

STUDENT MOBILITY IN LATIN AMERICA: REVEALS OF VALIDATION OF FOREIGN CERTIFICATES IN BRAZIL

MOBILIDADE ESTUDANTIL NA AMÉRICA LATINA: REVELAÇÕES DA VALIDAÇÃO DE TÍTULOS ESTRANGEIROS NO BRASIL

MOVILIDAD ESTUDIANTIL EN AMÉRICA LATINA: REVELACIONES DE VALIDACIÓN DE DIPLOMAS EXTRANJEROS EN BRASIL

Jullie Cristhie da CONCEIÇÃO¹
Milene Dias AMORIM²
Giselle Cristina Martins REAL³

ABSTRACT: The objective is to map the possible effects of the Carolina Bori Platform in the context of the course validation processes, in order to understand the movement that this policy outlines, revealing the demand, destinations and actors that permeate these processes. To this end, an analysis of the public and restricted data of the Carolina Bori Platform was adopted. It was possible to observe that the Carolina Bori Platform, as a public measure, has not yet been able to produce effects on the student mobilization movement in Brazil. This movement continues to be characterized by the departure of Brazilians for undergraduate and graduate courses, mostly in Latin-speaking countries such as Paraguay, Bolivia, Portugal, Spain, which does not meet the perspective of the Brazilian internationalization policy.

KEYWORDS: Revalidation of diplomas. Title recognition. Educational politics. Higher education. Policy Evaluation.

RESUMO: *Objetiva-se mapear possíveis efeitos da Plataforma Carolina Bori no contexto dos processos de validação de cursos, de forma a compreender o movimento que essa política delineia, revelando a demanda, os destinos e os atores que permeiam tais processos. Para tanto, adotou-se análise dos dados públicos e restritos da Plataforma Carolina Bori. Foi possível observar que a Plataforma Carolina Bori, enquanto uma medida pública, ainda não foi capaz de produzir efeitos no movimento de mobilização estudantil no Brasil. Esse movimento continua caracterizado pela saída de brasileiros para cursos de graduação e de pós-graduação, em sua grande maioria, em países de língua latina, como Paraguai, Bolívia, Portugal, Espanha, o que não atende a perspectiva da política de internacionalização brasileira.*

¹ Federal University of Grande Dourados (UFGD), Dourados - MS - Brazil. PhD Student in Education, Postgraduate Program in Education. ORCID: <https://orcid.org/0000-0003-4026-4214>. E-mail: jullie_cristhie@hotmail.com

² Federal University of da Grande Dourados (UFGD), Dourados - MS - Brazil. PhD Student in Education, Postgraduate Program in Education. ORCID: <https://orcid.org/0000-0002-5292-1173>. E-mail: mileneamorim@gmail.com

³ Federal University of da Grande Dourados (UFGD), Dourados - MS - Brazil. Associate Professor III, Postgraduate Program in Education. Doctorate in Education (USP). ORCID: <https://orcid.org/0000-0002-8855-4141>. E-mail: gisellereal@ufgd.edu.br

PALAVRAS-CHAVE: *Revalidação de diplomas. Reconhecimento de títulos. Política educacional. Educação superior. Avaliação de política.*

RESUMEN: *El objetivo es mapear los posibles efectos de la Plataforma Carolina Bori en el contexto de los procesos de validación del curso, a fin de comprender el movimiento que esta política describe, revelando la demanda, los destinos y los actores que impregnan dichos procesos. Con este fin, se adoptó un análisis de datos públicos y restringidos de la Plataforma Carolina Bori. Se pudo observar que la Plataforma Carolina Bori, como medida pública, aún no ha podido producir efectos en el movimiento de movilización de estudiantes en Brasil. Este movimiento continúa caracterizándose por la partida de brasileños para cursos de pregrado y posgrado, principalmente en países de habla latina, como Paraguay, Bolivia, Portugal, España, que no cumple con la perspectiva de la política de internacionalización brasileña.*

PALABRAS CLAVE: *Revalidación de diplomas. Reconocimiento de títulos. Política educativa. Educación superior. Evaluación de políticas.*

Introduction

In 2016, the Brazilian Executive implemented its own information⁴ system to proceed with the recognition and revalidation of foreign degrees, identified as the Carolina Bori Platform. This platform was established by Normative Ordinance no. 22, of 13 December 2016, of the Ministry of Education (MEC), based on Law no. 9,394, of 20 December 1996 (BRASIL, 1996), and the Resolution of the National Council de Educação/Higher Education Chamber (CNE/CS) no. 3, of 22 June 2016 (MEC, 2016).

