International Academic Partnership Program Study
Tour to Brazil 2015

Enhancing Institutional Linkages between the United States & Brazil

March 21-27, 2015
Rio de Janeiro - Belo Horizonte - São Paulo
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Dear IAPP colleague,

Welcome to the 2015 IAPP Brazil study tour! On behalf of the Institute of International Education, and together with my colleagues from IIE New York and the Brazilian Fulbright Commission, it is my pleasure to guide you and your colleagues throughout the next week on this partnership-focused tour of Brazilian higher education institutions and organizations. We hope these materials will serve as a valuable reference during and after the study tour to help further your campus’ strategic planning. This study tour is an essential component of the IAPP program, purposely situated mid-way through the program for optimal learning outcomes. Upon your return to the U.S. you will work on developing your institution’s strategic plan with guidance from your IAPP mentor. This exploratory tour will provide a solid base of first-hand knowledge, reference points, and contacts which will be critical during the strategic planning process. Successful and long-lasting institutional partnerships require commitment from both sides and must be developed strategically. Instead of focusing on match-making, this study tour aims to help you better understand the breadth of the Brazilian higher education system and Brazilian institutions’ priorities for partnership building, which will ultimately guide and strengthen your institution’s strategy for partnering with Brazil. Some of the outcomes we hope you gain from this study tour are:

- A thorough understanding of the Brazilian higher education system
- First-hand experiences at a variety of institutional types
- Knowledge of Brazilian structures for partnership building
- Knowledge of Brazilian priorities for partnership building
- Clarification of partnership goals
- Interesting partnership ideas
- Excitement to return to your campus to craft a future partnership

We have carefully crafted an agenda consisting of a workshop in Rio de Janeiro, followed by site visits and meetings in Rio de Janeiro, Belo Horizonte and São Paulo. IIE selected these locations to introduce you to a range of university types and the diversity of regional needs. We hope that all study tour activities will serve to foster dialogue about partnership priorities, institutional strategies, and practical measures for enhancing academic collaboration between the two countries.

I welcome you to join me and the other study tour coordinators this evening (March 21st) at 7:30pm at the Pizzaria Capricciosa restaurant for a complimentary welcome dinner. This event is casual and voluntary; so, depending on how you feel from your travels, you may choose to join or not. We will have ample opportunity to meet each other at the opening workshop on Sunday, so please do not feel obligated to join if you prefer to rest. If you would like to join us for dinner, please assemble in the hotel lobby at 7:15pm to walk over to the restaurant together.

I look forward to meeting you in the next few days and learning more about you and your institution. Please do not hesitate to approach me or the other study tour coordinators with any questions or concerns throughout the study tour.

Sincerely,
Morgan Clark
Program Manager, Center for International Partnerships
Institute of International Education
California State University, East Bay

Brian Cook, Associate Vice President, University Extension  brian.cook@csueastbay.edu
Sukari Ivester, Assistant Professor, Department of Sociology and Social Service  sukarivester@csueastbay.edu

Indiana University of Pennsylvania

Caleb Finegan, Director, Honors College and Professor, History  cfinegan@iup.edu
Michele Petrucci, Assistant Vice President, International Education and Global Engagement  michelep@iup.edu

University of Wisconsin-La Crosse

David Anderson, Associate Professor, Archaeology  danderson4@uwlax.edu
Fred Pierce, Associate Vice Chancellor, Enrollment Management and Interim Director, International Education  fpierce@uwlax.edu
International Academic Partnership Program

2015 Brazil Study Tour Agenda

Saturday, March 21st — Rio de Janeiro

Morning  Delegates arrive in Rio de Janeiro, Brazil

Afternoon  Transportation from airport to the hotel provided.

Check into hotel: JW Marriot Copacabana
Av. Atlantica, 2600 – Copacabana
Rio de Janeiro, RJ
CEP: 22041-001
Tel. +55 (21) 2545 6500

7:30pm  Informal Optional Group Dinner
This welcome dinner provides an opportunity to get to know one another in an informal setting and is included in the program. However, we understand if people have their own plans or would simply prefer to rest.

Pizzaria Capricciosa
Rua Domingos Ferreira, 187
Copacabana, Rio de Janeiro, RJ

Sunday, March 22nd — Rio de Janeiro

Morning  Participants eat breakfast on their own
Breakfast is included in the hotel package.

9:00am-1:00pm Introductory Workshop

Venue:  JW Marriot Copacabana
Room Javaé

9:00-9:10am  Welcome
Luiz Valcov Loureiro, Executive Director, Fulbright Commission

9:10 – 9:20am  Introductions & Overview of Study Tour Program: Goals and Expectations
Morgan Clark, Program Manager, IIE

9:20-9:30am  Logistics: What to Expect Throughout the Week
Luis Pedroso, Program Specialist, Fulbright Commission
9:30-10:00am  Hopes and Fears Exercise
Morgan Clark, Program Manager, IIE

10:00-11:30am  Overview of Brazilian Higher Education: How Best to Engage with Brazilian Higher Education
Robert Evan Verhine, Federal University of Bahia and Fulbright Commission in Brazil Board Member

11:30am-12:00pm  EducationUSA Services for Engaging with Brazil
Rita Moriconi, Regional Educational Academic Coordinator-Southern Cone, Education USA

12:00-12:30pm  Spotlight on Ciencias Sem Fronteiras
Ed Monks, Director of Academic and Experiential Learning, IIE

12:30-1:00pm  The U.S. Mission in Brazil
Abigail Dressel, Public Affairs Officer, Embassy of the United States in Brazil (invited)

1:00-1:05pm  Final remarks
Luiz Valcov Loureiro, Executive Director, Fulbright Commission

1:10pm  Lunch at the hotel

2:15pm  Optional Cultural Activity
There will be a bus outside of the hotel to take participants to the Sugar Loaf (Pão de Açúcar). Participants are welcome to ride Bondinho to the top of the mountains. Immediately after the ride the bus will bring participants back to the hotel.

Evening  Free evening
Participants are on their own for dinner and should use their provided per diem.
Monday, March 23rd — Rio de Janeiro

Morning

Participants eat breakfast on their own
Breakfast is included in the hotel package.

10:00am-12:00pm Briefings by Coordination for the Improvement of Higher Education Personnel (CAPES) and Ministry of Education, Secretariat of Higher Education (SESu)

Venue:

JW Marriot Copacabana
Room Kaimbé
Facilitated by Vera Galante, IIE Representative in Brazil

10:00-10:05am Welcome
Ed Monks, Director of Academic and Experiential Learning, IIE
Luis Pedroso, Program Specialist, Fulbright Commission

10:05-11:00am Briefing by CAPES, followed by questions
Luis Filipe de Miranda Grochocki, General Coordinator for International Scholarships and Projects, Department of International Relations, CAPES

11:00am-12:00pm Briefing by SESu, followed by questions
Dilvo Ilvo Ristoff, Director, Graduate Programs and Policy Department, Secretariat of Higher Education, Ministry of Education

12:00-12:05pm Final remarks
Morgan Clark, Program Manager, IIE

12:15pm Depart for lunch at Porcão (Aterro)

12:30-2:30pm Lunch at Porcão (Aterro)
Av. Infante Dom Henrique, S/N
Aterro do Flamengo, Rio de Janeiro, RJ

2:30pm Depart Porcão (Aterro) for PUC-Rio

3:30pm Visit Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio)
Rua Marquês de São Vicente, 225
Edifício Padre Leonel Franca, 8 andar,
Gávea, Rio de Janeiro, RJ
CEP: 22451-900

5:00pm Depart PUC-Rio for hotel

Evening
Free evening
Participants are on their own for dinner and should use their provided per diem.
Tuesday, March 24th — Rio de Janeiro

Morning  Participants eat breakfast on their own  
Breakfast is included in the hotel package.

8:00am  Check-out of hotel  
Please gather in the hotel lobby with your suitcases and ensure your IAPP luggage tag is visible.

8:30am  Depart hotel for IBMEC

9:00am  Visit IBMEC  
Av. Presidente Wilson, 118  
Rio de Janeiro, RJ  
CEP: 20030-020

10:30am  Depart IBMEC for Real Gabinete Português de Leitura

11:00am  Visit Real Gabinete Português de Leitura  
Rua Luís de Camões, 30  
Centro, Rio de Janeiro, RJ  
CEP: 20051-020

12:00pm  Depart Real Gabinete Português de Leitura for Confeitaria Colombo, Forte

12:30-2:30pm  Lunch at Confeitaria Colombo, Forte  
Forte de Copacabana  
Praça Coronel Eugênio Franco, n. 1  
Posto 6, Copacabana, Rio de Janeiro, RJ  
CEP: 22070-020

2:30pm  Depart Confeitaria Colombo, Forte for UFRJ

3:30pm  Visit Universidade Federal do Rio de Janeiro (UFRJ)  
Parque Tecnológico UFRJ Rua Paulo Emídio Barbosa, 485  
ilha da Cidade Universitária, Rio de Janeiro, RJ  
Auditório da Administração, ao lado do Couve Flor

5:00pm  Depart UFRJ for SDU airport

Evening  Depart Rio de Janeiro for Belo Horizonte  
Gol Flight 1668  
Departing Santos Dumont at 6:34pm  
Arriving in Confins at 7:38pm
Check into hotel:
Mercure Lourdes
Av. do Contorno, 7315
Lourdes, Belo Horizonte, MG
CEP: 30110-047
T. +55 (31) 3298-4105

Evening  Free evening
*Participants are on their own for dinner and should use their provided per diem.*

**Wednesday, March 25th — Belo Horizonte/Ouro Preto**

Morning  Participants eat breakfast on their own
*Breakfast is included in the hotel package.*

8:00am  Depart hotel for Ouro Preto

10:00am  Visit Universidade Federal de Ouro Preto (UFOP)
Rua Diogo de Vasconcelos, 122, sala 15
Pilar, Ouro Preto, MG
CEP: 35400-000

12:00pm  Depart UFOP for restaurant Bene da Flauta

12:00-2:00pm  Lunch at restaurant Bene da Flauta
Rua São Francisco de Assis, 32, Centro
Ouro Preto, MG

2:00pm  Cultural activity in Ouro Preto

4:30pm  Depart for Belo Horizonte

Evening  Free evening
*Participants are on their own for dinner and should use their provided per diem.*
Thursday, March 26th — Belo Horizonte

Morning  Participants eat breakfast on their own
          *Breakfast is included in the hotel package.*

8:30am  Check-out of hotel
          *Please gather in the hotel lobby with your suitcases and ensure your IAPP luggage tag is visible.*

9:00am  Depart hotel for PUC-Minas

10:00am  Visit Pontifícia Universidade Católica de Minas Gerais (PUC-MG)
          Avenida Dom José Gaspar, 500 Prédio 43- 6 andar
          Coração Eucarístico, Belo Horizonte, MG
          30535-901

11:30am  Depart PUC-Minhas for restaurant Almachef

12:00pm  Lunch at restaurant Almachef
          Rua Curitiba, 2081
          Lourdes, Belo Horizonte, MG
          Contact: Cristiano Crepald, +55 (31) 2551-5950 or +55 (31) 8786-4603

2:00pm  Depart restaurant Alma Chef for UFMG

2:30pm  Visit Universidade Federal de Minas Gerais (UFMG)
          Av. Antônio Carlos, 6627 - Reitoria - Anexo -Térreo
          Belo Horizonte, MG
          CEP 31270901

4:00pm  Depart UFMG for Pampulha
          *Cultural activity to see selected works of Oscar Niemeyer, Burle Marx and Candido Portinari.*

6:00pm  Depart Pampulha for airport

Evening  Depart Belo Horizonte for São Paulo
          *TAM Flight JJ3221
          Departing Confins at 8:18pm
          Arriving in Congonhas at 9:40pm*

          Check into hotel:
          Renaissance São Paulo Hotel
          Alameda Santos, 2233, São Paulo, SP, CEP: 01419-002
          Contact: +55 (11) 3069 2233
Evening Free evening
Participants are on their own for dinner and should use their provided per diem. Please see local IAPP coordinators and hotel staff for restaurant recommendations.

Friday, March 27th – São Paulo

Morning Participants eat breakfast on their own
Breakfast is included in the hotel package.

9:00am Depart hotel for UNESP

10:00am Visit Universidade Estadual Paulista (UNESP)
Rua Quirino de Andrade, 215 – 6º Andar
São Paulo, SP
CEP: 01049-010

12:00pm Depart UNESP for Jardim de Napoli

1:00-2:30pm Lunch at Jardim de Napoli
R. Martinico Prado, entre Av. Angelica e R. Martim Francisco
Higienópolis, São Paulo, SP
CEP: 01224-010

2:30pm Depart Jardim de Napoli for Mackenzie

3:30pm Visit Mackenzie
Rua da Consolação, 930,
01302-907, São Paulo, SP

5:00pm Depart for hotel

5:00-6:00pm Final Delegation Debrief

8:00-10:00pm Closing dinner in honor of IAPP at restaurant Amadeus
Rua Hadock Lobo, 807 – Cerqueira César
São Paulo, SP
CEP: 01414-001

End of Study Tour
Airport transfer will be provided.
PARTICIPANT BIOGRAPHIES

Dave Anderson  
*Associate Professor of Archaeology*  
University of Wisconsin-La Crosse

Dr. Anderson is an Associate Professor of Archaeology in the Department of Sociology/Archaeology, University of Wisconsin-La Crosse. He is an archaeologist and Egyptologist with over 25 years experience conducting archaeological research in the eastern United States and Middle East on both prehistoric and historic sites. Since 1996 he has been the Director of the El-Mahâsna Archaeological Project of the University of Wisconsin-La Crosse. This project is investigating the Predynastic period (3600 – 3100 B.C.) village site of El-Mahâsna in order to examine issues related to the formation of the ancient Egyptian centralized state and the origins of Egyptian divine kingship. He specializes in integration of computers and archaeology, utilizing 3D Capture technologies, CADD, GIS, GPS, Virtual Reality and database management to facilitate collection and analysis of field results. He received his B.A. in Anthropology and Near Eastern Languages and Civilizations/Egyptology from the University of Chicago in 1990. In 1995 he received his M.A. in Anthropology from the University of Pittsburgh, and his Ph.D. in Anthropology from Pitt in 2006. His dissertation was entitled *Power and Competition in the Upper Egyptian Predynastic: A View from the Predynastic Settlement at el-Mahâsna, Egypt.*

Brian Cook  
*Associate Vice President, University Extension (UE)*  
[UE was formerly known as Continuing and International Education]  
California State University, East Bay

Brian has been with California State University, East Bay for 12 years. As the leader of University Extension, he serves as the local and global extension of the University furthering the institutional vision through innovative approaches to advanced professional education in the context of a new world of work in a global economy. University Extension is: the American Language Program, Center for International Education, Concord Campus, Continuing Education, International Admissions, Oakland Center, Osher Lifelong Learning Institute, and Special degree programs.

As AVP, Brian leads both the University’s self-support enterprise and suite of international programs and services. UE offers over 30 unique degree and certificate programs, customized corporate training programs, and a comprehensive suite of services for international students, which strengthens and extends the University’s mission and bottom line(est. $25 million in annual revenue). The international program services include: intensive English program, University preparation, advising, admissions and overseas partnerships. Brian also oversees CSU East Bay’s branch campus and satellite operations, providing home for many of the aforementioned programs as well as a resource for many of our East Bay community partners.

Prior to joining CSU East Bay, Brian held positions at University of California, San Francisco (UCSF) School of Medicine. Prior to his career in higher education, Brian held Business Development, Producer and Media Planning positions in the interactive media and internet sector.
Caleb Finegan  
**Director, Honors College and Professor, History**  
Indiana University of Pennsylvania

Originally from Galveston, Texas, Caleb Finegan earned his doctorate (PhD, 1999) from the University of Florida with a concentration in colonial Latin American History. He earned his B.A. in Spanish and an M.A. in Latin American Studies from Vanderbilt University in Nashville, TN.

After years of working as IUP’s director of civic engagement, he returned briefly to the History Department before taking on his new position as the Director of IUP’s Robert E. Cook Honors College. He is also working as an active member of the Latin American Studies minor program, an initiative that he founded in 2002.

Most of his scholarship has focused on how parish priests who lived and worked in the Diocese of La Paz from 1680 to 1730 managed their lives as cultural brokers between the Spanish crown and the predominantly indigenous communities they served. Although recently Dr. Finegan has expanded his research interests to include the history of the medieval pilgrimage to Santiago de Compostela, Spain. Every other summer, Dr. Finegan takes students to Spain to complete this 500-mile walking pilgrimage as an active part of his research project.

Sukari Ivester  
**Assistant Professor, Department of Sociology and Social Services**  
California State University, East Bay

Sukari Ivester, PhD is an urban sociologist and social epidemiologist with broad interests in urban development, the social determinants of health, the politics of resistance, and urban history. With a specialization as a Brazilianist, she is currently exploring the social impacts of the World Cup 2014/ Olympics 2016. Her most recent publication explores FIFA and its policies of exclusion through the case of the Baianas do Acarajé at the World Cup 2014 in Salvador. In addition, Dr. Ivester is working on a US/Brazil comparative social historical project on urban slavery.

Dr. Ivester earned her Ph.D. in Sociology from the University of Chicago and a B.A. in Sociology from the University of California, Berkeley. Following the completion of her PhD, Dr. Ivester was a National Institutes of Health Postdoctoral Fellow at the School of Public Health at the University of California, Berkeley.

Dr. Ivester teaches Medical Sociology, Urban Sociology, Sociology of Travel and Tourism, Olympics and Urban Development, Research Methods, and Social History of Brazil. She is active in the American Sociological Association, Urban Affairs Association, Latin American Studies Association, and American Historical Association.
Michele Petrucci
Assistant Vice President, International Education
Indiana University of Pennsylvania

Dr. Michele Petrucci has been active in International Education for +24 years with a BA (Kenyon College), MA (University of KwaZulu Natal) and Ph.D. (IUP).

After completing her BA, Michele lived, studied and worked in Southern Africa for nearly seven years: teaching in Botswana as a Peace Corps volunteer (one year) then moving to South Africa.

Michele has been a frequent presenter at NAFSA, ISEP and TESOL where she also received two professional awards.

She contributes to the IE field through service: a CIES-Fulbright peer reviewer for three years and twice as an IREX reviewer for Jefferson Scholarship for Tunisia Undergraduates. Michele has served as an IREX undergraduate reviewer and a Gilman reviewer. Michele served on ISEP’s Council of Advisors (6 years) and as co-chair of their 2006 Annual Conference.

More recently, Michele has been involved with several advising and mentoring projects:
- Reader on doctoral dissertation committees
- NAFSA virtual mentor to a new IE professional
- IIE virtual mentor to 2 new IE professionals in Myanmar
- NAFSA Global Dialogue Fellowship Partner (U.S. and Africa)

Michele has been awarded multiple, funded IE opportunities:
- AIEA-EAIE TransAtlantic Dialogue
- Eduespaña Higher Education Familiarization Tour
- Fulbright Fellow – IE Administrators (Japan)
- Australian Familiarization Tour
- ISEP Asia Tour

Fred Pierce
Associate Vice Chancellor of Enrollment Management
University of Wisconsin-La Crosse

Fred Pierce came to UW - La Crosse in July 2013 from Mary Washington. He is Associate Vice Chancellor for Enrollment Management. His direct reports include Records and Registration, Admissions, Office of International Education, Advising and Career Services. At Mary Washington he oversaw all matters related to enrollment, recruitment and student services. Earlier in his career Pierce, served as director of undergraduate programs for the University of Tennessee’s College of Business Administration. At the University of Tennessee, Pierce received the College of Business Administration Outstanding Staff Award for Professionalism in 2004 and 2010 and the Provost’s Citation for Excellence in Advising in 2002. He received a master’s degree from the University of Tennessee and a bachelor’s degree from the University of North Carolina at Charlotte, Belk College of Business.
Morgan Clark
Program Officer, Center for International Partnerships in Higher Education
Institute of International Education

Morgan Clark joined the Institute of International Education in January 2012 as a program officer for IIE’s Center for International Partnerships in Higher Education. She is responsible for coordinating a variety of programs designed to foster international academic partnerships between U.S. institutions and higher education institutions abroad. These programs focus on developing partnerships in India, China, Brazil, Indonesia, Vietnam, and Myanmar; and involve organizing workshops, leading study tours, and providing guidance for the higher education community about forming international partnerships. Morgan holds a B.A. in German from Wake Forest University and an M.A. in International Education from New York University.

