericana and Universidad Autónoma de Baja California is significant: 781 students. By the second term (2015/2016), ITESM displaces the Universidad Internacional Iberoamericana to the second place. After these come the Instituto de Estudios Superiores Aduanales, Universidad Autónoma de Guadalajara and Universidad de Montemorelos (see Chart 2.7).

CHART 2.3

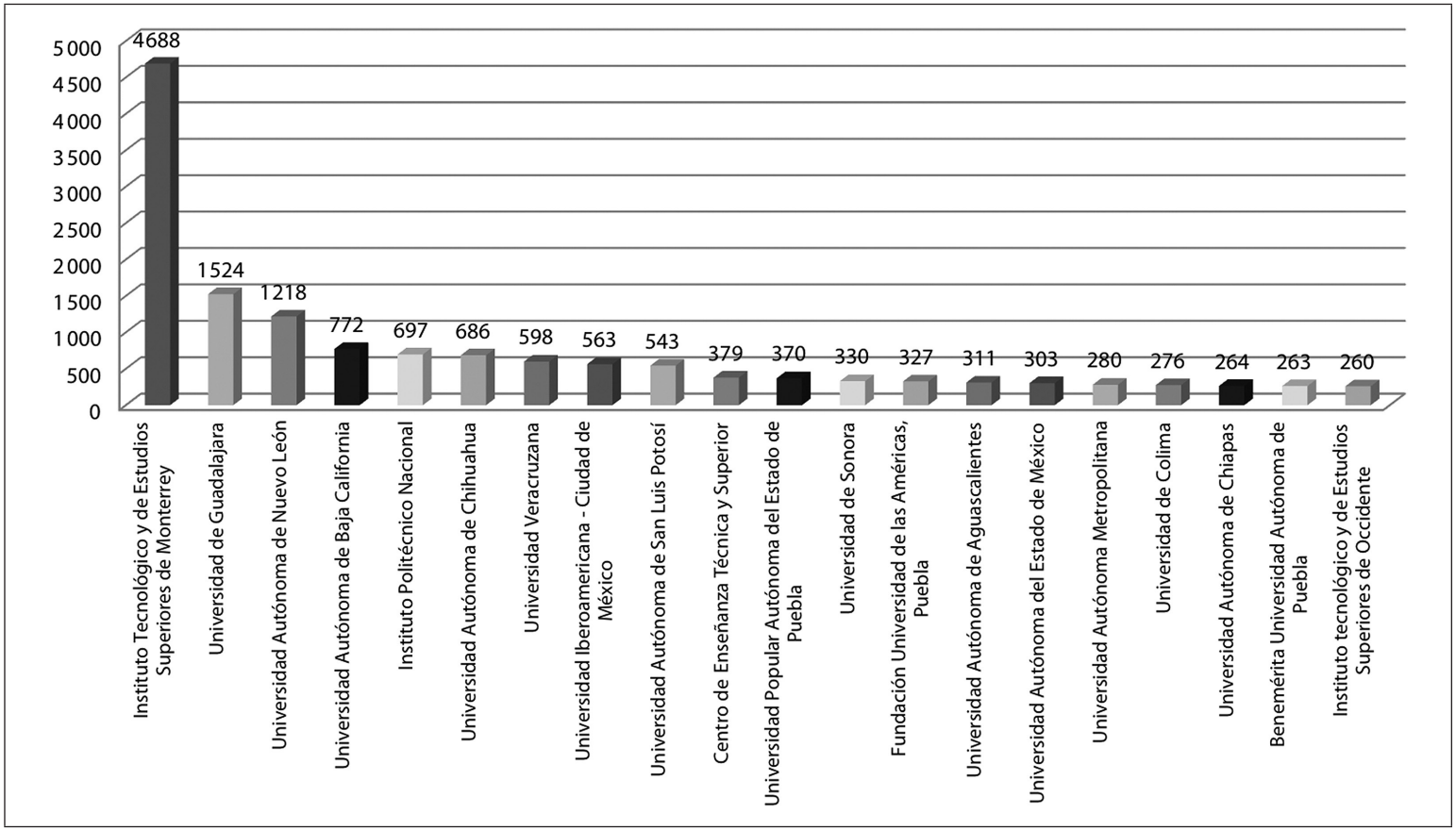
Database 911. Top 20 institutions with outgoing temporary mobility 2014/2015



Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2014, 2015, Higher Education Statistical Questionnaires.

CHART 2.4

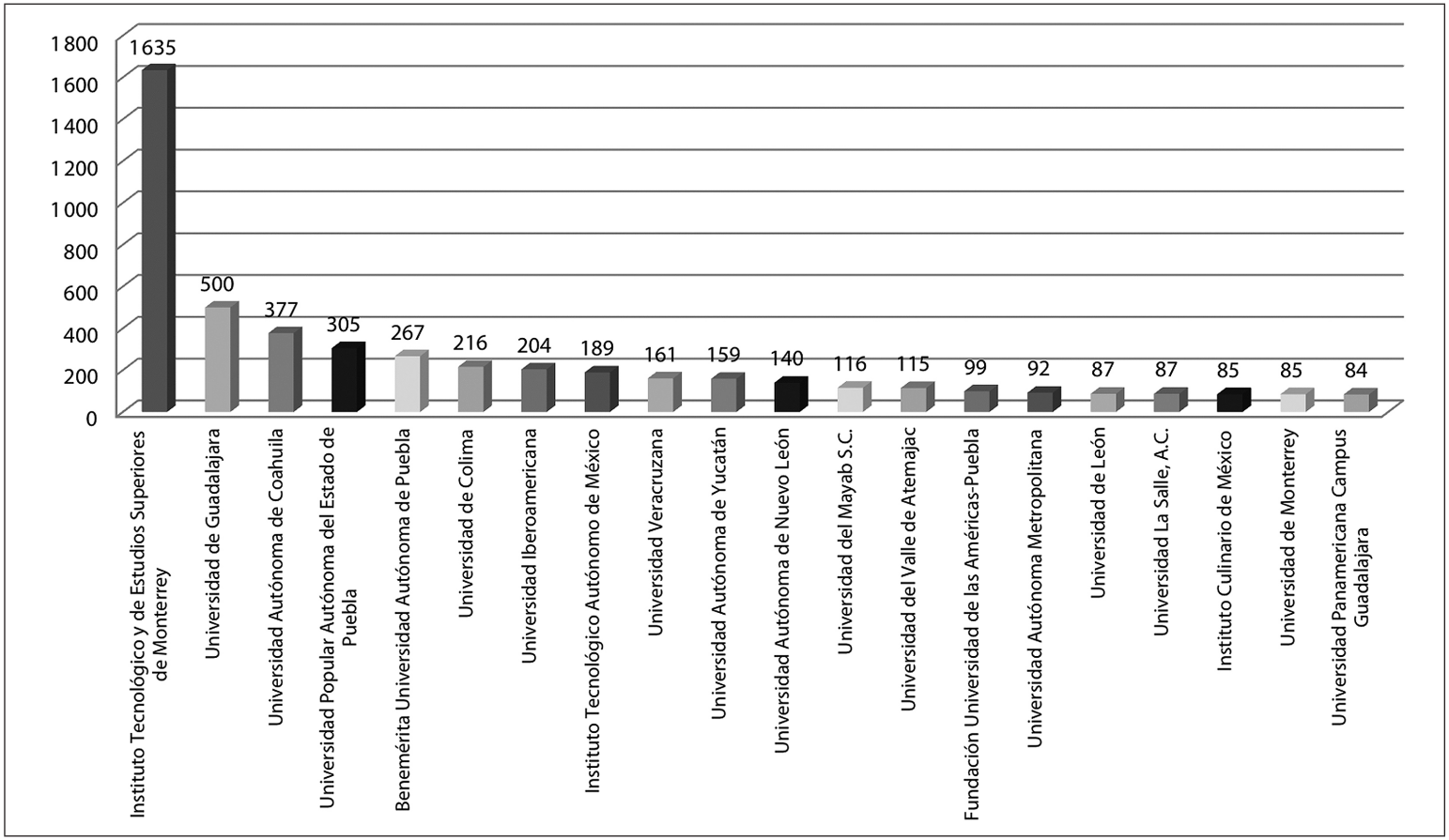
Database 911. Top 20 institutions with outgoing temporary mobility 2015/2016



Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2015 and 2016, Higher Education Statistical Questionnaires.

CHART 2.5

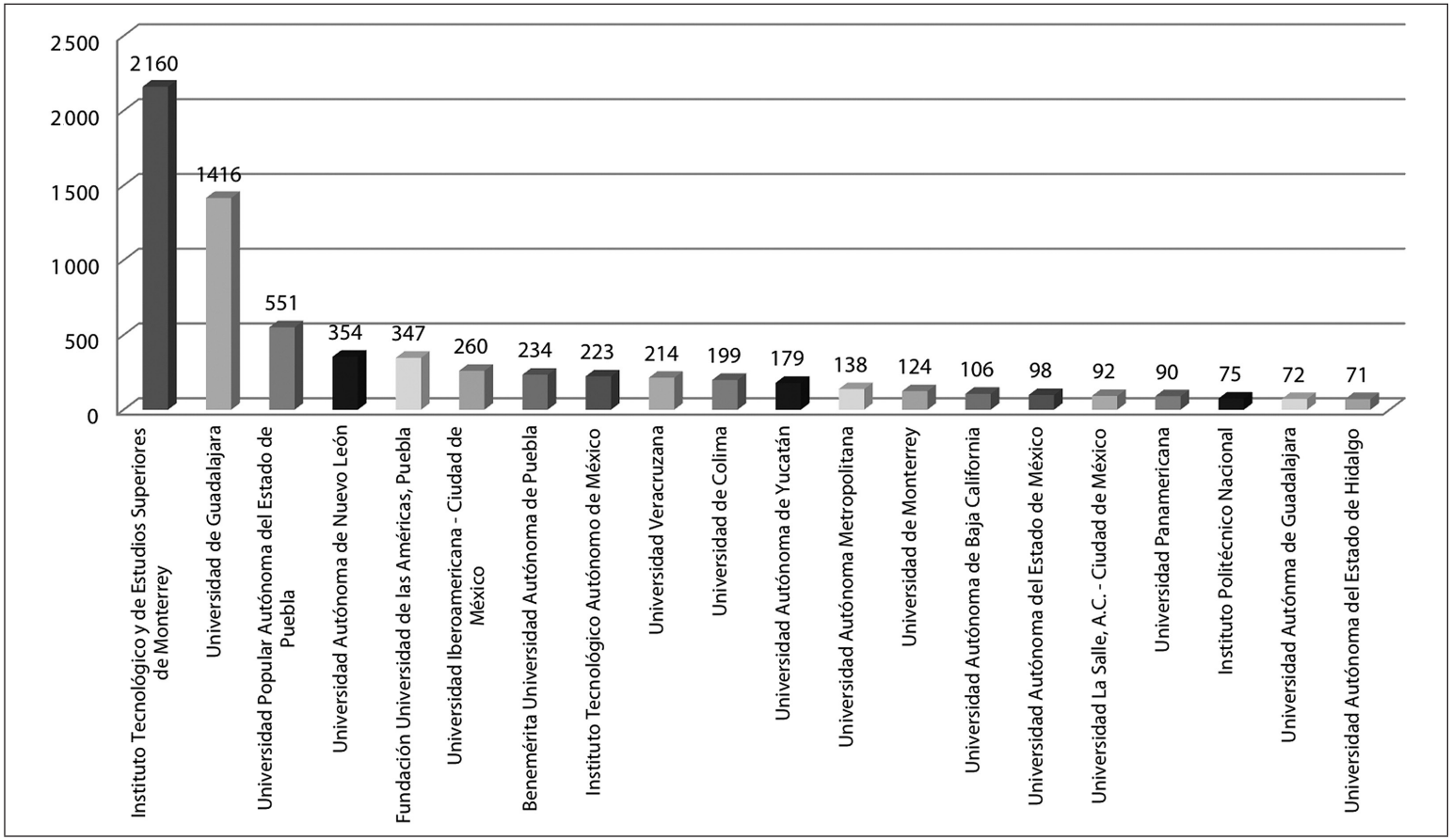
Database 911. Top 20 institutions with incoming temporary mobility 2014/2015



Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2014 and 2015, Higher Education Statistical Questionnaires.

CHART 2.6

Database 911. Top 20 institutions with incoming temporary mobility 2015/2016



Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2015 and 2016, Higher Education Statistical Questionnaires.

The trends identified in the 911 Formats and *Patlani* position ITESM as the institution with the highest number of mobility students. It was first place in 8 of 10 categories: incoming temporary mobility according to Database 911 in both terms; incoming permanent mobility in 2015/2016 as per Database 911; outgoing mobility according to Database 911 and *Patlani* for both terms. Only two institutions exceeded ITESM mobility figures: UNAM, as to incoming mobility 2015/2016 according to *Patlani*, and Universidad Internacional Iberoamericana as to incoming permanent mobility in accordance with Database 911 (2014/2015). There are two issues worth noting: first is that UNAM reported only information pertaining to 2015/2016 in *Patlani*, and that the figures reported by UNAM in the 911 Formats are minimal in contrast with what it reported to *Patlani* (that is why it does not appear among the top twenty HEIS). Second, as it has already been mentioned, the Universidad Internacional Iberoamericana is an institution that offers distance academic degrees, which does not necessarily represent the same mobility posted by the other Mexican HEIS. In fact, it was not possible to obtain more data about this institution.

Discrepancies exist in most trends regarding outgoing temporary student mobility with for-credit courses about the HEIS in comparing information of the 911 Formats with that of *Patlani* in terms of HEIS. ITESM is practically the only case in which the trend matches, since both sources of information set it as the top institution (2014/2015 term).

In general terms, both Database 911 Formats and *Patlani* coincide in pointing out 13 HEIS in their respective top 20 HEIS with outbound temporary mobility (2014/2015); nonetheless, the exact position of each HEI is different, depending on the source given that the information provided is different. The lack of congruity between the 911 Formats and *Patlani* is explained by its methodological differences. For example, ITESM reports 3 432 more students in comparison to 911 Formats; partly owed to the fact that *Patlani* reports all fields together. The same happens in the remaining top 20 HEIS but with different variables, save the case of Universidad de Colima, which reports 251 students in *Patlani* and 252 in the 911 Formats.

During the next term (2015/2016) outgoing temporary mobility presents the same trend characteristics than the previous term as to the top 20 HEIS. Again, 13 of them match in temporary outgoing mobility in both sources of information: 911 Formats and *Patlani*. One more time, ITESM is the only HEI shown as the most important in both surveys, but with a noticeable difference between each source: 2 643 more students are reported in *Patlani versus* the 911 Formats. Likewise, information presented by the two sources does not match for any of the HEIS in spite 76 of dealing with the same type of mobility (outgoing and temporary) and same

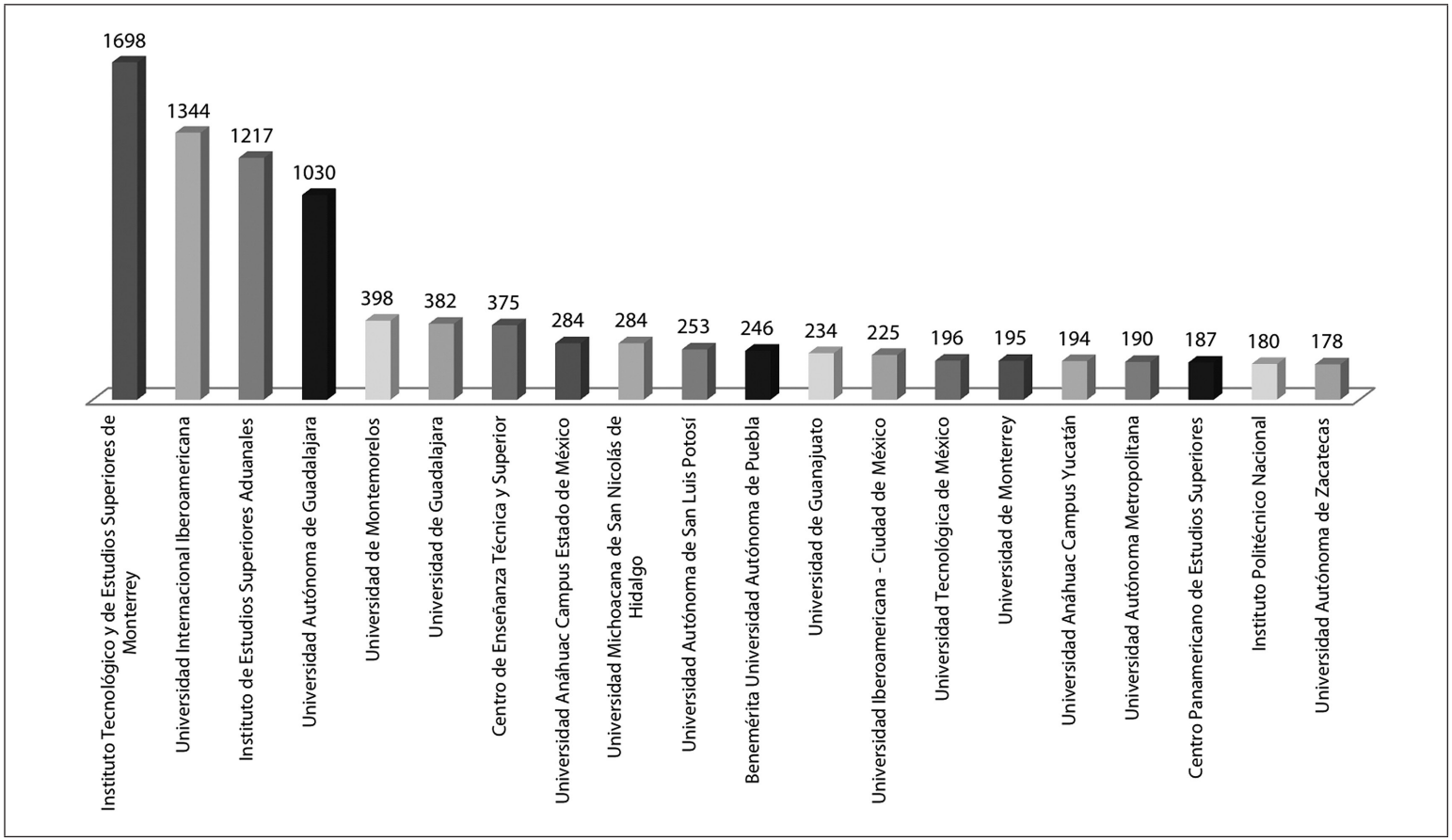
term (2015/2016). A relevant example is UNAM, which appears as the second most important HEI in *Patlani*, while in the 911 Formats it does not appear within the top 20 HEIS that carry out temporary outgoing mobility (2015/2016 term). Furthermore, in the case of UNAM, it is deemed that data is not comparable inasmuch as the differences give raise to questions about their accuracy. According to 911 Formats, during the 2014/2015 term, UNAM did not report temporary outgoing mobility and for the 2015/2016 it only reported 35 students. This last piece of data is little reliable if one takes into account that 3 786 students were mentioned in *Patlani* in the 2015/2016 term.

