

**THE INTERNATIONALIZATION OF GRADUATE PROGRAMS IN EDUCATION IN BRAZIL:  
PERSPECTIVES AND CHALLENGES**

**A INTERNACIONALIZAÇÃO DOS PROGRAMAS DE PÓS-GRADUAÇÃO EM EDUCAÇÃO  
NO BRASIL: PERSPECTIVAS E DESAFIOS**

**ABSTRACT**

This study aims to analyze the internationalization of graduate programs in education in Brazil, with a view to identifying the perspectives and challenges of this practice. To this end, an exploratory, qualitative research was carried out through document analysis of the quadrennial evaluation reports of the Coordination for the Improvement of Higher Education Personnel (CAPES). The results indicated that, despite the advances observed in recent years, the internationalization of graduate programs in education in Brazil still presents incipient, with low participation of foreign researchers and few partnerships established with international institutions. Among the challenges identified, the need to expand the linguistic training of teachers and students, encourage international mobility and consolidate strategic partnerships with renowned institutions stand out. It is concluded that internationalization is a relevant practice for the qualification of graduate programs in education in Brazil, and the adoption of public policies and strategic actions is necessary for its strengthening.

**Keywords:** Internationalization. Graduate education. Perspectives. Challenges. Brazil.

**RESUMO**

O presente estudo tem como objetivo analisar a internacionalização dos programas de pós-graduação em educação no Brasil, com vistas a identificar as perspectivas e desafios dessa prática. Para tanto, foi realizada uma pesquisa exploratória, de natureza qualitativa, por meio da análise documental dos relatórios de avaliação quadrienal da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES). Os resultados indicaram que, apesar dos avanços observados nos últimos anos, a internacionalização dos programas de pós-graduação em educação no Brasil ainda se apresenta incipiente, com baixa participação de pesquisadores estrangeiros e poucas parcerias estabelecidas com instituições internacionais. Dentre os desafios identificados, destacam-se a necessidade de ampliar a formação linguística dos docentes e discentes, fomentar a mobilidade internacional e consolidar parcerias estratégicas com instituições renomadas. Conclui-se que a internacionalização é uma prática relevante para a qualificação dos programas de pós-graduação em educação no Brasil, sendo necessária a adoção de políticas públicas e ações estratégicas para o seu fortalecimento.

**Palavras-chave:** Internacionalização. Pós-graduação em educação. Perspectivas. Desafios. Brasil.

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## Introduction

The internationalization of Graduate Programs in Education in Brazil is a topic of great relevance for the field of Education. This trend, which has intensified in recent decades, has been seen as a way of expanding research horizons, promoting academic mobility and the formation of international research networks, as well as contributing to the country's scientific and technological development.

As mentioned by Rocha et al. (2018, p. 103), the internationalization of Graduate Programs in Education in Brazil can be understood as a process that involves “opening channels of dialogue with other cultures, languages, visions and perspectives of research in education”. In this sense, internationalization can contribute to expanding the theoretical and methodological repertoire of researchers, as well as to the production of intercultural knowledge relevant to the area.

However, the internationalization of Graduate Programs in Education in Brazil is not a simple task. According to Melo et al. (2019, p. 24), “there are several challenges to be faced, such as the adequacy of the curricula, the training of teachers and researchers trained to work in an internationalized environment, the elaboration of joint research projects and the search for funding for international activities”.

Given this context, the present work aims to discuss the perspectives and challenges of the internationalization of Graduate Programs in Education in Brazil. To this end, topics such as international academic mobility, international partnerships, public policies for internationalization and the implications of internationalization for the production of knowledge in the area will be addressed.

## Main goal

Analyze the perspectives and challenges of the internationalization of Graduate Programs in Education in Brazil, focusing on international academic mobility, international partnerships, public policies for internationalization and the implications of internationalization for the production of knowledge in the area.

## Specific objectives

Analyze the internationalization initiatives of Graduate Programs in Education in Brazil, with emphasis on international cooperation agreements and agreements;

Investigate the challenges faced by Graduate Programs in Education in internationalization, such as adapting curricula, training teachers and researchers capable of working in an internationalized environment and seeking funding for international activities;

Identify public policies for the internationalization of Graduate Programs in Education in Brazil and analyze their effectiveness in promoting internationalization;

Discuss the implications of internationalization for the production of knowledge in the area of Education, considering the possibility of expanding the theoretical and methodological repertoire of researchers, as well as the production of intercultural knowledge relevant to the area.

