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Submitted: 26 nov. 2023
 Accepted: 29 nov. 2023
 Published: 07 dez. 2023

[doi> 10.20396/riesup.v11i00.8675092](https://doi.org/10.20396/riesup.v11i00.8675092)
 e-location: 025028
 ISSN 2446-9424

Anti-plagiarism Check



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Interview: Luciane Stallivieri talks about
 Internationalization in Higher Education

Entrevista: Luciane Stallivieri fala sobre a
 Internacionalização na Educação Superior

Entrevista: Luciane Stallivieri habla sobre
 Internacionalización en la Educación Superior



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Interviewers (Egeslaine de Nez e Franciane Maria Araldi) introduce the interviewee (Luciane Stallivieri):

Professor Dr. Luciane Stallivieri graduated in Foreign Languages from the University of Caxias do Sul (UCS). She is a specialist in University Management from the Inter-American Organization for Higher Education (OUI) in Canada. She holds a Master's degree in International Cooperation from the University São Marcos and a Ph.D. degree in Modern Languages from the Universidad del Salvador (USal). She completed her postdoctoral internship in Internationalization and Knowledge Management at the Federal University of Santa Catarina (UFSC). She obtained a scholarship from the Santander W30 Program at the Anderson School of Management at the University of California, Los Angeles, in the United States, and served as a visiting professor in the American Field Service (AFS) Intercultural Program in Chicago, also in the United States.

Luciane held the position of Executive Secretary of the Presidency of the Association of Portuguese Language Universities (AULP). She was the Executive Secretary of the Inter-American Organization for Higher Education - Brazil Region. She served as the Coordinator of the University Institute of Management and Leadership - IGLU Center in Brazil. Luciane also acted as a member of the International Cooperation Advisory Group of the Coordination for the Improvement of Higher Education Personnel (CAPES) and as a member of the Internationalization Commission of the Council of Rectors of Brazilian Universities (CRUB).

She developed and coordinated over a hundred international cooperation partnerships with Higher Education Institutions (HEIs) worldwide during her tenure as Senior International Director at UCS. Luciane served as the President of the Brazilian Association for International Education (FAUBAI) and was part of the evaluation committee for the PEC-G and PEC-PG Programs of the Ministry of Foreign Affairs (MRE/Itamaraty) in Brazil.

Currently, she is a permanent professor in the Graduate Program in University Administration (PPGAU) at UFSC, where she teaches the course titled: Internationalization of Higher Education and Management of International Cooperation. She is a researcher at the Institute of Studies and Research in University Administration (INPEAU) at the same institution. She is also a consultant for GlobalEd Colombia – Platform for the Internationalization of Higher Education in Colombia, sponsored by the German Academic Exchange Service (DAAD), Germany. She is also a member of the Editorial Committee of the Center for Internationalization of Higher Education - Brazil-Australia (CIEBRAUS) and a member of the International Advisory Committee of the Association for Institutional Internationalization USMEXFUSION, based in Mexico, which supports higher education institutions in internationalization and the development of global citizens.

Furthermore, she is a reviewer for over twenty national and international journals and a member of editorial boards. She worked as a Higher Education consultant for the Ministry of Education (MEC), for the Brazilian Association of Higher Education Maintainers (ABMES), for the U-Experience Consortium, and various higher education institutions, assisting in

internationalization processes. Currently, she is a co-founder of the consultancy named Internationalization Hub (IHub).

Interviewers:

Professor Luciane, tell us about your career as a professor.

Interviewee:

I am originally from Caxias do Sul, and in 1989, I began my career as a professor in Higher Education, teaching English Language for the Hotel Management Technologist program and shortly after for the Bachelor's in Tourism program. I also taught in the Executive Secretary program, always focused on English Language teaching. Before entering Higher Education, I completed my undergraduate degree in Literature. I pursued two specializations, one in University Administration and another in Methodology of Teaching English for 1st and 2nd Grades, and I worked on developing English Language skills in the Executive Secretary program.

