



**UNIVERSITÉ
DE GENÈVE**

**RELATIONS
INTERNATIONALES**

UNIGE-BRAZIL: IDENTIFYING OPPORTUNITIES IN A MULTIFACETED COUNTRY

Written by Etienne Michaud
University of Geneva
International Relations Office
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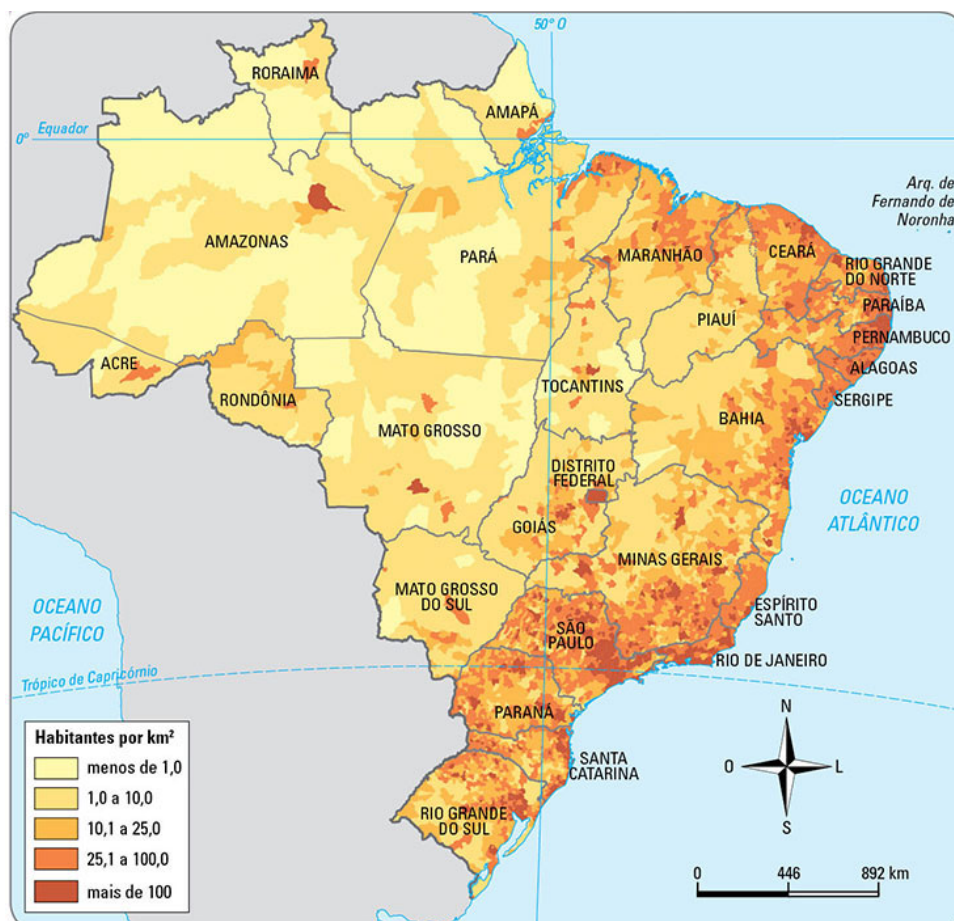
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1. CONTEXTUALIZATION

1.1. Overview

As the B in BRICS, Brazil is the fifth largest country in the world both in terms of population and land area, with 206 million inhabitants and a similar size as continental United States. The lusophone country is divided into one federal district and 26 states (unidades federativas) spread among five regions: North, Northeast, West Central, Southeast and South. The population distribution is very uneven. 22% of the country's inhabitants live in the state of São Paulo that represents just 3% of Brazilian territory. Conversely, the Northern region is 45% of the country in size but less populated than São Paulo metropolitan area. Generalizations and averages should thus be taken with great care in such a vast and culturally,¹ ethnically, geographically and economically diverse country, in particular when it comes to economic and social development, safety issues and – most importantly for the sake of this report – research and education.

Figure 1: Map of Brazilian states with population density²

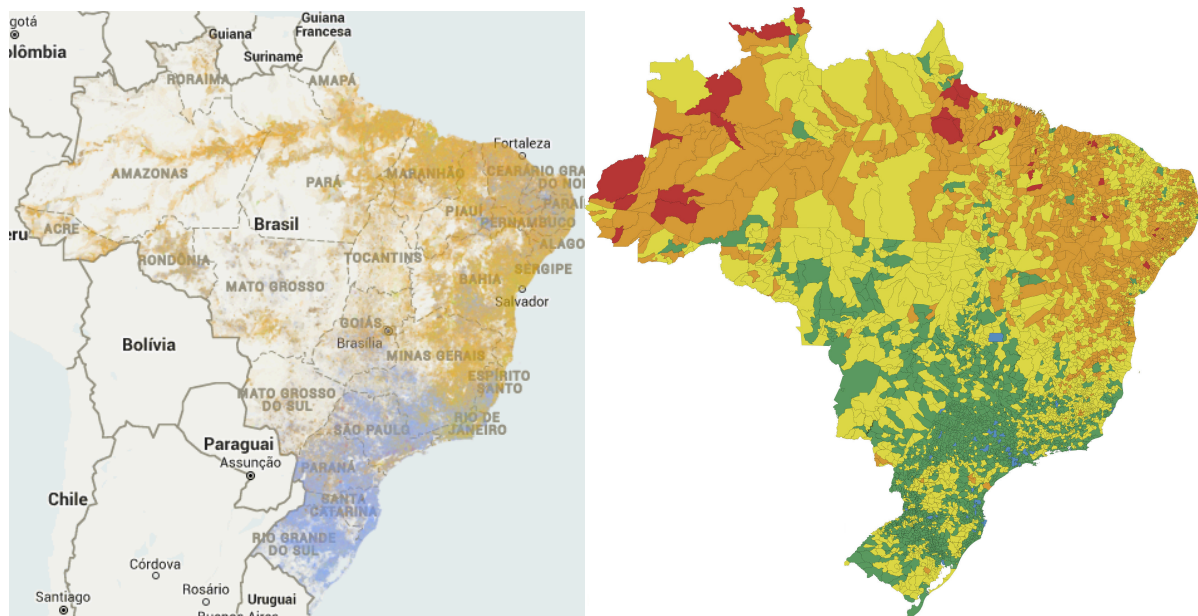


¹ The vast majority of Brazilians speak Portuguese, the only official language. German is the second most spoken first language. Some indigenous languages also subsist.

² Source: <http://www.editoradobrasil.com.br/>.

The most well-known type of diversity in Brazil is ethnical and takes its roots in a number of waves of voluntary and forced migration since the discovery of Brazil in 1500. Between the mid 16th century and the 19th century, the Atlantic slave trade brought close to four million African slaves³, accounting to 40% of all slaves shipped to the Americas. When slavery was finally abolished, the surge of the coffee industry attracted about 4 million Italian, Portuguese, Spanish, German and Arab workers between 1884 and 1959. Brazilian authorities further designed policies that attracted around 160,000 Japanese migrants between 1917 and 1940. In the most recent IBGE census (2010),⁴ 48% of people describe themselves as white, 43% as brown or mixed race, 8% as black, and 1% as Asian or indigenous Indian. The legacies of slavery help explain the structural persistence of inequality in Brazil, which has one of the most unequal distributions of wealth globally.⁵ In 2010, black and mixed-race Brazilians earned half the income of the white, were twice as likely to be analphabets and were less than a third as likely to graduate from university.

Figure 2: Colonial legacy: skin color⁶ and Human Development Index (HDI)⁷



Blue=white skin, orange=brown or black skin (left) and green=very high HDI, red=very low HDI (right)

³ African slaves in Brazil mostly came from two either Western Africa (Guinea, Ghana, Benin, Guinea-Bissau and Nigeria) or Bantu-language people from Angola, Congo and Mozambique.

⁴ IBGE Census 2010, <http://www.censo2010.ibge.gov.br/>

⁵ The Brazilian GINI coefficient, the most common measure of wealth inequality, is still in the last decile of all countries for which the World Bank publishes data at 53% (i.e. over 90% of countries are more equal). This holds true despite important improvements brought upon by government-led social welfare programs. When Bolsa Escola (which became Bolsa Família two years later) was launched in 2001, the coefficient was 59%, about the level of Haiti today.

⁶ Nexo Jornal interactive map of racial segregation in Brazil, <https://www.nexojournal.com.br/especial/2015/12/16/O-que-o-mapa-racial-do-Brasil-revela-sobre-a-segrega%C3%A7%C3%A3o-no-pa%C3%ADs>

⁷ Atlas Brasil 2013, United Nations Development Program, <http://www.pnud.org.br/Noticia.aspx?id=3751>.

1.2. Brazilian education in perspective

In 2011, the Brazilian government spent 19% of its total expenditure or 6.1% of GDP on education, which is well above the OECD averages of 13% and 5.6%, respectively. The rise in public expenditure on education from 3.5% of GDP in 2000 to 6.1% in 2011 is even the sharpest of all OECD and partner countries.

Nevertheless, the annual public spending per student was of USD 2,985 in 2011, just a third of the average for OECD and partner countries at purchasing power parity (PPP) and the second lowest. When considering solely higher education, Brazil spends USD 10,902 per student, 78% of the OECD average. This narrower gap can be explained by the fact that public spending per student in higher education is four times more than in primary or secondary education, the highest differential among all OECD and partner countries. As a result, poorly funded primary and secondary public schools fall behind private schools with seven or fewer students per teacher on average. Conversely, leading universities in Brazil are the highly selective public institutions that receive the bulk of education spending and offer free education (as required by the constitution) to about a quarter of all university students.

By construction, this system leads to a paradox; the students whose family could afford the superior private education until high school enroll in leading public universities whereas poorer students end up paying hefty tuition in less prestigious private universities (often working full-time and taking classes in the evenings). Although this incongruity started being tackled with the implementation of ambitious affirmative action programs,⁸ this system remains emblematic of the often-inefficient Brazilian public policies and perpetuates inequalities.⁹

Today, Brazil is in the grip of an economic crisis that has pressured consumer spending and weakened the Brazilian currency. This in turn has led the government to cut education spending and made it much more expensive for Brazilians to travel or study abroad. Average growth between 2011 and 2014 was a tepid 2.2% per year, a rate that lagged behind most other countries in the region, and the economy basically didn't grow at all in 2014. In 2015, Brazil even entered a recession, with a fall in GDP of 4.5% in the 3rd quarter, the steepest decline on record.¹⁰ As *The Economist* puts it, "A former star of the emerging world faces a lost decade".¹¹

⁸ In August 2012, Brazil passed a law mandating racial quotas for entry to all of the country's 59 federal universities and 38 federal technical schools. See "Slavery's legacy", *The Economist*, 26 April 2013 at

<http://www.economist.com/blogs/americasview/2013/04/affirmative-action-brazil>.

⁹ Level of education and earnings are highly correlated in Brazil. Adults who attained tertiary education (13%) earn over 2.5 times more than those with upper secondary education (1.6 on average for the OECD). Adults who did not reach an upper secondary education (more than half of the working-age population compared to less than a quarter in the OECD) earn 42% less than people with that qualification.

