



The Magalhães Network

10 YEARS | 2005 – 2015

Ten Short Years

The Magalhães Network celebrates its 10th Anniversary. It was named after one of the great explorers in history.

Every year, thanks to the Magalhães Network, several hundreds of students get the opportunity to make a similar journey. They explore not only a new university, a new country or a new continent. Above all, these students explore themselves, gaining a deeper understanding of their abilities, values and preferences.

These insights and experiences make them better engineers or architects, as they develop their curiosity, resilience and creativity while they study and live embedded in a different culture.

The World faces many grand challenges. Scientific research has shown that these challenges are best handled by applying a global perspective, not just local or regional perspectives. For example, a global flow of ideas, experiences and technologies is instrumental if we

should be able to mitigate and adapt to the ongoing climate change. And as the global challenges become larger, the world becomes smaller.

Even though our students are rightly proud of their countries and their cultures, they communicate and cooperate across national borders and between continents every day, using the Internet. The global citizen is not just a buzz, it is reality. The Magalhães Network is proud to foster global citizens that have the mindset, the knowledge and the skills to address the challenges of today and tomorrow.

The founders of Magalhães wanted the network to operate in a simple and effective way. We have no fees and no employed staff. The Network exists because of the dedicated contribution of administrative and academic staff, working hard for the best of our students, our institutions and for society as a whole. Let us continue our effort together!

The Magalhães Network has a President and a vice President, representing the two continents. The Presidency is elected for two years and may be reelected for a second term.

The secretariat of the network follows the President.

The Follow-up committee is a representative group of an additional two-plus-two members. The committee executes the actions decided by the General Assembly (GA), prepares the following GA and takes other actions.

Front cover: Padrão dos Descobrimentos, located on the northern bank of the Tagus River Estuary in Belém, Lisbon, where ships departed to explore India and the Orient, celebrates the Portuguese Age of Discovery during the 15th and 16th centuries.

Sarka Konasova, a student in Civil Engineering at the Czech Technical University in Prague, was an exchange student at Universidad Tecnológica de Panamá.

Later she was admitted to doctoral studies at Universidade Federal do Rio de Janeiro, Brazil, another Magalhães partner.

STUDENT VOICE

Sarka Konasova

Why did you choose to be an exchange student on the other side of the Atlantic?

During the last semester of my master degree study, I decided to apply for an exchange program of CTU that would allow me to study in Latin America. When I found out that there was a possibility to study in Panama via Magalhães, I did not hesitate even for a minute.

My study background is Hydraulic Engineering and for this reason getting a chance to see and study the Panama Canal was a great opportunity for me. Other reasons were to use and improve my Spanish and to try to live on the other side of the Atlantic in such an exotic country.

What has your study abroad experience meant to you?

I am so glad that I got a chance to study at Universidad Tecnológica de Panamá (UTP). This experience allowed me to widen my global perspective in ways I did not think were possible. It was the first time I studied and lived so far away from my home.

During my studies at UTP, I met a lot of friends, Panamanian, Germans, French, and Mexicans, and I still stay in touch with them. Several times we also met in Prague.

The studies revealed to me that living abroad also develops personal skills. I became independent in the new environment, where I adapted to cultural differences and I learnt to appreciate my mother country even more.

What would you like to say to students considering an exchange today?

I consider my exchange experience with Magalhães to be the best time of my studies. You have possibility to improve language skills, to learn how to study and live abroad and to meet many interesting people from the whole world. In case of Panama, I can sincerely recommend to study there.



Pontificia Universidad Católica del Perú
hosted the GA in 2014



The Magalhães Network – A brief History

Back in 2004, some of us at UPM Madrid noticed with dismay that our student exchanges with Latin America and the Caribbean (LA&C) were negligible despite the many historical and cultural links that Spain has with that part of the world. By that time, we already knew quite well the importance of the Erasmus program for the development of international relations, as well as for the education of the students themselves. We soon became convinced that an LA&C-European Erasmus-like program was not only feasible but very much in need. We saw as an additional benefit that such a program would be helpful for our LA&C partners to learn how to exchange students among themselves. We decided to share these ideas with our best European and LA&C partners.

It was mid-February 2005 when about a dozen representatives from European technical universities, all of them good Erasmus partners among themselves, met in Madrid at the Universidad Politécnica. On the

agenda was a discussion of each university's on-going programs with LA&C in order to determine our best common partners and the bilateral relations and joint programs that we had with them. We realized that we shared a common group of partner universities in LA&C and also similar activities. As we had suspected, we came to the understanding that we were part of a "hidden" network which was based exclusively on bilateral agreements. Therefore, the meeting's conclusion was obvious: To ask our common LA&C partners about their desire to establish a European-LA&C network.

Around mid-June of the same year, with the help of our friends Professor Adnei Andrade from USP and Professor Alicia Sánchez from UPM, we were able to gather a relatively large group of colleagues representing 18 leading Latin American and European universities at the Cervantes Institute in São Paulo. Obvious to all was that we constituted a functional

"anonymous" network. We agreed that by making our network visible we could enhance our primary activity, the international mobility of students. And thus the idea of the first Euro-LA&C network of technical universities, Magalhães, was created. We coined the acronym SMILE (Student Mobility In Latin-America and Europe) for our first and most successful program up to date. Our dream was becoming a reality in a short time and an interim follow-up committee was established to proceed with the main tasks necessary for the official birth of the Magalhães Network.

In September 2005, the follow-up committee met in Caracas at Universidad Simón Bolívar. There, the invitation letters to potential Magalhães partners and some basic documents for the future SMILE program such as the framework, bilateral, and learning agreements were drafted. We based these documents on those of the successful



Erasmus program, but with a determined effort to simplify them and remove as much unnecessary bureaucracy as possible. It came as a surprise that 27 letters of interest from universities on both sides of the Atlantic were received even before the official launch of the network.

So high was the interest that the initiative aroused.

In late November, 21 universities attended (six excused their attendance) the first Magalhães General Assembly in Santiago de Chile at the Pontificia Universidad Católica. As a result of that meeting, an original group of 27 universities – 14 from nine LA&C countries and 13 from eight EU countries – gave birth to the Magalhães Network and the SMILE program.

Among the different issues discussed at the Assembly regarding the construction of the newborn Network – statutes, website, agenda, committees, etcetera – we wish to stress the presentation and approval of our logo: Two separate continents bordering the Atlantic ocean and linked by a Gothic capital letter M crowned with a tilde “ ~ ”, a

characteristic of Iberian languages and resembling a seagull crossing the friendly ocean. The rest up to the present date is the history of the Magalhães Network.

