



## Internationalization of Higher Education: the Case of a Community University in the North Region of Santa Catarina

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### ABSTRACT

The present study takes a University of the north region of Santa Catarina, as a research context. Being a community University, in this model, all results are reinvested in its final activities: Teaching, Research and Extension. These activities are intended to promote the social, economic and cultural growth of the context and region in which it is inserted. It is a University created and maintained by the civil society, which, besides offering quality education, develops researches recognized nationally and internationally. The process of internationalization of Higher Education (ES) presents increasingly centrality in the development dynamics of this sector and it is expressed in several requirements through which systems and institutions try to meet, face to the challenges of globalization and regionalization. This research aims to analyze how internationalization is being understood and developed at the University in question. The methodology for this Case Study counts on the analysis of public institutional documents and semi-structured interviews with the sector representative responsible for institutional internationalization, aiming to clarify the doubts in these same documents. Although internationalization is not reduced to the phenomenon of student mobility, it has been one of the most visible and impactful category, also in the Higher Education Institution (HEI) researched. As a result, it provides an overview of the institutional internationalization process, aiming to contribute to future institutional steps.

### KEYWORDS

Internationalization of education. Community university. Higher education

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## Internacionalização da Educação Superior: o Caso de uma Universidade Comunitária da Região Norte em Santa Catarina

### RESUMO

O presente estudo toma uma Universidade da região norte catarinense, como contexto de pesquisa. Sendo uma Universidade comunitária, nesse modelo, todos os resultados são reinvestidos nas suas atividades fins: Ensino, Pesquisa e Extensão. Essas atividades têm o intuito de promover o crescimento social, econômico e cultural do contexto e região que está inserida. Trata-se uma universidade criada e mantida pela sociedade civil, que além de oferecer ensino de qualidade, desenvolve pesquisas reconhecidas no âmbito nacional e internacional. O processo de internacionalização da Educação Superior (ES) apresenta cada vez mais centralidade na dinâmica de desenvolvimento desse setor e se expressa em diversas exigências por meio das quais os sistemas e as instituições tentam fazer frente aos desafios da globalização e da regionalização. Esta pesquisa tem como objetivo analisar como a internacionalização está sendo entendida e desenvolvida na Universidade em questão. A metodologia para esse Estudo de Caso, conta com a análise de documentos institucionais públicos e entrevista semiestruturada com a representante do setor responsável pela internacionalização institucional, visando esclarecer as dúvidas nesses mesmos documentos. Embora a internacionalização não se reduza ao fenômeno da mobilidade estudantil, esta tem sido uma das formas mais visíveis e impactantes, também na Instituição de Educação Superior (IES) pesquisada. Como resultado, proporciona-se um panorama do processo de internacionalização institucional, visando contribuir com os encaminhamentos institucionais futuros.

### PALAVRAS-CHAVE

Internacionalização da educação. Universidade comunitária. Educação superior.

## Internacionalización de la Educación Superior: el Caso de una Universidad Comunitaria de la Región Norte en Santa Catarina

### RESUMEN

El presente estudio toma una Universidad de la región norte de Santa Catarina, como contexto de investigación. Al ser la Universidad de la comunidad, en este modelo, todos los resultados se reinvierten en sus actividades finales: Enseñanza, Investigación y Extensión. Estas actividades están destinadas a promover el crecimiento social, económico y cultural del contexto y la región en la que opera. Es una universidad creada y mantenida por la sociedad civil, que además de proporcionar una educación de calidad, realiza investigaciones reconocidas a nivel nacional e internacional. El proceso de internacionalización de la Educación Superior (ES) es cada vez más central para la dinámica de desarrollo de este sector y se expresa en varios requisitos a través de los cuales los sistemas e instituciones intentan enfrentar los desafíos de la globalización y la regionalización. Esta investigación tiene como objetivo analizar cómo se entiende y se desarrolla la internacionalización en la Universidad en cuestión. La metodología para este estudio de caso se basa en el análisis de documentos institucionales públicos y entrevistas semiestructuradas con el representante del sector responsable de la internacionalización institucional, con el objetivo de aclarar las dudas en estos mismos documentos. Aunque la internacionalización no se reduce al fenómeno de la movilidad estudiantil, ha sido una de las formas más visibles e impactantes, también en la Institución de Educación Superior (IES) investigada. Como resultado, proporciona una visión general del proceso de internacionalización institucional, con el objetivo de contribuir a futuras referencias institucionales.