Looking at incoming temporary mobility, the same occurs as in outgoing temporary mobility. In both terms (2014/2015 and 2015/2016) 12 HEIS are included within their top 20, although the amounts shown do not exactly match. In fact, there is only one match: ITESM as the most important HEI both in Database 911 and in *Patlani*, but with a 2 413 student difference favoring *Patlani*. Notwithstanding the former, this trend does not continue during the following term (2015/2016) because in the 911 Formats ITESM is the most important HEI, while *Patlani* shows UNAM (ITESM being the second one in *Patlani* in 2015/2016). With respect to UNAM data, the same occurs with incoming and outgoing mobility: not entirely reliable in 911 Formats since they report 6 outgoing mobility students in 2014/2015 and 5 in 2015/2016, while in the latter term (2015/2016), UNAM reports 4 140 students in *Patlani*. It was not possible to obtain UNAM data for the 2014/2015 term.

Permanent incoming mobility 2014/2015 does not show matches whatsoever regarding trends of the top 20 HEIS in 911 Formats and *Patlani*. Both sources post 7 HEIS as part of their main 20 with incoming and permanent mobility; that is, a relatively low number as opposed to the relationships mentioned for the other types of mobility. However, although both sources name 7 HEIS among the main ones, the figures provided differ in each survey. For instance, ITESM points out 1 481 students in Database 911 and 1 528 in *Patlani* in regards to incoming and permanent mobility 2014/2015. *Patlani*'s main trend is ITESM with 1 528 students, while 911 Formats indicate the Universidad Internacional Iberoamericana with 2 429 students, i.e., a 901-student difference in favor of the top HEI in the 911 Formats. Nevertheless, it must be highlighted that the top HEI pointed out in the 911 Formats reports under the distance education modality, reason why its positioning is subject to discussion since geographical displacement of the students is commonly considered part of mobility (see section on concepts).

CHART 2.7

Database 911. Top 20 institutions with permanent mobility 2015/2016



Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2015 and 2016, Higher Education Statistical Questionnaires.

In the following term (2015/2016), it is also observed that incoming permanent mobility does not present a match whatsoever regarding trends. Database 911 and *Patlani* both point out 9 HEIS among the most important for that term, though the numbers reported are different. According to *Patlani*, the top HEI is UNAM, with 1 877 students, while 911 Fromats show ITESM with 1 698 students, that is, a 179-student difference favoring the main one in *Patlani*.

One constant when comparing *Patlani* and Database 911 information is that typically, institutions show higher mobility numbers. Of course, it is impossible to explain such differences given that there is no more related information. Finding more adequate ways to compare and eventually get both sources to match is a topic still pending in the preparation of this report.

Fields of study, educational level, classification and types of HEIS

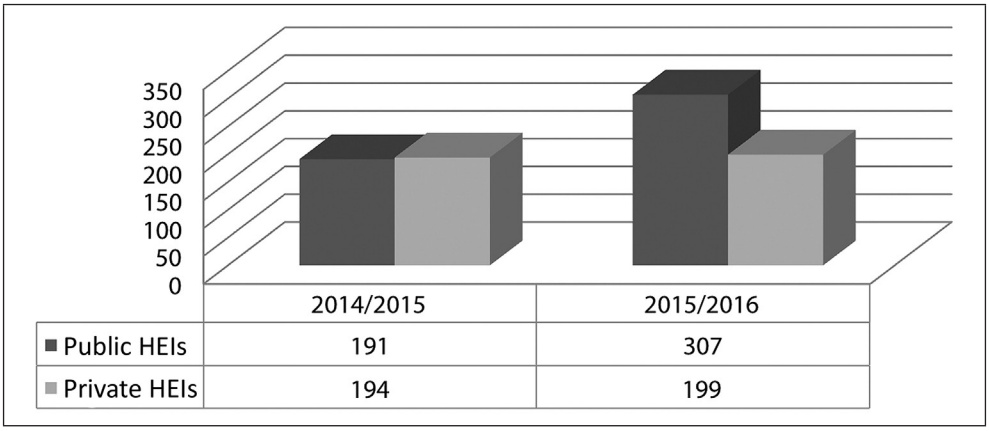
Number of private and public institutions that answered Database 911

911 Formats report 385 HEIS with outgoing student mobility in 2014/2015; 191 of them are public (50%) and 194 private (50%). In the following term outgoing mobility is reported by 506 HEIS, of which 307 are public (61%) and 199 are private (39%). Though mobility was presented in similar proportions by public and private HEIS during the first reported term, for the following period it increased in the public HEIS. Such increase in public institutions reporting outgoing mobility was significant: 116 more universities (see Chart 2.8). On the other hand, according to Database 911, incoming mobility was reported by 202 HEIS, during the 2014/2015 term, of which, 109 were public (54%) and 93 private (46%). For the 2015/2016 term, 211 HEIS presented incoming mobility, out of which, 114 were public (54%) and 97private (46%). During both terms, the amount of HEIS showing mobility was the same, although in absolute numbers, there was an increase of 9 institutions (see Chart 2.9).

In terms of outgoing mobility by enrollment, 911 Formats report that 16 182 students participated in 2014/2015. Outgoing mobility enrollment is made up by 6 911 (43%) students from public and 9 271 (57%) from private HEIS. For 2015/2016, the same data increased to 22 988 students: 13 173 (57%) from public and 9 815 (43%) from private institutions. It is interesting to contrast the changes presented between one term and the other in regards to the amount of public and private HEIS (see Chart 2.8).

Chart 2.8

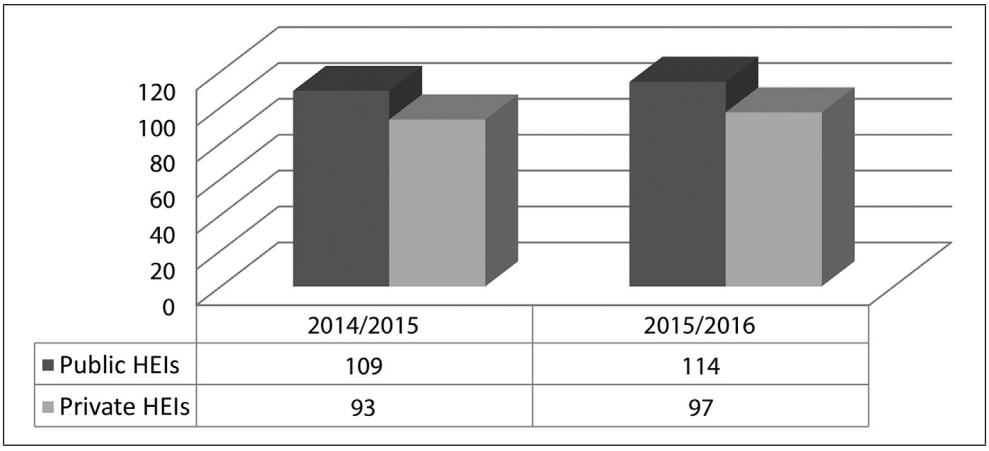
Database 911. Outgoing mobility by public and private HEIs 2014/2015 & 2015/2016



Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2014, 2015 and 2016, Higher Education Statistical Questionnaires.

Chart 2.9

Database 911. Incoming mobility by public and private HEIs 2014/2015 & 2015/2016



Source: Mexican Public Education Secretariat (SEP), *911 Formats*, 2014, 2015 and 2016, Higher Education Statistical Questionnaires.

In 2014/2015, for any of the two types of mobility, the greatest amount was present in private institutions (see Table 2.3). However, during 2015/2016, most students departed from public HEIs, a trend present both in *Patlani* and in Database 911.

Table 2.3
Database 911. Outgoing mobility Database 911 and *Patlani* 2014/2015 & 2015/2016

Periodo	2014/2015		2015/2016	
Data source	Database 911	*Patlani*	Database 911	*Patlani*
Public HEIS	6 911 (43%)	10 918 (44%)	13 173 (57%)	15 646 (53%)
Private HEIS	9 271 (57%)	13 982 (56%)	9 815 (43%)	13 755 (47%)

Source: Prepared by the authors with data from the Mexican Public Education Secretariat (SEP), *Formatos 911*, 2014, 2015 and 2016*; Patlani. Mexican Survey of International Student Mobility 2014/2015 and 2015/2016.*

Regarding incoming mobility 2014/2015, Database 911 recorded 7 201 students: 3 062 (43%) from public HEIS and 4 139 (57%) from private HEIS. The same data is recorded for the 2015/2016 term, with 8 492 students: 3 782 (45%) from public HEIS and 4 710 (55%) from private HEIS (see Table 2.4). At any of the two reported terms, most part of incoming mobility students come from private institutions.

Database 911 and *Patlani* report in the 2014/2015 term, higher participation from private HEIS (see Table 2.4). Nonetheless, the only difference is that, for 2015/2016, Database 911 recorded more incoming mobility in private institutions while *Patlani* registered it in public universities.

Table 2.4
Database 911. Incoming mobility Database 911 and *Patlani* 2014/2015 & 2015/2016

Periodo	2014/2015		2015/2016	
Data source	Database 911	*Patlani*	Database 911	*Patlani*
Public HEIS	3 062 (43%)	5 837 (37%)	3 782 (45%)	11 279 (56%)
Private HEIS	4 139 (57%)	9 771 (63%)	4 710 (55%)	9 043 (44%)

Source: Prepared by the authors with data from the Mexican Public Education Secretariat (SEP), *Formatos 911*, 2014, 2015 and 2016*; Patlani. Mexican Survey of International Student Mobility 2014/2015 and 2015/2016.*

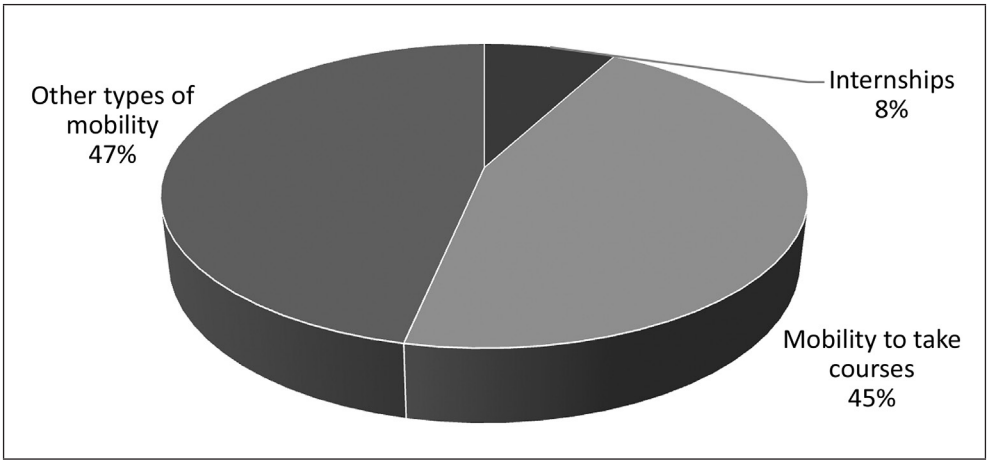
An outstanding trend when comparing incoming and outgoing mobility is that for some types of mobility public universities singled out. This is significant because most mobility reported in previous *Patlani* editions has been by private HEIS, even though this has been more variable in the 911 Formats.

Mobility distribution by type of institution in absolute numbers and percentages

The formats on the Database 911 distinguish three types of international student mobility: a) internships; b) mobility to take courses; and c) other types of mobility. However, information collected by *Patlani* is organized using another classification: temporary mobility with for-credit courses, temporary mobility with not-for-credit courses, permanent or degree-seeking mobility, and mobility for language learning. The differences between these classifications hinder their comparison, as mentioned before.

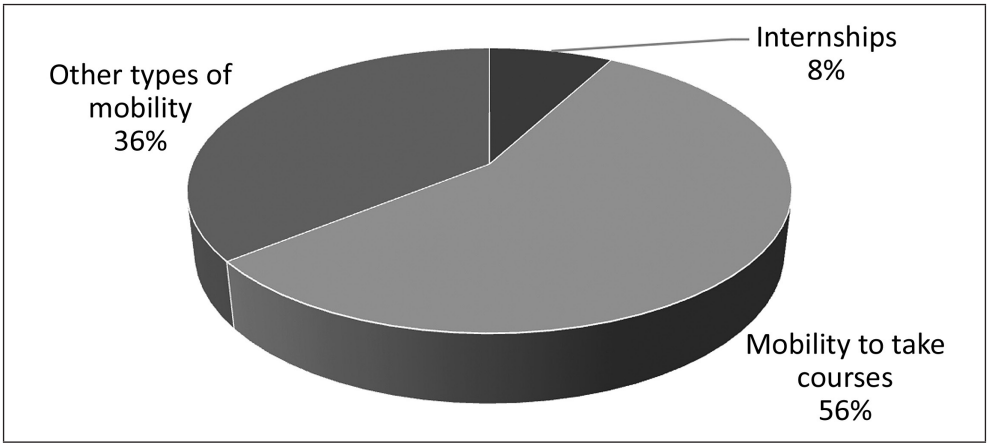
In the 2014/2015 term, information from Database 911 indicates that most part or outgoing mobility occurred in the courses modality, with 7 355 students (45%), followed by other types of mobility with 7 554 students (47%), and —to a lesser degree— by mobility destined to internships, with 1 273 (8%). The following term 2015/2016 repeats the same trend: first, course mobility with 12 954 (56%) students, then other types of mobility (36%) and last, internships (8%) (see Charts 2.10 and 2.11).

Chart 2.10
Database 911. Outgoing mobility by type of mobility 2014/2015



Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2014 and 2015, Higher Education Statistical Questionnaries.

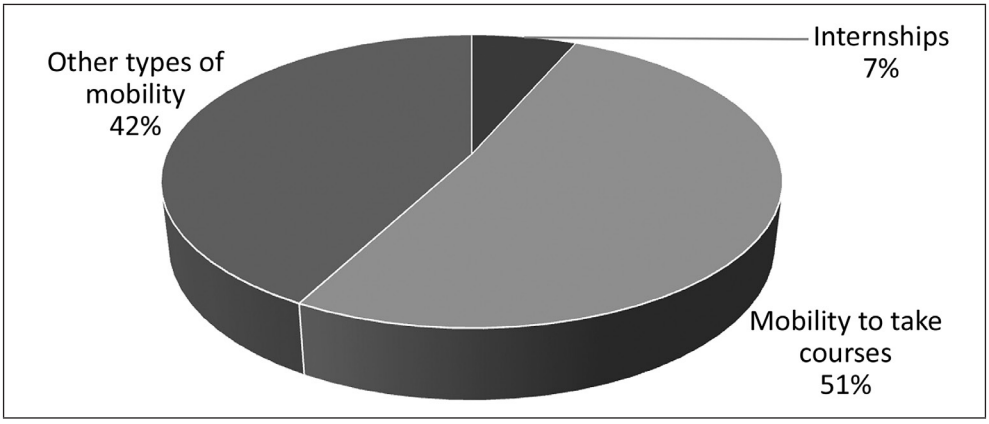
Chart 2.11
Database 911. Outgoing mobility by type of mobility 2015/2016



Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2015 and 2016, Higher Education Statistical Questionnaries.

