

## Internationalization in Higher Education: Concept, Externalization and Search for a New Design

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*In this text, we will first refer to some theoretical definitions related to the concept of internationalization, presenting other two concepts important for the ongoing debate. The text starts with a brief revision of the concept and some inputs in the debate, through the contribution of two authors (SCHRIEWER, 2011 and KNIGHT, 2008,2016). In a further step we try to explore some limits and possibilities of these two preliminary definitions, considering several different global landscapes, but particularly discussing the so-called interrelationship networks and the implications. As a final result, we will try to demonstrate some challenging horizons, which demand us to design other partnerships, cooperation, mobility programs and global public policies in internationalization. These new horizons could require from scholars a kind of visualization of the so-called “Máquina do Mundo” (Machine of the World) from the Lusíads, looking for a constellation, galaxy or other form of presenting data in higher education. Particularly the rankings express a very unequal and multidimensional environment, which can be redesigned. As part of a research proposal, we will try to show perspectives for higher education and internationalization, looking beyond the rankings to visualize forms, dimensions or other alternatives in a more and new dynamic and visuality to educational processes in higher education.*

**Key words:** Internationalization; Education; Higher Education; World System, Externalization;

### ***1. Internationalization: Working with basic definitions and its re-percussions.***

This text is a result of a short term research about new perspectives in higher education and internationalization, basically inquiring the broader concept of World System (BERGESEN) of Education and its epistemological tenacity, validity or resilience for these first decades of the 21th century. The idea of the research emerged in Germany (Berlin) some years ago, for the occasion of a PHD research, investigating programs for youngsters in Brazil and Germany in a comparative perspective. Now, as a kind of revision of the literature, it evolved basically reading (reports of OCDE, UNESCO, WTO, IMF, EU), consults to data bank and support from graduate and undergraduate students in Brazil, Canada, South Africa and Spain, plus the support of some professors at British Columbia (UBC) in which is being conducted this research. In the last decades, there has been a huge discussion about internationalization of higher education, but a few of them about regions which are out or far from the so-called core (western and or English speaking developed countries, basically GB, USA,CAN, AUS and NZ). There also has been several attempts to analyse connections between education, internationalization and higher education in Latin America, for example, like those done by GVIRTZ,S & BEECH, J. (2007). This region remains dominated by the academic languages Spanish and Portuguese, because of substantial historical backgrounds, where English rarely appears in the academic environment, and the students mobility from the only BRIC in the region is drastically low compared to China and India (ALTBACH, 2016, p.254-284). If considered the controversial process of mobility for young researchers or graduate/undergraduate students, there are more and more evidence about the effect of it in terms of innovation and career development (UNIBRAL, Science without Frontiers, among others, in the Brazilian case), not to mention the long experience accumulated by programs in the European Union. These initial words about Latin America, considering its peculiar position in the so-called rankings, with the dominance of the core of nations described. However, in the field of teacher education, which is crucial to a nation development, concrete results from researches which could transform it, have been scarce.

Some authors also celebrate internationalization and looking for historical legitimation, they try to identify moments in which its sister globalization, manifested itself, somehow linking it to internationalization, electing. For example, the Portuguese navigations from the XVI century as a pioneer process, and in doing so, electing Portugal as the possible first super power in global scale, due to its ability to manage several maritime technologies, colonizing territories, bringing its language and culture to the American, African and Asian continents. Others will try to focus in the relevance of the phenomenon in the 21th century cultural, political and ideological hurricanes, sometimes reinforcing competition in higher education, sometimes, and rarely, suggesting the building up of complex networks of solidarity in internationalization, putting on the table several aspects and dimensions of the problem (ALTBACH,2016; KNIGHT,2008; BROOKS,2011). From the historical perspective, in fact, if taken just one aspect of the portuguese history and these pioneers of the seas through the eyes Luis de Camões in *The Lusiads*, we can find the *Máquina do Mundo* (or the Machine of the World), in a passage which the Goddess Tétis presents to General Vasco da Gama of kind of metaphor of future utopias. Then, when putting together or comparing the vision in the *Lusiads* with those possible from ISS and NASA made in the last decades, and doing so, comparing the vision of that sphere in the *Lusiads* with the mages from ISS/NASA, we could be surprised, by confirming that since there is been a long time since we try to see and contemplate the global magnitude of our existence. This global magnitude of our existence has been rudely swallowed by the economics and economic discourse in the XX th century, putting all the discussions in a disputed term or terrain called globalization. Nevertheless, probably none of the theories of globalization, maybe with the exception of term globology, would resist in our days to the images of the ISS (International Space Station), which in some way manifests that vision of the *Lusiads* expressed in the *Machine of the World*.

