


UNIVERSITIES FOR THE WORLD

STRATEGIES AND ADVANCES ON THE PATH TO INTERNATIONALISATION



The academic
collaboration
scenario
between Brazil
and the
United Kingdom

APPROACHES TO INTERNATIONALISATION

Capes-PrInt has encouraged
action plans at Higher
Education Institutions

THE PROGRESS OF ENGLISH

The extended offer of
language courses and
the strengthening of EMI

THE STRENGTH OF PARTNERSHIPS

International research and
co-authored articles have
a greater global impact

KNOWLEDGE NETWORKS

Overseas researchers
are helping to leverage
Brazilian science

UNIVERSITIES FOR THE **WORLD**

STRATEGIES AND ADVANCES ON THE PATH TO INTERNATIONALISATION

2019

ORGANISATION



DIRECTOR BRAZIL

Martin Dowle

DIRECTOR EDUCATION SERVICES

Diana Daste

SENIOR MANAGER NEWTON FUND AND HIGHER EDUCATION

Vera Regina Oliveira

PROJECT MANAGER HIGHER EDUCATION PAID SERVICES

Simone Ricci

SENIOR MANAGER MARKETING AND CUSTOMER SERVICES

Fernanda Medeiros

E-COMMERCE AND DIGITAL MANAGER

Juliana Ferreira

HIGHER EDUCATION INTERN

Alessandra Micheletti

REPORTING | EDITING

Maggi Krause

Rosi Rico

DATA VERIFICATION

Wellington Soares

REVIEW

José Américo Justo

DESIGN | ART DIRECTION

Carla De Franco

ILLUSTRATIONS

Bruno Algarve

FRONT PAGE

Cacau Tyla com fotos Shutterstock



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ON ROUTE TO INTERNATIONALISATION

It is with great pleasure that I present the second edition of the publication *Universities for the World*, focusing on several issues facing higher education while advancing in the internationalisation process in Brazil.

In our first edition, we touched on a series of challenges and opportunities that arose from the Capes decision to encourage universities to embark on internationalisation, shedding light on the United Kingdom's experiences in this area. Since then, Capes has launched its PrInt programme, which sets aside BRL 300 million a year and steers a large number of Higher Education Institutions towards successful internationalisation. In this edition, we look at how universities can outline their strategic plans, make inroads in EMI – English as a Medium of Instruction, develop fruitful partnerships and encourage mobility and innovation.

Over the past two years, the British Council has organised a series of initiatives within the Universities for the World programme. We provided ten grants for projects between universities from the UK and Brazil, aimed at overcoming the barriers preventing Brazilians from improving the functional level of English between their teach-

Pedro Silveira



Martin Dowle
• Director Brazil
British Council

ers and researchers. We have also supported several British and Brazilian institutions in the joint development of their international strategies. Additionally, in partnership with Faubai and English language specialists, we launched the second *Guide to English as a Medium of Instruction in Brazilian HEIs*, which features a corresponding portal for finding courses taught in English.

It is never simple to plan and implement international strategies, as it involves difficult decisions based on defining priority areas and allocating resources. But good plans allow a university to define its purpose and also how it would like to be seen in future partnerships with an international scope.

To conclude, I would like to thank all the partners of the Universities for the World programme, especially the Brazilian Ministry of Education and Culture, Capes, Faubai, Abruem, Fapesp, Con-fap, Languages Without Borders and a vast number of universities spread across Brazil. I hope this content serves to stimulate reflection on the progress of internationalisation for the Brazilian higher education system, while helping to strengthen research and education ties between Brazil and the United Kingdom. ■



Vera Regina Oliveira

Senior Manager Newton Fund and Higher Education

Dialogues and projects on the path to partnerships

The Universities for the World programme supports actions that bolster cooperation between Brazilian and British institutions

Promoting the access of young people to quality education and incentives that ensure greater international cooperation among higher education and research institutions is among the objectives of the British Council. Our close relationship with universities, research and innovation support foundations and government entities allows us to build bridges between Brazilian and British institutions. As such, we are planning strategic actions as part of the Universities for the World programme. It was launched in May 2017, coinciding with Think Brazil, a series of events hosted in the United Kingdom to promote ties with Brazil. At the time, and with the support of Universities UK International (UUKi), the British Council organised a conference that welcomed higher education institutes (HEIs) from both sides of the ocean.

To leverage dialogue on the issue, in 2017 we organised Regional Internationalisation Seminars, discussing issues such as the recognition of diplomas, innovation and applied research in international partnerships, the steps necessary to internationalise and access to the English language. The debates resulted in the first issue of Universities for the World: internationalisation challenges and opportunities, launched in 2018, showcasing the need to encourage dialogue and the sustainability of a long-term internationalisation project for the country. This has become a British Council priority in the field of higher education.

Back in 2017, in partnership with the Brazilian Federal Agency for Support and Evaluation of Graduate Education – Capes, the Brazilian Association of State and Municipal University Deans – Abruem, and the Brazilian National

Council of State Research and Innovation Support Foundations – CONFAP, we launched two Universities for the World calls for proposals to support partnerships between institutions from Brazil and the United Kingdom. The goal was to use the experience of these entities to help structure internationalisation plans for Brazilian HEIs. The calls for proposals funded 12 projects, benefiting 22 universities from Brazil and 13 from the United Kingdom and allowed for seminars and capacity-building workshops. In 2018, we launched the third Universities for the World call for proposals, this time focusing on language policies. Internationalisation calls for an exchange of ideas and a flow of information and people, which makes it essential to develop tools and policies that facilitate communication among institutions, and between these and their students. And English holds the position of lingua franca, a bridge language. The value of internationalisation as a part of a university ecosystem – by exposing students, professors and researchers to different references and concepts – lies in generating networks of knowledge that promote a more diverse environment for research, teaching and innovation.

In recent years, the higher education system has revised its outlook on internationalisation. The focus on partnerships for graduate and postgraduate student exchange has given way to medium and long-term strategies, with stronger institutional intentions and the selection of priority areas. One of the trends that has

gained ground is encouraging foreign students to visit Brazil. As such, the British Council has worked in partnership with Faubai on the Guide to English as a Medium of Instruction in Brazilian HEIs, which lists the courses taught in Brazil in English and other languages. These data are available for study on an online platform. We have also seen a rise in Transnational Education, with graduate and postgraduate programmes. These movements lead to reflections about the purpose of internationalisation, and how it can benefit Brazilian universities and society. In 2019, we will be launching the fourth call for proposals for Universities for the World, with elements that cater to the interests identified among our partners, namely:

- operationalise the implementation of internationalisation plans;
- establish project monitoring and assessment processes;
- evaluate the impact on institutions and surrounding communities.

For the British Council, internationalisation leverages the exchange of knowledge, strengthens research networks and institutional collaboration and leads to a cultural exchange that promotes the prosperity of both nations. As such, in December 2018 we organised the UK-BR Internationalisation Seminar in London. The event fostered more meaningful conversations between Brazilian and British universities on issues essential to internationalisation, its inroads and challenges. They were the starting point of this second edition of Universities for the World. We wish to move forward with these discussions for the benefit of Brazil - UK relations, fulfilling the mission of contributing to a teaching and research environment that is diverse, accessible and connected internationally. ■

“The value of internationalisation as part of the university ecosystem lies in creating networks of knowledge that promote a more diverse research, teaching and innovation environment.”



Diana Daste
Director Education Services

Understanding the scenario to create strategies

Encouraging and documenting strategic discussions is part of the British Council's agenda in leveraging internationalisation and the quality of higher education

The Universities for the World programme is aimed at contributing to the prosperity and development of both Brazil and the United Kingdom, particularly when it comes to higher education, cultivating long-term links based on quality, strategic alignment and solid relationships among Higher Education Institutions (HEIs), government and development and research agencies from both nations for institutional capacity building towards internationalisation.

As the programme recognises the different stages of evolution for Brazilian HEIs, the interventions are segmented according to necessity and profiles, so (a) better-placed universities are encouraged to work more effectively with the United Kingdom, (b) those that

occupy the following level get the opportunity to enhance their preparation and (c) a third group is invited to a strategic discussion, with initial contact with the principles and benefits of internationalisation, the tools available and potential partners. All these initiatives lead to a transversal outcome: stimulating and documenting critical debates about the opportunities and challenges faced by different stakeholders in this field. The British Council supports and absorbs these discussions, generating strategic inputs to direct the forthcoming steps and future interventions.

The UK-Brazil Internationalisation Seminar, held in December 2018 in the United Kingdom, was a key moment in this agenda, leveraging an open and critical debate on the con-

solidation of partnerships to put internationalisation plans for Brazilian HEIs into effect under the Capes-PrInt format.

The mission involved over 50 institutions actively working in this field, including 19 Brazilian HEIs (beneficiaries of PrInt funds) and universities from the United Kingdom, along with research, public policy and international education agencies from both countries.

The current context led to fundamental discussions on quality, language policies, operationalisation of existing opportunities between the United Kingdom and Brazil, successful cases of Transnational Education (TNE) and the challenges of creating and supporting networks that make space for learning and exchanging expertise among some of the more internationalised universities (beneficiaries of PrInt) and institutions that intend to raise funds from Capes in the future.

Four components were mentioned repeatedly over the two days of discussion, overlapping in different areas and themes. Recognised as highly strategic, they represent the backbone for future calls for proposals, workshops and, lastly, the outcomes expected from the 2019-2020 Universities for the World programme:

1 – Internationalisation as a means for enhancing quality;

2 – Internationalisation as a tool for social inclusion and global citizenship;

3 – Robust and reliable indicators to gauge the implementation of internationalisation measures and their widespread impact on regions and society;

4 – Strong networks for collaborating and building capacities among Brazilian institutions in establishing partnerships with the United Kingdom and in implementing internationalisation plans.

The mission also sought to follow up on ex-

pected products and processes from bilateral projects funded through the British Council internationalisation scheme. Collaborations benefited from clear information and an accurate translation of national contexts and institutional priorities. The British Council is also charged with facilitating these encounters and serving as a bridge between HEIs and relevant political institutions.

A series of activities will maintain these spaces for dialogue over time. Organised in Brasília in March 2019, a heterogeneous work group initiated a strategic planning exercise to establish guidelines for the fourth UK-Brazil call for implementing internationalisation plans, to be launched at an open workshop in the first semester of this year. In the first quarter of 2020, in the United Kingdom, an international seminar will discuss and support language and mobility policies for foreigners in Brazil.

We remain highly enthusiastic in our joint efforts with stakeholders and our partners, building capacities, supporting links and outlining relevant strategies that lead to key partnerships and enhanced, more effective and more sustainable internationalisation plans between the United Kingdom and Brazil. ■

“

The UK-BR Internationalisation Seminar was a key moment in this agenda, providing for an open and critical debate on the establishment of Brazilian HEI partnerships under the Capes-PrInt arrangement.

”

TIME TO ALIGN STRATEGIES

Every strategic plan calls for an attentive and detailed look inwards: missions, priorities, goals, strengths, weaknesses, paths to follow. This fundamental exercise in building an internationalisation project was undertaken by several Brazilian universities last year, in what could represent a significant step forwards in increasing the presence of Brazilian higher education around the world. The initiative was part of the requirements for the Institutional Internationalisation Programme (Capes-PrInt), launched by Capes in an attempt to change what was noted in 2017, when 320 institutions responded a study from the agency, with 225 of them claimed to be only marginally internationalised, if at all. Contributing to this process is another British Council strategy here in Brazil, so, in December, it organised the UK-BR Internationalisation Seminar. Held in London, the event was an opportunity to advance discussions and delve deeper into the issue of internationalisation.



