

PEC-G: An Analysis of the Student Program-Graduate Agreement at the state university of Londrina - Brazil - in the Perspective of Students

Doralice dos Santos Ananias¹, Carlos Golembiewski², José Isaías Venera³, Vanderléa Ana Meller⁴, Vera Lucia Sommer⁵

¹Master in Public Policy Management, UNIVALI, SC, BRAZIL.

²Dr. Social Communication, PUCRS, RS. Professor at the Professional Master of Public Policy Management at Univali, SC, Brazil.

³Dr. Sciences of the Language, UNISUL, SC. Professor at Univille, Joinville, SC, Brazil.

⁴Dra. Educação, Univali, SC. Professor in the Masters in Public Policy Management at Univali, SC, Brazil.

⁵Dra. Sciences of the Language, UNISUL, SC. Professor at the Univali Journalism Course. Brazil.

Abstract— *The Student-Graduation Agreement Program (PEC-G) is one of the instruments of educational cooperation that the Brazilian government offers to other developing countries in Asia, Africa and Latin America. The Ministry of Foreign Affairs (MRE) and the Ministry of Education (MEC) are mainly responsible for the overall coordination of the Program, while the Higher Education Institutions (HEIs) are responsible for the reception and training of students. In this sense, this article has as general objective to understand the Program of Students-Agreement of Graduation (PEC-G) at the State University of Londrina (UEL) from the perspective of the main social actors involved: the foreign students. Due to lack of space in this article, the position of the managers of the program in the UEL and in the MEC was left out. As for the research methodology, the Case Study and the Bibliographical Study were used, with a qualitative approach, the instruments of data collection were questionnaires and interviews. Among the conclusions of the study, it is possible to emphasize the students' deficiency in learning the Portuguese language before arriving in Brazil; the difficulty of living and the lack of resources to support themselves in Brazil; the need for investments by UEL in socialization actions of new students who enter each year at the University.*

Keywords— *Public policies; Social actors; Students.*

I. INTRODUCTION

The Undergraduate Student-Covenant Program (PEC-G) is a vacancy in Higher Education Institutions (HES) for foreign students whose objective is to attend undergraduate courses in order to become professionally qualified. The PEC-G represents one of the oldest international cooperation's in Brazil, which, according to Duarte (2016), in 1964, received its current denomination through the report of the Ministry of Foreign Relations - MRE, directing its own actions to the IES, without the participation of the Ministry of Education - MEC. In 1974, the MEC and the MRE signed the second protocol seeking its greater efficiency.

Currently, the Program is governed by Decree 7.948, dated March 12, 2013, repealing Decree 55.613, of January 20, 1965, whose purpose was to regulate and adapt the PEC-G. According to Duarte (2016), this was the first significant modification of the Program since its inception, being extremely important for monitoring Brazil's foreign relations.

The objective of the program is to strengthen

relations between governments, which need to pay for maintenance, accommodation, transport and food for students who come to Brazil to study. The benefits provided to Brazil in terms of foreign policy are to contribute to the development of the countries agreed by the qualification of students, and for the institutions the benefit is the opportunity for cultural and social exchange between foreign students and Brazilians.

It is the responsibility of the HES to host and train these students, thus requiring a continuous evaluation of the evolution of the Program and the valuation of PEC-G students, paying them in the academic environment and in research, teaching and research activities. extension.

In order for the students to achieve a good income, a policy built with the social participation of the actors involved is necessary.

For Höfling (2001), it is fundamental, in the implementation of the Public Policy, an evaluation in its implementation, and not only in the evaluation of the results created by it. With regard to Educational Policies,

which contextualize the object of study of this work, the G-PEC, it is worth observing what determines the legislation, the determination of education as a right of all, provided for in articles 6 and 205 of the Constitution of the Federative Republic of Brazil of 1988.

Souza (2006) states that Public Policies can be understood as a set of governmental decisions, plans, goals and actions, together with the state, federal and municipal spheres, aimed at solving problems or public interests, whose actions must reach the well-being of society.

For the foregoing, this article aims to answer the following question: what evaluation do foreign students conceive of the Undergraduate Students-Agreement Program (PEC-G) held at the State University of Londrina?

The performance of the university is of fundamental importance in the context of exchange and cooperation, and the strengthening of the development processes of the agreed countries, as well as the organization of the necessary procedures to offer experiences and experiences of reception and educational quality to the students. In this context, from the studies and results presented in the master's thesis "The undergraduate students-agreement program (PEC-G in the state university of Londrina: an evaluation from the perspective of the social actors involved", of the Professional Master's Program in Public Policies, from the University of the Vale do Itajaí, we made a cut focusing on the evaluations expressed by the scholarship students around the Program of Students-Graduation Agreement - PEC-G at the State University of Londrina.

