

## **UTFPR cooperation experiences with Portuguese speaking African countries**

### **Experiências de cooperação da UTFPR com países africanos de língua portuguesa**

### **Experiencias de cooperación de la UTFPR com países africanos de lengua portuguesa**

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#### **Abstract**

Brazil's cooperation with African countries has been intensified by the South-South agreements in recent years. Within higher education, the cooperation has been mainly focused on staff training professionals for these countries. This paper aims to reflect on the experiences of the international cooperation established between Brazil and Africa, especially with Portuguese-speaking countries – Guinea Bissau, Angola, Mozambique and Cape Verde – having as local UTFPR *Campus* Pato Branco, from three agreements. As such, we developed a descriptive study primarily based on official documents and institutional reports. The analysis points to the importance on UTFPR's effective participation in the institutionalization of higher education in the National School of Administration (ENA) in Guinea-Bissau, as well as for the training of professionals at undergraduate and graduate levels, strengthening science and technology of these African countries.

**Keywords:** International Cooperation. Educational Human Resources. African Countries.

#### **Resumo**

A cooperação do Brasil com países africanos, nos últimos anos, tem se intensificado mediante os acordos denominados Sul-Sul. No âmbito da educação superior, as cooperações têm se caracterizado principalmente na formação de quadros de profissionais para estes países. Nesta vertente, objetiva-se refletir sobre experiências de cooperação internacional que se estabelece entre Brasil e África, especialmente com países de língua Portuguesa – Guiné Bissau, Angola, Moçambique e Cabo Verde – tendo como local a UTFPR, *campus* Pato Branco, a partir de três

acordos. Para tanto, desenvolveu-se um estudo descritivo com base principalmente em documentos oficiais e em relatórios institucionais. As análises apontam para a importância da participação efetiva da UTFPR na institucionalização da Educação Superior na Escola Nacional de Administração (ENA) da Guiné-Bissau, bem como para a formação de profissionais em nível de graduação e Pós-graduação e para o fortalecimento da ciência e da tecnologia destes países africanos.

**Palavras chave:** Cooperação Internacional. Formação de Quadros. Países africanos.

## Resumen

La cooperación de Brasil con países africanos, en los últimos años, se ha intensificado tras los acuerdos denominados Sur-Sur. Dentro de la educación superior, las cooperaciones se han caracterizado principalmente en la capacitación del personal de los profesionales de estos países. En esta vertiente, el objetivo de este artículo fue reflexionar sobre el modelo y contribuciones de cooperación internacional que se establece entre Brasil y África especialmente con países de lengua Portuguesa – Guinea Bissau, Angola, Mozambique y Cabo Verde – teniendo como local analítico la UTFPR Campus Pato Branco a partir de tres acuerdos. Para ello, se desarrolló un estudio descriptivo con base, principalmente, en documentos oficiales y en informes institucionales. Los análisis apuntan hacia la importancia de la participación efectiva de la UTFPR en la institucionalización de la Enseñanza Superior en la Escola Nacional de Administração (ENA) de Guinea-Bissau, así como para la formación de profesionales en nivel de graduación y posgrado y para el fortalecimiento de la ciencia y de la tecnología de estos países africanos.

**Palabras clave:** Cooperación Internacional. Formación de Cuadros. Países Africanos.

## Introduction

The international cooperation agreements are not recent changes, rather, they result from the interest and typical movements of each historical moment, revealing tensions, contradictions and provisional consensus. In this context, today, the idea of agreement and cooperation in higher education is marked by profound social, political and economic transformations that occurred at the turn of the second to the third millennium.

Many transformations occurred, according to Burbules and Torres (2004), some arising from the globalization of the economy, accompanied by a transnational flow of capital, and the establishment of new relations and trade agreements among countries. This resulted in an uncontested process of trade internationalization, removing barriers and obstacles to the free the movement of markets.

