

Optimizing Talent:

Closing Educational and Social Mobility Gaps Worldwide

HIGHER EDUCATION BRASIL: HISTORY, POLICIES AND A CASE STUDY

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Salzburg Global Seminar

Salzburg, Austria

2-7 October 2012

Abstract

Brazil

- According to UNESCO (2008), higher education (HE) scholarly rate in Brazil (34%) was far behind to those found in other Latin American countries like Argentina (69%), Chile (55%) and Bolivia (38%).
- However, from 2000 to 2010 the growth rate in the Brazilian HE enrollments was 9% per year, reaching the number of 6.4 million students enrolled, of which 74% in the private sector.
- Distance learning in HE in Brazil started in 2000, when the Government launched the first undergraduate programs totally online. Today, there are 0.9 million students of distance education in Brazil, of which 80% are in the private sector.
- Brazil has 2,378 HE institutions which are divided into 2 types: public institutions (12% of all institutions, with 26% of total undergraduate on-site enrollments) and private institutions. Approximately 2/3 of those are for-profit institutions.
- The programs are classified in 2 levels: Undergraduate (Associate and Bachelor) and Graduate (Certificate and Academic).
- The Ministry of Education (MEC), at the federal level, is the public body which controls all regulatory aspects of HE in Brazil. States and cities don't regulate HE.

- The policy for quality control of HE is defined by SINAES, an acronym for the national system of higher education evaluation. The system is divided in 3 parts: institutional evaluation, program evaluation and student evaluation.
- Students are evaluated through a national examination performed by MEC.
- Brazil has two major financial systems for HE (Prouni and FIES) that support about 500,000 students.

DeVry

- The history of DeVry in Brazil began in 2009 with the acquisition of Fanor Group, a leading provider of private post-secondary education with campuses located in northeastern Brazil. Then, Fanor Group became DeVry Brasil (DVB).
- DeVry Brasil is the parent organization of four colleges: Faculdade Ruy Barbosa, Faculdade Boa Viagem, Faculdade Área1 and Faculdade Nordeste.
- These colleges operate their campus locations in the cities of Salvador, Fortaleza, and Recife, serving more than 21,000 students through undergraduate and graduate programs in several areas such as business management, healthcare, law, engineering, information technology, design and communication.
- DVB has defined a strategy represented by the tag line “International-Quality Education”, based on four pillars: superior academic processes, world-class infrastructure, international learning experiences and coaching for personal development.
- After DVB joined to DeVry Inc. in 2009, the group has experienced a huge growth in the number of students, from 11,742 to 21,297 (81% of growth).

Twenty-seven new programs were launched since 2009 and the investments in laboratories, libraries and facilities have transformed the institutions.

- Today, DeVry Brasil has 21,297 students, considering graduate and undergraduate, of which 4,377 in Faculdade Área1, 5,978 in Faculdade Nordeste, 5,421 in Faculdade Boa Viagem and 5,521 in Faculdade Ruy Barbosa.
- Collaboration is one of the most important contributions of DeVry to Brazilian students. Although studying abroad is an unforgettable experience, very few students can afford to pay for it, because of two main barriers: language and cost. Collaboration, then, is an alternative that brings to students the flavor of an international experience, even if they stay in Brazil.
- Every year, DeVry Brasil schools promote more than 60 outreach programs, serving more than 10,000 people from the communities related to their campuses. In those programs, students and faculty provide several services to the communities, so people can be benefited and the students can learn from the experience.

Keywords: Brazil, higher education, DeVry

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1. Introduction

1.1. Historical background

It is a coincidence to present a case about Brazilian Higher Education (HE) in Austria, because this country is curiously related to the beginning of the post-secondary schools in Brazil. In 1818, Franz von Habsburg, the last emperor of the Holy Roman Empire (as Francis II) and the first emperor the Austrian Empire (as Francis I), sent to Brazil her young Austrian princess, named Caroline Leopoldine von Habsburg, to be married with the prince Pedro de Alcântara, son of the King of Portugal, John VI. It was common at that time that kings married their children as a diplomatic rapprochement strategy between countries (Figure 1).



Figure 1 – Princess Leopoldine and Prince Pedro in 1818,
Rio de Janeiro, Brazil

The Europe was just emerging from a long period of war, after the fall of Napoleon in 1815 during the famous Waterloo battle. Because of that war, the Portuguese nobility was

living in Brazil since 1808¹, after it had left Lisbon to escape from Napoleon invasion. This is an important milestone in the Brazilian history, due to the fact that the permanence of the Portuguese Court on Brazilian soil created the unprecedented status of “unified kingdom”. When the Court decided to return to Portugal, in 1821, Brazil refused to become colony again and in the following year (1822) it became independent. Pedro de Alcântara became Emperor Pedro I and the Austrian princess became Empress Leopoldine of Brazil.

