



SRI

Superintendência
de Relações Internacionais

UFBA Strategic Internationalization Plan (2025–2029)

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Universidade
Federal da Bahia

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INTRODUCTION

Internationalization: Challenges and Opportunities in the Post-Pandemic Society

The post-pandemic world has reshaped geopolitical frameworks, making it increasingly urgent—given the speed of contemporary digital connections—to redefine concepts such as nationhood, global policies, regional affiliations, and international relations. Reimagining the meanings, forms, and implications of national identities, transcontinental connections, and political, social, and cultural flows has become a priority in diverse institutional contexts¹. Terms such as multiculturalism and plurilingualism have expanded both the vocabulary and the interpretations of what internationalization entails in contemporary society, while the crisis of neoliberalism places new generations in a field of heightened uncertainties².

Given its expertise, the university has become one of the most demanded spaces for research and initiatives that inform public policies, which on one hand protect state interests and, on the other, promote international cooperation in constructing local, regional, and global realities aligned with the 17 Sustainable Development Goals (SDGs) established by the United Nations³. Although the SDGs were adopted by the UN's 193 member states in 2015, the new geopolitical developments and challenges arising from the post-pandemic reality have highlighted that issues such as the climate crisis, public health, energy transition, migration, and the fight against hunger and inequality—as well as

¹ RUBIN-OLIVEIRA, Marlize; COSTA, Maria Luisa Dalla. "Internacionalização da Educação Superior: emergências no contexto da pandemia". *Revista Húmus*, v. 12, n. 35, 12 Mai 2022. Disponível em: <https://periodicoseletronicos.ufma.br/index.php/revistahumus/article/view/19166>. Acesso em 16 out 2025. HUANG, F., CRACIUN, D., & de Wit, H. Internationalization of Higher education in a post-pandemic world: Challenges and responses. *Higher education quarterly*, 76(2), 203-212, Fev 2022. <https://doi.org/10.1111/hequ.12392>. Acesso em 03 out 2025.

² SOUZA, Ana; MARTIN-JONES, Marilyn; CARVALHO, Gilcinei. "Internacionalização do ensino superior no Brasil: estratégias institucionais e diferentes discursos sobre língua entre acadêmicos em uma universidade federal". *Revista Brasileira de Linguística Aplicada*, Belo Horizonte, v. 24, n. 1, p. 1-27, 2023. Disponível em: <https://periodicos.ufmg.br/index.php/rbla/article/view/57998>. Acesso em: 10 out. 2025.

³ <https://brasil.un.org/pt-br/sdgs>

economic, religious, and cultural conflicts—require collective action involving governments and civil society on a global scale.

Recognizing the challenges and opportunities of this scenario, and aware of its national and regional relevance, the Federal University of Bahia (UFBA), as a key public administration institution, has committed, in collaboration with the academic community, to developing an Internationalization Policy and its Strategic Internationalization Plan (PEI) for the period 2025–2029. The history of UFBA is intertwined with the development of higher education and scientific research in Bahia for nearly 80 years. As the only federal university in the state until the mid-2000s, UFBA has played a central role in regional development, training professionals across diverse fields of science, culture, and the arts.

Today, UFBA resembles a small city, spread across three municipalities (Salvador, Camaçari, and Vitória da Conquista) and serving a population of approximately 61,000 individuals: about 54,000 undergraduate, graduate, and distance-learning students, 2,876 faculty members, 3,018 administrative staff, and roughly 1,400 contracted personnel. The excellence of its research and graduate programs is evidenced by a significant number of indexed publications, the presence of National Institutes of Science and Technology (INCTs), CNPq Productivity Fellows, and highly ranked graduate programs. Accordingly, the data underpinning this assessment, along with highlighted networks, partnerships, goals, actions, and indicators, have been measured considering UFBA's local, regional, and international dimensions, characteristics, potentials, and challenges.

To this end, we have reflected on and debated the concept of internationalization based on academic literature, federal government guidelines and programs, and, of course, programs and projects implemented at UFBA. In this PEI, we understand internationalization as a cross-cutting, foundational axis encompassing all fields of knowledge, aimed at fostering critical and civic-minded education, promoting social justice, valuing socio-racial and gender

diversity, and enhancing academic output aligned with Brazil's interests in addressing global challenges⁴.

This document is guided by three operational principles. The first concerns the intentionality of action (De Wit et al., 2015)⁵, emphasizing that internationalization should contribute to social development and well-being; the second pertains to its cross-cutting nature, promoting teaching, research, and community engagement; and the third highlights UFBA's unique potential to foster inclusive internationalization.

Therefore, the Strategic Internationalization Plan (PEI) presented here, grounded in UFBA's Internationalization Policy, the National Education Plan (MEC), and the current Institutional Development Plan (PDI)⁶, defines internationalization as a set of practices and actions realized through teaching, research, and outreach. These actions are aligned with the distinct missions of different fields of knowledge, attentive to local and regional needs while fostering opportunities collaboratively and equitably with diverse national and international partners.

The PDI's provisions on internationalization structure this document, particularly item 12 on institutional competencies, which highlights enhancing knowledge production and dissemination through UFBA's international engagement, spanning science, philosophy, culture, and the arts in a manner consistent with its institutional principles and strategic goals. Accordingly, the following pages present the principles, guidelines, and diagnostic assessment designed to address identified challenges and implement actions, reflecting UFBA's commitment to academic excellence, social inclusion, respect for diversity, and ethical responsibility—core values for Brazilian institutions of higher education.

⁴ Para reflexões teórico-metodológicas sobre Internacionalização nas IES brasileiras ver, dentre outros: MOREIRA, Larissa Cristiana Dal Paiva; RANICHESKI, Sonia Maria. *Análise da Internacionalização da educação superior entre países emergentes: estudo de caso do Brasil com os demais países membro dos BRICS*. Ver. Inter. Educ. Sup. Campinas, SP, v.5, p. 1-26, 2019.

⁵ DE WIT, H. Internationalization in Higher Education, a critical review. Simon Fraser University Educational Review. Vol.12, n. 3, fall 2019. DE WIT, Hans; HUNTER, Fiona; HOWARD, Laura; EGRON-POLAK, Eva (org.). *Internationalisation of Higher Education*. European Parliament Study, Direção-Geral de Políticas Internas. Bruxelas: European Parliament, 2015. ISBN 978-92-823-7847-2; DOI 10.2861/6854.

⁶ https://proplan.ufba.br/sites/proplan.ufba.br/files/pdi-ufba_2025-2034_versao_conselho_1.pdf

1 WHAT GUIDES US: PRINCIPLES AND GUIDELINES FOR INTERNATIONALIZATION

1.1 Guiding Principles: SDGs, PDI, and the Internationalization Policy

- a) The principles guiding UFBA's Strategic Internationalization Plan, aligned with the Sustainable Development Goals (SDGs) and grounded in the Institutional Internationalization Policy, are as follows:
- b) **Academic Excellence:** Strengthening excellence in teaching, research, and outreach through international cooperation, enhancing scientific production, intercultural academic exchange, and the university's capacity to respond to global challenges.
- c) **Reciprocity:** Promoting cooperation and knowledge production in networks with foreign institutions and partners, based on mutual respect, equitable knowledge exchange, and shared benefits.
- d) **Equity:** Establishing institutional plans, projects, and actions that guarantee democratic access to professional development for the entire academic community, including students, faculty, and staff.
- e) **Solidarity and South-South Cooperation:** Prioritizing partnerships with countries in Latin America, the Caribbean, Africa, Asia, and other Global South regions, strengthening the plurality of epistemologies aimed at combating global inequalities.
- f) **Racial, Gender, Cultural, and Linguistic Diversity:** Valuing UFBA's socio-racial and cultural diversity in dialogue with other international realities, recognizing the active role of Black and Indigenous students, faculty, and staff in internationalization processes.
- g) **Contribution to Addressing Global and Regional Inequalities:** Promoting internationalization committed to social justice, human rights, and the appreciation of cultural diversity.

- h) **Interdisciplinarity and Sustainability:** Encouraging projects and programs that integrate different fields of knowledge and contribute to the Sustainable Development Goals (SDGs).