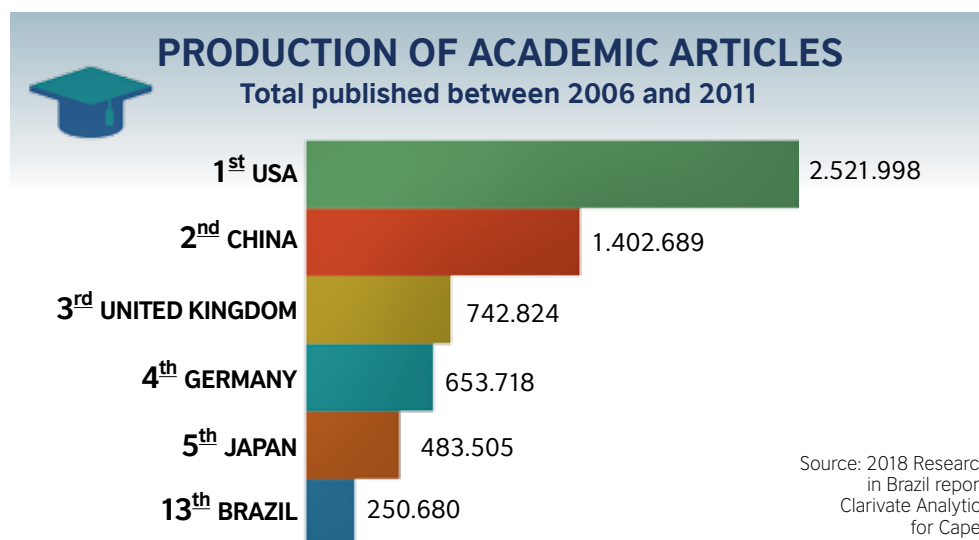
The power of planning

Universities outline paths towards expanding internationalisation processes

“Knowledge has no borders and no university is an island. It can work locally, but not in cutting-edge science. That makes it necessary to articulate with other groups and countries”, stated Waldenor Barros Moraes Filho, Director of International Relations for the Federal University of Uberlândia (UFU). Partnerships among educational institutions is one of the leading results of internationalisation (*read more on page 32*), as it allows for an exchange of knowledge, enriching developed projects and expanding their promotion through the publication of articles and citations. But numbers aren't enough. Research must make a huge impact to generate

visibility and make the university attractive to other partners, creating a truly productive cycle. “Despite Brazil being among the world's top 13 top countries in terms of articles published, the number of citations is not on the same level. We now need to focus on quality, which is a huge challenge”, said Marcio de Castro Silva, Assistant Vice Dean of Postgraduate Studies at the University of São Paulo (USP).

Building relevant cooperation agreements calls for preparation and commitment. In Brazil, the internationalisation strategy for most universities began with student, professor and researcher mobility, both externally and inter-



nally. However, many of these initiatives are individual, failing to produce lasting benefits within institutions. In the Capes questionnaire, 64% of Higher Education Institutions (HEIs) stated they had no form of strategic or mobility plan. Thus, there is much to be done.

Identify strong points

However, some Brazilian universities have achieved positions on the international stage, featuring in highly-respected rankings (*read more on page 50*). The hope is that Capes-PrInt, which is planning annual investments of BRL 300 million for four years, expands and accelerates this process. “Internationalisation is fundamental for improving university quality and it is important that Brazil does not get left behind in terms of breakthroughs overseas”, said Connie McManus Pimentel, Director of International Relations for Capes.

The first benefit lies in encouraging institutions to internally map their strengths to prepare the necessary action plan. “We have seen several isolated initiatives, but this was the first time I’ve seen professors, research coordinators, directors and the international office involved with the same objective. And I’ve been working here for 30 years”, stated Heloisa Orsi Kock Delgado, Director of International Relations for the Pontifical Catholic University of Rio Grande do Sul (PUCRS).

The proposals must clearly establish the guidelines for the internationalisation process, indicating, among other points: research subjects to be developed involving several areas of expertise to foster interdisciplinarity, the quantity and types of grants necessary, partner institutions and the offset offered by the university. Capes-PrInt will provide funding for post doctorate, sandwich doctorate and grants for visiting professors, as well as for work missions abroad and



Carlos Patrício / Mackenzie

**Library of the
Mackenzie
Presbyterian
University, in
São Paulo.**

short-term qualification programmes. Infrastructure-related issues are the institution’s responsibility. “We had a strategic development plan, which cited the importance of introducing the university into the international circuit. But things really took off with the arrival of PrInt, which accelerated the internal debate”, revealed Moraes Filho. UFU chose two central themes, Social Dynamics, Quality of Life and Health and Converging Technologies and Environmental Resources. The first is divided into five projects for international collaboration – among them the construction of healthy cities and biomechanical institution processes in dentistry –, and the second, into four, one of which involves technological solutions for cattle farming and environmental conservation. These projects involve 16 postgraduate programmes. ■

Part of the process requires looking after the university's internal infrastructure

At Mackenzie Presbyterian University (UPM), which is set to receive BRL 10.4 million over four years, it was decided to elect four themes: the Nano and Micro Scale: material and functional devices (for application in energy, telecommunications and sensors); the Human Scale: brain, cognition and behaviour (neuroscience applications, among others); the Social Scale: language, cities and culture (with studies on urban mobility and the challenge of coexistence); and the Cosmic Scale: Earth and the Universe (which aligns engineering applied to space geophysics). The projects encompass ten postgraduate programmes. "We already had well-structured strategic planning, we simply needed to adapt it. But the work of bringing together creative researchers who break paradigms to discuss and select the themes for PrInt was highly enriching", said Maria Campos Lage, an Advisor for International and Interinstitutional Cooperation for UPM.

PUCRS focused on three areas, which encompass 14 projects: Health and development;

The world in movement – individuals, society and technology; and Technology and biodiversity – sustainability, energy and the environment.

More than mobility

Besides deciding on the focus of the research, universities need to indicate which partners would be ideal for collaboration on each of the projects, respecting the Capes guidelines of prioritising the relationship with relevant institutions from countries on the agency's list. The idea is that strengthening cooperative relations with universities that already do cutting-edge research and have greater visibility on the international stage increases the impact of intellectual production from Brazilian institutions. "We were already cooperating with some, while we had to go after others", said Lage.

To consolidate internationalisation, it is necessary to also look after the university's internal infrastructure. This is an important

CHALLENGES TO INTERNATIONALISATION

- **Getting people to work together within the university/ interdisciplinarity;**
- **Offering infrastructure for internal mobility (including foreign languages);**
- **Reducing inequality of access and opportunity;**
- **Creating islands of excess;**
- **Quality of the students (foreigners studying in Brazil, not just about Brazil);**
- **Finding partners with the right profiles;**
- **Transforming individual collaboration into institutional;**
- **Building sustainable and long-lasting partnerships;**
- **Establishing horizontal relations with partners, in spite of the differences in national policies and financing conditions**

Source: Workshop "Diagnosing and supporting quality implementation of internationalisation plans", British Council, December 2018

point, because the trend in Brazil is to send students and professors abroad, rather than receiving any here.

UFU is working on the ambiance, with proposals to install signage in three languages on the campus and to create groups to welcome and host foreigners. Another aspect is the issue of foreign language, which includes training technicians and professors, while offering courses in other languages. The curriculum for the Immunology programme, for example, was mirrored in English, alternating the offer between the two languages. The next on the list is Dentistry. There are also plans to review the selection process, adjusting the calendar and language to attract foreign students. "Students from abroad bring with them knowledge and new challenges", reiterated Moraes Filho.

At UPM, there is also a drive to internationalise. Among other actions, the university updated its website for an international audience, creating a group of ambassadors to

welcome foreigners and hosting EMI (English as a Medium of Instruction) to encourage professors to teach classes in English.

By shaking up the university as a whole, Capes-Print has proven to be attractive. "Players from the United Kingdom's academia appreciate the opportunities the programme creates. It strengthens existing ties between Brazilian and British universities and facilitates new opportunities for collaboration", said Carlota de Azevedo Bezerra Vitor Ramos, Head of Educational Cooperation and Scientific Cooperation for the Brazilian Embassy in London. "The Embassy has spared no effort in catering to enquiries, overseeing prospective partnerships and assisting with match-making between Higher Education Institutions", she concluded. Prior to the forthcoming Capes-Print call for proposals, Capes intends to launch a programme on strategic planning, a type of consultancy for institutions that did not enlist or were not approved in the first call. ■

CAPES-PRINT

Proposals received: 109

Proposals approved: 25

Requests for reconsideration: 39

Approvals with adjustments: 11

Total approvals: 36

Investment: R\$ 300 million per annum

Source: Capes



Campus of the Federal University of Uberlândia, whose project was approved by Capes-Print.



ENCOURAGING self-assessment

Connie McManus Pimentel, Director of International Relations for Capes, talks about the federal development agency's Institutional Internationalisation Programme (Capes-PrInt)

What are the main objectives of Capes-PrInt?

We circulated a questionnaire in 2017 that showed us that universities were not actively involved with internationalisation. Many were unaware of what was taking place internally. This led to the creation of Capes-PrInt. It's not something suited to all universities, neither for the whole university. It is more focused on areas that have the potential to attract international collaborators. We ask institutions to select their own themes, something in which they could become global leaders for a specific topic, and we then pose a question: What about your university would make another university want to collaborate? That's because it is not only about finding partners abroad, it's also

about bringing them here to Brazil.

Capes-PrInt requires universities to draft a strategic four-year plan. How can this impact the internationalisation of HEIs?

We believe it's already making a difference. A series of universities have told us that the programme called for an in-house dialog to better understand the concepts, from which they realised that there are many complementary actions in several departments. For example, between Law, Biology and Engineering. They're looking at the same problem from different angles, but have never been encouraged to interact. When you take this initiative, your external focus also becomes clearer, be-

cause you begin to ask: What is the problem I want to solve? What tools do I have to solve it? This helps build a more complete view of the university, not just of a single researcher or work group.

And the analysis of the proposals submitted?

Can you provide examples of innovative partnership projects? What we saw was a lot more in the sense of the university being committed to self-assessment and an institutional project. More than pose innovative questions, the institutions learned a lot during the process of creating the project. There were public and private HEI proposals, from all over. Nothing was comparable and that's exactly what we want: that each one outlines their own path, because there is no single possibility. The missions, visions and proposals are all different. It's not that the universities are at different stages, they are all different by nature.

What monitoring mechanisms will be used for implementing strategic plans and outcomes?

We've already visited six universities and provided guidance where it was needed. Each university has a sort of "minder" from Capes, a technician who helps clear up any doubts. And we are putting together a work group that will accompany the institution during the four years, with two annual visits. We will check on the achievement of the goals set by the university itself and by Capes. The issue of impact, for example, will be a requi-

rement in the outcomes. This will be closely monitored, because we really want to see changes within the universities. We are also proposing that they learn from each other. As such, we have regional workshops to foster the exchange of experiences.

Was Capes' initial intention to strengthen those institutions that are already more advanced in the internationalisation process?

Exactly! It's a question of implementation capacity. That's why we decided to first consolidate those presenting the right conditions. From now on, we are going to check what the others need, and help them. It is worth remembering that Capes continues providing several grants. For example, we have a current call for proposals for visiting professors from abroad, in which the institutions approved in PrInt are excluded from entering. As such, the prospect for others to participate is so much better. ■

“

Nothing is comparable and that's exactly what we want: that each one outlines their own path, because there is no single possibility. The missions, visions and proposals are different.

”

Source: Capes

MAIN ASSESSMENT INDICATORS IN CAPES-PRINT

- **Postgraduate programmes with scores 5, 6 and 7;**
- **Quality of intellectual scientific production;**
- **International partnerships;**
- **Institutional structure;**
- **Feasibility of executing the proposal;**
- **Presence in Brazil and abroad;**
- **Coherence among the theme, objectives and actions proposed for the project;**
- **Innovative strategies and policies;**
- **Relevance of the themes proposed and institutional management model;**
- **Impact of the proposal for internationalization of the institution.**



THE ADVANCE OF ENGLISH

“One language sets you in a corridor for life. Two languages open every door along the way”, reflected Frank Smith, an English psycholinguist who built his career as a university professor in Canada. The phrase points to the opportunities that become available by knowing a second language. In the modern world, English is certainly a lingua franca, enabling communication among people from all over the world. In Brazil, this is not yet a universal tenet. The way the language is taught in public elementary schools means that young people have little grasp of English when leaving high school and entering university, a fact that forms a barrier to internationalisation. To revert this situation, specific programmes like Languages Without Borders (LWB) seek to leverage student and academic proficiency, while encouraging the creation of language policies in Higher Education Institutions. Another way of emphasising English in universities is by internationalisation at home, which, amongst other resources, applies EMI – English as a Medium of Instruction strategy (*read more on pages 26 to 29*).



