



Internationalization at Home in Brazilian Higher Education Institutions: mapping a path

Internacionalização em casa nas instituições de ensino superior brasileiras: mapeando um caminho

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ABSTRACT: In this paper, we share some findings of a study in the scope of internationalization of Higher Education (HE), with a focus on internationalization at home (IaH). Our aim was to map internationalization at home practices of the Brazilian HE institutions participating in the research and to learn about participants' perceptions with regard to both the general process internationalization and, especially, to IaH practices in the institutional environment. The 81 answers to the applied questionnaire evidenced IaH is conceived as alternative pathways, beyond physical mobility, considering the demands of the knowledge society, global citizenship and curricula. They also allowed for the identification of recurrent themes, namely: barriers and difficulties in the implementation of actions, besides the scarcity of funding and government resources; awareness of what can be done in terms of IaH, particularly in the favorable context of the COVID-19 pandemic, which forced institutions to think of different ways to internationalize without physical mobility; institutions in embryonic and incipient stages showing recognition of the importance of IaH; mentions of the relevance of an inclusive, Afrocentric, decolonial, multicultural, plurilingual perspective and for global citizenship. The participants pointed to the desire of promoting eleven different internationalization actions more currently than they actually do and added language-related actions as extremely relevant in the pathway towards internationalization.

KEYWORDS: Internationalization at Home. Internationalization practices. Higher Education. Brazilian context. Qualitative research.

RESUMO: Neste artigo, compartilhamos alguns resultados de um estudo no âmbito da internacionalização do Ensino Superior (ES), com foco na internacionalização em casa (IaH). Nosso objetivo foi mapear as práticas de internacionalização em casa das instituições de ensino superior brasileiras participantes da pesquisa e conhecer as percepções dos participantes com relação ao processo geral de internacionalização e, especialmente, às práticas de IaH no ambiente institucional. As 81 respostas ao questionário aplicado evidenciaram que a IaH é concebida como caminhos alternativos, além da mobilidade física, considerando as demandas da sociedade do conhecimento, da cidadania global e dos currículos. Também permitiram a

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identificação de temas recorrentes, a saber: barreiras e dificuldades na implementação de ações, além da escassez de financiamento e de recursos governamentais; conscientização do que pode ser feito em termos de IaH, particularmente no contexto favorável da pandemia da COVID-19, que forçou as instituições a pensar em diferentes formas de internacionalização sem mobilidade física; instituições em estágios embrionários e incipientes demonstrando reconhecimento da importância da IaH; menções à relevância de uma perspectiva inclusiva, afrocêntrica, decolonial, multicultural, plurilíngue e para a cidadania global. Os participantes apontaram o desejo de promover onze ações de internacionalização diferentes mais frequentemente do que de fato o fazem e acrescentaram as ações relacionadas ao idioma como extremamente relevantes no caminho para a internacionalização.

PALAVRAS-CHAVE: Internacionalização em casa. Práticas de internacionalização. Ensino superior. Contexto brasileiro. Pesquisa qualitativa.

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1 Introduction

Internationalization of Higher Education has occupied a prominent place in Brazil in the past two decades, especially between 2011 and 2017, during the period of Ciência sem Fronteiras (the Science without Borders Project)¹, which focused on international mobility actions. However, understanding internationalization only as international mobility should be reviewed if we consider that more than 95% of university students worldwide (Crowther, 2000) who will, probably, never be able to go to another country for an international experience, for various reasons, not exclusively financial ones.

Today, especially in a world marked by nationalism and populism, there are “tensions between a short-term neoliberal approach to internationalization, focusing primarily on mobility and research, and a long-term comprehensive quality approach, global learning for all” (De Wit, 2019, p. 9). A more comprehensive look at internationalization issues is needed for, one that considers the possibility of an inclusive approach of global citizenship (Nussbaum, 2002; Bamber, 2020) for all. The

¹ Information on the project is available at: <https://www.gov.br/cnpq/pt-br/aceso-a-informacao/acoes-e-programas/programas/ciencia-sem-fronteiras>.

described context calls for research on internationalization at home (IaH) initiatives. Our research initiative consists of further understanding the diverse IaH practice in the Brazilian context. To guide our research, we followed the definition proposed by Beelen and Jones (2015, p. 69) that “internationalization at home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”.

Our goal is to map the IaH practices of the Brazilian higher education institutions (HEIs) who participated in the research while getting to know the perceptions of these research participants regarding internationalization of higher education and IaH. For a more comprehensive description of this study, it is important to point out that we understand internationalization is not only a means, but also an end. The purpose (or set of purposes) may vary from institution to institution and the approach chosen for internationalization is dependent on the aims it is expected to achieve (Hudzik, 2011).

It is also relevant to consider why to conduct a mapping endeavor on IaH initiatives and what aspects of public policy such mapping might influence. According to British Council (2010, p. 23), “mapping research has no value in itself, and must be considered within other contexts - political, managerial, practical - which often decide the success or failure of the project”. In the context of this research, the undertaking of mapping IaH actions of Brazilian public HEIs can help us to identify possibilities, including planning and implementation of institutional policies. Furthermore, internationalization policy and language policy stakeholders can use this mapping and the reflections arising from the analysis and interpretation of the data as food for thought, as advocated in the citation below.

More research on issues identified under the stakeholders’ ‘lens’ would be useful for building a body of knowledge on the outcomes of internationalizing higher education institutions. Research findings would inform institutional decision making and policy and provide a basis for assigning value. Research questions will need to be

prioritized for manageability. Eventually fitting the pieces into the larger context of comprehensive or strategic internationalization and its holistic impact on institutions would be a very beneficial result (Hudzik, 2015a, p. 110).

Since we considered the stakeholders' lenses, the present study can be justified on the grounds of monitoring the different IaH practices and learning possible paths for the implementation of internationalization actions. This local mapping in consonance and/or in contrast with the international landscape may help Brazilian public HEIs to have a glimpse of these possible paths.

2 Theoretical backgrounds

With the constant changes of the global societies in the entire world, not only is terminology in the field of internationalization of Higher Education complex and confusing (Knight, 2020), but how researchers conceive internationalization is also multiple and complex. Buckner and Stein (2020) considered the premises of three leading higher education professional associations, NAFSA², IAU³ and EAIE⁴, to examine what counts as internationalization. The researchers have found these associations rely on similar definitions that emphasize international students, student and scholarly mobility, and curricular change. They argue that "current definitions are largely de-politicized and de-historicized, while internationalization is often assumed to mean more and better coverage of the globe. Little attention is given to the ethics of international engagement, particularly across unequal relations of power" (p. 151).

To change this ambience of imperative rhetoric, it is important internationalization stakeholders consider moving from rhetoric to action, so they can experience what may count as internationalization locally. Hudzik (2015b, p. 76) offers four suggestions to fill the gap between rhetoric and action: "(1) putting in place an

² NAFSA - Association of International Educators. More information at <https://www.nafsa.org/>.

³ IAU – International Association of Universities. More information at <https://www.iau-aiu.net/>.

⁴ EAIE – European Association of International Education. More information at <https://www.eaie.org/>.

institutional culture for internationalization; (2) strategic inclusion; (3) recognizing and engaging organizational change; and (4) setting in place a number of enabling strategies and tactics”.

To move beyond rhetoric to action (Beck; Ilieva, 2019), in the Brazilian context, Abad (2019, p. 75) proposes “it is necessary to build a collective spirit of participative teamwork in an open and democratic management that provides dialogue, strengthens leadership, and directs efforts in a continuous direction”. Following the assumptions of comprehensive internationalization (Hudzik, 2011), the researcher calls for the interaction and participation of all members of the academic community to identify actions already practiced or with great practical potential so they can build a comprehensive internationalization project “observing the specificities of the context in which the HEI is inserted” (Abad, 2019, p. 76).

Understanding the context and the possibilities is of utmost importance when deciding on paths to be followed in the process of internationalization. The IAU 5th Global Survey presents relevant data to reference internationalization processes and inspire policies that affect these processes. The aspects of internationalization covered are: “internationalization as an institutional priority; internationalization policy and activities; internationalization of research; human resources and staff development; student mobility; and internationalization of the curriculum/ internationalization at home” (Marinoni, 2019, p. 23).

The numerous possibilities of internationalization beyond international scholar and student mobility have been undervalued and this is something that demands change. In the sense of valuing the multiple pathways, Knight (2020, p. 8) asks “where will the bifurcation of understanding internationalization as a process involving mobility between countries and the current emphasis on internationalization at home take us?” It is important; thus, we focus our attention on the internationalization at home possibilities and firstly understand the background of this concept.

