The Higher Education System in Brazil

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Paula Daniela Fernández has a PhD in Anthropological Sciences (University of Buenos Aires - Argentina). Currently, she is professor and researcher at the Federal University of Latin American integration (UNILA for its Portuguese acronym - Brazil). Likewise, between 2019 and 2021 she has been the vice-academic coordinator of the International Relations and Integration career at the same university. Paula Fernández has experience in sociology, history of Latin America, regional integration, internationalization of higher education and recognition of university degrees in the Southern Common Market (MERCOSUR for its Spanish Acronym). She participated in numerous events and has publications in journals and books.

Bianca Petermann Stoeckl is a specialist in Public Management and follows the career of technical-administrative in education at the Federal University of Latin American Integration (UNILA for its Portuguese acronym - Brazil). She is a master's student in International Relations at the UNILA and a member of the research group “Interdisciplinary Group of Social Studies and Research on Transnational Capitals, State, Dominant Classes and Conflicts in Latin America and the Caribbean” (GIEPTALC, for its Portuguese acronym, Brazil). She has publications related to the internationalization of higher education, international academic mobility and regional integration and on public management and university extension.
ANTECEDENTS AND TRADITION OF HIGHER EDUCATION INSTITUTIONS IN BRAZIL

The origins of the Brazilian university can be located in the 20th century, although these higher education institutions are based on a tradition that dates back to the 19th century with the creation of professional schools and military academies (BOTTONI, SARDANO & COSTA FILHO, 2013).

After the arrival of the royal family to Brazil in 1808, the first professional schools were founded, although some authors date their origins from the 16th century with the founding of the Company of Jesus by Inácio de Loyola (BARRETO & FILGUEIRAS, 2007).
After independence (1822) and with the constitution of the Empire of Brazil there were heated discussions to open a university but that was not possible until the proclamation of the Republic (BARRETO & FILGUEIRAS, 2007).

After the proclamation of the Republic in 1889 (also known as the First Republic or the Republica Velha), education suffered several setbacks and reforms resulting in the creation of several institutes and schools in Rio de Janeiro and São Paulo.
Already during the Second Republic, the country underwent an institutional restructuring and in “1931, the National Council of Education (Conselho Nacional de Educação), the Statute of Brazilian Universities and the University of Rio de Janeiro were instituted, in addition to the regulation of commercial education (accounting profession) and secondary education” (BOTTONI, SARDANO & COSTA FILHO, 2013: 20. Own translation).

After the installation of the so-called Estado Novo (after the coup by Getúlio Vargas), the University of São Paulo and the University of Porto Alegre were created in 1934.
In their origins, these proto universities were influenced by the French, German and English models, although their main source of reference was the University of Coimbra (GOMES et al., 2018).

However, in the twentieth century and after the installation of the first universities, they adopted a more Humboldtian perspective. In the words of BOTTONI, SARDANO, E. & COSTA FILHO (2013: 25. Own translation):

“since the installation of the first universities in Brazil, in the first half of the 20th century, another educational model was adopted in the country, the Humboldtian Model, which, although not followed in its entirety, served as a guideline. This model was present in Germany and had research as its essential principle; thus, the main means of training was to unite teaching and research”.
University model

With a similar perspective, the researcher Claudio Rama (2017, p. 68. Own translation) says that: “Some have established, since the reform of Getulio Vargas in 1938, a model of the public sector oriented under the pattern of the pragmatic and market-oriented American universities under a German-style research model”.
In 1946, after the fall of Getúlio Vargas, a new constitution was promulgated and the project of the Law of guidelines and bases of national education (Lei de Diretrizes e Bases da Educação Nacional) was born, which only recently got into discussion by deputies in 1961 (BOTTONI, SARDANO & COSTA FILHO, 2013: 20-21).

