Final Report

Analysis of existing co-operation in terms of academic mobility between the EU and Brazil and identification of the main obstacles to mobility

Framework Service Contract No EAC/02/10

30 September 2012
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1. Introduction

This comparative analysis was carried out for DGEAC of the European Commission in the context of the EU-Brazil Policy dialogue in order to review existing co-operation in terms of academic mobility between the EU and Brazil and to identify the main obstacles to mobility.

The study was carried out by ESMU (European Centre for Strategic Management of Universities) under the lead partner Ecorys NL in the consortium consisting of ECORYS UK Limited (UK), Deloitte (Belgium), CHEPS (Netherlands), ESMU (Belgium) and IDEA (Belgium). The European lead expert was José Gines Mora.

The objective was to make concrete recommendations based on desk research and interviews on how to tackle the main obstacles to mobility (mainly at the level of the so-called “transparency tools”: credit systems, recognition of qualifications and diplomas, comparability of qualification frameworks, quality assurance systems). These recommendations and findings will support the EU evidence-based policy and will deliver valuable input for the EU-Brazil Education Policy Dialogue due to take place in the spring of 2013.

The concrete work programme involved an inception phase, a research phase and the production of various outputs. Our methodology focused on the identification of the problems and their analysis with a view to identifying the challenges to overcome.

The project’s main components were as follows:

- **Desk research on existing sources** of information
  - Overview of practices and existing cooperation in the EU, Brazil and in the EU-Brazil context as far as the recognition of diplomas, quality assurance and qualification frameworks are concerned
- **A consultation exercise** with the stakeholders (qualitative interviews as one-to-one and collective interviews) to test our preliminary findings:
  - With European students/graduates with study abroad experience in Brazil and with Brazilian students currently studying in Europe
  - With administrative and academic staff (teaching staff, international coordinators)
  - With national authorities, policy-makers and other relevant organisations (Rectors’ Conferences; DAAD and the like)
  - With the coordinators of Tuning and other the EU-Latin America projects.
- **A qualitative analysis** of the data aimed at bringing out the salient issues identified in the data gathering exercise.
• The delivery of the required comparative study based on the information collected in the previous phases. The findings and recommendations focus on system level issues and their impact on institutional and programme levels, looking at opportunities for closer cooperation and the barriers which need to be overcome to improve mobility and academic cooperation between the EU and Brazil. The final report, executive summary, policy brief and PowerPoint presentation are delivered in two versions, in English and Portuguese.

We also investigated the Science without Borders Initiative which is attracting significant attention. We looked into the negotiation process with a number of European countries.
2. Basic Data on Brazil

Brazil is the largest country in South America. It is the world's fifth largest country, both in geographical terms and by population with over 192 million people, more than 84 percent of whom live in urban areas. The Brazilian economy is the world's sixth largest by nominal GDP.

Although the demographic growth has slowed down in the last decades, nearly half of all Brazilians are below 30 years of age. Despite some economic downturns in the 1980s, economic performance has accompanied this growth and the PIB per capita increased to 10800 USD in 2010.

In political terms, Brazil is a federative republic with 26 states and one federal district, which have some autonomy in political, military and fiscal aspects, although the federal government, led by a directly elected president, determines most public policies.

Brazil has continental features. Its socio-economic, cultural and educational landscape is, despite some decades of compensatory policies, characterised by great regional differences. The country’s economic and industrial locomotive is the state of São Paulo, with 41 million inhabitants and a concentration of one third of the national GDP. Around this most populous and wealthy state with a prosperous hinterland, the other states in the South and Southeast regions still hold a disproportionate part of national welfare with a concentration of the majority of high quality cultural and educational institutions. There are some islands of modernity in the other regions but on the whole, Brazil is still a very heterogeneous country, with sharp social, economic and cultural gaps between the metropolitan areas and the rural hinterlands.
3. The Brazilian Educational System

The regulation of the Brazilian education system has its roots in the 1988 Constitution and in the 1996 *Lei de Diretrizes e Bases Educação Nacional* (LDB). The LDB defines the principles and goals of national education, rights to education, the obligation to educate, the organisation of national education, levels and methods of education and teaching, and among other things professional standards in education and its financial sources.

The law promotes the decentralisation and autonomy of schools and universities, provides a standard process for evaluating teaching, and defines the organisation of systems of teaching by means of collaboration between different levels of government (federal, state, and municipal).

Education in Brazil is a shared responsibility between the federal government, the states and municipalities. The three entities organise their education systems on the basis of collaboration. The federal government coordinates the national education policy. The national Ministry of Education is in charge of these tasks, assisted by a consultative body, the National Council for Education (CNE), which comprises the “basic education chamber” and the “higher education chamber” which permit the participation of the social partners in the implementation of educational policy. Each state (and the federal district) also has its own education council, which supervises local primary, secondary and vocational schools.

Universities that are funded and managed by the state are accredited by these councils; however, their study programmes are evaluated at federal level. In higher education, there are municipal, state and federal institutions in each state of the Federation.

Ministry of Education

The Ministry of Education is responsible for formulating and evaluating national educational policy, maintaining quality, and enforcing the observation of the law and other normative regulations. To carry out its responsibilities for higher education, the Ministry of Education relies on the foundation for the Coordination of Improvement of Higher Education Personnel (*Coordenação de Aperfeiçoamento de Pessoa de Nível Superior*, CAPES) and the National Institute of Educational Planning and Research (*Instituto Nacional de Estudos e Pesquisas Educacionais*, INEP), as well as on a number of secretariats, including the Secretariat of Higher Education, which is responsible for the coordination of the country’s higher education system.

The Secretariat of Higher Education is in charge of supervisory and fiscal tasks and evaluation of all Brazilian higher education institutions (HEIs), as well as the regulations and finances of the Federal Institutions of Public Higher Education.

CAPES promotes graduate studies and provides consultancy on the formulation of policy for graduate studies. It was created in 1951 and turned into a foundation in 1992. CAPES awards scholarships for master’s degrees and doctorates directly to institutions that receive a certain grade in their evaluations.
Ministry of Science and Technology

Created in 1985, the Ministry of Science and Technology is the federal ministry responsible for coordinating Science, Technology and Innovation and developing policies in this area.

The National Council for Scientific and Technological Development (CNPq) is its principal agency. The ministry operates in two major areas: research funding and training of advanced human capital. It awards grants for initial scientific training, technical support, researcher productivity, master’s and doctoral degrees, and postdoctoral studies, and it finances research projects.

The CNPq promotes scientific and technological research in Brazil and contributes to the formulation of national policies for science and technology.

It contributes directly to the training of researchers (master’s and doctorate level) by funding scholarships. Since its creation in 1951, it has been one of the most important public bodies for the support of science, technology, and innovation.

Financing of the Education System

Based on OECD data, expenditure per student in Brazil (from primary to upper secondary education) increased by 121% between 2000 and 2008. However, at the tertiary level this was still not enough to meet rising student numbers. Although educational expenditure at the tertiary level increased by 48%, expenditure per student decreased by 6%. This is due to the fact that expenditure did not keep up with enrolments, which expanded by 57%. Although spending on educational institutions as a share of GDP rose by 1.8 percentage points in Brazil (from 3.5% in 2000 to 5.3% in 2008), it was still slightly below the OECD average of 5.9% in 2008. Although total public spending accounts for a relatively small proportion of GDP in Brazil, the greatest increase in the share of public expenditure relative to the total public budget was seen in expenditure on education. Nevertheless, the relative cost per student in tertiary education is high: Brazil spends the equivalent of 106% of its GDP per capita on each tertiary student by educational institutions, the highest proportion among all OECD countries.

Educational Attainment

Brazil is slowly catching up with OECD countries in overall secondary and tertiary attainment levels. In 2007, 63% of 25-64 year-olds had not completed an upper secondary education, and 27% had completed upper secondary education. Within three years, the proportion of adults who had not attained an upper secondary education had fallen to 59%, and the proportion with an upper secondary education had increased to 30%. However, this proportion is well below the OECD average (44%).

Between 2007 and 2009, the proportion of 25-64 year-olds with a tertiary degree had risen by only 1 percentage point to 11% – a slower rate than the OECD average. However, due to the size of its population, this represents, in absolute numbers, more than 10 million people. However, given that Brazil already has lower tertiary attainment levels than the OECD average, if the low tertiary attainment rates among 25-34 year-olds are maintained, the proportion of adults who have a tertiary degree is likely to fall further behind that of other OECD countries. With this objective in mind, the ‘National ten-year Education Plan’ included as a goal increasing the participation in higher education from 12% to 30%.
In Brazil, tertiary education brings substantial economic benefits for individuals. On average across OECD countries, a tertiary graduate can expect to earn over 50% more than a person with an upper secondary education.

In Brazil, the premium for having a higher education diploma is 156%, the highest among all OECD countries, and provides a solid incentive for completing higher levels of education. This advantage applies to both men and women. Some 68.2% of those who have completed a university or an advanced research programme also earn twice as much as the median worker in Brazil.

**Secondary Education**

Brazil’s final secondary school degree takes one year less than in Europe. The curricula follow international standards, but do not permit the choice of subjects. Additionally, didactics and methodology are mostly teacher-centred, consisting predominantly of memorising facts and patterns instead of more creative and autonomous work. Due to these characteristics (especially in the public system) Brazil has been ranked at the very bottom in the last two PISA-Studies. Yet contrary to the debate in poorly ranked countries, this has not given rise to a broader discussion in the public domain nor among teachers, specialists and bureaucrats.

By federal law, at least one foreign language has to be taught from the fifth year on in all private or public secondary schools. English became nationwide the most taught language (substituting French, which has been now also been surpassed by Spanish). In fact a federal law aims to introduce, within five years, Spanish as an obligatory foreign language.

Since 1993, Brazil has used national assessments to provide formative feedback to improve instruction and determine the relative performance of students. National assessments are devised and graded by the central government and are compulsory in public schools at the primary, lower and upper secondary levels. Both mathematics and the national language or language-of-instruction are covered in the assessments. The results from national assessments (particularly the level of performance for the most recent year) are shared with school administrators, teachers, parents, students and the media in addition to education authorities.

**Admission to Higher Education**

Success in the final school examination does not automatically open the door to higher education. In order to gain admission to HEIs, students must have completed the Secondary Education Level and be approved in ‘Vestibular’, a competitive examination to determine whether the student is qualified to enter a given institution. Examinations could be slightly different according to the respective course. Each institution has its own specific examination in such a way that students have to take exams in the different institutions and cities where they want to apply. In addition, it is required that students choose their courses before taking the ‘Vestibular’. Candidates often prepare themselves in special courses (cursinho) lasting months. Students from private secondary schools reach better results and consequently get higher marks.

Since each institution has a limited number of vacancies, in the best rated institutions the number of applicants is higher than the number of vacancies, and consequently only the best students are qualified for entering. Some courses in the best Brazilian HEIs have high competition rates.
For example, at the Federal University in Brasília (Universidade de Brasília) there were 131 candidates per vacancy in 2008. Ratios demand-vacancy of 20 to 1 are usual in public universities. The non-admitted candidates are normally diverted to private institutions (where students pay fees and, in general, the quality is lower).

In 1998, the Brazilian government launched the Exame Nacional do Ensino Médio (ENEM), a national examination, which evaluates secondary education at high schools in Brazil. ENEM was used, at first, to evaluate the quality of the Brazilian secondary education system, but in 2009 the Brazilian Ministry of Education established ENEM as the official entrance examination. Today, about 500 universities already use the results of the ENEM as a selection criterion to enter into higher education by either supplementing or replacing the ‘Vestibular’.

The features of the secondary education system and the conditions for admittance into tertiary education can give rise to important equity issues. Families that can afford to do so, send their children to private secondary schools where the quality of teaching is far better, as evidenced by much higher success rates for their students in the university entrance exam, the ‘Vestibular’. Those succeeding in this test then usually enter public universities (federal or state) where the quality of teaching is better and where there are no tuition fees. With some notable exceptions, the quality of teaching in private institutions usually does not compare with that of public institutions. The consequence of this situation is that generally speaking students attending private HEIs are from families from lower income groups than those attending public institutions.
4. Brazilian Higher Education

History

Brazil was one of the last countries in Latin America to establish universities. Since its upper classes were educated in Europe during the colonial period, the first higher education studies emerged only at the beginning of the nineteenth century, following the Napoleonic model for professional training in engineering, medicine, and law, in isolated schools in certain capital cities.

The Statute of Brazilian Universities of 1931, which gave more emphasis to teaching than to research, maintained a professional orientation towards programmes and the autonomy of university faculties. In this period the establishment of public universities increased, with the foundation of universities such as the University of São Paulo, founded in 1934, with the hiring of many professors and researchers from Europe. Between 1930 (which marked the consolidation of the urban industrial society and the increasing opening of the job market in public and private sectors) and 1964 (when the military government took power), 22 federal universities were founded in Brazil. These were located in the capital cities of states and became part of the structure of the federal system of public universities, which expanded greatly from the 1960s onward. This same period saw the creation of nine religious universities (eight Catholic and one Presbyterian).

A third era in higher education began with the university reforms of 1968, which were based on administrative efficiency, departmental structure, and the indivisible triad of teaching, research, and extension. These reforms were accompanied by the development of graduate education and the tendency to send Brazilians abroad for advanced training. This phase of development was characterised by internationalisation as a fragmentary process, developed in isolated niches in universities, especially in graduate studies.

A fourth phase in the development of higher education began in the early 1990s. This phase followed international trends. Higher education needed to become more flexible in its policies, as reflected in the various modes in which it was offered; the role of the central government needed to be reduced; the system needed to be expanded; and the way in which university quality was evaluated needed to be improved. University internationalisation became in this period a key factor in higher education in Brazil.

In the last years, an expansion of the public higher education sector has been implemented by the federal government. Many new federal universities have been created in new strategic places and also many higher vocational education institutes. The establishment of UNILA (Universidade de Integração Latinoamericana), a federal university in Foz do Iguaçu with the objective of attracting students from the whole continent is a remarkable example of the new role of Brazilian higher education.

Higher Education Structure

Higher education falls under the responsibility of the Ministry of Education (Ministerio da Educação, MEC), and in particular the department of higher education (Secretaria de Educação Superior, SESU).
Innovation and research at the federal level are the responsibility of the Ministry of Science and Technology which aims, through a system of incentives, to create an environment for strategic partnerships between universities, technological institutes and firms.

There are more than two thousand HEIs in Brazil (Table 1). These institutions are divided into four different types:

- **Universities (Universidades).** According to the Brazilian law, universities are multi-disciplinary institutions of higher education; research, extension; and stimulation of human knowledge. Universities have to invest in teaching and research, they are autonomous and at least one third of the teachers must have a Master’s or Doctor’s degree.

- **University Centres (Centros Universitários).** University Centres are multi-curricular institutions, including one or more areas of knowledge, characterised by excellence in education and high-quality academic environment. University Centres do not have to invest in research and are almost as autonomous as the Universities.

- **Faculties (Faculdades).** Faculties are institutions of professional training in one or more areas of knowledge. Faculties are not as autonomous as University Centres or Universities and do not have to invest in research.

- **Higher Institutes and Vocational Education Centres:** Vocationally oriented centres for preparing technologists.

On the other hand, these institutions can be public or private. The public institutions are divided into:

- **Federal institutions:** administered by the Federal Government, through the Ministry of Education.

- **State institutions:** administered by the State Governments.

- **Municipal institutions:** administered by the City Governments.

The private institutions could be for-profit and not-for-profit. These could be cooperatives, religious and philanthropic.

<table>
<thead>
<tr>
<th>Total</th>
<th>Universities</th>
<th>Centres</th>
<th>Faculties</th>
<th>Voc. Inst.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,378</td>
<td>190</td>
<td>126</td>
<td>2,025</td>
</tr>
<tr>
<td>Public</td>
<td>278</td>
<td>101</td>
<td>7</td>
<td>133</td>
</tr>
<tr>
<td>Federal</td>
<td>99</td>
<td>58</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>State</td>
<td>108</td>
<td>38</td>
<td>1</td>
<td>69</td>
</tr>
<tr>
<td>Municipal</td>
<td>71</td>
<td>5</td>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

| Private | 2,100 | 89   | 119       | 1,892     |

Source: MEC Brazil

Brazil has a diverse higher education system. The number of private institutions is far higher than the number of public ones and the same happens with the number of students.
The private sector ensures the education of around three quarters of the national student population. Amongst HEIs, the 190 universities, whether public (101) or private (89), represent a relatively low proportion (8% of the total number of HEIs).

Table 2 presents the number of students in Brazilian higher education differentiated by students following distance education and “regular” education. The system has more than 6 million students: 4.7 M in private institutions versus 1.5 in public ones. Around 2.8 million are students in universities public and private, but in this case with a more balanced distribution.

