Policies and processes of internationalization of Higher Education: contributions to the development of Interculturality in teaching, research and extension.

Lourdes Evangelina Zilberberg Oviedo[1] https://orcid.org/0000-0002-7327-2686

Correspondence to Author

[1] Lourdes Evangelina Zilberberg Oviedo
Armando Alvares Penteado University Centre, Brazil
E-mail: rel.internacional@faap.br
CV Lattes
http://lattes.cnpq.br/9454545963118862

ABSTRACT

Introduction/Objectives: This study aims to analyze the policies and processes of internationalization at *Armando Alvares Penteado University Centre* (FAAP), identifying the contributions to the development of interculturality and intercultural competence (IC) in the triad of teaching, research, and extension, between 2014 and 2021. Furthermore, it seeks to reflect on the internationalization actions undertaken by the institution during this period, investigating the discussion about internationalization policies and processes, considering the consolidation of the University Center and its relationship with national, regional, and international contexts, and identify actions that can enhance the development of interculturality. **Methodology:** The research, grounded in historical-dialectical materialism, aims to establish the uniqueness of the subject - the elaboration of judgments and concepts - employing the following data collection techniques: bibliographic and documentary research, followed by interviews with students, professors, and institution managers. **Results/Conclusion:** The partial results of the research reveal that FAAP's internationalization processes are well-established, as over the course of 20 years, numerous activities have been conducted, linking it with institutions and cooperation networks worldwide. The increasing significance attributed to interculturality reinforces the perspective of solidary internationalization, and it is fostered through the implementation of courses and integration activities. It is noteworthy that there is no local model explaining the acquisition of IC. Thus, we propose, with the assistance of historical-critical pedagogy, in addition to examples and cases that have occurred within the framework of the institution's internationalization, to develop a model for the acquisition of interculturality and IC.

KEYWORDS
Internationalization policies. Higher education. Interculturality

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Políticas e processos de internacionalização da Educação Superior: contribuições para o desenvolvimento da Interculturalidade na tríade ensino, pesquisa e extensão

RESUMO

Introdução/Objetivo: Este estudo objetiva analisar as políticas e processos de internacionalização do Centro Universitário Armando Alvares Penteado (FAAP), identificando as contribuições para o desenvolvimento da interculturalidade e das competências interculturais (CI) na tríade ensino, pesquisa e extensão, entre 2014 e 2021. Além disso, pretende-se refletir sobre as ações de internacionalização desenvolvidas pela instituição nesse período, aprofundar a discussão sobre as políticas e os processos de internacionalização a partir da consolidação do Centro Universitário e sua relação com os contextos nacional, regional e internacional, bem como identificar ações que possam fortalecer o desenvolvimento da interculturalidade. **Metodologia:** A pesquisa, baseada no materialismo histórico-dialético, busca estabelecer a singularidade do objeto - a elaboração de juízos e conceitos - utilizando as seguintes técnicas de coleta de dados: pesquisa bibliográfica e documental, seguida de entrevistas com alunos, professores e gestores da instituição. **Resultados/Conclusão:** Constatou-se, nos resultados parciais da pesquisa, que os processos de internacionalização da FAAP encontram-se consolidados, pois, ao longo de 20 anos, foram realizadas diversas atividades que a relacionam com instituições e redes de cooperação ao redor do mundo. A crescente importância dada à questão intercultural, reforça a perspectiva de uma internacionalização solidária e é estimulada por meio da realização de cursos e de atividades de integração. Cabe destacar que não há um modelo local que explique como ocorre a aquisição de CI. Assim, propomos, com o auxílio da pedagogia histórico-crítica, além de exemplos e cases ocorridos no marco da internacionalização da instituição, desenvolver um modelo de aquisição de interculturalidade e de CI.

PALAVRAS-CHAVE

Políticas de internacionalização. Educação superior. Interculturalidade

Políticas y procesos de internacionalización de la Educación Superior: contribuciones al desarrollo de la interculturalidad en la tríada enseñanza, investigación y extensión

RESUMEN

Introducción/ Objetivo: Analizar las políticas y procesos de internacionalización del *Armando Alvares Penteado University Centre* (FAAP), identificando las contribuciones para el desarrollo de la interculturalidad y las competencias interculturales (CI) en la enseñanza, investigación y extensión, entre 2014 y 2021. Asimismo, pretendemos reflexionar sobre las acciones de internacionalización desarrolladas por la institución en el mismo período; profundizar la discusión sobre las políticas y procesos de internacionalización a partir de la consolidación del Centro Universitario y su relación con los contextos nacional, regional e internacional e identificar acciones que puedan fortalecer el desarrollo de la interculturalidad. **Metodología:** la investigación se basa en el materialismo histórico-dialéctico y busca establecer la singularidad del objeto – elaborar juicios y conceptos- por medio de las siguientes técnicas de recolección de datos: investigación bibliográfica y documental y entrevistas con estudiantes, docentes y gestores de la institución. **Resultados/Conclusión:** en los resultados parciales de la investigación se constató que los procesos de internacionalización de la FAAP se encuentran consolidados. En 20 años, se han realizado diversas actividades que la relacionan con instituciones y redes de cooperación alrededor del mundo. La creciente importancia dada a la interculturalidad refuerza la perspectiva solidaria de la internacionalización, y es estimulada por medio de cursos y actividades de integración. Cabe señalar, que no existe un modelo local de adquisición de CI. Por este motivo, proponemos desarrollar un modelo de adquisición de interculturalidad y de CI, fundamentado en la pedagogía histórico-crítica y en *cases* ocurridos en el marco de la internacionalización de la institución.