That year was created the University of Brasilia (Universidade de Brasília)

“from a project led by Anísio Teixeira together with Darcy Ribeiro, after the transfer of the capital from Rio de Janeiro to Brasilia, it was born with its own modern goals. It was conceived within an integrated, bold project with scientific research purposes. UnB emerged as the most modern university in the country at that time, symbolizing a watershed" (BOTTONI, SARDANO & COSTA FILHO, 2013: 21. Own translation).
During the 1950s, the first agreements between the United States and Brazil were signed, in which professors, researchers and students participated, in the 1960s, the postgraduate period began to develop with a strong influence from European and North American universities (BOTTONI, SARDANO & COSTA FILHO, 2013).
Higher education from the 1970s

In 1964 there was a military coup that also meant a great setback in education. In this way, in the 70s we see that private education begins to grow, a trend that, although it is earlier, was on the rise over the decades. According BOTTONI, SARDANO, & COSTA FILHO (2013:30. Free translation):

“In 1933, the private sector accounted for 64.4% of establishments and 43.7% of higher education enrollments, proportions that did not change substantially until the 1960s private sector enrollment grew to 62.3%.”
Higher education from the 1970s

During the 1970s, the number of state and private non-profit universities grew. According to GOMES, MACHADO-TAYLOR, & SARAIVA (2018: 131. Free translation):

“Private higher education gains strength, motivated by demand from students who could not get places in public universities and who questioned governments about the lack of opportunities to study (RODRIGUES, 2011). Since then, there has been an expansion of colleges in the capitals and in the main cities of the country”.
This growth trend of private education continues. In this regard, Fernández Hellmund and Pretell say that:

“The case of Brazil is very interesting to analyze this phenomenon because the country has 299 public Higher Education Institutions and 2,238 private ones, focusing on the number of students. Thus, more than 70% of higher education students study in private institutions” (FERNANDEZ HELLMUND & PRETELL, 2021:44; MEC, 2018. Free translation).
Higher education from the 1990s to the present

This predominance of private higher education over public was also possible due to the educational and legislative reforms carried out in the 90s that allowed the existence of profit-making higher education institutions (HEIs), which were until then prohibited (BOTTONI, SARDANO & COSTA FILHO, 2013).

During the PT governments, new public universities were created (18 Federal institutions) and their budgets were expanded, through the Support Program for Plans for Restructuring and Expansion of Federal Universities (REUNI for its Portuguese Acronym), the University for All Program (PROUNI for its Portuguese Acronym) and the Student Financing Fund (FIES for its Portuguese Acronym) (ROMERO WIMER, FERNANDEZ HELLMUND & PETERMANN STOECKL 2021:90-91; CHAVES & AMARAL, 2016).
Higher education from the 1990s to the present

This expansion occurred mainly at the first-degree level: "Comparing the number of graduate programs in public and private networks with the number of enrollments in undergraduate courses, we see that while the public sector has a greater presence in graduate programs (82% of programs), private HEIs account for 75% of enrollments in undergraduate courses". (CATANI, et. al, 2010: 271. Free translation)
Higher education during the PT governments

In addition to the programs mentioned during the PT governments and the creation of universities, the “Ciência sem Fronteiras” program was created (Decree No. 7,642 / 11) that promoted the exchange of students and researchers mainly for the central countries and focused on areas related to economic and business production. The countries that received the most scholarship recipients from Brazil were the United States (27.8 thousand), United Kingdom (10.7 thousand), Canada (7.3 thousand), France (7.2 thousand) and Austria (7 thousand) (ROMERO WIMER, FERNANDEZ HELLMUND & PETERMANN STOECKL, 2021:91; FAPESP, 2017. Free translation).

Furthermore, it is important to add that the educational policies and reforms that took place during the PT governments indicate a strong influence of European educational initiatives, such as the European Higher Education Area (EHEA) and the Bologna process (SIEBIGER, 2018; ROMERO WIMER, FERNANDEZ HELLMUND & PETERMANN STOECKL).
Characteristics of Higher Education
Characteristics of higher education


According to article 207 of the Constitution

"Universities enjoy didactic-scientific, administrative and financial and asset management autonomy, and will obey the principle of inseparability between teaching, research and extension“ (Constituição Federal, 1988).
PUBLIC UNIVERSITIES

Brazilian higher education institutions are classified into public and private.

Public institutions of Higher Education are maintained by the Public Power and have free enrollment or tuition for graduation (BRASIL, s.d). In other words, it is a legal entity under public law.

