



# THE STATE OF THE RELATIONSHIP: MAPPING UK HIGHER EDUCATION ENGAGEMENT WITH BRAZIL

# WELCOME



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## **This analysis is part of the UUKi series ‘The state of the relationship’ which previously explored engagement between UK universities and those in India and the countries of the Cooperation Council for the Arab States of the Gulf.**

It aims to contribute to a better understanding of current levels of engagement between the UK and Brazilian higher education systems, and to inform future institutional strategies. The research includes sections on the mobility of staff and students; UK transnational education provision; research collaboration; and UK universities’ activities, strategies and operations in Brazil. Case studies which provide further insight into the experiences of individual institutions can be **found here**.

As internationalisation priorities have shifted over time so too has the nature of UK-Brazilian higher education relationship. The high levels of mobility supported through the Science without Borders programme helped

support an increase in collaborative research – also enabled by the significant levels of investment by the UK and Brazilian Governments in the bilateral Newton Fund.

Despite political and financial uncertainties in both systems, it is clear that universities in the UK and Brazil are committed to building on their existing links, and developing strong, strategic and long-term partnerships for the future.

Through our networks, and working with our partners in the British Council, and the UK and Brazilian Governments, UUKi is committed to supporting this endeavour through providing information, advice and guidance on opportunities for collaboration, and enabling connections with the potential to make the world a better place.

A handwritten signature in blue ink, appearing to read 'Vivienne Stern'.

**VIVIENNE STERN**

Director, Universities UK International

# CONTENTS

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<b>METHODOLOGY</b>	<b>3</b>
<b>KEY FINDINGS</b>	<b>4</b>
<b>MOBILITY</b>	<b>6</b>
<b>TRANSNATIONAL EDUCATION</b>	<b>29</b>
<b>RESEARCH COLLABORATION</b>	<b>32</b>
<b>UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL</b>	<b>36</b>
<b>CHALLENGES AND ENABLERS FOR COLLABORATION</b>	<b>50</b>
<b>NOTES ON DATA</b>	<b>51</b>
<b>GLOSSARY</b>	<b>52</b>
<b>REFERENCES</b>	<b>53</b>

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## Primary data

To better understand the priorities of UK higher education institutions (HEIs), primary data was sourced through an online survey administered by UUKi, mapping UK institutions' activities in Brazil. The survey attracted responses from 46 institutions. While the respondents represent 34% of UK HEIs, they account for 60.5% of the Brazilian students in UK higher education. Moreover, out of the 80 UK HEIs collaborating with Brazilian institutions awarded by CAPES, 37 answered the survey.

## Secondary data

The document draws on data sourced through the United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics (UIS), the Higher Education Statistics Agency (HESA), and Scopus SciVal.

## ACKNOWLEDGEMENTS

UUKi would like to thank CAPES, the Embassy of Brazil in London, the British Council and the Department for International Trade for their support with this document.

We would also like to acknowledge UK higher education institutions who participated in the survey and provided feedback on this document, prior to publication.

# KEY FINDINGS

**1.** The UK and Brazilian higher education systems have a strong, well established relationship and there is commitment to furthering collaboration on both sides.



**80%**

of the surveyed UK HEIs are engaged with Brazil, of those

**61%**

identified the country as a strategic priority for their institution.

**2.** With changes in the level of government funding available, there has been volatility in the number of Brazilian students coming to the UK in the last decade. However, overall the UK's market share has increased.



The number of new Brazilian students coming to the UK peaked in 2014–15 at

**1,495**

Since 2012 the number of Brazilian students coming to the UK increased by 64%. However, the UK's market share has remained at 4%.

**3.** UK universities are committed to supporting Brazilian students to access UK higher education through scholarships, discounts and fee waivers, while numbers of UK students going to Brazil as part of their UK degree are increasing, albeit from a low base.



**52%**

of surveyed UK HEIs offer scholarships to Brazilian students.

**310**

UK students spent time in Brazil as part of their degree in 2017–18.

# KEY FINDINGS

4. TNE provision is limited, however, Brazil has the highest number of UK TNE students in the South American region.



**520**

students were enrolled on TNE programmes delivered by UK HEIs in Brazil in 2017–18.

This represents an

**8%**

increase in relation to 2016–17.

5. Brazil leads the South American region in terms of research collaboration with the UK.



Between 2015–2018, there were more than

**13,000**

UK-Brazil co-authored publications, with a growth of

**31.5%**

over the period.

6. There is a clear recognition of the importance of sources of funding to support collaboration, including the Newton Fund, the Global Challenges Research Fund, and the CAPES PrInt programme, as well as various sources under CNPq.



**76%**

of UK HEIs surveyed highlighted collaborative research funding opportunities as a key enablers for their engagement with Brazil.

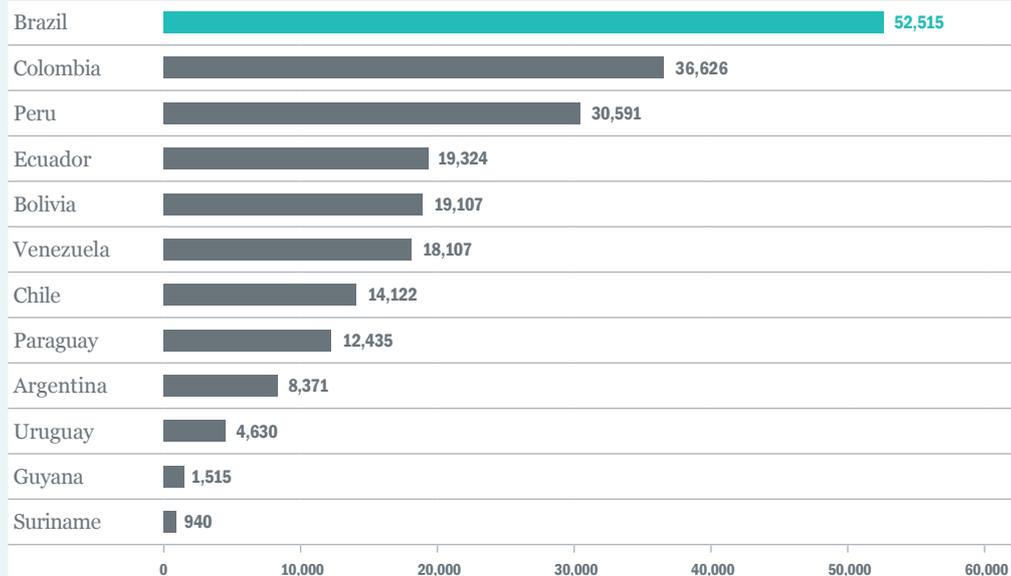
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## INTERNATIONAL STUDENT MOBILITY FROM BRAZIL

- Brazil has the highest number of mobile students in the South American region (**GRAPH 1**). However, these numbers represent only 0.6% of the total student population in Brazil. This is below the world average of 2.3% (UNESCO, UIS).
- There was steady growth in international student mobility from Brazil until 2015. In 2016, the discontinuation of the Science without Borders (SwB) scholarship programme affected mobility flows from Brazil and growth plateaued (**GRAPH 2**).
- The top ten host countries for Brazilian students (the USA, Argentina, Portugal, France, Germany, UK, Australia, Canada, Spain, Italy) account for 91% of study abroad students (**GRAPH 4**).
- In 2018, CAPES (a foundation within the Ministry of Education in Brazil) awarded 8,156 scholarships for overseas study.
- Between 2006–2016 the main countries of choice for Brazilian students awarded with a CAPES scholarship were the USA, France, Germany, Portugal and Italy. The UK is in sixth place on average (CAPES database) (**GRAPH 6**).

# MOBILITY

**GRAPH 1: GLOBALLY MOBILE STUDENTS FROM SOUTH AMERICA BY COUNTRY 2017**



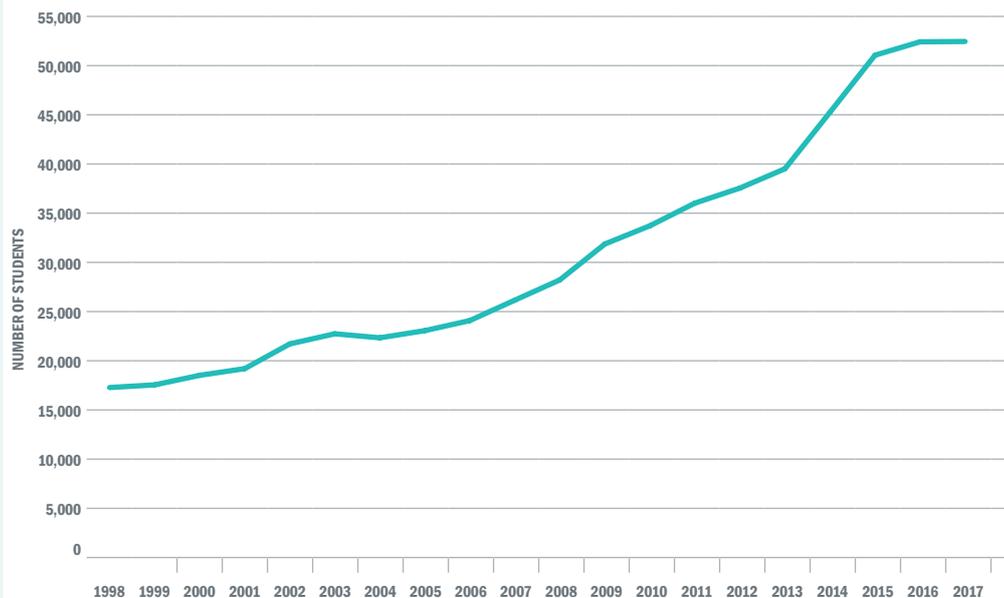
Source: Data extracted on 24 Apr 2019 from UIS.Stat

In 2017

**52,515**

globally mobile  
students were  
from Brazil.

