
Market Intelligence Brief

Brazil

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1 Executive Summary

Brazil is one of the world's most populous countries and has the largest population and economy in Latin America. While the birth rate is falling the country still has a relatively youthful population with the majority under the age of 35. After relatively strong economic growth in the previous two decades the country experienced a major recession between 2014 and 2016 due to a combination of falling commodity prices and political instability and was also badly affected by the Covid-19 pandemic.

Despite a high level of investment in education in terms of GDP, Brazil's education outcomes are relatively poor. Participation in secondary and higher education has grown substantially in recent decades, but the country's goal to universalise secondary education has not yet been met and PISA test results remain substantially below the OECD average. The country's National Education Plan aims to continue to increase enrolment and reduce drop-out rates, improve teacher training, and increase the resources the country invests in education, while the Novo Ensino Medio (NEM) upper secondary reform programme introduced in 2017 aims to make the curriculum more flexible and more relevant to labour market needs.

Higher education in Brazil is characterised by an elite public / mass private split. Public universities charge no tuition fees and make up most of the country's internationally-ranked institutions, but entry to these universities is fiercely competitive and the bulk of the country's HE students attend private institutions, many of which are run on a for-profit basis.

The previous president Jair Bolsonaro had an antagonistic relationship with the HE sector and presided over funding cuts. However, Bolsonaro was defeated in the country's October 2022 presidential election. His replacement, Luiz Inácio Lula da Silva, who took over as president from January 2023, has promised an increase in research funding.

Brazil was the world's 10th largest sender of internationally mobile tertiary students in 2020, with over 89,000 students studying abroad. However, only a relatively small share of these students come to the UK. The number of UK-bound students has dropped substantially since a major scholarship scheme, Science Without Borders, was suspended in 2015; in contrast Australia and Canada both reported strong growth in the years leading up to the Covid-19 pandemic while the US has a strong lead as the top Anglophone destination for Brazilian students.

One factor limiting the potential for UK education is a lack of automatic recognition for overseas degrees. Qualifications from the UK – as well as those from other overseas study destinations – must be individually validated by a local public university. This also limits the scope for transnational education in Brazil, and most of the UK's transnational education activity is in the form of distance learning.

Current partnerships between the UK and Brazil include support for English teaching under the Skills for Prosperity programme, operating from 2020 to 2023. This partnership develops research and technical reference materials to support policy making in this area, as well as teaching materials and teacher training courses. There are also extensive research partnerships between UK and Brazilian universities and several TNE partnerships.

2 Introduction

This report was produced by the British Council's Insight and Engagement team. It is designed to provide UK education institutions with unparalleled data, insight and analysis to support their international education strategies, recruitment activities and partnership development work. The report is also targeted at a UK and Brazilian policy maker audience, by highlighting opportunities and barriers to education and research cooperation that exist between the two countries.

Using the latest data from the most reliable sources, this Market Intelligence Brief represents a window onto Brazil's education system and student population, as well as the economic and demographic factors, and policy priorities and developments that shape the country's international education outlook. The report examines various aspects related to the internationalisation of the Brazilian education system – including student mobility, transnational education programmes and research collaboration – and also highlights national level education projects and partnerships between the UK and Brazil.

The information contained in this report is based primarily on desk-based research and data analysis, supplemented with insight and context provided by British Council colleagues on the ground in Brazil.

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Comments, queries and suggestions in relation to this report are welcome and may be submitted to Lisdey Espinoza, Head of Americas Education and Insight Hub, at lisdey.espinoza@britishcouncil.org

3 Macro Environment

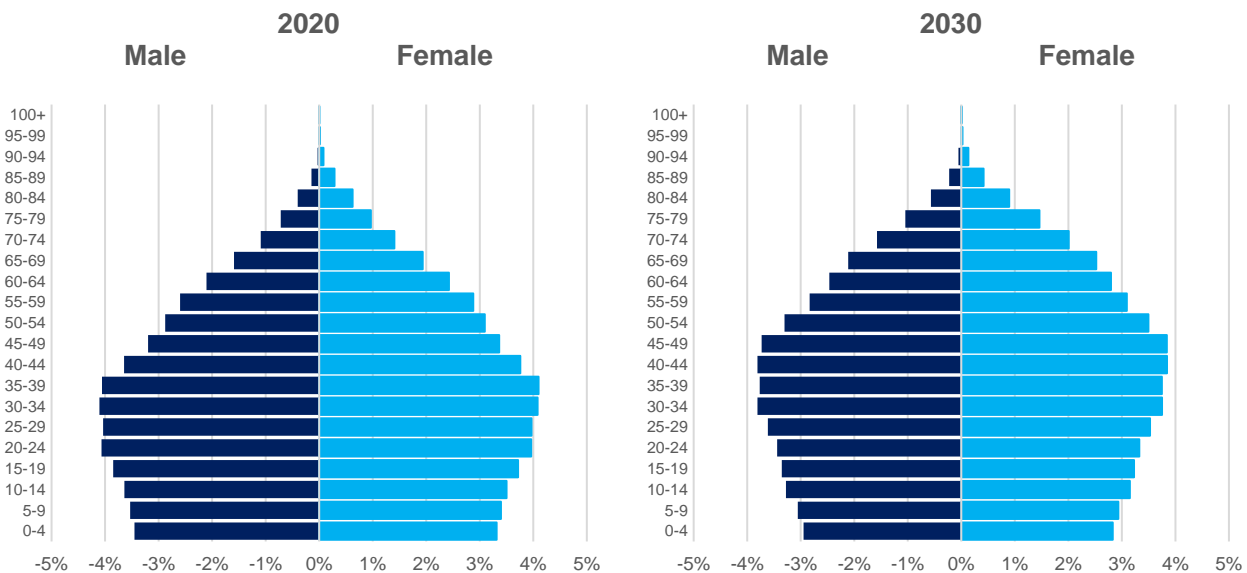
3.1 People

Brazil was the world’s 6th most populous country in 2020 according to estimates from the UN Population Division, with a total population of around 213 million – roughly three times that of the UK.¹ The country’s population has increased by around 8.6 per cent over the last decade, up from slightly under 196 million in 2010. The UN expects this growth to slow down somewhat in the coming 10 years, with a projected population of slightly under 224 million in 2030.

As with other countries worldwide, Brazil’s birth rate has fallen dramatically since the mid-20th century and stood at only 1.7 births per woman in 2020 – well below the replacement rate of 2.1 and the average of 2.0 across Latin America and the Caribbean, although slightly above the average of 1.6 for OECD member countries.² This trend is clearly illustrated in the charts above, with a noticeably lower number of young people compared to their parents’ generation, although Brazil still has a relatively young population on the whole with the majority under the age of 35.

Brazil’s birth rate is expected to continue to fall over time, and the median age of the population is expected to reach the 40-45 age bracket by 2030. The working-age population is forecast to fall significantly by 2050, leaving fewer young people to generate wealth and contribute to productivity.

Figure 1: Brazil’s population pyramid, 2020 and 2030



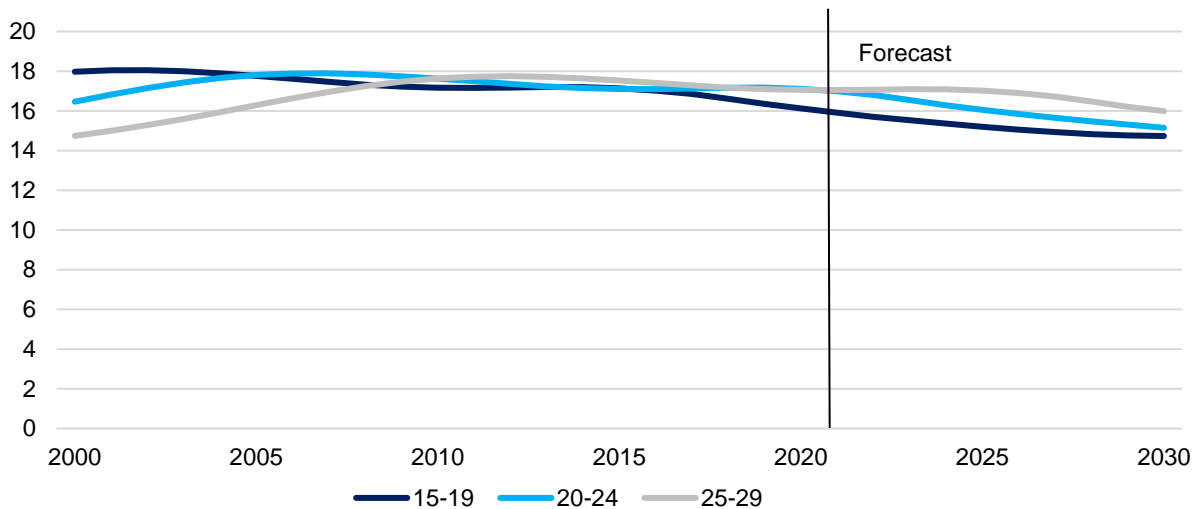
Source: UN Population Division

¹ UN Population Division, *World Population Prospects, 2022* <https://population.un.org/wpp>

² World Bank, *Fertility rate, total (births per woman)*, accessed November 2022 <https://data.worldbank.org/indicator/SP.DYN.TFRT.IN?locations=BR>

Due to the declining fertility rates, Brazil's student age population is shrinking. According to UN estimates there were 50.3 million Brazilians aged between 15 and 29 in 2020, almost a quarter of the total population. While this proportion is substantially higher than the equivalent figure in most developed countries, it is noticeably below Nigeria's figure of 55.6 million despite Brazil's slightly lower total population. The number of people in the 15-19 age bracket has fallen sharply since 2014 after several years of relative stability, and the 20-24 and 25-29 age groups are expected to follow suit from 2019 and 2024 respectively. The total number of Brazilians in the 15-29 age range is projected to drop by 10 per cent between 2020 and 2030.