¹⁰ See "Brazil recession deepens, worst annual drop on record", Reuters, 1 December 2015, <http://www.reuters.com/article/us-brazil-economy-gdp-idUSKBN0TK48E20151201>

¹¹ See "Irredeemable?", *The Economist*, 2 January 2016 at <http://www.economist.com/news/briefing/21684778-former-star-emerging-world-faces-lost-decade-irredeemable>. It is worth noting that the journal was enthusiastic about the Brazilian economy just over six years ago, with a flattering cover "Brazil takes off" on a background of Christ the Redeemer rising over its pedestal. It got worried in 2013 when a new cover asked "Has Brazil blown it?".

Figure 3: Key data on Brazil and reference countries

	Brazil	CH	China	USA	
General					
Population (million) ¹	206	8	1'364	319	(2014)
Surface area (sq. km) ¹	8'515'770	41'285	9'562'911	9'831'510	
Population density (people per sq. km) ¹	25	207	145	35	(2014)
GDP, PPP (billion current int'l \$) ¹	\$3'264	\$461	\$18'031	\$17'419	(2014)
GDP per capita, PPP (current int'l \$) ¹	\$15'838	\$56'940	\$13'217	\$54'629	(2014)
Unemployment (% of total labor force) ¹	7%	5%	5%	6%	(2014)
Youth unemployment (% of labor force 15-24) ¹	15%	9%	11%	14%	(2014)
Ease of doing business index (1=easier) ¹	111	26	83	7	(2014)
Education					
Labor force with tertiary education (% of total) ¹	13%	37%	n.a.	33%	(2013)
Pupil-teacher ratio in primary education ¹	21	11	18	14	(2012)
Pupil-teacher ratio in secondary education ¹	16	9	15	15	(2012)
Share of youth not in education, employment or training ¹	19%	7%	n.a.	16%	(2012)
Research					
R&D expenditure (% of GDP) ¹	1.2%	3.0%	1.9%	2.8%	(2012)
International co-authorship (% of articles) ²	25%	64%	16%	31%	(2012)
International co-invention (% of patents) ²	18%	38%	8%	12%	(2011)

¹ World Bank Development Indicators

² OECD Science Technology and Industry Outlook

2. EDUCATIONAL SYSTEM

2.1. History of Brazilian research and education

The colonial history helps explain the late development of Brazilian higher education. While Spanish colonizers set up universities in other Latin American countries as early as the 16th century, the Portuguese Crown feared the establishment of rival institutions in Brazil and was less interested in such long-term investments. Specialized research institutes first developed mostly in law, agriculture and public health after 1800. When Brazil gained its independence in 1822, the country had no universities for a population of 4.7 million, whereas the United States had nine universities for 2.5 million inhabitants when the Declaration of Independence was signed fifty years earlier. A second wave of development came between 1870 and 1900 with the foundation of specialized higher education institutions (mining, polytechnic and agriculture between 1875 and 1900). The first long-lasting higher education institution in Brazil was the Universidade do Rio de Janeiro (now Universidade Federal do Rio de Janeiro or UFRJ), founded in 1920 through the merger of a polytechnic school, a medical school and a law school. During this period, literacy rates began to rise and exceeded the meager 30%-mark in 1925. The foundation of the Universidade de São Paulo (USP) in 1934 followed a comparable

process, regrouping pre-existing specialized institutions with a newly created School of Philosophy, Sciences and Letters (now FFLCH). The number of schools was much larger in this case, including polytechnics, agriculture, medicine, pharmacy, astronomy and other fields, thus making USP the first truly “universal” institution in Brazil and a benchmark from then on.

Only post-World War II did national research institutions start to form. A national association of researchers – the Brazilian Society for the Progress of Science or SBPC – was founded in 1948, followed by two national funding agencies; the National Research Council (now the National Council for Scientific and Technological Development or CNPq) meant to promote scientific and technological research and the Higher Education Staff Development Office (CAPES) managing postgraduate education and international partnerships. In 1967, a Brazilian innovation agency – the Funding Authority for Studies and Projects (FINEP) – was created and is now the managing the National Fund for Science and Technology (FNDCT). Funding agencies at states-level were also set up in this period following the highly successful São Paulo State Research Funding Agency (FAPESP) created in 1962.

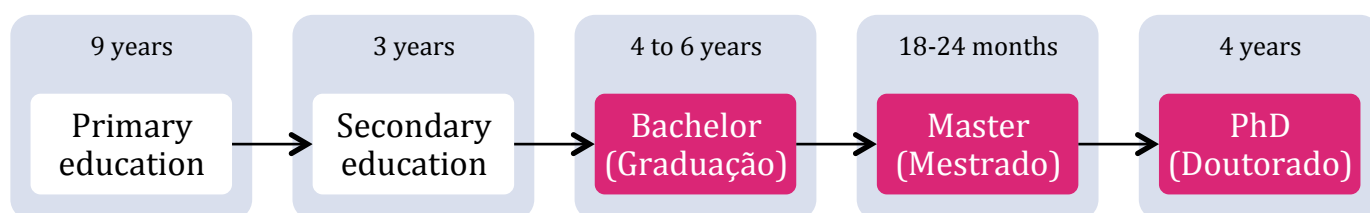
The federal government implemented several important education reforms in the following decades. The 1968 university reform granted more academic and financial autonomy to universities and established a single organizational structure for public and private universities. Three years later, school became compulsory from 7 to 14 years old.

In 1996, the National Education Guidelines and Framework Law harmonized the curricula of primary and secondary education nationwide, increased the length and number of teaching days and set up an evaluation process for courses and institutions at all education levels. More recent internationalization efforts have culminated with the launch of “Science without borders”, a policy discussed in more detail in section 5.2, although past and coming reforms are now endangered by the economic crisis facing the country.

2.2. Current structure

The current system of education in Brazil is based on the 1988 Constitution, which highlighted education as a universal right that should be promoted and protected by the government. National education and research policies are designed by the Ministry of Education (MEC) and the Ministry of Science, Technology and Innovation (MCTI), respectively.

Figure 4: Brazilian Education System at a glance (primary school to PhD)



Brazilian students typically enter primary education (*ensino fundamental*) at age 6 for a period of 9 years. They may then enroll for three years of secondary education (*ensino médio*) that includes a multidisciplinary curriculum with one compulsory foreign language (usually English, sometimes Spanish).

The *Certificado de conclusão do ensino médio* (secondary education diploma) is not recognized as an equivalent to the Swiss high school leaving certificate. Brazilian students wishing to study at a Swiss university need a minimum grade of 7/10 in their *Certificado* and are required to pass the *Examens complémentaires des universités suisses* (ECUS).

The MEC grants three levels of accreditations¹² to higher education institutions that determine their level of autonomy (see Figure 5). *Colleges* (*faculdades*) are specialized teaching institutions with the lowest level of independence in the elaboration of their programs. In 2013, there were 140 public and 1'876 private colleges in Brazil with an enrollment of 2.1 million students (29% of total). The second type of accreditation is that of *university center* (*centro universitário*), which is granted to institutions standing out for the excellence of their programs (usually in more than one field of study) while not necessarily conducting research. In the same year, 1.2 million students (16% of total) were enrolled in the 10 public and 130 private university centers in the country.

Last but not least, multidisciplinary institutions that carry out research and education are granted the status of *university* (*universidade*). Still in 2013, the 3.9 million students (53% of total) enrolled in universities were distributed as follows: 5.4 million students (58%) in 84 private universities, 1.1 million students (26%) in 62 federal universities, 600'000 students (14%) in 38 state universities and 190'000 students (3%) in 11 municipal universities.

Admission to bachelor programs (*graduação*) is conditional upon the completion of secondary school and competitive entrance examinations taken in Portuguese by Brazilian and foreign students alike. Each university may use its own entrance exam¹³ called the *vestibular* for which many students would prepare by attending a *curso pré-vestibular* at private high schools.

Because the high scores required by renowned (and free-of-charge) public universities are obtained by wealthier students from private secondary schools, Brazil passed a controversial law in 2012 (with a four-year implementation period) that requires each federal university to enroll half of incoming students from public secondary schools. In addition, state-specific quotas of black, mixed-race and indigenous students were introduced (see section 1.2 above).

¹² In addition to these categories, the Federal Network of Vocational, Scientific and Technological Education offers professional education to about 120'000 students (2% of total) in 38 federal institutes (Instituto Federal or IF) nationwide and two federal centers of technological education (Centro Federal de Educação Tecnológica or CEFT) in Rio de Janeiro and Minas Gerais.

¹³ The Exame Nacional do Ensino Médio (ENEM) was launched in 1998 to evaluate the quality of Brazilian education and is since 2009 the official university entrance exam, although many universities still use their own *vestibular*.

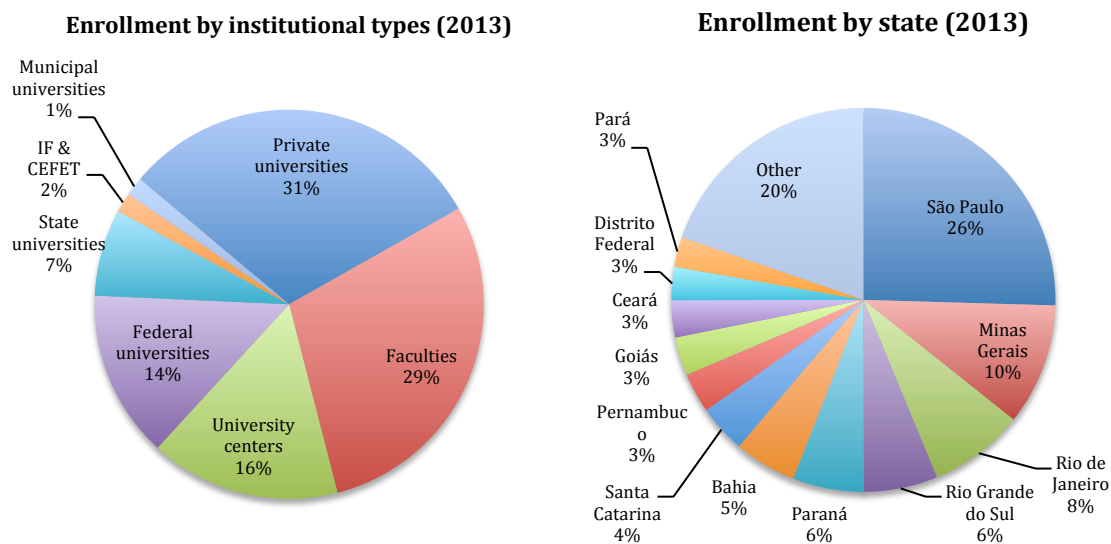
To be eligible for Brazilian master (mestrado) and PhD (doutorado) programs, students must hold a valid bachelor degree. Further requirements vary from one field to another, but may include entrance exams and interviews.

The academic year in Brazil is reversed relative to Switzerland. The first semester starts in late February and ends in late June or early July. After the July winter break, the second semester starts in early August and ends early December. The summer holidays last two months (December and January). For example, the dates of the two semesters at the Universidade de São Paulo (USP) in 2015 were 23 February to 4 July and 3 August to 8 December.