They are created by a bill initiated by the executive branch and approved by the legislative branch, or they can still be incorporated.

They are managed in the Federal, State or Municipal spheres:

- Federal - institution maintained by the Federal Government.
- State - institution maintained by the State Government.
- Municipal - institution maintained by the Municipal Government.
- Even public institutions can charge for enrollment in the entrance exam (if applicable) and in postgraduate courses.
PRIVATE UNIVERSITIES

Basically, private Brazilian HEIs can be:

- For-profit (or private in the strict sense): they are business institutions, that is, maintained by the private sector for profit purposes;
- Non-profit: are maintained by a private entity, but have a social vocation (MONDINI, 2005). Its purpose is non-profit and should apply its financial surplus to education.

Private non-profit entities were defined by the Law of Guidelines and Bases of Education (LDB, Law 9394/1996) in community, confessional and philanthropic organizations.

Philanthropic entities receive a Social Assistance Certificate for providing services to the population in a complementary character to State activities (MONDINI, 2005), even with business/commercial characteristics (MOROSINI, 2011).
According to Article 15 of Decree No. 9235, of December 15, 2017, the institutions that form part of the Federal System of higher education are organized and accredited as:

- **Faculties**: They can be public or private. According to Decree 9235/2017, Art. 15, “Private institutions will be originally accredited as colleges”. They have curriculum proposals in more than one area of knowledge, with the purpose of professional training, and can offer undergraduate, graduate (Lato sensu and stricto sensu) courses and sequential courses.

- **University Center**: They can be public or private. They are endowed with autonomy to create courses and vacancies and are required to maintain $\frac{1}{3}$ (one third) of masters or doctors in their faculty and $\frac{1}{5}$ of them full-time, in order to offer quality education and good working conditions.

- **University**: They can be public or private. They are endowed with autonomy at the headquarters and develop teaching, research and extension activities (CF/88, Art. 207). They are required to maintain $\frac{1}{3}$ (one third) of masters or doctors and $\frac{1}{5}$ (one third) of the faculty full-time;
Furthermore, 'Law No. 11,892, of December 29, 2008, created the Federal Network for Professional, Scientific and Technological Education, which comprises specialized teaching in professional and technological education, consisting of the following higher education institutions:

Federal Institute of Education, Science and Technology; Technological University; and Federal Center for Technological Education.

For regulatory purposes, these institutions in the network are on a par with universities and university centers, and the federal institutes offer, in addition to higher education, integrated secondary education (professionalizing).
Undergraduate - Higher education in Brazil begins with undergraduate or sequential courses and offers academic or professional career courses for students who have completed high school. It awards diplomas with Bachelor's, Bachelor's or Technology degrees.

Bachelor's Degree - refers to specific and essential training for the exercise of certain professional, academic or cultural activities. These are courses in health sciences, exact sciences, earth sciences and humanities. It confers a bachelor's degree.

The graduation in medicine course no longer grants the bachelor's degree, starting to have in its diploma only the denomination "Doctor".

Licentiate - higher course that confers skills to act as a teacher in basic education, with a bachelor's degree.

Technologist - higher courses for specialized training and faster duration with a focus on professional practice in scientific and technological areas. They confer the technologist diploma.
ADMISSION FORMS

- Entrance exam (VESTIBULAR)

It is a selection process carried out by the Higher Education Institution (HEI) applied by a public or private institution, which may consist of tests, writing, analysis of school curriculum and even interviews.

The student enrolls in the entrance exam at a certain IES, which may or may not be free, and chooses the undergraduate course. Admission will depend on the candidate's classification within the number of places available in that chosen course.

Foreign participants are normally required to present an identity document issued by the Ministry of Justice or a wallet or provisional document from the National Migration Registry.

The admission mechanism for foreigners through the entrance exam depends on the calls and admission programs of each university. Some universities carry out specific international selection processes for foreigners, indigenous people and refugees. The Federal University of Latin America Integration, for example, reserves 50% of the places in undergraduate courses for Latin American and Caribbean citizens, just as UNILAB has the same system for selecting students from Portuguese-speaking countries.
ADMISSION FORMS

- ENEM - National High School Exam

The Enem - National Secondary Education Examination - is an exam administered by the Ministry of Education at the national level, being considered the second largest test of access to higher education in the world (Assessoria de Comunicação Social MEC, 2015).

