Internationalization Strategies of Brazilian Universities Participating in the Capes PrInt Program

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Abstract: The internationalization of higher education has changed over time due to government programs and incentives. In response to these demands, universities have sought to develop internationalization actions that encompass the entire university community. This article aims to analyze the internationalization strategies contained in the plans and policies of Brazilian higher education institutions (HEIs) that participate in the Institutional Internationalization Program – CAPES PrInt Program. It is a qualitative study, conducted from documentary research, and data processing was carried out based on content analysis. Data analysis showed five priority areas:

Teaching; Language Policies; Research; Outreach, Culture and Art and Management. Among internationalization strategies developed by HEIs in Brazil, no predominant internationalization model exists, but the coexistence between the different forms of internationalization characterizes the search for an identity that reflects the features of Brazilian higher education. The results reveal the direction that Brazilian HEIs are taking toward the institutionalization of internationalization and its contribution to the consolidation of the field of internationalization of higher education.
Keywords: internationalization of higher education; CAPES PrInt Program; internationalization policy; internationalization plans; Brazil

Las estrategias de internacionalización de las universidades brasileñas participantes del Programa Capes PrInt
Resumen: La internacionalización de la educación superior ha cambiado a lo largo del tiempo a partir de la inducción de programas e incentivos gubernamentales y las universidades, respondiendo a estas demandas, han buscado desarrollar acciones de internacionalización que abarquen a toda la comunidad universitaria. Este artículo tiene como objetivo analizar las estrategias de internacionalización contenidas en los planes y políticas de las instituciones de educación superior brasileñas que participan del Programa de Internacionalización Institucional - Programa CAPES PrInt. Se trata de un estudio cualitativo, realizado a partir de una investigación documental y el tratamiento de los datos se realizó a partir del análisis de contenido. A partir del análisis de los datos, se observaron cinco áreas prioritarias: Enseñanza; Políticas Lingüísticas; Investigación; Extensión, Cultura y Arte y Gestión. Entre las estrategias de internacionalización desarrolladas por las universidades de Brasil no se observa el predominio de un modelo de internacionalización, sino la coexistencia entre diferentes formas de internacionalización, caracterizando la búsqueda de una identidad que refleje las características de la educación superior brasileña. Los resultados revelan la dirección que las instituciones brasileñas están tomando hacia la institucionalización de la internacionalización y su contribución a la consolidación del campo científico sobre la internacionalización de la educación superior.
Palabras clave: internacionalización de la educación superior; Programa CAPES PrInt; política de internacionalización; planes de internacionalización; Brasil

Estratégias de internacionalização de universidades brasileiras participantes do Programa Capes PrInt
Resumo: A internacionalização da educação superior tem se alterado ao longo do tempo, a partir da indução de programas e fomentos governamentais, e as universidades, respondendo a essas demandas, têm buscado desenvolver ações de internacionalização que abarquem toda a comunidade universitária. Este artigo tem como objetivo analisar as estratégias de internacionalização contidas nos planos e políticas das instituições de educação superior brasileiras que participam do Programa Institucional de Internacionalização – Programa CAPES PrInt. Trata-se de um estudo de cunho qualitativo, realizado a partir de uma pesquisa documental e o tratamento de dados foi realizado com base na análise de conteúdo. A partir da análise dos dados, cinco áreas prioritárias foram observadas: Ensino; Políticas Linguísticas; Pesquisa; Extensão, Cultura e Arte; e Gestão. Não há predominância de um modelo de internacionalização entre as estratégias desenvolvidas pelas universidades no Brasil, mas o convívio entre as diferentes formas de internacionalização, caracterizando a busca por uma identidade que reflita as características do ensino superior brasileiro. Os resultados revelam a direção que as instituições brasileiras estão adotando rumo à institucionalização da internacionalização e sua contribuição para a consolidação do campo científico sobre a

internacionalização da educação euperior ao preencher uma lacuna, ainda existente, na literatura brasileira.

Palavras-chave: internacionalização da educação superior; Programa CAPES PrInt; política de internacionalização; planos de internacionalização; Brasil

The Internationalization Strategies of Brazilian Universities Participating in the Capes PrInt Program

The internationalization of higher education and its purposes have changed over time. There is a change in the ethos of internationalization, and higher education institutions (HEIs) have sought to develop actions that encompass the entire university community. This perspective is aligned with the current internationalization agenda, which requires a comprehensive (Hudzik, 2015, McManus & Nobre, 2017) and sustainable (De Wit, 2017; Woicolesco et al., 2022) perspective. In this context, HEIs become responsive to the challenges of the knowledge society and internationalization is "constituted as a proactive response of the academic world in the face of global dynamics, which favors a strategic educational praxis, designed for the world and consistent with local demands and needs for sustainable development" (Gacel-Ávila, 2018, p. 61).

This process is accompanied by the evolution of the concept of internationalization of higher education that has advanced, in recent decades, from a fragmented and marginal understanding to a priority topic on the agenda of HEIs and governments around the world (De Wit, 2017). Internationalization of higher education is defined as "the 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). In order to respond to the emerging challenges that internationalization faces as the development of society advances, a new dimension to this concept has been proposed by De Wit, Hunter, Egron-Polak, and Howard (2015). For the authors, internationalization of higher education is "the intentional process of integrating an international, intercultural, or global dimension into the purpose, functions, and delivery of postsecondary education in order to improve the quality of education and research for all students and staff and to make a meaningful contribution to society" (De Wit et al., 2015, p. 29).

This interaction is accomplished, according to Morosini (2021), as of relationships with countries from all regions of the globe, privileging cultural differences, reaching local communities and allowing, by means of sustainable development, global citizenship to be achieved. The current conceptions of internationalization, thus, are aligned with the challenges faced by HEIs and complement the concepts proposed by Knight (2004) and by De Wit et al. (2015).

Higher education internationalization policies follow the movement of updating the concept, because, as internationalization acquires greater importance within HEIs, the implementation of policies, plans, strategies, actions and indicators becomes necessary. This is because, "internationalization is no longer an issue beyond academic life. It must be in the scope of policies and strategic decisions of the higher institutional councils. It ceases to be an option and becomes a goal to be achieved, with clear reasons for it" (Stallivieri, 2017, p. 19).

The process of developing institutional policies and plans for internationalization in HEIs is marked by many challenges, because the consensus on this paradigm to be defended by the institution depends on a process that must reach all levels of the institution, historically marked by a hierarchical and independent structure (Childress, 2009). For the author, HEIs affirm the commitment to internationalization in their policies and plans, by aligning the contemporary challenges of higher education with their values and mission. Thus, by defining institutional goals and strategies that contribute to the process of integrating an international dimension in their

functions, they involve the entire university community in the achievement of the commitment made (Hudzik, 2015).

By assuming internationalization as an institutional commitment, HEIs direct their efforts to overcoming the obstacles inherent in changing institutional culture (Childress, 2009). Through the statute of university autonomy, these institutions have the opportunity to "build internationalization spaces grounded in the principles of solidarity, social justice, and knowledge networks" (Fávero, Trevisol, 2020, p. 56).