In an interview, Professor Jos Beelen briefly explains the history behind IaH:

Internationalisation at home started in 1999, when Bengt Nilsson, also called the father of internationalization at home, moved from the University of Lund in Sweden to the University of Applied Sciences in Malmö, which is barely 20 kilometres further on, but was a very different world, because Bengt Nilsson could not send his students abroad just like he was used to, because the new University didn't have international partners. So he had to start looking for international and intercultural learning experiences within the city of Malmö and he called that internationalization at home (Baumvol, 2019, p. 50).

What Nilsson (2003) experienced and named had the potential to reach beyond the small minority of mobile students and resonated with many other European HEIs who recognized the limitations of focusing solely on mobility. Others followed Nilsson's reflection and reaction to the given context and documented their efforts in a joint publication on the context, premises, and implications of 'internationalization at home' (Crowther, 2000). For Knight (2008), the idea of IaH was developed to elevate the importance of the internal elements of the university, with emphasis on the international, intercultural, and global dimensions that are established in teaching, research, extra-curricular activities, relationships with local community groups as well as the integration of the international community into campus activities and life.

In line with researchers and practitioners who believe IaH needs to be expansively explored, Gorovitz and Unterbäumen (2018, p. 9) point out that "the challenge is to keep the focus on local problems and needs, benefiting from international competences to solve these problems". "An inevitable trend is that of internationalization at home, based on the co-construction of knowledge and sustainable development, of responsible research capable of establishing bridges between the local and the global" (p. 10-11).

To endorse IaH, Jones and Reiffenrath (2018) list some of its features:

1. Offers all students global perspectives within their programme of study, whether or not they spend time abroad.
2. Moves beyond electives or specialised programmes.
3. Involves developing international and intercultural perspectives

through internationalised learning outcomes in the formal curriculum.

4. Is supported by informal (co-)curriculum activities across the institution.
5. Makes purposeful use of cultural diversity in the classroom for inclusive learning, teaching and assessment practice.
6. Creates opportunities for student engagement with 'cultural others' in local society.
7. Involves all staff, not only academics and international officers.
8. May or may not include teaching in English or another lingua franca.
9. Can include virtual mobility through online working with partner universities.
10. Fosters purposeful engagement with international students (Jonas; Reiffenrath, 2018, s.p.).

Among the characteristics of IaH listed, the researchers mention the digital possibilities fostered by the internet, specifically virtual mobility. Holubinka, Stacke, Forsman and Juutinem (2021, p. 44) define virtual mobility as “a set of activities supported by Information and Communication Technology (ICT) including e-learning, that realize or facilitate international, collaborative experiences in a context of teaching, training or learning”. We add the importance of virtual exchange in this context.

Although there is a difference between virtual mobility, understood as a part of a course held in a foreign institution in an institutionally documented way, and virtual exchange, defined as a partnership between teachers from institutions in different countries to implement an international experience as part of the course, some authors use the two terms interchangeably. Models and methodologies of virtual mobility and/or exchange, such as Collaborative Online International Learning (COIL), are now accessible to populations that cannot afford international mobility or those who wish to participate in digital modes of learning in the international context (Wojenski, 2021).

Another possibility brought by digital technology for the internationalization context is learning expansion with MOOCs (Rhoads, 2015). An acronym for Massive

Online Open Courses, they are free, open online courses for large groups of students, available to people with internet access, with no minimum requirements for participation. MOOCs are designed to be self-instructional, without the mediation of an instructor, and students do their own evaluation in each module of the course, defining what was or was not learned and using the platform's tools to reinforce the knowledge about the subjects that are necessary.

3 Methodology

The research is primarily qualitative in nature, although informed by numbers generated by the responses to the questionnaire, considering its reflective nature for the analysis of internationalization actions in the scope of Brazilian Higher Education. According to Denzin and Lincoln (2006, p. 15), "qualitative research has a long, remarkable, and sometimes troubled history in the human disciplines". Even if it is unreasonable to assume that all qualitative researchers have the same assumptions, there is a convergence of epistemological and methodological assumptions in modern social science disciplines, which have taken on the mission of analyzing and understanding standardized conduct and social processes in society (Vidich; Lyman, 2006).

Qualitative research is considered important for the promotion of internationalization, based on the connected ecosystem perspective. "The feedback emphasises the need to work together, overcome personal or niche issues, and expand collaboration through increased data analysis and qualitative information sharing" (Barrera, 2020, p. 4).

A survey was carried out using a questionnaire with closed and open questions. Based on the proposal of Dörnyei (2003), we understand that these questionnaires cover both factual questions, identifying characteristics of the respondent institutions, and attitudinal questions, in the sense that they include how the respondents, who are

responsible for the internationalization of their institutions, understand the internationalization actions developed locally.

As an analysis strategy, we proceeded to systematize the data from the answers to the questionnaires. While reading the data, we looked for evidence of similarities and differences regarding the internationalization actions mentioned by the respondents. For the analysis and interpretation, we resorted to Ély; Vinz; Downing and Anzul (1997), who argue that qualitative research is a deeply interpretive enterprise, and the analysis should be conducted along the process of composing meanings from the analyzed data, relating them to the broader context.

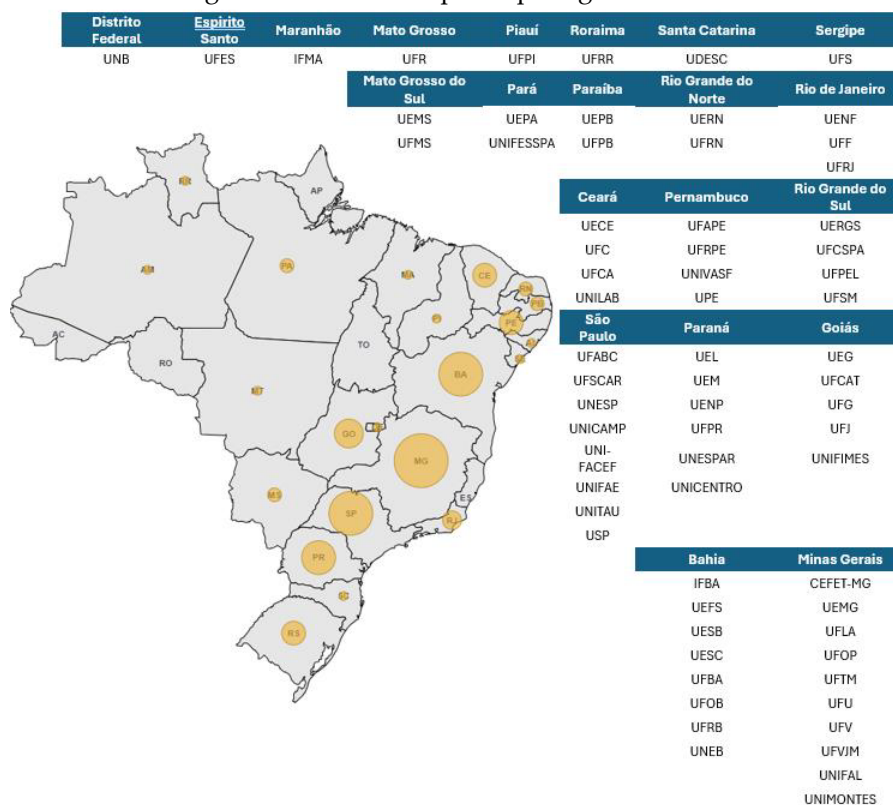
As mentioned before, our research is contextualized in the current internationalization processes of Brazilian Higher Education, more specifically the federal, state and city public institutions. These institutions are linked to two associations: (1) The National Association of Directors of Federal Higher Education Institutions – Andifes⁵ and (2) The Brazilian Association of Rectors of Provincial and Municipal Universities – Abruem⁶. These associations were partners in this investigation, opening their doors so that their associates could be invited to answer the research questionnaires.

The invited participants were academic and administrative staff, linked to the internationalization offices of all the member institutions of Andifes and Abruem. According to information on the associations' websites at the time of our study, Andifes had 71 member institutions while Abruem had 48, totaling 119 federal institutions that could collaborate with the research. Of this total, 70 institutions, or 59%, were participants. 40 of these participating institutions are linked to Andifes and 30 of them to Abruem. Figure 1 shows the Brazilian map and the acronyms of the participating institutions within their respective states.

⁵ More information at: <https://www.andifes.org.br/>.

