

# **Responsible internationalization:** *new paradigms for cooperation between higher education institutions*

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**Abstract:** This article provides a conceptual view of the Internationalization of Higher Education and presents some anchor points for the development of the concept of Responsible Internationalization. The centrepiece of the article is the introduction of five new dimensions to the dominant paradigm, based on the assumptions of balance, responsibility, sustainability, inclusion and compliance.

**Keywords:** Responsible Internationalization. Higher education institutions. Management of International Cooperation.

**Resumo:** Este artigo fornece uma visão conceitual da Internacionalização do Ensino Superior e apresenta alguns pontos de ancoragem para o desenvolvimento do conceito de Internacionalização Responsável. A peça central do artigo é a introdução de cinco novas dimensões ao paradigma dominante, baseados nos pressupostos de equilíbrio, responsabilidade, sustentabilidade, inclusão e *compliance*.

**Palavras-chave:** Internacionalização Responsável. Instituições de Ensino Superior. Gestão da Cooperação Internacional.

**Resumen:** Este artículo ofrece una visión conceptual de la Internacionalización de la Educación Superior y presenta algunos puntos de anclaje para el desarrollo del concepto de Internacionalización Responsable. La pieza central del artículo es la presentación de cinco nuevas dimensiones al paradigma dominante, basadas en los supuestos de equilibrio, responsabilidad, sostenibilidad, inclusión y *compliance*.

**Palabras clave:** Internacionalización Responsable. Instituciones de Educación Superior. Gestión de la Cooperación Internacional.

## Introduction

Research and innovation must respond to the ambitious demands in the age of Knowledge Society. As a driving force of knowledge, new partnerships and collaborations between educational institutions are emerging all the time. At the same time globalization, information and communication technology have produced an intense search for the results of the Internationalization of Higher Education.

The Internationalization model of Higher Education known as Comprehensive Internationalization (HUDZIK, 2011) promoted by the Association of International Educators (NAFSA), by the American Council on Education (ACE) and by the Center for Internationalization and Global Engagement (CIGE), named CIGE Model, is being used by thousands of universities around the world.

The Comprehensive Internationalization model has six dominant focuses on Internationalization: (1) Articulated institutional commitment; (2) Administrative leadership, structure, and staff support; (3) Curriculum, co-curriculum and learning outcomes; (4) Faculty practices and policies; (5) Student mobility and, (6) Collaboration and partnerships.

The quality of the Internationalization process is a growing field of research. Countless indicators are ranging from the number of exchange students in academic mobility to the number of Nobel Prizes. But, even if the numbers are growing, the focus must be much more on the quality of the outcomes than in just quantity.

It is precisely in this gap that this article aims to contribute. It analyzes key points of the Internationalization process and proposes five transversal dimensions to the existing academic-administrative models. The study outlines a path to follow that contemplates the so-called Responsible Internationalization.

Based on the acronym BASIC, Responsible Internationalization proposed by Stallivieri (2018) brings some reflexions about crucial aspects of Internationalization of Higher Education, such as Balance, Accountability, Sustainability, Inclusion and Compliance. The paper also presents a road map that aims to improve the development of the Internationalization process, reaching quality levels that contemplate substantive values to society and to each individual. The new concept of Responsible

Internationalization does not restrict current theories, but rather adds and expands them by making explicit the importance of “BASIC.”

Based on the discussion presented up to this point, it is established that the main objective of this paper is to propose reflections on the concept of Responsible Internationalization and to introduce some anchor points that might stimulate a new paradigm.

The text advances in five sessions, discussing the basic principles for Responsible Internationalization and describing how each can be useful in successfully developing the process, anchored in a bibliographic and documentary research.

### **Internationalization of higher education responding to globalization**

Discussions about globalization and Internationalization in the last two decades have taken on valuable space in the analysis forums of global movements. As a result of these discussions, it is possible to notice many changes in various areas, and very firmly in the educational sector. This process began to align the designs of relevant new national and international educational policies (KNIGHT, 2005; DE WIT, 2013), arguing and proposing the best way to internationalize Higher Education Institutions (HEIs). Like every process, it must also undergo changes and improvements, revised and adapted to the new scenarios established by globalization and new technologies.

Governments, institutions, private and public sector, companies, shareholders, stakeholders, faculty members, staff, students, researchers, local communities, all in different ways have begun to feel the effects of Internationalization. As written by De Wit (2009, p. 1), “it is undeniable that Internationalization has become a central aspect of higher education at all levels”.

Hudzik (2011, p. 14) states that globalization, in a way, weakens political and economic boundaries and intensifies the transboundary flow of almost everything, but especially knowledge, ideas, and learning. Thus, the moment requires an analysis of what has happened with the knowledge produced. Which are the impacts and learning outcomes resulting from the Internationalization process of Higher Education? and, especially, how are they attending the expectations of society?

