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Pós-graduação e internacionalização: intercâmbio de experiências e desafios institucionais

Postgraduation and internationalization: exchange of
experiences and institutional challenges

Posgrado e internacionalización: intercambio de
experiencias y retos institucionales



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Resumo: O presente artigo objetiva apresentar os relatos dos painelistas do evento de extensão “Educação em tempos de pandemia: os desafios da internacionalização”, acerca do panorama da educação em seus países durante o contexto pandêmico, bem como discutir o processo de internacionalização da UFG, especialmente do PPGE/FE/UFG. A metodologia utilizada foi a análise de documentos elaborados pela UFG e pelo PPGE/FE/UFG, disponíveis em sítios eletrônicos da referida universidade, sobre acordos de internacionalização e mobilidade estudantil, bem como das palestras ministradas pelos painelistas. Concluiu-se que as estratégias e possibilidades para lidar com os desafios impostos pela pandemia foram diferentes em cada contexto, a depender do momento histórico, político e social vivenciado nesses países.

Palavras-chave: Desafios. Internacionalização. Pandemia. Possibilidades.

Abstract: This article aims to present panelists' reports of the extension event 'Education in times of pandemic: the challenges of internationalization', about the panorama of education in their countries during the pandemic context, as well as to discuss the process of internationalization of UFG, especially in PPGE/FE/UFG. The methodology used was the analysis of documents prepared by the UFG and by the PPGE/FE/UFG, available on the university's websites, regarding internationalization and student mobility agreements, as well as the lectures given by the panelists. The study concluded that different strategies and possibilities deal with the pandemic's challenges in each context, depending on the historical, political, and social circumstances experienced in these countries.

Keywords: Challenges. Internationalization. Pandemic. Possibilities.

Resumen: Este artículo tiene como objetivo presentar los relatos de los panelistas del evento de extensión “Educación en tiempos de pandemia: los desafíos de la internacionalización”, sobre el panorama de la educación en sus países durante el contexto de la pandemia, así como discutir el proceso de internacionalización de la UFG, especialmente de PPGE/FE/UFG. La metodología utilizada fue el análisis de documentos elaborados por la UFG y por el PPGE/FE/UFG, disponibles en los sitios web de la universidad, sobre convenios de internacionalización y movilidad estudiantil, así como las conferencias impartidas por los panelistas. Se concluyó que existen diferentes estrategias y posibilidades para enfrentar los desafíos impuestos por la pandemia en cada contexto, dependiendo del momento histórico, político y social vivido en estos países.

Palabras clave: Internacionalización. Pandemia. Posibilidades. Retos.

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Introduction

Since its upbringing, the university has comprised an environment of cultural exchange, offering space for dialogue and reflection between actors from different countries - although restricted to economic elites for an extended period. In Brazil, with the guarantee of didactic-scientific, administrative, and financial management autonomy, the impulse for science happens through education, research, and extension. Thus, multiple initiatives, strategies, and academic nature projects enable the building of a formative international space. In the last decades, the internationalization process of these institutions worldwide received stimulus through technological innovation, migratory possibilities, the interests of economic corporations, and changes in the parameters of governmental evaluation of Universities (Laus, 2012).

The Postgraduate Program in Education of the School of Education at the Federal University of Goiás (PPGE/FE/UFG) suggests and promotes initiatives to favor the internationalization process. On September 3rd, 2021, professors Wilson Paiva, Maria Margarida Machado, and Marilza Suanno coordinated a live event on the YouTube channel *UFG Oficial*. The event, divided into two sections, invited teachers from the following institutions: University of Maputo (Mozambique), Autonomous University of México (Mexico), University of Calgary (Canada), National University

of the Center of the Province of Buenos Aires (Argentina), and University of Barcelona (Spain). The leading theme was 'Education in times of pandemic: challenges of internationalization'.¹

This article discusses UFG's internationalization process, concentrating on PPGE/FE/UFG, and displays the panelists' reports on the education scenery in their countries during the pandemic. Thus, we analyzed documents elaborated by UFG and PPGE, FE/UFG that are available on the university's websites. The papers correspond to internationalization and student mobility partnerships. Regarding the panel, we settled on detailing the information the professors shared on the impacts of the pandemic, considering the country of activity.

Through the selected material, we perceived parallels and disparities between the educational process and internationalization of the analyzed countries. In its diversity, the panelists expose similar obstacles. However, strategies and possibilities to deal with the challenges posed by the pandemic differ in each context depending on the historical, political, and social periods experienced in these countries.

