

## Internationalization in Basic Education in Brazil: conceptual frameworks

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### Abstract

The contemporary world has globalization as one of its main challenging mottos. In Higher Education, these movements occur more rapidly and, in Basic Education, not so much. This qualitative and documentary study performs a reflective analysis to establish conceptual frameworks for Internationalization in Basic Education in Brazil. The results indicate that Internationalization in Brazilian Basic Education is present, whether in a standardized way or not, and it also occurs silently, embedded in the dynamics of the school territory. The conceptual frameworks were constructed from the interrelationship between Internationalization in Basic Education and Education for Global Citizenship, reflections on the preservation of national identity and interculturality, and manifestations of Internationalization in Brazilian Basic Education.

**Keywords:** basic education; interculturality; global citizenship; silent internationalization; conceptual frameworks.

### *Internacionalização na Educação Básica no Brasil: marcos conceituais*

### Resumo

*O mundo contemporâneo tem na globalização um dos principais motes desafiadores. Na Educação Superior, esses movimentos ocorrem mais rapidamente e, na Educação Básica, nem tanto. Este estudo, de caráter qualitativo e documental, realiza uma análise reflexiva de modo a estabelecer marcos conceituais da Internacionalização na Educação Básica no Brasil. Os resultados mostram que a Internacionalização na Educação Básica brasileira está presente, de forma normatizada ou*

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não, e acontece, também, de forma silenciosa, imbricada na dinâmica do território escolar. Os marcos conceituais foram construídos a partir da inter-relação entre a Internacionalização na Educação Básica e a Educação para a Cidadania Global, de reflexões sobre a preservação da identidade nacional e a interculturalidade e de manifestações da Internacionalização na Educação Básica brasileira.

**Palavras-chave:** educação básica; interculturalidade; cidadania global; internacionalização silenciosa; marcos conceituais.

### *Internacionalización en la Educación Básica en Brasil: marcos conceptuales*

#### **Resumen**

El mundo contemporáneo tiene la globalización como uno de sus principales lemas desafiantes. En la Educación Superior estos movimientos se dan con mayor rapidez y, en la Educación Básica, no tanto. Este estudio de tipo cualitativo y documental realiza un análisis reflexivo con el fin de establecer marcos conceptuales para la Internacionalización en la Educación Básica en Brasil. Los resultados apuntan que la Internacionalización en la Educación Básica Brasileña está presente, de forma estandarizada o no y también ocurre de forma silenciosa entrelazada en la dinámica del territorio escolar. Los marcos conceptuales fueron construidos a partir de la interrelación entre la Internacionalización en la Educación Básica y la Educación para la Ciudadanía Global, a partir de reflexiones sobre la preservación de la identidad nacional y la interculturalidad ya partir de manifestaciones de la Internacionalización en la Educación Básica brasileña.

**Palabras clave:** educación básica; interculturalidad; ciudadanía global; internacionalización silenciosa; marcos conceptuales.

## **1 INTRODUCTION**

Internationalization in basic education<sup>1</sup> is not on the horizon of what is thought or possible by some scholars, managers, and public policymakers, or even by the general population. Maybe it's not even a utopia! What are the reasons for this scenario, given the possibilities of internationalization in basic education?

Among the possible reasons, perhaps the strongest is the question of the purpose of basic education. It is at this level of education that a nation builds, transmits and cultivates its values. It is in the education of children, adolescents, and adults in kindergarten, primary, and secondary schools that the complete education of the student is built and his or her preparation for professional qualification is prepared. These principles are so important that they are generally defined in the country's regulatory legislation, such as constitutions and national education laws.

Based on the above, Brazil, as one of the world's nation-states, fiercely defends its sovereignty and has education as one of its pillars. Politics, government, and territory are aligned with society and a national identity. In this understanding, while defending the sovereignty of the nation-state, they defend it as national and seek to protect it from other values and the precept of non-contamination that have been fervently sought (Derani, 2002).

Another possible reason that challenges thinking about internationalization in basic education is the narrative about: What is internationalization of education? In both scientific and common sense groups, internationalization means physically moving from one country to another: personal mobility. In this imaginary, fostered by a lack of information, moving students, teachers, and educational professionals to other countries, sometimes far away, is extremely costly. Today, however, with the development of Information and Communication Technologies (ICT), the borders between countries seem to disappear because, with a simple click, it is possible to "enter" another territory, often without really knowing or understanding what is happening there.

