



## Stricto Sensu's Secretariat of Postgraduate Programs and its Relationship With Internationalization

Silvia Adriana da Silva Soares <sup>1</sup>  Evaldo Luis Pauly <sup>2</sup>  Paulo Fossatti <sup>3</sup>   
<sup>1,2,3</sup> Universidade La Salle

### ABSTRACT

This article discusses an aspect about the professional performance of the secretaries of the Stricto Sensu Postgraduate studies Program in Education. What does a PPG Education Secretary do? What is her/his contribution to the production of knowledge in the area of Education in Brazil? The secretaries often work in direct association with the coordination of the course, helping the management of the postgraduate courses, therefore, they increasingly need to be professionally qualified to meet the ever-increasing demands of Postgraduate Programs. The internationalization of PPGs is one of the most recent. In this context, the objective of this article is to analyze the importance of developing the skills of Stricto Sensu Postgraduate Program secretaries focused on internationalization, specifically the foreign language mastery. In order to carry out the proposed analysis, we used the methodology of bibliographical and documentary research to analyze how internationalization is conceived by the Education Area Document in the known version of 2016 and in the future edition of 2018. At the end of this analysis we conclude that the Institutions where we work should turn their eyes into the secretaries, investing in training, to prepare those who are already part of their functional staff to serve foreign visitors, supplying what is necessary for the mastery of the foreign language.

### KEYWORDS

Postgraduate studies in education. Secretaries of the postgraduate studies, Internationalization of the postgraduate courses.

Corresponding to Author

<sup>1</sup> Silvia Adriana da Silva Soares

E-mail: [silvia.soares@unilasalle.edu.br](mailto:silvia.soares@unilasalle.edu.br)

Universidade La Salle, Brasil

CV Lattes

<http://lattes.cnpq.br/5138209634099658>

Submitted: 05 Feb. 2019

Accepted: 26 Apr. 2019

Published: 21 June 2019

 10.20396/riesup.v6i0.8654582

e-location: e020009

ISSN 2446-9424

Antiplagiarismo Check



Distributed under



## As/os Secretárias/os de Programas de Pós-Graduação Stricto Sensu e sua Relação com a Internacionalização

### RESUMO

Este artigo problematiza um aspecto sobre a atuação profissional das/os secretárias/os de Programa de Pós-graduação Stricto Sensu em Educação. O que, realmente, uma/um secretária/o de PPG em Educação faz? Qual sua contribuição para a produção do conhecimento na área da Educação no Brasil? As/os secretárias/os, muitas, vezes atuam na assessoria direta da coordenação, nas questões atinentes à gestão dos cursos de pós-graduação, portanto, cada vez mais precisam se qualificar profissionalmente para atender às exigências sempre crescentes dos Programas de Pós-Graduação. A internacionalização dos PPGs é uma das mais recentes. Nesse contexto, o artigo tem o objetivo de analisar a importância do desenvolvimento de competências das/os secretárias/os de Programa de Pós-graduação Stricto Sensu voltadas à internacionalização, em específico o domínio da língua estrangeira. Para realizar a análise proposta utilizamos a metodologia de pesquisa bibliográfica e documental, para analisar como a internacionalização é concebida pelo Documento de Área da Educação na versão conhecida de 2016 e na futura edição de 2018. Ao final desta análise concluímos que as Instituições onde trabalhamos devem voltar seus olhares para dentro das secretarias, investindo em formação, para preparar estes que já fazem parte de seus quadros funcionais a atender aos visitantes estrangeiros, suprimindo o que é necessário para o domínio da língua estrangeira.

### PALAVRAS-CHAVE

Pós-graduação em educação. Secretárias/os da pós-graduação. Internacionalização da pós-graduação.

## Las/Los Secretarias/os de Programas de Posgrado Stricto Sensu y Su Relación con la Internacionalización

### RESUMEN

Este artículo problematiza un aspecto sobre la actuación profesional de las/los secretarios/as de Programas de Posgrado (PPG) Stricto Sensu en Educación. ¿Qué hace realmente un/un secretario/a de PPG en Educación? ¿Cuál es su contribución a la producción del conocimiento en Educación en Brasil? Las secretarias/os, muchas veces actúan en la asesoría directa de la coordinación, y en cuestiones relativas a la gestión de los cursos de posgrado. Por tanto, cada vez más necesitan calificarse profesionalmente para atender a las exigencias siempre crecientes de los Programas de Posgrado. La internacionalización de los PPG es una de las más recientes. En este contexto, el artículo tiene el objetivo de analizar la importancia del desarrollo de competencias de los/las secretarios/as de Programas de Posgrado Stricto Sensu dirigidas a la internacionalización, en específico el dominio de la lengua extranjera. Para realizar el análisis propuesto utilizamos la metodología de investigación bibliográfica y documental para analizar cómo la internacionalización está concebida en el Documento de Área de la Educación en la versión conocida de 2016 y en la futura edición de 2018. Al final de este análisis concluimos que las Instituciones donde trabajamos deben volver la mirada hacia dentro de las secretarías, invirtiendo en formación, para preparar estos que ya forman parte de sus cuadros funcionales a atender a los visitantes extranjeros, supliendo lo que es necesario para el dominio de la lengua extranjera.

### PALABRAS CLAVE

Posgrado en educación. Secretarios/as de posgrado. Internacionalización del posgrado.

The activities of the secretaries of Stricto Sensu Postgraduate Program in Education is a topic that needs to be further researched by the Education area itself. What does a PPG Education Secretary do? What should she/he really do to meet the requirements of the CAPES Quadrennial Evaluation? The editorial of number 28 of the Brazilian Journal of Postgraduate Studies recognizes "the need to qualify these professionals so that their performance is compatible with the attributions that are required of them" (LOMBAS, 2015, p.301). The secretaries often act in the direct advisory of the coordination in matters related to the management of postgraduate courses, therefore, they increasingly need to be professionally qualified to meet the ever-increasing demands of their work activities in the Postgraduate Programs. This qualification is a permanent requirement because the management of the Programs is perfected at each edition of the four-year assessments carried out by the National Postgraduate System (SNPG) maintained by the Coordination for the Improvement of Higher Education Personnel (CAPES).

Thus, the Secretary of a Postgraduation *stricto sensu* program has a strategic role in advising the Coordination of the PPG, the faculty and students in what concerns the pedagogical and administrative dimensions inherent to research in the area of Education. The professional who acts in this activity is, in fact, a manager and, viewed from this perspective, needs to master a set of knowledge, procedures and secretarial techniques that enable qualified management action. In this way, those responsible for the management of this sector, in this case, the secretaries of the Postgraduate studies, need to build an entrepreneurial profile with skills that allow them to act and make decisions in the environment of the production of research in the area of Education always in continuous transformations.