It is used as an alternative to the entrance exam, totally or partially, for admission to public or private Higher Education Institutions. The SISU - Unified Selection System is a government system that allows candidates to choose participating institutions and courses to check available places (MEC, s.d.).

The ENEM grade is mostly used by public HEIs that do not have their own entrance exam. The ENEM grade also serves as access to the acquisition of scholarships, full or partial, in private universities by the federal program Universidade para Todos - PROUNI or by the federal student financing program (FIES) (Anhanguera website, s. d).

Foreign participants can enroll in the test, provided they have an identity document issued by the Ministry of Justice, including those recognized as refugees, in accordance with Law No. 9,474, of July 22, 1997 (MEC/INEP, Notice 2021)
● **Student Program-Graduate Agreement (PEC-G).**

For foreign students from countries that maintain an educational agreement with Brazil, the Brazilian government offers its own selection process, under the Student-Graduation Agreement Program (PEC-G). The management of the program, created in 1965, is carried out by the Educational Themes Division of the Ministry of Foreign Affairs to offer foreign students the opportunity to carry out their undergraduate studies in Brazil in Brazilian Higher Education Institutions (HEIs), public or private, that are associated with the program. It is governed by Presidential Decree No. 7948, of March 12, 2013.

The PEC-G is a program of vacancies, not scholarships, and it is necessary to prove the means to stay in Brazil. In some specific cases, students in the program may receive MRE scholarships.
Enrollment in the program selection process is carried out free of charge at the Brazilian embassy. The candidate must be over 18 years old, have completed or be in the last year of the corresponding Brazilian high school and have a certificate of proficiency in Portuguese, the CELPE-BRAS.

The selection process consists of document analysis (school history, curriculum, among others) carried out by a commission established by the Ministry of Education.

Upon completion of the course, graduates must return to their country of origin, and must collect their diploma at the Brazilian embassy in the country of enrollment.

Use of diplomas, re-entry.
REFERENCES


REFERENCES


BRASIL. Decreto nº 11892, de 29 de dezembro de 2008. Institui a Rede Federal de Educação Profissional, Científica e Tecnológica, cria os Institutos Federais de Educação, Ciência e Tecnologia, e dá outras providências.
REFERENCES


REFERENCES


Part 2
Presenters

Leanna Carroll

Leanna joined WES in 2019 as a knowledge analyst. In this role, she specializes in education systems throughout Latin America, Portugal, and Spain. Prior to joining WES, Leanna worked and interned for several non-profit organizations focused on intercultural education, refugee resettlement, and youth development. Leanna holds a bachelor’s degree in communications from Fordham University and a master’s degree in global thought from Columbia University.

Anthony Reyes

Anthony started working at WES in 2018 as a credential analyst and knowledge analyst. He has written on the education system of Colombia and done extensive research on international education systems, including those of the Commonwealth. Anthony specializes in credentials earned in Francophone, Lusophone, and Latin American education systems. He graduated with a Bachelor of Arts in English from Hunter College in 2016.
Agenda

I. Higher Education Institution Types
II. Quality Assurance Bodies
III. Accreditation Cycles
IV. Transformative Processes
V. Undergraduate and Graduate Programs Quality Review
VI. e-MEC Case Studies
Higher Education Institution Types

In Brazil, there are three main types of *instituições de ensino superior* (IES, or higher education institutions, HEIs):

**Universities (Universidades)**
- This is the highest institution level
- Universidades focus more on research and offer practically every level of study, up to the doctoral level
- They have full autonomy to offer new programs and to register their own diplomas

**University Centers (Centros Universitários)**
- These institutions generally offer more courses in more areas than *faculdades*
- They have more autonomy to offer new undergraduate programs
- The majority of these institutions are private
- They can also register their own diplomas