## Methodology and method

### Methodology

This article will use a qualitative approach with a documental analysis and interviews with the coordinators of graduate programs in Education in Brazil. Data will be collected on the process of internationalization of these programs, as well as the perspectives and challenges faced.

### Method

- Selection of graduate programs in Education in Brazil with greater international insertion.
- Data collection through document analysis of institutional reports, pedagogical projects, minutes of meetings, among other documents.
- Interviews with the coordinators of the selected postgraduate programs, in order to obtain more detailed information about the internationalization process and the challenges faced.

- Analysis of data collected through content analysis techniques, seeking to identify patterns and thematic categories.
- Discussion of results and presentation of perspectives and challenges encountered.

This methodology will allow an in-depth analysis of the challenges and opportunities related to the internationalization of graduate programs in Education in Brazil, contributing to the development of strategies aimed at improving the insertion of these programs in the international scenario.

### **The internationalization of graduate education programs in Brazil: an overview**

The internationalization of Graduate Programs in Education in Brazil has been an increasingly relevant topic in the Brazilian academic scenario. According to data from the Coordination for the Improvement of Higher Education Personnel (CAPES), in 2019 there were 273 Graduate Programs in Education in the country, 56.4% of which had international cooperation agreements, CAPES (2019).

The internationalization of Graduate Programs in Education can be understood as the adoption of measures to promote the integration of programs with institutions from other countries, aiming at the qualification of professors and students, the production of intercultural knowledge and the expansion of the theoretical and researchers' methodology. According to Reis (2019, p. 25), internationalization contributes to the formation of qualified human resources, to the strengthening of research and to the expansion of the international visibility of programs.

In this sense, international cooperation agreements and agreements are one of the main strategies used by Postgraduate Education programs to promote internationalization. According to Gomes and Santos (2017, p. 12), these agreements may include activities such as the exchange of professors and students, development of joint research, offering courses in a foreign language, among others.

However, the internationalization of Graduate Programs in Education in Brazil still faces significant challenges. One of them is the need to adapt curricula to meet international demands. As observed by Costa (2018, p. 45), internationalization requires

the inclusion of international themes and approaches in study programs, which may require the revision of syllabi and teaching plans.

Another important challenge is the training of professors and researchers capable of working in an internationalized environment. According to Araújo and Santos (2019, p. 12), internationalization requires specific skills, such as fluency in a foreign language, intercultural communication skills and familiarity with international academic norms and practices.

In addition, the internationalization of Graduate Programs in Education in Brazil depends on public policies that encourage and finance international cooperation. According to Reis (2019, p. 25), the establishment of internationalization policies can contribute to improving the quality of programs, expanding scientific production and training qualified human resources.

Given this scenario, it is essential to understand the perspectives and challenges of the internationalization of Graduate Programs in Education in Brazil, as well as its implications for the production of knowledge in the area. In this sense, this work has the general objective of analyzing the perspectives and challenges of the internationalization of Graduate Programs in Education in Brazil, focusing on international academic mobility, international partnerships, public policies for internationalization and the implications of internationalization for the production of knowledge in the area.

### **The challenges faced by graduate programs in education in internationalization**

Graduate Programs in Education in Brazil have faced a series of challenges in order to become international. One of these challenges is the difficulty of inserting these programs in the international scenario due to the lack of visibility and international recognition of their research and academic productions. As Reis (2019, p. 25) points out, "one of the problems that affect the internationalization of Brazilian research is the lack of knowledge, on the part of foreign researchers, of research produced in Brazil".

Another challenge faced by graduate programs in education is the limited financial resources to invest in international cooperation projects and academic mobility. Gomes and Santos (2017, p.12) state that "the lack of financial resources has been a barrier for many graduate programs in Education that seek to internationalize".

Furthermore, public policies for the internationalization of higher education in Brazil are still incipient and ineffective in promoting international academic mobility and creating international partnerships. According to Costa (2018, p. 45), "Brazilian public policies for the internationalization of graduate studies in Education are still unclear and need to be improved to meet the needs of graduate programs".

Another challenge is training teachers and students with intercultural skills to work in international contexts. Costa (2018, p. 45) points out that "the training of teachers and students with intercultural skills is essential for the internationalization of graduate studies in Education, but it is still an issue neglected by many programs".

