






Internationalization Process: Achievements And Challenges In The URI Context – Community College

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ABSTRACT

This article present part of study developed in master's project and scientific initiation, de within the framework of NEPPES – Núcleo de estudos em Políticas e Processos de Educação Superior and also De Within the GIEPES – Grupo Internacional de Estudos e Pesquisas em Educação Superior and discusses the spaces of internacionalization experienced by URI – Universidade Regional Integrada do Alto Uruguai e das Missões – located in the northwest region of Rio Grande do Sul state – Brazil. In his notes, bears the marks of a Community institution, non-profit, born of a dream project designed and built by your community. In this perspective, the construction of internationalization processes is a major challenge on the one hand, and very significant achievements on the other. The perspective of student and teacher exchange, as well as the possibility of participation in national and international research groups, passing through extension and teaching actions has challenged URI to build possibilities of internationalization that has been born from the conviviality and professor contacts de with their peers, giving life to agreements de with numerous institutions from diferente countries.

KEYWORDS

Public policy. Internacionalization Processes. Achievements and challenges. Community university.

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Processos de Internacionalização: Conquistas e Desafios no Contexto da URI - Universidade Comunitária

RESUMO

O artigo apresenta parte de estudos desenvolvidos em projeto de Mestrado e de Iniciação Científica, no âmbito do NEPPES – Núcleo de Estudos em Políticas e Processos de Educação Superior e, também, no âmbito do GIEPES – Grupo Internacional de Estudos e Pesquisas em Educação Superior e discute os espaços de internacionalização vividos pela URI – Universidade Regional Integrada do Alto Uruguai e das Missões – localizada na região Noroeste do Estado do Rio Grande do Sul – Brasil. Em seus apontamentos, traz as marcas de uma Instituição comunitária, sem fins lucrativos, que nasce de um projeto sonhado e construído por sua comunidade. Nessa perspectiva, a construção dos processos de internacionalização configura-se como grandes desafios, de um lado, e conquistas, muito significativas, por outro. A perspectiva do intercâmbio discente e docente, assim como a possibilidade de participação em grupos de pesquisa nacionais e internacionais, passando por ações de extensão e ensino, tem desafiado a URI a construir possibilidades de internacionalização que vêm nascendo a partir dos convívios e contatos docentes com seus pares, dando vida a convênios com inúmeras Instituições de diversos países.

PALAVRAS-CHAVE

Políticas públicas. Processos de internacionalização. Conquistas e desafios. Universidade comunitária.

Procesos de Internacionalización: Logros Y Desafios En El Alcance URI – Universidad De La Comunidad

RESUMEN

El artículo presenta parte de estudios desarrollados en proyecto de maestrado y de iniciación científica, en el alcance del NEPPES- Núcleo de Estudios en Políticas y procesos de Educación Superior y también en el alcance del GIEPES- Grupo Internacional de Estudios y Pesquisas en Educación Superior y discute los espacios de internacionalización vividos por la URI- Universidad Regional Integrada del Alto Uruguai y de las Misiones- ubicada en la región Noroeste del Estado del Rio Grande do Sul – Brasil. En sus apontamentos, trae las marcas de una institución de la comunidad, sin fines lucrativos, que nace de un proyecto soñado y construído por su comunidad. Así entendida, la construcción de los procesos de internacionalización se configuran como grandes desafíos, de un lado, y logros mucho significativos, por otro. La perspectiva del intercambio de alumno y maestros, así como la posibilidad de participación en grupos de pesquisa nacionais e internacionais, pasando por acciones de extensión y ensino, han desafiado la presente universidad a construir posibilidades de internacionalización que vienen surgiendo a partir de los convivios y contatos de los maestros com sus pares, dando vida a acuerdos con muchas instituciones de diversos países.

PALABRAS CLAVE

Políticas públicas. Procesos de Internacionalización. Logros y desafios. Universidad de la comunidad.

Introduction

The purpose of this article is to present studies that we are developing on the theme of internationalization in three different projects, which converge among themselves, developed in the Master in Education and Scientific Initiation, within the scope of NEPPES - Center for Studies in Policies and Processes of Higher Education and also within the framework of GIEPES - International Group for Studies and Research in Higher Education and discusses, in this space, the internationalization processes experienced by URI - Integrated Regional University of Alto Uruguay and the Missions - located in the Northwest region of the State of Rio Grande do Sul - Brazil, with fundings from FAPERGS and URI through its research incentive program. The article will be presented from four parts that are: The URI in the process of internationalization; Construction and deconstruction of the concept and process of internationalization; Internationalization: connecting the university with the world; Finalizing ... about challenges.

The URI in the Internationalization Process

The URI bears the hallmarks of a nonprofit Community Institution, born of a project dreamed and built by its community. From this perspective, the construction of the internationalization process is, on the one hand a major challenge, and, on the other, already as very significant achievements. In its constitution, in describing the objectives of its creation it emphasizes:

7. To encourage and promote the exchange with other institutions and scientific and educational organizations, national and foreign, aiming at the development of Sciences, Letters, Arts and Techniques. (PAETZOLD; CANAN, 2017, p.95).