Figure 2: Brazil's student age population (Mn), 2000-2030



Source: UN Population Division

In the 2010 census 47 per cent of Brazilians identified as white, 43.1 per cent as mixed race and 7.6 per cent as black. In much smaller numbers, 1.1 per cent identified as Asian and 0.4 per cent as indigenous.³ Religiously Brazil is still a mainly Catholic country with Catholics making up almost two thirds of the population in 2010, but Protestantism is growing rapidly and accounted for around 22 per cent of Brazilians – up from just 5 per cent in 1970.⁴

Portuguese is the main and official language, with other languages being much less widely spoken. Around 2 per cent of the population speaks German, making it the country's second most spoken language,⁵ while between 160 and 180 indigenous languages are also spoken in Brazil by varying numbers of people.⁶

Brazil is a highly urbanised nation, with 86.6 per cent of the population living in urban areas as of 2018.⁷ Brazil urbanised rapidly until 2000 but the rate of change has since slowed. One side effect

³ CIA, CIA World Factbook, accessed November 2022 www.cia.gov/the-world-factbook/countries/brazil/

⁴ Pew Research Center, *Brazil's Changing Religious Landscape*, 2013 www.pewforum.org/2013/07/18/brazils-changing-religious-landscape/

⁵ World Atlas, *What Languages are Spoken in Brazil?*, 2018 www.worldatlas.com/articles/what-languages-are-spoken-in-brazil.html

⁶ Aryon Rodrigues, *Endangered Languages of Brazil*, 2014 www.scielo.br/j/delta/a/wzWcYyr49qYCyVRJyb4BkVr/?lang=en

⁷ UN Population Division, *World Urbanization Prospects 2018*, 2018 <https://population.un.org/wup/Download/>

of Brazil's rapid urbanisation was the growth of slums or shantytowns known as favelas, which housed around 6 per cent of the country's population according to the 2010 census.

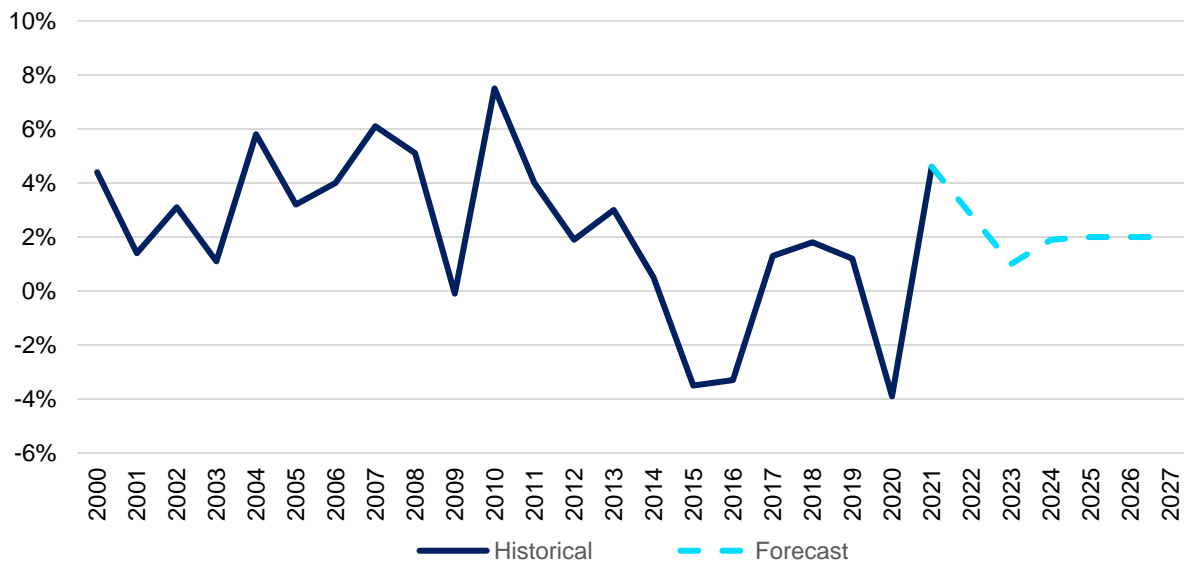
3.2 Economy

Brazil was the world's 12th largest economy in terms of total nominal GDP in 2021,⁸ or the eighth largest after adjusting for purchasing power parity. In per-capita terms it is classified as an upper-middle income country.

After relatively strong economic growth in the previous two decades the country experienced a major recession between 2014 and 2016 due to a combination of falling commodity prices and political instability caused by major corruption scandals.⁹ Brazil had not fully recovered from this recession before the Covid pandemic hit the country in 2020, causing a further 3.9 per cent decline in real GDP that year.

The country's economy is estimated to have bounced back in 2021, with 4.6 per cent annual growth over the previous year, but forecasts of future growth are still lower than pre-recession trends and the country is expected to see an annual growth rate of around 2 per cent over the coming five years.

Figure 3: Brazil's real GDP growth



Source: IMF

The service sector makes up a large proportion of Brazil's economy, accounting for 59 per cent of GDP in 2021.¹⁰ Tourism is a notable contributor to this part of the economy, with OECD estimates showing that the sector accounted for 9.6 per cent of total GDP in 2018 if indirect effects

⁸ World Bank, *GDP (Current US\$)*, accessed November 2022

<https://data.worldbank.org/indicator/NY.GDP.MKTP.CD>

⁹ BBC News, *Brazil's recession worst on record*, March 2017 <https://www.bbc.com/news/business-39193748>

¹⁰ World Bank, *Services, value added (% of GDP)*, accessed November 2022

<https://data.worldbank.org/indicator/NV.SRV.TOTL.ZS?locations=BR>

are included and supported 2.1 million jobs.¹¹ Key manufacturing industries include automobile manufacturing, consumer electronics, computers and software, and heavy industries, while the Brazilian agriculture sector is a significant producer of goods in global demand and Brazil is the largest exporter of beef, sugar and coffee globally.

Oil is also an important export and state-owned petroleum company Petrobras is the largest company in Brazil in terms of revenue. However the company has declined greatly over the last decade, taking 181st position in the Fortune Global 500 rankings in 2021 compared to 25th in 2013, with the company's revenue falling by more than 60 per cent over the that period.¹² The company was central to the country's corruption scandals in the mid-2010s.

Brazil's new president Luiz Inácio Lula da Silva, who took office in January 2023, has pledged to boost public spending, especially on infrastructure and social welfare.¹³ This represents a change in direction compared to the previous right-wing Bolsonaro administration, which had supported free market, business-friendly economic policies. One important recent achievement of the previous administration was to reform the country's pension system, which was described by the OECD as "key to improve both the financial sustainability and the redistributive character of Brazil's large pension system",¹⁴ but the country is still facing "shaky public finances" and a high level of public debt.¹⁵

One driver behind these reforms is Brazil's current poor performance in terms of attractiveness to overseas businesses. The country ranked 124th in the World Bank's most recent Ease of Doing Business ranking, well below the regional leaders Mexico (60th) and Colombia (67th). The country's tax laws are seen as particularly complex, and Brazil is ranked 184th of 190 countries in this area.¹⁶

While Brazil's economic success in the decades up to 2010 had resulted in mass poverty alleviation and rising incomes, progress on income inequality slowed and to an extent reversed in the late 2010s. However, the World Bank estimated Brazil's Gini coefficient (a measure of economic inequality, where zero represents perfect equality and 100 represents perfect inequality) as 48.9 in 2020, a substantial improvement over the previous year. Nevertheless, this still makes Brazil the 17th most unequal country globally and the 6th most unequal in Latin America.¹⁷

Until recently Brazil had been experiencing a high rate of unemployment, which has been exacerbated by the continuing global Covid-19 pandemic. In the first quarter of 2021 the country's

¹¹ OECD, *OECD Tourism Trends and Policies 2020: Brazil*, 2020 <https://www.oecd-ilibrary.org/sites/222a322e-en/index.html?itemId=/content/component/222a322e-en>

¹² Fortune, *Petrobras Company Profile*, 2022 <https://fortune.com/company/petrobras/global500/>

¹³ Financial Times, *Lula keeps investors guessing on his economic vision for Brazil*, October 2022 <https://www.ft.com/content/34fc10e0-0519-4dcb-9e31-16477ebdfd39>

¹⁴ OECD, *OECD Economic Surveys: Brazil 2020*, 2020 <https://www.oecd-ilibrary.org/sites/1e6f3216-en/index.html?itemId=/content/component/1e6f3216-en>

¹⁵ Financial Times, *Lula keeps investors guessing on his economic vision for Brazil*, October 2022 <https://www.ft.com/content/34fc10e0-0519-4dcb-9e31-16477ebdfd39>

¹⁶ World Bank, *Ease of Doing Business Rankings*, 2020 <https://archive.doingbusiness.org/en/rankings>. This index has not been updated since 2020 as the World Bank is currently working on a new approach to assessing the business and investment climate in different economies.

¹⁷ World Bank, *Gini Index (World Bank estimate)*, accessed November 2022 https://data.worldbank.org/indicator/SI.POV.GINI?locations=BR&most_recent_value_desc=true

unemployment rate reached a new peak of 14.7 per cent,¹⁸ but more recently the situation has recovered somewhat and the unemployment rate stood at 8.7 per cent in the third quarter of 2022.¹⁹

Brazil's currency is the Brazilian Real (BRL), which had an average exchange rate of 5.28 BRL per US dollar in November 2022. This represents a substantial drop in value compared to an average of 3.64 BRL per USD in 2019.²⁰ The depreciation led Bloomberg to describe the Real as “the world’s worst and most volatile currency” in 2020.²¹ However, the value of the Real has risen significantly against the British Pound in 2022, with an average of 6.47 BRL per GBP in November 2022 compared to 7.47 BRL a year earlier, which will make UK goods and services (including education) more affordable to Brazilians.

