

# THE SCHOOL OF PHYSICAL EDUCATION OF THE FEDERAL UNIVERSITY OF RIO GRANDE DO SUL AND THE INTERNATIONALIZATION OF HIGHER EDUCATION

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**Abstract:** In this study, we attempted to establish the path of ESEF-UFRGS in direction to the internationalization of higher education and to highlight the main challenges to its realization. The study took as reference staff interviews, institutional documents, research reports and scientific publications. The results pointed out that ESEF-UFRGS has taken action in direction of the internationalization of its research activities and undergraduate program. The main actions were student and academic mobility, international publications and participation in scientific meetings with and without presentations. The major challenge has been to establish a culture of internalization in which the exchange with institutions of other countries is seen by the academic community as way to qualify teaching and research.

**Keywords:** Physical Education. Internationalization. Higher Education

## 1 INTRODUCTION

Created in 1940, the School of Physical Education (ESEF) of the Federal University of Rio Grande do Sul (UFRGS) is one of the oldest institutions in the country to offer training courses in the area of Physical Education. During the first three decades of operation, it was part of the State Department of Physical Education of Rio Grande do Sul. In 1969, through a process of federalization, it was integrated with the Federal University of Rio Grande do Sul

Aiming to meet the demands of the education system, the ESEF has been, over the years, devoted to giving special attention to preparing Physical Education teachers to work in public and private schools. The ESEF has also been devoted to training professionals to work in extracurricular contexts, especially those offering projects and services in the areas of sport, leisure and physical activities related to health. Recently, the institution began offering two new courses: Physical Therapy and Dance. Currently, about 1,000 undergraduates are served.

The ESEF has a long tradition in research, which began in 1970 with the creation of the Research Laboratory of Exercise (LAPEX). Since then, a wide variety of studies have been developed. There are currently 17 research groups working, studying

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physical education, sport, leisure, dance and physical activity from different scientific disciplines.

At the graduate level, the ESEF has offered specialization courses (*lato sensu* graduate courses) since the 1970s. Currently, around 120 professionals from various fields are served annually, seeking to deepen their studies and qualify their training. In 1989, the Graduate Program in Human Movement Sciences (PPGCMH) was created. Its main goal is the production of knowledge and training of personnel for teaching, research and technological development in the context of Human Movement Sciences. The PPGCMH serves 110 students in master's and doctoral degrees. More recently, the ESEF started offering stages of post-doctoral researchers to researchers of the institution and other similar institutions in the country and abroad.

The ESEF has a strong connection to the community by offering a wide variety of public projects for different ages. Every week, hundreds of people participate in extension projects developed by the institution. Moreover, many scientific and continued training activities are conducted, such as short courses, conferences, seminars and lectures, directed to both the specialist public and the general population.

Over its 70 years, it has created many centers and agencies to support teaching, research and extension. The most notable among these are the aforementioned LAPEX, the Olympic Center, the Center for Sports Excellence (CENESP), the Memory Center of Sports (CEME), the Center for Leisure and Recreation for the Elderly (CELARE), the Development Center of Recreational Sports and Leisure (CEDES), and the Center for Olympic Studies (CEO).

In the area of science communication, the ESEF has published, since 1994, *Revista Movimento*, an important journal that addresses issues related to physical education, sport, leisure and physical activities from the perspective of the human and social sciences. In recent years, the journal has also been available electronically in English, Portuguese and Spanish, with free access to the national and international academic community.

Since its creation, the ESEF has established contact and made partnerships with universities and research centers in Brazil and abroad, aiming at exchanging experiences and expertise and thereby enriching the training of its teachers, students, and staff.

In recent decades, the demands of a globalized and ever-changing society, the rapid scientific and technological development and the mobility of people to work and

study in other countries, among other factors, have been demanding a more incisive behavior from universities, whose repercussions and impacts are beyond local issues. The internationalization of higher education has become a reality and many universities, including the UFRGS, are making efforts in this direction. As part of that process, the ESEF is faced today with the need to reflect on its journey and to think of ways to the internationalization of its programs and activities, whether in teaching, research, or extension.

This study aimed to describe the path followed by the ESEF-UFRGS toward internationalization and to highlight some of the challenges to its effectiveness. The study used as reference testimonials from teachers available at the CEME, records of activities of researchers and research groups at the Database of the CNPq, scientific publications, and documents about the history of the institution. The study took into account the period extending from early 1970 to the present day.