<table>
<thead>
<tr>
<th></th>
<th>Total pub. and priv.</th>
<th>Total pub.</th>
<th>Federal</th>
<th>State</th>
<th>Municipal</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,449,120</td>
<td>1,461,696</td>
<td>833,934</td>
<td>524,698</td>
<td>103,064</td>
<td>3,987,424</td>
</tr>
<tr>
<td>Regular courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>2,809,974</td>
<td>1,272,971</td>
<td>763,891</td>
<td>471,269</td>
<td>37,811</td>
<td>1,537,003</td>
</tr>
<tr>
<td>Centres</td>
<td>741,631</td>
<td>14,166</td>
<td></td>
<td>1,199</td>
<td>12,967</td>
<td>727,465</td>
</tr>
<tr>
<td>Faculties</td>
<td>1,828,943</td>
<td>105,987</td>
<td>1,471</td>
<td>52,230</td>
<td>52,286</td>
<td>1,722,956</td>
</tr>
<tr>
<td>Voc. Inst.</td>
<td>68,572</td>
<td>68,572</td>
<td></td>
<td></td>
<td>466</td>
<td>52,286</td>
</tr>
<tr>
<td>Distance courses</td>
<td>930,179</td>
<td>181,602</td>
<td>104,722</td>
<td>78,414</td>
<td></td>
<td>748,577</td>
</tr>
<tr>
<td>Total</td>
<td>6,379,299</td>
<td>1,643,296</td>
<td>938,656</td>
<td>601,112</td>
<td>103,530</td>
<td>4,736,001</td>
</tr>
</tbody>
</table>

Source: MEC Brazil

The recent development of the higher education infrastructure in Brazil, which has widened access to higher education for an increasing number of students, is largely the result of the dynamism of the private sector which has created new establishments in all states, often by opening new centres of learning in towns and cities in the interior where public institutions are scant or absent. Within the private sector, specialised training institutions represent 80% of these and non-profit institutions represent around 20% of the total.

If in quantitative aspects Brazil’s higher education system is one of the most privatised of the world, in qualitative aspects the picture is quite different. The public institutions – and especially the federal ones which traditionally constitute more than half of the financial allocations of the MEC – have much more prestige than the private ones, due to their teaching tradition, the higher qualifications of their staff and their quality (and sometimes excellence) in research activities. This is especially true for the federal and state universities of the most developed states in the South and Southeast, and for the Master and Doctoral programmes which have been extended continuously in the last decades and are offered by 80% by public universities. Good postgraduate programmes now exist in all subject areas, even in more sophisticated technological ones, but 2/3 of their number are still concentrated in the South and Southeast regions reflecting the regional disparity also in the landscape of higher education.

The current national government has developed plans on the qualitative and quantitative expansion of HEIs. Considering higher education as a public (non-commercial) good, the government wants to strengthen the position of the state and the public universities vis-à-vis the private ones. The government wants to democratise and improve public HEIs by establishing quota for minorities and historically discriminated groups (coloured students, indigenous students, etc.), contracting 5000 new teachers and creating more than 10 new public universities (or extending campuses of existing ones), all located in highly populated regions.
(greater São Paulo and Rio de Janeiro) or in the nation’s periphery (North, Northeast and Midwest).

The qualifications of the teaching staff in public and private institutions and hence the quality of the teaching is an important issue in Brazil: whereas public HEIs represent only a small portion of HEIs in the country, they employed 64.5% of teachers with a doctorate degree (2007 data). Working conditions for teachers in the public and private sectors also differ: whereas teachers in the public sector benefit from stability due to tenure and shorter working hours which facilitate both research and teaching, teachers in the private sector work on an hourly basis, often accumulating hours.

In contrast to the booming private faculties and universities, external or foreign university providers have not really made very much progress in Brazil. With fairly restrictive legislation and state control (via its numerous bodies such as CAPES, CES and CNPq), foreign universities have seldom established their own programmes in Brazil. Until now the initiatives to establish bilateral courses with double diplomas also have been rather scarce.

Tuition fees differ a lot between public and private institutions, but also between the fields of study. Public universities charge only a small administration fee per semester. In private institutions, tuition fees vary strongly between the faculties and courses, according to student demand, career prospects and the social value of a programme, with medicine (including dental sciences), computer and engineering sciences being the most expensive programmes. In order to democratise university access, a broad range of grants is offered by state agencies at the federal and state level, covering all study levels, from the so-called “scientific initiation” to Master and Doctoral programmes.

Private institutions are eligible for state support for payment of scholarships to economically disadvantaged students. Private universities, especially the philanthropic ones and renowned Catholic universities, also provide a number of their students with partial grants or a reduction in tuition fees. All HEIs are allowed to undertake industry-funded research and other private services.

**Higher Education Degrees**

There are three levels of Higher Education in Brazil: sequential courses; graduation and post-graduation courses.

*Sequential Courses (Cursos Sequenciais)*

Sequential courses are higher education courses in which the students are prepared to work in a certain field of the labour market. These courses are two or three years long and are not as intense as a graduation course. The students get certificates on completion and are declared able to perform in a certain field. Sequential course graduates do not have access to post graduation courses.

There are two types of sequential courses in Brazil:

- Specific Sequential Courses (*Cursos Sequenciais de Formação Específica*): these sequential courses have a minimum of 1,600 classroom hours and 400 school days. Students of these courses must have finished secondary education. The main objective of these courses is to train students for the labour market.
• Study Complementary Sequential Courses (Cursos Sequenciais de Complementação de Estudos): this type of sequential course is destined for students with a graduation diploma awaiting. The students attend classes in a chosen field of knowledge and, at the end of the course, receive a certificate.

Graduation Courses (Cursos de Graduação)

Graduation Courses are the first level of a complete higher education degree. Graduates have access to post graduation courses and are trained in a certain field of knowledge.

There are three types of graduation titles:

• Technologist (Tecnólogo): This is a technical title in which the bearer is considered a specialised worker in a certain field. The programmes have a two or three year duration or 1,600 to 2,400 contact hours. The length depends on the specialisation selected. The programme is primarily geared towards the labour market. The internship is an important part of the curriculum. At the end of the programme, students are awarded a certificate with the professional qualification of Technologist. This certificate also allows students to continue on to a nominal one-year professional postgraduate programme (Mestrado Profissional) or to a university graduate programme with certain exemptions. Today, the programmes are not limited to technical areas, but are also offered in the fields of the arts, commerce, communication, design, informatics, health, tourism and management. The programmes are now offered not only at institutions for higher professional education, but also at various types of higher education institutions.

• Bachelor (Bacharelado): The bachelor degree lasts four to six academic years. The main characteristic of the bachelor degree courses in Brazil is the preparation for research and/or vocational training.

• License (Licenciatura): The license degree qualifies the licentiate to teach in primary or secondary education institutions. In these courses, the students study the regular disciplines of the course and disciplines of pedagogy. These courses last four or five years.

Post-Graduation Courses (Cursos de Pós-graduação)

Post-graduation courses are destined only for students with a graduation diploma. They are divided into two types of courses:

• Lato Sensu Post Graduation Courses (Pós-graduação Lato Sensu): These courses are for students with a graduation diploma (Technologists, Bachelor's or Licentiates) and grant the students with a ‘Specialist’ title. MBAs are considered lato sensu Post Graduation Courses in Brazil. There is a minimum of 360 classroom hours to a maximum of two years for this type of course. In general, these programmes are not accredited by the Ministry of Education. This group of post-graduate programmes does not include the medical specialisations that in general take three additional years. These programmes are completed with a final paper or academic research.

• Strictu Sensu Post Graduation Courses (Pós-graduação Strictu Sensu): The strictu sensu courses are designated for students who wish to enhance their academic research training. This type of post-graduation course includes two different degrees: Master’s and Doctor’s.
• Master’s degree (*Mestrado*). The main purpose of master’s degree courses is to initiate the student in academic research. During the course it is required that the student publishes scientific articles in specialised magazines. At the end of the course, a master’s dissertation must be presented. The entrance requirement for this programme is a *Bacharel/Licenciado* and an entrance examination, which can include a written test, an interview and a small sample of the student’s research project. Knowledge of English, and in some cases of Spanish and French, is also tested.

• Doctorate degree (*Doutorado*). To obtain a doctor’s degree, students must have a master’s degree, except in specific cases. The doctorate research has to be original and a thesis has to be presented at the end of the course.

The differences between graduate and undergraduate studies are more remarkable in Brazil than in other countries for several reasons as follow:

- *Graduate Studies* in Brazil have always been linked to research. Researchers develop networks of peers at national and international level; they carry out projects, participate in research and contribute to scientific knowledge with minimal institutional control. Research is coordinated by the Ministry of Science and Technology and supported by the CNPq. In addition to a salary for teaching, researchers receive financial support (support for research productivity, for their projects, and for participation in scientific events) and research team support, over which the university has little or no control. Research is clearly at the centre of the process of the internationalisation of higher education.

Graduate studies are strictly controlled by CAPES, which evaluates graduate courses. Since 1998 it has used a model based on external evaluation and focused on productivity. This evaluation rates institutions on a scale of 1 to 7, with rankings of 6 and 7 considered to be of “international level”. Most of the programmes with this rating are in the South-East and at public universities.

This exclusive approach to research of master programmes (*strictu sensu*) generates an important problem of recognition of foreign masters that do not necessarily have a strong approach to research. This seems to be a permanent cause of conflicts for accepting, for instance, the new European masters. Consequently, as we will detail later, the recent Brazilian programme of mobility (*Science Without Borders*) does not consider grants for master programmes abroad.

- *Undergraduate Studies*. In all education, but especially in undergraduate education, there is strong control from the central government. The university has relatively little autonomy over important decisions, such as the curriculum and the issuance and recognition of degrees. Curricula are determined by the Ministry of Education and by curricular directives. These directives define the discretion of HEIS as to the timing of the course offerings and study modules.

In all cases, the duration of the programmes is no longer expressed in years, but instead in credits and contact hours. One academic year may include no more than 200 days. Methods for calculating credits vary: in general one credit is worth 15 classroom contact hours, and 30-45 practical contact hours. Some institutions set one credit at 20 contact hours per week.
Today, all higher education programmes require a final thesis. This can be a final paper or academic research. This is important for the recognition of foreign diplomas since those foreign courses that do not require a thesis are not easily recognised by Brazilian universities.
5. Quality Assurance in Brazil

The INEP, the National Institute for Educational Research and Studies, is an agency connected to the Brazilian Ministry of Education that collects, evaluates and manages information on all aspects of the Brazilian education system. INEP is responsible for the evaluation system of higher education. The quality of Brazilian higher education is evaluated annually. INEP conducts these evaluations.

Quality Assurance Agencies in Brazil

Between the 1960s and 1990s a range of experiments on the evaluation of HEIs took place. However, it was not until the 1990s and 2000s that most developments in this area were carried out. In the 1990s some experiments on evaluation were undertaken by CAPES, i.e. individual evaluation of non-academic staff (national examination of programmes), evaluation of the conditions of higher education programmes, PAIUB (Institutional Programme for Evaluation of Brazilian Universities) and regular evaluations of Master and Doctoral programmes. These were fragmented exercises not having a significant overall impact on the quality of education. Despite the low impact, the evaluations became mandatory and incorporated in the agendas of the relative government authorities and HEIs.

Nowadays, all HEIs in Brazil, public as well as private, are coordinated and monitored by the Ministry of Education. Institutions and courses are only allowed to operate in Brazil if they are authorised by the Ministry. The Ministry of Education fulfils a key role in assessing the quality of higher education. The commission responsible for evaluating graduation courses in Brazil is CONAES (Comissão Nacional de Avaliação do Ensino Superior, or Higher Education Evaluation Commission).

This commission is formed by representatives from: INEP, CAPES, higher education teachers, higher education students and by representatives from civil society. In 2004 the National System of Evaluation of Higher Education (SINAES) was formally created by this commission with the objectives of “improving the quality of higher education, its expansion and supply, increasing permanently its institutional and academic efficiency and specifically promoting the commitment and social responsibilities of the HEIs, through the recognition of the value of their public missions, the promotion of democratic values, the respect of difference and diversity, the reinforcement of their autonomy and institutional identities”. The main criteria adopted by the SINAES evaluation process are:

- Institutional Self-Assessment: The HEIs must answer a questionnaire providing information about the teachers, physical structure, methodology, and other subjects concerning the quality of the institution.

- External Institutional Assessment: an evaluation commission visits the HEIs and verifies the answers submitted by the institutions on the Institutional Self-Assessment.

- Evaluation of Study Conditions: this criterion is applied whenever the evaluation commission finds it appropriate.
ENADE (Exame Nacional de Desempenho de Avaliação de Estudantes, National Students Accomplishment Examination): this examination is administered to students of some courses of each institution. INEP is responsible for selecting samples of students and courses.

An important factor in the evaluation is the Exame Nacional de Desempenho de Avaliação de Estudantes (ENADE). ENADE is a survey for students starting higher education and students finishing their studies. In addition, experts make personal visits to HEIs to examine the educational and physical facilities, the faculties and the teaching plan. These results lead to the development of quality indicators used for the evaluation. The quality indicators are published by INEP through the Índices Gerais de Cursos das Instituições (IGC), the general index for programmes. This index expresses the quality of undergraduate and graduate programmes offered by a higher education institution in a single number. The final outcome of the evaluation is composed of the results of ENADE, the analysis of the experts and the evaluation set by CAPES, and the SINAES. These jointly lead to an outcome that is representative of the quality of all undergraduate, Master and Doctoral programmes offered by an institution. The results are represented by continuous values: ranging 0/500 and tracks 1 to 5. One and 2 are considered unsatisfactory: these institutions risk losing their right to enrol students or even lose their license. The final results of the evaluation are published annually on the website of the Ministry of Education (MEC).

Rankings and Prestige

Following a global tendency, it seems that Brazilian authorities and universities themselves are taking into account the international rankings or the prestige (whatever this means) of the foreign universities more than other criteria of quality. The existence or not of quality assurance mechanisms in other countries has no influence on the assessment of the degrees issued for foreign institutions.

This is probably a consequence of their vision based on their own higher education system. The Brazilian higher education system is extremely biased with some universities on the top and the remainder in a relatively poor position at international level.

There are seven Brazilian universities in the world’s top 500 according to the Shanghai Ranking as shown in table 3.

<table>
<thead>
<tr>
<th>World Rank</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>102-150</td>
<td>University of Sao Paulo</td>
</tr>
<tr>
<td>201-300</td>
<td>State University of Campinas</td>
</tr>
<tr>
<td>301-400</td>
<td>Federal University of Minas Gerais</td>
</tr>
<tr>
<td>301-400</td>
<td>Federal University of Rio de Janeiro</td>
</tr>
<tr>
<td>301-400</td>
<td>Sao Paulo State University</td>
</tr>
<tr>
<td>401-500</td>
<td>Federal University of Rio Grande do Sul</td>
</tr>
<tr>
<td>401-500</td>
<td>Federal University of Sao Paulo</td>
</tr>
</tbody>
</table>

Source: ARWU ranking 2011
This is a consequence of the concentration of scientific production in only these few universities. Table 4 shows that these seven universities publish 60% of the whole production of the country, which is more than the remaining 417 HEIs with research capacity. This gives a clear idea of the level of concentration of research activities in the Brazilian higher education system.

