



## The Internationalization of High Education at the State University of Western Paraná - UNIOESTE: from Passivity to an Institutional Policy of Internationalization

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### ABSTRACT

Instituted as a University since 1994, the Western Paraná State University - UNIOESTE has sought to apply an internal policy of internationalization. One of its potentialities is to characterize itself as a multicampi university in a region of triple border formed by Brazil, Argentina and Paraguay while covering 94 municipalities in the western and southwestern regions of Paraná. Although having an International Relations Office in its organizational structure since its implementation, it was only in 2017 that an institutional policy of internationalization was regulated. During the previous twenty years, what happened in UNIOESTE were isolated actions of teachers in international activities or participations in mobility programs. The objective of this article is to present the institutional reality of our university in relation to the internationalization process in the last 22 years, from a passive internationalization condition to the beginning of a consolidation of its institutional policy. The presentation and discussion seek to consolidate the concept of internationalization that mediates the work and intentions of UNIOESTE in the scope of the policy of student mobility, teachers and employees as well as the path to reach an institutional policy of internationalization. In order to reach this objective, an analytical methodology of data on mobility, reading of bibliography about the subject and a qualification of the information, using the data collected and the concepts worked have been used. The result is a chain of historical facts and actions that culminated in the approval of the internal policy of internationalization.

### KEYWORDS

Internationalization process. Higher education. UNIOESTE.

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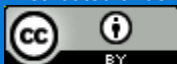
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## A Internacionalização da Educação Superior na Universidade Estadual do Oeste do Paraná – UNIOESTE: da Passividade a Uma Política Institucional de Internacionalização

### RESUMO

Constituída como Universidade desde 1994, a Universidade Estadual do Oeste do Paraná - UNIOESTE tem buscado instituir uma política interna de internacionalização, uma vez que uma das suas potencialidades é caracterizar-se como uma universidade *multicampi*, numa região de tríplice fronteira formada pelo Brasil, Argentina e Paraguai e abrangendo 94 municípios das regiões Oeste e Sudoeste do Paraná. Embora possua em sua estrutura organizacional uma Assessoria de Relações Internacionais desde a sua implantação, somente em 2017 é que foi regulamentada uma política institucional de Internacionalização. Durante os vinte anos anteriores, o que ocorreu na UNIOESTE foram ações isoladas de docentes em atividades internacionais ou participação em programas de mobilidade. O objetivo do presente artigo é apresentar a realidade institucional da nossa universidade em relação ao processo de internacionalização nos últimos 22 anos, em que passa de uma condição passiva de internacionalização para o início de uma consolidação de sua política institucional. Na apresentação e discussão busca-se consubstanciar o conceito de internacionalização que mediatiza os trabalhos e intencionalidades da UNIOESTE no âmbito da política de mobilidade de estudantes, de docentes e servidores e o percurso para se chegar a uma política institucional de internacionalização. Para alcançar esse objetivo, utiliza-se uma metodologia analítica de dados sobre mobilidade, leitura de bibliografia acerca do tema e uma qualificação das informações, a partir dos dados coletados e dos conceitos trabalhados. O resultado é um encadeamento dos fatos históricos e das ações que culminaram na aprovação da política interna de internacionalização.

### PALAVRAS-CHAVE

Processos de internacionalização. Educação superior. UNIOESTE

## La Internacionalización de la Educación Superior en la Universidad Estadual del Oeste del Paraná - UNIOESTE: de la Pasividad a una Política Institucional de Internacionalización

### RESUMEN

Constituida como Universidad desde 1994, la Universidad Estatal del Oeste de Paraná - UNIOESTE ha buscado instituir una política interna de internacionalización, una vez que una de sus potencialidades es caracterizarse como una universidad *multicampi*, en una región de triple frontera formada por Brasil, Argentina y Paraguay y abarcando 94 municipios de las regiones Oeste y Sudoeste de Paraná. Aunque posee en su estructura organizacional una Asesoría de Relaciones Internacionales desde su implantación, sólo en 2017 se ha regulado una política institucional de Internacionalización. Durante los veinte años anteriores, lo que ocurrió en la UNIOESTE fueron acciones aisladas de docentes en actividades internacionales o participación en programas de movilidad. El objetivo del presente artículo es presentar la realidad institucional de nuestra universidad en relación al proceso de internacionalización en los últimos 22 años, en que pasa de una condición pasiva de internacionalización para el inicio de una consolidación de su política institucional. En la presentación y discusión se busca consubstanciar el concepto de internacionalización que mediatiza los trabajos e intencionalidades de la UNIOESTE en el ámbito de la política de movilidad de estudiantes, de docentes y servidores y el recorrido para llegar a una política institucional de internacionalización. Para alcanzar ese objetivo, se utiliza una metodología analítica de datos sobre movilidad, lectura de bibliografía acerca del tema y una calificación de las informaciones, a partir de los datos recolectados y de los conceptos trabajados. El resultado es un encadenamiento de los hechos históricos y de las acciones que culminaron en la aprobación de la política interna de internacionalización.

### PALABRAS CLAVE

Procesos de internacionalización. Educación universitaria. UNIOESTE.

## Introduction

Initially, it is worth presenting the State University of Western Paraná - UNIOESTE, as a young university among the seven state-owned educational superior system of the State of Paraná. With only 25 years of creation, when you look at five colleges, which culminated in its formation and west and south-west of Paraná, UNIOESTE has a much longer history until its recognition as a university.

With the inseparability between teaching, research and extension, keeping five campuses in addition to a University Hospital, UNIOESTE stands out in the region where due to its proximity to the triple border (Brazil, Paraguay and Argentina) and with other Brazilian states.

