



ALISIOS
ACADEMIC LINKS
AND STRATEGIES
FOR THE
INTERNATIONALISATION
OF THE
HE SECTOR

UNDERSTANDING EU AND BRAZILIAN HIGHER EDUCATION AND RESEARCH: POLICIES, FRAMEWORKS AND STRUCTURES

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Introduction

This is the first of a series of three short papers produced within the scope of the ALISIOS project.

ALISIOS (Academic Links and Strategies for the Internationalisation of the HE Sector) is a European Erasmus Mundus Action 3 project promoted by eight EU and Brazilian organisations: University of Coimbra (coordinator), Campus France, European University Association (EUA), Foundation of Portuguese Universities (FUP), University of Bologna, Association of Brazilian Higher Education Offices for International Relations (FAUBAI), Coimbra Group of Brazilian Universities (GCUB) and Institute Brazil-Europe of the University of Sao Paulo (IBE-USP). These organisations are deeply involved in academic internationalisation and have a wide range of expertise in mobility programmes, institutional strategy and HE policy development.

The overall objective of the project is to create better synergies between the EU policy dialogue with Brazil and academic cooperation projects and activities currently underway with European and Brazilian support, with an emphasis on exploring the opportunities created by the Science without Borders (SwB) programme. We believe that by narrowing the gap between the policy processes underway at EU level and the agents involved at national level, we will contribute greatly to the full development of the huge potential of the EU-Brazil partnerships in academic cooperation, research, innovation and exchange.

The short papers are meant to help the target groups (particularly individual HEI staff, international education professionals, coordinators of HE networks and agencies) to understand the different higher education and research environments and academic systems in aspects related to mobility, recognition and quality assurance. At the same time, they also focus on the articulation of institutional internationalisation strategies on the areas of education, research, innovation and technology development. Finally, they examine bi-lateral policy frameworks in which higher education and research are emphasized, such as the EU-Brazil Strategic Partnership Policies and Action Plans.

The first short paper of the ALISIOS project is mainly a descriptive paper concerning the higher education and research landscapes of Europe and Brazil as well as the Strategic Partnership established between the two regions. It will focus on: strategic policy documents that currently define the overall higher education and research frameworks in the European Union and Brazil; regulatory and soft instruments for the implementation and the management of education and research programmes, especially the ones operated on an international level.

This paper also serves to map the key documents, organisations and agents involved in the European Union, Brazil and EU-Brazil international higher education practice and cooperation, based on desk research and interaction with the ALISIOS EU and Brazilian partners. Several links to further reading and an annex with key EU and Brazilian agents involved in international HE have been included so that the interested readers can look at the different references in more detail.



Higher education, research and innovation: key policies and initiatives

Europe

The EU institutional framework

The European landscape of higher education, research and innovation is shaped by the way competences are distributed between the European Union (EU) and the Member States (MS). Research and innovation are areas where the EU and the MS have shared competences, meaning that both the EU and its MS may adopt legally binding acts in the concerned area. The EU generally operates by the principle of subsidiarity, which means that actions and laws are only taken at European level if more effective than at national level. In education the EU has only competence to support, coordinate or supplement actions of the MS, which cannot entail harmonization of national laws and regulations¹.

The European Commission is the EU's executive body. It sets objectives and priorities for action, proposes legislation and manages EU policies and budget. The Commission is composed of 28 Commissioners, one from each country, appointed for a period of five years. Each Commissioner has responsibility for a policy area. Policy areas that are relevant in this context include research, innovation and science and education, culture, multilingualism and youth, and, to some extent, development cooperation, external affairs and employment.

The European Commission services are organised by Directorate Generals (DGs). The DG Research and Innovation is responsible for developing and implementing the European research and innovation policy². The DG Education and Culture is responsible for policy on education, culture, youth, languages, and sport³.

Other European institutions, such as the European Council (representing the MS directly) and the European Parliament (composed by nationally elected officials) have roles in higher education, research and innovation too as they are the legislative branches of the EU that shape and agree policies and approve programme budgets⁴.

The Bologna Process and the European Higher Education Area

The Bologna Process owes its name to the so-called Bologna Declaration that was signed on 19 June 1999, in Bologna (Italy), by the ministers responsible for higher education in 29 European countries⁵. The Bologna Process became a worldwide

¹ For an overview of the EU competences in different areas see <http://ec.europa.eu/citizens-initiative/public/competences/faq>

² <http://ec.europa.eu/research>

³ http://ec.europa.eu/dgs/education_culture/

⁴ For an overview on how different EU institutions interact on different topics see http://europa.eu/pol/index_en.htm; for research and innovation see http://europa.eu/pol/rd/index_en.htm; for education and culture see http://europa.eu/pol/educ/index_en.htm

⁵ http://www.ehea.info/Uploads/about/BOLOGNA_DECLARATION1.pdf



known expression for what is in reality an inter-governmental agreement to reform the higher education sector, in line with European frameworks, standards and tools. The Bologna Process has led to the creation of a European Higher Education Area (EHEA), which today includes also countries outside the EU (47 countries in total, including Russia and Kazakhstan)⁶. The initial goals of the Bologna Process were to inspire national educational reforms in the context of a common framework, render European higher education more readable and more attractive globally, and to promote increased cooperation and exchange among HEI, facilitate student mobility, centre learning and teaching around the student, and ultimately enhance the employability of graduates. The Bologna Process is most commonly associated with the introduction of a system based on three cycles – undergraduate, master and doctoral studies - with easily readable educational structures.

Various ministerial meetings since 1999 have broadened this agenda and have given greater precision to the frameworks, tools and policies that have been developed, as well as to the scope of policy areas covered by the EHEA. Today the core basis of the EHEA is the mutual recognition of degrees and other qualifications of higher education, transparency (readable and comparable degrees structured in three cycles, with an emphasis on learning outcomes and on linking education and research) and European cooperation in quality assurance.

In this context, the European Credit Transfer and Accumulation System (ECTS)⁷ – a credit system based on the student workload - and the Diploma Supplement (DS)⁸ – a document accompanying a higher education diploma, providing a standardised description of the nature, level, context, content and status of the studies completed by its holder – play a crucial role as transparency tools.

Equally important are the Qualifications Framework of the EHEA, the European Qualifications Framework (EQF)⁹ and the European Standards and Guidelines for Quality Assurance (ESG) in the EHEA¹⁰.

The core of the EQF concerns eight-reference levels describing what a learner knows, understands and is able to do (learning outcomes). Levels of national qualifications are related to one (or in some cases two or several, as relevant for the national systems) of the reference levels of the EQF, ranging from basic (Level 1) to advanced (Level 8). This enables a much easier comparison between national qualifications and may facilitate the recognition of qualifications when people move to another country.

The ESG for the EHEA function as admission criteria for national quality assurance agencies to be accepted into the European Quality Assurance Register for Higher Education (EQAR)¹¹. EQAR was launched by the E4 Group: European University Association (EUA), European Association for Quality Assurance in Higher Education

⁶ The geographic scope of the EHEA is limited to the countries that are party to the European Cultural Convention. Several other countries in the European neighbourhood have aligned their systems to the EHEA, though they are not formally a part of it.

⁷ http://ec.europa.eu/education/tools/ects_en.htm

⁸ http://ec.europa.eu/education/tools/diploma-supplement_en.htm

⁹ The EQF is a lifelong learning framework developed by the EU whereas the EHEA-QF is a framework of the EHEA, specific to higher education. The last three reference levels of the EQF correlate to the EHEA-QF. See http://ec.europa.eu/eqf/home_en.htm and <http://www.ehea.info/article-details.aspx?ArticleId=17>

¹⁰ <http://www.eqar.eu/register/eligibility-and-criteria.html#c1510>

¹¹ <http://www.eqar.eu/>



(ENQA), European Students' Union (ESU) and European Association of Institutions in Higher Education (EURASHE). All of these organisations are important social partners in the Bologna Process, and contribute equally to the decision taken by governments and the implementation of the relevant measures. EQAR's role is to provide clear and reliable information on credible and legitimate quality assurance agencies operating in Europe. The results of the HE quality assurance evaluations and the list of accredited institutions and study programmes are made public in the respective websites of the HE governmental bodies (such as directorates-general for HE and similar bodies) and of the national quality assurance agencies of the different countries. Note that the ESG also contain guidelines for the internal quality assurance of HEIs, another important facet of quality assurance in Europe.