PALABRAS CLAVE

Políticas de internacionalización. Educación superior. Interculturalidad

1 Introduction

This article presents ongoing research that deals with the policies and processes of internationalization in higher education, as well as their contribution to the development of interculturality and intercultural competences (IC). These themes have guided the author's work from his master's thesis to his doctoral thesis. Thus, in the post-doctoral stage, continuing the study of the theme, the aim is to analyze the internationalization policies and processes of the Centro Universitário Armando Alvares Penteado-FAAP, with the aim of identifying the contributions to the development of interculturality and IC in the teaching, research, and extension triad, between the years 2014 and 2021. In addition, the aim is to reflect on the internationalization actions developed by the institution between 2014 and 2021; to deepen the discussion on internationalization policies and processes based on the consolidation of the University Center and its relationship with the national, regional, and international contexts; and to identify actions that can further strengthen the development of interculturality, using the historical-critical methodology as the basis for data analysis, based on Dermeval Saviani's historical-critical pedagogy.

The article begins with a presentation of the theoretical basis of the research, comprising the theory of the internationalization of higher education, interculturality and intercultural competences. The second section presents the methodological procedures, followed by a case study of the institution under study and the preliminary results of the research, which is still in progress. The paper ends with the author's final considerations and a presentation of the next stages of the research.

1.1   *The Internationalization of Higher Education*

Internationalization has been widely debated at international congresses, seminars, symposia, and forums. It is one of the most striking changes in the field of education, which gained momentum in the post-war period due to the advance of globalization. With the end of the Second World War, the concern was to shape a new order, based on the United Nations System and the Bretton Woods agreements. This period also saw the birth of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the start of the first regional integration processes, not to mention the creation of other multilateral bodies that began to influence the educational policies of different countries, such as the Organization for Economic Cooperation and Development (OECD), created in 1960, and the General Agreement on Tariffs and Trade (GATT), followed by the World Trade Organization (WTO), created in 1947 and 1990, respectively.

In addition to the formation of the new world order, based on the work of multilateral organizations and strengthened by the growth of international trade, two important historical events contributed to the advance of globalization and the transformation of the world at the end of the 20th century: one was the Third Industrial Revolution (which began in the 1950s), and the other was the fall of the Berlin Wall (in 1989), which marked the end of the Cold War

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and the division of the world into two blocs. Therefore, the social, political, economic, and cultural situation at the turn of the millennium was marked by an increasingly globalized, interdependent, interconnected, and multicultural world.

In this context, higher education institutions (HEIs) have made efforts to respond to the challenges posed by the transformations that have taken place in society. These include the massification of higher education, the need to develop inclusion and democratization policies, concern about the quality of the programs on offer, the discussion about the model for generating knowledge and the university of the new century, and what we have to deal with: internationalization. It is necessary to clarify that internationalization is not new for the university, which, since its origins in the Middle Ages, has had within its scope of action the universalization of knowledge that should not be limited to the borders of the State (Stallivieri, 2004; Teichler, 2009).

In the field of higher education, the concept of globalization must be understood within the framework of political theory, analyzed with the help of the historical-dialectical method, i.e., related to the advance of financial capitalism and neoliberal ideology, represented by the triad: New Public Management, Human Capital Theory, and Competence Theory[1]. Global society would then be a diverse social universe in which the unifying forces of modern means of production, markets, communications, and cultural and political modernization interrelate with global, regional, and national segmentations.

It is therefore a phenomenon that affects supply, demand, course curricula, teaching models, the technologies used, and the geographical areas covered (Altbach, 2006; Torres, 2009; Cambours de Donini, 2011). Globalization and internationalization can be considered two sides of the same coin, as they both deal with actions carried out beyond the borders of national states. However, in internationalization, the attributes of the state, as well as its sovereignty, remain intact; in globalization, the state's power is weakened by the advance of the formation of a kind of global province, with unifying and homogenizing characteristics (Gacel-Ávila, 2003).

The first theoretical references on the subject were developed by researchers, mainly from Europe, the United States and Canada. The peak of scientific production began in the 1990s, with the contributions of Jane Knight, Hans De Wit, Peter Scott, John K Hudzik, Philip G. Altbach, Darla Deardorff, Simon Marginson, Romuald E. J. Rudzki, Laura E. Rumbley,

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[1] In a nutshell, New Public Management consists of a set of doctrines that advocate the extension of the private administration model to the public sector. It therefore recommends decentralization, flexibility in public management, the establishment of goals and objectives and the adoption of a model based on "results", including rewards according to performance. The Human Capital Theory analyzes education as an investment with its respective rates of return (social and private). This theory has become the theoretical basis of the main multilateral organizations such as UNESCO, the World Bank and the OECD. The Pedagogy of Competences on the other hand, contributes to providing workers who are more adaptable to the different realities of production processes, making it possible to transfer roles, which requires constant updating of their skills, a factor that guarantees their employability (Deluiz, 2001).

Marijk Wan den Vende, Tony Adams, Ulrich Teichler, Bengt Nilsson and Fiona Hunter, among others.