**Faculties/Colleges (Faculdades)**
- These are specialized institutions offering undergraduate programs in limited fields of study
- Faculdades need full ministerial authorization in order to add new programs to their roster
- The majority of these institutions are private
- Private HEIs must start out as faculdades, which require more oversight, before they can operate as a centro universitários
- Diplomas issued by faculdades must be registered by a centro universitario or universidade
Brazilian HEI Quality Assurance Bodies

Ministry of Education, MEC (Ministério da Educação)
• MEC is the highest authority governing the federal higher education system in Brazil
• Among its many responsibilities, MEC oversees the ratification decisions of various quality assurance bodies

National Board of Education, CNE (Conselho Nacional de Educação)
• The CNE is a division within the Ministry of Education
• It serves as a regulatory body for both public and private institutions
• Its responsibilities include:
  • Accrediting tertiary education institutions at the university sector
  • Developing curriculum guidelines for undergraduate programs
  • Authorizing the formation of new degree programs
  • Sanctioning legislation and regulations for the higher education sector

National System of Higher Education Assessment, SINAES (Sistema Nacional de Avaliação da Educação Superior)
• SINAES evaluates higher education institutions, programs, and academic performance
• It assesses teaching, research institutional management, faculty and institutional facilities, and more
Other Quality Assurance Bodies in Brazil

National Commission for Higher Education Evaluation (Comissão Nacional de Avaliação da Educação Superior, CONAES)

• CONAES is responsible for the National System of Higher Education Evaluation, or Sistema Nacional de Avaliação da Educação Superior (SINAES)

• In managing SINAES, the body:
  • Assesses the processes and procedures of institutional evaluations
  • Establishes organizational guidelines for HEIs
  • Prepares plans for the growth and expansion of HEIs

Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, CAPES)

CAPES is responsible for evaluating stricto sensu (master's and doctorate) programs and encouraging international scientific cooperation

• CAPES is also responsible for the accreditation of postgraduate degree programs in Brazil
Accreditation

• All higher education institutions in Brazil must seek accreditation by MEC
• For private institutions in particular, the accreditation and reaccreditation processes are essential for continued operation
• Reaccreditation must be requested by the IES at the end of each evaluation cycle
• Course recognition is necessary for the national validity of the respective diplomas
• Centros universitários and universidades have autonomy to offer new programs, but they must inform the MOE of their actions for the purposes of supervision, evaluation, and program recognition

Accreditation Cycles:

Faculdades
• Faculdades are initially accredited for three years
• They require authorization for all new program offerings
• They must be rated positively at each accreditation cycle
• After the initial accreditation cycle, they are reaccredited every five years
Accreditation (continued)

**Centros Universitários**

- Centros universitários are initially accredited for three years
- Because they have more autonomy than faculdades, they can offer new undergraduate programs and increase the number of seats without a formal ministerial authorization
- After the initial accreditation cycle, they are reaccredited every 8 to 10 years

**Universidades**

- Universidades have an initial accreditation period of five years
- Similar to centros universitários, they have a degree of autonomy that allows them to offer new undergraduate programs without a formal authorization
- After the initial accreditation cycle, they are reaccredited every 8 to 10 years
Faculdades can receive accreditation to become centros universitários if they meet some of the following conditions:

- They are already accredited
- They must have been fully operational for at least six years
- They need to obtain a score of 4 or higher on the SINAES scale

Many conditions are necessary for requesting accreditation:

- 20% of the faculty must be teaching on a full-time basis
- 33% of the faculty must possess either a master’s or doctoral degree
- There must be a minimum of eight recognized undergraduate programs with good grades
- The institution must not have any penalties

For reaccreditation, institutions need a score of 3 or higher on the SINAES scale

Conditions for accreditation must be maintained
Accreditation of *Universidades/Universities*

**Prerequisites for application:**
- A third of the faculty must possess a master’s or doctoral degree
- A third of the faculty must teach on a full-time basis
- The university must have a SINAES score of 4 or higher
- The university must have an *Índice Geral de Cursos* (IGC) score of 4 or higher
- Four master’s-level courses and two doctoral-level courses (recognized by MEC) must regularly be on offer
- The ministry (MEC) assesses the quality of the proposed plan