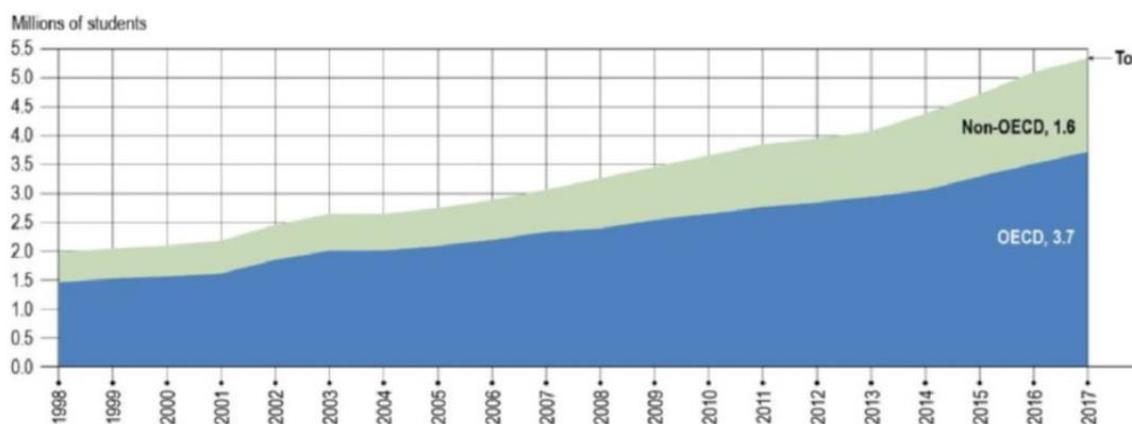
This questioning provokes a discussion about institutional responsibilities with the entire Internationalization process and, particularly with its outcomes – the learning

outcomes. It is about seeking high-quality Internationalization, creating environments and developing ecosystems that are internationalized, and highlighting the knowledge triangle - research, teaching, and innovation - including the services offered to the community.

The question that arises is: *what kind of Internationalization is desired for the future?* There are some clear anchor points to focus on. In other words, it is possible to continue doing what you are doing so far, but in a more attentive way and with broader responsibilities in the commitment to the society.

The expanding range of possibilities and numbers in academic mobility demonstrates that international experience is at the top of the demands of students and the job market. The number of international students involved in higher education programs around the world have exploded in recent decades, from 2 million in 1999 to 5 million 17 years later (OECD 2019, IIE 2018).

Figure 1: Growth in international or foreign enrollment in higher education worldwide (1998 to 2017).  
The number of international students enrolled in OECD and non-OECD countries.



Source: Education at a Glance, OECD. (2019, p. 231).

The worldwide growth of student mobility, partnerships and collaborations between institutions reflect the desire for networking, co-production, joint production and research, co-working, and co-learning with partners from different countries.

This new scenario requires Higher Education Institutions to begin collecting and systematizing data derived from their Internationalization efforts. The knowledge produced, following the knowledge management approach (NONAKA; TAKEUCHI, 1997), must be captured, codified, and systematized to assist educational leaders and senior councils in the decision-making process about future institutional investments in Internationalization.

Besides of that, this new moment calls for systematic monitoring of Internationalization movements, with a particular emphasis on the engagement of what is happening outside the institution? It is time to broaden the objectives, engage more people and understand the role of Internationalization of Higher Education Institutions as central to building the future of global society.

The American Council on Education (ACE) popularized the use of the term Comprehensive Internationalization, initially introduced by Hudzik (2011), as a commitment, confirmed by the action, to infuse international and comparative perspectives into the higher education, missions, and services.

Hudzik criticizes the current moment of Internationalization, saying that Comprehensive Internationalization “offers a paradigm for holistic institutional commitment and widespread international engagement. But it remains more ambitious than real on the vast majority of US campuses” (HUDZIK, 2011, p. 11). Mutatis mutandis, this statement applies not only to US institutions but to Higher Education Institutions around the world.

Internationalization is moving from the periphery to the center of the campus, says Hudzik (2011, p. 5). With this assertion, one can conclude that Internationalization is growing exponentially, and it is necessary to take responsibility for proper leadership in management processes and discuss the values of Responsible Internationalization (STALLIVIERI, 2018).

Internationalization of Higher Education has gained enormous space in the educational scenario. However, various studies and statistical data obtained from international cooperation or development agencies prove that most Higher Education Institutions are doing more of the same to meet the demands of a global society. Critical thinking about the impacts, effects, and outcomes of Internationalization is missing.

### **Responsible internationalization: developing new paradigms based on the concept of responsible research and innovation**

The idea of discussing Responsible Internationalization (IR) aligns with the concerns of the Responsible Research and Innovation (RRI) studies that first emerged in the 2000s. According to Owen et al. (2012, p. 751) since 2011, the term Responsible Research and Innovation has gained increasing relevance in the European Union (EU), in

particular within the European Commission's Science in Society program, in the context of Horizon 2020.

