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BRICS DEVELOPMENT PATTERNS“

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Erika Samantha Franco Peña

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Verfasser /Author

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Abstract*

Arising from globalisation, new forms of associations have generated a more interconnected world with a vigorous regional basis. A new regionalism, which aims to transform political, social and economical dimension of the international structure, is been consolidated. Brazil, Russia, India, China and South Africa (BRICS) considered as emerging powers, have built an “independent international organization that works for a structured social, political, economic and environmentally sustainable” new order.

This analysis seeks to examine the efforts that these five countries have embarked on accomplishing a social sustainable development by diminishing their social inequalities; and to analyse how affordable, or not, policies and strategies carried out inside of the countries would be effective to achieve “a more equitable and fair world”.

How is BRICS group addressing and engaging with social sustainability strategies? Which strategies to abate social inequality have been applied? Will the goals on reducing inequalities, fostering equitable social development and inclusion be achieved? These are the main questions that this paper aims to answer paying particular attention to the strategy of spreading knowledge through the use of the outcomes of the economic growth on Educational policies.

BRICS countries have started a new path: An educational and technological transfer of knowledge process by designing and launching specific research areas of development. The group is boosting technical cooperation and collaboration to enlarge human capital and generate highly relevant combined outcomes.

* * * * *

Mit der Globalisierung entstanden neue Formen von Organisationen, die eine auf starker regionaler Basis stehende, untereinander intensiv verbundene Welt generiert haben. Ein neuer Regionalismus konsolidiert sich, der darauf abzielt die politische, soziale und ökonomische Dimension der internationalen Struktur zu transformieren. Brasilien,

** I want to express my sincere gratitude to Markus Gatschnegg for helping me with the translation of this abstract into German, and to Poldi Kögler for reviewing it.*

Russland, Indien, China und Südafrika werden als aufstrebende Mächte verstanden, die eine neue „unabhängige internationale Organisation für eine strukturierte nachhaltig soziale, politische, ökonomische und ökologische“ Ordnung begründet haben.

Diese Analyse untersucht die Anstrengungen die diese fünf Länder unternommen haben, um eine soziale nachhaltige Entwicklung zu verwirklichen, indem sie ihre soziale Ungleichheiten vermindern; und zu analysieren wie erschwinglich, oder nicht, Politiken und Strategien die innerhalb der Länder angewandt wurden, sind, und wie effektiv diese wären um eine „mehr gerechtere und faire Welt“ zu erreichen.

Wie geht die BRICS Gruppe mit sozialen Nachhaltigkeitsstrategien um, wie setzten sie sie ein? Welche Strategien zur Verminderung von sozialer Ungleichheit wurden angewandt? Werden die Ziele um Ungleichheit zur reduzieren, um faire soziale Entwicklung und Inklusion zu fördern erreicht? Das sind die Hauptfragen die diese Arbeit beantworten will und nimmt besondere Aufmerksamkeit auf die Strategie der Verbreitung von Wissen durch die Anwendung der Ergebnisse von ökonomischem Wachstum in der Bildungspolitik.

BRICS Länder gingen einen neuen Weg. Einen Bildungs- und Technologietransfer von einem Wissenprozeß durch Entwicklung und Initialisierung von spezifischen Forschungsgebieten von Entwicklung. Die Gruppe fördert technologische Kooperation und Kollaboration um Humankapital zu vergrößern und sehr relevante Ergebnisse zu generieren.

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List of Abbreviations and Acronyms

ASEAN	Association of Southeast Asian Nations
BRIC	Brazil, Russia, India, China
BRICS	Brazil, Russia, India, China, South Africa
CCT	Conditional Cash Transfer
CEPEA	Comprehensive Economic Partnership in East Asia
EOP	Equality of Opportunity
EuroAsEc	Euroasian Economic Community
FDI	Foreign Direct Investment
GESDPE	Green Economy in the context of Sustainable Development and Poverty Eradication
GDP	Gross Domestic Product
GII	Gender Inequality Index
GNP	Gross National Product
HDI	Human Development Index
IBSA	India, Brazil, South Africa
IFSD	Institutional Framework for Sustainable Development
ILO	International Labour Organisation
IMF	International Monetary Fund
ISSA	International Social Security Association
LDC	Less Developed Countries
LIC	Low Income Countries
MDGs	Millennium Development Goals
MERCOSUR	Mercado Común del Sur
ODA	Official Development Assistance
PWP	Public Work Programmes
OECD	Organisation for Economic Cooperation and Development
R&D	Research and Development
SADC	Southern African Development Community
SCO	Shanghai Cooperation Organisation
SSA	Sub-Saharan Africa
SSC	South – South Cooperation
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNIDO	United Nations Industrial Development Organisation
WTO	World Trade Organisation

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“New knowledge should anticipate the new need for insights on a global scale, which no longer departs from alleged universal claims from one region. The historical story must be separate from the private interests of one group, nation, religion or people. It should provide a metastory that is aware of the diversity in human history, and that simultaneously assembles that diversity in a human journey [...] is determined by global interactions.”
Eric Vanhaute¹

Introduction

Arising from globalisation, new forms of associations have generated a more interconnected world with a vigorous regional basis. A new regionalism, which aims to transform political, social and economical dimension of the international structure, is been consolidated. Brazil, Russia, India, China and South Africa (BRICS)², considered as emerging powers, have built an “independent international organization that works for a structured social, political, economic and environmentally sustainable” new order. BRICS group responds “to both domestic and external impulses which define and redefine their interests towards regional cooperation”³ for the improvement of the current global situation. Essentially, the group is discussing how the five countries can work together to a more general push in order to innovate on creating better worldwide circumstances.

¹ Eric Vanhaute, World History. An Introduction, Routledge, (UK 2013): 171, 21.

² BRICS as a macro-regional group combines ideas, identities and ideologies of Africa, Asia and Latin America. It is a formal organisation without precedents because it is, at the present, the only alliance which their members do not share adjoining borders but enclosed all the elements and the dynamic to move forwards into a multidimensional development (cultural, political and economic).

South Africa became part of the group since December 2010. Therefore, sometimes is used BRIC instead of BRICS.

³ Heiner Hänggi et al., A new phenomenon in international relations in Interregionalism and International Relations, eds. Jürgen Rüländ, Heiner Hänggi, Ralf Roloff, Routledge, (New York 2005): 384, 4.

In less than a decade, these five countries have become major players in the political dialogue regarding to issues of global policies, economics and finance. By gaining access on international decision making concerns and on international institutions, BRICS countries have challenged the World to act on social, economic and financial issues more dynamically. They have emphasized their predominant economic weight and their political and financial capabilities to support the consolidation of a different world order. Indeed, they share objectives in searching for more inclusive roads of development and are establishing a common agenda in terms political, economic and social enhancement results. The group is trying to build up cooperative mechanisms for present day and future challenges. Poverty, underdevelopment, peace, security and stability form part of these dares.

This analysis seeks to examine the remarkable results these five countries have achieved in less than a decade. They have become major players in the global arena with particular focus on issues related to social sustainable development. The main purpose of this study is to review the efforts that these five States have embarked on to accomplish a social sustainable development by diminishing their social inequalities; and to analyse how affordable, or not, policies and strategies carried out inside of them would be effective to achieve their united goals.

How is BRICS group addressing and engaging with social sustainability strategies? Which strategies to abate social inequality have been applied? Will the goals on reducing inequalities, fostering equitable social development and inclusion be achieve? These are the main questions that this paper aims to answer.

Chapter 1 – Meanings, Methods and Models offer an introductory approach to concepts addressed in the analysis of diminishing inequalities such as equality, inequality, development, welfare and social development. *Chapter 2 – Establishment of the BRICS group* presents, from a divergence to a convergence perspective, the trajectory of the establishment of the BRIC group, its transformation into BRICS, their efforts in contributing to South-South Cooperation, their endeavours on mutual cooperation and alliances, and the analysis of its strengths, weaknesses, opportunities and threats as an international pioneer actor. *Chapter 3 – Efforts on Tackling Inequalities* examine a number of national programmes and social schemes that the countries of the group are undertaking. The outcomes are stressed according to their inner national realities. And last but not least, *Chapter 4 – Education as a Key Core to Diminish Inequalities* draws the path BRICS countries are taking to educate their citizens by investing heavily in the education sector. This investment has been made possible from the outcomes of their substantial economic growth. After noting how important a role education place in development, investment in education has been vigorously implemented as part as the BRICS National Development Policies. Therefore, this chapter pays particular attention to the last two National Development Policies of each country and stresses the areas the group is converging by means of boosting technical cooperation and collaboration to enlarge human capital and generate highly relevant combined outcomes.

Chapter 1

Meanings, Methods, and Models

“Inequalities of the world prevent hundreds of millions of people from developing their differences.”⁴

Inequality is an inherent attribute of human beings. Every person is unequal to any other. Everyone has a different height, weight, shape, colour, preference, attitude, goals, aims and wishes; therefore, an “*a priori*” assumption of the equality of men is, in some sense, easily refuted; but the refutation does not entitle us to assume that arbitrary inequality, inequality for which no adequate ground can be assigned, is therefore justifiable.”⁵ People can become equal, or at least more equal, in one way but at the same time they could become unequal, or more unequal, in other ways.⁶ Hence, the aim to achieve human equality should be sought as the value to treat people identically on status, rights and opportunities.

Meanings

The term *equality* refers to the quality or condition of being equal; the condition of having identical dignity, rank, or privileges with others; being equal in power, ability, achievement or excellence.⁷ Equality is a right of birth, that according with the Universal Declaration of Human Rights “all human beings are born free and equal in dignity and rights”⁸.

⁴ Göran Therborn, *Meaning, Mechanisms, Patterns, and Forces: An Introduction at Inequalities of the world. New Theoretical Frameworks, Multiple Empirical Approaches*, Verso, (UK 2006): 332, 5.

⁵ Leslie Stephen, *Social Equality*, *International Journal of Ethics*, Vol. 1, No. 3 (Oxford 1998): 261-288, 268.

⁶ Ronald Dworkin, *What is equality? Part 1: Equality of Welfare*, *Philosophy and Public Affairs*, Vol. 10, No. 3, (Princeton 1981): 185-246.

⁷ *Equality*, *The Oxford English Dictionary*, 2nd Edition, Vol. V, (Oxford 1989): 1144, 347.

⁸ The Universal Declaration of Human Rights, Article 1, (1948), retrieved from: <http://www.un.org/en/documents/udhr/>, last access: August 2013.

There are four kinds of equality that may exist between people: *civil equality*, *political equality*, *social equality* and *economic equality*. *Civil equality* refers to the position that each man with equal legal rights should have in the sphere of private law; this means, equal rights of freedom, speech and action, besides the enjoyment of a position in the society enclosed with personal safety and protection. *Political equality* “describes the equal enjoyment by all who are citizens of the state of a share in its government, including both the right of voting for persons to be invested with executive or legislative functions, and the right of being one’s self eligible for such an executive or legislative post.” *Social equality* “denotes the kind of mutual courtesy and respect men show to another when each feels the other to be ‘as good as himself.’” And, *economic equality* is understood as “the possession by every man of an equal quantity or value of property” or resources.⁹ It also implies the competence to give every person the desirable possibility to use its abilities, talents and skills to produce its own assets.

These basic pillars endeavour to make people equal; to encourage them to develop the widest possible diversity of preferences, talents, and goals to fulfil their development on whatever disposition or aptitude a person may possess.¹⁰ The goal is that the state in conjunction within the society could establish a combine system that encompasses civil, political, social and economic equality.

In terms of distributional equality, there are two general theories that explain this allocation: 1. *equality of welfare* that holds that a distributional scheme treats people as equals when it distributes welfare; and 2. *equality of resources* that holds that people should be considered as equal when distributive or transfer resources are distributed.¹¹ Even when

⁹ James Bryce, Equality. The Century; A Popular Quarterly, Vol. 56, Issue 3, (New York 1898):459-469, 460.

¹⁰ Leslie Stephen, Social Equality, 261-288.

¹¹ Dworkin, What is equality? Part 1, 18.

there are many different interpretations of what is welfare, and also many different theories about what equality of resources is, by the meaning of this research, *welfare* is understood as “the maintenance of members of a group or community in a state of, physical and economic, well-being provided for and organized by legislation or social effort”¹² where, as a priority, stands the guarantee to supply ‘a standard of living adequate for the health and wellbeing [...], including food, clothing, housing, medical care among other necessary social services, and the right to [secure them] in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond [individuals] control’¹³. Meanwhile, *resources* are considerable just or equal distributed only if the sources are *ambition-sensitive* and *endowment-insensitive*. ‘Ambition sensitive’ refers to how hard an individual tries to achieve what their goals are. It captures the idea that the individual should be rewarded on the basis of their efforts and goals. On the other hand, ‘endowment insensitive’ refers to the innate and natural talent or aptitude that an individual possesses –or not– over public resources distributed to the society.¹⁴ In other words, resources should be available to everyone who, by its efforts and work, seeks to get them.

The concept of *equality of opportunity* (EOp) refers to the condition where differences in individual's wealth, status and power are not so great as to create advantages or disadvantages in the pursuit of personal achievements.¹⁵ John Roemer argues that a society should guarantee its members equal access to progress despite their circumstances, while

¹² Welfare, The Oxford English Dictionary, 2nd Edition, Vol. XX, (Oxford 1989): 832, 108.

¹³ The Universal Declaration of Human Rights (1948), retrieved from: <http://www.un.org/en/documents/udhr/>, last access: August 2013.

¹⁴ Ronald Dworkin, What is equality? Part 2: Equality of Resources, Philosophy and Public Affairs, Vol. 10, No. 4, (Princeton 1981): 283-345.

¹⁵ Equality of Opportunity, Online Dictionary of the Social Sciences, retrieved from: <http://bitbucket.icaap.org/dict.pl?alpha=E>, last access: August 2013.

turning them responsibilities to access into tangible improvements by the application of their own personal and individual efforts.¹⁶

Therefore, equality of opportunity must be stressed as the maximum freedom that should be given to all members of a society to achieve personal, social and economic success by the individual development of their maximum potential. Roemer claims that equality of opportunity must boost policies that create plans with the necessary conditions to allow individuals by their individual's circumstances, efforts and features to achieve development.¹⁷

Then, when inequalities emerge?

Inequality, as multidimensional social phenomena, can be defined as the “state or condition of being unequal in respect of dignity, rank or circumstances”¹⁸; also, it emerges “where individuals have very different amounts of wealth, status and power”¹⁹. Thus, inequality should be understood as a plurality, as inequalities, that are “produced, reproduced, reduced, and dismantled by social interaction.”²⁰ It is typically denoted as “the differences between individuals within a population, normally a country”²¹ where variances on gender, race, age, or class are clearly observed. Inequalities appear in very different shapes and usually derive from four basic factors of social differentiation:²²

- Natural endowments (of individuals, groups, territories);

¹⁶ John E. Roemer, Equality of Opportunity: A Progress Report, Social Choice and Welfare, Yale University, Department of Political Science, 124 Prospect Street, (Connecticut 2002): 455-471.

¹⁷ John E. Roemer, Equality of Opportunity: A Progress Report, 455-471.

¹⁸ Inequality, The Oxford English Dictionary, 2nd Edition, Vol. VII, (Oxford 1989): 1143, 905.

¹⁹ Inequality of Condition, Online Dictionary of the Social Sciences, retrieved from: <http://bitbucket.icaap.org/dict.pl?alpha=I>, last access: August 2013.

²⁰ Therborn, Meaning, Mechanisms, Patterns, and Forces: An Introduction, 11.

²¹ Andrew McKay, Inequality Briefing Paper No. 1, Overseas Development Institute and University of Nottingham, (UK 2002): 6, 2.

²² Therborn, Meaning, Mechanisms, Patterns, and Forces: An Introduction, 10.

- Systemic arrangements of opportunities and rewards;
- The performance or productivity of factors; and
- Individual and collective distributive action, including state redistributive schemes.

Moreover, inequalities are identified by four driving forces that are commonly exposed: 1. Labour force inequalities (formal-informal); 2. Spatial divides (rural-urban); 3. Gaps in education; and, 4. Barriers to employment and career advancement.²³

Taking all these elements into consideration, personally believe that the most suitable way to confront inequalities is generating development by boosting up a salutary cascade effect of education and knowledge. To engender this positive feature, it is mandatory to add political willingness to provide public policies that enhance efforts to make available access to better education. Furthermore, it is compulsory to bring about a comprehensive approach of different assortment of knowledge to stimulate development.

But, what is development?

Development has a multi-dynamic significance however, commonly it is perceived as “the process of bringing out the latent capabilities; a gradual advancement through progressive stages”²⁴. Development is a never ending configuration and reconfiguration; it constantly needs to take further action to reap advancements. Development should include a simultaneous progress towards economic and social growth to secure basic resources to the population as social justice to reduce inequality; employment as ethical, economical and social value; participation in political organizations with freedom and independence; and

²³ “Divided We Stand: Why Inequality Keeps Rising”, OECD Study, OECD (Paris 2011): 400, 47-82, retrieved from: www.oecd.org/els/social/inequality, last access: August 2013.

²⁴ Development, The Oxford English Dictionary, 2nd Edition, Vol. IV, (Oxford 1989): 1144, 563-564.

social involvement. In other words, development should be a multidimensional process involving the organization and orientation of entire economic, political and social systems.

In the age of globalisation, development should be sought as an enlargement to promote values and increase international stability. However, during the last decades, inequalities and inequities have been rising globally. Inequalities are associated with exclusion, discrimination and exploitation; while, inequities have a negative effect on growth, poverty reduction, and social cohesion.

How to reduce inequalities?