Greater access, fewer barriers

Frank Noon Photography

The merits of language programmes and valuing language policies

Language department professionals are often consulted and considered within the academic environment. Very often, they are part of the international relations teams. However, this collaborative configuration is relatively new. “The greater the articulation between departments, the more congruent and solid the internationalisation efforts”, reiterates Denise de Paula Martins Abreu e Lima, president of the Languages Without Borders programme. According to her, there has never been as much talk about language policies as

there is now.

One of the reasons is the 2017 call for proposals from LWB, which required registering or re-registering Higher Education Institutions (HEIs) to submit a document describing their language policy already approved or awaiting approval by HEI boards.

“We are reading these policies for the first time and will assess which are doing a better job of developing languages at their institutions. The idea is to provide guidance to universities, in addition to disclosing those poli-

cies that really promote internationalisation”, said Ms. Abreu e Lima. It’s already clear that many HEIs have no action plan for putting their policies into practice. In its first phase (2013 to 2016), LWB focused on education by financing Language Centres within federal and state universities, the application of placement and proficiency tests, online self-study courses and classes for graduate and postgraduate students and university professors (see the numbers in the side box). The annual MEC budget for the LWB programme is around BRL 8 million.

State initiative

Created in 2014, at a time when LWB only funded federal universities, Paraná Fala Inglês (PFI – Paraná Speaks English, currently Paraná Speaks Languages, with the addition of French) involves seven state universities from Paraná (UEL, UEM, Uenp, Unioeste, Unicentro, UEPG and Unespar). The programme is backed by the Paraná Department of Science, Technology and Higher Education and also involved two phases. In the first, preparatory courses were offered each semester for the proficiency exam aimed at the university community, most of whose members were at A1 and A2 levels. The second step, initiated in June 2017, involved courses intended to develop English skills suited to the specific demands of internationalisation. To date, 2,000 people have reached proficiency levels between A2 and B1 (68%), with 15% attaining B2 and C1. “The idea is to leverage the language in order to communicate with foreign partners, to interact with other researchers, achieve success in academic and scientific writing, with the potential for having work approved for magazines with an international audience”, stated Eliane Segati Rio Registro, Coordinator of International Relations for the

LANGUAGES WITHOUT BORDERS IN FIGURES

Total between 2013 and 2018

Places offered for live English classes

438.578

English teachers

1.241

programme participants, the majority of whom are undergraduate students in Arts - English Language

Coordinators

257

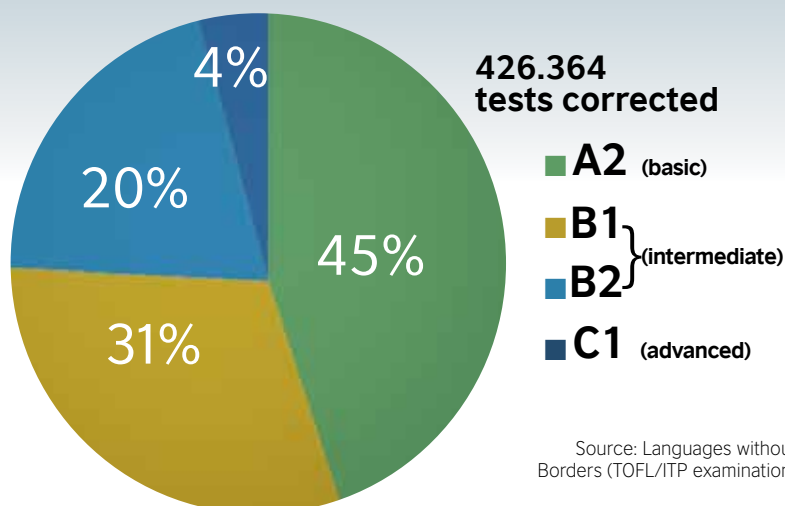
programme participants, specialists in the area of English language from partner HEIs

International partners

14

LEVEL OF PROFICIENCY

Total tests applied between 2013 and 2018



Different encounters with the language allow students to try out an international academic environment without leaving Brazil.

State University of Northern Paraná (Uenp) and State Coordinator for the Paraná Speaks Languages programme.

The goal is to increase the linguistic capabilities of professors in several fields of knowledge, so they can offer lectures and classes in the English language, welcoming international visitors and students, while jointly teaching subjects with foreign professors. With the aim of increasing in-house internationalisation processes at universities in Paraná, Ms. Segati Rio Registro submitted an applied research proposal in English to the UK Brazil English Collaboration Call (read more on pages 28 and 29). Together with the University of Cambridge (read the interview at the side), the researchers sought to understand the concerns of university professors that use English as a Medium of Instruction (EMI) and how to deal with these issues. Thought is given to how the classes are taught so that progress in language proficiency depends less on mobility and benefits a higher number of students within the university itself.

Telma Gimenez, Senior Professor for the Postgraduate programme in Language Studies and a researcher for the State University of Londrina (UEL), feels it is possible to come up with several internationalisation strategies

within Brazil. “It is important to create an environment in which our students are able to interact with knowledge produced abroad, beginning with bibliographical enquiries in English, the international language of scientific production”, she explained. The concept of EMI is still somewhat new in Brazil, despite it being an international trend. However, institutionally speaking, foreign languages can serve other interests, such as increasing the number of academic publications in English to obtain better positions in global rankings and to establish more partnerships, which requires a vast array of activities: speaking and understanding virtually or on-site, interacting, giving talks and discussing research, among others.

For Ms. Abreu e Lima, from Languages Without Borders, there is a critical point to be considered by universities: students are more willing to learn English or other languages if this is a requirement to be eligible for a grant, for example. “If a HEI makes these processes contingent on knowing a language, this is already an indicator that language learning is being encouraged. But the country still faces challenges in raising awareness of the fact that languages require time and effort”, she said, recalling that the LWB courses are all free. ■

TO DRAFT A GOOD LANGUAGE POLICY

- The outcome of a working group on the matter, the *Language Policy for Internationalisation of Higher Education*, a document of the Brazilian Association for International Education (Faubai) serves to raise awareness, provide guidance and assist in designing and implementing a language policy. Available for download at www.faubai.org.br.
- Cambridge English draws on the *Cambridge Assessment English Language Policy Framework* and the *Language Policy Implementation Guide*. Both publications are used for the specialized consulting services offered to IES worldwide. Further information at www.cambridgeenglish.org/consultancy.



Frank Noon Photography

The challenge OF TIME

Hugh Moss is a Senior Consultant of the International Education Projects team of Cambridge Assessment English, a benchmark institution in English language teaching and assessment

You are the leading researcher at the University of Cambridge for studies financed through the UK Brazil English Collaboration Call. What strategies is Cambridge developing for Higher Education in Brazil?

We were included and that's why we currently have two on-going applied research projects on EMI in collaboration with the State University of the Northern Paraná and the Federal University of Paraná. Additionally, we contribute to the training professors and to organising curriculums to provide students with a solid background, while also certifying their proficiency in English. This is essential for universities looking to improve their international rank-

ings and to increase the employability of their students. We also assist certain Higher Education Institutions to define their language policies. That was the case of Anhembi Morumbi University, in São Paulo.

What are the major challenges for Brazil when it comes to learning a second language (English)?

I believe the challenges are similar to those faced by other countries. Quite often, the main challenge is simply time. Learning a language requires practice and it is difficult to earmark sufficient time in the academic calendar. Teachers do not always have a background in the methodology for teaching languages. This is one of the reasons why students leave primary school without knowing how to use English or speak the language. The good news is that Brazil is taking this problem seriously. It is great that the National Core Curriculum (BNCC) recognises the importance of English language policies in basic education. In addition, HEIs have embraced English and are increasing their levels of internationalisation. Universities at more advanced stages already offer international graduate and extension programmes with English classes and the possibility of overseas sandwich courses.

Could you give some examples are there of countries that have overcome proficiency barriers and which could serve as inspiration for Brazil?

Colombia has created a National Bilingual Programme and, with the support of Cambridge English, continues to work so that 70% of high school students reach a B1 level, and all English teachers undergoing training have a minimum level of B2. We are involved in equally ambitious projects with the governments of several nations, including Malaysia, Mexico and Panama. ■

Focus on EMI

English as a Medium of Instruction is the target of research and now has a portal

Among the practices that provide incentive for internationalisation at home is English as a Medium of Instruction – EMI. It is enhanced when professors from specific fields of expertise and languages work in collaboration to leverage the learning of content and languages. This idea is defended by Laura Baumvol and Simone Sarmento, from the Federal University of Rio Grande do Sul (UFRGS) in their article “*Internationalisation at Home and the Use of English as a Medium of Instruction*”. The authors reiterate that “the adoption of EMI practices by Brazilian HEIs can (and must) empower Brazilian students so they increase their participation in different academic situations that involve the use of English”. In a presentation resulting from the UK Brazil English Collaboration Call (*read more on page 29*), Ms. Sarmento listed the benefits of EMI, resulting from a study with 5,000 professors (who selected more than one response):

- Brazilian students improved their proficiency in English (69%)
- Foreign students were able to participate in classes (55%)
- Professors were able to improve their proficiency in English (55%)
- Internationalisation at home for students (47%)
- Prepares students for the future/job market (47%)
- English is the language of Science and Technology (43%)

- Internationalisation at home for professors (35%)
- Quality of classes (23%)
- No benefit (5%)

Organised by the Guide to English as a Medium of Instruction in Brazilian HEIs 2018-2019, a joint publication by the British Council and Faubai, researcher Telma Gimenez, from UEL, noted that courses in EMI enjoy a more noticeable presence in graduate programmes and sees this as a reflection of development agency policies, like those of Capes and CNPq (National Council for Scientific and Technological Development). “The greatest merit of this guide is that it brings together data and information about the area. It serves as a basis for future analyses”, she reiterated. Ms. Gimenez feels there is a need to begin measuring the impact and proficiency and to understand how these programs fit into the reality of Brazil so as to then begin to outline public policies.

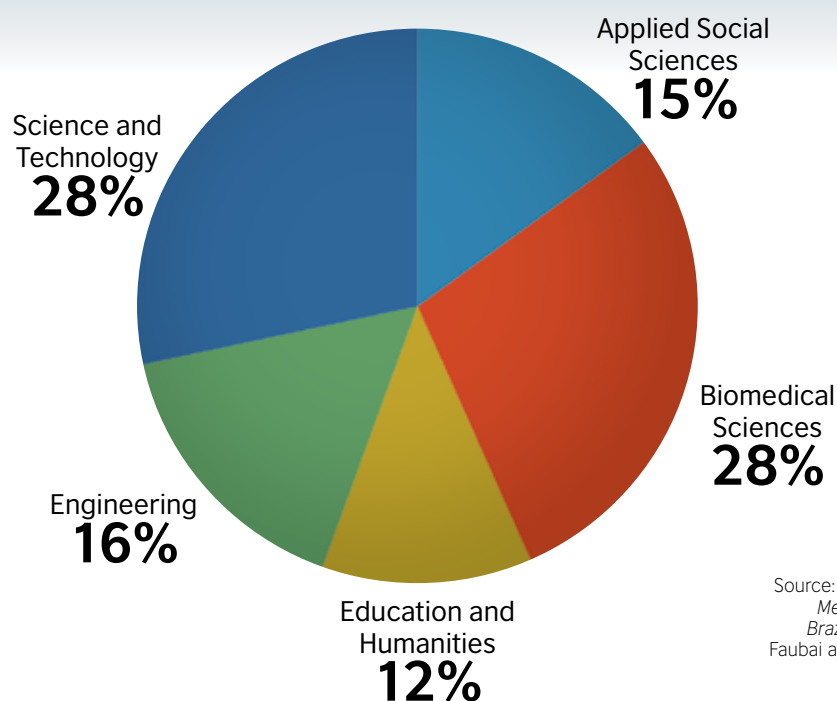
There has been growth between 2016 and now: in the first publication of the guide, there were just 44 courses at a postgraduate level. Now, there are over 400. “There is a higher offer in university extension courses, which makes sense because they are shorter, so any change in direction is a lot easier to implement”, said Ms. Gimenez. The guide features graphs and quantitative data on the offer of EMI in Brazil and the information can be consulted with a tool that searches universities and specific courses through the portal at www.faubai.org.br/guideemi.