The essay is divided into two parts. The first presents an overview of the internationalization of higher education, highlighting some of its most striking features, whereas the second deals with the trajectory of the ESEF toward internationalization, focusing on research activities and mobility of undergraduate students.

## **2 INTERNATIONALIZATION OF HIGHER EDUCATION**

The internationalization of higher education is a complex and multifaceted process, with important economic, political, social and cultural implications for the countries, institutions and people involved. In recent decades, given its importance, it has become a central theme in the agenda of governments, international organizations, business sectors, and academic institutions, to mention only the major players involved in the process.

Governments, in developed or developing nations, increasingly recognize the need to include the internationalization of higher education in education, science, technology and international relations policies, since it is identified as an essential force for the development of countries in a globalized world.

International bodies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Bank, the World Trade Organization (WTO) and the Organization for Economic Cooperation and Development (OECD) has created working groups, organized meetings and documents produced on the subject. This effort highlights the

importance of internationalization of higher education for political and trade relations among countries.<sup>1</sup>

Business sectors, as a result of international agreements (GATS)<sup>2</sup>, which included higher education on the list of services to be traded among countries, examine business opportunities arising from the internationalization of higher education. The provision of undergraduate and graduate studies in other countries and the mobility of teachers and students across borders for commercial reasons and for profit is a current and easily identifiable reality.

Higher education institutions consider the issue to be of fundamental importance to the achievement of their mission to train and qualify people, produce knowledge, and generate technology. Worldwide, cooperation agreements are established among universities in different countries. Associations and universities were and are still being created in all regions of the planet, with the purpose of fostering international cooperation. Managers, teachers and students, among other higher education segments, are alert to opportunities and challenges posed by globalization.

In terms of higher education, we live in a time when possibilities are many and offerings are several. A growing number of students travel abroad to study in undergraduate and graduate courses, others engage in courses offered by foreign institutions in their own countries. Others also enroll in institutions abroad and conduct courses in their own countries, making use of the Internet directly from their homes, work places, or places specially provided for this purpose.

Likewise, researchers and teachers move from one country to another in order to develop research projects with colleagues from foreign institutions and serve on undergraduate and graduate programs. Research projects and international education programs, involving universities from different countries, are underway, including Brazil.

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<sup>1</sup> Several papers and studies were conducted by these international organizations; among them we highlight: UNESCO. *Higher education in a globalized society*. Paris: Division of Higher Education, UNESCO, 2004; WIT, Hans de; JARAMILLO, Isabel Christina; GACEL-ÁVILA, Jocelyne; KNIGHT, Jane (eds.) *Higher Education in Latin America: the international dimension*. Washington: The World Bank, 2005; OECD. *Internationalisation and trade in higher education: opportunities and challenges*. Paris, 2004.

<sup>2</sup> The GATS (General Agreement on Trade in Services) is an international agreement on trade in services administered by the World Trade Organization (WTO). This is the first multilateral agreement covering trade in services. The previous international agreements dealt with the trade of products. The GATS defines education as one of the twelve primary services, with education being one of the top five sub-sectors of education.

The internationalization of higher education is a consequence of increased interdependence among countries. It is therefore a process with local and global proportions, with values and interests that converge or diverge, depending on the context and the agents involved. The opportunities and challenges depend on several factors, and the benefits and drawbacks are of different types and magnitudes.

Thus, the internationalization of higher education has different proportions, not necessarily mutually excluding, such as: (a) the activities of international orientation that include: mobility of teachers and students, relationships, partnerships and projects, academic undergraduate programs, master's and doctoral degrees; and research initiatives, (b) provision of higher education to other countries through new arrangements (extension of campuses, franchises, and distance education); (c) inclusion of an intercultural or global dimension into the curriculum and in the teaching/learning process; (d) development of international projects, with emphasis on education as a business (KNIGHT, 2005, 2004).

This study focuses on the path followed by the ESEF-UFRGS toward internationalization in the sense presented in item (a) above. However, for matters of space, the approach is restricted to two internationally oriented activities mentioned there: research activities and mobility of undergraduate students.