### PALABRAS CLAVE

Internacionalización de la educación. Universidad comunitaria. Educación superior.

## Introduction

The present study is a cut from the research “Internationalization in Higher Education in Latin American Countries, Portugal and Spain” conducted by the International Group of Studies and Research in Higher Education (GIEPES) of the State University of Campinas (Unicamp), in which the Univille participates, through research by this author, member of the Group. Thus, the institution has the possibility to contribute to an international study in which the various institutions involved talk, disseminate, exchange and support each other through their internationalization experiences.

Higher education institutions are known to have different trajectories in the internationalization process. Some institutions have greater financial resources to invest in this indicator, others are institutions with more academic and research experience, with already structured international networks, others, however, find fertile space in a niche for internationalization and find it difficult to develop others.

In the case of Brazil, the internationalization of higher education is a requirement for universities that are evaluated by the National Institute of Studies and Research Anísio Teixeira - INEP, in particular, regarding Academic Policies (Axis 3), in the Indicators: Institutional policies and actions of stimulation and diffusion for academic production (Axis 3, 3.4); and the institutional policy indicator for internationalization (Axis 3, 3.6). All Brazilian universities that intend to continue operating, with at least the minimum rates allowed by INEP to remain universities, have this concern in evidence.

This study is a research characterized by a qualitative bias, which, according to Godoy (1995), does not seek to enumerate and / or measure the events studied, nor employ statistical tools in the data analysis, but involves obtaining of descriptive data about people, places and interactive processes by the researcher's direct contact with the situation studied, which in the case of this study is based on the analysis of public institutional documents. The qualitative study seeks to understand the phenomena from the perspective of the subjects, that is, the participants of the situation under study. The objective in question is to analyze how internationalization is being understood and developed at Univille, and for this, a semi-structured interview was also conducted with the representative responsible for the institution's “International Relations” sector.

## Institutional History

In order to contextualize the researched institution, it is important to explain that in the late 1960s, unlike other states in Brazil, the state of Santa Catarina, through the municipal government, created several community universities. The well-known “internalization of higher education” in the state, aimed to expand the possibility of access to higher education, for young people who lived in locations far from the metropolitan center. Until 1965, the state of Santa Catarina had only two universities and both in the capital: The Federal University of Santa Catarina (UFSC) and the University for Development of the State of Santa Catarina (UDESC).

In this scenario, and after many discussions and meetings to realize the internalization, began after 1965, an accelerated process of internalization of higher education, initially with isolated colleges, maintained by Educational Foundations, created by the municipal government. The first Educational Foundation to emerge in the interior of the state of Santa Catarina was the Itajaí Valley Geo-Educational Pole Teaching Foundation - FEPEVI (1970), in Itajaí. In 1986, Ministerial Ordinance No. 051/89 recognizes the University of Vale do Itajaí - UNIVALI and it was in this process that the current community universities of Santa Catarina were created. They are: Blumenau Region Educational Foundation-FURB; University of Southern Santa Catarina - UNISUL; University of the Southern Santa Catarina - UNESC; University of the Joinville Region - UNIVILLE; University of Santa Catarina Plateau - UNIPLAC; Contested University - UNC; Community University of Chapecó Region - UNOCHAPECO; University of the West of Santa Catarina - UNOESC; University of the Upper Valley of Rio do Peixe - UNIARP; University Center for the Development of the Upper Itajaí Valley - UNIDAVI; Barriga Verde University Center (UNIBAVE); University Center of Brusque (UNIFEBE); University of San Jose (USJ).

Thus, the University of the Joinville Region - Univille, is a community university, maintained by the Joinville Region Educational Foundation - FURJ. FURJ is a non-profit private law entity with didactic-scientific, administrative, financial and disciplinary autonomy, exercised in accordance with the law and its statutes. Installed in 1965, with the Faculty of Economic Sciences, which, from 1969, was incorporated into the Joinvilense Teaching Foundation (FUNDAJE), created in 1967. In 1971, FUNDAJE was renamed the Northern Santa Catarina University Foundation (FUNC) and, since 1977, Joinville Region Educational Foundation - FURJ, current University maintainer (accredited as a University in 1996).