The proposal to create an information system to discipline the growing demand for revalidation and recognition of foreign titles was also endorsed by the Brazilian Legislature, in the context of the discussions on Bill 399/2011, later converted into Bill no. 7841/2014, which proposes the automatic revalidation of securities, currently simplified revalidation (REAL; MARRAN; ZENI, 2019).

The growth of processes for the validation⁵ of foreign diplomas in Brazil has been growing since the mid-1990s, when the educational system is unable to meet the number of Brazilians seeking access to higher education in the public sector (GISI; PEGORINI, 2016), especially in medical courses. In this context, a growing movement of Brazilians is triggered for courses in foreign institutions, mostly private, linked to border countries, which offer

⁴ Available: <http://carolinabori.mec.gov.br>. Access: 26 Mar. 2020.

⁵ The option of using the term “validation” is to combine the meaning of both the concept of revalidation, specific for undergraduate courses, and that of recognition, appropriate for the stricto sensu postgraduate course, as disciplined in art. 48 of LDB (BRASIL, 1996).

courses with more compatible monthly fees than those operated in the local context, considering the appreciation of the real against the currency of these countries, as well as the absence of selective entrance processes, the so-called “*vestibulares*” (entrance exams) (CONCEIÇÃO, 2013; ALVARES; REAL, 2014).

Until then, requests for revalidation and recognition of foreign titles were mainly made by foreign people wishing to practice in the profession in Brazil, which required the regularization of the title (SANTOS; REAL, 2020).

The increase in the outflow and return flows of Brazilians due to foreign title is a problem to compose the agenda of the Brazilian State, considering its influences in the elaboration of regional policies with the Mercosur member states and in the number of lawsuits that they reach the Federal Supreme Court (REAL; MARRAN; ZENI, 2019; REAL; COSTA, 2019).

In this sense, from 2002, the Brazilian Executive seeks to resolve the issue through the adoption of measures in two directions: i) the standardization of the process through resolutions of the National Education Council, directing universities and institutions in the conduct of this process⁶; ii) creation, in 2010, of the Pilot Project of the National Examination of Revalidation of Medical Diplomas (Revalida), institutionalized in 2011 and in force until the present moment⁷.

These initiatives, in turn, resulted in a reduced number of granted requests, which caused clashes between student associations⁸, government agencies⁹ and class entities, as is the case of the Federal Council of Medicine (CONCEIÇÃO, 2013). The clashes had as an issue underlying the validation process of titles the quality of formation developed in border countries (REAL; MARRAN; ZENI, 2017).

With the creation of the Carolina Bori Platform, more than twenty years after the first normative measures adopted by the Brazilian Executive, questions such as: what changes occurred in the movement of Brazilian students by foreign institutions, after the implementation of the Carolina Bori Platform? What are the origins of diplomas that require validation? What

⁶ Art. 48 of LDB establishes autonomy for public universities to proceed with the revalidation process of undergraduate diplomas and for institutions that have recognized equivalent courses to proceed with the recognition of masters and doctorates.

⁷ In this sense, see Law no. 13,959, of 18 December 2019 establishing the National Examination for the Revalidation of Medical Diplomas Issued by a Higher Education Institution (Revalida) (BRASIL, 2019).

⁸ Examples of these institutions are the Brazilian Association of Postgraduates in Mercosul (ABPOS-Mercosul), Association of Medicine Abroad (Ameex); National Association of Postgraduates in Foreign Institutions (ANPGIEES).

⁹ In this sense, see notes from the Coordination for the Improvement of Higher Education Personnel (CAPES): Capes (2005); Guimarães (2011).

are the characteristics of validation requests in Brazil? Are there differences in the process of recognizing and revalidating courses?

In view of this scenario, the present article, without pretending to answer all of these questions, but intending to contribute to the policies in progress, aims to: map possible effects, especially configured after the institutionalization of the Carolina Bori Platform, in the context of the processes of course validation, in order to understand the movement that this policy outlines, revealing not only the demand for validation, but also destinations and actors that permeate such processes.

