

UFPR – FEDERAL UNIVERSITY OF PARANÁ/

UNIVERSIDADE FEDERAL DO PARANÁ

AUI - AGÊNCIA UFPR INTERNACIONAL/

UFPR INTERNATIONAL AGENCY

**PRPPG - PRO-RECTORY OF RESEARCH AND GRADUATE
STUDIES/ OFFICE OF THE DEAN OF RESEARCH AND GRADUATE
STUDIES/ PRÓ-REITORIA DE PESQUISA E PÓS-GRADUAÇÃO/**

**PROGRAD – PRO-RECTORY OF UNDERGRADUATE AND PROFESSIONAL
EDUCATION/ THE OFFICE OF THE DEAN OF GRADUATE AND
PROFESSIONAL EDUCATION, PRÓ-REITORIA DE GRADUAÇÃO E
EDUCAÇÃO PROFISSIONAL**

**PROEC – THE PRO-RECTORY OF EXTENSION AND CULTURE/ THE OFFICE
OF THE DEAN OF EXTENSION AND CULTURE PRÓ-REITORIA DE EXTENSÃO
E CULTURA**

UFPR INSTITUTIONAL INTERNATIONALIZATION PLAN

2023 / 2027

INTRODUCTION

Founded in 1912, the Federal University of Paraná is a century-old higher education institution attuned to the highest contemporary demands for excellence in knowledge production, aligning research, teaching, and outreach. It currently offers 90 *stricto sensu* graduate courses, 110 specialization courses, 120 undergraduate courses, and 333 outreach courses. UFPR is committed to the current demands for institutionalizing the internationalization of its teaching, research, and outreach activities to maintain and improve its distinguished position among the main higher education institutions in Brazil. In the globalized world in which we live, the conditions for scientific and technological production have deeply changed, and internationalization actions cannot depend solely on isolated academic efforts. Individualized actions devoid of institutional articulation, albeit guided by targets and indicators subject to systematic and careful monitoring of their impacts and results. Fulfilling the university's primary mission requires academic-scientific collaboration networks composed of Brazilian and foreign faculty and students. Through these collaborative and reciprocal interactions, knowledge production is improved and disseminated in a shared and universal fashion, positively impacting the daily lives of citizens.

The UFPR internationalization process is geared toward fulfilling the Sustainable Development Goals by building collaborative networks and equitable academic partnerships, conceived reciprocally with universities and research institutions in other countries. This perspective is justified both by its own merits – some of a humanitarian nature – and by the environment of diversity and multicultural and linguistic exchange that it fosters in the university environment. Thus, a culture of responsible and socially committed internationalization of higher education is reinforced.

Brazil occupies a prominent leading position in the academic and scientific-technological fields in Latin America and throughout the Southern Hemisphere. In turn, the state of Paraná and its capital Curitiba have attracted immigrants from all over the world, benefiting from this long history of intercultural relations. UFPR is present not only in Curitiba but also in border regions such as Palotina and Toledo, in Western Paraná, attracting students from neighboring countries. In addition, the institution maintains academic host programs for foreign students – such as PEC-G and PEC-PG, aimed at South American and African students – and programs for migrant and refugee students.

The latter are upheld by the Sérgio Vieira de Mello Chair, maintained by the United Nations High Commissioner for Refugees (UNHCR), and also through specific actions promoted by the Superintendence of Affirmative Action Policies and Diversity (SIPAD).

SCOPE and OBJECTIVES

The Institutional Internationalization Plan establishes the milestones for UFPR's policies and actions in institutionalizing, facilitating, and promoting interaction with internationally renowned researchers and institutions in the knowledge production process.

UFPR's Institutional Internationalization Plan establishes strategic internationalization actions and policies, structured around the institutional dimensions of international cooperation, academic mobility, and linguistic policies. It is aligned with the University's Institutional Development Plan, approved in 2021, and with the goals of the PNPG 2011-2020. The Pro-Rector of Research and Graduate Studies/ The Office of the Dean of Research and Graduate Studies, together with the Pro-Rector of Undergraduate and Professional Education/ the Office of the Dean of Graduate and Professional Education, the Pro-Rector of Extension and Culture/ the Office of the Dean of Extension and Culture, and the UFPR International Agency are the institutional units responsible for the University's strategic activities, projects, and programs, as well as implementing and monitoring planned internationalization actions.