As we are looking in this text for other forms to express the processes called internationalization, that glance at the/from the space, for example, here: <https://vimeo.com/49972040>, could be inspiring, since they have not only an exotic global aesthetic showing the planet from above, but also, putting the human consciousness floating over the planet, and doing so, they recreate the very sense belonging to the planet. These first moments of contemplations will allow us to imagine not only the portuguese diaspora towards east and west five centuries ago, as a genuine process of premature globalization in which the men are represented in the triad of the trader, priest and soldier, all of them merged in one person, but also to remember how human beings have been insistently willing to transpass both imagination and borders for centuries. Back to the challenges of our days, and to the concept of internationalization, without forgetting its links to globalization processes, but looking beyond the economic discourse, we would suggest that the most dynamic and maybe changing moment in the recent history of Internationalization of higher education, has emerged in the end of XX century and in the beginning of the 21 th century, with the Doha Round (World Trade Organization), as an emblematic point in the debate. That point in history could help us to understand the spread of international and or comparative education centers/departments in Australia, Canada, USA and even in Germany, to dedicate to a field of knowledge which has been disputed. The negotiations in the beginning of XXI the century must be seen as a result of the turbulent end of XX century, with several events on the global stage such as the fall of Soviet Union and the Berlin Wall, the fast emergence of China and the consolidation of political, economic and cultural blocks and its educational programs, such as the European Union. The so-called UNESCO Conferences (Johmtien-1990, New Delhi-1993, Dakar-2001, and **Paris 1998 and 2009**) at the end of XX th century and beginning of the ongoing century, are also prospective references, both in terms of historic events, as data and documents produced, to analyse the kaleidoscope of nations positions in terms of higher education in a global perspective and their commitment (or not) to education, as a global-social fight between those who defend it as a common public good and a social/human right, on one side, and those who consider education a commodifying service (BROOKS;2011, p.6). At the same time and reinforcing the obligation of nation-states to implement global public policies in student mobility with regulation, the Bologna Process and the controversial consolidation of an European curriculum (forged by the ECTS- European Credits Transfer System), today in a turbulent political and economical environment, can be seen as an important model for those initiatives, although BUCHMANN (2016, p.61-73) signalizes the emergence of transnational entities/institutions which linked to this political economy of student mobility in the Schengen and/or European Space and doing so, demonstrates the role of the EU as an important global player.

We can not forget here the emergence of such huge programs as Erasmus, and others since the 90s, such as Leonardo, Lingua, among others, as laboratories for transnational public policies in mobility, curriculum and interculturality in higher education (KNIGHT,2011),as well as funding facilitators or main partner in policies, for example, for underprivileged youth inside major European cities such as Berlin-Germany, through the ESF-European Social Fund, after the Fall of the Berlin Wall (MOURA, 2006). In the research referred, we tried to show how difficult was to other major cities located outside areas like the European Union, such as Sao Paulo (Brazil), to obtain support from transnational agencies in the massive way the EU provides to its territory. Specifically in the educational studies, in the 20 th century, authors such as Schriewer (2011, p.41-42)will consider the concept internationalization in the historical and important moment of the emergence of the United Nations: "Internationalization originated as a term of international law. since the nineteenth century, it has been used to denote limitations of the sovereignty of a State over all or parts of its national territory (such as cities , waterways or harbours) in favor of other States or the international community as a whole. Only after 1945 did the term take on a more general meaning. At present , internationalization - like its more recent twin term globalization- is used to describe tendencies toward the intensification of global relations of interaction and exchange, the world wide interweaving of fields or social communication and the transnational harmonization of social media and structures. Internationalization and globalization refer to a social reality that **increasingly** extends into the everyday experiences of individuals as well". (SCHRIEWER; 2000, p.305-334). A second "work" definition of internationalization can be found in Knight (2008,p.21), created decades after the first one, proposing a kind of neutral definition.

