



Australian Government
Department of Education and Training



BRAZILIAN DELEGATES AND INSTITUTIONS

ABRUEM TECHNICAL MISSION

Brazilian Association of Vice-Chancellors of State and Municipal Universities

BACKGROUND BRIEFING

Australia

15 – 27 October 2017

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ABRUEM Mission Delegate List

Professor Dr Amauri Bogo	*Only 16-22/10	Director for International and Institutional Cooperation	UDESC
Professor Dr Haroldo Reimer		Vice-Chancellor	UEG
Professor Dr Thales Passos de Andrade		Global Initiatives Director	UEMA
Professor Dr Antonio Guedes Rangel Junior		Vice-Chancellor	UEPB
Professor Dr Carlos Luciano Sant'Ana Vargas		Vice-Chancellor	UEPG
Professor Carlos Roberto Ferreira		Director for Partnerships / Executive Secretary ABRUEM	UEPG / ABRUEM
Professor Dr Adélia Maria Carvalho de Melo Pinheiro		Vice-Chancellor / Vice-President ABRUEM	UESC / ABRUEM
Mr Fausto Lavigne Soares Pinheiro		Companion to Professor Carvalho	UESC
Mr Jairo José Campos da Costa		Vice-Chancellor	UNEAL
Professor Dr Paulo Roberto Pinto Santos		Vice-Chancellor	UESB
Professor Dr Sandro Roberto Valentini		Vice-Chancellor	UNESP
Professor Dr José Celso Freire Junior		Associate Provost for International Affairs / President of the Brazilian International Education Association (FAUBAI)	UNESP / FAUBAI
Professor Dr Aldo Nelson Bona		Vice-Chancellor / President ABRUEM	UNICENTRO / ABRUEM
Professor Dr Claudio José de Almeida Mello		International Relations Advisor	UNICENTRO
Professor Dr Jose Alfredo de Pádua Guerra		Vice-Chancellor	Uni-FACEF
Professor Dr Francisco de Assis Carvalho Arten		Vice-Chancellor	UNIFAE
Professor Dr Maria Helena Cirne de Toledo		Deputy Vice-Chancellor	UNIFAE
Professor Fabrício Eumar de Sousa		Deputy Vice-Chancellor	UNIFIMES
Dr Debora Martins de Freitas		Assistant Professor, Institute of Bio-sciences, UNESP	Australian Global Alumni Ambassador
Ms Vanessa Ribeiro		Education Officer, Department of Education and Training	Australian Embassy, Brazil

PROGRAM

Sunday 15 October - Brisbane

The delegation arrives in Brisbane

ABRUEM QLD Welcome Dinner

Monday 16 October - Brisbane

ABRUEM – Queensland University Showcase

Delegation split into three groups with visits to Australian Catholic University, University of Queensland and the University of the Sunshine Coast

Trade and Investment Queensland Reception Dinner

Tuesday 17 October – Brisbane

Central Queensland University, Griffith University and James Cook University

Wednesday 18 October – Brisbane

Queensland University of Technology, Southern Cross University, University of Southern Queensland

ABRUEM QLD Farewell Dinner

Thursday 19 October – Sydney

Visit to Western Sydney University

Friday 20 October – Sydney

Briefing by the NSW Government

Visit to Macquarie University

Monday 23 October – Canberra

Briefings by the Department of Education and Training

Internationalisation seminar hosted by Universities Australia

Tuesday 24 October – Canberra

Research roundtable with Australian Government stakeholders

Visit to the Australian National University

Wednesday 25 October – Wagga Wagga

Visit to Charles Sturt University

Thursday 26 October – Melbourne

Victorian Government seminar

Visit to RMIT and La Trobe University

Victorian Government Networking Event

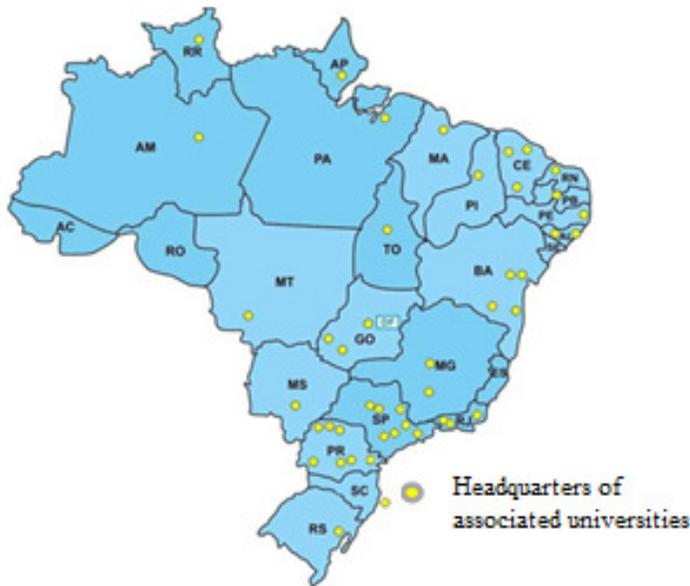
Friday 27 October – Melbourne

Visits to Deakin University (Geelong) and Victoria University (Werribee)

Networking event hosted by the Australia Brazil Chamber of Chamber of Commerce

ABRUEM

The Brazilian Association of Deans of Vice-Chancellors and Municipal Universities (ABRUEM) was founded in 1991. It represents 45 public higher education institutions based in 22 states, employing over 40,000 teachers. ABRUEM institutions enrol 700,000 students annually in 2,044 undergraduate and 1,756 post-graduate programs. This corresponds to approximately 40% of all higher education enrolments in Brazil.



ABRUEM is established as a private not-for-profit organisation, having the responsibility for representing state and municipal public faculties and universities at government and major educational forums. Its mission is to promote discussions on relevant topics for the improvement of higher education in Brazil.

Its aims are to enhance teaching, improve research activities and innovation, promote community services, support moving higher education institutions to the countryside, as well as support the internationalisation of Brazilian institutions.

The president and vice-president of ABRUEM vice-chancellors are chosen by their peers for a two-year term. ABRUEM has a full board (in which all rectors participate) as the main decision-making body as well as a deliberative council, a fiscal council, and an executive secretary.

ABRUEM is responsible for monitoring educational trends and market demands, as well as changes in legislation and regulations that directly affects the higher education system in Brazil. It holds a seat at several advisory councils in Brazil, both at national and state level. Hence, it plays an important role in the development of new policy initiatives in Brazil.

