



Networks of internationalization between Brazil and Canada: Science without Borders (SwB)

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ABOUT THIS PAPER

- This article analyzes networks between Brazil and Canada in relation to Science without Borders (SwB) from the following sources: the official website of CAPES, literature on the subject, 2015 Senate report on the program, and data from a questionnaire administered to 45 students of the Federal District who opted for studying in Canada.
- Preliminary data from a study funded by CNPQ (2014-2017) - Study in development. An analysis based on the policy cycle (BOWE, BALL, GOLD, 1992; Ball, 1994) and Policy Networks (Ball, 2014; SHIROMA, 2015);
- **QUESTIONS:**
- How was the policy created? By whom? In what context?
- **How was this Brazilian educational policy translated in the context of Canadian universities?**
- How have students from the Federal District universities who have chosen Canada experienced policies in the context of practice in Canadian institutions? **What networks have been created?**

THE CONTEXTS – GLOBAL x LOCAL

- The context of globalization and the emergence of new networks of actors and knowledge that interferes with the preparation and translation of educational policies;
- Global mobility of people, ideas and policies;
- Educational policies in the context of policies of global networks permeated by neoliberal ideas and a new "spatial distribution" of social relations resulting from economic, political and cultural changes on a large scale in recent years also features innovative forms of sociability;
- New mode of social interaction - "Network" - defining as "circulatory systems that connect and interpenetrate" (Ball, 2014).
- Internationalization /money / power relations and the risks of neo-colonization

THE SCIENCE WITHOUT BORDERS (SWB) PROGRAM

- This developmentalist government project shifts the focus of graduate to undergraduate internationalization (that has suffered a downgrade now due to the current reduction in spending for education);
- Established by Decree No. 7642, of December 13, 2011;
- Objective: To provide training and empowerment of people with high qualification in universities, vocational and technical education institutions, and centers of foreign research excellence, and attract young talent and highly qualified foreign researchers to Brazil in knowledge areas defined as priorities (BRAZIL, 2011);
- Capes and CNPq: graduate exchange program, professional and technological education, doctorate exchange, full doctorate and post-doctorate.

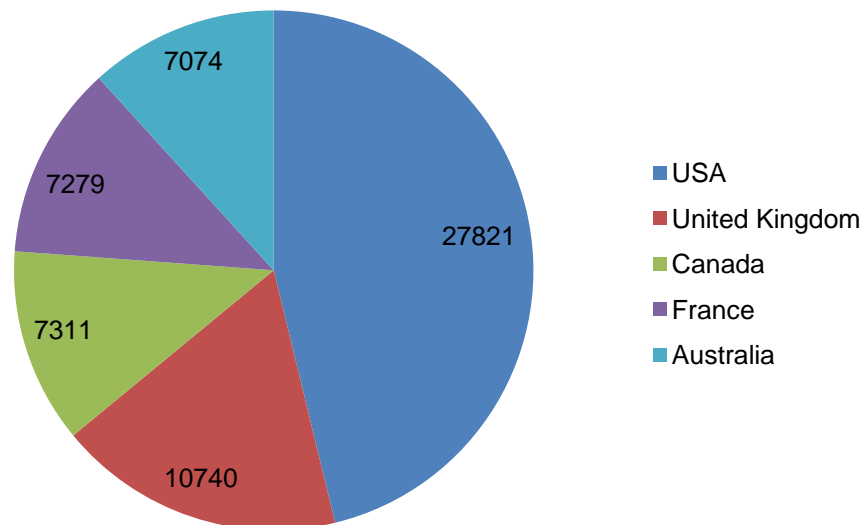
THE SCIENCE WITHOUT BORDERS (SWB) PROGRAM (continued)

- The initial emphasis of the program was to enhance the mobility of graduate students (73,353 total scholarships - 80% of the Program grants);
- The Science without Borders (SwB) Program (2011): in five years, Brazil raised from the low level of around 5.000 exchange scholarships abroad, offering 101.446 scholarships up until November 2015, representing an investment of about 10.5 billion Brazilian reals (BRAZIL, 2015).

ANALYZING THE OFFICIAL DATA

Academic mobility in the Science Without Borders program - Destination country

QUANTITY OF SCHOLARSHIPS



Source: Control Panel – Science without Borders (2016)

Available at: <http://www.cienciasemfronteiras.gov.br/web/csf/painel-de-controle>.

ACADEMIC PARTNERSHIPS BETWEEN BRAZIL AND CANADA IN THE SwB PROGRAM

- ACCC - Association of Canadian Community Colleges;
- CBIE - Canadian Bureau for International Education;
- CALDO-Brazil: intensive research consortium of nine major universities in Canada: University of Alberta; Université Laval; Dalhousie University; University of Calgary; University of Ottawa; Queens University; University of Saskatchewan; Western University; University of Waterloo;
- CIC - Colleges and Institute Canada.

Table 1 - Number of submissions and grants awarded by the SwB Program (SwB) for Undergraduate courses abroad - Canada

Call for Applications	Partners	Number of Applications	Number of scholarships awarded
107/2011	ACCC	163	46
108/2011	CALDO	1.022	179
109/2011	CBIE	1.350	765
120/2012	CBIE	2.564	1.538
124/2012	CALDO	447	67
147/2013	ACCC	1.877	614
149/2013	CBIE	2.431	608
152/2013	CALDO	705	49
168/2013	CBIE	1.259	667
171/2013	CALDO	562	72
188/2014	CBIE	1.618	539
189/2014	CALDO	741	108
204/2014	CIC	403	11

Source: Brasil (2014b). Call for applications, undergraduate student exchange program (Accessed 02.20.2016). Created by the authors.

