

Apresentação

A Revista *Interfaces Brasil/Canadá* chega ao seu 22º fascículo (Volume 16, número 1) consolidando a sua nova parceria com o Programa de Pós-Graduação em História da Universidade Federal de Pelotas, que se juntou ao Centro de Artes da Universidade Estadual de Santa Catarina (UDESC) e ao Núcleo de Estudos das Diversidades, Intolerâncias e Conflitos, da Universidade de São Paulo (USP). O presente número enfrenta com sucesso o início do desafio da quadrimestralização da revista, exigência dos órgãos de indexação para periódicos com ênfase na área de Humanidades e Interdisciplinar. Também registramos com regozijo estarmos conseguindo cumprir a meta anunciada na edição de junho de 2015, de ampliar o número de artigos veiculados.

Agradecemos à equipe da Editora da UDESC, coordenada por Marc Bogo, com o concurso da estagiária Paula C. Martins, que editorou o presente fascículo. Agradecemos a Elizabeth Castillo Fornés, pela revisão em português e pela ajuda na padronização geral e na revisão final dos arquivos editorados. Muito especialmente, também agradecemos aos membros do Conselho Editorial, que puderam colaborar com a revista emitindo seus criteriosos pareceres. A edição tem recebido um número maior de submissões, de forma que a participação dos conselheiros com disponibilidade de ajudar a revista torna-se ainda mais estratégica.

A edição que se apresenta aos leitores foi dedicada ao dossiê *Internacionalização da Educação Superior: agendas, parcerias e conhecimentos*, editado sob a responsabilidade das professoras Ranilce Guimarães-Iosif, da Universidade Católica de Brasília, e Lynette Shultz, da Universidade de Alberta, o qual será comentado pelas organizadoras logo a seguir. O dossiê dialoga estreitamente com o escopo da revista, que enfatiza o seu compromisso com a interdisciplinaridade e com a

internacionalização da pesquisa e da educação superior, aspectos que compõem eixos estruturantes dos Estudos Canadenses no mundo.

O conjunto de artigos, reunidos em seu âmbito, explora como a internacionalização tem impactado a educação superior, com um foco particular sobre as experiências canadenses e brasileiras. Na última década, como registraram as organizadoras na chamada do dossiê, “o interesse em *rankings* e parcerias internacionais e a busca por um currículo internacionalizado contribuíram para que as instituições de educação superior se vejam diante da necessidade de responder às políticas globais de educação ao mesmo tempo em que precisam atender às demandas nacionais e locais”. Assim, o presente fascículo se dedicou a apurar questões sobre redes, democracia, legitimidade, autonomia e ética na governança da educação superior.

O dossiê reúne dez artigos inéditos e uma resenha, os quais contaram com a contribuição de pesquisadores brasileiros (de diversas instituições), do Canadá, da República do Congo e de Moçambique. Dois textos excederam um pouco o limite recomendado de 20 páginas, ou 35 mil caracteres, mas a editoria autorizou a exceção, a pedido das organizadoras do dossiê, por considerar ser justificável em função da qualidade do debate proposto.

Além disso, na sessão de resenhas, a professora Eloína Prati dos Santos nos brinda com uma análise da obra recente de Albert Braz, *Apostate Englishman. Grey Owl the writer and the myths*. As demais seções da revista não trazem contribuições desta vez, tendo em vista a extensão do dossiê e, acreditamos, a relevância da temática debatida pelos textos veiculados.

Desejamos a todos uma excelente leitura!

Gunter Axt, editor-chefe

Zilda Maria Gricolli Iokoi, editora assistente

Fábio Vergara Cerqueira, editor assistente

Monique Vandresen, editora especial de editoração e de impressão

Dossiê Internationalization in Higher Education: Agendas, partnerships and knowledge. Brazil and Canadian Higher Education Partnerships: Where Have Our Policies Taken Us?