Table 4. Scientific articles published by Brazil’s main research universities, 2009

<table>
<thead>
<tr>
<th>University</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of São Paulo (USP)</td>
<td>7,739</td>
</tr>
<tr>
<td>University of the State of São Paulo (UNESP)</td>
<td>2,782</td>
</tr>
<tr>
<td>University of Campinas (Unicamp)</td>
<td>2,582</td>
</tr>
<tr>
<td>Federal University of Rio de Janeiro (UFRJ)</td>
<td>2,357</td>
</tr>
<tr>
<td>Federal University of Rio Grande do Sul (UFRGS)</td>
<td>1,797</td>
</tr>
<tr>
<td>Federal University of Minas Gerais (UFMG)</td>
<td>1,685</td>
</tr>
<tr>
<td>Federal University of São Paulo (Unifesp)</td>
<td>1,561</td>
</tr>
<tr>
<td><strong>Total for Brazil</strong></td>
<td><strong>34,172</strong></td>
</tr>
</tbody>
</table>

Source: CPNq data

The comparative situation of Brazilian universities at Latin American level is relatively more prominent with 29 universities among the Top 100 and several in the first positions.
Table 5. Brazilian universities in the TOP 100 of the QS Latin American Rankings

<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Universidade de São Paulo</td>
</tr>
<tr>
<td>3</td>
<td>Universidade Estadual de Campinas (Unicamp)</td>
</tr>
<tr>
<td>10</td>
<td>Universidade Federal de Minas Gerais</td>
</tr>
<tr>
<td>11</td>
<td>Universidade de Brasília</td>
</tr>
<tr>
<td>14</td>
<td>Universidade Federal do Rio Grande Do Sul (UFRGS)</td>
</tr>
<tr>
<td>15</td>
<td>Pontificia Universidade Católica do Rio de Janeiro</td>
</tr>
<tr>
<td>16</td>
<td>Universidade Estadual Paulista “Júlio de Mesquita Filho” (UNESP)</td>
</tr>
<tr>
<td>19</td>
<td>Universidade Federal do Rio de Janeiro</td>
</tr>
<tr>
<td>28</td>
<td>Pontificia Universidade Católica do Rio Grande do Sul</td>
</tr>
<tr>
<td>31</td>
<td>Universidade Federal de São Paulo</td>
</tr>
<tr>
<td>33</td>
<td>Universidade Federal do Pernambuco</td>
</tr>
<tr>
<td>35</td>
<td>Universidade Federal de São Carlos</td>
</tr>
<tr>
<td>37</td>
<td>Pontificia Universidade Católica de São Paulo</td>
</tr>
<tr>
<td>38</td>
<td>Universidade Federal do Paraná (UFPR)</td>
</tr>
<tr>
<td>42</td>
<td>Universidade Federal da Bahia</td>
</tr>
<tr>
<td>45</td>
<td>Universidade Federal de Santa Catarina</td>
</tr>
<tr>
<td>55</td>
<td>Universidade do Estado do Rio de Janeiro (UERJ)</td>
</tr>
<tr>
<td>61</td>
<td>Universidade Estadual de Londrina</td>
</tr>
<tr>
<td>69</td>
<td>Universidade Federal de Pelotas</td>
</tr>
<tr>
<td>72</td>
<td>Universidade Federal Fluminense</td>
</tr>
<tr>
<td>76</td>
<td>Universidade Federal do Ceará (UFC)</td>
</tr>
<tr>
<td>81</td>
<td>Universidade Federal de Santa Maria</td>
</tr>
<tr>
<td>82</td>
<td>Universidade Estadual de Maringá</td>
</tr>
<tr>
<td>83</td>
<td>Universidade Federal de Uberlândia</td>
</tr>
<tr>
<td>88</td>
<td>Universidade Estadual do Norte Fluminense Darcy Ribeiro</td>
</tr>
<tr>
<td>93</td>
<td>Pontificia Universidade Católica do Paraná</td>
</tr>
<tr>
<td>95</td>
<td>Universidade Federal de Juiz de Fora</td>
</tr>
<tr>
<td>96</td>
<td>Universidade do Estado de Santa Catarina</td>
</tr>
<tr>
<td>97</td>
<td>Universidade Federal do Rio Grande Do Norte</td>
</tr>
<tr>
<td>98</td>
<td>Universidade Federal do Rio Grande</td>
</tr>
</tbody>
</table>

Source: QS Ranking 2011
6. Internationalisation of Brazilian Higher Education

In the early 1990s the notion of internationalisation was associated with a multiple set of activities (such as academic mobility, global or multicultural education, area studies, and study abroad), programmes and services that fall within international studies, international educational exchange and technical cooperation. On the one hand, internationalisation of higher education is regarded as something positive and important. Almost all HEIs refer to their international dimension in mission statements and in formulations of their profiles. Internationalisation also reflects the existing international inequality between nations and world regions since about three fourths of the world mobility is vertical.

Recently, Brazilian higher education has started to implement a pro-active policy in internationalisation. The goal is still very much focused (if not exclusively) on student mobility although internationalisation is also associated with teacher and researcher mobility, in addition to involvement in international networks and the fostering of teams of international cooperation.

Contrary to the restrictions of the participation of foreign providers in Brazilian HEIs, there is no legal imposition or obstacles to obstruct studying abroad. Universities multiply their exchange arrangements with partner institutions considerably; and student mobility has increased continuously, although without the spectacular growth rates of other countries of the region.

Federal Government

The Ministry of Education, the Ministry of Science and Technology, and the Ministry of Foreign Relations are the principal agents of internationalisation in education, science, and technology in Brazil. In Brazil, the process of internationalisation of higher education began in public universities and institutes for training and research of the Ministry of Agriculture and the Army, as well as in the fields of aerospace, science, and technology. As a result of action by the Ministry of Education and the Ministry of Science and Technology, the process has expanded throughout the higher education system since the late 1990s.

Ministry of Education

The Ministry of Education is the principal actor in the process of internationalisation and the main agent for its regulation. Its actions are directed by Law for the Regulation and Bases of National Education.

Three departments within the Ministry of Education are responsible for international relations: the International Advisory Office of the Secretariat of Higher Education; the Advisory Office for International Affairs, which is responsible for the Undergraduate Student Programme Agreement (PECG); and the General Coordination of International Cooperation of CAPES, which is responsible for graduate study activities in Brazil in a global context.
Ministry of Science and Technology

The Ministry of Science and Technology is the federal ministry responsible for coordinating Science, Technology and Innovation and developing policies in this area. The CNPq is its principal agency. The CNPq promotes scientific and technological research in Brazil and contributes to the formulation of national policies for science and technology. The internationalisation of universities is directly related to the development of research and the production of knowledge. Brazil’s National Innovation System involves many institutions, both federal and state, that promote research and training, as well as universities and research institutes, public and private, that produce scientific and technological knowledge.

Networks of University Authorities

With the increasing expansion and diversification of the education system, new groups of university authorities have emerged developing complementary actions. These include the Council of Brazilian University Rectors, the National Association of Federal Higher Education Authorities, the Brazilian Association of Rectors of State and Municipal Universities, the Brazilian Association of Rectors of Community Universities, and the National Association of Private Universities.

The Council of Brazilian University Rectors has been prominent in promoting the development of international activities by creating the Ibero-American University Council and by signing agreements with the Council of Rectors of Portuguese Universities and the Congress of Rectors of Germany, the Congress of Rectors and University Authorities in Quebec, and the University System of Florida.

The Council of Brazilian University Rectors also encourages its members to become affiliated with international university organisations. Of these, the Inter-American University Organisation (OUI) is particularly important, since a large number of its members come from Brazil.

Although other associations of authorities of HEIs have not made the need to internationalise their member institutions explicit in their policies, all are members of international associations of universities. This demonstrates the multilateral character of their interaction with the international academic community.

Forum of Brazilian University Offices for International Affairs

Within the last decades, nearly all public, but also many private universities have established an International Office (IO) in order to support internationalisation and exchange systematically. The IOs normally provide information to the students on foreign study and research destinations, and deal within the university with the contacts with universities abroad, international partnership and exchange programmes. Offices of international relations are important institutional actors in the process of internationalisation. In 1988 the Forum of Brazilian University Offices for International Affairs (FAUBAI) was created. It has attempted to open the internationalisation activities in higher education. It has encouraged the creation of offices of international relations at institutions. It has also promoted the training of staff working in this area through seminars, workshops, and annual meetings. It has begun to promote Brazil’s HEIs to national and international agencies that work with Brazil (embassies, consulates, international organisations).
FAUBAI’s performance always depends on the initiatives of its presidency, but its annual meeting, held every year in a different university, has become an important platform for a dialogue with representatives of Government, federal and state agencies, but also of foreign agencies.

The interest of Brazil for international exchanges was recently made explicit at the Conference of the Americas on International Education held in Rio de Janeiro in April 2012 jointly organised by the Inter-American University Organization (OUI), the Board of Brazilian University Rectors (CRUB), FAUBAI, the Federal University Fluminense (UFF) in Brazil, and the Mexican Association for International Education (AMPEI) in partnership with the Canadian Bureau for International Education (CBIE) and the Consortium for North American Higher Education Collaboration (CONAHEC), two organisations which, together with the IOHE, are the founding partners of this initiative. During three days, almost 600 high-level university and government representatives gathered to discuss latest trends in internationalisation, including academic mobility and best practices in management.

**Student Mobility**

The number of incoming students in Brazil seems to be very low but accurate data do not exist. It is not possible either to know the origin of these students. Table 6 below shows the percentage of foreign students by study level. This percentage includes foreign resident and incoming students. The proportion of foreign students in Brazil is very low compared with other developed regions but is higher (2%) in the case of advanced research programmes (doctoral studies).

<table>
<thead>
<tr>
<th></th>
<th>Total tertiary</th>
<th>Type B programmes</th>
<th>Type A programmes</th>
<th>Advanced research programmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>OECD average</td>
<td>8.7</td>
<td>6.2</td>
<td>8.7</td>
<td>21.1</td>
</tr>
<tr>
<td>EU21 average</td>
<td>7.7</td>
<td>4.8</td>
<td>7.9</td>
<td>17.9</td>
</tr>
<tr>
<td>Brazil</td>
<td>0.3</td>
<td>0.2</td>
<td>0.3</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Source: OECD data

In 2008, the number of Brazilian higher education students (based on UNESCO data) abroad was 23,410, a rate of only 0.4%. These students were in the USA (7,586), France (2,941), Portugal (2,204), Germany (1,878), Spain (1,337) and the remainder in other countries.

Student mobility is quite low for several reasons. On the one hand, upper middle class families often make savings to afford a language course abroad for their children, especially when they are in the final classes of secondary school. Obviously, not all students can do the same and the opportunities for them are lower. On the other hand, Brazilian undergraduate students are often reluctant to undertake a longer study period abroad, whether in the USA or in Europe. This seems to be caused by the good quality of the postgraduate programmes at least in the South and Southeast, but also by the generally strong cultural ties to their local setting. Nevertheless, the demand for international education is still increasing, in the public universities as in the private institutions, especially at undergraduate level. The *Science Without Borders* programme will speed up this tendency dramatically as we will explain later.
Large differences exist in the degree of internationalisation between graduate and undergraduate studies in Brazil. Graduate education has been a key driver in the process, whereas undergraduate education just recently began to internationalise. Table 7 presents the data of the number of post-graduate students with a CAPES grant to study abroad. They do not constitute the total number of students because free movers and students with other types of grants are not included but these data provide a good picture of the preferences of Brazilian postgraduate students nowadays. Six EU countries (France, Portugal, Germany, Spain, the United Kingdom and Italy) attract more than two thirds of the grant-aided students compared with one fifth going to the USA.

Table 7. Postgraduate grants of CAPES-2010

<table>
<thead>
<tr>
<th>Country</th>
<th>Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>1,502</td>
</tr>
<tr>
<td>USA</td>
<td>1,023</td>
</tr>
<tr>
<td>Portugal</td>
<td>644</td>
</tr>
<tr>
<td>Germany</td>
<td>452</td>
</tr>
<tr>
<td>Spain</td>
<td>380</td>
</tr>
<tr>
<td>UK</td>
<td>260</td>
</tr>
<tr>
<td>Canada</td>
<td>150</td>
</tr>
<tr>
<td>Italy</td>
<td>120</td>
</tr>
<tr>
<td>Others</td>
<td>420</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,951</strong></td>
</tr>
</tbody>
</table>

Source: CAPES website

Europe's universities have become more attractive recently firstly because of the creation of the European Union which allows a Portuguese or Italian passport owner a permanent stay in another EU country; secondly because of the dynamic grant policy of the European Union (initiated with ALFA and extended with the ALBAN programme and the Erasmus Mundus programme) that put the EU back in the minds of international officers, researchers and students.

The number of Brazilian higher education students in European countries (resident or incoming) was 13,286 in 2007 but it was 8,700 in 2003, which is an increase of 52.7% in only 4 years. Table 8 presents the data by country. Five countries (France, Portugal, Spain, Germany and the United Kingdom) seem to be by far the most attractive for Brazilian students.
Table 8. Brazilian students in Europe. 2007

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>2,580</td>
</tr>
<tr>
<td>Portugal</td>
<td>2,204</td>
</tr>
<tr>
<td>Spain</td>
<td>2,106</td>
</tr>
<tr>
<td>Germany</td>
<td>2,101</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>2,084</td>
</tr>
<tr>
<td>Italy</td>
<td>1,087</td>
</tr>
<tr>
<td>Switzerland</td>
<td>329</td>
</tr>
<tr>
<td>Belgium</td>
<td>150</td>
</tr>
<tr>
<td>Sweden</td>
<td>127</td>
</tr>
<tr>
<td>Netherlands</td>
<td>124</td>
</tr>
<tr>
<td>Others EU</td>
<td>394</td>
</tr>
<tr>
<td></td>
<td>13,286</td>
</tr>
</tbody>
</table>

Source: OECD, Ed. at a Glance

Table 9 shows the proportion of Brazilian students in European countries as the percentage of all foreign students in the country of destination. In Portugal they represent almost a quarter of foreign students but in the rest of the EU Brazilians represent only a small portion of foreign students.

Table 9. Brazilian students in tertiary education as a percentage of all foreign students in the country of destination (2009)

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal</td>
<td>24.7</td>
</tr>
<tr>
<td>Spain</td>
<td>3.8</td>
</tr>
<tr>
<td>Italy</td>
<td>1.7</td>
</tr>
<tr>
<td>France</td>
<td>1.4</td>
</tr>
<tr>
<td>Germany</td>
<td>1.1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1.1</td>
</tr>
<tr>
<td>Norway</td>
<td>0.6</td>
</tr>
<tr>
<td>Finland</td>
<td>0.5</td>
</tr>
<tr>
<td>Sweden</td>
<td>0.4</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>0.4</td>
</tr>
<tr>
<td>Denmark</td>
<td>0.3</td>
</tr>
<tr>
<td>Netherlands</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Source: OECD data
European Marketing Activities in Brazil

Traditional European universities include the goal of internationalisation explicitly in their mission. Internationalisation is a strategic goal which translates into practice as covering everything with an international dimension at the university: not only teaching, student mobility, networks, international curricula, research, etc. Student mobility is just another part of internationalisation in traditional European universities which is not the case yet in Brazilian universities although this is rapidly changing.

In all European universities we can therefore see a broader and more comprehensive perspective on internationalisation. For these universities the concept goes beyond student mobility to include teacher and research mobility, as well as collaboration in international research projects and networks. However, the internationalisation of universities depends very much on individual efforts. Professors already have relationships with universities abroad and often bring proposals to the attention of the department.

As Brazil is considered a big potential market for international student mobility yet to be explored, especially regarding free movers, European agencies and universities have recently intensified their marketing activities in Brazil.

Traditionally, the marketing activities of foreign universities and agencies had been concentrated on exhibiting at education and students fairs. The most traditional and popular fair is the Salão do Estudante, which usually takes place in five or six big cities, representing (depending on the respective place) between 30 and 80 providers of higher education or language courses abroad. After having reached its peak regarding visitors’ number and public support at the beginning of this century, the Salão do Estudante has declined in various aspects: It has been dominated by private commercial providers with a sometimes doubtful quality, and has marginalised therefore public institutions such as EduFrance, DAAD, and etc..

Not only because of this, the promoting agencies of EU Member States have undertaken several activities on their own. The DAAD had already started to send lecturers in charge of marketing activities. Together with the lecturers based at the German Faculties of seven federal universities (Belém, Fortaleza, Belo Horizonte, São Paulo, Curitiba, Porto Alegre), they initiated a more systematic work in order to broaden information about study and grant opportunities in Germany, and to promote German universities as a destination for free movers. The DAAD organises information events called EnA (Estudar na Alemanha) in the most important public and private universities, often together with local Alumni Associations or German-Brazilian Institutes.

The British Council runs several offices throughout the country and regularly publishes a booklet called “UK Link”. In recent years, it has also organised its own study fairs in the most important cities, set up with considerable resources and on occasions a considerable presence of UK universities. Until now, EduFrance has had a more discrete presence through different types of offices (called EduFrance, Espace France, CENDOTEC, etc.), which rely partially on governmental exchange programmes. The Dutch NUFFIC, which some years ago promoted a massive presence of Dutch universities at the Salão do Estudante, is also currently making moves to enter the market and is looking for the right place for its Brazilian Office.

Despite all of this, the number of Brazilian free movers to the EU has not increased spectacularly and often less than expected. It has been called the “Brazilian enigma” in order to describe the unsatisfactory output (of free movers) compared to the great input (of marketing investments).
In a society in which decisions on the academic and professional future are influenced by (inter)personal relations, the positive experiences of those involved in exchange and partnership programmes contribute substantially to a broader interest among the possible free movers. Consequently, the key to success is the right mixture of programme exchanges and marketing activities.

