

HIGHER EDUCATION IN ARGENTINA AND BRAZIL

ARGENTINA

Based on its **objectives**, HE can be described as aiming to:

- 1) Train scientists, professionals, and technicians with solid training and a commitment to the society of which they are part.
- 2) Prepare individuals for teaching across all levels and modalities of the educational system.
- 3) Promote the development of research and artistic creation, contributing to the scientific, technological, and cultural advancement of the nation.
- 4) Ensure increasing levels of quality and excellence across all institutional options within the system.
- 5) Enhance the democratisation of higher education, contribute to the equitable distribution of knowledge, and guarantee equal opportunities.
- 6) Articulate the educational offerings of the various types of institutions within the system.
- 7) Promote adequate diversification of higher education studies to meet both the expectations and demands of the population and the needs of the cultural system and productive structure.
- 8) Promote the full use of allocated human and material resources.
- 9) Increase and diversify opportunities for professional development, improvement and reconversion opportunities for system members and their graduates.
- 10) Promote associative mechanisms for resolving national, regional, continental and global issues.

BRAZIL

Based on its **purposes**, HE can be described as aiming to:

- 1) Stimulate cultural creation and the development of scientific spirit and reflective thinking.
- 2) Train graduates in various fields of knowledge, equipping them to enter professional sectors, contribute to the development of Brazilian society, and engage in ongoing professional development.
- 3) Encourage scientific research and investigative work to advance science and technology, create and disseminate culture, and enhance understanding of humanity and the environment.
- 4) Promote the dissemination of cultural, scientific, and technical knowledge that constitutes humanity's heritage, and communicate this knowledge through teaching, publications, or other means.
- 5) Foster a continuous desire for cultural and professional improvement, facilitating its implementation and integrating new knowledge into an intellectual framework that systematises each generation's understanding.
- 6) Enhance awareness of current global issues, particularly national and regional ones, provide specialised services to the community, and establish reciprocal relationships with them.
- 7) Promote outreach activities open to public participation, aiming to share the achievements and benefits of cultural creation and scientific and technological research conducted at the institution.
- 8) Support the universalization and improvement of basic education through the training and qualification of professionals, pedagogical research, and extension activities that bridge the gap between basic and higher education levels.

SIMILARITIES IN OBJECTIVES AND PURPOSES OF HIGHER EDUCATION IN ARGENTINA AND BRAZIL

FOCCUS	ARGENTINA	BRAZIL
1. Training and Preparation of Professionals	Aims to train scientists, professionals, and technicians with solid training and commitment to society (Objective 1).	Focuses on training graduates in various fields to enter professional sectors and contribute to society (Purpose 2).
2. Development and Promotion of Research	Promotes the development of research and artistic creation, contributing to scientific, technological, and cultural advancement (Objective 3).	Encourages scientific research and investigative work to advance science and technology and enhance understanding (Purpose 3).
3. Cultural and Knowledge Dissemination	Ensures increasing levels of quality and excellence and enhances the democratisation of higher education to contribute to knowledge distribution (Objectives 4 & 5).	Promotes the dissemination of cultural, scientific, and technical knowledge through teaching, publications, and other means (Purpose 4).
4. Continuous Professional Development	Increases and diversifies opportunities for professional development and improvement (Objective 9).	Fosters a continuous desire for cultural and professional improvement (Purpose 5).
5. Community and Societal Engagement	Promotes associative mechanisms for resolving national, regional, continental, and global issues (Objective 10).	Enhances awareness of global issues, provides specialised services to the community, and establishes reciprocal relationships (Purpose 6).
6. Integration and Collaboration within the Education System	Articulates the educational offerings of various institutions within the system (Objective 6).	Supports the universalization and improvement of basic education through training, research, and extension activities (Purpose 8).
7. Public Participation and Outreach	Enhances the democratisation of higher education and promotes equitable distribution of knowledge (Objective 5).	Promotes outreach activities open to public participation to share cultural and scientific achievements (Purpose 7).
Summary	Both Argentina and Brazil emphasize the importance of training well-prepared professionals, fostering research and development, disseminating cultural and scientific knowledge, promoting continuous professional development, engaging with the community, integrating various educational offerings, and ensuring public participation and outreach. These common goals highlight a shared vision of higher education's role in societal advancement, knowledge creation, and equitable access to educational opportunities.	