⁶ More information at: <http://abruem.org.br/>.

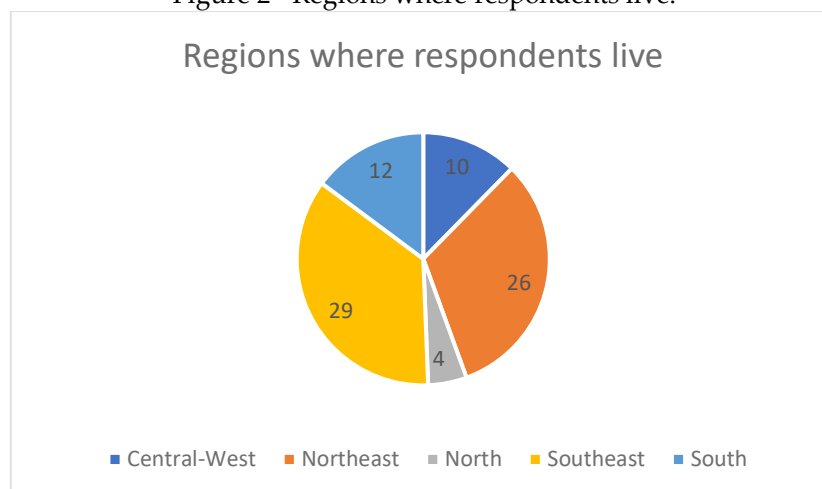
Figure 1 - Location of participating institutions.



Source: elaborated by the authors.

The 81 participants, linked to the 70 participating institutions, are spread over 5 Brazilian regions, 29 in the southeast, 26 in the northeast, 12 in the south, 10 in the center-west, and 4 in the north.

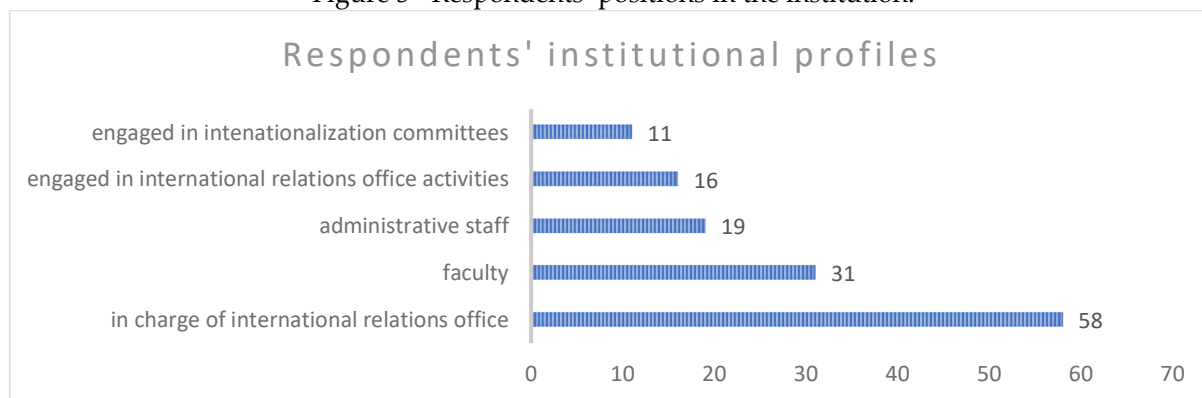
Figure 2 - Regions where respondents live.



Source: research data.

The position held by most participants is that of the person in charge of the institution's international relations office, followed by the positions of faculty member, administrative staff, and participants in the office's activities. Many pointed out more than one role, as shown in Figure 3 below.

Figure 3 - Respondents' positions in the institution.



Source: research data.

It is more common for professors to oversee international relations offices in Brazilian public HEIs, but there are cases in which this function is taken on by administrative staff.

To identify the level of institutionalization of internationalization of the participating institutions, three questions were asked related to the place and importance of the internationalization process from official documents and the institutional environment. For the first question, the respondents should inform in which institutional documents internationalization is mentioned. The answers to the question are systematized in Figure 4.

It can be observed that there is a high adherence of institutions to the internationalization process, which is evidenced in their guiding documents. Most participants responded that internationalization is mentioned in their documents; 19 of them explained it is mentioned both in the institutional mission and strategic plan. Only 6 respondents informed that internationalization is not mentioned in either the

institutional mission or the strategic plan; 1 indicated that their institution has no strategic plan, and 2 participants were unable to answer the proposed question.

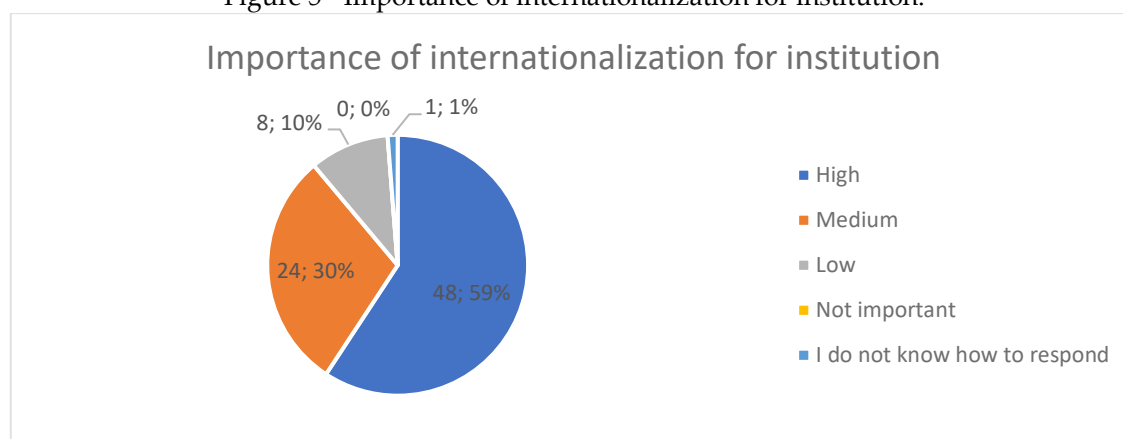
Figure 4 - Internationalization in institutional documents.



Source: research data.

To confirm the importance given to the internationalization process by management, which usually changes periodically, thus influencing beyond the guiding documents, the respondents were asked about the importance of internationalization for the institution's management. The answers are systematized in Figure 5 below.

Figure 5 - Importance of internationalization for institution.

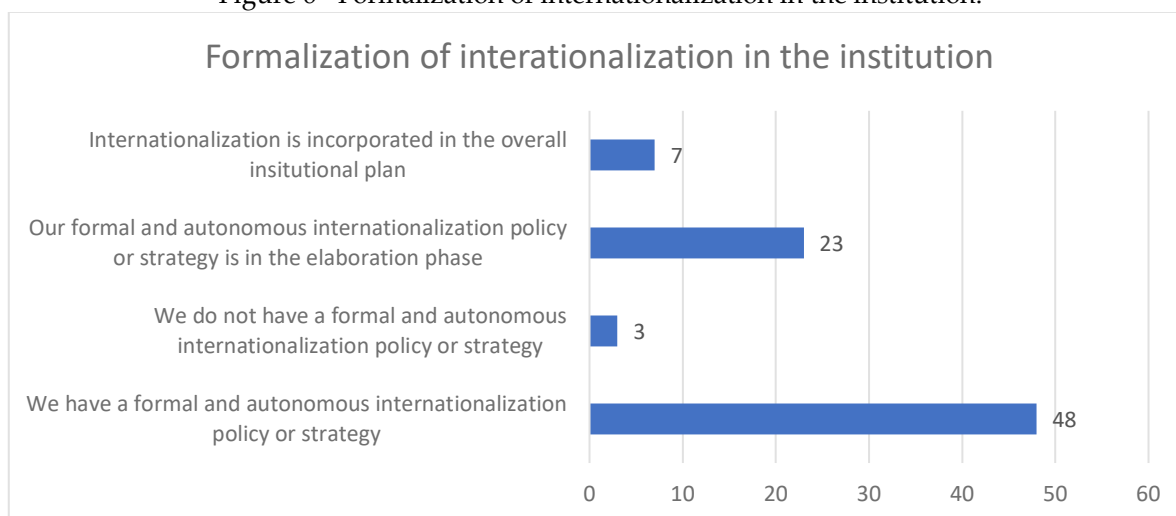


Source: research data.

Again, a positive view is observed about how the participant institutions have conceived the internationalization process. 48 respondents reported a high level of importance, 24 a medium level, 8 a low level, and none indicated that internationalization is not important for institutional management; only 1 participant could not answer.