For further information visit: <http://www2.abruem.org.br/international-relations/>

Universities in Brazil: An introduction

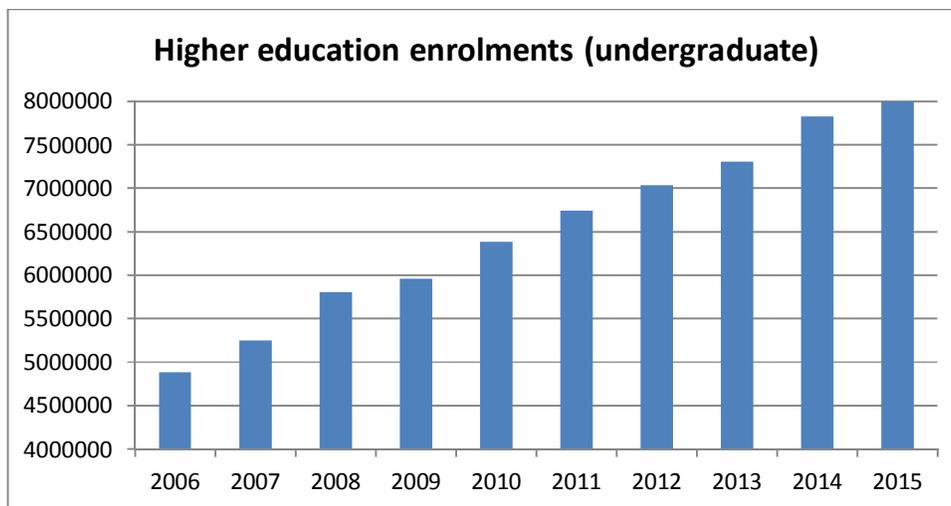
Background

When Brazil declared independence from Portugal on 7 September 1822, no higher education infrastructure existed in the country. In the century following independence faculties in three fields of study were developed; law, medicine and engineering. However, it wasn't until 1920 that the first Brazilian university was established. The first institution to be recognised as a university was the Federal University of Rio de Janeiro (UFRJ) in 1920. UFRJ has its origins in a polytechnic school that first opened in 1792. UFRJ was followed by the University of Sao Paulo (USP) in 1934 and the Federal University of Parana in 1946.

Overview

Brazil is a federation of 26 states and the Federal District, each home to at least one federal and one state university. Brazil counts 195 universities of which 107 universities are publicly funded (the majority by the federal government). 27 universities count more than 30,000 students, with another 90 universities enrolling between 10,000 and 30,000 students.

Six Brazilian universities place in the world top-500 according to global rankings: Universidade de São Paulo (USP), Universidade Estadual de Campinas (Unicamp), Universidade Federal do Rio de Janeiro (UFRJ), Universidade Estadual Paulista (UNESP), Universidade Federal de Minas Gerais (UFMG) and Universidade Federal do Rio Grande do Sul (UFRGS). These are all public universities.



Key points

- Higher education undergraduate enrolments increased by 64.5% from 2006 to 2015, growing from 4.88 million to 8.03 million.
- Only 12.5% of Brazilian higher education institutions are public however they enrol 24.3% of students.
- Enrolments in private institutions reached 75.7% in 2015 which was an all-time high.
- The number of students undertaking distance education is growing strongly, reaching 1.39 million students in 2015. This represents 17.4% of all undergraduate higher education enrolments. The majority of distance education is provided by private institutions.
- With the majority of students studying during the evening (63%) the typical profile of a Brazilian higher education student is that of a 21-year old woman studying for a Bachelor's degree during evenings at a private institution.

Higher education institutions (2015)	Total	Public				Private
		Total	Federal	State	Municipal	
Total	2,364	295	107	120	68	2,069
Universities	195	107	63	38	6	88
University Centres	149	9	-	1	8	140
Faculties	1,980	139	4	81	54	1,841
Federal institutes (polytechnics)	40	40	40	-	-	-

University (Universidade)

Universities offer a full range of undergraduate and postgraduate programs in the public and private sectors. They are largely autonomous and have control over degree offerings and course content, research programs, enrolments, staffing and budgets. At least a third of academic staff must hold postgraduate degrees and at least a third of staff must be full-time.

University centre (Centro universitário)

University centres focus on undergraduate teaching and are exempt from research activities. They enjoy the same autonomy as universities with control over course content, enrolments, finance and staffing.

Faculties (Faculdades)

Faculties are unaffiliated tertiary schools or a combination of these. They make up 84% of all tertiary education institutions. It is not uncommon for several faculties to be controlled by a single governing board. Most are small and offer undergraduate programs in only one or two fields. A few offer post-graduate programs, but most are not active in research. Most academic staff are employed part-time.

Source: Censo da Educação Superior 2014, 2015 www.inep.gov.br

More Science More Development*

Since the conclusion of the *Science without Borders* program in 2016, Brazil has not had a consolidated approach to supporting government-funded outbound student and researcher mobility. Some minor calls have been available throughout 2017; however this has been undertaken on an ad hoc basis. The *Science without Border* program provided 101,000 scholarships under which more than 7,000 students studied at Australian institutions during 2012 to 2016.

The Brazilian Ministry of Education, through its funding agency CAPES, is about to launch a new program entitled *More Science More Development*. It will focus on the internationalisation of Brazilian universities through strategic partnerships with overseas institutions. The program is designed to overcome some of the flaws of *Science without Borders* which saw 80% of outbound mobility undertaken by undergraduate students, its ineffectiveness in creating institutional and research linkages, and problems with credit recognition for returning students.

More Science More Development is expected to open for calls in October 2017 for activities to be undertaken in 2018. Brazilian universities will be asked to make a submission outlining a program for internationalisation, including: their intended areas for international research collaboration, what institutions and countries they intend to cooperate with, and what support they need from CAPES (including scholarships). The submissions will be due in December 2017.

While program details have not yet been released, it is expected to be based on the following principles:

- funding will be provided directly to universities though block grants, and not to individual students
- funding will be available to develop strategic internationalisation plans, with a focus on guiding Brazilian universities with more limited international experience and from regional areas
- the program will only support post-graduate and early-career researcher mobility
- the program will also seek to encourage in-bound mobility to Brazil
- universities need to have existing cooperation with overseas partners
- research areas need to be in line with the research strengths of the overseas partner institution or country
- it is expected that the cooperation and mobility will lead to on-going and sustainable linkages with the international partner
- the program will not support English-language training.

In light of the above, it is important for Australian institutions to note that their involvement in the new program will be contingent on proposals and recommendations put forward by Brazilian institutions during the latter half of 2017.

Education Office
Australian Embassy in Brazil
Brasilia 7 July 2017

* Further information about the program was received by the Embassy on 3 October 2017. Please see page 6 of this briefing.



BRAZILIAN FEDERAL AGENCY FOR SUPPORT AND EVALUATION OF GRADUATE EDUCATION

(CAPES)

PROGRAM FOR INTERNATIONALIZATION OF BRAZILIAN POSTGRADUATE PROGRAMS

Description

This new program aims to foster the use of internationalization by Brazilian Higher Education Institutions (HEI) for improvement in the impact of their postgraduate courses, with the HEI as the main actor within the process. In order to apply to the Program, the HEI must submit an Institutional Project of Internationalization of Postgraduate Courses, which must be aligned with the Institution's Strategic Plan for Internationalization. The projected budget for this program with the first wave of up to 40 selected universities is BRL 1,050 million or USD 350 million.

Specific objectives

- Encourage the development of strategic plans for the use of internationalization in improvement of postgraduate courses and international visibility of Brazilian research
- Foster the establishment of international research networks integrated by Brazilian HEIs
- Make more flexible and broaden support for internationalization of Brazilian postgraduate programs
- Promote the international mobility of Brazilian professors, researchers and postgraduate students
- Increase attraction of highly qualified foreign professors, researchers and students to Brazilian HEIs.

Expected impacts

- Improve the quality of Brazilian academic publications, especially in internationally renowned scientific journals
- Establish international postgraduate programs in Brazilian HEIs
- Integrate Brazilian professors and researchers into worldwide research networks.