The article attempts to present some concepts of internationalization, distinguishing them from the concept of globalization, which can be understood as one of the causes of internationalization of higher education, since the labor market in a world demands more and more qualified professionals in the most diverse areas. Understanding the concept of internationalization, relatively young as the UNIOESTE in the middle of expansion in the last two decades, the present article will make a historical recovery of actions related to the aspects that make up a process of internationalization of higher education and try to establish a relationship with the data raised, seeking to identify which concept, in this process, the UNIOESTE is closer to.

From this conceptualization, in which one perceives a passive internationalization, after twenty years of international activities, with Academic Mobility among them as the more relevant in this context, UNIOESTE, establishes its internationalization policy.

## UNIOESTE – A bit of its history

We present the State University of the West of Paraná (UNIOESTE), with a brief historical rescue of its implantation in the West and Southwest region of Paraná, in which it also highlights its importance and relevance in the context in which it is inserted. It should be noted that the coverage is not only regional, but also national and international, since it is located in a region close to interstate and international borders.

The UNIOESTE is characterized by being a regional and multicampi institution, formed by 05 campuses, located in the municipalities of Cascavel, Foz do Iguçu, Francisco Beltrão, Marechal Cândido Rondon and Toledo. It is also included in the tri-border region between Brazil, Argentina and Paraguay, also close to the Brazilian states of Santa Catarina and Mato Grosso do Sul.

It was the result of the congregation of isolated municipal faculties, created in Cascavel (FECIVEL, 1972), in Foz do Iguaçu (FACISA, 1979), Marechal Candido Rondon (FACIMAR, 1980) and Toledo (FACITOL, 1980). On July 24, 1998, through State Law No. 12.235 / 98, the incorporation of FACIBEL to UNIOESTE was authorized and State Decree 995/99 established the Francisco Beltrão Campus. UNIOESTE covers a total of 94 municipalities, 52 municipalities in the western region and 42 municipalities in the southwest region of Paraná.

UNIOESTE obtained its recognition as a University through Ministerial Ordinance No. 1784-A, of December 23, 1994, and of the State Education Council's Opinion No. 137/94.

In December 2000, the Regional Hospital of Cascavel was transformed into a University Hospital of the West of Paraná - HUOP and was transferred to UNIOESTE, through Law 13.029 / 2000, of December 27, 2000 supporting the activities of the course medicine, nursing, pharmacy, physiotherapy and dentistry.

The State University of Western Paraná (UNIOESTE), as a public, free and multicampi institution, has the mission of producing, systematizing and socializing knowledge, contributing to human, scientific, technological and regional development, committing itself to justice, democracy, citizenship and social responsibility, committed to the training of professionals to act based on ethical principles for the exercise of citizenship.

The Graduation Pro-Rectorate (PROGRAD) is a unit of the Rectory that has the purpose of answering the activities related to undergraduate teaching at the University. For PROGRAD, education is seen as inseparable from research, which generates teaching and produces social actions in extension, guided by a clear vision of the egress profile defined according to the University Mission.

The action of teaching is based on the construction of a process of knowledge socialization. It should allow a progressive growth of knowledge, dynamic as a structural process of construction. The articulation between theory and practice should be prioritized through actions proposed both at curricular level and in complementary activities, as well as by the involvement of teachers and the integration of the different areas of knowledge.

In line with the national curricular guidelines, it seeks to train professionals who are able to be incorporated into a more humane system, acting on population groups and / or individuals in meeting their needs. In order to do so, it is necessary to consider egress as a transforming agent of the social process, with a humanistic, critical and reflexive formation, with technical, scientific and political competence, based on ethical principles and understanding of the social, cultural and economic reality of its environment, its action for the transformation of reality for the benefit of society.

UNIOESTE receives around 2,300 new students per year. Of these, 50% compete for the SISU and 50% compete for the Vestibular of UNIOESTE. Of the vacancies offered, 50% of both the SISU and the entrance exam are allocated to quotas for students coming from public schools. The total attends today in the graduation 10,315 students, in 64 courses distributed in 72 classes. The postgraduate Lato Sensu level has 680 students enrolled in 27 specialization courses and residences. At the Stricto sensu Postgraduate course today, there are 1185 students enrolled in 36 Master's courses and 437 students enrolled in the 13 Doctorate courses. To meet this demand, the university currently has 1272 professors, of whom 5 have undergraduate degrees, 97 specialists, 363 professors, 745 doctors and 62 post-doctorates.

All of this complex scope, which can be verified through the projects in which the University is engaged even with institutions from other countries and also in the attendance carried out in the University Hospital, to patients coming from the west and southwest region, among others from Paraná, from states like Mato Grosso do Sul, Santa Catarina and also countries like Paraguay and Argentina, places UNIOESTE in a much broader context than it is circumscribed.

In this context, the process of internationalization in UNIOESTE began in the 1990s. The internationalization actions were being built in the twenty-odd years of this way in an isolated and individualized manner until an institutionalized internationalization policy was reached, as we will see below.

### Internationalization of higher education – What are we talking about, alas?

In order to enter into the conceptual dimension of the internationalization of higher education, we would like to emphasize initially our understanding that there is a distinction between internationalization and globalization. Globalization is related to the context of economic and academic trends of the 21st Century. And the internationalization to which we refer is the set of policies and practices developed by the academic systems, the HEI and the individuals to face the global environment, and the so-called knowledge society.

Internationalization emphasizes the relationship between nations, cultures, institutions and systems, although globalization accentuates the concept of world flow of economics, ideas, culture, etc.

