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INTERNATIONALIZATION OF BRAZILIAN HIGHER EDUCATION: PRELIMINARY NOTES ON THE IMPACTS OF GLOBALIZATION ON HUMAN RIGHTS

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Abstract: The present work has as its starting point of analysis the temporal and conceptual development of the phenomenon of globalization, as well as the study of the reflection of globalization in terms of human rights, in order to then investigate the challenges of the internationalization of higher education in Brazil. In this perspective, the general objective of this research is to verify if Brazil managed to develop public policies in the materialization of the internationalization of higher education. Therefore, in an attempt to elucidate this central question, the research is based on the deductive method, from a qualitative approach, and constitutes itself as exploratory and descriptive, with application of the bibliographic technique. At the end of the study, it was verified the need for the Brazilian State to prepare a national document, in order to outline strategies and priorities in the development of policies capable of materializing the internationalization of the right to education, notably with regard to higher education.

Keywords: Globalization. Human rights. College education. Internationalization.

INTRODUCTION

By investigating the paths to globalization, the course of modern states, which developed as nation-states, is analyzed. After the consolidation in the internal scope, there was the rise of an international association, which started to have a global character from the phenomenon of globalization.

Faced with the growing interconnection between the most diverse countries, there was the erosion of territorial borders and the shortening of time and space, which has caused, since the last two decades of the twentieth century, an economic, political, social and cultural exchange, among others.

It happens that, contrary to being a phenomenon experienced in a uniform way, globalization is characterized as disruptive, as it promotes transformations in the relations between the State and society, also contributing to the growth of social inequalities.

In this context, the rise of human rights, at the global level, emerges as a response to inequalities and social ills, in the quest to safeguard the rights of all peoples. This happens because the accentuated interrelationship between States generates a fragmentation of social rights, so that the need for local governments ~to cooperate at the global level to be able to make public policies feasible in societies, such as education, which is constitutes a mechanism for the realization of human rights and also for the defense of this normative complex.

Thus, the question emerges: given the role of international institutions in safeguarding human rights, especially the right to education, is it possible to infer that Brazil has managed to develop public policies in the implementation of the internationalization of higher education?

In view of this, the article is divided into three topics, namely: first, the paths to globalization, the consolidation of power at the domestic level and the formation of an international system are investigated; secondly, the phenomenon of globalization and the guarantee of human rights are investigated; in the third, in turn, the role of national institutions in safeguarding these rights, especially education, is investigated, notably in relation to the development of public policies to make the internationalization of higher education viable.

THEORETICAL REFERENCE

THE PATHS TO GLOBALIZATION

Despite the fact that the term "globalization" has been disseminated since the last two decades of the 20th century, its phenomena

can be seen from very ancient roots. Thus, in the past this phenomenon was based on the international integration that manifested itself in trade, however, already throughout the 20th century, the phenomenon of globalization revealed itself in a growing expansion and deepening of international integration, such as, for example: in transactions financial, productive processes, cultural standards, social institutions and customs, environmental phenomena and concerns (HELD, MCGREW, 2001).

Conceptualizing globalization is not an easy task, since, according to Held and McGrew (2001), there is no single, universally accepted definition for the term "globalization". This time, globalization has been seen as an action at a distance; as a space-time understanding; as an accelerated interdependence; as a world by a shrinking process, among others. In other words, it can be said that globalization refers to deep-rooted and lasting patterns of global interconnection, causing a significant change in the spatial scope of social action and organization, which move to an inter-regional or intercontinental scale.

Likewise, Santos (2002) expresses that the references usually used to designate globalization, although they may generate a non-real understanding of this phenomenon, may indicate that it is a linear, monolithic and unequivocal phenomenon, which would be false, even so, such an idea is today it is prevalent and tends to be reinforced when globalization spills over from scientific discourse to political discourse and common language.