**Perceptions of European Higher Education in Brazil**

The Academic Cooperation Association (ACA) recently carried out a study about the perception of European Higher Education, interviewing several groups of Brazilians (authorities and associations, university officials and parents). Some of the most interesting aspects pointed out by the interviewees are listed here:

**Brazilian Policy Issues:**

- The importance and necessity of the internationalisation of Brazilian higher education, especially at undergraduate level which is until now broadly orientated towards regional or national exchange.

- The necessity for universities to form “global citizens with global competencies”.

- Internationalisation is often in conflict, especially within the policies of the governmental agencies, with a national approach in higher education policy that gives priority to the improvement of the Brazilian HEIs themselves, considering a research or study stay abroad only necessary in those areas in which Brazil has not yet reached an international top level.

- As Brazilian postgraduate programmes have now reached (often thanks to international exchange or cooperation) a level that in many areas is equivalent to that in the most developed countries, the international exchange or mobility of students or researchers is not any longer a goal on its own; it is sometimes to be substituted by short periods abroad or programmes that foster national exchange and mobility between the more and less developed areas within Brazil.

- Within their grant policy, investments of CAPES and CNPq give a clear priority to studies abroad at postgraduate level, generally for a doctorate, and to short instead of long periods abroad (“sandwich” instead of “integral” grants). This preference, which reflects on a considerable number of grant-holders, aims to reduce the risk of a permanent stay abroad (or migration) and the subsequent brain drain for Brazil, and to minimise adaptation problems on return.

- In terms of disciplines, there is an explicit preference for innovative and technology-based key areas such as life sciences, energy and resource engineering or computer science, in which Brazil hopes to reach self-sufficiency and to be able to compete successfully with the first world.

- Institutionally speaking, Brazilian agencies always expect a financial counterpart, which is one of the reasons for the close links to the (at least traditionally) rather generous European agencies.

- There is also an awareness that Brazilian universities have to create the basis for this increase of interest and cooperation, also in order to arrive at an
inbound/outbound balance which on the whole has a current negative balance for Brazil, by becoming more attractive to foreigners.

**Institutional Policy Issues:**

- Universities agree on the importance of an explicit policy or strategy of internationalisation, most of them recognising that such a strategy is still missing at their institution.

- The targets are, on the one hand, to provide a life experience abroad and a (sometimes) better academic qualification for the students and researchers, in order “to prepare them for a globalised world”, on the other to strengthen international exchange and cooperation as well as the international visibility of their own institution.

- Student exchange or mobility is generally seen as something very positive. A period abroad implies the possibility to gain new cultural, academic and professional experiences, and to improve career prospects substantially.

- Universities do not offer a study programme with a compulsory stay abroad (before the Science Without Borders programme). This remained a voluntary option which is institutionally prepared or framed by the university and its partnership contracts, but which has to be financed predominantly by the students and therefore depends on individual resources. At undergraduate level, most student exchange happens within bilateral agreements and contracts with other universities, which also seem to be the best guarantee of a later recognition of foreign credits, whereas the support through grants by national and foreign agencies is predominant at postgraduate level.

**European Attractiveness:**

- The grant and cooperation programmes launched by the EU are considered as one more assets enhancing European attractiveness as a study destination, although they are often criticised due to a perceived lack of transparency and bureaucratic procedures. Europe’s main advantage is not really the academic or research excellence (which is regarded as very good, but not as outstanding), but the historical and cultural tradition and variety.

- Europe has the additional advantage of being constituted by rather homogeneous middle class societies, which is a promise of socio-economic stability and cultural richness.

- The EU generally is a very attractive study destination. The most positive points are the academic traditions and the scientific excellence, the cultural heritage and variety, and a liberal and open society. Especially relevant for Brazilians is the fact that many students, especially those coming from the middle and upper classes, have their own (even sometimes remote) family and historical roots in many European countries.

- Arguments in favour of Europe were based primarily on the evaluation of the socio-cultural context, not on the academic excellence itself. This was included in the positive attitude towards the European university tradition embodied in the prestige of some universities.
- The new EU members from Central and Eastern Europe are not often considered, although some could imagine that Russia and the more Western oriented countries could be interesting study destinations.

**European Problematic Aspects:**

- The homogenisation of European universities is not always welcomed either. Important decision-makers in state agencies openly criticise the Bologna Process.

- Other frequent problems are the cultural and language barriers and the often problematic recognition of credits or diplomas obtained abroad.

- The differences between EU Member States are seen as very important. These differences generally exist on two levels: on the one hand within the old European Union, e.g. between the core countries like the United Kingdom, France, Germany, Italy, Spain and Portugal, with which there are many cultural, linguistic and historical links and which are therefore the most common target countries for mobile students, and the countries at the periphery of the old EU, such as Sweden, Finland, Greece or the Netherlands, which are therefore less demanded. On the other hand (and on a second level), differences also exist between the whole of the “old EU-countries” and the new Eastern European members who entered in 2004 and 2007. Although these differences tend to become less important or to even disappear in the future, they are supposed to continue for quite a while and to constitute an obstacle, especially with regards to students’ preferences.

**Returning to Brazil:**

- Adaptation might not only be difficult abroad, but also upon return. Since many have lost their contact with the reality of life in Brazil on an individual level, returning students or researchers might have problems to adapt again to Brazilian universities or omnipresent bureaucracy.

- A possible “brain drain” can be counterbalanced institutionally and equilibrated in the long run by the positive effects of global mobility. In that view, the positive effects would consist in the (multiplication of) contacts and cooperation projects that might happen when Brazilian postgraduate students stay in Europe, become integrated in academic or scientific institutions and start to create their own network corresponding to their research.

**Parents’ Opinions:**

- Parents highly value the new cultural and linguistic experiences their children would make abroad. Additionally, the period abroad is considered as an important step within the education and orientation towards greater autonomy, and as a strong differential in the academic and professional curriculum.

- Parents point out the academic and scientific excellence of the universities abroad, considering that Europe and the US generally offer a better university education and more opportunities than Brazil does.

- Most parents show a slight preference for countries of the EU. This option was based on the preoccupation to find an interesting and safe place where at the same time a good university education would be guaranteed. Despite admiring the economic and technological performance of the US, most parents feel an emotional (and sometimes even linguistic) affinity to lifestyle and culture of some of the EU countries and therefore would like their children to have or share that experience.
- Parents ask for better information from the academic or diplomatic representations of EU Member States, which should address not only universities or intermediary institutions, but also the parents who themselves (at least in Brazil) participate strongly in the final decision.

- In comparative terms between the EU and the US, as it was mentioned before, the EU is considered by most parents as the more interesting place for a study period abroad for several reasons. If the cultural attraction and the academic excellence are considered high, at the same time there is also an awareness that the EU (and even the more familiar core countries) might be the more difficult place for a (at least short) stay abroad, due to the number of different languages, the different social and institutional structures and the greater autonomy that the students have to cope with.
7. Quality, Recognition, Qualification Frameworks and Mobility in Europe

Quality Assurance in European Higher Education

Within the framework of the Lisbon Strategy, the Commission acknowledged the importance of the Bologna reforms, including quality assurance. There have been two Recommendations from the European Parliament and the Council to promote quality assurance in European higher education. The first, in 1998, called for the support of transparent quality assurance systems. The second, in February 2006, addressed further European cooperation in quality assurance in higher education.

The purpose of the latter was to encourage HEIs to introduce or develop internal quality assurance systems and for quality assurance or accreditation agencies to apply the European Standards and Guidelines on Quality Assurance in this area. Representatives of national authorities, the higher education sector, quality assurance and accreditation agencies, together with social partners, were also invited to set up a ‘European Register of Quality Assurance Agencies’ which would allow HEIs to choose an agency which meets their needs and profile from the agencies in the register.

Many HEIs in Europe have been building up their “quality culture” and internal quality assurance systems, mainly through inter-institutional cooperation, mutual assistance and benchmarking. The emergence of new quality assurance agencies and networks is the most significant development in the European landscape. Quality culture is now well rooted in EU higher education but there is still room for improving implementation actions.

Qualification Frameworks in European Education

On 23 April 2008, the European Parliament and the Council issued a Recommendation on the establishment of the European Qualifications Framework (EQF). Currently the EQF is being put in practice across Europe to encourage countries to relate their national qualifications systems to the EQF so that all new qualifications issued from 2012 carry a reference to an appropriate EQF level. An EQF national coordination point has been designated for this purpose in each country. Nevertheless, the level of the implementation of QF in most EU members does not yet allow the use of this important tool for making comparisons with third countries.

Credit Systems

European universities use the European Credit Transfer System (ECTS) for mutual recognition of credits. A tariff of 60 credits per full time year is used. Most of the European countries have already adopted national, regional or local credit frameworks/schemes to facilitate the modernisation of their education systems. This development has resulted in a shift in ECTS from its traditional role as a credit transfer mobility system primarily concerned with the recognition of periods of learning for students who carry out part of their studies in another country. It is now evolving into a wider pan-European credit accumulation and transfer system with an impact on all higher education programmes. ECTS is certainly a well-developed and
useful tool for measuring the load of all types of courses in Europe and it could be used with adaptations for measuring courses in third countries.

**Mobility In Europe**

Based on OECD data, four out of five students who study abroad worldwide are in OECD countries. A number of those students (32%) are themselves from other OECD countries. Students from South Korea (4.8%), Germany (3.6%) and France (2.1%) represent the largest groups of foreign OECD students enrolled in other OECD countries. There are big variations between countries in the percentage of international students enrolled in their tertiary student body. In Australia, international students represent 21.6% of tertiary students; 15.3% in the United Kingdom; 15.1% in Austria; 14.9% in Switzerland; and 14.6% in New Zealand. By contrast, the proportion in Chile, Estonia, Poland and Slovenia is less than 2%. The five most popular destination countries in 2009 were: the United States, which took in 18% of all foreign students; the United Kingdom, 10%; and Australia, France and Germany, which each took in 7%. Other major destinations include Canada, 5%; Japan and the Russian Federation, 4%; and Spain, 2%.

International students are strongly represented in social sciences, business and law but less represented in the humanities. Business programmes attract the largest numbers of international students. Around half of all international students are enrolled in social sciences, business or law. France has the largest proportion of foreign students enrolled in these subjects. Natural sciences attract at least 15% of international students in Germany, Iceland, New Zealand, Norway, Sweden, Switzerland and the United States, and a similar proportion of foreign students in France, but only 1.5% in Japan. The large proportion of foreign students in natural-scientific disciplines in Germany may reflect the country’s strong tradition in these fields. Non-English-speaking countries tend to enrol a higher proportion of international students in education, humanities and the arts; these areas of study are preferred by 45% of international students in Iceland and by over 20% in Austria, Germany, Japan, Norway and Switzerland, as well as by foreign students in the Slovak Republic and Turkey.

Several OECD countries have eased their immigration policies to encourage the temporary or permanent immigration of international students. Finland and Norway amended their naturalisation acts and now take the years of residence spent as students into account when they assess eligibility. In France, enrolment of international students in advanced research programmes reduces the period of residence needed to be eligible for naturalisation. In many other OECD countries working visa and temporary residence procedures have been simplified for international students and graduates. The freedom of movement of workers within Europe and standardised national policies with respect to tuition fees partly explain the high level of student mobility in Europe compared to that among the countries of North America.

Difficulties with recognition and overloaded study programmes often prevent students from being able to take advantage of opportunities to study abroad. This phenomenon is most common within bachelor programmes, where re-designed curricula often do not provide space for mobility windows. When comparing credit and degree mobility, the most common concern for credit mobility lies in recognition, while the most relevant obstacle to degree mobility is funding. The second most significant challenge is often language. For both incoming and outgoing mobility curriculum/study organisation and a lack of information and encouragement are also remarkable obstacles to student mobility.
Transnational Education in Europe

European higher education has always been international: students have moved for purposes of study since the establishment of the first universities. However, the number of international students has increased and their origins have changed over time.

The most recent statistics show that almost half of all foreign students in European higher education come from other European countries, and that geographical proximity has a strong impact on mobility flows. Yet the number of students from other continents is steadily increasing, especially from Asia. Chinese students now make up more than 6% of all students in European higher education, making China the largest single country of origin of foreign students in Europe.

The increase in the number of non-European students studying in Europe is partly due to the successful promotion of European universities in other parts of the world. While in many countries admission of students from the developing world into European universities is sometimes viewed as an aspect of development cooperation, universities all over Europe have started to show interest in globally recruiting well-qualified students. Furthermore, European institutions are not only trying to attract more students to their countries, but also to explore different methods of international education, including the export of higher education programmes and even institutions.

The increased visibility of European higher education in other parts of the world is slowly making its way to the forefront of the agenda. The Bologna Process, which has from its beginnings aimed at the enhanced attractiveness of European higher education, has put the "external dimension" at its core with the adoption of the "European Higher Education in a Global Setting" strategy at the London Ministerial meeting in May 2007. A common European higher education marketing campaign was developed with the European Commission's "Erasmus Mundus Global Promotion Project (GPP)". Among other things, the GPP aimed to create a "European brand" in higher education, with associated key messages, and a "Study in Europe" website, as well as supporting a series of European higher education fairs.
8. Cooperation between the EU and Brazil

In this section we present some results of the three most relevant programmes where the EU and Brazil have cooperated in higher education: ALFA, ALBAN and Erasmus Mundus. Prior to this we will first summarise some common policy documents agreed by both sides.

EU-Brazil Higher Education Policies

- The European Commissioner for Education, Culture, Multilingualism and Youth, Androulla Vassiliou, visited Brazil on 3-9 April 2011 to launch the EU-Brazil policy dialogues on higher education and culture. “The European Union is committed to strengthening its strategic partnership with Brazil and I believe that closer cooperation on higher education and culture can contribute to this objective”, said Commissioner Vassiliou. The Commission is in particular aiming to facilitate the mobility of students, researchers and academics and encourage university cooperation between the EU and Brazil.

- The Fifth European Union-Brazil Summit was held in Brussels on 4 October 2011. Both parties emphasised their shared vision on the crucial role that higher education, academic cooperation and mobility as well as scientific research, technology and innovation, play to promote rapid and sustainable growth and increase productivity and employability. They decided to enhance the EU-Brazil dialogue and cooperation in these fields, building on existing policy instruments and programmes, such as the EU Erasmus Mundus and Marie Curie programmes, and the Brazilian “Science Without Borders” mobility scheme. They decided to launch a platform for dialogue and exchange to foster academic mobility and cooperation between Brazil and the EU. Brazil and the EU intend to strengthen exchanges and cooperation on education in areas deemed of common interest. Both parties agreed to build on existing programmes and instruments, notably to:

  - Develop their sectorial policy dialogue on education and training launched by the Joint Declaration signed in 2009. They agreed to implement the declaration through the organisation of a first joint expert meeting on higher education in 2012 which will focus on mobility and academic cooperation;

  - Convene a Senior Officials' meeting to explore the establishment of a Joint Work Programme for future cooperation;

  - Promote mutual cooperation and exchanges in higher education and research and the mobility of students, teachers and researchers through the implementation of higher education and research programmes;

  - Promote collaboration between high level institutions (universities, research institutes, private sector, diplomatic academies, think tanks, etc.) in areas of common interest such as specialised European and Brazilian studies and International Relations;

  - Encourage the organisation of higher education fairs, seminars and conferences in Brazil and in the EU to contribute to improved recognition, transparency and mutual awareness of the respective education and research systems;
- Raise awareness and exchange best practices on multilingualism.

- Further to the EU-Brazil Summit held on 4 October 2011, the first EU-Brazil meeting of the Political Dialogue on education took place on 21 November 2011 in Brasília. The meeting aimed at discussing issues of mutual interest in the field of higher education, in the framework of a platform for exchanges and cooperation. The EU and Brazil are interested in strengthening the internationalisation of their higher education systems through the promotion of international academic mobility, the development of transparency tools and cooperation projects. Both sides agreed to the following objectives:

- Foster mutual understanding of their respective higher education and research systems and priorities;
- Contribute to lifting obstacles to academic mobility and cooperation between the EU and Brazil;
- Increase visibility of existing academic cooperation and mobility programmes and ensure appropriate dissemination;
- Facilitate networking between Brazilian and European higher education and research institutions and students.

- To this effect both sides agreed to:
  - Proceed to formal and structured exchanges of information on the implementation of mobility programmes (Science Without Borders, Erasmus Mundus, Marie Curie);
  - Foster the mutual participation in student fairs, conferences and other academic events;
  - Examine the possibility of strengthening bilateral cooperation in the framework of the new generation of EU mobility programmes (2014-2020).

The relationship in higher education between the EC and Brazil is still of recent date but this is not the case for Brazil and many individual EU countries. Brazil has specific bilateral agreements on higher education with the following EU countries: Germany, Belgium, Spain, France, the Netherlands, Italy, Portugal, the United Kingdom and Sweden. Especially relevant is the agreement with France which allows for the mutual recognition of diplomas. This probably explains that France is today the favourite destination for Brazilian students in Europe.