This same issue is highlighted in his Mission which proposes:

The Integrated Regional University of “Alto Uruguai and Missões” has the mission of educating ethical and competent personnel, inserted in the regional community, able to build knowledge, promote culture, exchange, in order to develop collective awareness in the continuous search for valorization and solidarity. (PAETZOLD; CANAN, 201, p. 98).

The perspective of student and teacher exchange, as well as the possibility of participating in national and international research groups, through extension and teaching activities, are born by the Institution's Mission and have challenged the URI to build internationalization possibilities which, although incipient, have been born out of the contact and teaching contacts with their peers, giving life to agreements with innumerable institutions of different countries that for a long time have had a much more protocolary function than to enable exchanges between institutions, countries, professors and academics. Thus, internationalization is part of URI's history of existence, although it has not received the prominence it has been receiving at this moment in history, due to several factors, among

them, the very which is as relevant as the creation and implementation of the Science Without Borders Program.

In this perspective, the URI brings internationalization as an institutional principle, highlighted in its documents (PDI - Institutional Development Plan and PPI - Institutional Pedagogical Project) and, through Resolution on the Internationalization Program of the URI (Res. Nr. 2114/CUN/2015), as well as regulations that are specific to the different Campuses of the University and which discipline, internally, how the internationalization process in Campuses will be experienced (as is the case with Internal Regulations 1, 2 and 3, built on one of the University's campuses).

The conception of internationalization within the URI, dialogues with Knight (1994), concept of internationalization as a process that is defined as a process of integration of the international / intercultural dimension to the teaching, research and services of a university.

Santos Filho (2018, p. 171) comments that this concept was amplified by the author, considering the many biases assumed by internationalization, current levels and realities:

In this definition, internationalization has as a characteristic a dynamic process that goes beyond the mere realization of activities in the international arena, considering the use of this criterion as an indicator of the degree of internationalization of a higher education institution.

These multiple possibilities, ranging from academic mobility, the expansion of events, courses, programs, projects, research groups and other forms of integration that emphasize international themes, have contributed to the conceptual expansion and understanding of URI about internationalization, expanding his views on early essays in this field.

A study of IES documents demonstrates the advances that the actions devised in this area have undergone, going through changes that have an important meaning for the consolidation of internationalization, a fact that denotes the importance, also of the conceptual advance, since, according to Santos Filho (2018, p. 172) "Internationalization is a dynamic process, that is, a continuous effort of change or evolution and not a set of isolated activities. "From this perspective, these changes range from the way in which internationalization was seen in documents and actions initially built under the responsibility of the Rectors (many times in a protocolary way, with the signing of agreements that did not result in effective actions on the part of the Universities involved), passing through the concept that is being incorporated, discussed, thought, taking shape and becoming more effective and closer to the institutional relationships that start to emerge from research groups, extension activities, meetings at events and study trips, among others, resulting in new experiences that have enriched the Institution through its undergraduate and postgraduate courses (in particular *stricto sensu*).

Thus, although many countries have been convened for many years, allowing us to envisage an interest in internationalization, many documents were protocolary, did not reflect

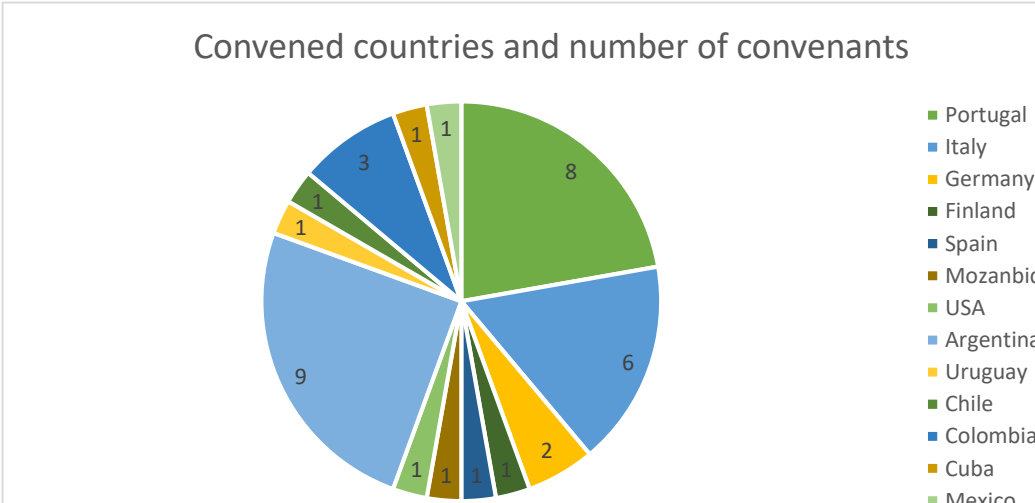
in a deeper way what could be the result of relations between universities, countries, courses, groups of research, in short, with all the aspects that one can work in the perspective of internationalization.