The Portuguese Court came to Brazil in 1808 with several novelties, amidst them the first higher education programs. Created by the King John VI, those first programs were medical and engineering schools in the states of Bahia and Rio de Janeiro.

Before that, Brazil didn't have HE institutions, differently from what was happening in other Latin-American countries. Although Portugal and Spain have both participated in the boom of the new European universities in the XIIIth century, with Salamanca (Spain, 1218) and Coimbra (Portugal, 1290), Spain was more aggressive in the launch of universities than Portugal. By the end of the XVth century, when Columbus arrived to the Americas, Spain had at least 7 universities (Salamanca, Madrid, Murcia, Valencia, Lerida, Valladolid and Santiago), while Portugal remained just with Coimbra.

This style reflected in the creation of HE institutions in the colonies of the New World. Early in the XVIth century, Spain created universities in Dominican Republic (1538),

¹ *An interesting reading about this history can be found in the book written by Kenneth Light titled “The Saving of an Empire: Transfer of Portugal's Court and Capital to Brazil, 1808”.*

Mexico (1551) and Peru (1551). When the Portuguese Royal family arrived in 1808, there were no universities in Brazil, while the American Spanish colonies housed at least 6 universities.

This historical tradition caused a deep impact in the spread of the HE in Brazil, comparing to the Spanish countries in Latin America. Until today, the higher education scholarly rate in Brazil is still far behind to those found in Argentina, Chile, Bolivia, Peru, and others (Table 1).

Table 1. Higher Education scholarly rate* in
selected Latin American countries

Country	Rate %
Cuba	122
Venezuela	79
Argentina	69
Uruguay	65
Chile	55
Bolivia	38
Colombia	35
Peru	35
Brazil	34
Paraguay	29
Mexico	27

* # enrollments in HE divided by population at the expected
age for that level of education

Source: UNESCO²

1.2. HE enrollment evolution in Brazil

As several other countries in the World, the HE in Brazil started sponsored by the Government. However, this scenario changed, mainly after the World War II, and in the beginning of the 80's, more than 60% of the enrollments were in private schools. In the middle of the 90's, the sector experienced a boom, and the enrollments grew strongly. From 2000 to 2010 the growth rate in the Brazilian HE enrollments was 9% per year, reaching the number of 6.4 million students enrolled, of which 74% in the private sector (Table 2).

Table 2. Enrollment in higher education undergraduate programs in Brazil
(online and onsite)

	1980	1990	2000	2010
Private institutions	885,054	961,455	1,807,219	4,736,001
Public institutions	492,232	578,625	888,708	1,643,298
Total	1,377,286	1,540,080	2,695,927	6,379,299

Source: Ministry of Education (INEP/MEC)

² <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx?ReportId=167>

In one side, this growth has been celebrated as an important achievement to improve the educational level of the Brazilian population, but in other side, this growth has been condemned because it was mainly related to the for-profit schools and some critics frown upon education as a business.

However, the private sector is the main responsible for the inclusion of low social classes in the HE. In the public institutions, 62% of the students are enrolled in the day shift, while in the private institutions, 73% are in the evening shift. In other words, private sector is currently serving to the working adult students, while public schools are serving young students from wealthy families.

The reason of that is because public institutions are for free and have higher reputation. They are very sought to enter and only students that can afford to attend the best secondary schools can pass their tough admission exam (called “vestibular”). This scenario has created in Brazil a very sad picture called "the X theory": students from wealthy families, who could pay for the best private secondary schools, enter in public HE institutions and don't pay for their post-secondary education, although they could. On the other hand, students from disadvantaged families, who have studied in public secondary schools, enter in private HE institutions and have to pay for their post-secondary education, although they couldn't.

2. Brazilian HE model

2.1. HE types of programs

The education system in Brazil is organized in two major segments: Basic Education and Higher Education.

Basic education has 3 levels: Kindergarten (not mandatory, for children up to 6 years-old), Primary Education (9 grades, from 6 to 14 years-old) and Secondary Education (3 grades, from 15 to 17 years-old).

Higher education has 2 levels: Undergraduate and Graduate. The Undergraduate level has 2 different types of programs:

Associate degree: usually 100 to 160 credits³ during 2 to 3 years. Those are programs related to professional careers like Marketing, Chemistry, Radiology, Informatics and Culinary. Associate programs without a career focus (e.g. Liberal Arts) are not common in Brazil.