"This volume proposes the following working definition: Internationalization at the national/sector/institutional levels in the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels." (KNIGHT, 2008, p.21). While the first definition invites us to see in the end of Second World War and emergence of U.N. the urgent need to create an institutional apparatus to create a kind of "PAX" (peace) inside the cold-war, the neutral definition from Knight (2008) implies a kind of equalization of national systems of education, which possibly have been co-existing in several unequal levels and dimensions, making difficult to integrate international/intercultural or global dimensions into the purpose, functions or delivery of higher education, due to the multiplicity of languages, cultures, missions and structures of higher education world-wide..In other, words, and this is a very important point, an university in a non-English speaking country, in the south hemisphere, with limited use of innovation and I.T., and suffering from a potential un-translationality of its practices (ability to show its teaching excellence, its range of research initiatives and its service to the community), would need a kind of new transnational or global affirmative academic action to equalize its chances in highlighting its indicators in the global stage of academics.

In terms of assisting international students, for example, we can give a very simple example, if taking the well-trained work-force built in countries like Australia (very strong destination for students) in terms of hiring student advisors with high salaries to take the responsibility/social mission of welcoming, in a broader meaning, the new students in the campus. Such a professionalism is hardly impossible in countries or universities of Latin America. If we investigate the reasons, multidimensionally, we would come to a conclusion that to avoid inequality higher education internationally we could build up compensational programs. While discussing internationalization, we should discuss aspects of internationalism and internationality before putting an university in a vertical list or the so-called ranking, like those organized by several organizations Juergen Schriewer, the first author defining internationalization, not only remembers that the term was created in the context of the international rights for the occasion of the emergence of the U.N., but also points phenomena such as global migrations, economic relations, financial inter-conections and crisis, as part of the context. There is also an entire dimension of causes and consequences for educational sub-systems which have been affected by globalization and therefore confirming the existence and dynamics of a world system of education. He also points the growing influence everywhere about consolidation of a world system of education in terms of educational policies, reforms, internal and or national programs, some how now available for a "world pedagogical audience" (SCHRIEWER, 2011, p. 42).

## **2. Externalization**

In fact, the analyses from Schriewer is largely based in Niklas Luhmann's Theory of Social Systems, but particularly the concept of the externalization of a system, in the case, the externalization of an educational system. So the educational system ceases its operations and look outside for other references.

As pointed from the author, an educational system externalizes through: 1-general principals, 2- values or ideologies based in values and 3- organization. If considered the first category, general principles of rationality, a very good example here could be the rationales highlighted by Knight (2008, p.25). In terms of rationales for internationalization of higher education, what Knight calls institutional level rationales, we must be highlighted: - international profile and reputation; - quality enhancement/international standards, - student and staff development;- income generation ,- research and knowledge production (KNIGHT, 2008, p.29-30). This translationality of rationales into categories which favor the rich west and the rich north is very controversial and problematic. At the same time, we do have a global externalization of national educational systems to standardized rationales such as those pointed by this author, unfortunately influenced by the very epistemological and fragile form/concept of rankings. we have universities outside the English-speaking space, which don't charge fees are located far from rich nations, that could be focus of alternative actions arbitrated by global and or regional organizations to integrate platforms of knowledge and developments, not rankings. So instead of a vertical list, we could imagine a constellation. Stack (2016) discussed the global rankings in higher education and what she calls midiatization of higher education. In that case, midiatization occurs through the power of rankings and unequal competition between universities everywhere.

Returning to the discussions proposed by Schriewer about the consolidation of a so-called World System of Education, for example, it is important to consider what could free "Pedagogy to adopt aprioristic or dogmatic premises to validate its scientific nature" (SCHRIEWER, 2011,p.89). To illustrate a second form of externalization, "to values or ideologies based in values", a very good example can be found, if considered the leftist *progressive* governments in Brazil, inspired in the European Marxist critical tradition to build up its programs and to justify them by search of equity, social justice, guaranty of rights in Brazil. A brief study of the programs could show that the vocabulary used in those programs in the last decades, like demonstrated by (MOURA,2014 p.01-20) about the PIBID program (Scholarships Institutional Program for Pre-service Teacher Education) are based in ideologies of equity and guaranty of social rights for children and youngsters who deserve a better quality in education. This ideologies or reference to ideas have grown between 1988 and 2003 and has been turned to public policies between 2003-2013. Unfortunately this process culminated with the deposition of the president. Another aspect to explore externalization to "values or ideologies based in values" is to analyse to action of World Bank in the 80s , 90s (WARDE, 1996) and in the beginning of the twentieth century to adopt a kind of soft approach in the last decades, mixing up its old neo-liberal reform ideology to others more progressive, incredibly based in leftist experiences. The case of East Timor and the reconstruction programs from UN are also a good example of externalization of a national system, as an appeal to ideology. Guimaraes (2016, p. 127-142) has described his actions as a Brazilian teacher in public schools under a UN initiative, showing the contradictions between reconstruction and indoctrination. But we can also consider the case of East Timor as a whole and its process of reconstruction as externalization to values or ideologies based in values. Actually, this could be considered a process of externalization in at least two sub-dimensions: Externalization to ideas, ideologies and or even concepts, such search for equity and social justice, very common in the programs of world or global agencies, but at the same time, a kind of externalization to different kinds of organization (SCHRIEWER, 2011, p.89-93).