1.2 Guidelines for Internationalization

Based on the principles outlined above, the following guidelines for internationalization have been established for the period 2025–2029:

- a) Consolidate internationalization as a cross-cutting policy, integrated with other dimensions of university life, contributing to UFBA's public mission of promoting academic excellence.
- b) Implement a governance policy for international agreements and cooperation with nations and institutions with which Brazil maintains diplomatic relations, focusing on academic and scientific partnerships and collaborations with civil society entities, particularly within the South-South axis and BRICS+ participants.
- c) Support teaching, research, and outreach projects and programs involving students, faculty, and staff that include international cooperation and promote inclusive scientific, cultural, and academic development.
- d) Expand internationally visible technical and scientific production, encouraging publications, collaborations, and other forms of knowledge dissemination through globally recognized channels.
- e) Strengthen multilingualism and multiculturalism through training and support actions at all levels of education, targeting students, faculty, and administrative staff.
- f) Enhance UFBA's presence in the contemporary geopolitical landscape through connections with institutions in the Global South, particularly within BRICS+, Latin America, the Caribbean, and Africa.

g) Promote comprehensive information management regarding partnerships, mobility (incoming and outgoing), agreements, and international cooperation involving the academic community.

h) Encourage the implementation of teaching, research, and outreach programs and projects that engage students, faculty, and/or staff in scientific, cultural, and academic activities at an international level or through “internationalization at home” initiatives.

i) Foster intercultural competence among the university community by promoting language skills, global awareness, and the ability to operate effectively in international contexts.

j) Establish systematic cooperation mechanisms with governmental and non-governmental organizations operating at an international scale, aiming to advance scientific, technological, humanitarian, and cultural development.



2. INSTITUTIONAL STRUCTURES FOR INTERNATIONALIZATION

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2.1 Office of International Relations (SRI)

The **Office of International Relations (SRI)** was established by Ordinance No. 114/2020, following federal government regulations and the proposal of the Strategic Plan for Internationalization (PEI) then in effect. Since 1998, UFBA had operated with the **Office for International Affairs (AAI)**, directly subordinate to the Office of the President, as provided in Section XV of the Internal Regulations of the Rector's Office.

The former AAI was responsible for “providing advisory support to faculty, students, and administrative units in their relations with international organizations, in academic partnerships, and in the promotion of academic exchange.”

The creation of the SRI not only redefined, in administrative terms, this supplementary body of the central administration but also broadened its role and responsibilities.

The **Office of International Relations (SRI)** at the **Federal University of Bahia (UFBA)** is responsible for structuring, expanding, and consolidating the institution's Internationalization Policy.

The SRI's mission is to:

- a) Identify, promote, coordinate, and develop partnerships with governmental and non-governmental agencies, academic institutions, and international organizations to strengthen UFBA's position in the global academic landscape;
- b) Promote and support inbound and outbound academic mobility;
- c) Encourage multilingualism in academic life;
- d) Design strategies and implement initiatives that promote intercultural engagement;
- e) Support the institution's continuous adaptation to intercultural coexistence, including the reception of international delegations;

- f) Manage agreements and administrative procedures involving international collaborators;
- g) Manage and disseminate information regarding international partnerships and mobility programs.

Within the scope of central administration, the SRI operates in coordination with the Vice Presidencies and other offices, since institutional internationalization must be implemented across teaching, research, and outreach, at undergraduate, graduate, and technical levels.

To fulfill its mission, the SRI has implemented several programs and projects designed to support international students and scholars. These initiatives also facilitate inbound and outbound mobility and promote intercultural engagement on campus. Notable among them are:

1. **International Student Support Desk** – The support desk for international visitors operates at the SRI office, Monday to Friday, from 8 a.m. to 5 p.m., offering in-person assistance to students, researchers, and staff participating in mobility or academic missions at UFBA. Main services include guidance on document regularization (such as visa, CPF, academic enrollment, and public transportation passes in the city and on campus), as well as information about access to university facilities, including the University Restaurant. The support desk serves as the first point of contact, providing international visitors with essential tools for a successful experience at UFBA.
2. **International Student Welcome Program** – This program aims to ensure a welcoming, well-structured, and intercultural integration process for international students joining the university, whether through academic mobility or as regular degree-seeking students. The initiative provides academic, cultural, and social support to help international students adapt to university life and Brazilian culture. The program consists of three interconnected components: the *International Student Guide*, the *UFBA Buddy Project*, and the *Guide to Multiculturalism, Diversity, and Internationalization*, described below.

3. **International Student Guide** – This informational resource, available in three languages (English, French, and Spanish), offers practical guidance to international students about academic and daily life in Salvador. The guide includes information about UFBA, academic procedures, support services, cultural aspects, transportation, housing, healthcare, and local tips, helping students settle into both the university and the city with greater confidence and independence.
4. **UFBA Buddy Project** – The main goal of this initiative is to ensure meaningful participation, full integration, and the development of autonomy among international students, while promoting a culture of peace and respect for diversity. The project also reinforces UFBA's commitment to *solidary internationalization* by encouraging the exchange of knowledge and experiences among students from different countries, fostering a multicultural academic environment free from xenophobia. Moreover, it aligns with UFBA's institutional mission of promoting interdisciplinary education, social commitment, and cultural impact. Activities under the project may include participation in academic and cultural events, social integration initiatives, and guidance for international students regarding academic procedures, research and outreach activities, as well as support for documentation, housing, and everyday aspects of life in Salvador and on UFBA campuses.
5. **Guide to Multiculturalism, Diversity, and Internationalization** – This guide is a resource that supports UFBA's internationalization process, focusing on preventing and addressing discrimination based on gender, sexual orientation, race, ethnicity, religion, disability, nationality, or other individual characteristics. Developed with specific references, the guide provides orientation to managers, staff, and collaborators on how to act consciously and respectfully in response to the multiple forms of diversity present in the university environment, especially in interactions with international students. The publication reflects UFBA's institutional commitment to an internationalization process that values inclusion and respect for differences—going beyond tolerance to embrace diversity as a

fundamental principle for coexistence, equity, and the full inclusion of international members within the academic community.

2.2 CCInter – International Community Center / Fulbright Hub

The CCInter – International Community Center / Fulbright Hub, inaugurated in August 2025, was established through a partnership under the Fulbright International Networking (FIN) agreement between the Fulbright Commission Brazil and UFBA, signed in 2022. UFBA is one of five universities (UFMG, UFAM, UFSC, UNB, and UFBA) that make up the FIN network, which aims to foster internationalization by developing multi-purpose spaces for activities involving international students and researchers. These include extracurricular initiatives such as discussion circles, activities of the Language Proficiency Program (PROFICI), meetings among international students, project discussions, outreach actions, and international cultural events. Located on the ground floor of the Reitor Macedo Costa University Library (URMC), CCInter was designed as a welcoming, intercultural environment that encourages exchange and dialogue among people from different countries and the UFBA community. The space promotes internationalization at home, strengthens international cooperation networks, and cultivates a university culture that is open, plural, and globally connected.

2.3 Center for Afro-Oriental Studies (CEAO)

The Center for Afro-Oriental Studies (CEAO) was established in 1959, during a time of intense political and cultural transformation in Brazil, as the country began to expand its diplomatic and cultural presence in newly independent African nations. The initiative came from the Portuguese humanist Professor Agostinho Silva, who envisioned the CEAO as a bridge between the university and the Afro-Brazilian community on one hand, and between Brazil and African and Asian countries on the other. CEAO is part of the School of Philosophy and Human Sciences at the Federal University of Bahia (UFBA) and brings together Brazilian and international researchers who study topics such as African societies, the Atlantic diaspora, decolonial practices, and experiences of colonization in the contemporary world.

The center also hosts the editorial office of Afro-Ásia, the leading academic journal on Afro-diasporic, African, and Asian studies in the humanities — particularly in history, anthropology, sociology, literary studies, and cultural studies. Afro-Ásia plays an active role in international academic debates, with an Editorial Board composed of specialists from 16 different countries and a contributor base representing authors from more than 20 countries across the Americas, Europe, Africa, and Asia. The journal accepts submissions in Portuguese, English, French, and Spanish, and is available online, open access, and free of charge.

