

Internationalization of Brazilian *stricto sensu* Management programs

Internacionalização dos programas brasileiros de stricto sensu em Administração

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ABSTRACT

This research sought to understand the main evidence of internationalization in Capes' evaluation forms. Through a documentary research, the evaluation forms of the programs issued by Capes were analyzed. Altogether, the sample is composed of 53 *stricto sensu* academic graduate programs and 27 professional master's programs. Capes' evaluators have predominantly highlighted internationalization abroad, also called external mobility. In academic programs, internationalization at home obtained the highest number of disclosures and in professional programs, program mobility was the most prominent. It was also evident that the higher the score, the greater the amount of disclosure of internationalization actions. The definition of 41 subcategories of internationalization is presented as a contribution to this research, in addition to the possibility of quantifying qualitative elements that may strengthen the concepts of internationalization in higher education.

Key-words: Internationalization. *Stricto Sensu*. Capes


RESUMO

Esta pesquisa buscou compreender as principais evidências de internacionalização nas fichas de avaliação da Capes. Por meio de uma pesquisa documental, foram analisadas as fichas de avaliação dos programas emitida pela Capes em Administração. Ao todo, a amostra é composta por 53 programas de pós-graduação *stricto sensu* acadêmicos e 27 programas de mestrado profissional. Os avaliadores da Capes têm evidenciado predominantemente a internacionalização no exterior, também chamada de mobilidade externa. Nos programas acadêmicos, a internacionalização em casa obteve o maior número de evidências e nos programas profissionais a mobilidade do programa teve o maior destaque. Evidenciou-se também que quanto maior a nota, maior a quantidade de evidênciação das ações de internacionalização. Apresenta-se como contribuição desta pesquisa a definição de 41 subcategorias de internacionalização, além da possibilidade de quantificar elementos qualitativos que fortalecem os conceitos de internacionalização no ensino superior.

Palavras-chave: Internacionalização. *Stricto Sensu*. Capes.

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Introduction

The internationalization of *stricto sensu* postgraduate programs is linked to the policies and practices undertaken by academic systems and teaching institutions and are important to deal with the global academic environment (ALTBACH; KNIGHT, 2007). The internationalization of *stricto sensu* graduate programs is linked to the policies and practices undertaken by the system. In the case of *stricto sensu* Brazilian programs in administration, definitions and guidelines are made by the Coordination for the Improvement of Higher Education Personnel (Capes). It defines institutional internationalization at the *stricto sensu* graduate level as the incorporation of international standards of excellence in education, research and extension and their integration into the basic routines of Higher Education Institutions (HEIs), aiming at their institutional assertiveness in the global scenario but academics and educational institutions and are important in dealing with the global academic environment (CAPES, 2020).

International insertion is a factor of competitiveness (DIMA; VASILACHE, 2016), distinction, prestige and impact on the autonomy of managing scholarship and funding resources from Capes (Maccari et al., 2009). Likewise, Sarfati, Andreassi and Leme Fleury (2013) argue that management programs that wish to increase their competitiveness must ensure that their students are prepared to face global corporate challenges, increasing the levels of internationalization in their course projects. However, it is important to understand how this understanding occurs by the government agencies that regulate the sector.

Therefore, this research seeks to answer the following question: How does Capes evaluate the internationalization of *stricto sensu* programs in administration in Brazil? This research seeks to understand the main evidence of internationalization in Capes evaluation forms, according to four international mobility criteria: student mobility, faculty mobility, program mobility and online mobility (DE WIT; ALTBACH, 2020). Two types of internationalization were analyzed, the internationalization at home and the internationalization of the research, in order to complement the search and detail the most and least highlighted practices in a categorized way. This research will discuss relevant information about how Capes evaluates the internationalization of *stricto sensu* programs in administration.

This research is justified because there are gaps in the subject to be filled. In the literature it is possible to find points to be covered such as: evaluation processes of international HEIs (MCALEER; NAKAMURA; WATKINS, 2019), Capes evaluation and research promotion rankings (MCMANUS; NEVES, 2021), the internationalization of HEIs (BEDENLIER; KONDAKCI; ZAWACKI-RICHTER, 2017), the internationalization of the curriculum (SÁ; SERPA, 2020), promotion of research and leadership in the curriculum internationalization movement (ROSYIDAH; MATIN; ROSYIDI, 2020). Much is studied internationally, however, the particularities of Brazil must be considered, given the characteristics imposed by Capes.

This work is expected to help university managers and *stricto sensu* programs to have a clearer position of their HEI among other institutions. Improve planning conditions, help build the HEI's internationalization guidelines and identify opportunities for action. Specifically, it seeks to contribute to the formulation of better strategies to achieve a higher score in the Capes concept, mainly grades 6 and 7, reserved for programs of international excellence (CAPES, 2019), and consolidate its positioning, prestige, better position in university rankings and in student choice options.

Theoretical Reference

INTERNATIONALIZATION OF HIGHER EDUCATION

Recent research shows that internationalization is a factor that is linked to the values, cultures and norms of modern universities (SHARIPOV, 2020). According to Sharipov (2020), the most important objectives of internationalization are: diversification of financial income and attraction of international students; sending students and faculty to study and teach abroad to enhance academic experience and global perspectives; and enrichment of educational resources through cooperation. Conceptually, internationalization can be defined as “any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labor markets” (VAN DER WENDE, 1997, p. 18). When analyzing the main challenges of the internationalization of HEIs, Larbi and Fu (2017) state that the integration between professor and

student, the language barrier, the segregation between foreign and local students, in addition to the lack of internship opportunities are the main barriers found. At the *stricto sensu* graduate level, Morosini, Corte and Guilherme (2017) describe internationalization as a key criterion for evaluating programs, which translates into international mobility and cooperation through scholarships for students abroad and for visitors.