For these theorists, there is no doubt that the field of education points to an increasingly prominent presence of internationalization at all levels: global, regional, national, and institutional (Morosini; Dalla Corte, 2021). It is therefore necessary to define the concept, considering the various nuances of a topic that is still under construction.

There are various definitions and approaches to the study of internationalization. As it is a multidimensional concept, the approach will depend on the epistemological position adopted by the researcher. Van der Wende (1997), for example, defines it as "any systematic effort aimed at making higher education respond to the impositions and challenges of the globalization of society, the economy, and labor markets" (Van Der Wende, 1997, p. 18).

However, Jane Knight presents it as "the process of integrating international, intercultural or global dimension into the purpose, functions, and delivery of post- secondary education" (Knight, 2004, p. 11). The Canadian researcher has carefully chosen the words that make up the definition most cited in the literature: "process," which indicates a constant effort, and "integrate", which presents the need to contemplate the international and intercultural dimensions in the institution's policies, programs, and mission. On the other hand, "international, intercultural, and global" are dissimilar elements, but together they form the basis of internationalization. The words "purpose and function" refer to the role of higher education and the elements or tasks that characterize it, such as teaching, learning, research, social responsibility, society, etc. Finally, the word "provision" deals with the offer of courses by HEIs or new providers, both domestically and internationally.

For his part, Hudzik refers to comprehensive internationalization, understood as a commitment confirmed in the action of including international and comparative perspectives in teaching, research and extension. According to the author, this is something that shapes the philosophy and values of the institution, encompassing the entire system. Comprehensive internationalization impacts campus life and HEI relations (Hudzik, 2011). More recently, the researcher acknowledged that comprehensive internationalization is very ambitious, however, it can serve as a guide for HEIs to develop this type of process as comprehensively as possible.

Santos and Almeida Filho add that internationalization can even become a kind of fourth mission for the university, when internationalization processes are intentionally and consciously developed so that the following objectives are achieved: strengthening joint and integrative projects; giving greater dimension to training, research, and innovation activities; conducting its agenda of university cultural diplomacy; and contributing to the consolidation of Integrated Knowledge Spaces (Santos; Almeida Filho, 2012).

However, this stage is very difficult to reach for education systems that still face difficulties in developing internationalization policies and processes in the teaching, research and extension triad. This is the case in Latin America (LA), where internationalization policies

began in the late 90s and early 2000s. During this period, the first structured internationalization experiences began to emerge, as a result of the creation of international affairs offices, which led to the publication of scientific papers and articles that reflect the regional view on the subject[2], which, in general, advocates a more inclusive, democratic and comprehensive internationalization (Lima; Contel, 2011).

This perspective was reaffirmed at the 2018 Regional Conference on Higher Education (CRES), which stated the following: "we recognize a humanistic and supportive internationalization that contributes to greater and better understanding and cooperation between cultures and nations, based on inter-institutional collaboration based on solidarity and mutual respect" (Cres, 2018, p. 66).

Along these epistemological lines, Morosini, in a lecture he gave at the University of Rio Grande Do Sul, in addition to reinforcing the use of the definition drawn up by Jane Knight, incorporates interaction through cooperation networks. Therefore, internationalization would be:

> The process of integrating an international and intercultural dimension into higher education arising from interactions, supported by collaborative networks, with developed socio-economic blocs and with others that value multiple cultures, differences and times, strengthening the national scientific and technological capacity, connected with the local, with the aim of radiating sustainable development (Morosini, 2017).

In a systemic approach, based on Katz and Kahn's (1978) theory of open systems, in which the organization is influenced by its context, and on Aronowitz and Giroux's (1991) critical pedagogy, Gacel-Ávila considers internationalization to be a counter-hegemonic educational process that takes place in the international context of knowledge, in which universities are considered to be a subsystem, i.e., a part of the broader and more inclusive whole. This process is counter-hegemonic because HEIs respond to the phenomenon of globalization by internationalizing their activities, which leads them to question the educational process as a whole and adapt it. From this perspective, internationalization favors the representation of multiple cultural perspectives, both in the knowledge generated and in organizational practices (Gacel-Ávila, 2003).

From a practical perspective, internationalization involves a series of activities that can be grouped into dimensions such as organizational change, curriculum innovation, staff development, and student mobility (Rudzki, 1995). Knight divides it into Internationalization at Home (IaH[3]) and Cross-border Education (Knight, 2012; Morosini; Dalla Corte, 2021).

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[2] Latin American researchers who have contributed to the advancement of the study of the Internationalization of Higher Education include: Marilia Morosini, José Vieira de Souza, Marilene Gabriel Dalla Corte, Fernando Seabra Santos, Naomar de Almeida Filho, Elisabete Monteiro de Aguiar Pereira, Maria de Lourdes Pinto de Almeida, José Dias Sobrinho, Luciane Stallivieri, Ana Maria Cambours de Donini, Norberto Fernández Lamarra, Jocelyne Gacel y Ávila, Francisco Marmolejo, Manolita Correia Lima, Estela Miranda, Claudio Rama, Carlos Alberto Torres, among others.