2.4 Confucius Institute

The Confucius Institute (CI) is an organization representing the Chinese government, whose mission is to promote the teaching of Chinese language and culture worldwide. The Confucius Institute at the Federal University of Bahia, inaugurated in September 2023, was established through an agreement between UFBA and Shanghai University, in partnership with the Chinese International Education Foundation. The Institute is part of an international network of more than 500 Confucius Institutes in 146 countries, with 13 institutes currently active in Brazil.

2.5 UFBA Global Dialogue Center – Glauber Rocha

The **UFBA Global Dialogue Center – Glauber Rocha** was designed to promote high-level academic, cultural, and scientific exchange, serving as a bridge between UFBA and leading institutions and thinkers around the world.

This hub of excellence comprises a set of interconnected and technologically advanced spaces, as outlined below:

1. **Main Auditorium** – With a capacity of 80 people, the auditorium is designed to host keynote lectures, international conferences, thesis defenses of global scope, and seminars. Equipped with two simultaneous translation booths and an audio control room, it ensures smooth communication and inclusivity among participants and

speakers from various nationalities, overcoming language barriers and fostering universal, accessible dialogue.

2. **Networking and Interaction Space** – Designed as an open and dynamic environment, the foyer serves as the core area for interaction. Its standard configuration offers an intimate setting ideal for informal conversations, networking, and event registration. Its adaptability allows it to transform into a spacious and fluid gathering area suitable for cultural and scientific exhibitions, cooperation fairs, and stands representing partner universities and embassies.
3. **High-Performance Multimedia Studio** – This professional-grade production studio is dedicated to creating high-quality audiovisual content. It supports the production of digital materials, podcasts, videocasts, online courses, and live streaming of academic, artistic, and scientific events aimed at global audiences.

2.6 Office of the Ministry of Foreign Affairs in Bahia (ERE-Bahia)

The Office of the Ministry of Foreign Affairs in Bahia (ERE-Bahia) is currently being set up in a shared space with the School of Accounting administration, located on the Canela campus. This initiative is part of a partnership between UFBA and the Ministry of Foreign Affairs (MRE) to strengthen internationalization efforts in the state of Bahia. With this new office, UFBA will host a key federal institution dedicated to promoting science, culture, and the arts in Bahia, reinforcing the university's role as a hub for international engagement and cooperation.

3. INTERNATIONAL COOPERATION RELATIONS

UFBA has been actively engaged in numerous international cooperation networks and has developed significant strategic partnerships that strengthen its internationalization efforts.

Among the networks established through Cooperation Agreements, two stand out for their importance and distinct profiles. One is a long-standing and consolidated partnership with Obafemi Awolowo University, in Ile-Ife, Nigeria; the other is a more recent and rapidly expanding initiative — the BRICS+ Universities Network.

UFBA has also designed and refined specific programs to enhance institutional internationalization. The most prominent of these is the Foreign Language Proficiency Program for UFBA Students, Faculty, and Staff (PROFICI).

3.1 Strategic Partnerships and Collaborative Networks

3.1.1 BRICS Network University (NU): Health Sciences

The BRICS Network University (NU) is an international forum of great relevance for global integration, whose primary goal is to strengthen academic and scientific cooperation among higher education institutions in BRICS member countries.

Within this network, UFBA maintains cooperation agreements with four countries: South Africa, China, Iran, and Russia.

UFBA was officially selected to participate in the BRICS Network University (NU) in the field of Health Sciences. The list of Brazilian institutions was announced on May 12, 2025, by CAPES — the Coordination for the Improvement of Higher Education Personnel, an agency under the Ministry of Education (MEC). UFBA received an evaluation score of 9.9, reflecting the excellence of its academic and research programs.

3.1.2 Russia–Belarus–Brazil Cooperation Network

Organized by the Brazilian Embassies in Moscow and Minsk, this network was established in 2024 with the aim of exploring and deepening the academic, cultural, scientific, and technological cooperation among higher education and research institutions from Brazil, Russia, and Belarus. Out of a total of 91 participating universities, 39 are Brazilian. The areas of interest for international cooperation were organized into ten thematic clusters, each corresponding to a major field of knowledge. Below is the list of clusters and the projects in which UFBA participates, including their respective **subgroups** with specific thematic focuses.

Table 1 – UFBA’s Participation in the Russia–Belarus–Brazil Cooperation Network

CLUSTERS	UFBA PARTICIPATION / Specific Projects
1. Ciências Exatas	---
2. Future Technologies and Digital Life	Mobility technologies and transportation systems; Architecture and design; IT, AI, IoT, and related fields
3. Quality of Life	---
4. Environment	Environment and forestry; Marine sciences; Polar sciences
5. Earth Sciences, Energy, Geology, and Nuclear Applications	Geology and mining; Nuclear applications (energy, research, etc.); Oil and gas
6. Space and Aerospace Technologies and Applications	---
7. Innovation, Entrepreneurship, and Economics	Innovation and entrepreneurship
8. Language, Culture, and Literature	Languages and literature; Brazilian/Russian/Belarusian culture
9. Portuguese/Russian as a Foreign Language	Portuguese/Russian as a foreign language
10. International Relations and International Law	International Relations; International Law

Source: Office of International Relations (SRI), 2025

UFBA’s participation provides a unique opportunity to expand its international networks, secure funding for collaborative research projects, and promote exchanges among

students, faculty, researchers, and technical staff. These efforts advance a wide array of disciplines, from marine and polar research to oil and gas, artificial intelligence, culture, education, literature, and foreign languages, highlighting UFBA's key areas of expertise.

3.1.3 Partnership with the French Embassy – Nosso Futuro Forum

The France-Brazil Season 2025 is a series of cultural initiatives in both countries celebrating 200 years of diplomatic relations. It seeks to revitalize the bilateral partnership while encouraging reflection on political, social, and environmental challenges and exploring innovative responses to contemporary issues, showcasing the richness and diversity of creative expression in both nations.

The “Nosso Futuro” Forum, in its edition titled “Brazil-France: Dialogues with Africa,” marks the seventh installment in a cycle previously held across the African continent. For the first time in Salvador, the Forum will stand out as a key highlight of the France-Brazil Season, taking place in November. In collaboration with the French Embassy in Brazil and the federal, state, and municipal governments, UFBA plays a central role in organizing the Forum, whose program was developed through a joint curatorship involving Benin, France, and Brazil (UFBA).

The Forum will address issues related to inclusive and resilient cities and territories. Discussions will explore challenges shared by Brazilian, African, and French cities, aiming to identify solutions and strategies to combat inequality and discrimination, ultimately promoting more inclusive and sustainable urban environments. As part of the broader Nosso Futuro festival, the Forum positions Salvador as a hub for structured dialogue between Africa, Brazil, and France.

The event will bring together associations and collectives committed to inclusion and social equity, along with academics, local government representatives, business leaders, entrepreneurs, creators, and other stakeholders engaged with territorial issues in Brazil, Africa, and France.

3.1.4 Obafemi Awolowo University – Nigeria

UFBA has maintained a cooperation agreement with Obafemi Awolowo University, a public institution in Ilé-Ifé, Nigeria, since 2008. Since then, UFBA has regularly welcomed an average of 16 students per year, bringing the total to 263 Nigerian students to date, each spending two semesters at UFBA's Institute of Letters.

3.1.5 FAUBAI Network – Brazilian Association for International Education

Founded in 1988, FAUBAI brings together administrators and professionals responsible for the internationalization of over 200 Brazilian higher education institutions. The network aims to foster integration and professional development through seminars, workshops, regional, national, and international meetings, as well as an Annual Conference. FAUBAI also promotes the strengths and diversity of Brazilian higher education institutions, both nationally and internationally, engaging with agencies, diplomatic representations, organizations, and international programs.

3.1.6 Association of Portuguese Language Universities (AULP)

AULP is an international NGO based in Portugal that promotes cooperation and the exchange of information among universities and higher education institutions. It has over 130 members from the eight Portuguese-speaking countries – Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and Timor – as well as Macau.

3.1.7 ANDIFES IsF Network – Languages Without Borders

The program provides free foreign language courses to the UFBA community, partner institutions, and students enrolled in the Students Program – Portuguese as a Foreign Language Agreement (PEC-PLE). Since its launch in 2012, it has benefited 34,250 participants with courses in English, Spanish, German, French, Japanese, Yoruba, and Portuguese as a foreign language. The initiative also fosters partnerships with the ANDIFES

IsF Network and international universities, including recent offerings in Russian and isiZulu, serving as a central hub for free language training opportunities. PROFICI is fully integrated within this network.

