

Internationalization and SDG 17: A look at the PDI 2020-2024 of the Federal Institute of Paraíba¹

*Internacionalização e o ODS 17:
Um olhar sobre o PDI 2020-2024 do Instituto Federal da Paraíba*

*Internacionalización y ODS 17:
Un análisis del PDI 2020-2024 del Instituto Federal de Paraíba*

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Abstract: This study analyzes how the internationalization strategies of the Federal Institute of Education, Science and Technology of Paraíba (IFPB), as outlined in its 2020–2024 Institutional Development Plan (IDP 2020–2024), align with the principles of Sustainable Development Goal 17 (SDG 17). Grounded in the concepts of higher education internationalization and the 2030 Agenda, the research adopts a qualitative approach, with a descriptive nature and a documentary research procedure, based on the analysis of IFPB's institutional electronic documents. The results reveal the existence of structured internationalization actions, particularly in the areas of partnerships and international cooperation, in line with SDG 17. However, limitations are identified regarding the incorporation of 2030 Agenda initiatives aimed at sustainable development. The study concludes that greater alignment is needed between the internationalization practices of IFPB, as outlined in the 2020–2024 IDP, and the principles of SDG 17, in order to promote the integration of these principles across the institution's different dimensions.

Keywords: Internationalization; International cooperation; Sustainable development; Sustainable development; Sustainable development goal.

Resumo: Este estudo analisa como as estratégias de internacionalização do Instituto Federal de Educação, Ciência e Tecnologia da Paraíba (IFPB), previstas no Plano de Desenvolvimento Institucional 2020-2024 (PDI 2020-2024), alinham-se aos princípios do Objetivo de Desenvolvimento Sustentável 17 (ODS 17). A pesquisa, fundamentada nos conceitos de internacionalização da educação superior e na Agenda 2030, adota abordagem qualitativa,

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caráter descritivo e procedimento técnico documental, com base na análise de documentos institucionais eletrônicos do IFPB. Os resultados evidenciam a existência de ações estruturadas de internacionalização, especialmente no âmbito das parcerias e da cooperação internacional, em consonância com o ODS 17. Contudo, identificam-se limitações na implementação de iniciativas da Agenda 2030 voltadas ao desenvolvimento sustentável. O estudo conclui que é necessário maior alinhamento das práticas de internacionalização do IFPB, previstas no PDI 2020-2024, aos princípios do ODS 17, de modo a promover sua integração nas diferentes dimensões institucionais.

Palavras-chave: Internacionalização; Cooperação internacional; Desenvolvimento sustentável; Objetivo de desenvolvimento sustentável.

Resumen: En este trabajo se analiza cómo las estrategias de internacionalización del Instituto Federal de Educación, Ciencia y Tecnología de Paraíba (IFPB), previstas en el Plan de Desarrollo Institucional 2020-2024 (PDI 2020-2024), se alinean con los principios del Objetivo de Desarrollo Sostenible 17 (ODS 17). La investigación, fundamentada en los conceptos de internacionalización de la educación superior y en la Agenda 2030, adopta un enfoque cualitativo, tiene carácter descriptivo y emplea un procedimiento técnico documental a partir del análisis de documentos institucionales electrónicos del IFPB. Los resultados evidencian la presencia de acciones estructuradas de internacionalización, especialmente en el ámbito de las alianzas y de la cooperación internacional, en consonancia con el ODS 17. Sin embargo, se identifican limitaciones en la implementación de iniciativas de la Agenda 2030 orientadas al desarrollo sostenible. Se concluye que es necesario una mayor alineación de las prácticas de internacionalización del IFPB, previstas en el PDI 2020-2024, con los principios del ODS 17, a fin de promover la integración de dichos principios en las diferentes dimensiones institucionales.

Palabras clave: Internacionalización; Cooperación internacional; Desarrollo sostenible; Objetivo de desarrollo sostenible.

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Introduction

Ever since the founding of the first medieval universities, such as the University of Bologna and the University of Paris, there already was an international dimension to higher education, showcased by the circulation of students, professors and knowledge across national borders (Wielewicki; Oliveira, 2010). With the advancement of globalization along the 20th century and the profound economic, political, social and cultural changes generated by it, the Institutions of Higher Learning (HEI) started to incorporate internationalization as a strategy to answer the demands of an increasingly interconnected world (Knight, 2004).