3.3 Government

The Federative Republic of Brazil is a federation of 26 states plus a self-governing federal district that includes the capital city, Brasilia. The federal government is structured as an executive branch led by a directly elected president; a bicameral legislative branch consisting of an 81-seat senate (upper house) with representatives from 26 states and the federal district of Brasilia and a 513-member Chamber of Deputies (lower house); and an independent judiciary. Each state also has its own legislature and judicial system.²²

As of January 2023, Brazil's current president is Luiz Inácio Lula da Silva (known as Lula) of the Workers' Party. Lula took office at the beginning of 2023 after defeating former president Jair Bolsonaro in October 2022. Lula had previously served two terms as president from 2003 to 2011 but was found guilty of money laundering and corruption after leaving office which disqualified him from running again; his conviction was nullified in 2021 allowing him to stand for president a third time. The start of Lula's term of office saw supporters of ex-president Bolsonaro attempt to storm the country's Congress, Supreme Court and Presidential Palace, resulting in hundreds of arrests.²³

Lula has promised higher public spending, increased taxes on the rich, and stricter environmental protection.²⁴ These stand in direct opposition to Bolsonaro's policies which have been described

¹⁸ Reuters,

Brazil's unemployment rate stuck at historic high 14.7%, June 2021 www.reuters.com/world/americas/brazils-unemployment-rate-historic-high-147-quarter-through-april-2021-06-30/

¹⁹ Instituto Brasileiro de Geografia e Estatística, *Unemployment drops to 8.7% in third quarter*, October 2022 <http://agenciadenoticias.ibge.gov.br/en/agencia-news/2184-news-agency/news/35305-unemployment-drops-to-8-7-in-third-quarter>

²⁰ Exchangerates.org.uk, *Brazilian Real to US Dollar Exchange Rate History*, accessed November 2022 www.exchangerates.org.uk/BRL-USD-exchange-rate-history.html

²¹ Bloomberg, *Brazil's Real Falls as Shock Senate Vote Fuels Fiscal Woes*, August 2020

www.bloomberg.com/news/articles/2020-08-20/brazil-s-real-declines-as-shock-senate-vote-fuels-fiscal-concern
²² *Constitution of the Federative Republic of Brazil*, 2013 www2.senado.leg.br/bdsf/bitstream/handle/id/243334/Constitution_2013.pdf?sequence=11

²³ BBC News, *Brazil Congress: Lula vows to punish supporters of Bolsonaro after riot*, 2023 www.bbc.com/news/world-latin-america-64204860

²⁴ Washington Post, *What Sunday's Bolsonaro-Lula Runoff Means for Brazil*, October 2022 www.washingtonpost.com/business/energy/what-sundays-bolsonaro-lula-runoff-means-for-brazil/2022/10/28/4f9545c6-5697-11ed-ac8b-08bbfab1c5a5_story.html

as far-right and populist²⁵, including free-market economic reforms, support for development of the Amazon and weakening of environmental laws, and liberalisation of gun laws.^{26,27} The previous government's handling of the Covid-19 pandemic was widely criticised, with Bolsonaro personally taking much of the blame.²⁸

Education in Brazil is the shared responsibility of federal, state and municipal governments. The Ministry of Education (MEC) sets out education policy and is responsible for federal universities at the higher education level, while state and municipal governments are responsible for primary and secondary education as well as state/municipal level HEIs. The OECD notes that there is a lack of coordination and clear outlining of responsibilities between the latter two levels which "often leads to overlap or duplication of work, inefficiencies, and gaps in education provision".²⁹ The current Minister of Education is Camilo Santana, a former state governor who had success in improving his state's performance in the basic education sector.³⁰

Brazil's current education strategy is set out in the National Education Plan 2014-2024 (PNE) which sets 20 goals for the national education system. Key goals include:

- Achieve universal education for 4–17-year-olds, including providing specialised education for children with physical or mental disabilities and gifted children
- Raise the quality of basic education as measured by the Brazil Education Development Index (IDEB)
- Eradicate illiteracy among people aged 15 or over
- Increase enrolment in technical and vocational education and training, with specific targets for expansion of public sector provision
- Expand enrolment in higher education to reach a gross enrolment rate of 50 per cent, as well as expansions in post-graduate provision
- Improve both initial and in-service training of teaching staff at both the basic and higher education levels, with targets for increasing the number of staff at both levels with post-graduate degrees
- Increase teacher salaries to match those of professionals with similar levels of education

²⁵ BBC News, *Jair Bolsonaro: Far-right candidate wins Brazil poll*, October 2018 <https://www.bbc.co.uk/news/world-latin-america-46013408>

²⁶ Center for Strategic & International Studies, *Bolsonaro's First Year: Balancing the Economy and Cultural Wars*, January 17 2020 <https://www.csis.org/analysis/bolsonaros-first-year-balancing-economy-and-cultural-wars>

²⁷ BBC News, *Jair Bolsonaro and guns: A US culture war raging in Brazil*, November 2021 <https://www.bbc.com/news/world-latin-america-59246083>

²⁸ Deutsche Welle, *Bolsonaro criticized as Brazil tops 400,000 COVID-19 deaths*, May 2021 <https://www.dw.com/en/bolsonaro-criticized-as-brazil-tops-400000-covid-19-deaths/a-57391165>

²⁹ OECD, *Education in Brazil: An International Perspective*, 2020 <https://www.oecd-ilibrary.org/sites/c61f9bfb-en/index.html?itemId=/content/component/c61f9bfb-en>

³⁰ Wilson Center, *The Education Model Lula Wants to Replicate Throughout Brazil*, 2023 <https://www.wilsoncenter.org/blog-post/education-model-lula-wants-replicate-throughout-brazil>

- Increase public investment in education to 10 per cent of GDP.³¹

While Brazil has made progress on many of these targets, including enrolment expansion and measures of education quality, not all are on track. In particular the most recent progress report, published in 2022 and covering data from 2020, shows that the country's education spending remained at the same level as 2014 rather than making any progress towards the significant increase targeted in the PNE.³² The Bolsonaro administration had an antagonistic relationship with the HE sector and made further cuts to education and science after taking office at the beginning of 2019, but incoming president Luiz Inácio Lula da Silva has pledged to increase funding for scientific research and innovation.³³

In 2017 the MEC approved a new educational framework, the Base Nacional Comum Curricular (BNCC). The strategy attempts to align education policy to improve learning outcomes by providing standardised learning objectives and skills to be developed throughout the pre-tertiary education system.³⁴ It establishes 10 core competencies, including – among others – knowledge, critical and creative thinking, cultural appreciation, communication skills, and responsibility and citizenship.³⁵ Another relevant change in this new curriculum is that English has become a mandatory subject for all students from Grade 6, which may impact Brazilian students' English proficiency and readiness for overseas education in future years.

Another important recent reform, also approved in 2017, is the Novo Ensino Medio, a major reform to upper secondary education which aims to create a more flexible curriculum with students allowed to choose from five learning pathways, including TVET. This policy was aimed to raise student engagement and make education more relevant to labour market needs, as well as increasing completion rates and universalising full-time schooling.³⁶

³¹ Ministry of Education, *Plano Nacional de Educação (National Education Plan)*, accessed November 2022 <http://pne.mec.gov.br/>

³² Ministry of Education, *Relatório do 4o Ciclo de Monitoramento das Metas do Plano Nacional de Educação (Report of the 4th Monitoring Cycle of the National Education Plan)*, 2022 www.educacao.pr.gov.br/sites/default/arquivos_restritos/files/documento/2022-07/pme_relatorio_4_ciclo_monitoramento_metas_pne_2022.pdf

³³ Chemistry World, *Researchers in Brazil welcome Lula's return to power*, November 2022 www.chemistryworld.com/news/researchers-in-brazil-welcome-lulas-return-to-power/4016460.article

³⁴ Costin & Pontual, *Curriculum Reform in Brazil to Develop Skills for the Twenty-First Century*, 2020 https://link.springer.com/chapter/10.1007/978-3-030-41882-3_2

³⁵ Lumiar Education, *BNCC – Meet the ten competencies*, July 2019 <https://santoantoniopinhallumiar.co/en/bncc-meet-the-ten-competencies>

³⁶ OECD, *Education Policy Outlook: Brazil*, June 2021 www.oecd.org/education/policy-outlook/country-profile-brazil-2021-EN.pdf

4 Domestic Education Environment

4.1 Overview

As one of the world's largest countries, Brazil also has one of the largest education systems. Statistics from the Ministry of Education show that Brazil had almost 47 million students enrolled in pre-school, basic and vocational education in 2021,³⁷ while the most recent higher education statistics show that there were more than 8.6 million students were studying at HEIs in the country in 2020.³⁸ Education participation has increased greatly over the last few decades at all levels from pre-school to higher education, with tertiary education seeing particularly strong growth. However, the country's goal to universalise secondary education has not yet been met, with a large population of young people leaving school before completing this stage of education.

Despite increases in enrolment, Brazil's education outcomes remain relatively poor compared to those in developed countries. In the most recent round of PISA tests Brazilian students scored substantially below the OECD average across assessments of reading, mathematics and science, as well as falling somewhat below most other Latin American countries such as Chile, Mexico and Colombia. Half of Brazilian students failed to reach Level 2 proficiency – which OECD describes as “the minimum threshold of performance” in reading – while the proportion failing to meet the equivalent level in mathematics and science was even higher. Furthermore, Brazil has seen little improvement in mean scores since 2009. Socioeconomic status was a strong indicator of performance, with advantaged students outperforming disadvantaged students by 97 points in reading (on a scale of 600), higher than the OECD average of 89 points.³⁹

Brazil's education spending is relatively high, with public spending on education standing at 6.1 per cent of the country's GDP in 2018 compared to a global average of 4.3 per cent, or an average of 4.9 per cent across OECD countries⁴⁰ – although per-student spending in absolute terms was below the OECD average due to Brazil's comparatively lower GDP per capita.