Internationalization: comprehending the concept

¹ PPGE/FE/UFG. **Internacionalização**. Available in: <https://fe.ufg.br/p/36133-internacionalizacao>. Access on: 04 out. 2021.

According to Knight (apud Santos, 2017, p. 18, our translation), internationalization is “the process in which the international, intercultural, or global dimension interweaves with the purpose, functions, and provision of higher education”. Franklin et al. (2017) highlight that the characterization of a university as an international institution relies on embedding internationalization policies into the institutional culture, strategically thought and developed according to directive parameters. Thus, the promotion of global events or exchange programs is not enough.

Miura (2006) explains that the implementation of internationalization happens through various approaches that depend on institutional values and priorities and the project’s development stage. The author states that the most common approaches’ foundation: projects, which focus on holding specific activities and programs; competencies, which emphasize the development of students, teachers, and administrative staff’s abilities, attitudes, and values; and cultural, which focuses on implementing principles and organizational culture. At last, the author accentuates the possibility of adopting the processual or strategic approach that comprises the elements of the others.

It is possible to grasp internationalization as a broad phenomenon that materializes through different initiatives. Referring to Franklin et al. (2017) and Stallivieri (2017), we mention the following: student and faculty staff mobility

such as visits, event attendance, and participation in modules; hiring internationally renowned professors; the creation of educational, research, and extension activities in foreign languages; development of joint research and study groups; co-supervision of dual degree and supplementation of original education; curriculum internationalization with the inclusion of new author and cases; the increase of international journal publications; procedures for promotion the university abroad aiming to attract students of different countries; and taking part in bids and competitions for investment funds and financial resources.

Currently, Brazil has no specific legislation toward internationalization as a public policy. Compared to other countries, the national experience demonstrates that recent governments did not incorporate internationalization as a primary compromise (Miranda; Stallivieri, 2017). The National Education Plan - Law nº 13.005, of June 25th, 2014 - describes some strategies to reach goals, for example, increasing enrollment in higher education (goal 12) and *stricto sensu* postgraduation (goal 14). Therefore, the decision to internationalize comes from the higher education institutions considering its particularities and needs.

UFG's internationalization process at PPGE/FE/UFG

The internationalization process at UFG started in the late 1980s (Figueiredo; Ghedini, 2021). However, in 2018, the university decided to emphasize its internationalization policy and created a committee to diagnose the institution's current internationalization scenario in 2019, highlighting powerful features and verifying those that need revision and improvement (Figueiredo, Ghedini, 2021). Currently, UFG's Internationalization Plan, which is in production, has the central goal of consolidating intercultural and global networks for education, research, and extension. Regarding post-graduate education, multiple initiatives promote interaction between the institution's scientists and researchers worldwide.² Figueiredo and Ghedini (2021) state that UFG has approximately 100 active partnerships.

UFG has active international agreements classified as cooperation agreements and co-supervision agreements. We can categorize cooperation agreements as follows: a) general agreements, appreciated by the university's academic divisions and partner institutions; b) specific agreements by academic divisions, Postgraduate Programs (PPG), or study groups with opportunities for exchange, dual degree, capacity-building course, and research

² Jornal UFG. **Pós-graduação da UFG avança no processo de internacionalização.**

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development; and c) multilateral agreements that correspond to UFG's partnership with two or more institutions³. In co-supervision agreements, two supervisors of distinct nationalities (one Brazilian) are responsible for the same doctorate student. Thus, a UFG student can have mobility to another institution abroad, or a foreign doctorate student can become affiliated with UFG (Universidade Federal de Goiás, 2016).

Aiming to amplify internationalization, CEPEC Resolution nº 1403 establishes the creation of specific "requests for application" (*edital* in Brazilian Portuguese) for foreign students; selective processes in other regions in Brazil or abroad; offer of modules by UFG professors in other institutions; and development of academic activities and modules in foreign languages (Universidade Federal de Goiás, 2016).

The Postgraduate Program in Education of the School of Education at the Federal University of Goiás (PPGE/FE/UFG) adopted some initiatives to strengthen the internationalization policy, such as

³ Acordos de cooperação. Available in: <https://sri.ufg.br/p/19968-acordos-de-cooperacao>. Access on: 25 set. 2021.

