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**THE INTERNATIONALIZATION PROCESS OF A HUMANITIES JOURNAL:  
A CASE STUDY OF THE BRAZILIAN JOURNAL OF RURAL EDUCATION**

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# THE INTERNATIONALIZATION PROCESS OF A HUMANITARIAN JOURNAL: A CASE STUDY OF THE BRAZILIAN JOURNAL OF RURAL EDUCATION

## Abstract

The main objective of this research was to analyze the variables that contributed to the internationalization process of the *Revista Brasileira de Educação do Campo* (Brazilian Journal of Rural Education), between 2016 and 2023. This study adopted a qualitative-quantitative approach, descriptive in nature and of the case study type. The main source of data was the journal's own website, which uses the OJS system. Although the journal has gained a foothold in the Latin American scientific scene, it still encounters limitations that prevent its growth and consolidation in countries outside Latin America. It is understood that the main difficulty concerns the lack of investment in Brazil for the development, maintenance, and permanence of scientific journals, which leads to two important challenges: the production of science in journals that have no (or little) funding for the development of their work, and the expansion of articles published by Brazilian authors translated into other languages (English and Spanish), who do not receive funding for their research.

**Keywords:** Internationalization. Rural education. Brazilian Journal. Human Sciences.

## Introduction

The *Revista Brasileira de Educação do Campo* (Brazilian Journal of Rural Education) was founded eight years ago, with the Universidade Federal do Norte do Tocantins (UFNT) as its publisher. In addition to the lack of research on rural education in Brazil, it was noted that there was no specific journal in the country dedicated to rural education and its areas of study (agrarian issues, social movements, indigenous peoples, art in rural education, teacher training for rural areas, and other related topics), which motivated the creation of the journal to serve as an important vehicle for scientific communication between Brazilian and foreign researchers doing rural education research.

The *Revista Brasileira de Educação do Campo* is a peer-reviewed, open access, continuous publication journal that publishes original articles and theoretical reviews, essays, dossiers, interviews, and reviews on rural education in Brazil and other countries, in dialogue with its variables, namely: social movements, teacher training, alternative pedagogy, indigenous peoples, agrarian issues, public policies, youth and adult education, the arts, didactics and pedagogical practices, and interculturality. It publishes mainly in Portuguese, English, and Spanish, but also in French and Italian, and has an institutional diversity of Brazilian and foreign researchers in its editorial team. It is currently a relevant journal in the

rural of education in Brazil, which makes it an important vehicle for scientific communication, with potential for new debates and research produced in this field in the country and in other nations.

Based on these initial considerations, the main objective of the research was to analyze the variables that have contributed to the internationalization process of the *Revista Brasileira de Educação do Campo*, as well as the challenges and difficulties faced by this scientific journal during the last 8 (eight) years of its existence (2016-2023), this period being the sample of this study. The research also reveals some future prospects for the growth and consolidation of this journal in the international arena.

The internationalization of journals is understood here as journals that adopt at least the following criteria: the publication of articles in English (or languages apart from the native language of the journal), the participation of foreign authors in the publications, the presence of editors and reviewers from different countries in the journal, as well as the indexing of the journal in international databases. The impact factor of the journal, if it has one, can also help in this internationalization process (Farias, 2017).

The journal is considered a pioneer in rural education in Brazil, especially in studies on social movements, indigenous peoples, agrarian issues, and teacher training for rural areas. For this reason, it has become an important reference for students, teachers, researchers, and rural people, as well as for Brazilian universities (Cerqueira, & Mendes, 2024; Santos & Moura, 2020).

However, to continue to grow in the international arena, some challenges permeate the field of the journal. These include the low investment in research funding, both from research agencies and the Brazilian Federal University (Brazilian Academy of Sciences, 2023; Moutinho, 2022; Editorial, 2022), and the lack of articles published in other languages, especially English and Spanish. This process is important because investing in the internationalization of Brazilian journals is a way to increase their social relevance in the national and other international contexts (Diniz, 2017).

An important factor in this process is the inclusion of the journal in international databases since its creation in 2016, such as Web of Science, DOAJ and Redalyc, which not only contributes to the visibility of the journal analyzed for the knowledge and search of quality scientific content published in this journal, but also to the dissemination of this research for the knowledge and access of foreign researchers (Pereira, Lobão & Lucas, 2017).

