



COURSE INTERNATIONALIZATION REFORMS SUPERIORS IN BRAZIL

REFORMS OF THE INTERNATIONALIZATION OF HIGHER COURSES IN BRAZIL

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Summary

Goals: This article aims to analyze the scenario generated by the internationalization of higher education as well as the new roles attributed to universities in the context of higher education reform. **Methodology:** The research used the qualitative method, where it sought subsidies in several published sources where a brief theoretical foundation and analysis was made on the reform of higher education, the conception of the university and its social role as well as internationalization itself and the existing intentions by behind this one. Furthermore, the positive and negative points of this process are highlighted within the Brazilian social context, highlighting the improvements to be made. **Conclusion:** emphasize the need for a direct relationship between academic strategies and social insertion so that, in processes such as these involving the departure of students to expand Brazilian higher education, it is not restricted to those who have higher income but rather to those who are in fact qualified to represent Brazil and exchange scientific knowledge, cultural experiences and social learning.

Key words: Internationalization. Higher education institutions. Educational reform.

Abstract

Objectives: This article aims to analyze the scenario generated by the internationalization of higher education as well as the new roles attributed to universities in the context of higher education reform. **Methods:** The research used the qualitative method, which sought subsidies from various published sources where a brief theoretical foundation and analysis was made about the reform of higher education, the conception of the university and its social role as well as the internationalization itself and the intentions behind it. Furthermore, the positive and negative points of this process within the Brazilian social context are highlighted, highlighting the improvements to be made. **Conclusion:** emphasize the need for a direct relationship between academic strategies and social insertion so that, in processes like these that involve students leaving to expand Brazilian higher education, it is not restricted to those who have higher income, but to those who in fact they are able to represent Brazil and exchange scientific knowledge, cultural experiences and social learning.

Keywords: Internationalization. Higher education institutions. Educational reform.

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1. Introduction

Human rights can be classified as fundamental rights and freedoms related to guaranteeing a dignified life for all people, which are composed of civil and political rights (CUMPER, 2003). According to the Universal Declaration of Human Rights (UDHR) of the United Nations (UN), "All human beings are born free and equal in dignity and rights. Endowed with reason and conscience, they must act towards one another in a spirit of fraternity."

According to Beetham (1998), human rights are constituents of democracy, a political regime in which eligible citizens participate equally through direct or indirect action. The effectiveness of basic rights and freedoms is a condition *sine qua non* so that people can act actively in response to public demands without popular control on the part of those in power. Despite the close relationship and mutual dependence between human rights and democracy, this is not done in a simplified way and is fraught with situations where the violation of rights brings limitations to democratic expression.

As stated by Sguissard (2009), among the fundamental rights, education can be mentioned. This is a constituent part of democracy and has a high level of consolidation and expansion of concepts linked to human rights, being essential for the permanence of an egalitarian society, civilly and politically. Education is a right for everyone, regardless of financial, social situation, place of residence, among other aspects.

Against the background of the importance of education for the formation of a nation, we can see, throughout Brazilian history, initiatives by the federal government with the aim of improving the educational system, especially with regard to higher education. Among these measures, throughout 2012 and 2018, we can mention the initiative by the Ministry of Education, Ministry of Foreign Affairs and Ministry of Science, Technology, Innovations and Communication in acting as promoters of the process of internationalization of Education, Brazilian Science and Technology through Higher Education Institutions (HEIs) (SAVIANI, 2007).

Audi and Morosini (2010) state that, through programs supported by the federal government, international academic fluidity was generated at undergraduate and postgraduate levels with the aim of exchanging knowledge and research. In this context, great emphasis is placed on the



Science without Borders Program, established through Decree No. 7,642 of December 13, 2011, responsible for intensifying the process of internationalization of Higher Education and configuring this as a complex and peculiar phenomenon.

From an academic perspective, debates on the topic require, beforehand, in-depth understanding of the subject as well as the consequences of recent facts. Thus, with the aim of studying the premises and debating the process of internationalization of Brazilian Higher Education, this article provides a brief discussion on the reform of higher education, the redefinition of the understanding of the University, the internationalization of higher education itself, the policies linked to internationalization as well as the implications generated by this process.

Opting for bibliographical research, for Diascânio (2020, p.98), "Is proposing to generate new knowledge, based on the mental processes of analysis, synthesis, comparison and confrontations about existing theories, identifying the possible ones in the existing theoretical bases. answers to the scientific problem of investigation".

