

MODELS FOR BRAZIL-AUSTRALIA COOPERATION AND PARTNERSHIP IN HIGHER EDUCATION: UNDERSTANDING OPPORTUNITIES FROM THE AUSTRALIAN PERSPECTIVE

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1 Introduction

Recent years have witnessed a paradigmatic shift for international education in Australia: the emergence of Brazil as a key partner for cooperation and integration in Australian higher education institutions (HEIs). This shift relates to two trends in international

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education in Australia. On the one hand, Brazil has emerged as a main source of international students in Australia, but that movement has significantly occurred outside the higher education sector. On the other hand, there is an increasing recognition that Australian HEIs must shift their gaze from Asia towards other regions and prioritise sustainable forms of integration and cooperation with Latin America.

In relation to international student exchanges between Brazil and Australia, Australia has become one of the main international destinations for Brazilian students. Australia's popularity is only behind Canada, the USA, the United Kingdom and Ireland (ICEF, 2019), and in 2020, Brazil was the fifth main source of international students for Australia (DESE, 2021a). In fact, Australia has experienced a migration boom more broadly from Brazil over the past two decades, which has mostly been driven by international students (Wulfhorst, 2014). Research on this cohort indicates that they are typically well-educated young professionals, belonging to the upper-middle and middle classes (Rocha, 2006, 2008, 2009). These students frequently remain in Australia for an extended period of years, enrolling in different types of courses, often in pursuit of more definitive forms of migration (Rocha, 2019).

By contrast, the number of Australians travelling to Brazil for study is meagre. It would also appear that active engagement by Australian HEIs with Brazil is underdeveloped. A pre-pandemic survey by the Australian Universities International Directors Forum (2019) reported that one in four Australian undergraduates participated in a learning abroad experience during their degree (e.g. study tour, internship, summer school or exchange program). While 49 per cent visited the Indo-Pacific region, there were no statistics at all reported for the South American continent. By contrast, 13.8 per cent of US students undertake study abroad in Latin America (NAFSA, 2019).

These figures support the 2018 findings and recommendations of a report into Australia's educational engagement with Latin America by the Council for International Education - Latin America Working Group (CIE-LAWG). Although 84 per cent of institutions surveyed suggested that they engaged with Latin America, this was driven by English-language teaching centres (given the popularity among Brazilians of learning English in Australia). Less than half (44 per cent) of Australian HEIs reported engagement with the region. Institutions that failed to engage with Latin America cited several factors: lack of demand, lack of resources, and lack of capacity for Latin American students to pay the lofty fees charged by Australian HEIs (CIE-LAWG, 2018). These responses point to Australian universities' so-called 'transactional mindset' – that is, the perception that Australia is "money-focused" and has "insufficient focus on two-way mobility and equal partnerships" (CIE-LAWG, 2018, p. 40).

There appears to be a 'chicken and egg' effect occurring in this context. Although large numbers of Brazilians have travelled to Australia for study (and eventual migration), relatively few have entered the higher education sector (in 2020, only 6 per cent of Brazilian enrolments in Australia were in HEIs). Because the number is low, Australian universities have not prioritized engagement with Brazil. In other words, the low visibility of Brazilian students outside the vocational and English-teaching sectors means that Brazil itself has been off the radar of Australian HEIs. Low numbers means little engagement, but without engagement, numbers will not increase. However, there is an increased understanding that 'engagement' needs to mean more than 'number of students received'. As the CIE-LAWG (2018, p. 33) report states:

There are a range of opportunities to increase the two-way mobility of students, researchers and academics between Australia and the Latin American region. Current mobility

efforts have been primarily focussed on bringing Latin American students to Australia, but there is significant appetite within many Latin American countries to host more Australian students.

The report also recognises that “the relationships between Australia and emerging partners in Latin America are at an earlier stage of development” and that new initiatives need to be long-term, two-way, and consistent in order to build trust (CIE-LAWG, 2018, p. 45).

