CIÊNCIAS SOCIAIS

Internationalization of universities and quality education: a focus on teaching, research and outreach activities

Ramón Andrés Ortiz-Rojo[1*] and Kyria Rebeca Finardi[2°]

[1]Programa de Pós-graduação em Administração, Universidade Federal do Espírito Santo, Av. Fernando Ferrari, 514, 29075-910, Vitória, Espírito Santo, Brazil. [2]Universidade Federal do Espírito Santo, Vitória, Espírito Santo, Brazil. *Author for correspondence. E-mail: ramonandres.31@gmail.com

ABSTRACT. This study aims to describe the relationship between the process of internationalization of a Brazilian university and its triple mission of teaching, research and outreach activities. To this end, the study discusses the interface between internationalization of higher education and global citizenship education (GCE) focusing on the United Nations Sustainable Development Goal (SDG) 4 – Quality Education – which aims to guarantee inclusive, equitable and quality education for all. GCE is related to SDG4 as it acknowledges interrelationships of the global, national and local aspects of higher education. So as to reflect about these interrelations, the study reports on an on-going project[1] proposed in a university in Brazil whose aim was to link research results through an outreach project to develop the internationalization of small companies in the State of Espirito Santo, in connection with another project and university in Spain. The study draws on a theoretical-empirical, qualitative research based on secondary data with a corpus composed of 20 studies produced in the Brazilian university and the needs analysis carried out in the Spanish university to illustrate and discuss the interconnections between innovation, internationalization and GCE in relation to SDGs 4. The internationalization of the Brazilian university was analysed in relation to the university's triple mission of research, outreach and teaching activities/opportunities. The results of the analysis suggest that the internationalization of that institution is related to its triple mission of teaching (analysed in the Business Administration courses of the two universities involved), research (analysed through corpus analysis results) and outreach activities (analysed in the outreach/internationalization projects of the two institutions involved). Preliminary findings of the project suggest that the process of internationalization of the universities involved is related to the SDG4 insomuch as GCE is concerned.

Keywords: internationalization; global citizenship education; quality education.

Internacionalização da universidade e qualidade da educação: foco no ensino, pesquisa e extensão

RESUMO. Este estudo tem como objetivo descrever a relação entre o processo de internacionalização de uma universidade brasileira e sua tríplice missão de ensino, pesquisa e extensão. Para tanto, o estudo discute a interface entre a internacionalização do ensino superior e a educação para a cidadania global (ECG) com foco no Objetivo de Desenvolvimento Sustentável (ODS) 4 das Nações Unidas – Educação de Qualidade – que visa garantir uma educação inclusiva, equitativa e de qualidade para todos. A ECG está relacionada ao ODS4, pois reconhece as inter-relações dos aspectos globais, nacionais e locais do ensino superior. Para refletir sobre essas inter-relações, o estudo relata um projeto em andamento proposto em uma universidade no Brasil, cujo objetivo era vincular resultados de pesquisa por meio de um projeto de extensão para desenvolver a internacionalização de pequenas empresas do Estado do Espírito Santo, em conexão com outro projeto e universidade na Espanha. O estudo se vale de uma pesquisa teórico-empírica, qualitativa, baseada em dados secundários com um corpus composto por 20 estudos produzidos na universidade brasileira e a análise de necessidades realizada na universidade espanhola para ilustrar e discutir as interconexões entre inovação, internacionalização e ECG em relação ao ODS 4. A internacionalização da universidade brasileira foi analisada em relação à tríplice missão da universidade de pesquisa, extensão e atividades/oportunidades de ensino. Os resultados da análise sugerem que a internacionalização dessa instituição está relacionada à sua tríplice missão de ensino (analisada nos cursos de Administração das duas universidades envolvidas), pesquisa (analisada por meio dos resultados da análise do corpus) e extensão (analisada na extensão /projetos de internacionalização das duas instituições envolvidas). Os resultados

preliminares do projeto sugerem que o processo de internacionalização das universidades envolvidas está relacionado ao ODS4 no que diz respeito à ECG.

Palavras-chave: internacionalização; educação para a cidadania global; Educação de qualidade.