[3] The term IaH was coined by Nilsson in 2000. At the time he was starting work at Malmo University in Sweden, an institution that didn't have enough partnerships to send students abroad. So, in partnership with the local

The definition most often cited in the literature on IaH is that drawn up by Beelen and Jones. According to them, IaH is: "intentionally integrating the international and intercultural dimensions into the formal and informal curriculum, including all students in the domestic teaching environment" (Beelen; Jones, 2015, p. 69). Therefore, in the internationalization of the campus, HEIs seek to introduce international, cultural or global themes into the curriculum of the various programs, through the use of foreign languages, regional studies and dual degree programs, among others. They are also involved in the teaching-learning process, with the participation of foreign students, so that diversity can be promoted in the classroom. They are also involved in promoting research projects with the participation of international professors, incorporating the international dimension through agreements and exchange programs (Knight, 2012).

Cross-border education refers to the mobility of people, programs, providers, policies, knowledge, ideas, projects, services, etc. across state borders. Cross-border education is usually more associated with the commercialization of educational services (KNIGHT, 2012, p. 36). There is therefore a dialectic between a more solidary approach to internationalization, based on cooperation and which considers higher education to be a public good, and another, more mercantile approach, based on the contingent of international students (5 million in 2019) who move from one country to another searching for internationally marketed services, constituting an important source of income for some countries, especially the members of the OECD and, within the organization, the Main English-speaking Destination Countries[4] (Punteney, 2019; Morosini; Dalla Corte, 2021).

Considering these attributes, Morosini and Dalla Corte (2021) present the Field of Internationalization of Higher Education in schematic form. In this representation, the dimensions of internationalization (institutional, national, regional, and global) are interrelated with the context of global knowledge in the north, global knowledge in the south, and the vision of education as a public good, rather than an internationally commercialized service. The scheme also considers the IaH, whose epicenter is interculturality. It therefore constitutes an important theoretical reference for the proposed study.

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multilingual population, he created an intercultural environment on campus. Subsequently, the concept was promoted in various publications in Europe and the concept of IaH came to be seen as an important dimension of internationalization (Nilsson, 2000).

[4] The main English-speaking destination countries (Australia, Canada, the United States of America, the United Kingdom and New Zealand).

Figure 1. Field of Internationalization of Higher Education.
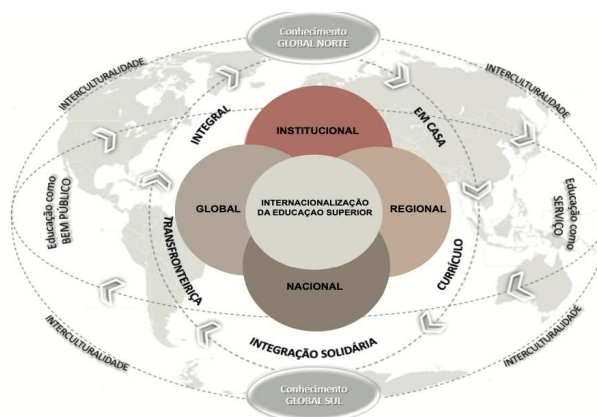
Source: Morosini; Dalla Corte, 2021, p. 45.

In addition to the outline of the Field of Internationalization of Higher Education, the study will be based on the schematic representation of the internationalization tree presented by Söderqvist and Parsons.

Figure 2. The Internationalization of Higher Education Tree
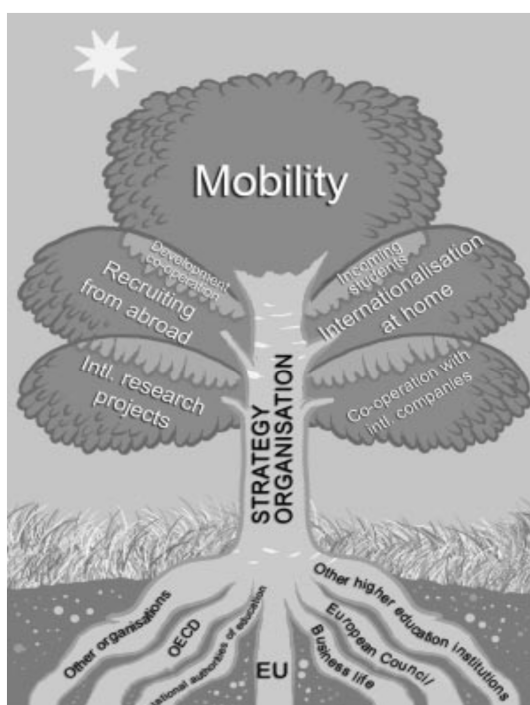
Source: Söderqvist; Parsons, 2005, p. 4.

As you can see, the tree is divided into two main areas, one external, represented by the institution's international actions (agreements, recruitment, cooperation, and research projects), and the other internal, which deals with the international activities carried out on campus. In this environment, the IaH is considered one of the pillars of internationalization. The tree of internationalization has its roots in the treaties and principles of international cooperation. Its trunk is the internationalization strategy, which must be included in the Institutional

Development Plan (IDP). Therefore, there are several internationalization strategies, and each institution must define its own according to its mission, vision, and institutional plan. At the top of the tree is academic mobility, one of the most prominent elements of the internationalization process. The intermediate branches, such as research projects, recruitment of foreign students, and cooperation with companies, can grow in different directions according to the objectives of each institution. The size of the tree depends on the size of each branch and the importance of the process within the institution.