To meet this objective, documentary research was carried out with the Carolina Bori Platform electronic portal, to collect open data, and subsequently, access to unpublished data was requested. These restricted data were forwarded by the Department of Higher Education, through a request made to the Ministry of Education (MEC), through the Electronic System of the Citizen Information Service (e-SIC)¹⁰, on 15 October 2019, having obtained the answer on 18 November 2019 (MEC, 2019).

The article is divided into two sections, in addition to the final considerations. The first section will deal with revalidation, which refers to the validation of undergraduate degrees, and the second section covers the recognition of degrees, which consists of the seal of the *stricto sensu* postgraduate diplomas.

Revalidation of foreign undergraduate degrees in Brazil

The Carolina Bori Platform was made available to the Rectors through an electronic invitation to public and private Universities, for optional membership.

The justification presented by the MEC for the creation of this platform focused on procedural aspects of the revalidation and recognition processes, such as the institutions' lethargy in the progress of requests (MEC, 2020a).

The majority of institutions made full adherence, that is, for both processes, both for revalidation of undergraduate courses and for the recognition of *stricto sensu* postgraduate courses. According to the data contained in the Carolina Bori Platform, 66 institutions contemplate the two processes, 04 adhered only to revalidation and 37 adhered only to recognition, which makes a total of 107 institutions, 70 of which are for revalidation processes and 103 for recognition processes of courses.

¹⁰ Available: <https://esic.cgu.gov.br/sistema/site/index.aspx>. Access: 26 Mar. 2020.

These data allow us to note that there are more institutions accredited for the recognition of courses, since these represent 96.26% of the total, and the institutions accredited for revalidation are 65.42% of the group of institutions that have joined the system. These data can be justified considering that there is a preponderance of requests for revalidation for courses in the field of medicine, where resistance is observed by the medical profession (CONCEIÇÃO, 2013), which could limit the adhesion of part of the institutions for this purpose.

However, it can be inferred that despite the resistance, adherence to the act of revalidation of diplomas was significant, considering the number of Higher Education Institutions (HEIs) registered in 2017 and the increase made in the following years, which implied an increase around 22.86% in less than 3 years, as can be seen in Table 01.

Table 01 – Higher Education Institution that joined the Carolina Bori Platform for the revalidation of courses, in the period from 2017 to 2020

Region	2017	2018	2019	2020*	Total
Midwest	06	01	01	-	08
North	08	01	01	-	10
Northeast	11	05	01	-	17
South	12	01	01	-	14
Southeast	15	04	-	02	21
Total	52	12	04	-	70

Source: Devised by the authors with date available at Carolina Bori Plataform(BRASIL, 2020)

It should be noted that of the 70 institutions that are accredited on the Platform for revalidation, 50 are federal, 17 state, 02 municipal and 01 private universities¹¹, the geographic location of the institutions being distributed as follows: southeast region with the largest number, with 30% of the total, followed by the northeast region with 24.29%; the South Region with 20%; the North Region 14.29% and with a smaller number of institutions the Midwest Region with 11.43% of the total. The data show that there is an equitable distribution, considering the number of higher education institutions in the respective regions.

Table 02, shown below, shows the data related to the candidates' nationality.

Table 02 – Nationality, by continent, of applicants for revalidation of courses, with the Carolina Bori Platform, in the period from 2017 to 2019

Continent	Applicant countries	Number of Applicants
America	22	3574
Europe	18	193
Asia	13	73

¹¹ In the case of the adhesion of the private institution, it is believed that there must have been an error in filling in the registration data, as art. 48 of LDB restricts the revalidation of undergraduate degrees to public institutions.

Africa	13	42
Oceania	-	-
Total	66	3882

Source: Devised by the authors with data made available by the MEC (MEC, 2019)

With regard to the number of candidates per continent, it is noted that 92.07% comes from the American continent, explaining that there is a geographical concentration. Also, it should be noted that the vast majority are Brazilians, with total of 2,586 applicants, representing 66.6% of the total requests for revalidation in the period considered. In addition to Brazilians, the main applicants are: Colombians, who add up to 214 applications; Venezuelans, who are 151; Bolivians, with 142 orders; Peruvians, with 122 applications, and Cubans, totaling 99 applications. In this way, with less expressive numbers are presented the other continents, which altogether total 7.93%.

