

# GUIDE OF THE BRAZILIAN EDUCATION SYSTEM AND ASPECTS TO BE CONSIDERED FOR THE RECOGNITION OF HIGHER EDUCATION TITLES IN COLOMBIA

## INTRODUCTION

The Colombian Ministry of National Education (*Ministerio de Educación Nacional - MEN*) has been working on the creation of guides of educational systems from different countries. These instruments may make the where and what to study decision-making process easier, as well as illustrate the procedure and requirements for the recognition of higher education degrees in Colombia.

The Office of Higher Education Quality at MEN (*Dirección de Calidad de la Educación Superior del MEN*) examined the guides of foreign educational systems which are already published on this website. In the exercise, the need of bringing the technical language of education closer to the citizen was highlighted, as well as generating an interactive instrument. In this order of ideas, MEN, in agreement with the Colombian Association of Universities (*Asociación Colombiana de Universidades – ASCUN*), updated and redesigned these guides.

For the creation of this guide, information from various official sources was consolidated, originating a practical and relevant instrument for the citizen. Pertinent information on four central aspects is therefore included: (1) a description of the higher education system; (2) the quality assurance of institutions and higher education programs; (3) the legality of higher education programs and institutions; and, 4) steps for the recognition of higher education degrees from abroad.

All information here presented considers different accessibility requirements of tools and web products, facilitating the access for people in a condition of disability. This

work was made possible by an invaluable teamwork with the National Institute for the Blind (*Instituto Nacional para Ciegos – INCI*).

## 1. HIGHER EDUCATION SYSTEM IN BRAZIL

In the 1988 Constitution, Brazil is defined as a Federal Republic composed of the union of twenty-six (26) states, 5,570 municipalities and a Federal District (Presidência da República. Casa Civil. Subchefia para Assuntos Jurídicos, 1988). For more information on the political organization of Brazil, please visit the link of the Brazilian Institute of Geography and Statistics -Instituto Brasileiro de Geografia e Estatística -**IBGE**: <https://www.ibge.gov.br/cidades-e-estados.html?view=municipio>.

The States of Brazil are organized and governed in accordance with their own Constitutions and Laws, which are based on constitutional principles. The Federal District has an organic law and legislative powers of the states and municipalities (Presidência da República. Casa Civil. Subchefia para Assuntos Jurídicos, 1988). With regard to education, Brazil defines it as a social right and establishes that states, municipalities and the Federal District are responsible for jointly collaborating to guarantee this right, its organization, operation and quality (Presidency of the Republic. Casa Civil. Subchefia para Assuntos Jurídicos, 1988). For more information, please review the 2015 Constitutional Amendment N° 85 (Constitutional Emenda N° 85, of Fevereiro 26, 2015), at the following link:

[http://www.planalto.gov.br/ccivil\\_03/Constituicao/Emendas/Emc/emc85.htm#art1](http://www.planalto.gov.br/ccivil_03/Constituicao/Emendas/Emc/emc85.htm#art1).

### Education system of Brazil

The education system in Brazil is broad, diverse, decentralized and autonomous, characteristic of its political and administrative system. On the basis of 1996 Law 9.394, which defines the Guidelines and Bases of National Education (LDB), it is determined that the system is organized in basic and higher education. Basic

education is defined as compulsory and developed since early childhood, starting with elementary and secondary education (Presidência da República Casa Civil, Subchefia para Assuntos Jurídicas, 2013).

### **Secondary education - Ensino médio**

It is defined as the final stage of basic education, lasting approximately three years. The educational institutions give a Certificate of Completion to the students who approve the curricular plans of secondary education. At this level, there is also secondary vocational training, where the certificate of Technical Professional of Intermediate Level is obtained. All certificates of completion in registered secondary education have national validity and are a necessary requirement to start the training in higher education (Presidência da República. Casa Civil. Subchefia Para Assuntos Jurídicos, 1996).

### **Higher education - Educação superior**

It seeks to train professionals in different areas of knowledge, encourage and strengthen research, science, technology and culture in the country (Presidência da República. Casa Civil. Subchefia Para Assuntos Jurídicos , 1996). To meet the goals and objectives of higher education, Brazil establishes the following training programs:

- a) **Undergraduate:** programs offered to middle-level graduates as sequential courses, bachelor's and advanced technological courses.
- b) **Postgraduates:** programs offered to undergraduate graduates such as extension courses, specializations, master's degrees and doctorates. In addition, graduate programs are distinguished as Lato Sensu and Stricto Sensu. Lato Sensu postgraduate courses include specialization programmes that, upon completion, grant a certificate of the studies carried out. For further information on the Lato Sensu postgraduate courses, please visit the

following

link:

[http://portal.mec.gov.br/index.php?option=com\\_content&view=article&id=387&Itemid=352](http://portal.mec.gov.br/index.php?option=com_content&view=article&id=387&Itemid=352).