A first justification for developing this article was institutional in nature. It is imperative that the Secretary register the necessary documents to prove the internationalization initiatives of the Programs in the four axes that define these activities, as well as to articulate in the scope of the PPG Secretary the international activities in a way concatenated with the Internationalization Plan of the University. Thus, it seems advisable that the secretaries have an instrumental command of a foreign language. A second justification is of personal nature, as the first author, in 2014, took a Master in Business Administration - MBA course in business management, during which she developed a research that resulted in the publication of the article "Professionals in Postgraduate Management: profile, skills and activities in the perception of the secretaries of postgraduate programs in Education "(SOARES; PAULY, 2015) which, according to one of the advisors ad. hoc of the article, "the theme is very relevant. It occurs that there are few or no studies / researches focused on the condition and the performance of a segment as important to the Postgraduate programs as the Secretaries ones". This research was carried out in the year 2015 among the secretaries of the PPGs in the area of Education in the southern region (SC, RG and PR). Seventeen secretaries participated in the study, of which 17 only one had an executive secretarial training. The others carried out their higher education in several courses (Administration, Pedagogy, Letters, Law, Mechanical Engineering). This shows that there is

no specific graduation to act in this function. Another data of the mentioned research relates to the internationalization issue, focus of this article. When questioned about the knowledge required to develop their activities in the domain of "Foreign language mastery", in the scale of 1 to 5, this question received grade (2,8) and in the item "Knowledge from national and international exchange with other institutions "in the scale of 1 to 5, this question got grade (2,9). For the secretaries / respondents, the most important issue at the time was "Knowledge of the Sucupira Platform", with a grade of importance (4,8). This shows that the completion of the Sucupira Platform, in the opinion of the answering secretaries, is what is most important in their activities (SOARES, PAULY, 2015, page 402). This opinion of the secretaries seems contradictory because one of the main requirements for filling Sucupira is precisely the qualitative and quantitative data on internationalization required to complete the "Program Proposal" in the sub-item "International Exchanges" and in the specific item "Internationalization".

In the survey conducted in 2015, the secretaries did not recognize the need to master a foreign language and neither did they see the need for this knowledge to manage the demands of the PPG regarding international exchange. Probably the results would be otherwise because in 2015 the secretaries were not yet informed of the value that the 2013-2016 quadrennial evaluation attributed to the internationalization requirement of the PPGs that carry out research in Education in Brazil. This opinion of the secretaries seems compatible with the data of the research of Gondra, Nunes and Martins carried out in 2016 with 81 coordinations of PPGs in Education, indicating that although there is

a process of internationalization of higher education, notably *stricto sensu*, defended by agencies such as CAPES and the National Council for Scientific and Technological Development - CNPq [...], it is important that the coordination members also have some international experience. More than a quarter of the respondents (28.40%), however, do not yet have this type of experience (2018, p.20).

By 2015 it may be considered understandable that the secretaries consider the "Knowledge of the Sucupira Platform" to be very relevant, with grade (4,8), demonstrating that the completion of the Sucupira Platform was taken very seriously by the secretaries. Also demonstrating that this is the task they consider to be the most important of their work activities. However, at present the scenario is no longer the same as 2015. Now it seems more necessary to master a foreign language.

In the light of what has been reported previously, we have reached the objective of this research, which is to analyze the importance of the development of competences of the secretaries of the Postgraduate Program *stricto sensu* focused on internationalization, in particular the foreign language. In order to carry out the proposed analysis we will use the methodology of bibliographical and documentary research to analyze how the internationalization is conceived by the Document of Area of Education in the known version of 2016 and in the future edition of 2018 and in the other reports published in the page of the

area of Education available in the link Evaluation on the CAPES website: <http://capes.gov.br/avaliacao/sobre-as-areas-de-avaliacao/75-dav/caa3/4665-educacao>

Another documentary source for the same issue will be the Program Regulations and their respective Reports available on the Sucupira Platform of three PPGs in the area of Education that have the maximum score (7) in the Capes evaluation, currently the Education PPGs of the University of State of Rio de Janeiro (UERJ), University of Vale do Rio dos (UNISINOS) and Federal University of Minas Gerais (UFMG).

This study is expected to yield results that could significantly contribute to the excellence of management action on the internationalization of PPGs in Education from the perspective of the Secretaries. In this way, the research intends to present to the scientific community of the area some subsidies in order to stimulate the reflection and the improvement of the processes and practices in the scope of the Secretaries of the Postgraduate Programs *stricto sensu* in Education, emphasizing the domain of the foreign language. Thus, problematizing the role of the Secretary as a manager can add value to the work developed and the professional qualification to the extent that these professionals can contribute to the generation of technologies that enable the improvement of administrative and pedagogical work within the scope of internationalization of the Postgraduate studies in Education of Brazil.

### Synthesis of the Regulatory Documents of the Postgraduate Studies *Stricto Sensu* of Some Programs Previously Selected

For this synthesis the Regulations of the Postgraduate Program were selected where the first author of this article works, and the Postgraduate Programs grade was 7 by the evaluation of Capes in the year 2018 (Unisinos, State University of Rio de Janeiro and Federal University of Minas Gerais). To what extent these documents provide for the existence or not of an exclusive secretary for the PPG and if it does not state what functions the secretary should perform. This institutional information is relevant because by completing the New Course Offerings Applications (APCN) available at CAPES to open a new course, the Application foresees that there is an exclusive secretary for the PPG that is sending the proposal. To what extent do these documents provide for the existence or not of an exclusive secretariat for the PPG and if it does not state what functions the secretary should perform. This institutional information is relevant because by completing the New Course Offerings Applications (APCN) available at CAPES to open a new course, the Application foresees that there is an exclusive secretariat for the PPG that is sending the proposal.

By consulting the Regulations of the *Stricto Sensu* Postgraduate Program of La Salle University in Art. 11 (2014, p. 3), it is discovered that:

To the Department of Postgraduate Programs *stricto sensu*, administered by DEPP and linked to the Sector of Registration and Academic Control (SERCA), is responsible for:

- I. Maintain updated records regarding the student body;
- II. Make enrollments, receive applications from candidates, students and graduates and issue documents related to the Program;
- III. Update, distribute and archive documents related to the activities of the Programs;
- IV. Assist Program Coordinators in reporting;
- V. Organize and update the collection of Laws, Ordinances, Resolutions, Circulars and related documents emanating from the Competent Federal Organs, University Rectory and by the Programs;
- VI. To secretary the meetings of the Program Collegiates, recording their discussions and decisions and distribute them subsequently to their members.
- VII. Organize documentation, subsidize and advise the Coordination of the Program in the elaboration of CAPES evaluation reports.

The regulation of the institution where the first author works, provides a secretariat for the PPG and lists some activities that would be the responsibility of the secretaries, but this document does not seem to cover all the activities carried out by them.