Besides tools and frameworks the Ministries have agreed on common principles and policies such as the recognition of HE as a public good and the principle of public support to HEI; the protection of autonomy and academic freedom and the recognition of the central role of universities for the development of democratic societies and for social cohesion; the responsibility of HEI in the pursuit of advancement of knowledge and the fostering of citizenship and personal growth besides employability; the social dimension, i.e. the need of equal opportunities in the access and completion of HE and the diversification of the student body to reflect the articulation of societies.

The Ministerial Budapest-Vienna Declaration of March 2010¹² assessed the work done in the decade following the Bologna Declaration and launched a new phase of the EHEA. Current priorities include the consolidation of reforms at the national and institutional level, referencing national qualifications frameworks to the EHEA-QF, full implementation in defining and evaluating learning outcomes, revising the ESG, better measuring different types of student and staff mobility, achieving the 20% benchmark¹³ and improving mobility and recognition between EHEA countries and the wider world. Its evolution can be followed online at www.ehea.info.

While the Bologna Process has not created a uniform higher education space as expected by many, it has achieved its objectives in connecting and articulating very diverse systems. While some countries and institutions have adopted these reforms in deeper ways than others, it must be considered that many of these reforms require longer-term investment before their full impact can be felt. In the meantime, further work is being done to improve the tools and frameworks of the EHEA (ECTS, DS, ESG, NQFs, etc.) and to enhance recognition of studies with diverse countries around the world, one of the topics of the ALISIOS project.

The European Research Area

The European Research Area (ERA)¹⁴ is composed of all research and development activities, programmes and policies in Europe that involve a transnational perspective. Together, they enable researchers, research institutions and businesses to increasingly circulate, compete and co-operate across borders. The aim is to give them access to a Europe-wide open space for knowledge and technologies in which

¹² http://www.ehea.info/Uploads/about/Budapest-Vienna_Declaration.pdf

¹³ A target has been set that 20% of all students graduating in the EHEA should have had a mobility experience by 2020.

¹⁴ http://ec.europa.eu/research/era/index_en.htm

transnational synergies and complementarities are fully exploited.

ERA consists of activities, programmes and policies that are designed and operated at all levels: regional, national and European.

Doctoral education is an essential pillar of the ERA and it has been increasingly recognised as a key driver of Europe's knowledge society sustainability, which requires creativity, flexibility and well-trained researchers and personnel in general. As a result, issues such as doctoral training, increased policy coordination and better funding have been on the agenda of the EC, MS and international networks of HEIs.

In this context, the European University Association (EUA) and its Council for Doctoral Education (EUA-CDE)¹⁵, the largest and most comprehensive organisation concerning doctoral education in Europe, conducted the Doctoral Programme project (2004-2005), which has led to the Salzburg conference and the ten "Salzburg Principles"¹⁶ (reproduced in the Bologna Process Bergen declaration) as the basis for the reforms of doctoral education in Europe. Five years later, EUA-CDE organised a series of seminars, workshops and conferences in order to explore the level of implementation of the Salzburg principles at European universities, which resulted in the Salzburg Recommendations II (2010)¹⁷. Subsequently, the EC developed a set of seven principles for innovative doctoral training (IDT Principles) in the framework of the ERA. These seven EC principles are based on the Salzburg Principles and Recommendations, good practices in MS and the Marie Curie experience.¹⁸

The seven IDT Principles have been endorsed by the EU Council of Ministers in their conclusions on the modernization of higher education on 28/29 November 2011. The Council called on institutions and Member states "to link, where relevant and appropriate, national funding to the Principles for Innovative Doctoral Training".¹⁹ National funding agencies have now new opportunities to fund innovative doctoral training under Horizon 2020, as the COFUND scheme of the Marie Skłodowska-Curie Actions will be enlarged to also cover the co-financing of national or institutional doctoral training programmes.

Still within the topic of research, it is important to highlight the establishment of the EURAXESS Links in 2006 and the European Research Council in 2007.

EURAXESS Links²⁰ is a networking tool for European researchers working outside Europe and non-European ones wishing to collaborate and/or pursue a research career in Europe. It has thus far been launched in the USA, Japan, China, India, the ASEAN²¹ hub encompassing Singapore, Thailand, Malaysia and Indonesia, and has just been opened in Brazil²². EURAXESS Links provides information about research in Europe, European research policy, and opportunities for research funding, for

¹⁵ <http://www.eua.be/cde/>

¹⁶ http://www.eua.be/eua/jsp/en/upload/Salzburg_Conclusions.1108990538850.pdf

¹⁷ http://www.eua.be/Libraries/Publications_homepage_list/Salzburg_II_Recommendations.sflb.ashx

¹⁸ http://ec.europa.eu/euraxess/pdf/research_policies/Principles_for_Innovative_Doctoral_Training.pdf

¹⁹ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/126375.pdf

²⁰ <http://ec.europa.eu/euraxess/index.cfm/links/index>

²¹ Association of Southeast Asian Nations: <http://www.asean.org>

²² <http://ec.europa.eu/euraxess/index.cfm/links/eurRes/brazil>

international collaboration and for trans-national mobility.

The European Research Council (ERC)²³ is a funding body established by the European Commission that complements other funding activities in Europe such as those of the national research funding agencies, and it is a flagship component of Horizon 2020, the European Union's Research Framework Programme for 2014 to 2020. ERC grants are awarded through open competition to projects headed by young and established researchers, irrespective of their origins, who are working or moving to work in the European Union countries. In the long term, it looks to substantially strengthen and shape the European research system.

For up-to-date information and analysis on EU, national and regional R&D policies, actors, organisations and programmes one can look at the ERAWATCH Portal²⁴. ERAWATCH is a long-term initiative jointly carried out by the European Commission's Joint Research Centre - Institute for Prospective Technological Studies (JRC-IPTS) and the Directorate-General for Research and Innovation (DG-RTD) in close collaboration with the Directorate-General for Enterprise and Industry (DG-ENTR)²⁵. ERAWATCH provides information to decision-makers, policy analysts and the wider research community and contributes to the realisation of the European Research Area (ERA) by identifying policy options and improving the coordination of scientific and technological activities. The portal includes also information on the 13 countries associated with the 7th European Union's Research Framework Programme and other 20 non-EU countries, including Brazil.

Innovation, Science and Technology Transfer

In the field of innovation and technology transfer in Europe, one should pay attention to the Innovation Union²⁶ initiative of the Directorate-General for Research and Innovation, which main goal is to turn Europe into an innovative-friendly environment for the public sector, businesses and industry, entrepreneurs, researchers and engineers.

The Innovation Union initiative is implemented through several EU bodies and tools, for instance through the Joint Research Centre and the European Institute of Innovation and Technology.

The Joint Research Centre (JRC)²⁷ is a Directorate-General of the European Commission. It comprises seven scientific institutes, which host specialist laboratories and cutting-edge research facilities located in Belgium, Germany, Italy, the Netherlands and Spain. The JRC's mission is to provide EU policies with independent, evidence-based scientific and technical support throughout the whole policy cycle. Working in close cooperation with policy Directorates-General, the JRC addresses key societal challenges while stimulating innovation through developing new methods, tools and standards, and sharing its know-how with the Member States, the scientific

²³ <http://erc.europa.eu>

²⁴ <http://erawatch.jrc.ec.europa.eu/erawatch/opencms/index.html>

²⁵ <http://ec.europa.eu/enterprise/>

²⁶ <http://ec.europa.eu/research/innovation-union/>

²⁷ <http://ec.europa.eu/dgs/jrc/>

community and international partners.