According to Knight (2004), the debate is about understanding whether the internationalization of higher education is a "catalyst, reactor or agent of globalization". Internationalization is transforming university education and globalization is transforming the world of internationalization. (KNIGHT, 2004, p. 05)

The contemporary movement characterized as the internationalization of higher education can be "dated" as a consequence of the university reform in the European space, known as the Bologna Process that took place after 1999, to face the challenges of higher education not only in Europe but all around the world. The central idea was to seek ways to consolidate actions that would meet the demands of the globalized world.

According to Santos Filho, (2017), we can highlight what is not considered internationalization in higher education. Citing Knight, the author relates what is considered as "The Myths of the Internationalization of Higher Education" (2012, p.14) are:

Myth one. Foreign students as internationalization agents: More foreign students on campus will produce an institutional culture and a more internationalized study plan ?;

Myth two. International reputation as an indicator of quality: The more international a university [...] the better its reputation;

Myth three. International institutional agreements: The greater the number of international agreements or the more associations to networks have a university, the more prestigious and attractive it is;

Myth four. International accreditation: The more international accreditation stars have a university, the more internationalized it is and therefore the better it is;

Myth five. Global brand building: An international marketing plan is the equivalent of an internationalization plan. (KNIGHT, 2012, p.1). **Our translation**

Today, the emphasis that has been defended as a concept of internationalization of higher education is that of a dynamic and continuous process of academic, curricular and cultural changes in the university. Not only a set of isolated activities in the institution, especially a policy of internationalization without an end in itself, but a condition to improve the quality of education, research, without the emphasis on the economic perspective, seeking partnership / exchanges, etc. It should be noted that this definition reflects the growing awareness that internationalization,

... should become more inclusive and less elitist not predominantly focusing on mobility, but rather curriculum and learning outcomes. The 'outer' component (mobility) needs to become an integral part of the international curriculum to ensure internationalization for all, not just the mobile minority (WIT, HUNTER, 2015, p.3).

According to this conceptual understanding, an important aspect or dimension is currently discussed and considers internationalization to be the fourth dimension of the university in contemporary times. (SANTOS; ALMEIDA FILHO, 2012).

Articulating with teaching, research and extension, internationalization can promote a boost in the quality of higher education.

The authors quoted point out that the essence of the internationalization of Brazilian higher education is still what they call the University Cultural Diplomacy (idem, 2012). This diplomatic action would then,

...agglutinating element for the development of profitable international relations, transcending the university nature in its initial classical configuration, but mobilizing this characteristic to the benefit of the capacity to attract more partners, or to go further or faster than political diplomacy official could ever aspire to achieve ... to the benefit of the international visibility of the university. (SANTOS, ALMEIDA FILHO, 2012, p.160).

In the scope of Unesco, certainly the Cultural Diplomacy University has been present in recent years considering the attempts to consolidate partnerships that would allow the internationalization of university education. This is what we will discuss next.

## Internationalization of higher education at UNIOESTE

From the analysis of data available in UNIOESTE systems and archives, it was possible to observe the growth of the university, starting in 1997. As foreseen in the Institutional Development Plan - PDI, there was a great concern of UNIOESTE in qualifying the effective teachers, horizontalize and verticalize the teaching, that is, to expand the offer of undergraduate and postgraduate courses, leaving important activities such as internationalization in the background. However, it is possible to observe that some activities related to internationalization were being developed in UNIOESTE.

For this, we made a cut of the twenty years that comprise the beginning of UNIOESTE as a university instituted until the creation of the institutional politics of internationalization.

In December 1996, UNIOESTE Institutional Planning was published, a document in which the relevance of the UNIOESTE insertion in the western and southwestern region of Paraná was evidenced. According to UNIOESTE (1996):

The decision to institute the strategic planning process was based on the perception of a scenario that enunciated concepts of regionality and social relations that indicated and suggest the unveiling of the university's role in the socio-cultural universe under construction in the West of Paraná (COU, 1996, p.5)

The document was designed to organize the academic life of the UNIOESTE, based on reflections and considering the social context in which it was inserted. Regarding the future of teaching in UNIOESTE, the document provided for the improvement of teaching, with the extension of undergraduate courses and the verticalization of postgraduate courses in the area.

In order to present the formal activities of international education, which generated



some experience to UNIOESTE, in this process, the agreements signed with programs and institutions of higher education were analyzed.

Starting in 1996, a period of adoption of some measures began, culminating in the approval of resolutions related to the internationalization activities of UNIOESTE.

In 1996, the then Administration and Development Council, CADE, approved Resolution No. 068/1996-CADE, which approved the first agreement of Artistic-Cultural and Educational Cooperation between UNIOESTE and the Municipality of Corrientes, with the objective of to stimulate and to realize programs and events of cooperation in educational, artistic and cultural subjects.

Resolution 146/1997-CADE, which approved the Agreement for Technical, Scientific and Cultural Cooperation to be concluded between the two countries. the UNIOESTE and the University of Coimbra, which aimed to establish among the institutions "a system of exchange of information, teachers and researchers, doctors and doctoral students, aiming to develop joint teaching and research activities in the areas of History, Society and Culture in Brazil and in the Iberian Peninsula, and History of International Relations".

After the conclusion of the first agreements with foreign higher education institutions, and after a period without the approval of specific regulations that characterized some internationalization action, the Council of Education, Research and Extension - CEPE, approved on December 13, 2007 Resolution n° 348/2007-CEPE, which approves the conclusion of agreements that allow academic mobility in an international context and also the UNIOESTE University Council - COU approved on December 20, 2007 Resolution n° 132/2007-COU with the same content of the UNECE Resolution.

When these processes were disclosed, we can observe that of the activities that constitute an internationalization process, UNIOESTE had a greater development in the aspect of Academic Mobility of students, thanks to the celebration of agreements signed with foreign institutions and through specific Programs for this purpose.