Art. 57 [...] foreign guest professor; post-doctoral studies at foreign institutions for the program's permanent professors; doctoral internship at foreign institutions for the program's students; Teaching and research missions at foreign institutions; international protocols or agreements; provision for collective outputs (articles, books, dossiers, etc.); development and execution of joint research projects; organization of scientific events with foreign participants; among others. (Universidade Federal de Goiás, 2017a, p. 22, our translation)⁴

PPGE/FE/UFG takes part in three multilateral pacts: I) Research, Teaching, and Extension Network in Education in the Central-West and Northern regions of Brazil and Latin America (RECONAL), with eleven participants under the responsibility of professor Amone Inácia Alves; II) International Network of Creative Schools (RIEC), with 17 participants under the responsibility of professor Marilza Suanno; and III) the 'Archipelagos of Memories' Project with 4 participants coordinated by professor Valdeniza Barra.

Regarding the pedagogical realm, multiple activities developed aim to strengthen the internationalization culture, including the offer of foreign language modules,

⁴ Original citation: Art. 57 [...] professor visitante estrangeiro; pós-doutorado em instituições estrangeiras para professores permanentes do programa; estágios de doutorado de alunos do programa em instituições estrangeiras; missões de ensino e pesquisa em instituições estrangeiras; protocolos ou convênios internacionais; previsão de produções coletivas (artigos, livros, dossiês etc.); elaboração e realização de projetos de pesquisa conjuntos; realização de eventos científicos com participação de estrangeiros; dentre outros (Universidade Federal De Goiás, 2017a, p. 22).

participation of foreign students in regular modules of PPGE, *lives* with research professors from Argentina, Bolívia, Canada, Spain, Mozambique, Mexico, Portugal, and others.

Finally, we highlight the importance of aligning the internationalization process of PPGE/FE/UFG with a perspective that reinforces social quality education. This education focuses on developing practices that stimulate critical capability while giving value to science and university autonomy under UFG's Institutional Development Plan (Universidade Federal de Goiás, 2017b).

Measures to combat the pandemic and impacts on educational systems and internationalization processes

The following overview relates to insights shared by research professors from their countries during the "Education in times of pandemic: challenges of internationalization" live event, that is Argentina, Canada, Spain, Mexico, and Mozambique; the professors contextualized measures taken by the country and universities.

A crucial piece of information is that the pandemic context is rooted in the coronavirus (Sars-Cov-2) spread. The identification considered early cases of pneumonia of uncertain origin in Wuhan, China. On January 30, 2020, the World Health Organization (WHO) declared the outbreak of the new coronavirus as a Public Health Emergency of

International Concern. Brazil declared the outbreak a Public Health Emergency of National Concern on February 3, 2020, through *Portaria nº 188* [Ordinance]. The declaration of the illness as a pandemic on March 11, 2020, prompted measures enactment to prevent and combat the disease (Marques et al., 2020, out translation).

The challenges of internationalization during the COVID-19 pandemic management majorly connect to local structures. Although there are common aspects, such as student and professor mobility adaptation to virtual mobility, as noted by the panelists, others are particular to each reality.

Experience report from the National University of the Center of the Province of Buenos Aires (argentina)

During the live event 'Education in times of pandemic: challenges of internationalization', the professor from the National University of the Center of the Province of Buenos Aires made some observations and reflections experienced in her university of activity during the pandemic context (EDUCAÇÃO, 2021a).

According to the professor, it was possible to identify that various university professors did not use educational digital technologies (EDTs, or TEDs in Brazilian Portuguese), virtual learning environments (VLE, or AVA in Brazilian Portuguese), and had no pedagogical training to work in

virtual environments. The pandemic consequently highlighted the issues of pedagogical training of university professors in a moment of intense improvisation (EDUCAÇÃO, 2021a).

In the face of the health emergency, virtual classrooms confront the continuity of education in an uncertain reality and lack of experience. In a context of inequality connected to various crises in the country (unemployment, emotional issues, family death, difficulty to or lack of internet connection, and others), there was the need to rethink aspects of the pedagogical real to give continuity to this education.

Each university reaches its autonomy to define its processes. Momentarily, there were no final exams, considering the characteristics of the curricular spaces, quantity of students, and goals. Thus, there were synchronous and asynchronous activities with different forms through the professors' autonomous decisions.

