



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

# RETHINKING THE ROLE OF MOBILITY IN INTERNATIONAL COOPERATION IN EUROPE AND BRAZIL

DECEMBER 2015

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# Executive summary



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ALISIOS (Academic Links and Strategies for the Internationalisation of the HE Sector) was a European Erasmus Mundus Action 3 project that took place between September 2013 and December 2015. It was developed by eight EU and Brazilian organisations: University of Coimbra (coordinator), Campus France, European University Association (EUA), Foundation of Portuguese Universities (FUP), University of Bologna (UNIBO), Brazilian Association for International Education (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 higher education policy development.

The overall objective of the ALISIOS project was to create better synergies between the EU policy dialogue with Brazil and academic cooperation projects and activities with European and Brazilian support, with an emphasis on exploring the opportunities created by the Science without Borders (SwB) programme.

Narrowing the gap between the policy processes underway at EU level and the agents involved at national level is fundamental to the full development of the huge potential of the Euro-Brazilian partnerships in academic cooperation, research, innovation and exchange. The project handled this through these specific axes:

- Fostering a better understanding of the European Higher Education and Research Areas as well as of the Brazilian Higher Education and Research Systems and the EU-Brazil high-level policy dialogues on higher education, science, technology and innovation;
- A reflection on higher education internationalisation strategies at the institutional, national and regional level and the role of large-scale mobility programmes as a driver and an outcome of those strategies;
- An analysis of the issues that influence the quality of mobility and its impact on the development of individuals and institutions, namely in what concerns the improvement of teaching and learning and the strengthening of institutional leadership and management.

The project organised four public events directed at different target groups: agencies involved in the development of large-scale mobility programmes and research and innovation agendas, leadership of higher education institutions, international relations officers, academics, researchers and students. Key findings and recommendations were reached through joint reflection among European and Brazilian partners and stakeholders and aim at providing suggestions for the enhancement and coordination of international university cooperation in academic exchange, research, and innovation activities.

The SwB Forum, aggregating agencies involved in the management of the programme in Europe and networks of Brazilian universities, provided valuable feedback on the impact of the programme in EU Member States, with different traditions of cooperation with Brazil, and on the Brazilian higher education institutions and society at large. Part of those data was obtained from two surveys that were conducted within the scope of the Forum. Three working papers were produced, in English and Portuguese, focusing on the three axes mentioned above.

This final report gives you an account of the project trajectory over the last two years starting with the project rationale and background, objectives, target groups, activities and outcomes,



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key findings and recommendations. It includes also the analyses of the surveys conducted by the project and its stakeholders regarding the implementation and impact of the Science without Borders programme on European and Brazilian higher education institutions. In the annexes, you will find a sample of the questions of both surveys.

## Acknowledgements

The authors of this report had the gratifying task of putting together the collective effort of all of those that were involved in the ALISIOS project and who contributed to the final results by elaborating the working papers and organising the workshops that produced many insights incorporated here.

Elizabeth Colucci (EUA), Ana Sheila Costa and Rossana Silva (GCUB) produced the working paper on "Internationalisation Strategies in Europe and Brazil and the Impact of the Science without Borders", and Carla Salvaterra, Giovanna Filippini (UNIBO), Patricia Spadaro and Renée Zicman (FAUBA) the working paper on "Quality of Mobility in Europe and Brazil: Policies and Practices". Data from the SwB surveys were analysed by Elizabeth Colucci and Nina Kind (EUA) regarding Europe and by Pedro Barrias (FUP) and Moacyr Martucci (IBE-USP) regarding Brazil. Sinead Lucey (Irish University Association) and Gerry O'Sullivan (Irish Erasmus+ National Agency) gave a valuable contribution for the setup of the European survey and were enthusiastic participants of the SwB Forum.

The workshops, which played an important role in gathering information and perspectives from different stakeholders, were organized by Elizabeth Colucci, Michael Gaebel, Howard Davies (EUA), Carla Salvaterra, Rossana Silva, José Celso Júnior and Renée Zicman. The Campus France team did a great job in coordinating the Web documentary on top of their overall contribution to the project development and implementation, in particular Olivier Chiche-Portiche, Louise Watts, Léopold Boyart and Lawrence Achimsky. Finally our thanks to Howard Davies, Elizabeth Colucci, Louise Watts and Filomena Marques de Carvalho (University of Coimbra) who kindly and efficiently revised the final text.

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*Joaquim Carvalho and Rita Maia*  
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## Project rationale and background

A first informal meeting of the SwB coordinators and national contact points in Europe took place on 6 February 2013, following an initiative of the University of Bologna. The meeting, which took place at the EUA headquarters, in Brussels, gathered SwB coordinators from Portugal, Italy, Spain, France, Germany, United Kingdom, Hungary, Norway and Sweden, along with representatives from CAPES, CNPq, European Commission and the EUA. From the meeting emerged the need for better coordination between national contact points and mainly for better synergies between the operational level of the programme and current policy dialogues. A small working group was created to explore the opportunities available in the Erasmus Mundus programme to address those needs. The ALISIOS project resulted therefore from the process initiated at that meeting and incorporated many of the early insights that were produced there. The subsequent development of the project benefitted greatly from the fact that several of the participating organisations act as focal points of the SwB programme in their respective countries and others are organisations highly active in the enhancement and promotion of the European and Brazilian higher education and research policies.

Besides immediately benefiting university staff and students, higher education cooperation and exchange have also been identified as trajectories for institutional and systems' development (quality enhancement, internationalisation, capacity building, research collaboration) and are hence a core priority for many governments in the world. As a result, several large grant programmes have emerged that do not only enable 'traditional' learning mobility, but also aim at stimulating and enhancing institutional collaboration in research and education and mutual understanding of higher education systems. This is true both in Europe, where Marie Curie and Erasmus Mundus are prominent examples, but also in emerging regions and countries such as Brazil, China, and others that increasingly invest in such kind of instruments. It is in the interest of all parties involved – governments, agencies and organisational bodies, higher education institutions and their members – that the funding made available for these initiatives is used in the most efficient and effective way, and that they result in optimal outcomes for individual students and staff, institutions and their respective policy goals.

This rationale was particularly evident back in 2013 in the context of the SwB programme promoted by the Brazilian Government, which aimed at achieving 110.000 mobility flows until 2015, a goal that was achieved as we now know. SwB was thus seen as an exceptional case study for assessing the EU policy dialogue with third countries and its implications to academic cooperation programmes, student services and quality assurance issues because: 1) it was massive and global 2) it was managed through national "focal points", concentrating on a limited number of bodies important roles related to the management of the programme 3) it was organized nationally, challenging the EU to preserve and promote the decades long-effort of building the European Higher Education Area and European Research Area 4) it was a programme whose importance had been increasingly recognized in the documents emerging from the EU-Brazil Policy Dialogue.

Concern with creating synergies between the EU and the Brazilian HE sectors and with maximizing the outcomes of those synergies had been expressed by the parties involved and stated in the several documents produced within the framework of the EU-Brazil Strategic Partnership, namely the Joint Statement of the V EU-Brazil Summit held in Brussels on 4 October 2011, the Communiqué of the 14th EU-Brazil Joint Committee held in Brasilia on 1 June 2012 and the Joint Statement of the VI Brazil-EU Summit held in Brasilia on 24 January 2013, to name just a few. The most recent statement, in particular, refers increasingly to the importance of the SwB programme.



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The major themes that were tackled in the context of these higher education cooperation and scholarship programmes (SwB, but also Erasmus Mundus and Erasmus) were:

- 1) How to articulate the strategic interests of both institutions and governments;
- 2) How to manage the grant schemes and national and institutional support measures;
- 3) How to ensure the quality of the programmes;
- 4) How to measure the impact of the academic mobility at the level of higher education institutions and the coordinating bodies of the programmes.

The overall objective was then to compare experiences in managing different higher education cooperation programmes (including large-scale grant programmes), enable mutual learning, and provide tangible suggestions for the enhancement of the SwB programme, in particular, and of university cooperation with international partners in academic exchange, research, and innovation activities, in general.

Therefore, the project drew upon three key assumptions:

- Exchange and collaboration between different national bodies (agencies, organisations, associations) in charge of the same or different programmes (such as SwB) can contribute to the enhancement of quality, efficiency and effectiveness of outcomes, but also to the medium and long-term enhancement of mobility programmes. While informal exchanges between such bodies are taking place, a more systematic assessment with published outcomes would also serve newly involved bodies, and enable them to take up lessons learnt, opportunities and challenges. SwB can be used as a departure point for cooperation between European agencies and organisations in this project;
- Important lessons and good practices can be derived from existing internal European collaboration and European harmonisation processes (such as mobility and recognition tools, joint degree development, and other tools and principles that have emerged from the Bologna process), which can and should be applied to non-European cooperation and other programmes originating from non-European sources;
- HEI should have a more systematic and targeted involvement in the planning and implementation of mobility schemes/grant programmes. This should consider the whole range of possible roles – from university networks, which would take full responsibility for these programmes, to actual university partnerships.

These assumptions were subscribed and derived from the experience of the partners of this project, which joined together individual HEI: the University of Coimbra (UC) and the University of Bologna (UNIBO), both key players in the implementation of the Science without Borders' programme in Portugal and Italy and of several EU-funded programmes at institutional level; the University of Sao Paulo, which hosts the coordination of an institute composed of European and Brazilian HEI, the Institute for Studies Brazil-Europe (IBE), whose main goal is to strengthen higher education in Brazil and to promote mutual understanding between the institutions and societies of Brazil and the European Union; a conference of rectors: the Portuguese Conference of University Rectors (CRUP), which acts via the Foundation of the Portuguese Universities (FUP) as the national responsible body for the Science without Borders' programme and other educational cooperation programmes in Portugal; two associations of HEI: the European University Association (EUA) and the Coimbra Group of Brazilian Universities (GCUB), which play a pivotal role in the debate of issues which are crucial for universities in relation to higher education, research and innovation in Europe and in Brazil; one governmental agency: Campus France, specialised in the internationalisation and promotion of French HE, academic mobility and international student services; and finally an association of international relations professionals: the Brazilian Association for International Education (FAUBAI), which gathers Brazilian university professionals working in the field of internationalisation capacity building and training and in the promotion of Brazilian HEI.