In Brazil, the context in which the institution under study is located, according to a report by the Coordination for the Improvement of Higher Education Personnel (CIHEP), the main internationalization activities developed by local higher education institutions are: the presence of visiting professors on campus, international cooperation projects, articles published in scientific journals, dual degree programs or tutoring by foreign institutions, graduate students enrolled in subjects taught in another language, students fluent in a foreign language and sandwich doctoral programs (CIHEP, 2017, p. 17). Therefore, Brazilian higher education institutions follow the same premises as the LA region when it comes to internationalization, that is, they value the more solidary and humanistic dimension of the process, based on cooperation and understanding between cultures and nations, as advocated in the 2018 CRES. It is also considered that internationalization in this region is passive, i.e., universities generally respond to proposals from countries in the Global North.

1.2 *Interculturality and Intercultural Competences in the Internationalization of Higher Education*

The intercultural issue has been pointed out as one of the reasons for internationalization[5], as it is understood that the intercultural person, as described by Tewksbury in 1957, is capable of promoting exchange and dialogue between peoples, as well as contributing to the universalization of knowledge, meeting one of the objectives of the University since its origins in the Middle Ages. The literature presents various names to refer to what is essentially the same, among the main ones: intercultural communication competence, intercultural sensitivity, intercultural communicative competence, global competence, global leadership, global learning, cosmopolitan citizenship, global citizenship, education for democracy, intercultural effectiveness, intercultural competence and interculturality (most used in the LA region) (Schmidmeier; Takahashi, 2018; Bennett, 2009; Clemente; Morosini, 2019).

American researcher Darla Deardorff made an important contribution to the theory by presenting the first consensual definition of what she calls intercultural competences (IC), understood as "the ability to communicate effectively and appropriately in intercultural

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[5] The International Association of Universities has compiled a list of reasons for internationalization, based on a survey of more than 100 countries in 2003, 2005 and 2009. Among the main reasons for internationalization given by the participants in the survey were: to train students in intercultural and international issues (listed first in 2005 and 2009), the development of joint research projects (second in 2005 and fourth in 2009) and marketing issues, i.e. concern for the institution's international reputation (listed third in both 2005 and 2009) (Knight, 2008; IAU, 2010).

situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2008, p. 33).

In addition, the first local definitions of CI and interculturality emerged in a study carried out in the Brazilian higher education sector. In this study, IC is defined as "the set of skills and knowledge that the individual acquires or expands in order to be able to relate to people from different cultures with a view to respect, acceptance, and coexistence based on collaboration" (Zilberberg, 2022, p. 192). Meanwhile, interculturality is "the relationship between cultures that, in a process of rapprochement based on respect and equality, seeks to build spaces for coexistence and dialog that allow for the exchange of meanings and identities" (p. 192). This advance in the study of the subject at the local level has helped to establish the existence of a recursive relationship between internationalization, CI and interculturality. In this way, the HEI's adoption of internationalization policies and processes fosters the development of interculturality, understood as the relationship between cultures, which in turn favors the acquisition of IC (a body of knowledge that contributes to interculturality and therefore strengthens internationalization processes).

Returning to the literature, it can be seen that since the 1990s, efforts have focused on measuring and evaluating this knowledge. The first conceptual models soon emerged, which are generally based on the knowledge and skills needed for good intercultural interaction. As a result, several studies have sought to explain how the acquisition of interculturality and IC takes place. These include the contributions of: Byram, 1997, 2003; Byram, Nichols and Stevens, 2001; Milhouse, 1993; Prechtl and Lud, 2007; Kim, Cartwright, Asay and D'Andrea, 2003; Martin, Hammer and Bradford, 1994 (with more contextualized models); Hajek and Giles, 2003 and Bradford, Allen and Beisser, 2000 (focusing on the process). In a chronological analysis, the analysis models start from an individual perspective and evolve towards a more comprehensive and comprehensive view of the subject (Spitzberg; Changnon, 2009).

In this research, we seek to contribute to the theory by developing a local model of Interculturality and IC based on Saviani's historical-critical pedagogy. It is worth noting that the epistemological position adopted by the researcher considers IC as a set of knowledge that goes beyond the pedagogy of competencies, associated with an economist view of the educational field, which restricts the concept of IC to strictly economic preparation, shaping the individual to fit into the global labor market. In contrast, our perspective highlights the potential of interculturality and IC to empower the cosmopolitan citizen, empowered by this set of transformative knowledge, which allows them to act efficiently in intercultural situations, contributing to the promotion of dialogue based on respect, thus overcoming differences and fostering mutual understanding and cooperation despite them. We therefore start from the premise that interculturality and IC can contribute to strengthening the perspective of humanistic internationalization and solidarity, which is opposed to the simple transactional commercialization of educational services.

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2 Research methodology

The discussion on the policies and processes of internationalization in Brazilian HEIs is deepened through the case study of FAAP, based on an analysis of the institution and its relationship with the national, regional, and international contexts. The aim of this qualitative study is to analyze the internationalization policies and processes of the Armando Alvares Penteado University Centre (FAAP), identifying the contributions to the development of interculturality and IC in the teaching, research, and extension triad between 2014 and 2021.

