Title

UK HE International Unit delegation to Ecuador and Peru

Action

For information

Executive Summary

From 14-18 September 2015 a delegation of 17 representatives from 15 UK higher education institutions met with government ministries, funding bodies, and leading universities in Ecuador and Peru. The delegation was led by Professor Colin Grant, Pro-Vice-Chancellor for Internationalisation of the University of Bath and Chair of the International Unit’s Latin America Community of Practice.

The aim of the delegation was to identify opportunities to partner with Ecuadorian and Peruvian institutions in the development of both countries’ higher education sectors, which are undergoing a major transformation. The delegation was organised in collaboration with the British Embassies in Quito and Lima.

Contact

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Visit summary

1. This visit report opens with general background describing Ecuador and Peru’s political, and economic situation, and referencing the two governments’ main priorities for education. Thereafter, the meetings in which the UK delegation participated during the course of the September 2015 mission are detailed in turn.

2. In September 2015, the UK Higher Education International Unit (IU) led a delegation of 15 UK universities to Ecuador and Peru. The mission was organised with support from the British Embassies in Quito and Lima, and from the Ecuadorian and Peruvian Embassies in London. The delegation was led by Professor Colin Grant, Pro-Vice-Chancellor (Internationalisation) at the University of Bath, and Chair of the IU's Latin America Community of Practice – a forum of UK universities active in working with the region.

3. The objective of this visit was to present UK higher education as ‘partner of choice’ in the delivery of education reform programmes underway in Ecuador and Peru which are without precedent in scale or ambition for either country. Ecuador committed 2.16% of GDP to its higher education sector alone in 2015, while Peru - confronting a decades-long absence of the state from HE - is also correcting sustained underinvestment. Peru’s spending on education (primary, secondary and tertiary combined) was scheduled to hit a record high of 3.5% of GDP in 2015, with a target to increase expenditure to 6.0% of GDP by 2030.

4. Officials in both countries recognise that international cooperation will be essential to the achievement of a stronger domestic research base, and particularly in the training of a critical mass of PhD-qualified staff. Both currently have a very low proportion of PhD-qualified academics and researchers, and have set targets to increase this. A further area in which both Ecuador and Peru have an enormous need for international support and cooperation is in teacher training.
Context: Ecuador

Political

Ecuador’s Rafael Correa is the country’s longest serving president since the country’s transition from military rule to democracy in 1979. Correa, who has been in power since 2007, was re-elected in 2013 with a mandate to continue his “citizens’ revolution”, which has emphasized investment in public services, education, and support for the most disadvantaged in Ecuadorian society. After entering office in 2007 he promised to challenge the terms of Ecuador’s national debt, and went on to successfully challenge the country’s international creditors in international courts, dramatically reducing the cost of servicing Ecuador’s debt. Correa has been highly critical of the USA, and was a vigorous supporter of Venezuela’s Hugo Chávez. His present term will conclude in 2017, following which he is expected to leave office.

Economic

40% of Ecuador’s export revenue comes from crude oil – the declining oil price has had serious repercussions for government budgets, although President Correa has sought to protect flagship education and social programmes from cuts. Other major exports include cut flowers, cocoa, shrimp, fish, and other foodstuffs. China has invested heavily in Ecuador, as in wider Latin America, financing a number of major infrastructure projects. Ecuador will come under real budgetary pressure during 2015-17 – with the economy set to contract - but is expected to return to economic growth thereafter. GDP per capita is approximately $11,500 USD.

Education

Education, and specifically access to education, has been a top policy priority for President Correa. The budget for non-university education was increased threefold between 2006 and 2013, during which time the government also worked to achieve universal enrolment in early years and basic education (to age 15), and to increase enrolments in upper secondary schooling (15-18) to at least 75% of the population. The salaries of teachers with a bachelor’s degree were more than doubled as part of efforts to attract the best and brightest to the job, and to support continual learning and professional development for those already in post. A broader shift has been the reconceptualisation of education as a right, as opposed to a commodity, following the rapid expansion of private universities in Ecuador during the 1980s and 1990s.
Context: Peru

Political

Peru returned to democratic governance in 1980, following more than a decade of military rule. Current President Ollanta Humala has suffered low approval ratings as he enters his final year in power. The former army officer was widely expected to steer Peru sharply to the political left following his election in 2011, but went on to appoint a cabinet of moderates. His policies and rhetoric have emphasized social inclusion, and a commitment to more equitably distribute the fruits of Peru’s economic boom of recent years, thanks to prevailing high prices for the country’s principal exports in the global commodities markets.