Social development is “a process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of development”.²⁵ It concerns the best way of integrating social and economic policies and programmes by fostering “the creation of organizational structures that promote integration, the formulation of economic policies that enhance social well-being, and the implementation of social development strategies that mobilize human and social capital and engage needy people in productive activities that contribute positively to economic development.”²⁶

To enhance *human capital*, it is compulsory to augment the “knowledge” people have, the stock of competences, understandings and personality attributes. This supplement would have a spill over on *social capital*, the collective social relations derived from treatment and cooperation between individual and groups. These two elements are the key points to

²⁵ James Midgley, Social Development. The Developmental Perspective in Social Welfare, (London 1995):194, 25.

²⁶ Midgley, Social Development, 87.

develop tangible programmes, policies and strategies for achieving specific goals on social developmental issues and at the same time reduce inequalities.

Why is important the role of Education?

Education is often the best tool to create wealth and delight. A stronger focus on equity of education can generate a virtuous cycle to redress inequalities, especially those focused on poverty reduction and health improvements.²⁷ The Millennium Development Goals (MDGs) state *education* as an important mechanism to achieve enhancement due to the fact that more people grow and develop better; learn and know more about the reality; behave equally and just not merely to survive but to live happily, being healthier, or being able to combat illness; thinking about the future; and, being able to work together.²⁸

Peter Weingart states the existence of quantitative indicators that represent the engagement on providing opportunities to involve fully every new generation in the communication and production of knowledge. These are:²⁹

1. *Scientific-technological potential* measured by:
 - Adult literacy rate;
 - Years of schooling;
 - Public expenditure on education as a percentage of GNP;
 - Public expenditure on R&D as a percentage of GNP; and;
 - Scientists and engineers in R&D per million population.

²⁷ The Central Role of Education in the Millennium Development Goals, UNESCO, (Paris 2010): 24, 6-7, retrieved from: <http://unesdoc.unesco.org/images/0019/001905/190587E.pdf>, last access: August 2013.

²⁸ Eight reasons why education is important to achieve the MDGs, UNESCO, retrieved from: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/education-and-the-mdgs/eight-reasons-to-achieve-the-mdgs/>, last access: August 2013.

²⁹ Peter Weingart, Knowledge and Inequality in Göran Therborn, *Inequalities of the world. New Theoretical Frameworks, Multiple Empirical Approaches*, Verso, (London 2006): 163-190, 168.

2. *Participation in the production of scientific and technological knowledge* measured by the shifting away from primary education towards secondary and tertiary educational levels:

- ↳ Share of papers in percentage of world scientific output;
- ↳ Number of scientific publications per 1000 people;
- ↳ Number of book titles; and
- ↳ Percentage of internet users.

Considering the significance of the indicators, these are, along with some other pointers, the measuring instruments that this study is going to evaluate while analysing BRICS efforts on reducing social inequalities by educating and transferring knowledge to their citizens.

Methods

The methodology used in this analysis is the technique provide by the Content Analysis³⁰ method with special emphasis on institutional processes. Institutional process implies a transformation in the procedure of institutionalized public acculturation and social policy-formation. Public acculturation will help to explain the process of cultural and psychological changes that results from connections and interactions between different cultures.³¹ It is represented as the result of exchanges on new sets of rules and norms that produces a common base of social interaction and policy formation in modern societies.

This manner of public acculturation embraces the influences, relationships and decision making procedures carried out in the juncture of diverse national environments that

³⁰ Content analysis is understood as the analysis of the manifest and latent content of a body of communicated material (...) through classification, tabulation, and evaluation of its key symbols and themes in order to ascertain its meaning and probable effect, in other words, it is a research technique for making replicable and valid inferences from texts to the context of their use. Source: Klaus Krippendorff, *An Introduction to its Methodology*, Second Edition, (London 2004) 422: xvii and 18.

³¹ George Gerbner, *An Institutional Approach to Mass Communications Research*, in ed. Lee Thayer, *Communications: Theory and Research*, (USA 1967): 429-445.

fundamentally shapes international opportunities and constrains for new social networks and organizations like, in this case, BRICS group is trying to channel.

Models

Entrenched inequalities are major predicaments to tackle in BRICS countries. Concentration of power and wealth in hands of a few, rigid hierarchies, and oppressive social structures are inimical to social progress. Therefore, it is imperative the adoption of egalitarian development strategies to combat exploitation, wealth concentration and oppression. In this sense, development and prosperity are common principles of BRICS countries to diminish inequalities. Consequently, based on the new agenda of sustainable development, *Green Economy in the context of Sustainable Development and Poverty Eradication* (GESDPE), BRICS countries “consider that sustainable development should be the main paradigm in environmental issues, as well as for economic and social strategies”³² and they are joining efforts in the endeavour of an Institutional Framework for Sustainable Development (IFSD).

The intention of this examination is to delve into the assessment of their enlargement and to study if, as part as their goals, they are moving towards achieving, or not, their interest on building a harmonious world by establishing a more equitable and fair structures, reducing imbalances and fostering social inclusion. I strongly believe that the only way to leap from the inertia constraint to create an appropriate environment to innovate for

³² Fourth BRICS Summit - New Delhi Declaration, “BRICS Partnership for Global Stability, Security and Prosperity”, point 32, March 29, 2012, retrieved from: <http://www.bricsindia.in/delhi-declaration.html>. last access: August 2013. Green economy in the context of sustainable development and poverty eradication (GESDPE) is a dynamic concept which infuses every action taken towards poverty eradication with sustainability. It is directly related to the overriding priorities to poverty eradication, food security, access to modern energy services, public health, human resource development and employment generation. Source: Green Economy Report. Towards a Green Economy: Pathways to Sustainable Development and Poverty Erradication, United Nations Environment Programme (UNEP 2011): 631.

designing better policies, to promote aggregate development and to reduce social inequalities is through education. Favourably, as part of the collecting alternative to cope with social unbalances, BRICS' Social Sustainable Development Goals are based on strategies that seek to encompass inclusive economic growth and development with social progress and environment protection. BRICS group is convinced to have the potential to play an even larger and active role as engines of economic growth and prosperity, while at the same time commit to work together reducing imbalances and fostering social inclusion, at national and international level. Innovation is one of its philosophical engines to create the global changes that are needed.

Hence, BRICS call to leaderships and societies to be interested, focused and determined to together contribute positively on the changes that are considered necessary to achieve global peace, stability, development and international cooperation³³. The primary goal is the creation of the most suitable environment for the configuration of a more equitable, fair and harmonious world.

³³ Fifth BRICS Summit, eThekweni Declaration, BRICS and Africa: Partnership for Development, Integration and Industrialization, Durban, 27 March 2013.

Chapter 2



"It is time for the world to build better global economic BRICs."
Jim O'Neill³⁴

The origins of the acronym BRIC is given to Jim O'Neill's conception placed on the document *Building Better Global Economic BRICs*, written at Goldman Sachs firm, an American multinational investment banking company, in 2001. It is an acronym that endeavoured to reflect the shift in global economic power away from the developed G7 economies to four developing nations -Brazil, Russia, India and China. These four countries were categorized by "large populations, underdeveloped economies and governments that appeared willing to embrace global markets and some elements of globalisation."³⁵

O'Neill was amazed by their fast-growing GDP growth, *per capita* income, wealth currency movements, vast stock markets, and dynamic technological processes; combined with their big land size, large population and strategic position as regional powers. Those characteristics³⁶, undoubtedly if continuing with that growth pattern, will make them worthy economies to "overtake the six largest western economies in terms of economic might"³⁷, was the first O'Neill's consideration. (*See chart 1, p. 15*).

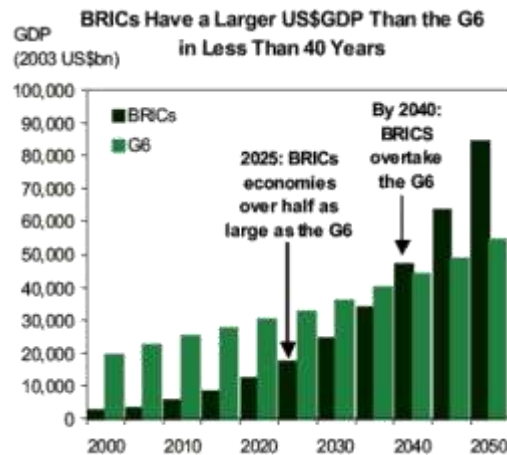
³⁴ Jim O'Neill, "Building Better Global Economic BRICs", Goldman Sachs, Global Paper No. 66, (London 2001): 16.

³⁵ Gillian Tett, "The story of the BRICS", Financial Times, London, January 15, 2010.

³⁶ At the moment they are facing some others characteristics such: accumulating foreign currency reserves at impressive rates, increasing foreign exchange availability and purchasing power, a rapidly growing middle class, and a great appetite for imported goods.

³⁷ Jim O'Neill, "Building Better Global Economic BRICs".

Chart 1
Shift in Global Economic Power



BRIC (excluding South Africa) economies together would be larger than G6 (G7 without Canada) in USD dollars in less than 40 years. Of the current G6, only the U.S. and Japan may be among the six largest economies in US dollar terms in 2050.

SOURCE: Dominic Wilson and Roopa Purushothaman, *Dreaming With BRICs: The Path to 2050*, Goldman Sachs-Global Economics Paper No: 99, (London 2003):24, 4.

Even when at the beginning of the yarn the four countries involved were astonished and sceptical with the scenario disclosed by the multinational investment banking firm, the notion of themselves operating as a group, boosted its interaction. By formal and informal meetings of their leaders during international gatherings, BRIC countries started since 2006 to discuss more closely about common issues. Afterwards, their supportive international dynamic on several forums made them be even more akin on collective concerns.

In 2009, Vladimir Putin had the initiative to bring BRIC together to celebrate an official gathering. Thus, the First Summit of BRIC happened in Ekaterinburg, Russia in June 2009. From there, annual meetings have taken place and several working committees have been established. March 2013 was the appointment for the Fifth Summit in Durban, South Africa.

BRICS Summits

I	Joint Statement of the BRIC Countries Leaders <i>Yekaterinburg, Russia – 2009</i>	<i>Outcomes</i> Joint Statement
II	Joint Statement <i>Brasilia, Brazil – 2010</i>	Joint Statement
III	Broad Vision, Shared Prosperity <i>Sanya, Hainan, China – 2011</i>	Sanya Declaration
IV	BRICS Partnership for Global Stability, Security and Prosperity, <i>New Delhi, India – 2012</i>	Delhi Declaration Delhi Action Plan
V	BRICS and Africa: Partnership for Development, Integration and Industrialisation, <i>Durban, South Africa – 2013</i>	eThekweni Declaration eThekweni Action Plan

The inclusion of South Africa into the group occurred on December 23, 2010 after the formal invitation of the Minister of Foreign Affairs of the People's Republic of China, Yang Jiechi, to become a full member.³⁸ Hence, the transition from BRIC to BRICS occurred.

South Africa's introduction into the BRIC group was seen by their members as an improvement of the group to further vast cooperation among emerging market economies. The South African's Minister of International Relations and Cooperation, Maite Nkoana-Mashabane, embraced the invitation declaring its pleasure joining the group and supporting the "role of emerging economies in advancing the restructuring of the global political, economic and financial architecture into one that is more equitable, balanced and rested on the important pillar of multilateralism"³⁹.

³⁸ The proposal was supported by India and Brazil, particularly, because since June 2003, India, Brazil and South Africa (IBSA) are determined to contribute in the construction of a new international architecture, to bring their voice together on global issues and to deepen their ties in various areas with concrete projects of cooperation and partnership with less developed countries.

³⁹ South Africa's Role in BRICS: Implications and Effects, Creamer Media's Research Channel Africa, July 2011.

Albeit, South Africa does not meet a fast-growing GDP growth, *per capita* income, wealth currency movements, vast stock markets, and a dynamic technological process in such way as the BRIC countries do, it is considered as the most important political and economic actor in the African continent. Its insertion comprises economic and political strategic positions to the group. In addition, “BRIC motivates South Africa to up its game and speed up the development of its port and transport communications infrastructure, jobs creation and skills development, value-added manufacturing and economic diplomacy and trade within the rest of Africa”⁴⁰ in order to boost priorities around South Africa’s and Africa’s continental integration. Certainly, this is one of its most worthy chances to orientate and set the path up for improvements and development benefits to South Africa and to the whole continent.

Throughout several high-level meetings and, at the present, five summits, BRICS has developed assorted agreements, mechanisms and programmes for cooperation related to the following topics: global governance, international economic and financial issues, international trade, development, education, agriculture, poverty, energy, climate change, terrorism, alliance of civilizations, and international cooperation.

Likewise, apart from their annual summits they have established several platforms to meet, communicate and exchange with each other their economic, political and social concerns and interests. From setting several action plans up, they are building diverse stages to develop enhanced programs and opportunities to evolve their societies.

⁴⁰ Francis A. Kornegay & Lesley Masters, From BRIC to BRICS. Report on the Proceedings of the International Workshop on South Africa’s Emerging Power Alliances: IBSA, BRIC, BASIC, Institute for Global Dialogue (IGD) and Friedrich Ebert Stiftung, (Pretoria 2011): 129, 16.

South-South Cooperation

From the framework of South-South Cooperation (SSC), BRICS countries have consistently shown willingness to “strengthen economic relations” by stimulating economic growth. BRICS also, endeavour to reduce dependencies from Northern markets and capital, and, in general, place the countries of the South in the position to take greater control of their economic trends while addressing the benefits into the south region. South-South cooperation actions include: “preferential trade agreements, freer movement of goods, services, and people, direct investment, development assistance, joint research and development, the transfer of appropriate technology, food security and agricultural development agreements, regional transportation and communications networks, and joint negotiating positions”.⁴¹

Additionally, not just political, economic, scientific and technological cooperation is enhanced, also educational and cultural assistance are provided on the basis of conceiving equality, mutual benefit and common development.

The legacy of South-South Cooperation dates back in the late 1980s, when the South-South Cooperation Commission, promoted and encouraged by Julius K. Nyerere, former President of Tanzania and African leader, made a call for a new international economic order. In this vein, the members of the South Commission prioritized the goal of helping people and governments of the South to be more effective in overcoming the numerous problems in the scope of its ambitions to develop in freedom and improve the living

⁴¹ Richard Kozul-Wright, *South South Cooperation: Debated agenda and its challenges*, Unit on EICDC-UNCTAD, December 2010.

conditions of their populations. The SSC symbolizes the help and mutual reinforcement of the South through reciprocity for sustained growth and sustainable development.⁴²

Lately, South-South Agenda promotes stability in trade, investment and Official Development Assistance (ODA). From this assertion, BRICS economies are influencing the global dynamism, especially the Low Income Countries (LIC) where bilateral trade is considered “the backbone” in their relationships. LIC export to BRIC grew from USD 15 billion in 2000 to USD 61 billion in 2009. Among all BRICS, China and India are the main consumers of LIC exports, followed by Brazil. In 2010, China and India account for more than 90% of LIC exports of agricultural raw materials and for almost 85% of fuels exports to BRICS. 52% of exports of manufactured goods went to China, followed by Brazil (14%), Russia, India and South Africa (10% each). Crops, minerals and other raw materials, especially fuels and metals, are the main component of LIC export to BRICS. In other words, BRICS-LIC trade figures seem to be a complementary trade structure providing overlap between BRIC demand and LIC supply.⁴³

Frequently, investments, development aid (grants and loans), and trade relations are mixed together, which make difficult to calculate exact amounts for each sector. However, BRICS has contributed to the enlargement of LDCs dynamic through investments largely in the extraction of raw materials, energy, communication and infrastructure through region-building programmes and capacity-building initiatives. Moreover, China and India have a strong productive impact on economic growth in the sub-Saharan Africa (SSA).

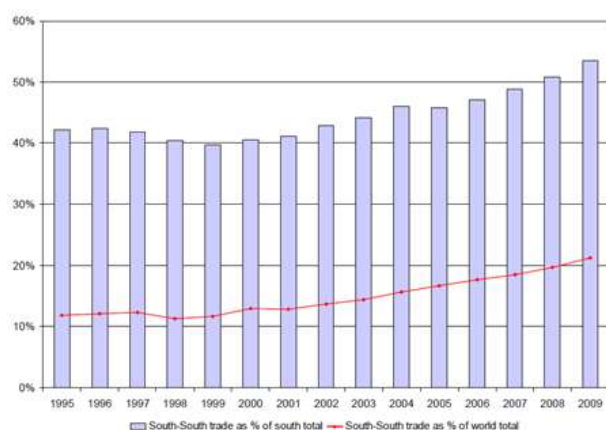
⁴² The Challenge to the South. The report of the South Commission, Oxford University Press, (Oxford 1990): 325.

⁴³ Pedro Morazan, Irene Knoke, Doris Knoblauch, Thobias Scheufer, The role of BRICS in the developing world, Policy Department DG External Policies, (EU 2012): 45, 18.

Additionally, the consolidation of regional integration is considered as an inner aspect into the strengthening of SSC. Brazil is full member of Southern Common Market (MERCOSUR)⁴⁴, and observer of the Andean Community⁴⁵; Russia is part of the Euroasian Economic Community (EuroAsEc)⁴⁶; China belongs to the Shanghai Cooperation

Chart 2

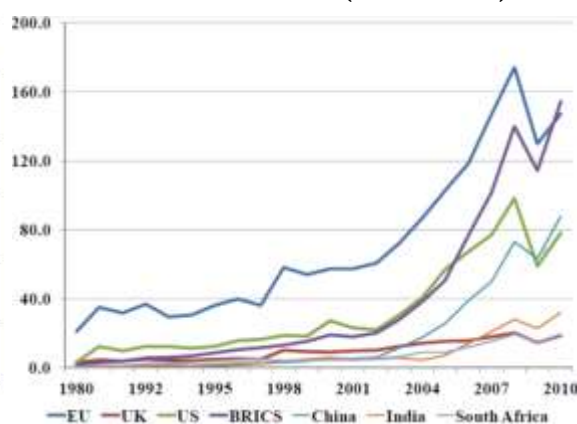
Evolution of South-South trade, 1995-2009



SOURCE: Strengthening Productive Capacities: A South-South Agenda, UNCTAD, (Geneva 2011): 19, 3.