The general objective of this study is to: Understand the evaluation of foreign students about the Undergraduate Students-Agreement Program (PEC-G) held at the State University of Londrina.

Thus, the PEC-G, the object of analysis of this study, is one of the instruments of educational cooperation that the Brazilian government offers to other developing countries, seeking the collectivization of access to education and more opportunities for qualification of human resources to young people from a developing country (MRE, 2016)

For the preparation of this work, it was sought to understand, through theoretical reference, the Public, Social and Educational Policies, considering the approaches and concepts necessary for an understanding of the Undergraduate Students-Agreement Program, through federal legislation, in addition to the legislations of the Institution regarding the Program, for the realization of the understanding and functioning of the

Institution in Brazilian HEIs.

Thus, the work delimits a public institution, in this case, the UEL, since the action, in this public body, is already defined with its laws and decrees. In spite of this, it needs internal actions pertinent to the understanding of the PEC-G for an institutional evaluation, providing benefits to the students, to the University, as well as to the country of origin of the students, which maintains cooperative relations with Brazil.

II. METODOLOGY

Through the Case Study of active students at UEL and the coordinators and teachers responsible for the G-PEC, the Ministry of Foreign Affairs (MRE) and the Ministry of Education (MEC) understand the evaluation of the Student Program - Undergraduate Agreement - PEC-G at the State University of Londrina by the scholarship students involved in it, inspect their conditions and proposing actions and mechanisms for improvements and adjustments to Public Policies at UEL.

This is a qualitative approach research, as a research technique, were semi-structured interviews. According to Gil (2008), the research is developed through a fixed list of questions, so that, for the accomplishment of the research, a descriptive study method was adopted, whose data collection was elaborated by documentary, bibliographic research. In it, a survey was elaborated by means of interviews and questionnaire, in which the questions remain invariable for all the interviewees - are open questions in which the respondents have their own way of writing the answers.

For the application of the questionnaire, the following criterion was observed: only questionnaires would be sent to active students, that is, enrolled and studying, totaling 29 (twenty-nine) students, while interviews with coordinators and teachers, as well as MRE managers and MEC, made 3 (three) in total.

III. THEORETICAL FRAMEWORK

3.1 Students-Undergraduate Agreement Program: PEC-G as Cooperation Program

Graduation for the PEC-G student is free, however, the student must pay for his / her housing, transportation and food expenses during the period of stay in Brazil. According to data from the MEC (BRAZIL, MEC, 2015), the selected students will be submitted to the Portuguese Course for Foreigners and the Celpe-Bras Exam in Brazil, that is, standardized tests in Portuguese developed by the Ministry of Education.

Data from the Department of Higher Education of the Ministry of Education and Culture (BRASIL, 2014) regarding the 2014-2015 selection process reveal that the most sought-after courses by foreigners in Brazil, through the PEC-G, are: Medicine, Engineering, Administration and International Relations.

In 2014, the Program has completed 50 years, and it is estimated that during that period, approximately 15 thousand young people attended. In a very effective way, the PEC-G encourages the formation of the student-covenant in the expansion of its educational level, since it selects participants between the ages of 18 and 23 who have financial conditions to stay in the place of exchange, without costs for the country of origin and destination (BRASIL, MEC, 2015).

The G-PEC includes developing countries, that is to say, economically less favored ones. For this reason, it is necessary to consider that the students, for the most part, come from families with little financial structure, but declare conditions of staying in Brazil - because this is one of the requirements of the protocol, although they do not always have these conditions (BIZON, 2013). According to Manual of the Program of Student-Graduation Agreement (PEC-G), year 2000, the student should have exclusive dedication. One of the rules prevents the members from carrying out any type of paid work, and because they receive few resources from their families, the student therefore seeks financial resources through an internship.

At present, there are 72 Higher Education Institutions (IES), which are offered to the PEC-G, offering all those approved, free admission and without a competition or entrance examination to students from 58 countries. At present, there are 25 nations in Africa, 25 in Latin America and the Caribbean and 8 in Asia. In 2015, the courses with the largest number of vacancies offered by the universities were: Letters, Social Communication, Administration, Biological Sciences and Pedagogy (DCE, 2016).

Decree 7.948, signed by the President of the Republic, Dilma Rousseff and the Ministers Antônio de Aguiar Patriota and Aloizio Mercadante, mandates the Ministry of Foreign Affairs to coordinate procedures for the implementation of the G-PEC with foreign governments through the diplomatic missions and Brazilian consular offices. In addition, it is the responsibility of the Ministry of Education to coordinate the procedures related to the admission of the HEI to the G-PEC, offer of vacancies, selection and registration of candidates and monitoring of the Program.