Initially, the agreements had a greater approximation with European countries, since at the moment of the consolidation of the University (from the fusion of old isolated foundations), at the beginning of the 1990s, the looks of a good part of the Brazilian Universities were directed towards that one as a reference, not only the universities that served as models for the world, but also because of the proximity of the language that, to a certain extent, due to the borders of the URI itself, with countries of Spanish origin, allowed better communication.

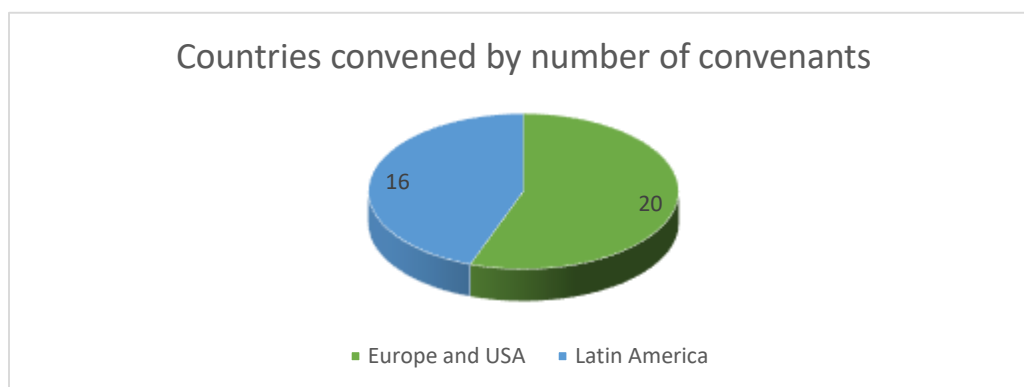
Not rarely, the distance and lack of rapport between teachers on both sides of the ocean prevented these covenants from effectively serving as spaces for internationalization. This reality has been changing in recent years and this change has allowed the birth of many internationalization processes to develop in the Ibero-American countries, with a special focus on Latin America.

Data collected on the Rector's website of the URI, on current international agreements (to date) show that there is a balance in the number of agreements between Latin American Universities and Universities in Europe and the USA, among others (with a small advantage of the latter). This change allowed the birth of many internationalization processes to develop in Latin American countries, as can be seen in the chart below:

Graph 1. Convened countries and number of covenants



Source: data taken from the web site of the Rectory

Chart 1. Convened countries by the number of covenants

Source: data taken from the web site of the Rectory

Under different prisms, there is therefore a greater tendency to approach with the countries of Ibero-America, whose problems, tensions, achievements, productions find fertile ground to be studied and developed. This has led to the emergence of many research groups that are building and building, in many hands, among pairs that share interests in the field of teaching, research and extension.

Just over a quarter of a century after the creation of the URI (its Recognition Ordinance, dated May 19, 1992), this scenario assumes new perspectives and, today, internationalization is a reality that is becoming stronger, consolidating and bringing new challenges and needs. It is worth mentioning that the intense debates on the subject have caused a maturation of the process, allowing the understanding of what is internationalization, from a vision, initially, more restricted to the idea of exchange of academics and teachers, to add to it the construction of covenants, events, agreements and terms that have their births from the desires and needs of teachers or academics, endorsed by the Rectors, to become effective actions that are born in the bosom of research groups, professional and personal relationships among colleagues, who research subjects and interests of common studies.

Nevertheless, there is a way forward for the consolidation of internationalization in the URI. In this regard, the Institution inserts itself in the research report of 2017, developed by CAPES: "Internationalization in the Brazilian university: results of the questionnaire applied by CAPES", which shows that the Brazilian internationalization is no longer a process although the institutions are at different moments in this process and have left to be desired in the use of knowledge obtained abroad by professionals from the universities, and therefore a strategic plan for internationalization is necessary, which is in line with CAPES 'current policy . (CAPES, 2017).

The research also showed that "The internationalization of the Brazilian Universities is necessary to make higher education responsive to the requirements and challenges of globalized society" (CAPES, 2017, 46), which reaffirms its dynamic character and presupposes a permanent and continuous effort of changes and evolutions from a set of

representative activities of strategic actions and not of isolated actions, being necessary this look also in the context of the URI.

Construction and Deconstruction of the Concept and Internationalization Process

Internationalization is not a new topic in Universities, since it has been occurring since the Middle Ages. At the time, knowledge was the best instrument used for the debate in the confrontations of ideas that were coming from intellectuals, who traveled the places with the objective of improving knowledge. In these trips, the Universitas - international communities, also called schools - were the scene of action for these debates.

These schools, filled with multiculturalism, because they received teachers and students coming from other countries, gave the Universitas a character of honor and glory (STALIVIERI, 2003). It is possible to say that, at that time, the signs of internationalization were related to the question of the quality of education, valuing the intrinsic role of knowledge to realize the "formation of the citizen". (MARCONDES, 2001, p. 42).