Students in a language laboratory at the Federal University of Rio Grande do Sul.

Divulgação

POSTGRADUATE COURSES IN ENGLISH PER AREA OF KNOWLEDGE (2018)



More EMI

In the *Guide to English as a Medium of Instruction in Brazilian HEIs 2018- 2019*, 85% of the 240 HEIs consulted offered some activity in a foreign language (79%) or planned on offering something soon (6%). With regards to the 2016 guide, there is a higher offer of postgraduate (406) and graduate (235) subjects, with the predominant areas of study varying.

Source: *Guide to English as a Medium of Instruction in Brazilian HEIs 2018-2019*, Faubai and the British Council

Collaboration projects between Brazil and the United Kingdom are investigating elements of English language policies.

Publishing the highest number of studies in international scientific periodicals and welcoming foreign academics are difficult goals to reach with low levels of English language proficiency. According to a study conducted by the Languages Without Borders programme, only 3% of scholars and researchers from Brazilian universities with postgraduate degrees have a C1 level in English. As such, the British Council decided to boost applied research into English language by means of the UK Brazil English Collaboration Call, organised in partnership with the Brazilian National Council of State Research and Innovation Support Foundations (Confap). “The expected result is an increase in the exchange of expertise and research, aimed at breaking down the barriers that prevent the enhancement of teaching and learning of English in Brazil”, said Cíntia Toth Gonçalves, Senior Manager English for the British Council.

One part of the study is in line with the agenda for internationalisation at home (see the side map), encompassing six of the nine collaboration proposals that received a total of £ 70,000.00 in funding from the British Coun-

cil and £ 45,000.00 in co-financing from Brazilian and British agencies. “To reach a wide community, the means for disseminating research must include strategies like webinars, on-site workshops and best practice guides”, explained Ms. Gonçalves, who also assessed the proposals.

Among the projects covered, an investigation into aspects of EMI (English as a Medium of Instruction), between March and September 2019, falls under the responsibility of Eliane Segati Rios Registro, from Uenp, and Hugh Moss, from the University of Cambridge. Ms. Registro reports that what differentiates the proposal is the relevance of the contribution to EMI policies, firstly in the state of Paraná and then nationally. “We hope to develop a better understanding of the difficulties that scholars experience in teaching classes in their specialty in English”, reiterated Moss. The work seeks to draw up guidelines and policies for developing EMI as part of the Paraná Speaks Languages programme and to serve as a case study for other universities. Follow the steps of the research below. ■

IMPRESSIONS BEFORE AND AFTER

The study EMI Training for university professors: a potential tool for internationalisation (Uenp - University de Cambridge) involves professors from seven state universities of Paraná.

Phase 1 Evaluation of the professors’ level of English, using a test of level and a questionnaire to understand attitudes and feelings towards EMI.

Phase 2 Interviews before and after participation in the online EMI course totalling 40 hours, of Cambridge University, with live support from instructors of the Paraná fala Idiomas programme.

Phase 3 The professors will give a class with content of their specialty, in English. They reflect on the challenges and what they need to overcome them, as well as evaluating the training course, providing feedback to Cambridge.

Phase 4 Suggestions will be collated from the target students of EMI. The aim is to understand their opinions, as well as the results of the learning experience.

UK BRAZIL ENGLISH COLLABORATION CALL

Below are the projects selected for financing within the line of research

“Policies for the English language as a main component of the internationalisation process”





Brazil as a DESTINATION

To **Maria Leonor Alves Maia**, president of Faubai, improving language policies and preparing HEIs to welcome international students helps improve the quality and competitiveness of higher education

Divulgação

The Brazilian Association of International Education (Faubai) celebrated its 30th anniversary in 2018. What were some of the leading achievements over the past decade?

There have been three major achievements. The first is having contributed to the growth of internationalisation for Brazilian higher education and its recognition by international peers, intensively promoting internationalisation as a fundamental instrument in quality education. The second was collaborating in connecting associated HEIs with other institutions and associations around the world by means of workshops and missions and participation in networks and meetings about internationali-

sation in higher education. Thirdly, I would highlight our Annual Conference, which is increasingly internationalised, with 50% of the participants hailing from other countries.

What are some of Faubai's initiatives to bolster the internationalisation of higher education in Brazil?

Along with the Annual Conference, Faubai promotes diversity and the strengths of the Brazilian higher education system at the world's leading international education events and fairs, maintaining constant dialogue with agencies, facilitating interinstitutional cooperation, actively participating in the International Education Associations Network and pro-

moting workshops and training for members on managing international affairs, among other initiatives. It also fosters constant conversation with governments and national and international agencies. In the case of the Brazilian government, we not only talk to Brasília, but with the overseas diplomatic offices.

How does Faubai view language barriers in the internationalisation process of HEIs and how can they be overcome?

They are an important challenge, if you consider that mastering foreign languages among Brazilians is still not very expressive. Faubai supports language teaching, the creation of courses and activities offered in foreign languages, while also promoting best practices and encouraging initiatives. This is all geared towards three objectives: being able to welcome a larger number of foreign students, offering language teaching to Brazilian students and launching calls for internationalisation at home.

To what measure does Faubai concern itself with language policies?

We recognise them as being core to driving the internationalisation process of HEIs and the higher education system as a whole. We support the Languages Without Borders programme and offer activities in foreign languages, including Portuguese as a Foreign Language. Furthermore, together with the British Council, Faubai has developed the Guide to English as a Medium of Instruction in Brazilian HEIs. The first edition was released in 2016 and the current version will be released as an electronic platform for consultations, during the 2019 Faubai Conference, in Belém.

What is the main objective of the Guide to English as a Medium of Instruction in Brazilian HEIs?

It is the first extensive survey of courses, subjects and activities in English (and other languages) offered in Brazil. The first edition shows data from 2016, while the second covers a period from 2017 to the first semester of 2018. It contains information on over 1,500 activities in 84 HEIs nationwide. The guide's online platform – with offers broken down by type, level, area of study, region and HEI – is a powerful tool for promoting Brazil as a destination for international students.

Describe the current state of student mobility in Brazil. What is the outlook for the future?

We have seen an increase, resulting from promotion efforts, better reception and a greater offering of activities and opportunities in foreign languages. The outlook for the future is positive, and we also foresee an increase in internationalisation at home, offering an increasingly international environment at Brazilian HEIs.

What are some of the essential actions for HEIs to become more international?

The Brazilian higher education system needs to promote its quality abroad more intensively and to expand the range of opportunities for learning, research and extension programmes in foreign languages. It is also important to improve how international students, researchers and professors are received, overcoming existing institutional and legal barriers. Additionally, we need a better-structured national policy on internationalisation in order to discuss and deal with the diversity of the higher education system and the different stages of HEIs in the process.

BRAZILIAN ASSOCIATION FOR INTERNATIONAL EDUCATION (Faubai)

Year founded: 1988
Number of associates: over 200 IES
2018 Annual Conference: 770 participants from 30 countries

Working groups in 2019:

- **Linguistic Policies for Internationalisation**
- **Cross-cultural Competencies and Internationalisation at Home**
- **Mobility of Foreign Students to Brazil**
- **Attracting Academic Talent to Brazil and Revalidation of Titles**
- **Welcoming Refugees to Brazilian IES**

FRUITFUL PARTNERSHIPS

The exchange of data collected in investigations, added to the expertise of specialists and theoretical and practical areas of study that complement each other. A well-planned blend of these factors forms the daily routine of academic and scientific research carried out through international collaboration. But before the joint effort begins, there are essential steps like choosing the right partner, drafting proposals for call notices, the search for funding, the organisation of routines, institutional issues and the signing of cooperation agreements. All this needs to be done while getting around bureaucracy, tight budgets, cultural differences and divergent time zones. The effort is worth it, as the impact of studies carried out and articles co-authored by British and Brazilian scientists has multiplied. “We are building partnerships and collaboration with a long-term outlook. To obtain returns, we need to invest energy, commitment and funding”, stated Robin Mason, Pro-Vice-Chancellor (International) at the University of Birmingham, who selected Brazil as one of his strategic priorities some eight years ago.



Solid and lasting Connections

University of Glasgow

Joint research generates greater impact

Selected by Capes-PrInt thanks to its internationalisation programme, the State University of São Paulo (Unesp) invited representatives from foreign institutions to discuss possible partnerships and brought together 42 universities, from 12 nations, including Australia, Canada, France, Germany, Ireland, Netherlands, United Kingdom and United States at a kick-off meeting. "We covered accommodation costs, but they paid for their airfares, indicating great interest. It was only the first step to building stable partnerships", said José Celso Freire Junior, Head Advisor on Foreign Relations for Unesp. The Capes call notice set aside some BRL 85 million for the implementation of the proposal by the university over a four-year period. The proposal was

developed according to its strategic internationalisation plan and in line with the United Nation's themes of the Sustainable Development Goals (SDG). Concerning international institutions, Unesp foresees over a third of this amount being invested in the form of set-offs, like the absence of tuition fees and exchange programs with professors. "This is part of the commitment and effort in all promising partnerships. We currently only enter into agreements that provide for co-funding", explained Freire Junior.

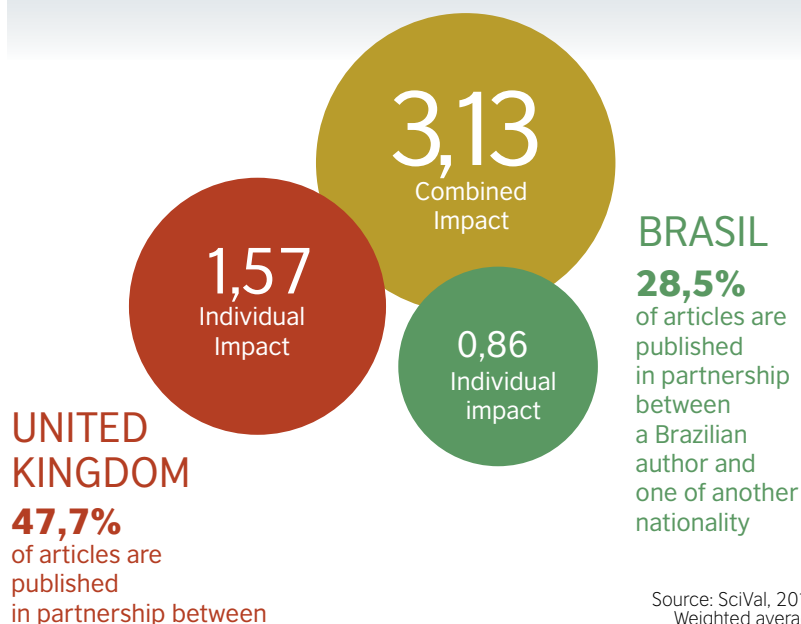
Resources are an important part of the gears of research engine, because without them it is impossible for quality investigations to move forward. This is one of the evident points in most strategies for leveraging fruitful

partnerships. “We analyse the number of joint publications and the success in raising funds”, David Fearn, Dean for Global Engagement for the Americas for the University of Glasgow, revealed. “With Brazil, our most fruitful collaborations arose through individual research connections, but we made a huge effort not to rely on a single person alone. We have formed partnerships with USP, Unesp and UFMG, with the support of funds like those from Erasmus, from Fapesp and the British Council”, Fearn stated. The Scottish university’s strategy also includes its own researcher mobility fund, especially for those setting out on their academic careers. And the international partnerships reserve it, in a type of reciprocal format. Another fund from the University of Glasgow covers costs for workshops and visits, key actors abroad (*see the steps of the strategy in the table at the side*).