Since Univille is a nonprofit community university, it means that the financial gains from its end actions return to the institution itself, especially in Teaching, Research and Extension. In his documents, he expresses that his challenge is to promote in his actions, the development of local and regional society, expanding economic power and access to culture. HEI acts regionally, combining its social responsibility, promoting social welfare, improving people's quality of life, in the social contexts in which it operates. The institution also considers that “in addition to higher education and scientific production and dissemination, they are dedicated to taking the knowledge generated outside the University's walls through their numerous extension projects and services to the community” (UNIVILLE, 2018c, s / p.).

According to the public documents provided by IES, it is possible to know that:

In 2015, approximately 13,500 dental procedures were performed, 7,000 medical appointments in different specialties, more than 5,000 consultations by the legal service, approximately 700 psychotherapy sessions at the psychological services and about 130,000 consultations at the Pharmacy. School. As most of these procedures are done by referral from SUS, this University work contributes to the reduction of waiting lines for care (UNIVILLE, 2018c, s / p.).

And yet, that

More than 130,000 people have already benefited from outreach projects in hospitals, psychosocial support centers and clinics. There are different projects in the areas of culture, sports, communication, human rights and justice, education, environment, work, development, technology and production (UNIVILLE, 2018c, s / p.).

The University currently has: the Joinville Campus, the São Bento do Sul Campus; the Joinville Center Unit; and the São Francisco do Sul Unit. In these institutional spaces, it offers 46 undergraduate courses, 5 masters courses and 2 doctoral programs, as well as Lato Sensu postgraduate courses and extension courses. All of these offers bring about 8,000 students to HEI.

### Institutionalization of Internationalization

Globalization has profoundly transformed the world of internationalization, which in particular, in this case, transforms the internationalization of higher education. (KNIGHT, 2004). The internationalization of higher education, in turn, is the hallmark of relations between different universities and is at the heart of the university process, legitimizing the circularization of knowledge. Thus, the characteristics of education are closely intertwined with the process of globalization and internationalization. (Morosini, 2006).

In the case of Univille, the concept of internationalization mentioned by HEI in its documents at different times and spaces demonstrates its insertion and intent to broaden its participation in the international academic space. It is characterized by being aware of its global role, since the interinstitutional contribution aims to reinforce the academic, technical, scientific and cultural qualifications.

It is theoretically justified in Morosini (2006), when he considers internationalization as the hallmark of relations between universities. Due to its nature as a knowledge producer, the University in fact had as a rule the internationalization of scientific studies through research, anchored in the autonomy of researchers.

IES has an exclusive sector for internationalization issues, the International Advisory, which since 1993 has been working to develop the participation of the university community in a global context through numerous actions such as programs, projects, academic events, technical events, scientific and cultural, teacher and student mobility, as well as subjects in and improvement of foreign languages.

In Brazil, in 2011, the Government managed the Science Without Borders Program, proposing a training of human resources in foreign universities, in order to internationalize learning, knowledge, research, innovation, etc. (BRAZIL, 2011b). To implement the Program, the Federal Government invested 3.16 billion reais, as well as private initiative funds. One of the objectives of the Program was to attract students across borders, providing visibility for institutions, the country and exposing Brazilian students in different environments of competitiveness and entrepreneurship. (BRAZIL, 2011a).

There is also in Brazil the understanding that integrated internationalization programs allow the elevation of universities to international class standards, but this is not a simple process for small and medium-sized HEIs. The difficulties can be evidenced throughout the internationalization actions and they are: difficulties in having the credits studied abroad validated by Brazilian institutions. This is due to the rigidity of the country's higher education system in relation to the recognition and achievement of studies; difficulties in the revalidation of academic titles obtained from foreign institutions, the granting of double degrees and the provision of subjects in languages other than Portuguese; the lack of mastery by students and teachers of a second language, especially English. (STALLIVIERI, 2019).

Analyzing the institutional documents of IES, in the Institutional Development Plan (2017-2021) (PDI) in the academic area, in its “strategic objective 1: goals and programs / projects”, demonstrates the concern with internationalization, in the “objective 1: Improve the quality and institutional performance and courses at Sinaes”, and also in item 1.4 “improving and expanding the scope of internationalization policy” (UNIVILLE, 2019, p.22). Still in the area of **academic practice**, the document states that its activities respect the inseparability between teaching, research and extension, and that this academic logic involves internationalization as well as “art, culture, sport, the environment, health, innovation, internationalization and entrepreneurship, aiming at improving the quality of life of society and the regional community” (UNIVILLE, 2019, p.25).