In addition to the general objective, the following specific objectives were set: to reflect on the internationalization actions developed by the institution between 2014 and 2021; to deepen the discussion on internationalization policies and processes based on the consolidation of the University Centre and its relationship with the national, regional and international contexts; to identify new actions that could further strengthen the development of interculturality and IC in the teaching, research and extension triad and to design, with the help of Historical-Critical Pedagogy, a local model for the development of Interculturality and IC in the internationalization processes of the HEI under study.

The research is based on the premise that Interculturality and IC can contribute to the development of a more humanistic and supportive internationalization, which aims to promote intercultural dialogue and mutual understanding, as opposed to the economic perspective, which analyzes education as an asset, a source of income and competitiveness.

For this reason, the method used is historical-dialectical materialism, complemented by historical-critical pedagogy. Dialectical materialism brings together the tradition of materialist philosophy and the dialectical interpretation of the world, perspectives that come together to form a scientific conception of reality (Triviños, 1987). Social practice is based on socio-economic conditions, i.e., the relations of production that drive history through dialectics, based on the struggle of opposites. This explains the objective movement of the historical process based on the development of the material conditions of human existence. Therefore, the basic principle is contradiction, represented by thesis, antithesis, and syncretism (Saviani, 2021; Gasparin; Petenucci, 2008).

In this way, research based on historical-dialectical materialism seeks to establish the singularity of the object, that is, the elaboration of judgments, reasoning, and concepts. To this end, the work will use the following data collection techniques: bibliographical and documentary research so that it is possible to establish the socio-historical relationships between the phenomenon of the internationalization of higher education and the unit of analysis.

In addition, to establish the concrete reality of the object of study, semi-structured interviews will be carried out with students who have participated in the internationalization process (on campus or abroad), teachers, and managers of the institution. Thus, qualitative

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research of the historical-dialectical type starts with description, as it tries to capture not only the appearance but also the essence of the phenomenon; it also tries to explain the origin as well as the relationships and changes in human life (Triviños, 1987).

Historical-dialectical materialism is added to historical-critical pedagogy, which will be used to design the development of interculturality and IC in the processes of internationalization of higher education based on the FAAP Case Study. From a philosophical perspective, this method is inspired by Gramscian Marxist orthodoxy, based on the tradition of dialectical materialism, which seeks to understand education in its historical-objective development, placing it at the center of social transformation (De Oliveira Santos, 2018).

From the point of view of psychology, historical-critical pedagogy is based on Vygotsky's cultural-historical theory, in which man is understood as a historical being who is constructed through his relations with the natural and social world (Vigotski, 2003).

Briefly, the methodology of historical-critical pedagogy consists of five steps, the starting point of which is social practice, which shows the current level of development of the learner. The second step is problematization, which consists of explaining and addressing the main problems posed by social practice related to the content studied (consisting of a general discussion of the topic and proposing problematizing questions). The third step is instrumentalization, the work that leads to learning the subject in question, i.e., knowledge at a more abstract level, in which a kind of pedagogical mediation takes place. The culmination of this process is catharsis, i.e., the elaborate expression of a new way of understanding theory and social practice. This occurs through a new mental synthesis, the elaboration of a new concept that leads to a new social practice and a new level of development for the student (Gasparin, 2005).

It should be noted that this article presents the partial results corresponding to the bibliographical and documentary research stage and that, in a second instance, semi-structured interviews will be carried out, which allow us to obtain a more accurate diagnosis of the internationalization policies and processes of the institution under study, bringing the perspective of the research subjects (managers, teachers, and students) into the analysis.

3 Internationalization Policies and Processes at the FAAP University Center

The unit of analysis is FAAP, a private non-profit institution founded in 1947 and located in the city of São Paulo. Its history is linked to the traditional Alvares Penteado family, whose members founded art, culture, and education institutions[6]. Among them are the Santana

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[6] FAAP is part of the Brazilian Higher Education system, which was founded late compared to other countries in the region. The first universities emerged between 1920 and 1930 (the founding period) and, between 1930 and 1950 (the inaugural period), the system was consolidated thanks to the presence of European professors, mainly French and German (in the case of the engineering faculties). From 1949 onwards, Brazil began to cooperate with the USA, ushering in an era of modernization inspired by the North American university model (Lima; Contel, 2011).

Theatre, on Boa Vista Street, which was an obligatory reference in São Paulo culture until the Municipal Theatre was inaugurated, a trade school, believing in the need to develop vocational education in Brazil, and FAAP, established in 1947. In 2021, FAAP became a University Center accredited by the Ministry of Education (MEC) with a grade of 5. This is a new stage in the institution's history, with a view to its 75th anniversary.

With 6500 students spread over two colleges (one in the city of São Paulo and the other in Ribeirão Preto) and undergraduate and postgraduate courses in Business Administration, Architecture and Urbanism, Animation, Visual Arts, Economics, Film, Graphic and Industrial Design, Law, Civil Engineering, Production Engineering, Journalism, Fashion, Advertising, Radio, TV and Internet, International Relations, Public Relations, Audiovisual Production Technology, Cultural Production Technology and EAD Public Management Technology, FAAP has the challenge of reinventing itself to stimulate the development of the new University Center.

The mission, according to the institution's website, is:

> To promote and disseminate knowledge, ethical behavior, critical thinking, art, culture and entrepreneurial spirit in an innovative and excellent way, with the aim of forming critical citizens and conscious human beings, capable of leading a positive and sustainable transformation in society in an inspiring way (Portal FAAP, 2022[7]).