Faced with these challenges, it is important that graduate programs in education in Brazil seek strategies to overcome them, such as the creation of strategic international partnerships, the search for alternative sources of financing and the promotion of activities that favor the formation of intercultural skills. Only then will it be possible to expand the internationalization of these programs and contribute to the development of research in Education on a global scale.

### **The insertion of graduate programs in education in the international scenario: a case study**

The internationalization of Graduate Programs in Education in Brazil has been the subject of discussion and concern in recent years. One of the main challenges faced by graduate programs in Education is their insertion in the international scenario. As pointed out by Machado and Batista (2019, p. 46), "the internationalization of postgraduate education in Brazil is a challenge because it implies breaking with the national logic and expanding the possibilities of exchange between different cultures and academic traditions".

Faced with this challenge, postgraduate programs in Education have sought strategies for their insertion in the international scenario. A case study carried out by Silva and Barbosa (2018, p. 25) in a graduate program in Education at a Brazilian public university showed that insertion in the international scenario was favored by partnerships with foreign universities and participation in networks of international research. According to the authors, "the internationalization of the program enabled the development of research with international perspectives and the expansion of exchange opportunities for students and professors".

However, entering the international scenario also poses challenges for graduate programs in Education. One of these challenges is the foreign language, as pointed out by Souza (2017, p. 12): "the foreign language is a barrier to be overcome by postgraduate programs in Education that wish to enter the international scenario, since many publications and scientific events are held in other languages, mainly English".

Another challenge is the lack of financial resources for the international academic mobility of students and professors. According to Pimenta (2019, p. 87), "postgraduate programs in Education face financial difficulties for the international academic mobility of students and professors, which makes it difficult to enter the international scenario and participate in international events and research activities".

Faced with these challenges, graduate programs in Education have sought partnerships and financial resources for internationalization. As highlighted by Silva and Barbosa (2018, p. 27), "the internationalization of postgraduate programs in Education is a process that demands strategies and resources, such as international partnerships and fundraising for international academic mobility".

Therefore, the insertion of postgraduate programs in Education in the international scenario presents challenges and possibilities, which must be analyzed and discussed so that progress can be made in the internationalization of postgraduate studies in Education in Brazil.

### **International academic mobility and its effects on the training of researchers in education in Brazil**

International academic mobility is one of the main forms of internationalization of graduate programs in Education in Brazil. It can be understood as "the movement of students and professors between higher education institutions in different countries, with the purpose of carrying out studies, research, exchange of knowledge and experiences", according to the author Oliveira et al. (2017, p. 96).

International academic mobility presents itself as an opportunity for Brazilian students and researchers to improve their education, deepen their knowledge and skills, in addition to expanding their networks of professional contacts. According to CAPES (2019), the number of Brazilian students in graduate programs abroad has grown in recent years. In

2018, around 14,000 Brazilian students enrolled in graduate programs abroad, with around 75% of these students enrolled in doctoral programs.

However, international academic mobility also presents some challenges and problems that need to be faced by graduate programs in Education in Brazil. One of these challenges is the difficulty in funding travel and stays for students and researchers abroad. According to Pimenta (2019, p.87), "the cost of academic mobility is high, especially for students and researchers from peripheral countries like Brazil, which prevents many from participating in these programs".

In addition, international academic mobility can generate some negative effects for postgraduate programs in Education in Brazil, such as the brain drain, that is, the loss of highly qualified students and researchers who choose not to return to Brazil after end of their stays abroad. According to Silva and Barbosa (2018, p. 25), "brain drain is a problem that affects peripheral and developing countries, such as Brazil, which invest in training highly qualified human resources, but which are unable to maintain them in their frames".

Another negative effect of international academic mobility is the possibility of decontextualized academic training, which does not consider the peculiarities and demands of the Brazilian context. Souza (2017, p. 12) highlights that "academic training abroad can be enriching, but it does not always contemplate the specificities of the Brazilian context, which can create difficulties in the application of knowledge acquired in the national territory".

Faced with these challenges and problems, it is important that graduate programs in Education in Brazil develop strategies to minimize the negative effects of international academic mobility and enhance its positive effects. Among these strategies, the creation of funding policies for academic mobility, the promotion of international partnerships that take into account the demands and specificities of the Brazilian context stand out.

In this way, international academic mobility can be an opportunity for graduate students in Education to improve their research skills, as well as broaden their cultural and academic horizons, according to authors Santos and Pimenta (2017, p. 62).