International partnerships

- In order to apply for financial support, the Brazilian HEI must show a clear commitment to using Internationalization through its policies and strategies in collaboration with foreign partners, creating strong institutional ties abroad, and inclusive assuring joint funding for this collaboration.

Expected date of launch

- Call for applications: October 2017
- Period for application: until December 2017

Items to be financed

- International travel for Brazilian professors, researchers or students to carry out collaboration, research and teaching activities abroad
- Overseas scholarships for foreigners or for Brazilians living abroad to carry out research or teaching activities in Brazilian HEIs.
- Support for International Cooperation projects and publishing in high impact international journals.

International Student Data BRAZIL Enrolments

As at year-to-date July 2017

SECTOR	YTD Jul 2013	YTD Jul 2014	YTD Jul 2015	YTD Jul 2016	YTD Jul 2017
Higher Education	736	798	854	1,038	1,487
VET	4,155	4,297	5,490	8,206	12,180
ELICOS	6,045	8,054	8,149	10,143	12,629
Schools	340	265	323	283	239
Other	1,034	3,514	2,517	1,299	228
Totals	12,310	16,928	17,333	20,969	26,763

Breakdown: Broad Field of Education (Higher Education)

Management and Commerce	710
Natural and Physical Sciences	121
Society and Culture	121
Creative Arts	108
Information Technology	98
Health	90
Engineering and Related Technologies	85

Breakdown: Level of Study (Higher Education)

Masters Degree (Coursework)	659
Bachelor Degree	430
Doctoral Degree	247
Diploma	43
Graduate Diploma	28
Graduate Certificate	27
Bachelor Honours Degree	26
Associate Degree	15
Masters Degree (Research)	12
Higher Education Totals	1,487

Breakdown: State

ACT	37
New South Wales	13,590
Northern Territory	16
Queensland	8,115
South Australia	250
Tasmania	19
Victoria	2,730
Western Australia	2,006
Total	26,763

Source: Department of Education and Training, <https://internationaleducation.gov.au/>



Prof. Dr. Amauri Bogo
Director for International and Institutional Cooperation

Dr. Bogo is the Director for International and Institutional Cooperation at UDESC and Professor at the Agro-Science Centre. Dr. Bogo holds a Post-graduate degree in Phytopathology from the University of Nebraska (Fulbright scholar) and a PhD in Biochemical Plant Pathology from the Imperial College of Science, Technology and Medicine of London. He holds a Master in Biological Sciences from the University of Brasilia and a Bachelor Degree in Agronomic Engineering from UDESC.

Dr. Bogo served at UDESC from 2005 to 2016 as Research and Post Graduate Director, Coordinator of the University Press, Director for International and Institutional Cooperation, and Deputy Vice-Chancellor for Research and Graduate Programs.

General Information

Established in 1965 as multi-campi, UDESC offers free and public education through 55 undergraduate, 30 Masters and 12 Doctoral graduate programs in 12 campi located in nine cities in the State of Santa Catarina. The university enrolls over 15,000 students in fields of Art and Music, Business and Administration, Education, Engineering, Health and Sport Science.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partner
Florianopolis, SC	43	17	University of Queensland

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 5 – Veterinary Medicine, History, Education, Agro Sciences
	Grade 4 – Public Administration, Arts, Physical Education, Urban Planning and Regional Development, Architecture

*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.udesc.br/international>

Areas of Interest

Business administration, physiotherapy, human movement science, biomedicine, biomechanics, biochemistry, fine arts, design, theatre, music, history, territorial management and social development, earth sciences, information management, applied computing, electrical engineering, robotics, mechanical engineering, physics, animal health, agro sciences, plant production, food engineering, forest engineering, environmental engineering.



Prof. Dr. Haroldo Reimer
Vice-Chancellor

Dr. Haroldo is a tenured professor of Ancient History at Goias State University. In 2012 he became the Vice-Chancellor of the university. He holds degrees in theology, philosophy and law, earned his Doctorate in Theology in Germany, and upon returning to Brazil completed a post-doctoral research fellowship in history. He was a professor for graduate and undergraduate programs in history and religious studies, and his research interests areas are hermeneutics, cultural history, religion and law. He has served on various committees and boards of prestigious government research funding organizations in Brazil (CNPq, CAPES, INEP-MEC, FAPEG).

General Information

Established in 1999 as a multi campi university, UEG was founded as a result of a merger of 13 public higher education institutions. Currently UEG has 41 campi in 39 municipalities in Goias State. UEG offers free and public education to over 16,000 students through 138 undergraduate programs, 10 graduate programs at Masters and PhD level, and 52 specialisation courses (*lato sensu*). The University has raised investments in research, with over 1,244 research projects in areas such as biologic sciences, agricultural engineering and health sciences, and has also established an Innovation Centre and Knowledge Transfer Centre.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Anápolis, GO	122	138	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 4 – Agro Sciences, Multidisciplinary
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*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.ueg.br/>

Areas of Interest

Molecular physical chemistry, environmental chemistry, agricultural engineering, agriculture production technology, water resources and environmental sanitation, sustainable rural development, animal production, plant production, rural management and extension, genetic resources and biodiversity, science teaching, education, language and technologies, territorial dynamics in the cerrado (tropical savanna), natural resources of the cerrado (tropical savanna), environment and society, biodiversity analysis in natural and anthropogenic landscapes, socioeconomic dynamics in urban and rural environments, sciences applied to health products, literature and inter-culturality.



Prof. Dr. Thales Passos de Andrade
Global Initiatives Director

PhD and Master in Pathobiology from the University of Arizona, Bachelor of Fishing Engineering from the Federal University of Ceara, Dr. Andrade is the Head of International Relations at UEMA and responsible for managing Global Initiatives at the university. Dr. Andrade is also the Coordinator of the Brazilian Official Diagnostic Laboratory for Crustacean Diseases (LAQUA-UEMA) at the Ministry of Agriculture, Livestock and Supply. Dr. Andrade is Professor in sanitary animal defence; graduate program in fisheries and aquatic resources; department of fishing engineer and department of veterinary medicine.

General Information

UEMA was established in 1981 and currently has 25 campi distributed across the State of Maranhao. The university offers free and public education to over 30,000 students through 29 undergraduate programs, 13 Masters and three PhD programs. UEMA has also invested in creating an international program for senior and junior international professorships, post-docs, as well as international scholarships for resident and foreign students who wish to enroll in graduate / undergraduate programs (up to two semesters) of formal studies or research at the university.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
São Luis, MA	153	n/a	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 4 – Agro Sciences, Veterinary Medicine
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*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.ari.uema.br/>

Areas of Interest

Agronomy, environmental sciences, agro-ecology, biodiversity, social cartography, animal sanitary defence, regional development and socio-spacial policies, Amazonian policies, geography, aquatic resources, fisheries, biotechnology, computer engineering and systems.



Prof. Dr. Antonio Guedes Rangel Junior
Vice-Chancellor

Dr. Rangel Junior holds a Master's Degree in Brazilian Education from the Federal University of Ceara (UFCE) and a Doctorate in Education from the State University of Rio de Janeiro (UERJ). He served as Deputy Vice-Chancellor (1996-2000), was chief of staff, Deputy Vice-Chancellor of Graduation and Deputy Vice-Chancellor of Planning. He is currently the Vice-Chancellor of UEPB, having been elected in 2012 by a large majority of the academic community (teachers, administrative technicians and students) and re-elected in 2016 for a mandate until 2020. As a teacher, he teaches in the following areas: Higher Education, Professional Ethics, Fundamentals of Education and Clinical Psychology.