The General Objectives of UFPR's Institutional Internationalization Plan define five major action fronts: 1) Undergraduate and Graduate Education, 2) Research and Innovation, 3) Outreach and Culture, 4) Institutional Support, and 5) Visibility and Dissemination of Knowledge.

1) Regarding the scope of **Undergraduate and Graduate Education**, internationalization actions must guarantee adequate conditions to receive students and faculty from different cultures and social realities, as well as prepare UFPR students and faculty for beneficial academic experiences at foreign universities. The 2021-2026 PDI, among the strategic objectives for Undergraduate Education, aims at expanding academic mobility through the signing of new agreements, cooperation agreements, and double-degree agreements, in addition to participating in scholarship programs such as Brafitec/CAPES, MARCA, Asociación de Universidades do Grupo Montevideo (AUGM), among others. Furthermore, expanding opportunities to welcome students from other universities is emphasized, particularly those from the global South. Some programs are crucial for attaining this goal, such as PEC-G (Students' Agreement Program for Undergraduate Studies) and PEC-PG (Students' Agreement Program for Graduate Studies), as well as the international mobility programs for graduate studies organized by the International Cooperation Group of Brazilian Universities (GCUB), such as Pro-Afri, Pro-LAC, among others. To achieve these goals, the aims are:

- a. Expand the range of academic subjects and events in foreign languages for both undergraduate and graduate courses;
- b. Increase the proficiency of the academic community in foreign languages, considering students, professors, and administrative staff;
- c. Promote the spread of a multilingual academic culture, favoring the practice of linguistic diversity both in training activities (classes, PET, PIBIC, etc.) and in official course documentation (curricula, certifications, websites, etc.);

d. Intensify and guarantee, in a safe and qualified manner, the exchange of professors and students to promote international experience both in and outside UFPR:

e. Promote adjustments to the curricula of UFPR undergraduate and graduate courses to comprise more flexibility and compatibility (including linguistically) regarding international standards;

f. Explore the possibilities offered by new educational technologies to foster international virtual mobility, offering subjects taught at UFPR to international audiences and recognizing subjects offered at foreign universities and completed by our students;

g. Expand the program for the recognition of diplomas and re-entry of refugees, promoting their insertion into the UFPR university community through actions and academic processes guided by transcultural values.

2) Regarding the dimensions of **Research and Innovation**, the actions should promote bi- and multilateral academic-scientific interactions, increasing the impact of scientific production and, thus, projecting UFPR internationally. The specific objectives in this regard are:

a. Increase the capacity to raise funds through international calls for proposals, to strengthen interaction between UFPR and foreign institutions;

b. Facilitate interaction and dialogue with international knowledge-producing centers, ensuring the transfer and appropriation of knowledge to the institution;

c. Attract researchers with recognized academic excellence linked to universities and other foreign research institutions;

d. Compile and design/ Systematize a bank of relevant academic and innovation information to assist in formulating projects for international funding;

e. Streamline and spotlight the institutionalization of international academic collaboration activities;

f. Support the development of research projects, scientific articles, books, or collections in foreign languages to attract resources from national and international funding agencies, aiming at increasing the international visibility of UFPR's scientific and academic production.

3) Regarding the dimensions of **Outreach and Culture**, the actions should enable dialogue and the exchange of experiences between UFPR and foreign institutions, in order to enhance the cultural and outreach programs under development. The Special Committee on International Relations of the National Forum of Pro-Rectors of Outreach/ Fórum Nacional de Pró-reitores de Extensão advocates that the internationalization of university outreach should include exchange and cooperation actions between outreach and research teams from universities in different countries. They involve university staff (professors and/or administrative employees) and students in developing pedagogical activities and/or shared knowledge construction in interaction with their respective communities. Such actions seek solutions for economic and social problems, the promotion of citizenship, and the enhancement of university education. From the perspective of the internationalization process, the aim is to foster collaboration that articulates university communities from different national realities, all involved in outreach and cultural production projects. The specific objectives in this regard are:

a. Promote reciprocal exchanges between cultural and outreach teams at UFPR and foreign universities;

b. Support the participation of faculty, administrative, and student staff in international university outreach and cultural production events, as well as in working meetings to develop proposals for new exchanges;

c. Organize international events related to university outreach and cultural production;

d. Enable the curricularization of international outreach activities;