In line with these concerns, one can begin to think of developing basic principles for Responsible Internationalization as well. The objective is to help institutions design policies, select strategies, define the best actions towards the Internationalization of their structures, whether academic or administrative, according to the division made by De Wit (1997).

Responsible Internationalization (RI) can be a process in which all members involved in the Internationalization are accountable for their development in a Balanced, Responsible, Sustainable, Inclusive and Committed way (STALLIVIERI, 2018).

The aim is to develop a high-quality Responsible Internationalization which will be analyzed below.

## **Basic dimensions for the responsible internationalization paradigm**

### **Balanced or equitable internationalization**

The meaning of balance is related to equality of opportunity, symmetry, equivalence, comparability, impartiality, justice, egalitarianism, correspondence, and so on. Bringing these definitions into the context of the Internationalization of Higher Education Institutions, it becomes clear that institutions can and should observe equity in the movements they make toward the establishment of Responsible Internationalization. The concept established here for balance means the ability of the Internationalization process to create conditions in which different subjects present themselves in equal terms and in appropriate proportions.

The ideal situation would be to have all actions taken for Internationalization with an appropriate balance and based on equity. It could be related to geographical, linguistic, knowledge domain, or type of cooperation, among others. For example, higher education institutions may consider maintaining a balance in the conception of collaboration with developed countries as much as it does with emerging countries. Or, they can prioritize symmetry in numbers when sending and receiving domestic and international students, allowing different countries to participate in mobility with the same amount of students equally.

In studies conducted by the OECD (2019), considering the origin and destination of mobile students, data on international flows illustrate the strength of factors such as proximity between countries, language, background, geographical distances, bilateral relations, and political framework conditions (e.g., Education) as significant determinants of mobility direction.

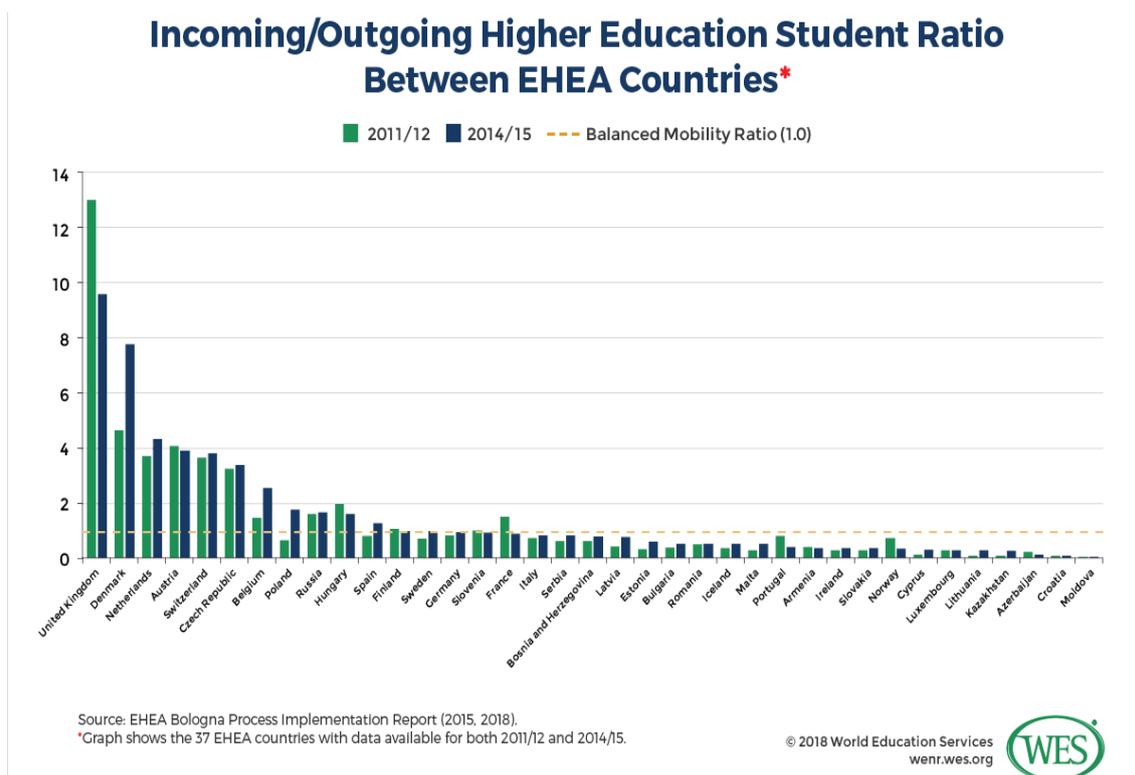
Perkins and Neumayer (2014, p. 246) state that an increasing number of individuals choose to study abroad, although, like other manifestations of globalization, the sources, and destinations of these migratory flows are highly unequal.

OECD studies confirm the preference of student destinations, i.e., from developing countries to developed countries and most often located in the Northern Hemisphere (OECD, 2019). Similarly, the flow of academic mobility continues to prioritize the same three or four countries, namely The United States, the United Kingdom, France, and Germany, which are the largest receptive countries to international students.