In turn, the PPG in Education of Unisinos, has an Internal Regiment and a Curricular Reorganization Project of the Postgraduate Program in Education, which is available on its website. When consulting these documents, no specific topics were found which would be the function of the secretary. It is mentioned that the secretary exists and is defined, at various times, that some documents must be delivered to the Secretary, but no assignments and responsibilities of the secretary are defined.

The analysis of the document available on the website of the UERJ Program approves the reformulation of the Postgraduate Program in Education, Master's and Ph.D. courses, and previes in article 7, sole paragraph: "The coordination of ProPEd has a Secretary responsible for the academic control, equipped with facilities and personnel compatible with the complexity of its functions, still responsible for the activities of the ProPEd Internet page. " As described, it contemplates the various activities carried out by the secretaries.

The UFMG Program, in its Rules of Procedure, in Chapter 2 - Of Coordination, reads as follows: "Sole Paragraph - The Program Coordination will have its own Secretary to centralize the dossier and records that are necessary for the fulfillment, follow-up and control of postgraduate activities ". The UFMG Program provides for a specific secretary for the PPG, but there is no regulatory prevision on what is the responsibility of the secretariat, but it is mentioned at various times within the Regulation.

### **Origin of the "secretary " profession**

When searching the literature for the origin of the secretarial profession, there is a relationship closely linked to antiquity and its peoples, also linked to the cultural and social evolution of the world ", where the scribe was distinguished, a prestige intellectual figure at

the time, respected by the domain of writing and which had in its routine functions the task of recording historical facts besides advising rulers "(DURANTE; SANTOS, 2010, p.4).

The origin of the secretarial professional was historically marked by the work that the scribes practiced in antiquity. They had as tasks to perform calculations, to file records, to read and to prepare documents, and, above all, they had to keep secret about the facts to which they had access. It was a role played by only male people, and considered a prestigious function because they had the knowledge that became essential for public administration, becoming in more privileges and power for the scribes (CASTELO, 2007).

According to Cavalcante and Oliveira (2010, pp. 38-39), there are no "official records founders of the secretarial activity". Different authors (GARCIA 1999, SABINO, 2004, NONATO JUNIOR 2009, CASTELO, 2007) make an approach of the secretarial professional to the figure of the scribes in antiquity. The scribes were "literate men of ancient Egyptian society" and had full command of the reading and writing of the difficult "hieroglyphics and enjoyed great prestige by advising the principal authorities of the time, kings and emperors" (CAVALCANTE, OLIVEIRA, 2010). 39). That being the case, we can compare them with top government officials today.

Bruno (2006, p.3) states that the profession of secretariat originated "in the cradle of knowledge at the time, because few had the privilege of writing and reading that made it possible to trace the paths of culture and to act close to the rulers." From 1860, in the Second Phase of the Industrial Revolution, with the appearance of the typewriter, the Secretary maintains like a predominantly masculine profession. In this way, it remains "until the beginning of the twentieth century". Only in the period of World War I, when men go to the battlefield, women enter the European and North American labor market because there was a lack of male labor force to perform the job.

In Brazil, it is women, daughters of immigrants "who will advise the heads of multinationals" and this happens "during World War II and more strongly with the coming of the first multinational auto industries." These women, according to Bruno (2006, p.3), "are prepared to administer a home, but have a school education, because they knew how to write and read, knowledge of a language or more, besides manual skills, which facilitates the use of the typewriter, "advising the first executives of these organizations who were immigrants.

This demand grows rapidly as a result of the business management revolution, "generating threats, recessions and making a huge effort in the new ways of managing the administration of organizations brought about by the use of new information technologies." As a consequence, the significant changes were the professionalization of the administrative leadership, remodeling the model that monopolized and managed, consolidating the "formation of executives, directly reflecting in the exercise of the activity of secretarial professionals acting as direct advisor of managers" (BRUNO, 2006, p.4).

Segundo Torquato (1991, p. 155) a secretária tem tendência a adquirir “maiores responsabilidades na administração dos seus respectivos departamentos passando a gerenciar as questões rotineiras e a assessorar os chefes, recebendo, para isso, maior soma de poderes decisórios”. Percebe-se assim, que o profissional de secretariado tem que estar cada vez mais preparado para assumir esta função.

For Reich (1994, p. 168) some people can only be identified as secretaries, such as those who perform strictly routine tasks, "how to enter and retrieve data on a computer. Other secretaries perform personal services, such as making appointments and serving coffee. " Another group performs symbolic tasks and classifies "all as secretaries coverup the various functions they have within the economy [...]". With these characteristics, the "secretarial professional follows the changes imposed by the globalization process, as well as the managerial horizontality necessary for the continuity of organizations in a competitive economy" and adds new competences to their profile, authorizing themselves to "effectively participate in the work team and not only as an adjunct "(BRUNO, 2006, p.4).

In the mid-1970s, training for secretaries and higher education broke out, as did the dissemination of management theories that would allow them to understand their true role. From the following decade onwards, the birth of class associations was recorded and strengthened in the struggle for the regulation of the profession (SÁLA, 2008).

From 1980, the secretarial professional came to be considered part of a team, working together with his manager, abandoning the posture of simple servant. "In the 80's the profession undergoes significant changes. We have the regulation of the profession, the strengthening of the class movement, with the emergence of secretarial unions "(NATALENSE, 1998, p.10). With the changes in the market, the need for constant updating arises. The quest for excellence in the 1990s has led to "a new profile for the professional who becomes an entrepreneur, multipurpose, generator of profits and results." The professionals are "aware of their role in the consolidation and recognition of the profession and seek improvement, higher courses and training to perform it efficiently" (CASTELO, 2007, p.23).

Com as mudanças do mercado surge a necessidade de constante atualização, a busca por excelência, nos anos 90, acarretou em “um novo perfil para o profissional que se torna empreendedor, polivalente, gerador de lucros e resultados”. Os profissionais estão “conscientes de seu papel para a consolidação e reconhecimento da profissão e buscam aperfeiçoamento, cursos superiores e treinamentos para desempenhá-la eficientemente” (CASTELO, 2007, p. 23). Thus, the "secretary cuts the umbilical cord that kept it tied to the manager", acquiring a life of its own, undertaking and creating "conditions for the company to produce results and expand its area of operation" (NATALENSE, 1998, p.10).

For Castelo, from the year 2000, the secretarial profession began "the new century with all the necessary requirements to meet the demands of the labor market". Consolidating the advisory "to its superiors through the knowledge and collaboration in the areas of



administration, planning, leadership, negotiation, human resources, finance." Finally, "through academic and professional theory and practice, the company as a whole, with its various interconnected fields, dynamically participating in the company's results" was made effective, becoming "managers and responsible for the link of communication and communication between superiors and employees and between company and external customers" (2007, 23).