About the Institutional Pedagogical Project (PPI), expressed in the PDI (2017-2021), are aspects related to social responsibility and the internationalization of HEI. Internationalization is also a concern in the institutional didactic-pedagogical organization, which has at its core the teaching and learning process. Thus, about curricula and pedagogical projects of the courses, the document explains that “curricula should provide training that allows the student: [...] contact with different social and professional realities through internationalization” (UNIVILLE, 2019, p. 71). The Institution has a Strategic Planning (EP), which includes strategic objectives from 2017 to 2026 and one of these objectives is to expand and improve the Internationalization Policy (IP).

Still in the PDI, in the institutional concern about relationships and partnerships, in its general philosophical and technical-methodological principles, the Institutional Political Project (PPI) of teaching, research, extension, management and evaluation of the HEI have as essential principles: personal development, scientific and professional; humanistic formation; scientific training; vocational training; development of student autonomy, creativity and proactivity; socioenvironmental integration and inseparability; expanding access to education; the continuous improvement of the quality of education; training, development and professionalization of education professionals, administrative staff and managers; and democratic, representative and participatory management. However, with regard to Internationalization, the document states that "these principles permeate the University's core and middle activities, as well as the relations they maintain with the national and international institutions to which they relate." (UNIVILLE, 2019, 68)

International Research is the sharing and production of knowledge together with foreign academic-scientific institutions, strengthening international scientific networks. In this sense, IES will support initiatives and activities of scientific, technological and innovation research developed by university professors, researchers and students in foreign institutions and vice versa. Within the scope of Research Policies, internationalization is included in macroprocesses, which include the production of scientific, cultural, artistic and technological knowledge and being “based on the exchange of social, cultural, artistic and scientific knowledge, internationalization contributes to the integration of research activities to regional, national and international research and development networks ”(UNIVILLE, 2019, p. 99) and also in relation to Networking which acts“ in an articulated, integrated and systematic manner with national and international researchers, seeking better development of research activities ”. (UNIVILLE, 2019, p. 99). Regarding international relations and partnerships, IES establishes and maintains agreements with other international institutions in order to participate in academic-scientific cooperation programs.

Scientific Dissemination is included in Macroprocess Projects and occurs through “experience reports, being organized in article format; academic-scientific books and book chapters; full texts and summaries of events, mainly international” (UNIVILLE, 2019, p.99)

Regarding the Extension Policies, in its purposes, in order to dialogue with society to know the regional problems, the HEI presents objectives and among them establishes the importance of developing partnerships with “federal, state and municipal governments, as well as with organizations and national, international and foreign private and non-governmental institutions in order to promote extension activities”. (UNIVILLE, 2019, p.103)

Regarding the IES Administrative Organization, it is the responsibility of the Rectorate to “plan, oversee, coordinate, supervise and evaluate all Univille activities”, and with regard to internationalization, “promote and deliberate on initiatives [...] with international organizations that contribute to the achievement of institutional purposes”, initiatives signed by the Rector. (UNIVILLE, 2019, p.162)

As for the policies of student service, one of the institutional actions was the creation of the Institutional Advisory (AI), which linked to the Rector, has the “mission of promoting among students and teachers of Univille curriculum internationalization programs and projects”. (UNIVILLE, 2019, p.176). AI meets the internationalization needs of students, faculty and course coordinators and aims to:

to exchange experiences between students, teachers, researchers and managers with the correlates of foreign institutions; promote exchanges, courses, events, internships, etc., internationally; intensify the interaction of the University with the various areas of government, with higher education institutions, research, development and / or innovation institutions and with private initiative, with the purpose of fostering internationalization initiatives; intensify dialogue and articulation with national and international funding agencies for the development of international scientific cooperation and academic exchange; encourage the participation of members of the university community in different types of international academic-scientific and cultural activities; promote and publicize

Univille's activities abroad; strengthen Univille's position as a regional reference university in international articulations. The duties of the International Office are: to coordinate actions related to international cooperation; identify new opportunities for international partnerships of potential interest for the institution's development, checking their operating mechanisms and ways of access; to evaluate, together with the Committee on International Affairs, the functioning of international agreements and to prospect new collaborative projects with already established institutions; prospect and publicize opportunities for exchange, internship, extracurricular course, scholarship, work and international event; organize international visits and missions to identify potential for the development of joint projects of institutional interest; advise Univille's academic community on academic and scientific activities abroad; Support, in partnership with the relevant sectors of the Institution, the preparation and implementation of projects to the different national and international funding agencies, in order to obtain financial resources for international cooperation activities. ; answer for Univille's international contacts and internal articulations with the academic and administrative sectors to make the activities viable; coordinate the reception of foreign visitors at Univille; welcome foreign students, teachers and researchers and participants in international academic mobility programs, as well as provide them with general guidance; coordinate the Univille International Academic Mobility Program; represent Univille with regard to international actions. (UNIVILLE, 2019, p.176-177)