These trends represent a potentially paradigmatic shift for Australian higher education institutions. We see Latin America, and Brazil in particular, as one of the main focuses of cooperation, integration, and internationalization of Australia’s higher education in the coming years. Aware of these trends, this chapter aims to identify opportunities for enhancing bilateral cooperation between Brazil and Australia in the context of higher education. It does so from the perspective of Australian HEIs to complement research in this collection that focusses more clearly on the Brazilian perspective. We draw on demographic trends and on the case study of Griffith University to identify four distinct but overlapping opportunities for integration: international student flows; interdisciplinary cross-institutional organisations; institutional partnerships; and peer-to-peer academic cooperation. When presenting these opportunities, we focus on how this Australian institution uses four implicit frameworks of engagement to foster integration with Brazil. We argue that HEIs in Australia and in Brazil could explore these opportunities to leverage bilateral cooperation and integration in the coming years.

For contextualisation purposes, we begin by providing an overview of the international education sector in Australia, and how it is expected to change in the coming years. We pay particular attention to the state of Queensland, where Griffith University’s campuses are located. We then introduce this institution, one of Queensland’s

largest public universities, and the case from which the findings of this chapter are drawn. After that, we present the four opportunities for cooperation identified, and how HEIs can explore them to further cooperate and integrate.

2 Australia's international education sector

Australia is recognised as an example of success in terms of the internationalisation of education, especially when judged by the raw metric of how many overseas students are attracted to it. In 2019, there were 758,154 international students studying in Australia, from more than 190 different nationalities (DESE, 2021a). These international students were enrolled in a variety of courses across different education sectors. The sector that consistently accounted for most enrolments was **Higher Education** (which includes undergraduate and postgraduate courses delivered by universities), followed by *Vocational Education and Training (VET)* (which includes overall shorter tertiary courses delivered by Registered Training Organisations). *English Language Intensive Courses for Overseas Students (ELICOS)* are focussed exclusively on English language proficiency, and accounted for 12 per cent of all enrolments in 2020. **Schools** include primary and secondary school enrolments, while **Non-Award** is a broad category that encompasses non-accredited courses across different areas. Chart 1 illustrates the evolution of enrolments across all sectors for all overseas students holding an Australian student visa.

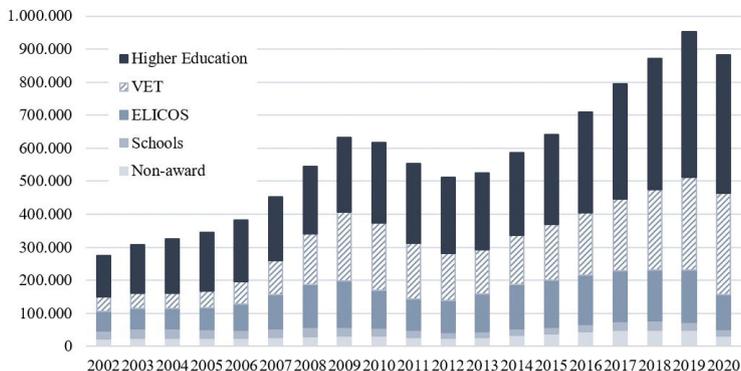
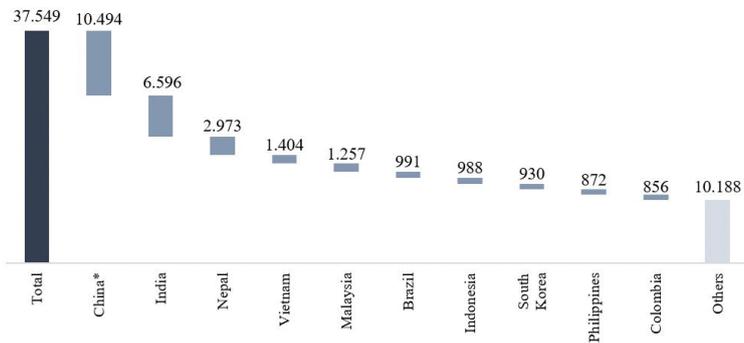


Chart 1. International student enrolments in Australia, 2002-2020

Source: Based on data from DESE (2021b).

As is evident from these data, international education in Australia is seen as a strategic sector by the Australia government. In the financial year 2018-19, education-related travel expenses were Australia’s fourth largest export, after iron ore, coal and natural gas (DFAT 2020). In the Financial Year 2019-20, over 50 per cent of the nation’s international education exports revenues came from three source countries: China⁴, India and Nepal. Crucially, international students from these three countries predominantly studied in universities. Chart 2 illustrates the main sources of international students in Australia in relation to exports revenues in Financial Year 2019-2020. After China, India and Nepal, revenues were more dispersed across different countries; very significantly Brazil and Colombia were the only non-Asian countries in the list.