GRAPH 2: GLOBALLY MOBILE STUDENTS FROM BRAZIL 1998–2017



Source: Data extracted on 18 Feb 2019 12:00 UTC (GMT) from UIS.Stat

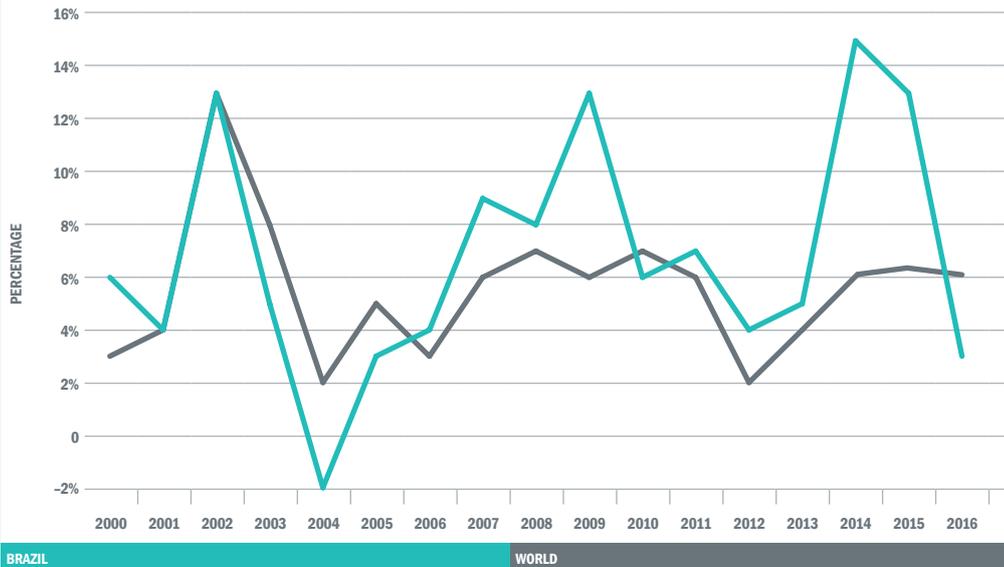
There was a

**204%**

increase in the number of mobile students from Brazil between 1998 and 2017.

# MOBILITY

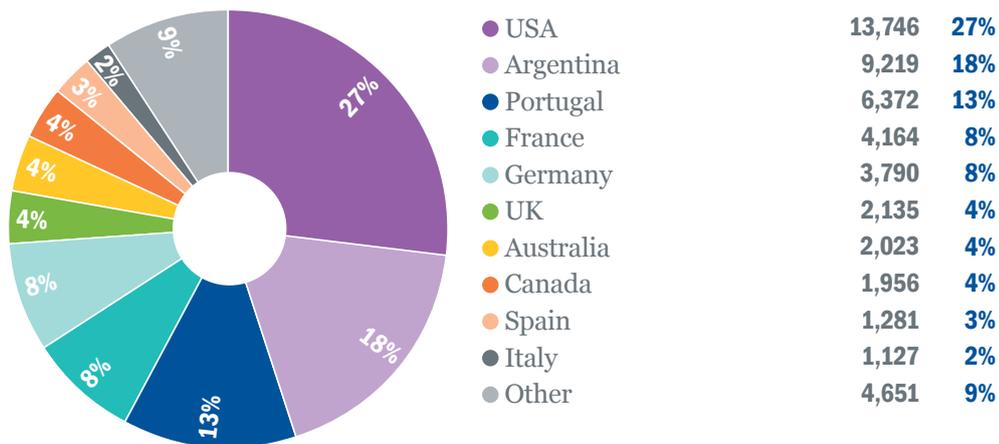
GRAPH 3: ANNUAL CHANGES IN STUDENT MOBILITY FROM BRAZIL AND THE REST OF THE WORLD



Source: Data extracted on 18 Feb 2019 12:00 UTC (GMT) from UIS.Stat

The growth of student mobility from Brazil is broadly comparable to the growth of international student mobility worldwide.

GRAPH 4: THE TEN MOST POPULAR STUDY DESTINATIONS FOR STUDENTS FROM BRAZIL IN 2016



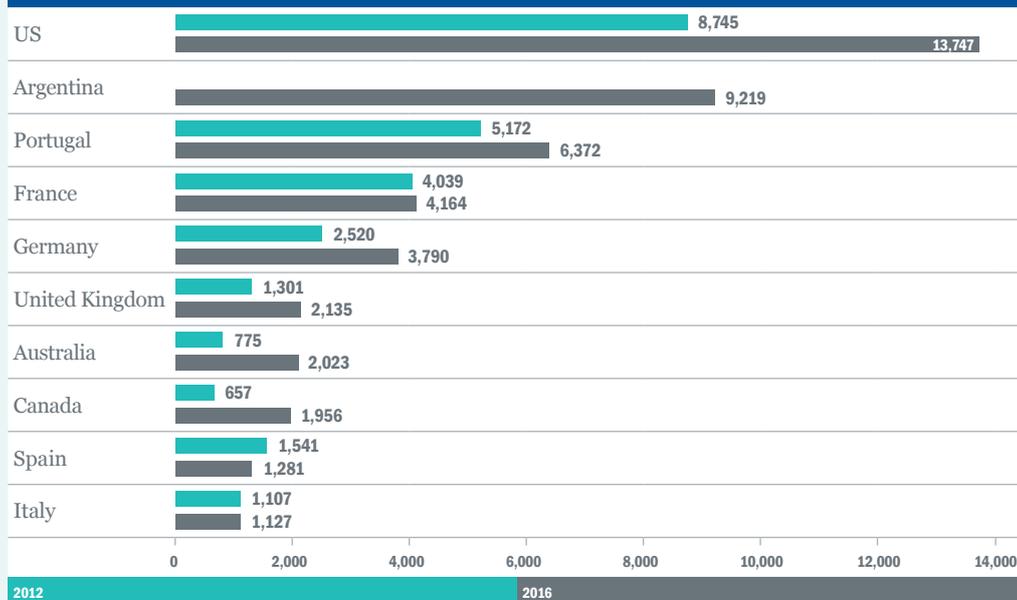
Source: Data extracted on 18 Feb 2019 12:00 UTC (GMT) from UIS.Stat

The top three most popular destinations hosted

**58%**

of Brazilian students in 2016.

**GRAPH 5: CHANGES IN HOST COUNTRIES' MARKET SHARE OF STUDENTS FROM BRAZIL**



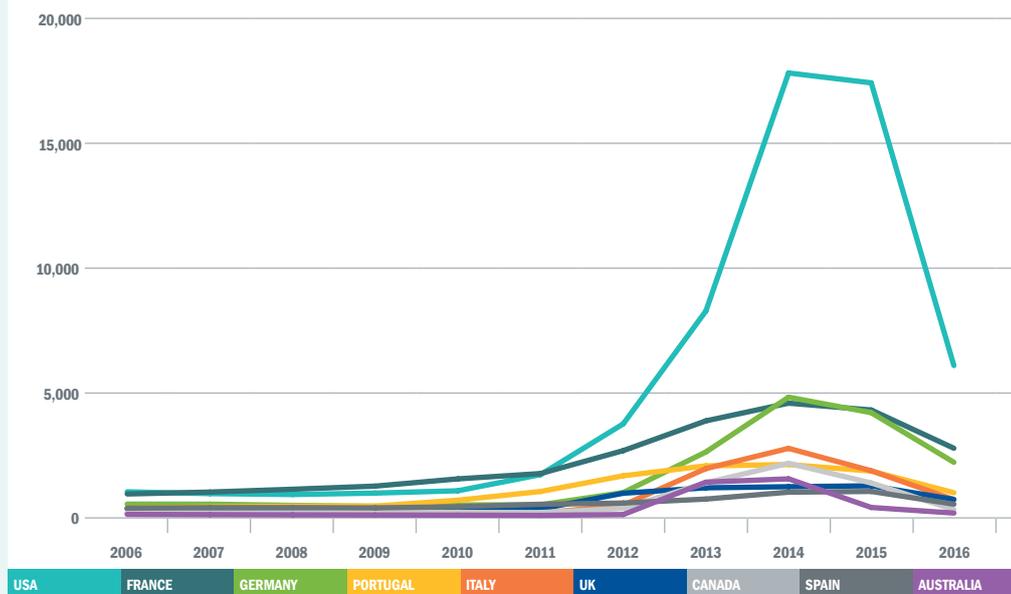
Source: Data extracted on 18 Feb 2019 12:00 UTC (GMT) from UIS.Stat

The UK has seen a

# 64%

increase in the number of Brazilian students coming to the country between 2012 and 2016. However, the UK's market share has remained at the level of 4%.

**GRAPH 6: BRAZILIAN CAPES SCHOLARS BY COUNTRY OF DESTINATION 2006–2016**



Source: CAPES Database.

In 2016

**675**

**Brazilian CAPES scholars studied in the UK.**

**This represents**

**5%**

**of the total Brazilian CAPES scholars in 2016.**

## BRAZIL – UK MOBILITY

- In 2017–18, 1,670 Brazilians were studying at UK universities. 830 of them were full-time new entrants (155 undergraduate – 675 postgraduate) (**GRAPH 8**).
- A total of 310 UK students participated in mobility experiences to Brazil in 2017–18. Over three quarters (76%) went on study visits, followed by work abroad (19%) and volunteering (5%) (**GRAPH 17**).
- In the last ten years, Brazil has sent more international students to the UK than any other country in the region (**GRAPH 7**).
- The number of new Brazilian students coming to the UK has fluctuated, reaching a peak in 2014–15 at 1,495. This volatility may be attributed to a high proportion of national scholarship holders. There was a modest recovery in 2017–18 with 830 new Brazilian students in the UK, mainly at the postgraduate level (**GRAPH 8**).

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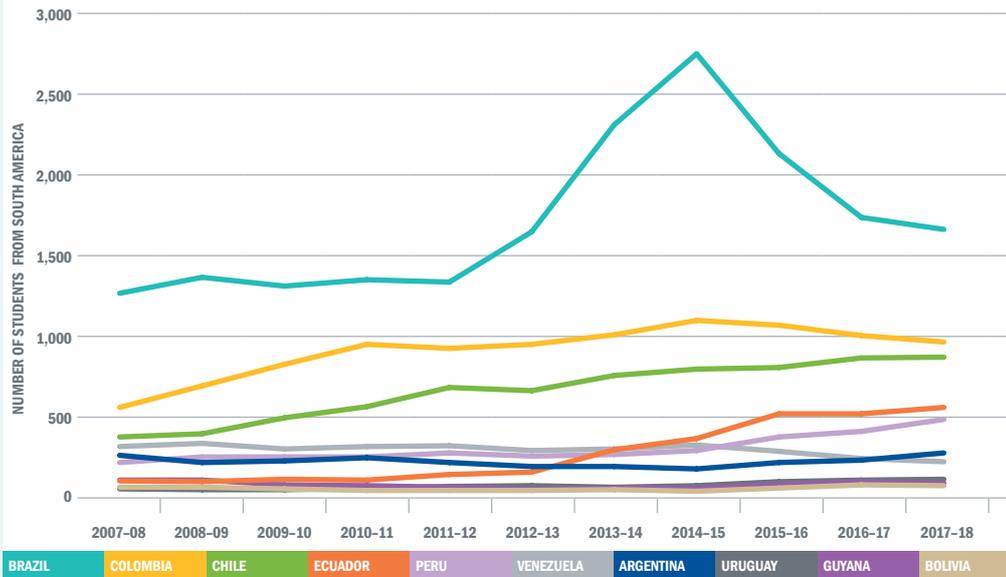
## BRAZIL – UK MOBILITY

### Undergraduate trends

- There were 155 undergraduate student entrants in 2017–18; 78% fewer than in 2014–15 (**GRAPH 9**). An increase in full-time undergraduate entrants in 2013–14 and 2014–15 is attributed mainly to the availability of Science without Borders scholarships.
- The majority of the Brazilian undergraduate student population in the UK in the last ten years was self-funded. (**GRAPH 10**).
- The main areas of study for undergraduate students in 2017–18 were business and administrative studies (19.9%), creative arts & design (18.8%) and social studies (14.6%) (**GRAPH 11**).