The European Institute of Innovation and Technology (EIT)²⁸ is a body of the European Union based in Budapest, Hungary. Its main objectives are to increase European sustainable growth and competitiveness; to reinforce the innovation capacity of the EU Member States; and to create entrepreneurs and prepare for the next innovative breakthroughs. EIT does not provide funding, it is rather an umbrella body that brings together networks of institutions that comprise the Knowledge and Innovation Communities (KICs)²⁹, through which the EIT aims to fully integrate all three sides of the 'knowledge triangle', i.e. higher education, research and business. KICs can apply for funding under the Horizon 2020 programme and carry out a whole range of activities, covering the entire innovation chain – including training and education programmes, reinforcing the journey from research to the market, innovation projects and business incubators.

It is also important to highlight the role of the Enterprise Europe Network (EEN)³⁰ and the Startup Europe³¹ initiative on the networking of companies and research centres across Europe, so as to boost investment, competitiveness, growth and employment.

Independent international organisations such as the Association of European Chambers of Commerce and Industry (EUROCHAMBERS)³², the Confederation of European Businesses (BUSINESSEUROPE)³³ and the European Association of Research and Technology Organisations (EARTO)³⁴ play also an important role in supporting and advising enterprises, fostering innovation, science and knowledge transfer projects supported by EU funding.

European Policy Strategy 2010-2020

Europe 2020³⁵ is the European Union's ten-year strategy for growth and jobs that was launched in 2010. Five headline targets have been set for the EU to achieve by the end of 2020. These cover employment; research and development; climate/energy; education; social inclusion and poverty reduction. The objectives of the strategy are also supported by seven 'flagship initiatives' providing a framework through which the EU and national authorities mutually reinforce their efforts in areas supporting the Europe 2020 priorities such as innovation, the digital economy, employment, youth, industrial policy, poverty, and resource efficiency. Each Member State has adopted its own national plans and targets in each of these areas³⁶.

In 2013, the European Commission launched the European higher education in the world policy document³⁷, with the aim of contributing to the objectives of the Europe 2020 strategy, by promoting the development of internationalisation strategies that will

²⁸ <http://eit.europa.eu/>

²⁹ <http://eit.europa.eu/kics/>

³⁰ <http://een.ec.europa.eu>

³¹ <http://ec.europa.eu/digital-agenda/en/growth-jobs/startup-europe>

³² <http://www.eurochambres.be>

³³ <http://www.buinesseurope.eu>

³⁴ <http://www.earto.eu>

³⁵ http://ec.europa.eu/europe2020/index_en.htm

³⁶ http://ec.europa.eu/europe2020/europe-2020-in-your-country/index_en.htm

³⁷ <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0499&from=EN>

allow Europe to tackle global challenges more effectively.

Among the suggested strategies are the development of international curricula, strategic partnerships beyond the EU's borders, finding new ways of delivering content, and ensuring complementarity with broader national policies for external cooperation, international development, migration, trade, employment, regional development, research and innovation.

The Commission will support Member States and HEIs to increase cooperation and mobility with EU and non-EU partner countries, mainly through the Erasmus+³⁸ and the Horizon 2020³⁹ programmes. These programmes are the EU financial instruments to implement the Europe 2020 Strategy, as from 2014, in the areas of education, training, youth, sport and international cooperation, research and innovation. Funded activities include, for instance, student and staff mobility, digital skills development projects, capacity building and policy reform projects, development of joint master and doctoral programmes, education-business partnerships and research and innovation projects.

³⁸ <http://ec.europa.eu/programmes/erasmus-plus>

³⁹ <http://ec.europa.eu/programmes/horizon2020/>



Quick links to key information on higher education, research and innovation in Europe

The institutional framework

- European Commission (EC)
 - [Directorate-General for Education and Culture \(DG EAC\)](#)
 - [Directorate-General for Research and Innovation \(DG RTD\)](#)
 - [Directorate-General for Enterprise and Industry \(DG ENTR\)](#)
- EU Topics (overview of relevant bodies, laws and documents)
 - [Education, Training and Youth](#)
 - [Research and Innovation](#)

The Bologna Process and the European Higher Education Area

- [European Higher Education Area \(EHEA\)](#)
- [EHEA Qualifications Framework](#)
- [European Qualifications Framework \(EQF\)](#)
- [European Quality Assurance Register for Higher Education \(EQAR\)](#)
- [European Standards and Guidelines for Quality Assurance \(ESG\)](#)

The European Research Area

- [European Research Area \(ERA\)](#)
- [European Research Council \(ERC\)](#)
- [Joint Research Centre \(JRC\)](#)
- [European University Association Council for Doctoral Education \(EUA-CDE\)](#)
- [Salzburg Principles](#) (2005)
- [Salzburg Recommendations II](#) (2010)
- [Principles for Innovative Doctoral Training](#) (2011)
- [ERAWATCH](#)
- [EURAXESS Links](#)

Innovation, Science and Technology Transfer

- [Innovation Union](#)
- [Startup Europe](#)
- [European Institute of Innovation and Technology \(EIT\)](#)
- [Enterprise Europe Network \(EEN\)](#)
- [Association of European Chambers of Commerce and Industry \(EUROCHAMBERS\)](#)
- [Confederation of European Business \(BUSINESSEUROPE\)](#)
- [European Association of Research and Technology Organisations \(EARTO\)](#)

European Policy Strategy 2010-2020

- [Europe 2020 strategy](#)
- [European higher education in the world strategy](#)
- [Erasmus+](#)
- [Horizon 2020](#)

Brazil

The institutional framework

The political and administrative organisation of Brazil comprises the federal government and the federal district (Brasilia), the states (26) and the municipalities (over 5,000). These entities collaborate and share responsibility over education, research and innovation, among other areas. The federal government sets objectives and priorities for action, proposes legislation and manages the national policies and the budget. It is constituted by the President, elected for a period of four years, and a set of ministers and other government officials.

The ministers are the executive body of the federal government. Each minister is responsible for a policy area. There are 24 policy areas. Education, science, technology and innovation are the most relevant in this context.

The Ministry of Education (MEC – *Ministério da Educação*)⁴⁰ is responsible for developing, implementing and evaluating the national education 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 (CAPES - *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*)⁴¹ and the National Institute for Educational Studies and Research (INEP - *Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira*)⁴², as well as a number of secretariats, including the Higher Education Secretariat (SESu).

SESu is in charge of planning, coordinating and supervising the process of elaboration and implementation of the national policy on higher education. Its action plan includes the quality assessment, regulation and supervision of higher education institutions and study programmes; the management of support and development programmes aimed at the reform and expansion of the network of federal higher education institutions; higher education funding and student welfare programmes.

CAPES supports the Ministry of Education in the development and implementation of postgraduate studies policies. Since 2007, CAPES has also responsibility in the area of primary education teacher training, thus broadening its intervention in the training of qualified personnel in Brazil and abroad. CAPES' activities range from the quality assessment of postgraduate study programmes, the dissemination of the country' scientific production, the investment in the training of highly qualified human resources in the country and abroad (scholarships and other funding mechanisms), to the promotion of the international scientific cooperation, and the enhancement of the initial and continuous training of primary education teachers.

The main activity of INEP is focused on the development of studies, statistics and evaluations of the Brazilian Education System. The role of INEP is further detailed in the Quality Assurance in Higher Education section below.