Still, from a strategic and business point of view, Nefedova (2020) states that investing large amounts of money in the development of international education systems is a global practice. In the United States, for example, Choudaha (2018) points out that receiving international students is a widely used strategy to increase the competitiveness of higher education. The gains observed are: enrichment of the student's experience (most do not have the opportunity to study abroad); increase in financial income; advancing research; and economic development and innovation in the country. In fact, it is perceived that there is an awareness of the important role of internationalization in the marketing and financial management of HEIs, however concerns with issues such as the institutional purpose, mission and strategic positioning of HEIs can be found.

At the researcher level, Lima and Contel (2011) explain that the most influential factors are: the researchers' international academic experience; inclusion in international collaboration networks; international co-authorship; and experience in international publications. The formation of the globalized individual is a clear concern for Reade et al. (2013), who argue that the main strategic priority for higher education in the 21st century is to educate globally competent citizens, for obvious reasons, as they will all live and work in a highly globalized world.

The relationship network of professors is a topic widely discussed in the process of globalization of education, so that the potential of interpersonal relationships in this process cannot be neglected. Duarte et al. (2010) state that internationalization policies should be formulated not for HEIs as a whole, but rather considering the specificities of postgraduate studies, such as, for example, teachers' relationship networks, which corroborates Choudaha (2018), which considers the teaching network vital for the success of the internationalization project.

"Internationalization" in higher education is often used by decision makers in HEIs to refer to isolated strategies, being understood in most cases in restricted and

instrumental terms (BRITEZ; PETERS, 2010). Contrary to this understanding, Qiang (2003) says that internationalization is a dynamic process and not a set of isolated activities, not just as an objective in itself, but a resource in the development of education in accordance with international standards, open and open. sensitive to global environment.

In Brazil, internationalization still seems to be understood mainly as mobility (MOROSINI; CORTE; GUILHERME, 2017). From a more pragmatic approach, Ramos (2018) recognizes that research is still clearly the center of HEI internationalization policy. As the main tool for the internationalization of HEIs is mobility – attraction of foreign academics and the presence of professors trained abroad – which works as a catalyst for international experiences, building networks and collaboration in research. Despite recent efforts in this direction, the author criticizes the lack of a national strategy, adequate systems and policies that guarantee sustainability.

Other challenges encountered for internationalization in HEIs, mentioned by Fossatti et al. (2020), are the Brazilian bureaucracy. In addition, universities are not prepared to receive foreigners, due to the language barrier, and the lack of fluency in the English language is a problem, since language proficiency is an important competence today. Both faculty, students and coordinators have a limited view of the opportunities provided by internationalization in HEIs, as well as the need for a balance between internationalization and academia, financial sustainability and social responsibility. The authors also point out the shortage of professors and students of *stricto sensu* programs involved in international research projects.

For Bilecen and Van Mol (2017), access and results of international academic mobility are structured according to the socioeconomic, cultural and demographic reality of where it is worked. Developing countries can reinforce their inequalities with efforts solely aimed at mobility abroad, which can catalyze or hinder their development, thus reinforcing existing inequalities.

Faced with this challenging scenario, Capes (2020) launched an internationalization acceleration guide aimed at institutional managers of *stricto sensu* programs that can be synthesized into four different levels: 1) Knowledge and commitment; 2) Implementation; 3) Consolidation and 4) Full Internationalization. These must be aligned with the criteria that support the standards of international universities: 1)

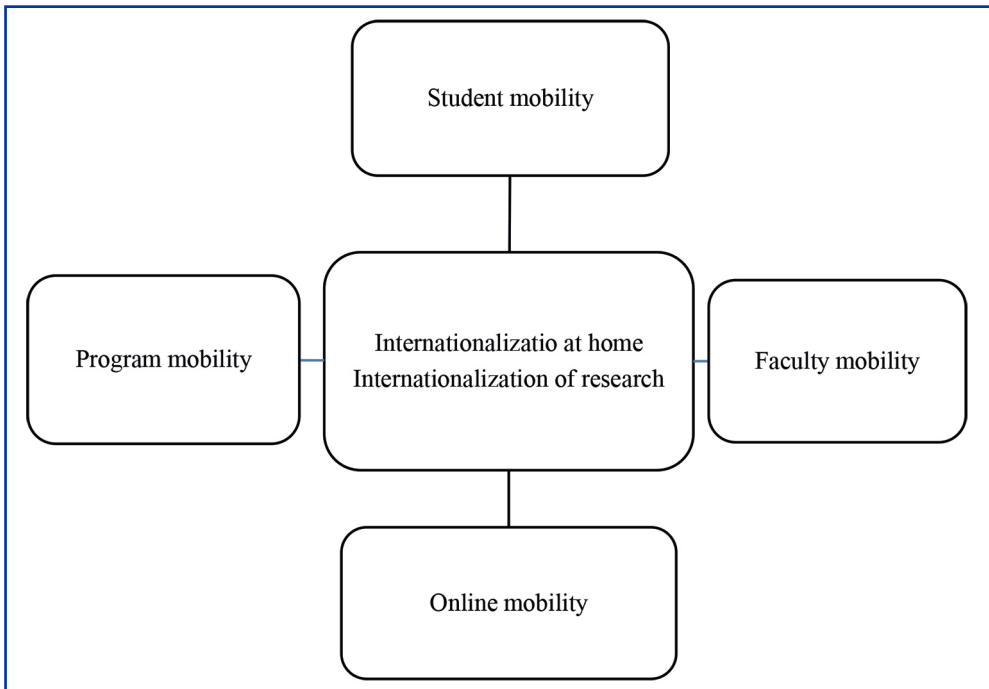
Reputation for teaching; 2) Reputation for research; 3) Scientific influence (International Citations); 4) Presence of Internationals; and 5) International Collaboration.