In late 2017, the Coordination for the Improvement of Higher Level Personnel (CAPES), with the aim of collaborating with the implementation of comprehensive internationalization in Brazilian higher education, fostered the construction of a more solid process, focused on institutions that already had an institutional policy focused on internationalization and that demonstrated potential for the development of this type of program (Morosini, 2021).

As social transformations impact HEIs and the higher education system as a whole, it is relevant to identify how these changes are being processed in Brazilian universities. When analyzing the current panorama of internationalization of higher education in Brazil, Morosini (2021, p. 363) points out the following challenges:

> internationalization as a quality criterion; strong presence of the concept of internationalization as in-person mobility; lack of policies for the implementation of internationalization at the undergraduate and graduate levels, restricted to a few institutions and not to the system; slight tendency towards a model of integral internationalization in the institution towards countries in the global north; virtualization of internationalization; and, the challenge of internationalization as university integration.

This article aims to analyze the strategies for higher education internationalization contained in the plans and policies of Brazilian universities participating in the CAPES PrInt Program. This study reveals the direction that Brazilian HEIs are taking towards the institutionalization of internationalization and has contributed to the consolidation of the scientific field on the Internationalization of Higher Education by filling this gap in the literature.

The text is divided into three sections, besides the introduction. The first section presents the methodology used to carry out the research, and the second section presents the analysis and discussion of the results. The third section is composed of the final considerations.

Methodological Design

The methodological design of this research has a qualitative character (Quivy, Campenhoudt, 1992), having been used the documentary research in conducting the investigation about the object of study. The choice of documentary research is justified because the data source is composed of institutional documents from Brazilian universities participating in the CAPES PrInt Program, published on their websites in the form of policies and plans. Thus, the set of documents used in this research, called the *corpus*, constitutes a stable source of data related to the intricacies involved in the institutionalization of the internationalization process of Brazilian universities.

The corpus of this research consists of the internationalization plans and/or policies of the 36 universities participating in the CAPES PrInt Program. The data collection in the electronic addresses of the universities was conducted between the months of May and September 2021 and all the information contained in this work is public domain.

For the treatment and analysis of the data that make up the corpus of this research, we used content analysis (Bardin, 2016). According to the author, in content analysis there are different

phases that are organized around three chronological poles: a) pre-analysis; b) exploration of the material; and c) treatment of results, inference, and interpretation.

The pre-analysis started with the floating reading of the documents, which is the researcher's first contact with the texts to be analyzed. After reading the collected material, a doc file was prepared with the strategies of each institution. In order to maintain their anonymity, the institutions were coded according to the number of their insertion in the database, being presented as HEI 1, HEI 2, HEI 3, and so on. It is noteworthy that these documents do not have homogeneous wording because there is no requirement for standardization, as well as because of the nature of university autonomy. For this research, we extracted from the analyzed documents strategies and priority actions for the 2018-2023 four-year period, which is the term of the program. During data collection, institutional documents with the internationalization policy and/or plan were not located in the electronic addresses of two HEIs, and although they were requested by e-mail to the institutions, the request was not successful.

In the exploration phase of the material for the processing of the results, the data were classified by areas of coverage, forming five analytical categories: Policies for the Internationalization of Teaching; Linguistic Policies; Policies for the Internationalization of Research; Policies for the Internationalization of Extension, Culture and Art; and Policies for the Management of Internationalization. These categories allow a logical reconstruction of the corpus in the light of the research objective. Tables 1 to 5, mentioned below, show the most expressive strategies in the entire corpus of analysis, according to each analytical category.

The presentation of the analysis and the discussion of the results were conducted in two stages: in the first, the description of the data found was made; in the second, the inferences made by the researchers during the investigation were presented, based on the theoretical frameworks in which this study was grounded.

The CAPES PrInt Program

In the context of Brazilian higher education, CAPES funds a series of actions and programs aimed at promoting the internationalization process in higher education institutions, such as the Graduate Student Convention Program, the Visiting Professor Abroad Program, the Doctoral Sandwich Program Abroad, as well as grants and scholarships for students and faculty members to study and conduct research abroad. Among the initiatives is the Institutional Internationalization Program - CAPES PrInt Program, which will be in effect from 2018 to 2023. Launched by CAPES in 2017, it aims to:

> Encourage the construction, implementation and consolidation of strategic plans for the internationalization of the participating institutions in the areas of knowledge prioritized by them; encourage the formation of international research networks to improve the quality of academic production linked to postgraduate courses; expand the internationalization support actions in the postgraduate courses of the participating institutions; Promote the mobility of faculty and students, with a focus on Ph.D. students, postdoctoral fellows and faculty abroad and from abroad to Brazil, linked to stricto sensu graduate programs with international cooperation; Promote the transformation of the participating institutions into an international environment and integrate other CAPES support actions in the internationalization efforts. (CAPES, 2017, pp. 1-2)

The only call of the program (CAPES Call Notice No. 41/2017), launched in November 2017, had a projected annual budget of up to 300 million reais. The selected institutions had to meet the

following requirements: have four graduate programs, at least two with Ph.D. programs, all evaluated with at least a 4 in the 2017 quadrennial evaluation (CAPES, 2017).

The program included 36[1] of the 2,608 HEIs in the country, distributed in four of the five Brazilian regions. As a characteristic of the HEIs participating in the CAPES PrInt Program, it is noteworthy that in terms of geographical distribution in the national territory, six are located in the Northeast, two in the Midwest, 20 in the Southeast, and eight in the South region, indicating that there is a gap in the Program regarding its incidence in HEIs in the Northern region. In this regard, Rosa et al. (2022, p. 66) argue for the need for CAPES to create a version of the program for

> Emerging HEIs that are not in a position to compete on an equal footing with the institutions ranked as the best in the country, or in this case, the most structured for the development of internationalization actions, but that can nevertheless plan in the long term an addition to their institutional internationalization actions.

As for the legal nature, 27 are federal public HEIs, four are state public HEIs and five are private non-profit HEIs. As a requirement, the institutions had to submit an Institutional Plan of Internationalization, or similar document, and compose an Institutional Project of Internationalization, in which they needed to "indicate their priority themes for internationalization actions to be developed according to the competencies and priority areas defined by the proposing institution" (CAPES, 2017, p. 3).

According to the notice (CAPES, 2017), the Institutional Internationalization Project should include strategies that consolidate existing partnerships and the search for new ones; the attraction of foreign students, teachers and researchers with international experience for periods of performance in Brazil; the preparation of teachers and students for the period abroad and for the dissemination of knowledge and experience acquired abroad.

