


UNIVERSITIES FOR THE WORLD

INTERNATIONALISATION CHALLENGES AND OPPORTUNITIES FOR BRAZIL



Trail-blazing
strategies
for improving
quality in
Brazilian
higher
education

**INTERNATIONAL
DIPLOMA
VALIDATION**

Procedures in Brazil
and the functions of the
Carolina Bori Platform

**ENGLISH
FOR ALL**

Proficient lecturers and
students are needed, with
classes taught in English

**INNOVATION
FOR GROWTH**

Applied research is the
key factor in partnerships
between the business
world and academia

**EQUALITY
AND INCLUSION**

Lessening inequalities with
opportunities and support
for the underprivileged

UNIVERSITIES FOR THE **WORLD**

INTERNATIONALISATION CHALLENGES AND OPPORTUNITIES FOR BRAZIL

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AN INITIATIVE BY:



DIRECTOR
Martin Dowle

**SENIOR MANAGER FOR
HIGHER EDUCATION
AND THE NEWTON FUND**
Diana Daste

**HIGHER EDUCATION
PROJECT MANAGER**
Igor Arraval

SENIOR MARKETING MANAGER
Fernanda Medeiros

DIGITAL MARKETING MANAGER
Juliana Ferreira

EDUCATION INTERN
Giovanna Forato

ARTICLES | COPYDESK
Beatriz Vichessi
Maggi Krause

DESIGN | ART DIRECTION
Carla De Franco
Cacau Tyla

ILLUSTRATIONS
Cacau Tyla
Shutterstock

COVER
Cacau Tyla with Shutterstock Photographs



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INTERNATIONALISING IN SEARCH OF EXCELLENCE

Why internationalisation? In large part, because excellence stems from international engagement, and rarely prospers through isolation. Universities across the world seek to internationalise as a route to improve their networks and have access to the highest quality that the world can offer, in teaching as much as in research.

The word ‘university’ implies that we bring to students and researchers the universe that we live in: that the best that is available in international research and teaching becomes available to a wider range of countries.

Over the past 40 years, Brazil has suffered from relative isolation in its tertiary education system – distance, language, the lack of resources, and the legacy of past policies have all had a part to play.

Statistics tell us 63% of researchers have never had a research experience outside Brazil; indeed the majority have no research connections beyond a 100 km radius of their university. This contrasts with 24% of researchers in UK universities being drawn from other countries: a fundamental ingredient of the excellence of the country’s institutions.

While Brazil has much to learn, it has a good deal to offer to an interconnected world: tackling deforestation and preserving the rich biomes of the country; agribusiness; understanding new and neglected diseases; exploring the oceans, and of course niche areas such as aerospace.

In November 2017, the British Council set off with a group of specialists from Brazil and the UK on a tour of regions across the country to explore the ingredients for a successful internationalisation approach for the countries universities.

In this publication, we set out some of the essential steps necessary to develop internationalisation in the very varied types of universities within Brazil.

At the heart of this is language. The country urgently needs to increase the number of researchers, academics and administrators able to communicate, write and present effectively in English, as the global language of trade and business.

As this becomes more the norm, the number of academics from overseas in Brazil will increase and two-way mobility will become more frequent.

To move internationalisation from being a buzz word to reality is a lengthy and often painful process. But as the UK can attest, the long-term benefits will be incalculable.

The British Council welcomes the new approach of CAPES to encourage internationalisation in Brazil’s top universities. To this end, we have funded a series of grants between UK and Brazilian universities to work together on producing internationalisation strategies.

We have now extended this programme to municipal and states universities, where so much future potential in research lies.

A further phase will be to focus on improving the English language capability of higher education institutions, through a call which will enable UK universities and language providers to work together with Brazilian counterparts to tackle the barriers to improvement in this area.

I am confident that over time more and more Brazilian universities will be able to engage effectively in the international arena, leading to greater standards of excellence and benefit all round. ■



Martin Dowle
• Director
British Council Brazil



Marcelo Almeida

Diana Daste Marmolejo

Senior Manager of Higher Education Programmes

Preparing Brazil for HE internationalisation

How the British Council is supporting this agenda with several initiatives, including the *Universities for the World* seminars described in this publication

Worldwide, the challenges of internationalisation are unfolding into a variety of approaches. Many countries are questioning the large-scale student mobility model and beginning to think about how other types of international cooperation activities could be implemented with better cost-benefit ratios. Although a European trend has called for better educational levels for accepting students from other countries (University of Twente, the Netherlands, 2016), a number of universities in Asia have adopted strategies based on the Anglo-Saxon model, making higher education systems more competitive at the global level (Mok, 2007). Nevertheless, the agenda underpinning the internationalisation of each institution is firmly slanted towards programmes and policies focused on enhancing the abilities of universities and institutions of

higher education to benefit from global networks and increasingly tightknit education systems. Brazil is no exception to this trend.

The implementation of the Science Without Borders (*Ciência sem Fronteiras* – CsF) federal mobility programme has had significant large-scale impacts, despite its challenges for institutions in terms of gearing up to absorb wider-ranging internationalisation processes, understanding the benefits of international mobility and ensuring readiness to grasp mobility processes for Brazil, leading to international partnerships. The outcome is that a new internationalisation strategy is being drawn up at the national level, focused on the development of international guidelines, to ensure that Brazilian universities can effectively become global actors. This strategy also proves the need for capacity-building efforts at different levels.

The British Council supports this initiative through several capacity-building programmes, including the regional internationalisation seminars covered by this publication. Based on experiences in the UK and Brazil, the seminars addressed a number of crucial themes for internationalisation processes in both countries.

The topics were identified through dialogues with the main interested audiences, entities such as the Coordination for the Improvement of Higher Education Personnel (CAPES), the Brazilian Association of State and Municipal University Chancellors (ABRUEM) and the National Council of State Research Promotion Agencies (CONFAP), as well as other Brazilian and British institutions.

The general purpose of these regional internationalisation seminars was to discuss current opportunities and challenges to internationalisation for Brazilian universities, together with capacity-building in strategic areas such as:

- Developing internationalisation strategies at the institutional/university level.
- English as a Medium of Instruction (EMI) and effective communications for researchers, decision-makers and administrators.
- Mutual recognition of qualifications (including training on how to use the Carolina Bori Platform, of the Ministry of Education).
- Efficient approaches for dealing with conflicting pressures among academics, departments and the general interests of the university, when selecting areas of excellence.
- Innovation as a tool for engaging stakeholders, raising funds and building capacities.

These seminars adopted a regional approach and were held in the central-west, north-east, south and south-east of Brazil, aiming at higher education institutions from several cities, towns and states willing to discuss these challenges and strengthen their local and international networks. Important discussions are described in the following pages, together with the opportunities and challenges mentioned by these institutions, thus reflecting their current processes and contexts.

This initiative is part of a broader institutional effort to help enhance the capabilities of institutions of higher education in Brazil, so they can be more prepared for internationalisation and count on more sophisticated skills for firming up stronger connections with international partners. Together with dialogues on corresponding policies and financing opportunities, the *Universities for the World* regional internationalisation workshops are striving to build up the skills of institutions in Brazil and the UK for discussing agreements between universities while contributing to internationalisation processes and state and federal policies.

“Many countries are questioning the large-scale student mobility model and beginning to think about how other types of international cooperation activities could be implemented with better cost-benefit ratios.”

”

INTERNATIONALISATION

To reap benefits, it is first necessary to overcome challenges. And this is the current stage of academic internationalisation in Brazil. In 2017, 225 of the 320 institutions of higher education that replied to a CAPES survey stated that they were either poorly internationalised, or not internationalised at all. At the **UNIVERSITIES FOR THE WORLD** seminars, attendees underscored the need for clear goals and consistent internationalisation strategies.

But what does internationalisation actually mean? The best-known definition is that of Jane Knight, from the Ontario Institute for Studies in Education: “a process that integrates international, intercultural and global dimensions with primary functions and purposes – teaching, research and extension activities – and the delivery of higher education at the institutional and national levels”. If properly led, such an internationalisation process allows global development to impact on regional practices. The British Council supports this agenda and is helping build up the internationalisation skills and capabilities of Brazilian universities, based on the knowledge and expertise of prominent UK institutions in this field.



Brilliant partnerships

Internationalisation is finding a firm footing in the world and boosting local development

The graphic art illustrating these pages is a map created from the database of a research project documenting co-operative research projects conducted by specialists in towns and cities all over the world (Scopus, based on papers published between 2008 and 2012). The brighter a dot is, the larger the number of papers produced in collaboration with foreign researchers. Note that hundreds of lines converge on the UK, which is a hub for many of the world's academic collaboration networks.

Partnerships among institutions of higher learning in different countries are one of the most celebrated outcomes of internationalisation. Not only do they encourage exchanges of knowledge, but they also buttress projects and extend their dissemination, leading to more academic citations. They thus produce stronger impact, raising universities to prominent positions. This is particularly important for institutions of higher education in the UK and the USA, which are financially dependent on the tuition fees paid by their students. The more relevant a university is in global terms, the larger the number of local and foreign candidates seeking places in its regular courses or vacation programmes, and the more attractive it also becomes to lecturers from other countries.

