



The internationalization process in the Universidade Federal de Mato Grosso do Sul (UFMS) - Brazil

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ABSTRACT

In the 1980s, the internationalization of higher education was intensified, especially in European and North American countries, through a series of initiatives that sought to consolidate university institutions internationally. This process was expanded to the rest of the countries during the 1990s, through various actions: joint research projects; teaching, student and technical staff mobility; events; extension of campus in other countries and interculturality in the curriculum. In the 2000s internationalization was intensified and reached a large part of Brazilian institutions, becoming a constitutive aspect of the social mission of universities, together with research, teaching and extension. The article analyzes the process of implementation and consolidation of internationalization at the Universidade Federal de Mato Grosso do Sul (UFMS), highlighting how it is understood and expressed in its institutional guidelines, as well as the strategies and procedures adopted to consolidate and expand the process of internationalization. For this, we analyzed documents and legal norms such as the Institutional Development Plan (PDI) 2015-2019; Institutional Management Plan and Management Reports (2000-2017) and the Institutional Plan for Internationalization (2018-2022). As a result, it was verified that, initially, internationalization was not an institutional policy, but slowly it can be identified interest to stablish actions to this aim, culminating to the establishment of the UFMS Internationalization Plan, approved in 2018. It is also noted that the design and foundation of internationalization actions are based on the classical and traditional understanding of knowledge transfer through scientific and technological innovation.

KEYWORDS

Internationalization of education. Higher education. Universidade Federal de Mato Grosso do Sul.

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RESUMO

Nos anos 1980, se intensificou a internacionalização da educação superior, especialmente nos países europeus e na América do Norte, por meio de uma série de iniciativas que buscavam consolidar as instituições universitárias no plano internacional. Este processo se expandiu para o restante dos países durante os anos 1990, por meio de diversas ações: projetos de pesquisas conjuntas; mobilidade docente, discente e de servidores; eventos; extensão de *campus* em outros países e interculturalidade no currículo. Nos anos 2000 a internacionalização se intensificou e atingiu grande parte das instituições brasileiras, tornando-se um aspecto constitutivo da missão social das universidades, junto à pesquisa, ensino e extensão. O artigo analisa o processo de implantação e consolidação da internacionalização na Universidade Federal de Mato Grosso do Sul (UFMS), destacando como ela é entendida e se expressa em suas diretrizes institucionais, bem como as estratégias e procedimentos adotados, visando a consolidação e expansão do processo de internacionalização. Para tal, foram analisados documentos e normas legais, tais como o Plano de Desenvolvimento Institucional (PDI) 2015-2019; Plano de Gestão Institucional e Relatórios de Gestão (2000-2017) e o Plano Institucional de Internacionalização (2018-2022). Como resultado, se verificou que inicialmente a internacionalização não era uma política institucional, mas lentamente se identifica um interesse por instituir ações com esse objetivo, até chegar-se a constituição de um Plano Institucional de Internacionalização, aprovado em 2018. Nota-se também que a concepção e fundamentação das ações de internacionalização baseiam-se no entendimento clássico e tradicional de transferência de conhecimento, por meio da inovação científica e tecnológica.

PALAVRAS-CHAVE

Internacionalização da educação. Educação superior. Universidade Federal de Mato Grosso do Sul.

El proceso de internacionalización en la/de la Universidad Federal de Mato Grosso do Sul (UFMS) – Brasil

RESUMEN

En los años 1980, se intensificó la internacionalización de la educación superior, especialmente en los países europeos y en América del Norte, mediante diferentes iniciativas que buscaban consolidar las instituciones universitarias a nivel internacional. Este proceso se expandió al resto de los países durante los años 1990, con diversas acciones: proyectos de investigación conjuntos; movilidad docente, discente y de servidores; eventos; extensión de campus en otros países e interculturalidad en el currículo. En los años 2000 la internacionalización se intensificó y alcanzó gran parte de las instituciones brasileñas, tornándose un aspecto constitutivo de la misión social de las universidades, junto con la investigación, enseñanza y extensión. El artículo analiza el proceso de implantación y consolidación de la internacionalización en la Universidad Federal de Mato Grosso do Sul (UFMS), destacando como la misma es entendida y se expresa en sus directrices institucionales, así como las estrategias y procedimientos adoptados para consolidar el proceso de internacionalización. Fueron analizados documentos y normas legales: Plan de Desarrollo Institucional (PDI) 2015-2019; Plan de Gestión Institucional e Informes de Gestión (2000-2017) y el Plan Institucional de Internacionalización (2018-2022). Como resultado, se verificó que inicialmente la internacionalización no era una política institucional, más lentamente se identifica un interés por instituir acciones con ese objetivo, hasta llegar a la elaboración de un Plan Institucional de Internacionalización, aprobado en 2018. Destacase que la concepción y fundamentación de las acciones de internacionalización fundamentase en el entendimiento clásico y tradicional de transferencia de conocimiento, mediante la innovación científica y tecnológica.

PALABRAS CLAVE

Internacionalización de la educación. Educación superior. Universidad Federal de Mato Grosso do Sul.

Introduction

The internationalization of higher education process enhanced during the 1980s, especially in European and North American countries, through various policies and programs that fostered the integration and socialization of scientific production and the training of students and professors. Regarding this, interinstitutional actions were carried out such as: joint research projects; mobility of professors, students and researchers; events; agreements; expansion by the presence of campus in other countries; intercultural criteria in the curriculum. In the 1990s, this phenomenon was expanded to the universities of Latin America, in the context of education reforms that incorporated some of the guides and proposals promoted by the international multilateral organizations, among which, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank, that produced documents aimed at introducing changes in higher education institutions, to adapt them to the demands and transformations of the global capitalism.

In the 2000s, this process was intensified in universities, so that internationalization became one of the constitutive aspects of its social mission, together with the three traditional functions: research, teaching and extension. In Brazil, it can also be seen movements in favor of cooperation, in order to make research networks and joint projects, among others, possible, in order to promote interconnection among students, professors, employees and managers, to achieve greater integration, surpassing the mere circulation of people between the countries.

In Latin American countries and more specifically in Brazil, there is no consensus regarding the concept of internationalization, and the discussion still refers to studies produced in Europe and in the United States. The accumulation of research is insipient and arises as a consequence of the changes instituted by educational policies for higher education and by the induction of funding agencies, in the late twentieth century and first decade of the twenty-first century, in the context of the capitalist restructuring.

Some authors argue that the process of internationalization is associated with the intensification of globalization and the worldwide expansion of capitalism, which implies broadening relations between universities, transcending national boundaries and expressing themselves in institutional and organizational strategies characterized by physical mobility, academic cooperation, as well as production and transfer of knowledge, with financing and transfers of State resources, which prioritize some academic areas (TEICHELER, 2004; MOROSINI, 2011).

Morosini (2011) considers that the internationalization of higher education can be approached in terms of system or institutionally, and in the Brazilian case these two dimensions are interconnected because the country has a complex state apparatus that regulates, evaluates and supervises higher education. According to the author, the process of internationalization initiated in Brazil would accompany the global movement, and the asymmetries present in interinstitutional relations and among the countries participating in the

programs and projects that are developed with a view to improving national conditions of production and socialization of historically produced knowledge, cannot be ignored. And is what refers to the unequal conditions of scientific work production, as pointed out by Andery et al. (1996).