⁴ Australia’s statistics on international education consider China excluding SARs and Taiwan.



* excludes SARs and Taiwan

Chart 2. Australia’s International Education Exports by main markets in Financial Year 2019-20

Source: Based on data from Australia Bureau of Statistics (ABS, 2020).

Australia’s international education is going through major changes that will likely affect its profile in the coming years. The sector has been significantly affected by the mobility crisis generated by the COVID-19 pandemic. Since March 2020, Australia has implemented strict control measures, which almost completely closed its borders to incoming international students. Numbers started dropping sharply in the second half of 2020, in a trend that has continued. This has resulted in Australia’s international education sector relying on onshore enrolments (students who are already in Australia), and, at the time of writing, there is no clarity on when Australian borders will reopen for international students.

Not all education sectors have been impacted in the same way by this crisis. The VET sector, considering its shorter enrolment periods and lower fees, actually increased in 2020 due to onshore demand, although ELICOS and Schools were more harshly impacted (see Chart 3).

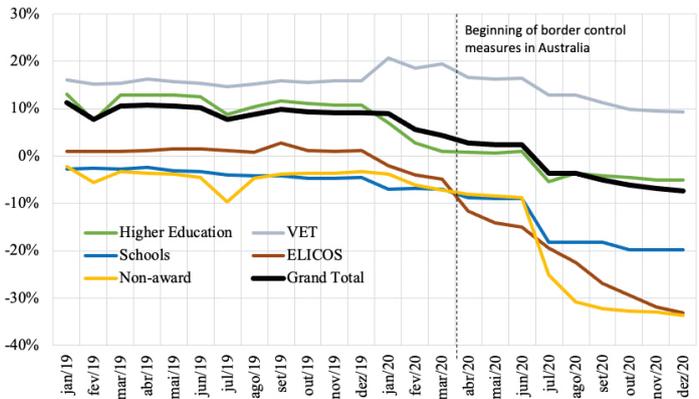


Chart 3. IS enrolments in Australia per Education Sector, % change year-on-year
Source: Based on data from DESE (2021b).

It has become clear that international education in a post-COVID Australia will be markedly different to what it was before. The Federal Government recognised this as early as May 2020 when it announced that the existing *National Strategy for International Education* (Department of Education and Training 2016) would not undergo its planned ‘refresh’ but would instead be superseded by a new strategy (expected for release in 2021 or 2022). This strategy will be underpinned by an “understanding [of] the unfolding impacts of COVID-19, supported by research and analysis undertaken during the remainder of 2020 and into early 2021” as well as “formal stakeholder consultations” (Council for International Education, 2020, n.p.).

In March 2021, Australia’s Minister for Education, Alan Tudge, announced the opening of consultations for this strategy and established new directions for Australian international education. Minister Tudge firstly stated that Australian higher education providers are likely to focus on the diversification of their international student body in a post-COVID environment:

Currently, just two countries account for more than 55 per cent of all international student enrolments at universities. Not only does concentration limit the diversity of perspectives in classrooms, it also lowers the resilience of the international education sector to changes in global demand, as we saw with the Indian student downturn after 2009. (Tudge, 2021, n.p.)

Rather than focus predominantly on China, India, and Nepal, Australian universities are directed to diversify for a post-pandemic context. Other regions of the world - such as Latin America, and particularly Brazil - are now to the fore of higher education thinking and planning. We argue that this strategic global reorientation of the Australian government presents opportunities for cooperation that go beyond the commercial nature of these relations. Universities in Australia and in Brazil should monitor the evolution of these discussions, as they will likely create new opportunities for research and academic partnerships. As we argue, there is significant potential in many universities, based on organic alignment in research focus and a limited amount of institutional support. Such a context creates the pre-condition for more substantial academic networks in the future.