But what determines the start or continuity of a relationship between partner institutions is the quest for results that make an impact on global scientific production. They are measured through citations in research periodicals (scientific magazines), which show evidence of repercussion among peers. This number increases considerably when research is conducted in cooperation with authors from other countries (*check the graph for the joint impact with the United Kingdom*). According to the InCites report, between 2011 and 2016, researchers based in Brazil co-signed articles with researchers from 123 countries, while around a third of Brazilian articles in the period have at least one international collaborator. Furthermore, according to InCites, Brazil’s impact on global scientific production rose from 0.73 in 2011 to 0.86 in 2016, an increase of 18%. If the current trend persists, Brazil should reach a global average of 1.0 in 2021.

GREATER COLLABORATION, GREATER IMPACT

There is a rise in the number of citations of Brazilian and British co-authored research



DEVELOPING LINKS WITH BRAZIL

The University of Glasgow is working extensively with a reduced number of partner institutions. It currently has collaborators at the Federal University de Minas Gerais (UFMG), the Paulista State University (Unesp) and the University of São Paulo (USP).

STEP 1

Based on individual research connections, develop the institutions, identifying areas of common interest and complementary strengths

- Appoint a director to look after the Americas region
- Put together an internationalisation steering committee
- Identify interested development agencies

STEP 2

- Disclose briefings about the region in Glasgow
- Establish personal connections in the teams
- Offer support through seminars at Brazilian IES schools

Source: presentation by James Conroy, Vice-President of Internationalisation for the University of Glasgow

PARTNERS

Welcoming people and communicating outcomes is the task of the cooperation office

When two institutions of excellence work together, the sky is the limit. This is the case of the University of São Paulo (USP) and Oxford University. On its own, an article from the Brazilian institute, at the top of the national ranking, attains 1.1. In the 1,017 joint publications with Oxford (between 2013 and 2018), the average impact was 9.33, according to the analysis platform SciVal (2013-2018). USP currently has 55 existing accords or agreements with the United Kingdom and joint publications represent 17.2% of the papers, according to the USP National and International Academic Cooperation Agency. The institution's PrInt activities, set to receive R\$ 144 million from Capes, are split into five areas of study (Health and Diseases, Arts and Humanities, Translational Plant and Animal Sciences, Technology and Earth and Space).

Generally speaking, the areas of study

and level of excellence in research are the first factors to be taken into account, both by Brazilian HEIs and those from the United Kingdom. The cooperation agency is preparing a dossier on countries that list universities at the top of the rankings, the number of visits from representatives of that country's institutions and even those with the highest number of publications co-authored with USP. It is no different in the United Kingdom. "There is a quest for quality and as Brazil has a number of universities cited as global leaders in certain areas, this is what attracts British partners in the first place", said Lucy Shackleton, Director of International Engagement for Universities UK International, an organisation that creates a bridge between higher education in the UK and institutions abroad. She recognises that both the British and Brazilian systems offer incredible diversity and that the current chal-

José Celso Freire Junior,
Chief Advisor
on International
Relations
at Unesp



Frank Noon Photography

challenge is communication, in other words, it is vital to know how to promote the priorities and the strengths of each institution. “It is important to recognise and promote these differences. That means looking beyond Oxford and Cambridge, as there are many other universities”, stated Ms Shackleton. Identifying institutions with complementary research may be a good start to finding the right partner. Next, noting whether the strategic priorities match up and if there is institutional support for researchers’ ideas. Financing opportunities induce partnerships between universities. When the object of study is in one country and the specialists in another, begin with the quest for the ideal partnership and complete articulation to present a good proposal (see the table at the side). “Lasting and sustainable partnerships usually have mechanisms for monitoring the work and assessing the success, while also keeping the university community informed about how it’s going and the benefits”, reiterated Ms. Shackleton. Investing in communication was the strategy adopted by the Pontifical Catholic University of Rio Grande do Sul (PUCRS) to generate visibility about its practices. “We created the PUCRS international portal, concentrating international research, agreements, academic mobility and news”, explained Heloisa Orsi Kock Delgado, Executive Coordinator of the PUCRS International Cooperation Office.

Successful strategies

When it comes to bringing partners closer, Ms Delgado highlights the importance of welcoming international researchers. When the researcher arrives, they are met with institutional material and the PUC magazine in Portuguese, Spanish and English. The tour of the campus is planned in accordance with the visitor’s interests as indicated in a questionnaire.

“There is a protocol for receiving foreigners to make them feel welcome”, she said. Having completed this phase, a PUC researcher outlines an action plan with their international peer and the office provides support in terms of funding and bureaucracy, sparing the academics this stress. In 2018, PUC was the only university in the state of Rio Grande do Sul to feature in the Time Higher Education (THE) Golden Age Rankings, which evaluate HEIs established between 1945 and 1967. In the appraisal, the university stood out in terms of Knowledge Transfer, Citations in Scientific Articles and International Scenario. Featuring in rankings is the final part of the strategic actions for partnerships. This was the case with the University of Birmingham. “We are very strong in biomaterials and Brazil is incredibly strong in dentistry. So, we established excellent collaboration with several Brazilian universities. We are currently ranked 19th in Dentistry”, pointed out Robin Mason, Pro-Vice-Chancellor (International) at the University of Birmingham. ■

10 VALUABLE TIPS

Hugh Moss, of Cambridge University shares his experience of participating in a joint collaboration call between IES in Brazil and the United Kingdom. Don’t spend too much time identifying an appropriate partner (or partners)

- **Don’t spend too much time identifying an appropriate partner (or partners)**
- **Try not to be very ambitious**
- **Decide on a realistic set of issues that can be implemented in the short term**
- **Certify that you have downloaded all the call documents and pass them on carefully**
- **Do not underestimate the time needed to complete the tasks**
- **Set up A communication plan between the partners**
- **Reach an agreement on roles and responsibilities**
- **Consider organizing the practical side (scheduling airline tickets and accommodation, for example)**
- **Discuss how to monitor and assess the success of the research program research and its impacts**
- **Plan and publish the results of the research**



Third Annual
Conference among
institutes, in
September 2018.

Divulgação / RCGI

Driving innovation

Laboratories and museums on both sides of the ocean benefit from complementary expertise

Drilling for oil in deep water and its technological demands are driving mobility and the exchange of knowledge between the University of São Paulo (USP) and Imperial College London (IC). Since 2016, an exchange programme has been in place for scholars and researchers in two specialised research centres: the Research Centre for Gas Innovation (RCGI), at USP, and the Sustainable Gas Institute (SGI), from IC. However, the close relationship between the universities began much earlier. “My doctorate was in Aeronautical Engineering at Imperial College and my post-doctorate was in applied hydrodynamics. Soon afterwards, I was contracted by USP”, recalled Julio Romano Meneghini, Director of Science at RCGI. The first collaboration was between Mechanical Engineering from the USP Poly-

technic School (Poli) and the Department of Aeronautical Engineering at IC. A PhD double degree programme opened in the 2000s and was then extended to other departments of the Polytechnic School (Poli). From that point on, and 25 years later, the partnership has become institutionalised. When it learned that the RCGI was sponsored by the same company, SGI proposed an agreement between the two institutions. “Participation in other academic environments creates connections that maximise production on both sides. I think this is one of the best examples of synergy between institutions”, said Raul Machado Neto, President of the USP National and International Academic Cooperation Agency.

The RCGI is an advanced study centre focused on sustainable use and innovative problem solving related to natural gas, biogas, hydrogen and carbon dioxide. It involves 350 researchers and 18 laboratories spread throughout several institutes of USP and other institutions, like the Energy and Nuclear Research Institute (Ipen). The founding sponsors are Fapesp and Shell (which invests BRL 140 million a year), and also finances SGI, in London. The exchange of expertise between

the two institutes includes scientist exchange programs and access to laboratories engaged in complementary activities. “We have a team of specialists in applied solutions and they are experts in studies involving off-shore engineering”, explained Meneghini. He reveals that the United Kingdom’s tradition in research goes back further than in Brazil, but that the number of problems solved is higher. While Brazil is a leader in biofuels, like ethanol, they are experts in solar and wind energy.

In the Gas Innovation Fellowship Programme (GIFP), funded by Shell and the CNPq, 20 doctorate students and 5 post-doctorate researchers have received grants. Four will spend two years at USP and two at IC, earning double degrees, while eight others will do a sandwich doctorate (a year at IC and three years at USP) and eight will receive a doctorate from IC after four years of study in London. “Full degrees at two highly regarded universities is a huge benefit to students and the fact that there are Brazilians studying there brings the teams together, to the benefit of long-term research”, commented Gustavo Assi, Professors of the USP Naval Engineering Department.

Between 2013 and 2018, the number of papers produced by USP and Imperial College London was 410 and the impact of citations was 10,1, by far the highest, considering the top 10 English universities that collaborate with the University of São Paulo

Source: InCites report (2013-2018)



The RCGI is headquartered at the Polytechnic School (Poli) at USP.

Opening of biology archives showcases evolution to the public

The institutional partnership between PUCRS and the University of Newcastle is an example of equitable and strategic collaboration. Over the past 5 years, connections have developed among over 50 lecturers, researchers and administrative technicians from both universities. One of the projects (read the information at the side) was selected in the Institutional Skills 2015-2016 calls promoted by the British Council in Brazil funded by the Newton Fund.

The PUCRS Museum of Science and Technology (MCT-PUCRS) and the Great North Museum Hancock (GNM) decided to develop and build two scientific exhibitions (simultaneously in Porto Alegre and Newcastle), working on concepts about the evolution of species based on materials available in their scientific

archives. “Both teams suggested ideas for both exhibitions. We were interested in the way they used more low-cost material and explored the senses, instead of emphasising technology. And they were surprised by the way we reached out to students and professors to use the museum”, said José Luís Schifino Ferraro, a Professor of the School of Bioscience and the Post-graduate programme in Science and Maths Education at the Pontifical Catholic University of Rio Grande do Sul (PUCRS). One of the problems faced in conceiving, planning and exchanging experiences on the subject was being in opposite hemispheres – which meant that the university terms were different in Porto and Newcastle. During their visits to Brazil, British researchers were surprised by activities related to the mu-



Milestones of Evolution Exhibition at the MCT-PUCRS in Port Alegre.

Bruno Todeschini

seum and academics, while teaching classes at night.

In the opinion of Caroline McDonald, Director of GNM, certain factors have been decisive for the partnership to function, among them the opportunity to spend time at the other museum in the other country. “This contact was valuable and has fostered a deeper understanding among the partners. It was interesting to realise that we had common challenges, but also different solution to these problems, which very often had never even been considered by the other team”, said Ms. McDonald. Immersing ourselves in these opposing realities showed us how each team develops not only the planning of the exhibition, but also how they carry out educational activities and administrative functions in each region. The idea of the Brazilian organisation using museum mascots to make the exhibition even more welcoming was a great success and was adopted by the British and animated by the Milestones of Evolution (MCT) and Bones (GNM) expositions.

Besides the exhibitions, the partnership evolved to create new links between both museums and the Oxford University’s Natural History museum, present at the Connecting Museums Conference organised by PUCRS in October 2017. “Another important result was MCT-PUCRS becoming a member of the Science in University Museums Network (SUMs), which organises annual meetings to report on the goings-on in museums in the United Kingdom”, explained Ferraro. For Ms. McDonald, one of the gains of the partnership was repositioning the role of university museums as extensions of academic production and knowledge and the potential to use it in support of the internationalisation agenda. ■

Colin Davison



Entrance to the GNM Bones exhibition in Newcastle.