There is no doubt that this aspect is fueling internationalisation in universities throughout the northern hemisphere. However, the drive towards global co-operation and academic exchanges is increasingly attracting other countries willing to boost their scientific and educational outputs. In Brazil, the first step underpinning the strategies drawn up for institutions of higher learning was mobility, expressed in terms of students and faculty members sent to leading universities in their fields in other parts of the world. However, internationalisation extends well beyond this type of action. The *Universities for the World Seminars* – held by the British Council in November 2017 at university hubs in the south, south-east, central-west and north-east of Brazil – showed that this universe is far more complex, and also packed with possibilities. At these events, it became clear that internationalisation is a continuous process that requires diligent attention to a quite diverse set of goals, strategies and challenges that result from the wide diversity of Brazilian universities. Their international relations offices and language departments play leading roles in the efforts to move on to the global stage, thus benefiting local communities while fostering regional development. ■

Computer graphics by Olivier H. Beauchesne & Scimago Lab, with information from Scopus

INTERNATIONALISATION

Well-Defined goals

It is crucial to analyse the profile of each academic community and to be clear about its aims



In Curitiba, education professionals exchange thoughts during a workshop held at the Federation of Industries of the State of Paraná (FIEP)

Marcelo Almeida

Before setting out to conquer the world, it is worthwhile focusing on some concepts and reviewing what is already in place at each institution. What are the missions, visions and values of a public or private university? These are milestones that must guide each and every strategy. It is a good idea to analyse the main stakeholders in the initiative and understand what outcomes are sought by the institution over the medium and long terms. "Internationalisation is a strategy. It is not an end in itself, but rather serves as a means for attaining quality goals in higher education. It paves the way for international projection and consolidates values such as cooperation", summarizes Aldo Nelson Bona, Chancellor of the Central-Western State University (UNICENTRO) and President of ABRUEM.

The attainment of true internationalisation requires an institutional approach capable of fuelling a cultural shift within universities. Even today, many scientific exchanges are driven by the individual efforts of researchers contacting Brazilian development agencies (CAPES/MEC) or State institutions (research support foundations,

such as FAPESP and FAPEMIG in the states of São Paulo and Minas Gerais, respectively).

An Internationalisation Committee was set up at the Federal University of Minas Gerais (UFMG) in 2002, as a result of the expansion of these activities. Today, this University is engaged in partnerships with over 400 institutions in 51 countries, with 200 agreements at the undergraduate level covering cooperation, research and student exchanges. A unified on-line selection process (*Minas Mundi*) was set up for its undergraduate exchange programmes. Its language development centre is rated as exemplary in Brazil.

"Four years ago, UFMG restructured its internationalisation strategy, shifting from individual to institutional. This means that more symmetrical partnerships must be sought, with reciprocity and complementarity. If a highly qualified PhD student is sent abroad, what are the benefits in exchange? He builds up a small network, with advisors in Brazil and at his exchange location. It is interesting to send a larger group of students to a specific university, so these cooperation networks may expand", explains Fábio Alves, International Relations Director at UFMG. ■

“We must seek internationalisation by establishing partnerships with countries that are ahead of Brazil in technology production, such as Norway and Japan, without ignoring others.”

Laerte Ferreira,
Member, International
Relations Board,
Coordination for the
Improvement of Higher
Education Personnel
(CAPES)

WHAT IS INTERNATIONALISATION ABOUT?

- It is about acting globally to boost local development and enhance the quality of life
- Upgrading the quality, pertinence and relevance of education, research and extension courses
- Ushering institutions into the global higher education context
- Opening up new areas for international projection and academic link-ups
- Firming up values such as cooperation and solidarity in institutional cultures
- Extending job market opportunities for recent graduates

INTERNATIONALISATION

Brazil

in figures

We must strengthen processes, consolidate partnerships and climb up rankings

Exploring the inside reality of our universities and their status in the world helps identify the necessary elements for attaining internationalisation and ensure that Brazilian-based researches perform well in terms of international impact and recognition. Studies show that Brazilian scientific output is declining, with over half of the nation's universities stating that they do not have a strategic plan for hosting international visitors. The following figures portray the current situation. ■

Scientific output has dropped in Brazil.

In global innovation rankings, Brazil lags behind countries such as Costa Rica, Mexico, Uruguay, Chile and Colombia.

In **2011**, Brazil ranked **47th**.

By **2016**, Brazil had dropped to **69th** place.

Source: Times Higher Education

63% of Brazilian researchers have never left their homeland in order to engage in research abroad. As a result, Brazilian impact is **24%** lower in the global average, and **40%** lower in terms of citations.

Source: Elsevier



Participants exchange ideas at the Federal Education, Science and Technology Institute (IFBA) Salvador | State of Bahia

Fernando Vivas

Of Brazil's **430** higher education institutions that offer postgraduate courses, **320** (74.5%) replied to a CAPES survey on internationalisation with the following results:

176 institutions said they were poorly internationalised and **49** stated they were not internationalised at all.

- Only **8** considered themselves to be highly internationalised and **88** stated that they were reasonably internationalised.
- **168** institutions had no internationalisation plan.
- **110** institutions sought help from CAPES to develop a plan.
- **24** stated they were not in a position to implement internationalisation.

Regarding active mobility, **84%** of the institutions stated that they were in a position to host international visitors, although **64%** of them did not have a strategic plan in order to do so.

Source: CAPES, 2017

INTERNATIONALISATION



Networking at a Universities for the World Seminar at UFMG.

Homework

Pedro Silveira

Institutional and individual initiatives ushering in change

Institutions of higher education attaining internationalisation are endowed with some striking characteristics that include: faculty and student mobility; engagement in international and multi-lateral research networks; and good networking with people from other countries. “To achieve this, the offices of vice-chancellors must be engaged in missions, visiting foreign universities and endeavouring to sign bilateral agreements”, explains Haroldo Reimer, President of the Internationalisation and Mobility Chamber of the Brazilian Association of State and Municipal University Chancellors (ABRUEM).

“It is a challenge to find the right structures and initiatives for a university to prosper and

achieve results”, says Telma Nunes Gimenez, International Relations Advisor at Londrina State University (UEL).

In addition to adequate institutional investment, it is vital not to neglect constant systemic support for individual initiatives, helping researchers respond to tender announcements, apply for sandwich PhD programmes supported by funding agencies, take sabbaticals and generally take part in international conferences, in order to network effectively. Sra. Gimenez also stresses the importance of bolstering investments in ongoing English language training and qualification initiatives. ■

10 STEPS TOWARDS INTERNATIONALISATION



Source: Luciane Stallivier, researcher and professor, Federal University of Santa Catarina (UFSC)

WHAT MUST BE DONE AT THE UNIVERSITIES IN ORDER TO USHER IN EFFECTIVE CHANGES?

Activities check list

- Support Individual initiatives.
- Ensure good management of institutional demographics.
- Encourage mobility initiatives.
- Promote changes in terms of syllabi and teaching techniques.
- Buttress cooperation among universities in different countries.
- Encourage networking
- Disseminate a campus-wide internationalisation culture

Source: Audrey Heppleston, Finance Manager, Research and Innovation Division, University of East Anglia (UEA)

INTERNATIONALISATION



How the Federal University of Santa Catarina is forging ahead towards internationalisation

Committed management, decisions on policies and practices, incentives for mobility and building up cooperative structures and partnerships are major targets for investments by the Federal University of Santa Catarina (UFSC) in its pursuit of internationalisation. “This is an across-the-board strategy that encompasses all spheres of this teaching institution, with a key focus on linguistic policies, especially at the outset of the process”, explains International Relations Secretary Lincoln Fernandes.

The first step was to establish contacts with

all university Secretariats and Vice Chancellors’ Offices, in order to heighten awareness and ensure their commitment to this task. “We set up a committee with all key members, meeting every two weeks to discuss changes. This means that they feel accountable for what happens. It was not easy, but we made it”, says Fernandes. One of the first shared tasks was to discuss what could be done by each member to contribute to the action plan. Through this approach, the UFSC launched its internationalisation cycle (see the following illustration).



Source: Adapted from Knight and Wit (2007)

The UFSC then proceeded to solve some quite simple and practical – but essential – issues:

- The university translated its websites into English. To optimise the process and avoid the need for frequent updates, some static web pages were created;
- It translated into English its key document templates, subject names and syllabi;
- The UFSC produced an English catalogue

of its undergraduate and graduate subjects, in addition to their syllabi, to be sent to its international partners, in order to attract foreign students to Brazil;

- It reviewed all norms of proficiency exams and standard academic terminologies.

All these actions were carried out without the spending additional funds. According to Sr. Fernandes, they were implemented through UFSC’ structure and regular staff.

ENGLISH AT UFSC

The stance adopted by UFSC is plurilingual: all languages are of interest. However, following the guidelines laid down by Languages without Borders (IsF), priority was initially assigned to English, which is the most practical option underpinning internationalisation. The language policy implemented at UFSC made English mandatory for master’s degrees and doctorates. In order to help its academic community, the university offers language course seats through partnerships at its own language centres. Classroom and on-line English courses are also taught at four UFSC campuses (Araquá, Blumenau, Curitiba and Joinville), in addition to winter and summer schools funded by extension courses, taught only in English - of course.

INTERNATIONALISATION



Free institutional archives

Internationalisation at home include recruitment of overseas students

Internationalisation at Home encompasses the academic syllabi, interactions between local and international students, lecturers and professors, the pursuit of international research topics and even the use of innovative technology. One of the most recent definitions proposed by Jos Beleem and Elspeth Jones* suggests that “Internationalisation at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”.

According to Carlos Alberto Kamiensky, International Relations Advisor at the Federal University of the ABC Zone (UFABC), established in 2006, internationalisation at home is part of UFABC’s plan. This is clearly reflected in the fact that UFABC reached the top position of

newspaper Folha de São Paulo’s ranking of universities in four consecutive years (in the internationalisation category). Over 20 courses are taught in English through the English as a Medium of Instruction (EMI) approach. “We set up specific EMI courses in 2017 in support of lecturers and professors interested in this option, and today there are over 30 of them. We have an in-house policy that encourages lecturers to spend a sabbatical abroad. And we have set up a partnership with the UN - State University in Detroit, USA, through which students at both locations work remotely together on joint projects”, says Kamiensky.