As for the term globalization, Faria (2010, p. 01) adds:

> Globalization is an open and multiform concept, which involves problems and processes related to trade openness and liberalization, the functional integration of internationally dispersed economic activities, interstate competition for volatile capital and the advent of an international financial system over which governments have decreasing control ability. In this perspective, globalization is a concept related to the ideas of "compression" of time and space, real-time communication and dissolution of geographic boundaries, political multilateralism and decision-making polycentrism. [...] (FARIA, 2010, p. 01).

As you can see, globalization is not necessarily a destination – on the contrary, it is a wide range of problems and dilemmas. Assuming it as a multicausal, multidimensional, multitemporal and multicentric process, which relativizes national scales while expanding and intensifying economic, social and political relations (FARIA, 2010).

The economic character of globalization is strongly present in Faria's view (2010). However, Held and McGrew (2001), understand that globalization must not be restricted to the exclusively economic phenomenon, since the globalist analysis confers a status comparable to other dimensions of social activity, and may refer to several other institutional orders of society, such as: technological, political, cultural, natural, as well as the aforementioned economic area, etc.

According to Sato (2015), from the Second World War it was observed that globalization brought, together with the dissemination of its terminology, a new paradigm, in which it is verified that the feelings of nationality concentrated in local conditions are progressively dividing the space with feelings of belonging to an international community. As a result of this phenomenon, dilemmas have emerged and are shown to be an inseparable part of the lives of nations and influencing their political institutions, as well as social institutions.

According to Therborn (2001), globalization triggers a change in the relations between the State and society, thus, new social

actors emerge, such as, for example: NGOs, IMF, World Bank, all with different roles and being inserted in decentralized institutional arrangements with new spaces for social and political participation.

In the words of Matias (2005, p. 454-455):

> The main effect of this new contract is the dilution of state power, a dilution that affects traditional international society, which is based mainly on the idea of sovereignty. The new social contract then gives rise to a new paradigm - that of global society. In this, States limit or transfer part of their power to the benefit of other actors or institutions, profoundly changing the model of the sovereign State. [...] At the end of the 20th century, the world was organized based on a series of truly international rules. The existence of common norms and institutions is enough to believe that now, yes, we live in an international society (MATIAS, 2005, p. 454-455).

Also, according to Therborn (2001), it is essential to question exclusion and the worsening of social inequalities as being inevitable and how the process of globalization, in the way it has been occurring, may or may not be an irreversible phenomenon. In this context, it is understood that the study of human rights and how they have been seen from a global perspective is important.

GLOBALIZATION AND HUMAN RIGHTS

Since globalization, there has been a growing interconnection between States and societies, in order to encourage the shortening of time and space not only by increasing technological speed, but also by forming a global community (HELD; MCGREW, 2001).

This progressive interaction boosted not only the intertwining of different nations around the globe, whether political, economic, social, cultural, among others, but also caused an increase in inequality, through a disintegrating process that derives from the exclusion of part of the population contingent (HELD; MCGREW, 2001).

That said, Held and McGrew (2001) understand that globalization is a phenomenon that is not experienced uniformly by the different societies of the world. Contrary to being a universal process, it provides an expansion of social vulnerabilities, which impacts on the guarantee of human rights.

The rise of human rights at a global level is revealed, then, as a response to inequalities, poverty and the lack of public policies in societies. It so happens that globalization and political transnationalization stimulate transformations in the sphere of local governments, which need to cooperate with other states to be able to make internal projects viable.

According to Schaefer (2009), due to the progressive inequality in the globalized world, the reflection about the maintenance of social equality in increasingly fragmented States, which evidence the asymmetry of classes, as well as the perspectives to make viable the international mechanisms of protection of human rights.

The interconnection of societies at a global level facilitates the formation of a global system, so that local governments need to deal with this challenging scenario, through the posture of reformulating policies and the ways to implement them (SCHAEFER, 2009).

While human rights seek social equality and aim to ensure the protection of individuals, the phenomenon of economic globalization, especially based on the expansion of financial markets and profit-making, leads to a horizontal distribution of the workforce, the which contributes to the erosion of social solidarity (HELD; MCGREW, 2001).