In this sense, the analysis of the *Revista Brasileira de Educação do Campo* for this study is justified by its relevance, not only for the Brazilian academic community, but also for Latin America, especially for the field of rural education, since it is a pioneer in dealing with topics and issues related to social movements, rural teacher training, alternative pedagogy, indigenous peoples, agrarian issues, rural public policies, rural arts, as well as pedagogical practices and interculturality involving agrarian reform settlers, riverine peoples, indigenous peoples of different ethnicities, quilombolas and peasants.

The article is organized as follows: first, the methodological procedures of the study are presented, with information on how the research was planned and carried out, as well as how the data were collected and analyzed. Next, the data and analyses conducted in the research are presented, based on the period used to analyze the articles, essays, and letters published in the journal (2016-2023). Finally, the main conclusions of the research are drawn.

## **Material and Methods**

This study adopted a qualitative-quantitative approach, of a descriptive nature (Marconi & Lakatos, 2022) and of the Case Study type (Yin, 2015). The main source of data was the journal's own website (<https://periodicos.ufnt.edu.br/index.php/campo>), which contains full articles, essays, and letters published in the journal since its creation (2016). As the year 2024 has not yet ended, the sample from 2016 to 2023 was considered.

It is important to note that only full articles published in the journal, letters, and essays were considered, and not reviews, editorials, and interviews, which are other formats that the journal publishes. The “letters” format was only adopted by the journal in 2022. The other publication formats have existed since the magazine's creation.

Below is a table showing the number of articles, essays, and letters published by the journal over the last eight years.

## **Results and Discussion**

Between 2020 and 2021, there was an increase in the number of articles published in the journal and, consequently, in the number of papers submitted to the journal. In this regard, the research suggests that this is due to the Covid-19 pandemic, which led different scientists from different countries and fields of knowledge to study topics related to Covid-19 (Marques, 2022). In the case of the journal analyzed, there are articles related to Covid-19

itself in education and others not related to Covid-19 that were published in the journal during the pandemic period. This finding is consistent with other similar studies (Petrrou, 2020; Marques, 2022), which also found an increase in submissions and publications in scientific journals during the early years of the pandemic.

Table 1 - Number and types of articles published 2016-2023.

Year	Articles	Essays	Letters	Total
2016	27	-	-	27
2017	44	-	-	44
2018	61	-	-	61
2019	73	1	-	74
2020	108	1	-	109
2021	114	1	-	115
2022	74	2	2	78
2023	87	-	1	88

Source: prepared by the author.

In the period-analyzed (2016-2023), the Revista Brasileira de Educação do Campo published 596 texts, including articles, essays, and letters (Table 2). Of these, 97 are international, from different authors and countries (Table 3). Of these, 71 are in Spanish, 24 in English, and 2 in French (Table 3).

It is important to note that 94 articles published by Brazilian authors (out of a total of 596 texts) have been translated into English or Spanish, of which 19 are in Spanish and 75 in English.

The following tables show, respectively, the articles published in the journal (2016-2023), in Portuguese and in other languages, with an emphasis on English and Spanish.

Table 2 - Number of articles published in Portuguese and in other countries.

Published articles	Brazilian articles	International articles
596	499	97

Source: prepared by the author.

Table 2 presents the number of articles published in the journal in the period analyzed (2016-2023), including: total articles published (596), articles published by Brazilian authors (499), and international articles from different countries published in the journal (97). The purpose of this table is to present, in general terms, the number of articles published in the period analyzed, rather than an analysis of each country that published them (this analysis is presented in Table 3).

Table 3 - Number of articles published in Portuguese and in other countries.

Country	Number of articles	Language
Mexico	25	Spanish
Ukraine	15	English
Cuba	14	Spanish
Spain	8	Spanish
Peru	7	Spanish
Argentina	6	Spanish
Colombia	6	Spanish
France	2	French
Bolivia	2	Spanish
Costa Rica	2	Spanish
United States	2	English
Germany	1	Spanish
South Africa	1	English
China	1	English
Nicaragua	1	Spanish
Kenia	1	English
Porto Rico	1	Spanish
Portugal	1	Spanish
Venezuela	1	Spanish

Source: prepared by the author.

Table 3 presents an analysis of the international articles presented in Table 2. In terms of the number of articles published by foreign researchers, there is a significant predominance of Latin American countries, especially Mexico, Cuba, Peru, Argentina, and Colombia (Table 3), which suggests that rural education is a fruitful area of study in Latin America. In addition, the studies carried out by researchers in these countries are strengthened by partnerships and research networks in the countryside, such as the Latin American Research Network on Rural Education, which was created in 2020.