Academic mobility can be considered as one of the most visible parts of internationalization, either through the transit of foreign students through the campuses or through the whole process and the visibility that the sending of Brazilian students gives to the University.

With the expansion of undergraduate and postgraduate courses, the participation of foreign students in undergraduate courses at UNIOESTE also experienced a growth in these years.

We observed that in the years of 2013 to 2016, there was an increase in the number of students enrolled in undergraduate courses with foreign nationality.



**Chart 01-** Total Foreigners per Year of Entry - 96 to 2016 (by *campus*)

School year of entry	Cascavel	Foz	Francisco Beltrão	Marechal Cândido Rondon	Toledo	Total
1996	0	1				1
1997	2	2				4
1998	1	2		1		4
1999	1	2				3
2000	1	1			1	3
2001	1	3		1	1	6
2002	1	4				5
2003	2	9	1			12
2004	1	6		1	1	9
2005	2	5			1	8
2006	1	7		1		9
2007	1		1	1		3
2008	1	3		2		6
2009	1	2		2	1	6
2010	1	6		2		9
2011	1	2				3
2012	0	5			3	8
2013	10	7			1	18
2014	10	2	2	3		17
2015	7	2	1	1	2	13
2016	2	6	1	1		10
<b>Total</b>	<b>47</b>	<b>77</b>	<b>6</b>	<b>16</b>	<b>11</b>	<b>157</b>

Source: Graduation Pro-Rectorate – Academus Access in 15/02/2017

In the chart below, it is possible to observe that the Vestibular is the largest option to join the undergraduate courses of UNIOESTE, and from 1996 to 2016 this form of entrance counted on 120 foreign students. Followed by PEC-G with 9 students and other Mobility also with 9 students. Other forms of admission totaled 19 students.

**Chart 02 -** Form of entrance of foreign students and total by *campus* 1996 to 2016

Forma de ingresso	Cascavel	Foz	FBE	MCR	TOO	Total
Vestibular	30	68	2	11	9	120
Diploma Carrier	2	2	--	--	--	4
Sisu	2	3	1	--	--	6
Mobilities	7	--	--	2	--	9
Pec-g	4	1	3	--	1	9
Transference	2	1	--	--	--	3
Special student	--	2	--	3	1	6
<b>Total</b>	<b>47</b>	<b>77</b>	<b>6</b>	<b>16</b>	<b>11</b>	<b>157</b>

Source: Graduation Pro-Rectorate – Academus Access in 15/02/2017

Another important aspect to emphasize is the nationality of the foreign students who entered the undergraduate courses of UNIOESTE. Of the 157 foreign students who have already joined UNIOESTE, 43 are of Paraguayan nationality, 28 from Argentina, 23 from Chinese, 13 from Bolivian and 50 from other nationalities. Except for those of Chinese nationality, 84 students come from countries in South America, mainly from countries

bordering Brazil.

Because it is the closest unit to the border region, this ratio is reflected in the number of foreign students in the Foz do Iguaçu campus: 77 in total, almost 50% of the total number, followed by Cascavel with 47 and Marechal Candido Rondon with 16 Francisco Beltrão and Toledo, counted on 6 and 11 students of foreign nationality, respectively.

The success of these foreign students does not occur in the same proportion as the admission, as can be seen in the following chart.

**Chart 03** - Current situation of foreign students

Current situation	Cascavel	Foz	FBE	MCR	TOO	Total
Drop-outs	17	33	5	10	6	71
Enrolled	11	9	1	--	2	23
Graduates	10	35	--	--	3	48
Mobilities	6	--	--	5	--	11
Transferred	3	--	--	1	--	4
<b>Total</b>	<b>47</b>	<b>77</b>	<b>6</b>	<b>16</b>	<b>11</b>	<b>157</b>

**Source:** Graduation Pro-Rectorate – Academus Access in 15/02/2017

Considering the number of foreign students who can complete the undergraduate course, this total corresponds to approximately 30% of the students. Of the total number of new entrants, more than 47% are leaving the UNIOESTE, either by dropping out or transferring to another HEI, and only 15% are in the situation.

With regard to postgraduate students, there is insufficient or recorded data on the number of foreign students in UNIOESTE postgraduate courses due to the absence of a computerized system for recording and controlling this information.

According to Seabra and Santos (2012), student mobility in *Stricto Sensu* courses does not require much demand, being the most informal model of this modality, since the student only needs to be accepted at the institution of destination and the authorization of the origin, restricting the commitment of the host university to the pedagogical and scientific field, without the need for the issuance of a diploma or degree award.

The data below show the number of teachers who formally moved away to qualify abroad, characterized as:

**Chart 04** – Teacher leave for qualification abroad from 1996 to 2016

Types of leave	Post-doctorate	Doctorate	Total per <i>campus</i>
Cascavel	13	3	16
Foz do Iguaçu	3	2	5
Francisco Beltrao	3	-	3
Mal.C.Rondon	13	4	17
Toledo	8	2	10
Total	43	11	54

**Source:** Post Graduation Pro-Rectorate

Other actions between UNIOESTE and other international HEIs occurred through isolated activities such as agreements or initiatives of courses and teachers and not through an institutional policy of internationalization, due to the inexistence of the same

An agreement that more faithfully reveals the character of one aspect of internationalization, such as academic mobility, is the Undergraduate Student Agreement Program, PEC-G.

The PEC-G has existed for more than 50 years, in a partnership between the Ministry of Education (MEC) and the Ministry of Foreign Affairs (MRE), but since 2007, when the agreement was signed between UNIOESTE and MRE, until the year of 2016, I have already brought 9 students to UNIOESTE.