This occurs because globalization establishes the patterns of hierarchy and inequality in a world perspective, which provides for the exclusion of a portion of the

population, which lives on the margins of society. The effects of this phenomenon are then reverberated across the globe, given that world-wide inequalities reveal themselves as conditioning opportunities in the social sphere. In addition to the local consequences, this mismatch between the richest and poorest states is a constant issue on the world agenda (HELD; MCGREW, 2001).

Therefore, even in the face of economic globalization and the other facets of this phenomenon, one must seek to preserve the universal perspective of human rights, strengthen the concept of the individual as a subject of rights and promote the dignity of the human person as one of the pillars to be observed in the globalized interaction of States and societies (SCHAEFER, 2009).

Thus, based on strengthening the guarantee of human rights as a pressing issue on the global agenda, and not just as an interest in the internal domain of the State, the aim is to promote a reflection on the effects of globalization, especially with regard to the social gap between rich States and poor, in order to enhance the protection of these rights in the world order.

THE INTERNATIONALIZATION OF BRAZILIAN HIGHER EDUCATION

Educational policies are analyzed and compared through the notion of globalization, especially with regard to cases of power, knowledge, technology, politics of difference within education, among other cases. Since globalization requires countries that the terms of quality regarding their national education and training systems are evaluated according to international standards (ESTÊVÃO, 2009).

The concern about the realization of the right to education has ancient roots, so that it is necessary to go back to the Universal Declaration of Human Rights of 1948, which establishes, in the preamble, the important observance of the rights provided therein by peoples and nations, as well as lists that individuals and corporate bodies must make efforts to ensure rights through education, which is a guarantee provided for in Article 26 of the Declaration (ORGANIZATION OF THE UNITED NATIONS, 1948).

In line with what the aforementioned Declaration expressly provides for education as a guarantee to be implemented, Federal Constitution/88 also gave greater visibility to this right, under the terms of Article 6th (BRAZIL, 1988). Therefore, it is pointed out that education is recognized at a global and national level, mainly because it is indispensable for the reduction of social inequalities and for the development of society.

It is understood that the right to education can both be analyzed as a human right, since its protection is established in the Declaration of Human Rights of 1948, as well as a fundamental right, due to its settlement in the Federal Constitution of 1988 (Federal Constitution/88). Thus, while human rights have a universal character, not restricted to concrete positivization, fundamental rights are the positivization of those, that is, the incorporation of human rights into the legal system. Some Constitutions establish such rights more succinctly, as is the case of the American Constitution, others, as is the case of the Federal Constitution/88, in a more analytical way (BARROSO, 2020).

Bernussi (2014) talks about the central performance of international organizations in terms of defining and complementing the educational agenda in national systems and, although international organizations agree with regard to the importance of education for development, it is not possible to identify that there has been a unified position. Therefore, it can be seen that the differences between international organizations are verified mainly

with regard to the choice of priorities for education as a mechanism for development.

Thus, it is identified that international organizations have solidified in three ways with regard to the theme of education. First, as representatives of the concept of education as a development mechanism. While in a second form, organizations such as UNESCO, UNICEF, the World Bank and the UNDP are cited, which are seen as representatives of the institutionalization of this idea and, thus, responsible for the standardization, as well as for the dissemination of their own approaches and discourses. As a last resort, it appears that organizations are seen as a source of technical and financial assistance to educational projects (BERNUSSI, 2014).

It is observed that the right to education is composed of four essential elements: a) availability: for this element, free education must be available to all, and international human rights standards oblige the State to be the final investor in guaranteeing of instruction; b) accessibility: access to education without discrimination, where material accessibility is possible, where there is effective school attendance and, regardless of economic condition, access to instruction is assured; c) acceptability: guarantees a standardized quality of education, with the State having to adapt to the formulated minimum criteria; d) adaptability: according to the last element, education must be proposed according to the reality of the people for whom it is intended, considering culture, religion and other differences (CICONELLO, 2016).