Economic

Peru’s GDP growth averaged 5.6% between 2009-13, but slowed from 2014 onwards as prices for ores, metals and minerals – representing over 50% of total exports – fell. Peru attracts major foreign investment in areas such as energy, mining, and infrastructure. Following a free trade agreement signed in 2009, China has become Peru’s largest trading partner. GDP per capita is approximately $12,500 USD. Poverty has decreased from 60% in 2004 to 25% in 2012.

Education

Minister of Education Jaime Saavedra was appointed in 2013, and has spearheaded a root and branch reform of Peruvian education spanning: evaluation of the teaching profession; improving quality of learning for all; modernization of educational management; improving educational infrastructure. As part of the education reform, Peru states an ambition to become a bilingual (English-Spanish) country by 2021. Reform is underpinned by a commitment to progressively increased investment in education as a percentage of GDP – investment reached 3.5% of GDP in 2015 and aims to reach 6.0% of GDP by 2021, the bicentenary of Peru’s independence.

Where higher education is concerned, the 2014 University Law:

- Established the Ministry of Education as the authority implementing policies of quality assurance for higher education (previously, the Ministry had not played a direct regulatory or quality assuring role in higher education)
- Created the National Superintendence of University Higher Education (SUNEDU) to guarantee the quality of Peruvian higher education
- Reformed the accreditation system
- Imposed specific requirements on Peruvian universities aimed at improving the quality of education and research, e.g. requiring all universities to appoint a Vice-Rector for Research.

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Note of meetings: Ecuador

Meeting with Her Majesty’s Ambassador to Quito, Patrick Mullee

1. Ecuador’s President, Rafael Correa, has invested in a wide range of major infrastructure projects, among them a new international airport. China has been a principal partner in co-funding of major infrastructure projects. There are some overarching political sensitivities between the UK and Ecuadorian governments but these do not impact negatively on relations in Education, Science and Innovation. President Correa has a firmly held belief in the importance of access to education for all, particularly the most disadvantaged. Principal challenges the President currently faces include the economy (following a collapse in oil prices), and leading a response to the El Niño climate cycle.

2. The 10,000th SENESCYT (National Secretary for Higher Education, Science and Technology)-funded student recently enrolled at the University of Birmingham; there is a symbolic importance attached to the fact that this milestone was achieved at a UK institution. The UK secures a high proportion of Ecuador’s ‘high performance’ cohort - those who secure an international scholarship in recognition of academic excellence.

3. English language is the main barrier to closer UK-Ecuador cooperation in education. From 2016 President Correa has decreed English language classes will begin to be taught to secondary school students at an earlier age. This presents an immense challenge in terms of the training of teaching staff and preparation of teaching materials. The current Minister of Culture (and former Minister of Knowledge and Human Talent – with overseas of the education brief), Guillaume Long, is keen to see a UK university branch campus operation open in the near future and has visited the UK to encourage this.

4. President Correa remains committed to working towards a highly ambitious target that 60% of all full-time academic staff in Ecuador should hold a PhD. Ecuador’s official government ranking of the quality of domestic HEIs, which grades institutions from A-E (‘A’ being the highest score), was last undertaken in 2013 and is due to be repeated in the near future.

5. The ‘Prometeo’ initiative provides funding for international academics to undertake a period of teaching and research in Ecuador, covering flights, accommodation, a monthly stipend, and insurance. At the time of writing there were a mere seven UK Prometeos in Ecuador, compared with several hundred from the US, Canada, and other European HE sectors. Ecuador is keen to increase the number of UK academics who use the programme.