Some personal reflections

Ten years have passed since the creation of the Magalhães Network and several thousand students have had the opportunity to enrich their personal lives due to the SMILE program. In 2005, only about 200 students were exchanged among the LA&C and EU universities founding of the Network. Today, some 1000 students cross the Atlantic each year not only to develop and complement their technical and professional skills, but even more importantly, for an immersion into a different culture. To many, this is their first experience to share values with new friends in a different society, and an initiation into their role as global citizens. This cultural variety helps open their minds to understand foreign cultures in countries and regions far apart and also teaches them how to better appreciate the values and customs of their own cultures, sometimes unjustly forgotten or underestimated. For our

university, the Network has proven to be an unparalleled success. Starting with practically no exchanges at all with LA&C in 2005, we are now exchanging between two and three hundred students a year.

We are delighted that the Network activity has also encouraged intra-LA&C student mobility. Despite previous attempts, it was only after SMILE was fully operational that our LA&C partners took advantage of its impulse to establish a highly successful student exchange program among themselves. We believe that this incipient and sustained mobility of hundreds of students a year within LA&C countries will contribute to create a feeling of regional belonging in the same way that the Erasmus program has helped plant a new European consciousness among our young citizens.

The Magalhães Network today is still moving forward. Recently, new universities have joined the Network and other important programs like MENTE have been started. MENTE is a program which aims to foster collaboration among members by means of putting in contact experts

and young researchers from different universities in a specific technical field. It has been designed to strengthen university faculty collaboration and therefore goes beyond the cooperation between the international relations departments, in order to create faculty links which can help to establish new areas of research and curricula within the Network.

For us, the Magalhães Network is a unique project. To our knowledge, it is the only university network which does not charge any fees to its members and does not require external funds to support a secretariat to run it. This was an important part of the original plan as we were aware that in many other organizations the day to day operations and bureaucracy consume an inordinate amount of its scarce energies and resources. Magalhães was designed to be a lean, no frills network which could be run with minimal expense, and so its number of members had to be limited to a manageable size. Apart from that there was no intention to exclude anyone, as the main aim of the Network was to show LA&C universities the best of the Erasmus programs, that is, how to exchange



students with simple procedures, without the need to belong to any particular network at all. As a result, the President runs the Network voluntarily with small university financial support and the outcome of the Network in this first 10 years is far superior to any other similar networks in which we participate. The Magalhães Network was a dream that has become a reality thanks to a group of dedicated colleagues with broad visions and generous hearts. With only some institutional help, they have been able to push and maintain the effort to offer new global opportunities to our universities' youth.

Thanks to all who have made it possible. We are sure that the excellent work will continue for many more years.

José Manuel Páez and Ángel Álvarez have championed internationalization at Politecnico di Madrid for many years. Without the efforts of José and Ángel, the Magalhães Network would not have existed. José (left) is here pictured with José Santos, IST at the GA i Lisbon 2008.



GENERAL ASSEMBLY

The General Assembly is the decision making body of the Magalhães Network. The most important issues at the GA deal with membership issues, statutes and election of presidency and Follow-up committee. The venue alternates between the two continents.

2005 Santiago de Chile, UChile

2006 Stockholm, KTH

2007 México, IPN and UNAM

2008 Lisbon, IST

2009 Buenos Aires, ITBA

2010 Louvain-La-Neuve, UCL

2011 Santo Domingo, PUCMM

2012 Barcelona, UPC

2013 Milano, POLIMI

2014 Lima, PUCP

2015 Lisbon, IST



Latin American & Caribbean Partners

ARGENTINA

Instituto Tecnológico de Buenos Aires
– ITBA

BRAZIL

Universidade Estadual de Campinas –
UNICAMP

Universidade Estadual Paulista “Júlio
de Mesquita Filho” – UNESP

Universidade Federal do Rio de
Janeiro – UFRJ

Universidade de São Paulo – USP

CHILE

Pontificia Universidad Católica de
Chile – PUCC

Universidad de Chile – UChile

Universidad Técnica Federico Santa
Maria – UTFSM

COLOMBIA

Pontificia Universidad Javeriana –
JAVERIANA

Universidad de los Andes – UNIANDES

DOMINICAN REPUBLIC

Pontificia Universidad Católica Madre
y Maestra – PUCMM

MEXICO

Instituto Politécnico Nacional – IPN

Universidad Nacional Autónoma de
Mexico – UNAM

PANAMA

Universidad Tecnológica de Panamá –
UTP

PERU

Pontificia Universidad Católica del
Perú – PUCP

VENZUELA

Universidad Simón Bolívar – USB

*Opposite page: Universidad Técnica
Federico Santa Maria overlooking the Pacific
Ocean just North of Valparaiso, Chile.*

European Partners

BELGIUM

Université Catholique de Louvain –
UCL

CZECH REPUBLIC

České vysoké učení technické v Praze
(Czech Technical University) – CTU

FRANCE

Groupe des Écoles Centrales (Lille,
Lyon, Marseille, Nantes, Paris) – EC

Institut des Sciences et Technologies
de Paris – ParisTech

Institut Polytechnique de Grenoble –
INP

FINLAND

Aalto-yliopisto – AALTO

GERMANY

Technische Universität München –
TUM

Universität Stuttgart – UNISTUTT GART

ITALY

Politecnico di Milano – POLIMI

Politecnico di Torino – POLITO

POLAND

Akademia Górniczo-Hutnicza (AGH
University of Science and Technology)
– AGH

PORTUGAL

Instituto Superior Técnico – IST

Universidade do Porto – FEUP

SPAIN

Universitat Politècnica de Catalunya –
UPC

Universidad Politécnica de Madrid –
UPM

Universitat Politècnica de Valencia –
UPV

SWEDEN

Kungliga Tekniska Högskolan – KTH

Lunds Universitet – LTH

UNITED KINGDOM

University of Bath – UB

*Opposite page: Building at Aalto University
designed by Alvar Aalto.*



Ellen Palm, is a student in Environmental Engineering at Lund University, Sweden.

Ellen spent one year as an exchange student at Universidad Técnica Federico Santa Maria in Valparaiso, Chile.

During her year in Chile she completed a full year of courses and completed an internship during the summer break.

STUDENT VOICE

Ellen Palm

Why did you choose to be an exchange student on the other side of the Atlantic?

I wanted to improve my Spanish and test my limits by living and studying in a foreign language and country. I had never been in South America before but had for many years dreamt of visiting the continent.

Since I am a sailor I chose Valparaiso, Chile, not only for the cultural diversity but also for its proximity to the Pacific Ocean and I couldn't have made a better choice.

What has your study abroad experience meant to you?

The Chilean people and culture are so welcoming and friendly, it was really easy to integrate and make friends. This made my studies abroad experience absolutely amazing.

I went back to visit my friends only half a year after I left. And I hope to travel back to Chile again in March 2016 for my roommates Josefa and Mario's wedding.

