

EXPERIENCES OF LATIN AMERICAN STUDENTS DURING THEIR STUDY IN EUROPE

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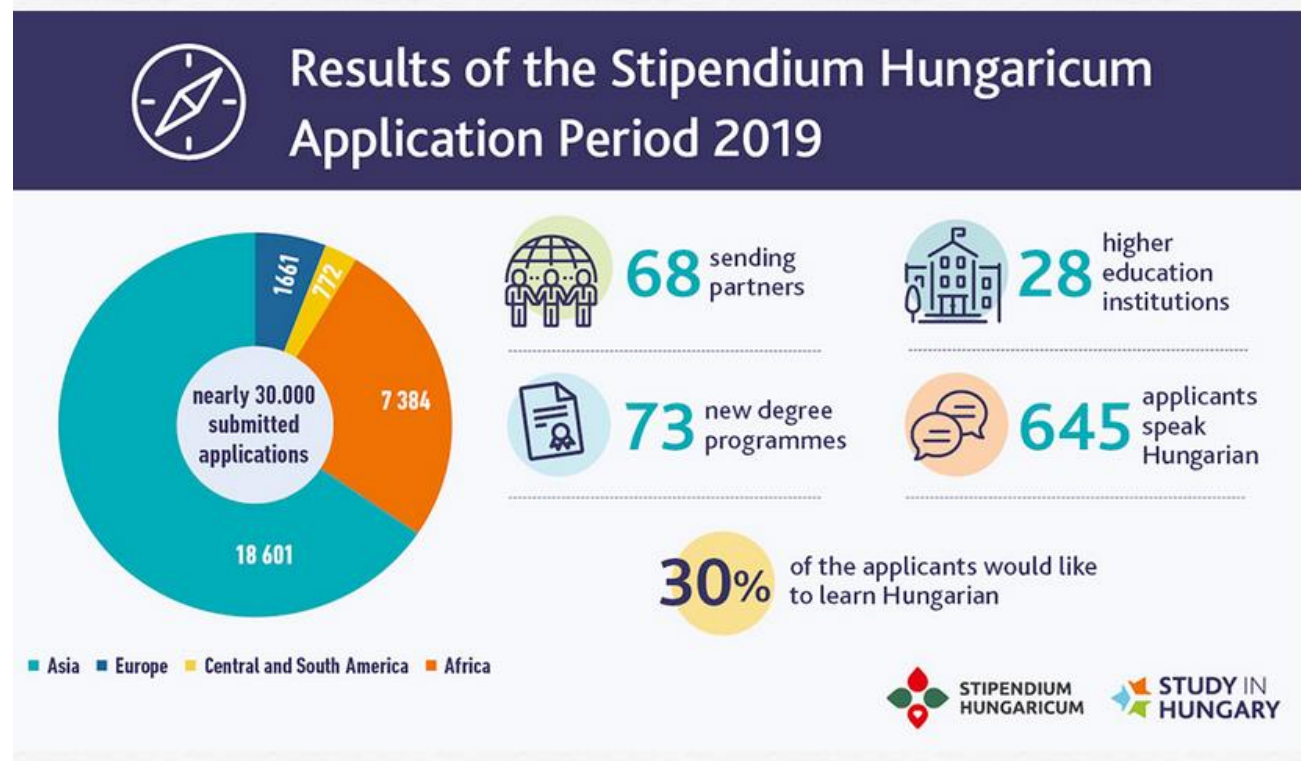
University of Debrecen

2020



**DEBRECENI
EGYETEM**

Background and Context



In recent years, relations in the field of higher education between Hungary and Latin America have developed significantly, among other reasons due to the Stipendium Hungaricum scholarship programme launched by the Government of Hungary in 2013 (Daily news Hungary, 2017).

Mission of the Stipendium Hungaricum Scholarship Program

The program is based on bilateral educational cooperation agreements signed between the Ministries responsible for education in the sending countries/territories and Hungary or between institutions. Currently around 70 Sending Partners are engaged in the program throughout 5 different continents and the geographical scope of the program is spreading each year.

The core missions of the programme are:

- To increase the number of foreign students in Hungary.
- To encourage Hungarian higher education institutions to attract top foreign students.
- To establish personal and professional attachments to Hungary while enjoying high quality education in the heart of Europe.
- When the graduates return to their home countries with marketable skills and knowledge, they can build civil, political and economic relationships, contributing to Hungary's image and recognition abroad.

Research questions



1.

- How is the internationalization of Higher Education between Hungary and Latin America?