3.2 Specific Internationalization Programs

3.2.1 Plurilingualism

Internationalization within higher education institutions is a process that enhances institutional visibility, fosters cooperation, and encourages dialogue between international partners, while promoting mobility, knowledge exchange, and cultural integration. In this context, plurilingualism emerges as a core element, enabling the recognition and appreciation of linguistic and cultural diversity, countering monolingual dominance, and supporting inclusive policies. Plurilingualism can be understood as a practice that engages multiple languages and cultures in interaction, valuing speakers' linguistic repertoires and viewing linguistic and cultural competence as an integrated and dynamic capacity.

Foreign language instruction is a strategic pillar of internationalization and should be closely aligned with institutional language policies, alongside professional development for language teachers. Initiatives range from language programs for specific academic purposes to internationalization-at-home and curriculum-based experiences, which broaden access to international learning without relying solely on physical mobility.

Plurilingualism also carries an ethical and political dimension, emphasizing that multilingual competence reflects a commitment to diversity. As such, it is a fundamental condition for fostering critical, inclusive, and socially responsible internationalization.

3.2.2 Foreign Language Proficiency Program (PROFICI)

Launched in 2012, PROFICI is an institutional program offering free language courses (German, Spanish, English, Italian, Japanese, Portuguese as a Foreign Language, Russian, and Yoruba) to UFBA undergraduate and graduate students, as well as faculty and technical-

administrative staff. The program aims to support the university's internationalization efforts by expanding opportunities for knowledge exchange with institutions worldwide and by addressing activities that require foreign language proficiency.

The Portuguese as a Foreign Language course is designed to match the typical duration of a student's exchange period in Brazil, providing immersive language experiences. Courses include classes and orientation activities on living in Salvador, covering essential information such as healthcare, transportation, and other city services. Integration activities are also promoted through tutoring and interaction sessions, including tandem exchanges, where international and Brazilian students practice Portuguese and the international students' native languages. Cultural events showcasing students' countries of origin further enrich the program, fostering appreciation for diverse cultures and contributing to an internationalized campus environment.

Key activities offered by PROFICI include:

- a) Instruction in foreign languages (Spanish, French, English, Italian, and Portuguese as a Foreign Language);
- b) Teacher training for students in the Letters program to serve as teaching assistants;
- c) Tutoring sessions for participants in international academic mobility programs;
- d) Conversational sessions for specific purposes, such as with the Fulbright English Teaching Assistant;
- e) Preparatory courses for proficiency exams in English, Spanish, and French;
- f) Review of scientific articles in English, Spanish, and French;
- g) Administration and/or referral for the TOEFL ITP English proficiency exam.

PROFICI also functions as a hub for language proficiency initiatives at UFBA, including:

- a) The Language Center within the ANDIFES Languages Without Borders Network;
- b) Free or partnered TOEFL ITP applications;
- c) The Fulbright English Teaching Assistant Program;
- d) Support for offering courses in multiple languages.

The PROFICI Language Laboratory operates virtually through the Moodle platform, providing asynchronous activities, including exercises and audiovisual content, alongside intercultural interaction sessions for conversational practice among speakers of different native languages.

3.2.3 CAPES – Abdias do Nascimento Program

UFBA distinguished itself in the most recent edition of the Abdias Nascimento Academic Development Program, organized by the Coordination for the Improvement of Higher Education Personnel (CAPES) in partnership with the Ministry of Education (MEC). With six projects approved, UFBA was the Brazilian institution with the highest number of successful proposals, highlighting its commitment to fostering diversity, inclusion, and equity in higher education.

The program supports the internationalization of research conducted by graduate students who self-identify as Black, Brown, Indigenous, or as having disabilities, global developmental disorders, or high abilities. It provides scholarships for international mobility, along with travel, relocation, health insurance, and local cost allowances.

3.2.4 Brazilian Universities International Cooperation Group (GCUB)

Among the university networks in which UFBA participates, the GCUB International Mobility Program (GCUB-Mob) stands out. Formerly known as the Education and Training Alliances Program (PAEC) of the Organization of American States (OAS), it operates in partnership with the Coimbra Group of Brazilian Universities (GCUB). GCUB is a private, non-profit civil association with an academic, scientific, and cultural focus, comprising 95 Brazilian higher education institutions. It was founded on October 29, 2008, in Brasília. The program promotes internationalization at the postgraduate level for non-Brazilian students. Between 2024 and 2025, UFBA hosted 58 students from 21 countries across three continents. Africa accounted for 28 students, with Mozambique contributing the largest

number at 13. The Americas sent 22 students, with Colombia leading with six participants. Asia contributed eight students, with Syria representing the largest contingent at six.

3.2.5 Move La América Program

The Move La América Program, promoted by CAPES, is designed to complement the internationalization efforts of Brazilian higher education institutions by attracting students from universities and research institutions across Latin America and the Caribbean, thereby strengthening postgraduate programs (PPG) and fostering an internationalized academic environment. The program offers scholarships for Master's and Doctoral students to participate in sandwich programs in Brazil, allowing them to undertake internships, conduct research, engage in extension activities, and, when appropriate, take courses within Brazilian postgraduate programs (PPG) at higher education institutions, federal institutes, or research centers, always in disciplines related to their field of study. In the first semester of 2025, UFBA welcomed 43 students from seven countries, with the largest contingents coming from Argentina (18), followed by Colombia (9), Chile (8), Mexico (4), Brazil (2), Cuba (1), and Haiti (1).

3.2.6 Undergraduate Student Agreement Program (PEC-G)

The PEC-G program aims to strengthen educational and cultural cooperation between Brazil and developing countries, particularly in Latin America, the Caribbean, Africa, and Asia. It is a Brazilian government initiative that offers foreign students the opportunity to pursue undergraduate studies at public and private Brazilian universities. Between 2017 and 2024, UFBA welcomed a total of 18 students from the African continent under the PEC-G program. The students came from Ghana (2), Benin (4), Cape Verde (1), Gabon (4), Guinea-Bissau (1), Equatorial Guinea (1), Mali (2), Namibia (1), and Togo (2). No selection calls were held in 2019, 2020, or 2023, and in 2021, the process was also suspended due to the COVID-19 pandemic.

3.2.7 Graduate Student Agreement Program (PEC-PG)

PEC-PG, jointly managed by the Ministry of Foreign Affairs (MRE), CAPES, and CNPq, seeks to promote educational cooperation between Brazil and developing countries. The program also supports human resource development by offering scholarships for Master's degrees (awarded exclusively by CNPq) and Doctoral degrees (awarded exclusively by CAPES) to pursue studies at Brazilian higher education institutions (HEIs) that confer nationally recognized diplomas.

3.2.8 Other Programs

UFBA also participates in a range of internationalization programs, including:

- **ELAP – Emerging Leaders in the Americas Program**

A Canadian initiative offering short-term scholarships to undergraduate and graduate students from Latin America and the Caribbean.

- **BRACOL – Brazil–Colombia Student Exchange Program**

A bilateral program promoting academic exchange between higher education institutions in Brazil and Colombia.

- **FULBRIGHT – United States Government Educational and Cultural Exchange Program**

An international program aimed at fostering mutual understanding between the United States and other countries through academic exchanges.

- **BRAMEX – Brazil–Mexico Academic Mobility Program**

A partnership between Brazilian and Mexican universities to facilitate undergraduate student mobility.

- **CAPES/BRAFITEC – Brazil–France Engineering Student Exchange Program**

Focused on engineering education through academic mobility at French institutions.

- **ERASMUS+ – European Union Program**

An EU initiative supporting education, training, youth, and sport, which also includes student mobility beyond Europe, including Brazil.