There are several reasons for this: one is the particular culture of each country, and another is the way in which communication takes place. Communication between countries goes far beyond language, but of course, language is fundamental. Speaking the same language can broaden and improve dialogue, but understanding the other person's culture allows you to put yourself in their shoes and experience their culture, their language. When this happens, interculturality becomes present, intertwining countries, languages, cultures, and people, allowing people to move in a world that no longer breathes on its own and that doesn't accept not being in each other's spaces, even if most of the time it is virtual. This means living interculturality; it means breaking down borders and making sense of the interests of countries, states, communities, and people, demanding dialogue between those involved.

This transience, whether virtual or not, is natural and makes internationalization take place silently in the most diverse spaces of society, including schools. Schools, due to their plural nature, have at their core a diversity of origins, beliefs, customs, cultures, and, of course, languages other than Portuguese. Diversities that are there, latent and often worked on to meet the requirements of a curricular component, but without being considered

greater possibilities for developing new skills and abilities, for example, internationalization in basic education. This is not an imposition or a new regulation, but rather, as has already been said, it was there, implicitly, and is gradually becoming explicit; it accompanies the fluidity of life that is part of a global world, an internationalized world.

Faced with these two scenarios - national identity and internationalization - one wonders to what extent identity and territory are being sidelined in times of globalization. These national projects are socially and historically produced within well-defined contexts and interests, and thus take on new content and new forms. This brings us back to the thesis of the "end of states" and the "end of borders" (Moraes, 2005). We are not proposing the end of the sovereignty of the nation-state with homogenization among all and the predominance of a particular model. Rather, internationalization is proposed to adopt an intercultural paradigm between different states, where local culture is not erased but grows in strength to think about global citizenship when enriched with other different cultures.

In addition to the traditional relationships with countries of the global North, such as North America and the European Union, the school is opening up to interactions with Portuguese-speaking countries in different regions of the world and, more recently, with the group of countries known as BRICS, which includes Brazil, Russia, India, China, and South Africa.

Despite all the manifestations of internationalization, the preservation<sup>2</sup> of national identity must be ensured and aligned with the assumptions of Education for Global Citizenship (EGC), which "represents a conceptual shift as it recognizes the relevance of education for understanding and solving global issues in their social, political, cultural, economic and environmental dimensions" (Organização das Nações Unidas para a Educação, a Ciência e a Cultura [Unesco], 2015). The development of cognitive skills and knowledge must be expanded to build values, soft skills, and attitudes in students that can facilitate international cooperation and promote social change (Unesco, 2015).

The stage is set. The existence of a silent internationalization of primary schools has been established. Similarly, there is a lack of documentation that identifies and characterizes these manifestations of internationalization and categorizes them scientifically to broaden the understanding of this phenomenon and to systematize these experiences.

Anchored in the relationship between interculturality and internationalization (Morosini; Dalla Corte, 2021), this article refers to a reflective analysis, proposing conceptual frameworks regarding the concepts that indicate the presence of internationalization in basic education in Brazil. To this end, some national documents guide this study, such as the National Common Curricular Base (Brazil, 2017), the National Curricular Guidelines for the Provision of Multilingual Education (Brazil, 2020), the National Parameters for Internationalization in Basic Education<sup>3</sup> (Ministério da Educação, Secretaria de Educação Básica, 2022a) and the book Internationalization in Basic Education: practices in the Brazilian context (Brazil, 2022b).

## 2 METHODOLOGY

This article, which adopts a qualitative, documentary approach, seeks to collect a range of information that includes textual or non-textual records of various kinds, such as reports, legislation, testimonies, and recordings, among others, that have been produced by other authors and have not yet received analytical treatment (Sá-Silva; Almeida; Guindani, 2009). This type of research seeks to identify information and intentions in documents, with the aim of extracting the information they contain about the researcher's own object of study (Flick, 2009; Sá-Silva, Almeida, Guindani, 2009; Lima Junior et al., 2021; Lüdke; André, 2013).

From the research corpus, which is made up of the documents analyzed, the researcher looks for elements that have not yet been analytically treated, or tries to uncover new interpretations of the research problem (Lima Junior et al., 2021). Based on documentary analysis, it is possible to "produce or rework knowledge and create new ways of understanding phenomena" (Sá-Silva; Almeida; Guindani, 2009, p. 10).

The corpus of analysis for this research is made up of the recent regulatory framework for basic education, consisting of the Common National Curriculum Base, and those aimed at establishing guidelines and parameters for establishing an intercultural and international context in school spaces, such as the National Curriculum Guidelines for the Provision of Multilingual Education, the National Parameters for Internationalization in

Basic Education and the document Internationalization in Basic Education: Practices in the Brazilian Context, as shown in Chart 1.