To understand how institutions have organized themselves to prepare specific documents for the internationalization area, based on documented internationalization policies and strategies, we asked about these types of documents. The question and the answers are systematized in Figure 6 below.

Figure 6 - Formalization of internationalization in the institution.



Source: research data.

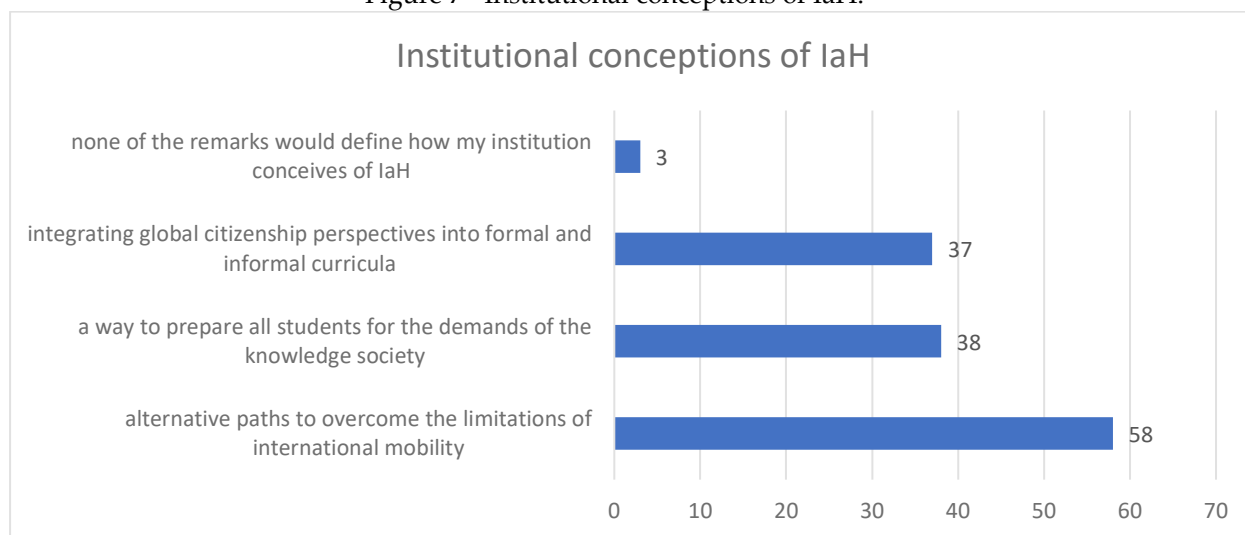
48 participants informed that their institutions have already prepared a document with a formal and autonomous internationalization policy or strategy, while 7 explained that internationalization is already incorporated in the general institutional strategic plan. Adding these answers, we identified that 55 respondents declare the registration of internationalization policies and/or strategies in their institutions, which demonstrates a high commitment to the internationalization agenda. 23 respondents informed that these documents are being developed and only 3 answered negatively to the question.

4 Results

A set of questions related to the central theme of the research, internationalization at home, based the map we drew of the IaH practices of the Brazilian HEIs. A variety of closed and open-ended questions were asked for a broader mapping of how institutions conceive of internationalization at home. To ensure that respondents were clear on the view of internationalization at home adopted for this research, the guiding definition by Beelen and Jones (2015) was presented in the questionnaire.

The first question of the sequence referred to the concept of IaH in the respondents' views. Three non-exclusive definitions were cited, and the respondents were asked to select which viewpoints would define the institutional conception of IaH. The answers to the question are systematized in Figure 7.

Figure 7 - Institutional conceptions of IaH.



Source: research data.

Of the 81 respondents, only 3 understand that none of the quotes would define how their institution conceives of IaH. 26 respondents selected only the definition of "alternative paths". 4 respondents selected only the definition of considering the "demands of the knowledge society." 11 respondents selected only the definition containing "global citizenship and the curriculum". 12 respondents selected both the

pathways definition and the knowledge society definition. 5 respondents selected both the definition of pathways and that of global citizenship and the curriculum. 6 respondents selected both the definition considering the knowledge society and the definition of global citizenship and the curriculum. 17 respondents selected all 3 definitions.

Further insights into how institutions conceive of IaH were presented in the open-ended question "How would you define how your institution conceives of 'internationalization at home'?" 67 survey participants responded to the question and some themes were recurrent in these responses. It is recurrent that participants indicate that the institution's view of IaH aligns with what Beelen and Jones (2015) propose and with a comprehensive view of internationalization (Hudzik, 2015a). Several answers, such as the one transcribed below, reinforce that the institution holds that internationalizing is not only about mobility activities.

Internationalization at home is key among other things to bring internationalization with its benefits inside the University. Internationalization is much more than physical or virtual mobility.

Excerpt # 01 – Research data from questionnaire answers

This more comprehensive view of internationalization is put forward by the participants who explain that members of their institutions conceive of IaH in its plurality of possibilities. However, even with a plural conception and the desire to internationalize, institutions face barriers in their attempts to implement internationalization actions, as stated by a participant, in a response transcribed below.

There is a clear perception that internationalization at home goes beyond hosting international students and faculty. However, bolder proposals from management - which clearly shows the intention and desire to 'internationalize' - encounter many barriers in the various sectors of the University - both on the part of departments/teachers and students. One thing is the conception of internationalization proposed in official

documents, such as the Institutional Plan of Internationalization. Another thing is what is actually implemented in actions. Even the offer of courses in foreign languages encounters a lot of opposition.

Excerpt # 02 – Research data from questionnaire answers

As pointed out, the barriers faced when implementing IaH actions include internal resistance from some members of the institution, when they oppose the implementation of courses in foreign languages, and bureaucratic issues, which make it difficult for conceptions about IaH to become effective actions. Another difficulty recurrently mentioned in the answers is the scarcity of government resources, as indicated in the answer transcribed below.

We are looking for alternatives to provide our students with experiences with people from abroad, to awaken the student's interest and then think about institutional policies to make the internship possible, given the scarcity of government resources to pay for the student's trip abroad.

Excerpt # 03 – Research data from questionnaire answers

This scarcity of government support and funding for internationalization activities seems to affect even more the younger and smaller institutions, which still have their IAH actions at a "primary" or "embryonic" stage, in the words of the participants themselves. The answer transcribed below exemplifies how some institutions understand that their IAH actions are still incipient.

As a necessary and fundamental action, but still incipient due to lack of institutional culture and budget.

Excerpt # 04 – Research data from questionnaire answers

The beginning of the engagement of some Brazilian public HEIs in IaH strategies, that is, when they began to understand internationalization more broadly, beyond mobility, coincided with the beginning of the COVID-19 pandemic. For some research participants, IaH was the way to continue doing internationalization in the period of the pandemic, as in the response transcribed below.

I consider that my institution is still beginning to understand internationalization beyond mobility and international cooperation. Currently, especially with the pandemic, I believe that internationalization at home was a way for us to continue to do internationalization, but I believe that this perspective can and should be expanded to encompass concepts of global citizenship and internationalization of curricula.

Excerpt # 05 – Research data from questionnaire answers

The vision of more comprehensive internationalization strategies collaborating positively to expand a perspective of global, inclusive, democratic, multilingual and multicultural citizenship was also recurrent in the answers. Among several mentions to the expansion of the inclusion of students from the actions of IaH, the following response, along with a few other comments of the sort, points to an Afrocentric and decolonial perspective arising from a context that values IaH.

Besides offering half of the undergraduate places to international students, the curricula of the courses include some subjects and authors from an Afrocentric and decolonial perspective. With this, there are many opportunities for discussion, teaching and research about the sociocultural reality of the nations that make up the Community of Portuguese Speaking Countries, applying this to the objectives of the courses.

Excerpt # 06 – Research data from questionnaire answers

Other terms that highlight the more inclusive and democratic vision of the internationalization process based on IaH strategies and that are mentioned by the respondents are: multiculturalism, plurilingualism and global citizenship. The following transcribed answer illustrates this type of note.

