



Policies of Professors Training in the Context of the Transnationalization of Education. A Comparative Approach

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The beginning of the XXI century is marked by an intense shift in the global system, signaling a radical change in the economic paradigm, which no longer focuses on the production of goods but on an intensive use of knowledge [1].

The advent of "knowledge society" comes from a conception of education as factor of competitiveness, largely propagated by international organizations, which emphasize on the role of universities and vocational training in higher education, because knowledge is regarded as an engine of social and economic development of countries. This central role played by education and training in today's society is decisive for its progress, but brings, at the same time, the risk of approaching education and knowledge as commodities or services. The transnationalization is supported on this view of education for competitiveness and profit, seen as a commodity that needs a supranational regulatory framework [2].

In recent years, we have seen how this centrality of higher education and the knowledge society are formed through the efforts to build the European Higher Education Area (EHEA). It is important to emphasize that this project transcends the borders of Europe and influences other processes of integration, for example, the Educational Sector of Mercosur (SEM).

Protecting the historical specifications of each process, some authors highlight approximations between the goals of the EHEA and the SEM [3], as the case of recognition of diplomas, mobility, quality assurance and implementation of joint actions in the field of professors' training. Regarding this issue, there is a major concern about the university professors within a European context, because they can materialize the goals established by the Bologna Process.

In this context, in which the trends on both sides of the Atlantic coincide in many features, the central objective of this research is to understand how transnational guidelines, understood as the recommendations of international organizations and the demands for creating common spaces of higher education, influence the professors' training policies at universities in Brazil and Spain.

In order to achieve this goal, we conduct a comparative study of some public universities in Sao Paulo and Catalonia. This study is justified by the limited existing scientific production in this field and by the chance to propose improvements to current training policies from an international perspective.

We rely on a qualitative methodology, using three main techniques: documental analysis, focus groups and interviews with officials and professors in different institutions. As regards the treatment of information, we will use the content analysis and the critical analysis of discourses.

Although we are at an early stage in the research, we would like to present and discuss some partial and important results: we identified that both contexts are facing common challenges such as an increasing internationalization and mobility as well as the emergence of innovative programmes especially dedicated to professors' training within some universities. It shows that we need to advance in the knowledge of innovations on different universities, in order to foster a more collaborative and less competitive process of transnationalization among educative institutions.