2.1 The Queensland Context

Studies of higher education internationalisation in Australia tend to focus on the nation's largest two states, New South Wales and Victoria, home to the cities of Sydney and Melbourne. The two states contain a plurality of Australian universities, and are home to the country's most culturally diverse populations. With a range of educational and employment opportunities, this focus is not surprising. In this chapter, however, we point towards the opportunities that exist outside New South Wales and Victoria. The state of Queensland

is home to ten universities, and a large number of educational providers, predominantly in its densely populated southeast coastal cities. As explored later in this chapter, Brazilian students in Australia are disproportionately concentrated in the state of Queensland, so initiatives of bilateral cooperation cannot ignore this geographic location.

International education in Queensland shares some of the characteristics seen throughout Australia. However, international enrolments in this state are less concentrated than elsewhere. Table 1 shows the proportional representation of each nationality in the international student enrolments of New South Wales, Victoria, Queensland and Australia in 2020. It demonstrates that Queensland is more diversified than other states. Importantly, Brazil and Colombia, the only non-Asian nationalities in the rankings, are notably more representative in Queensland than in other states.

Table 1. Participation of nationality in each state's enrolments in 2020, by per cent

<i>Nationality</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>Australia</i>
China	27	26	22	26
India	11	24	14	17
Nepal	13	4	5	8
Brazil	5	1	8	4
Colombia	3	4	6	4
Vietnam	3	4	2	3
Malaysia	2	4	2	3
Philippines	3	3	4	3
South Korea	3	2	5	3
Thailand	4	2	2	3
Others	26	25	32	27
Total	100	100	100	100

Source: DESE (2021b).

Considering these trends, we argue that the state of Queensland should be seen as a potential leader in fostering higher education cooperation initiatives between Brazil and Australia.

2.2 *Griffith University*

The opportunities for cooperation identified in this chapter come largely from management practices implemented and envisioned by Griffith University, an Australian public higher education institution. Griffith University is the largest university in the direct catchment area of Brazilian students, given the high concentration of Brazilian residents in southeast Queensland. Griffith is a comprehensive university of approximately 50 000 students, with interconnected campuses spread throughout this region, and is the major higher education presence in two southeast Queensland cities.

Despite the strong Latin American presence in the region, Griffith University has traditionally positioned itself within a southeast Asian context. In this sense, it is not unlike most Australian universities. The CIE-LAWG (2018) report states that one of the barriers to the mutual internationalisation of higher education between Australia and Brazil has been the reluctance of Australian HEIs to prioritize Latin America in their internationalisation strategies. This is because “[m]any institutions lack the resources to prioritise multiple regions and many have focused on the Indo-Pacific in their strategies, preventing them from intensifying their engagement efforts in Latin America” (CIE-LAWF, 2018, p. 39).

However, even before COVID-19, the university made it clear that the Asia-Pacific was not its sole international focus. The *Internationalisation Strategy 2018-2020* states: “With a vision of being a university of influence in the Asia-Pacific, much of Griffith’s

internationalisation is focused around that region, but that doesn't mean that it doesn't also have a more global reach" (Griffith University 2020). This strategy explicitly echoes the Federal Government's call for diversification presented in the previous section of this chapter, and shows that engagement with Asia does not preclude engagement with Latin America.

Griffith University's student demographic points to Latin America as a significant potential partner. The university's cultural diversity is indicated by the fact that English is the language spoken at home by only 67 per cent of the student body (i.e. even including domestic 'Australian' students). The top five languages (other than English) spoken at home are all Asian, but the top 5 non-Asian languages are Spanish, Arabic, Afrikaans, French, and Portuguese. The Spanish-speaking cohort are almost all South American, and 86 per cent of the Portuguese speakers are from Brazil (which is likely to enter the top ten student countries of origin in coming years). Such statistics affirm the clear significance of Latin America for the university's growth. Given the current reimagining of international education across Australia, the sheer numbers of Latin American students and residents in Australia (and particularly Queensland) dictate that greater attention be paid to the relationship between the two countries. However, as mentioned, it is important that this relationship is established as a two-way exchange, rather than through a transactional or 'money-focussed' lens.

3 Opportunities for cooperation

In this section, we identify four frameworks for bilateral cooperation and integration between Brazil and Australia's higher education. Our argument is that HEIs in Brazil and in Australia should consider these factors as opportunities when crafting internationalisation and cooperation strategies. While the first opportunity originates

from the preliminary findings of a research project on Brazilians in Australia conducted at Griffith University, the other opportunities derive from current models in place at the institution.