Vera Galante
Representative
Institute of International Education, Brazil

Vera Galante is the Institute of International Education Representative in Brazil. In her role as IIE Representative, Ms. Galante supports the Institute in its development and expansion of key initiatives, including services for Brazilian higher education institutions, services for U.S. colleges and universities, and services to public and private sector institutions.

Prior to joining IIE, Ms. Galante served as a senior cultural affairs specialist and Fulbright liaison at the U.S. Embassy in Brasilia. During her 19 years with the United States Embassy to Brazil, she worked on numerous education initiatives, including developing partnerships between U.S. and Brazilian higher education institutions, recruiting students for U.S. government scholarship and fellowship programs, and conducting higher education missions to the United States. Her portfolio also included programs that promote free trade, justice, intellectual property rights and social and racial inclusion.

Ms. Galante has a Master’s degree in American Studies from the College of William and Mary in Williamsburg, Virginia, and a Bachelors degree in Letters, Portuguese/English from Centro Universitário de Brasília (UNICEUB – Brasilia). Ms. Galante is based in Brasilia.
Edward Monks
Director, Academic and Experiential Learning
Institute of International Education

Edward Monks is director, academic and experiential learning, at the Institute of International Education. He oversees IIE’s management of undergraduate programs, including the Brazil Scientific Mobility Program, the Study America Program, and placement for the LOTUS scholarship program. Edward directs the management of IIE’s visa sponsorship services for the Japanese Ministry of Education’s Specialist Program, the College Board’s Chinese Guest Teacher Program, and individual exchange programs for trainees, researchers, and short-term scholars. Prior to working at the Institute of International Education, Edward taught English and writing in Argentina and for several years taught in the New York City region as an adjunct ESL instructor. He is a graduate of Siena College in Albany in political science and international studies, and also holds an M.A. in teaching English as a second language.
Luiz Valcov Loureiro
Executive Director
Fulbright Commission in Brazil

Luiz Valcov Loureiro has been with the Fulbright Commission in Brazil since 2004 and with University of São Paulo since 1988. From 1986 to 1994 he worked with the Nuclear Research Center of Brazilian Navy. In 1995 he joined the Ministry of Education in Brasilia as director of CAPES, supporting federal agency of graduate programs, leaving this position in 2003. He is a mechanical engineer of University of São Paulo (1979) and holds the Ph.D. in Engineering from Ecole Centrale de Paris (1984), with specialization in energy systems development. He is a native of São Paulo, Brazil.

Camila Olimpio de Menezes
Program Officer
Fulbright Commission in Brazil

Camila Olimpio de Menezes is a Program Officer for the Fulbright Commission in Brazil since June 2012. She is responsible for coordinating the Doctoral Dissertation of Award and Post Doctoral, the objective of these programs are select candidates in the areas of Humans Sciences, Social Sciences, Letters and Arts to improve the researchers of the doctors and post-doctors in Brazil; Hubert H. Humphrey Fellowship Program, Humphrey Fellows are selected based on their potential for leadership and their commitment to public service in either the public or the private sector. Community College Program, the CCI Program provides participants with a non-degree, academic-year program at a U.S. community college designed to build participants’ technical skills in applied fields, enhance their leadership capabilities, and strengthen their English language proficiency. These programs focus on developing partnerships between Brazil and U.S. Camila holds a B.A. in Food Engineer from the Federal University of Tocantins, she worked at State University of Tocantins as a Administrative Assistant. She is native from Brasília, Brazil.

Luis Pedroso
Program Specialist
Fulbright Commission in Brazil

Luis Pedroso is a Program Specialist for the Fulbright Commission in Brazil since January 2013. He is responsible for coordinating the PDPI program, a 6-week intensive methodology and language course in the U.S. designed as part of a strategic plan to improve English language teaching and teacher training for Brazilian English teachers from public schools. Luis is also responsible for coordinating the English Teaching Assistant program expansion, an initiative to support English teaching in some Brazilian Federal universities. He holds a B.A. in International Relations from the Federal District University (UDF) and is University of London and the Military School of Porto Alegre (CMPA) Alumni. His research is on International Security and Defense and focuses on the Brazilian Military-Industrial Complex and its Defense Industry. Former Deputy Head of Admissions at Malvern House International in London, he has been intern for the Public Affairs department in the United States Embassy in Brazil.
**Ibmec**

**Quick Facts**

<table>
<thead>
<tr>
<th>Location</th>
<th>Website: <a href="http://www.ibmec.br/site/ibmec">http://www.ibmec.br/site/ibmec</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate student enrollment: n.a.</td>
<td>Public/Private: Non-public (Non-profit)</td>
</tr>
<tr>
<td>Graduate student enrollment: n.a.</td>
<td>Basic Carnegie Classification: n.a.</td>
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</tbody>
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**Institutional Description:**

The Ibmec is a non-profit institution founded in 1970 in Rio de Janeiro. In 1991 Ibmec expanded the activities to Minas Gerais and most recently to Brasília. In 1999 the institution becomes independent of the Brazilian Institute of Capital Markets (IBMEC) to concentrate exclusively into the education segment. Thus, the symbol becomes the trademark 'Ibmec'. It had acknowledged as one of the best business schools in the country.

**Infrastructure:**

The Ibmec has multimedia classrooms, libraries, computer labs, and auditoriums, wireless network access and study environments based on culture Design Thinking, the Think Labs. Is has also Labs of Chemistry, Physics and Design.

**Graduate and Undergraduate Courses:**

Undergraduate courses in International Relations, Law, Management, Economic Sciences, Advertising and Marketing, Journalism, Civil Engineering and Production Engineering.

Executive Programs: MBA, CBA and LL.M in Finances and Management, Institutional Relations, Law, Marketing, Logistic and Master of Public Administration.

Masters: Management and Economy.

The institution plans to become a foundation which foreign students can study the economy and the business environment in Brazil and the emerging markets.

**Relevant Data:**

- The institution has 43 international partnerships in 17 countries for development of academic research and professional career;
- Around 10,000 students attend Undergraduate Programs; Masters; MBA, CBA and LL.M Programs;
- The school is supported by an outstanding faculty of over 100 who hold PhD’s from the world’s leading universities;
- Ibmec received the highest grade from the Brazilian Ministry of Education for the Undergraduate Programs in Economics, Business Management, Accounting and International Relations

**Partnership Information**

**Partnership Interests:**

- Academic Credits can be transferred through the evaluation and authorization of coordination.
- Bilateral exchange programs for undergraduate and Masters degree students (with tuition waivers);
- International Programs for graduate students and Alumni (with tuition waivers);
- Summer Courses, Winter Courses, International Courses, Short-Term Courses, Free Mover Program;
- Faculty exchanges.

**Main Partnership Contact:**

Ms. Ana Paula Del Pretti and Ms. Luyra Almeida; International Affairs Office

[intercambio@grupoibmec.com.br](mailto:intercambio@grupoibmec.com.br)

+55 (21)-4503-4058 and +55 (21) 4503-4058
**Quick Facts**

**Location:** São Paulo/SP  
**Website:** www.mackenzie.br www.mackenzie.br/coi.html

**Undergraduate student enrollment:** 34.000  
**Public/Private:** Non-public (Non-profit)

**Graduate student enrollment:** 6.000  
**Basic Carnegie Classification:** n/a

**Institutional Description:**

*Campi:* São Paulo; Barueri (Sports); Campinas; Rio de Janeiro.

Mackenzie has 1,400 professors, of which 91% hold the title of master’s or doctor’s; and also 2,100 staff members working in several areas.

Mackenzie Presbyterian University offers 30 undergraduate courses in its eight Academic Units:

- Center of Applied Social Sciences (CCSA), Center of Biological and Health Sciences (CCBS), Center of Languages, Literature and Communication (CCL), Engineering School (EE), Law Faculty (FDIR), Faculty of Architecture and Urban Planning (FAU)

Mackenzie offers Graduate courses in:

- **Doctor’s Degree:**  
  Business Administration, Architecture and Urbanism, Political and Economic Law, Development Disorders, Education, Art, and History of Culture, Electrical Engineering, Language and Literature

- **Academic Master’s Degree:**  

**Relevant Data:**

- 80 laboratories offering students the opportunity of studying phenomena in the mechanical engineering, automotive, mechatronics, broadcasting, computers, radio astronomy, astrophysics, information technology, biology and Digital TV areas;
- Psychological assistance for the whole community;
- Legal assistance through a center for law practice with real life assistance before Special Courts, and for small businesses;
- Infrastructure in campi with auditoriums, food courts, wireless system across the academic community, bookstores, copiers, and banking;
- Autism Clinic, a national benchmark;
- Benchmark Digital TV and Photonics laboratories;
- Research group in Geospatial Sciences and Applications;
- More than 60 international bilateral partnerships in all continents for development of academic research, exchange of students and faculty.

**Partnership Information**

**Possible Academic Areas of Collaboration:** All areas available.

**Partnership Interests:**  
Double Degree Programs, Faculty exchanges, Joint research, Bilateral exchange programs for undergraduate and graduate students (with tuition waivers)

**Main Partnership Contact:**  
Ms. Cindy Veloso, M.Sc., Programs and Agreements Coordinator  
coi@mackenzie.br  
+55 (11) 2114.8081 and +55 (11) 2114.8186
Quick Facts

| Location: Minas Gerais, MG | Website: [http://www.pucminas.br/](http://www.pucminas.br/) |
| Undergraduate student enrollment: 47,434 | Public/Private: Non-public (Non-profit) |
| Graduate student enrollment: 16,071 | Basic Carnegie Classification: n.a. |

The Pontifical Catholic University of Minas Gerais is a private institution that was founded in 1958.

Campi:
PUC-MG has 1,833 faculty and 2,351 staff members, spread across campus in Belo Horizonte, Poços de Caldas (South), Arcos (Center-West), Serro (High Jequitinhonha) and Campus Guanhães beyond the units in BH and in the metropolitan region: Betim, São Gabriel, Barreiro and Liberty Square).

Infrastructure:
PUC Minas has a structure composed of a hundred buildings housing laboratories, libraries, museums, local TV channel, distance learning courses, multimedia classrooms, theaters, auditoriums, veterinary hospitals, clinics physiotherapy, dentistry and psychology, besides other equipment fitted with modern technological and pedagogical resources.

Graduate and Undergraduate Programs:
The Institution offers 108 undergraduate majors, 19 from master's degree; eight from PhD courses, and 319 from specialized courses.
The academic community of PUC Minas has 63,528 students, that 47,434 are enrolling in undergraduate Programs.
PUC-MG offers 16 academic programs with 28 courses between Specialization, Master’s degree and PHD.

Relevant Data:
- Almost 100 international partnerships in 15 Countries.
- PUC Minas has logged more than 360 dissertations and theses per year.
- Courses for Enhancement and Capacity: 6,580 students
- Specialization students: 8,391
- Master’s students: 833
- PhD students: 267

Possible Academic Areas of Collaboration: All areas available.

Partnership Interests:
- Faculty exchange;
- Joint research;
- Bilateral exchange programs for undergraduate and graduate students;
- Professional Training and Improvement in foreign languages Programs.

Main Partnership Contact:
International Relations Advisor
Ms. Rita de Cássia Louback, MSC
seplanri@pucminas.br
+55 (31) 3319-4134/4394
## Quick Facts

<table>
<thead>
<tr>
<th>Location: Rio de Janeiro, RJ</th>
<th>Website: <a href="http://www.puc-rio.br">http://www.puc-rio.br</a></th>
</tr>
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<tbody>
<tr>
<td>Undergraduate student enrolled: 12,516</td>
<td>Public/Private: Non-public (Non-profit)</td>
</tr>
<tr>
<td>Graduate student enrolled: 2,566</td>
<td>Basic Carnegie Classification: n.a.</td>
</tr>
</tbody>
</table>

## Institutional Description:

The Pontifical Catholic University of Rio de Janeiro was the first private higher education institution in Brazil, a non-profit philanthropic institution founded in 1940 by the Catholic Church. In 2014 the QS World University Rankings classified PUC-Rio as the thirteenth best university between the institutions in Latin America.

**Campi:** The PUC-Rio has a Campus that is structured in four Centers. The Center of Theology and Human Sciences, the Scientific and Technological Center, the Center of Social Sciences and the Center of Medicine and Biological Sciences.

**Graduate and Undergraduate Programs:**

Offering courses in subjects such as business and international relations, computer science, economics, engineering, law and psychology, PUC-Rio has 800 academic staff and a large campus in Rio de Janeiro. The institution has 12,516 students enrolled in 42 undergraduate courses and 28 Academic programs in Master’s degree and PhD with 2,566 students.

## Relevant Data:

- PUC-Rio provides loan and scholarship programs for students;
- Extension students: 7,386
- Undergraduate students with full or partial waiver of fees: 5,853
- Graduate students with scholarships: 2,289
- Full time faculty members: 488
- Part time faculty members with Master degree: 567
- Part time faculty members with PhD degree: 745

## Partnership Information

**Possible Academic Areas of Collaboration:** all areas available

**Partnership Interests:**

- Double Degree Programs;
- Faculty exchanges;
- Joint research;
- Bilateral exchange programs for undergraduate and graduate students (with tuition waivers);

**Main Partnership Contact:**

Ms. Angela Maria de Randolpho Paiva, Dra./PhD
Associate Vice-President for Academic Affairs - International Programs

[жалезato-ccci@puc-rio.br](mailto:atende-ccci@puc-rio.br)  +55 (21) 3527-1578
# UFMG
**Universidade Federal de Minas Gerais**
**(Federal University of Minas Gerais)**

## Quick Facts

<table>
<thead>
<tr>
<th><strong>Location:</strong></th>
<th>Belo Horizonte, MG, Brazil</th>
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<tr>
<td><strong>Website:</strong></td>
<td><a href="https://www.ufmg.br/">https://www.ufmg.br/</a></td>
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<td><strong>Undergraduate student enrollment:</strong></td>
<td>33,142</td>
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<td><strong>Public/Private:</strong></td>
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<td><strong>Graduate student enrollment:</strong></td>
<td>14,428</td>
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<tr>
<td><strong>Basic Carnegie Classification:</strong></td>
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## Institutional Description:

The origin of a university at Minas Gerais was part of the political project of the “Inconfidentes”. The idea, however, only become true in 1927, when was founded the University of Minas Gerais (UMG), a private institution, subsidized by the state, which had arisen by the union of the four top-level schools in Belo Horizonte. In 2014 the QS World University Rankings classified UFMG as the tenth best university between the institutions in Latin America.

**Campi:** UFMG has 3 campi, there are 12 academic units in Pampulha Campus, at the Health Campus are the School of Medicine, the School of Nursing and the Clinical Hospital and the Regional Campus of Montes Claros, which is located the Rural College.

**Infrastructure:**

The Library System consists of 25 sectorial libraries in Humanities, Social Science, Engineering, Life Sciences, Health Sciences, Linguistics, Letters and Arts and Exact sciences. Over 90% of teachers hold a Master degree or a PhD. The University also has some agencies located outside of two main campuses, the Cultural Center, the UFMG Conservatory and the Foundation Mendes Pimentel, located in the center, and the Museum of Natural History and Botanical Garden, located in the Garden district.

**Graduate and Undergraduate Programs:**

With 49,264 graduate and undergraduate students, UFMG offers 75 undergraduate courses in its 8 Academic Units: Humanities; Linguistics, Letters and Arts, Mathematics, Social Science, Engineering, Life Sciences, Physical Sciences and Health Sciences. Around 4,100 students are enrolled in one of UFMG’s 77 Master’s courses and 4,428 in its 63 PhD.

**Relevant Data:**

- The institution has over than 350 international partnerships in al continents for development of academic research, exchange of students and faculty.
- There are over 850 Research groups at UFMG;
- 1,694 students enrolled in Basic and vocational education;

## Partnership Information

**Possible Academic Areas of Collaboration:** All areas available.

**Partnership Interests:**

- Double Degree Programs
- Faculty exchanges
- Joint research
- Bilateral exchange programs for undergraduate and graduate students (with tuition waivers)

**Main Partnership Contact:**

Mr. Fábio Alves da Silva, Ph.D, Director of International Relations

info@cointer.ufmg.br
UFOP
UNIVERSIDADE FEDERAL DE OURO PRETO
(FEDERAL UNIVERSITY OF OURO PRETO)

Quick Facts

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<thead>
<tr>
<th>Location</th>
<th>Website: <a href="http://www.ufop.br">http://www.ufop.br</a></th>
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<tr>
<td>Undergraduate student enrollment: 13,650</td>
<td>Public/Private: Public</td>
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<tr>
<td>Graduate student enrollment: 4,516</td>
<td>Basic Carnegie Classification: n/a</td>
</tr>
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With more than 15,000 students, the institution has over four decades, grown and expanded the physical space, developing new academic programs, motivated by the interests of the community.

Campi: Ouro Preto: Schools of Pharmacy, Mines, Nutrition, Medicine, Exact Sciences, Life, Philosophy, Arts, Law, Tourism and Museology Sciences.
Campus Mariana: Aims to enable a full and proper training to professionals in the field of social sciences.
Campus J. Monlevade: The campus is a space for new opportunities in education, research and technology, located in the Steel Valley.

Undergraduate Programs:
UFOP offers 42 undergraduate courses in Engineering, Human and Social Sciences, Arts, Languages, Mathematical Sciences and Physics:
- 38 as regular courses;
- 4 for Distance Learning Courses.
- 13,650 students.

Post-graduate:
- 22 Master’s Degree Programs;
- 9 from Doctor’s Degree;
- 3 Specializations distance learning.
- Amount: 4,516 students.

Relevant Data
- The institution has about 800 teachers, between effective and substitutes;
- Over 800 administrative technicians;
- 32 agreements with 12 international bilateral partnerships for development of academic research, exchange for Brazilian and foreign students;
- The University’s museums and collections also hold many treasures, which give and preserve the memory and culture by the society of Ouro Preto.

Partnership Information

Possible Academic Areas of Collaboration: All areas available.