As already said, externalization (SCHRIEWER, 2011, p.89-93), can be understood as the pause of internal operations of a system (education, for example) to externalize itself, "looking" to the outside dimension or adopting some aspects of this external dimension. Externalization is a part of the theory of Niklas Luhmann about systems. At the same time, the concept of a World System is based in the studies Albert Bergesen and his colleagues from the American sociology in the 1980s, when they tried to emphasize what they call globology. The idea of a globology replacing the sociology tradition, brought to the scene the idea of the world as an unit of analyses (BERGESEN, 1980, p. 5-12) created a shadow over the way of describing phenomena in the social sciences, putting on the stage a multidimensional spherical form and making difficult to describe phenomena purely through the lenses of sociology and text, such as the majority of authors in the research about internationalization. At the same time globology, at this point, would allow us to recover the vision of a sphere (The Machine of World) from Luis de Camões's *Lusiads*. So, Globology could have accelerated, at least in the first moments, the consolidation of the concept World System, and later World System of Education. Further, if this process can be linked to the concept of a netsociety from Manuel Castells (1999), based in the identity, production and the power, is an open question, since the possibilities to use references and authors in the specific field are endless and unlimited.

Strongly related to the World System of Education, the concept of transnational interrelationship networks, according to Schriewer (2011, p.42) involves mutual dependency and linking the dimensions of local and global, which are important to understand how a national system of education develops and changes.

### **3. World System of Education and Transnational-interrelationship networks**

The emergence of the World System of Education, according to this author, would allow us to observe processes of: - Educational expansion in the last decades of the twentieth century; primary, secondary and tertiary, although here we must highlight the intranational, international and transnational distortions and growing differences and inequalities among national systems of educations, for example inside the BRICS (ALTBACH, 2016, 48-73). In the terms of Luhmann and his school, this could be described as *Ausdifferenzierung*, under Niklas Luhmann's sociology. Acceptance of a global model of institutionalized schooling (administrative structure, school system, organization of the educational process, governmental regulation, establishing of roles of teachers and pupils); Discourse about the cultural development and educational ideology in a global level, (with strong competences such as individual development, equity and social cultural opportunities, economic development; political or granted by the nation-state.). There are two important sources of material which can be analysed to observe this aspect: global programs produced by transnational or regional institutions (EU, UNESCO, WB, OCDE) and programs on the national and or institutional level, which tend (or tended to) incorporate the vocabulary of the global progressive political agenda. They can also be considered part of what CHOMSKY (1999) has called global State or proto-world State.