By 2018, the Program has been administered in

three parts: the MEC and the MRE are in charge of their overall coordination and the Higher Education Institutions (HEIs) are responsible for the reception and training of the students.

For a better understanding in this respect, according to Maciel (2010, p.6), "we must ask: what is the environment that nourishes and nurtures one's own citizenship and, by correspondence, strengthens the role of the citizen in the control of Public Policies? Obviously this place is the democratic environment. "

It means, therefore, according to the new constitutional order erected by the Federal Constitution of 1988, that, in a democratic environment, there is a great power over the constitution of Rule of Law, whose principles are organized to meet social needs. The guiding principles of the Democratic State of Law, in consonance with Streck and Morais (2000, p.90), are: "constitutionality, democracy, social justice, equality, division of powers, legality, the system of fundamental rights ".

The purpose of social rights is to enable people to have services capable of guaranteeing a minimum quality of life, providing dignified life for the citizen, that is, "represent the way in which society penetrates the State, seeking to: , to control it and to interfere in its administrative structure, in its processes of legitimation and regulation, in its priorities and objectives "(PEREIRA, 2002, p.34 apud MACIEL, 2010, p.4). Else, according to Marshall (1967), allow him to have a civilized life, that is, the state must guarantee the right to life, equality, education, immigration and emigration and association.

However, the process of winning citizens' rights is not homogeneous and linear, establishing that the recognition of citizenship does not always occur from the perspective of universality. In this bias, in the history of citizenship rights in Brazil, "many of the social rights were implemented through a corporatist bias, aiming to meet the demands of the more organized segments of the workers and with greater capacity for political pressure, and therefore did not become universal "(MACIEL, 2010, page 7 apud ARAÚJO, 1998, p.22).

Therefore, in the student-covenant relations of the PEC-G, which presents itself as a differentiated instrument of Public Policies, it is chosen the cooperation with developing countries aiming at the political-ideological commitment with the mobility of students and knowledge coming from outside of the country (BIZON, 2013).

According to the Division of Educational Issues (DCE, 2016), the idea of creating a Government Program

to support students from other countries arose from the increase in the number of foreigners in Brazil in the 1960s and the consequences that this fact brought to the internal regulation of the status of these students in Brazil. There was a need to unify the conditions of student exchange and to ensure that universities offered the same treatment given to Brazilian students. In the last 16 years, 9,218 were selected by the Program.

IV. RESULTS AND DISCUSSIONS

With regard to the PEC-G students in the UEL, 154 students have passed through the Program since its inception, of which 29 (twenty-nine) were active at the State University of Londrina at the time of this research. Thus, questionnaires were sent to 29 (twenty-nine) students, of whom 26 (twenty-six) answered, a membership of 89.66%.

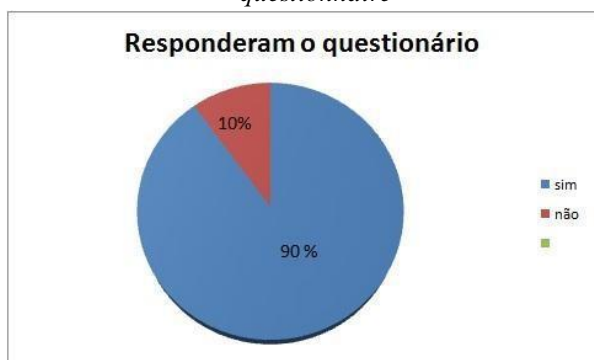
The questions presented to the social actors involved, in the form of interviews and questionnaires, led to the elaboration of this item, in which we intend to analyze the Student Program-Graduation Agreement (PEC-G). This was evaluated by those who benefited and managed the project within the Institution and by those who generally manage the G-PEC in the country through the MRE and the MEC.

4.1 Profile of students

To compose this item, the questions proposed to the students in the questionnaire were presented with the objective of evaluating how the PEC-G held at the State University of Londrina is seen by those who benefit from the Program. In this way, the graphs elaborated with the data provided by the students in the questionnaire are presented below.

Graph 4 presents the proportion (percentage) of students who answered the questionnaire.

Graph 4 – PEC-G students who completed the questionnaire



Fount: survey questionnaire data.