Partnership Interests:
- Double Degree Programs at Palermo University, Italy and the Écoles des Mines Douai, France
- Faculty exchanges
- Joint research
- Bilateral exchange programs for undergraduate and graduate students,

Main Partnership Contact:
Mr. Carlos Magno de Souza Paiva, MsC
Coordinator of International Affairs
E-mail: caint@reitoria.ufop.br
## Quick Facts

<table>
<thead>
<tr>
<th>Location</th>
<th>Website</th>
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<tbody>
<tr>
<td>Rio de Janeiro, RJ, Brazil</td>
<td><a href="http://www.ufrj.br">http://www.ufrj.br</a></td>
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<table>
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<tr>
<th>Undergraduate student enrollment</th>
<th>Public/Private</th>
<th>Graduate student enrollment</th>
<th>Basic Carnegie Classification</th>
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<tbody>
<tr>
<td>55,787</td>
<td>Public</td>
<td>11,542</td>
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</table>

## Institutional Description:

UFRJ is a public university in the state of Rio de Janeiro, Brazil and one of the Brazilian centers of excellence in teaching and research. In terms of scientific, artistic and cultural productions it is recognized nationally and internationally due to the great teachers, researchers, reviews and assessments made by international agencies. In 2014 the QS World University Rankings classified UFRJ as the best Brazilian federal university as well as the third best university in the country, the fourth between the institutions in Latin America.

### Campus:

The University is dived in 3 campi; the main structure of the UFRJ is the “University City” with 504 rooms for undergraduates, 161 university restaurants, 162 sports centers and bank branches. The Macae Campus has eleven undergraduate programs and two strict sense postgraduate courses at Masters Degree. The Praia Vermelha campus focuses on courses linked to the Human Sciences. Recently, the University announced that would build a new campus.

### Graduate and Undergraduate students:

UFRJ consists in 157 undergraduate courses and 346 courses in post graduate which 152 in Specialization degree and 108 in Academic and Professional Masters and 86 for PhD.

### Infrastructure:

The institution offers full infrastructure with seven museums, nine hospitals, hundreds of laboratories and 43 libraries with 1,325,524 books.

### Personal Data*:

- Undergraduate students: 55,787
- Students enrolled in Academic Masters: 5,389
- Students from Professional Masters: 615
- PHD Students: 5,538
- Scholarships: 2,047

* database 2013

## Partnership Information

### Possible Academic Areas of Collaboration:

All areas available.

SCRI/UFRJ is the Partnership and International Relations body of UFRJ and administers more than 170 international partnerships that aim at knowledge exchange, encourage research.

### Partnership Interests:

- Double Degree Programs
- Faculty exchanges
- Joint research
- Bilateral exchange programs for undergraduate and graduate students (with tuition waivers)

### Main Partnership Contact:

Mr. Vitor Alevato do Amaral, PhD  
Coordinator of the Sector for Agreements and International Relations  
[vitoramaral@reitoria.ufrj.br](mailto:vitoramaral@reitoria.ufrj.br)
**UNESP**

**UNIVERSIDADE ESTADUAL PAULISTA**

**“JÚLIO MESQUITA FILHO”**

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<th>Quick Facts</th>
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<tr>
<td><strong>Location:</strong> São Paulo, SP</td>
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<td><strong>Undergraduate student enrolled:</strong> 36,264</td>
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<tr>
<td><strong>Graduate student enrolled:</strong> 11,818</td>
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**Institutional Description:**
UNESP was a result of the union of many institutions of higher education in São Paulo. Nowadays, it has 34 Schools and Institutes in 24 cities in São Paulo. It offers courses in a wide variety of subjects in the sciences, engineering and technology, humanities, social sciences and arts.

**Campi:**
UNESP is divided into 12 campuses and 7 experimental campi throughout the state of São Paulo. Each campi is strategically located in different aiming to meet the needs of each region with 3,730 faculty and over 7,200 employees and 50,074 undergraduate and post-graduate students.

**Infrastructure:**
The campuses consist in 1,900 laboratories, 30 libraries with 1.4 million books. In addition, there are available to students and teachers, museums, nurseries, animal houses, botanical gardens and five experimental farms. The institution has also, veterinary hospitals and clinics of dentistry, psychology, speech therapy and physiotherapy.

**Undergraduate Programs:**
The institution offers 130 undergraduate courses in Mathematics, Chemistry, Engineering, Biotechnology, Human, Social and Biological Sciences.

**Post-graduation:**
129 academic programs in all fields of study.
119 Academic Master’s degree; 13 Professional Master’s degree; and, 101 Academic Doctorates degree

**Relevant Data:**
- Graduated students in 2013: 5,557
- Post graduated students in 2013: 2,775
- Masters dissertations presented in 2013: 1,790
- Doctoral thesis in 2013: 985
- Number of articles published in 2013: 3,440

**Partnership Information**

**Possible Academic Areas of Collaboration:** all areas available

**Partnership Interests:**
Double Degree Programs in France; Faculty exchanges; Joint research; Bilateral exchange programs for undergraduate and graduate students; Agreements with 26 countries.

**Main Partnership Contact:**
Mr. José Celso Freire Junior, PhD
Chief Advisor
arex@reitoria.unesp.br
The tradition of higher education in Brazil dates back to the mid-1700s with the foundation of Jesuit colleges and the early 1800s, with the foundation of the first professional schools. Today, Brazil is home to world-class universities, two of which were included in the 2010 Academic World Rankings of Universities (University of Sao Paulo and University of Campinas).

Structure of the Higher Education System
The Brazilian higher education system is made up of both public and private (for-profit and not-for-profit) institutions. The 2006 Brazilian Educational Census listed 1895 institutions of higher education, of which 163 were universities. Nearly 50% of these universities are public, though 70% of the overall higher education market is private, as the number of private institutions has surged in recent years in order to keep pace with the demand for higher education. Admission to public universities is very competitive, given that students do not pay fees and due to the publicly-perceived higher quality of education. Public universities are seen to hold an advantage in agrarian and human sciences, such as teacher training and psychology, while private institutions are well-known for the applied social sciences, including law, administration, and economics.

The Brazilian higher education system is made of three types of institutions:

- **Universidades** are multi-disciplinary institutions that must include professional staff training in higher education, research, and the creation of human knowledge. One-third of teachers at these institutions must hold a Master’s or a Doctorate. Universities are more autonomous, with the mandate to open new course programs and set student enrollment numbers.

- **Federações de escolas** are also multi-disciplinary institutions, but do not have the same number of disciplines as an universidade. Slightly less autonomous in their course offerings and student placement offerings, they are not obligated to invest in research.

- **Faculdades**, while nearly as autonomous as the federações de escolas, are institutions that are typically specialized in one or two disciplines.

While private institutions are free to determine staffing needs and personnel decisions, all human resource decisions in public institutions are linked to the civil service and public-sector rules surrounding pay and working conditions. The nomination of a Rector, however, is a decision granted to the institution and is usually decided with considerable input from university staff.

Types of Degrees
There are three main types of degrees offered by Brazilian higher education institutions:

1. Bacharelado / Bachelor / Undergraduate level
2. Mestrado / Master’s / Post-graduate level
3. Doutorado / Doctoral / Pre-doctoral level

An undergraduate degree takes four to six years to complete, with the first two years designated as one of two core streams set by the Ministry of Education (MEC): the humanities and the sciences. Upper-level courses are dedicated to the student’s chosen area of study. Though traditionally there were not many elective course options, some institutions are opening up their curriculums to allow for more choice.

Graduate studies in Brazilian universities represent member institutions, identify and represent regional needs in the area of research and graduate studies, and foment institutional cooperation, among other objectives.

Undergraduate admission is based on the vestibular entrance exam, typically offered once a year. Public institutions generally require high vestibular scores due to heavy competition. The vestibular is offered independently at each institution, but by law must cover the following subjects: Portuguese language, humanities, natural sciences, mathematics, and one foreign language.

The Master’s level in Brazil is similar to that of the North American system and normally takes two years to complete. In the academic stream, a minimum number of classes (usually five to eight) and a research thesis are required. In the professional stream, students do more class work and complete a project as an intern, including a final report.

The doctoral level is also similar to the North American system and typically takes four years to complete. The candidate must take advanced courses in their field of study, much like the requirement for a Master’s degree, must pass an oral qualifying examination in order to begin work on their thesis, and must produce a thesis with a significant original contribution to knowledge in their field. The candidate must give an oral defence of their thesis.
Research
Brazil is one of the world leaders in research and development, placing within the top 15 countries in the world in terms of total output. It is clearly the dominant country in the region when it comes to research, having produced over 160,000 scientific documents in the last year. Seven out of ten of the most productive Latin American universities are Brazilian. In order to continue the rapid scientific and technological development that has secured Brazil a place on the world stage, the government has pledged to invest more in research and development. Research is carried out primarily at universities, where 69% of Ph.Ds are found, compared to less than 10% of Ph.Ds found in research centres. In many cases, state-owned companies invest in research with institutions, creating their own private research and development centres, such as the state-owned oil company Petrobras, which is one of the largest contributors to higher education and research in Brazil. Scientific research networks are set up throughout Brazil to bring together researchers to share resources and knowledge, such as the Centres of Excellence in Science, Technology and Innovation (PRONEX).

Related Ministries and Agencies in Brazil

- **Brazilian Federal Ministry of Education** (MEC)’s mandate includes higher education, so that all higher education institutions are certified, regulated and accredited by the MEC.
- **National Council for Education** (SESU) is an agency of the MEC that oversees the non-autonomous aspects of federal and private universities, such as staffing and overall curriculum.
- **National Institute of Educational Studies and Research** (INEP) is an agency related to the MEC with a mandate to evaluate and improve the quality of Brazil’s higher education institutions.
- **Brazilian Federal Agency for Support and Evaluation of Graduate Education** (CAPES) is a government agency linked to the MEC and plays a key role in graduate studies in Brazil. CAPES’ activities can be grouped into four main areas: evaluation of graduate programmes; access to and dissemination of scientific research; investment in training of high level research personnel; and promotion of international scientific cooperation, including coordinating scholarship programs and other international collaboration mechanisms.
- **Association of Brazilian Higher Education Institutions’ Offices for International Relations** (FAUBAI) is a non-profit organization that brings together managers in international affairs from 115 institutions to promote the improvement of international exchange and cooperation.
- **Council of Rectors of Brazilian Universities** (CRUB) is a non-profit membership organization created to foster ties between Brazil’s universities. Through their rectors, CRUB links together Brazilian universities to promote their integration, to strengthen their autonomy, and to improve higher education.
- **National Association of Presidents of Federal Higher Education Institutions** (ANDIFES) is the official representative of the federal public institutions of higher education and dialogues with governments, civil society and other entities.
- **Forum of Brazilian Vice-presidents for Graduate Studies** (FOPROP) is a not-for-profit organization made up of vice-rectors of research.
- **Brazilian Ministry of Science and Technology** (MCT) oversees the science and technology sector in Brazil, including much of the country’s research. The MCT provides grants to advance the research and development sector in Brazil, as well as grants for exchange and international research opportunities.
- **National Council for Scientific and Technological Development** (CNPq), an agency of the MCT, supports research, development and innovation projects across Brazil, including doctoral funding for Brazilian students, funding for foreign researchers in Brazil, publication subsidies, and exchanges between Brazilian institutions and international partners.
- **Council of the State of State of São Paulo Research Foundation** (FAPESP) is an organization within the Department of Economic Development, Science and Technology of the State of São Paulo. One of 22 state science support institutions in Brazil, its annual budget of 1% of state revenue finances research through grants to address all areas of knowledge.
- **National Industrial Training Service** (SENAI) is the largest complex of professional education in Latin America. SENAI promotes vocational and technological education, innovation and transfer of industrial technologies, helping to raise the competitiveness of Brazilian industry. SENAI trains over 2 million workers in 28 industrial areas.
- **National Confederation of Industry of Brazil** (CNI) represents industry in the development of public policy and fosters an environment that favours business, competitiveness and the sustainable development of Brazil. CNI coordinates efforts aimed at supporting activities promoting excellence in professional training and qualification in Brazil, in alignment with the demands of industry.
Geography
Area: 8,511,965 sq. km. (3,290,000 sq. mi.); slightly smaller than the U.S.
Cities: Capital--Brasilia (pop. 2.5 million). Other cities--Sao Paulo (11.3 million), Rio de Janeiro (6.3 million), Belo Horizonte (2.4 million), Salvador (2.7 million), Fortaleza (3.6 million), Curitiba (1.7 million), Recife (1.5 million), Porto Alegre (1.4 million).
Terrain: Dense forests in northern regions including Amazon Basin; semiarid along northeast coast; mountains, hills, and rolling plains in the southwest, including Mato Grosso; midwestern savannas; the world's largest wetland area; and coastal lowland.
Climate: Mostly tropical or semitropical with temperate zone in the south.

People
Nationality: Brazilian.
Annual population growth rate: 0.83%.
Ethnic groups: African, Portuguese, Italian, German, Spanish, Japanese, indigenous peoples, and people of Middle Eastern descent.
Religion: Roman Catholic (74%).
Language: Portuguese.
Education: Literacy (2009)--90.4% of adult population.
Health: Infant mortality rate (2013)--19.8/1,000. Life expectancy (2013)--73.1 years.
Work force (2009 est.): 107.1 million.

Government
Type: Federative republic.
Independence: September 7, 1822.
Branches: Executive—president (chief of state and head of government popularly elected to no more than two 4-year terms). Legislative—Senate (81 members popularly elected to staggered 8-year terms), Chamber of Deputies (513 members popularly elected to 4-year terms). Judicial—Supreme Federal Tribunal (11 lifetime positions appointed by the president).

Political parties: Workers' Party (PT), Brazilian Democratic Movement Party (PMDB), Brazilian Social Democratic Party (PSDB), Democrats (DEM), Democratic Labor Party (PDT), Brazilian Labor Party (PTB), Party of the Republic (PR), Brazilian Socialist Party (PSB), Communist Party of Brazil (PC do B), Progressive Party (PP), Social Democratic Party (PSD), Popular Socialist Party (PPS), Green Party (PV), Socialism and Freedom Party (PSOL), National Mobilization Party (PMN), Humanistic Solidarity Party (PHS), Brazilian Republican Party (PRB), Christian Social Party (PSC), Christian Labor Party (PTC), Labor Party of Brazil (PT do B), Brazilian Communist Party (PCB), and Brazilian Labor Renewal Party (PRTB).

Economy (2012 est.)
GDP (nominal exchange rate): $2.3 trillion.
GDP (purchasing power parity): $2.3 trillion.
Annual real growth (2012 est.): 0.9%.
Per capita GDP (nominal exchange rate): $12,789.
Per capita GDP (purchasing power parity): $11,845.
Natural resources: Iron ore, manganese, bauxite, nickel, uranium, gemstones, oil, wood, and aluminum. Brazil has 14% of the world's renewable fresh water.

Agriculture (5.2% of GDP): Products—soybeans, coffee, sugarcane, cocoa, rice, livestock, corn, oranges, cotton, wheat, and tobacco. Industry (26.3% of GDP): Types—steel, commercial aircraft, chemicals, petrochemicals, textiles, footwear, machinery, motors, vehicles, auto parts, consumer durables, cement, and lumber.

Services (68.5% of GDP): Types—mail, telecommunications, banking, energy, commerce, and computing.
Exchange rate (2012): U.S. $1 = 1.95 Brazilian reals (BRL)

PEOPLE AND HISTORY
With its 190 million inhabitants, Brazil has the largest population in Latin America and ranks fifth in the world. The majority of people live in the south-central area, which includes the industrial cities of Sao Paulo, Rio de Janeiro, and Belo Horizonte. Brazil underwent rapid urban growth; by 2005, 81% of the total population was living in urban areas. This growth aids economic development but also creates serious social, security, environmental, and political problems for major cities.

Six major groups make up the Brazilian population: the Portuguese, who colonized Brazil in the 16th century; Africans brought to Brazil as slaves; various other European, Middle Eastern, and Japanese and other Asian immigrant groups who settled in Brazil since the mid-19th century; and indigenous peoples of Tupi and Guarani language stock. Intermarriage between the Portuguese and indigenous people or slaves was common. Although the major European ethnic stock of Brazil was originally Portuguese, subsequent waves of immigration contributed to a diverse ethnic and cultural heritage.

From 1875 until 1960, about 5 million Europeans immigrated to Brazil, settling mainly in the four southern states of Sao Paulo, Parana, Santa Catarina, and Rio Grande do Sul. Immigrants came mainly from Italy, Germany, Spain, Japan, Poland, and the Middle East. The largest Japanese community outside Japan is in Sao Paulo. Despite class distinctions, national identity is strong. Brazil prides itself on being open to all races. It recently began a national conversation on racial equality and entered into a memorandum of understanding with the United States on addressing racial inequality. Indigenous people, located mainly in the northern and western border regions and in the upper Amazon Basin, make up less than 1% of the population. Their numbers are declining as contact with the outside world and commercial expansion into the interior increase. Brazilian Government programs to establish indigenous reservations and to provide other forms of assistance for these groups have existed for years but are controversial.

Brazil is the only Portuguese-speaking nation in the Americas. About three-quarters of all Brazilians belong to the Roman Catholic Church; most others are members of traditional Protestant denominations, members of growing
evangelical movements, or follow practices derived from African religions.

Pedro Alvares Cabral claimed Brazil for Portugal in 1500. The colony was ruled from Lisbon until 1808, when Dom Joao VI and the rest of the Portuguese royal family fled from Napoleon's army, and established its seat of government in Rio de Janeiro. Dom Joao VI returned to Portugal in 1821. His son declared Brazil's independence on September 7, 1822, and became emperor with the title of Dom Pedro I. His son, Dom Pedro II, ruled from 1831 to 1889, when a federal republic was established in a coup led by Deodoro da Fonseca, Marshal of the Army. Slavery had been abolished a year earlier by the Princess Regent Isabel while Dom Pedro II was in Europe.

From 1889 to 1930, the government was a constitutional republic, with the presidency alternating between the dominant states of Sao Paulo and Minas Gerais. This period ended with a military coup that placed Getulio Vargas, a civilian, in the presidency; Vargas remained as dictator until 1945. Between 1945 and 1961, Brazil had six presidents: Jose Linhares, Gaspar Dutra, Vargas himself, Cafe Filho, Carlos Luz, Nereu Ramos, Juscelino Kubitschek, and Janio Quadros. When Quadros resigned in 1961, Vice President Joao Goulart succeeded him.

Goulart's years in office were marked by high inflation, economic stagnation, and the increasing influence of radical political elements. The armed forces, alarmed by these developments, staged a coup on March 31, 1964. The coup leaders chose Humberto Castello Branco as president, followed by Arthur da Costa e Silva (1967-69), Emilio Garrastazu Medici (1969-74), and Ernesto Geisel (1974-79), all of whom were senior army officers. Geisel began a democratic opening that was continued by his successor, Gen. Joao Baptista de Oliveira Figueiredo (1979-85). Figueiredo permitted the return of politicians exiled or banned from political activity during the 1960s and 1970s and allowed them to run for state and federal offices in 1982.

Concurrently, an electoral college consisting of all members of Congress and six delegates chosen from each state continued to choose the president. In January 1985, the electoral college voted Tancredo Neves from the opposition Brazilian Democratic Movement Party (PMDB) into office as President. Neves died 39 days later, before his presidential inauguration, from abdominal complications. Vice President Jose Sarney became President upon Neves' death. Brazil completed its transition to a popularly elected government in 1989, when Fernando Collor de Mello won 53% of the vote in the first direct presidential election in 29 years. In 1992, a major corruption scandal led to his impeachment and, ultimately, resignation. Vice President Itamar Franco took his place and governed for the remainder of Collor's term.

To date, all democratically elected presidents that followed Itamar Franco started and finished their mandate with no interruptions in the constitutional order. On October 3, 1994 Fernando Henrique Cardoso was elected President with 54% of the vote. Cardoso took office January 1, 1995, and pursued a program of ambitious economic reform. He was re-elected in 1998 for a second 4-year term. Luiz Inacio Lula da Silva, commonly known as Lula, was elected president in 2002, after his fourth campaign for the office. He was re-elected in 2006 for a second 4-year term. President Lula, a former union leader, was Brazil's first working-class president. In office, he took a prudent fiscal path, warning that social reforms would take years and that Brazil had no alternative but to maintain tight fiscal austerity policies. At the same time, he made fighting poverty through conditional transfer payments an important element of his policies.