### *Regulation of the Profession and Achievements*

According to Nogueira and Oliveira (2014, page 14), the first organization of the Secretariat appears in the 1960s. "The Secretary's Club of Rio de Janeiro was founded on 12/16/1965 and recognized as public utility on 12/3/1965. 1968 by the Law 1,784 of the Legislative Assembly of the State of Guanabara ". It encouraged the cultural improvement of associates, the interaction of experiences, "the practice and diffusion of high norms of professional ethics through good social relations, companionship and coexistence among their members" (NOGUEIRA, OLIVEIRA, 2013, p.14).

The Secretary's Club, on December 15, 1970, became the "Association of Executive Secretaries of Rio de Janeiro - ASSERJ, representing the advance of isolated movements that became civil associations." This would be the first civil association of the class, aiming to develop and formulate relations with "the secretaries who carried out their activities in the state of Rio de Janeiro; to foster the necessary means "to aggregate them in work, cultural and social meetings, establishing the exchange with other similar associations, or that were available" for the same purpose; and promote the valorization and defense of the profession "(NOGUEIRA, OLIVEIRA, 2013, p.14).

The ASSERJ, in the name of these objectives, held two outstanding events for the category. The First Meeting of Secretaries of Rio de Janeiro in 1970 and, "in 1978, the First National Congress of Executive Secretaries" (NOGUEIRA, OLIVEIRA, 2013, p.14). In the continuity of this movement, "the Brazilian Association of Entities of Secretaries - ABES, on September 7, 1976, was created to represent and coordinate the associations of the various Brazilian states at the national level." This Association provides each year with several "national meetings and to support the regional entities in the realization of regional events". The National Congresses of Secretariats - CONSECs being its main achievement every two years. They were constituted in environments "for discussion of the situation, objectives and class claims. The Law 6,556 / 78, dated 9/9/1978 originated from the discussions held at these Congresses. "

The Law 6,556 / 78, dated 5/9/1978 recommended the activities of Secretary and that "came to be the formal recognition of the profession. In order to practice the profession, the law required ongoing training of Secretariat at the High School level and registration at the Regional Labor Office. " This law did not fully meet the interests of the category, since it did

not offer regulations of the profession that indicated mechanisms of obligatory compliance (NOGUEIRA, OLIVEIRA, 2013, pp. 14-15). Still, according to the authors, "Law no. 7,377, dated 30/09/1985 that established the differentiations of formation and attributions between Executive Secretary and Technical Secretary was the expressive victory of the category through its Association of national representation - ABES.

It is very significant to make clear that ABES was organized by a Code of Ethics of the Brazilian Secretary, discussed and approved by the General Assembly on September 30, 1983, which was then used by the secretarial class (NOGUEIRA; OLIVEIRA, 2013).

Approved on 29/04/1987, ordinance no. 3.103, assigned to the "secretariat a trade union background in a differentiated professional category within the scope of the National Confederation of Trade Unions - CNTC - it became possible for the category to organize itself into unions", of which the action was more "comprehensive than the associations for having legal protection for the representativeness of professionals, as a whole, in legal and administrative matters "(NOGUEIRA, OLIVEIRA, 2013, page 15), for whom the aforementioned Order was entrusted to the " Presidents of Associations gathered in Brasilia on the occasion of XI Meeting of Officers of Secretaries' Entities, sponsored by ABES "On the same date, the SISERGS - Syndicate of Secretaries and Secretaries in Rio Grande do Sul - was also handed over on June 4, 1987.

At the same time, the Association of the Federal District got a "meeting with the Minister of Labor, Almir Pazzianotto, to discuss the creation of its union and took the initiative to invite representatives of peers from other states to participate in the opportunity." With the immediate return of fourteen state associations and the support of the Union of Secretaries of Rio Grande do Sul, this group was denominated Strength Syndicalist Group 16. "The Group, represented by eight of its components, received on November 12, 1987 the formal promise to respond favorably to the group's requests for the creation of its unions "(NOGUEIRA, OLIVEIRA, 2013, page 15).

## Metodologia de Pesquisa

### *Theoretical Aspects*

To reach the objective of this research we use the methodology of bibliographic and documentary. According to Gil (2002, p.17), "research is a rational and systematic project aimed at providing answers to problems that are proposed through the careful use of scientific methods, techniques and other procedures." For the author the research usually originates from an uncertainty, or from a difficulty to solve a problem. Thus, in order to solve this problem, solutions are sought using a scientific method.

For Marconi and Lakatos (2008, p. 57) the bibliographic research covers "all bibliography already made public in relation to the subject of study, from single publications, newsletters, journals, books, researches, monographs, theses, cartographic material, etc. even oral communication. " Its purpose is to put the researcher in contact with all the material produced on the researched subject, "including conferences followed by debates that have been transcribed in some form, whether published or recorded" (MARCONI, LAKATOS, 2008, 66).

Documents related to the secretarial profession were also analysed; the education document (Considerations and definitions on internationalization / international insertion) and lastly the regulations of the 3 *Stricto Sensu* Postgraduate Programs in the area of Education that have a maximum score (7) regarding CAPES. According to Gil (2002, p. 62), documentary research offers certain advantages because it is a "rich and stable source of data", and yet, it does not entail high costs, not requiring the researcher's involvement with the people involved in the research, deepening of the sources consulted.

### *Historical aspects: the origin and evolution of FORSEC*

To understand the methodology to be developed, it seems necessary to present the history of insertion and performance of the researcher in the field of research. Therefore, the methodology requires the presentation of a personal memory, documented as far as possible, on the Forum of Secretaries of Postgraduate Education Programs of the Southern Region (SC, PR and RS) that began in the year of 2002, between November 27 and 29, at the Federal University of Santa Catarina, in Florianópolis, idealized by the Professors Doctors Lucídio Bianchetti and Maria Célia Marcondes de Moraes (*in memoriam*), both of the PPGE - UFSC. After this first meeting, a letter was drawn up requesting support from the Coordination of Postgraduate Education Programs for the Forum to continue and also:

In view of this, the following points were highlighted: the continuity of the event, in parallel with ANPEd-Sul, aiming at the socialization of experience among teachers, students and secretaries; the constitution of the discussion network, sharing experiences, doubts and exchanging information; the participation of a CAPES technician to clarify doubts about the COLETA CAPES platform and; the support of coordinators and institutions for the participation of the secretaries in this event, as well as the presence of the area representative.

From the points discussed, the following suggestions were presented: the presentation of this letter in the South Forum of Coordinators of Postgraduate Programs in Education; budgetary forecast of the Development Agencies for the participation and holding of events and / or training; continuous qualification of the administrative staff through courses, lectures and events; availability of CAPES COLLECTION and PRÓ-COLETA until November of each year; the regional or state training offered by a CAPES technician for the preparation of the annual report (COLETA CAPES) with the participation of the secretaries and coordinators of each program; the institutional mobilization of the correct completion of the Lattes Curriculum, to facilitate the collection of data.