⁴⁰ <http://portal.mec.gov.br/>

⁴¹ <http://www.capes.gov.br/>

⁴² <http://portal.inep.gov.br/>



The Ministry of Science, Technology and Innovation (MCTI – *Ministério da Ciência, Tecnologia e Inovação*)⁴³ is responsible for developing and coordinating policies in the areas of science, technology and innovation. The ministry has four secretariats, which support the implementation of development programmes of research, science, technology and social inclusion, technological and innovative development. It counts also on two main executive agencies: the National Council for Scientific and Technological Development (CNPq - *Conselho Nacional de Desenvolvimento Científico e Tecnológico*)⁴⁴ and the Financing Agency for Studies and Projects (FINEP - *Financiadora de Estudos e Projetos*)⁴⁵. CNPq and FINEP contribute to the formulation of national policies for science and technology and provide funding for master, doctoral and post-doctoral students and researchers through national and international scholarships and project support programmes.

Other relevant ministries such as the ministries of Culture⁴⁶, Foreign Affairs⁴⁷, Development, Industry and Trade⁴⁸ and several state-level organisations have also roles in higher education, research and innovation as shown in the following sections.

Higher Education and Research

The main policy document of the Brazilian education system is the National Education Plan (*PNE- Plano Nacional de Educação*)⁴⁹, similarly to what happens in individual EU Member States. In discussion since 2010, the most recent National Education Plan, previously foreseen for the period of 2010-2020, was finally approved on 25 June 2014 for a period of ten years. This Plan applies to the overall education system (from kindergarten to higher education graduate and postgraduate studies) in Brazil and establishes ten guidelines and twenty milestones to be followed, implemented and monitored until 2024.

PNE is complemented by a specific national plan regarding postgraduate education, which was produced by CAPES in 2010 for the period of 2011 until 2020. This policy document, called *Plano Nacional de Pós-Graduação 2011-2020* (National Postgraduate Plan 2011-2010), defines new guidelines, strategies and targets to maintain and enhance the policy proposals on postgraduate studies and research in Brazil. It has 14 chapters covering the former plans and presenting the state of play of postgraduate studies in Brazil. Growth perspectives, quality assurance, the distribution of postgraduate programmes in the national territory, the internationalisation of the programmes, the funding structures and the importance of interdisciplinary studies are some of the topics explored in the plan.⁵⁰

The Brazilian government has put in place a powerful tool to collect and monitor the scientific quality and production of the country: the Lattes Platform⁵¹. The Lattes

⁴³ <http://www.mcti.gov.br/>

⁴⁴ <http://www.cnpq.br/>

⁴⁵ <http://www.finep.gov.br/>

⁴⁶ <http://www.cultura.gov.br/>

⁴⁷ <http://www.itamaraty.gov.br>

⁴⁸ <http://www.mdic.gov.br/sitio/interna/interna.php?area=1&menu=3456>

⁴⁹ https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13005.htm; you can follow the implementation of plan at the PNE observatory: <http://www.observatoriodopne.org.br>

⁵⁰ <http://www.capes.gov.br/component/content/article?id=4439>

⁵¹ <http://lattes.cnpq.br>



Platform is an online public information system maintained by the CNPq to manage information on science, technology, and innovation related to individual researchers (*Currículo Lattes*), groups of researchers (*Diretório de Grupos de Pesquisa*) and institutions (*Diretório de Instituições*) working in Brazil. Since all researchers and institutions that interact with CNPq are required to maintain their records up to date, the Lattes Platform can be used not only to obtain information on individual researchers but also to conduct performance evaluations at the organisational level.

*Currículo Lattes*⁵²: database of CVs of Brazilian students and researchers used by the majority of the universities and other R&D institutions. It currently stores over 135, 000 CVs.

*Diretório dos Grupos de Pesquisa*⁵³: database of research groups containing the human resources involved, the research topics, the scientific production and the related activity sectors, etc. Information about the individual participants in the groups are extracted from their Lattes CV.

*Diretório de Instituições*⁵⁴: database of all Brazilian institutions actively involved in the country's Science & Technology System that interact with the CNPq (receive funding or participate in CNPq programmes).

The Lattes Platform is the most important centralised information source of the research activities conducted in Brazil.

Quality Assurance in Higher Education

Quality assurance in the Brazilian higher education is under the responsibility of the National Committee for the Evaluation of Higher Education (*CONAES - Comissão Nacional de Avaliação da Educação Superior*)⁵⁵ and INEP.

In 2004, the Ministry of Education approved the National System for the Evaluation of the Higher Education (*SINAES - Sistema Nacional de Avaliação da Educação Superior*)⁵⁶. The evaluation and quality assurance processes of SINAES are supervised by CONAES and undertaken by INEP.

SINAES comprises three main components: the evaluation of the institutions, of the study programmes and of the student performance. Teaching, research, outreach activities, social responsibility, student performance, institutional management, teaching staff, and facilities are some of the aspects that are evaluated within SINAES. The data obtained with the SINAES evaluation and quality assurance processes are made public and used by HEIs in order to control and enhance their academic and social functions; by the governmental bodies in order to design adequate public policies and by the students, parents and the general public in order to take informed

⁵²http://buscatextual.cnpq.br/buscatextual/busca.do;jsessionid=32BD518043824C27262993DDBFFDA867_node7

⁵³ <http://lattes.cnpq.br/web/dgp>

⁵⁴ <http://di.cnpq.br/di/cadi/consultainst.do>

⁵⁵ http://portal.mec.gov.br/index.php?catid=323:orgaos-vinculados&id=13082:apresentacao-conaes&option=com_content&view=article

⁵⁶ <http://portal.inep.gov.br/superior-sinaes>

decisions about their choices regarding study programmes and HEIs.

Innovation, Science and Technology Transfer

The National Science, Technology and Innovation Strategy 2012-2015 (*ENCTI - Estratégia Nacional de Ciência, Tecnologia e Inovação 2012 – 2015*)⁵⁷ is the policy document that defines the Brazil's three-year sustainable development strategy. The strategy addresses five challenges: 1) reduce the scientific and technological gap that still separates Brazil from developed nations; 2) expand and consolidate Brazilian leadership in the knowledge economy based on the study and management of natural resources; 3) enlarge the basis for environmental sustainability and the development of a low carbon economy; 4) consolidate a new pattern of international projection for Brazil; and 5) overcome poverty and reduce social and regional inequalities. In order to address these issues, the strategy's three main drivers are: promotion of innovation, human resources training and capacity building, and strengthening of science, technology (S&T), research and infrastructure.

The related improvements in science, technology and innovation policy are aimed at refining the innovation regulatory framework, refining and enlarging S&T funding structure and strengthening the National Science, Technology and Innovation System (*SNCTI - Sistema Nacional de Ciência, Tecnologia e Inovação*).

The Science without Borders (*CsF - Ciência sem Fronteiras*)⁵⁸ programme is the Brazilian government flagship financial instrument to implement the high-level policy strategy of promoting the consolidation and expansion of science, technology and innovation in Brazil by means of international mobility of students and researchers funded by the government and the private sector. It includes also scholarships for visiting young and senior researchers from abroad.

Some of the most relevant core funding bodies in Brazil are: the Foundation for the Coordination of Improvement of Higher Education Personnel (CAPES) of the Ministry of Education, the National Council for Scientific and Technological Development (CNPq) of the Ministry of Science, Technology and Innovation, the Financing Agency for Studies and Projects (FINEP), a state-owned company under the Brazilian Ministry of Science, Technology and Innovation and the State Research Funding Agencies (*FAPs - Fundações de Amparo à Pesquisa*)⁵⁹.

In terms of innovation and technology transfer in Brazil, it is important to highlight the INCT Programme and the recent Innovation Enterprise Plan.