Stricto Sensu postgraduate programs include master's and doctoral levels for undergraduate graduates who meet the requirements set by educational institutions. Upon completion of the Stricto Sensu training, a masters or doctor diploma is obtained. For further information on the Stricto Sensu postgraduate courses, please visit the following link: <http://portal.mec.gov.br/pos-graduacao/pos-graduacao>.

Brazil offers higher education in two ways: classroom and distance learning. The classroom modality involves the physical accompaniment of the student in the pedagogical and evaluative activities of the academic programs. The distance mode is defined by a mediated training that implements information and communication technologies between students and teachers in various spaces and moments (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).

For more information on levels and modalities of higher education in Brazil, please visit the following links:

<https://emec.mec.gov.br/emec/educacao-superior/cursos>

<https://www.gov.br/mec/pt-br/acesso-a-informacao/institucional/secretarias/secretaria-de-regulacao-e-supervisao-da-educacao-superior>

## **Institutions of the Higher Education System**

In Brazil, there is a diversity of higher education institutions that enjoy autonomy, freedom and are defined according to their administrative and academic structure. In relation to the administrative structure, higher education institutions are defined as follows:

## Public

- **Federal:** higher education institutions supported by the federal government, which provides free tuition.
- **State:** higher education institutions supported by the State public authority, which provides free tuition.
- **Municipal:** higher education institutions supported by the municipal government, which provides free tuition.

## Private

- **For profit:** higher education institutions created and supported by private entities or profit-making groups.
- **Not-for-profit:** institutions of higher education constituted and supported by entities or legal persons among which are distinguished, confessional and philanthropic community (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).

Concerning the academic structure, higher education institutions are defined as follows:

- **Universities:** they are interdisciplinary higher education institutions responsible for the training of professionals (Stallivieri, 2007). In addition, they are engaged in research of different fields of knowledge and extension (community services). They have the autonomy to create, close programs and register their diplomas granted with the authorization of their Higher Councils (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).

- **University Centers:** they are institutions of curricular higher education that cover various areas of knowledge and are recognized for excellence in the education they offer (Stallivieri, 2007). They enjoy the autonomy to create, organize, close courses and programs of higher education in their headquarters (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).
- **Faculties:** they are institutions of higher curricular education that operate on specific areas of knowledge in which they specialize and, of which they offer training programs. They do not have autonomy to create programs and must apply for authorization from the Ministry of Education to open and offer new programs (Stallivieri, 2007).
- **Federal Institutes of Education, Science and Technology (Instituto Federal de Educação, Ciência e Tecnologia- IFS):** these are institutions of higher curricular education, specialized in the offer of technological professional programs. Federal institutes have the autonomy to create and close programs and register their diplomas with the authorization of their Superior Councils (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).
- **Federal Centers of Technological Education (Centro Federais de Educação Tecnológica- Cefet):** these are institutions of higher education specialized in technological training in different levels and modalities. They enjoy autonomy to create, expand and close programs (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).

To consult the 2017 Decree N° 9.325 that establishes the functions of regulation, supervision and evaluation of institutions and programs of formation in higher



education in Brazil, please visit the following link:  
[http://www.planalto.gov.br/ccivil\\_03/\\_Ato2015-2018/2017/Decree/D9235.htm](http://www.planalto.gov.br/ccivil_03/_Ato2015-2018/2017/Decree/D9235.htm)

All the offer of training programs at higher level is subject to regulatory acts of recognition and renewal by the Ministry of Education - Ministério da Educação- (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2015). To find out about the recognized higher education institutions and programs that are allowed to operate, please visit the link of the e-MEC electronic platform:  
<https://emec.mec.gov.br/>

### **Access to higher education in Brazil**

In Brazil, admission to and access to higher education is defined according to the type of educational institution or desired level of study. The different admission processes that exist in the Brazilian Higher Education System are:

- **Vestibular:** it includes tests that evaluate the knowledge attained in the curricula of secondary education students (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).
- **National Examination of Secondary Education (Exame Nacional do Ensino Médio - ENEM):** it is a test established by the Federal Government that evaluates student performance and determines access to public institutions of higher education. For further information on the National Secondary Education Examination - Exame Nacional do Ensino Médio (ENEM), please visit the following link: <https://www.gov.br/pt-br/servicos/fazer-o-exame-nacional-do-ensino-medio>.

Through the Unified Selection System (SISU), a digital platform of the Ministry of Education, public higher education institutions offer their training

programmes to applicants who will take the National Secondary Education Examination (ENEM). The Institutions select the candidates with the best scores to submit their undergraduate offers. To know the Unified Selection System-Unified Selection System (SISU) platform, please visit the following link: [https://sisu.mec.gov.br/ - /.](https://sisu.mec.gov.br/-/)

- **Simplified selection:** selective processes different from the vestibular or the National Examination of Secondary Education - Exame Nacional do Ensino Médio (ENEM)-, adopted by higher education institutions to cover their training offers. Among the processes are: application of exams, analysis of school history and interviews.
- **Selection of remaining vacancies:** they are entry forms for vacancies in programmes from previous years, which were either released or not filled. This option depends on the applicant's desire to fill the vacancy, regardless of the selection process carried out (entrance test, curriculum analysis and interview).
- **Selection of vacancies for special programmes:** it uses registration forms for accessing to places in special programmes, promoting training in specific areas, for example: teacher training programmes (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira , 2020).