Courses taught in English also attract students from outside Brazil, with positive impacts on the daily lives of students, professors, lecturers and other employees. However, Brazilian

universities are still poorly prepared for this step, for instance, with few options of accommodation for international visitors. Another important and frequently neglected point regards the translation of institutional websites into English. However, the UFABC website was not only translated; it was completely restructured. “It is important to think about the experience of students and researchers, and a website that is attractive to foreigners plays an important role in demonstrating an international presence”, argues Audrey Heppleston, from the University of East Anglia (*for an interview with Prof. Heppleston, see page 24*). At UFABC, international cooperation levels and technology uses are already so advanced that one of its forthcoming steps is planning online doctorates.

However, one of the main barriers in Brazil still regards language (*see Chapter 3*). “In order to implement internationalisation, English classes are needed. But EMI is still finding its footing in Brazil, and lecturers and professors at private institutions are overburdened, since they have to do a little of everything”, explained Rita Louback, International Relations Advisor at the Pontifical Catholic University of Minas Ge-

rais (PUC-Minas). Since 2016, these courses have been a great experience for students and lecturers at UNIFACS, one of the largest private universities in the state of Bahia, and a member of the Laureate International Universities network since 2010. “Students must have at least a B2 level, in order to be eligible”, explains Diana Faraon, International Office Coordinator at UNIFACS, who mentions the challenge of finding well-trained lecturers. UNIFACS’ intention is to set up globalised classrooms in order to foster internationalisation at home and attract international students.

Another way of catching the attention of foreign students was tested by the Federal University of Minas Gerais (UFMG), which welcomed some 35 students for a two-week course in Brazilian studies, taught completely in English, with free meals, accommodation and cultural activities. “When these students are warmly welcomed, they feel encouraged to spend a semester or a year with us, taking home a positive image of the university”, points out International Relations Director Fábio Alves, who feels that events of this type help firm up the culture of internationalisation at UFMG. ■



Carlos Alberto Kamiensky from UFABC: “We offer specific EMI courses for lecturers and professors”.

Pedro Silveira

FOSTERING INTERNATIONALISATION AT HOME

- Step up language teaching.
- Offer undergraduate and postgraduate classes in English.
- Encourage lecturers to teach EMI courses.
- Increase options of lectures and workshops in English.
- Introduce programmes and activities focused on global topics.
- Adapt institutional websites to international audiences.
- Establish a welcoming environment and support foreign student integration.
- Align learning expectations with internationally acknowledged skills and results.
- Use technological resources in order to establish collaborative initiatives with foreign institutions.

* Redefining Internationalization at Home, 2015



A WELL-PLANNED STRATEGY

For **Audrey Heppleston**, Finance Manager for International and Postgraduate Research at the University of East Anglia in the UK, clear goals precede partner actions

What are the main benefits of international cooperation, in terms of the academic world?

Different universities seek advantages from international connections in different ways. Some opt for external cooperation in order to enrich a specific teaching area or boost the employability of their students. Research-intensive institutions must have a global presence through which they can recruit the best students and staff, in order to extend the range of their activities. It is critical to identify these benefits before drawing up an international strategy, as generic plans have limited value and will be hard to implement in practice.

How was the internationalisation strategy constructed at UEA?

This is a combination of top-down and bottom-up approaches. With regard to institutional as-

pects, we identified high-priority regions for building long-term international partnerships and enhancing our influence and reputation. But in order to set them up, we paid close attention to the quality of previous connections, as academics in charge of cooperation initiatives must see their value, so that sustainable partnerships can be built. An interesting example at our university is the connection established with Japan. We have a Japanese Studies Centre and a Dialogue Group with this country, set up to analyse research and teaching possibilities for all our departments and schools.

What would be an essential step for a university to internationalise efficiently?

I stress the importance of analysing local and international contexts when drawing up strategies, as priorities and approaches often vary, even among regions in the same country. For example, consideration must be given to institutional demographics, from the standpoints of both staff and students. A high proportion of international lecturers and students is a great asset for universities in the UK, since they enrich study experiences, help sustain professional networks across the world and burnish international reputations. Such diversity among students can be more easily found in the UK, as English is a second language for many people, and also as a result of local recruitment efforts, since 40% of higher education budgets depend on tuition fees.

How do studying contexts and needs help universities find good partnerships abroad?

Local contexts and backgrounds shape institutional missions. Cooperative initiatives with like-minded partners can provide fantastic leverage

for attaining internationalisation goals. The University of East Anglia is a founding member of the Aurora Network (www.aurora-network.global), which is a group of nine European universities with shared values and common goals. Despite operating in quite different institutional systems, these institutions are constantly learning how to move ahead with each other, offering top-grade research, professional facilities and teaching services.

Any recommendations for institutions of higher education in Brazil, bearing in mind the country's economic and cultural challenges?

From a viewpoint rooted in the UK, one way of advancing would be through financing programmes such as the Newton Fund and the Global Challenges Research Fund. A key aspect of their approaches is setting up partnerships underpinning high-grade research with in-country impacts. This is a great opportunity to build up international partnerships that are aligned with research needs in Brazil.

What are the initial steps towards internationalisation for universities with limited resources?

The first step in this process is discovering why each institution needs to internationalise. Being clear about this helps establish priorities, as resources are always sparse. I suggest that a good start would be to seek out potential ambassadors – academics who could contribute to this agenda through their own international connections built up through studying, working or even moving abroad, as well as those with an international research speciality. Building up this critical mass of individuals offers access to examples that help lay foundations and sustain learning curves during the experimental phase.

INSIDE LOOK: THE UNIVERSITY OF EAST ANGLIA IN FIGURES

Nº 1 in the UK for research projects impacting the environment

TOP 15 in the UK for high-impact research projects

Nº 1 in the UK for quality in high-impact researches (Leiden 2015)

82% of its research rated excellent at the international level (REF 2014)

INTERNATIONAL DIPLOMAS: VALIDATION AND RECOGNITION

A university's internationalisation process necessarily requires the implementation of a solid and trustworthy validation and recognition system for foreign diplomas (the former at the undergraduate level, and the latter for master's degrees and doctorates *stricto sensu*). There are several models of these systems around the world.

Since 2017, significant progress has been achieved in Brazil with the Carolina Bori Platform, run by the Higher Education Bureau (SESu) at the Ministry of Education (MEC). This online tool streamlines procedural flows while fine-tuning the linkages between universities and candidates (*more details in the following pages*). Nevertheless, in Brazil, it is necessary to improve the assessment of higher education programs with a focus on evaluating not the direct correspondence between subjects and classroom hours, but the skills and competencies developed by students as they attend these courses (*see interview on page 32*).

The Carolina Bori Platform

This Brazilian online system streamlines procedures for foreign graduates

At the invitation of the Ministry of Education (MEC), the vice-chancellors of public and private universities from all over Brazil have signed up to (and can still do so, even if not yet invited) at the Carolina Bori Platform (plataformacarolinabori.mec.gov.br). Once access is established, institutions can provide foreign candidates with information on the documentation needed to validate or recognise their diplomas, courses and programmes, simultaneous service capabilities and service fees. In turn, the system allows the registration, listing and selection of universities available for validation or recognition and access to the lists of documents required for submitting applications. In other words, the entire procedure is handled through the internet, except for the presentation of original documents. “Furthermore, communications between the parties is run through the platform, avoiding unnecessary trips, particularly for individuals liv-

ing outside Brazil, while avoiding some risks involved in the submission of information by telephone and email. This system allows application status to be followed up on with greater transparency, as stages and status must be documented in the Platform”, in the words of its Coordinator, Eliane Feres.

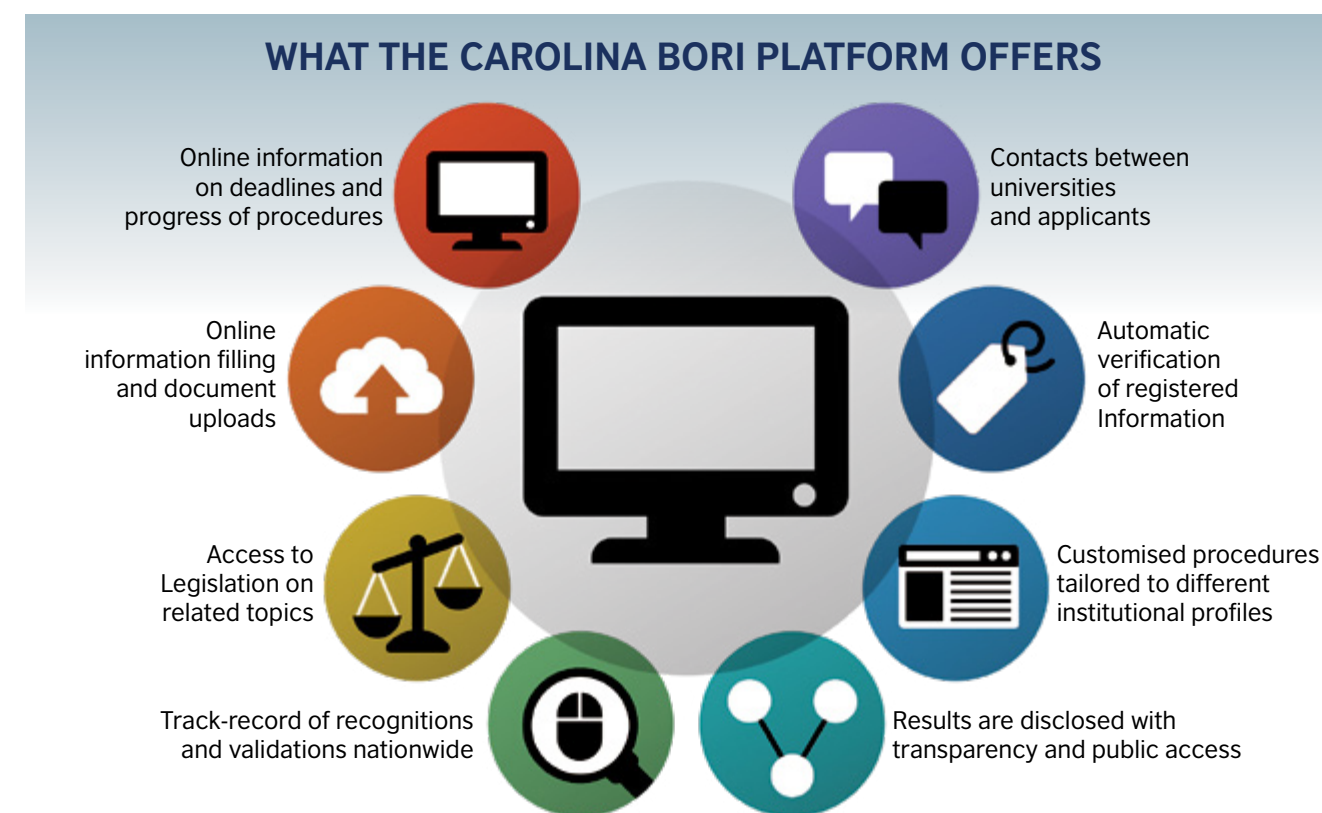
The use of this tool as a bridge in the validation and recognition process is not mandatory. However, from 2018 onwards, all institutions of higher education must regularly register information on procedures that they have already completed.