TYPES OF INTERNATIONALIZATION

A classification on the types of internationalization, presented by De Wit and Altbach (2020), divides internationalization into six categories, as follows: I - Student mobility, II - Faculty mobility, III - Program mobility and IV - Online mobility . These first four are considered internationalization abroad, or also called mobility abroad. There are also 2 types of internationalizations that are not considered internationalizations abroad: V – Internationalization at home and IV – Internationalization of Research.

Figure 1 presents the theoretical model on internationalization and international mobility adapted from De Wit and Altbach (2020).

Figure 1 Internationalization and international mobility.



Source: Adapted from De Wit and Altbach (2020).

Internationalization at home

Almeida et al. (2018) state that, despite the lack of conceptual clarity around the meaning of internationalization at home and its practical implications, the modality has become a strategic priority in higher education research, policy and practice. Internationalization at home comprises delivering an internationally focused curriculum and incorporating intercultural communication to all students, including extra-curricular activities, relationship building, and skill acquisition intercultural competences (WATKINS; SMITH, 2018).

Some authors organize internationalization at home in an interrelated way. Robson, Almeida and Schartner (2017) establish that there is a mutual relationship of three dimensions: Organization, Curriculum and People. These dimensions should be connected to the institutions overarching philosophy, mission and curricula. Guimaraes et al. (2019) cite possible activities to carry out internationalization at home: curriculum internationalization, inclusion of intercultural and international aspects in the educational process, relationship with local ethnic groups, welcoming international students on local campuses and the presence of foreign lecturers.

Internationalization at home presents, in fact, a concern with the considerable group of non-mobile students and teachers. De Wit and Altbach (2020) claim that it is a present need to create an approach to internationalization at home in the general process of internationalization of HEIs, so that, even on a smaller scale, internationalization at home ended up becoming a strategic component in the internationalization process of *stricto sensu* programs.

Studies have sought to present tools that contribute to the development of internationalization at home. Capobianco et al. (2018) point to Cultures and Languages Across the Curriculum (CLAC) as a tool that may have potential in the public relations program of the HEI internationalization process. CLAC is divided into three levels: Basic, consisting of one semester with short classroom activities, language and culture exercises and debate forums; Advanced, featuring full-semester team projects with an emphasis on cultural and linguistic diversity; and More Intense, assisted by fully integrated technology between classes from different countries, with teams spanning both countries, for one semester. Soria and Troisi (2013) suggest that it is possible to find greater results in activities related to internationalization at home than studying abroad when it comes to developing global, international and intercultural skills.

Internationalization of research

The internationalization of research is an area of great concern to governments, with major implications for the issue of export controls, such as protection against the illegal export of knowledge and expertise. (DE WIT; ALTBACH, 2020). The international relevance of research includes a more competitive agenda, related to increasing the productivity of individual researchers, their institutions and their nations, and use of bibliometric analysis in support of rankings. (WOLDEGIYORGIS; PROCTOR; DE WIT, 2018).

In research, collaboration is on the rise. Studies indicate that productivity has an impact on the intensity of international collaboration. Productivity and average quality have a similar weight in the propensity to collaborate with foreign scientists. (ABRAMO; D'ANGELO; SOLAZZI, 2010). Wagner et al. (2019) state that international collaboration tends to produce research with greater impact. Research at an international level is often associated with success in terms of research funding by funding agencies, recruitment of international staff and students, and co-authorship with international research partners, which help determine the position of institutions in influential global university rankings (WIHLBORG; ROBSON, 2017).

Student mobility

Student mobility is highly competitive globally, particularly in developing countries. The modality is growing at a fast pace and there are some differences in the way countries are divided. On the one hand, there are the countries that generate student traffic, low-middle-income countries, and on the other hand, the receiving countries, English-speaking countries, in addition to France and Germany.

Still, for De Wit and Altbach (2020), student mobility can be classified into: I) Degree mobility, with obtaining complete degrees abroad (bachelor's, master's, doctorate); II) Credit, common in *stricto sensu* programs (approximately 06 months); and III) Certificates, focused on specific languages and skills.

Beech (2017) states that the international student recruitment industry is composed of international student recruitment teams, international education agents and other institutions that sell an education abroad and there is little research that analyzes these relationships. Despite the strong concern with attracting foreign students, institutions must innovate not only to increase enrollment, but seek a balance

by providing a service that increases student success, including career expectations and employability results (CHOUDAHA, 2017).

Faculty mobility

For Svetlik and Braček Lalić (2014) internationalization significantly contributes to the professional development of teachers and career promotion and can be perceived as a positive impact of the internationalization of higher education on the quality of higher education institutions. Kim and Twombly (2011) consider, in their research carried out in the United States, as an international faculty that professional who obtained his degree in another country. However, they state that other definitions of international faculty would be very useful and clarifying, such as, for example, who obtained a doctorate degree in another country, but who still did not have conditions to do so, as they did not obtain any set of national data for this, suggesting further research in this regard.