### **3 INTERNATIONALIZATION OF RESEARCH IN THE ESEF**

The internationalization of research in the ESEF began with the inauguration of LAPEX in 1972.<sup>3</sup> Installing the Laboratory was part of a national policy for the development of high-performance sport in Brazil. One of the problems in national sport government authorities at the time concerned the unimpressive results of Brazilian athletes and teams in international competitions. These were due largely to a lack of scientific support to the sport practiced in the country. The conquest of third World Cup title in Mexico, in 1970, highlighted not only the talent of Brazilian players, but the physical training based on science carried out by the technical

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<sup>3</sup> The LAPEX opened in August 1972. The following year, the UFRGS signed an agreement with the Department of Physical Education and Sports of the Ministry of Education and Culture, the LAPEX officially being deployed with an attachment of the ESEF. For a detailed analysis of the creation of the LAPEX, see: MAZO, Janice Zarpellon. A criação do Laboratório de Pesquisa do Exercício da Escola de Educação Física da UFRGS. *Revista Movimento*, special issue, May, 2000, p. 11-22.

committee of selection.<sup>4</sup> The Brazilian victory contributed decisively to the Sports Medicine, Exercise Physiology, and Kinanthropometry, among other scientific specialties, were recognized as necessary to boost the national sport.

Diagnosis of the Brazilian Physical Education/Sport, published in 1971, presented the results of two years of surveys on the situation of the sector in the country. The document showed a negative picture in terms of scientific development.

Higher Education Schools of Physical Education/Sports have not yet effectively adapted to the impositions of Sports Medicine, they do not conduct research and do not have routine forms of exchange. (COSTA, 1971, p. 356)

Aiming to promote a transformation in this context, research labs were planned to be installed in Schools of Physical Education of different states. The LAPEX was one. Its initial focus was on technology transfer and research development, especially in the areas of Kinanthropometry and Exercise Physiology. According to Eduardo Henrique de Rose, founder and creator of LAPEX:

The role of the project [Projeto Brasil]<sup>5</sup> was technology transfer, i.e., in an area where there was no technology, how do you evaluate an athlete; how do you prescribe a training; how do you do sports science? The technology was null, so our job was to transfer technology, set up centers in Brazil and Brazilian professionals capable of supporting high performance sport, which was a government priority. (Interview given to Janice Zarpellon Mazo, on 08/21/1997)

De Rose was one of the forerunners of the internationalization actions of the ESEF with researchers from universities in Germany and the U.S.A. In 1971, he was an intern in Ergospirometry at the laboratory of Professor Wildor Hollmann, one of the pioneers in this area of research at the German Sport University Cologne (Deutsche Sporthochschule Koln), in Germany. After deploying the LAPEX, this contact allowed Professor Hollmann to come to Brazil and assist local researchers in developing research projects in the area of functional evaluation. This collaboration continued at a later period with the arrival of German researchers,

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<sup>4</sup> For more on the scientific basis of physical training of Brazilian athletes for the 1970 FIFA World Cup in Mexico, see: GONÇALVES, Antonio Jorge *et al.* O “futebol arte” e o “planejamento México” na copa de 70: as memórias de Lamartine Pereira da Costa. *Revista Movimento*, v. 10, n. 3, p. 113-130, 2004.

<sup>5</sup> Projeto Brasil was developed with support from DED-MEC from 1976 to 1982. For an overview of the project, see: ROCHA, Maurício *et al.* Fisiologia do exercício. In: COSTA, Lamartine (org.) Atlas do esporte no Brasil. Rio de Janeiro: Shape, 2005. p. 657-659.

as was the case of Professor Ulf Georg Klemt, in 1975, with visits and training internships of researchers of the LAPEX, in Germany.<sup>6</sup>

Internationalization actions at the research centers of the United States began in 1973, when Eduardo Henrique De Rose, now provided LAPEX coordinator, visited the country in order to check references for the work to be developed in the ESEF. Later, other team members visited labs in Pennsylvania and Texas, in the latter to see the work performed by Kenneth Cooper.<sup>7</sup>

In subsequent years, these actions expanded to other countries in Europe when the technical team of the LAPEX, composed of medical and physical education professionals, visited and conducted short-term internships in research labs in Rome (Italy), Stockholm (Sweden), Jyvaskyla (Finland), Louvain (Belgium), and Paris (France)<sup>8</sup>. (MAZO, 2000, p.13)

In the early years, the main objective of the collaboration between LAPEX researchers and the European and American researchers was to acquire knowledge and qualified personnel for the implementation of the Laboratory and the development of research projects.