PUCRS SCIENCE AND TECHNOLOGY MUSEUM AND GREAT NORTH MUSEUM HANCOCK PROJECT NAME

USING MUSEUMS*

scientific collections to teach evolution - understanding environmental changes from the ecomuseum perspective

RESEARCH CALL

Institutional Skills 2015-2016 Call, promoted by the British Council of Brazil, with funding through the Newton Fund

FUNDING

£ 60,000.00

PERIOD

January 2016 to March 2017

LEADERS

José Luís Schifino Ferraro (MCT-PUCRS) and Caroline McDonald (GNM)

PEOPLE INVOLVED 100*

NUMBER OF VISITORS

Milestones of Evolution – 400,000

Bones – 102,000

*Including researchers and staff from the two museums in preparing, organising and executing both exhibitions



NETWORKED KNOWLEDGE

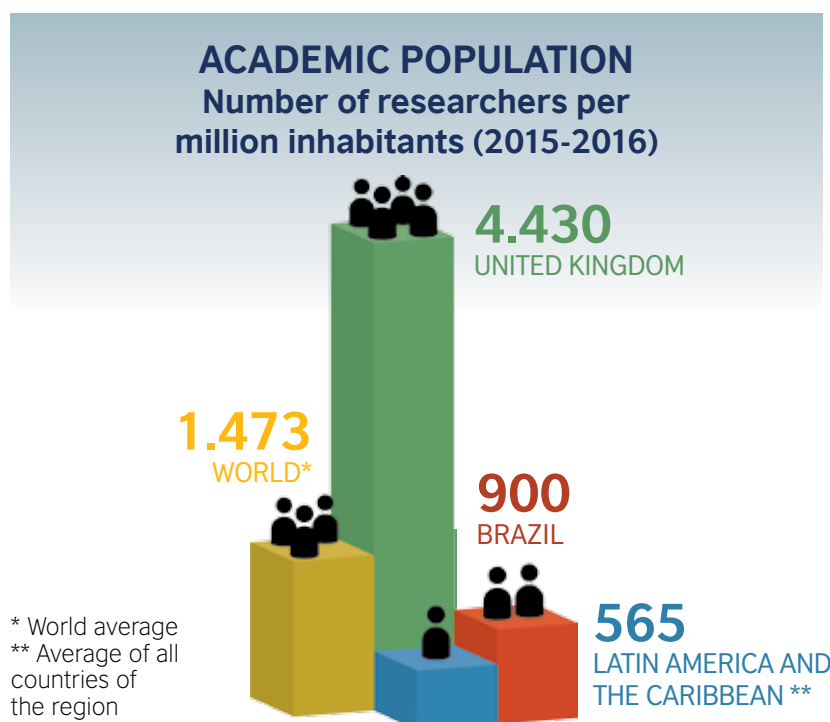
Contact between academic students and their peers is the initial spark in the majority of research collaborations. For foreigners, Brazil offers a vast field of investigation in areas like biodiversity, tropical viruses, renewable energies and many others. Now, Brazilians abroad have the creative potential to innovate in solving global problems. Mapping the scientific diaspora – a reflection of international experiences and mobility policies – and the organisation of researcher networks can expand cooperation between individuals and institutions.

At this time of constant technological breakthroughs, where communication between continents is almost immediate, integration and these exchanges are strengthened through human relations. “Those studying or researching abroad play a key role in scientific cooperation because they know the cultures and understand the bureaucracy of both countries”, reiterated Ana Maria Carneiro, a Researcher for the Public Policies Study Centre (Nepp) at Unicamp. She has noted a growing trend amongst highly qualified people to leave the country to take up strategic positions. Contact with these specialists is increasingly relevant, as they become bridges in the HEI internationalisation process and promote Brazilian science abroad.

Ms. Carneiro provided academic support at the first Brazilian Scientific Diaspora Meeting – Science, Technology and Innovation, in the United Kingdom, organised in February 2019 by the Brazilian Embassy in London and Fapesp. The event was part of the 2018-2019 Brazil - United Kingdom Year of Science and Innovation. “The main conclusions from the workshop were that the Brazilian science community living abroad can and must work towards fulfilling national interests, acting strategically in research and local business environments”, said Carlota de Azevedo Bezerra Vitor Ramos, Head of the Education and Science Cooperation Sectors for the Brazilian Embassy in London.

Betting on knowledge networks

At the meeting, there was a clear change in the concept of the scientific diaspora. In the 1970s, there was talk of a ‘brain drain’ in Brazil, with fewer chances of international collaboration. However, between 2000 and 2010, international literature shows that the intense articulation of local knowledge production networks and global networks has been decisive in accelerating the internationalisation process*. “Partic-



ipants still admit to a negative view of the diaspora among Brazilians, who feel that those receiving support from the government should return home”, said Ms. Carneiro. But this attitude is likely to change with the idea of promoting Brazilian scientific production around the world, enhancing the nation’s prestige and highlighting the importance of cooperation. “We must have transparent policies and objectives to make this network feasible”, explained Ms. Carneiro. The idea is to map the Brazilian diaspora in the United Kingdom, an initiative already underway in the United States, thanks to an agreement between the Embassy in Washington and researchers from Nepp/Unicamp.

The Embassy in London estimates there are some 500 Brazilian doctorate students or visiting researchers living in the United Kingdom and supported through Capes, the CNPq and State Science Support Foundations. But what unites these people is not a period of time or a place, it’s a common interest. Imperial College

Source: World Development Indicators: Science and Technology – The World Bank

*A *Diáspora Científica Brasileira: Perspectivas para Sua Articulação em Favor da Ciência Brasileira*, Elizabeth Balbachevsky (2011)



Juliana Bertazzo and Carlota de Azevedo Ramos, from the academic department of the Brazilian Embassy in London.

Frank Noon Photography

Scientists living abroad create beneficial partnerships for the country

London founded a “Brazil Forum” to keep records and organise a community of 164 Brazilians currently linked to or leaving university.

In the article **A Diáspora Científica Brasileira: Perspectivas para Sua Articulação em Favor da Ciência Brasileira* (Brazilian Scientific Diaspora: Outlook for Articulation in favour of Brazilian Science), published in 2011, Elizabeth Balbachevsky, a Senior Researcher at the Public Policy Research Centre (Nupps/USP), also present at the Embassy event, shed light on the benefits for Brazilian researchers that mature pro-

fessionally within other cultural environments

- They develop a profile that can enrich the scientific community experience in areas essential to the country, such as policy development, management of complex networks and promoting knowledge with other stakeholders*;
- Many have experience in promoting research results and cooperating in the production of public policies;
- They have acquired specific

competencies to manage complex projects;

- They are experienced in articulating with institutions to which research results are highly relevant;
- They know how to cope with negotiations that involve multiple interests and users.

Also according to Balbachevsky, it is hoped that the interaction between the diaspora and the national scientific community accelerates the internationalisation of Brazilian research, expanding opportunities for articulation among national networks with those producing cutting-edge knowledge on a global scale. Ms. Ramos reiterates that mapping offers insight into the profiles of scholars in the United Kingdom and their demands. A diaspora platform allows for the exchange of information, facilitating joint projects and forming support networks for receiving recently-arrived students and researchers. Strengthening this networking is one of the tasks of the Brazilian Association of Postgraduate Students and Researchers (Abep-UK), a non-profit organisation that features 400 members and is celebrating its 20th anniversary in 2020. “We know that when someone comes over to do a doctorate degree, there is an increase in the link between the British university and the research centres in their place of origin”, explained Lucas França, from Bahia and President of Abep, currently doing a doctoral degree in Computational Neuroscience at the University College London and a CNPq grant student.

Back to Brazil

The association published a study in 2017 highlighting demands from Capes and CNPq grant students. “One of the leading complaints lay in the obligation to return to Brazil at the end of the course”, said França. More flexible regulations allow students to apply for post-doctorates abroad or accept employment, partnerships or internship proposals. The reallocation of these

professionals in Brazilian institutions is not always that simple or attractive, and França believes that in countries where the diaspora has provided economic and social benefits, like China and India, the rules for grant students do not seem as strict.

With an eye on this problem, Fapesp currently has options for researchers abroad (Brazilian or otherwise) looking to collaborate on research in São Paulo. Positions are available for post-doctorate grant students in the Innovative Research in Small Enterprises (Pipe) programme and the Young Researchers in Emerging Centres programme (read more below). “The state of São Paulo attracts young researchers from all over the world. Those who stand out receive support, funding for research and can rely on infrastructure at the same level as many European centres”, reiterated Carlos Henrique de Brito Cruz, Director of Science at Fapesp. Bringing over scientists with international experience reinforces the Foundation’s strategic goal, which is based on creating opportunities for collaborative research projects.

* Kuznetsov citation, 2006

YOUNG RESEARCHERS IN EMERGING CENTERS

The Fapesp programme encourages the creation of job opportunities for researchers still trying to establish themselves professionally or groups of young researchers. Maximum duration is four years and proposals are peer-evaluated. Scholarship amount: R\$ 8,377.50 per month.

REQUISITES:

- Proven international research experience after concluding the doctorate degree.
- Demonstrate achievements that indicate leadership capacity and huge potential for putting together new research groups.
- Working on modern issues and with an international profile, not covered by researchers in the state of São Paulo.
- Scientifically sound projects that lead to the creation of new centres at institutions that do yet have a tradition in research, or the creations of new lines of research in well-established institutions.

The importance of mobility

When well-planned, both students and institutions benefit from the experience

You only have to walk around a university campus in England or Scotland to feel an incredibly international vibe, with cultures and customs from all over the world living together. Academic tradition and excellence are like magnets to foreigners (see the data at the side). For the British, this results in a type of internationalisation at home, and with very little effort, as those from abroad arrive speaking English. "The main barriers that keep students from the United Kingdom from advancing in external mobility are financing and languages" stated Lucy

Shackleton, Director of International Engagement for Universities UK International (UUKi), an organisation representing the international interests of the United Kingdom's higher education sector. According to Ms Shackleton, the interest in learning additional languages and the number of graduate degrees in foreign languages are declining. The UUKi launched a campaign called Stand Out, Go International to double the number of graduate students abroad: they accounted for just 6.6% in 2014-2015 and the goal is to exceed 13% by 2020.

Aerial view of the PUCRS campus.



Gilson Oliveira/PUCRS

THE ATTRACTIVENESS OF THE UNITED KINGDOM

THE WORLD'S 2nd
most popular **DESTINATION**
for international students.*

442.375
INTERNATIONAL STUDENTS
in Brazilian universities
(2016-2017)*

6th ON THE LIST
of Brazilian
preferences**

2.135
BRAZILIAN STUDENTS
in the United Kingdom
(2016)**

Sources: * HESA
Student record
(2016-17),
** Global Flow of
Tertiary-Level
Students –
UNESCO (2016)

“We are very proud of our university sector, but we’re not doing so well in terms of external mobility and that’s why we are reinforcing the reasons for international experiences among students and we’ve managed to secure the support of many universities”, explained Shackleton. Besides marketing actions and convincing the target, the UUKi seeks support for underprivileged students, as it has been shown that they benefit most from experiences outside of their country. According to Shackleton, as British universities enjoy many sustainable partnerships around the world, it is important for graduate students to develop academic and professional skills so that they integrate into this environment.

Brazil is the Latin American nation that has sent the most students to the United Kingdom (1,745 in 2016-2017, according to HESA Student Record) and also welcomed the most (305 in the same period). Here, the biggest obstacles to external mobility undoubtedly involve financing and foreign languages (read pages 20 to 29). The number of Brazilian students actually studying a course abroad is extremely low: just 0.6%* (in Mexico and Chile it is 0.8% and in Colombia, 1.2%).