Introduction

The United Nations (UN) Sustainable Development Goal (SDG) number 4 – Quality Education – aims to ensure inclusive, equitable and quality education to promote lifelong learning opportunities for all. This objective is related to training and education for global citizenship (GCE), whose origin dates back to the 1980s, when the UN Commission on Sustainability and Development defined sustainable development as that which considers the resources necessary for future generations in terms of economic growth, social inclusion, governance and sustainability. In 2015, the UN approved the 17 sustainable development goals (SDGs) that were included in the 2030 agenda. The United Nations Educational, Scientific and Cultural Organization (Unesco) defines GCE as a form of education which aims to empower students of all ages to take active roles in local and global contexts to build more peaceful, tolerant, inclusive and safe societies. Furthermore, and according to Cho and Mosselson (2018), GCE is a form of social justice oriented towards the transformation of the educational curriculum to foster more equity, diversity and inclusion (EDI) in education.

While we recognize the importance of thinking about education in global terms, we understand that local, national and global issues can best be approached from a glonacal perspective (Marginson & Rhoades, 2002) despite criticism that has been raised at this term for universalising western, 'cosmopolitan' elites (Piccin & Finardi, 2019) masking the responsibilities of national and local stakeholders, governments and individuals. That is so because a global perspective usually assumes 'universal' rights and education as something that would be guaranteed to all equally though locally those 'universal' rights and education are enacted in very different ways. Put differently, in the 'global village' the world has become (Birkle, Krewani, & Kuester, 2014), not everyone has the same citizen status or access to 'universal' rights and education.

Having laid out this caveat, we approach GCE through a 'glonacal' (global and local) perspective and as one of the goals of the internationalization of higher education, defined as the university's intentional process of integrating an international, intercultural or global dimension into the purpose, functions, activities and mission of higher education institutions in order to enhance the quality of education in a meaningful contribution to society (De Wit, Hunter, Howard, & Egron-Polak, 2015).

Joseph (2012) claims that so as to provide fair and equitable education the internationalization process must address the curriculum. According to Leask (2015), the internationalization of the curriculum (IoC) is the process of embedding intercultural teaching and international dimensions in the curriculum content and learning objectives and methods of all support services of a course. Based on social justice values and drawing on her experience in Australia, Joseph (2012) claims that IoC can take three forms: 1) an economic-rationalist approach geared towards international investment/funds in the form of offshore and branch campuses abroad, 2) an integrative approach that integrates intercultural aspects in the existing curricula and 3) a transformational approach aligned with a critical view of the curriculum with an inclusive, feminist, anti-racist and post-colonial pedagogy.

We are interested in the third form of IoC which we think can be aligned with a critical internationalization process that offers opportunities for all and as such, is aligned with the concept of internationalization at home (IaH), defined by Beelen and Jones (2015, p. 9) as "[...] the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments".

The process of internationalization of higher education has changed the focus from abroad to 'at home' (De Wit, 2020, Finardi & Guimarães, 2020), from physical mobility to curriculum and virtual mobility, and from a peripherical activity to a comprehensive one (De Wit, 2016). Although IaH and IoC are considered synonyms, they are not the same for the former focuses in domestic changes while the latter in the curriculum only. However, both concepts emphasize the relevance of internationalized learning outcomes for all students.

Guimarães and Finardi (2021) and Wimpenny, Finardi, Orsini-Jones, and Jacobs (2022) understand that a comprehensive internationalization enacted through a GCE approach can represent a Third Space for the promotion of an internationalization process which is sensitive to local, national and global

tensions/agendas, that is, for the promotion of a glonacal internationalization that accounts for the responsibilities of individuals, governments, agencies, communities and universities in these processes and so we approach the internationalization of higher education as a way of developing global citizens (Gacel-Ávila, 2005; Braskamp, 2008).

In this sense, this study aims to describe the relationship between the process of internationalization of a Brazilian university and its triple mission of teaching, research and outreach activities. To this end, the study discusses the interface between internationalization of higher education and global citizenship education (GCE) focusing on the United Nations Sustainable Development Goal (SDG) 4 – Quality Education – which aims to guarantee inclusive, equitable and quality education for all. The study also discusses how this can be made based on evidence from two projects carried out in a university in Brazil and another one in Spain.

Spanish project - entrepeneurship for society

The Spanish project aims to investigate the role of three-dimensional virtual reality in contexts of international virtual exchanges between geographically-dispersed university students of languages for specific purposes. These exchanges were framed within the training processes of future professionals in the business world and of social entrepreneurship based on the Sustainable Development Goals (SDGs) proposed by Unesco (United Nations Educational, Scientific and Cultural Organization [Unesco], 2020, 2012).