De Rose describes the path followed in this initial period:

We were seeking the best teachers in the world, the best centers in the world: our people went there, worked as interns there, and returned to apply here what they had learned. (Interview given to Janice Zarpellon Mazo, on 08/21/1997).

During this period, the LAPEX also brought American and German researchers to give courses and lectures, and in some cases, assist ongoing research, among them were: Kenneth Cooper, Michael Pollock, Bruno Balke, Peter Cavanagh, John Edward Linday Carter, Richard Host, Wilmor Hollmann – all specialists of international standing. (MAZO, 2000, p. 13)

In 1975, still in the early years of operation, the LAPEX was receiving physicians from Latin America and even Europe, who sought the laboratory with the aim of performing training internships. Thus, a period of intense international activity

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<sup>6</sup> There are records of the passage of four researchers from the LAPEX team by the German Sport University Cologne: Belmar José Ferreira de Andrade (physician), Jorge Pinto Ribeiro (physician), Antônio Carlos Stringhini Guimarães (physical educator), and Ricardo Demétrio de Souza Petersen (physical educator).

<sup>7</sup> During this period, two LAPEX researchers were at the University of Pennsylvania and at the Research Center of Kenneth Cooper, Texas: Antônio Carlos Stringhini Guimarães and Ricardo Demétrio de Souza Petersen.

<sup>8</sup> For the period from 1972 to 1977, there are records of visits and/or internships in laboratories and research centers in Europe from the following members of LAPEX: Benno Becker (Rome), Jorge Pinto Ribeiro (Rome, Stockholm, Jyvaskyla); Antônio Carlos Stringhini Guimarães (Rome, Louvain, Paris); and Ricardo Demétrio de Souza Petersen (Rome, Louvain, Paris).

began. Between 1975 and 1981, reports registered 15 physicians, from 8 countries (Ecuador, Mexico, Venezuela, Argentina, Colombia, Dominican Republic, Nicaragua, and Spain), were interns in the LAPEX.

Thus, while the LAPEX maintained cooperation with countries in Europe and North America to qualify its research staff, it trained personnel from several Latin American countries, almost all doctors, to work in the field of Sports Medicine and functional evaluation.

Researchers at the LAPEX now also travel abroad to train staff and provide technical support for the installation of laboratories in Latin America. According to De Rose:

We also began supporting the Ministry of Education in training of other countries; so the LAPEX went to Ecuador, Bolivia, Argentina, Uruguay, Paraguay, and Colombia, creating small LAPEX through programs of the Brazilian Government and coaching people from there. (Interview given to Janice Zarpellon Mazo on 08/21/1997)

An important feature of the period is that there was a strong impact of scientific research conducted in other countries in researches developed at the LAPEX. Researchers wanted to implement in the Brazilian context researches in countries considered more developed. The studies focused on Kinanthropometry and physiology of stress. Belmar José Ferreira de Andrade, coordinator of the LAPEX in the period from 1980 to 1986 and member of the technical staff since 1972, describes the type of research conducted at the time:

[...] Exercise physiology and physical training as a defined specialty were brand new things: none of this existed in the curriculum of the schools of either Physical Education or Medicine. It was a new thing, and we were 'fishing' everything that was happening in the world and repeating it here: it was a survey to confirm data from other research centers, confirming results from other populations, see if they were reproduced in our population, train technology, and train technique [...]" (Interview given to Janice Zarpellon Mazo on 04/23/1997).

Research conducted at the LAPEX in this period did not impact only locally, but also had influence on the directions of research in Brazil and Latin American countries. The Laboratory was acting as an intermediary in the transfer of technology among countries that are more and less developed than Brazil in the area of sports science and exercise.



The internationalization activities promoted by the LAPEX brought important contributions to the undergraduate degree in Physical Education of the ESEF. Contacts with foreign researchers visiting and teaching in the Laboratory created opportunities and incentives to encourage physical education students who worked with interns. Several ESEF students, participants in the initial group of trainees from the LAPEX continued on with their scientific training taking master's and doctoral degree courses abroad.<sup>9</sup> These contacts also promoted a change in the teaching profile of the ESEF, then little oriented to scientific advances, requiring better training and continuous updating of teachers.