General Information

The university was originally established in 1966 as a private institution called Northeast Regional University. At first it was maintained by a charitable foundation and only in 1987 did it become a public state university. Currently it has eight campi in Paraíba State. The university offers free and public education to over 19,000 students through 52 undergraduate programs, 11 Masters and three PhD programs.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Campina Grande, PB	101	86	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 4 – Biodiversity, Political Science, Portuguese Language, Odontology
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*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.uepb.edu.br/>

Areas of Interest

Internet of things for health on mobile devices, environmental sciences and technologies, ecology and preservation, ethno-biology, teaching of natural sciences and math, regional development, public health, pharmaceutical sciences, chemistry and agronomy.



Prof. Dr. Carlos Luciano Sant'Ana Vargas
Vice-Chancellor

Dr. Vargas is Associate Professor in the Department of Civil Engineering at UEPG since 1984 and currently serves as Vice-Chancellor. He graduated in Civil Engineering and then obtained specialisations in Engineering Workplace Safety (Fundacentro) and in Computing (UEPG). He also has a specialisation in Administration of Universities (State University of Rio de Janeiro and the University of Florida). Dr. Vargas obtained a Master's and a PhD in Production Engineering from the Federal University of Santa Catarina.

Dr. Vargas received an award in 2003 for his Doctoral Thesis by CAPES, entitled *Discipline of Civil Construction and Virtual Teaching*. In 2008 he was awarded with the 3rd Werner Premium von Siemens of Technological Innovation as co-author in the Project *Litteris – System Computational for the Recognition of Braille Alphabet using a Webcam*.



Prof. Carlos Roberto Ferreira
Director for Partnerships

Carlos Ferreira is the Executive Director for ABRUEM and also Head of the Department of Partnerships and Fundraising at UEPG. He holds a degree in physical education and has served as municipal director for sports.

General Information

Established in 1969 by the state government, UEPG aimed at expanding higher education course offers in the south-centre of Paraná State. The university offers free public higher education to over 10,000 students in 45 undergraduate programs, 25 Masters and ten PhD programs. UEPG also has a joint research program with Canada that funds joint projects and research.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Ponta Grossa, PR	53	44	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***

Grade 5 – Agro Sciences, Geography, Odontology

Grade 4 – Chemistry, Portuguese Language, Engineer, Food Science, Physics

*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://portal.uepg.br/> or <http://www3.uepg.br/eri/en>

Areas of Interest

Livestock, agronomy (focused on soybean, corn, wheat, beans, barley and oats), mining engineering, metal mechanics, logistics and transportation, sanitary and environmental engineering chemistry and material sciences, pharmaceutical sciences, production engineering, food technology, applied mathematics, software engineering, teaching of natural sciences and math.



Prof. Dr. Paulo Roberto Pinto Santos
Vice-Chancellor

Since 2010 Dr. Santos has served as the Vice-Chancellor of UESB. He holds a Doctoral degree in Territorial Planning and Regional Development from the University of Barcelona (Spain) and a Master in Sustainable Development – Public Politics and Environment from the University of Brasília. He is also a Specialist in Education from the Federal University of Rio de Janeiro (UFRJ) and holds an undergraduate degree in Agronomic Sciences from the Federal University of Bahia (UFBA). He has worked as a professor at UESB for 35 years. During this period he has carried out educational and administrative functions, conducted research and worked in extension projects. He was Chief to the Cabinet Office of the Presidency, Department Director, Coordinator of Professors' Department, Coordinator of lato sensu specialisation courses and of the laboratory of Classification and Coffee Degustation. He was the Founder of the Nucleus of Support to coffee-growing from UESB, member of the Chamber of Graduation of the University Council and of the Superior Council of Education, Research and Extension at UESB.

General Information

Established in 1980 in the southwest region of Bahia State, UESB offers free and public education through 47 undergraduate programs, 21 Masters and six doctoral programs. The University has over 11.000 students, distributed across three campi. Additionally, it offers 19 specialisation courses (lato sensu postgraduate programs).

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Vitoria da Conquista, BA	88	94	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 5 – Multidisciplinary, Zootechnics and Fishery Resources
	Grade 4 – Food Sciences, Agronomy, Nursery, Portuguese Language

*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.uesb.br/>

Areas of Interest

Agronomy, biochemistry and molecular biology, environmental sciences, forestry, genetics, biodiversity and preservation, teacher training, nursing and health, food engineering and science, memory: language and society, chemistry, and zootechnics.



Prof. Dr. Adélia Maria Carvalho de Melo Pinheiro
Vice-Chancellor

Since 2012 Dr. Pinheiro has served as the Vice-Chancellor of UESC. She holds a PhD in Public Health from the University of São Paulo and a Master' Degree in Medicine from at the Federal University of Bahia. Dr. Pinheiro is an associate professor in the Department of Health Sciences at UESC, since 1990, and is the current Vice-President of ABRUEM. Throughout her career, she has served as coordinator of a specialisation course in public health, undergraduation manager, academic manager, vice coordinator of the medicine course, Pro-Vice Chancellor of graduate studies and Deputy Vice-Chancellor. Dr. Pinheiro is professor of the undergraduate program in Medicine and Graduate Program of Regional Development and Environment (PRODEMA).

In scientific research, she works in health, epidemiology and infant, maternal and youth mortality, information and environmental health system areas. In addition, she is President of the University Council and the Superior Council of Education, Research and Extension. She is a member of the Editorial Board of the UESC Publisher and accredited as Institutional and Courses Appraiser at the National Institute for Educational Research (INEP) – Brazilian Ministry of Education.

General Information

Established in 1991 in the south of Bahia State, UESC offers free and public education through 44 undergraduate programs, 23 Masters and six doctoral programs in one major campus located in Ilheus city and enrolls more than 9,500 students. UESC has established research programs in genetics and biotechnology, history, electron microscopy, and radiation science and technologies.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Ilheus, BA	65	97	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 5 – Biodiversity, Agro Sciences
	Grade 4 – Biological Sciences, Portuguese Language, Veterinary Medicine

*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.uesc.br/en/>

Areas of Interest

Animal sciences, biology and biotechnology of microorganisms, regional development and environment, ecology and biodiversity conservation, genetics and molecular biology, agro sciences and crop production.



MSc. Jairo José Campos da Costa
Vice-Chancellor

MSc. Costa is a PhD student for Portuguese Language at the State University of Maringa. He has a Master in Portuguese Language from the Federal University of Paraiba and a Licentiate in Vernacular Letters from the State University of Rio Grande do Norte. He held the position of Municipal Secretary for Education, Culture and Sports of Francisco Dantas city from 2001 to 2003. He was the Coordinator of the Course of Portuguese Language at the State University of Alagoas from 2004 to 2005 and the Director from 2006 to 2010.

MSc. Costa was the chairman of the State Council of Education of the State of Alagoas from 2014 to 2016. He retired from his teaching activities after having been appointed Vice-Chancellor of the university in 2010 and reappointed in 2014. He is a member of the Maceioense Academy of Letters, occupying chair Nº. 02.