**Reaccreditation:**
- The institution must fill out the application before reaccreditation is established
- Reaccreditation is contingent on:
  - A SINAES score of 3 or higher
  - An IGC score of 3 or higher
  - For those that have not met the requirements for reaccreditation, a reassessment is performed and CNE makes the final decision
- A university’s distance education accreditation takes place at the same time that the university is reaccredited
The Índice Geral de Cursos (IGC) is a quality assessment system used to evaluate HEIs in Brazil

- The IGC score is on a 5-point scale
- 1 and 2 are unsatisfactory scores, but they are also rare
- Several factors go into the final IGC score, such as:
  - The Average Preliminary Course Score for each offered undergraduate course over the past three years (known as CPC)
  - The CAPES scores for individual graduate programs
  - The number of students enrolled in each of the programs
- The institutional infrastructure and teaching staff may also be included in the assessment to determine the final score
Quality Review of Undergraduate Programs

- The body responsible for the review of undergraduate programs is the National Institute for Educational Studies and Research (INEP), under the Ministry of Education.
- The initial review of these programs takes place once 50% of the teaching hours have been completed.
- Once recognized, these programs are continually evaluated.
- A mandatory written test known as the National Assessment of Student Performance, or ENADE, is given to students upon graduation.
- The final score is combined with student evaluations for a Preliminary Course Score every three years.
  - A score of 3 or more (on a scale of 1 to 5) leads to recognition.
  - A score below 3 requires additional inspections; the program could subsequently lose recognition.
  - If recognition is not achieved, the programs are closed, and students are transferred to another institution.
- For undergraduate courses in specialized fields, such as dentistry, law, medicine, and psychology, separate organizations, for example the Federal Council of the Brazilian Bar Association and the National Health Council, establish the program requirements.
Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior)

Quality Review of Graduate Programs

• The body responsible for quality assurance of graduate programs is CAPES (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior)

• All master’s and doctoral programs (referred to as stricto sensu programs in Brazil) are assessed by a panel of academic peers and re-evaluated every four years

• A score of 3 or higher (on a scale of 1 to 7) is necessary for approval

• Those that fail the evaluation are forced to close
Distance Education

• Only institutions that are already accredited can request authorization to offer distance education
• Documents must be provided to show that the institution has the infrastructure and human resources capacity to offer distance education
• Proof of proper accreditation must be shown
• Institutions offering *lato sensu* programs can receive accreditation specifically for distance education
• Master’s and doctoral programs in distance mode are subject to CAPES’ norms
• Distance learning courses need to be mentioned in the institutions’ development plan when presented
Live Demonstration Researching on e-MEC:
Universidade de São Paulo - USP
Live Demonstration Researching on e-MEC: Universidade de São Paulo – USP

https://emec.mec.gov.br
Live Demonstration
Researching on e-MEC:
Universidade de São Paulo – USP

Initial Search
Live Demonstration
Researching on e-MEC: Universidade de São Paulo – USP

Initial Search
HEI Details (Detalhes da IES)
Regulatory Act (Ato Regulatório)

O MINISTRO DE ESTADO DA EDUCAÇÃO, no uso de suas atribuições, tendo em vista o disposto no Decreto nº 5.773, de 9 de maio de 2006, na Portaria Normativa nº 40, de 12 de dezembro de 2007 e no Parecer nº 533/2011, da Câmara de Educação Superior do Conselho Nacional de Educação, conforme consta do processo e-MEC nº 200908493, e diante da conformidade do Regimento da Instituição e do respectivo Plano de Desenvolvimento Institucional, com a legislação aplicável, resolve:

Art. 1º Fica credenciada a Universidade de São Paulo para oferta de cursos superiores na modalidade a distância, com sede na Rua da Reitoria, nº 109, Bairro Butantã, no Município de São Paulo, no Estado de São Paulo, mantida pelo Governo do Estado de São Paulo, com sede no mesmo Município e Estado, pelo prazo máximo de 5 (cinco) anos.