# MOBILITY

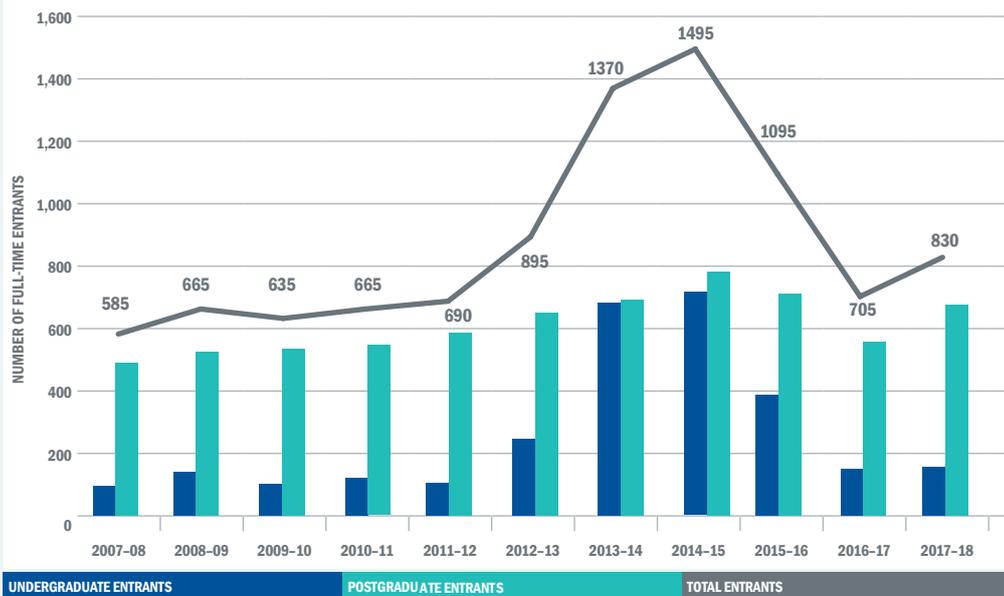
**GRAPH 7: STUDENTS FROM SOUTH AMERICA IN UK HIGHER EDUCATION BY COUNTRY 2007-08 TO 2017-18**



Source: HESA student record.

**Brazil is the top sender country in the South America region.**

**GRAPH 8: FULL-TIME ENTRANTS FROM BRAZIL INTO UK HIGHER EDUCATION**

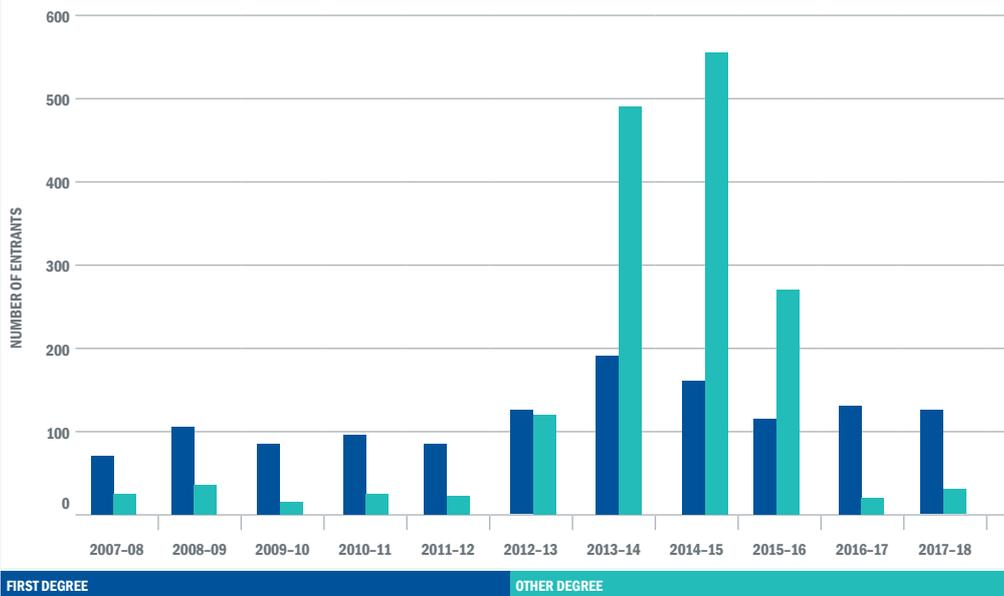


Source: HESA student record.

The number of new Brazilian students coming to the UK peaked in 2014–15, at

**1,495.**

**GRAPH 9: FULL-TIME UNDERGRADUATE ENTRANTS FROM BRAZIL 2007-08 TO 2017-18**



There were

**155**

undergraduate student  
entrants in 2017-18,

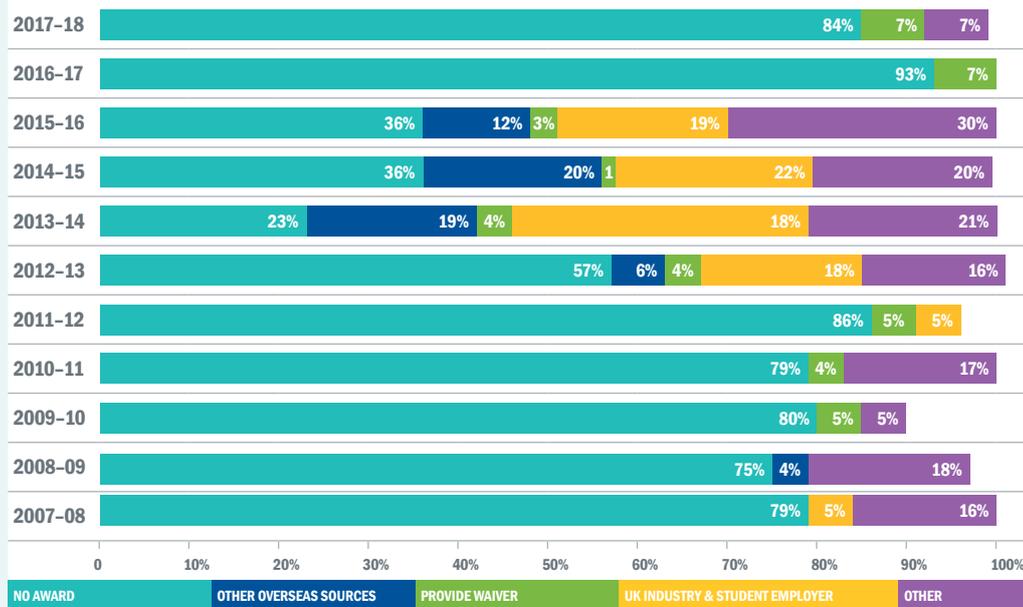
**78%**

fewer compared  
to 2014-15.

Source: HESA student record.

# MOBILITY

**GRAPH 10: SOURCES OF FUNDING FOR UNDERGRADUATE ENTRANTS**



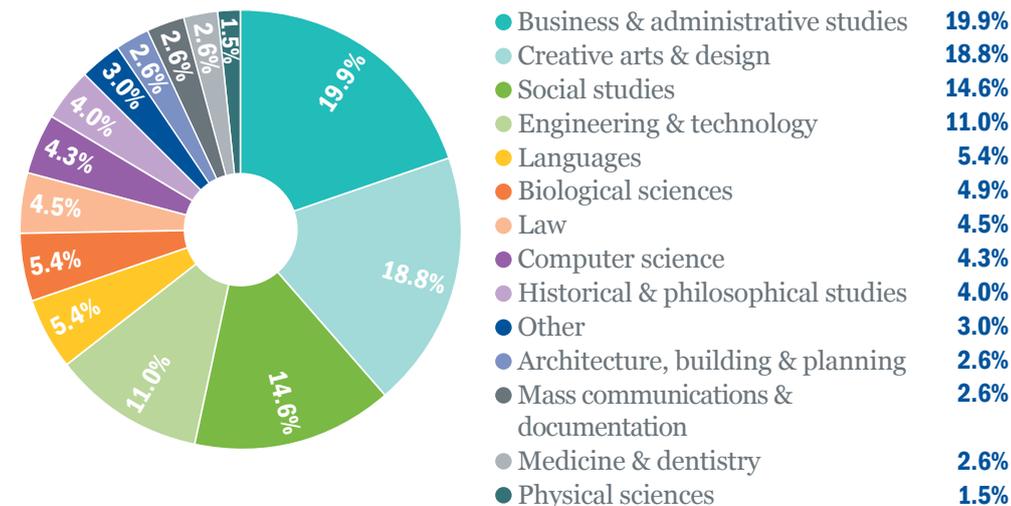
Source: HESA student record.

# 84%

of undergraduate student entrants in 2017-18 were self-funded.

# MOBILITY

GRAPH 11: UNDERGRADUATE ENTRANTS BY MAIN SUBJECT AREA



Source: HESA student record.

## 19.9%

**of Brazilian undergraduate entrants in the UK are studying business and administrative studies.**

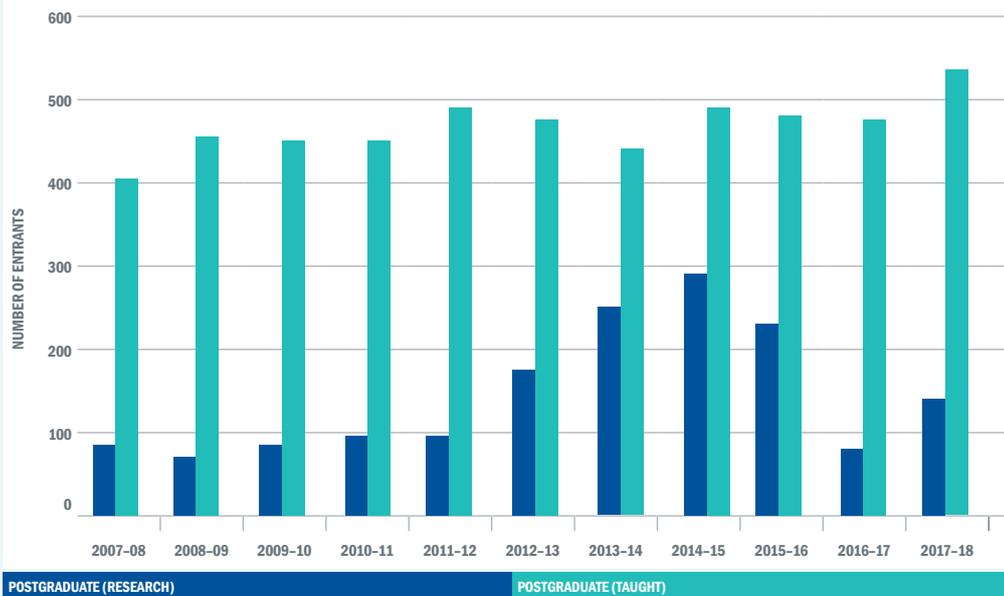
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## BRAZIL – UK MOBILITY

### Postgraduate trends

- Entry to postgraduate taught masters has been stable over the past ten years while the number of postgraduate research students has fluctuated significantly (**GRAPH 12**).
- In 2017–18, self-funded students constituted most of the postgraduate taught population in the UK (**GRAPH 13**) while institutional fee waivers and personal finance were the main sources of tuition fee funding for postgraduate research entrants from Brazil (**GRAPH 14**).
- The most popular subject for postgraduate taught students in 2017–18 was business and administrative studies (30%, 165 entrants) (**GRAPH 15**). While other subject areas saw very little or no growth, demand for business studies increased by 18% as compared to the previous year.
- The main areas of study for postgraduate research in 2017–18 were: social studies (17%), engineering and technology (16%) and physical sciences (13%) (**GRAPH 16**).

