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Internationalization Of Higher Education In The Ibero-American Territory

The papers of this Dossier are basically related to the results of a research Project developed by 22 universities of nine countries about the theme of internationalization of higher education. The Project is coordinated by a research group of international scope named GIEPES – *Grupo Internacional de Estudos e Pesquisa sobre Educação Superior* – International Group of Studies and Research in Higher Education, based in the Faculty of Education of the State University of Campinas – UNICAMP. The participants of this project are researchers and scholars involved in the study of higher education and members of the Ibero-American Network.

The GIEPES was created in October 2015 with the purpose of joining researchers and scholar of higher education in several Latin American and European countries. Thus, to GIEPES are linked research groups of higher education of universities of the following countries: Argentina, Brazil, Chile, Colombia, Spain, Mexico, Portugal, Uruguay and Venezuela. Members of groups localized in the following Brazilian and foreign universities join the research project:

Brazilian universities and their respective research groups (in alphabetical order):

- GEPES ELOS, based in the Federal University of Santa Maria – coordination: Profa. Dra. Rosane Sarturi, Profa. Dra. Marilene Dalla Corte;
- GEPES FURB, based in the Regional University of Blumenau - coordination: Profa. Dra. Marcia Selpa;
- GEPES UNICAMP, based in the State University of Campinas- coordination; Profa. Dra. Elisabete Monteiro de Aguiar Pereira;

- GEPES UNIOESTE, based in the State University of West Paraná – coordination: Profa. Dra. Carmen C. B. Bastos;
- GEPES UPF, based in the University of Passo Fundo - coordination: Prof. Dr. Altair Favero;
- GEPES-UNOESC/SUL, based in the PPGE of UNOESC-Santa Catarina - coordination: Profa. Dra. Maria de Lourdes Pinto de Almeida;
- GEPES UFMS – based in the PPGE of the Federal University of Mato Grosso do Sul – coordination: Profa Dra Margarita Victoria Rodrigues e Silvia Brito.
- NEPPES, based in the Integrated Regional University of Alto Uruguai and Missões - coordination: Profa. Dra. Silvia Regina Canan; Profa. Dra. Elisabete Cerutti; Edith Maria Sudbrack.

Foreign universities and their respective research groups:

- GEPES of the Instituto Universitário Sudamericano - IUSUR, Uruguai - coordination: Prof. Dr. Enrique Martinez Larrechea;
- GEPES of the Catholic University of Valparaíso – PUCV, Chile - coordination: Profa. Dra. Maria Veronica Leiva Guerreiro;
- GEPES of the University of Colima – UCOL, Mexico - coordination: Prof. Dr. Jaime Moreles Vásquez;
- GEPES of the University of Zulia, Maracaibo, Venezuela - coordination: Profa. Dra. Maria Cristina Parra Sandoval;
- GEPES of the National University of Tres de Febrero – UNTREF, Argentina - coordination: Prof. Dr. Norberto Lamarra e Pablo Garcia.
- GEPES of the National Pedagogic University, Bogotá, Colombia - coordination: Profa. Dra. Olga Cecilia Díaz Flórez;
- GEPES of the University of Aveiro – Portugal- coordination: Prof. Dr. Antonio Cachapuz.
- GEPES of the University of Granada, Spain – coordination: Profa. Dra. Maria del Carmen Lopez Lopez.

The interest of the researchers in the Project which was collectively discussed, planned and elaborated was born from the awareness that the question of internationalization in the universities all over the world has become a constituent aspect of its preoccupation, of its policies and academic organization. The internationalization has been even more present in university institutions through different forms: institutional planning; specific office responsible for internationalization; joint research project with foreign universities; professor, student and researcher mobility; international events; agreements and contracts with international institutions; campus extension in other countries; interculturality in the curriculum; foreign language courses; joint publications among international researchers; reception of foreign students.

Faced with this statement, the importance of this theme gave origin to the Project named “*The internationalization of higher education in the countries of Latin America, Portugal and Spain*”, as a relevant aspect to be investigated with the purpose of having a better knowledge of how this question is conceptualized, understood, planned, institutionalized and developed in the universities members of GIEPES. It was also purpose of this research to know the objectives, goals, strategies, financial and human support which constitute the internationalization in these universities and how they evaluate the processes of internationalization they develop.