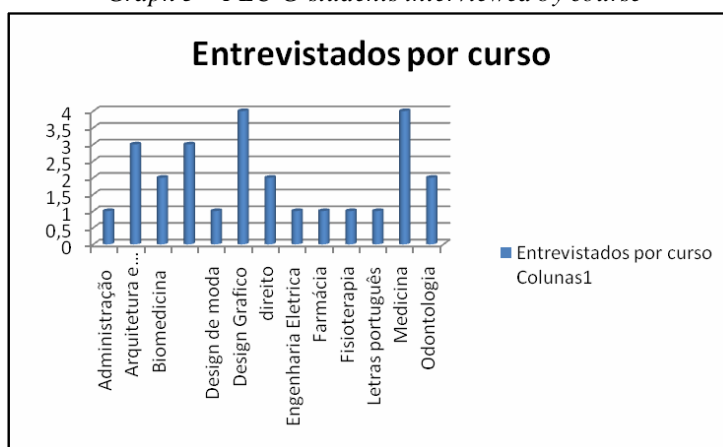
Of the 29 (twenty-nine) students interviewed, 26

(twenty-six) answered the questionnaire, making up 90% (ninety percent), three (3) of which did not respond, ie 10%). The students are willing to participate in the research and contribute to the evaluation of the program.

Of the 26 (twenty-six) participants, 17 (seventeen) are female, while 9 (nine) are male. One can notice a relevant figure in this result: the number of women is greater than that of men, that is, 65% (sixty five percent) belongs to the female sex, while only 35% (thirty five percent) to the male sex, making a total of 100% (one hundred percent) of the students interviewed.

Meanwhile, Chart 5 shows the number of students interviewed per course.

Graph 5 – PEC-G students interviewed by course



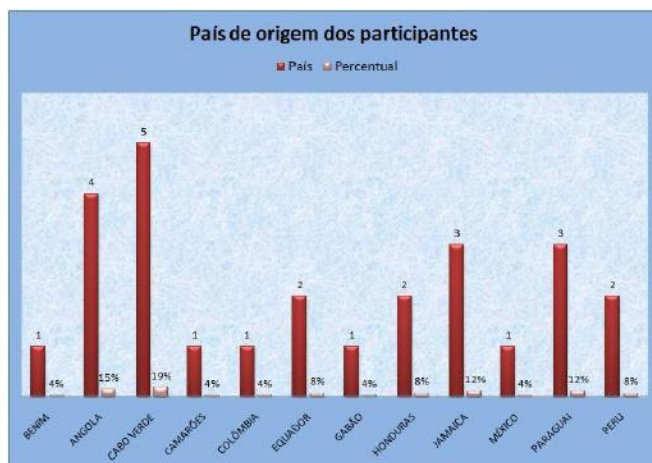
Fount: survey questionnaire data.

It is noteworthy that the largest number of students active in the act of this work was found in the courses of Medicine and Graphic Design. The largest age group in terms of percentages is 21 (twenty one) and 25 (twenty five) years, making up 19% (nineteen percent) of the total.

According to the website of the MEC (2015), the PEC-G selects participants between the ages of 18 and 23, thus, considering that UEL courses range from 4 to 6 years to completion, all students have entered the program age.

Graph 6, for its part, presents data on the proportion (percentage) of students interviewed by country.

Graph 6– Nationality of PEC-G Students Interviewed



Fount: research questionnaire.

The students who participated in this research come from several countries, with different percentages. In relation to the students coming from Africa, the percentage index stands out with a greater number of students coming from the African continent. Following the presentation of the profile of the students interviewed, the answers to the questions (6) answered in the research questionnaire were analyzed.

In question 01, “**Why did you choose the PEC-G Program and the State University of Londrina to study for graduation?**”? a table summarizing the proportion (percentage) of the reasons for the Student-Graduation Agreement (PEC-G) and UEL program choices, considering the 26 (twenty-one) answers given:

Table 5 – Choice of PEC-G and UEL

Why did choose PEC-G?	QUA	%
Opportunity for new cultures and languages	11	42
Because they did not have the intended course in their country	6	23
The program offered good and free education	5	19
Suggestion from friends or relatives	2	8
It was the best option	1	4
To know Brazil	1	4
Why did choose UEL?	QUA	%
The program put them in UEL	11	42
For being a good university and of high prestige	8	30
Single University offering the intended course	3	12
For having friends at UEL	3	12

Already knew Londrina (city)

1 4

Fount: search data.

Thus, in the choices made, 11 (eleven) students, or 42% (forty-two percent) chose to participate because they had the opportunity to leave their country and to know new cultures and languages. However, 11 (eleven) students, making up, 42% (forty-two percent) did not even know about the existence of UEL. Thus, analyzing their responses, we perceive the need for visibility of UEL outside the country, creating, in this sense, digital media dissemination strategies in several languages of the PEC-G at the State University of Londrina, contributing to the increase in demand of students in the institution.

The reasons for the choices made by PEC-G and UEL in the responses of 13 students were: "The program offered good and free education" and "Because it is a good university and a high prestige."