Today, internationalization transcends the condition of strategic guideline and is now understood to be one of the missions of HEIs, functioning as an instrument capable of tackling the challenges of higher learning and strengthening the cooperation between countries in the

Global South in the international scenario (Morosini; Nez; Woicolesco, 2020). In this perspective, it contributes to the enhancement of teaching, research and outreach activities though supporting the circulation of knowledge, the sharing of experiences and the formation of collaborative networks of an international span (Franklin; Zuin; Emmendoerfer, 2018).

Internationalization, in this view, contributes to a more dynamic, collaborative and interconnected academic environment, allowing institutions access to different perspectives, methodologies and innovations. Furthermore, through the collaboration between researchers and institutions of different countries, there is an expansion of the impact of scientific production and the ability of HEIs of developing solutions to contemporary problems, cementing the relevance of internationalization as an important strategy for the advancement of higher education.

There is an ever greater relation between internationalization and priority themes, such as sustainable development, especially after the adoption of the 2030 Agenda by the United Nations (UN), in 2015. This global landmark, structured as 17 Sustainable Development Goals and 169 targets, reinforced the necessity of the contribution of Institutions of Higher Learning to the formation of more equal, inclusive and environmentally responsible societies. This set of goals and targets provides directives for the formulation of public policies and mobilization of resources, encompassing governments, the private sector, civil society and academic institutions.

Among the 17 SDGs, SDG 17 – Partnerships for the Goals – stands out as it emphasizes the importance of collaboration between different agents, including the HEIs, in order to enable sustainable development. It seeks, in the field of education, to promote collaborative initiatives, and to articulate strategies and resources that integrate teaching, research and outreach in a logic of international cooperation. Consequently, SDG 17 showcases a direct relation with internalization, encouraging partnerships and the exchange of experiences between countries and institutions, contributing for the completion of the objectives highlighted by the 2030 Agenda.

Considering such a scenario, the Federal Institute of Education, Science and Technology of Paraíba (IFPB) has affirmed its commitment with the 2030 Agenda after formalizing its adhesion with the signage of a term of commitment, showcasing its intention of actively contributing in the implementation of the Sustainable Development Goals in its institutional activities. This commitment is reflected in its 2020-2024 Institutional Development Plan (2020-2024 IDP), which incorporates the 2030 Agenda and the SDGs as part of its strategic objectives, reinforcing the insertion of sustainability in its planning and institutional management.

Established as one of its institutional macro-processes, as described in the 2020-2024 IDP, internationalization serves a strategic role in the promotion of the SDGs, particularly SDG 17, in strengthening global partnerships, promoting academic mobility and expanding international cooperation. However, there is still a gap in the understanding of how these strategies are effectively being implemented and the measure in which they contribute to the consolidation of institutional commitment with sustainable development.

In this scenario, this paper purports to analyze the alignment of the IFPBs internationalization strategies, as described in the 2020-2024 IDP, with the principles of SDG 17, which emphasizes the relevance of international partnerships and cooperation as essential elements to sustainable development.

The relevance of this research derives from the activity of IFPB in the state of Paraíba, where this institution serves a fundamental role in regional development and is an important actor in the areas of technology and innovation. This study follows a qualitative approach, of a descriptive character and documental procedure. In this context, it seeks to understand how institutional internationalization aligns with the 2030 Agenda, particularly with SDG 17, through the analysis of IFPBs 2020-2040 Institutional Development Plan.

This document was selected because it is the first strategic instrument in which the institution has explicitly incorporated the 2030 Agenda in its macro-processes. The data collection was made in the entirety of the document through the search of the keywords 'international', 'sustainable', 'sustainability' and 'Agenda', and selecting the excerpts related to the internationalization strategies and to the 2030 Agenda.

