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INTERNATIONALIZA- TION OF HIGHER EDUCATION: A BIBLIOGRAPHIC REVIEW ON THE CONCEPT AND ITS APPLICATION IN BRAZILIAN UNIVERSITIES¹

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Abstract: The internationalization of higher education is not a new subject; its occurrence refers to the origin of the first universities that have records. Factors such as globalization, the commercialization of higher education and the investments made by developed countries in the areas of research and academic training have made this topic more frequent in the 21st century. Knowing this, through a literature review, the present work aims to address the concept of internationalization of higher education, its development over the last fifty years, the four missions of the university and the positioning of Brazilian universities in this context. The study also cites some programs carried out by the Brazilian government to promote academic mobility and verifies the country's performance based on Unesco's statistical data on global flows of higher education students (2018-2019), where it is possible to assess whether the internationalization of the higher education in Brazil occurs either actively or passively.

Keywords: Education, University education, Internationalization, University, Academic Mobility.

INTRODUCTION

This work is part of the research project The Approach to Regional Diversity in Distance Learning Courses in the Business Area in Brazilian Private Higher Education Institutions developed at Centro Universitário Senac and focuses on analyzing the process of internationalization of higher education in Brazil through a review literature on the concept of university internationalization.

Factors such as globalization, the mass access to higher education and educational incentives carried out in Europe and the United States make this topic a frequent topic in the academic environment, as they influence teaching and management systems in universities around the world. In this

context, the importance of research is due to the fact that, although the international literature on this subject is not modest, it "(...) still arouses little interest among Brazilian academics" (LIMA; MARANHÃO, 2009, p. 3).

This way, the concept of internationalization of higher education and its evolution over the last fifty years will be presented; the four missions of the university, with emphasis on the fourth mission; the internationalization process of Brazilian universities and Unesco's statistical data on global flows of higher education students. Subsequently, the results obtained through the bibliographic review will be evaluated and the final considerations return to the mentioned aspects, highlighting the initial expectations of the work and the plans to continue the research.

METHODOLOGY

The methodology applied in this research is of the qualitative bibliographic type, since a bibliographic review was carried out on the subject of university internationalization through books, academic journals and scientific articles available on the digital platforms of Google Scholar and Scielo.

According to Gil (2002, p.44), "(...) the bibliographic research is developed based on material already prepared (...)", and in this context, Marconi and Lakatos (2003, p.183) add that this type of work aims to "(...) put the researcher in direct contact with everything that has been written, said or filmed on a given subject (...)."

This way, the research carried out on digital platforms was based on the use of keywords and the information obtained in the selected articles was gathered in a notebook. In this process, the technique of mind maps was also used to organize the studies due to the complexity and scope of the themes related to the internationalization of higher education.

Finally, as stated by Markoni and Lakatos (2003, p.183), it is important to highlight that “bibliographic research is not a mere repetition of what has already been said or written about a certain subject, but allows the examination of a theme under a new focus or approach, reaching innovative conclusions.”

THEORETICAL REFERENCE

THE CONCEPT

The process of internationalization of higher education is not something new, but it has received greater prominence due to globalization, the massification of access to higher education and the incentives for the integration of European education (SANTOS; ALMEIDA FILHO, 2012, p. 21).

This practice has been carried out since the emergence of universities, since the coexistence between students and masters of different nationalities was common in the first educational institutions that have records, such as the Academy of Athens founded by Plato in 487 BC, the School of Nalanda, India, in the year 427 and European universities from the beginning of the 13th century, such as Bologna, Paris and Oxford (CHARLE; VERGER, 1996, p. 13).

In a contemporary context, Knight and Wit (2018, p. 20) indicate that the concept of internationalization of higher education has evolved greatly in the last fifty years. According to the authors, in the 1970s the theme was inserted in actions of international cooperative development, international education, correspondence teaching and the study of languages.

In the 1980s, terms such as the multicultural, intercultural and global education began to be used in academia, as a result of partnerships established between international universities. From the 1990s onwards, with all the impacts of globalization, transnational education,

distance learning, internationalization “at home”, corporate and virtual universities and the internationalization of curricula are discussed (KNIGHT; WIT, 2018, p. 20).

Based on these aspects, in the 2000s, the internationalization of education also started to involve academic mobility programs for the development of global competences, student exchanges, international university rankings, among other aspects (KNIGHT; WIT, 2018, p. 20).

Given this scenario, Knight (2004, p. 11) states that university internationalization can be defined as “the process that integrates an international, intercultural and global dimension in the purposes, functions and offers of higher education” and, to complement, Wit et al. al. (2015, apud MAUÉS; DOS SANTOS BASTOS, 2017, p. 335) highlights that these actions aim “to improve the quality of teaching and also of research, for all students and teachers, making a significant contribution to society.”