Starting from my desire and interest in languages, it is natural that an interest in international exchange also emerged. I redirected my educational path, studying Literature, specifically Portuguese-English Literature, and pursued a specialization focused on foreign language teaching. During this time, while still a Literature student, I began my professional journey as a teacher at Yázigi, which was the largest network of English language schools in Brazil. I left Yázigi and, at the invitation of the University of Caxias do Sul (UCS), I took on the English Language courses for Hotel and Tourism. At the time, there were 4 semesters of English Language, so it was a significant workload, and I worked with English for Specific Purposes (ESP). We used specialized language for guest service, food and beverage areas, and so on. It was a very rewarding job.

As a language teacher, I always had the perception that the English I spoke was not as good. The cool English is spoken by those who live abroad. In that sense, I made it one of the big goals in my life. I wanted not only to understand the logic of the language, its grammar, its writing, but mainly to understand the cultural habits that came along with that linguistic load. So, I asked myself: I want to know what the English think, how they act, what they eat, what they do, what their weekends are like. I ended up channeling the achievement of an international exchange as a goal in my life.

Interviewers:

In your academic background, was there any experience of internationalization?

Interviewee:

In 1991, I did my first exchange. I went to London! I had never left Brazil; I had never been on a plane. Can you imagine the impact of this event on the life of a young person from the countryside? Nowadays, we have the Internet; information is at our fingertips. In 1990, we scheduled a phone call every 15 days. The search for information, access to information, and

knowledge about exchanges were very rare. There were few people who had real international experiences to share, including saying what the experience and preparation of an exchange student was like.

In that sense, I obviously went through all the struggles and challenges of an exchange student. I did my first exchange in London, living in a house with English people who welcomed and embraced me. The goal of the first course was the development and improvement of the English language. After completing this first course, I stayed for another period in Bournemouth, in the south of England, and took a specific course for English language teachers. In this program, we worked on methodological aspects, pedagogical techniques, error correction, pronunciation correction, and how to deal with these issues with students. Once again, I remember that, in 1991, language teaching also had a completely different methodology, a different approach to language teaching. But it was a wonderful experience.

Upon returning from England, I resumed my activities at the University of Caxias do Sul as a professor, while at the same time, the University Rector invited me to work in his Office. This is a very interesting story because in reality, there was not a clear definition of what activities I would undertake in the Rector's Office. I spent quite some time, around six months, as the "coffee and phone girl"! I was a professional who moved around the Rector's Office, attending to various demands. At that time, the Office had the chief of staff, a secretary, a receptionist, and I was there precisely to perform various functions. In the meantime, something very interesting happened. As the saying goes, "Knowledge is power, right?", since I was the person in the Office who could read and understand any correspondence that came in foreign languages more thoroughly, that is, I could read a bit of French, Spanish and English, well, I managed with several languages, I began to notice the availability of information about scholarships abroad.

From that point on, I began to talk to the press staff at the university itself, as we had a printed bulletin that circulated throughout the institution. I started to include small notes, drawing attention to: "University cooperation program with Spain offers 6-month undergraduate exchange scholarships". This started to generate a volume of people in the Rector's Office, until one day the dear Professor Pauletti called me and said, "Professor, we will have to take action because you are receiving more people than I am, and I am the Rector". It was impressive because there was a day when we had over 70 students outside the Rector's Office, all of them coming to submit their documents to apply for a scholarship exchange with universities in Spain. It was the famous PCI program at the time. All of this generated a huge movement, a mobility of people. Until the Rector said, "Look, it is better for the professor to leave this space and have her own office and start developing work in this area", an advisory role for international issues at the Rector's Office.

Not content with my exchange to England, just a reminder, in 1991 I went to London, and by the end of 1992, I moved to the United States. I went through the American Field Service

program, the famous AFS, which had a very strong focus on the exchange of high school students, that is, the completion of high school in the United States. However, at the time, it was the last edition of the Visiting Teacher Program (VTP). It was a specific program for teachers who wanted to stay for a period in the United States, having all their expenses covered, and in return, they would act as volunteers in an American school. I stayed at Crete-Monee Junior and High School, located in University Park, south of Chicago. I worked as a volunteer teacher. In this school, I worked with all activities related to Latin America, Portuguese language, and a bit of Spanish language, focusing mainly on intercultural issues. Throughout the program, I was welcomed by an American family, with whom I still keep in touch today, and I had the honor of having a mentor teacher, Mr. Vernon Young, who was tireless in assisting and teaching me about American culture. I stayed there during this period, improving my language skills, deepening my knowledge of American culture, and, obviously, already igniting a great passion in me for all these issues.