**Chart 1** - List of documents analyzed, year of publication, body responsible and *status*

Document	Year of publication	Responsible body	Status
Common National Curriculum	2017	Ministério da Educação	Published
National Curriculum Guidelines for the Provision of Multilingual Education	2021	Conselho Nacional de Educação	Awaiting approval from the Ministry of Education
National Parameters for the Internationalization of Basic Education	2022	Ministério da Educação	Under analysis by the National Education Council
Internationalization in Basic Education: practices in the Brazilian context	2022	Ministério da Educação	Under analysis by the National Education Council

Source: Prepared by the authors (2023).

This set of textual resources was analyzed using content analysis (Bardin, 2011), which sought to understand and consolidate the theoretical framework of internationalization in basic education based on its different manifestations in Brazilian schools. After exploring the material, three categories of analysis were constructed, the first dedicated to presenting the interrelationship between internationalization in basic education and education for global citizenship; the second contemplates reflections on multiculturalism, interculturalism, and the preservation of national identity through education; and the third addresses how internationalization in basic education is present in national educational frameworks. The categories analyzed are presented in the following sections of this article.

### 3 THE INTERRELATIONSHIP BETWEEN INTERNATIONALIZATION IN BASIC EDUCATION AND EDUCATION FOR GLOBAL CITIZENSHIP

The rationality of the Internationalization of Higher Education is present in the movements that are advancing towards internationalization in the territories of Basic Education. This scenario presents a complex relationship in the paths that seek to train

students to exercise global citizenship, professional qualifications and life in society. In basic education, the formative and pedagogical emphasis of internationalization is latent and is focused on establishing formative processes that privilege interculturality, respect for human rights, diversity and social justice, establishing new opportunities for students to relate to an increasingly globalized and plural world.

The document Education for Global Citizenship: preparing students for the challenges of the XXI century, published by the United Nations Educational, Scientific and Cultural Organization (Unesco, 2015), presupposes the development of competencies that can prepare students to act in the dynamic and interdependent world of the XXI century. Even considering the diverse contexts, regional profiles and differences in communities, the GCE converges on several important elements that aim to stimulate students,

[...] An attitude underpinned by an understanding of multiple levels of identity and the potential for a collective identity that transcends individual cultural, religious, ethnic or other differences; a deep knowledge of global issues and universal values such as justice, equality, dignity, and respect; cognitive skills to think critically, systemically and creatively, including a multi-perspective approach that recognizes the different dimensions, perspectives, and angles of issues; non-cognitive skills, including social skills such as empathy and conflict resolution, communication and networking skills, and the ability to interact with people from different experiences, backgrounds, cultures, and perspectives; and behavioral skills to act collaboratively and responsibly to find global solutions to global challenges and to strive for the collective good (Unesco, 2015, p. 9).

Therefore, the formative trend of internationalization in basic education requires the consolidation of Internationalization at Home (IaH) and Internationalization of the Curriculum (IoC) in Brazilian schools, much more than the need for physical displacement to develop an international and intercultural experience. The concept of Internationalization at Home (IaH) has been defined as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students in domestic learning environments" (Beelen; Jones, 2015, p. 69). Leask's (2009) most cited definition of the internationalization of the curriculum process focuses on the formal and assessable curriculum: "the incorporation of an international and intercultural dimension into the preparation, delivery, and outcomes of a program of study" (p. 209), thus emphasizing the relevance to learning outcomes.

There is a pedagogical focus between these two models of internationalization (Beelen; Jones, 2015; Leask, 2015). Thus, internationalization at home and in the



curriculum promotes international and intercultural education for all students in the school. For this reason, it is argued that regardless of the opportunities to participate in academic exchange experiences or face-to-face academic mobility programs, to reach all students in a school, it is necessary that the formal curricula include the perspectives underlying IaH and IoC.

The current model of academic mobility already structured in higher education, although considered the most fruitful and best known field of internationalization, is still limited to a limited group of academics with the financial means to pay for living abroad, with sufficient language skills to study subjects in another higher education institution (HEI), or with a family background that stimulates the desire to live in another country from the moment they enter academic life. This is therefore an elite movement and does not apply to the internationalization of basic education.

Mobility for learning is undoubtedly an opportunity for students to develop valuable skills and broaden their horizons by studying or training in other countries. Study abroad experiences, contribute to the development of professional, social, and intercultural skills, and increase employability. Research by the European Commission indicates that higher education students who undertake a period of mobility abroad are more likely to be employed one year after graduation, thus stimulating interest in international education (European Commission, 2023).

