

Capes Print UFES in English

UFES, the main HEI in the state of Espírito Santo (ES), is responsible for 101 undergraduate courses and 60 graduate programs (GPs) -76% of the GPs in ES and 90% of the PhD courses. One of 21 Brazilian HEIs with more than 50 GPs, UFES has 1,552 professors and 25,213 enrolled students (5,274 of which are graduates). In 2012, UFES initiated a program called PROPOS to increase the quality of the GPs evaluated by CAPES in a scale of 3-7. While only 3 of 13 PHD programs (0.5%) were graded 5 by CAPES in 2010, 13 of 27 PhD programs were graded 5 in 2017 (1.7% of the GPs) showing increased scientific production, enrolments and completions. In 2017, UFES also reached the mark of 1,000 publications indexed in SCOPUS. UFES is now among the top 50 Latin American universities in research. However, the State of Espírito Santo does not yet have excellence GPs, those graded 6 and 7. With the support of the Espírito Santo Foundation of Support to Research (FAPES), UFES initiated a structured improvement plan geared towards reaching CAPES grade 6 for GPs in the state of ES.

UFES considers internationalization a key factor/strategy to improve research and reach GP excellence. Some of UFES internationalization actions are promoted towards the involvement of international research, GPs and researcher development; recruiting international graduate students; increasing faculty, staff and student (mainly graduate) mobility; and collaborations including lecturing, co-supervision, double degrees, and joint projects and publications.

The selection of priority research areas for internationalization gathered a panel of experts in institutional policy development, internationalization, research and education at UFES. The selection criteria focused on UFES's top rated GP according to CAPES evaluation and their agreement to achieve grade 6 in the next evaluation. Three main guidelines were adopted in the selection of GP: prioritising key global challenges particularly relevant to Brazil; linking opportunities with UFES' research strengths; and establishing synergies with international researchers.

A common theme, "Urban Environments for Today and Tomorrow", emerged as UFES' greatest research challenge linked to internationalization. Within this main umbrella theme, three subthemes were identified, namely:

- Social Challenges: the evaluation of public policies has received widespread international interest –although the specific nature of these challenges and policy strategies differs in each country. UFES's interests focus on education, health, and social assistance policies to formulate innovative alternatives to improve the quality of human life through international academic dialogue.

- Urban health: exponential population growth and urbanization have a great impact on global health, presenting challenges related to water, food, pollution, violence and risks of infectious disease outbreaks.

- Technological aspects are key to human life and relate to issues of environment quality, including topics such as air, food and water quality, transportation, energy use, and human-robot interaction.

Kyria Finardi's Capes Print project is linked to the first theme of Social Challenges. With the theme **Traditional culture preservation policies, linguistic and internacionalization policies**, her project focuses on language and internationalization policies based on the assumption that globalization, with its positive and negative impacts, affects countries in different ways, bringing more benefits to Northern countries.

This is specially true in regards to internationalization of higher education. Some of these impacts can be observed in academic mobility fluxes that happen in unbalanced way, as universities in the Northern hemisphere that have an active internationalization, usually concentrate international students from the Southern hemisphere that send more academics than receive, with a passive internationalization model.

Besides changing borders and informational and migratory fluxes, globalization affects and is affected by higher education internationalization and by the use of English as a lingua franca, and an academic and international language. The goal of this research project is to promote multilingualism by thinking of bi/multilingual practices in a wider social environment to encourage public policies in order to value cultural and language diversity. Besides investigating multilingualism and language policies for internationalization, the project includes an ecology of knowledge and postcolonial thinking perspective to internationalization and language policies.

Although internationalization is present in most higher education institutions, it assumes many meanings, possibilities and challenges depending on the context where this process is implemented (Knight, 2004). Streck and Abba (2018) remind us that in the Latin American context, we still have a strong colonial heritage which in education translates into the acritical appropriation of supposedly redemptive models of internationalization that Finardi and Guimarães (2017) had warned us against.

This research project aims at reflecting about the Brazilian internationalization process through the proposal of internationalization approaches that include multilingual and hybrid methodologies and that can be used in multilingual, innovative, active and critical internationalization models. In this sense, it is assumed that it is important to consider, in researches and practices, connections with the environment with shared communities and cultures, fostering what thinkers like Maturana and Varela and de Sousa Santos call an ecology of knowledge. In addition, it is necessary to rebuild our sense of belonging to nature in close relation to the culture in what Bauman calls the construction of identity and belonging.

Globalization and the advent of new technologies have changed our way of being connected in and with the world and have changed the use, teaching and learning of additional languages (L2) increasing our potential for participation in the information society. In the moment Brazil extinguishes internationalization programs like the Science without Borders (SwB) and the Languages without Borders (LwB) and proposes internationalization programs such as the Capes PrInt, it is necessary to discuss language and internationalization policies in order to allow innovation in the process of internationalization with broad access to information, education and the full exercise of a global/local citizenship, fostering a more active and balanced internationalization process in Brazil.