

UFBA-BNU Seminar on Brazil-China Education: Educational Policies, Development, and Academic Cooperation in the 21st Century

1. IDENTIFICATION

1.1 Seminar Title: Brazil-China Education: Educational Policies, Development, and Academic Cooperation in the 21st Century

1.2 Dates: November 24-28, 2026

1.3 Location: Federal University of Bahia, Ondina Campus, Salvador (hybrid format with online streaming)

1.4 Official Languages: Portuguese and Mandarin (with simultaneous translation)

2. PRESENTATION AND INSTITUTIONAL CONTEXT

2.1. Academic Justification and Historical Relevance

The proposed seminar constitutes a historical milestone in academic relations between Brazil and China in the field of education. This is the first formal meeting between a Brazilian university and a Chinese university specifically dedicated to Comparative Education, with the objective of establishing the foundations for the creation of a permanent joint research group between UFBA and BNU.

The relevance of this initiative is part of a broader context of deepening bilateral relations between Brazil and China. Countries currently experiencing what their leaders have called the “golden period” of diplomatic and strategic relations. As observed by the Chinese ambassador to Brazil, 祝青桥 (Zhu Qingqiao), the two nations are going through a favorable phase for the development of their relations, with growing cooperation in education, science, technology, and innovation.

Thus, the recent creation of joint research centers, such as the China-Brazil Research Center for Civilizational Exchange and Mutual Learning, involving universities like Renmin University and the Federal University of Rio de Janeiro, demonstrates a particularly fertile moment for structured academic cooperation initiatives between research centers of the two countries.

In the specific field of education, comparative studies between Brazil and China have gained increasing international academic relevance. Recent research indicates that,

although both countries invest in innovative practices such as active methodologies and gamification to promote student protagonism, they face distinct challenges. These differences, far from constituting obstacles, represent unique opportunities for the production of comparative knowledge that can support more effective public policies in both countries.

The seminar is also justified by the particular historical moment of educational policies in the two countries:

In **Brazil**, the approval for subsequent implementation of the new National Education Plan (PNE) for the 2026-2036 period is underway, after intense debates in the Ministry of Education, National Congress, and civil society. The new PNE establishes ambitious goals for the next decade, including the expansion of public investment in education so that the country reaches educational quality standards comparable to those of members of the Organization for Economic Co-operation and Development (OECD). The new educational financing framework, the full-time education policies expanding in the federal government, the debates on high school reform, and higher education as a right constitute central themes of the contemporary Brazilian educational agenda.

In **China**, the government launched the Education Master Plan (2024-2035), an ambitious strategic plan that places higher education at the center of national priorities. The plan seeks to transform the country into a global educational power through nine strategic initiatives, including: strengthening research-intensive universities; reforming academic disciplines to meet labor market demands; attracting leading international STEM institutions to establish joint programs with Chinese universities; expanding access to undergraduate, master's, and doctoral programs; and creating advanced research institutes in the central-west and northeast regions to reduce regional disparities, with additional investments in ethnic minority regions to promote equity. The plan also provides for the creation of a national big data platform to monitor labor market demand and educational output.

2.2. General and Specific Objectives

General Objective:

Establish the foundations for the creation of the first joint research group in Comparative Education between a Brazilian university and a Chinese university, dedicated to the systematic and comparative study of educational policies, teaching systems, pedagogical practices, and educational development strategies in Brazil and China.

