ABSTRACT

The aim of this research is to promote an evaluation of the strategic positioning of the Federal University of Piauí (FUP) in relation to the internationalization of education process. Therefore, it was done a review of the literature about the proposed theme, which was carried out until a case study done in the institution mentioned. By a research in the strategies and internationalized actions used by FUP, the research provoked a critical positioning with the theoretical references. As a result, it was verified that FUP has academic actions of embryonic internationalization contemplated from issues such as: education, research, technical cooperation and exchange. Then, it is necessary that FUP has created more effective strategic actions in order to consolidate its internationalization project as a public higher education institution.

Keywords: Internationalization. FUP. Higher Education. Strategic Positioning.
1. INTRODUCTION

The human beings in their history fighting for survival began not only to internationalize in order to discover new lands and cultures, but also the great necessity of knowing (MARTINS; FELL; PIZZIOLO, 2013).

However, in a present perspective, the knowledge is the key to social, cultural, political and economic grievances, which depend on the guidelines, today it is more shared than individualized, what it makes the idea to internationalize be understood as a global reality of contemporary times (ROSSETTI et al., 2008).

The expansion and the search for knowledge made that the level of demand on the internationalization process in education increased significantly in recent years (ACEVEDO MARIN; BRASIL, 2004), reflecting directly on the need to search for new international programs by the great diversity from Higher Education Institutions (HEIs) from all over Brazil.

Internationalization is transforming the world of higher education and the globalization is transforming the world of internationalization and that may be synthesized in internationalization of teaching, research, extension, extracurricular activities, the continuous improvement of management and the university system with internationalization action programs in higher education in Brazil (KNIGHT, 2004, p.4).

“The internationalization of education is a name for a complete use of the international cooperation activities among several educational institutions around the world” (ACEVEDO MARIN; BRASIL, 2004, p.14). In Brazil, from 2011, there was a large growth in partnerships between Brazilian and foreign institutions, in which Northeastern institutions appear in the statistics of the cooperation agreements (CGRIFES, 2011).

Aiming at the importance of the topic of internationalization in HEIs, the research question of this article is: How the Federal University of Piauí (FUP) is strategically positioned in relation to the internationalization of higher education process? The overall objective is to evaluate the strategic positioning of the Federal University of Piauí in relation to the internationalization of higher education process. Therefore, the research has the following specific objectives: ii) to identify the main actions of internationalization of higher education promoted by FUP; and ii) to verify how the FUP is strategically positioned for the future about the internationalization of higher education.

Thus, the research relies on the relevance to discuss the importance of internationalization of education in a public higher education institution. Considering that is a theme of magnitude and necessary to academic development related to higher education institutions (HEIs) in the Northeast of Brazil, once it is a promising region, however, in development and needs to be consolidated under Brazilian and international academia. In recent years, the northeast region of Brazil has been growing in economic, technological, political and social terms, as it has been consolidating from the receiving of regional and international investments supported by the federal government as well as by international business partners, which also implies the growing and the promising development of the region.

2. THEORETICAL REFERENCES

2.1. THEORETICAL CONCEPTIONS AND MODELS OF STRATEGIES OF INTERNATIONALIZED
STRATEGIES IN HIGHER EDUCATION INSTITUTIONS

Bartell (2003) assures that the internationalization is an advanced process of international trade arising from globalization. In the author’s view, strategies for mobility and cooperation are highlighted during the process. The internationalization of HEIs is large one and constitutes a process, in which integrates the international dimension / intercultural to the education, the research and the service from an institution (KNIGHT, 1994). Corroborating that view, Mueller (2013) states that internationalization is a dynamic process that overcomes a simply achievement of activities at the international level, once they were considered the internationalization of HEIs indicators. This change was due to the growth of academic mobility; the number of courses and programs with international issues; the emphasis on the development of international and intercultural skills (MUELLER, 2013).

Knight and De Wit (1995) argue that the internationalization of higher education involves different types of academic and extracurricular activities practiced by the institutions, including the development and curriculum innovated, and exchange of academic programs, students and teachers, technological assistance, intercultural training, recruitment of foreign students and joint research initiatives. That thought reflects the breadth and complexity involved in the process of internationalization of higher education due to the dynamics of the agents present in the process, which in turn requires the managers of these HEIs an extensive and endless discussion.