The concepts of international academic mobility have undergone changes and adaptations over the years, especially since the 1990s. A relevant definition on the subject is that of UNESCO (1998), which divides mobility into vertical and horizontal mobility. The main difference between the two nomenclatures is related to the economic situation of the countries involved (Stallivieri, 2017).

According to the document "Higher Education: Reform, Change, and Internationalization" (UNESCO, 2003), vertical mobility is the movement of students from economically disadvantaged countries to economically stronger countries, with the aim of gaining access to higher quality higher education programs and, subsequently, better positions in the labor market in their countries of origin. This information shows that vertical mobility is the most common option for students (UNESCO, 2003). This model reinforces the movement of internationalization towards the Global North, harming options in the



Global South, and confirms the need for critical reflection on a new proposal for the internationalization of basic education that is effective for all.

By extending to all students the possibility of an education that privileges international and intercultural perspectives in basic education curricula, internationalization can serve to promote common values and a closer understanding between different peoples and cultures, contributing to a sustainable world development characterized by democratic coexistence, respect, solidarity, and cooperation for socially responsible citizenship (Stallivieri, 2017).

The National Common Core Curriculum – (Base Nacional Comum Curricular BNCC) (Brazil, 2017) - is aligned with the proposals of Education for Global Citizenship (EGC) and the United Nations (UN) 2030 Agenda, defining for basic education the ten general competencies that embody, in the pedagogical field, the rights to learning and development. The BNCC recognizes that "education must establish values and stimulate actions that contribute to the transformation of society, making it more humane, socially just and focused on the conservation of nature" (Secretaria de Direitos Humanos da Presidência da República, 2013, p. 50).

According to the Annual Report of the Basic Education Secretariat of the Brazilian Ministry of Education (MEC) (Ministério da Educação, 2022c), in 2021 there were 46,668,401 students enrolled in basic education, with about 83% attending public schools, which represent 77% of all schools in the country. This reality is accompanied by more than 2 million teachers, 78% of whom work in public schools. These figures present the challenge of designing a concept for the internationalization of basic education in Brazil that considers this reality, as well as the diversity of its different levels and teaching modalities.

Given the context of Brazilian basic education, in which the opportunities for students and teachers to participate in internationalization actions are still very limited, given that, for example, in 2019 the percentage of exchange students up to the age of 18 was 18% (Intercâmbio & Viagem, 2020), the premise of a more equitable and democratic internationalization, anchored in the IaH and IoC models, confirms the initiative to promote Internationalization at this level of education, given the characteristics of this educational system.

To this end, we emphasize the relevance and appropriateness of the concept presented in the National Parameters for Internationalization in Basic Education, which defines it as

[...] a process that internalizes the perspective of openness to the world for all children and adolescents, young people and adults in Basic Education, promoting transformations in educational environments for quality education, and preparing students and other actors for the exercise of citizenship and qualification for work in the local, regional, national and international scenarios (Ministério da Educação, 2022a, p. 10).

The responsibility for training young people in basic education, who will be the future professionals of this new century, is reinforced by the need to develop skills that will help them to move naturally in multicultural and multilingual environments, respecting and welcoming cultural differences in their various manifestations. Developing the competences indicated by the BNCC and the GCE means institutionalizing internationalization in basic education, understanding, and applying the concepts of interculturality and multilingualism in the education of students without jeopardizing their national identity.

#### 4 FROM MULTICULTURALISM TO INTERCULTURALISM - PRESERVING NATIONAL IDENTITY

The development of the knowledge and information society, anchored in the use of digital tools and the intensive use of technologies, is increasingly reducing geographical distances and expanding the territorial boundaries of countries, creating a highly globalized reality. This same reality is also shaped by migratory movements, where migration is understood as a passage from one country to another. This leads to the understanding that we live in a global world, structured as a totality, without borders that differentiate countries, populations, or cultures (Weissmann, 2018). This reflection points to the need to understand and differentiate the concepts that underpin analyses of globalization and internationalization and that justify their presence in multicultural and multilingual contexts. In particular, internationalization requires an evolution from multicultural contexts to an emphasis on intercultural contexts and the preservation of identity.

The term multiculturalism uses the prefix multi, which in the dictionary means many, numerous. It is a term that describes the existence of many cultures in a region, city, or country. Multiculturalism recognizes the presence of many cultures in the same space but does not identify them by the interaction of the people who live there. Each culture maintains its position, its ideas, often deviating from the prevailing thinking (Weissmann, 2018).