In Argentina, virtualization also favors the postgraduate education level by identifying the ease with which students and professors could engage in courses at this level. The professor (EDUCAÇÃO, 2021a) emphasized that one of the international programs, PILA⁵, maintained both traditional

⁵ Programa de Intercambio Académico Latinoamericano. "El Programa PILA tiene por objeto promover el intercambio de estudiantes de carreras de pregrado y posgrado, así como de académicos, investigadores y gestores de las Universidades e Instituciones de Educación Superior Asociadas." Available in: <https://campusiberoamerica.net/pt/programa-de-intercambio-acad%C3%A9mico-latinoamericano-pila-investigadores-gestores-y-acad%C3%A9micos-argentina-2018>. Access on: 24 out. 2021.

and virtual mobility. She also mentioned integral projects that regard internationalization agreements and academic recognition between countries.

Experience report from the University of Calgary (Canada)

The professors from the University of Calgary (Canada) emphasized during the live event that, in general, Canadians have easier access to technology, which enables the perspective of “seeing possibilities within impossibilities” during the pandemic context (EDUCAÇÃO, 2021a).

According to the panelists, teachers had to adjust the course and inquire how to engage students. Considering this goal, the professors sought the flipped classroom method. Due to the challenging context, they realized the need for greater flexibility in teaching within the constant worry over students' mental well-being. At first, students delivered great rhythm, acceptability, and engagement, but there was a downfall mainly due to fatigue and mental health (EDUCAÇÃO, 2021a).

Among the country's measures, the government exercised significant effort to guarantee adherence to social isolation and created a social package of US\$ 2.500,00 (two thousand and five hundred dollars) per person.

This context required a more flexible evaluation, group work, and extended deadlines. Professors' workload increases due to the online presence and adjustments to the

online model. Regarding technological support, the professors (EDUCAÇÃO, 2021a) report receiving equipment and financial support to invest in continuous training or eventual necessities when joining the university. Thus, the professors didn't feel adrift while they and the students had support.

Concerning internationalization, the guest professors mentioned that the pandemic had minor consequences in Canada. Beforehand, the School of Education of the University of Calgary used online resources to develop its activities. Thus, there was a modification of existing programs during the 18 months. However, there was an increase in low-income students in the international projects.

Experience report from the University of Barcelona (Spain)

In March 2020, Spain suspended in-person classes, and virtual education started in Centers for Early Childhood and Primary Education, Secondary Education, and Higher Education.

In the live event 'Education in times of pandemic: challenges of internationalization', comments from the University of Barcelona professor disclosed some issues concerning education during the pandemic, that being 1) technical: not all students (children, juveniles, and teachers) had technological equipment or good connectivity to

continue virtual learning; II) logistical: not all of them had enough space for individual work; III) competencies: students and teacher lacked basic knowledge regarding Information and Communication Technologies (ICT) to manage virtualization; IV) emotional: various families suffered from loss and health and family coexistence issues, which affects concentration and motivation.

When it comes to educational institutions, the challenging scenarios were: I) technical: lack of material, restricted accessibility, lack of platforms, programs, and resources; II) competencies: lack of preparation and digital, group work, and management competencies; III) socioemotional: concentration and health issues; IV) logistical issues and lack of individual spaces. Considering this, the government and educational institutions sought to acquire and offer technological resources such as computers to children, juveniles, and teachers. However, they did not meet everyone's needs due to high demand.

The Secretary of Education, as an initiative, created the groups of ICT and Transformation, Attitude, and Knowledge⁶ trainers to supply educational centers. The universities organized to detect training necessities, systematized teacher training and conducted studies about the impacts of the pandemic.

The initiatives vary according to each educational level. In Early Childhood, Primary, and Secondary education, there

⁶ Title in Brazilian Portuguese: Transformação, Atitude e Conhecimento (TAC).

was vaccination of teachers as a priority. The resumption of in-person classes happened through hygienic measures and biosafety protocol criteria, including the alternating groups of students during the week with 50% in-person attendance.

The professor (EDUCAÇÃO, 2021a) emphasized that, in her personal view, the pandemic shed light on the absence of a collaborative work culture; the deficiency of digital methodological competencies of teachers; the use of highly traditional methods; the creation of an issue stemming by evaluation; the substantial increase of meetings, and students' heavy workload.

Concerning internationalization, virtual mobility facilitates students with no financial resources to fund exchange programs and partake in such initiatives. The W-Twinning program - a joint program between universities where professors and students collaborate on a project - is an example, accentuating the incorporation of ICT into daily routine. The professor (2021a) stressed the significance of programs such as this one, which promotes equity and socialization within internationalization.