As a reliable source of information for requests and procedures for students and Chancellors, the Carolina Bori Portal (carolinabori.mec.gov.br) operates in parallel to this Platform. By logging in, anyone has free access to the current legislation, diploma validation and recognition guidelines, replies to submitted applications, and the submission procedures of higher education institutions.



Marcelo Almeida

Eliane Feres,
Platform
Coordinator:
“Application
status can
be monitored
online”



CLEARING UP DOUBTS

May validation or recognition be requested simultaneously from more than one institution?

No. Applications must be submitted to only one university.

Is there a preliminary list of foreign universities or courses whose diplomas can or cannot be validated or recognised in Brazil?

No. All institutions of higher education are free to recognise a diploma or not, based on their own assessment criteria.

Which institutions can validate and recognise foreign diplomas?

For validation purposes, universities offering recognised courses at the same level and in the same field, or equivalent. For recognition, accredited public or private institutions with postgraduate courses that have been assessed, authorised and recognised by the National Postgraduate Studies System (SNPG) in the same field of knowledge.

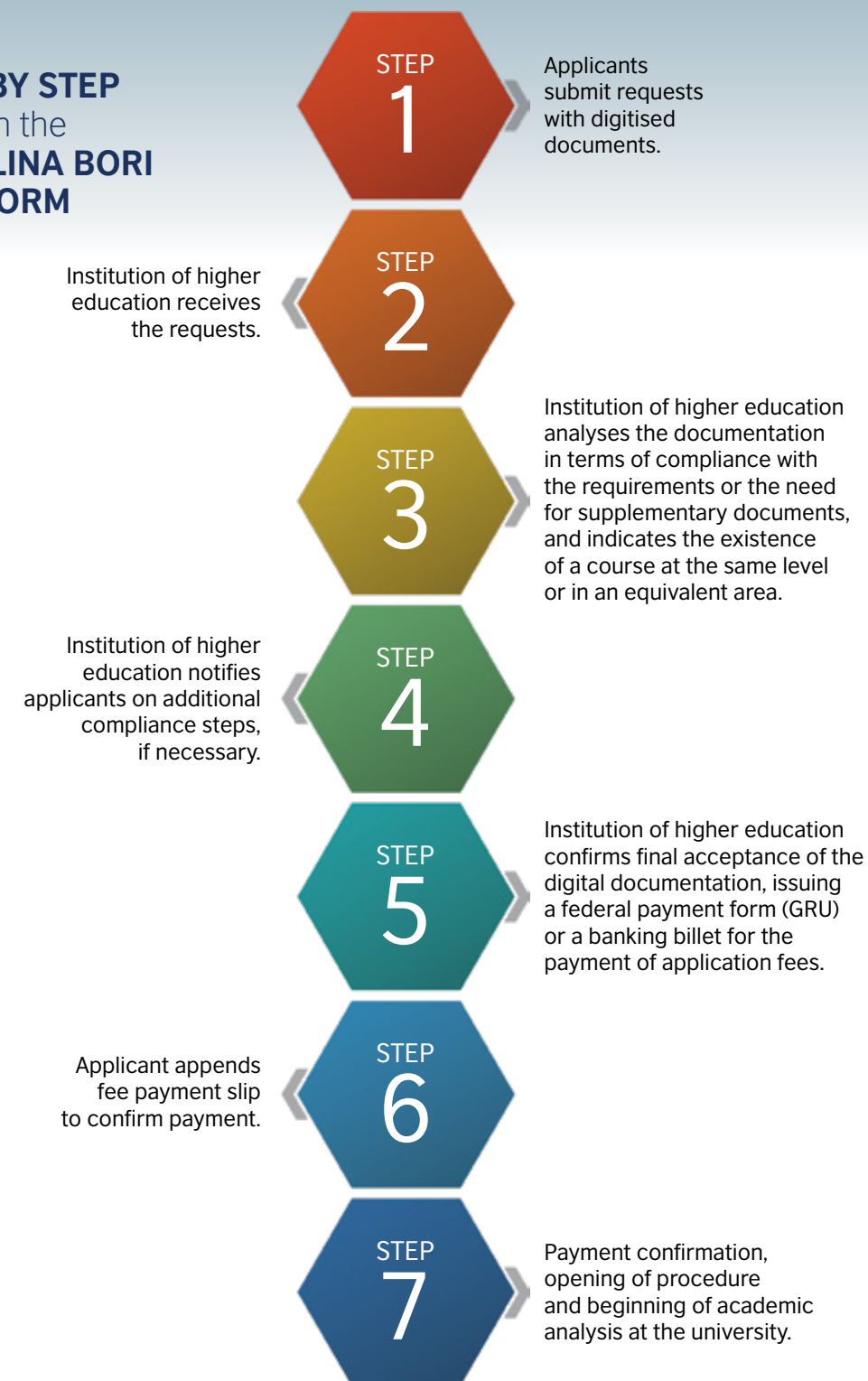


By November 2017, this Platform already had over 2,000 registered users, with more than 2,000 applications under way in addition to 500 in the preliminary analysis stage, and 400 under academic analysis.

Although this is a recent initiative, the Ministry of Education (MEC) is already aware that the Carolina Bori Platform is evolving into a real database over time, with information on teaching institutions that have already revalidated or recognised diplomas for courses similar to their own. Furthermore, there will be a section with information on setting up internationalisation policies for higher education in Brazil.

Underpinned by this solid technological support for cooperating in diploma validation and recognition procedures, Eliane Feres explains that universities retain full autonomy for approving or rejecting requests from applicants holding foreign diplomas. “The Carolina Bori Platform serves as a path, but it has no powers of decision”, she says. Similarly, this MEC tool offers no definitions on the simplified procedure, as this issue is related only to the matters defined by Regulatory Ordinance N° 22/2016 issued by the MEC, and, as set forth in Resolution N° CNE/CES 3, dated 2016.

STEP BY STEP through the CAROLINA BORI PLATFORM



DEADLINES

30 days at most for an institution to advise a candidate of any additional documentation required and the possibility of starting a procedure or not after receiving the documentation accompanying the validation/recognition application.

30 days at most for an institution to decide if it is necessary or not to submit supplementary documentation, after the documentation analysis period has begun.

60 days at most for candidates to deliver the requested supplementary documentation.

180 days for validation or recognition.



Weimer Carvalho

FOCUS ON SKILLS

Peter Wood, Individual Services Manager at the UK National Academic Recognition Information Centre (NARIC), talks about the diploma validation process

What should be the main aspect for analysing the diploma of a person willing to study abroad, or of people who have studied abroad and are now going back to their homelands?

The most important aspect to bear in mind is whether students are sufficiently prepared for the courses to which they are applying or for the jobs for which they studied.

What precautions must be taken by institutions to avoid discrimination when analysing diplomas and entry applications?

There are different types of recognition. The one used by NARIC ensures that the procedure is simple and consistent. Decisions are based on statements from authorities in the countries of origin and an understanding of quality guarantee procedures. Each education system is unique, and does not always offer qualifications or levels that correspond to what is accepted as valid in other parts of the world. In other words, differences should not become barriers to recognition.

When a foreign diploma is rejected in a student's homeland, the person may prefer to remain abroad.

Why is this a problem?

This leads to what is called a brain drain, generally triggered by unfavourable conditions in the country of origin. If people have studied to achieve professional status but are unable to put these skills into practice due to restrictive recognition rules in their homelands, the best option for them is to continue living abroad, where they can use what they have learned.

Universities insist on analysing classroom hours and subject titles.

Why is this a problem?

Tallying up hours of study for diploma recognition decisions measures the arrival of students at a University, rather than their departure. In other words, there is no assessment of performances, or acquired skills and competencies. Trying to match up content is another ineffective way of recognising qualifications, as it ignores inevitable differences in study plans. Some students will study abroad or devote their time to foreign research in order to develop knowledge and expertise that might not even be available through education systems in their homelands. If the only content that is recognised on their return is that corresponding to what is offered by the institution in the country of origin, then what is the benefit?

As an agency set up by the UK government to evaluate and recognise international diplomas, what are the countries with which NARIC has bilateral agreements? Has anything been agreed with Brazil?

The role played by NARIC in two-way recognition agreements consists of working with bilateral technical committees drafting treaties that are

then signed by governments. Agreements have been established with China, Spain, the United Arab Emirates, Chile, Mexico and Colombia. For Brazil, the fact that each individual university is empowered to recognise higher education qualifications means that no recognition covenant can be signed at the government level.

The complex paperwork involved in diploma analysis and validation is still a hurdle in many institutions all over the world. What is NARIC doing to avoid being entangled in all this red tape?