The period after the and the Fall of the Berlin Wall (on 1989), are considered reference movements for a political, economic and social organization mode that is established from that moment. The characteristics of the relationships established in the post – World War II era, especially in Europe, led to a praxis not experienced in the field of international politics. Commercial and political relations divided in two blocs, and European culture was imposed on the rest of the world.

This model of truth and science has its initial milestone most visible in the Industrial Revolution of the eighteenth century. This model, whose foundation is Europe, has at its base an idea of humanity and issues a Eurocentric societal standard. The European model for the world cannot be seen as something that occurs from the European Union agreements, but prototypical of a rationality whose base can be considered the modern rationality.

This modern rationality came to understand the world by the necessary organization of society and nature. To further this aim, it employed mathematical language. Sousa Santos (2000, p.63) believes that this central place of mathematics in modern science derives two main consequences: "Knowing means to quantify and knowing means to divide and qualify so then to determine systematic relationships between what broke". The characteristics of scientific work, constructed from the natural and exact sciences, take on, for Sousa Santos (2006), also a socio-cultural dimension. The author points the Western modernity as a socio-cultural paradigm that is constituted from the sixteenth century and was consolidated between the late seventeenth century and the mid-nineteenth century as a hegemonic project.

Recognizing this bias, it's possible to stress the need to reflect on the agreements called South-South and the knowledge produced in this dialogue and plurality of the knowledge process. The dominant model of scientific production is sustained by the logic of exclusion and domination, and assumes a unique model of humanity and society, and thus manifests as a socio-political-cultural project.

In this context the aim of this paper is to report experiences of international cooperation for the training of teachers, established between Brazil and Africa, especially with Portuguese-speaking countries – Guinea Bissau, Angola, Mozambique and Cape Verde – having as local UTFPR *campus* Pato Branco. These were characterized by the participation of the institution in three focus areas, an agreement and two programs: the "Basic Agreement on Technical Cooperation between the Government of the Federative Republic of Brazil and the Government of Guinea-Bissau" (2008), the Scientific Education Mozambique's Students Incentive Program, Cape Verde and Angola (2010-2014) and the Student Postgraduate Research Training Program (2012-2014).

In methodological terms the paper is characterized as a descriptive study, based primarily on official documents and institutional reports. In this view, the text is organized in following sections: introduction presented here, education in the context of internationalization, the Agreements and Programs, objectives and contributions, and finally, final considerations.

## **Education in the context of internationalization**

In educational terms, the period around the 1980s and 1990s is marked by the emergence of a movement for educational reform around the world, introducing what Hargreaves *et al.* (2002) calls "new official orthodoxy", a movement that is characterized by standardization around assessment policies, funding, teacher training and curriculum. This process marks a distinct line between such policies and the vision of development advocated by major international financial institutions, such as the World Bank.

With respect to education, in general and in particular, higher education, the Bologna Process occupies a role of increasing prominence in discussions of higher education, not only in

Europe but also in the global context. One can undertake separate analyzes of this process, but it is increasingly difficult to ignore its power and impact.

The Bologna Declaration (1999) occupies a position of importance in Europe – and in particular Germany, France, Italy and the UK, countries that signed the Declaration that year – in the history of higher education, as well as demonstrating the manifest desire of resumption of this important role by creating an area dedicated to higher education that could work as a way to: 1) support the free movement of citizens ; 2) expand employment opportunities; and, 3) facilitate the development of the European continent as a whole. To the extent that the process aims at building a Europe constructed of knowledge guided by quality and mobility, it also presents as both a European idea of higher education and as a model for the world, such as the 2007s London Communiqué. Restoring Europe with knowledge means, among other things, resuming the competitive role of European higher education.