The analysis was based on Bardin's (2016) Content Analysis Method, using mixed categories derived from the literature and refined through a review of the material. Two analytical categories were defined: Internationalization Actions (C1), covering academic mobility, curriculum internationalization, languages, collaborative projects, international outreach, and agreements; and Aspects of SDG 17 (C2), covering financing, knowledge and technology transfer, technical cooperation, partnerships, and agreements.

During pre-analysis phase, a skimming of the document was conducted, and the codification plan was defined. During the exploration of the material, selected excerpts were extracted into a Microsoft Excel spreadsheet, containing, for each unit of analysis, the specific code (e.g., mobility, partnerships, or funding), the corresponding category (C1, C2, or both), the original excerpt, and the document page number, in order to ensure greater transparency in the data analysis.

In data processing and inference stage, given the cross-cutting and interconnected nature of the topics investigated, it was opted for an integrated analysis of categories C1 and C2. Each unit of analysis was associated with the respective codes and analytical categories (C1, C2, or both), allowing for the identification of individual occurrences and points of convergence between internationalization and SDG 17. The articulation between the codes made it possible to examine the extent to which internationalization strategies aligned with the principles of sustainable development, highlighting trends and gaps in the process of integrating these agendas.

Within the broader scope of this research, it is worth noting that this article is part of a master's thesis that analyzes the internationalization of higher education, with a focus on its articulation with the principles of the 2030 Agenda and Sustainable Development Goal 17.

The Internationalization of Higher Education

Contemporary international landscape has fostered the exchange of knowledge and academic experiences among universities, influencing education and contributing to the development of these institutions. In this context, internationalization has been understood as an essential process for HEIs to respond to the challenges of a globalized society. However, its purpose is not to be an end in itself, but to act as a means to achieve broader objectives, such as improving education, strengthening research, and expanding academic cooperation (Carvalho; Araújo, 2020).

To understand the concept of internationalization, it is essential to distinguish it from the concept of globalization. According to Knight (2020, p. 23), both constitute interrelated yet distinct processes. Globalization refers to a set of worldwide forces that impact contemporary societies in a broad and structural manner, while internationalization concerns the intentional and strategic responses of educational institutions and systems to this global context, through the integration of international and intercultural dimensions into their functions.

Internationalization is understood as a “process of integrating an international, intercultural, or global dimension into the purpose, functions, or offerings of postsecondary education institutions and systems” (Knight, 2004, p. 11), this being one of the most widely adopted definitions in the literature. This definition emphasizes the strategic incorporation of these dimensions into academic, administrative, and institutional activities, reflecting the need for institutions to adapt to the contemporary global landscape.

Comprehensive internationalization is a concept proposed by Hudzik (2011), who corroborates the definitions of other authors by highlighting that this process involves a continuous institutional commitment to incorporating international and comparative dimensions throughout the entire academic sphere. The author emphasizes that internationalization should be understood as a collective commitment, not limited to a specific sector, but broadly integrated throughout the entire institution.

The internationalization of higher education, once restricted to academic mobility, has undergone transformations over time, incorporating new modalities. In this context, the concept of Internationalization at Home emerges, stemming from the need to expand access to international education, given that only a portion of students have access to exchange programs and experiences abroad (Knight, 2020).

Since it is a process, internationalization requires well-structured strategic planning, in which the reasons underpinning it guide the expected outcomes. Without a clear rationale and well-defined objectives, initiatives may see their results compromised, becoming merely reactive responses to specific opportunities, without consistent strategic direction (Knight, 2020).

The advancement of the internationalization process has been driven by three main factors: the expansion of access to higher education, the globalization of the economy and society, and the growing demand for skills that facilitate interaction between countries. It is worth noting that the process of European integration reinforces this dynamic by requiring greater cooperation and alignment among educational institutions (Santos; Almeida Filho, 2012).

Thus, international cooperation is widely recognized as a strategic element for strengthening universities. As Santos and Almeida Filho (2012) highlight, it expands opportunities for academic and institutional development, facilitating the integration of institutions into global knowledge networks. These mechanisms contribute to knowledge production, innovation, and the strengthening of institutional internationalization.

Universities play a central role in promoting development and bringing different peoples and nations closer together, regardless of economic ties. In addition to fostering international cooperation and disseminating knowledge, higher education institutions contribute to the formation of partnerships aimed at strengthening a culture of peace and promoting sustainable development on a global scale (Stallivieri, 2004).