Experience report from the autonomous University of Mexico (Mexico)

During the live event, the professor (EDUCAÇÃO, 2021b) from the Autonomous University of Mexico (UNAM) emphasized that the pandemic disclosed the prominent

deficiencies and inequalities of Mexican public education and society.

According to his comments and reflections (EDUCAÇÃO, 2021b), the impact of the pandemic on Primary and Higher Education means tackling multiple challenges, such as I) the need to quickly adjust to different educational models; II) the disproportionate impacts of gender - female teachers had to juggle teaching with household responsibilities, above all married teachers who have children or are responsible for other people, for example, sick family members. Thus, there is a work overload, especially for these women; III) the difficulty of supporting students with issues stemming from COVID-19. Although a crucial measure to tackle the virus propagation, social isolation had emotional repercussions like stress, depression, anxiety, frustration, fear, and uncertainty.

With the institutions' closure, Primary Education in Mexico happened online for a year and a half. The adjustment implemented two programs, namely '*Aprende en casa 1*' and '*Aprende en casa 2*' [Learn at home, in English], to continue the school year by semester. Schools reopened on August 30, 2021, while multiple public universities remained closed for in-person activities.

In this context, various criticisms arose regarding public schools reopening in Mexico. They considered that the scenario was still unfavorable due to the virus' Delta variety and actual safety conditions for reinstatement of the

activities. Simultaneously, the situation is complicated because, while children are happy to be back, parents and teachers expect strict protocol adherence to prevent issues.

Since the pandemic started, measures have focused on supporting students and teachers, providing multiple digital platforms: Webex, Zoom, Blackboard, and Moodle. Universities procured licenses for these platforms. Another program provided tablets on loan to students unable to access technological devices such as computers. Thus, this is how institutions supported the continuity of activities through remote education. During this period, universities offered assistance to professors to adjust to remote teaching, with phones and other materials that lessen difficulties. The Autonomous University of Mexico (UNAM) incorporated ICTs into the daily routine.

According to the professor (EDUCAÇÃO, 2021b), another crucial piece of information is that the pandemic surprised all educational institutions. Although some teachers had experience with technological resources, others had no repertoire. Some institutions had multiple digital materials, which is the case for UNAM, which had departments responsible for the maintenance of these programs. However, other professors were unaware of these programs or did not know how to use them.

As stated by the professor, the pandemic disclosed prominent deficiencies and inequalities in Mexican Primary Education and society because it highlighted the lack of

resources to continue with online education. Internationalization initiatives had to be revisited through the possible resources considering new models of virtual mobility for students, teachers, and researchers (EDUCAÇÃO, 2021b). Therefore, UNAM has assessed the possibilities and expansion of efficient virtual mobility considering that the pandemic, due to the closure of borders, provoked the cancellation of international academic exchange, academic institution visitation, and research of guest professors.

Experience report of the University of Maputo (Mozambique)

The professor from the University of Maputo, during the live event 'Education in times of pandemic: challenges of internationalization', problematized that multiple aspects must be considered concerning education in Mozambique during the pandemic, both positive and negative (EDUCAÇÃO, 2021a).

Additionally, he emphasized the following damaging consequences of the pandemic: I) library closure hindered research by teachers and students; II) low-income students could not buy devices with internet access or maintain the cost of continuous internet access; III) teachers had to cover the costs of online education; IV) the emotional impact of losing teachers, particularly for their professional class,

affected their performance; V) teachers' working ours was extended.

From another perspective, among the positive outcomes of the pandemic, we mention I) an increase of publications by students and professors in scientific journals; II) a reduction of dislocation costs to the university; III) an increase in scientific events promoted by the university; and IV) the creation of the journal '*Meditações*' [Meditations, our translation], focused on publishing professors and students' reflections on the pandemic.

Concerning internationalization, specifically, we highlight the participation of professors from other universities and countries in events and activities of the University of Maputo. Their participation is facilitated by cost reduction, considering these initiatives are virtual. Additionally, the professor emphasizes the substantial increase in scientific and academic production, amplifying the university's reach through online journals with greater cooperation from international stakeholders (both in evaluation and publication).

According to the professor (EDUCAÇÃO, 2021a), due to social distancing and closure of educational spaces, the institutions in Mozambique followed the hybrid model with class division to fulfill weekly rotation between in-person and distance education.