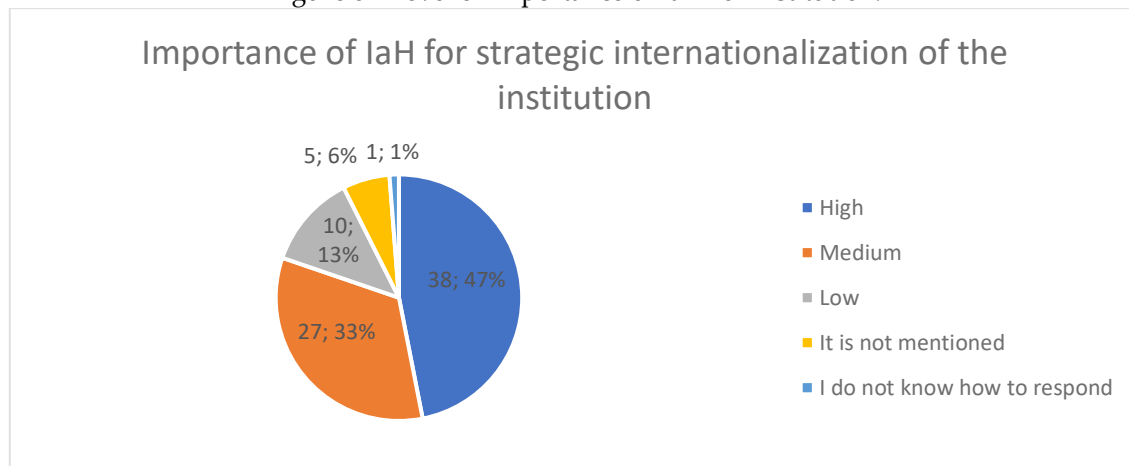
Perspective of internationalization as a local practice through which strategies are implemented to provide a multicultural and multilingual environment in the university environment.

Excerpt # 07 – Research data from questionnaire answers

Multilingualism and multiculturalism are highlighted as desired by the participating institutions from the respondents' perspective. Such answers show how the conceptions about IaH are in line with an institutional profile that values social responsibility, inclusion, and welcomes diversity.

The responses of how institutions conceive of IaH from the perspective of respondents align with the high importance that IaH strategies seem to have for institutions. Figure 8 below shows that 38 participants understand that IaH has a high level of importance for institutional internationalization strategy while 27 indicate a medium level. Adding up the responses, we have 65 responses, that is, 80% of the respondents indicate that their institutions understand IaH as an important strategy. 10 respondents indicate a low level of importance; 5 respondents state that IaH is not mentioned in institutional internationalization strategies and 1 respondent did not answer it.

Figure 8 - Level of importance of IaH for institution.



Source: research data.

If we consider the importance attributed by respondents to the internationalization process in the institution (Figure 5) with the importance attributed to IaH in the institution (Figure 8), a slight reduction can be noticed. Besides the considerably higher percentage attributed to the high importance of the internationalization process in general, there is no pointing out that the

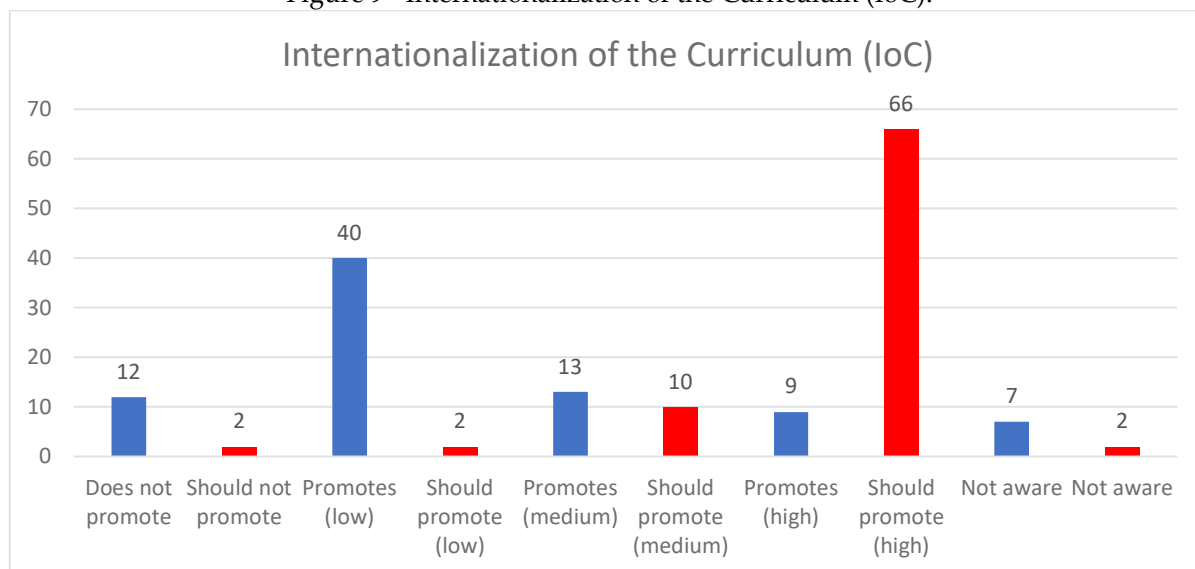
internationalization process is not important, but for 5 respondents IaH is not even mentioned in the strategic plans. It seems that institutions are in between, mostly valuing internationalization actions and, to a slight lesser extent, attributing value to the IaH process.

For a more specific understanding of the types of IaH actions that have been implemented in Brazilian public institutions of Higher Education, respondents should indicate to what extent their institutions promote 11 listed actions. The question was: “To what extent **does** your institution promote the following 'internationalization at home' activities? Considering a scale between (1) does not promote and (4) promotes in an institutionalized way (i.e. scheduled and/or documented), choose 1, 2, 3, 4, or I am not aware”.

Next, the same 11 types of actions were listed and the respondents were asked to indicate the degree of importance of promoting the different actions. The question was: “To what extent **should** your institution promote the following 'internationalization at home' activities? Considering a scale between (1) should not promote and (4) should promote in an institutionalized (i.e., scheduled and/or documented) way, write 1, 2, 3, 4, or I am not aware.

The following data have been organized by combining the two questions transcribed above, focusing on each IaH action listed separately. The blue bars indicate what is done in the institutions according to research participants and the red bars indicate the importance attributed to each action. In a way, the data presented in a comparative way allow for the perception of what is and what is desired in terms of IaH in the participating institutions.

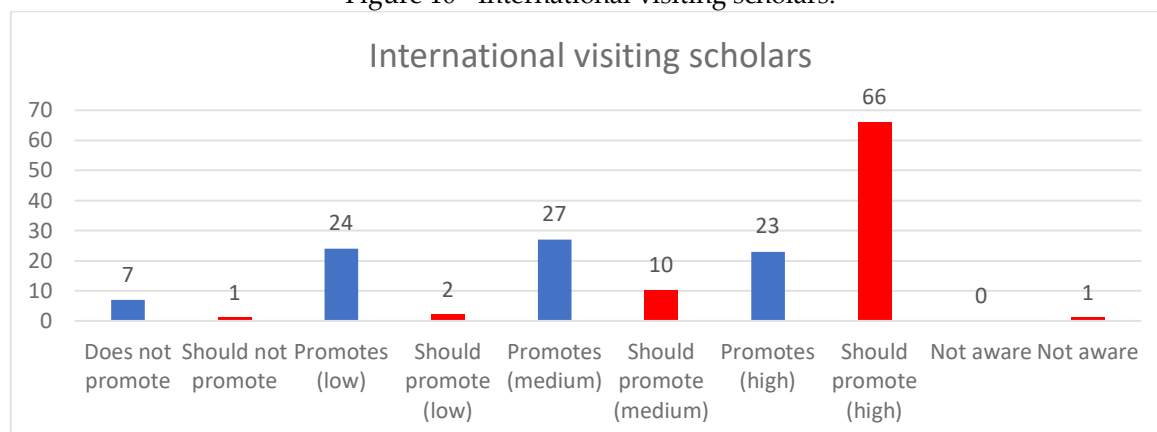
Figure 9 - Internationalization of the Curriculum (IoC).



Source: research data.

Most respondents indicate that their institutions do not promote (12) or incipiently promote (40) the internationalization of the curriculum. 13 respondents indicated that the institution promotes this action, and 9 respondents informed that their institutions do it in an institutionalized manner. 7 respondents had no knowledge to inform. However, the great majority, that is, 62 respondents, point out the importance of the internationalization of the curriculum being part of the institution's strategies in a documented manner.