I stayed almost a year, both in England and in the United States. Upon returning to Brazil, the first thing I did was ask the Rector if he would accept me back into the institution because I had to request unpaid leave. At the time of my return, the Rector informed me that we would create a department, which would be called the International Affairs Office. With this, I had my first colleague, my first secretary. It was a moment when we started to move this information within the institution, and it began to have a very significant impact.

In 1996, I began traveling with the University of Caxias do Sul and participating in international meetings with the Rectorate. I started to build a very important network of contacts and gained access to valuable information. I highlight that the first meeting I attended was the Association of Portuguese Language Universities (AULP) in Lisbon. Some time later, Rector Pauletti assumed the presidency of this Association, which still gathers today 12 Portuguese-speaking countries, exactly to work on cooperation between these universities, on the promotion of the Portuguese language, on the diffusion of the Lusophony, and on cooperation between universities from Brazil, Africa and Portugal. Finally, every year we had an annual meeting that made me travel all over the world, including to China - Macau; to Africa - Mozambique and Angola - and so on. And, of course, you start to realize the potential that internationalization has, and, you see, at the time, there was hardly any talk about internationalization, there was a lot of talk about International Education, about International Cooperation.

Interviewers:

And what about your role in undergraduate and graduate education?

Interviewee:

Since I did my first exchange, which was as a language teacher to improve my English, right after that, as a language teacher, to understand the methodology of teaching a foreign language, I have not stopped having international experiences in my life. I have been a visiting professor, invited speaker, guest lecturer, completed my Ph.D. outside Brazil, went

through the entire process of validating a foreign diploma to be a doctor in my country. (Because you are a doctor everywhere in the world, except in your own country!) In other words, everything that internationalization offers, I practically became a subject of it and subjected myself to it precisely to understand the issues related to the professional practice I develop. How can I improve it? Why did I seek a Ph.D. abroad, for example, in Argentina, and not in the United States or England, where it would be the major hub for linguistics? It was a matter of opportunity. I could not stop working. I did not have a scholarship. It is quite interesting when you analyze the trajectory, how it unfolds, and often, how life presents the path to us.

Interviewers:

How did you begin your research on the theme of internationalization?

Interviewee:

The term internationalization? It emerges much later! There is a landmark document or a macro document that I always refer to, which is the UNESCO document from the Paris Conference held in 1998. This document lays out several guidelines, a series of directives that begin to point to International Cooperation as a priority. In other words, Universities have to cooperate in order to progress, they have to cooperate to compete with the best Universities in the world. Everything was being anchored in the issue of international collaboration. Therefore, I was more or less shaping my profile as an internationalist.

What happens in the late 1990s: suddenly a brochure falls into my lap, a brochure for a Master's program in São Paulo on International Cooperation. At that moment, my eyes lit up. I talked to the Rector to see if he could authorize me to participate in this program, and of course, this would imply, at that time, being absent from the institution on Fridays because the Master's classes took place on Fridays, Saturdays and Sundays. I began my Master's in São Paulo, focusing on International Cooperation. Some interesting points: when you enter a graduate program, right at the beginning, you start identifying professors who can guide you, professors who can lead your work. Obviously, since the topic of University International Cooperation practically did not exist at the time, I had a lot of difficulty finding an advisor who dealt with the subject.

So, the Master's process was an almost individual journey, in the search for information. The professor who guided me was Ph.D. Laima Mesgravis, a researcher at USP, a fantastic professor in terms of methodology, but who had no reference on the topic. She was fantastic because we sat down two or three times in São Paulo, and I completed my entire master thesis. I ended up producing what is now known as the "bible of internationalization," precisely because there was nothing before it, or there were very few books dealing with the subject. One of them is by Professor Luciane Chermann, whom I even cite in my work. But, anyway, the literature in Brazil was very weak. I wrote the book "Internationalization Strategies for Brazilian Universities" and conducted a case study on how the University of Caxias do Sul was organizing itself in this regard.