The most significant flow of students (country by country) reflects the dominance of individual countries as sending and receiving countries. From 2009, the predominant pattern, at least for the most substantial flows, is from developing countries (and especially the newly industrialized economy subgroup) to developed ones (PERKINS; NEUMAYER, 2014, p. 246). We highlight here the phenomenon known as “brain drain,” with the emigration of human capital known as brain drain and generating evidence of economic growth for recipient countries (BEINE; DOCQUIER; RAPORT, 2001).

As corroborated by the authors, migratory flows from developing countries to developed countries represented 56% of the global total in 2009, while the equivalent value from developing countries to developing countries represents 18.3% and from developing to developed countries, 24.6%. Students from developed to developing countries are minimal, representing only 0.9% of the global total (PERKINS; NEUMAYER, 2014, p. 247), which is still corroborated to the present day.

Figure 2: Student Mobility in the European Higher Education Area (EHEA)



Source: EHEA Bologna Process Implementation Report (2015, 2018). The chart includes the 37 countries with data available for both 2011/12 and 2014/15 periods.

Concerning the cooperation agreements signed with the South-North institutions, it can be said that the uneven number of institutional partnerships are widespread, almost negating the numerous opportunities that South-South cooperation provides. This movement underscores the strength of the Northern Hemisphere as the primary source of qualified knowledge desired by researchers rather than developing opportunities for countries in the Southern Hemisphere. South-South cooperation has been ignored for so many years and will continue to do so if institutions not reevaluate their Internationalization policies and make room for more equality in this cooperation.

The big challenge is that it is “impossible for any institution to be a source of world knowledge and expertise,” that is, to be the best at everything (HUDZIK, 2011, p. 20). Institutions will not only have to set priorities, but also pay more systematic attention to developing partnerships, based on each other's expertise, to cover the broader scope of global demands more equitably.

In this sense, one must consider what Hudzik (2011, p. 9) states: “the development of a global higher education system is a recognition of an ongoing paradigm shift in which higher education institutions are not only local, regional or national resources, but they also represent global resources – globally connected.”

The challenge is to find a way to balance all aspects of full cooperation and aligns with the same intensity on the transparency and visibility of the results of Internationalization. Accountability is a critical factor in assessing the new directions of global education and it emphasizes the need for transparency and constant monitoring of achievements. Tell the society what has been done with the investments in Internationalization is the main goal of the accountability pillar which will be discussed next.

### **Transparency or accountability**

One of the most critical issues facing those working directly with Internationalization processes is the responsibility to systematize and share the results obtained by international actions with the academic community and with the society. It is not an easy task, as only a few professionals rely on organized data and systematic knowledge to measure and evaluate the results of Internationalization for the accountability.

De Wit (2009, p. 1) invites us to think critically about the evaluation of Internationalization results. Ensures that the call for accountability of students, teachers, deans, the management of higher education institutions and national governments and the call for quality assurance are essential issues on the higher education agenda in general, and this includes both the Internationalization process itself, as its programs and projects.

It is clear that there is an increasing demand from society for all those who, in any way, benefit from Internationalization actions, such as scholarship fellows, partners in research projects or international activities, to demonstrate the results of their participation. The urge is for learning outcomes to be documented, organized and socialized for the use of the academic community and society at large.

Huisman and Currie (2004, p. 529) state that “responsibility lies on the political agenda of higher education in many systems. In many countries, Accountability is institutionalized and commonly accepted; in others, it is a recent phenomenon and in still others, it is a contested issue on the higher education agenda”.

Hudzik and Stohl (2009, p. 1), in their article Modeling Assessment of Outcomes and Impacts from Internationalization, state that “inattention to evaluation ultimately weakens the institution's priority on Internationalization”, but at the same time reinforce

that “the Internationalization assessment needs to be aligned with the institution's main missions”.

When talking about impact and outcome assessment, as well as its responsibility, it should be in mind that each student or faculty member should present the contribution of their international experience to the institution, the local community, and their country. For Trow (1996, p. 310 apud HUISMAN; CURRIE, 2004, p. 529), it is implied that there is an obligation to report to others, to explain, to justify, to answer questions about how resources were used and to what effect.

Most higher education institutions typically formalize and publicize their mission and objectives and emphasize the priority of producing knowledge and making it accessible to society. Referring especially to international experiences in which researchers, teachers, and students participate in scientific projects and programs, they are expected to learn new concepts, produce new knowledge and bring possible global solutions to local problems.

The Education at a Glance report, released annually by the OECD (2019) presents an interesting position when referring to students on mobility. Believes that for countries of origin, mobile students can be seen as lost talents. However, these same students can contribute to the absorption of knowledge, technological modernization, and capacity building in their home countries as long as they return home after their studies and maintain strong ties with their new networks. Students on the move acquire tacit knowledge that is often shared through direct personal interactions and may allow their home country to integrate into global knowledge networks (OECD 2019).