- e. Map and build indicators for the internationalization of university outreach;
- f. Foster the publication of outreach products in bilingual editions;
- g. Encourage technical visits to well-qualified foreign universities in the areas of culture and outreach;
- h. Intensify UFPR's extension and cultural production in interaction with international groups and institutions.

4) Regarding **Institutional Support**, actions must ensure legal security and promote the reception and permanence of foreign faculty and students at UFPR under favorable conditions. The specific objectives in this regard are:

- a. Welcome and assist with housing and stay of foreign professors and students arriving at UFPR, facilitating their adaptation and favoring the development of their academic activities;
- b. Provide institutional support to UFPR faculty and students during missions in foreign institutions;
- c. Provide information in foreign languages to facilitate the regularization of the legal and institutional situation of students and professors from other countries;
- d. Promote the integration of foreign students into the university community, covering from bureaucratic to social and cultural aspects;

5) Regarding **Visibility and Dissemination of Knowledge**, the aim is to make UFPR attractive for foreign researchers and lecturers, increasing the core activities of teaching, research, and outreach. The specific objectives in this regard are:

- a. Ensure the dissemination of general information about UFPR through a website accessible in foreign languages, highlighting the most important strategic partnerships and their respective actions in the field of teaching, research, and outreach;

b. Broaden the dissemination of the Academic Mobility Programs in force at UFPR and other study and research opportunities abroad through the UFPR International Agency website;

c. Publicize UFPR's Strategic Internationalization Programs in other languages through the UFPR International Agency website;

d. Facilitate access to general information on current cooperation agreements and the conditions for proposing new partnerships;

e. Support the development of research projects, scientific articles, books, or collections in foreign languages, to attract resources from international funding agencies and increase the international visibility of our scientific and academic production.

f. Participate in national and international events organized by associations dedicated to promoting the process of internationalization of higher education, such as meetings of the Brazilian Association for International Education (FAUBAI), the European Association of International Education (EAIE), the Association of International Educators (NAFSA), the Association of International Education Administrators (AIEA), the International Cooperation Group of Brazilian Universities (GCUB), among others. This objective aims to follow global debates on the subject, to publicize the main academic actions developed through partnerships among strategic international partners, and to prospect new academic interactions.

UFPR'S STRATEGIC INTERNATIONALIZATION PROGRAMS AND ACTIONS

A significant number of undergraduate and graduate programs already keep mobility projects, co-tutoring, double degrees, and research, innovation, culture, and outreach activities with international partners. Approximately one-third of UFPR faculty members have completed their academic training abroad (master's, doctorate, split-side doctorate, or postdoctorate), in addition to short-term courses. Many of them have proven experience in international collaboration projects. Since 2018, more than 60% of UFPR faculty members have been working directly in graduate programs, and more than 350 of them are CNPq Research Productivity Fellows. Policies, actions, and strategies will be

implemented to expand these international experiences to more significant fractions of the institution's faculty and students in the short term. Based on these previous internationalization experiences, programs will be established to expand UFPR's projection in the international academic and scientific scenario.

Some relevant measures have already been taken by UFPR, including the following:

At the request of the UFPR International Agency, the Federal Prosecutor's Office at UFPR issued a Referential Opinion in 2018 to speed up the approval of international academic cooperation agreements, which are evaluated by the Agency's technical staff, greatly reducing the deadlines for their signature and implementation.

In 2017, the approval of Resolution 12/17 ensured the speeding up of the implementation of co-tutoring agreements, aiming to expand the scope of this program within the framework of already established academic cooperation agreements. Co-tutoring programs are strategic because they constitute an important development and deepening of scientific collaboration activities already underway. Such actions create favorable conditions for institutionalizing new academic cooperation agreements, new opportunities for sending doctoral students abroad under split-side scholarships, and new co-tutoring processes. Furthermore, those actions favor conditions for inviting foreign researchers to stay at our institution for agreed periods. This strengthens reciprocal relations of academic and scientific cooperation.