General Information

In 1970 UNEAL was established a Teachers' Training Faculty at Arapiraca (FFPA) that operated as a private institution focused on training teachers for basic education. In 1995 FFPA became a public state faculty under the name of Alagoas State University Foundation (FUNESA). It was only in 2006 that UNEAL was founded as a result of a merger between FUNESA and six other faculties. It has six campi in the State of Alagoas, offering free public higher education to over 7,000 students through 62 undergraduate and graduate programs.

In 2015 UNEAL implemented a specific program (PROLIND) to offer undergraduate courses for indigenous students with the support of the Ministry of Education. The program successfully trained 80 indigenous teachers from 12 different ethnicities in pedagogy, language, history and biological sciences. This experience was a first milestone towards establishing policies that encourage indigenous higher education programs.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Arapiraca, AL	187	170	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 3 – Multidisciplinary Master
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*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: www.uneal.edu.br

Areas of Interest

Law, accounting, business administration, public administration, letters, pedagogy, history, geography, biology, chemistry, zootechnics, mathematics.



Prof. Dr. Sandro Roberto Valentini
Vice-Chancellor

Dr. Valentini has been appointed as Vice-Chancellor of UNESP from 2017 to 2021. He holds a Bachelor in Pharmacy and Biochemistry from UNESP, a Master in Microbiology and Immunology from UNIFESP and a PhD in Biochemistry from USP (joint research with the Massachusetts Institute of Technology). He was a research fellow at the Dana-Farber Cancer Institute at Harvard Medical School. From 2005 to 2012 he served as Deputy Vice-Chancellor and Dean of the School of Pharmaceutical Sciences at UNESP.

Dr. Valentini is a member of the Brazilian Society of Biochemistry and Molecular Biology and holds a chair at Gordon Research Conference on Polyamines.



Prof. Dr. Jose Celso Freire Junior
Associate Provost for International Affairs at UNESP

Prof. Freire is an electrical engineer graduate from the Federal University of Rio de Janeiro. He holds a Master in Computer Science from USP and a PhD in Computer Science from the Universite de Grenoble I (Joseph Fourier University). Currently he is the Associate Provost for International Affairs at UNESP and also the President of the Brazilian Association for International Education (FAUBAI).

General Information

Established in 1976 as multi-campi, UNESP offers free and public education through 182 undergraduate, 124 Masters, 22 professional masters and 111 doctorates across 24 campi located in the State of São Paulo. It has over 46,000 students in fields of Health and Biologic Sciences, Engineering, Education, Social Sciences, and Business and Administration. UNESP is also one of the leading research universities in Brazil with initiatives in strategic areas such as: bioenergy, public policies, nanotechnology, biotechnology and biomaterials, pharmaceutical development and technology, climate change, stem cell, pre-clinical and clinical, and ocean sciences. At the international level, UNESP is the 1st research institution in South and Central America, and the 81st in the world, according to the Nature Index 2016 Rising Stars.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
São Paulo, SP	7	53	University of the Sunshine Coast, UNSW, ANU, QUT, Macquarie, University of Queensland

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	
	Grade 7 – Chemistry, Geography, Fishery, Biodiversity
	Grade 6 – Biotechnology, Pharmacy, Portuguese Language, Biologic Sciences, Zootechnic
	Grade 5 – Veterinary Medicine, Odontology, Education, Engineer, Agro Sciences, Medicine
	Grade 4 – Arts, Food Science, Economy, Biodiversity, Communication

*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.unesp.br/international/>

Areas of Interest

Ongoing collaboration: Agricultural and biological science, biochemistry, genetics and molecular biology, physics and astronomy, earth and planetary sciences, medicine (infectious diseases, tropical diseases, diabetes), environmental sciences, materials science.

New areas: Veterinary medicine and animal science, dentistry, humanities and social sciences, biotechnology, alternative energy, nanotechnology, climate change.



Prof. Dr. Aldo Nelson Bona
Vice-Chancellor

PhD in History from Fluminense Federal University, Master in Education from UNICENTRO and Bachelor in Philosophy from Parana Federal University, Dr. Bona is the Vice-Chancellor of UNICENTRO and the current ABRUEM President. Since 1993 he teaches philosophy, besides promoting community services and research. He has served as Director of the Education Department, Dean of Research and Post Graduate, Director of Irati Campus and Deputy Vice-Chancellor for UNICENTRO from 2004 to 2011.

Dr. Bona is also a member of several councils such as: the Deliberative Council at Araucaria Support Foundation for Scientific and Technological Development of Parana State; Parana Technological Institute (TECPAR); the Socio-Economic Development Council for Parana; and councillor at Parana State Education Council.



Prof. Dr. Claudio Jose de Almeida Mello
International Relations Advisor

Dr. Mello holds a PhD in Letters from UNESP and is currently a professor at UNICENTRO responsible for a research group funded by CNPq in literature and education. Dr. Mello is also the Dean for Research and Post Graduate at UNICENTRO.

General Information

Originally founded in 1968, UNICENTRO was established in 1990 as a result of a merger between the Faculty of Philosophy, Science and Literature of Guarapava and the Faculty of Education, Sciences and Literature of Irati. Currently UNICENTRO has seven campi in the central area of Parana State and offers free and public education to over 11,000 students through 38 undergraduate programs, 16 Masters and five PhD programs. The university has several international partnerships, including Australian universities, with the aim to further develop its programs.

UNICENTRO also has an Innovation and Technology Agency which is responsible for providing industrial related services, as well as support branding, patenting and intellectual property registries. In 2016 there were 48 patent applications and 14 new brands registered.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Guarapava, PR	100	30	University of Sydney, Victoria University

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 4 – Agro Sciences, Education, Pharmacy, Geography, Portuguese Language
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*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <https://www3.unicentro.br/sobre/>

Areas of Interest

Management, agronomy, bioenergy, evolutionary biology, pharmaceutical services, chemistry, forest science, veterinary science, community development, sanitary and environmental engineering, teaching of natural sciences and math, geography, history, literature, and intellectual property.



Prof. Dr. José Alfredo de Pádua Guerra
Vice-chancellor

Dr. Guerra has been the Vice-Chancellor of Uni-FACEF since January 2017. He is a Professor of Economics in the Department of Economic Sciences, Accounting, Administration and Engineering, and in the IES Interdisciplinary Master in Regional Development. He holds a postgraduate degree in Hotel Administration from SENAC, a PhD in Social Service from UNESP, a Master's in Business Administration and a Bachelor in Economic Sciences from Uni-FACEF.

He has experience in Economics and Finance, with emphasis on industrial organisation and industrial studies. He started his professional career in 2000 as manager at Banco Bradesco until 2007. In 2008, he worked at PROHAB-Habituação Popular de Franca, as Chief Financial Officer.

General Information

Founded in 1951 in the country area of São Paulo State, Uni-FACEF is established as a municipal not-for-profit autarchy. Uni-FACEF has over 2.000 students in 13 undergraduate programs and graduation programs, two at the Masters level (Regional Development and Business Administration) and five specialisation courses.