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The partners shared a common denominator, which is the management and advancement of higher education and research both at national and transnational levels, and they all agreed that further actions were needed to respond to today's challenges and opportunities created by the several EU and Brazil large-scale programmes on international cooperation. Partners were also very much committed to the improvement of academic cooperation with other emerging regions and could therefore bring in their experience in other contexts and disseminate the tools, concepts and good practices emerging from the ALISIOS project.

## Project objectives

The overall objective of the ALISIOS project was to create better synergies between the EU policy dialogue with Brazil and academic cooperation projects and activities with European and Brazilian support, with an emphasis on exploring the opportunities created by the Science without Borders (SwB) programme.

Narrowing the gap between the policy processes underway at EU level and the agents involved at national level is fundamental to the full development of the huge potential of the Euro-Brazilian partnerships in academic cooperation, research, innovation and exchange.

The management experience of the Erasmus, Erasmus Mundus, Science without Borders, and also other Brazilian and European programmes (EU Member States' level) was shared and exploited by the project members and its stakeholders, which included European and Brazilian HEI, agencies and other organisations linked to academic cooperation and internationalization. It used this experience to draw important conclusions for both European and Brazilian (and other world regions) cooperation with other emerging countries and regions, which face similar challenges of ensuring effective engagement of academics and staff in the overarching strategies defined at policy level dialogues.

The project specific objectives fell into two main domains: mobility quality tools and practices and institutional strategies for internationalisation of the HE sector.

So, within **mobility quality tools and practices**, the project had the following specific aims:

- Fostering a better understanding of the European Higher Education and Research Areas as well as of the Brazilian Higher Education System and Research practice/organisation;
- Working towards improvement in the recognition in Europe of qualifications obtained in Brazil and vice-versa by providing information on the European Qualifications Framework and on the Brazilian HE quality standards;
- Fostering structured mobility by providing information on and promoting the EURAXESS portals, the use of the ECTS tools: Learning Agreement, Transcript of Records, and Diploma Supplement and the existing Brazilian mobility quality tools;
- Sharing know how on the design, development and implementation of joint education programmes and science and innovation partnerships so as to benefit from complementary expertise, resources and innovative approaches to education and research, technology and development.



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Within **institutional strategies for internationalisation**, the specific objectives were:

- Building awareness for the necessity of strategy development for internationalisation, respectively the embedding of internationalisation into the institutions' overall strategy. This is in order to enable strategic choices on the wide range of internationalisation opportunities on offer, ensure optimal use of resources, transparent communication and good visibility and enable assessment of outcomes and quality improvement;
- Taking concrete steps for developing or enhancing institutional strategies for internationalisation: building and implementing strategies that engage the entire academic community (analysis of institutional governance and management, and its relation to the overall preparedness of institutions for international exchange and collaboration);
- Connecting the higher education and research cooperation agendas;
- Analysing different models and approaches for inter-institutional teaching and research partnerships and cooperation relations, including collaboration with research entities, business/enterprises so as to contribute to sustainable development, economic growth and social inclusion;
- Raising awareness amongst European and Brazilian higher education institutions on the policy frameworks in which higher education and research collaboration take place, and to consider them in the institutional strategy development, the definition of strategic goals with regards to research agendas, academic mobility and innovation.

## Target groups

The main target groups of the ALISIOS project were both European and Brazilian **Governments and governmental agencies, Higher Education Institutions (HEIs) and networks** involved in international cooperation in the areas of higher education, research and innovation.

**Governments and governmental agencies** are responsible for the overarching policies, structures and funding of the international cooperation in higher education, research and innovation and need to bridge policy and practice and reach the relevant agents at the institutional level more systematically and efficiently.

The **HEIs** leadership and staff are the primary actors involved in mobility and joint research involving graduate students, PhD students, post-docs and staff and can be defined as the 'middle layer' in implementing major scholarship and cooperation programmes. They have been recognized as playing a fundamental role in fostering the mobility flows and ensuring their quality and sustainability. Therefore, the project activities and outputs were produced in order to help them to improve policies, support measures and tools in the implementation of those programmes.

The project outputs are also of particular importance to the **HEIs networks**, as they will dispose of relevant tools to answer to the demands for capacity building of their associated members in a larger scale.

# Methodology



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## Overview

The outcomes of the ALISIOS project result from a series of activities that include the organisation of **four public events** (three workshops and one final conference), the production of **three working papers** and a **final project report**, and the creation of **virtual communities of practice**. To support these activities, progressive dissemination of results and engagement of the relevant target groups and stakeholders, the project developed **online resources** (website and videos/ Web documentary) and Internet-based communities.

The working papers were produced in co-authorship in order to allow that the Brazilian and European perspectives were present. This reflected the approach used in the workshops, which provided valuable input to the working papers, and which were also designed in a way that ensured a balanced contribution from both sides of the Atlantic.

The project partners and stakeholders conducted also two **surveys regarding the implementation and the impact of the Science without Borders programme** on the European and Brazilian higher education institutions, whose analyses are published in this report.

In parallel with the development of the project, there were meetings of SwB Forum, gathering representatives from European countries and Brazilian HE organisations that provided a very important platform to share experiences, good practices and relevant findings, along with a wealth of diverse approaches to the management of mobility and processes to support successful mobility flows.

Presentations and reports of the workshops and minutes of the SwB Forum meetings were made available online allowing for dissemination and sharing of progress. They constitute also an important resource for a deeper understanding of the issues dealt with by the project.

Below you will find a summary description of these activities and information about where to find more about them.

## Project events

### Workshop 1

The first Workshop of the ALISIOS project, entitled “Brazil-Europe higher education cooperation: Lessons and opportunities from Science without Borders and beyond”, took place at the University of Saint-Louis in Brussels on 29 and 30 January 2014. The workshop was organised by the European University Association (EUA) as a pre-event of the EUA’s Council of Rectors’ Meeting.

The Workshop presented and discussed the current political strategies for HE internationalisation in Brazil and Europe; the articulation between these strategies and the programmes that support their implementation (such as Science without Borders, Erasmus +, Horizon 2020 and other programmes). It identified common priorities between Brazil and



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Europe in this field, such as partnership, two-way mobility/structured mobility and research collaboration; discussed means for better aligning and enhancing political investment and institutional implementation when it comes to the internationalisation strategies, with special reference to Europe and Brazil; and identified areas where national agencies in Europe, governments and institutions may work more closely together when it comes to partnership with Brazil (with special reference to Science without Borders).

## Workshop 2

The second Workshop of the ALISIOS project, entitled “Strategic cooperation with Europe and Brazil and the quality and sustainability of mobility”, took place at the Mar Hotel Congress Centre in Recife, Brazil, on 14 October 2014. The event was held during the 6th International Seminar and the 7th General Assembly of the Coimbra Group of Brazilian Universities (GCUB), one of the partners of the ALISIOS project. It was organised by GCUB in cooperation with the University of Bologna (ALISIOS partner) and the University of Coimbra (ALISIOS coordinator).

The workshop was structured around two main parts: the first addressed the integration of education, research and innovation into the Europe-Brazil cooperation; the second focused on achieving more quality in mobility through cooperation in the design of the mobility schemes.

The first round table shared information about the Brazilian and the European priorities in research and innovation and discussed how the internationalisation strategies of the universities are relating or can relate with those priorities. It was structured around the key idea that the mobility projects and other cooperation projects should be articulated with the transnational common priorities to be sustainable and have real impact.

The second round table focused on the importance of the international cooperation in the design of large-scale joint mobility schemes in order to guarantee the maximum impact and quality. Speakers were asked to present examples of mobility schemes where quality and quantity go hand in hand as the result of a previous joint design made by the participating universities based on in-depth international cooperation. The issue of the studies and diplomas’ recognition, and the potential structures and networks that support this, was also a topic brought to the discussion.

## Workshop 3

The third Workshop of the ALISIOS project, entitled “Enhancing recognition of degrees and credits between Brazil and Europe: Implications for collaboration, mobility and internationalisation”, took place in the Pantanal Convention Centre of Cuiabá, Mato Grosso, Brazil, on 25 April 2015. The event was held during the Conference of the Brazilian Association for International Education (FAUBAI), one of the partners of the ALISIOS project. It was organised by FAUBAI in cooperation with the European University Association (EUA – ALISIOS partner) and the University of Coimbra (ALISIOS coordinator).

The Workshop tackled the topic of recognition, both of degrees and of credit mobility, as this complex theme is essential for ‘flexibilising’ and internationalising the higher education sector. As many problems still persist between Brazilian and European universities, the workshop provided a number of important case studies, tools and reflections on how universities and systems can improve recognition procedures and how governments, agencies and other networks can support this endeavour.

It was structured around two main parts: the first addressed degree recognition – frameworks, tools and approaches; the second focused on credit recognition: advancing institutional partnership and incentivising mobility.



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## Final Conference

The Final Conference of the ALISIOS project took place on 28 October 2015 in Manchester, UK. The event was part of the 7th International Seminar and 8th General Assembly of the GCUB (ALISIOS partner), with the support of the University of Manchester. It was organised by the GCUB in cooperation with the University of Bologna (ALISIOS partner) and the University of Coimbra (ALISIOS coordinator).

The Conference focused on the topic of innovation in international university cooperation and invited several Brazilian and European experts, who showed us very interesting examples of mobility, education, research and innovation programmes, which combine quality, institutional involvement, sustainability and social impact. For instance, in the areas of teacher training, public health and climate changes, which are topics of interest not only for Brazil and Europe, but also for the world, in general.