It is noteworthy that the majority of countries belonging to the American continent are of Latin American nationality, with 3,554 requests, that is, 91.5% of the total requests for revalidation. More specifically, there are 3,237 applicants with nationality from member and associated countries with Mercosur¹², which makes up 83.3% of the candidates' nationality.

The same can be observed about the origin of the diplomas, as shown in Table 03.

Table 03 – HEIs of origin of foreign undergraduate diplomas, by continent, on the Carolina Bori Platform, from 2017 to 2019

Continent	Number of countries	Number of applicants
America	22	3145
Europe	24	576
Asia	19	99
Africa	14	53
Oceania	1	9
Total	80	3882

Source: Devised by the authors with data made available by the MEC (MEC, 2019)

Note that all continents have undergraduate degrees with a requirement for revalidation. Although the European continent has the largest number of countries, it is the American continent that concentrates the vast majority of the number of applicants with a diploma, which represents 81.01% of the total, with Bolivia being the origin of the largest number of diplomas, with 1,308. The countries that most originate the diplomas after Bolivia are: Paraguay, with 379; United States, with 278; Colombia, with 239; Venezuela, with 232; Cuba, with 183; Argentina, with 168 and, also, Peru, with 152. The diplomas originating in European countries

¹² Venezuela's claimants were not considered for this amount, as it was suspended from the bloc, since 2016.

correspond to 14.84%, being the highlight Portugal with 147 diplomas; 97 from Spain; 75 from France; 66 from Italy; and 60 from the United Kingdom. The other continents represent 4.15% of the total.

With regard to degrees originating in Latin America, it is possible to see that 2,842, that is, 73% degrees, were obtained in Latin American countries, with a total of 2,350 applications from Mercosur countries, representing 60, 5% of undergraduate degrees from 08 countries linked to Mercosur.

In relation to the procedure for processing the cases, provided for in Resolution CNE/CES no. 3/2016 (MEC, 2016), it can be highlighted that the processes are concentrated in the “normal” mode, with the simplified procedure having 09 requests. The requests in simplified procedure are: 06 diplomas of courses accredited in the Arcu-Sul System; 02 diplomas obtained through the International Prouni Module; 01 diploma of courses that received Brazilian scholarship holders from government agencies.

Such findings show that the movement outlined by the revalidation policy remains characterized by the departure of Brazilians to take their courses in the border countries, especially medicine, with the intention of returning to the professional practice at the local level, constituting a boomerang effect, as described by the literature in the area for processes prior to the creation of the Carolina Bori Platform (CONCEIÇÃO, 2013; ALVAREZ; REAL, 2014).

However, it should be noted that the particular design by the Carolina Bori Platform starts to present some points outside the continuous line that characterized it. It can be observed that there is a greater dispersion of the origin of the diplomas, including in Europe, although in smaller percentages, since it represents 14.84% of the total revalidation processes in progress, although the focus has occurred in Portugal and in Spain, countries that are close to the language. It can also be observed that there is an increase in the origin of the applicants for revalidation, which signals, albeit in a timid way, the presence of foreigners requesting revalidation of their titles to work in Brazil, with even greater numbers of Latin Americans, such as: Colombians, Venezuelans, Bolivians, Peruvians and Cubans.

The process of recognizing foreign postgraduate degrees

As with the search for foreign undergraduate studies, postgraduate studies (PG) also developed a growing movement for degrees abroad (REAL; COSTA, 2019; VILARINHO; GONZALEZ, 2014).

There is a consensus in the literature that the social, economic and technological changes brought about by the neoliberal perspective provoke transformations in the national and international scenarios and have caused a progressive increase in the demand for more formation within higher education (DELGADO; PESSOA, 2010). This increase is accompanied by new formative requirements within the PG as well (CUNHA; CRUZ; BIZELLI, 2017; ROBERTSON, 2009; DIAS SOBRINHO, 2005).