Furthermore, knowledge and experiences with experts from other countries had repercussions in sports. Aiming to support the development of the national sport, the team conducted assessments of the LAPEX athletes at the Pan American Games in Mexico, at the Brazilian School Games (JEBs) and in the Brazilian football championship.

Between 1985 and 1990, the LAPEX experienced a second moment of intense international activity. In the period, 19 physicians from different countries of Latin America and 26 from Spain worked as interns at the Laboratory. These professionals not only acquired knowledge and experience they later took to their countries, but contributed to the development of research activities of the Laboratory.

In the area of community service, particularly on the part of exercise tests, foreign interns were integrated into the Laboratory, being responsible for a significant amount of evaluation work. To some extent, it can be stated that the internationalization of research sponsored by the LAPEX also brought benefits to the extension projects of the ESEF.

With the inauguration of new facilities of the LAPEX occurred in 1997, the ESEF started to offer more favorable conditions for research in several areas with physical space, equipment, and qualified researchers. These conditions, coupled with the support from the government for research funding, allowed a substantial expansion

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<sup>9</sup> In the late 1970s and early 1980s, three students of Physical Education and one of Medicine, of the first group of interns from the LAPEX, took master's and doctoral degrees in the United States: Jorge Pinto Ribeiro (Ph.D. in Exercise Physiology, University Boston); Antônio Carlos Stringhini Guimarães (Master in Biomechanics, University of Iowa); Ricardo Demétrio de Souza Petersen (Master in Motor Learning, University of Iowa and Ph.D. in Motor Development, University of Maryland); Newton Fernando Fortuna (Master in Motor Learning, University of Iowa).

in the number of publications in international journals. Besides, visits, courses and lectures by renowned researchers continued to happen. Likewise, researchers from the visited foreign institutions presented lectures abroad and participated in international scientific events.

Internationalization actions of the ESEF in the area of research, however, show that difficulties should be highlighted, the main one being the near absence of projects in collaboration with foreign institutions. In the remainder, we indicated some of the reasons that may contribute to this situation.

Teachers who do their doctoral programs (full or partial) abroad, after returning to Brazil, initially focus on establishing themselves as researchers in the institution itself, seeking, in the ESEF, at the UFRGS, and in government agencies, to promote the resources and conditions for the development of their research. While necessary and desirable, efforts at the local level need to be balanced with efforts at the international level, as partnerships with researchers from other countries are also a way to leverage local research.

On the other hand, the lack of appropriate local conditions for research is an inhibiting factor for the establishment of international partnerships, at least among countries considered the richest and most technologically advanced. This is how it is since research in areas such as biomechanics and physiology, for example, requires equipment whose acquisition and maintenance are expensive. For researchers in these countries, there are no benefits in this type of partnership, since they depend on their resources for the development of research projects in collaboration with Brazilian researchers. However, for Brazilian researchers, once this partnership is established, the benefits are many, from sending graduate students to undertake part of their training abroad, through the implementation of research projects with cutting edge equipment and technology, and reaching the international scientific production. In other words, international collaboration projects in some areas represent an opportunity to leverage the development of scientific research groups in the ESEF. Thus, the continuous improvement of equipment, facilities and research staff is a prerequisite for the development of projects in international cooperation. In this sense, there are few projects of the ESEF that succeed in finding resources for the improvement of LAPEX research.

In some areas, however, partnerships between researchers of the ESEF and of universities in other countries are entirely possible. The research into growth and somatomotor development, for example, have walked more toward investigating the sociocultural aspects related to variables such as strength, flexibility, body mass index, etc. There is the possibility, in that area, of international cooperation projects, whose viability depends on efforts and results to interested parties. We find the same situation in research areas where technology does not play an important role. Some research in history, anthropology and pedagogy with a focus on sport, leisure, dance, physical activities, etc., to name just a few areas where the ESEF has established tradition, could be undertaken in partnership with universities in other countries, with mutual benefits. The possibilities of working together on issues of common interest with Latin American countries, particularly those closest geographically and culturally; Portuguese-speaking African countries; and Portugal, mainly by academic relationships already established, look promising.

Another point worth noting concerns the need to establish, through doctoral studies abroad, stronger research bonds with the host institution, as well as efforts to preserve these bonds after return to Brazil. This is crucial to the internationalization of research actions of the ESEF, since studying abroad is not only a way of classifying frames, obtaining knowledge and experience in specific areas of research, but also an opportunity to establish lasting scientific partnerships. In the case of the ESEF, there were few situations in which it occurred. On most occasions, research projects in cooperation with the institutions where the professors took their doctoral courses were not established and/or maintained.