Bachelor degree: usually 160 to 480 credits, during 3 to 6 years. It includes careers like Business Administration, Law, Engineering, Psychology, Nursing and Accounting. Business Administration, for example, has 200 credits, during 4 years. Medicine is also a bachelor degree, with 480 credits, during 6 years.

To enroll in an undergraduate program, students need to take a test called “vestibular”, prepared by each institution. However, nowadays the Government is stimulating a new model, based on “ENEM”, a national exam taken by secondary students. Institutions are free to adopt the vestibular, ENEM or both in their admission model.

³ *"Credits" are not often used in Brazil. It is more common to use "hours" instead. In this document, we are converting 15 hours to 1 credit.*

The Graduate level in Brazil doesn't have the same meaning of other parts of the world. Because undergraduate level is usually longer than bachelors in other countries, the graduate level is shorter. The most popular graduate programs are the graduate certificates, with 24 credits, 1.5 to 2 years long and dedicated for professional specialization. Brazilian MBAs are included in this category. Those programs in Brazil are called as "lato sensu".

The academic graduate programs represent another type of graduate degree. It includes the academic programs Master of Science (MSc) and Philosophy Doctor (PhD). These programs in Brazil are called as "stricto sensu".

2.2. HE types of institutions

Brazil has 2,378⁴ HE institutions which are divided into two types, according to their funding model:

Public institutions: maintained by the Government, representing 12% of all institutions, with 26% of total undergraduate on-site enrollments.

Private institutions: maintained by associations, companies or families, representing 88% of all institutions, with 74% of undergraduate on-site enrollments. Approximately 2/3 of those institutions are for-profit.

According to the academic level, the schools can be categorized into 3 different types:

⁴ As of 2010 MEC Census, last data available

College: Colleges are usually small institutions (average 1K students). There are 2,062 colleges in Brazil (87% of total), with 1.9 million of undergraduate on-site enrollments (34%).

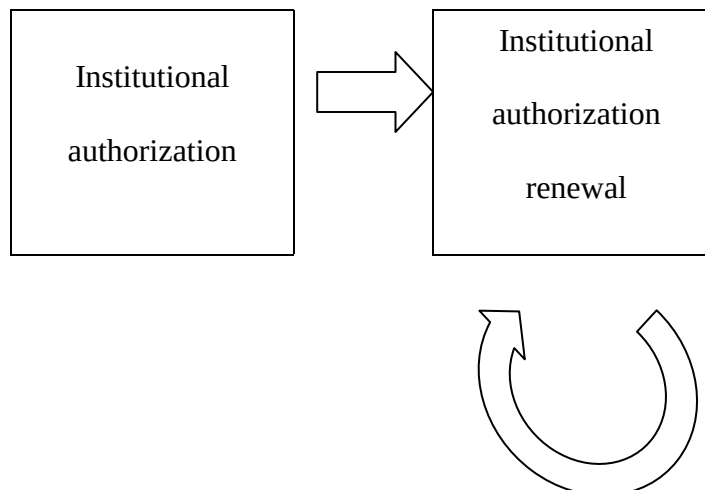
University Center: Medium to large institutions (average 6K students), and must have 15% of full-time faculty. To become a University Center, the institution must be first a college for at least 6 years. There are 126 university centers in Brazil (5%), with 0.7 million of undergraduate onsite enrollments (14%).

University: Usually large institutions (average 15K students) dedicated to research and must have 33% of full-time faculty. To become a university, the institution must exist for at least 12 years. There are 190 universities (8%) with 2.8 million of enrollments (52%).

2.3. Regulatory aspects of HE in Brazil

The Ministry of Education (MEC), at the federal level, is the public body which controls all regulatory aspects of HE in Brazil. States and cities don't regulate HE.

To create a new HE institution in Brazil, it is necessary to apply for authorization. This is a long process. It usually takes 2 years to be completed. Once authorized, the institution must have the authorization renewed every 3 years (Figure 2).