From this perspective, we can point out that, given the changes that have taken place in societies, the phenomenon of internationalization has begun to be constantly debated, especially in international conferences and events. As part of this process, the Bologna Declaration played an important role, as we can observe:

[...] As the main objective of the reform of European educational institutions, the Bologna Process outlines the main objectives of building a European higher education area - enabling the internationalization of universities, facilitating the mobility of students and teachers, to promote the employability of European citizens and to contribute to the economic, social and human development of Europe - to consolidate and enrich European citizenship and to increase competitiveness with other education systems in the world (in particular the United States and Japan) [...] (MORGADO, 2009, p.50).

The Bologna Declaration outlined central objectives for a process that was beginning, and from there, would be a key point for what is nowadays classified as a quality of Higher Education, based on two of its objectives: "attractiveness and competitiveness "and" promotion of mobility ". (SANTOS; FILHO, 2012, p.67).

Gradually, internationalization has become an allied to the development of both academic - and here we refer to the academic scope of a university - and of the community, since internationalization permeates the tripod of the university - Teaching, Research and Extension - the latter, as a strong arm that expands the identity of the institution through various actions.

In the quality of education, the university, through internationalization, can provide the individual with new horizons, new worldviews, reflection on one's own culture and the aggregation of values from different cultures, preparing this academic for the world of work, which requires a well-prepared professional, with ease in resolving conflicts, in inclusion, in

interaction with other individuals, who in their own culture already become different. There, the formation of a tolerant citizen, respectful of diversity and community, increasingly favoring the community in which this individual is inserted, and also allowing the culture of the national place to become more global, break barriers and dialogue with the different. Thus, in the preamble to the World Declaration on Higher Education in the 21st Century: Vision and Action - 1998, UNESCO confirms in Article 11 "Quality Assessment" that:

Quality also requires that higher education be characterized by its international dimension: exchange of knowledge, creation of interactive networks, mobility of teachers and students and international research projects, always taking into account cultural values and national situations (UNESCO, 1998).

Higher education in the 21st century was the focus of the international conferences that, with this process of building history, culminated in the determination of policies that value the phenomenon of internationalization as a point of development. Altbach (2005, apud CUNHA, 2016, p.61) links internationalization to this policy issue, stating that "internationalization is defined as a variety of policies and programs that universities and governments implement to respond to globalization." In view of this vision, the PNE is in agreement with what the author tells us. In addition to the university, it needs a policy of internationalization, governments are adopting strategies, which have a strong connection with international cooperation as a means of institutional development in its different spheres.

Even implicitly, we identify that in Article 2 of the National Education Plan, which establishes its Guidelines, we can understand that Internationalization is linked to items "IV - Improvement in the quality of education" and II - Humanistic, scientific and cultural promotion and technology in the country. " (BRASIL, 2014, p. 43), since both the quality and the possibility of humanistic, scientific, cultural and technological knowledge are issues related to the purposes of internationalization.

In goal 12.12 of PNE, which refers to the need to reach a number of fifty percent gross enrollment rate, maintaining the quality of supply, it is clear the intentionality towards the subject, since one of the strategies to achieve such goal does mention of internationalization, when referring to student mobility:

12.12 Consolidate and expand programs and actions to encourage student and teacher mobility in undergraduate and postgraduate courses, both nationally and internationally, with a view to enriching higher education; (BRASIL, 2014, p.74).

The strategy for the goal is the representative attractiveness of these actions that, when developed, call the attention of those who want to join a Higher Education Institution (HEI), and can make it a reference in the choice of students, as it presents as a differential the possibility of student mobility. Still in PNE, we highlight goal 13:

Goal 13: Raise the quality of higher education and increase the proportion of faculty masters and doctors in effective exercise in the whole system of higher education to

seventy-five percent, out of a total of at least thirty-five percent doctors (BRASIL, 2014, p.75).

Among the strategies to develop this goal and in order to promote higher quality for higher education we can highlight strategy 13.7, which emphasizes the expansion of activities that are developed in the tripod of the university, making global - at the national level and international - the vision of the institution.

13.7: promote the formation of consortiums among public institutions of higher education, with a view to enhancing regional action, including through an integrated institutional development plan, ensuring greater national and international visibility to teaching, research and extension activities; (BRASIL, 2014, p.76).

Internationalization, in its different prisms, within these goals and strategies, favors respect for different cultures, developing a strong degree of relationship, narrowing partnerships in scientific productions, promoting experiences that enable the individual to deepen knowledge about the cultural, social, political, technical, and finally, on numerous issues that raise knowledge, but also, in a double way, mutual respect, cultural and artistic production, innovation, scientific and technological development, corroborating with what defines Knight (2003) that internationalization comprises three dimensions: international, intercultural and global, which complement each other and together denote the richness and breadth of internationalization.

