The Benefits of Quality and Excellence for Brazilian Higher Education

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Ministry of Education
Federate Republic of Brazil

OUTLINE OF PRESENTATION

• Brazilian models of quality
• Expansion
• Public / Private
• Federal Network
• Policies for access
• Quality assurance
• Program for international excellence
Defining Brazilian models of quality

1- Quality assurance based on the 1988 Constitution:
   Art. 206 - “education will be supplied under the following principles”: item VII - “guarantee of quality standards”

2- Quality assurance based on the 1996 Law of Directives and Bases of National Education
   Art. 9 – “It is the Federal Government’s responsibility to”:
   VI - “assure a national evaluation process for students performance in primary, secondary and tertiary levels, in collaboration with the governments of the states”
   VI - “assure a national evaluation process for higher education institutions, in collaboration with the governments of the states”

Defining Brazilian models of quality

1- Quality assurance based on UNESCO:
   World Conference on Higher Education, 1998:
   - (Mission) “to educate highly qualified graduates and responsible citizens and to provide opportunities for higher learning and for learning throughout life”
   - “Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do”. 
In response to an extreme expansion after 1999, the country consolidated in 2004 the National System of Evaluation (SINAES)
Definition of universities and HEIs

Institutions by Legal Status
- Public
  - Federal
  - State
  - Municipal
- Private
  - For profit
  - Not for profit
  - Confessional
  - Philantropic
  - Community

Institutions by Academic Structure
- University
- University center
- Federal Institute
- Colleges, Institutes and others

Expansion and Quality

Higher Education Institutions

Students enrolled

Undergraduate Students
- Source: Higher Education Census 2009 - INEP

Students in Academic Master's and Doctor's Degrees Programs
- Source: CAPES 2011
Expansion of Federal Network

Federal Universities

- Existing before 2002
  - 45 federal universities
  - 148 campi

- Created from 2002 to 2010
  - 59 federal universities
  - 274 campi

- Planned from 2011 to 2014
  - 63 federal universities
  - 321 campi

Expansion of Federal Network

Federal Institutes

- Existing before 2002
  - 140 units
  - In 120 cities

- Created from 2002 to 2010
  - 354 units
  - In 321 cities

- Planned from 2011 to 2014
  - 562 units
  - In 515 cities
Policies for Access

1- The National Secondary Education Exam (ENEM)

- Created in 1998, ENEM evolved into a talent catching instrument.
- In 2009, ENEM is proposed as a national instrument for selection to HEIs.
- All universities, private or public, may use it as an instrument.

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ENEM established as Selection criteria for PROUNI
ENEM established as selection criteria for SISU

Source: INEP
Policies for Access

2 – SISU - Unified Selection System for public universities.

- Online System where a student may choose two options among several public universities in different cities
- Applicants are selected based on their ENEM results

<table>
<thead>
<tr>
<th></th>
<th>2010 / 1\textsuperscript{st} half</th>
<th>2010 / 2\textsuperscript{nd} half</th>
<th>2011 / 1\textsuperscript{st} half</th>
<th>2011 / 2\textsuperscript{nd} half</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEIs</td>
<td>51</td>
<td>35</td>
<td>83</td>
<td>48</td>
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</table>

2011/\textsuperscript{1} half
- Open for 83,125 admissions
- 17,791 of these directed to affirmative actions
- 1,080,193 applicants

2011/\textsuperscript{2} half
- Open for 26,336 admissions
- 19,669 of these directed to affirmative actions
- 849,359 applicants

Source: Higher Education Secretariat

Policies for Access

3 - PROUNI (Program University for All):

- Private universities with certified quality levels receive tax exemptions and offer scholarships
- Applicants come from public secondary schools and low income families
- Applicants are selected by the Ministry, based on their ENEM results
- About 500,000 students with scholarships in 2011
Policies for Access

PROUNI
Number of scholarships

Source: Higher Education Secretariat

FIES – Student Loans Programs
Number of contracts

Source: Higher Education Secretariat
Policies for Access

4 - Social and ethnic quota in public institutions (affirmative actions)

- Based on university autonomy
- Separate selective process directed to:
  - Afrodescendants
  - Indigenous populations
  - Students from public secondary schools
- Adopted by many public HEIs