Another important movement within the internationalization of higher education that increasingly gains space and visibility is the "global rankings". The most influential classifications, with worldwide status, are the Academic Ranking of World Universities (ARWU) and the World University Rankings. The ARWU has been published since 2003 by the Shanghai Jio Tong University (SJT), which annually publishes rankings of the top 500 universities in the world, considering some indicators such as Nobel Prizes, number of researchers cited by Thomson Scientific, articles published in Nature and Magazines Science, among others. The ranking is presented in a way that ranks the top 100 universities, followed by intervals of 100 (ARWU, 2014). The Times Higher Education Supplement (published annually since 2004) and the World University Rankings which uses a slightly different methodology from the ARWU with emphasis on reputation, have been the target of numerous criticisms, however the final product remains the presentation of the Top 200 World Universities (WUR , 2014).

These rankings and the understanding Marginson and Wende (2007) have as their main purpose the comparison of universities and serve as a powerful impetus competitive international pressures in the industry. Thus, neither the rankings nor the Shanghai Times provide guidance on teaching quality, but have become powerful devices for framing policies for education on a global scale. The global rankings of universities are a reality. In Brazil, the press has published the results, mainly using the ranking published by the Times to inform the classification not expressive of our universities<sup>1</sup>.

Even with global repercussions, The World Conference on Higher Education held in 2009 in Paris, France, at UNESCO Headquarters, bore the fruit of discussions and advances "The New Dynamics of Higher Education and Research for Social change and Development." The Declaration, is drafted around 52 items and divided into seven strategic locations - social responsibility of higher education ; access, equity and quality; internationalization, regionalization and globalization; teaching, research and innovation; Higher Education in Africa; call to action : United States; call to action: UNESCO – and claims " higher education [is] the foundation for research, innovation and creativity,[and] higher education should be a matter of responsibility and economic support of all governments " (CMES , 2009).

The Regional Conference on Higher Education (CRES) occurred in 2008 in the city of Cartagena de Indias, Colombia. Their goal was to build and promote the regional position about the

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<sup>1</sup> USP is an interval 226-250 and Unicamp in the interval 301-350 (WUR, 2014) and in the 2014 ARWU ranking appears in the USP interval between 101-150.

prospects for Higher Education with the World Conference on Higher Education (Paris, France-2009). The CRES also was configured as the first document that declares the need to create the Latin American and Caribbean Area for Higher Education (ENLACES), aiming to promote regional integration of higher education. The balance carried previews, looking ahead, the demands and opportunities facing higher education in the region in light of regional integration and changes in the global context.

The Document of CRES (2008) focuses on the need for policies that strengthen the social commitment to higher education, its quality and relevance and the autonomy of institutions. These policies should focus on higher education for all, aiming to reach a higher social coverage quality, fairness and commitment to our people. They should lead to the development of alternatives and innovations in educational proposals, production and transfer of knowledge and learning, and promote the establishment and consolidation of strategic alliances between governments, private sector, civil society organizations and higher education, science and industrial technology. It should also consider the rich history, cultures, literatures and arts of the Caribbean and facilitate the mobilization of skills and values of the university in the region in order to build a diverse, strong, supportive and integrated Latin American and Caribbean society. The focus given in the Document's perspective points to the need for enhancement of local spaces, thus bringing the construction of integrated ENLACES to local experiences. Additionally, it can be seen that the two Conferences (Cartagena and Paris) were characterized by concerns and discussions around education as a public good and responsibility of the State, highlighting in that sense, the role that UNESCO has played throughout its history as an international organization focused on issues of education, science and culture.

What can be observed is that the theme involving internationalization of higher education is extremely complex. Discussions, far from being consensual, show divergences, especially in regard to the purposes and forms of participation. In the literature, it is possible to realize that the concepts depart from international cooperation to initiatives that occur within a given institution that involve specific policies. Morosini (2006), reflecting on the subject, considers internationalization any systematic effort that aims to make higher education more responsive to the requirements and challenges related to the globalization of society, the economy and the labor market. The internationalization of higher education, to the author, is based on relations between nations and their institutions. Knigh and De Wit (1997) defend the proposition of the internationalization of higher education as a process of international or intercultural influence into all aspects of education and research.