Meeting with the National Secretary of Higher Education, Science and Technology (SENESCYT)
6. SENESCYT is increasingly rankings-focused when selecting UK institutions eligible to host Ecuadorian students funded via its international scholarship programmes. There appeared to be little flexibility on this policy in the area of scholarships. It was suggested that institutions which do not meet rankings-based eligibility criteria could seek inclusion on SENESCYT’s list of UK institutions whose qualifications are automatically recognised by the agency upon a student’s return to Ecuador from overseas study – this was described by officials as a positive first step towards full participation in scholarship programmes.

7. SENESCYT manages 11 national public research institutes, most of which are in the process of being relocated to the Yachay ‘knowledge city’ initiative – a $1.3 billion USD planned city and university complex north of Quito, which aims to centralise Ecuador’s research and innovation activity in a single hub location.

The 11 national institutes are as follows:
   a. INSPI - National Institute for Public Health
   b. INIAP - National Institute for Agricultural and Livestock Research
   c. INIGEM - National Geological, Mineral and Metallurgical Institute
   d. INAMHI - National Institute for Meteorology and Hydrology
   e. INPC - National Institute for Cultural Patrimony
   f. IGM - National Military Institute for Geography
   g. INAE - National Ecuadorian Institute for the Antarctic
   h. INER - National Institute for Renewables and Energy Efficiency
   i. IEE – National Ecuadorian Space Institute
   j. INP – National Fisheries Institute
   k. INOCAR – National Oceanographic Naval Institute

8. SENESCYT has some existing examples of dual masters and doctoral training initiatives with universities in the Netherlands, as part of which research internships are provided to Ecuadorian students. There is interest in developing similar structures with the UK.

9. Ecuadorian students who have studied overseas are required to submit their qualification for review by SENESCYT on return to Ecuador to have it officially validated. For universities on SENESCYT’s ‘automatic recognition’ list, validation takes around 30 days. For institutions not on this list, validation takes up to 70 days. The recognition process operated by SENESCYT is not only offered to Ecuadorian students, but also for any student who wishes to have their qualifications validated in Ecuador (for example, those from the wider Latin America region).

10. There are currently 82 UK universities which feature on the ‘automatic recognition’ list, which speeds up the process of validation. UK universities which wish to be included on the
list (and which are not currently featured) are required to submit an application, which will then be considered by SENESCYT staff.

11. SENESCYT recognises that its world rankings-based lists can have the effect of excluding institutions with world-leading expertise in SENESCYT priority areas but did not appear open to considering alternative metrics (e.g. the Research Excellence Framework, National Student Survey results) when assessing the eligibility of UK universities for participation in SENESCYT-funded programmes.

12. It is important to note that Ecuador’s 11 public research institutes (listed above) operate different criteria for partnership with UK HEIs and have greater flexibility than SENESCYT in the selection of international collaborators. UK partners do not have to feature in SENESCYT eligibility lists in order to work directly with the research institutes. SENESCYT also advertised the possibility of convening international workshops to support cooperation between Ecuadorian and overseas institutions, and would be willing to organise a series of workshops focusing on the UK during 2016, were there sufficient interest from UK HEIs.

**Meeting with Guillaume Long, Minister of Culture and Patrimony**

13. Minister Guillaume Long was formerly Ecuador’s Coordinating Minister of Knowledge and Human Talent, and remains an influential voice in the nation’s education, research and innovation policies. As a UK university alumnus, he is keen to champion collaboration with UK institutions and declared himself more than willing to make representations to other Ministries (e.g. SENESCYT, Ministry of Education) to unblock barriers to cooperation where these are encountered by UK institutions seeking to work with Ecuador.

14. The Minister has a particular interest in the Arts and wants to see Ecuador’s new University of the Arts succeed in securing international collaborators. Goldsmiths, University of London, signed one such partnership agreement with University of the Arts during the delegation. The University of the Arts will dedicate particular attention to social sciences, philosophy, humanities, and visual arts. Minister Long is not keen to encourage franchising or validation type agreements with UK universities.