It should be noted that a surprisingly large share of higher education courses are held in the evening (generally from 7 pm to 10:30 pm), in particular in private universities. In 2010, 63.5% of Brazilian students were enrolled in evening courses, out of which 5 in 6 were in private institutions.¹⁴ Indeed, students often must work while attending college to defray the costs of the study as well as personal and family costs.¹⁵

In terms of the geographical distribution of higher education students, just four of the 26+1 states (São Paulo, Minas Gerais, Rio de Janeiro and Rio Grande do Sul) account for half of the student population in the country. This is consistent with the share of the total population of these states, with the exception of São Paulo that accounts for 26% of the student population but 22% of the total population, a sign that its leading academic institutions attract a disproportionate number of students from the rest of the country. This will appear more clearly in the following section.

Figure 5: Enrollment statistics (INEP 2013)



¹⁴ See Filho and Barrei, "Higher Education in Evening Courses in Brazil: History, Growth and Public Policies at the Beginning of the XXI Century", *Education*, Vol. 2 No. 7, 2012.

¹⁵ The author of this report witnessed the shortcomings of evening education while working for a few months in a small city in Minas Gerais. Most of his colleagues were young adults enrolled in a private bachelor's or master's degree and employed full-time. This resulted in high levels of stress and fatigue and classes were clearly the second priority.

3. LEADING HUBS

3.1. São Paulo

As a result of its demographic and economic power (a third of Brazilian GDP), São Paulo dominates Brazilian science and innovation. The state spends more on R&D than any Latin American country beside Brazil. According to UNESCO, it accounted for 41% of PhDs granted, 44% of publications with at least one Brazilian author, 46% of GERD (gross domestic expenditure on R&D) and as much as 86% of higher education spending on R&D in Brazil in 2012.¹⁶

Of the six leading Brazilian universities according to most of the well-known rankings (see section 4), three are in São Paulo state: Universidade de São Paulo (USP) comes first, Universidade Estadual de Campinas (Unicamp) second and the Universidade Estadual Paulista (UNESP) fourth.

3.1.1. Universidade de São Paulo (USP)

State-funded USP is unanimously considered the leading university in Brazil, and often in Latin America as a whole. With close to 95'000 students on 11 campuses around the state, the university produces as much as a quarter of Brazilian research publications. As we shall see, USP comes first in co-authorship with UNIGE, accounting to 23% of all (SciVal) co-publications. It also signed two exchange agreements with UNIGE, following preexisting collaboration in particular in French literature including visits by Prof. Juan Rigoli (Lettres) and Prof. Alain Grosrichard (Lettres) in 2008. It is also part of international fora, including the M8 Alliance for Global Health with UNIGE.

Hence, understanding the complex structure of this behemoth spread on an area larger than Switzerland is fundamental when engaging in bilateral cooperation.¹⁷ The main campus is located west of the city of São Paulo and comprises 21 schools, faculties and institutes.¹⁸ Three other campuses are also located in the city boundaries: the medical school (FMUSP) and the law school close to the city center and the new School of Arts, Sciences and Humanities (EACH) in the eastern side nearby Guarulhos International Airport. Ribeirão Preto campus' 8 schools and faculties¹⁹ are over 300 kilometers (a 5-hour bus drive) northwest of USP main campus. This is where UNIGE's students of GSEM, GSI and SDS are placed under one of the two exchange agreements signed with USP. The six other campuses²⁰ are spread around the state (see figure 6).

¹⁶ UNESCO science report: towards 2030, pp. 226-227, <http://en.unesco.org/node/252168>.

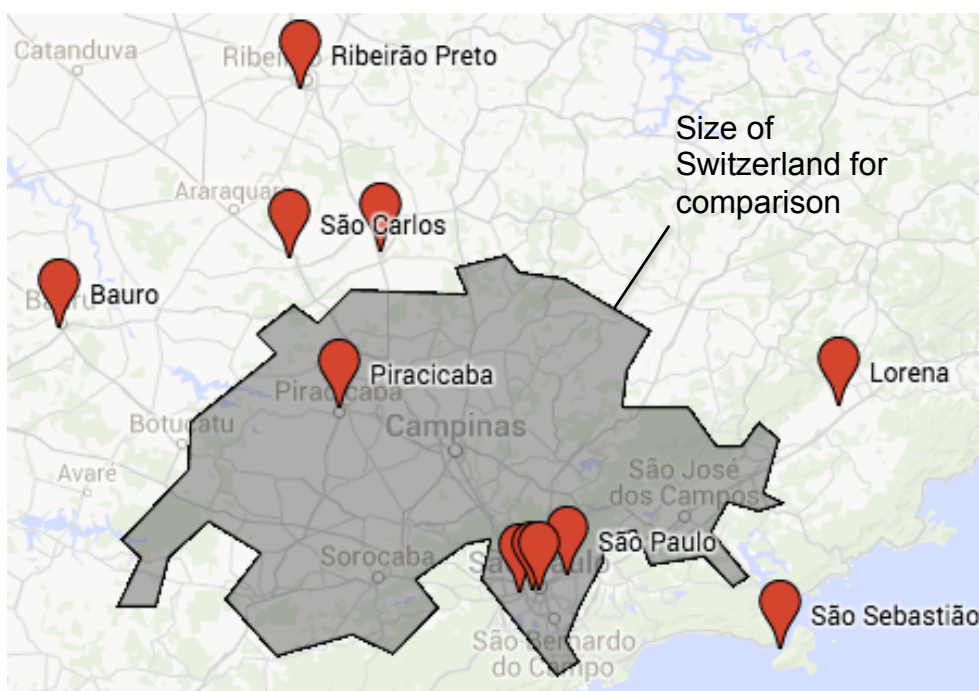
¹⁷ For the complete structure see <http://www5.usp.br/institucional/escolas-faculdades-e-institutos/>.

¹⁸ Physics, psychology, communication, chemistry, polytechnical school, mathematics & statistics, architecture & urbanism, international relations, economics & management, geosciences, philosophy & letters, pharmacy, biosciences, dentistry, Brazilian studies, veterinary, sports, education, astronomy, energy & environment, oceanography.

¹⁹ Education, nursing, pharmacy, law, business & economics, philosophy & letters, medicine, dentistry

²⁰ São Carlos campus (engineering, architecture, mathematics, computer science, physics, chemistry), Piracicaba campus (nuclear energy in agriculture, agriculture), Lorena campus (engineering), São Sebastião (marine biology), Bauro campus (oncology) and Pirassununga campus (food science).

Figure 6: USP's eleven campuses



Some highlights of two recent UNIGE student exchange reports that provide an insider view of studying at USP and living in São Paulo can be found in Annex 2.

3.1.2. Universidade Estadual de Campinas (Unicamp)

Unicamp is considered the second leading university in Brazil and is part of the top 5 in Latin America. Founded in 1966 at state-level, it contributes to about 17% of indexed publications and delivers about 10% of the PhDs in the country. Very much focused on graduate studies (half of the enrollment), it applies for more patents than any other universities in Brazil, half of them in chemistry. Unlike USP, most of its 34'000 students are concentrated on a large campus (*Cidade Universitária*) 100 kilometers north of São Paulo in the suburbs of Campinas, the second largest city of the state with about 1 million inhabitants. There are also two campuses in the neighboring cities of Limeira (applied sciences and technology) and Piracicaba (dentistry).

3.1.3. Universidade Estadual Paulista "Júlio de Mesquita Filho" (UNESP)

UNESP (State University of São Paulo in English) was founded in 1976 by merging 14 independent institutes of the São Paulo state into a single institution. Today, it is considered to be part of the top five universities in Brazil and signed a cooperation agreement with UNIGE in 2012 (which is not advertised for student/staff exchanges). Its 50'000 students are spread on 23 campuses, many of them specialized in just a few subjects, in an area more than three times as big as Switzerland (see Figure 7). For example, art is taught in the cities of São Paulo and Bauru, medicine in Araçatuba and Botucatu, and so forth. The complete list of faculties and campuses is available at <http://www.unesp.br/portal#!/unidades>.

Size of Switzerland for comparison

The map displays the state of São Paulo, Brazil, with its borders highlighted in grey. Numerous cities are marked with red pins and labeled, including Ilha Solteira, São José do Rio Preto, Franca, Araçatuba, Jaboatão, Araraquara, São João da Boa Vista, Tupã, Marília, Bauru, Rio Claro, Botucatu, Piracicaba, Guaratinguetá, Assis, Ourinhos, Sorocaba, São Paulo, São José dos Campos, Itapeva, Registro, and São Vicente. The map also shows major rivers and surrounding states like Mato Grosso do Sul, Minas Gerais, and Paraná.

PUC-SP is renowned in the fields of social sciences. Overall, QS ranks it in the top 10 nationally and top 550 globally (it does not however figure in other international rankings). The university is well connected internationally and signed an overall partnership agreement with UNIGE (except sciences, medicine, law and FTI). The main campus is located in Perdizes close to the center of São Paulo City, while sciences and the business school are in other parts of the city and two smaller campuses are in neighboring cities. The institution is managed by the Catholic Archdiocese of São Paulo, which proved problematic with regards to its finances (it is private but not-for-profit) and its independence. Notably, protests and strikes erupted in 2012 when the least-voted candidate was appointed rector by the bishop-cardinal.

The São Paulo state is also home to other important institutions. Notably, the Universidade Federal de São Paulo (UNIFESP) was historically specialized in health sciences in the city of São Paulo although it extended to various fields with five more campuses in neighboring cities. It is considered one of the top eight universities in Brazil by the QS and Leiden rankings. The Universidade Federal de São Carlos (UFSCAR) is located 230 kilometers north of São Paulo City and considered in the top 10 to top 15 universities in Brazil according to well-known rankings. It specializes in education and human sciences, health sciences, sciences and technology and agrarian sciences. Finally, the Universidade Federal do ABC (UFABC) is a small and young institution established in 2005 in the ABC region (southeast suburb of São Paulo City). Although not well known internationally, the university was ranked 2nd

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(2013) and 9th (2014) in Brazil in the government education evaluation carried out by INEP in 2013 (see section 4) and thus should be kept under the radar.

3.2. Rio de Janeiro

Famous for its carnival parades, wide and white beaches and imposing Christ the Redeemer, Rio de Janeiro is not least considered as one of the most dynamic Brazilian cities to study and conduct research. The city of cariocas is the second largest in the country (6 million inhabitants) and is located in the state of the same name that shares its southwest border with São Paulo. According to FAPESP, Rio de Janeiro state came first in terms of research collaboration with São Paulo state, its leading neighbor. It also had the second largest share of Brazilian higher education spending on R&D (4.8%) and of PhDs programs (13.5%) after São Paulo. Switzerland is represented in Rio de Janeiro by one of the five Swissnex offices (<http://www.swissnexbrazil.org/>), the only one in Latin America (see section 6.8).

3.2.1. The Universidade Federal do Rio de Janeiro (UFRJ)

As we have seen, UFRJ was the first long-lasting Brazilian university and is now consistently considered the third or fourth best in the country. It published 353 co-publications with UNIGE between 2010 and 2014, the second largest number after USP according to SciVal.