In the present historical moment, characterized by financial capitalism, which has the interference of multilateral organizations that finance and regulate higher education policies, internationalization is crossed by principles of knowledge transfer that pursue economic and competitive objectives. And so, "cooperation" implies changes that encompass the standardization of curricula that would allow the formation of "citizens of the world", aimed at working in and entering the labor market, through short courses that do not necessarily signify complex knowledge and science, and in improving the living conditions of the populations of the countries concerned.

In this direction, despite the fact that internationalization is presented as a strategy to improve the quality of higher education, due to the aforementioned asymmetries, in practice it does not necessarily imply a substantial change in human training, nor in the scientific sustainability of the countries participating in it. Therefore, Chaves and Castro (2016) consider that

[...] although apparently the interest is academic, that is, aimed at the exchange of knowledge and the cooperation between research groups aiming to promote education as a "public good", are underpinning economic relations of domination in two senses: 1) in the recruitment of students willing to pay fees associated with international economic competitiveness policies, favoring the general development of exports; 2) in the domination of knowledge, a relationship that is made under the subordination of knowledge of the countries with higher levels of developing information technologies, through the sale of "educational packages" to peripheral countries. (CHAVES; CASTRO, 2016, p 121).

Considering that the process of internationalization of scientific production is imposed in the current university context, the authors' criticism indicates that institutional managers, researchers and university students have the challenge of overcoming the contradictions posed by capitalist relations, taking advantage of the historical momentum to strengthen the ties established by international exchange and cooperation, with a view to social, political and philosophical formation that is in opposition to the current model.

In this perspective, the paper discusses the process of internationalization and presents the partial results of ongoing research that has as its object the study of the conception and internationalization strategies of the Universidade Federal de Mato Grosso do Sul, located in the Mato Grosso do Sul state, in the West-Center region of Brazil. To do so, the documents and national legislation that regulate the internationalization of higher education, as well as institutional documents: Institutional Development Plan (PDI) 2010-2014; Institutional Management Plan; Institutional Plan for Internationalization (2018-2022); Institutional Self-Assessment Report (2015-2017) and Management Reports of UFMS (2000-2017) were analyzed).

The Higher Education in Mato Grosso do Sul: the creation of UFMS

From the mid-1960s, the state of Mato Grosso, as the other units of the federation in Brazil, participated in a political project aimed the development and modernization of the nation by the intensification of industrialization and the formation of the workforce on a scientific and technical perspective, through the expansion of higher education institutions in the country. However, the 1970's civic-military dictatorship was the period with the greatest increase in the number of state higher education courses, colleges and universities occurred as a result of the policies implemented by the Union. In addition, the national government also participated, in that historical moment, in the creation of several institutions, privileging the installation of new federal universities, or federalizing existing state institutions.

In the case of Mato Grosso, the process of instituting a university registered a series of obstacles, which had repercussions on the instability of the institutions created. So, the installation in Cuiabá of the Faculty of Law of Mato Grosso (Law no. 486, September 9, 1952) was suspended by Decree No. 2,248, dated November 7, 1955, and again reopened by Decree No. 120, dated September 5, 1956. In 1961, the institution was federalized by Law No. 3,877, and later integrated into the Universidade Federal de Mato Grosso, created by Law No. 5,647 of December 10, 1970 (GIANEZINI, 2009).

At the same time, in 1961, in the southern part of the State, in Campo Grande, it was created, as an initiative of the Catholic Church, a community institution belonging to the Salesian Congregation, called Faculdade Dom Aquino de Filosofia, Ciências e Letras – FADAFI, its aim was to form educators, through the courses of Education, Languages, Biology and Math Sciences, History, Geography, Philosophy and Psychology. (BITTAR; RODRÍGUEZ; ALMEIDA, 2006). In the following year, 1962, a group of professionals from Campo Grande organized to install the Faculty of Pharmacy and Dentistry of Mato Grosso, created by the governor Fernando Corrêa da Costa (Law No. 1775, November 9, 1962), "[...] to meet the State's multiple economic needs" (MATO GROSSO, 1971, p.2)¹, which was authorized by the Federal Council of Education, despite its precarious conditions.

Also in the 1960s, in 1966, by Law 2629, of June 26, two higher education institutions were created in Mato Grosso, one in Cuiabá and the other in Campo Grande: a) O Instituto de Ciências e Letras de Cuiabá (Institute of Sciences and Languages of Cuiabá) (ICLC), which added the Faculty of Education, Faculty of Economic Sciences and the Civil Engineering Course, located in the state capital; b) in the city of Campo Grande, the Instituto de Ciências Biológicas de Campo Grande (Institute of Biological Sciences of Campo Grande) (ICBCG), which absorbed the courses of the Faculty of Dentistry and Biochemical Pharmacy, in addition to incorporate the Medicine course. It should be noted that the Campo Grande Medicine course was the result of an agreement signed in 1966 between the Associação

¹ This institution, in 1969, became part of the Universidade Estadual de Mato Grosso, which was later federalized under the name of Universidade Federal de Mato Grosso do Sul in 1979, as will be shown below.

Brasileira de Escolas Médicas (Brazilian Association of Medical Schools) (ABEM) and the Ministry of Education, with the objective of implanting five medical poles² in Brazil, with the aim of internalize the teaching of Medicine and fix the doctors in the interior of the country, because there was a shortage of professionals (BRAZIL UNIVERSITÁRIO, 1977).

On April 1, 1968, the governor Pedro Pedrossian, by Decree No. 513, approved the ICBCG Statute, which established the new system of operation of the institution, in accordance to the directives of the national legislation. The document mentioned the issue of internationalization, referred to the student body. In fact, in the first chapter of Title V (Of the Student Body), which dealt the rights and duties of students, it recalled the possibility of obtaining scholarships in the country or abroad (article 85, item 5): "5 [It is possible to the student] Pleasing the use of scholarships destined to studies in the country and abroad" (our translation) (MAYMONE, 1989, p.235).

In 1967, the expansion process of higher education continued, with the creation by the governor Pedro Pedrossian, through Decree No. 402, of November 13, in the city of Corumbá, Instituto Superior de Pedagogia de Corumbá, aiming to train professors, with the courses of Languages, Pedagogy, Sciences, History and Psychology. In the following year, 1968, in the city of Três Lagoas, the state government created the Instituto de Ciências Humanas e Letras (Institute of Humanities and Languages), also with courses to train professors: Pedagogy, Geography, Languages, History and Mathematics (Law No. 2,881, November 29). In the same year, the Faculdade de Agronomia (Faculty of Agronomy of Dourados), by Law no. 2851, of September 1968, according to Hercules Maymone (1989, p. 245) was created in the city of Dourados with the objective "[...] to attend to the vocation proper to our State", the agriculture and cattle raising.

Aiming to gather the higher education institutions newly created by the state government, on September 16, 1969, by Law No. 2,947, the legislative power of the State of Mato Grosso authorized the creation of the State University of Mato Grosso, which was instituted by the governor Pedro Pedrossian by Decree-Law No. 1,072 of January 31, 1970, with headquarters in Campo Grande. With similar interest, President Emilio G. Médici, through Federal Decree n. 67,484, dated November 4, 1970, authorized the operation of the State University of Mato Grosso, which absorbed the Higher Institutes of Corumbá, Três Lagoas and Dourados, as well as the Colleges and Institutes of Campo Grande:

In addition to providing the Department of Education and Culture with the necessary infrastructure, the Law transformed higher education establishments into Centers and Subunits, called Departments.

Thus, in the Campus of Campo Grande, the Centers of Social, Technological, Applied and Biological Sciences - formerly ICBCG - were created, as well as Physical Education and Sports. Três Lagoas, Corumbá and Dourados also won Pedagogical Centers.