COMPARISON BETWEEN THE COUNTRIES IN EACH AXIS OF ANALYSIS

1.DEFINITION OF NATIONAL HIGHER EDUCATION POLICIES		
TYPE OF DESCRIPTION	ARGENTINA	BRAZIL
Difference	<p>National education policies have few general definitions, and there is significant autonomy for federative entities in adopting or not the established guidelines.</p> <p>The governance of many aspects of higher education depends on the type of institution in focus. This means that sometimes the governance is centralised in the national government, while in other cases, it is decentralised to provincial governments with high degree of autonomy, including the authority to decide whether or not national rules will be followed.</p> <p>Teacher training policies are decentralised to the provincial government, leaving all decisions about this important theme to each province, without any national control.</p> <p>This dynamic is directly connected to how the systems are organised in Argentina.</p>	<p>There is a constitutional provision for defining national education policies, which falls under the competence of the national government and is to be established in partnership with other federative entities.</p> <p>The governance of many aspects of higher education depends on the maintainer of the higher education institution. This means that sometimes the governance is centralised in the federal government, while in other cases, it is decentralised to state governments with a relative degree of autonomy, though national rules must still be followed.</p> <p>This dynamic is directly connected to how the systems are organised in Brazil.</p>
Similitude	<p>Higher education in each country was structured before the current legislation was established. In this sense, the current legislation, at the same time, reflects past tendencies and tries to overcome criticisms of previously existing practices.</p> <p>Current legislation guides the expansion of higher education in countries, specifying the types of institutions that can operate at this educational level and types of training they can offer.</p>	

2.COLLECTION AND DISSEMINATION OF STATISTICAL DATA

TYPE OF DESCRIPTION	ARGENTINA	BRAZIL
Difference	The data collection varies depending on the type of educational system and involves different systematizations and disseminations processes, complicating analyses from various perspectives. There are insufficient variables representing how the higher education institutions operate.	There is standardised data collection on various aspects of the higher education functioning, systematised and disseminated by institutions of the Federal Government, regardless of type of higher education institutions. However, data on courses and programs are limited to sequential and undergraduate courses, as well as master's and doctoral programs.

3.HIGHER EDUCATION FINANCING

TYPE OF DESCRIPTION	ARGENTINA	BRAZIL
Difference	<p>Institutions are financed by: 1) the national government; 2) provincial governments; and 3) the private sector, which can be national, foreign or international, which can operate solely on a non-profit basis.</p> <p>Research in the public sector is financed by: 1) the national government; and 2) provincial governments. The majority of financial resources come from the national government.</p>	<p>Institutions are financed by: 1) the federal government; 2) state governments; 3) municipal governments; and 4) the private sector, which can operate on a for-profit or non-profit basis.</p> <p>As constitutionally defined, public financial resources must be allocated to the public sector. However, indirectly, private HEIs can receive public financial resources through public policies aimed at student financing programs.</p> <p>Research in higher education institutions is financed by: 1) the federal government; 2) state governments; and 3) the private sector.</p>

4.HIGHER EDUCATION FINANCING

TYPE OF DESCRIPTION	ARGENTINA	BRAZIL
Similitude	<p>As part of initial higher education training aimed at providing a preparation for professional practice or academic performance, three main types of training can be identified: 1) academic or more traditional professional courses, 2) teacher training and 3) technical or technological training.</p> <p>Despite the differences regarding the presence or absence of selective admission process for access to higher education courses or training between Argentina and Brazil, both countries experience a form of selection due to individuals' lack of success in earlier stages of formal education.</p> <p>Training for graduates includes graduate courses, as well master's and doctoral programs.</p>	
Difference	<p>The general nomenclatures used to identify degrees obtained from different groups or types of courses are not directly comparable between the two countries. For instance, the term "licentiate's degree" carries distinct meanings in each context. Consequently, any analysis involving courses or graduate degrees must consider their specific scopes and the professional practices of their graduates to establish differences and similitudes them in each country.</p>	
	<p>There are three types of initial training: 1) academic or more traditional professional courses, with the degrees awarded being referred to as "licentiate in", followed by the specific title, or simply by the specific title; 2) teacher training, basically called by the same name; 3) technical or technological training, basically called by the same name.</p> <p>As a rule, only graduates from academic or more traditional professional courses are eligible to pursue further training in graduate courses or programs. However, some of the universities or university institutes arrange specific paths for graduates in teacher, technical and technological training. This latter scenario directly impacts individuals' opportunities for pursuing subsequent studies.</p> <p>As another general rule, the universities and university institutes provide academic or more traditional professional courses and graduate further training, including master's and doctoral programs; and higher educational institutes provide teacher, technical and technological training. When a university or university institute offers</p>	<p>There are three types of initial training: 1) academic or more traditional professional courses, with the degrees awarded being referred to as "bachelor's in," followed by the specific title; 2) teacher training, with the degrees awarded being referred to as "licentiate in," followed by the name of the area of knowledge covered by the training; 3) technical or technological training, with the degrees awarded being referred to as "technologist in," followed by the name of the subject or area of knowledge covered by the training.</p> <p>As a rule, all three types of initial training highlighted are eligible to pursue further training in graduate courses or programs. However, the prerequisites for admission to graduate courses or programs are defined by the higher education institutions themselves.</p> <p>As another general rule, all types of higher education institutions can offer all types of training courses or programs.</p> <p>For individuals who complete secondary education, access to higher</p>

	<p>teacher training, it is usually as an additional training to a main course; regarding technical or technological training, it occurs as an intermediate training to a main course.</p> <p>For individuals who complete secondary studies, access to Higher Education courses or training occurs without any type of selective admission process.</p>	<p>education courses or training occurs through a selective admission process. This process can be national, institutional, or a combination of both.</p> <p>For individuals who complete secondary studies, access to Higher Education courses or training occurs through a selective admission process. This process can be national process, institutional or a combination of both.</p>
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5.HIGHER EDUCATION FINANCING

Difference

Types of institutions: 1) University; 2) University Institute; 3) Higher Education Institute.