The university is divided into six centers on two main campuses. The Cidade Universitária stands on a small island in the northwest of the city called Ilha de Fundão, and has four centers: the Center of Health Sciences (CCS), the Center of Mathematical and Natural Sciences (CCMN), the Center of Letters and Arts (CLA) and the Technological Center (CT). Two graduate schools on this campus stand out. Coppe – The Alberto Luiz Coimbra Institute for Graduate Studies and Research in Engineering – hosts the largest engineering laboratory complex in the country and is considered a leader in the field. This is also true for the COPPEAD Graduate Business School (accredited by EQUIS, member of EFMD and AACSB), the only Brazilian business school to figure in the 2014 Financial Times Global MBA Ranking at the 79th spot.²² The second main campus, Praia Vermelha, is located in the south of the city nearby the famous mountain Pão de Açúcar and is where the Center of Philosophy and Human Sciences (CFCH) and the Center of Legal and Economic Sciences (CCJE) are based.

3.2.2. Pontifica Universidade Católica de Rio de Janeiro (PUC-RIO)

PUC-RIO, like its equivalent PUC-SP, is under the responsibility of catholic ministries, in this case the Catholic Archdiocese of Rio de Janeiro and the Society of Jesus (Jesuits). Its main campus Marquês de São Vicente is located in Gávea in the southwest of the city of Rio de Janeiro. PUC-RIO is considered the 3rd (ex aequo) leading Brazilian institution by the Times Higher Education and the 8th (ex aequo) by

²² COPPEAD slowly drifted away from the top however, from 51st in 2012, 66th in 2013, 79th in 2014, and got ejected of the top 100 in 2015.

the QS Ranking. It also ranks better than PUC-SP in national university rankings (see section 4).

The university is divided in four main centers: the Center of Theology and Human Sciences (CTCH), the Center of Social Sciences (CCS), the Center of Science and Technology (CTC) and the Center of Biological and Medical Sciences (CCBS). Its Institute of International Relations recently signed a partnership agreement with the Graduate Institute Geneva, and the first exchange of students took place in 2014.

The highlights of the exchange report of one of these students that provide insightful information on the experience of studying at PUC-RIO is available in Annex 1.

3.2.3. Fundação Getúlio Vargas (FGV)

FGV is a world-renowned think tank²³ and research and teaching institution named after a former Brazilian president.²⁴ Founded in 1944 and based in Rio de Janeiro, its activities are centered on the fields of economics, business and law with six schools in Rio de Janeiro and three in São Paulo City, for a total of 5'500 undergraduate and graduate students and 135'900 continuing education students. FGV Graduate School of Economics (EPGE) in Rio and FGV São Paulo School of Economics (EESP) are the best Brazilian institutions in economic research according to IDEAS REPEC. FGV São Paulo School of Business Administration (EAESP) is the only South American business school with three accreditations (AACSB, EQUIS and AMBA). Since 2009, this school offers a double-degree with the University of St Gallen.²⁵ FGV, and in particular the São Paulo Law School (DIREITO SP), is also ranked 2nd nationally and top 200 worldwide in the field of law by QS in 2015. More detail on their programs in English is available at <http://portal.fgv.br/en/courses-fgv>.

3.2.4. Other leading universities

The Universidade do Estado do Rio de Janeiro (UERJ)²⁶ is another leading university with its main campus adjacent to the Maracanã stadium in the west of the city of Rio de Janeiro. The university also has 5 other campuses in other cities around the state. It is part of the Times Higher Education and QS rankings between the 601st and 800th rank (12th – 17th nationally). It is the 6th Brazilian university in terms of co-authorship with UNIGE with 64 co-publications.

The Instituto Nacional de Matemática Pura e Aplicada (IMPA) is a public institution at the forefront of research in mathematics. Artur Avila, an alumni and researcher of the Institute, was the first Latin American to win the Fields Medal in 2014.

The Fundação Oswaldo Cruz is a leading public health research institute that carries out research on new drugs and produces a large share of Brazil's vaccines. It is

²³ According to Foreign Policy Magazine GoTo Think Tanks report 2014, FGV is part of the top 15 think tanks worldwide and (by far) the first in Latin America.

²⁴ Getúlio Dornelles Vargas (1882-1954) was President of Brazil first as dictator from 1930 to 1945 and in a democratically elected term from 1951 until his suicide in 1954. He led Brazil for 18 years, the longest of any of the country's presidents.

²⁵ Open to HSG's students in Banking and Finance or International Management.

²⁶ Not to be confused with Universidade Federal do Estado do Rio de Janeiro (UNIRIO).

located in the same area of Rio as UFRJ, FGV and UERJ. Four recent publications of the Foundation in partnership with UNIGE were identified with very large average citations per publication (see section 6.3)

3.3. Minas Gerais

A landlocked state west of Rio de Janeiro, Minas Gerais is the second most populous Brazilian state. The name “Minas” (Portuguese for mines) results from the rich mineral deposits that initially attracted settlers away from the coast. Minas Gerais has a high concentration of education institutions around the capital, Belo Horizonte, which is the third largest metropolitan area with over 5 million inhabitants and is Dilma Rousseff’s hometown.

3.3.1. Universidade Federal de Minas Gerais (UFMG)

UFMG is considered one of the best in the country. It is one of the six institutions present in all university rankings considered. UFMG is composed of 8 schools, 8 faculties and 4 institutes located across three main campuses: the Pampulha Campus in northern Belo Horizonte, the Health Sciences Campus in central Belo Horizonte and the Rural Sciences Institute in Montes Claros, 350 kilometers north.

UNIGE previously had a partnership with UFMG that expired in 2007. According to Antoine Auchlin (linguistic), major difficulties resulted from the need on the Brazilian side of precise planning of activities, students and researchers related to the agreement. A communication from 2012 notes that UFMG does not react to his renewal requests and that the agreement should be considered terminated.

3.3.2. Pontifica Universidade Católica de Minas Gerais (PUC-MG)

Like its equivalents in São Paulo and Rio de Janeiro, PUC-MG is a non-profit private university and is maintained by the Catholic Archdiocese of Belo Horizonte. Although its main campus is located in Belo Horizonte, it also owns campuses all around the state of Minas Gerais. The school is not listed in international rankings and has no joint publications with UNIGE. Nevertheless, it signed an exchange agreement with UNIGE available to master and PhD students in the Faculty of Letters. According to the ranking by fields published in the *Folha de São Paulo*, UFMG is the 28th best Brazilian university in letters and 47th in all fields.

3.4. Rio Grande do Sul

The southernmost state in Brazil, Rio Grande do Sul is also one of the most prosperous. Unlike the northern half of the country, over 80% of the population has white skin and is from Portuguese, Spanish, German or Italian ancestors (see Figure 2).²⁷ Its capital city, Porto Alegre, is the fourth largest metropolitan area in Brazil.

²⁷ In the small touristic town of Gramado, for example, almost all restaurants are pizzerias or fondue restaurants.

3.4.1. Universidade Federal do Rio Grande do Sul (UFRGS)

UFRGS is ranked between the 3rd and 6th in Brazil according to all university rankings considered. It is the 11th Brazilian institution with the most joint publications with UNIGE (14 papers according to SciVal). The institution is located in Porto Alegre and spread on four campuses (Campus Centro, Campus Saúde, Campus Olímpico and Campus do Vale), with a few exceptions: the Business School and the Institute of Arts are independent buildings in the city and a few units are located around the state. The school has some prominent alumni, including three Brazilian presidents: Dilma Rousseff (economics), Getúlio Vargas (law) and João Goulart (law).

3.5. Distrito Federal

The Universidade de Brasília is a federal university located in the country's capital. QS ranks it 6th (ex-quo) in Brazil, although it figures between the 9th and the 12th position in other rankings.

3.6. Other leading regions

Other leading regions for higher education in Brazil include Curitiba with the Universidade Federal do Paraná and Florianópolis with the Universidade Federal de Santa Catarina.

4. RANKINGS

In order to allow for informed decisions when selecting key future partners, it is helpful to consider a number of “objective criteria”. This is what university rankings attempt to achieve, although their methodologies are subject to much criticism. Table 8 presents Brazilian universities' achievements in five well-known international rankings and two national rankings.

The major Brazilian newspaper *Folha de São Paulo* published one of the national ranking based on research, internationalization, innovation, education and the job market. It is interesting to note that the eighteen best universities according to this ranking are public. In its ranking by subject, USP arrives first in 30 out of 37 subjects and third at worst.

The National System of Higher Education Evaluation (SINAES) administers the other national ranking since 2004. This governmental evaluation of undergraduate programs is required to obtain the necessary accreditations. The ENADE exam (also known as “Provão”) is taken yearly by students to evaluate courses and a peer-reviewed internal and external institutional evaluations is carried out. This process results in an aggregated score (General Index of Courses or IGC), which is used to rank institutions.

The top 6 universities are listed in all rankings at fairly consistent ranks, and are hence highlighted in light grey. USP, PUC-SP, UFC and PUC-MG have a partnership with UNIGE and are highlighted in light red.

Figure 8: Leading Brazilian institutions according to selected academic rankings²⁸

↓ INSTITUTION	RANKING →		THE Global	QS Global	Leiden Global	ARWU Shanghai Global	US News Global	Ranking Universita rio Folha	INEP's IGC
	City & state		2016	2015	2015	2015	2016	2015	2014
University of Sao Paulo (USP)	Sao Paulo	SP	251-300	143	101	101-150	117	1	n/a
State University of Campinas (UNICAMP)	Campinas	SP	351-400	195	361	301-400	305	4	1
Federal University of Rio de Janeiro (UFRJ)	Rio de Janeiro	RJ	501-600	323	412	301-400	288	2	7
Federal University of Rio Grande do Sul (UFRGS)	Porto Alegre	RS	601-800	451-460	371	401-500	459	5	2
State University of Sao Paulo (UNESP)	Sao Paulo	SP	601-800	481-490	467	301-400	473	6	13
Federal University of Minas Gerais (UFMG)	Belo Horizonte	MG	601-800	551-600	545	401-500	396	3	4
University of Brasilia (UNB)	Brasilia	DF	601-800	491-500	709	-	653	9	11
Federal University of Sao Paulo (UNIFESP)	Sao Paulo	SP	-	491-500	596	-	568	22	5
Pontifical Catholic University of Rio de Janeiro (PUC-RIO)	Rio de Janeiro	RJ	501-600	501-550	-	-	-	19	19
Pontifical Catholic University of Sao Paulo (PUC-SP)	Barueri	SP	-	501-550	-	-	-	53	29
Federal University of Sao Carlos (UFSCAR)	Sao Carlos	SP	601-800	651-700	676	-	720	12	12
State University of Rio de Janeiro (UERJ)	Rio de Janeiro	RJ	601-800	651-700	-	-	526	14	39
Federal University of Santa Catarina (UFSC)	Florianopolis	SC	601-800	701+	624	-	640	7	6
Federal University of Parana (UFPR)	Curitiba	PR	601-800	701+	721	-	-	8	20
Federal University of Bahia (UFBA)	Salvador	BA	601-800	701+	-	-	-	15	32
Federal University of Viçosa (UFV)	Viçosa	MG	601-800	701+	-	-	-	16	8
Pontifical Catholic University of Rio Grande do Sul (PUCRS)	Porto Alegre	RS	601-800	701+	-	-	-	20	31
Federal University of Pernambuco (UFPE)	Recife	PE	-	701+	694	-	725	10	18
Federal University of Ceará (UFC)	Fortaleza	CE	-	701+	702	-	-	11	21
Fluminense Federal University (UFF)	Niterói	RJ	-	701+	-	-	-	13	47
Federal University of Santa Maria (UFSM)	Santa Maria	RS	-	701+	-	-	-	18	16
State University of Londrina (UEL)	Londrina	PR	-	701+	-	-	-	23	22
Pontifical Catholic University of Parana (PUCPR)	Curitiba	PR	601-800	-	-	-	-	31	98
Federal University of Lavras (UFLA)	Lavras	MG	601-800	-	-	-	-	34	10
Federal University of Goiás (UFG)	Goiânia	GO	-	-	-	-	-	17	33
Federal University of Juiz de Fora (UFJF)	Juiz de Fora	MG	-	-	-	-	-	20	17
Pontifícia Universidade Católica de Minas Gerais (PUC-MG)	Belo Horizonte	MG	-	-	-	-	-	47	98

5. INTERNATIONAL RELATIONS

5.1. Overview

In education as in commerce, Brazil is a very inward-looking country. It has the lowest percentage of foreign student enrolment (just 0.5% at tertiary level) of all OECD and partner countries with available data. Of those students, 27% come from Portuguese-speaking countries (Portugal, Mozambique, Angola and so forth), which

²⁸ Times Higher Education Ranking 2016: <https://www.timeshighereducation.com/world-university-rankings/2016/world-ranking#!/page/0/length/25>.