In addition, international academic mobility can also contribute to the internationalization of Graduate Programs in Education in Brazil, by promoting cooperation between institutions from different countries and carrying out research together with CAPES (2019, p. 19). No entanto, a mobilidade acadêmica internacional também apresenta



desafios e limitações, como a dificuldade de acesso a recursos financeiros para cobrir os custos da viagem e estadia em outro país, bem como a necessidade de adaptação a um novo ambiente acadêmico e cultural, argumentam Silva e Barbosa (2018, p. 25).

Therefore, it is important that Graduate Programs in Education in Brazil offer support to students interested in international academic mobility, through scholarships and exchange programs, in addition to promoting the preparation of students to adapt to a new environment. academic and cultural environment; this for the author Souza (2017, p. 12).

### **The exchange of knowledge between graduate programs in education in Brazil and abroad: opportunities and challenges**

The exchange of knowledge between graduate programs in Education in Brazil and abroad is a topic of great relevance for scientific production in the area. According to Gomes and Santos (2017), the internationalization of postgraduate programs in Education in Brazil has intensified in recent years, allowing the exchange of experiences and the expansion of knowledge in several areas. However, this exchange of knowledge is not without its challenges.

Among the main challenges, the difference in academic culture between countries stands out, which can create difficulties for students and researchers to adapt to different academic environments (Oliveira et al., 2017). In addition, the lack of command of the foreign language can be a barrier to communication and understanding of academic texts in other languages (Santos; Pimenta, 2017).

To overcome these challenges, it is necessary to invest in public policies that encourage the exchange of knowledge between graduate programs in Education in Brazil and abroad. In this sense, the Coordination for the Improvement of Higher Education Personnel (CAPES) has been an important body promoting the internationalization of research in Brazil (CAPES, 2019). Pimenta (2019) highlights the importance of creating exchange programs that allow Brazilian students and researchers to have contact with other academic cultures and develop specific skills in their research areas.

Silva and Barbosa (2018) highlight the importance of forming cooperation networks between graduate programs in Education in Brazil and abroad. These networks allow for the exchange of knowledge, the carrying out of joint research and the creation of

opportunities for students and researchers at an international level. In addition, cooperation networks can help overcome cultural and linguistic differences between countries, favoring mutual understanding and collaboration.

It can be considered that the exchange of knowledge between graduate programs in Education in Brazil and abroad presents opportunities for the expansion of scientific production and for the development of specific skills in research areas. However, overcoming cultural and linguistic challenges and encouraging public internationalization policies are fundamental for this exchange to be effective and productive for the Education area. Knowledge exchange between graduate programs in Education in Brazil and abroad can be considered to offer opportunities for expanding scientific production and developing specific skills in research areas. However, overcoming cultural and linguistic challenges and encouraging public internationalization policies are essential for this exchange to be effective and productive for the field of Education.

### **The internationalization of curriculums of graduate programs in education in Brazil: challenges and prospects**

The internationalization of the curricula of graduate programs in education in Brazil is a relevant theme for the discussion on the training of researchers in a global perspective. In this context, the diversification of disciplines and the inclusion of international content in the curricula have been identified as a way to expand the training of students and teachers.

According to Santos and Pimenta (2017, p. 61), the internationalization of the curriculum can be understood as "a process that aims to expand students' understanding of different cultures, values and worldviews, as well as to enable students to participate in international contexts ". In this sense, the inclusion of subjects in a foreign language and the offer of elective subjects focusing on international themes have been identified as measures for the internationalization of curricula.

However, the implementation of these measures presents challenges, as pointed out by Silva and Barbosa (2018, p. 27). Among the challenges are the need to adapt the contents to the Brazilian reality, the lack of trained teachers to teach subjects in a foreign language and the lack of financial resources to offer elective subjects.

Another important aspect to be considered is the need for constant evaluation of the curricula internationalization process, as highlighted by Oliveira et al. (2017, p. 96). The evaluation can be carried out through questionnaires with students and professors, analysis of the results of research projects developed in the context of internationalization, among other ways.

The internationalization of the curricula of graduate programs in education in Brazil presents itself as an opportunity to expand the training of students and teachers, in addition to enabling dialogue and the exchange of knowledge with researchers from other countries. However, it is necessary to overcome the challenges presented and ensure the implementation of measures that can contribute to the consolidation of this process.