The UFPR's strategic internationalization programs are detailed below:

a) The UFPR CAPES PRINT Project is one of the main innovative strategic programs designed by UFPR and approved by CAPES. It resulted from the coordinated action between PRPPG and AUI and brought together professors from 40 of the institution's graduate programs, organized into 16 transdisciplinary thematic projects, allocated in 5 strategic areas defined based on the evaluation of the institution's history of excellence in international scientific research: Biosciences and Health; Advanced Materials; Democracy, Culture, and Development; Renewable Energies and New Energy Sources; Biodiversity and Environment.

The project was allocated approximately R\$48 million to be spent over 4 years. Its actions began in 2019 and were extended until October 2024, due to its interruption during 2020 and 2021, due to the COVID-19 pandemic. By mid-2023, the UFPR CAPES-PRINT project had already financed more than 350 international academic actions, such as sending split-side doctoral students abroad; academic missions of UFPR junior or senior professors abroad; missions of foreign faculty at UFPR in the form of visiting professors; financing of postdoctoral researchers with experience abroad to work at UFPR; in addition to training scholarships for professors on missions abroad.

These actions were developed with university institutions in countries such as the United States, France, the United Kingdom, Germany, Portugal, Canada, Spain, Italy, and the Netherlands, as well as with university institutions in several other countries in Latin America, Asia and Oceania. The academic actions promoted by the UFPR CAPES-PRINT program generated a considerable increase in the number of international cooperation agreements signed by UFPR, which currently amounts to approximately 500 agreements.

The allocation of postdoctoral scholarships to recent Ph.D.s and senior faculty members is strategic. Postdoctoral internships abroad provide a unique opportunity to qualify and requalify UFPR faculty members, especially so that they can add new knowledge, technologies, innovation, cultures, and practices that enhance their work in the community and allow them to disseminate these elements in the country. Such activities ensure that a larger portion of the UFPR faculty can consolidate their qualifications and projection at an international level. Criteria are applied to identify which research centers should be prioritized in each area of knowledge, considering those with which there are already products, publications, and other academic actions executed or in progress.

Likewise, it is also important to grant postdoctoral scholarships to attract young Brazilian or experienced foreign doctors with recognized academic training abroad to work in teaching, research, outreach, and innovation at UFPR. Junior doctors from international centers of excellence are an innovative and effective solution for attracting scientific talent, with several benefits: (1) improving the language skills of undergraduate and graduate students and faculty, (2)

increasing the number of optional courses offered in other languages, (3) improving the quality of manuscripts written in other languages, (4) increasing the visibility of undergraduate, graduate and extension programs among research centers of excellence abroad, and (5) increasing reciprocal interaction with these research centers.

This strategic program reinforces the establishment of partnerships with the centers where these young researchers were trained, opening new perspectives for the development of cooperative research projects, co-tutoring, or for the reception of Brazilian students in split-side doctorates or short-term internships. Moreover, offering classes (undergraduate and graduate) in other languages contributes to a greater number of students benefiting from the internationalization process, even without participating in any mobility program abroad, characterizing what is called internationalization at home.

The incentive for technical visits or short-term internships abroad aims to strengthen institutional research ties between UFPR and research centers abroad. Awarding scholarships and grants depends on an assessment of the academic profile of the lecturer.

Finally, in the scope of the UFPR CAPES-PRINT project, graduate students received special attention in the form of split-side doctoral scholarships. This program allows students to acquire international academic experience at reduced costs and, consequently, with a wider range of funding available to the community, with stays ranging preferably from 6 months at least and a maximum of 12 months. Split-side doctoral programs provide important experience in interacting with research centers abroad and allow the involvement of a higher number of doctoral students in internationalization activities. UFPR prioritizes research centers that establish reciprocal relationships, that is, in which student mobility occurs at no cost to either side. The intention is to increase the number of interactions via teleconferencing and distance learning with foreign partners, effectively preparing students for internationalization activities.