³⁷ Ministry of Education, *Censo da Educação Básica 2021*, 2022

https://download.inep.gov.br/publicacoes/institucionais/estatisticas_e_indicadores/notas_estatisticas_censo_escolar_2021.pdf

³⁸ Ministry of Education, *Censo da Educação Superior 2020*, 2022

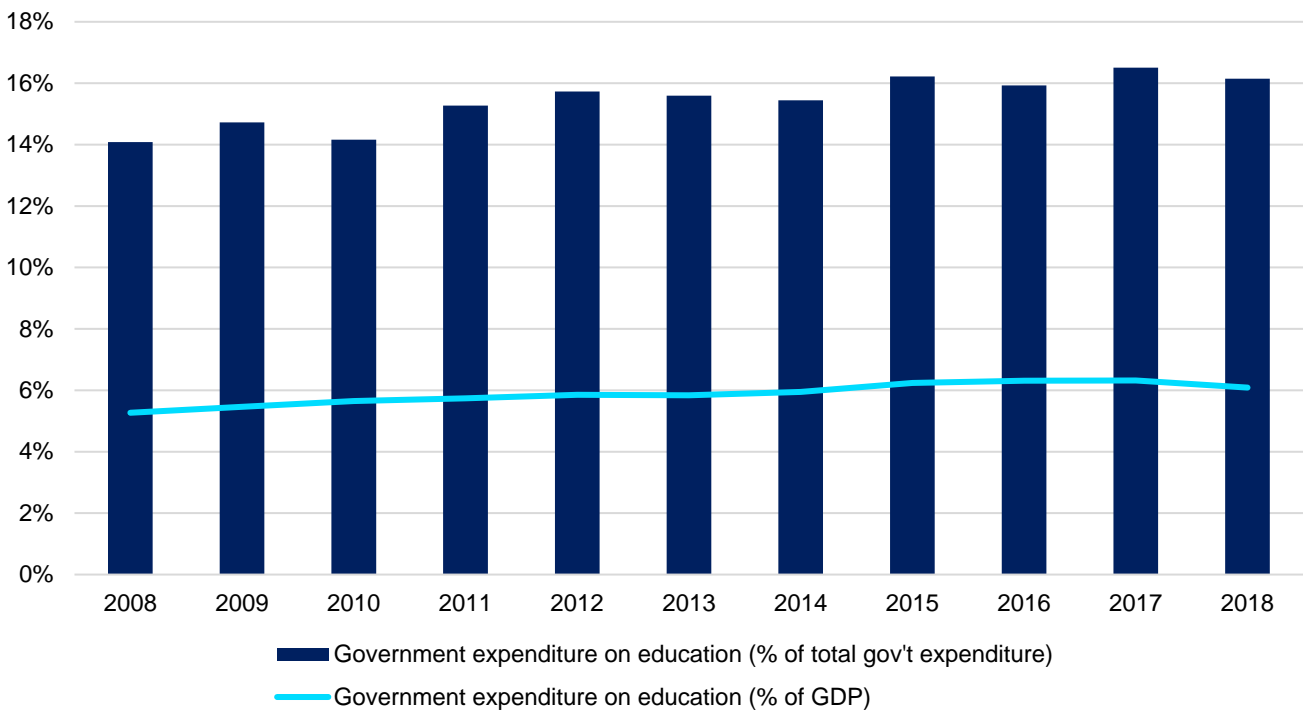
https://download.inep.gov.br/publicacoes/institucionais/estatisticas_e_indicadores/notas_estatisticas_censo_da_educacao_superior_2020.pdf

³⁹ *Results from PISA 2018: Brazil*, OECD, 2019 www.oecd.org/pisa/publications/PISA2018_CN_BRA.pdf

⁴⁰ World Bank, *Government expenditure on education: total (% of GDP)*, 2022

<https://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?locations=BR> . More recent data is not available for Brazil.

Figure 4: Brazil government expenditure on education



Source: World Bank

Key challenges for the Brazilian education system identified by the country's government as part of the National Education Plan (PNE) include continuing to increase enrolment and reduce drop-out rates, particularly at the secondary and higher education levels; improving teacher training and making the teaching profession more attractive; expanding participation in technical and vocational education; and increasing the resources the country invests in education. Recent analysis by OECD also highlighted the importance of ensuring that resources are equitably distributed, commenting that the country's current funding arrangements "tend to disproportionately benefit students from advantaged backgrounds".⁴¹

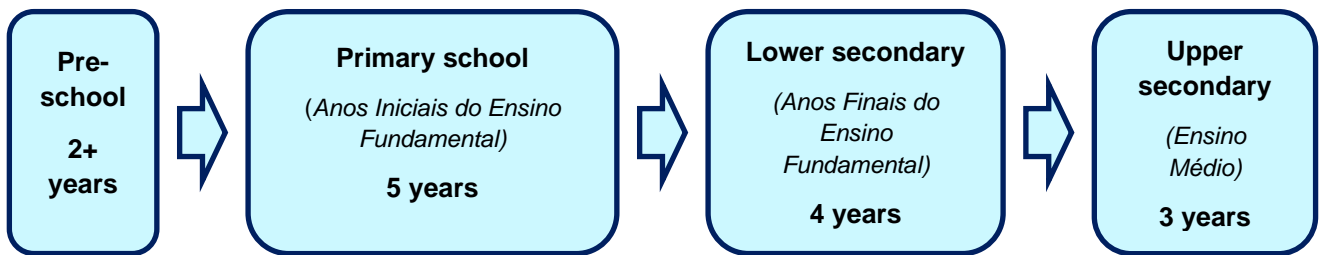
4.2 Early years, primary and secondary education

Education in Brazil is in principle compulsory from ages 4 to 17, with basic education supervised by the Secretariat of Basic Education (MEC/SEB) under the Ministry of Education.

After two years of pre-school education, the Brazilian system uses a 5+4+3 model separated into five years of primary school (*Anos Iniciais do Ensino Fundamental*), four years of lower secondary school (*Anos Finais do Ensino Fundamental*) and three years of upper secondary school (*Ensino Médio*). As the names imply, the main dividing line between stages in Brazil is between the first nine and final three years rather than between primary and secondary education.

⁴¹ OECD, *Education in Brazil: An International Perspective*, 2020 www.oecd-ilibrary.org/sites/c61f9bfb-en/index.html?itemId=/content/component/c61f9bfb-en

Figure 5: Stages of basic education in Brazil



Source: Brazil Ministry of Education

At the upper secondary level students can study either standard or vocational courses. The proportion of students choosing the vocational path is low by international standards, standing at only 11 per cent compared to an OECD average of 42 per cent. However, in contrast to most countries worldwide, the Brazilian students who choose to pursue vocational education generally tend to be stronger academically than those on the standard track – for example, the most recent PISA assessment shows that vocational students had substantially higher average scores than those in general secondary education in reading as well as mathematics and science.⁴² Increasing the number of students on the vocational track is one of the Brazilian government’s ongoing policies.

While Brazil has a very high education enrolment rate at the primary and lower secondary stages, the goal of universal education has not yet been met at other levels. Statistics from 2019 show that only 94 per cent of 4–5-year-olds attended pre-schools, although this represents a strong improvement over 88 per cent in 2013. The proportion of students enrolled in upper secondary education is also well below the country’s target, partly because a relatively large proportion of Brazilian students are studying below the target level for their age group. Overall, 95 per cent of 15-17 year olds are enrolled in education at some level, but only 75 per cent of this group were studying at the upper secondary level as of 2021 compared to a target of 85 per cent by 2024.⁴³

As mentioned in the previous section, the quality of Brazil’s public education is seen as poor, characterised by a low number of teachers per student, low learning outcomes and low completion rates. This along with Brazil’s growing middle class and a relaxed regulatory environment has resulted in relatively strong demand for private education, with around 8.1 million students enrolled in private education at the primary or secondary levels. Private schools make up a higher proportion of total enrolments at earlier stages of education, with 18 per cent of primary students, 15 per cent of lower secondary students and 12 per cent of upper secondary students attending private schools.⁴⁴ The overall proportion of students enrolled at private schools has grown slightly compared to five years earlier, increasing from 15.8 per cent in 2016 to 17.4

⁴² OECD, *PISA IDE*, accessed 24 January 2022 <https://pisadataexplorer.oecd.org/ide/idepisa/>

⁴³ Ministry of Education, *Relatório do 4o Ciclo de Monitoramento das Metas do Plano Nacional de Educação (Report of the 4th Monitoring Cycle of the National Education Plan)*, 2022 www.educacao.pr.gov.br/sites/default/arquivos_restritos/files/documento/2022-07/pme_relatorio_4_ciclo_monitoramento_metas_pne_2022.pdf

⁴⁴ Ministry of Education, *Censo da Educação Básica 2021*, 2022 https://download.inep.gov.br/publicacoes/institucionais/estatisticas_e_indicadores/notas_estatisticas_censo_escolar_2021.pdf

per cent in 2021. Average tuition fees are relatively low in Brazil at around US\$2,000 a year but can cost as much as US\$15,000 for top international private schools.⁴⁵

English language study is a mandatory subject from Grade 6 until the end of upper secondary education in Brazil, under the BNCC curricular reforms introduced in 2017. However, English language proficiency in Brazil is poor – research published by the British Council in 2013 showed that only 5 per cent of Brazilian adults stated that they “have some knowledge of the English language”, less than half of whom described their English level as “intermediate” or “advanced / fluent”.⁴⁶ One contributory factor is that many teachers are not English specialists and instead English alongside other subjects.⁴⁷

Aside from English, other mandatory subjects at the upper secondary level include Portuguese, mathematics, an additional foreign language, arts, physical education, physics, chemistry, biology, history, geography, philosophy and social studies.⁴⁸ Schools award a diploma called the *Certificado de Conclusão do Ensino Médio* (High School Completion Certificate), and students intending to apply to higher education institutions can also take the National High School Examination (ENEM) which is used by federal and some state universities to select students for entry, or take other standardised exams or universities’ own exams that are used by other institutions for the same purpose.

4.3 Technical & vocational education and training

Technical and vocational education (TVET) is coordinated by the Secretariat of Professional and Technological Education (SETEC-MEC) under the Ministry of Education.