3 years

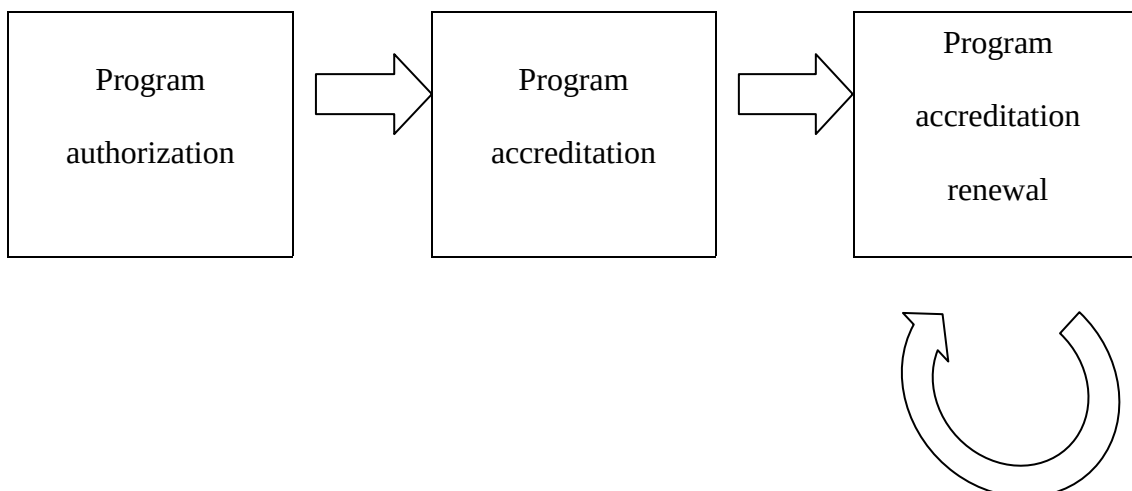
Figure 2. Institutional regulatory flow

To launch a new program, institutions must apply to the MEC. The process usually takes one year and is based on *ad hoc* committee analysis. Sometimes, depending on the results of the quality evaluation of the institution, this analysis can be substituted by a faster process, without *ad hoc* committee visit. This step is mandatory only for colleges.

University centers and universities are free to launch new programs, except for Law, Medicine, Psychology and Dentistry.

Once authorized, programs must be accredited before the first student cohort completes their credits. This is mandatory for all types of schools and basically consists in an *ad hoc* committee visit and analysis.

Once accredited, each program must be re-accredited every 3 years. This process is also based on *ad hoc* committee analysis or the MEC can do it automatically, depending on the quality evaluation of the program (Figure 3).



3 years

Figure 3. Program regulatory flow

These processes (program authorization, accreditation and accreditation renewal) refer only to the undergraduate level. Graduate certificate programs are not regulated.

Academic graduate programs (MSc, PhD), on the other hand, have other model, a very restricted regulatory process.

All regulatory processes must be applied in a web-based system called "e-Mec". Each institution has a login and password set to access the system and follow the processes.

2.4. The National HE Quality System

The policy for quality control of HE is defined by SINAES, an acronym for the national system of higher education evaluation. The system is divided in 3 parts: (1) institutional evaluation, (2) program evaluation and (3) student evaluation.

Institutional evaluation: this evaluation is made every 3 years by MEC through *ad hoc* committees. The result of this evaluation is a grade ranging from 1 to 5. This grade is named "CI".

Program evaluation: It is also made by *ad hoc* committees and the result is also a grade ranging from 1 to 5. This grade is named "CC". SINAES defines that programs must

have the CC renewed in a 3 years cycle. The cycles, however, are not synchronous. Every year, about 1/3 of the programs is evaluated, so after 3 years all programs are covered by the system.

Student evaluation: based on a national exam performed by MEC. The programs are also separated in groups of 3 years cycles. This is the most visible evaluation done by MEC and the name of this test is ENADE. During this exam, students also answer a survey about the institution. The ENADE results are disclosed as a grade ranging from 1 to 5. The results of ENADE, and other metrics, are used to calculate an index called "CPC", ranging from 1 to 5. The weighted average of CPC (according to the number of students) is the institutional index called "IGC".

The Figure 4 sum-up those indexes.

	<i>ad hoc</i> committees	student exam*
Institutional level	CI	IGC
Program level	CC	CPC

* includes other metrics besides student exam (ENADE)

Figure 4. Regulatory indexes schema

The regulation system is closely related to those indexes.

In the institutional level:

- Colleges with IGC 3 or more can be waived of the *ad hoc* committees inspection to launch new programs;
- Colleges with IGC 1 or 2 can be prohibited to launch new programs;
- Institutions with CI 1 or 2 are liable to penalties from MEC, including the cancelling of authorization;
- Colleges need CI 4 or more to be transformed to university center;
- University centers need CI 4 or more to be transformed to university.

In the program level:

- Programs with CPC 3 or more can be waived of the *ad hoc* committees inspection to have the accreditation renewed;
- Programs with CPC 1 or 2 have the governmental financial aid suspended until it has *ad hoc* committees inspection with CPC 3 or more;
- Programs with CPC 1 or 2 can have a reduction in the number of seats for new students;
- Programs with CC 1 or 2 are liable to penalties from MEC, including the cancelling of the authorization.

2.5. Distance learning in HE in Brazil

Distance learning in HE Brazil started in 2000, when the Government launched the first undergraduate programs totally online⁵. In 2002, the private schools started the offering of online programs and rapidly overcame the public offering. Today, there are 0.9 million students of distance education, of which 80% in the private sector (Table 3).