The main outcomes of the ALISIOS project were disseminated and a set of key findings and recommendations regarding the topics of the conference and the issues addressed by the project over the last two years were also presented.

The reports of the workshops and final conference are available in the ALISIOS project website at: [www.alisios-project.eu/resources/project-events](http://www.alisios-project.eu/resources/project-events)

## Science without Borders Forum meetings

The Science without Borders (SwB) Forum, constituted by SwB coordinators in Europe and representatives of Brazilian university networks, which have sent grantees to Europe and other destinations within the framework of the programme, organised six meetings between 2013 and 2015.

The first meeting was in fact a brainstorming session at EUA headquarters in which the Forum members decided on the value of making an application to the Erasmus Mundus Action 3 for a project, which in the end led to ALISIOS. The second meeting took place in Istanbul back to back to the Conference of the European Association for International Education (EAIE) in September 2013, after the ALISIOS project approval by the European Commission. The next four meetings took place in Europe and Brazil within the scope of the ALISIOS project workshops and final conference, which were organised as part of larger events, such as general assemblies, international seminars and conferences promoted by the ALISIOS partner associations: EUA, GCUB and FAUBAI.

The face-to-face meetings were complemented by debates in the virtual communities of practice available in the ALISIOS website, such as the online CsF/SwB Forum, where the group members could interact and share information regarding the management of the SwB programme.

The minutes of the meetings are available in the online CsF/SwB Forum at [www.alisios-project.eu/community](http://www.alisios-project.eu/community)



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# Project outcomes

## Working papers

The ALISIOS project produced a series of three working papers (a.k.a. “short papers”), one after each workshop, and a final project report.

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 **final project report** provides the project target groups in Europe and Brazil, but also in other world regions, with an easy-to-read summary of the project’s main activities and outcomes over the last two years, and, in particular, with the project findings and key recommendations for the enhancement and coordination of university cooperation with international partners in academic exchange, research, and innovation activities. It also includes two analyses of the surveys conducted by the project and its stakeholders regarding the implementation and impact of the Science without Borders programme on European and Brazilian higher education institutions.

## Short Paper 1

The first short paper of the ALISIOS project, entitled "Understanding EU and Brazilian Higher Education and Research: Policies, Frameworks and Structures", 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 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 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.

## Short Paper 2

The second short paper, entitled "Internationalisation Strategies in Europe and Brazil and the Impact of the Science without Borders", provides an overview of internationalisation strategy development trends at the institutional, national and – where relevant - regional level in Europe and Brazil. It looks also in particular at the impact of the Science without Borders programme on European institutions regarding their internationalisation perspectives, citing the results of a survey conducted by the ALISIOS project, whose complete analysis you will be able to read in this project report.

## Short Paper 3



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The third short paper, entitled "Quality of Mobility in Europe and Brazil: Policies and Practices", reviews policy documents, tools and good practices for quality mobility, including the identification of obstacles and suggestions for overcoming them. It capitalises on the European and Brazilian experiences and it identifies concepts, practices, tools and procedures used in both contexts, where one can find specific features but also similarities and the possibility of building a common ground for joint collaboration.

A specific focus is devoted to the topic of recognition of study periods and degrees as central both to the quality of mobility and to the design, development and implementation of joint education programmes between Europe and Brazil.

The three papers are available in English and Portuguese in the ALISIOS website at:  
[www.alisios-project.eu/resources/project-publications](http://www.alisios-project.eu/resources/project-publications)

## Online resources

### Website

[www.alisios-project.eu](http://www.alisios-project.eu) is the official website of the ALISIOS project. It is both a promotional channel and an informative online resource about the project and its activities and outputs. The home page has a slide show featuring project events and other highlights. News, Events, Community, Resources and About are the other five sections that complete the website.

#### *Events*

This section presents the project events and other events related to the EU-Brazil cooperation on higher education, research and innovation.

#### *News*

This section presents news about the project and EU-Brazil cooperation on higher education, research and innovation.

#### *Community*

This section offers a virtual forum for communities of practice interested in the EU-Brazil cooperation on higher education, research and innovation.

#### *Resources*

This section is a sort of directory displaying ALISIOS project products, selected policy documents about Europe and Brazil higher education, research and innovation and other resources. You'll find also reference to relevant organisations and projects active in the strengthening of the EU-Brazil and EU-Latin America cooperation links.

#### *About*

This section presents the ALISIOS project: objectives, target groups, main activities and outputs and project partners.



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## Communities of Practice

The ALISIOS project website provides a virtual forum for communities of practice interested in the EU-Brazil cooperation on higher education, research and innovation. Members can post discussions, upload and share documents, schedule events and chat. The groups are private and the participation is free of charge.

Two virtual communities are currently active:

**1) the CsF/SwB Forum.** This Forum is led by the ALISIOS partner University of Bologna and it is constituted by the people involved in the coordination and implementation of the Brazilian scholarship programme "CsF - Ciência sem Fronteiras" (SwB - Science without Borders) in Europe, including several ALISIOS partner organisations. Through this virtual forum, complemented by face-to-face meetings, the group members interact more easily and share information regarding the management of the SwB programme. Other Higher Education institutions and organisations of HEI, which are sending and receiving SwB grantees, can be also members. Some Brazilian HEI representatives have already joined the Forum.

**2) the EU-Brazil Cooperation Group** is aimed at higher education professionals involved in cooperation and academic mobility with Europe and Brazil wishing to share and gain expertise and disseminate cooperation opportunities.

The project ends in December 2015, but we will keep the website and the virtual communities active so that all of those interested in the cooperation between Brazil and Europe can visit our website and participate in the discussion groups.

The communities can be joined at [www.alisios-project.eu/community](http://www.alisios-project.eu/community)

## Web Documentary

The ALISIOS project developed a web documentary with five sections (project, forum, workshops, short papers and Europe-Brazil academic cooperation) featuring short video interviews and testimonials about the project activities and results with experts in the field of EU-Brazil cooperation on higher education, research and innovation. Key documents about these topics produced by the European Commission and the ALISIOS project are also available.

The Web Documentary is a final output of the project that aims to enhance the project's visibility and worldwide promotion in the Internet and video channels, such as YouTube. It is also a more attractive and easy-to-share medium to disseminate the project results and experiences.

The Web Documentary is available at: [webdoc.alisios-project.eu/](http://webdoc.alisios-project.eu/)

## Surveys

Two surveys were conducted regarding the implementation and impact of the Science without Borders programme on European and Brazilian higher education institutions, as described in the next sections.



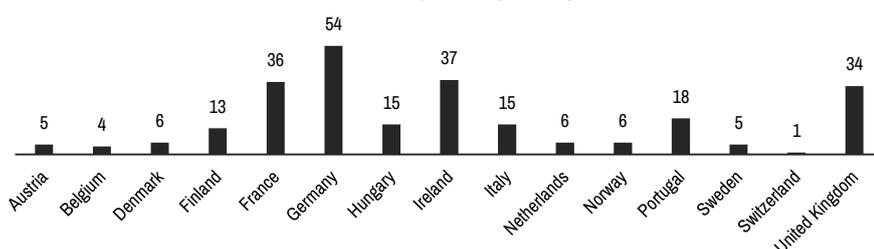
# Analysis of the Science without Borders survey in Europe

Summary of results, March 2015

Produced by EUA (Nina Kind and Elizabeth Colucci)

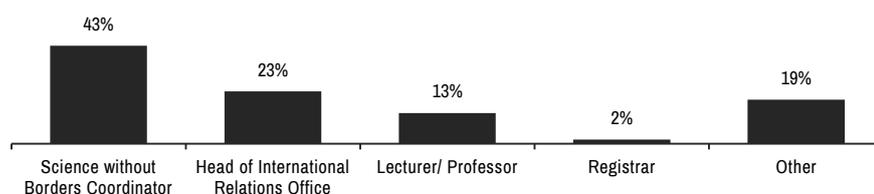
This ALISIOS survey was the first of its kind targeted at European higher education institutions across Europe, which have received students under the SwB programme. The objective was to receive comparable data across countries that would help to yield a better understanding of how SwB is affecting HEIs in Europe, and the general perception of the impact of the programme. The survey was jointly developed by the University of Coimbra (ALISIOS project lead) and the Irish national agency for Erasmus+/ Irish SwB National Co-ordinator, and supported by EUA. It was an agreed initiative by the 'SwB Forum', a group of national agencies coordinating SwB for their respective countries in Europe. The survey was open between December 2014 and January 2015 and received 255 institutional responses from 15 countries. Most responses were received from Germany, Ireland, France and the United Kingdom. In some countries (notably Ireland, Hungary, Portugal, Italy and the UK) the survey was filled out several times by different individuals in the same institution. For example, of the total 37 responses from Ireland, the survey was answered by 14 institutions. Due to the imbalance in responses, the survey results can of course not be seen as a comprehensive sample of European institutions receiving SwB students, but rather as a snapshot of perceptions and opinions on the SwB programme.

Chart 1 - responses by country



The majority of the respondents to the SwB survey were the Science without Borders Coordinator in the institution (43%), followed by the Head of the International Relations Office (23%) and Lecturer/Professor (13%). Other respondents were staff members of the International Relations Office or staff of other university services or departments. That 43% of the respondents that have a distinct coordinator for SwB indicates the magnitude of the programme and its demands in terms of administration.

