



## Academic Rankings and University Governance in Portuguese-Speaking Higher Education: Angola, Cape Verde, Macau, Mozambique, Portugal and Brazil\*

Rankings Acadêmicos e Governança Universitária no Espaço do Ensino Superior de Língua Portuguesa: Angola, Cabo Verde, Macau, Moçambique, Portugal e Brasil

Clasificaciones Académicas y Gobierno Universitario en la Educación Superior de habla Portuguesa: Angola, Cabo Verde, Macao, Mozambique, Portugal y Brasil

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The work *Academic Rankings and University Governance in the Portuguese higher education space: Angola, Cape Verde, Macau, Mozambique, Portugal, and Brazil* was organized by Adolfo Ignacio Calderón, Marco Wandercil and Edivaldo Camarotti Martins, published by the National Association of Education Policies and Administration (ANPAE) and presented to the academic community, in Brasilia and had his idea created in 2015, in one of the meetings of the Forum of Management of Higher Education in Portuguese-speaking (FORGES) Countries and Regions. On this occasion FORGES and ANPAE signed a protocol of research intentions, which propose “the establishment of mutual collaboration in the area of research and technical-scientific cooperation in areas of reciprocal interest, pointing to the execution of projects and/or programs, especially those related to academic, scientific and cultural education and school administration and higher education”. This book is the result of a theoretic-scientific and academic effort to produce knowledge for different higher education institutions in Portuguese-speaking countries and regions.

The academic rankings characterized by some as evaluation instruments in defense of the quality of Higher Education; and, on the other hand, as forms of transnational and national regulation, it gains space over the years. For this reason, this work becomes relevant to unveil challenges and impacts proposed by evaluative action in universities.

In this direction, the Evaluation, Policies, and Educational Systems Group (GRAPSE) increased the studies carried out on this theme. Among other reflections that guide the work, the following stand out from the project:

- ✓ to what measure academic rankings contribute to the internationalization and quality of higher education, and to the improvement of university management?
- ✓ which mode, change the mode of regulation and evaluation of Higher Education systems in Portuguese-speaking countries and spaces?
- ✓ what is the specific situation of countries considering the impact of rankings?

The book has 11 chapters, beyond the presentation signed by the team responsible for organizing the work. It is prefaced by João Ferreira de Oliveira and Maria Luísa Machado Cerdeira. The chapters were produced by authorities working in government agencies that are concerned with the Higher Education policies of several Portuguese-speaking countries, managers, and researchers.

In the presentation, the discussion begins that the expansion of global, regional and national academic rankings, worldwide, impacts on the governance of Higher Education Institutions (IES). This follows how they process intra and extra-institutional pressures, by educational quality, taking into consideration the transparency of information and social control in the culture of performativity and national and transnational regulation processes.

In the first chapter, Ellen Hazelkorn, discusses how rankings are reshaping higher education. The author is one of the leading specialists in this type of study today. This work composes a block together with the first three texts, which have an introductory character, in that the goal is guided on problematization and analyzing the expansion of academic rankings, their uses, and implications in the world-class university model.

Academic rankings and world-class universities: implications for the transnational governance of Higher Education is the second chapter authored by Lara Carlette Thiengo, Lucídio Bianchetti, Maria de Lourdes Pinto de Almeida, and Cezar Luiz de Mari. In this investigation, from a critical point of view, the context of emergence and proliferation of academic rankings and their close relationship with the model of the World Class University (UCM) is discussed, analyzing the implications for transnational governance and institutional management.

The next chapter is designated Implications of academic rankings in Higher Education: internationalization, university governance, quality and productivity of authors Armando Gonçalves (in memory) and Adolfo Ignacio Calderón. It was specially translated to compose the collection. It is linked to the project “University governance in times of RANKINTACs (academic rankings, indexes and ranking tables) in Brazilian Higher Education institutions”, financed by the National Council for Scientific and Technological Development (CNPq) and the Ministry of Science, Technology, Innovations, and Communications (MCTIC). The survey of the state of the art was conducted with the base on the selection of 23 international articles and revealed a context of complexity and plurality. Multiple perspectives regarding this social phenomenon present in different contexts and countries with implications for Higher Education that were identified and organized in three groups: internationalization and competition; governance and autonomy; quality and productivity.