In the last ten years of research in the internationalization of higher education and some thematic or strategies had been more present, such as: the mobility of students and teachers; mutual influences of higher education systems about the others; internationalization of teaching substance, learning and research; institutional strategies of internationalization; knowledge transfer; cooperation and competition; and national policies related to the international dimension of higher education (KHEM, 2011), as shown below in Table 1:
Table 1 – Internationalization strategies

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility</td>
<td>It is characterized as one of the strongest strategies and executed by HEIs due to its recognition by the academic community.</td>
</tr>
<tr>
<td>Mutual influences</td>
<td>They have been notorious in recent years due to the process of globalization and commercialization of educational services, as well as the formation of strategic alliances.</td>
</tr>
<tr>
<td>Substance of internationalization</td>
<td>It is an outstanding process due to the internationalization of the curriculum process, the quality of international education programs and the pursuit of learning by a foreign language.</td>
</tr>
<tr>
<td>Institutional strategies</td>
<td>They have promoted the exportation of students and the programs by partnerships done, providing opportunities to generate income for the institution.</td>
</tr>
<tr>
<td>Knowledge Transfer</td>
<td>By training skills and knowledge applicable searched by the market, the academia has given a great importance.</td>
</tr>
<tr>
<td>Cooperation and competition</td>
<td>They emerged in increasing search function for national resources in order to promote education and research, characterizing a stronger competition between the same original HEIs and cooperation with the foreign HEIs.</td>
</tr>
<tr>
<td>National policies</td>
<td>They have played a strong role in the process because there is a constant concern to promote by implementing more practical internationalization actions.</td>
</tr>
</tbody>
</table>

Source: Adapted by the author from Khem (2011).

According to Knight (2010), there basically are six possible approaches to be adopted to promote the internationalization process, shown in the following Table 2:

Table 2 – Approaches to the process of internationalization

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>It refers to the study activities in other countries, contemplating curriculum and academic programs, institutional relations etc.</td>
</tr>
<tr>
<td>Results</td>
<td>They refer to the results arising from the students’ skills to provide a greater number of projects and partnerships.</td>
</tr>
<tr>
<td>Motivation</td>
<td>It is related to social issues such as income generation, cultural diversity and academic staff development.</td>
</tr>
<tr>
<td>Process</td>
<td>It is related to the process of sustainable integration of teaching, research and extension.</td>
</tr>
<tr>
<td>Character</td>
<td>Realized as the creation of a culture on campus, where there is the promotion of basic actions (domestic) facing the international / intercultural.</td>
</tr>
<tr>
<td>Foreigner</td>
<td>It is understood as a delivery by the limits of education to other countries by a range of delivery ways and administrative procedures.</td>
</tr>
</tbody>
</table>

Source: adapted by the author from Knight (2010)

Initially, by analyzing the strategies from Khem (2011) and approaches from Knight (2010) mentioned before, it is possible to identify some similarities in the scope of each one, because in general terms the agents and the actions are dynamically presented, only differentiating some peculiarities; it is possible to understand the
extent of the elements and due to its dynamics and complexity, the process of planning and management of the internationalization process, established by policies and guidelines initially consolidated in educational institutions that had a greater recognition and scientific credibility. It also should be considered the peculiarities of each HEIs to define, to implement and to evaluate the strategies adopted, whose main objective should be enhance and consolidate effective actions that generate results, because according to Jofin (2009), the internationalization approach higher education is changed by depending on the stakeholders’ characteristics, such as: government, management of the institution, the members’ institution, academic subjects and students.

The internationalization reflects the updated and presents new challenges in relation to the conceptual development of models that may establish some principles to guide policies and actions (KNIGHT, 2005). Corroborating this idea, Miura (2006) assures that the formation of strategic alliances at the national or institutional level aims to make achievement of the cultural, technological, economic, scientific and academic aims easier from the HEIs involved.

2.2. STRATEGIC ALLIANCES AND NETWORKS AMONG HIGHER EDUCATION INSTITUTIONS

The formation of networks and strategic alliances in the organizations are actions that show the long-term support of decision making in the organizational context and among other factors, the reduction of possible uncertainties. The present market is characterized by higher competitive environments, causing the organizations to sum forces to other ones in order to strengthen their competitive interests (FENSTERSEIFER, 2000).