In view of the great formation requirements driven by globalization and the lack of public places to cover the demand, the search for Brazilians for master's and doctorate courses in other countries, especially located in border regions, such as Paraguay, has been increasing. Most of these intend to return to Brazil for professional performance, which implies requests for recognition of these diplomas (REAL; COSTA, 2019; VILARINHO; GONZALEZ, 2014).

Thus, the process prescribed in Law no. 9,394/1996 (BRASIL, 1996), which provides for the autonomy of the HEIs, is no longer sufficient, promoting actions of the Brazilian State in this direction from 2002 (CONCEIÇÃO, 2013), as is the case, among other normative measures, of the creation Carolina Bori Platform.

The data reported on the platform (MEC, 2019) add up to a total of 5,831 application processes. Of these, 3,670 applications are for master's degrees and 2,161 for doctorates. Of the accredited institutions, 36 federal, 25 private and 11 state universities were sought for recognition, which makes a total of 72 institutions (MEC, 2020b). This data indicates that, of the institutions accredited with the Carolina Bori Platform, 70.59% had requests for recognition of courses, explaining their potential to reach breadth in geographic scope and diversification in the form of HEIs administrative organization, since they did not the focus of interest of candidates for certain institutions or regions of the country is identified. It can be noted that federal universities are responsible for 78% of requests, state universities are sought after by 5.2% of interested parties and 16% of requests are credited to private universities (MEC, 2019).

It should be noted that it is not only Brazilians who ask for this recognition, although it is the vast majority. The numbers account for 5,579 orders placed by Brazilians and 252 orders placed by foreigners from all over the world (MEC, 2019). Therefore, Brazilians represent 95.68% of applications for recognition of foreign degrees.

Professionals of Cuban origin are, apart from Brazilians, those who most requested recognition of PG degrees in the country, with 37 applications during the analyzed period, which represents 0.63% of the total of applications for recognition of titles.

Altogether there are 38 requesting nationalities, which exposes the limit of geographical coverage in the origin of the candidates.

In the table below, these numbers are verified by continent:

Table 04 – Number of applicants for recognition of degrees in Brazil by continent, in the period from 2017 to 2019

Originator of the applicant			
Continent	Number of Countries	Number of Applicants	%
America	14	5.692	97,62
Europe	13	108	1,85
Asia	05	20	0,34
Africa	05	10	0,17
Oceania	01	01	0,02
Total	38	5831	100

Source: Devised by the authors with data from the Carolina Bori Plataform (MEC, 2019)

These data indicate a movement with a boomerang effect, that is, the Brazilians go out to study masters and doctorates abroad and return to develop their professional activities. On the other hand, the attractiveness of foreigners to Brazil has been on a significantly smaller scale, with emphasis on the presence of Cubans.

With regard to the nationality of the postgraduate diplomas of applicants, there is a different scenario from the situation of undergraduate diplomas. While the origin of undergraduate diplomas is, to a large extent, at the heart of Latin America and with greater strength within the Mercosur countries, the origin of PG diplomas has the greatest concentration in European origin, as shown in the table below.

Table 05 – Origin of foreign diplomas, by continent, for recognition of courses, on the Carolina Bori Plataform, in the period from 2017 to 2019

Diploma origin		
	Number of countries	Number of diplomas
America	15	1.649
Europe	22	3.369
Asia	11	43
Africa	05	09
Oceania	02	48

Source: Devised by the authors with data from Carolina Bori Plataform (MEC, 2019)

According to the data, 57% of PG diplomas that arrive in Brazil to be recognized are European, and the five countries that appear in greater quantity are Portugal, with 1,912 diplomas; Spain, with 487; United Kingdom, with 285; France, with 249; and Germany, with

135 degrees. This scenario may be a consequence of the Bologna Agreement. According to Robertson (1999), the European Higher Education Area, created in the context of the Bologna Agreement, tried to impress students' attractiveness to Europe, which had been losing commercial spaces to countries like the United States. Another factor to be considered for the concentration of degrees in Portugal and Spain would be the proximity to the language (VARGHESE, 2008).

America is following, with 40% of the diplomas applying for recognition. Paraguay leads this statistic with 1,124 degrees, being the second country with the highest concentration of foreign titles, after Portugal. In the American continent, there are titles from the United States, with 521 orders; Argentina, with 346; Puerto Rico, with 72; and Chile, with 67 degrees. Cuba appears in 8th place, with 39 requests, which is quite compatible with the number of Cuban applicants themselves, who make up 37 requests.