I think that leaving my comfort zone in Sweden taught me a lot about others, but not least about myself.

What would you like to say to students considering an exchange today?

Select a location where you want to live and where the country, culture or language interest you. Don't only choose a place for its great academic ranking.

When you are there things will be different from home, therefore embrace it, live it and try to love it.

Ellen (left) & Josefa.



The Magalhães Network – A European Perspective

I had the opportunity of being actively involved in the Magalhães network activities since its very beginning and for the past 10 years as representative of both an Italian and a Swedish member university. This gave me the opportunity of getting a deep insight in the creation of the organization from two points of view. First of an institution already very active and successful in cooperating with Latin America, and later from the point of view of a Nordic institution that had its main internationalization focus in Europe, North America and Asia and only marginal institutional contacts with Latin American universities.

One might think that language is the main factor determining the higher volume of agreements and student exchanges between countries where “Latin” languages are spoken in comparison to the other countries. It is definitely true that moving to a country where a Latin language is spoken can have a psychological advantage for a Latin American,

Italian, Spanish, Portuguese student. Nevertheless, if the recruitment process is further analyzed, it becomes obvious that this represents an almost irrelevant issue given the number of programs taught in English throughout Europe, and Spanish being the second most studied foreign language after English in many European countries just to mention two elements that don’t speak in favor of the linguistic barrier.

The reason for the unbalance in the presence of European universities from Latin countries, relative to that of universities from northern Europe, in this kind of cooperation is very often to be found more in cultural aspects (allegedly similar societies and mentality, even though this simplification hides a reality that may come as a disappointment to the many) availability of specific funding (both governmental and private), national scholarship schemes and the number of students with roots in Southern European countries. In some

cases even the fact of holding the citizenship of a given country (São Paulo is for example the biggest Italian city in the world with more people holding an Italian passport than Rome) represents a factor of attraction much more relevant than language both for emotional and for logistic reasons. Those who have dealt with regulations and processes related with the issuing of visas for long stays in certain European countries will easily understand the advantage of free movement for a young Latin American student coming to Europe.

The multiplier effect should not be underestimated either. Sometimes a psychological barrier like language might prevent universities from starting a cooperation with huge potential. This became very clear during these first 10 years to most of the partners from northern Europe with initial limited or no student mobility with LAC countries.

Being motivated to start these activities through the support of the more experienced partners they could quickly observe a constant increase in the interest for LAC students to select Nordic destinations. Due to the word of mouth on good organization, excellent reception services, academic excellence, safe cities, etc., linguistic and cultural differences did not represent a deterring factor any longer.

Whatever the reason for these initial differences between the presence of “Northern” and “Southern” partner universities from the European side, it has been interesting to observe their different attitude when establishing the network. On one hand the will of sharing the contacts and experiences with new partners in order to create critical mass and be more visible and influential globally in the relations with LAC partners (“Southern” members) and on the other the will of learning from the more experienced partners, get introduced to top LAC universities and develop new internal strategies towards the Latin American sub-continent. It’s obvious that both parties have obtained beneficial results and this process showed once again

that international cooperation is the only way to go for individual HEIs to survive (in some cases) and further develop their visibility and influence worldwide (in other cases) in the given hyper competitive environment that characterizes the Higher Education global arena.

The upcoming 10th anniversary is an important milestone for the Network and it comes at the time in which the members are called to decide about the future nature of the cooperation.

A first scenario would be the one of consolidating a club of friends who have developed a successful mobility scheme, a very high level of mutual knowledge, understanding and trust and that meet once a year for networking purposes and to exchange data and information. The Higher Education arena is full of such organizations and they have certainly their value and advantages but from my point of view this would represent a lost opportunity that with little efforts and marginal costs might turn this experience into a much more valuable subject with much higher impact and visibility.



Pontificia Universidad Católica Madre y Maestra in Santo Domingo hosted the GA in 2011.



As it always happens in complex organizations (not least the example of the European Union itself), each member has its own vision, agenda and interpretation of the scope and mission of the cooperation but this should not be seen as a weakness or a failure and should definitely not be used as an excuse for not looking for further developments in other directions even if this might be beneficial or of interest to a subset of the members. The latest discussions carried out within the network and the embryonal activities recently initiated to speak in favor of this second scenario.

Two field based sub-working groups have been created with the scope of bringing in “new faces” and extending the cooperation to research and innovation. Internal visibility is a typical problem for international networks which can be partially solved by extending the mobility program at all levels (from Bachelor to Post-Doc and further to administrators, researchers and professors).

The new generation of European Programs for Education and

Research “Erasmus+” offers for the first time a wider range of cooperation opportunities with all regions of the world and should be used by the network to extend the cooperation to new joint EU-LAC activities. This can include summer/ winter schools, capacity building actions, industry-academia international ventures, international internship schemes, involvement of companies in the network activities and many others that thanks to the flexibility of the new programs depend mainly on the good will and creativity of the partners. Last but not least, the program extended for the first time in 27 years of life the intra-European mobility scheme (Erasmus) to non-European countries. The use that the partners from the European side will make of this instrument within the network will reveal their real interest in expanding the student mobility through the availability of new grants.

It’s worth reminding that when the promoters of the initiative met in 2005 under the leadership of UP Madrid, the official objective was to create an organization that could

function as the educational instrument for the ALCUE agreement recently signed. For many reasons this has never happened which shows two main aspects of international cooperation: on one hand lobbying is essential when it comes to having spontaneous initiatives adopted at EU level, and on the other hand that having ambitious goals is worth it in the sense that even if the final goal is not fully achieved, top-level institutions will have been motivated to get together and develop a new subject. This process always results in a success in some way and very often its members will easily adapt to the new scenarios and make the best out of it without even looking back to what was the initial reason to get together.

Mirko Varano is Senior Advisor, International Projects at KTH Royal Institute of Technology, Stockholm, Sweden. He was an employee of Politecnico di Torino when the Magalhães network was created and instrumental in writing the statutes of the network. Any resemblance with persons on the previous page is purely coincidental.

10 years with the Magalhães Network

Ten years ago, a small group of European universities met in Madrid where José Manuel Páez and Ángel Álvarez told us their idea to create a top quality consortium of Universities from Europe, Latin America and the Caribbean.

The times were mature. All the participants had already built up a great experience in international student mobility and also, since 1988, in double degrees within the T.I.M.E. Association.

This resulted in knowing each other very well and having already established a solid mutual confidence and trust.

Starting from these optimal bases we examined our relations with Latin American and Caribbean institutions and we recognized that sharing our contacts and joining efforts would produce a strong value added. That is why we made a short list of the most successful of our co-operations

with Latin American and Caribbean universities and decided to invite them to set up a consortium. At that moment we did not even have a name for it. It was also decided to complete the list of the partners all together during the foundation meeting to be held in Latin America.