At the upper secondary level, students have the option to study a professional course either alongside or instead of a general upper secondary programme. A total of around 1.9 million students were enrolled on these programmes, with slightly over half of these students being simultaneously enrolled on a general programme either at the same school (“integrated”) or at a different institution (“concomitant”).⁴⁹ The proportion of upper secondary students enrolled on TVET programmes is just 11 per cent, lower than the OECD average of 42 per cent.⁵⁰

Brazil’s National Education Plan (PNE) sets two targets for the expansion of secondary-level TVET, calling for at least 25 per cent of students to be enrolled in integrated TVET courses by 2024 and the total number of upper secondary students enrolled in vocational education to triple

⁴⁵ L.E.K. Consulting, *Brazil’s Burgeoning Private K-12 Market*, 2018 www.lek.com/sites/default/files/insights/pdf-attachments/Brazils-Burgeoning-Private-K-12-Market.pdf

⁴⁶ British Council, *Learning English in Brazil*, 2014

www.teachingenglish.org.uk/sites/teacheng/files/pub_EstudoV13_EnglishInBrazil.pdf

⁴⁷ F A C Batista, *English Language Teaching in Brazil: A Gap in Policy, Problems in Practice*, 2020 <https://files.eric.ed.gov/fulltext/EJ1262339.pdf>

⁴⁸ WENR, *Education in Brazil*, 2019 <https://wenr.wes.org/2019/11/education-in-brazil>

⁴⁹ Ministry of Education, *Censo da Educação Básica 2021*, 2022

https://download.inep.gov.br/publicacoes/institucionais/estatisticas_e_indicadores/notas_estatisticas_censo_escolar_2021.pdf

⁵⁰ OECD, *Brazil: overview of the education system*, 2020

<https://gpseducation.oecd.org/CountryProfile?primaryCountry=BRA&treshold=10&topic=EO> . OECD appears to only be counting students not enrolled on general academic programmes, but even if simultaneously enrolled students were included this proportion would still only be around 24 per cent.

compared to the level in 2014, along with an increase in quality. However, an assessment of progress towards these targets in 2020 showed that they were unlikely to be met, with integrated enrolments actually decreasing compared to 2014 while the increase in total vocational enrolments was less than a tenth of the amount required to meet the target.⁵¹

At the tertiary level, Brazilian higher education institutions offer technological degrees (*Tecnólogo*) which are more vocationally focused than traditional bachelor's degree courses and typically take two to three years to complete. These are offered at both traditional HEIs and at Federal Institutes of Education, Science and Technology (IFs), Federal Centers for Technological Education (CEFETs), and State Technological Education Centres, which specialise in vocational programmes.⁵² The Ministry of Education (MEC) is responsible for the official accreditation through the Secretariat of Regulation and Supervision of Higher Education (Seres). Students studying for technological degrees made up around 17 per cent of Brazil's total undergraduate students in 2020.⁵³

4.4 Higher education

Tertiary education is managed by the Secretariat of Higher Education (MEC/SESu) under the Ministry of Education. It develops higher education policies, formulates curricular guidelines, and accredits institutions and study programmes.⁵⁴

As of 2020 Brazil had a total of 2,457 HEIs, broken down into Universities (*Universidades*), University Centres (*Centros Universitários*), Faculties (*Faculdades*), and vocationally focused federal institutions (IFs and CEFETs). While institutions with university status only represented 8 per cent of all institutions, they account for more than half of all students, while faculties – smaller institutions offering a limited number of undergraduate programmes and which cannot open new courses without authorisation – make up more than three quarters of institutions but just a sixth of all enrolled students.⁵⁵

Public HEIs do not charge tuition fees but only account for a small minority (around 12 per cent) of all institutions, while recruiting around 23 per cent of all HE students in the country. As a result, the majority of students attend private HEIs. Public institutions are broken down into federal, state and municipal institutions, with federal institutions being the largest on average – enrolling around

⁵¹ Ministry of Education, *Relatório do 3o Ciclo de Monitoramento das Metas do Plano Nacional de Educação (Report of the 3rd Monitoring Cycle of the National Education Plan)*, 2020

www.educacao.pr.gov.br/sites/default/arquivos_restritos/files/documento/2020-08/pme_relatorio_3_ciclo_monitoramento_metas_pne_2020.pdf

⁵² British Council, *Vocational Education in Brazil*, 2015

www.britishcouncil.org.br/sites/default/files/report_skills_british_council_final_web_pages.pdf

⁵³ Ministry of Education, *Censo da Educação Superior 2020*, 2022

https://download.inep.gov.br/publicacoes/institucionais/estatisticas_e_indicadores/notas_estatisticas_censo_da_educacao_superior_2020.pdf

⁵⁴ WENR, *Education in Brazil*, 2019 <https://wenr.wes.org/2019/11/education-in-brazil>

⁵⁵ Ministry of Education, *Censo da Educação Superior 2020*, 2022

https://download.inep.gov.br/publicacoes/institucionais/estatisticas_e_indicadores/notas_estatisticas_censo_da_educacao_superior_2020.pdf

14 per cent of all students despite only making up 5 per cent of HEIs. Many students at private HEIs are enrolled on distance learning courses, which often have low completion rates.

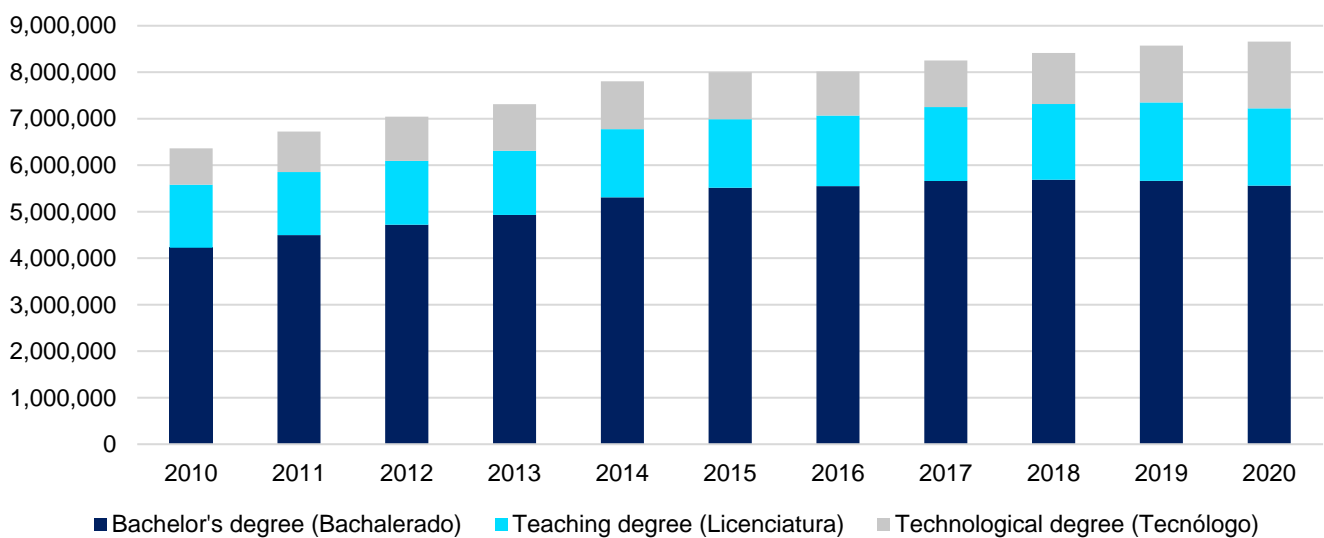
In addition to not charging fees, public universities also tend to be more prestigious than their private counterparts. Of the 11 Brazilian institutions ranked in the top 1,000 according to the Times Higher Education World University Rankings, nine are public – including all of the five Brazilian institutions ranked in the global top 800. The remaining two highly ranked institutions are both non-profit Catholic universities, in contrast to the majority of the private HE sector which is made up of for-profit institutions.

These factors combine to make entry to public universities highly competitive. Students are largely recruited based on their scores in the National High School Examination (ENEM), a national examination that controls access to federal institutions. Each institution can set their own requirements for ENEM scores, with more prestigious universities generally setting a higher barrier. State, municipal and private HEIs are permitted to set their own entry requirements, either in addition to or instead of the ENEM, which sometimes include other standardised tests or entrance exams created by the university itself; however, many of these institutions choose to recruit students based on ENEM scores.

Undergraduate programmes in Brazil are divided into bachelor’s degrees (*Bachalerado*), typically taking 3-6 years to complete; specialist teaching degrees (*Licenciatura*), lasting 3-4 years; and technological degrees (*Tecnólogo*), lasting 2-3 years. The first of these is the most popular programme, accounting for around two thirds of all undergraduates in the country.

Enrolment in higher education has grown rapidly in recent years. The number of undergraduate students increased by 36 per cent between 2010 and 2020, with private institutions being responsible for the majority of this growth. Brazil’s gross tertiary enrolment rate stood at 55 per cent in 2019, compared to just 16 per cent 20 years earlier.⁵⁶

Figure 6: Brazilian undergraduate enrolments, 2010-2020



Source: INEP

⁵⁶ World Bank, *School enrolment, tertiary (% Gross)*, accessed November 2022 <https://data.worldbank.org/indicator/SE.TER.ENRR?locations=BR>

The number of postgraduate students in Brazil is still only a small fraction of the number of undergraduate students. Data from UNESCO shows around 306,000 students enrolled on postgraduate courses in the country in 2020, although this represents a 21 per cent increase over the number five years earlier.⁵⁷

Distance learning is an increasingly common mode of study at Brazilian HEIs. Even before the Covid-19 pandemic almost 2.5 million students were studying undergraduate programmes via distance learning, making up 28 per cent of all undergraduates. Private institutions are as of 2018 allowed to establish up to 250 'distance learning centres' per year without each facility needing to be inspected. Distance study programmes must comply with the same standards as traditional courses, but rapid growth in distance learning has raised concerns about ensuring quality and completion rates are low.⁵⁸ In 2020 there was an additional sharp increase in distance learning, jumping to 36 per cent of all HE students.

According to data from Scimago, researchers in Brazil produced 94,517 citeable documents in 2021, placing the country 14^h globally in terms of academic research output – one place below its position a decade earlier, but with almost twice as many papers.⁵⁹ Data from Elsevier SciVal shows that around a third of papers published by Brazilian researchers over the last five years involved an overseas co-author, with the UK being the country's 2nd largest collaborator behind the United States.

⁵⁷ UNESCO, *UIS Statistics: Enrolment by level of education* (sum of data for ISCED levels 7 and 8), accessed November 2022

⁵⁸ WENR, *Education in Brazil*, 2019 <https://wenr.wes.org/2019/11/education-in-brazil>

⁵⁹ Scimago Journal & Country Rank, *Scimago*, 2022 www.scimagojr.com/countryrank.php?year=2021

5 International Education

5.1 Student mobility

According to estimates from UNESCO, Brazil was the world's 10th largest sender of internationally mobile tertiary students in 2020, with over 89,000 students studying abroad.⁶⁰ UNESCO's estimates show a continuous and rapid increase of outbound Brazilian students, with overall growth of 76 per cent over the last five years and the number of students standing at over 2.6 times its number in 2010.