When analysing the concept of transnational interrelationship networks, we must agree with the author, that the discussions inside a country and society about the education can not provide a total comprehension of it, without the external input or perspective. This sometimes occurs inside neo-colonial approaches, also because of the unequal forces operating on both sides of cooperation, but can also in a contradictory way lead to sovereign partnership and mutual comprehension, partially reached inside programs between Brazil and Germany (UNIBRAL and PROBRAL, between 2009 and 2014). More than never, is important to understand the position of a country inside the international system. So even if immersed in an unequal and multidimensionality diverse world order, also influenced by the international labor division, the countries refer themselves to external: 1- General principles (a kind of global engine for the science as a whole), 2- ideologies or ideas based in ideologies (For example, the large Marxist tradition in Latin America and the influence of European thinkers played in the ongoing implementations of programs) and 3- organization (the movement in large scale of sub-national-educational systems in a process to growing organization and padronization, often producing reports and descriptions the own system in a critical way, looking for its improvements, inconsistencies, sometimes based in external parameters, such as countries, theories or other organizations or authors). As a huge part of a world system of education, some institutions such as UNESCO, OCDE and even the European Union with its several important programs (Euridice, Erasmus, Leonardo, Socrates, etc...) need to be considered part of this complex field of analyses. Inside the BRICS, for example, there are alternative indexes, e.g., to PISA and IGLU, such as the Brazilian IDEB or others. So, external global indexes are complementary, sometimes refused by nation-states, but can be decisive for a nation planning in education, for example, toward excellence in teacher education. This global surveys have a partial effect to show how and if each nation-state is fulfilling its task in providing social justice to the new generations of children and the youth, but again they have the problem of translationality, in other words, how can indexes or rankings be replaced by other forms or designs which really express what is important in education. Big foundations have also the power to create programs and indicators for the sub-system of education inside a nation. Ayrton Senna Foundation (MOURA, 2001) with its movement of intranational and international influences, as well as other strong semi-public actors, open spaces for debates and reforms inside the territory of a nation-state and or an educational system, influencing public policies. If we Recognize, at least partially, the importance and the emergence of a world system of education, then a step further should be, for example a discussion about considering what Knight (2008, p.47-49) highlighted as tracking measures. The scope here could include a university, a region, a nation-state, but we choose to discuss just a couple of them, considering they are more than 10: 1-) Faculty/Staff Involvement: We see some programs to mobilize the staff to the culture of internationalization. Some initiatives in developing or middle income countries, such as Brazil and its Universities (USP-CCITN) and UNICAMP (VRERI) have been systematically supported the staff to be more mobile and multilingual. But the scale of doing it in a middle income country, compared to the challenges of internationalizing a higher education institutions, are considerable.

Also a systematic survey or results seem to not available, which open also space to new research. 2-) Faculty/staff appointment, promotion, tenure, recognition: A very important consideration here would be that one based in a preliminary question: How can a country outside the anglo-american range of influence in terms of the language (English) support or promote or recognize promotion, tenure, recognition, particularly in the field of internationalization. It seems important to create goals or aims for staff to achieve in a certain time. The lack of fluent staff in English has been delayed several MOUs or other forms of cooperation and partnership which require English in developing countries. 3-) Advisory and support Services for students study abroad: Here is something very important that put countries such as Australia and its universities ahead of other nations, considering the salaries, and the process of professional hiring combined with considerable benefits from this countries See, for example, websites, like UQ (University of Queensland) and RMIT(Royal Melbourne Institute of Technology). If we consider countries like Australia in terms of creating opportunities for staff through its aggressive hiring processes of attracting student advisors, what kind of externalizations are we seeing and are going to see in the future in terms of professionalization of staff dedicated to assist student in a global environment? How are these ideas and practices, from countries which are already doing this, will affect other nations.

4-) Student exchange programs: In this aspect we could highlight the fast and growing mobility of students coming from India and China (ALTBACH, 2016) as well as those well-established networks of interchange and mobility inside the EU provide mainly by the Erasmus program. 5-) Internships or placements, field trips, work-abroad projects: In this aspect, some programs, like the community field experience from UBC (Canada), could be a good start point, but in the reverse direction, in another words, students from other countries coming to Canada for a kind of “experience field program”, reversing the tendencies that rich countries sending students to poor or middle income countries. 6-) Advisory and Support services for international Students: Some experiences such those with programs UNBRAL and Science without Frontiers in Brazil showed a lack of integration in terms of the institutional cultural of diverse countries and universities. 7-) Number of International Students campus: The results of rankings here, which put such a high discrepancy between universities in the north and the south, in the English speaking countries and the others, could serve as a laboratory to analyse deeply why are the discrepancies so high ( ALTBACH, 2016). More than that, could be possible to build up programs or affirmative action for countries which have partially good quality indicators, but do not have the power to promote or to mediatize themselves in attracting students and or scholars?! What can be done on the global stage of negotiations. 8-) Curriculum and Teaching/learning process: Integrating an international/intercultural perspective: We know that rich/north countries are in a leading position in terms of innovation and transformation. What exactly would be a kind of integrating an international and intercultural perspective into the teaching and learning process and the curriculum. Some experiences between Brazil and Germany show a limited success and very slow and difficult process of implementation ( UNIBRAL Program, Licenciaturas Internationals Program) Other questions to discussion are: 9-) Curriculum: Foreign language study. 10-) International Courses programs: 11-) Research Courses and programs: 12-) Research and Scholarly Activities: 13-) International Development projects: These kind of projects occur in several levels and can also be a prospect to analyse transnational networks of collaboration, but also of power.