The existing Higher Courses in operation and those that, even originated by Law, had not yet been installed and created, were maintained.

² The poles chosen were Manaus, Campina Grande, Londrina, Campos and Campo Grande.

The creation of the Engineering Course in Campo Grande and the Course of Agronomy in Dourados were achieved by Law (MAYMONE, 1989, p.254).

And after that, the Aquidauana Unit was created by Decree No. 1,146, dated August 13, 1970, in response to local demand. Councilor Plínio de Arruda Leite, in a session of the City Council, requested on April 24 of that year the creation of the Faculty of Philosophy in Aquidauana. This request was forwarded to the Secretary of State for Education and at that historic moment the citizens mobilized for their approval. Thus, the Pedagogical Center of Aquidauana (CPA), integrated to the Universidade Estadual de Mato Grosso (UEMT), was installed, and began to work with the courses of Languages and Social Studies. It was also created, on May 5, 1976, the Pedagogical Center of Rondonópolis, closely associated with the process of development of the city. It began its activities with the courses of Short Degree in Social Studies and Exact Sciences³ – teaching courses.

Continuing this implementation process of the UEMT, Governor Pedro Pedrossian, by Decree No. 1,172, June 4, 1970, approved the Statute of the Universidade Estadual de Mato Grosso. With regard to the social and political-institutional role of the UEMT, the Statute, in article 2, established its purposes:

- a) To teach higher education by training professionals and experts in all fields of knowledge, and the capacity to promote social progress through the application of science and technology resources;
- b) To stimulate creativity and to carry out researches in the sciences, in the languages and in the arts;
- c) To extend teaching and research to the community through courses or services;
- d) Contribute to the solution of problems that affect the social welfare and progress of universities and other scientific, cultural, national, foreign and international, public and private institutions, under an agreement. (UEMT, 1970, p. 1. The italics are ours.).

It can be verified that the objective of the institution focused on the formation of professionals with a view to providing the work force to act in the economic and scientific activities of the state. It should be noticed that the structure of the document does not practically emphasize the issues related to the international links that the institution should establish with other foreign academic organizations. In the article cited above, however, in item d, mention is made of internationalization as a way of contributing to the "progress" of universities and other scientific institutions, through the elaboration of agreements.

In addition, the Article 10, which established the duties of the Rector, once again identifies that there is an allusion to the international topic, stating that the Rector should, among other responsibilities, "[...] d) enter into an agreement between the University and entities, public or private, national, foreign or international institutions, with prior authorization from the University Council" (UEMT, 1970, p.5). Similarly, in Section VI, entitled "Research", the 1970 Statute determined, in article 40, that the university should

³ When the State was divided in 1977, the Pedagogical Center of Rondonópolis joined the Universidade Federal de Mato Grosso

encourage research through various actions, including those that encourage internationalization:

Art. 40 - The University shall encourage research by all means at its disposal, including the following:
 [...]

- b) training of personnel in own graduate courses, or of other national or foreign institutions;
- [...]
- c) Implementation of agreements with national, foreign and international entities, aiming at the dissemination and programming of technical and scientific research. (UEMT, 1970, p.11).

During the period in which the UEMT was in operation, it was regulated by the national guidelines on higher education and, although its mission was to meet the interests of regional development, the institution expressed a singularity, since it was located in the West-Center region, in a state that had as geographical borders two countries, Paraguay and Bolivia. In spite of this, however, few documentary records exist regarding relations involving the university and the mentioned countries.

On the contrary, in the documents consulted on UEMT's international links, it was found in the 1971 Annual Report that the institution had received visits from foreign personalities from Europe and Asia⁴ with a view to establishing scientific and cultural exchange:

The Universidade Estadual do Mato Grosso received visits from people of different nationalities, among which the Consuls of Germany, Rumania, Italy and Japan, and pointed themselves willing to establish, through their corresponding Embassies, a scientific-cultural exchange with the university. (UEMT, 1971, p.25).

This report also registered the presence, at the UEMT, of professors from Argentina who were interested in the activities developed at the institution (UEMT, 1971).

Even in the 1970s, in the UEMT Report of 1974, in which it is stated that the development of teaching, research and extension activities "[...] obeys the structure of a university / enterprise" (UEMT, 1974, p. 1), and also to point out that the Integrated Development Plan had been elaborated following a "systemic approach [where] beyond the economy of the means of production will be increased creativity by the integration of elements (UEMT, 1974, p.1), this perspective did not anticipate the question of institutional internationalization. Regarding this, it is mentioned in the Report, among the activities carried out by the Educational Center of Corumbá, that in the Department of Social Studies, study trips were made to Santa Cruz de la Sierra, a city located in Bolivia.

In addition, in the Book of Minutes of the UEMT University Council (1973-1979) some mentions related to the internationalization of the university were identified. In the

⁴ It is noteworthy that the south of Mato Grosso, from the 1910s and during the Second World War, received an important contingent of foreign citizens from Japan and the Middle East. But there is no record that the university had any institutional link with these countries.

Minutes of the Meeting of the University Council of April 30, 1975, a proposal was made to establish an extra financial value for professors who went abroad:

João Baptista de Mesquita, the undersigned councilor, in accordance to Article 26, letter A, of the University Council's Rules and after hearing the plenary, proposes that it be sent to the Rector of UEMT, with copies to the UEMT Chancellor, Governor José Garcia Neto, to the Secretary of Planning and General Coordination, proposes that scholarships for professors traveling abroad, due to the absence of a center of excellence in the country, may be increased by the equivalent of 400 dollars a month. (UEMT, 1973-1979, p.10).

This information is interesting because it manifested the existence of university professors who were studying abroad. It happens that at that moment the contemporary concept of internationalization, as a policy of institutional exchange with a view to fostering further study abroad, in order to meet the new demands of scientific advances and cultural transformations, was not present. From the counselor's point of view, one can deduce that the departure of professors to study abroad occurred when there were no centers of excellence for professors training in some academic areas⁵.

Another indication of international cooperation was recorded in the March 31, 1976 Minutes of the University Council, which mentioned the interest of installing a Physical Education course in Bolivia, arguing that there would be a possibility of UEMT participation in this action:

Counselor Hercules Maymone, in view of the meeting held in Brasília on February 18 and 19 of this year, with members of the Ministry of Education and representatives of the Brazilian Universities, as a result of the lecture given by the Director of the DED, in which he presented the possible creation of a Faculty of Physical Education in Bolivia by the government of that country, requested to suggest that the responsibility for the operation of the course could be attributed to the UEMT that already has the recognized Physical Education course and that has a Center Pedagogical School in Corumbá, where the mentioned course could be taught already in a 2nd. Step and completed in Campo Grande, where the facilities are fully satisfactory. (UEMT, 1973-1979, p.90).

With regard to the revalidation of diplomas and foreign certificates, in the aforementioned document we find the Minutes of September 19, 1977, which registered the discussion and approval of the proposal of Report No. 15/1977, of the Commission of Legislation and Norms, which had elaborated rules for the revalidation of diplomas.

After the division of the State in 1979, UEMT was federalized through Law No. 6,674, dated July 5, which established the Universidade Federal do Mato Grosso do Sul

⁵ In the documents analyzed, only one mention was made of a professor who was doing graduate studies abroad. In the Book of Minutes of the Teaching Council of the Universidade Estadual de Mato Grosso (1975 to 1979), in the Minutes of March 21, 1977, a professor requested an extension to continue his studies: "Professor Olímpio Crisóstomo Ribeiro continued studies at Iowa State University. In a plenary discussion of the Report No. 7 (seven) of Activities presented by Professor Olímpio Crisóstomo Ribeiro, the Plenary unanimously decided to authorize the professor to continue his studies at Iowa State University, in order to obtain the title of PhD "(UEMT, 1975-1979, 24).