For the undergraduate offer of higher education institutions of the public network, please visit the following link: <https://www.gov.br/pt-br/categorias/educacao-e-pesquisa/ensino-superior/acesso>.

For admission to postgraduate programmes (specializations, master's degrees and doctorates), higher education institutions establish their own criteria and conditions



of access and admission. To know the offer of postgraduate programs of the public network, please visit the following link:

<https://www.gov.br/pt-br/categorias/educacao-e-pesquisa/ensino-superior/pos.>

## Diplomas and academic certificates

Higher education institutions award diplomas and certificates in accordance with training programmes and levels. Certificates and diplomas issued by institutions enjoying autonomy are registered by them and, those granted by non-university institutions, must be registered with the universities authorized by the National Council of Education -CNE-. Following there is a description of the certificates and diplomas according to the training programmes and levels:

- **Sequential courses (Seqüenciais courses):** they are defined as courses that seek to complement the formation of secondary education. Although they are part of the higher level, they do not award diplomas but a certificate according to the sequential approach. For more information on sequential courses -seqüenciais courses- please visit the following link:  
<http://portal.mec.gov.br/busca-geral/127-perguntas-frequentes-911936531/educacao-superior-399764090/14384-guntas-frequentes-sobre-educacao-superior>.
- **Technologist:** this specialized higher education training addresses technological axes. It is characterized by being short, with an average duration of three years, that is, an average of 2400 hours after which the diploma of Technologist is awarded (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2019).
- **Undergraduate (bacharelado):** this training has a minimum load of 2,400 to 3,600 hours, that is, an average of four to five years, depending on the training program, and awards the Bacharel diploma (Ministério da Educação,

Conselho Nacional de Educação, Câmara de Educação Superior , 2007)

[https://www.gov.br/mec/pt-br/media/acesso\\_informacao/pdf/rces002\\_07.pdf](https://www.gov.br/mec/pt-br/media/acesso_informacao/pdf/rces002_07.pdf).

- **Bachelor's Degree:** higher education diploma that grants the graduate license to practice in basic education (Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, 2015). The degree programs have a duration of 2800 hours, where the aim is to articulate theory with practice (Conselho Nacional de Educação, Conselho Pleno , 2002).  
[https://www.gov.br/mec/pt-br/media/acesso\\_informacao/pdf/CP022002.pdf](https://www.gov.br/mec/pt-br/media/acesso_informacao/pdf/CP022002.pdf).
- **Specialization courses:** this training confers a certificate in a specific area, and usually requires 360 hours of face-to-face studies, that is, approximately one year. This type of training includes MBAs (Masters in Business Administration). For further information, please visit the following link:  
[http://portal.mec.gov.br/index.php?option=com\\_content&view=article&id=387&Itemid=352](http://portal.mec.gov.br/index.php?option=com_content&view=article&id=387&Itemid=352).

**Academic and Professional Master's degree:** the academic master's degree course awards a diploma -*Stricto Sensu*- with validity and national recognition. In general, these postgraduate training programs in Brazil take two years to develop and defend a dissertation (Stallivieri, 2007).

The Professional Master's Degree (MP) is a postgraduate modality -*Stricto Sensu*- that is responsible for the professional improvement in different areas of knowledge, and that corresponds to the demand of the labor market. The final work of the Professional Master must be related to topics of the student-professional field of work. For more information, please visit the following link:  
<https://www.gov.br/capes/pt-br/acesso-a-informacao/acoes-e->

[programmas/avaliacao/sobre-a-avaliacao/avaliacao-o-que-e/sobre-avaliacao-conceitos-processos-e-normas/mestrado-profissional-o-quee.](#)

- **Academic and Professional Doctorate:** the completion of the master's degree in Brazil is not a necessary condition to be admitted for doctoral training. Doctoral degrees are obtained through the direct defense of a thesis (Ministério da Educação; Conselho Nacional de Educação; Câmara De Educação Superior, 2017). Doctoral training in Brazil lasts between four and five years, that is, an average of 3,600 to 4,000 hours of academic work.

Universities and university centres are the institutions that enjoy autonomy to create, develop and offer Master's and Doctorate Programmes Stricto Sensu. Non-university institutions (faculties, integrated faculties, schools or colleges) are subject to authorization by the Ministry of Education.

#### \* **Medical residence**

Article 1 of 1977 Decree Nº 80.281 defines medical residency as a type of postgraduate course, in the form of a specialization aimed at physicians. It is characterized by in-service training, with full practice in health institutions and universities under the guidance and mentoring of professional doctors. Medical residency programs have a minimum duration of one year, with an average of 1800 hours of academic and practical activity among which stands out: refresher sessions, seminars, clinical-pathological correlations and other

[http://www.planalto.gov.br/ccivil\\_03/decreto/1970-1979/D80281.htm](http://www.planalto.gov.br/ccivil_03/decreto/1970-1979/D80281.htm).