Specific Objectives:

1. Promote academic and institutional exchange between researchers from UFBA and BNU dedicated to the field of education, creating long-term scientific collaboration networks;
2. Comparatively analyze the legal frameworks, public policies, and concrete experiences of educational policy implementation in the two countries, with emphasis on national education plans (PNE 2026-2036 in Brazil and Education Master Plan 2024-2035 in China);
3. Examine the financing strategies for basic and higher education in both countries, including resource allocation mechanisms, management models, and sustainability challenges;
4. Debate the role of higher education in the economic, social, cultural, and technological national development projects of Brazil and China;
5. Investigate policies for access, retention, and democratization of higher education, including affirmative actions aimed at historically marginalized populations — Black, Indigenous, and Quilombola populations in Brazil; ethnic minorities in China;
6. Analyze educational assessment systems in both countries, for both basic and higher education, identifying methodological convergences and divergences and their impact on public policies;
7. Explore the relationships between basic education and higher education, especially regarding teacher training, investigating models of articulation, transition, and formative continuity;
8. Discuss initial and continuing teacher training policies, considering the contemporary challenges of the teaching profession in contexts of digital transformation and cultural diversity;
9. Examine the interfaces between education, science, technology, and innovation, with emphasis on national strategies for scientific development and the training of qualified human resources;

3. DETAILED PROGRAMMING

3.1. FIRST DAY — NOVEMBER 24, 2026 (TUESDAY) — ARRIVAL

3.2. SECOND DAY — NOVEMBER 25, 2026 (WEDNESDAY)

Educational Institution Site Visit and On-Site Seminar

3.3 THIRD DAY— NOVEMBER 26, 2026 (THURSDAY)

MORNING — Opening Ceremony and Round Table: Overview of Education in Brazil and China

08:00 — 08:30 | Registration

08:30 — 9:00 | Institutional Opening Ceremony

The opening ceremony will be attended by institutional and governmental authorities from Brazil and China, symbolizing the commitment of the two countries to strengthening bilateral educational cooperation.

Composition of the Opening Panel:

- Representation of the Federal University of Bahia
- Representation of Beijing Normal University
- Ministry of Education of Brazil (MEC): Representative from the International Advisory Office or the Secretariat of Higher Education
- Ministry of Foreign Affairs of Brazil (Itamaraty): Representative from the Division of Asia and Oceania or the Educational Cooperation Sector
- Embassy of the People's Republic of China in Brazil: Representative from the Educational and Cultural Sector (to be confirmed)
- State Secretariat of Education of Bahia: State Secretary of Education
- State Forum of Education of Bahia: President of the Forum

Ceremony Schedule:

1. Welcome and institutional greeting — UFBA
2. Statement from Beijing Normal University — Representative authority from BNU
3. The importance of Brazil-China educational cooperation for bilateral development — Representative of Itamaraty
4. Greeting from the Chinese government — Representative of the Chinese Embassy
5. Educational policies of the state of Bahia and international cooperation — State Secretary of Education

6. Official photo of participants

9:00 — 12:30 | Round Table 1: Current Overview of Basic and Higher Education in Brazil and China: Legal Frameworks, Financing, and Perspectives

This round table aims to offer a comprehensive and comparative overview of the Brazilian and Chinese educational systems, emphasizing recent legal frameworks, financing mechanisms, and contemporary challenges.

Confirmed speakers (Brazilian side):

- **Prof. Dr. Alessandra Assis** — Professor at the Faculty of Education of UFBA, former General Coordinator of the National System (Sase) and the National Education Forum at the Ministry of Education.
- **João Danilo Batista de Oliveira** — Professor at the State University of Bahia, president of the State Forum of Education of Bahia.
- **Minister of State for Education of Brazil and/or their institutional representative** — Their presentation will allow for direct exposition of the federal government's strategic priorities for education.
- **Coordinator of CNPq and/or their representative** — Their presentation will allow for direct exposition of the main policies for fostering research, innovation, and graduate studies in Brazil.

***Speakers to be nominated by Beijing Normal University (4 slots): ***

We suggest that BNU nominate four researchers to compose this panel, with expertise in the following areas:

1. Educational planning and policies in China — with emphasis on the Education Master Plan (2024-2035), addressing the nine strategic initiatives, the role of higher education in national development, and the goals of expanding equitable access;
2. Education financing in China — analysis of resource allocation mechanisms, highlighting government investment in education and strategies for reducing regional disparities through the creation of advanced research institutes in less developed regions;
3. Equity and educational inclusion in China — policies aimed at ethnic minorities, including the Ethnic Minority Preparatory Classes (EMPC) programs and the experiences of Colleges for Nationalities;

4. Internationalization of Chinese higher education — strategies for attracting leading international STEM institutions, promoting joint programs, and student and faculty exchange.