Morosini (2006) also calls attention to models of internationalization of higher education. To the author, the model is called Peripheral, and is still prevalent in Brazil. The author argues that this model concerns research and postgraduate education, in which agreements and partnerships are formed at an increasing rate. "The investigative function has linked to this researcher [and] seeks autonomy and international relations for the development of knowledge. Have a teaching function, especially undergraduates, is controlled by the state" (MOROSINI, 2006, p. 202).

It is worth mentioning, however, that in the last decade, public policies in Brazil appear to seek a shift toward a model of internationalization of higher education from institutionalization. An example of this is the Science Without Borders Program and its relationship with My English Online, as well as programs South-South, as they appear to also strengthen the national culture beyond geographical boundaries.

However, beyond concepts and definitions, the consensus seems to be the idea that this is a process that requires that higher education meets the challenges of an increasingly complex global context. The responses required of higher education, in turn, are also complex and require intentional actions, not merely reactive responses. It can be seen that the context in which higher education is embedded leads to new social and political configurations in the process of "globalization". Changes in both the role of the state, as the administrator of education, and the various implications are still the subject of intense debate and reflection. Different coexisting movements, which become critical to the subjects involved turn to be vigilant and, above all participants and expanding the discussion.

Thus, it is these different and complex movements that fit the experiences of UTFPR agreements and cooperation programs with African Portuguese speaking countries. In approaching these experiences, the reflections undertaken are justified here because, since 2008, the bindings agreements and programs presented here are part of daily academia. The case presented here therefore also invites a search for understanding about the active praxis process.

## **Agreements and programs with the Portuguese Speaking African Countries: Experiences of UTFPR**

In recent decades, higher education has become the objective of international meetings, promoted by multilateral organizations such as UNESCO and OECD, with such political force as CRES (1998 and 2009). Concerns of the African continent are present at these meetings, which to some extent, has confirmed that the Brazilian government turns attention to programs for the training of cadres of professionals for those countries, particularly involving the Portuguese language .

The great cultural identification shared by Brazil to the African continent is a significant aspect of facilitating cooperation in education. Furthermore, the linguistic identity with African countries has enabled an intense educational cooperation with countries such as Angola, Cape Verde, Guinea-Bissau, Mozambique, Saint Tome and Principe.

The educational cooperation, therefore, is wide area of possibilities, beyond even closer ties between Brazil and Africa, which aims to open up spaces for students and teachers in African universities.

In this view, the Brazilian foreign policy has sought to strengthen cooperation with Africa in educational and student areas, given the implementation of various support programs in education the CPLP countries, among which are: deployment of Brazil Opened University Pole, National School Feeding Program, Scientific Incentive Program and Amilcar Cabral and José Appeared Program in Mozambique; Programmes PEC-G and PEC-PG; Program to Encourage Student Research Training Mozambique, Cape Verde and Angola and All School Program in Angola; School Meals Project, Dult Literacy Project and Pro-training in Saint Tome and Principe project (ITAMARATY, 2014).

Among these, UTFPR cooperated with three of them, from 2008-2014: 1) Basic Agreement on Technical Cooperation between the Government of the Federative Republic of Brazil and the Government of Guinea-Bissau (2008); 2) Incentive Program Student Mozambique, Cape Verde and Angola (2010-2014) Scientific Education; 3) PEC- PG (2012-2014).

### **Basic Agreement on Technical Cooperation: Brazil and Guinea-Bissau**

Guinea-Bissau Republic is a country that since its independence from Portugal in 1974, has had to face various difficulties in development. Throughout its history, the country has been characterized by successive political, social, and economic instability that contributed greatly to the state of poverty of local people.

The main economy of the country lies in the exportation of cashew nuts and fishing agreements with the European Union. Most of the population lives in the countryside and practices subsistence agriculture (DENARP II, 2011, p. 78). Guinea-Bissau is one of the world's poorest countries, and demonstrates its fragility in various sectors, for example, in education and health, that contributes to widespread poverty (SANI, 2013, p. 25).