As it was emphasized by the literature in the area (ALMEIDA; SANTOS, 2012), the internationalization already constitutes the fourth mission of the university in the twenty first century, making that it is organized stablishing connections with their similar all over the world, creating the integration of scientific communities and reinforcing the premise that the university is still the institution which configures the possibility that some important values of contemporaneity such as cultural diversity, plurilingualism, integration of fields, research in thematic networks, knowledge sharing, can be reached.

With these options, the university adopts a protagonism on the positive side of globalization, favoring the formation of academics open to multiculturalism, multi-diversity, multi-referentiality.

Thus, the research project on this issue has permitted greater understanding of the processes of internationalization which are in practice in the universities involved in this research, as well as has proportioned a dialogue among the experiences lived by each one, in the meaning of the needed reflection about the meanings of internationalization in the formation of professors, students, technical personnel and administrators. The partial result of this project is presented in twelve articles which constitute this dossier.

The opportunity to organize the Dossier with articles which make the analysis of internationalization developed in their universities, presents a diversified mosaic at the institutional level, with public, private, community, confessional, and municipal universities and of different geographical, cultural, political and economic contexts. The Dossier presents an updated framework of internationalization which is developed in countries of Latin America, and in Portugal, and Spain, which showed that internationalization is not a fad, but as constituent aspect of present university institutions, a conscious and intentional movement of inter-relations with congenial institutions of diverse contexts and cultures.

Opening the debate, Márcio Giusti Trevisol and Altair Alberto Fávero discuss “*The diverse faces of internationalization: comparative analysis between two community institutions of the south of Brazil*”. The article reflects about the internationalization of higher education as one of the great concerns of the universities and of certain policies of international organizations (OECD, World Bank, UNESCO) and of national agencies (CAPES, CNPq). The objective was to analyze the meaning of internationalization in the documents of two Community universities of the South of Brazil, the Plan of Institutional

Development (PID) and the Institutional Plan of Internationalization. According to the authors, in both universities it is evident the understanding that internationalization is the way to consolidation of research, teaching and extension with a view to competitiveness and global productivism. Trevisol and Fávero state that the institutional policies of internationalization are recent in both institutions, obeying to legal norms not being clear the objectives and interests of the internationalization for the strengthening of the mission of these universities.

In the sequence, we have a discussion on “*The insertion of the University of Zulia in the process of internationalization of higher education*”, presented by our Venezuelan colleagues Maria Cristina Parra Sandoval, Marisol Fucci Bornachera and Ana Júlia Romero Gonzalez. To the authors, the political conditions of the so called ‘socialism of the twenty first century’ presently impose new directions to the universities on the issue of internationalization, where under the light of the sociopolitical reality of Venezuela the revision of the data obtained in the University of Zulia through institutional documents indicate that still there is not a clear idea of what this action means and which is the direction it will take in this institution of higher education. The University maintains formally several agreements with other institutions, even with the precariousness of the budgets approved by government, making the institution to look for financial resource through the way of student mobility. The authors highlight that the University is an institution created in 1891 and that in 1914 it was closed by the government of Venezuela, being reopened only in 1946. From this date it is subjected to the political dictates of the country: dictatorship / democracy / ”revolution”. The authors highlight that, as in the majority of Latin American countries, the internationalization of higher education in Venezuela was not an issue of importance in the most part of the twentieth century, even though the majority had made agreements with institutions of other parts of the world, specially the US and Europe, having as a basis the academic mobility of students and professors.

Fernanda Geremias Leal and Maria Soledad Oregioni present a paper named “*Contributions to the analysis of internationalization of higher education from a Latin American perspective: a critical, reflective, and decolonial approach*”. According to the authors, the issue of internationalization was debated in a critical, reflective and decolonial analysis bringing as central argument that this is part of the structure of global capitalism as a social-historical system and in this meaning, follows the logic of accumulation, sustaining the practice of hierarchy, legitimating certain countries, universities and individuals as naturally superior in the relations with peers, besides valuing the Eurocentric knowledge in detriment of other knowledges. Leal and Oregioni show that the decolonial studies and the legacy of the Cordoba movement which completed one hundred years in 2018, with all the limitations of its historical context, still give us clues for having an effective internationalization of higher education determined by the local reality having as dialogue the global context, and with defined objectives beyond those determined by the capitalist market.