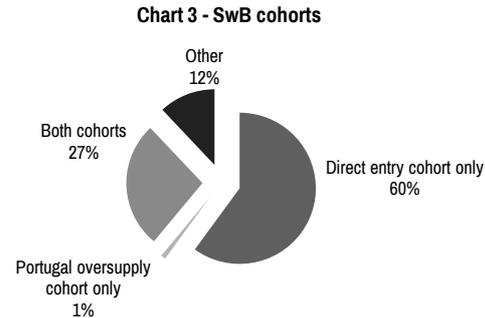
Chart 2 - Profile of the respondents



Most of the institutions started their involvement in the SwB programme in 2012 (52%) or 2013 (37%) and receive less than 50 students per academic year (72%) from the direct entry cohort only (60%). Institutions receiving more than 50 SwB students per academic year are mainly in



Germany, Ireland, Italy, Portugal and United Kingdom. Note that the survey did not ask the respondents to compare this with the previous number of students from Brazil that the institution received, which could be interesting to explore in the future.



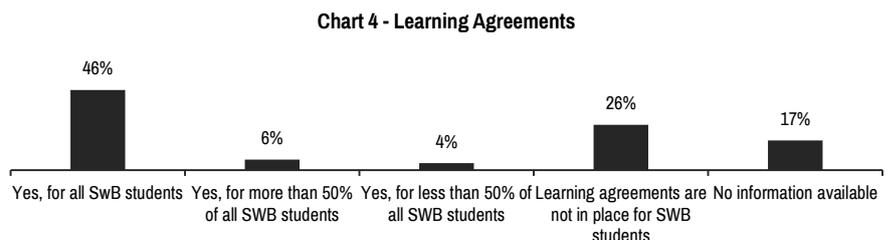
The main promotion and information channel at national level for the SwB programme is the National SwB coordinator, followed by the National Rectors' Conferences and the Erasmus+ National Agencies. Most institutions started to participate in the SwB programme as part of their institutional 'internationalisation' strategy (62%) as opposed to their national international strategy/ bi-lateral agreement with Brazil (44%). The number of bi-lateral agreements with Brazil is noteworthy though, and it should be reiterated that the programme is initiated through bi-lateral agreements between the Brazilian government (CAPES and CNPq) and respective countries, which agree to accept and place a certain number of students.

More than one half of the surveyed institutions promote their institution's participation in the SwB programme through a country specific national international education agency (e.g. DAAD, British Council, or similar) (52%), followed by the attendance at Brazil study abroad fairs (31%) and social media (26%).

With regards to the management of the programme, half of the institutions seem to encounter similar challenges as with other mobility programmes, whereas 37% of the institutions perceive the management of the SwB programme as more challenging. **The problems in the management are foremost attributed to issues with credit recognition, difficulties to find work placements, lack of or difficult communication with the home universities and insufficient language skills of the SwB students.**

**With regards to the academic performance and other competences, SwB students score relatively well compared to other international students.** They obtain slightly poorer evaluation results for their class attendance (32% evaluated it as fair or poor) and integration with the domestic student body (29% evaluated it as fair or poor).

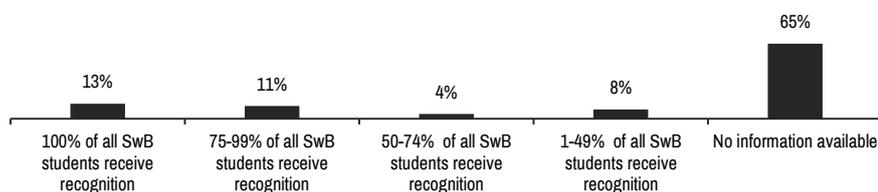
Learning agreements are in place for SwB students at 46% of the institutions, whereas at 26% of all institutions no learning agreements are used.





**Relatively little information exists on the recognition of studies at the Brazilian home institution.** Only 35% of the institutions have information on whether the studies of their SwB students are recognised once they return to their home university; of those institutions that have information on recognition, 66% confirm that all or most of their students have their studies/courses recognised once they return.

Chart 5 - Recognition of studies



In general the SwB programme has had positive impact at the participating institutions; but most see room for improvement. **Only 35% of all institutions have developed partnerships with Brazilian institutions through their participation in the SwB programme**, whereas 83% would like to develop more partnerships. Among the positive impacts of the SwB programme on the institution (mentioned in an open comment section) are diversification of the student population (cultural diversity) as well as internationalisation of the student body and the institution as a whole. Some institutions were able to establish new cooperation and partnerships, including joint research projects with Brazilian institutions. Other institutions also noted an increase of the institution's visibility abroad and a positive impact in the recruitment of new students.

On the other side, with regards to expectations regarding the SwB programme that have not yet been fulfilled, **the recognition of courses and study programmes (including formalised learning agreements) was frequently mentioned**. Other institutions wish to receive more SwB students (especially at post-graduate level) and to develop new/stronger partnerships with Brazilian institutions (for research, mobility, etc.). Other problems/expectations include the difficulties facilitating work placements for SwB students, better language skills of the SwB students and a **wish for more mobility from EU to Brazil**. Universities in Portugal in particular wished for a re-opening of the undergraduate call for Portuguese universities.

## Analysis of the Science without Borders survey in Brazil

*Summary of results, November 2015*

*Produced by the Foundation of Portuguese Universities (Pedro Barrias) and the Brazil-Europe Institute of the University of São Paulo (Moacyr Martucci Jr.)*

### Introduction

The Science without Borders (SwB) programme was an exceptional opportunity for the internationalisation of Brazilian higher education, opening up the country's higher education institutions (HEIs) to international cooperation and promoting student mobility. On the other hand, there was some criticism regarding a number of aspects: lack of participation of HEIs in designing the programme, limited contact with the host institutions, and difficulties in the recognition of the study abroad periods.

It is therefore important to examine the way in which the involvement of Brazilian universities in



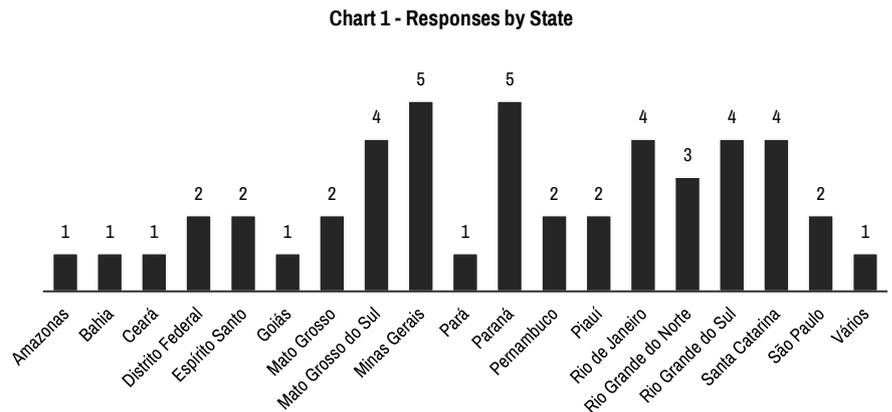
implementing the programme was put into effect and what their perceptions are with respect to the advantages of mobility and the programme's impact on the lives of students and institutions.

The data underlying the analysis contained in this report were gathered from September through November 2015. It consisted of a survey sent out to Brazilian universities whose students attended European and other foreign higher education institutions under the SwB programme. The results thus obtained complement the data of the parallel study carried out among European host universities.

### 1. Overall characterisation

The survey was answered by 45 Brazilian HEIs from 18 different States (Figure 1). The federal units with the highest number of respondents are Minas Gerais, Paraná, Mato Grosso do Sul, Rio Grande do Sul, Santa Catarina and Rio de Janeiro.

Contrary to what was the case with the survey sent out to European HEIs, each Brazilian university tended to submit only one response (with only UEMS and UFGD submitting more than one response). 74% of participating universities are public institutions and only 26% are private (*i.e.*, community, denominational, or private in the strict sense of the word). Most of the responses (49%) came from federal universities and were provided either by the programme coordinators (55%) or the Directors of International Relations Offices (47%)<sup>1</sup>.

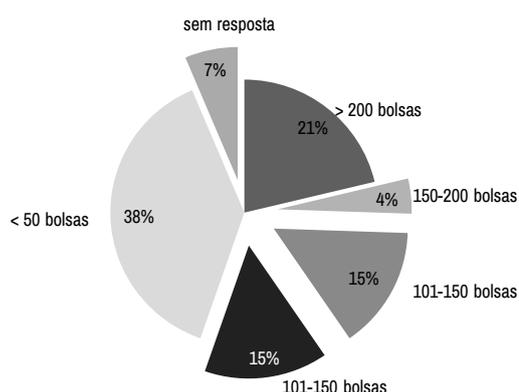


Most institutions (89%) were first involved in the SwB programme in 2012 and have had less than 50 SwB grantees per academic year. Only 21% of the institutions in the survey have had more than 200 grantees per academic year (Chart 2).

<sup>1</sup> In a number of cases respondents described themselves as performing various functions within the institution, which explains why the number of responses is higher than the total sample.