2.

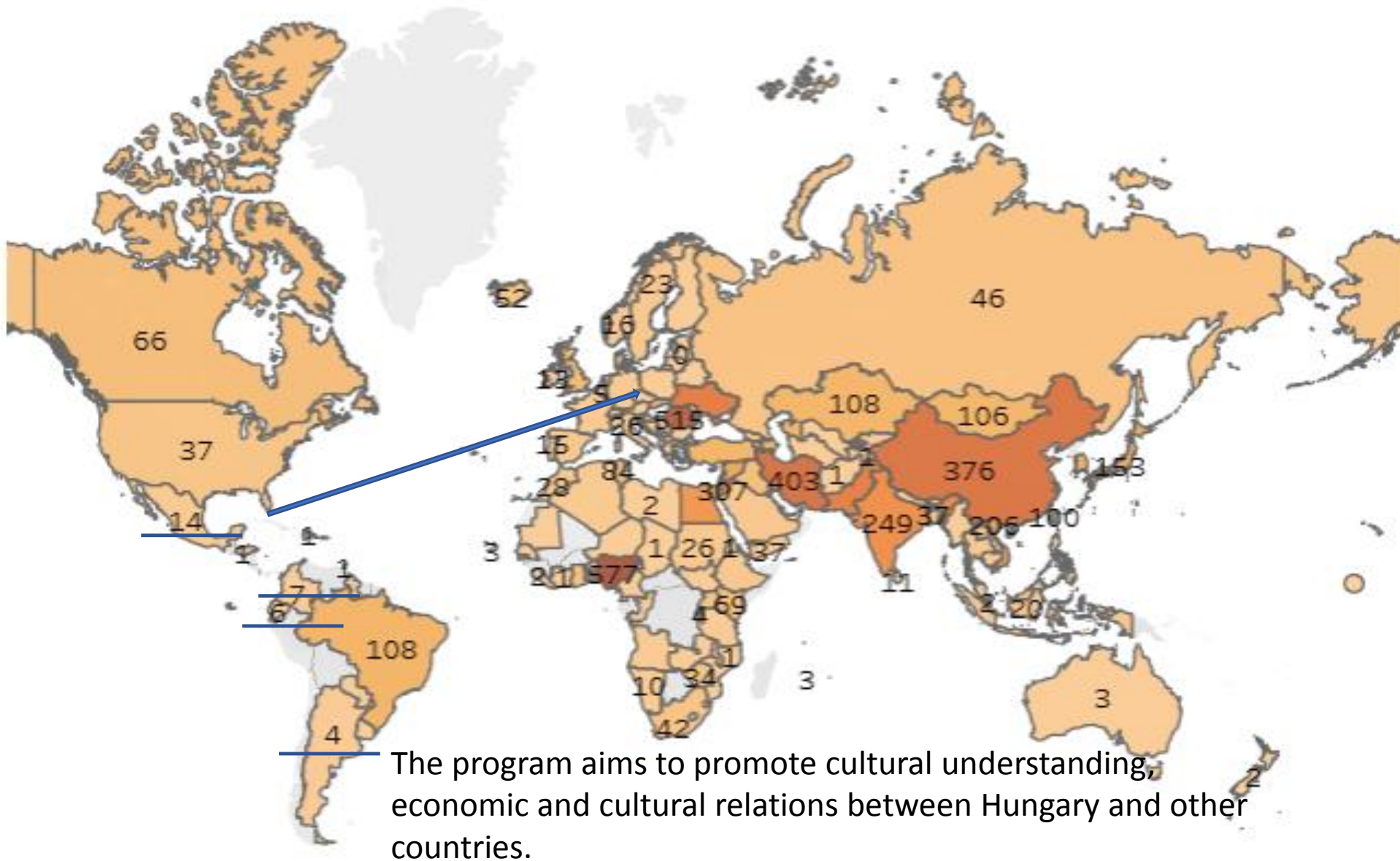
- What can Latin American students perceive about higher education in Europe?

Hypothesis

The political relations among countries explain the low numbers of latin american students in Europe.

Europe is perceived to have more quality in its higher education than the students country of origin.