The top destinations for Brazilians studying abroad are Argentina, Portugal and the United States, collectively accounting for 61 per cent of all outbound tertiary students. Other top destinations include Australia, Canada, Germany, France and Spain. The UK attracts substantially fewer Brazilian students than the other major Anglophone countries, ranking only as the 9th most popular overseas study destination.

During the period from 2011 to 2015 the Brazilian government operated a major international scholarship programme known as "Science Without Borders". This programme sent a total of around 100,000 students abroad over that period, most of whom were undergraduates. However, the programme was suspended in 2015 amid a declining economy and political turmoil before being formally cancelled in 2017.⁶¹

After the closure of Science Without Borders, Brazil's international scholarship policy shifted focus to postgraduate and post-doctoral students, along with a substantial decrease in scale. The main scholarship funder in the country is the Coordination for the Improvement of Higher Education Personnel (CAPES), an agency under the Ministry of Education that aims to support the quality of HE staff.

In 2019 – the last year for which data is available – CAPES funded a total of 3,244 overseas students, mainly on "doctoral sandwich" programmes that allow students to study abroad for up to a year as part of a PhD programme. The UK was the 4th largest recipient of scholarship-funded students after France, the United States and Portugal.⁶²

While CAPES funds the majority of scholarships in the country, other scholarship funders include the National Council for Scientific and Technological Development (CNPq) and state foundations, such as FAPESP for the state of São Paulo.

Despite heavy cuts to the availability of scholarships to study abroad in recent years, the shortage of high quality graduate programmes in the country and strong competition for admission to public universities create strong incentives to consider study abroad and a large number of Brazilians still study abroad on a self-funded basis.⁶³ Cuts to higher education funding under the previous

⁶⁰ UNESCO Institute for Statistics, *UIS Database*, accessed November 2022 <http://data.uis.unesco.org/>

⁶¹ ICEF Monitor, *Brazil shutting down Science Without Borders*, 2017 <https://monitor.icef.com/2017/04/brazil-shutting-science-without-borders/>

⁶² CAPES, *Active Scholarships in International Mobility Programs 2017-2019*, 2021 <https://dadosabertos.capes.gov.br/dataset/2017-a-2019-bolsas-ativas-em-programas-de-mobilidade-internacional>

⁶³ WENR, *Education in Brazil*, 2019 <https://wenr.wes.org/2019/11/education-in-brazil>

Bolsonaro administration may also have contributed to students opting to leave the country for their studies.

One important barrier to overseas study for Brazilian students is that foreign degrees are not automatically recognised by the country's Ministry of Education. In order to be officially recognised, they must be validated by a local public university offering the same or similar course.⁶⁴ Private employers in Brazil tend to accept overseas degrees without requiring this process, but official recognition is essential for graduates seeking an academic or civil service career.

However, non-degree programmes – a category which in Brazil includes MBA courses – and “specialisation programmes”, which are 1-2 year professionally focused postgraduate courses usually taught on a part-time basis, do not need to pass through this validation.

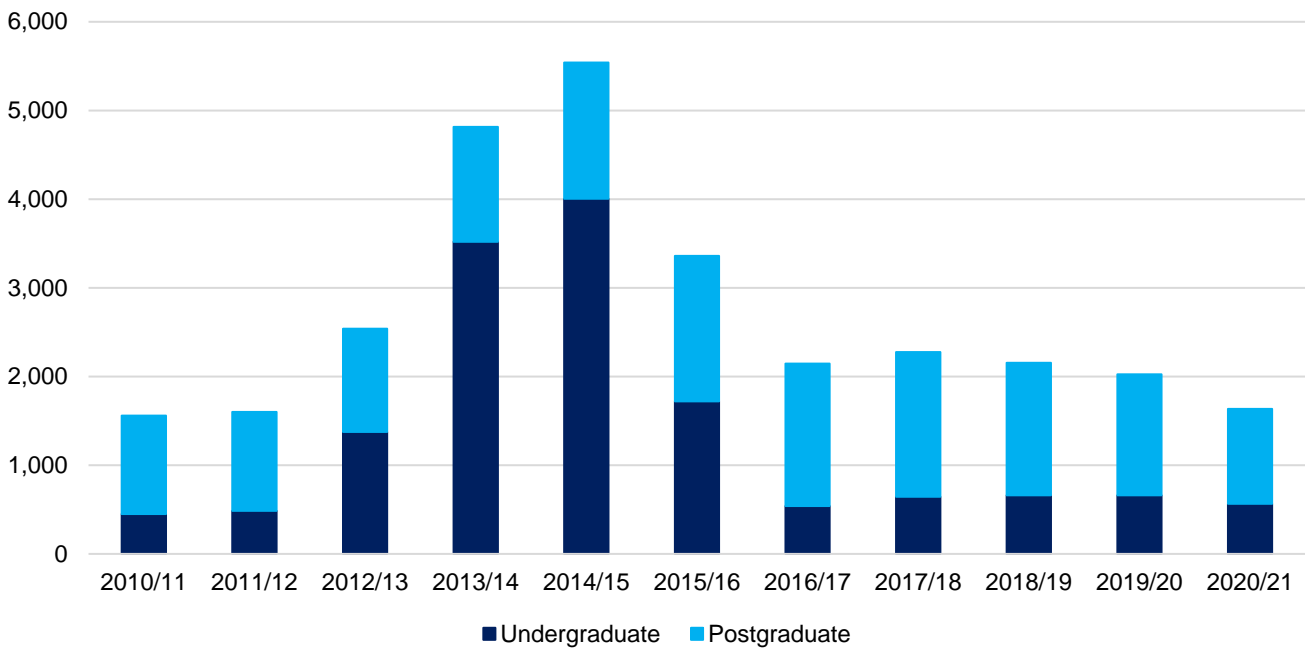
The Brazilian government does not have any current plans to change this policy, but the British Council aims to engage with the new administration on degree recognition in the coming years with the hope of smoothing the process for graduates of UK HEIs and to increase opportunities for transnational education partnerships between Brazil and UK institutions.

A total of 1,635 Brazilian students were enrolled on UK HE programmes in 2020/21, representing a 19 per cent decline compared to the previous academic year. While the Covid-19 pandemic was an important factor in this decline, the trend in previous years was also negative with student numbers falling by 6 per cent in 2019/20 compared to the previous year.

Statistics from HESA show a large increase in Brazilian students from 2011/12 to 2014/15, particularly at the undergraduate level. This increase was a direct result of Brazil's Science Without Borders scholarship funding scheme, but after this programme was ended the UK's Brazilian student numbers remained at a level slightly higher than before it was introduced. Data from more recent years shows that the composition of Brazilian students in the UK has now also returned to its previous pattern, with postgraduates making up around two thirds of all students.

⁶⁴ Federal University of Alfnas, *Revalidation and Recognition of Diplomas*, accessed November 2022 www.unifal-mg.edu.br/revalidacao/en/faq/

Figure 7: Brazil domiciled students enrolled on HE programmes in the UK



Source: HESA

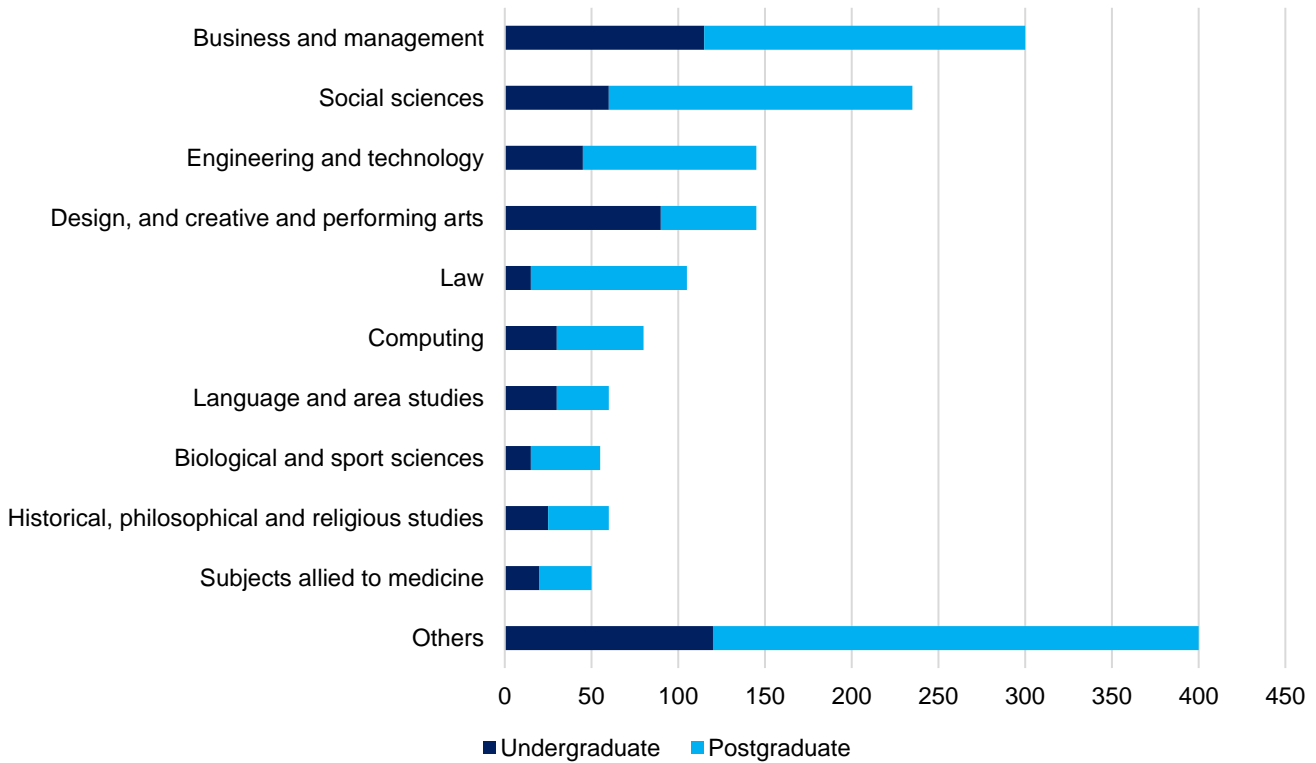
There has also been a noticeable shift in the type of UK institutions attended by Brazilian students. During the Science Without Borders period only a third of Brazilian students in the UK studied at highly selective Russell Group universities, but this increased to slightly over half by 2018/19. While the proportion has since fallen back slightly to 45 per cent, this is still a substantial increase compared to the pattern in the early to mid-2010s.