b. In 2017, UFPR reformulated its internal Resolutions to attract international faculty members, starting to fund Visiting Professors recognized in their fields of expertise from foreign institutions for periods ranging from 1 to 12 months, renewable up to 4 years. The hiring of Visiting Professors is subject to parameters of evaluation of the professor's curriculum, based on the rules established by

Capes for the accreditation of permanent professors in Graduate Programs. The hiring of a foreign professor must also consider the academic gains associated with that action, evaluating its possible academic benefits to other professors and students in the program.

c. National and international academic mobility programs should also be mentioned, subject to the prior existence of valid cooperation agreements. UFPR opens two annual calls for applications for the international mobility process for students, committing to fund, if financially possible, the top students from each of the 16 sectors of the University, defined according to academic performance criteria. UFPR also considers it important to finance international mobility actions for professors and students within the scope of the AUGM program, including financing for students to participate in programs such as the AUGM's Jornada de Jovens Investigadores. UFPR also encourages participation in academic mobility programs such as MARCA, BRAFAGRI, and BRAFITEC, among others. Every year, the university welcomes students from the Pec-G and Pec-PG programs, who come to UFPR to take undergraduate and graduate courses in their entirety, thus fostering the internationalization process at home.

d. In 2022, the approval of resolution 45-22-CEPE established UFPR's Language Policies and officialized actions to encourage the valorization of different languages. Moreover, it established the Language Policy Committee, which has been working to deliberate on important issues, such as 1) certification in English and Spanish for all UFPR extension activities; 2) the return of some UFPR's Language and Interculturality Center (CELIN-UFPR) actions, such as the availability of 10% of free study places in all foreign language courses, the return of TANDEM practices among students and mobility tests, among others; 3) the promotion and coordination of language training initiatives, with support for projects such as Language Training for University Life (FIVU), Brazilian Portuguese for Migrants and Humanitarian Visa Holders (PBMIH). Those initiatives add to the work with the area coordinators of the Department of Letters and the Andifes Languages without Borders Network (IsF), in which UFPR occupies a leading position, continuously offering courses in foreign languages for the entire academic community and reserving places for the community from advanced campuses.

e. CAPA – The Academic Publishing Advisory Center has stood out as a strategic program within the UFPR International Agency, by supporting the publication of scientific articles in English in international journals. For example, in 2022, the CAPA team of fellows served around 400 authors and translated more than 100 scientific articles into English. The methodology used in individual advisory services developed by the CAPA team contributes to the academic literacy of faculty and students who benefit from their training in academic writing. Thus, CAPA has contributed significantly to the international scientific dissemination of research conducted by UFPR faculty and students.

The internationalization programs and actions described above are linked to the institutional activities of academic-scientific cooperation, academic mobility policies, and linguistic policies, the main actions of which are detailed below.

INTERNATIONAL ACADEMIC-SCIENTIFIC COOPERATION

The activities related to the International Cooperation Coordination of the UFPR International Agency include prospecting, analyzing partnerships and strategic themes, discussing and implementing agreements, in addition to institutionalizing research programs and projects with international institutions, such as Erasmus+, Double-Degrees, and co-tutoring agreements. Also noteworthy is the construction of academic-scientific networks that promote the interaction and collaboration between UFPR researchers and international institutions and organizations linked to promoting science and technology, always through the framework of the UN Sustainable Development Goals. The consolidation of existing partnerships and the implementation of new agreements should be promoted through systematic strategies aimed at:

- a. Encourage fundraising in bilateral partnership projects and the joint publication of research results;
- b. Send graduate students for research internships in split-side doctoral studies;
- c. Fund technical visits by national and international professors;
- d. Promote short courses in the country and abroad;
- e. Organize scientific events and research seminars;

- f. Offer joint courses with foreign lecturers;
- g. Increase in-person and virtual interaction between national and foreign researchers;
- h. Encourage the expansion of international co-supervisions/ co-tutoring;
- i. Encourage the expansion of undergraduate double-degree agreements;
- j. Encourage national researchers to join new academic networks, accessible from existing contacts abroad;
- k. Encourage and promote visits and internships by teachers to foreign institutions/laboratories to develop related and related research, thus aiming to open new cooperation projects.
- l. Structure programs and academic, scientific, or technological actions in the modalities of cooperation and mobility with international institutions.
- m. Spotlight scientific collaboration actions developed at UFPR in partnership with researchers from foreign institutions;