According to Sevilla-Pavón and Finardi (2021), problem-based telecollaborative learning projects can contribute to overcome global barriers and meet the needs of 21st century learners as active citizens. This is especially relevant in the current and enduring pandemic scenario we live in, where the need for greater mobility of young people during their formative stage has been highlighted by the European Union in its 2020 Education and Training strategy plan and this is a great challenge, since currently the mobility rate barely reaches 5% in the Spanish University (SU) and less than 2% in the Brazilian University (BU).

In this context, virtual mobility in the form of virtual exchange, telecollaboration (Guth & Helm, 2010, Helm & Guth, 2016) or online intercultural exchange (O'Dowd, 2007) is a form of virtual mobility increasingly adopted by educators in Europe (O'Dowd, 2013) and in Brazil (Finardi & Guimarães, 2020) as an element that supplements the physical mobility of students, providing opportunities for interaction in a foreign language for students who are in geographically distant locations (O'Dowd, 2007).

Other potentially beneficial aspects of virtual exchange include fostering student autonomy (Fuchs, Hauck & Muller-Hartmann, 2012; Hughes, 2010), linguistic fluency and accuracy (Warschauer, 1996; Kinginger & Belz, 2005; O'Rourke, 2007; Ware & O'Dowd, 2008; Guth & Helm, 2010), intercultural communication skills online (Belz & Müller-Hartmann, 2003; O'Dowd & Ritter, 2006; Guth & Helm, 2010; Vinagre, 2014; Sevilla-Pavón & Nicolaou, 2017, 2020; Sevilla-Pavón, 2018, 2020), multimodal digital competence and new online skills (Guth & Helm, 2010; Hauck, 2007; Sevilla-Pavón & Haba-Osca, 2017; Oskoz, Gimeno-Sanz, & Sevilla-Pavón, 2018), membership and active participation in communities of practice (Dooly & Sadler, 2013, Orsini-Jones, Cerveró-Carrascosa, & Finardi, 2022), negotiation of meanings (Cantó, Graaff, & Jauregi, 2014), student motivation (Cantó, Jauregi, & van den Bergh, 2013; Jauregi, Graaff, van den Bergh & Kríž, 2012), language teacher training and peer learning (Brígido-Corachan, 2008; Ware & O'Dowd, 2008; Guth & Helm, 2010; Kohn & Warth, 2011; Lewis, Chanier, & Youngs, 2011; Cunningham, 2013; Dooly & Sadler, 2013; O'Dowd, 2015) critical thinking and analysis skills (Dooly, 2010; Furstenberg & Levet, 2010).

The first iterative cycle of the project focused on examining the potentialities of telecollaboration based on ICT in the development of 21st century competences in English learners for Specific Purposes in Spain. The second iterative cycle, focused on the redesign of the project, based on the feedback received and which consisted in the improvement of tasks and telecollaborative learning environments of English for Specific Purposes in order to pay greater attention to the development of the affordances of the telecollaborative environment, while providing greater cognitive scaffolding of the tasks and tools used.

The specific objectives of the project are: to encourage the development of 21st century, linguistic and intercultural skills, from a cognitive point of view and through the creation and use of avatars in virtual exchanges in a three-dimensional virtual platform, taking into account the body-mind continuum that highlights the enactive paradigm; to carry out an analysis of the way in which virtual reality simulations around social entrepreneurship and virtual exchanges, applied in contexts of ESP, can supplement real professional situations and the preparation for such situations; to examine the possible emergence of a creation of a transnational community of practice; to

explore the possible added value of the Spatial three-dimensional virtual platform in facilitating interpretation, study and work around facts, information, case studies, etc., effectively and conducive to collaborative and intercultural problem solving and identification and search for additional key information; to determine the effectiveness of the three-dimensional virtual platform Spatial in terms of facilitating and advancing research from different linguistic, (inter) cultural and professional perspectives.

To achieve these objectives, the activities developed within the framework of the project follow this schedule: phase 1: literature review in relation to the main axes of the project: consultation of the specialised bibliography in relation to virtual exchange, English for Specific Purposes, three-dimensional/immersive virtual reality, the SDGs and social entrepreneurship. Search for specific information on key concepts in social entrepreneurship (reasons and impact of social entrepreneurship, risks and challenges of start-ups, idea communication strategies and how to reduce the risk of failure). The outreach project carried out in the BU was inspired in and linked to the Spanish project. The literature review carried out in the Brazilian university as part of Phase 1 of the Spanish project will be discussed later on in this study. Phase 2: needs analysis. This phase was described/reported in Sevilla-Pavón and Finardi (2021) and aimed to design and administration of a scale for measuring entrepreneurial competences in the university population to provide detailed information about the needs (linguistic, communicative and professional) of the academic community and, more specifically, of language students for specific purposes, in terms of social entrepreneurship.