Though it is a public institution, Uni-FACEF charges fees for its students, which constitutes the major income source for its operations, besides research and extension activities. It is important to highlight that the university provides scholarships (for scientific initiation) and tuition discounts for awarded students, and also holds a Compensation Internship Program which supports students to be placed in internships in companies based in Franca city and region. Uni-FACEF has a partnership with the France-Brazilian Institute for Business Administration (IFBAE) with the aim to support scientific cooperation and to raise funds for joint research projects.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Franca, SP	n/a	n/a	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

For further information visit: <http://www.unifacef.com.br>

Areas of Interest

Regional development, industrial development and production chains, social development and public policies, public administration, business administration, medical sciences, information systems, civil engineering.



Prof. Dr. Francisco de Assis Carvalho Arten
Vice-chancellor

Prof. Arten holds a PhD in Communication and Semiotics from PUC-SP, a Master in Communication and Marketing from the College of Social Communication Casper Libero and a Bachelor in Law and Journalism. In 2002 he was elected the Vice-Chancellor of UNIFAE and from 2010 to 2014 he occupied a seat at the Academy of Letters of São João da Boa Vista. In 2015 Prof. Arten was awarded the title of Honorary Doctorate for humanitarian education by Unitre-Milano.



Prof. Dr. Maria Helena Cirne de Toledo
Deputy Vice-Chancellor

Prof. Toledo holds a PhD degree in Social Psychology from the Pontifical Catholic University of Campinas. She has been teaching Psychology in the Departments of psychology, physical therapy and education since 1999. From 2000 to 2016, she was the Coordinator of the School of Psychology. In 2012 she was appointed UNIFAE's Pro Vice-Chancellor and started to implement Unifae's Internationalisation Program. She is the chair of the City's Committee for Fight Against Sexual Exploitation of Children and Youth. Prof. Toledo received the awards of Students in Free Enterprise's Top National Advisor Professor in 2004 and Top Regional Advisor Professor in 2005.

General Information

Established in 1961 in the country area of São Paulo State, UNIFAE is located at the municipality of São João da Boa Vista. It offers free and public education to over 2,500 students in 16 undergraduate programs, one Master in education, environment and society, and one specialisation course.

UNIFAE also has an industry-school linked to the chemical engineering course, which works not only as a practical training for the students but is also responsible to launch new products (mainly for cleaning) in the local market. The university also places great emphasis on sports through investments in a basketball team,

women's soccer team, mountain bike and swimming, aiming at taking part in national and international competitions.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
São João da Boa Vista, SP	n/a	n/a	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

CAPES Evaluation***	Grade 2 – Multidisciplinary Master
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*** CAPES' annual assessment of post-graduate programs: 6-7: world standard; 5: very good, 4: good, 3: fair, 2: low

For further information visit: <http://www.fae.br>

Areas of Interest

Health research, renewable energy, information and communication technology, neuroscience, sustainable civil construction, chemistry, pharmaceutical sciences, physiotherapy, psychology.



Prof. Fabricio Eumar de Sousa
Deputy Vice-Chancellor

Prof. Sousa holds a bachelor degree in zootechnics from the Superior School of Agro-Sciences of Rio Verde. He has a specialization in agrarian reform by the University of Lavras and holds a Master in Zootechnics from the Federal Institute of Goiás.

General Information

Established in 1984 as municipal institute for higher education, UNIFIMES offers free and public education to over 2.000 students through 17 undergraduate, and nine graduate programs at Masters and PhD level, in five campi located in the State of Goiás.

Headquarters	Folha Ranking*	ENADE Ranking **	Australian Partners
Mineiros, GO	n/a	n/a	n/a

* Brazilian ranking of 195 universities published by Folha de São Paulo for 2017

** National Exam of Graduate Student Performance (out of 195 Brazilian universities)

For further information visit: <http://www.fimes.edu.br>

Areas of Interest

Agro sciences, soil and plant nutrition, environmental engineering, biofuel, psychological pedagogy, business administration, public health management.

Australian Embassy Representatives

Dr. Debora Martins de Freitas

Australian Global Alumni Ambassador to Brazil

Dr Débora de Freitas is a lecturer at the State University of São Paulo (UNESP). She previously worked with the Technological Institute of Aeronautics in Brazil, the Australian National Centre for Ocean Resources and Security at the University of Wollongong and the Centre of Excellence for Coral Reef Studies, James Cook University. Her main research interests lay on spatial modelling and on the linkages between science-policy in the management of coastal and marine resources. Débora completed a PhD in Environmental Studies at James Cook University.

Debora was appointed Australia's Global Alumni Ambassador for Brazil in 2015.

E-mail: debora@clp.unesp.br



Ms Vanessa Guimarães Ribeiro

Vanessa is the Education Officer at the Australian Embassy in Brazil. She is responsible for coordinating the *Endeavour Scholarships and Fellowships* promotion, alumni activities, student and social media engagement, and events and functions. Vanessa holds a Bachelor of Literature from the University of Brasilia, a Post-Graduate Certificate in International Cooperation for Development from OEI (Spain) and is currently finish her Master of Business Administration at USP.

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Beyond Science Without Borders: Brazil Retools Its Internationalization Strategy

José Celso Freire Junior

World Education News and Reviews - 18 September 2017

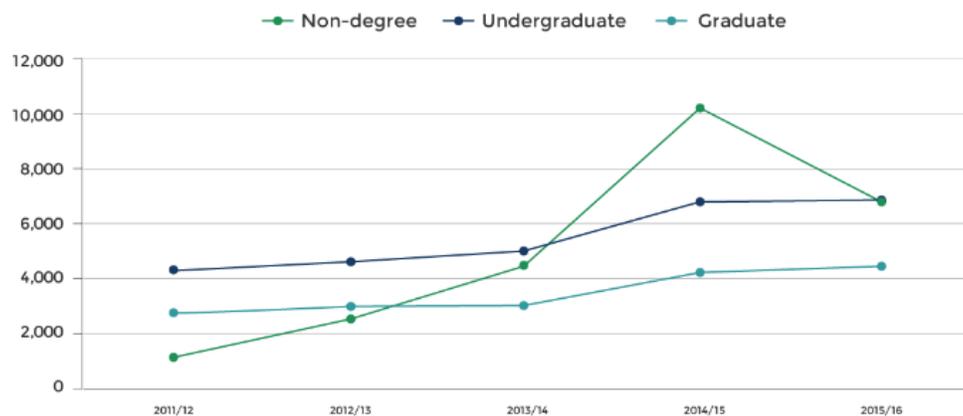
<https://wenr.wes.org/2017/09/beyond-science-without-borders-brazil-retools-its-internationalization-scheme>

Higher education in Brazil faces major challenges under President Michel Temer. In December 2016, the government passed a constitutional amendment that pegs social spending to inflation for 20 years – an austerity measure described by one U.N. expert as “placing Brazil in a socially regressive category all its own.” Both health services and education spending will effectively be frozen where they are now for two decades.

The newly passed amendment amplifies the effect of the Ministry of Education’s 2016 decision to cut spending on higher education for a third successive year. From the perspective of institutions that rely on federal funding for research, a March 2017 announcement of an additional round of deep cuts to the country’s already limited federal science budget added further pressure to already strained budgets.