The large presence of Paraguayan, Argentine and Chilean diplomas in the list of applicants can be justified by the fact that they participate, together with Brazil, in the Mercosur Agreement. There is an erroneous belief that, due to the agreement between them, their diplomas will be easily, or even directly, recognized in Brazil; however, Coimbra and Faria (2016) state that there is no rule in Brazilian law that supports and enables the automatic recognition of educational titles because they are acquired in participating countries. The Carolina Bori Platform appears as the first initiative of the Brazilian State to make the so-called simplified procedure feasible for these cases, as described in Resolution CNE/CS no. 3/2016 (CNE, 2016).

It is worth highlighting, in this respect, a new outline for the movement triggered by Vinharinho and Gonzalez (2014), which indicated Paraguay as the focus of the origin of the titles, while Portugal is currently the most sought after destination by Brazilians, opening spaces for two axes of concentration of titles: Paraguay and Argentina in one formation center and Portugal and Spain in another. The percentage of the origin of the titles to be concentrated in Portugal and Spain is significant, since together they hold 41.14% of the total, while Paraguay and Argentina are responsible for 25.21% of the origin of the titles that demand recognition.

Even so, the traffic between these countries is great for this purpose. Alvares and Real (2014) state that the preference of Brazilians is explained by the economic nature, a phenomenon that can be identified as “cross border education” (KNIGHT, 2006), because the welcoming institutions in these countries in general do not have notorious academic recognition, which could credit such a migratory movement. It can also be cited as motivation for choosing these countries some existing facilities, such as the absence of entrance exams or

any other selection process; geographic access, as they are dry borders; and the Brazilian currency, which has a greater value in these, resulting in cheaper courses in welcoming institutions, since they are all private.

Countries traditionally referenced for postgraduate qualification, in the well-known south-north mobility (MOROSINI, 2006), such as the United States, United Kingdom, France, Germany, together represent 20.40% of the origin of the titles.

In relation to the processing of course recognition processes, CNE/CS Resolution no. 3/2016 (MEC, 2016) provides, in its art. 20, the simplified procedure in the case of diplomas that have already been object of previous recognition, considering a 10-year term, or be the result of agreements with government agency programs such as Sciences without Borders, scholarships granted by Capes and CNPq .

It should be noted that among applicants for recognition of foreign master's and doctoral degrees in Brazil, 48.6% are women and 51.2% are men; only two people did not identify their gender, which indicates that women are also advancing in the search for degrees abroad, a fact that explains a small change in the profile of the actors that make up the Brazilian postgraduate program.

Given the above, it appears that, in recent years, the demand for recognition of diplomas from foreign postgraduate courses in Brazil has been configured as a growing wave and, although there is a certain diversification in the origin of applicants for the recognition of degrees , the number of Brazilians adds up to 95.6% of the grand total, which reveals that the recognition of degrees is an alternative for Brazilians to pursue their postgraduate studies abroad, especially adopting Latin-speaking countries as a choice for their formation, notably Portugal and Paraguay, which are not traditional international centers for the formation of highly qualified professionals.

Final considerations

By analyzing the data made available on the processes of revalidation and recognition of foreign securities that are being processed in the period from 2017 to 2019 on the Carolina Bori Platform, which is a recent measure of the Brazilian State, it was possible to identify the mobilization movement that is implied to that process.

In this sense, it was possible to note that the Carolina Bori Platform, as a public measure, has not yet been able to produce effects on the student mobilization movement in Brazil. This movement continues to be characterized by the departure of Brazilians for undergraduate and

postgraduate courses that are concentrated in institutions located in countries in the border region.

Although this movement has nuances of expanding the nationality of the actors, indicating the presence of Latin Americans seeking professional activity in Brazil, and the origin of the titles that now also involve countries in Europe, particularly concentrated in Portugal and Spain, the perspective that if it still projects, it indicates by a stronger hue around the particular interests of each actor in the pursuit of his professional projection, linked to the commercial interests of private institutions. Such foreign institutions in the face of the globalized and neoliberal nature build institutional policies for the attractiveness of Brazilians, who are not able to access undergraduate courses of careers overvalued by the professional market and public postgraduate courses.