**GRAPH 12: POSTGRADUATE TAUGHT AND POSTGRADUATE RESEARCH ENTRANTS**

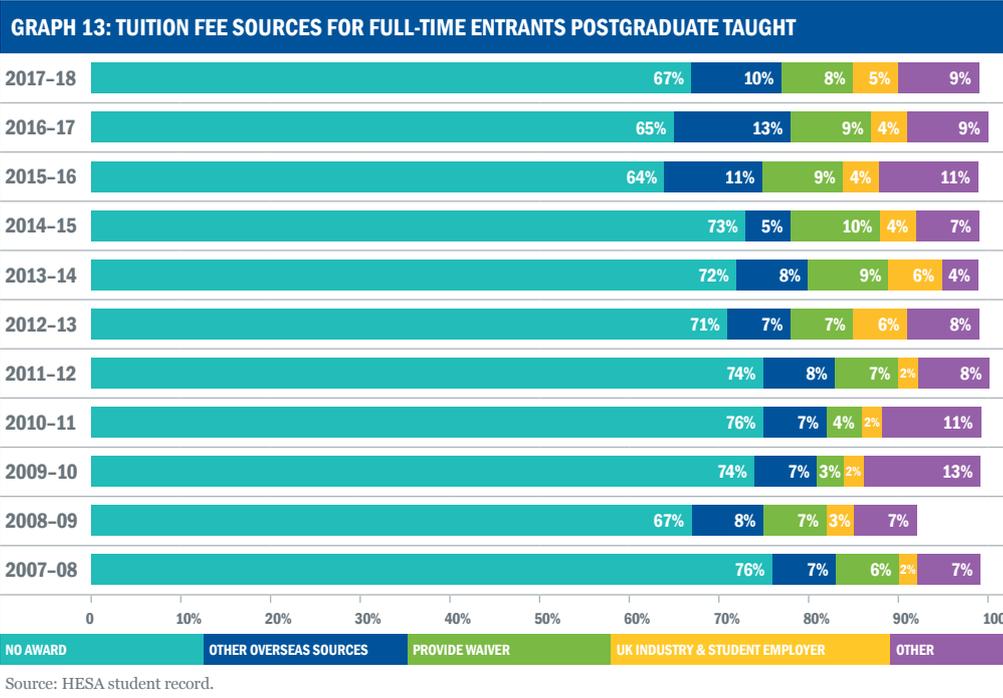


Source: HESA student record.

**Entry to postgraduate taught has been stable over the past ten years.**

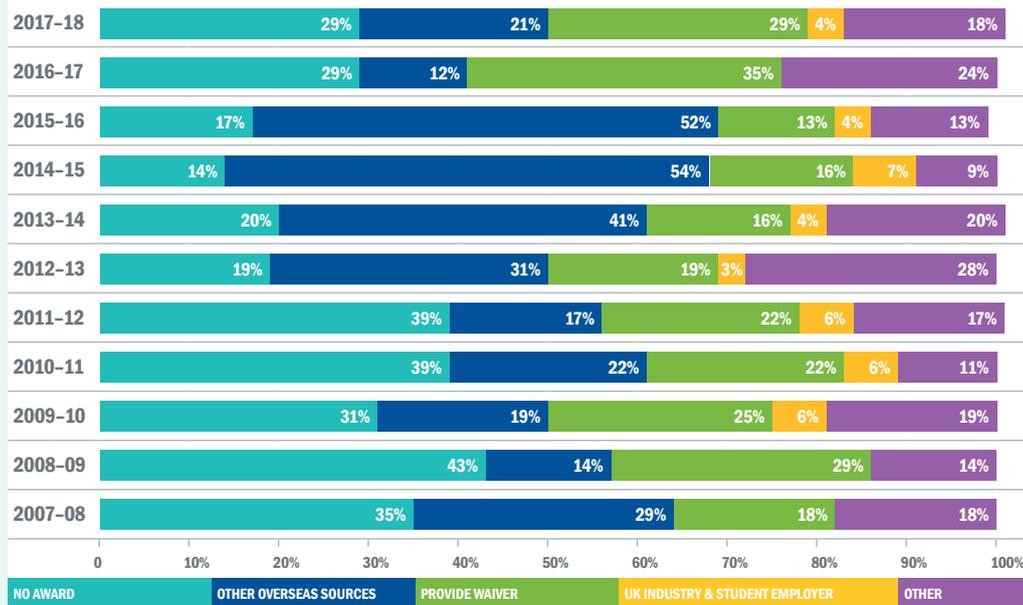
**The number of postgraduate research entrants has fluctuated significantly.**

# MOBILITY



**67%**  
of new postgraduate  
taught students  
were self-funded  
in 2017-18.

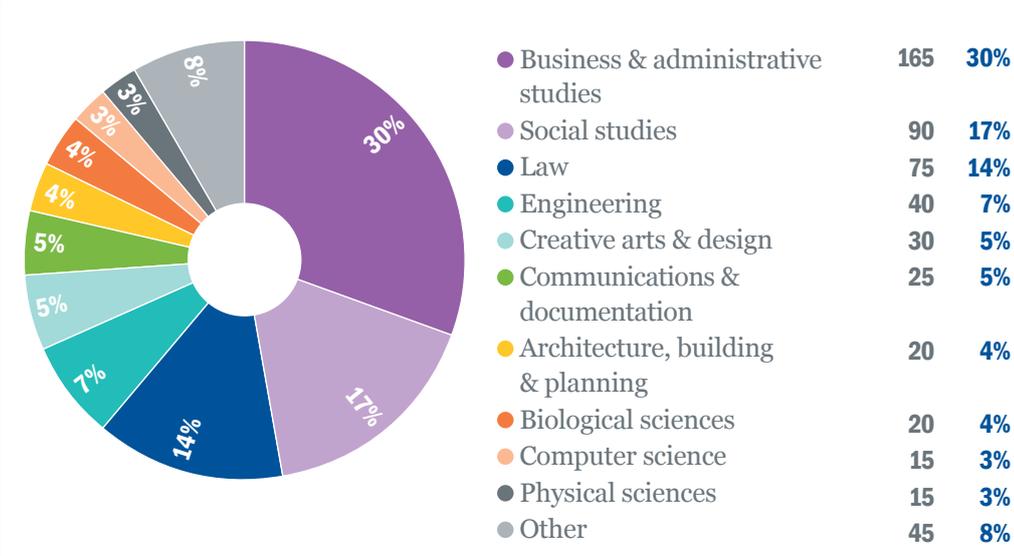
**GRAPH 14: SOURCES OF FUNDING FOR POSTGRADUATE RESEARCH ENTRANTS**



Source: HESA student record.

The number of postgraduate research entrants funded by overseas government or industry has fluctuated significantly.

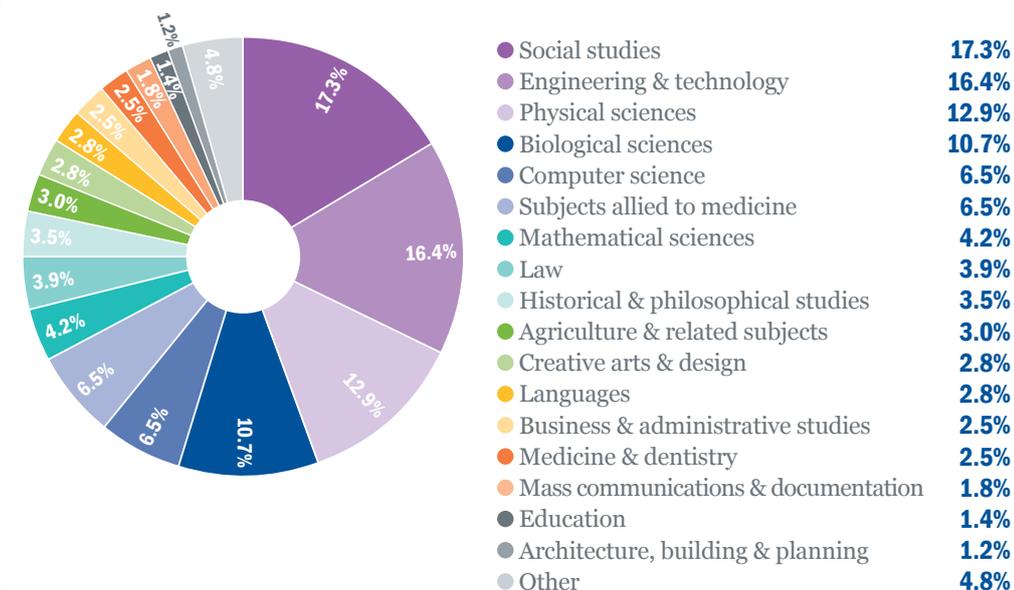
GRAPH 15: POSTGRADUATE TAUGHT ENTRANTS BY MAIN SUBJECT AREA 2017-18



Source: HESA student record.

**30%**  
of taught postgraduate entrants in 2017-18 were studying business and administrative studies.

GRAPH 16: POSTGRADUATE RESEARCH ENTRANTS BY MAIN SUBJECT AREA 2017-18

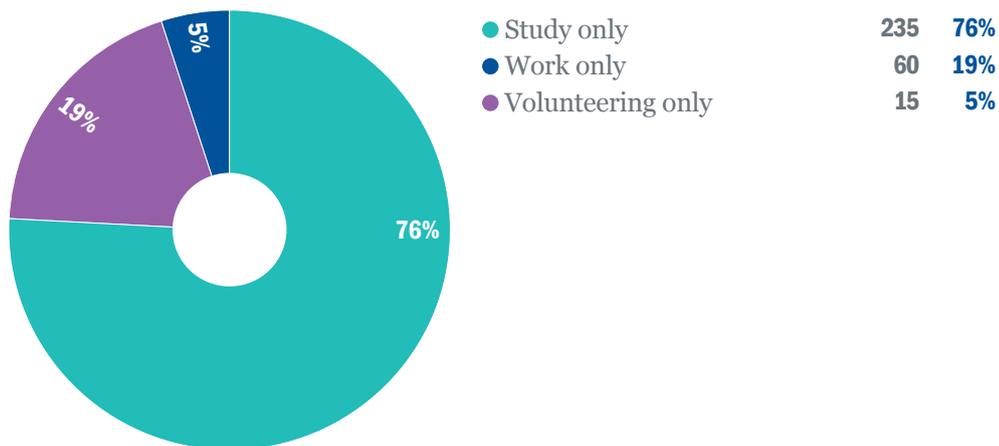


Source: HESA student record.