Foundation, with headquarters in the city of Campo Grande. UFMS absorbed the Campus of Campo Grande that was the headquarters, the University Center of Aquidauana - CEAU; the University Center of Dourados - CEUD; the University Center of Corumbá - CEUC; the University Center of Três Lagoas - CEUL⁶.

After its creation, the UFMS Statute was approved only in 1982. In this document, a mention was made of the international question, in Chapter II, which deals with the research question. Thus, article 76, item XI, declares to be important the "[...] incentive to the participation of professors in national and international conclaves" (UFMS, 1984a, p.24). The same document, in Title IV (Of the University Community), Chapter I, article 88, which deals with the teaching staff of the institution, contemplated the possibility of the presence of visiting professor of foreign origin:

Art. 88 - The visiting professor, whether or not bound to other higher education institutions or research, national or foreign, must be a highly qualified specialist, ascertained by his academic, scientific, technical or professional qualifications, and is subordinate to one of the regimes of work with remuneration fixed in each case by the University, according to the conditions of the labor market. (UFMS, 1984a, p.26)

In the second version of the Statute, approved in 1984 by the Federal Council of Education, new indications appeared on aspects related to internationalization, although the aforementioned issues did not exist. In Chapter I, Of the Purposes and Objectives, article 3, item VII, determined as one of the objectives of UFMS "[...] to cooperate with Brazilian, foreign or international universities and other scientific, cultural and educational institutions" (UFMS, 1984b, p.2). The article 57 also forecasted the revalidation of foreign diplomas.

Regarding research, the Statute established in article 64 that the university would encourage this action through various means and resources, among them the "[...] maximum use of local, regional, national and international specialized resources" (UFMS, 1984b, p.26).

In the reformulation of the Statute of UFMS, approved in 1994 by the Ministry of Education through Decree No. 1,799, of December 27, established among its purposes the following: "VII - cooperate with universities and other scientific, cultural and educational institutions Brazilian, foreign and international" (UFMS, 1994, p.2). This Statute also established in article 57 that the Education, Research and Extension Council could carry out "I - revalidation of foreign diplomas" (UFMS, 1994, p.15). Regarding research, the document, in article 64, maintained as a guideline the same concern to encourage "the maximum use of local, regional, national and international specialized resources" (UFMS, 1994, p.16).

In view of what has been discussed thus far, since its creation in the mid-1960s, through the UEMT in 1969, and later UFMS in 1979, the question of internationalization was

⁶ During the first decade of the 2000s, especially after the Federal University Restructuring and Expansion Plans Support Program (REUNI), the internalization process was intensified, and six other university campuses were created in the municipalities of Coxim (2001)); Paranaíba (2001); New Andradina (2005); Chapadão do Sul (2006); Ponta Porã (2008) and Naviraí (2009).

not a central element to the institution. Despite of this, especially since the 1990s, internationalization has gained more prominence, particularly when it comes to research and graduate studies. This picture has only changed in the 21st century, particularly since the years 2010, as will be shown below.

Institutional planning: fundamentals of the internationalization of UFMS 2010-2014

Denoting this closer proximity to the proposal for the internationalization of higher education, it appeared in the UFMS Institutional Development Plan (PDI) for the period 2010-2014, at the opening of the document, that the mission of the institution was

Develop, disseminate and socialize knowledge through teaching, research, extension and service provision and promote the integral and permanent formation of citizens, preparing them so that they can intervene and act dynamically in the local, regional, national and international process of development. (UFMS, 2010, page 8. The italics and translation are ours.).

As previously mentioned, this document stated that the university space and the activities that developed in the institution contributed to the construction of knowledge, as well as to economic and social development, already paying attention to the international sphere of its activity. In this sense, the institution considered important to develop the internationalization process since "[...] that academic internationalization is a fundamental axis that complements teaching, research, and extension and results in institutional qualification, contributing effectively to to create the University without frontiers "(UFMS, 2010, p.29).

In addition, the PDI 2010-2014, in item 2.1, which dealt with the social insertion of the University, explained that UFMS had several international cooperation agreements with foreign university institutions, understood as strategic mechanisms to develop the professional qualification of undergraduate students and graduate studies:

In the field of international relations, UFMS considers strategic the consolidation of agreements for scientific and technological cooperation and academic and cultural interaction exchanges that make it possible to create opportunities for professional improvement and training for undergraduates, graduates and post-graduates. (UFMS, 2010, p.29).

The institutions of higher education that were part of these agreements belonged to several countries, in a much broader spectrum when compared to the previous historical moment: Argentina, Spain, United States, France, Italy, Portugal and Czech Republic⁷.

⁷ Among the institutions of higher education cited were the National University of Linguistics San Juan Bosco - Argentina; University of Alcalá - Spain; University of Córdoba - Spain; University of North Carolina at Chapel Hill - United States; University of Georgia - United States; University of Virginia - Virginia Bioinformatics Institute - United States; University of Haute Bretagne Rennes - France; Denis Diderot University - France;

The PDI also mentions that UFMS was participating in EUBrazil, a private platform that enabled the establishment of a network of contacts between Europe and Brazil, whose headquarters are in Brussels. It was "... set up to support the development of trade relations between the EU and Brazil and at the same time promote political and cultural exchange" (EUBRAZIL, [2018]). The association involves business leaders, members of the Brazilian and European academy and opinion leaders, as well as members of the European Parliament and the National Congress, who participate in the discussion and decision about the economic and political activity of the countries involved. Eleven Brazilian universities⁸ and eight European universities⁹ participated in EUBrazil in 2010, offering scholarships for undergraduates, graduates, doctoral students and postdoctoral students, as well as for professors and technicians.

Another internationalization strategy that mentioned the UFMS 2010-2014 PDI was the Undergraduate Program Agreement (PEC-G), available due to a Protocol of Intentions of the institution with the Ministry of Foreign Affairs and the Ministry of Education. The program was created during the military dictatorship (Decree No. 55,613, in 1965), and in 2013 was again regulated by Decree No. 7.948. It offers free vacancies to students from developing countries that maintains an educational, scientific-technological and / or cultural agreement with Brazil, and makes it possible to undertake undergraduate studies in Brazilian institutions of higher education. The same decree also provided the supply of scholarships (BRAZIL, 2013). Thus, PEC-G at UFMS served students from Latin American countries, Portuguese-speaking countries, and other developing countries, especially students from Africa (UFMS, 2010).

It is also worth mentioning that in the planning of the institution was expected the intensification of the academic mobility process. To this end, item 1.4 - Guidelines, programs and institutional goals established, in the guideline 4 - Intra and interinstitutional Mobility guideline, a series of goals aimed at providing mobility for students, professors and technicians. It also envisaged the creation of an organ that would be the Management Committee of the Student Mobility Program of the institution, in addition to explaining some goals linked to internationalization:

Expand the academic mobility of undergraduate and graduate students, professors and technicians at an international level (South America, Africa, China, India, etc.), in addition to traditional mobility: Europe and North America.
Participate in consortia (projects) of international academic mobility.

University of Turin - Italy; University of Coimbra - Portugal and University of Zlin - Czech Republic (UFMS,, 2010).