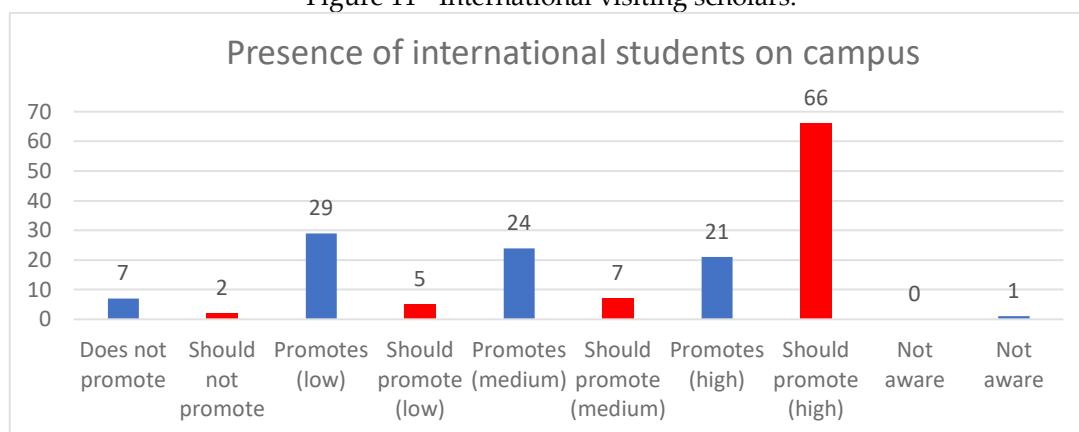
Figure 10 - International visiting scholars.



Source: research data.

Only 7 respondents indicate that their institutions do not promote visits by international professors. 24 respondents indicated that their institutions receive these visits with low frequency, 27 with a medium frequency, and 23 regularly and in an institutionalized way. All respondents were aware of this type of internationalization action. The vast majority, that is, 66 respondents, point to the high importance of the visit of international scholars for IaH actions in their institutions.

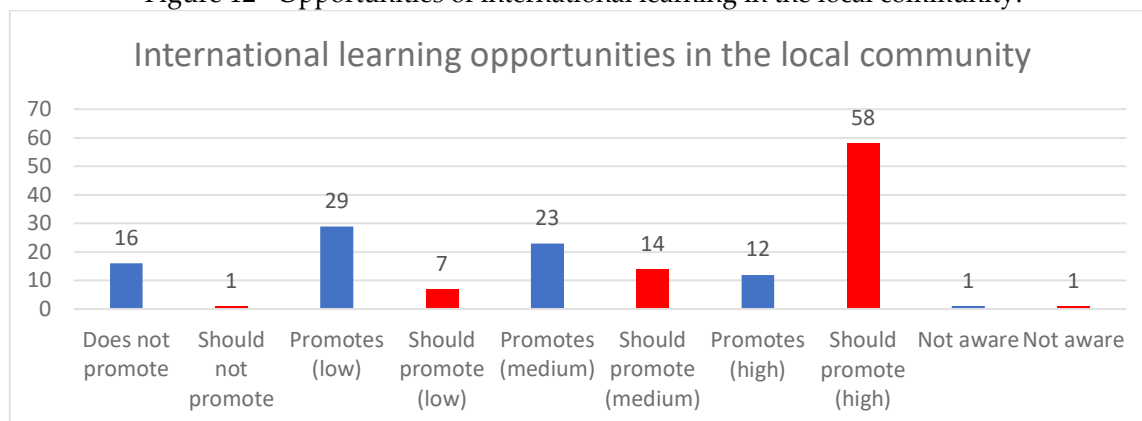
Figure 11 - International visiting scholars.



Source: research data.

Just as the presence of international faculty on campus is seen as important to respondents, the vast majority, or 66 respondents, point to the importance of the presence of the international student population at their institutions. Only 7 respondents signal that their institutions do not have international student presence on campus. 29 respondents indicate that their institutions receive these students with low frequency, 24 with an average frequency, and 21 regularly and in an institutionalized manner.

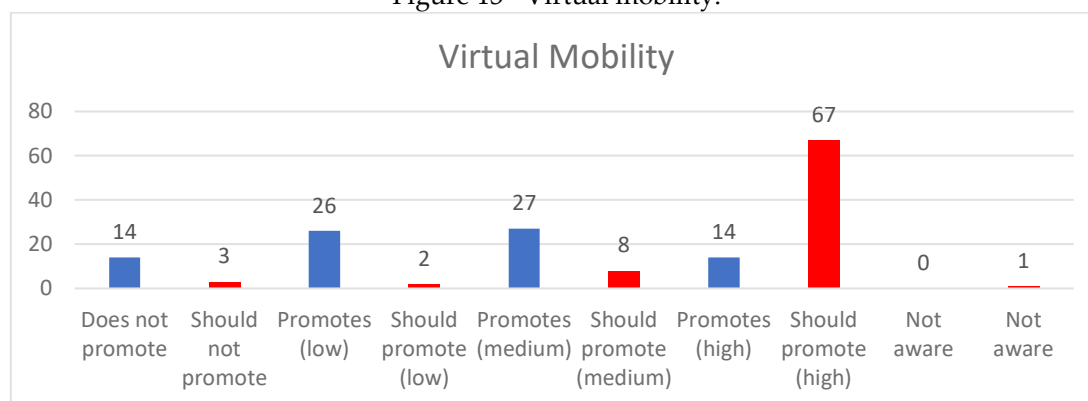
Figure 12 - Opportunities of international learning in the local community.



Source: research data.

When asked about international learning opportunities in the local community, 16 respondents indicated that there are no opportunities, 29 indicated that there are few opportunities, 23 a medium level, and only 12 a high, institutionalized level. 1 respondent was not aware of this type of action. While 14 respondents pointed out that this type of action is important, 58 indicated that it is very important.

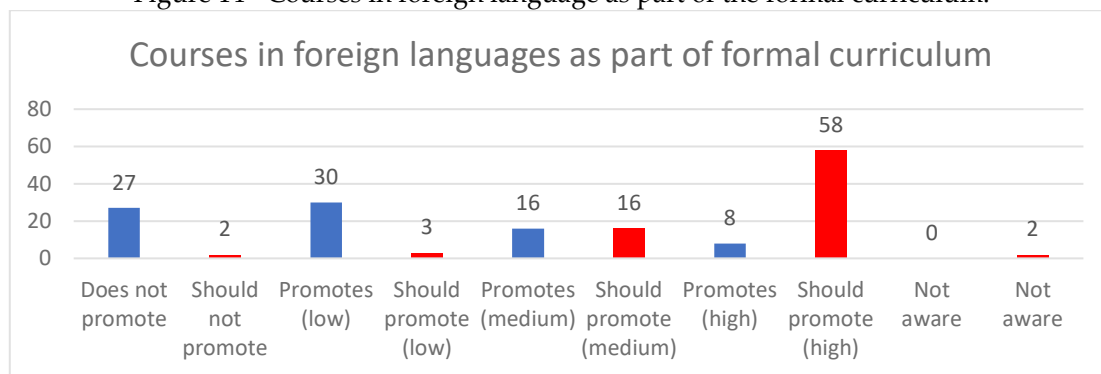
Figure 13 - Virtual mobility.



Source: research data.

About virtual mobility, 14 respondents informed that their institutions do not promote this action, 26 indicated that they promote it in an incipient way, 27 that they promote it and 14 that they promote it in a scheduled and institutionalized way. All respondents were aware of this type of internationalization action. The vast majority, that is, 67 respondents, point out the high importance of virtual mobility.

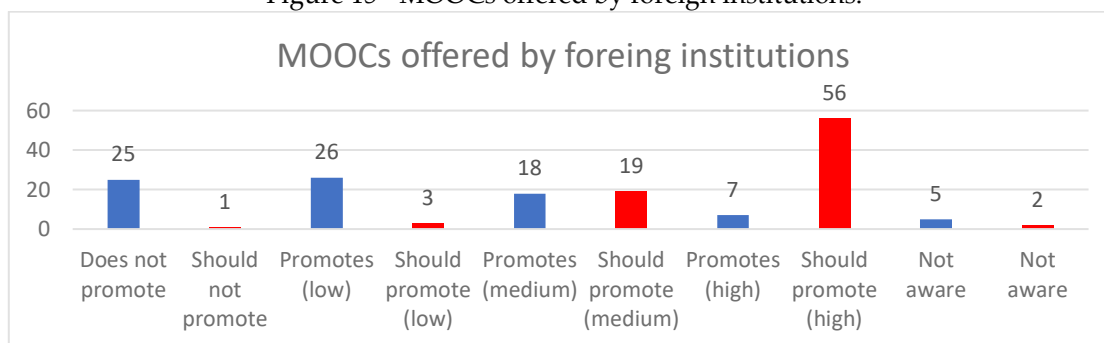
Figure 14 - Courses in foreign language as part of the formal curriculum.