Studies like PISA put rich-successful countries in a position to impose the good knowledge or teaching process produced inside their frontiers, confronting, national and sub-national educational systems, in a dispute, for example, between legitimation to evaluate school assessment. In the higher education, and particularly in internationalization, we could maybe investigate the potential to develop partnerships and/or cooperation. 14-) Crossborder Academic Programs: The cases of universities, basically Australian, which transport entire campuses to other countries in Africa and Asia, should be focus fo deeper analyses and debate. If there is any kind of trade between a powerful nation/institution and another one in a more modest or difficult condition, would be important to think about a global impost, as suggest by PIKETTY (2015). Far from just homogenizing processes, these transnational interrelationship networks (SCHRIEWER, 2011) allowed counter movements such as those explained by the author after the emergence of the United Nations. We can observe the emergence of the so-called transnational Interrelationship networks, producing opponent movements such as: - Internationalization and idiosyncratization (indgenization); A very powerful example here could be the creation of top-universities in China, trying to put them in a good position among world class research university rankings, but at the same time, deepening the gap between local sub-national educational systems.

It internationalizes itself and doing so, polarizes with an internal nationalized/localized dimension of the educational sub-chinese systems, which remains less mobile, less open to innovation and use of IT in educational process and curriculum changes. supranational integration and international diversification; A good example here could be the so called "national policies" from the progressive governments of Brazil, such as PIBIC, OBEDUC, and others. These programs in the field of Teacher Education in the last years, massively searched to equalize and level the sub-regional educational systems by providing complementary funding, scholarships to public schools and university professors in the 27 Brazilian federal states and at the same time gave some space to the emergence of a kind of creative or knowledge economy inside public schools/universities in the country. The programs supported the schools with the expertise from federal government with didactic materials, pedagogical planning, mini and mobile laboratories and human capital improvement in a form of better conditions to field experience for beginners-teachers (pre-service teacher experience). So here, the circulation of ideas of equity, opportunities and social justice would function as supranational integration. The idea and concept of Mercosul could work as an inspiration to accelerate those good experiences in Brazil in conversation or debate with other countries in South America, but the data about it is scarce. On the other hand, if we consider similar programs in middle-income countries, we could observe the so-called intranational diversification, then the national traditions in Africa and Latin America tend to influence educational programs supported or inspired outside of these countries, but with a potential to transform positively the results in education (Bolsa Familia Program, for example, could have and have experienced a kind of intranational diversification in the Latin American geographical sub-system). Other programs from global agencies can be also analysed in terms of diversification intranational. But some programs such as Science without Frontiers from Brazil and Erasmus, from the EU, could be analysed in both dimensions or under both categories: They can be a key factor of continental integration and at the same time influence Other powerful English speaking countries to adopt good practices in international students mobility programs (integration supranational) but can also allow or foster intranational diversification, for example, the way credits made in a foreign country (host university) can be considered or registered in the university of origin. global diffusion processes and specific reception processes from the culture; We could consider here all the debates and public policies in environment and environmental sociology and how they circulate, or are influenced by processes of externalization; - an abstract universalism from the transnational models diffused and an structural elaboration promoting deviations; global extension of educational models standardized and diversity of sociocultural networks; This aspect of a so-called world system of education would be the action of national and local governments in creating, using indexes such as HDI (UNO) and IDEBs (Educational Development Indexes), goals and dead-lines for its sub-national systems to apply for funding under certain guide-lines. A Good example of it would be the also Brazilian NPE- National Plan of Education.