⁸ Universidade de São Paulo / USP, Universidade Estadual de Campinas / UNICAMP, Universidade de Brasília / UnB, Universidade Federal de Minas Gerais / UFMG, Universidade Federal de Pernambuco / UFPE, Universidade Federal do Pará / UFPA, Universidade Federal do Rio Grande do Sul / UFRGS, Universidade Federal de São Carlos / UFSC, Universidade Federal do Rio de Janeiro / UFRJ, Universidade Federal do Mato Grosso do Sul / UFMS and Universidade Católica do Paraná / PUC-PR (EUBRASIL, [2018])

⁹ Politecnico di Torino - Italy, CTU; Czech Technical University - Prague, Czech Republic; Grenoble Institute of Technology - France; Instituto Superior Técnico - Lisbon, Portugal; KTH - Royal Institute of Technology of Stockholm - Sweden; Libera Università di Lingue e Comunicazione di Milano - Italy; Universitat Linguística de Catalunya and Universidad Politécnica de Madrid - Spain (Idem).

Encourage the establishment of agreements with foreign universities, linked to the existence of a Work Plan coordinated by a researcher of UFMS that will conduct the activities of mobility, research, etc.

Publicize and make mobility grants available, financed by international and national organizations, for students, professors and administrative technicians of UFMS. (UFMS, 2010, p.13).

So, the Plan provided the development of actions aiming to materialize and intensify international exchange, among which the agreements with foreign universities and the provision of scholarships financed by international organizations, linked to the research carried out by the institution's professors, should be highlighted.

These estimates of actions were modified a year later, however, when the PDI 2010-2014 was changed through the realignment approved by Resolution No. 085/2011 - COUN, which introduced new targets, but with a much less emphasis on internationalization, as can be seen from table 1.

Table 1. Programs and goals concerning intra and interinstitutional mobility in UFMS - 2010 to 2014

Programs	Goals	Period					Performance indicator
		2010	2011	2012	2013	2014	
Student mobility	To regulate, within the UFMS, the procedures for the national student mobility.	-	-	1	-	-	Standardized procedures
	To regulate, within the UFMS, the procedures for international student mobility.	-	1	1	-	-	
	Expand the offer of vacancies for national student mobility.	-	92	96	101	108	Students attended
	Expand the offer of scholarships for national student mobility.	-	12	14	16	20	
	Establish cooperation agreements and / or partnerships with universities or national research centers.	-	1	3	5	10	Agreements, covenants, partnerships
	Expand the offer of student mobility International.	-	40	60	60	60	Students attended
	Expand the offer of scholarships for student mobility in an international scope.	-	30	40	40	40	
	Establish cooperation agreements and / or partnerships with international research units or centers.	-	10	10	10	10	Agreements, covenants, partnerships

Source: UFMS. **Plano de Desenvolvimento Institucional Realinhado 2011a**, p. 16.

The PDI modified in 2011, in Guideline 6 - Expansion and Strengthening of Research, Graduation, Technology and Innovation and Graduate Support to the Development and Qualitative Improvement of Graduate Courses, linked the Program of Technological

Innovation and Interaction UFMS / Company to the aim related to internationalization, determining that it would be necessary to “encourage and help the participation of professors in academic and scientific-technological events, emphasizing those whose results may be published in national and / or international journals and scientific journals (UFMS, 2011a, p.25). As it can be seen, the internationalization issue seems to be linked not only to a technological enterprise, but also to the question of innovation, which suggests the importance that is being acquired for HEIs, with a view to internationalization, partnerships with private sectors.

The document also highlights the relationship with neighboring countries through cooperation actions. In the item. 2.4 - Research and Graduate Policies, it emphasizes the importance of establishing plans that involve actions to promote exchanges with Paraguay and Bolivia in matters related to linguistic, literary and cultural exchange, and not only linked to commercial activities:

It either can not be left aside the extensive border area of Mato Grosso do Sul with neighboring countries, Paraguay and Bolivia. Not only economic exchange with these countries, but also linguistic, literary and cultural exchanges should be on the agenda of UFMS research and the structuring of stricto sensu graduate programs involving international cooperation plans. (UFMS, 2011a, p.53).

With the same idea of expanding the efforts of internationalization in UFMS, in item 3.5 - Technological advances, this document emphasizes the need to institute innovative policies, related to the curricula, in order to prepare students to understand and master the new technological paradigms. To do so, it pointed out the actions that were being developed in the institution in this sense, such as: a) Research and Development Laboratory, linked to the Universidade Federal do Mato Grosso do Sul, of the Master's Program in Electrical Engineering; b) Intellectual Property and Technology Transfer Agency; c) Pantanal Study Base; d) offer of the Technology Superior Courses in the following areas: Computer Networks, Industrial Electrotechnology, Analysis and Development of Systems and Management Processes; e) new PhDs in Environmental Technologies, Computer Science and Animal Science; f) Technology and Electronics Technological Center of Mato Grosso do Sul (CTEI-MS); g) Pantanal - Mixed Business Incubators of UFMS. This project aims to “[...]support the formation and consolidation of mixed companies characterized by innovative content, contributing to the development of the Brazilian and international market, in order to ensure its strengthening and improvement of its performance”(UFMS , 2011a, 72. The italics and translation are ours).

In these mentioned items it is evident that the focus of UFMS is the technological and economic development of the region in which the institution is inserted, emphasizing its vocation and link with the productive and business activities, to promote the Brazilian and international market¹⁰.

¹⁰ We also point out that a new Institutional Development Plan (2015-2019) was prepared in 2015, but will not be addressed in this work. This document, however, retains much of the goals mentioned in the previous plan, in relation to internationalization.

Internationalization strategies materialized by UFMS in the period 2010-2014

a) Regulatory framework

As shown in Table 1, UFMS predicted in the PDI 2010-2014 the goal of "Normalizing within UFMS the procedures for international student mobility" (UFMS, 2011a, p.16), an important element to consolidate the internationalization of the institution, since it aimed to establish a legal framework and a management structure to promote internationalization actions.

During the period 2010-2014, this formal management structure was consolidated. To this end, according to the 2011 Management Report, the document "Agreement of Intentions", which defines international student mobility procedures (UFMS, 2011b) was prepared. In the same way, still in the management plan, what is perceived is the increasing complexity of the administrative structure related to the internationalization issue. Thus, the first structure specifically aimed at dealing with internationalization was expressed by the appointment, on February 2, 2009, of an advisor to the Rectory to address the issue. Two years later, on July 1, 2011, the International Relations Chief Office was created, which also worked with the Rectory, and was replaced in 2013 by the International Relations Coordination, which is still directly linked to the Rectory of UFMS and started to manage agreements and programs related to the area.

E Among the various competences of these institutional bodies were:

- to establish institutional relations with agencies and other national and international development entities;
- to promote scientific, technological, cultural, artistic, philosophical, entrepreneurial and innovative exchange between the University and other national and international bodies, supporting interested professors, researchers, students and technicians;
- to establish agreements, partnerships, cooperation and exchange agreements with institutions of teaching, research, extension, innovation, entrepreneurship and promotion in the most diverse countries, assisting the teaching, student and technical-administrative bodies in search of academic opportunities and professional improvement abroad. (UFMS, 2018).

So, it can be affirmed that between 2010 and 2014 there was not, beyond what was expressed in the PDI, clear institutional frameworks that regulated internationalization within the UFMS.

On the contrary, the university has organized itself slowly in order to create a normative framework to coordinate and systematize the internationalization of the institution. This process manifested itself especially in the following period, at the end of 2017, as a

consequence of the changes introduced by the main graduate development agency, the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES.