In this view, the education system in Guinea-Bissau has a significant rate of illiteracy, whose estimated rate is 64% and 76% in women. Attendance in school is not mandatory, so large percentages of children are out of school; with 3.6 years being the average schooling of all children. The experience and competence that students acquire in school are extremely weak. Graduates in basic education face difficulties in solving simple arithmetic and logic activities. Much of graduates at all levels have difficulty in interpreting a simple text as well as maintaining a fluent dialogue in Portuguese.

In this scenario, higher education is mainly offered by the following institutions: University Hills University of Boe and Amílcar Cabral. Many courses are offered in these institutions; Public Administration; Accounting and Management; Media and Marketing; Pedagogy; Medicine; Architecture; Nursing; Economics; Law; Computing, among others. To allow students to attend higher education they should have the eleventh class.

Among the higher education institutions of Guinea-Bissau is the National School of Administration (ENA) called CENFA with one of the most dynamic structures of vocational education in Guinea-Bissau. Located in the industrial area of Bissau, near the airport, it was built before the war (1998/1999), as part of an agreement on administrative reform in five African Portuguese speaking countries, and in each country there was a similar center or entity with this mission.

Despite the difficulties faced by the institution in the post-Civil War, ENA continued the process of training and, in 2008, had two technical secondary courses: Accounting and

Administration. In this context the first experience of cooperation UTFPR for training cadre of African countries occurred.

Thus, the starting point was given based on visits for the purpose of diagnosis (2007 to 2008) conducted by teachers and leaders of the courses involved in the two countries. Based on this, the teachers from UTFPR developed a work plan, organized into six modules for each area: Accounting and Administration and Teaching Methodology, common to both Pedagogical Training module, totaling 816 hours in all.

The modules were taught by 20 teachers from UTFPR *campus* Pato Branco, ten belonging to the field of Management, nine from Accounting and one from the Education area.

The completion of the project contributed to the training of 36 teachers from ENA. Of these, contained in the Final Report, in 2009, 90% remained faculty of the institution. In addition, teachers from UTFPR linked to both areas provided technical and pedagogical support for the creation of the two desirable degree courses by ENA: Bachelor in Business Administration and Accounting.

Based on the final reports of each module and the final report it was evident there was responsiveness and importance for the institution, for teachers and for bissauense community, in particular with regard to: qualification of teaching staff, guidance on drafting the courses of pedagogical projects and systematization, monitoring control of academic activities, guidance regarding improvement in the university management, indications for the purchase of library materials, among others.

### **Scientific Education Incentive Program for African Students**

The Incentive Scientific Training Program for Mozambique, Cape Verde and Angola students is an annual program, developed under the responsibility of the Ministries of Foreign Affairs (MFA), Education (MEC) and Science, Technology and Innovation (MCTI) of these countries and in Brazil, specifically under the responsibility of the Coordination of Improvement of Higher Education Personnel (CAPES). The science and technology developments and the lack of trained professionals in these African Portuguese-speaking countries is what leads these governments to encourage their young students to participate in undergraduate research programs in foreign universities, like in Brazil.

The objective of this program is to enable Cape Verdeans, Angolans and Mozambicans students to perform in Brazilian universities, under the scientific guidance of qualified researchers working in the areas of agreed research studies. The duration of the program is two months in the period from July to September or January to March, during school holidays in the African countries that are participating in the program. This Stage is along the lines of Scientific Initiation Program CNPq. Upon return to their countries, students must provide Capes and MCTI, from the



appropriated body of the University, a detailed report of the activities undertaken on the advice of the investigator who accompanied on stage.

The program dynamics proceed the following way: each year, Capes contact with Brazilian universities probes the interest of researchers in offering their vacancies free of charge to the students coming from African Portuguese-speaking countries, among them: Cape Verde, Mozambique and Angola. After receiving and consolidating some job offers, CAPES and MRE, according to the available budget, define the maximum number of students that can participate in the program and prioritize the vacancies offered by universities.