What happens in most situations is that there is a lack of institutionalized opportunities to share the gained knowledge. Usually, when academics return from international experience, there is ample evidence of individual earnings. But, for the most part, these gains are held only for academics who have enjoyed the benefits of international experience, without the opportunity to share learned knowledge, as suggested by Nonaka and Takeuchi (1997).

It is easy to understand that if the Internationalization assessment cannot demonstrate that contributions that have been made to meet expectations, the value received and real support for Internationalization will be weakened both internally and externally (HUDZIK; STOHL, 2009).

The central question is what to do with the results of international experiences and how to turn them into knowledge and wealth for the institutions. Only a few institutions

have accountability process already institutionalized (STALLIVIERI, 2018). The use of knowledge management techniques and tools to evaluate the results of Internationalization experiences, organize the knowledge produced and share it with others, respecting the Knowledge Management Cycle approach (NONAKA; TAKEUCHI, 1997) is not yet an evident reality in Brazilian higher education institutions (STALLIVIERI, 2018).

Failure to socialize learning outcomes can discourage returnees with ideas to share. As stated by Hudzik and Stohl (2009, p. 13): “Evaluation without consequences is evaluation without responsibility. If you do not intend to use the results of an assessment, do not bother to do so.”

Hudzik and Stohl (2009) point to three crucial elements that should be considered when evaluating and monitoring Internationalization results:

- a) “Inputs: resources (money, people, policies, etc.) available to support Internationalization efforts;
- b) Outputs: the amount and types of work or activity performed in support of Internationalization efforts;
- c) Outcomes: impacts or final results from learning. It is these that are usually most closely associated with measuring the achievements and missions of institutions” (HUDZIK; STOHL, 2009, p. 13).

Hudzik and Stohl (2009, p. 16) ensure that “goals help identify what's important, set intentions, provide a basis for accountability and conduct behavior, but only if goals are known, clear, accepted and provides the basis for accountability.”

The issue of quality in the Internationalization process has been brought to the forefront and has come to be central to continued Internationalization efforts (JENKINS-DEAS, 2009), requiring more accountable attention from the institutions regarding the presentation of results to the community.

The increasing pressure from leaders and faculty to hold students, international and domestic researchers accountable for quality outcomes to ensure the provision of resources for future programs and partnerships reflects the need to establish evaluation criteria for sustainability of international cooperation. There is an urgent need to think about actions, plans and activities that can increase budgets and generate revenue for Sustainable Internationalization.

## **Sustainability or sustainable internationalization**

The relationship between Internationalization and sustainable development can be considered an emerging global trend. The role that Internationalization can play in supporting the United Nations (UN, 2015) Sustainable Development Goals (SDGs) is broadened by endorsing the Agenda 2030 roadmap in all Internationalization activities (MARINONI; DE WIT, 2019).

Globally, the UN Sustainable Development Goals (SDGs), adopted in 2015 by 193 countries, aim to end poverty, protect the planet and ensure prosperity by 2030 (UN, 2019). They provide a broader perspective where social welfare plays a vital role in the concept of sustainability (CLAEYS-KULIK; JORGENSEN, 2018) and call for results from the Internationalization of higher education. Through international cooperation actions, many of the goals proposed by the UN can be pursued, with the support of higher education institutions and the academic community.

However, the need for a broad and responsible commitment to Internationalization is reinforced since without institutional support, the sustainability of Internationalization becomes questionable (HUDZIK, 2011; STALLIVIERI, 2018).

Towards Sustainable Internationalization, more than ever, implies a transparent budget allocation, own resources for the maintenance and expansion of projects and programs, identification of human capital capable of leading and managing the broad conception of the term Comprehensive Internationalization, engagement of the academic community in actions and results, with a view to prospecting for new activities and maintaining the status acquired until then.

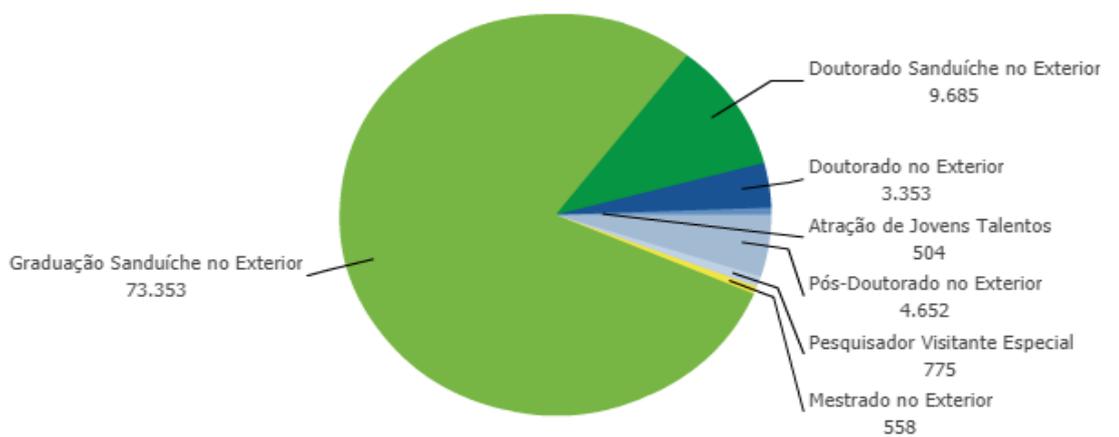
The presence of “intellectual drivers” (HUDZIK, 2011) that help to think and stimulate the development of sustainable Internationalization in the prospective and non-reactive way is fundamental, as it happens in much higher education institutions.