In October 2010, Brazil held its sixth consecutive presidential and general elections since the reinstatement of democracy in 1985. About 130 million Brazilians, two-thirds of the country's population, were eligible to vote, a mandatory civic duty. Up for election were the President, the governors of all 26 states and of the federal district of Brasilia; all 513 federal deputies; 54 senators (two-thirds of the total); and 1,057 delegates to the 27 state assemblies.

Dilma Vana Rousseff, the Workers' Party (PT) candidate, won a runoff election against the Brazilian Social Democratic Party candidate, becoming the first woman president of Brazil. President Rousseff had previously served as the Minister of Mines and Energy and as the Chief of Cabinet in President Lula's administration. Rousseff took office on January 1, 2011 and has prioritized growth with equity policies to eradicate poverty and fiscal austerity. She has been a vocal defender of human rights and promoter of social inclusion, most notably gender equality, and is generally seen as a strong advocate for transparency in government. Within the first year of her government, several cabinet ministers resigned at Rousseff's urging due to accusations of graft.
GOVERNMENT AND POLITICAL CONDITIONS

Brazil is a federal republic with 26 states and a federal district. The 1988 constitution grants broad powers to the federal government, made up of executive, legislative, and judicial branches. The president holds office for 4 years, with the right to re-election for an additional 4-year term, and appoints the cabinet. There are 81 senators, three for each state and the Federal District, and 513 deputies. Senate terms are 8 years, staggered so that two-thirds of the upper house is up for election at one time and one-third 4 years later. Chamber terms are 4 years, with elections based on a complex system of proportional representation by states. Each state is eligible for a minimum of eight seats; the largest state delegation (Sao Paulo's) is capped at 70 seats. This system is weighted in favor of geographically large but sparsely populated states.

Several political parties are represented in Congress. Since representatives to the lower house might switch parties, the proportion of congressional seats held by particular parties can change. Brazil's major political parties include:

- Workers' Party (PT-center-left)
- Democrats (DEM-center-right)
- Brazilian Democratic Movement Party (PMDB-center)
- Brazilian Social Democratic Party (PSDB-center)
- Green Party (PV-center-left)
- Socialism and Freedom Party (PSOL-left)
- Brazilian Labor Party (PTB-center-right)
- Brazilian Socialist Party (PSB-center-left)
- Democratic Labor Party (PDT-center-left)
- Communist Party of Brazil (PCdoB-left)
- Progressive Party (PP-center-right)
- Party of the Republic (PR-center-right)
- Brazilian Republican Party (PRB-center)
- Christian Social Party (PSC-center)
- Social Democratic Party (PSD-center-right)

Chief of State and Cabinet Members

- President--Dilma Vana Rousseff
- Vice President--Michel Miguel Elias Temer Lulia
- Minister-Chief Casa Civil (Chief of Staff)--Aloízio Mercadante
- Minister of Defense--Jacques Wagner
- Minister of Development, Industry, and Trade--Armando Monteiro
- Minister of Finance--Joaquim Levy
- Minister of Foreign Affairs--Mauro Vieira
- Minister of Justice--Jose Eduardo Cardozo
- Minister of the Environment--Izabella Teixeira
- Minister of Agriculture, Livestock and Food Supply--Katia Abreu
- Minister of Mines and Energy--Eduardo Braga

Ambassador to the United States--Luiz Alberto Figueiredo
Ambassador to the United Nations--Antonio de Aguiar Patriota
Ambassador to the OAS--Itamar Franco

Brazil maintains an embassy in the United States at 3006 Massachusetts Avenue NW, Washington, DC 20008 (tel. 202-238-2700). Brazil has consulates general in New York, Chicago, Los Angeles, Miami, Houston, Boston, Atlanta, San Francisco, Hartford, and Washington, DC.
Characterized by large and well-developed agricultural, mining, manufacturing, and service sectors, Brazil's economy outweighs that of all other South American countries, and Brazil is expanding its presence in world markets. Since 2003, Brazil has steadily improved its macroeconomic stability, building up foreign reserves, and reducing its debt profile by shifting its debt burden toward real denominated and domestically held instruments. In 2008, Brazil became a net external creditor and two ratings agencies awarded investment grade status to its debt. After strong growth in 2007 and 2008, the onset of the global financial crisis hit Brazil in 2008. Brazil experienced two quarters of recession, as global demand for Brazil's commodity-based exports dwindled and external credit dried up. However, Brazil was one of the first emerging markets to begin a recovery. In 2010, consumer and investor confidence revived and GDP growth reached 7.5%, the highest growth rate in the past 25 years. Rising inflation led the authorities to take measures to cool the economy; these actions and the deteriorating international economic situation slowed growth to 2.7% in 2011, and 1.3% in 2012. Unemployment is at historic lows and Brazil's traditionally high level of income inequality has declined for each of the last 14 years. Brazil's historically high interest rates have made it an attractive destination for foreign investors. Large capital inflows over the past several years have contributed to the appreciation of the currency, hurting the competitiveness of Brazilian manufacturing and leading the government to intervene in foreign exchange markets and raise taxes on some foreign capital inflows. President Dilma Rousseff has retained the previous administration's commitment to inflation targeting by the central bank, a floating exchange rate, and fiscal restraint. In an effort to boost growth, in 2012 the administration implemented a somewhat more expansionary monetary policy that has failed to stimulate much growth.

Trade Policy
President Rousseff has made economic growth and poverty alleviation top priorities. Export promotion is a main component of plans to generate growth and reduce what is seen as a vulnerability to international financial market fluctuations. To increase exports, the government is seeking access to foreign markets through trade negotiations and increased export promotion, including tax breaks for exporters.

Brazil has been a leading player in the World Trade Organization's Doha Round negotiations and continues to seek to bring that effort to successful conclusion. To further increase its international profile (both economically and politically), the Rousseff administration is also seeking expanded trade ties with developing countries, as well as a strengthening of the Mercosur (Mercosur in Spanish) customs union with Uruguay, Paraguay, and Argentina. In 2008, Mercosul concluded a free trade arrangement with Israel, followed by another arrangement with Egypt in 2010. Mercosul is pursuing free trade negotiations with Mexico and Canada and resumed trade negotiations with the EU. This trade bloc also plans to launch trilateral free trade negotiations with India and South Africa, building on partial trade liberalization agreements concluded with these countries in 2004. China has significantly increased its purchases of Brazilian soy, iron ore, and steel in recent years, becoming Brazil's principal export market and an important source of investment.

Agriculture
Agriculture is a major sector of the Brazilian economy, and is key for economic growth and foreign exchange. Agriculture accounts for about 6% of GDP (25% when including agribusiness) and 36% of Brazilian exports. Brazil enjoyed a positive agricultural trade balance of $55 billion in 2009. Brazil is the world's largest producer of sugarcane, coffee, tropical fruits, frozen concentrated orange juice (FCOJ), and has the world's largest commercial cattle herd (50% larger than that of the U.S.) at 170 million animals. Brazil is also an important producer of soybeans (second to the United States), corn, cotton, cocoa, tobacco, and forest products. The remainder of agricultural output is in the livestock sector, mainly the production of beef and poultry (second to the United States), pork, milk, and seafood.
Environment, Science, and Technology
About half of Brazil is covered in forests, and Brazil has the majority of the world's largest rain forest, the Amazon. A little less than 40% of the Amazon, and to a lesser extent the Cerrado (tropical savannah), is managed by national, state, or municipal governments, either as conservation units, forest concessions, or officially designated indigenous lands. In the last 30 years, migration into the Amazon and the conversion of forest land, primarily for agricultural use, reduced forest cover in the Brazilian Amazon by 20%. Through initiatives such as the revitalization of degraded pastures and forest, agriculture, and livestock integration, the government made progress in reducing deforestation for agricultural use. However, deforestation due to illegal logging remains a serious problem. In 2006, the government created the Brazilian Forest Service with the aim to manage the Amazon forest resources in a sustainable manner.

Including emissions from deforestation, Brazil is one of the largest emitters of greenhouse gases. As part of its domestic commitments on climate change incorporated into legislation in 2010, Brazil inscribed a target of reducing emissions by 36.1%-38.9% below business as usual by 2020. This commitment includes further reductions in deforestation rates as well as advances on renewable energy and energy efficiency. Brazil also created a National Climate Change Fund, the country's primary means for financing national climate change policies.

Figures from 2010 demonstrated that Brazil had reduced the rate of Amazon deforestation by more than 70%, its lowest rate of deforestation in over 20 years. Government officials predict that, at the current pace, Brazil’s goal of reducing greenhouse gas emissions by 36.1%-38.9% could be reached by 2016 rather than 2020. Brazil also increased its programs in other biomes at risk for significant deforestation. At COP-16 in December 2010 in Cancun, the Brazilian Government delegation played an important role in developing a characterization of country commitments under the Kyoto Protocol, the central outcome of the conference. These commitments could enable Protocol proponents to continue into a second commitment period.

Brazil is a regional leader in science and technology and a global leader in fields such as biofuels, agricultural research, deep-sea oil production, and remote sensing. The Brazilian Government seeks to develop an environment that is more supportive of innovation, taking scientific advances from the laboratory to the marketplace in order to promote economic growth. Yet it still faces some challenges. With the vast majority of the population living in urban areas, Brazil faces serious environmental obstacles in providing potable water to its citizens and removing and treating their waste water.

U.S. Government, private sector, and academic researchers have extensive ties with Brazilian counterparts. Areas in which there is close cooperation include biofuels, medical research, remote sensing, and agriculture. The extent of bilateral scientific and technological cooperation is expanding and prospective areas in which to expand include advanced materials, telecommunications, energy transmission, and energy efficiency. Limitations to cooperation include substantial restrictions on foreign researchers collecting or studying biological materials, due to concerns over possible unauthorized taking and commercialization of genetic resources or traditional knowledge of indigenous communities (often referred to as "biopiracy").

Other Aspects
Brazil has one of the most advanced industrial sectors in Latin America. Accounting for roughly one-third of the GDP, Brazil's diverse industries include automobiles and parts, machinery and equipment, textiles, shoes, cement, computers, aircraft, and consumer durables. Brazil continues to be a major world supplier of commodities and natural resources, with significant operations in lumber, iron ore, tin, other minerals, and petrochemicals. Brazil has a diverse and sophisticated services industry as well, including developed telecommunications, banking, energy, commerce, and computing sectors. The financial sector is secure and provides local firms with a wide range of financial products, yet interest rates remain among the highest in the world. The largest financial firms are Brazilian (and the two largest banks are government-owned), but U.S. and other foreign firms have an important share of the market.
Government-initiated privatization after 1996 triggered a flood of investors in the telecom, energy, and transportation sectors. Privatization in the transportation sector has been particularly active over the last 20 years. Many antiquated and burdensome state management structures that operated in the sector were dismantled, though some still exist. The Brazilian railroad industry was privatized through concession contracts ranging from 30 to 60 years, and the ports sector is experiencing similar, albeit less expansive, privatization. In response to the dramatic deterioration in the national highway system, the federal government granted concessions for existing highways to private companies, which in turn promise to restore, maintain, and expand these highways in exchange for toll revenues generated. New opportunities are expected to arise with the opening of Brazilian civil airports to private management and investment through a federal concession model, but the initiative faces obstacles due to questions surrounding sovereignty and opposition from airport unions. The United States and Brazil signed an Air Services Liberalization Agreement in 2008 that increased commercial air travel between the two countries. In 2010, they initialled an air transportation agreement and an air transportation memorandum of understanding that, when they are signed and enter into force, will continue

The Government of Brazil undertook an ambitious program to reduce dependence on imported oil. In the mid-1980s, imports accounted for more than 70% of Brazil's oil and derivatives needs; the net figure is now zero. Brazil announced in early 2008 the discovery of pre-salt oil fields off the coast of Brazil. The oil reserves in these fields are conservatively estimated at between 30 billion and 80 billion barrels, which would make Brazil one of the top 10 countries worldwide in reserves. Output from the existing Campos Basin and the discovery of the new fields could make Brazil a significant oil exporter by 2015. Brazil is one of the world’s leading producers of hydroelectric power. Of its total installed electricity-generation capacity of 112,000 megawatts, hydropower accounts for 77,000 megawatts (69%). Brazil is also one of the world’s largest biofuels producers, and sugar-based ethanol comprises over 50% of its vehicle fuel usage. Brazil and the United States, as the world’s largest biofuels producers, have worked jointly through a 2007 memorandum of understanding to help make sustainable biofuels a global commodity. In 2011, that memorandum was subsumed under the Strategic Energy Dialogue, a partnership announced by President Rousseff and President Barack Obama when the latter visited Brazil in March.

Like its supply of carbon-based fossil fuels, Brazil’s proven mineral resources are extensive. Large iron and manganese reserves are important sources of industrial raw materials and export earnings. Mining companies, most of them Brazilian, tend to prefer to explore the deposits of nickel, tin, chromite, bauxite, beryllium, copper, lead, tungsten, zinc, gold, and other minerals. High-quality, coking-grade coal required in the steel industry is in short supply.

**FOREIGN RELATIONS**

Brazil has traditionally been a leader in the inter-American community. It has played an important role in collective security efforts, as well as in economic cooperation in the Western Hemisphere. Brazil supported the Allies in both World Wars. During World War II, its expeditionary force in Italy played a key role in the Allied victory at Monte Castello. It is a member of the Organization of American States (OAS) and a party to the Inter-American Treaty of Reciprocal Assistance (Rio Treaty). Recently, Brazil has given high priority to expanding relations with its South American neighbors and is a founding member of the Latin American Integration Association (ALADI); the Union of South American Nations (UNASUL) created in June 2004; and Mercosul, the customs union of Argentina, Uruguay, Paraguay, and Brazil, with Chile, Bolivia, Peru, Colombia, and Ecuador as associate members; Venezuela’s full membership is pending.

Brazil is a charter member of the United Nations and participates in its specialized agencies. It has contributed troops to UN peacekeeping efforts in the Middle East, the Democratic Republic of the Congo, Cyprus, Mozambique, Angola, East Timor, and most recently Haiti. Brazil is currently leading the UN peacekeeping force in Haiti. In 2010-2011, Brazil served as a non-permanent member of the UN Security Council. Prior to this, it had been a member of the UN Security Council nine times. Brazil is seeking a permanent position on the Council.

As Brazil’s domestic economy has grown and diversified, the country has become increasingly involved in international economic and trade policy discussions. For example, Brazil was a leader of the G-20 group of nations and in 2009 became a creditor country to the International Monetary Fund (IMF). The U.S., Western Europe, and Japan are primary markets for Brazilian exports and sources of foreign lending and investment. China is a growing market for Brazilian exports. Brazil also bolstered its commitment to nonproliferation through ratification of the nuclear Non-Proliferation,
signing a full-scale nuclear safeguards agreement with the International Atomic Energy Agency (IAEA), acceding to the Treaty of Tlatelolco, and joining the Missile Technology Control Regime (MTCR) and the Nuclear Suppliers Group.

U.S.-BRAZILIAN RELATIONS
The United States and Brazil have traditionally enjoyed cooperative, active relations encompassing a broad political and economic agenda. The United States was the first country to recognize Brazil’s independence from Portugal in 1822, and as the two largest democracies and economies in the Western Hemisphere, the United States and Brazil are currently consolidating a foundation for a new partnership for the 21st century with a focus on global issues that affect both countries. Ten bilateral agreements signed in March 2011 and five more signed in April 2012 testify to an intensification of bilateral engagement in a broad range of areas of mutual interest. The United States and Brazil have 20 active dialogues at the assistant secretary-level or above, half led by the Department of State. Four dialogues are presidential level: the Global Partnership Dialogue, the Economic and Financial Dialogue, the Strategic Energy Dialogue, and the Defense Cooperation Dialogue. Formal intergovernmental dialogues engage multiple U.S. and Brazilian agencies on issues including bilateral and multilateral issues, economics, trade, finance, agriculture, energy, aviation, technology, innovation, the environment, education, culture, defense, and nonproliferation. These dialogues are the primary vehicles for policy coordination and for defining partnership priorities.

Bilateral relations are complemented by people-to-people initiatives and trilateral and multilateral cooperation. The United States and Brazil’s long history of exchange in education is one example; the bi-national Fulbright Commission was established in 1957, and thousands of scholars have traveled between the two countries. Education cooperation continues to thrive as the 100,000 Strong in the Americas initiative and the Brazil Scientific Mobility Program create opportunities for new academic and research partnerships. EducationUSA centers around helping Brazil advise students on study in the United States and host events to assist U.S. higher education institutions recruit Brazilian students. The United States is also working with Brazilian counterparts to expand opportunities for English language learning and professional development for Brazilian teachers. These exchanges strengthen U.S. and Brazilian institutional partnerships, develop a workforce prepared for 21st century opportunities, and contribute to long-term economic growth for both countries.

The United States and Brazil share a commitment to combat discrimination based on race, gender, ethnicity, or lesbian, gay, bisexual, and transgender (LGBT) status; to advance gender equality; to fight exploitative child and forced labor; and to promote human rights. The U.S.-Brazil Joint Action Plan to Eliminate Racial and Ethnic Discrimination and Promote Equality, the first bilateral instrument that targets racism, and the U.S.-Brazil Memorandum of Understanding on the Advancement of Women provide platforms for cooperation to combat racial discrimination and women’s empowerment broadly, and to share best practices in tackling discrimination in Science, Technology, Engineering and Math (STEM), education, law enforcement, labor, health, gender-based violence, economic empowerment, and many other areas. Multilateral cooperation and collaboration at the United Nations and Organization of American States has also proven effective in the promotion of LGBT human rights.

The United States and Brazil also partner on trilateral cooperation in third countries, particularly in support of biofuels and agricultural development, food security, health, and women’s rights. Successful programs include joint technical cooperation and training in support of trilateral development programs in Mozambique in agricultural research and technology and food security, with plans to extend this cooperation to additional countries in Africa, Central America, and the Caribbean. Multilaterally, the power of U.S.-Brazil collaboration is evidenced by the success of the Open Government Partnership, a multi-country initiative to foster transparency launched and co-chaired in its inaugural year by the United States and Brazil.

U.S. Embassy and Consulate Functions
The U.S. embassy and consulates in Brazil provide a wide range of services to U.S. citizens and business. Political, economic, and science officers deal directly with the Brazilian Government in advancing U.S. interests but are also available to brief U.S. citizens on general conditions in the country. Attachés from the U.S. Commercial Service and Foreign Agriculture Service work closely with hundreds of U.S. companies that maintain offices in Brazil. These officers provide information on Brazilian trade and industry regulations and administer several programs to aid U.S. companies starting or maintaining business ventures in Brazil. The number of trade events and U.S.
grams tripled over the last 3 years.

The consular section of the embassy, the consulates, and the consular agents provide vital services to the estimated 70,000 U.S. citizens residing in Brazil. Among other services, the consular sections assist Americans who wish to participate in U.S. elections while abroad and provide U.S. tax information. Besides the U.S. residents living in Brazil, some 150,000 U.S. citizens visit annually. The consular sections offer passport and emergency services to U.S. tourists as needed during their stay in Brazil. The U.S. Mission in Brazil is the third-largest visa operation in the world, issuing over 820,000 visas in FY 2011. The consulate in Sao Paulo is the largest non-immigrant visa issuing post, conducting over 3,000 visa interviews a day. It is expected that Brazilian travel to the U.S. will increase 198% by 2015. Brazilian tourists spent $4.57 billion in the U.S. economy in 2009.