ACADEMIC MOBILITY

Academic mobility activities are considered both from the perspective of Brazilian researchers and students leaving for abroad (outward mobility) and from that of foreign researchers and students arriving in the country (inward mobility). Outward mobility activities prioritize split-side doctorates, co-supervisions/co-tutoring, technical visits, short-term courses, postdoctorates (UFPR Resolution 16/18), and exchanges and double degrees for undergraduate students. Inward mobility activities prioritize Visiting Professor programs (UFPR Resolution 29/17 and CAPES, CNPQ, etc. programs), student exchanges, international postdoctorate scholarships, technical visits, and short-term missions at the university. In order to ensure conditions for reciprocal international interaction, UFPR is committed to developing actions so that the university is seen by foreign students and faculty as a reference and a hub of opportunities for their training. These actions include:

- a. Encourage and publicize programs to attract visiting professors and foreign postdoctorates using financial resources available at UFPR itself;
- b. Expand opportunities for receiving foreign students, particularly in official programs (PEC-G, etc.);
- c. Expand internationalization actions at home through the use of the video conferencing system and other virtual strategies, such as Collaborative Online International Learning (COIL), to increase the academic benefits to UFPR's Undergraduate and Graduate Programs, with the systematic holding of panels, seminars, thematic discussions, presentation and discussion of scientific articles.
- d. Ensure qualified access of foreign researchers to the research facilities available at UFPR for the development of research projects;
- e. Encourage the organization of symposia/workshops in foreign languages with national and international researchers, professors, and master's, doctoral, and postdoctoral students, thus strengthening their integration and opening new academic networks.
- f. Encourage the systematic organization of short courses with foreign researchers;
- g. Expand dialogue with national and foreign funding institutions to propose specific calls for proposals to promote research projects, thereby attracting foreign teachers/researchers;
- h. Expand institutional actions to train professors to submit projects to international calls for proposals.
- i. Expand funding for participation in the most relevant scientific events in each research area;

LANGUAGE POLICIES

Since the beginning of 2018, UFPR has had a Language Policy Coordination responsible for planning, prospecting, and promoting the development of proposals, projects, and programs involving language education in foreign

languages and other linguistic actions. Linked to the UFPR International Agency, the coordination's actions aim to facilitate and improve the quality of academic exchange between researchers, professors, students, and administrative staff of the academic community, promoting the breaking down of language barriers.

The basic actions of this Coordination include encouraging and supporting the development of linguistic skills for the production and publication of scientific texts and academic presentations at international events in different languages. To this end, this coordination develops actions to foster the offer of foreign language courses, outreach events, and disciplines taught in foreign languages. Furthermore, it develops mechanisms that measure and indicate the levels of foreign language proficiency of the community. These metrics and indicators guide actions to be developed and directed to meet the different needs and realities regarding the command of foreign languages. The foreign language certification process is also a tool used to assess different stages of the academic community regarding linguistic proficiency in foreign languages.

UFPR adopts a multilingual and multicultural perspective, ensured by Resolution 45/2022, which establishes UFPR's linguistic policies and encourages the learning of languages considered strategic for scientific and academic development, thus favoring the process of dialogue with international partners. Still from the perspective of multiculturalism, teaching Portuguese as an additional language to foreigners is an essential factor for better insertion and understanding of Brazilian culture and a crucial element for the full adaptation and coexistence of foreign students in Brazil.