Van De Bunt-Kokhuis and Sylvia (2000) already stated that sending professionals abroad through research funding grants is part of the international mobility program of international organizations such as the European Union, the Organization for Economic Cooperation and Development (OECD) and the World Bank send their professionals abroad on a daily basis. However, sending Brazilian researchers is more difficult, given the end of the Science without Borders program. This program played an important role in promoting the international mobility of undergraduate and graduate students from Brazil (AVEIRO, 2014).

Program mobility

Program mobility is also also called transnational education. In this context, Unesco and the Council of Europe (2001) define transnational education as all types of study programs, including virtual ones, in which students are located in a country other than the headquarters of the certifying institution.

Knight (2015a) takes a classifying approach to program mobility or transnational education, categorizing it into three: 1) International partnerships with activities abroad; 2) Satellite offices or branch campuses and the most recent of all, the Global Networked University - International Networked University which is a university with three or more campuses or offices in other countries; 3) and Models of universities co-founded internationally, by two or more partner institutions from different.

Transnational education, or program mobility, involves a foreign provider country and a host country, classified into the following modalities: a) Provider provides curriculum and rewards qualification; b) joint/double/multiple degree programmes; c) Co-founded/developed universities; d) Distance education programs with local support; e) Branch campus; f) University franchise; g) Direct distance education to the host country without local support (KNIGHT, 2015b).

Online mobility

Online mobility, also called virtual mobility by Villar-Onrubia and Raipal (2016), is described as having more flexible, versatile and inclusive approaches in offering international experience opportunities. It is a means of enabling internationalization, since only a small fraction of students have opportunities for physical mobility.

Distance education is a common form of extension and digitization of open university models, with the model most commonly used in the internationalization of HEIs being collaborative online international learning. Interactive learning can be fully online or hybrid, with professors from partner institutions (DE WIT; ALTBACH, 2020). In Brazil, in 2020, through Ordinance No. 129, of September 4, 2020, Capes establishes the creation of a Working Group (WG) to regulate the operation of distance education centers for *strictu sensu* programs (CAPES, 2020b). Therefore, it is clear that the topic in Brazil is still in the process of being discussed.

For Tereseviciene, Volungeviciene and Dauksiene (2013), virtual mobility is a form of mobility that comprises learning, research, communication and collaboration, and can complement or replace physical mobility. Its relevance lies in the fact that it is promoting international communication and the development of communication and intercultural skills with people from other countries and has had an impact on the internationalization of higher education institutions.

Academic mobility, also called internationalization abroad, can present difficulties. For Bilecen and Van Mol (2017), access and results of international academic mobility are structured according to the socioeconomic, cultural and demographic reality of where it is worked. Developing countries can reinforce their inequalities with efforts solely aimed at mobility abroad, which can catalyze or hinder their development, thus reinforcing existing inequalities.

Methodological Procedures

As for the objectives, it is a descriptive research because it reports the elements related to internationalization carried out by the universities characterized in the research sample. Descriptive research is a basic research method that analyzes the concrete situation in its current state. Descriptive research involves identifying elements of a particular phenomenon by analyzing an observational basis, or by exploring the correlation between two or more phenomena (BEDEIAN, 2014). With regard to procedures, this research is classified as a documentary study, as it will analyze the evaluations carried out by Capes of *stricto sensu* programs in the areas of Administration in Brazil. According to Bowen (2009), desk research is a way to obtain empirical data as part of a discrete and non-reactive process. The researcher must take into account the authenticity and usefulness of certain documents. As an interpreter of the data contained in documents, the researcher must make the analysis process as rigorous and transparent as possible. Morosini (2011) understands that, in Brazil, the internationalization of *stricto sensu* programs is regulated by Capes. This is a foundation linked to the Ministry of Education (MEC) of Brazil, which operates in the expansion and consolidation of *stricto sensu* graduate programs in all Brazilian states.

The sample of this research is composed of 53 *stricto sensu* academic graduate programs with grades 4, 5, 6 and 7 and 27 professional master's programs with grades 4 and 5. This criterion was chosen because it is understood that they are structured programs beyond of the minimum necessary to operate, which corresponds to a grade of 3 both in the academic master's and in the professional master's.

Chart 1 Sample characteristics

Academic Program Grades and Percentage of Total Academics					Grades of Professional Programs and Percentage of Total Professionals			Total Sample
7	6	5	4	Total	5	4	Total	
3	3	18	29	53	8	19	27	80

Source: Research data.

It is considered the nomenclature variation of the programs: Administration; Business Administration; Public Administration and Government; Administration and Accounting Sciences; Administration and Business; Administration and Controller-ship; Administration of Organizations; Micro and Small Business Administration; University Administration; Business Administration and Development; Management and Public Policies; Contemporary Management and Organizations; International Management; Management for Competitiveness; Public administration; Project management; Management and Business.

Chart 2 Researched Higher Education Institutions

Grade	Modality	HEI ACRONYM
7	Academic	FGV/RJ; FGV/SP; USP.
6	Academic	FGV/SP; UFRJ; UNISINOS.
5	Academic	ESPM; FEI; FUCAPE; FURB; PUC/MG; PUC/PR; PUC/RS; PUC-RIO; UCS; UFBA; UFGRS; UFLA; UFPR; UNB; UNIGRANRIO; UNINOVE; UNIVALI; UPM USP/RP.
4	Academic	FUCAPE; FUMEC; MED; PUC/RS; UDESC; UECE; UEM; UFC; UFES; UFG; UFMG; UFMS; UFPB/J.P.; UFPE; UFRN; UFSC; UFSM; UFU; UFV; UNAMA; UNIFACS; UNIFOR; UNIMEP; UNIP; UNISUL; UNP; UP; USCS; USP/ESALQ; UNIFACAMP.
5	Professional	FGV/RJ; FGV/SP; INSPER; PUC-RIO; UDESC; UNB; UNINOVE; UNISINOS.
4	Professional	FACCAMP; FGV/RJ; IBMEC; UFBA; UFC; UFF; UFSC; UNESA; UNIMEP; UNISC; UNOESC; UNP; EAESP/FGV; FDC; FGV/SP; FGV/SP; UFRN; UPM.