⁵ *Although in this text the term "online" is being used as synonym of "distance education", not all distance education programs in Brazil are offered online. There are several with classes transmitted synchronously using satellites.*

Table 3. Enrollment of distance learning students in higher education undergraduate programs in Brazil

Year	Private institutions	Public institutions	Total	Partic.*
2000	-	1,682	1,682	0.1%
2001	-	5,359	5,359	0.2%
2002	6,392	34,322	40,714	1.2%
2003	10,107	39,804	49,911	1.3%
2004	23,622	35,989	59,611	1.4%
2005	77,499	37,143	114,642	2.5%
2006	169,562	38,429	207,991	4.3%
2007	329,561	40,205	369,766	7.0%
2008	658,663	69,298	727,961	12.5%
2009	665,429	172,696	838,125	14.1%
2010	748,577	181,602	930,179	14.6%

* Participation of online students in the total HE enrollments

Source: Ministry of Education (INEP/MEC)

From the regulatory perspective, institutions need to have a special authorization to offer fully online programs, although they can offer online up to 20% of the credits of the existing on-site programs (for those already accredited). In the program level, the process

is the same for the on-site programs, but must be applied separately. That means, even for already accredited on-site programs, the institution must apply again to launch and accredit distance education programs.

2.6. The financial model of HE in Brazil

Brazil has two major financial systems for HE (Prouni and FIES) that support about 500,000 students.

Prouni is a public policy implemented in 2005 that promotes the exchange of scholarships in private HE institutions for exemption of federal taxes. Although participation is voluntary, the number of institutions engaged in the program is increasing. The schools should offer a number of scholarships corresponding to approximately 10% of the number of its regularly paying students.

There are two types of scholarships: full (awarded to students whose family monthly earnings per capita amount to at most 1.5 times the minimum wage) and partial (50% of the monthly fees, awarded to students whose monthly earnings per capita amount to at most three times the minimum wage).

In accordance with MEC, a total of 247,643 scholarships (153,126 full and 94,517 partial) were awarded in 2009. In the first semester of 2010, the number was 164,596 scholarships (85,208 full and 79,388 partial).⁶

⁶ Araújo, A.A. (2010). *Access to Higher Education in Brazil with Reference to Prouni*.

Higher Education Studies, 2(1):32-37. Retrieved from

<http://www.ccsenet.org/journal/index.php/hes/article/view/13183/10249>

FIES is the acronym for the main scholarship loan program in Brazil. The program was also created in 1999, replacing the scholarship loan program that was in effect up to then, the Educational Credit Program. Students enrolled in undergraduate programs with positive academic quality evaluation are eligible to request that funding. The FIES finances 50% to 100% of the tuition, with an interest rate of 3.4% per year, a very low fare, considering Brazilian interest standards. In 2010, Brazil had 223,657 students enrolled in HE institutions supported by FIES.

Besides those 2 programs, all public HE institutions are for free. Considering that in 2010 Brazil had about 1,600,000 students in public institutions, it is correct to conclude that 2,100,000 HE students (33% of total) have some kind of public financial aid.

3. Case study: DeVry Brasil

3.1. The DeVry history in the U.S.

DeVry⁷ history goes back to 1931, when Dr. Herman DeVry established DeForest Training School to prepare students for technical work in electronics, motion pictures, radio and later, television. In 1953, DeForest Training School became DeVry Technical Institute and, in 1968, DeVry Institute of Technology.

An important moment was in 1987, when DeVry Institute of Technology merged with Keller Graduate School of Management, creating the DeVry Inc., the parent organization of several educational institutions. In 1991 DeVry Inc. became the first public-held education provider through its initial public offering on the NASDAQ Stock Exchange.

⁷ <http://www.devryinc.com>

In 2002, DeVry Institute of Technology and Keller Graduate School of Management became DeVry University.

DeVry Inc. model allowed the start of a strong consolidation process, acquiring several institutions as Becker CPA Review (1996), Ross University (2003), Chamberlain College of Nursing (2005), Advanced Academics (2007), Apollo College (2008), Western Career College (2008), Fanor Group (2009), American University of Caribbean (2011) and Falcon Physician Reviews (2012) (Figure 2).



Figure 5 – DeVry institutions across the World

DeVry schools have a solid policy of community commitment through the “Doing Well by Doing Good” philosophy. DWDG is a part of everyday life at DeVry institutions in the U.S. and abroad. DeVry supports educational and community initiatives that will help our next generation of workers succeed. Some of those initiatives include the DeVry Foundation⁸, established in 2010 and based in Downers Grove, Illinois. The foundation was organized for charitable, educational literacy and research purposes, with a sole

⁸ <http://www.devryinc.com/about-us/devry-foundation.jsp>

member, DeVry Inc. Its charitable activities will be both in the United States and abroad, while also encouraging employee activism in these communities for the purposes of creating sustainable community growth.