To illustrate the opportunities identified, we provide case study examples from Griffith University. These examples, however, are non-exhaustive, and due to confidentiality reasons, not all details can be disclosed in this chapter. However, we do believe our exploration of these opportunities provides sufficient insights for other institutions to reflect on them.

3.1 International student flows

The first opportunity for integration that we identify is leveraging the already high number of Brazilian students currently studying in Australia. Since the early 2000s, Australia has increasingly become one of the preferred destinations for Brazilian international students. As mentioned earlier, Australia's popularity as an international destination for Brazilian students is only exceeded by Canada, the USA, the United Kingdom and Ireland (ICEF, 2019). From an Australian perspective, Brazilians are the main non-Asian group of international students onshore. In 2020, Brazil was the fifth main source of international students in Australia in terms of numbers of students (DESE, 2021a) and the fourth main source in terms of international enrolments (DESE, 2021b).

These trends can be understood in the context of the second wave of Brazilian migration to Australia, which commenced in the late 1990s. Predominantly well-educated young professionals, they originated from Brazilian southern urban cities like São Paulo, Rio de Janeiro and Porto Alegre (Rocha, 2014) and often arrived in Australia as international students (Wulfhorst, 2014). Such migrants now form part of Australia's diverse and successful Brazilian communities. Many are business owners, with networks that connect the two countries.

The majority of such students arrived in Australia on international visas, but have never attended an Australian university.

Brazilian students are geographically concentrated in relatively few locations in Australia. They are a unique demographic in that they are proportionately more likely to reside in Queensland than students from other countries – particularly in south-eastern cities such as Brisbane, the Gold Coast and the Sunshine Coast. While only 15 per cent of all international student enrolments in 2020 occurred in Queensland, 30 per cent of all Brazilian enrolments occurred in this state. Table 2 shows the proportion of each state on the enrolments of the main sources of international students in Australia in 2020. The number demonstrates that Brazil comprises Queensland’s highest concentration of enrolments. On the Gold Coast and on the Sunshine Coast, Brazil represents the main sources of international students’ enrolments, ranking even higher than China, India and Nepal (DESE, 2021b).

Table 2. % of enrolments per state in 2020, main sources of International Students in Australia

<i>Nationality</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>SA</i>	<i>WA</i>	<i>TAS</i>	<i>NT</i>	<i>ACT</i>
All nationalities	38	32	15	5	6	2	1	2
China	40	32	13	6	3	2	0	4
India	24	47	12	8	6	2	0	1
Nepal	61	17	8	3	3	3	2	2
Brazil	49	11	30	3	6	1	0	0
Colombia	33	35	23	2	5	1	0	0
Vietnam	34	40	9	7	5	2	1	1
Malaysia	27	46	8	5	10	2	0	1

<i>Nationality</i>	<i>NSW</i>	<i>VIC</i>	<i>QLD</i>	<i>SA</i>	<i>WA</i>	<i>TAS</i>	<i>NT</i>	<i>ACT</i>
Philippines	37	30	19	5	6	1	1	1
South Korea	48	1	24	4	4	1	0	1
Thailand	56	28	11	1	3	0	0	1
Indonesia	54	31	5	2	5	1	1	1

Source: DESE (2021b).

These trends suggest opportunities for partnership and cooperation between Brazil and Australia (particularly Queensland) when it comes to higher education. However, a deeper analysis reveals a paradoxical situation: despite the substantial increase in numbers, Brazilian students are generally located outside Australia’s higher education system. In 2020, only 6 per cent of Brazilian enrolments were in HEIs, while VET and ELICOS accounted for 93 per cent (see Table 3). On this basis, it could be argued that alongside Colombians, Brazilian students are the most underrepresented cohort on Australia’s university campuses. Our ongoing research shows that even Brazilian students that remain in Australia for years and have higher education degrees from Brazil are still largely not integrated within Australia’s higher education.

Table 3. Distribution of enrolments per sector 2020, selected countries, by per cent

<i>Nationality</i>	<i>Ensino Superior</i>	<i>EFP</i>	<i>Escolas</i>	<i>ELICOS</i>	<i>Sem certificação</i>
All nationalities	47	35	2	12	4
China	70	9	4	11	6
India	53	43	0	3	0
Nepal	48	46	0	6	1
Brazil	6	63	1	30	0
Colombia	6	48	0	46	0
Vietnam	53	21	13	10	3
Malaysia	44	45	1	8	3
Philippines	18	79	0	2	1
South Korea	22	57	5	15	2
Thailand	10	60	1	28	0

Source: DESE (2021a).