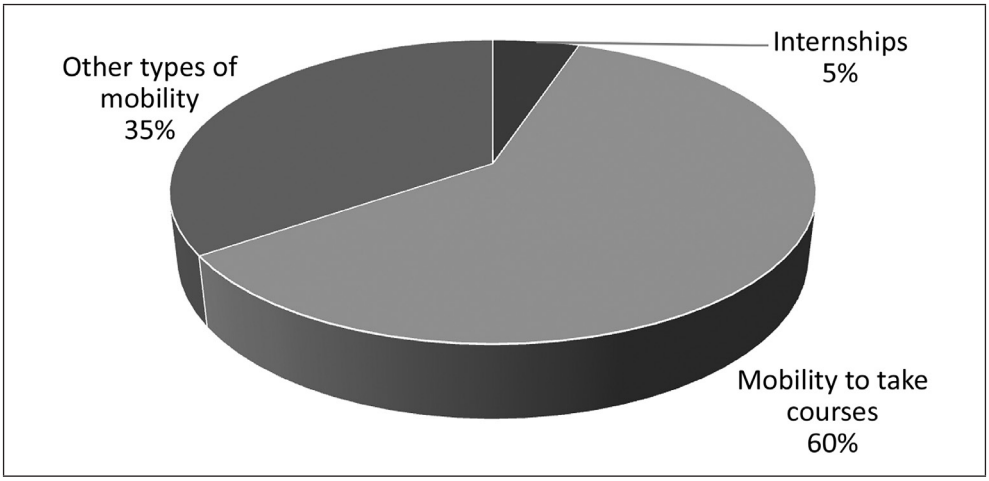
Incoming mobility repeats the same pattern observed in outgoing mobility according to Database 911 (2014/2015 and 2015/2016 terms, see Charts 2.12 and 2.13). In this section, course taking stands out with 3 695 (51%) students in the first term and 5 204 (60%) in the second one, followed by other types of mobility with 3 037 (42%) students in the first term and 2 980 (35%) in the second; and to a lesser extent, internships with 469 (7%) and 446 (5%) students.

Chart 2.12
Database 911. Incoming mobility by type of mobility 2014/2015



Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2014 and 2015, Higher Education Statistical Questionnaries.

Chart 2.13
Database 911. Incoming mobility by type of mobility 2015/2016



Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2015 and 2016, Higher Education Statistical Questionnaries.

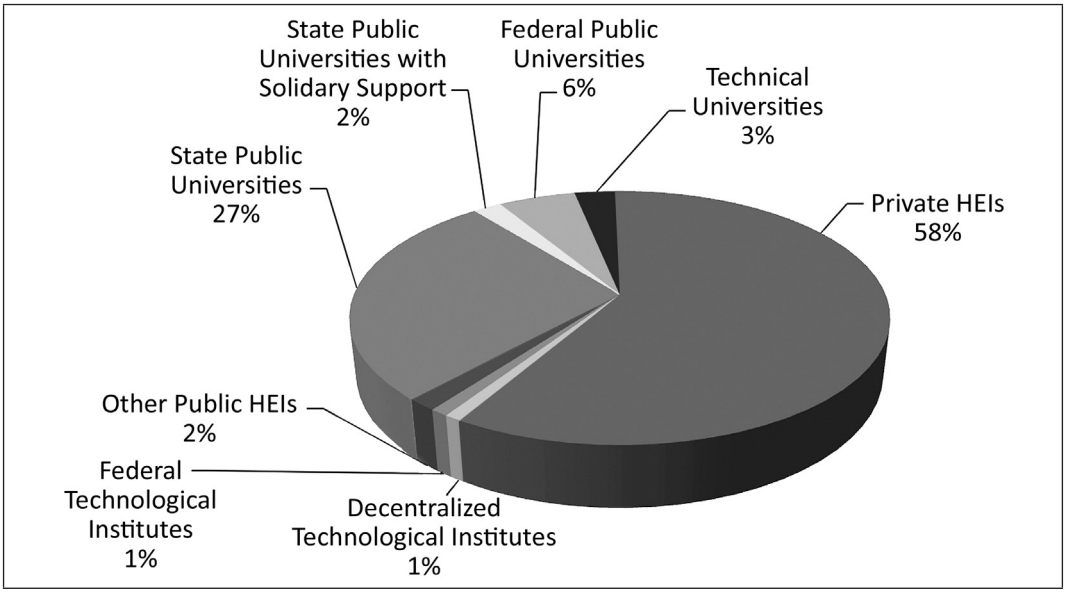
Distribution of mobility in relation to HEI type

Information presented by Database 911 in relation to the type of HEI where mobility takes place, is fragmented insofar as data is obtained only for temporary mobility, either incoming or outgoing. The classification used includes 12 types of institutions: 1) Conacyt research centers and decentralized centers, 2) decentralized technological institutes, 3) federal technological institutes, 4) public teachers colleges, 5) private institutions, 6) inter-cultural universities, 7) polytechnic universities, 8) state public universities, 9) state public universities with solidary support, 10) federal public universities, 11) technical universities, and 12) other public HEIS.

Mobility, analyzed according to the type of institutions, places private HEIS as the ones with the highest proportions. The former is owed to the fact that —under this classification— public HEIS are represented in different categories, while private HEIS are grouped under one sole category.

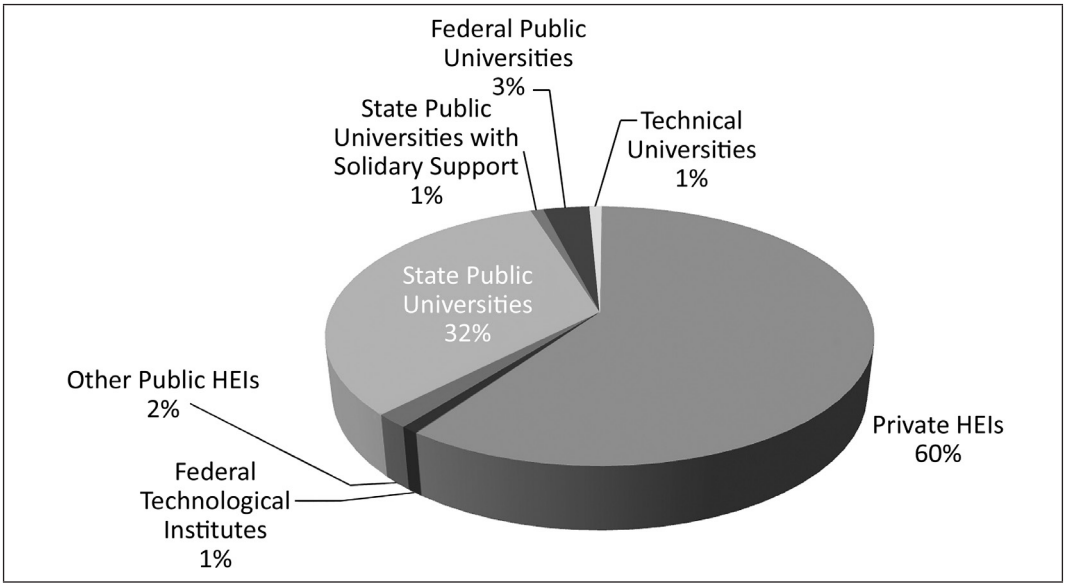
In the case of outgoing temporary student mobility, Database 911 reports for 2014/2015, that mobility occurs to a greater extent in private HEIS with 58%, followed by state public universities with 27%, and then federal public universities with 6%. The remaining modalities show percentages that do not surpass 3% each (see Chart 2.14). In the following term (2015/2016), private universities keep concentrating most outgoing mobility with 60%; again on the second place are state public universities with 32%; the third position is taken by federal public universities, with 3%. Remaining HEIS report percentages not above 2% each (see Chart 2.15).

Chart 2.14
Database 911. Temporary outgoing mobility by institution type 2014/2015



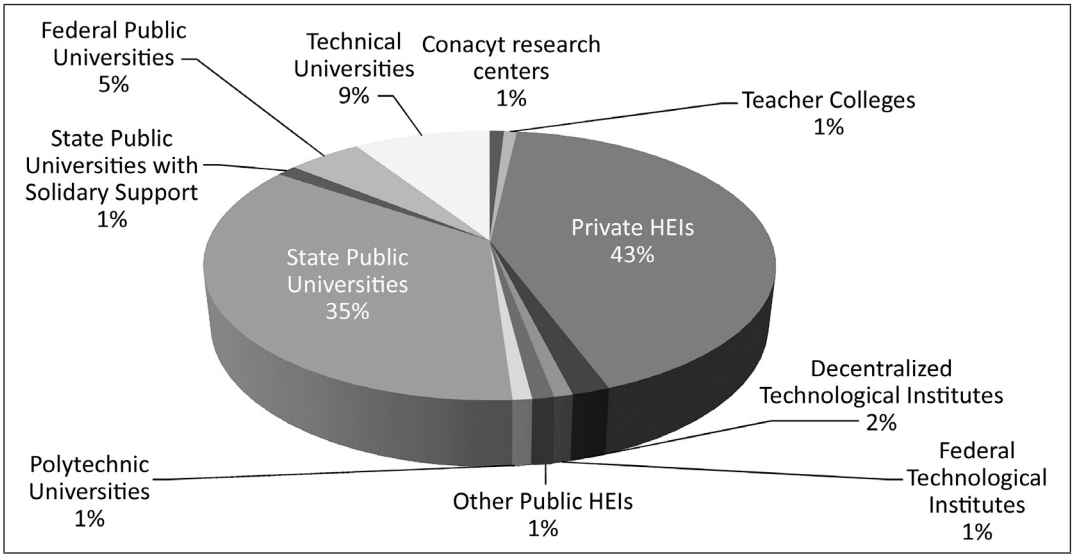
Note: Polytechnic Universities and intercultural universities are not shown in the chart since their results were 0%.
Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2014 and 2015, Higher Education Statistical Questionnaries.

Chart 2.15
Database 911. Outgoing temporary mobility by institution type 2015/2016



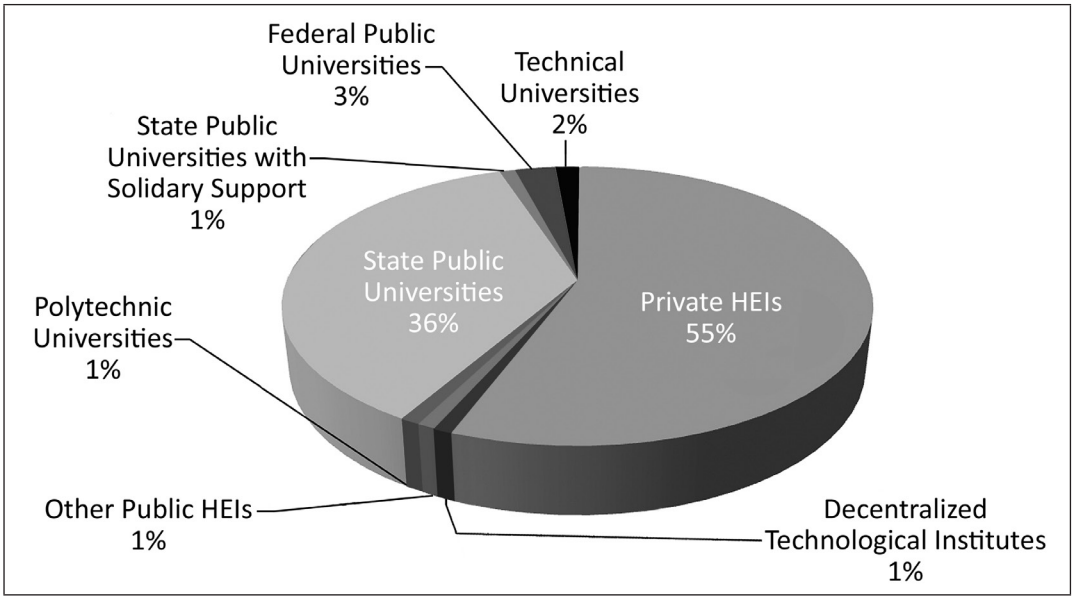
Note: Polytechnic universities, intercultural universities, decentralized technical institutes, and public teachers colleges are not shown in the chart since their results were 0%.
Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2015 and 2016, Higher Education Statistical Questionnaries.

Chart 2.16
Database 911. Incoming temporary mobility by institution type 2014/2015



Note: Inter-cultural universities are not shown in the chart since their results were 0%.
Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2014 and 2015, Higher Education Statistical Questionnaries.

Chart 2.17
Database 911. Temporary incoming mobility by institution type 2015/2016



Note: Inter-cultural universities, federal technical institutes, and public teachers colleges are not included in the chart because their results were 0%.
Source: Mexican Public Education Secretariat (SEP), *911 Format*, 2015 and 2016, Higher Education Statistical Questionnaries.

On the other hand, incoming temporary student mobility in 2014/2015, was mostly represented by private HEIS, with 43% of participating students, followed by state public universities, 35%; third, but with a much smaller percentage, are the technical universities with 9%, and fourth, federal public universities with 5%. The rest of categories do not go above 2% each. For the following term (2015/2016), private institutions again, present most part of incoming mobility with 5%, followed by state public universities, 36%, and federal public universities with 3%. The remaining categories have each, 2% or less.

With the intention of using all possible information, the Mexican Public Education Secretariat, through the Accreditation, Incorporation and Revalidation General Directorate —responsible for assigning official validity to studies performed outside the National Education System (i.e., abroad)—, was made available to *Patlani* with information pertaining to revalidation proceedings during 2016. This is the first time *Patlani* has access to such data. During said reporting year, there were 17 773 revalidation proceedings of studies made abroad either partially or totally. Of them, just 3% (470) correspond to the higher education level which reflects among other things, that the need to revalidate studies is found in the lower education levels: basic education and mainly high school [high school In Mexico comprises grades 10, 11 and 12]. 35% of revalidations were partial, which possibly means that there was a continuation of that study level in Mexico. The remaining 62% pertains to total revalidations, which allows for the assumption that these are students who graduated in a different country. However, with the information collected it turns out impossible to know whether these are foreign students that come to Mexico to conclude their education here or to enroll into a higher level, or, if they are Mexican students who independently enrolled abroad temporarily or permanently. This opens another void of information not available as of yet.

The reported 470 students completed totally or partially their technical, undergraduate, specialty, master or PhD degrees in some of the 34 countries mentioned in Table 2.5. However, five countries concentrate 70% of revalidations registered in the period: the United States is the main country of origin of studies with 88 cases, followed by Colombia with 71, Venezuela with 69, Spain with 52 and Cuba with 50. Countries heading the list are not the same reported in the *Patlani* survey as main destination or origin of students. As it has been said before, this difference may be explained partly by the fact that total and partial revalidations include Mexican students studying abroad as much as international students living in Mexico or who needed to validate their courses in the country. Table 2.5 shows the revalidation type per country.

As to the revalidated level of studies, data collected by SEP matches the trend reported by *Patlani* where undergraduate level stands out as the main one (within the frame of higher education levels) to study abroad, followed by masters. In 2016, 76% of total or partial official study abroad revalidations for higher education correspond to the undergraduate level.

TABLE 2.5
SEP. 2016 Revalidations by type (total and partial) and by country of origin of studies

Country	Partial Revalidation	Total revalidation	Total
United States of America	47	41	88
Colombia	29	42	71
Venezuela	18	51	69
Spain	18	34	52
Cuba	4	46	50
Costa Rica	11	4	15
United Kingdom	3	11	14
Italy	1	12	13
Argentina	4	9	13
Peru	7	4	11
Guatemala	7	3	10
Ecuador	4	4	8
France	4	4	8
Brazil	4	3	7
Canada		5	5
Bolivia	2	2	4
Germany		4	4
El Salvador	3	1	4
Puerto Rico	3		3
Haiti	3		3
Nicaragua	3		3
Panama		2	2
Dominican Republic		2	2
Saudi Arabia		1	1
Lebanon	1		1
Jamaica		1	1
Thailand	1		1
Check Republic		1	1
Congo Democratic Republic	1		1

Country	Partial Revalidation	Total revalidation	Total
Portugal		1	1
Philippines		1	1
United Arab Emirates	1		1
Nigeria		1	1
New Zealand		1	1
Total	**179**	**291**	**470**

Source: Prepared by the authors with data from Mexican Public Education Secretariat (SEP) 2016, Study revalidation and equivalencies database.

Furthermore, important to highlight is that this trend varies significantly depending on the region of the world where revalidated studies were made. The top three regions of said studies were Central America and the Caribbean, North America and Europe; exactly the same number of revalidations was recorded in the three of them: 93. In the two former regions, at least 80% of revalidations pertain to undergraduate studies and between 10% and 15% to master or PhD degrees. In Europe, the three levels show figures more or less equitable, undergraduate being also the highest level, but with a participation of 41%; followed by master with 30% and doctorate with 23%. The last two, added together indicate that graduate studies are, in general, the level with the highest number of revalidations in Europe. Table 2.4 shows detailed revalidations grouped by levels and world regions.

TABLE 2.6
SEP. 2016 Total and partial revalidations classified by studies' world region of origin and by level

Region	Doctorate	Master	Specialty	Undergraduate	Technical	Total
Africa				2		2
Asia		1		4		5
Central America and the Caribbean	2	7	8	74	2	93
Europe	21	28	5	38	1	93
North America	6	9		78		93
Oceania				1		1
South America	3	8	7	162	3	183
Total	**32**	**53**	**20**	**359**	**6**	**470**

Source: Prepared by the authors with data from the Mexican Public Education Secretariat (SEP) 2016, Study revalidation and equivalencies database.