AI, through the **International Academic Mobility Program** has two modalities: **Incoming**, which is the reception of foreign students to study at IES, regularly enrolled in international universities affiliated; and **Outgoing**, which is the sending of Univille students regularly enrolled in undergraduate studies to study at affiliated universities abroad. The duration period for mobility is from 6 months to 1 year and the student may choose to study any subject being offered during the exchange period. AI is responsible for the reception, integration and care of the student during the exchange period.

The levels of education and internationalization actions worked at Univille are as follows: In **Basic Education**, the institution offers in Univille Colleges, “full time, in which the student experiences the use of a second language (English) through of practical and playful activities. (UNIVILLE, 2019 p.83). For **undergraduate** students, internationalization occurs:

through the International Academic Mobility Program (incoming and outgoing); international internships (in addition to internships in companies in Joinville and region for foreign students); short courses in partnership with foreign affiliated institutions; lectures, events and international visits; living with foreign students and teachers, among other activities. The International Academic Mobility Program for undergraduate programs may include completion of full career courses, part-time courses, further training courses, foreign language courses, vocational courses, professional activities and internships in educational, research or business institutions, as well as as technical study trips. In addition, curricular flexibility is worked by offering curricular subjects and interdisciplinary modules in English. The priority areas for Univille's undergraduate studies are Humanities and Law, Biology and Health, Business and Hospitality, Technology and Engineering. (UNIVILLE, 2019, s / p)

As evidenced in the researched HEI and not different in other Brazilian institutions, internationalization is very limited to student mobility, besides being incipient compared to the mobility of developed countries. According to Stallivieri (2015), HEIs face important obstacles even to set in motion mobility initiatives, especially after the completion of the

Science Without Borders Program, which are: financial limitations, unbalanced exchange programs, complex academic regulations, and bureaucratic difficulties. to obtain entry visas in the countries of destination.

In the scope of the **Lato Sensu Postgraduate Program**, IES promotes Interdisciplinary International Seminars with classes, lectures, guided tours, workshops and workshops, held in other higher education institutions with the University abroad, which are part of the curriculum of the courses. In **Stricto Sensu Graduate Programs** the internationalization process takes place through English subjects; for research projects with affiliated foreign universities; for teacher and student mobility; conducting and participating in international scientific events; participation in international research groups and research networks; the attraction of foreign researchers and visitors; sandwich doctorate and post doctorate, in addition to other activities related to the courses at Master and Doctorate levels of IES; I encourage the submission of projects in international cooperation research notices. Referring to the **Stricto Sensu Postgraduate Programs**, we highlight the fact that:

an undergraduate student tends not to add as much to the country as a postgraduate student, who is inserted in scientific research and is better able, given the development of his researcher profile, to transfer the applied knowledge upon his return to country of origin, contributing to the advancement of innovation and technology. Most Brazilian HEIs are sending undergraduate students abroad without experience in scientific initiation, as it is not required by the Program. The outcome of these students' real contribution to the country's innovation and development needs to be better evaluated over time. (MIRANDA; STALLIVIERI, 2017, p.606).

The **International Internship** is also the responsibility of AI. It consists of the interdisciplinary, formative and evaluative process, which aims to “provide the student with spaces for the initiation of professional practice at the international level”. (UNIVILLE, 2019, p. 29)

AI in conjunction with the Course Coordinators address the demands of the **Short-Term Programs** such as: conducting international short and medium-term academic, scientific and cultural seminars, academic and business trips, foreign language courses, among other initiatives, with a maximum duration of 30 days.

Regarding **Technological Innovation**, IES understands that scientific research is one of the pillars of the University and is the basis that generates innovation. Thus, based on the innovation process involving the University and the various local and regional actors, the Joinville Technological Innovation Park and Region (Inovaparq) was created in 2009.