In this context, according to the MRE (2015), culturally, coexistence and experiences tighten the bonds between societies, meaning a culture of knowledge integration between countries. Thus, one of the objectives of the G-PEC is cooperation with developing countries, creating a differentiated instrument of Public Policy (BIZON, 2013), in which the political-ideological commitment with these foreigners is to offer quality teaching and research. These, according to Stallieri (2002), together, create conditions of development, generating quality of life of the populations and academic knowledge for a good performance in their professional formation in their country.

In question 02, "**How is your experience in the country?**" the table summarizing the proportion (percentage) of satisfaction or non-satisfaction level is presented:

Table 6 – Country Experience

How is your experience in the country?	QUANTITY	%
Great, wonderful, good.	14	54
Good	10	38
There are good and bad times	1	4
It's not what I "thought it should be"	1	4

Fount: search data.

It is observed that the acquired experiences, although they are "great" and "good" by these students, among them there are also degrees of satisfaction and

dissatisfaction and concern:

Satisfaction: 1 (one) likes to live in Brazil; 3 (three) report that the people of their contacts are kind and friendly; 1 (one) reports that they are receiving quality education.

Dissatisfaction: 2 (two) students report various difficulties such as "xenophobia, racism and other forms of prejudice";

Preoccupation: 3 (three) students report difficulty in obtaining housing / lodging / guarantor (person who secures or ensures the fulfillment of duties and obligations of another).

Although the experiences acquired by these students are considered excellent, good and wonderful, some find it difficult to live, even though the Ministry of Foreign Affairs manual contains information that every student, on condition of participating in the Program, must prove that has financial conditions to remain at the place of exchange. In addition, it must declare that it has conditions to support itself.

Another major difficulty reported by them was socialization, as many reported racism and xenophobia as problems, this is a condition that involves common prejudice in today's society, the difficulty of living with differences and hurting attitudinal accessibility. According to this research, 34% (thirty-four percent) of the students of the UEL Program come from Africa, which leads to the conclusion that this nationality needs to achieve humanized and inclusive respect in the higher education. This reality demonstrates the validity of investing in Public Policies of insertion of the black in the university.

In question 03 "What are the main difficulties in adapting?" is presented the table that summarizes with proportion (percentage) the difficulties in the adaptation by these students of the 26 (twenty six) answers given:

Table 7 – Difficulties of adaptation

Difficulties of adaptation	Quantity	
Language, idiom	6	23
Habitation	4	15
Culture difference	4	15
Racism	3	12
Reception	1	4
Adapting to the course	4	15
Culture shock	2	8
Work - Not being able to work	1	4
They had no difficulties adapting	1	4

Fount: search data

With regard to the difficulties experienced by the exchange students, the question of language is mentioned, cited several times in their answers as a difficulty; 23% (twenty-three percent) have difficulty with the language and 15% (fifteen percent) with the dwelling. It is worth remembering that the Celpe-Bras proficiency exam is applied, according to the MRE, in the student's own country if there is an Applicator Center. Otherwise, the Program directs the student, in Brazil, where there is a vacancy to take the course and proof of proficiency. In this way, HEIs understand that the student should have at least an understanding and understanding of the Portuguese language in order to leverage their studies during the exchange.

However, according to the students' reports, one of the great difficulties experienced is related to the language, there is a need to review the evaluation tools and criteria, as well as access to learning Portuguese. Some HEIs are more structured than others, and it is necessary to invest more in preparatory courses of Portuguese for foreign students, including UEL, determining institutional actions with attention directed to the Portuguese courses, being it an application or not of the Celpe- Bras.

Another point reported by students on this issue is racism, notorious in several speeches of the students in this field work, because they realized racial and intercultural disrespect. Therefore, it is necessary to institutionally review how to adapt internal regulations of the University with the purpose of enabling the opportunity of appropriate treatment of diversity to foreign students.

In the matter 4, "What are the strengths and weaknesses of PEC-G?" the table summarizing with proportion (percentage) positive and negative points is presented, considering 26 (twenty-six) given answers:

Table 8 – Positive points of PEC-G

Regarding the answers:	Quantity	%
Opportunity new culture / study in Brazil	11	42
Good welcome	2	8
Quality education	4	15
Exchange of culture / exchange of experiences	6	23
Free Teaching	2	8
Enter University without taking a test	1	4

Fount: search data

Table 9 – Negative points of PEC-G

Regarding the answers:	Quantity	%
The diploma is withdrawn in the student's country;	1	4
Lack of assistance to students before arriving in Brazil;	1	4
Financial situation	4	15
Language idiom	11	42
Missing student reception;	2	8
Very strict PEC-G legislation	1	4
Not being able to work	1	4
Hangout	4	15
Can not transfer course or university	1	4

Font: search data.