We use a precedent-based approach that considers several researches about the current systems and qualifications, underpinning judgement values on learning process, results and qualifications, and we align them with the education system in the UK. We thus avoid the need for detailed analyses of the contents of each qualification, streamlining the entire process with cost-benefit advantages. Although this scheme does not interfere in institutional autonomy, as each organisation still makes its own decisions, it offers guidance for decision-making procedures.

What difficulties are experienced by Brazilian universities for validating foreign diplomas?

Everyone I have spoken to who is engaged in internationalisation processes admits that the content-matching system is a mistaken approach, and applauds the changes ushered in by the Carolina Bori Platform run by the Ministry of Education (MEC). Despite new legislation (Regulatory Ordinance N° 22/2016) that makes validation more flexible, it still might be hard to develop new approaches focused on skills and competencies, as current practices grounded on course duration comparisons seem to be quite solidly rooted in Brazil. ■

“ If the only content recognised on the students' return is that corresponding to what is offered by the institution in the country of origin, then what is the benefit? ”

Peter Wood

ENGLISH FOR ALL

Foreign language: This is the name given to any language other than a person's native language. Thanks to globalisation and communication needs that extend beyond national boundaries, this concept has been changing. "Languages have no owners; we can use them and make them our own as well. English belongs to anyone, as well as the way that the person wishes to speak it, provided that one can make him or herself understood", says John Knagg, Global English Director for Education Systems at the British Council. Language policy researcher Simone Sarmento notes that many language centres at institutions of higher education are replacing the word **foreign** by **additional**. She stresses that English is no longer a competitive advantage, but rather a basic need. It is the language of scientific dissemination, through which we may access reference books for bibliographies, as well as old and new projects, establish international partnerships and make new contacts. In order to move ahead with internationalisation, Brazilian universities must ensure language proficiency and devise learning enhancement strategies.

Barriers inspire change

Fernando Vivas

How an exchange programme has revealed key linguistic weaknesses in Brazil

In 2011, Brazil was roused from a lengthy period of academic and linguistic isolation by the Science Without Borders (CsF) programme, launched by the Ministry of Education (MEC) jointly with the Ministry of Science, Technology and Innovation (MCTI). In four years, this Programme awarded some 94,000 foreign exchange fellowships to undergraduate and postgraduate students. However, its arrival cast a harsh spotlight on language teaching weaknesses in Brazil: these students were not proficient enough to keep up with their studies abroad, and did not count with large-scale assessment centres capable of certifying their knowledge levels. Furthermore, Brazil lacked an effective additional language teaching policy for basic and higher education.

Candidates applying for sandwich undergraduate courses in Portugal topped 40,000 in the first year of this Programme (2012), underscoring the barriers raised by the English language.

In order to encourage the study of additional languages, the MEC initially cut Portuguese universities from the list of participating institutions. It then launched the English without Borders Programme in December 2012 (renamed Language without Borders, IsF, in order to include other languages in November 2014). Its main purpose is to encourage language learning in Brazil's higher education system.

The IsF Programme continues to grow after some major CsF changes, with the removal of undergraduate exchange programmes, even though the Coordination for the Improvement of

Higher Education Personnel (CAPES) still issued tenders for postgraduate and post-doctorate fellowships, as well as for senior internships abroad, with 5,000 grants awarded in 2017. At the present, almost 200 language centres are active at higher education institutions nationwide.

The Importance of Language Centres

"Some professors do not list bibliographical references in English, thinking that this would exclude students, but by doing so, they do not indicate the most important references in the field, and they do not reflect the real importance of mastering the language", argues Simone Sarmento, Postgraduate Professor of Literature and IsF Teaching Coordinator at the Federal University of Rio Grande do Sul (UFRGS). Professor Sarmento believes that familiarity with the English language is still much below the expected level, and students will soon "run up against a ceiling". This is because additional language learning in Brazil's basic education system is still a privilege of the wealthier classes. In order to even out this imbalance, most federal and state universities set up language centres (NUCLI) in 2013 and 2014. The strategies adopted by each of them are diverse and tailored to their individual academic and student communities. Dr. Sarmento points out that "in addition to offering language classes, it is possible to extend and naturalise a number of practices into regular course subjects, such as encouraging reading and language lab classes, and offering lectures and workshops, in addition to requesting reports written in English". At UFRGS, teaching fellows (language and literature teaching students at the C1 level at least) teach classes. Moreover, these Centres conduct proficiency tests and offer advice to

professors willing to lecture in English (EMI) on how to use active teaching methodologies.

Distance learning potential

One of the tools provided by IsF is the My English Online (www.myenglishonline.com.br) course on a digital platform, which is free of charge for professors and lecturers, technical and administrative staff members of public higher education institutions, and students enrolled at public and private universities. Distance learning offers the potential to boost new opportunities as an alternative option for any person seeking to increase his or her knowledge (*learn more about proficiency levels in the following pages*).

One of the missions of the British Council is to promote the enhancement of English teaching and learning in the Brazilian educational system, where it is also a leading provider of standardised language tests through the International English Language Testing System (IELTS). With a globally acknowledged expertise in English Language Teaching (ELT), including methodologies, course programme development and the use of new technologies, the British Council also provides consultancy on language policies for several higher education institutions around the world and has a specific website for English teaching enhancement (www.teachingenglish.org.uk). ■

MAKING ENGLISH TEACHING AND LEARNING A PRIORITY IN BRAZIL

The study of English must be repositioned.

English cannot be viewed as a language reflecting a foreign culture, but it must be understood, instead, as a basic skill for international relations.

The quality of general education must improve.

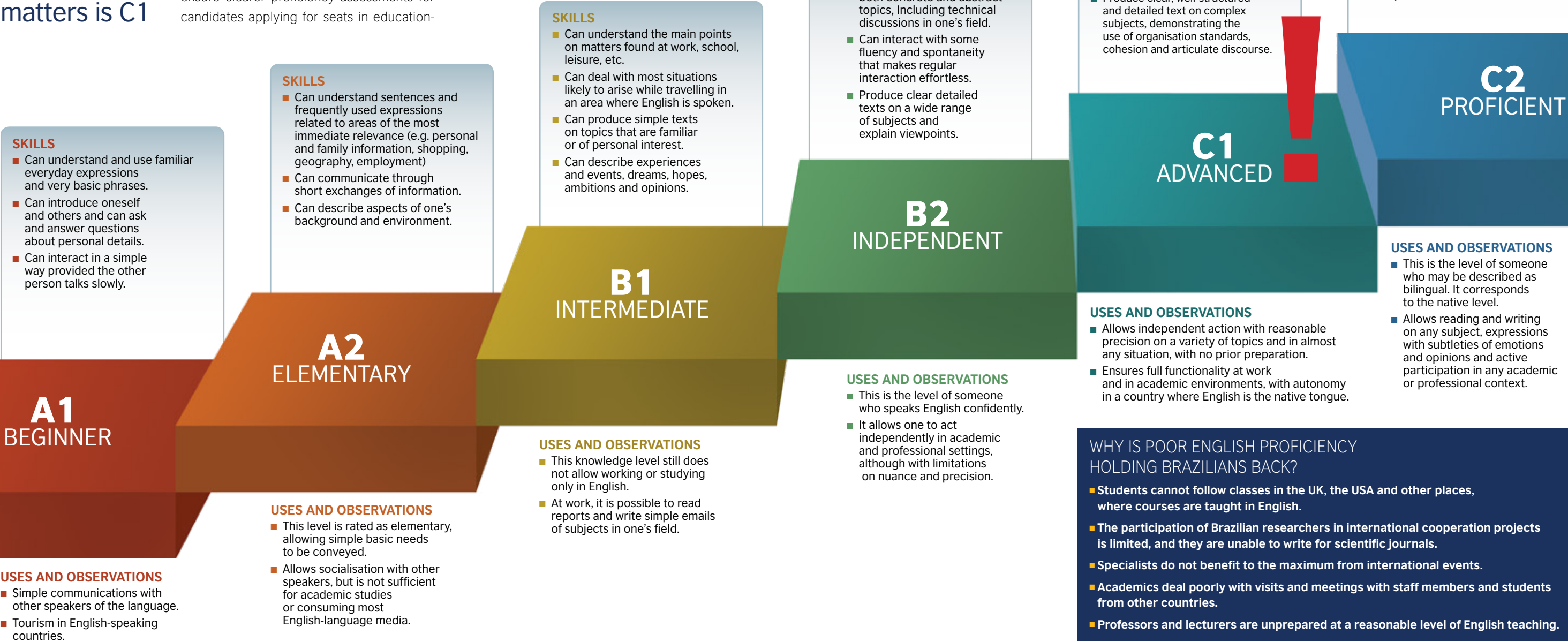
In order for all sectors – and not only the elites – to have access to English and attain proficiency, governments must address topics such as equality through public education.

ENGLISH LANGUAGE

The desirable proficiency level for keeping pace with routine academic matters is C1

The most widely recognised standard for describing the knowledge of languages worldwide is the Common European Framework of Reference for Languages (CEFR). Its scale is applicable to any language used on the European continent - not only English, but also German, Spanish and many others. This scale was drawn up by the European Council in 1990 for languages, in order to ensure clearer proficiency assessments for candidates applying for seats in education-

al institutions in the fields of research, teaching or exchange, for example. The CEFR describes six reference levels for how well a person speaks and understands a language. English tests assessing proficiency levels are a requirement for anyone applying to study at universities abroad. The best known tests are IELTS, TOEFL and TOEIC.





THE GLOBAL LANGUAGE Challenge

For John Knagg, Global Head of English for Education Systems at the British Council, proficiency for academic administrators, professors and lecturers is the first step for learning the English language.

What grabs your attention the most about English language skills in Brazil?