Cooperation between European and Brazilian Universities

The EUA (European University Association) launched a dialogue with Latin American university associations in May 2004. EUA and the Consejo Universitario Iberoamericano (CUIB) signed the Declaration of Guadalajara in support of the creation of an integrated higher education and research area between the regions. In 2006 in Oviedo (Spain), another joint meeting produced a joint declaration as input to the EU-LAC Heads of State and Government Summit (Vienna, May 2006). As a result of the meeting, EUA and CUIB signed the Asturias Declaration, which identified seven areas for cooperation.
The Declaration encouraged governments of the two regions, the European Commission and other funding bodies to support this collaboration at university level as part of their international cooperation schemes. EUA and CUIB organised another follow-up meeting in Barcelona (2008), resulting in the Barcelona Declaration, reinforcing partnerships between university associations of both regions.

In a meeting held in Cartagena de Indias, Colombia, 4-6 February 2010 to promote the dialogue between Latin America, Caribbean and European universities and university associations the following “Suggestions for Action” were adopted:

“In addition to the establishment of clear policy goals, the provision of funding is key for the realisation of the EU-LAC higher education area. The focus should be on continuing and improving existing programmes, rather than creating new ones. Funding tools should […]

a. take account of the need to promote more balanced mobility, for example through providing incentives to encourage the exchange of highly qualified faculty and students in both directions thus facilitating brain circulation between the two HE areas;

b. continue to further university-to-university cooperation and individual student and staff mobility (in particular ALFA and Erasmus Mundus) to foster both inter- and intraregional partnerships.”

In the specific case of Brazil, a letter of intent was signed between the National Council for Scientific and Technological Development (CNPq), the Coimbra Group of Universities (CG) and Associação Grupo Coimbra de Dirigentes de Universidades Brasileiras (GCUB) with the objective of promoting the “exchange of students and researchers between those member universities of the CG and the GCUB networks who express their desire to participate, aiming at the promotion of research, consultation and exchange of experiences, and capacity building and training within joint R&D projects.”

The Tuning Latin America initiative has also a source of inspiration on curriculum reform issues in Brazilian higher education.

**Brazilian Participation in ALFA Projects**

The ALFA (*America Latina Formación Académica*) programme, which began in 1994, sought to reinforce cooperation in the field of higher education between the EU and Latin America. The programme co-financed projects aimed at improving the capacity of individuals and institutions (universities and other relevant organisations).

The first phase, ALFA I, with an EC contribution of EUR 31 million, ran until 1999. The second phase, ALFA II (2000-2005), with a total of 10 selection rounds, represented an EC contribution of EUR 54.6 million distributed to the 225 approved projects (72 % of the total project's costs on average). Held by 770 distinct institutions organised by means of networks, it has operated more than 3,600 training exchanges. The third phase of Alfa (2007-2013), with an EC contribution of EUR 75 million, is an opportunity to capitalise on the experience acquired and to promote and spread the best practice gained to date.
Under the first Call for Proposals, 14 projects have been implemented since 2009, with a total budget of EUR 23.2 million (EC contribution: EUR 19.34 million), benefiting 133 participants, 78% of which from Latin America. From the 155 proposals received for the second Call for Proposals, another 19 projects were selected. In addition, out of the 378 participants benefiting from the EC’s contribution of EUR 30.38 million, 80.2% come from Latin America. Under the ALFA III third and last Call for Proposals, 19 selected projects have been signed in December 2011 with a budget of EUR 25.56 million (EC contribution: EUR 23.02 million).

In the context of the first Call for Proposals of ALFA III, 10 eligible HEIs from Brazil participated in 8 of the 14 approved projects. The EC financial contribution to the activities carried out by the 8 projects in which Brazil participated was of EUR 14.4 million, which represents on average 79% of the total cost of projects.

In the second Call for Proposals, 27 eligible HEIs from Brazil participate in 12 of the 19 approved projects of ALFA III. Out of these, one project is coordinated by the Fundação Universidade Federal do Acre. The EC financial contribution to the activities carried out by the 12 projects in which Brazil participates is EUR 21.7 million, which represents on average 80% of the total cost of projects.

In the third Call for Proposals, 11 eligible HEIs from Brazil participate in 10 of the 19 approved projects of ALFA III. The EC financial contribution to the activities carried out by the 10 projects in which Brazil participates is EUR 13.02 million, which represents on average 80% of the total cost of projects.

Specially relevant is the participation of Brazil in two ALFA III projects: INFOACES, a project with the objective of developing an information system on Latin American universities as a transparency tool; and Tuning, another project developing common educational goals and transparency mechanisms among Latin American universities.

### Brazilian Participation in the ALBAN Programme

Alban promoted the mobility of Latin American graduates into the European Area of Higher Education, covering the period 2002-2010 with a total budget of EUR 109.98 million, with an EU contribution of EUR 84.65 million, (out of which EUR 75 million were devoted to scholarships). After 5 Calls, 2471 grant-holders were selected from the 18 Latin American participating countries.

Almost 800 scholarships were awarded to Brazilians in the ALBAN programme, representing 32% of the total (Table 10).

<table>
<thead>
<tr>
<th>Doctorate</th>
<th>Specialisation</th>
<th>Master</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>359</td>
<td>10</td>
<td>428</td>
</tr>
<tr>
<td>Total</td>
<td>1066</td>
<td>71</td>
<td>1334</td>
</tr>
<tr>
<td>Perc. BR.</td>
<td>34%</td>
<td>14%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Source: ALBAN final evaluation report
The most requested country for Brazilian students was Portugal followed by Spain, France and the United Kingdom (Table 11). As ALBAN was a programme based on individual instead of institutional initiatives and had no specific fields, these data give an idea about the real preferences of Brazilians students when they move freely into EU countries.

Table 11. Number of Brazilians with ALBAN grants by country of destination

<table>
<thead>
<tr>
<th>Country</th>
<th>PT</th>
<th>ES</th>
<th>FR</th>
<th>UK</th>
<th>DE</th>
<th>IT</th>
<th>NL</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>229</td>
<td>167</td>
<td>154</td>
<td>144</td>
<td>35</td>
<td>33</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>253</td>
<td>915</td>
<td>399</td>
<td>493</td>
<td>139</td>
<td>75</td>
<td>117</td>
<td>80</td>
</tr>
<tr>
<td>Perc. BR.</td>
<td>91%</td>
<td>18%</td>
<td>39%</td>
<td>29%</td>
<td>25%</td>
<td>44%</td>
<td>19%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Source: ALBAN final evaluation report

The first ALBAN Call (2003/2004) awarded a total of 251 scholarships. Out of them, 63 (approximately 25%) were for Brazilians, having as main areas of study Engineering and Technology, Business Studies and Management Sciences. In the second ALBAN Call (2004/2005), 779 scholarships were awarded, 214 were Brazilians, studying mainly Engineering and Technology, Natural and Social Sciences. In the third ALBAN Call (2005/2006), 553 scholarships were awarded, 161 (approximately 29%) were Brazilians.

Once more, there was an increase in the percentage of Brazilian students who benefited from the programme. In the fourth ALBAN Call (2006/2007), of the total of 930 scholarships awarded, 331 of the successful candidates were Brazilian. In the fifth ALBAN Call (2007/2008), a total of 806 scholarships were awarded, 304 of which (approximately 38%) to Brazilian candidates, having as main areas of study Social Sciences, Business Studies and Management Sciences.

The impact of the ALBAN experience was very positive for most of the ALBAN Alumni. As Table 12 shows, the experience improved their professional life and it was not difficult for them to find a job after this experience of mobility. The data for Brazilians are slightly better than for the total of ALBAN alumni.
Table 12. Impact of the ALBAN grants

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Few</th>
<th>Some</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>256</td>
<td>84</td>
<td>32</td>
<td>9</td>
<td>381</td>
</tr>
<tr>
<td>Total</td>
<td>764</td>
<td>211</td>
<td>98</td>
<td>32</td>
<td>1105</td>
</tr>
<tr>
<td>Perc. BR.</td>
<td>34%</td>
<td>40%</td>
<td>33%</td>
<td>28%</td>
<td>34%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Few</th>
<th>Some</th>
<th>Very much</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>29</td>
<td>30</td>
<td>141</td>
<td>181</td>
<td>381</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td>81</td>
<td>382</td>
<td>534</td>
<td>1105</td>
</tr>
<tr>
<td>Perc. BR.</td>
<td>27%</td>
<td>37%</td>
<td>37%</td>
<td>34%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Source: Final ALBAN evaluation report

Brazilian Participation in the Erasmus Mundus Programme

The Erasmus Mundus – External Cooperation Window (EM-ECW) programme was expected to be an opportunity to capitalise on the experience and best practice already acquired through the ALBAN programme. Erasmus Mundus aims at contributing to the improvement of education and training of human resources, as well as at promoting partnerships and institutional cooperation exchanges between HEIs. The first EM-ECW Call for Proposals dedicated to the Latin American region was launched in December 2008 with a total budget of EUR 41.6 million. For the period 2009-2013, the structure was changed to Erasmus Mundus II Action 2 — Strand 1 — Partnerships with Latin America, however, the objectives pursued by the EM-ECW remain the same. In December 2011, a Call for Proposals for the Erasmus Mundus II Action 2 — Strand 1 — Partnerships with Latin America was published with a budget of EUR 19.92 million.

The Erasmus Mundus programme has three Actions:

- **Action 1 – Erasmus Mundus Joint Programmes (Masters Courses and Joint Doctorates) - with scholarships.** Erasmus Mundus Joint Programmes are operated by consortia of higher education institutions from the EU and elsewhere in the world. They provide an integrated course and joint or multiple diplomas following study or research at two or more HEIs. Masters Courses and Joint Doctorates are selected each year following a Call for Proposals. There are currently 138 Masters and 43 Doctorates offering offer EU-funded scholarships or fellowships to students and scholars. Brazilian institutions are involved as full partners in the 13 EM Masters Courses and 2 EM Doctoral courses.

  Each year, students worldwide can apply for Erasmus Mundus scholarships to high quality Masters and Doctoral programmes. Brazilian students have a good record of success: 530 Brazilians have been selected over the nine annual selections so far, the third-highest country total after India and China. Erasmus Mundus Masters Courses (EMMC) can also invite scholars to teach or research within the EMMC. So far, 95 Erasmus Mundus scholars from Brazil have taken part in the programme.
- **Action 2 – Erasmus Mundus Partnerships (former External Cooperation Window) – with scholarships.** Under Action 2, Erasmus Mundus Partnerships bring together HEIs from Europe on the one hand and those from a particular region in the world on the other. Together the partnerships manage mobility flows between the two regions for a range of academic levels – bachelors, masters, doctorate, post-doctorate – and for academic staff. Currently Brazilian students and staff are eligible to apply for mobility under six partnerships selected under the 2012 Call for Proposals, as part of wider regional lots covering Latin America. Previous partnerships in Action 2 selected 1347 Brazilian students and staff.

- **Action 3 – Erasmus Mundus Attractiveness projects.** Action 3 funds projects to enhance the attractiveness, profile, image and visibility of European higher education worldwide. Action 3 provides support to activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility. Through joint activities on these issues the selected projects contribute to facilitating academic mobility and cooperation between Europe and the regions they cover, including Brazil. There have so far been 14 instances of Brazilian organisations participating in Action 3 projects.
9. The Science Without Borders Programme

Aims and Objectives

Science Without Borders is a Brazilian government scholarship programme which aims to send around 100,000 Brazilian students to top universities around the world. Mobility grants are for undergraduate sandwich courses, doctoral sandwich courses and full doctoral courses to study abroad in Science, Technology, Engineering, Mathematics and the creative industries. Masters are not included in the programme.

The Science Without Borders programme is a joint initiative of the Presidency of the Republic of Brazil, the Ministry of Education (CAPES) and the Ministry of Science, Technology and Innovation (CNPq). This scholarship programme will operate between 2012 and 2015 granting 100,000 scholarships for Brazilian students abroad, with 75% of scholarships sponsored by the government of Brazil and 25% by Brazilian and foreign private companies, in the last case especially under the form of internships.

This initiative of the Brazilian government will grant scholarships for the best students from Brazil to study abroad at the world’s best universities. The programme will provide a substantive exchange experience to a diverse group of emerging Brazilian student leaders to widen the academic and research exchange.

In addition to sending 100,000 of the best Brazilian students and researchers to the best universities in the world, the programme will also provide 'Inbound Fellowships', which aim to bring to Brazilian universities and research centres a total of 1250 researchers (860 early-career researchers and 390 senior scholars).

The rationale behind this programme is that the government thinks that the country needs to encourage the internationalisation of technology and innovation. Science Without Borders aims to launch experimentally the seeds of what could revolutionise the educational system in Brazil, exposing students to an environment of high competitiveness and entrepreneurship. Besides, the Science Without Borders programme aims to attract young investigators and internationally recognised research leaders to Brazil.

Scholarships will be given primarily to students in the fields of Science, Technology, Engineering and Mathematics since they are considered a priority for development in Brazil. Brazilians who went abroad before for their studies were mostly students in the areas of human sciences, philology and art, and many of those in the natural sciences and technology did not return to the country. So one of the commitments of the students from the Science Without Borders programme is to return to Brazil after studying abroad, and put into practice what they learnt abroad.

The Science Without Borders programme seeks to face some of the major challenges of the country such as:

(a) increase the number of doctors relative to population,

(b) enhance the interaction between academia and both the business sector and civil society,
(c) promote international collaboration in scientific publications, and

(d) foster the rate of patent applications nationally and internationally.

The main goal of the programme is to promote the consolidation and expansion of science, technology and innovation in Brazil by means of international exchange and mobility. The strategy envisioned aims to:

(a) increase the presence of students, scientists and industry staff from Brazil in international institutions of excellence, negotiating the support from the private sector for the payment of the fees involved or the exemption of these fees with universities or local governments,

(b) encourage young talents and highly qualified researchers from abroad to work with local researchers in joint projects, contributing to the capitalisation of human resources and promoting the return of Brazilian scientists working overseas; and

(c) induce the internationalisation of universities and research centres in Brazil by encouraging the establishment of international partnerships and a meaningful review of their internal procedures in order to make interaction with foreign partners feasible.

Types of Scholarships

There are four basic types of scholarships and there is a clear policy not to fund any masters.

Science Without Borders for Undergraduate Students

The programme is aimed at undergraduate students with the best academic performance, using criteria of excellence such as the mark achieved at the National Secondary Education Examination (ENEM), awards programmes in Undergraduate Research and Technological Olympics and other thematic competitions, or the excellence of their home university.

Students can opt from a list of foreign universities of high academic quality accredited to participate in the programme. The institutions and agencies, as well as Brazilian universities participating in the programme will establish cooperation agreements for the mutual recognition of academic activities carried out.

It is remarkable that the selection of the foreign universities has been carried out at a central level by the government with the cooperation of embassies and has not been left to the individual initiative of universities.

The undergraduate students in the priority areas receive a scholarship, in addition to the travel costs, installation assistance and health insurance, to meet the costs of the mobility programme.

Students applying for scholarships should have passed at least 40% and no more than 80% of the curriculum planned in their course.
**Science Without Borders for Professional Education and Technology**

The targets are students of higher education courses offered by Institutes of Technology and Vocational Training, in particular those related to priority areas of the *Science Without Borders* programme. Students should be selected primarily in the penultimate year of training.

To perform the exchange, they should remain in the partner university for a period of six months. On return, the institution should facilitate the process of “co-validation” of courses / credits.

**Science Without Borders for Postgraduate Students**

These types of scholarships will be offered for postgraduate courses abroad:

*Grants for postgraduate sandwich courses abroad.* They will be coordinated by the home institution verifying that the applicant meets the requirements of the *Science Without Borders* programme. Priority will be given to candidates who have completed at least one year of doctoral studies in Brazil and have been accepted for research activities abroad and are fluent in the language of the destination country or in English. The goal is to grant 24,700 scholarships over a period of four years.

*Grants for full doctorates abroad.* The objective is to obtain doctorates in priority areas and in the best international institutions. In technological fields and in applied science areas the main objective of the programme is to approach the business sector and civil society in order to strengthen innovation. The target is to grant 9,940 scholarships over a period of four years.

*Grants for postdoctoral studies abroad.* These grants are for candidates holding a doctoral degree that have been accepted by an institution of excellence abroad for a minimum of six months and a maximum of 24 months. The target is to grant 11,000 scholarships over a period of four years.

**Science Without Borders for Advisors and Researchers Working in Priority Areas**

*Senior Internship Abroad.* Scholarships lasting two to six months with the aim of providing consolidated researchers the development of a research project, totally or partially, in a foreign institution of internationally recognised competence. The target is to grant 660 scholarships over a period of four years.