The main actions supported by the program are: work missions abroad, resources for the maintenance of research projects in international cooperation, scholarships abroad for doctoral-sandwich, senior visiting professor for internship abroad, junior visiting professor (post-doctoral) abroad, training in short courses or summer/winter schools, scholarships in the country to attract foreign teachers, young talents and foreign and Brazilian post-doctoral students with experience abroad (CAPES, 2017). There is also, in the notice, the indication of priority countries, with which scientific cooperation has proven to be more effective, for the encouragement of actions: South

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[1] Fundação Getúlio Vargas (FGV), FIOCRUZ, Fundação Universidade de Rio Grande (FURG), Instituto Nacional de Pesquisas Espaciais (INPE), Instituto Tecnológico de Aeronáutica (ITA), Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio), Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS), Universidade Estadual do Rio de Janeiro (UERJ), Universidade Federal do ABC (UFABC), Universidade Federal da Bahia (UFBA), Universidade Federal do Ceará (UFC), Universidade Federal do Espírito Santo (UFES), Universidade Federal Fluminense (UFF), Universidade Federal de Lavras (UFLA), Universidade Federal de Minas Gerais (UFMG), Universidade Federal de Mato Grosso do Sul (UFMS), Universidade Federal da Paraíba (UFPB), Universidade Federal de Pernambuco (UFPE), Universidade Federal de Pelotas (UFPel), Universidade Federal do Paraná (UFPR), Universidade Federal do Rio Grande do Sul (UFRGS), Universidade Federal do Rio de Janeiro (UFRJ), Universidade Federal do Rio Grande do Norte (UFRN), Universidade Federal Rural de Pernambuco (UFRPE), Universidade Federal de Santa Catarina (UFSC), Universidade Federal de São Carlos (UFSCar), Universidade Federal de Santa Maria (UFSM), Universidade Federal Uberlândia (UFU), Universidade Federal deViçosa (UFV), Universidade Federal de Brasília (UnB), Universidade Estadual de São Paulo (UNESP), Universidade Estadual de Campinas (UNICAMP), Universidade Federal de São Paulo (UNIFESP), Universidade do Vale do Rio dos Sinos (UNISINOS), Universidade Presbiteriana Mackenzie (UPM) e Universidade de São Paulo (USP).

Africa, Germany, Argentina, Australia, Austria, Belgium, Canada, China, South Korea, Denmark, Spain, United States of America, Finland, France, India, Ireland, Italy, Japan, Mexico, Norway, New Zealand, Netherlands, United Kingdom, Russia, Sweden and Switzerland (CAPES, 2017, Annex 1).

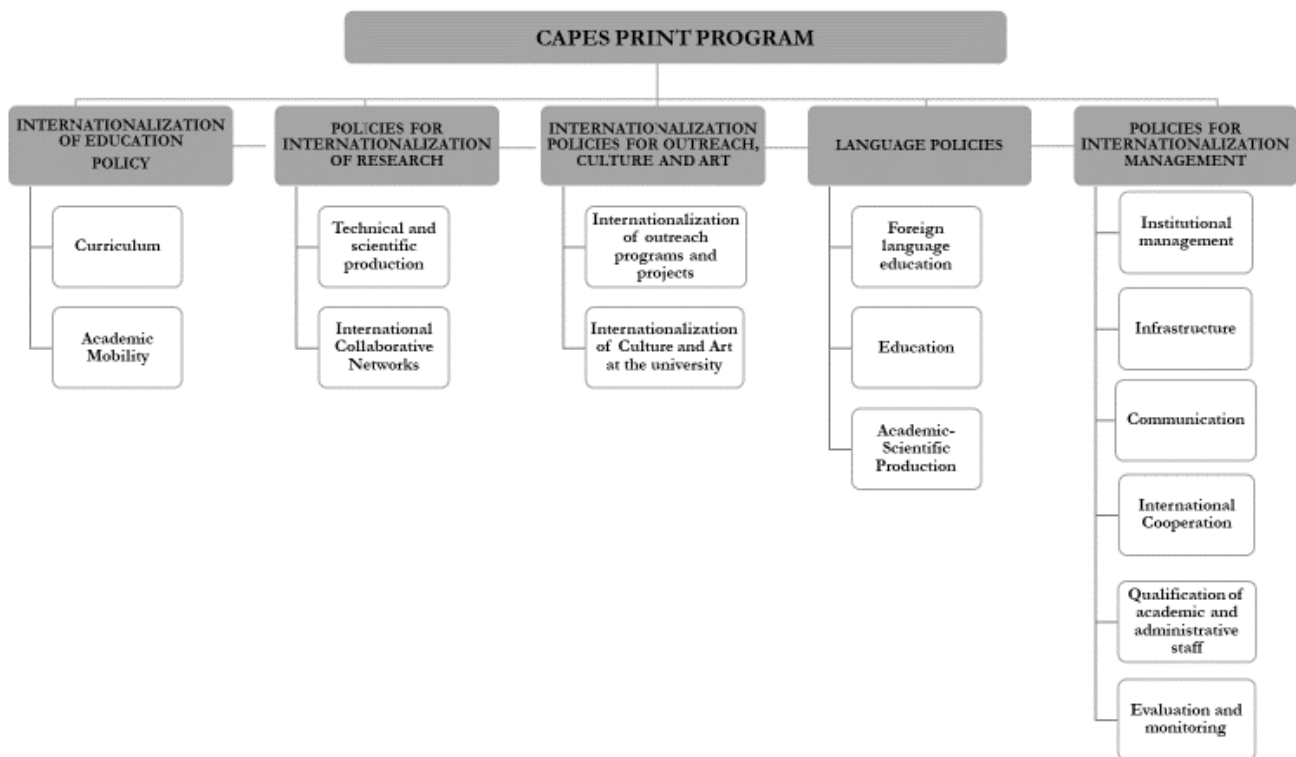# Internationalization Policies of Institutions Participating in the CAPES PrInt Program

As the imperative of internationalization has changed over time, universities have sought to develop internationalization policies and actions that involve the entire university community. To this end, internationalization must be seen as transversal to the missions of teaching, research and extension, as well as to university management, which requires an articulated and planned action in the university.

This perspective makes internationalization play a strategic role in the actions, plans and policies of higher education institutions, aligning the contemporary challenges of higher education with institutional values and mission.

After analyzing the internationalization policies and plans of the 36 HEIs participating in the CAPES PrInt program, the following policies emerged as priorities for all the institutions studied: Teaching Internationalization Policies; Language Policies; Research Internationalization Policies; Outreach, Culture and Arts Internationalization Policies; and Internationalization Management Policies (shown in Figure 1). Following the figure is a presentation of the analysis for each of the internationalization policies identified in the study.

Figure 1
Internationalization policies of Brazilian HEIs participating in the CAPES PrInt Program

Source: Elaborated by the authors based on internationalization plans and policies of institutions participating in the CAPES PrInt Program.

Policies for the Internationalization of Teaching

Teaching internationalization policies are one of the priorities identified in the internationalization plans of the HEIs participating in the CAPES PrInt Program. Although the criterion for participation in the first call of the CAPES PrInt Program was that the HEI had graduate programs with very good or excellent policies in the CAPES evaluation (policies 5, 6 and 7), the inclusion of undergraduate education in the policies for the internationalization of teaching is articulated with the premise of the program itself, which aims to promote the full internationalization, not only of graduate studies. Table 1 shows the main internationalization policies for undergraduate and graduate education, as well as the areas and strategies that were most common in all the documents analyzed.