More recent visa data shows that, after a sharp drop in the number of UK study visas issued to Brazilian students in 2020, the number of incoming students in 2021 has now returned to slightly above its pre-pandemic level. Early indications for 2022 are also positive, with sponsored study visa issuances in the first three quarters of the year recovering to within one per cent of the number in the same period of 2019.

The most popular broad subject area for Brazilian students studying in the UK, at both the undergraduate and postgraduate levels, is business and management. At the postgraduate level this subject is followed by social sciences, while the second most popular field among

undergraduates is art and design. Other popular subjects studied by Brazilian students in the UK include engineering and technology as well as law.

Figure 8: Subjects studied by Brazilian students in the UK, 2020/21



Source: HESA

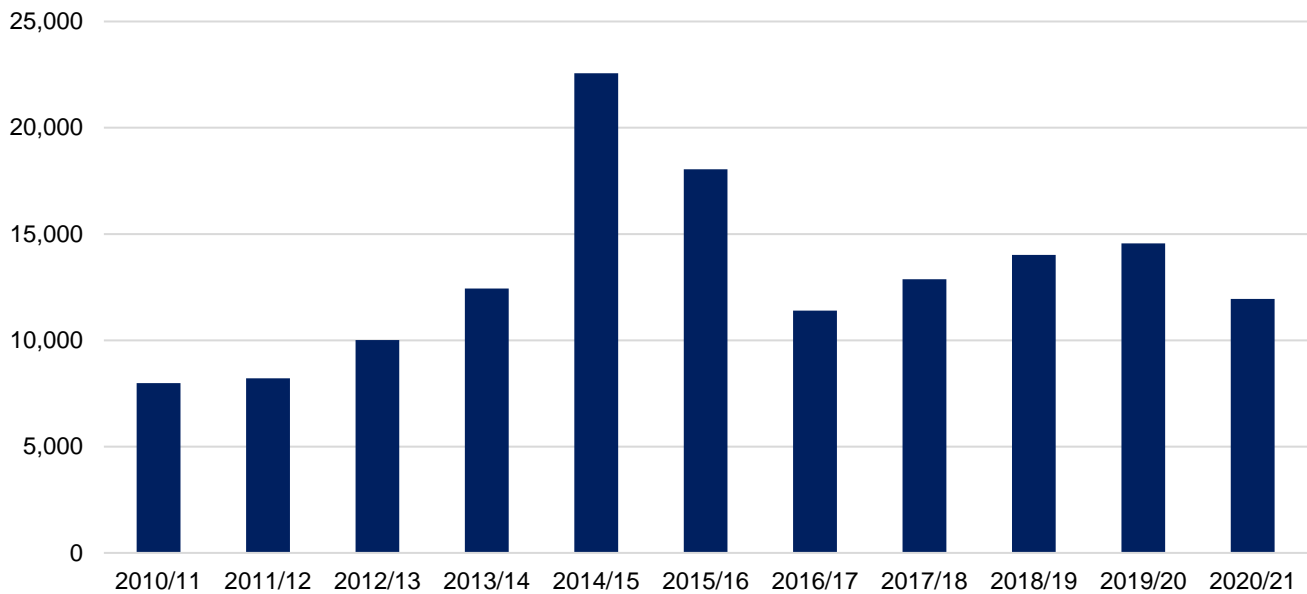
As with other aspects of Brazilians’ study in the UK, the subjects studied have changed greatly since the Science Without Borders period. In 2014/15 – the peak year for Brazilian student mobility to the UK – engineering and technology was the most popular subject area by a large margin, while other STEM fields such as biological sciences or physical sciences also made up a much larger share of total students than they do at present.

The US is the top Anglophone study destination for Brazilian students by a large margin, with almost 12,000 students in the most recent academic year for which data is available (2020/21). Estimates from UNESCO place the US as Brazil’s third largest study destination overall, behind only Argentina and Portugal.

As with the UK, the US experienced a large increase in Brazilian student numbers in the mid-2010s due to the Science Without Borders scholarship programme, but then saw a sharp fall after this programme was suspended. Excluding this spike, the underlying trend appears to be a sustained increase over the last decade, with student numbers growing from around 8,000 in

2010/11 to over 14,500 in 2019/20, followed by a sharp drop in 2020/21 which is likely a result of the Covid-19 pandemic.⁶⁵

Figure 9: Brazilian HE enrolments in the US



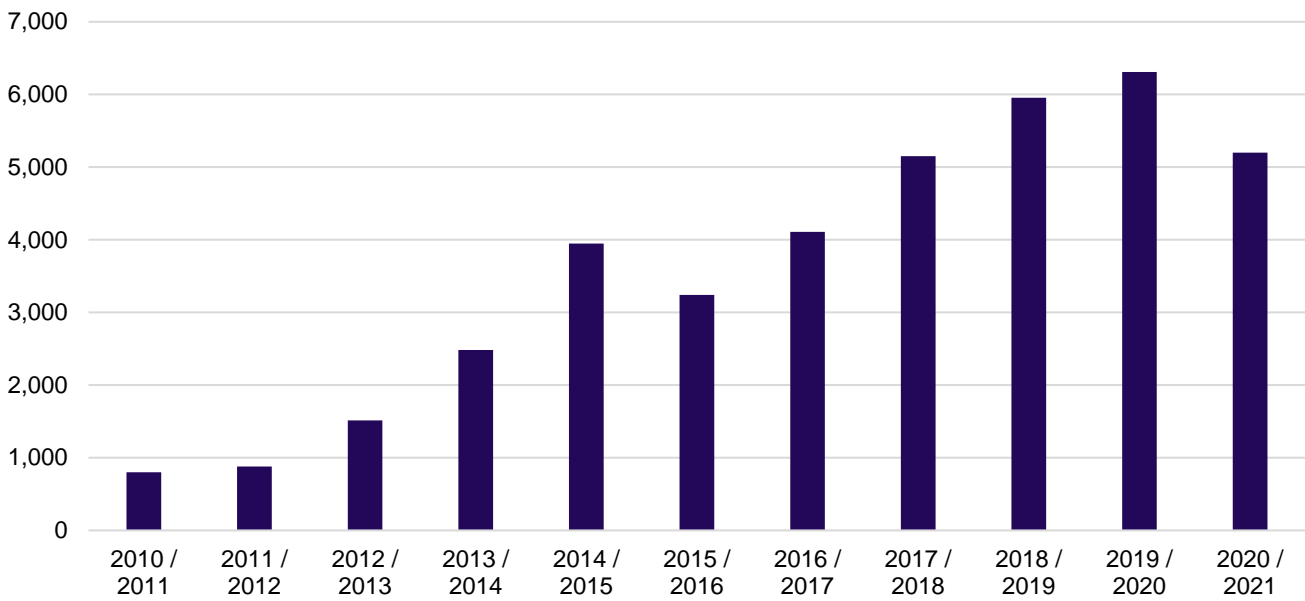
Source: HESA

The available statistics on Brazilian students in Canada show very strong and sustained growth over the last decade, transforming the country from a fringe host of Brazilian students to one of the most popular destinations. The number of Brazilian students studying post-secondary courses in 2019/20 was slightly over 6,300, almost eight times the number in the 2010/11 academic year. Student numbers dipped slightly in 2015/16 after the end of the Science Without Borders initiative but recovered within a single year and continued to grow further.

As with the US, the most recent data from 2020/21 shows that the Covid-19 pandemic had a strong effect on Brazilian students in Canada, with enrolment figures showing an 18 per cent drop to 5,199 students. Nevertheless, the number of Brazilians studying Canadian HE programmes remains well ahead of those in the UK and Australia.

⁶⁵ IIE, *Open Doors: Academic Level and Places of Origin*, 2021 <https://opendoorsdata.org/data/international-students/academic-level-and-places-of-origin/>

Figure 10: Brazilian HE enrolments in Canada

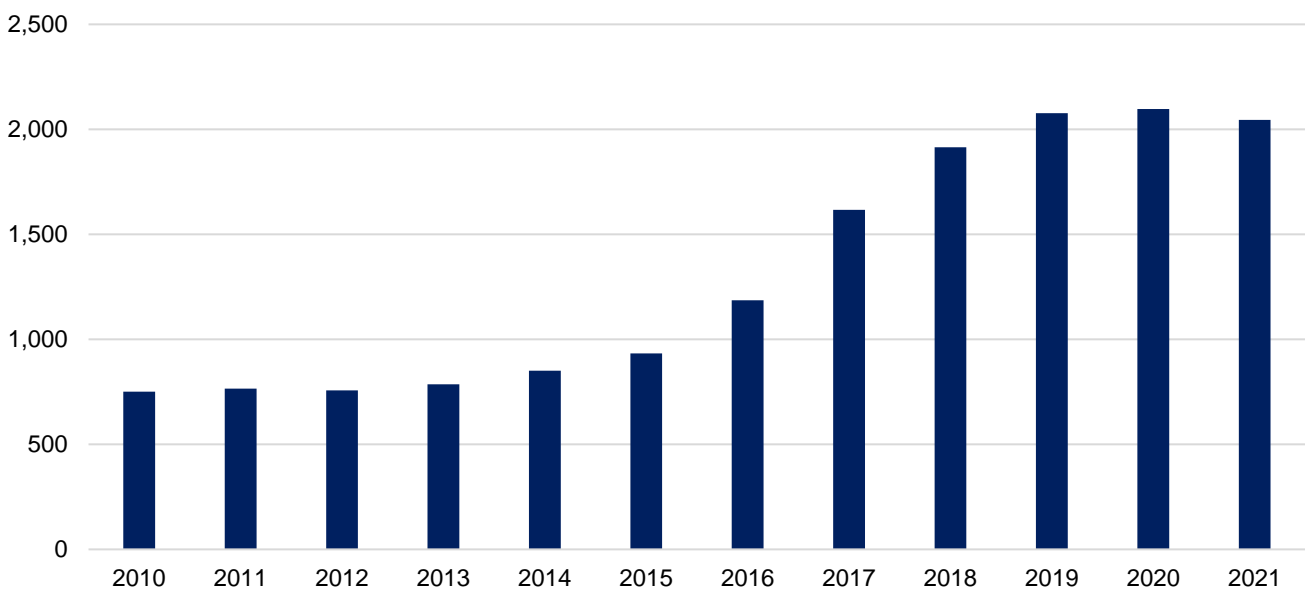


Source: StatCan

Australia reported around 2,045 Brazilian students enrolled on HE programmes in 2021 – slightly below the level in previous years, but to a lesser extent than overall international HE enrolments.