3.2. The arrival of DeVry to Brazil

In Brazil, DeVry history started in 2009, with the acquisition of the Fanor Group, a leading provider of private post-secondary education with campuses located in northeastern Brazil. After that, Fanor Group became DeVry Brasil⁹ (DVB).

DeVry Brasil¹⁰ is now the parent organization of four colleges: Faculdade Ruy Barbosa (founded in 1989), Faculdade Boa Viagem (1999), Faculdade Área1 (2000) and Faculdade Nordeste (2001). These colleges operate campus locations in the cities of Salvador, Fortaleza, and Recife (Figure 6), serving more than 21,000 students through undergraduate (bachelor and associate) and graduate programs in several areas such as business management, healthcare, law, engineering, information technology, design and communication.

⁹ *In Portuguese "Brazil" is written with an "s" instead of "z"*

¹⁰ <http://www.devrybrasil.com.br>



Figure 6 – Brazil map and DVB schools

3.3. DeVry Brasil organization and strategy

The purpose of DVB is the same of the DeVry Inc., empower its students to achieve their educational and career goals.

The vision of DeVry Brasil is to become a leading provider of high quality post-secondary education across Brazil by sharing international academic standards and offering world-class career-focused programs that prepare our students for success in their professions.

DeVry Brasil shares the DeVry Inc. "TEACH" values:

Teamwork and Communication: going above and beyond at one's job requirements to help others within the organization; exceptional achievement by a group of employees; sharing information to empower others; challenging the status quo.

Employee Focus: enabling colleagues to reach their full potential; treating colleagues with respect during difficult times.

Accountability + Integrity = Ownership: exhibiting honesty and strength of character in a difficult situation; taking a stand to "do the right thing;" showing ownership resulting in positive results.

Continuous Improvement: improvement of key processes or procedures having a significant impact on the organization; taking appropriate risks; fostering positive change.

Help our Students Achieve their Goals: situations where an exceeded customer expectations or provided exceptional service to students; extraordinary help for a student in support of their personal or educational goals.

To achieve the vision practicing those values, DVB defined a strategy represented by the tag line "International-Quality Education", based on four pillars (Figure 7):



Figure 7 – DeVry Brasil strategy

1. Superior Academic Processes: *“My degree is valuable, prestigious, and able to start me in a good career”*. To provide processes, tools and methodology, such as shells, active learning, simulation, content, quality metrics, etc., and ensure academic quality.

2. World-class Infrastructure: *“I taste and feel that I am outside of Brazil”*. To build highly differentiated laboratories, classrooms, libraries and common areas to be perceived and recognized as high-end, modern and high-tech schools.

3. International Learning Experiences: *“I expand my horizons and career opportunities”*. To create exchange programs (both ways Brazil to U.S. and U.S. to Brazil), English courses, webinars and collaboration projects to expose students to international experience, without necessarily leaving Brazil.

4. Coaching For Personal Development: “*At DVB I am never alone*”. To provide to the students several coaching services, starting in the admission process, continuing during the program through the student support center, and concluding with the career services. To support that strategy, DVB is organized into two levels: home-office and operations. Carlos Alberto “Degas” Filgueiras, one of the entrepreneurs who created Fanor, leads the group since 2004. After the acquisition of DeVry in 2009, "Degas" remained as the leader as the CEO of DeVry Brasil. Under the CEO, there are 5 direct reports:

- Maurício Garcia: Vice-President of Planning and Academics
- Fernando Lau: Vice-President of Admissions and Marketing
- Geraldo Magela: Vice-President of Operations
- Daniel Aguiar: Director of Finance and Controller
- Deborah Araújo: Human Resources Manager

3.4. The DeVry Brasil institutions

Although Faculdade Nordeste is the youngest institution, it is the source of the Brazilian group. In December 2007, Fanor acquired Faculdade Área1 and in July 2008, Faculdade Ruy Barbosa, giving rise to the former "Fanor Group". In April 2009, DeVry Inc. acquired the 3 schools, and the group became DeVry Brasil. In April of 2012, DeVry Brasil acquired Faculdade Boa Viagem.

After DVB joined to DeVry Inc., in 2009, the group has experienced a huge growth, from 11,742 to 21,297 students (81% of growth). Twenty-seven new programs were launched since 2009 and the investments in laboratories, libraries and facilities have transformed the institutions.