The understanding of these elements proves to be important to highlight education as a social and human right, being necessary that it be offered to the whole of society and, also, that citizens have the opportunity to contribute to decisions of an educational nature, based on the participation social (SCHAEFER, 2009).

With the ideal set forth by Ciconello (2016), of an education with characteristics of universal reach to all, of total accessibility, Miranda and Stallivieri (2017) elucidate, with regard to Brazil, that the country is in a moment of extreme importance when dealing with the internationalization of higher education. In this quadrant, the involvement of the following actors can be seen: government agencies, development agencies and entities that represent the educational area in Brazil, which generates the creation of public policies aimed at the internationalization of the higher education system.

It is in this scenario that, from the period of re-democratization and with the enactment of Federal Constitution/88, Brazilian foreign policy becomes a concern not only of the government, but also of society as a whole. Therefore, during the 1990s, and through the advent of the globalization context, education began to be investigated as a foreign policy tool, with the collaboration of new actors and a new public diplomacy (MIRANDA; BISCHOFF, 2018).

In this period of progressive interaction between States and societies, which presupposes the formation of a global system that streamlines economic, political and cultural exchanges, among others, it is noted the importance of ensuring democracy and citizenship, in order to provide the social participation in a context of increasing inequalities, one of the effects of the phenomenon of global interconnection. Although cooperation between States is an important element in the globalized reality, it is also necessary that internal decisions rely on the contribution of the population living in that locality (HELD; MCGREW, 2001; SCHAEFER, 2009).

METHODOLOGY

In order to elucidate this central question, the research is exploratory and descriptive, with the application of the bibliographic technique, through the selection of books, dissertations and relevant articles on the subject. The scientific method used is deductive, with a qualitative approach.

RESULTS AND DISCUSSIONS

Considered a soft power, international education is now analyzed as a resource for bringing countries closer together, through the promotion of actions and programs aimed at strengthening and valuing education. While educational policy is understood as an important aspect to strengthen ties between the various global nations, it also emerges as a tool for economic, social and cultural development at the domestic level (MIRANDA; BISCHOFF, 2018).

It is imperative to highlight the efforts aimed at implementing international education as one of the strategies in terms of foreign policy, in order to project the country beyond territorial borders. Among the initiatives, mention must be made of the internationalization of the higher education system, through the National Education Plan, especially the National Postgraduate Plan, referring to the period 2011-2020, and the Science without Borders Program, which denote the interest government in solidifying the identity of Brazilian higher education and expanding Brazil's insertion in the international arena (MIRANDA; BISCHOFF, 2018; MIRANDA; STALLIVIERI, 2017).

Indeed, although there are actions aimed at praising education as a driving factor for national development and the appreciation of Brazilian universities, it is noted that "the absence of a general document, of national scope, that guides the formulation and execution of national policies and regional for the internationalization of higher education makes advances in the area difficult [...]" (MIRANDA; STALLIVIERI, 2017, p. 610). Thus, despite the challenges, discussions on this topic can certainly encourage reflection and direct the path to be followed.

FINAL CONSIDERATIONS

It was found that the term globalization was known in the final years of the twentieth century, although the phenomenon has been identified much earlier. Unraveling its conception is not an easy task, since there is no definition that is unique and universally used to designate this process. Thus, globalization is seen as being an action at a distance, related to space-time understanding, which presupposes an accelerated interdependence, so that, in summary, globalization refers to patterns that are deep-rooted and enduring of a global interconnection.

It appears that the rise of human rights at a global level emerges, then, as a response to inequalities, poverty and the scarcity of public policies in societies. It so happens that globalization and political transnationalization stimulate transformations in the sphere of local governments, which need to cooperate with other states to be able to make internal projects viable.

Therefore, it is concluded that the phenomenon of globalization is increasingly accentuated, so that the dissemination of the effects resulting from it can directly affect the attention given to human rights. That said, there is a need for the Brazilian State to prepare a national document, in order to outline strategies and priorities in the development of policies capable of realizing the internationalization of the right to education, notably with regard to higher education.

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