# 17%

of postgraduate research entrants in 2017-18 were studying social sciences.

GRAPH 17: UK STUDY ABROAD STUDENTS IN BRAZIL 2017-18



Source: HESA student record.

# 310

UK students worked, studied or volunteered abroad in Brazil in 2017-18.

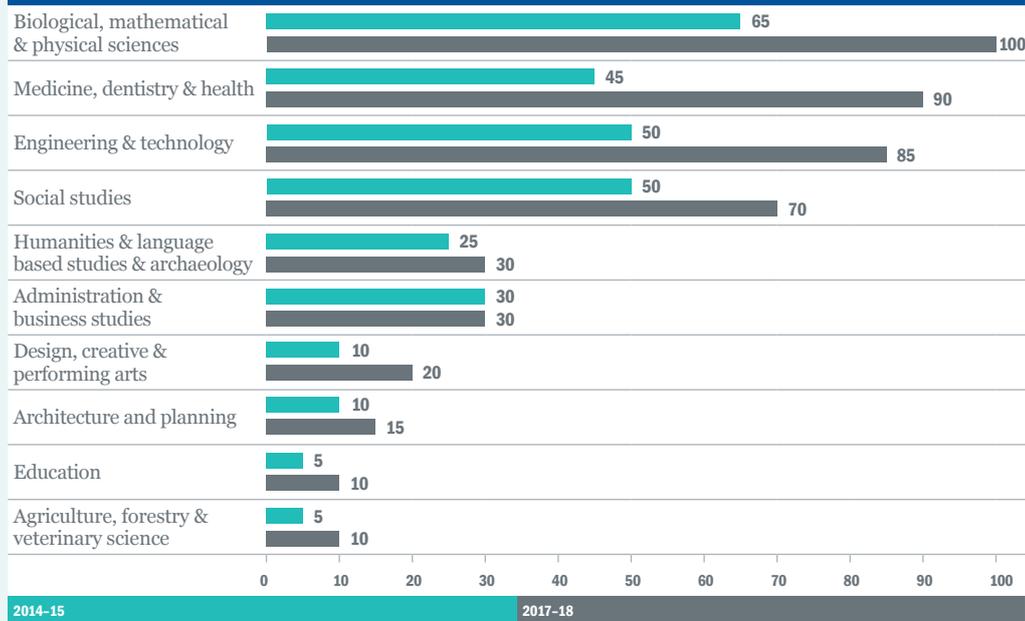
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## ACADEMIC STAFF FROM BRAZIL IN UK HIGHER EDUCATION

- In 2017–18, 610 Brazilian staff were working in the UK.
- There were 460 academic staff from Brazil employed at UK HEIs in 2017–18, which represents a 53% growth compared to 2013–14.
- About 60% of all Brazilian staff are concentrated in three broad subject areas:
  - (i) biological mathematical and physical sciences
  - (ii) medicine and dentistry
  - (iii) engineering and technology (**GRAPH 18**).

# MOBILITY

**GRAPH 18: ACADEMIC STAFF WITH BRAZILIAN NATIONALITY BY COST CENTRE**



Source: HESA

About

# 60%

of all Brazilian staff in 2017–18 were concentrated in three subject areas:

- biological, mathematical and physical sciences
- medicine and dentistry
- engineering and technology

## UK–BRAZIL TNE PARTNERSHIP

- There is limited TNE provision in Brazil with 520 students enrolled on UK degrees in-country in 2017–18. However, Brazil has the highest numbers of UK TNE students in the South American Region, followed by Guyana, Colombia, Peru and Argentina.
- While most UK TNE globally is at the undergraduate level, 72% of the TNE students in Brazil (375 students) are enrolled on postgraduate taught degrees (**GRAPH 19**).
- The majority of provision is through distance, flexible and online learning and delivered by a small number of HEIs (**GRAPH 20**).
- The country’s regulatory environment enables distance education, and there is no evidence of other forms of TNE having been formally accredited in Brazil (Ilieva, J. and M. Peak 2016).

# TRANSNATIONAL EDUCATION

GRAPH 19: TNE STUDENTS FROM BRAZIL ON UK TNE PROGRAMMES BY LEVEL OF STUDY



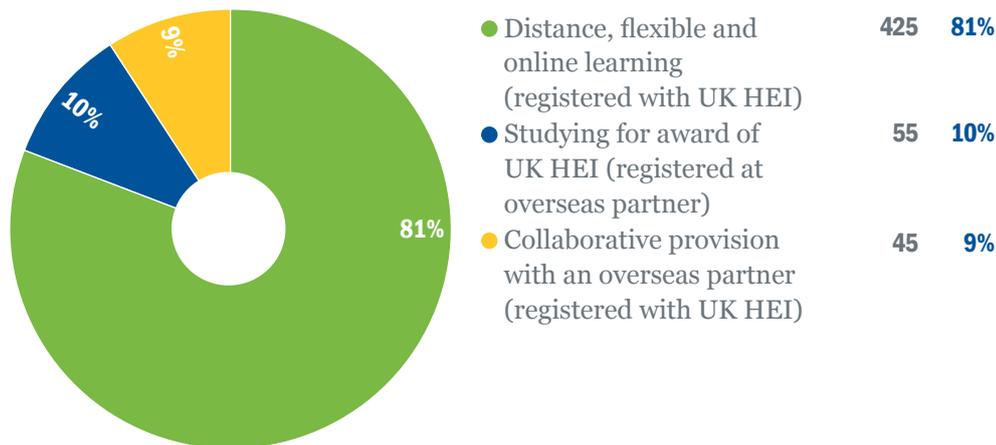
Source: HESA Aggregate Offshore Record.

# 72%

of student enrolment on TNE programmes in Brazil are at postgraduate taught level.

# TRANSNATIONAL EDUCATION

GRAPH 20: STUDENTS FROM BRAZIL BY TYPE OF TNE PROVISION



Source: HESA student record.

# 81%

of TNE delivery  
in Brazil is via  
distance, flexible  
and online learning.

# RESEARCH COLLABORATION

## Brazilian research output

- 34% of Brazil's research output is produced through international cooperation. The UK is Brazil's second largest research partner, after the US, and accounts for 15% of Brazil's internationally co-authored publications.
- The top five collaborative partners (the US, UK, France, Spain and Germany) account for 85% of Brazil's international research output (**GRAPH 21**).
- The number of academic publications produced by Brazil is increasing rapidly. However, output is growing faster than impact. Only 8.6% of Brazilian publications were in the top 10% most cited publications worldwide (Scopus, Scival).

## UK-Brazilian research collaboration

- Brazil leads in the region with more than 13,000 co-authored publications with the UK between 2015–2018, with a 31.5% growth over the 2015–2018 period (Scopus, Scival).
- Medicine dominates the collaborative research output between Brazil and the UK and accounts for almost a fifth of co-authored research (19%, 4,316 papers). Physics and astronomy are second with just under 3,000 articles produced between 2015 and 2018 (13%) and biochemistry, genetics and molecular biology (9%, 2,010 articles) ranks third (**GRAPH 22**).

# RESEARCH COLLABORATION

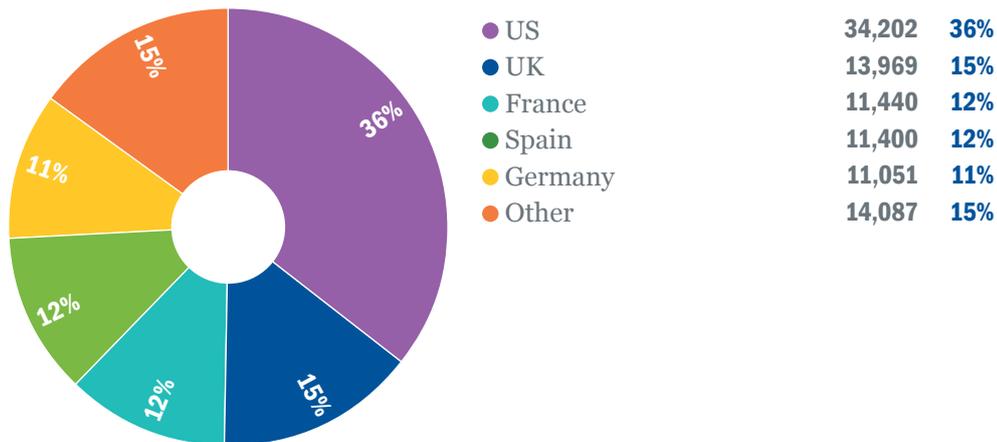
- This contrasts with the findings from the UUKi survey which showed that most of the surveyed institutions are collaborating in the arts and humanities (59%) and economic and social research (52%), followed by engineering and physical sciences (48%) and biotechnology and biological sciences (40%). Over a third of the HEIs (35%) were involved in medical research (**GRAPH 30**).

## Funding sources and discipline areas

- The bilateral **Newton Fund** is one of the main enablers to enhance research collaboration between Brazil and the UK. Since its creation in 2015, 472 grants have been allocated to support UK-Brazil cooperation. By 2021 almost £70 million is expected to be invested by both countries.
- The **Global Challenges Research Fund (GCRF)** is another important enabler. With 24 GCRF projects, Brazil is the most frequently named country of focus in the Latin America region under this fund.

# RESEARCH COLLABORATION

GRAPH 21: BRAZIL'S TOP RESEARCH PARTNERS



Source: Scopus. Data export 19th February 2019.