When applied to higher education, internationalization offers multiple benefits, including the training of professionals prepared for the global stage and the development of a civic consciousness focused on international challenges. This process also contributes significantly to economic, social, and cultural development, in addition to strengthening institutional recognition and expanding the research potential of institutions. Considering

the benefits of internationalization highlighted by Hudzik (2011), it is possible to observe how this process manifests itself in specific institutional contexts. At IFPB, internationalization is understood as a management strategy structured in phases to be developed in the short, medium, and long term. In this way, the institution reaffirms its commitment to the international dimension, treating it as a structured, planned, and continuous process.

At the Institute, internationalization is coordinated by the Office of International Relations (ARINTER), which is responsible for implementing and monitoring the actions outlined in CS Resolution No. 40, dated August 7, 2019, establishing its Internationalization Policy. This policy defines guidelines aimed at expanding the IFPB's presence on the international stage, promoting academic and scientific cooperation.

Sustainable Development Goals and the Role of HEIs

The increasing complexity of environmental challenges has highlighted the need for new approaches to reconcile economic development with environmental preservation. These challenges have come to require coordinated national policies aimed at preventing pollution and promoting sustainability through the use of clean technologies, industrial planning, and the conduct of environmental impact studies (Barbieri, 2020).

Postwar economic growth exacerbated environmental problems, culminating in the UN Conference in Stockholm (1972), which spurred international debate on development and the environment and subsequently contributed to the consolidation of the concept of sustainable development (Barbieri, 2020).

Years after the Stockholm Conference, the UN assessed its outcomes and concluded that the actions taken were insufficient to address the environmental challenges of the time. As a result, the World Commission on Environment and Development (WCED) was established, led by Gro Harlem Brundtland, whose work resulted in the report **Our Common Future** (1987). The commission proposed a global agenda focused on integrating environmental preservation and economic development, consolidating the concept of sustainable development (Nascimento, 2012).

The concept of sustainable development was defined by Brundtland (UN, 1987, p. 41) as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” This definition implies the adoption of practices that promote the responsible use of resources, ensuring that economic and social progress does not occur at the expense of the environment. The focus is on integrating economic, social,

and environmental dimensions to promote continuous and equitable development for both present and future generations.

Following the Stockholm Conference (1972), various international initiatives and meetings were held with the aim of deepening the debate on sustainable development. Among them, Eco-92, held in Rio de Janeiro, stands out as it resulted in Agenda 21, as does the World Summit on Sustainable Development (Rio+10) in 2002. These events culminated in the United Nations Conference on Sustainable Development (Rio+20) in 2012.

The leaders gathered at Rio+20 recognized the importance of the Millennium Development Goals (MDGs) and agreed to establish new Sustainable Development Goals that are universal, clear, and focused on implementation. These goals were defined over the following two years, with an emphasis on priority areas to facilitate progress monitoring (United Nations, 2015).

In September 2015, international leaders gathered at the United Nations Special Summit in New York to adopt a global plan aimed at ending poverty, protecting the environment, and promoting peace and prosperity for all. This plan, titled *Transforming Our World: The 2030 Agenda for Sustainable Development*, consists of 17 Sustainable Development Goals and 169 targets (United Nations, 2015).

The SDGs cover essential themes for sustainable development, reflecting challenges faced around the world that require integrated actions. Figure 1 below presents the 17 Sustainable Development Goals.

Figure 1 - UN Sustainable Development Goals



Source: 2030 Agenda Working Group (2025).

Based on a call for universal collaboration, the 2030 Agenda highlights the need to integrate the economic, social, and environmental dimensions of development in a balanced manner. Although its content is global, its implementation can be adapted to the needs and specificities of each country, allowing nations to act in accordance with their priorities and available resources (United Nations, 2015).

Among the goals presented, SDG 17 stands out, seeking to strengthen the means of implementation and revitalize the global partnership for sustainable development. This goal includes targets related to topics such as finance, science, technology, and capacity building.

