

INSTITUTIONAL DEVELOPMENT AND UKBR PARTNERSHIPS: SUPPORTING THE INTERNATIONALISATION OF HIGHER EDUCATION

Cooperating with the UK

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About us

The UK's international organisation for cultural relations and educational opportunities.

Creating friendly knowledge and understanding between the people of the UK and other countries.

Creating opportunities, building connections and engendering trust - positive contribution to the UK and the countries we work with.

Arts

English

Education

Society

Exams

Opportunities

- Support Brazilian universities in implementing their **internationalisation strategies**, with special focus on research collaboration and faculty exchange
- UK Universities looking for institutional engagement are recommended to develop a **cooperation strategy** directly with their Brazilian counterparts
- Transnational Education is an important strategy for UK universities to set up partnerships with Brazilian HE providers and to gain **access to students and programmes** supported by the internationalisation-at-home programme
- Offering **short-term programmes for specific professionals**, especially in partnership with large companies and government (innovation and multi-stakeholder partnerships)



Cross-cutting areas

Capacity building

- Institutional
- Academic
- Staff

System improvement

- Support to universities

Thought leadership

- Research
- Knowledge
- Dialogue

Universities for the World -Calls

Mobility programmes

Universities for the World - Seminar

Newton Fund

SIEM

Policy exchange

Universities for the World CAPES/ABRUEM

Objectives: to support the design of strategies and internationalisation plans fostering partnerships between BR-UK higher education institutions

Strengthen skills and capabilities for the internationalisation within Brazilian universities by building on UK HEIs expertise and experience

2 calls: May (CAPES) and December (ABRUEM) /2017

Highlights

- 37 proposals submitted
- 12 projects funded (workshops, mobility activities)
- Impact: 22 BR and 13 UK Universities



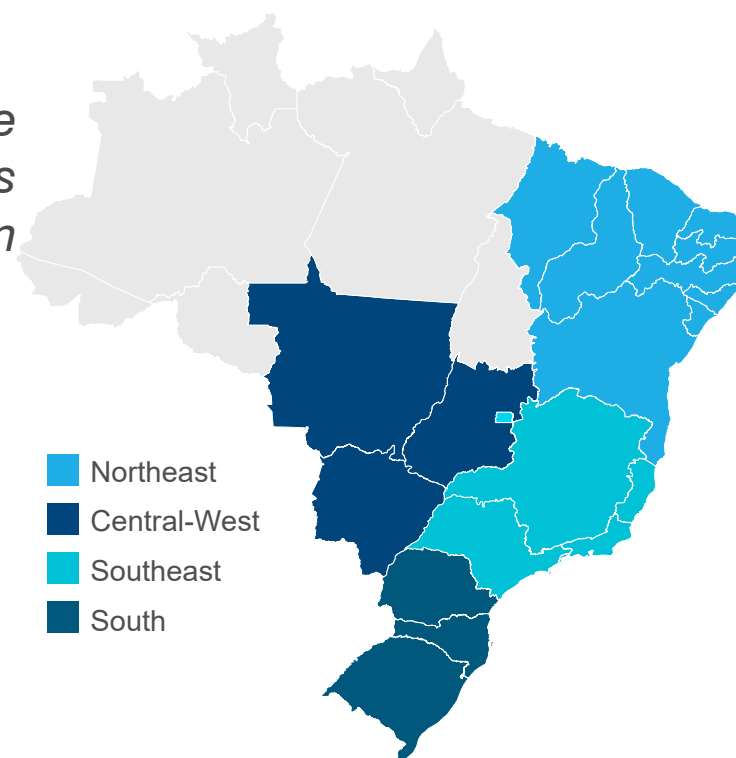
Universities for the world 2017

Objective: discuss current internationalisation challenges and opportunities for BR universities and develop internationalisation strategies at institutional and university level

4 regional seminars across Brazil to explore challenges and opportunities for universities and preparing for internationalisation

Highlights

- 313 participants
- 160 institutions
- Northeast, Central-West, Southeast, and South



Publication





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INTERNATIONALISATION 10

Understanding the process and its core strategies;
steps towards successful outcomes and the current situation
in Brazil and around the world.

INTERNATIONAL DIPLOMAS: VALIDATION AND RECOGNITION 26

How these processes work in Brazil and the tools offered by the
Carolina Bori Platform under the Ministry of Education (MEC).

ENGLISH FOR ALL 34

Just making yourself understood is not enough.
Proficient lecturers are needed, with classes taught in English.

INNOVATION FOR GROWTH 46

Applied research is the key factor in partnerships between
the business world and academia, with massive potential impacts.

EQUALITY AND INCLUSION 50

Lessening inequalities, opening up opportunities
and providing support for the underprivileged
are key conditions for effective internationalisation.

OPINION 52

Specialists from Brazil and universities in the UK
comment on current strategies and challenges.

Highlights

Strategies and internationalisation plans

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

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

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

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

Source: CAPES, 2017

10 STEPS TOWARDS INTERNATIONALISATION



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

Activities check list

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

Source: Andrew Hollister, Research Manager, Research and Innovation Division, University of East Anglia, UK

English for everyone

MAKING ENGLISH TEACHING AND LEARNING A PRIORITY IN BRAZIL

The study of English must be **repositioned**.

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

The **quality of general education** must improve.

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

English for everyone

ENGLISH LANGUAGE

Key Questions

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

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



English Course Guide 2018

Updating of content to understand English language delivery across Brazilian higher education institutions and provide information on the attractiveness of Brazilian universities to foreign students

2018 – Key moments

- Questionnaire: April 30
- Replies from Universities: May 30
- Data tabulation: June/July
- Launch of the guide at the European Association for International Education (EAIE): September



Upcoming...

UKBR Seminar on Internationalisation and partnerships (London 3,4/12 – 2018)

Fourth call Universities for the World (QA on implementation of Internationalisation plans)

Women in Science: Gender and Leadership 2018 - 2020

Reflecting on key processes

- 1) Quais os grandes desafios encontrados desde a chamada da ABRUEM até agora?
- 2) O que foi alcançado com a chamada?
- 3) Onde o British Council poderá fazer a diferença – no caso de abertura de uma próxima chamada focada em sua agenda de internacionalização?
- 4) Com a passagem do segmento de educação superior para o Ministério de Ciência e Tecnologia como será a aproximação com a indústria?

Thank you very much!

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