In the fourth chapter Academic rankings in the context of the evaluation of higher education institutions in Angola: challenges for the future of the thematic presented by Alfredo Gabriel Buza and Jesus António Tomé. The present bibliographic and documentary study as a goal to address the place of rankings in Angolan higher education, in the light of the legislation on the evaluation of IES. The authors conclude that there is space to create a national ranking in Angola that can be used for the process of evaluation and accreditation by political and academic authorities.

From the fifth chapter, space is opened in this collection, for a set of texts that reflect the national realities of Angola, Cape Verde, Macau, Mozambique, Portugal, and Brazil. The articles that follow describe academic rankings and governance, considering the specificities and heterogeneity of each of the countries listed.

Macau, in China, is the object of appreciation of Luis Cunha. Higher education in that country appeared around the 16th century, however, with current models it is recent. Academic rankings in higher education: an overview of the reality of the Macao special administrative region of the Popular Republic of China explores a topic less discussed in academic literature. The panorama reveals a system that has never had academic rankings at the level of territory. However, this does not mean that they do not impact university governance.

Quality valuation in Mozambique and national and international academic rankings in the light of the experience of the Zambeze University of Nobre Roque dos Santos and Diogo Araújo Vaz is a theoretical test reflecting on the growth of the Zambeze University. In addition to that, it seeks to understand its insertion in the rankings and the contribution of the National Higher Education Evaluation, Accreditation, and Quality Guarantee System (SINAQES) for the quality of Higher Education. The authors emphasize that in Mozambique the participation of the private sector or national media groups on the evaluation with previously defined criteria is not yet visible. Thus, the country uses the results released by international groups. This makes it difficult to observe UniZambeze position in the national ranking of institutions in Mozambique.

Pedro Bernardino and Rui Cunha Marques are the authors of the seventh chapter: Academic rankings: an approach to classify Portuguese universities. The Portuguese higher education sector faces a set of new reforms, including the quality assurance system and the increase in the performance and competitiveness of IES. This chapter analyses some contributions to the literature since the question of classification in higher education are associated with countries with the best universities in the world.

Academic rankings in the context of European transnational regulation: a view from the Portuguese reality is the subject attend within the chapter by Dora Ramos Fonseca that aims to reflect on the development processes within the scope of global policies, and, mainly, of Portugal. The author's considerations have the intention of clarifying that in many countries interest in rankings is a fact, however, in Portugal, there is no national evaluation model.

A bibliographic review of scientific production in national and international databases is the thematic of the ninth study that exposes the academic Rankings: a vision of Brazilian Higher Education, written by Marco Wandercil, Adolfo Ignacio Calderón, Edivaldo Camarotti Martins and Tânia Aparecida Ferreira. It aimed to present a vision of the academic rankings promoted by the state and private sectors, also analyzing the performance of Brazilian universities. In the end, it was possible to characterize the Brazilian Federal Education System, considering the IES maintained by the state regimes according to their administrative categories.

In the tenth chapter, Artur Basílio Venturella Alves, Carolina Georg Dressler, and Samile Andrea de Souza Vanz abord to academic rankings in Brazilian public universities: presence in strategic planning and institutional news. They attempt to assess whether institutions use news posted on websites as exposure of positions obtained for self-promotion. 29 IES Brazilian were selected, in 2016, among four important international rankings. Different data found in world universities, the subject still does not awake the interest of most Brazilian institutions for publicizing results on social networks.

In the article that ends the work, academic rankings in the light of Agenda 2063 “The Africa we want” and higher education in Cape Verde, Rui Manuel Fialho Franganito explains his experience as a manager of IES in Cape Verde and Angola. Discussions permeate the evaluation process and the challenges to quality through Agenda 2063 for the African continent. The author accentuates that the rankings created an irreversible perception about the importance of the external evaluation process of IES that present an impact on the institutional process.

Finally, it is considered that one of the themes covered transversely in this work through some chapters is quality. It highlighted that there is no single concept formulated on the thematic, but definitions that provoke uncounted reflections, mainly on public policies originated from this. It is also noted that dealing with quality in education implies dealing with the complexity of the relations between the State, the school, and society.

The questions addressed by the GRAPSE in this work integrated with the FORGES and the ANPAE offer a significant contribution to researchers, managers, and politicians. This way, the work Academic rankings and university governance in the Portuguese higher education space: Angola, Cape Verde, Macau, Mozambique, Portugal, and Brazil constitute a relevant contribution to the discussion, which is a controversial subject in Higher Education. This is compressible reality and its interfaces are of fundamental importance to deepening the studies on the subject.