It differs from the other SDGs due to its cross-cutting nature, since while the others address specific areas—such as health, education, gender equality, and the environment—SDG 17 acts as a coordinating support axis among them. It is implemented through international cooperation, establishing partnerships between governments, the private sector, and civil society, with the aim of mobilizing and sharing knowledge, innovations, and financial resources (Silva, 2018).

The 2030 Agenda's goals prioritize support for developing countries to ensure they receive adequate financial resources, technical support, and international collaboration. The aim is to help them overcome structural challenges, with partnerships being fundamental to achieving the SDGs.

According to Barbieri (2020), sustainable development is not the exclusive responsibility of governments, although their action and commitment are essential for the implementation and achievement of the established goals. The 2030 Agenda, in this sense, recognizes the importance of an integrated and collaborative approach to achieving the SDGs, emphasizing the contribution of governments, the private sector, academia, and civil society (Serafini; Moura; Rezende, 2021).

In the academic context, higher education institutions have faced the challenge of consolidating their commitment to sustainability. Beyond the dissemination of knowledge, it is essential to incorporate sustainable practices into institutional management. Similarly, it is fundamental that these practices be present in teaching, research, and extension activities, allowing institutions to play an exemplary role in terms of environmental and social responsibility (Serafini; Moura; Rezende, 2021).

HEIs play a strategic role in identifying talent, promoting creativity, and strengthening innovation systems at the regional and national levels. Their relevance extends to the global sphere, as they contribute to understanding the challenges and opportunities

related to the SDGs. Similarly, they participate in the formulation of solutions, the review of policies, and the monitoring of results (SDSN, 2018).

It is important to note that several SDGs have direct and indirect connections to technological innovations. However, strategies aimed at achieving these goals should not be limited to formal and bureaucratic procedures; it is essential that they translate into concrete actions capable of promoting effective improvements in people's quality of life (Tartaruga; Sperotto; Griebeler, 2019).

According to Serafini, Moura, and Rezende (2021), higher education institutions should focus their efforts on developing applied research and projects aligned with the SDGs. Based on this premise, it is essential that such research be practice-oriented, with the aim of developing effective strategies, methodologies, and solutions that contribute significantly to both the academic community and society at large.

Regarding implementation within HEIs, the role of SDG 17—Partnerships and Means of Implementation—stands out, as it plays a strategic role in strengthening collaboration among different actors to promote sustainable development. In the academic context, SDG 17 is directly related to internationalization and international academic cooperation, as it encourages the establishment of networks for academic, scientific, and technological collaboration among institutions in different countries.

Making higher education institutions and systems more effective in promoting the right to quality education and in building sustainable societies can be achieved through international cooperation. To this end, it is essential to strengthen partnerships, create collaborative networks, and develop institutional capacities that support lasting results. HEIs should integrate international cooperation across all their activities, revising institutional objectives, promoting engagement among different stakeholders, and enhancing teaching, research, and social responsibility programs (UNESCO, 2022).

Public universities establish cooperation with national and international institutions, including universities, non-governmental organizations (NGOs), and the business sector, with the aim of sharing resources such as information, academic mobility, technologies, and funding. This strategy strengthens partnerships and expands the impact of universities on social and economic development.

To achieve the SDGs, it is essential that university leadership be fully committed to this agenda. This commitment must be formalized and incorporated into key strategic and institutional planning documents, such as the Institutional Development Plan (SDSN, 2020). Thus, the 2030 Agenda must be integrated as a central element in the mission, institutional policies, and activities of universities, in order to guide their actions and strategies (Serafini; Moura; Nobre, 2021).

In the day-to-day operations of Brazilian public universities, Institutional Development Plans, as central planning instruments, take on the challenge of incorporating the SDGs into institutional practices. This process aims to integrate sustainability into academic and administrative routines, promoting management more aligned with the principles of sustainable development (Serafim; Leite, 2021).

The establishment of a sustainability policy or strategic plan is fundamental, but by itself does not guarantee the implementation of sustainable practices. The success of this process depends on collective engagement and commitment within the institution. Nevertheless, the implementation of the SDGs should not be treated as a mere formal requirement, but as a tool for strengthening values, practices, and institutional culture, ensuring that sustainability is integrated organically and sustainably into academic actions and management (Christ; Piffer, 2022).