Quality Assurance

Institutions and Undergraduate Programs

1993 - Program for Institutional Evaluation of Brazilian Universities (PAIUB)
1996 - National Exam on Courses (ENC)
2004 - National Exam on Student Performance (ENADE)
Quality Assurance

Institutions and Undergraduate Programs

- National Commission on Higher Education Evaluation (CONAES)
- National Institute of Educational Studies and Research (INEP)

Evaluation is mandatory:

<table>
<thead>
<tr>
<th>Evaluated by SINAES</th>
<th>Evaluated by local state governments</th>
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<tbody>
<tr>
<td>▪ Federal</td>
<td>▪ State</td>
</tr>
<tr>
<td>▪ Private</td>
<td>▪ Municipal</td>
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119 State and Municipal Institutions (79%)

Voluntarily joined the SINAES
Quality Assurance

Master’s and Doctor’s Degrees Programs

Evaluation based on:

<table>
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<tr>
<th>Project</th>
<th>Consistency and updated state of the Program’s Project</th>
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<tbody>
<tr>
<td>Faculty</td>
<td>Composition of faculty, individual qualifications and profiles, time dedicated to the Program, quality of activities in teaching and research</td>
</tr>
<tr>
<td>Students production</td>
<td>Quality of student-professor relation, quality of dissertations, quality of other intellectual production from students</td>
</tr>
<tr>
<td>Faculty Production</td>
<td>Papers published by faculty members in qualified media, patents, technical production and others results from projects conducted by faculty members</td>
</tr>
<tr>
<td>Social insertion</td>
<td>Regional and national impact, visibility, cooperation with other programs and institutions</td>
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• CAPES evaluation leads to levels from 1 to 5
• Levels 6 and 7 are considered prepared for international excellence, with additional evaluation criteria:

<table>
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<th>Foreign students</th>
<th>Papers published in highlighted international media</th>
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<tr>
<td>Foreign senior professors</td>
<td>Citations of papers published in highlighted international media</td>
</tr>
<tr>
<td>Post-doctorate programs</td>
<td>Lectures in internationally recognized conferences</td>
</tr>
<tr>
<td>Research in country borders</td>
<td>International events organized by the institution</td>
</tr>
<tr>
<td>International patents</td>
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<tr>
<td>International cooperation projects</td>
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Public Policy for Excellence?

- Public sector is responsible for 55% of R&D
- Brazilian scientists in 2008 published 26,482 papers in scientific publications recorded in Thomson Reuters’ Science Citation Index (SCI) (13th on the world)
- 90% of these articles come from public universities

Most Researchers are employed by universities

Source: Ministry of Science and Technology, 2010
Building universities of excellence

Building excellence involves:

- A challenging project;
- Inovative teaching;
- Research with national and international impact;
- Extension linked to society’s demands.

Global Objective:

- To promote Brazilian academic excellence considering international standards and major challenges of modern society.
Specific Objectives:

- To raise national academic quality up to international standards;
- To contribute with reducing regional differences and social inequities in the country;
- To promote international cooperation, especially related to Latin America, the Caribbean and Africa;
- To contribute with excellence in other Brazilian universities

Actions

- Strategic support to research and innovation;
- Increasing presence of foreign faculty members;
- Expanding student mobility;
- Modernizing administration and teaching practices;
- Amplifying and enhancing infrastructure.
Building universities of excellence

**Goals:**

- 1,500 papers in international indexed media
- 477 internationally recognized researchers cooperating with selected universities;
- 240 programs offered in foreign language;
- 15% of selected universities’ students in international mobility;
- 5,500 foreign students in mobility in Brazil;
- 20% of selected universities’ faculty in international mobility;
- 400 foreign faculty members in mobility in Brazil;
- 1,100 patents registered;
- 200 double-diploma undergraduate programs created.
- 45 double-diploma postgraduate programs created

Student Mobility → Science Without Borders

**A joint effort from:**

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<td>CAPES</td>
<td>Secretariat of Higher Education</td>
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<tr>
<td>CNPq</td>
<td>Secretariat of Technologic Education</td>
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- Estimated 75,000 Brazilian undergraduate and postgraduate students involved by 2015;
- Focus on Science and Technology areas;
- Best national universities participate (public and private);
- Universities select students based on academic performance;
- Targeting the best ranked universities in the world
- Mobilities from 6 months to 1 year
THANK YOU!