It is important to emphasize the incentive of the coordinators and institutions involved for the participation of the secretaries, thus congratulating the organizing committee of the event for the initiative, recalling the words of Prof. Lucídio Bianchetti at the opening of this seminar "what is given must be proportional to what is required" (Personal archive).

Since then, the Forum, called FORSEC, has been held in parallel with the meetings of the Anped Sul, with the objective of discussing issues related to work in the secretariats of the PPGEs, as well as instrumentalizing them for the continuous improvement of their action in the Programs "(PORTAL ANPEDSUL, 2012, s / p). And all the training that was done by Capes counted on the participation of the secretaries.

On October 28, 2014, during the VII Forum of Secretaries of Postgraduate Education Program of the Southern Region, a letter was prepared and sent to the ANPED president. In this letter, support was requested for the 1st National Meeting of Secretaries of PPGs in Education, as this was a topic that was being discussed at all FORSEC meetings. The following is an excerpt from the letter written by the secretaries:

Taking into account the relevant aspects listed above, we have applied to this body a space in the National Anped for the creation of the National Forum of Postgraduation Secretaries in 1) Extend the exchange of experiences between the Programs at the National level, thus providing the dissemination of knowledge among the most varied regions; Education, with the objective of:

1) Extend the exchange of experiences between the Programs at the National level, thus providing the dissemination of knowledge among the most varied regions;

2) Provide through this Forum productions (summaries, research results, among others) with themes related to the role of the PPGE Secretary. We reiterate that there are researches being carried out in this field, for example, the monograph of Lato Sensu Postgraduate course developed by Secretary Sílvia Adriana da Silva Soares (UNILASALLE), entitled "The management of Stricto Sensu Postgraduate: profile of Secretaries of the programs in the area of Education, in the Southern region of Brazil" under the guidance of Prof. Dr. Evaldo Luis Pauly, in which the subjects and object of the research will be the Secretaries of the PPGEs;

3) Provide a commission (under the supervision of Anped) for the planning/programming of the National Forum of Secretaries. (Personal e-mail archive).

At the beginning the president of ANPED did not understand very well what we were proposing. After some e-mails exchanged, we got a room to hold the First National Meeting of Secretaries of Postgraduate Education Program, during the 37th National Meeting of ANPED. The meeting took place from October 04 to 7, 2015, in room 109, block D, of the Education Center of the Federal University of Santa Catarina - UFSC, Campus Florianópolis, SC. This meeting was organized by the secretaries of the Postgraduate Programs in Education of the University La Salle and the University of the Valley of the Rio dos Sinos Where the following topics were covered: The importance of joint work of the Secretary with the Coordination; History of the Forum of Secretaries of Postgraduate Programs in Education of the Southern Region; Capes Evaluation: Sucupira Platform, a new evaluative culture; Professionals in Postgraduate Management: profile, skills and activities in the perception of

the secretaries of the graduate programs in Education; "History and affirmation of the PPGE Secretaries' Forum: Achievements and Perspectives"; Curriculum Lattes versus Sucupira Platform.

The organizers' dedication to this Forum is spontaneous and free of charge and none of the speakers are remunerated or even supported to present their work on the topics that secretaries or organizers elect as relevant for the development of work activities. On the last day of the event, we prepared a document, which was sent to the ANPED board, requesting that FORSEC be recognized and legitimized:

The participants of the 1st National Meeting of Secretaries of Postgraduate Programs in Education - I ENSEC, from the South, Southeast, Midwest, Northeast and North Regions, hereby make public in this Assembly the articulation and accomplishment of this event, which brought together professionals who work in the Secretariats of the Postgraduate Programs in Education - PPGEs, in parallel with the other activities of the 37th.

It should be pointed out that I ENSEC originated from the discussions held in the eight editions of the Forum of Secretaries of Postgraduation Programs in Education of the Southern Region, held concurrently with the meetings of Anped Sul and counted with the support, among others, of the Professores Maria Célia Marcondes de Moraes (UFSC), Jefferson Mainardes (UEPG), Lucídio Bianchetti (UFSC) and Evaldo Luis Pauly (UNILASALLE).

In this direction, this group claims that the ANPED collective legitimizes FORSEC as an integral part of the structure of Anped, due to its importance in the articulation of the Secretaries of the PPGEs, which play a fundamental role for the development and consolidation of Postgraduation and Research in Education in the country (Personal archive).

On March 23, 2016 we received a letter in response to our request, sent by e-mail, with the following content:

[...] The structure and characterization presented show that as an association, ANPED represents its members, and it is not possible to make any linkage that does not fulfill this condition.

The Board of Directors of ANPED understands that the progressive organization of the postgraduate secretaries qualifies and strengthens its professionals, expresses its readiness for dialogue and reaffirms its historical commitment to the development of science, education and culture, within the principles of democratic participation, freedom and social justice, but it is not possible for this Forum to be created within the statutory body of the Association (Personal e-mail archive).

Also in the same year, in July 2016, during the VIII Forum of Secretaries of Postgraduate Education Program of the Southern Region, it was put to a vote if we were going to try again authorization before the ANPED so that we could hold the II Meeting National Secretary of Postgraduation Program in Education. Faced with the affirmative, a Coordination was appointed to take the negotiations ahead of ANPED and a Commission to organize the II ENSEC. Here is the text of the letter that was sent:

The group of secretaries of PPGs gathered in the VIII Forum of Secretaries of Postgraduate Education in the South Region - FORSEC / South - held as a parallel event to the XI Scientific Meeting of the Southern Region - ANPED thank you for your presence and for the fraternal dialogue that we held during the VIII Forum.

We reiterate that the Forum of Secretaries does not claim to be part of or join the ANPED; however, it needs the support of this Association to hold the II National Forum of Secretaries of Postgraduate Education Programs, which we aim to accomplish in 2017 as an event parallel to the 38th ANPED National Meeting. The goal of FORSEC is to promote nationally the permanent formation of Secretaries of the PPGs. The experience of eight meetings already held in the Southern Region of the country allows us to affirm that this training process through the exchange of experiences among the professionals of the Secretariats of PPGs in Education qualifies the management of the programs.

In this way, we thank you for your offer of a working partnership between ANPED and the Forum of Secretaries of PPGs in Education. In order to make possible the holding of the II National Forum of Secretaries of PPG's in education, we request that ANPED and the Local Commission of UFMA that will organize 38th National Meeting of ANPED, make feasible:

- physical space with projection equipment;
  - certificate of participation in the event signed by ANPED and FORSEC presidency;
  - availability of the list of speakers funded by ANPED for the composition of the program of the II National Forum of Secretaries;
  - possible financial support if the subject is not included in the list to meet the technical needs of the training of secretaries;
  - support or endorsement of the ANPED Board of Directors for possible forwarding of FORSEC requests for the participation of CAPES / CNPQ technicians;
  - inclusion of the Forum in the agenda of side events of the 38th ANPED National Meeting;
  - the ANPED Board of Directors will announce to the local committees of the next regional meetings (23rd Regional Meeting of Anped Northeast, 1st Regional Meeting of Anped North and 13th Regional Meeting of Anped Center-West) on the VIII Forum of Secretaries) of Postgraduate Education Programs in the Southern Region, as well as the possible holding of the II National Forum of Secretaries of Postgraduate Programs in Education.
- [...] (Personal Archive).