In the context of internationalization, the following activities are supported: development or improvement of innovative products, processes or services in partnership with foreign companies, educational and / or research institutions, as well as learning and technology transfer between Inovaparq companies and companies foreign or abroad. The participation of the University and the Technology Park in associations related to Science, Technology and Innovation is encouraged, such as the International Association of Science Parks and Areas of Innovation, among other activities of interest and relevance to the Institution (UNIVILLE, 2019, p. 14)

Regarding **institutional infrastructure**, the services provided / forms of access and use of Sibiville, through the Bibliographic Switching Program (Comut), “permits the obtaining of copies of technical-scientific documents available in international information services. ” (UNIVILLE, 2019,187)

## Results

It was possible to realize that the Institution does not have a complete site in another language, but it provides information in English on the existing site clarifying doubts and telling the history of the Institution in part.

The priority countries for internationalization at Univille are: Portugal, Germany, Chile, Argentina, Spain, as they are the countries with which the institution develops more actions, continuously and consolidated. However, it has agreements and agreements with several other institutions.

**Box 1.** Internationalization Agreements

Country	Institution	Place
<b>South America</b>		
<b>Argentina</b>	<i>Universidad Nacional de Salta</i>	<i>Salta</i>
	<i>Estación de Fotobiología Playa Unión</i>	<i>Chubut</i>
	<i>Universidad Nacional Del Sur</i>	<i>Buenos Aires</i>
	<i>Universidad Nacional de Villa María</i>	<i>Córdoba</i>
<b>Perú</b>	<i>Universidad Privada Antenor Orrego</i>	<i>Trujillo</i>
<b>Chile</b>	<i>Universidad Del Pacífico</i>	<i>Santiago</i>
<b>North America</b>		
<b>Canada</b>	<i>University of Victoria</i>	<i>Victoria</i>
	<i>Université du Québec à Montréal</i>	<i>Montreal</i>
<b>United States</b>	<i>Virginia Commonwealth University</i>	<i>Richmond</i>
<b>Central America</b>		
<b>México</b>	<i>Universidad Autónoma Metropolitana</i>	<i>Ciudad del México</i>
<b>Europe</b>		
<b>Germany</b>	<i>Universität Erlangen-Nürnberg - Friedrich-Alexander</i>	<i>Erlange</i>
	<i>Evangelische Hochschule Nürnberg</i>	<i>Nürnberg</i>
	<i>Fachhochschule Hamburg University of Applied Sciences</i>	<i>Hamburg</i>
	<i>Fachhochschule Schmalkalden University of Applied Sciences</i>	<i>Schmalkalden</i>
<b>Spain</b>	<i>Universidad de Leon</i>	<i>Léon</i>
	<i>Fundación Parc Científic Barcelona</i>	<i>Barcelona</i>
	<i>Universitat Rovira I Virgili</i>	<i>Tarragona</i>

	<i>Universität De Girona</i>	<i>Girona</i>
	<i>Universidad de Jaén</i>	<i>Jaén</i>
<b>Italy</b>	<i>Università Degli Studi di Parma</i>	<i>Parma</i>
	<i>Università Ca'Foscari di Venezia</i>	<i>Veneza</i>
	<i>Università Degli Studi di Perugia</i>	<i>Perugia</i>
	<i>Università Degli Studi di Verona</i>	<i>Verona</i>
	<i>Istituto Ambient Marino Costiero Del CNR</i>	<i>Mazara del Valo</i>
	<i>Fondazione Dino Terra</i>	<i>Lucca</i>
<b>Portugal</b>	<i>Universidade do Minho</i>	<i>Braga</i>
	<i>Universidade de Coimbra</i>	<i>Coimbra</i>
	<i>Universidade dos Açores</i>	<i>Ponta Delgada</i>
	<i>Universidade de Lisboa</i>	<i>Lisboa</i>
	<i>Universidade do Porto</i>	<i>Porto</i>
	<i>Universidade do Algarve</i>	<i>Faro</i>
<b>France</b>	<i>Universite Pierre Mendes France</i>	<i>Grenoble</i>
	<i>Universite D'Angers</i>	<i>Angers</i>
<b>Ireland</b>	<i>University of Limerick</i>	<i>Limerick</i>
<b>Finland</b>	<i>Aalto University (school of arts, Design and Architecture)</i>	<i>Esbo</i>
	<i>Seinäjoki University of Applied Sciences</i>	<i>Seinäjoki</i>
<b>Asia</b>		
<b>China</b>	<i>Zhengzhou Teachers College</i>	<i>Zhengzhou</i>
	<i>Henan University of Traditional Chinese Medicine</i>	<i>Zhengzhou</i>
<b>Africa</b>		
<b>Angola</b>	<i>Imaculada Mãe de Deus de Angola</i>	<i>Luanda</i>