As part of the second phase of the Spanish project, an initial questionnaire in the form of a needs analysis survey about entrepreneurship and linguistic services was administered, and 31 responses were obtained from participants from the SU and reported in Sevilla-Pavón and Finardi (2021). Phase 3: creation of the three-dimensional virtual room in the Spatial environment for interaction in multinational groups by a company specialised in virtual reality. Adaptation of the simulations of professional environments to the three-dimensional virtual platform with special attention to social problems and their relationship with the SDGs. Phase 4: implementation of the first iterative cycle of Spanish project with pilot groups: International Business students, Double Degree in Tourism and Business Administration and Management and Degree in Aerospace Engineering, which allows the testing of the virtual platform designed. Design of open learning objects related to social entrepreneurship, available to the university community through the creation of a repository. Phase 5: carrying out training and dissemination activities and actions by specialists of recognised international prestige around the central axes of the project: virtual exchange, English for Specific Purposes, three-dimensional/immersive virtual reality, SDGs and social entrepreneurship. Phase 6: analysis of the results and dissemination by means of academic articles and participation in conferences and academic events for the dissemination of the results. Global evaluation of the project with triangulation of both quantitative and qualitative data. Dissemination of the project and the open repository of learning objects on the project website.

Brazilian project- internationalizing outreach and outreaching internationalization

The Brazilian project aimed to internationalize the outreach projects and to outreach the internationalization actions of the (BU) in connection with the (SU) and linked to the Spanish project described above. It intended to create possibilities for exchanges and interactions mediated by technologies, languages and knowledge shared between the BU and the SU with the Espirito Santo community, focusing on small and medium-sized exporting companies (SMEs) to promote a global education, sensitive to global/national/contexts in a post-Covid scenario. The project integrates teaching, research, outreach activities and internationalization projects/actions of the BU and the SU in the development of 'glonacal' citizenship, acting in the exchange/transfer of knowledge, innovation and technology from the BU and the SU to the Espirito Santo community, helping in the process of internationalization of the knowledge of the SMEs and communities involved. In order to assess the role of the BU in the development of SDGs 4 as well as to understand the challenges that SMEs face in their internationalization, in this article we describe an analysis of 20 works produced at or about the BU (during phase 1 of the Spanish project and as part of the Brazilian project) that address the role of the BU in the internationalization of society, fostering GCE and the development of SDG4.

According to Finardi and Ortiz Rojo (2015), Administration Courses, responsible for training future managers or entrepreneurs, must pay attention to the need to train global citizens. In other words, Business Administration courses must be internationalized in order to help future managers and companies to tread the

path of internationalization. However, Finardi and Ortiz Rojo (2015), in the analysis of the HEIs investigated by these authors, this is not what they found. This study points out that more than 75% of Brazilian higher education is composed of private HEIs and that these, in turn, have no interest in internationalizing because they are comfortable in their positions. The public ones, in smaller numbers, but much more expressive in the internationalization scenario, have been seeking to internationalize, albeit in a biased way.

If we think about numbers, private HEIs hold the majority of Business Administration courses, which are generally low-cost and popular, and hence the size of the gap we have: 3/4 of Brazilian HEIs are not interested in internationalizing, so most of managers who will work in the market in the near future do not receive the training that the market demands. Ortiz Rojo, Gonzalez, Sartório, and Oliveira (2015), when analysing/comparing the Business Administration course at a public university and at a private one, concluded that despite the fact that the public university has more motivation for internationalization, both had gaps in the internationalization of the curriculum. None of the two universities contained themes, disciplines or internationalization content in their curricula or English or foreign language courses in the curriculum.