In March 2017 we received a response from our request by email:

[...] I am responding to every demand to go into dialogue.

1) physical space with projection equipment - We can reserve a room for the Secretaries Forum to work, I think this was already in our previous studies. Rose can help us with this. We need to know for how many people, I do not think we will have an auditorium available.

2) Certificate of attendance at the event signed by the ANPED and FORSEC presidency - okay, as the Program Secretaries will not be enrolled in the event. I propose that the Forum itself produce the certificate and I sign it together. Can it be?

3) make available the list of speakers funded by ANPED to the composition of the program of the II National Forum of Secretaries - I ask Rose to share this information with you so that you can make the invitations that you think appropriate.

4) possible financial support if the subject is not included in the list to meet the technical needs of the training of secretaries. This is the hardest. As you know the funding sources are very restricted and we are very careful with the costs of the 38th RN. So I ask you to consider the conditions of inviting someone from the list of those we will already be funding.

5) support or endorsement of the ANPED Board of Directors for possible referrals of FORSEC request for the participation of CAPES / CNPQ technicians - we can make the invitation together, in this case we ask that CAPES or the CNPQ send the technician and assume the costs of sending.

6) inclusion of the Forum in the agenda of parallel events of the 38th ANPED National Meeting - ok, I think this is fine.

7) the ANPED Board of Directors will present to the local committees of the next regional meetings (23rd Regional Meeting of Anped Nordeste, 1st Regional Meeting of Anped Norte and 13th Regional Meeting of Anped Centro-Oeste) on the VIII Forum of Secretaries as well as the possibility of holding the II National Forum of Secretaries of Postgraduate Programs in Education. - I think it would be nice of you to send us a correspondence that we could forward to the regional ones (Personal archives of emails).

With the list of speakers funded by ANPED, we organized the II ENSEC, parallel to the 38th ANPED meeting, which took place from 01 to 04/10/2017, at the Paulo Freire Center - Room 103 - 1st Floor North, Federal University of Maranhão - UFMA, in São Luís, Maranhão, with the following timeline: FORSEC History - South Forum of Secretaries of PPGE; Postgraduate Management Experiences *stricto sensu* and the role of the secretaries in the context of course evaluation; Internationalization and Postgraduation; Demystifying the CNPq Platform; Demystifying the Sucupira Platform: how to use the Platform as a facilitator of the activities of a PPGE; The importance of ANPED in the independent and autonomous organization of education research in Brazil; The role of secretaries in the management of Postgraduate Programs in Education; The importance of journals for PPGEs and the contribution of the Secretaries"; Office on Curriculum Lattes - Ms. Kelen Lima (UNEB). 14h - Lecture: "Invisibility of the office of the secretaries in the scope of the Postgraduate Programs in Education"; The role of the secretaries in the technical administration of the PPG Coordination according to the criteria (requirements) of the CAPES Evaluation Sheet.

When observing the schedule we can verify that all the lectures were strategically designed to support the work of the secretaries, all are of extreme importance for our work activities and among them we had the lecture given by Prof. Dr. Danilo Romeu Streck, from Unisinos / RS, on Internationalization and Postgraduate Studies, where he explained how internationalization is done in his Institution. Although we learned a great deal about Internationalization in this talk, nothing was discussed about the need for secretaries to master a foreign language.

During the II ENSEC, in a conversation with the ANPED director, we were affirmatively reiterated the partnership so that we can continue to organize our meeting in parallel to the meetings of ANPED. The III ENSEC will take place in October 2019, at the Federal Fluminense University, where I intend to present the results of my Master's research.

*The need for the FORSEC to contribute to the qualification of secretaries in the context of the internationalization of PPGs in Education*

Internationalization "[...]is today one of the forces that most impact and defines Higher Education, since it is one of the most important challenges facing the new century" (FOSSATTI, MIRANDA 2018, 275). According to the authors:

The crucial issues that these institutions need to consider, in a more propitious way through the management of the internationalization of Higher Education, are the following: decisions about training talent for the future of the country; an international cooperation agenda on knowledge transfer; the national contribution to global challenges; and the linkage of the activities of internationalization of regional agendas (FOSSATTI, MIRANDA 2018, p.275).

"The internationalization of a university must be understood as comprehensive and cohesive in the whole process of institutional development." However, the management of internationalization in Brazil seems to be seen by many Higher Education Institutions as a non-priority action, unimportant in institutional strategic planning (FOSSATTI, MIRANDA, MOCHLECKE, 2015, p.10).

However, internationalization can be seen in the perspective of helping students, teachers and administrative staff "to the labor market by increasing international awareness and can encourage the university to achieve high international standards" (FOSSATTI, MIRANDA, MOEHLECKE, 2015, p.2). A theoretical concept synthesizes this notion of internationalization and seems sufficient for the proposed delimitation for this article:

A process composed of international cooperation measures, necessary for a particular postgraduate program to complement the training of its students and professors, aiming to stimulate the progress of science and the solution of Brazilian and common problems of humanity, without prejudice to secondary persecution of purely institutional interests. (MARRARA, 2007, p. 252).

The competence related to the foreign language mastery in order for secretaries to more effectively meet the specific demand for internationalization derives from the prediction established in section 4 of the Education Area Document in force in 2016: "Considerations and definitions on internationalization / international insertion" (CAPES, 2017). Currently, internationalization, in the area of education, comprises four "axes":

- a) The first concerns internationalization, mainly through publications in international books and periodicals. These are the results of individual research or groups of professors and researchers published in quality international journals;
- b) The second characterizes internationalization as the development of research and other networking activities that require greater institutional involvement of the Program and HEIs. Among the products of this axis are also joint books and articles in periodicals;
- c) The third one concerns the performance of Brazilian researchers and professors in foreign programs, as visiting professors, as well as of foreign researchers in the programs in Brazil. In this last modality, the courses offered in the postgraduate programs stand out; and



d) The fourth axis has been developed through international cooperation, involving student transit. In this line, there are cooperations with more consolidated programs both national and international and reception of students in programs of the sandwich type. At the same time, the relationship with less developed countries, in the form of cooperation programs for training in activities developed with Africa and some Latin American countries (CAPES, 2017, pp. 21-22) is also valued.