Related to internationalization, this is a practice that encourages the formation of networks and alliances, since the incorporation between organizations and practices requires communion and cooperation of ideas and principles. Nowadays, the process of internationalization in Brazil is strongly growing as it strengthens the competitive advantage of the organization, it may be it public or private. Attempting to understand the meanings of each condition strategic cooperation, then a strategic network may be defined as a complex of relations of cooperation among organizations pragmatically leverage the action of their stakeholders around common aims (FENSTERSEIFER, 2000).

The network theory is directly related to the recognition of the importance of the organizational environment and contingencies faced and especially the others’ importance and need and their several forms of interaction and integration (individual and collective) social to the achievement of organizational aims and individual. It starts from the principle that man is a higher social human being and needs to maintain their existence in various kinds of relationships and interactions to the others. That kind of social behavior may be extended to social groups within the principle that these groups are formed by people. The fundamental principles of the application of the concepts of networks are the interaction, the relationship, the mutual help, the sharing, the integration and the complementarity (CÂNDIDO; ABREU, 2000, p. 1).

By the end of 1990’s, the world has glimpsed through the growing number of strategic alliances, the logical and timely response to intense and rapid changes in economic activity, in the technology and in the advancing globalization process (DOZ; HAMEL, 1998). On strategic alliances, their concept may be well defined from Barney and Hesterly (2007), in which a strategic alliance exists whenever two or more independent organizations cooperate
in the development, in the production or on the sale of products or in the services and the cooperation by strategic alliance increases the effectiveness of the competitive strategies of the participating organizations, providing mutual and beneficial exchange of technologies, skills or products based on that one (YOSHINO; RANGAN, 1996).

The literature about the subject is consensus in defining a strategic alliance occurs when two or more organizations decide to commune efforts to achieve a common strategic aim. It is mainly important to highlight that networks and alliances even if they are synonymous by common sense. They have strategically different concepts and applications. A network is applied to an organization when it has aimed at seeking “relationships” with strategic partners that enable greater efficiency in the productivity of the area. In the case of strategic alliances, it is understood as a base or structural part of a strategic network, for instance, alliances have the purpose of promoting a cooperative ways the actions of the organization. Below some aims that strategic networks qualifying according to Cabral (2006, p.16):

Answers to market changes which increase the interdependence among companies, because they would not survive isolated in a higher changing environment and competitive:

- Complementarity among companies that play roles that may be integrated into a production;
- Search for reducing operating and infrastructure costs;
- Bargaining power increased - when companies using the same raw materials come together to obtain discounts on acquisition of function in large quantities;
- Technology gains search - when similar companies together to accelerate technology development by shared knowledge.

International cooperation practices that are common in academic policies at the federal level may be exemplified as scientific exchange, master and doctoral shared one, research and technical cooperation among universities. There are also funding agencies that enable the internationalization of Federal Institutions of Higher Education (IFES) with financial support and allowance by the release of scholarships and funding for such purposes. The National Council for Scientific and Technological Development (CNPq) and the Higher Education Personnel Training Coordination (CAPES) significantly cooperate to the growth and the development of the internationalization process of Brazilian IFES with investments abroad around 34 million reais (CGRIFES, 2011).

This study used the theory of strategic alliances, since the internationalization of HEIs focusing federal institutions to search among their interests to cooperation in academic research and continuous improvement in the use of new educational technologies. It is important for an institution to form a network of strategic alliance raise two fundamental elements that were used as basis for the development of this section, such as: the criterion of selection and cooperation strengths and weaknesses of the alliance for internationalization. Corroborating the argument, it was considered the interpretation that alliances are relationships that allow mutual sharing of strengths that involve an organization involved (CABRAL, 2011).

In this sense, the adoption of networks and strategic alliances in the internationalization process are actions
aimed at sustaining long-term academic practices cooperatives to consolidate key agreements necessary for the growth of the institutions (MOROSINI, 2011).