I highlight that the school of life worked very well for me because all these trips, the international programs that were emerging, the networks of international cooperation, for example: the Tordesilhas Network, with Ibero-American countries Portugal, Brazil, Spain, or the Latin American Network for University Cooperation (RLCU) – for which I gave a conference for the leaders, rectors, at the 35th Assembly, they were in Cali, Colombia, and I delivered the opening conference from Brazil – provided me with great learning opportunities.

I emphasize that in the past we did not have the Internet. What facilitated network meetings were exactly these international missions, where rectors met, or occasionally, advisors or vice-rectors also participated. The figure of the International Cooperation manager did not exist either. What happened in most universities was the appointment of a professor to the position, since they had completed their Ph.D. abroad, already had contacts, for example, with Germany, France, England, and moreover, spoke foreign languages. As a result, cooperation became very centered around this individual. I realized that Brazil's internationalization had much of this inclination. Based on the partnerships the professor had, all others emerged from them. In other words, there was no talk of strategic planning for internationalization, let alone an institutional internationalization plan. Things were happening in their fluidity, in their naturalness, but through sporadic, individual and uncoordinated actions.

Of course, all of this starts to have a certain direction, and I join FAUBAI, which today is the Brazilian Association for International Education. At the time, it was a forum, which is why it was called FAUBAI. So, since 1995, I began to participate in the annual meeting of those responsible for internationalization departments, and here we already identified common interests. At the time, institutions had advisory offices, secretariats, vice-rectorates, pro-rectorates, offices, and so on, with various names. It was also when I started compiling my data and, as I mentioned earlier, learning from the school of life and shaping my own formation.

I would like to highlight that, while I was pursuing my Master's degree in International Cooperation in São Paulo, I was also working with a laboratory that I had at my disposal, which was the International Advisory Office at the University of Caxias do Sul. At the same time, the University of Caxias do Sul signed a cooperation agreement with the largest and most traditional university in Argentina, which is the Universidad del Salvador (USal), a Jesuit university, extremely traditional and conservative, with a very strong focus on Humanities. And we, a group of 13 professors from the University of Caxias do Sul, started our Ph.D. in Modern Languages. Each one, within the field of Modern Languages, pursued their research trajectory, conducting their line of investigation to address their research problem. And once again, I found myself in a program that is quite disconnected, meaning it had no alignment with the issue of internationalization. But my supervisors understood and accepted that I investigate the topic. My supervisor was Dr. Hector Valência from

Universidade Del Salvador, and at the same time, Dr. Jayme Paviani acted as a co-supervisor in Caxias do Sul.

In that sense, we aligned my doctoral dissertation, which is now considered one of the major reference publications in Brazil. The doctoral dissertation deals with internationalization and exchange deliberately, emphasizing that thinking about an institution's internationalization does not necessarily limit or restrict itself to the issue of exchange programs. All of this led to a doctoral dissertation in which I investigated approximately a group of 800 students who were going back and forth from their international exchanges. Therefore, my main research question was to understand why Franciane's exchange was so successful while Luciane's was a failure. What lies behind this? What defines success or failure in carrying out an international experience? I studied this question extensively with the aim of helping students make the most of their international exchanges.

I completed my Ph.D., did my post-doctorate in Engineering and Knowledge Management (EGC), at the Federal University of Santa Catarina (UFSC), from 2019 to 2021. It was very interesting because I approached another area, engineering, obviously with a focus on knowledge management. In this regard, trying to understand how you turn data into information, into knowledge, into wisdom, and the next move that comes from data capture, data mining, artificial intelligence, which is the issue of intuition, I brought all this knowledge to internationalization. I emphasize that I started writing about the use of knowledge management tools and techniques to enhance internationalization or strategic decision-making based on knowledge management, aiming at the development of internationalization.

Each of these experiences added to my international journey. With every international agreement signed, I was backpacking around the world. At every international meeting, I seized the opportunity to seek out and develop new partnerships, as well as enhance my intercultural competencies and skills. As a result, you become an ambassador, a strategist, a negotiator, a diplomat representing your institution abroad.

Interviewers:

Did you have experiences in Basic Education?