QS World University Ranking 2015: <http://www.topuniversities.com/university-rankings/world-university-rankings/2015#sorting=rank+region+=+country=134+faculty+=+stars=false+search=>.

Leiden Ranking (size-dependant) 2015: <http://www.leidenranking.com/ranking/2015>.

Academic Ranking of World Universities 2015: <http://www.shanghairanking.com/ARWU2015.html>.

US News Best Global University 2016: <http://www.usnews.com/education/best-global-universities/rankings>.

Ranking Universitário Folha 2015: <http://ruf.folha.uol.com.br/2015/ranking-de-universidades/>.

General Index of Courses (IGC) 2013, INEP: <http://portal.inep.gov.br/educacao-superior/indicadores/indice-geral-de-cursos-igc>.

is due to the scarcity of programs taught in English. This is also true for Brazilian tertiary students abroad. UNESCO estimates their number at just 32'000 for 2013. Of these, 23% go to the United States, followed by 18% to Portugal and 10% to France. When including language schools, there was however a boom in outgoing students (600% increase between 2003 and 2014 according to BELTA), which might indicate a rising interest for studies abroad. As it turns out, important political measures have been taken since 2011 to increase the internationalization of Brazilian higher education through the mobility of students and researchers.

To better understand this effort, it is helpful to first recap the most important institutions responsible for higher education and research in the country (see also section 6.6 for G3 visits to these institutions and the cofund with FAPESP).

1. Ministry of Education (MEC): elaborates a national education policy. www.mec.gov.br.

1.1. Higher Education Staff Development Office (CAPES): agency of MEC evaluating graduate education and awarding scholarship grants to graduate students and faculties at universities and research centers in Brazil and abroad. It supports about 22,000 students in Brazilian graduate programs and 1,500 in other countries. www.capes.gov.br.

2. Ministry of Science, Technology and Innovation (MCTI): coordinates science, technology and innovation activities at the national level. www.mcti.gov.br.

2.1. National Council for Scientific and Technological Development (CNPq): agency of the MCTI responsible for the national promotion of scientific and technological research and the formation of human resources for research. www.cnpq.br.

2.2. Brazilian Innovation Agency (FINEP): agency of the MCTI responsible for funding innovative projects in science and technology led by companies or higher education institutions. www.finep.gov.br.

3. São Paulo Research Foundation (FAPESP): public foundation in São Paulo state providing grants, funds and programs to support research, education and innovation of private and public institutions and companies. Its budget is comparable to that of CNPq. www.fapesp.br.

5.2. Brazil Scientific Mobility Program (Science w/o Borders)

The Brazilian government launched the Brazil Scientific Mobility Program (usually known as Science without Borders) through its agency CNPq in 2011. The objectives of this very popular program were mainly to promote technological advances and innovation in Brazil by increasing collaboration with the international community. To achieve this, it initially planned to grant 100'000 scholarships to study in top universities in 20 countries.

These scholarships cover the travel, living expenses, installation assistance and health insurance. For Brazilians going abroad, the period is 6 months at undergraduate level (up to one year if an internship is included), up to four years at PhD level, and between 6 and 24 months at post-doc level. For young foreign researcher wishing to conduct a post-doc in Brazil, up to 100 two-to-three-year scholarships were made available annually. Collaboration between more senior researchers from Brazil and abroad is also supported for one or two months per year if research is carried out in Brazil and on a case-by-case basis.

Thanks to its scale, the program led to a large increase in Brazilian enrolment in a number of destination countries, notably the US, Canada, the UK, France, and Germany. Unfortunately, the recent pressure on public finances has led the government to suspend the new scholarships for 2016 following a 40% budget cut. The remaining funds are now covering current scholarships for the rest of their duration.²⁹ See <http://www.cienciasemfronteiras.gov.br/web/csf-eng/>.

UNIGE was an eligible institution in this program, which was promoted during its inception by the International Relations Office. Nevertheless, the Office is not aware of any students who would have immatriculated as part of this framework.

5.3. International summer/winter schools in Brazil

A number of renowned European universities (Netherlands, UK, Germany, Italy) organize summer schools in Brazil for their students, which could be a neat way for UNIGE to offer quality short programs in Brazil looking forward. This section provides a few examples of such initiatives.

- The University of Groningen partnered with USP, UFMG and UFRGS to offer a three-week Winter 2016 course on *Dutch Urban, Environmental and Transportation Planning* taught in the two Brazilian states and in the Netherlands. Registrations for the program greatly exceeded the expectations of the organizing committee, according to their website.³⁰
- Five students of Kent Law School also visited UFMG and UFRGS in the context of a five-week law summer school in 2015.³¹
- An interdisciplinary group of six professors of the University of Goettingen and six professors of the Universidade Federal de Viçosa (UFV) teamed up in 2014 to propose a summer school on *climate and land use change* to a class of 29 students mainly from Germany and Brazil and hosted by UFV. According to the report, a major goal of this program was to promote the department of Conservation Biology of the University of Goettingen abroad as well as to initiate research collaboration between the two universities through prospective research proposals.³²
- A one-week winter school targeting PhD students, post-docs and researchers with interests in *solid state chemistry* was proposed jointly by the University of

²⁹ See <http://monitor.icef.com/2015/09/brazils-science-without-borders-programme-facing-cuts-in-2016/>.

³⁰ <http://www.rug.nl/frw/education/international/foreignstudents/pathways-towards-sustainable-futures>.

³¹ <http://www.kent.ac.uk/law/news/index.html?view=866>

³² <http://www.uni-goettingen.de/de/international-summer-school-brazil/484674.html>

Torino, the Universidade Federal do Rio Grande do Norte (UFRN) and UNESP in Natal in 2012. This course is part of the biannual MSSC program held in different destinations around the globe.³³

- TU München proposes a summer school in São Paulo hosted by Universidade Paulista (UNIP) on business and management in the context of emerging economies.³⁴

5.4. Erasmus Mundus

Erasmus Mundus is another important mobility program available for Brazilian students. Since its inception in 2004, more than 540 Brazilian students have been selected for Erasmus Mundus scholarships.

5.5. Other mobility scholarships

The Exchange Program for Undergraduate Students (PEC-G) offers full scholarships to students from 25 African countries, 25 LAC countries and 7 Asian countries. The Exchange Program for Graduate Students (PEC-PG) is its equivalent and is available to nationals of 29 African countries and 9 LAC countries.

FAPESP offers scholarships to students enrolled in undergraduate, masters and PhD programs to spend up to one year in a research laboratory or institution abroad doing work related to their project in Brazil (Grant for Research Studies Abroad).

Santander Bank's mobility program and Fundação Estudar's studying-abroad program are examples of private-sector involvement.

6. COLLABORATION WITH UNIGE

6.1. Exchange agreements

The table below presents an updated picture of current exchange agreements with Brazilian universities, including the eligible faculties and students/staff.

City	Partner university	Faculties	BA	MA	PhD	Prof
Belo Horizonte	Pontificia Universidade Católica de Minas Gerais	Lettres	No	Yes	Yes	No
Fortaleza	Uni Federal do Ceará (UFC)	FPSE, FTI, Lettres	Yes	Yes	Yes	No
Ribeirao Preto	Universidade de São Paulo (USP) - Faculdade de Economia, Administração e Contabilidade	GSEM, GSI, SDS	Yes	Yes	Yes	No
Sao Paulo	Universidade de São Paulo	Droit, FPSE, FTI, GSEM, GSI, ISE, Lettres, Sciences, SDS, Théologie	Yes	Yes	Yes	No
Sao Paulo	Pontificia Universidade Catolica de Sao Paulo	FPSE, GSEM, GSI, ISE, L, SDS, Théologie	Yes	Yes	Yes	No

³³ <http://quitel2012.com/cursos/>

³⁴ <http://www.wi.tum.de/en/contact/news-events/news-single-view/article/summer-school-with-scholarship-in-sao-paulo-brazil/>

In addition to these active partnerships, recent cooperation agreements were signed with UNESP, USP, UnB and UNICAMP following a visit of the G3 in Brazil in 2014 (see section 6.6). These do not include student and staff exchanges so far. Christa Lang (International Relations Office) visited UFRJ in 2015 with the support of Swissnex (see section 6.8) but no agreement was reached so far with universities in Rio de Janeiro.

6.2. Brazilian visitors at UNIGE

The database of the International Relations Office contains 143 records of Brazilian students or researchers who visited UNIGE since 1997 (not including full-time Brazilian students or researchers). Figure 9 provides some statistics on the flow over time, their level and field of study and the most common universities of origin. The full list is presented in the Annex.

It appears clearly that the number of Brazilians visiting UNIGE grew in recent years with a peak in 2014. Most visitors whose academic status could be identified were PhD students (almost 40) followed by bachelor students and post-docs (19 each). The same proportions remain when restricting the period to recent years (2010-16).