Source: Research data.

As for data collection, Capes reports were searched on the Sucupira website (CAPES, 2021). The evaluations were carried out in the four-year period of 2017, the most recent.

Data were categorized according to the constructs mentioned in the literature review, namely: 1) Student mobility; 2) Faculty mobility; 3) Program mobility; 4) Online Mobility; 5) Internationalization at Home; 6) Internationalization of research.

Bardin's (2016) content analysis technique was used as a means of collecting data from the evaluations of the Master's in Administration programs carried out by Capes. Content analysis is proposed by Bardin (2016) as a communication analysis technique, whose objective is to gather contents in a procedural way, using quantitative or qualitative indicators, which allows proving a proposition due to its connection with others already recognized as true. The phases are developed in three stages, namely: 1) pre-analysis, 2) material exploration and 3) treatment of results, inference and interpretation.

In the pre-analysis phase, a careful procedure is the choice of documents and the selection of what will be analyzed. As the purpose of the study was to analyze how Capes has evaluated the internationalization of *stricto sensu* programs in administration in Brazil, the terms "international", "internationalization", "language", "English", "foreign" and "abroad", "languages", "exchange", "countries", in the evaluation forms of the postgraduate programs evaluated. This procedure is called by Bardin (2016) as referencing the indices and elaboration of the indicators in the pre-analysis.

Data collection was carried out by reading each PPG Evaluation Form, categorizing/tabulating the identified terms in an electronic spreadsheet. Two authors carried out this reading and categorization independently. The relevant divergences were confronted and discussed among the authors of the present research, as proposed by Bardin (2016), in what he calls "exploration of the material". For this categorization, Chart 1 presented in the literature was used.

Data Analysis

After processing the data, 6 main categorizations were made, namely student mobility, faculty mobility, program mobility, online mobility, internationalization at home and research internationalization according to the theory studied. 32 subcategories were also structured as the texts were analyzed and the definitions were presented.

For data analysis, the researchers performed an analysis of the total sample of academic and professional programs, a second analyzing academic programs separately, and a third analyzing professional programs separately.

First, the data were discussed within categories of student mobility, faculty mobility, program mobility, online mobility, internationalization at home and the internationalization of research, where we sought to identify which categories were more and less evidenced by the evaluators. from Capes in the analyzed files.

Chart 3 Evidences of internationalization in the evaluation forms of Capes master's and doctoral programs.

Category	Disclosures			
	Academics	%	Professionals	%
Student mobility	69	19,2%	15	16,9%
Faculty mobility	52	14,5%	15	16,9%
Program mobility	78	21,7%	28	31,5%
Online mobility	1	0,3%	3	3,4%
Internationalization at home	87	24,2%	14	15,7%
Internationalization of research	72	20,1%	14	15,7%
Total	359		89	

Source: Prepared by the authors.

When analyzing separately the six categories of internationalization highlighted by the evaluators in the Capes files, in academic programs, internationalization at home was the most evident with 87 disclosures out of a total of 359, representing 24.2% of the total disclosures. In second place, what was most highlighted was the mobility of the program, with 78 disclosures, representing 21.7% of the disclosures of academic programs. In third place, the internationalization of the research was evidenced 72 times, with a percentage representation of 20.1% of the total disclosures.

Observing the less evidenced themes in the academic program files, it was possible to identify online mobility with 1 disclosure and representativeness of 0.3% of the disclosures. The mobility of the teaching staff occupies the second least evidenced place, with 52 disclosures, adding up to 14.5% of the total disclosures. The

third least highlighted item was student mobility, which was highlighted 69 times, representing 19.2% of the total disclosures.

Regarding professional programs, program mobility was the most highlighted in Capes evaluation forms, with 28 disclosures, representing 31.5% of total disclosures. Second, 15 disclosures were identified for student mobility and faculty mobility, representing 16.9% of the total for both categories.

The next items also present a tie with 14 disclosures in the items internationalization at home and research internationalization, representing 15.7% of the total disclosures in each item. The least highlighted category of professional management programs was online mobility, which presented 3 disclosures, resulting in 3.4% of the total disclosures.

It is possible to notice that the most evident item in the academic program (internationalization at home) occupies the fourth most evident position of the professional programs. On the other hand, the most highlighted item in professional programs (program mobility) is the second most highlighted category of academic programs.

Chart 3 presents the number of files that presented a certain category of internationalization among the grades of the *stricto sensu* programs in administration and the disclosures about internationalization in the Capes evaluations. Disclosures are categorized according to Chart 5 and were sub-categorized by the authors according to the theory presented. Disclosures were organized by academic and professional programs. Data were presented in absolute form and in percentage..

When analyzing the subcategories of the academic programs, it is possible to verify that, in the programs with grade 7, 12 of the 41 subcategories were commented by the Capes evaluators in 100% of the files. When evaluating the programs with a grade of 6, this proportion of comments in 100% of the files is much lower, since in only 3 subcategories there are comments from the evaluators in 100% of the evaluated files.