INCT (*Institutos Nacionais de Ciência e Tecnologia*)⁶⁰ is the National Science and Technology Institutes Programme, an initiative coordinated by the Ministry of Science, Technology and Innovation and implemented by CNPq since 2008. The INCT Programme aims at mobilising and aggregating the best research groups in key areas for the sustainable development of the country. The creation of National Science and Technology Institutes within Brazilian HEIs of the different States of Brazil, with

⁵⁷http://erawatch.jrc.ec.europa.eu/erawatch/opencms/information/country_pages/br/policydocument/policy_doc_0004

⁵⁸ <http://www.cienciasemfronteiras.gov.br/>

⁵⁹ <http://confap.org.br/news/>

⁶⁰ http://estatico.cnpq.br/portall/programas/inct/_apresentacao/



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stimulating working conditions and high-tech laboratory equipment, aims at boosting the pure and applied scientific and technologic development at national and regional level. These Institutes in partnership with state funding agencies, businesses and the industry promote also the entrepreneurial and innovative skills of the young students of different study levels and researchers. The improvement of the scientific knowledge of the common citizens and the enhancement of the sciences' teacher training are also part of the INCT objectives.

The Innovation Enterprise Plan (*Plano Inova Empresa - PIE*)⁶¹ launched by the Brazilian government in 2013 aims at making Brazilian enterprises more competitive on the international markets through technological innovation and increased productivity. This plan is supported by the Brazilian Institute for Research in Industrial Innovation (*Empresa Brasileira de Pesquisa e Inovação Industrial - EMBRAPII*)⁶².

It is also important to mention the Startup Brasil⁶³ programme created by the Ministry of Science, Technology and Innovation. The programme is coordinated by the Secretariat for Information Technology Policy (SEPIN) and the CNPq. It has partnerships with the Brazilian Trade and Investment Promotion Agency (Apex-Brasil)⁶⁴ and several private accelerators aiming to support national and foreign emergent technology-based companies.

Other important agents in the innovation, science and knowledge transfer areas are the Brazilian Association of Science Parks and Business Incubators (*Associação Nacional de Entidades Promotoras de Empreendimentos Inovadores - ANPROTEC*)⁶⁵ and the National Confederation of Industry (*Confederação Nacional da Indústria – CNI*)⁶⁶. By creating synergies between research institutions and enterprises, these two organisations contribute to the enhancement, competitiveness and growth of the Brazilian economic and industrial sectors.

⁶¹ http://www.mct.gov.br/upd_blob/0225/225828.pdf

⁶² <http://www.embrapii.org.br/>

⁶³ <http://www.startupbrasil.org.br>

⁶⁴ <http://www.apexbrasil.com.br>

⁶⁵ <http://anprotec.org.br/site/en>

⁶⁶ <http://www.portaldaindustria.com.br>

Quick links to key information on higher education, research and innovation in Brazil

The institutional framework

- [MEC – Ministério da Educação](#) (Ministry of Education)
- [CAPES - Coordenação de Aperfeiçoamento de Pessoal de Nível Superior](#) (Foundation for the Coordination of Improvement of Higher Education Personnel)
- [INEP - Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira](#) (National Institute for Educational Studies and Research)
- [MCTI - Ministério da Ciência, Tecnologia e Inovação](#) (Ministry of Science, Technology and Innovation)
- [CNPq - Conselho Nacional de Desenvolvimento Científico e Tecnológico](#) (National Council for Scientific and Technological Development)
- [FINEP - Financiadora de Estudos e Projetos](#) (Financing Agency for Studies and Projects)
- [MRE - Ministério das Relações Exteriores](#) (Ministry of Foreign Affairs)
- [MDIC - Ministério do Desenvolvimento, Indústria e Comércio Exterior](#) (Ministry of Development, Industry and Trade)

Higher Education and Research 2011-2020

- [PNE- Plano Nacional de Educação](#) (National Education Plan)
- [PNPG - Plano Nacional de Pós-Graduação 2011-2020](#) (National Postgraduate Plan 2011-2020)
- [Plataforma Lattes](#) (Lattes Platform)

Quality Assurance in Higher Education

- [CONAES - Comissão Nacional de Avaliação da Educação Superior](#) (National Committee for the Evaluation of Higher Education)
- [SINAES - Sistema Nacional de Avaliação da Educação Superior](#) (National System for the Evaluation of the Higher Education)

Innovation, Science and Technology Transfer

- [ENCTI - Estratégia Nacional de Ciência, Tecnologia e Inovação 2012 – 2015](#) (National Science, Technology and Innovation Strategy 2012-2015)
- [CsF - Ciência sem Fronteiras](#) (Science without Borders)
- [FAPs - Fundações de Amparo à Pesquisa](#) (State Research Funding Agencies)
- [INCT - Programa de Institutos Nacionais de Ciência e Tecnologia](#) (National Science and Technology Institutes Programme)
- [PIE - Plano Inova Empresa](#) (Innovation Enterprise Plan)
- [EMBRAPII - Empresa Brasileira de Pesquisa e Inovação Industrial](#) (Brazilian Institute for Research in Industrial Innovation)
- [Programa Startup Brasil](#) (Startup Brazil Programme)
- [Apex-Brasil - Agência Brasileira de Promoção de Exportações e Investimentos](#) (Brazilian Trade and Investment Promotion Agency)
- [ANPROTEC - Associação Nacional de Entidades Promotoras de Empreendimentos Inovadores](#) (Brazilian Association of Science Parks and Business Incubators)
- [CNI – Confederação Nacional da Indústria](#) (National Confederation of Industry)



European Union – Brazil Strategic Partnership

Joint Statements and Action Plans

Established in 1960, the EU-Brazil bilateral relations are governed by the Framework Cooperation Agreement signed in 1992, the EU-Mercosul Framework Cooperation Agreement concluded in 1995 and the Agreement for Scientific and Technological Cooperation signed in 2004, in force since 2007.

The bilateral relation has been also strengthened through the EU-Latin America/Caribbean Summits, now EU-CELAC summits, the first taking place in Rio de Janeiro (1999) and the last one in Chile (2013).

To further deepen the bilateral relation, the European Union and the Brazilian government representatives held the first EU-Brazil Summit⁶⁷ in July 2007 in Lisbon, Portugal. During this Summit they launched officially the so-called EU-Brazil Strategic Partnership (a.k.a EU-Brazil High Level Policy Dialogue). Since then six more summits have been held on a yearly basis either in Europe or in Brazil⁶⁸. There is a Joint Statement produced after each summit reaffirming the collaboration commitment of the two regions in international and regional issues of mutual interest. Two Joint Action Plans have also been produced within the scope of the second (2008) and the fifth (2011) Summits. A Joint Action Plan (JAP) is a tool to guide the implementation of concrete goals and priorities in the Strategic Partnership. Each JAP is valid for three years and identifies the specific goals for the five priority cooperation areas and the joint activity in which the parties undertake to build a strategic partnership:

1. Promote peace and comprehensive security through an effective multilateral system.
2. Strengthen the economic, social and environmental partnership in order to promote sustainable development.
3. Promote regional cooperation.
4. Promoting science, technology and innovation.
5. Promote networking opportunities and cultural exchanges.

As mentioned above, a JAP covering the period 2009-2011⁶⁹ was adopted at the 2nd Summit held in Rio de Janeiro in 2008 and a second JAP covering the three-year period 2012-2014⁷⁰ was endorsed by EU and Brazil leaders at the 5th Summit in 2011. Some 30 High Level Policy Dialogue areas (a.k.a sector dialogues) foreseen in the JAP are now active and continue to further develop.⁷¹

The topics of international cooperation in higher education, research and innovation

⁶⁷ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52007DC0281:EN:NOT>

⁶⁸ http://eeas.europa.eu/brazil/summit/index_en.htm

⁶⁹ http://eeas.europa.eu/brazil/docs/2008_joint_action_plan_en.pdf

⁷⁰ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/EN/foraff/124878.pdf

⁷¹ See the Observatory of EU-Brazil Sector Dialogues at <http://sectordialogues.org> and <http://ec.europa.eu/research/iscp/index.cfm?lg=en&pg=brazil#policydialogue>. A report on the state of the art of the implementation of the EU-Brazil Sector Dialogues 2008-2011 is available in Portuguese at http://antigo.dialogossetoriais.org/images/stories/institucional/d1_estudoestadoarte.pdf



were present in the different joint statements issued after each summit, however the relevance given to those topics increases as from 2011. An example of that is the Joint Statement of the 5th EU-Brazil Summit of 4 October 2011⁷². In this statement the Brazilian government Science without Borders' programme (SwB) and the EU Erasmus Mundus programme, the 7th Framework Programme for Research and Technological Development (7FP) and the Marie Curie Actions are seen as policy instruments to boost and put into practice the cooperation between the two regions. The active involvement of HE Institutions and academics in the implementation of the objectives of the High Level Political dialogue is also called upon in this document.