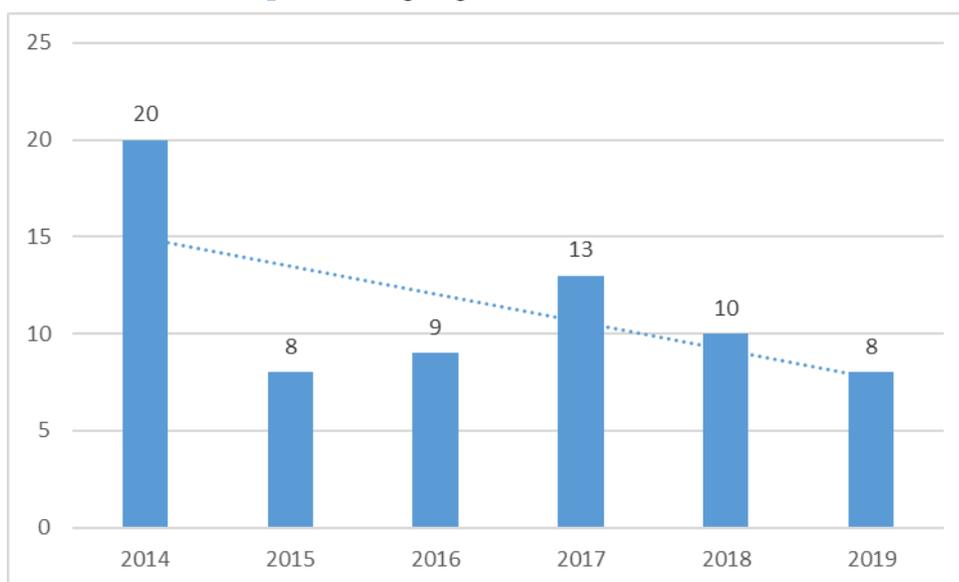
Source: Univille Internationalization Report (2018b). Prepared by the authors.

In 2018, the University had only one student coming from the University of Coimbra / Portugal for the 5th year of medical school, by the Incoming International Academic Mobility Program. She is conducting internship in Pediatrics and Gynecology & Obstetrics in hospitals in Joinville in agreement with the institution researched. It is worth noting that in the case of the medical course, there is a partnership with the International Federation of Medical Students Association (IFMSA), which allows foreign trainees (Incoming) to have their hands-on classes supervised at hospitals affiliated with Univille. IES has the possibility to receive 5 interns per year, but at the moment there are no IFMSA interns in exchange. According to Celano and Guedes (2014), developed countries - in the Northern Hemisphere - are considered the producers of knowledge, while developing countries - such as Brazil - occupy the position of mere consumers of this knowledge and this evidence situates, from one side to the other, tradition of European and American HEIs in international and other academic mobility, emerging countries awakening to the benefits of internationalization of teaching and research activities for national development.

In the last three years, the number of students abroad has decreased. Between 2016 and 2017 there was an increase for six students abroad. It is understood that the reasons are basically economic and financial, due to the commitment to the personal expenses that students assume when participating in the Program. Studies have no institutional cost to study, however, there are costs for housing, food, transportation, health, air and personal for a period of 6 months to 1 year.

Although the University is committed and has made an important effort to achieve internationalization in many areas, the HEI faces the difficulties faced by many other HEIs such as: countries that do not have bilateral agreements; foreign students who do not wish to undertake their non-Brazilian education; high cost to extend the mobility process; etc. Thus, the government recognizes that this Brazilian educational level still has low internationalization rates (SOUSA, 2017), as can be seen in the following statement: “Internationalization of higher education in Brazil is incipient [...]. Brazil has 15,803 foreign students in its higher education institutions, of 174 different nationalities, representing, however, only 0.2% of the total enrollment” (INEP, 2017, p.31). This is evident in the chart below.

**Graphic 1.** Outgoing Students at Univille



Source: Institutional Report. Graphic prepared by the authors.

There is no vacancy policy for foreign students. All foreign students are welcomed at any time to attend subjects (Teaching), internship or participate in projects and programs Extension and / or Research.

As a policy of institutional internationalization for the exchange of students to Univille, in the case of Brazilian students going abroad, the International Advisory publishes a specific notice for the Outgoing Mobility Program. If all the bidding requirements are met the student is selected and application oriented at the foreign University.