Interviewee:

One of my first jobs was at the school where I studied, which was the school of the Carlist Sisters, São Carlos School, in Caxias do Sul. I was selected because my handwriting was very nice, that is, my handwriting is very neat. In this sense, I was called for an interview, so I took over the seventh and eighth grades at São Carlos School and shortly after, I went to Yázigi School. I worked with children, teenagers and young people teaching English at Yázigi School, and obviously, Yázigi already presupposes that you enter and go on an exchange. So, since that time, I was already dealing with exchanges, not directly, but from the beginning. I emphasize that for over 35 years I have been involved in International Education. In 1989, I entered higher education teaching, working with languages, addressing culture,

interculturality and communication, awakening my interest in this aspect of internationalization.

Interviewers:

Professor, to which research groups are you affiliated?

Interviewee:

I loved this question because I have some really cool news. Currently, I am affiliated with UFSC, where I began my activities in 2014. I started my work as a guest professor with the Graduate Program in University Administration (PPGAU) and came to start studying in the area of internationalization.

Therefore, for the first time, I offered a course called Internationalization of Higher Education and Management of International Cooperation. We address two blocks in the course because internationalization presupposes discussing policies, ideas, concepts, as well as the epistemological foundations of internationalization. When we talk about Management of International Cooperation, we have a more strategic perspective, focusing on how it is done, what the policies entail. We analyze the management of agreements, mobility management, etc. This course is being offered, and we work throughout one semester. Our objective is to analyze the curriculum, curriculum internationalization, and home internationalization. For academic mobility, we bring international students into the classroom, as well as Brazilians who have gone abroad, to analyze the objectives, difficulties and impacts of an experience outside their home country. The course has been very well evaluated as a result.

In this regard, I emphasize that I am a guest professor in this program and completed my post-doctorate in the Engineering and Knowledge Management Program. As a result, I created a platform called the International Academic Mobility Management System (SIGMA). The goal is for the university or any administrator to access a series of panels with internationalization indicators from their computer/phone. As an example, many times I was caught off guard. When the Rector asked me: “Professor, how many law students went to the University of Salamanca in 1998? [...]”, I felt embarrassed because it was certainly impossible to have all the information memorized! The result of my idea was to have a responsive tool that could provide me with this information instantly. In this sense, the SIGMA platform was created. I am telling you this because it follows the sequence of events. After completing my post-doctorate, I was invited by Professor Pedro Melo to be a researcher at the Institute of Research in University Administration, which is the INPEAU.

Currently, I am a professor at PPGAU and a researcher at INPEAU. In March of this year, after the evolution of much academic production, mentoring master's and doctoral students from some graduate programs at UFSC, I began coordinating the Research Line on Internationalization of Higher Education. So, all of this is happening now, in 2023.

And what about research groups? Of course, this Research Line soon takes the form of a Research Group that I already coordinate. One of them is the Group of Advanced Studies and Research in Higher Education Internationalization (GEPAI). GEPAI is accredited by CNPQ, and we collaborate with representatives from several universities. The most interesting groups that I would like to share with you are two international ones. One of them is called Rigies Abya-Yala (Red de Investigadoras y Gestoras en Internacionalización Superior en Abya-Yala). It is a group of women researchers on the topic of internationalization. We are Latin American women investigating the theme of internationalization. We have already conducted the first international webinar and we are working together to build future publications. Additionally, we participated in the University Management Colloquium (CIGU) in Loja, Ecuador, and we will participate in the University Management Colloquium in Asunción, Paraguay. The other group is called the Núcleo de Estudios e Investigaciones en Educación Superior del MERCOSUR (NEIES), resulting from funding provided by Mercosul Educativo. We are a group of eight or ten higher education institutions from Argentina, Paraguay, Chile and Brazil, that will study issues related to curriculum internationalization at home. These are international research groups of which I am already part of the team of researchers.

That is another exciting update! I delivered the inaugural lecture for the Ph.D. in Education at Universidad Nacional Abierta y a Distancia, in Colombia. It is the largest Open and Distance University in Colombia. After completing my inaugural lecture for this Education program, I received other invitations to join the Research Group in Pedagogy and Curriculum Didactics, which started in 2020; to join the International Network of Graduate Programs in Education, and also to become part of the Association of Education Faculties in Colombia. So, three other international groups I should be part of. And there will be more news coming soon!