Chart 3

Total Merchandise Trade between SSA and BRICS 2000-10 (billion USD)



SOURCE: Abebe Adugna, Rocio Castro, Boris Gamarra and Stefano Migliorisi, Finance for Development: Trends and Opportunities in a Changing Landscape, World Bank, CFP, Working Paper No. 8, (New York, 2011): 61, 21.

Organisation (SCO)⁴⁷, and to the Association of Southeast Asian Nations (ASEAN)⁴⁸; India is part of the Comprehensive Economic Partnership in East Asia (CEPEA)⁴⁹; and South Africa is part of the Southern African Development Community (SADC)⁵⁰.

⁴⁴ Argentina, Brazil, Uruguay, Venezuela and Bolivia are part of the MERCOSUR. Founded in 1991 with the purpose to promote free trade and fluid movement of goods people and currency is one of the most important economic and political organizations in Latin America. Source: <http://www.mercosur.int/>.

⁴⁵ The Andean Community aims the purpose of achieve more rapid, better balanced and more autonomous development. Their member countries are Bolivia, Colombia, Ecuador and Peru; MERCOSUR parties are associated members of the Community. Source: <http://www.comunidadandina.org/endex.htm>.

⁴⁶ EurAsEC was created in October 2000 in Astana, Kazakhstan by Belarus, Kazakhstan, Kyrgyzstan, Russia, and Tajikistan. The Organisation covers currently 94 percent of the CIS territory, with over 200 million population. The trade turnover is reported to have increased three times between 2002 and 2007, exceeding \$90 Billion. Source: Delegation of the European Union to Russia, retrieved from: http://eeas.europa.eu/delegations/russia/eu_russia/trade_relation/regional_integration/index_en.htm, last access: August 2013.

⁴⁷ SCO was founded in 2001. At the present China, Kazakhstan, Kyrgyzstan, Russia, Tajikistan and Uzbekistan are part of the Organisation. Their activities include cooperation on economic, cultural, security and military issues. Source: Shanghai Cooperation Organisation, <http://www.secsco.org/>.

Mutual Cooperation and Interdependent Alliances

BRICS group values are based on the Bandung Principles⁵¹. These principles understand cooperation as the process of working and acting together, respecting their sovereignty and territorial integrity, recognizing the equality of the nations, abstaining from intervention or interference in their internal affairs, promoting mutual interests and respecting justice and international obligations.

Relevance of the Group

*"I really believe in [...] BRIC, this idea can
make the world a better place - it is what drives me".
Jim O'Neil⁵²*

BRICS bring together the desire to shape a new world order, one that recognises the need for a different way to develop by participating and influencing multilateral economic and political institutions as United Nations (UN), International Monetary Fund (IMF), World Bank, World Trade Organisation (WTO), and among others groups, the Group 20 (G20).

⁴⁸ ASEAN is a regional mechanism in charge of accelerates economic growth, social progress, cultural development, and regional peace and stability. Indonesia, Malaysia, Philippines, Singapore, Thailand, Brunei, Myanmar, Cambodia, Laos and Vietnam have full membership; China, Japan and South Korea are part of the ASEAN+3 organisation. At the present it is an important player in regional and international economy. Its combined nominal GDP had grown to US\$1.8 trillion in 2010, which set it up at the ten largest market in the world. Source: Association of Southeast Asian Nations, <http://www.asean.org/>.

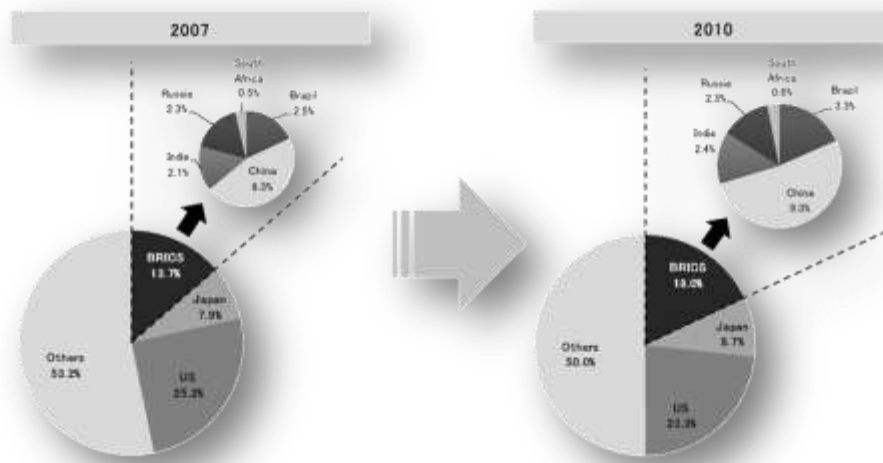
⁴⁹ CEPEA, launched in 2010, is a relatively new regional economic integration initiative which includes 16 countries: ASEAN+3+3 (Australia, New Zealand and India). Source: Asia Regional Integration Center, Source: [http://aric.adb.org/fta/comprehensive-economic-partnership-for-east-asia-\(cepea-asean6\)](http://aric.adb.org/fta/comprehensive-economic-partnership-for-east-asia-(cepea-asean6)), last access: August 2013.

⁵⁰ SADC is an inter-governmental organization to further socio-economic cooperation and integration among 15 southern African states. Source: Southern African Development Community, <http://www.sadc.int/>.

⁵¹ Bandung Conference, held in Bandung, Indonesia on April 1955, is a historical meeting where Asian and African countries attended to promote economic and cultural cooperation and on the way to oppose colonialism. There were set principles to enhance development by encouraging mutual collaboration and aid. Source: Matthew Quest, The Lessons of the Bandung Conference, retrieved from: <http://www.spunk.org/texts/pubs/lr/sp001716/bandung.html>, last access: August 2013.

⁵² Tett, "The story of the BRICS"

Chart 4
BRICS share of global GDP



SOURCE: Eiichi Sekine, The impact of the Third BRICS Summit, Nomura Institute of Capital Markets Research (Tokyo 2011):6, 4.

BRICS represents on the international board all continents of the global South to counterbalance tendencies on international negotiations to a more equitable and fair world. Their relative worldwide weight is vast; they collectively represent 30% of the global area; represent 43% of the global population; reach 18% of the global gross domestic product (GDP) (*see chart 4, p. 22*); their intraregional trade reach to 15% of the global trade, and 33% of the global foreign direct investment (FDI) (*see charts 5 and 6, p. 23*).

Politically, BRICS countries have pointed out the need for a reform of the United Nations [...] system⁵³ to make it more representative and effective. This transformation stands for an organisation that can act efficiently according to the new challenges of the world. Also, the group has called for a restructuring of the IMF in order to make the international

⁵³ China and Russia have a permanent seat on the United Nations Security Council while India and Brazil have reiteratively lobbied for a permanent seat.

financial system more competent and stable.⁵⁴ Socially, the group aims to tackle domestic and international levels of poverty and inequalities.

Chart 5
BRICS share of global trade

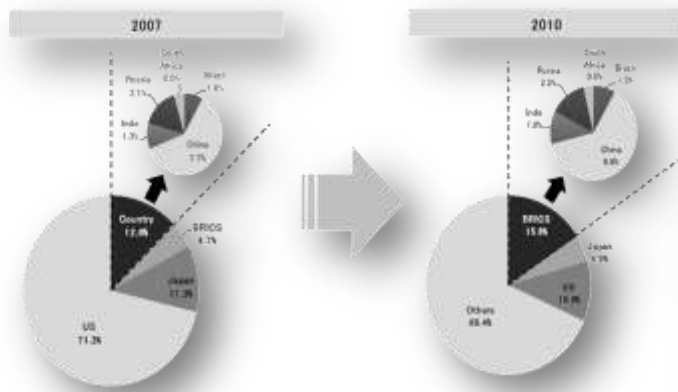
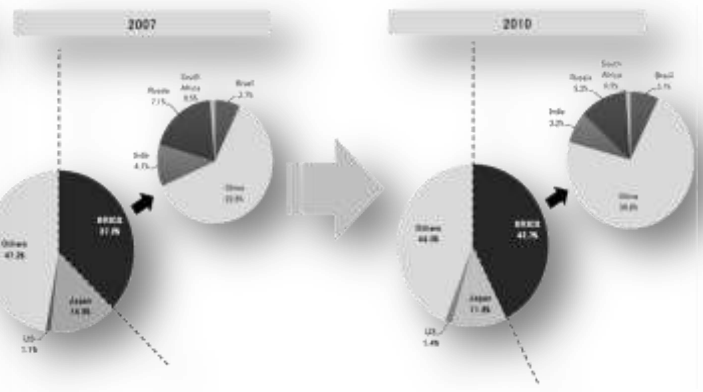


Chart 6
BRICS share of global foreign exchange reserves



SOURCE: Eiichi Sekine, The impact of the Third BRICS Summit, Nomura Institute of Capital Markets Research (Tokyo 2011):6, 5.

Table 1
Social and Economic Conditions

Country	Surface area	Population (thousands) 2011	HDI 2011 rank/index	GDP growth (%) 2000-10	GDP growth (annual%) 2011	Currency exchange rate US\$/Euro*	Contribution to WTO budget
Brazil	8,514	196,655	84/.718	3.7	2.7	Real 2.09/2.55	1.075
Russia	17,098	141,930	66/.755	5.3	4.3	Ruble 30.87/39.92	-- ^T
India	3,287	1,241,492	134/.547	7.1	6.8	Rupee 52.86/69.27	1.668
China	9,600	1,344,130	101/.887	10.3	9.3	R. Yuan 6.28/8.12	7.286
S. Africa	1,219	50,587	123/.619	3.5	3.1	Rand 8.62/10.71	0.558
World	136,127	6,974,036		2.6	2.7	--	100

Notes: *average for 2012.

^T Russia joined WTO on August 2012 after 19 years of negotiations.

Source: World Development Indicators, World Bank, WTO Country Profiles, European Central Bank, exchangerates.org.uk, last access: February 2013.

In continuity with historical South-South Cooperation and regional values, different initiatives to strengthen cooperation are being developed in the annual BRICS summits. In the beginning were primary analysing finance, trade and agriculture issues. Not outstanding,

⁵⁴ AL, BRICS Nations call for UN Security Council Reform, AFP, April 14, 2011, retrieved from: http://www.channelnewsasia.com/stories/afp_world/view/1122790/1/.html, last access: December, 2012.

as the meetings have become recurrent, many other segments such environment, climate change, energy, poverty, inequality, urbanisation, health, security, and youth policy have been included in the reviews. Furthermore, intra-BRIC committees on trade; agriculture and agrarian development; finance and governors of central banks; business; energy; security issues; supreme courts, magistrates and judges; national statistical institutions; competition authorities; health; infrastructure; think tanks and cities and local governments have been institutionalised. Each year new initiatives arise. What is more, the stance seems to become more comprehensive in very broad spectrum embracing political, social and economic matters.

Opportunities

On the geopolitical and geo-economic sphere there are multiple paths of potentiality in BRICS group. Politically, as mention before, the group has manifested the need of restructuring international institutions such United Nations and IMF; also, it has originated common actions and positions to problems related to climate change, energy, poverty, inequality, education and development. Geo-economically, the economic boom, the escalating trade, and the rising of FDI are carrying out a rapid structural change. (*See table 1, p. 23*). Differentiated in terms of direction, speed and economic outcomes, there are increases on the economic performance within the members that boost them up as a group. The average growth rate of the BRICS between 2001 and 2010 was twice as high as the OECD countries' average; exports have certainly played a key role -especially for China. Henceforward, BRICS countries' growth rate is focus on three rising priorities: domestic consumption, investment and productivity growth. Industrial policies are targeting innovation strategies. The main inspiration is that job creation, foreign direct investments and competitiveness are crucial on forging economic growth, reducing quantitatively

poverty and, to some extent, offsetting the development disparities between regions within BRICS countries.⁵⁵

Table 2
BRICS Trade in 2011

	Agricultural		Fuel and mining		Manufacture		Major trade partners
	Imports	Exports	Imports	Exports	Imports	Exports	
Brazil	6%	33.8%	22%	30.4%	72%	32.8%	EU, China, US, Argentina, Japan
Russia	14.3%	5.7%	4.3%	71.8%	80.7%	19.3%	EU, China, Ukraine, US, South Korea
India	4.9%	11.3%	39.6%	23.7%	41.4%	61.7%	EU, United Arab Emirates, China, US, Saudi Arabia
China	8.3%	3.4%	29.6%	3.1%	59.2%	93.3%	UE, US, Japan Hong Kong, Korea
S.Africa	7.1%	9.2%	23.6%	41.1%	63.2%	38.1%	EU, China, US, Japan, India

SOURCE: WTO Country Profiles and Eurostat Country Profiles, 2011.

Table 3
Intra-BRICS Trade in 2011

	Brazil			Russia			India			China			South Africa		
	Import	Export	Total Trade	Import	Export	Total Trade	Import	Export	Total Trade	Import	Export	Total Trade	Import	Export	Total Trade
Bra				1.5	0.4	0.8	0.8	1.8	1.2	3.3	1.7	2.4	1.7	0.8	1.2
Rus	1.3	1.7	1.5				0.9	0.6	0.8	2.4	2.1	2.2	0.2	0.3	0.2
Ind	2.7	1.3	2	0.9	0.7	0.8				1.4	2.7	2.1	4.1	3.5	3.8
Chn	14.7	17.5	16.1	15.7	6.5	9.9	12.1	6.3	9.8				14.4	12.9	13.7
ZA	0.4	0.7	0.5	0.1	--	--	2	1.4	1.8	1	0.7	0.8			
BRICS	19.1	21.2	20.1	18.2	7.6	11.5	15.8	10.1	13.6	8.1	7.2	7.5	20.4	17.5	18.9

SOURCE: Eurostat Country Profiles, 2011.

On trade, the group stresses the importance of the multilateral trading system as a provider of an open, stable, equitable and non discriminatory environment for international trade. (See table 2, p. 25). Predominantly, the manufacture sector has been the engine of growth in

⁵⁵ “How the BRICS are achieving competitiveness, innovation and job creation”, UNIDO Vienna meeting, 2012, retrieved from: <http://www.unido.org/media-centre/news/article/date///how-the-brics-are-achieving-competitiveness-innovation-and-job-creation-discussed-at-vienna-meeting.html>, last access: August 2013.

China; services have played a more important role in India, and recently in Brazil. South Africa has made use of its abundant natural resources to support its growth. As well, Russia and Brazil are net exporters of raw materials, commodities and relevant suppliers of energy. China and India are net importers. Hence, the traffic exchange among the entire group is seen as mutually compatible. Albeit, the total trade among BRICS countries is low, it has been growing steadily and speedily. However, to reach assorted and better levels of qualified exchanges to upward interactions, it is an imperative request to diversify and enlarge their economic and industrial sectors.

Global innovation and competitiveness are core elements on which BRICS group is exceptionally interested on and looking forward to making progresses. Therefore, the group observes the present time as a potential opportune moment for economic development, technological progress and infrastructure development. Nevertheless, they have still an enormous assemblage of procedures to ameliorate.

Challenges

A peculiar democratic Russia exporter of commodities; an inspired democratic India exporter of services; a distinctive authoritarian China exporter of manufactured goods; a lately democratic South Africa exporter of commodities; and, a democratic Brazil exporter of a combination of all the mention above, suggest an exceptional economic, political and social complexity within the group.

Due to their large population Brazil, India, China and South Africa are dealing with wide regional differences and searching for accomplishing internal stability and prosperity circumstances in order to satisfy people's basic needs. Russia, on the other side, with a

small population in comparison with its size and resources, is also facing glitches on economic growth, unemployment and health conditions. Indeed, BRICS group copes in a larger or smaller degree with all these dares: a population growth (with the distinctiveness of Russia), a certain dependency on imported raw materials, a certain grade of low competitiveness, energy diversification, ecological devastations, regional differences in development, population aging, poverty and inequalities, and a growing social dissatisfaction.

Precisely, South Africa is the country who must channel schemes towards its domestic unevenness in order to become more competitive in global markets, especially those related to tackle structural concerns regarding its institutional and physical infrastructure capacity. However, dissimilar national development strategies are clashing. The main problem is prioritizing on conscious objectives derived from a strategic action plan that sets the route of development. Meanwhile, many actions should be taken to assign strategic priority areas of development.

Nonetheless, as a group, BRICS is motivating their economies towards growth driven by domestic demand, and enlarging political and economical agreements. They are planning to make the most of their strengths and opportunities while putting down their weaknesses and threats. Even so, bumpy and unequal development, tariff barriers, infrastructure limitations, weak supply chains and economies acutely dependent on natural resources, are still part of the main challenges.

From the SWOT matrix (*see chart 7, p. 28*) can be seen that as strengths, BRICS countries embrace a dominant position within geographical regions, a significant population size, abundant natural resources (raw materials, oil, gas), cheap and continuously more skilled

workforce (*different degrees of skilful programmes are being encouraged in BRICS countries), large internal markets, foreign currency reserves, considerable political stability, empowerment of military forces, and production of goods with progressively higher added value.

Chart 7
S.W.O.T. Matrix

Strengths	Weaknesses
Influential position in the world Leading position in the region Size of population Abundance of natural resources (raw mat, oil, gas) Cheap and skilled* workforce Large internal markets Foreign currency reserves Certain degree of political stability Expansion of military forces Production of goods with higher added value	Population Growth Low competitiveness Dependence on imported raw materials Poverty and inequalities Aging population Ecological destruction Regional differences in development Growing dissatisfaction
Opportunities	Threats
More significant role in the world Trade magnitude Growing Economy Increasing infrastructure investments	Climate change Scarcity of food and raw materials prices Regional and international breakdowns and conflicts

As weaknesses, the countries are facing population growth, but also a high degree of aging that have significant repercussions in other socio-economic areas, dependence on imported raw materials, low competitive sectors, poverty and inequalities, ecological destruction, deep regional development gaps, and a certain degree of social dissatisfaction.