In order to ensure reciprocal interactions with foreign partners, the following actions stand out:

- a. Facilitate access to information about UFPR's competencies through a multilingual website, explaining areas of excellence in research, technology and innovation, ongoing projects, leading researchers and strategic partners, and a catalog of courses offered in foreign languages;
- b. Assist the development of materials in foreign languages to publicize research, teaching, and outreach activities through the Academic Publishing Advisory Center (CAPA).

c. Transform the university teaching culture, increasing the percentage of qualified professors to offer subjects in English through actions such as English as a Medium of Instruction (EMI);

d. Expand the offer of intensive Portuguese language proficiency courses for foreign students through the Center for Languages and Interculturality (CELIN), aiming to facilitate their integration into the national culture;

e. Promote the actions of the Andifes IsF Network Language Center, which aims to train foreign language teachers and the internal community in foreign languages, in order to increase internal courses, and seek greater support for funding tutors (students of the Letters undergraduate course in initial training), responsible Regarding Institutional Support, actions for the classes taught. In addition, UFPR occupies a prominent position in the construction of the specialization course in foreign languages for internationalization, which will be offered in a network by 4 more Federal Institutions of Higher Education (IFES), free of charge throughout Brazil.

f. Promote the Lecturership Program to disseminate the cultures of the countries with which UFPR develops research partnerships.

Regarding the preparation of UFPR students and faculty to participate in selection processes for leaving abroad, through foreign language proficiency, UFPR is committed to implementing the following policies:

a. Expand the free offer of courses by the Andifes Languages without Borders (IsF) Network, aiming at linguistic training and preparation for proficiency exams such as TOEFL, in addition to the mobility tests carried out by CELIN. Moreover, planning the purchase of language proficiency tests to guarantee that they are free for graduate and, eventually, undergraduate students;

b. Expand the internationalization at home activities of the Center for Languages and Interculturality (CELIN), such as the promotion of cultural and linguistic preparation courses for students. The Languages without Borders (IsF) program also offers courses to guide students on the academic reality abroad;

c. Expand the scope of the Language Training for University Life (FIVU) program, created in 2017 for students and teachers

d. Prepare students and professors for internationalization activities, such as the Transversal Courses Program offered in person and remotely, including academic activities developed in English, and even the offering of cross-curriculum courses taught in English. In addition to these actions, the English at UFPR course stands out: it has been developed and planned to start in the second half of 2024, aiming at linguistic training in English, in addition to the project to cross-curriculum courses in English, which will also begin in the second half of 2024. These projects aim to promote courses to improve the English language proficiency of the entire academic community and encourage professors who return from academic activities abroad to offer courses in a foreign language and to publish their research results in relevant international academic publications, preferably in partnership with the foreign researchers involved in the research;

e. Direct the Institutional Program for Qualifying Employees (PIQ) to provide instrumental English courses and knowledge of foreign cultures for teaching and administrative staff;

f. Invite students who have completed activities abroad to participate in the Academic Publishing Advisory Center (CAPA) activities.

DISSEMINATION AND DISCLOSURE

UFPR is committed to disseminating the knowledge produced within its undergraduate, outreach, and graduate programs. While some of the institution's programs publish intensely abroad, others still have modest publication levels. Hence, the institution must undertake efforts to enable its researchers in the correction of manuscripts in foreign languages and their publication in high-impact international journals. The correction of manuscripts is supported by the Coordination of Linguistic Policies, in collective and coordinated actions with entities that disseminate linguistic initiatives such as the UFPR Language Center (CELIN), CAPA (Center for Academic Publication Advisory), the Language Center, and the body of Lecturers at UFPR. The policy of support for scientific dissemination will prioritize high-impact journals and manuscripts derived from

studies involving the institution's students.

The visibility of research activities should be valued within the institution through their dissemination on the UFPR website, ensuring the systematic disclosure of outstanding research to the community. This action aims to share with the community the projects developed at UFPR and contribute to the scientific, cultural, and social development of the country.

SUMMARY

UFPR's Institutional Internationalization Plan covers the various aspects of the internationalization process conducted at the institution. It encompasses actions aimed at increasing the impact of academic production, expanding reciprocal international experiences and interactions, institutionalizing academic cooperation agreements, and improving the linguistic qualification of the university community. These actions aim to enhance and improve UFPR's qualified participation in dialogue with similar international institutions. To this end, complementary actions must ensue such as prospecting for international calls for proposals aligned with UFPR's vocations and strategies, as well as increasing the international dissemination of scientific production and the offering of courses in foreign languages. The definition of indicators based on internationalization goals and actions will allow the monitoring and adjustment of this plan at each evaluation stage.