**Chart 05** – PEC-G Students

<i>Campus</i>	School year of entry	Current situation	Nationality
Foz do Iguaçu	20111	Cancelled by drop-out	Indian
Toledo	20121	Enrolled	Bissau-Guinean
Cascavel	20131	Transferred to another HEI	Angolan
Cascavel	20131	Transferred to another HEI	Angolan
Cascavel	20131	Transferred to another HEI	Angolan
Cascavel	20141	Enrolled	Angolan
Francisco Beltrão	20141	Enrolled	Paraguayan
Francisco Beltrão	20151	Cancelled	Jamaican
Francisco Beltrão	20161	Cancelled	Jamaican

**Source:** Graduation Pro-Rectorate – Academus Access on 15/02/2017

Of the 9 students who entered through the Program, 5 are of African origin, 2 of Jamaicans, 1 of Indian and 1 of Paraguayan origin. Only 3 continue to attend, 3 were transferred to other HEIs participating in the program and the other 3 canceled their enrollments, giving up the courses in which they were enrolled. To date, no PEC-G students have completed a course in UNIOESTE.

An important detail regarding this program is that the foreign student who is studying

at a Brazilian institution must bear all expenses and this must be proven by means of a statement of financial conditions. In large part, the student's family is responsible for housing, food and transportation expenses, since the student cannot have employment in Brazil, although he can participate in scholarship and student assistance programs.

Other programs such as Arcu-sul, which is the Regional Accreditation System for Undergraduate Courses in the MER-COSUL countries. It is the result of an agreement between the Ministries of Education of Argentina, Brazil, Paraguay, Uruguay, Bolivia and also Chile. This agreement was approved by the Common Market Council of MERCOSUR, through CMC Decision 17/08. The system provides public guarantee, among the Mercosur countries, of the academic and scientific quality of the courses, through the execution of the evaluation and accreditation of university courses. It is managed by the Network of National Accreditation Agencies within the scope of the MERCOSUR Educational Sector.

In 2012 UNIOESTE received the invitation to participate in the Call for Evaluation of Nursing and Agronomy courses for Arcu-sul. The Nursing courses of the Campus of Cascavel and of Agronomy of Marechal Candido Rondon, participated in all the planned stages and were contemplated with the Accreditation of these courses. UNIOESTE received 10 students from Argentina, 6 in the Nursing course and 4 in the Agronomy course, who came to study specific subjects in a period of 6 months.

Resolution 348/2007-CEPE, approved on December 13, 2007, approves the signing of agreements with international institutions that enable academic mobility at an international level.

On 03/15/2012, Resolution 027/2012-CEPE was approved, which specifies in its summary: "It approves Executive Act No. 002/2012-GRE which approved," ad referendum "of Cepe, the Regulation that establishes procedures for International Academic Mobility within the framework of UNIOESTE".

This Resolution was approved in order to approve an Executive Act of the Rector, which, in an Ad Referendum manner, that is, without the approval of the Research and Extension Teaching Council, approved the UNIOESTE Mobility Regulation. This procedure had to be adopted in view of the participation of students in the Science without Frontiers Program, which had already opened the Selection Call in 2011 and having selected a student from UNIOESTE, there was a need to regulate the exit of Students from UNIOESTE.

In view of these regulations, it is possible to observe that although the documents provide for a specific internal body to deal with international relations matters, there is no record of effective actions in this sector. Nor was there during the period the creation of a regulatory document of internationalization processes, that is, an internationalization policy that would meet the provisions of previous documents, PDI, PPPI or the General Rules. Only in view of the necessity and federal program of Mobility is that UNIOESTE tries to regulate one of the aspects of Internationalization, Academic Mobility.

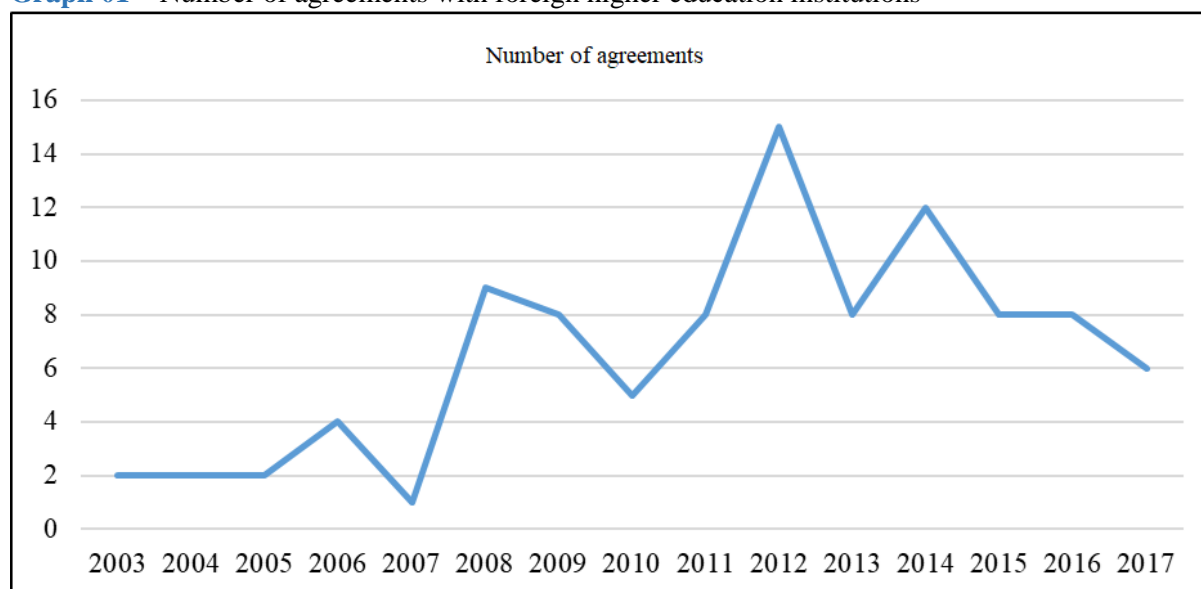
Regarding sending students from UNIOESTE to abroad, the three largest Mobility Programs could be highlighted, which allowed the sending of UNIOESTE students to foreign institutions: Science Without Borders (CSF), which was the program that gave the greatest opportunity of international mobility for students, Santander and PLI.