Table 1
Policies for the Internationalization of Teaching

Priority Area	Strategies	Nº of HEIs contemplating the strategy
Curriculum	Encouraging co-tutorship	21
	Encouraging double degree	20
	Encouraging the recognition of credits studied abroad	13
	Enable curricular flexibility	11
	Offer Summer/Winter Schools	11
	Offer modules or courses in consortium with international institutions	7
	Encourage the realization/participation in COIL[2]/MOOC[3] or *Virtual Exchange*[4]	8
	Promote sandwich courses	6
	Promote pedagogical activities that articulate local, regional and global knowledge	6
	Stimulating the participation in internships abroad	4
Academic Mobility	Encouraging the coming of foreigners (teachers, researchers, and students)	22
	Promoting the mobility of teachers, students, and technical-administrative staff	15
	Implementing a policy to attract and welcome international students, teachers and researchers	13
	To promote the welcoming and assistance to international faculty, administrative staff, and students	10

Source: Based on internationalization plans and policies of institutions participating in the CAPES PrInt Program.

As shown in Table 1, the policies aimed at the internationalization of undergraduate and graduate education are composed of two priority areas: curriculum and academic mobility. The internationalization of the curriculum constitutes the current undergraduate and graduate education

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[2] Collaborative Online International Learning (COIL) are projects developed between teachers of different nationalities, with the aim of enriching the teaching and learning processes, in which international and intercultural dimensions are explored through technology and online interaction.

[3] Massive Open Online Course are distance education courses offered on virtual platforms, most of them by academic institutions, available to anyone with internet access. Students learn independently, without the need to follow a specific schedule. Another feature is that the number of students is unlimited and they are separated by both space and time.

[4] Virtual Exchange refers to collaborative projects and activities developed with partners from other geographic cultural contexts, in which groups of students establish intercultural interactions in virtual learning environments.

policy of the analyzed HEIs, whose strategies are configured based on the need to incorporate local, regional and global knowledge into pedagogical activities; to offer courses and subjects in partnership with international institutions; to offer short courses such as summer/winter schools; to encourage the participation of students in internships abroad; to promote sandwich training; to facilitate the process of recognition of credits studied abroad; and to stimulate international academic education based on double or co-tutorship degrees.

At the undergraduate level, the credits related to the subjects studied in foreign universities, for a maximum of two semesters, can be recognized in the home institution, based on a previous study plan. In graduate courses, it includes the recognition of a maximum of four subjects studied in other institutions at the same level. "This, in a way, motivates students to practice academic mobility, with the realization of part of their curriculum in other institutions abroad, strengthening their academic training" (HEI 1, 2017, p. 84).

The perspective of virtual internationalization has also been identified in some internationalization plans, and institutions have promoted the realization and participation of the academic community in COIL, MOOCs, and virtual exchange projects. One of the strategies that contributed to this was to "support academic units in the development of international exchange programs and the formation of collaborative networks, with an emphasis on the use of technologies to connect students and servers around the world" (HEI 2, 2018, p. 16).

The internationalization strategies aimed at academic mobility were also observed as one of the priority areas for the internationalization of teaching. From the perspective of promoting academic mobility abroad (out), actions to encourage the participation of teachers, students and technicians in actions or studies outside the country were observed. The promotion of the faculty members' participation in mobility abroad is preceded by their training for "prospecting new opportunities for international collaboration, with broader knowledge of international attitudes" (HEI 3, 2018, p. 6). In this way, the faculty member who experiences international collaboration stops attending only to an individual perspective and begins to relate the experience to institutional interests - thus, a server in mobility eventually becomes an ambassador of the institution and can contribute to aggregate other groups or products developed in the international context (HEI 3, 2018).

The reception and assistance to international partners during their time in the country was a concern of several institutions, and both actions aimed at the reception and the effectiveness of a specific policy for attracting and hosting international students, teachers, and researchers were considered important by the HEIs participating in CAPES PrInt.

The recognition that the academic mobility experience is not limited to the classroom, but also includes the welcoming and integration of international students into the other activities offered by the institutions, is a premise of several of the plans and policies analyzed. One example is a program for welcoming international undergraduate students, which aims to integrate them with the rest of the institution's students. Organized on a voluntary basis, Brazilian students are responsible for "sponsoring" their international colleagues when they arrive in Brazil, helping them in all the necessary areas. When the accompaniment of the international student is completed, "and after the delivery of the final report, certificates of participation are granted to those who have fulfilled their obligations with the buddy program, which become credits in the undergraduate course" (HEI 4, 2018, p. 29).

With regard to the formative process in undergraduate and graduate education, curricular flexibility from collaborative work in networks was identified as a central premise since the universities pointed out as strategies for the internationalization of education actions that involve international partners for their implementation. This is because these collaborative networks play a

relevant role in internationalization processes and allow the insertion of HEIs in the international scenario.

Although the internationalization plans analyzed were developed before the advent of the COVID-19 pandemic, it was observed that the incorporation of digital information and communication technologies (ICTs) was already identified as a strategic action to expand internationalization opportunities for the entire academic community. This trend offers opportunities for students to gain many of the advantages of internationalization, such as learning through approaches that foster understanding and respect for cultural differences, favoring the construction of collective solutions to local and global problems, while remaining "at home" (Mittelmeier et al., 2020). This internationalization model has the ability to encompass a greater number of students, teachers and technical-administrative staff and to strengthen international partnerships, which presents itself as a more equitable perspective of the internationalization of higher education (Woicolesco et al., 2022). For the authors, the incorporation of ICTs in internationalization does not diminish the importance of academic mobility for learning and for the exercise of global citizenship but expands the repertoire of institutional and academic strategies that allow both the increase of partnerships for international exchanges and the involvement of new actors in this process.

International academic mobility, as a component of education internationalization policies, is presented by HEIs in its traditional form, that is, ingoing (attracting students, teachers and researchers) and outgoing (opportunities for members of the academic community abroad). Although the emphasis on academic mobility can be observed as a strategy for the internationalization of teaching in the plans of the HEIs participating in the CAPES PrInt Program, currently the number of Brazilian mobile students is 81,151, which corresponds to a rate of 1.4% of the total number of students enrolled in Higher Education in the country (UNESCO, 2022).

In addition, Brazil is also not one of the most popular destinations for international students who undertake academic mobility during their education process. Currently, 22,364 international students are studying in Brazil, which represents only 0.4% of the total number of academic mobility students in the world (UNESCO, 2022).

Language Policies

The language policies for internationalization in the HEIs participating in the CAPES PrInt program are composed of a set of actions included in their internationalization plans aimed at developing language skills in different languages in the academic community and constitute a subset of the policies for internationalization of teaching. Table 2 shows the strategic areas defined by the HEIs participating in CAPES PrInt for this policy.

As shown in Table 2, three priority areas were identified for the development of language policies: academic education, teaching and academic and scientific production. With regard to academic training, the main strategies identified were the provision of foreign language courses and Portuguese as an additional language, as well as the creation of short courses in foreign languages. The linguistic policies aimed at teaching include the offer of courses and the provision of academic documentation (course menus and transcripts) in foreign languages at the undergraduate and graduate levels. The internationalization of academic production can be stimulated through strategies such as the promotion of proficiency exams (foreign languages and Portuguese), the hiring of bilingual and/or international professors, the offering of courses in academic writing in foreign languages, and the promotion of the composition of committees with international members.