We all know how well the Magalhães Network developed over these ten years. Now we are a wider and well balanced consortium that exchanges students at every level (Bachelor, Master and PhD) across the continents. A very important asset of Magalhães is that it became the reference community for those of us who want to launch a project and participate in a call for proposals of programs financed by the European Commission.

I may mention my experience in setting up two proposals that were successful: Adde Salem and Sustain-T. ADDE SALEM (A Double Degree in Europe, South American Leadership and Employability) has been an

ERASMUS MUNDUS Action 3 project involving 8 European (6 countries) and 8 South American (4 countries) institutions. The project studied, over a three year period, the feedback on transatlantic double degrees from the point of view of stakeholders external to the world of higher education institutions. We worked with questionnaires, focus groups, seminars and open conferences involving also a considerable number of employers. The results have been published in a book (ISBN 978-88-6493-026-8).

SUSTAIN-T (Technology for Sustainable Development) is an ERASMUS MUNDUS Action 2 project involving 7 European (5 countries) and 13 Latin American (8 countries) institutions. It will last till 2018 and is exchanging Undergraduates, Master students, Ph.D.s, Postdocs, Academic and Administrative staff.

In both cases the core group (and the great majority) of the partners comes from Magalhães institutions. However,



the presence of other partners shows the vitality of Magalhães and its capacity of attraction.

My experience is that having a reference community where mutual trust has already been established is a great advantage both in the first steps of setting up a consortium and also, during the daily management of a successful project, when practical problems have to be solved very quickly.

I hope that many members of the Magalhães Network will appreciate the enormous potential of our consortium and launch many more successful projects.

Giancarlo Spinelli, here enjoying the sunset in the Dominican Republic at the 2011 GA, is a global leading person in internationalization of engineering education. He has also chaired the European Association International Education, EAIE. In 2011 he became honorary doctor at Lund University.

Milestones of the Magalhães Network

At the tenth anniversary of Magalhães Network, some notes on important facts, its history and on the first actions which have taken place may be of interest for those who have the privilege of being part of the Network, the alumni and the engaged academic and administrative staff.

February 18, 2005 – Madrid. The first meeting to discuss a proposal of José Manuel Páez, at that time Vice-Rector for International Relations of UPM, to create a network in the ALCUE space, was held at Universidad Politécnica de Madrid with the participation of European technical universities. ALCUE (Latin America, Caribbean and Europe educational space) aimed for the development of a Common Area of Higher Education between Europe and Latin America. The proposal was well accepted and a network-launching meeting was foreseen.

In São Paulo, April, 2005, Professor Giancarlo Spinelli of POLIMI, on a visit to USP, described the network idea

arisen from that meeting. We immediately showed our enthusiasm and a phone call, at the spot, to Professor Páez consolidated the idea of a general meeting to be held in São Paulo, Brazil, the following June. Universities from Europe and LA & C were invited to that meeting.

June 16-17, 2005 – São Paulo. At this point LA & C was joining the group and with the participation of seventeen universities from twelve different countries the network was created. The founders named it Magalhães Network as a tribute to the historic European circumnavigator who, at the beginning of the 16th century, left Europe to arrive to the Pacific contouring South America. A first program, SMILE-Student Mobility in Latin America and Europe was proposed. SMILE accounts for one or two semester of study period at the partners, either in LA & C and Europe. At the launching meeting, a Follow-Up Committee with two members of universities of each side of the

Atlantic, coordinated by Professor Páez, was created.

September 7-8, 2005 – Caracas. The Follow-Up Committee, hosted at Universidad Simón Bolívar, worked as its first task on the preparation of documents for the SMILE Program.

November 28-29, 2005 – Santiago de Chile. The first General Assembly hosted by Pontificia Universidad Católica. The dates were set for the deadline for admission of invited to-be member universities.

January 26-27, 2006 – Valencia. The Follow-Up Committee prepared a proposal for the Network Statutes. In the same meeting a first version of the web page was discussed.

September 25-26, 2006 – Stockholm. At the second General Assembly, hosted by KTH, the statutes were approved. LA & C universities, after the setting-up of the SMILE Program, could count on a wonderful

mechanism for their internationalization projects. A few of them had already some experience with international double-degree programs. SMILE was a new opportunity for international learning experiences for students who do not wish a time extension of two or more semesters in getting their degree, as is the case with most of the Double Degree programs. Argentinian, Brazilian, Colombian, Chilean, Dominican, Mexican, Panamanian, Peruvian and Venezuelan students started profiting from the new program studying at European partner institutions, as well as having the opportunity of having European classmates at their own university. Erasmus-like programs did not exist in the region; SMILE came to fill up the need!

September, 16-17, 2013 – Milan.
Statutes were updated at the 9th General Assembly hosted by Politecnico di Milano.

March, 13-15, 2014 – Panama City. The Follow-Up Committee meeting proposes a new Magalhães Network program: MENTE-Magalhães Enhancing New Topics in Engineering.

MENTE program is aimed to foster engineering and architecture education and at the same time put together researchers of specific areas.

November, 17-18, 2014 – Lima. During the General Assembly held at PUC-Perú, the first MENTE edition, AEROMENTE, took place.

2015 – At its tenth anniversary, the Magalhães Network is a vigorous academic association of technical universities with 16 higher education institution members from LA&C and 19 from Europe. The students of all partners are eligible to apply for an academic experience in a set of the best schools of engineering and architecture of Europe and Latin America & the Caribbean.

In 2005, Adnei Melges de Andrade was in charge of the International Office of Escola Politécnica, USP, and in 2010 Vice-President for International Relations of USP. Adnei was president of the Magalhães Network 2010-2014 and here pictured at the 2014 GA in Lima, Perú.



Gautier Konne was an engineering student at École Centrale de Nantes.

Gautier was an exchange student at Universidade Federal do Rio de Janeiro – UFRJ.

In line with the tradition at EC, Gautier completed a double-degree with UFRJ, receiving engineering degrees from both Magalhães partners. At UFRJ he graduated with a GPA of 9.3 (10).

STUDENT VOICE

Gautier Konne

Why did you choose to be an exchange student on the other side of the Atlantic?

I wanted to reach a place far from all I already knew, not in order to escape something, but in order to discover something totally new.

I was aware that wherever I would go, Ecole Centrale Nantes would give me the opportunity to find a university of quality or to create a new partnership.

That is why I first chose the continent matching to my basic personal feelings: interest in the culture, the environment and the places to be visited. Then I looked for the best university/place to live ratio. Following these steps, I naturally chose the Federal University of Rio de Janeiro!

What has your study abroad experience meant to you?

After a double degree in another place, you can maintain that you understood a lot of this place, the people who are living there and the habits you must respect. Whatever the experiences, good or bad (there will always be both of them!), you landed in an unknown place, you survived and you brought out the best of the adventure!