Our ongoing research, conducted at Griffith University, explores the reasons behind and consequences of this paradox. In the paragraphs below, we unpack some of the preliminary findings that we see as pivotal to understanding future possibilities for higher education cooperation between Australia and Brazil.

3.1.1 Brazilian students in Australia represent a key opportunity for higher education cooperation

The significant number of Brazilian students in Australia represents an opportunity not only for the internationalisation of higher

education in Australia, but also for the development of bilateral higher education partnerships between Brazil and Australia. The fact that they are outside Australia's higher education often means they are neglected by institutions and policy makers in both Brazil and Australia, and it is time this opportunity for cooperation is recognised.

3.1.2 This paradox reveals some of the challenges that underpin initiatives of cooperation between Australia and Brazil in the higher education sector

The reason why Brazilian students are not integrated within Australia's higher education has never been thoroughly explored. However, our ongoing research points in a direction that represents a major challenge for integration and cooperation: the socioeconomic disparities between the countries. Brazilian students mostly decide to enrol in the VET sector and not in higher education, not because of personal preference, but because of the costs associated with this decision. The higher fees associated with higher education are often listed as driving factors of enrolment decisions, as well as the lack of scholarships funded by both Australia and Brazil. The brief experiment with scholarships by the Brazilian government from 2011 to 2016 suggests this can be mitigated through strategic investment.

3.1.3 Improving the participation of Brazilians in Australia's higher education sector could also improve the living conditions of Brazilian migrants in Australia

Lastly, we understand that improving the participation of Brazilian students in the higher education sector would not only foster institutional cooperation between Brazil and Australia, but also improve the living conditions of Brazilian migrants in Australia, by allowing them to progress in the careers initiated in Brazil and reducing the downward social mobility associated with Latin American migration to Australia.

3.2 Interdisciplinary cross-institutional organisations

The second opportunity identified in this chapter relates to models that contribute to Griffith University's integration with Brazil, the participation of academics and research centres in international interdisciplinary cross-institutional organisations that are either focused on cooperation with Latin America, or whose scope encompasses both regions.

One example of an interdisciplinary cross-institutional organisation, which is currently based at Griffith University, is the Association of Iberian and Latin American Studies of Australasia (AILASA). AILASA is Australia's leading professional organisation for Social Science and Humanities research and engagement across the region. AILASA seeks to build strategic concentration in areas of research capacity in Australia and New Zealand. It provides one model for a networked organisation through which knowledge and connections can be augmented across multiple institutions. With a membership comprised of individuals (rather than universities with institutional membership), it provides a means to achieve scale in research teams.

AILASA has a rotational model of leadership, passing between universities in New Zealand and Australia every two or four years. Having existed for more than three decades, the organisation provides a network model of expertise and resilience. Such a model is particularly important in Australia, where academic expertise in Latin America in general (and Brazil in particular) is diffuse and of low concentration in any single institution. Attempts to build capacity and sustainable connectedness from an Australian perspective, therefore, are strongest when initiatives extend beyond a single institution. Such cross-institutionality reduces the risk of expensive collaborations that rely on one or two key individuals alone.

As an organisation predicated on networked knowledge and capacity, AILASA's activities focus on seminars, conferences, skill-development workshops, and mentoring for early career researchers. It works with government representatives, industry partners, and community organisations to assist members to build their skills. Such connections with other universities are crucial to develop future expertise in Latin American knowledge, but may not be captured through institutionally-led initiatives that are focused on research income, metrics, and co-authored publications. Nonetheless, such disciplinary organisations provide a means to amplify internal institutional initiatives.

The AILASA mandate includes the provision of support to students, and it liaises with student organisations alongside governments and university departments. As with other models of initiative, however, there is very little connection between the institutions where most Brazilian students are located and the research initiatives to connect academics. In many ways in this regard, AILASA replicates the systemic disjuncture between research initiatives and student exchange.