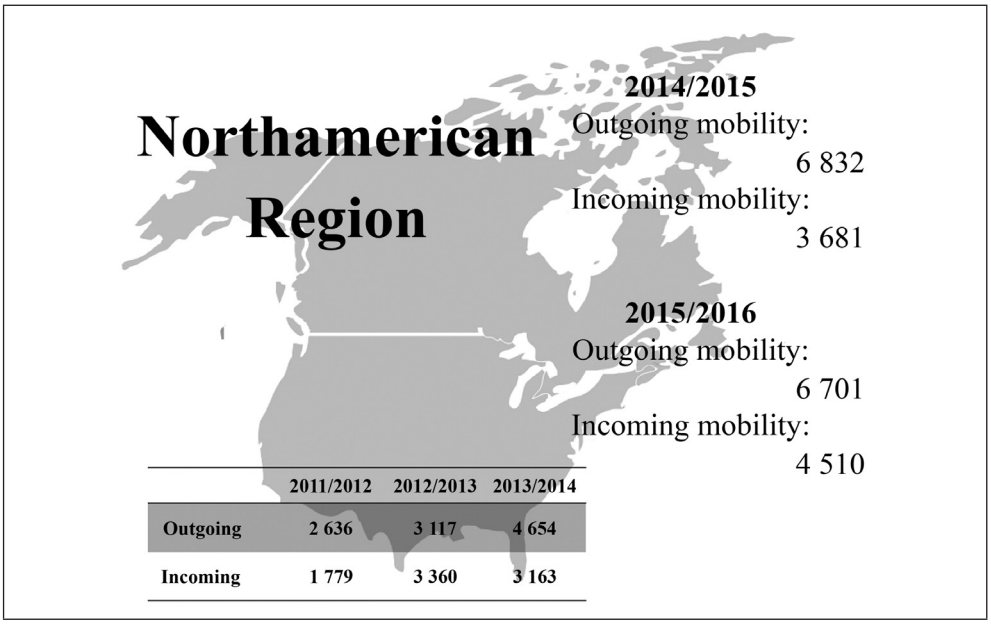
As it happens with *Patlani*, a survey that intends to improve the way in which information is presented, there is a collaborative joint effort with SEP that seeks Database 911 to throw more complete and adequate information on mobility. Likewise, for the first time, data is included on revalidation proceedings to contrast it with *Patlani*'s and Database 911 own trends; an attempt is being made to incorporate as much information as possible with the purpose of complementing the data on international student mobility in Mexico. The following sections include analyses of regional trends in North America, Europe and Latin America. The intention is to provide more detailed information about mobility from certain groups of countries.

Student mobility in North America

Santiago Castiello Gutiérrez

For the purposes of this report, the North American region includes Canada, the United States of America (USA) and Mexico. Map 3.1 shows the most outstanding data on student mobility in this region, according to *Patlani* data.

MAP 3.1
***Patlani*. Regional mobility - North America**



	2011/2012	2012/2013	2013/2014
Outgoing	2 636	3 117	4 654
Incoming	1 779	3 360	3 163

Source: *Patlani*. Mexican Survey of International Student Mobility 2014/2015.

Student Mobility Trends in North America

North America is the area of most intra-regional trade in the world (OMC, 2015 p. 41). In spite of the region's strong economic activity, almost 25 years into the Nor-

th American Free Trade Agreement (NAFTA) and subsequent regional "integration", relationships are still imbalanced. Also, new conversations are taking place this year (2017-2018) about NAFTA's future, and its renewal or confirmation does not seem a simple issue.

The flow of people and services linked to the higher education environment is part of the exchange existing between these three countries. In the case of Mexico, the country has made it a goal to increase the number of students on temporary outgoing mobility in American or Canadian HEIS, with programs such as *Proyecta 100,000* and *Proyecta 10,000* respectively. On the other hand, Canada has identified Mexico as one of its six priority markets in terms of education (CBIE, 2016). The USA has made its own by thrusting the "100,000 Strong in the Americas" program which —although not exclusive for Mexico— seeks to substantially increase the number of American students in Latin America. However, as discussed next, student mobility trends among the three countries show an important asymmetry in student flows, depending on factors such as education level, duration, and type of participant.

Academic mobility between Mexico and the United States

The relevance of the US as a destination for Mexican students is made evident in the *Patlani* survey results. During the 2014/2015 term, the US continued to be the second destination with the greatest number of temporary students coming from Mexican institutions, and reached a historical maximum of 5 491 students. This figure represents a growth close to 50% in respect to data reported for the 2013/2014 academic year. It is worth noting that this atypical growth within a short period of time may be related to programs such as *Proyecta 100,000*, even though there is no evidence that allows relating this program's effect with the *Patlani* data. In spite of the fact that students in programs like these were reported from the USA as participating in mobility for language learning, it is possible that Mexican HEIS counted them as mobility students with for-credit courses, although, again, there is not enough information to confirm this hypothesis. This item represents one of the greatest areas of opportunity for the *Patlani* survey, since it does not have a mechanism to control and corroborate distinctions in data reported by HEIS. For the following academic year (2015/2016), the number of Mexican students temporarily enrolled in the US reported by *Patlani*, went down by 8% in regards to the previous term (2014/2015), but it continued to be the second destination with the highest number of students with a total of 5 033. In the case of students in Mexico coming from the US, the general trend is also upward. Overall, it can be said that for each US student that comes to Mexico, 1.4 students lea-

ve Mexico towards the US. In spite of the apparent imbalance, this proportion is the third most balanced (only behind France and Germany) from among the 10 countries with the greatest student mobility with Mexico. Table 3.1 shows student mobility between Mexico and the United States over the last five years as reported in the *Patlani* survey.

Table 3.1
***Patlani*. Temporary student mobility between Mexico and the US 2011-2016**

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Mobility Mexico to the USA	2 636	2 310	3 708	5 491	5 033
Mobility USA to Mexico	1 516	2 786	2 865	3 428	4 212

Sources: *Patlani. Encuesta mexicana de movilidad internacional estudiantil 2011-2012* (2014). México: ANUIES; Maldonado, Alma; Cortes, Cristian; e Ibarra, Brenda (2016). *Patlani. Encuesta mexicana de movilidad internacional estudiantil 2012/13 y 2013/14*, México: ANUIES; *Patlani. Mexican Survey of International Student Mobility 2014/2015 and 2015/2016*.

Patlani's current design does not allow to identify in a more precise manner the type of students or programs that have propitiated mobility growth between Mexico and the USA during recent years because data is not collected per student, but in a general way by institution. This is why, in order to have an overview as complete as possible of the student mobility dynamics in the region, it is necessary to collect information from diverse complementary sources. For that reason, information is included from entities such as OpenDoors, *Conacyt* and *Fobesii*. Clarification may be made as to the fact that there are methodological discrepancies in terms of measurement (terms, type of mobility, flows), but contrasting said sources provide another perspective to ponder on mobility between these countries.

Mexico is the Spanish-speaking country that sends the most students to the US and the second one in Latin America (after it was surpassed in 2013 by Brazil). According to figures of the OpenDoors report by the Institute of International Education (IIE), during the 2014/2015 school term, 17 052 Mexican higher education students studied in the United States (see Table 3.2). This figure represents a 25% increase between 2010 and 2015 (with a slight fall in 2016); however, the growth ratio has been smaller than that of other countries, which has caused Mexico to lose terrain in the list of top countries sending students to the US. To give an example, while in the 2015/2016 term the number of international students in the USA increased above 7% as opposed to the previous year, Mexico sent 2% less students, thereby giving up a bit of its representation percentage, though it continues to position itself as the tenth country with the greatest number of students in the US. Some possible explanations about the decreased interest in Mexicans to go to the US may be the financial factor and the search of different destinations

by Mexican students. In the case of Americans who chose Mexico as the country to do some mobility, only from 2009 to 2010, the number of US students in Mexico fell more than 40%, mainly due to violence in Mexico, the news spread about it, and travel restrictions imposed by the US Department of State (Farrugia and Mahmoud, 2016; Proctor et al., 2016; Vassar and Barrett, 2014). In this case, the decreased number of Americans coming to Mexico may have an impact on the availability of places in the US when one-on-one exchange agreements are executed between institutions. In many cases, if American students do not come to Mexico, no available places are offered to Mexican students.

Consequently, to the former, exchange balances between Mexican institutions and their American counterparts are affected and offer less spaces for Mexican students when dealing with exchange agreements. On the financial side, fluctuations in the US dollar-Mexican peso exchange rate have considerably increased the cost of participating in mobility programs in the US. At the beginning of the last four school terms (first workday of August 2013, 2014, 2015 and 2016), the exchange rate, as per Mexico's Central Bank (*Banco de Mexico*) figures was $12.84, $13.22, $16.07 and $18.78 pesos per dollar, respectively. Along with these inhibiting factors, it must be said that the future is also uncertain due to the climate in the Mexico-USA relationship in light of the current US government. The official anti-immigration rhetoric in general and anti-Mexican in particular, as well as the increase in neo-racist incidents toward Mexicans in the US, may bring a new reduction in the number of mobility students between both countries.

One more segment of Mexican student population in the United States which is not inquired by *Patlani* but is reported by other sources is the group of those migrating students who seek a full undergraduate or graduate degree. According to figures of the Student Exchange Visitor Information System (SEVIS), approximately 90% of higher education Mexican students in the US are degree-seeking students. One alternate source to report this type of students, though only for the graduate level, may be the *Consejo Nacional de Ciencia y Tecnología* (Conacyt) (National Council for Science and Technology, for its meaning in Spanish), which through its graduate abroad scholarships, represents one of the main financing sources. In accordance with Conacyt figures, they have made 2 461 grants to Mexican students, for master, specialty, PhD or post-doctorate studies in the US; this is the second country receiving the most Conacyt scholarship-recipients (only behind the United Kingdom) (Conacyt, 2017). However, Conacyt data is limited to establish general mobility trends since it only takes into account those students financed by the Mexican government, but excludes those who obtained a scholarship from some other government, an international agency or students who finance their studies with their own resources.

Another source of information that, due to its scope and accuracy must be considered to understand the dimension of Mexican students' mobility in the United States, is the number of authorized visas reported by official foreign representatives in Mexico. During the 2014/2015 term, consulates and the US embassy in Mexico issued 18 220 visas to Mexican students. For the following year, this figure increased considerably, above 50%, thus resulting in a total of 27 870 visas issued during the 2015/2016 term to Mexican students to enter the USA. This number is larger than the one reported by OpenDoors, by 10 thousand students, which is surprising in the sense that questions arise as to who are these Mexican students, how they finance their studies and what level of education they are at, among many others. The only reason why this data could not be considered absolute is because the possibility remains that there are students not on mobility in spite of having a visa, or else, there may be cases of students who do not require a visa (because of their double nationality), although there may also be the case of some students entering the US with a different type of visa not considered for studying.

Now, in the case of US students in Mexico, there are also other international sources reporting student mobility. A recent study by the Institute of International Education (IIE) points out that 4 712 students from the US participated in for-credit programs during the 2014/2015 term in Mexico (Farrugia and Bhandari, 2015) (see Table 3.2). This figure represented a 6% increase with respect to the previous year, but still remains far from the levels of approximately 10 000 students a year who studied in Mexico between 2003 and 2007 (Farrugia and Mahmoud,2016).

One more group relevant to understand mobility dynamics between Mexico and the USA are students in not-for-credit courses. In the case of students from Mexico in the US, this group reached a historical maximum during the 2014/2015 term, with 4 900 students (Farrugia and Mahmoud, 2016), this means that its growth was greater than 150% with respect to the previous year, and 10 times larger in respect to the 2011/2012 term (see Table 3.2). Said growth could be explained by the existence of government programs such as *Proyecta 100,000* which purpose is to have a greater number of Mexican students studying the English language (Fobesii, 2013).

As for US students in not-for credit courses in Mexico, the IIE registers that 1 573 students participated in this type of programs during 2014 (Farrugia and Mahmoud 2016). It is worth highlighting that, notwithstanding the conditions that over recent years have inhibited more international students from coming to Mexico, this country represents the first world destination for American students interested in internships or volunteering abroad (WIVA: work, internship, and volunteering abroad) (Farrugia and Mahmoud, 2016).

Table 3.2
***OpenDoors*. Temporary student mobility between Mexico and the US 2012-2016**

Direction of mobility	Type of student	2012-2013	2013-2014	2014-2015	2015-2016
Mobility Mexico to the USA	Total number of students[1]	14 199	14 779	17 052	16 733
	Temporary students (non credit)[2]	1 029	1 945	4 900	ND
Mobility USA to Mexico	Temporary students (for-credit)[1]	3 730	4 445	4 712	ND
	Temporary students (non credit)[2]	1 533	1 573	ND	ND

Nota: This data includes for-credit temporary students and degree-seeking students.
ND: Information not available.
Sources:
[1] Farrugia and Bhandari (2015). *Open doors 2015: Report on international educational exchange*.
[2] Farrugia and Mahmoud (2016). *Beyond borders: Measuring academic mobility between the United States and Mexico*.

The Commission Mexico-United States for Educational and Cultural Exchange (Comexus) has been responsible since 1990 for managing the "Fulbright-García Robles" scholarship program in Mexico. Since then, 3 893 recipients from both countries —46% American and 54% Mexican— have received funds for mobility of different nature. Recipients may be graduate students, professionals, academics or researchers.

During the 2014/2015 term 183 students benefitted from some Comexus support; 93 of them Mexican and the remaining 90 American. For the following year, the number of new scholarships had a slight increase to 186, however, the distribution of support between both countries was quite different. Whereas 112 recipients were US citizens, only 74 were Mexican recipients. Table 3.3 shows the number of scholarships given by Comexus in 2014/2015 and 2015/2016:

Table 3.3
***Comexus*. New scholarships given 2014/2015 and 2015/2016**

	2014-2015	2015-2016
American recipients in Mexico	90	112
Mexican recipients in the USA	93	74

Sources: Comexus (2015). Annual Report.

Following the pattern observed in reports such as *Patlani* and OpenDoors, the Fulbright-García Robles scholarships given by Comexus vary a lot in the mobility type made by recipients in each country. If we take as an example the 2015/2016 term, the makeup of Mexican recipients of this program is as follows: 70% use this scholarship for degree-seeking graduate studies in the United States, 19% are academics and researchers, 8% are professionals participating as foreign language instructors, and 3% are engaged in professional development programs. In contrast, the composition of American recipients that same year was the following: 49% are foreign language instructors, 24% are students in internships, 15% academics and researchers, and 12% graduate students doing internships in Mexican companies. Interesting to highlight is that only 36% of American recipients are students, and they all enroll in short programs; In the case of Mexico, an overwhelming majority are students and all of them are enrolled in a full graduate program in the United States.

One more recent report published by the American Council on Education (ACE) analyzes the current scenario of cooperation in higher education matters between Mexico and the USA (Matross-Helms and Griffin, 2017). Among their main conclusions, they underline the essential role of student mobility in the cooperation relationship between both countries, while noting issues of sustainability, safety, access and reciprocity as key limitations. The report puts attention on a worrisome lack of support and institutional coordination in American universities, pointing out that the responsibility of doing collaborative research and other projects falls individually on the academics. Last, by means of a thorough analysis of binational cooperation active projects, the report indicates a concentration of most activities only in a few institutions. These three conclusions must be taken into consideration by both countries' HEIS as well as by their governments if they wish to have more balanced, equitable and integral cooperation schemes.

Student mobility between Mexico and Canada

As per the *Patlani* survey data, Canada represents the fourth destination with the largest number of students from Mexican HEIS. For the 2014/2015 school term, *Patlani* reports 1 442 Mexican students in Canada. This amount increased by 15% by the 2015/2016 term, in which 1 668 students left for Canada. However, the number of Canadian students who reciprocated by taking part of their courses in Mexico is significantly smaller. In the last two terms, Mexican HEIS received 253 and 297 students respectively, from Canadian institutions, according to *Patlani* data. That is, one temporary Canadian student enrolls in Mexico for every six Mexican students going to Canada. This imbalance is, only after Spain, the biggest in relation to any of the ten countries receiving the largest number of Mexican students. Table 3.4

shows differences in incoming and outgoing mobility between both countries over the last five years:

Table 3.4
***Patlani*. Temporary student mobility between Mexico and Canada 2011-2016**

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
Students from Mexico in Canada	1 072	794	941	1 442	1 668
Students from Canada in Mexico	263	226	229	253	297

Sources: *Patlani. Encuesta mexicana de movilidad internacional estudiantil, 2011/2012* (2014). México: ANUIES; Maldonado, Alma; Cortes, Cristian, e Ibarra, Brenda (2016). *Patlani. Encuesta mexicana de movilidad internacional estudiantil, 2012/2013 y 2013/2014*. México: ANUIES; *Patlani. Encuesta mexicana de movilidad internacional estudiantil 2014/2015 y 2015/2016*.

In regards to the Canada case, it is also necessary to resort to other information sources to be able to establish contrasts among the reported mobility figures; as previously explained, *Patlani* does not have information on temporary mobility from all institutions existing in the country —and above all— it is not a census on mobility of Mexicans seeking a degree, but a voluntary survey. In 2014, the Canadian Bureau for International Education (CBIE) reported that 5 015 Mexican students studied in Canada, while in 2015, this figure had a marginal increase, to 5 120 (CBIE, 2016). From 2012 to date, the absolute number of students has remained relatively constant fluctuating between 5 000 and 5 300, but Mexico's representation has been decreasing as it fell from place 8 to 10 in the list of countries that send more students to Canada (CBIE, 2016). Just as in the comparison with the United States, Mexico represents the first Spanish-speaking country that sends students to Canada, and is the second one in Latin America after Brazil.