**Principal U.S. Embassy Officials**

Ambassador--Liliana Ayalde  
Deputy Chief of Mission--Andrew Bowen  
Defense Attaché--Colonel Tony Espinosa  
Consul General--Tom Lloyd  
Economic Counselor--Matthew Roth  
Agricultural Counselor--Robert Hoff  
Commercial Attaché--Brian Brisson  
Political Counselor--Alexis Ludwig  
Science Counselor--Mary Townswick  
Public Affairs Counselor--Abigail Dressel  
Consul General in Sao Paulo--Dennis Haskins  
Consul General in Rio de Janeiro--John C. Creamer  
Principal Officer in Recife--Richard Reiter


U.S. consulates general are in Rio de Janeiro and Sao Paulo, and a consulate is in Recife. Consular agents are located in Manaus, Belem, Salvador, Fortaleza, and Porto Alegre. Branch offices of the U.S. Foreign Commercial Services are located in Brasilia, Sao Paulo, Rio de Janeiro, and Belo Horizonte.
TRAVEL AND BUSINESS INFORMATION
Travel Alerts, Travel Warnings, Trip Registration
The U.S. Department of State’s Consular Information Program advises Americans traveling and residing abroad through Country Specific Information, Travel Alerts, and Travel Warnings. **Country Specific Information** exists for all countries and includes information on entry and exit requirements, currency regulations, health conditions, safety and security, crime, political disturbances, and the addresses of the U.S. embassies and consulates abroad. **Travel Alerts** are issued to disseminate information quickly about terrorist threats and other relatively short-term conditions overseas that pose significant risks to the security of American travelers. **Travel Warnings** are issued when the State Department recommends that Americans avoid travel to a certain country because the situation is dangerous or unstable.

For the latest security information, Americans living and traveling abroad should regularly monitor the Department’s Bureau of Consular Affairs Internet web site at http://travel.state.gov, where current Worldwide Caution, Travel Alerts, and Travel Warnings can be found. The travel.state.gov website also includes information about passports, tips for planning a safe trip abroad and more. More travel-related information also is available at http://www.usa.gov/Citizen/Topics/Travel/International.shtml.

The Department’s Smart Traveler app for U.S. travelers going abroad provides easy access to the frequently updated official country information, travel alerts, travel warnings, maps, U.S. embassy locations, and more that appear on the travel.state.gov site. Travelers can also set up e-tineries to keep track of arrival and departure dates and make notes about upcoming trips. The app is compatible with iPhone, iPod touch, and iPad (requires iOS 4.0 or later).

The Department of State encourages all U.S. citizens traveling or residing abroad to enroll in the State Department’s Smart Traveler Enrollment Program (STEP). A link to the registration page is also available through the Department’s Smart Traveler app. U.S. citizens without internet access can enroll directly at the nearest U.S. embassy or consulate. By enrolling, you make your presence and whereabouts known in case it is necessary to contact you in an emergency. Information concerning Americans traveling abroad may be obtained by calling 1-888-407-4747 toll free in the U.S. and Canada or the regular toll line 1-202-501-4444 for callers outside the U.S. and Canada.

**Brazil Security Advice**
Crime poses the main risk to business travelers throughout the country. Visitors are particularly susceptible to opportunistic crime, such as purse-snatching, armed street robbery, car theft and carjacking, especially in tourist areas, on public transport, outside major hotels, in business districts, along beaches and in other densely populated areas, though there are also risks associated with isolated locations such as nature reserves and national parks. Business travelers face a more credible risk of opportunistic ‘express kidnapping’ than long-term kidnap-for-ransom, which generally only affects wealthy local residents. There are no active domestic terrorist groups in Brazil and the country is at low risk of attack by transnational terrorists. However, well-armed organized crime gangs in Rio de Janeiro and São Paulo periodically engage in drug-related violence, such as gun and bomb attacks on police personnel and stations; most of these incidents occur in deprived urban areas that business travelers are unlikely to need to visit.

To avoid opportunistic crime and theft it is advised to dress as inconspicuously as possible and avoid ostentatious displays of wealth. Avoid displaying money, wearing jewelry or carrying valuables such as laptop computers or cameras. When walking in the street, keep your bags and briefcases away from passing traffic. Be aware of the city’s geography and avoid high-crime areas (often lower-income districts) if possible. When planning to walk alone, familiarize yourself with your itinerary as much as possible prior to setting out. If lost, do not stand in the street consulting a map – go to a busy shop and ask for directions, or consult the map there inconspicuously. Avoid walking in city streets after dark, especially if alone. If you are walking, take only brightly-lit, busy streets. Always be alert to your surroundings. Be wary of loiterers and remember that attackers often pass their victim and then attack them from behind. Distribute cash in more than one pocket, and keep a small amount in a top pocket to hand over to a criminal who confronts you. A dummy wallet – with a small amount of local currency, an expired credit card and some useless receipts – can be useful to satisfy a mugger.
Rio de Janeiro

Rio de Janeiro is the capital of the state of Rio de Janeiro and is considered the second largest city in Brazil and third largest metropolitan area in South America, with a population of nearly 6.2 million people. Rio de Janeiro is the second largest GDP in the country is headquarters to two of Brazil’s major companies Petrobras and Vale. The home of many universities and institutes, it is the second largest center of research and development in Brazil, accounting for 17% of national scientific production.

City Facts:

- Founded: March 1, 1565
- Location: Brazil’s southeast region
- Population: 11,316,149 (city proper); 19,889,559 (metro area)
- Racial demographics: 51% white, 36.5% brown, 11.5% black, 0.7% Asian
- Religion: 51% Catholic, 23.3% Protestant, 13.5% no religion, 5.9% Spiritist
- Climate: Humid subtropical
- Temperature: summer average 73-84°F; winter average 66-78°F
- Size of municipality: 486.5 sq. miles

Top Sights:

Christ the Redeemer – An icon of Rio, the Christ the Redeemer statue stands 131 feet (40 meters) on Mount Corcovado. The area is surrounded by unrivalled views and can be reached by train.

Jardim Botanico – The exotic Botanical Gardens occupies 137 hectares and has more than 5,000 species of tropical plants, including a fine orchid collection and stunningly large Victoria Regia water lilies.

Copacabana – An active beach with a backdrop of dramatic forest-covered peaks. Visitors and locals alike love to stroll along the promenade that borders the 2.5 mile long beach. Eating and drinking kiosks dot the shore giving opportunities to admire the view.

Safety:
The most common forms of crime affecting tourists in Rio are pick pockets and street muggings. Cell phones and electronic items--laptops and tablets--are specifically targeted. However, kidnapping (other than seqüestro relâmpago, short-duration express-kidnapping) is not an issue like it is reported to be in some other Latin American countries. In the past, the security risk was higher than it is today and police protection has improved significantly in Zona Sul (Copacabana, Ipanema, Leblon, Lagoa, Jardim Botanico) and Barra da Tijuca in the last two years. Today, although the likelihood of experiencing crime in Rio has diminished, it still exists. Much of the crime that occurs is opportunistic crime. Where criminals focus more on those they think are easy or high-value targets. Visitors can greatly minimize their risk by following a few common sense rules. Try to travel in a group preferably with local friends. Do not carry a lot of cash around. Carry around only enough for your expected purchases.
Belo Horizonte

Belo Horizonte is the sixth largest city in Brazil, the thirteenth largest city in South America and the sixteenth largest city in the Americas. The metropolis is anchor to the Belo Horizonte metropolitan area, ranked as the third most populous metropolitan area in Brazil, the nineteenth most populous in the Americas and the forty-second largest in the world. Belo Horizonte is the capital of the state of Minas Gerais, Brazil's second most populous state.

City Facts:
- Founded: 1701
- Location: Brazil's southeast region
- Population: 2,491,109
- Racial demographics: 46.7% white, 41.9% multiracial, 10.2% black, 1.1% Asian, 0.1% Amerindian
- Religion: 68.84% Catholic, 18.10% Protestant, 8.04% no religion,
- Climate: Tropical savanna climate with humid/warm summers and dry/mild winters
- Temperature: Average temperature year round 48°F-98°F, Average temperature in April 81.5°F
- Size of municipality: 127.7 sq. miles

Top Sights:

**Pampulha Park** - The park area includes one of the largest soccer stadiums in the world, the Mineirão stadium, and the São Francisco de Assis Church, widely known as Igreja da Pampulha, designed by Brazilian Modernist architect Oscar Niemeyer. In Pampulha there is also the Universidade Federal de Minas Gerais campus, whose buildings themselves are important contributions to the city's architecture.

**Zoological Park and Botanical Garden** - A center for conservation and preservation of animals and plants it has also developed environmental education projects. The Zoo, which encompasses a total area of 1.4 million square meters, is located at the Foundation's headquarters and is regarded as one of the most complete in Latin America. It has a collection of close to 900 animals representing 200 species, from Brazil and other parts of the world, as well as the first public butterfly sanctuary in South America.

Pampulha Ecological Park is administered by the Zoo-Botanical Foundation of Belo Horizonte and was inaugurated in May 21 of 2004. It's 30 acres (12 ha) of green area that offers to the population and the tourists a permanent programming of environmental, cultural and patrimonial education.

Safety:

One of the major concerns for visitors in Belo Horizonte is crossing the street. Watch for motorcycles, which can appear out of nowhere and sometimes ignore stop signs. At some intersections with divided streets, you can cross only one side at once. The city has its own police, the Municipal Guard, the uniform is blue and officers are found in parks, near monuments, schools, hospitals. The city has seen a recent surge on crime related to drugs. It is wise to avoid walking alone at night or carrying expensive electronics such as cameras, notebooks, iPods or jewelry. It is not uncommon to be mugged at traffic lights or walking during the day or night. Avoid wearing jewelry or camera while walking around.
São Paulo

São Paulo is a municipality, metropolis and global city located in southeastern Brazil. It is the most populous city in Brazil, in the Americas, and the world's twelfth largest city by population. The metropolis is anchor to the São Paulo metropolitan area, ranked as the most populous metropolitan area in Brazil, the second in the Americas and the seventh in the world.[2] São Paulo is the capital of the state of São Paulo, Brazil's most populous and wealthiest state. It exerts strong regional influence in commerce, finance, arts and entertainment and a strong international influence.

City Facts:
- Founded: January 25, 1554
- Location: Brazil’s southeast region
- Population: 11,895,893 (municipality) 20,284,891 (metropolitan)
- Racial demographics: 60.6% white, 30.5% multiracial, 6.5% black, 2.2% Asian 0.2% Amerindian
- Religion: 58.2% Catholic, 22.11% Protestant, 9.38% no religion, 4.73% Spiritist, 0.67% Buddhist, 0.62% Umbanda & Candomblé, 0.39% Jewish
- Climate: Humid subtropical
- Temperature: Average temperature of 63-82F; April average temperature of 61-77°F
- Size of metropolitan: 3,067.125 sq. miles

Top Sights:
Avenida Paulista (Paulista Avenue) is one of São Paulo’s most popular postcards, as it is the pride of Paulistanos. It is one of the largest business centers, and probably the largest cultural region in the city. Its architectural contrast reflects the fact that the avenue is located between the "old" and "new" parts of the city.
The avenue and its surroundings, such as Rua Augusta, Alameda Santos and Rua Oscar Freire, contain numerous shop galleries, art galleries, theatres, movie theaters, pubs, hotel, coffe shops, bookstores, and gourmet restaurants.
As the art center of the country, São Paulo offers inumerous museums and cultural centers. Two museums to not be missed, due to their size, architecture, and historical importance, are Museu do Ipiranga and Memorial da América Latina.

Safety:
São Paulo, once one of the most violent cities of Brazil, has managed to drastically reduce crime during the 2000s, similarly to Rio de Janeiro. According to the Sangari Institute, São Paulo was the safest capital city of Brazil in 2011, in terms of homicide rate.
Similar to other cities in Brazil the general advice is as follows:
Visitors should avoid walking in deserted areas at night, or at least avoid walking alone. Buses are reasonably safe, but waiting alone at a bus stop at night is not. The metro is always safe, but commuter trains that go to peripheral areas can be dangerous late at. If possible, when going back late to the hotel, take a cab or ride with a group of friends. During the day, keep valuable objects away from the window (even if you are using a taxi). Do not wear jewelry or cameras while walking around during the day or night.
In the 2013/14 academic year, 13,286 students from Brazil were studying in the United States (up 22.2% from the previous year). Brazil is the tenth leading place of origin for students coming to the United States.

Academic Level: The majority of Brazilian students in the U.S. study at the undergraduate level. In 2013/14, their breakdown was as follows: 38.3% undergraduate; 23.5% graduate students; 31.8% other; 6.4% OPT (Optional Practical Training)

Economic Impact: Last year Brazilian students in U.S. colleges and universities contributed $333 million to the U.S. economy. (Source: U.S. Department of Commerce)

Historical trends: The number of Brazilian students in the U.S. increased steadily in the 1990s, peaking at 8,972 students in 2001/02. The number of Brazilian students declined for a few years and then began to rebound in 2006/07, finally reaching the 9,000 level in 2011/12. In 2011, the Brazil Scientific Mobility Program was launched, beginning a period of strong growth. 2013/14 marks the second consecutive year of double-digit percentage growth for Brazilian students, as the scholarship program funded by the Government of Brazil and administered by IIE has brought thousands of Brazilian students to study at U.S. universities.

<table>
<thead>
<tr>
<th>Year</th>
<th># of Students From Brazil</th>
<th>% Change from Previous Year</th>
<th># of U.S. Study Abroad Students Going to Brazil</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>13,286</td>
<td>22.2%</td>
<td>n/a</td>
</tr>
<tr>
<td>2012/13</td>
<td>10,868</td>
<td>20.4%</td>
<td>4,223 (up 4%)</td>
</tr>
<tr>
<td>2011/12</td>
<td>9,029</td>
<td>2.9%</td>
<td>4,060 (up 16.5%)</td>
</tr>
<tr>
<td>2010/11</td>
<td>8,777</td>
<td>-0.1%</td>
<td>3,485 (up 12.5%)</td>
</tr>
<tr>
<td>2009/10</td>
<td>8,786</td>
<td>0.2%</td>
<td>3,099 (up 11.6%)</td>
</tr>
<tr>
<td>2008/09</td>
<td>8,767</td>
<td>15.7%</td>
<td>2,777</td>
</tr>
<tr>
<td>2007/08</td>
<td>7,578</td>
<td>6.3%</td>
<td>2,702</td>
</tr>
<tr>
<td>2006/07</td>
<td>7,126</td>
<td>1.7%</td>
<td>2,524</td>
</tr>
<tr>
<td>2005/06</td>
<td>7,009</td>
<td>-3.2%</td>
<td>2,328</td>
</tr>
<tr>
<td>2004/05</td>
<td>7,244</td>
<td>-7.1%</td>
<td>1,994</td>
</tr>
<tr>
<td>2003/04</td>
<td>7,799</td>
<td>-7.0%</td>
<td>1,554</td>
</tr>
<tr>
<td>2002/03</td>
<td>8,388</td>
<td>-6.5%</td>
<td>1,345</td>
</tr>
<tr>
<td>2001/02</td>
<td>8,972</td>
<td>1.4%</td>
<td>1,064</td>
</tr>
<tr>
<td>2000/01</td>
<td>8,846</td>
<td>-0.2%</td>
<td>760</td>
</tr>
<tr>
<td>1999/00</td>
<td>8,860</td>
<td>10.0%</td>
<td>717</td>
</tr>
<tr>
<td>1998/99</td>
<td>8,052</td>
<td>15.3%</td>
<td>594</td>
</tr>
<tr>
<td>1997/98</td>
<td>6,982</td>
<td>13.2%</td>
<td>555</td>
</tr>
</tbody>
</table>

Note: Study abroad figures from Open Doors reflect credit given by U.S. campuses during the survey year to their students who studied abroad in the academic year just completed, including the summer term. Study abroad in 2013/14 will be reported in Open Doors 2015, once credit is awarded by the home campus. Source: Open Doors: Report on International Educational Exchange, published annually by IIE with support from the U.S. Department of State’s Bureau of Educational and Cultural Affairs. For more information, including press releases on foreign students in the U.S. and U.S. study abroad, and FAQs, including definitions of foreign students and foreign scholars, visit www.iie.org/opendoors or contact IIE’s Public Affairs office at: +1(212) 984-5360
IIE Experience in Brazil

Since 1927, the Institute of International Education (IIE) has administered hundreds of scholarship and exchange programs with Latin America, including several initiatives in Brazil.

The Institute’s work in Brazil includes the U.S. Department of State’s Fulbright Student and Scholar Programs, the Brazilian Government’s Brazil Scientific Mobility Program and the Cargill Global Scholars Program, as well as outreach to talented students and scholars for NYU Abu Dhabi, the Rolex Awards for Enterprise and the Rockefeller Foundation’s Bellagio Residencies, among others. From 1998-2003 IIE also administered USAID’s Brazil Energy Training and Outreach Program through a project office in Brasilia.

Maisa Zakir, Fulbright Foreign Language Teaching Assistant from Brazil

Services in Latin America

- **Scholarship and Fellowship Management:** IIE is a leader in providing scholarship management services to public and private sponsors in the U.S. and abroad. The Institute specializes in the management of scholarship and fellowship programs for undergraduate and graduate students, scholars and professionals to study at leading universities in the U.S., Latin America and around the world.

- **English Language Services:** English language skills are critical for opening doors to academic opportunity in the region. In Latin America, IIE’s work in this area includes administration of one of the largest TOEFL Institutional Testing Programs in the world and testing and training of English language teachers and supervisors.

- **Educational Advising:** Based in Brazil, the Global EducationUSA Regional Educational Advising Coordinator (REAC) for the South American Southern Cone is responsible for developing and supporting over 40 EducationUSA offices located in Argentina, Brazil, Chile, Paraguay and Uruguay.

- **Sustainable Development:** Through several specialized scholarship programs (USAID, Alcoa, Inter-American Foundation and Toyota) IIE supports education to promote sustainable development and to strengthen and advance conservation in Latin America.
IIE-Administered Programs in Brazil

**Fulbright Student and Scholar Programs.** Administered by IIE since 1946, the Fulbright Student and Scholar Programs remain the U.S. Department of State’s flagship exchange programs, operating on a global basis and advancing mutual understanding and U.S. foreign policy goals. A component of the Fulbright Program, the Foreign Language Teaching Assistant (FLTA) Program enables young educators to refine their teaching skills and increase their English language proficiency while studying at post-secondary U.S. educational institutions. Each year the program supports several FLTAs from Brazil.

**Brazil Scientific Mobility Program (BSMP).** Funded by the Government of Brazil, BSMP provides scholarships to undergraduate students from Brazil for one year of study at colleges and universities in the United States. Scholarships are being given primarily to students in the Science, Technology, Engineering and Mathematics (STEM) fields. Students in the program will return to Brazil to complete their degrees. The program may include an internship component at a STEM-oriented corporation in the United States.

**Programa de Desenvolvimento Profissional para Professores de Língua Inglesa nos EUA (PDPI).** The PDPI program is part of the Brazilian government’s strategic plan to improve English language teaching and teacher training in all states in Brazil. The purpose of this six week program is to bring high school English teachers to U.S. universities for in-service English language study and practice in English teaching methodology, as well as exposure to U.S. society and culture. Two cohorts of 540 grantees are selected each year, one arrives in January, the other in June.