The current situation reflects the size of the country, its geopolitics and geographical location. The world's third-largest nation has a massive but monolingual domestic market whose nearest trading partners speak Spanish. Much of its population has no need for English, in contrast to smaller European countries such as the Netherlands, Estonia and Greece, whose languages are not widely used. Only recently has Brazil's Ministry of Education (MEC) acknowledged English as a 21st-century skill that is vital for global engagement, by requiring English classes as part of its basic education system. High priority was assigned to teaching languages in school quite some time ago by countries such as Chile, Colombia and Uruguay.

Fernando Vivas

What are most effective alternatives for improving knowledge among university students and academic staff?

There are four levers: syllabi, teaching, assessment and quality assurance. Let us look at each of them within the context of higher education in Brazil. Picking the right syllabus (based on specific student needs), educational goals and materials require qualified professionals who are specialised in this field. In teaching activities, having only a university degree and advanced language skills are not acceptable for teaching classes. This down-grades English teachers who are endowed with a broad range of educational skills. The professional development platform Teaching for Success currently run by the British Council encompasses twelve specific teaching practices for lecturers.

The third lever is assessment, with a generally sparse expertise in this field. There is room for improvement in recording student progress and developing institutional proficiency tests.

The final element is a management system that ensures quality teaching and learning processes. There are widely-known monitoring and assessment criteria – such as those established by Accreditation UK – that can be adapted to any context.

For Brazilian universities, what should language policies focus on in order to spur internationalisation?

It is worthwhile to invest in academic staff members. Even if they do not teach classes directly, they probably use the English language socially at international conferences or meetings, and they interact with multinational research project teams.

Furthermore, they must also write papers for journals, as well as international grant applications and research proposals. While academic staff feel responsible for their own progress in the specialised skills, a Language Department at the University must be able to advise and teach them in these areas.

What are the essential steps for enhancing language skills among educators and students?

To some extent, the most important step is the University's decision regarding its strategy, expressed in the form of a language policy. At a more practical level, the most crucial initiative is the effort to enhance the skills of academic administrators, professors and lecturers, in order to ensure quality teaching and learning processes across the board. If I had to pick a single action, I would hire a highly qualified academic administrator with experience in designing, planning and implementing language programmes. When funding is tight, it often makes sense to invest in better leadership, with sweeping impacts on staff quality and student outcomes.

What actions is the British Council putting into practice in order to improve English teaching at the global level?

The British Council works with governments, ministries and local authorities all over the world, producing reports on the status of languages in university systems such as those of Turkey and Ukraine, with lessons that can inspire others. These materials are accessible at no cost online (teachingenglish.org.uk). Additionally, Accreditation UK, which inspects and approves some forty University English Departments, has also issued reports and criteria through the internet.

WHO IS JOHN KNAGG?

John Knagg is currently Global Head of English for Education Systems at the British Council. He runs programmes with education authorities and ministries all over the world. He also currently chairs Accreditation UK, a quality certification programme for institutions and universities in the UK that offers English courses. John Knagg was recently engaged in English Language Teaching (ELT) and English as a Medium of Instruction (EMI) projects at universities in South Korea, Turkey and the UK. He is a Fellow of the UK Academy of Social Sciences and sits on the Board of The International Research Foundation for English Language Education (TIRF).

A good language policy

At FIEP, attendees take notes of a Seminar's main ideas.

Marcelo Almeida

Analysing academic communities and goals help define a strategy

With over 207 million inhabitants, Brazil ranks fifth worldwide in terms of land mass and population. But only 5% of its citizens have some knowledge of English, according to a survey conducted by the British Council. Mandatory English classes are newcomers to the country's basic education system, with poorly-trained teachers and a somewhat ineffective learning process in schools. Pupils are already lagging behind as they enter university, with action required at this level in order to reverse the situation by devising language policies.

According to Professor Bernard Spolsky, Director of the Language Policy Research Centre at Bar-Ilan University in Israel, a language policy consists of three interconnected components: **practicing languages** used by the members of a linguistic community; **the beliefs** of its members about languages and **the efforts** of some of them to change these practices and beliefs.

"The strategies of each institution of higher education vary, but they are generally preceded by discussions and analyses of language knowl-

edge among students, lecturers and employees.

This is what occurred at the Federal University of Mato Grosso (UFMT), which joined the Languages without Frontiers initiative in 2013 to become an application and language centre (NUCLI). "IsF tests have shown that approximately 60% of our community are at the A2 level", declares Joíra Martins, International Partnerships Advisor of the International Relations Office at UFMT. She was involved in designing the UFMT language policy, which encompasses the following dimensions:

- 1 • Setting up a Language Centre
- 2 • Institutionalisation of International Proficiency Tests
- 3 • Expansion of teaching activities in additional languages
- 4 • Capacity-building in additional languages among university employees
- 5 • Institutional Communications in additional languages

This proposal was followed by an analysis conducted by the University Council and, once approved, a Permanent Language Policy Committee will be set up as an advisory and deliberative body, in order to propose and oversee the joint implementation of actions at higher tiers.

Other contexts require investments in specific policies. Simone Sarmento, at the NUCLI at the Federal University of Rio Grande do Sul (UFRGS), explains that the large number of Spanish-speaking exchange students spurred the introduction of an online self-training course and a mobile telephone app to familiarise students with academic routines in Portuguese. Furthermore, NUCLI-UFRGS helps teachers willing to take their first steps in English as a Medium of Instruction (EMI) by teaching subjects in English.

Professor Sarmento helped draft a document on language policy to guide universities, with inputs from ten specialists and six critical readers from all over Brazil, which will soon be

6 DIMENSIONS OF LANGUAGE USE IN AN INSTITUTION

Knowledge production and dissemination

admission

communication

taught contents

contents used by the administration

contents used as a means of instruction

LANGUAGE

available on the website (www.faubai.org.br) of the Brazilian Association for International Education (FAUBAI).

In order to bridge linguistic gaps in the academic community of the state of Paraná, programme *Paraná Fala Inglês* ("Paraná speaks English") has been in place since 2014 with the participation of several universities, including the Londrina State University (UEL) and the Federal University of Ponta Grossa (UFGP). "In addition to preparatory courses for the TOEFL iBT at the intermediate and post-intermediate levels, we have been running courses since 2017 to foster the use of English in real-life contexts, such as academic English and others for specific purposes", says Larissa Giordani Schmitt, representative of the programme's institutional coordinators. ■

Source: FAUBAI's Language Policy for the Internationalisation of Higher Education.

Key Questions

The language needs of a university may be analysed on the basis of quantitative researches and qualitative discussion groups or interviews. Listed below are questions rated as important by departments dealing with language policies, according to John Knagg, of the British Council. Knagg stresses that there is a diversity of university language policies available on the internet.

- 1 Which are the university's values and goals that are relevant for internationalisation?
- 2 Who are the main language policy stakeholders?
For example: administrators, office and academic staff (current or future), students, research partners, employers and government entities.
- 3 What are the rights, duties and responsibilities of each group in terms of languages?
- 4 Which languages must be either studied or included?
- 5 Which language skills and levels are appropriate in each case?



Discussing language policies at the Universities during the World Seminar held in Salvador.

Fernando Vivas

In the UK, Coventry University is investing in partnerships with companies and universities all over the world.

Divulgação

INNOVATION FOR GROWTH

The importance of academic research is quite clear, when it reflects improvements in products and services that impact on people in society. However, different universities and companies have quite different discourses, intentions and speeds – in Brazil as well. This is where the challenge of bridging gaps between these two sets of actors appear, to ensure that they converge towards common interests. Joint creation is well worth the heavy ongoing investments allocated by research support foundations all over Brazil, which are firmly engaged in promoting innovation while spurring economic development.

What do students need? They need prospects for the future. And what do companies and industries need from recent graduates? That they think originally and are able to find creative solutions to their problems. These concepts underpin links between several companies and Coventry University in the UK. “Through partnerships with universities and companies all over the world, exchanges of knowledge and views about local, regional and international relations have been very enriching for our researchers”, stresses Paul Noon, Vice-Chancellor for Entrepreneurship and Innovation at this institution. Current projects under way at Coventry University include developing services for the healthcare sector in Yorkshire; the automotive sector and utility vehicles in Coventry and London; aviation and manufacturing in Indonesia and Brazil; and university-industry cooperation in China and India.

Teaching on the factory floor

One of the agreements with Brazil involves the Pontifical Catholic University from Rio de Janeiro (PUC-RJ) and Fiat Chrysler Automobiles

(FCA), which was elected one of Brazil’s Top Ten most innovative companies by Forbes magazine. Together with FCA engineers, students and lecturers from PUC-RJ will spend time at Coventry University to return home with ideas for making cars more sustainable. Coventry University also set up an Institute for Advanced Manufacturing and Engineering (AME) jointly with the Unipart Manufacturing Group - an industry from the Engineering field. “This is a college right there on the factory floor. Students are engaged in real-life projects and are tutored by engineers, meaning that as they prepare for their careers, they bring fresh life to company practices”, says Noon, stressing the employability of these students: 100%.

The linkage between academic knowledge and employability is not as direct in Brazil. The 2017 Global University Employability Ranking by the Times Higher Education (THE) initiative indicates that the only Brazilian institution ranking among the Top 100 worldwide was the University of São Paulo (USP). In terms of impact, the University of Campinas (UNICAMP) ranks first in Latin America.



Pedro Silveira

Paul Noon, from Coventry University:
“We blend cooperative research, education and entrepreneurship.”

INOVAÇÃO

“Universities qualifying leaders internationally nurture hubs of innovation and produce public policy makers. They boost national benchmarks, with clearer definitions of a country’s chances in a fast-moving, knowledge-based world.”