The Evaluation Education Report 2013-2016 describes how these definitions were applied in the actual assessment process. A highlight in the Assessment Sheet is whether there is in the PPG "the existence of initiatives of agreements with national and international institutions for research and exchange of professors and researchers" (OLIVEIRA; AMARAL; BUEN, 2017, p.20). Internationalization, however, became much more relevant and decisive in the distinction and classification of the courses that received grades 6 and 7, that is, the criterion of internationalization defined the courses that in the area of Education will be privileged by the public funds destined to the production of knowledge in this area, considering that courses 6 and 7 concentrate scholarships for master's and doctoral students, as well as productivity grants for professors. Courses 6 and 7 were characterized as strongly internationalized by the following evidences:

1. International events and courses
  - 1.1 Holding events with foreign teachers
  - 1.2 Receipt of international events
  - 1.3 Receiving foreign teacher courses
2. Exchanges
  - 2.1 Participation with foreign visiting professor financing in the Program
  - 2.2 Participation without funding of visiting foreign professors in the Program
  - 2.3 Participation of a professor of the Program as visitors at a foreign university
  - 2.4 Master and Doctoral Degree in Sandwich
  - 2.5 International Coordination
  - 2.6 Professors of the International Postdoctoral Program
  - 2.7 Offering courses or vacancies in the Program to foreigners
  - 2.8 Participation of program students in foreign courses
3. Publishing
  - 3.1 Publication with international partners
  - 3.2 Publication in international journals
  - 3.3 Acting as an international newspaper editor
  - 3.4 Acting as an international journalist
4. International networks
  - 4.1 Composition of international research networks
  - 4.2 Composition of international research projects
5. Financing and awards
  - 5.1 Obtaining International Agency Financing
  - 5.2 International awards
6. Academic insertion and local impact of internationalization
  - 6.1 Scientific management of an international body
  - 6.2 Benefits of internationalization for graduation (OLIVEIRA; AMARAL; BUEN, 2017, pp. 54-55)

It seems obvious that programs with grades 3 and 5 will seek to develop these activities because they characterize the criteria that establish the most relevant distinctions for the assignment of grades and, consequently, determine the academic criteria for the distribution of state funding to research. Likewise, it seems obvious that the Secretary will

directly register and control activities 1.1, 2.4, 2.7, 2.8 and 6.2 that require foreign language mastery for better performance. Almost all other activities are registered by professors in their respective Lattes curricula.

More recently, in December 2018, the Working Group designated by CAPES to review the PPGs Assessment Sheet, concentrated the five items in the current Form for three evaluation questions, highlighting "internationalization" as a specific item of the third item: Impact on Society ". Thus, the programs that will be evaluated in the quadrennium 2017-2020 will probably report in greater detail their internationalization processes (CAPES, 2018). On the other hand, since 2017, through Public Announcement No. 41/2017, CAPES implemented the Institutional Internationalization Program - CAPES - PrInt, the agency started to induce the PPGs to articulate in a more organic way with the HEI institutional policy that maintains it, since one of the requirements for internationalization financed by CAPES is the requirement that the university or research institute develop an "Internationalization Institutional Plan or related document" (CAPES, 2017, p.2) that defines the internationalization policy the research. Dialectically, the internationalization envisaged by CAPES demands from the PPGs a greater articulation with the HEI in which it is inserted, therefore, internationalization implies a process of internalization or institutionalization of the research. It is plausible to assume that the secretaries of the PPGs will have a strategic role in the internal processes of articulation of the PPG with the HEI, which shelters it to attend to the policy of internationalization of research in Brazil induced by CAPES.

## Final considerations

As previously mentioned, the work of the secretaries of the *Stricto Sensu* Postgraduate Program in Education is a topic that needs to be further researched by the area of Education itself. What does a PPG Education Secretary do? What are her/his real tasks?

The analysis of the analyzed documents of the 3 PPGs, grade 7 by the Capes evaluation, did not make clear what the tasks of a secretary would be. In the regulation of the PPG where the first author of this article acts, the tasks listed that would be the responsibility of the secretaries, do not cover all the activities carried out by them. The education document is not specific either, which would be the duties of the secretaries; only that there should be a proper secretary for each PPG.

Now we focus on the objective of this research that is to analyze the importance of the development of competences of the Secretaries of Postgraduate Program *stricto sensu* focused on internationalization, specific to the foreign language domain.

The movement carried out and organized by the secretaries, through the Regional and National Forum of Secretaries of PPGE demonstrates the concern with the accomplishment of labor activities with excellence. Through the activity schedules planned by the Forum for

vocational training, we can also check the concern with internationalization, although it is not the secretary who deals with the agreements and who fills the part of the “Coleta” on internationalization, since this is a descriptive part of the report and should be the sole responsibility of the co-ordination and the professors. Even so, the secretary must be prepared to accompany and assist these foreign professors and students.

Through the research carried out in 2015, where the secretaries were the direct object of study, it was observed that graduation training does not mean that it will be prepared to meet the demand for internationalization and consequent mastery of the foreign language. Through experience in the secretary in which I have worked, three executive secretaries, with foreign language mastery, who have not had the profile to work in an academic secretariat of PPG, have already passed through this sector. Being a graduate in executive secretary does not guarantee that she will be prepared to be a secretary of the postgraduate program *stricto sensu*. What we need is that the institutions where we work, turn their eyes into the secretariats and invest in training, for those who are already part of their functional staff, preparing them properly to attend these foreign visitors, through courses that can supply what is necessary for this demand.

## Referências

BRUNO, Ivone Maria. **O poder de influência do profissional de secretariado no processo decisório das organizações**. 2006. 151f. Dissertação de Mestrado em Administração. Pontifícia Universidade Católica de São Paulo, 2006.

CAPES. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. **Programa Institucional de Internacionalização** – Capes-PrInt EDITAL nº. 41/2017. Disponível em: <https://www.capes.gov.br/images/stories/download/editais/10112017-Edital-41-2017-Internacionalizacao-PrInt-2.pdf>. Acesso em: 24 abr. 2019.

CAPES. Coordenação de Aperfeiçoamento de Pessoal de Nível Superior. **Ficha de avaliação**. Grupo de Trabalho. CAPES: Brasília, dezembro de 2018. Disponível em: [https://www.capes.gov.br/images/novo\\_portal/documentos/DAV/avaliacao/06032019\\_Relatorio\\_Final\\_Ficha\\_Avaliacao.pdf](https://www.capes.gov.br/images/novo_portal/documentos/DAV/avaliacao/06032019_Relatorio_Final_Ficha_Avaliacao.pdf). Acesso em: 24 abr. 2019.