There are no records of international academic mobility information of students from UNIOESTE prior to the implementation of information systems at the University. The Academic Management System - Academus, had in 2010 the beginning of its implementation, and only in 2011, this information began to be introduced into the system. Prior to this period there is also no record of formal removal for international student mobility. If these occurred, they were on their own initiative and without the support of the institution.

Formal leave is understood as the one in which the student requests the withdrawal of academic activities to study curricular components abroad, through an agreement and with the knowledge and the intermediary of the institution of origin, other than informal exchange experiences, in which the student goes on his own to live the experience of internationalization, without any need for accountability or for the purpose of taking advantage of activities carried out abroad.

The chart below shows that between the years of 2012 (15 agreements) and 2014 (12 agreements), the largest number of agreements were signed between UNIOESTE and other HEIs. This growth in the signing of partnership documents is mainly due to the period of greater sending of students through the Science without Borders Program.

**Graph 01** – Number of agreements with foreign higher education institutions



Source: International Office - ARI

In 2011, with the creation of the Science without Frontiers Mobility Program (CSF), and the interest of UNIOESTE students in participating in this action, it was necessary to

create a device that would support the absence of students during the mobility period and guarantee the link with UNIOESTE.

Faced with this need, in 2012 an executive act was signed by the Rector and on March 15, 2012, Resolution 027/2012-CEPE was approved, which regulates the procedures related to International Academic Mobility within the UNIOESTE.

With the Science Without Borders Program, in 2011, the first students from UNIOESTE went to countries participating in the Program. From there until 2016, 119 (one hundred and nineteen undergraduate students) have been sent to different countries, being:

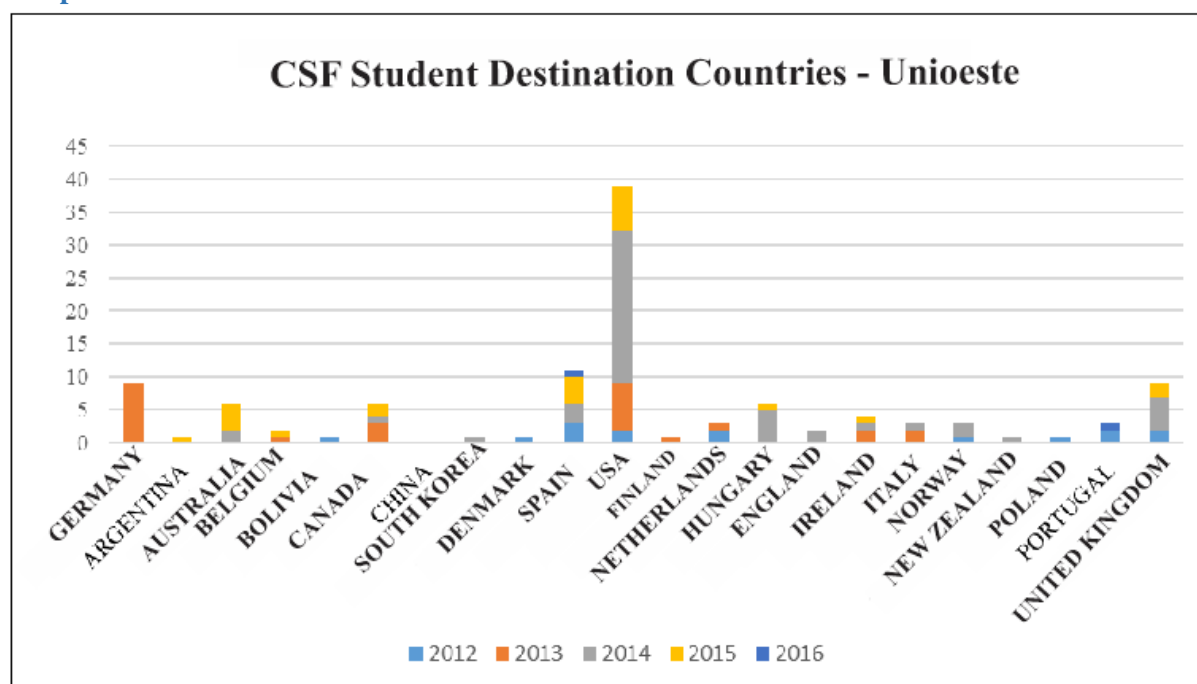
**Chart 06:** Number of CSF students, countries of destination and universities per year

Year of leave	Nº of students	Nº of countries	Nº of Universities
2012	14	8	14
2013	20	8	16
2014	57	13	45
2015	29	9	25
2016	5	2	2

Source: International Office - ARI

It can be seen in the graph below that the most sought after destination for undergraduate students from UNIOESTE who participated in the CSF was the United States, followed by Spain, the United Kingdom and Germany.

**Graph 02** – CSF Student Destination Countries - UNIOESTE



Source: International Office - ARI

The program was not abolished, however, the last edital for graduation was published in 2014. The official closure of the program for university students was announced on 23/07/2016 by the then Minister of Education.