Analysis and Discussion of Results

The IFPB's Institutional Development Plan (IDP), developed for the period from 2020 to 2024, presents strategies, goals, and actions that guide the institution's academic and administrative activities. The document, prepared in accordance with Decree No. 9,235 of December 15, 2017, and based on the Balanced Scorecard (BSC), builds on the initiatives of the previous IDP, including an analysis of the stage of development achieved.

With regard to the sustainability perspective, the IFPB's mission, as described in the 2020–2024 IDP, reflects its commitment by highlighting the importance of education, research, and extension in training citizens capable of contributing to a more inclusive, just, and sustainable society. Among the established strategic goals, the integration of the 17 Sustainable Development Goals of the 2030 Agenda into the various institutional macro-processes stands out, guiding the development of initiatives aligned with the principles of this agenda.

Upon beginning the analysis of Category (C1): Internationalization Actions, it is observed that, unlike the previous IDP, this dimension now includes a specific chapter, titled "MACRO-A12-INTER," highlighting the value and prominence attributed to internationalization in institutional planning. This inclusion underscores the relevance of this strategy for the IFPB, recognizing it as a planned and ongoing process.

The Office of International Relations, reporting to the Rector's Office, plays a key role in leading and coordinating these initiatives, working closely with students, faculty, and technical-administrative staff.

Throughout the analysis, a shift in perspective compared to previous periods is evident. The current IDP, however, demonstrates a broader interest, encompassing aspects such as strategic partnerships, teaching and research in international collaboration, and internationalization initiatives at home. This shift reflects the transformations that have occurred in the national and international landscape regarding the concept of internationalization, expanding its scope beyond the mobility of students and faculty to encompass other academic and institutional dimensions.

Moving on to the analysis of specific actions, it is evident that the IFPB's internationalization strategy is based on different lines of action. One of these is academic mobility, which includes students, faculty, and staff. Between 2014 and 2019, 95 students and 163 staff members participated in exchange programs, highlighting the expansion and consolidation of this practice.

In addition to traditional academic mobility, there is mention of virtual mobility, considered an opportunity to expand the benefits and reach of internationalization to a broader audience, especially for those who cannot travel for personal, financial, or institutional reasons. Virtual activities and courses taught in a foreign language facilitate exposure to different cultures and teaching methodologies, contributing to the development of an international academic profile.

Another aspect noted in the IDP is "internationalization at home," a proposal that seeks to incorporate international practices into curricula through Course Pedagogical Projects (CPPs). The initiative includes offering courses taught in a foreign language and curriculum flexibility, strengthening the international dimension of educational processes. This approach is also reflected in extension activities developed through distance learning, expanding the participation of faculty, staff, and students.

With regard to evaluation and monitoring, the IDP mentions indicators related to exchange programs and established partnerships, the monitoring of scientific output, and the tracking of ARINTER's performance. Regarding the SDGs, no specific indicators were identified for internationalization initiatives. Although the definition and monitoring of these indicators may fall under the responsibility of the involved administrative units, the analyzed documentation does not allow for a conclusive confirmation of this assignment.

Continuing with the analysis of category (C2): Aspects of SDG 17, another point of intersection relates to the diversification of funding sources. Internally, there is a requirement for a minimum investment of 0.5% of the budget, specifically allocated to funding initiatives and programs that encourage the participation of faculty, staff, and students in international experiences. However, the IDP also provides for the raising of extra-budgetary funds through partnerships with the private sector and international cooperation agencies.

It is noted that the institution has sought to reduce its dependence on programs centralized by the Federal Government, which points to a more autonomous approach to fundraising and the formulation of its own calls for proposals and public tenders.

In the field of staff training, capacity-building initiatives stand out, especially in foreign languages. However, it is worth noting that the IDP does not establish specific goals or actions focused on training in topics related to sustainable development. Considering that proficiency in a foreign language is crucial for academic interaction in an international context, language training takes on a priority status.