Higher education courses in administration in Brazil, in an attempt to adapt to the needs of the global scenario, began to include, although late and still insufficiently, the topic of entrepreneurship in their curricula (Vieira, Melatti, Oguido, Pelisson, & Negreiros, 2013). Regarding scientific production on International Entrepreneurship (IE) in Brazil, we see that if research on entrepreneurship is understood as being in its first steps by several authors (Henrique & Cunha, 2008, Iizuka, Moraes, & Andrade Santos, 2015, Silva & Patrus, 2017, Oliveira, Cabanne, & Teixeira, 2020), production on IE is marginal. According to Bacelar and Teixeira (2016), who analyzed the scientific production on entrepreneurship in Brazil, among the 15 themes addressed by authors, IE represented 2.57% of the total production. Oliveira Junior, Gattaz, Bernardes, and Iizuka (2018), reporting that within the entrepreneurship area, internationalization -IE is represented here- was 2.8% of the total works produced. Therefore, considering what was pointed out by Finardi and Ortiz Rojo (2015) in relation to the low adherence to the internationalization of HEIs, as well as, and according to Ortiz Rojo et al. (2015), about the gaps in the curriculum of HEIs regarding internationalization and the scarcity in research on IE, the situation for the internationalization of HEIs and future administrators/entrepreneurs to face the demands of the global market, is not a very favourable one.

Analysis

A theoretical-empirical, qualitative research based on secondary data was used to analyse the role of the university (BU) and the relationship between its internationalization process and that of SMEs, in relation to SDG 4, Quality Education. The 20 works that make up the corpus were either produced at or about the BU as can be seen in Table 1.

Table 1. Corpus of 20 works.

N.	Tipo	Autor	Ano
1	Paper	Amorim and Finardi	2021
2	Thesis	Ortiz Rojo	2021
3	Paper	Finardi, El Kadri and Taquini	2021
4	Paper	Guimarães and Finardi	2021
5	Paper	Guimarães, Mendes and Hildeblando Júnior	2021a
6	Paper	Guimarães, Finardi and Amorim	2021b
7	Paper	Taquini and Finardi	2021
8	Paper	Finardi and Guimarães	2020
9	Paper	Finardi, Sembiante, Amorim, and Veronez	2020
10	Paper	Guimarães, Finardi, Kadri, and Taquini	2020
11	Paper	Wassem and Ferreira	2020
12	Paper	Finardi, Guimarães and Mendes	2019
13	Paper	Finardi and Guimarães	2019
14	Paper	Guimarães and Finardi	2019
15	Paper	Guimarães, Mendes, Rodrigues, Paiva, and Finardi	2019
16	Paper	Piccin and Finardi	2019
17	Paper	Amorim and Finardi	2017
18	Paper	Finardi, Santos and Guimarães	2016
19	Paper	Ortiz Rojo et al.	2015
20	Paper	Finardi and Ortiz Rojo	2015

Source: Authors.

Results

Amorim and Finardi (2021). Objective: to present a matrix of institutional (self) assessment of internationalization built from 86 indicators, distributed in the three pillars of the university and analysed in relation to the categories of language policy, academic mobility and internationalization at home (IaH) to suggest three classifications for the internationalization of universities: internationalized, engaged and emerging. Results: the matrix represents a relevant contribution as a unified instrument for institutional evaluation. The piloting of the matrix at the BU suggests that this institution has an emerging internationalization.

Finardi et al. (2021). Objective: to reflect on the use of English as a language of instruction (EMI) from the perspective of 12 students of a postgraduate course in Biological Sciences enrolled in an academic writing course in English taught in 2019-2 at UFES. Results: EMI is seen as a possibility to improve English and academic literacy and lack of proficiency can compromise student participation/performance in EMI courses and internationalization actions. The view of English is linked to the naturalisation of this language as an academic/international language, suggesting the need to think about the critical use of English in general and in EMI courses in particular.

Guimarães and Finardi (2021). Objective: to critically reflect on ECG alternatives as a glonacal Third Space. Results: ECG as a Third Space can promote global internationalization by recognizing the role of individuals, governments, communities and universities in this process.

Guimarães et al. (2021a). Objective: to reflect on the relationship between internationalization and foreign languages (L2), according to the perceptions of students of the IsF program at UFES. Results: the idea of internationalization is mainly linked to academic mobility and the need to learn L2 for internationalization. The discussion suggests Internatinalisation at Home (IaH) strategies and reallocation of resources to L2 provision, to deal with misconceptions associated with internationalization.

Guimarães et al. (2021b). Objective: to analyse the international cooperation relations between the Global North and the Global South after the pandemic. Results: the interruption of physical academic mobility brought several challenges, but also opportunities for internationalization in the Global South. An example of an opportunity is the partnership between UFES and the University of Coventry, in England, consolidated through virtual collaboration during the pandemic.