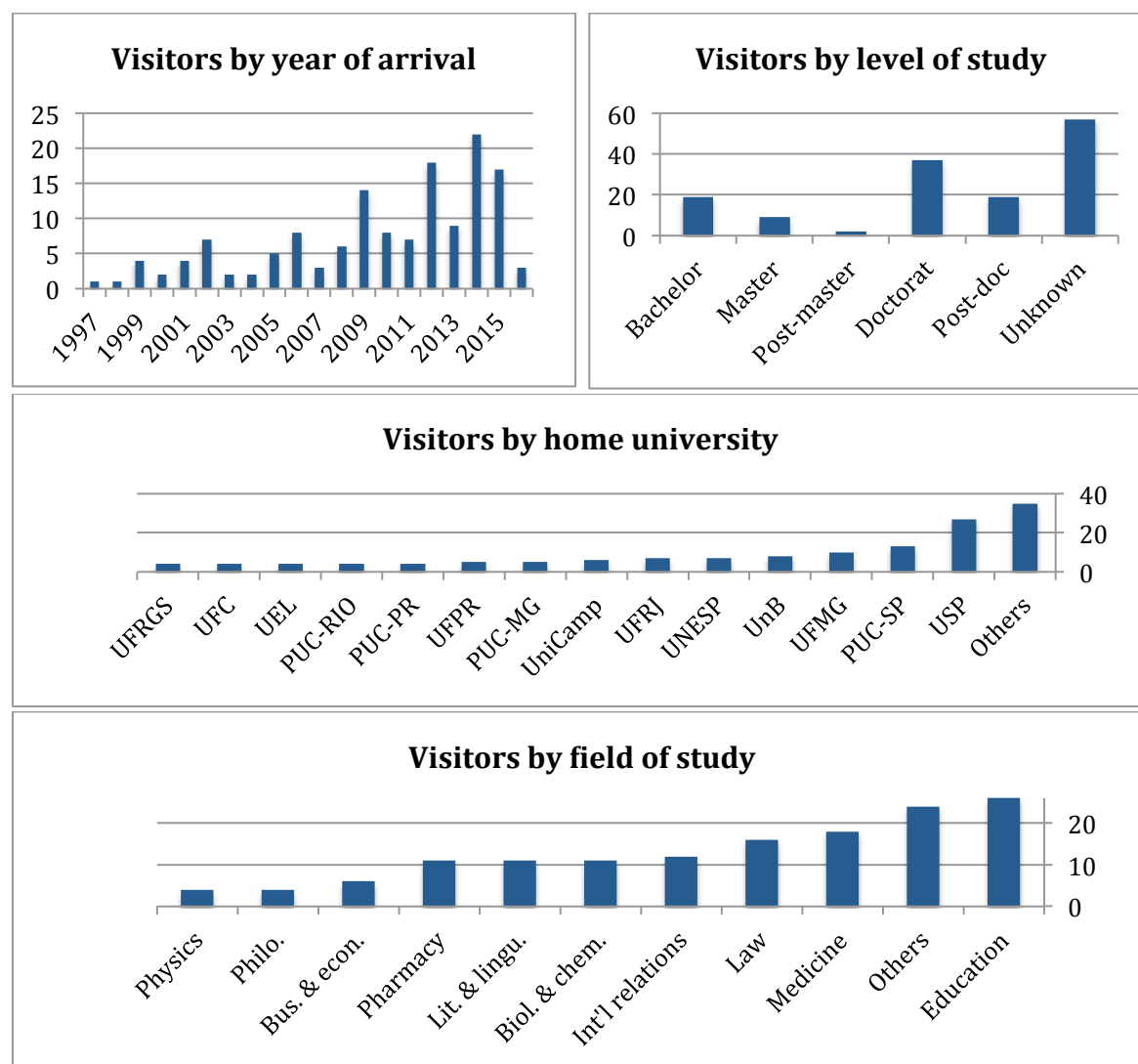
The majority (over 40%) came from the state of São Paulo (including 27 from USP, 16 from PUC-SP, 7 from UNESP and 6 from Unicamp). States that are also well represented are Rio de Janeiro (16 mostly from UFRJ and PUC-RIO) and Minas Gerais (15 mostly from UFMG and PUC-MG). When restricting the period as previously, the State of Curitiba takes over Minas Gerais.

The disciplines that were the most represented among the visitors were education (26) and medicine (18), which is coherent with the joint-publications identified in section 6.3 below. Indeed, the same individuals are often found as co-authors either on the Swiss or Brazilian side. Likewise, the strongest cluster of collaboration identified in the next section is in the School of Pharmaceutical Sciences and it turns out that 22 visitors are from the fields of biology, chemistry or pharmacy. Law (16) and international affairs (12) are also well represented, which may be explained by the attractiveness of Geneva in these fields.

Matching universities of origin with fields of study also brings useful information on departmental-level networks. This approach highlights that medicine has strong links with USP, pharmacy with UNESP, law with USP and UnB, and philosophy with PUC-SP.

Further analysis indicates that 38% of visitors stayed up to 6 months, 34% between 7 and 12 months, 8% between 13 and 18 months and 20% between 19 and 25 months. The most frequent supervisors cited were Jean-Luc Wolfender (pharmacy), Joaquim Dolz-Mestre (FPSE), Bernard Schneuwly (FPSE), Frédéric Tinguely (Lettres) and Abdeljalil Akkari (FPSE).

Figure 9: Statistics on Brazilian visitors at UNIGE



Visitor matrix by university and field of study (>2)

Uni / field	Education	Medicine	Law	Lit&lingu	Pharmacy	Int'l Rel	Bio&chem	Philo
USP		5	4	3	2	3	2	
PUC-SP	3					2		4
UFMG		3	2	2				
UnB			4			2		
UNESP					5			
PUC-PR	3							
UEL	3							
UFPB	3							
UFRJ		3						
UFMG				3				
Unicamp	2							
UFC	2							
UFRGS							2	

6.3. Joint publications

Elsevier's SciVal, Microsoft's Academic Search and general Google entries were used to collect information on recent links between collaborators of UNIGE and their peers in Brazilian institutions. These two first tools contain data on publications and affiliations and span a large portion of the literature. However, it is important to note the strong bias towards publications in "hard sciences", in particular the field of physics, and those written in English. In fact, most publications retrieved through this method are research papers in physics with dozens and often hundreds of co-authors. Due to the presence of the CERN in the Geneva area, local researchers are frequently part of research projects, which does not mean that any close collaboration has been carried out with a Brazilian scholar. Similar problems may also appear in other scientific areas.

Given the size of Brazil, a large number of publications were found. Figure 10 ranks Brazilian institutions by the number of co-published papers between 2010 and 2014 found with SciVal. The third column also provides data on the citations per publication, a proxy for the average academic impact.

For the ease of the reader and to maximize the chances that a real relationship exists between the Brazilian and UNIGE researchers, a special focus was put on papers published in relatively close collaboration (defined as papers with up to 12 co-authors published in the last five years at most). This focus approach identified networks of researchers working in partnership and publishing several times together. They are listed here in descending order based on the number of co-publications.

Figure 10: Brazilian universities with most co-authored publications (SciVal)

Institution	Co-authored publications 2010-2014	Citations per Publication
Universidade de Sao Paulo (USP)	382	31.4
Universidade Federal do Rio de Janeiro (UFRJ)	353	32.3
Universidade Federal de Juiz de Fora (UFJF)	261	27.8
Universidade Federal de Sao Joao del-Rei (UFSJ)	257	27.8
Centro Brasileiro de Pesquisas Fisicas	65	39.7
Universidade do Estado do Rio de Janeiro (UERJ)	64	40.5
Universidade Estadual Paulista (UNESP)	64	31.8
Universidade Federal do ABC (UFABC)	59	37.1
Universidade Federal de Minas Gerais (UFMG)	33	45.3
Universidade Estadual de Campinas (UNICAMP)	15	21
Universidade Federal do Rio Grande do Sul (UFRGS)	14	19.6
Instituto Nacional de Pesquisas Espaciais	11	16.6
Universidade Federal do Parana (UFPR)	10	37.9
Observatorio Nacional	8	9.3
Universidade Federal de Sao Paulo (UNIFESP)	6	190.8
Hospital Israelita Albert Einstein	6	4.3
Universidade de Brasilia (UNB)	5	8
Universidade Federal do Rio Grande do Norte (UFRN)	5	5.6
Fundacao Oswaldo Cruz	4	270
Universidade Federal da Bahia (UFBA)	4	41.8
Universidade Federal de Goias (UFG)	4	20.5
Universidade Federal de Santa Catarina (UFSC)	3	6.7
Instituto Nacional de Matematica Pura E Aplicada	3	8
Universidade Estadual de Ponta Grossa	3	21.3
Universidade Presbiteriana Mackenzie	3	11.3
Hospital Sirio-Libanes	3	6
Universidade Federal do Ceara (UFC)	2	2
PUC de Sao Paulo (PUC-SP)	1	0
PUC de Minas Gerais (PUC-MG)	0	0

6.3.1. School of Pharmaceutical Sciences

Research activities in Pharmacognosy & Phytochemistry³⁵ were conducted in close collaboration with a broad range of Brazilian universities: UNESP (5 publications), UFPB (3), UFRGS (3), USP (2 with São Carlos and Ribeirão Preto), UnB (2), UFPE (1), UFMG (1) and UFC (1). The complete list of publications identified is available in Annex 1.

Key contacts at UNIGE in this research team are:

Jean-Luc Wolfender, Prof. Président de section, Jean-Luc.Wolfender@unige.ch.

He published recently with UNESP, UFPB and UFPE. Currently involved with the Instituto de Química (IQ) of UNESP.³⁶ Won the ABIQUIM Award in São Paulo in December 2015 for the project “Active Compounds from Umbu Pulp, Extraction and Isolation Process, Nutraceutical and/or Functional Food and Cosmetics Comprising such Active Compounds and Uses thereof” in collaboration with Maria Luiza Zeraik (IQ Unesp), Ian Castro Gamboa (IQ Unesp), Dulce Helena Siqueira Silva (IQ Unesp) and Vanderlan da Silva Bolzani (IQ Unesp). Other members of the team on this awarded project were Emerson Ferreira Queiroz and Muriel Cuendet.

Emerson Ferreira Queiroz, Maître d'enseignement et de recherche, Phytochemistry and bioactive natural products, Emerson.Ferreira@unige.ch.
Published 8 papers with USP, UNESP, UFPB and UFPE.

Muriel Cuendet, Prof. associée, Pharmacognosie, Muriel.Cuendet@unige.ch.
Published 4 papers with UNESP, UFPB and UFRGS.

Cláudia Simões-Pires: Maître-assistante at UNIGE, Claudia.Avello@unige.ch.
Bachelor and Master (2004) at UFRGS and PhD in Pharmaceutical Sciences at UNIGE (2009). Published 4 papers with UFRGS, UNESP and UFPB.

Marcos Marçal Ferreira-Queiroz, Bachelor in UFPB (2006), master (2009) and PhD (2013) in the Institute of chemistry of USP. During the PhD, spent one year (2012-2013) in the University of Geneva, Switzerland, under the supervisor of Prof. Jean-Luc Wolfender. Returned in 2014-2015 as a postdoc in the University of Geneva in the context of a Brazil-Switzerland joint project.

Taís Gratieri, former post-doc at UNIGE (2010-12) in Prof. Kalia Yogeshvar's Skin Bioengineering Group, now professor at UnB, Faculty of Health Sciences and Coordinator of the Laboratory of Food, Drugs and Cosmetics (LTMAC), Tais.Gratieri@unige.ch or tgratieri@gmail.com. Two publications with UnB and USP Ribeirão Preto.

³⁵ See their website at <http://www.unige.ch/sciences/pharm/fasie/index.html>.

³⁶ See <http://unan.unesp.br/destaques/0/20353/Unesp-conquista-Premio-ABIQUIM-de-Inovacao-Tecnologica>.

6.3.2. FAPSE

Key contacts at UNIGE are:

Prof. Abdeljalil Akkari, abdeljalil.akkari@unige.ch.

Prof. Akkari published extensively on Brazilian education often in partnership with Brazilian scholars. 8 recent publications were co-authored with PUC-PR, UFRJ, Universidade Federal Fluminense (UFF), the Universidade Federal de Juiz de Fora, the Universidade Federal de Uberlândia and UnB. The full list is available in Annex 1. He is director of the research team "Dimensions Internationales et comparatives de l'Education", which is part of PEG-EI (<https://www.unige.ch/fapse/pegei/recherche/>) in the Faculty of Psychology and Educational Science (FPSE). This team has a project called "Apports éducatifs des enseignants issus de la diversité culturelle et linguistique en Suisse" that results of a collaboration between UNIGE and UFF.