Table 2
Language Policies

Priority Area	Strategies	Nº of HEIs contemplating the strategy
Foreign language training	Offer foreign language courses	20
	Offering courses in Portuguese as an additional language	16
	Creating short courses in foreign languages	9
Teaching	Offer courses in foreign languages at the undergraduate and/or graduate levels	28
	Provide the syllabus/history of the courses in foreign languages	5
Academic-Scientific Production	Promote proficiency exams (foreign languages and Portuguese)	9
	Promoting the hiring of bilingual and/or international faculty	6
	Offer courses in academic writing in foreign languages	2
	Encouraging the composition of advisory boards with international members	2

Source: Based on internationalization plans and policies of institutions that participate in the CAPES PrInt Program.

The analysis of these policies shows that offering courses in foreign languages is one of the most anticipated actions in the search for internationalization and is present in the plans of 28 HEIs participating in the CAPES PrInt program. The relevance of language policies in the context of internationalization is evident in the internationalization plan of HEI 5, which considers that "a language policy - based on plurilingual models that favor the learning of foreign languages - will be fundamental for the increase of multilingualism [...]" in universities (HEI 5, 2018, p. 27).

Offering foreign language courses and Portuguese as an additional language aims to enable the academic community to master one or more languages. These are priority actions included in the internationalization policies or plans of 24 of the 36 universities studied. One of the examples that illustrates the importance of this strategy is the strengthening of institutional structures responsible for implementing language policies, such as the Language Institute - Unilínguas, which offers "specialized courses in nine languages: English, German, Mandarin, Spanish, French, Italian, Japanese, Korean and Brazilian Portuguese for foreigners" (HEI 6, 2018, p. 12).

Regarding the promotion of the internationalization of academic-scientific production under the Language Policies, this is done through the participation of undergraduate and graduate students in the actions of programs aimed at teaching foreign languages, which is recognized as an activity for curricular integration (IES 7, 2018).

The analysis of the language policy allowed us to identify its transversality in relation to the other policies for internationalization, since it influences and interferes with the related actions of the whole institution. For Silva, Pereira, and Araújo (2019, p. 135), "the teaching and learning of languages aimed at internationalization processes must always be based on plurilingualism" as a way to promote "the so-called linguistic deterritorialization, [...] since identities become the guiding axis of the constitution of the subject from its inseparable relationship with language/culture". The mastery of a foreign language enables the development of interculturality since it allows communication and facilitates relations between peoples and nations.

Throughout the study, it can be seen that priority is given to the teaching and learning of the English language, followed by the Spanish language; the French, Italian and German languages appear in a smaller number of actions described by the institutions participating in the program analyzed.

Policies for the Internationalization of Research

The policies for the internationalization of research presented by the HEIs participating in the CAPES PrInt Program are configured from a set of strategies and actions that seek to incorporate an international dimension in technical-scientific production and in the consolidation of collaborative networks with institutions and partners from other countries. In Table 3, the priority areas and strategies defined by these institutions for the internationalization of research are presented.

Table 3

Policies for the Internationalization of Research

Priority Area	Strategies	Nº of HEIs contemplating the strategy
Technical and scientific production	Stimulate collaborative intellectual production with international partnership	12
	To increase the raising of national and international resources	12
	Promote support for participation in events held abroad	11
	To promote international events in the institution	10
	Stimulating the publication of articles in international journals	10
	Promote the dissemination of research (products, groups, projects, infrastructure and the innovation ecosystem)	7
International Collaborative Networks	Promote technical visits and missions to institutions abroad	11
	Encouraging the attraction of international researchers	10
	Encouraging the participation in research groups with international projection	9
	Promoting the creation of projects with the participation of international professors and researchers	6
	Instituting or strengthening the Chairs Program	4

Source: Based on internationalization plans and policies of institutions participating in the CAPES PrInt Program.

According to the data presented in Table 3, the internationalization of the technical-scientific production is highlighted as a priority through stimulating the elaboration and publication in a foreign language, as well as its development by means of international collaborations, strengthening of the process of obtaining national and international resources to promote research, holding events with international perspectives in Brazilian institutions and stimulating the participation of members of the academic community in events held abroad, encouraging the participation in research groups with international projection and strengthening of the process of disseminating research conducted in foreign institutions.

For one of the institutions analyzed, "an outstanding limiting factor for international scientific production refers to the frequent difficulty in preparing and writing, in a foreign language, scientific production with quality compatible with that required in international dissemination vehicles" (HEI 8, 2018, p. 19). Therefore, one of the strategies used to face this reality is the creation of a program to support the revision and translation of the institution's scientific production for international circulation.

In the priority area international collaborative networks, it is identified that there is a predominance for the encouragement of networking with institutions and partners from other countries, including the promotion of missions and technical visits, encouragement to attract international researchers, improvement of the infrastructure for the development of research

activities, promotion of the creation of projects with the participation of faculty and international researchers and institution or strengthening of the Chairs Program[5].

The Chairs Program has its relevance for the internationalization of research and the strengthening of collaborative networks with international partners, considering that its outcomes include the joint scientific production and the establishment of long-term collaborations (HEI 10, 2018).

The constitution and strengthening of international collaborative networks are enhanced when the HEI prioritizes "[...] the promotion of the participation of the academic community in international networks." The institution emphasizes that the process of internationalization of research becomes faster, considering that "this process advances faster when there are technical and relational affinities among the researchers involved" (HEI 9, 2018, p. 9). As a strategy, the qualification of the faculty is highlighted through the opportunities of grants for postdoctoral fellowships and work missions abroad, as well as for visiting professors and young talents with experience abroad.

In the analysis of the strategies aimed at the internationalization of research, it was noted that working through collaborative networks is a premise that touches most (75%) of the internationalization plans analyzed. The data of this research show that it is from this network model that the internationalized technical-scientific production is consolidated in the Brazilian HEIs participating in the CAPES PrInt Program. It is worth noting that networking allows faculty innovations and the opening of new spaces for the increase of teaching and research internationally, which provides opportunities for the visibility of groups and institutions, also in the case of research. The heterogeneity of the components of the groups makes the research process challenging and provides originality and solidity in the results, allowing monitoring to detect errors or inconsistencies in the data found. In the case of undergraduate and graduate students, networks provide access to different approaches to knowledge and peculiarities of other territories on a given topic (Pastor & Torres, 2018).

The strengthening of international research partnerships occurs in two directions: on the one hand, the attraction of international teachers and researchers to Brazil; on the other hand, the participation of members of the academic community in research missions, postdoctoral internships and events abroad.

The internationalization of the research produced in the universities participating in the CAPES PrInt Program faces the limits of the mastery of a foreign language, since "languages play an important role in the visibility and evaluation of national production" (Finardi, 2022, p. 149). For the author, the language determines the status, circulation and evaluation of an article, as well as the journal in which it is published. It is well known that English is considered the lingua franca for international publications and is one of the factors that influence the evaluation of journals for indexing in major international databases.