Source: research data.

A high number of institutions still do not have courses in foreign language as part of the formal curriculum (27 respondents) or have this action still in an incipient way (30 respondents). 16 respondents indicated that their institutions offer courses in foreign language and only 8 respondents informed that their institutions do so in a scheduled and institutionalized way. All respondents were aware of this type of internationalization action. In terms of the importance of this type of action, 2 respondents indicate that it is not important, 3 that it is not very important, 16 that it is important, and 58 that it is very important. 2 respondents were unable to indicate the degree of importance.

Figure 15 - MOOCs offered by foreign institutions.

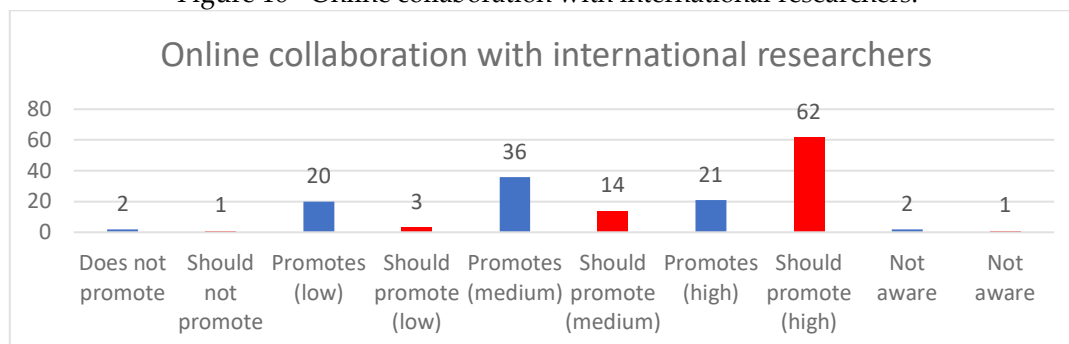


Source: research data.

25 respondents informed that their institutions do not make available open online courses (MOOCs) offered by foreign institutions. 26 respondents indicated that their institutions do this type of action, but without regularity, 18 do it and only 7 do

it in a scheduled and institutionalized way. 5 respondents were not aware of this type of internationalization action. 56 point out the high importance and 19 point out the importance of offering MOOCs.

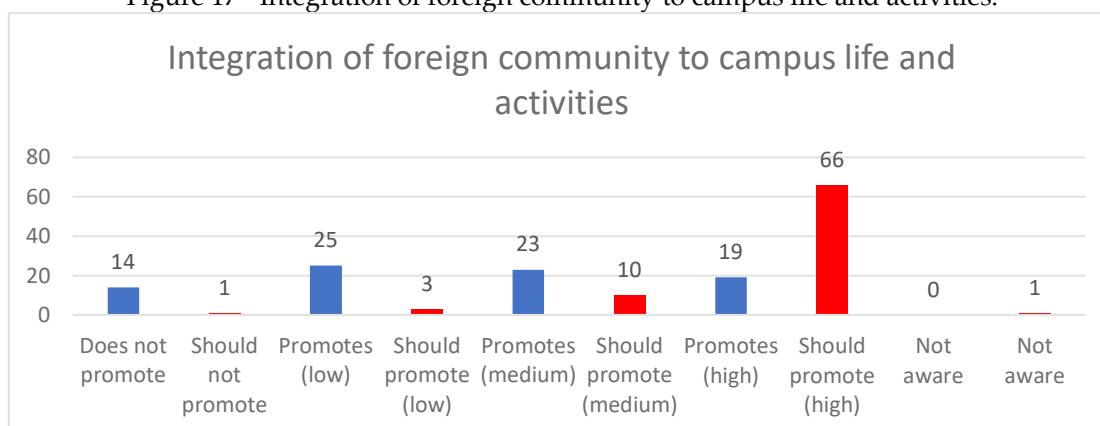
Figure 16 - Online collaboration with international researchers.



Source: research data.

Collaboration with international researchers in the online environment is indicated as part of their institutions' IaH actions by most respondents: 20 indicate a low level, 36 indicate a medium level, and 21 indicate a high level of promoting this collaboration. Only 2 respondents report that their institutions are not engaged in research collaboration in the online environment. 2 respondents were not aware of this type of internationalization action. The vast majority, i.e. 62 respondents, point to the high importance of online collaboration between researchers at their institutions and international researchers.

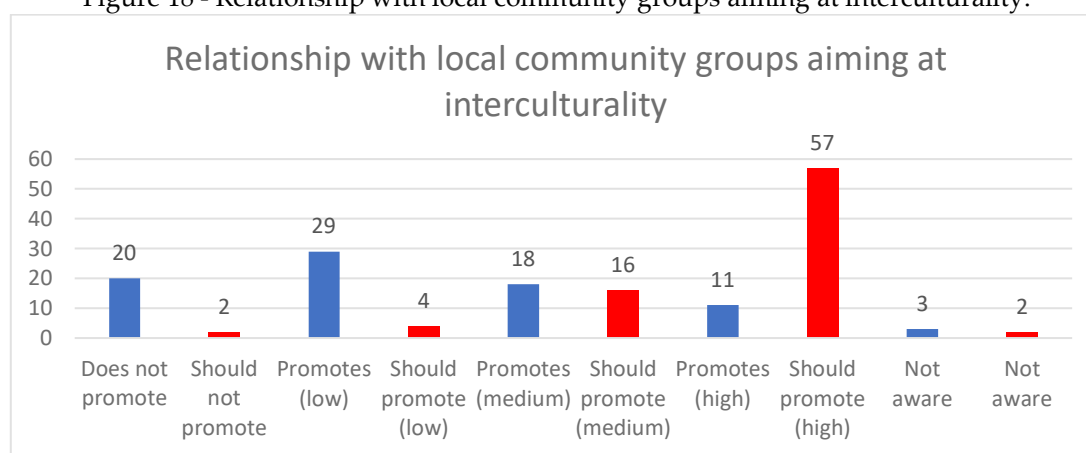
Figure 17 - Integration of foreign community to campus life and activities.



Source: research data.

14 respondents report that their institutions do not promote integration of the foreign community into campus life and activities. 25 respondents report that integration is low, 23 that it is medium, and 19 that it is high. All respondents were aware of this type of internationalization action. The vast majority, that is, 66 respondents, point to the high importance of integrating the foreign community into campus life and activities.

Figure 18 - Relationship with local community groups aiming at interculturality.

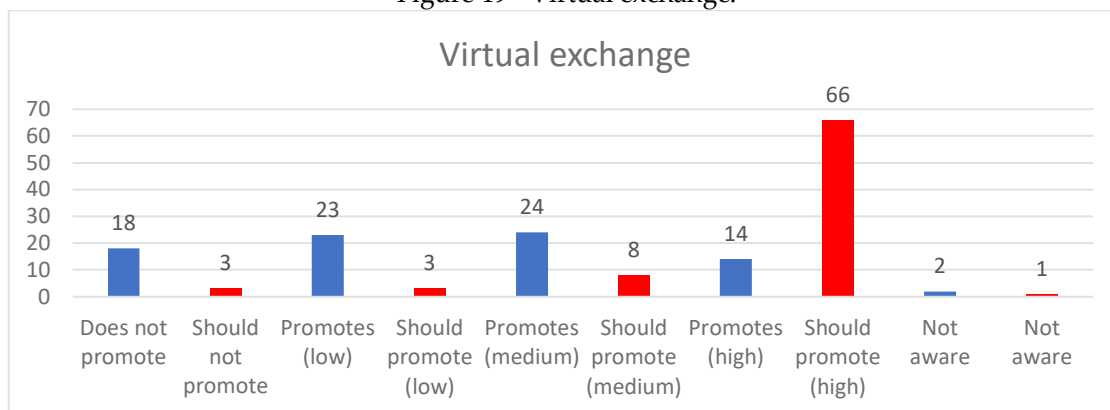


Source: research data.

20 respondents informed that their institutions do not promote IAH with local community groups aiming at interculturality. Among the responses that indicate that this relationship exists, 29 indicate a low level, 18 a medium level, and 11 a high and institutionalized level. 3 respondents were not aware of this type of internationalization action. 57 point to high importance and 16 point to the importance of the relationship with local community groups aiming at interculturality.

About virtual exchange, 18 respondents informed that their institutions do not promote this action, 23 indicated that they promote it in an incipient way, 24 that they promote it and 14 that they promote it in a scheduled and institutionalized way. 2 respondents were not aware of this type of internationalization action. The vast majority, that is, 66 respondents, point out the high importance of virtual exchange.