Discussants:

- Representative of the State Secretariat of Education of Bahia
- Representative of the Chinese Embassy in Brazil (to be confirmed)

12:30 — 14:00 | Lunch Break

AFTERNOON — ROUND TABLE: INTEGRAL EDUCATION AND NATIONAL DEVELOPMENT

14:00 — 17:30 | Round Table 2: Integral Education Projects in Brazil and China: Curriculum, Social Equity, and Scientific-Technological Advancement

This round table will be dedicated to the comparative analysis of integral education projects underway in the two countries, understanding them as national strategies for promoting social equity, integral human formation, and scientific-technological development.

Confirmed speakers (Brazilian side):

- **Raquel Franzim** — Specialist in integral education, former coordinator of the More Education Program (Programa Mais Educação) and other integral education initiatives within the federal government.
- **Prof. Dr. Roberto Sidnei Macedo** — Full Professor at the Faculty of Education of UFBA, renowned researcher in the areas of curriculum, teacher training, and ethno-research, with several published books.
- **Prof. Dr. César Aparecido Nunes** — Professor at the State University of Campinas (UNICAMP), historian and philosopher of education.
- **Jaqueline Moll** - Full Professor at the Faculty of Education of UFRGS.
- **Secretary of Education of Bahia and/or Representative**
- ***Speakers to be nominated by Beijing Normal University (4 slots): ***

We suggest that BNU nominate four researchers to compose this panel, with expertise in the following areas:

1. Integral education policies in China — analysis of the Education Master Plan guidelines for the integral formation of students, including the articulation between academic training, scientific-technological development, and moral education;
2. Curriculum and pedagogical innovation in China — studies on ongoing curricular reforms, the introduction of active methodologies, and the integration of digital technologies in teaching-learning processes;
3. STEM Education in China — policies and programs for promoting education in science, technology, engineering, and mathematics, with emphasis on the training of future researchers and innovators;
4. Evaluation of integral education programs — experiences in monitoring and evaluating integral education policies, including the use of big data platforms and performance indicators.

Discussants: to be confirmed from Brazil and China.

3.4. FOURTH DAY — NOVEMBER 27, 2026 (FRIDAY)

MORNING — ROUND TABLE: HIGHER EDUCATION, NATIONAL DEVELOPMENT, AND BILATERAL COOPERATION

08:30 — 12:30 | Round Table 3: Higher Education in National Development Projects: Brazil and China in Comparative Perspective

This round table is dedicated to the in-depth analysis of the role of higher education in the economic, social, cultural, scientific, and technological national development projects of Brazil and China. Topics such as financing, access, expansion, quality, internationalization, and articulation with basic education will be addressed.

Confirmed speakers (Brazilian side):

- **Prof. Dr. Marcus Vinícius David** — Secretary of Higher Education of the Ministry of Education of Brazil (SESU/MEC).
- **Prof. Dr. Penildon Silva Filho** — Professor at UFBA, researcher in the field of higher education and university management (having held positions such as Pro-Rector of Undergraduate Studies and Vice-Rector), including topics such as expansion, democratization, evaluation, and quality.
- **Prof. Dr. Sílvia Maria Leite** — Professor at the Faculty of Education of UFBA, researcher in the areas of educational policies and higher education.