The country’s share of Brazilian students has grown substantially in recent years, particularly in the period from 2015 to 2019. Australia was not one of the top destinations for the Science Without Borders scholarship scheme but has taken an increasing share of outbound Brazilian students since this programme was suspended before seeing a slight decline in student numbers over the pandemic period.

Figure 11: Brazilian HE enrolments in Australia



Source: AusTrade

While Brazil itself is not one of the top global study destinations, the number of international tertiary students studying in the country is growing. UNESCO estimates that 22,364 overseas tertiary students studied in Brazil in 2020, an increase of around 50 per cent compared to ten years earlier. This would make Brazil the third largest host of international students in the Latin America region, after Argentina and Mexico.

Most of these students come from Brazil's Latin American neighbours, but Brazil also attracts students from Portuguese-speaking countries in Africa as well as from Japan.⁶⁶ According to UNESCO estimates the top five countries of origin in 2020 were Colombia, Angola, Peru, Japan and Paraguay, collectively accounting for around a third of all international students studying in Brazil.

The MEC grants scholarships for international students to study in Brazil to participants in its PEC-G exchange programme.⁶⁷ This programme provided a total of 509 scholarships in 2019, with most participants coming from developing countries in Africa and Latin America.⁶⁸

⁶⁶ Japan has a large Brazilian community, mainly consisting of the descendants of Japanese immigrants who came to Brazil in the early 20th century

⁶⁷ Brazilian Ministry of Foreign Affairs, *PEC-G*, accessed November 2022 <https://www.gov.br/mre/pt-br/assuntos/cultura-e-educacao/temas-educacionais/programas-de-estudo-para-estrangeiros/pec-g>

⁶⁸ Federal University of Santa Catarina, *The PEC-G Program*, accessed November 2022 <https://sinter.ufsc.br/pec-g/o-programa-pec-g/?lang=en>

5.2 Transnational education and distance learning

The UK has relatively little in-person TNE activity in Brazil. According to data from HESA, the only institution reporting a significant number of in-person students in the 2020/21 academic year was the University of Hertfordshire, which offers several franchised programmes in the broad field of art & design through a local partner college in São Paulo.⁶⁹

More recently the University of London has established a parallel degree programme with the Escola Superior de Propaganda e Marketing (ESPM), a local private HEI specialising in advertising and marketing with four campuses across the country.^{70,71} In 2016 the University of Hertfordshire partnered with Escola Britânica de Artes Criativas e Tecnologia (Ebac) to offer Bachelor of Arts degrees which are delivered in Brazil. In that same year Kings College London cemented the partnership with Universidade de São Paulo (USP) to offer joint PhD programme on International Affairs.

The University of Oxford has also announced a joint initiative with the Brazilian Ministry of health to set up a global health and clinical research unit in Brazil, which will offer master's and PhD studentships as well as working on developing new drugs and vaccines, although this partnership was not yet operational as of November 2022.⁷²

In common with other South American countries, Brazil does not yet have a strong regulatory framework for TNE which causes difficulties for the development of this form of education.⁷³ One important barrier, as noted in the previous section, is that overseas degrees are not automatically recognised by the Ministry of Education and must be validated by a local public university. In addition, local public universities are prohibited by law from charging tuition fees, meaning that it may not be financially sustainable for UK HEIs to offer TNE partnerships or franchised / validated courses through these institutions. Perhaps as a result, transnational education is not well known in Brazil and programmes may be difficult to promote.

However, Brazil does have some potential for UK distance learning programmes. 32 different UK universities reported a total of 535 distance learning students in Brazil in the 2020/21 academic year, an increase of roughly 14 per cent over 2019/20, with most students studying master's degree programmes.⁷⁴ Degrees earned through these programmes are valued by private employers but must be validated by local universities if holders wish to use them to enter the civil service or go on to further study in a Brazilian university. Distance learning is already a very common mode of study at local higher education institutions, which may increase students' acceptance of distance learning courses from overseas universities.

⁶⁹ University of Hertfordshire, *Study for a Hertfordshire degree outside the UK*, accessed November 2022 www.herts.ac.uk/international/overseas-study/study-for-a-hertfordshire-degree-outside-the-uk

⁷⁰ University of London, *ESPM* www.london.ac.uk/ways-study/espm-escola-superior-de-propaganda-e-marketing

⁷¹ ESPM, *Study Business Administration with the University of London* <https://uol.espm.edu.br>

⁷² University of Oxford, *Oxford to work with Brazil to establish clinical research hub*, November 2021 www.ox.ac.uk/news/2021-11-01-oxford-work-brazil-establish-clinical-research-hub

⁷³ British Council, *The Shape of Global Higher Education: The Americas*, 2019

www.britishcouncil.org/sites/default/files/k006_03_the_shape_of_global_higher_education_americas_final_web.pdf

⁷⁴ HESA, 2022. This figure does not include students registered on in-person programmes but studying online due to the Covid-19 pandemic.

Aside from UK institutions, French business school SKEMA operates a campus in Belo Horizonte, Brazil's sixth-largest city, offering MBA courses and master's degrees in business-related subjects,⁷⁵ while Columbia University operates a centre in Rio de Janeiro which offers executive education programmes and acts as a hub for the university's research cooperation and other activities in Latin America.⁷⁶

⁷⁵ SKEMA, Belo Horizonte Campus, accessed November 2022 www.skema.edu/campus/belo-horizonte-campus

⁷⁶ Columbia University, *Columbia Global Centers: Rio de Janeiro*, accessed November 2022 <https://globalcenters.columbia.edu/rio>

6 UK Cooperation

Many UK universities are active in Brazil. The UK was one of the country's main partners under the former Science Without Borders scholarship scheme and continues to be a leading destination for scholarship-funded students under the current more limited programmes organised by the Coordination for the Improvement of Higher Education Personnel (CAPES). According to a 2019 report from Universities UK International, 38 per cent of UK HEIs were participating in CAPES' Institutional Internationalization Program (PrInt) with a further 14 per cent considering future participation.⁷⁷

UK Universities and research centres have a number of partnerships with Brazilian institutions, varying from student exchange agreements to joint research and, in some cases, dual degrees.

In addition, UK universities have been active in Brazil in capacity-building and exchange partnerships funded through British Council Brazil with a focus on Internationalisation of Brazilian Higher Education Institutions (under Universities for the World programme, with four calls between 2017 and 2019) and more recently on Gender Equality (with two calls launched under UK-BR Gender Equality Frameworks).

Research collaboration is another area where UK HEIs actively partner with institutions in Brazil. 80 per cent of UK HEIs reported working with Brazilian partners on research, with a total of 22,799 UK-Brazil joint research publications in the five-year period from 2017 to 2021 according to Elsevier SciVal – making Brazil the UK's 16th largest international collaborator in terms of the number of published papers, while the UK was Brazil's second largest research partner over the same period.

Brazil was a key partner for the UK government's Newton Fund, which supported and provided funding for bilateral and regional research and innovation partnerships between the UK and overseas countries and was implemented by the British Council. Brazil was the third largest recipient of funding under this initiative, benefiting from £64.4 Mn of investment over the 2014-2021 period.⁷⁸ Over 50 projects were funded in 2014-15 alone, the first year of this cooperation. Some of the main areas for projects were in Health and Life Sciences, Renewable Energy, Agriculture, Climate Change, reflecting the mutual interest and networks between UK and Brazil.

An example of this support is the collaboration between Brazilian public health research institution Fundação Oswaldo Cruz (Fiocruz) and The London School of Hygiene & Tropical Medicine. LSHTM's partnership with Fiocruz has had a strong focus on the 'triple epidemic' of dengue, chikungunya and Zika, including work on modelling, vector management, and social and economic impact.⁷⁹ Public Health and Life Sciences has been a key area for overall collaboration

⁷⁷ Universities UK International, *The State of the Relationship: Mapping UK Higher Education Engagement with Brazil*, 2019 www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi%20reports/Brazil-mapping-report.pdf

⁷⁸ Department for Business, Energy and Industrial Strategy, *Newton Fund Evaluation Summary*, July 2022 www.newton-gcrf.org/wp-content/uploads/2022/07/Newton-Fund-Evaluation-Summary-July-22_v6.pdf. Statistics cover the period up until the end of the 2020-21 financial year (March 31 2021)

⁷⁹ London School of Hygiene and Tropical Medicine, *Partner Institutions – Latin America*, accessed January 2023 www.lshtm.ac.uk/research/global-partnerships/latin-america/partner-institutions

between Brazil and the UK, and in the context of the Covid-19 pandemic Fiocruz and Oxford University partnered to ensure the production of the Covid vaccine in Brazil.

Other notable partnerships include:

- Cooperation between the Brazilian Agricultural Research Corporation (Embrapa), affiliated with the Ministry of Agriculture, and the University of Nottingham on a programme named “Future Food – Beacon of Excellence”. This programme involves scientific collaboration on three areas: dairy cattle, wheat, and rice & beans.
- Cooperation between the University of Southampton and the Federal University of Minas Gerais (UFMG) in various areas, from an online course on “English as a Medium of Instruction” to academic collaboration in Biomedicine.

The UK government also supports English teaching in Brazil under the Skills for Prosperity programme. This partnership, operating from 2020 to 2023, supports teachers and students through developing reference material and teaching materials as well as carrying out teacher training.⁸⁰

⁸⁰ Observatory for English Language Teaching, *Skills for Prosperity programme*, accessed November 2022 www.inglesnasescolas.org/en/skills-for-prosperity-programme/