Thus, Finardi and França (2016) reflect that the circulation of Brazilian article production is still very low, precisely because of the scarcity of publications in recognized international journals. The authors suggest that the development of a language policy that reflects the reality and needs of today's academic community can reduce this deficit in the circulation of knowledge produced in the country.

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[5] Launched in 1992, the Unitwin/Unesco Chairs Program promotes international inter-university cooperation and sharing in order to strengthen institutional capabilities through knowledge sharing and collaborative work. While promoting cultural diversity, they have proven useful in influencing policy decisions, introducing new ideas into teaching, originating innovation through research, and contributing to the enrichment of existing university programs. Source: https://www.catedraunesco.uevora.pt/

The strategies of the universities aimed at qualifying the scientific production at the international level include the creation of a program that supports teachers and researchers in the revision and translation of scientific production, the raising of funds for the development of research projects with international collaboration, the promotion of participation in international research groups and the encouragement of publication in foreign journals, culminating in the promotion and international circulation of research produced in Brazil.

Policies for the Internationalization of Outreach, Culture, and Art

The policies for the internationalization of Outreach, Culture, and Art in the HEIs participating in the CAPES PrInt Program aim to incorporate an international and intercultural dimension in the knowledge produced in extension activities, contributing to the creation of a university environment that promotes dialogue and interconnection between people, communities, cultures and languages. In Table 4, the areas and strategies defined by these institutions for the policies for the internationalization of Outreach, Culture and, Art are presented.

Table 4

Policies for the Internationalization of Outreach, Culture, and Art

Priority Area	Strategies	Nº of HEIs contemplating the strategy
Internationalization of outreach programs and projects	Promote events, fairs, exhibitions and outreach activities that increase the visibility of internationalization in the local community	15
	Develop extension actions that promote the diffusion of different languages and cultures in the academic community	10
	Encourage the participation of faculty, researchers and international students in extension programs and projects	3
	Develop extension programs and projects oriented to global themes, considering the local and regional realities	2
	Establish partnerships with society and public authorities to foster the internationalization of the extension program	2
	Establish academic and cultural orientation programs for international students	2
	Disseminate the results of extension programs and projects internationally	2
Internationalization of culture and art at university	Perform intercultural exhibitions, with art, music, dance, literature, gastronomy, culture, among others, from the countries of international students in institutional events	3
	To promote cultural diffusion about Latin America and the Caribbean internationally through partnerships with embassies and other institutions of international cooperation	2
	To stimulate intercultural integration among national and international students, faculty and researchers, in order to preserve cultural identities and develop mutual respect	2
	Encouraging academic exchange for cultural purposes	2

Source: Based on internationalization plans and policies of institutions participating in the CAPES PrInt Program.

In the priority area of Internationalization of Outreach, among the strategies chosen are the realization of activities and events for the dissemination of the theme of internationalization; the development of programs oriented to the discussion of global, regional, and local issues; the promotion of knowledge produced in counseling activities at the international level; the stimulation of international partnerships with professors, researchers, and/or international students in the outreach activities of the institution; and the establishment of interactions and the search for opportunities with society, social movements, and public authorities. In addition, cultural actions are foreseen for the promotion of different cultures and languages; the promotion of academic exchanges for cultural purposes; actions to promote interculturality among national and international students, professors and researchers; and the implementation of an academic orientation program and knowledge of local culture for foreign students.

The analysis of these policies shows that the universities prioritized in their internationalization plans the increase of the visibility of the theme within the institution and in the local community, through the realization of events, fairs, exhibitions and dissemination activities, as highlighted in the following action: "Consolidate, expand research networks and increase international visibility in this thematic area through student and faculty mobility and attracting researchers from abroad" (HEI 11, 2018, p. 17)..

It was also observed that the development of extension activities that promote the diffusion of different languages and cultures in the academic community is a strategy chosen by most of the universities that are part of the program under study.

In the study carried out, it was found that the institutions participating in the CAPES PrInt program manage the internationalization of university counselling through the organization of debates, forums, seminars and lectures on the subject. The promotion of the participation of foreign professors, researchers and students in extension programs and projects, as well as the development of outreach projects and programs focused on global issues, considering local and regional realities, were also identified as actions that promote the internationalization of outreach. This perspective is reinforced by "strengthening the vocation of outreach by thematic areas and modes of action (programs, projects, courses, events, provision of services and products) and their interactions at the local, regional, national and international levels" (HEI 12, 2018, p. 3).

The interaction between the university and society has also been considered in the strategies for the internationalization of Outreach, through actions that promote the dissemination of knowledge produced on the basis of Outreach at the international level, as well as opportunities for interaction between the university and society, through partnerships with local, regional, international, and intercultural communities, allowing the exchange of knowledge, mutual learning, and sustainable development. One of the ways to achieve and consolidate partnerships with society is to "establish local partnerships with government agencies and companies to seek financial support for international outreach actions, highlighting the benefits that these actions bring to tourism operators and local businesses" (HEI 13, 2018, p. 41).

The strategies aimed at the internationalization of culture and art are also used by the institutions participating in the CAPES PrInt Program to promote the internationalization of universities in the country. Among them, we highlight the realization of intercultural exhibitions with art, music, dance, literature, gastronomy, culture, among others, from the countries of origin of foreign students in institutional events, as well as the promotion of intercultural integration actions among students, faculty and national and international researchers, with the aim of preserving cultural identities and developing mutual respect.

The diffusion of Latin American and Caribbean culture, through partnerships with embassies and other institutions of international cooperation, was also highlighted as a strategy for

the internationalization of culture and art. It is worth mentioning that the implementation of a local academic and cultural orientation program for international students and the promotion of academic exchanges for cultural purposes are also configured as relevant actions included in the internationalization plans with the purpose of internationalizing the extension, culture and art. These articulations are perceived in the "encouragement and support of cultural exchanges, along the lines of a program for international resident artists", as well as in the initiative to implement a specific policy for the strengthening of internationalization cultural actions (HEI 14, 2018, p. 20).

In general, extension is disconnected from the other missions of the university with regard to internationalization actions, focusing on the development of projects for the local community (Jones et al., 2021). However, in this study, although the activities are predominantly for the local society, it is observed that there are actions oriented towards global issues, considering the local and regional realities. For Jones et al. (2021), the local and the global are intertwined, and the concepts that guide activities related to the third mission of universities, such as social responsibility and the public good, are both global and local in scope.

In the context of Latin America and the Caribbean, higher education institutions need to promote new strategies aimed at university quality and social responsibility in order to "design strategies, devices and actions that allow the integration of university extension as a substantive function of the university in the international dimension of higher education institutions" (Buscemi, 2017, p. 232). Seen in this way, the internationalization of extension "should be conceived as an integration in solidarity, understood as a set of actions of inter-university cooperation of mutual benefit, in the search for agreements that promote new horizons of knowledge, dialogue of knowledge and development of the region" (Buscemi, 2017, p. 232).

It can also be seen that most of the internationalization plans of institutions, in terms of extension, present more strategies than actions, indicating the direction to be taken, but not the specific way to achieve it. This is because this is an area that still requires a greater theoretical and practical deepening in order to integrate an international dimension.