In academic programs rated 4 and 5, which are more numerous, none of the subcategories received comments in 100% of the evaluated programs. An important highlight for academic programs rated 5 is that, of the 18 analyzed, 17 (94%) had comments in the subcategory “internationalization in program planning”, being the most evident subcategory when observing all academic programs.

When looking at all the programs in the sample in sets (53 files from programs 7, 6, 5 and 4), the subcategory most commented on by the evaluators was “internationalization in program planning”, with 42 disclosures, representing 79% of the files. In second place was the subcategory “Agreements, partnerships and international cooperation agreements”, with 34 disclosures, representing 64%. In third place was “student exchange” with 26 disclosures and 49% of the forms.

Professional programs were also evaluated. When evaluating the professional programs, two subcategories stood out in the programs with grade 4 and 5. The subcategory “Agreements, partnerships and international cooperation agreements” was evidenced in 7 of the 8 program files evaluated with grade 5, corresponding to a total of 88 % of the cards and was highlighted 11 times in programs rated 4, out of a total of 19 cards, corresponding to 58% of these programs.

The subcategory “Student exchange” was evidenced in 6 of the 8 grade 5 programs, corresponding to 75% of the evaluated forms. In the grade 4 programs, the subcategory was highlighted in 8 files out of a total of 19, corresponding to 42%.

Chart 4 presents the average amount of disclosing of the cards in each note. For example, in academic programs rated 7, an average of 21 evidences of internationalization were found in the programs. To obtain these results, all the disclosures of programs rated 7 were added up and divided by the number of programs rated 7. It is possible to observe that programs with higher ratings have much more comments in their files than programs with lower ratings.

Chart 4 Average disclosures in programs by grade.

	Academics			Professionals		
	7	6	5	4	5	4
Average disclosures per grade	21,00	12,67	7,56	4,21	5,38	2,53

Source: Prepared by the authors.

Chart 5 Evidence of Capes evaluations (Number of disclosures per grade).

Cate- gories	Subcategory	Academic Program Grades. (Disclosure and Percentage of the grade)							Professional Program Grades. (Disclosure and Percentage of the grade)								
		%	6	%	5	%	4	%	Total	Do Total	%	5	%	4	%	Total	Do total
Student mobility	Student exchange	3	100%	3	100%	9	50%	11	38%	26	49%	6	75%	8	42%	14	52%
	Sandwich Period Abroad	0	0%	1	33%	3	17%	2	7%	6	11%	0	0%	0	0%	0	0%
	Internationalized Graduates	3	100%	1	33%	1	6%	1	3%	6	11%	0	0%	1	5%	1	4%
	Attraction of International Students	3	100%	2	67%	3	17%	2	7%	10	19%	0	0%	0	0%	0	0%
	International co-advisory of students	2	67%	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%	0	0%
	International projection of students	3	100%	1	33%	6	33%	4	14%	14	26%	0	0%	0	0%	0	0%
	Future Planning: student mobility	0	0%	0	0%	5	28%	0	0%	5	9%	0	0%	2	11%	2	7%
	Teaching Exchange	3	100%	0	0%	6	33%	8	28%	17	32%	3	38%	4	21%	7	26%
	Post-doctorate of professors abroad	2	67%	2	67%	2	11%	4	14%	10	19%	1	13%	1	5%	2	7%
	Internationally renowned professors	3	100%	0	0%	2	11%	3	10%	8	15%	1	13%	0	0%	1	4%
Faculty mobility	Teaching activities related to internationalization	0	0%	0	0%	1	6%	5	17%	6	11%	2	25%	1	5%	3	11%
	Teaching activities abroad	0	0%	1	33%	2	11%	2	7%	5	9%	1	13%	0	0%	1	4%
	Future Planning: Faculty Mobility	0	0%	0	0%	3	17%	3	10%	6	11%	1	13%	0	0%	1	4%
	Multiple Degrees	2	67%	0	0%	3	17%	2	7%	7	13%	0	0%	2	11%	2	7%
	Subjects in English/other languages	3	100%	2	67%	4	22%	3	10%	12	23%	0	0%	1	5%	1	4%
	Agreements, partnerships and cooperation agreements	2	67%	3	100%	11	61%	18	62%	34	64%	7	88%	11	58%	18	67%
	Results of interactional agreements described	2	67%	0	0%	3	17%	3	10%	8	15%	1	13%	1	5%	2	7%
	International accreditations	2	67%	3	100%	0	0%	1	3%	6	11%	2	25%	1	5%	3	11%
	Products from international partnerships	0	0%	0	0%	3	17%	0	0%	3	6%	0	0%	0	0%	0	0%
	International Extension Module	0	0%	0	0%	1	6%	0	0%	1	2%	1	13%	0	0%	1	4%
Program mobility	Future planning: Program Mobility	0	0%	0	0%	5	28%	2	7%	7	13%	1	13%	0	0%	1	4%