*Attracting Scientists to the Country.* This sub-programme will offer scholarships in Brazil to talented young scientists. Young researchers with different scientific backgrounds will receive a research grant and funding resources for developing research activities with a research group in Brazil for two or three years. In this strand, talented young scientists at the beginning of their careers will be eligible. Brazilians who work abroad in priority areas of *Science Without Borders* will have priority. They will receive a special grant for up to three years and additional research resources. The allocation of these researchers in all regions of the country and not only in the most developed regions will be stimulated. The programme will grant up to 1,200 young researchers.

*Attracting International Leadership to Brazil.*

The researchers under this action will go to Brazil for a regular pre-defined period (at least one month each year) and will support Brazilian students and researchers. The
proposal should be made in association with a research group in Brazil that will be responsible for the project management. Benefits include a grant, the cost of an annual trip for the researcher, per diems and additional resources for developing research. The programme will grant up to 300 international research leaders.

**Thematic Areas**

Brazil has a high demand for engineers which *Science Without Borders* wants to address by sending students abroad to gain international experience, to integrate in international networks and to raise the standards in Brazil. This programme is limited to very specific areas as the following:

1. Engineering and other technology areas;
2. Exact and Earth Sciences: Physics, Chemistry, Biology and Geosciences;
3. Biomedical and Health Sciences;
4. Computing and information technology;
5. Aerospace Technology;
6. Drugs;
7. Sustainable Agricultural Production;
8. Oil, Gas and Coal;
9. Renewable Energy;
10. Mineral Technology;
11. Biotechnology;
12. Nanotechnology and New Materials;
13. Technologies for Prevention and Mitigation of Natural Disasters;
14. Biodiversity and Bioprospecting;
15. Ocean Sciences;
16. Creative industry;
17. New Technologies and Constructive Engineering;
18. Training of Technologists.

**Organisational Issues**

The *Science Without Borders programme* is an initiative of the Presidency. Consequently it is organised as a top level and highly centralised activity and negotiated at a top level with central agencies in other countries.

There are twelve destination countries for students: Australia, Belgium, Canada, France, Germany, Italy, the Netherlands, Portugal, South Korea, Spain, the United States, the United Kingdom. For the *Science Without Borders programme*, the Brazilian government ordered each of the embassies in these countries to organise contacts with universities in the country wishing to participate. DAAD in Germany, Campus France, Nuffic in the Netherlands or Universidad.es
Foundation in Spain, have been some of the bodies coordinating the *Science Without Borders* programme in the respective countries, offering information about universities, centralising information on university places and courses on offer. Each country has adopted a different mechanism to reach an agreement with the best universities interested in the programme.

In Brazil, there are 28 local coordinators in the different States for managing the pre-selection and quotas for individual universities. The long selection process starts in Brazil with the application by institutions or individuals. CAPES looks at scores, language proficiency, etc. to select the candidates. Finally, students apply to countries and, depending on availability of places, the final selection is made. Some provisional figures are the following: 20,000 applicants for Portugal-Spain; 4,000 for France-Germany; and 3,000 for the United Kingdom.

In the Brazilian Student Services Abroad programme (PAEB), the embassies are responsible for caring for Brazilian students before, during and after their stay in the target country. Each embassy has adopted different measures. Some examples:

- **Spain.** The Embassy in Madrid has created a specific space within the website of the Brazilian Embassy, with information of academic interest, a Facebook link for students to be in continuous contact with each other and with the Embassy; a "Brazilian student Guide in Spain", with information about Spain, prices of essential products and services, Spanish universities, etc. They are planning meetings with Brazilian students in major Spanish universities. This Embassy is very active due to the fact that, proportionally to the number of places offered, Spain received the largest number of requests from Brazilian students; in the academic year 2012/2013, 1,663 Brazilian students with *Science Without Borders* scholarships will go to Spain, in 39 different Spanish universities and courses.

- **Portugal** agreed to take 1500 students for sandwich programmes, plus students to do a doctorate (either as "sandwich" or full), or as post-doc students. Portugal received 13,000 applications of students willing to study in Portugal, out of which it selected 1,500 students. A website where Brazilian students can choose among six options was created, based on which they are placed in Portuguese universities (100 medical students could not be placed; all others were accepted). All Portuguese universities will receive students but the most demanded are Coimbra, Porto, Technical of Lisbon and Aveiro. For the doctoral studies, Brazil has made more specific requirements on the Portuguese universities they want.

- **United Kingdom.** The International Unit of UK Universities is the body in charge of the programme; students were asked to indicate three choices. Brazil pays a grant plus fees. UK universities agreed upon £15,000 as a flat fee although some universities have decided not to agree to this lower fee for the Brazilian students.

In addition to the target countries, many large European companies are also interested in offering placements and fellowships since they provide opportunities for future business developments in Brazil.
10. Recognition of Foreign Degrees in Brazil

One of the most relevant issues raised by Brazilians graduated from European universities was the topic of foreign degree recognition in Brazil. In order to be valid in Brazil, undergraduate and graduate diplomas obtained in foreign HEIs should be recognised or validated, and properly registered at and by a Brazilian university. Without official recognition, students face difficulties when applying for doctoral programmes, and do not qualify for certain public positions available to holders of local degrees.

First, we will present the legal normative followed by the practical problems in the recognition process of foreign degrees.

The Normative for Recognition of Foreign Degrees in Brazil

All Brazilian universities follow a federal law that regulates the offer and the recognition of foreign diplomas in Brazil. This is a summary of this legislation:

1. The organisation of the higher education system in Brazil is defined by the Ministry of Education and Culture (MEC), which defines the legal framework for the recognition of courses offered by foreign institutions and accreditation of degrees, diplomas and certificates obtained abroad. In this sense, the Law of Guidelines and Bases (LDB), adopted in 1996, says in Article 48, paragraphs two and three:

   “§ 2. The graduation diplomas issued by foreign universities will be revalidated by public universities that have courses in the same area or equivalent level and, respecting the international agreements of reciprocity or equivalency.

   § 3. The master’s and doctorate degrees issued by foreign universities will only be recognised by universities that have graduate courses recognised and evaluated in the same area of knowledge and equivalent or on a higher level.”

2. With the same objective quality control of programmes offered by foreign institutions in the country, the Board of Higher Education (CES), the National Education Council (CNE), also reports to the MEC. By successive resolutions the MEC has established a control for criteria guiding such courses. Resolution No. 1 of 1997, fixing conditions for the validity of diplomas of undergraduate and postgraduate masters and doctoral levels offered by foreign institutions in Brazil at distance or blended learning modality, states:

   “Art.1. It will not be revalidated or recognised for any legal purposes, undergraduate degrees and postgraduate masters and doctoral levels, offered by foreign institutions, especially in distance or blended learning modalities, directly or through any form of association with Brazilian institutions without proper authorisation from the Government under the terms established by Article 209, I and II of the Constitution.”

Resolution No. 1 of 3 April 2001, laying down detailed rules for the operation of postgraduate courses, provides:
Art. 2 The postgraduate studies offered by associations between institutions or between Brazilian and foreign institutions should meet the same requirements for authorisation, recognition and renewal of recognition established by this Resolution.

§ 1 The authorisation, recognition and renewal of recognition of postgraduate studies are granted for a specified period, depending on the assent of the Board of Higher Education of the National Council of Education, based on the results of the assessment by CAPES and approved by the Minister of Education.

§ 2 The authorisation of postgraduate studies applies merely to the project approved by the National Council of Education, based on a report from CAPES."

The Recognition Process

A decentralised system of recognition is in place in Brazil. Universities can autonomously recognise (or not) foreign degrees. In theory universities should recognise studies and degrees obtained in Europe if the content and course is also offered at the Brazilian institution in question. Each university in Brazil is free to establish its own criteria for recognition of international degrees. They are also free to decide how many cases they will analyse per year, how long the process will take and how much it will cost. There are plans to review the current arrangements and work on a national framework which would require all universities to follow the same procedures.

Periods of study and degrees often have to be submitted to a very long process of analysis when there is no bilateral special agreement of cooperation between Brazil and the other country or between universities.

Recognition can be automatic through bilateral cooperation agreements. This is the case with France, some German universities and very recently with some Portuguese degrees.

Having done the entire course abroad, without any link between the course in a Brazilian university and the course in a foreign university, the student is responsible for finding a Brazilian university that accepts to analyse and validate the diploma in Brazil. Once in Brazil, the students have to look for a university with a course as similar as possible to the one they did abroad. This university will analyse the reputation of the foreign university, the structure of the course (subjects, amount of time etc.), the academic transcripts and also the quality of the master’s dissertation or doctoral thesis. If the university bears an excellent reputation and the course and the dissertation/thesis have similar requirements to those currently in practice in Brazil, the diploma is likely to be considered valid in Brazil. The way in which this reputation is measured is somehow unclear.

Generally, the recognition process follows these steps:

a) First Step: the interested party identifies a public or private university authorised by the Ministry of Education offering a course that is similar to the one to be recognised.

b) Second Step: the interested party verifies the following points with the chosen HEI: 1) the list of documents to be attached to the formal request, and whether certified translation and consulate stamp are required; 2) the institutional body or authority to which the request should be addressed; 3) whether the payment of a fee is required to start the process, its cost, and the data required for payment; 4) whether there is a limited number of requests per year; and, 5) restrictions of any other nature, e.g. the applicant’s city or state of residence.
c) Third Step: after gathering all documentation required by the chosen HEI, the interested party files a formal request addressed to the competent body, which will verify the documents and start the validation/recognition process.

d) Fourth Step: the request is then analysed by a board of experts in the field, that may or may not consent to the degree recognition;

e) Fifth Step: the university will register the diploma.

Criteria and rules of the administrative process for degree recognition (or validation) vary greatly, from the list of required documents to the application fee. However, some requirements seem to be consistent across universities, such as the need of the Brazilian consulate stamp on the diploma or the analysis of the application by a board of experts in the field. In general, the main point of dissimilarity is in regard to bureaucratic procedures, which are directly linked to the operational structure of the HEI in question. Thus, once a university is chosen, it is necessary to get in direct contact in order to obtain detailed information.

The consulate stamp from the Brazilian Consulate of the country of origin of the diploma is usually a mandatory requirement, except for documents issued in France and Argentina, due to international cooperation agreements with Brazil in civil, commercial, social, and administrative matters. Some HEIs do not require the certified translation of documents written in English, French, German or Spanish.

The typical requirements are quite complicated. Two examples of these requirements from two different universities are the following.

**University A (public):**

1. Application form;
2. Application document;
3. Fee payment receipt;
4. Copy of diploma or certificate stamped by the Brazilian consulate (except for diplomas issued in France) and copy of its official translation;
5. Copy of transcripts stamped by the Brazilian consulate (except for France) and copy of its official translation;
6. Proof of address in the foreign country (national or foreign scholarship, job leave or passport, etc);
7. Documents from the HEI stating the duration and content of the course;
8. Final thesis;
9. Minutes of the thesis’ viva or academic evaluation document containing marker’s name and marks;
10. Copy of the Diploma; and,
11. Updated printed CV in the LATTES/CNPq format (also containing address, phone number, e-mail address and national identity card number). Other documents may be requested during the assessment process.
University B (private):

A. Documents for Brazilian citizens:
   a) Certified copy of the identity card;
   b) Certified copy of birth certificate or marriage certificate. In case of naturalisation, a certified official translation and certificate of naturalisation;
   c) Certified copy of Individual Taxpayer Certificate (CPF)

B. Documents for non-nationals:
   a) Certified copy of the foreigner registration (RNE);
   b) Certified copy of resident permit;
   c) Certified copy of Portuguese language proficiency certificate

C. Academic documents (for all)
   a) Certified copy of the diploma (undergraduate degree);
   b) Certified copy of the diploma accompanied by a certified translation (undergraduate degree) when issued in a foreign country;
   c) Certified copy of master or doctoral diploma stamped by the Brazilian consulate;
   d) Certified copy of diploma and certified translation;
   e) Certified copy of academic transcripts or equivalent (in original language) – this document must be stamped by the Brazilian consulate;
   d) Certified copy of the academic transcripts' certified translation into Portuguese;
   e) Hard copy of the final thesis;
   f) Certified copy of the programme syllabus (compulsory modules, scientific projects) of the graduate degree course or equivalent;
   g) Certified copy of the course legislation (certified Portuguese translation) or equivalent;
   h) Up-to-date CV;
   i) Certified copy of a document serving as a proof of course attendance; and,
   j) Certified copy of passport with arrival and departure stamps, as well as visa stating the duration and conditions of the permission to remain in the country.

Costs also vary among instructions. This is just an example in one university:
   a) Application fee: R$ 2750 paid upon submission (i.e. pre-analysis)
   b) If accepted in pre-analysis, the candidate has to confirm interest and pay an additional fee of R$ 4125 for a master's degree or R$ 5225 for a doctorate

They are not reimbursable even in the case that the degree is not recognised.
The main causes for the refusal of official recognition by the HEIs are:

a) Incomplete documentation. Often due to the lack of information regarding the need of a consular stamp from the Brazilian embassy in the European country where the diploma was issued; and

b) Nonexistence of a similar course in the local HEI.

It should be noted that having the recognition declined by one HEI does not prevent a new request to be made to another HEI.

In the case of Science Without Borders recognition of credits in undergraduate courses is a compromise between the Brazilian government and the universities sending students, although the practicalities of this recognition could be problematic in the opinion of some experts. The main problem remains credit recognition within the Brazilian institution.
11. Findings: Obstacles to Mobility

First of all, it should be pointed out that the academic mobility is basically unidirectional: the number of Europeans studying in Brazilian universities is very low and the few that could be found in this study are part of formal exchange programmes between institutions from both sides and it seems that they do not generate any special difficulties.

Consequently, we will concentrate on the mobility problems of Brazilians studying in Europe or Europeans moving to Brazil and trying to have their degrees recognised there.

Obviously, mobility problems of Brazilian students in Europe are of several types: linguistic, economic, residential, academic, etc. However, it appears that the biggest problem with the Brazilian students going overseas, as well as the European graduates who go to Brazil, is the recognition of their degrees in Brazil. The recognition of foreign degrees in Brazil is a problem for three important reasons: It is bureaucratic, costly and unpredictable.

On the other hand, aspects such as quality assurance or qualification frameworks do not play a relevant role in mobility. Qualification frameworks have neither been defined in Brazil nor in all EU country. On the other hand, it seems that the main indication of quality that Brazilian universities have about foreign institutions is related to prestige or to research production.

In the next paragraphs the most relevant obstacles to mobility between Brazil and the EU are explained in more detail:

**Language Problems:**

For Brazilian students abroad the main problem seems to be their poor grasp of the English language.

For foreigners in Brazil the fact is that few Brazilians speak or understand English.

For incoming students, the main problem is probably the lack of courses taught in English (although Unicamp, for instance, is about to start offering courses in English).

**Problems with EU border restrictions:**

Some countries in Europe have been applying a restrictive policy on accepting Brazilians. The news about the few cases of students rejected by Borders Police are very visible and create a negative image of academic exchange with Europe.

**Academic Calendar**

One of the main difficulties for student mobility is due to the difficult coordination of the academic calendar in the case of sandwich or short term exchanges.

**The Effect of Bologna on Brazil**

Bologna has a contradictory effect in Brazil, probably because of the lack of a proper understanding of the process.

Some people believe that generally speaking Brazil is against the Bologna process since Brazil has a system with a long period of six to seven years before the doctorate. In this sense, they are reluctant to recognise shorter degrees as the European masters. It is remarkable that the *Science Without Borders* programme probably does not consider masters so as to avoid this problem.
Others believe that the Bologna process has not had an impact on the already existing incompatibility between the study periods in some knowledge areas in Brazil and Europe, but perhaps it has made it more difficult to solve.

**Delays in Delivering Diplomas in European Universities**

The recognition process of European diplomas in Brazil is bureaucratic, expensive and time-consuming. However, some people indicate that their major problem was due to the delay of the European university to deliver the diploma.

This is especially problematic in the case of Erasmus Mundus courses since in some cases partner universities do not deliver a common diploma but several. Graduates have to wait to collect all of them, which might take up to a year, before starting the complicated process of recognition in Brazil.

**Quality Assurance**

All legislation in Brazil aims to safeguard the quality of degrees offered to international students since Brazil has a system of internal evaluation of its courses, especially the postgraduate programmes offered by public universities.

As a consequence of this focus on quality assurance in postgraduate studies (mostly in public universities) criteria to assess quality are biased towards academic research production and the rather nebulous criterion of “prestige”. This could be a serious obstacle for graduates from some EU universities with an excellent teaching quality but no high performance in research.