With the closing of the actions for undergraduate students, in 2016 there were still 3 students from UNIOESTE out of the country through the CSF, who returned in 2017.

Another important international academic mobility program that sent students from UNIOESTE to Portugal is the International Degree Program - the PLI. In 2012, under the local coordination of the Letters course of Cascavel's campus, 7 students participated in a selection to study subjects in the Language area, at the University of Lisbon, Portugal, for two years, through the PLI.

The activity guaranteed the students the double diploma, being a diploma issued by UNIOESTE and another issued by the University of Lisbon.

A private program, Bolsa Santander, in the year 2016, distributed 850 scholarships to students from 129 participating Brazilian universities. For UNIOESTE, in the same year, three scholarships were offered through an Invitation to Bid, which included 3 students from the Francisco Beltrão campus. (ARI, 2016)

The value of the scholarships was equivalent to 3,000 euros per student, which was approximately 12,000 reais in 2016. This amount should be used as an aid scholarship and serves to cover student expenses with transportation, housing and food and should be enjoyed during the period of up to one semester by the selected undergraduate students.

It is observed that due to the lack of an institutional policy of internationalization, some problems have not been adequately solved, since there are no records in this sense: the inexigibility of a return of the mobility experience by students, academic and professional perspectives from the international experience and the very understanding of how this process of internationalization takes place.

Therefore, through UNIOESTE's experience with international academic mobility, it is possible to identify here factors that totally interfere in the effectiveness of the internationalization of higher education: an internal regulation that establishes guidelines, guides procedures and that clarifies and involves the academic community about this process, which must permeate teaching, research and extension. And, based on this policy is that it will make international experiences successful and enrich the practices, so that they stop being isolated activities and become an institutionalized process.

## UNIOESTE's path – Passiveness to internationalization policy

As we pointed out earlier, UNIOESTE has carried out activities related to the internationalization process for over twenty years. However, these activities were isolated, ie



teachers, especially those linked to graduate programs, some signed agreements for projects, others for teacher and student exchange. The PEC-G program also encouraged the arrival of foreign students to UNIOESTE. In a fragmented way, in one way and another, internationalization was developing. Only in 2017, based on the proposal of the International Relations Advisory, more precisely in the person of the advisor, was fostered the creation of the Internationalization Policy.

These isolated activities give a character of passivity to the internationalization that took place in UNIOESTE.

In an attempt to define a concept of active and passive internationalization, Lima (2008) uses a study developed by Larsen and Vincent-Lancrin (2002) on a mapping of the motivations that lead students to migrate to study, in which it is possible to identify characteristics of those who come from countries with active and passive insertion in the internationalization of higher education.

The motivations identified by the authors are sociocultural, academic, economic and administrative. In an attempt to place passive internationalization, the author is based on student mobility data, in which the issue is greater than the reception of foreign students, Lima (2008).

According to Ferreira (2008), the term active, acting, acting, functioning, etc., reflects the idea of something positive and associated with intelligent action on something or someone, with the intention of producing results, Lima (2008), whereas the term passive, translates something negative, because in Ferreira (2008) indicates something or one who receives an action, which does not act and remains inert.

In this sense, Lima (2008) will relate the terms with the internationalization of higher education and propose a new concept for this process, in which:

**Active:** the implementation of **State policies** aimed at attracting and **welcoming academics**, the **provision of educational services abroad** involving the mobility of experts in areas of strategic interest, the **export of programs** and **the installation of institutions or campuses abroad**.

**Passive:** the **need** to define a rigorous **policy for the issuance of academics** (mainly professors-researchers) to form in large centers, aiming to **invest in the development of an intellectual elite** capable of influencing the process of modernization of some sectors, despite the high **risk of losing** faced with the reduced capacity to offer attractive working conditions and remuneration at the end of the training. (LIMA, 2008) [**Our Translation**].

For De Wit (2013), the concept of internationalization of higher education is a young concept, which has been used for about two decades. According to the author, the term international education was not used in a comprehensive way, since it encompassed international activities in a fragmented and dissociated way, such as: studies abroad, orientation of foreign students, exchange of students and teachers between universities, studies of specific areas among others.

For Knight (2008), the internationalization of higher education brings a much broader perspective than the concept of international education presents, therefore, it is a more complex process:

The internationalization of higher education is also a process, although different from globalization. The internationalization of higher education is the process of integrating the international, intercultural and global dimensions, within the objectives, purposes (teaching, research and extension), and offering higher education at institutional and national levels. (KNIGHT, 2008)

With some caution, the author De Wit (2013) proposes that the concept should be rethought, since some economic aspects interfere in the main purpose of internationalization, conflicting the definition of a concept, he points out that:

The further development of globalization, the intensification of education as a commodity and the notion of an economy and a global knowledge society have also resulted in a new range of forms, providers and products - such as the installation of campuses abroad, franchises, and commercialization of educational services. Moreover, a consequence currently seen is the occasional emergence of conflicting dimensions, visions and elements in the discourse of internationalization (DE WITT, 2013).

Professor Manolita Correira Lima warns of a growing valuation of data collection, mainly by agencies that are considered authorities in the subject of internationalization: they gain legitimacy to express opinions about what is being questioned, for that reason, "their records acquire the status of ' truth ', and do not present a deep analysis of reality "LIMA (2008).

In this sense, it is possible to understand that the concept of internationalization can be trivialized since it is used for any activity in higher education that presents some kind of international bias. The concept of internationalization is of recent use. Prior to the 1990s, the term international education was used to encompass processes that involved international teaching activities without correlation. (DE WIT, 2013)

With the phenomenon of globalization, a global labor market requires increasingly qualified professionals with different knowledge and knowledge in other languages and different cultures, where the skills and acquired skills make it increasingly competitive to enter the labor market.