To be admitted to any medical residency program, the candidate must undergo the selection process established by the National Medical Residency Commission (CNRM).



The CNRM is responsible for accrediting, authorizing, recognizing and renewing the recognition of medical residency programs, in addition to establishing the operating conditions of institutions [http://www.planalto.gov.br/ccivil\\_03/\\_Ato2011-2014/2011/Decreto/D7562.htm#art50](http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2011/Decreto/D7562.htm#art50). In Brazil, medical residency grants a certificate of specialty.

For more information on medical residency in Brazil, please visit the following link: <http://portal.mec.gov.br/residencias-em-saude/residencia-medica>.

#### **\*Multiprofessional medical residency**

2005 Law 11.129, in Article 13, establishes residency in the Professional Area of Health as a modality of postgraduate education Lato Sensu, which focuses on in-service training in the area of health and is aimed at the professionals who integrate it. This medical residency requires full-time students and is conducted under the supervision of a specialized teacher. With the Multiprofessional Medical Residence a certificate of specialty is awarded. To supervise multiprofessional medical residences, the National Commission for Multiprofessional Residency in Health - CNRMS- [http://www.planalto.gov.br/ccivil\\_03/\\_Ato2004-2006/2005/Lei/L11129.htm](http://www.planalto.gov.br/ccivil_03/_Ato2004-2006/2005/Lei/L11129.htm) was created in Brazil, as part of the Ministry of Education.

For more information on multi-professional medical residences, please visit the following link:

<http://portal.mec.gov.br/residencias-em-saude/residencia-multiprofissional>.

#### **\* Lato Sensu Programs in the area of health**

For postgraduate programs in the area of health, resolutions CFM No. 1832/2008 and CFM No. 2216 of 2018, of the Brazilian Federal Council of Medicine, establish that a foreign doctor with a temporary visa cannot attend a medical residence. However, the same provision regulates the development of "Professional Training Programmes for Foreign Doctors", provided that certain requirements are met. These programs culminate in obtaining a "certificate" that serves as a degree. To be

admitted and complete this type of program, as well as for the recognition process in Colombia, it is necessary to comply with the following requirements:

1. The program studied must have been developed in hospitals directly linked to the institution of higher education that grants the degree.
2. That the institution of higher education that granted the degree has a program of medical residency in the same area of the degree, accredited by the National Commission of Medical Residency - CNRM (Certification of the National Commission of Medical Residency - CNRM) or, failing that, evaluation, authorization and registration by the Federal Medical Council.
3. That the program studied has an identical duration and the same contents as the medical residency program, with the same name, offered by the institution that grants the degree, accredited by the National Commission of Medical Residency - CNRM.
4. That the medical exercise performed by the student during his training was carried out in places previously designated by the program and under the direct supervision of medical professionals with high ethical and professional qualifications, who take joint and several responsibilities for them.
5. That the Regional Council of Medicine - CRM of the corresponding jurisdiction, has authorized and registered the student as a participant of the studied program.