These types of higher education institutions differ by the type of courses they can offer and which government level – national or provincial – is responsible for them evaluation, regulation and supervision.

Higher education institutes can only offer teacher, technical or technological training.

Universities and university institutes mainly provide academic and more traditional professional courses and master's and doctoral programs. However, they can also offer teacher, technical and technological training, although this is not the main focus of these types of higher education institutions.

Types of institutions: 1) University; University Centre; 3) College; 4) Federal Institute of Education, Science and Technology (IF); 5) Federal Centre for Technological Education (CEFET).

These types of higher education institutions differ by level of autonomy they have to create courses and their obligations related to offering third mission programs, as well as master's and doctoral programs.

The types “2” and “3” are more common as an institution maintained by the private sector. On the other hand, the types “4” and “5” are only maintained by the Federal Government.

All types of institutions can offer all types of initial training and graduate-level training. This latter level includes master's and doctoral programs, but institutions need specific authorization to offer this type of training.

6.HIGHER EDUCATION FINANCING

Difference	<p>The Argentine legislation establishes two higher education systems, differentiated by the kind of undergraduate program that is offered: 1) university system (SU), composed by universities and university institutes; and 2) higher education institutes system (SIES), composed by higher education institutes.</p> <p>As a consequence of the type of institutions which compose each system, they differ by the type of courses and programs offered and which government, national or provincial, is responsible for them.</p> <p>Different systems coexist, with significant decentralisation of governance from the national government. There are few national rules to be followed by federative entities and considerable autonomy on the part of higher education institutions. However, there are national definitions regarding the types of institutions and the types of training that can be offered.</p> <p>Considering the high level of autonomy and authority to decide about the educational processes under their responsibility, it is possible to say that the SIES is composed of subsystems of higher education institutes that exist in each province.</p>	<p>The Brazilian legislation establish the existence of three kind of higher education systems, differenced by each federative entity what is responsible for the regulation of the higher education institutions: 1) Higher Education Federal System (SFES); 2) Higher Education State System (SEES); 3) Higher Education District System (SDES).</p> <p>It is possible to say that there is a national higher education system composed of subsystems, with each federative entity (Union, states and Federal District) having autonomy in evaluation, regulation and supervision, while still following national parameters defined by the national government.</p> <p>All systems can have universities, university centres and colleges. However, the first two are more commonly found among institutions maintained by the private sector. IF and CEFET are among the institutions maintained by the federal government.</p>
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7.HIGHER EDUCATION FINANCING

Similitude	Private higher education institutions are evaluated, regulated and supervised by the Public Authority.	
Difference	<p>The SU is evaluated, regulated, and supervised by the national government through the National Commission of University Evaluation and Accreditation (CONEAU). However, as a result of judicial rulings, some university institutions have maintained full autonomy and are not required to report any information to the national government, particularly when their courses and programs were established prior to the creation of CONEAU.</p> <p>Each SIES is evaluated, regulated and supervised by the respective provincial government where it is based. The subsystem of higher education institutes existent in each province includes institutions maintained by the respective provincial government and the private sector.</p>	<p>The SFES is evaluated, regulated, and supervised by the Ministry of Education (MEC) through the National Institute of Educational Studies and Research Anísio Teixeira (INEP), the Secretariat for the Regulation and Supervision of Higher Education (SERES), and the Coordination for the Improvement of Higher Education Personnel (CAPES). CAPES is responsible for master's and doctoral programs, while INEP oversees the evaluation of other activities in higher education institutions, and SERES handles regulatory and supervisory actions. This system is composed of institutions maintained by the Federal Government and the private sector.</p> <p>The SEES are evaluated, regulated, and supervised by the respective State Education Councils or State Education Secretariats and are composed of institutions maintained by state and municipal governments, except for master's and doctoral programs, which continue to be evaluated by CAPES.</p> <p>The SDES is evaluated, regulated, and supervised by the respective State Education Councils and is composed of institutions maintained by the Federal District government, except for master's and doctoral programs, which continue to be evaluated by CAPES.</p> <p>Although the responsibility for evaluation, regulation, and supervision is decentralized to state or district governments in the case of the SEES and SDES, respectively, each federative entity must adhere to the national guidelines established by the Federal Government.</p>