2.3 THE INTERNATIONALIZATION OF EDUCATION IN BRAZIL

The Globalization is probably the most widespread and powerful force of change of environment. According to Knight and De Wit (1997, p.6) the globalization refers to the “flow of technology, economy, knowledge, people, values and ideas across the borders.”

Before that new reality, the Higher Education Institutions (HEIs) undertook to develop strategies to promote the access to knowledge produced in recognized international education centers, as well as disseminating the knowledge that they produced. Then, the process of internationalization of higher education is deeply related to the globalization process, therefore it served as a motivating force and driving the internationalization of knowledge through the opening of educational boundaries (NOGUEIRA et al., 2008).

According to Lima (2009), in recent years, when the process of globalization and the massification of access to information have not once allowed educational institutions to survive outside the knowledge produced in large academic centers, the process began to have own life and to prevail in some institutions that began to react and to create their own adequacy mechanisms.

In Brazil, the process of internationalization of higher education began by deliberating and taking actions from the Federal Government. These actions had the basic aim of strengthening the knowledge produced in the academy, at first moment only undergraduate education participated in the process; and then it happened to the “insertion” of graduate education. Later, the development of more effective policies have found up actions for research, for development projects and for strengthening of HEIS (CANTO, 2005).

The internationalization model adopted by Brazil, it was initially characterized as Cooperation Traditional, whose purpose was the search for collaborative opportunities involving bilateral agreements for the development of science and technology. This stimulated model, in a way, competitiveness of relations among HEIs in attracting international actors. The emphasis is on international contacts and activities that strengthen HEIs, especially the research and postgraduate one (BROVETTO, 1998).

The creation of development agencies offered programs to support academic activities, Brazilian internationalization process gains strength. To Laus and to Morosini (2005), these actions on internationalization lead to understand that the government in partnership with universities has the purpose to work cooperatively in order to define the strategic priorities of the country, to sign cooperation agreements and to enable the creation of internal structures of management.

In this context, it was identified and met the actors involved, which ones are fundamental to the growth, to development and to consolidation of the internationalization process. In Brazil, there is too much to gain in order that higher education institutions are not even among the two hundred (200) best ones in the world (TIMES HIGHER EDUCATION, 2014).

Brazilian reality have not defined a conceptual model yet that it may be used as base for the growth and
development of the internationalization process. Although, Brazil has greatly advanced, Brazilian HEIS has developed policies and actions, which still being very timid, presenting itself as a barrier process development. The fact is that the Brazilian HEIs have undergone major changes over the last decade. However, these changes have insufficient to leverage the international Brazilian higher education yet as a reference in the construction of knowledge. Happening to one insertion of Brazilian HEIs in the international arena; firstly, it must bring cultural change based on exchange, and also a change of the managers’ strategic vision in the institutional planning should establish policies and effectively associated to international guidelines. This thought converges in Morgado’s one (2006) in which the society of information and of knowledge demands new changes in education and training, the need to reorganize the universities to deal with the new markets, the need to respond to multiple demands of society.

3. METHODOLOGY

The methodological structure of the research in related to the aims is characterized as descriptive, since there is the need of familiarity with the aim of study to confront the research aims (RICHARDSON, 1999).

Considering the complexity of the subject matter, particularly its size, the qualitative research (RICHARDSON, 1999), whose the application of semi-structured interviews allowed to greater flexibility of interviewees’ answers to possess characteristics, basic questions are supported in theories that relate to the subject of the research. In addition to the bibliographical and documentary research to be a great importance and relevance, analysis of material once produced about the theme provided a greater basis of interviews (SÁ-SILVA et al., 2009).

The use of qualitative methods, according to Richardson (1999), beyond being a methodological pattern for the researcher, that action should be justified to be an appropriate way of understanding the nature of a phenomenon or social event, it is an approach that beyond recording, analyzing and facing the phenomena studied, which has the primary concern to identify the factors that determine the internationalization, for instance their causes. This type of research intensifies the knowledge of reality, and explains the reason of things. To Minayo (1994), the qualitative research method approaches the world of meanings of human actions and relations, and being not compatible to equations, measures and statistics.

A case study was done as proposition to research a phenomenon within the context of the reality of an organization promoting the use of multiple sources of evidence (Pimentel, 2001). The data collection occurred by research on the website of the aim of study institution, a survey of quantitative data with the International Advisory FUP and application of structured interviews.