**International Academic Partnership Program (IAPP).** IAPP is a major initiative of IIE’s Center for International Partnerships in Higher Education that seeks to increase the number of international partnerships between higher education institutions in the U.S. and those abroad. IAPP Brazil assists U.S. institutions with navigating the Brazilian higher education system; thinking critically about a strategic partnership plan; and accessing the tools and resources necessary to make informed decisions.

**The Cargill Global Scholars Program.** The Cargill Global Scholars Program is a distinctive scholarship opportunity that not only provides financial support, but offers outstanding Brazilian students leadership development opportunities through seminars, networking events, and a one-on-one mentoring program.

**The Alcoa Foundation Advancing Sustainability Research Program.** The Alcoa program supports ground-breaking research in the fields of natural resource management, materials science and engineering, sustainable design, energy and environmental economics. In Brazil, the program works in partnership with Fundação Sousândrade de Apoio ao Desenvolvimento da UFMA to support education and research focused on mangroves in São Luís, Maranhão, Brazil.

**Global EducationUSA Program.** With support from the U.S. Department of State, Bureau of Educational and Cultural Affairs (ECA), the Global EducationUSA Program fosters international student mobility between the United States and the rest of the world. Based in Brazil, the Regional Educational Advising Coordinator (REAC) for the South American Southern Cone is responsible for developing and supporting over 40 EducationUSA offices located in Argentina, Brazil, Chile, Paraguay and Uruguay.

The Institute of International Education (IIE) is a world leader in international education and exchange. For over 90 years, IIE has served students, scholars and professionals by increasing their capacity to think, work and compete on a global level. IIE prides itself in managing a diverse portfolio of programs and delivering excellent services for participants, sponsors and donors. IIE currently implements over 200 programs each year which serve more than 35,000 individuals in over 185 countries worldwide.

**Contact:** Jonah Kokodyniak, Deputy Vice President, Strategic Development  Tel: +1 (212) 984-5357, Jkokodyniak@iie.org

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**The Institute of International Education**

Opening Minds to the World®

www.iie.org
About the Program (as of October 28, 2014)
The Brazil Scientific Mobility Undergraduate Program in the U.S., launched in 2011, is administered by IIE, and sponsored by the Government of Brazil. Since the onset of the program:

- 17,802 grantees have been placed through BSMP:
  - 14,015 in undergraduate academic programs
  - 11,278 in Intensive English Programs (IEPs)
  - 558 in graduate academic programs
- 475 U.S. institutions have applied to participate
- 429 U.S. institutions have hosted grantees (academic and IEP)
- 72% of the grantees major in Engineering and Computer Science
- 39% of the grantees are female, and 61% are male

Total Grantees Placed in Undergraduate Academic Programs by Academic Year

Top Fields of Study and Number of Grantees

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Number of Grantees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering</td>
<td>1,575</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>1,074</td>
</tr>
<tr>
<td>Industrial Engineering</td>
<td>1,045</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>820</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>816</td>
</tr>
<tr>
<td>Computer Science</td>
<td>708</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>503</td>
</tr>
<tr>
<td>Architecture &amp; Urban Planning</td>
<td>503</td>
</tr>
<tr>
<td>Medicine</td>
<td>407</td>
</tr>
<tr>
<td>Biology</td>
<td>396</td>
</tr>
</tbody>
</table>

Broad Field of Study Breakdown

- Engineering: 63.8%
- Medical Science: 7.8%
- Hard Science: 8.1%
- Computer Science: 0.7%
- Architecture & Design: 12.8%
- Other: 6.8%

Sample Academic Placement U.S. Host Institutions and Number of Grantees

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Grantees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Institute of Technology</td>
<td>310</td>
</tr>
<tr>
<td>University of California, Davis Extension</td>
<td>178</td>
</tr>
<tr>
<td>University of Wisconsin, Madison</td>
<td>141</td>
</tr>
<tr>
<td>Parsons The New School for Design</td>
<td>123</td>
</tr>
<tr>
<td>University of Colorado, Boulder</td>
<td>114</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>110</td>
</tr>
<tr>
<td>Stevens Institute of Technology</td>
<td>89</td>
</tr>
<tr>
<td>Rose-Hulman Institute of Technology</td>
<td>76</td>
</tr>
<tr>
<td>Rutgers, The State University of NJ</td>
<td>68</td>
</tr>
<tr>
<td>Cornell University</td>
<td>61</td>
</tr>
</tbody>
</table>

Total Grantees Placed in Intensive English Programs by Cohort

- 2014 Fall LTE: 3,208
- 2014 Summer STE: 2,910
- March 2014 LTE: 2,026
- 2013 Fall LTE: 2,422
- 2013 Summer STE: 424
- 2012 Summer STE: 278

STE = Short-Term English
LTE = Long-Term English
Academic Training (AT) Overview**

Academic Training is an important component of the Brazil Scientific Mobility Undergraduate Program (BSMP). In summer 2014:

- IIE assisted in coordinating AT opportunities for 2,090 BSMP grantees
- Over 400 companies hosted grantees
- Over 1,300 university research departments hosted grantees
- Grantees participated in AT in 47 states and Washington, DC

Student Satisfaction with AT**

Student Satisfaction with Academic Host Institution*  

Student Feedback

"The host institution that was chosen for me fit perfectly well into my expectations. It provided me the courses I was thinking of taking according to my major and the path I want to take in my major. It helped me to decide what the field I want to work in the future is. Plus the fact the professors, classmates and staff are great! They are really friendly and helped me in everything that I needed. It couldn’t have been a better choice."

- Mechanical Engineering student from Ohio University

"I believe that this program is a clear indicator that the Brazilian government is giving more attention to education in general. Me and some colleagues are now considering continue our career in the academic field, after taking part in the BSMP. I have also noticed that programs of this kind can serve as some kind of motivation to students in high school and in the beginning of college."

- Industrial Engineering student from The Pennsylvania State University

"When you are in a different culture, you have to think out of the box. Everytime, everywhere. That helps you to expand your networking, to express ideas more clearly, you understand the challenges that other people have to overcome because you have to overcome yourself day after day. A lot of feeling happen, from homesickness to amusement in each situation, and it’s another task to keep all of them aligned to the person you are. Every student had the "Brazilian way" of thinking, a way that demands a lot of creativity to perform a job, and the US way demands less resources and less time used as possible. Adding the two of them make me a better student and professional, more prepared for the challenges that I might go through."

- Mechanical Engineering student from North Carolina State University
SERVICES AND RESOURCES FOR BUILDING PARTNERSHIPS WITH BRAZIL

SCHOLARSHIPS, FELLOWSHIPS AND INTERNSHIPS IN BRAZIL FOR U.S. STUDENTS

Fulbright Program: U.S. Student Competition
The Fulbright U.S. Student Program equips future American leaders with the skills they need to thrive in an increasingly global environment by providing funding for one academic year of study or research abroad, to be conducted after graduation from an accredited university. Included in the Fulbright U.S. Student Program are English Teaching Assistantships, which provide opportunities for U.S. students to help teach English language and conversation alongside host country English teachers in select countries in Asia, Eastern and Western Europe and Latin America.

Website: us.fulbrightonline.org

Fulbright English Teaching Assistantships (ETA):
English Teaching Assistantships are offered in many countries worldwide and individual elements may vary by country. In most cases, ETAs are placed in schools or universities outside of capital cities, are assigned various activities designed to improve their students’ language abilities and knowledge of the United States, are fully integrated into the host community, increasing their own language skills and knowledge of the host country and may pursue individual study/research plans in addition to ETA responsibilities.

Website: us.fulbrightonline.org/thinking_teaching.html

Fulbright/Fogarty Fellowships in Public Health
Fulbright-Fogarty Fellowships offered in partnership between the Fulbright Program and the Fogarty International Center of the U.S. National Institute of Health have been established to promote the expansion of research in public health and clinical research in resource-limited settings. All awards are for 9 months required at the overseas site. Awards will carry the benefits of Fulbright Full Grants to the country of assignment. The Fogarty International Center, NIH, will provide support to the research training site and orientation of the fellows at NIH. U.S. students who are currently enrolled in medical school or a graduate-level program and who are interested in global health can apply for this Fellowship. The basic requirements and process for applying for the Fulbright-Fogarty Program are the same as for any Fulbright U.S. Student Study/Research Grant.

Website: http://us.fulbrightonline.org/countries/selectedcountry/141

Benjamin A. Gilman International Scholarship Program
The Gilman Program, sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, offers scholarships for undergraduate students who are receiving Federal Pell Grant funding at a two- or four-year college or university to participate in study abroad programs worldwide.

Website: www.iie.org/gilman

Boren Scholarships & Fellowships
Funding from the National Security Education Program (NSEP) supports U.S. undergraduate and graduate students to study less commonly taught languages in world regions critical to U.S. interests. Funding up to $20,000 is available for undergraduates and $30,000 for graduate students, depending on cost and length of program.

Website: www.borenawards.org
Whitaker International Fellows and Scholars Program
The Whitaker Program supports biomedical engineers (and bioengineers), from graduating seniors through post-doctorates, in conducting high-quality research or study overseas. 
Website: www.whitaker.org

RESOURCES FOR BRINGING BRAZILIAN STUDENTS AND SCHOLARS TO THE CAMPUS

Visiting Fulbright Student and Scholar Programs
The Visiting Fulbright Student and Scholar Programs help colleges and universities internationalize their campuses by bringing students, scholars, and professionals from abroad to the United States. Sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs, the following programs (each with its own eligibility and application requirements) are available in 2014:

- **Fulbright Foreign Student Program**: Brings citizens of other countries to the United States for Master's degree or Ph.D. study at U.S. universities or other appropriate institutions. The program has brought some of the world's finest young minds to U.S. campuses and offers program participants insight into U.S. society and values. Learn more at: foreign.fulbrightonline.org

- **Core Visiting Program**: Brings approximately 800 visiting scholars and professionals to teach and conduct research at U.S. institutions for a semester, full academic year, and in some cases, up to two years. Learn more at www.cies.org

- **Fulbright Specialists Program**: Short-term grants ranging from two to six weeks are available for U.S. faculty and professionals to assist foreign institutions with specialized requests such as curriculum development, faculty development, or consulting. Applications are accepted year-round. More information is posted at: www.cies.org/specialists/

- **Fulbright Scholar-in-Residence Program**: This program targets U.S. colleges and universities in need of either first-time or enhanced internationalization assistance by providing a grant to host a visiting scholar or professional for up to one academic year. Liberal arts colleges, HBCUs, MSIs, and community colleges are encouraged to apply. More information is posted at www.cies.org/sir/

- **Fulbright Occasional Lecture Fund (OLF)**: This travel fund enables Fulbright Visiting Scholars, currently in the United States, to accept guest lecturing invitations from other colleges and universities. More information is posted at www.cies.org/olf/

- **Fulbright Language Teaching Assistant Program (FLTA)**: Since 1968, the FLTA Program has aimed to strengthen foreign language instruction at U.S. educational institutions by establishing a native speaker presence. Sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs, the FLTA Program provides international teaching assistants, teachers and Americans with an opportunity to learn about each other's cultures and customs, thereby enhancing mutual understanding. More information is posted at: http://foreign.fulbrightonline.org/about/fulbright-flta

- **Hubert H. Humphrey Fellowship Program**: This Fulbright program provides mid-career professionals from abroad with funds to spend 10 months in the U.S. to pursue non-degree academic study and professional experiences related to leadership and public service. More information is posted at: www.humphreyfellowship.org
Brazil Scientific Mobility Program
The Brazilian government’s Brazil Scientific Mobility Program provides scholarships to undergraduate students from Brazil for one year of study at colleges and universities in the United States. Scholarships are given primarily to students in the Science, Technology, Engineering and Mathematics (STEM) fields. Students in the program return to Brazil to complete their degrees. This initiative, administered by IIE, is part of the Brazilian government’s larger effort to grant 100,000 scholarships for the best students from Brazil to study abroad at the world’s best universities. The program provides a substantive exchange experience at a U.S. college or university to a diverse group of emerging Brazilian student leaders to widen the academic and research exchange between the U.S. and Brazil.

Contacts:
BSWB_Spring@iie.org (General Spring Inquiries)/BSWB_Fall@iie.org (General Fall Inquiries)
BSWBapp_Spring@iie.org (Spring Application Inquiries)
BSWBapp_Fall@iie.org (Fall Application Inquiries)

Study America Specialists, Researchers, Professors & Short Term Scholars
The Study America program works in collaboration with universities, colleges, research institutions, private businesses and NGO’s to sponsor individuals to teach, lecture, observe, consult and share their culture and professional expertise with their American colleagues as J-1 - Short-Term Scholars, Professors, Research Scholars, Trainees, Specialists, Students, and Teachers.
Website: http://www.iie.org/EN/Programs/Cultural-and-Professional-Exchanges

IIE POLICY RESEARCH AND PUBLICATIONS
To order our IIE Publications, please visit www.iiebooks.org.

Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages
This compilation of articles about building international partnerships, supported by the AIFS foundation, brings together works from over forty higher education experts from the U.S. and around the world. This volume not only discusses ways to initiate international partnerships, but also provides models for building successful partnerships, addresses partnership-building challenges, and offers practical tools, such as sample MOUs.

IIENetworker Magazine: International Education in Latin America
Continuing with IIENetworker's goal to explore international education efforts in specific world regions, this issue focuses on international education in Latin America. One article in this issue contextualizes the meaningful partnerships between the United States and Brazil for dual degree programs for business and public policy.
Download the digital magazine: http://www.iie.org/iienetworker

IIEPassport Website
To help students identify study abroad opportunities, IIE offers www.IIEPassport.org, which features more than 9,500 study abroad and learning travel opportunities worldwide for participants of all ages. The program listings
on the IIEPassport website include data on up to 35 fields, including location, field of study, cost, college credit availability, and eligibility for scholarships.

**Website:** [www.iiepassport.org](http://www.iiepassport.org)

**White Paper: Expanding U.S. Study Abroad to Brazil**
Expanding U.S. Study Abroad to Brazil begins with an overview of the current state of the Brazilian higher education sector, with a particular focus on U.S.-Brazil higher education exchanges and partnerships, and the current state of U.S. study abroad to Brazil. The second portion of the report focuses on existing study abroad programs available to U.S. students, and challenges and recommendations for expanding study abroad to Brazil.

Download a digital copy at: [www.iie.org/publications](http://www.iie.org/publications)

**Promote Your Institution and Programs to Students in Brazil and Around the World**
IIE’s print and online publications, websites and higher education fairs offer a variety of targeted advertising opportunities for colleges and universities. Institutions can include their listings at no charge in many of IIE’s publications, including *Funding for United States Study* and *Intensive English USA*. For more information on listing programs and advertising placement, contact Jeff Bunkin at jbunkin@naylor.com or at (352) 333-3342.

**EducationUSA In Brazil**

EducationUSA is the official name for U.S. Department of State-affiliated educational advising centers overseas. Each year EducationUSA centers receive millions of contacts from students all over the world. Centers are staffed by professional advisers, many of whom have studied in the United States. Advisers provide comprehensive, objective and accurate information on accredited U.S. higher educational institutions. Advisers are not agents or recruiters and are not permitted to receive commissions from colleges, universities or agents. There are locations in Brasilia, Curitiba, Londrina, Sao Paolo, Rio de Janeiro, Manaus, Recife, Salvador-Bahia, Belem, Belo Horizonte, Fortaleza, Joinville, Goiania, Campinas and San Jose dos Campos.

**Website:** [http://www.educationusa.info/Brazil](http://www.educationusa.info/Brazil)
IIE’S TIPS FOR DEVELOPING INTERNATIONAL PARTNERSHIPS

DO YOUR RESEARCH
• Educate yourself about target country culture, the higher education system, and current events.
• Research the type of partnerships that other institutions in your country have with target country colleges and universities. Can these serve as a model for you? Is there a type of partnership arrangement that is prevalent (e.g., dual degree programs, 2+2, etc.)? Research the types of partnership agreements have failed and figure out why.
• If student exchange is a goal, research institutions’ capacity to accept your students.

KNOW YOUR INSTITUTION
• Explore where partnerships in general fit into your institution’s plan.
• Analyze why you want to pursue partnerships in target country and not another region.
• Know your institution’s strengths to help identify a broad range of opportunities.
• Research what linkages and connections with the target country already exist at your campus or in your community.
• Know how your institution evaluates degrees from the target country.

ACTION ITEMS
• Set up of a “Steering Committee” or “Partnership Task Force” on campus and include various constituencies, including decision-makers, faculty from diverse departments, students, engaged staff and members from the local community, and individuals who have lived or studied in the target country. Consider having an “Executive Committee” to make final decisions, but creating a body that engages a wide range of constituencies in the partnership effort is important to foster buy in.
• Introduce the target country as a destination for education abroad programs and faculty research.
• Visit the target country and schedule face-to-face meetings with faculty and staff.
• Support reciprocal faculty visits.
• Train faculty to pursue partnerships when they attend a conference or conduct research in the target country.
• Raise your institution’s brand recognition in the target country.

PARTNER SELECTION
• Identify partner institutions carefully.
• Consider triangulating or forming consortium with other partner universities.
• Encourage linkages at multiple levels.

RESOURCES
• Leverage the expertise of in-country organizations (e.g., the local Fulbright Commission, EducationUSA offices, U.S.-based companies, etc.).
• Leverage expertise of alumni, parents, and faculty and staff with target country connections.
INTERNATIONAL ACADEMIC PARTNERSHIP TYPES

In their most simple state, academic partnerships are defined as “cooperative agreements between a higher education institution and another distinct organization” (Kinser and Green 2009 The Power of Partnerships). In recent years, however, colleges and universities worldwide have taken a more holistic approach. Indiana University–Purdue University Indianapolis, Office of International Affairs defines this new generation of strategic partnerships as “bi-national (or multinational) communities of higher education in which there is a constant flow of people, ideas, and projects back and forth, as well as the development of new projects and common goals.” When contemplating an international partnership, consider how the types below might fit into your partnership strategy. What are the pluses and minuses of each partnership type and how might each be a short or long term goal (or not part of your strategic plan). Is your institution well-suited to offer any of these partnership types to a potential partner?

Collaborative Teaching: This low-cost partnership component is often fostered by technology through virtual classrooms, videoconferences, email exchanges, and web-based platforms. Consider working with a partner institution to develop new course modules. Collaborative teaching is also an effective way to incorporate guest faculty in the classroom and is a springboard for other collaborative efforts.

Example: Champlain College in Vermont seeks to initiate meaningful global dialogue between its students and their counterparts at 14 colleges around the world though its Global Modules program. First piloted with one class in 2003, Global Modules are now incorporated into a required first-year course and other key courses across the curriculum. Typically, Global Modules begin with students in both countries reading a common text, and participating in online discussions facilitated by the instructors on both campuses. Students then join together in virtual groups composed of U.S. and international students and complete a collaborative assignment. Over the past year, Champlain students discussed globalization with Indian students, peace activism with Austrian students, ecological impact with Kenyan students, and women's issues with Moroccan students. For more information, visit www.globalmodules.net.

Consortia: A group of two or more institutions that work together and pool resources in order to achieve a common goal. Consortia are a great way to broaden a partnership and take advantage of institutions with complementary strengths. Consider including institutions in a third country as well as domestic options. Do any current partner campuses have relationships with institutions in the target country you could enhance?

Example: U.S.–Brazil Higher Education Consortia Program: From 2007 to 2010, the Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE), in collaboration with the Brazilian Ministry of Education’s CAPES foundation, funded 51 U.S.-Brazil consortia through the U.S.-Brazil Higher Education Consortia
Program. These consortia are comprised of at least two U.S. institutions and two Brazilian institutions and are funded for up to four years. Find details of these programs, which range from engineering to education, at: http://fipsdatabase.ed.gov.