- **Prof. Dr. Elsa Sousa Kraychete** — Professor at UFBA and director of the Confucius Institute at UFBA.
- **Prof. Dr. Kun Zhang** — Director of the Confucius Institute for China at UFBA, professor, and researcher with experience in Sino-Brazilian educational cooperation.
- ***Speakers to be nominated by Beijing Normal University (4 slots): ***

We suggest that BNU nominate four researchers to compose this panel, with expertise in the following areas:

1. Higher education policies in China — analysis of the Education Master Plan and strategies for strengthening research universities, expanding access, and curricular reform;
2. Financing of Chinese higher education — resource allocation mechanisms, management models, and financial sustainability of institutions;
3. Internationalization of Chinese higher education — strategies for attracting international partnerships, joint programs, and academic mobility, with emphasis on relations with Latin America and Brazil;
4. Equity and inclusion in Chinese higher education — policies for ethnic minorities, affirmative actions, and strategies for reducing regional disparities.

Discussants:

- Representative of the National Association of Directors of Federal Higher Education Institutions (ANDIFES)
- Representative of CAPES (Coordination for the Improvement of Higher Education Personnel)
- Representative of the National Council for Scientific and Technological Development (CNPq)

12:30 — 14:00 | Lunch Break

AFTERNOON — SESSIONS FOR SCIENTIFIC COMMUNICATIONS AND PAPER PRESENTATIONS

14:00 — 17:30 | Parallel Sessions for Presentation of Academic Papers and Experience Reports

The afternoon of the second day will be dedicated to the presentation of academic papers, scientific communications, and experience reports in educational management, encouraging the joint participation of Brazilian and Chinese researchers. Five simultaneous thematic sessions will be organized, each coordinated by UFBA researchers and featuring participation from speakers nominated by BNU.

Session Format:

Each session will last 3 hours and 30 minutes, with the following structure:

- Opening and welcome by the session coordinator (10 minutes)
- Paper presentations (4 to 6 presentations of 20 to 25 minutes each)
- Debates and questions from the audience (30 to 40 minutes)
- Follow-up and synthesis by the coordinator (10 minutes)

Presentations may be given in Portuguese, Mandarin, or English, with translation support as needed.

Session 1: Teacher Training in Brazil and China

Coordinator (UFBA): Prof. Dr. Marta Lícia de Jesus — Professor at the Faculty of Education of UFBA, researcher in the areas of teacher training, teaching work, and educational policies.

Abstract: This session will bring together papers that comparatively investigate policies, programs, and experiences of initial and continuing teacher training in Brazil and China. Topics to be addressed include: curricula of teaching degree/pedagogy courses; supervised internship and pedagogical residency; in-service training and professional development; teaching working conditions and career; contemporary challenges of the teaching profession in contexts of digital transformation, cultural diversity, and social demands.

Possible sub-themes for communications:

- Teacher training models for basic education
- Policies for valuing the teaching profession
- Teacher training for work in contexts of ethnic-racial and cultural diversity
- Digital technologies in teacher training
- Evaluation of initial and continuing training programs

Brazilian researchers to be invited for presentations:

To be selected among professors and graduate students from UFBA and other Bahian, Brazilian, and foreign institutions, through a call for papers.

Nomination from BNU: BNU should nominate researchers to compose this session with presentations on teacher training in China, including national policies for teacher education, experiences of normal universities (such as BNU itself), and contemporary challenges of the profession in China.

Session 2: Education, Culture, and Cultural Policies

Coordinator (UFBA): Prof. Dr. Meran Vargens — Professor at the School of Theater of UFBA, researcher at the interfaces between education, art, and culture.

Abstract: This session will explore the relationships between education and culture, considering cultural policies as a fundamental dimension of educational policies. Papers will be accepted that investigate: education and cultural diversity; curriculum and traditional knowledge; art-education and aesthetic formation; culture policies in schools and universities; relationship between cultural facilities (museums, theaters, cultural centers) and educational institutions; heritage education and social memory; interculturality and South-South dialogues.

Possible sub-themes for communications:

- Education and ethnic-racial diversity in Brazil and China
- Policies for promoting the culture of minority groups
- Art-education and integral formation
- Education for cultural heritage
- Interculturality and dialogues between Brazil and China

Brazilian researchers to be invited for presentations:

To be selected among professors and graduate students from the School of Theater, School of Fine Arts, Faculty of Education, and other UFBA centers, through a call for papers. It will also be open to other Brazilian and foreign institutions.