CAMARGO, Mabilia; NASCIMENTO, Lucimeri; BÜHRER, Viviane; MARTINELLI, Giuliana; BAHL, Taciana. A Evolução da Área Secretarial às Ciências da Assessoria. **Revista Expectativa** – Secretariado Executivo, Toledo/PR, v. 14, n. 14, 2015. Disponível em: <http://e-revista.unioeste.br/index.php/expectativa/article/download/9355/8153>. Acesso em: 24 abr. 2019

CASTELO, Marcia Janaina. **A Formação acadêmica e a atuação profissional do Secretário Executivo**. Monografia de Bacharelado em Secretariado Executivo, Universidade Estadual de Londrina, PR, Brasil. 2007. Disponível em: [http://www.fenassec.com.br/site/pdf/artigos\\_trab\\_cientificos\\_a\\_formacao\\_academica\\_e\\_a\\_atuacao\\_profissional\\_do\\_secretario\\_executivo\\_completa.pdf](http://www.fenassec.com.br/site/pdf/artigos_trab_cientificos_a_formacao_academica_e_a_atuacao_profissional_do_secretario_executivo_completa.pdf). Acesso em: 20 abr. 2018.

FOSSATTI, Paulo; MIRANDA, José Alberto. Gestão da Internacionalização da Educação Superior: desafios para o desenvolvimento do estudante global. **Revista de Educação da PUC Campinas**, n. 23, v. 2, p. 273-289, maio/ago., 2018. Disponível em: <https://goo.gl/XsE1FH>. Acessado em: 25 abr. 2019.

FOSSATTI, das IES brasileiras: uma análise crítica ante as dificuldades na Gestão. *In*: Paulo; MIRANDA, José Alberto Antunes De; MOCHLECKE, Carolina. Internacionalização **Anais do XV Colóquio Internacional de Gestão Universitária - GIGU**, Mar del Plata, Argentina, 2015. Disponível em: <https://goo.gl/DSYGqH>. Acessado em: 25 abr. 2019.

GIL, Antonio Carlos. **Como elaborar projetos de pesquisa**. 4. ed. São Paulo: Atlas, 2002.

GIL, Antonio Carlos. **Métodos e técnicas de pesquisa social**. 5. ed. São Paulo: Atlas, 2007.

GONDRA, José Gonçalves; NUNES, João Batista Carvalho; MARTINS, Marcos Francisco. Fórum de Coordenadores de Programas de Pós-Graduação em Educação (FORPREd/ANPEd): história, configurações, desafios. **Revista Brasileira de Educação**, Rio de Janeiro, v. 23, p. 1-28, 2018.

LOMBAS, Maria Luiza de Santana. Editorial. **RBPG**, Brasília, v. 12, n. 28, p. 299 - 303, ago. 2015.

MARCONI, Mariana de Andrade; LAKATOS, Eva Maria. **Técnicas de pesquisa: planejamento e execução de pesquisas, amostragens e técnicas de pesquisa, elaboração, análise e interpretação de dados**. 6. ed. São Paulo: Atlas, 2006.

MARRARA, Thiago. Internacionalização da Pós-Graduação: objetivos, formas e avaliação. **RBPG**, Brasília, v. 4, n. 8, p. 245-262, dez. 2007.

NATALENSE, Liana. **A secretária do futuro**. Rio de Janeiro: Qualitymark, 1998.

NOGUEIRA, Rosana Maria Cesar Del Picchia de Araújo; OLIVEIRA, Joyce de Souza Ferreira. Profissionalismo e Secretariado: História da Consolidação da Profissão. **Revista de Gestão e Secretariado - GeSec**, São Paulo, v. 4, n. 2, p. 1-24, jul./dez. 2013.

NONATO JÚNIOR, Raimundo. **Epistemologia e teoria do conhecimento em secretariado executivo: a fundação das Ciências da Assessoria**. Fortaleza: Expressão Gráfica, 2009.

OLIVEIRA, Romualdo Portela de; AMARAL, Nelson Cardoso; BUEN, José Lucas Pedreira. **Relatório da Avaliação Quadrienal 2017 – Educação**. CAPES: Brasília, 2017. Disponível em: [http://capes.gov.br/images/documentos/Relatorios\\_quadrienal\\_2017/20122017-Educacao\\_relatorio-de-avaliacao-quadrienal-2017\\_final.pdf](http://capes.gov.br/images/documentos/Relatorios_quadrienal_2017/20122017-Educacao_relatorio-de-avaliacao-quadrienal-2017_final.pdf). Acesso em: 24 abr. 2019.

REICH, Robert. **O trabalho das nações: preparando-nos para o capitalismo do Século 21**. 2. ed. São Paulo: Educator, 1994.

SABINO, Rosemeri Ferraz; ROCHA, Fabio Gomes. **Secretariado: do escriba ao web writer**. Rio de Janeiro. Brasport. 2004.

SÁLA, Janeide Souza. **Guia de fontes de informação para secretários executivos**. Brasília, DF, Brasil, 2008.

SOARES, Silvia Adriana da Silva; PAULY, Evaldo Luis. Profissionais em Gestão da Pós-Graduação: perfil, competências e atividades na percepção dos secretários dos programas de pós-graduação em Educação. **RBPG**. Revista Brasileira de Pós-Graduação, Brasília, v. 12, p. 387-410, 2015. Disponível em: <http://ojs.rbpg.capes.gov.br/index.php/rbpg/article/view/768/pdf>. Acesso em: 24 abr. 2019.

UNIVERSIDADE FEDERAL DE MINAS GERAIS - UFMG. **Regulamento do Programa de Pós-graduação**. 2018. Disponível em: <http://www.posgrad.fae.ufmg.br/site/wp-content/uploads/2016/12/2-Regulamento-do-Programa-de-P%C3%B3s-Gradua%C3%A7%C3%A3o-em-Educa%C3%A7%C3%A3o.pdf>. Acesso em: 09 dez. 2018.

UNIVERSIDADE DO VALE DO RIO DO SINOS - UNISINOS. **Regimento Interno**. 2016. Disponível em: <http://www.unisinos.br/images/modulos/estrito/regimento-interno/regimento-ppg-educacao-consun-2016.pdf>. Acesso em: 09 dez. 2018

UNIVERSIDADE DO VALE DO RIO DO SINOS - UNISINOS. **Projeto de reorganização curricular do Programa de Pós-graduação em educação da Unisinos**. 2016. Disponível em: <http://www.unisinos.br/images/modulos/estrito/saiba-mais/educacao/projeto-politico-pedagogico-educacao.pdf>. Acesso em: 09 dez. 2018

UNIVERSIDADE ESTADUAL DO RIO DE JANEIRO – UERJ. **Deliberação Nº 29/2017**. Aprova a reformulação do Programa de Pós-graduação em Educação, cursos de Mestrado Acadêmico e de Doutorado. Disponível em: [http://www.proped.pro.br/secretaria/balcao/documentos/diversos/delib\\_029.pdf](http://www.proped.pro.br/secretaria/balcao/documentos/diversos/delib_029.pdf). Acesso em: 16 dez. 2018.