Both Brazilian and EU current and new (Erasmus+ and Horizon 2020 in the case of the EU) flagship programmes are recurrently mentioned in the subsequent communiqués and joint statements of the EU-Brazil Summits. What is also recurrent is the conclusion that there is a strong need to increase visibility of existing academic cooperation and mobility programmes and ensure appropriate dissemination, and to work together towards removing existing obstacles to recognition and academic mobility.

During the 7th European Union-Brazil Summit, held on 24 February in Brussels (Belgium), Brazil and the EU reassessed their on-going sector dialogues and discussed the key areas that will be part of the JAP for 2015-2017⁷³.

Higher Education Policy Dialogue

The EU Directorate General for Education and Culture and the Brazilian Foundation for the Coordination of Improvement of Higher Education Personnel (CAPES) of the Ministry of Education are responsible for the policy dialogue on higher education.

Following a Memorandum of Understanding of July 2007, which formalised the indicative programme included in the Country Strategy Paper for Brazil (CSP)⁷⁴ for the period 2007-2013, and a Joint Declaration of May 2009⁷⁵, two specific policy dialogues on higher education have taken place: the first in November 2011⁷⁶ and the second in October 2013⁷⁷.

Some of the main priorities that were identified within the scope of the two HE dialogues include the need to foster mutual understanding of the EU and Brazil higher education systems and priorities; to lift obstacles to academic mobility, studies' recognition and cooperation between EU and Brazil; to increase the visibility of academic cooperation and mobility programmes (Science without Borders, Erasmus+ and Marie Skłodowska-Curie Actions) and to facilitate the networking of EU and Brazilian higher education staff and students.

From these two dialogues, three outcomes have been produced:

⁷² http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/EN/foraff/124878.pdf

⁷³ http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/ec/141145.pdf

⁷⁴ http://eeas.europa.eu/brazil/csp/2007_csp_en.pdf

⁷⁵ http://ec.europa.eu/education/international-cooperation/documents/brazil/eu-brazil-cooperation-declaration_en.pdf

⁷⁶ http://ec.europa.eu/education/international-cooperation/documents/brazil/first-policy-dialogue_en.pdf

⁷⁷ http://ec.europa.eu/education/international-cooperation/documents/brazil/second-policy-dialogue_en.pdf



- Analysis of existing co-operation in terms of academic mobility between the EU and Brazil and identification of the main obstacles to mobility, September 2012⁷⁸
- Brazil – EU Seminar on academic mobility, internationalisation and innovation, October 2013⁷⁹
- EU-Brazil Rectors' Forum on innovation, internationalisation and entrepreneurship in higher education, February 2014⁸⁰

The next policy dialogue will be held in Brussels in 2015. The EU-Brazil cooperation in education and training can be followed at the DG EAC website country section regarding Brazil⁸¹.

Science and Technology Policy Dialogue

The EU Directorate General for Research and Innovation (DG RTD) and the Brazilian Ministry of Foreign Affairs (MRE) and the Ministry of Science, Technology and Innovation (MCTI) are the main bodies involved in the science and technology policy dialogue between the EU and Brazil.

Cooperation on science and technology between the two regions has its most recent roots in the Agreement for Scientific and Technological Cooperation (AS&T)⁸² signed in 2004 and put into force between 2007 and 2011. The objective of the agreement was to encourage, develop and facilitate cooperative activities in areas of common interest by carrying out and supporting scientific and technological research and development activities.

To further deepen the bilateral relation, the EU-Brazil Strategic Partnership was signed in 2007 during the first EU-Brazil Summit (Lisbon) and later, in 2008, the EU-Brazil Joint Action Plan (JAP) was adopted including a reinforced cooperation in science and technology. As part of this process, the EU JRC and the Brazilian MCTI have signed a Cooperation Arrangement to strengthen and further structure scientific and other cooperative activities in the context of the 6th EU-Brazil Summit on 24 January 2013⁸³. The main areas of the agreement are disaster prevention and crisis management; climate change and sustainable management of natural resources and ecosystem services; energy, including bioenergy and smart grids; food security; bioeconomy; information and communication technologies, as well as nanotechnologies. The EU-Brazil Joint Steering Committee (JSC) on Science, Technology and Innovation Cooperation has met regularly in order to evaluate the progress on the bilateral roadmap. In the JSC meeting of June 2013 it was agreed to step up cooperation in the following key areas: marine research; food security, sustainable agriculture and bio-economy; energy and nanotechnologies. In addition, the topic of innovation was

⁷⁸ http://ec.europa.eu/education/international-cooperation/documents/brazil/academic-mobility-report_en.pdf

⁷⁹ http://eeas.europa.eu/delegations/brazil/press_corner/all_news/news/2013/20131104_01_en.htm

⁸⁰ http://ec.europa.eu/education/international-cooperation/documents/brazil/rectors-forum-conclusions_en.pdf

⁸¹ http://ec.europa.eu/education/international-cooperation/brazil_en.htm

⁸² [http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:22005A1111\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:22005A1111(01))

⁸³ <http://www.itamaraty.gov.br/sala-de-imprensa/notas-a-imprensa/atos-assinados-por-ocasio-da-vi-cupula-brasil2013uniao-europeia-brasilia-24-de-janeiro-de-2013>



reaffirmed as a key aspect for cooperation between EU and Brazil.⁸⁴ Under Horizon 2020 there are specific opportunities for EU-Brazilian partnerships under specific criteria linked to policy priorities, existing agreements and specific areas⁸⁵.

The AS&T (Agreement for Scientific and Technological Cooperation) was renewed in 2012 for another five years and a "Review of S&T Cooperation between the European Union and the Federative Republic of Brazil"⁸⁶ was produced. The review is structured in six sections. Starting with an executive summary, it covers the evolution of bilateral cooperation, the institutional structure and governance of the agreement and its principal results and impact. Brazil's agreements with selected EU Member States are also discussed. Recommendations touch, among others, on strengthening the strategic nature of the cooperation and better coordination of cooperation with Brazil at EU and Member State levels.

Regarding the issue of better coordination of cooperation with Brazil at EU and Member State levels, it is important to highlight the establishment of the Strategic Forum for Science and Technology Cooperation (SFIC) of the EU Council in 2008 and the launching of the Brazil Initiative in October 2012.