Authors such as Hudzik (2011) and Childress (2009) point to the importance of strategic planning for the sustainability of Internationalization. To the extent that the institutional strategic plan drives resource allocation, Internationalization must be a central element of this plan (CHILDRESS, 2009; HUDZIK, 2011; STALLIVIERI, 2017). Internationalization requires significant reallocation of funds and institutional efforts (CHILDRESS, 2009; HUDZIK, 2011), to strengthen and expand it. For Hudzik (2011), adequate funds represent the “barometer of institutional commitment.”

In a recent survey conducted by the International Association of Universities (IAU, 2018), the results make it clear that while funding remains the main obstacle to progress in Internationalization, identified by survey respondents, the same results reflect increased funding for all Internationalization activities over the last three years in most HEIs (MARINONI; DE WIT, 2019).

A significant example to be analyzed to understand the importance of sustainability for Internationalization is the Science Without Borders Program that was launched by the Brazilian Government in 2010. It aimed to allocate up to 101,000 scholarships in four years to promote the exchange of knowledge in strategic areas for the development of Brazil. With an investment of US \$ 1.19 billion, it has benefited Brazilian and foreign students and researchers in the event of studies at home and abroad (Science without Borders, 2019). Using these scholarships (Figure 3), students were able to undertake undergraduate and postgraduate studies at higher education institutions located in over 100 countries, focusing on the development of innovation and technology in areas known as STEM - Science, Technology, Engineering and Mathematics - fundamental to the country's development.

Figure 3 - Science without Borders Program - Distribution of Grants  
**Distribuição das Bolsas Implementadas por Modalidade**



Source: Science without Borders Program Control Panel (2019)  
<http://www.cienciasemboundiras.gov.br/web/csf/painel-de-controle>, (2019).

The merits are unquestionable. However, the SwB Program has generated expectations from the local community and the international scientific society in its continuity. Numerous partnerships were signed, several global cooperation actions were

projected, in the hope of maintaining resources designated for the Program and its sustainability (STALLIVIERI, 2017).

The Program ended in 2014, with no prospects of maintaining or relaunching, leading to the discontinuity of numerous partnerships that depended on the resources initially signaled. These partnerships aimed to include even more opportunities for all students and researchers from both Brazilian higher education institutions and international partners, exposing the fragility of investment and the unsustainability of the SwB Program.

Because of the above, the perception that Internationalization establishes itself on the availability of resources is emphasized. According to the results of the IAU survey, the central institutional risk identified by respondents is the concern that international opportunities are accessible only to students with financial means. It may reflect the fear that many people are left out of globalization and that institutions are not sufficiently inclusive in their Internationalization strategy (MARINONI; DE WIT, 2019).

This reflection further reinforces the importance of thinking about responsible Internationalization, based on balance, the return of investments to society and the prospecting of actions anchored in sustainability.

### **Inclusion or inclusive internationalization**

The fourth objective of the UN proposed SDGs is to ensure inclusively, equitable and quality education and to promote lifelong learning opportunities for all (UN, 2019). This objective should apply to the concept of Inclusive Internationalization, which means that international insertion actions must offer equal opportunities for all, without neglecting the planet and the financial sustainability of the institution. Firstly, there is a big difference between giving students access to higher education institutions - opening university doors - and promoting inclusion actions. Access can often be synonymous with exclusion if HEIs are not aware of the unfolding presence of international students and researchers on campus. Secondly, and not least, all aspects of inclusion must address the long-term continuity of the organization.

There is a significant paradigm shift that seeks to invest in Internationalization for all, with a positive agenda. It should focus on the outside, but be aware of what happens within HEIs. As Betts (2017, p. 1) describes, Internationalization must reach a wider

audience - if it is to survive and thrive. The author also states that often, “class, race, and religion predetermine the beneficiaries of Internationalization.” But, universities can build powerful bridges and allow Internationalization to serve many and not a few” (BETTS, 2017, p. 1).

Fostering the development of internationalized ecosystems that promote social inclusion, diversity, and the development of intercultural competences, which are fundamental for living in a globalized world, must be among the main objectives of Internationalization policies.