Strengthening the collection process, there were three interviews directed to the holders of the following positions in the management of FUP: university rector, the post-graduate education pro-rector and the research pro-rector, using the same script semi-structured interviews containing open seven questions for each interviewees. Then, the interview guide was based on Miura (2006). Because it is a semi-structured interview, the form of data analysis was performed to content analysis technique (PIMENTEL, 2001) without using typical computer applications of qualitative analysis, because it was made three strategic interviews.
4. CASE STUDY

4.1 CHARACTERIZATION OF THE FEDERAL UNIVERSITY OF PIAUÍ (FUP)

The Federal University of Piauí (FUP) is a Federal Institution of Higher Education (IFES) located in the city of Teresina - Piauí State, Brazil and campuses in Picos, Parnaíba, Floriano and Bom Jesus cities. The institution is maintained by the Federal University of Piauí (FUP), which receives financial support from the Federal Government. The FUP as institutional mission seeks “to promote the development, organization and socialization of philosophical knowledge, scientific, artistic and technological appropriate to contemporary knowledge and social reality, forming resources that contribute to the economic, political, social and cultural local, regional and national” (PDI / FUP-2010/2014). In the management area, it is part of its structure the Pro-Rectors (Administration; Research; Student and Community Affairs, Undergraduate Education; Extension; Graduate Education, and Planning and Budget) whose main aim is to enable the actions, plans, programs and projects relating to their areas.

The FUP offers undergraduate courses in all areas of knowledge (Nature Sciences, Health, Agricultural, Education, Technology, Humanities and Languages) under the guidance of the Pro-Rectory of Undergraduate Studies, the board responsible for planning, coordinating, monitoring and evaluating the courses. It also offers *lato sensu* and *stricto sensu* Postgraduate courses, and these Master and Doctoral in all areas of knowledge. It also has three Technical Highers or technical education to the community undergraduate courses in the area of Education, and Bachelor in Business Administration and Public Administration on Distance (FUP, 2010).

Table 01 - Investments - FUP 2006-2012 (investments in current thousand reais).

<table>
<thead>
<tr>
<th>Period</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship (Brazil + Abroad)</td>
<td>734</td>
<td>818</td>
<td>927</td>
<td>1.418</td>
<td>2.015</td>
<td>2.224</td>
<td>3.370</td>
</tr>
<tr>
<td>Fostering to Research</td>
<td>721</td>
<td>1.088</td>
<td>1.365</td>
<td>627</td>
<td>1.386</td>
<td>544</td>
<td>1.772</td>
</tr>
<tr>
<td>Total</td>
<td>1.454</td>
<td>1.906</td>
<td>2.291</td>
<td>2.045</td>
<td>3.402</td>
<td>2.768</td>
<td>5.143</td>
</tr>
</tbody>
</table>

Source: Adapted from Brazil - CNPq / AEI (2012).

The Table 1 shows the evolution of the investments made in Scholarship (Brazil and Abroad) and Fostering to Research from Federal University of Piauí, where the total results provided to the institution the 57th (fifty-seventh) position among a total of 217 (two hundred and seventeen) HEIs mentioned in the CNPq / AEI report for the period. Analyzing the data, it may be said that investments in scholarship (Brazil and Abroad) from 2006 to 2012 more than quadrupled, and the Promotion of Research investment more than doubled. In total numbers, it represents an increase of 353% in investments (BRASIL, 2012).

4.2 ANALYSIS OF THE INTERVIEWS

The questionnaire was done with the International Office of FUP and it was sectioned into three parts. The first part relates to teaching issues, in which issues were treated (strategies) as mobility and accessibility to the...
information. In that, it was found that the HEIs applies proficiency tests such as the Test of English as a Foreign Language (TOEFL) and or others like that, and this action stimulates and promotes at the same time the access to the International HEIs. The FUP has no website (institutional page) in English, or in another language, noticing a not favorable point then, it creates barriers to the development of internationalization in the institution. It was found that the FUP has partnership agreements (cooperation) with every continent, as follows: four in Europe, one in North America, three in Central America, one in South America and one in Africa, except the continents of Oceania and Asia, resulting in a process of expansion and execution of actions aimed at internationalization.