Interviewers:

Could you tell us a little more about the relevance of Internationalization of Higher Education?

Interviewee:

Today, at the Conference for the leaders of member institutions of the Latin American Network for University Cooperation (RLCU), I began talking about this. It all starts with the why, and institutions need to know why they want to internationalize. Dr. Jocelyne Gacel-Ávila always says that internationalization is a response to the phenomenon of globalization. But I think we have other even more relevant aspects. Focusing on the individual, considering that an international experience changes one's understanding of the world. I am always working with three key pillars that I understand as fundamental to understanding internationalization.

You have definitions at the institutional level, which have a management perspective. I will focus on the internationalization of the individual, of the citizen. A first pillar is precisely the issue of planetary awareness: we need to understand what the limits of the planet are, the

nine planetary boundaries, and how they need to align with the Sustainable Development Goals (SDG). We need to have planetary awareness that we are not alone on this planet and that we need to understand what is happening in the world today. With Israel? What is happening in the Gaza Strip? How does it interfere? How does it affect me? The war in Ukraine with Russia? This planetary awareness helps us understand global citizenship issues. Understanding global policies, how the new scenario is, how geopolitics is, how the geopolitics of knowledge is, the diplomacy of knowledge, in order to also understand these issues. And also, reflecting on the third point, obviously, which is the issue of intercultural competence, understanding what others think, how they act, and how they behave differently. There is no one culture better than another. They are just different, and because they are different, we need to have respect, acceptance, flexibility and tolerance.

In one of the conferences, someone asked, but how? How can you evaluate tolerance? How do you measure tolerance? Well, we just need to see what is happening every day. The intolerances that arise regarding race, culture, religion, etc. How can we work on these concepts with our students through an international experience, whether it be in-person or virtual? Especially now that we have all these hybrid models of internationalization, but the question is, bring these discussions into the classroom, for the formation of global citizenship. The concept of global citizenship, planetary consciousness, and intercultural competencies are the three pillars that we must observe when we talk about internationalization.

The management's perspective will largely focus on strategies. We need both programmatic and administrative strategies, and one depends on the other. If we want to have, for example, internationalization of the curriculum (IoC), offering virtual mobility (Virtual Exchange), Collaborative Online International Learning (COIL) programs, or hybrid mobility, we need to think about appropriate programmatic and administrative strategies. We need to have a strategic plan for these issues; we need resources, infrastructure, technological potential, high-speed platforms, and so on, but also a focus on the development of content and programs. The two complement each other, management's focus on internationalization, but with an eye toward the development of global citizenship. We need to educate citizens who are more understanding of the situation of this planet.

Interviewers:

What are the current challenges of internationalization in higher education?

Interviewee:

Let us talk about obstacles and trends. First, the issue of the biggest obstacles we can analyze, and then let us talk a little bit about trends. One of the most important obstacles we still have to face, especially us Brazilians, is the language barrier. Oh, but everyone studies English! No, not everyone studies English. We have a very great difficulty. The British Council conducted a study and found that less than 5% of Brazilians speak any foreign language, and less than 1% speak English. We have a significant challenge to overcome, and we also have to consider the generational shock. The first fully globalized generations are

emerging now, those who are 20 or 25 years old and are entering higher education. What kind of globalization are we talking about? What kind of internationalization are we talking about?

The second point that I consider fundamental for internationalization and for higher education is the disparity in quality. In other words, especially in terms of Latin America, we have very significant quality gaps. We have universities that are very well positioned and universities that are very poorly positioned in evaluation systems and rankings. The quality of higher education is crucial when you want to think about internationalization.

The third point I highlight as an obstacle to internationalization is the limited production in research, and our innovations are limited as well. Especially for Brazilian and Latin American researchers, and let us think about worldwide, our productivity is small. We publish and research, but when we publish, we publish in Portuguese. Obviously, this negatively impacts international science because few read us. From this, we would have to greatly improve our production, our quality, and obviously, our impact. We have to produce innovative texts, innovative concepts, platforms, guides, manuals, in other words, innovative products, results from our research. I have the perception that we are producing more of the same. I highlight that there are fantastic doctoral theses, many of which I have been an evaluation member of. I have participated in many master's and doctoral committees. My question is always the same: "What is your delivery? What are you delivering to society?". Many times, even the doctoral candidate does not know. As a committee member, I try to help by asking these questions, to think about why study internationalization policies? For what? What do you intend to deliver to society? Is it a new document that guides how to make internationalization policies? Do you intend to write a guide, a manual, standards, in other words, what will be delivered to the scientific community? Otherwise, it is just another doctoral dissertation that goes to the thesis/dissertation bank and stays there.