Faced with the placement of 1 (one) student: "A negative point would be the possibility of changing course or university [which] does not occur in all cases, for example, in UEL do not accept change of internal course." It is noted that according to the Clause 15 Protocol, the transfer of the student-agreement from one institution to another is at the discretion of the institutions themselves, and can be accepted with justification of this claim, provided that it meets the requirements of the HEI of destination and always in conformity with the criteria set by the Education Board of the education system. That is, according to § 1, the transfer that refers to this clause is from one HEI to the other, provided that it is a participant in the PEC-G, to continue the studies in the same course. Thus, if the original HEI accepts the transfer, it can only be attended after the conclusion of the first year of studies, not occurring according to what the student says.

In relation to the positive points, 11 (eleven) students reported the opportunity to know a new culture, and the opportunity to study in Brazil. Likewise, these students, while in Brazil, offer the Brazilian university community opportunities for cultural and social exchange. Another positive point was: "This is a very good opportunity to receive a quality education", which implies strengthening the main objective of the Program, that is, focusing on relations between governments through quality education, contributing to the development of the countries agreed by training and professional qualification for foreign students.

In this sense, Decree 7948/13, which governs the PEC-G, establishes as some obligations of the student-covenant: Do not get involved in matters of Brazilian internal and external politics; to have sufficient financial resources to support maintenance in Brazil, such as food,

transportation, housing, teaching materials, etc.; dedicate themselves exclusively to studies; not engage in paid activity that establishes employment relationship.

Therefore, upon returning to the country of origin after completing the course, if he / she fails the proficiency examination and if he / she is disconnected from the Program by the IES due to disapproval or abandonment, the student must receive his academic documents, including diploma, at the Brazilian Diplomatic Mission where he enrolled in PEC-G.

What is observed, many times, is the non-compliance with this decree. Therefore, within the negative points reported, they have: "somewhat harsh clauses that do not take into account, for example, financial and health problems". In reality, in the financial question, the students suffer a lot, because in the reports of the previous questions, many complaints are verified in this sense.

Complaints are equivalent to saying that the decree does not always correspond to their reality: either they omit information at the time of filing, or the tutor of the country of origin fails to send the stipulated amount, or the political conditions of the country can be altered in the course of the student in Brazil. All this leaves the economic condition of these students to be desired, hindering them in all aspects: housing, food, and finally, their costs in Brazil.

On the other hand, these same students do not always officialize their difficulties; the government offers Bolsa Merit and Emergency Grant, but they have to compete for them; in turn, the University offers non-curricular or non-compulsory internships that, according to Law 11.788 / 2008, must be remunerated; they can still check in their study centers possibilities of extension projects and paid education.

In addition, another fact reported was the "[...] lack of assistance to students before arriving in Brazil (with basic information such as stay and expenses in the region)." In the Student-Covenant Handbook, there is an item called "Travel Arrangements", one of the items being the address of an electronic page⁷ that contains information about Brazilian cities, in which the student can search for rent, bus, hotel etc., but this site only exists in the Portuguese language, making it difficult for those who are foreign and do not speak the language.

In addition, UEL has a Facebook page to publicize PEG-G's actions within the Institution, 8 in this way, students can check information on these social networking channels. For example, in this social network, a request for stay and help to search the bus station / airport for six students who would enter the year 2017

was announced, as well as an event about student stay and diversity. Therefore, there is a wealth of information that students can use for the purpose of entering the university context.

In the matter 5, “How do you evaluate the services provided by the State University of Londrina in relation to Infrastructure and Education”? the table summarizing the proportion (percentage) of the infrastructure question is presented, twenty-four (24) students answered, while two (2) failed to answer this question:

Table 10 – Infrastructure

Infrastructure	QUANTITY	%
Great, very good, good, normal	15	57
Old Computers and the poor Internet	4	15
Moderate	1	4
Ru – Very good university restaurant	1	4
Deplorable	1	4
Precarious	2	8
They did not answer	2	8

Fount: search data.

In terms of infrastructure: 15 (fifteen) students, that is, 57% (fifty-seven percent) of the students considered the structure to be optimal or good; 1 (one) student, that is, 4% (four percent) considered the university restaurant very good; 4 (four) students, or 15% (fifteen percent) complained about the quality of computers and Internet signal; 1 (one) student, that is, 4% (four percent) stated that the infrastructure is deplorable; 1 (one) student, that is, 4% (four percent) stated that the infrastructure is reasonable; 2 (two) students, that is, 8% (eight percent) declared the infrastructure to be precarious; 2 (two) students, that is, 8% (eight percent) did not respond. Infrastructures are points that need to be revised in order to contribute to the well-being of students, with adequate environment and digital accessibility.