The UK is Brazil's

## 2nd

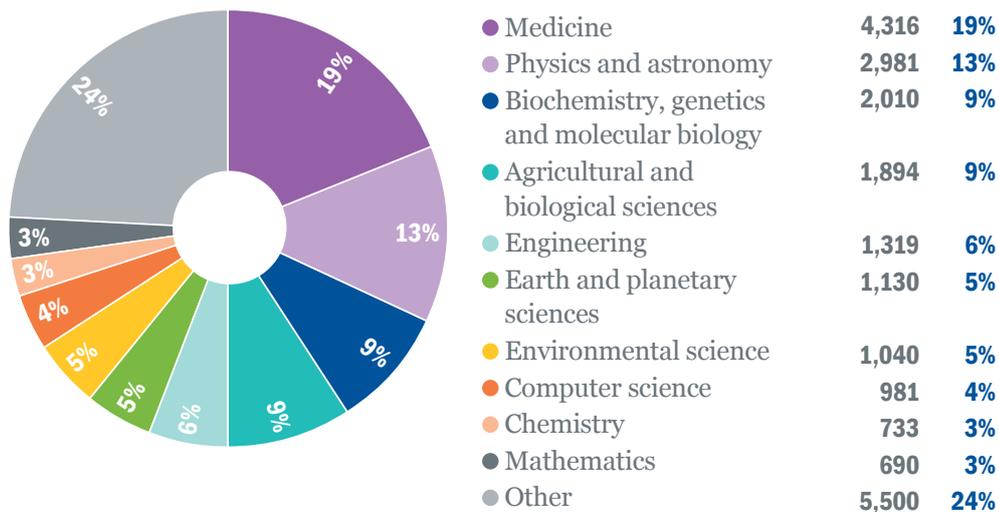
largest research partner, after the US, and accounts for

## 15%

of internationally collaborative research.

# RESEARCH COLLABORATION

GRAPH 22: COLLABORATION BETWEEN BRAZIL AND THE UNITED KINGDOM BY SUBJECT AREA (2015–2018)



Source: Scopus. Data export 19th February 2019.

Medicine accounts for

# 19%

of collaborative research output between Brazil and the UK.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

## MAIN FINDINGS

### High level of engagement

- 80% of surveyed UK HEIs are engaged with Brazil. Of these, 61% identified the country as a strategic priority for their institution (**GRAPH 23 AND 24**).
- The most prominent engagement with Brazil is through research collaboration (80%), followed by student recruitment (62%) and partnership development (60%) (**GRAPH 25**).
- The survey tested for awareness about Brazil's CAPES PrInt national programme. 38% of the respondents are already participating in the programme with a further 14% considering future participation (**GRAPH 26**).

### Commitment to Brazilian students

- 53% of UK HEIs offer scholarships to Brazilian students. 25 % offer tuition fee discounts to postgraduate taught students and 15% offer tuition fee waivers to postgraduate research students (**GRAPH 27**).
- Only 13% of the HEIs are involved in TNE in Brazil and a further 27% are considering such engagement in future (**GRAPH 28**).

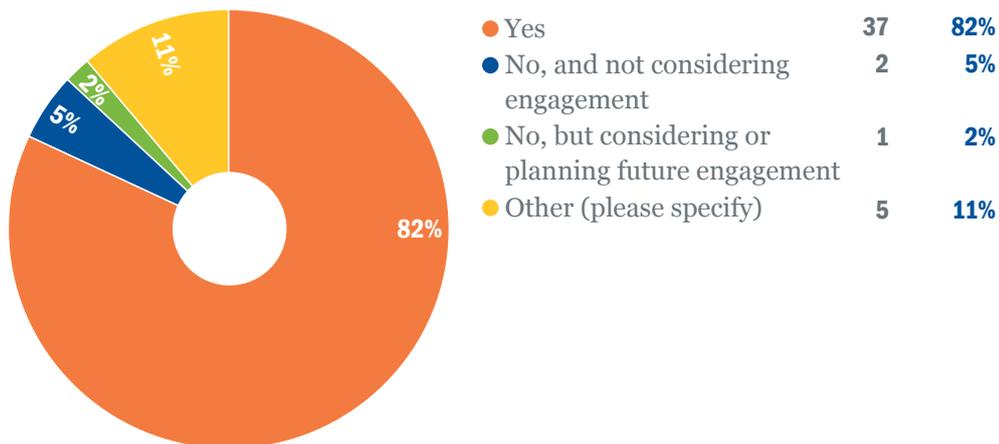
# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

## Trends in research funding

- 76% of respondents identify UK research agencies as the main source of funding for research collaborations with Brazil. Half of the institutions have accessed research funding from Brazilian funding agencies and just over a third funded their own research engagement with Brazilian partners (**GRAPH 29**).
- While the arts and the humanities are the most popular subject area for collaborative research (**GRAPH 30**), the subject which has attracted the most local funding is biotechnology and biological sciences (**GRAPH 31**).
- 42% reported an increase in the amount of research funding for collaboration with Brazil available from UK agencies, while 22% reported an increase in the amount of institutional funding available (**GRAPH 32**).
- 59% of surveyed institutions are currently participating in CNPq funded schemes, 43% are currently participating in GCRF projects, 30% in the CAPES PrInt programme, and 26% in Newton Fund projects. (**GRAPH 33**).

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

GRAPH 23: IS YOUR INSTITUTION CURRENTLY ENGAGED WITH BRAZIL IN ANY CAPACITY?



Source: UUKi survey conducted between October 2018-January 2019.

# 82%

of UK HEIs surveyed  
are currently engaged  
in Brazil.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

GRAPH 24: WHICH OF THE FOLLOWING BEST DESCRIBES YOUR ENGAGEMENT IN BRAZIL?



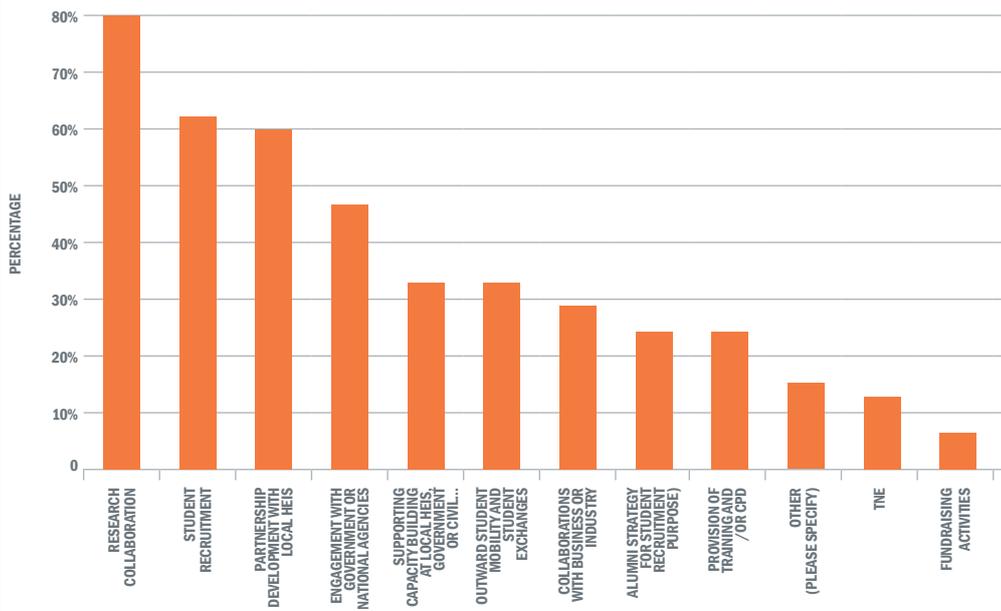
Source: UUKi survey conducted between October 2018-January 2019.

## 61%

of UK HEIs surveyed describe the country as a strategic priority.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

GRAPH 25: IN WHICH OF THE FOLLOWING AREAS IS YOUR INSTITUTION ACTIVELY ENGAGED WITH BRAZIL?



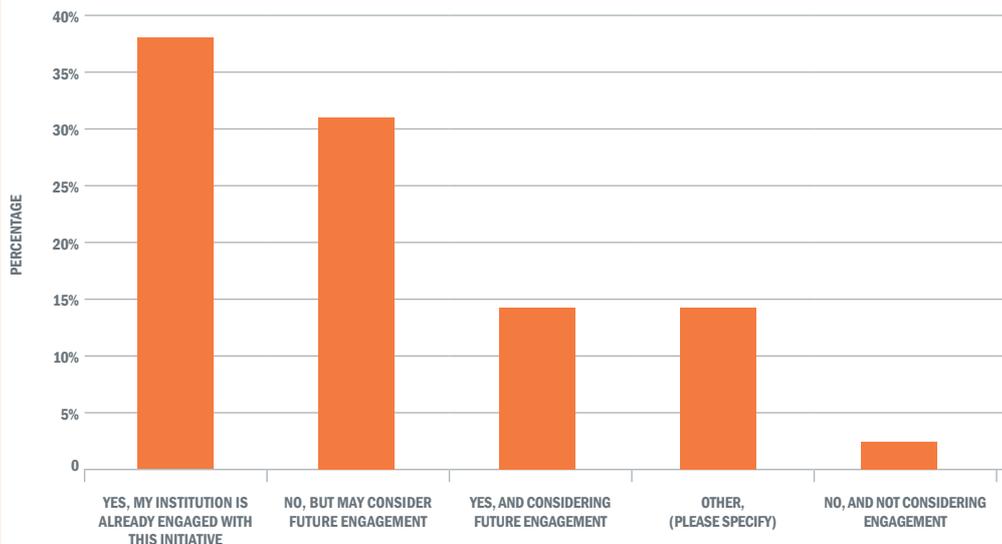
Source: UUKi survey conducted between October 2018-January 2019.

The most prevalent areas for collaboration are:

- **Research (80%)**
- **Student recruitment (62%)**
- **Partnership development with local institutions (60%)**

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

GRAPH 26: IS YOUR INSTITUTION AWARE OF CAPES PRINT?



Source: UUKi survey conducted between October 2018-January 2019.

**38%**

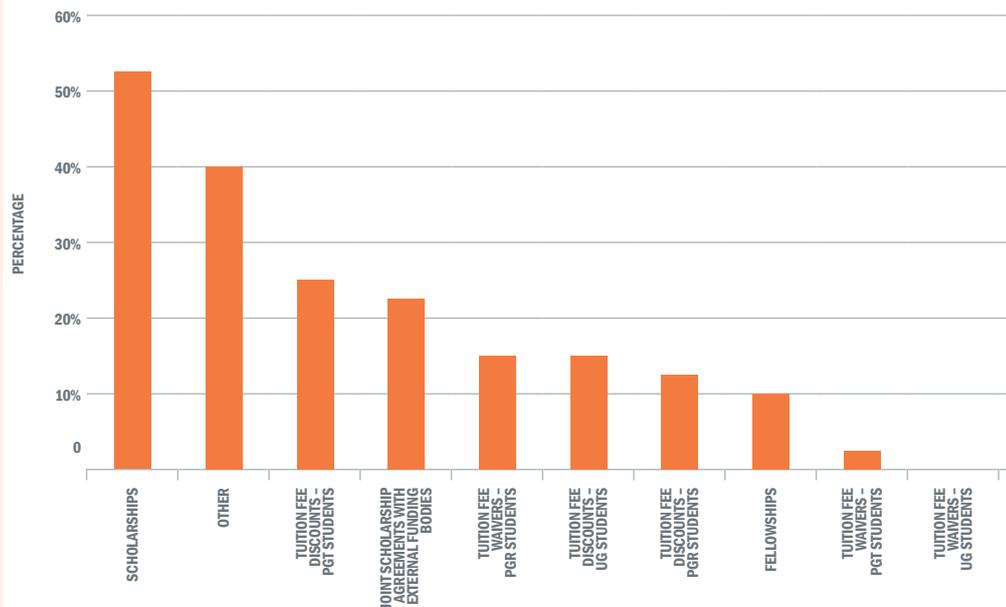
of UK HEIs surveyed are engaged with CAPES PRINT.