And the numbers for external mobility tended to fall when the Science Without Borders

programme ended (2011-2016). In 2016, there were 52,515 Brazilian students abroad and 19,996 foreigners at Brazilian universities.**

Flexibility and curriculum

Reviewing criteria and establishing student mobility goals is a challenge in planning internationalisation, thus the importance of taking into account the benefits (see the table at the side). “Over the past five years, we have gone from 8% to 24% of our students participating in external mobility”, said James Conroy, Vice-President of Internationalisation for the University of Glasgow. One of the reasons behind this rise was flexibility in exchange programmes. In some cases, the British left for a summer programme abroad and, in exchange, the foreign students would come to Scotland for a semester. This could be a good opportunity for Brazilian universities. Some are already planning summer schools and are coming up with innovative ways of attracting foreigners. “We are also looking to model the curriculum to an international audience”, said Conroy. “It’s not possible to bring students over for a semester, a year or a whole programme, who then go back to their home cultures, without considering adjustments to the curriculum that make it more interesting to them.” ■

FROM AN INSTITUTIONAL PERSPECTIVE

Results

Those studying abroad have a better academic performance and chances of employability, influencing figures in the rankings.

Partnerships

Partnerships can open doors for collaboration in teaching and research and exchange of knowledge between institutions.

Reputation

Students are ambassadors of their universities, with the potential for attracting students and academic staff from overseas.

Culture

Young people return with a global outlook and offer foreigners a better reception on campus, enhancing internationalisation at home.

Source: UUKi Stand Out Report

Sources: * Higher Education and Student Mobility study, by the Institute of International Education (IIE);
** HESA Student record (2016-2017)



Royal Botanic Gardens, Kew

The value of the DIASPORA

Director of Science for the Royal Botanic Gardens, Kew, Brazilian **Alexandre Antonelli** says that groups of international specialists propose innovative solutions with greater potential for impact

Describe the relationship between Royal Botanic Gardens, Kew and Brazilian universities?

We enjoy fruitful collaboration with many of them, all over Brazil. One of the longest-standing is with the University of São Paulo (USP). A former PhD student at Kew and current post-doc at USP, Thais Vasconcelos earned the 2018 John C. Marsden Medal, from the Linnean Society, which rewards the best Biology thesis in the world each year. Vasconcelos' focus lies on the campo rupestre ("rupestrian grassland"), an ecosystem behind a joint project between Kew and USP that began years ago. Kew has another long-term relationship with the Rio de Janeiro Botanical Garden, home to the National Tropical Botanic School. Kew was its first partner in the Re flora programme, which created an online herbarium based on images and information on Brazilian flora species, stored in foreign herbaria.

Does Kew currently have any project focused on Brazil?

Yes, several. One is a collaborative effort to prepare a thesis on the Myrcia genus,

including an analysis on the risk of extinction for all the species, totalling around 800. Another involves remote monitoring of the semi-arid caatinga vegetation, using satellites and drones, called Learning to live with the forest. We have also received funds from the United Kingdom for the project, Digital repatriation of biocultural collections, which connects scientists with indigenous communities with knowledge on the Amazon.

How do you intend to increase cooperation with Brazilian academics and institutions?

I hope to initiate a dialogue involving development agencies and government representatives from Brazil and the United Kingdom, to discuss areas of collaboration and financing. At the same time, I want to guarantee that initiatives originating in the research community are carefully analysed and supported.

Can you describe how this UK-BR exchange works among students and researchers in Kew's science department?

Many researchers at Kew are specialised in Brazilian species and many Brazilian specialists make important contributions to our studies. There are mutual benefits and we see lots of movement between Brazil and Kew. In recent years, a large number of students and researchers have come over on grants through CNPq, Capes and state science support foundations.

You head an interdisciplinary and international research group; can you tell us about the experience?

I started at Antonelli Lab nine years ago, after returning from Switzerland. The main reason was the desire to do a lot more research

than I was able to handle on my own. Biodiversity is an immense subject and there is still so much to discover and investigate. Since then, I have trained around 70 master's and PhD students, from several countries and backgrounds. It's been a fantastic and rewarding experience. Working with creative students and other scientists is one of the best parts of doing research.

What is the secret behind creating effective scientific teams?

I try to source the best and most motivated individuals, who tend to make important contributions to our studies. As such, I end up hiring people from several countries and continents. This is one of the best things about research: the freedom to establish any constellation of collaborators. A single article published in the science magazine PeerJ last year was the result of a workshop and discussions among researchers from Sweden, United States, France, Brazil, Ecuador, Netherlands, Spain, Switzerland, Guatemala and Finland. Something similar happened in Nature Geoscience, which combined the work of botanists, zoologists, geologists and palaeontologists.

In what way does Science benefit from collaboration among students from around the world?

Species don't care about political borders. So, specialists studying groups of plants or fungi very often hold knowledge that is highly relevant to entire continents or climate zones. This is true for biodiversity, but I believe it applies to most fields of science. The more international a project, the more people with unique perspectives will be analysing the question of the study, and you get more innovative solutions as a result. Additionally, international collaboration offers greater chances of generating vital or global impact. ■

ADVENTURE AND EXCELLENCE

Campinas-born Alex Antonelli suspended his Biology course at Unicamp after six months, to travel with a backpack through Europe and Central America. He met his future Swedish wife in Honduras and resumed his studies in Gothenburg, Sweden. A specialist in Biogeography, following a post-doctorate in Switzerland he returned as the curator of the Gothenburg Botanic Garden. He worked as a professor of biodiversity at the local university and created the Gothenburg Global Biodiversity Centre. He gave classes at the University of Zurich and at Harvard University in the United States. In February 2019, he became Scientific Director of the Royal Botanic Gardens, Kew, or Kew Gardens, in London. The institution is a global benchmark in botany research, with 22,000 species of plants in the gardens, 7 million in the herbariums and 1,2 million samples of fungus.

Centre of International Diffusion at the University of São Paulo (USP), the highest-placed Brazilian institute in the rankings.

Marcos Santos

QUALITY MEASURES

What does quality means at university? There is no single answer, because it depends on the social and economic context and culture in which each institution of learning finds itself. There are places where the focus lies on scientific production, while in others, it's the experience offered to students that counts most. The choice indicates the primary functions – education, research and extension – it is worth pointing out. However, there is one thing on which everyone in the field agrees: it is essential to develop standards and metrics to assess higher education. As a result, rankings appear, with an increasing influence on the decisions made by HEI administrative teams.

To truly get to know the excellence of a university and that it is fulfilling its objective – which, according to the Brazilian constitution, is to equally sustain the three pillars: education, research and extensions – merely being noticed is not nearly enough. Means of gauging performance must be adopted. A good assessment is useful to everyone involved, as it provides the government with parameters for defining public policies, while students and professors can respectively decide where to study and work, and it highlights the actual educational institution's strong points and what needs to be improved. But which performance indicators should be considered? That's the challenge, as the choices end up defining what people perceive as quality.

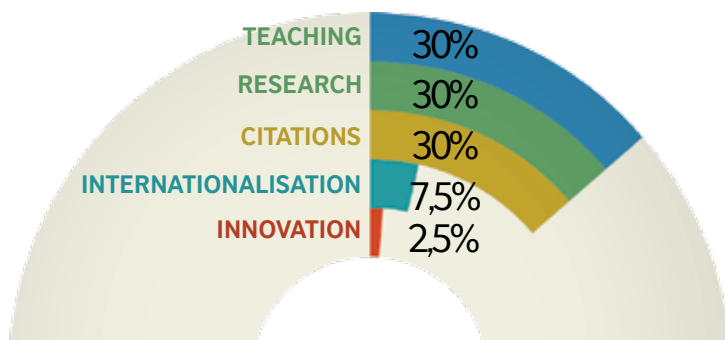
In general, a university must submit to internal assessment criteria, the national system, in countries where there are bodies that stipulate quality standards, and the rankings, both national and international. In Brazil, the National Higher Education Assessment System (Sinaes) is responsible for appraising quality. It combines an analysis of the faculty, institutional infrastructure and student performance as measured by the National Student Performance Exam (Enade), taken by all those who complete the course. Capes is responsible for graduate programmes, based on five elements: the programme proposal, faculty, the student body, intellectual production and social insertion.

TIMES HIGHER EDUCATION (THE)

In the UK ranking, some indicators have different weights in the general and regional

World University Rankings

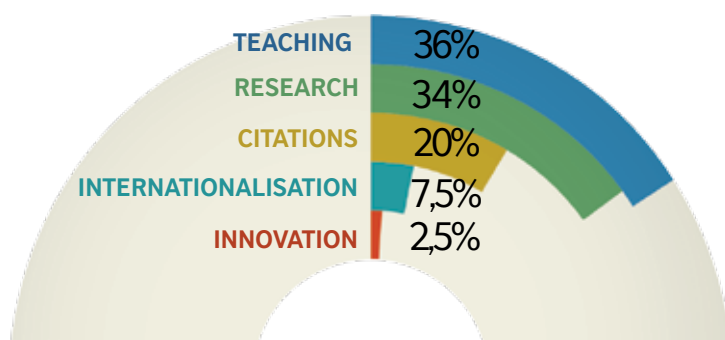
- 1st place: Oxford University (United Kingdom)
- 251st to 300th place: USP (Brazil)
- No of Brazilians in the ranking: 36 in total, 2 among the top 500



Source: THE/2019

Latin America University Rankings

- 1st place: Unicamp
- 2nd place: USP
- No of Brazilians in the ranking: 43 (total of 129 institutions assessed)



Source: THE/2018

RANKINGS

The concept that it's good and the assessment criteria change according to the region

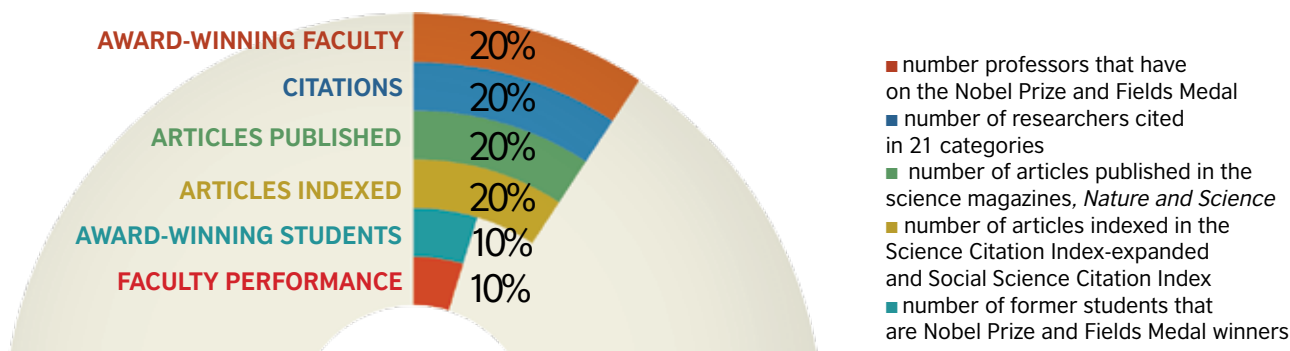
When the goal is to gain international visibility, you add more items to the list of considerations: the criteria that govern higher education in the country where you wish to collaborate. "In our experience, international partnerships are more successful when based on a reciprocal understanding of the culture and requirements for higher education of the countries involved", said Fabrizio Trifiro, International Manager for the Quality Assurance Agency (QAA), which certifies quality in the United Kingdom. "Achieving this, as well as shared vision of what both institutions are hoping to achieve through the partnership, calls for regular communication and a commitment to understanding the red zones, or each other's limits." Those interested in partnerships with British institutions can learn more about the standards and quality expectations for the region by accessing the UK Quality Code for Higher Education at www.qaa.ac.uk/quality-code.

Created to compare institutions from a country or classify them globally, the rankings also set the definitions of quality. In China, for example, a good university, according to the Academic Ranking of World Universities (ARWU), is one that publishes in the magazine *Science and Nature* and which has Nobel prize winners among its past students and professors. In Russia, it would be the university most highly assessed in the opinion of students. In the United States, it's the institution where professors earn well and enjoy low absenteeism. In South Africa, the emphasis lies on diversity in both faculty and the student body. There are, however, common points assessed by the majority of international rankings, like measuring the number of citations of an HEI.