From this, students go through a selection process conducted in universities where they study in their home countries. After selection, the MRE arranges to send a list of selected participants, along with arrival information to the universities involved in the program, in this way, the universities can have the necessary logistics for receiving students in airports and hosting them in university accommodations or other similar types of accommodation.

Capes passes to a Coordinator, appointed by the University, the resources required for the undergraduate scholarship recipients and an additional coordinator to arrange the accommodation and food for students during their stay in Brazil. The coordinator keeps track of students along with their respective advisors, and is responsible, at the end of the program, for the accountability of what has been spent with the program evaluation and student.

The scientific studies made by African students are based on work plans submitted to CAPES, prior to the arrival of these. After arriving at the university, one of the first actions of the researchers is to provide each student the work plan activities, distributed for the two-month stay. The methodology of the work has consisted in: the development of a set of activities, such as lectures and guided reflections, field visits, practical application of the study, development of partial and final reports.

The Federal Technological University of Paraná (UTFPR) began its participation in this program in the first half of 2010, and until the first half of 2014 has already received 43 African students, as shown in the table below:

**Table 1: Countries, Year, UTFPR / Campus Area of the African students**

COUNTRY/YEAR	Nº	UTFPR/CAMPUS	AREA
2010 Mozambique 07	02	Curitiba	Optimizing the energy consumption of household refrigerators
	01 01	Dois Vizinhos	Agriculture and Rural Development agribusiness
	03	Pato Branco	Field Education and Sustainable Development Family Farming
2011 Cape Verde 04	01	Curitiba	Social Sciences and Humanities
	01 01	Pato Branco	Electrical Engineering Field Education
	01	Toledo	Civil Engineering
2012 Angola 09	02	Apucarana	Physics - Characterization Electro-optics - Conditions of Confinement
	01	Curitiba	Pedagogy (Education PROEJA)
	01	Francisco Beltrão	Biology and Ecology of Amphibians
	02	Pato Branco	Science Education - Rural Education
	02		Civil Engineering - Sustainable Construction
	01		Environmental Engineering - Motor Vehicles
2012 Mozambique 01	01	Pato Branco	Civil Engineering - Sustainable Construction
2013-1 Mozambique 01	01	Pato Branco	Field Education
2013-1 Angola 09	01	Pato Branco	Portuguese Language
	04		Applied Linguistics
	02	Apucarana	Condensed Matter Physics
	01 01	Curitiba	Environmental Engineering Electronic Engineering
	2013-2 Cape Verde 04	01	Pato Branco
01		Geography and Planning	
01		Chemical Engineering	
01		Curitiba	Business Administration and Organizational
2014-1 Mozambique 08	01	Curitiba	environmental sustainability
	01		Social Sciences and Humanities
	01	Campo Mourão	Agriculture, Mineral Resources, Biotechnology, Health Sciences
	01		Biotechnology, Environmental Sustainability
	01		Environmental sustainability
	01	Francisco Beltrão	Mineral Resources
	01 01	Medianeira	Agriculture, Information Technology and Communication Environmental sustainability

Source: Prepared by the authors (2014).

Analyzing the table it's possible to note that, to date, African students were distributed on UTFPR campuses: 20 in Pato Branco, 09 in Curitiba, 04 in Apucarana, 03 in Campo Mourão, 02 in Dois Vizinhos, 02 in Francisco Beltrão, 02 in Medianeira and 01 in Toledo. The areas chosen by them are distributed, especially between: Engineering, Education, Undergraduate, Environmental Sustainability, Agriculture, Rural Development.

At Pato Branco *campus*, it is noteworthy that, of the 20 students, 08 of them chose the area of Field Education and Sustainable Development of Family Farming. This theme is part of the UTFPR post-graduate Program in Regional Development (PPGDR) connected to two of its research lines: Development and Education, and Development Regionalism. In this post-graduate program there are at least five research teachers involved in the mentoring of these students. UTFPR's participation in the Scientific Incentive Program of Mozambique, Cape Verde and Angola students, by the PPGDR operating, aims to contribute to the project of African governments through the reception and orientation of students who undertake a scientific initiative during their two-month stay in Brazil.