However, methodologically speaking, there are significant differences in data reporting which must be considered when making comparisons: 1) Canada reports students of both secondary and tertiary education; 2) the period reported is on a calendar year basis (January to December) and not the academic year (August to June) as in the USA and Mexico. The former is particularly relevant since in 2015, a little over 30% of Mexican students in Canada were enrolled in secondary education institutions (CBIE, 2016:19).

An important topic that must be considered is the enrollment proportion between the US and Canada. Even though in both countries the percentage of Mexican students in regards to the total international student population is similar, it must be taken into account that total enrollment of higher education students in Canada is one tenth of that existing in the US (NCES, 2016, Universities Canada 2016). According to this data, Mexican students' representation in the Canadian education system is about three times greater (0.30%) than in the US one (0.09%).

A different source of information that may be considered in order to contrast the figures of Mexican student mobility to Canada is the number of visas issued and reported by diplomatic representations in Mexico. In this regard, during the 2014/2015 term, the Canadian consulates and embassy in Mexico reported issuance of 3 971 visas to higher education Mexican students to enter Canada. This figure increased 17% the following year, therefore in 2015/2016, 4 642 visas were issued to Mexican students to enter Canada. These numbers are notoriously lower than those reported by *Patlani*, which is understandable because many of the students on temporary mobility do not require a student visa. But they are also slightly lower than figures officially included by the Canadian government, which may also correspond to the fact that they report on the annual flow of visas but not necessarily the total number of Mexican students studying in Canada.

Mexico has been catalogued by the Ministry of Global Affairs of Canada as one of its six priority education markets (Global Affairs Canada, 2015). The question is: What is the priority that Canada sees in Mexico in terms of education? Both the previously reported figures and the official discourses from diverse Canadian bodies seem to be clear in that the strategy is centered only in attracting secondary and tertiary level students, and not necessarily in sending Canadian students to Mexico. For instance, in the case of tertiary education, it is possible to identify several important projects designed in both countries to boost student mobility, but most of them only in the Mexico-to-Canada direction. On the Mexican side, programs such as *Proyecta 10,000* and scholarships granted by Conacyt have been key to increase the number of Mexicans taking partial or total courses in Canada. Conacyt alone has granted 519 scholarships for Mexican students to do a full graduate program in Canada. In turn, Canada, through programs like *Mitacs Globalink* and the Banting scholarships has provided solid financing to young Mexicans interested in doing research at the undergraduate or graduate level in Canada.

And although it is true that there are some programs seeking reciprocal mobility, as the case is with the student exchange program of the Consortium for North American Higher Education Collaboration (CONAHEC) and the ANUIES-CREPUQ student exchange program, their results —in addition to being marginal— have been mostly related to mobility from Mexico to Canada.

It should be mentioned that there are certain indications that said dynamics may change in the near future. With the existing social tension between Mexico and the United States as of the last US elections, along with the new process implemented by the Canadian government to receive Mexican visitors (including visa elimination), ever more Mexicans consider Canada as an option, at least for tourism purposes. If the visitors' flow goes up, it is feasible to think that a greater number of students could consider Canada as a destination for international mobility, though it also depends on other factors. Figures reported by the *Patlani* survey in Table 3 show that the number of temporary Mexican students in Canada

has increased a little over twice as much over the last four years. It is premature to anticipate whether this growth inertia will be maintained and if it can also help Mexico to become an attractive destination for Canadian students.

Student mobility in North America: Toward trilateral integration?

The promise of a greater trilateral integration in education matters still looks distant. It has been pointed out in this report how each one of the three countries has different interests reflected not only in the number but in the type of students undertaking mobility. It looks like the US and Canada see in Mexico a supplier of talented students that they can recruit for their undergraduate and graduate programs. Additionally, the increase in international students generates financial resources, such as the countries that attract the most students in the world have recognized. In this sense, the United States and Canada are pleased to see the growing interest of the federal government in financing short internships that allow students (and professors) to improve their mastery of the English language. However, reciprocity of this type of programs is almost nonexistent. In the case of USA, there is a considerable number of students interested in taking up a semester or a quarter of their degree, or a short internship, or in volunteering abroad. But in the Canadian case, it is just a few students participating in exchange programs through institutional agreements who chose Mexico as an academic destination.

For the relationship between the three countries to become more equitable, it is necessary to have a common platform in which the value contributed by each partner to the relationship is tacitly acknowledged. Likewise, it would be important for governments to coordinate programs larger in scope and depth, useful as a base for trilateral collaboration.

Fobesii may possibly work as a general cooperation framework of cooperation between Mexico and the United States to enable collaboration programs between the different actors of the public, academic and general society sectors. The possibility of creating a "Fobesiic" to include Canada has been discussed with the purpose of establishing a trilateral program (Mexico-Canada Alliance, 2015; Mexican Embassy in Canada, 2015; Guerra-Castillo, 2015). Unfortunately, Fobesiic has stayed as a well-intentioned proposal, and the current social and political conditions do not seem to be favorable to present a regional re-integration; therefore, it might be more feasible to work in a bilateral manner with both countries and to look for a common framework to reinforce cooperation relationships between the respective higher education institutions.

The possibility of achieving a more balanced collaboration among these countries' HEIS would have to involve diverse actors, beyond government representati-

ves, but also members of the HEIS (administrative, academic, students), networks and HEIS organizations from each country, non-government organizations, private sector participants, as well as bodies like the Consortium for North American Higher Education Collaboration (Conahec), or the *Organización Universitaria Interamericana* (Inter-American University Organization, for its meaning in Spanish) (OUI-IOHE). Efforts are being made to make the education systems of each country better known, their capabilities and the HEIS strengths, particularly those of Mexico, which is the country needing to attract more students. The organization of academic missions and conferences in Mexico could contribute to this purpose.

HEIS from the three countries could show more willingness to modify programs and policies that may be inhibiting cooperation, for example: having a more flexible curriculum, promote the teaching of and in other languages, prioritizing academic and education interests above the financial ones in designing student mobility programs, facilitating acknowledgement of credits and academic credentials, and investing the necessary human and financial resources to support their international cooperation programs.

Lastly, governments must maintain their mobility support programs from a basis such that recognizes internationalization as a cooperation road with benefits for all parties involved. However, the scope of these initiatives must focus not only in student mobility but in being broader and more comprehensive —including spheres like academics mobility, development of academic cooperation projects, research collaborations—; in other words, look for supports that are transversal to the different university functions. With more coordinated actions on the part of governments, higher education institutions and international bodies, it is possible to aspire to more balanced, sustained and encompassing internationalization projects.

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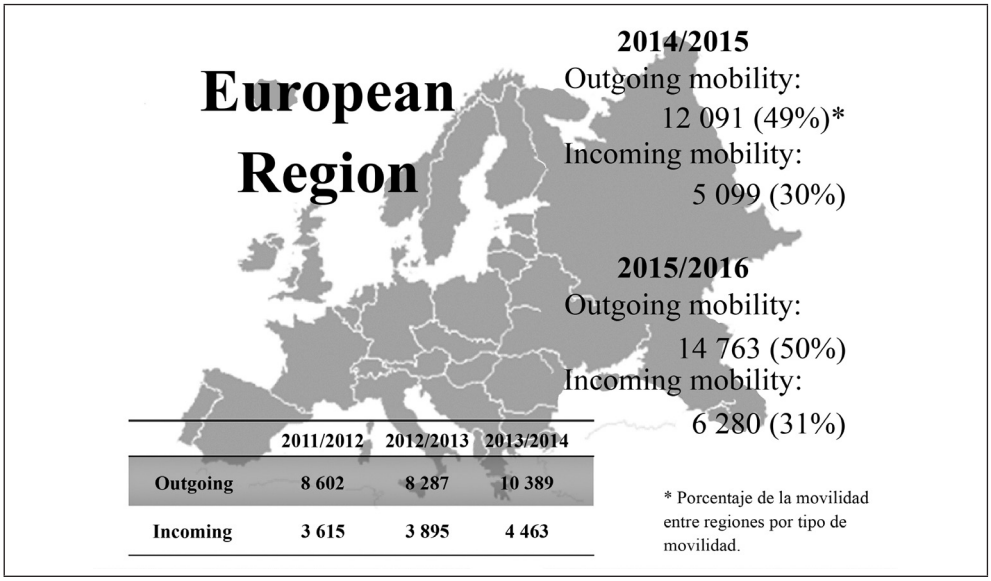
Student mobility Mexico-European Union

Magdalena Bustos-Aguirre

The purpose of this section is to analyze student mobility between Mexico and Europe from the data provided by Mexican HEIS to *Patlani*; from information provided by Conacyt, international sources such as UNESCO or the European Commission, and reports from national organizations in Europe, among which the British Council and the Centre for Population Change in the UK stand out; the German Academic Exchange Service [DAAD] and the German Center for Research on Higher Education and Social Studies [*Deutsches Zentrum für Hochschul-und Wissen-schaftsforschung*] from Germany, as well as the *Observatorio Iberoamericano sobre Movilidad Humana y Migraciones* (Ibero-American Observatory on Human Mobility and Migrations, for its meaning in Spanish) in the case of Spain. As shown in Map 4.1, the Europe region represents the most attractive Mexican mobility region and this increased especially in the 2013/2014 term. European student mobility to Mexico represents not even half of outgoing student mobility, though it did increase in the 2013/2014 term.

Map 4.1
***Patlani*. Regional mobility - Europe**



Source: *Patlani. Mexican Survey of International Student Mobility 2014/2015*.

Temporary student mobility between Mexico and Europe

According to data obtained in this *Patlani* edition, Europe as a region receives the largest amount of students from Mexican HEIs: 12 089 (49%) in the 2014/2015 term, and 14 765 (50%) in the 2015/2016 term (see Map 4.1). At the country level, Spain stands out in both terms, with 5 760 (23%) and 7 545 (26%) students, placing it as the most important destination for students from Mexican HEIs in both terms, and this implies that at least one of every five students chose that country for mobility. In both terms France came third with 1 866 students in the first term and 1 787 in the second; Germany took the fifth place with 1 361 and 1 462; and Italy occupied the ninth position with 700 and 665 students, respectively. In terms of incoming mobility, Europe is also an important region for Mexico; in fact, it is the second one after Latin America and the Caribbean, with 5 099 (33%) during the 2014/2015 term and 6 275 (31%) students received in 2015/2016. The most important European countries of origin are France, third place in both terms with 1 700 and 1 864 students; Germany in the fourth place with 1 127 and 1 282; and Spain in the fifth with 992 and 1 231.

Ever since the first *Patlani* report (2011/2012) it has been consistently observed that temporary mobility between Mexico and Europe is strongly concentrated in three countries that are both the main destinations for outgoing mobility and

the most important countries of origin of incoming mobility: Spain, France and Germany. Italy, in turn, is among the ten destinations of outgoing mobility since *Patlani*'s first edition, but is not a relevant country in terms of incoming mobility. Other European countries have been among the top 10 places in some *Patlani* reports pertaining to previous terms, like the Netherlands, that was number ten as to inbound students during 2010/2011 and the United Kingdom which also had the same place, but in 2012/2013 (see Table 4.1).

TABLE 4.1
***Patlani*. Main countries for Mexico-Europe mobility**

Absolute numbers of incoming and outgoing students per school term										
Country / Term	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Inco.	Out.	Inco.	Out.	Inco.	Out.	Inco.	Out.	Inco.	Out.
Spain	680	3 487	721	3 394	771	4 588	993	5 760	1 232	7 545
France	1 298	1 626	1 347	1 666	1 442	1 866	1 699	1 881	1 869	1 839
Germany	667	979	838	1 207	1 036	1 265	1 130	1 361	1 282	1 462
Italy	N.D.	507	77	399	115	541	140	700	187	666
United Kingdom	N.D.	N.D.	131	355	167	497	165	454	282	552

N.D.: Information not available.
Sources: *Patlani. Encuesta mexicana de movilidad internacional estudiantil, 2011/2012* (2014). México: ANUIES; Maldonado, Alma; Cortes, Cristian, e Ibarra, Brenda (2016). *Patlani. Encuesta mexicana de movilidad internacional estudiantil, 2012/2013 y 2013/2014*. México: ANUIES; *Patlani*.

Another source examined to broaden the existing information on student mobility between Mexico and Europe is Conacyt, which offers grants for temporary and permanent graduate level. Regarding graduate students' temporary mobility, Conacyt reported 3 287 grants given between 2014 y 2016. This mobility behavior is similar to that recorded by *Patlani*, because Spain, as a country, and Europe as a region, are the most significant destinations for graduate students on temporary mobility who received grants from Conacyt, concentrating 31% (1 023 recipients) in the first case and 56% as a region (1 851 recipients). Other European countries found among the top 10 places by the number of Conacyt grant-recipients on temporary mobility are: Germany in the third place with 237 recipients, France, in the fourth with 199, and the United Kingdom in the tenth position with 85 students.

Conacyt data confirms *Patlani* trends in regard to outgoing temporary student mobility destinations, but this must be taken cautiously since mobility reported by Conacyt could also be reported by HEIS in *Patlani*. In any case, this information allows for a more thorough analysis of student mobility in Mexican higher education, particularly in terms of graduate studies.

Permanent student mobility (degree-seeking) between Mexico and Europe

Data on permanent mobility was obtained from three sources: UNESCO's Institute of Statistics (UIS) database, information provided by Conacyt on scholarships to study abroad and reports of the European Commission Erasmus Mundus program of joint graduate studies.

The uttermost used source of data on the number of individuals studying outside their countries of origin to get a degree is UNESCO Institute of Statistics and, according to their portal, during 2012 there were 26 866 Mexican students studying abroad, equivalent to 0.67% of the total outgoing mobility students in 2012 and 13% among Latin Americans. The five most important countries regarding Mexican students' permanent mobility in 2012 were the United States with 13 456 students (50%), Spain with 2 542 (9.5%), France with 2 246 (8%), Germany with 1 668 (6%), and the United Kingdom with 1 519 (6%) (UIS, 2015). This situation matches the trends shown by *Patlani* regarding temporary mobility. Conacyt, in turn, reported 9 987 Mexican grant-recipients between 2014 and 2016 taking full graduate courses abroad; of these, 65% studied in Europe, i.e. two of every three, thus confirming the region as the dominant destination for student mobility, both temporary and permanent. Nonetheless, data per country reflects a different trend with respect to temporary mobility reported by *Patlani* and Conacyt itself: Mexican grant-recipients concentrate in two countries, the United Kingdom, 2 889 recipients (29%) and the United States 2 349 (24%). The remaining European countries have a more modest participation in general, the main being Spain (11%), Germany (9%), the Netherlands (6%), and France (6%). This scenario presents an interesting change, possibly a reflection of Conacyt policies to give scholarships to prestigious HEIs, especially those that make up the top-100 group in some of the most known international university rankings (Conacyt, 2017). Table 4.2 summarizes student participation in European countries in Conacyt mobility scholarship programs between 2014 and 2016, and it makes evident the United Kingdom's relevance in national policies regarding education of highly qualified human resources.

TABLE 4.2
Conacyt. Outgoing mobility; main European countries of destination 2014-2016

Program / Country	United Kingdom	Spain	Germany	France	Netherlands	Italy
Mixed grants to foreign countries (temporary mobility graduate students)	85	1 023	237	199	23	82

Program / Country	United Kingdom	Spain	Germany	France	Netherlands	Italy
Grants to foreign countries (permanent mobility of Mexican graduate students)	2 899	1 084	901	554	565	73
Totals	2 984	2 107	1 138	753	588	155

Source: Prepared by the authors with data from Conacyt temporary and permanent student mobility data 2014-2016.

Data on the participation of Mexican students in the *Erasmus Mundus* joint master and PhD programs in European Higher Education Institutions (HEIS) indicate that, of the 1 005 doctorate grants offered between 2010 and 2013, 26 were given to Mexican citizens, i.e., 3%. This data is not as limited as it could seem, since the country receiving the highest PhD grants was India: 79 (8%), while Mexico occupied the twelfth place of 178 participating countries in the program, and second of Latin America after Brazil which had 32 recipients. Master degree grants were more numerous and were given throughout the lifespan of the program (2004 to 2013). Of the 13 957 scholarships given, 535 went to Mexican citizens, which made of Mexico the fourth country with the greatest number of recipients and again the second one in Latin America, after India (1 519), China (1 339) and Brazil (578) (European Commission, 2017). The former confirms the trend observed in *Patlani* with respect to the important relationship existing in Mexico and European countries in terms of student mobility.