3.3 Institutional partnerships

This opportunity relates to formal partnerships between HEIs, often created through a Memorandum of Understanding (MoU) between universities with a similar profile, or where niche study areas or research interests overlap. Griffith University has a number of MoUs with universities across a range of countries in Latin America. It is not alone in this, and many Australian universities pursue such agreements, often facilitated by the networks that connect universities domestically (including the Group of Eight, referred to elsewhere in the collection, but also the Regional Universities Network, the Australian Network of Technology Universities, and the Innovative

Research Universities Network). According to the CIE-LAWG (2018) report, there were 110 formal agreements between Australian and Brazilian universities, which constituted 26 per cent of all agreements (i.e. the largest number) between Australia and Latin America.

Some MoUs can be viewed purely as a means to augment student mobility in targeted areas of learning and teaching alignment. This is especially sought after when a high number of students can be anticipated or where a strategic opportunity exists between academic programs. However, MoUs of this nature potentially fall prey to the 'transactional mindset' referred to earlier in this paper. Broader MoUs often extend to commitments across curriculum development, collaborative (online) learning, staff and doctoral student exchange, co-hosting of conferences, joint publications and grant applications. However, the success of these may rely on the ongoing commitment of only one or two individuals at either institution. Institutions also run the risk of signing *too many* MoUs than they have the resources to meaningfully maintain. This is an issue, given the tyranny of distance between Australia and Brazil.

Griffith University has a number of MoUs with universities across a range of countries in Latin America. Its primary area of cooperation with Brazil is in environmental sciences. This is not surprising, given Griffith was the first university in Australia to create an interdisciplinary environmental sciences school and offer a degree in environmental science in 1971. The university is also home to the Australian Rivers Institute, the world's highest ranking water security think tank according to the 2020 Global Go To Think Tank Index Report (McGann, 2021). The Brazilian government's CAPES PrInt program for the internationalisation of higher education has created both the motivation and opportunity for Griffith to link with several Brazilian universities on collaborations related to water research.

3.4 *Peer-to-peer academic cooperation*

The last opportunity explored in this chapter refers to peer-to-peer academic cooperation, or the cooperation that exists among scholars from universities in Australia and in Brazil, not necessarily via institutional connections. Within the Social Science and Humanities, such connections often derive from scholarly conferences or collaboration to generate co-authored papers. In universities in general, this tends to be in highly specialised areas between institutions whose academics share a similarly distinct international profile. For Griffith, this is in areas such as aviation management, environmental sciences, tourism and heritage, where the university has a significant global reputation and point of difference.

Such collaborations aim to produce co-authored publications and targeted grants, but lack the institutional infrastructure to be sustainable should these grants fail. They may not be aligned with areas of student growth and any reciprocity is, again, highly contingent on the continued support of key individual academics. Previously, efforts by universities to collate institutional data on peer-to-peer academic cooperation has been either ad hoc or beset by numerous practical challenges due to the overwhelming number of international exchanges that occur in any large university. This has changed recently, and all Australian universities are now obliged to maintain a register of partnerships with foreign institutions to comply with the *Australian Foreign Relations Act* and the *Foreign Influence Transparency Scheme*. This provides new information with which to identify potential areas of existing partnership, but which may not yet be identified in significant grants and publications.

4 Conclusion

In this chapter, we explored what seems to be a paradigmatic shift in Australia's higher education: the emergence of Brazil and Latin America generally as a key partner for cooperation, integration and internationalisation. This shift is linked to the emergence of Brazil as a main source of international students in Australia, and the understanding that Australian HEIs need to prioritise Latin America in their internationalisation strategies. Our paper has highlighted the surprising fact that although there are a very large number of Brazilian international students in Australia, relatively few of them are in Australian universities. We have also shown that there is a dearth of Australian students flowing to Brazil. As a result, mutually beneficial opportunities for the internationalisation of higher education between the two nations have not been sufficiently explored. We take the further step of suggesting that South-East Queensland, where a disproportionately large number of Brazilians reside and study, could be a centre for such development.

Aware of these trends, in this chapter we explored four opportunities for enhancing bilateral cooperation and integration between Brazil and Australia in the context of higher education. While the first opportunity comes from findings of a research project on Brazilians in Australia conducted at Griffith University, the second, third and fourth opportunities originate from current models in place at the institution. We argue that HEIs in Brazil and Australia could take a proactive action in relation to these opportunities, and use them as models to maximise bilateral cooperation and integration.

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