15. Ecuador’s four new public universities (Arts, IKIAM, Yachay, Education) are expected to work collaboratively to develop interdisciplinary projects. Ecuador is involved in 15 Horizon 2020 projects, which is extremely low when compared with regional neighbours such as Peru or Colombia. More positively, while the average public investment in HE in Latin America is around 0.8% of GDP, Ecuador’s current rate of investment is 2.16%. Similarly while in 2006 a mere 0.3% of Ecuador’s academics were qualified to PhD level, the figure is now approximate 12% - above the Latin American average.
16. Ecuador currently has around 3-4,000 PhDs and 6-7,000 Masters students studying overseas via government scholarships. With approximately 40,000 university teaching staff in Ecuador in total, the injection of 11,000 (combined total of PhD and Masters cohorts presently studying overseas) returning with postgraduate qualifications during the coming 2-3 years represents a huge boost to the domestic talent base, unprecedented in the country’s history. 500-600 students per year are able to study overseas via the ‘high performance’ scholarship, which rewards the top percentile of high-achieving students. A large proportion of ‘high performance’ scholarship recipients choose to study in the UK.

17. To date, 97% of government-funded students granted an international scholarship have returned to Ecuador (students sign an agreement to commit double the time of the scholarship to work or study in Ecuador following course completion).

Meeting with Ministry of Education

18. While Ecuador continues to perform relatively poorly in international tests, UNESCO results show that Ecuador has had the greatest percentage/incremental improvement in Spanish and Maths results in the Latin America region in recent years. As of this year, the teaching of English in Ecuadorian high schools has been introduced from second grade (currently it is taught from eight grade). This required an enormous investment in teacher training and materials. Ecuador estimates a shortage of staff to fulfil the requirement in the thousands.

19. Only around 10% of Ecuador’s English teachers are competent in English at the Ministry’s required B2 level (Common European Framework). Many claim a formal qualification in English language but lack practical skills. Where teachers cannot satisfy Ministry examiners they will not be permitted to continue teaching. To address the shortage of qualified English teachers, Ecuador is examining distance and blended delivery to support English language learning. An Ecuadorian university would typically need to review and approve English language courses offered by a UK institution prior to their use in the school system. ‘Train the trainer’ models are considered very attractive.

20. The ‘Go Teachers’ programme supports Ecuadorian teachers to train overseas, either via short intensive courses (typically a few months) or via full Masters degrees. The programme is administered via SENESCYT, with the Ministry of Education formally approving the activity. Interested UK HEIs should first approach the Ministry, which will consider expressions of interest, before referring competent bids to SENESCYT.

21. The ‘Time to Teach’ programme invites international teachers and students to support English language teaching in Ecuadorian schools, providing a stipend, insurance and international airfares to participants. There are two strands, one of which is aimed at
experienced teachers with prior classroom experience, and the second of which is more suitable for students (more along the lines of a teaching assistant role).

22. The Ministry is seeking to consolidate school infrastructure, and is working to condense the existing 15,000 public schools in Ecuador - many of which are small scale, with limited teaching staff and facilities – into 5,000 ‘millennium schools’, each of which will offer high quality resources and fully qualified teachers. Weak leadership and administration, and uneven distribution of teaching staff (particularly outside of cities) are a policy challenge.

23. The Ministry describes its policy for UK partnerships as ‘flexible’, and specifies that outside of full degree programmes (e.g. for CPD, short courses, English language immersion) SENESCYT eligibility lists are not a barrier to cooperation with the Ministry in English language and teacher training.

Meeting with Ministry of Health

24. Ecuador is confronting a shortage of suitably trained health professionals. The Ministry is developing a national plan to recruit and train new staff. Specialist hospital medicine is a particular need, with a number of new hospitals scheduled to open during 2016 as part of the government’s investment in health infrastructure. There is also a shortage of family doctors and other core primary healthcare staff. The Ministry Director described ‘30 years of neglect’ in public health policy, which the current administration is now seeking to address.

25. The Ministry is interested in hosting UK medical students for year-long placement periods, paid and treated on the same basis as Ecuadorian medical staff. There is less interest in shorter-term placements due to concerns about the associated administrative burden.

26. The Ministry of Health typically works in partnership with SENESCYT in the development of any new scholarship activity. For UK HEIs interested in offering health education and training, Ecuador’s Council of Higher Education (CES) is the body charged with approving curriculums for all new teaching programmes. The Ministry of Health is currently working with CES to define a new set of requirements for taught health training programmes.