The term interculturality begins with the prefix inter, which is identified in the dictionary as an intermediary position, reciprocity, interaction, interposing a way of establishing a bridge, an intermediation, a meeting, to form a network in interculturality. When it comes to interculturality, one can consider the coexistence of many cultures, with the possibility of establishing interrelationships between them, whether in the form of dialogue or conflict, but the important thing is that there is recognition of the different. Weissmann (2018, pp. 27-28) states, "interculturality also makes it possible to broaden horizons, making room for differences and pointing to enrichment and continuous change".

The development of interculturality is central to the process of internationalization in education, whether in higher or basic education because it promotes respect and acceptance of the culture of others, as well as the understanding that one culture is not better than another, but rather that they are different and therefore should be recognized and respected (Stallivieri, 2017).

The reality of the formation of the Brazilian people, the large territorial extension and the breadth of the borders make the country naturally multicultural and multilingual, since, according to the Federal Constitution of 1988, the strip up to 150 km wide along the Brazilian land borders is designated as a border strip. Brazil's borders cover approximately 27% of the national territory, in 11 states and 588 municipalities, and have 33 locations classified as twinned cities (Ministério da Integração Nacional, 2009).

Furthermore, relevant to this analysis are the data from the 2010 Census, the results of which show that, based on self-reporting, there are a total of 274 languages spoken in Brazil by indigenous people from 305 different ethnic groups (Instituto Brasileiro de Geografia e Estatística, 2010). In addition, there are other historically situated languages spoken in the country, such as immigrant languages, Brazilian sign language, Afro-Brazilian communities, and creole languages (Instituto do Patrimônio Histórico e Artístico Nacional,

2016). This information highlights the diversity not only of languages spoken in the Brazilian context, but also of customs, beliefs, and cultures specific to each region, state, or locality in Brazil.

Brazil's multilingual context can also be recognized by the existence of 22 official languages in 51 Brazilian municipalities. In ten municipalities<sup>4</sup>, located in the North, Northeast, and Center-West regions, 13 indigenous languages are regulated, and in 41 municipalities<sup>5</sup>, located in the South and Southeast regions, 9 immigrant languages are regulated (Instituto de Políticas Linguísticas, 2022). Although Brazil has a great linguistic diversity, "we have a deficit in multilingualism since the majority of Brazilians are monolingual and still think that Brazil is a monolingual country" (Instituto do Patrimônio Histórico e Artístico Nacional, 2016, p. 22).

In basic education, linguistic diversity can be identified by the presence of Brazilian Sign Language, indigenous languages, Afro-Brazilian languages and immigrant languages. The migratory processes of recent years, known as crisis migration (Moreira; Borba, 2021), have contributed to the displacement of foreign children and adolescents who, upon arrival in the destination country, are integrated into the school system. In the case of Brazil, Portuguese is generally the official language of instruction for all students, "and there are few, if any, cases in which this language is taught to them as an additional language" (Diniz; Neves, 2018).

The context of foreign languages crosses school institutions through different educational models, known as bilingual schools, international schools, Brazilian schools with an internationalized curriculum, schools with extended hours in an additional language, intercultural border schools, sign language schools, and schools that adopt the official curriculum, maintaining the workload of one or two hours per week for foreign language classes, as recommended in the Law of Guidelines and Bases (*Lei n.º 9.394, 1996*), which establishes the teaching of at least one foreign language in primary school in the last years and in secondary school.

The relevance of highlighting this issue in research on basic education lies in the argument that

If in the past we have followed paths shaded by the silencing of languages and cultures, seeking the exclusivity of the Portuguese language, it is time

to move towards an educational policy that values, respects and embraces Brazil's cultural and linguistic diversity, which includes hundreds of indigenous languages, at least 30 of immigrant communities, and the traditional linguistic practices of Afro-Brazilian communities, especially the quilombolas (Brasil, 2020, p. 20).

In this regard, it is postulated that bilingual/multilingual educational initiatives in Brazil are still "on a journey towards enrichment models that value multilingualism, that abandon the perspective that the plurality of languages and the presence of subjects with plural repertoires in school is a 'problem'" (Ribeiro Berger, 2021, p. 131). This understanding expands the perspective of the nation-state, based on the premise of "'one state, one nation, one language' - [which] erases the heterogeneity of different student subjects, signifying them because of totalizing categories constructed a priori that establish a univocal relationship between the nationality of a student and the language he speaks" (Diniz; Neves, 2018, p. 90).