In turn, the vision is that the professional who graduates from this institution "will be able to understand the profound changes that the world will experience in the future and will be able to achieve personal and professional success". This vision is achieved in accordance with the following principles: **integrity and ethics,** to develop and encourage transparent conduct, sustainable actions and lasting relationships, based on an ethical, conscientious, honest, respectful, loyal and fair attitude; **excellence**, to seek excellence in academic quality, in the ability to integrate into a globalized economy and in the propagation of culture and art; **internationalization**, to develop programs that encourage the exchange of knowledge, the learning of new cultures and the ability to act in a globalized society, considering that the future of each young person is not limited to the horizon of their country, but to the globalized world; **entrepreneurial spirit,** encouraging proactive behavior, promoting activities that break down barriers, in order to develop an entrepreneurial attitude, whether in one's own business or not; **innovation and creativity,** stimulating new initiatives that change ways of thinking and perspectives, leading new understandings and customs; **humanities, culture and art,** promoting critical thinking, moral autonomy, coexistence with cultural diversity, knowledge of the various forms of artistic manifestation and reading different current and future scenarios (Portal FAAP, 2022).

Regarding internationalization policies and processes, it can be said that they were born at the time of its foundation, in the 1950s, through contacts with French art schools, since FAAP had, since its origins, been attentive to what was happening in the rest of the world

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[7] Available at: https://www.faap.br/institucional.asp. Accessed on: Feb. 21, 2023.

(Brandão, 2007). However, the structural basis for these policies emerged in 2002[8], when the former Agreements Department was renamed the International Affairs Office (now the Internationalization Department). The initial responsibility of the new office was to restructure the process, review existing agreements, develop contacts with Latin America, create an academic mobility program with the countries of the region, and, in a second phase, establish agreements with the rest of the world. Thus, one of the institution's first structured internationalization policies was aimed at strengthening South-South cooperation and, as a strategy, joining cooperation networks. The choice was the Latin American University Cooperation Network, founded by private institutions in Latin America.

A student exchange program was therefore launched with universities in Argentina, Chile, Colombia, Mexico, and Panama. In order to facilitate this exchange, the Portuguese for Foreigners course was initially created as a five-week intensive course lasting 100 hours, with the aim of preparing Spanish-speaking exchange students for inclusion in regular university programs. The pilot project, which began with 4 students in 2004, was well received by the students, who felt more prepared to attend regular classes in Portuguese, and, given the success, another modality was created, the 5-month extensive Portuguese course, beginning to meet the incipient demand from foreign candidates of other nationalities, as well as Latin Americans (FAAP Internationalization Department Activity Report, 2014).

An important milestone in this process of implementing academic mobility was FAAP's entry into the International Student Exchange Program (ISEP) network based in Virginia, USA, which has a global reach, with more than 300 member institutions in over 50 countries. ISEP has helped professionalize FAAP's exchange program since the organization demands a high standard of quality and a package of activities and support services that must be offered to participating students. In addition, this organization brought students of other nationalities to the institution, mainly Americans, who demanded the introduction of subjects taught in English. In this way, the programs offered to Brazilian students were expanded because, in addition to the exchange programs in the countries of Latin America, there were more than 50 options of countries and 380 institutions in different cities around the world, meaning that FAAP would reach 5 continents through 90 agreements (in 2021) (FAAP Internationalization Department Activity Report, 2021).

Therefore, student mobility began to develop due to the introduction of language courses for Brazilian students (initially Spanish and English), subjects in English (offered to Brazilian and foreign students), Portuguese courses for foreigners, and the intensification of international contacts and partnerships through participation in international events, such as the Association of International Educators (NAFSA), the European Association for International Education (EAIE) and also recruitment fairs, especially in LA.

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[8] The emergence of FAAP's internationalization office coincides with the period of diversification and consolidation of internationalization that has been taking place in the country since the 2000s.

The results began to show: at first, there were only 20 foreign students a year, and within a year (2005), that number had risen to 88, rising to 113 in 2006. By 2019, foreign student enrollment had reached 274, but the institution had sent 40 students abroad. Unlike many other HEIs in Brazil, FAAP receives a larger contingent of foreign students compared to the number of Brazilian students studying abroad. This trend is the result of the inclusion of subjects taught in English in various degree programs, which has simplified the arrival of international students (FAAP Internationalization Department Activity Report, 2019).

In addition to the portfolio of products offered to Brazilian students, there are also some specific programs, such as double degrees. These initiatives have in common the sending of FAAP students abroad to spend time at the host university and obtain a foreign degree in addition to the Brazilian one. However, these are one-way projects, i.e., there is no reciprocity on FAAP's part. The service package is complemented by a series of short courses designed to make it easier for students to go abroad.

The highlight of FAAP's internationalization policies and processes is the internationalization of the campus with a focus on intercultural issues, understood as a set of initiatives that create situations for dialogue and the exchange of meanings between people from different cultures. In this sense, the Internationalization Department has developed various integration activities between Brazilian and foreign students. Some examples of these intercultural policies are the Global Buddies project, the Global Competence course (taught in English to Brazilians and foreigners), virtual cooperation activities (Collaborative Online International Learning - COIL) with various institutions abroad, the Global Passport (a record of international activities carried out by students with the right to obtain an internationalization certificate), and the Conversation Club (English conversation club).