Living a short time abroad, you will discover the place as a foreigner. Living a bit longer abroad, you will discover the place as a local person. Living a bit longer abroad, you will be able to take a global view and criticize this place as well as the place you are from.

Of course the university classes matter, but the life experience was really significant to me.

What would you like to say to students considering an exchange today?

Just do it!

You will learn a lot about yourself and what you really want.

Opposite: The cashew apple, also called the Caju fruit, is the fleshy part of the cashew fruit that is attached to the cashew nut. In much of Brazil, people regard the cashew apple as the most important delicacy, rather than the nut kernel.





The Magalhães Network – A LA&C Perspective

Being part of the MAGALHAES Network during these 10 years has been for the Instituto Politécnico Nacional (IPN) a story of sharing, learning and succeeding.

Ten years ago, for IPN the ideal of becoming more international and playing an active role in the global scenario of higher education was distant and struggling. Fortunately, the efforts of internationalization started closely related to the beginning of student exchange actions through the MAGALHAES Network.

It is in fact, with the first SMILE Agreements signed with partner institutions of the Network that IPN could launch its first Student Exchange Program. Not only IPN could exchange students rapidly with many partner institutions, but we could learn from good practices when sending and receiving exchange students.

At this moment, and even when IPN Student Exchange Program has grown and multiplied to reach 4 out of 5 continents, the mobility inside MAGALHAES Network amounts for more than 30% of our exchange students.

It is worth mentioning, the impact of MAGALHAES partnership to get acquainted to new institutions from around the World, moving fast from networking to the negotiation of Cooperation Agreements with new Institutions outside the MAGALHAES Network and allowing that in the last 5 years the number of partnerships has increased from 37 to 159. Most of them active through student exchange that has eventually lead to other kind of projects in other cooperation areas.

Another important step in the growing participation of IPN inside the MAGALHAES Network was in 2013, when under the initiative of IPN and with the support of many other member institutions, the student

exchange was for the first time allowed not only between regions – Europe from/towards Latin America-, but also between institutions of the same region, strengthen the bonds between Latin America institutions, taking profit of our similarities and empowering the region.

Over the years, the Instituto Politécnico Nacional has maintained privileged long time cooperative relationships with most of the institutions of the network, has established strategic alliances with some of them and has reached new horizons beyond the Network. Nowadays, our Institution continues in the search of new ways of academic collaboration for the advance and enrichment of global education and research. All this is now a reality and has been possible thanks to MAGALHAES Network.

Enrique Durán-Páramo is the vice president of the Magalhães Network.

Ángel Mario Castro Martínez, was a student in Bionics at Instituto Politécnico Nacional, Mexico City, Mexico.

Ángel was an exchange student at University of Stuttgart, Germany. At present he is a doctoral student at University of Oldenburg, Germany.

STUDENT VOICE

Ángel Mario Castro Martínez

Why did you choose to be an exchange student on the other side of the Atlantic?

I decided to participate as an exchange student because I had the purpose to know another culture and a different education system.

Besides, I wanted to practice my knowledge of foreign languages and I thought that in Europe I could find an amazing mix of cultures and languages. Of course I also had the desire to meet new people from around the world and face new challenges.

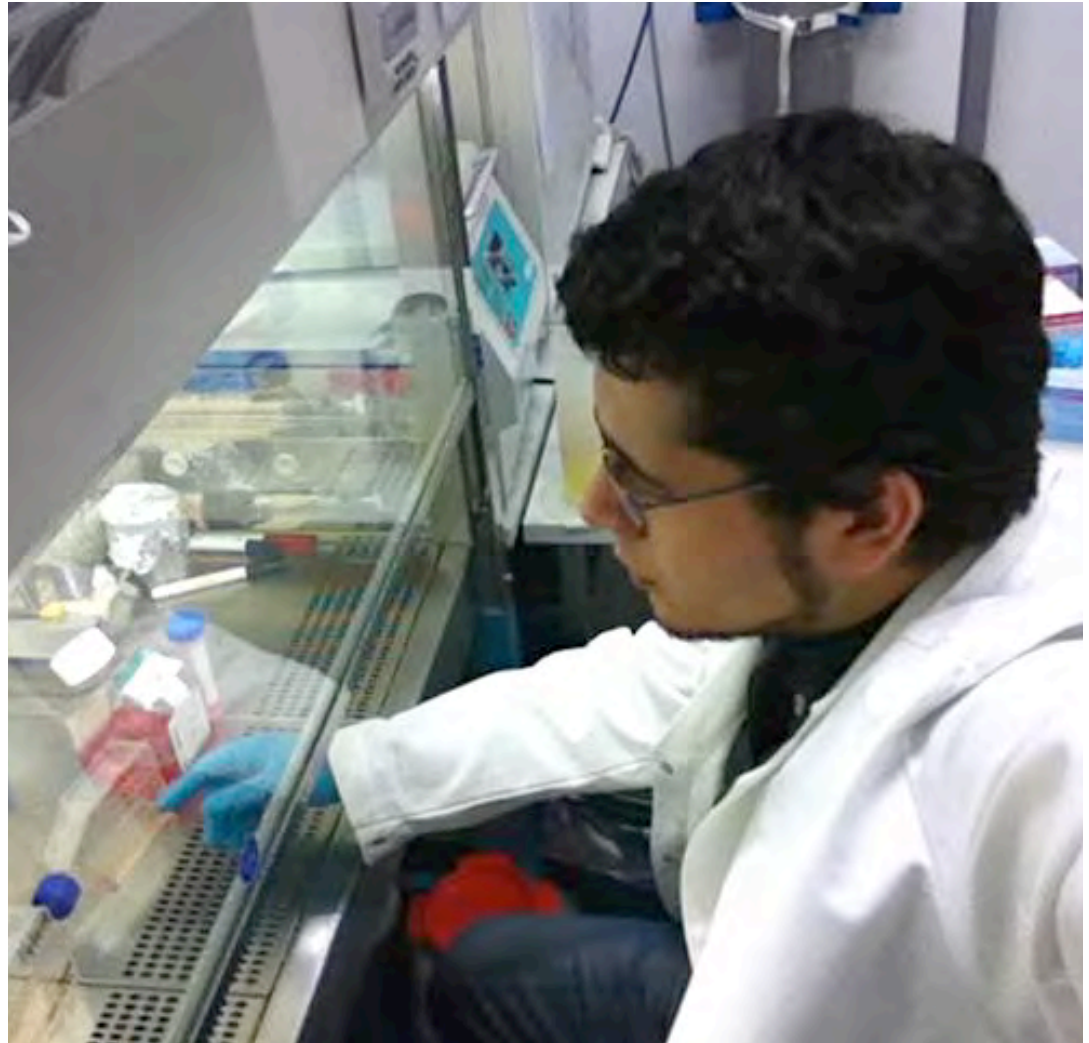
What has your study abroad experience meant to you?