In question 6, regarding the quality of teaching, “How do you evaluate the services provided by the State University of Londrina in relation to Teaching”? is presented the table that synthesizes with proportion (percentage) the evaluation of the teaching:

Table 11 – Education

Evaluate Teaching	QUANT %	ITY
Good	10	38
Optimum	3	12
Excellent	1	4
Good teachers / good	4	15
Not satisfied	3	12
Bad	1	4
Unprepared Teachers	4	15

Fount: search data.

In the teaching question: 10 (ten) students, or 38% (thirty-eight percent) answered that teaching is good; 3 (three) students, or 12% (twelve percent) considered the teaching optimal; 1 (one) student, that is, 4% (four percent) said that teaching is excellent.

In this aspect, it is necessary to consider that the University fulfills its role, offering quality of education by disseminating knowledge, since three (3) found the teaching to be good and responded by believing that when they graduate from UEL, they will leave with a good quality education, as well as considered the teaching staff of great quality. However, the student who declares "excellent" teaching believes that he does not leave the institution fully prepared for the job market, but that the university, with its academic training, opens many doors and that, with the strike, lost important contents.

Thus, at the same time that one perceives a good quality teaching, one notices that for some, teaching fails to be desired, when they affirm that, even teachers being "great", there are difficulties of understanding by cause of language, which makes learning difficult. Meanwhile, others have reported that "teaching leaves much to be desired," teachers "are not really prepared to teach some subjects." However, according to the PDI (2010-2015), the collegiate course, together with the Dean of Graduation, allows the training of PEC-G students with varied academic systems, with innovations and versatility in the curricular matrices.

In view of the above, we return to the question of reception and follow-up of these students, periodically checking their needs, creating means for students to overcome difficulties, that is, creating institutional welfare policies.

Regarding Teaching, in question 07, "In your opinion what could improve"? is presented the table that synthesizes with proportion (percentage) on what could improve:

Table 12 – Could Improve

What could improve?	QUANTIT %
---------------------	-----------

	Y	
- Strike - difficulty	2	8
- Visa renewal - bureaucracy / very high rate value	3	12
- The physical structure of the dental clinic	1	4
- More scholarship funds for PEC-G students	2	8
- Student unable to work - could review this issue (Law)	1	4
- Master's degree short-term graduation opportunity	1	4
- Make housing / UK available without selection process	1	4
- Disseminating PEC-G in the university community	1	4
- Review rules for shutdown	1	4
- In the case of UEL improving infrastructure and the PEC-G Program	1	4
- Improve the surveillance / security of the Institution	1	4
- It does not need improvement - "[...] so far, everything is fine."	1	4
- Preparation of teachers to deal with differences	1	4
- Should have more staff to deal with the G-PEC issue	1	4
- Social integration: Formal presentation students to course / language / information coordinators about housing, food, lodging / language (difficult to communicate) / racism and xenophobia / services site offered by UEL, legal and psychological support.	7	28

Font: search data.

What attracted the most attention in this item is social integration, making up a total of 28% (twenty-eight percent) of the students, highlighting some reports: communication difficulties, formal presentation to course coordinators, racism and xenophobia and legal and psychological support. However, it is noteworthy that UEL has made available these last services to the PEC -G students.

In addition, the report of 1 (one) student: "They could take the agenda of the agreement where the exchange student is forbidden to work". However, it

should be noted that the student of the PEC-G, due to the temporary visa (item IV), cannot really exercise paid activity that establishes employment relationship. However, the student may participate in curricular internship, research, extension and monitoring activities.

In general, analyzing the answers and opinions of the various students of the research, it can be observed that, for the great majority, the questions stand out: housing (that is, how to obtain a guarantor); language (how to understand and be understood); legal issues of racism, xenophobia (how to deal with such issues); presentation of students to collegiate courses for a better integration of these students; visa bureaucracy, PEC-G fellowship issues. With this, it can be stated that what is established in the decree does not always correspond to the experience of these students, after all the students of the PEC-G come to the University and there is no institutional policy to welcome these students of vulnerability.

In this way, it is possible to affirm that, when participating in the Program of Students-Graduation Agreement (PEC-G), the majority of these students, when they enter the University to attend the course in their chosen course, remain determined, remaining in the Institution and forming, even if feeling vulnerable and having to face some mishaps. Thus, they value the opportunity and the studies and the chance to have a profession in the return to the country of origin.