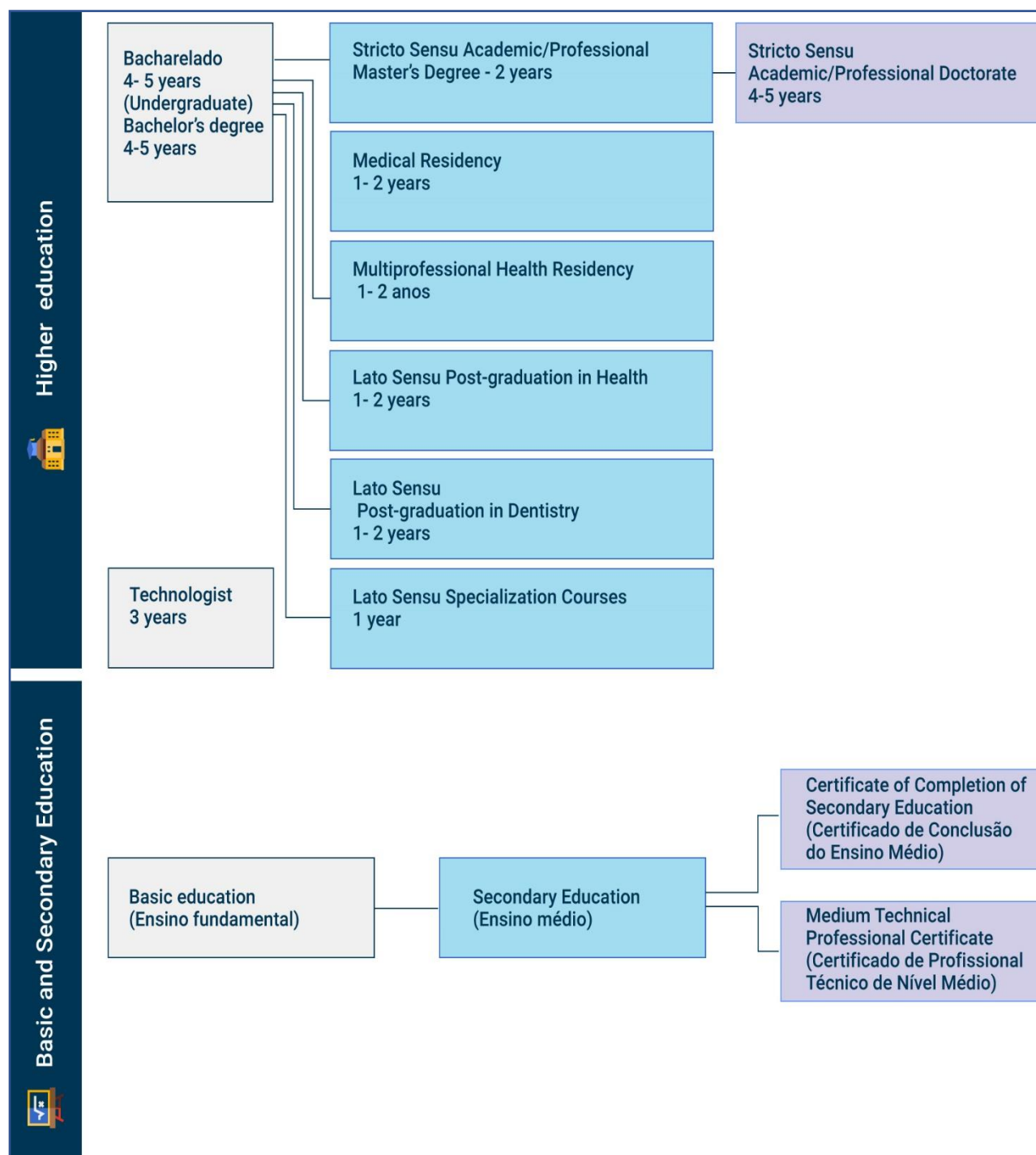
### **Lato Sensu Post-graduation in dentistry**

For postgraduate programs in dentistry, Resolution No. CFO-63/2005 of the Federal Council of Dentistry of Brazil, establishes that a foreign dentist who advances specialization courses in Brazil must meet certain requirements, necessary for the recognition process in Colombia:



1. Authorization of the Federal Council of Dentistry of Brazil, establishing that the institution can offer postgraduate programs and, in particular, that one attended by the applicant.
2. Professional identity card through which the temporary inscription granted by the corresponding Regional Council of Dentistry is recorded.
3. Declaration of the higher education institution, indicating acceptance for admission to the respective specialization programme.

## Structure of the Brazilian Education System



Based on 1996 Law No. 9,394, which establishes the Guidelines and Bases of National Education (LDB), and on information obtained from the e-MEC institutional liaison:  
<https://emec.mec.gov.br/emec/educacao-superior/cursos>.

## 1. Comparative table of the educational levels of Brazil and Colombia

It is important to know the particularities of each of the educational levels, both in Brazil and Colombia. Therefore, the following table presents a comparative analysis of both systems. In this comparison, reference is made to the highest levels of higher education, which are:

1. Level 8: PhD level or equivalent.
2. Level 7: Masters level, specialization or equivalent.
3. Level 6: Degree in tertiary education or equivalent level.
4. Level 5: Short-cycle tertiary education.

Comparative table: educational levels in Brazil and Colombia

ISCED – UNESCO LEVELS	LEVELS IN BRAZIL	YEARS	LEVELS IN COLOMBIA	YEARS
8	Academic/Professional Doctorate	4-5	Doctorate	4-5
7	Residency	1-2	Medical surgical specialization	1-5
7	Multiprofessional Medical Residence	1-2	Medical specialization	2
	Lato Sensu Post-graduation in Health			
	Lato Sensu Post-graduation in Dentistry			
7	Academic/Professional Master's Degree	2	Master's degree	2
6	Specialization Courses	1	University specialization	1
6		4-5	University degree	4-5
5	Bachelor's degree		Technological specialization	<1
5	Undergraduate degree		Technical specialization	1
5	N/A	3	Technologist	3
5	N/A		Professional technician	2

\*Based on UNESCO Institute for Statistics (2013), (Presidency of the Republic. Casa Civil. Subchefia Para Assuntos Jurídicos, 1996) y (Stallivieri, 2007).



It is important to highlight the chronological measure corresponding to educational levels and its comparison with international standards:

1. **Academic credits:** both in Colombia and Brazil, the estimated time of academic activity of the student according to the academic competencies that the program is expected to develop, is expressed in units called academic credits.
2. **Academic credit in Brazil:** in Brazil, higher education institutions enjoy autonomy and freedom to establish and define the times for the curricular development of their training programs, as well as their duration in years. 1996 Law 9.394 defines at least 200 (two hundred) days of academic work, and the duration of academic programs is specified under the total curricular workload, established by working hours (Ministry of Education, National Council of Education, Chamber of Higher Education , 2007).