Online Mobility	Various Online Mobility Actions	0	0%	1	33%	0	0%	0	0%	1	2%	1	13%	1	5%	2	7%
	Future Planning for Online Mobility	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	5%	1	4%
Internationalization at home	Visit by International Teachers	3	100%	2	67%	5	28%	5	17%	15	28%	2	25%	1	5%	3	11%
	International excellence	3	100%	2	67%	0	0%	0	0%	5	9%	0	0%	0	0%	0	0%
	Internationalization in the curriculum	1	33%	1	33%	1	6%	0	0%	3	6%	1	13%	1	5%	2	7%
	Program Entirely in English	1	33%	0	0%	1	6%	0	0%	2	4%	0	0%	0	0%	0	0%
	Internationalization in Program Planning	3	100%	2	67%	17	94%	20	69%	42	79%	2	25%	2	11%	4	15%
	Performance equivalent to the internat. reference center	3	100%	1	33%	0	0%	0	0%	4	8%	0	0%	0	0%	0	0%
	Various internationalization actions at Home	1	33%	1	33%	5	28%	2	7%	9	17%	2	25%	1	5%	3	11%
	Future planning: internationalization at home	0	0%	0	0%	3	17%	4	14%	7	13%	1	13%	1	5%	2	7%
	Professors participating in an internat. scientific entity	3	100%	2	67%	3	17%	2	7%	10	19%	2	25%	1	5%	3	11%
	International knowledge production	2	67%	0	0%	0	0%	1	3%	3	6%	0	0%	1	5%	1	4%
Internationalization of research	Incentive to international publications	1	33%	0	0%	2	11%	0	0%	3	6%	1	13%	0	0%	1	4%
	International publications	1	33%	2	67%	5	28%	1	3%	9	17%	1	13%	1	5%	2	7%
Internationalization of research	Professors who are members of international journals	2	67%	2	67%	7	39%	3	10%	14	26%	1	13%	2	11%	3	11%
	Financing from abroad	2	67%	1	33%	1	6%	1	3%	5	9%	2	25%	2	11%	4	15%
	Integration: Professors with foreign researchers	2	67%	0	0%	8	44%	2	7%	12	23%	0	0%	0	0%	0	0%
	International research cooperation	1	33%	1	33%	1	6%	4	14%	7	13%	0	0%	0	0%	0	0%
	International scientific bases	0	0%	1	33%	1	6%	1	3%	3	6%	0	0%	0	0%	0	0%
	Future planning: internationalization of research	1	33%	0	0%	3	17%	2	7%	6	11%	0	0%	0	0%	0	0%

Source: Research data.

DATA DISCUSSION

By first analyzing the categories related to internationalization abroad, also called mobility abroad, which are student mobility, faculty mobility, program mobility and online mobility, it is possible to see that together they represent 55.5% of the disclosures of academic programs and 68.7% in professional programs. This is more than half of the disclosures in both programs, corroborating Morosini et al. (2017), who claim that in Brazil, internationalization abroad is the most recurrent modality.

When analyzing the student mobility category, Brazil is more of an issuer than a receiver of international students (DE WIT; ALTBACH, 2020). Considering the country's socioeconomic situation, it is possible that the product of this culture focused on external mobility results in the problem of catalyzing inequalities presented by Bilecen and Van Mol (2017). An alternative to the great focus on mobility is presented in the theory studied, with internationalization at home.

When analyzing the data referring to the subcategory "attraction of international students", it was possible to identify that only 10 academic programs evaluated were evidenced in this subcategory. In professional programs there was no disclosure. Receiving international students is a widely used strategy to increase the competitiveness of higher education (CHOUDAHA, 2018), but this strategy is not as evidenced.

The likely reason for attracting foreign students to remain shy in the evaluation forms may be related to the requirements of a structure that offers classes in English, a major barrier pointed out by Larbi and Fu (2017), in addition to the difficulties in creating a support structure for foreign students.

When analyzing teacher mobility, the subcategory that appears with the most evidence is "teacher exchange", which is usually presented as "the program sends teachers to improve abroad", or "teacher mobility", or "teacher participation in international programs". In academic programs, the subcategory has 17 disclosures, representing 32%, equivalent to almost 1/3 of the programs. In professional programs, there are 7 evidences, representing 26%. One explanation would be the power of the teacher relationship network in the internationalization process of HEIs, emphasized by Miura (2010) and Choudaha (2018).

When analyzing the mobility of the program, the subcategory "program planning internationalization", which includes improvement actions in the field of internationalization in its development, gained prominence. About 79% of all academic

programs showed this subcategory and the proportion rises to 94% when only academic programs with grade 5 are analyzed. These data are in line with what Reade et al. (2013) and Nefedova (2020), who claim that investments in internationalization are a priority in higher education. However, when looking at professional programs, the reality is different, with only 4 disclosures of “internationalization in program planning” in a total of 27, representing 15% of the analyzed files.

In terms of program mobility, the subcategory “Agreements, partnerships and international cooperation” gained good prominence in professional programs rated 5, with 88% disclosure. The relevance of international cooperation is also found in the theory by Morosini (2017) and Sharipov (2020).

Online mobility, which can be an ally of internationalization at home, was a category highlighted 1 time in academic programs and 3 times in professional programs, being the least highlighted in the evaluation forms. It is thought that with the Covid-19 pandemic, a new reality must be dealt with in the files in the near future.

When analyzing the category internationalization at home, in the data evidenced by Capes, this corresponds to a share of 24.2% of the academic programs analyzed and 15.7% of the professional programs. Due to several difficulties in the Brazilian scenario, it was expected that there would be a large amount of disclosures that address non-mobile teachers and students (DE WIT; ALTBACH (2020).

In theory, it is possible to find internationalization activities at home such as curriculum internationalization, inclusion of intercultural and international aspects in the educational process, relationship with local ethnicities, welcoming international students on local campuses and the presence of foreign lecturers (GUIMARÃES et al. ., 2019). The internationalization tools at home are also present in the literature. One of them, mentioned by Capobianco et al. (2018), is Culture and Languages Along the Curriculum (CLAC). Likewise, the results of internationalization at home are evidenced by Soria and Troisi (2013), stating that the development of global, international and intercultural skills are possible to be achieved through Internationalization at Home.