It constitutes a qualitative research method that enables the understanding of different conceptions on a given topic, thought of collectively in a given context and historical moment (NEVES, 1996). With this technique, the researcher can intensify access to information about a given phenomenon, whether by intending to generate as many possibilities or by investigating an idea in depth. Therefore, the research is exploratory and bibliographic in nature. According to Furaste (2006, p.38), exploratory research "only seeks more information about what is being studied". "Qualitative research suggests its introduction into the field of social sciences as a mechanism that intervenes in the phenomenon in its entirety" (DIASCÂNIO, 2020, p.85).

2 Theoretical foundation

2.1 Higher education

According to Vygotsky, Luria & Leontiev (1992), teaching is a construction of knowledge through participation and interaction with society. Higher Education Institutions – IES, according to the National Education Guidelines and Bases Laws – LDB



(Law no. 9,394/96), its purpose is to “train graduates in different areas of knowledge, capable of insertion in professional sectors and to participate in the development of Brazilian society and collaborate in its ongoing training”, which is through the course curricula that HEIs define as a set of disciplines, organizing them in a logical sequence of contents aiming to meet the needs and expectations of society in relation to the individual they train (TCHEOU, 2002).

The demand for more qualified professionals by companies shifts the focus of training, in the case of accounting, to the need for new skills related to innovation, creativity and functional capacity. Therefore, there is a change in the hiring structure that requires workers with a higher level of education, qualifications and experience.

According to Souza (2006), numerous criticisms have been made about the profile of accounting graduates, generating movements in favor of changes, both in curricula and in pedagogical techniques considered outdated, in order to correct deficiencies in the courses offered by accounting institutions. Teaching, enabling the training of competitive and competent professionals.

It is known that the job market is becoming more competitive every day, as globalization has caused a revolution in the technological field and has aroused concern in all professions and, consequently, in their professionals, thus arising the need to invest in the training of professionals. students and teachers to act in this new demand that society requires.

Therefore, the training of professionals in higher education goes through many stages that complement each other, not dissociating theory from practice and guidance with pedagogical bases, as the forms of learning should not be forgotten during the student's school life, regardless of the training stage you attend.

Another factor that must be valued is the current economic situation of the country, the frequent fluctuations and the entire process of change, as they establish, through the job market, new professional demands and needs in general.



2.2 Reform of higher education and redefinition of the purposes of the university

According to Lima et al. (2008), in Brazil, one can notice strong changes in HEIs, mainly between the years 2003 and 2010 in the Luiz Inácio Lula da Silva administration, in which there was great proximity to the global movement to change higher education, mainly through of the Bologna Process (free translation of the original Bolong Process) that affected several European countries. This phase was marked by characteristics related to the premises of the Bologna Process, which are listed in Table 1.

Table 1: Characteristics noted in HEIs.

| ASPECTO GERAL | DESCRIÇÃO |
|-----------------------|--|
| AVALIAÇÃO E REGULAÇÃO | Centralidade dos sistemas de avaliação e regulação, que promove maior ranqueamento e a competitividade entre as IES; |
| PARCERIAS | Maior incentivo à parceria universidade - setor produtivo; |
| GESTÃO | Adoção de mecanismos de gestão estratégica ou gerencial; |
| ABRANGÊNCIA SOCIAL | Diversificação de cursos e de IES; |
| | Estabelecimento de metas para ampliar vagas, aumentar a relação professor-aluno e diminuir o custo-aluno nas universidades públicas federais; |
| | Ampliação dos cursos e das vagas mediante educação superior a distância; Criação e ampliação de sistemas de concessão de bolsas para estudantes pobres em IES privadas. |

Source: prepared by the author based on the Bologna Process (2013)

According to Santos (2004), one of the theories regarding the changes launched to HEIs was that they were part of a series of strategies for Brazil to assume an internationally prominent position in terms of the quality of university education, when compared to other countries. Latin Americans and Africans.

Thus, the transnationalization of higher education began to corroborate the increase in this educational level both regionally and globally, generating changes both in the role of the university in society and internally through curricular compatibility with courses from abroad, institutional prominence, improvement in evaluation methodology and in the management process as well as research networks.