Given that SDG 17 (Partnerships and Means of Implementation) is a key pillar in guiding global cooperation for sustainable development, it is noted that, although the IDP does not make direct reference to this goal, several of the initiatives presented are aligned with its content. The main strategies focus primarily on strengthening strategic partnerships and sharing knowledge and technologies.

The document highlights partnerships with universities in countries such as Finland, the United States, and Portugal, as well as agreements with institutions in Canada and Colombia. However, there is a limited number of agreements with developing countries, which may indicate a gap in strengthening the South-South cooperation strategy, considering that SDG 17 sets as a goal the strengthening of North-South, South-South, and triangular cooperation at the regional and international levels.

With regard to international partnerships and agreements, the IFPB also acknowledges challenges related to the conclusion and management of agreements and memorandums of understanding (MoUs) with foreign organizations. Among the main difficulties are the bureaucracy involved in the processes of signing and renewing agreements, the differences between the legal frameworks of the countries involved, and language barriers, which can hinder the interpretation and negotiation of contractual clauses.

In the context of international cooperation, student mobility and the internationalization of scientific output constitute strategies that integrate these

proposals, as they foster the exchange of experiences, innovation, and the refinement of solutions to common problems. Incentives for undergraduate research students to participate in international projects, as well as support for joint supervision, dual degrees, and internships abroad, are among the actions highlighted in the document. This initiative provides the IFPB with greater openness to engage in international collaborations and, simultaneously, integrate its members into global networks, thereby strengthening the exchange of ideas, research methodologies, and technologies.

Regarding joint research, the IDP 2020–2024 notes the existence of 164 research groups that maintain some degree of interaction with foreign partners, although some of these ties are less formal in nature. This finding highlights the opportunity to strengthen cooperation by formalizing more agreements, securing funding and institutional support, and ensuring wider dissemination of results.

Regarding the transfer and sharing of knowledge and technology, the 2020–2024 IDP outlines initiatives focused on priority themes, such as climate change, water resources, education, health, and sustainability. These lines of action, when explicitly aligned with the SDGs, tend to position the IFPB on the international stage as a relevant partner in cooperation programs that require joint efforts among different countries.

Although references to SDG 17 are not direct, the adoption of collaborative approaches and the promotion of networking activities align with the concept of partnerships for sustainable development. The events, workshops, and lectures promoted by ARINTER are also highlighted as tools for strengthening internationalization. Although the IDP recognizes the relevance of research in addressing social demands and promoting values such as ethics and citizenship, there is still room to deepen the connection between these aspects and sustainable development at the international level.

To systematize the research findings, Table 1 presents a summary of the internationalization actions identified in the IDP, as well as the dimensions of SDG 17, in addition to the observed potential and gaps.

Table 1 – Relationship between internationalization actions and dimensions of SDG 17

INTERNATIONALIZATION ACTIONS	SDG 17 DIMENSIONS	POTENTIALS	GAPS
Institutionalization of Internationalization	Strengthening of institutional partnerships and governance for cooperation.	Incorporation of internationalization into institutional planning, organizational structure, and regulatory frameworks.	Lack of explicit alignment between internationalization policy and SDG 17 targets.
Academic Mobility	Knowledge exchange and strengthening of institutional capacities.	Growth and consolidation of the practice; inclusion of virtual mobility to expand reach.	Weak linkage between mobility initiatives and the Sustainable Development Goals
Internationalization at home	Knowledge sharing.	Democratization of internationalization opportunities.	
Academic and scientific cooperation	Development of partnerships	Strengthening of international partnerships and agreements.	Limited number of agreements with developing countries; lack of a South-South cooperation strategy.
Language teaching and linguistic training	Capacity-building initiatives.	Priority given to language training for academic interaction; courses taught in a foreign language.	Lack of specific goals for training in sustainable development and the 2030 Agenda.
Fundraising	Finance; Strengthening of implementation mechanisms.	Recommendation for a minimum investment of 0.5% of the budget; partnerships with the private sector and international agencies.	Lack of mechanisms for monitoring and evaluating contributions to sustainable development.

Source: Made by the authors (2026).