Ortiz Rojo (2021). Objective: to develop and qualitatively validate a conceptual model that considers the factors that can affect the internationalization of small and medium-sized companies, contributing to research on the subject and also helping SMEs in the review or formulation of their internationalization processes. Results: a conceptual model with 34 variables that can affect the internationalization of SMEs was offered. This model can be used to classify companies into levels of internationalization, the model is formed by the following constructs: 'Company capabilities', 'Manager capabilities', as well as the 'Institutional Environment' construct, which includes the international and national environments, for the context in which the company develops, and by the construct of the response variable 'Level of internationalization'.

Taquini and Finardi (2021). Objective: to analyse the role of foreign languages (L2) in the provision of courses in English (EMI Guide 2018-2019) and in the process of internationalization at the BU. Results: English has a hegemonic role in relation to other L2 possibilities in the BU internationalization process.

Finardi and Guimarães (2020). Objective: reflect on the process of internationalization of higher education in the Global South after the pandemic. Results: the pandemic brought many challenges, but also (and mainly) opportunities for the internationalization process of higher education institutions in the Global South, as they had to suspend academic mobility programs (for a few), replacing them with virtual mobility programs (for all) that expanded the range of partner countries, languages and universities to countries like Brazil, describing in particular the case of the BU in this process.

Finardi et al. (2020). Objective: reflect on the process of internationalization of higher education, from a locus of enunciation from the Global South (BU) and from the Global North (a university in the USA) through the analysis of language policies and international agreements in these two institutions. Results: the analysis of BU' language policies and international agreements suggests a reactive and colonial nature of this institution's internationalization process, expressed in the number of agreements with institutions in the Global North and in the language policies that favour the use of English. Analysis of international cooperation agreements and language policies in the American university suggests that internationalization strategies are largely designed based on the university's privileged position as an English-speaking institution located in the Global North.

Guimarães et al. (2020). Objective: to analyse the process of internationalization of higher education in Brazil through the statements informed in the institutional missions of 62 federal universities. Results: there is a gap between the declared beliefs/missions/intentions and the actions of the analysed universities, among them, the BU.

Wassem and Ferreira (2020). Objective: to analyse how internationalization appears in the institutional documents of the BU, focusing on concepts, reasons and strategies foreseen in the institutional policy for its implementation through a qualitative approach with document and content analysis according to Bardin (2004). Results: among the internationalization actions is the creation of an International Relations Secretariat (SRI), of the Espirito Santo Education Internationalization Network (RIEES), as well as the elaboration of a joint project, with the involvement of nine PPGs of the institution, in the CAPES Institutional Internationalization Program (PrInt), demonstrating an articulated effort of work of its professors and programs but also the existence of contradictions in the process of planning actions for internationalization, considering the diversity and specificity of the programs and the political and economic context.

Finardi et al. (2019). Objective: to think about the internationalization of Brazilian higher education institutions more critically. Results: gap (and incompatibility) between principles and policies to critically guide the internationalization process in Brazil, suggesting the need to deconstruct the hierarchical imaginary of intellectual and cultural domination and solidary interaction between institutions in peripheral countries to strengthen the public good of education higher.

Finardi and Guimarães (2019). Objective: to discuss the concept of agency in relation to language policies at the BU. Results: top-down policies have a major impact in the BU, leaving little room for the exercise of local agency.

Guimarães and Finardi (2019). Objective: to discuss the interface between internationalization and language policies in general in Brazil, seeking evidence at the BU through the analysis of the implementation of national internationalization programs like the Science without Borders (CsF), Languages without Borders (IsF) and the Capes PrInt Public Call at the local institution. Results: BU' language and internationalization policies are related and aligned to national policies, having been reactively induced by them.

Guimarães et al. (2019). Objective: to explore the concept, possible benefits and challenges of internationalization at home (IaH) in general in Brazil and at the BU in particular. Results: the study suggests that approaches such as COIL (Collaborative Online International Learning) and IA (intercomprehension approach) are relevant alternatives for the development of IaH with multilingual possibilities in this context.

Piccin and Finardi (2019). Objective: to question the concept of GCE from a decolonial perspective in the context of internationalization. Results: suggestion of alternative approaches and creation of post-colonial learning spaces.