27. So far, the Ministry has awarded 1,500 scholarships funded from its own budgets. 1,000 scholarships were delivered in this way during 2015 alone. Outside of scholarships, activities delivered in partnership with UK or other overseas UK HEIs would typically need to be delivered in Ecuador to meet Ministry requirements. The Ministry of Education, Ministry of Health, and Ministry of Social Affairs would all typically be involved in the development of a new programme entailing international cooperation in Health.
28. The Ministry wants to improve the public understanding of nutrition and the importance of physical activity. Ecuadorian schools have been instructed to provide a minimum number of hours of physical activity per week (there is consequently a new training requirement for qualified physical education instructors). The Ministry also launched a new mental health strategy in early 2015 and may require support in order to embed and develop this.

29. A new regulatory framework was recently introduced to guide partnerships with international institutions in Health R&D. The Ministry maintains a sub-agency focusing on R&D - INSPE (National Institute for Public Health Research) - and is investing in new drug discovery research and clinical trials. There is a lack of domestic expertise in these areas which will require significant international cooperation.

30. Addiction and drug abuse present a serious cause for concern in Ecuador, with levels of substance abuse having increased in recent years. The official view of drug abuse is shifting, from a purely criminal issue, towards a more holistic understanding which aims to treat addicts through targeted public health treatment and education programmes.

31. The Ministry is developing a national strategy to reduce tobacco usage, incorporating revised taxation policies, programmes of health education, and other initiatives to encourage Ecuadorians to quit smoking. This will contribute to a broader nationwide strategy of public education in diet and general health, which includes the introduction of a new food labelling programme (a traffic light system, similar to that operated in the UK). New legislation bans Ecuadorian schools from selling food products high in sugar, fat, or salt on campus. Ecuador aims to eradicate chronic malnutrition entirely by 2017.

32. Where vector-borne diseases are concerned, Dengue is a major public health issue in Ecuador at present, as is Chikungunya. Ecuador reportedly now has very few cases of Malaria. Following the visit of the UK delegation, the Zika virus has subsequently presented as a major public health concern in Ecuador and across the Americas region.

33. The Ministry proposed that UK institutions keen to work with Ecuador in public health should in the first instance provide an overview presentation describing their expertise in health education, training and research, to be followed by a formal MOU with the Ministry of Health prior to any project-level collaboration.

Meeting with Universidad San Francisco de Quito (USFQ)

34. The country’s leading private university (and the first to be established in Ecuador), USFQ has the highest proportion of PhDs of any HEI in Ecuador. It has 7,600 students, of which around 1,000 are international students. Tuition fees are 11,000 USD per year for undergraduate degrees, though 75% of the student body receives some financial aid. The
university has the highest output of academic articles of all universities in Ecuador (despite, as a private HEI, having no access to public research funds). NIH, NSF, and EU funds support the university’s own funds.

35. USFQ describes strengths in the following areas:
   - Environmental Science and Biodiversity
   - Physics
   - Industrial Engineering
   - Social sciences (particularly anthropology, psychology, sociology)
   - Primate research
   - Marine and terrestrial biology
   - GIS and spatial research systems

36. USFQ’s Tiputini and Galapagos research stations are among the most biodiverse areas in the world. The University of North Carolina at Chapel Hill is a strategic partner of USFQ’s in the Tiputini/Galapagos work. Visiting academics can spend time working at the research stations and groups of up to 50 students can visit for field research trips. There is interest in a UK partner for USFQ’s International Masters in Ecology (joint/dual award). There is also a broader interest in establishing joint/dual PhDs.

37. USFQ has a hospital facility serving the local community. There is interest in the UK approach to medical education - online delivery of an MA or short course would be of interest. USFQ offers clinical experience for international students seeking short term overseas electives. Research groups are active in diabetes, cancer, dwarfism and other growth conditions.

38. Areas in which USFQ is keen to further develop international links include the following:
   - Psychology
   - Nursing
   - Nutrition
   - Public health
   - Applied mathematics
   - Evolutionary psychology
   - Environmental sciences
**Note of meetings: Peru**

**Meeting with National Council for Science and Technology (CONCYTEC)**

*A presentation summarising CONCYTEC’s international activities is available on request.*

39. FONDECYT (National Fund for Science and Technology) is the core budget maintained by CONCYTEC to fund its activities. Through FONDECYT, scholarships, travel grants, events and publications, and projects in R&D and innovation are supported. International collaboration is prioritised with those foreign HEIs which rank in the top 150 of the major world rankings, or in the top 50 in subject specific rankings.