In general, it was also observed, during the analysis of this work, that there is little knowledge about the Program, both by the students and by the professionals involved, and it can be concluded that there is a need for institutional actions to publicize the Program. In order to make a policy, be it social, welfare, etc., it is necessary to join the services and servers instituted in the UEL within the Program and join efforts to work within the principles of ethics and socialize information, seeking the profile of this public with the objective of identify their needs, their needs. Thus, in order to make a policy, it is necessary to work together, in collaboration, in order to obtain satisfactory results with the Program within the University.

V. CONCLUSIONS

With the data gathered from the research, one can better understand the proposal of the Program and its operation in the institution, as well as, through questionnaires and interviews, one can evaluate what was said by the social actors involved. Among the students' responses, the choice of G-PEC was highlighted because of opportunities for new cultures and languages, a free

study and a prestigious university, although, in contrast, 42% (forty-two percent) of the students interviewed not meet the UEL before choosing it.

Certain difficulties in adaptation found in the reports, which constitute issues to be thought, were: housing, socialization, racism and xenophobia, according to research data. Of particular note are the language problems, where 23% (twenty-three percent) said they had difficulty with the language, while 15% (fifteen percent) with the dwelling.

Evaluating the responses, it was verified the need for UEL visibility in the country and abroad, suggesting the creation of mechanisms to disseminate the institution in digital media in several languages. And, once these mechanisms of visibility of the University and the PEC-G were created, it is assumed that there would be an increase in the demand of these students to graduate in UEL.

In the analysis of the questionnaires answered by the students, it was noticed that, when arriving in Brazil, in Londrina, and specifically in the UEL, students already feel the cultural shock and difficulties in the language, as well as changes in the food habit, difficulties of housing, so that these mishaps have contributed to the vulnerability of these students.

Education, as a right of all citizens, is a public function of the State, according to the constitution in force, however it is not only up to it, and, in the students' reports, it was observed that the fact that they did not feel inserted in the academic context makes it difficult to learn. In this case, the Institution must guarantee equal treatment in the university context, contributing to the student's academic and cultural training.

In the context of the political situation of vulnerable PEC-G students, the Institution should create a committee that works with the relevant sectors, offering possibilities to those students who have difficulties in learning. However, it is worth mentioning that there is no point in discussing Public Policy if the one who experiences the problem is not part of the discussion, that is, if the social service professional and the psychology professional, together with the relevant Rectors and Advisers to evaluate these not interact with the competent bodies to read the real situation of these students.

REFERENCES

- [1] BRAZIL. Ministry of Education. Access to the University - Foreign student. 2015. Available at: <www.mec.gov.br>. Accessed on: 14 Feb. 2016.
- [2] Ministry of Education - Capes. International Baccalaureate Program - PLI - CAPES, 2014 - FRANCE EDITAL N°. 05/2014. 2014b.
- [3] Ministry of Education. Access to the University - Foreign student. 2015. Available at: <www.mec.gov.br>. Accessed on: 14 Feb. 2016.
- [4] BIZON, Ana Cecilia Cossi. Narrating the Celpe-Bras exam and the PEC-G agreement: the construction of territorialities in times of internationalization. 2013. 415 f. Thesis (Ph.D. in Applied Linguistics) - State University of Campinas, SP, Campinas, 2013. Available at: <http://unicamp.sibi.usp.br/handle/SBURI/30788>. Access in: Jan. 13 2016.
- [5] Division of Educational Issues (DCE, 2016) [FALTA ESTA REFERÊNCIA]
- [6] DUARTE, Rafael P. United Nations Educational, Scientific and Cultural Organization (UNESCO). Ministry of Education (MEC). Secretariat of Higher Education (SESu). Department of Graduate Programs and Policies (DIPES). [FALTA DADOS, COMO O ANO]
- [7] GIL, Antonio Carlos. Methods and techniques of social research. 6. ed. São Paulo: Atlas, 2008.
- [8] HÖFLING, Eloisa de Mattos. State and (public) social policies. Cadernos Cedes, Campinas, v. 21, n. 55, p. 30-41, nov. 2001. Available at: <http://scielo.br/pdf/ccedes/v21n55/5539>. Accessed on: 17 Oct. 2016.
- [9] MACIEL, C. A. B. Public Policies and Social Control: meetings and disagreements of the Brazilian experience. Revista Intercâmbio de Congressos de Humanidades, v. 1, n. 1, 2010. Available at: <revisor10.com.br/24h/pessoa/temp/anexo/1/112/1184fb6636800a0a.doc>. Accessed on: 15 Aug. 2016.
- [10] SOUZA C. Public Policies: a literature review. Revista Sociologias, Porto Alegre, year 8, n. 16, Jul / Dec 2006.
- [11] STRECK, Lênio Luiz; MORAIS, José Luís Bolzan. Political Science and General Theory of the State. Porto Alegre: Bookstore of the Lawyer, 2000.