Hernan Chaimovich,
Assistant Coordinator,
São Paulo Research
Foundation •
Fapesp

“Innovation was crucial for good performance in this ranking, and this is related to the stance adopted by UNICAMP, which has built up partnerships with the business sector ever since it was first established in the 1960s. We set up new procedures in order to streamline negotiations, which became benchmarks for this type of interaction with the industry”, affirms Vanessa Sensato, Communications Manager of Inova, the UNICAMP innovation agency. This university is Brazil’s second largest patent holder and runs over thirty research projects per year with private companies. Such entrepreneurship is buttressed by actions, such as business model competitions, subjects focused on this field and the existence of the UNICAMP Technology-Based Company Incubator (INCAMP), set up in 2001. International partnerships such as the one with the University of Cambridge Enterprise (the technology transfer office at the University of Cambridge in the UK) underpins exchanges and courses both for lecturers and students. Global brands such as Motorola, Samsung and Lenovo today have their own Research and Development laboratories in

Campinas, a city located in the state of São Paulo.

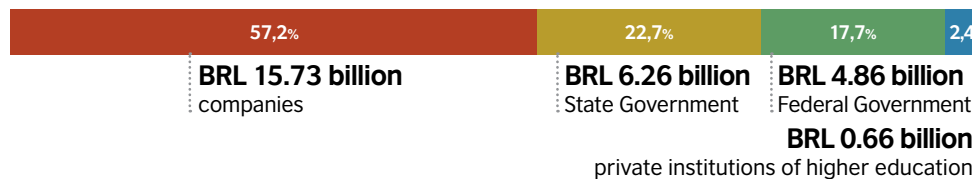
The São Paulo State Science and Technology System, which encompasses federal, state and municipal universities, as well as private universities, colleges and technical and vocational schools, is particularly privileged (see the following table). “Brazil’s scientific output is still mid-dling. One way of enhancing its quality and boosting its relevance for the economy is internationalisation”, urges Hernan Chaimovich, from the São Paulo Research Foundation (FAPESP). The vision of this Foundation is to turn the state of São Paulo into an internationally acknowledged research hub. Similar foundations, such as FAPESC in the state of Santa Catarina, are also organising entrepreneurship programmes. Following in its footsteps is the *Sinapse da Inovação* programme for innovative entrepreneurship, which has already invested BRL 25 million in five editions, with 400 start-ups that created almost 2,000 jobs and reported an annual turnover of BRL 150 million (over £31 million). This initiative is allowing academic knowledge to stimulate the economy of the state. ■

RESEARCHERS AND INVESTMENTS IN THE STATE OF SÃO PAULO

74,000 researchers



BRL 27.5 billion
allocated to research and development



Source: Fapesp, with 2015 data

Vanessa Sensato
introduces the
UNICAMP innovation
Agency at the
Seminar in
Belo Horizonte.



Pedro Silveira

GOALS UNICAMP SCIENCE AND TECHNOLOGY PARK

INTERACTION

Extend interactions between the university and other sectors in Brazil’s National Science, Technology and Innovation System.

TECHNOLOGY

Implement actions that streamline technology and knowledge development and transfers

R&D

Consolidate well-rounded back-office support structures for R&D activities

INNOVATION

Encourage and protect start-ups and innovative company projects conducted through partnerships with UNICAMP researchers.

QUALIFICATION

Extend qualification opportunities for UNICAMP students

INCUBATION

Support pre-resident projects and start-up incubation



Mock-up of the park
with the incubator,
start-ups building
and Biofuels Innovation
Laboratory.



Fernando Vivas

EQUALITY AND INCLUSION

Brazil is a country rife with regional, ethnic, racial, social and economic inequalities, in addition to unequal opportunities for people with special needs and non-mainstream sexual preferences. In the field of education, all these problems are painfully apparent. “Higher education in Brazil has always been elitist”, says Maria Clorinda Fioravanti, Vice-President for Research and Innovation, from the Chancellor’s Office for Research and Innovation at the Federal University of Goiás (UFG). In Scotland, the internationalisation of the University of Glasgow is fostering social inclusion with positive results in terms of higher education rankings.

Striving to iron out inequalities, Brazil introduced a university entrance quota system by enacting Law N° 12,711/2012. In addition to reserving places in undergraduate courses for candidates from underprivileged groups (based on racial or social criteria), other inclusionary actions are under way, including a student grant and loan policy to cover university fees. This quota system encompasses mainly federal and state institutions. A delicate issue that has been raised over time is the impact of this system on educational excellence: for instance, could attendance by underprivileged or handicapped students have negative effects in terms of education quality?

A publication exploring inclusion policies in higher education entitled “Inclusion policies in higher education: An evaluation of student performance based on the ENADE exams from 2012 to 2014” (published in Portuguese in 2017) discloses that:

- there is no practical difference between the knowledge of quota students and their classmates by the end of the course.
- there is no difference between quota students for racial or social reasons and their classmates.
- there is no difference between quota students and their middle-class colleagues in specific knowledge tests.
- at the end of undergraduate courses, there is no difference between students granted loans through the FIES student fund and those not receiving this benefit.

“The myth of quota student performance collapses when the gaps in their knowledge are remedied in the course of their studies”, explains Dr. Fioravanti.

Social inclusion is one of the priorities of the University of Glasgow, in Scotland, and is

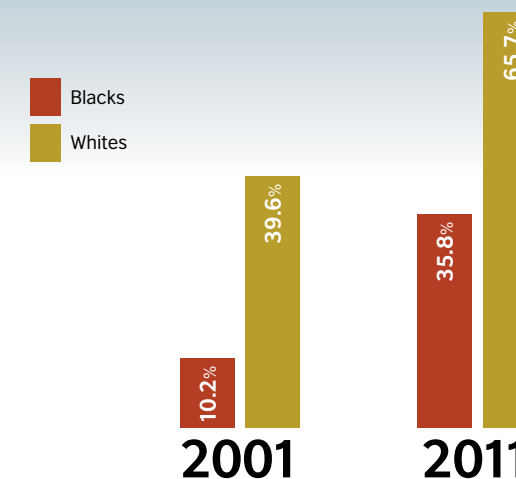
seamlessly aligned with its internationalisation process. In Glasgow, fellowships are underpinned by across-the-board ethical efforts. An example: eight Palestinian students from the Islamic University of Gaza in Palestine entered a modern language studies programme in 2018, financed by Erasmus International. These two universities already had a research partnership. Hundreds of agreements of this type, together with strategies such as having an exclusive Director of Mobility, have attracted students from 120 countries to this institution. The figures are impressive: only 60% of its graduates are Scottish, with 55% of its postgraduate students being foreign. In 2017, the University of Glasgow ranked 19th among the world’s most internationalised universities, according to the Times Higher Education (THE) ranking. “International reputation counted as 25% of the score, which is why we did so well”, explains Rosa Greaves, International Director for Latin America. “Appearing in this ranking might seem just a marketing ploy, but it provides visibility and attracts research financing, which benefits all our students in the UK and abroad”, she notes.

“Internationalisation is a one-way street that breathes fresh life into research and teaching activities. Racism, sexism and economic disadvantages cannot block development and opportunities in higher education.”

”

Lázaro Cunha,
General Director,
Bahia State Research
Foundation • FAPESB

BLACKS AND WHITES IN HIGHER EDUCATION (AGES 18 TO 24)



Source: IBGE

OPINION

**Hernan Chaimovich**

Professor Emeritus, Chemistry Institute, University of São Paulo (USP) and Assistant Coordinator, Scientific Department, São Paulo Research Foundation - FAPESP

Levels of internationalisation

A proposal for reflexive analysis on quality and equality in higher education in Brazil

Where do Brazilian universities stand in international rankings? I suggest looking at the criteria for some of these assessments, in order to understand the indicators underpinning these rankings.

One of the most widely mentioned systems is the Times Higher Education (THE) ranking. It recently published a list of universities based on the key criterion of graduate employability. The University of São Paulo (USP) was the only Brazilian institution ranked among the top 100 names. This ranking lists universities by their reputation, with USP ranked between the 91st and 100th places, in a group of the best from among the 1,102 institutions considered by the THE worldwide. According to the World's Top 20 Project, the list of the most outstanding universities in Latin America includes the Federal University of São Paulo (UNIFESP), the Federal University of Rio de Janeiro (UFRJ) and the University of Campinas (UNICAMP). This university ranking system is based

on economic and social criteria.

When analysing positions, it is important to understand the criteria used by any particular system and observe which of these criteria specifically define the position of a particular university in the ranking. The University of São Paulo (USP) is placed between the 251st and 300th positions in the 2018 THE World University Ranking. Its scores for teaching (53) and research (56) are significantly higher than its figures for criteria addressing the mean impact of the knowledge it produced (32), percentage investments from the industrial sector (38) or internationalisation (31).

Each ranking uses its specific criteria, and for this reason, institutional rankings may vary significantly among themselves.

However, a disaggregated analysis of ranking criteria can indicate quite useful paths for discussing changes that may be convenient and appropriate in each case. This is not a mat-

ter of submitting to change strategies drawn up elsewhere, but rather of acknowledging that – as in the case of USP, for example – the university has been concerned with the internationalisation of its students and faculty members only very recently, together with impacts on its intellectual output.

In the US News and World Report ranking, USP, UFRJ and UNICAMP rank 1st, 3rd, and 5th respectively among the best in Latin America. Globally, they rank 153rd, 338th and 344th respectively. Using different criteria, this system placed USP at a relatively low position in the global ranking, due to factors such as its poor performance among the 1 to 10% most cited publications; a low impact of its publications; a low percentage of publications with international collaborations; and a small number of books published by its academic staff. Features considered to have positive effects generally refer to output volumes, citations or conferences, while the internationalisation and impact indicators point in the opposite direction.

These levels repeat themselves when comparing universities from different countries, such as USP in Brazil and Rutgers University in the USA. Low internationalisation, citation and foreign student indicators for USP largely explain the gap in the THE ranking between USP (201 – 250) and Rutgers University (123).

During the past few decades, Brazil started to become more visible among the world's leading knowledge producers. Brazil recently ranked 15th among the top producers of scientific articles indexed by the Web of Science® or Scopus® systems. But the visibility or impact of these papers has not kept pace with their increasing volumes.