40. The lion’s share of FONDECYT funding is allocated to ‘projects’ such as the ‘Research Circles’ initiative, supporting collaboration between Peruvian and overseas research groups. FONDECYT will finance up to $210,000 total for doctoral study (grants assume completion in three years). Grants are also available to support overseas internships for PhDs up to three months’ duration.

41. The ‘Magnet’ programme aims to attract experienced international researchers with funding to support small teams wishing to spend time in Peru (e.g. senior researcher, associate researchers, post-docs), typically for a few months, but sometimes for multi-year projects.

42. The ‘Bold Ideas’ initiative aims to support proof of concept research. ‘Centres of Excellence’ programme provides larger grants for knowledge exchange style projects between private sector, Peruvian universities, and overseas universities and research institutes. Funding can also be obtained via ERA-NET (EU-funded) programmes, for which two EU and two Latin American partners are required. CONCYTEC offers to support matchmaking with Peruvian HEIs and researchers where UK universities lack existing contacts.

43. ‘Projects Towards Innovation’ and ‘Centres of Excellence’ initiatives are highlighted by CONCYTEC representatives as a priority in terms of UK collaboration. CONCYTEC expects to fund projects in collaboration with 20-30 different Peruvian companies during the next phase of ‘Centres of Excellence’ and will be prioritising the following sectors:
   - Chemicals (including e.g. natural cosmetics, etc etc)
   - Agroindustry
   - Mining (including sustainable mining)

44. Peru’s New University Law stipulates that universities must dedicate specific budgetary resources to research, as well as fund a dedicated Vice-Rector for Research position. The Ministry of Education is now providing additional resources to CONCYTEC to support implementation of this requirement, which may take some years to implement fully.
45. CONCYTEC is currently working to create a similar tool to Brazil’s ‘Lattes Platform’ - a comprehensive database of all active researchers in Peru (‘the Facebook of Peruvian researchers’, in the words of the presenting official). CONCYTEC is interested in the idea of a systems-level agreement with UK to develop cooperation in research and innovation.

Meeting with National Programme for Scholarships (PRONABEC)

46. PRONABEC, Peru’s national scholarship agency, has 300 staff in Lima and 300 in other regional locations across Peru. The agency has only been operational for a few years but has already awarded 45,000 scholarships for domestic study via the ‘Beca 18’ grant and 1,224 masters and PhDs for overseas study via the ‘Beca Presidente de la República’ grant, which funds studies in 15 countries (including the UK).

47. 90% of scholarships to date have been awarded to Spanish speaking countries, with 95% of scholarships awarded in STEM areas. 32 students have been funded to study at 14 different UK HEIs to date, while 148 students have studied in Anglophone countries.

48. The spread of awards is biased strongly towards Masters degrees. PRONABEC believes many prospective PhD applicants have struggled with the international PhD application process (many may not have travelled internationally before). PRONABEC will closely track the outcomes of grant recipients in terms of employability and career progression following their completion of studies and return to Peru.

49. PRONABEC has invested in English language training for 1,000 future applicants for international study, to boost applications to Anglophone destinations. A spike in UK applications via PRONABEC programmes is therefore anticipated in 2016/17 - though UK agencies, and HEIs, will need to convince applicants of the quality of a UK degree over and above the alternatives available to them in the Australian, US, and Canadian HE sectors.

Meeting with Ministry of Education of Peru

50. The Ministry is working to improve the quality of English language teaching in primary and secondary schools. This will be an accelerated process as Peru is a latecomer to the teaching of English in the public school system. Technology, and specifically online language learning tools, is seen as playing a vital role in delivering change at pace.