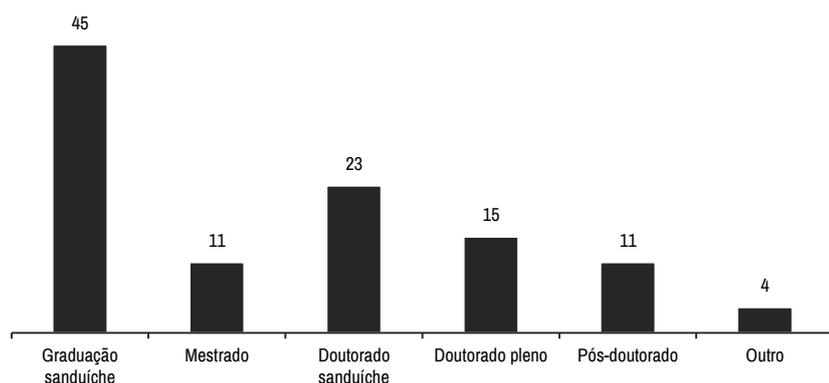


Chart 2 – Number of SwB grants at surveyed HEIs, per academic year



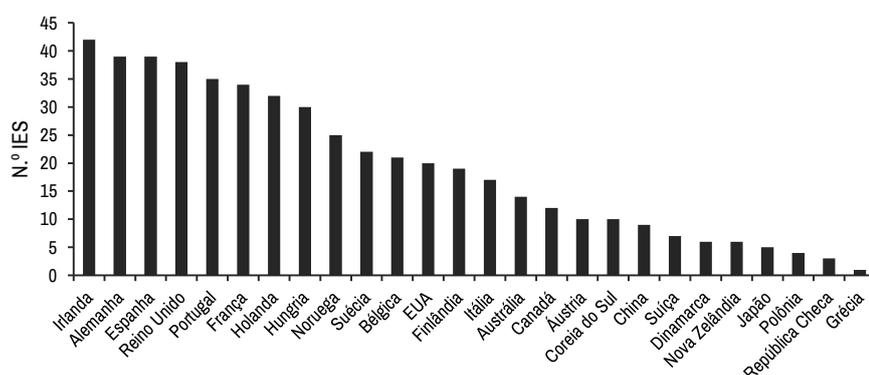
96% of surveyed institutions are attended by students who benefit from SwB as “sandwich” undergraduates, while 50% have “sandwich” doctoral students (Chart 3). Full attendance modality, involving study abroad for the duration of a given study level or cycle, has fewer participants, which seems to be directly related to one’s level of commitment as well as to the lower number of available grants in said modality.

Chart 3 - Number of HEIs with grantees per study level



The list of destinations favoured by the students of the institutions covered by the survey is dominated by European countries. In fact, 93% of the institutions in question have sent their students to Ireland, 86% to Germany and Spain, 84% to the UK, 78% to Portugal and 76% to France. 44% sent their students to the USA and only 2% to China (Chart 4).

Chart 4 - Countries of destination

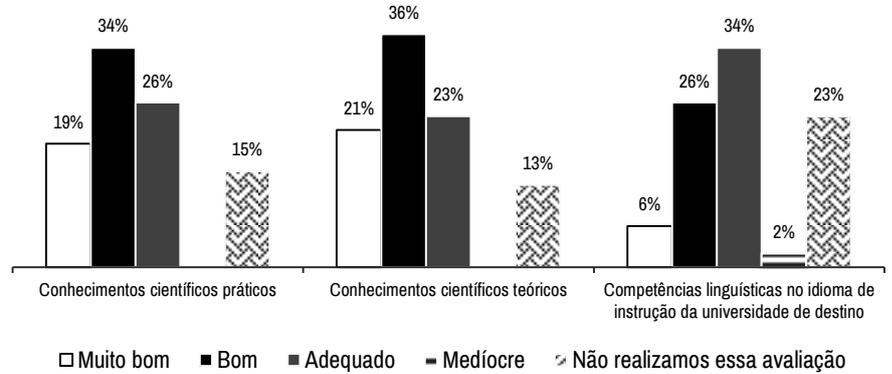




## 2. Programme impact on students

The universities covered by the survey commented on the academic performance of students with SwB grants. Although their overall assessment is positive, it is clear that language skills with respect to the language of instruction at the host institution is where students tend to perform worse (with only 32% of students doing well or very well).

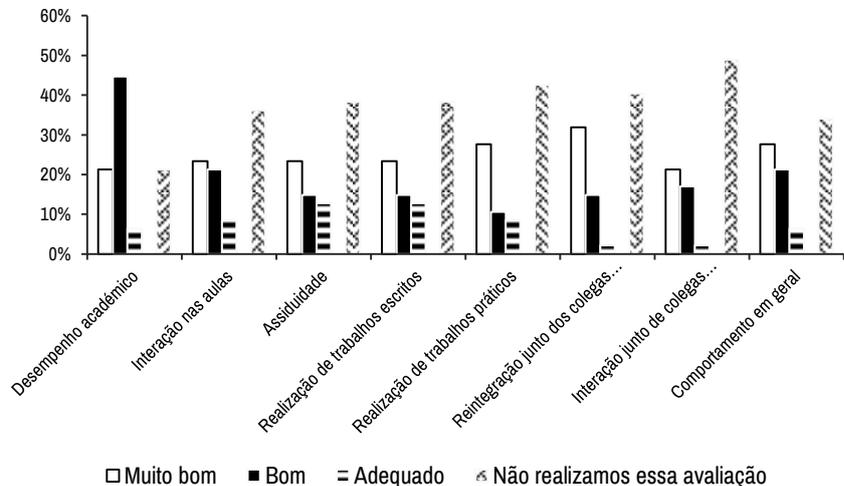
Chart 5 - Knowledge level of the SwB grantees



With regard to behaviour and performance changes in Brazilian students after their mobility period abroad, it should be noted that there is much inertia on the part of home institutions, with more than a third failing to make any evaluation at all. Evaluations have been more extensive with regard to academic performance, and therefore more data exist in this area, but the fact remains that no less than 21% of institutions failed to evaluate the impact of the students' mobility period.

Therefore, given the high percentage of institutions that failed to carry out the evaluation part, extrapolation from the data shown in Chart 6 has its limitations. Notwithstanding, it is important to highlight academic performance, greater classroom interaction and the process of reintegration with colleagues back at the home institution as those aspects where behaviour is more positive. Academic performance (with a combined 66% of "Good" and "Very Good" evaluations) is the single aspect where behaviour shows to be more positive, which may be attributed not only to the students' greater motivation and involvement in activities (reported as a positive impact of the programme in Table 1) but also to the programme's selection criteria.

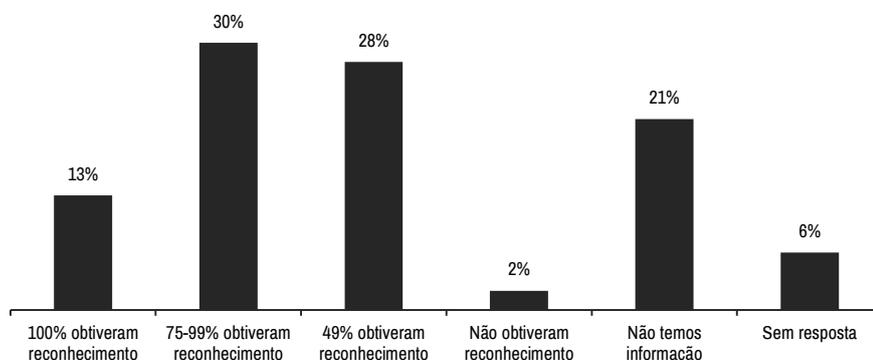
Chart 6 - Students' behaviour after the SwB mobility





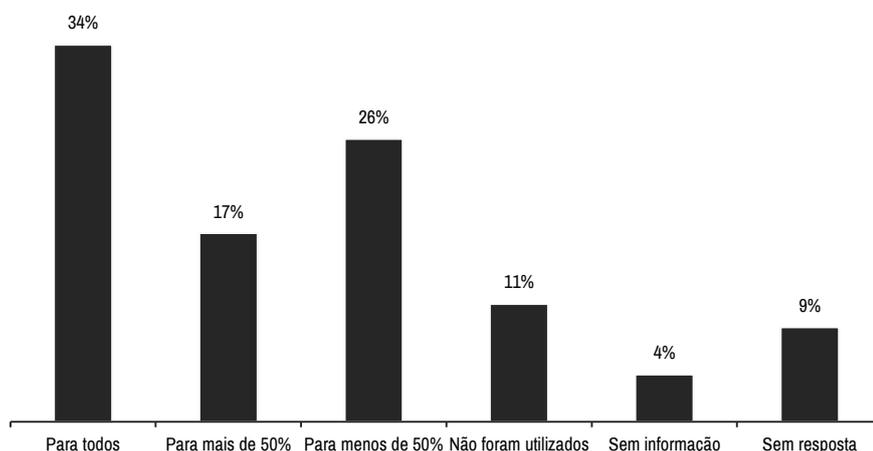
One of the issues viewed as problematic upon return is academic recognition of the study abroad period through the awarding of credits for subjects completed at the host university. This is confirmed by the survey, which shows that only 13 % of institutions provided such recognition for all their students. Between 75% and 99% of students had credits assigned in 30% of the universities in the survey.

Chart 7 - Recognition of studies



The difficulties inherent in credit recognition seem to have to do not only with the fact of non-comparability between education systems but also with the occasional inexistence of pre-established agreements or study plans for the mobility period, containing a detailed description of the courses to be completed at the host university and recognition of those courses upon return. This is confirmed by the data shown in Chart 8: only 34% of the institutions involved had study agreements for all types of mobility. Not only that, but 26% of universities had agreements for less than half the mobile students and 11% did not even use this tool.

Chart 8 - Learning Agreements



The data from this survey are not entirely similar to those of the survey of European institutions, according to which the percentage of institutions with learning agreements for all students was 46% and more than 26% of universities did not resort to this tool. The discrepancy is likely to derive from the fact that the two data collection times were more than 10 months apart, and that changes in attitude in this regard must have occurred in the meantime. It should be pointed out that the percentage of institutions where no learning agreement existed more than halved from one survey to the next.