SFIC is a strategic forum and an advisory body to the Council and the Commission with a view to implementing a European Partnership in the field of international scientific and technological cooperation (S&T cooperation). Member States and the Commission are Members of the Forum while countries associated to the 7th Framework Programme have an observership status. SFIC's objective is to facilitate the further development, implementation and monitoring of the international dimension of ERA by the sharing of information and consultation between the partners with a view to identifying common priorities which could lead to coordinated or joint initiatives.⁸⁷

The Brazil Initiative launched by the SFIC counts with the collaboration of EU Member State science and technology ministerial representatives, policy officers of the EU Directorate General for Research and Innovation and science and innovation counsellors of the EU Delegation in Brazil. It focuses on the collection of information on EU/Member State/Associated Country Science and Technology activities towards and with Brazil, including mobility schemes in collaboration with the network of science counsellors in Brazil; the analyses of on-going successful cooperation activities and the verification of overlapping activities; the identification of recommended areas where there is potential for a more coordinated European approach vis-à-vis Brazil which would add value to existing successful cooperation activities.⁸⁸

Within the scope of this Initiative, SFIC prepared an "Overview of the Research and Innovation Co-operation between the European Union, Member States, Associated Countries and Brazil"⁸⁹ in May 2013, which served as a background paper for the first

⁸⁴ <http://ec.europa.eu/euraxess/index.cfm/links/singleNews/45258>

⁸⁵ <http://www.b-bice-plus.eu/horizon-2020/>

⁸⁶ http://ec.europa.eu/research/iscp/pdf/policy/review_brazil_agreement_2007-2011.pdf#view=fit&pagemode=none

⁸⁷ <http://ec.europa.eu/research/iscp/index.cfm?lg=en&pg=sfic-general>

⁸⁸ <http://ec.europa.eu/research/iscp/index.cfm?pg=sfic-brazil>

⁸⁹ http://ec.europa.eu/research/iscp/pdf/sfic/brazil_workshop_background_document.pdf#view=fit&pagemode=none



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SFIC Workshop “Approaching Brazil”⁹⁰ that took place in Brussels on 17 June 2013. SFIC is working on a roadmap for Brazil to take place in the next two or three years. The participation in the Tour of Brazil 2014⁹¹ – an initiative of the EU Delegation in Brazil and the Member States to foster new Europe-Brazil cooperation in science, technology and innovation - is one of the activities foreseen in the roadmap.

Other than these high level initiatives there are a number of EU funded projects and networks that aim at the development of the dialogue with Brazil and other Latin American countries in science, technology and innovation, such as B.BICE+, REALITY, ERANET-LAC, ALCUE-NET. For detailed information about these projects and networks see the ALISIOS project resources’ webpage.⁹²

The policy dialogue in science and technology should be considered also in relation to the other sector dialogues of the Strategic Partnership, especially the Plan of Action on Competitiveness and Investments of the “Ad hoc” Working Group on Economic Themes, which has a large part devoted to industrial innovation and research. Some of the actions of the plan include the promotion of opportunities for investors with the support of the European Investment Bank, EUROCHAMBERS, BUSINESSEUROPE, APEX-Brasil and CNI; the reinforcement of the cooperation on industrial innovation and research within the scope of the JRC-MCTI Cooperation Arrangement of January 2013; the networking of companies and research centres of both sides with the support of EEN and CNI and the creation of synergies between the Startup Brasil and the Startup Europe programmes; the linking of students to employers by stimulating European companies and Brazilian subsidiaries in Europe to offer internship opportunities for Science without Borders students, as a way of complementing their studies, bringing them closer to practice in their academic area.⁹³

⁹⁰ http://ec.europa.eu/research/iscp/pdf/sfic/brazil_workshop_report.pdf#view=fit&pagemode=none

⁹¹ <http://www.uebrasilttd.org/tourdobrasil/index/lang/en>

⁹² <http://www.alisios-project.eu/resources>

⁹³ <http://www.itamaraty.gov.br/sala-de-imprensa/notas-a-imprensa/documentos-assinados-por-ocasio-da-vii-cupula-brasil2013uniao-europeia-bruxelas-24-de-fevereiro-de-2014>

Quick links to key information on the European Union – Brazil Strategic Partnership

Joint Statement and Action Plans

- [EU-Brazil Strategic Partnership](#)
- [EU-Brazil Summits](#)
- [Joint Action Plan 2009-2011 \(JAP 2009-2011\)](#)
- [Joint Action Plan 2012-2014 \(JAP 2012-2014\)](#)

Higher Education Policy Dialogue

- [First Higher Education Policy Dialogue of 21 November 2011](#)
- [Second Higher Education Policy Dialogue of 18 October 2013](#)
- [Analysis of existing co-operation in terms of academic mobility between the EU and Brazil and identification of the main obstacles to mobility \(September 2012\)](#)
- [EU-Brazil Rectors' Forum on innovation, internationalisation and entrepreneurship in higher education \(February 2014\)](#)
- [Overview of the EU-Brazil cooperation in education and training](#)

Science and Technology Policy Dialogue

- [Agreement for Scientific and Technological Cooperation \(AS&T\) \(2007-2011\)](#)
- [Review of S&T Cooperation between the European Union and the Federative Republic of Brazil \(June 2012\)](#)
- [Cooperation Arrangement between the EU Joint Research Centre and the Brazilian Ministry of Science, Technology and Innovation \(January 2013\)](#)
- [Overview of the Research and Innovation Co-operation between the European Union, Member States, Associated Countries and Brazil \(May 2013\)](#)
- [Strategic Forum for Science and Technology Cooperation \(SFIC\)](#)
 - [Brazil Initiative](#)
 - [SFIC Report on the Workshop "Approaching Brazil" \(17 June 2013\)](#)
 - [Tour of Brazil 2014](#)
- [Plan of Action on Competitiveness and Investments \(24 February 2014\)](#)



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Conclusion

The ALISIOS project partnership believes that the opportunities for cooperation in higher education and research become more attractive when common areas of interest are identified and the relevant agents support the possibilities for focused, thematic cooperation in political and financial terms.

With this paper, we have strived to provide a much-needed overview of the relevant frameworks, actors and policies that are relevant to EU-Brazil cooperation in education, science and innovation. By doing this, we also aim to contribute to an increase of the visibility and of the relevance of the several European and Brazilian education and research programmes and cooperation partnerships, which are facilitated by the existing Policy Dialogues, tools and organisations.

Annex

List of organisations responsible for the Science without Borders in Europe

Austria	OeAD - Austrian Agency for International Cooperation in Education and Research; 11 universities
Belgium	Flemish Higher Education Council (VLUHR), through the "Study In Flanders", a project run by the Flamenco Flanders Agency for Mobility and Cooperation in Higher Education; Conseil Interuniversitaire de la Communauté Française (CIUF)
Czech Republic	Academy of Sciences of the Czech Republic; Charles University and Technical University in Prague
Denmark	The 8 Danish Universities (Copenhagen Business School, Aalborg, Aarhus, Copenhagen, Roskilde, TI Copenhagen, South Denmark, Technical of Denmark)
Finland	CIMO (Centre for International Mobility). Although independent, it collaborates with the Finnish Ministry of Education and Culture.
France	Campus France; Agreenium; CIFRE-Brasil; CNRS; COFECUB; Inria; Iserm; IRD.
Germany	DAAD; Fraunhofer
Hungary	Hungarian Rectors' Conference
Ireland	Higher Education Authority
Italy	University of Bologna (coordinator); 11 universities; Centro Nazionale delle Ricerche; BIOGEM Research Institute; TELECOM ITALIA Research Centre
Netherlands	NUFFIC (Neso Brazil). NUFFIC is the Netherlands' Organization for International Cooperation in Higher Education. Nesos are Netherlands Education Support Offices.
Norway	The Norwegian Centre for International Cooperation in Higher Education (SIU)
Poland	KRASP – Poland Conference of Rectors
Portugal	CRUP (Portuguese Conference of Rectors) and CCISP (Portuguese Council of Polytechnic Higher Education Institutes)
Spain	Ministry of Education, Culture and Sports through "Universidad.es - Universidades de España"
Sweden	UHR – Swedish Council for Higher Education
Switzerland	SERI - State Secretariat for Education, Research and Innovation
United Kingdom	Universities United Kingdom (Universities.UK)
Ukraine	Ministry of Education, Science, Youth and Sports; State Centre for International Education in Ukraine; National Sciences Academy; 5 national universities; State Space Agency of Ukraine (SSAU); 9 Research Institutes