**Academic credit in Colombia:** it is a unit of measurement of the student's academic work that indicates the effort to be made to achieve the learning results. It is equivalent to forty-eight (48) hours for an academic period. The institutions must determine the ratio between the direct relationship with the teacher and the independent practice of the student, justified according to the training process and the learning outcomes expected for the program.

Institutions must express all training activities that are part of the curriculum as academic credits (Decree 1330 of 2019, article 2.5.3.2.4.1).

1. **ISCED-UNESCO levels:** the International Standard Classification of Education (ISCED) proposed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) is a frame of reference for collecting,

compiling and analyzing internationally comparable statistics in the field of education.

## LEGALITY OF HIGHER EDUCATION PROGRAMMES AND INSTITUTIONS

In Brazil there is a National Registry of Courses and Institutions of Higher Education - Cadastro Nacional de Cursos e Instituições de Educação Superior - which regulates and authorizes the offer of higher education programs and institutions - regardless of the educational system (public or private).

In addition, Brazil has established the e-MEC Registry Platform, an official database for consulting the legality of higher education courses and institutions. To consult the programs duly authorized and in possession of National Registry -Cadastro Nacional-, please the following link: <https://emec.mec.gov.br/>.

For the authorization of programs in law, medicine, dentistry and psychology, including autonomous universities and universities, the Ministry of Higher Education has the criteria of the Federal Council of the Brazilian Bar Association and the National Health Council (Article 28, 2, of Decree No. 5,773 from May 9, 2006).

### **Note: offer without authorization**

If someone is interested in studying undergraduate and graduate programs in Brazil, it should be considered that the offer of higher education without authorization by the Ministry of Education, constitutes an administrative irregularity. The Ministry of Education, through the Secretariat for the Regulation and Supervision of Higher Education (SERES), shall establish the administrative sanctioning procedure. The studies taken, without the corresponding act of authorization, will not be subject to recognition or use by a duly accredited institution. For more information, please consult Articles 76, 77 and 79 of Decree No. 9.235 from 15 December 2017, at the

following link: [http://www.planalto.gov.br/ccivil\\_03/\\_Ato2015-2018/2017/Decreto/D9235.htm#art107](http://www.planalto.gov.br/ccivil_03/_Ato2015-2018/2017/Decreto/D9235.htm#art107).

## QUALITY ASSURANCE

2017 Decree No. 9.235, Article 3, establishes that the Ministry of Education - Ministério da Educação-, the National Council of Education - Conselho Nacional de Educação,-CNE-, the National Institute of Educational Studies and Research Anísio Teixeira -Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP- and the National Commission for the Evaluation of Higher Education - Comissão Nacional de Avaliação da Educação Superior -CONAES- are responsible for regulating, supervising and evaluating the Education System in Brazil.

The National Council of Education -Conselho Nacional de Educação -CNE-, through its normative and advisory functions, deliberates on applications for accreditation, reaccreditation and withdrawal of the operating permit of higher education institutions. It also proposes and debates on the guidelines for the elaboration of evaluation instruments for the accreditation and reaccreditation of institutions, which are carried out by the National Institute of Studies and Research Educacionais Anísio Teixeira -INEP-, which recommends, through the Chamber of Higher Education, the measures to be taken when the quality standard for the accreditation and reaccreditation of universities, university centers and faculties is not met. For more information about the National Council of Education (Presidency of the Republic. Civil House. Sub-Head for Legal Affairs , 1996)-Conselho Nacional de Educação - CNE -, please visit the following link: <http://portal.mec.gov.br/conselho-nacional-de-educacao/apresentacao>.

INEP is responsible for planning actions aimed at the evaluation of educational institutions, evaluating and analyzing the results of the National Student Performance Exam –ENADE-, promoting the dissemination of statistics, indicators and results of studies, documentation and other research products. For more



information on The National Institute of Educational Studies and Research Anísio Teixeira -Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira - INEP-, please visit the following link: <https://www.gov.br/inep/pt-br> The National Commission for the Evaluation of Higher Education - Comissão Nacional de Avaliação da Educação Superior - CONAES - is responsible for proposing and evaluating the procedures and mechanisms of institutional evaluation, courses and student performance. This commission establishes guidelines for the organization of evaluation committees, analysis of reports, preparation of opinions and recommendations to competent bodies. In addition, it formulates proposals for the development of the HEIs, based on the analyses and recommendations produced in the evaluation processes. For more information on the National Commission for the Evaluation of Higher Education - Comissão Nacional de Avaliação da Educação Superior -CONAES, please visit the following link: <http://portal.mec.gov.br/conaes-comissao-nacional-de-avaliacao-da-educacao-superior/conheca-a-conaes>.

The Coordination of Improvement of Higher-Level Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - CAPES), of the Ministry of Education, continuously seeks, through its evaluation system, to contribute to the achievement of a standard of academic excellence for master's degrees and doctorates. The results of the evaluation implemented by CAPES serve as a basis for the formulation of policies for postgraduates in Brazil. For more information on the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), please visit the following link: <https://www.gov.br/capes/pt-br>.