**Recognition of Credits in the Home University:**

In principle there are no major problems with credit recognition for short term mobility because they are developed in the context of a clear memorandum of understanding; following ECTS and study/learning agreements between both universities.

Nevertheless, the opinion of students is less positive. Some students have plans of study pre-approved by their academic deans. Upon return, the relevant activities are certified as equivalent to local curricular components. The main difficulty is that this is done at the discretion of the academic dean who is not often engaged in the internationalisation process.

Some people mentioned the case of a European university which receives students in the framework of agreements with other universities but this does not mean that students will not have a problem with credit recognition in their home country.

In the case of Science Without Borders there is a previous agreement with the home institution to recognise the credits obtained abroad, but some people have expressed doubts about the way and to what extent home institutions are going to recognise these credits.

**Recognition of Foreign Degrees:**

There are no major problems when there is a bilateral agreement between Brazil and another country (this is the case with France) or the degree is part of an agreement between a Brazilian and a foreign university.

When a university sends students abroad in the context of agreements with other institutions, there are no major recognition problems; the same applies to foreign students coming to study in this university.
The problems occur with free movers as they are not linked to a Brazilian institution. When they come to Europe with a European scholarship (as in the case of ALBAN or Erasmus Mundus) they have the same problems with recognition.

In these cases recognition is a difficult and expensive process. As was mentioned before, Brazil has no national criteria for recognition and individual universities decide if they recognise a degree or not depending on many elements that are not clear enough for foreign diploma-holders. Some of the problems that originate from the lack of a systematic approach are the following:

- Problems can occur due to different lengths of studies of European and Brazilian degree courses.
- Bachelor degrees obtained abroad can only be recognised by public universities; masters and doctorates can be recognised by public and private universities with similar degrees. The number of institutions able to recognise a diploma is rather limited and some accept only a limited number of applications for recognition.
- Foreign diploma-holders need to find a Brazilian university with the programme most similar to the one taken abroad and try to obtain recognition from that university. This is obviously a complex process especially in the case of more innovative or more interdisciplinary courses with no or limited equivalence in Brazil.
- Erasmus Mundus programmes with joint or double degrees and with several courses taken in Europe make the issue of recognition even more complex or even impossible.
- An important problem for recognition is that universities assess the detailed content of the foreign diploma instead of making a broad assessment. There are concerns about particular subjects rather than the broader educational background. If students did not take courses with equivalent content recognition could be very problematic.

**Fields of Study with More or Fewer Difficulties**

There is some agreement that some fields of study such as Exact Sciences (Statistics, Mathematics) are particularly easy for recognition, probably because of the international standardisation of these fields.

On the other hand, some professional fields are more difficult. The recognition of degrees in Medicine and Law, for example, generally follow stronger requirements.

**Recognition of Foreign Degrees from Non-Brazilian Diploma-Holders**

The recognition of a foreign degree in Brazil for non-Brazilians is even more complicated because all the elements of a Brazilian diploma are required including full proficiency in Portuguese. Consequently, the recognition for labour market purposes could be difficult in some fields.
12. Conclusions

Enhancing mobility between the EU and Brazil is important for several reasons. As the ERASMUS mobility programme of the EU has demonstrated, mobility of university students is probably the main driver for promoting understanding between countries guaranteeing a future of stability and friendly relations. Moreover, international experience develops core competencies of graduates which are essential in a world culturally and economically globalized. Thirdly, the mobility of students opens the doors to the future scientific and technological development of the countries participating in the exchanges. Mobility programmes for higher education students are activities in which everyone wins and therefore deserve political, social and economic support.

The main conclusion from our study is that the mobility of higher education students between the EU and Brazil needs to be reinforced. The number of students moving is not high (almost nil in the case of Europeans going to Brazil) and the potential conflicts inherent in mobility processes are not properly resolved.

Consequently it seems necessary to act in two directions: increase academic exchanges between the two areas and improve the conditions of those exchanges. It would be necessary to carefully analyse where the problems are and then try to discover appropriate solutions to those problems. It is true that the Science Without Borders programme will solve the problem of numbers but only in one direction.

We will summarize the major mobility problems we have encountered and finally we will propose some possible solutions. The problems are classified into three groups: policy and academic and administrative issues.

Political and policy issues

1. Brazil has been quite active in developing bilateral / multilateral agreements as well as programmes for academic mobility with different countries. However, current cooperation between the EU and Brazil is limited, despite all the progress made on the European side with a number of countries and institutions.

2. We had the perception in the development of this study that there were some recent misunderstandings between Brazil and the EC in the field of higher education cooperation. Some Brazilian officials in Brasilia and Brussels expressed their concerns about the dialogue in this field. It seems that Brazil wants to be considered as a player and not only as an emerging country with which the EU carries out educational aid policies such as ALFA or Erasmus Mundus.

3. Brazil seems to be looking for a bilateral agreement instead of merely aid programmes. On the one hand, this is motivated by the growing relevance of Brazil as a global player.

4. Moreover, in future mobility agreements between both sides an important issue should be to increase mobility of EU students in the direction of Brazil. Bearing in mind the dynamism of the country and the high quality of many study programmes, a Brazilian experience could prove extremely positive for many European graduates.
5. Internationalisation often collides, especially within the policies of the governmental agencies, with a national approach in higher education policy that gives priority to the improvement of the Brazilian HEIs themselves, considering a research or study stay abroad only necessary in those areas in which Brazil has not yet reached an international top level. Mobility as a life experience in a globalised and multicultural world and not only as a research experience is not yet not sufficiently recognized.

6. Until now grant policy gave a clear priority to studies abroad at postgraduate level. The Science Without Borders programme includes undergraduates but only in priority areas, reflecting the relevance of the disciplinary approach of this mobility scheme. EU cooperation programmes should focus on other learning dimensions and disciplines that are not covered by Science Without Borders.

Academic issues

1. The EU generally is a very attractive study destination. The most positive points are the academic traditions and the scientific excellence, the cultural heritage and variety, and a liberal and open society. Especially relevant for Brazilians is the fact that many students, especially those coming from the middle and upper classes, have familiar and historical roots in many European countries. Arguments in favour of Europe are based primarily on the evaluation of the socio-cultural context, more than on the academic excellence itself. Nevertheless, parents show a preference for countries of the EU based on the preoccupation to find an interesting and safe place where at the same time a good university education would be guaranteed. Most parents feel an emotional (and sometimes linguistic) affinity to lifestyle and culture of some of the EU countries and therefore would like their children to have or share that experience.

2. Bearing in mind these results, it would be advisable to improve the perception of and attitudes towards European Higher Education in the Brazilian context. First of all, in order to build up a stronger and better image of European higher education, it would be necessary to create a proper promotion campaign. This would imply a better and more coordinated cooperation between the national agencies and the European instances. Secondly, as the cultural and lifestyle aspects were broadly perceived as the most positive point for Europe, the academic and research excellence of European universities should get a much stronger focus.

3. For some reason the Bologna Process is not well considered in Brazil. One of the main objectives of the Bologna process was to make European higher education more understandable in third countries. It seems that this objective has not been reached in Brazil. Probably it would be necessary a campaign for explaining the objectives and achievements of the Bologna process, especially in aspects as quality assurance, recognition, qualifications frameworks, credits system and other transparency tools.

4. Given the implicit or explicit critical and nationalist stance of some officers and decision-makers in Brazilian higher education policy, the implementation of new programmes should be realised with a certain prudence and according the specific sensibilities in higher education policy makers. That means, new programmes should not only be as transparent as possible, they should also stress the principles of exchange, cooperation, and reciprocity.

5. Following a global tendency, it seems that Brazilian authorities and universities themselves are taking into account the international rankings or the prestige (whatever this means) of the foreign universities more than other criteria of quality. The existence or not of quality assurance mechanisms in other countries has no influence on the assessment of the degrees issued for foreign institutions. Aspects such as quality
assurance or qualification frameworks do not play a relevant role in mobility. This could be a serious obstacle for graduates from EU higher education institutions with an excellent teaching quality but no performance in research (i.e., the non-university sector).

6. There is significant potential in Brazil to increase and facilitate academic mobility with the use of transparency tools, yet there is currently no unitary system of credits, quality assurance or diploma supplement, and it seems that there are no immediate plans to make these operational in the foreseeable future. It would be advisable to develop between the EU and Brazil some activities and agreements in order to fix transparency tools in substitution of the current rather fuzzy criteria.

7. Probably related with the previous point European masters are not well considered in Brazil. The fact that grants for masters are not considered in Science Without Borders is a good indicator of this situation. Moreover, Erasmus Mundus masters have many difficulties for recognition in Brazil.

8. There is another additional problem with European masters: Most innovative and multidisciplinary European masters (and consequently, the most attractive) have difficulties for being recognized in Brazil due to the peculiar model of recognition where only are accepted study programmes similar to programmes delivered by Brazilian universities. In this case only an action from the Brazilian authorities could help to solve the problem that it is important for European masters but mostly for the Brazilian who decided to take most innovative courses.

9. Although at the moment recognition of credits has not been a relevant issue, it will be an issue in the case of Science Without Borders. In this programme recognition of credits in undergraduate courses is a compromise between the Brazilian government and the universities sending students, although the practicalities of this recognition are not defined. The main problem remains credit recognition within the institution. It would be necessary to establish a transparency tools for softening possible conflicts.

10. In the case of doctorates in the Science Without Borders programme the recognition problem has not been yet solved and it will be necessary to do something to avoid a massive problem at the end of the programme.

**Management issues**

1. The procedure for recognition of foreign diplomas in Brazil is a problem for Brazilians (and non Brazilians) who have obtained a degree outside Brazil. There are plans to review the current arrangements and work on a national framework which would require all universities to follow the same procedures.

2. In this desirable change of the recognition procedure it would be advisable to change also the rule that require a similar programme in a Brazilian university. Currently, if a student did not take courses with equivalent content chances are that their diploma will not be recognized. The recognition should be focused in the educational level and not on particular subjects.

3. Delay in European universities in delivering diploma courses taken implies a serious delay in the recognition of these diplomas in Brazil. European universities, especially in the case of Erasmus Mundus, should be more aware of that problem. Actions that could be taken by the European HEIs to alleviate the problem would be i) granting joint degrees as opposed to multiple degrees and ii) issuing degrees faster, as many students have pointed out that the long period of time for issuing degrees by the European HEIs is one of the obstacles not only for them to start the recognition process.
in Brazil but also to enjoy full rights provided by a master or doctorate degree in their career.

4. Evidence shows that when there are agreements between universities and/or countries (the case of France) the problems are considerably less frequent. The EU and Brazil have to work in reaching a general agreement for mutual diploma recognition. In the case of Erasmus Mundus consortia these agreements among partner universities should be compulsory in order to facilitate mutual recognition.

5. Language is a problem for increasing mobility in both directions. Improving the language skills of Brazilians and teaching courses in English in Brazilian universities would help enormously to receive more foreign students.

6. Finally, it is a priority to solve problems in the borders of the EU that have provoked some conflicts with incoming students.
13. Annex

Additional Comments on Recognition Problems (mostly in Portuguese)

The following are some opinions from Brazilian ERASMUS Mundus alumni taken from a study carried out by Mei Kanatani and Giselle Arcoverde.

1. “If I would weigh the reason why I didn’t try it, I would say 80% to 90% is because I thought it would not be acknowledged (no Brazilian student from my masters had the diploma recognised so far beside the fact of the university where I asked information told me in the phone that masters of the Bologna Process are seldomly acknowledged).”

2. "I know that the process to validate my Master degree in Brazil will be such a long one. However, I cannot start that process, just because the university where I have studied in Portugal (University of Coimbra) does not give me the documents saying that I have finished the Masters. I have asked them in July 2010 and until today the university has not done the documents."

3. “It may be hard to find a similar master as required by the Brazilian law.”

4. “Quando iniciei os estudos na Universidade Católica Portuguesa orientei a direção a exigir uma dissertação de no mínimo 120 paginas. A defesa dessa dissertação deveria ser frente uma banca de professores. Esses requisitos, além da carga horaria de cursos, são fundamentais para o reconhecimento no Brasil.”

5. “Duas das universidades onde eu estudei demoraram pra enviar o diploma. Uma delas enviou um certificado e a segunda ainda não entregou o diploma da turma anterior à minha.”

6. “Como voltei para a Suécia, acabei não reconhecendo o diploma. No entanto, caso volte ao Brasil, me preocupa a informação que tive de uma amiga que reconheceu seu diploma: que a pessoa precisa ir pessoalmente, ou ter alguém que o faça, nas universidades em que estudou no exterior e em determinados organismos nestes mesmos países, e que o processo é longo, caro e muito complicado.”

7. “A legislação nacional sobre reconhecimento de diplomas obtidos no exterior não faz sentido. Se por um lado o governo incentiva estudantes a realizar pesquisas no exterior em áreas pouco ou não contempladas pelas universidades brasileiras, por outro só concede o reconhecimento de diplomas de mestrado e doutorado obtidos no exterior em programas de pós-graduação semelhantes aos existentes no Brasil, mesmo em se tratando de universidades de renome mundial. Os legisladores fecharam os olhos para o óbvio, a variedade de cursos no exterior é muito maior do que no Brasil. Há pouquíssimos programas nacionais de pós-graduação que sejam interdisciplinares e nenhum que ofereça algo parecido com o mestrado Erasmus Mundus que eu cursei, o Euroculture, por exemplo. É esse o principal entrave na cooperação educacional internacional entre o Brasil e a União Européia.”

8. “Falando apenas pelo meu caso: meu curso não possui um diploma único que cite o curso como um todo e todas as universidades.”
Teoricamente, eu receberia um diploma pelos 6 meses em Madrid (em management) e outro pelo 1 ano e meio na França (em engenharia de energia e meio ambiente). Ainda não recebi o de Madrid e nem sei como está o trâmite, parece que estão discutindo como pode ser feito. Acredito ser muito mais fácil possuir um diploma que englobe todo o curso e todas as universidades; se cada uma quisesse dar um diploma individual tudo bem, mas que uma instituição superior (a comissão européia, não sei) fornecesse um diploma pelo curso todo tornaria a validação mais fácil. Fico à disposição para eventuais esclarecimentos."

9. “Seria excelente se o processo pudesse ser feito sem tantos gastos como traduções juramentadas para Português e com taxas menos abusivas que as praticadas em diversas universidades.”

- Dificuldade em autenticar documentos na Europa após o final do Mestrado e retorno ao Brasil.
- Porque um diploma de Portugal e França (e outros países que tem acordos bilaterais) não é aceito diretamente no Brasil, sem a necessidade de (re)validação?
- O meu programa de Mestrado (Euromime) não emitiu diploma conjunto. É procedimento padrão?”

10. “Gostaria de reconhecer meu diploma, mas acredito que seja difícil pois nenhuma universidade no Brasil possui um curso similar.”

11. “Mesmo ainda não tendo terminado o curso, tenho conhecimento de colegas que já tentaram e não obtiveram sucesso por vários motivos:
- demora no processo
- preço
- falta de uma via oficial existente no Brasil.”

12. “Pretendo dar entrada no processo assim que estiver formada, no segundo semestre de 2011.”

13. “O processo é extremamente demorado e tem um custo alto, principalmente porque grande parte do processo necessita ser feito na Europa. Seria de grande ajuda se o processo fosse mais simples, menos custoso e principalmente, que qualquer ação que necessitesse ser feita na Europa fosse simples e rápida!”

14. “A primeira dificuldade do reconhecimento é a necessidade de encontrar uma formação semelhante no Brasil. O interesse de estudar no exterior vem, especialmente, pela oferta de cursos que não existem no país. Em particular, as formações Erasmus Mundus são inovadoras, e, frequentemente, não possuem equivalentes no Brasil.”

15. “Em segundo lugar, algumas universidades não aceitam reconhecer todos os diplomas das formações Erasmus Mundus e, assim, perdemos o caráter multidisciplinar da formação.”

16. “Por fim, a exigência por parte de algumas universidades de apresentar todos os documentos com tradução juramentada encarece ainda mais os custos - já altos - do processo.”
17. “É extremamente necessário que as Universidades Europeias agilizem a emissão dos nosso diplomas porque as Universidades de maior prestígio e renome no Brasil apenas aceitam diplomas como documento para realizar o reconhecimento. Paguei cerca de 200€ para solicitar meu diploma na Universidade de Coimbra e o mesmo valor para a Universidade de Barcelona e, até o momento, 6 meses depois de finalizar o Mestrado WOP-P, só recebi o Certificado da Universidade de Barcelona. Recentemente escrevi à Secretaria de Pós-Graduação da Universidade de Coimbra e não me responderam. Esta demora representa um desrespeito aos alunos que tem o direito de receber a certificação que atesta a conclusão de um objetivo que foi finalizado com grande esforço.”