Furthermore, other essential measures happened through the partnership between the university, the

government, and the community. As an example, the manufacturing of hand sanitizers for both the college and the Mozambican community sector. The partnership also organized interdisciplinary groups composed of university members and the Health Ministry, aiming at developing a supplement for immune system strengthening.

Reflections on the reports from teachers in the analyzed countries

Therefore, the pandemic shed light on new structures to maintain education, research, and extension activities in the analyzed Universities. Accordingly, we identified that, during social isolation, emergency remote education, other models of student mobility, and internationalization through ICT were essential.

Furthermore, through the experience reports in this paper, we understand the differences between universities in each country. Their expansion possibilities or limitations to continue educational and research initiatives - especially concerning internationalization and student mobility - are directly related to the socio-historical and economic aspects of the origin countries, which results in particular actions. Thus, board 1 systematizes a comparative concerning the theme through the analyzed reports.

Pós-graduação e internacionalização: intercâmbio de experiências e desafios institucionais

Alfredo Henrique Corrêa de Paula • Angelina Carlos Costa • *et al...*

Board 1. A comparative synthesis of initiatives used in universities and countries analyzed

	Argentina	Canada	Spain	Mexico	Mozambique
Previous pedagogical training to use virtual platforms	No	Yes	No		
Collaborative work culture			No		
Flexible evaluation assignments	Yes	Yes	Yes*	Yes	
Increase in teachers' workload			Yes*	Yes	Yes
Increase in students' workload			Yes		
Government financial support to teachers		Yes	Yes	Yes	No*
Government financial support to students		Yes*	Yes	Yes	No*
Technological structure for students	No*	Yes	No	Yes*	No
Individual space for studies/work			No		No
Strengthening of postgraduation studies	Yes				
Increase of students with less financial resources		Yes	Yes		
Increase in academic and scientific productions					Yes
Increase of internationalization initiatives				Yes*	Yes
Emotional distress	Yes	Yes	Yes	Yes	Yes

Source: Authors (adapted to English).

Considering the board, the reports indicate an evident and common aspect: emotional distress, which relates to how the pandemic context required multiple lifestyle and daily routine changes and adjustments. Thus, we notice anxiety, stress, and depression as active diseases in the academic communities (students, professors, etc.).

The evident economic inequality in each analyzed country establishes a higher or minor impact of the pandemic on university educational activities. In Canada, familiarity with previously used digital tools led to fewer changes in remote education. There was already a favorable structure for ICT and teacher preparation. This situation indicated that teaching methodologies did not suffer drastic changes but adjustments. In addition, there were government financial investments in the university communities, which differs from Argentina and Mozambique, for example.

However, some universities have increased student participation in internationalization and student mobility.

Final Considerations

Through the information in this paper, we perceive that although it is not a current priority for national governments, internationalization initiatives have gained space in UFG. The PPGE/FE/UFG, especially, is continuously aware of internationalization policies and exhibits this

through agreements, events, calls, and offers international or foreign language modules. However, the initiatives remain scarce and set by professors and research groups due to the lack of institutional financial support.

The discussions brought up by the panelists at the live event 'Education in times of pandemic: challenges of internationalization' give rise to some observations. In light of education in the pandemic context, the new educational model had an inferior impact in countries like Canada. The situation is due to the academic community having previous access to material to adhere to remote education and being familiar with online resources. However, countries such as Argentina and Mozambique displayed difficulties adhering to the new model because the population had no access to a satisfactory internet connection and devices.

Internationalization is an initiative that should consider the particularities and necessities of an institution. The government frequently ignored such needs, seeing as various countries faced difficulties adhering to the new model. Justified by the impossibility of the population having access to a good internet connection and equipment, this difficulty exposes the pandemic's unequal impacts. Thus, we conclude that these preexisting inequalities were only strengthened and highlighted by the adherence to pandemic remote education.

From another perspective, remote education enabled, for example, low-income students in Spain to participate in

internationalization activities. While in Mozambique, the virtual events stimulated faculty participation due to the cost reduction, an expression of internationalization. Additionally, there was a substantial increase in scientific and academic productions and an expansion of the university's reach due to international cooperation.

In summary, the event reinforced the internationalization process at PPGE/FE/UFG. It was a moment of dialogue and linkage between researchers, in addition to the share of experience reports between countries. Moreover, it displayed the persistent challenges of internationalization at the university and postgraduate level, underlining the unequal realities of each country.

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