As threats, they are geographically vulnerable of climate changes, scarcity of food, shortage of raw materials, and regional and international conflicts. Last but not least, as opportunities, they are making the most from their significant position in the world, their economic growth, trade magnitude, population, and domestic and international investments. As part of their domestic investments, education captures a central position. If applying the resources accurately, the results will imply outstanding assets with worldwide consequences.

Chapter 3

E

fforts on tackling inequalities

“Building a harmonious world of lasting peace and common prosperity”.
Joint statement of BRICS Summits

The persistence of inequalities, including poverty⁵⁶, has been an essential argument for the increasing recognition of the important role of social policies. Inequality as a multidimensional social phenomenon is, closely related to poverty and, often referred to the income gap between the rich and the poor within the societies: the greater the gap, the greater the inequality. However, there are many ways to determine inequalities from racial, class, gender or health stances.

The Gini index⁵⁷ is the measure most commonly used to determine the distribution of income or consumption expenditure among individuals or households within an economy⁵⁸.

⁵⁶ The definition and causes of poverty vary among the perceptions of people's status and location. The United Nations World Summit on Social Development through the Copenhagen Declaration describes poverty as the “condition characterised by severe deprivation of basic human needs, including food, safe drinking, water, sanitation facilities, health, shelter, education and information.” (Source: Copenhagen Declaration on Social Development, World Summit for Social Development, A/Conf.166/9, March 14, 1995.) In order to measure poverty, there are two methods: relative and absolute poverty. Both are based on income or consumption values, however, the first one determine the extent of poverty in individual countries. Meanwhile, absolute poverty measurement sets a poverty line “at a certain income amount or consumption amount per year, based on the estimated value of a ‘basket of goods’ (food, shelter, water, etc.) necessary for proper living.” (Source: A Dollar a Day. Finding solutions to poverty, retrived from: http://library.thinkquest.org/05aug/00282/over_what.htm, last access: August 2013). Hence, the World Bank sets up a poverty line when the income is US \$2 per day or less; and an extreme poverty line while the income is US \$1 or less per day.

⁵⁷ “Gini Index measures the extent to which the distribution of income or consumption expenditure among individuals or households within an economy deviates from a perfectly equal distribution. A Lorenz curve plots the cumulative percentages of total income received against the cumulative number of recipients, starting with the poorest individual or household. The Gini index measures the area between the Lorenz curve and a hypothetical line of absolute equality, expressed as a percentage of the maximum area under the line. Thus a Gini index of 0 represents perfect equality, while an index of 1,00 implies perfect inequality.” Source: World Bank, Development Research Group, retrieved from: <http://data.worldbank.org/indicator/SI.POV.GINI?page=5>, last access: August 2013.

Table 4
BRICS Social Circumstances

	Human Development	HDI	Inequality adjusted HDI	Life expectancy at birth	GNI per capita (Constant 2005 PPP\$)	Poverty headcount ratio at US\$2 PPP (% of population)
Russia	High - No. 55	0.788	0.670	69.1	14,561	0.1 (2009)
Brazil	High - No. 85	0.730	0.519	73.8	10,162	10.8 (2009)
China	Medium - No. 101	0.699	0.534	73.7	7,476	29.8 (2008)
South Africa	Medium - No. 121	0.629	--	53.4	9,469	31.3 (2009)
India	Medium - No. 136	0.554	0.392	51.4	3,468	66.7 (2010)
World		0.682	0.525	69.8	10,082	

SOURCES: Human Development Report 2013; Human Development Report 2011-Sustainability and Equity: A Better Future for All, Human Development Reports, 2011; and Poverty headcount ratio at USD\$ 2 a day PPP (% of population), World Bank, 2012.

As can be examined from the table above (*see table 4, p. 30*), BRICS group has a wide-ranging unequal reality. While Russia has officially just 0.1% of poor people, on the other extreme, India has more than 66% of its population living in underprivileged conditions.

As isolated entities, the five countries have shown a reduction in their *per capita* income inequality due to the implementation of certain social schemes, which are revised later on in this chapter, and a growing societal middle class. Despite of this, the countries are still presenting prominent levels of poverty and social inequalities.

Social Policy

The link between economic growth and human welfare has to be created consciously. Therefore, there should be social policies that enhance growth, education and health; but also, those strategies must create conditions that ensure capacities to address the descent problems that cause inequities and poverty. Tackling inequalities go beyond set policies on economic growth, labour, tax or social welfare. It also needs to build chains where could be

⁵⁸ Among other methods to measure inequalities, there are the Theil-index, decile dispersion ratio, and share of income or consumption of the poorest x%.

possible to pull through progresses by public administration reforms on education, business environment, product market regulation, infrastructure development, and health care. All these chains have a strategic function to play in reducing scarcity and social disparities.

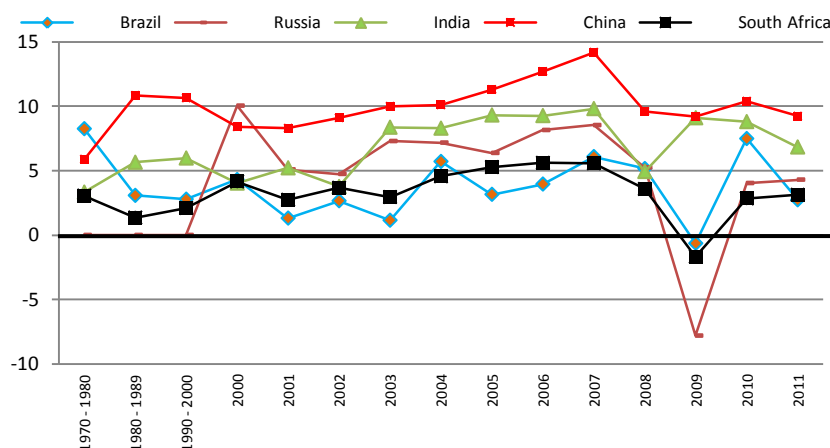
Social Policy, according to Thandika Mkandawire, should be conceived as a key instrument that works in tandem with economic policy to ensure equitable and socially sustainable development. It should be a set of collective interventions directly affecting transformations in social welfare, social institutions and social relations. Social welfare includes access to adequate and secure livelihoods and income; social institutions are the “humanly devised constraints that shape human interaction” or the associations that set “the rules of the game” in a society; and due to the fact that social relations range from the micro to macro levels, they are encompassing intra-household relations of class, community, ethnicity, or gender in national and international stages.⁵⁹

As analysed formerly, one of the most prominent challenges of BRICS, individually and as a collective, is the persistence of inequalities. Even when economic outcomes have benefited social outlays, an ample variety of strategies has to be performed. Economic growth within BRICS is showing good trends with positive influences, with the exception of the 2008-2010 economic crises (*See chart 8, p. 32*). From an intern evaluation of the global economic situation, BRICS countries highlighted their relatively good economic performance (excluding Russia), and their quickly recover from the latest economic and financial crisis.

⁵⁹ Thandika Mkandawire, *Social Policy in a Development Context*, UNRISD, Social Policy and Development Programme, Paper Number 7, (Geneva 2001): 38.

This inner economic growth, generally speaking, has helped to create social schemes with the aim to reduce extreme poverty. China is worthy of getting an especially recognition⁶⁰.

Chart 8
Real GDP growth rates, 1970-2011



SOURCE: UNCTAD, UNCTAD statistics, 2011.

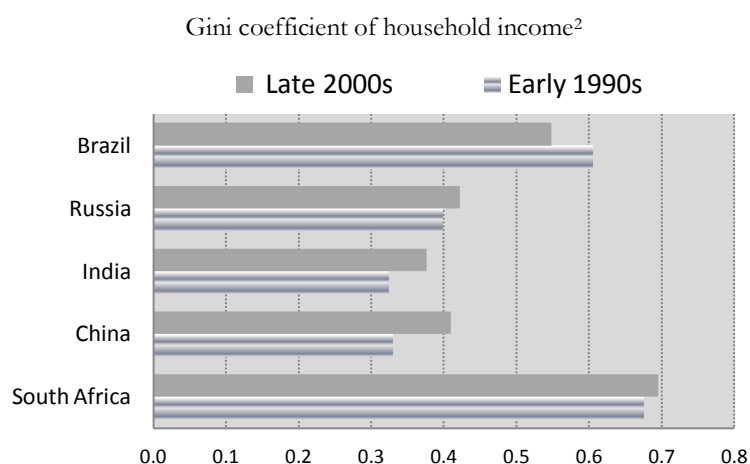
Notwithstanding their economic growth, BRICS countries have large socio-geographic differences that play a particularly important role in determining regional inequalities. The overall benefits of economic integration have not been share equally and income and consumption inequalities have increased within the five countries⁶¹. Moreover, geographical disparities are entangled with other key drivers of inequality, as gender, ethnic disparities, educational opportunities and labour market conditions.

⁶⁰ Rapid growth and urbanization have been central to China's poverty reduction. The government has implemented a series of programs to identify and reach those who have not reaped the full benefits of China's rapid growth. By introducing new methodologies to strengthen poverty monitoring; a multi-sector poverty-reduction model focusing on the enhanced mobility of labor; translating results of poverty assessments and demonstration projects into policy options; and developing a long-term approach to poverty reduction, China has contributed to enhance understanding of the changing distribution, nature, and causes of rural poverty in China, and increased poverty monitoring capacity. China has lifted more than 600 million people out of poverty. (Results Profile: China Poverty Reduction, World Bank, March 19, 2010. Retrieved from: <http://www.worldbank.org/en/news/feature/2010/03/19/results-profile-china-poverty-reduction>, last access: August 2013). However, it is important to remark that quantitatively poverty has been reducing but qualitatively inequalities have increased.

⁶¹ Tackling inequalities in Brazil, China, India and South Africa. The Role of Labour Market and Social Policies, OECD report, (Paris 2010): 311.

On measuring income inequality, Gini coefficient is the most common statistical measurement to calculate it. As analysed before, this coefficient varies from zero 0, which reflects complete equality, to 1, which indicates absolute inequality. From the diagram below can be distinguished that inequality levels in BRICS countries increased during the last decade, with the exception of Brazil. At one extreme, strong output growth went hand-to-hand with declining income inequality in Brazil, but at the other extreme, the rest four countries (China, India, Russia and South Africa) recorded steep increases in inequality levels during the same period, even though their economies were also expanding robustly.⁶² (See chart 9, p. 33)

Chart 9
Change in inequality levels, early 1990s versus late 2000s¹



Note: 1) Figures for the early 1990s generally refer to 1993, whereas figures for the late 2000s generally refer to 2008.

2) Gini coefficients are based on equivalised incomes for OECD countries and *per capita* incomes for all except India for which *per capita* consumption was used.

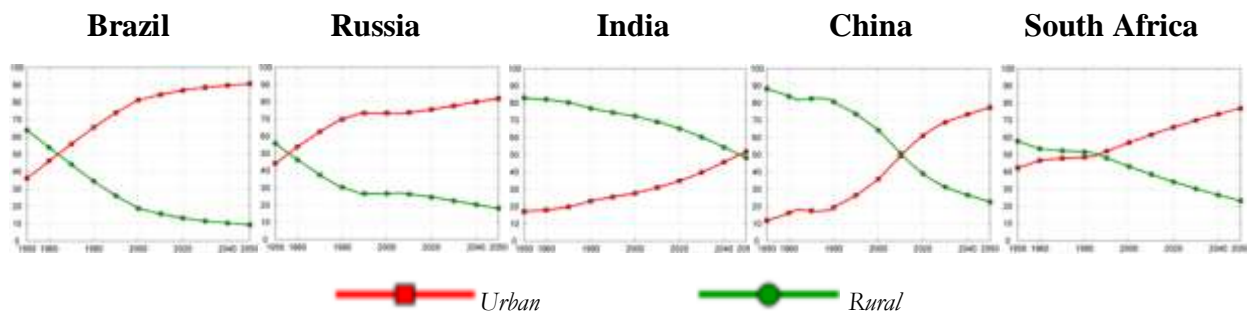
SOURCE: Michael Forster, Wen-Hao Chen, and Ana Llana Nozal, *Divided We Stand: Why Inequality Keeps Rising*, OECD report, (Paris 2010): 400, 51.

All countries face great disparities in access to basic services between rural and urban populations as education, medical insurance and labour opportunities. Moreover, inequality in both rural and urban areas is higher in South Africa and Brazil, than in Russia, China and India. What is more, there is a common transpose in the proportions of the rural and

⁶² Michael Forster, Wen-Hao Chen, and Ana Llana Nozal, *Divided We Stand: Why Inequality Keeps Rising*, OECD report, (Paris 2010): 400.

urban population, more people are moving from rural to urban areas and all five countries are experiencing large waves of internal migration with multifaceted societal changes.

Chart 10
Rural-Urban Population in BRICS



SOURCE: Country Profiles, UN Department of Economic and Social Affairs, 2013.

A high rate of rural-urban migration increase the differences in incomes and economic opportunities related to socio-economic issues such overpopulation of urban areas, dislocation of families, disarticulation of communities and disruption of agro productive chains that leads to food insecurity and more vulnerable livelihoods due to the limited access to basic social services. Within different magnitudes, BRICS countries experienced during the first decade of the present century an impressive conversion from rural to urban dwellers. Along with, the tendency to 2050 shows a steadily increase on urban residences. (See chart 10, p. 34)

In India, the mobility is higher among the middle class and the upper-class than the poor. Indeed, two-thirds of migrants to urban areas are literate with secondary or higher levels of education. “The most educated find it easier to get absorbed into India’s cities, whereas poor, illiterate and unskilled labourers can generally get a job only in informal activities,

mainly as casual workers, limiting their employment opportunities and the prospects of poverty alleviation.”⁶³

Table 5
Gender Inequality Index, 2012

Brazil	0.447
Russia	0.312
India	0.610
China	0.213
South Africa	0.462

SOURCE: Gender Inequality Index (GII) value, Human Development Report, UNPD, October, 2012.

Measuring Gender Inequalities⁶⁴, the disparities in achievements between women and men are higher in India, South Africa and Brazil, respectively, than in Russia and China. (*See table 5, p. 35*)

Employment

Employment is an “economic resource that includes all forms of human effort that results in the production of a good or service in exchange for a wage or salary”⁶⁵. Apart from stimulates economic activities, increases productivity and brings people’s recognition, employment increases financial security and promotes higher living standards, which reinforce associations between economic and social benefits. Employment growth has a positive impact on economic growth and the other way around. Also, effectiveness of fiscal and monetary policies could be achieved by means of full employment. It is recognized that it promotes wealthy states and affluent local government budgets, which at the same time

⁶³ Michael Förster and Elena Arnal, Chapter 1. Growth, Employment and Inequality in Brazil, China and South Africa: An Overview in Tackling Inequalities in Brazil, China, India and South Africa, OECD report, (Paris 2010): 13-56, 28.

⁶⁴ Gender Inequality Index (GII) is a composite measure reflecting inequality in achievements between women and men in three dimensions: reproductive health, empowerment and the labour market. Source: GII: Gender Inequality Index, value at Human Development Report, UNPD, October, 2012. Retrieved from: <http://hdrstats.undp.org/en/indicators/68606.html>, last access: August 2013.

⁶⁵ “Section 1: Labour and Its Importance” in Labour: Markets, Laws, and Unions; Student Resource; Canadian Foundation For Economic Education, retrieved from: <http://www.cfec.org/en/>, last access: August 2013.

helps to improve income distribution and reduce inequalities whilst supporting public, social and community goods and services and promoting social and political stability.⁶⁶

Table 6
Employment and Unemployment Rates

	Population	Employment	Unemployment
	<i>Million (%)</i>	<i>Rate</i>	<i>Rate</i>
		<i>%</i>	<i>%</i>
Brazil	193.94	68.2	6
Russia	143.35	62.8	5.3
India	1,232.83	61.0	3.8
China	1,359.47	74.6	4.1
South Africa	52.98	49.6	25.6

SOURCE: UNDP Statistics, <http://hdr.undp.org/en/statistics/>; and Trade Economic Statistics, www.tradingeconomics.com

One of the main challenges that BRICS countries have is related to the competence of increase full employment and the capability to do it speedily enough to cope with the growth in their labour forces. This dare is closely related to the high level of informality that all BRICS countries are enduring. (*See table 6, p. 36*)

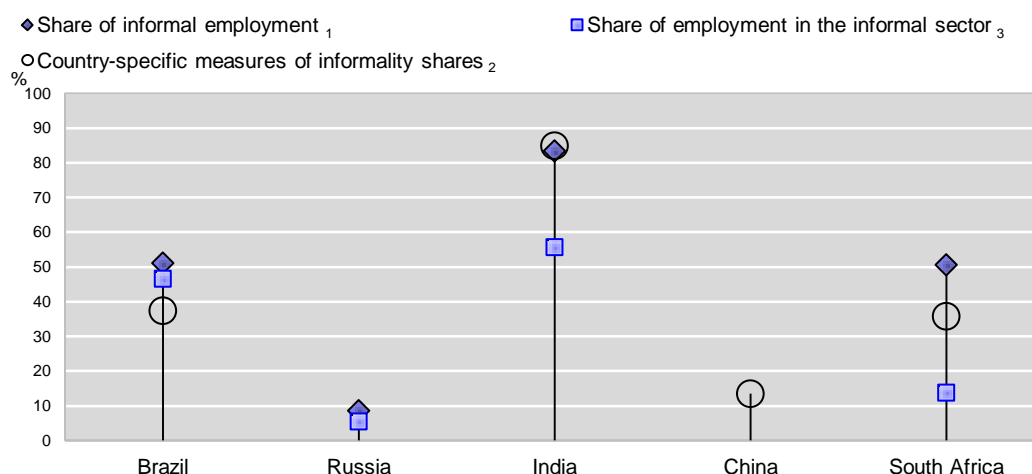
Informality

Without a doubt, labour market regulations should be enhanced and strengthened in all five BRICS countries. Informal employment refers to the work completed outside the formal structures; away from the working place regulations, government taxes and social protection laws. By definition, informal employment is the “employment engaged in the production of legal goods and services where one or more of the legal requirements usually associated with employment (such as registration for social security, paying taxes or

⁶⁶ Mathew Forstater, Working for a Better World: The Social and Economic Benefits of Employment Guarantee Schemes, Center for Full Employment and Price Stability, University of Missouri, Kansas, and Levy Economics Institute of Bard College (US 2007): 71. Retrieved from: http://www.economistsforfullemployment.org/knowledge/presentations/Session1_Forstater.pdf, last access: August 2013.

complying with labour regulations) are not complied with”⁶⁷. Consequently, the impact of informality diminishes the scope of recognized labour market rewards and social protection regulations; and, in an extensive way, it reduces potentially the economic resources that could provide better socioeconomic conditions.