4. CURRENT STATUS: DIAGNOSIS

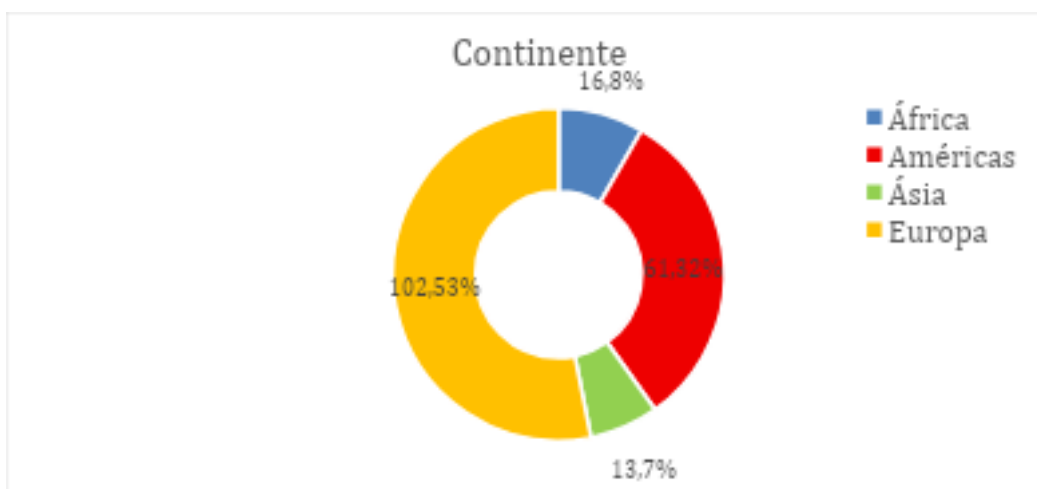
The following section provides an overview of UFBA's ongoing internationalization programs, projects, and initiatives.

4.1 Agreements within Strategic Networks

UFBA's internationalization is reflected in several indicators, notably through its international cooperation instruments—agreements, cooperation accords, protocols of intent, memoranda of understanding, and joint supervision arrangements—with foreign higher education and research institutions. These instruments are vital for fostering academic, scientific, and cultural collaboration, while enhancing the university's global profile and reinforcing its three core institutional pillars: teaching, research, and outreach.

Currently, UFBA holds 192 active international cooperation instruments spanning 48 countries. The greatest concentration is in Europe, particularly in France (23 agreements), Portugal (18), Spain (12), and Germany (16). In the Americas, the United States (14), Colombia (14), and Argentina (13) stand out. In Africa, Angola (4), Nigeria (2), and Mozambique (4) are notable, while in Asia, China leads with seven bilateral cooperation agreements. These data are presented in Graph 1.

Graph 1 – Current agreements by continent



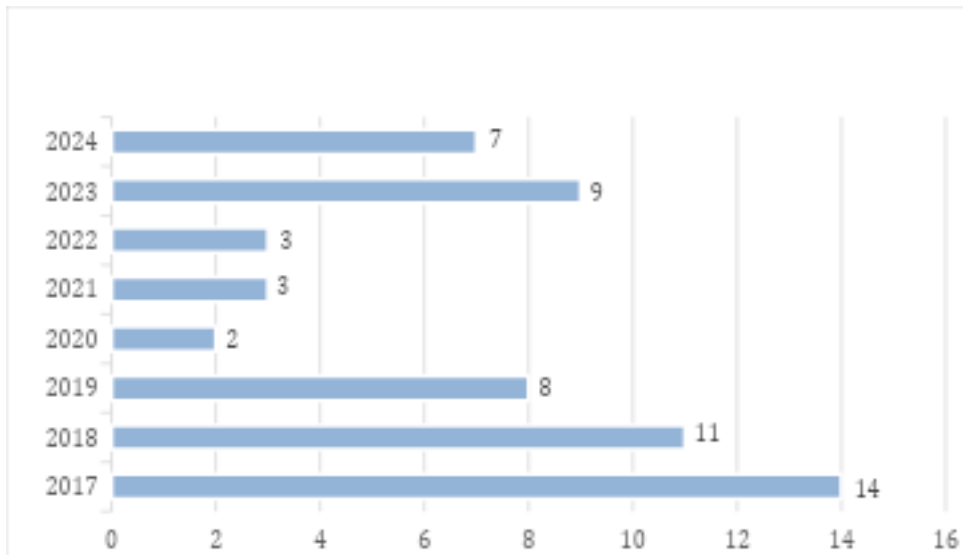
Source: Office of International Relations (SRI), 2025.

As can be observed, the majority of cooperation agreements are established with European countries, in contrast to those with Africa and Asia. Among the European cooperation agreements, **ERASMUS+** stands out, involving bilateral cooperation with three countries: Spain, Italy, and Portugal.

4.2 Joint Supervision

A key indicator of internationalization is the Joint Supervision Agreement, which plays a central role in strengthening scientific collaboration and enhancing the university's international profile. This instrument promotes the mobility of faculty and students, facilitates knowledge exchange, and helps increase both the institution's visibility and prestige on a global scale. Graph 2 presents the number of joint supervision agreements established at UFBA between 2017 and 2024.

Graph 2 – Joint Supervision Agreements (2017 – 2024)



Source: Office of International Relations (SRI), 2025.

4.3 Academic Mobility

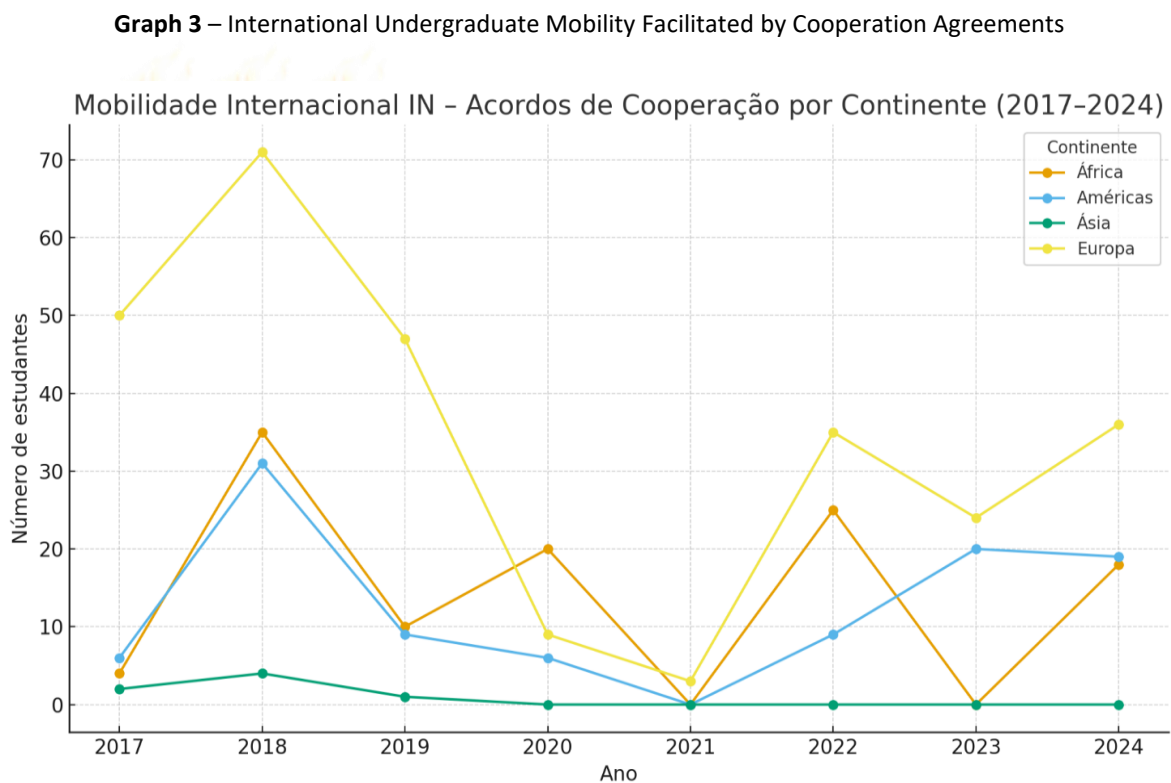
Academic mobility has long been a cornerstone of internationalization in Brazilian higher education institutions, despite ongoing critique from researchers and administrators regarding its objectives and potential. UFBA is no exception. Academic mobility, particularly at the graduate level, provides the clearest insight into research and extension networks, collaborative scientific production, and international cultural and artistic initiatives.

Through calls for applications established in partnership with universities and international networks, UFBA promotes exchange programs, hosts international students, and sends its own students abroad for predetermined study periods, generally ranging from six to twelve months.