In fact, the CAPES' guidelines altered the forms of graduate funding, including promoting the internationalization of graduate programs as one of the evaluation requirements. This fact caused changes in UFMS¹¹, which began to reorganize itself to expand the internationalization process under way in the institution.

b) Mobility of students and professors

Undoubtedly, this was the area of internationalization that has been most improved, which is explained in Table 2. According to the data of the Evaluation Report of the Institutional Development Plan PDI - 2010-2014 - with regard to the goal of "Broadening the supply of vacancies for international student mobility "(UFMS, 2015), there is a movement of undergraduate and graduate students, through the provision of a short-term placement and 45 vacancies in the base year 2014 for the Program of Undergraduate Program Agreement - PEC-G (already mentioned above), although the document does not identify the countries from which the students came.

According to the Report, 15 graduate students were also mobilized to carry out studies at UFMS in the areas of Animal Science, Chemistry, Ecology and Environmental Technology from Mozambique, India, Cuba, Portugal, Colombia and Haiti (Port-au-Prince):

2 graduate students in Animal Science (from Mozambique); 3 graduate students in chemistry (1 master's degree from Mozambique and 2 postdoctoral students from India); 3 graduate students in Ecology (1 Ph.D. from Cuba and 2 postdoctoral students from Colombia and Portugal); 1 graduate student - Environmental Technologies (from Port-au-Prince). (UFMS, 2015, p.16).

With regard to the goal of "Extending the number of scholarship holders in international student mobility", this Report informs that through the programs called "Santander Luso-Brasileiras" and "Ciência sem Fronteiras" (Sciences without Borders), students have been mobilized for several countries:

UFMS students moving abroad: 5 by the Santander Luso-Brazilian Program, 49 ending the period of mobility by Sciences without Borders - CSF (begun in 2013), 185 by CSF initiated in 2014, 1 in Portugal without a scholarship. (UFMS, 2015, p.16).

Regarding the goal of "Establishing cooperation agreements and / or partnerships with universities or research centers at an international level", the PDI Evaluation Report 2010-2014 informs that agreements and partnerships with 17 countries have been established, using the Science without Borders Program; by the LusoSantander Luso-Brasileiras Program an

¹¹ In fact, in this process of induction, mainly starting in 2017, CAPES no longer prioritized individual projects of researchers who competed for CAPES to carry out studies and research abroad and began to finance projects presented and coordinated by university institutions.

agreement was made with two universities in Portugal; the Erasmus Mundus EBW + Program established agreements with nine European universities; the Erasmus Mundus Ibrasil Program has allowed agreements with seven universities in Europe, in addition to three Protocols of Intentions signed with Japan, Hungary and Italy. In addition, UFMS was linked to two associations: a Associação Grupo Coimbra de Universidades Brasileiras (GCUB) and the Associação das Universidades de Língua Portuguesa (AULP).

Among the above-mentioned programs, the Science Without Borders Program deserves special attention as it was one of the most ambitious actions of the federal government in order to train staff abroad.

Table 2. Internationalization: Mobility and international vacancies at UFMS - 2010 to 2014

Year	Goals	Achievements
2010	Expand the academic mobility of undergraduate and graduate students, professors and technicians at the international level.	Erasmus Mundus Agreement - 8 students (7 undergraduate and 1 graduate); 1 technical staff.
2011	Expand the offer of vacancies in UFMS for student mobility in an international scope.	Programa de Incentivo à Formação Científica de Alunos de Angola e Moçambique (CAPES) – 8 undergraduate. Programa de Mobilidade Mercosul – 5 undergraduate. Programa Capes Fipse – FAMEZ - 3 undergraduate. Convênio cultural e cortesia - 37 undergraduate.
	Expand the number of scholarship holders for international student mobility.	Science Without Borders – 14 students (13 undergraduate and 1 PhD) Santander Top Espanha - 2 undergraduate. Programa de Mobilidade Mercosul – 3 scholarships. Programa Capes Fipse – FAMEZ - 3 undergraduate.
	Expand the number of professors for mobility at international level.	Programa Santander Top Espanha – 1 professor
2012	Expand the offer of places of the UFMS for student mobility in international scope.	Programa de Incentivo à Formação Científica de Alunos de Angola e Moçambique (CAPES) – 8 undergraduate. Programa de Mobilidade Mercosul – 9 undergraduate. Programa Capes Fipse – Veterinária - 6 undergraduate. Convênio cultural e cortesia – 1 student(professor).
	Expand the number of fellows in international student mobility.	Science Without Borders – 46 undergraduate Santander Luso-Brasileiras - 5 undergraduate. Santander Top Espanha II – 2 undergraduate. Programa de Mobilidade Mercosul – 6 scholarships. Intercâmbio com Bolívia - 40 undergraduate
	Expand the number of professors in international student mobility.	Santander Top Espanha II – 1 professor.
2013	Expand the offer of places in the UFMS for student mobility at an international level.	PEC-G e Programa de Mobilidade Mercosul – 49 undergraduate.
	Expand the number of fellows in international student mobility.	Science Without Borders – 28 bolsas.
2014	Expand the offer of places in UFMS for student mobility in an international scope.	Programa de Incentivo à Formação Científica de Alunos de Angola e Moçambique (CAPES) – 45 undergraduate. PEC-PG – 9 graduate. 1 professor for a one-month trainny period (da Espanha); 45 vacancies
	Expand the number of fellows in international student mobility.	Science Without Borders – 185 students Santander Luso-Brasileiras - 5 students.

Without grant – 1 student.

Sources: UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2010; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2011; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2012; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2013; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2014.

Then,

[...] CsF (BRAZIL, 2011) [...] [was] a policy that integrated the action of the MEC and MCTI and their funding agencies (Capes and CNPq, respectively), with a view to internationalization of scientific knowledge, [...] launched in 2011 by the Brazilian federal government. In order to "promote the consolidation, extension and internationalization of Brazilian science and technology, innovation and competitiveness through international exchange and mobility," the program focused its investment actions on the promotion of international insertion of Brazilian institutions, through its students and scientists in foreign institutions, as well as the reception of foreign talent for a period of stay in Brazil. The goal of offering 101,000 grants (75,000 funded from federal government funds and 26,000 from private initiative) was reached at the end of the program's initial term of 2015. According to data available on the CsF website, it had distributed 92,880 scholarships, of which 73,353 were for partial undergraduation, 9,685 for partial PhD, 3,353 for full PhD, 4,652 for postdoctoral fellowships, 775 for special researcher, 558 for master's degrees and 504 for the attraction of young talents. (PAIVA, 2017, p.74).

Also using the 2015 data from UFMS, we can see the importance of the Science without Borders Program for professor and student mobility in the institution: considering only student mobility, while five students have moved abroad in other agreements, such as the Program Santander Luso-Brasileiras, 49 students in 2013 and 185 in 2014 used the Sciences without Borders Program in 17 different countries¹².

Another program focused on student mobility was Erasmus Mundus, a cooperation program created in 2004, funded by the European Union, which aims to promote the development of scientific research, offering scholarships to students of higher education institutions in Brazil to study for a master's and doctoral degree in universities in Europe. It also funds professor mobility, as well as offering exchange and partial scholarships.

In the Erasmus Mundus program, mobility takes place through partnerships between European institutions and other geographical areas, prioritizing some issues of relevance to the regions concerned. In the case of Latin America, in the period 2009-2013, there were two groups of Brazilian universities and associations¹³ involved in the Program, organized in five

¹² This is despite severe criticism of the Science without Borders Program, for example, by preventing the displacement of students of Human Sciences through the Program (PAIVA, 2017).