Chart 11
Informality in BRICS



1. The share of informal employment is based on a standardized definition, and excludes agriculture. Latest available estimate shown: 2000-07 (Brazil and South Africa); 1995-99 (India); unavailable for China.

2. The share of employment in the informal sector is based on the ILO KLIM database. Definition for Brazil: unincorporated urban enterprises employing five or less employees and producing for sale, excluding agriculture. India (2000): all unincorporated proprietary and partnership enterprises producing all or some of their goods or services for sale. South Africa (2004): business activities which are not registered for taxation, for professional groups' regulatory requirements or similar acts.

3. Country-specific measures of informality shares based on OECD Economic Surveys (OECD, 2007a, 2008a, 2008b, 2009a) and OECD Employment Outlook (2007b). Definition for Brazil (2009): own-account workers and employees without social contributions. China (2008): self-employed. India (2004): workers not covered by the employee's provident fund. South Africa (2008): workers without pension and medical plans.

SOURCE: Chapter 7: Going For Growth in Brazil, China, India, Indonesia and South Africa, Economic Policy Reforms 2010 (OECD 2010): Figure 7.3.

Even when there are various indicators to estimate informality, there is no accurate mode to measure it. However, currently, worldwide informal economic relations are very high and increasing. Inside the BRICS, informality is widespread in India (55-88% depending on how it is measured) and in a lesser but still sizeable considerable, in Brazil (35-50%), China

⁶⁷ Michael Förster and Elena Arnal, Chapter 1, 30.

(25-35%), South Africa (35-50%) and Russia (5-10%)⁶⁸, (*See chart 11, p.37*). In Brazil, informal jobs are mainly concentrated in low-skill-intensive sectors such as agriculture, construction, hotels and restaurants, domestic services, and wholesale and retail trade. In China, undeclared rural migrants and dismissed workers by urban state and collective enterprises account for the largest share of informal employment. In Russia, informal employment has been growing since 2000s, principally due to changes in the dynamic of the structure shaped by the combined action of the actual labour system with interactions with modern institutions⁶⁹. In South Africa the growing job precariousness, the expansion of casual work, the increasing stratification of the labour market and the steadily high unemployment rates due to layoffs, casualisation and outsourcing proceedings are the principal causes of informalisation processes.⁷⁰

The major jeopardy with high levels of informality is the constraints in the social policy outcomes, especially those related to reduce poverty and inequalities.

Tax systems

Tax system is another important component that BRICS countries should transform. Tax is the most important source of public revenue. It is a compulsory payment levied by the government on individuals or companies to meet the expenditure which is required for public welfare. A comprehensive policy strategy is required to tackle the challenges posed by sizeable inequalities in income and earnings. Therefore, to facilitate tackling inequality

⁶⁸ Michael Förster and Elena Arnal, Chapter 1; and ILO, Department of Statistics; Country responses to ILO data request, special tabulations of labour force survey data, extracts from survey reports. For Latin American countries, ILO/SIALC household survey micro-data base, 2011.

⁶⁹ Vladimir E. Gimpelson, Informality on the Russian Labour Market, Centre for Labour Market Studies, 2011, retrieved from: <http://www.hse.ru/en/org/projects/47264743>, last access: August 2013.

⁷⁰ Franco Barchiesi, Informality and Casualisation as Challenges to South Africa's Industrial Unionism: Manufacturing Workers in the East Rand/Ekurhuleni Region in the 1990s, *African Studies Quarterly*, Volume 11, Issues 2 & 3, (Florida 2010): 65-85.

via taxes, government regulations may include: better incentives for more formal employment; spread the rewards of education; target social assistance to those in need; and prepare higher finances on social spending.

On the latest summits, BRICS countries expressed their willingness to restructure tax systems, converge on tax matters and allocate knowledge and cooperation on tax administrative policies. According to them, the improvement of tax systems will help them to enhanced strategies and methodologies in a way that the effects will benefit people living in BRICS countries⁷¹.

Public Assistance Programmes

Public assistance is recognized as the system providing welfare services to the most vulnerable part of the population. Mostly this assistance is provided to elderly, disabled people and low-income families. It protects people from poverty, social exclusion and hardship to live in human dignity. The services are founded by the states and federal governments. The aim of public assistance programmes is to provide aid and a safety net to disadvantaged groups whom have need of resources to provide basic provisions for themselves and their families.⁷² The number and structure of public assistance varies along with the basis of planning and decision making targets. BRICS countries are applying predominantly conditional cash transfers and public work schemes; also, the programmes predominantly comprise child welfare services, including nutrition and education schemes, food plans, skilfulness strategies, and medical assistance programmes.

⁷¹ Sophie Ashley, Matthew Gilleard, BRICS's tax authorities promise to share information, ITR, 2013, retrieved from: <http://www.internationaltaxreview.com/Article/3145119/BRICSS-tax-authorities-promise-to-share-information.html>, last access: August 2013.

⁷² US Public Assistance Law and Legal Definition, retrieved from: <http://definitions.uslegal.com/p/public-assistance/>, last access: August 2013; and, Statistics on Public Assistance, DESTATIS, Statistisches Bundesamt, retrieved from: https://www.destatis.de/EN/Meta/abisz/Sozialhilfe_e.html, last access: August 2013.

Conditional Cash Transfer

Inside BRICS, Conditional Cash Transfer (CCT)⁷³ programmes are focused on shrinking poverty by the support of aged persons, the improvement of school attendance and the health status of mothers and children. The most prominent examples of CCT schemes are: the Brazilian *Bolsa Família*, the Chinese *DiBao*, and the South African *Child Support Grant*. Bolsa Família, started in the 1990s, provides monthly cash payments to poor households while their children from 6 to 15 years attend school⁷⁴. China's DiBao programme is targeting transfers to reduce poverty mostly in rural areas, meanwhile, Child Support Grant, launched in 1998, is targeting women with the purpose to diminish child malnutrition⁷⁵.

Public Work Programmes

Public Work Programmes (PWPs) are also social funds transferred to people by providing temporary employment to unskilled and semi-skilled workers while supplying income support. It is inferred that these kind of programmes aside from benefit the poor, contribute to the creation and rehabilitation of public infrastructure⁷⁶ because they provide short-term work to unemployed and marginalised groups, mainly unskilled, poor and young people.

⁷³ Conditional Cash Transfers programmes provide money to poor families contingent on certain characteristics, usually providing investments in human capital, such as elder or disable people (pension scheme), children attending school and health care centers. Source: Laura B. Rawlings and Gloria M. Rubio, *Evaluating the Impact of Conditional Cash Transfer Programs*, The World Bank Research Observer, Oxford Journals, Vol. 20, Issue 1, (Oxford 2005): 29-55.

⁷⁴ Paul Glewwe and Ana Lucia Kassouf, *The Impact of the Bolsa Escola/Família Conditional Cash Transfer Program on Enrollment, Drop Out Rates and Grade Promotion in Brazil*, (Sao Paulo, 2010): 50.

⁷⁵ Jorge M. Argüero, Michael R. Carter and Ingrid Woolard, *The Impact of Unconditional Cash Transfers on Nutrition: The South African Child Support Grant*, International Poverty Centre, working paper number 39, (California 2006): 33.

⁷⁶ Cecilia Costella and Ida Manjolo, *Design and Implementation of Public Works Programs*, vol. 6, No. 1, World Bank, (New York 2010): 8.

Some examples of PWPs can be found in Brazil with the *Trabalho Solidário*⁷⁷. In China the *Yigong-daizhen* since 1984 offers short-term multi-services jobs related to construction of roads, water supply facilities and infrastructure including health care stations for women and children⁷⁸. The *Indian National Food for Work Programme*, launched in 2004, provides food grains for work related to land development, flood control and protection, and rural linkages related to support economic sustainability of the community⁷⁹, also, the Indian's *Mahatma Gandhi National Rural Employment Guarantee Act* that since 2005 provides at least 100 days of employment to every adult member of any rural household willing to do public work on harvesting, water conservation, and construction⁸⁰. In South Africa, the *Gundo Lashu* promotes, since 2004, short-term employment in construction; and the *Zibambele*, launched in 2003, supports services in road maintenance⁸¹.

It is important to highlight that, indeed, social progresses arising from CCTs and PWPs have taken place in BRICS countries; however, the schemes implemented have also created inequities while considering exclusively selective parts of the society to advantage and upgrade them. In order to assist a needy part of the social order, at the same time, some other segments are left out of a social protection agenda.

What is more, there is a persistent scarceness on chains that connects the positive results of one programme with the furtherance of other programmes that could contribute to a full inclusive progress of the society. This lack of a comprehensive linking of internal

⁷⁷ Carlo del Ninno, Kalanidhi Subbarao and Annamaria Milazzo, *How to Make Public Works Work: A Review of the Experiences, Social Protection and Labor*, World Bank, (New York 2009): 99.

⁷⁸ Zhu Ling and Jiang Zhongyi, *Yigong-Daizhen in China: A new Experience with Labor-Intensive Public Works in Poor Areas*, Development Policy Review, vol. 12 (Oxford 1995): 44.

⁷⁹ National Food for Work Programme, Government of India, Ministry of Rural Development (New Delhi 2004), retrieved from: <http://www.archive.india.gov.in/sectors/rural/index.php?id=14>, last access: August 2013.

⁸⁰ The Mahatma Gandhi National Rural Employment Guarantee Act 2005, Ministry of Rural Development of India, Guidelines, retrieved from: <http://nrega.nic.in/guidelines.htm>, last access: August 2013.

⁸¹ Anna McCord and Rachel Slater, *Overview of Public Works Programmes in Sub-Saharan Africa*, Overseas Development Institute (London 2009): 72.

interactions combine with an insufficient quality of services and undersupplied infrastructure are common characteristics of grand part of the programmes within the five countries.

Economic growth without driven strategies to a better distribution of wealth would not wind up in better human opportunities. Therefore, an original, combine, and inclusive strategy should be performed. This is the juncture where more attention should be paid, especially when the willing to bring about new proposals of relations and associations is showing up. The focus should be stressed on the development of strategies that truly improve the world social situation not just quantitatively but qualitatively as well.

Social Advances

Economic growth has given advantages to implement adjustments on structural policies. CCTs, PWPs and other social assistance programmes have increased and contributed to improve, to a certain extent, poverty and equity. Even when the social protection schemes of each country are fragmented and needed of substantial improvements on education and health services, they have shown progressive results.

Brazil represents a unique movement to universalize social rights through a comprehensive public social security system encompassing social insurance, health and social assistance policies. At the beginning of 2013, the government increased the supplementary family income of the *Bolsa Família* social program in order to lift 2.5 million people out of extreme poverty⁸². Also, Brazil's anti-AIDS policy has also been highly successful due to the

⁸² Brazil to pull millions out of extreme poverty, The BRICS Post, BRICS Media Limited (London 2013): retrieved from: <http://thebricspost.com/brazil-to-pull-millions-out-of-extreme-poverty/>, last access: August 2013.

reduction of the drug prices and the spread of drugs coverage. Nevertheless, protests and strikes among other recent social public complains have shown that inequalities are still deeply immersed in the country.

Russia has improved child and maternal health, addressing the spread of infectious diseases, and strengthening health systems; increasing HIV prevention and care programs; improving welfare systems to reduce child abandonment; and supporting cash programmes to help families while unemployed family members search for work⁸³. Despite that, Russian national social protection system continues to suffer from poor linkages between the different actors.

In India, notable results are revealed in the education sector. The District Primary Education Program (DPEP) has facilitated efforts to achieve universal primary education and it has become the world's largest education programme. The project also aims to reduce the number of school drop outs and improve the overall quality of primary education. The scheme also includes activities for girls who were formerly prevented from attending school, children with mild to moderate disabilities, and working children.⁸⁴ Besides that, Food Programmes play an important role in the nourishment of the country.

⁸³ Foreign Operations Appropriated Assistance: Russia, Bureau of European and Euroasian Affairs, US Department of State, Diplomacy in Action (Washington 2009) retrieved from: , last access: August 2013; also, Russia: Helping People Help Themselves, World Bank (New York 2011) retrieved from: <http://www.worldbank.org/en/news/feature/2011/12/09/helping-people-help-themselves-russia>, last access: August 2013; Making Health Care Healthier for All in Russia, World Bank (New York 2011) retrieved from:

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/0,,contentMDK:23067910~pagePK:146736~piPK:146830~theSitePK:258599,00.html>, last access: August 2013; and Higher Education in Tatarstan, World Bank (New York 2011) retrieved from: <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/0,,contentMDK:23073784~pagePK:146736~piPK:146830~theSitePK:258599,00.html>, last access: August 2013.

⁸⁴ Delivering Universal Primary Education in India, World Bank, September 2002, retrieved from: <http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/IDA/0,,contentMDK:20068107~pagePK:51236175~piPK:437394~theSitePK:73154,00.html>, last access: August 213.

China's government plays a respectable role on reducing national levels of poverty; in order to make more improvements, it seeks to rise social spending in the areas of education, healthcare, and pensions, and to provide more support to rural areas and less-developed regions. Meanwhile, South Africa's macroeconomic and social guidelines management is directed to the establishment of strong institutions that would make possible to achieve higher levels of inclusive growth whilst, at the same time, foster the rise of employment, the provision of food, health, child support and the reduction of inequities.

Social spending as a percentage of GDP is highest in Brazil and Russia, than in China, India and South Africa. Notwithstanding, there are many deeds that have to be implemented such as more expenses on administrative, technological and infrastructure development catenations. Besides the fact that more industrial links have to be done on areas like scientific research and technological development in order to generate further and better outcomes that could make possible the establishment of a more extended coverage that could wrap a more comprehensive range of population.

Social Security Platforms

Due to their willing to develop extended social security policies, BRICS countries are creating a dynamic environment of multilevel interactions. Moreover, the group is building up a joint Development Bank to finance their strategies. Likewise, international organizations such the International Social Security Association (ISSA) with a special commission from the BRICS group are creating new platforms to boost up inclusive policies and schemes. ISSA established with the BRICS group a technical commission in order to help

a speedily and effectively development of social protection programmes. The objective is to promote the extension of social security programmes.⁸⁵

However, not everything is hunky-dory. To facilitate the motives of their political willing, there are many barriers on which more attention should be paid, e.g. the lack of a comprehensive social security paradigms; a total coverage to all the working population; the increasing demography; the changing family patterns and internal migration; the interaction between economic development and social security; the diversity of economic and social realities within the countries; the lack of transparency; the lack of solidarity and interaction between social assistance and social insurance; the place of private actors in social security; the access to a qualitative health care and care; the complex interaction between social security, social policy and other policy areas; and the deficient implementation, control and sanctioning⁸⁶ in developmental plans that, eventually, end up on unproductive and inefficient efforts.

⁸⁵ ISSA study: BRICS countries pioneering extension of social security to millions, ISSA (Geneva 2013) retrieved from: <http://www.issa.int/News-Events/News2/ISSA-study-BRICS-countries-pioneering-extension-of-social-security-to-millions>, last access: August 2013.

⁸⁶ Danny Pieters and Paul Schoukens, Social Security in the BRIC Countries, European Institute of Social Security, IBM Center for The Business of Government (US 2012): 34.

Chapter 4

E

ducation as a key core
to diminish inequalities

The United Nations has identified three factors that have helped to foster growth and combat poverty among nations from the South that lately have achieved greatest progress: “a proactive developmental state, tapping of global markets, and determined social policy and innovation”⁸⁷. Certainly, the element that assembles these three factors is knowledge. The process of nourishing and rearing people to achieve experiences or associations has been a leading driver for development.

Indubitably, getting knowledge through a wide-ranging education is a fundamentally important part in the process of development. However, it is not the only component in the creation of enhancement and equal societies. This means that a comprehensive and concatenated chain of actions, practices and policies have to be performed. Access to health care, infrastructure conveniences (schools, hospitals, houses, highways), and community services (water, energy grids, electricity, sanitation, public transport, public facilities as libraries)⁸⁸ are some of the measures required. All of these services are essentially important gears on the efforts to improve the quality of life of the people. BRICS group is convinced that due to their economic growth and strategic alliance, the countries within the group can pull through all these issues together and ensure that they can focus their attention on the aspects that need to be done. They call each other to converge on a

⁸⁷ Human Development Inequality and the BRICS, CFR, March 28th, 2013, retrieved from: <http://blogs.cfr.org/development-channel/2013/03/28/human-development-inequality-and-the-brics/>, last access: August 2013.

⁸⁸ Planning for Thandi's Future – Diagnostic Report, National Planning Commission in South Africa, retrieved from: <http://www.youtube.com/watch?v=pLiRsFYsRcg&list=SP95EEA05BA098FEA1>, last access: August 2013.

harmonized implementation, development and measurement of national strategies on education. As a group they try to sum up efforts of leaderships and societies to achieve overall goals. According to their statements, through strong leadership, national consensus, social cohesion and a capable state, the goals will be achieved.

Why education should be a key strategy?