From the information surveyed above, it is possible to establish a partial relationship with the propositions from Knight and De Wit (1995) affirming that the process of internationalization of higher education covers several kinds of activities involving the development and innovation of the curriculum, exchange programs, students and teachers as well as the recruitment of foreign students and cooperative research activities. Khem (2011) also mentions as actions toward to internationalization mobility and even the establishment of institutional strategies.

At that point, the research issues and the actions that were treated as training course for researchers, publications and project development. It was found that the FUP has six projects in development with international HEIs; then promoting the knowledge exchange.

Below it is presented in Table 4, the summary of the interviews

<table>
<thead>
<tr>
<th>Questions</th>
<th>Research Pro-Rector</th>
<th>Post Graduate Pro-Rector</th>
<th>Rector</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) How do you, Sir evaluate the internationalization process of the HEIs in Brazil?</td>
<td>The process has improved in recent years; Opportunity to Brazilian science.</td>
<td>There was its growth related to the implementation of doctoral programs linked to teachers’ qualification.</td>
<td>Major investments and incentives to provide students the opportunities of internationalization.</td>
</tr>
<tr>
<td>(2) Are there policies or formal policies to foster the internationalization of FUP?</td>
<td>Yes.</td>
<td>Yes.</td>
<td>Yes.</td>
</tr>
<tr>
<td>(3) Has The process of internationalization of FUP contributed to the development of the state? How?</td>
<td>Yes, although it is an embryonic process.</td>
<td>Yes. By the conclusion of academic cooperation agreements in education and in research, what has allowed us to train professionals in international experience.</td>
<td>Yes. The most of the students of our institution returns to bring knowledge and experiences that contribute to the development of several areas, including academic and professional ones.</td>
</tr>
</tbody>
</table>
The Questions from 1 to 5 reflect the of managers’ view in relation to the present position of the FUP internationalization process. It may be observed that from the interviewees’ answers, the FUP is aware of the importance of the internationalization process, even when dealing with a process that only “improved” in recent years; it emphasizes also the highlight of the internationalization process among the HEIs as a development strategy and institutional growth due to significant investments made by the Federal Government.

It is evident, though, that even when dealing with an “embryonic” process, FUP own guidelines (strategies) to manage and promote the process internally, and it is knowledgeable of the international contribution to the development of the state, mainly through student exchanges, in other words, through mobility. To Miura (2006), the teachers’, students’ and administrative staff’s international mobility plays a key role in the process of internationalization of a HEIs, particularly in relation to the dialogue among the different cultures of the countries.

| (4) | What is the main axis (teaching, research or extension) of action of FUP? Why? What is it missing for the development of other axes? | Education. It may be the primary purpose of the HEIs. The other axes need more initiatives. | Teaching axis. Receiving major investments. The other axes need more initiatives. |
| (5) | In your opinion, does the internationalization process occur at the same speed and quality in all areas (human, social, exact and health) of knowledge? Why? | No. Because there is a greater incentive in the areas of science of technology. | No. There are more opportunities for the technological and health sciences. Unfortunately, these areas receive more funding and incentives. |
| (6) | In your opinion, what or what are the main obstacles to the internationalization of FUP? | Proficiency in Language. | Lack of consolidated Graduate Programs and qualification by Post-Doctoral International. |
| (7) | In your opinion, what is the “future” of the internationalization process of HEIs in Brazil? Is The FUP ready for this future? | It becomes increasingly strong. Yes, although there are many challenges to overcome, we have a relative good structure. | Promising, because the quality of knowledge goes through Internationalization. Yes. There is the largest undergraduate teaching and post growth. Yes. Promoting student’s mobility, in addition to have courses and other activities taught in other languages. |

Source: Authors (2014)
involved. In this case, it is important to mention the relevance of institutional strategies to promote the exportation of students and programs (KHEM, 2011).

Another noticeable aspect is that the process has not yet acted with the same force in the education sector, research and extension. According to interviewees, it is noted that education is the segment that receives the largest investments by the federal programs; perhaps to fit more easily in the approaches or internationalization strategies, or even meet a higher demand of society. It is also highlighted by the interviewees’ speech that focused areas for technology and health sciences receive more investment, while areas focused on social and humanities sciences are still beginners in the process.