Projections of the Postgraduate Mobility Trends 2024 report (British Council, 2014) regarding growth expectations in mobility students' enrollment for graduate studies in the world estimate that —by the year 2024— the European countries that will receive the most are the United Kingdom (241 000 students) and Germany (113 000) which will represent one third approximately of all foreign students enrolled in HEIS of these two countries. The report analyzed the data of six countries receiving international students on permanent mobility (Australia, Canada, Germany, Japan, the United Kingdom, and the United States) and states that 8 000 Mexicans performed studies in some of them during 2012, showing a 1.6% increase in relation to 2007 and placing Mexico in the 22nd place of the 23 "graduate students exporting" countries analyzed (British Council, 2014). The report also forecasts that, by the year 2024, there will be 13 000 Mexicans doing graduate programs in some of the six countries the study focuses on, and will constitute 3.7% of the total, therefore Mexico's performance on this category will improve so as to reach the 19th place of 23. Of these Mexicans, Germany will receive 3 000 and the United Kingdom 2 800, that in relation to 2012 could represent 5.1% and 4.5% increases respectively. However, should the above-mentioned forecast be true, Mexicans would represent just 1.1% among the citizens of the 23 countries included in the report that will do graduate programs in the United Kingdom and

2.6% of those who will do it in Germany, thus placing the country far away from Pakistan, with 6 000 students in Germany by 2024, or Nigeria, third in importance both for the number of citizens doing graduate studies in the six countries and for their growth percentage between 2012 and 2024, with a growth expectation of 28 800 students in the United Kingdom. Notwithstanding this, it must be taken into account that this report was made prior to the United Kingdom's exit from the European Union, which consequences could contribute to the modification of the figures forecasted in the report.

Other reports on student mobility and academic cooperation between European countries and Mexico

This section presents reports on student mobility in Germany, the United Kingdom and Spain, and concludes with data of the European Commission program *Erasmus Mundus*. The importance of Germany as a foreign student recipient country is evident in the *Facts and Figures on the International Nature of Study and Research in Germany* report (DAAD and DZHW, 2017) that indicates that this country received 251 542 international students in 2016. Of them, 222 240 (89%) undertook a permanent mobility and 28 602 (11%) did a different type, including temporary mobility; 6.2% of these students was from Latin America and the Caribbean, and it was Brazil, with 4 586 students, the only Latin American country among the top 20 countries of origin of foreign students in Germany. In the 2015/2016 term, Mexican students represented barely 1% (2 815) of all foreign students in Germany, and only one of every six (445 students) had as its objective to obtain a degree (DZWH, 2017). It is interesting to note that mobility of Mexican students does not follow the general proportion pattern among temporary and permanent mobility students in Germany, since while in global figures for every 8 students on permanent mobility there is one on temporary mobility, among Mexicans it is almost the opposite: for every 6 temporary students there is one permanent.

Available temporary mobility data for both countries allows to conclude that there is certain reciprocity and that the interest of HEIS on both sides of the Atlantic to collaborate is mutual. However, Mexico could increase the number of students on permanent mobility to do graduate studies in Germany by taking advantage of the possibilities to educate high level human resources as offered by this country, which in turn shall contribute to improving binational scientific cooperation in the long term. On the other hand, the notorious differences between the number of mobility Mexican students reported by Germany (2 370 on temporary mobility and 445 on permanent mobility); by *Patlani* (1 361 in 2014/2015 and 1 462 in 2015/2016); by Conacyt (237 in temporary mobility and 901 on perma-

nent mobility), and the 3 195 visas to Mexicans for higher education issued in the 2014/2015 and 2015/2016 terms by the German Embassy in Mexico, are one more aspect worth analyzing. Said differences could be owed to the reduced response by Mexican HEIS to the *Patlani* survey, the lack of statistical data on "independent" mobility —that which is not organized by HEIS— and the nonexistent coincidence in the reported periods, among other reasons, however they evidence the lack of statistical comprehensive and reliable data on student mobility in Mexico, as well as the urgency to progress on their building.

In respect to the United Kingdom, a recent report (Prazeres and Findlay, 2017) noted that in the 2014/2015 term, UK HEIS received 337 000 foreign students, 39% undergraduate and 61% graduate, thus representing 23.1% of the total higher education enrollment in that country, reason why their contribution in financial terms to the sustainability of their higher education system is quite relevant. In the 2014/2015 term, 20% of international students in the UK, including nationals from the European Union, came from China, the most abundant nationality with 89 540 students. Even before announcing its exit from the European Union, the United Kingdom had experimented a gradual decrease in the number of national and foreign higher education students, because by the 2010/2011 term there were 2 497 000 students enrolled as opposed to 2 266 000 by the 2014/2015 term. The countries that had more drastically reduced their presence in the UK HEIS are Greece, Ireland, and Germany. According to Prazeres and Findlay (2017), this decrease is incumbent upon the increase in enrollment rates and changes in work visa policies for non-nationals graduated from higher education programs in the United Kingdom as of 2012. Some experts have pointed out that the new geopolitical scenario of the United Kingdom will imply a decrease in incoming students from the European Union that will cease to be considered domestic in terms of visas and enrollment volumes, which in turn will alter student mobility global flows (Prazeres and Findlay, 2017; Denis, 2016; Sharma 2016), though it is still too soon to anticipate future scenarios.

The situations that have affected incoming mobility of students of other countries in the United Kingdom do not seem to resonate —so far— in the Mexican case: Conacyt gave 745 new scholarships to study in this country in 2014, 844 in 2015, and 788 in 2016, while *Patlani* reports 454 students in the 2014/2015 term and 552 in 2015/2016, which speaks of certain stability in the last three or four years. However, the imminent exit of the United Kingdom from the European Union, the subsequent change in their visa policies and particularly a generalized sensation of little tolerance to migration could have repercussions in the future.

Spain, according to data compiled by the *Observatorio Iberoamericano sobre Movilidad Humana, Migraciones y Desarrollo* (del Álamo Gómez and Trejo Peña, 2017), receives approximately 2% of student mobility worldwide and 6% of all new

residence permits on account of studies in the European Union. As per this report —which combines diverse sources— the student population from other countries in Spain grew from 11 900 in the 2003/2004 term to 29 220 by the 2009/2010 term. Mexican students took the sixth place in 2012 among foreign students enrolled in Spanish HEIS, 5% (2 542 students) of the 55 759 recorded, after Colombian citizens (11%), Italians (7%), Ecuadorians, Peruvians, and Moroccan (6%). During the 2009/2010 term, Latin American students in first cycle educational programs (equivalent to technical or vocational and undergraduate) represented 35% of the total enrollment, while in the graduate and doctorate programs their proportion ascended to a bit over 50%, with Mexican and Colombian students being the most numerous in the latter two levels. Given that students from Mexico were recurrent among the majority between 1999 and 2012, that in this period Latin American students constituted the largest portion of foreign students in Spain, and that more or less 15% of all doctorate students in Spain between 2001 and 2010 were Mexican, it can be concluded that —in terms of incoming student mobility— Mexico was one of the most important countries for Spain during the first decade of the 21st century. This trend confirms the strong cultural and social links existing between these two countries, as evidenced in *Patlani* results from its first edition.

Finally, the student mobility dimension between Mexico and European countries cannot be fully understood without analyzing the different versions and updates of the *Erasmus* program, particularly in its interaction with Mexico. It is worth remembering that the *Erasmus Mundus* program in force through 2013 —and subsequently substituted by the Erasmus+ program— had the purpose of supporting academic cooperation and mobility between the European Union and other countries through the organization of actions in three areas: double or joint graduate programs (subcomponent of the Action 1 Joint Programmes), association among European HEIS and HEIS from other regions for student and professor exchange (subcomponent Action 2 Partnerships), and promotion of the European education system (subcomponent *Action 3 Promotion projects*).

According to the *Erasmus Facts, Figures and Trends 2012-2013* report (Euro pean Commission 2014), in the term 2014/2015 there were scholarships available for 138 master and 42 doctorate joint programs, while in the period comprised between 2004 and 2013 285 joint graduate programs were organized and nearly 1 000 Mexicans were benefitted with a scholarship for such programs, which placed Mexico in the fifth place after India, China, Brazil and Russia, for the number of grants assigned to their citizens. Likewise, Mexico placed itself in the ninth place for its global participation in the *Erasmus Mundus* program, being the third Latin American country with highest participation after Brazil and Argentina; however, Mexico's participation in the *Action 2 Partnerships* component was smaller and the country had the second to last among the most active 20.

Final reflections

In analyzing temporary and permanent student mobility between Mexico and Europe, the relevance of the region is highlighted both for the amount and the percentage of Mexican students who decide to take programs in one of these countries. Data confirms that destinations for temporary and permanent mobility do not vary a lot and even though there is little research on the relationship between temporary and permanent mobility, some studies (British Council, 2013; Prazeres and Findlay, 2017) point out that this can relate to the fact that students who have had the opportunity of temporary mobility during their undergraduate programs choose thereinafter to do graduate programs in the same destination.

The information presented also gives light to the relevance of the Mexico-Spain bilateral relationship, because not only is Spain a key destination for Mexico in terms of temporary and permanent student mobility, but also Mexico has certain relevancy as a country of origin of incoming students for the Spanish HEIS. Nonetheless, data allows as well concluding that the relationship between Spain and Mexico continues to be asymmetrical, since for every 6 Mexican students temporarily in Spain there is one Spanish student in Mexico. This situation questions the temporary mobility programs' sustainability inasmuch as the dependence regarding a favorable decision from the Spanish HEIS to receive Mexican students is excessive, without there being some reciprocity in the number of exchanged students within the framework of an agreement or bilateral collaboration program.

Taking the former into consideration, it can be concluded also that there are important challenges for student mobility between Mexico and the European countries. First, it is expected that the United Kingdom —which has shown a decrease in the number of incoming foreign students for a few years now— continues to be ever less attractive as a student mobility destination, particularly among students from continental Europe after it formally left the European Union. In regards to Mexico, the generalized anti-immigration feeling seems to be the most relevant risk for mobility and could consequently bring forth an increase of importance of English-speaking countries in which a less antagonist climate is felt toward foreigners, such as Canada or Australia.

Second, it is important to mention the high concentration of mobility within five European countries: Spain, Germany, France, the United Kingdom and Italy, as well as a marginal participation of the rest of countries in Western Europe and almost nonexistent in Eastern Europe. This situation seems to reflect the fragility and low sustainability of temporary student mobility in Mexico, since there is a dependency on a handful of destinations and HEIS that have traditionally collaborated with Mexican HEIS; the insufficient competency in language-mastering

among the student and professors community which limits broadening options for Mexican HEIS; and, maybe, a poor long-term strategic planning on the part of Mexican HEIS in regards to a broader and more balanced distribution of members and destinations for temporary student mobility.

Finally, it is evident that Mexico lost its capacity of strategic partner for incoming mobility in Spain over the last lustrum, hence, in order to become more balanced, sustainable and to increase binational cooperation beyond student mobility, it is important to thoroughly analyze the existing data and to plan strategies both at the institutional and at the country level, that contribute to recover part of the lost space and strengthen bilateral relations in the near future.

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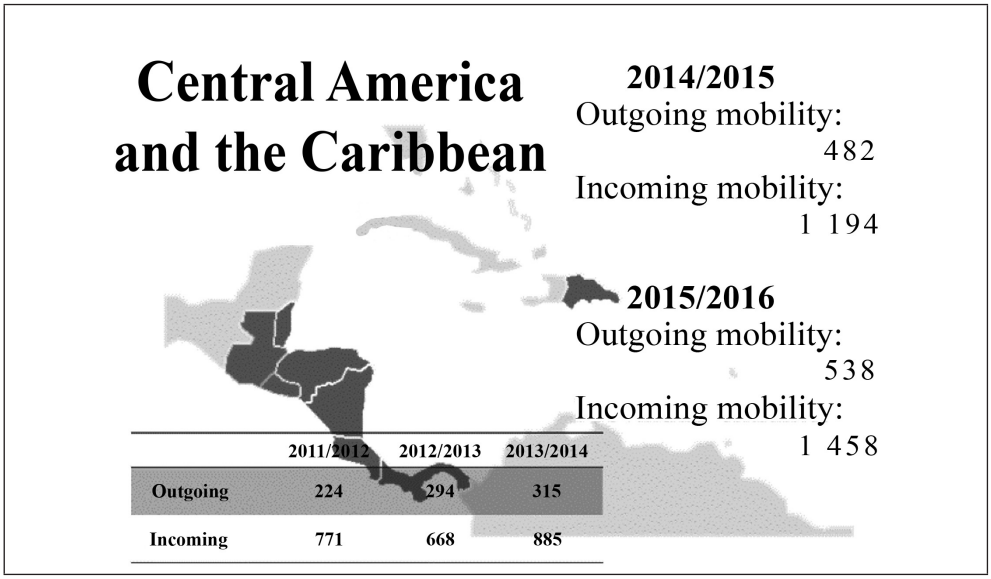
Mobility in Latin America and the Caribbean

Addy Rodríguez Betanzos

Higher education mobility between Mexico and Latin America and the Caribbean (LAC) is quite dynamic. Mexico receives a greater number of students from Latin American countries in comparison to Mexican students who participate in mobility to said countries. Map 5.1 shows the most important proportions reported by *Patlani*. According to the OECD (2016) analysis of mobility in its member countries, less than 3% happens in Mexico and the amount of international students in graduate programs is smaller than 5%. Even though the LAC higher education enrollment gross rate grew from 21% to 40% between 2000 and 2010, and access increased from 18% to 28% between 2000 and 2013, this is not totally reflected in the volume of student mobility and much less in the participation of Latin American countries in international rankings that eventually turn out to be important to promote a greater mobility and cooperation among HEIS.

Map 5.1
***Patlani*. Regional mobility - South America, Central America, and the Caribbean**



Source: Prepared by the authors with data from *Patlani. Mexican Survey of International Student Mobility 2014/2015 y 2015/2016.*

Main regional trends with respect to Mexico

Patlani reports that during the 2014/2015 term, incoming mobility to Mexico was 5 456 students and in 2015/2016 it was 7 063 students from 28 countries in the region. In both terms, lac students represented almost 35% of the total international

students, as well as one fourth of the total number of countries that send students to Mexico. Considering that in 2014/2015 international students in Mexico came from 111 countries and in 2015/2016 from 125, the number of lac countries participating did not change in number but it did in a few other Caribbean countries.

According to *Patlani*, outgoing mobility from Mexico in 2014/2015 was 4 278 students who chose 20 different lac countries, while in 2015/2016, the amount of students went up to 5 914 students who chose 27 different countries in the region. This amount of students with respect to the total number of Mexicans who participated in an international mobility program represented 17% of the total outgoing mobility. It must be highlighted that in the 2015/2016 term, the percentage of Mexican students who chose some lac country for mobility increased, as well as the amount of countries chosen as their destination, from 20 to 27.

Temporary mobility between Mexico and South America

For the purpose of this report, the South America region comprises the following countries: Colombia, Ecuador, Venezuela, Chile, Argentina, Brazil, Peru, Bolivia, Paraguay and Uruguay, with an exception made of the two Guianas and Surinam, since these countries, due to their historical and cultural geography are regularly considered within the Caribbean region. Brazil is a Portuguese-speaking country and the rest are Spanish-speaking. As to outgoing mobility reported by the *Patlani* survey, in both terms, Colombia, Chile and Argentina are among the top 10 destination countries chosen by Mexican students. In incoming mobility, all South American countries reported students choosing Mexico as their destination. Colombia occupies the second overall place and the first one in Latin America, followed by Argentina, sixth overall and second in the region; after the former are Ecuador, Venezuela and Brazil (which are among the top 10 countries —overall— which students chose Mexico as destination to study during the 2014/2015 term). During said term, 1 953 Colombian, 454 Argentinean, 406 Ecuadorian, 395 Venezuelan, and 334 Brazilian students participated.

In 2015/2016, Colombia again had the first place in the LAC region and second overall, while Argentina has number ten overall; then Peru in eighth, among the top 10 countries whose students choose Mexico as their study destination. However, the 4 to 1 difference is still present between Colombia and Peru, such as between Colombia and Argentina; for every four Colombian students, one Peruvian or Argentinean student enters Mexico. In total, 2 805 students from Colombia, 563 from Peru and 498 from Argentina enter the country to study. It is also worth mentioning that Brazil, on the twelfth place, followed by Venezuela, and by Chile three places down, are among the twenty countries with the highest volume of incoming mobility.

The Pacific Alliance program for temporary mobility is presented as a space created in 2011 by Chile, Colombia, Peru, and Mexico. According to data from their first eight announcements, the total number of students sent by these four countries, adds up to 1 330 students through the first quarter of 2017. Financing at the undergraduate level consisted on 1 183 grants and the rest was for doctorate programs. Mexico has participated with 440 students sent and 339 received; Colombia with 355 students sent and 323 received; Peru, 336 sent and 317 received, while Chile with 225 sent and 351 students received.

Table 5.1
Pacific Alliance. Total mobility students 2011-2017

País	Nivel	México	Chile	Colombia	Perú	Estudiantes recibidos
Mexico	Total		113	113	113	339
	Undergraduate		100	92	107	299
	Doctorate		13	21	6	40
Chile	Total	130		113	108	351
	Undergraduate	104		92	104	300
	Doctorate	26		21	4	51
Colombia	Total	128	80		115	323
	Undergraduate	100	70		103	273
	Doctorate	28	10		12	50
Peru	Total	156	32	129		317
	Undergraduate	150	32	109		311
	Doctorate	6	0	10		16
Estudiantes enviados		414	225	355	336	1 330

Source: Prepared by the authors with data from information provided by the Department of University Information, Secretariat of University Policies, Chile Ministry of Education (June, 2017).