There is also the National Postgraduate Plan (PNPG) from 2011 to 2020, a document that allows an interesting observation that when the Postgraduate in Brazil was instituted, the group of founding doctors did doctorate abroad. Therefore, Post-Graduation strongly carries the trace of internationalization in its origin. The PNPG defines the Guidelines and goals to advance in the policies of Graduate. Thus, it establishes a policy of internationalization and international cooperation as key points in the "sending students abroad", "stimulating attracting researchers and visitors", "publication together with other institutions or other institutions." (SILVA JUNIOR, KATO, 2016, p.5).

It is noteworthy that in the Graduate Program internationalization adds much to the personal, intellectual and professional formation, even more in an internationalized curriculum, which is not the main objective of the phenomenon of internationalization, but it is an important factor in the moment lived (mid-century). Thus, the Plan envisages a form of internationalization of solidarity, as we can highlight:

Graduate internationalization models may also include the implementation of syndicated programs focusing on common characteristics and problems, in order to address issues and issues posed by the strategic need to build productive Latin American integration from the economic point of view and technological, but fundamentally solidarity and culturally respectful of diversity. (BRAZIL, 2010, p.15).

Promoting dialogue and integration among Latin American countries shows a humanistic side of internationalization, where countries help each other in the face of common problems, further strengthening cooperation between them. We understand that the process of internationalization culminated in a practice so important to the university and its development that, throughout history, and gradually, the discussions of construction and deconstruction before the understanding of this phenomenon do not stop and it becomes more and more. It is important the debate to gradually unravel and characterize internationalization according to the identity of the university, its vision and its mission.

Besides the stimulus to the debates, the degree of importance and the value given to this phenomenon has been taking so great a proportion that, currently, policies of incentive to internationalization are found, not making this an end, but a means for actions and strategies that the university develops. Under the URI documents, internationalization was designed through Resolution 2114 / CUN / 2015, through which the Internationalization Program was approved. In this document, the institutional understanding about the concept of internationalization remains clear with the clarity that its construction is part of a process that inserts the University within the scope of the other institutions that already have a bigger walk in this field. In this particular, it brings the document:

[...] the concept of internationalization of higher education must be integrated into the organizational culture of the URI, building its international nature stemming from the intrinsic universality of the process of training ethical and competent personnel, inserted in the regional community, building knowledge, promoting culture, and exchange, in search of human valorization and solidarity.

He adds:

Thus, in order to implement the process of institutional internationalization, the URI seeks to develop a planned action that broadens partnerships with university institutions from around the world, spreading its image and preparing to interact with other peoples and cultures in the search for progress and development. The simultaneous insertion at the regional, national and international levels is a response to the phenomenon of globalization as a possibility to ensure the quality of human resources, infrastructure and actions and as a way to strengthen the teaching, research and extension programs offered by the University. (URI, 2015).

That said, it is not too much to say that by putting the concept of internationalization within the scope of its mission, based on planned actions that allow partnerships with other university institutions of different countries, it will not be excluded from the process of globalization, and better the training of their teachers and their students, improving structural and pedagogical aspects in the field of undergraduate and graduate studies, strengthening the University's tripartite identity: teaching, research and extension, with internationalization as an articulating and transversal element, which pervades the whole process, qualifying it.

Internationalization: Connecting the University with the World

As already mentioned, the discussions on the internationalization of higher education in the last decades have become one of the main mottos of the university. The constant changes in the global and local scenario have created a new demand for the world of work, which is to train professionals in the field at a high level. Due to globalization and the centrality of knowledge, as a necessity for countries to enter the global market, there is a demand for higher education institutions to be inserted in the international context, with the aim of facilitating the exchange of knowledge, thus, competition for the international level, as indicated by Mesquita and Castilho (2014).

In order to understand the processes of internationalization, a broader understanding is necessary. What is meant by internationalization? What are your goals? Throughout its historical trajectory, higher education faces many challenges, such as the processes of internationalization in different degrees and tensions of various orders. For Pereira and Almeida (2009, p.15), from the 17th century the concept of university emerges, having as its context "... the division and specialization of knowledge through the creation of great sectoral and professional schools". Thus, for the authors, there was already a search for a relationship between the university and the indivisibility of the knowledge developed by it, as well as the functioning of nation-states. Therefore,

It is in this context that the assimilation of universality comes as universality. This new model spreads rapidly throughout Europe of the industrial revolution [...]. Universities are thus at the top of education systems. [...] there is thus a systematic start of scientific research. (PEREIRA; ALMEIDA, 2009, p.15).

According to Castro and Cabral Neto (2012), in the years after 1945, under the pretext and reconstruction of Europe devastated by World War II, this process is intensifying, initially with the purpose of providing technical assistance to war-affected countries. Therefore, internationalization during this period was aimed at advising on the development of scientific agreements, student mobility and the granting of training grants.

Knight (2004) points out that the scarcity of universities was a determining factor in the academic pilgrimage, and this movement was strengthened in the post World War II era. In addition to the search for knowledge, the mobility of students and professors has become more economic, political and cultural, so much so that in recent years economic globalization has increased the process of internationalization of higher education institutions.