Although Brazilian standards point to processes of revalidation and simplified recognition for cases of diplomas originating in institutions that have already undergone previous evaluation processes, considering the last ten years, or linked to programs created as a result of international cooperation agreements and/or already accredited, these constitute an insignificant percentage compared to the existing numbers, which reveals that student mobilization involving Brazilians is part of the movement context identified as “cross border education”, considering the implicit commercial interests and not as an internationalization policy initiative.

Although small differences were observed in the mobilization of students who require revalidation of undergraduate degrees from those who require recognition of *stricto sensu* postgraduate courses, the particularities of the processes bring them closer together. Therefore, although the PG percentages have a higher incidence for Portugal, in the European continent, while graduation keeps the preponderance of titles originating in Bolivia, in the American continent, both do not present mobility supported by cooperation agreements, not even in the Brazilian internationalization policy.

The Brazilian internationalization policy intends to mobilize movements that involve the south-north direction, especially with institutions located in countries that lead the scientific and industrial development worldwide.

In view of this prospective scenario, it is hoped that this article may contribute with indicators to assess national policies for the area.

REFERENCES

ALVARES, A. de L. T. REAL, G. C. M. Educação superior: o processo de mobilidade nas faixas de fronteira. *In: ENCUESTRO INTERNACIONAL DE EDUCACIÓN*, 1., 2014, Argentina. **Anais** [...]. Argentina: Facultad de Ciencias Humanas – UNCPBA, out. 2014.

BRASIL. **Lei n. 9.304, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Brasília: Palácio do Planalto, 1996. Available: http://www.planalto.gov.br/ccivil_03/leis/19394.htm. Access: 07 Mar. 2010.

BRASIL. **Lei n. 13.959, de 18 de dezembro de 2019**. Institui o Exame Nacional de Revalidação de Diplomas Médicos Expedidos por Instituição de Educação Superior Estrangeira (Revalida). Brasília: Palácio do Planalto, 2019. Available: http://www.planalto.gov.br/ccivil_03/_ato2019-2022/2019/lei/L13959.htm. Access: 10 Apr. 2020.

CAPES. **Nota à imprensa** – Reconhecimento de títulos de pós-graduação obtidos no exterior. Brasília: Capes, 2005. Available: <http://www.capes.gov.br/36-noticias/1164-nota-a-imprensa-reconhecimento-de-titulos-de-pos-graduacao-obtidos-no-exterior>. Access: 05 Apr. 2020.

COIMBRA, R.; FARIA, T. S. Reflexões sobre a revalidação dos diplomas acadêmicos do MERCOSUL no Brasil. **RJLB**, Ano 2, n. 4, 2016. ISSN 1499-1521.

CONCEIÇÃO, J. C. da. **A expansão da educação superior e os efeitos no processo de revalidação de títulos de graduação em Mato Grosso do Sul**. 2013. 156 f. Dissertação (Mestrado em Educação) – Universidade Federal da Grande Dourados, Dourados, 2013. Available: <http://files.ufgd.edu.br/arquivos/arquivos/78/MESTRADO-DOCTORADO-EDUCACAO/JULLIE%20CRISTHIE%20DA%20CONCEI%C3%87%C3%83O.pdf>. Access: 15 Apr. 2020.

CUNHA, A. K.; SANTOS CRUZ, J. A.; BIZELLI, J. L. A gestão do conhecimento e as expertises desenvolvidas no ensino superior. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 21, n. esp. 1, p. 677-690, out. 2017. e-ISSN: 1519-9029. Available: <https://periodicos.fclar.unesp.br/rpge/article/view/10442/6803>. Access: 13 Mar. 2020.

DELGADO, D. M.; PESSOA, M. B. D. A educação superior no contexto da inovação como fator estratégico no setor produtivo: um estudo empírico aplicado a cenários regionais. **Revista on line de Política e Gestão Educacional**, Araraquara, n. 8, 2010. e-ISSN: 1519-9029. Available: <https://periodicos.fclar.unesp.br/rpge/article/view/9262>. Access: 26 Mar. 2020.

DIAS SOBRINHO, J. Educação superior, globalização e democratização: qual universidade? **Revista Brasileira de Educação**, Rio de Janeiro, n. 28, jan. /fev. /mar. /abr. 2005.