18. “Do lado brasileiro, poderia haver uma unificação dos dados solicitados por todos os estados (documentos, relatórios e resumos de matérias), etc.”

19. “Da parte das universidades, esse material poderia já ser fornecido ao final do curso, para que os alunos não tenham que procurar levantar a mesma informação em várias universidades. Além disso, o curso poderia ser mais divulgado no Brasil, mostrando sua força e importância.”

20. “Muita burocracia e incerteza do reconhecimento.”


22. “Estou lidando com a dificuldade de que o diploma precisa de reconhecimento de firmas e cartórios na Bélgica, país de origem do diploma. Como recebi pelo correio aqui no Brasil, a logística para ter tais reconhecimentos é bem complicada.”

23. “O processo de reconhecimento do Mestrado no Brasil é complicado e demorado. Além disso, meu Mestrado não tem equivalente no Brasil e o que dificulta mais o processo.”

24. “O processo de reconhecimento no Brasil é lento, mas, envio de documentos pelas universidades europeias consegue ser mais demorado. Fiz a defesa da minha dissertação na Universidade de Florença em abril e até hoje aguardo o diploma, mesmo tendo insistido.”

25. “Para agilizar o processo, sugiro que as universidades já deixem organizados os documentos pertinentes ao reconhecimento, como o diploma, a ementa do(s) curso(s) (de diferentes universidades), a ata de defesa, os boletins etc.”

26. “Um trabalho de maior divulgação do programa Erasmus Mundus no Brasil também ajudaria no reconhecimento do diploma pelas universidades. Sempre sou questionada se o meu mestrado é mestrado acadêmico, profissionalizante ou MBA e se é reconhecido no Brasil. O pior é quando me inscrevi para o programa, a Universidade de São Paulo (USP) era divulgada como uma das parceiras. Mas o contato com a professora da USP representante do programa no Brasil foi infrutífero. Espero que meus comentários possam ajudar no reconhecimento de nossos estudos aqui no Brasil.”

27. “Penso que, ao final do curso, os consórcios deveriam oferecer informações sobre o reconhecimento do diploma Erasmus Mundus no país de cada aluno. Não tive essas informações através do consórcio Crossways in European Humanities e precisei pesquisar com alunos que haviam se formado antes de mim.”

28. “Um dos pontos mais difíceis no reconhecimento é o fato de mesmo ter que ser validado pela Embaixada do país aqui no Brasil. Se a Comissão Europeia pudesse
anexar algum tipo documento ao diploma, reforçando o valor deste, talvez agilizasse o processo de validação aqui no Brasil.”

29. “Entrei com um processo na UFPR. A UFPR não permite que outros documentos sejam incluídos no momento da abertura do processo, além dos solicitados pela unidade de diplomas. Tentei anexar uma carta explicando sobre o programa, o porque das 3 universidades, das diversas línguas e não foi possível. Pelos pontos levantados no parecer negativo, ficou evidente que quem analisou o processo não entendeu a confusão de conteúdos programáticos, diplomas, etc. Muitas da informações questionadas já estavam disponíveis no processo. Por isto, penso que uma carta oficial em português, esclarecendo CADA curso, poderia ajudar .”

30. “Dificuldade em compatibilizar os critérios e o formato do mestrado europeu e do mestrado brasileiro.”

31. “Acordos entre países participantes do programa Erasmus Mundus deveria também incluir uma clausula referente ao processo de reconhecimento dos diplomas, contendo resoluções entre universidades, com o intuito de facilitar o retorno ao mercado de trabalho dos estudantes que concluíram seus cursos no exterior.”

32. “As universidades no Brasil não têm conhecimento do programa e, segundo a minha experiência, já somos mal atendidos só de tentar explicar o nosso caso. Geralmente, recomendam que o processo seja feito para depois sabermos se há chances de validação, exigindo assim um custo alto de tradução juramentada + os encargos da universidade. De acordo com levantamentos feitos no Rio, São Paulo e Goiânia o processo fica entre 1000,00 e 5000,00 Reais. Além disso, no caso do Erasmus, fomos informados de que mesmo que tenha sido apenas uma disciplina a distância o dossiê não pode ser aceito.”

33. “Seria importante que as universidades do Consórcio criassem sistemas mais ágeis de expedição de diplomas, pois são inúmeras as oportunidades acadêmicas que perdemos, de volta a nossos países, por não ter como comprovar a formação europeia. Muito obrigada.”

34. “Através de conversas informais com professores da UFMG, fui informado que o diploma do Mundus MAPP poderá ser reconhecido na Faculdade de Ciências Econômicas.”

35. “Outra questão que deveria ser abordada é a lentidão na emissão do diploma Erasmus Mundus. No meu caso, o prazo médio para a emissão do diploma do curso na segunda instituição (Instituto Barcelona de Estudos Internacionais) é de quase um ano. Assim, só podei dar início à validação no Brasil depois desse período. O resultado é que todo o processo poderá levar mais de dois anos. Se a Comissão Europeia permitisse que nos fosse concedido o diploma do primeiro ano, ainda durante o curso na segunda instituição, o processo no Brasil já poderia ter início com um ano de antecedência. Já que no Brasil não é empecilho que o curso tenha duração de apenas um ano, desde que tenha equivalência de disciplinas e uma dissertação final, a primeira validação poderia acontecer anteriormente e depois um novo pedido feito ao final do segundo curso (caso o estudante deseje completar sua titulação com o segundo mestrado).”

36. “Outra sugestão é que se crie um banco de dados com informações sobre as validações aprovadas. Além de servir de orientação para os estudantes seguintes, a menção desses precedentes poderia facilitar ou agilizar o processo de validação nas instituições.”
37. “Seria ideal se o governo brasileiro reconhece os diplomas do Erasmus Mundus de maneira mais prática. Se o próprio governo brasileiro, através do Itamaraty, pudesse atestar a qualidade dos mestrados do Erasmus Mundus, e confiasse nos padrões de excelência do convênio, não precisaríamos buscar uma universidade brasileira que reconheça o mestrado, nos emita outro diploma e nos cobre (muitas vezes quantias exacerbadas) por isso."

38. “No Brasil todos sabem que a convalidação de diploma estrangeiro é um processo altamente burocrático, muito caro e que tem muito poucas possibilidades de ser bem sucedido. Após uma maratona de documentação e altíssimas taxas existe ainda a grande probabilidade de seu processo ser recusado por um pré-julgamento equivocado de suas capacidades e qualidade curricular. É fundamental uma alteração neste processo para que a hoje retrógrada academia brasileira possa se atualizar e se equiparar à realidade do país."

39. “I would appreciate if there were an international agreement to make the process of recognising the EM diploma less expensive, since we come to Europe to accredited prestigious universities worldwide known. I see no reason for my diploma to be less acceptable than the equivalent in my country.”

40. “Ainda não tenho o transcript da Universidad de Cádiz. Quando pedi o transcript para a universidade coordenadora do programa, eles disseram que eu tenho que pedir o transcript de cada universidade separadamente. Minha sugestão é que universidade coordenadora peça o transcript do aluno para cada universidade participante no momento em que enviar o diploma para estas assinarem. Assim economizaremos muito tempo e facilitaria para todos. Obrigada.”
List of Interviewees

Brazilian Students/Graduates with a Study Abroad Experience in Europe and vice versa

- Flavio Arantes Matos (BZ), Erasmus Mundus Alumnus of Universidad Politécnica de Madrid, ES, and École des Mines de Nantes, FR
- Viviane Beiró Gonçalves (BZ), Erasmus Mundus Alumnus of Newcastle University, UK, Universitat Politècnica de Catalunya, ES, and Université de Nice-Sophia Antipolis, FR
- Leonardo Blanco dos Santos (BZ), Erasmus Mundus Alumnus of Universidade de Coimbra, PT, and Universidad de Valencia, ES
- Lucas Marchaisse (FR), CAPES BrafiTech Alumnus of University of São Paulo, BZ
- Fernando Jakitsch Medina (BZ), Erasmus Mundus Alumnus of Bangor University, UK, and TU Dresden, DE
- Maira Lopes Amorim (BZ), Erasmus Mundus Alumnus of Université Stendhal-Grenoble III, FR, and University of London (Institute of Education), UK
- Claudia M. S. Cunha (BZ), Erasmus Mundus Alumnus of Universidade de Trás-os-Montes e Alto Douro (PT) and Universitat Rovira i Virgili (ES)
- Giselle Pinheiro Arcoverde (BZ), Erasmus Mundus Alumnus of Universidad de Deusto, ES, Ruhr Universität Bochum, GER, and Rijks Universiteit/Groningen, NL
- Greta Sanches Correa (BZ), Erasmus Mundus Alumnus of Université Pierre Mendès, FR, TU Darmstadt, GER, and Universitat Internacional de Catalunya, ES
- Giovanni Weigert (BZ), Erasmus Mundus Alumnus of Universidad Politécnica de Madrid, ES, and École des Mines de Nantes, FR

University Teaching Staff and International Coordinators

- Manuel António Assunção, Rector University of Aveiro, PT
- Rafael Dall’olio, Study Abroad Officer, University of São Paulo, BZ
- Filomena Marques de Carvalho, Head of International Relations Unit, University of Coimbra, PT
- Giovanna Filippini, Head of International Relations Office, University of Bologna, IT
- Didier Girard, University of Bergamo, IT, Coordinator of a Joint Programme with Fluminense Federal University, BZ
- Sara Higgins, International Officer for Latin America at the University of Southampton, UK
- Francisco Leita, University’s Delegate for Latin America at the University of Padova, IT
- Geraldo Nunes, International Relations Coordinator at Universidade Federal do Rio de Janeiro, BZ
- Claudio Possani, International Relations Advisor,
• Antonio Rendas, Rector Universidade Nova de Lisboa, PT
• Daniel Cantinelli Sevillano, Foreign Students Officer, Universidad de Campinas, BZ
• Sonia Pereira Laus, Dean of International Projects, Universidade do Estado de Santa Catarina, BZ.
• Leandro R. Tessler, Advisor to the Rector on Internationalization Strategies, Universidade Estadual de Campinas, BZ

National Authorities, Policy Makers and Other Relevant Organisations

• Fernando Aymoré, Embassy of Brazil in Germany, Science Without Borders Programme Coordinator, DE
• Juliana Bertazzo, Embassy of Brazil in UK, Science Without Borders Programme Coordinator, UK
• Remon Daniel Boef, Director NUFFIC NESO Office Brazil, NL
• Marcio de Castro Silva Filho, Director of International Relationsm CAPES, BZ
• Michael Eschweiler, Head of Unit for Programmes with Brazil, DAAD, DE
• Andrea Giovannetti, Director of the Education Department at the Brazilian Embassy in France, FR
• Dario Sensi, Embassy of Brazil in Portugal, PT
• Bas Wegewijs, Team Coordinator ENIC-NARIC (NUFFIC), NL
• Carlos Henriquede Brito Cruz, Scientific Director, São Paulo Research Foundation, FAPESP, BZ

Coordinators of Tuning and Other EU-Latin America Projects

• Jean Christoph Goddard, EUROPHILOSOPHIE Erasmus Mundus Coordinator, University of Toulouse II Le Mirail, FR
• Julia Gonzales, ALFA Tuning Coordinator at Deusto University, ES
• Pierpaolo Faggi, Coordinator of Erasmus Mundus Master in Sustainable Territorial Development, University of Padova, IT
• José M. Peiró-Silla, Erasmus Mundus Coordinator, University of Valencia, ES
Mind Map EU-Brazil International Mobility in Higher Education (Issues Arising from Interviews)

Agreements
- Country bilateral agreements
- Institutional agreements

Specific areas
- Engineering
- Medical research
- Science
- Technology orientation

3 levels
- Undergraduate
- Sandwich programme only (0-12 months abroad)
- PhD can be done abroad

Funding Ministries (education and technology) make a clear policy not to fund any Master's.

Top-down approach
- Negotiations with central agencies: Campinas, NBR, etc.
- Each country gives a list of the universities and institutions for the exchange.
- Institutions or individuals apply
- CAPES levels of exam, language, etc.

Scholarship/Grant schemes
- SNI Mandates
- "Small" PhD programmes (4 years)
- Only a few Doutorado programmes are available
- Students apply to countries
- Foreign country is responsible for the body making the final decision

The system is set up to use the system of recognition process
- Law proposal in Parliament to harmonize the process

Recognition Process
- No automatic recognition
- In the context of Agreement
- Recognition

Difficulties recognizing international degrees (i.e. Mercosur M.A. due to lack of equivalent programmes in Brazilian Universities).

Each country has different rules for specific disciplines.

In the context of Agreement
- Automatic recognition
- Recognition on labour market in EU is difficult.

To find a job in EU is difficult.

To find a job in EU is difficult.

Need to find a university in EU with similar programme to obtain recognition.

Recognition is decided by EU Universities
- University autonomy and different ways of recognition
- Portuguese M.A. degrees can only be recognized by Federal/State Universities.
- M.A. degrees abroad can only be recognized by public and private universities.

Free-market outside framework agreement

Challenges
- System differences
- Assessment tools
- Study plans
- Undergraduate, postgraduate, M.A. degrees are not seen as research M.A. but as training education.
- Differences in Bologna Process (undergrad, M.A.)
- Limits of some universities to process a low amount of recognition applications (b. in Brazil)
- Universities capacity to process applications
- Difficulty to find equivalent in EU Universities - recognition difficult

Recommendations
- Work on conversion tables
- Develop a common language regarding credits without imposing ECTS
- Encourage bilateral agreements
- Always send students abroad within agreements
- ERASMUS should have agreements among partner Universities to obtain all legal aspects

Quality Assurance
- EU rankings based on publication - is a testability
- ERASMUS - handbook on framework courses for undergraduates
- ERASMUS is working with OECD as guarantor
- In some cases, GPA weighted informally at level of consortium
- In ERASMUS, the online programme is evaluated
- 3 ECTS = 4,82 credits

In the context of Agreement
- Automatic recognition
- Students

Professionals
- Recognition on labour market in EU is difficult.
- Need to find a University in EU with similar programme to obtain recognition.

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In the context of Agreement
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List of Meetings

Kick-off Meeting with the EC

The first meeting with the EC representative was held on April 12th. The timing of the project and the main ideas to be approached were discussed in this meeting. The Commission indicated that it was leaving it to the project to choose the relevant people for the interviews to be carried out, but that it would be interested in having interviews with the Tuning project and the Science without Borders Initiative (with interviews carried out at Ministerial level in a number of European countries with the largest exchange programmes in order to better understand how the negotiations had been carried out, e.g. UK, ES, DE, FR, PT).

Conference of the Americas on International Education

The Conference of the Americas on International Education was held in Rio de Janeiro on 25th-27th April 2012 with attendance of one member of the team. This was jointly organised by the Inter-American Organization for Higher Education (IOHE), the Board of Brazilian University Rectors (CRUB), FAUBAI, the Federal University Fluminense (UFF) in Brazil, and the Mexican Association for International Education (AMPEI); in partnership with the Canadian Bureau for International Education (CBIE) and the Consortium for North American Higher Education Collaboration (CONAHEC), two organisations which, together with the IOHE, are the founding partners of this initiative. In the course of three days, almost 600 high-level university and government representatives gathered to discuss the latest trends in internationalisation, including academic mobility and best practices in management.

In this conference we met representatives of Brazilian universities and associations and we had a short interview with the Secretary of State for Higher Education during which we explained the objectives of this study.

Meetings with the Brazilian Authorities

On May 28th-29th we met in Brazil the president of CONEAES and we had a phone call with the person in charge of international relations in the office of the Secretary of State for Higher Education in the Ministry of Education. With both we discussed the possibilities of cooperation for the development of this study. In principle, the president of CONEAES expressed interest in cooperating in the study and to even take on the Brazilian side of the study. Nevertheless, the person representing the Ministry showed a certain reluctance to cooperate in this study that in principle should be carried out in cooperation with the Brazilian government. This person insisted on the lack of cooperation between the EC and Brazil in spite of the strong cooperation between EU member states and Brazil.

Meeting in the Brazilian Mission to the EU in Brussels

On June 1st, we held a meeting with the person in charge of educational affairs in the Mission of Brazil to the EU. This person explained the reasons behind the reluctance of the Brazilian authorities to cooperate in this project.
It seems that Brazil expects to reach an agreement with the EU establishing a more balanced partnership in the field of education, student and academic exchanges and research cooperation similar to other agreements that the EU has with other countries (such as with the USA). We understood that in recent meetings between the delegations of Brazil and the EC some misunderstandings arose and these are slowing down progress in developing mutual understanding in the field of higher education.