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### 3. Programme's impact on Brazilian institutions

The implementation of the programme in Brazilian higher education led to an opening up of the country's universities and fostered internationalisation processes. This in turn caused the institutions involved to face significant challenges. As far as the programme's management is concerned, 43% of the institutions view the programme as more demanding/ presenting more challenges than the other mobility programmes, while 34% appear to encounter challenges that are similar to those presented by other mobility programmes. Comparison with the results of the survey of European institutions shows that Brazilian universities have identified greater challenges in the programme.

|  | N.º de respostas |
|--|------------------|
| Aprendizagem de idiomas/Remoção de barreiras linguísticas  | 12               |
| Aumento de visibilidade internacional da instituição   | 11               |
| Aumento de oportunidades de cooperação internacional   | 10               |
| Acesso a oportunidades de mobilidade por parte de estudantes com menores condições financeiras     | 8                |
| Aumento do interesse dos alunos pela experiência de mobilidade                                     | 7                |
| Maior motivação e envolvimento em atividades por parte dos estudantes                              | 6                |
| Novos valores e atitudes por parte dos estudantes  | 6                |
| Aumento da pressão para introdução de mudanças curriculares nos cursos de graduação                | 3                |
| Primeiras oportunidades de mobilidade na instituição   | 3                |
| Experiência internacional para os docentes   | 2                |
| Capacitação administrativa da Direção de Relações Internacionais                                   | 1                |
| Empregabilidade dos alunos   | 1                |
| Mais valorização do docente  | 1                |
| Oportunidade de frequentar disciplinas realizar pesquisas diferentes das áreas ofertadas no Brasil | 1                |

**Table 1**

The institutions in the survey were able to conclude that the programme led to positive results, especially in terms of removing language barriers, increasing visibility of Brazilian universities at the international level and promoting international cooperation (Table 1). Ultimately the programme's impact was also reflected in the way the institutions are run, as pressure began to be felt with a view to establish or strengthen internationalisation-related departments and to change the curriculum in order to ensure innovation and greater comparability between European and Brazilian higher education.

Although the SwB programme had a positive impact on participating institutions, there seems to be room for improvement: in fact, participation in the programme allowed only 51% of universities to develop partnerships with European institutions, although more than 91% wish to develop more partnerships. The same applies to the responses to the survey of the European institutions.

Despite the positive impact, there was criticism on the part of Brazilian universities, which report frequent communication problems with CAPES and CNPq – especially in the programme's initial stage – as well as lack of contact (limited to a bare minimum and invariably initiated by the students) with the host universities.

With regard to as yet unfulfilled expectations, Brazilian universities list mainly the following: the Social Sciences and Humanities are still not eligible as a priority field; there is little communication with the programme coordinators; there is little involvement of the home universities in their students' personal paths; there is a need for standardised criteria to assess study abroad; and there are few agreements with foreign institutions.

For expectations to be fully met, respondents feel that the following improvements should be made in the way the programme is managed:

- a) at governmental level:
  - i. to improve communication between the funding agencies and higher education institutions;



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- ii. to expand the programme's priority areas so as to include the Social Sciences and Humanities;
  - iii. to ensure greater HEI involvement both in planning the programme and choosing the host institutions and to allow universities greater autonomy with regard to managing the mobility process;
  - iv. to refine and standardise the student selection criteria (*e.g.* student performance coefficient, failing and drop-out rates, degree completion period);
  - v. to make learning agreements a compulsory prerequisite for mobility;
  - vi. to set evaluation criteria for study abroad and make progress reports written by the students mandatory;
  - vii. to ensure the involvement of mobility programme experts, especially in connection with mobility to Europe;
- b) at the institutional level:
- i. to strengthen human resources in the offices where mobility programmes are managed or to establish such a service in the institutions where it does not exist;
  - ii. to define study plans/agreements prior to students' departure;
  - iii. to foster greater involvement of course coordinators;
  - iv. to provide course recognition assurance or greater flexibility in the credit assignment processes;
  - v. to foster greater commitment to the SwB programme on the part of the institutions' various sectors;
  - vi. to set up more detailed evaluation processes after the students' return.

Finally, with regard to how Brazilian universities behaved before, during and after mobility, one may conclude that:

- prior to the beginning of the mobility period, most institutions held preparatory lectures, meetings and/or workshops on multiculturalism and provided assistance for the legal procedures deemed necessary to complete the student application;
- during mobility, students were monitored via e-mail, social networks or, in some cases, mandatory regular reporting;
- after the mobility period, international relations offices tend to be less in touch with students, since by then procedures are mostly of an academic nature (credit assignment/ recognition of studies) and are often limited to giving preliminary information on these topics. In addition, many institutions also require the submission of a final report on the work carried out while abroad and get students to participate in seminars for the promotion of internationalisation, where they are asked to share their experience.



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## Key findings and recommendations

The project key findings and recommendations are based on the experience of the partners of the ALISIOS project, as well as on the results of the joint activities and dialogue with project stakeholders and target groups, such as EU and Brazilian government authorities, agencies involved in the development of large-scale mobility programmes and research and innovation agendas, leadership of higher education institutions, international relations officers, academics, researchers and students.

The ALISIOS project joined together different types of partners:

- individual HEIs: the University of Coimbra (UC) and the University of Bologna (UNIBO), both key players in the implementation of the Science without Borders' programme in Portugal and Italy and of several EU-funded programmes at institutional level; the University of Sao Paulo, which hosts the coordination of an institute composed of European and Brazilian HEI, the Institute for Studies Brazil-Europe (IBE), whose main goal is to strengthen higher education in Brazil and to promote mutual understanding between the institutions and societies of Brazil and the European Union;
- a conference of rectors: the Portuguese Conference of University Rectors (CRUP), which acts via the Foundation of the Portuguese Universities (FUP) as the national responsible body for the Science without Borders' programme and other educational cooperation programmes in Portugal;
- two associations of HEIs: the European University Association (EUA) and the Coimbra Group of Brazilian Universities (GCUB), which play a pivotal role in the debate of issues which are crucial for universities in relation to higher education, research and innovation in Europe and in Brazil;
- one governmental agency: Campus France, specialised in the internationalisation and promotion of French HE, academic mobility and international student services;
- an association of international relations professionals: the Brazilian Association for International Education (FAUBAI), which gathers Brazilian university professionals working in the field of internationalisation capacity building and training and in the promotion of Brazilian HEI.

The partners shared a common denominator, which is the management and advancement of higher education and research both at national and transnational levels, and they all agreed that further actions were needed to respond to today's challenges and opportunities created by the several EU and Brazil large-scale programmes on international cooperation. By their varied nature they were able to reach out to the diverse range of target groups and stakeholders relevant in the project context.

The ALISIOS project activities and outputs, and these findings and recommendations, in particular, aim at providing tangible suggestions for the enhancement and coordination of university cooperation with international partners and contributing to the enhanced development of the potential of the Euro-Brazilian partnerships in academic cooperation, research, innovation and exchange.

# Key findings



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1. Large-scale mobility programmes, such as Science without Borders and Erasmus Mundus Action 2, foster international cooperation in higher education and research. For instance, Science without Borders put Brazil on the map of international education and caught the attention of European and other world higher education institutions that were perhaps not within the reach of many Brazilian universities previously. Europe was the top destination of SwB grantees.
2. Mutual understanding of the overarching frameworks for education, research and innovation, strategic development of the international dimension of higher education, and flexible regulatory environments are essential for sustainable cooperation between different regions.<sup>2</sup>
3. Programmes and initiatives (such as SwB) that fund and promote large-scale mobility flows need to take advantage of the tools and structures provided by the European Higher Education and Research Areas. The EURAXESS Links Brazil is a key source of information for both Brazilians and Europeans in this regard.<sup>3</sup>
4. There are many difficulties at the operational (quality of mobility) and the institutional (strategic and structural support) levels when dealing with large-scale mobility flows. HEIs have to find ways to ensure that the funding available is used in the most efficient and effective way and that the mobility experience is rewarding for students and staff. This can entail: a) putting in place support structures for student and staff mobility, collecting data on mobility and evaluating the student experience, embedding mobility in inter-institutional partnerships, and designing strategies to resource this appropriately.<sup>4</sup>
5. The right to recognition of studies and qualifications is enshrined in the UNESCO regional Recognition Conventions; each Contracting State is obliged to adopt all national and international measures that are required to facilitate it. Recognition underpins mobility, joint degrees, and institutional collaboration. It combats university isolationism and drives economic growth.<sup>5</sup>
6. Exchange of experience on the recognition of degrees and periods of study between Europe and Brazil is important. Changes and adaptations have to be made in the institutional procedures and policies for recognising studies abroad. This path was also complex and long in Europe. It requires a lot of capacity building and it is not yet completed in several European countries, but it is critical in order to advance internationalisation. Science without Borders 2.0 should take in what was learned in that regard.
7. Countries should strive for equal access to mobility and a more balanced participation of all students, with specific measures to support underrepresented groups. The Science without Borders' programme is a good example as it turned out to be an important instrument for social inclusion of economically and socially disadvantaged students and

<sup>2</sup> The ALISIOS project produced two working papers about these topics. They are available at: [www.alisios-project.eu/resources/project-publications](http://www.alisios-project.eu/resources/project-publications)

<sup>3</sup> <http://ec.europa.eu/euraxess/index.cfm/links/eurRes/brazil>

<sup>4</sup> See the ALISIOS Short Paper on the Quality of Mobility available at [www.alisios-project.eu/resources/project-publications](http://www.alisios-project.eu/resources/project-publications)

<sup>5</sup> See the report of the 3rd ALISIOS Workshop: [www.alisios-project.eu/outputs/ws3](http://www.alisios-project.eu/outputs/ws3) and the ALISIOS Short Paper on the Quality of Mobility: [www.alisios-project.eu/resources/project-publications](http://www.alisios-project.eu/resources/project-publications)



gave more opportunities to students in institutions with little or no experience in student exchange and international partnerships<sup>6</sup>.