In the sequence, Pablo Pereira and Marcia Regina Selpa Heinzle discuss the issue “*Internationalization of actions of teaching, research and extension in the Regional University of Blumenau*”. According to the authors, based on the data collected there are two main guiding axes in the processes of internationalization in this institution: a) Contracts and agreements of international cooperation, aiming at the academic mobility, especially with the universities of Germany, Sweden, and Portugal; b) insertion of disciplines taught in English in the curricula of undergraduate and graduate courses, as well as the offering of free courses destined to linguistic proficiency. Pereira e Heinzle state that these axes denote the efforts of the academic community to promote the internationalization of the actions of teaching, research, and extension, with the purpose of creating a global environment in the institution.

Carmen Celia Barradas Correia Bastos, Elenita Conegero Pastor Manchope and Marta Lucia Alves Assenza debate “*The internationalization of higher education in the State University of West of Paraná – UNIOESTE: From passivity to an institutional policy of internationalization*”. The State University of West of Paraná – UNIOESTE - is characterized as a multi-campus university, situated on a region of triple frontier formed by Brazil, Argentina and Paraguay, encompassing 94 municipalities of the west and southwest of the State of Paraná. Founded as university in 1994, the UNIOESTE has sought, according to the authors, to institute a policy of internationalization. The objective of this article was to present the institutional reality of our university in relation to the process of internationalization in the last 22 years, in which it passed from a passive condition of internationalization to the beginning of a consolidation of its institutional policy. Although the UNIOESTE has in its organizational structure an Advisory Body of International and inter-institutional Relations from the beginning of its implantation, only in the last two years an institutional policy of internationalization was regulated in the university through a Resolution of the University Council approved in 2017. According to the authors, what happened in the UNIOESTE during the previous twenty years were isolated actions of international activities or participation in programs of mobility. To reach the objective of this paper, an analytical methodology of data about mobility, a consultation of bibliographical information about the theme, and the qualification of the information related to the concepts developed in the study were utilized.

In the sequence, Priscila Kohls dos Santos and Marília Costa Morosini, professors in PUC of Rio Grande dos Sul, present the debate about “*Internationalization and education for global citizenship: the view of university professors*”. The purpose of the article is to analyze conceptions of Brazilian university professors about the principles of Education for Global Citizenship (EGC) and of internationalization of higher education, as well as to present subsidy for reflection about the teaching practice in higher education. According to the authors, based on the results of the research study some propositions can be highlighted for fomenting UNESCO recommendations for the development of EGC and taking as starting point the view of the professors inquired about this new role of the university. Thus, to Santos and Morosini the results point out: the need for education to shift to the learning paradigm; the importance of shared responsibility at the different levels and actors of higher education; and institutional investment in processes of internationalization for the formation of a global citizen. This discussion deserves to be checked out!

Enrique Daniel Andrés Martínez Larrechea and Adriana Chiancone, our Uruguayan colleagues, discuss “*The Global South in higher education in Uruguay: The Foundation South-American University Institute (IUSUR)*”. To the authors, the University of the Republic has constituted in itself the system of higher education, bringing the main initiatives of internationalization. Larrechea and Chiancone state that, from the year 2000, some universities of the private system developed some programs of internationalization which were successful. Thus, the perspective of the Global South did not appear explicitly in the places of internationalization of higher education with the exception of the Foundation IUSUR, an emerging institution, linked to the International Group of Studies and Research in Higher Education (GIEPES), coordinated by the State University of Campinas (UNICAMP), whose results are central elements of a regional strategy of development which constitute the foundation of the project of the Institution.