In addition, the IaH was further strengthened with the creation of the Business Confucius Institute FAAP (in 2012) and the Education USA office (in 2019). Therefore, throughout these years, internationalization has been present in undergraduate and extension studies, but it has not reached the same level of development in research and postgraduate studies, areas that still need to be developed with a view to consolidating the University Center (FAAP Internationalization Department Activity Report, 2021).

Figure 3 shows the internationalization process of the institution under study, with a diagram of the internationalization tree. As is the case at most HEIs, student mobility occupies an important place in FAAP's internationalization policies and processes.

Thus, according to the Institutional Development Plan and the reports analyzed, the main objective of the partnerships established by the institution is to broaden its students' study abroad options. In turn, the concern with welcoming foreign students has led the University Center to develop a series of services that have leveraged the internationalization process. On the other hand, IaH was strengthened by the presence of foreign students. The Global Buddies program, which consists of guided interaction between Brazilian and foreign students, is a good

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example of a successful internationalization policy that fosters the development of interculturality on campus.

Figure 3. FAAP's Higher Education Internationalization Tree
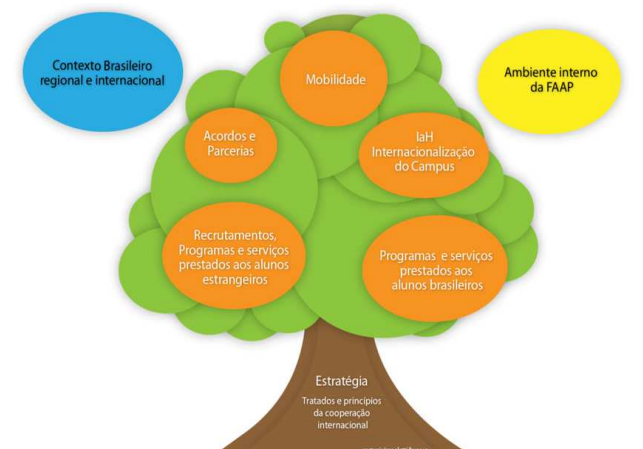
Source: O autor, adaptado de Söderqvist; Parsons, 2005.

The period in which we are focusing our analysis, 2014 to 2021, is marked by a process of institutional restructuring, which led to the accreditation of the University Center in 2020, being approved with a grade 5 in 2021. In this process, internationalization gained even more strength, an example of which is the prominence given to this activity in the IDP 2021-2025, which describes the institution's internationalization policies and processes as follows:

> The Internationalization Sector is consolidated and has a tactical and strategic plan that is reviewed annually. It aims to identify technical and scientific cooperation programs that meet the guidelines of excellence, supporting the signing, development, execution, and organization of agreements. Students can take part in the Exchange Program, which has agreements with more than 380 institutions in more than 50 countries around the world. Likewise, the program welcomes foreign students, transforming the campus into a multicultural territory (Institutional Development Plan 2021-2025, p. 67).

In addition, the document clarifies that:

> The institution believes that, more than developing language skills, it should provide the development of competencies and skills so that students can relate to people from other cultures and other countries (Institutional Development Plan 2021-2025, p. 68).

Therefore, the University Center is at an opportune moment to analyze and re-evaluate internationalization policies and processes with a view to consolidating the Center based on what has been achieved so far and considering the institution's insertion in the national, Latin American, and global contexts.

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4 Final considerations

The partial results of the bibliographical and documentary research show that FAAP's internationalization processes and policies are consolidated, since over the course of 20 years, numerous activities have been carried out that link the institution with various HEIs and cooperation networks around the world. The HEI established its internationalization office in the early 2000s, coinciding with the development of a process to diversify the internationalization of higher education in the country.

It should be noted that one of the aims of these policies is to broaden the exchange possibilities for its students. However, the efforts made to welcome foreign students to its campus have resulted in an increase in academic mobility and the reception of foreign students. In turn, the presence of foreigners in their local classrooms has contributed to the strengthening of the IaH, highlighting the growing importance given to intercultural issues, stimulated by courses, CI tests and integration activities (face-to-face and virtual) between people from different cultures.

In addition, it can be seen that the internationalization policies of the institution under study have focused mainly on teaching and extension, proving that there is still room for the development of international cooperation in the field of research. This topic will certainly be revisited during the interviews to be conducted at a later stage of the study.

Based on the analysis of the available documents, we can say that FAAP, when establishing its internationalization policies and processes, adopted a humanist and solidarity-based perspective. The institution's model is based on the principles of international cooperation and the promotion of a more inclusive internationalization, which emphasizes IaH and interculturality. This does not mean that the institution has neglected the transnational dimension of internationalization; on the contrary, this facet has also been developed. However, it does not seem to be the central objective of the process. This issue could be explored in greater depth at the interview stage.

It should be noted that there is no local model that explains how the acquisition of IC occurs in internationalization processes. For this reason, we propose, with the help of historical-critical pedagogy and using examples and cases from the institution's internationalization, to develop a local model for acquiring interculturality and IC.

Finally, it is important to point out that this work presents the partial results of an ongoing research project and that, in a second instance, semi-structured interviews will be carried out with students who have participated in the internationalization process, as well as with teachers and managers, in order to gather more information about the internationalization policies and processes of the institution under study, from the perspective of the main players who are part of the process.

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