It is observed, therefore, that the phenomenon of globalization imposes on the universities the need to make efforts to meet the growing demand for cultural, economic and political problems, however, the quality is based on the numbers and not the concrete results of this process.

It should be noted, Ianni (2005):

In the context of the global society [...] are compared societies, problems and national social sectors. Social, economic, political and cultural aspects are compared

in order to discover continuities and discontinuities, forms of underdevelopment and styles of development, conditions of industrialization and urbanization processes, trends of secularization and modes of modernization. [...] Institutes and research centers are created to organize and encourage not only research but the elaboration of indicators, indexes, variables, standards, classifications, hierarchies, diagnostics, prognostics. Specialists are formed in countries, regions, continents: Latin Americanists, Africanists, asiaticologists, sovietologists and others. (IANNI, 2005)

UNIOESTE, through the International Office (ARI), is committed to expanding international cooperation through undergraduate and postgraduate programs, research, innovation and extension.

The purpose of the policy is to exchange knowledge and socialize experiences with the best universities in the world, thus promoting the consolidation of UNIOESTE as a reference institution in Latin America.

With the approval of the policy, we seek to institutionalize actions unrelated to particular interests of management, that is, independent of the manager, the advisory will have to work to maximize the organizational interests in Interinstitutional and International Relations. This was the great qualitative leap that UNIOESTE has made, in recent years, in the sense of consolidating internationalization in the institutional sphere.

The policy UNIOESTE established as a goal:

a) to stimulate inter-institutional and international cooperation through representation in networks and other associative forms between the different levels of the University; b) articulate with the different related bodies to promote a multicultural environment in the University as a whole; c) develop research and extension projects aimed at improving internationalization practices abroad and internally; d) promote public calls for academic mobility of students, teachers and university agents; e) facilitate the reception of international visitors and socialize the events organized between the different courses, programs and campuses; f) publicize the Institution abroad in order to recruit academics and researchers, broadening our institutional reputation; g) to promote the University through its official Western Paraná Herald; h) instigating the implementation of extension and teaching courses in foreign languages; i) consolidate and promote the institutionalization, in a decentralized manner, of the specialized services of routines related to Interinstitutional and International Relations in campuses; j) to improve the positive experiences of interinstitutional and international cooperation, reverberating the UNIOESTE in the world (COU, 2017). [Our translation].

To achieve these goals, UNIOESTE develops five strategic lines of action to foster internationalization:

- Extension of international cooperation agreements with institutions of recognized academic prestige;
- Increase in the active participation of UNIOESTE students and professors in foreign institutions of recognized academic prestige;
- Increased participation of foreign students and professors in UNIOESTE;
- Involvement of teachers and technicians with the internationalization process;
- Expansion of the internationalization structure in UNIOESTE. (COU, 2017). [Our translation].

According to the text of UNIOESTE's policy, "internationalization is a challenge of the globalized contemporary scenario", therefore, it is envisaged to establish partnerships that

allow the exchange of knowledge and the socialization of experiences, with a view to consolidating internationalization by the institutions involved. Internationalization fosters the strengthening of "local values based on global exchanges". With the approval of the policy, the challenge is to broaden articulated actions and take "a commitment to internationalization and seek to develop it in an active, participative and plural way" (COU, 2017).

Due to the recent creation of an institutional policy of internationalization in UNIOESTE, which is in its initial phase of implementation, it was not possible to measure the impacts of this policy on the internal processes corresponding to the international activities carried out inside and outside the university. It is hoped and believed that from this milestone, internationalization in UNIOESTE, pass from the passive character to an active character, in all its aspects.

## Final Considerations

Considering that UNIOESTE is a multicampi university, inserted in a regional context of triple border and that this insertion covers a wide spectrum of municipalities of the West Region and Southwest of Paraná; And, that during many years the University was tried to verticalize with the increase of the undergraduate courses and creation of the Graduate courses, increasing consequently the qualification teaching;

Considering that the activities of internationalization of higher education, which took place in UNIOESTE from 1996 to 2016, are still in an initial context, and to a great extent these are the initiatives of teachers who have moved away to study abroad. be considered as international education activities, De Witt (2013);

Considering that these initial activities also encompass the movement of students, through participation in Student Mobility programs. And, that the number of foreign students in UNIOESTE is not impressive, since a large part of the foreign students are from Paraguay, a country bordering Brazil;

Analyzing the data collected between 2006 and 2016, which measured the number of teachers leaving for qualification abroad, the number of foreign students who enrolled in the period, the number of students from UNIOESTE who participated in International Student Mobility, the regulations that provide for agreements and procedures related to internationalization;

Analyzing the existing bibliography regarding the internationalization of higher education and comparing with the activities and actions that took place in the UNIOESTE in the proposed period; although Student Mobility is the most visible part of internationalization and is more present in activities in UNIOESTE;

It is true to understand that the internationalization of higher education as proposed in the literature, did not occur effectively in UNIOESTE, due to the following factors:

- Absence of an institutional policy of internationalization
- Absence of an organizational culture
- Absence of internationalization of the curriculum
- Absence of curricular flexibility
- Training and awareness of faculty and staff
- Reception of students and foreign teachers with a minimum of structure.

Therefore, we consider that the internationalization activities that took place in UNIOESTE, from 1996 to 2016, are conceived as International Education activities due to an absence of an Institutional Policy of Internationalization and also of a strategic planning that can verify the strengths and to enhance the qualities of UNIOESTE, as a university inserted in an international border context. In this sense, in view of the recent institutional approval of an internationalization policy, the State University of Western Paraná has embodied a passive internationalization, in the conceptual aspects presented in the article.

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