On the other hand, Altbach (2001) points out the economic issues that involve the university internationalization process, since the new commercial relations established from globalization see education as a product, disregarding quality and control standards. As a consequence of this process, Castro and Cabral Neto (2012, p. 7) warn that the commodification of education causes education to lose “(...) its dimension as a human right, therefore, universal and a responsibility of the State.”

In this context, Lima and Contel (2011, p. 153) emphasize that the concept of internationalization of higher education varies according to the objective of its authors, because “(...) while some definitions privilege aspects internal to higher education institutions, others prioritize the environment and the influence it is capable of exerting on the organization of academic activities.”

THE FOURTH MISSION OF THE UNIVERSITY

Throughout history, various political, social, religious, economic and cultural events have impacted universities and their development over the centuries. Santos and Almeida Filho (2012, p.27) explain that, from their foundation to the present, these institutions have acquired four missions: teaching, research, extension and internationalization.

As shown in the figure below, these four objectives were incorporated into universities as a result of their historical moment, with internationalization being a consequence of globalization and the programs to encourage academic training carried out by the United States and European countries at the beginning of the 21st century (MAUÉS; DOS SANTOS BASTOS, 2017, p. 334).

In practice, according to Bartell (2003, apud MOROSINI, 2005, p. 115), university internationalization occurs with the presence of foreign students on campus, establishment of partnerships for international research and cooperatives, consultancies between universities and international immersion of curricula. Complementing this list of possibilities, Santos and Almeida Filho

(2012, p. 144) indicate the development of networking, proposals for training with double degrees, joint diplomas and full diplomas abroad, student mobility, sandwich training, among other alternatives.

As a university mission, internationalization has some principles presented by the International Association of Universities (AIU) (2012, apud MAUÉS; DOS SANTOS BASTOS, 2017, p. 334) that defend

engagement in promoting academic freedom, institutional autonomy and social responsibility; (...) the respect for the norms referring to the scientific and ethical integrity of the research; respect for academic goals (...); solving urgent world problems; ethical and respectful treatment of students; the preservation and promotion of cultural and linguistic diversity, as well as respect for local practices.

Based on these values, it can be said that internationalization acts as a complement to the technical, linguistic, cultural and civic training of students, in addition to expanding individual and collective competences through exchanges of experiences, research methods, evaluations of results, among other academic activities (SANTOS; ALMEIDA FILHO, 2012, p. 57).

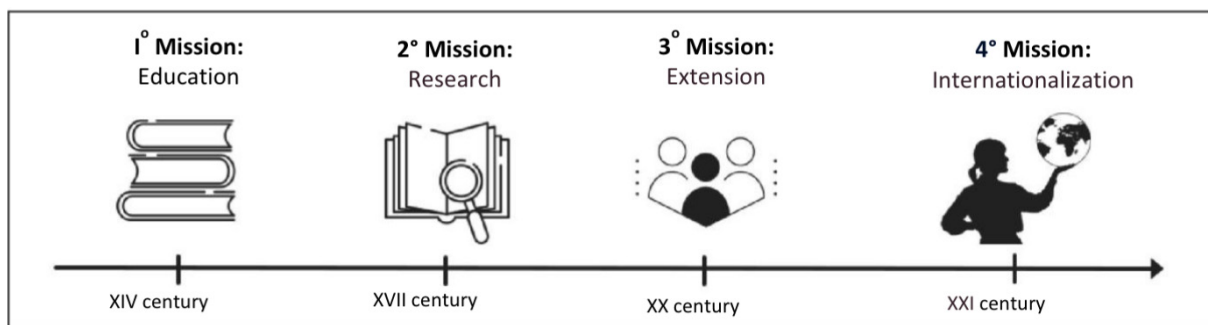


Figure 01: The Four Missions of the University.

Source: Santos e Almeida Filho (2012). Prepared by the author.

INTERNATIONALIZATION OF HIGHER EDUCATION IN BRAZIL

The first university projects were implemented in Brazil from the 1930s, giving rise to the University of São Paulo (1934) and the University of the Federal District (1935) in Rio de Janeiro. With the end of the Vargas dictatorship in 1946, universities began to be opened across the country, such as the University of Minas Gerais, the University of Bahia and the University of Recife (SANTOS; ALMEIDA FILHO, 2012, p. 116).

The teaching methods of these first institutions received great international influences, such as the program of cooperation between the French and Brazilian academic community in the 1930s, the North American higher education system that resulted in the University Reform of 1968, and the teaching methodologies and management applied at the University of Coimbra, in Portugal (LIMA; CONTEL, 2011, p. 161).

Between the 1980s and 1990s, the Federal Government invested in the research area of public universities that promoted academic cooperation programs with international universities, with the main objective of strengthening national development (LIMA; CONTEL, 2011, p. 171).

From that period on, the main support agencies for public policies aimed at education, science and technology began to participate in the process of university internationalization. As an example, we can mention the Coordination for the Improvement of Higher Education Personnel (CAPES) which is subordinated to the Ministry of Education (MEC) and is fundamental for the expansion of postgraduate programs throughout the country and the National Council of Scientific and Technological Development (CNPq) focusing on the area of production and training for research (LIMA; CONTEL, 2011, p. 171).