Margarida Victoria Rodríguez, Silvia Helena Brito de Andrade and Flávia Melville Paiva analyzed “*The process of internationalization in the Federal University of Mato Grosso do Sul – Brazil*”. This article analyzes the process of implantation and consolidation of internationalization in the Federal University of Mato Grosso do Sul (UFMS), highlighting how it is understood and expressed in its institutional guidelines, as well as the adopted strategies and procedures, aiming at the consolidation and expansion of the process of internationalization. For such purpose, the authors analyzed documents and legal norms, such as the Plan of Institutional Development (PDI 2015-2019); the Plan of Institutional Management and the Reports of Management (2000-2017) and the Institutional Plan of Internationalization (2018-2022). The authors verified that, initially, the internationalization was not an institutional policy, but slowly appeared an interest in instituting actions with this purpose, for finally deciding to constitute an Institutional Plan of Internationalization, approved in 2018. It is worth highlighting that, according to the authors, the conception and rationale of the actions of internationalization are based on the classical and traditional understanding of knowledge transfer through scientific and technological innovation.

In the sequence, Elisabete Monteiro de Aguiar Pereira presents a debate on the “*Internationalization in the contemporary university: a view of internationalization in a public university of São Paulo State*”. The article presents the result of a research about the process of internationalization of the State University of Campinas, a public university of the State of São Paulo, which acronym is UNICAMP. The objective of this article was to present the analysis of the data related to UNICAMP, as one of the universities which integrates a major Project of research named “the Internationalization of Higher Education in Countries of Latin America, Portugal and Spain”, developed by the International Group of Studies and Research on Higher Education – GIEPES. According to Pereira, on the understanding and actions of internationalization in UNICAMP, it was verified that it is a dynamic process, since over historical time it is incorporating new elements in its characteristics and building a cluster of principles, demands and actions, every time more integrated, about this important function of contemporary university.

Silvia Regina Canan, Jéssica De Marco and Thaís Campos da Silva reflected about “*The processes of internationalization: conquests and challenges in the context of the Community University – URP*”. The article presents part of the studies developed in a master’s thesis and in an undergraduate research initiation of students linked to NEPPE – Nucleus of Studies in Policies and Processes of Higher Education – and to GIEPES – International Group of Studies and Research on Higher Education, and discusses the spaces

of internationalization of URI – Integrated Regional University of Alto Uruguai and Missões, localized in the northwest region of the State of Rio Grande do Sul - Brazil. In its characteristics, this university brings the hallmarks of a nonprofit Community institution, born from a project planned and built by its Community. According to the authors, the construction of the processes of internationalization is configured as great challenges, on one side, and as very significant conquests, on the other. URI is constructing, in this second decade of the third millennium, possibilities of internationalization which rise from professor conviviality and contact with his/her peers, giving life to contracts with several institutions of various countries. Besides this, state the authors, there is the perspective of student and teaching interchange, as well as the possibility of participation in national and international groups of research, teaching and extension.

Pablo Daniel Garcia, Julieta Claverie and Norberto Rafael Fernández Lamarra, our Argentinian colleagues, debate the “*Policies of internationalization of Higher Education in Argentina: The promotion of the University in foreign countries*”. This paper aims to give an account of the general aspects, objectives and strategies implemented by the policies of internationalization of the Argentinian Republic in the last decades and especially, according to the authors, of the innovative forms of development of internationalization: the promotion of the university in foreign countries. This article was constructed from a documental study of programs related to the internationalization of higher education made by the Ministry of Education of Argentina. Besides this, the authors made a theoretical synthesis of contemporary debates related to internationalization of higher education and then gave an account of the main actions of the public policy concerning the achievements and challenges even if pending in this aspect, and in particular, of the Promotion Program of the Argentinian University. The focus of internationalization, according to the authors, is in the academic mobility of students and professors in the interaction of Argentinian universities with foreign universities.

In face of all this, it is worth emphasizing that the twenty first century has been characterized by several transformations of the world economic system, and these have produced impact on the processes of internationalization of higher education. Thus, the discussion about internationalization has increased and become a new challenge for the universities which are required to adopt policies formulated by national and international agencies. In this perspective, it becomes clear the tendency for the commercialization of higher education, as well as the emerging context for the universities to adapt to this logic.

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