Mylene Santiago, professor at UFF, Niterói, Rio de Janeiro and doctor in educational science from UFRJ. She is the key contact on this project and published three times in recent years with Prof. Akkari.

Other Brazilian scholars who visited UNIGE and collaborated with Prof. Akkari were:

Camila Pompeu Da Silva, Boursière de la Confédération, currently PhD candidate in Education at UNIGE under the supervision of Abdeljalil Akkari, master at PUC-PR (2009) and bachelor at the Faculty of Arts of Paraná. Published a paper with Prof. Akkari and a book with him and P. Mesquida in 2011.

Peri Mesquida, currently Professor at Pontifícia Universidade Católica do Paraná. Holds a PhD in Education of UNIGE (1986), was a post-doc at UNIGE in 1992-93 and a post-doc at the University of Fribourg in 2014-15. She is a member of the Scientific Committee of the electronic review "Debates in Education: comparative analysis" edited by the PEG-EI Unit (FPSE, UNIGE). Published a book with Prof. Akkari and C. Pompeu Da Silva in 2011.

Ana Sheila Fernandes Costa, PhD in Education Science at UNIGE (2015) under the supervision of Abdeljalil Akkari, master at Universidade Federal de Uberlândia (2008). Published two papers with Prof. Akkari and a book with him and P. Mesquida in 2011.

6.3.3. Department of Internal Medicine Specialties, Cardiology

The Cardiovascular Research Group led by Prof. Nicolas Mach (Nicolas.Mach@unige.ch) and Dr. Fabrizio Montecucco (Fabrizio.Montecucco@unige.ch) is in collaboration with Brazil. They are members of the "Atheroremo Consortium" that obtained in 2008 a grant (EU FP7, Grant number 201668) by the European Commission. They also benefit of the support of the Swiss National Foundation (SNF). Main collaborations include the research group of Prof. Da Silva and Prof. Robson at UFMG. Prof. Mach also published a recent paper in partnership with the Universidade Federal do Ceará (UFC). See Annex 1 for more detail.

6.3.4. Institut des Sciences de l'Environnement

Prof. Martin Kumar Patel, Chair for Energy Efficiency, published two papers on ethanol biofuels (these are used intensively to replace gasoline in Brazil) in collaboration with UNICAMP. See Annex 1 for more detail.

6.3.5. Other publications

Co-publications were also found in other subjects with the following universities:

- Medicine
 - Tatiana Aboulafia Brakha with USP and PUC-SP
 - Jean-Pierre Michel with UFMG
 - Daria Neyroud with Sarah Regina Dias da Silva from USP who was a post-doc at UNIGE in 2012-13
 - Susanne Scherrer with USP
- Earth and Environmental Science
 - Annette Süssenger with USP
 - Massimo Chiaradia and Robert Moritz with USP and UFRN
 - Urs Schaltegger with UFRGS
- Anthropology: Alicia Sanchez-Mazas with USP
- Physics: Stefano Foffa with UNESP
- Computer Science: Jose Rolim with UFMG
- Mathematics: Marcelo Richard Hilario with UFMG
- GSEM: Elise Dupuis-Lozeron with UFMG

6.4. Brazil-Swiss Joint Research Program

In September 2009 a framework agreement on technical and scientific cooperation was signed between Brazil and Switzerland. The Brazil-Swiss Joint Research Program program is now led by the EPFL (<http://cooperation.epfl.ch/SeedMoneyBR-2015>) with the support of the Confederation. Seed Money grants aim at encouraging scientific partnership initiatives with Brazil in specific domains. They are also meant to prepare the researchers to apply for a Joint Research Project at the SNSF. The program led to 6 projects in the period 2013-2015, but none at UNIGE. They are listed at <http://cooperation.epfl.ch/page-111222-en.html>.

Following the visit of a Swiss delegation headed by J. Schneider-Amman in Brazil in April 2014, a new call for joint projects between SNSF and Fundação de Amparo à Pesquisa do Estado do Rio de Janeiro (FAPERJ) was launched in March 2015. The deadline of the call was the 23 October 2015 and it was open for research activities within all scientific disciplines and fields of research. 38 applications were received and 14 were accepted for a total of CHF 210'000 across research projects (maximum CHF 25'000 per project) and workshops, events or conferences projects (maximum CHF 10'000 per project). Two originated from UNIGE:

Number	Project title	Swiss PI	Brazilian PI
SM-BR-2015.04	Phylogenetic and functional composition of fish assemblage in Neotropical rivers	Juan Ignacio Montoya-Burgos	Gislene Torrente Vilara UNIFESP
SM-BR-2015.05	Investigating the impacts of Andean volcanism on Eastern South American climate	Markus Stoffel	Heitor Evangelista da Silva UERJ

6.5. SNF research projects

33 projects that received funding from the Swiss National Science Foundation have included some form of collaboration with Brazilian universities, according to the SNF P3 Research Database (p3.snf.ch).

Eight of these projects were undertaken at UNIGE (including one that is still on-going) and are detailed below in descending order based on their end date.

1) “Trade and Labor Market Outcomes in Developing Countries”

Lead: Marcelo Olarreaga

Faculty: GSEM

Period: 01.02.2014 – 31.01.2017

Collaboration: in-depth/constructive exchanges on approaches, methods or results, publication, research infrastructure and exchange of personnel with Fundacao Getulio Vargas. Speeches at the Annual Meeting of the Latin American and Caribbean Economic Association, Universidade de São Paulo (USP), in November 2014.

2) “Pancreatic islet cell communication via tetraspan membrane proteins”

Lead: Dominique Belin

Faculty: Dépt Physiologie Cellulaire et Métabolisme, Faculté de Médecine

Period: 01.04.2012 - 31.03.2015

Collaboration: In-depth/constructive exchanges on approaches, methods or results, publication and research Infrastructure with Collares-Buzato at Universidade Estadual de Campinas

3) “Caractérisation prosodique et linguistique de phonogenres: approche semi-automatique et applications”

Lead: Antoine Auchlin

Faculty: Département de linguistique, Lettres

Period: 01.07.2011 - 31.08.2014

Collaboration: Jean-Philippe GOLDMAN (UNIGE), Antoine AUCHLIN (UNIGE), Maíra AVELAR MIRANDA (PUC-MG), Cirineu CECOTE STEIN (UEPB), “EasyAlign: an (semi-) automatic segmentation tool under Praat for Brazilian Portuguese”, Proceedings of the VIIth GSCP International Conference: Speech and Corpora, 2012.

4) “Comment et pourquoi les enseignants décident du redoublement de certains élèves ?”

Lead: Marcel Crahay

Faculty: FAPSE

Period: 01.12.2010 - 31.07.2014

Collaboration: In-depth/constructive exchanges on approaches, methods or results with CENPEC Centro de Estudos e Pesquisas em Educação, Cultura e Ação Comunitária, São Paulo

5) “Role of visfatin on inflammatory atherosclerotic vulnerability for ischemic stroke”

Lead: Fabrizio Montecucco

Faculty: Service de Cardiologie, Département de Médecine Interne, HUG

Period: 01.04.2011 - 31.03.2014

Collaboration: in-depth/constructive exchanges on approaches, methods or results and publication with the University of Minas Gerais (UFMG).

6) “Selective anti-inflammatory treatments to reduce post-infarction heart failure”

Lead: François Mach

Faculty: HUG

Period: 01.01.2011 - 31.12.2013

Collaboration: publication with University of Minas Gerais (UFMG)

7) “4èmes Rencontres de l'Interactionnisme socio-discursif”

Lead: Bulea Bronckart Ecaterina

Faculty: Sciences de l'éducation

Period: 01.07.2013 - 30.09.2013

Collaboration: in-depth/constructive exchanges on approaches, methods or results, as well as publication with the Universidade Federal do Ceará and the Universidade de São Paulo (USP). The scientific committee also included representatives of a number of other leading Brazilian universities, see [here](#).

8) “Perception des changements et événements au cours de la vie”

Lead: Stefano Cavalli

Faculty: Centre Interfacultaire de Gérontologie

Period: 01.10.2010 - 30.09.2012

Collaboration: in-depth/constructive exchanges on approaches, methods or results and publication with Universidade Federal do Rio Grande do Norte and Universidade Federal do Piauí (Teresina). Ibid plus research infrastructure and exchange of personnel with Universidade Federal da Paraíba.

6.6. G3-Brazil

The G3, a group of three leading French-speaking universities (University of Montreal, Université Libre de Bruxelles and UNIGE), visited Brazil in May 2014.³⁷

³⁷ See <http://g3univ.org/premiere-mission-du-g3-au-bresil-3-grandes-universites-francophones-accueillies-au-bresil/>.

Prof. Margareta Baddeley, vice-rector of UNIGE at the time, was part of the delegation that signed cooperation agreements with UNESP, USP and UnB (UNICAMP was also visited).

They then met with representatives of MEC, MCTI, CNPq, CAPES and FAPESP (see section 5.1), which resulted in the signature of an agreement with FAPESP to fund joint projects between researchers from G3 and São Paulo universities. In this context, a “joint seed fund” financed equally between G3 and FAPESP was created and a first call for projects was launched the same year.³⁸ The condition was that it should be proposed by at least three G3 researchers and at least one of the state of São Paulo, the latter being subject to the general conditions of the Sao Paulo Researchers in International Collaboration (SPRINT). Unfortunately, only one project (mention project + authors; project ongoing) could be financed through this mean, which resulted in little returns relative to the complex organizational process it required. For this reason, no new call for projects is expected in the near future.

6.7. COIMBRA-Brazil

The Latin America Task Force of the COIMBRA Group³⁹ is meant to disseminate knowledge about the Coimbra Group universities and the European higher education system among higher education institutions in Latin America, and vice-versa. It also facilitates and supports collaboration projects between Coimbra Group members and partners there. The main partner in Brazil is the “Coimbra Group of Brazilian Universities” (CGBU) and most of the joint activities take place through this network-network cooperation (there is an umbrella agreement).

An example of this collaboration is the "Coimbra Group Scholarship Programme for Young Professors and Researchers from Latin American Universities", launched for the first time in January 2004. This initiative, which offers yearly grants to finance short-term research visits, aims at favoring mobility and academic exchange between both regions (mostly Brazilian and Argentinian scholars). A new call will be launched in January 2016.⁴⁰

Various activities also included facilitating the exchange of researchers and PhD students, setting up a seminar on Brazilian studies and thematic workshops for researchers,⁴¹ and creating a Web Platform (hosted by the University of Coimbra) to facilitate the mobility of researchers and PhD students between the CG and the CGBU. The latter project has been approved by the Brazilian side and is now under testing.⁴²

³⁸ See <http://g3univ.org/premier-appel-a-projets-g3-fapesp-bresil/>.

³⁹ See <http://www.coimbra-group.eu/task-forces/la>.

⁴⁰ See <http://www.coimbra-group.eu/activities/scholarships/latin-america-la>.

⁴¹ Under the topic “technology and societal challenges” and three sub topics: Ageing Society; Food technology: supply and security issues; and Urban landscapes and inclusive societies.