For Santos and Almeida Filho (2012), it was from the relationship with the indissociability between research, teaching and extension, the first characteristic of the modern university, that this academic mobility was institutionalized and incorporated into the internationalization of Higher Education, which, now evidenced by new concepts, now reformulated as its practices, developed and became a protagonist in the current knowledge society. In this sense, Morosini (2006) establishes a classification for periods of internationalization:

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Internationalization of higher education is a complex concept, with a diversity of related terms, presenting several stages of development. They are cited: a) international dimension - present in the twentieth century, characterized by being an incidental phase rather than organized; b) international education - organized activity prevalent in the United States, between World War II and the end of the Cold War, preferably for political and national security reasons; and c) internationalization of higher education, after the Cold War and with the characteristics of a strategic process related to globalization and the regionalization of societies and their impact on higher education. (MOROSINI, 2006, 27).

Approximately in the 1980s, the term internationalization is defined by activities that include overseas studies, institutional arrangements, and other notions. Already in the 1990s, there was a great change marked by new characteristics for the internationalization of higher education, comprising a series of broader activities, such as the growing number of students, professors and researchers performing academic mobility; greater interest in international issues and collaborative research; increase in the number of courses, programs, among other aspects. (KNIGHT, 2008).

In the 1990s, as Castro and cabral Neto (2012) point out, the internationalization of higher education has aroused great interest in the various countries. The need to insert countries in the knowledge society, reduce training costs, better use of academic infrastructure, and the development of communication and information required internationalization a new reconfiguration: the role of production and propagation of knowledge.

With the integration of cultural diversity and scientific universality through its various forms of internationalization, it is that universities are part of the current globalized world (SANTOS, ALMEIDA FILHO, 2012). It is important to emphasize that it was from the twenty-first century that globalization sparked a multidimensional crisis, which is one of meanings, values and paradigms, thus affecting the functions of education, as the formation and production of the knowledge (DIAS SOBRINHO, 2005).

According to Stallivieri (2002), the university is struggling for its survival, and it is necessary to internationalize in order to be able to compete on equal terms with the best national and foreign higher education institutions. Regarding this struggle, Pereira (2009) talks about the invincibility of the university, which in all times and places is placed in his time, in the service of this and prospects the future of his time, without having sold his soul, can maintain the function that is its own. The author further states that, perhaps this is the struggle that HEIs must fight today, to face more different, more immediate and less conciliatory demands.

Thus, according to Pereira and Heinzle (2017), the protagonism of internationalization in the public policies of the 21st century is evident, since the university established itself in the midst of capitalist society and globalization, highlighting the importance of thinking of a new model of university based on interculturality and international integration. In this sense,

Azevedo (2016) recalls that higher education is not international by its very nature,

Internationalization is historically built and requires committed social actors and initiatives, incentives, movements and policies, from states and regional authorities (Europe, Mercosur ...) for emulation, financing and implementation. [...] Internationalization is a process of integration, based on interculturality that strengthens and evidence, on a regional and global scale, the activities of higher education institutions. (AZEVEDO, 2016, pp. 85-86).

The concept of "internationalization of higher education" as a comprehensive process is recent, says De Wit (2013). Until the 1990s, the term used was that of "international education," in a fragmented and marginal sense, related to occasional unrelated activities such as student orientation and study abroad.

Until recently, "internationalization" in the sense of "international education" was predominantly a Western phenomenon, and developing countries played a relative role in it. Emerging economies and the higher education community in other parts of the world are changing the landscape of internationalization. Moving away from the Western and neo-colonial concept, which guides the perception of "internationalization" of many educators, this principle needs to incorporate these different and emerging visions. (DE WIT, 2013, p.70).

De Wit (2013) also points out the need to rethink the conception of internationalization and criticizes the concept's fragmented view, when it is associated only with international education. For the author, internationalization extrapolates the connection between countries, "involving relations between cultures and between the global and local." (DE WIT, 2013, p.71). In this way, it understands the process as a means to qualify teaching and research, criticizing the quantitative goals that many attribute to internationalization, reducing their analysis to "inputs" and "outputs" through numbers.

According to SANTOS (2001), the need to internationalize to compete (STALLIVIERI, 2002) in the face of current demands highlights that the internationalization of higher education is based on "two principles contradictory: international solidarity and competition in a global market for education and knowledge "(AZEVEDO; CATANI, 2003, p.285).

In this bias, Azevedo (2008) emphasizes that the definition of internationalization goes beyond the breaking of borders, but presupposes integration and solidarity cooperation or the ways of competitiveness.

Internationalization is not a metaphysical phenomenon of transposition of frontiers, but rather a complex process of integration into a globalized academic field in which the various social actors interact in order to exchange, cooperate and share in solidarity (or, conversely, to compete) within the framework of their social actions and spaces of influence in what relates to knowledge, science, technology, arts and culture. (AZEVEDO, 2008, p. 876).

The market perspective, which permeates the educational context, is changing the principles of universities seeking answers that meet their needs. According to Morosini (2006, p. 111), "determinations of the labor market on the university have been transforming their principles, as pointed out in countless works, not only international but national."