Table 2 - Distribution of SwB scholarships implemented by the host institution in Canada

Host institution in Canada	Number of scholarships implemented
University of Toronto	1.218
University of British Columbia	369
University of Manitoba	359
University of Alberta	345
University of Guelph	327
University of Ottawa	278
Lakehead University	264
University of Regina	205
University of Calgary	193
Brock University	182
The University of Western Ontario	163
Carleton University	162
York University	162
University of Windsor	161

Source: Brasil (2014b). Created by the authors.

Table 3 - SwB scholarships implemented in Canada by Priority Area

Priority Areas	Total number of scholarships
Engineering and other technological areas	3.000
Biology, Biomedical and Health Sciences	1.388
Computer and Information Technology	801
Exact and Earth Sciences	526
Creative industry	465
Biotechnology	207
Sustainable Agricultural Production	184
Pharma	165
Biodiversity and Bioprospecting	88
Renewable energy	85
Formation of Technologists	78
Not informed	77
Oil, Gas and Coal	69
Nanotechnology and New Materials	52
Marine Sciences	48

Source: Brasil (2014b). Created by the authors.

The SwB in the Canadian Context

Profile of undergraduate students from the Federal District

Survey executed Feb. to May / 2016: data was obtained from the application of an online questionnaire answered by forty-five graduate students from the Federal District who were awarded SwB scholarships;

Profile of students:

- Young people with an average of 23.6 years of age; family income above 10 minimum wages (55.6%);
- Mostly, declared themselves Caucasian (48.9%) and coming from private schools (62.2%);
- The academic profile reveals that 42 students (93.3%) did not receive nor are receiving grants at this time to conduct studies in Brazil;
- 35 students are from public institutions of higher education.

Justifications of Federal District undergraduate students in choosing Canada as a destination country

- 1. Reference in the education/training area;
- 2. Ease with the language (USA – UK – *English requirements and dolar*);
- 3. Geo-political characteristics of the country (But the cold weather is considered a big problem);
- 4. Establishing contact between teachers from Brazil and Canada.

Reference in the training area

"I chose Canada because it is one of the reference countries in research in health and athletics." (Student 2)

"My language proficiency is in French and Canada is a world reference in health, one of the world leaders in health." (Student 5)

"Canada has major research projects in Nutrition." (Student 15)

"I chose Canada because I knew that they have a health system similar to ours in some ways." (Student 17)

"For the country's excellence in forestry, the quality of teaching, the mentality of Canadian people and the desire to experience North-American culture." (Student 24)

EASE WITH THE LANGUAGE

Ease with the language

"The French proficiency test for Canada was easier than that of France and I thought that I would have more chances to pass it." (Student 1)

"Because Canada is a bilingual country and I would have the opportunity to practice two languages at the same time." (Student 18)"I chose Canada because I wanted an English-speaking country that was not the US and because I heard very good things about the country." (Student 21)

"Because of my familiarity with the country's official language and because I know that it is a safe and welcoming country to foreigners." (Student 23)

GEO-POLITICAL CHARACTERISTICS OF THE COUNTRY

"I chose Canada for three main reasons. First, Canada is a country of rare beauty, with beautiful urban and natural landscapes. Second, the quality of life of people who live there (reflected in lower mortality rates). Third, the country has invested heavily in geological research in the last 40 years, conducting research in universities and opening employment opportunities in various national and transnational companies. " (Student 3);

"I decided to choose Canada after researching the country and learning about the quality of life, on issues such as security, equality, education, multiculturalism, etc., and be closer to the US and even Brazil." (Student 7).

Suggestions from undergraduate students for improving the Science Without Borders Program

- Stricter monitoring of grantees regarding their return to society, taking into consideration the investment made and the knowledge acquired;
- Improved planning, control, and financial management of the program, also taking into consideration the specific costs incurred by the grantees in places where they are carrying out the exchange;
- Increase the number of scholarships for graduate students (*what is the goal of the policy*);
- Offer psychological assistance to grantees (*they want to interact more with Canadian students*);
- Improvement of monitoring strategies and insight into the processes and activities of the exchange.

PRELIMINARY CONSIDERATIONS

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- In the context of international partnerships between Brazil and Canada, in particular the SwB, it is observed that there is a promising relationship between the countries;
- Despite the growth of allocations and expenditures for SwB, between 2012 and 2015, the economic crisis impacted the program's planned budget for 2016, which was reduced by 35% in relation to the proposed allocation in 2015 (BRAZIL, 2015);
- The Brazilian government policy focuses on sending students, teachers, and researchers abroad . In the Canadian case, the main focus of the agreements is the attraction of the Brazilian academic body and the sale of educational services. In the first case, it appears that the internationalization model is passive, while the second is active.
- **NEW QUESTIONS?** What is the local impact of the SwB policy? Are the created networks strong enough to enhance Higher education in both countries?



Thank you very much!

Muito obrigada!

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