For these students, the participation in Scientific Initiation Projects (PIC) is considered of paramount importance and significance for their academic and professional careers, given the opportunity to exchange with totally different realities, theoretical depth studies, literature reviews, field research, as well as highlight the importance of contact with graduate students, participation on Masters defenses in Regional Development Program, meetings with several students for Masters and Doctorate in Pedagogical Seminars.

To them, the exchange of experiences among African countries and Brazil is undoubtedly a fusion of strength to both, mostly from interacting with people and their cultures, as it can be seen by some of the following testimonials :

This agreement is very important to us, not only as Mozambicans individuals, but also as college students, since we have another way to see the problems that plague much of the Mozambican population in rural areas. We observed that here in Brazil it had been the first steps to deal with these problems developing agricultural policies that allow the development of people and the environment in which they are inserted, the rural. We realized that this has been achieved also through the Pedagogy of Alternation. We had great hope that our stay here will be of great value to our country, because we believe that college students will leave here ready to fight against poverty that they live in rural areas, with the implementation of the Pedagogy of Alternation of the alternatives. (Zacchaeus, Dércio Sampaio/ Desiderius Bila/ Nelma Ngonga, Mozambique, Brazil, 2010).

I also had the opportunity to relate to other students of Scientific Initiation (the Bachelor of Languages Portuguese – English and Masters in Regional Development) that deal with the same theme, the Pedagogy of Alternation, guided by the same teacher. Together we perform readings and exchanged experiences on the theme. To me, this initiative is a great idea to be developed in Cape Verde, to cultivate the researcher spirit in Cape Verdean students. (Telma Silva Soares Evora, Cabo-Verde/ Brazil, 2011).

The participation in this Scientific Initiation Project (PIC) during the period January to March 2012 was of great importance and significance to our academic and professional careers, since we had the opportunity to exchange with totally different realities, interests in defense of the Masters Regional Development Program, meetings with several students for Master's and Doctorate in Pedagogical Seminars as well as contact with the biggest Brazilian bibliographies (Felizardo Pedro Menezes, Angola/ Brazil, 2012).

For me, this initiative is a great idea to be developed in Angola, since our universities still are in dire difficulties related to teaching and learning (Ana da Conceicao Antonio Baltazar, Angola / Brazil, 2012).

With the experience we had the chance to have theoretical and practical knowledge of the operation of rural family homes, their appearance, their victories and their challenges. According to the very thorough and patient explanation in the development of the guiding themes, the teacher made a good approach that facilitated our understanding. This allowed us to have a concrete vision of the topic we were assigned to. Before everything is

evaluated as a positive experience. This ensured that we had an exchange in the true sense, several extra activities such as knowledge of cities where research, participation in lectures, visits to university campuses in other cities and more were performed. (Peter Simbine Mozambique/ Brazil, 2013).

It is apparent from these testimonies the academic relevance attributed to this experience to their academic and professional training. Within the research, to the extent that they relate to the research groups, students and IC graduate, broaden their university experience acquiring theoretical and methodological tools of analysis to be socialized and invested in their contexts. In respect to the cultural experiences, the experiences occur by important exchanges and interactions between both Brazilian and Africans participants.

### **Student Program-Post-Graduate Agreement (PEC- PG)**

In recent years there has been more intensification in PEC-PG program. For example, Brazil is the country that grants university places to students from the Democratic Republic of Congo, with 250 students selected for the program since 2003 (ITAMARATY, 2014) .