Today¹¹, DeVry Brasil has 21,297 students, considering graduate and undergraduate, of which 4,377 in Faculdade Área1, 5,978 in Faculdade Nordeste, 5,421 in Faculdade Boa Viagem and 5,521 in Faculdade Ruy Barbosa (Table 4).

Table 4 - Enrollments in DeVry Brasil institutions

Institution	City	Undergraduate	Graduate	Total
Faculdade Área1	Salvador	4,065	312	4,377
Faculdade Nordeste	Fortaleza	5,468	510	5,978
Faculdade Boa Viagem	Recife	5,159	262	5,421
Faculdade Ruy Barbosa	Salvador	4,277	1,244	5,521
Total	-	18,969	2,328	21,297

DeVry Brasil has a comprehensive undergraduate offering, with 39 different programs (Table 5).

Table 5 - List of undergraduate programs offered by DeVry Brasil

Law	
Law	Bachelor
Healthcare	
Hospital Management	Associate
Nursing	Bachelor

¹¹ As of March 2012

Nutrition	Bachelor
Physical Education	Bachelor
Physical Therapy	Bachelor
Psychology	Bachelor
Engineering	
Architecture	Bachelor
Civil Engineering	Bachelor
Computer Engineering	Bachelor
Construction of Buildings	Associate
Control and Automation Engineering	Bachelor
Electric Engineering	Bachelor
Environmental Engineering	Bachelor
Industrial Engineering	Bachelor
IT	
Analysis and Development of Systems	Associate
Computer Network	Associate
Computer Science	Bachelor
Information Systems	Bachelor
Management of Information Technology	Associate
Design and Communication	
Advertising	Bachelor
Design	Bachelor

Fashion Design	Associate
Graphic Design	Associate
Indoor Design	Associate
Journalism	Bachelor
Radio, TV and Internet	Bachelor
Business	
Accounting	Bachelor
Business Administration	Bachelor
Commercial Management	Associate
Economy	Bachelor
Finance Management	Associate
Human Resources Management	Associate
Logistic	Associate
Management Processes	Associate
Marketing	Associate
Hospitality	
Culinary	Associate
Hotel Management	Bachelor
Tourism	Bachelor

3.5. Collaboration with other DeVry institutions

Collaboration is one of the most important contributions of DeVry to the Brazilian students. Although studying abroad is an unforgettable experience, very few students can afford to pay for it, because of two main barriers: language and cost. Collaboration, then, is an alternative that brings to students the flavor of an international experience, even if they stay in Brazil.

Examples of this collaboration include:

Nursing trips: Chamberlain College of Nursing, a leading provider of Nursing programs in the U.S. and member of DeVry family, every year sends several students and faculty members to Brazil. During those regular trips, U.S. and Brazilian students have the opportunity to share a common project of healthcare in poor communities of northeastern Brazil.

International seminars: several seminars have been presented to Brazilian students by faculty of other DeVry Inc. schools. For example, Faculdade Área1 every year organizes an engineering seminar and DeVry University faculty members are usually keynote speakers. It is also common that DeVry Inc. staff members share their expertise with DVB students while they are in Brazil.

Common projects: Brazilian and U.S. students have been producing collaborative papers of several subjects. Last year, for instance, DeVry University students of Addison campus produced a paper with Brazilian students about the oil industry and environmental impact in both countries. In another example, Brazilian advertising students produced multimedia ads about a hypothetical company, after U.S. students prepared the texts and scripts.

Online classes: through the online platform, Brazilian students have been enrolled in classes of Keller School of Management, the graduate arm of DeVry University. In that kind of participation, DVB students can really feel how to study in an U.S. school, without leaving Brazil.

Shared services: DeVry Inc. can establish global agreements with several vendors, so DVB can be benefited with very affordable prices. Without this, DVB would have to make those agreements directly with the vendors, with prohibitive prices. An example of this kind of agreement is EBSCOhost, a provider for libraries that gives access to world-renowned content in all subject areas including magazine and journal articles.

Academic Council: DVB is member of the Academic Council, a board of DeVry Inc. committed to elevate the visibility and understanding of the academic organizations and to improve academic quality across the institutions of DeVry. The council's focus includes: sharing best practices, finding synergies in resources, setting academic standards and requirements for current, new and emerging organizations, tracking and improving student outcomes, improving student success and strengthening articulations.

3.6. DeVry Brasil Doing Well by Doing Good

Every year, DeVry Brasil schools promote more than 60 outreach programs, serving more than 10,000 people from the communities related to their campuses. In those programs, students and faculty provide several services to the communities, so people can be benefited and the students can learn from the experience.

With almost 3,000 students (20% of DVB total), law programs have many activities.