**Faculty Exchange:** Faculty exchanges are excellent catalysts for deeper partnerships and federally-funded programs such as the Fulbright Scholar Program facilitate these opportunities for you. Guest faculty could instruct whole courses or components of whole courses. Consider establishing a pre-departure training for faculty before they go overseas and educate them on how to further the institution’s partnership goals. For more information about the Fulbright Scholar Program, visit: www.cies.org/us_scholars.

**Faculty-led Study Abroad Programs:** Faculty-led study abroad programs are an excellent starting point for future collaborations. They do not require a large financial commitment and generate enthusiasm on both campuses. They also eliminate the difficult discussions regarding credit transfer. Faculty-led programs also come in myriad formats, enabling you to be creative and experiment.

Example: In the summer of 2011, Lehigh University (Bethlehem, Pennsylvania, USA) developed the “Democratic Society and Religious Pluralism” program, co-created by the University of Michigan (Ann Arbor, Michigan, USA) and the University of Gadjah Mada (Yogyakarta, Indonesia). A faculty member from each of the three universities guided a group of eight undergraduate students from each school on a five-week study abroad trip in both Indonesia and the U.S. For more information, visit: http://ur.umich.edu/1011/Aug15_11/2534-u-m-partnership-to.

**International Dual/Double Degree Programs:** Study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition and students study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students receive degree certificates issued separately by each of the institutions involved in the program. (These programs generally use the terminology 2+2 or 1+2+1.)

Example: Dual master’s degree between Columbia SIPA and Sciences Po: As part of the dual degree master’s program between Columbia University’s School of International and Public Affairs (SIPA) and L'Institut d'études politiques (IEP) de Paris (a.k.a. “Sciences Po”), students spend the first year in Paris at Sciences Po, acquiring core skills and a solid multidisciplinary base in a French educational context; and their second year in New York at SIPA, where they gain in-depth specialization. After two years, students earn both SIPA’s MIA and Sciences Po's master’s degree. For more information, please visit: www.sipa.columbia.edu/academics/degree_programs/dual_degree/mia_programs/sipa_sciences_po.html
**International Joint Degree Programs:** Study programs collaboratively offered by two (or more) higher education institutions located in different countries. They typically feature a jointly developed and integrated curriculum and agreed-on credit recognition. Students typically study at the two (or more) partnering higher education institutions (i.e., 1 home institution + 1 institution abroad). Upon completion of the study program, students are awarded a single degree certificate issued and signed jointly by all institutions involved in the program. Joint degree programs are one of the most difficult partnership type to achieve and result after years of cooperation.

*Example:* The Cornell-Nanyang Institute of Hospitality Management: An alliance between Cornell University's School of Hotel Administration and the Nanyang Technological University (NTU)'s Nanyang Business School (NBS). Students commence the 12-month master’s program at Nanyang Technological University in Singapore. After a half semester, they travel to Cornell University in Ithaca, NY, for the next one-and-a-half semesters. The final semester takes place back in Singapore. Upon completion, students receive one Master of Management in Hospitality from both universities. For more information, please visit: [www.cni.ntu.edu.sg](http://www.cni.ntu.edu.sg).

**International Service Learning:** International service learning combines academic or classroom study with meaningful community service overseas. These projects aim to deepen the learning experience, teach civic responsibility, and engage students in the international community. International service learning is often incorporated in study abroad programing (short or long term) and is often paired with pre- and post-classroom work. Simply do a quick Internet search for “international service learning” to find a handful of examples.

**Internship Programs:** Colleges and universities often have key links to the business community and can facilitate internship experiences. What companies from your country do business in the U.S. and vice versa? Where are their headquarters located and which colleges and universities are nearby? Could you facilitate internship experiences for international students in your community?

*Example:* Boston University successfully integrates work/study element into their study abroad programs. For more information, visit: [www.bu.edu/abroad/find-programs/by-internship](http://www.bu.edu/abroad/find-programs/by-internship).

**Joint Faculty Research:** Joint faculty research programs can occur isolated from coordinated campus internationalization, but better serves the institution when pursued on a long-term, institutional level by both institutions working in partnership. IIE recommends conducting an inventory to find out what types joint research are taking place between your faculty and counterparts in the target country. Meet with these faculty and brainstorm ways to expand the programs. For example, might their research colleague put you in touch with counterparts in other academic department? Could a faculty member with a joint research project lead a study abroad program or plan a conference on your campus?
**Jointly-Sponsored Events:** Simple events such as jointly-sponsored publications, conferences, workshops, meet and greets over video conference, lectures, performances, book clubs, film series, and of course site visits, have proved to be excellent catalyst for partnerships. Jump on any opportunity for the faculty, staff and students to interact.

**Sandwich Programs:** In a sandwich program, students begin their studies at their home institution for a certain amount of time, travel to a host institution to continue their studies, and then return to the home institution to finish their degree and graduate.

*Example:* Since 2004, George Mason University has been involved in a 1+2+1 program with a number of Chinese higher education institutions. Students from the U.S and China can elect to follow a number of different majors, completing one year at the home institution, two years at the host institution, and one year back at the home institution. Upon completion, the student is granted a diploma from both the home and host institutions. For more information, please visit: [http://china121.gmu.edu](http://china121.gmu.edu).

**Sharing of Resources:** Sharing laboratory equipment, library resources, art collections, curriculums, etc. are simple ways to jump-start a partnership.

**Student Exchange:** One- or two-way movements of students for the short or long term is one of the most common partnership types. It also lends itself to creativity. In addition to taking courses, students could work in laboratories, teach languages, participate in internships or engage in service learning. Research the partner’s academic calendar and explore alternate winter/spring break experiences. Whether hosting international students or sending your own students overseas, be sure to include an in-country orientation course.
Peace, prosperity, and democracy throughout the Western Hemisphere are central concerns to U.S. national security. With 50 million people of Hispanic or Latino heritage living in the United States ("The Hispanic Population," 2011), relations with Latin America are a foreign policy priority and of critical domestic importance as well. Only by working together as partners can all the nations of this hemisphere meet the common challenge of creating a future in which our societies can thrive together. And through what Secretary of State Hillary Rodham Clinton calls "the power of proximity" (Clinton, 2012), the United States can help lead the region in pursuit of these goals.

Strong partnerships in the region are critical to both U.S. domestic and global strategic interests. The countries of the Western Hemisphere are the destination of approximately 42 percent of U.S. exports. Science and technology innovations have accelerated through cooperative partnerships and are key to shared sustainable growth. Working collaboratively across borders in the region is necessary to attain energy...
security and to combat transnational crime and narcotrafficking. Our partners in the Americas are also key allies through multilateral organizations in the global effort to promote democracy, rule of law, social inclusion, and human rights around the world.

Building on cooperative initiatives in the region, U.S. participation in the 2012 Summit of the Americas highlighted practical ways that countries and societies in the Americas are coming together to solve problems and build a more successful and interconnected future. At the Summit, President Barack Obama reinforced the spirit of partnership, announcing initiatives to expand regional broadband capacity, innovative efforts for social inclusion and development, collaboration to improve citizen security, and support for Colombia’s Connect 2022 initiative to expand electrical connectivity throughout the Americas.

At the center of these partnerships—and U.S. strategy in the region—are educational exchanges, which help us establish a strong foundation for empowering the best innovators, entrepreneurs, and leaders of today to meet all these challenges.

100,000 Strong in the Americas

At the 2012 Summit President Obama reaffirmed support for 100,000 Strong in the Americas and underscored the centrality of education to our broader efforts. Announced by the President in Santiago, Chile, in March 2011, 100,000 Strong in the Americas aims to increase the flow of students between Latin America and the Caribbean and the United States to 100,000 in each direction. At its core, this initiative is about creating opportunities, both at the household and the national level. With 100,000 Strong, the U.S. government seeks to equip students of the United States and Latin America with new experiences to build the knowledge, skills, and self-reliance they need to increase income and expand opportunities for employment in a globally competitive world. At the same time, educational exchanges are integral to sustaining academic excellence in our higher education institutions. 100,000 Strong offers valuable opportunities for colleges and universities across the United States and Latin America and the Caribbean to expand their footprint and reputation overseas. It is also diversifying U.S. campuses, and not simply with economically privileged students who have the means to study abroad. Through 100,000 Strong, we are prioritizing our efforts to expand academic opportunities for students from disadvantaged backgrounds, historically underserved populations, and students with disabilities.
Getting to 100,000: Diplomacy and Programs

Getting to 100,000 exchanges in each direction will be no small task. According to Open Doors, an annual report on student mobility published by the Institute of International Education with financial support from the U.S. Department of State, 64,021 students from Latin America and the Caribbean studied in the United States in the 2011–2012 academic year and 39,871 students from the United States studied abroad in Latin America and the Caribbean in the 2010–2011 academic year (Chow & Bhandari, in press).¹

The U.S. government is working with foreign governments, universities and colleges, and the private sector to reach the 100,000 Strong goal. Throughout the hemisphere, U.S. embassies and consulates, Fulbright commissions, Binational Centers,² and EducationUSA advising centers are joining host governments, schools, universities, businesses, and nongovernmental organizations (NGOs) to advise students on the steps toward international study and the wealth of host institution options, to prepare them with appropriate language training, and to provide scholarships that ultimately make these exchanges possible. Overall, we are pursuing four lines of effort to achieve our goal: advising students and governments, engaging key countries through strategic dialogues, offering both merit-based and need-based scholarships, and increasing relevant language instruction.

Advising Students and Governments

The U.S. higher education system, with more than 4,000 accredited colleges and universities, is complex and decentralized. Today, the United States is home to 2,774 four-year higher education institutions and 1,721 community colleges. Although the diversity of the U.S. system is central to its worldwide preeminence, this complexity and decentralized nature also renders the system challenging to prospective international students. To overcome this hurdle, the U.S. government introduces students to the U.S. system by providing virtual and in-person advising services. It also convenes stakeholders from governments and institutions of higher education across borders and participates in formal bilateral consultations, or “strategic dialogues,” with partner governments to expand higher education exchange.

The U.S. government’s central vehicle for educational advising is the EducationUSA advising network. With 109 advising centers throughout Latin America, EducationUSA is critical to reaching 100,000 Strong goals. EducationUSA (http://educationusa.state.gov) is a network of U.S.-government-supported advising centers that connects U.S. higher education institutions with international students. Across Latin America and the Caribbean, EducationUSA advising centers provide accurate, comprehensive, and current information about opportunities for study in the United States. Three highly experienced regional educational advising coordinators provide training, guidance, and support to the network throughout Latin America’s New Knowledge Economy: Higher Education, Government, and International Collaboration.
America. For students who are admitted into U.S. institutions, the advising centers conduct pre-departure orientations to help prepare them to take full advantage of academic and cultural life on U.S. campuses.

Opportunity Funds from the Bureau of Educational and Cultural Affairs are available through EducationUSA advising centers in 14 countries in the region. This mechanism supports highly talented students from economically disadvantaged backgrounds in Latin America with funds to defray the up-front costs of applying to U.S. institutions. More than 400 students from Latin America have benefited from this program since 2006. EducationUSA advisers also serve as resources for U.S. higher education institutions, helping them to understand local educational systems and the best ways to reach students who may be interested in U.S. study. Advisers may also guide U.S. institutions in identifying high-quality local partner institutions to host American students in Latin America.

In June 2012, the Department of State brought together more than 450 U.S. higher education professionals at the third annual EducationUSA Forum in Washington, D.C., to raise awareness of the resources our worldwide educational advising network offers and to discuss strategies for attracting foreign students to U.S. colleges and universities. The event highlighted exchange opportunities with Latin America and new Latin American government scholarship programs. EducationUSA regional educational advising coordinators and advisers from nine countries presented the latest trends in student mobility in Latin America.

In tandem with EducationUSA’s grass-roots work, bilateral strategic dialogues—which have been a hallmark of the Obama administration’s foreign policy approach—have provided a valuable forum to engage foreign governments on educational exchange issues. Strategic dialogues enhance bilateral cooperation on everything from trade to security to climate change by providing forums for setting long-term goals through regular high-level meetings. On the education front, the dialogues provide a mechanism for expanding collaboration between higher education sectors, leading to increased student mobility between the United States and other countries. Annual meetings with Brazil and Colombia have had positive results in increasing student mobility.

Of the many examples of hemispheric progress on education exchange, perhaps none is as considerable as the U.S.–Brazilian connection. President Obama and Brazilian President Dilma Rousseff share a commitment to an innovative U.S.–Brazil education partnership that addresses the needs of a twenty-first-century workforce. Both presidents believe the prosperity of their countries is intrinsically linked to the education of their people. The U.S.–Brazil Global Partnership Dialogue, first convened in March 2010, and the resulting agreement on education, outlines a strategy to realize the two leaders’ goals to expand academic and research exchanges between our two countries. To achieve these objectives, President Rousseff and the government
of Brazil launched the Brazil Scientific Mobility Program, known in Portuguese as Ciência Sem Fronteiras, to send Brazilian students abroad over the next four years to study and conduct research in STEM fields (science, technology, engineering, and mathematics). The Brazilian government will fund 75,000 Brazilian students through the program, and the private sector will support an additional 26,000 scholarships. The Brazilian government expects half of the students to study in the United States, giving this program the potential to make a major contribution toward reaching the 100,000 Strong in the Americas goal.

Through collaboration with the Brazilian Federal Agency for Support and Evaluation of Graduate Education (CAPES) and the National Council for Scientific and Technological Development (CNPq), the U.S. Government strives to connect the two countries’ higher education communities and create university networks; encourage the placement of Brazilian students at U.S. universities, colleges, and community colleges; support a broad spectrum of short- and longer-term academic and research opportunities at all levels; and promote the overall expansion of U.S. student and research exchanges to Brazil. U.S. efforts are helping our Brazilian partners navigate the American higher education system and connect with the community. Since the program’s launch, the 24 EducationUSA advising centers in Brazil have conducted extensive outreach to inform prospective students and faculty of U.S. program requirements and the application process and provide predeparture orientation sessions to students. In January 2012, U.S. colleges and universities welcomed the first group of 650 undergraduate students. By the end of 2012, 2,500 Brazilian students will have arrived at U.S. colleges and universities, with more students anticipated to arrive for the spring semester in 2013.

The U.S. government is also implementing an English language strategy in Brazil that is at the forefront of public diplomacy. This strategy responds to both the Brazil Scientific Mobility Program and to the Brazilian government’s recognition that greater English proficiency will bolster its international standing, meet its social and economic inclusion goals, and prepare its workforce to host the upcoming World Cup and Olympic Games. The U.S. government has ramped up English language initiatives in Brazil, increasing the number of English Language Fellows and English Language Specialists to reach a wider demographic, perhaps best represented by a new strong partnership with the government of Pernambuco (Recife) state. Brazil’s 38 Binational Centers (BNCs) implement these projects as well as a new intensive English language immersion program, English3 (“English-cubed”), to prepare university students for success on U.S. campuses. The U.S. government is pursuing options for bringing the best of America’s education technology to assist the Brazilian government in its distance education and workforce training goals. Student achievement in English builds from teaching excellence, so the U.S. government is also working closely with CAPES for professional development of English teachers including more than 500 Brazilian public school English teachers who will arrive in January 2013 for an exchange program.
The dialogue between the United States and Brazil has also led to the expansion of the Fulbright Foreign Language Teaching Assistant Program in partnership with the government of Brazil to promote the study of Portuguese language and culture in the United States and to encourage American students to study in Brazil. Of the approximately 236 million Portuguese speakers worldwide, the 2009 U.S. Census reports that 731,282 people speak Portuguese or Portuguese Creole at home in the United States (U.S. Census Bureau, 2012). Brazilian educators serve as native Portuguese language resources in the classroom and in cultural activities as they pursue their own nondegree studies in pedagogy, curriculum development, and English language at accredited postsecondary U.S. educational institutions. Also in March 2012, the two governments announced the expansion of teaching and research exchange opportunities in science and technology through the new Fulbright–Science Without Borders Scholar and Distinguished Chair Awards for midcareer researchers and senior faculty in the United States. U.S. scholars will be affiliated with top Brazilian universities and research centers in their areas of specialization, fostering increased cooperation and institutional collaboration between applied researchers in science, technology, and innovation fields. As part of a joint effort to expand Fulbright exchange opportunities in a variety of academic disciplines, the governments of the United States and Brazil are doubling the number of Fulbright Scholar Awards for Brazilians and introducing a new Fulbright Post-Doctoral Award for U.S. and Brazilian researchers.

The U.S. government is also collaborating with partners in the private sector to promote and expand academic exchange opportunities between U.S. Historically Black Colleges and Universities (HBCUs) and Brazilian universities. These efforts are in support of the U.S.–Brazil Joint Action Plan to Eliminate Racial and Ethnic Discrimination and Promote Equality (Joint Action Plan). The Joint Action Plan began in 2008 as a government-to-government agreement, and expanded to include participation of civil society, academia, and the private sector. It promotes increased access to education, economic opportunities and labor, the justice system, health, and environmental justice for African descendant, indigenous, and other marginalized communities in both countries. In 2011, an alliance of HBCUs and CAPES signed a memorandum of understanding (MOU) under the education aspect of the Joint Action Plan. This MOU has already increased the diversity of U.S. institutions that receive Brazilian students and opens the door to additional exchange on STEM, student recruitment, retention, and other issues.

Alongside the tremendous advances in the U.S.–Brazilian education partnership are more modest but equally promising developments in a U.S.–Colombia education partnership. The first meeting of the U.S.–Colombia High Level Partnership Dialogue (HLPD) took place in Bogota in October 2010. At this time, the United States and Colombia signed an Action Plan on Racial Equality to facilitate access to education for marginalized Afro-Colombian and indigenous students through English
teaching, leadership, and academic exchanges. In July 2011, under the HLPD, a new culture and education working group outlined plans to enhance collaboration between the United States and Colombia on programs and policies to improve English proficiency, increase student mobility between Colombia and the United States, and provide information on U.S. community college study opportunities. In July 2012, the United States participated in a third HLPD delegation and announced plans to double professional development programs for teachers and to multiply the impact of the Fulbright Program and deliver on the 2010 Action Plan through Fulbright Alumni Social Inclusion Impact Grants, which will allow alumni from underserved sectors of Colombian society to undertake community service projects that promote education and volunteerism. In support of English language learning, a new 3-D English language learning video game, Trace Effects, will be launched at Binational Centers and public libraries around the country.

Expanding Scholarship Opportunities: Fulbright and Beyond
Predating the launch of 100,000 Strong and the recent cumulative swell in hemispheric education cooperation are the 60-year running Fulbright Program and other State Department–funded academic exchange programs. These programs, which are based on transparent, merit-based selection processes, promote diverse participation and inclusion and emphasize academic achievement and leadership development. The collective energy of academic program participants—and by extension, the energy of their peers, their home and host institutions, and their communities—strengthens people-to-people ties in the region and help the United States meet a variety of policy goals including 100,000 Strong.

Since its inauguration in 1946, the Fulbright Program has played an integral role in U.S. foreign relations by providing more than 310,000 participants worldwide with the opportunity to study, teach and conduct research, and exchange ideas. Whether the challenge is transforming conflict into dialogue, conducting research on pandemic issues such as HIV/AIDS, designing an efficient energy grid, or even creating artwork that reflects and draws on cross-cultural experiences, Fulbrighters have been at the forefront of international education and cooperation for more than 60 years. Today, Fulbright is recognized as one of the world’s foremost educational exchange programs, and it is at the centerpiece of the U.S. commitment to engage the countries of Latin America to expand educational opportunities.