## Recommendations

### Governmental authorities

#### Authorities responsible for the EU-Brazil Higher Education, Science and Technology High-level Policy Dialogues:

- EU Directorate General for Education and Culture (DG EAC)
- EU Directorate General for Research and Innovation (DG RTD)
- Brazilian Ministry of Foreign Affairs (MRE)
- Brazilian Ministry of Science, Technology and Innovation (MCTI)
- Brazilian Foundation for the Coordination of Improvement of Higher Education Personnel (CAPES) of the Ministry of Education

1. There should be created a permanent steering committee and support working groups/ forums to elaborate roadmaps to further develop the Euro-Brazilian bilateral cooperation in higher education and carry out the necessary follow-up under the Higher Education Policy Dialogue, as it is successfully being done within the Science and Technology Policy Dialogue between the two regions (for instance through the SFIC – Strategic Forum for Science and Technology Cooperation).
2. The EU-Brazil Rectors' Forum<sup>7</sup> should continue its activities, at least annually. It should ensure the permanent participation and follow-up of European and Brazilian relevant stakeholders such as the European University Association, representatives of Brazilian Conferences of Rectors and heads of university networks.
3. More visibility should be given to the EC multi-annual roadmaps for international cooperation with Brazil and these should include specific activities related to mobility of students, researchers and staff. Events such as the “Tour of Brazil” and “Destination Europe” should be intensified and widespread over more Brazilian regions. Similar actions aimed at promoting Brazil as a study and research destination should be supported by the Brazilian government with Brazilian HEIs and agencies in Europe to reduce the imbalance of the mobility flows between the two regions.
4. Capacity building in the area of internationalisation of the HEIs should be emphasised within the High-level Policy Dialogue and more resources should be invested to this aim. The example of the INCONTACT network for Horizon 2020 could be used to develop a network of national contact points and experts supporting the participation of European, Brazilian and other non-European countries in the development of higher education, training and capacity building projects under Erasmus+.

<sup>6</sup> For further information on the topic of social inclusion in mobility, see ALISIOS Short Paper 3: [www.alisios-project.eu/resources/project-publications](http://www.alisios-project.eu/resources/project-publications)

<sup>7</sup> A follow-up action agreed at the EU-Brazil HE Policy Dialogue held on 18 October 2013. The first and only forum so far took place in February 2014.



5. The Brazilian and the European funding programmes and calls should be discussed among the relevant authorities and stakeholders in both regions, and mechanisms designed to maximise joint participation. Examples of good practice are the establishment of a National Contact Point for H2020 applications in Brazil<sup>8</sup> and the recent agreements between the EU and the Brazilian governmental and state research funding agencies such as CONFAP and FAPESP<sup>9</sup>.
6. The recognition of studies and degrees, which have proved essential in the context of HE internationalisation in a global context, should be addressed at national/regional level, at least in terms of general frameworks. A Recognition Working Group with the participation of European and Brazilian stakeholders should be created for the advancement of the recognition practices between Europe and Brazil and vice-versa<sup>10</sup>.

### Ministries of higher education, science, technology and innovation in Brazil and Europe

1. The creation of mobility projects and other international cooperation programmes in the fields of education, training and research should be discussed with the university sector. In this way, ministries increase the chances of ensuring that national and transnational priorities and the institutions' missions and needs are aligned and trigger institutional involvement, quality, sustainability and social impact.
2. Maximising mobility flows implies fostering institutional involvement and development of internationalisation strategies. This includes aligning quality assurance and evaluation with mobility strategies and institutional development. Capacity building initiatives addressing this aspect should be part of the design of large-scale mobility programmes.
3. Large-scale academic mobility programmes, totally or partially funded by governments, require systemic evaluation and monitoring in cooperation with higher education institutions. In this way, possible problems can be identified and improvement measures implemented. Moreover, important questions can be addressed, such as whether the programme is achieving its goals, how it is impacting students in their study careers and professional life and whether or not there is a demonstrable 'return on investment'. State level monitoring can also support and incentivize HEIs to create their own mobility monitoring systems.
4. Higher education regulatory bodies together with university leadership should promote the development of study programmes based on credits and learning outcomes. It can be shown that a learner-centred approach that includes workload-based credits, linked to learning outcomes and level descriptions, can be generalised and shared in a wide variety of academic contexts in the world, thus enhancing student mobility and studies recognition across countries. The European Credit Transfer and Accumulation System (ECTS) and the Latin American Reference Credit system (CLAR), in particular, need further promotion and take-up<sup>11</sup>.

<sup>8</sup> [http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020\\_localsupp\\_brazil\\_en.pdf](http://ec.europa.eu/research/participants/data/ref/h2020/other/hi/h2020_localsupp_brazil_en.pdf)

<sup>9</sup> Details about these agreements can be found at <http://ec.europa.eu/research/iscp/index.cfm?lg=en&pg=brazil>

<sup>10</sup> The recognition of studies and qualifications in a global context, beyond the EHEA, is a priority of the Bologna Process and the suggested exercise between Europe and Brazil could help both regions to improve or put into practice recognition procedures with other non-European countries with which they exchange students.

<sup>11</sup> See the presentation about the ECTS and the CLAR systems made by Pablo Beneitone (University of Deusto and Tuning Academy) during the 3rd Workshop of the ALISIOS project in Cuiaba on 25 April 2015: [www.alisios-project.eu/outputs/ws3](http://www.alisios-project.eu/outputs/ws3)



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5. Higher education regulatory bodies together with university leadership should promote the development of more flexible and interdisciplinary curriculum structures. Different countries have different curricula and that can be positive and enriching rather than negative and incompatible. Important contributions for this debate can be found in the White Paper on the reform of the Brazilian higher education published by the Brazilian Academy of Sciences in 2004, where the length and the scope of the degree programmes, especially at the undergraduate level, are discussed based on the European Bologna Model<sup>12</sup>.

## Higher Education Institutions

### Institutional leadership and study programme coordinators

1. Institutional leadership should embed mobility in the overall internationalisation strategy development, both in the global aims of the institutions' strategy (fitness of purpose) and in the associated quality assurance mechanisms (fitness for purpose). This includes aligning quality assurance and evaluation with mobility strategies and institutional development.
2. Institutional leadership need to raise the awareness of the staff about the overarching national and international frameworks, policies and structures in which higher education and research collaboration take place and of the political and institutional relevance of the quality of mobility.
3. Institutional leadership must support the development of an internal "culture of recognition" towards the education received abroad, which goes beyond the political agreements and administrative tools and regulations. The difficulties encountered by the holders of foreign degrees are huge and recurrent and can be an impediment to mobility between higher education systems.
4. Institutional leadership must invest in the professionalization of the staff dealing with international cooperation partnerships and mobility programmes, as well as in the welcoming and support services for incoming students and staff, so as to ensure that the funding available is used in the most efficient and effective way and that the mobility experience is rewarding for students and staff<sup>13</sup>.
5. Study programme coordinators and other academic tutors have to be involved in the whole mobility process, from the elaboration of the study plan/ learning agreement to the recognition of the courses taken abroad after the return of the students, so as to ensure quality of the mobility experience at the educational level.
6. Study programme coordinators should foster mobility at the doctoral level, especially through international collaborative study/ placement exchange schemes focusing on the training of students with an entrepreneurial profile and an interdisciplinary vision

<sup>12</sup> White Paper of the Brazilian Academy of Sciences: "Subsídios para a reforma da educação superior", November 2004 available at: [www.abc.org.br/IMG/pdf/doc-6680.pdf](http://www.abc.org.br/IMG/pdf/doc-6680.pdf)  
Check also the presentations about these topics made during the during the 3rd Workshop of the ALISIOS project in Cuiaba on 25 April 2015: [www.alisios-project.eu/outputs/ws3](http://www.alisios-project.eu/outputs/ws3)

<sup>13</sup> The intercultural dimension of cooperation projects and learning about the culture of others by all of those involved, such as administrative staff, academic staff and students, should be taken into account for the successful management of projects and in order to facilitate exchanges between partner organisations.

able to solve complex problems and implement innovative solutions regarding contemporary societal challenges. The Principles for Innovative Doctoral Training<sup>14</sup> published by the EC Directorate-General for Research & Innovation should be taken into account in this regard.

7. In their internationalization strategies, HEIs should use university networks and partnerships to successfully develop and implement structured mobility programmes. This type of programmes generates closer cooperation with partners at faculty and administrative levels, facilitates the recognition of studies, improves the quality of the mobility experience, enhances the internationalisation of the courses and of the HEIs, and the development of employability/university-industry relations (in the case of placements)<sup>15</sup>.



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<sup>14</sup> [http://ec.europa.eu/euraxess/pdf/research\\_policies/Principles\\_for\\_Innovative\\_Doctoral\\_Training.pdf](http://ec.europa.eu/euraxess/pdf/research_policies/Principles_for_Innovative_Doctoral_Training.pdf)

<sup>15</sup> Examples of good practice are the PAEC-OEA-GCUB, PLI, CIFRE, BRAFITEC, BRAFAGRI, CAPES-COFECUB and Erasmus Mundus Joint Masters and Doctorate programmes.



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## Conclusion

In an increasingly globalised world, in which the student mobility flows and the HE services grow exponentially, the higher education institutions have to include the internationalisation dimension in their strategic planning, management processes and quality assurance mechanisms.

The simpler and more traditional perspectives about internationalisation, understood both as inter-institutional cooperation and competition for talent and resources in the global arena, have to be treated in a wider integrated internationalisation perspective, which manages to direct all activity areas of an institution, in a joint effort, to educate and train its students to be world citizens, with personal and professional fulfilment, able to respond to the contemporary challenges.

It is clear today that in order to carry out their local mission, their responsibility towards their surrounding communities, the higher education institutions must be efficient in their global planning, which has to include both external relations and ways of internalising the international dimension.

The internalisation of the internationalisation dimension in the mission of the higher education institutions requires, however, new approaches regarding the design of the strategic planning and the implementation of management processes and support systems. Simultaneously, it requires a huge effort in the mobilisation of the academic community to support the transition from a comfortable existence locally focused to the challenges of the global citizenship and responsibility.