Finally, it is important to note that the internationalization of research activities through partnerships with institutions from other countries not only bring significant contributions to the production of knowledge, but also for the training of young researchers. The experience of the ESEF in this area, although small, demonstrates that successful actions create good opportunities for students.

#### **4 INTERNATIONALIZATION OF THE UNDERGRADUATE COURSE IN THE ESEF**

Internationalization of the undergraduate program began with the agreement signed between the ESEF and the German Sport University Cologne in the second half of the 1980s. Between 1988 and 1992, several undergraduate students from the ESEF conducted studies at that university. The reverse path did not happen – only one German student was in the ESEF. After this period, the agreement was not renewed and the possibilities of exchange ceased.

In the late 1990s, the ESEF settles a cooperation agreement with the University of Porto, starting a more lasting partnership. Several students participated in the Brazilian and Portuguese exchanges. The conditions offered by the Portuguese university students were very favorable to Brazil. In the case of the ESEF, lack of resources specific to the agreement and the absence of an institutional policy created many difficulties for Portuguese students.

In the years that followed, the UFRGS created mechanisms to facilitate the internationalization of graduation. Standards were created for the recognition of studies abroad. However, within the international mobility of undergraduate courses in Physical Education of the ESEF is still set in a restricted practice. Unlike the European context, where the Erasmus Program and the Bologna Process of the EU encourage student mobility in the Brazilian university context, policy efforts are concentrated on issues of democratization of access and student assistance to programs of affirmative action and inclusion. (BASTOS, 2007).

Currently, students from the ESEF have the opportunity to compete in international mobility programs with scholarships (Association of Universities of Grupo Montevideo – AUGM, Universidad Autonoma de Madrid, Spain; several Portuguese universities, through the Luso-Brazilian Santander Program; several European universities through the Erasmus Mundus Program, and University of Tübingen, Germany) and without scholarships (University of Texas/Austin, United States, University of Quebec, Canada; University of Porto, Portugal; University of Grenoble, France; Humboldt Universität zu Berlin and Ruprecht-Karls Universität Heidelberg, Germany).

Overall international exchanges enable students to perform their Study Plans for a semester, with possibility of extension for one more semester. The amount of scholarships offered varies according to periods and institutions.

Among the available options, the programs that are most popular with students for undergraduate courses in Physical Education are those that offer scholarships in view of the financial cost that involves their stay abroad. And among these, preference is given to studies at the University of Porto, an institution where several professors of the ESEF took doctoral courses, and in the AUGM Program, by its geographical proximity. In the first edition, nine graduate students conducted international mobility, and six of them carried out their studies at the University of Porto and one student at the Technical University of Lisbon. For the second edition, two students of the Licentiate Course in Physical Education have been selected for the ESCALA/AUGM program.

One of the most innovative international exchanges for undergraduate students is the International Licensing Program (ILP). This program constitutes of an initiative of the CAPES and the University of Coimbra/Portugal, supported by the Coimbra Group of Brazilian Universities and aims to raise the quality of initial training courses for teachers in the following areas: Chemistry, Physics, Mathematics, Biology, Portuguese, and Physical Education. Through an announcement (035/2010 – CAPES), several higher education institutions in Brazil had the opportunity to submit their projects to participate in this program that, in addition to devoting itself exclusively to students in undergraduate courses (type of training that usually privileged international exchanges in relation to other areas of training), has three other advantages. One is the double degree: students who fully comply with the study plan are awarded the diploma of the First Cycle of the University of Coimbra and the Licentiate degree by the Brazilian institution. Another one is the guidance to students from public schools: to participate in the program, students should have completed secondary education, with least two years of basic education in Brazilian public schools. And, besides these students receiving scholarships during the twenty-four-month stay at the University of Coimbra, four work missions are planned to be conducted: displacement of one teacher from each Brazilian institution participating in the Program for monitoring the integration of Brazilian students to the University of Coimbra and development of the proposed activities.

Within the UFRGS, seven students participate in the ILP, four being from the Licentiate Degree Course in Physical Education. These students had not had the experience of living away from their families and had never traveled abroad. The experience of studying at the University of Coimbra has been so far enriching to

them. Besides the life experience, they are expanding their knowledge in the Culture of Human Movement and having the opportunity to establish relationships with students from various countries in order that the University of Coimbra develops various programs for international exchanges.