Number of international students 2019 by country



Argentina	Colombia	Ecuador	Mexico
Full degree bachelor, master, doctoral studies: in any field of interest	Full degree in bachelor, master, doctoral studies: agriculture, economics, natural sciences, engineering and technology, arts and social sciences	1. Full degree master studies: agriculture, natural sciences, engineering, social sciences, pedagogy and arts 2. Full degree doctoral studies: In any academic field	1. Full degree bachelor, master studies: agriculture, natural sciences, economics, social sciences, arts and engineering 2. Full degree master studies: agriculture, natural sciences, economics, social sciences, arts and engineering 3. Full degree one-tier master studies: in any field of interest 4. Full degree doctoral studies: any field of interest 5. Partial studies: any field of interest only on a master or doctoral level
Name of responsible authority: Ministerio de Educación, Cultura, Ciencia y Tecnología de la República Argentina	ICETEX	SENESCYT (Secretaría de Educación Superior, Ciencia, Tecnología e Innovación)	AMEXCID (Intercambio Académico para Europa, Dirección de Intercambio Académico, Dirección General de Cooperación Técnica y Científica). “Mexican applicants do not need to apply to the Sending Partner separately. They need to apply to the Stipendium Hungaricum programme’s application system directly”

Becas internacionales

Preguntas frecuentes

Campus Global

Preguntas frecuentes

El **Programa de Becas Internacionales** de la Dirección Nacional de Cooperación Internacional **brinda oportunidades académicas a estudiantes de grado y posgrado, investigadores y docentes**; mediante convenios de reciprocidad o cofinanciación celebrados con actores locales, regionales o mundiales.

Nuestras becas implican la continuidad, en el más alto nivel académico, de las políticas públicas orientadas a la mejora de la calidad educativa y la formación continua de nuestros profesionales, comprometidos a su regreso con el desarrollo del país.

Asimismo, esta iniciativa favorece la relación entre universidades y centros de investigación nacionales y extranjeros, en áreas de conocimiento prioritarias para la República Argentina.

Very general information and only one contact

País	Hungría (República de Hungría)			
Programa	ESTUDIOS DE MAESTRÍA EN DIFERENTES ÁREAS EN HUNGRÍA			
Área	MAESTRÍAS EN DIFERENTES ÁREAS			
Oferente	GOBIERNO DE HUNGRÍA			
Tipo de curso	Presencial			
Título a Obtener	TÍTULO OTORGADO POR LA UNIVERSIDAD RESPECTIVA			
Fecha Inicio (aaaa-mm-dd)	2020-09-28			
Fecha Terminación (aaaa-mm-dd)	2022-09-30			
Duración	1,5 - 2 Años			
Idioma(s)	Inglés			
Número de Becas	NUMEROBECAS	PORCENTAJE	TIPO	OBSERVACIONES
	NO DETERMINADO	85%	PARCIAL	NO INCLUYE TIQUETES AÉREOS.

CONSULTA DE TÍTULOS REGISTRADOS

Apellidos

Identificación(Cédula/Pasaporte)

*Ingrese los caracteres

ATENCIÓN

La SENESCYT emitirá certificados impresos únicamente cuando sean requeridos para uso en el extranjero o para fines judiciales. El título emitido por cualquier Universidad o Instituto de Educación Superior existente en el Ecuador no requerirá validación alguna, por parte del CES o la SENESCYT. (Reglamento General de Aplicación a la Ley Orgánica de Educación Superior, Art. 19)

ATENCIÓN

El reconocimiento/registro del título no habilita al ejercicio de las profesiones reguladas por leyes específicas, y de manera especial al ejercicio de las profesiones que pongan en riesgo de modo directo la vida, salud y seguridad ciudadana conforme el artículo 104 de la Ley Orgánica de Educación Superior. Resolución RPC-SO-16-No. 256-2016

GOBIERNO DE LA REPÚBLICA DEL ECUADOR



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Unclear and Mexicans can
apply without sending partner



Website only for Ecuadorians and unclear: Id and lastname

No shared information about the scholarship, (elite).

Use of social websites: facebook, twitter, to follow scholarship websites.



viernes, 17 de julio de 2020

19 de julio | Día de Iberoamérica

¡Este domingo, durante la celebración del Primer #Díadelberoamérica, nos uniremos a través de la música! Disfruta de la presentación de Jorge Drexler y #LaVirtual de #IberorquestasJuveniles.