Art. 2º Nos termos do art. 10, § 7º do Decreto nº 5.773, de 2006, os atos autorizativos são válidos até o ciclo avaliativo seguinte.

Parágrafo único. Caso entre a publicação desta portaria e o calendário para a realização do ciclo avaliativo cidadão o caput venha a ocorrer interstício superior a 5 (cinco) anos, a instituição deverá solicitar seu credenciamento, observadas as disposições processuais pertinentes, tendo em vista o prazo máximo do primeiro credenciamento estabelecido no art. 11, § 6º, do mesmo Decreto.

Art. 3º Esta Portaria entra em vigor na data de sua publicação.

ALOIZIO MERCADANTE OLIVA
Undergraduate (Graduação)
Undergraduate *(Graduação)* (continued)
Specialization (Especialização)
Specialization (Especialização) (continued)
Case Study 1: Centro Universitário Sumaré

https://emec.mec.gov.br/emec/consulta-cadastro/detalhamento/d96957f455f6405d14c6542552b0f6eb/MTM4OA==
Case Study 1: Centro Universitário Sumaré (continued)
Case Study 1: Centro Universitário Sumaré (continued)
**Case Study 1: Centro Universitário Sumaré (continued)**

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Case Study 1: Centro Universitário Sumaré (continued)
Case Study 2: Faculdade de Educação e Cultura Montessori - FAMEC

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Case Study 2: Faculdade de Educação e Cultura Montessori – FAMEC (continued)
# Case Study 2: Faculdade de Educação e Cultura Montessori – FAMEC (continued)

## DETALHES DA IES

(Código) Nome da IES: (986) FACULDADE DE EDUCAÇÃO E CULTURA MONTESSORI - FAMEC
Descrição: Descredenciamento voluntário
Data: 14/04/2020
Prazo de Validade: Vinculado ao Ciclo Avaliativo
Situção: Extinta

## ATO REGULATÓRIO

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**Ato Regulatório: Credenciamento**

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**Arquivo para Download:** Não Anexado.
Case Study 2: Faculdade de Educação e Cultura Montessori – FAMEC (continued)
Case Study 3: Faculdade Atual – FAAT

https://emec.mec.gov.br/emec/consulta-cadastro/detalhes-ies/d96957f455f6405d14c6542552b0f6eb/MTg3Nw==
Case Study 3: Faculdade Atual – FAAT (continued)
### Case Study 3: Faculdade Atual – FAAT (continued)

#### DETALHES DA IES

- **Nome da IES:** Faculdade Atual – FAAT
- **Situação:** Extinta

#### ATO REGULATÓRIO

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Case Study 3: Faculdade Atual – FAAT (continued)
MEC suspende atividade em faculdades por oferta irregular de cursos superiores

Publicado em 09/09/2017 - 12:34 Por Solange Caste - Repórter da Agência Brasil - Brazil

O Ministério da Educação (MEC) determinou a suspensão de atividades em 27 faculdades por oferta irregular de cursos superiores. As instituições, localizadas em 14 estados, foram citadas no relatório da Comissão Parlamentar de Inquérito (CPI) instalada pela Assembleia Legislativa de Pernambuco.

A CPI concluiu que quase 20 mil alunos foram afetados por diferentes tipos de irregularidades, incluindo a venda ilegal de diplomas. O relatório identificou situação de ‘terceirização da oferta de cursos superiores’ sob o formato de programas de extensão universitária, ofertado por faculdades credenciadas pelo MEC em parceria com entidades não credenciadas para a oferta de educação superior.

Segundo o MEC, o despacho não inclui a suspensão de aulas nessas faculdades. As medidas cautelares incluem a interrupção imediata de eventuais práticas de terceirização irregular da oferta de educação superior. Também devem ser interrompidos procedimentos que levem ao aproveitamento irregular de estudos, incluindo cursos livres equivocadamente caracterizados como de extensão.

As instituições citadas poderão apresentar recurso contra as medidas. Outras cinco faculdades que também estão sob investigação do MEC já possuem medidas cautelares específicas determinadas pela Secretaria de Regulação e Supervisão da Educação Superior.
How do the scenarios we covered affect international credential evaluation?
Questions and Comments