In the international education community, the official cessation of Brazil’s Science Without Border program is one of the most important casualties of these austerity measures. What may be less familiar is the impact on a broad swath of young Brazilians. These cuts threaten access to quality education for the substantial majority of Brazilian youth who otherwise couldn’t afford it. From 2002 through 2016, Brazil’s federal government promoted policies that increased enrollments in higher education. The impact has been substantial: From 2002 to 2012, college enrollments in Brazil doubled – although many of the country’s seven million tertiary students ended up in newly launched, for-profit institutions of questionable quality¹.

Brazilian Students in the U.S. by Academic level; 2011-2016



Source: UN Economic Commission for Latin America and the Caribbean

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To offset that trend, Brazil’s government simultaneously guaranteed that it would, via a carefully coded form of affirmative action, provide a pathway to Brazil’s federally funded universities for graduates of public

¹ There are 99 federal institutions in Brazil, enrolling about 940,000 students, and also 108 state institutions, enrolling 600,000 students. The private sector is much larger, with 2,100 institutions and 4.8 million students enrolled. Federal universities are fully subsidized by the national government.

secondary schools. Half of all seats at federally funded universities would be reserved for low-income students². The rationale, as noted in one 2014 analysis, has been straightforward.

“Public secondary schools are universally recognized in Brazil as low quality, and therefore attendance at them is a proxy for low socioeconomic status (SES). Elites and the middle class send their children to private schools and often enroll them in costly test-preparation programs as well. This leads to higher acceptance rates for private-school students at the free, elite public universities. Therefore, affirmative action policies in Brazil have developed provisions based [in part on] attendance at public high schools.”³

As of 2017, the effect of policies aimed at increasing equity and access at federal universities – those affected by recent cuts – have been notable, even in fields which traditionally been the reserve of Brazil’s elite such as engineering and medicine. This year, students from public schools represent about 45 percent of the enrollees in engineering and medical schools. Next year the percentage will rise to about 50. These figures represent a huge gain: In 2014, the National Institute of Educational Studies, a Brazilian government agency reported that 89 percent of medical school students were graduates of private high schools.

Where Equity and Access Meet Brazil’s Internationalization Agenda

When President Dilma Rousseff announced Science Without Borders (SwB) in 2011, the goal was to open access to international study and research abroad to 101,000 students from all backgrounds. That goal remains intact. The fact is that, in 2017, Brazil’s commitment to internationalization, especially at the institutional level, is more profound than ever.

And for all the ink spilled over criticism of the SwB, the fact is that the program has provided insights that will allow its successor to be shaped in a way that it deepens impact not just for the individuals who study abroad, but also for Brazil’s scientific community, industry, and institutions.

Science Without Borders suffered some problems from the outset. Among the most notable were:

- **Lack of an effective qualitative evaluation.** SwB set out to send 100,000 Brazilian students to top universities abroad, but did not establish concrete goals for measuring the success of the program, or indeed for its impact other than a the hope they would return from short-term programs abroad with experiences that would positively affect improve Brazilian higher education. “They [will] come back with a whole new approach with their courses,” Denise de Menezes Neddermeyer, former director of international affairs for the Ministry of Education, told The Hechinger Report in 2015. “If Brazil is wise enough to capture all this good energy the students are bringing, there will be good results.”
- **Difficulties in the recognition of academic activities developed abroad.** Multiple barriers limit the transferability of academic credentials from one Latin American country to another. Similar challenges around transferability and credit recognition occurred when SwB students studied abroad short term.
- **Projection of Brazil as a “buyer of higher education”** rather than as a country with high quality institutions in its own right. In 2016 and 2017, Brazilian institutions topped the Times Higher Education’s Latin America university rankings lists. Moreover, Brazil has, in terms of research capacity and scientific production, reached maturity – a so-called steady state⁴ and the country has come to an

² Pedrosa, Renato & Simões Yamaki, Tania & Carneiro, Ana Maria & Y. Andrade, Cibele & Sampaio, Helena & Knobel, Marcelo. (2014). Access to higher education in Brazil. *Widening Participation and Lifelong Learning*. 16. 5-33. 10.5456/WPLL.16.1.5.

³ Ibid.

⁴ s noted by physics professor Marcelo Knobel of the University of Campinas in a 2014 **International Briefs for Higher Education Leaders**: “The graduate system encourages good-quality research, both in quantitative and qualitative terms. The expansion of research is evidenced by the number of published articles in ISI Web of Science indexed journals, which has increased by 18 percent in the last few years. In 2009, Brazil was ranked 13th globally for the number of articles in this database (32,100 articles), which represents 2.7 percent of the articles produced in the world. These figures are notable, considering that only 1.1 percent of Brazil’s GDP is currently spent on science and technology, a low percentage compared to other developed or developing countries. Much of the country’s research success, particularly in the fields of biofuels, agriculture, and aviation, can be attributed to sustained investment in public research

ideal time to think about a reformulation of scientific production priorities and their evaluation criteria. The current trend is to focus on the investment in quality and not simply to increase international indicators. The new program will focus on excellence.

- **Unintended messages that Brazil was ‘a golden cow’ in the international arena.** With its commitment to rapidly send so many fully funded students abroad, Brazil’s government put many SwB students, most of whom were undergraduates, in the situation of arriving on campuses that were not fully equipped to support them once they were on campus. Linguistic challenges were especially common. As linguistic Maria Crane noted in a 2014 article on SwB-inspired mobility among Brazilians, the country was “recently been ranked 38th in the world among countries with “low proficiency” in English. This is not surprising, given the fact that in Brazil the old grammar-translation method of teaching is still prevalent in schools, and teachers lack training in communicative approaches to foreign-language learning. Low English proficiency can make it difficult for Brazilian students to enroll and succeed in institutions abroad.”
- **Failure to capitalize on internationalization efforts at the institutional level.** Brazilian higher education institutions, in general, did not craft strategic plans for the internationalization of the science produced by researchers who went abroad. Final output and dissemination was left to the discretion of individual initiatives. Moreover, the academy was largely dissociated from Brazilian industry, and unable to contribute to the sector’s research and development or innovation needs.

After Science Without Borders: The Brazilian Universities Excellence Initiative

The replacement for SwB is being rolled out now. The president of CAPES, (Coordination for the Improvement of Higher Education Personnel), Prof. Abílio Neves, describes the new program, tentatively named the Brazilian Universities Excellence Initiative, as taking a far more strategic approach to sending Brazilian students and scholars abroad than SwB ever did.

The most fundamental difference between the program is neither size (small-scale vs. enormous) nor academic level (graduate vs. undergraduate) nor duration (long-term vs. short-term). Rather it is forethought: Brazilian institutions must develop and present strategic internationalization plans before they are approved for the funds to send scholars abroad.

The good news is that, for all its shortcomings, SwB did, in fact, set institutions up for greater long-term success in the effort to internationalize in a coherent and sustainable way. SwB gave them four years in which to develop robust international relationships. It enabled them to scale up student exchanges, diversify international partnerships, develop financing mechanisms, work through the intricacies of credit transfers, and more. The institutional knowledge already accrued through SwB will provide a tested structural base for the new program.

The Brazilian Universities Excellence Initiative is that program. It pushes institutions to develop strategic and symmetrical institutional partnerships. It will also increase the minimum required qualification of students, administrative staff, and researchers/academics who participate. Policies designed to attract renowned academics, researchers and young talents to Brazil are also part of the program.