Nomination from BNU: BNU should nominate researchers to compose this session with presentations on cultural policies in Chinese education, the promotion of cultural diversity in schools and universities, and experiences of artistic and heritage education in China.

Session 3: Educational Assessment in Brazil and China

Coordinator (UFBA): Prof. Dr. Robson Tenório, Prof. Dr. Robert Verhine, Adriano Peixoto, or Antônio Virgílio Bittencourt Bastos (to be confirmed) — Professors at

UFBA with expertise in educational assessment, with a research background in basic and/or higher education assessment.

Abstract: This session will be dedicated to the comparative analysis of educational assessment systems, methods, and impacts in Brazil and China. Papers will be accepted that investigate: national basic education assessment systems (SAEB, Prova Brasil, Ideb in Brazil; national assessments in China); higher education assessment systems (SINAES, Enade, institutional assessment in Brazil; university assessment systems in China); use of assessment results for public policy formulation; large-scale assessment and educational quality; institutional assessment and self-assessment; classroom learning assessment.

Possible sub-themes for communications:

- National assessment systems: convergences and divergences
- Basic education assessment
- Higher education assessment: regulation, supervision, and quality
- Use of big data and technologies in educational assessment
- Assessment and equity: impacts on vulnerable populations

Brazilian researchers to be invited for presentations:

To be selected among professors and graduate students from UFBA and other Brazilian and foreign institutions, with emphasis on researchers linked to graduate programs with research lines in educational assessment.

Nomination from BNU: BNU should nominate researchers to compose this session with presentations on the Chinese educational assessment system, including the innovations foreseen in the Education Master Plan, such as the creation of national big data platforms to monitor and align labor market demand with educational output.

Session 4: Affirmative Actions and Promotion of Equity in Education

Coordinators (UFBA): Prof. Dr. Nanci Helena Rebouças Franco and Prof. Ma. Márcia Cristina Macêdo — Professors at UFBA, researchers in the areas of education and ethnic-racial relations, affirmative action policies, and diversity in education.

Abstract: This session constitutes one of the central axes of the seminar, dedicated to the comparative analysis of affirmative action policies and promotion of equity in education in Brazil and China. Papers will be accepted that investigate: ethnic-racial and social quota policies in Brazil (Quota Law, institutional policies); policies for ethnic minorities in China (preparatory programs, Colleges for Nationalities, affirmative actions in college entrance exams); access and retention of historically marginalized populations; relationship between affirmative actions and

democratization of higher education; impacts of equity policies on educational quality; contemporary challenges for promoting substantive equality.

Possible sub-themes for communications:

- Legal frameworks of affirmative actions in Brazil and China
- Higher education access policies for minority groups
- Affirmative actions and student retention
- Impacts of equity policies on academic and scientific production
- Relationships between affirmative actions, diversity, and educational quality
- Institutional experiences of promoting equity

Brazilian researchers to be invited for presentations:

To be selected among professors and graduate students from the Faculty of Education, as well as research groups dedicated to ethnic-racial relations and affirmative actions at UFBA and other Brazilian and foreign universities.

Nomination from BNU: BNU should nominate researchers to compose this session with presentations on Chinese policies for ethnic minorities in education, including historical analyses, case studies, and impact evaluations.

Session 5: Education, Science, Technology, and Innovation

Coordinators (UFBA): Prof. Dr. Bárbara Coelho and Prof. Dr. Márcia Cordeiro — Professors at the Federal University of Bahia, researchers in the areas of education, science, technology, and innovation, with expertise in digital technologies in education, artificial intelligence, distance learning, and science and technology policies.

Abstract: This session will explore the interfaces between education, science, technology, and innovation in Brazil and China, considering the strategic role of scientific and technological training for national development. Papers will be accepted that investigate: national science, artificial intelligence, technology, and innovation policies; training of human resources for research and development; STEM education (Science, Technology, Engineering, and Mathematics); digital technologies in basic and higher education; distance learning and hybrid modalities; pedagogical innovation and active methodologies; relationship between universities, the productive sector, and innovation systems.