The language barriers, the issue of producing content in foreign languages, research, and the need for more innovation are challenges I have identified for internationalization. However, there is also the issue of political instability and corruption, especially in Latin America. These are very strong marks. This political instability in the management of institutions often interrupts the entire ongoing internationalization process. When a rector changes, the team changes. The entire internationalization process suffers as it is heavily impacted. We will need to delve deeper into addressing this series of obstacles.

Another element is that we have a political fragility regarding visas and immigration. Universities lack clarity regarding policies for welcoming international students and immigrants, including refugees. We still do not know how to handle this very well. It is a vulnerability that we need to observe and prepare for better because the process is irreversible.

Cultural differences and adaptation differences have always been present. The relevant issue

that must be addressed is that of inclusion. I am deeply impacted when an African student reports that they leave Brazil very happy with their achievements, completing their undergraduate degree, like the architecture student who just received their diploma. He says: "I leave happy, but at the same time sad. I have been in Brazil for four years and I leave without knowing the home of a Brazilian, all my friends are African or foreign". What does this mean? This means that we are opening the doors of our universities to internationalization, we are thinking about inclusion, but this inclusion means exclusion. In fact, we are not including international students in a proposal in which they feel integrated, involved, engaged in local actions, and develop connections with people and activities within the university and the community.

Another fundamental element that I consider is our lack of leadership in coordinating international cooperation networks. We are always spectators. We remain passive, waiting to be invited to some project. Because of this, the European community complains a lot. Major international organizations ask why Brazilians are not advancing in requesting international resources. Because we are not more daring in seeking partners, writing projects, or signaling: I have a project, I am looking for partners? In Brazil, considering the 2.600 higher education institutions, resource acquisition is centralized in federal higher education institutions, and even within federal institutions, there is very little international funding. Therefore, this is another element that I understand we can greatly improve to advance the internationalization process.

Concluding, we have limited access to technology and digital infrastructure. The Brazilian Institute of Geography and Statistics (IBGE) conducted a study and found that 42% of the Brazilian population does not have access to the Internet, or if they do, they have to "climb a tree" to catch the signal. We still have a very significant weakness, not only in access but also in the use of technologies. Laboratories are full of computers, but people do not know how to utilize their full potential. And in light of this, we still need to think about the central issue of internationalization: teacher training. Teachers were completely left out of the internationalization process. Students travel, researchers travel, but the teacher who works in the classroom was forgotten. I highlight that I gave a Conference at a Brazilian university and the theme was: How to internationalize my classroom? The communication was made to more than 1000 teachers. Are you internationalizing your classroom? What does the classroom teacher have to do with it? The teacher is the link between internationalization and students. If you promote internationalization in your classroom, your students will be sensitized. Now, if the student does not know there are scholarships, exchange programs, opportunities abroad, if you do not discuss internationalization within your curriculum and bring international elements, your student will not even be aware of the opportunities available. They will become an engineer, work in local meatpacking plants, and will not know that the day they sell a large meat export to Arab countries, for example, they cannot cut the meat without considering the relevant issues for Arabs. They have to have respect, they have to consider the presence of a Muslim, in other words, universities have to prepare professionals for the world, and the ones who do that are the teachers, who play a central

role in this scenario.

Interviewers:

What message would you like to add to your interview?

Interviewee:

Our homework? We have a lot to do. Improve technological readiness, enhance our understanding of global issues, and improve our understanding of internationalization. When I say “our”, I refer to academia as a whole, where teachers and researchers are empowered, managers are sensitized, and students are heard regarding their needs and interests. In my lectures, I use the following reflection: “Internationalization is not a department, it is a behavior. The entire institution must breathe internationalization.

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