An analysis of the 2020–2024 Institutional Development Plan (IDP) suggests that internationalization is institutionalized within the IFPB's planning and organizational structure. Elements present in the document highlight the establishment of formal frameworks for the coordination and development of international activities, indicating the consolidation of internationalization in its institutional dimension and its integration into planning, management, and governance instruments.

Despite the advances observed in the process of institutionalizing internationalization, the integration of the 2030 Agenda into institutional planning remains in its early stages. Although the

SDGs are present in the IDP, their incorporation occurs predominantly at the discursive level, with low cross-cutting integration and limited articulation with other institutional guidelines.

The lack of monitoring mechanisms and specific indicators related to SDG 17 highlights that the integration of the 2030 Agenda into institutional management processes remains limited. In the absence of these parameters, it is not possible to consistently assess the contribution of internationalization to sustainable development.

Although SDG 17 emphasizes the importance of cooperation among developing countries (South-South), the strategies outlined remain predominantly associated with traditional models of cooperation with institutions in the Global North.

The gaps observed in the incorporation of the 2030 Agenda into the IDP impact the capacity of institutions to translate strategic guidelines into effective policies and actions within the public higher education sector. This scenario hinders integration among different institutional areas, resulting in fragmented initiatives and reducing coordination between teaching, research, extension, and management.

Conclusion

This research focused on analyzing the IFPB's 2020–2024 IDP, with the aim of examining how internationalization guidelines and practices are being integrated into SDG 17 of the UN 2030 Agenda. The investigation was conducted by surveying internationalization actions and subsequently identifying those aligned with the principles of SDG 17.

The results indicate that the IFPB has a well-structured Institutional Development Plan (IDP), with significant progress in incorporating internationalization as a strategic component. The document generally demonstrates the institution's commitment to issues related to sustainable development, particularly through the inclusion of sustainability aspects in its mission, vision, and values.

One of the strategic objectives of the IDP is to integrate institutional actions, across its various macro-processes, with the principles of SDG 17 of the 2030 Agenda. During its implementation, a prioritization of initiatives aimed at achieving these objectives was observed. However, the integration between internationalization and the 2030 Agenda, specifically with regard to SDG 17, remains limited, indicating the need for progress toward a more consistent articulation between these dimensions.

Among the main positive aspects identified, the presence of goals and actions focused on academic, scientific, and technological cooperation, as well as the expansion of international partnerships, stands out. The promotion of the academic community's global development can

be observed through exchange programs, the offering of courses in foreign languages, and intercultural training initiatives. Autonomy in managing agreements and securing extra-budgetary funds reinforces this process, contributing to the long-term sustainability of internationalization efforts.

The IFPB has demonstrated a commitment to expanding its presence and activities on the international stage. The expansion of exchange programs, the diversification of partnerships, and the inclusion of courses taught in foreign languages contribute to the enhancement of academic education, the promotion of research, and the development of joint solutions to contemporary challenges. These initiatives, combined with the search for alternative funding sources and the promotion of collaborative scientific production, are in line with the guidelines for strategic partnerships focused on sustainable development.

Despite the identified advances, the integration of internationalization into SDG 17 remains limited, as the 2030 Agenda and the SDGs are mentioned on a y basis, restricted to the chapter dedicated to environmental sustainability, without broader alignment with internationalization guidelines. Significant gaps were also identified, such as the absence of strategies aimed at promoting South-South cooperation and the lack of evaluation methodologies that allow for the precise measurement of the impact of internationalization actions in relation to the SDGs.

The link between internationalization and institutional sustainable development policies proved insufficient. There is also a lack of specific goals and actions aimed at international capacity building and encouraging research in priority areas, such as technology, sustainability, health, and education, with a focus on topics of common interest among developing countries.

The analysis focused exclusively on the IFPB's 2020–2024 IDP, which may have limited the understanding of the integration between internationalization and SDG 17 in other institutional dimensions, such as daily management practices, extension projects, and research activities.

Finally, the study suggests the development of a IDP with a more integrated approach, one that considers the role of internationalization in promoting sustainable development across its various dimensions. This implies the need to explicitly incorporate the Sustainable Development Goals, especially SDG 17, into internationalization guidelines and strategies, ensuring that these principles are present in all institutional macro-processes.

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