The State Department’s Bureau of Educational and Cultural Affairs (ECA) administers the Fulbright Program under policy guidelines established by the J. William Fulbright Foreign Scholarship Board with the assistance of binational commissions and foundations in 50 countries, U.S. embassies in more than 100 other countries, and cooperating agencies in the United States. Within Latin America, binational Fulbright commissions operate in Argentina, Brazil, Chile, Colombia, Ecuador,
Mexico, Peru, and Uruguay. In 2011, governments in the region provided $25 million to support the Fulbright Program, and the private sector contributed an additional $6.5 million. These public and private sector investments, which have nearly tripled since 2000, demonstrate the shared commitment to education in the region.

Since the inception of the Fulbright Program in the Western Hemisphere, more than 37,500 grants have been awarded, including about 1,400 grants for new and continuing students in 2011 (Table 7.1). The core Fulbright Program includes four major programs for U.S. students, U.S. scholars, visiting (foreign) students, and visiting scholars. Within these categories, additional program components, such as the Fulbright Faculty Development Program, have brought thousands of Latin American students, scholars, teachers, and faculty to the United States for graduate study and related research.

The Hubert H. Humphrey Fellowship Program, which is also a Fulbright activity, brings early and midcareer professionals from countries that are in development and transition to the United States for a year of nondegree, graduate-level study and professional development. In the 33 years the Humphrey Program has been in place, 836 emerging Latin American leaders have studied in the United States, including Ellen Northfleet, who was appointed Brazil’s first female Supreme Court Justice in 2000.

Table 7.1: Fiscal Year 2011 Fulbright Program Participants

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<tr>
<th>Program</th>
<th>U.S. Participants</th>
<th>Latin American Participants</th>
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</thead>
<tbody>
<tr>
<td>Fulbright Scholars (including Fulbright Specialists)</td>
<td>180</td>
<td>114</td>
</tr>
<tr>
<td>Fulbright Students (including Fulbright Faculty Development, Fulbright Foreign Language Teaching Assistant, and Fulbright English Teaching Assistant Programs)</td>
<td>288</td>
<td>1,060</td>
</tr>
<tr>
<td>Hubert H. Humphrey Fellowship Program</td>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

Sustaining interaction with and among the alumni of its exchanges is a priority for ECA. Worldwide, 28 Fulbright alumni have served as heads of state or government, 11 Fulbright alumni have been elected to the United States Congress, 78 have received Pulitzer Prizes, and 44 alumni from 12 countries have received Nobel Prizes. Current President of Chile Sebastián Piñera, President of Colombia Juan Manuel Santos, and Governor General of Belize Colville Norbert Young are all alumni of the Fulbright Program (participating in 1973, 1980, and 1991, respectively).
The Fulbright Program has a long and distinguished tradition that has earned academic respect. It is also flexible, innovative, and responsive to U.S. foreign policy priorities. Recent Fulbright initiatives have tailored the program to address public policy capacity development needs and to bring science and technology researchers together across borders. To strengthen the public sector in developing countries, the new Fulbright Public Policy Fellowship Program allows U.S. citizens to serve in professional placements within foreign government ministries or institutions in selected countries worldwide. This program provides an opportunity for U.S. participants to work side by side with government representatives of other countries to tackle the toughest public policy problems of the day. The first cohort of fellows bound for Latin America and the Caribbean arrived in fall 2012 in the Dominican Republic, Guatemala, Haiti, and Jamaica. The seven government placements for the fellows in the region included Ministries of Commerce, Education, Energy and Mines, Public Health and Population, Planning, Youth, and the Office of the Prime Minister. In these positions, fellows will advance public policy research agendas, foster mutual understanding, and build ties between the United States and partner countries.

Launched in 2010, the Fulbright Regional Network for Applied Research (Fulbright NEXUS) Program supports long-term U.S. goals and foreign government priorities by fostering innovative and multidisciplinary research to fight poverty and inequality while bolstering science and technology networks throughout the Americas. The Fulbright NEXUS Program brings together researchers, applied practitioners, members of civil society and the public and private sectors for a year of collaborative research that moves beyond theory and into practice. NEXUS Scholars participate in a series of seminar meetings in two Western Hemisphere countries; a final plenary in Washington, DC; and a research exchange. They cultivate partnerships with local, national, and regional stakeholders, linking science and policy through innovative projects that have long-term regional impact. In 2012, the Fulbright NEXUS Program will give special emphasis to the topic of global climate change and adaptation strategies in the Americas. Previous projects have included the design of a low-wind-speed turbine for household use, a hydropower plant that would bring electricity and economic development to a remote region of Jamaica, and a cost-effective telemedicine kit to improve health care access for rural Colombians who live hours from the nearest medical facility.

One challenge for many talented students from disadvantaged backgrounds is English language proficiency. To address this problem, the Department of State offers many incoming international fellows three to nine months of preacademic intensive English. One excellent example is the Fulbright Equal Opportunity Program in Chile, which supports doctoral study each year for 25 Chilean students from outside Santiago and from lower socioeconomic backgrounds. The program, which is funded primarily by the Chilean government, provides candidates with in-country English language instruction followed by preacademic English coursework in the United States.
prior to their doctoral programs. The College Horizons Outreach Program is another example of U.S. government support to increase access to higher education for marginalized high school students. This program provides English teaching, academic advising, and mentoring to hundreds of African descendant and indigenous youth in Bolivia, Colombia, Ecuador, Haiti, Nicaragua, Panama, and Peru.

Another effective program for increasing diversity in international education is the Benjamin A. Gilman International Scholarship Program, which awards study abroad scholarships to financially disadvantaged U.S. undergraduate students who receive federally funded Pell Grants and have been traditionally underrepresented in international educational exchanges. The proportion of Gilman Scholars who are African American, Latino, or Asian American is, respectively, nearly four times, nearly triple, or nearly double when compared to the national rate for study abroad. In addition to providing opportunities for disadvantaged students, the Gilman Scholarship also encourages study abroad in nontraditional destinations. A total of 383 Gilman Scholars studied throughout Latin America in academic year 2011–2012 and summer 2012 in 18 countries, with Argentina, Costa Rica, and Brazil being the most popular destinations.

To catalyze younger students’ global consciousness, the Department of State also brings students from countries worldwide to the United States for undergraduate study. The Global Undergraduate Exchange Program combines a semester or academic year of undergraduate study with intensive English language instruction, community service, internships, and cultural enrichment (Table 7.2). Study of the U.S. Institutes for Student Leaders are five-week academic programs on U.S. campuses to introduce foreign undergraduates to U.S. society, culture, history, and government. The Community College Initiative (CCI) provides educational and hands-on training opportunities in the fields of business management and administration, tourism and hospitality management, media, information technology, agriculture, and engineering science. It also offers in-depth exposure to U.S. culture and institutions. Currently, students from Brazil, Costa Rica, and Panama participate in the CCI program.

**Table 7.2: Fiscal Year 2011 Global Undergraduate Exchange Program Participants**

<table>
<thead>
<tr>
<th>Program</th>
<th>U.S. Participants</th>
<th>Latin American Participants</th>
</tr>
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<tbody>
<tr>
<td>Global Undergraduate Program</td>
<td></td>
<td>80</td>
</tr>
<tr>
<td>Study of the U.S. Institutes</td>
<td></td>
<td>139</td>
</tr>
<tr>
<td>Benjamin A. Gilman Exchange Program</td>
<td>383</td>
<td></td>
</tr>
<tr>
<td>Community College Initiative</td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>
The Department of State also recognizes the importance of exchanges and professional development for teachers who educate and influence young people around the world. The Teaching Excellence and Achievement (TEA) program and the International Leaders in Education Program (ILEP) together bring approximately 50 to 60 secondary-level teachers each year from Latin America for programs hosted by U.S. graduate schools. The programs include professional development in pedagogical content and methodology, including the use of instructional technology, field experience in a local secondary school, and cultural enrichment. One team of Teaching Excellence and Achievement alumni are working together to expand a peace education project they developed with their U.S. partner teachers. With support from the Department of State Alumni Engagement Innovation Fund (https://alumni.state.gov/aeif) Project Capaz endeavors to establish a culture of peace in secondary schools for 1,200 at-risk youth in Colombia, El Salvador, and Nicaragua.

Promoting Language Study: English, Spanish, and Portuguese
A central part of these exchanges is language instruction. English is widely recognized as the international language of science and business, as well as a key ingredient for helping broaden economic opportunity. Expanding access to English helps talented young people compete for jobs, access higher education and study in the United States, and improve their ability to contribute to the socioeconomic development of their countries.

Throughout Latin America, the Department of State’s English Access Microscholarship Program provides scholarships to 4,500 bright, disadvantaged, 13- to 20-year-old students to study English and learn about U.S. culture and democratic principles in their home country. As Access students graduate from the program, new opportunities for employment, continued higher education, and even international exchange programs are within reach. Access alumni also work together to share what they have learned with others. In Guatemala, for example, Access alumni are working in small groups along with their teachers to develop lesson plans and teach English to children and women in their local communities.

The Department of State provides scholarships to young English teachers from the region to come to the United States to refine their teaching skills and increase their English proficiency while helping teach Spanish or Portuguese on U.S. campuses through the Fulbright Foreign Language Teaching Assistant Program. In the other direction, the Fulbright English Teaching Assistant Program, the English Language Fellow Program, and the English Language Specialist Program send Americans overseas to assist with English language instruction, teacher training, and curriculum development. These fellows and specialists are working in Brazil to teach and oversee curriculum implementation in Pernambuco and establish after-school English classes for middle school students from low-income neighborhoods led by volunteer
undergraduate English education students. In Paraguay, an English Language Fellow designed weekly inserts for a heavily circulated daily newspaper, along with a teaching guide video demonstrating how to use the inserts for public school teachers to support English teaching. In Ecuador, an English Language Specialist worked with the Ministry of Education to develop in-service English as a foreign language teacher standards and preservice courses at local universities for secondary English teachers. In Venezuela, an English Language Specialist conducted in-service workshops for approximately 200 Venezuelan teachers that focused on pedagogical tools incorporating critical thinking skills into the English language teaching classroom.

Technology holds tremendous potential for increasing the number of English speakers worldwide. ECA’s new American English Online portal (http://americanenglish.state.gov) is one way the Department of State is working to increase the circulation of high-quality English language learning resources. Distance learning programs also hold tremendous promise for English language learning. To date, nearly 250 English teaching professionals have participated in ECA’s e-Teacher Scholarship Program, which provides online learning opportunities on topics such as critical thinking, assessment, methodology, and differentiated education. In addition, nearly 5,000 English teachers have participated in Shaping the Way We Teach English webinars that provide online, interactive, professional development courses including live sessions with U.S. language experts and the opportunity to exchange best practices through an associated social networking page.

Moving Forward Together

In the twenty-first century, prosperity, security, and democracy for all the people of the Western Hemisphere will depend on building the educational infrastructure to train our innovators, entrepreneurs, and other future leaders. And in a rapidly interconnected world, cross-cultural experiences and the ability to work and thrive across borders will be essential building blocks for success in any country and will strengthen partnerships between countries. By harnessing the transformational power of educational exchange, the Department of State is helping make this goal a reality.
NOTES

1 Because of data collection methodology and differing academic cycles, the statistics for U.S. student study in other countries lags one year behind the statistics on international student study in the United States in the annual *Open Doors* report.

2 Binational Centers (BNCs) are private, autonomous, publicly accessible nonprofit institutions dedicated to promoting mutual understanding between the host country and the United States through educational, cultural, and informational programs.

REFERENCES


Brazil’s Bold Steps in Higher Education

By Marion Lloyd

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I recently sat down with Paulo Speller, Brazil’s higher-education secretary, during the Conference of the Americas on International Education, which was held in Monterrey, Mexico, in October. Brazil is a growing player on the world’s educational stage—and Mr. Speller is playing a central part in that.

His role is the culmination of decades of pushing for democratic reforms in Brazil. As a student protest leader in the 1960s, Mr. Speller was tortured and then imprisoned for more than a year by the country’s military regime.

He spent a decade in exile, before returning to Brazil in the wake of the 1979 Amnesty Law. He has since served as president of two federal universities—one in the Brazilian outback and another in the country’s impoverished northeast. Before joining the administration of President Dilma Rousseff in April, he helped found the Lusofonia Afro-Brazilian University of International Integration.

Mr. Speller took up his post at a particularly high-profile moment for Brazilian higher education. In 2010, the government announced plans to send a staggering 100,000 college students to study science, technology, engineering, and mathematics at top-ranked foreign universities by 2015. More than 55,000 students have already gone abroad under Brazil’s Scientific Mobility Program, with some 16,000 of them studying in the United States.

Mr. Speller is also overseeing the implementation of the most sweeping affirmative-action legislation in the hemisphere. The 2012 federal quota law requires the country’s 63 federal universities to reserve half of their spots for Afro-Brazilians, indigenous students, and the low-income graduates of public high schools by 2016. The law builds on a decade of such policies in Brazil that have already benefited more than one million students from disadvantaged groups.

In the interview, Mr. Speller was optimistic that those policies would help democratize Brazilian higher education, while significantly increasing its scientific and technological capacities. However, he was also frank about the major challenges involved in meeting such ambitious goals. An edited version of our conversation follows:
Q. How are things going with the Scientific Mobility Program?

A. The program is going very well, although we’ve had to make some adjustments. For example, we decided to eliminate Portugal as a destination. About 30,000 students signed up to go there, but the idea is for them to have the chance to be in another country while learning another language.

We realized that there were a significant number of students without sufficient command of English, so we started a program called English Without Borders. It’s a very large program that is in place in almost all federal universities. And the results are fantastic. Everyone wants to take part—professors, university officials, everyone. We are also giving students with intermediate-level English the chance to go three- or six-months early to the place where they plan to study in order to take intensive English courses. With these two important adjustments, the program is going very well.

Q. Where are most of the students going?

A. There are 30 some countries involved, and many countries are coming to us. I just received news of a meeting with the Finish education minister. Every week it’s like that. Germany was just there. The U.S. secretary of state, John Kerry, was here [in August].

Q. How significant will the long-term impact of the program be for Brazil?

A. It should have a very big impact. Brazilian higher education is currently very classroom-centered. But what we’ve observed is that the top-ranked universities in the world offer greater incentives for students to work individually and independently, with minimal guidance from professors.

This is a big difference for Brazil. And now we’re working to reintegrate the returning students. In some places, we’ve found resistance from program coordinators who don’t want to give credit for [foreign] courses. We need to adopt a much more flexible view of the academic experience abroad.

Q. The United States is scaling back or dismantling many affirmative-action policies and programs, but in Brazil you’re going in the opposite direction. What do you make of that?

A. The impact of affirmative action [in Brazil] has been very encouraging so far, particularly when you see the growing presence of black students or public-school graduates, who have had to struggle to get to university. But the universities need more programs, and more effective programs to receive these students, because they are now arriving in much bigger waves.
Q. What about all the studies showing that the quota beneficiaries are doing as well or even better than the nonquota students?

A. They are doing well, but the new quota law is still very recent. They’ve barely started the first phase that sets quotas at 12.5 percent. Next year, that share will go up to 25 percent, then 37.5 percent, then 50 percent. These are huge numbers of students.

It’s not enough for them to be fighters. They’re at a real disadvantage because they come from highly deficient public schools that prepared them poorly. Universities have to be ready, not only with tutoring programs but also with scholarships that help them survive. We’re talking about very poor students, many of whom come from areas that are far from the universities. They have to sleep, eat, and buy books—and have fun. That costs money; it’s expensive. We are pumping a lot of money into social-assistance programs. But we need to spend even more.
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- The U.S. Embassy in Brasília is located at SES-Av. Das Nações, Quanda 801, Lote 03; telephone (55-61) 3312-7000; fax (55-61) 3225-9136.


- The U.S. Consulate General in São Paulo is located at Rua Henri Dunant, 500, Chácara Santo Antônio; telephone (55-11) 5186-7000; fax (55-11) 5186-7199. For after-hours emergencies, please call the 24-hour operator at (11) 5181-8790.

- The U.S. Consulate General in Recife is located at Rua Gonçalves Maia, 163-Boa Vista; telephone (55-81) 3416-3050; fax (55-81) 3231-1906.
Travel Safety in Brazil

Visitors to Brazil are particularly susceptible to possible crime, such as purse-snatching, armed street robbery, car theft and car-jacking, especially in tourist areas, on public transport, outside major hotels, in business districts, along beaches and in other densely populated areas. There are no active domestic terrorist groups in Brazil, and the country is generally at low risk of attack by transnational terrorists. However, well-armed organized crime gangs in Rio de Janeiro and São Paulo periodically engage in drug-related violence, such as gun and bomb attacks on police personnel and stations; most of these incidents occur in deprived urban areas that business travelers are unlikely to visit. The authorities have increased the security presence in these cities in an attempt to cripple criminal gangs, as part of official preparations for hosting the 2014 FIFA World Cup and the 2016 Summer Olympic Games.

Security General Advice:

Dress as inconspicuously as possible and avoid ostentatious displays of wealth. Avoid displaying money, wearing jewelry or carrying valuables such as laptop computers or cameras. When walking in the street, keep your bags and briefcases away from passing traffic.

- Never mention that you are travelling alone or give out personal information. Ensure that hotel room numbers remain confidential. Do not display the room's key tag in public areas, and stress that the room number should not be given to any inquirers. When checking in, ask the receptionist to write the room number down, rather than tell you within earshot of other people.
- Never open the door to anyone without taking precautions. If someone claims to be a member of staff, get their name and department and check.
- Avoid disputes, demonstrations, political rallies and commotions on the street. Do not stay to watch or photograph them.
- Ignore verbal ‘bait’ from passers-by – do not get into an argument – and avoid eye contact with strangers.
- If you are lost, do not stand in the street consulting a map – go to a busy shop and ask for directions, or consult the map inconspicuously.
- Always carry some form of communication equipment, such as a cellular phone programmed with numbers that would be useful in an emergency (police, embassy, International SOS Assistance Centre).
- Avoid walking in city streets after dark, especially if alone. If you are walking, take only brightly-lit, busy streets.
- Always be alert to your surroundings. Be wary of loiterers and remember that attackers often pass their victim and then attack them from behind.
- Avoid walking through isolated roads and parks at any time of the day. Do not travel on public transport after dark without a known male companion.
- If you suspect that you are being followed, enter any busy public place and call for help.
- Limit alcohol intake – individuals are more vulnerable to attack if they have been drinking, as this tends to reduce levels of awareness and common sense.
- Never accept food or drinks from strangers. Criminals often use such opportunities to drug victims. Always keep your food and drink in sight in entertainment venues.
- Try to enter taxis at hotel entrances instead of hailing them on the street. Alternatively, hire a car and driver from a reputable company. Use only accredited taxi services with radio communication.
- Distribute cash in more than one pocket, and keep a small amount in a top pocket to hand over to a criminal who confronts you. A dummy wallet – with a small amount of local currency, an expired credit card and some useless receipts – can be useful to satisfy a mugger.
- Where possible, obtain small denominations of currency and keep the bulk of cash and cards in a money belt, which should only be accessed in private places.
- If attacked, co-operate with assailants and do not make eye contact or sudden movements. Resistance is more likely to provoke violence.

Emergency Numbers:

- Ambulance: 192
- Fire: 193
- Police: 197 (civil police) /190 (military police)