Based on this logic, according to Lima and Maranhão (2009), internationalization can encompass people mobility, but also services abroad (short and long term courses); the provision of educational services abroad (provision of temporary services in other territories); the cross-border provision of services (mobility of distance or face-to-face training programs); commercial presence (mobility of services).

In Knight's view (2008), the internationalization of higher education aims at integrating the international and intercultural or global dimension within the university's traditional proposals and functions (teaching, research, services), including the provision of educational programs in higher education. This concept is related to the capacity of higher education institutions to become international. Therefore, internationalization encompasses specific policies and programs organized at different levels: governments, academic institutions, and even individual departments and institutions, to adapt or to creatively explore the challenges posed by globalization. (PINTO *et al.*, 2017).

Moreover, for Knight (2012, p.65), internationalization should consider the objective of providing benefits to society in different instances:

Internationalization can, for example, help in the development of international and intercultural knowledge, skills and values among students - through improvements in teaching and learning, international mobility and a curriculum that includes comparative, international and intercultural elements. The goal is not a more internationalized curriculum nor an increase in academic mobility per se. Instead, the goal is to ensure that students are better prepared to live and work in a more interconnected world. Understanding internationalization as a means to an end and not as an end in itself ensures that the international dimension is integrated in a sustainable manner into the main functions of teaching and learning in higher education, research and knowledge production, better serving the community and society. (KNIGHT, 2012, p.65).

Thus, internationalization has the potential to contribute to the quality of higher education and the construction and dissemination of knowledge in an egalitarian and socially responsible way. It can also be an instrument for the expansion of individual and collective cultural capital. The widely shared expectation is that internationalization will contribute to the quality and relevance of higher education in a more interconnected and interdependent world. However, it is understood that the internationalization process needs to be reviewed and constantly evaluated (KNIGHT, 2008).

For Cunha (2011), internationalization of higher education means the creation of permanent and temporary interstices between students, and between them and teachers who belong to different countries. For this, it is necessary to build international agreements and an institutional process that allows the presence of the foreign student in the spaces of higher education. Therefore, a constant dialogue between cultures and nations and their different ways of teaching and learning should be pursued.

From the perspective of the concepts presented, we can analyze that the internationalization of higher education is a complex process, understood from disparate conceptions, resulting from the efforts of higher education institutions to become international, but also a response to the new demands required for this level of education. According to Nascimento (2017), the concept of internationalization is multifaceted, since it is broad, and also involves the curriculum, policies and integration between teaching, research, extension and institutional services, among other aspects. According to the author, the international insertion of students, teachers, managers and services can contribute to the acquisition of new knowledge and skills when they converge in a cooperation movement and not only foster competition between universities, cooperation.

In this perspective, although the URI has to walk a lot in this field, today¹ it has signed 36 agreements with institutions from different countries in Europe, Latin America and the United States, involving teaching, research, extension, academic mobility and international cooperation. In the post-graduate course *stricto sensu*, only in the area of education are 12 universities with which events are being developed, participation in research groups, teaching and student mobility, postdoctoral studies, participation in master's and doctoral degrees, among many others. From this point of view, we should not forget to mention the great propeller of the internationalization process, especially involving academics, which was the Science without Frontiers program, financed by the Federal Government, which enabled many young students and teachers to exchange knowledge, the courses and the universities, arousing the desire to live the experience in many young people who did not even dream of leaving the country.

Although being immersed in the process of internationalization and already having advanced in it, one of the difficulties that we perceive in the URI, concerns the storage of the data referring to internationalization in a single space. The implementation of actions of different scopes and in the different Campi, does not always, the data referring to them are centralized in the Rectory which can impact on the numbers presented in the Annual Activity Report of the institution, even showing great disparities in terms of the number of actions from one Campus to another. Because of this, these numbers do not necessarily represent what happens in terms of internationalization, as we can see in the tables below, which show important numbers of students and teachers who have done some kind of exchange and participation in various activities / events, but not necessarily, externalize the reality, it is possible that many more actions are developed in the field of internationalization.

¹ Year of writing of this article (2018)

Table 1. Exchanges abroad

| INTERCÂMBIOS NO EXTERIOR | | | | | | | | |
|------------------------------|------------|----------------|-----------|-------------------------|------------------|-----------|-------------------------|-----------|
| Instituição Estrangeira | País | Participantes | | | | | | Total |
| | | Da própria IES | | | Recebidos na URI | | | |
| | | Docentes | Alunos | Técnico-Administrativos | Docentes | Alunos | Técnico-Administrativos | |
| Escola de idiomas Kaplan | Canadá | 01 | 06 | - | - | 01 | - | 08 |
| Universidade Pedagógica | Moçambique | - | 01 | - | - | - | - | 01 |
| Universidad Uniagustiniana | Colômbia | 01 | - | - | - | 02 | - | 03 |
| Universidad La Gran Colombia | Colômbia | - | - | - | - | 01 | - | 01 |
| Università di Salerno | Itália | - | 01 | - | - | - | - | 01 |
| Università di Perugia | Itália | - | 07 | - | - | - | - | 07 |
| Università di Camerino | Itália | - | 01 | - | - | - | - | 01 |
| Universidade de Stuttgart | Alemanha | 01 | - | - | - | - | - | 01 |
| TOTAL | | 03 | 16 | - | - | 04 | | 23 |