51. English language is also identified as a major challenge at HE level, and has frustrated internationalisation of Peruvian HEIs by, for example, limiting the pool of eligible applicants to international scholarship programmes operated by the likes of PRONABEC and CONCYTEC. Peruvian HEIs are keen to host more English speaking international students.
Higher education

52. Prior to the passing of the New University Law in July 2014, Peruvian HEIs had not been subject to government regulation or quality assurance mechanisms (quality assurance having been delegated to the now-defunct National Assembly of Rectors). The Ministry of Education had instead focused entirely on basic education (primary and secondary) policy.

53. The Ministry considers that too many Peruvian universities are failing to equip students with the skills required by business and industry. Legislation of the 1980s and 1990s incentivised private investment in higher education, and operation of universities as for-profit businesses without sufficient quality oversight. The task now is to unpick this and to restore trust.

54. A fundamental difficulty the Ministry faces is the lack of basic data about Peru’s higher education sector. A statistical data collection and analytical service is under consideration – there was strong interest from Ministry officials in the role of the Higher Education Statistics Agency (HESA) in the UK. The Ministry will also draw up a list of officially approved degree programmes of study, and is keen to present students with clearer information about employment prospects and course quality to support student decision-making.

55. The ‘canon minero’ is a levy on mining revenues at the level of province, which is intended to fund research and innovation in HEIs within that province. A problem is that the distribution of canon funds appears not to take into account the capacity of local HEIs to make effective use of funds. In provinces such as Lima, where there is a high concentration of universities, there is little mining activity - and consequently little funding for research and innovation via the canon fund. Elsewhere, provinces in which the tax generates many millions of dollars of canon funding, local universities may lack the expertise to make effective use of the resource. Allegations of financial impropriety complicate the picture. The Ministry of Education has signed an MOU with CONCYTEC to guide future research funding allocations, and is likely to reform the system for distribution of canon resources.

56. Peru’s system of university accreditation is under review, with a new law due to come before congress in the near future, which will restrict degree-awarding powers to approved institution and programmes (currently there is no such restriction). A pilot project will see 15 HEIs ‘licensed’ for delivery of specified courses during the first academic term of 2016, following which the new accreditation system is intended to be rolled out across the sector.

English language and teacher education

57. Peru is overhauling the entire school curriculum, increasing the attention dedicated to English language learning. A British Council diagnostic carried out during 2013-14 forms the basis for the new curriculum design, and for a new English language teaching plan. The
intention is for all teachers to have a C1/C2 level in the medium term, and for a majority of teachers have a B1/B2 baseline as soon as practicable. Outside of a minority of elite private schools and universities, English as a medium of instruction does not exist in Peru.

Comments from Minister of Education Jaime Saavedra

58. The Minister is keen to identify high-impact, quick win solutions to deliver results in the near term. Beyond specific goals in English language, quality, and regulation, there is a desire to promote active citizenship, social enterprise, and social responsibility through university studies. Peru is a highly multicultural society and the government is working to bring groups traditionally excluded from higher education into the system (particularly indigenous peoples and rural communities).

Meeting with Ministry of Production (PRODUCE)

A presentation describing PRODUCE funding instruments is available on request.

59. Investment in research and development in Peru is dramatically lower than many of the country’s regional neighbours. National Science and Technology Council CONCYTEC’s budget was just $17.4m USD in 2013, as opposed to a $210m USD spend for Colombia’s Colciencias, and $546m USD by Chile’s CONICYT.

60. Vice-Minister of PRODUCE, Carlos Carillo recognises that historic low levels of investment in R&D are a barrier to Peru’s further economic development. The UK’s Catapult centres were highlighted as a respected model which PRODUCE is keen to emulate. A range of new innovation funds (competitive application, awards based on excellence) are to be coordinated under the ‘Innovate Perú’ campaign. Peruvian industry is expected to match fund PRODUCE investments, and will receive tax breaks in return for R&D investment.