Possible sub-themes for communications:

- Artificial Intelligence and its uses in Education and the world of work

- National science, technology, and innovation policies
- Training of scientists, engineers, and innovators
- STEM education and active methodologies
- Digital technologies in education: potential and challenges
- Distance learning and democratization of access
- Bilateral cooperation in science, technology, and innovation

Brazilian researchers to be invited for presentations:

To be selected among professors and graduate students from the Faculty of Education, Institute of Mathematics, Institute of Physics, Polytechnic School, and other UFBA centers and other Brazilian and foreign universities working in scientific and technological education.

Nomination from BNU: BNU should nominate researchers to compose this session with presentations on Chinese policies for scientific and technological education, experiences in STEM training, and the Education Master Plan's strategies for strengthening research and innovation.

17:30 — 18:30 | Closing Ceremony

Location: Main auditorium of the Faculty of Education of UFBA or the Faculty of Law

3.5. FIFTH DAY — NOVEMBER 28, 2026 (SATURDAY) — DEPARTURE

4. OPERATIONAL AND LOGISTICAL ASPECTS

4.1. Format and Transmission

The seminar will be held in a hybrid format, with in-person activities at the Faculty of Education or Faculty of Law of UFBA (Salvador) and online transmission for remote participants, especially from China and other regions of Brazil.

- Round tables and ceremonies will be broadcast live on YouTube, with simultaneous Portuguese-Mandarin and Mandarin-Portuguese translation.
- The paper communication sessions may be followed remotely via videoconference platform (Zoom or equivalent), with technical support for remote presentations.

- All recordings will be available in UFBA's digital repository after the event, guaranteeing public and permanent access to the content.

4.2. Infrastructure

UFBA offers:

- Main auditorium with capacity for 200 people at FACED or 400 seats at the Faculty of Law, to be equipped with simultaneous translation booths, professional sound system, multimedia projectors, and high-speed internet;
- Classrooms and mini-auditoriums for parallel sessions, with capacity between 50 and 80 people each;
- Social spaces and coffee break areas;
- Access for people with disabilities;
- Parking.

4.3. Translation and Interpretation

Professional simultaneous translation service will be hired for Portuguese and Mandarin during all official activities (round tables and ceremonies). For the communication sessions, interpretation support will be made available as needed, with preference for presentations in English as the academic lingua franca.

4.4. Registration and Participation

Registration for in-person and remote participation will be free and open to the academic community of UFBA and BNU, as well as researchers, students, public managers, and interested parties in general. A certificate of participation will be issued upon registration of attendance.

For paper presentations in parallel sessions, a public call will be opened for submission of extended abstracts (in Portuguese, English, or Mandarin), evaluated by a scientific committee composed of professors from UFBA and BNU.

4.5. Publications

Seminar E-book:

All approved presentations and communications will be published in e-book format, with ISBN, organized by the event coordinators. The e-book will be bilingual (Portuguese and English) and made available for free in UFBA's digital repository.

Electronic Annals:

Extended abstracts will be published in electronic annals, also with ISBN and open access.

Thematic Dossier:

The organization of a thematic dossier in a high-impact academic journal is planned, with the selection of the best papers presented, after a peer-review process.

Organized by:

Federal University of Bahia (UFBA)

Integral Education Program

Faculty of Education

Multidisciplinary Institute for Rehabilitation and Health

Beijing Normal University (BNU)

Faculty of Education, BNU

Institutional support (to be confirmed):

Ministry of Education of Brazil

Ministry of Foreign Affairs of Brazil (Itamaraty)

Embassy of the People's Republic of China in Brazil

State Secretariat of Education of Bahia

State Forum of Education of Bahia

Coordination for the Improvement of Higher Education Personnel (Capes)

National Council for Scientific and Technological Development (CNPq)