This opportunity to be an exchange student meant to me a lot because it expanded my worldview and my horizons in an incredible way. In addition it helped me to be more independent and to develop social and communicative skills. It also helped me to have a fast start as a researcher in the field of bionics.

At present, I am working towards a PhD in Neuro Systems at the University of Oldenburg, in Germany. My Research Project consists of a series of studies on auditory perception and voice recognition to assist people with some disabilities. I should mention that I was accepted due to the Project I developed at the Max Planck Institute in collaboration with the University of Stuttgart during my exchange period.

What would you like to say to students considering an exchange today?

I would say that you don't have to be afraid, and you should dare to go for an international exchange. It could be a little bit scaring at first because it is another culture and another language, but I am sure that it is an experience that will change your whole life, since you learn a bunch of experiences that a classroom environment will never provide, for example learning about yourself, discovering new strengths and abilities and solving problems in the real life.



In 2009 a session of the GA was held in the premises of Ministry of Foreign Affairs, Argentina



Magalhães from a small university's perspective

In this "flat world" universities have a different role than they had in the last century. As the world is getting smaller, the overall demand for university education is expanding and the current situation requires that universities expand their zone of influence, going beyond the country itself. In this sense globalization has had a major impact on higher education. Internationalization is one of the strategies adopted to respond and adapt to globalization and its consequences. In international higher education and research, the role and influence of leading universities have advanced as they become leaders and participants in the global arena. On the frontiers of such developments, international university networks have encouraged teamwork in order to achieve more than the capacity of individual universities. The major international partnerships and networks are pioneers of innovation and the acceleration of internationalization.

Under the umbrella of ALCUE and championed by the Universidad Politécnica de Madrid (UPM) in 2003 the Magalhães Network was established which brought together the leading universities of engineering and architecture in Latin America, the Caribbean and Europe. The original idea behind the initiative of UPM was to take well established structures and models such as those from the Erasmus and Socrates programs of the European Union, and apply this to academic cooperation with another region across the Atlantic.

One of the first universities in South America to recognize the potential of the network and its members was a small and prestigious engineering university in Argentina. Instituto Tecnológico de Buenos Aires, or better known as ITBA, is the first and leading private University specialized in teaching and research in Engineering, Technology and Management in Argentina and was one of the founding members that participated

in the kick off meeting in Santiago, Chile that launched the Magalhães Network. In 2005 ITBA was a recognized small private university with approximately 2000 undergraduate students established in Buenos Aires, Argentina but with ties around the world. Nevertheless the internationalization process began late in Argentina and until 2005 ITBA did not have a centralized International Office. It is no coincidence that the creation of the Magalhães network coincided with the efforts of ITBA to begin its international process and gather all the efforts and connections that had developed through the years into an institutional strategy. ITBA was looking to enrich academic education through worldwide student exchange and promote scientific and academic collaboration on an international level. Those challenges were also connected with high costs, extensive bureaucracy and limited administrative resources for petite universities like ITBA. The Magalhães



network surfaced as a way to promote student exchange and academic collaboration and provided structures and processes that addressed these problems and created many benefits for the university.

Traditionally Argentina has a shared heritage with Europe and its ties go back to the beginning of the nineteenth century when many Europeans settled in Argentina looking for a new life. Many Argentines can trace their heritage to Europe and this makes the continent the most popular destination for students studying abroad. ITBA's relationships with universities in Italy, Spain and France were established long before the creation of the network, nevertheless the participation in the network has paved the way for different types of academic teamwork such as involvement in EU programs, double and joint degree programs and joint research projects.

Another added bonus to Magalhães is the cooperation that has surfaced between Latin American and Caribbean universities. The region is very large and there is a tendency to

look towards the north for international connections making cooperation between the universities from Latin America and the Caribbean quite limited. Through Magalhães ITBA has established contact and alliances with universities in its own region and worked to advance these efforts.

The Magalhães initiative gave ITBA the possibility to accelerate its learning curve and its own internationalization process by learning from its experienced counterparts and concentrating its efforts in its field of expertise. Magalhães is a network that unites top institutions in engineering and architecture where everyone speaks the same language and the annual meetings are places for invaluable opportunities of networking and sharing. Through participating in the Magalhães Network ITBA improved the number of exchange opportunities for its students and researchers and was guaranteed the high quality of these universities and the respective programs.

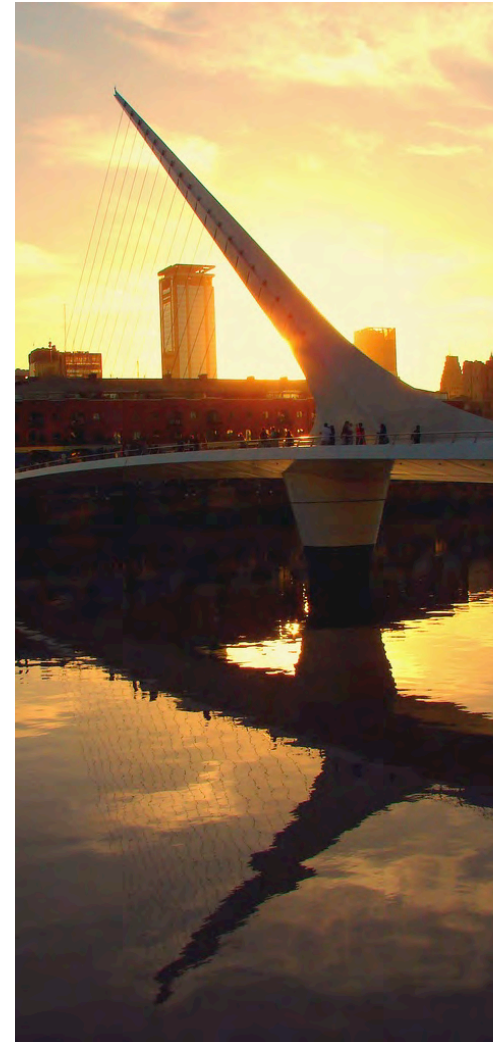
With the development of new programs and initiatives such as MENTE, that joins researchers in specific fields, and cooperation through ERASMUS+ the

network has evolved and is working in new directions.

Today Magalhães continues to be ITBA's strongest and oldest international network with more than 600 students exchanged in a period of 10 years. ITBA has strived to take an active part in the organization of the network and shares with its members the passion for creating opportunities and innovation. These days the network can be described as a multi-institutional team that has developed relationships based on trust and who strive to find new and exciting opportunities for cooperation between the regions by exploiting synergies and sharing knowledge. For a boutique university at the end of the earth, the Magalhães network has played a definitive role in the evolution of internationalization at ITBA and enhanced the university's contacts abroad.