Amorim and Finardi (2017). Objective: to evaluate internationalization in Brazil with data collection at the BU, at three levels, namely: macro (national), meso (institutional/BU) and micro (academic community/BU). Results: it was concluded that internationalization actions at the macro level affect and are affected by globalisation, given the implementation of large federal programs such as Science without Borders and Languages without Borders; at the meso level, the analysis suggests that the BU aims at internationalization but its actions demonstrate incipient engagement; and finally, at the micro level, the academic community of the BU is interested, but is not yet fully engaged in the actions proposed by the IES. Overall, the study concluded that foreign languages and English in particular play a relevant role in internationalization, but actions and policies are disjointed at various levels.

Finardi et al. (2016). Objective: to discuss the role and relationship between globalisation and foreign languages in the process of internationalization of higher education, describing the creation of the International Literacy Coordination within the structure of the BU International Relations Department. Results: the creation of a language coordination within the structure of the Secretariat of International Relations is evidence of the role of foreign languages in the internationalization process at this institution.

Ortiz Rojo et al. (2015). Objective: to investigate how Business Administration undergraduate Courses encourage the acquisition of social capital by their students to face the globalised market. Results: The investigated HEIs should better explore aspects such as use of ICTs, the English language and activities beyond the classroom. The main way to foster social capital in HEIs continues to be the face-to-face class. Furthermore, the topic of globalisation is not part of the Courses curriculum and its inclusion depends on the teacher. The majority (68%) of students do not feel prepared to face the globalised market.

Finardi and Ortiz Rojo (2015). Objective: to reflect on the connection between globalisation, the internationalization of universities and the construction of social capital in emerging countries. Results: one

of the biggest challenges in building social capital in higher education in Brazil is related to the lack of proficiency in English to help in the process of internationalization of higher education, with the consequent greater inclusion of emerging countries and their universities in global conversations.

Discussion

The analysis of studies on the internationalization process of the BU suggests that this process is closely related to the university's triple mission of offering teaching, research and outreach activities. The internationalization of the BU is related to its teaching mission in general and in particular to the Business Administration course as reported in Finardi and Ortiz Rojo (2015). One of the deficiencies found in that study is related to the lack of offer, incentive or inclusion of themes related to the Internationalization of Companies and International Entrepreneurship in Business Administration and foreign languages in general or English for general or specific purposes in the curriculum of the Administration course at the BU and this is an area in which the teaching at the BU can improve with the example set by the SU.

That lack of IE or Internationalization of Companies discussions in the Business Administration course (Finardi & Ortiz, 2015, Bacelar & Teixeira, 2016, Oliveira Junior et al., 2018), represents a challenge when thinking about contributions in terms of GCE and internationalization. However, it is important to emphasize that this production on IE is not considered as an independent area of study, but informed as a theme within the entrepreneurship area. Business Administration courses in Brazil, in an attempt to adapt to the needs of the global scenario, started to include the theme of entrepreneurship in their curricula late and still insufficiently (Flores, Hoeltgebaum, & Silveira, 2008, Vieira et al., 2013). In this context, it is needed to observe that, according to McDougall and Oviatt (2000) and Zahra and George (2002), the EI was born from the union of two areas, namely, international business and entrepreneurship. It is also important to note that McDougall (1989) is considered the first work published in the area of IE (Coviello & Jones, 2004, Servantie, Cabrol, Guieu, & Boissin, 2016), but there is a consensus that the starting point for the increase in research in the field of IE was the seminal work of Oviatt and McDougall (1994) with the definition of International New Ventures (INV)[2] (Baier-Fuentes, Merigó, Amorós, & Gaviria-Marín, 2018; Nave & Ferreira, 2022). The vision of IE which unified international business and entrepreneurship could be used to feed students with contents related to internationalization and GCE in Brazilian Business Administration courses.

The aforementioned deficiencies are directly related to the perceptions of future managers, as reported in Ortiz Rojo et al. (2015) once most of the students participating in the study (68%) did not feel prepared to face the globalized market. In this sense, when dealing with future managers or administrators, a global approach is called for (Marginson & Rhoades, 2002). It is worth mentioning the variables that affect the internationalization of companies highlighted by that Ortiz Rojo(2021) namely: public policies to encourage and support the internationalization of SMEs, mastery of foreign languages (English) for the performance in the new market and the one regarding the culture of innovation.