For decades, almost half of the indexed papers produced in Brazil had at least one of their authors working at an educational institution in the state of São Paulo. At the same time, it is important to note that the visibility (impact) of papers with an author working in São Paulo has been significantly higher than the mean impact of works from Brazil.

Internationalisation implies the implementation of cooperation programmes that encompass a wide variety of tools, including (but not exclusively) researcher and student mobility. These programmes must necessarily encompass the possibility of financing research projects jointly conducted by Brazilian and foreign partners.

In brief, it may be concluded that the impact of Brazilian science and the number of scientists must grow, and growing with quality requires academic governance at research universities. Brazilian universities in Science must be linked to national boundaries, as science as a whole must also respond to national demands, for which internationalisation and cooperation are essential. ■

“During the past few decades, Brazil started to become more visible among the world's largest global knowledge producers. Brazil recently ranked 15th among the top producers of scientific papers indexed by the Web of Science® or Scopus® systems.”

OPINION



Aldo Nelson Bona

UNICENTRO Chancellor and President
of the Brazilian Association of State
and Municipal University Chancellors (ABRUEM)

A matter of strategy

Research and teaching partnerships could endow Brazil with a keener competitive edge while fostering regional development

The contributions of higher education institutions to the scientific, technological, cultural and economic development of Brazil have gone through many different phases. If the challenge in the mid-20th century was the horizontal expansion of the system, introducing undergraduate courses in a wide variety of fields, the 1980s saw a more intensive verticalisation of higher education, through actions undertaken jointly by these institutions and the Coordination for the Improvement of Higher Education Personnel (CAPES), as a vital actor for organizing and funding the Brazilian system.

Particularly noteworthy in this upsurge are the state and municipal institutions, in addition to the federal ones, and community and private higher education institutions. Gathered together into the Brazilian Association of State and Municipal University Chancellors (ABRUEM), they are buttressing more democratic access to higher education, due to their broad reach in 22 Brazilian states, particularly upstate regions not yet served by the Federal public system.

With 45 members and over 700,000 students in more than 2,000 undergraduate courses (amounting to over 45% of public university seats in Brazil), and over 1,700 master's degree and doctorate courses, and accounting for almost half of Brazil's scientific output, ABRUEM has played an important role.

With Brazil's postgraduate studies system firmly in place, the issue of internationalisation has been rated as a high priority by higher education institutions, bearing in mind their acknowledgement that this is a necessary step for the progress of science, technology and education on collaborative grounds, not only with institutions of excellence at the global level, but also others that are still in consolidation phase.

During this process, CAPES has once again been vital for understanding and surmounting challenges, while seizing new opportunities for higher education institutions with different levels of internationalisation, supplementing and integrating with the roles played by other institutions, such as the State

Research Foundations and entities such as the British Council.

For institutions at a more advanced stage, the main challenges lie in firming up current partnerships, attracting new partners and international students, stepping up investments, ensuring a more constant stream of actions and ensuring that such actions extend out to all levels, areas and segments of these institutions. Challenges also include the internationalisation of syllabi and the implementation of language policies, which are crucial elements for comprehensive internationalisation. For institutions of higher education at the intermediate or even embryonic stages, challenges include establishing internationalisation policies and strategies, as well as the difficult task of identifying and attracting partner institutions.

This context is packed with countless strategic partnership opportunities. For more advanced institutions, these opportunities include linking with foreign groups of excellence in research, both driven by the internal process of seeking an international education, and by technological transfers resulting from applied research, thus improving the country's competitiveness and boosting regional development.

These opportunities are enhanced by strengthening the international relations sector, which can organise missions, prospect deals, spotlight actions, attract new partners and students and involve other important players such

as state bureaus and the Brazilian diplomacy.

For institutions of higher education at the intermediate or initial stages of internationalisation, opportunities are multiplied by joining networks such as Zicosur Universitária and the Coimbra Group of Brazilian Universities (GCUB), in addition to direct contacts with foreign partners or international technical missions, such as those organised every year by ABRUEM, which enhance the visibility of all higher education institutions.

One thing is quite certain: institutions pursuing internationalisation processes are increasingly well qualified to obtain support from national development agencies and international entities such as the British Council, which has issued specific tender announcements for Capacity Building & Internationalisation for HE Programmes, and Capacity Building & Internationalisation for ABRUEM institutions, in partnership with ABRUEM, with the backing of research support foundations.

Internationalisation is a one-way street for higher education institutions in Brazil. The earlier and more enthusiastically they can accept this process as a top priority for their institutional development, the better qualified they will be in order to surmount challenges and seize opportunities, not seeking Internationalisation as an end in itself, but rather as a means for deploying global knowledge and promoting local progress in many different ways. ■

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OPINION



John James

**Robin
Mason**

Vice-Chancellor |
University of Birmingham |
UK

Successful Partnerships

How two universities in the UK
are implementing a joint strategy
with institutions in Brazil

Networks and partnerships are moving steadily to the fore in internationalisation strategies. In both the UK and Brazil, economic and political uncertainties have stepped up the importance of long-term partnerships among universities. The University of Birmingham and the University of Nottingham have been conducting a joint strategy in Brazil since 2011, in parallel to their respective individual activities. This article explores what has worked well in this experience.

There is not a single path capable of ensuring successful partnerships. But there is not the slightest doubt that successful internationalisation initiatives basically start 'at home'. To be a trustworthy international partner, it is vital for an institution to be quite clear about its strategic priorities, its strong research points, facilities and academic cooperation networks. Top-grade researchers will always find their own collaborating colleagues.

Thus, in order to play a role of leadership, a university must know why it should focus on specific research areas, and how they function at other locations.

Through partnerships with Brazilian research centres and institutions, we obtained

access to facilities, knowledge and opportunities that were simply not available elsewhere. More particularly, we were able to establish the first local UK presence at a major research centre in Brazil: the National Energy and Materials Research Centre (CNPEM) in Campinas, in the state of São Paulo. With this, Brazil became the leading international partner of the Centre of Membrane Proteins and Receptors (COMPARE), which is the main company in the strategic alliance between the universities of Birmingham and Nottingham.

The identified partnership areas depend on appropriate support mechanisms, such as initial investment arrangements and progressive financing to promote competitive projects and create collaborative activity chains.

To mention only a few examples: we run a fellowship programme with one of Brazil's leading universities, and we have dedicated cooperation and economic promotion activities through partnerships with Research Funds (FAPs), together with postgraduate grants counting with in-house funding and in cooperation with CAPES.

External funding sources are essential for large-scale projects. But in-house financing

(which is relatively modest) has provided valuable support for high-priority areas and the upkeep of long-term cooperation initiatives. There is no doubt that fostering talents by investing in relations, experiments and experiences with Brazilian partners is driving applications for large-scale external funding. Successful tenders often involve long-lasting partnerships with well-consolidated synergies and strong research points that are complementary.

Credibility and confidence nurtured by both sides over time are crucial for ensuring that researchers meet tight deadlines without adversely affecting scientific quality or goals. The best-developed cooperative research projects are also the most likely to attract state and federal funding agencies in Brazil.

In addition to research projects, we also set up broad-based relationships that encompass student mobility, cooperative teaching and learning initiatives, summer courses, workshops and double degree programmes.

We cultivate administrative links that underpin connections at the institutional level, ensuring their efficacy. In order to continue on in this path, strategic engagement with foreign

partners requires careful administration. Relations must have a continuity, and staff members must accept a role of ownership in these linkages, liaising closely with their main contributors, while understanding specific contexts and explicit challenges. We provide support for regular top-level delegations visiting Brazil, and work with contributors, alumni networks and local employees, in order to monitor the entire sector. Special care is given to succession planning, ensuring that connections are not lost, while encouraging academic colleagues to develop strategic relationships.

It is also vital to uphold close associations with official agencies – such as the British Council – that are eager to see our cooperative efforts prosper. We benefit tremendously from their expertise, perceptions and contacts, as well as from the opportunities to interact with visiting delegations.

We are firmly convinced that research and education remain crucial elements in Anglo-Brazilian relations, and we remain enthusiastically committed to the mission of working so that our ties to Brazil may flourish more and more over time. ■



Divulgação

**Neville
Wylie**

Associate Pro-Vice-Chancellor |
University of Nottingham |
UK

Preparing for the future

The British Council hosts discussions on the internationalisation of Brazilian universities

By presenting successful cases studies and discussing the challenges and opportunities of internationalisation, the attendees of the *Universities for the World* seminars assessed good practices for surmounting hurdles at their institutions and pursuing effective outcomes in order to propel Brazilian education. As explains Diana Daste, British Council Senior Manager for Higher Education Projects and the Newton Fund, “Nationwide, we are discussing the essence, processes and reasons of internationalisation. The British Council addressed key issues – the same ones presented in this publication”.

The targets of the seminars included barriers such as poor English levels among professors, lecturers, students and staff members, and the lack of organisation and structure for welcoming foreign researchers and students, which have limited the participation of Brazilians in collaborative research projects with foreign colleagues. Seminar attendees reflected on the construction of language poli-

cies and internationalisation plans.

Brazil’s institutions of higher education are clearly eager to boost their relevance on the global teaching and research stage, building up conditions and capabilities in partnership with their international counterparts, in order to understand the most strategic interventions and build internationalisation plans and processes.

Government funds in support of this agenda, especially those granted by the Coordination for the Improvement of Higher Education Personnel (CAPES), offer additional incentives to universities. The main beneficiaries of this upsurge in quality are the students who undertake research activities and produce output, who are graduating with better chances of entering the market and the globalised world. Bolstering these exchanges, identifying sustainable paths for consolidating strategic partnerships, developing policies and actions to enhance academic quality, and boosting bilateral dialogues head up the list of the next steps to be taken, in preparation for the future. ■

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INTERNATIONALISATION CHALLENGES AND OPPORTUNITIES FOR BRAZIL



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