Policies for Internationalization Management

The Policies for the Management of Internationalization planned by the HEIs participating in the CAPES PrInt Program are configured from a set of strategies and management actions that seek mechanisms to ensure the implementation and continuity of the internationalization process in the institution. In Table 5, the areas and strategies defined by the institutions for this purpose are presented.

The survey data showed that institutions have focused management attention on internationalization by unifying systems that collect information on the entire process of the institution, since it is usually diluted in several sectors and systems. The unification of data facilitates the monitoring and improvement of the process and guides new actions based on the identified gaps.

The strategies related to the institutional management of the internationalization process also include actions of linkage with international associations, the establishment of support for government commissions and committees dealing with international issues, the establishment of a policy of entrepreneurship and innovation focused on internationalization, the creation of an administrative organizational structure linked to the Rector's Office for the management of the internationalization process, the strengthening of the university's image and insertion in local, regional and international scenarios, and finally the allocation of budgetary and human resources to support the development and consolidation of this policy.

Table 5

Policies for Internationalization Management

Priority Area	Strategies	Nº of HEIs contemplating the strategy
Institutional management	Create a unified database with all the information about internationalization of the institution	12
	Allocate budgetary and human resources to support the development and consolidation of this internationalization policy	5
	Instituting a policy of entrepreneurship and innovation aimed at internationalization	4
	Establishing the internationalization of the university as a commitment both at the central administration level and at the level of all academic units	3
	Establish mechanisms to ensure participatory and democratic management of the internationalization policy	2
	Establish means of registration, monitoring and dissemination of activities related to internationalization	2
	Spreading the culture of internationalization as a means to qualify the academic and administrative actions	2
Infrastructure	Provide infrastructure and services to support internationalization	15
	Provide adequate infrastructure for the development of research activities	6
	Create a language center	2
Communication	Incorporate different languages in academic and administrative management	12
	Promote marketing and international actions of the university	4
International Cooperation	Establishing agreements with higher education institutions and other international organizations	23
	Encourage the establishment of partnerships for the development of cooperation projects	23
	Form and consolidate cooperation agreements	7
	Establishing goals and priorities in the cooperation agreements	6
	Develop partnerships for bilateral collaboration in teaching, research, and extension	5
	Encourage the use of information and communication technology tools for the development of courses and other academic activities in partnership with national and international institutions	1
Training of academic and administrative staff	To promote mobility and exchange opportunities for faculty, students, and technical-administrative staff	17
	Stimulate and promote the training of teaching and technical-administrative staff, preparing them for the internationalization process	10
	Expanding opportunities for professional training and exchange, including the production of knowledge and innovative technological products	6
	Instituting and training a support group for the elaboration of proposals for submission to national and international funding agencies	2
Evaluation and monitoring	Establish goals and indicators for monitoring and evaluating the development of the internationalization process	16
	To evaluate and re-evaluate the international scientific production indicators of the institution's researchers, involving the academic community in examining the results and establishing goals	4

Source: Based on internationalization plans and policies of institutions participating in the CAPES PrInt Program.

The internationalization strategies related to infrastructure, present in the plans and policies of the analyzed HEIs, include the following indicators: infrastructure and services to support internationalization, with the aim of sharing internationalization actions and knowledge produced and/or acquired abroad; creation or improvement of language centers, with modern concepts and structures, using contemporary technologies and methodologies for teaching and learning foreign languages to the academic community and for teaching Portuguese to international students. The importance of these actions is highlighted, for example, in the following strategy "implement the language center with a specific physical space and support from technical-administrative staff" (HEI 15, 2018, p. 20). As observed in the survey, there is a high incidence in the search for improvements in the infrastructure of rooms, laboratories and living spaces for the reception of foreign researchers, professors and students, as well as in the services provided to these actors, such as support upon arrival, in the search for housing, in the organization of documentation, in the language issue and its inclusion in academic routines and activities, etc.

The internationalization strategies aimed at communication management are based on the following indicators: the incorporation of different languages in the institutional management, through the use of different languages in the official channels, the issuing of academic documents in other languages and campus signage in foreign languages; the establishment of marketing strategies and international promotion of the university; and the identification of the need to create a communication plan to promote the university nationally and internationally. As an example of these strategies, the implementation and "importance of campus signage in foreign languages" is highlighted (HEI 13, 2018, p. 26).

The internationalization strategies aimed at international cooperation include establishing or strengthening agreements with higher education institutions and other international organizations focused on teaching, research and extension; establishing goals and priorities in cooperation agreements; encouraging the establishment or strengthening of existing partnerships for the development of cooperation projects; and promoting the use of information and communication technology tools for the development of courses and other academic activities in partnership with national and international institutions. Strategies aimed at the management of international cooperation are constituted as a priority area of the Policy for the Management of Internationalization, and "international cooperation in higher education should be based on solidarity and mutual respect, in addition to the promotion of humanistic values and intercultural dialogue" (HEI 16, 2018, p. 6). In addition, the need to "improve the legal procedures for the processing of academic cooperation agreements" (HEI 16, 2018, p. 26) was emphasized with a view to improving agreements and arrangements with other institutions.

The internationalization strategies aimed at managing the training of academic and administrative staff include the preparation of its employees for internationalization, with the adoption of a policy that encourages the departure of teachers and technical-administrative staff for qualification, both in Brazil and abroad; the expansion of opportunities for professional training and exchanges, including the production of knowledge and innovative technological products; the promotion and international dissemination of the selection processes for students and teachers, as well as the inclusion of foreign visiting teachers in its staff. The strategies also include the systematic and planned follow-up of academic, student or technical-administrative staff who participate in international mobility, in order to make use of their experience when they return to the country; the strengthening of the infrastructure and bilingual services for the reception of foreigners, through language courses for staff, professors and students; the creation and training of a support group for the elaboration of proposals to be submitted to national and international funding agencies; the indication of work routines of the integrated team in the training of the necessary human resources;

the choice of mechanisms that ensure participative and democratic management of the internationalization policy; and the establishment of means for the registration, follow-up and dissemination of activities related to internationalization. The importance of these actions is highlighted in the strategy: "Evaluate the policy to promote the realization of postdoctoral internships abroad by teachers and qualification abroad by technical-administrative servers" (IES 15, 2018, p. 13).

On the other hand, strategies aimed at the evaluation and monitoring process include the definition of objectives and indicators for monitoring and evaluating the development of the internationalization process, the systematic monitoring of these indicators, the acceptance of evaluation using internationally recognized quality indicators, and the evaluation and re-evaluation of indicators of the international scientific production of the institution's researchers. In addition, the evaluation and monitoring of internationalization must include the participation of the academic community in the review of results and the setting of objectives, as well as the use of internationally recognized quality indicators.

Examples of strategies aimed at evaluation and monitoring identified in the internationalization policies and plans of the universities participating in the CAPES PrInt program are the establishment of "a culture of strategic planning, seeking partnerships, monitoring and evaluating internationalization actions" (HEI 5, 2018, p. 33) and "the elaboration and management of the execution of the institutional internationalization plan: the definition of guidelines for an internationalization policy" (HEI 17, 2018, p. 8).