The measures taken during the Lula government were direct consequences of those initiated by Fernando Henrique Cardoso - FHC (1995 - 2002), being guided by the



World Bank, through actions aimed at the following points: encouraging diversity and distinction in higher education courses; adoption of distance educational programs; diversification of the origins of financial contributions; implementation of state financing processes in accordance with expected performance; improvement and rapprochement between teacher and student; combating the early departure of students; combating dependencies in disciplines; demands greater transparency regarding expenditures made with public money; encouraging research in an attempt to align market demands with the content taught in the classroom; the promotion of affirmative policies to provide greater access for priority groups; and, finally, the institution and strengthening of tuition reductions in private universities (SANTOS, 2004).

2.2 Internationalization of higher education

According to Morisini (2011), it is possible to highlight three possibilities generated by the transnationalization of higher education: the international dimensionality existing since the 20th century, census is marked by the disconnected incidence between programs; international education, strictly speaking, designed for political purposes; and, finally, the internationalization of education linked to the process of social and economic globalization, a process that generates major impacts on higher education.

It can be noted when analyzing works on the topic covered that many authors use the concept of internationalization to refer to globalization. Despite this, according to Altbach and Knight (2007), it should be noted that these are distinct concepts: globalization is linked to the global trend generated by capitalist processes, especially throughout the 21st century marked by the minimal State and the awareness of part of society about the importance of higher education. Internationalization refers to the group of policies focused on the academic system focused on the transnationalization of this environment, ensuring that it is not limited to the walls of the university and reaches global levels.

Brazil, despite having been part of the context of globalization since the beginning of its productive history, adhered to the ideals of internationalization, as already mentioned, only in the decade following the FHC Government, whose continuity was marked by the intense action of the federal government.



The most recent National Education Plan, which dates back to 2014, establishes among its twenty proposed goals that three correspond to the internationalization of higher education:

- Goal 12.12) Consolidate and expand programs and actions to encourage student mobility and teachers in undergraduate and postgraduate courses, nationally and internationally, with the aim of enriching higher education, (...) Goal 13.7) Promote the formation of consortia between public HEIs, with a view to enhancing regional action, including through an integrated institutional development plan, ensuring greater national and international visibility for teaching, research and extension activities.
- Goal 14.9) Consolidate programs, projects and actions that aim at the internationalization of Brazilian research and postgraduate studies. Encouraging networking and strengthening research groups (PNE, 2014)

Unlike globalization, a continuous process that cannot be controlled, internationalization depends on a series of factors that involve the decision of those in power as a consequence of different interests, such as the need to improve quality and reliability standards. linked to HEIs (ALTBACH AND KNIGHT, 2007).

2.3 Implications of the internationalization of higher education

Oliveira (2000) states that the internationalization of higher education can directly help the qualification of the Brazilian workforce, which is one of the main arguments, for example, of the Dilma Rousseff administration regarding the Science Without Borders Program. The idea is that the student would return to Brazil with better qualifications to work in the job market as a result of all the learning acquired during the international experience.

Furthermore, it can be noted in the federal government's speech that, in addition to the changes focused on market demands, a social change is also expected as a result of the possibility of opening HEIs within the international context, offering greater visibility to what is produced. in Brazilian universities as well as providing social, academic and professional networking. Thus, the exchange of cultural and personal knowledge would also be a way of increasing Brazilian hospitality and generating questions regarding society's paradigms (OLIVEIRA, 2000).

Despite the positive aspects mentioned, according to Nogueira (2008), the internationalization of higher education must be done through strategies that overcome the barrier of fluent knowledge in another language. This is a crucial point, as education



Brazilian basic education does not offer enough support for an individual to acquire fluency and, therefore, the country's exit programs end up having an elitist character, as does entry into public universities.

3 Final considerations

In this article, the various nuances relating to educational reforms in higher education were discussed, highlighting the change in the conception of the university and the impact on the internationalization of HEIs. It can be concluded that policies focused on this purpose enable international academic fluidity at undergraduate and postgraduate levels, in addition to facilitating the exchange of knowledge and research.

Despite this, it can be identified that the scientific space is often reduced to the channel where political and economic intentions are evident, without there being the correct perception about the impacts on society. Thus, the need for a direct relationship between academic strategies and social insertion must be emphasized so that, in processes such as these that involve the departure of students to expand Brazilian higher education, it is not restricted to those with higher income, but rather to those who are in fact qualified to represent Brazil and exchange scientific knowledge, cultural experiences and social learning.

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