Regarding public policies, we believe it is interesting to consider those related to the internationalization of higher education in Brazil (for example, Wassem, Pereira & Finardi, 2020). Regarding the culture of innovation, which must exist in SMEs when it comes to strategies for internationalization, it is estimated that this question should be part of a training that aims to prepare citizens (future managers) with a global sense, that was not identified in the HEIs investigated by Finardi and Ortiz Rojo (2015) and Ortiz Rojo et al. (2015). Here, it is worth considering the entrepreneurial culture that should exist in universities so they could transfer this culture to the students (Jongbloed, Enders, & Salerno, 2008). Regarding the teaching of English in Business Administration Courses, it is observed that there is still much to be done at the BU (Finardi et al., 2021) and projects such as the ones described here in the BU and SU aim to contribute to that improvement.

Regarding research, the analysis of the corpus shows that there is a strong relationship between the internationalization process and research at the investigated HEI, probably encouraged by national public notices with an inductive nature focused on graduate studies, as is the case of Capes PrInt. Finally, in relation to extension, the analysis of the corpus did not allow us to glimpse a close relationship between the internationalization process and outreach, but the outreach project described at the BU represents a hope in this sense. If we analyse the internationalization of the HEI investigated in relation to this triple mission, we

[2] INV are commercial organizations that, from the beginning, seek to obtain competitive advantages with the use of resources and the sale of products in different countries (Oviatt & Mcdougall, 1994).

can see how the lack of incentive for the internationalization of education can affect, in the case of the Administration course, the internationalization of SMEs, since the university is responsible for the formation of these future managers.

Finardi and Ortiz Rojo (2015) point out that ¾ of the Brazilian higher education institutions (HEIs) that offer most Business Administration courses in the country are private and do not have much motivation to internationalize since the domestic market for private HEIs is relatively low. comfortable considering the total supply and demand in the country. Thus, private HEIs do not need to seek tuition from foreign students to maintain themselves. By triangulating the presented theoretical framework, SDG 4 and the results of the 20 studies listed in the analysis, we can trace some more points of intersection. With regard to the internationalization of the BU, for example, we observed that the university is moving towards internationalization, however, this process is still emerging (Amorim & Finardi, 2021) and lacking in articulations at the national, institutional and individual levels (Amorim & Finardi, 2017) and with regard to broader and more inclusive language policies both for the improvement of English, the most prominent language in the internationalization process, and for the inclusion of other languages in the training of professors and students at the university. As such, we see that there are still gaps for the development of SDG4 (Finardi et al., 2016; Finardi & Guimarães, 2019; Guimarães & Finardi, 2019; Finardi et al., 2021; Taquini & Finardi, 2021).

Therefore, relating these studies with the theoretical framework and the UN SDG 4, we realized that, despite the engagement of the BU and example set by the SU (Sevilla-Pavón & Finardi, 2021), not least in relation to internationalization of higher education and the role of language training (in the case of the Spanish project with English for specific purposes courses and projects), observed mainly in relation to the research mission of the BU, the development of teaching and outreach projects and concrete actions for global citizenship education is still in lack of investment there.

Signalling this gap, the studies by Piccin and Finardi (2019), Finardi et al. (2019), Guimarães et al. (2019), Finardi et al. (2020), Guimarães et al. (2020), Finardi and Guimarães (2020), Guimarães and Finardi (2021), Guimarães et al. (2021a) and Guimarães et al. (2021b) call for a more critical and partnership-oriented internationalization process, whether for research or academic mobility, more symmetrical, even given the post-pandemic context. This approach points to a more inclusive and equitable institutional internationalization, as suggested by Joseph (2012) regarding the internationalization of the curriculum with a transformative approach. Thus, we realize that, more recently, the BU has made efforts (Wassem & Ferrereira, 2020), albeit in short steps, to achieve UN SDG 4, given the outreach project described.

Conclusion

We believe that for the university to contribute to the internationalization of SMEs and the development of SDG 4 - Quality Education-, in relation to a global citizenship education, there must be greater investment in the internationalization of education, with transformative approaches and actions, just like the outreach projects described here and that aim to connect the university with local and global societies. Some of those actions could start at the Business Administration course itself, addressing topics about IE in the curricula. In this way, all work together to promote a global education, sensitive to global/national/contexts in a post-Covid scenario, fostering a sustainable development and a more inclusive and equitable quality education, in line with SDG 4. In that sense, the offer of foreign language classes and opportunities for virtual exchange represent a relevant investment towards global citizenship education (Guimarães & Finardi, 2021). If we realize that there is a gap in the training of future managers of SMEs, students of Administration courses, for example, regarding the foreign language for internationalization, IaH and IoC approaches appear as relevant alternatives to remedy this bottleneck.

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