These analyses also highlight other countries outside the Americas, such as Ukraine and Spain, showing that issues related to rural education are also being researched in other contexts, which is important for expanding the production of knowledge in this area at the international level. However, given that it is beyond the scope of this article, we will not focus on analyzing whether there is a correlation between countries with the most funding for researchers and submissions, which is beyond the scope of this article.

Table 4 - Number of articles published in English, Spanish, and French.

Article language	Quantity
English	24
Spanish	71
French	2

Source: prepared by the author.

As one of the characteristics of internationalization, publishing in other languages (mainly English and Spanish) is essential for journals to gain more visibility in international science (Cintra, Silva & Furnival, 2020). In this sense, the *Revista Brasileira de Educação do Campo* published 71 articles in Spanish and 24 in English (Table 4). The predominance of articles in Spanish is due to the number of publications coming from Latin American researchers (Table 3).

Although the number of articles in English is much lower than in Spanish, it is a significant contribution to the growth of the journal among its peers, especially in Latin America, and on the rise in other countries outside the Americas.

Table 5 - Number of articles in Portuguese translated into Spanish and English.

Brazilian articles translated into English	75
Brazilian articles translated into Spanish	19
Total articles translated	94

Source: prepared by the author.

In Brazil, the importance of the internationalization of journals, such as the initiatives (Farias, 2017; Pereira, Lobão & Lucas, 2017), has received attention since, recently, there has been an increase in the number of articles published by Brazilian researchers translated into English and Spanish (Cintra, Silva & Furnival, 2020). However, the number of articles produced is still low, which we suggest is because recently (mainly from 2016 to 2022), the country has experienced a serious lack of resources for research, which has significantly affected the work of Brazilian scientists (Moutinho, 2022).

In addition to foreign publications or publications translated into other languages by Brazilian authors, the *Revista Brasileira de Educação do Campo* also seeks to expand its internationalization process through two other variables: indexing in databases and the participation of foreign editors and reviewers in the journal.

With regard to this last variable, it is important to note that, according to the International Editorial Board published on the journal's website, there are 24 international

editors, distributed among South Africa (1), Spain (4), United States (2), France (2), Mexico (3), Portugal (3), Sweden (1), Argentina (3), Cuba (2), Venezuela (2) and Finland (1), which shows the predominance of editors from Latin America.

With regard to the list of reviewers who contributed to the journal during the period analyzed (2016-2023), published at the end of each year in the journal's issue, we found that there were a total of 37 international reviewers, distributed as follows: Mexico (7), Cuba (8), Venezuela (5), Argentina (9), Serbia (3), South Africa (1), Portugal (3), and Spain (1). Similar to the previous variable, this shows that Latin America is also present in the largest number of reviewers contributing to the international evaluation of manuscripts submitted to *Revista Brasileira de Educação do Campo* (Brazilian Journal of Rural Education).

It can be noted that the journal is indexed in important and globally recognized sources in the field of science, such as Web of Science, DOAJ and Redalyc, among others. These sources can increase the international access to the content published by the journal (Santos & Xavier, 2018; Padula, 2019; Braile, Brandau & Monteiro, 2007). However, it is important to note that the journal is interested in being present in other databases, such as Scopus, in order to further expand its internationalization.

However, it is important to note that simply being included in databases, repositories, and indexes of academic relevance and credibility is not enough for the journal to grow internationally. The participation of editors and reviewers from other countries in the editorial process can also contribute to the development of the journal. In fact, this international participation can increase the quality of the research produced by the journal in the field and, consequently, bring greater social and scientific impact to the journal (Farias, 2017; Pereira, Lobão & Lucas, 2017).

## **Conclusions**

The variables analyzed (publication of foreign articles and articles translated by Brazilian authors) suggest that, although the *Revista Brasileira de Educação do Campo* is gaining ground in the Latin American scenario, as evidenced by the data analyzed in this article, it still encounters limitations that prevent its growth and consolidation in countries outside Latin America.

In this regard, it is understood that the main difficulty is financial, i.e., There is little investment in the country for the development, maintenance, and sustainability of scientific journals, such as the promotion of research in universities, which is mainly focused on the



translation of articles into English and Spanish, and the payment of APCs (Article Processing Fees) for high-impact international journals, which leads to two important challenges: the production of Brazilian science in journals that have no (or little) funding for the development of their work; the expansion of articles published by Brazilian authors translated into other languages (English and Spanish), who do not receive research funding from their working institutions.

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