Education is important because it gives people the skills they need to help themselves in their way into prosperity. With education, people are better prepared to choose what is better for them, to learn about their rights and acquire the skills and knowledge necessary to exercise them, to prevent disease and to use resources effectively.⁸⁹ Or, maybe, they will not choose or exercise what it is better, but they will have the chance to decide advisedly by themselves.

Internationally, by the article IV of the World Declaration on Education⁹⁰, it is recognized that “educational opportunities will translate into meaningful development - for an individual or for the society - whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcomes, rather than exclusively upon enrolment”. It is important to be precise about the fact that “schooling is not education”⁹¹. Evidence has shown that learning, not schooling or matriculating, drives broader development outcomes. Learning includes gaining knowledge

⁸⁹ Education and the Developing World. Why is Education Essential for Development? Center for Global Development, (US 2006), retrieved from: www.cgdev.org; last access: August 2013.

⁹⁰ Article IV of the World Declaration on Education

⁹¹ Land Pritchett and Rukmini Banerji, Schooling is not Education! Using Assessment to Change the Politics of Non-Learning, Center for Global Development, (Washington, D.C. 2013): 28.

from basic literacy and numeracy to manners, workplace skills, and good citizenship.⁹² Schooling does not contribute to growth but “cognitive skills will pay off”⁹³.

To achieve the change sought in improved employment opportunities, income, health outcomes, quality of life and nation building, it is necessary to change the way things are done. Therefore, to transform the current reality, BRICS countries have suggested, as one of the possible strategies, the use of the outcomes of the economic growth on Educational policies. The benefits of economic expansion will serve as the basis for increasing profits, employment capabilities and resources needed to finance programmes for social uplift. Ideally, and following up India’s Eleventh Five Year Plan 2007-2012, “human moral values, civic duties, environmental protection, and physical education will be built into the system whereby every child is prepared to face the future with a healthy frame of mind and body and become a responsible citizen. Education will foster the spirit of liberty, freedom, patriotism, non-violence, tolerance, national unity and integration, on cultural harmony, inquisitive reasoning, rationality, and scientific temper in young minds”.⁹⁴

The subsequent part of this chapter reviews BRICS National Development Plans with special emphasis on educational strategies. Accordingly to the last two National Development Policies of each country, the five countries are designing and fostering public strategies that would contribute to diminish inequalities whilst educating their people. Their priority is to expand tertiary education which, by the way, the entrance is highly competitive in all five members. Afterwards, it is exposed the areas where the group is

⁹² Pritchett and Banerji, Schooling is not Education!

⁹³ Lant Pritchett, Where Has All the Education Gone?, *The World Bank Economic Review*, vol. 15, no. 3, (Oxford 2001): 367-391, 388.

⁹⁴ Eleventh Five Year Plan 2007-2012, Vol. II, Social Sector, Planning Commission, Government of India, (New Delhi 2008): 219, 11.

converging by means of boosting up technical cooperation and collaboration to enlarge human capital and generate highly relevant combined outcomes.

Brazil

The Brazilian Multi-Year Plan (PPA) 2008-2011 set priorities to overcome the challenges of accelerating economic growth, promoting social inclusion and reducing regional inequalities in 19 priority targets: electricity; oil, gas, biofuels and ethanol; transport; water resources; exports; health; sanitation; welfare and income transfer; small-scale productive activities; citizens' rights; safety; agrarian development; education and culture; young people; digital inclusion; habitation; agriculture and cattle raising; airports; and the environment.

The Social Agenda Development Strategy gives priority to reinforce the Education Development Plan (PDE) and the Programme for Accelerated Growth (PAC). The emphasis on the Social Agenda lies on conditional income transfer programs, especially the *Bolsa Família* (Family Grant) Programme and others Cash Benefit Programmes. The PDE focuses its importance on high-quality education by first, improving elementary and secondary education with Basic Education Development Fund (Fundeb) Schemes to then, moving on strategies to increase higher education.

Currently, the most recent PPA 2012-2015, named as the Greater Brazilian Plan, points out eleven challenges: development, infrastructure, public security, science, technology and innovation, education, culture and sports, public management, and the eradication of extreme poverty. By diversified programmes, the majority of the resources (56.8%) will be invested in social areas related to improve the National Health System, employment,

income, education, and social assistance programmes like family agriculture and family grant schemes among others.⁹⁵

In the last fifteen years, education in Brazil has progressively improved but still remains deep inequalities among regions and social groups. Basic education - early childhood education (young children up until 5 year-olds); fundamental education (6-14 year olds) and secondary education (15-17 years) - is guaranteed to all citizens by Federal Government. Conversely, higher education is not compulsory and the entry is highly competitive.

The National Education Plan (PNE) 2001-2010, the Post Graduation National Plan (PNGP) 2011-2020, the Education Development System and the Federal Higher Education System Law (Law 5540/68) are instruments that recognize the important role of higher education institutions in finding solutions for social inequalities. Universities are considered the core of the Brazilian Higher Education System to reduce regional imbalances and to improve country's development.⁹⁶ In conjunction with the PNE, were introduced programmes⁹⁷ that support the restructuration and expansion of Federal Universities to facilitate the

⁹⁵ National Plan [Plano Nacional] 2012-2015, Ministry of Planning, Budget and Management [Ministério do Planejamento] (Brasília, 2011), retrieved from: <http://www.planejamento.gov.br/>, last access: August 2013.

⁹⁶ Brazil's higher education system reflects the many regional, socio-economic, political and cultural gaps. Higher education institutions are unevenly distributed across the country. More than a half are in the more developed region, the southeast, while just five percent are in the less developed region, north. Inequality in revenues' distribution is one of the main determinants of poverty in Brazil and perpetuates through the exclusion of poor from the access to higher education. For more information look at: Academic Mobility Programme (Erasmus Mundus External Cooperation Window for Brazil) / DCI-ALA/2007/019-471, Retrieved from: http://ec.europa.eu/europeaid/documents/aap/2008/af_aap_2008_bra.pdf, last access: August 2013.

⁹⁷ Programmes as Federal University Expansion and Restructuring Program (REUNI), University for All Programme (PROUNI), and Student Funding Program (FIES). REUNI program presented improvements related to increase of vacancies, expansion or opening of evening classes, increasing the number of students per professor, reducing the cost per student, and promoting a more flexible curriculum and dropout prevention. In the case of PROUNI, the objective of the Program is to award full and partial study grants (50%) to low income students on graduation courses in private higher education institutions by offering grants to those who declare themselves to be *pretos*, *pardos* or indigenous when enrolling. In FIES programme, the student must pay the government after finishing the studies. Source: Márcia Lima, Access to Higher Education in Brazil: Inequalities, Educational System and Affirmative Action Policies, ESRC Pathfinder Programme on Collaborative Analysis of Microdata Resources: Brazil and India, 2011, retrieved from: http://www.fflch.usp.br/centrodametropole/antigo/static/uploads/acces_higher_education_in_brazil_marcia_lima.pdf, last access: August 2013.

development of nation's widespread educational strategies. Presential and distance learning plans connected with codes to assist the inclusion of young and adult students from vulnerable and indigenous groups have been formulated.⁹⁸

In continuity with the PNE 2001-2010, the National Education Plan 2011-2020 aims to improve the quality of education, reduce inequalities and increase the recognition of individual capabilities by investing about 7% of the GDP towards the goals set out on 40 strategic actions for national education priorities. These goals are mainly focused on fostering simultaneous development of interdependent areas, such as early childhood education, basic education, and higher education.

Basically, the National Education Plan 2011-2020 establishes 28 guidelines for improving education; sets indicators (Education Development Index, IDEB) and performance targets for each public system of schools and for each public school; it stresses a formal pact among the states and municipalities⁹⁹ around the guidelines and targets to promote cooperation between civil society and multilateral agencies on educational policies; and encourages universal programmes as the Fund for the Development of Basic Education (FUNDEB), along with other student's support schemes, and national evaluation methods.¹⁰⁰

Indeed, the Plan seeks to strengthen and increase public schools taking into account student's social, economic and cultural diversity for Universal enrolment in basic,

⁹⁸ National Education Plan [Plano Nacional de Educação] (PNE) 2011-2020: Goals and Strategies, Ministry of Education [Metas e Estratégias, Ministério Da Educação] (Brazil, 2000).

⁹⁹ Brazil has 26 states, a Federal District and 5,564 municipalities.

¹⁰⁰ Maria do Pilar Lacerda Almeida e Silva, Removing Barriers to Education: What is New and Notable, Ministry of Education, April, 2011. www.mec.gov.br. Retrieved from: http://www.google.at/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CCoQFjAA&url=http%3A%2F%2Fwww.un.org%2Fen%2Fecosoc%2Fnewfunct%2Fpdf%2Facerda_removing_barriers_to_education-presentation-seb-mec.ppt&ei=0xZgUoZByIqFB5fvgagH&usg=AFQjCNFtLGphl_bJrnf6jjSiQ8ssZwWZcQ&sig2=6F2HUHN0qpPn-MZnNZRMZg&bvm=bv.54176721,d.ZG4, last access: August 2013.

vocational and higher education; increase the average of school to 12 years; expand the quality; encourage professional and technical skills with the inclusion of students with disabilities; further capacity building for higher education programmes; and expand progressively national investment on Education.¹⁰¹

Russia

Strategy 2020 is the name of Russia's plan for development launched in February 2008. The priority is placed on social policy targets and one of the core guiding principle concerns to educational strategies to create a "learning society".

Russian's education system is composed of pre-school education (1-6 years old), general secondary education (low and upper secondary from 7 to 17 years old), primary and secondary vocational, and higher education (including post-graduate education). The Constitution of the Russian Federation secures education rights for all citizens. By the Federal Education Development Programme, and Laws on Education and Higher and Postgraduate Education, primary and secondary education is a Federal and Municipal compulsory duty; meanwhile, higher education is, as well a competitive privilege; however, is considerably covered.

For general secondary education, the State, municipalities and local institutions have introduced experimental projects consisting on modernizing nutrition schemes for pupils. This path of the national project is pointed to a complex modernization of a comprehensive nutritional system in Russian schools carried out in its 21 republics.¹⁰²

¹⁰¹ National Education Plan [Plano Nacional de Educação] (PNE) 2011-2020

¹⁰² Russian Federation is divided into 8 large federal districts and within them into 83 smaller entities (21 republics, 9 kraya, 46 oblasti, 2 federal cities, 1 autonomous oblast, and 4 autonomous okruga). Also, the

However, Russian education system is facing two big socio-economic challenges: to increase the number of students; and improve standards of education for children, young people and adults. To provide a comprehensive upbringing with good social manners and professional training is still a multifaceted complex aspiration to achieve by Russian's national entities.

The establishment of new and modern universities is part of a development policy for higher professional education that tries to structure and strengthen specializations and bonds among educational institutions. Higher education and areas of expertise will be engaged by regional priorities according to economic and social sphere of federal districts. Supporting this strategy, Russian's territory has been divided per regions. The South of Russia has set five priority areas of scientific and industrial activities.¹⁰³ The Siberian federal university picked out 6 priority areas of scientific and exact sciences.¹⁰⁴ Saint Petersburg and Moscow region is focused on business schools targeted as the new leading business global university models (such Harvard, Stanford, and London Universities). The aim of this University regional division is to place Russian Universities and educative academies as part of the best institutions in the world.¹⁰⁵

territory of Baikonur has the status of a federal city. Source: Priority National Project "Education", School nutrition at <http://eng.mon.gov.ru/pro/pnpo/pit/>, last access: August 2013.

¹⁰³ The applied sciences are: nano materials and nanotechnologies; biotechnology, technologies of living systems and ecological security; informative and telecommunication technologies, devices and systems; naval, aircraft and rocket-cosmic engineering, radio engineering, automatics and management; designing and projection of products, architectural environment, organization of the use of land, cadastre; humanitarian technologies and models of development of human capital and tolerant social and economic communities in polytechnic region of Russia. Source: Priority National Project Education, Federal Universities at <http://eng.mon.gov.ru/pro/pnpo/fed/>, last access: August 2013.

¹⁰⁴ Those are: engineering physics; chemistry of new materials and science of materials; biophysical ecology and biotechnology; cosmic and informative-communicative technologies; geotechnologies; regional economics and human capital management. See: Priority National Project Education, Federal Universities at <http://eng.mon.gov.ru/pro/pnpo/fed/>, last access: August 2013.

¹⁰⁵ Priority National Project "Education", Creating business-schools of the world level at <http://eng.mon.gov.ru/pro/pnpo/bsh/>, last access: August 2013.

The application of new educational and information technologies, combine with the integration of education, science and innovation activities try to create progressive forms of educational processes and active methods of instruction to modern world standards that guarantee competitiveness on the labour markets.¹⁰⁶ Also, the state supports training programmes for working personnel and specialists for high-technological production in public educational institutions of basic professional and secondary professional education.¹⁰⁷ Also, the national open learning system is gradually mounting. The purpose is to be more accessible to people from the remotest areas of the country. Moreover, as part of the efforts to improve the quality of teaching, Russia's Government is performing schemes to provide extra payments to professors.

India

*"Education is the pathway to economic advancement,
the strategy for expanding education must also pay
attention to ensuring equitable access."
11th Five Year Plan¹⁰⁸*

The Eleventh Five Year Plan launched by the National Development Council on December 19, 2007 provided a comprehensive strategy for inclusive development. The intention was to build up on the growing strength of the economy, while addressing weaknesses. The ultimate objective of this plan was to achieve comparable success in inclusiveness whilst broadening improvements in the living standards of all the population especially the Scheduled Castes (SCs), the Scheduled Tribes (STs), Other Backward Classes

¹⁰⁶ Priority National Project "Education", Innovative programs in institutions of higher education at <http://eng.mon.gov.ru/pro/pnpo/vuz/>, last access: August 2013.

¹⁰⁷ Priority National Project "Education", State support of primary vocational training (PVT) and secondary vocational training (SVT) institutions, <http://eng.mon.gov.ru/pro/pnpo/nspo/>

¹⁰⁸ Towards Faster and More Inclusive Growth. An approach to the 11th Five Year Plan (2007-2012), Government of India, Planning Commission, Yojana Bhavan, (New Delhi 2006). Retrieved from: http://planningcommission.nic.in/plans/planrel/app11_16jan.pdf, last access: August 2013.

(OBCs)¹⁰⁹ and other minorities that are the poorest and weakest sections of the Indian society.¹¹⁰

Indeed, the Eleventh Plan was recognized as the 'National Education Plan'. Since the Tenth Plan, the Indian emphasis set up on the Universalisation of Elementary Education (UEE) guided by five parameters: Universal Access, Universal Enrolment, Universal Retention, Universal Achievement, and Equity.¹¹¹ Moreover, with the Eleventh Plan Targets new standing points were highlighted: achieve 80% literacy rate; reduce gender gap in literacy to 10%; and reduce regional, social, and gender disparities. India put a triple objective of *expansion*, *inclusion*, and *excellence* on human capital investments to development individual skill formation. The aim was to expand higher education, especially among the SCs, STs, OBCs, and other minority groups.

In order to close the gap between these groups, Special Component Plans were created to encourage programmes such as the Backward Regions Grant Fund (BRGF), Border Area Development Programme (BADP), Hill Area Development Programme (HADP), the Kalahandi, Bolangir and Koraput (KBK) Plan, the Bihar Special Plan, the Bundelkhand Special Package, and the Integrated Action Plan (IAP). The above mentioned programmes support affected districts through special scholarships, grants or fellowships, hostel facilities, and corrective teaching services.

¹⁰⁹ The Scheduled Castes, Scheduled Tribes (aboriginals) and Other Backward Classes (self-stowed people) are groups of historically-disadvantaged people that constitute about 60 percent of India's population.

¹¹⁰ In India the North-Eastern (NE) states have some unique economic problems arising out of remoteness, poor connectivity, hilly and often inhospitable terrain, a weak resource base, poor infrastructure, sparse population density, shallow markets, inadequate administrative capacity, low skill development and finally a law and order situation often threatened by insurgency. Source: The Eleventh Five Year Plan 2007-2012, Vol. II, Social Sector, Planning Commission, Government of India, (New Delhi 2008): 219, 83-84.

¹¹¹ Eleventh Five Year Plan 2007-2012, Vol. II, Social Sector, Planning Commission, Government of India, (New Delhi 2008): 219, 1.

The Eleventh Plan aimed to raise education public spending to 6% of GDP and readdress the disparities of distribution and to improve the quality of the higher education system. In particular, it intended to expand higher education and create an environment that attracts bright students to careers in sciences and in research and development (R&D), especially because over 60% of educational and R&D institutions are located in just about 8 of the 28 states of the country.¹¹²

According to Indian reports, “the most difficult task is to ensure good quality of instruction to mould children’s attitudes. Egalitarian values, compassion, tolerance, concern towards others, respect for cultural diversity, gender sensitivity, and health education must therefore be integrated in the curriculum”¹¹³. Therefore, it was set, as part of the encouragement for civic proud, that every school and centre receives a special grant to celebrate national festivities like Independence Day and Republic Day.¹¹⁴

Also, the government is encouraging “not just schooling” achievements but the promotion and dissemination of sports, art and culture by encouraging physical education¹¹⁵, archaeological, anthropological, and ethnologic expeditions¹¹⁶, museums circuits, visual arts and cultural demonstrations¹¹⁷, public libraries facilities, and health education¹¹⁸.

¹¹² Eleventh Five Year Plan 2007-2012, Vol. II, 57-63.

¹¹³ Eleventh Five Year Plan 2007-2012, Vol. II, 59.

¹¹⁴ Eleventh Five Year Plan 2007-2012, Vol. II, 11.

¹¹⁵ ‘Panchayat Yuva Krida Aur Khel Abhiyan (PYKKA)’ would be launched for filling up the gaps at the subdistrict level. The objective of the scheme is to create basic infrastructure and facilities for sports and games at the village and town levels, generating a sports culture among the rural youth, organizing competition and non-competition sporting activities at the village level, and developing a competition structure up to the district level. See: Eleventh Five Year Plan 2007-2012, Vol. II, 47.