To consult the master's and doctoral programs accredited in Brazil, please visit the following link: <https://sucupira.capes.gov.br/sucupira/>.

## ASPECTS TO BE CONSIDERED TO CARRY OUT THE PROCESS OF RECOGNITION OF HIGHER EDUCATION DEGREES OBTAINED IN BRAZIL

2019 Resolution 10687 of the Ministry of National Education regulates the recognition of higher education diplomas awarded abroad, identifying the quality assurance systems of the countries where the diplomas were obtained.

The process of recognition of higher education diplomas in Colombia is part of the Quality Assurance System for Higher Education, which allows society to guarantee that, as well as the national offer, that from other countries is officially recognized by the states where the certificates were issued.

**IMPORTANT:** if an undergraduate degree is in law, accounting, education, or part of the health sciences, additional requirements must be verified, stipulated in chapters one and two of 2019 Resolution 10687 of the Ministry of National Education, available at the following link: [https://www.mineducacion.gov.co/1759/articles-401316\\_archivo\\_pdf.f](https://www.mineducacion.gov.co/1759/articles-401316_archivo_pdf.f).

It is worth recalling that it is not compulsory to advance the process of validation of higher education diplomas obtained in other countries. Recognition is required in the following cases:

1. For regulated professions where recognition is required by professional bodies.
2. For persons wishing to work in the public sector as contractors or civil officers.
3. For participating in public tenders where specifications indicate it as necessary.
4. For teachers in public education institutions to be properly graded.

To study in Brazil and, subsequently, obtain the recognition of the degree in Colombia, the following must be considered:

1. Studies must have been advanced in an institution of higher education recognized by the State of Brazil.

2. Have the apostille or respective chain of legalization in the documents.

The National Council of Justice (CNJ) is responsible for coordinating and regulating the application of the Hague Convention in Brazil, which entered into force in August 2016. To validate a document issued in Brazil so it can be accepted abroad, interested parties can advance the procedures in person at the authorized notaries competent to issue the apostille or, electronically, on the digital platform (e-APP). To know about the apostille process in Brazil, please watch the following institutional video:

[https://www.youtube.com/watch?v=XJiCOn9eoNs&feature=emb\\_logo&ab\\_channel=ConselhoNacionaldeJusti%C3%A7a%28CNJ%29](https://www.youtube.com/watch?v=XJiCOn9eoNs&feature=emb_logo&ab_channel=ConselhoNacionaldeJusti%C3%A7a%28CNJ%29).

To know the entities in charge, authorized to process and issue the apostille in Brazil, please visit the following links:

<http://www.portalconsular.itamaraty.gov.br/legalizacao-de-documentos#apostila>. <https://www.hcch.net/pt/states/authorities/details3/?aid=1043>.

For more detailed information of these processes, please visit the following link:

[https://www.cancilleria.gov.co/tramites\\_servicios/apostilla\\_legalizacion\\_en\\_linea](https://www.cancilleria.gov.co/tramites_servicios/apostilla_legalizacion_en_linea).

The different recognition criteria must be considered, according to the program and the higher education institution that grants it.

In case of having obtained a title issued by a higher education institution in Brazil, and recognition to be required in Colombia, the following questions and answers can help understand the process:

- a) When is it necessary to recognize a foreign higher education degree? The answer to this question can be found at the following link:

<https://www.mineducacion.gov.co/portal/convalidations/Convalidations-Education-Superior/350670:Know-the-process>

- b) What is the difference between homologation and recognition? The answer to this question can be found at the following link:

<https://www.mineducacion.gov.co/portal/convalidaciones/Convalidaciones-Educacion-Superior/355353:Preguntas-Frecuentes>

- c) In case of doubt, who can help? The answer to this question can be found at the following link:

<https://www.mineducacion.gov.co/portal/convalidaciones/Convalidaciones-Educacion-Superior/355353:Preguntas-Frecuentes>

- d) What are the steps for the recognition of higher education diplomas? The answer to this question can be found at the following link:

<https://www.gov.co/ficha-tramites-y-servicios/T366>

- e) What are the costs of the process of validation of higher education diplomas? The answer to this question can be found at the following link:

<https://www.mineducacion.gov.co/portal/convalidations/Convalidations-Education-Superior/350995:Cost-and-duration>

In case of more questions regarding the process, the following link might help:

<https://www.mineducacion.gov.co/portal/convalidaciones/Convalidaciones-Educacion-Superior/355353:Preguntas-Frecuentes>

## Consulted Sources

Conselho Nacional de Educação. Câmara de Educação Superior. 7/2017. Diário Oficial da União, Brasília, 12 de dezembro de 2017, Seção 1, p. 21.  
[http://portal.mec.gov.br/index.php?option=com\\_docman&view=download&al](http://portal.mec.gov.br/index.php?option=com_docman&view=download&al)



[ias=78281-rces007-17-pdf&category\\_slug=dezembro-2017-pdf&Itemid=30192](#)

Conselho Nacional de Educação, Conselho Pleno (4 de março de 2002): Resolução CNE/CP 2, de 19 de Fevereiro de 2002. *Diário Oficial da União*(Seção 1), 9.