The Student Program Agreement Post-Graduate (PEC-PG) selected, since 2003, 237 students from 14 African countries (Angola, Benin, Cape Verde, Cameroon, Ivory Coast, Egypt, Ghana, Guinea-Bissau, Mozambique, Namibia, Nigeria, Democratic Republic of Congo, Saint Tome and Principe, and Senegal). It stands out among those selected by the PEC- PG students, the strong participation of students from Cape Verde and Mozambique, with 81 and 73 students, respectively. (ITAMARATY, 2014).

Through this program, PEC-PG 2011, UTFPR received in Regional Development Post-Graduate Program (PPGDR), approved by CNPq, three teachers from the National School of Administration of Guinea-Bissau (ENA). Of these three, two defended their dissertations (December, 2013; February, 2014) and the third has a defense scheduled for July, 2014. Their dissertations dealt with issues related to development questions in their countries.

One, entitled "The Development of Higher Education in Guinea-Bissau: Contributions, Limits and Challenges", was characterized as an exploratory field study with a qualitative approach, involving twelve institutions of Guinea-Bissau, which comprised eight Higher Education, two ministries and two national research institutes. The results showed that the main contributions of higher education to Guinea-Bissau consist of large numbers of citizens with higher education, higher number of employees prepared for good work performance, effective and efficient public administration, higher national economic productivity and poverty reduction. However, there are many limits to the country's development and higher education, among them: the late and incipient beginning of higher education in Guinea-Bissau, the lack of teachers qualification and necessary infrastructure for such, the meager Budget of state for education, since the country has been considered one in which there is very little investment in education compared to countries of the African region (SANI, 2013).

The other defended in the same post-graduate program, entitled: "Public policies on the perspective of rural development in Guinea-Bissau". This is a dissertation about the context of rural development in Guinea-Bissau in the perspective of sustainability. The focus was to analyze public

policies for sustainable rural development of the country. So it sets up some characterizations of social, economic and environmental conditions of Guinea; identification of public policies for its rural development; mapping of social conflicts and relationship with the implementation of public policies for rural development and, finally, identification of opportunities for access of rural population to public policies (INDJAI, 2013). And third, nearing completion, is concerned with comparative studies of credit management risk in credit unions.

In these studies, the concern of three Guinean teachers is noticed in relation to education, especially higher education, since it has faced several limits, from governmental instability, lack of investment, lack of human resources, infrastructure and access, among others. According to these scholars, higher education must be viewed with concern and interest, as well as national authorities, civil society, institution or public and private training organizations interested in education, because it is through these that " we have citizens involved in country, a society without violence, a state of law, a healthy society and a democracy that guarantees the value of serious democratic exercise of citizens towards development that is intended for the Republic of Guinea-Bissau (SANI, 2013 , p. 132) .

Indeed, given the foregoing, with respect to international cooperation, it can be noticed, in these UTFPR experiments, on one hand, its contribution to the training of professionals and students from African Portuguese-speaking countries; and secondly, it's clear the contribution of these students from their effective dialogues, exchanges of experiences and cultures to the reflection of Brazilian researchers and students about the differences and diversity of the countries involved, which has greatly enriched the production processes of knowledge and science among them.

## **Final Considerations**

Reflecting on experiences of international cooperation established between Brazil and Africa, especially with Portuguese-speaking countries – Guinea Bissau, Angola, Mozambique and Cape Verde – having UTFPR Campus Pato Branco as a space, it is possible to state that these are from a model called South-South, and include characteristics of this historical moment.

The scenario of Brazilian higher education, at present, is permeated by internationalization processes. In this context, central agreements with countries such as Europe and the United States are visible, where the goal is the pursuit of knowledge and innovation as much as a country's development strategy. On the other hand, the South-South agreements are consolidated as strategy for international cooperation and exchanges of experiences among countries with large cultural and linguistic similarities.

This being said, UTFPR finds these agreements and programs have contributed to: teaching training, the creation of new courses for Higher Education in Guinea Bissau, as well as studies and research focusing on the development of African countries involved. Finally, it's possible to point out that the experiences of UTFPR in this field are an ongoing process and require reflection and advances, especially in relation to its operation.

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