Among the Federal Government's actions related to the internationalization of higher education, the Support Program for Restructuring and Expansion Plans of Federal Universities (REUNI) from 2008 to 2012 stands out, which had the expansion of student mobility as one of its main guidelines (SANTOS; ALMEIDA FILHO, 2012, p. 129) and the Science without Borders Program from 2011 to 2017, whose objective was to promote the international mobility of Brazilian undergraduate and graduate students and also to attract highly qualified young talents and international researchers (AVEIRO, 2014, p. 2).

In addition, some universities have their own internationalization projects, such as the Federal University of Latin American Integration, in Foz do Iguaçu, which promotes multiculturalism, bilingualism and interdisciplinarity in the Trinational Region (Brazil, Argentina and Paraguay); the Federal University of International Integration of Afro-Brazilian Lusophony, in Ceará, which aims to integrate students and professors from Brazil and other Lusophone countries; and the Universidade da Integração da Amazônia, in Pará, whose perspective is the union between the academic community of the countries that share the Amazon basin (SANTOS; ALMEIDA FILHO, 2012, p. 142).

In this context and based on data from the UNESCO Institute of Statistics on global flows of higher education students, it appears that between 2018 and 2019 Brazil received 21,181 foreign students and sent 67,183 students abroad.

As the following table shows, in comparison with other Latin American countries, during this period the country had the largest number of students studying abroad, followed by Colombia, Mexico, Peru and Venezuela. On the other hand, Argentina stands out as the main destination for foreign

students, followed by Brazil, Dominican Republic, Mexico and Ecuador.

In a global context, as indicated in the following table, it is possible to verify that countries such as India, Germany, South Korea, South Africa and the United States have a large number of students studying abroad, compared to Latin America. This distance is even greater when considering the number of foreign students in the United States, United Kingdom, Australia, Germany and Russia.

When comparing the numbers of university internationalization in different countries, according to Lima and Maranhão (2009, p. 584) these differences in the numbers of students received and sent to study abroad reveal that this process can occur actively or passively based on in the geopolitics of knowledge.

For the authors, active internationalization occurs in developed countries that have a structured and hegemonic education that ends up influencing higher education systems around the world; on the other hand, passive internationalization is identified in most of the semiperipheral and peripheral countries of the world-economy and its actions have greater commercial than cultural interests.

RESULTS AND DISCUSSION

Through bibliographic research it was found that the internationalization of higher education occurs since the emergence of the first foreign universities. This same process also took place in Brazil, as the first national higher education institutions were influenced by Portuguese, French and American pedagogical models.

Number of students abroad			Number of foreign students	
1°	Brazil	67.183	Argentina	109226
2°	Colombia	46.631	Brazil	21.181
3°	Mexico	34.196	Dominican Republic	9.607
4°	Peru	33.701	Mexico	7.223
5°	Venezuela	23.866	Ecuador	6.302

Table 01: University Internationalization in Latin America.

Source: Global Flow of Tertiary-Level Students (2018-2019). Prepared by the author.

Number of students abroad		Number of foreign students	
India	375.055	United States	987.314
Germany	122.538	United Kingdom	452.079
South Korea	101.774	Australia	444.514
South Africa	91.130	Germany	311.738
United States	84.349	Russia	262.416

Table 02: Global University Internationalization.

Source: Global Flow of Tertiary-Level Students (2018-2019). Prepared by the author.

In addition, it was observed that this concept has evolved greatly over the last fifty years and currently involves social, cultural, political and economic factors that have made its approach more complex.

It was also found that Brazilian universities depend on incentives provided by the Federal Government to develop actions aimed at academic mobility, such as the REUNI and programs: “Ciência sem Fronteira”, which have already ended. Furthermore, few examples were found of institutions with their own projects for the internationalization of education.

As a consequence, the data obtained through the UNESCO Institute of Statistics indicate that academic mobility in central countries results from investments in university internationalization programs, which characterizes its active position in this process. On the other hand, developing countries such as Latin Americans act passively, as there are no consolidated international higher education projects.

FINAL CONSIDERATIONS

Based on the aspects mentioned, it can be said that at the beginning of the research there was an expectation that information on the topic of internationalization of higher education would be mainly related to the cultural aspects of this process, but throughout the work it was observed that this subject is more complex and involves a series of political, social, cultural, economic and pedagogical factors.

In addition, it was observed that there is not a large amount of academic production in this area in Brazil, as the theorists point out at the beginning of the work. Thus, to continue the bibliographic review, consultations were made directly in the works of the most cited authors in the available scientific articles.

Based on the knowledge acquired, it is

intended to continue the research to verify how Brazilian universities can develop independent projects aimed at the internationalization of higher education and which do not depend entirely on government investments.

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