Launched in 2004, the British ranking Times Higher Education (THE) uses five indicators: research (volume, investment and reputation), citations (research influence), in-

ACADEMIC RANKING OF WORLD UNIVERSITIES (ARWU) Chinese ranking prioritises awards and publications

- 1st place: Harvard (USA)
- 151st to 200th place: USP (Brazil)
- No. of Brazilians in the ranking: 6



Source: ARWU/2018

novation, internationalisation and education. Considering the weight of each, it seems clear that, alongside education, research is an important focus. “When you consider the problem of how to compare universities in different countries, you realise that as science has become more global, it is possible to gauge the impact of research wherever in the world it is undertaken”, said Simon Baker, Data Editor for THE. The same reasoning is true for the Folha Brazilian University Ranking (RUF), which also cites research as a priority. It also has the unique feature of including a metric to define the local context: market opinion. “In the United States, those studying at Harvard aren’t worried about getting a job, because they know it’s guaranteed. So, it doesn’t make sense measuring the opinion of employers on which university is good or about where people are working. But in Brazil it matters, so, we also decided to adopt this indicator”, revealed Sabine

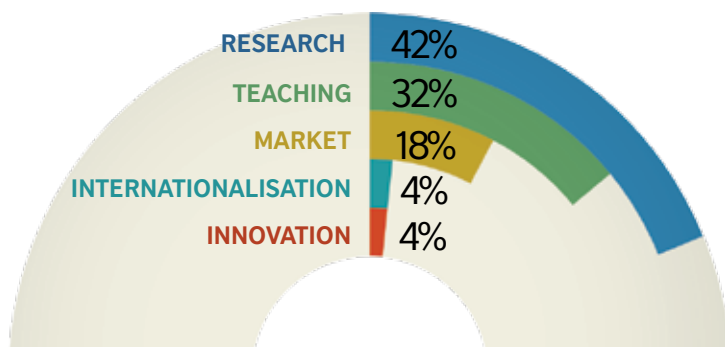
Righetti, Academic Coordinator for RUF. One common difficulty for everyone is managing

to go beyond the quantitative metrics, especially to include analyses about education – how to gauge the student’s experience or the performance of professors – and social impact. THE, for example, is preparing a new ranking based on certain UN Sustainable Development Goals, such as gender equality and actions against climate change. “We are analysing these goals to try to find ways for universities to positively impact their communities”, said Baker. RUF has also conducted regular studies in an attempt to create ways of assessing university extension actions (read more on page 54) Entities like Capes and the QQA share these concerns. This improvement is fundamental to all these assessments actually being used to leverage the quality of universities, rather than merely serving as a parameter for comparative purposes. ■

FOLHA UNIVERSITY RANKING (RUF)

Note the assessment conducted in Brazil is for research and education

- 1st place: USP
- 2nd place: UFRJ
- 3rd place: UFMG
- No. of universities assessed: 196



Fonte: RUF/2018

- total publications, total citations, citations per publication and per lecturer, publications per lecturer, publications in national magazines, resources obtained from institutions, CNPq grant students and theses.
- teachers with PhD and master’s, full time or part time, and Enade score
- opinion of 5,444 HR professionals consulted by Datafolha in 2016, 2017 and 2018 about hiring preferences
- international citations per lecturer and internationally co-authored publications
- patents and partnerships with companies



PARTIAL Portraits

For **Sabine Righetti**, Academic Coordinator of Ranking Universitário Folha (RUF), the main challenge faced in improving the rankings is access to information

The rankings show what universities are doing, but they also help point out the data that's missing, such as the situation with alumni. Why is this information important?

And what information is missing for improving the rankings?

Scientific literature states that you know a course is efficient by its alumni. The most consistent methodology for assessment would be, after five years, to check if they are working, if they are in their area and hold a position of leadership. In the United States, this study is conducted in universities and the rankings factor in this information. Here, we turned to the MEC for data, but the request was denied as it was understood to be confidential. The only way to get information would be through the universities, but we learned that none of them map their alumni. This would be a vital indicator in understanding what happens with those who graduate and to check the quality of courses. Another piece of information is on absenteeism, important to public policy. But we don't have this data.

What are the challenges for rankings to show the social impact of universities in their communities?

Obtaining information. Some universities include money earmarked for extension course in their annual budget, but it's all very immature. What is this extension? What is the result? There is no evaluation. The subject is discussed in the literature, because there is no idea of how to gauge things. In terms of social impact, employability is a measuring stick, but the social impact is more difficult. To what degree does a university positively influence its host region? First, a debate would be required to define the university extension course indicator, within a national political and public sphere, as currently no official MEC evaluations exist. The Ministry pays attention to research and education, but not to extension courses, which is the third element in the mission of institutions.

How do you rate the position of Brazilian universities in the leading international rankings?

Was there much noise when the University of São Paulo (USP) entered the top 200 in the world, in 2011, by THE. It came in 178th and improved to 158th. And since then, it has fallen back. But scientific production at USP has increased. So, it's not that the situation has gotten worse. There are state policies, in the United States, in the United Kingdom, in China and other nations, for creating a world-class group of universities. In China, nine institutions receive millions to maintain good international positions. Brazil doesn't have this. There is an aggressive movement against Brazilian public universities, in the sense of saying that receive a lot but produce very little. And that's what the ranking is for. But it's not a fair interpretation. It's almost a miracle if they maintain scientific production, as budgets are being reduced, in some case by as much as half.

What internationalisation initiatives influence the rankings most?

Invest money. That's what China does. In the 2012 edition of THE, there were three universities among the world's top 200. Now there are seven. Tsinghua, for example, was in 71st place and is now at 22. There are studies that show that this influences the country's entire ecosystem. So, what's missing is to define this as a public policy, not simply as an expense, but rather an investment to set Brazil on this path. And, thereafter, draw up actions with institutions to make this a reality.

One of the leading challenges within universities is communication. How can this point be improved?

Last year, universities published 70,000 studies, according to Sinaes, but we know nothing about this. What comes out in the press is usually about the work of foreign researchers, because they have a more efficient communication system. There should be mechanisms to facilitate the promotion of science produced in Brazil, which is relevant and has an important impact. It should be part of the public policy on internationalisation. I'm a researcher from Unicamp and there we've taken on a call to develop a project, Agência Bori, inspired by EurekAlert, a tool from the American Association for the Advancement of Science (AAAS), which creates this type of bridge. But it's a minor initiative, with only some information from Unicamp. There should be many others. USP needs to be in the New York Times. We need to shed more light on the incredible work being done by universities. ■

“

There would have to be, within the scope of the national public policy, a debate to define indicators of university extension courses, since today not even official MEC evaluations exist.

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Divulgação

Simone Ricci

Project Manager Higher Education Paid Services
for the British Council

Education beyond borders

A globalised world trend,
Transnational Education (TNE)
takes its first steps in Brazil

It is already widely recognised in British universities, which currently invest large amounts in this type of education, especially within the Asian market. But in Brazil, even the concept of Transnational Education is new. Transnational Education (or TNE), also known as cross-border studies, is fundamentally characterised as going beyond borders. It stands apart from traditional international education in that it allows students to study at a specific university without leaving their native land.

This type of education is usually offered in graduate and postgraduate areas and most often through an online and distance learning system. Among some of the leading benefits of TNE is the value of the investment: with no need to leave home to study, the costs involved in moving to another country are

avoided. Additionally, the convenience and ease of studying in one's home country are factors that greatly influence the choice of course. Depending on the point in each student's life, it may not be viable to live far from family or work. Transnational Education is a great alternative for graduate or postgraduate programs, with the right to an international diploma, as it fosters promotions, reallocations and enhances professional prospects in the country of origin or abroad.

Besides the TNE online program, the main forms of establishing this format of education are: opening a campus abroad, a double degree and by means of a franchise system. All of these models combine quality education and convenience for participants, which may prove fundamental when it comes to selecting a course. For universities, colleges and

schools that offer Transnational Education, one of the biggest benefits is contact with students from other cultures. It facilitates and boosts the value of internationalisation as a whole. Certain governments do offer tax incentives, depending on the type of Transnational Education being proposed. This is the case of Malaysia, Hong Kong and Dubai. Another positive point is the possibility of creating partnerships with other educational institutions, educational development agencies and with industry, which are all showing increased interest in research and innovation.

As there is no specific legislation that regulates Transnational Education in Brazil, there are currently few British Higher Education Institutions active in our country, such as the Manchester Business School (MBS) and the University of Hertfordshire. Global MBA, a part-time international MBA programme by Alliance Manchester Business School (AMBS), is taught in English in partnership with the Getúlio Vargas Foundation – FGV. This blended format of on-site education with blocks of immersion and distance support is highly flexible, allowing students to reconcile study and work. “Professionals living in South America take the programme in São Paulo with professors from AMBS and FGV and can also watch classes in the five AMBS centres (Manchester, Dubai, Singapore, Hong Kong and Shanghai) to exchange experiences with students from other countries”, stated Ana Paula Vitelli Morgado, Regional Director for Brazil and South America.

England’s University of Hertfordshire has a campus in São Paulo in partnership with the British School of Creative Arts (Ebac). There, it offers several options for bachelor’s degrees in Arts, Design, Education and Creative Economy, lasting up to three years.

They are preceded by a year-long preparatory or foundation course, which comple-

ments the qualification of students entering after high school. Students have classes with British professors, following the academic curriculum from Hertfordshire. “Another benefit is that those who graduate can continue their studies at that university or another international institution, entering the bachelor’s programme directly”, explained Carsten Snedker, CEO of Ebac/University of Hertfordshire.

In recent years, the Brazilian Federal Agency for Support and Evaluation of Graduate Education (Capes) has been promoting internationalisation at home through Capes-PrInt. To internationalise, it is important for Brazilian universities to develop international partnerships and administer classes in English. This new perspective opens doors to foreign universities interested in the country’s education market. The British Council, fully aware of this trend, is prepared to meet the demands of HEIs in the United Kingdom and also those in Brazil looking to familiarise themselves with the concept and benefits of TNE. Our consultancy department offers specific services for the segment, like market research, with the goal of facilitating the entry of British institutions into Brazil. ■

“

Transnational Education is a great alternative for graduate or postgraduate degrees with an international diploma, since, depending on the moment in the student’s life, being away from family or work is simply not viable.

”

An active and relevant agenda

The British Council is organising a new call, workshops and seminar to support the advance of internationalisation

Both the initiatives and debates about internationalisation have evolved from a year ago, when we first published *Universities for the World*. Discussing the challenges and opportunities in the development of internationalisation plans was suited to that time, when we were launching the Capes-PrInt call, which ended in the first semester of 2018. Universities submitted their plans and a race began to consolidate international partnerships among Higher Education Institutions.

The UK-BR Internationalisation Seminar, held in London in December 2018, was an important milestone in bringing together HEIs included through resources from Capes and other Brazilian institutions interested in the theme, as well as universities from the United Kingdom, invited through partnerships. This bridge and the opportunity for dialogue provided by the British Council made it clear that it is time for strategies and advances in this direction.

Internationalisation consists of a series of factors and impacts several others: the mobility of students, researchers and managers, the development of shared curriculums, research and innovation projects, the establishment and reinforcement of research networks, gains in quality, the production of knowledge

and co-authored publications. They are all interconnected and essential to creating solid and productive partnerships.

To leverage this dialogue, the second issue of *Universities for the World* delves deeper into the subjects being discussed, offering expert opinions and examples of collaboration between public and private universities in Brazil and the United Kingdom, highlighting the strength of partnerships and their contribution to advancing the internationalisation process.

In response to some of the demands of the current context, the British Council will implement three strategic actions this year:

- a call for collaboration to support the implementation of internationalisation plans;
- seminars and workshops about language policies and the English language;
- instruments to develop mobility for foreign researchers, managers and students visiting Brazil.

We hope these actions contribute to leveraging capabilities and expanding the debate, aimed at developing institutions better prepared to handle the global opportunities and challenges of higher education. ■