Source: Activity Report 2018 – URI

Table 2. Internationalization

| INTERNACIONALIZAÇÃO | | | | | | | |
|---|-------------------------------|------------|-----------|-----------|-----------|----------|------------|
| Participação em Atividades/Eventos Internacionais | | | | | | | |
| Atividade de Internacionalização | CÂMPUS ENVOLVIDO/PARTICIPANTE | | | | | | TOTAL |
| | ERE | FRE | SAN | SAT | SLG | CL | |
| Seminário | 02 | 07 | 06 | 02 | 02 | - | 19 |
| Congresso | 21 | 12 | 15 | 01 | 01 | - | 50 |
| Vista Técnica | - | 09 | - | - | - | - | 09 |
| Palestra | - | 04 | 09 | 01 | 01 | - | 15 |
| Curso/Minicurso/Aula | - | 23 | 01 | - | - | - | 24 |
| Videoconferência | 04 | - | - | - | - | - | 04 |
| Colóquio | 01 | 09 | - | - | 01 | - | 11 |
| Simpósio | - | 01 | 04 | - | 02 | - | 07 |
| Conferência | - | 02 | 05 | - | - | - | 07 |
| Encontro | - | - | 06 | - | - | - | 06 |
| Workshop | - | 02 | - | - | - | - | - |
| Oficina | - | 160 | - | - | - | - | 160 |
| Fórum | - | - | 01 | 01 | - | - | 02 |
| Convenção | 01 | - | - | - | - | - | 01 |
| Debate | - | - | - | - | - | - | - |
| Reunião | - | 22 | 03 | 02 | - | - | 27 |
| Intercâmbio | 01 | 13 | - | 01 | - | - | 15 |
| TOTAL | 30 | 264 | 50 | 08 | 07 | - | 359 |

Source: Activity Report 2018 - URI

The data are still incipient; however, they already allow us to evaluate the internationalization experience in the URI as a very important space for academics, teachers and, especially, for the institution that becomes known in other contexts and scenarios, but especially that it has the opportunity to show what they do and how they do and to learn how others do and how they do teaching, research, extension and how they are all permeated and traversed by internationalization.

Therefore, Morosini's (2006, p. 18) assertion that "internationalization is the hallmark of relations between universities" is a truth, characterized by everything we have already said, but also, it reminds us to stay especially in times of multidimensional crisis, accelerated globalization and commercialization of education, so that the academic community can see in the process of internationalization of higher education not only the idea of a possible future fourth mission for the university, as Santos and Almeida Filho (2012), but also instilling reflections on the future of the university and the role of internationalization in this future with its most varied possibilities (PEREIRA; HEINZLE, 2017).

Finalizing ... About Challenges

Although we are clear about the polysemy surrounding the concept of internationalization, its institutionalization and consolidation are still challenges for institutions such as URI, for its constitution of Community University, which lives on the tuition paid by its students, through which it must finance the education, research, extension and, more recently, internationalization. The political and economic instabilities of Brazil have a direct impact on the educational scenario and could not be otherwise in the URI.

In this perspective, some of the main challenges are: 1. The understanding of all those involved with the University on what internationalization is; 2. Having this understanding, keep internationalization data always updated and located in a single space; 3. Understand internationalization not as an end in itself, but as the possibility of expanding learning opportunities in the field of knowledge, culture, society, economy, in short, under all possible biases; 4. And the last, but not least, is the insertion of internationalization into the University's budget so that it can be implemented in addition to programs and / or policies emanating from governments.

In this way, to promote possibilities of internationalization, today, is a great challenge if we consider the meager resources that we have for this purpose. On the other hand, although with difficulties, we have advanced in the processes, not in the speed that the Institution wanted, but in the speed that the conditions allow. In this respect, our belief in internationalization as a space that is mainstreamed through teaching, research and extension has enabled us to experiment, not only successfully, in the sense of being able to develop several processes, but we have also witnessed a very characteristic of this which is solidarity between institutions and countries.

In this particular, whether through the research groups through which we theoretically qualify institutions, building partnerships, making friends, finding intellectual spaces, or through events where intellectual encounters are always motivating new reflections, new searches, of new buildings, either through the mobility of students and professors, who

enhance the University by the lived experiences that, often, they become new projects, new possibilities of exchanges, or in any way, internationalization is a reality without which has challenged us, especially to rethink ourselves as institutions, to be more sensitive to the other, and to construct new spaces for higher education together. Here are the challenges ... internationalization takes us from the commonplace, decontaminates us, instigates us and proposes us. Let us continue in the process so that it will always lead us to new experiences.

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