Conselho Nacional de Educação. Câmara de Educação Superior. Resolução 1/2001. *Diário Oficial da União*, Brasília, 9 de abril de 2001. Seção 1, p. 12. [http://portal.mec.gov.br/dmdocuments/rces001\\_01.pdf](http://portal.mec.gov.br/dmdocuments/rces001_01.pdf)

Instituto de Estadística de la UNESCO (2013): *Clasificación Internacional Normalizada de la Educación*. Montreal, Quebec.

Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira ( 2020): *Resumo técnico do Censo da Educação Superior 2018*. [recurso eletrônico], Brasília.

Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (2019): *Manual para classificação dos cursos de graduação e sequenciais : CINE Brasil*. Obtenido de Instituto Nacional de Estudios e Investigaciones Educativas Anísio Teixeira- INEP - MEC: [http://portal.inep.gov.br/informacao-da-publicacao/-/asset\\_publisher/6JYIsGMAMkW1/document/id/6955152](http://portal.inep.gov.br/informacao-da-publicacao/-/asset_publisher/6JYIsGMAMkW1/document/id/6955152)

Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (2015): *Sistema Nacional de Avaliação da Educação Superior (SINAES)*. Obtenido de Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira: [http://portal.inep.gov.br/informacao-da-publicacao/-/asset\\_publisher/6JYIsGMAMkW1/document/id/527556](http://portal.inep.gov.br/informacao-da-publicacao/-/asset_publisher/6JYIsGMAMkW1/document/id/527556)

Ministério da Educação (2017): *Portaria No 388, de 23 de Março de 2017*. Obtenido de *Diário Oficial da União*. Seção 1 Nº 58: <https://www.gov.br/capes/pt-br/centrais-de-conteudo/24032017-portaria-no-389-de-23-de-marco-de-2017-pdf>

Ministério da Educação; Conselho Nacional de Educação; Câmara De Educação Superior (2017): *Resolução Nº 7, de 11 de Dezembro de 2017* . Obtenido de *Diário Oficial da União*. Seção 1 Nº 237: <http://cad.capes.gov.br/ato-administrativo-detallar?idAtoAdmElastic=199#anchor>

Ministério da Educação, Conselho Nacional de Educação, Câmara de Educação Superior (19 de Junho de 2007): Resolução Nº 2, de 18 de Junho de 2007. *Diário Oficial da União*(Seção 1), 6.

Presidência da República Casa Civil, Subchefia para Assuntos Jurídicos (2013): *Lei Nº 12.796, de 4 de Abril de 2013*. Obtained from



[http://www.planalto.gov.br/ccivil\\_03/\\_Ato2011-2014/2013/Lei/L12796.htm#art1](http://www.planalto.gov.br/ccivil_03/_Ato2011-2014/2013/Lei/L12796.htm#art1)

Presidência da República. Casa Civil. Subchefia Para Assuntos Jurídicos (1996): *Lei Nº 9.394, de 20 de Dezembro de 1996*. Obtenido de Portal da Legislação: [http://www.planalto.gov.br/ccivil\\_03/Leis/L9394.htm](http://www.planalto.gov.br/ccivil_03/Leis/L9394.htm)

Presidência da República. Casa Civil. Subchefia para Assuntos Jurídicos (1988): *Constituição da República Federativa do Brasil de 1988*. Obtained from [http://www.planalto.gov.br/ccivil\\_03/Constitutional/Constitutional.ht](http://www.planalto.gov.br/ccivil_03/Constitutional/Constitutional.ht)

Stallivieri, L (2007): O Sistema de Ensino Superior do Brasil Características, Tendências e Perspectivas. En U. d. Caribe, *Educación superior en América Latina y el Caribe: Sus estudiantes hoy* (págs. 79-100).

#### Web pages consulted:

- Portal único institucional: <https://www.gov.br/pt-br>
- Portal nuevo del Ministerio de Educación - Ministério da Educação: <https://www.gov.br/mec/pt-br>
- Portal antiguo del Ministerio de Educación - Ministério da Educação: <http://portal.mec.gov.br/>
- Portal del Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira -INEP-: <https://www.gov.br/inep/pt-br>
- Portal de la Coordenação de Aperfeiçoamento de Pessoal de Nível Superior- (CAPES), por favor ingresar al siguiente enlace: <https://www.gov.br/capes/pt-br>
- Portal del Instituto Brasileiro de Geografia y Estadística -Instituto Brasileiro de Geografia e Estatística-: <https://www.ibge.gov.br/>
- Portal de la plataforma electrónica e-MEC: <https://emec.mec.gov.br/>



- Portal de la plataforma Sucupira: <https://sucupira.capes.gov.br/sucupira/>