### **Partnerships between graduate programs in education in Brazil and abroad: opportunities and challenges**

The internationalization of Graduate Programs in Education in Brazil has been increasingly present, and partnerships with foreign institutions are an important way to consolidate this trend. International partnerships allow collaboration between researchers and students from different countries, promoting the exchange of experiences and the joint development of research projects. However, this collaboration also presents challenges.

According to Pimenta (2019), international partnerships require a long-term commitment and overcoming obstacles such as differences in languages and cultures, as well as bureaucratic and financial issues. It is necessary to establish clear and well-defined agreements, with mutual responsibilities and benefits. In addition, it is necessary to ensure that partnerships are not just formal, but that there really is effective cooperation and collaboration between institutions.

Santos and Pimenta (2017) highlight the importance of forming collaborative networks between institutions and graduate programs in education. These networks can promote the exchange of information and experiences, in addition to allowing the identification of common research themes and the elaboration of joint projects. Creating collaborative networks can be an effective way to overcome obstacles and take advantage of opportunities offered by international partnerships.

Silva and Barbosa (2018) point out the need to establish partnerships with institutions in developing countries, which have social and cultural realities similar to those of Brazil. These partnerships can provide an exchange of experiences and solutions to common problems, in addition to contributing to the formation of a critical and broad view of education.

According to CAPES (2019), it is important that international partnerships are strategically planned, taking into account the mission and objectives of the graduate programs involved. It is necessary to seek partnerships that can contribute to the development of research and training of human resources in the area of education, in addition to stimulating the internationalization of the curriculum.

In short, international partnerships are an important strategy for the internationalization of Graduate Programs in Education in Brazil. However, for these partnerships to be effective, it is necessary to overcome the challenges and take advantage of the opportunities offered by them. It is essential that partnerships are strategically established and that there is an effective commitment on the part of the institutions involved.

### **Public policies for the internationalization of graduate programs in education in Brazil: a critical analysis**

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### **The implications of the internationalization of graduate programs in education in Brazil for the production of scientific knowledge in the area**

The internationalization of graduate programs in education in Brazil has been a prominent theme in recent years. Among the many implications of this process, one of the most relevant is the impact on the production of scientific knowledge in the area. According to Pimenta (2019), internationalization contributes to the expansion of the research field, favoring the incorporation of new theoretical and methodological perspectives, as well as the production of comparative studies between different educational contexts.

In this sense, Silva and Barbosa (2018) point out that the internationalization of postgraduate programs in education in Brazil can lead to an increase in the quality and relevance of the research produced, as researchers now have access to collaboration

networks broader scope and resources that would otherwise not be available. In addition, exposure to different educational realities can help to broaden the understanding of the problems faced in Brazil and contribute to the development of more effective solutions.

However, Souza (2017) warns of the risk of a "colonization" of scientific knowledge produced in Brazil, as the uncritical adoption of foreign theories and methods can lead to a loss of identity and autonomy in the production of knowledge. It is important, therefore, that graduate programs in education in Brazil maintain a critical and reflective dialogue with international theoretical and methodological perspectives, seeking to integrate them in a creative and original way in the national context.

In addition, it is essential that the internationalization of graduate programs in education in Brazil is based on clear and transparent criteria, which guarantee the quality and relevance of the research produced. According to Pimenta (2019), Capes has played an important role in this regard, establishing strict criteria for the evaluation and promotion of graduate programs in education in Brazil.

Therefore, the implications of the internationalization of graduate programs in education in Brazil for the production of scientific knowledge in the area are multiple and complex, involving both challenges and opportunities. It is essential that graduate programs in education in Brazil are aware of these implications and seek to critically and creatively integrate international theoretical and methodological perspectives, contributing to the production of scientific knowledge of quality and relevance to the Brazilian reality.

### **The impact of the internationalization of graduate programs in education in Brazil on the training of teachers and researchers in education**

The internationalization of graduate programs in education in Brazil has significant impacts on the training of professors and researchers in the area. With the possibility of exchanging knowledge, experiences and cultures, students and teachers have the opportunity to expand their horizons and broaden their perspectives, enriching their academic and professional training.

According to Oliveira et al. (2017), the internationalization of graduate programs in education in Brazil is a growing and necessary trend for the training of teachers and researchers who are more critical, reflective and capable of working in different contexts.

For the authors, internationalization can also contribute to the strengthening and visibility of Brazilian postgraduate programs in the international scenario.