⁴² See see: <https://www.beadoc.org/->

According to the minutes of the reunion of the Executive Board in Q4 2011, an agreement between the CG and the CGBU was also signed regarding the Science without Borders Program (see section 5.2) that grants specific access to the scholarships for Coimbra university members.

UNIGE is represented in this task force by Prof. Daniel Ariztegui (Earth Science). The Coimbra contact person for Latin America is Catarina Moleiro (Moleiro@coimbra-group.eu).

6.8. Swissnex Rio de Janeiro

Swissnex Brazil is an initiative of Switzerland's State Secretariat for Education, Research and Innovation (SERI), managed in cooperation with the Department of Foreign Affairs as an annex of the Consulate General of Switzerland in Rio de Janeiro and Sao Paulo. Christa Lang visited it in 2015 and received support to get an appointment with UFRJ. They charge fees for their networking services.

6.9. Other types of links

6.9.1. Courses about Brazil at UNIGE

[Initiation à l'histoire du Brésil contemporain \(XIXe-XXIe siècle\) : de l'Indépendance à Dilma Rousseff](#)

Armelle ENDERS

Lettres

BA Histoire générale

["Le Brésil Français"](#)

Géraldine MERET

Lettres, Département de langue et de littérature françaises modernes

MA Français moderne

"À travers les textes relatant les expériences françaises au Brésil aux XVIe et XVIIe siècle, nous verrons comment l'existence éphémère d'un « Brésil français », a contribué à la vision du Nouveau Monde dans la littérature française et à la construction progressive de la figure du Sauvage, cannibale sanguinaire ou incarnation d'une sagesse perdue. Nous aborderons la relation problématique de Paulmier de Gonneville, par laquelle la France revendique la primauté de la découverte du Brésil, ainsi que les oeuvres issues des brèves expériences coloniales. La France Antarctique, établie de 1555 à 1560 dans la baie de Rio, a ainsi donné naissance à des oeuvres célèbres (André Thevet, Jean de Léry), premiers grands succès de la littérature de voyage, qui dessinent les contours de l'exotisme américain, transportent dans le Nouveau monde les affrontements religieux qui déchirent l'Europe, et donnent matière à une vaste réflexion sur ce que signifient pour l'Europe ces échanges avec un Monde Nouveau (Montaigne). Les récits moins connus de la France Equinoxiale, des capucins Claude d'Abbeville et Yves d'Evreux décrivent quant à eux un Brésil en mutation, où les contacts entre Européens et Amérindiens, déjà anciens, sont entraînés vers un nouvel équilibre, instable et problématique, celui des dynamiques coloniales et missionnaires."

6.9.2. People and publications on Brazil

Armelle ENDERS: Chargée de cours, Unité de Portugais, armelle.enders@unige.ch.

Armelle ENDERS, *Nouvelle Histoire du Brésil*, Chandeigne, Feb 2008.

Armelle ENDERS, "João Pereira da Silva, Francisco Adolfo de Varnhagen et les malheurs de l'histoire moderne du Brésil", *Revista de História*, edição especial (2010), 115-129.

Armelle ENDERS, "Trafic d'esclaves et de travailleurs dans les colonies portugaises dans la seconde moitié du XIXe siècle", Journée « Sociétés coloniales », Créteil, 24 mai 2012.

Géraldine MERET: Chargée d'enseignement à l'Université de Genève, Département de langue et de littérature françaises modernes, geraldine.meret@unige.ch.

2012: Boursière du programme CAPES / COFECUB pour un séjour de recherche au Brésil, dans les villes de Rio de Janeiro, São Paulo, Campinas, São Luís do Maranhão, août-octobre 2012, dans le cadre du programme de recherches sur les usages des concepts du droit savant dans les délibérations des assemblées municipales au Brésil sous l'Ancien Régime intitulé "Le bon gouvernement des gens".

Depuis 2013 Membre du projet de recherche Bahia 16/19, financé par le programme MarieCurie de l'Union Européenne, en partenariat avec le département d'histoire de l'Université fédérale de Bahia, le Centre d'histoire de l'Outre-mer de l'Université nouvelle de Lisbonne et le Centre de recherches sur le Brésil colonial et contemporain de l'EHESS. Les porteurs sont Evergton de Souza Sales (Salvador), Pedro Cardim (Lisbonne) et Jean-Frédéric Schaub (Paris).

Géraldine MERET, "Yves d'Évreux, Voyage au nord du Brésil (1615)", *Cahiers des Amériques latines* 72-73 (2013).

« Le Brésil en toutes lettres », Journée d'étude organisée par l'Association ARBRE, l'Institut des hautes études en Amérique latine (Paris III) et l'Ambassade du Brésil à Paris. Intervention : « France Equinoxiale ou Pays des Sauvages? Ecrire l'histoire du Brésil français, donner voix à l'altérité brésilienne », 20 mars 2014.

« Política, religião e universo das letras no contexto colonial », Workshop organisé par le groupe de recherche Bahia 16/19, financé par le programme Marie-Curie de l'Union Européenne, en partenariat avec le département d'histoire de l'Université fédérale de Bahia, le Centre d'histoire de l'Outre-mer de l'Université nouvelle de Lisbonne et le Centre de recherches sur le Brésil colonial et contemporain de l'EHESS. Intervention : « Olhar estrangeiro sobre a Bahia colonial : relatos de viagem dos séculos XVII ao XVIII », 1 septembre 2014.

7. RESOURCES

Leite Denise, “Brazilian higher education from a post-colonial perspective, Globalisation”, *Societies and Education*, 8:2, 219-233, 2010, <http://www.tandfonline.com/doi/pdf/10.1080/14767721003779738>

Suzigan Wilson, “The underestimated role of universities for the Brazilian system of innovation”, *Brazilian Journal of Political Economy*, vol. 31, nº 1 (121), pp. 3-30, January-March/2011.

Bound Kirsten, “Brazil. The natural knowledge economy”, The Atlas of Ideas, Demos, London, 2008,

http://www.lerf.eco.br/img/publicacoes/2008_12%20Brazil%20the%20natural%20knowledge%20economy.pdf

Stanek Christina, “The Educational System of Brazil”, *IEM Spotlight* Volume 10, Issue 1, March 2013, http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Resource_Library_Assets/Networks/ACE/EDU%20Systems%20Brazil.pdf

OECD, “Education at a glance”, OECD Country Note, 2014, <http://www.oecd.org/brazil/EAG2014-Country-Note-Brazil.pdf>

ICEF, “Finding opportunities within crisis in Brazil”, ICEF Monitor, 11 Nov 2015, <http://monitor.icef.com/2015/11/finding-opportunities-within-crisis-in-brazil/>

8. ANNEXES

8.1. Summary of student exchange reports

Universidade de São Paulo (USP)

1) Faculty of Economy and Administration in Ribeirão Preto, spring 2015

City and safety: Ribeirão Preto is about 5 hours away from São Paulo City by long distance bus and also has an airport. You get there by less than one-hour flight from São Paulo. For Brazilian standards, the city is boring and small. It is a lot safer than São Paulo City or any other Brazilian town that hits the one million mark. Rich and middle class Brazilians still lock themselves in guarded gated communities and highly secured buildings. Going out is no problem during the day, but at night you should better take a taxi. When walking through Brazilian downtown centres, always be aware of your surroundings. It can be difficult to live in Ribeirão Preto without a car. Be ready to wait for buses and to pass some headache before you understand how the bus system works.

Language and integration: I recommend learning a good Portuguese before arrival because it is hard to find your way round without it. At the USP this does not hold true – most students speak English. If you do an exchange with the FEA-RP (Faculty of Economy and Administration in Ribeirão Preto), you will not need any Portuguese proficiency in order to be allowed to take classes. The FEA faculty offers a limited amount of courses in English. Brazilians welcome travellers and exchange students, help them out, give valuable tips and integrate strangers easily. As an international student you get a “buddy” who helps you find your way round.

Housing and campus life: Many local and international students live in repúblicas with between 10 and 25 other students, where sometimes only cleaning personnel really care about hygiene. Some of my friends who live in big repúblicas (10+ students) share their room and sleep on a mattress on the floor. If you do not like your accommodation, you can change it in less than a week. You'll easily find accommodation in a república for under 600R\$ (about 180 CHF). Eating lunch or dinner in the “bandeirão”, the student restaurant on the campus, will cost you 0.60CHR (yes, 60 cents!). The food is always the same, rice and beans but a different meat and salad every day. There is a lake on the campus, a swimming pool, a gym, many cafeterias and three banks.

Academics: Firstly, the little class sizes (less than 40 students per class) makes you feel like in high school rather than in university. Secondly, only nerds, Japanese and international students pay attention and take notes. If the class begins at 8am, you'll probably be the first one to arrive at around 8:10. Everybody is late. Always. Once the class starts, students walk in and out, eat or do whatever. I was worried about not passing the exams once people told me that the USP is the best university in Brazil. Don't be. If you pass exams in Geneva, you will pass them here too. And if you should not pass – well, it's Brazil – go and negotiate with your professor.

2) USP in São Paulo, academic year 2014-2015

São Paulo is a giant and disfunctioning city and visitors need an adaptation period, but after a while it becomes easy to get around and understand the functioning of such a metropole. Once arrived, it is required to personally go to the Federal police to ask for a visa. It is possible to find good (shared) apartments for 1000 reais (about 246 CHF) but inflation is high. Professors are available and globally very motivated by the teaching material. Most exchange students did not have priority for courses registration, which caused problems. I had no safety issue but it is important to be prudent.

Pontifica Universidade Católica de Rio de Janeiro (PUC-RIO)⁴³

(Please do not circulate externally)

Academic semester: the semester began on August 11th. The administration required our presence already a week before so we could attend the orientation week. The end of the semester was confusing. Some students could leave at the end of November; some had classes until the half of December.

Courses: Each course was taught 4 classes/week (Portuguese 6 classes/week). A 75 % overall attendance is compulsory. The offer of Master's courses in international relations at PUC taught in English is extremely limited. Moreover, the courses were open to every student, regardless of their major, which notably influenced the quality of discussions and work ethic in class. Some professors adopted a very relaxed approach to classes (randomly canceling classes, regularly dismissing classes in the half of the allocated time slot). In several cases the on-line syllabi turned out to be very inaccurate, old or describing a completely different course that was taught.

Administration: although the administration was friendly and willing to help, they often provided misleading or inaccurate information, which caused sometimes major complications. Besides the International Cooperation Centre the PUC administration's knowledge of English was limited.

Student organizations: there are no or almost none student organizations at PUC. The university itself occasionally organizes conferences, exhibitions or other events.

Housing and expenses: PUC does not have at its disposal any owned student accommodation. Students can choose a home stay of R\$1400/month provided by PUC or find accommodation on their own. My weekly grocery expenses ranged from R\$ 160 to R\$ 320.

Life experience: notwithstanding all the complications I am genuinely thankful for this experience. What I learned at PUC and in Brazil could never be learnt in Geneva. PUC and the city offer many opportunities but they need to be taken proactively. Portuguese is crucial for the stay. The faster the students were learning, the more of

⁴³ The original report was retrieved on the website of the Graduate Institute Geneva. Student reports are protected by a password.

the experience they were able to grasp. Security represents a key issue. I heard a story about a robbed student or about other incidents every week. On the other hand, if a person behaves reasonably, the danger significantly diminishes.