¹³ Associação Nacional dos Dirigentes das Instituições Federais de Ensino Superior no Brasil (ANDIFES), Associação Brasileira de Educação Internacional (FAUBAI), Pontifícia Universidade Católica do Paraná (PUC-PR), Universidade Católica do Rio Grande do Sul (PUC-RGS), Pontifícia Universidade Católica de São Paulo (PUC-SP), Universidade Estadual de Paraíba (UEPB), Universidade do Estado do Rio de Janeiro (UERJ), Universidade Federal do Acre (UFAC), Universidade Federal de Alagoas (UFAL), Universidade Federal do Amazonas (UFAM), Universidade Federal da Bahia (UFBA), Universidade Federal de Ceará (UFC), Universidade Federal Fluminense (UFF), Universidade Federal de Goiás (UFG), Universidade Federal de Maranhão, (UFMA), Universidade Federal de Minas Gerais (UFMG), Universidade Federal de Mato Grosso do Sul (UFMS), Universidade Federal de Mato Grosso (UFMT), Universidade Federal do Pará (UFPA),

consortia, which also included institutions from Paraguay and Uruguay. UFMS was a member of this institutional conglomerate (IBRASIL, [2018]).

In this context, the second phase of the Program created the Projeto Brasil Abrangente e Inovador (IBRAS-Treinar) (Comprehensive and Innovative Brazil Project) to train

[...] a new generation of highly qualified professors, engineers and researchers who are open to additional values and social and technological innovation;

- Promote sustainable joint programs and joint research, involving Brazilian and European students, faculty and researchers;
- Increase collaboration between European and Brazilian higher education institutions, as well as promote tools that enable international cooperation and the academic recognition of students' mobility. (IBRASIL, [2018]).

This Program seeks to contribute to the training of researchers and to develop innovative studies in the technological areas, and more specifically in engineering.

Another initiative was the Incentive Program for the Scientific Training of Students in Cape Verde, Mozambique and Angola (Capes / PIFC), which until 2014 offered scholarships for undergraduate scientific initiation and training for students to contribute to the development of their countries of origin. According to the Reports, UFMS received students from Mozambique, Angola and Cape Verde¹⁴.

With regard to cooperation among MERCOSUR countries, in 2012 the MERCOSUR Integrated Mobility System (SIMERCOSUL) was created to promote, improve and coordinate initiatives on academic mobility in the area of education. In this context, the Regional Academic Mobility Program was established in Accredited Courses (MARCA), and UFMS provided 49 places for students, but in the reports there is no record of filling it.

The Reports also mention the Capes FIPSE - FAMEZ agreement, which was deactivated. It was a Program of Consortiums in Higher Education between Brazil and the United States, as a result of the agreement between CAPES and the United States Department of Education's Fund for the Improvement of Post Secondary Education. The Program was created in 2007 with the purpose of supporting the insertion of the undergraduate courses of the Brazilian Higher Education Institutions (HEIs) in an international scope. To that end,

Universidade Federal da Paraíba (UFPB), Universidade Federal de Pernambuco (UFPE), Universidade Federal do Piauí (UFPI), Universidade Federal do Paraná (UFPR), Universidade Federal do Rio Grande do Sul (UFRGS), Universidade Federal do Rio de Janeiro (UFRJ), Universidade Federal de Santa Catarina (UFSC), Universidade Federal de São Carlos (UFSCAR), Universidade Federal de Santa Maria (UFSM), Universidade de Brasília (UnB), Universidade Estadual Paulista (UNESP), Universidade Estadual de Campinas (UNICAMP), Universidade Federal de São Paulo (UNIFESP), Universidade de Passo Fundo (UPF) e Universidade de São Paulo (USP).

¹⁴ According to Morais (2013), the Universidade Federal de Mato Grosso do Sul, through the agreement PEC-G: Cape Verde, had selected 29 students. In the year 2012, however, UFMS reported that it had visited five students from Angola and three from Mozambique, who for two months developed activities related to entrepreneurship, innovation and technology (UFMS, 2012b).

curricular modernization, mutual credit recognition and professor / student exchange were proposed. UFMS had selected students in this Program in the years 2011 (six students) and 2012 (six students).

Another element that stands out in the 2010-2014 UFMS PDI in terms of internationalization was the goal of "Encouraging and supporting the participation of professors in academic and scientific-technological events, emphasizing those whose results may be published in scientific journals and in annals of national and / or international scope ". According to the 2015 Report, there is mention of support by the institution, but there is no concrete data to clearly identify the type of support that was offered: "The contingent of professors at events in the context of innovation, technology and entrepreneurship "(UFMS, 2015, p.29).

According to the 2010-2014 Evaluation Reports (Table 2), regarding the mobility of students, professors and technicians, there was an increase in this mobility process, linked to national or international programs to which Brazil and UFMS particularly joined, aiming to be part of the world's scientific and technological development. The internationalization practices produced within the UFMS were mainly due to the induction of national policies mediated by funding agencies such as Capes and CNPq, and to a lesser extent also by international foundations and / or associations linked to private initiative.

With regard to the vacancies and participation of foreign students in UFMS undergraduate courses, the data systematized in the documents Statistical Information 2009-2011 (UFMS, 2013) and Statistical Information 2012-2014 (UFMS, 2014) show that the majority of foreign students entered the institution from the PEC-G Program, reproduced more recently for the graduate course, PEC-PG, both maintained by CAPES. The largest contingent of students comes from Portuguese-speaking African countries, mainly from Guinea-Bissau, with 54 students; and Angola, with 14 students between 2009 and 2014. The second group was formed by Latin Americans, led by Paraguay, with 43 students between 2009 and 2014. In relation to the destination of these students, more than half of Guineans (30 students in total) completed their graduation in the Center for Human and Social Sciences, while the largest contingent of Paraguayans was in the Faculty of Medicine (18 students).

In addition, it should be noted that according to the statistical information in the period 2009-2014, the participation of students in undergraduate courses from other Latin American countries, with the exception of Paraguay, was insignificant compared to students who belonged to African countries, due to the cooperation agreements signed by Brazil, especially with the Portuguese-speaking African countries.

At the same time, however, in the foundations of the Institutional Development Plan - PDI 2010-2014 (UFMS, 2011), the virtual importance of regional integration is expressed, and the creation of links with Latin American countries in terms of research and teaching development, as we could verify in the available data, however, it is observed that the UFMS only received students from bordering countries, such as Paraguay, Peru and Bolivia. There

were no links with the other Mercosur countries, although there are several national documents that regulated the international agreements among Mercosur member countries to promote the mobility of students and professors. Another angle to be taken into account in student mobility promoted by UFMS is that foreign students have taken courses related to health sciences, biological sciences and technologies (around 59.0%), although there were also students in the areas of human and social sciences, as stated previously (about 31.0% of the occurrences, considering that the courses of the students who went to the campuses of the interior of the State are not informed). However, one can work with the hypothesis that this number is perhaps greater, since in the interior most of the courses offered by UFMS are in the area of human and social sciences.

c) International Agreements

A relevant element related to university internationalization refers to the agreements and institutions that participate in the partnerships. The evolution of these agreements is shown below (Table 3).