Perhaps the most crucial aspect of the program is that it seeks to avoid the fate of SwB – rapid demolition. Instead it is designed to be a sustainable and permanent policy that facilitates the internationalization of HEIs and Brazilian post-graduate programs. It also seeks to involve Brazilian institutions in the internationalization process in a fundamental way. It forces them to be proactive in application for funding. It also requires that they articulate a means for institutional appropriation of knowledge acquired by researchers abroad, thus increasing the impact of student mobility on the academic community as well as other sectors of society.

The core goals of the program are to achieve institutional excellence, and to enhance the stature and quality of the graduate programs and research structures involved. Key objectives include:

- Funding activities that will:
 - Set the foundation for the development of solid transnational partnerships focused on joint research and academic programs
 - Provide scholarships for qualified individuals (outgoing and incoming) at graduate level
- The expectation that Brazilian universities will invest the funds they receive in structured activities that are designed to promote internationalization at home in undergraduate and postgraduate classes. These activities include:
 - Use of international tests for placements
 - Course instruction in foreign languages
 - The establishment of policies for reciprocal recognition of credits and diplomas
 - Investment in non-academic staff to support internationalization activities.

Such rigor is welcome. Brazil's public universities are facing new and very steep constraints. Moreover, they are still trying to understand the new priorities, motivations, and needs of potential partners. In the end, advancement of the country's higher education system – which is tied to the nation's economic and development goals overall – will only happen through continued efforts to ensure the gains in access, in equity, and in internationalization made since 2002. It will only happen through sustainable, mutually beneficial partnerships. On all those fronts, the Brazilian Universities Excellence Initiative is a worthy successor to Science Without Borders, one that focuses on quality, systemwide transformation, and the development of a sound foundation for internationalization that lasts.

José Celso Freire Junior, Head, International Office, São Paulo State University and Director of FAUBAI (the Brazilian Association for International Education) and Patrícia Gasparini Spadaro, International Projects Coordinator, São Paulo State University.

Universities need to embrace a more global outlook

Bruno Morche

University World News - Issue No: 475 - 22 September 2017

<http://www.universityworldnews.com/article.php?story=20170922141508602>

Latin American universities have dropped several places in the rankings that have been released in the last few weeks. In the latest Times Higher Education World University Rankings, Brazil, for example, has only 21 universities on the list against 27 last year; two of Colombia's five universities dropped down and the same was the case for Chile and Mexico. According to Phil Baty, editorial director of Times Higher Education (THE), although we can see some improvements in Latin America, the general picture coming from the region's higher education institutions is one of decline. Even though we may be critical of higher education rankings, it is important to ask why Latin America seems to be taking steps backwards in comparison with other regions.

Quantity vs Quality

Emerging countries, and particularly middle-income countries such as those in Latin America, are in a peculiar situation. On the one hand, they are dealing with a newly established higher education system that has had to cope with an explosion in demand in recent decades and, on the other hand, they have to be competitive in the global arena and deal with many challenges of competing with developed systems. In the past decades, higher education in Latin America has witnessed a boom in the number of universities and campuses. As a result, the gross enrolment ratio at the tertiary level has increased significantly. In 1999 it was 22.36%, in 2005 30.73% and in 2015 it reached 46.51%. The number of students enrolled in a given level of education, regardless of age, is expressed as a percentage of the official school-age population corresponding to the same level of education.

According to UNESCO data, between 1999 and 2015, this increase represents approximately 15 million more students in Latin American universities and colleges. Most of this increase occurred in private institutions and now less than half of Latin America's students are at public institutions. In many countries in the region the proportion of enrolments in private institutions exceeds 40%, such as in Ecuador (40%), Colombia (49%), Costa Rica (51%), Peru (54%), Paraguay (69%), Brazil (74%) and Chile (84%). The private sector has played a crucial role in this huge expansion but, in several cases, quality has lagged behind. In the region, combining quantity and quality has been the hardest challenge.

Private vs Public

This is a big factor in the deep division between public and private higher education in the region. In most cases, public universities head the rankings of Latin American countries. In recent decades, while traditional state-owned universities are where high-quality research is concentrated and are, in general, resistant to changes and modernisation, modern and low-cost new private institutions have been used as a conduit for massification. That is why online higher education grew quickly in Latin America and why the region has one of the most developed online systems in the world.

On the one hand, the maintenance of the elitist status of public universities has created a need for a huge and modern private sector and, on the other hand, the private sector has taken the lead in absorbing the high demand for higher education in the region. Due to the massification via for-profit and not-for-profit institutions, many families have gone into debt to finance their children's studies and the return on higher education degrees has become less clear. State-owned universities in Latin America are highly dependent on government funds. Over the years, budget limitations as well as heavy bureaucracy have prevented major moves towards research and teaching modernisation. Furthermore, the gap between the research developed in good universities and the economy has widened, making it more difficult to find a perfect synergy between universities and key sectors in the Latin America economy. Reducing the bureaucracy at state-owned institutions should be one of the main goals if higher education systems' performance in the region is to improve.

In the private sector, some progress can be seen. After a long period of massification, a slow-down in the expansion can be observed. Quality has become a relevant topic in private institutions and some good teaching and research outputs have been achieved. Gradually private universities have shown up in global rankings in high positions, especially the Catholic universities. I discussed this topic here. In the The World University Rankings 2018, published earlier this month, several private institutions from different countries appear, such as Diego Portales University (501-600) and Pontifical Catholic University of Chile (501-600) in Chile; Pontifical Javeriana University in Colombia (501-600); Pontifical Catholic University of Peru (601-700); Pontifical Catholic University of Rio de Janeiro (601-700) and Pontifical Catholic University of Rio Grande do Sul in Brazil (801-1000).

In every new ranking it is possible to see Latin American private universities in increasingly higher positions. The 2017 rankings had seven private institutions in the Latin American top 20; in the 2018 version this number increased to nine. After the boom of recent decades, it is undeniable that private institutions have an important role to play in the higher education systems of the region. In this sense, rigorous evaluation and oversight of private institutions will be crucial in the near future in order to significantly improve the performance of Latin American higher education.

Overcoming Isolation

Latin America has enormous potential to be competitive in the global higher education arena. Yet year after year in the rankings we see the stagnation of Latin American universities as they are overtaken by Asian institutions. The discussion on the path Latin American universities should take should be wider. In a world where those in politics and economics are looking to the developing regions of the East, what should the role of Latin America be? How can the region contribute effectively to this new international dynamic?

Higher education in the region should embrace a more international outlook to improve Latin America's performance so that it can compete on a global stage. Internationalisation should be one of the main flags that Latin American universities fly. It should work as a catalyst for new and innovative initiatives in higher education. This would not only benefit higher education systems, but also the entire society. Strengthening global links could be a way to overcome Latin American universities' isolation and foster new ideas in teaching and research.

*Bruno Morche is a higher education specialist, Edtech consultant and doctoral researcher in Brazil. He holds an MA in comparative education from the UCL Institute of Education in the United Kingdom and his international and professional background – giving lectures, working as a consultant and researcher – encompasses many countries such as Brazil, the United Kingdom, India, Chile and the United States.
Email: bruno.morche.14@ucl.ac.uk.*