Regarding undergraduate mobility, between 2017 and 2024, UFBA welcomed 494 students from four continents:

- **Africa:** Nigeria stands out with 112 students;
- **Americas:** the United States leads with 45 students, followed by Colombia with 23;
- **Asia:** Japan is the primary country of origin, with 6 students;
- **Europe:** the continent with the highest representation, led by Germany (78), followed by France (62), Portugal (56), and Spain (51).

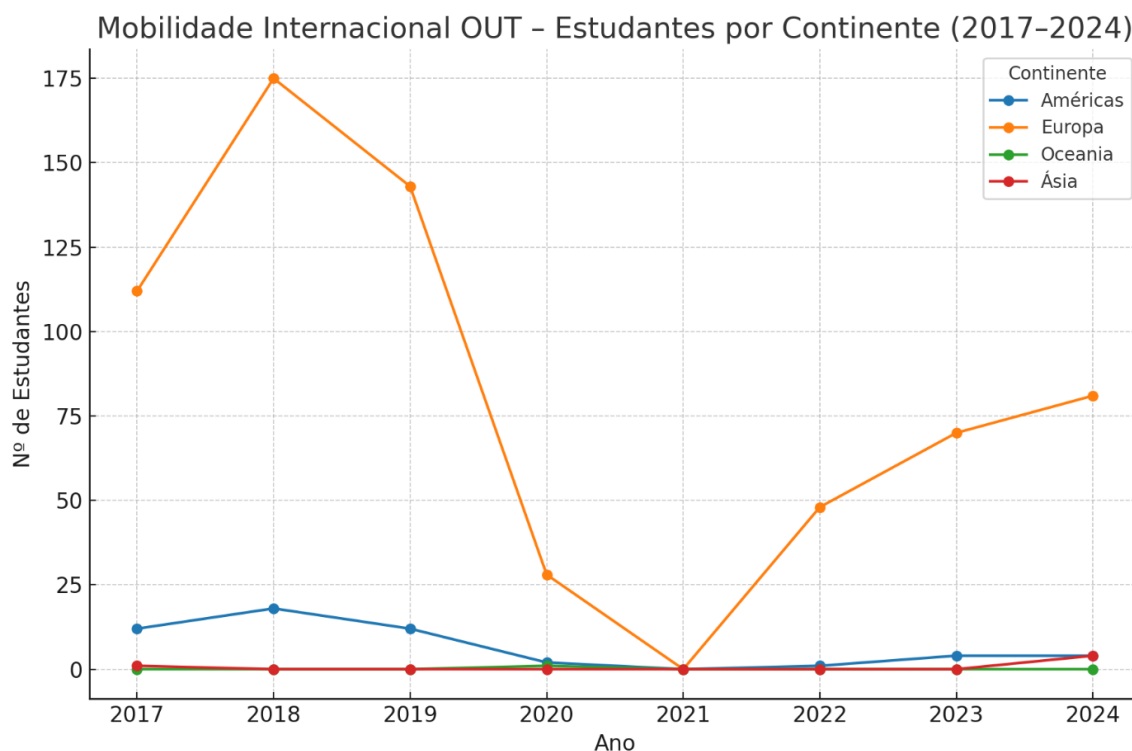
Graph 3 presents these data on international undergraduate mobility, facilitated through cooperation agreements.



Source: Office of International Relations (SRI), 2025

Between 2017 and 2024, UFBA facilitated outbound international mobility for 720 undergraduate students across four continents. Europe accounted for the largest share of exchanges, with Portugal (266) and Spain (168) leading. In the Americas, Canada was the primary destination, with 28 students, followed by Argentina with 11. Asia hosted 4 students in Japan, while Oceania received 1 student in Australia, as illustrated in Graph 4.

Graph 4 – Outbound International Undergraduate Mobility Facilitated by Cooperation Agreements



Source: Office of International Relations (SRI), 2025.

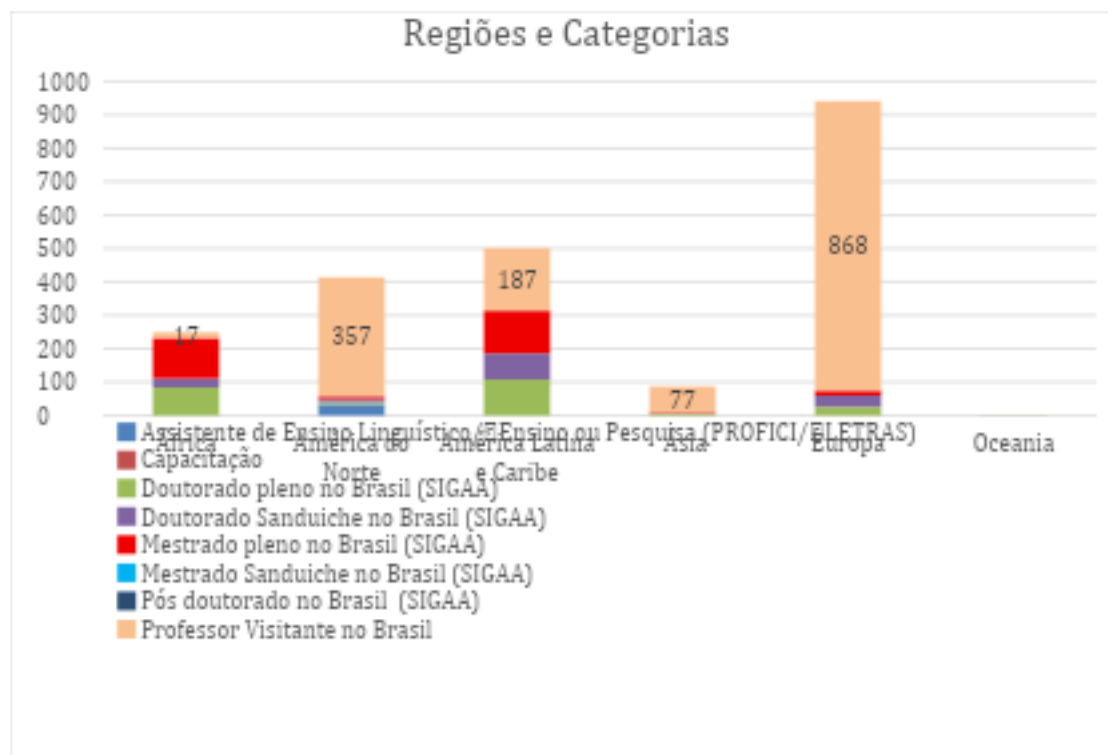
* In 2021, the program was temporarily suspended due to the COVID-19 pandemic.

As noted earlier, academic mobility through graduate programs has been a major driver of internationalization, particularly when supported by national agency initiatives such as Capes PrInt. The following data on international graduate mobility cover the period from 2017 to 2024 and include both activities conducted with and without formal cooperation agreements (IN and OUT). These figures reflect the participation of UFBA graduate students, faculty, researchers, and staff, with data drawn from programs and projects such as Capes PrInt, CNPq and CAPES International Projects (including DAAD, COFECUB, the Capes–Abdias do Nascimento Program, Fulbright, and Brafitec).

With regard to inbound graduate mobility, UFBA received a substantial number of international students between 2017 and 2024: 2,194 in total. Europe represented the

largest share with 942 students, followed by Latin America and the Caribbean (501), North America (414), Africa (249), and Oceania (1). Graph 5 presents a detailed breakdown of these figures by category and region.