However, to receive foreign students (Incoming), the course is made via the International Advisory of the University of origin, sent to the course coordination to validate the subjects and / or activities that the student will attend and will have no cost with tuition.

The sector responsible for managing internationalization at the University is the International Advisory. AI's main activity is to promote among IES students and teachers' curriculum internationalization programs and projects.

The sector aims to: exchange experiences between students, teachers, researchers and managers with the counterparts of foreign institutions; promote exchanges, courses, events, internships, etc., internationally; intensify the interaction of the University with the various areas of government, with higher education institutions, research, development and / or innovation institutions and with private initiative, with the purpose of fostering internationalization initiatives; intensify dialogue and articulation with national and international funding agencies for the development of international scientific cooperation and academic exchange; encourage the participation of members of the university community in different types of international academic-scientific and cultural activities; promote and publicize Univille's activities abroad; strengthen Univille's position as a regional reference university in international articulations.

The duties of the International Office are: to coordinate actions related to international cooperation; identify new opportunities for international partnerships of potential interest for the institution's development, checking their operating mechanisms and ways of access; to evaluate, together with the Committee on International Affairs, the functioning of international agreements and to prospect new collaborative projects with already established institutions; prospect and publicize opportunities for exchange, internship, extracurricular course, scholarship, work and international event; organize international visits and missions to identify potential for the development of joint projects of institutional interest; advise the IES academic community on academic and scientific activities abroad; Support, in partnership with the relevant sectors of the Institution, the preparation and forwarding of projects to the different national and international funding agencies, in order to obtain financial resources for international cooperation activities; answer for the international contacts of the IES and the internal articulations with the academic and administrative sectors for the viability of the activities; coordinate the reception of foreign visitors at Univille; welcome foreign students, teachers and researchers and participants in international academic mobility programs, as well as provide them with general guidance; coordinate the Univille International Academic Mobility Program; and to represent the University regarding international actions.

AI's target audience is students and faculty, comprising of them course coordinators. The sector is linked to the Rectory and is composed of an advisor with knowledge and experience in the areas of internationalization and mobility, as well as administrative technicians responsible for the operationalization of academic mobility actions.

Regarding the forms of financing for internationalization, Univille does not have a financing plan for internationalization, but the University offers cost support from the FAINTER - Internationalization Support Fund, whose purpose is to purchase the exchange student's air tickets. obtain higher average in the school transcript. The second form of financial incentive for internationalization is the participation of IES in the Santander Universities Ibero Americanas Program, which also selects the candidate, based on the average grade in school transcripts. The program grants the student exchange allowance in the amount of 3,000 euros (2018). And the third form of financial incentive is through the partnership with CI Intercâmbio (external exchange agency), whose counterpart is to provide air tickets also for the International Academic Mobility Graduation Program.

In the case of *Stricto Sensu* Postgraduate, Univille participates in the Doctoral Sandwich Program Abroad (PDSE), which grants scholarship by the Coordination for the Improvement of Higher Education Personnel (CAPES).

## Final Considerations

In order to analyze how internationalization is being understood and developed at Univille, it was possible to understand that the end of the Science Without Borders Program impacted on international academic relations in order to considerably diminish the interest of foreign HEIs in receiving Brazilian students, and, sometimes, even with current framework agreements, they create rules that make it impossible for Brazilian students to go abroad.

The University works on creating an internationalization culture with a special focus on enabling English language learners to better take advantage of internationalization opportunities.

Another strength of the internationalization of this institution is Internationalization at Home (IaH), Internationalization at Home, offering opportunities to internationalize the curriculum of students on campus, via lectures, English courses, events, short term programs in countries. etc. This is a way of promoting internationalization in a more geographically and economically viable way.

Internationalization involves the conception of the community involved and, as such, Univille has carried out various actions in all institutional areas aiming to include in the understanding and conception of its community the benefits brought by this process. The idealization and the value attributed to the results achieved go through the referent evaluator. If we look at the CAPES referents, we can consider that the IES has an incipient internationalization, however, if we look at the institutions member of the Santa Catarina Association of Educational Foundations (ACAFE) as a reference, we know that we have already advanced a lot, in relation to the institutional and We continue with new achievements in this area.

Still, it is urgent to advance in the construction of guiding elements of the internationalization of higher education emphasizing the educational and scientific themes, as well as promoting the opening of opportunities in the institutional context. The current scenario requires each HEI to review the structural constraints it faces in its internationalization system in order to define strategies for advancing this process.

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