This initial analysis is the present positioning of FUP on policies and actions aimed at internationalization process. It reflects that the FUP have been guided by the policies and actions of the Federal Government, not because this has a myopic view of the process, but it does not miss opportunities that sought to strengthen the process in recent years, and therefore it magnified the institution. One of the actions of Brazilian government has improved the growth of internationalization of higher education in the country, it was the creation of the Science Without Borders (SWB) program. According to data from Capes (2014), “in 2013 they were signed 29 new agreements with Germany, Austria, USA, France, Italy and the UK, which 11 were for the SWB program.”

Therefore, the questions from 6 to 10 reflect the managers’ views about the future position of the internationalization process in FUP. It is evident at this point that the process of internationalization is not going back, the trend is to occur a greater investment from the Federal Government by its development organs. However, some obstacles must be overcome, as the proficiency in other languages. According to the interviewees, that is a barrier that really needs to be overcome, and the FUP is already promoting actions that significantly reduce or eliminate this barrier. Therefore, the FUP has offered courses to its present and future students (general public) in languages such as English, Spanish and French for this purpose; these courses, among others, are often offered, and it aims at preparing the student for the exchange, or even to the market and it may use as a strategy to attract foreign students (MIURA, 2006).

Then, the cooperation by strategic alliance promotes the increase of effectiveness of the competitive strategies of organizations, promoting the exchange of technologies, skills and product (YOSHINO; RANGAN, 1996). To Cabral (2006), alliances represent relationships that allow to mutual sharing of strengths that involve an organization.

It is realizable that the mobility will continue to be the main strategy of FUP to promote internationalization. However, the HEIs study will not fail to invest and foster new cooperation agreements to promote projects for the development of new technologies (patents). It is clear that by these, it may receive the national and international recognition, and even encourage the raising of funds for the institution. Aiming that, actions such as launching notices (resources) to promote research, make access easier to international events and to promote international publications are within the policy package outlined by the administration of FUP. Another important aspect is the internationalization of the Graduate that by the teaching mobility, students and even the internationalization of the curriculum, it serves as an indicator of quality of HEIs seeking international recognition. It is emphasized that these actions defined as strategies are being encouraged to gain prominence among the strategies adopted.
Table 5 - Summary of the interview (research axis)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Research Pro-Rector</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8) What are the effective actions that the Pro-Rectory has developed to</td>
<td>Notices opening encouragement with scholarships.</td>
</tr>
<tr>
<td>encourage research (projects, publications, participation in events etc.)</td>
<td>Contracting an organization to translate of scientific papers in several languages.</td>
</tr>
<tr>
<td>among FUP international and foreign HEIs?</td>
<td></td>
</tr>
<tr>
<td>(9) What is the importance of the internationalization (international</td>
<td>He did not know.</td>
</tr>
<tr>
<td>cooperation) for the development of new patents? What has it been done</td>
<td>We have forty (40) patents.</td>
</tr>
<tr>
<td>to encourage international cooperation focused on developing new</td>
<td></td>
</tr>
<tr>
<td>patents? Today, are there are international and national registered?</td>
<td></td>
</tr>
<tr>
<td>(10) Does the Pro-Rectory believe that this kind of action generates</td>
<td>Yes. In the production of wealth by the qualification of our products and in the</td>
</tr>
<tr>
<td>development for the state?</td>
<td>promotion of research applied.</td>
</tr>
</tbody>
</table>

Source: Authors (2014)

Examining the Table 5, with the analysis the questions 8, 9 and 10 of search axis, it may be observed that the Research Pro-Rectory despite having been “created” only this year, he is already looking to develop specific actions to encourage and promotion of research, as the case of actions such as launching promotion notices, which seek to make easier the access to international events by targeting translation services by area. Although FUP has not yet been able to establish a correlation between the production of applied knowledge (patents) and the internationalization process to generate benefits to society, the university believes that the development of applied knowledge consolidates wealth for society in general terms. Nowadays, there are at FUP forty (40) patents already registered in segments such as computing, materials science, health, among others.