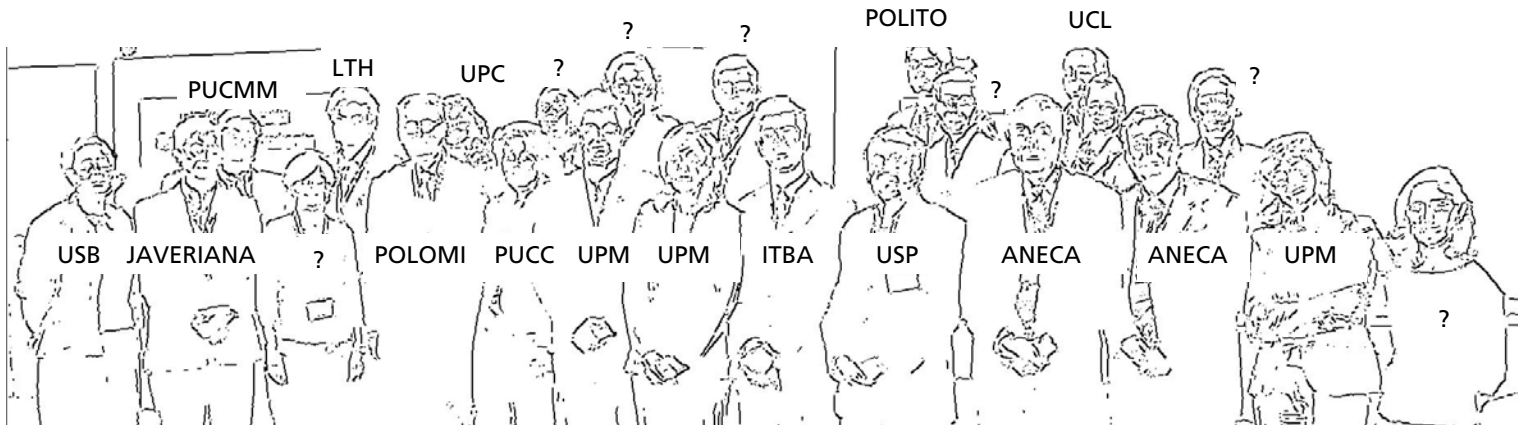
Marcela Torino is Director of International Relations at ITBA.

Adjacent: The landmark bridge Puente de la Mujer, Puerto Madero, Buenos Aires.





The founding parents of the Magalhães Network meeting at USP on 16-17 June 2005.



Key Figures

STUDENT MOBILITY

In 2014 and 2015, a total of 2020 exchange semesters were made under 161 bilateral agreements, i.e. 52% of a maximum of 304 (16x19) bilaterals.

FROM EU TO LA&C		
SEMESTER	2014	2015
JAN-JULY	233	196
SEPT-DEC	289	312
SUM	522	508
	1030	

FROM LA&C TO EU		
SEMESTER	2014	2015
JAN-JULY	215	250
SEPT-DEC	271	254
SUM	486	504
	990	

DOUBLE DEGREES

A double degree means that a student receives two separate degrees by fulfilling the degree requirements for corresponding degrees at two universities. This is accomplished by mutual recognition of credits according to a bilateral agreement. Typically a student spends two years at the host university, and prolongs the studies by at least one year.

Several double degree agreements exist between Magalhães partners, despite the fact that the education programs can be very different, even with respect to nominal study time, credit system, language requirements etcetera.

At present 31 double degree agreements exist among Network partners, involving 11 LA&C and 9 EU partner universities.

LA&C EXCHANGE AGREEMENTS

While Europe has the Erasmus program for student and staff exchange, no such mechanism exists by default within Latin America and the Caribbean.

Although bilateral agreements were in place between some LA&C partners before the Network was created, the SMILE mechanism has increased the exchange within the continent.

At present 44 exchange agreements exist, out of theoretically 114. All LA&C universities exchange students with other LA&C Magalhães partners.

NOTES

All members have provided data. FEUP and UB are recent members. ParisTech data refers to AgroParisTech, Arts et Métiers, ENSTA, Mines, Ponts, and Telecom ParisTech. EC data refers to all five EC schools.

LA&C SENDING	2014	2015	2014 2015	EU RECEIVING	2014	2015	2014 2015
ITBA	34	46	80	UCL	10	14	24
UFRJ	5	5	10	CTU	8	11	19
UNESP	0	0	0	AALTO	6	12	18
UNICAMP	140	90	230	EC	82	75	157
USP	9	2	11	INP	26	23	49
PUCC	74	74	148	PARISTECH	7	5	12
UCHILE	10	36	46	TUM	19	16	35
UTFSM	25	35	60	UNISTUTT GART	21	15	36
JAVERIANA	10	12	22	POLIMI	48	48	96
UNIANDES	21	20	41	POLITO	34	32	66
PUCMM	0	3	3	AGH	10	10	20
IPN	107	149	256	IST	14	20	34
UNAM	0	9	9	FEUP	9	5	14
UTP	8	3	11	UPC	31	30	61
PUCP	4	0	4	UPM	116	137	253
USB	39	20	59	UPV	15	18	33
				KTH	13	21	34
				LTH	13	11	24
				UB	4	1	5

EU SENDING	2014	2015	2014 2015	LA&C RECEIVING	2014	2015	2014 2015
UCL	10	5	15	ITBA	36	38	74
CTU	4	2	6	UFRJ	61	70	131
AALTO	2	2	4	UNESP	5	1	6
EC	30	30	60	UNICAMP	35	40	75
INP	4	5	9	USP	150	121	271
PARISTECH	51	42	93	PUCC	21	1	22
TUM	39	38	77	UCHILE	8	17	25
UNISTUTT GART	13	14	27	UTFSM	65	67	132
POLIMI	45	61	106	JAVERIANA	38	35	73
POLITO	51	40	91	UNIANDÉS	24	34	58
AGH	1	1	2	PUCMM	4	2	6
IST	10	10	20	IPN	10	20	30
FEUP	0	0	0	UNAM	34	35	69
UPC	62	54	116	UTP	13	19	32
UPM	147	144	291	PUCP	18	8	26
UPV	25	22	47	USB	0	0	0
KTH	13	17	30				
LTH	15	21	36				
UB	0	0	0				



Politecnico di Milano is an important champion for double-degrees. Here depicted in January 2009.

Pilar Eppens and Florencia Ravenna were both students at Instituto Tecnológico de Buenos Aires, Argentina.

Pilar spent one semester as an exchange student at Instituto Superior Técnico, Portugal, while Florencia spent a full year at Lund University, Sweden.

Following page: Pilar at the top and Florencia at the bottom photograph.