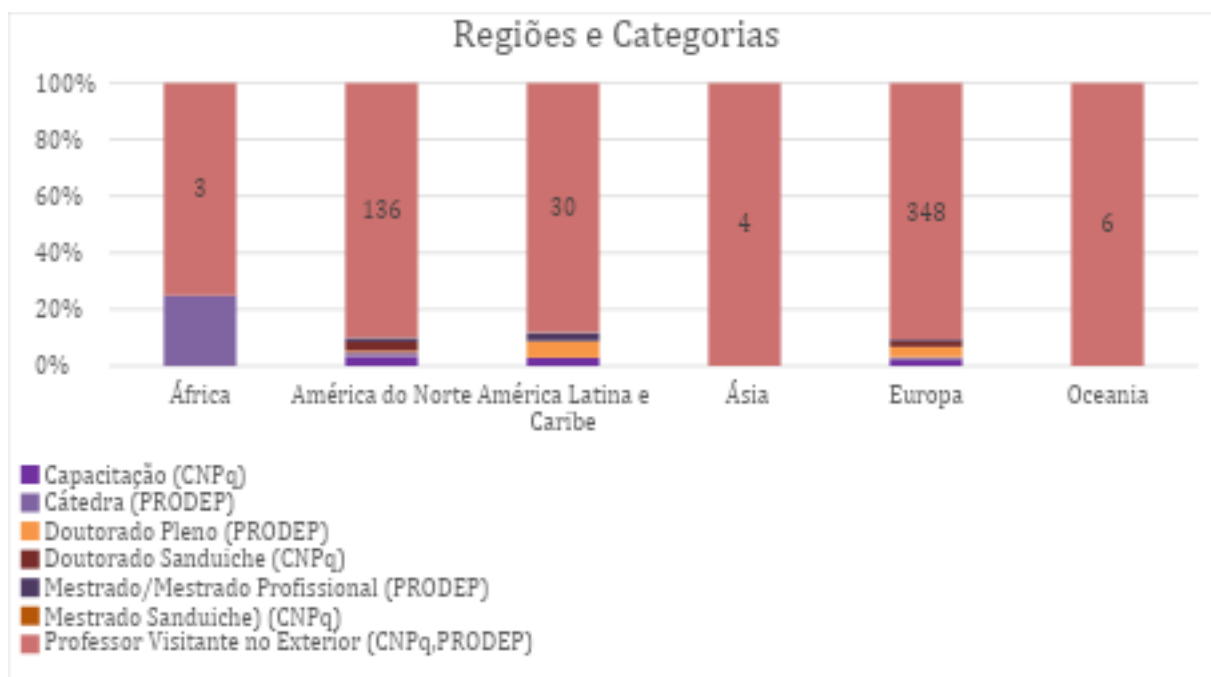
Graph 5 – Inbound Graduate Mobility



Source: Office of the Dean for Research and Graduate Studies (PRPPG), 2025.

Regarding outbound graduate mobility, a total of 583 students participated in international exchanges, with the majority traveling to Europe (384). North America hosted 151 students, followed by Latin America and the Caribbean with 34. Africa and Asia each received 4 students. Graph 6 provides a comprehensive breakdown of these figures by region and category.

Graph 6 – Outbound Graduate Mobility



Source: PRPPG, 2025.

4.4 International Chairs

International chairs serve as centers of academic excellence, integrating teaching, research, and outreach around globally strategic themes. UFBA participates in several notable international chairs, including:

4.4.1 FULBRIGHT Brazil

Facilitates the participation of U.S. scholars at American institutions, engaging in teaching and research activities in fields prioritized for UFBA's internationalization initiatives.

4.4.2 UNESCO Chairs

- **The City that Educates and Transforms** – This UNESCO chair, formally part of the UNESCO/UNITWIN Chairs program, promotes international cooperation among universities, research centers, and higher education institutions. Established by UNESCO in 1992, the UNITWIN Network strengthens education, science, and culture through thematic chairs and networks dedicated to research, training, and innovation in areas critical to sustainable development and the Sustainable Development Goals (SDGs). In Brazil, the program is coordinated with the Ministry of Foreign Affairs and includes dozens of chairs and networks across public and private universities, focusing on themes such as human rights, governance, sustainability, inclusive education, communication, and culture.

Notable Brazilian participants include the Federal University of Paraíba (UFPB), involved in the UNITWIN Network on Human Rights and Governance; the Federal University of Minas Gerais (UFMG) and the Federal University of Rio Grande do Sul (UFRGS), engaged in projects fostering international cooperation among Portuguese-speaking countries. UFBA also participates, integrating academic collaboration networks focused on education and social transformation, such as *The City that Educates and Transforms*. The participation of UFBA and other Brazilian universities in the UNITWIN Network underscores their commitment to internationalizing higher education and advancing open, collaborative science dedicated to human and social development.

- **UNESCO Chair in Sustainability at the Polytechnic University of Catalonia (UPC)** – Focuses on research and international collaboration in sustainability, particularly in engineering and water resources. The local office is based at the Institute of Geosciences.
- **Cultural Policies and Management Chairs** – Led by the Casa de Rui Barbosa Foundation in partnership with UNESCO, this initiative seeks to establish a center of excellence in cultural policy and management. Its main objective is to create a research and study space, connect a network of scholars, and promote the dissemination of knowledge in this area.

- **UNITWIN Network – General History of Africa** – This UNESCO initiative promotes a comprehensive understanding of African history, particularly in educational contexts. The *General History of Africa* project represents a landmark effort to reconstruct and disseminate knowledge about African civilizations from the perspective of the continent's peoples. The collection, developed over decades of collaboration among African and international scholars, serves as a reference for teaching and research across diverse educational settings, fostering a broader and more pluralistic understanding of Africa's contribution to world history.

4.4.3 Sérgio Vieira de Mello Chair

A joint initiative of UNHCR (the United Nations High Commissioner for Refugees) and Brazilian universities, established in 2003, this chair seeks to advance education, research, and outreach on refugee-related issues.



5. WHAT WE ENVISION: CHALLENGES, GOALS, ACTIONS AND PERFORMANCE ASSESSMENT

5.1 Challenges to be Addressed

Considering the principles, guidelines, resources, and analysis outlined above, it is essential to examine the main challenges to be addressed across the following dimensions.

5.1.1 Systematic Governance and Institutional Commitment

UFBA, one of the six largest universities in the country, still lacks integrated information systems that facilitate data collection and systematization—an essential component for decision-making, planning, and monitoring institutional activities. In this context, a key institutional challenge is the coordination and monitoring of projects and activities involving international partnerships to optimize the university's internationalization. This requires structured governance with well-defined administrative procedures, criteria, and routines aimed at integrating internationalization across teaching, research, and outreach at both undergraduate and graduate levels. The absence of an internationalization module, where data on inbound and outbound international students and researchers could be centralized, compromises the assessment and effectiveness of these initiatives.

5.1.2 Governance of Institutional Internationalization

As previously noted, the Office of International Relations was established in 2022 and is still developing administrative protocols to be regularly adopted across all academic areas. An inclusive and transversal internationalization management approach requires the engagement of departments, laboratories, and undergraduate and graduate councils, all adhering to standardized procedures that optimize activities. Building an academic culture that positions internationalization as a pillar demands the adoption of common practices, such as the regular offering of courses in foreign languages and the dissemination of research and outreach outcomes conducted within international networks. A particular challenge, especially in teaching and outreach, is ensuring the consistent provision of

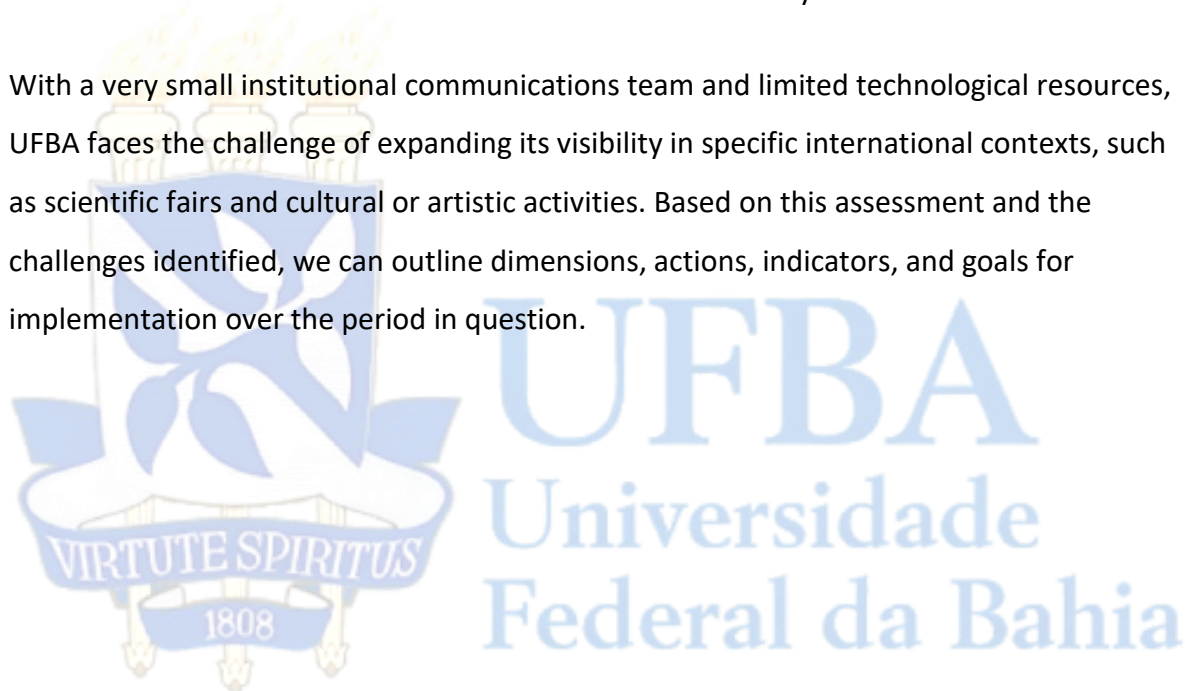
bilingual curricular components and activities that integrate both local and international students.