In this sense, it is necessary to advance in the understanding that "language exhausts the feeling of identification with the homeland [...] in fact, states, more than countries, represent or bring together peoples" (Patrício, 2009, p. 96). For the author, the assumption that the relationship between multiculturalism and interculturalism expands the identity of a nation means recognizing that school institutions, although rooted in the national soil and contributing to the construction of national identity, can also contribute to "an identity that will then not be a melody, but a harmony to be sung in chorus" (Patrício, 2009, p. 122).

## 5 MANIFESTATIONS OF INTERNATIONALIZATION IN BRAZILIAN BASIC EDUCATION

Internationalization in Brazilian primary education can be viewed from two perspectives. The first corresponds to schools that, to some extent, have the intention of internationalization explicitly in their school dynamics, such as international schools, schools with an internationalized curriculum, bilingual schools, and schools with extended hours in an additional language. Most of these schools are private. The second perspective takes place silently, i.e., in schools that include internationalization actions implicitly in educational activities and teaching practices, aimed at developing learning objects that are

relevant to the education of the students, as well as meeting the local or regional cultural needs that make up the school's territory. The majority of these schools are public.

Understanding the concepts that characterize each universe of schools makes it possible to clarify which actions or practices represent the intentionality or otherwise of internationalization in each universe, whether public or private.

International schools are those that are linked to other countries and have partnerships with national educational institutions in their curriculum guidelines, following Brazilian norms and legislation for the granting of double degrees (Conselho Nacional de Educação, 2020). These schools offer students the opportunity to obtain the International Baccalaureate (IB), a certificate recognized by hundreds of countries around the world. These schools are or were founded by immigrant communities and are based on bilateral agreements in their founding statutes.

The methodology of teaching in an international school has English or the other language for which the school is designed as the language of instruction for all or most of the classes. Thus, subjects such as math, science, geography, and history, among others, are taught in the school's primary language and constitute classes in another language rather than a foreign language. These classes are often taught by professionals who are native speakers of the language. There are currently 32<sup>6</sup> international schools in Brazil.

Schools with an internationalized curriculum are those that, through the establishment of partnerships, adopt curricular proposals from other countries, while respecting the minimum workload established by Brazilian legislation for subjects that must be taught in Portuguese, as well as other normative aspects of the legislation. These schools "must ensure that the international curriculum does not hinder the development and assessment of students in the Brazilian curriculum" (Brasil, 2020, p. 26).

Bilingual schools promote "a single, integrated curriculum taught in two languages of instruction, aimed at developing students' linguistic and academic competencies and skills in these languages" (Brasil, 2020, p. 24). For a school to be considered bilingual, it must have a bilingual pedagogical project that covers all stages of basic education, which can be introduced gradually and offered to all students (Brasil, 2020). The workload for the additional language must, in early childhood and primary education, follow the teaching time in the additional language, which must be at least 30% and at most 50% of the

curricular activities. In secondary education, this time must be at least 20% of the workload in the official curriculum, and the school may include the additional language in the curriculum.

Bilingual schools must have a curriculum based on the BNCC, with common core subjects taught exclusively in the second language of instruction and diversified core subjects taught in the second language of instruction. The methodologies used in these schools must allow for the teaching and learning of the content covered in the second language of instruction, in accordance with the theoretical assumptions that underlie the type of education in question and that allow for the development of the competencies and skills set forth in the BNCC (Ministério da Educação, 2017).

Schools with extended additional language time "are characterized by the promotion of the school curriculum in Portuguese in articulation with the learning of linguistic skills and competences in additional languages, without linguistic development being integrated and simultaneous with the development of curricular content" (Brasil, 2020, p. 24). In these schools, the time for the additional language must be at least three hours per week, since the mandatory workload by law is already 50%. The additional activities must be available to all students in the school (Brasil 2020).

In terms of curriculum organization, these schools must include both the subjects provided for in the Common Core and the diversified subjects, the former taught, "exclusively in the second language of instruction and the latter taught in the second language of instruction," and it is the school's responsibility to comply with the provisions of the BNCC (Brasil, 2020, p. 26). The methodological approach adopted aims at "intensive learning of the additional language, developing fluency and competence, without links to academic content" (Brasil, 2020, p. 27).

Assessment in bilingual and extended day schools is left to the discretion of the institutions. For the assessment of proficiency, it is expected that 80% of the students at the end of the 6th and 9th years of primary school will have reached a proficiency level of at least B1, and the same percentage of students at the end of the 3rd year of secondary school will have reached a proficiency level of at least B2 in the Common European Framework for Languages (CEFR) (Brasil, 2020).