**14%**

are considering future participation.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

GRAPH 27: DOES YOUR INSTITUTION PROVIDE ANY OF THE INCENTIVES BELOW FOR BRAZILIAN STUDENTS?



Source: UUKi survey conducted between October 2018-January 2019.

# 52%

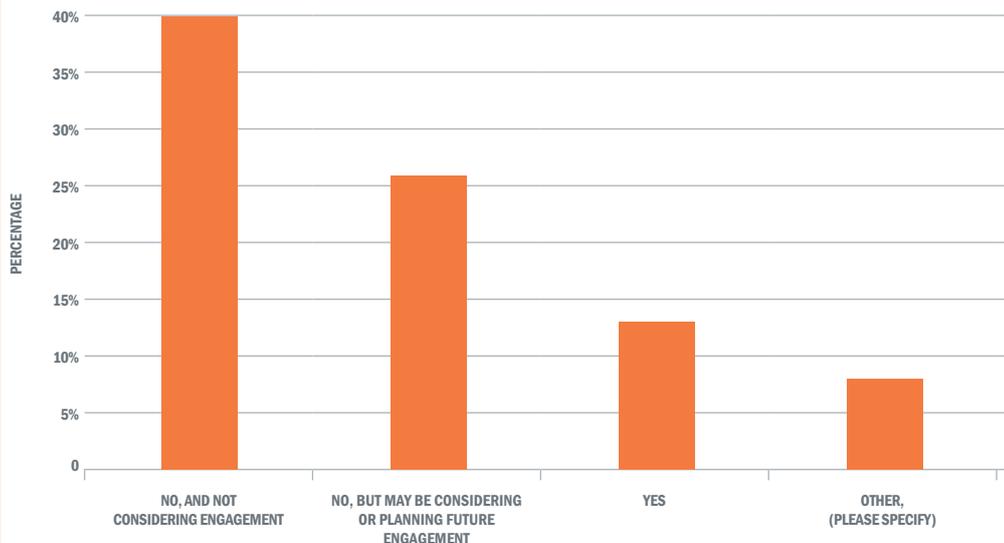
of UK HEIs surveyed offer scholarships to Brazilian students.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

# 13%

of UK HEIs surveyed  
are involved in  
TNE in Brazil.

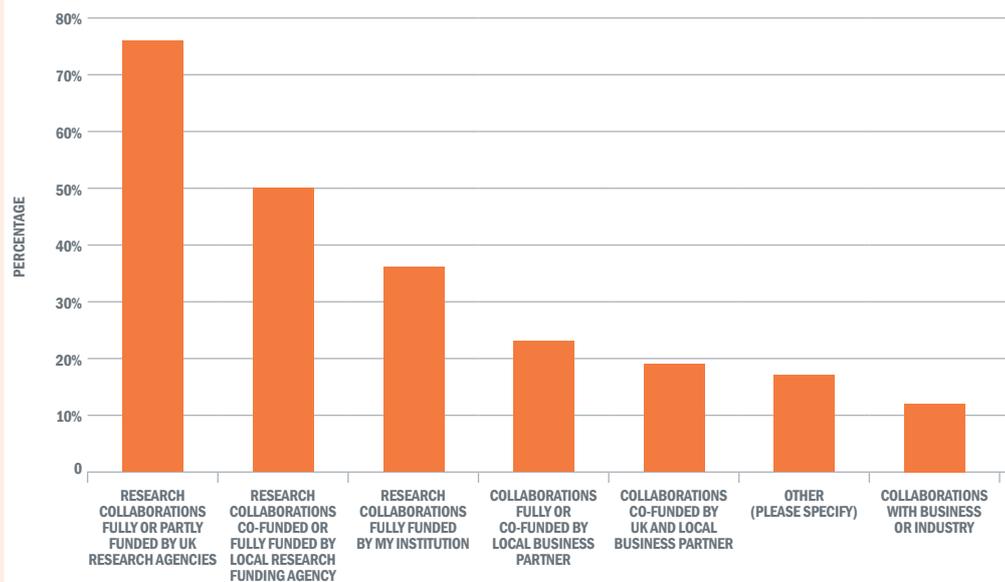
GRAPH 28: IS YOUR INSTITUTION INVOLVED IN TRANSNATIONAL EDUCATION PARTNERSHIPS IN BRAZIL?



Source: UUKi survey conducted between October 2018-January 2019.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

**GRAPH 29: WHICH OF THE FOLLOWING FUNDING SOURCES ARE USED FOR THE RESEARCH AND BUSINESS ENGAGEMENT OF YOUR INSTITUTION IN BRAZIL?**



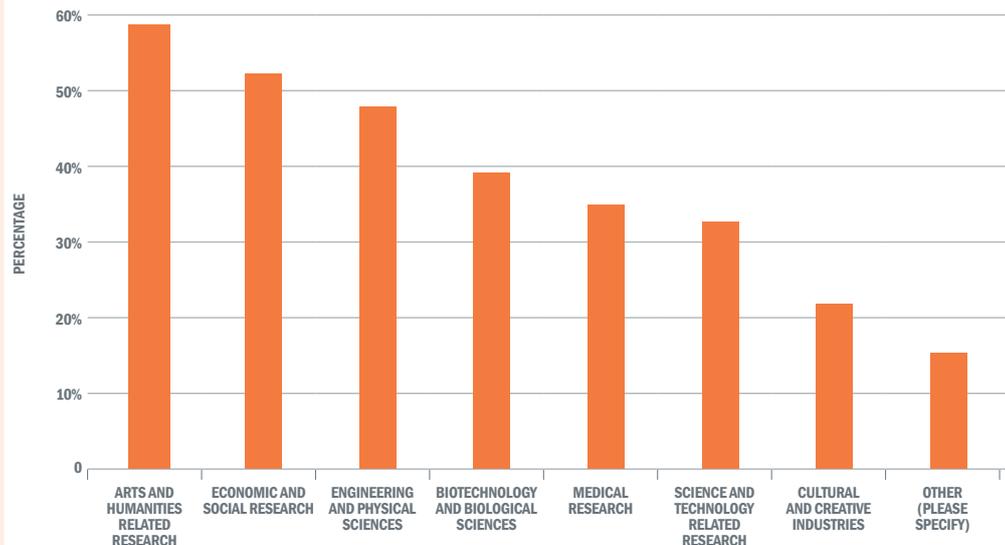
Source: UUKi survey conducted between October 2018-January 2019.

## 76%

of UK HEIs surveyed use UK research agencies to fund their research and business engagement in Brazil.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

**GRAPH 30: IN WHICH OF THE FOLLOWING RESEARCH AREAS IS YOUR INSTITUTION ACTIVELY ENGAGED IN BRAZIL?**



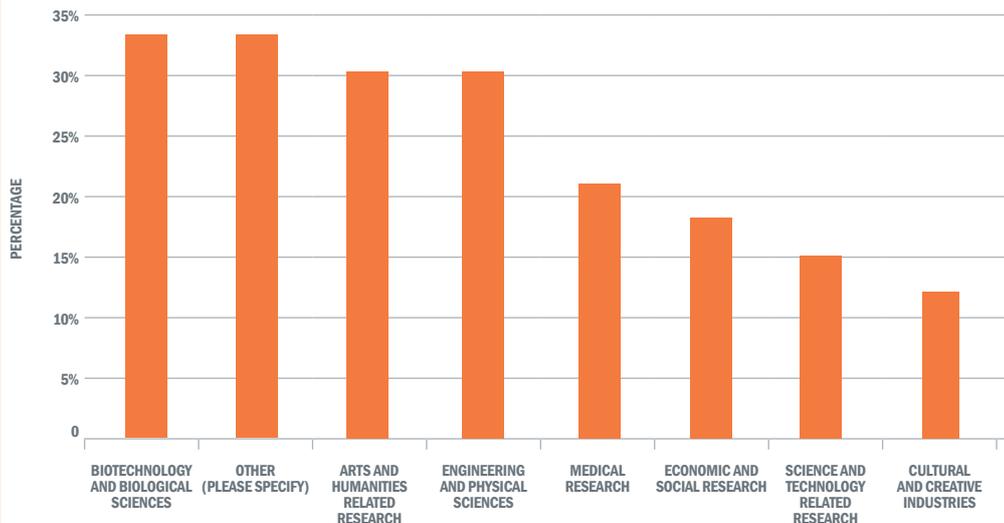
Source: UUKi survey conducted between October 2018-January 2019.

## 59%

of UK HEIs surveyed are actively engaged in arts and humanities research.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

**GRAPH 31: HAS YOUR INSTITUTION TAKEN PART IN ANY LOCALLY-FUNDED RESEARCH PROJECTS IN BRAZIL? IN WHICH DISCIPLINE AREA?**



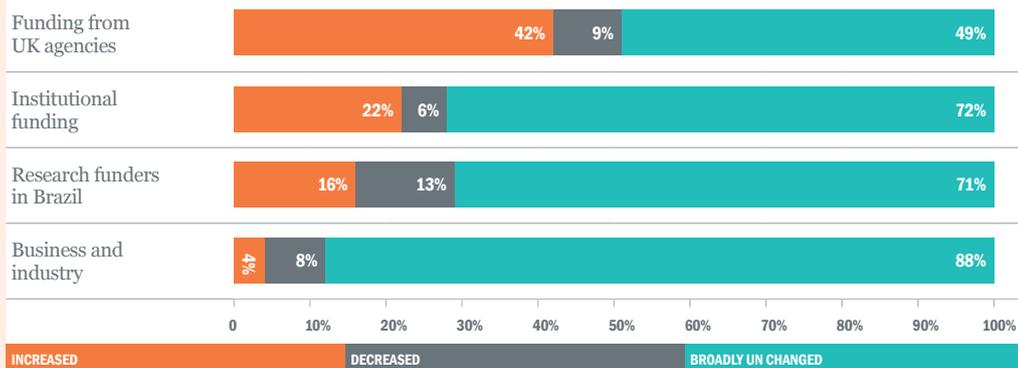
Source: UUKi survey conducted between October 2018-January 2019.