DeVry Brasil has 3 law programs, in 3 different cities. In each one, faculty and students

maintain an office that provides free legal advising to disadvantaged people in cases such as divorce, inheritance, contracts of small business, etc. Law students are also involved in projects with some organizations as Prison Ministry and the Public Defender, and also in special programs focused on women, minorities and human rights.

Another important group of services provided to the less fortunate people is that related to the healthcare programs. The physiotherapy program maintains a very active practice that serves people that needs rehabilitation following surgery, treatment of chronic diseases and other disorders. The faculty and students also participate in programs amidst communities developing activities such as cardiac rehabilitation, preparing for healthy pregnancy and recovery of burn patients. Nursing students develop also intense activities. Emblematic example is the "Nursing Angels Project", where students go to public hospitals to entertain children with cancer. Other programs include the field activities in healthcare public services of small northeastern cities in collaboration with students of Chamberlain College of Nursing.

Psychology students, advised by faculty, provide several free services for underprivileged people such as psych diagnosis and psychotherapy, in the psychological outreach facilities existing in the campuses. In the field, psychology students attend communities in organizations as public schools and hospitals.

Besides to those program-level activities, there are overall programs such as campaigns to donate food and clothing and prevention of HIV infection. One interesting project in this group is the one called "Voters of the Future", where DVB students interact with public primary schools students to debate about elections and citizenship.

DeVry Brasil is also working together with DeVry Foundation to support an organization dedicated to prepare young people from poor locations to work in the construction of buildings, keeping them far from the wrong way. In poor neighborhoods and “favelas”, the crime and drug dealers usually seduce young people because they don’t have skills to find good jobs. Doing that, they don’t study and don’t develop those skills, in an endless cycle. The raised funds are being used to purchase furniture and computers for the training centers and tools used in the building work.

Every year, all those activities are presented in an event called "DeVry Brasil Social Responsibility Fair". During this fair, that happens simultaneously in all cities and campuses operated by DVB, students and faculty have the opportunity to present what they are doing and how they are serving the communities.

4. Conclusions

DeVry Brasil schools are located in the Northeast of Brazil, the poorest region of the country. This region is composed by 9 states (Bahia, Sergipe, Alagoas, Pernambuco, Paraíba, Rio Grande do Norte, Ceará, Piauí e Maranhão) and has 53 millions of inhabitants, corresponding to 28% of the Brazilian population of 193 million. However, the GDP of the Northeast is US\$ 0.2 trillion, corresponding to just 9% of the total Brazilian GDP of US\$ 2.3 trillion¹². This reinforces and adds value to the purpose of

¹² According to the World Bank, Brazil is the 6th world economy, behind U.S. (US\$ 14.6 tri), China (US\$ 5.9 tri), Japan (US\$ 5.4 tri), Germany (US\$ 3.3 tri) and France (US\$ 2.6 tri).

DVB. By empowering its students to achieve their educational and career goals, DVB will contribute to the development of region.

Moreover, although the Northeast is the poorest region of Brazil, it is experiencing a new historical moment. Since the end of the 2000s, the region enjoys a strong economic growth. Even during the world economic crisis of 2008-2009, the region showed an increase in GDP. While Brazil's GDP fell 0.2% in 2009, GDP grew 3.8% in Pernambuco, 3.1% in Ceará and 1.7% in Bahia. This growth has mitigated in the Brazilian economy the impact of one of the greatest crisis of the capitalism.

This growth is driving a high demand for well-qualified workers and DeVry Inc., through DeVry Brasil, has a tremendous opportunity to contribute to the success of this significant part of the country.

5. Closing notes

The Empress Leopoldine gave birth to 7 children and died in 1826, when she was 29 years-old. Her husband, Pedro I, came back to Portugal in 1831, left his last son Pedro II to substitute him as the second Brazilian Emperor, and died in 1834. Pedro II became an early orphan and dedicated his life to the studies and sciences. He was recognized as a wise and enlightened Emperor, even outside Brazil by Nietzsche, Darwin and Wagner. On his deathbed, in 1891, he said “If I was not Emperor, I would like to be a teacher. There is no greater and nobler mission than to direct the young minds and to prepare the men of the future”.

Brazil is no more a monarchy, but the legacy of those moments is still alive. One of the most popular attribute of Brazilian culture, the “samba”, is every year celebrated in street

parades by associations called “samba schools”. Today, at Rio de Janeiro, tourists can visit a very important samba school named “Empress Leopoldine Samba School”¹³ (Figure 8).

No matter where she is now, the young Austrian Leopoldine is connected forever to the Brazilian education and culture.



Figure 8 – Leopoldine Samba School parade in the Rio de Janeiro 2012 carnival

¹³ <http://www.imperatrizleopoldinense.com.br>