¹¹⁶ Archaeology, Anthropology, and Ethnology: (i) involvement of university departments of History and Archaeology in survey of heritage sites; (ii) modernization of galleries, digital documentation of antiquities, publication of catalogues, museum guides, and picture postcards by the Archaeological Survey of India (ASI); (iii) publication of excavation reports; (iv) setting up a new Underwater Archaeology Branch; and (v) demarcation of protected limits of archaeological monuments and provisions to safeguard against encroachments. Source: the Eleventh Five Year Plan 2007-2012, Vol. II, 49.

¹¹⁷ The National Council of Science Museums (NCSM) has been engaged in popularizing Science and Technology amongst students through a wide range of activities and interactive programmes implemented by 26 Science Museums/Centres. On art and culture, the plan is to heighten cultural and creative industries as

Moreover, the Eleventh Plan marked a big step forward in the area of women and child rights. It undertook measures to accelerate the process of women's empowerment by integrating schemes emphasizing women participatory approach towards poverty alleviation, and addressing child problems by micro revolving credit lines; and supporting training and employment programmes (STEP) to develop women businesses skills among many various social empowerment schemes. However, ensuring equality for Muslim women is a big challenge due to 59% of Muslim women are not attending school, and 60% are married by the age of 17. Overall, Muslims have a literacy rate of 59.1%, a 5.7 percentage points lower than the national average.¹¹⁹

Presently, the Twelfth Five Year Plan (2012-2017) states that “inclusive growth should result in lower incidence of poverty, broad-based and significant improvement in health outcomes, universal access for children to school, increase access to higher education and improve standards of education, including skill development.” However, the focus should not be only on larger enrolment, but also on the quality of the skills such as critical thinking, communication, collaboration and creativity, the commanding ‘4Cs’.¹²⁰

There has been notable success in expanding capacities, but the challenge of improved quality still persists.¹²¹ Health and nutrition are extremely important for education and skill development inputs in order to boost the wellbeing of the population; and, at the same time, it is grant that education is the most important instrument for social and economic

media, films, music, handicraft, visual and performing arts, literature, heritage, etc., to generate growth and employment. See the Eleventh Five Year Plan 2007-2012, Vol. II, 49.

¹¹⁸ Currently several institutions are engaged in imparting public health and related education in the country Running social awareness programmes in schools to cover topics like: advantages of good hygiene, sanitation, nutrition, safe drinking water, needs of pregnant women, protection against unsafe sex, awareness about locally prevalent ill effects of tobacco and alcohol. See the Eleventh Five Year Plan 2007-2012, Vol. II, 98.

¹¹⁹ Eleventh Five Year Plan 2007-2012, Vol. II, 195-198.

¹²⁰ Faster, Sustainable and More Inclusive Growth. An approach to the 12th Five Year Plan (2012-2017), Government of India, Planning Commission, (New Delhi 2011): 140, 101.

¹²¹ Faster, Sustainable and More Inclusive Growth, 8.

transformation. Taking into consideration that “women and children constitute a group which counts for 70% of the population they deserve special attention in terms of the reach of relevant schemes in many sectors.”¹²² Living in the Indian’s ‘decade of innovation’, the focus is mostly paid on inclusive growth in areas such as health, education, energy, low-cost housing, and sanitation, through the insisting foundation of innovative solutions.

China

The Eleventh Five-Year Plan (2006-2010)¹²³ described as a revolutionary plan stated two principles for development "scientific approach to development" and "constructing a harmonious socialist society". A new chapter of socialism with Chinese characteristics where developed with the priority to embrace more people and more regions with the fruits of the economic growth and expansion.

The strategies pointed a shift in the direction, from the singular pursuit of economic growth to the promotion of a sustainable economic development towards an “all-around well-off” society, giving priority to employment, social security, poverty reduction, education, health care, environmental protection, and safety. The Plan noted a variety of problems that occurred during a rapid economic growth. Environmental consequences and inequalities were extensively stressed.

Chinese government has placed priority on developing education. China's school education includes pre-school (3-5 years), primary school (6-11 years), secondary school (12-17 years), college, high school and university, as well as graduate school education. The entry to

¹²² Faster, Sustainable and More Inclusive Growth, 2.

¹²³ The Eleventh Five-Year Plan (2006-2010), Chinese Government’s Official Web Portal, http://english.gov.cn/special/115y_bt.htm, last access: August 2013.

university level studies and onwards is highly competitive. The Plan of Education was set as the crucial way to transform China's population pressure to advantageous human resources foundation. In order to meet the demand for human resources in social and economic development, the government is seeking to speed up adjustment of the educational structure, improving teacher's capabilities, especially in the countryside, and expanding vocational education. The average educational attainment of the population is expected to increase from 8.5 years to 9.0 years.¹²⁴

Efforts to stimulate the implementation of new strategies for invigorating the country through science, education and talent cultivation are being carried up. The goal is to improve the domestic competitiveness and to benefit disadvantaged groups and regions within the country.

In the Twelfth Five-Year Plan (2006-2010) China is also undergoing an accelerated transformation to increase the capacity of technology and education while promoting social harmony and economic modernisation to improve people's lives. The focus is mainly placed on improving social welfare system, giving priority to job creation, providing equal public services to every citizen, stepping up reforms of the income distribution system, and promoting industrial advancement by scientific innovation.

Uplifting the schemes of the Eleventh Plan, education appears once again as one of China's key areas for an all-inclusive development. To increase the access of education in every part of the country, the Plan enfold: a) nine-year compulsory education free of charge; accommodation fees exempted in boarding schools in rural areas during the years of compulsory education; b) secondary vocational education free of charge for rural students,

¹²⁴ C. Cindy Fan, China's Eleventh Five-Year Plan (2006-2010): From "Getting Rich First" to "Common Prosperity", *Eurasian Geography and Economics*, 47, No. 6, (London 2006): 708–723.

students from urban families in economic difficulties and students studying agriculture-related majors; c) subsidies provided to children from families in economic difficulties, orphaned and disabled children to receive pre-school education.¹²⁵

China is focusing on an equity educational agenda, ensuring as a priority, the development of the kids by strengthening children's elementary education and social behaviour education. China is also searching for effectiveness solutions to notable problems concerning to left-behind children, orphans, disabled children and immigrant children. In the upper level, China seeks to provide basic vocational training free of charge to unemployed people, rural migrant workers, disabled people, and young workforces. In higher level, is stressing investments to promote innovation and R&D strategies, increasing industrial competitiveness, and promoting coordinated development of talents and technological resources. The inspirational aim of these innovation and R&D strategies is to maintain a stable order and pump vitality to the society by helping in the creation of solutions to societal problems that impact the harmony and stability of the country.

South Africa

*Higher education is the major driver of information and knowledge systems that contribute to economic development.
National Development Plan 2030¹²⁶*

The elaboration of the first Planning Commission in South Africa started on May 2010. President Jacob Zuma called to focus on the detail for the construction of a “much better quality of life to all”. By taking an independent and critical view of South Africa, the first task was to create a Diagnostic Report published in June 2011 that describes the problems

¹²⁵ China's Twelfth Five-Year Plan (2011-2015), Chinese Government's full English version, retrieved from: http://cbi.typepad.com/china_direct/2011/05/chinas-twelfth-five-new-plan-the-full-english-version.html, last access: August 2013.

¹²⁶ National Development Plan 2030, Chapter 9: Improving Education, Training and Innovation, National Planning Commission, The Presidency Republic of South Africa, (Cape Town 2012): 295-328, 317.

that the nation faces. The second task was to draw up a vision and a plan focused on eliminate poverty and reduce inequalities by 2030. In the diagnostic report, 9 challenges were identified: poor educational outcomes, high unemployment rates, poor performed health system, a divided society, poor public services, regional disparities, poor infrastructure, misuse of national resources and precarious corruption practices.

The elaboration of both last mentioned documents helped on the development of the first South African's National Plan. Growth and reducing poverty and inequalities are the core elements of the plan. It aims to attack the national line of poverty and exclusion while encouraging economic growth. According to the Plan, 87 concrete steps will create a virtuous cycle expanding opportunities, building capabilities, reducing poverty and at the same time, involving communities while encouraging activities to promote their own development to a raise on living standards.



SOURCE: Planning for Thandi's future - Diagnostic Report - National Planning Commission, 2010.

Education is also view as a key area for South Africa's development: "Education system will play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realize their full potential, in particular those previously

disadvantaged by Apartheid policies, namely black people, women and people with disabilities.”¹²⁷

South Africa has set the goals of eradicating poverty, reducing inequalities, growing the economy by an average of 5.4 percent, and cutting the unemployment rate to 6 percent by 2030.¹²⁸ In order to achieve these goals, education, training and innovation are important elements to be considered. Therefore, the Department of Basic Education (DBE) and Department of Higher Education and Training (DHET) are responsible for developing plans, strategies, programmes and policy initiatives on educational matters.

Building national capabilities requires improving the quality of basic education, college, university and adult education. The National Science and Innovation System in coordination with research institutions are called to harmonize and combine efforts. The ultimate aspiration is to develop the skills and capabilities of the people by providing better education not just matriculating. Along with, for an ample quality of school education, fundamental associations as nutrition, health, sports, arts and culture are concurrently designed.

Improving early nutrition has been set to increase school attainment. Therefore, nutritional programmes for mothers and infants have been created. It comprises a wide-ranging package of services for all young children and their families, while the departments of health, basic education and social development are in charge to make available basic services as water, sanitation and electricity.¹²⁹

¹²⁷ Planning for Thandi's future - Diagnostic Report - National Planning Commission, 2010, retrieved from: <http://www.youtube.com/watch?v=pLiRsFYsRcg&list=SP95EEA05BA098FEA1>, last access: August 2013.

¹²⁸ National Development Plan 2030, Chapter 9, 296-297.

¹²⁹ National Development Plan 2030, Chapter 9, 298.

For medium and vocational education, the National Skills Development Strategy reasserts the efforts that the Sectorial Education and Training Authorities (SETAs) have accomplished. SETAs were established in 1997 and funded through a national grant system. In the continuity with SETAs activities and according with the objectives of the current National Plan, SETAs are expected to keep on facilitating the delivery of sector-specific skills interventions to skilled needed employers. Currently, there are 21 SETAs that have developed human specialized skills.¹³⁰

According to the National Plan, Universities seek to play three main functions in the African society: Firstly, educate and train people with high-level skills for the needs on public and private sectors. Secondly, be the dominant producers of new knowledge. Thirdly, given the country's Apartheid history, higher education should provide opportunities for social mobility with the aim to build up equity and social justice.¹³¹ The target is to double the number of graduate and postgraduate scientists and increase the number of Africans and women post-graduates, especially on PhD studies, to improve research and innovation capacities and to make universities more socially involved.

On funding and bursary schemes, the government has created plans such the National Student Financial Aid Scheme and the *Funza Lushaka* bursary scheme. The first one seeks to provide access to full funding through loans and bursaries to cover the costs of tuition, books, accommodation and other living expenses. However, students who do not qualify in this scheme should have access to a range of bank loans, backed by state sureties. The main idea is that services-linked to scholarships should be available in priority areas such as nursing, teaching and social work.¹³² On the other hand, the *Funza Lushaka* bursary scheme

¹³⁰ National Development Plan 2030, Chapter 9, 323

¹³¹ National Development Plan 2030, Chapter 9, 318.

¹³² National Development Plan 2030, Chapter 9, 325.

is an important new strategy to attract learners into the teaching profession. They are full-cost bursaries enable to eligible students to complete a full teaching qualification in an area of national priority. Recipients of these bursaries are required to teach at a public school for the same number of years that they received the bursary.¹³³

Nonetheless, South Africa needs to boost critical areas of knowledge such engineering, actuarial science, medicine, financial management, in order to create a common overarching framework to address pressing challenges in the national system. Also, the Department of Science and Technology (DST) has set a number of programmes to stimulate by applying research and innovation plans covering disciplines as: space science and technology, hydrogen and energy, biotechnology and health innovation, planning innovation on instruments, and radio astronomy advances.¹³⁴

Indicators

National Development Plans seem to be aligned on strengthen efforts to improve education systems and more specifically higher education outcomes. In terms of the aims of the BRICS group, it looks like they are strengthening coordination and cooperation “on the basis of mutual benefit to support industrial development, job creation, skills development, food and nutrition security, poverty eradication and sustainable development”¹³⁵ by boosting up comprehensive high-level national educational plans.

BRICS’s public expenditure on education is oscillating between 3.3 and 6 percent (*See table 7, p. 65*). These proportions of the percent on their GDP are not a despicable budget

¹³³ National Development Plan 2030, Chapter 9, 307.

¹³⁴ National Development Plan 2030, Chapter 9, 326.

¹³⁵ Fifth BRICS Summit, eThekweni Declaration, BRICS and Africa: Partnership for Development, Integration and Industrialization, Durban, 27 March 2013.

destination. Even when the lowest percent belongs to China, it is the one who has take the most of the outcomes and has increased considerably the quantitative measures on educational segments. On tertiary education, South Africa and India are the ones that have to carry out more and better strategies to improve the potentiality of future generations. China and Brazil have to increase their approaches to tertiary school recruitment.

Table 7
Public Expenditure on Education and Tertiary School Enrolment

	Public Expenditure 2010 (% of GDP)	Public Spending Goal (% of GDP)	Tertiary School Enrolment 2010 (% Gross)
Brazil	5.8	7	36 ⁺
Russia	4.1 [*]	-	76 ⁺
India	3.3	6	18
China	3.3 [*]	4	26
South Africa	6.0	7	16
USA	5.6	-	95
Germany	5.1 ⁺	-	-
Japan	3.8	-	60

* Data available for 2008. + Data available for 2009.

Public Spending Goals belong to the expected percent stated on the last National Development plan of the countries.

SOURCE: World Development Bank, data.worldbank.org, 2013; OECD Statistics, 2013; and Trading Economics, 2013; Education in South Africa, SouthAfrica.info.

From knowledge generation indicators (*see table 8, p. 66*), quantitatively and qualitatively measures expressed in the table, represent the tasks BRICS countries need to accomplish on providing opportunities to involve fully every new generation in the generation of human capital. On increasing higher education levels, India, followed by South Africa, has to work harder to increase the adult literacy percentage. Definitely, if the group wants to head off to innovation to create better realities, all have a wide-ranging process to pursue in order to achieve more comprehensive outcomes.

Table 8
Knowledge Generation Indicators

Country	Adult (15+) literacy (%) 2010	Years of Schooling (Expected) 2012	Inequality- adjusted education index ¹³⁶	Public Expenditures on R&D (% of GDP) 2010	Graduates, Science & engineering % of total 2011
Brazil	90.3	7.2 (14.2)	0.503	1.16	12.2
Russia	99.6	11.7 (14.3)	-	1.16	28.1
India	62.8	5.4 (7.9)	0.264	0.90	-
China	94.3	7.5 (11.7)	0.481	1.97	-
South Africa	88.7	8.5 (13.1)	0.558	0.93	-
USA	99	13.3 (16.8)	0.941	2.90	15.5
Germany	99	12.2 (16.4)	0.927	2.82	28.6
Japan	99	11.6 (15.3)	-	3.36	20.6

SOURCE: Human Development Report, UNDP, October 2012; UNESCO Institute for Statistics, 2012; World Bank Indicators; and, SA's adult literacy level lags behind, South African News 24, January 25th, 2012.

In the participation of production of scientific and technological knowledge BRICS countries have shown an inspiring deployment. The BRICS “account for about 20 percent of new scientific and technical publications in the world, and for about 25 percent of new patents.”¹³⁷

Table 9
Production of Scientific and Technological Knowledge, 2011

	Internet users p100 population 2002 – 2008		Researchers Thousands (2002) (2007)		Total Scientific Publications (World Share of publications %) 2002 2008		Patents World Share (%) 2002 2006	
Brazil	9.15	37.52	71.8	124.9	12,573(1.7)	26,482(2.7)	0.1	0.1
Russia	4.13	32.11	491.9	469.1	25,493(3.5)	27,083(2.7)	0.3	0.2
India	1.54	4.38	115.9	154.8	18,911(2.6)	36,261(3.7)	0.1	0.2
China	4.60	22.28	810.5	1,423.4	38,206(5.2)	104,968(10.6)	0.3	0.5
South Africa	6.71	8.43	14.2	19.3	3,538(0.5)	5,248(0.5)	0.1	0.1
USA	58.79	74.00	1,342.5	1,425.6	226,894(30.9)	272,879(27.7)	44.2	41.8
Germany	48.82	77.91	265.8	290.9	65,500(8.9)	76,368(7.7)	11.5	10.4
Japan	46.59	71.42	646.5	710.0	73,429(10)	74,618(7.6)	24.9	27.9

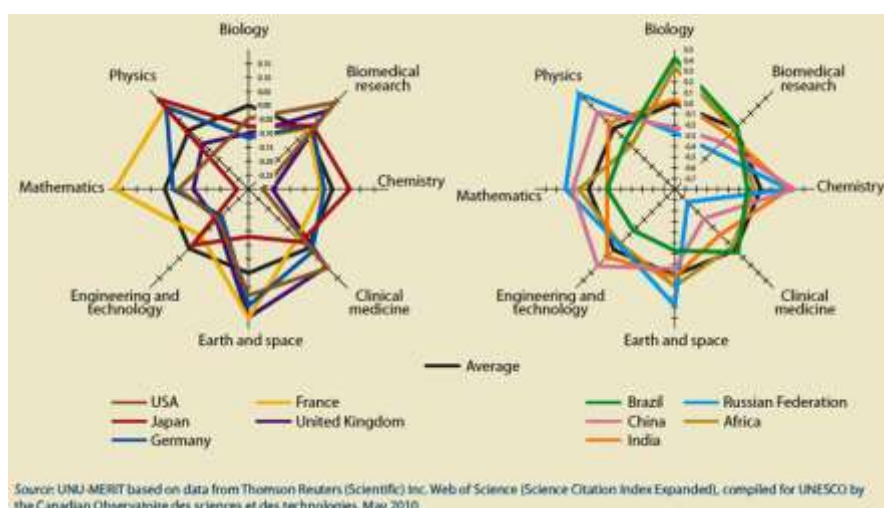
SOURCE: UNESCO Science Report 2010.