Claeys-Kulik and Jørgensen (2018) address the issue quite relevantly, as they understand that diversity refers to an individual or social group differences, such as gender and gender identity, age, sexual orientation, ethnic origin, cultural affiliation, politics or religious, physical or mental condition and health, socioeconomic, and educational status. Regardless of identification with any of these elements, everyone can and should enjoy Internationalization, without it being an elite project (BETTS, 2017).

Inclusion, as defined by Claeys-Kulik and Jørgensen (2018), refers to the valuing of diverse backgrounds by different groups in institutions, a prerequisite for raising awareness of differences and privileges. The authors reinforce that “Equity is an approach to ensuring equal opportunities for people regardless of their background. They recognize that people have different starting points and that inclusion does not happen alone, as there are specific barriers (such as prejudice, financial barriers, physical barriers, etc.) that need to be overcome” (CLAEYS-KULIK; JØRGENSEN, 2018, p. 6).

The studies by De Wit and Jones (2018) show that in higher education, there are two central paradoxes. First, while there is an effort to increase Internationalization and global engagement, in many countries, nationalist and isolationist tendencies result in a disconnect between the local and the global. Second, while mobility for credit and diploma is increasing globally, this billion-dollar industry reaches only a small student elite, leaving behind 99% of the world's student population (DE WIT; JONES, 2018, p. 17).

Therefore, inclusive Internationalization should create opportunities for international students to adapt and gain intercultural skills, while increasing the thinking and cross-cultural awareness of domestic students (STALLIVIERI, 2017).

The concept of Internationalization at Home (NILSSON, 1999, p. 2003) presupposes offering opportunities for international and intercultural experiences for all students and draws particular attention to the significant increase in the presence of

international students on the campus of universities that must be inclusive. According to the same author, Internationalization at Home (IaH) is at the heart of the effort to ensure that all students benefit from Internationalization, especially those who do not have the opportunity to study abroad (NILSSON, 1999).

The promotion of inclusive, diverse campus environments requires a change from an already established model, teaching that: International students must adapt to a new internationalized model in which all students need to develop skills, attitudes, and values that shape intercultural competencies, so, must be participative to Internationalization actions (MITCHELL; YANG, 2019).

The binomials: Access X Inclusion and Access X Equity still pose major challenges for higher education institutions and their leaders and are enhanced when it comes to international education. Even though mobility receives more considerable attention in Internationalization plans, a very small number of people participate in inclusively and equitably (DE WIT; JONES, 2018).

The data presented by De Wit and Jones (2018) are impressive as they report that the target for participation in European mobility for the 48 Bologna process signatory countries are 20% by 2020, while in the United States, doubling the overseas studies, as planned, would result in a similar percentage. However, even achieving these goals means that most students, i.e. 80% will NOT receive direct benefits from international participation. In emerging and developing countries, this percentage is closer to 99%.

Mobility may be important and necessary, but it is insufficient to provide inclusive and therefore responsible Internationalization that benefits all. Although student mobility is still the dominant focus, whether in or out of the country, whether credit revalidation or not, it remains the top priority and the main focus of Internationalization in all regions, followed by for strategic partnerships and international research collaboration, according to IAU studies (2018).

These results highlight a mismatch between the expected benefit of improvements in international cooperation actions and the development of competences and capacity-building activities and the concern with unequal participation as a continuing challenge and risk. Indeed, despite awareness, HEIs continue to focus on mobility in order not only to maintain inequality but also to increase it (MARINONI; DE WIT, 2019).

Inclusive, balanced and responsible Internationalization should be the focus of collegiate decisions, to make it possible for all members of academia to participate in some way and enjoy the gains from Internationalization, to develop global competencies,

strongly emphasized as fundamental for the formation of the 21st-century citizen (STALLIVIERI, 2017).

De Wit and Jones (2018) point to some requirements that must be observed for Internationalization to be inclusive and not elitist:

- a) Incorporate Internationalization at home as essential for the Internationalization of all.
- b) Recognize, value and utilize classroom diversity, bringing alternative perspectives to study programs - from international students, those returning from mobility experiences and students from diverse communities in the local population.
- c) Involve the entire institution in providing inclusive Internationalization.
- d) Bridging the gap between local and global in research, education and service.
- e) Maintain a focus on regional and global partnerships to help achieve an inclusive Internationalization agenda.

Responsible action for Internationalization will ensure positive results that will firmly demonstrate the degree of commitment, compliance, its immediate consequences and the formation of citizens, with balance, sustainability and long-term inclusion.

### **Compliance or commitment to internationalization**

Compliance refers to the concepts of obedience, acquiescence, respect, complacency, observance, among other meanings. For the educational sector, especially for the Internationalization of higher education, compliance means formalizing and committing to the actions, investments, and developments that the entire process requires. Once the Institution decides for the option to enter the Internationalization process, they need to redirect their positions and prioritize Internationalization, placing it in their institutional development plans and policies (CHILDRESS, 2009), in funding and budget allocations, in evaluations and indicators, to monitor their evolution and be clear in making important decisions in this context (STALLIVIERI, 2017).