Given the characteristics of international schools, schools with an internationalized curriculum, bilingual schools, and schools with extended hours in an additional language, it is possible to perceive an intentionality regarding aspects of internationalization, such as the international and intercultural dimensions inserted in the formal curriculum. This allows for an assessment that is preceded by the preparation, delivery, and outcomes that a program of study makes possible, as well as postulated by Beelen and Jones (2015) and Leask (2009), and that explicitly shows the internationalization that takes place there.

On the other hand, there are schools in which internationalization takes place unintentionally, without the goal of internationalization, but with implicit goals that are present in the needs that arise in the reality of each school, in each context, which are not isolated from the globalization movement. An example of this is the actions developed in public schools to meet the needs of intercultural education, such as the schools included in the Project of Intercultural Bilingual Border Schools (PEIBF). This project was created in 2005 through a bilateral agreement between Brazil and Argentina to promote exchanges between teachers from Mercosur countries:

[...] the development of a common teaching model in border area schools, based on the development of a program for intercultural education, with an emphasis on the teaching of Portuguese and Spanish, once the legal requirements for its implementation have been met (Ministerio de Educación, Ciencia y Tecnología, Ministério da Educação, 2008).

The methodology used was based on Teaching by Learning Projects (TLC). The teacher from the school in the neighboring country taught Spanish in the Brazilian school, and the Brazilian teacher taught Portuguese in the neighboring country. The classes met once a week and were planned by the teachers together. With the MEC Decree No. 798 of June 19, 2012, the PEIBF became the Intercultural Border Schools Program (PEIF). In partnership with federal universities, continuous training was offered to teachers participating in the program to facilitate their work and consolidate exchanges between them, intercultural education, and the learning of another language.

Other examples of actions that are essentially aimed at developing competences and skills for each stage and year of schooling, in accordance with the needs of the educational territory, allow us to identify the internationalization that is taking place there in an implicit and natural way, without being noticed. As a model, we can also mention the

projects developed in the North of the country, which aim to value the history, geography, politics, economy, culture, traditions, dances, cuisine, and linguistic diversity of the students. Theatre has been developed as an action that allows a dialogue between the actors, each with their mother tongue, bringing together Portuguese, Spanish, Creole, French, and English in the play, contributing to the interaction, integration, and appreciation of the cultures and customs presented in the educational territory formed by Haitians, Venezuelans, and Brazilians (Ministério da Educação, 2022b).

Storytelling, a practice in the early years, carried out in another language and by foreign storytellers in projects in public schools shows the internationalization taking place silently, as children experience another language and, added to it, other cultures.

The laboratory practices developed in the Science Club "Cientistas do Jardim", in addition to the development of science projects in partnership with students from municipal and public schools, provide internationalization without thinking about it or mentioning it. Internationalization occurs silently in the construction and reconstruction of knowledge in spaces such as the Science Club, as students, members of the group, participate in international fairs, whether in person or remotely, presenting in English or Spanish, representing the country in scientific spaces and winning prizes (Ministério da Educação, 2022b).

Actions such as these show the efforts being made in the field of education to meet the country's needs for an education capable of responding in synergy to the demands of a globalized world, without forgetting its roots. Admittedly, the actions exemplified are limited to three contexts of analysis category and do not reflect the whole experienced in the Brazilian reality, which, if published, would certainly show an extremely diverse range of actions due to the richness of realities in the Brazilian context.

## 6 FINAL CONSIDERATIONS

This article has tried to carry out a reflective analysis to propose conceptual frameworks for the internationalization of basic education in Brazil. The global context points to the erosion of borders and reveals multiculturalism and the various social and

economic movements of resistance and acceptance of the principles and strategies of globalization.

Movements facilitated by technologies place education at an increasingly dynamic level, linking and interconnecting knowledge, cultures and lives, showing that internationalization is taking place at all levels of education - in higher education, more explicitly, and in basic education, gradually and silently.

Therefore, specifically in terms of competences and skills, there is a demand for professionals who respond to global challenges and who recognize and respect the many cultural differences among peoples (Unesco, 2015; Ministério da Educação, 2017). To respond to these demands, some basic education schools have begun to think about training for global citizenship.

In this scenario, movements towards internationalization in basic education have been identified, driven by the demands of an interconnected society that responds to the demands of the educational territory, with globalization being inherent to this context. The manifestations of internationalization in basic education, conceived in this article as a conceptual framework, are present in international schools, schools with an internationalized curriculum, bilingual schools, intercultural border schools, among others not included in the above list, especially those that take place in public schools, showing a silent internationalization.