This issue is an exploration of higher education partnerships between Brazil and Canada. The work emerged from growing interest and support for collaborations among scholars and students in universities in these two countries. There are many ways that Brazil and Canada are similar, for example, in our settler-colonial history; our tardiness in dealing with destructive relations between the state and indigenous people; or the extensive multi-culturalism that makes up our populations. People in both countries have learned to live with difference, although sometimes not in good ways with issues of racism and intolerance manifesting in durable inequalities in both countries. On the other hand, within the global economic and political system, Brazil and Canada are located in quite different places. Brazil, a strong but politically precarious economic power in Latin American and in what has been referred to as “the global south” (a legacy of colonial relations of power) has difficulty finding its place on the global stage. Canada has had closer relations to both the United Kingdom and United States and so has developed economic and political systems that mirror the global system, placing it in positions of power beyond what a country with such a small population might enjoy. It is such similarities and difference that become visible when forming research and institutional partnerships. The articles in this journal highlight important work being done to understand, implement and/ or change policies that restrain or enable international partnerships in higher education.

It is also important to consider the impact of global trends in publishing and the impact on policies of internationalization of higher education. In a 2011 study, Dr. Corinne Flick and the Oxford Internet

Institute demonstrated the tremendous influence the English language had on research and knowledge sharing. They identified that 86% of global scientific publications were in English (p. 14) and that researchers in the USA and UK published more than the rest of the world combined (p. 14). They also point out that the relatively small country of Switzerland published three times the number of articles as researchers in the whole continent of Africa, helping to identify the vast inequality of what Shultz & Abdi (2016) describe as the global information abyssal line referring to de Sousa Santos' description of the legacies of colonialism on knowledge justice (2007). The tremendous pressure for universities to participate in the global ranking system is downloaded onto scholars who are pressured to publish in high ranking journals rather than smaller, more local and specialized journals. This imbalance is supported by the fact that only five publishers dominate the entire scientific publishing arena and these are all from the United States or the United Kingdom (p. 17–20). Given these global conditions, it is timely to examine how international research partnerships are working.

In the first article, Guimarães-Iosif, Zardo and Veiga dos Santos focus on how Brazilian higher education policy on internationalization is translated in the Canadian context. They identify how despite the rhetoric of collaboration, there is much in these policies that is competitive. The authors recommend that Brazil strengthen its own internationalization policies to ensure that partnerships develop in more equitable ways. Their article is followed by Pereira de S Thiago, Sarmiento and Andreotti who provide an important study of accountability tools used to monitor Science without Borders award recipients. These students' attitude toward updating their Lattes CVs is examined to provide insights into how these partnerships work to bring students into participation in “the knowledge economy”. The authors provide important data to understand how attitudes and dispositions of students impacts the success of policy implementation.

In article three, Borges & Garcia-Filice provide the first of four articles that highlight how the dominance of English language impact Canada-Brazil partnerships. They identify how equity issues, for example race, class, and gender, create durable inequalities in the implementation of internationalization policies. They call for more attention to English language learning policies in early years education to help position more Brazilian students to be successful in the global project of international knowledge exchange. Vieira and Correia Lima provide an important critique of university rankings and classifications that see some institutions being labeled as “world class” and others in various stages below this. The troubling competition that emerges acts more to promote market goals of education rather than enhanced scholarship and knowledge creation.

In the fifth article, Axt, Martins, and Singo shift the analysis to partnerships that emerged from Brazil-Mozambique partnerships. The project had ambitious goals that integrated teacher education, policy development and research. The article explores the complexity of processes and outcomes, providing important suggestions for longterm partnerships with ongoing impacts.

In article six, we return to concerns about the role of English language in Rafael Fortes’ article. He examines current policy discourses and discusses internationalization and hegemony of English in international research and how this impacts the accessibility of knowledge in Brazilian society. Clarissa Menezes Jordão brings an important decolonial analysis to the role the English language plays in international research and knowledge exchange. She describes how the burden of using a foreign language is always on those who do not have English as a first language and how this reproduces colonial relations of power.

Lima, dos Santos Silva, Prolo and Torini provide an article that presents the public university as a counterhegemonic force in an inequitable international context. This article describes and analyzes the process of

creating the Federal University of Latin America as a social project despite the larger neoliberal context for this initiative. We are provided insights into the impact of scholars' narratives and commitments to the project on its success. In another case study, Finardi, Santos and Guimarães examine the role of foreign languages in general and of English in particular, in the internationalization of higher education. The article is based on a case study of the Federal University of Espírito Santo and the process of institutionalizing a focus on language learning throughout the university. The issue is concluded with an article by Souza and Malomalo describe the challenges of internationalization in a Brazilian project and the University for International Integration of the Afro-Brazilian Lusophony. Here we come to understand how hegemonic relations are also evident in cases where language is shared and that racism is an impediment to efforts to develop international programs.

Editoras convidadas

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