When analyzing the internationalization of research, it appears that professional programs, due to their characteristics, are not as linked to research as academic ones, which is why it is not possible to find as much evidence on this topic in these programs.

When analyzing the internationalization of research, only two subcategories obtained more than 20% of disclosures in academic programs, which are: Professors who are members of international journals and Integration of professors with foreign researchers. The other subcategories of research internationalization did not reach 20% in academic programs, including: Professors with participation in an international scientific entity, Production of international knowledge, Incentive to international publications, International publications, Financing from abroad, International cooperation for research, Scientific bases international and Future planning, and internationalization of research.

Data on research internationalization, despite Capes' efforts aimed at accelerating internationalization (CAPES, 2020), expose the needs already exposed by some researchers, such as the shortage of students and professors involved in research abroad (FOSSATTI et al., 2020) and Capes funding dependency (MCMA-NUS; NEVES, 2021).

When analyzing the average amounts of disclosures of internationalization of programs per grade, in Chart 5, it is possible to notice that the table clearly reflects the superiority in number of disclosures of programs grade 6 and 7 in relation to the other grades. Even the grade 7 programs show a much higher number of evidence of internationalizations than the grade 6 programs. A possible explanation is the position reserved for concepts 6 and 7, equivalent to centers of international reference (CAPES, 2019).

In summary, regarding internationalization abroad, it was possible to identify that internationalization has a strong predominance in mobility actions abroad. Student mobility in Brazil predominantly takes place by sending students abroad and is lacking in international student attraction. Faculty mobility is carried out by sending professors abroad to strengthen relationship networks that favor internationalization, while program mobility takes place mainly through agreements, partnerships and international cooperation agreements. On the other hand, online mobility is almost not evidenced in the files.

In general, internationalization at home happens mainly through the visit of international professors. Despite appearing in 79% of academic programs and 15% of professional programs, few actions are observed at home. Most are outward-looking or research-oriented. The internationalization of the curriculum is low and the offer of English is almost non-existent.

Finally, the analysis of data on internationalization abroad shows that this category lacks promotion and the presence of researchers in entities, journals and international cooperation. No subcategory scored more than 26% of presence in Capes evaluation forms.

Final Considerations

Internationalization in *stricto sensu* programs is an object of great relevance in the Capes evaluation. Concepts 6 and 7 are directly linked to how internationalized a program is. In turn, the volume of funding that a program receives from Capes is directly linked to the score that program receives. Understanding how Capes evaluates the internationalization of masters and doctorates in administration is vital to manage the expansion of the program, given the lack of funding agencies in the country.

Therefore, this research sought to answer the following question: How has Capes evaluated the internationalization of *stricto sensu* programs in administration in Brazil? What are the main evidences of internationalization in the Capes evaluation forms? Which practices are more and less highlighted and how they are categorized. For this, the 6 subcategories proposed by De Wit and Altbach (2020) were used.

Capes evaluators have predominantly highlighted internationalization abroad, also called external mobility. Internationalization abroad is made up of four categories: student mobility, faculty mobility, program mobility, and online mobility. In academic programs, external mobility accounts for 55.5% of the total disclosures found in academic programs, and 68.70% of the total disclosures found in professional programs.

When analyzing the six categories of internationalization (teacher mobility, faculty mobility, program mobility, online mobility, internationalization at home and internationalization of research), in academic programs, internationalization at home obtained the highest number of disclosures and in professional programs, mobility of the program had the most prominence. Online mobility in both programs was almost not evidenced, which should change significantly due to the Covid-19 pandemic.

The definition of 41 subcategories that emerged from the fraction of the internationalization categories found in the theory is presented as a contrition of this research. This made it possible to bring more specificity, objectivity and clarity, in addition to the possibility of quantifying qualitative elements that strengthen the concepts of internationalization in higher education.

In addition, the clarity of the scenario in relation to the comments of Capes evaluators on internationalization can serve as a guide for managers of programs in administration and allows to identify more precisely the position of their program in relation to other programs and in relation to the concepts from Capes.

Limitations include the fact that Capes evaluation forms represent the point of view of Capes evaluators. The document is a compilation of the points that the evaluators wanted to highlight and, therefore, may not fully reflect the reality.

Remember that these results cover the Administration area. In view of the results obtained in this work, it is recommended as future studies the analysis of other areas of study to compare the results, as well as research with primary data both from the quantitative and qualitative point of view. Another direction for new studies is to segment the analysis in order to identify whether programs in the Accounting or Tourism area present behavior equivalent to that which occurs in the Administration area.

The subcategories highlighted here will also serve to compose the strategic planning of managers, and can be used as strategic objectives. The data provided will be able to support the formulation of program goals, which is requested by Capes. The importance of the theme of internationalization can be seen in programs with development strategies and increased grades with Capes. In general, such an understanding helps to direct investments in the development of *stricto sensu* programs, a relevant topic in the development of academic research in the Brazilian context.

As subcategorias aqui evidenciadas servirão também para compor o planejamento estratégico dos gestores, podendo ser utilizadas como objetivos estratégicos. Os dados fornecidos poderão dar apoio na formulação de metas do programa, que é solicitada pela Capes. Percebe-se a importância do tema internacionalização em programas com estratégias de desenvolvimento e aumento de nota junto a Capes. De modo geral, tal entendimento ajuda a direcionar investimentos no desenvolvimento dos programas *stricto sensu*, tema relevante no desenvolvimento da pesquisa acadêmica contexto brasileiro.

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