To Cano (2005), the implementation of more effective policies made possible the development of actions to research, to development projects and to strengthen of HEIs. However, according to Brovetto (1998), the emphasis is on international contacts and activities that strengthen HEIs, especially the research and graduate.
Table 6 - Summary of the interview (axis school graduate axis)

<table>
<thead>
<tr>
<th>Questions</th>
<th>Post Graduate Pro-Rector</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(8)</strong> Has FUP internationalized Graduate Programs? How many? If not, why? What is it been done to achieve that aim?</td>
<td>No. We are approving new courses, and qualifying our teachers in Doctoral and Post-Doctoral programs abroad.</td>
</tr>
<tr>
<td><strong>(9)</strong> What effective actions have the Pro-Rectory developed to encourage teachers and students to international mobility FUP and foreign HEIs? Today, the FUP has foreign teachers and/or students participating in its Post-Graduate Programs?</td>
<td>The post-graduation at the doctoral level, the teacher’s qualification abroad, the conclusion of agreements with overseas educational institutions for the exchange of knowledge and teachers’ and students’ mobility.</td>
</tr>
<tr>
<td><strong>(10)</strong> Have the FUP of Graduate Programs taught subjects in another language? Why?</td>
<td>No. I believe that this action is not as effective to promote internationalization.</td>
</tr>
</tbody>
</table>

Source: Authors (2014)

By analyzing the questions 8, 9 and 10 from teaching axis contained in Table 6, it may be observed that the graduate programs from FUP have not yet been classified as international. However, being performed actions mainly focused on teaching qualification at post-doctoral level and encouraging students’ and teachers’ mobility by cooperation agreements. It is emphasized that these actions are between internationalization strategies. According to the Education and the Graduation Pro-Rectors, the FUP is aware of the present state of internationalization, as well as what it needs to be done to consolidate this process; also shows up those actions such as the internationalization of the curriculum are not focused, therefore, it is not part of the package of strategic actions established by FUP. However, a reflection is necessary for the internationalization of the curriculum may leverage the internationalization process, with a view to break down barriers related to language, or even acting as a motivating factor or attractive to students from other countries. Then, “a common academic model that it is globally compatible” just strengthens the internalization of HEIs (MIURA, 2006).

5. CONCLUSION

In the Northeast, FUP has academic actions of internationalization that contemplate matters such as education, research, technical cooperation, exchange, among other examples. According to the research raised by CGRIFES with 2011 data on the process of cooperation among federal and foreign institutions, it may be verified the effective participation of FUP in international cooperation agreements and that the internationalization actions are related to international mobility matters especially in relation to graduation and post-graduation in teaching and in research.

Based on Knight’s internationalization Circle (1994), which considers stages of the internationalization process (1) analysis of the context, (2) awareness, (3) commitment, (4) planning, (5) operation, (6) implementation, (7) review, (8) reinforcement and (9) integration effect, it was established that the FUP follows this path (not necessarily linear) suggested by Knight, but still incipient, considering that the main results the internationalization of FUP process are...
still related to student’s mobility, and areas such as research and extension do not follow the same rhythm.

It presents as main positive point, the highlight of the favorable present management to recognize the importance of university be able to consolidate a program of actions on more effective and increasing internationalization in the growth of FUP at the national and the international levels.

It was found that the FUP does not have an internationalization process that enables to bring academic and significant research results, needing to be more active in the process of consolidation, by the development of more effective strategic actions with the Federal Government.

Then, the study sought to show how internationalization is important as a strategic condition for the development and strengthening of the academic community contemplated among them by the institution, administration, teachers, students and community. However, the initiative actions aimed at internationalization process in education should be encouraged from effective strategic alliances in order to prospect more consolidated scenarios in the long term, since the internationalization in education contributes to the development of knowledge.

Analyzing the greater depth the process of internationalization of FUP, research is needed on in loco in a more comprehensive way, which may include on the interviews, for example, teachers and students, since the latter actors of the process are also in the internationalization process of university. Considering also the important role that the federal government exercises as the main catalyst for the internationalization of the country HEIs process, it becomes necessary to study by comparing FUP and other federal universities in Brazil, in order to compare the results of the internationalization process of higher education obtained by each HEIs.

REFERENCES