Temporary mobility between Mexico and Central America and the Caribbean

Central America is made up by seven countries between the Mexican border and South America, between the Pacific Ocean and the Antilles Sea: Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica and Panama (the first one English-speaking and the rest are Spanish-speaking countries). The Caribbean is shaped by the so called Antilles: the Greater Antilles include five insular countries: Puerto Rico, Cuba, Dominican Republic, Haiti and Jamaica; both in Puerto Rico

and Jamaica, the official language is English, while in Haiti it is French. In turn, the Lesser Antilles are a more numerous group of smaller islands that make up an insular arch around the Eastern Caribbean side and the Western limit of the Atlantic Ocean, where 8 independent insular countries stand out: Antigua and Barbuda, Barbados, Dominica, Granada, Trinidad and Tobago, Saint Christopher and Nevis, Saint Lucia and Saint Vincent, and the Grenadines. In 2014/2015, Mexico received students from all Central America, the Greater Antilles the insular countries and from the Lesser Antilles, from Dominica, Saint Christopher and Nevis, Saint Lucia and San Vincent, and the Grenadines. In 2015/2016, the trend is the same, although with a slight change from the Lesser Antilles, when Saint Vincent and the Grenadines cease to appear, but in their stead Antigua and Barbuda show up. It is worth noting that even though in 2014/2015 any country from this sub-region is included in the list of the 20 countries in which students chose Mexico as their destination, in 2015/2016, El Salvador occupied the 14th place with the highest number of students in Mexico.

Regarding outgoing mobility, a total of 482 and 538 students in each term chose some Central American and the Caribbean country to study. During the 2014/2015 term, students enrolled in HEIS in Mexico opted for the following destinations: Cuba in the first place with 237 students; Costa Rica, second with 120 students; Panama, third, with 70; and in descending order the next destinations were: Dominican Republic with 15 students, Puerto Rico 14, Belize and El Salvador with two each; and finally, Honduras one and Nicaragua one each.

In comparison to the previous year, during the 2015/2016 term, Costa Rica received 71 more students, Guatemala 24 more, Puerto Rico 16 more, El Salvador 5 more and Dominican Republic one more. However, both Cuba and Panama received fewer students: the former 68 and the latter 16. Nicaragua stayed the same. But other countries were added to the list: Haiti with 11 students, French Guyana, Caiman Islands, Jamaica and Saint Lucia with one student each.

The former could be non-significant in comparison to other regions or in terms of their vast geography and population. What must be taken into consideration are the results of Mexican foreign policy toward its third border: The Caribbean. Through the *Organización de Estados del Caribe Oriental* (OECO) (Eastern Caribbean States Organization for its meaning in Spanish), which member countries represent 50% of the total English-speaking Caribbean countries, and in close collaboration with the Mexican embassy, the academic collaboration project was launched between 7 Mexican university public institutions and the member countries. Saint Lucia, through the Mexican embassy in Castries and its five districts (Saint Christopher and Nevis, Dominica, Antigua and Barbuda, Grenada and Saint Vincent, and the Grenadines), was the entrance door of said cooperation. Student mobility increase to and from those countries will probably be reflected in future *Patlani* reports.

Also, the report of the Foreign Affairs Secretariat of Mexico (2017) mentions that during 2016, 797 scholarships were granted, of which 41% were destined to Latin American and Caribbean students. Mexico collaborated with seven English-speaking Caribbean countries through 15 collaboration projects; with Central America, by means of 18 bilateral cooperation projects and with South America 145 projects. No specification is made as to whether said scholarships were for temporary or permanent mobility, or if they are given through Conacyt; information is missing in this regard.

Comparisons between Latin America and the Caribbean regions

It must be noted that total student mobility between Mexico and Latin American countries increased from one term to the next. However, incoming mobility to Mexico from countries like Guatemala, Bolivia, Nicaragua and Jamaica went down. Likewise, in terms of outgoing mobility in Cuba, Panama, Paraguay, and Venezuela the number of Mexican students decreased. One more relevant point is that in the 2015/2016 term, Mexican students had some type of mobility to the English-speaking Caribbean countries.

The proportions between incoming and outgoing mobility in some countries are also interesting to analyze. For instance, for every Mexican student choosing Honduras, 102 Hondurans chose Mexico; in other countries the proportion was 57 students, like El Salvador 48 versus 1 from Venezuela, 42 from Nicaragua, 25 from Haiti, 23 from Belize; 9 students respectively, from Jamaica and Bolivia; in addition to 7 from Dominican Republic, 6 from Ecuador, 5 from Guatemala, 3 from Saint Lucia island, and from Peru and Colombia each. In contrast, for every Mexican student who chooses Chile, only one prefers Mexico; or else, four Mexicans for one Uruguayan and two Mexican students for one Argentinean and Paraguayan. The 1-to-1 relationship is reciprocal only between Mexico and the following countries: Brazil, Costa Rica, Cuba and Panama. As it can be observed in the following tables, the flow has increased regarding incoming and outgoing mobility, bringing LAC to occupy the third regional place on outgoing mobility over the last four years.

TABLE 5.2
***Patlani*. Outgoing mobility by region (Latin America)**

Region	2012/2013		2013/2014		2014/2015		2015/2016	
Central America and the Caribbean	294	2%	315	2%	482	2%	538	2%
South America	2 043	14%	2 963	15%	3 796	15%	5 376	18%

Source: Prepared by the authors with data from *Patlani. Encuesta mexicana de movilidad internacional estudiantil 2014-2015 y 2015-2016*.

According to *Patlani*, while the region was second place in incoming mobility —except for 2014— during 2012/2013, 2014/2015 and 2015/2016, LAC was first place in outgoing mobility, which again shows cooperation bonds between Mexico and Latin America and the Caribbean.

TABLA 5.3
***Patlani*. Incoming mobility by region (Latin America)**

Region	2012/2013		2013/2014		2014/2015		2015/2016	
Central America and the Caribbean	686	6%	885	7%	1 194	8%	1 458	7%
South America	2 701	23%	3 393	26%	4 262	27%	5 605	28%

Source: Prepared by the authors with data from *Patlani. Encuesta mexicana de movilidad internacional estudiantil 2014-2015 y 2015-2016*.

The existing differences between South and Central America and the Caribbean are noticeable; regarding incoming mobility they are considerable during the 2014/2015 term (over 3 000 students). For the following term —2015/2016— the difference is of more than 4 thousand students between one sub-region and the other. Not only is said difference noticeable in terms of incoming mobility, it can also be seen in outgoing mobility. In 2014/2015, 3 796 Mexican students chose some South American country, as opposed to 482 Mexicans who opted for Central American or Caribbean countries. Said trend is repeated in 2015/2016, since 5 373 Mexicans chose South America and 538 chose between Central America and the Caribbean (see Map 5.1).

As to temporary mobility, in addition to *Patlani* data, Conacyt mixed scholarships are also considered an indicator of temporary outgoing mobility: in 2014, from a total of 1 145 scholarships, 199 were destined to Latin America and the Caribbean; 63 for doctorate programs, 111 for master's and 16 for specialty; in South America, 49 scholarship recipients chose Argentina, 39 Brazil, 36 went to Chile, and another 26 to Colombia; the remaining allocated scholarships were distributed among students who opted for destinations like Belize, Bolivia, Cuba, Ecuador, El Salvador, Guatemala, Jamaica, Panama, Peru, Puerto Rico, Dominican Republic or Uruguay. A slight decrease took place in 2015 with respect to the previous year; there were a total of 1 057 mixed scholarships to study abroad, of which 179 were destined to the Latin American region, 50 for doctorate programs, one for specialty and the rest for master's programs. The predominant area of knowledge was humanities and behavioral science, followed by social sciences. Argentina, Chile and Colombia were the most favored countries by students, though to a lesser degree they chose others like Brazil, Bolivia, Cuba, Ecuador, El Salvador, Guatemala, Honduras, Peru, Puerto Rico, Dominican Republic, Uruguay and Venezuela.

In 2016, the number of scholarships increased to 1 116, which reflected as 193 more mixed scholarships through doctorates, one specialty and 119 masters

in the same areas as the previous year, but with a small increase in the field of engineering. The countries receiving the largest number of Mexicans were Chile, 43; Argentina, 40; Colombia, 31; Brazil, 28; and the rest spread out in the same countries as 2015. Conacyt reported in 2015, a scholarship from the Costa Rican Department of Energy (*Secretaría de Energía*) (Sener) and in 2016, the grants for sabbaticals abroad, but none for lac. In the case of post-doctoral grants, of 337 to study abroad, 7 doctors went to Brazil; to Argentina and Chile 3 each, and one to Costa Rica. Also from the 35 scholarships from the *Centro de Investigaciones y Estudios Superiores en Antropología Social* (CIESAS)-scholarship program for native people (*Probepi*), 21 of them were destined to Costa Rica, Bolivia, Ecuador and Argentina.

Permanent mobility between Mexico and LAC

Based on the information provided by Conacyt, in 2014, the Board reported 44 graduate scholarships to lac: 8 for doctorate and 35 for master's programs to Argentina, Bolivia, Brazil, Costa Rica and Uruguay. The most visited country was Brazil with 29 recipients; 70% of the total scholarships were to the field of biotechnology. In 2015 24 scholarships were granted: two for doctorate programs to Chile and Costa Rica, one specialty to Brazil and 21 master's to Argentina, Brazil, Chile, Costa Rica and Peru. The 2 doctorate scholarships plus 14 for master's degrees were in the areas of social sciences and humanities. In 2016, 27 doctorate and 20 master's scholarships were destined to LAC, predominantly in the biotechnology and agricultural sciences, followed by social sciences and humanities. The country that had the most students was again Brazil, now with 34; Chile, Costa Rica and Argentina were also destinations chosen by Mexican students, but to a lesser extent.

The three reported years, though this report refers only to the last two, demonstrate that actually Mexico's participation in terms of permanent mobility within the lac region is not very significant. Nonetheless, incoming mobility is indeed significant, since of a total of 2 446 foreign students in Mexico, Conacyt scholarship-recipients, historically (2010-2014) for graduate or specialty programs, 1 755 are lac students, specifically 743 in doctorate programs, 973 in master's programs, and 39 in some specialty. In general terms, of these 1 755 students, 437 decided on graduate studies in social sciences, 228 humanities, 277 physics and mathematics, 258 biology and chemistry, 173 biotechnology, 295 engineering, and 87 chose medicine.

TABLE 5.4
Conacyt. Graduate students from Latin America and the Caribbean in Mexico (incoming mobility)

Country	Scholarship start: 2010-2014 Scholarship end: 2014-2017			Scholarship start: 2014-2017 Scholarship end: 2016-2021		
	Doctorate	Master	Specialty	Doctorate	Master	Specialty
Argentina	22	25	2	31	34	1
Barbados	1	4	0	0	0	0
Belize	1	0	0	1	7	0
Bolivia	26	0	2	26	37	3
Brazil	15	40	1	25	14	0
Chile	33	34	0	32	35	1
Colombia	358	438	8	393	655	19
Costa Rica	13	27	4	24	18	2
Cuba	95	135	1	168	337	5
Dominica	1	2	4	1	1	0
Ecuador	38	71	6	53	78	10
El Salvador	7	20	0	17	19	2
Granada	1	0	0	1	0	0
Guatemala	24	25	0	22	19	12
Guyana	0	0	0	0	1	0
Haiti	6	14	0	2	17	1
Honduras	4	23	6	15	31	7
Nicaragua	13	26	1	13	16	5
Panama	4	6	0	4	7	1
Paraguay	4	10	1	6	9	2
Peru	37	25	0	31	23	2
Puerto Rico	1	5	1	6	2	5
Dominican Rep.	1	12	1	1	3	0
Saint Vicente	1	1	0	1	0	0
Saint Lucía	1	1	0	1	0	0
Surinam	1	1	0	0	0	0
Trinidad and Tobago	1	1	0	0	0	0

Continúa...

Country	Scholarship start: 2010-2014 Scholarship end: 2014-2017			Scholarship start: 2014-2017 Scholarship end: 2016-2021		
	Doctorate	Master	Specialty	Doctorate	Master	Specialty
Uruguay	5	3	0	15	7	1
Venezuela	27	30	6	48	74	4

Source: Prepared by the authors with data based on information provided by Conacyt, from its 2014-2017 database.

Although participation increased in lac regarding both the number of students (see Table 5.4) and the countries represented, Colombia, Cuba, Ecuador and Venezuela are the ones that stand out as it pertains to temporary and permanent mobility, which reflects a strong interest from these countries' students in Mexico, as well as Mexico's success in internationalizing its graduate programs.

Pending topics

Based on this regional LAC report in *Patlani*, and with additional information provided by Conacyt as well as some embassies or government organizations, it is worth noting that the lack of information on international student mobility hinders having an integral overview of what happens in this region. Though Mexico has shown interest in developing more collaboration with the Central America or the Caribbean region, there are few specific programs that prioritize the development of cooperation schemes. For example, the Universidad Juárez Autónoma de Tabasco (UJAT), in its unit adjoining Guatemala, says to have internationalization programs with that country, but there is information missing about the specific results of said projects. The same occurs with the Universidad de Quintana Roo and its alliances with the English-speaking Caribbean.

Surely, more Mexican HEIS participate in specific student mobility projects and the mediation bodies do not provide information that could allow for a more thorough analysis of student mobility map in Latin America and the Caribbean. Undoubtedly, many of the international organizations, regionally, propitiate and support student mobility and academic exchange, but it is necessary that they share such information in a transparent manner. Among organizations and even Education Ministries that were asked to provide information, only a few replied; some, like the Unión de Universidades de America Latina (Latin America Universities Union, UDUAL), a body which drives student and professor mobility among participating graduate programs, informed that it assigns top importance to the *Programa Académico de Movilidad Educativa* (PAME) (Educational Mobility Academic Program, for its meaning in Spanish) resulting in mobility between 85 participa-

ting institutions. The Alliance for the Pacific also provided information, but more participation is required for future regional *Patlani* reports.

Without a doubt, there are many pending topics to work on in the region, particularly that Education Secretariats or Ministries in the lac countries as well as regional bodies that support student mobility between higher education institutions, have reliable and transparent databases for a better regional analysis and its subsequent comparison with other regions in the world.

As seen in the North America report, information was provided by the IIES, or in the case of the European Union report with *Erasmus Mundus*, the British Council or the German Council DAAD. Analyzing the balance on exchange between the countries turns out even more delicate and it would be interesting to cross information with Mercosur, ENLACES, IESALC, among other actors of international cooperation, particularly as to higher education internationalization and specifically student mobility, as the significance of making a balance of exchange and mobility is reiterated.

One more pending topic that must be undertaken cautiously is the information provided in this chapter based on Conacyt data. As it is the case of other regions herein presented, information may also be reported by the HEIS to *Patlani*. The fact remains that in this report, Conacyt data confirms the *Patlani* trends presented for the region. Latin America and the Caribbean priority importance for Mexico followed by Europe as relevant region is reinforced. Even more so, lac is a priority area in the Mexican foreign policy for Mexico's particular role in the region.

Yet to be reflected upon is the analysis of higher education internationalization national policies in LAC; the creation of a regional map with indicators that enable a more reliable access to information which public and private HEIS must provide their respective governments. This way the topic of incoming and outgoing mobility can be analyzed, and replicating —as Mexico has done— the 911 Formats will help boosting this report.

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Final reflections on internationalization

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Higher education internationalization is a research field that has been developed from the professional practice. (De Wit 2002, Dolby and Rahman, 2008). Theory and *praxis* have been in constant feedback, as reflected in the evolution of efforts to define internationalization; a review of representative definitions accounts for that. For example, from the notion that emphasized specific activities such as exchange and cooperation (Arum and Van der Water, 1992; De Wit, 2002); or, in explaining it as an institutional change process that permeates the administration to improve teaching-learning (Soderqvist, 2001); or as a process that integrates the international, intercultural or global dimensions in higher education functions (Knight,2003); to the definition of internationalization as those policies and specific programs undertaken by governments, academic systems and institutions to promote academic mobility, research and teaching (Altbach,2006). Throughout almost 30 years, the path has been across conceptualizations focused on specific aspects particular to others, with a general or integral focus.

As part of this prosperity between theory and practice, the need to understand the motivations or essential reasons of higher education internationalization stands out. On this topic, research of pioneers like De Wit (1995, 2002), Knight (1993, 2003, 2004), and Knight and De Wit, (1997, 1999), has set the bases for its continuous expansion. Also, these authors have offered a systematization on internationalization foreseeing its development at its different levels: national, regional, state, institutional, or departmental; identifying its actors: institutions, governments, leaders, officers, interest groups, academicians, students; as well as by recognizing the different spheres: cross-border service rendering, dual degree, international accreditations, academic mobility, academic cooperation projects, joint research, study plans and programs, among others. It is important to analyze the motivation or essential reasons of internationalization because they set the bearings it takes (Childress, 2009, p. 290). It is also necessary to understand said reasons that will reflect on university-designed policies, the programs they eventually implement and "dictate the type of benefits or results expected from the internationalization efforts" (Knight, 2005, pp. 14-15).