# Annexes



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## Annex 1 - Questions of the Science without Borders survey in Europe

1. Please select your country from the drop-down menu:

- Austria (1)
- Belgium (2)
- Czech Republic (3)
- Denmark (4)
- Finland (5)
- France (6)
- Germany (7)
- Hungary (8)
- Ireland (9)
- Italy (10)
- Netherlands (11)
- Norway (12)
- Portugal (13)
- Russia (14)
- Spain (15)
- Sweden (16)
- United Kingdom (17)
- Ukraine (18)
- Other (19)

Answer If Please select your country from the drop-down menu: Other Is Selected  
Please specify your country:

2. Please provide the city and name of your institution:

- Name of institution (1)
- City (2)

3. What is your position?

- Head of International Relations Office (1)
- Science without Borders Coordinator (2)
- Registrar (3)
- Lecturer/Professor (4)
- Other (5) \_\_\_\_\_

4. In which year did your institution start with the Science without Borders programme?

- 2012 (1)
- 2013 (2)
- 2014 (3)
- 2015 (4)

5. What are your institution's cohorts of participation?

- Direct entry cohort only (1)
- Portugal oversupply cohort only (2)
- Both cohorts (3)
- Other (4) \_\_\_\_\_

6. How many SwB students do you receive per academic year?

- More than 200 (1)
- 151-200 (2)
- 101-150 (3)
- 51-100 (4)
- Less than 50 (5)

7. In which framework did your institution start its involvement in the Science without Borders programme?

- As part of our national international education and/ or research strategy/ bi-lateral country agreement with Brazil (3)
- As part of our institutional international education strategy/ institutional 'internationalisation' strategy (1)
- Other (2) \_\_\_\_\_

8. How did your institution first hear about the Science without Borders programme?



- National Coordinator (1)
- National Rectors' Conference or similar (2)
- Erasmus+ National Agency (3)
- Brazilian Embassy (4)
- National Embassy (5)
- Media/ Internet (6)
- Other state agency (7) \_\_\_\_\_
- Other (8) \_\_\_\_\_

9. How would you compare the following competences of Science without Borders students compared to other international students (incl. Erasmus students)?

|   | Very good (1) | Good (2) | Fair (3) | Poor (4) |
|---|---------------|----------|----------|----------|
| Language competences in the language of instruction |               |          |          |          |
| Specific theoretical knowledge                      |               |          |          |          |
| Specific practical knowledge                        |               |          |          |          |

10. How would you evaluate the academic performance of Science without Borders students compared to other international students (incl. Erasmus students)?

|                 | Very good (1) | Good (2) | Fair (3) | Poor (4) |
|-----------------|---------------|----------|----------|----------|
| Written tests   |               |          |          |          |
| Oral tests      |               |          |          |          |
| Practical tests |               |          |          |          |

11. Does your institution have learning agreements in place for Science without Borders students?

- Yes, for all SwB students (1)
- Yes, for more than 50% of all SWB students (2)
- Yes, for less than 50% of all SWB students (3)
- Learning agreements are not in place for SWB students (4)
- No information available (5)

12. What percentage of your Science without Borders students get their studies recognised at their Brazilian home institution?

- 100% of all SwB students receive recognition (1)
- 75-99% of all SwB students receive recognition (2)
- 50-74% of all SwB students receive recognition (3)
- 1-49% of all SwB students receive recognition (4)
- No information available (5)

13. How would you evaluate the behaviour of Science without Borders students?

|                                     | Very good (1) | Good (2) | Fair (3) | Poor (4) |
|-------------------------------------|---------------|----------|----------|----------|
| Classroom interaction               |               |          |          |          |
| Attendance at classes               |               |          |          |          |
| Completion of written assignments   |               |          |          |          |
| Completion of practical assignments |               |          |          |          |



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|   |  |  |  |  |
|---|--|--|--|--|
| Integration with the domestic student body                  |  |  |  |  |
| Integration with the rest of the international student body |  |  |  |  |
| General conduct/behaviour                                   |  |  |  |  |

14. How would you evaluate the management and administration of the Science without Borders programme?

- Same challenges as with other international mobility programmes (1)
- More challenging than other international mobility programmes (2)
- Less challenging than other international mobility programmes (3)
- Other (4) \_\_\_\_\_

15. How does your institution promote your Science without Borders participation in Brazil?

- Through a country specific national international education agency - e.g. DAAD, British Council (1)
- Through an EU agency - e.g. Commission Office (2)
- Through another specific national body - e.g. industrial agency, overseas investment agency (3)
- Through a locally based agent (4)
- Through attendance at Brazil study abroad fairs (5)
- Through social media (6)
- Other (7) \_\_\_\_\_

16. Have you developed more partnerships with Brazilian universities as a result of SwB?

Yes (1)

No (2)

17. Would you like to develop more partnerships with Brazilian universities via the SwB programmes?

Yes (1)

No (2)

18. Please list one positive impact of the SwB programme in your university:

19. Please list one expectation regarding the SwB programme that has not yet been fulfilled:



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## Annex 2 - Questions of the Science without Borders survey in Brazil

This survey was conducted among the Brazilian HEIs in Portuguese.

1. Por favor, indique o nome da sua cidade e da sua instituição:

- Cidade:
- Instituição:

2. Qual a sua função na sua instituição?

- Diretor de Relações Internacionais
- Coordenador do programa CsF
- Funcionário dos serviços académicos
- Professor
- Outro

3. A partir de que ano é que a sua instituição iniciou a participação no CsF?

- 2012
- 2013
- 2014
- 2015

4. Quantos estudantes da sua instituição recebem bolsas CsF por ano letivo?

- Mais de 200
- 151-200
- 101-150
- 51-100
- Menos de 50

5. Qual o nível de estudos dos bolsistas CsF da sua instituição?

- Graduação sanduíche
- Mestrado
- Doutorado sanduíche
- Doutorado pleno
- Pós-doutorado

6. Para que países foram os bolsistas da sua instituição?

- Alemanha
- Áustria
- Bélgica
- República Checa
- Dinamarca
- Finlândia
- França
- Grécia
- Hungria
- Holanda
- Noruega
- Irlanda
- Polónia
- Portugal
- Espanha
- Suécia
- Suíça
- Reino Unido
- Outro: Qual?

7. Descreva, resumidamente, como se processou a participação da sua instituição no programa CsF no



que se refere a:

- ingresso no programa
- relação com os órgãos de fomento do CsF no Brasil
- preparação dos estudantes
- comunicação e relacionamento com a instituição de destino dos estudantes, antes e durante o período de mobilidade
- acompanhamento dos estudantes no período de permanência no exterior
- reintegração dos estudantes após o retorno ao Brasil

8. Como avalia o nível dos bolsistas CsF da sua instituição no que concerne:

|  | Muito bom | Bom | Adequado | Medíocre | Não realizamos essa avaliação |
|--|-----------|-----|----------|----------|-------------------------------|
| Competências linguísticas na língua de instrução da universidade de destino? |           |     |          |          |                               |
| Conhecimentos científicos teóricos   |           |     |          |          |                               |
| Conhecimentos científicos práticos   |           |     |          |          |                               |

9. Como avalia o desempenho acadêmico dos bolsistas CsF da sua instituição, após o período de mobilidade?

- Muito bom
- Bom
- Adequado
- Medíocre
- Não realizamos essa avaliação

10. A sua instituição utilizou planos/ acordos de estudo durante o processo de mobilidade dos bolsistas, que especificassem as matérias a fazer na universidade destino e o reconhecimento das mesmas após o retorno?

- a) Sim, para todos os bolsistas
- b) Sim, para mais de 50% do total dos bolsistas
- c) Sim, para menos de 50% do total dos bolsistas
- d) Não foram utilizados planos/ acordos de estudo
- e) Não temos informação

11. Que percentagem de bolsistas tiveram os seus estudos reconhecidos após o período de mobilidade?

- a) 100% obtiveram reconhecimento
- b) 75-99% obtiveram reconhecimento
- c) 49% obtiveram reconhecimento
- d) Não obtiveram reconhecimento
- e) Não temos informação

12. Como avalia o comportamento dos bolsistas CsF após a realização do período de mobilidade, no que concerne:



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|  | Muito bom | Bom | Adequado | Medíocre | Não realizamos<br>essa avaliação |
|--|-----------|-----|----------|----------|----------------------------------|
| Interação na sala de aula                                |           |     |          |          |                                  |
| Assiduidade  |           |     |          |          |                                  |
| Realização de trabalhos escritos                         |           |     |          |          |                                  |
| Realização de trabalhos práticos                         |           |     |          |          |                                  |
| Reintegração junto dos colegas nacionais                 |           |     |          |          |                                  |
| Interação junto de colegas internacionais (se aplicável) |           |     |          |          |                                  |
| Comportamento em geral                                   |           |     |          |          |                                  |

13. Como avalia a gestão e administração do programa CsF na sua instituição?

- a) Apresenta os mesmos desafios que os outros programas de mobilidade
- b) É mais exigente/ apresenta mais desafios que os outros programas de mobilidade
- c) É menos exigente/ apresenta menos desafios que os outros programas de mobilidade
- d) Outro:

14. A sua instituição desenvolveu novas parcerias com universidades europeias, como resultado da sua participação no programa CsF?

- a) Sim
- b) Não

15. Gostaria de desenvolver mais parcerias com universidades europeias no contexto do programa CsF?

- a) Sim
- b) Não

16. Descreva um impacto positivo do programa CsF na sua instituição:

17. Descreva uma expectativa relativa ao programa CsF que ainda não foi cumprida:

18. Na sua opinião, o que deveria ser melhorado ao nível governamental na gestão e implementação do programa CsF?

19. Na sua opinião, o que deveria ser melhorado ao nível da sua instituição na gestão do programa CsF?



## About ALISIOS

ALISIOS stands for Academic Links and Strategies for the Internationalisation of the HE Sector. It is a European Erasmus Mundus Action 3 project promoted by eight EU and Brazilian organisations deeply involved in academic internationalisation, with a wide range of expertise in mobility programmes, institutional strategy and HE policy development.

ALISIOS publications are available in English and Portuguese at [www.alisios-project.eu](http://www.alisios-project.eu).



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