STUDENT VOICES

Pilar Eppens & Florencia Ravenna

Why did you choose to be an exchange student on the other side of the Atlantic?

Pilar: On January 2014 the idea of studying abroad came to my mind. It surfaced as an opportunity of doing something different during my academic formation. In order to decide where to go, there were three things I decided to take into account. The first one was the language spoken in the chosen country: it could not be English or Spanish, meaning that I would have to learn a new language.

The second one was it had to be in Europe. I had never been there by that time, and it was a dream I wanted to fulfill.

And last but not least, the social and economical situation must give me tools to understand the reality of my own country. My destination would be a country that had to fight to

overcome some difficulty, and that would allow me to learn, since the reality from the country where I live and work is not stable.

Portugal is a country that fulfills all three requirements. Knowing Portuguese while living in South America, where Brazil has a dominant position in the economy, becomes a huge competitive advantage. Also after all that Portugal has lived in the last decade, including default, understanding and listening from firsthand how companies are overcoming economical difficulties is a big lesson for the future.

Florencia: Actually, I did not choose to study on the other side of the Atlantic; I decided to study in Sweden, which happens to be on the other side of the ocean. I would say that being almost on the other side of the world was to a great extent a consequence, rather than a main factor in my decision.



However, it is true that my destination was carefully selected.

I wanted to experience living in a different culture and society, and Scandinavian countries have interested me for quite a long time. I was amazed by some cultural factors like social and gender equality, other ways of working and studying and, why not, some incredible natural phenomena like the northern lights.

There was something particular about Sweden, and gathering information I found out Lund happened to be there.

I was born and raised in Buenos Aires, a huge city and the capital of Argentina. While choosing where to do my exchange I was sure that I wanted to experience a different lifestyle and way of studying. A big city was not an option for me; I was looking for a different atmosphere. For me, Lund was the perfect destination.

What has your study abroad experience meant to you?

Pilar: It is an experience that completely changed my life. It may sound as a cliché, but it is the total truth. I made friends from other countries, other cultures, that for sure allowed me to understand the diversity that exists in our world, and that helped me grow as a person (I still do weekly Skype sessions with some friends I made in Lisbon). In addition, it allowed me to become more independent, and more responsible.

And, there is a big plus that the experience gave me once I was back in Argentina. Since my time abroad

stands out on my resume, I had the chance to start working at the biggest national company, where I am learning every day, and feel very comfortable.

Florencia: It was an opportunity to live in a different way. While in Argentina I am accustomed to studying at an urban university, in Lund I felt like a real student. It might seem the same thing but it is not. The opportunity to embrace all that 'being a student' actually means was one of the things I appreciated most about my exchange.



I think that living new experiences, visiting different places and meeting lots of people is important to get your own perspective on the world and make better decisions. Being far away from home and alone, since I was the only Argentinian in Lund during my first semester there, helped me to become more independent and get to know myself better.

What would you like to say to students considering an exchange today?

Pilar: If you have ever thought about having an exchange experience, don't think twice. Ask people who did it, find information about the country, and be brave to take the next step. I have heard from many people who regretted not going, but I still have to find one person that has regretted their time abroad.

It is a big opportunity to grow both as a person and as a professional, and it is a once in a life time opportunity. If the train is there, just catch it, since it may not pass again.

Florencia: I would tell them to go ahead, to do it and make the most out of the opportunity. I would recommend them to take everything as part of the experience and enjoy it since the very beginning. There are as many exchange experiences as there are exchange students, so the best thing you can do is make it happen and do it your own way.



GA 2009 in Buenos Aires, Argentina



Follow-Up Committee 2014 in Panama City



Ángel Álvarez (left), UPM and Mirko Varano, KTH/POLITO have been instrumental for the success of the Network. Here at the Follow-Up Committee 2012 in São Paulo, Brazil.



I collection of happy faces from the GA in Lisbon, Portugal 2008



GA in Louvain-la-Neuve, Belgium, 2009



GA 2011 in Santo Domingo,
Dominican Republic



GA 2014 in
Lima, Perú



GA 2014 in
Lima, Perú



GA 2014 in
Lima, Perú

Laura Mejia Correa and Maria Daniela Linero Gomez were both students in Industrial Engineering in Universidad de los Andes in Bogotá, Colombia.

They both spent one year as exchange students at Universitat Politècnica de Catalunya in Barcelona, Spain. At UPC, they also focused on Industrial Engineering.

Opposite page: A detail from Casa Batlló in Barcelona, created by the architect Gaudí who was also involved in the design of the cathedral La Sagrada Família.

STUDENT VOICES

Laura Correa & María Gámez

Why did you choose to be an exchange student on the other side of the Atlantic?

Laura: I did it because I had the opportunity not only to get to know a different culture, but to be in a continent completely different as the only one I have lived in and known my whole life.

María: When I decided to give myself this opportunity, the first thing that was clear in my head was that I wanted to travel far away from home. This was not only about living the experience, but also about the contingency of relating myself with a different culture and this way enriching my professional life as well as my personal life. I won't deny that moving out was a challenge; but I took the chance to abroad this challenge and in exchange I gain more independence, sense of responsibility and it nourished my life as well.

What has your study abroad experience meant to you?

Laura: My experience abroad has given me a new perspective of everything around me. During these months I met people, learned new things, and got the opportunity to travel and get to know many places around the world.

María: Words come short when I try to describe my experience in Barcelona, as well as in Europe. I gave myself the opportunity to get to know myself, get to meet new people and enjoy incredible new places. I gained not only in school aspects, but also I opened the way I saw the world, getting to know an unfamiliar and unimaginable side of it. I'll return home as someone completely different, more ambitious, secure, and with growing eager to conquer the world. The impact of Spain made me stay for longer than I had planned.



What would you like to say to students considering an exchange today?

Laura: I would like to say to students considering an exchange that it is one of the most incredible things someone can experience in their lives. Getting to know people from all over the world, and living alone in a different city makes you grow as a person, change your way of thinking, and prepare you for life after college.

María: The one thing you'll regret about doing an exchange is doubting about taking the decision sooner. Do it without thinking twice, it is not only the best experience you'll get at this age but it will also open for you unimaginable doors.





THIS BOOKLET

This booklet was prepared on the initiative of the Follow-up committee. We made it to acknowledge the ideas and efforts of entrepreneurial individuals that have worked hard for a good cause, and to share some experiences of the students that we serve.

Lund, 1 September 2015

Per Warfvinge and Christina Grossmann, editors

Pictures have kindly been provided by Enrique Durán-Páramo, Adnei Melges de Andrade, Giancarlo Spinelli, Saara Sokolnicki, Marcela Torino, Christina Grossmann, Per Warfvinge and students.

Adjacent: The 2015/2016 cohort of students from Brazil arriving to Lund University under clear skies.



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