So, here universalization of secondary school and increment of enrollment in the tertiary sector are goals oriented by an international agenda, which is not necessarily neo-liberal or progressive, but emerges from the aspiration of social justice, inspired in United Nations and sub-sequent Conferences, including Jomtien, Dakar and New Delhi. Of course the social-fights in all of its levels pressed the national systems to change. We need to consider what Altbach (2016) says about USA when he emphasizes that US. universalized the access to tertiary education prematurely before most of nations, including the Europeans such as Germany, but it does not minimize the fact that if we consider globally, access to tertiary education remains mainly in the hands of powerful and or private groups, including Americans. It seems that some statements from Altbach about the universalization of higher education in the US are challenging, particularly if we compare two BRICS with unequal enrollments taxes in Higher Education and the U.S. The disparity between Brazil (36 % of the schooling population enrolled in higher education and Russian Federation (76 % of the schooling population enrolled in higher education), put in question the aspirations of some national elites, who insist in the discourse of a state-public university (free from Fees) and at the same time has a big amount of private universities with bad reputation and or quality enrolling the majority of its students in higher education. The so-called universalization of higher education in the U.S. puts some difficult questions to countries such as Brazil (with a big part of its tertiary sub-system of education dominated by the private sector, providing a low quality education as a whole) and even India, with a massive population in schooling age, still outside the university. This point brings us to the last point or argumentation about internationalization, exploring the concept externalization of higher education further, to observe sub-systems and the transnational interrelationships as key-mechanism of a world system of education, with possibly growing influence from the two asian sisters: China and India. We need to explore the Chinese induction of excellence universities and the ongoing process of the Asian giant unequal higher education system.

Do we think the rankings are a good and to provide a healthy cooperative-competition between institutions, sub-systems of systems of education?! In our days, the process of internationalization of Higher Education without a proper global regulation, is conducting the national systems of education to a possible more unequal and extremely differentiated global system in the future. And this is not only because of the drain brain, English as scientific dominant language and or the reputation and number of citations of researchers, but has also influence of growing unregulated privatization inside and among national systems of education. There is also an entire dimension of authors who criticize the internationalization focused in rankings, because it would be a pure privatization of the higher education, turning everything in commodities, including the so-called aspect of education as a service. At the same time, we have an entire tradition in the science who is showing us the phenomenon on the planet and in its surroundings from a trans-human perspective, pushing us to an orbital perspective, to a condition of a einsteinian free observer, with our mind or consciousness floating over the planet. If we consider these two dimensions or ways of showing the processes of internationalization, on one hand the studies, based in numbers, rankings, texts and information about internationalization and on another hand, some signals of the emergence of a new perspective to study the planet, the life and the complex processes between man, machine, technology, science, culture and education, than we will be able to see, through images (pictures and videos) and even sounds, what could be this other forms or expressions of an education which can not be measured by numbers in a ranking. It is our consciousness over the planet and its consequences for education as a whole which is in front of or above us. We should think about what is at stake from that perspective.

### **Conclusion**

In this text, we recovery the discussion about internationalization, from a very didactic beginning: we start presenting two definitions for the term, which are related, but not necessarily meaning the same process, since one of them appeals to history, particularly the moment of emergence of UN, to explain internationalization, while to other one, offers a neutral working-definition. As a challenge, we invited the reader to imagine the planet and its condition from above, trying to re-propose or redefine what is and how internationalization works? In a further step, we introduced the concept of externalization and its three categories of analyses: Externalization to general ideas or rationality, to values, or ideologies and finally externalization to organization. Further, we tried to clarify the concept of externalization, created by the german sociologist Niklas Luhmann, in a context of a world system of education and influencing transnational interrelationship networks. These networks themselves present the movements of counter-movements, distributed in several dimensions or types. Using some empirical examples from several realities and countries, where we have partners writing and researching, in different dimensions, times and spaces the concept of internationalization of higher education, we tried to show some traces to redesign the network or ideas in the field of higher education and internationalization, proposing or supporting some a form of biosphere, galaxy or constellation, which could show us, beyond the rankings, all the diversity, differences, inequalities and complexities of this phenomenon.

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[www.vimeo.com](http://www.vimeo.com)

[www.nasa.gov](http://www.nasa.gov).

[www.Unesco.org](http://www.Unesco.org) ( Conferences of Paris, New Delhi, Jomthien and Dakar) Available in the website.

[www.wto.org](http://www.wto.org) : WTO – World Trade organization

[www.imf.org](http://www.imf.org) : International Monetary Fond.

[http: Europa.eu](http://Europa.eu) (European Union).

Abreviations:

BRICS- Brasil, Russia, India, China and South Africa

HDI – Human Development Index.

NPE – National Plan of Education (Brasil)

PISA –Program for International Student Assessment

IDEB – Brazilian Index for educational development

IGLU – Progress in International Reading Literacy

UBC – University of British Columbia