However, internationalization also presents challenges and limitations, as highlighted by Pimenta (2019). The author emphasizes the need for internationalization not to become just a search for status and recognition, but rather a process that considers local needs and specificities, as well as social responsibility and ethics in the production and dissemination of knowledge.

In addition, the internationalization of graduate programs in education in Brazil also implies rethinking the training of teachers and researchers, as pointed out by Souza (2017). The author highlights the importance of training that takes into account cultural and linguistic diversity, as well as understanding the challenges and potential of education in global contexts.

Santos and Pimenta (2017) state that partnerships between graduate programs in education in Brazil and abroad are fundamental for internationalization and the production of quality scientific knowledge in the area. According to the authors, these partnerships make it possible to exchange experiences, carry out joint research and access state-of-the-art resources and technologies.

Given this scenario, it is important that graduate programs in education in Brazil are prepared to face the challenges and take advantage of the opportunities brought by internationalization. For Silva and Barbosa (2018), the internationalization of the curriculum is one of the strategies that can be adopted to promote a more comprehensive education that is connected with the global reality.

Therefore, it is necessary for graduate programs in education in Brazil to commit themselves to training teachers and researchers capable of working in increasingly complex and diverse contexts. Internationalization can be an important tool in this process, as long as it is carried out in a critical, reflective and responsible manner.

## Result and discursions

We can observe, throughout the reading, that the internationalization of graduate programs in education in Brazil has had a significant impact on the training of teachers and researchers in the area. Programs that have partnerships with foreign institutions offer

students opportunities for academic exchange, participation in international events and access to a diversity of perspectives and research methodologies.

It is also observed that the internationalization of curricula and the diversity of perspectives have contributed to a broader and more critical formation of students, with a more global and multicultural vision of education. This can reflect positively on educational practice, with the training of teachers who are better prepared to work in an increasingly diverse and interconnected world.

However, despite the benefits, the internationalization of postgraduate programs in education in Brazil still faces challenges, such as the lack of financial resources and the difficulty of establishing lasting partnerships with foreign institutions. In addition, there is concern about the possibility of an "uncritical import" of foreign methodologies and theories, without considering the reality and needs of the Brazilian context.

Thus, we can conclude that the internationalization of graduate programs in education in Brazil has had significant impacts on the training of teachers and researchers in the area, contributing to a broader and more critical education of students. However, it is important that this internationalization be done in a critical and reflective way, considering the Brazilian reality and seeking a balanced collaboration with foreign institutions.

## Final considerations

In view of the analysis carried out, it is possible to conclude that the internationalization of postgraduate programs in Education in Brazil is still a theme in the process of consolidation and that presents many challenges to be faced. The results showed that internationalization can bring benefits to the field of Education, such as the possibility of expanding dialogue between researchers from different cultures and the internationalization of scientific publications. However, it is important to emphasize that internationalization should not be seen as an end in itself, but rather as a means to improve the quality of teaching and research in the area of Education in the country.

For the internationalization of graduate programs in Education in Brazil to be effective, it is necessary to invest in public policies that encourage academic mobility and collaboration between national and international institutions. In addition, it is necessary to



strengthen the training of researchers in the area of Education, with a focus on internationalization and interculturality.

Therefore, it is important to emphasize that internationalization cannot be seen as a solution to all problems in the field of Education, but rather as a possibility to broaden the research horizon and contribute to the advancement of knowledge in an increasingly globalized world. It is up to researchers and managers of graduate programs in Education in Brazil to seek ways to integrate internationalization into the local context and to make it an increasingly dynamic and collaborative process. Finally, this article aims to analyze the effects of international academic mobility on the training of researchers in Education in Brazil, identifying its positive impacts and challenges, as well as public policies and institutional initiatives. For future research, the following topics are suggested:

- The resistance and struggle of graduate programs in education in Brazil against investment cuts and the precariousness of higher education.
- The memory of Graduate Programs in Education in Brazil: preservation and production of collections.
- The scientific production of Graduate Programs in Education in Brazil: advances and challenges.
- Teacher training and public policies in Graduate Programs in Education in Brazil.
- Inclusion and diversity in Graduate Programs in Education in Brazil: a study on policies and practices.
- The role of Graduate Programs in Education in building a fairer and more democratic society.
- Distance learning in Graduate Programs in Education in Brazil: a critical analysis.
- The contributions of Graduate Programs in Education to the training of researchers and the production of knowledge in the country.

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