Figure 19 - Virtual exchange.



Source: Research data.

Finally, respondents had the opportunity to add some IaH activity that was not listed among the 11 types of IaH action proposed in the questionnaire. Even though 37 respondents used this open space, some responses (10) were that there was nothing to be added. Among the remaining responses, the foreign language theme was recurrent. Respondents stressed language-related actions beyond "foreign language subjects as part of the formal curriculum," which was in the questionnaire. Some of the responses are transcribed below.

Language teaching projects for academic presentations and hosting foreigners.

Offering foreign language courses for specific groups and Portuguese language courses for foreigners.

Actions that corroborate the effectiveness of the HEI's Linguistic Policy.

Excerpt # 08 – Research data from questionnaire answers

The respondents also mention actions to prepare teachers for EMI - English as a Medium of Instruction, that is, the teaching of teachers from other areas by the departments of the English language area to teach their subjects in English. *Idiomas sem Fronteiras* (Languages without Borders – LwF) - is also pointed out as a catalyst for IaH actions, especially in supporting the offer of foreign language courses, Portuguese as a host language and in formulating language policies.

A remark made by one of the participants that was not included in the list, but which is very relevant to IaH actions, is transcribed below.

Foreign language document generation; campus signage; translated and internationally appealing websites.

Excerpt # 09 – Research data from questionnaire answers

The availability of documents and information in foreign languages is essential if we want to welcome face-to-face and virtual students, faculty and administrative staff from other countries in our institution. It is also important to emphasize the importance of selecting more than a single foreign language for the translation of documents, signage and websites to welcome the international public.

5 Discussions: limitations and possibilities

It is important to explore how Brazilian public institutions of Higher Education are walking their path towards internationalization, aware of how they are dealing with this process, but wishing for a more promising scenario that is more in line with the possibilities that internationalization, especially in the domestic environment, can provide. It is also necessary to underline how the respondents emphasize, throughout the completion of the questionnaire, the barriers faced on this path.

Marinoni (2019) points out some necessary aspects for the process of internationalization of higher education, among these: internationalization as an institutional priority and the importance of internationalization policies and activities. The data show that Brazilian public HEIs, for the most part, understand internationalization as an institutional priority, since 68 respondents report that internationalization is mentioned in their strategic plan and 25 report that it is in the institutional mission. Furthermore, according to the respondents, there is a formal and autonomous policy or strategy containing the internationalization perspective elaborated in the institutions (48 answers) or incorporated in the general institutional

strategic plan (7 answers); for 23 of the respondents this policy is in the elaboration phase. This points to a recognition by most institutions that internationalization is an institutional priority and that it is important to institutionalize this importance by marking it in documents and policies.

The IAU global research report (Marinoni, 2019) also points out that another aspect that should be considered when internationalizing higher education is the internationalization of the curriculum/internationalization at home. Considering what is effectively promoted in terms of IaH in the institutions and how the respondents consider these actions to be relevant, it is interesting to analyze the difference between what is promoted in the institutions and how the desire to promote it in an institutionalized way, i.e., scheduled and/or documented, gains prominence.

This analysis reinforces Hudzik's (2015b) suggestion that it is valuable to create an institutional culture for internationalization, to recognize and engage in organizational change, and to establish a series of strategies and training tactics to support internationalization actions. Awareness of the possibilities of IaH actions collaborates for this cultural change and for the respondents, active participants in the internationalization actions of the international relations offices of the participating institutions, to envision paths to be taken to implement IaH strategies and activities.

Unfortunately, the bureaucratic context negatively impacts IaH initiatives in Brazilian public Higher Education institutions. "Barriers", "difficulties", "lack of encouragement", among other terms that indicate the lack of support for the internationalization process are recurrent in the answers provided by the participants throughout the questionnaire. Three excerpts of responses are highlighted below, since they mobilize key themes pointed out by the respondents in terms of limitations to the IaH process.

However, bolder management proposals - which clearly show the intention and desire to 'internationalize' - encounter many barriers in the various sectors of the University - both from departments/teachers and students.

Excerpt # 10 – Research data from questionnaire answers

One of the problems pointed out is that a management team in a public Higher Education institution in Brazil faces internal difficulties to internationalize. The respondents point out that the university community, teachers and students, are still partially opposed to training actions for the use of foreign languages, for example. As the actions in a Brazilian higher education institution go through a sieve of the academic community, a minority of opponents to bold proposals can greatly delay the proposed actions.

Innovation in terms of "internationalization at home" has little fertile ground, since there are other priorities on the agenda, such as the very survival of the Public University, due to budgetary difficulties, among other consequences of this framework.

Excerpt # 11 – Research data from questionnaire answers

Another force opposing attempts to promote IaH is the very 'survival of the Public University', which has been under threat in recent years due to a wave of attacks on our institutions, especially grounded in fake news. In this stance, it is relevant to repeat the words of De Wit (2019, p. 9), that we face "tensions between a short-term neoliberal approach to internationalization, focusing primarily on mobility and research, and a long-term comprehensive quality, global learning for all approach".

We have always had difficulties in getting local professors to accept the challenge of teaching in English, either due to the effort of the professor to prepare his classes in another language, or due to the difficulty of separating one of the classes of a certain subject to be offered in English (many times there was little demand from the students and this class dissolved and became part of Portuguese classes).

Excerpt # 12 – Research data from questionnaire answers

In terms of language, the respondents highlight the barriers imposed by the teachers themselves who have not had the opportunity to prepare themselves in terms of English as a Medium of Instruction (EMI) and who miss the chance to include a wider audience by using a lingua franca to explore content from their field of expertise.

Bureaucracy, once again, stands out as managers cannot envision other ways of teaching the subject to different groups, with the possibility of mirror classes or other innovative techniques of active methodologies that could be used.

5 Final remarks

Regarding the internationalization process in general terms, the participating institutions have a high level of adherence, which is evidenced in their guiding documents, as the vast majority have internationalization mentioned in the institutional strategic plan and/or institutional mission. Furthermore, there is a positive view of how the participating institutions have conceived the internationalization process, with high importance, for the most part, or medium importance. Finally, most of the respondents declare the registration of internationalization policies and/or strategies in their institutions, which shows a high commitment to the agenda.

As for internationalization at home, a considerably higher percentage is attributed to the high importance of the internationalization process in general compared to IaH. The greater visibility of physical mobility as more prestigious internationalization action seems to be related to this type of action being mainstream and more naturalized for participants. However, a broad and plural vision of what is conceived as IaH can be seen when the participants understand it as alternative pathways considering the demands of the knowledge society, global citizenship and curricula.

It is also important to note that most of the institutions have mentions of formalized or under development strategies for IaH. Some themes were recurrent when addressing IaH, namely: barriers and difficulties in the implementation of actions, besides the scarcity of government funding and resources. Even with such limitations, the participants show awareness of what can be done in terms of IaH, especially in the favorable context of the pandemic, which forced institutions to think

of different ways to internationalize without physical mobility. Even institutions that have this more embryonic and incipient process were aware of the importance of IaH. The participants also mentioned the importance of an inclusive, Afrocentric, decolonial, multicultural, plurilingual perspective, and for global citizenship.

These desires for incorporating IaH into their institutional contexts favored the following actions listed for the participants in a preference sequence. The methodology for ranking this data was to consider the number of answers “should promote (high)”, followed by “should promote (medium)” and “should promote (low)”.

- 1) Virtual mobility;
- 2) Integration of the foreign community into campus activities and life;
- 3) Visit by international scholars;
- 4) Internationalization of the curriculum;
- 5) Virtual exchange;
- 6) Presence of the student population on campus;
- 7) Collaboration with international researchers in the online environment;
- 8) Courses in foreign language as part of the formal curriculum;
- 9) International learning opportunities in the local community;
- 10) Open online courses (MOOCs) offered by foreign institutions;
- 11) Relationship with local community groups for interculturality.

It is necessary to highlight, considering the research data, that the actions that are closer to the mainstream of physical mobility seem more naturalized to the participants of the internationalization process of Higher Education and, consequently, have more visibility. However, the clear desire of promoting all of the actions as recurrently as possible indicates the pathway Brazilian HEIs has taken towards internationalization tends to be progressively more comprehensive. The emergent themes related to foreign languages and language policies suggest this

broader and more plural understanding of internationalization actions may occupy a prominent spot in the IaH map of Brazilian HEIs.

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