61. PRODUCE’s objectives for new programmes in R&D may be summarised as follows:
   - Increase innovation in business and industry
   - Promote a culture of innovation and entrepreneurship
   - Facilitate absorption and adaption of new technologies by Peruvian businesses

62. The PRODUCE presentation accompanying this report describes the wide range of funding instruments available. Expenditure by Peruvian companies in receipt of a PRODUCE grant can include international travel, accommodation, diagnostic exercises (including by UK experts), co-development of solutions with academic partners, and other costs.
63. The primary funding instruments available for Peruvian businesses and industry, with international collaboration, are as follows (some require 50% international team as a condition of funding):

- ‘Pattem’ supports microenterprise with micro loans of e.g. $6K for 12 months.
- ‘Quality Improvement’ funds ISO or other international accreditation.
- ‘Technology missions’ funds scoping/experiential learning visits overseas, workshops, or training in new technologies.
- ‘Pasantías Tecnológicas’ funds international internships for Peruvian staff.
- ‘Innovation Projects’ funds product/service development up to $87,500 for SMEs.
- ‘High Impact Innovation Projects’ funds up to $200,000 for consultancy, technical assistance, equipment, materials.
- ‘Validation’ and ‘Packaging’ supports testing and consultancy.
- ‘Start-up’ – open to UK graduates keen to pursue a business opportunity in Peru.

64. Peruvian universities playing a leading role in PRODUCE programmes include UTEC, Universidad Peruana Cayetano Heredia, Universidad Nacional Mayor de San Marcos, Pontifical Catholic University of Peru (PUCP). PRODUCE would like to work more closely with UK experts in the following areas in future:

- Traceability and certification
- Clean mining
- Environment and sustainability
- Textiles (camelids)

65. Peruvian PhDs and other highly qualified individuals frequently struggle to find work which makes effective use of their skill set on return to Peru from overseas study. PRODUCE hopes to promote a culture of R&D in Peru for the longer term. R&D requirements built into Peru’s New University Law state that all Peruvian HEIs must now maintain a business incubator and Vice-Rector of Research position.

66. A challenge for UK-Peru collaboration in this area is how UK experts can identify relevant Peruvian businesses with which to partner in order to bid for PRODUCE-funded projects. PRODUCE staff offered to support matchmaking for interested UK universities prior to bid preparation. Peru’s ESAN business school is a key point of contact - well linked into the productive sector, and well-disposed to collaborate with UK HEIs.
Meeting with Universidad Peruana Cayetano Heredia (UPCH)

67. Cayetano Heredia is highly specialised in medical training, and produces more research outputs - as ranked by Scopus - than any other university in Peru. The university works closely with the London School of Hygiene and Tropical Medicine in the UK and is keen to develop additional collaborations. UPCH has three principal research institutes (a range of research ‘centres’ lead activity in a wide range of additional areas), spanning:
   - Tropical medicine
   - High altitude
   - Ageing

68. The university also has active research programmes in water management, sustainability, ecosystem management, and in agriculture, particularly Andean tubers, maca, cacao and other crops. Research is highly developed in clinical psychology and various mental health issues, including major programmes on depression, schizophrenia. UPCH holds a CONCYTEC ‘Centre of Excellence’ grant, which is hosted jointly with Johns Hopkins University. The epidemiology group at UPCH works with the Wellcome Trust and with a range of UK HEIs. All international collaborations are typically research-led.

Meeting with Pontifical Catholic University of Peru (PUCP)

69. PUCP does not offer Medicine or Biology but can otherwise be considered a comprehensive, multi-faculty university. Its prestige in Peru and in wider Latin America enables it to act as a hub institution, facilitating access to the wider Peruvian HE sector. Together with Cayetano Heredia and the Max Planck Institute, PUCP is presently engaged in the design and development of a new scientific park located in Lima.

70. Currently, the university has 20,000 undergraduate students and 5,000 postgraduates. It is research-intensive, with extensive international collaborations, including with several UK HEIs. Engineering Science, Mechatronics, and Humanities are a major focus for current research. Across the institution, multi-disciplinary research is supported and encouraged.

71. Energy, Natural Sciences, and Earth Sciences are being established as new cross-faculty areas of interest. Degrees in biomedical sciences are being developed with Universidad Peruana Cayetano Heredia. PUCP is keen to work in consortium with UK and Peruvian universities to make better use of canon minero research funding (which it cannot access directly, but which can be accessed through partnerships with other Peruvian institutions).

72. PUCP is already working closely with several UK universities and would welcome further collaborations in teaching, collaborative research and innovation. A catalogue of active research groups, and general information about the institution, is available on request.