List of Brazilian governmental and non-governmental organisations/ bodies involved in education, research and innovation (organised alphabetically)

Governmental bodies

- **ABC** – Agência Brasileira de Cooperação (Brazilian Cooperation Agency)
<http://www.abc.gov.br/>
- **CAPES** - Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (Foundation for the Coordination of Improvement of Higher Education Personnel of the Ministry of Education)
<http://www.capes.gov.br/>
- **CNPq** - Conselho Nacional de Desenvolvimento Científico e Tecnológico (National Council for Scientific and Technological Development of the Ministry of Science, Technology and Innovation)
<http://www.cnpq.br/>
- **CONAES** - Comissão Nacional de Avaliação da Educação Superior (National Committee for the Evaluation of Higher Education)
<http://portal.inep.gov.br/superior-sinaes>
- **FINEP** – Financiadora de Estudos e Projetos (Financing Agency for Studies and Projects. A state-owned company under the Brazilian Ministry of Science, Technology and Innovation)
<http://www.finep.gov.br/>
- **INEP** - Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (Anísio Teixeira National Institute for Educational Studies and Research)
<http://portal.inep.gov.br/>
- **MCTI** – Ministério da Ciência, Tecnologia e Inovação (Ministry of Science, Technology and Innovation)
<http://www.mcti.gov.br/>
- **MDIC** - Ministério do Desenvolvimento, Indústria e Comércio Exterior (Ministry of Development, Industry and Trade)
<http://www.mdic.gov.br>
- **MEC** – Ministério da Educação (Ministry of Education)
<http://portal.mec.gov.br/>
- **MRE** – Ministério das Relações Exteriores (Ministry of Foreign Affairs)
<http://www.itamaraty.gov.br/>

Non-governmental organisations

- **ANDIFES** - Associação Nacional dos Dirigentes das Instituições Federais de Ensino Superior (National Association of Presidents of Federal Higher Education Institutions)
<http://www.andifes.org.br/>
- **ANPROTEC** – Associação Nacional de Entidades Promotoras de Empreendimentos Inovadores (Brazilian Association of Science Parks and Business Incubators)
<http://www.andifes.org.br/>
- **CONFAP** – Conselho Nacional das Fundações Estaduais de Amparo à Pesquisa (National Council of Research Funding State Agencies)
<http://confap.org.br/>
- **CRUB** – Conselho de Reitores das Universidades Brasileiras (Conference of Rectors of the Brazilian Universities)
<http://www.crub.org.br/>
- **EMBRAPII** - Empresa Brasileira de Pesquisa e Inovação Industrial (Brazilian Institute for Research in Industrial Innovation)
<http://embrapii.org.br/>
- **FAPs** – Fundações de Amparo à Pesquisa (Research Funding State Agencies)
<http://confap.org.br/>
- **FAUBAI** - Associação de Assessorias de Instituições de Ensino Superior Brasileiras para Assuntos Internacionais (Association of Brazilian Higher Education Offices for International Relations)
<http://www.faubai.org.br/>
- **FOPROP**- Fórum de Pró-Reitores de Pesquisa e Pós-Graduação (Forum of Pro-Rectors for Research and Post-Graduate Studies)
<http://www.foprop.org.br/>
- **GCUB** – Grupo de Coimbra de Universidades Brasileiras (Coimbra Group of Brazilian Universities - representative Brazilian-wide network of 65 universities in Brazil, cooperating in the area of internationalisation)
<http://www.grupocoimbra.org.br/coimbra/>
- **IBE** – Instituto de Estudos Brasil-Europa (Institute for Studies Brazil-Europe)
<http://www.ibe.usp.br/>



List of European Union bodies and other European organisations involved in education, research and innovation (organised alphabetically)

European Union bodies/ networks

- **COE** – Council of Europe
<http://hub.coe.int>
- **CORDIS** - Community Research and Development Information Service
<http://cordis.europa.eu>
- **DG EAC** - Directorate General for Education and Culture
http://ec.europa.eu/dgs/education_culture
- **DG ENTR** - Directorate General for Enterprise and Industry
<http://ec.europa.eu/enterprise/>
- **DG RTD** – Directorate General for Research and Innovation
<http://ec.europa.eu/research>
- **EACEA** - Education, Audiovisual and Culture Executive Agency
<http://eacea.ec.europa.eu>
- **EC** – European Commission
<http://ec.europa.eu>
- **EEAS** - European External Action Service
<http://www.eeas.europa.eu>
- **EIT** – European Institute of Technology
<http://eit.europa.eu>
- **ERC** – European Research Council
<http://erc.europa.eu>
- **EURAXESS** Links
<http://ec.europa.eu/euraxess/index.cfm/links/>
- **European Council**
<http://www.european-council.europa.eu>
- **European Union Delegation in Brazil**
<http://www.eeas.europa.eu/delegations/brazil/>
- **EURYDICE** – Network on Education Systems and Policies in Europe
<http://eacea.ec.europa.eu/education/eurydice>
- **JRC** – Joint Research Centre



<http://ec.europa.eu/dgs/jrc/>

- **NARIC Network** - National Academic Recognition Information Centres
<http://www.enic-naric.net/>
- **REA** - Research Executive Agency
<http://ec.europa.eu/rea/>
- **SFIC** – Strategic Forum for International Science and Technology Cooperation
<http://ec.europa.eu/research/iscp/index.cfm?lg=en&pg=sfic-general>

Other European organisations

- **ACA** – Academic Cooperation Association
<http://www.aca-secretariat.be/>
- **Campus France** – the French national agency for the promotion of higher education, international student services, and international mobility
<http://www.campusfrance.org/en>
- **CIMO** – Finish Centre for International Mobility
<http://www.cimo.fi/frontpage>
- **Coimbra Group** - representative European-wide network of 39 long-established multidisciplinary universities in 23 countries, cooperating in the area of internationalisation and strategic policy development
<http://www.coimbra-group.eu/>
- **Conferences of Rectors** – national associations of university rectors
- **DAAD** - German Academic Exchange Service: the German national agency for the support of international academic cooperation
<https://www.daad.de/en/>
- **EAIE** - European Association for International Education
<http://www.eaie.org/home.html>
- **EARTO** - European Association of Research and Technology Organisations
<http://www.earto.eu/>
- **ECA** - European Consortium for Accreditation
<http://ecahe.eu/>
- **EMA** – Association for students and alumni of Erasmus Mundus Master and Doctoral programmes
<http://www.em-a.eu>
- **ENQA** – European Association for Quality Assurance in Higher Education
<http://www.enqa.eu/>
- **ESMU** - European Centre for Strategic Management of Universities
<http://www.esmu.be/>

- **ESU** – European Students Union
<http://www.esu-online.org>
- **EUA** – European University Association
<http://www.eua.be/>
- **EURASHE** - European Association of Institutions in Higher Education
<http://www.eurashe.eu/>
- **IUA** - Irish Universities Association
<http://www.iua.ie/>
- **LERU** - League of European Research Universities
<http://www.leru.org/>
- **National Agencies** – agencies of the EU Member States responsible for the management and implementation of EU funded programmes in the areas of education, training and youth
http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/index_en.htm
- **NUFFIC** - the Netherlands organisation for international cooperation in higher education
<http://www.nuffic.nl/en>
- **OeAD** - Austrian Agency for International Cooperation in Education and Research
<http://www.oead.at>
- **SIU** - the Norwegian Centre for International Cooperation in Higher Education
<http://www.siu.no/eng>
- **Universidad.ES** - public foundation for the international promotion of Spanish universities
<http://universidad.es/>
- **Universities.UK** – association of United Kingdom universities
<http://www.universitiesuk.ac.uk/>
- **Utrecht Network** - representative European-wide network of 31 European universities in 29 countries, cooperating in the area of internationalisation
<http://www.utrecht-network.org/>