As discussed in different spaces, higher education mobility and internationalization are concepts that tend to be used interchangeably. They refer to interdependent phenomena but their meaning is the same. One explanation has to do precisely with the visibility of the former; as stated by Hénard *et al*. (2012, p. 7), "student mobility is simply the most visible part of internationalization, which is a more complex and multidimensional topic." Mobility historical roots go back to medieval universities; since then, movement had to do with knowledge production and the search for better work conditions, new ideas or collaborators. As pointed out by Hudzik (2015, p. 13): "The search for knowledge and learning without borders is the 'seed gene' for higher education internationalization, but it can be lost when other motivations intervene".

While internationalization is "the process of integrating an international, intercultural or global dimension in the purpose, functions and provision of higher education," (Knight, 2003, p. 2), student and academic staff mobility is a key aspect of internationalization and even an indicator of the same. Along with other type of internationalization activities —foreign language programs, study and/or work abroad, transcultural training, visiting speakers and researchers, and some modalities of dual or joint degrees, for example (Knight, 2004, p. 14)—, mobility has been classified as an institutional strategy. Student mobility is defined as "studies within the student's tertiary education *curriculum* performed in another country" (International Association of Universities, 2015), and for analyzing it, it is necessary to start from some distinctions.

According to the International Association of Universities (2015), there are two main types of student mobility: one that is part of a curriculum and may or may not involve credit, and the one that corresponds to a full curriculum, that is, mobility to get a diploma or a degree (Junor and Usher, 2008, p. 3). In the first case, for having a shorter duration, it is considered temporary mobility and may be credit-bearing or within-program mobility. Credit-bearing refers to studies during school terms in which the students takes subjects or perform activities, at a different HEI than the one in which they'll receive their degree, for which a number of credits are obtained and recognized by the institution of origin, where in the case of not-for-credit courses are not obtained. The second case is commonly known as permanent mobility (degree-seeking or whole-program mobility), and as mentioned before, while on it, the international student enrolls in the foreign university to obtain a full degree.

In both mobility cases, temporary or permanent, the traditional notion prevails according to which "the student moves to another country" (a mobility literal expression), and is one of the standard criteria for statistical purposes by institution and country. It is premature to anticipate to which degree the Incorporation of technology provides an alternative to physical mobility, whether temporary or degree-seeking. But in the case of the *Patlani* results presented in this report, data

is included of a distance university with high mobility. Definitely, new modalities shall continue to transform traditional measurements and this report is proof of that. Another criterion is mobility direction or flow, whether incoming or outgoing. Incoming mobility refers to international students enrolled in a university of the receiving country either temporarily or permanently. Outgoing mobility is about students enrolled in a higher education institution of the issuing country (or domestic students) who enroll in a university of the destination country in a temporary or permanent manner. In addition, mobility may also be classified as per its purposes or predominant component: research, internship, cultural immersion, social service or learning a language. Finally, one more mobility classification may be made from the type of higher education institution (public or private) and by education level, in the case of Mexico: specialty, undergraduate, master's and doctorate degree. It is worth repeating that the terms used in the *Patlani* survey are: outgoing and incoming students, temporary mobility (for-credit and not-for-credit), and permanent or degree-seeking mobility.

Mobility is a component of internationalization as well as a useful strategy, but is not the only way to incorporate an international perspective in the university or of providing international experiences to the students. There are, for instance, the "at home" internalization efforts through the curriculum and driven by the use of technology, without the need of performing a geographical displacement.

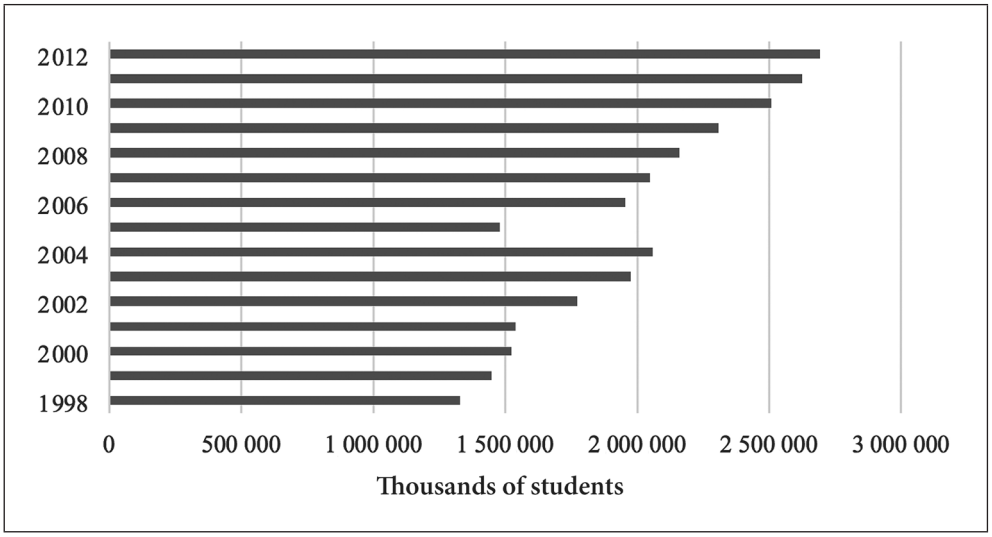
As an internationalization strategy, student mobility allows for the participation and exposure to international knowledge flows, as well as to new ideas or technologies (OECD, 2010); it contributes to the understanding among cultures, to building a cultural identity and to developing a citizenship, as main objectives. In studying three separate university cohorts, 5, 10, and 20 years, Luo and Jamieson-Drake (2013) found that those having high interaction with international students developed the capacity of questioning their own and society's beliefs and values; they also develop skills like reading and speaking a foreign language, good relations with different race, country or religion individuals, learn new skills and knowledge in an independent manner, and understand the role of science and technology in society, among others. Hence the relevance that a greater number of students participate in mobility processes worldwide.

Attracting students from other countries has become a very important aspect in the competitiveness among nations, especially when considering that student mobility can be the initial step to attract highly qualified staff. Thus has been researched by Hennings and Mintz (2015) in Japan with initiatives such as the 300 000 International Students Plan and the Global University Project. In this sense, the research report Train and Retain done by the research university of the Expert Council on Foundations on Integration and Migration (Morris-Lange and Brands, 2015) analyzes the available support for international students for enabling their transition from study to work in Canada, Germany, the Netherlands and Sweden.

Although students could be model immigrants for these countries, and in spite of local support structures, not always do they manage to find adequate jobs. The report recommends a joint effort by universities, employers and policy makers with the purpose of improving these conditions so that they allow retaining more international graduates as qualified immigrants. This retaining is at the same time experienced by the countries of origin of these graduated students as a brain drain that some authors have already underlined as a possible risk. Knight (2007) points it out as a risk of higher education internationalization in general, and not specifically of student mobility.

The amount of students on temporary and/or permanent mobility has gradually increased practically in all continents. Figures from the Organization for Economic Cooperation and Development (OECD) regarding the number of international students enrolled in its country members account for that; from 1 327 154 students in the year 1998, it went to 2 692 971 students in 2012 (last available period). As shown in Chart 6.1, made from data reported by 30 countries, growth was not linear but it doubled throughout 14 years. To date this growth does not seem to stop in spite of the geopolitical changes in countries like the United States or the United Kingdom. Destinations may vary, but there is uncertainty regarding what will happen with world volumes.

CHART 6.1
OECD. Number of enrolled international students (1998-2012)



Source: Prepared by the author with data from OECD. OECD statistics, retrieved from https://stats.oecd.org/Index.aspx?DataSetCode=RFOREIGN. Reviewed September 22, 2017.

Mexico has some works that are a testimony of internationalization in higher education institutions, especially in the area of agreements with other countries'

universities for mobility, dual degree and cooperation. In the case of student mobility, there is data such as produced by the *Patlani* survey indicating that student mobility is one of the main internationalization strategies for Mexican institutions, although there are differences in terms of volumes, flows and available resources among the financing public and private sources, and therein lies, precisely, its relevance. It is enough to see that the amount of students having mobility experiences is constantly growing, according to *Patlani* and 911 Formats data (as shown in this report).

To a lesser extent than *Patlani*, another effort that seeks to contribute to a larger knowledge of causal factors and international mobility students' profile, is the on-line survey called *Experiencias Internacionales de estudiantes en Educación Superior 2017* (International Experiences of Higher Education Students 2017). This survey was distributed by ANUIES among its associated HEIS to be answered by students enrolled in Mexican universities, and inquired on their perceptions, attitudes, and experiences on outgoing mobility, as well as factors of influence on their decision-making process. Said survey is part of a report on the status of higher education internationalization in Mexico, assigned to CIDE through a contest by the British Council in Mexico. A total of 1 101 undergraduate students and 164 graduate (master's and doctorate) students answered the survey, from 64 universities (48 public and 16 private financing). At the beginning, the students were asked about the options of international experiences offered by their university, in order to investigate what their knowledge was on such options. The most important answers were: do a semester in a foreign university (26.5%); research fellowship in a foreign university (16%); take optional subjects during the summer (14.1%); language courses abroad (14%); internships abroad (12.2%); doing a specialty in a foreign university (11.7%); take non-credit courses in a foreign university (4.3%); others (1.2%). The choices "research fellowship in a foreign university" and "doing a semester in a foreign university" were the most favored by both undergraduate and graduate students. These answers make sense when contrasted with *Patlani* results. What is interesting in comparing the two surveys is that *Patlani* is answered by the institutions and the "International Experiences" one is answered by students. In any case, most mobility reported by *Patlani* is of the temporary type, to take some subject in another higher education institution.

More recent conceptualizations (Hudzik, 2011; 2014), advocate for a comprehensive internationalization, defined as "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise…It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations." (p. 7). On the other hand, an expert panel

consulted on the elaboration of the report *Internationalisation of Higher Education* prepared by the General Directorate for Internal Policies of the European Parliament (De Wit, Hunter, Howard and Egron-Polak, 2015) undertook the task of updating the internalization accepted definition of Knight (2003) —quoted at the beginning of this section— to coin the following one: "it is the intentional process of integrating an international, intercultural or global dimension, in the purpose, functions and provision of higher education with the aim of improving the quality of education and research for all students and staff, and to make a significant contribution to society" (p. 29) (underlined in the original).

In parallel, there are several debates that criticize the emergence of a new higher education internalization phase characterized by financial interests, specifically to maximize profits and capture the student market in other countries lacking the offer and/or official regulation (Wadhwa, 2016; Brandenburg and De Wit, 2011) and that also increase inequality in domestic higher education systems by offering education services by foreign providers (OECD,2010).

Other topics incorporated to the debates on internationalization are, for example, sources of financing; the unexpected effects of internationalization (such as brain drain or wasting); its implication in cultural or political terms; or else, the manner in which internationalization reproduces inequality and the stratification in higher education systems. Recent considerations point to the intersection of student mobility, migration and internationalization (Brooks and Waters, 2011); phenomena that includes refugees' access to higher education and the function of local universities of recognizing their previous qualifications (European Students Union, 2014). Undoubtedly, the fashion topic that raises concerns is the reemergence of nationalist movements in different parts of the world: The United States, Filipinas and European countries like Germany, Austria, Denmark, the Netherlands, and Poland, to mention a few. These movements, frequently accompanied by a xenophobic and discriminating discourse, represent a paradox to the internationalization objectives as to higher education.

One example of the current challenges within the internationalization topic are the happenings in regards to the United Kingdom's exit from the European Union, known as "Brexit," and the arrival of Donald Trump to the presidency of the United States, phenomena that starts creating a "domino effect" with tangible repercussions which generate an uncertainty climate among HEIS and their communities. Before the imminent Brexit, some consequences possible to anticipate in the short term are: British universities will cease to receive the additional 15% financing contributed by the European Union, and from there, the obtaining of funds could become even more competitive for academicians for research projects and financing of some programs. British students on mobility will no longer be candidates to receive the subsidy provided by *Erasmus+*. The United Kingdom will be forced to formulate and implement its own international mobility program,

just as other countries in the region which are not part of the EU, like Switzerland, for instance. Another issue of no lesser relevance also discussed further ahead in this text on the case of the United States, is that of visas, which in the case of British universities, it would hinder hiring "high caliber" academicians (Black, 2017).

On the other hand, executive order 13769 in the United States —signed by President Trump on January 27, 2017—imposed a migratory veto against citizens from seven mostly Muslim countries, and though it was temporary and has been suspended by judgment (its legal process continues in US courts), is a legal action that has set a precedent as to mobility toward that country, awakening uncertainty and anticipating more strict policies for visa issuance.

Similarly, on April 18 of that same year, Trump signed another executive order: *Buy American, Hire American*, by which he instructs the Departments of Labor, Justice and Homeland Security of that country to review and amend the H-1B visa program. It is anticipated that this shall impose restrictions on the issuance of work visas for highly skilled professionals, a useful modality to technology companies for their temporary hiring of employees on specialized fields such as engineering, science and medicine.

The United States is beginning to see some organized efforts at the discourse level, yet incipient and of a "reserved forecast." For example, the US campaign "you are welcome here" started by Temple University and to which more than 250 schools, universities and institutions have added themselves to, looks to assert that the participating organizations are "diverse, friendly, safe, and committed to students' development" (Temple University International Affairs, 2017). Although not the focus of this campaign, not to be ignored are the financial and work benefits that international students represent for that country's higher education. According to NAFSA, for the academic term 2015/2016, 1 043 839 students enrolled in North American universities, contributed $ 32.8 billion and supported the creation of 400 000 jobs (NAFSA, 2017).

In the United Kingdom, the Universities UK association has also launched an informative campaign, strongly present in social media, highlighting the impact of British universities in society, economy, and in the lives of that country's citizens. These universities, are characterized by a downward trend on outgoing student mobility, but upward on incoming mobility. Additionally, the campaign stresses the financial benefits and job creation that international mobility represents for the country. For example, by the 2012/2013 term, EU students represented 5.5% of the total university enrollment and contributed £3.7 billion to the British economy as well as the creation of 34 000 jobs.

Evidence available to date makes it impossible to anticipate in an exhaustive manner, the impact that these types of events will have on higher education in Mexico and other countries. However, experts on the topic set forth possible risks (Altbach and De Wit, 2017) and recommendations (Brandenburg and De Wit,

2011). One potential threat is that the least favorable aspects of internationalization, such as those associated with a business vision, recruiting industries, franchises and complementary programs are favored or even little affected in spite of anti-immigrant feelings.

In addition, it is expected that internationalization efforts at home face a greater resistance, and will depend to a great extent on the autonomy of universities and not on governments support. On the other hand, it is not yet very clear how will students from countries in Africa, Asia and Latin America who intend to do international mobility will react to the nationalism of countries like the United States and the United Kingdom. Though in temporary Mexican mobility Spain has distinguished as the main country of destination, the US and the United Kingdom have always stayed within the top 10 countries of temporary destination. Even more important, in the 911 Formats and Conacyt data both the USA and the UK have been the main destinations for Mexican student's permanent mobility. Consequences of these two countries' changes will most likely eventually affect Mexican mobility, redirecting it to other countries.

Finally, another risk is the lack of clarity and swiftness in the government's response to support university internationalization by virtue of migratory and visa issuing restrictions like the previously mentioned. On this topic, it will be important to consider the attention given to students who experience "forced mobility" (refugees, displaced, repatriated, etc.).

An example in Mexico is the *Programa Universitario Emergente Nacional para la Terminación de Estudios Superiores* (PUENTES), (Emerging National University Program for the Completion of Higher Education Studies, for its meaning in Spanish) undertaken by the federal government and ANUIES. This is an extraordinary and temporary program for Mexican migrants studying in the USA to be able to revalidate their studies and to incorporate to the national education system (ANUIES, 2017). Currently 407 higher education institutions are participating (296 public and 111 private); to access the program, students meeting the profile in the summons must register in the electronic platform established for this purpose by ANUIES (puentes.anuies.mx).

When political-social movements of a nationalist nature favor measures such as the formerly discussed herein (Brexit and executive orders in the US), and are additionally sustained on a racist and anti-migratory discourse, this represents a force contrary or antagonist to the principles that higher education internationalization should promote: contribute to its quality and research, foster cooperation, favor ethnic and cultural diversity of higher education institutions. The context currently experienced by higher education internationalization sets the standard to go back to its basic principles, to look for converting those who perform in this field into innovation boosters as they continue to be "defenders of tradition," as similarly stated by Brandenburg and De Wit (2017). Therein lies the main cha-

llenge: adopting not a defensive position but one to defend making explicit the principles historically championed by internationalization, promoting the peace and understanding that have contributed to improve the search for knowledge beyond borders. Lastly, it is expected that the contributions of this report assist in that regard by offering information and different analysis on international student mobility in Mexican higher education institutions.

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Patlani. Mexican Survey of International Student Mobility. 2014/2015 and 2015/2016

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The *Mexican Survey of International Student Mobility, Patlani*, has consolidated as a valuable and reliable source of information for national and international organizations, researchers, professors and Higher Education Institutions interested in student mobility development as an essential part of internationalization, a transcendental axis of higher education development in our country.

ANUIES, along with associated institutions, thrusts internationalization programs, therefore *Patlani* seeks to be the basis of an information system that continues to reflect the institutions' effort on giving the students access to mobility experiences. Likewise, it looks forward to becoming the source of information based on which comparable indicators can be generated internationally.

Undoubtedly, the results presented in this edition will be essential to affect decision making and the creation of educational public policies that bring about a strengthening of the professional and integral education of students through student mobility.

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