Perhaps the most limiting factors for the increased international mobility in the context of undergraduate courses is the mastery of English and the availability of scholarships. According to Charle *et al.* (2004), the domain barrier of a foreign language is less strong for students from wealthier social classes, but the financial barrier remains crucial, once the financial costs to live for a year or so abroad are high. Lima and Maranhão (2009) also argue that due to the high costs required, international education is still an experience accessible to few. Azevedo (2007) also highlights that students who are integrated into international research groups became stakeholders in the international mobility scenario: it, therefore, not enough to master a foreign language, it is necessary to have an academic output. In this sense, conducting research projects in cooperation with universities abroad could perhaps be idealized in order to involve undergraduate students as well, increasing thus the possibilities of international mobility.

## **5 FINAL CONSIDERATIONS**

The ESEF has developed, since the 1970s, initiatives towards the internationalization of research. The most significant experiences within the Institution of international collaboration occurred in this area. The LAPEX has played a key role in this regard. In 40 years, it has promoted visits and internships of ESEF researchers to institutions of various countries. Likewise, it promoted visits, lectures and courses from foreign researchers in the ESEF. For over a decade, it has offered internships for professionals from different countries of Latin America. In recent years, ESEF researchers have broadened the substantial effect on the number of publications in international journals and attended scientific meetings in various countries. Besides, it is developing, although in small numbers, research projects with foreign universities of international standing.

Regarding the mobility of undergraduate students, the experience of the ESEF is still fresh. So far, some partnerships and projects functioned satisfactorily, while others

showed clear deficiencies. For Brazilian students, the main obstacles lie in the mastery of foreign language and, for those who get no financial support, resources to finance the stay abroad. Foreign students also encounter difficulties when conducting studies in the ESEF, especially for the lack of student housing.

In spite of institutional efforts and the positive results already achieved, there are points that need to be improved in both research and student mobility. The biggest challenge, however, is to install a culture of internationalization in which the relationship with higher education institutions from other countries is seen as a qualifier of teaching and research activities.

### **A ESCOLA DE EDUCAÇÃO FÍSICA DA UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL E A INTERNACIONALIZAÇÃO DA EDUCAÇÃO SUPERIOR**

**Resumo:** Neste estudo, descrevemos o caminho seguido pela ESEF-UFRGS na direção da internacionalização da pesquisa e da graduação e destacamos alguns desafios para sua efetivação. A pesquisa tomou como referência depoimentos de docentes, documentos institucionais, registros de atividades de pesquisa e publicações científicas sobre a trajetória institucional. Os resultados indicaram que a ESEF-UFRGS vem desenvolvendo iniciativas em direção à internacionalização da pesquisa e da graduação. As principais iniciativas foram mobilidade de estudantes e docentes, publicações em periódicos internacionais e participação em eventos com e sem apresentação de trabalhos. O maior desafio tem sido instalar uma cultura de internacionalização em que a relação com instituições de educação superior de outros países seja vista como qualificadora das atividades de ensino e pesquisa.

**Palavras-chave:** Educação Física. Internacionalização. Educação Superior.

### **LA FACULTAD DE EDUCACIÓN FÍSICA DE LA UNIVERSIDAD FEDERAL DEL RIO GRANDE DEL SUR Y LA INTERNACIONALIZACIÓN DE LA EDUCACIÓN SUPERIOR**

**Resumen:** En este estudio, hemos tratado de establecer la trayectoria de la ESEF-UFRGS en dirección a la internacionalización de la educación superior y destacar los principales desafíos para su realización. El estudio tomó como referencia entrevistas con los docentes, documentos institucionales, informes de investigación y publicaciones científicas. Los resultados señalaron que la ESEF-UFRGS se ha tomado medidas en la dirección de la internacionalización de sus actividades. Las principales acciones fueron la movilidad estudiantil y académica, publicaciones en revistas internacionales y participación en eventos con y sin presentación de trabajos. El mayor desafío ha sido establecer una cultura de internacionalización en la cual el intercambio con las instituciones de otros países es considerado por la comunidad académica como manera de calificar la enseñanza y la investigación.

**Palabras clave:** Educación Física. Internacionalización. Educación Superior.

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