



## INTERINSTITUTIONAL DOCTORATE PROGRAMS IN CHILE

## PROGRAMAS DE DOCTORADO INTERINSTITUCIONAL EN CHILE

## PROGRAMAS DE DOUTORADO INTERINSTITUCIONAIS NO CHILE

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Interinstitutional Doctoral Programs (*Doutorado Interinstitucionais*, or DINTER) originated in Brazil as an opportunity to develop advanced human capital in underprivileged regions. The Interinstitutional Master's (MINTER) and Doctoral (DINTER) programs are collaborative initiatives aimed at training qualified human resources at the master's and doctoral levels to foster socioeconomic, scientific, technological, cultural, and innovative development both nationally and internationally.<sup>1</sup>

These programs aim to enable education in *sensu stricto* or *sensu lato* modalities, promoting scientific and academic production while strengthening research lines that address demands from the local and international realities, contexts, and development.<sup>1</sup>

It is well-known that there is significant inequality and inequity in Latin America regarding opportunities for the training of advanced human capital at the doctoral level, particularly in disciplines related to Nursing and Midwifery.<sup>2</sup>

In this context, three DINTER programs have been developed to date, sponsored by universities in Brazil. These efforts respond to the Pan American Health Organization's (PAHO) call for the creation of doctoral programs in Nursing across Latin America and the Caribbean, especially in Chile. The commitment includes a work agenda that fosters the consolidation of national and international partnerships to develop new doctoral programs within the country.

The first program, pioneering in Brazil, was the International DINTER EEUSP/EEPUC-Chile, which began in 2012. This program was introduced by the Coordination for the Improvement of Higher

Education Personnel in Brazil (*Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*, or CAPES) to build knowledge across different levels of healthcare, as well as train advanced professionals capable of identifying and solving problems. Additionally, it aimed to create a critical mass of innovative and creative professionals, enabling both institutions to develop collaborative and networked research.<sup>3</sup>

This initial program concluded in 2017, resulting in the graduation of nine Chilean doctoral candidates. In 2021, two new programs were launched, currently in their second year of operation. One of these programs emerged from an agreement between the School of Nursing at Universidade de São Paulo and the Faculty of Nursing at Universidad de los Andes, currently training ten doctoral candidates in sciences. This program is multiprofessional and involves various Chilean universities, training nurses, midwives, and one dentist.

The second DINTER program is the one between Universidade Federal de Santa Catarina and the School of Nursing at Universidad de Magallanes in southern Chile. Upon completion, this program will produce ten additional doctoral graduates specializing in Nursing.<sup>4</sup>

Regarding the implementation of these programs, CAPES provides funding for projects aimed at training groups of postgraduate students. A prerequisite is that the requesting program must hold an accreditation score higher than five within the Brazilian accreditation system, which operates on a scale of up to seven.<sup>5</sup>

DINTER programs in Chile follow the *sensu lato* modality, which entails significant sacrifices for the students, as they often continue fulfilling their academic responsibilities while pursuing their studies. This situation results in an additional workload that must be managed over at least five years. Despite these challenges, the expected outcomes are pivotal: by investing in themselves, students enhance their potential opportunities and improve their well-being, thereby fostering the growth and development of disciplinary knowledge.

A crucial task and challenge for higher education institutions in Chile, especially on the part of directors in Nursing academic units, is to be aware and commit to addressing the obstacles of doctoral training. This is particularly important given the academic demands, which leave little time for doctoral candidates to fully integrate their new qualifications and translate their expertise into new projects.<sup>6</sup>

The aforementioned DINTER programs have already begun to yield results, contributing to scientific and academic development by providing innovative solutions to identified gaps. Doctoral-level professionals will strengthen knowledge and public policy, ultimately becoming transformative agents for achieving positive impacts on individual and community care.

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