Table 3. Agreements with foreign institutions - UFMS - 2010-2014

Year	Goals	Achievements
2010	Encourage the establishment of agreements with foreign universities, linked to the existence of a Work Plan coordinated by a researcher from UFMS that will conduct the activities of mobility, research, etc.	Existing agreements: Portugal (Coimbra); Argentina (Patagonia San Juan Bosco) International mutual cooperation agreements: Universidad Autónoma de Barcelona - Argentina; Andean Development Corporation (CAF); Polytechnic Institute of Turin - Italy; State University of New York - USA
2011	Establish cooperation agreements and / or partnerships with units or research centers at an international level.	Cooperation agreements with the following universities: Hubei University (China); University of Kochi (Japan); University of Salamanca (Spain)
2012	Establish cooperation agreements and / or partnerships with universities or research centers at an international level.	Agreements established, in the year: USA (Texas A & M and Washington University); Japan (Kochi University); Bolivia (Rene Moreno); Spain (Salamanca); Portugal (New Lisbon, Aveiro, Porto, Setúbal, Algarve and Instituto Superior Técnico); Germany (Karlsruhe); Paraguay (National Pillar and Polytechnic and Artistic of Paraguay); Italy (Università degli studi di Torino); Argentina (University of Rosario)
2013	Establish cooperation agreements and / or partnerships with universities or research centers at an international level.	Signing protocols of intentions with China (Hubei University), Argentina (National University of the Center of the Province of Buenos Aires), USA (University of Washington), Italy (Università degli Studi di Torino)
2014	Establish cooperation agreements and / or partnerships with universities or research centers at an international level.	Protocols of Intentions signed with Japan (Kochi University), Hungary (Elte University) and Italy (Università degli Studi di Torino - renewed); Association to two groups: Coimbra Group of Brazilian Universities (GCUB) and Association of Portuguese Language Universities (AULP)

Sources: UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2010; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2011; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2012; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2013; UFMS. **Relatório de avaliação – PDI 2010-2014** – Ano base 2014.

As previously mentioned, it can be verified that during the period of the PDI 2010-2104 the institution had an increase in agreements with university institutions, especially as a result of joining programs promoted by the Ministry of Education. Among the countries with which partnerships and consortia have been established are the agreements with universities in the United States, European countries (Spain, Portugal, Germany, Italy, etc.), Latin American countries such as Argentina, Bolivia and Paraguay, Asian countries, such as China and Japan, and Africa.

With regard to the Programs mentioned in the Reports, which demanded international agreements involving UFMS, the following should be highlighted: Erasmus Mundus; Capes Project: Incentive Program for the Scientific Training of Students from Angola and Mozambique; Mercosur Mobility Program; Capes Fipse - FAMEZ; Zicosur; Santander Luso-Brasileiras; Science without Borders Program; Santander Top Espanha and PEC-G.

In this sense, UFMS signed agreements with nine universities for the Erasmus Mundus EBW + Program: with the University of Porto as coordinating institution, and Technische Universität Dresden, Germany; Universitat Politècnica de València, Spain; Université de Rouen, France; Université Lille, France; Università degli studi di Roma "La Sapienza", Italy; Riga Technical University, Latvia; Università ta 'Malta, Malta; University of Trás-os-Montes and Alto Douro, Portugal; and Uppsala Universitet, Sweden. In addition, seven other universities were accessed through the Erasmus Mundus Ibrasil program: Université Lille, coordinating institution, and University of Porto and Hochschule Darmstadt, Germany; University of Patras, Greece; Università degli Studi di Roma "Tor Vergata", Italy; University of Luxembourg, Luxembourg; Universitatea Babes-Bolyai, România; University of Žilina, Slovakia and University of Castilla - La Mancha, Spain.

Another important element was the international mobility made possible by the Sciences Without Borders program, which allowed the displacement of students to 17 countries: Germany, Australia, Belgium, Canada, Scotland, Spain, USA, France, Holland, Hungary, England, Ireland, Italy, Japan, New Zealand, Portugal and the United Kingdom. In the case of the Program Santander Luso-Brasileiras, two universities were accessed in Portugal (University of Coimbra and University of Porto).

It is possible, therefore, to increase the demands on internationalization, such as those resulting from the displacement of researchers and academics abroad; and also as those coming from students from other countries that demand UFMS for their training, whether at undergraduate or graduate level.

Final considerations: the future of internationalization at UFMS

Although internationalization was an issue discussed at different moments in the history of higher education, it was only between 1990 and 2000 that clearer initiatives were perceived to make internationalization a constant and complementary action to the teaching, research and extension tripod. Also in the case of UFMS, especially from the PDI 2010-2014, an intentionality was expressed in encouraging internationalization, its conception and foundation being based on the understanding of knowledge transfer, and the focus of scientific and technological innovation; however, classic and traditional assumptions regarding the issues related to knowledge and academic training still remain. Such move was not enough, however, to create a solid foundation for the internationalization process in this HEI in the period in question, so that it went beyond what was proposed by the funding agencies in the country.

In this direction, it was only in 2017 that a new institutional organization, associated to a new form of financing, contributed to unleash a more intense movement in the UFMS to define the institutional policy regarding internationalization, as well as to regulate the forms of participation of faculty and students to compete in the notices issued by CAPES. So, on January 20, 2017, the International Relations Coordination Office, which would have existed between 2013 and 2016 directly linked to the Rectory, was hosted by the International Relations Division (DIRIN), which works with the Agency for Development, Innovation and International Relations (AGINOVA), became responsible "[...] for the elaboration, coordination and execution of international cooperation policies at UFMS" (UFMS, 2018). The following year, 2018, the University Council approved Resolution 35, of May 8, which established the Institutional Plan for Internationalization within the scope of the Universidade Federal de Mato Grosso do Sul, which explicitly states in article 4 the internationalization policy:

Art. 4 The UFMS internationalization policy will be guided by eight strategic axes, which will have specific indicators and evaluation and monitoring criteria:

I - to consolidate the Internationalization Committee;

II - to promote internationalization in the Stricto Sensu Graduate Programs and in the Research Groups;

III - promote internationalization in undergraduate courses;

IV - to consolidate the institutional linguistic policy;

V - consolidate international partnerships;

VI - strengthen the policy of hosting and reception of foreigners;

VII - consolidate the policy of qualification and qualification of teaching and technical-administrative personnel with a view to internationalization;

VIII - consolidate the policy of entrepreneurship and innovation with a view to partnerships with universities and foreign companies; and IX - create an international environment at UFMS. (UFMS, 2018, p.2).

It can be verified that the document expresses the interest of the institution to consolidate the institutional policy of internationalization, based on the strengthening of graduate programs and on the qualification of teaching staff and administrative technicians. It is also evident, however, in item VIII that UFMS focuses on its institutional project the issue

of entrepreneurship and innovation, and proposes the promotion of partnerships with companies, which clearly indicates the intention to develop a process of construction of technical-scientific knowledge in order to meet the interests of the market in terms of research, and training of professionals capable of entering the productive system.

Thus, it can be affirmed that a new stage in the internationalization process of UFMS begins, although this new stage is based, as already stated, by the contradictions arising from the issues present in the internationalization of HEIs in Brazil: on the one hand, a strong incentive to the internationalization of the areas of knowledge most directly involved in the generation of immediately marketable products, such as technological areas, which is certainly facilitated by the South-North internationalization. On the other hand, despite the strong regional appeal of the institution, because of its strategic location from the international point of view - UFMS is located in a region bordering Bolivia and Paraguay - the mobility of professors and students in relation to Mercosur and to these countries in particular has been given more in the reception of its students, than based on the exchange or joint experiences of projects and productions.

Therefore, concerning that a more horizontal process of internationalization, which includes the various areas of knowledge and their potentialities, seems to be some of the challenges facing UFMS in the coming years.

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