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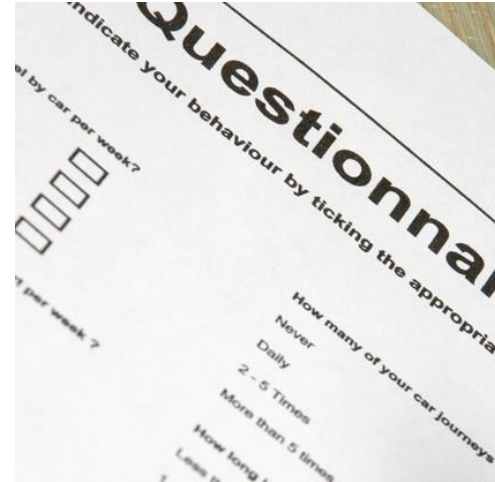
Context, setting and participants



LATIN AMERICA



Latin American Stipendium
Hungaricum students.
Age: 26 to 36 years old.
4 Nationalities and 6 Majors.



Discussion: Cultural Exchange

- It made me improve my communication skills, and brought me more tools as a professional, sharing with people from many countries has open my mind to new ways to understand things and “taste” the world, is not just a professional opportunity, it also adds many learnings in several levels. We were only internationals all treated in the same conditions; it could be very interesting to have shared with Hungarians students. **(Woman, Col)**
- Many multicultural experiences, with the opportunity to get to know many other international students, share insights and enrich my overall life perspective. **(Man, Mex)**
- I really enjoyed the international experiences. The chance to met people from around the globe was something I had always wished for. I am pretty happy with the friends I have made and what I have learnt about their culture. However, after two years living in Hungary, I have zero Hungarian friendship and I couldn't learn about Hungarian culture from Hungarian's itself. This is really disappointing. **(Woman, Mex)**

European Education Perspective

- I was very interested in European education, I found the university and its MSc program in an annual event in my country with information to study abroad, however I was not able to afford it so when I found the scholarship option I applied. **(woman, col)**
- To get a specialized degree in Europe, because here there is an availability of leading-edge technology based in Mechatronics and further opportunities of employment. **(man, Ec)**
- It was challenging from a country where English is not an official language and where it's not frequently used, but it was worth it. **(man, Ec)**
- The courses were easy; however I would have liked to have the chance to select more courses from other faculties as optional classes. **(Woman, col)**
- The courses were already chosen for me. I didn't have to do anything. *I never have the option to choose.* **(woman, mex)**
- Not many option, as they only offered the ones were the teacher speak English. **(woman 1, mex)**
- *The assessment methods were Fair, easier than in my home country.* **(man, mex)**
- It is almost the same, but the way in which courses are given and the assessment is easier for me, in my country the classes are given and you have to pass a final exam, while here we have finals, prefinals, retake, and if we have good mid-term even we can skip the exam. **(man, arg).**

Teaching

- It could be improve, most of my professor were good however some of them were not, my conclusion was that they still there because they know to speak in English, however they don't have the skills to teach or don't prepare the topics, I was wanted to have the chance to evaluated them but was not possible, for further students that could be helpful to know what could be improved. **(Woman, Col)**
- They assumed that if there weren't any questions, the content was ok. **(Male, Ec)**
- *Reading ppt, students made ppt, Boring, I can read myself at home.* **(woman, mex)**
- *Some lectures were easy, when the teacher speak proper English. But I had teacher that could not make a complete sentence without adding a "umm".* **(woman1, mex)**
- I don't like it, most of teachers just stay in front reading the slides and few of them actually explain them. Additionally, in my faculty all subject were divided in lectures and seminars, so in lectures the teacher just kept speaking and in seminar you could ask your questions that you had during the lecture. But I think this method is useless, it should be possible to ask during the lecture, as if you don't understand one part it is highly possible that you would not understand the rest because most of the things are link. **(woman1, mex)**
- *Depends on the teacher. I had teachers that know a lot but do not know how to express their ideas and teachers really good at teaching.* **(woman1, mex)**
- *Some professors did not comply with the language requirement, neither some students. I never felt I was on a Master level.* **(woman, Mex)**

PRELIMINARY CONCLUSIONS

- There is a strong relationship between the lack of communication and information on the sending partner websites that affects the reproduction of knowledge and can be a possible reason influencing the low numbers of Latin students. Since the numbers of scholarships tends to increase depending on last year applications.
- There is a sense of feeling that the information about the scholarship is not spread as it should be. Many people do not apply.
- There is a fear of not fulfilling all the requirements and travel abroad.
- The expectations are high about European education and the realities change the perception of the students.
- The satisfaction about teaching methods and teacher's attitude is low.
- The cultural exchange and knowing people from other nationalities is one of the more common satisfying experiences among students.

Suggestions

There are gaps that need to be checked:

1. Need to provide feedback per faculty
2. To receive feedback from the graduated students to improve the current services.
3. *Better selection criteria for teachers and foreign students.*