5.1.3 Digital Governance for Internationalization

Investment in distance learning, digital networks, and AI to promote internationalization remains limited at UFBA, despite the significant potential of digital governance in this regard. Insufficient human and financial resources have hindered the effective management increasingly required by technology-driven societies.


5.1.4 Governance of Dissemination and International Visibility

With a very small institutional communications team and limited technological resources, UFBA faces the challenge of expanding its visibility in specific international contexts, such as scientific fairs and cultural or artistic activities. Based on this assessment and the challenges identified, we can outline dimensions, actions, indicators, and goals for implementation over the period in question.




5.2 Dimensions, Actions, Indicators, and Goals

Dimension	Actions	Indicators	Goals
Systematic Governance and Institutional Commitment	Systematic Planning and Management of Networked Programs for Internationalization	Number of Reference Institutional Plans; Implemented International Programs	A minimum of four institutional and networked programs/plans
	Implementation of Monitoring & Evaluation (M&E) Tools	Tools for the collection, organization, and analysis of data regarding program implementation, outcomes, and impact (including spreadsheets, reports, periodic meetings, results evaluation matrices, questionnaires, etc.)	A minimum of five distinct types of monitoring tools
	Management of Steering and Administrative Committees for International Collaborative Networks	Number of International Networks Established and/or Consolidated	A 15% annual growth in the total number of projects across international networks
	Identification and Development of Partnerships with Universities and International Organizations	Total Number of International Cooperation, Joint Supervision, and Specific Agreements Executed	A 30% annual growth in the number of joint supervision and international agreements.

	Capacity Building for Administrative and Academic Staff to Strengthen Institutional Support for the International Community	Total Number of Workshops, Seminars, and Other Capacity-Building Activities Planned in Partnership with PRODEP	A minimum of three events per semester, taking into account the categories served
	Oversight and Monitoring of Inbound and Outbound Academic Mobility Programs	Total Number of Participating Students, Technical Staff, and Researchers	Achieve a minimum annual growth of 10% in inbound and outbound technical, artistic, and/or academic mobility
	Internal Coordination to Implement Internationalization Actions, Ensuring the Seamless Integration of Teaching, Research, Outreach, and Student Services	Total Number of Internationalization Actions to Ensure the Seamless Integration of Teaching, Research, Outreach, and Student Services	Achieve a minimum 15% annual growth in interinstitutional actions targeting institutional internationalization
	Multiculturalism: Promote and disseminate mobility opportunities through programs with partner institutions, with the goal of generating knowledge within international networks and fostering multicultural experiences	Number of calls for proposals made available to the UFBA community	Increase the annual dissemination of calls for proposals related to outbound mobility by at least 30%
	Carry out technical visits to both international and domestic universities	Number of cooperation agreements and	Achieve an annual increase of at least 15% in the number of technical visits

	to harmonize administrative procedures pertaining to international cooperation	administrative procedures that have been aligned	Achieve a complete adjustment of administrative procedures to facilitate the implementation of international partnerships
	Provide support for the structuring of technical projects in international networks	Number of technical personnel involved	Achieve an annual increase of at least 15% in technical projects within international networks
		Enhancement of tools and procedures for academic and technical management	
	Ensure an annual increase in the budgeted funds for outbound mobility allocated to the academic community	Proportion of the institution's annual budget dedicated to expanding outbound mobility	Achieve an annual increase of at least 7% in the funds allocated for outbound mobility
Governance of Institutional Internationalization	Enhance and broaden strategic partnerships with international institutions through formal agreements	Total number of agreements executed, with particular focus on the BRICS+ bloc, the South-South cooperation axis, and African institutions	Achieve an annual increase of 30% in the number of agreements executed with BRICS+ countries, the South-South cooperation axis, and African institutions
	Carry out the implementation of the 'International Student Welcome	Total number of Brazilian and international students participating in the AMIGO UFBA Project and related Welcome activities.	100% de atendimento à comunidade internacional na UFBA, a cada semestre letivo

	Program' for the UFBA community	Total number of accesses and downloads of the Multiculturalism and Internationalization Guides, as well as the International Student Guide	Ensure an annual increase of at least 30% in the number of accesses and downloads of the Multiculturalism and Internationalization Guides, as well as the International Student Guide
	Consistent provision of curricular courses offered in foreign languages	Total number of curricular components offered and students with active enrollment	Ensure an annual growth of at least 30% in the development and provision of curricular components taught in other languages
	Promote the internationalization of curricula aimed at fostering Internationalization at Home		Ensure an annual growth of at least 15% in the enrollment of Brazilian students in courses offered in foreign languages
	Expand the number of seats and class sections offered in foreign language proficiency courses – PROFICI	Total number of completed enrollments	Ensure a 10% annual growth in the number of enrollments in PROFICI courses
	Provide support, via calls for proposals and subject to available resources, for the UFBA community's participation in international events and competitions	Total number of grants awarded to members of the community participating in international events and competitions	Achieve a 20% increase in the resources allocated to this initiative
	Enhance inbound mobility via the PEC-G and PEC-PG programs, focusing	Total number of incoming students	Ensure that at least 80% of the requested placements in the PEC-G and PEC-PG

	particularly on students from Latin America, the Caribbean, and African countries.		programs are fulfilled annually
	Enhance Internationalization at Home by promoting academic, cultural, and artistic activities that engage both the international and local university communities on campus	Total number of academic, artistic, and cultural activities focused on international themes, organizations, and perspectives	Ensure a semiannual growth of at least 10% in the number of events, seminars, film festivals, performances, and other cultural activities focused on international topics
	Organize receptions for visiting delegations from foreign institutions	Total number of inbound and outbound international delegations and accompanying parties	Fully satisfy 100% of this demand
Digital Governance for Internationalization	Carry out the implementation of the internationalization module within SIGAA	Total number of accesses by the university community via the SIGAA Internationalization module.	Fully satisfy 100% of this demand
	Enhance digital tools for tracking the academic and administrative trajectory of international students at UFBA	Total number of accesses through UFBA's digital platforms.	Fully satisfy 100% of this demand
	Enhance the accessibility and dissemination of UFBA's internationalization	Total number of accesses to informational pages and completion of academic	Fully satisfy 100% of this demand

	initiatives via digital platforms	procedures on platforms offered in multiple languages	
	Plurilingualism: Increase the provision of Portuguese courses (PLE/PROFICI) delivered online	Total number of completed enrollments in PROFICI courses	Fully satisfy 100% of this demand
	Develop and implement an institutional policy aimed at scouting international opportunities for the academic community	Total number of international opportunities successfully communicated via digital platforms	Achieve an annual increase of at least 30% in the number of international opportunities accessed by the academic community
Governance of Dissemination and International Visibility	Promote and communicate the university's internationalization initiatives	Total number of accesses on social media platforms	Achieve a 20% growth in the number of accesses to the social media platforms of SRI and PROFICI
	Provide informational materials in multiple languages	Total number of faculty, students, administrators, and technical staff benefiting from participation in international events	Ensure that all informational materials are made available in a minimum of four languages
	Enhance UFBA's participation in international events dedicated to advancing internationalization		Achieve an increase of at least 20% in the participation of official delegations in events
	Develop content for publication across social media platforms	Total number of social media interactions	Achieve a minimum 20% growth in online interactions

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