GISI, M.L.; PEGORINI, D.G. As políticas de acesso e permanência na educação superior: a busca da igualdade de resultados. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 20, n. 1, jan./abr. 2016. e-ISSN: 1519-9029. Available: <https://periodicos.fclar.unesp.br/rpge/article/view/9390>. Access: 21 Mar. 2020.

GUIMARÃES, J. A. **Nota da Capes sobre reconhecimento de títulos de pós-graduação obtidos em instituições do exterior**. Brasília: Capes, 2011. Available: <http://www.capes.gov.br/acessoainformacao/informacoes-classificadas/72-salaimprensa/destaques/4763-nota-da-capes-sobre-reconhecimento-de-titulos-de-pos-graduacao-obtidos-em-instituicoes-do-exterior>. Access: 19 Apr. 2020.

MARRAN, A. L; REAL, G.C.M.; ZENI, K. A política de revalidação de títulos estrangeiros: interfaces entre executivo, legislativo e judiciário. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 14, n. 3, p. 1-14, jul./set. 2019. Available: <https://periodicos.fclar.unesp.br/iberoamericana/article/view/11573/8143>. Access: 23 Mar. 2020.

MEC. **Portal Carolina Bori**: revalidação/reconhecimento de diplomas estrangeiros. Available: <http://carolinabori.mec.gov.br/>. Access: 08 mar. 2020a.

MEC. **Portal Carolina Bori**: instituições que aderiram a plataforma Carolina Bori. Available: <http://plataformacarolinabori.mec.gov.br/consulta-publica/adesao/consulta>. Access: 15 Mar. 2020b.

MEC. Resolução n. 3, de 22 de junho de 2016. Dispõe sobre normas referentes à revalidação de diplomas de cursos de graduação e ao reconhecimento de diplomas de pós-graduação stricto sensu (mestrado e doutorado), expedidos por estabelecimentos estrangeiros de ensino superior. **Diário Oficial da União**, Brasília, Seção 1, p. 9-10, 23 jun. 2016.

MEC. **Informações dos processos em tramitação na Plataforma Carolina Bori**. Destinatário: Milene Dias Amorim. [S. l.]. 18 nov. 2019. Mensagem eletrônica.

MOROSINI, M. C. Estado do conhecimento sobre internacionalização da educação superior – Conceitos e práticas. **Educar**, Curitiba, n. 28, p. 107-124, 2006. Available: <https://www.scielo.br/pdf/er/n28/a08n28.pdf>. Access: 14 Feb. 2020.

REAL, G. C. M.; COSTA, F. G. da. Reconhecer ou não reconhecer títulos estrangeiros? A questão posta aos tribunais brasileiros. **Revista @mbienteeducação**, São Paulo, v. 12, n. 3, p. 283 -298, set./dez. 2019. Available: <http://publicacoes.unicid.edu.br/index.php/ambienteeducacao/article/view/775/707>. Access: 17 Apr. 2010.

ROBERTSON, S. L. O processo de Bolonha da Europa torna-se global: modelo, mercado, mobilidade, força intelectual ou estratégia para construção do Estado? **Revista Brasileira de Educação**, Rio de Janeiro, v. 14, n. 42, p. 407-600, set./dez. 2009.

SANTOS, D. P. dos; REAL, G. C. M. Revalidação de diplomas estrangeiros no Brasil: destaques da literatura científica. **Laplage em Revista**, Sorocaba, v. 6, n. 2, p. 149-160, maio/ago. 2020. Available: <http://www.laplageemrevista.ufscar.br/index.php/lpg/article/view/842/1046>. Access: 4 May 2020.

VARGHESE, N. V. **Globalization of higher education and cross-border student mobility**. Paris: International Institute for Education Planning, 2008.

How to quote this article

CONCEIÇÃO, J. C. da; AMORIM, M. D.; REAL, G. C. M. Student mobility in Latin America: reveals of validation of foreign certificates in Brazil. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 24, n. esp. 1, p. 747-761, Aug. 2020. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v24iesp1.13780>

Submitted: 20/02/2020

Required revisions: 30/04/2020

Approved: 28/06/2020

Published: 01/08/2020