If Internationalization is not seen as an integral part of institutional strategic objectives and priorities, it will be “marginalized,” says Hudzik (2011, p. 18). For the author, it is essential to create “a fertile environment of awareness and a real openness to Internationalization” (HUDZIK, 2011, p. 22).

The absence of an explicit institutional commitment to Internationalization, even if it is a significant challenge, can have perverse effects, such as the acceleration of

inequalities. The reconfiguration of global markets, trading systems, research, innovative actions, breakthroughs in various sectors, and the need to improve people's quality of life dramatically expands the logic of Internationalization.

The higher the institutional commitment to Internationalization is, the more significant will be the results obtained at different levels. However, the absence of leadership, follow-up indicators, and assessment of current progress in Internationalization will weaken compliance with what the process dictates. Thus, compliance, within the context of responsible Internationalization, refers to the useful ability to act according to the set of rules established, observing the other aspects of “BASIC.”

Responsible Internationalization once again presupposes engagement, commitment, and compliance, and therefore respect, by all members of the academic community. Otherwise, few will be involved, who will act in unison towards Responsible Internationalization.

### **The roadmap for responsible internationalization**

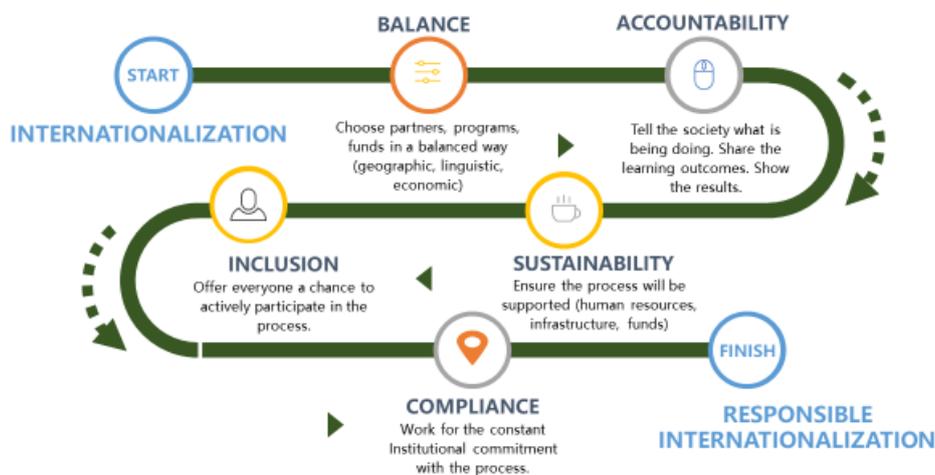
As long as international education begins to demand more considerable investments and also acquires more significant positions in the world educational scenario, it becomes essential that leaders, faculty, students, and managers rethink how Internationalization process will progress and how the institutions can aim for Responsible Internationalization.

Acting more carefully, seeking to meet the five basic principles proposed by the concept of Responsible Internationalization, presented in this study can be one of the effective ways to respond to this new demand.

Regardless of the degree of Internationalization in which the institution is located, with greater or lesser mobility, with a more significant number or not of international agreements and projects, with greater or lesser dialogue with foreign partners, HEIs can position themselves in compliance with the five principles. proposed by the concept of Responsible Internationalization. They can insert the institution at any of the moments recommended by the road map shown in Figure 4, and thus progress qualitatively in the success of the Internationalization process.

Figure 4: Roadmap to Basic Principles for Responsible Internationalization

## RESPONSIBLE INTERNATIONALIZATION BASIC ROADMAP



Source: Stallivieri, 2018.

### Final considerations

This descriptive, documentary and bibliographic exploratory study aimed to present the concept of Responsible Internationalization, pointing to five basic principles: Balance, Accountability, Sustainability, Inclusion and Compliance.

It thus presents new concepts in the pursuit of the development of high-quality Internationalization, with perceived impact on both local academic communities and global society, respecting a balanced, transparent, sustainable, inclusive and committed Internationalization that means the definitive establishment of Responsible Internationalization.

What was proposed, through this study, was the observance of the principle of a disruptive Internationalization, that is, it is not enough to “continue doing what was done,” it is necessary to do it in a better and more qualified way. It may re-signify the Internationalization taken so far by most Higher Education Institutions and shed light on the problems faced with respect to: i) regional or linguistic imbalances; ii) lack of knowledge of what was done with the use of resources destined for Internationalization; iii) inconsistency or uncertainties in the continuity of programs and projects; iv) the difficulties with inclusion movements that most often unfold into exclusion; (v) and, last but not least, ensuring that the principles of high-quality Internationalization that is envisioned for the future is respected.

The new concept of Responsible Internationalization does not restrict current theories but instead adds values to them by making explicit the importance of “BASIC” principles. It promotes excellent improvements in Internationalization processes, and being a process it means that it will always be improving. It remains confident that the adoption of these new dimensions is a decisive step for future success in the great challenge of the Internationalization of Higher Education.

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