# 1/3

of institutions surveyed are taking part in locally-funded research projects in the areas of biotechnology and biological sciences.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

**GRAPH 32: HAS RESEARCH FUNDING FOR COLLABORATION WITH BRAZIL OVER THE PAST ACADEMIC YEAR INCREASED, DECREASED OR REMAINED BROADLY UNCHANGED?**



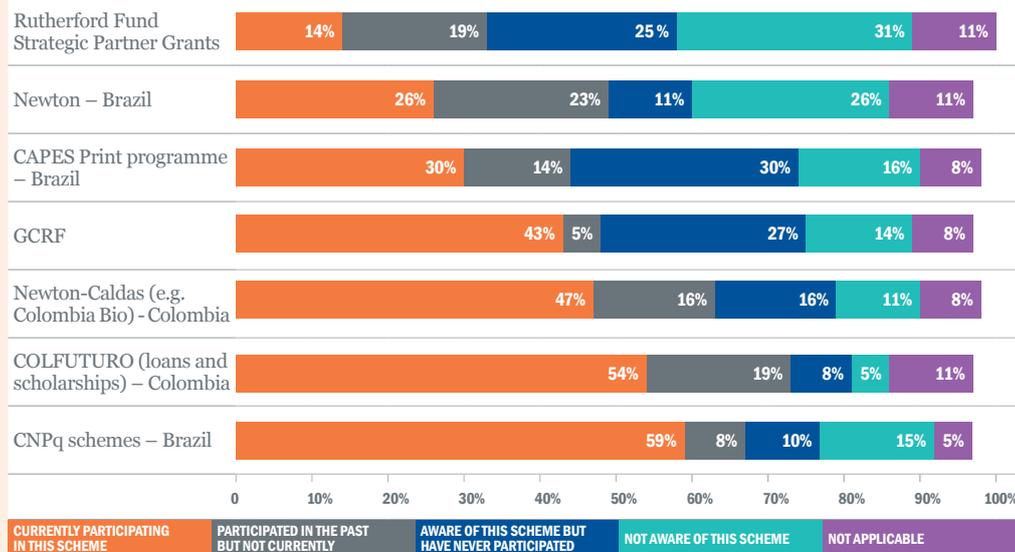
Source: UUKi survey conducted between October 2018-January 2019.

## 42%

**of UK HEIs surveyed reported an increase in research funding available from UK agencies to support collaboration with Brazil.**

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

**GRAPH 33: WHICH OF THE FOLLOWING SCHEMES IS YOUR INSTITUTION CURRENTLY PARTICIPATING IN, OR HAS LARGELY USED IN THE PAST, FOR STUDENT RECRUITMENT, PARTNERSHIP AND RESEARCH PURPOSES?**



Source: UUKi survey conducted between October 2018-January 2019.

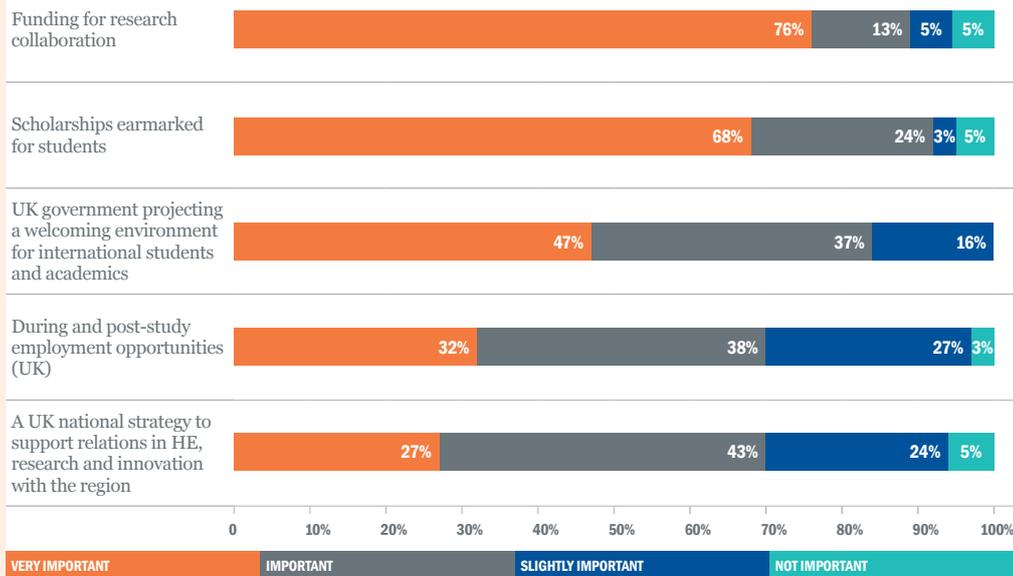
\* The survey aimed to gather information about UK HEIs engagement with Brazil and Colombia. Therefore, some of the categories respond to Colombian schemes.

# 59%

of UK HEIs surveyed are participating or have participated in CNPq schemes.

# UK UNIVERSITIES' ENGAGEMENT WITH BRAZIL

**GRAPH 34: WHICH OF THE FOLLOWING HAVE BEEN THE MAIN ENABLERS TO YOUR INSTITUTION'S ACTIVITIES IN BRAZIL?**



Source: UUKi survey conducted between October 2018-January 2019.

# 76%

of UK HEIs surveyed identified funding for research collaboration as the main enabler for their engagement with Brazil.

# CHALLENGES AND ENABLERS FOR COLLABORATION

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## CHALLENGES

- There are political uncertainties, and financial constraints, in both countries.
- Brazilian students are price sensitive, and there is limited funding available to support study in the UK.
- There is limited awareness of existing funding opportunities for collaboration among institutions in the UK and Brazil.

## ENABLERS

- A number of important sources of funding to support collaborative research exist, including the Newton Fund and the Global Challenges Research Fund.
- UK institutions are investing in scholarship opportunities, fee waivers and discounts for Brazilian students.
- The UK and Brazil higher education systems have a well established relationship and there is commitment to long-term strategic partnership on both sides.

# NOTES ON DATA

## Sources of information

The research draws on secondary data sourced through the UNESCO Institute for Statistics (UIS), the Higher Education Statistics Agency (HESA), and the Scopus SciVal database of research output.

To better understand the priorities of the UK higher education institutions (HEIs), an online survey was administered by Universities UK International (UUKi). The survey was administered to 136 HEIs and received 46 responses. However, not all of the invited HEIs are active in Brazil. While the response rate was 34%, the respondents account for 60.5% of the HEIs recruiting students from Brazil in 2017/2018. Moreover, out of the 80 UK HEIs collaborating with Brazilian institutions awarded by CAPES, 37 answered the survey. The survey also aimed to gather information about UK HEIs engagement with Brazil and Colombia.

## HESA data

In 2017–18, there were 164 higher education institutions in the UK that returned data to the Higher Education Statistics Agency (HESA). This webpage includes data from these institutions, plus the University of Buckingham.

For further information on higher education institutions visit HESA's website: <https://www.hesa.ac.uk/support/providers>.

HESA Student, Staff, Finance and Aggregate Offshore Records as well as the DLHE survey are copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information obtained from Heidi Plus.

All HESA figures quoted in the publication that relate to student, staff, mobility and TNE numbers have been rounded to the nearest five in accordance with HESA data protection protocols. Unknown domiciles and nationalities were excluded from HESA figures and percentages. All percentages have been calculated using raw figures and rounded, therefore rounded figures may not sum precisely. Add For details about categories definitions see HESA website <https://www.hesa.ac.uk/support/definitions>

\* Unless specified otherwise, the analysis used first-year full-time students, or entrants, to UK higher education, which enables to capture shifts in demand.

\*\* In order to make graphs more legible, when there were too many categories those under 1% were included under "Other" category.

# GLOSSARY

**CAPEs** Coordination of Improvement of Higher Education Personnel, a foundation within the Ministry of Education in Brazil whose central purpose is to coordinate efforts to improve the quality of Brazil's faculty and staff in higher education through grant programs.

**CAPEs PRINT** Brazilian national Programme for Internationalisation in higher education, launched in November 2017.

**CNPQ** The Brazilian National Council for Scientific and Technological Development is an organization of the Brazilian federal government under the Ministry of Science and Technology, dedicated to the promotion of scientific and technological research and to the formation of human resources for research in Brazil.

**COLLABORATIVE PROVISION** Registered at reporting provider - studying overseas for UK HEP award other than at an overseas campus of reporting provider, eg, joint and dual degrees.

**COST CENTRE** The cost centre describes where resources deployed to teach the student are located and is similar to the academic department of a university.

**DOMICILE** A student's permanent country of residence. EEA The European Economic Area (EEA) is the 28 EU countries plus Norway, Iceland and Liechtenstein.

**HESA** Higher Education Statistics Agency.

**INSTANCES OF MOBILITY** Some students have a number of mobility experiences as part of their course outside of the UK. These are counted separately and not aggregated together.

**NATIONALITY** The country of legal nationality of staff.

**SCIVAL** SciVal is a research information tool that offers easy access to the research performance of 7,500 research institutions and 220 nations worldwide. Produced by Elsevier it uses bibliometric information from the Scopus database from 1996 onwards.

**SCIENCE WITHOUT BORDERS** Large-scale Brazilian government scholarship programme which supported more than 100,000 Brazilian students to study abroad between 2012 and 2016.

**SOUTH AMERICA** Analysis relating to South America including the following countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands, French Guiana, Guyana, Paraguay, Peru, Surinam, Uruguay, Venezuela.

**TRANSNATIONAL EDUCATION** Transnational Education (TNE) is the delivery of an educational award in a country other than that in which the awarding body is based. It includes but is not limited to online and distance learning, joint and dual degree programmes, fly-in faculty or international branch campuses.

**UNESCO UIS** The UNESCO Institute for Statistics is the statistical office of UNESCO and is the UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication.

# REFERENCES

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## **CAPES DATABASE**

<https://geocapes.capes.gov.br/geocapes/>

## **HESA, 2018 DESTINATIONS OF LEAVERS FROM HIGHER**

**EDUCATION (DLHE) DATA 2016-17** Available at:  
<https://www.hesa.ac.uk/collection/c16018>

## **HESA AGGREGATE OFFSHORE RECORD 2017-18**

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## **HESA STUDENT RECORD 2017-18** Available at:

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## **HIGHER EDUCATION STATISTICS AGENCY (HESA)**

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**MEC, 2018** Censo da Educacao Superior 2018 (Higher Education Census, 2018).

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**OECD (2018)** Rethinking Quality Assurance for Higher Education in Brazil; [https://read.oecd-ilibrary.org/education/rethinking-quality-assurance-for-higher-education-in-brazil\\_9789264309050-en#page74](https://read.oecd-ilibrary.org/education/rethinking-quality-assurance-for-higher-education-in-brazil_9789264309050-en#page74)

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## UNIVERSITIES UK INTERNATIONAL

UUKi is the international arm of Universities UK.

We help UK universities flourish internationally by representing them and acting in their collective interest. We actively promote universities abroad, provide trusted information for and about them, and create new opportunities for the sector. We aim to: enable universities to develop and deliver strong international strategies; influence the policy and regulatory environment through our ability to represent UK universities; and create diverse opportunities through strategic partnerships.

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