Management plays a leading role in the successful development of the process of internationalization of higher education. Often, it is conducted by a sector dedicated exclusively to this activity. Therefore, it is necessary that the team is trained for this activity. According to Gacel-Ávila (2000), it is necessary that the management of internationalization be composed of people who have experience in international activities, administrative and academic leadership, and intercultural skills. The strategies for the training of technical-administrative personnel show that the institutions have invested in the training of their staff, supporting both technical training and the exchange of experiences.

Another concern of the management is the search for a language policy that can prepare the academic community to receive foreigners and the members of the local academic community to go abroad. In this direction, it is also recognized the need for institutions to promote opportunities for mobility and international exchanges for faculty, students and technical-administrative staff, as a way to enable the academic community for its effective insertion in the process of Internationalization of Higher Education.

Regarding international academic cooperation, the participating institutions show countless actions, and the preponderant role of cooperation for the development of strategic internationalization actions is evident. One of the ways to expand and strengthen academic cooperation is the "participation in programs and in networks of universities that offer opportunities for academic mobility and scientific cooperation" (HEI 13, 2018, p. 27).

For Sebastian (2004, p. 20), international academic cooperation is:

[...] a set of activities carried out between university institutions that, through multiple modalities, implies association and collaboration on issues of institutional policy and management; training, research, extension and linkage for mutual strengthening and institutional projection; the improvement of teaching quality; the increase and transfer of scientific and technological knowledge; and the contribution to development cooperation.

Among the types of international collaboration, it is possible to classify academic cooperation as horizontal and vertical. The vertical ones are characterized by a donor-recipient relationship oriented towards aid or assistance, whereas the horizontal ones reflect a mutual benefit and a partnership relationship between the cooperating institutions (Knight, 2005).

In the strategies analyzed, it can be observed that both cooperation, horizontal and vertical, are present in the HEIs' internationalization plans, as can be seen in the excerpt: "Active internationalization presupposes cooperation in all its forms: scientific, technological, academic cooperation; and in its different levels, both horizontal and vertical cooperation as well as bilateral, multilateral, among others, mainly focused on the scope of inter-institutional cooperation" (HEI 16, 2017, p. 9).

With regard to the assessment and monitoring of internationalization, the research data allow us to conclude that there is not a single internationalization model, and the assessment has several indicators and tools, depending on the reasons, approaches, objectives and strategies of each country, region or institution (De Wit, 2009).The importance of these actions in the strategy is evident: "[...] this monitoring will occur through the analysis of metrics and indicators obtained from the constant monitoring of the actions in the internationalization context" (HEI 18, 2017, p. 22).

According to Beerkens et al. (2010), the way to measure internationalization can be divided into three basic points: mapping (where the institution is positioned); evaluating efforts (strategies and actions); and defining an organizational profile in terms of internationalization. According to the authors, for this to happen, it is necessary to identify what is being measured - different aspects of the chain of objectives and results, the type of activity developed and the level of internationalization the institution is at. Both mapping and evaluation are essential tools for maintaining, re-evaluating and improving the internationalization process and for achieving institutional goals in a controlled manner.

During the analysis, several efforts were made by HEIs to provide means to monitor, involve the academic community and follow up the data of their objectives, demonstrating the institutional commitment to the internationalization of higher education.

Final Considerations

The CAPES PrInt Program is a milestone in the trajectory of the internationalization of higher education in Brazil, as it expresses a broadening of the internationalization perspective in the country. It departs from a focus on specific and individualized programs, aimed at researchers and/or students and qualified graduate programs, to a comprehensive internationalization perspective, as it aims to establish it in the institution in a broad way. This change respects university autonomy, as it delegates to the institutions the proposition of an internationalization plan adequate to its mission and purposes.

In a complementary way, it reinforces the propositional role of CAPES in the process of internationalization of higher education in the country, which intentionally guides the perspective to be adopted in the same way it influences the university quality criteria. Likewise, it highlights the importance of internationalization as an integral part of institutional strategic planning, expressed in an internationalization plan and/or policy.

However, by favoring a select group of institutions in the CAPES PrInt Program, with the objective of promoting the institutionalization of the internationalization process in HEIs that already have the process consolidated, CAPES failed to adopt complementary actions and programs that would effectively constitute a public policy aimed at the consolidation of this process throughout the Brazilian higher education system. At the moment, the incentive to

internationalization for the other Brazilian HEIs is mostly in the form of fostering academic mobility.

The aim of this paper was to analyze the internationalization strategies contained in the plans and policies of the Brazilian universities participating in the CAPES PrInt program. Among them, there is no predominance of a single model of internationalization—such as the most widely known Internationalization at Home, Internationalization of the Curriculum, Integral Internationalization and Academic Mobility—but a coexistence among them in the search for an internationalization identity that reflects the values and mission of Brazilian higher education.

Regarding the policies for the internationalization of teaching, it was observed that the internationalization of the curriculum is a priority, with a marked perspective of training abroad. The importance of academic mobility is recognized, with an emphasis on attracting international professors and researchers. The language policies, as part of the strategies for the internationalization of teaching, focus on offering foreign language courses and Portuguese as an additional language, as well as offering foreign language courses at the undergraduate and/or graduate levels.

In the policies for the internationalization of research, we emphasize the promotion of academic production in partnership with foreign researchers and the publication in international journals, increasing the visibility of the academic production of Brazilian universities. In addition, there is also the search for the creation of international collaborative networks in the proposal of projects that will culminate with the proposed actions.

University Extension is beginning to occupy a space in the internationalization strategies of Brazilian universities, promoting the perspective of comprehensive internationalization emphasized by the CAPES PrInt program. Among the priority actions included in the policies for the internationalization of Outreach, Culture and Art, the intercultural dimension stands out, expressed in the realization of events that promote the visibility of internationalization in the local community and the diffusion of different languages and cultures in the academic community.

The policies for the management of internationalization show that the Brazilian HEIs participating in the CAPES PrInt program aim to achieve a comprehensive internationalization through the provision of resources and supporting infrastructure, the international visibility of the institution, the training of teaching and technical-administrative staff, the adoption of different foreign languages in university management, partnerships and agreements, an information control system and the establishment of objectives and indicators to evaluate this process.

The research data show that in the 36 Brazilian universities selected for the CAPES PrInt program, the policies and plans for the internationalization of the institution include the training of high-level human resources through an internationalized curriculum and research through collaborative networks with international partnerships. This process is permeated by co-construction between Brazilians and foreigners, aiming to achieve a comprehensive internationalization of the institution. Budgetary and human resources and the provision of adequate infrastructure for the development of internationalization activities are fundamental to support the development and consolidation of the policies presented by Brazilian HEIs. By establishing means of registration, monitoring and disclosure of activities related to internationalization, HEIs qualify the academic and administrative actions, allowing visibility and insertion in the local and international spheres. The participative and democratic management of the internationalization policies shows that the Brazilian HEIs participating in the CAPES PrInt Program aim to achieve full internationalization.

The relevance of this research lies in its contribution to the discussions about the process of Internationalization of Higher Education, with emphasis on significant actions that boost the internationalization of Brazilian institutions.

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