There is a relationship between the concept of internationalization in basic education and the existence of the mastery of another language, which can be a foreign language, such as English, or the acquisition of Portuguese as a second language. This link between internationalization and foreign language learning now extends to the public network. This is because the current public policy for basic education proposes to deepen the reflection "between language, identity, and culture and the development of intercultural competence" (Ministério da Educação, 2017, p. 247).

For a long time, internationalization was considered synonymous with mobility and academic exchange. However, the current paradigm for internationalizing education is based on broader and more equitable concepts that promote differentiated learning opportunities through educational pathways that incorporate intercultural and international perspectives and prepare students for citizenship in a global society.

Research shows that in many public schools, internationalization takes place in silence, emphasizing the goal of training students to exercise global citizenship and qualify for work at the local and international levels (Ministério da Educação, 2022b). This reality leads us to unveil the internationalization of basic education from early childhood and extend it throughout life.

In this understanding, Silent Internationalization in Basic Education is a movement that takes place within the school and has the potential to promote a critical and holistic educational process that seeks to preserve universal values through dialogue, respect, and appreciation of interculturality and multilingualism. Silent internationalization in basic education is implicit in teaching practices and educational actions aimed at ensuring that students develop the competencies and skills required by legal educational frameworks, apart from internationalization itself. It is a silent internationalization because it lacks visibility as part of the process of internationalizing basic education.

Breaking with this invisibility requires the establishment of conceptual and normative frameworks that define a set of guiding principles that systematize, organize and disseminate the actions that characterize internationalization, while respecting the beliefs and values of the school community.

A scenario is emerging that requires the definition of public policies and the targeting of investments aimed at establishing guidelines for the internationalization of basic education, so that all school institutions can, through internationalization, meet the demands imposed and so evident in the XXI century. This requires the training and evaluation of teachers and other educational professionals, the adaptation of curricula to the training of global citizens, the establishment of partnerships with local, regional and international actors, and the definition of strategies for the management, evaluation, and monitoring of the internationalization process.

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#### NOTES:

<sup>1</sup> In Brazil, elementary education comprises early childhood education (from 0 to 6 years old), primary education (from 7 to 14 years old) and secondary education (from 15 to 17 years old).

<sup>2</sup> Preservation in the text is action used in the sense of maintaining culture, customs and aiming to protect them in order to maintain.

<sup>3</sup> The Ministry of Education (MEC), through the Secretariat for Basic Education (SEB), sent a proposal for National Parameters for Internationalization in Basic Education in Brazil to the National Education Council (CNE) in 2022.

<sup>4</sup> Baniwa, Neengatu, Tukano and Ianomami in São Gabriel da Cachoeira (AM), Guarani in Tacuru (MS), Akwê-Xerente in Tocantínea (TO), Macuxi in Bonfim and Cantá (RR), Wapichana in Bonfim and Cantá (RR), Mebêngôkre/Kayapó in São Felix do Xingu (PA), Tenetehara/Guajajara in Barra do Corda (MA), Tikuna in Santo Antônio do Içá (AM), Tupi-nheengatu in Monsenhor Tabosa (CE) and Terena in Miranda (MS) (Instituto de Políticas Linguísticas, 2022).

<sup>5</sup> German in Pomerode (SC) and São João do Oeste (SC); Hunsriqueano/Hunsrik in Antônio Carlos (SC), Barão (RS) and Ipumirim (SC); Trentino dialect in Rodeio (SC); Plautdietsch in Palmeira (PR); Plattdütsch/Sapato de Pau in Westfália (RS); Polish in Aurea (RS), Carlos Gomes (RS), Casca (RS), Mallet (PR) and São Mateus do Sul (PR); Pomeranian in Canguçu (RS); Domingos Martins (ES); Itarana (ES); Laranja da Terra (ES); Pomerode (SC); Santa Maria de Jetibá (ES) and Vila Pavão (ES); Ukrainian in Mallet (PR) and Prudentópolis (RS); Tailan in Antônio Prado (RS), Barão (RS); Bento Gonçalves (RS); Camargo (RS); Casca (RS); Caxias do Sul (RS); Fagundes Varela (RS); Flores da Cunha (RS); Guabiju (RS); Ivorá (RS); Ipumirim (SC); Nova Erechim (SC); Nova Pádua (RS); Nova Roma do Sul (RS); Paraí (RS); Pinto Bandeira (RS); Serafina Corrêa (RS) and Vila Flores (RS) (Instituto de Políticas Linguísticas, 2022).

<sup>6</sup> Available at: <https://educacaobilingue.com/escolas/escolas-internacionais/>.

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