¹³⁶ The HDI represents a national average of human development achievements in the three basic dimensions: health, education and income. It conceals disparities in human development across the population within the same country.

¹³⁷ Mauro Guillen and Emilio Ontiveros, Knowledge and BRICS, The Korean Times, March 31st, 2013.

BRICS countries demonstrate an impressive growth in their publications, also the differences in their scientific specialization is remarkable. “Russia shows a strong specialization in physics, mathematics and Earth and space sciences. Typically, China specializes heavily in physics, chemistry, mathematics and engineering and technology. By contrast, Africa and Brazil are strong in biology and India excels in chemistry.”¹³⁸

Chart 12
BRICS Scientific Specialisation



SOURCE: UNESCO Science Report 2010.

On the other hand, patent data provides an objective and consistent measure of technological innovation particularly in the context of global competition. While fundamental innovation relates to technology invention; applied innovation refers to technology adoption. This means that according to scientific research outcomes Russia, followed by India, ranks higher in the table of scientific developments, whereas Brazil and China are more on applied innovation. In other words, it means that Russia and India tend to create technology whilst Brazil and China ‘are mostly building on other countries’ technologies’. From 1976 to 2006, China counted 4,745 patents granted; India had second

¹³⁸ UNESCO Science Report 2010, 12; retrieved from: <http://www.unesco.org/new/en/natural-sciences/science-technology/prospective-studies/unesco-science-report/>, last access: August 2013.

highest number with 3,679 in patent count while Russia received 3,029 and Brazil 2,134 patents.¹³⁹

Table 10
Intra-BRICS Committees

Joint ventures to move forward cooperation among BRICS countries in S&T and education with the aim to engage in fundamental research and development of advanced technologies					
	Yekaterinburg	Brasilia	Sanya	Delhi	eThekweni
Political Cooperation	*Reform of the UN; *Reform of the IMF and WB; *Governance structures; *Economic Development; Trade; *Finance; *Agriculture and Agrarian Development.	*Governors of Central Banks; *Development Banks; *Security Issues; *Magistrates and Judges; *National Statistical Institutions; *Competition Authorities; *Cooperatives; *Business Forums; *“Alliance of Civilizations” ¹⁴⁰ .	*Supreme Courts; *Health.	*Eradicating Poverty, combating hunger and malnutrition; *Tax administration Cooperation; *Financial and fiscal authorities.	*BRICS Development Bank; *Foreign Affairs; *Anti-corruption cooperation; *BRICS virtual secretariat; *Tourism.
Technical Cooperation	*Energy efficiency ¹⁴¹ ; *Food Production and Security ¹⁴² .	*Efforts against poverty, social exclusion and inequalities ¹⁴³ *Climate change ¹⁴⁴ *Think Tanks assemblies *Protocol of Intent among the BRIC countries ¹⁴⁵ .	*Sustainable development; *Public Health; *Science, technology and cooperation including peaceful use of space.	*Urbanisation issues; *Youth Policy Dialogue; *Population issues.	*Council for Researchers and Academia ¹⁴⁵ ; *Cooperatives; *Drug Control.

¹³⁹ Chun-Yao Tseng, Technological Innovation in the BRIC Economies. A comparative study based on patent citation data demonstrates the premium these countries place on innovation, Industrial Research Institute, March-April, 2009: 29-35

¹⁴⁰ This is an UN initiative that aims to encourage dialogue among civilizations, cultures, religions and people building bridges of mutual knowledge and understanding around the world.

¹⁴¹ Access to energy is of paramount importance to economic growth with equity and social inclusion. To promote access to energy and energy efficient technologies and practices in all sectors the Group aims to develop cleaner, more affordable and sustainable energy systems to diversify energy mix by increasing renewable energy sources and encouraging cleaner and more efficient use of fossils fuels and other fuels, as biofuels technologies and policies.

¹⁴² The group since 2010 has created an agricultural information base system of the BRICS countries to develop a strategy for ensuring access to food for vulnerable population, to reduce the negative impact of climate change on food security and to enhance agriculture technology cooperation and innovation.

¹⁴³ The group has supported technical and financial cooperation to contribute to the achievement of sustainable social development, with social protection, full employment, and decent work policies and programmes, giving special attention to the most vulnerable groups, such as the poor, women, youth, migrants and persons with disabilities.

¹⁴⁴ This technical cooperation encourages the Principle of equity and common but differentiated responsibilities.

¹⁴⁵ This Council seeks to intensify its support for collaboration amongst academics and scholars through a variety of institutions, networks and programmes that advances education, research and skills development. It comprises: the Institute for Applied Economic Research from Brazil; the National Committee for BRICS Research, Russia; the Observer Research Foundation, India; the China Center for Contemporary World Studies; and the Human Sciences Research Council, South Africa.

Shared outcomes

From the five BRICS summits that have taken place, several intra-BRICS committees are being institutionalised in issues related to: finance, trade, agriculture, energy, environment and climate change, poverty, inequality, urbanization health, security issues, supreme courts, think tanks, and governance.

It is remarkable to look into the gradually inclusion of more topics and deployed actions year after year. The correlation among national scientific work and joint technical cooperation on biology, biomedical research, chemistry, engineering and technology is astonishing. Moreover, the feasibility and viability for the Development Bank to mobilize more resources engaged to infrastructure and sustainable development projects within BRICS countries open up the possibility to a merrier progressive and dynamic association.

According to the discourse, the feasibility of creating a comprehensive harmonized world is attainable and on the board, the challenge is to commit to truly generate the conditions to carry the plans out.

onclusion

From a divergent transcontinental dimension, five countries are congregating values, interactions and significance. BRICS countries seem determined to change the international status quo. However, even when there are many goals that unite them, there are also many factors that challenged them. As heterogeneous group as it is, domestic and international imbalances impact their main agenda and at times clash their individual aims.

Although, in spite of this, the group is strengthening their influence to intervene with a unified and stronger voice in international forums. BRICS has become a platform for dialogue and cooperation amongst countries. Representing 43% of the world's population, they are looking for the promotion of peace, security and development in a multi-polar and inter-dependent approach in order to respond to the increasingly complex globalizing challenges of the world.

The manner in which BRICS countries cope with inequalities, high unemployment levels, poverty, inadequate public health and deficient education facilities is crucial in determining the developmental trajectory of the group and the achievement of their inspirational goals to a more equitable and fair world by reducing imbalances and fostering social inclusion.

BRICS group observes their present economic growth, expansion and interconnections as a potential and opportune moment to improve the world's gap. At the international level, the group is increasing their political weight and strengthening common political and socioeconomic interests; whilst, at the same time, national efforts are supporting and

boosting up policies to generate infrastructure, expand job creation, abolish poverty and tumble inequalities. Global innovation and competitiveness are elements on which they are exceptionally interested on and looking forward to making genuine progresses. However, the road to achieve this goal is still under construction.

Inequality, as multidimensional social phenomena, should be understood as a plurality, as inequalities, that are produced, reproduced, reduced, and dismantled by social interaction. From the four driving forces mentioned in this study -labour force inequalities (formal-informal); spatial divides (rural-urban); gaps in education; and, barriers to employment and career advancement-, education was engaged as the most suitable way to confront inequalities by generating development and boosting up a salutary cascade effect. Therefore, on educational affairs BRICS group reaffirms their support to advance cooperation in education, science and technology with the aim to commit in fundamental research and development fields of advanced technologies. It has been recognized that science is critical in growing economies. Knowledge creation through research and innovation constitute an essential foundation for sustainable economic growth based on productivity and the development of economic activities, diligence and productiveness.

On overall social advancements, CCTs and PWP have done an important labour in BRICS countries; however, the schemes implemented have also created inequities while considering exclusively selective parts of the society to advantage and upgrade them. In order to assist a needy part of the social order, at the same time, some other segments are left out of the social protection agenda.

Furthermore, there is a persistent scarceness on chains that connects the positive results of one programme with the furtherance of other programmes that could contribute to a full

inclusive progress of the society. This lack of a comprehensive linking of internal interactions, combine with an insufficient quality of services and undersupplied infrastructure are common characteristics of grand part of the programmes within the five countries.

Social spending as a percentage of GDP is highest in Brazil and Russia, than in China, India and South Africa. Notwithstanding, there are many deeds that have to be implemented such as more expenses on administrative, technological and infrastructure development catenations. Also, more industrial links have to be done on areas like scientific research and technological development in order to generate further and better outcomes that could make possible the establishment of a more extended coverage that could wrap a more comprehensive range of population.

BRICS countries have started a new path to an educational and technological transfer of knowledge process by designing and launching specific research areas of development; however, there are many ropes to tie up. Widen the co-ordination across departments, enlarge a high level of administrative complexity and increase the linkages between science, academia and industry are some of the factors to trigger in order to reduce barriers to co-operation and innovation. Companies contribute in China to 75 percent of the total expenditures, compared to only 61 percent in Russia and 48 percent in Brazil.

China and India observe a widespread effect of knowledge creation and innovation through the benefits from the positive effects of the economic dynamic and the foundation of vigorous overall educational programmes. Even when those strategies have increased their total factor productivity, there are many procedures to improve. Brazil, with greater resources on R&D, shows great leaps of innovation in agriculture, biology and aerospace;

however, it has few spill over effects over the rest of its economy; and South Africa shows a limited total factor productivity, it undeniably needs to increase the overall higher value-added activities.

Economic growth without driven strategies to a better distribution of wealth would not wind up in better human opportunities. Therefore, an original, combine and inclusive strategy should be performed. This is the juncture where more attention should be paid, especially when the willing to bring about new relations and associations shows up.

Although there have been improvements for encouraging education and better edification of creation of knowledge, the challenges of increasing the proportion of higher education outcomes and reducing the existent social and racial inequalities in access and distribution remains in all five BRICS countries.

In order to diminish inequalities the five countries need to set up the sustainable conditions to achieve the goal, they should improve education competences, develop infrastructure, break social structure legacy, use the resources wisely, make public services professional and high-quality, end corruption practices, and generate more integrated dynamics to unite their nations. To accomplish the goal of creating a harmonious world is, unfortunately, still on its long way to be performed.

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- ❑ World Development Indicators, World Bank:
<http://databank.worldbank.org/data/home.aspx>
- ❑ WTO Country Profiles,
<http://stat.wto.org/CountryProfile/WSDBCountryPFHome.aspx?Language=E>
- ❑ Zhang, Lijuan, BRICS face challenges as role in world economy grows, China.org.cn, September 22, 2011, http://www.china.org.cn/opinion/2011-09/22/content_23471797.htm.



Europass Curriculum Vitae

Personal information

Surname , First name **FRANCO PEÑA, Erika Samantha**
 Address Franzensbrückenstrasse 15 / 1 / 14, 1020 Vienna, Austria
 Telephone Mobile: (+43) 0680 2233 048
 E-mail samfrancop@gmail.com
 Nationality Mexican
 Date of birth 28.08.1982
 Gender Female

Work experience

Name and address of employer	Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades , CEIICH (Center for Interdisciplinary Research in the Sciences and Humanities), Universidad Nacional Autonoma de Mexico, UNAM (National Autonomous University of Mexico), Torre II de Humanidades, 4° floor, Circuito Interior, Ciudad Universitaria, Coyoacan, 04510, Mexico. Jorge Eduardo Navarrete
Dates	April 2005 – August 2011
Occupation or position held	Research Assistant in the <i>Global Prospective: Future Studies</i> Program
Main activities and responsibilities	<ul style="list-style-type: none"> * Researched and drafted background documentation for the preparation of essays, announcements, letters and speeches. * Wrote, collected and organized articles related to the main projects: Global Prospective and Mexican Foreign Affairs. * Coordinated national and international seminars and lectures. * Elaborated communication documents and correspondence. * Drafted general flash information items.
Type of business or sector	Education.
Level in national or international classification	National and International.
Name and address of employer	Mexican Organizing Committee , Ministry of Foreign Affairs, World Trade Center Montecito No.38, Colonia Napoles, CP 03810, Mexico, D.F. Mexico.
Dates	August 2003 – May 2004
Occupation or position held	Protocol and Liaison Officer
Main activities and responsibilities	<ul style="list-style-type: none"> * Prepared programmes and coordinated the visits of State/Government, cabinet ministers and other high-level officials, as well as the programme for their spouses. * Coordinated and monitored the logistic support and the technical organization of the international meetings. * Provided guidance and advice to permanent missions, permanent observer missions and permanent observer offices. * Prepared and coordinated special events and official ceremonies. * Planned the participation of all the delegations participating. * Prepared agendas, biographies, communication documents, and correspondence. * Drafted general flash information items.

	<ul style="list-style-type: none"> - At the Fifth WTO Ministerial Conference, Cancun, Mexico; - the Special Conference on Security, Organization of American States, Mexico City; - the 110 Inter Parliamentary Union, Mexico City; and - the III Summit of Heads of the State and Government of the European Union and Latin America and the Caribbean, Jalisco, Mexico.
Type of business or sector	Public Sector Entity.
Level in national or international classification	National and International.
Name and address of employer	Núñez-Rodríguez Abogados, S.C. Av. Jesus del Monte 39 2do. Piso, Huixquilucan, Edo. México, CP 52764, Mexico.
Dates	June 2002- June 2003
Occupation or position held	Research Assistant
Main activities and responsibilities	<ul style="list-style-type: none"> * Assisted in the preparation and elaboration of summary reports. * Researched and provided background documentation for the preparation of essays, statements, announcements, letters and speeches related to International Trade Framework. * Coordinated Seminars and Lectures. * Prepared agendas, communication documents and correspondence.
Type of business or sector	Legal Services.
Level in national or international classification	National and International.
Education and training	
Dates	September 2011 – October 2013
Title of qualification awarded	Erasmus Mundus Master in Global Studies
Principal subjects/occupational skills covered	Development, Globalisation, Political Science, International Relations.
Name of organisation providing education and training	Universität Wien, Vienna, Austria (Second Year) Unwersytet Wroclawski, Wroclaw, Poland (First Year)
Dates	September 2004 – October 2006
Title of qualification awarded	Master's Degree in Executive Direction
Principal subjects/occupational skills covered	Management, International Business, National and International Marketing.
Name of organisation providing education and training	Universidad Anahuac, Mexico, Mexico.
Dates	August 2000 - July 2004
Title of qualification awarded	Bachelor's Degree in International Relations
Principal subjects/occupational skills covered	International Relations, Diplomacy, International Organizations, Development.
Name of organisation providing education and training	Universidad Anahuac, Mexico, Mexico.
Personal skills and competences	
Mother tongue(s)	Spanish
Other language(s)	

Self-assessment <i>European level (*)</i>	Understanding		Speaking		Writing
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C2	C2	C2	C2
French	C2	C2	B1/2	B1/2	B1/2
Italian	C2	C2	B1/2	B1/2	B1/2

(*) *Common European Framework of Reference for Languages*

Social skills and competences	I am an effective communicator with proven skills; ability to establish and maintain efficient working relationship with internal and external contacts; good interpersonal skills in a multicultural environment with kindness and respect for diversity.
Organisational skills and competences	My experience has included wide experience in logistic functions; analytical proficiency with the aptitude to synthesize information, reports and documents; sense of responsibility and sensitivity to political issues; willing to take initiative; work with short deadlines and under pressure.
Technical and computer skills and competences	Proficient in logistic skills. Technically proficient in Microsoft Office Suite.
Driving licence	Category A

Additional information

Publications

- * Coauthor of *La huella global de China. Interacciones internacionales de una potencia mundial*, Coleccion Prospectiva Global, CEIICH-UNAM, Mexico, 2012.
- * "El papel de la No Proliferacion en la Seguridad Internacional", Asociacion Mexicana de Estudios Internacionales, UNAM, Mexico, 2009.
- * Coauthor of *China: la tercera inflexion. Del crecimiento acelerado al desarrollo sustentable*, Coleccion Prospectiva Global, CEIICH-UNAM, Mexico, 2007.
- * Coauthor of *Resistencias al avance hacia un mundo multipolar: China y la Union Europea en 2005*, Coleccion Prospectiva Global, CEIICH-UNAM, Mexico, 2005.

Awards

- * Received Erasmus Student Mobility Grant.
- * Received Academic Excellence Award in Master's Program.
- * Received Academic Excellence Award in Bachelor's Program.
- * Received Bachelor Scholarship and Grant.

References

- * Mag. Dr. Friedrich Edelmayer, MAS, Coordinator, Universität Wien, Dr. Karl-Lueger-Ring 1, 1010 Vienna, Austria. Phone number: +43 (1) 427 74 0836, e-mail: friedrich.edelmayer@univie.ac.at
- * Mag. Leopold Kögler, Coordinator, Universität Wien, Dr. Karl-Lueger-Ring 1, 1010 Vienna, Austria. Phone number: +43 (1) 427 74 0845, e-mail: leopold.koegler@univie.ac.at
- * Dr. Peer Vries, Institute for Economic and Social History, Universität Wien, Dr. Karl-Lueger-Ring 1, 1010 Vienna, Austria. Phone number: +43 (1) 427 74 1310, e-mail: peer.vries@univie.ac.at
- * M.A. Eduardo Nuñez, Attorney at Law, Av Jesus del Monte 39, 52764, Huixquilucan, Mexico, Phone number: +52 (55) 4741 1155, e-mail: en@enabogados.com.mx
- * M.A. Evi Yuliana Siregar, Research Coordinator, El Colegio de Mexico, 10740 Mexico City, Mexico, Phone number: +52 (55) 5449 3000, Ext. 4051, e-mail: esivegar@colmex.mx